



Primary 7 Social studies

Vote Dr. Bbosa Science President of Uganda 2031→



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

Term 2

Theme: LIVING TOGETHER IN AFRICA

Topic 2/4: Foreign Influence in Africa

Learning Outcomes:

The learner:

- appreciates the importance of interdependence of nations and continents.
- demonstrates the use of maps, reading skills, interpretations and analysis to collect information.

Foreign groups in Africa

1. Arab Traders in East and North Africa



Arab influence in Africa began as early as the 7th century, driven by the expansion of Islam and trade.

- North Africa:** Arabs conquered North Africa in the 7th century, introducing Islam and the Arabic language. They established the **Trans-Saharan trade** routes, exchanging salt, cloth, and horses for gold and enslaved people from West Africa.
- East Africa:** Traders from the Arabian Peninsula (notably Oman) settled along the coast by the 8th century. They used **Dhows** powered by **Monsoon winds** to travel between Arabia and Africa.

Major Trade Items

They exported ivory, gold, and enslaved people while importing cloth, beads, and guns.

Impact Arab Traders in East and North Africa

- (i) **Religion:** They introduced **Islam**, which became the dominant religion in North Africa and along the East African coast.
- (ii) **Language & Culture:** In East Africa, the mixing of Arab and Bantu cultures created the **Swahili language** and culture. In the North, Arabic became the primary language.
- (iii) **Trade:** They established major trade routes (like the **Trans-Saharan trade**), exchanging goods like salt, cloth, and beads for African gold, ivory, and timber.
- (iv) **Settlement:** They built thriving coastal **city-states** such as Mombasa, Lamu, and Kilwa, introducing stone architecture and new styles of clothing (like the kanzu and buibui).

2. Persian and Indian Traders in East Africa

Persian Traders: Often referred to as the **Shirazi**, they settled in coastal towns like Kilwa, Mombasa, and Malindi. They significantly influenced coastal architecture and governance.

Indian Traders: Known as **Banyans**, they were primarily financiers and wholesalers based in Zanzibar.

Economic Role: They provided the capital (money) that funded Arab caravans into the African interior. They also introduced the **Indian Rupee** and cowrie shells as currency.

3. The Portuguese and the Sea Route to India

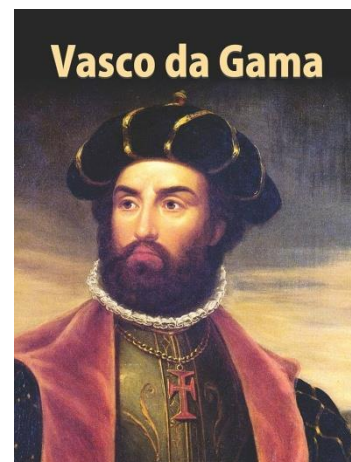
In the 15th century, Portugal sought a direct sea route to India to bypass Arab and Ottoman "middlemen" who controlled the expensive overland spice trade.



Prince Henry the Navigator



Bartholomew Diaz



Vasco da Gama

- (i) **Prince Henry the Navigator:** Known as the "Father of Portuguese Exploration," he established a school of navigation at Sagres. He sponsored voyages down the West African coast and encouraged the development of the **Caravel**, a fast, sturdy ship.
- (ii) **Bartholomew Diaz:** In **1488**, he became the first European to sail around the southern tip of Africa, which he named the "Cape of Storms" (later renamed the **Cape of Good Hope**).
- (iii) **Vasco da Gama:** Following Diaz's route, he successfully reached **Calicut, India in 1498**, opening the first direct sea link between Europe and Asia.

4. Major Explorers in the Rest of Africa

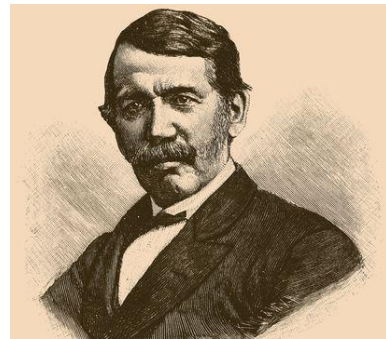
European explorers later ventured into the African interior to find the sources of great rivers and map resources.



Mungo Park



Richard Lemon Lander



Dr. David Livingstone

- (i) **Mungo Park:** A Scottish explorer who made two trips (1795 and 1805) to find the source and course of the **River Niger**. He died during his second expedition near Bussa at Bussa rapids.
- (ii) **Richard and John Lander:** These brothers successfully discovered the **mouth of the River Niger** in 1830, proving it flowed into the Atlantic Ocean.
- (iii) **Dr. David Livingstone:** A missionary and doctor who spent over 30 years in Africa. He "discovered" **Victoria Falls** (Mosi-oa-Tunya) and explored the Zambezi River, aiming to end the slave trade by introducing "Christianity, Commerce, and Civilization".

Exercise 1

1. How did the **Monsoon winds** assist early traders in East Africa?
2. Identify **two** major trade items the Arab traders took from Africa.
3. Why did the Portuguese want to find a sea route to India?

4. State the main contribution of **Prince Henry the Navigator** to African exploration.
5. Which river is associated with the explorations of **Mungo Park** and the **Lander Brothers**?
6. Who was the first European to reach the southern tip of Africa (Cape of Good Hope)?
7. How did **Indian traders** contribute to the trade in East Africa during the 19th century?

Reasons for the coming of European explorers into Africa

European explorers came to Africa for several main reasons, often summarized as the **3Cs**:

- (i) **Christianity:** Missionaries wanted to spread the Christian faith and stop the slave trade.
- (ii) **Commerce (Trade):** They wanted to find the sources of raw materials (like gold and ivory) and new markets to sell European goods.
- (iii) **Civilization:** Many believed it was their duty to bring European education, medicine, and "modern" ways of life to Africa.
- (iv) **Curiosity (Scientific):** Explorers wanted to map the continent and solve mysteries, such as finding the **source of the River Nile** or the course of the **River Niger**.
- (v) **Prestige:** European countries wanted to gain fame and power by discovering and claiming new lands.

Challenges faced by European explorers

- (i) **Tropical Diseases:** Many fell ill or died from diseases they had no medicine for, such as **malaria** (from mosquitoes) and yellow fever.
- (ii) **Harsh Climate:** They struggled with extreme heat, heavy tropical rains, and difficult terrain like thick jungles and vast deserts.
- (iii) **Transport Difficulties:** There were no roads or railways. They had to walk long distances or use boats that often crashed in **river rapids** (like Mungo Park).
- (iv) **Shortage of Supplies:** They often ran out of food, clean water, and medicine, leading to hunger and exhaustion.
- (v) **Hostility:** Some local leaders and tribes were suspicious of the strangers and attacked them to protect their land.
- (vi) **Language Barrier:** It was very hard to communicate with local people, which made it difficult to find directions or buy food.
- (vii) **Wild Animals:** They faced constant danger from lions, crocodiles, snakes, and hippos.

Impact of European explorers

Positive

- (i) **Mapping the Continent:** They created maps of the interior, including major rivers (Niger, Nile, Zambezi) and mountains, which helped later travelers.
- (ii) **Spread of Christianity:** They built mission stations, schools, and hospitals, introducing **modern education** and **medicine**.

- (iii) **Opening of Trade:** Their reports led to the exchange of new goods, but also paved the way for European companies to come and take African resources.
- (iv) **Ending the Slave Trade:** Many explorers, like **Dr. Livingstone**, worked hard to expose and stop the slave trade, calling it "an open sore."

Negative

- (v) **Leading to Colonization:** Unfortunately, their discoveries were used by European countries to come and **take over African lands** (colonization).
- (vi) **Death and Conflict:** Some explorations led to fighting with local people and the introduction of new diseases.

Exercise 2

1. State any two reasons for the coming of European Explorers to Africa
2. Mention any two challenges faced by European Explorers
3. Give any two positive impacts of European explorers in Africa.
4. Give one negative impact of European explorers.
5. State one way European explorers communicated with the local people.

European Traders who came to Africa

Different European nations sent traders to various parts of Africa:

- (i) **The Portuguese:** The first to arrive, trading along the West and East African coasts (gold and ivory).
- (ii) **The British:** Established the **Royal Niger Company** and the **Imperial British East Africa Company (IBEAC)**.
- (iii) **The Dutch:** Settled at the **Cape of Good Hope** (South Africa) to provide fresh food for their ships.
- (iv) **The French:** Focused heavily on West Africa.
- (v) **The Germans:** Traded in areas like Tanganyika (Tanzania) and Namibia.

Reasons why Traders came to Africa

- (i) **Search for Raw Materials:** They needed things like **palm oil** (to grease machines in Europe), **rubber**, **ivory**, and **gold**.
- (ii) **Market for Goods:** They wanted to sell European-made items like cloth, beads, mirrors, and guns to Africans.
- (iii) **The Slave Trade:** For a long time, traders came to buy enslaved people to work on plantations in the Americas.
- (iv) **Investment:** They wanted to build trading posts and farms to make more money.

