





Primary 6 Social studies

Vote Dr. Bbosa Science President of Uganda 2031→



Vote **Vote**

Dr. Bbosa Science SCIENCE ONLINE

**Vote His Excellence Dr. Bbosa Science
President of Uganda 2031** 

Term 3

Theme: LIVING TOGETHER IN EAST AFRICA

Topic 1/2: Transport and communication

Learning Outcomes:

The learner knows the rights of a citizen and applies the democratic processes in selecting leaders.

Positive and negative contributions of foreigners to East Africa

Foreigners (like Arabs, missionaries, traders, and colonialists) brought both good and bad changes to East Africa.

Positive Contributions

- (i) **Introduced formal education:** They built schools and taught people how to read and write.
- (ii) **Improved healthcare:** They built modern hospitals and introduced medicine to treat diseases.
- (iii) **New crops and animals:** They brought new crops like **coffee, cotton, and tea**, and better breeds of cattle.
- (iv) **Modern transport:** They built the **Uganda Railway**, which made travel and trade much faster.
- (v) **Spread of religion:** They introduced Christianity and Islam, which changed people's beliefs.
- (vi) **Stopped slave trade:** Missionaries and colonialists worked to end the selling of human beings.

Negative Contributions

- (i) **Loss of independence:** Foreigners took over the land and ruled the local people (colonialism).
- (ii) **Exploitation of resources:** They took away many minerals and raw materials to their own countries.
- (iii) **New diseases:** They accidentally brought new sicknesses that killed many local people and animals.
- (iv) **Division of people:** Sometimes their religions and boundaries caused groups to fight each other.
- (v) **Loss of culture:** Many people stopped following their traditional African customs and languages.

- (vi) **Forced labor:** Local people were often forced to work on foreign farms or build roads for little or no pay.

Exercise 1

1. Name any two kinds of foreigners who came to East Africa in early days.
2. List any two positive contribution of foreigners to East Africa
3. State any two negative contributions of foreigners to East Africa.

Explorers

Explorers were brave travelers from Europe who came to find out more about the geography of East Africa.

How Explorers came to East Africa

- (i) **By sea:** They traveled from Europe to the East African coast (Mombasa or Zanzibar) using **ships**.
- (ii) **By foot:** Once they reached land, they **walked** long distances through forests and bushes.
- (iii) **Using porters:** They hired local people to carry their heavy bags, food, and supplies.

Reasons for coming of explorers

- (i) **To find the Source of the Nile:** This was the biggest mystery they wanted to solve.
- (ii) **To see the lakes and mountains:** They wanted to map the "great lakes" and snow-capped mountains.
- (iii) **To find trade items:** They looked for valuable things like **ivory and gold**.
- (iv) **To report to their countries:** They wanted to tell their leaders about the people and resources in Africa.
- (v) **To find paths for missionaries:** Their maps helped religious leaders travel safely later on.

A table of East African features visited by early explorers

Physical Feature	Explorer(s)	Year
Mount Kilimanjaro	Johannes Rebmann	1848
Mount Kenya	Johann Ludwig Krapf	1849
Lake Tanganyika	Richard Burton & John Speke	1858
Lake Victoria	John Speke	1858
Source of the Nile	John Speke	1862
Lake Albert	Samuel & Florence Baker	1864
Murchison Falls	Samuel Baker	1864
Lake Kyoga	Chaille Long	1874
Mount Elgon	Joseph Thomson	1883
Lake Edward	Henry Morton Stanley	1889
Rwenzori Mountains	Henry Morton Stanley	1888

Positive contributions of explorers to East Africa

- (i) **Mapping the Land:** They drew the first maps of East Africa, showing the location of lakes, rivers, and mountains.
- (ii) **Solving the Nile Mystery:** They discovered the **Source of the Nile** (John Speke in 1862), which was a famous mystery worldwide.
- (iii) **Opening the Way for Missionaries:** Their reports and maps helped religious groups like the **CMS** and **White Fathers** travel safely to East Africa.
- (iv) **Abolition of Slave Trade:** Explorers like **David Livingstone** reported the horrors of the slave trade, which led to its end.
- (v) **Encouraging Trade:** They identified valuable resources like **ivory and minerals**, which attracted international traders.
- (vi) **Introduction of New Crops:** Some explorers brought new types of seeds and plants to the region.
- (vii) **Information Sharing:** They wrote books that told the rest of the world about the people, animals, and beauty of East Africa.

Exercise 2

1. Who is an explorers
2. Name any two explorers that came to East Africa in the 19th century.
3. In which year was the source of the Nile discovered.
4. Which European explorer first visited the source of River Nile.
5. Name the first European explorer to reach Mountain Rwenzori.
6. Name the first European explorer to reach Mountain Kilimanjaro.
7. Name two explorers that visited Lake Tanganyika
8. State any two positive contributions of the early explorers to East Africa.

Missionaries in East Africa

Missionaries were religious groups who came to East Africa to spread **Christianity**. Most of them came from Europe (Britain, France, and Germany).

Main Groups of missionaries

- (i) **The Church Missionary Society (CMS):** These were Protestants from Britain (e.g., Alexander Mackay).
- (ii) **The White Fathers:** These were Catholics from France (e.g., Father Lourdel and Brother Amans).
- (iii) **The Verona Fathers:** They mostly worked in Northern Uganda.

Reasons for coming of missionaries to East Africa

- (i) **To spread Christianity:** They wanted to teach people about the Bible and Jesus Christ.

- (ii) **To stop the Slave Trade:** They wanted to end the selling of human beings, which they believed was a sin.
- (iii) **To introduce formal education:** They wanted to teach people how to read and write (literacy).
- (iv) **To provide healthcare:** They wanted to treat tropical diseases like malaria and sleeping sickness.
- (v) **To "civilize" the people:** They wanted to change African traditional ways to European ways.

Positive Contributions of missionaries to East Africa

- (i) **Built Schools:** They started schools like **Gayaza High School** and **King's College Budo** to teach reading, writing, and arithmetic.
- (ii) **Built Hospitals:** they built modern hospitals like **Mengo Hospital** and **Rubaga Hospital**.
- (iii) **Introduced New Crops:** They brought crops like **cotton** (introduced by Kenneth Borup) and **coffee** to help people earn money.
- (iv) **Ended Slave Trade:** Their pressure on their home governments helped stop the selling of people.
- (v) **Vocational Skills:** They taught people practical skills like **carpentry, masonry (building), and tailoring**.
- (vi) **Created Written Languages:** They translated the Bible into local languages like Luganda, making it easier for people to read.

Negative Contributions of missionaries to East Africa

- (i) **Conflict and Division:** They caused religious wars between Catholics, Protestants, and Muslims (e.g., the religious wars in Buganda).
- (ii) **Loss of African Culture:** They taught that African traditions, names, and music were "evil" or "pagan."
- (iii) **Paved way for Colonialism:** Their presence made it easier for European governments to take over and rule East Africa.
- (iv) **Disunity:** They divided Africans into religious groups that sometimes hated or avoided each other.

Exercise 3

1. Who were the missionaries?
2. Name any two groups of missionaries and their origin?
3. Give two positive contributions of missionaries to East Africa
4. State any two negative contributions of missionaries to East Africa

Colonialists in East Africa

Colonialists were people from European countries (mainly **Britain** and **Germany**) who came to take over and rule East Africa. This period began after the **Berlin Conference of 1884**, where Africa was divided among European powers.

Mode of Administration of the colonialists (How they Ruled)

- (i) **Indirect Rule (Used by Britain):** The British used **traditional local chiefs** (like the Baganda chiefs) to carry out their orders. It was cheaper and reduced resistance.
- (ii) **Direct Rule (Used by Germany):** The Germans used their own officers and "Akidas" (coast Arabs/Swahili) to rule directly. This was often harsh and led to rebellions like **Maji Maji**.
- (iii) **Settler Administration:** In Kenya, the British encouraged Europeans to settle on the fertile "White Highlands" to farm and help pay for the railway.

Achievements and Settlements

- (i) **Construction of Railways:** They built the **Uganda Railway** (Mombasa to Kisumu/Kampala) to transport goods and troops.
- (ii) **Construction of road:** they built roads to ease the transportation of goods and services in the region.
- (iii) **Introduction of Cash Crops:** They introduced **Cotton** (Kenya), **Coffee**, and **Tea** to make the colonies profitable.
- (iv) **Building Modern Cities:** Towns like **Nairobi**, **Kampala**, and **Entebbe** were developed as administrative centers.
- (v) **Established Boundaries:** They drew the current borders of Uganda, Kenya, and Tanzania.

Challenges of Colonial Rule

- (i) **Tropical Diseases:** Many colonialists died from **Malaria** and **Sleeping Sickness**.
- (ii) **Resistance from Africans:** Local tribes fought back (e.g., the **Banyoro** under Omukama Kabalega and the **Nandi** in Kenya).
- (iii) **Language Barrier:** It was hard to communicate with locals until they trained interpreters.
- (iv) **High Costs:** Building infrastructure like the railway was very expensive.
- (v) **Harsh Climate:** The extreme heat and heavy rains made work difficult.

Positive Impact of Colonialists (The Good)

- (i) **Formal Education:** They built schools and introduced the Western system of learning.
- (ii) **Modern Medicine:** They built hospitals and introduced vaccines for killer diseases.
- (iii) **End of Slave Trade:** They used their military and laws to stop the selling of people.
- (iv) **Rule of Law:** They introduced a written legal system and modern police forces.

Negative Impact of the colonialists (The Bad)

- (i) **Loss of Independence:** Africans lost the right to rule themselves and their own land.
- (ii) **Forced Labor:** People were often forced to work on roads, railways, and colonial farms for little pay.
- (iii) **Exploitation:** They took minerals and crops back to Europe to enrich their own countries.
- (iv) **Heavy Taxation:** Africans were forced to pay "Hut Tax" and "Poll Tax" to fund the colonial government.
- (v) **Erosion of Culture:** Many African traditions, names, and religions were discouraged or banned.

Exercise 4

1. Name two types of colonialists that ruled East Africa.
2. Distinguish between direct and indirect rule modes of administration by the colonialists.
3. Mention any two positive contributions of colonialists to East Africa.
4. State any two negative contributions of colonialists to East Africa.
5. List any two challenges faced by colonialists in East Africa.

The Struggle against Foreign Rule in East Africa



Omukama Kabalega



Kabaka Mwanga

The struggle against foreign rule (colonialism) was the effort by Africans to get back their land and the right to rule themselves. This struggle happened in two main ways:

- (i) **Armed Resistance:** Using weapons and fighting (e.g., Kabalega of Bunyoro).
- (ii) **Political Agitation:** Using strikes, boycotts, and forming political parties (e.g., UNC in Uganda or TANU in Tanzania).

Reasons why African fought against colonialists

- (i) **Loss of Land:** Colonialists took fertile land (like the White Highlands in Kenya) for themselves.
- (ii) **Forced Labor:** People were forced to work on colonial farms and roads for no pay.

- (iii) **Heavy Taxes:** Africans were forced to pay "Hut Tax" and "Poll Tax" which they could not afford.
- (iv) **Bad Treatment:** Colonialists often treated Africans as inferior and used harsh punishments.
- (v) **Interference with Culture:** They tried to stop traditional African practices and religions.

Notable Resistance Leaders and Groups

- (i) **Omukama Kabalega (Bunyoro):** He fought the British for nine years to protect his kingdom.
- (ii) **Kabaka Mwangi (Buganda):** He joined Kabalega to resist British control.
- (iii) **Chief Mkwawa (Hehe, Tanzania):** He resisted the Germans for a long time.
- (iv) **The Mau Mau (Kenya):** A famous group that fought a guerrilla war in the forests to get back their "Land and Freedom."

Benefits of the Struggle against colonialists (Positive Impact)

- (i) **Regained Independence:** The biggest benefit was that East African countries finally became free (e.g., Tanganyika in 1961, Uganda in 1962, and Kenya in 1963).
- (ii) **Unity:** The struggle brought different tribes together to fight a common enemy, helping to build nations.
- (iii) **Self-Respect:** Africans proved they were brave and capable of managing their own affairs.
- (iv) **Fairer Laws:** After independence, many unfair colonial laws and taxes were removed.
- (v) **African Leadership:** It led to the rise of great leaders like **Milton Obote, Jomo Kenyatta,** and **Julius Nyerere.**

Challenges/Costs of the Struggle (Negative Impact)

- (i) **Loss of Lives:** Many brave African soldiers and civilians were killed during the wars and rebellions.
- (ii) **Destruction of Property:** Houses, crops, and livestock were often burned or destroyed during the fighting.
- (iii) **Imprisonment:** Many leaders were arrested and kept in jail for many years (e.g., the Kapenguria Six in Kenya).
- (iv) **Suffering and Displacement:** Families were separated, and many people had to hide in forests or move to safe areas.
- (v) **Division:** Sometimes colonialists used "Divide and Rule," causing some Africans to fight against their own people.

Exercise 5

1. Name any two modes of resistance of Africans against colonialists in East Africa.
2. State any two reasons why Africans resisted colonial rule.
3. Mention any two benefits got from their resistance against colonial rule.
4. List any two cost of African resistance against colonial rule.
5. Name any two Kings of Uganda that resisted the British rule.

Key Personalities in the Independence Struggle

To get back their freedom, brave leaders in East Africa used different methods to tell the colonialists to leave.

Uganda: Apollo Milton Obote



Apollo Milton Obote

He led the **Uganda People's Congress (UPC)**.

He was the first Prime Minister when Uganda gained independence on **October 9, 1962**.

Other key figures included **Ignatius Kangave Musaazi**, who started the first national political party (UNC).

Kenya: Jomo Kenyatta



He was the leader of the **Kenya African National Union (KANU)**.

He was part of the "Kapenguria Six" who were arrested by the British.

He became the first President when Kenya gained independence on **December 12, 1963**.

Tanzania: Julius Kambarage Nyerere



He led the **Tanganyika African National Union (TANU)**.

He is fondly remembered as "**Mwalimu**" (Teacher).

He led Tanganyika to independence on **December 9, 1961**, through peaceful means.

Exercise 6

1. Name the leaders that lead East African countries to Independence.
2. List the dates on which East African countries got independence.

Means Used to Struggle for Independence

The struggle was fought in two main ways: **Peaceful (Political)** and **Armed (Violent)**.

