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**Primary 5 Social studies**

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## Term 2

### Theme: LIVING TOGETHER IN UGANDA

#### Topic 3/4: How Uganda Became a Nation

##### Learning Outcomes:

The learner is able to explore, understand and appreciate the value of Uganda as a nation.

##### Nation

A **nation** is a group of people who share common things such as language, culture, history, and sometimes territory, and who feel united under one government.

##### How Uganda Became a Nation

Uganda became a nation through several steps:

- (i) **Colonial rule:** The British brought different kingdoms and communities together under one administration.
- (ii) **Agreements:** Treaties like the Buganda Agreement of 1900 helped unify regions under British control.
- (iii) **Infrastructure:** Railways, roads, and schools connected different parts of Uganda.
- (iv) **Introduction of cash crops and trade:** This created economic links among communities.
- (v) **Independence in 1962:** Uganda officially became a self-governing nation with one flag, one government, and one identity.

##### Exercise 1

1. What is a nation?
2. Give two examples of things that unite people into a nation.
3. How did colonial rule help Uganda become a nation?
4. Which agreement helped bring Buganda under British control?
5. In which year did Uganda gain independence?
6. Mention two ways missionaries contributed to Uganda's nationhood.
7. Why is having one flag important for a nation?

## Treaties between the British and Kings in Uganda

- 1. Buganda Agreement (1900)**
  - Signed between the British and Kabaka of Buganda.
  - It reduced the Kabaka's powers and gave the British more control.
  - Land was divided among chiefs, the Kabaka, and the British.
- 2. Toro Agreement (1900)**
  - Signed with the Omukama of Toro.
  - Brought Toro under British protection and control.
- 3. Ankole Agreement (1901)**
  - Signed with the Omugabe of Ankole.
  - Allowed the British to administer Ankole while recognizing the king.
- 4. Bunyoro Agreement (1933)**
  - Signed with the Omukama of Bunyoro.
  - Reduced the independence of Bunyoro and strengthened British authority.

### Exercise 2

1. Name the agreement signed between the British and Buganda in 1900.
2. Which kingdom signed an agreement with the British in 1901?
3. What was the main effect of the Buganda Agreement of 1900?
4. Mention one way treaties helped the British to control Uganda.
5. Which kingdom signed an agreement with the British in 1933?

## How the British Took Control of Uganda

The British extended their rule over Uganda through treaties, military conquest, and indirect rule using local leaders—starting with Buganda in 1894 and gradually expanding to other regions by 1933.

- 1. Buganda Became a Protectorate (1894)**
  - The British signed an agreement with Buganda leaders to protect the kingdom.
  - Buganda became the center of British administration.
- 2. Agreements with Other Kingdoms**
  - **Toro (1896)** and **Ankole (1901)** signed agreements to accept British rule.
  - These kingdoms cooperated because they wanted protection from enemies like **Bunyoro**.
- 3. War with Bunyoro**
  - King Kabalega of Bunyoro resisted British rule.

- The British defeated him in 1899 and took over Bunyoro by force.

#### 4. Use of Semei Kakungulu

- A Muganda leader, Semei Kakungulu, helped the British expand into **Eastern Uganda**.
- He led military campaigns and set up administration in **Bugisu, Bukedi, Teso, and Sebei**.

#### 5. Indirect Rule

- The British used local chiefs to govern on their behalf.
- This system helped them control large areas without many British officials.

#### 6. Final Expansion

- By **1933**, all parts of Uganda were under British colonial rule.
- Uganda was fully organized into districts and regions.

### Exercise 3

1. Name two areas in Uganda that were not kingdoms but came under British rule.
2. How did the British control chiefdoms like Busoga?
3. Mention one society in Uganda that did not have a king but was ruled by the British.
4. Why did the British create districts in Uganda?
5. Give two examples of non-centralized societies brought under British rule.

## The Influence of British Rule on Uganda as a Nation



- (i) **Language:** English was introduced and became the official language, uniting different ethnic groups.
- (ii) **Education:** Missionary and government schools were established, spreading literacy and Western education.

### Example of schools built by Europeans

**Namilyango College (1902)** – Founded by Catholic missionaries, one of Uganda’s oldest secondary schools.

**Gayaza High School (1905)** – Established by Church Missionary Society (CMS) missionaries, the first girls’ school in Uganda.

**Kings College Budo (1906)** – Started by the Church Missionary Society, it became a leading secondary school.

**St. Mary’s College Kisubi (1906)** – Founded by Catholic missionaries, known for academic excellence.

**Ntare School (1956)** – Established during colonial times, later became one of Uganda’s top schools.

- (iii) **Health:** Missionary and government Health facilities were established to provide health services.

