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Primary 5 Social studies

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Term 2

Theme: LIVING TOGETHER IN UGANDA

Topic 4/4: The Road to Independence

Learning Outcomes:

The learner is able to:

- Demonstrate knowledge and appreciate the African's collective responsibility in bringing order and social justice.
- Understand the structures and functions of government and demonstrate willingness to participate in the democratic and civic process of one's country.

Characteristics of Colonial Administration

1. Indirect Rule

The British ruled through local chiefs and kings instead of sending many officials.

Chiefs collected taxes, maintained law and order, and reported to colonial officers.

2. Centralized Power

The Governor was the highest authority, representing the British Crown.

All major decisions came from the colonial government in London.

3. District Administration

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

Commissioners supervised chiefs and ensured British policies were followed.

4. Taxation System

People paid taxes (like hut tax) to fund colonial administration.

Taxes forced Ugandans to work for wages so they could pay.

5. Law and Order

Colonial police and courts were set up to enforce British laws.

Traditional justice systems were weakened or replaced.

6. Economic Control

Cash crop farming (cotton, coffee) was encouraged for export.

Ugandans were discouraged from growing food only for themselves.

7. Education and Religion

Missionaries provided education and spread Christianity.

Schools trained Ugandans to serve as clerks, teachers, and low-level workers.

Exercise 1

1. What is meant by **indirect rule**?
2. Who was the highest authority in colonial Uganda?
3. Name two cash crops introduced by the British.
4. What was the role of chiefs under colonial administration?
5. Why did the British introduce taxes?
6. How did colonial administration affect traditional justice systems?
7. Mention one positive and one negative effect of colonial administration.

Why People Hated to Pay Taxes

(i) Unfair System

Taxes were introduced by the British without consulting Africans.

People felt it was unfair because they got little benefit in return.

(ii) Forced Labor

To get money for taxes, Africans had to work on plantations or for colonialists.

Many disliked being forced into jobs they didn't choose.

(iii) Loss of Freedom

Taxes made people dependent on colonial rule.

They could no longer live freely off their land and traditional farming.

(iv) **Harsh Punishments**

Those who failed to pay were beaten, jailed, or had property taken.

This created fear and resentment.

(v) **Burden on Families**

Even poor families had to pay hut tax or poll tax.

It was a heavy burden, especially when wages were very low.

Exercise 3

1. Why did Africans think taxes were unfair?
2. What happened to people who failed to pay taxes?
3. How did taxes force Africans to work for colonialists?
4. Mention one way taxes affected African families.

Food Crops (grown mainly for home use)

Africans continued to grow traditional crops to feed their families, such as:

- **Millet**
- **Sorghum**
- **Sweet potatoes**
- **Cassava**
- **Bananas (matooke)**
- **Beans**
- **Groundnuts (peanuts)**

These were mainly for local consumption and survival.

Cash Crops (grown for sale/export)

The British introduced and encouraged crops that could be sold abroad to earn money:

- **Cotton** (the first major cash crop, introduced in 1903)
- **Coffee**
- **Tea**
- **Tobacco**
- **Sugarcane**

Africans were often forced or encouraged to grow these crops instead of focusing only on food.

Exercise 4

1. Give two examples of food crops grown during colonial rule.
2. Name two cash crops introduced by the British.
3. Why were cash crops encouraged by the colonial government?
4. How were food crops different from cash crops?

How Africans Were Mistreated During Colonial Rule

(i) Loss of Land

Large areas of fertile land were taken by colonialists for cash crops.

Africans were pushed into reserves or less fertile areas.

(ii) Forced Labor

Many Africans were made to work on plantations, roads, and railways without fair pay.

Some were punished if they refused to work.

(iii) Heavy Taxation

Taxes like hut tax and poll tax were introduced.

People had to work for wages to pay these taxes, even if they didn't want to.

(iv) Low Wages

Africans were paid very little compared to Europeans for the same work.

Skilled jobs were reserved for Europeans.

(v) Discrimination

Europeans were treated as superior, while Africans were denied equal rights.

Africans could not live in certain areas or attend certain schools.

(vi) Harsh Punishments

Colonial police and chiefs punished Africans severely for breaking rules.

Traditional justice systems were ignored.