Effects of European Traders

Positive Effects:

- (i) **New Crops:** They introduced new plants like **maize, cassava, cocoa, and coffee**.
- (ii) **Infrastructure:** They built the first **roads, railways, and harbors** to transport their goods.
- (iii) **Modern Goods:** Africans gained access to items like bicycles, clothes, and metal tools.
- (iv) **Growth of Towns:** Many trading posts grew into big cities (like Lagos, Mombasa, and Cape Town).

Negative Effects:

- (v) **The Slave Trade:** This caused great suffering, loss of life, and destroyed many African families.
- (vi) **Exploitation:** They took valuable resources like gold and diamonds back to Europe for very little pay.
- (vii) **Loss of Independence:** Trading companies eventually asked their home governments to take over African land to protect their business (leading to **Colonization**).
- (viii) **Introduction of Guns:** This led to more wars between African kingdoms.

Exercise 3

1. Name **two** European countries that sent traders to Africa.
2. What was the main reason the **Dutch** settled at the Cape of Good Hope?
3. Give **one** example of a raw material European traders wanted from Africa.
4. Mention **two** crops that were introduced to Africa by European traders.
5. How did the introduction of **guns** affect African communities?
6. Which trading company was responsible for British trade in East Africa?
7. List any two positive impacts of European traders.

The Triangular / Trans-Atlantic trade

The **Trans-Atlantic Trade** (also called the **Triangular Trade**) was a massive trade system involving three continents: **Europe, Africa, and the Americas**. It lasted from the 16th to the 19th century.

(i) Why was it called "Triangular"?

It followed a triangle-shaped route across the Atlantic Ocean with three main "legs":

- **Leg 1 (Europe to Africa):** Ships left Europe (Britain, France, Portugal) carrying **manufactured goods** like guns, cloth, iron bars, mirrors, and alcohol. These were traded with African chiefs for enslaved people.

- **Leg 2 (Africa to the Americas):** This was the dreaded "**Middle Passage.**" Enslaved Africans were packed into crowded, unsanitary ships and taken across the Atlantic. Many died from disease and maltreatment.
- **Leg 3 (The Americas to Europe):** In the Americas, the enslaved people were sold to work on plantations. The ships then loaded up with **raw materials** like sugar, cotton, tobacco, and coffee to take back to Europe to be sold for a huge profit.

(ii) Reasons for the Trade

- **Need for Labour:** European settlers in the Americas (like the West Indies and USA) started large farms (plantations) and needed many workers.
- **Failure of Local Labour:** The native people in the Americas died in large numbers from European diseases, so traders turned to Africa for stronger workers.
- **Profit: Selling** humans and the crops they produced made European traders and plantation owners very wealthy.

(iii) Effects of the Triangular Trade

In Africa (Negative):

- (i) **Depopulation:** Millions of young, strong people were taken away, leaving fewer people to farm or protect their homes.
- (ii) **Insecurity:** Constant wars broke out between tribes as they tried to capture others to sell to the Europeans for guns.
- (iii) **Family Breakups:** Millions of families were torn apart forever.

In Europe & the Americas (Positive for them):

- (i) **Wealth:** European cities like Liverpool and Bristol grew rich from the trade.
- (ii) **Economic Growth:** The raw materials (cotton and sugar) helped start the Industrial Revolution in Europe.

Exercise 4

1. Name the **three continents** involved in the Triangular Trade.
2. What was the **Middle Passage**?
3. Identify **two** items European traders brought to Africa to exchange for slaves.
4. Mention **two** raw materials taken from the Americas to Europe.
5. How did the slave trade lead to **wars** within Africa?
6. Why did the European settlers in the Americas prefer African workers over the local people?

European missionaries in Africa



Missionaries were religious groups from Europe who came to Africa to teach the Gospel. Major groups included:

- (i) **Church Missionary Society (CMS):** From Britain (Protestants).
- (ii) **White Fathers:** From France (Catholics).
- (iii) **London Missionary Society (LMS):** Supported by people like **Dr. David Livingstone**.
- (iv) **Holy Ghost Fathers:** Another Catholic group active in East Africa.

Reasons for their Coming of missionaries to Africa

- (i) **Spread Christianity:** To convert Africans from traditional religions to the Christian faith.
- (ii) **Abolish Slave Trade:** They wanted to stop the "evil" trade and replace it with "legitimate" trade.
- (iii) **Education:** To teach Africans how to read and write (so they could read the Bible).
- (iv) **Provide Healthcare:** To build hospitals and treat tropical diseases.
- (v) **Civilization:** To introduce European culture, clothing, and lifestyle.

Effects of Missionaries

Positive:

- (i) **Introduction of Schools:** They built the first formal schools in Africa.
- (ii) **Modern Medicine:** They built hospitals and introduced vaccines.
- (iii) **New Crops:** They introduced crops like **cotton** and **coffee** to help Africans earn money.
- (iv) **Alphabet & Writing:** They translated the Bible into local African languages.

Negative:

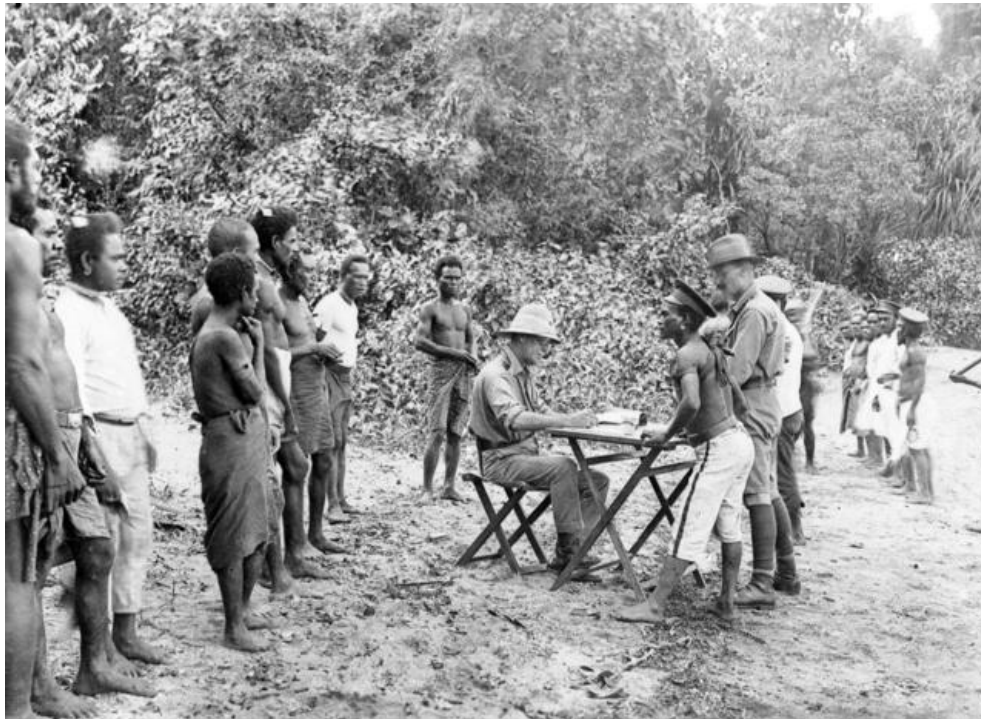
- (i) **Cultural Erosion:** They discouraged many African traditions, calling them "heathen" or "backward."

- (ii) **Division:** Different missionary groups (like Catholics vs. Protestants) sometimes caused religious conflicts among Africans.
- (iii) **Paved the way for Colonialism:** They often asked their home governments for protection, leading to European rule.

Exercise 5

1. Name **two** missionary groups that came to Africa.
2. State the main reason why European missionaries came to Africa.
3. Identify **one** famous missionary who also explored the interior of Africa.
4. Give **two** positive effects of missionary work in Africa.
5. How did missionaries help to improve **health** in Africa?
6. Mention **one** negative effect of missionaries on African culture.
7. Which **new crops** did missionaries introduce to help Africans earn money?
8. Why did missionaries translate the **Bible** into local African languages?
9. In what way did missionaries contribute to the **abolition of the slave trade**?
10. How did the arrival of different missionary groups (like Catholics and Protestants) sometimes lead to **division**?

The Colonialists



Colonialists were officials sent by European governments (like **Britain, France, Germany, Portugal, and Belgium**) to rule African territories. This period is often called the **Scramble for Africa**.

Reasons why Colonialists came to Africa

- (i) **Political Power:** European countries wanted to show they were powerful by owning more land (Empire building).
- (ii) **Raw Materials:** To get a steady supply of resources like **cotton, rubber, minerals, and coffee** for their factories in Europe.
- (iii) **Market for Goods:** To have a guaranteed place to sell products made in Europe.
- (iv) **Settlement:** Some countries (like Britain in Kenya and Zimbabwe) wanted land for their own people to live and farm.
- (v) **Protection:** To protect their traders and missionaries who were already in Africa.

Effects of Colonialism

Positive:

- (i) **Infrastructure:** They built modern **railways, roads, and telegraph lines** to connect different areas.
- (ii) **Governance:** They introduced a formal system of laws, courts, and central government.
- (iii) **Security:** They formed professional police forces and armies, which reduced tribal wars.