### Hospitals Started by Europeans

**Mengo Hospital (1897)** – Founded by Dr. Albert Cook, a missionary doctor, and the first modern hospital in Uganda.

**Nsambya Hospital (1903)** – Established by Catholic missionaries, still a major hospital today.

**Rubaga Hospital (1899)** – Started by Catholic missionaries, one of the oldest hospitals in Uganda.

**Mulago Hospital (1913)** – Built by the British colonial government, now Uganda’s national referral hospital.

**Kabarole Hospital (early 1900s)** – Established by missionaries in western Uganda.

- (iv) **Religion:** Christianity spread widely, shaping moral values and social life.
- (v) **Economy:** Cash crops like cotton, coffee, and tea were introduced, linking Uganda to international trade.
- (vi) **Infrastructure:** Railways, roads, and communication systems were built to connect regions.
- (vii) **Administration:** British laws, governance systems, and districts were introduced, forming the basis of Uganda’s government.
- (viii) **Unity:** Different kingdoms and chiefdoms were brought together under one colonial administration, laying the foundation for nationhood.

### Exercise 3

1. Mention two ways British rule influenced Uganda’s education.
2. Which language did the British introduce as Uganda’s official language?
3. Name two cash crops introduced by the British in Uganda.
4. How did British rule help unite different kingdoms and chiefdoms?
5. Give one way British rule influenced Uganda’s religion.
6. Why was infrastructure important in building Uganda as a nation?
7. Name two schools started by European missionaries in Uganda.
8. Which was the first girls’ school established by Europeans in Uganda?
9. Who founded Mengo Hospital in 1897?
10. Mention one hospital started by Catholic missionaries.

11. Why were schools and hospitals important in Uganda's development under colonial rule?

### Administrative Systems during British Rule in Uganda

Sketch map of Uganda administrative Units under British Rule



When the British ruled Uganda, they introduced new administrative systems to control the country:

**(i) Government System**

Headed by the **Governor**, who represented the British Crown.

The Governor was assisted by colonial officers and councils.

**(ii) Indirect Rule System**

The British used **local chiefs and kings** to govern on their behalf.

In kingdoms like Buganda, Toro, Ankole, and Bunyoro, traditional leaders were kept but their powers were reduced.

Chiefs collected taxes, maintained law and order, and passed on British instructions.

### (iii) District Administration

Uganda was divided into **districts**, each led by a District Commissioner.

The District Commissioner supervised chiefs and reported to the Governor.

### (iv) Local Government

Local councils were formed to help in administration.

Chiefs and elders worked with colonial officers to manage villages and communities.

## Exercise 4

1. Who was the head of the colonial government in Uganda?
2. What system did the British use to rule through local chiefs and kings?
3. Name two kingdoms where indirect rule was applied.
4. What was the role of the District Commissioner?
5. Why did the British divide Uganda into districts?

## Direct Rule in Uganda

### How Direct Rule Was Applied

**Direct rule** meant the British governed people themselves without using kings or chiefs.

It **was** applied in areas that had **no centralized leadership** (no kings or strong chiefs).

The British appointed their own officials to administer these regions.

Local people were ruled directly by **District Commissioners** and colonial officers.

### Where Direct Rule Was Applied

**Northern Uganda:** Among the **Acholi, Langi, and Alur**, who had clan-based leadership instead of kings.

**Eastern Uganda:** In areas like **Teso and Karamoja**, which had no centralized kingdoms.

**West Nile region:** Communities here were also ruled directly by colonial administrators.

### Exercise 5

1. What is direct rule?
2. Why did the British apply direct rule in some parts of Uganda?
3. Name two areas in Uganda where direct rule was applied.
4. Who was responsible for administering districts under direct rule?
5. Give one difference between direct rule and indirect rule.

### Effects of Colonial Rule in Uganda

#### Economic Effects

##### Positive:

- Introduction of cash crops like cotton, coffee, and tea.
- Development of roads, railways, and communication systems.
- Growth of trade and markets.

##### Negative:

- Exploitation of Ugandan resources for British benefit.
- Dependence on cash crops instead of food crops.
- Unequal distribution of wealth, with chiefs and colonialists gaining more.

#### Social Effects

##### Positive:

- Introduction of modern education and literacy.
- Establishment of hospitals and modern medicine.
- Spread of Christianity, which promoted new values.