(vii) Cultural Suppression

African traditions, languages, and beliefs were discouraged.

Christianity and European culture were promoted instead.

Exercise 5

1. Name two ways Africans lost their land under colonial rule.
2. Why did the British introduce taxes like hut tax?
3. What was the difference between wages paid to Africans and Europeans?
4. How were African cultures and traditions affected by colonial rule?
5. Mention one example of discrimination Africans faced.
6. What role did colonial police play in mistreating Africans?

Ways Africans Protested Against Colonial Rule

- (i) **Refusing to Pay Taxes:** Many people resisted hut tax and poll tax because they felt it was unfair.
- (ii) **Refusing Forced Labor:** Some Africans refused to work on plantations, roads, or railways without proper pay.
- (iii) **Armed Resistance:** Leaders like **Kabalega of Bunyoro** and **Mwanga of Buganda** fought wars against the British.
- (iv) **Deserting Plantations:** Workers abandoned colonial farms and returned to their villages.
- (v) **Boycotts:** Some communities refused to buy or use goods linked to colonialists.
- (vi) **Petitions and Complaints:** Educated Africans wrote letters and petitions demanding better treatment and rights.
- (vii) **Keeping Traditions Alive:** People continued practicing their cultures, languages, and beliefs despite colonial suppression.

Exercise 6

1. Name one leader who resisted colonial rule in Uganda.
2. Why did Africans refuse to pay taxes?
3. Mention two non-violent ways Africans protested against colonial rule.
4. How did Africans show resistance through culture?
5. What was one effect of armed resistance?

LEGCO



LEGCO AND GOV. OFFICES 1950

LEGCO means **Legislative Council**.

It was the **first law-making body** set up by the British colonial government in Uganda in **1921**.

At first, it was made up of only **Europeans** (colonial officials and settlers).

Later, **Asians** and eventually **Africans** were allowed to join.

Its main job was to **make laws, discuss taxes, and advise the Governor** on how Uganda should be governed.

Exercise 7

1. What does LEGCO stand for?
2. In which year was LEGCO formed in Uganda?
3. Who were the first members of LEGCO?
4. What was the main work of LEGCO?
5. Why was LEGCO important for Africans?

Factors Leading to the Formation of LEGCO

(i) **Need for Local Representation**

Africans wanted their voices heard in government decisions.

The British realized they needed to involve Ugandans in administration.

(ii) **Growth of Education**

Missionary schools produced educated Africans.

These educated people demanded participation in leadership.

(iii) **Pressure from African Leaders**

Chiefs and educated elites pushed for political reforms.

They wanted laws that considered African interests.

(iv) **Influence of World War II**

After the war, many Africans who fought for Britain demanded freedom and rights.

Britain began allowing colonies to have councils.

(v) **Rise of Nationalism**

Africans started forming political groups and associations.

These movements demanded self-rule and representation.

(vi) **British Policy of Gradual Self-Government**

Britain wanted colonies to slowly prepare for independence.

Creating LEGCO was a step toward self-rule.

Exercise 8

1. Why did the British introduce the Legislative Council in Uganda?
2. How did education contribute to the formation of LEGCO?
3. What role did African leaders play in demanding LEGCO?
4. How did World War II influence political changes in Uganda?

5. Mention one way nationalism led to the creation of LEGCO.

How LEGCO and Associations Helped in the Struggle for Independence

(i) **LEGCO (Legislative Council)**

- Allowed Africans to take part in making laws.
- Gave educated Africans a chance to speak for their people.
- Helped Ugandans learn about politics and leadership.
- Became a training ground for future national leaders.

(ii) **Political Associations and Parties**

- Groups like the **Uganda National Congress (UNC)** and later **Democratic Party (DP)** and **Uganda People's Congress (UPC)** were formed.
- They united Africans to demand self-rule.
- Organized meetings, petitions, and campaigns against colonial policies.

(iii) **Pressure on the British**

- Africans in LEGCO and associations demanded more representation.
- They pushed for equal rights and an end to discrimination.
- This pressure forced the British to allow more Africans into government.

(iv) **Mobilizing the People**

- Associations educated ordinary Ugandans about independence.
- They encouraged unity across tribes and regions.
- They inspired people to resist unfair colonial practices.