Peaceful Means resistance against colonialists (Political Agitation)

- (i) **Forming Political Parties:** Groups like UPC, KANU, and TANU organized people to demand their rights.
- (ii) **Press and Newspapers:** Leaders wrote articles to expose the bad things the colonialists were doing.
- (iii) **Strikes and Boycotts:** Workers refused to work, and people refused to buy European goods (e.g., the 1959 trade boycott in Uganda).
- (iv) **Diplomatic Petitions:** Leaders traveled to London to talk to the British government and demand a "timetable" for independence.
- (v) **Organizing Rallies:** Using big public meetings to educate and unite the local people.

Armed Means (Militant Resistance)

- (i) **Guerrilla Warfare:** In Kenya, the **Mau Mau** fighters lived in the Aberdare and Mount Kenya forests to fight the British soldiers.
- (ii) **Rebellions:** Earlier groups used spears and arrows to fight (e.g., the **Maji Maji Rebellion** in Tanzania against the Germans).

Reason why African succeeded against colonialists

- (i) **Unity:** Different tribes stopped fighting each other and fought the colonialists together.
- (ii) **World War II:** After the war, European countries like Britain were tired and had less money to run colonies.
- (iii) **Education:** Africans who went to school learned about democracy and human rights.

Reasons why Independence of East African countries delayed

- (i) **Lack of unity.** Different tribes and religions often disagreed on how to lead.
- (ii) **Divide and rule.** Colonialists intentionally kept African groups divided to stay in power.
- (iii) **Arrest of leaders.** Key fighters for freedom were often put in prison for a long time.
- (iv) **Lack of money.** Early political parties did not have enough funds to organize big rallies.
- (v) **Limited education.** In the beginning, few Africans had the high-level skills needed to run a government.
- (vi) **Military power.** The colonialists had much stronger weapons than the local people.
- (vii) **Banning of parties.** In Kenya, political groups were made illegal during the **Mau Mau** uprising.

Exercise 7

1. State two peaceful means of resistance against colonialists in East Africa.
2. Mention any two reasons why the independence of East African countries was delayed.
3. List any two armed conflicts against colonial rule in East Africa.
4. Suggest any two factors that contributed to achievement of independence in East Africa.

How East African countries became republic states

To become republics, the countries of East Africa followed these steps after gaining independence:

- (i) **Replacing the Queen.** They removed the Queen of England as their Head of State.
- (ii) **Creating a new law.** They wrote a **Constitution** that allowed them to choose their own top leader.
- (iii) **Electing a President.** Instead of a Governor, they elected an **Executive President** to lead the country.

- (iv) **Gaining full power.** As republics, they became completely independent and made all their own laws.
- (v) **Changing their names.** Tanganyika became the **Republic of Tanganyika** (1962), Uganda (1963), and Kenya (1964).
- (vi) **Joining the Commonwealth.** Even as republics, they remained friends with other former British colonies.

Political Parties in East Africa

A political Party is

- (i) **A group of people who** share the same ideas on how to lead a country.
- (ii) **An organized team that** work together to win elections and form a government.
- (iii) They provide different plans for schools, roads, and hospitals.

Contributions of Political Parties

- (i) **Choosing leaders.** They identify and train people to become Presidents or MPs.
- (ii) **Educating citizens.** They teach people about their rights and how the government works.
- (iii) **Checking the government.** Opposition parties point out mistakes to help the country improve.
- (iv) **Uniting people.** They bring people from different tribes together under one idea.
- (v) **Creating policies.** They make plans to solve problems like poverty and sickness.

Challenges Faced by political parties in East Africa

- (i) **Lack of money.** Many parties cannot afford offices, transport, or posters.
- (ii) **Tribalism.** Some parties are supported by only one tribe instead of the whole nation.
- (iii) **Strict rules.** Sometimes, police stop parties from holding public meetings.
- (iv) **Internal fights.** Members often disagree and split to form new, smaller groups.
- (v) **Greed.** Some people join parties only to get jobs or money for themselves.

Solutions to the Challenges of political parties in East Africa

- (i) **Government funding.** Some countries give money to parties to help them run.
- (ii) **National offices.** Parties are opening branches in every district to reach everyone.
- (iii) **Using the internet.** Leaders use **WhatsApp and Facebook** to talk to people for free.
- (iv) **Forming alliances.** Small parties join together to become one big, strong team.
- (v) **Member fees.** Supporters pay small amounts of money to support their party.
- (vi) **Public teaching.** Educating people to vote for **good ideas** rather than gifts.

Exercise 8

1. Define a political party.
2. Mention any two roles of political parties.
3. List any two challenges of political parties.
4. Give any two solutions to the challenges of political parties.

Democratic Rule in East Africa

Democracy is a system where the citizens choose their own leaders.

Democratic Processes

- (i) **Regular elections.** Voting happens every few years (usually every 5 years).
- (ii) **Freedom of speech.** People are allowed to talk about what they like or dislike.
- (iii) **Rule of law.** Everyone, including the leaders, must follow the same laws.
- (iv) **Multi-party system.** Many different political parties can compete for power.

Political and Civic Education

- (i) **Learning rights.** It teaches citizens their rights and duties in a country.
- (ii) **How to vote.** It shows people how to register and cast a secret ballot.
- (iii) **Understanding government.** It explains the work of the Parliament, the Courts, and the President.

Exercise 9

1. List any two democratic processes.

Citizenship

- (i) **Being a member.** A citizen is a legal member of a specific country.
- (ii) **Ways to become a citizen.** You can be a citizen by birth, by parents, or by staying in a country for a long time (registration).
- (iii) **Loyalty.** A good citizen loves and protects their country.

Basic Rights of Citizens

- (i) **Right to life.** No one is allowed to kill or hurt you.
- (ii) **Right to vote.** You can choose your leaders once you are 18 years old.
- (iii) **Right to education.** Every child should be allowed to go to school.
- (iv) **Right to own property.** You can own land, a house, or a business.
- (v) **Right to worship.** You can choose which religion to follow.

Obligations of citizens

As a citizen, you have duties to help your country run well. These include:

- (i) **Obedying the law.** You must follow all the rules made by the government.
- (ii) **Paying taxes.** This money helps build schools, roads, and hospitals.
- (iii) **Voting.** You should choose good leaders during national elections.
- (iv) **Protecting the environment.** You must keep your surroundings clean and plant trees.
- (v) **Defending the country.** You should be ready to protect your nation from enemies.
- (vi) **Reporting criminals.** You should tell the police if you see someone breaking the law.
- (vii) **Respecting others.** You must live peacefully with people of different tribes or religions.
- (viii) **Taking care of public property.** You should not destroy things like street lights or park benches.

Exercise 10

1. Mention one way a person becomes a citizen of a country.
2. List any two rights of a citizen.
3. State any two duties of a citizen to his country.

Electoral Process

- (i) **Registration.** People must sign up to be on the "voters' roll."
- (ii) **Campaigning.** Candidates move around to tell people their plans.
- (iii) **Voting day.** People go to polling stations to tick/select their favorite candidate.
- (iv) **Counting.** The votes are counted carefully in front of observers.
- (v) **Declaration.** The winner is officially announced by the **Electoral Commission**.



Voting

Electoral materials

Electoral materials are the various tools and items that an Electoral Commission uses to organize and conduct a free and fair election. These materials ensure that every voter can cast their vote in secret and that the results are counted accurately.

Examples of Electoral Materials

Electoral materials are often divided into **sensitive** (high security) and **non-sensitive** items:

- (i) **Ballot Papers:** The official printed papers listing the names and pictures of candidates for voters to choose from.
- (ii) **Ballot Boxes:** Secure transparent containers where voters drop their folded ballot papers after marking them.
- (iii) **Voter Register:** The official list containing the names and photos of all people allowed to vote at a specific polling station.
- (iv) **Indelible Ink:** A special ink put on a voter's finger to show they have already voted and to prevent them from voting again.
- (v) **Biometric Voter Verification Kits (BVVK):** Electronic devices used to confirm a voter's identity using their fingerprints.
- (vi) **Voting Booths:** Private, screened areas where a voter can mark their ballot paper without anyone else seeing.
- (vii) **Security Seals:** Plastic or metal ties used to lock ballot boxes so they cannot be opened until counting time.
- (viii) **Declaration of Results Forms:** Official documents where the final number of votes for each candidate is recorded.
- (ix) **Stationery:** This includes everyday items like pens, stamps, stamp pads, and string used by polling officials.

Challenges of the Electoral Process

- (i) **Voter bribery.** Some candidates give money or sugar to buy votes.
- (ii) **Rigging.** Some people try to steal votes or change the final numbers.
- (iii) **Violence.** Fighting between supporters can make people scared to vote.
- (iv) **Lack of skilled electoral personnel.** To conduct election
- (v) **Illiteracy.** Some voters do not know how to read the ballot papers.
- (vi) **Low turnout.** Sometimes people stay home and refuse to vote.

Solutions to the Challenges of electoral process

- (i) **Strict laws.** Arresting anyone who tries to bribe or steal votes.
- (ii) **Civic education.** Teaching people that their **vote is their secret** and power.

- (iii) **Using technology.** Using computers and thumbprints (biometrics) to stop cheating.
- (iv) **Police protection.** Keeping polling stations safe so everyone can vote peacefully.
- (v) **Neutral observers.** Inviting people from other countries to watch and ensure fairness.

The role of electoral commission in democracy

The Electoral Commission (EC) plays a vital role in protecting democracy by acting as an independent and fair referee for elections. Its main duties include:

- (i) **Organizing elections.** It plans and supervises all national and local elections and referenda.
- (ii) **Registering voters.** It compiles and regularly updates the National Voters' Register to ensure only eligible people vote.
- (iii) **Demarcating boundaries.** It divides the country into constituencies and wards to make sure every area is represented.
- (iv) **Voter education.** It teaches citizens where, when, and how to vote safely and correctly.
- (v) **Registering candidates.** It checks that people who want to lead meet the legal requirements to stand for office.
- (vi) **Resolving disputes.** It listens to and settles complaints that happen before or during polling day.
- (vii) **Declaring results.** It counts the votes and officially announces the winning candidates in writing.
- (viii) **Monitoring compliance.** It ensures that political parties and candidates follow the code of conduct and laws.

Words used during an election

- (i) **Electorate:** These are all the people in a country who are allowed to vote.
- (ii) **Candidate:** This is a person who wants to be a leader and is competing in the election.
- (iii) **Ballot Paper:** This is the special piece of paper used to tick the person you want to win.
- (iv) **Polling Station:** This is the specific place where people go to cast their votes.
- (v) **Polling Assistant:** This is the official who helps you find your name and gives you a ballot paper.
- (vi) **Ballot Box:** This is the large container where voters drop their marked papers.
- (vii) **Polling Booth:** This is the private corner where you mark your paper so no one sees your choice.
- (viii) **Universal Adult Suffrage:** This means every adult citizen has the right to vote.
- (ix) **By-election:** This is a small election held to replace a leader who has died or left office.

- (x) **Constituency:** This is a specific area or district that a leader represents in Parliament.
- (xi) **Presiding Officer:** This is the person in charge of everything happening at a polling station.

Importance of political stability in East African countries

Political stability is when a country is peaceful and the government works without fighting or sudden changes. It is important because:

- (i) **It attracts investors.** Business people from other countries bring money to build factories and hotels.
- (ii) **It promotes trade.** Markets stay open and goods can move safely from one town to another.
- (iii) **It improves education.** Children can go to school every day without fear of war or riots.
- (iv) **It helps tourism.** Visitors come from all over the world to see our animals and mountains.
- (v) **It allows for farming.** Farmers can plant and harvest their crops without being displaced from their land.
- (vi) **It builds infrastructure.** The government can spend money on **roads and hospitals** instead of buying weapons.
- (vii) **It saves lives.** People live in harmony and do not lose their families or property to violence.

Exercise 11

1. List any two democratic processes in Uganda.
2. Name any two electoral materials
3. State two roles of electoral commission in democratic processes.
4. Identify any two solutions to the challenges of electoral process
5. State any importance of peace in East African countries.
6. Distinguish between polling station and ballot papers.

Challenges of East African Independent governments

- (i) **Lack of money.** Many countries were poor and did not have enough funds to build schools or roads.
- (ii) **Ignorance and illiteracy.** Many people did not know how to read or write, making development slow.
- (iii) **Diseases.** Sickesses like malaria, polio, and measles killed many people and made others too weak to work.
- (iv) **Tribalism and disunity.** People often supported their own tribes instead of working together as one nation.
- (v) **Poor infrastructure.** There were very few good roads, hospitals, or electricity lines in rural areas.

- (vi) **Lack of skilled workers.** There were not enough African doctors, engineers, or teachers to run the country.

Solutions to challenges of independent governments

- (i) **Introducing UPE.** Governments started **Universal Primary Education** so every child could learn to read and write for free.
- (ii) **Building hospitals.** Many new health centers were built to provide medicine and vaccines to the people.
- (iii) **Modernizing farming.** Governments gave farmers better seeds and tools to grow more food and earn money.
- (iv) **Encouraging unity.** Leaders used national anthems, flags, and one national language (like Kiswahili) to bring people together.
- (v) **Borrowing and trade.** Countries joined groups like the **East African Community** to trade and borrow money for big projects.
- (vi) **Industrialization.** Governments built factories to create jobs and make their own goods like sugar and soap.

Revision questions

1. Give one reason for the slow establishment of British rule in some communities of Uganda.
 - (i) **Strong Resistance:** Many local leaders and their people did not want the British to take their land. For example, **King Kabalega** of Bunyoro fought the British for many years to protect his kingdom.
 - (ii) **Poor Transport:** In the past, there were no good roads or railways in many parts of Uganda. It was very hard and slow for the British to travel to far places.
 - (iii) **Lack of Officials:** The British did not have enough trained workers to manage every part of the country at once.
 - (iv) **Different Leadership:** In some areas, there were no central kings or chiefs that everyone followed. This made it hard for the British to find one person to talk to or control.
 - (v) **Tropical Diseases:** Many British officials became very sick from diseases like **malaria** and **sleeping sickness**. This made it difficult for them to stay and work in some regions.
 - (vi) **Shortage of Money:** The British government did not always have enough money to pay for many soldiers and administrators in every district.

2. Give one reason for the faster development of politically stable African countries compared to those experiencing civil wars.