##### Negative:

- Loss of traditional culture and beliefs.
- Division among Ugandans due to religious and ethnic differences.
- Displacement of communities from their land.

#### Political Effects

##### Positive:

- Introduction of centralized administration and laws.
- Creation of districts and local councils.
- Foundation for Uganda's independence and nationhood.

#### Negative:

- Loss of independence and self-rule.
- Chiefs and kings lost much of their power.
- Resistance movements were suppressed harshly.

#### Exercise 6

1. Mention two positive economic effects of colonial rule in Uganda.
2. Give one negative economic effect of colonial rule.
3. Name two positive social effects of colonial rule.
4. How did colonial rule negatively affect Ugandan culture?
5. Mention one positive political effect of colonial rule.
6. What was one negative political effect of colonial rule?
7. Why was the introduction of cash crops both a positive and negative effect?

#### Reaction of Africans towards British Rule in Uganda

Africans responded to British colonial rule in different ways:

##### 1. Resistance (Opposition)

Some communities **fought against British rule** to protect their independence.

Example: The **Bunyoro resistance** led by Omukama Kabalega.

Some people refused to pay taxes or grow cash crops.

##### 2. Collaboration (Cooperation)

Some kings and chiefs **cooperated with the British** to gain protection and rewards.

Example: The **Buganda Kingdom** worked with the British and signed the Buganda Agreement of 1900.

Chiefs helped collect taxes and maintain order.

##### 3. Adaptation

Many Ugandans **accepted new systems** like education, Christianity, and modern medicine.

They joined missionary schools and hospitals to benefit from colonial changes.

### Exercise 7

1. Mention one way Africans resisted British rule in Uganda.
2. Which kingdom strongly resisted British rule under Kabalega?
3. Give one example of a kingdom that cooperated with the British.
4. How did Africans benefit from adapting to British rule?
5. Why did some chiefs choose to work with the British?
6. Name two general reactions of Africans towards British rule.

### Revision Questions

1. How the British extended their rule to the rest of Uganda.
  2. State three ways in which colonial rule changed the life of Ugandans.
  3. Mention three ways in which African traditional culture was weakened by Britain.
  4. Explain five new things which were introduced by the British Government in Uganda.
- 
1. Give one reason for the slow establishment of British rule in some communities of Uganda.
    - (i) Local people strongly resisted foreign control.
    - (ii) Poor transport and difficult geography made access hard.
    - (iii) Cultural differences and attachment to traditional customs.
    - (iv) The British had few administrators and soldiers to cover all areas.
  2. (a) State any two reasons why colonialists stopped political rallies organized by Africans during the struggle for independence.
    - (i) They feared the rallies would **spread anti-colonial ideas**.
    - (ii) Rallies encouraged **unity among Africans**, which threatened colonial control.
    - (iii) They worried about **violence or rebellion** breaking out.
    - (iv) Colonialists wanted to **limit freedom of speech and association** to weaken the independence movement.

(b) In which two ways can African countries protect their independence?

    - (i) **Promoting unity** – Working together as citizens to avoid divisions.
    - (ii) **Respecting laws** – Following national constitutions and rules.
    - (iii) **Defending borders** – Protecting the country from external threats.
    - (iv) **Encouraging patriotism** – Loving and supporting their nation.
    - (v) **Developing the economy** – Reducing dependence on foreign aid.
    - (vi) **Preserving culture** – Valuing traditions and identity.
    - (vii) **Good leadership** – Choosing leaders who serve the people honestly.

3. (a) State any two laws that were introduced by the colonial government in Uganda.
- (i) **Land laws** – e.g. the 1900 Buganda Agreement, which gave land to chiefs and the British.
  - (ii) **Taxation laws** – Africans had to pay hut tax and poll tax.
  - (iii) **Labor laws** – People were forced to work on plantations and public projects.
  - (iv) **Marriage laws** – Some traditional practices were restricted, and Christian marriage was encouraged.
  - (v) **Administrative laws** – Chiefs were given authority to govern under British supervision.
- (b) Write two ways in which the people of East Africa showed their dislike for colonial laws.
- (i) **Refusing to pay taxes** such as hut tax and poll tax.
  - (ii) **Organizing protests and strikes** against forced labor and unfair rules.
  - (iii) **Resisting forced labor** by escaping or working slowly.
  - (iv) **Rejecting land laws** that took away their land.
  - (v) **Forming political movements** to demand independence and self-rule.
4. How did some Africans use collaboration to respond to colonial rule?
- (i) **Supporting colonial administrators** – Helping them govern by serving as chiefs or local leaders.
  - (ii) **Collecting taxes** – Assisting the colonial government in enforcing taxation laws.
  - (iii) **Providing labor** – Working on plantations, railways, and public projects.
  - (iv) **Spreading new religion and education** – Some accepted Christianity and helped missionaries teach.
  - (v) **Maintaining peace** – Acting as intermediaries between colonialists and local communities.
5. Write any one way in which Captain Frederick Lugard promoted peace and security in Buganda.
- (i) **Signing agreements** with Buganda chiefs to reduce conflicts.
  - (ii) **Introducing indirect rule**, where local chiefs governed under British supervision.
  - (iii) **Settling disputes** among different religious groups (Protestants, Catholics, and Muslims).
  - (iv) **Organizing administration** to maintain law and order.
  - (v) **Using the army** to stop rebellions and protect people.
6. Write any one reason why Europeans set up political boundaries in the areas they colonized.
- (i) To avoid conflicts from other Europeans.