(v) **Step Towards Independence**

- By the 1950s, Africans had gained majority seats in LEGCO.
- Political associations grew stronger and demanded full independence.
- Uganda finally became independent in **1962**.

Exercise 9

1. What does LEGCO stand for?
2. How did LEGCO help Africans prepare for independence?
3. Name one political association that fought for independence in Uganda.
4. How did associations mobilize ordinary Ugandans?
5. In which year did Uganda gain independence?

How World War I & II Helped in the Struggle for Independence

(i) **Africans Gained Experience**

Ugandans were recruited as soldiers and workers during the wars.

They learned new skills, discipline, and leadership which later helped in politics.

(ii) **Exposure to New Ideas**

Africans who fought abroad saw countries where people enjoyed more freedom.

They returned home inspired to demand the same rights.

(iii) **Weakening of Colonial Powers**

Britain and other colonial powers became weaker after the wars.

They could no longer control colonies as strongly as before.

(iv) **Rise of Nationalism**

Soldiers and workers who suffered during the wars wanted change.

They joined or formed associations and political parties to fight for independence.

(v) **Pressure for Reforms**

After World War II, Britain introduced reforms like allowing Africans into **LEGCO**.

This gave Africans a chance to participate in government.

(vi) **Unity Among Africans**

Shared experiences during the wars encouraged Africans to unite.

Unity made their struggle for independence stronger.

Exercise 10

1. How did World War I and II weaken colonial powers?
2. What new skills did Africans gain from participating in the wars?
3. Why did Africans demand reforms after the wars?
4. How did the wars encourage nationalism in Uganda?
5. Which council was Africans allowed to join after World War II?

Groups and Individuals in the Struggle for Independence

Groups (Political Parties and Associations)

- (i) **Uganda National Congress (UNC)** – the first political party formed in 1952.
- (ii) **Democratic Party (DP)** – formed in 1954, mainly supported by Catholics.

- (iii) **Uganda People's Congress (UPC)** – formed in 1960 by Milton Obote, united different groups.
- (iv) **Kabaka Yekka (KY)** – formed in 1961 to protect Buganda's interests.
- (v) **Trade Unions** – workers' groups that demanded better pay and working conditions.

Individuals (National Leaders)

- (i) **Ignatius Musaazi** – founder of UNC, one of the earliest independence leaders.
- (ii) **Benedicto Kiwanuka** – leader of DP, became the first Prime Minister of Uganda.
- (iii) **Milton Obote** – leader of UPC, later became the first President of Uganda.
- (iv) **Kabaka Mutesa II** – leader of Buganda Kingdom, played a role in negotiations for independence.
- (v) **Simeon Kayiira and other activists** – contributed to nationalist movements.

Exercise 11

1. Name two political parties that fought for independence in Uganda.
2. Who was the founder of the Uganda National Congress?
3. Which leader became Uganda's first Prime Minister?
4. What role did Kabaka Mutesa II play in the independence struggle?
5. Why were trade unions important in the fight for independence?

Reasons for formation of political parties in Uganda

- (i) **Demand for Independence**
 - Africans wanted freedom from British colonial rule.
 - Political parties were formed to organize the struggle for self-rule.
- (ii) **Need for Representation**
 - Africans wanted their voices heard in government decisions.
 - Parties gave them a platform to speak through leaders.
- (iii) **Growth of Education**
 - Missionary schools produced educated Africans.
 - These educated people demanded political participation and equal rights.
- (iv) **Influence of World War II**
 - Africans who fought in the war returned demanding freedom and better treatment.
 - This encouraged the formation of political movements.
- (v) **Rise of Nationalism**
 - Africans began to unite across tribes and regions.
 - Political parties helped them work together for independence.
- (vi) **Pressure Against Discrimination**
 - Africans were mistreated and denied equal opportunities.
 - Parties were formed to fight against unfair laws and practices.
- (vii) **Preparation for Self-Government**
 - Britain allowed Africans to join **LEGCO** after World War II.

- Political parties were formed to prepare leaders for independence.

