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Primary 5 Social studies

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Term 2

Theme: LIVING TOGETHER IN UGANDA

Topic 1/4: The People of Pre-Colonial Uganda

Learning Outcomes:

The learner is able to promote and practice desirable knowledge and values in the society and show respect for his/her culture and those of other people; demonstrate an understanding of and use map reading skills to interpret information.

Ethnic Groups in Uganda

An **ethnic group** is a community of people who share the same language, culture, and traditions.

Uganda has many ethnic groups, each with its own customs.

Major Ethnic Groups of Uganda



Bantu



Luo



Nilo-Hamites



Hamites

(a) Bantu

Bantu are found mainly in Central, Western, and Southern Uganda.

Examples: Baganda, Basoga, Banyankole, Bakiga, Batooro.

Bantu are known for farming and cattle keeping.

(b) Luo

Luo are found in Northern Uganda.

Examples: Acholi, Alur, Langi.

They are known for fishing, cattle keeping, and hunting.

(c) Nilo-Hamites

Nilo-Hamites are found in Northeastern Uganda.

Examples: Iteso, Karamojong, Kakwa.

They are known for cattle keeping and pastoralism.

(d) Hamites

Hamites are found in Southwestern Uganda.

Examples: Bahima, Batutsi.

They are known for cattle keeping and dairy farming.

Importance of Ethnic Groups

- (i) They preserve **culture and traditions**.
- (ii) They promote **unity and identity**.
- (iii) They contribute to **economic activities** like farming, fishing, and cattle keeping.

Exercise 1

1. What is an ethnic group?
2. Name two examples of Bantu ethnic groups in Uganda.
3. Which ethnic group is mainly found in Northern Uganda?
4. Give one example of a Nilo-Hamite group.

5. Mention one economic activity of the Hamites.
6. Why are ethnic groups important in Uganda?
7. Which ethnic group is known for gorilla conservation areas in Southwestern Uganda?
8. Name one ethnic group that practices pastoralism.
9. Which ethnic group includes the Baganda?
10. How do ethnic groups promote unity in Uganda?

Places of Origin of Uganda's Ethnic Groups

(a) Bantu

Origin: **Central West Africa**

Migrated into Uganda and settled in Central, Western, and Southern regions.

Examples: Baganda, Basoga, Banyankole, Bakiga.

(b) Luo

Origin: **Bahr El Gazel in South Sudan**

Settled mainly in Northern Uganda.

Examples: Acholi, Alur, Langi.

(c) Nilo-Hamites

Origin: **Ethiopia**

Settled in Northeastern Uganda.

Examples: Iteso, Karamojong, Kakwa.

(d) Hamites

Origin: **North East Africa**

Settled in Southwestern Uganda.

Examples: Bahima, Batutsi.

Importance of Knowing Origins

- (i) It helps us understand **migration history**.
- (ii) Promotes **unity and respect** among different groups.
- (iii) Shows how culture and traditions spread across regions.

Exercise 2

1. What is an ethnic group?
2. From which place did the Bantu originate?
3. Name one ethnic group that came from Bahr El Gazel in South Sudan.
4. Which ethnic group originated from Ethiopia?
5. Mention one example of the Hamites in Uganda.
6. Why is it important to know the origins of ethnic groups?
7. Which ethnic group includes the Baganda?
8. Name one Luo group found in Uganda.
9. From which part of Africa did the Hamites come?
10. Which ethnic group settled mainly in Northeastern Uganda?

Migration

Migration is movement of people from one area to another, either within the same country or across borders.

Immigration is when people move from one country or place to live in another.

Causes of Immigration and Migration

- (i) **Scarcity of water and pasture for animals:** People move to areas with enough water and grass for their cattle.
- (ii) **Scarcity of land:** When land is too small or overcrowded, people move to find more space for farming and settlement.
- (iii) **Internal conflicts:** Wars, tribal clashes, or insecurity force people to leave their homes and settle in safer areas.

Importance of Understanding Immigration

- (i) Helps us know why people move.
- (ii) Promotes peace and unity among different communities.
- (iii) Encourages sharing of cultures and skills.

UGANDA ETHNIC GROUP MIGRATION ROUTE



Exercise 3

1. What is immigration?
2. What is migration?
3. Mention one cause of immigration.
4. Why do people move when there is scarcity of land?
5. Give one example of how internal conflicts cause migration.
6. How does immigration promote unity among people?
7. Which cause of migration is linked to keeping animals?
8. Why is it important to understand immigration?