- (ii) To show ownership
  - (iii) To protect resources
  - (iv) Boundaries made it easier to **administer and control colonies**.
  - (v) They used boundaries to **separate different ethnic groups and regions**.
  - (vi) Boundaries helped them **organize trade and resource exploitation**.
7. (a) Which country in East Africa Community is a member of the Commonwealth of Nations but was **not** colonized by the British?  
Rwanda
- (b) State any two ways in which the Commonwealth of Nations improves the economy of its members.
- (i) **Promotes trade** among member countries.
  - (ii) **Provides financial aid and support** for development projects.
  - (iii) **Encourages investment** by creating cooperation and trust.
  - (iv) **Offers training and education** to improve skills and productivity.
  - (v) **Supports peace and stability**, which helps economic growth.
- (c) In which one way does Commonwealth of Nations promote democracy among member countries?
- (i) **Encouraging free and fair elections**.
  - (ii) **Supporting respect for human rights**.
  - (iii) **Promoting the rule of law** so everyone follows the same rules.
  - (iv) **Providing guidance and training** for good governance.
  - (v) **Encouraging unity and cooperation** among members to uphold democratic values.
8. Name any one tax introduced by the colonialists in Uganda.
- (i) **Hut tax** – paid for every hut a family owned.
  - (ii) **Poll tax** – paid by every adult male.
  - (iii) **Graduated tax** – based on income or wealth levels.
9. Why Africa was called a dark continent by the Europeans?
- (i) They had **little knowledge** about Africa’s interior lands.
  - (ii) Africa’s geography (forests, deserts, rivers) was **difficult to explore**.
  - (iii) They considered African cultures and traditions as **strange or unknown** to them.
  - (iv) Lack of written records made African history seem **hidden or mysterious**.
10. State one way in which the International Monetary Fund (IMF) helps to promote development in Uganda.
- (i) **Giving loans and financial support** for development projects.
  - (ii) **Advising the government** on good economic policies.
  - (iii) **Training experts** to manage the economy better.

- (iv) **Supporting stability** in Uganda's currency and trade.
11. Who were the first group of foreigners to come to Uganda?  
Arab trader
12. Give any one reason why the United Nations Organization send peace keeping mission to war torn areas.
- (i) To **stop fighting** and protect innocent people.
  - (ii) To **restore peace and order** after conflict.
  - (iii) To **support fair agreements** between warring groups.
  - (iv) To **help rebuild communities** and provide aid.
13. How did the early explorers promote the work of European traders in Africa?
- (i) **Drawing maps** that showed routes and resources.
  - (ii) **Discovering rivers and lakes** which made transport easier.
  - (iii) **Writing reports** about Africa's wealth in ivory, gold, and other goods.
  - (iv) **Introducing Africans to Europeans**, which opened up trade contacts.
  - (v) **Clearing myths** and giving information that encouraged traders to come.
14. State any one reason why Early Missionaries in Uganda taught people how to read and write.
- (i) **To help them read the Bible** and understand Christian teachings.
  - (ii) **To spread education** and reduce ignorance.
  - (iii) **To train local leaders and workers** who could assist in church and schools.
  - (iv) **To promote communication** between Africans and Europeans.
15. Mention any one way in which children benefit from United Nations Children' Fund (UNICEF).
- (i) **Getting free immunization** to protect them from diseases.
  - (ii) **Receiving clean water and sanitation** for better health.
  - (iii) **Accessing education** through schools and learning materials.
  - (iv) **Getting food and nutrition support** to fight hunger.
  - (v) **Protection of children's rights** against abuse and exploitation.
16. Give any one reason why British colonialists promoted road construction in Uganda.
- (i) To **transport raw materials** like cotton and coffee to markets and ports.
  - (ii) To **make administration easier** by connecting different parts of the colony.
  - (iii) To **move soldiers quickly** and maintain control.
  - (iv) To **encourage trade** between regions.
17. Mention any way in which Africa showed that they were not happy with the European rule.
- (i) **Organizing rebellions** against colonial governments.