Politically stable countries grow faster than those with wars for these simple reasons:

 - (i) **Safe Schools:** In stable countries, children can go to school every day. In war, schools are often closed or destroyed.
 - (ii) **Good Roads:** Stable countries use their money to build roads and bridges. War destroys these things, making it hard to travel.
 - (iii) **More Jobs:** Business people feel safe opening shops and factories. This creates many jobs for the people.
 - (iv) **Saving Money:** Stable governments spend money on hospitals and medicine. Countries at war spend all their money on guns and soldiers.
 - (v) **Farmers are Safe:** In peaceful places, farmers can grow food to sell. In war, farmers often have to run away and leave their crops.
 - (vi) **Help from Others:** Other countries like to lend money and help to places that are peaceful and safe.

3. Give one role of Akidas during the Germany rule in Tanganyika.

The **Akidas** were local officials used by the Germans to help rule Tanganyika. Here is what they did:

- (i) **Collecting Taxes:** Their main job was to collect money (taxes) from the village people for the Germans.
- (ii) **Keeping Order:** They acted like local police to make sure everyone followed the German laws.
- (iii) **Running Courts:** Akidas sat in small courts to settle many minor arguments between people.
- (iv) **Supervising Work:** they forced people to work on German projects, like building roads or growing **cotton**.
- (v) **Counting People:** They helped the Germans count how many people lived in each village.
- (vi) **Reporting News:** They travelled between the villages and the German offices to deliver messages and reports.

4. (a) State any two laws that were introduced by colonial government in East Africa.

- (i) **Tax Laws:** The British and Germans introduced the **Hut Tax** and **Poll Tax**. Every man had to pay money for his house (hut) or for himself to help pay for the colonial government.
- (ii) **Land Laws:** The **Crown Land Act** was introduced to take large pieces of land away from local people and give it to the government or European settlers.
- (iii) **Labour Laws:** These laws forced African men to work on government projects like building railways, roads, and bridges.
- (iv) **Vagrancy Laws:** These laws made it a crime to be in towns without a job. They were used to force people to stay in their villages and work on farms.
- (v) **Public Order Acts:** These laws were made to stop people from gathering in large groups or protesting against colonial rule. People often needed police permission just to have a meeting.
- (vi) **Sedition Laws:** These laws made it a crime to say or write anything bad about the colonial government. It was a way to stop local leaders from asking for independence.
- (vii) **Witchcraft Acts:** The colonial government introduced laws to stop traditional African spiritual practices, which they called "witchcraft".

(b) Write two ways in which the people of East Africa showed their dislike for colonial laws.

- (i) **Fighting Wars:** Some groups picked up weapons to fight. The **Maji Maji Rebellion** in Tanganyika and the **Mau Mau** in Kenya are famous examples.

- (ii) **Refusing to Pay Taxes:** Many people hid their cows or ran into the forest when the tax collectors came. They did not want to give their money to the British or Germans.
 - (iii) **Going on Strike:** Workers in towns and on railways stopped working. They wanted better pay and better treatment from their bosses.
 - (iv) **Forming Groups:** Africans started their own political parties and clubs. These groups wrote letters to the governors asking for **freedom** and fair laws.
 - (v) **Running Away:** Some people left their homes and moved to areas where there were no colonial offices. This helped them avoid forced labor on farms.
 - (vi) **Songs and Stories:** People sang songs and told stories that made fun of colonial leaders. This was a secret way to keep their spirits high.
 - (vii) **Refusing to Grow Crops:** Farmers sometimes refused to grow "cash crops" like **cotton** because the government paid them very little money.
5. Mention any one factor that made the British use direct rule in some parts of East Africa.
- (i) **No Central Kings:** Some communities did not have one powerful king. The British found it hard to rule through many small leaders.
 - (ii) **Strong Resistance:** Some tribes fought the British very hard. The British used their own soldiers and officers to keep control by force.
 - (iii) **Protecting Settlers:** In places like the Kenya Highlands, many white farmers lived. The British wanted their own officers to make laws that helped these farmers.
 - (iv) **Lack of Trust:** The British did not trust some local leaders. They thought the local leaders would not follow British rules or collect taxes correctly.
 - (v) **Promoting Business:** The British wanted to build railways and grow specific crops quickly. They felt their own officers would get the work done faster.
 - (vi) **Replacing Rebels:** When a local leader was defeated in war, the British often removed them. They put a British officer in charge to prevent more fighting.
6. (a) State any two ways in which newspapers and magazines helped African in their struggle for independence.
- (i) **Sharing News:** They told people what was happening in different parts of Africa. This helped Africans feel like they were not alone.
 - (ii) **Teaching Rights:** The papers explained that all people should be free. They taught Africans about their **human rights**.
 - (iii) **Exposing Cruelty:** Writers used the news to show when colonial rulers treated people badly. This made more people want to change the laws.

- (iv) **Uniting People:** The papers helped different tribes talk to each other. They encouraged everyone to work together for **independence**.
- (v) **Spreading Ideas:** Leaders like **Jomo Kenyatta** and **Nnamdi Azikiwe** wrote articles. They shared their plans for a free Africa.
- (vi) **Advertising Meetings:** Magazines told people when and where to meet for protests or political talks.
- (vii) **Asking for Help:** Some papers were read in other countries. This helped the whole world see that Africa wanted to be free.

(b) Write any two problems that were faced by the Pan-Africanists in their struggle for Africa's independence.

- (i) **Lack of Money:** Many leaders were poor. They did not have enough money to travel or print their newspapers.
- (ii) **Travel Difficulties:** It was very hard for leaders from different countries to meet. There were few planes or good roads at that time.
- (iii) **Colonial Spies:** The colonial governments used spies to watch the leaders. Many Pan-Africanists were arrested or sent away from their homes.
- (iv) **Communication Gaps:** People in Africa spoke many different languages. It was sometimes hard for everyone to understand the same message.
- (v) **Poor Education:** Many Africans could not read or write yet. This made it difficult to share ideas through books or letters.
- (vi) **Different Goals:** Some leaders wanted freedom quickly, while others wanted to wait. They did not always agree on the best plan.
- (vii) **Divide and Rule:** Colonial rulers tried to make different tribes fight each other. This stopped them from joining together as one group.

7. (a) State any two activities carried out by the Electoral Commission before national election are held in Uganda

- (i) **Registering Voters:** The EC registers all citizens who are 18 years and older so they are allowed to vote.
- (ii) **Updating the Voters' Register:** They check the list of voters to add new people, remove those who have died, and change details for people who have moved.
- (iii) **Displaying the Register:** Before the election, the EC puts the list of voters in public places. This allows people to check if their names are correct.
- (iv) **Demarcating Areas:** They divide the country into smaller areas called constituencies and polling stations so everyone knows where to go and vote.
- (v) **Voter Education:** The EC teaches people how to vote, why it is important, and what the election rules are.

- (vi) **Nominating Candidates:** They receive and check the names of people who want to stand for office, like the President or Members of Parliament.
- (vii) **Training Officials:** They hire and train workers, like polling assistants, to help manage the voting on election day.
- (viii) **Buying Materials:** The EC buys and prepares everything needed for voting, such as ballot papers, ballot boxes, and indelible ink.
- (ix) **Organizing Campaigns:** They create a timetable for candidates to talk to the people so that different candidates do not hold meetings in the same place at the same time.

(b) Give any two benefits of practicing democracy to a country like Uganda.

- (i) **Better Social Services:** When leaders have to compete in elections, they are more likely to build things that people need, such as **schools, hospitals, and roads**, to win their support.
- (ii) **Protection of Rights:** Democracy is built on a constitution that protects every citizen's right to **speak freely**, follow their own **religion**, and gather in groups without fear.
- (iii) **Choosing Leaders:** Through regular elections, Ugandans get the power to choose who they want to lead the country. This gives everyone a voice in how the nation is run.
- (iv) **Rule of Law:** In a democracy, everyone must follow the same laws, including the most powerful leaders. No one is above the law.
- (v) **Peace and Stability:** It provides peaceful ways to solve arguments between different groups. Instead of fighting, people can use courts or voting to settle their differences.
- (vi) **Accountability:** It helps stop leaders from misusing money or power because they know the people and independent groups (like the media) are watching them.
- (vii) **Participation:** Democracy encourages people to get involved in their communities. In schools, for example, students practice democracy by **electing prefects** and discussing school issues together.

8. What role did Ludwig Krapf play towards the spread of Christianity in East Africa?

- (i) **Building the First Church:** He built the very first Christian church in Kenya at a place called **Rabai**.
- (ii) **Translating the Bible:** He translated the Bible into the **Swahili language** so that local people could read it.
- (iii) **Writing a Dictionary:** He wrote the first Swahili dictionary to help other missionaries talk to the people.

- (iv) **Mapping the Land:** He travelled deep into the land and drew maps that helped other missionaries find their way.
- (v) **Telling the World:** He wrote letters and books about East Africa. This encouraged more missionaries to come and teach.
- (vi) **Starting Schools:** He set up small schools where people learned how to read, write, and pray.
- (vii) **Bringing New Crops:** He showed people new ways to farm, which made them trust him and listen to his message.

9. Give any one reason why the Royal Geographical Society supported the explorers to come to East Africa

The **Royal Geographical Society** (RGS) was a group in England that paid for explorers to visit East Africa. Here is why they supported them:

- (i) **Finding Water Sources:** They wanted to find the true source of the **River Nile**, which was a big mystery at the time.
- (ii) **Mapping the Land:** They wanted to make accurate maps of mountains, lakes, and rivers that Europeans had never seen.
- (iii) **Scientific Discovery:** They wanted to study new plants, animals, and rocks found in East Africa.
- (iv) **Checking the Climate:** They wanted to know if the weather was good for farming or for Europeans to live there.
- (v) **Opening Trade:** They hoped to find valuable things like **gold, ivory**, and spices to sell in Europe.
- (vi) **Ending Slavery:** They wanted to find new paths to help stop the **slave trade** and start "honest" business instead.
- (vii) **Finding New Routes:** They looked for easy ways to travel from the ocean into the middle of Africa.

10. Mention any one reason why the citizens of East Africa should live in peace among themselves.

- (i) **Saving Lives:** Peace means there is no fighting or war. This keeps everyone, especially children and the elderly, safe from harm.
- (ii) **Building Schools:** When there is peace, the government can spend money on **new schools** and books instead of buying weapons.
- (iii) **Growing Food:** Farmers feel safe to dig their gardens and grow crops. This means there will be enough food for everyone to eat.
- (iv) **Better Health:** Peace allows doctors and nurses to work in hospitals without fear. This helps sick people get medicine quickly.

- (v) **Trade and Business:** People from different countries like Uganda, Kenya, and Tanzania can travel and **sell goods** to each other easily.
 - (vi) **Building Roads:** Peace allows workers to build long roads and railways that connect our towns and cities.
 - (vii) **Attracting Visitors:** Tourists love to visit peaceful places to see animals like **gorillas** and lions. This brings money to our country.
 - (viii) **Happy Families:** In a peaceful country, families can stay together and play together without having to run away from their homes.
11. State any one requirement for citizen to be elected a chairperson of local council committee in Uganda.
- (i) **Be a Citizen of Uganda:** You must be a Ugandan citizen to stand for any local council position.
 - (ii) **Be a Registered Voter:** You must be on the official voters' register for the area where you want to be a leader.
 - (iii) **Age Requirement:**
 - a. For **Village (LC 1)** and **Parish (LC 2)** levels, you must be **18 years or older**.
 - b. For **District (LC 5), Municipality, or Sub-County (LC 3)** levels, you must be between **30 and 75 years old**.
 - (iv) **Living in the Area:** You must be a resident of the village, parish, or district where you are standing for election.
 - (v) **Education Level:**
 - a. There are **no academic requirements** for Village (LC 1), Parish (LC 2), or Sub-County (LC 3) Chairpersons.
 - b. For a **District Chairperson (LC 5)**, you must have completed **Advanced Level (S.6)** or its equivalent.
 - (vi) **Support from Others:** You must be nominated by other registered voters in your area. For example, a District Chairperson needs 50 supporters from at least two-thirds of the electoral areas.
 - (vii) **Pay a Nomination Fee:** Most levels require a fee, such as **50,000 Shillings** for Sub-County Chairpersons or **200,000 Shillings** for District Chairpersons. There is **no fee** for Village (LC 1) candidates.
12. Mention any two practices that show that Uganda was at one time a British Protectorate.
- (i) **Speaking English:** English is the official language used in schools, offices, and on the news.

- (ii) **School Uniforms:** Students in Uganda wear uniforms, sweaters, and ties, just like students in Britain.
- (iii) **The Legal System:** Ugandan judges and lawyers use many laws that were first made by the British.
- (iv) **Driving on the Left:** Like in Britain, vehicles in Uganda drive on the left side of the road.
- (v) **Parliament Building:** Uganda has a Parliament where leaders meet to make laws, which is a system brought by the British.
- (vi) **Christianity:** Many people in Uganda belong to the **Anglican Church** (Church of Uganda), which was started by British missionaries.
- (vii) **Playing Sports:** Popular games like **football, cricket, and rugby** were introduced to Uganda by the British.
- (viii) **Place Names:** Some places and features still have British names, like **Lake Victoria** and **Murchison Falls**.

13. (a) State any two factors which delayed independence of East African countries.

- (i) **Disunity and Tribalism:** People were often divided into different tribes and groups. It was hard for everyone to work together as one team against the colonial rulers.
- (ii) **Lack of Money:** African leaders and their political parties were very poor. They did not have enough money to pay for travel, offices, or printing newspapers.
- (iii) **Arrests of Leaders:** The British often arrested and imprisoned strong African leaders. This left the people without their top guides for many years.
- (iv) **Banning of Parties:** Colonial governments sometimes made it illegal to have political parties. This stopped Africans from meeting and planning for their freedom.
- (v) **Divide and Rule Policy:** The British intentionally made different groups of people dislike each other. This "divide and rule" plan kept Africans from joining together to demand independence.
- (vi) **Lack of Education:** In the early days, very few Africans had gone to high school or university. This made it difficult for them to challenge the complex laws made by the Europeans.
- (vii) **Military Strength:** The British and Germans had very powerful guns and many soldiers. Early African fighters had simpler weapons, which made it hard to win quickly.
- (viii) **Ideological Differences:** Different African leaders had different ideas about how to run the country. Some wanted a capitalist system, while others wanted socialism, causing them to argue instead of unite.