Factors Affecting Settlement Patterns

- (i) **Land** – People settle where land is suitable for farming, grazing, and building.
- (ii) **Vegetation** – Thick forests discourage settlement, while open grasslands attract pastoralists.
- (iii) **Climate** – Areas with good rainfall and moderate temperatures attract more people than hot, dry deserts.
- (iv) **Soils** – Fertile soils encourage farming and permanent settlement.
- (v) **Water** – Rivers, lakes, and springs provide drinking water, irrigation, and transport.

Areas of Settlement in Uganda

Agriculturalists (Bantu groups): Settled around lakes (**Victoria, Kyoga, Albert, George**) and mountains (**Rwenzori, Elgon, Mufumbira**) because soils are fertile and rainfall is reliable.

Pastoralists: Settled in **grassland areas of the West, North, and North East** where there is enough pasture for cattle, goats, and sheep.

Exercise 4

1. List **five factors** that influence settlement patterns.
2. Why do people prefer to settle near water bodies?
3. Name **two lakes** where agriculturalists settled in Uganda.
4. Name **two mountains** where agriculturalists settled in Uganda.
5. Explain why fertile soils are important for settlement.
6. Why do pastoralists prefer grassland areas?
7. Which factor among land, vegetation, climate, soils, and water do you think is the **most important** for settlement? Give a reason.
8. Mention one difference between areas settled by agriculturalists and those settled by pastoralists.
9. How does climate affect where people choose to live?
10. Give two reasons why thick forests discourage settlement.

Political Organization of Ethnic Groups

- (a) **Centralized Administration (Kingdoms):**
 - Some ethnic groups had kingdoms.
 - Kings were the leaders and made important decisions.
- (b) **Clan Leadership:**
 - Chiefs or clan elders led clans.
 - They settled disputes and guided their people.
- (c) **Warriors as Leaders:**
 - In some groups, strong warriors led.
 - They protected the community from enemies.

- (d) **Wisemen as Leaders:**
- Elders or wisemen gave advice.
 - They guided people using wisdom and experience.

Roles of Leaders

- (i) **Kings:** Maintained law and order, collected tribute, and protected their kingdoms.
- (ii) **Clan Elders/Chiefs:** Settled disputes, preserved traditions, and led ceremonies.
- (iii) **Warriors:** Defended the community and expanded territory.
- (iv) **Wisemen:** Offered guidance, solved problems, and advised leaders.

Exercise 5

1. Name two ethnic groups in Uganda that had centralized kingdoms.
2. Who were the leaders in a centralized administration?
3. What role did clan elders play in their communities?
4. Why were warriors important in some ethnic groups?
5. Mention one role of wisemen in traditional leadership.
6. Give two differences between centralized administration and clan leadership.
7. Which type of leader was responsible for protecting the community from enemies?
8. Explain why kings were considered powerful leaders.
9. How did clan elders help maintain peace in their communities?
10. In your opinion, which type of leader was most important in traditional societies? Give a reason.

Ethnic Groups and Their Identities

Ethnic groups are communities of people who share common traditions and ways of life. They are identified by:

- (i) **Language** – Each ethnic group has its own language or dialect.
- (ii) **Names** – Names often show the ethnic group a person belongs to.
- (iii) **Customs** – Traditions such as marriage, burial, and initiation ceremonies.
- (iv) **Clans and Totems** – Each clan has a totem (animal, plant, or symbol) representing it.
- (v) **Values** – Shared beliefs and principles that guide behavior.
- (vi) **Games** – Traditional games such as *Mweso* and wrestling.

Values

Values are beliefs and principles that guide how people live and behave.

Types of Values:

- (i) **Personal values** – e.g. honesty, cleanliness.

- (ii) **Family values** – e.g. respect, helpfulness.
- (iii) **Community values** – e.g. God-fearing, cooperation, peace, law abiding, trust, value for work.

Exercise 6

1. What are ethnic groups?
2. Mention three ways of identifying ethnic groups.
3. Give two examples of traditional games played by ethnic groups.
4. What is a clan totem?
5. Why are names important in identifying ethnic groups?
6. Define values in your own words.
7. Give two examples of personal values.
8. Mention two family values.
9. Give two examples of community values.
10. Why respect is considered an important value in society?

Importance of Social Norms

- (i) **Social norms** are rules and accepted ways of behaving in a community.
- (ii) They help people live peacefully, respect one another, and maintain order.
- (iii) Norms guide how people interact, dress, speak, and behave in society.

Relationships

Meaning of Relationships: How people interact with each other.