Exercise 12

1. Why did Africans form political parties in Uganda?
2. How did education contribute to the rise of political parties?
3. What role did World War II play in the formation of political parties?
4. How did political parties help fight against discrimination?
5. Mention one way political parties prepared Uganda for independence.

Revision questions

1. In which one way did wild animals make pre-colonial migration difficult?
 - (i) **Attacks:** Lions, leopards, and hyenas attacked people and livestock.
 - (ii) **Diseases:** Tsetse flies from wild animals spread sleeping sickness.
 - (iii) **Crop and Animal Loss:** Elephants destroyed crops, predators killed domestic animals.
 - (iv) **Fear:** People avoided certain areas, slowing migration.
2. In which one way can the people of Uganda contribute to good governance?
 - (i) **Obey laws** – follow rules set by the government.
 - (ii) **Pay taxes** – support development projects.
 - (iii) **Vote wisely** – choose good leaders during elections.
 - (iv) Avoid **corruption** – be honest and reject bribery.
 - (v) **Participate in community work** – help in local development.
 - (vi) **Respect leaders and each other** – promote peace and unity.
3. Mention one way in which the government of Uganda can improve the living conditions of slum dwellers?
 - (i) **Provide clean water and sanitation** – build boreholes, toilets, and drainage systems.
 - (ii) **Improve housing** – construct affordable and better houses.
 - (iii) **Create jobs** – support small businesses and provide employment opportunities.
 - (iv) **Offer health services** – build clinics and hospitals in slum areas.
 - (v) **Improve education** – set up schools and vocational training centers.
 - (vi) **Maintain security** – ensure safety and reduce crime in slums.
4. (a) State any two reasons why colonialists stopped political rallies organized by Africans during the struggle for independence.
 - (i) They worried rallies would unite Africans against colonial rule.
 - (ii) Rallies encouraged people to demand independence.
 - (iii) Colonialists feared losing power if Africans organized freely.
 - (iv) They claimed rallies could cause violence or unrest.

- (b) In which two ways can African countries protect their political independence?
- (i) **Respect the constitution** – follow national laws and democratic principles.
 - (ii) **Choose good leaders through elections** – vote wisely and fairly.
 - (iii) **Avoid foreign control** – make independent decisions without outside influence.
 - (iv) **Promote unity and peace** – work together across tribes and regions.
 - (v) **Fight corruption** – leaders and citizens should be honest.
 - (vi) **Educate citizens** – teach people about their rights and responsibilities.
5. (a) State any two laws that were introduced by the colonial government in East Africa.
- (i) **Hut Tax and Poll Tax Laws:** Every African household had to pay tax, often in cash. This forced Africans to work on plantations or in colonial projects to earn money.
 - (ii) **Land Laws:** Large areas of fertile land were taken from Africans and given to settlers. Africans were pushed into reserves with poor land.
 - (iii) **Labor Laws:** Africans were required to provide cheap labor on farms, railways, and roads. Sometimes forced labor was used, especially in early colonial years.
 - (iv) **Pass Laws:** Africans had to carry passes or permits to move from one area to another. This restricted freedom of movement.
 - (v) **Cash Crop Laws:** Africans were encouraged or forced to grow cash crops like cotton and coffee for export. Food crop production was neglected.
 - (vi) **Trading Laws:** Africans were restricted from trading freely. Only licensed traders (often Asians and Europeans) could operate big businesses.
 - (vii) **Education and Political Laws:** Colonialists controlled education, limiting Africans to basic skills. Political gatherings and rallies were restricted to prevent resistance.
- (b) Write two ways in which the people of East Africa showed dislike for colonial laws.
- (i) **Refused to pay taxes** like hut tax and poll tax.
 - (ii) **Rejected forced labor** on plantations, roads, and railways.
 - (iii) **Organized protests and strikes** against unfair laws.
 - (iv) **Boycotted colonial goods and services.**
 - (v) **Resisted land grabbing** by refusing to leave their land.
 - (vi) **Formed political associations** to demand independence.
 - (vii) **Armed resistance** in some areas against colonial rule.
6. Name any one tax introduced by colonialists in Uganda.
- (i) **Hut Tax** – every household had to pay tax for each hut.
 - (ii) **Poll Tax** – every adult male had to pay a fixed tax.
 - (iii) **Graduated Tax** – later introduced, based on income or wealth.
7. State any one way in which the national constitution guides people on the use of Uganda National flag.
- (i) **Respect the flag** – it must be treated with dignity and never misused.