- (b) Write any two ways in which the First and Second World Wars helped to speed up independence of African countries.
- (i) **Learning New Skills:** African soldiers learned how to use modern **guns and radios**. They realized they could fight as well as the Europeans.
 - (ii) **Loss of Fear:** Many Africans saw that European soldiers could also get hurt or defeated. This made them less afraid to fight for their own **freedom**.
 - (iii) **Seeing the World:** Soldiers traveled to other countries. they met people who told them that everyone should be free to rule themselves.
 - (iv) **Breaking the Myth:** Europeans used to say they were "superior." After fighting alongside them, African soldiers saw this was not true.
 - (v) **European Weakness:** After the wars, countries like Britain and France were **very poor**. They did not have enough money or soldiers to keep control of Africa.
 - (vi) **Promises of Freedom:** During the wars, Europeans promised Africans more rights if they helped fight. After the war, Africans demanded those promises be kept.
 - (vii) **New Friends:** Big countries like the **USA and Russia** started telling Britain and France to let African countries become independent.
 - (viii) **The Atlantic Charter:** This was a famous paper signed during the war. It said that all people have the right to choose their own government.

14. (a) Give any two reasons why Germany colonized Tanganyika.

- (i) **Looking for Wealth:** Germany wanted to find valuable things like **gold, diamonds,** and **ivory** to make their country rich.
- (ii) **Growing Raw Materials:** They wanted land to grow crops like **cotton, sisal,** and **rubber**. These were used in German factories to make clothes and tires.
- (iii) **Finding a Market:** Germany wanted a place where they could sell the things they made in their European factories to many people.
- (iv) **National Pride:** At that time, European countries thought having many colonies made them look **powerful** and important to the rest of the world.
- (v) **Settling Surplus People:** Germany wanted a place where some of its people could move and live if Germany became too crowded.
- (vi) **Spreading Culture:** They wanted to teach their language, religion, and way of life to people in Africa.
- (vii) **Strategic Location:** Tanganyika has a long coast on the **Indian Ocean**. This made it a good place for German ships to stop and trade.

(b) State any two positive effects of German East African Company (GOACO) on the development of East Africa.

- (i) **Building Roads:** They started building better paths and roads to move goods from the villages to the coast.
- (ii) **Starting Railways:** They began the work on the **Usambara Railway**, which helped trains carry heavy things across the land.
- (iii) **New Crops:** They introduced new plants like **sisal**, **cotton**, and **rubber** that farmers could sell to make money.
- (iv) **Building Ports:** They improved harbors along the **Indian Ocean**, like **Dar es Salaam**, so big ships could come and trade.
- (v) **Setting up Towns:** They built stone houses and offices, which helped small villages grow into bigger towns.
- (vi) **Modern Medicine:** They brought some European medicines to help treat diseases that were killing many people and animals.
- (vii) **New Tools:** They introduced better farming tools, like iron hoes and plows, to help farmers grow more food.
- (viii) **Trade Connections:** They connected East Africa to the rest of the world, allowing local people to see and buy new things from other countries.

15. Give any one way through which the colonialists communicated with local people in East Africa

- (i) **Using Interpreters:** They used Africans who knew both the local language and the European language to translate for them.
- (ii) **Learning Local Languages:** Some colonial officers and missionaries learned languages like **Swahili** or **Luganda** to talk directly to the people.
- (iii) **Through Local Chiefs:** Colonialists gave orders to **kings and chiefs**, who then told their people what to do.
- (iv) **Teaching English and German:** They started schools to teach Africans European languages so they could communicate more easily.
- (v) **Using Sign Language:** In the very beginning, they used simple hand gestures and signs to trade or show directions.
- (vi) **Public Meetings:** They held big meetings called **barazas** where an officer would stand up and announce new laws to a crowd.
- (vii) **Written Notices:** They printed posters and announcements in newspapers or pinned them on trees and office doors.
- (viii) **Drum Beats and Horns:** They sometimes used traditional ways, like **drums**, to call people together for a meeting.

16. State any one reason for the signing of the Anglo - Germany treaty of 1890.

The **Anglo-German Treaty of 1890** (also called the **Heligoland-Zanzibar Treaty**) was signed to settle arguments between Britain and Germany. Here is why they signed it:

- (i) **Sharing Land:** The two countries wanted to divide East Africa peacefully so they would not go to war with each other.
- (ii) **Defining Boundaries:** They wanted to draw clear lines on the map to show which parts belonged to Britain and which belonged to Germany.
- (iii) **Control of Zanzibar:** Britain wanted to have full control over the islands of **Zanzibar** and **Pemba**.
- (iv) **Witu Settlement:** Germany agreed to give up its claim to a place called **Witu** on the Kenyan coast to the British.
- (v) **Heligoland Island:** In exchange for giving up land in Africa, Germany received a small but important island in Europe called **Heligoland**.
- (vi) **Uganda and the Nile:** Britain wanted to make sure no other European country took control of **Uganda** or the source of the **River Nile**.
- (vii) **Creating Order:** The treaty helped the two countries start building their own governments and businesses in their new areas without fighting.

17. (a) Give any two reasons why the Banyoro staged the Nyangire Rebellion of 1907.

The **Nyangire Rebellion** was a peaceful protest by the people of Bunyoro against British and Baganda rule. Here is why it happened:

- (i) **Baganda Chiefs:** The British put chiefs from **Buganda** to rule over the Banyoro. The Banyoro did not like being led by their old enemies.
- (ii) **Loss of Power:** Local Banyoro leaders were unhappy because they lost their jobs and their power to the Baganda.
- (iii) **Forced Culture:** The Baganda chiefs tried to force the Banyoro to speak the **Luganda language** and follow Baganda customs.
- (iv) **Land Grabbing:** The Banyoro feared that the Baganda chiefs were taking away their land to keep for themselves.
- (v) **High Taxes:** The Baganda chiefs were very strict when collecting taxes from the Banyoro for the British.
- (vi) **The Name "Nyangire":** The word means "**I have refused.**" The Banyoro used this name to show they refused to be ruled by the Baganda anymore.
- (vii) **Desire for Respect:** The Banyoro wanted the British to recognize their own local leaders and their own king (**the Omukama**).

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

- (i) **Speeding up Independence:** The fighting showed the British that Kenyans were very serious about being free. This made the British give Kenya **independence** sooner in 1963.
- (ii) **Return of Land:** After the war, the British started giving back the **White Highlands** to the African farmers who lived there before.
- (iii) **Better Laws:** The colonial government changed many unfair laws that stopped Africans from growing expensive crops like **coffee** and **tea**.
- (iv) **Unity among Kenyans:** The struggle brought different tribes together to fight for one goal: their **stolen land** and their rights.
- (v) **Political Voice:** The British allowed Africans to form their own **political parties** and elect their own leaders to represent them.
- (vi) **Inspired Others:** The bravery of the Mau Mau fighters gave hope to other African countries to also stand up and fight for their **freedom**.
- (vii) **Improved Schools:** To make people happy, the government began building more **schools and hospitals** for Africans in the villages.

18. (a) Name the place in Modern Tanzania through which the early explorers entered East Africa.

Bagamoyo

(b) In which two ways was the Sultan of Zanzibar helpful to early explorers of East Africa?

The **Sultan of Zanzibar** was very helpful to early explorers like **John Speke** and **Henry Morton Stanley**. Here is how he helped them:

- (i) **Providing Guides:** He gave the explorers experienced **guides** who knew the secret paths into the mainland.
- (ii) **Hiring Porters:** He helped them find strong men to carry their heavy bags, food, and medicine.
- (iii) **Giving Letters of Introduction:** He wrote special letters called **recommendations**. These letters told local chiefs to treat the explorers well and keep them safe.
- (iv) **Supplying Food and Tools:** The Sultan allowed the explorers to buy all the **supplies** they needed from his markets in Zanzibar.
- (v) **Offering Protection:** Because the Sultan was very powerful, his name protected the explorers from being attacked by **slave traders**.
- (vi) **Giving Information:** He shared news about the lakes and mountains in the interior that his Arab traders had seen.
- (vii) **A Place to Rest:** He allowed the explorers to stay in **Zanzibar** to plan their journeys before starting the long walk.

(c) How did some wrong information about Africa make the work of the explorers difficult?

- (i) **Wrong Maps:** Early maps were not correct. They showed **mountains** and **rivers** in the wrong places, which made explorers get lost.
 - (ii) **Fear of Monsters:** Some Europeans believed there were scary monsters and "man-eaters" in Africa. This made it hard for explorers to find people willing to travel with them.
 - (iii) **Hidden Dangers:** Many people thought Africa was just a big **desert**. Explorers were surprised by thick jungles and huge swamps that were hard to cross.
 - (iv) **Climate Myths:** People thought the sun in Africa was so hot it would kill Europeans instantly. This made explorers carry too many heavy clothes and hats.
 - (v) **Disease Information:** They did not know that **mosquitoes** caused malaria. They thought "bad air" from swamps made them sick, so they took the wrong medicine.
 - (vi) **Hostile People:** Some stories said all Africans were violent. This made explorers approach villages with **guns** and fear, which sometimes caused real fights.
 - (vii) **Source of the Nile:** Because of old, wrong books, explorers spent many years looking for the **Nile** in the wrong directions.
19. How did the people of Kenya struggle to get independence?
- (i) **Fighting in the Forest:** The **Mau Mau** fighters lived in the forests and fought against British soldiers for many years.
 - (ii) **Forming Political Parties:** Leaders like **Jomo Kenyatta** started groups like the **Kenya African Union (KAU)** to speak for the people.
 - (iii) **Strikes and Protests:** Workers in towns refused to go to work to show the British that they were unhappy with the laws.
 - (iv) **Writing Newspapers:** Africans wrote their own news to tell the world about the **unfair treatment** they faced.
 - (v) **Refusing to Pay Taxes:** People stopped giving their money to the colonial government to make it hard for the British to rule.
 - (vi) **Sending Representatives:** Kenyan leaders traveled to **London** to talk to the British government and ask for their land back.
 - (vii) **Singing Freedom Songs:** People sang special songs to encourage each other and keep their **hope** alive during the struggle.
20. How did the early explorers promote the work of Europeans trader in Africa?
- (i) **Finding Resources:** They discovered valuable things like **gold**, **ivory**, and **rubber** that traders could buy and sell.
 - (ii) **Mapping Routes:** They drew maps of rivers and paths, showing traders the best ways to reach the middle of Africa.
 - (iii) **Checking the Soil:** They told traders which areas were good for growing **coffee**, **cotton**, and **tea**.

- (iv) **Identifying Markets:** They reported on how many people lived in different areas and what items those people wanted to buy.
- (v) **Signing Treaties:** Some explorers made agreements with local chiefs to allow Europeans to trade safely in their land.
- (vi) **Finding Waterways:** They looked for deep rivers like the **Nile** and the **Congo** that big boats could use to carry heavy goods.
- (vii) **Reporting on Peace:** They told traders which tribes were friendly and safe to visit for business.

21. (a) Name the colonial power that ruled Tanganyika after the first world war.

German

(b) Give any one way in which industrial growth in Europe contributed to the colonization of Africa.

- (i) **Need for Raw Materials:** European factories needed things like **cotton, rubber,** and **palm oil** to make their goods.
- (ii) **Looking for Markets:** Factories made too many clothes and tools. They wanted to sell these items to the many people living in Africa.
- (iii) **Investment of Money:** Rich business people in Europe had extra money. They wanted to build **railways** and **mines** in Africa to make more profit.
- (iv) **Better Weapons:** Industrial growth helped Europe make powerful **guns**. This made it easy for them to take over African land by force.
- (v) **Faster Transport:** Factories built steamships and trains. These helped Europeans travel to Africa much faster than before.
- (vi) **New Medicines:** Scientists used factory machines to make **quinine**. This medicine helped Europeans survive tropical diseases like malaria.
- (vii) **Fuel Resources:** Factories needed **coal** and other fuels. They hoped to find these minerals buried in the African ground.

(c) Mention any two challenges Europeans faced in the process of colonizing Africa.

- (i) **Tropical Diseases:** Many Europeans died from **malaria**, yellow fever, and sleeping sickness. They did not have enough medicine yet.
- (ii) **Strong Resistance:** Many African kings and their soldiers fought back bravely to protect their land.
- (iii) **Thick Forests:** Huge jungles and swamps made it very hard for Europeans to move their heavy guns and supplies.
- (iv) **Language Barrier:** It was difficult for Europeans to talk to local people because they spoke different languages.
- (v) **Harsh Climate:** The hot sun and heavy rains made the Europeans feel very tired and sick.

- (vi) **Wild Animals:** Dangerous animals like **lions**, snakes, and crocodiles attacked the travelers in the bushes.
 - (vii) **Lack of Food:** Europeans were not used to African food, and sometimes they went for days without anything to eat.
 - (viii) **Poor Transport:** There were no roads or railways. They had to walk long distances or use small boats on rocky rivers.
22. How did Semei Kakungulu contribute to the development of Eastern Uganda during colonial rule
- (i) **Building Roads:** He oversaw the building of many **good roads** that connected different villages in Eastern Uganda.
 - (ii) **Planting Trees:** He encouraged people to plant **Mvule trees** along the roads and in towns to provide shade and timber.
 - (iii) **Building Schools:** He helped start some of the first **schools and churches** in the region so children could learn to read.
 - (iv) **Starting Towns:** He helped build and organize towns like **Mbale**, which became a big center for business.
 - (v) **Spreading the Gospel:** As a Christian leader, he helped spread the **word of God** to many people in the East.
 - (vi) **Introduction of New Crops:** He encouraged farmers to grow new types of food and crops that they could sell for **money**.
 - (vii) **Administrative Centers:** He set up offices and a system of **chiefs** to help keep law and order in the villages.
 - (viii) **Digging Wells:** He helped provide clean water by encouraging people to dig **boreholes and wells**.
23. What role did African traditional leaders play in defending their independence during colonial rule?
- (i) **Leading Armies:** Kings like **Kabalega** of Bunyoro and **Mwanga** of Buganda led their soldiers to fight the British in many battles.
 - (ii) **Refusing Treaties:** Some leaders refused to sign papers that gave their land away to Europeans.
 - (iii) **Organizing Rebellions:** Leaders helped their people start big fights, like the **Maji Maji** rebellion, to push the colonialists out.
 - (iv) **Protecting Culture:** They encouraged their people to keep their own **religions** and customs instead of following European ways.
 - (v) **Hiding Food:** Some chiefs told their people to hide food and cows so the colonial soldiers would have nothing to eat.