Types of Relationships:

- (i) **Blood relationships** – family members related by birth.
- (ii) **Peer relationships** – friends of the same age group.
- (iii) **Social relationships** – connections with neighbors, community members, and leaders.
- (iv) **Marriage relationships** – husband and wife, in-laws, and extended family ties.

Example 7

1. What are social norms?
2. Why are social norms important in a community?
3. Define relationships in your own words.
4. Mention four types of relationships.
5. Give two examples of blood relationships.
6. Why are peer relationships important for children?
7. How do social relationships help in building a community?
8. What is a marriage relationship?

9. Give two examples of social norms in your community.
10. Explain how respect as a social norm helps maintain peace.

Development of Economic Organizations

- (i) People produced things they needed for daily life.
- (ii) **Trade** developed in items like craft materials, salt, and domestic animals.
- (iii) Goods and services were exchanged through **bartering** (e.g., bark cloth for salt).
- (iv) **Metal tools** such as hoes, spears, and shields were made and used.
- (v) **Animals** like cattle, goats, and sheep were kept for food, wealth, and trade.
- (vi) **Grain foods** such as millet and sorghum were grown and exchanged.

Exercise 8

1. What were economic organizations in traditional societies?
2. Mention two items that were produced for daily use.
3. What is bartering?
4. Give two examples of goods exchanged through bartering.
5. Name two types of metal tools used in traditional societies.
6. Why were animals like cattle and goats important in economic life?
7. Mention two types of grain foods grown by ethnic groups.
8. How did trade help in the development of communities?
9. Give one difference between bartering and modern trade.
10. Why was salt considered valuable in traditional trade?

Revision questions

1. Mention any one activity that is carried out during a Tradition African naming ceremony.
 - (i) **Gathering of family and community** – Relatives, elders, and neighbors come together to witness the ceremony.
 - (ii) **Prayers and blessings** – Elders or spiritual leaders pray for the child’s health, protection, and future.
 - (iii) **Announcement of the name** – The chosen name is publicly declared, often by a respected elder or parent.
 - (iv) **Explanation of the name** – The meaning or reason for the name is explained (e.g., after an ancestor, event, or value).
 - (v) **Presentation of gifts** – Family and friends give gifts such as food, clothes, or animals to support the child.
 - (vi) **Traditional rituals** – Some communities perform symbolic acts like sprinkling water, smearing butter, or tying beads.

- (vii) **Feasting and celebration** – Food and drink are shared, with singing, dancing, and traditional music.
 - (viii) **Blessings from elders** – Elders give advice and blessings for the child’s future character and role in society.
2. Write any one characteristic of kingdoms in precolonial Uganda
 - (i) They had **centralized leadership** under kings.
 - (ii) Kingship was hereditary
 - (iii) Kings were assisted by **chiefs, clan heads, and elders**.
 - (iv) People paid **tribute or taxes** in form of food, animals, or labor.
 - (v) They had **strong armies** to protect and expand the kingdom.
 - (vi) Communities shared **common customs, traditions, and values**.
 - (vii) Economic activities included **farming, cattle keeping, trade, and crafts**.
 - (viii) Religion and spirituality were important, with leaders working alongside **spiritual figures**.
 3. State any one reason why kings in Uganda appointed village chiefs before the coming of the colonialists
 - (i) Chiefs helped the king govern villages and ensure laws were followed.
 - (ii) Chiefs collected tribute (food, animals, or labor) from the people on behalf of the king.
 - (iii) Chiefs settled disputes and kept peace within their communities.
 - (iv) Chiefs acted as a link between the king and the villagers, passing on instructions.
 - (v) Chiefs organized men in their villages to support the kingdom’s army when needed.
 - (vi) Chiefs led ceremonies and upheld traditions and customs.
 4. Give any one reason why it is important to use a common language in a community.
 - (i) **Promotes unity** – People feel connected and live peacefully when they share a language.
 - (ii) **Easy communication** – It helps people understand each other quickly and clearly.
 - (iii) **Strengthens relationships** – Families, friends, and neighbors bond better when they can speak the same language.
 - (iv) **Preserves culture** – A common language carries traditions, stories, and customs.
 - (v) **Supports education** – Learners understand lessons better when taught in a language they know.
 - (vi) **Encourages cooperation** – People can work together easily in farming, trade, and community projects.
 - (vii) **Maintains order** – Leaders can give instructions that everyone understands.
 5. State any one reason why most pastoral communities are settled in the plains.
 - (i) **Availability of pasture** – Plains have wide grasslands that provide enough food for cattle, goats, and sheep.
 - (ii) **Water sources** – Plains often have rivers, streams, or seasonal water points for animals.