- (ii) **Correct display** – the flag should be raised properly and not flown upside down.
 - (iii) **National occasions** – it is used during official ceremonies and public events.
 - (iv) **Protection** – no one is allowed to destroy or insult the flag.
8. (a) State any two factors which delayed independence of African countries.
- (i) **Tribal divisions** – lack of unity among different ethnic groups.
 - (ii) **Illiteracy** – few educated Africans to lead the struggle.
 - (iii) **Strong colonial armies** – made it hard to resist by force.
 - (iv) **Economic dependence** – colonies relied on European trade and money.
 - (v) **Fear of punishment** – colonialists used harsh laws to silence Africans.
 - (vi) **Religious differences** – sometimes divided people instead of uniting them.
 - (vii) **Colonial propaganda** – Africans were told they were not ready to govern themselves.
- (b) Write any two ways in which the First and second World wars helped to speed up independence of African countries
- (i) **Exposed Africans to new ideas** – soldiers saw freedom in other countries and wanted the same at home.
 - (ii) **Weakened colonial powers** – Britain and others lost strength after the wars, making it harder to control colonies.
 - (iii) **Encouraged nationalism** – Africans united to demand independence after suffering in the wars.
 - (iv) **Created political awareness** – returning soldiers and workers formed parties and movements for self-rule.
 - (v) **Pressure for reforms** – colonial governments allowed Africans into councils, preparing them for leadership.
9. Give any one way in which Ugandans benefited from representation on the Legislative Council (LEGCO) during the struggle for independence.
- (i) **Voices heard** – Africans could present their views and problems to the colonial government.
 - (ii) **Influence laws** – they participated in making laws that affected Ugandans.
 - (iii) **Political training** – it prepared Africans for leadership and self-rule.
 - (iv) **Unity** – representation encouraged Africans to work together for independence.
10. (a) Give any two reasons why the Banyoro staged the NYangire Rebellion of 1907.
- (i) **Loss of land** – the British gave away Bunyoro land to Buganda chiefs.
 - (ii) **Forced labor and heavy taxes** – Banyoro were overworked and overtaxed.
 - (iii) **Oppression by Baganda chiefs** – Buganda chiefs appointed by the British mistreated Banyoro.
 - (iv) **Desire for self-rule** – Banyoro wanted to govern themselves without foreign interference.

(b) State any two positive effects of the Mau Mau uprising on African communities in Kenya.

- (i) **Raised political awareness** – Africans realized the need to fight for freedom.
- (ii) **Strengthened unity** – different communities came together against colonial rule.
- (iii) **Encouraged nationalism** – inspired Africans to demand independence.
- (iv) **Prepared leaders** – gave Africans experience in organizing and resisting oppression.
- (v) **Led to reforms** – colonial government started making changes that favored Africans.
- (vi) **Paved way for independence** – the struggle forced Britain to grant Kenya independence in 1963.

11. How did Semei Kakingulu contribute to the development of Eastern Uganda during colonial rule?

- (i) **Spread Christianity** – he helped introduce Christianity in Eastern Uganda.
- (ii) **Promoted education** – supported building of schools and teaching literacy.
- (iii) **Encouraged agriculture** – taught people new farming methods.
- (iv) **Introduced administration** – helped establish colonial government structures in the region.
- (v) **Built roads** – supported construction of roads to ease transport.

12. What role did African traditional leaders play in defending their independence during colonial rule?

- (i) **Led resistance** – they organized their people to fight against colonial rule.
- (ii) **Protected land** – resisted land grabbing by colonialists.
- (iii) **Preserved culture** – encouraged people to keep their traditions and customs.
- (iv) **Mobilized communities** – united their people to oppose unfair laws and taxes.
- (v) **Negotiated with colonialists** – some tried to defend their people through dialogue.

13. Mention any one peaceful method that the Europeans used to acquire colonies in Africa.

- (i) **Signing treaties** – they made agreements with African chiefs.
- (ii) **Persuasion** – convinced some leaders with promises of protection or trade.
- (iii) **Missionary work** – spread Christianity and influenced Africans to accept colonial rule.
- (iv) **Gift giving** – offered presents to chiefs to win their support.