- (vi) **Using Guerilla War:** Leaders like **Dedan Kimathi** hid in thick forests and attacked the colonialists by surprise.
 - (vii) **Refusing Taxes:** Many chiefs told their people not to pay the **Hut Tax** or Poll Tax to the white men.
 - (viii) **Seeking Help:** Some leaders tried to make friends with other powerful African kings to fight the Europeans together.
24. Mention any one peaceful method that the Europeans used to acquire colonies in Africa.
- (i) **Signing Treaties:** They asked African kings and chiefs to sign papers called **agreements** to give away their land.
 - (ii) **Sending Missionaries:** Religious teachers came first to teach **Christianity**. This made the people friendly toward Europeans.
 - (iii) **Giving Gifts:** They gave local leaders presents like **beads**, cloth, and mirrors to win their friendship.
 - (iv) **Trading Goods:** Europeans started shops and businesses. This made local people want to work with them for **money**.
 - (v) **Offering Protection:** They promised to help some tribes fight their traditional enemies if they joined the Europeans.
 - (vi) **Discovery and Exploration:** Explorers drew maps of "empty" land and claimed it for their home countries in Europe.
 - (vii) **Scientific Research:** Doctors came to treat sick people. This made the community trust the Europeans.
25. (a) In which country did the Maji-Maji rebellion take place?
Tanzania
- (b) State any two causes of the Maji-Maji rebellion.
- (i) **Forced Cotton Growing:** The Germans forced Africans to grow **cotton** on communal farms. This took away time from growing their own food.
 - (ii) **Low Wages:** People were paid very little money for the hard work they did on German plantations.
 - (iii) **Cruel Treatment:** German overseers used **whips** (called *kiboko*) to beat workers who did not work fast enough.
 - (iv) **High Taxes:** The Germans demanded that every man pay a **Hut Tax**. This was very hard for poor families to afford.
 - (v) **Loss of Land:** The Germans took the best fertile land away from the local people and gave it to European settlers.
 - (vi) **Disrespect for Culture:** German officials and missionaries often disrespected African **traditions** and local chiefs.

(vii) **Kinjekitile's Magic Water:** A prophet named **Kinjekitile Ngwale** told the people that a special "magic water" (*Maji*) would turn German bullets into water. This gave the people the **courage** to fight.

(c) Mention any one negative effects of the Maji-Maji rebellion on the Africans.

(i) **Many Deaths:** Thousands of Africans were killed in the fighting. Many more died because the Germans destroyed their homes.

(ii) **Great Famine:** The Germans burned down **farms and granaries** to starve the rebels. This caused a terrible hunger that killed many people.

(iii) **Loss of Leaders:** Many brave chiefs and the prophet **Kinjekitile** were captured and killed by the Germans.

(iv) **Destroyed Homes:** Many villages were burned to the ground. Families had to run away and live in the bushes.

(v) **Broken Trust:** People lost faith in **magic water** because it did not stop the German bullets as they had hoped.

(vi) **Strict Rules:** After the war, the Germans became even **harsher** for a while to stop people from ever fighting again.

(vii) **Spread of Diseases:** Because people were hungry and moving around, many got sick and died from diseases.

(viii) **Loss of Property:** Many people lost their **cows and goats** which were taken by German soldiers for food.

26. Name the system of government that is practiced in Uganda today.

Presidential system

27. Name the political party that led Kenya to Independence.

Kenya African National Union (KANU)

28. (a) What is a national election?

A **national election** is a special time when all adult citizens across the whole country come together to **choose their top leaders**

(b) Mention any two bad practices done by people during the national elections.

(i) **Voter Bribery:** This is when candidates or their supporters give people money, food, or small gifts like sugar and soap to "buy" their votes.

(ii) **Intimidation and Violence:** Some people use threats or physical force to scare others into voting for a certain candidate or staying away from polling stations entirely.

(iii) **Voter Personation:** This is a crime where a person pretends to be someone else—either a living person, a deceased person, or a fake identity—to cast a vote.

(iv) **Multiple Voting:** Some dishonest people try to vote more than once at different polling stations, which is strictly illegal.

- (v) **Underage Voting:** This happens when children younger than 18 years old are encouraged or bribed to register and vote, even though it is against the law.
 - (vi) **Ballot Stuffing:** This is the illegal act of putting many pre-marked ballot papers into a ballot box to cheat for a specific candidate.
 - (vii) **Spreading False Information:** People may tell lies about a candidate's health or character, or claim they have withdrawn from the race, just to confuse voters.
 - (viii) **Destroying Election Materials:** Some individuals may maliciously tear down or deface a candidate's posters or damage official Electoral Commission notices.
 - (ix) **Disrupting Meetings:** This involves acting in a disorderly way at campaign rallies to stop a candidate from speaking to the public.
 - (x) **Using Children in Campaigns:** It is a bad practice to involve children in political rallies or advertisements, as it can expose them to violence or exploitation.
- (c) In which one way is a voters' register important during elections?
- (i) **Identifies Eligible Voters:** It is a list of all **citizens allowed to vote**. Only people whose names and photos appear on the register can participate on election day.
 - (ii) **Prevents Cheating:** It helps stop bad practices like voting more than once or pretending to be someone else. Each voter is checked against the list before they are given a ballot paper.
 - (iii) **Planning for Materials:** The EC uses the register to know how many ballot papers and boxes are needed for each polling station.
 - (iv) **Determining Polling Stations:** It helps the government decide where to put polling stations so that people do not have to travel too far to vote.
 - (v) **Qualification for Candidates:** A person must be a registered voter to stand for an elective office, such as becoming a Member of Parliament or a President.
 - (vi) **Cleaning the List:** During the **display period**, the register allows the public to identify and remove names of people who have died or moved away, making the list accurate.
 - (vii) **Protects Rights:** It ensures that every eligible citizen has an **equal opportunity** to cast their vote and be heard in a democracy.

29. Apart from using elections, state any one other way of getting leaders in a community.
- (i) **Inheritance (Succession):** In many Ugandan cultures, like in the Buganda or Tooro kingdoms, traditional leaders like Kings (the Kabaka or Omukama) get their power because it is passed down through their family bloodline.
 - (ii) **Appointment:** Some leaders are given their jobs by a higher authority without an election. For example, the President of Uganda appoints **Resident District Commissioners (RDCs)** and the **Prime Minister** to help run the country.

- (iii) **Ordination:** This is the process used to get **religious leaders. Priests, Bishops, and Imams** are chosen and officially given their roles through special religious ceremonies after they have finished their training.
 - (iv) **Volunteering:** Sometimes a person becomes a leader simply by stepping up to help. They might start a project like a community garden or help at an animal shelter, and others begin to follow them because of their good work.
 - (v) **Consensus (Agreement):** In some small villages, the **Council of Elders** might meet and talk until they all agree on one person to be the leader, rather than holding a formal vote.
 - (vi) **Nomination based on Merit:** A community may choose a leader because they have demonstrated good intentions and deeds in the past, or because they are held in **high regard** for being a model representative of the people.
30. State any one reason why early missionaries in Uganda taught people how to read and write.
- (i) **Reading the Bible:** They wanted people to be able to read the **Holy Bible** and other prayer books by themselves.
 - (ii) **Spreading the Gospel:** It was easier to spread the **word of God** if people could read Christian messages.
 - (iii) **Training Helpers:** They needed to train local Africans to become **teachers, priests, and catechists** to help them in the church.
 - (iv) **Communication:** Teaching people how to write helped the missionaries **send letters** and messages to different villages.
 - (v) **Better Health:** If people could read, they could understand instructions on how to use **medicine** and stay healthy.
 - (vi) **Modern Jobs:** It prepared Africans to work as **clerks and interpreters** for the missionaries and the colonial government.
 - (vii) **Improving Lives:** Missionaries believed that **education** would help people live better and more modern lives
31. State any one way in which political parties contributed towards promoting democracy in Uganda.
- (i) **Providing Choice:** Different parties offer different ideas and manifestos, giving voters the freedom to choose the leaders they like best.
 - (ii) **Educating Citizens:** Parties hold rallies and meetings to teach people about their rights and the political problems facing the country.
 - (iii) **Encouraging Participation:** They mobilize the masses to take part in political affairs, such as voting in elections and attending public debates.

- (iv) **Holding Government Accountable:** Opposition parties act as watchdogs, keeping an eye on the ruling party to ensure it uses power and money correctly.
- (v) **Recruiting Leaders:** Parties find and train new leaders from all over the country, including youth and women, to represent the people in Parliament.
- (vi) **Promoting Unity:** They bring together people from different regions and religions into one group, which helps build national unity.
- (vii) **Policy Debates:** Parties in Parliament participate in **meaningful** debates to help create better laws and policies for the development of Uganda.

32. (a) Apart from Tanzania, name any one other East African country that was colonized by the Germans.

Rwanda
Burundi

(b) Why did Germany lose her colonies in East Africa after the first World War?

- (i) **Punishment:** Taking away the colonies was a way to punish Germany for starting the big war.
- (ii) **Losing the War:** Germany fought against countries like **Britain and France** in World War I and lost the fight.
- (iii) **The Versailles Treaty:** After the war, a famous agreement was signed. It said Germany was no longer allowed to own any colonies.
- (iv) **The League of Nations:** This was a group of countries that decided to take Germany's land and give it to other countries to look after.
- (v) **Dividing the Land:** Britain took over **Tanganyika**, while **Belgium** took over Rwanda and Burundi.

(c) Mention two ways in which the people of Tanzania reacted to the Germany rule?

- (i) **Armed Rebellions:** Many groups picked up weapons to fight. The most famous was the **Maji Maji Rebellion**, where people fought to drive the Germans out.
- (ii) **Abushiri Resistance:** Arab and Swahili traders on the coast, led by a man named **Abushiri**, fought the Germans to protect their trade.
- (iii) **Refusing to Work:** Many people ran away into the forests or mountains so the Germans could not force them to work on **cotton farms**.
- (iv) **Refusing to Pay Tax:** Villagers often hid their animals or moved to new areas to avoid paying the **Hut Tax**.
- (v) **Collaboration:** Some local chiefs decided to **cooperate** with the Germans. They did this to get protection or more power for their own tribes.

- (vi) **Singing and Stories:** People made up secret songs to talk about how they disliked the German laws without the soldiers knowing.
- (vii) **Religious Resistance:** Some people turned to their traditional gods and prophets, like **Kinjikitile**, to find the strength to resist.

33. (a) Mention any two positive contributions of the Portuguese at the coast of East Africa.

- (i) **New Crops:** They introduced many delicious foods we eat today, like **maize (corn), pineapple, cassava, guavas, and pawpaws.**
- (ii) **Building Fort Jesus:** They built a very strong and famous fort in **Mombasa** called Fort Jesus. It is still standing today and many tourists visit it.
- (iii) **New Words:** They added new words to the **Swahili language.** For example, the Swahili word for table (*meza*) and handkerchief (*leso*) came from the Portuguese.
- (iv) **Improved Farming:** They taught people at the coast how to use **manure** from animals to make their soil better for growing crops.
- (v) **Better Ships:** They introduced better ways of building boats and used **maps and compasses** to help sailors travel safely on the ocean.
- (vi) **New Trade Goods:** They brought items like **cloth** and **beads** from Europe and India to trade with the local people.
- (vii) **Spreading Christianity:** They were the very first Europeans to try and teach the **Christian religion** at the coast.
- (viii) **Linking Africa to India:** They created a sea path that connected East Africa directly to **India** and **Europe** for business.

(b) State any two causes of the decline of Portuguese rule at the coast of East Africa.

- (i) **Constant Rebellions:** The local people and Arabs hated the Portuguese because they were brutal and arrogant. This led to frequent revolts in towns like Mombasa.
- (ii) **Lack of Officials:** There were **too few Portuguese administrators** to control the very long coastline.
- (iii) **Corruption:** Many Portuguese officials were greedy and corrupt. They kept money for themselves instead of using it to develop the area.
- (iv) **Tropical Diseases:** Many Portuguese died from diseases like malaria and sleeping sickness, which made their army weak.
- (v) **Oman Arab Attacks:** The Oman Arabs helped the coastal people fight the Portuguese. In 1698, they captured Fort Jesus, which was the Portuguese headquarters.
- (vi) **Decline in Trade:** The Portuguese over-taxed the people and discouraged traders, so they lost the money they needed to run the colonies.
- (vii) **Small and Poor Country:** Portugal was a small country and did not have enough money or soldiers to defend their large empire in Africa.

- (viii) **Rival European Powers:** Other countries like **Britain and the Netherlands** (the Dutch) started competing with the Portuguese for trade at the coast
34. Give any one way in which children can help to keep security at home.
- (i) **Closing Gates:** Children should always make sure the **main gate** and the doors are closed after they enter or leave the house.
 - (ii) **Knowing Numbers:** They should memorize the **phone numbers** of their parents and the nearby police station to call in case of trouble.
 - (iii) **Staying with Adults:** Children should not walk alone in dark places or stay outside the house late at night.
 - (iv) **Reporting Strangers:** If they see a **strange person** hanging around the home, they should tell an adult immediately.
 - (v) **Keeping Secrets:** They should not tell strangers where their parents keep money or the keys to the house.
 - (vi) **Avoiding "Free" Gifts:** Children should never take **sweets or money** from people they do not know, as this can be a trick.
 - (vii) **Checking Locks:** Before going to sleep, they can help their parents by checking if the **windows** are tightly shut.
 - (viii) **Staying Calm:** If there is an emergency, children should follow the safety rules their parents taught them without screaming or running.
35. Give any one way in which democracy is practiced in schools.
- (i) **Electing Prefects:** Students vote for their leaders, such as the **Head Prefect**, to represent them and help teachers.
 - (ii) **School Councils:** Many schools have a council where students can meet and **discuss problems** like food or sports.
 - (iii) **Following Rules:** Just like national laws, school rules apply to everyone. Students help make and **obey these rules** to keep order.
 - (iv) **Debating Clubs:** Students practice **speaking freely** and listening to different ideas during school debates.
 - (v) **Suggesting Ideas:** Students can use **suggestion boxes** to tell the headteacher what they want to see improved in the school.
 - (vi) **Class Meetings:** Teachers allow pupils to help choose **class monitors** or decide how to organize their classroom.
 - (vii) **Fair Play:** In sports and games, students learn to follow the rules and **respect the winners**, which is a big part of democracy.
36. Mention any one way in which Africans showed that they were not happy with the European rule.