Negative:

- (i) **Loss of Independence:** African kings and chiefs lost their power to rule their own people.
- (ii) **Forced Labour:** Many Africans were forced to work on colonial farms and mines for very low pay.
- (iii) **High Taxes:** Africans were forced to pay taxes (like the **Hut Tax**) to fund the colonial government.
- (iv) **Land Grabbing:** The best fertile land was often taken away from Africans and given to European settlers.

Relationship between colonialists and Africans

The relationship between Africans and colonialists was complex and changed over time. It can be divided into three main ways:

- (i) **Collaboration (Working Together):** Some African leaders and communities chose to cooperate with the colonialists. They did this to get protection from their enemies, receive gifts, or gain modern education and medicine. An example is **Apollo Kaggwa** in Buganda.

- (ii) **Resistance (Fighting Back):** Many Africans strongly disliked colonial rule because they lost their land and freedom. They fought back through wars, like **Omukama Kabalega** of Bunyoro, or through strikes and refusing to pay taxes.
- (iii) **Adaptation (Adjusting):** Many ordinary Africans simply tried to live their lives under the new laws. They sent their children to mission schools to learn new skills, started growing "cash crops" like coffee to pay taxes, and joined the new religions introduced by missionaries.

Ways African showed that they disliked the colonialists

- (i) **Armed Rebellion:** Many kingdoms fought colonial armies with weapons. Examples include the **Mau Mau** in Kenya, the **Majimaji Rebellion** in Tanganyika, and **Kabaka Mwanga** and **Omukama Kabalega** in Uganda.



Maji – Maji Rebellion

- (ii) **Refusing to Pay Taxes:** Africans hated the **Hut Tax** and **Poll Tax**, so they would hide or move away when tax collectors arrived.
- (iii) **Strikes and Boycotts:** Workers in mines and on plantations would stop working (**strikes**) or refuse to buy European goods (**boycotts**) to hurt the colonial economy.
- (iv) **Formation of Political Parties:** Africans formed groups (like the **ANC** in South Africa or **UNC** in Uganda) to demand for their land and freedom back.
- (v) **Formation of Independent Churches:** Some Africans left missionary churches to start their own, where they could pray and lead without European control.
- (vi) **Petitions and Writing:** Educated Africans wrote letters to the Queen or King of England and published newspapers to complain about bad treatment.

Exercise 6

1. What was the **Scramble for Africa**?
2. Name **three** European countries that colonized parts of Africa.
3. State **one** reason why colonialists wanted raw materials from Africa.
4. Mention **two** positive things colonialists built in Africa.
5. How did **taxation** affect Africans during the colonial period?
6. Identify **one** way in which Africans lost their freedom under colonial rule.
7. Explain why some Africans collaborated with colonialists.
8. State any two ways African showed their dislike of colonialists.

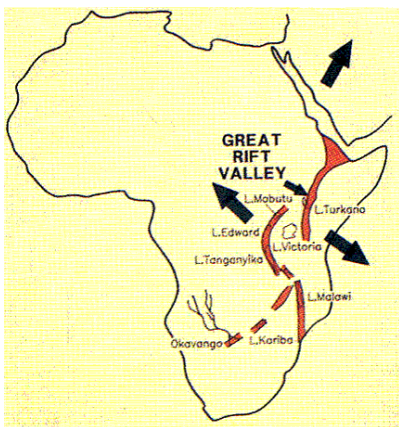
European Settlers in South Africa

- (i) **The Dutch (Boers):** They arrived first in **1652** at the Cape of Good Hope to grow food for their ships. They were farmers known as **Boers**.
- (ii) **The British:** They took over the Cape from the Dutch in the early 1800s. This caused a lot of tension because the British changed the laws.

Causes of the Great Trek

The **Great Trek** was a massive movement of Boer farmers away from the Cape into the interior of South Africa (1835–1846). They left because:

- (i) **Abolition of Slavery:** The British ended slavery in 1833. The Boers relied on slave labor for their farms and were angry about losing them.
- (ii) **Language and Laws:** The British made **English** the official language and introduced British laws, which the Boers hated.
- (iii) **Land Shortage:** The Boers wanted more land for their cattle and felt the British were not giving them enough space.
- (iv) **Loss of Independence:** The Boers wanted to rule themselves and live far away from British control.



The Great Trek

Effects of the Great Trek

- (i) **New Republics:** The Boers established their own states, such as the **Orange Free State** and the **Transvaal**.
- (ii) **Conflict with Africans:** As the Boers moved inland, they fought many wars with African groups, especially the **Zulu** (led by Shaka and later Dingane) and the **Ndebele**.
- (iii) **Spread of Europeans:** It led to European settlement in the interior of South Africa, not just at the coast.
- (iv) **Loss of African Land:** Many Africans lost their best grazing lands to the Boers.
- (v) **Discovery of Minerals:** Later, the movement led to the discovery of **gold and diamonds** in the Boer republics.

Exercise 7

1. Who were the **Boers**?
2. In which year did the Dutch first settle at the Cape?
3. State **two** reasons why the Boers decided to go on the **Great Trek**.
4. Which European group took over the Cape from the Dutch?
5. Name **one** African tribe that fought the Boers during the Great Trek.
6. Identify **one** Boer republic that was formed after the Trek.
7. How did the Great Trek affect the **local African people**?

The effects of foreign influence on the people of Africa

Social Effects (People and Culture)

- (i) **Religion:** Introduction of **Islam** (by Arabs) and **Christianity** (by Europeans).
- (ii) **Education:** Europeans introduced **formal schools**, reading, and writing.
- (iii) **Health:** Missionaries built **hospitals** and introduced modern medicine to fight diseases like malaria.
- (iv) **Intermarriages:** marriages between Africans and Europeans.
- (v) **Culture:** Changes in **clothing** (suits, kanzus), **language** (English, French, Swahili), and **building styles** (stone houses).
- (vi) **Population Change:** Millions were lost through the **Slave Trade**, but new groups (like Indians and Europeans) settled in Africa.

Economic Effects (Money and Trade)

- (i) **New Crops:** Introduction of crops like **cocoa, coffee, cotton, maize, and cassava**.
- (ii) **Infrastructure:** Building of **railways, roads, and harbours** to transport goods.

- (iii) **Modern Money:** Use of **coins and paper notes** replaced the barter system (trading goods for goods).
- (iv) **Exploitation:** African minerals like **gold, diamonds, and copper** were taken to Europe.

Political Effects (Leadership)

- (i) **Loss of Independence:** African kings and chiefs lost their power to **colonial rulers**.
- (ii) **New Borders:** Europeans drew the maps of Africa, creating the **countries** we have today (like Uganda, Kenya, Nigeria).
- (iii) **Modern Government:** Introduction of written laws, police forces, and organized civil service.

Exercise 8

1. Identify **one** religion introduced to Africa by foreigners.
2. State **two** crops that were brought to Africa by European traders.
3. How did missionaries improve the **health** of Africans?
4. Mention **one** negative effect of the Slave Trade on African families.
5. What was the purpose of building **railways** during the colonial period?
6. Name **two** European languages commonly spoken in Africa today because of foreign influence.
7. How did the power of **African chiefs** change when colonialists arrived?

Methods Used by Colonialists to Acquire and establish their rule

(i) Signing Treaties (Agreements):

Colonial officials (like **Lord Lugard**) persuaded African chiefs and kings to sign documents.

In these treaties, chiefs often unknowingly gave away their land and power in exchange for "protection" or gifts.

Example: The **1900 Buganda Agreement** in Uganda.

(ii) Use of Force (Military Conquest):

If a leader refused to sign a treaty, the colonialists used their superior weapons (like the **Maxim gun**) to defeat them.

Example: The British used force against **Omukama Kabalega** of Bunyoro and **Kabaka Mwanga** of Buganda.

(iii) Divide and Rule:

Colonialists played one African tribe against another. They would support one group to help them defeat a rival group, making it easier for the Europeans to control both later.

(iv) Use of Trading Companies:

Companies like the **Imperial British East Africa Company (IBEAC)** and the **Royal Niger Company** were sent first to build trading posts and forts, which later became government headquarters.

(v) Use of Missionaries:

Missionaries often arrived first to "soften" the people by teaching them to be humble and obedient. They sometimes asked their home governments to send soldiers for protection.

(vi) Effective Occupation (Berlin Conference):

After the **Berlin Conference (1884–1885)**, European countries had to show they were physically present in an area by building roads, offices, and police stations to claim it.

Exercise 9

1. What is a **treaty** in the context of colonial rule?
2. Name **one** famous agreement signed in Uganda to establish British rule.
3. How did **trading companies** help European governments take over Africa?
4. Explain the method of "**Divide and Rule.**"
5. Which **conference** in Europe gave colonialists the "rules" for dividing Africa?
6. Identify **one** African leader who was defeated through **military force**.
7. Why did colonialists build administrative bomas (offices) and police stations?

