

HEY READ ME:

ITEM 1:

David and his family are living in Zimbabwe . They are planning to visit Uganda in two weeks' time as tourists but they are yet to decide which places to visit exactly. David's younger brother Austin, suggests they visit a site with **"unique ancient rock paintings"**, and another site with a **"mythical 500 year old tree"** where miracles happen which his teacher told him about. However David objects suggesting they instead visit another interesting place where **"Kings of the largest kingdom in Uganda are buried"**, while their father opposes them proposing another site **"famous for having been the capital city of "an ancient kingdom of magical people"**.

TASK:

Identify and write brief notes about the historical sites talked about in the above scenario, and show their benefits to Uganda.

ITEM 2

One evening, as you are going back home from school, you see a crowd of people converged to see a fight which had erupted between two men. When you come closer you realizes that one is a pastor and another is a scientist and that the fight has erupted from a heated debate between the two men about how people came into existence. The pastor had stated that God created man "out of dust", well as the scientist had objected and saying man instead evolved from "baboons and monkeys", which had annoyed the pastor who jumped over him with rage hence starting the fight. By coincidence, people see you in a school uniform and ask you to give your opinion about the issue.

TASK:

AS a student of History and political education, highlight about the issue above in an essay

ITEM 3:

Recently, the ministry of education and sports announced their intention of abolishing the study of history and political education. This is because the government wants to promote science subjects like Biology, Chemistry, physics and Math due to the fact that these subjects are relevant to rapidly changing modern world which require technology and practical problem solving , unlike history which is based on past events . Eventually, a large conference has been organized to debate about the issue and all schools have been asked to send representatives.

TASK:

Imagine that your school has selected you to represent it to the conference to convince the ministry not to abolish history and political education, write an essay expressing your views.



Item 4:

During one of the history lessons in your class, your history teacher played for you a documentary about how humans spread across the world. One part of the film says all modern humans came from Africa and spread to other places. Another part shows how humans in different parts of the world slowly changed over time but stayed connected.

Task: How do you understand the two ideas in the film, and how are they different?

Item 5:

During a school exchange visit, students from Buganda and Karamoja met for a cultural discussion. One student from Buganda proudly explained how their ancestors had a kabaka (king), chiefs, royal drums and a large palace of Mengo. A student from Karamoja listened quietly, and then said, "We also had leaders but we did not have kings and palaces. Our leaders made decisions together under a big tree." Some students got confused and one of them asked, "So, does that mean that some societies had no government?"

Task:

Using your knowledge of history and political education, highlight the students about the types of governance talked about in the scenario, showing their differences.

Item 6:

Busia is a busy trading center near the Uganda – Kenyan border, trucks carrying goods like soap, sugar, clothes from as far as Mombasa across the border everyday. One day students from Unity high school made a study trip to this center and when they saw a long queue of trucks crossing, their teacher said "What you see today is not new, Long ago, our ancestors traded salt, iron, and even ivory across long distances, from here to the coast." The students got confused and said, "But how can trade from hundred years ago be connected to what we see now?"

Task:

In a detailed essay, justify the teacher's claim in the scenario above.

Item 7:

During one of the history lessons in your class, your teacher instructed you to act out a play about visitors who came from far away by boat carrying crosses, books and strange tools. In this play, the visitors say they have come to "help" but they also ask for land, gold and people to work for them without pay. After the play, your teacher asked, "Who were these people? And why did they come to East Africa?"

Task: In a detailed essay, give responses to the teacher's question.

ITEM 8:

During one of the history lessons in your class, your history teacher instructs you to perform a brief play about the topic "The Colonial Administrative system in east Africa". Some of your classmates will act as village chiefs, while others will play roles like district commissioners and governors. One of your classmates is confused and wonders about the organization of colonial administrative structure from "top – bottom" because she was absent when the teacher taught that part

TASK:

Draw an administrative hierarchy of colonial rule in east Africa and also give reasons for the choice of such administrative system.

ITEM 9:

A group of students visit a cultural museum where they see displays of iron tools, woven baskets, animal hides, and old trading beads. The museum guide then, explains how people lived before colonial rule depending on the displayed tools as the essential items of the economy. The students are puzzled and begin wondering how the pre-colonial east Africans lived without money, and industries. One of them asks the guide, "But how did they manage without money and machines?"

Task:

In a detailed essay, give responses to the student's question in the scenario above.

ITEM 10

During a study trip to the Uganda museum, S.1 students from Day spring high school visited an exhibition called "voices of the past". They saw two displays. One showed letters and gifts exchanged between a local chief and a British officer, with captions describing peace and cooperation. While the other display showed broken spears, burnt huts, and drawings of warriors fighting colonial soldiers. Masembe, one of the students stood between the two and asked, "were these people from different tribes, or did they see the situation differently?" "Sometimes, the same storm hits two homes, and each reacts differently?" Replied the museum guide. Masembe still remained confused.

Task:

As a student of history and political education, explain Masembe what the guide meant and justify the choice of reaction in that case.

TO BE CONTINUED