- (i) **Fighting Wars:** Many tribes used spears and guns to fight European soldiers. A good example is the **Maji Maji Rebellion** in Tanzania.
- (ii) **Refusing to Work:** People ran away to the bush so they would not be forced to work on **European farms**.
- (iii) **Not Paying Taxes:** Many Africans refused to pay the **Hut Tax** or Poll Tax to the colonial government.
- (iv) **Starting Strikes:** Workers in towns stopped working to demand **better pay** and fair treatment.
- (v) **Forming Political Parties:** Leaders started groups like the **UNC** in Uganda to ask for their land and freedom back.
- (vi) **Writing in Newspapers:** Africans used their own papers to tell the world about the **unfair laws** in their countries.
- (vii) **Singing Secret Songs:** People sang songs that made fun of colonial leaders to keep their **hope** alive.
- (viii) **Refusing New Crops:** Some farmers refused to grow **cotton or coffee** because the Europeans paid them very little money.

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

- (i) **John Hanning Speke:** He made three expeditions to Africa. His first major East African journey was from **1857–1859** with **Richard Burton**, where they reached **Lake Tanganyika** and Speke sighted Lake Victoria for the first time. He returned for a second expedition from **1860–1863** with **James Augustus Grant** and successfully identified **Ripon Falls** as the Nile's outlet.
- (ii) **Sir Henry Morton Stanley:** He is known for multiple significant journeys. His first famous trip in **1871** was to find the "lost" missionary **David Livingstone**. He returned for a second great African journey from **1874–1877**, during which he circumnavigated Lake Victoria and Lake Tanganyika, confirming Speke's theories about the Nile.
- (iii) **Sir Samuel Baker:** He made two major expeditions into the interior. On his first journey starting in **1861**, he and his wife **Florence Baker** reached and named Lake Albert. He later returned to East Africa in **1869** as the Governor-General of **Equatoria** to stop the slave trade and establish government forts like Fort Patiko.
- (iv) **Vasco da Gama:** As an early Portuguese explorer, he visited the East African coast on his first voyage in **1498** and returned for a second journey in **1502**, stopping at places like Kilwa and Mombasa

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

- (i) **Mapping the Land:** They drew the first accurate maps of our lakes, mountains, and rivers. This helped others travel safely.
- (ii) **Finding Resources:** They discovered valuable things like gold, ivory, and fertile soil. This attracted traders to build businesses.
- (iii) **Building Roads:** The paths they used later became the first roads and railways in East Africa.
- (iv) **Ending Slavery:** Their reports about the horrors of the slave trade encouraged Europeans to come and stop it.
- (v) **New Crops:** Explorers and the traders who followed them brought new seeds for crops like coffee and cotton.
- (vi) **Starting Schools:** Their work encouraged missionaries to come. These missionaries built the first schools and hospitals.
- (vii) **Connecting to the World:** They told people in Europe and America about Africa. This started international trade and friendships.

38. Complete the table below correctly

Country	Political leader	Political party
Tanganyika	Mwalimu Julius Nyerere	TANU (Tanganyika African National Union)
Uganda	Dr. Milton Obote	Uganda People's Congress (UPC)
South Africa	Nelson Mandela	African National Congress (ANC)
Kenya	Jomo Kenyatta	KANU (Kenya African National Union)

39. Give any one reason why elections are important in a country.

- (i) **Choosing Leaders:** They allow citizens to pick the representatives and leaders they trust to make laws and decisions for everyone.
- (ii) **Peaceful Change:** They provide a safe and lawful way to replace leaders who are not doing a good job without using violence.
- (iii) **Accountability:** Leaders are held responsible for their actions. If they do not keep their promises, voters can vote them out in the next election.
- (iv) **Giving a Voice:** Every vote is like a voice. It lets people share what they care about, like better schools, new roads, or good hospitals.
- (v) **National Unity:** Elections bring people together to think about the future of their country, helping everyone feel like they belong to one nation.
- (vi) **Protecting Rights:** By participating, citizens help protect their freedoms and human rights from being taken away by unfair rulers.

- (vii) **Development:** Elections encourage candidates to create plans for jobs and growth to win support, which helps the country improve.
40. Give any one reason why the British colonialists promoted road construction in Uganda.
- (i) **Transporting Cash Crops:** Roads were built to connect fertile areas to the Uganda Railway. This allowed them to quickly carry crops like **cotton, coffee, and tobacco** to the coast for export.
 - (ii) **Effective Administration:** Good roads allowed colonial officers to travel easily between different districts and remote villages to enforce laws and collect taxes.
 - (iii) **Military Movement:** The British needed roads to move their **soldiers and equipment** quickly to areas where local people were resisting their rule.
 - (iv) **Linking Remote Areas:** While the railway stayed in one line, roads acted as "feeders" to reach deep into the interior, connecting distant village headquarters to the main towns.
 - (v) **Spreading Christianity:** Missionaries used these roads to travel into the interior more easily to spread the gospel and build churches and schools.
 - (vi) **Fulfilling "Effective Occupation":** Under the Berlin Conference rules, European powers had to show they were developing a land with infrastructure like roads to prove they officially owned it.
 - (vii) **Promoting Trade:** Roads allowed merchants to bring **manufactured goods** from Europe into the local markets for Africans to buy.
41. How did the Masai make the movement of the early explorers to East Africa difficult?
- (i) **Protecting Their Land:** The Maasai were very proud of their territory. They did not want strangers or white men entering their grazing lands.
 - (ii) **Being Fierce Warriors:** They were known as brave fighters. Explorers were often afraid of being attacked by Maasai warriors armed with spears and shields.
 - (iii) **Demanding Taxes:** The Maasai often asked explorers to pay heavy tolls or gifts to pass through their land safely.
 - (iv) **Raiding Caravans:** Sometimes, the Maasai raided the caravans to take away supplies, food, or beads that the explorers were carrying.
 - (v) **Stealing Cattle:** Explorers who traveled with cows for food often lost them to Maasai cattle raiders, leaving the explorers hungry.
 - (vi) **Closing Trade Routes:** Because they were so powerful, they could block the main paths from the coast to the interior, forcing explorers to take longer, more difficult routes.
 - (vii) **Scaring Away Porters:** Many porters from the coast were so scared of the Maasai that they would run away or refuse to walk through Maasai land.

42. Mention any one factor that makes Common Wealth countries similar.
- (i) **Using English:** Most of these countries use **English** as their official language in schools, offices, and courts.
 - (ii) **The Head of Commonwealth:** All members recognize the **British Monarch** (currently King Charles III) as the symbolic leader of the group.
 - (iii) **Similar Laws:** Many of their **legal systems** and types of courts are based on the British way of doing things.
 - (iv) **Parliamentary Democracy:** Most members have a **Parliament** where leaders meet to debate and make laws for the people.
 - (v) **Educational Systems:** They often have similar school levels, exams, and **university systems** that allow students to study in different member countries.
 - (vi) **Love for Sports:** They play the same games, like **cricket, rugby, and football**. They also compete together in the **Commonwealth Games** every four years.
 - (vii) **Trade and Help:** Member countries work together to **trade goods** and help each other with money and experts to develop their nations.
 - (viii) **Shared Values:** They all agree to follow certain rules, such as protecting **human rights** and promoting peace.
43. Which African National helped to unite Zanzibar and Tanganyika to Tanzania?
Mwalimu Julius Nyerere
44. Name the type of education which was introduced by the Christian Missionaries in Uganda.
Formal education
45. State any problem cause by civic wars to a country.
- (i) **Loss of Lives:** Many people, including soldiers and innocent children, are killed or badly injured during the fighting.
 - (ii) **Destruction of Property:** Important buildings like **schools, hospitals,** and houses are often bombed or burned down.
 - (iii) **Refugee Crisis:** Families are forced to run away from their homes. They often have to live in crowded **refugee camps** in other countries.
 - (iv) **Extreme Hunger:** Farmers cannot grow food because it is too dangerous to work in the fields. This leads to a lack of food for everyone.
 - (v) **Closure of Schools:** Children stop going to school because it is not safe. This means they miss out on learning for many years.
 - (vi) **Spread of Diseases:** When hospitals are destroyed and there is no clean water, many people get sick from diseases like **cholera**.
 - (vii) **Economic Poverty:** The country becomes very poor because businesses close down and the government spends all its money on **guns and bullets**.

(viii) **Fear and Trauma:** People live in constant fear. The bad things they see during the war make them very sad and worried for a long time.

46. State any one way in which a foreigner can become a citizen of Uganda.

- (i) **By Marriage (Registration):** A person who has been legally married to a Ugandan citizen for **at least 5 years** can apply to become a citizen.
- (ii) **By Long Stay (Registration):** A foreigner who has legally and voluntarily lived in Uganda for **at least 10 years** and has helped the country develop can apply.
- (iii) **By Naturalization:** This is for foreigners who have lived in Uganda for many years (usually a total of **20 years**). They must prove they are of good character and know English or a local language.
- (iv) **By Adoption (Registration):** A child under **18 years old** who is not a Ugandan but is adopted by a Ugandan citizen can be registered as a citizen.
- (v) **Dual Citizenship:** A person can become a Ugandan citizen while still keeping their original citizenship. They must show that their home country also allows dual citizenship.

Basic Requirements to Apply:

- (i) A valid **Passport** from their home country.
- (ii) A letter of **Good Conduct** from Interpol to show they have no criminal record.
- (iii) Recommendation letters from local leaders like the LC1 Chairperson and the RDC.
- (iv) A medical report to show they are of **sound mind**.
- (v) Taking an **Oath of Allegiance** to promise loyalty to Uganda

47. Mention any one way in which Prince Henry the Navigator was useful to the Portuguese explorers.

- (i) **Starting a School:** He built a special school for sailors at a place called **Sagres**. This is where they learned how to use maps and the stars to travel.
- (ii) **Improving Ships:** He helped experts design a new, faster type of ship called the Caravel. These boats were better for sailing against the wind and through big waves.
- (iii) **Paying for Trips:** He used his own money and riches to pay for many expensive journeys down the coast of Africa.
- (iv) **Making Better Maps:** He hired the best map-makers to draw new and accurate maps of the ocean and the land they discovered.
- (v) **Buying Tools:** He provided the explorers with important tools like the **compass** and the **astrolabe** to help them find their way without getting lost.

- (vi) **Encouraging Discovery:** He gave the sailors **courage** by telling them that finding new lands and spreading Christianity was a great and noble thing to do.
 - (vii) **Keeping Records:** He made sure that every explorer wrote down what they saw so that the next travelers would know where to go.
48. Which international organization unites all countries that were colonized by the British?
Commonwealth
49. (a) Name the continent from which Arab traders came.
Asia
- (b) Give any two reasons why early Arab traders settled at the coast of East Africa.
- (i) **Doing Business:** They wanted to trade goods like **ivory, gold, and slaves** for items they brought, such as cloth, beads, and swords.
 - (ii) **Spreading Islam:** They wanted to teach the **Islamic religion** to the local people living at the coast.
 - (iii) **Good Climate:** The coastal weather was warm and pleasant, which was better for them than the very hot deserts of Arabia.
 - (iv) **Natural Harbours:** The coast had deep, calm water where their ships, called **dhow**s, could park safely.
 - (v) **Running from War:** Some Arabs moved to East Africa to escape **wars and fighting** in their home countries.
 - (vi) **Fertile Land:** They found good soil where they could grow crops like **cloves** and coconuts to sell.
 - (vii) **Monsoon Winds:** These special winds blew their ships toward Africa at certain times of the year, making it easy to travel and stay.
 - (viii) **Friendly People:** The local people at the coast were welcoming, which allowed the Arabs to build **stone houses** and towns.
- (c) State any one way in which the Arabs benefited from their stay at the coast of East Africa.
- (i) **Becoming Rich:** They made a lot of money by selling **ivory, gold, and slaves** to people in Asia and Europe.
 - (ii) **Growing Cloves:** They started large farms on islands like **Zanzibar** to grow cloves. These spices were very expensive and sold for a high price.
 - (iii) **Building Strong Towns:** They built beautiful stone towns like **Mombasa, Lamu, and Kilwa**. These became safe places for them to live and trade.
 - (iv) **Spreading Islam:** They were successful in teaching the **Islamic religion**, which is still followed by many people at the coast today.
 - (v) **New Leadership:** Some Arabs became powerful **Sultans** and chiefs who ruled over the coastal towns and controlled the trade routes.

- (vi) **Creating a New Language:** By mixing their Arabic words with local Bantu languages, they helped create **Swahili**, which made it easier for them to talk to everyone.
- (vii) **Better Homes:** The warm climate and fertile soil allowed them to build permanent homes and grow plenty of food like **coconuts** and rice.
- (viii) **Strategic Power:** Controlling the coast gave them a "middle point" between their home in **Oman** and the rich markets in **India**.

50. (a) Give any two causes of the Maji-Maji rebellion in Tanganyika.

- (i) **Forced Cotton Growing:** Germans forced Africans to grow **cotton** on large farms instead of food for their families.
- (ii) **Low Wages:** Workers were paid very little money for the hard work they did on German plantations.
- (iii) **Cruel Treatment:** German leaders used **whips** to beat Africans who did not work fast enough.
- (iv) **High Taxes:** Every man was forced to pay a **Hut Tax**, which was very hard for poor people to find.
- (v) **Loss of Land:** The Germans took the best fertile land away from the local people and gave it to European settlers.
- (vi) **Disrespect for Culture:** German officials often disrespected African **traditions** and local chiefs.
- (vii) **Belief in Magic Water:** A prophet named **Kinjekitile** told the people that "magic water" (*Maji*) would turn German bullets into water. This gave them the **courage** to fight.

(b) State any two ways in which the Maji-Maji rebellion benefited the people of Tanganyika.

Even though the people lost the war, the **Maji Maji rebellion** led to some good changes in how the Germans ruled. Here is how it benefited the people:

- (i) **Better Treatment:** The Germans stopped being so cruel. They reduced the use of the **whip** (*kiboko*) on workers.
- (ii) **End of Forced Cotton:** The government stopped forcing every village to grow **cotton** on communal farms.
- (iii) **Better Schools and Hospitals:** The Germans started building more **schools and clinics** to make the local people happier.
- (iv) **A New Governor:** Germany sent a kinder leader named **Governor Rechenberg** who wanted to help African farmers grow their own crops.

- (v) **A Voice for Africans:** Local people were allowed to have a small say in how their villages were managed through their own **chiefs**.
- (vi) **United the People:** The war brought many different tribes together for the first time to fight for one goal: **freedom**.
- (vii) **Improved Farming:** The Germans began to teach better ways of farming so that people could grow more **food and cash crops** to sell.