- (ii) **Refusing to pay taxes** imposed by colonialists.
- (iii) **Rejecting forced labor** on plantations and public works.
- (iv) **Resisting foreign culture and religion** by keeping their traditions.
- (v) **Forming movements** to demand independence and self-rule.

18. (a) Name the two European explorers who made two journeys to East Africa.

John Hanning Speke

Richard Francis Burton

(b) Mention any two ways in which the work of the early explorers contributed to the development of Uganda

- (i) **Mapping routes and rivers** which made transport and trade easier.
- (ii) **Introducing Uganda to Europeans**, which attracted traders, missionaries, and later colonialists.
- (iii) **Reporting on resources** like fertile land and minerals, which encouraged economic activities.
- (iv) **Opening up communication** between Uganda and the outside world.
- (v) **Encouraging the spread of education and religion** through missionaries who followed them.

19. Which international organization unites all countries that were colonized by the British?  
Commonwealth

20. What did raising of the Union Jack flag in 1884 mean in Uganda?

- (i) Uganda had become a **British protectorate**.
- (ii) The land was now under **British colonial rule and control**.
- (iii) The British government claimed **authority and ownership** over Uganda

21. (a) Name any two physical features colonialists used to fix boundaries in East Africa.

- (i) **Mountains** (e.g., Mount Elgon, Kilimanjaro).
- (ii) **Lakes** (e.g., Lake Victoria, Lake Tanganyika).
- (iii) **Rivers** (e.g., River Nile, River Zambezi).

(b) State any two problems that have been caused by the fixing of boundaries.

- (i) **Division of families and tribes** since boundaries cut across communities.
- (ii) **Loss of land** as traditional owners were displaced.

- (iii) **Conflicts and wars** between countries due to unclear or unfair borders.
  - (iv) **Weak unity among Africans** because people were separated into different colonies.
  - (v) **Difficulty in movement and trade** across new borders.
22. Mention the Muganda agent used by the British to extent their rule to Eastern Uganda.  
**Semei Kakungulu.**
23. Give any one reason why Sir Andrew Cohen forced Kabaka Muteesa II to go to exile.
- (i) Kabaka Muteesa II **opposed Uganda joining the East African Federation** that Britain was planning.
  - (ii) He also **resisted British control** over Buganda's independence and authority.
  - (iii) Cohen saw him as a **threat to colonial rule**, so he was removed to weaken Buganda's resistance.
24. How did the work of Sir Samuel Baker benefit the people of Northern Uganda?
- (i) He **stopped slave trade** in the region, protecting local communities.
  - (ii) He **introduced new crops and farming methods**, which improved agriculture.
  - (iii) He **built roads and opened routes**, making movement and trade easier.
  - (iv) He **promoted peace and security** by reducing raids and conflicts.
25. Apart from construction of schools, state any one way missionaries contributed in improving the life of the people of Africa.
- (i) **Health:** They established hospitals and introduced modern medicine.
  - (ii) **Religion:** They spread Christianity, which promoted moral values and unity.
  - (iii) **Skills training:** They taught practical skills like carpentry, farming, and weaving.
  - (iv) **Ending harmful practices:** They discouraged slave trade and promoted human dignity.
26. In which one way did Dr. Livingstone show the evil of slave trade in Africa?
- (i) **Writing reports and books** describing the suffering of Africans under slavery.
  - (ii) **Exposing cruelty** he witnessed, such as families being separated and people being mistreated.
  - (iii) **Speaking in Europe** to convince leaders and the public to fight against slave trade.
  - (iv) **Encouraging legitimate trade** (like trade in goods) instead of human beings.
  - (v) **Working with missionaries and explorers** to spread awareness and stop slavery.
27. Mention any peaceful methods used by British to establish their rule in Uganda.

- (i) **Signing agreements** with local leaders, such as the Buganda Agreement of 1900.
- (ii) **Using chiefs and agents** (like Semei Kakungulu) to extend their influence without fighting.
- (iii) **Introducing education and religion** through missionaries, which won support from some communities.
- (iv) **Promoting trade** and showing economic benefits to attract cooperation.
- (v) **Persuasion and diplomacy** by convincing some kings and chiefs to accept British protection.