Methods used by colonialists to administer the colonial rule

After establishing control, European powers had to decide how to manage the people. They used three main systems:

(i) Indirect Rule

The **British** mostly used this method. They ruled through **existing African leaders** (kings, chiefs, and headmen).

How it worked: The British gave orders to the chiefs, and the chiefs gave the orders to their people.

Why they used it: It was **cheap** (they didn't have to pay many British officials) and it reduced the chance of African rebellion because the people were still following their own leaders.

(ii) Direct Rule

The **British** (in places like Zimbabwe) and the **Germans** (in Tanganyika) sometimes used this.

How it worked: European officials were placed in charge of every district. They did not use local kings; they ruled the people directly.

Why they used it: They did not trust local leaders or wanted to make sure their orders were followed exactly.

(iii) Assimilation

This was the main method used by the **French** and **Portuguese**.

How it worked: The goal was to turn Africans into "**Black Frenchmen**" or "**Black Portuguese**." Africans were encouraged to forget their own culture, speak French, and practice French customs.

Impact: Those who successfully "assimilated" were treated as citizens of France, but very few Africans reached this level.

Exercise 10

1. Which European country is famous for using **Indirect Rule**?
2. Identify **one** reason why Indirect Rule was considered "cheap."
3. What is the difference between **Direct Rule** and **Indirect Rule**?
4. Define the term **Assimilation** as used by the French.
5. State **one** European country that used the policy of Assimilation.
6. How did **Indirect Rule** help to keep peace in some African kingdoms?

Berlin Conference

The **Berlin Conference** was a meeting held in Germany between **1884 and 1885**. It was organized by the German leader, **Otto von Bismarck**.

Purpose of the Berlin Conference

- (i) **To avoid war:** European countries were fighting over land in Africa (the **Scramble**). They met to agree on how to divide the continent peacefully among themselves.
- (ii) **To set rules:** They created "rules" for how a European country could claim an African territory.

Main "Rules" Agreed Upon

- (i) **Effective Occupation:** A country had to prove it was actually using the land by building roads, offices, and sending soldiers.
- (ii) **Abolition of Slavery:** They agreed to stop the slave trade in their new territories.
- (iii) **Freedom of Navigation:** Big rivers like the **Congo** and **Niger** were to be free for all European ships to use for trade.
- (iv) **Notification:** If a country claimed a new area, it had to tell the other European nations so they wouldn't fight over it.

Effects of the Conference

- (i) **Drawing Borders:** New boundaries were drawn on the map of Africa. These borders often split tribes apart or forced enemy tribes to live in the same country.
- (ii) **Loss of Sovereignty:** No African leaders were invited to the meeting. Their land was given away without their permission.
- (iii) **Speeding up Colonization:** After the rules were set, Europeans moved much faster to take over the entire continent.

Exercise 11

1. In which **city** and **country** was the conference held?
2. Who **organized** the Berlin Conference?
3. State **one** reason why the conference was called.
4. What did "**Effective Occupation**" mean?
5. How many **African leaders** attended the Berlin Conference? (Hint: The answer is zero).
6. Identify **one** river that was declared free for all to use for trade.

Revision questions

1. Give one reason for the slow establishment of British rule in some communities of Uganda.
 - (i) **Strong Resistance:** Some kingdoms and tribes, like **Bunyoro** under **Omukama Kabalega**, fought the British fiercely for many years.
 - (ii) **Difficult Terrain:** Areas with thick forests, mountains (like Mt. Elgon or the Rwenzori), and many swamps were hard for British soldiers and officials to reach.
 - (iii) **Hostile Climate and Disease:** Many British officials fell ill or died from **Malaria** and other tropical diseases, which slowed down their progress.
 - (iv) **Lack of Centralized Leaders:** In "stateless" societies (like the **Acholi** or **Langi**), there was no single king to sign a treaty with. The British had to negotiate with many small clan leaders, which took time.

- (v) **Shortage of Staff and Funds:** The British did not have enough money or officials to send to every part of Uganda at the same time.
 - (vi) **Language Barrier:** It was difficult for the British to communicate their intentions to communities that had never seen white men before.
 - (vii) **Hostility of Local Communities:** Some groups were very suspicious of foreigners and simply refused to cooperate or talk to the British.
2. Give one role of the Akidas during the Germany rule in Tanganyika.
- (i) **Tax Collection:** Their most important job was to collect **Hut Tax** and other taxes from the local people for the German government.
 - (ii) **Enforcing Laws:** They made sure that German rules and orders were followed in the villages.
 - (iii) **Supervising Labour:** They forced Africans to work on German **plantations** (growing crops like cotton and sisal) and on public projects like roads.
 - (iv) **Maintaining Order:** They acted as local judges and messengers between the German district officers and the villagers.
3. Why the People Disliked Akidas
- (i) **Foreigners:** Most Akidas were not from the local tribes they ruled; they were often **Arabs** or **Swahili** people from the coast.
 - (ii) **Cruelty:** They were often very harsh and used sticks (the *kiboko*) to punish Africans who didn't work hard or pay taxes.
 - (iii) **Cause of Rebellion:** Their harsh treatment was one of the main reasons for the **Majimaji Rebellion** against German rule.
4. (a) State any two reasons why colonialists stopped political rallies organized by Africans during the struggle for independence.
- (i) **To Prevent Unity:** Colonialists knew that if Africans from different tribes and regions met in large groups, they would unite against the common enemy—the colonial government.
 - (ii) **To Stop the Spread of freedom Ideas:** Rallies were used by nationalist leaders (like **Kwame Nkrumah** or **Milton Obote**) to teach people about their rights and the need for freedom.
 - (iii) **Fear of Rebellion:** Large, angry crowds could easily turn into violent riots or armed uprisings, such as the **Mau Mau** in Kenya.
 - (iv) **To Protect Colonial Interests:** Rallies often called for strikes or boycotts of European goods, which hurt the businesses and profits of the colonialists.

- (v) **Maintaining "Law and Order":** Colonial governments often used the excuse that rallies caused "chaos" or "disturbances" to justify banning them and arresting leaders.
 - (vi) **Fear of International Shame:** Colonialists did not want the world to see how many Africans were unhappy with their rule, as this would cause negative publicity in Europe and America.
- (b) In which two ways can African countries protect their political independence?
- (i) **Promote Unity:** Encouraging people of different tribes and religions to live together peacefully prevents internal conflicts that outsiders can exploit.
 - (ii) **Strengthen Democracy:** Holding free and fair elections ensures that leaders are chosen by the people and remain accountable to them.
 - (iii) **Economic Independence:** Growing their own food and supporting local industries reduces the need to rely on foreign aid or loans that come with "strings attached."
 - (iv) **Regional Cooperation:** Working together through groups like the **African Union (AU)** or the **East African Community (EAC)** gives countries a stronger voice in world affairs.
 - (v) **Education:** Teaching citizens about their rights and history helps them recognize and resist modern forms of foreign control (neo-colonialism).
 - (vi) **Peace and Security:** Maintaining a strong and professional national army to protect the borders and keep the country safe from external threats.
 - (vii) **Non-Interference:** Ensuring that foreign powers do not fund local political parties or interfere in how the country is governed.
5. (a) State any two laws that were introduced by the colonial governments in East Africa.
- (i) **Taxation Laws:** These required every adult male to pay money to the government, such as the **Hut Tax** (on houses) and the **Poll Tax** (on individuals). This forced Africans to work for wages to get the money.
 - (ii) **Land Laws:** These allowed the colonial government to take away "vacant" or fertile land from Africans and give it to European settlers or the government (e.g., the **1900 Buganda Agreement** land clauses).
 - (iii) **Labour Laws:** Laws were made to force Africans to work on government projects like roads and railways, or on European-owned plantations.
 - (iv) **Vagrancy Laws:** These made it a crime for Africans to be "idle" or wandering in towns without a job. It was a way to force people to work.
 - (v) **Registration Laws:** In some places (like Kenya), Africans had to carry identification documents called the **Kipande** at all times to monitor their movement.

- (vi) **Cordon and Search Laws:** These allowed police to search African homes without a warrant, especially when they were looking for "rebels" or people who hadn't paid tax.
- (b) Write two ways in which the people of Africa showed their dislike for colonial laws.
- (i) **Refusing to pay taxes:** Many people hid in the bushes or moved to different areas when tax collectors arrived to avoid paying the **Hut Tax**.
 - (ii) **Strikes and Boycotts:** Workers refused to work on plantations, and people stopped buying European goods (like cloth or cigarettes) to hurt the colonial economy.
 - (iii) **Armed Rebellions:** Some tribes picked up weapons to fight against harsh laws. A good example is the **Majimaji Rebellion** in Tanganyika, which was sparked by forced cotton growing.
 - (iv) **Forming Independent Churches:** Africans left European mission churches to start their own so they could follow their traditions and escape colonial control.
 - (v) **Petitions:** Educated Africans wrote letters of complaint to the colonial governors and the Queen in England.
 - (vi) **Riots:** In towns, people organized protests that sometimes turned violent to show their anger toward unfair rules like the **Kipande system**.
 - (vii) **Running Away:** Some communities simply migrated to areas where colonial rule had not yet reached.
6. How did some Africans use collaboration to respond to colonial rule?
- (iv) **Signing Treaties:** Leaders like **Apollo Kagwa** of Buganda signed agreements to get protection for their kingdoms from local enemies.
 - (v) **Acting as Agents:** Some Africans worked as **tax collectors** or **chiefs** for the British, helping them spread their rule to other areas.
 - (vi) **Providing Information:** They acted as **guides and translators**, helping Europeans navigate the land and communicate with other tribes.
 - (vii) **Adopting Education and Religion:** By joining mission schools and churches, they gained new skills like **reading and writing**, which gave them high-ranking jobs in the colonial government.
 - (viii) **Providing Soldiers:** Some communities provided men to fight alongside colonial armies against rival tribes who were resisting.
 - (ix) **Growing Cash Crops:** They agreed to grow crops like **cotton and coffee**, which helped them earn money and stay in the good books of the colonialists.
7. Write any one way in which Captain Frederick Lugard promoted peace and security in Buganda.