14. Give one way in which forceful registration of guns led to Lamogi rebellion.

- (i) The British ordered the **Acholi people** to register their guns.
- (ii) The Acholi believed this was a trick to **disarm them** and take away their power.
- (iii) They feared losing their **security and independence**.

(iv) This anger led them to resist, starting the **Lamogi Rebellion of 1911**.

15. Name the type of education which was introduced by the Christian Missionaries in Uganda.

Formal education

16. Complete the table below correctly

Country	Political leader	Political party
Tanganyika	Mwalimu Nyerere	Tanganyika African National Union (TANU)
Uganda	Milton Obote	Uganda e Congress (UPC)
South Africa	Nelson Mandela	African National Congress (ANC)
Kenya	Jomo Kenyatta	Kenya African National Union (KANU)

17. What name is to a group of people living together?

Community

Nation

country



18. Name the country whose flag is shown above.

Uganda

19. What did raising of the Union Jack flag in 1894 mean in Uganda?

(i) It showed that **Uganda had become a British Protectorate**.

(ii) The flag symbolized the **start of colonial rule** by Britain.

(iii) It meant Uganda was now under the **control and protection of the British government**.

20. Mention the Muganda agent used by the British to extend their rule to Easter Uganda.

Semei Kakungulu

21. Name the chief who is remembered for his resistance to colonial rule in Northern Uganda

Chief Awich of Payira/Rwot Awich

22. Mention any peaceful method used by British to establish their rule in Uganda.

(i) **Signing treaties** – they made agreements with African chiefs.

(ii) **Persuasion** – convinced some leaders with promises of protection or trade.

(iii) **Missionary work** – spread Christianity and influenced Africans to accept colonial rule.

(iv) **Gift giving** – offered presents to chiefs to win their support.

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

(i) **Raising their flag** – to mark the land as theirs.

- (ii) **Building forts and offices** – to establish authority.
 - (iii) **Stationing soldiers** – to enforce their rule.
 - (iv) **Appointing chiefs** – to govern people on their behalf.
 - (v) **Collecting taxes** – to show power over resources and people.
- (b) Give any two reasons that made the African natives to resist payment of taxes.
- (i) **Unfair burden** – taxes were too heavy for poor Africans.
 - (ii) **No benefits** – they paid but saw no services in return.
 - (iii) **Loss of freedom** – taxes symbolized foreign control.
 - (iv) **Forced collection** – colonial chiefs used harsh methods to collect taxes.
 - (v) **Introduction of new taxes** – like hut tax and poll tax, which felt strange and unjust.
- (c) State any one reason why the colonialists did not want the natives of Kenya to grow cash crops
- (i) **Competition** – they feared Africans would compete with European farmers.
 - (ii) **Cheap labor** – they wanted Africans to work on European farms instead.
 - (iii) **Control of economy** – keeping cash crops for Europeans gave them more profits.
 - (iv) **Restriction of land use** – Africans were pushed to grow only food crops for survival, not for trade.

24. Why did Uganda join the World War II?

- (i) **Colonial status** – Uganda was under British rule, so it had no choice but to join when Britain entered the war.
- (ii) **Manpower contribution** – about **77,000 Ugandans** served in the King's African Rifles and other units.
- (iii) **Resource supply** – Uganda provided agricultural products and raw materials to support the Allies.
- (iv) **Strategic location** – Uganda was used as a base for military operations in East Africa and the Middle East.
- (v) **Economic mobilization** – farmers were required to grow more cash crops for the war effort, and communities raised funds for Britain.

25. Give any one reason why the people of Uganda wanted to be represented in Legislative Council (LEGCO)

- (i) **To present their views** – so Africans could speak about their needs and problems.
- (ii) **To influence laws** – they wanted a say in decisions affecting their lives.
- (iii) **To fight discrimination** – representation helped challenge unfair colonial policies.
- (iv) **To prepare for independence** – it gave Africans experience in leadership and governance.

26. What was the title given to the leader of government in Uganda after independence between 1966 – 1967?

Executive President

Thank You

Dr. Bbosa Science

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