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

- (i) **Large Lakes:** They used big lakes like **Lake Victoria, Lake Albert, and Lake Tanganyika** to show where one country ended and another began.
- (ii) **The Rift Valley:** The deep Western Rift Valley was used as a natural wall to separate different regions.
- (iii) **High Mountains:** Tall mountains like **Mount Elgon** and **Mount Rwenzori** acted as boundary markers between Uganda and its neighbors.
- (iv) **Major Rivers:** They followed the flow of rivers like the **River Kagera** and the **River Semliki** to draw border lines.
- (v) **The Indian Ocean:** The coastline was used to mark the edge of the East African colonies.
- (vi) **Highland Ridges:** In some places, they used the tops of hills and high ridges to separate one community's land from another.

(b) State any two problems that have been caused by fixing boundaries in East Africa.

- (i) **Split Families:** Many borders went straight through the middle of ethnic groups. This left families and relatives living in different countries.
- (ii) **Border Conflicts:** Countries sometimes argue or fight over who owns certain islands or pieces of land, like the Migingo Island dispute.
- (iii) **Difficulty for Nomads:** Tribes like the **Maasai** move with their cattle to find grass. Borders make it hard for them to cross freely as they used to.
- (iv) **Loss of Resources:** Some communities lost their best grazing lands or water sources because the new line put those resources in a different country.
- (v) **Smuggling:** Because the borders are very long, people often try to secretly move goods across them without paying taxes to the government.
- (vi) **Language Barriers:** Different countries adopted different official languages (like English in Uganda and Swahili in Tanzania), making it harder for neighbors to talk to each other.
- (vii) **Refugee Issues:** When there is trouble in one country, people flee across the border. This can put a lot of pressure on the resources of the neighboring country.

52. Mention the Muganda agent used by the British to extend their rule to Eastern Uganda.
Semei Kakungulu
53. Name the chief who is remembered for his resistance to colonial rule in Northern Uganda
Chief Awich of Payira.
54. Give any one reason why Sir Andrew Cohen force Kababa Muteesa II to go to exile.
- (i) **Opposition to the East African Federation:** Muteesa II strongly opposed a British plan to unite Uganda, Kenya, and Tanganyika into one federation. He feared that white settlers in Kenya would take over Buganda's land.
 - (ii) **Demands for Independence:** The Kabaka demanded that Buganda separate from the rest of the Uganda Protectorate and be given its own independence.
 - (iii) **Refusal to Cooperate:** Sir Andrew Cohen demanded that Muteesa II follow British orders as per the **1900 Buganda Agreement**. When the Kabaka refused to cooperate and nominate representatives to the Legislative Council, Cohen withdrew British recognition and deported him.
 - (iv) **Desire for a Unitary State:** Cohen wanted to develop Uganda as a single, unified country, but Muteesa II's actions were seen as blocking this plan.
55. How did the work of Sir Samuel Baker benefit the people of Northern Uganda?
- (i) **Stopping the Slave Trade:** He fought very hard against the **slave traders** who were capturing and selling people from Northern Uganda.
 - (ii) **Building Forts:** He built strong military stations like **Fort Patiko** in Gulu. These forts were used as safe places to protect people from attackers.
 - (iii) **Introducing New Crops:** He brought new seeds for crops like **maize, millet, and vegetables** to help farmers grow more food.
 - (iv) **Better Farming Tools:** He showed the local people how to use better tools to dig their gardens more easily.
 - (v) **Improving Health:** He brought some **European medicines** to treat local people who were suffering from tropical diseases.
 - (vi) **Naming Features:** He explored and named important places like **Murchison Falls** and **Lake Albert**, which helped the rest of the world know about the beauty of Northern Uganda.
 - (vii) **Teaching Skills:** He and his team taught local people new skills, like better ways to build houses and organize their communities.
56. Why did German lose power in Tanganyika after the First World War?
It was a punishment for losing the war with Britain and Belgium.
57. Give any one reason why colonialists constructed roads and railway lines in East Africa.

- (i) **Carrying Cash Crops:** They needed a fast way to transport crops like **cotton, coffee, and tea** from the villages to the coast so they could be shipped to Europe.
- (ii) **Moving Soldiers:** Good transport allowed the colonial government to move their **army and police** quickly to stop any Africans who were fighting against their rule.
- (iii) **Collecting Taxes:** It made it easier for colonial officers to travel to far-off villages to **collect taxes** from the people.
- (iv) **Effective Administration:** Roads and railways helped the British and Germans to reach and **govern all parts** of the country more easily.
- (v) **Connecting to the Ocean:** The main goal was to link the fertile interior lands to the **Indian Ocean ports**, like Mombasa and Dar es Salaam, for international trade.
- (vi) **Ending the Slave Trade:** They wanted to replace slave porters with **trains and trucks** to carry heavy goods, which helped in stopping the slave trade.
- (vii) **Bringing in Goods:** It was used to bring **manufactured items** from Europe, like clothes and tools, into East African markets for people to buy.
- (viii) **Helping Missionaries:** Better transport helped **missionaries** travel deeper into the land to build more schools and churches.

58. Give any one reason why Portuguese built Fort Jesus at Mombasa.

- (i) **To Protect themselves:** It was a strong stone castle where Portuguese soldiers could stay safe from attacks by local people and Arabs.
- (ii) **Military Headquarters:** It served as their main **army base** at the East African coast to keep their power.
- (iii) **Controlling Trade:** From the fort, they could watch all the ships entering and leaving **Mombasa** to make sure they paid taxes.
- (iv) **Storing Goods:** It was used as a safe **warehouse** to keep valuable items like gold, ivory, and spices before sending them to Portugal.
- (v) **Watching for Enemies:** The fort was built on a high rock so soldiers could see **enemy ships** coming from far away on the ocean.
- (vi) **A Place for Food and Water:** It had a big well and places to keep food so the soldiers could survive for a long time if they were surrounded by enemies.
- (vii) **Spreading Religion:** It also had a small **chapel** inside where the Portuguese could pray and practice their Christian faith.

59. (a) Who heads the Commonwealth of Nations?

As of 2026, **King Charles III** is the Head of the Commonwealth. He took over this role on September 8, 2022, following the death of his mother, Queen Elizabeth II.

(b) Mention any two functions of the Commonwealth of Nations.

- (i) **Supporting Democracy:** It helps countries hold free and fair elections by sending observers to watch the voting and make sure no one cheats.
 - (ii) **Protecting Human Rights:** It works to ensure that every person is treated fairly, regardless of their gender, race, or religion.
 - (iii) **Boosting Trade:** It helps member countries buy and sell goods to each other more easily so their economies can grow and people can find jobs.
 - (iv) **Protecting the Environment:** Members work together to protect the ocean and fight climate change, such as by planting trees and reducing plastic pollution.
 - (v) **Helping Small States:** Many Commonwealth members are small island nations. The organization gives them a stronger voice in world meetings.
 - (vi) **Education and Training:** It provides scholarships and technical help to help people learn new skills in areas like health, law, and farming.
 - (vii) **Empowering Youth:** Since many people in the Commonwealth are young, it has special programs to help them become leaders and start businesses.
 - (viii) **Promoting Sports:** It organizes the Commonwealth Games every four years, where athletes from all member countries compete in a friendly way.
- (c) Give any one way in which Uganda benefit from participating in Commonwealth of Nations games.
- (i) **Winning Medals:** Great runners like **Joshua Cheptegei** win gold medals. This makes all Ugandans feel very proud of their country.
 - (ii) **Promoting Tourism:** When our athletes do well, people all over the world see the name "Uganda." This makes them want to visit our **national parks**.
 - (iii) **Improving Skills:** Our sportsmen and women get to compete with the best in the world. This helps them learn new ways to run, jump, or play netball.
 - (iv) **Building Friendships:** Ugandan athletes meet and talk with people from 55 other countries. This helps us live in **peace** with others.
 - (v) **Better Facilities:** To prepare for the games, the government builds or fixes **stadiums and gyms**. These remain for all children to use later.
 - (vi) **Identifying Talent:** The games help coaches find young, talented children in villages who can become the next **world champions**.
 - (vii) **Attracting Sponsors:** Successful athletes get money from big companies. This money helps them build houses and start **businesses** at home.
 - (viii) **National Unity:** During the games, all Ugandans forget their differences and cheer for the **Cranes or Gazelles** as one family.

60. Apart from constructing schools, state any one way missionaries contributed to improving the life of the people of Africa.

- (i) **Building Hospitals:** They set up the first modern hospitals and clinics. This helped treat dangerous diseases like **malaria** and **smallpox**.
 - (ii) **Ending Slave Trade:** They preached against the slave trade and helped protect people from being captured and sold.
 - (iii) **Teaching Modern Farming:** They introduced new seeds and tools. This helped farmers grow more food and crops like **coffee** to earn money.
 - (iv) **Vocational Skills:** Many mission centers taught practical skills like **carpentry, masonry, and tailoring**.
 - (v) **Spreading the Gospel:** They taught the Christian religion, which provided a new way of worship and hope for many people.
 - (vi) **Writing Languages:** They were the first to write down many local languages. They made dictionaries and translated the Bible so people could read in their own tongues.
61. State any one reason why persons aged 18 and above take part in national elections.
- (i) **Constitutional Right:** The Constitution of Uganda gives every adult the power to choose their leaders.
 - (ii) **Choosing Leaders:** It is the only way for citizens to pick the President and Members of Parliament they want.
 - (iii) **Having a Voice:** Voting lets adults say what they want for the country, like better schools or more jobs.
 - (iv) **Promoting Democracy:** When many people vote, it shows that the government is chosen by the people and not by force.
 - (v) **Accountability:** If leaders do not do a good job, voters can use their power to vote them out and pick someone new.
 - (vi) **National Duty:** It is a way for citizens to show they love their country and care about its future.
 - (vii) **Deciding the Future:** The leaders chosen today will make laws that affect how everyone lives for the next five years.
62. State any one reason why Africa countries are not developing at the same level.
- (i) **Political Stability:** Some countries have peaceful governments, while others experience coups and civil wars. War destroys schools and roads, making it very hard for a country to grow.
 - (ii) **Good Leadership:** Countries with strong and fair leaders usually develop faster. In some places, corruption means that money meant for hospitals or roads is stolen by greedy officials.
 - (iii) **Infrastructure Gaps:** Many countries lack reliable electricity and good roads. It is difficult for businesses to work if the lights go off half the time or if it takes weeks to move goods to a port.

- (iv) **Resource Management:** Africa is rich in **gold and oil**, but not all countries use this wealth to help their people. Some countries rely too much on selling raw materials and do not build their own factories.
 - (v) **Geography:** Some countries are **landlocked**, meaning they have no ocean nearby to easily ship goods to other parts of the world.
 - (vi) **Debt Burdens:** Many African nations **owe a lot of money** to other countries. They often spend more money paying back interest than they do on education or healthcare for their citizens.
 - (vii) **Education and Skills:** Countries that invest in **teaching their youth new skills** like technology and modern farming develop more quickly.
63. In which one way did Dr. Livingstone show the evil of slave trade in Africa?
- (i) **Writing Letters:** He wrote many letters to people in **Europe** telling them about the many people being captured and killed.
 - (ii) **Detailed Journals:** He kept a diary where he drew pictures and wrote about the **chains and yokes** used on slaves.
 - (iii) **Naming the "Open Sore":** He famously called the slave trade the **"Open Sore of the World"** to show how much it hurt Africa.
 - (iv) **Talking to Leaders:** He met with powerful leaders in Britain and asked them to send **ships and soldiers** to stop the trade.
 - (v) **Encouraging "Legitimate" Trade:** He told traders to buy and sell items like **cotton and sugar** instead of buying and selling people.
 - (vi) **The Nyassa Massacre:** He reported on a terrible event where he saw slave traders kill many innocent people, which shocked the whole world.
64. Mention any one peaceful method used by British establish their rule in Uganda.
- (i) **Signing Agreements:** They asked local kings to sign papers called **treaties**. The most famous one is the **1900 Buganda Agreement**, which gave the British power to rule.
 - (ii) **Giving Gifts:** British officials gave local chiefs and kings presents like **beads, cloth, and mirrors** to make them friendly.
 - (iii) **Sending Missionaries:** Religious teachers came first to teach **Christianity**. This made many people trust the British and follow their ways.
 - (iv) **Providing Protection:** The British promised to protect some tribes, like the **Baganda**, from their traditional enemies if they joined the British.
 - (v) **Building Schools:** They built schools to teach children how to read and write. This made parents happy and more willing to accept British rules.
 - (vi) **Scientific Research:** Doctors came to treat sick people for free. This helped the local communities see the British as **helpers** instead of enemies.

- (vii) **Employing Locals:** They gave jobs to local people as **interpreters** and tax collectors, which made the new government seem more familiar.
65. In which one way did the coming of early migrants to the coast of East Africa affect lives of the people in that area?
- (i) **New Religion:** The migrants introduced **Islam**. Many coastal people stopped their traditional worship and began praying in **mosques**.
 - (ii) **A New Language:** The mixing of Arabic and local Bantu languages created **Swahili**. This became the main language for trade and speaking.
 - (iii) **Building Stone Towns:** People started building permanent houses using **coral stones and lime** instead of mud and grass. This created beautiful towns like **Lamu** and **Kilwa**.
 - (iv) **New Style of Dressing:** Local people began wearing long robes like the **Kanzu** and headcovers like the **Hijab** or **Busuti**.
 - (v) **Better Trade:** Migrants brought new items like **beads, cloth, and iron tools**. Coastal people traded these for **ivory and gold**.
 - (vi) **New Crops:** They introduced new foods to the coast, such as **coconuts, rice, and cloves**, which changed what people ate and grew.
 - (vii) **Intermarriage:** Migrants married local women. This led to the birth of the **Swahili people**, who have a unique and rich culture.
 - (viii) **Introduction of Money:** Instead of just swapping items, people started using **coins** to buy and sell things in markets.
66. (a) Mention any one way the colonialists used to show that they had control over an area.
- (i) **Planting Flags:** They raised their national flag, like the **Union Jack** for the British, over the land to show it now belonged to their country.
 - (ii) **Building Forts:** They built strong stone buildings and **administrative bomas** (offices) where their soldiers and officials lived.
 - (iii) **Signing Treaties:** They made local kings and chiefs sign papers called **agreements** to prove that the leaders had given up their power.
 - (iv) **Collecting Taxes:** They forced people to pay money, like the **Hut Tax**, which showed that the people were now under colonial laws.
 - (v) **Stationing Soldiers:** They put armed soldiers and **police posts** in different villages to keep order and stop any fighting.
 - (vi) **Appointing Chiefs:** They chose their own "puppet" chiefs or **agents** to give orders to the people on behalf of the colonial government.
 - (vii) **Naming Places:** They gave European names to local features, such as naming a lake **Lake Victoria** or a mountain **Mount Speke**.