- (i) **Signing the 1890 Treaty:** He signed a treaty with **Kabaka Mwanga**, which placed Buganda under the protection of the **Imperial British East Africa Company (IBEAC)**.
 - (ii) **Ending Religious Wars:** He intervened in the fighting between the **Catholics (Wafaransa)**, **Protestants (Wangereza)**, and **Muslims** to bring order to the kingdom.
 - (iii) **Using the Maxim Gun:** He used his superior weapon to stop the fighting at the **Battle of Mengo**, which forced the warring groups to stop and negotiate.
 - (iv) **Restoring Kabaka Mwanga:** After the fighting, he brought Mwanga back to his throne, which helped stabilize the leadership of the kingdom.
 - (v) **Building Forts:** He established a fort at **Old Kampala Hill** to house soldiers who could quickly respond to any violence or threats.
 - (vi) **Bringing Sudanese Soldiers:** He recruited well-trained soldiers (Nubians) from the north to help keep peace and guard the company's interests.
8. Write any one reason why European set up political boundaries in the areas they colonized.
- (i) **To Prevent Conflict:** They drew lines to mark which land belonged to which European country, so they wouldn't fight each other over the same territory.
 - (ii) **Effective Occupation:** According to the **Berlin Conference**, they had to have clear borders to show they were "effectively" ruling an area.
 - (iii) **Easy Administration:** Borders made it easier for colonial officials to know exactly where their laws applied and where they should collect taxes.
 - (iv) **Controlling Resources:** They wanted to mark out and protect areas that had valuable minerals, fertile land, or important water sources like rivers.
 - (v) **Monitoring Movement:** Boundaries helped them track the movement of people and goods, making it easier to stop "rebels" or smuggling.
9. Mention any one factor that made the British use direct rule in some parts of Africa.
- (i) **Lack of Strong Kings:** In areas without a central king or established chiefs (stateless societies), there was no "local leader" for the British to give orders to.
 - (ii) **Presence of Many White Settlers:** In places like **Zimbabwe** and **Kenya**, European settlers wanted to run the government themselves rather than letting African chiefs lead.
 - (iii) **Strong Resistance:** If a local leader fought against the British (like **Kabalega** of Bunyoro), they were removed, and a British official was put in direct control.

- (iv) **To Promote European Culture:** In some areas, the British wanted to introduce their own laws and education quickly without the "interference" of traditional customs.
- (v) **Protecting Resources:** In areas with many minerals (like gold or diamonds), the British wanted to be in direct control of the mines to ensure they got all the wealth.

10. Name any one tax introduced by the colonialists in Uganda.

- (i) **Hut Tax (1900):** This was a tax on every house used as a home. It was introduced by Sir Harry Johnston through the **1900 Buganda Agreement**.
- (ii) **Gun Tax (1900):** A tax paid by anyone who owned a gun.
- (iii) **Poll Tax (1905):** Later, the Hut Tax was replaced by the Poll Tax, which was paid by every adult male regardless of whether they owned a house or not.
- (iv) **Graduated Personal Tax (GPT):** In the 1950s, the Poll Tax was replaced by the GPT, which was based on how much money a person earned.
- (v) **Export Tax:** This was a tax on crops like **cotton** and **coffee** when they were sent out of the country to be sold.
- (vi) **Income Tax (1961/1962):** Introduced near the end of colonial rule, this was a tax on the salaries of people who were formally employed.

Reasons for introducing these taxes

- (i) **Administrative Costs:** To get money to build roads, and schools, and pay the salaries of colonial officials and chiefs.
- (ii) **Forced Labour:** Since Africans had to pay taxes in cash, they were forced to work on European farms or grow cash crops like cotton to earn the money.
- (iii) **Monetary Economy:** To shift Africans away from the barter system and into the modern money system.

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

- (i) **Established the first Mission Station:** He set up the first CMS (Church Missionary Society) mission station at **Rabai**, near Mombasa, in 1844.
- (ii) **Translated the Bible:** He was the first person to translate the **New Testament into Swahili**, which helped people read the Gospel in a language they understood.
- (iii) **Wrote a Swahili Dictionary:** He wrote the first **Swahili dictionary and grammar book**, making it easier for other missionaries to learn the language and preach to Africans.
- (iv) **Encouraged other Missionaries:** His reports about East Africa inspired many other missionaries, like **John Rebmann**, to come and spread the faith.

- (v) **Used the "Missionary Map":** His travels and discoveries (like seeing **Mt. Kenya**) helped map the interior, making it safer for later missionaries to travel deep into Africa.
12. Give any one reason why the royal Geographical Society supported the explorers to come to East Africa.
- (i) **To solve geographical mysteries:** They wanted to find the answers to big questions, like **"Where is the source of the River Nile?"**
- (ii) **To map the "Dark Continent":** At that time, Europeans had no maps of the interior of Africa. They wanted explorers to draw maps of mountains, lakes, and rivers.
- (iii) **To find raw materials:** They wanted to know if Africa had valuable resources like **gold, ivory, or fertile land** for farming.
- (iv) **To promote trade:** By finding safe routes, they hoped to help British traders do business in East Africa.
- (v) **Scientific discovery:** They wanted to study African **plants, animals, and weather** that were different from those in Europe.
- (vi) **To help stop the slave trade:** They believed that by opening up Africa to "legitimate" trade and Christianity, the slave trade would eventually end.
13. Mention any one practice that shows that Uganda was at one time a British Protectorate.
- (i) **Official Language:** The use of **English** as the main language in our schools, government offices, and courts.
- (ii) **The Legal System:** Our **laws and court systems** (like having judges wear robes and using a constitution) are based on the British system.
- (iii) **Formal Education:** The system of **primary, secondary, and university** education was introduced by the British.
- (iv) **The Religion:** The presence of many **Christian churches** (Anglican/Church of Uganda and Catholic) that were started by missionaries supported by the British.
- (v) **Cash Crops:** Growing crops like **cotton, coffee, and tobacco** for sale was a practice started during the British rule to pay taxes.
- (vi) **Infrastructure:** The **railway line** (Uganda Railway) and many old "Boma" buildings (government offices) in towns like Entebbe and Jinja were built by them.
- (vii) **The Flag and Anthem:** Before 1962, Uganda used the **British Union Jack** flag and the British National Anthem.
14. (a) Give any two reasons why Germany colonized Tanganyika.

- (i) **Search for Raw Materials:** Germany's rapid industrialization created a high demand for resources such as **sisal, cotton, rubber, coffee, and gold**.
- (ii) **New Markets:** They wanted a place to sell goods manufactured in German factories.
- (iii) **Political Power and Prestige:** Owning colonies was seen as a way to prove that Germany was a powerful world nation.
- (iv) **Investment Opportunities:** German businessmen and companies, such as the **German East Africa Company** led by **Karl Peters** wanted to invest in land and plantations to make a profit.
- (v) **Strategic Interests:** Chancellor **Otto von Bismarck** wanted to establish a German presence in East Africa to prevent Britain and France from controlling the entire region.
- (vi) **Ending the Slave Trade:** Publicly, Germany claimed it wanted to stop the Arab-led slave trade in the interior, though their primary motives were economic.

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

- (i) **Introduction of New Cash Crops:** They introduced crops like **sisal, cotton, and rubber**, which became the backbone of the economy for many years.
- (ii) **Building Infrastructure:** To move their goods, they started building **roads** and the foundations for **railway lines** (like the Usambara Railway).
- (iii) **Expansion of Trade:** They established organized trading posts in the interior, which helped move goods between the coast and the inland areas more quickly.
- (iv) **Development of Towns:** Many coastal and interior trading centers grew into **major towns** because of the company's business activities.
- (v) **Introduction of Modern Money:** They helped move the economy away from bartering (swapping items) to using **coins**, which made trade easier.
- (vi) **Introduction of New Farming Methods:** They set up large **plantations** and taught some locals new ways of farming on a large scale.

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

- (i) **Using Interpreters/Translators:** This was the most common way. They hired Africans who had learned some English or Swahili to translate their orders to the local communities.
- (ii) **The Use of Swahili:** Swahili was already used by Arab traders. The colonialists used it as a "middle language" because many people along the trade routes understood it.