28. (a) Mention any one way the colonialists used to show that they had control over an area.

- (i) **Raising their national flags** (like the Union Jack) to symbolize authority.
- (ii) **Building forts and administrative offices** to establish government presence.
- (iii) **Stationing soldiers** to enforce law and order.
- (iv) **Appointing chiefs and agents** to govern on their behalf.
- (v) **Collecting taxes** from the local people as a sign of power.

(b) Give any two reasons that made the African native to resist payment of taxes.

- (i) **Unfairness:** Taxes were imposed without consent and felt unjust.
- (ii) **Loss of land:** Many Africans had already lost land to colonialists and saw no reason to pay for what was once theirs.
- (iii) **Forced labor:** Taxes often pushed people into working for colonialists to earn money, which they disliked.
- (iv) **Poverty:** Most Africans were poor and could not afford the taxes.
- (v) **Lack of benefits:** They did not see improvements in their lives from the taxes collected.
- (vi) **Resistance to foreign rule:** Paying taxes symbolized acceptance of colonial authority, which many rejected.

(c) State any one reason why the colonialist did not want the natives of Kenya to grow cash crops

- (i) they feared competition from African.
- (ii) Wanted cheap labor from Africans
- (iii) Feared resistance from rich Africans

29. How did Alexander Mackay promote education in Uganda?

- (i) **Built schools** where children could learn reading and writing.
- (ii) **Translated books and the Bible** into local languages to make learning easier.
- (iii) **Taught practical skills** such as carpentry, printing, and farming to help people earn a living.
- (iv) **Encouraged literacy** by training Ugandans to become teachers.

- (v) **Introduced modern education methods** that laid the foundation for formal schooling in Uganda.

30. (a) Mention any two reasons why the explorers came to Africa.

- (i) **To find the source of the River Nile** – many explorers wanted to discover where the Nile began.
- (ii) **To spread Christianity** – they prepared the way for missionaries by opening routes.
- (iii) **To promote trade** – they looked for new markets and resources.
- (iv) **To stop slave trade** – some explorers wanted to expose and fight against slavery.
- (v) **To discover new lands and people** – they were curious about Africa’s geography and cultures.
- (vi) **To expand European influence** – their journeys helped colonial powers plan control over Africa.

(b) State any two difficulties early explorer faced in Africa.

- (i) **Thick forests and wild animals** that made travel dangerous.
- (ii) **Unfamiliar climate** with heavy rains, hot sun, and diseases like malaria.
- (iii) **Poor transport** since there were no proper roads, only footpaths.
- (iv) **Hostile communities** who feared or resisted strangers.
- (v) **Shortage of food and clean water** during long journeys.
- (vi) **Loneliness and exhaustion** from traveling far away from home.

31. How were the British colonialists able to communicate with the local people?

- (i) using interpreters,
- (ii) learning local languages,
- (iii) and appointing chiefs to pass on messages.

32. What shows that Uganda was once colonized by the British?

- (i) **English language** being widely used in schools, government, and courts.
- (ii) **British-style laws and administration** still forming the basis of governance.
- (iii) **Introduction of cash crops** like cotton and coffee for export.
- (iv) **Christianity and missionary schools** that were encouraged by the British.
- (v) **Infrastructure** such as railways and roads built during colonial times.

33. (a) Why was Kabaka Mwanga afraid of foreigners coming to Buganda through the East?  
they could **weaken his rule by bringing colonial influence**.

(b) Where did Bishop Hannington meet his death on his way to Buganda?  
**Kyando in Busoga**.

(c) State any one way in which the Imperial British East Africa Company (IBEACO) helped missionaries to work in Buganda.

- (i) **Providing security** so missionaries could work safely.
- (ii) **Building transport routes** that made travel easier.
- (iii) **Supplying goods and materials** needed for their work.
- (iv) **Offering protection** against hostile groups.

(d) Given any one way missionaries helped in development of Uganda?

- (i) **Education:** They built schools and taught reading, writing, and practical skills.
- (ii) **Health:** They established hospitals and introduced modern medicine.
- (iii) **Religion:** They spread Christianity, which promoted moral values and unity.
- (iv) **Agriculture:** They introduced new farming methods and crops.
- (v) **Infrastructure:** They supported the building of roads and printing presses.

**Thank You**

**Dr. Bbosa Science**

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