- (iii) **Ease of movement** – Flat land makes it easier to move animals from one place to another in search of pasture and water.
 - (iv) **Space for large herds** – Plains provide open areas where big herds can graze freely.
 - (v) **Fewer forests** – Unlike mountainous or forested areas, plains have fewer obstacles, making grazing easier.
 - (vi) **Suitable climate** – Many plains have climates that support grass growth, which is ideal for pastoralism.
6. Why pastoralism is not highly developed among the nomadic communities in Africa?
- (i) **Unreliable water supply** – Many nomadic areas are dry, with little water for animals.
 - (ii) **Poor pasture** – Grasslands in arid regions cannot support large herds for long.
 - (iii) **Harsh climate** – Droughts and extreme heat make it difficult to keep animals healthy.
 - (iv) **Constant movement** – Nomads move often in search of pasture and water, which limits organized animal rearing.
 - (v) **Diseases** – Animals are exposed to diseases when moved across different regions.
 - (vi) **Conflicts** – Competition for grazing land and water often leads to clashes between communities.
 - (vii) **Limited markets** – Remote areas make it hard to sell animals or animal products.
 - (viii) **Lack of modern methods** – Nomadic communities often rely on traditional practices, limiting productivity.
7. (a) What do we call the movement of people from villages to towns for settlement?
Rural-urban movement
- (b) State any two reasons why people migrate from village to towns.
- To look for jobs
 - To look for better social services
 - To look for better living standards
- (c) Mention one challenge faced by people which live in towns
- Unemployment
 - Poor sanitation
 - Crime
 - Diseases
 - Overcrowding
8. Give any one way in which culture is important in a community.
- (i) **Promotes unity** – Culture brings people together through shared traditions, values, and practices.

- (ii) **Preserves identity** – It helps people know who they are and where they come from.
- (iii) **Guides behavior** – Cultural norms teach respect, honesty, and responsibility.
- (iv) **Passes on traditions** – Songs, dances, stories, and ceremonies are passed from one generation to another.
- (v) **Strengthens relationships** – Customs such as greetings, marriage, and naming ceremonies build strong bonds.
- (vi) **Provides entertainment** – Games, dances, and festivals make community life enjoyable.
- (vii) **Supports cooperation** – Culture encourages people to work together in farming, celebrations, and problem-solving.
- (viii) **Maintains order** – Cultural rules and values help prevent conflicts and promote peace.

9. (a) Name the place where the Nilotics first settled when they arrived in Uganda.

Pubungu

(b) State any two reasons why the Nilotics left their original homeland.

- (i) **Search for pasture and water** – They needed better grazing land for their cattle.
- (ii) **Population pressure** – Growing numbers of people and animals made resources scarce.
- (iii) **Conflicts and insecurity** – Wars and raids forced them to move to safer areas.
- (iv) **Harsh climate** – Droughts and poor rainfall made survival difficult.
- (v) **Diseases** – Outbreaks affecting people and animals encouraged migration.
- (vi) **Adventure and expansion** - Some groups moved to explore new areas and expand their communities.

10. Mention any one activity that the Bachwezi are remembered for.

- (i) **Cattle keeping** – They reared large herds of cattle, which became a symbol of wealth and status.
- (ii) **Introduction of iron tools** – They used iron hoes and spears, improving farming and defense.
- (iii) **Trade** – They engaged in long-distance trade, exchanging goods like salt, iron products, and cattle.
- (iv) **Agriculture** – They grew crops such as millet and sorghum.
- (v) **Political organization** – They established the **Empire of Bunyoro-Kitara**, remembered for its centralized leadership.
- (vi) **Cultural influence** – They left behind myths, legends, and traditions that still influence communities today.

11. Name any one tribe in Uganda that belongs to the plain Nilotes.

- (i) **Iteso**
- (ii) **Karamojong**
- (iii) **Dodoth**

12. Give any one factor that attracted the Bantu cultivator to settle within the lake of East Africa.

- (i) **Fertile soils** – The lake regions had rich soils suitable for growing crops like bananas, millet, and sorghum.
- (ii) **Reliable rainfall** – The areas around the lakes received good rainfall, supporting farming.
- (iii) **Water supply** – Lakes provided water for domestic use, irrigation, and animals.
- (iv) **Fishing opportunities** – The lakes offered fish as an additional source of food.
- (v) **Transport and trade** – Lakes made movement and exchange of goods easier.
- (vi) **Cooler climate** – The environment around the lakes was favorable for settlement and farming.