- (viii) **Fixing Boundaries:** They drew lines on maps and placed **boundary markers** (stones or pillars) to show exactly where their territory ended.
- (b) Give any two reasons that made the African native to resist payment of taxes.
- (i) **Poverty and Lack of Money:** Many families were very poor. They did not have the **cash** needed to pay the Hut Tax or Poll Tax.
 - (ii) **Forced Labor:** To get money for taxes, men were forced to leave their homes to work on **European farms**. People hated being away from their families.
 - (iii) **Unfairness:** Africans felt it was wrong to pay money to a **foreign government** that had taken their land by force.
 - (iv) **Loss of Property:** If a person could not pay, colonial soldiers would often **seize their cows**, goats, or even burn down their huts as punishment.
 - (v) **No Benefits:** In the beginning, people did not see any good things coming from the tax money, like **hospitals or schools** for their own children.
 - (vi) **Disrespect to Leaders:** Tax collectors often treated **local chiefs** badly in front of their people, which made everyone angry and rebellious.
 - (vii) **Double Taxation:** Sometimes, people were asked to pay taxes to both their **traditional king** and the new colonial government at the same time.
67. How did Alexander Mackay promote education in Uganda?
- (i) **Bringing the Printing Press:** He brought the first printing press to Uganda. This allowed him to print books and reading materials for students.
 - (ii) **Teaching Reading and Writing:** He started informal classes at his home where he taught many people, including the **Kabaka's pages**, how to read.
 - (iii) **Translating the Bible:** He translated parts of the Bible into Luganda. This helped local people learn to read using their own language.
 - (iv) **Teaching Technical Skills:** Mackay was an engineer. He taught people practical skills like **carpentry, blacksmithing**, and how to build better houses.
 - (v) **Building Schools:** He helped set up early mission centers that later grew into famous schools like **King's College Budo**.
 - (vi) **Encouraging Literacy:** He gave out reading cards to people who wanted to learn. This made many people eager to become "readers" (Abasomi).
68. Why did cotton growing in Tanganyika lead to Majji-Majji rebellion?
- (i) **Forced Labor:** The Germans forced every village to grow cotton on **communal plots**. This meant people had to leave their own gardens to work for the government.
 - (ii) **Hunger and Famine:** Because people spent all their time on cotton, they did not have enough time to grow **food for their families**. This led to a lack of food.

- (iii) **Very Low Pay:** After the cotton was harvested, the Germans paid the Africans **very little money**. It was not enough to buy even basic things.
 - (iv) **Cruel Treatment:** German overseers used the **whip** (*kiboko*) to beat workers who were slow or tired. This made the people very angry.
 - (v) **Bad Soil:** In some areas, the Germans forced people to grow cotton on **poor soil** where it did not grow well, making all the hard work useless.
 - (vi) **Loss of Freedom:** Africans felt like **slaves** on their own land. They wanted to go back to growing their own crops like millet and beans.
69. What is citizenship by naturalization?
In Uganda, **citizenship by naturalization** is a way for a foreigner to become a full citizen after living in the country for a very long time.
70. Why Kiswahili connected to the coming of Arabs?
It was born from the mixing of Arab and African cultures.
71. State any one way in which the Arab traders contributed to the economic development of the interior of East Africa.
- (i) **Introduction of Money:** They brought **cowrie shells** and later coins to be used as money. This was better than just swapping items like goats for salt.
 - (ii) **New Trade Routes:** They created long paths from the coast to places like **Buganda** and **Tabora**. These paths later became the first roads and railways.
 - (iii) **Buying Local Goods:** They bought a lot of **ivory, gold, and beeswax** from local people. This gave African chiefs and hunters a way to earn wealth.
 - (iv) **Selling New Items:** They brought useful things to the villages, such as **cotton cloth, beads, mirrors, and iron tools** for farming.
 - (v) **Starting Trading Towns:** They built small business centers along their travel paths. Some of these grew into big towns like **Ujiji** and **Kazinga**.
 - (vi) **New Food Crops:** They introduced new plants like **rice, mangoes, guavas, and citrus fruits**. Farmers could grow these to eat or sell.
 - (vii) **Long-Distance Trade:** They connected the people of the interior to traders in **India** and **Arabia**, opening up global business for the first time.
 - (viii) **Building Houses:** They taught local people how to build better houses using **bricks and stone**, which improved the value of their land.
72. (a) Mention any two reasons why the explorers came to Africa.
- (i) **Finding the Nile Source:** Many explorers, like **John Speke**, wanted to find exactly where the **River Nile** starts. This was a big mystery for a long time.
 - (ii) **Mapping the Land:** They wanted to draw **accurate maps** of Africa's mountains, lakes, and rivers so other people could travel there safely.

- (iii) **Searching for Wealth:** They hoped to find valuable things like **gold, diamonds,** and **ivory** that would make them and their countries rich.
 - (iv) **Scientific Discovery:** They wanted to study new **plants and animals** that were not found in Europe.
 - (v) **Spreading Religion:** Some explorers were also missionaries who wanted to teach the **Christian religion** to the people they met.
 - (vi) **Ending Slavery:** Leaders like **Dr. David Livingstone** wanted to see how the **slave trade** worked so they could tell the world to stop it.
 - (vii) **Finding Trade Routes:** They looked for easy ways, like big rivers, to carry **goods** from the middle of Africa to the ocean.
 - (viii) **Checking the Soil:** They wanted to see if the land was good for growing crops like **coffee** and **cotton** to sell in Europe.
- (b) State any two difficulties early explorer faced in Africa.
- (i) **Tropical Diseases:** Many explorers died from **malaria,** yellow fever, and sleeping sickness. They did not have the right medicine to stay healthy.
 - (ii) **Thick Forests and Swamps:** Huge jungles and muddy swamps made it very hard to walk or carry heavy bags and equipment.
 - (iii) **Hostile Tribes:** Some local people and kings did not want strangers in their land. They sometimes **attacked** the explorers to protect their territory.
 - (iv) **Wild Animals:** Dangerous animals like **lions,** snakes, and crocodiles often attacked the travelers in the bushes and rivers.
 - (v) **Lack of Food and Water:** Explorers often ran out of food and clean water. They had to eat local food they were not used to, which sometimes made them sick.
 - (vi) **Language Barrier:** It was very difficult to talk to local people because they spoke many **different languages.** This made it hard to ask for directions.
 - (vii) **Harsh Weather:** The very **hot sun** and heavy tropical rains made the explorers feel very tired and weak.
 - (viii) **Dishonest Guides:** Some guides and porters would get scared and **run away** with the explorers' supplies, leaving them lost and alone.
 - (ix) **Loss of Equipment:** Heavy rain and crossing deep rivers often caused their maps, medicines, and **scientific tools** to get lost or broken.

73. What was the title given to the leader of government in Uganda after independence between 1962 and 1967?

Executive President.: Before 1966, the President was just a "ceremonial" leader (like a symbol), but after 1966, the President held all the real power to run the government.

74. In which country in East Africa were the Akidas and Jumbe used by colonialists to rule?
Tanzania

75. How were the British colonialists able to communicate with the local people?
- (i) **Using Interpreters:** They used Africans who knew both the local language and English to translate their words.
 - (ii) **Through Local Chiefs:** The British gave orders to **kings and chiefs**, who then told their people what to do.
 - (iii) **Learning Local Languages:** Some British officers and missionaries learned languages like **Luganda** or **Swahili** to talk directly to the people.
 - (iv) **Teaching English:** They started schools to teach Africans the **English language** so they could work as clerks and messengers.
 - (v) **Public Meetings (Barazas):** Officers held big meetings in villages to announce new laws and listen to the people.
 - (vi) **Written Notices:** They pinned posters and letters on **trees** or office doors for those who could read.
 - (vii) **Using Sign Language:** In the very beginning, they used simple **hand signs** to trade items like beads and cloth.

76. Why was the Berlin Conference important to the European countries?

The **Berlin Conference** of 1884–1885 was a meeting where European leaders made rules for taking land in Africa. It was important to them for these reasons:

- (i) **Avoiding War:** European countries were racing to grab land. The conference helped them **settle disputes** peacefully so they would not fight each other in Europe.
 - (ii) **Creating Rules:** They made a rule called "**effective occupation**." This meant a country had to show it actually controlled a place before saying they owned it.
 - (iii) **Dividing Resources:** It allowed them to **legally claim** Africa's rich resources, like **gold, rubber, and ivory**, to help their factories in Europe.
 - (iv) **Protecting Trade:** The leaders agreed that big rivers like the **Congo and Niger** should be open for all **European ships** to use for business.
 - (v) **Recognizing Claims:** It gave international recognition to the land each country wanted. For example, it officially recognized the **Congo Free State** as the personal property of King Leopold II.
 - (vi) **Showing Power:** Owning colonies in Africa made European nations feel **powerful** and important among their neighbors.
77. Apart from being the first president of Kenya, give any one other reason why Jomo Kenyatta is remembered in the history of Kenya.
- (i) **Leading the Struggle:** He was a top leader in the fight for **independence** from British rule for many years.

- (ii) **The Kapenguria Six:** He was one of the six famous leaders **arrested and imprisoned** by the British in 1952 for demanding freedom.
 - (iii) **The "Burning Spear":** This was his nickname. It showed that he was a **sharp and brave** leader who spoke strongly for his people.
 - (iv) **Promoting "Harambee":** He started the spirit of **Harambee**, which means "all pull together." He encouraged Kenyans to work as a team to build schools and clinics.
 - (v) **Uniting Tribes:** After the war, he worked hard to make different **tribes live in peace** as one nation.
 - (vi) **Representing Kenya in London:** He traveled to England many times to tell the British government that Africans wanted their **stolen land** back.
 - (vii) **Education for All:** He helped start many schools so that Kenyan children could get a **better education** after the colonial times.
 - (viii) **Author and Teacher:** He wrote a famous book called *Facing Mount Kenya* to show the world that African **culture and traditions** are very important.
78. Give one way in which one becomes a citizen of Uganda.
- (i) **By Birth:** This is for anyone born in Uganda whose parents or grandparents were members of the indigenous communities residing within Uganda's borders as of **August 1, 1926**.
 - (ii) **By Registration:** This is a way for people with specific connections to Uganda to apply, such as:
 - a. **Marriage:** A foreigner married to a Ugandan for **at least 5 years**.
 - b. **Long-term Residence:** A person who has legally lived in Uganda for **10 years** or more.
 - c. **Adoption:** A child under 18 years old who is adopted by Ugandan parents.
 - (iii) **By Naturalization:** This is for foreigners who have lived in Uganda for a very long time (a total of **20 years**). They must prove they are of good character and intend to stay in Uganda permanently.
 - (iv) **Dual Citizenship:** A Ugandan can now hold the citizenship of another country at the same time, or a foreigner can become a Ugandan without giving up their original passport, provided they follow the legal application process.
79. What shows that Uganda was colonized by the British?
- (i) **Official Language:** The use of **English** in schools, offices, and in the Constitution comes from the British.
 - (ii) **The Legal System:** Ugandan laws and courts are based on the British system. Judges and lawyers even wear similar robes.
 - (iii) **Education System:** Schools in Uganda follow a system similar to Britain, including wearing **school uniforms** and sweaters.

- (iv) **Driving Side:** Like in Britain, vehicles in Uganda **drive on the left** side of the road.
- (v) **Christianity:** Many people belong to the **Anglican Church** (Church of Uganda), which was introduced by British missionaries.
- (vi) **Parliamentary Government:** Uganda has a Parliament where leaders meet to make laws, just like the British Parliament.
- (vii) **British Names:** Many places still have names given by explorers, like **Lake Victoria, Murchison Falls, and Fort Portal.**
- (viii) **Sports:** Popular games like **football, cricket, and rugby** were brought to Uganda by the British.
- (ix) **Currency Names:** The word "Shilling" used for Uganda's money is a name that came from the British.

80. State one reason why there is little trade among the East African countries.

- (i) **Similar Products:** Most East African countries produce similar things, especially **agricultural commodities** like maize or milk, so they often don't have enough diverse items to sell to each other.
- (ii) **Non-Tariff Barriers (NTBs):** These are "invisible walls" like sudden import bans, **excessive administrative fees**, and **repeated product testing** that make it expensive and slow to move goods.
- (iii) **Poor Infrastructure:** Broken roads, **bottlenecks at ports**, and **unreliable electricity** increase the cost of producing and transporting goods within the region.
- (iv) **Protectionist Policies:** Countries sometimes create discriminatory taxes or restrictive licensing to protect their own local businesses from competition from neighbors.
- (v) **Political Conflicts:** Border closures (like past ones between Uganda and Rwanda) and diplomatic tensions create uncertainty for traders.
- (vi) **Border Delays:** Crossing borders can take days for a truck, leading to higher costs and spoiled food items.
- (vii) **Varying Standards:** Differences in quality regulations and labor mobility rules (like requiring expensive work permits) make it hard for businesses to operate across borders.

81. Why did the people of Kenya support the Mau-Mau rebellion?

- (i) **To Get Back Stolen Land:** The British had taken the fertile **White Highlands** away from African farmers. People fought to win back their ancestral land.
- (ii) **To End Forced Labour:** Many Africans were forced to work on British farms for very little money. They wanted the **freedom** to work for themselves.

- (iii) **Unfair Taxes:** The British made every man pay a **Hut Tax**. This was very hard for poor families, and people supported the rebellion to stop these payments.
- (iv) **The Kipande System:** The British forced African men to carry an identity card called a **Kipande** around their necks. People hated this because it made them feel like prisoners.
- (v) **Desire for Independence:** Kenyans wanted to rule themselves and have their own **government** instead of being told what to do by the British.
- (vi) **Better Education and Health:** Africans wanted the same **good schools and hospitals** that the British settlers had for their own children.
- (vii) **Respect for Culture:** The British often disrespected African **traditions**. Supporting the Mau Mau was a way for people to protect their way of life.

Thank you

Dr. Bbosa Science

Vote Dr. Bbosa Science President of Uganda 2031→