- (iii) **Missionary Schools:** Missionaries taught Africans how to **read and write in English**. These educated Africans then became the link between the colonial government and the local people.
 - (iv) **Using Local Chiefs (Indirect Rule):** The British gave instructions to high-ranking chiefs (like those in Buganda). These chiefs would then pass the message down to the common people in their local language.
 - (v) **Reading Proclamations/Announcements:** Colonial officials would hold meetings called "**Barazas**" where they would stand in public and have an interpreter read out new laws or news to the crowd.
 - (vi) **Visual Signs and Flags:** They used symbols, like flying the **Union Jack flag**, to show who was in power, and used bugles or drums to call people together for meetings.
 - (vii) **Writing Letters:** To communicate with kings and top chiefs, they wrote formal letters (which were then translated by court secretaries).
16. State any one reason for the signing of the Anglo-German treaty of 1890.
- (i) **To Define Borders:** Britain and Germany wanted to draw clear boundary lines between their territories (**British East Africa** or Kenya/Uganda and **German East Africa** or Tanganyika) to avoid fighting.
 - (ii) **To Solve the Conflict over Uganda:** Both countries wanted to control Uganda. In this treaty, Germany agreed to give up its claims to Uganda, leaving it for the British.
 - (iii) **To Exchange Territory:** Germany wanted the small island of **Heligoland** in the North Sea (near Germany) for military reasons. In exchange, they gave up their claims to **Witu** (in Kenya) and recognized British control over **Zanzibar**.
 - (iv) **To Protect Trade Routes:** Britain wanted to ensure they had a clear path from the coast to the source of the River Nile, which was vital for their interests in Egypt.
 - (v) **To Maintain Peace in Europe:** The leaders of Britain and Germany wanted to remain friends in Europe and didn't want a small disagreement in Africa to start a big war between them.

Main Result:

Because of this treaty, **Uganda and Zanzibar** became British protectorates, while **Tanganyika** was confirmed as a German territory.

17. Who were the first group of foreigners to come to Uganda?
Arab traders
18. How did the early explorers promote the work of European traders in Africa?
- (i) **Mapping Trade Routes:** Explorers found and mapped safe paths and navigable rivers (like the **River Niger** and **River Nile**), which traders later used to transport goods.

- (ii) **Identifying Resources:** They wrote reports about the wealth they saw, such as **gold, ivory, rubber, and fertile land**, which encouraged European companies to come and do business.
 - (iii) **Establishing Relationships:** Explorers often made first contact with African kings and chiefs, creating a "friendly" environment for traders to negotiate later.
 - (iv) **Locating Markets:** They identified where large groups of people lived, showing traders where they could sell European goods like cloth and tools.
 - (v) **Reporting on Navigation:** They identified "obstacles" like waterfalls (e.g., **Bussa Rapids** or **Victoria Falls**) so traders knew where ships could and could not go.
 - (vi) **Providing Security Information:** They reported on which areas were peaceful and which were hostile, helping traders know where it was safe to build trading posts.
19. Give any one economic result of the movement of Boers to the interior of South Africa.
- (i) **Discovery of Minerals:** It eventually led to the discovery of **diamonds** in Kimberley and **gold** in the Witwatersrand (Transvaal). This turned South Africa into one of the richest mining areas in the world.
 - (ii) **Establishment of Large Farms:** The Boers took over fertile land in the interior and started large-scale **cattle ranching** and **crop farming**.
 - (iii) **Loss of Land and Livestock for Africans:** Many African communities lost their best grazing lands and cattle to the Boers, making them poorer and forcing them to work for the settlers.
 - (iv) **Opening up the Interior for Trade:** New trade routes were created from the interior to the coasts, and new trading towns were established.
 - (v) **Introduction of a Money Economy:** As the Boers built republics, they introduced formal trade, taxes, and money systems into the interior of South Africa.
20. (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 a steady supply of materials like **cotton** for cloth, **rubber** for tires, and **palm oil** to grease their machines. Africa had these in plenty.
 - (ii) **Search for New Markets:** Factories produced goods so fast that there were more items than people in Europe could buy. They looked to Africa as a place to sell their **clothes, iron tools, and guns**.
 - (iii) **Investment of Surplus Capital:** Wealthy European businessmen had made a lot of money and wanted to invest it in building **railways, mines, and plantations** in Africa to make even more profit.

- (iv) **Improved Technology:** Industrialization led to the invention of better weapons (like the **Maxim gun**) and faster transport (like **steamships**), which made it easier for Europeans to travel to Africa and defeat those who resisted.
 - (v) **Medicine:** Industrial science led to the discovery of **Quinine**, a medicine that helped Europeans survive malaria, allowing them to stay in Africa longer to rule.
- (c) Mention any two challenges Europeans faced in the process of colonizing Africa.
- (i) **Tropical Diseases:** Many Europeans died from diseases like **Malaria**, yellow fever, and sleeping sickness because they had no natural immunity or proper medicine at first.
 - (ii) **Strong African Resistance:** Many African leaders and their armies fought back fiercely to protect their land and independence. Examples include the **Nandi** in Kenya and **Kabaka Mwanga** in Uganda.
 - (iii) **Difficult Terrain:** Africa had thick tropical jungles, vast deserts (like the Sahara), and high mountains that made travel very slow and dangerous.
 - (iv) **Dangerous Animals:** Explorers and soldiers were often attacked by wild animals like lions, crocodiles, hippos, and venomous snakes.
 - (v) **Language Barrier:** It was very hard for Europeans to communicate with local people to sign treaties or give orders because they did not understand African languages.
 - (vi) **Harsh Climate:** The extreme heat in some areas and heavy tropical rains in others made it difficult for Europeans to work and stay healthy.
 - (vii) **Lack of Proper Transport:** In many areas, there were no roads or railways. They had to walk long distances or use rivers that were often blocked by **waterfalls and rapids**.
21. What role did African traditional leaders play in defending their independence during colonial rule?
- (i) **Military Resistance (Fighting):** Many leaders led their armies in battle against colonial invaders. For example, **Omukama Kabalega** of Bunyoro fought the British for nine years, and **Chief Mkwawa** of the Hehe resisted the Germans in Tanganyika.
 - (ii) **Refusing to Sign Treaties:** Some leaders realized that colonial "agreements" would take away their power, so they refused to sign them or host European traders and missionaries.
 - (iii) **Diplomatic Negotiations:** Some kings tried to negotiate or write letters to European monarchs (like Queen Victoria) to explain that their land was already governed and did not need "protection."
 - (iv) **Forming Alliances:** Some leaders tried to unite with neighboring tribes to create a larger, stronger force to fight the Europeans together.

- (v) **Spiritual Leadership:** Leaders often consulted traditional religious figures to boost the morale of their soldiers. An example is the use of "magic water" by leaders during the **Majimaji Rebellion** to give warriors courage.
 - (vi) **Passive Resistance:** Some chiefs encouraged their people to hide, refuse to pay taxes, or ignore colonial orders as a way of showing they did not recognize the new rulers.
22. How is Uganda different from Liberia in terms of colonization?
Uganda was colonized by the British, Liberia like Ethiopia was never colonized
23. Mention any one peaceful method that the Europeans used to acquire colonies in Africa.
- (i) **Signing Treaties:** They sat down with African kings and chiefs to sign agreements. In these papers, the leaders often gave up their land and power in exchange for "protection" or small gifts like cloth and beads (e.g., the **1900 Buganda Agreement**).
 - (ii) **Using Missionaries:** Missionaries arrived first to preach and build schools or hospitals. This made the local people more friendly and willing to accept Europeans before the government took over.
 - (iii) **Trading Companies:** Companies like the **IBEAC** established business ties and trading posts. They worked with local leaders to set up trade, which eventually led to political control.
 - (iv) **Offering Protection:** They promised to help certain tribes fight off their traditional enemies if they agreed to accept European rule.
 - (v) **Giving Gifts:** They gave chiefs items like mirrors, guns, and decorated clothes to win their friendship and cooperation.
24. (a) Mention the system of administration that was used by the French in West Africa.
Assimilation.
- (b) Give any two ways in which the system in (a) above was implemented.
- (i) Teaching Africans the **French language** and culture in schools.
 - (ii) Encouraging Africans to follow **French laws** and the Catholic religion.
 - (iii) Giving French **citizenship** to Africans who changed their way of life to be like the French.
- (c) State any one negative effect of the above-named system.
Led to loss of African culture
25. State any one reason why early missionaries in Uganda taught people how to read and write.
- (i) **To Read the Bible:** The main goal was to enable Africans to read the **Holy Scriptures** and prayer books for themselves so they could understand the Christian faith better.

- (ii) **To Spread Christianity:** By training local people as **catechists** and teachers, the missionaries could reach more people in their own languages.
- (iii) **To Replace Oral Tradition with Written Records:** Missionaries wanted to keep written records of church members, births, and marriages.
- (iv) **To Ease Communication:** Teaching English (or writing in local languages) made it easier for the missionaries to talk to and work with the local people.
- (v) **To Introduce "Civilization":** They believed that formal education was a key part of "modernizing" Africa and preparing people for new types of jobs.