13. Mention any one way in which the coming of the Nilotes into Uganda was a disadvantage to the Bunyoro-Kitara Empire.

- (i) **Loss of territory** – The Nilotes occupied parts of northern and eastern Uganda, reducing the land controlled by Bunyoro-Kitara.
- (ii) **Frequent conflicts** – Their arrival led to wars and raids, weakening the empire's strength.
- (iii) **Decline of power** – The Empire lost influence as Nilotic groups established their own communities and leadership.
- (iv) **Competition for resources** – Grazing land, water, and fertile soils were contested, creating tension.
- (v) **Disruption of trade** – Movement of Nilotic groups interfered with trade routes controlled by the empire.
- (vi) **Weakening unity** – Continuous attacks and migrations made it harder for the empire to remain united.

14. (a) State any two ways through which people show their culture.

- (i) **Language** – Speaking their mother tongue.
- (ii) **Dress** – Wearing traditional clothes and ornaments.
- (iii) **Food** – Preparing and eating traditional dishes.
- (iv) **Music and dance** – Performing cultural songs and dances.
- (v) **Ceremonies** – Holding events like weddings, naming, and initiation rites.
- (vi) **Beliefs and values** – Practicing customs, taboos, and religious traditions.
- (vii) **Art and crafts** – Making traditional tools, decorations, and carvings.

(b) Give any two reasons why people should promote culture in their areas.

- (i) **Preserves identity** – Culture helps people know who they are and where they come from.
- (ii) **Strengthens unity** – Shared traditions bring people together and encourage peace.

- (iii) **Passes on traditions** – Promoting culture ensures customs, songs, dances, and stories are not forgotten.
 - (iv) **Guides behavior** – Cultural values teach respect, honesty, and responsibility.
 - (v) **Encourages cooperation** – People work together in farming, ceremonies, and community projects.
 - (vi) **Provides entertainment** – Cultural festivals, dances, and games make life enjoyable.
 - (vii) **Boosts pride** – Promoting culture makes people proud of their heritage.
 - (viii) **Supports development** – Cultural practices like teamwork and respect help communities grow stronger.
15. What is important about the place called Magosi in Karamoja sub-region.
- (i) **Archaeological significance** – Magosi is known for the discovery of the *Magosian Culture*, an early Stone Age industry where people made tools from stone.
 - (ii) **Historical value** – It provides evidence of how early humans in Uganda survived, hunted, and used tools.
 - (iii) **Educational role** – The site helps learners and researchers understand Uganda’s prehistory and the development of human culture.
 - (iv) **Cultural heritage** – Magosi is part of Uganda’s heritage, showing the link between present communities and ancient settlers.
 - (v) **Tourism potential** – As an archaeological site, it attracts interest from historians, archaeologists, and visitors who want to learn about early human life.
16. State any one similar cultural practice among the Bagisu and Bakoonzo.
Both the **Bagisu** (in eastern Uganda) and the **Bakonzo** (in western Uganda) practice **circumcision** as a rite of passage.
17. Why is Africa known as the cradle land of mankind?
- (i) Has the oldest human fossil
 - (ii) Contain tools uses by early man
 - (iii) Rich in historical sites
18. (a) Give any two natural disasters which can affect the settlement of people in an area.
- (i) floods
 - (ii) earthquake
 - (iii) volcanic eruption
 - (iv) drought
 - (v) epidemic diseases
 - (vi) land slides
- (b) Mention any two ways in which government can assist the people affected by natural disasters.
- (i) **Provide emergency relief** – Supplying food, clean water, clothing, and medicine.
 - (ii) **Offer shelter** – Building temporary camps or houses for displaced families.

- (iii) **Medical care** – Sending doctors and nurses to treat the injured and prevent disease outbreaks.
- (iv) **Rescue operations** – Using police, army, and volunteers to save people trapped or stranded.
- (v) **Rebuild infrastructure** – Repairing roads, schools, hospitals, and bridges destroyed by disasters.
- (vi) **Financial support** – Giving money or materials to help families restart their lives.
- (vii) **Education and awareness** – Teaching communities how to prepare for and respond to disasters.
- (viii) **Security** – Protecting affected areas from looting or violence during emergencies.

19. Name one tribe in Uganda that belong to the Nile-Hamites.

- (i) Karamojong
- (ii) Iteso
- (iii) Dodoth

Thank You

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