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

- (i) Rwanda
- (ii) Burundi

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

Punishment for starting the war it lost

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

- (i) **Armed Resistance:** Many tribes fought fiercely because of harsh treatment and forced labor. The most famous examples are:
 - **The Majimaji Rebellion (1905–1907):** A massive uprising where many tribes united, believing that "magic water" would turn German bullets into water.
 - **Chief Mkwawa of the Hehe:** He led a long and famous war against the Germans to protect his kingdom's independence.
 - **The Abushiri Revolt:** Arab and Swahili traders along the coast fought against the German East Africa Company taking over their trade.
- (ii) **Passive Resistance:** Some people refused to pay taxes, intentionally worked slowly on German cotton plantations, or ran away into the bushes to avoid forced labor.
- (iii) **Collaboration:** A few local leaders and communities worked with the Germans. Some did this to get protection from their traditional enemies or to gain power and modern goods.
- (iv) **Adaptation:** Some people accepted the new changes by sending their children to school or growing the cash crops (like sisal and cotton) that the Germans demanded to avoid punishment.

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

- (i) **Introduction of New Crops:** They brought many crops from South America that we still eat today, such as **maize, cassava, pineapples, pawpaws, guavas, and chilies.**
- (ii) **Building Fort Jesus:** In 1593, they built **Fort Jesus** in Mombasa. Today, it is a major tourist attraction and a historical site.

- (iii) **New Architecture:** They introduced the use of **cement and bricks** for building strong houses and forts.
- (iv) **Improved Navigation:** They introduced better **map-making** (cartography) and new types of ships like the **Caravel**, which helped in sea travel.
- (v) **Spread of Christianity:** They were the first to bring the **Roman Catholic** faith to the coast of East Africa.
- (vi) **Links to Europe and India:** They opened up a direct **sea route** connecting East Africa to Europe and India, which increased international trade.
- (vii) **New Items:** They introduced items like **cowrie shells** (used as money) and cloth from other parts of the world.

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

- (i) **Attacks from the Oman Arabs:** The Arabs from Oman (in the Middle East) sent strong navies to help the local coastal people fight the Portuguese. They captured **Fort Jesus** after a long siege.
- (ii) **Corrupt and Harsh Officials:** Many Portuguese rulers were greedy and treated the local people very badly. This made the locals hate them and constantly rebel.
- (iii) **Constant Rebellions:** Coastal towns like **Mombasa** and **Pate** never stopped fighting the Portuguese, which made it very expensive and tiring for Portugal to stay.
- (iv) **Distance from Home:** Portugal is very far from East Africa. It was hard to send more soldiers, food, or weapons quickly when they were in trouble.
- (v) **Competition from other Europeans:** Other countries like **Britain** and **Holland (the Dutch)** started competing for the same trade, which weakened Portuguese profits.
- (vi) **Tropical Diseases:** Many Portuguese soldiers and officials died from diseases like **malaria** and scurvy, leaving their forts poorly defended.
- (vii) **Lack of Manpower:** Portugal was a small country with a small population. They did not have enough men to control all the lands they had captured around the world.

28. How did the Masai make the movement of the early explorers to East Africa difficult?

- (i) **Fierce Reputation:** They were known as great warriors. Explorers were terrified of being attacked, so they often avoided traveling through Masai-controlled areas (like the interior of Kenya).
- (ii) **Charging "Hongo" (Taxes):** They demanded that explorers pay heavy "taxes" or tolls in the form of beads, wire, or cloth before allowing them to pass through their territory.
- (iii) **Raiding Caravans:** Masai warriors frequently raided the explorers' caravans to take their cattle or supplies.

- (iv) **Refusing to Cooperate:** Unlike some other tribes, the Masai were not interested in European goods or religion at first, so they refused to act as guides or provide food.
- (v) **Protecting Grazing Lands:** They viewed the explorers as intruders who might bring diseases to their cattle or take over their best grazing fields.
29. What term was used to mean the movement of the Dutch settlers from Cape Colony into the interior of South Africa?
Great Trek
30. Name the type of education which was introduced by the Christian Missionaries in Uganda.
Formal education
31. (a) Name the policy practiced in South Africa which separated the blacks from the whites.
Apartheid
- (b) Name the first black president of South Africa who fought against the above mentioned policy.
Nelson Mandela
- (c) State the two ways in which the policy mentioned above negatively affected black in South Africa
- (i) **Loss of Land:** Black people were forced to live in poor, crowded areas called **Bantustans** or townships, while whites took the best fertile land.
- (ii) **Poor Education:** The government provided a lower quality of education for black children (called Bantu Education) to keep them from getting better jobs.
- (iii) **Limited Movement:** Black people were forced to carry **Pass Books** at all times and were not allowed to enter "white-only" areas without permission.
- (iv) **No Voting Rights:** Black people were not allowed to vote or have a say in how their own country was governed.
- (v) **Unequal Services:** Public places like hospitals, schools, and even benches were separated, with the best services reserved for white people.
32. What was the major item of trade from Africa to America during the Triangular trade (Trans-Atlantic trade)?
Slaves
33. Name the rapids along river Niger where Mungo Park drowned.
Bussa Rapids
34. (a) Name the two Europeans explorers who made two journeys to East Africa.
- (i) **John Hanning Speke:** He is famous for two major expeditions to East Africa.
- **First Journey (1857–1859):** Traveling with **Richard Burton**, they reached **Lake Tanganyika**. While Burton was ill, **Speke** traveled north alone and "discovered" **Lake Victoria**, which he believed was the source of the Nile.

- **Second Journey (1860–1863):** He returned with **James Grant** to prove his theory. During this trip, he reached **Ripon Falls** in Uganda, where the Nile flows out of Lake Victoria.
- (ii) **Henry Morton Stanley:** He made multiple famous trips into East Africa.
- **First Journey (1871–1872):** He was sent to find **Dr. David Livingstone**, eventually meeting him at **Ujiji** on Lake Tanganyika.
 - **Second Journey (1874–1877):** He returned to complete the work of Speke and Livingstone, circumnavigating Lake Victoria and traveling down the **Congo River** to the Atlantic Ocean.
- (iii) **Dr. David Livingstone:** Though he spent much of his life in Southern and Central Africa, he made two primary expeditions focused on the East African interior.
- **Zambezi Expedition (1858–1864):** He explored the Shire and Ruvuma river valleys and reached **Lake Malawi**.
 - **Nile Journey (1866–1873):** His final quest to find the source of the Nile took him through modern-day **Tanzania** and **Zambia**, where he eventually died.
- (iv) **Sir Samuel Baker:** He made two significant journeys into the region.
- **First Journey (1862–1865):** Traveling with his wife, **Florence**, he followed the Nile south and discovered **Lake Albert** and **Murchison Falls**.
 - **Second Journey (1870–1873):** He returned as a colonial official to suppress the slave trade and establish the **Equatoria Province**
- (b) Mention any two ways in which the work of the early explorers contributed to the development of Africa.
- (i) Mapped and exposed the interior of Africa to the rest of the world.
 - (ii) De-campaigned slave trade
 - (iii) Identified trade items (gold, ivory, etc) in Africa
 - (iv) Invited missionaries that build the first schools.
 - (v) Identified route into Africa interior.
35. Mention any one way in which Prince Henry the Navigator was useful to the Portuguese explorers.
- (i) **School of Navigation:** He established a center at **Sagres** where explorers, map-makers, and sailors studied geography and the stars to find their way at sea.
 - (ii) **Better Ships:** He encouraged the design of the **Caravel**, a lighter and faster ship that could sail against the wind and survive long ocean journeys.
 - (iii) **Funding (Money):** He used his wealth to pay for the expensive ships, food, and equipment needed for the voyages down the West African coast.

- (iv) **Improved Maps:** He brought together the best experts to create more accurate **sea charts** (maps) of the African coastline.
 - (v) **Better Tools:** He introduced tools like the **mariner's compass** and the **astrolabe**, which helped sailors know exactly where they were even when they were far from land.
36. Which international organization unites all countries that were colonized by the British?
Commonwealth
37. What did raising of the Union Jack flag in 1894 mean in Uganda?
Uganda became British protectorate
38. (a) Name the continent from which Arab traders come.
Asia
- (b) Give any two reasons why the Arab traders settled on the East African coast.
- (i) **Trade:** They wanted to be close to the source of valuable goods like **gold, ivory, and slaves**.
 - (ii) **Monsoon Winds:** These winds blew their ships toward Africa at certain times of the year, making it easy to travel and stay for long periods.
 - (iii) **Good Harbours:** The coast had deep, natural harbors where their ships (**Dhows**) could safely anchor.
 - (iv) **Spreading Islam:** They wanted to establish centers to teach and spread the **Islamic religion**.
 - (v) **Favorable Climate:** The coastal weather was similar to their homes in Arabia, and the soil was good for growing crops.
 - (vi) **Safety:** The coastal islands (like **Zanzibar** and **Lamu**) provided protection from attacks by people from the interior.
- (c) State any one way in which the Arabs benefited from their stay at the coast of East Africa.
- (i) **Great Wealth:** they became very rich by trading African **gold, ivory, and slaves** for items like cloth and beads.
 - (ii) **Established Kingdoms:** they built and ruled powerful **city-states** such as Kilwa, Mombasa, and Zanzibar.
 - (iii) **Spread of Religion:** they successfully spread **Islam**, which gave them a strong cultural and political connection to the local people.
 - (iv) **New Homes:** they found fertile land where they could grow crops and build permanent, comfortable stone houses.
 - (v) **Tax Collection:** they earned extra money by charging taxes on all goods entering and leaving the coastal ports.

39. (a) Name any two physical features colonialists used to fix boundaries in East Africa.
- (i) rivers
 - (ii) lakes
 - (iii) mountains
 - (iv) valleys
- (b) State any two problems that have been caused by fixing boundaries.
- (i) **Split Tribes:** Many ethnic groups and families were divided by straight lines on a map, leaving half the tribe in one country and the rest in another (e.g., the Samia between Uganda and Kenya).
 - (ii) **Border Conflicts:** Countries often argue or even go to war over where the boundary exactly lies, especially if **minerals, oil, or fertile land** are found near the border.
 - (iii) **Forced Unity:** Enemy tribes or groups that do not speak the same language were sometimes forced to live within the same country, leading to **civil wars** and internal tribalism.
 - (iv) **Landlocked Countries:** Some boundaries left countries like **Uganda, Rwanda, and Burundi** with no direct access to the sea, making international trade more expensive.
 - (v) **Disruption of Nomadic Life:** Tribes like the **Masai** or **Karamojong** who move with cattle found their traditional grazing routes blocked by international borders.
 - (vi) **Smuggling:** Because boundaries are often hard to patrol, people illegally move goods across borders to avoid paying taxes (revenue loss).
40. Name the chief who was remembered for his resistance to colonial rule in Northern Uganda.
Awich of Payira (also known as Rwot Awich).
41. Give any reason why Sir Andrew Cohen forced Kabaka Muteesa II to go to exile.
- (i) **East African Federation:** The Kabaka strongly opposed a British plan to join Uganda, Kenya, and Tanganyika into one big federation. He feared that white settlers in Kenya would take over Buganda's land and power.
 - (ii) **Demand for Independence:** Muteesa II demanded that Buganda be separated from the rest of the Uganda Protectorate and be given its own independence.
 - (iii) **The 1900 Agreement:** Cohen felt the Kabaka was breaking the 1900 Buganda Agreement by refusing to follow the Governor's advice and orders.
42. Why were the caravans helpful to the Arab traders in East Africa?
- (i) **Security:** Traveling in large groups protected them from attacks by **wild animals** or hostile tribes in the interior.
 - (ii) **Transport:** They used **porters** (people carrying loads) and animals like **donkeys** to carry heavy goods like ivory and cloth across long distances where there were no roads.

- (iii) **Guidance:** Caravans often included local people who knew the **best routes** and where to find water and food.
 - (iv) **Large-Scale Trade:** A caravan allowed a trader to carry a **large amount of goods** at once, making the long journey more profitable.
43. How did the work of Sir Samuel Baker benefit the people of Northern Uganda?
- (i) **Stopping the Slave Trade:** He was sent as the Governor of **Equatoria Province** to fight and stop the slave trade carried out by the "Khartoum" Arabs.
 - (ii) **Introducing New Crops:** He encouraged people to grow new crops like **maize, wheat, and pomegranate** to improve their food supply.
 - (iii) **Promoting Peace:** By building forts (like the one at **Patiko**), he provided security and protected local communities from being raided by slave traders.
 - (iv) **Formal Administration:** He established the first organized government system in the North, which brought a sense of law and order to the region.
44. Give any one reason why colonialists constructed roads and railway lines in east Africa.
- (i) **To Transport Raw Materials:** To easily move heavy goods like **cotton, coffee, and copper** from the interior to the coast for export to Europe.
 - (ii) **To Move Troops:** To transport **soldiers and police** quickly to areas where there were rebellions or wars, helping them maintain order.
 - (iii) **To Promote Trade:** To bring **manufactured goods** (like cloth and tools) from Europe into the African markets to be sold.
 - (iv) **To Reach the Source of the Nile:** Specifically for the **Uganda Railway**, the British wanted a fast way to reach Uganda to protect the source of the River Nile.
 - (v) **To Collect Taxes:** Better transport made it easier for colonial officials to reach villages to collect **Hut Tax** and **Poll Tax**.
 - (vi) **To Replace Human Portage:** To stop using people to carry heavy loads on their heads, which was very slow and expensive.
45. Give any reason why the Portuguese built Fort Jesus at Mombasa.
- (i) **Defense:** To protect themselves from attacks by the **Oman Arabs** and local coastal people who disliked their rule.
 - (ii) **Military Headquarters:** It served as a **fortress** for their soldiers and a place to store their weapons and ammunition.
 - (iii) **Controlling Trade:** The fort was located at the entrance of the harbor, allowing the Portuguese to monitor and **tax** all ships entering or leaving Mombasa.
 - (iv) **Security for Ships:** It provided a safe place for Portuguese ships to dock and get supplies on their way to or from **India**.

- (v) **Administrative Center:** It served as the main office from which they governed the East African coast.
46. Give any one way in which the coming of the Arabs helped to improve the economy of Uganda.
- (i) **New Trade Goods:** They introduced manufactured items like **cloth (cotton), beads, mirrors, glassware, and plates.**
 - (ii) **Introduction of Currency:** They brought **cowrie shells**, which replaced simple bartering (swapping goods) and made it easier for people to buy and sell things.
 - (iii) **Market for Resources:** They created a high demand for African products like **ivory** (elephant tusks) and animal skins, which allowed local leaders to earn wealth.
 - (iv) **New Crops:** They introduced new plants such as **rice, wheat, sugarcane, dates, and cloves.**
 - (v) **Long-Distance Trade Routes:** They helped establish and expand trade paths connecting the interior of Uganda to the East African coast and the rest of the world.
 - (vi) **New Technology:** They introduced **guns and gunpowder**, which some kings used to protect their kingdoms and expand their trade power.
 - (vii) **Skills and Architecture:** They introduced **stone building** techniques and new ways of making boats (dhows), which improved transport and housing.

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

His Majesty King Charles III (2026)

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

- (i) **Promoting Democracy and Human Rights:** The Commonwealth helps its members hold fair elections and ensures that the rights of all people are protected.
- (ii) **Encouraging Peace:** Member countries work together to prevent wars and resolve conflicts peacefully.
- (iii) **Supporting Trade and the Economy:** It helps smaller and poorer countries grow their businesses and trade more easily with one another.
- (iv) **Providing Technical Assistance:** Experts are sent to member countries to help with things like farming, law, and building better public services.
- (v) **Developing Young People:** Since over 60% of the Commonwealth's population is under 30, it runs special programs to support education, health, and leadership for youth.
- (vi) **Protecting the Environment:** Member countries work together to tackle big problems like **climate change** and protecting the oceans.

- (vii) **Organizing the Commonwealth Games:** Every four years, it holds a major sports event, often called the "**Friendly Games**," to promote friendship and health among member nations.
- (c) Give any one way in which Ugandans benefit from participating in the Commonwealth of Nations Games.
- (i) **National Pride & Fame:** When athletes like **Jacob Kiplimo** or **Victor Kiplangat** win gold medals, the Ugandan flag is raised and the national anthem is played, making Ugandans proud and putting the country on the world map.
 - (ii) **Financial Rewards:** Medalists receive cash prizes and even monthly salaries from the government. For example, gold medalists have been awarded a monthly stipend of **Shs 5 million**.
 - (iii) **Promoting Tourism:** Successful athletes act as **Tourism Ambassadors**. Their fame encourages people from other countries to visit Uganda to see its beauty and wildlife.
 - (iv) **Unity and Peace:** The games bring Ugandans together to cheer for their "Cranes" or "Bombers" (boxing team), which fosters a spirit of brotherhood and national unity.
 - (v) **Skill Development:** Competing against the world's best helps Ugandan athletes improve their skills, discipline, and stamina, preparing them for even bigger events like the **Olympic Games**.
 - (vi) **Investment in Infrastructure:** Uganda's success in these games encourages the government and private investors to build better **stadiums and training centers** (like those in Kapchorwa) for young people to use.
48. Apart from constructing schools, state any one way missionaries contributed in improving the life of the people of Africa.
- (i) **Modern Medicine:** They built the first **hospitals and dispensaries**, providing vaccines and treatment for diseases like malaria and smallpox.
 - (ii) **New Farming Methods:** They introduced **cash crops** (like coffee and cotton) and better tools, which helped people earn money.
 - (iii) **Fighting the Slave Trade:** They preached against the "evil" trade and helped protect families from being captured.
49. Name the country in the Horn of Africa which was not colonized.
Ethiopia
50. Which king in Uganda did captain Lugard sign an agreement with in 1890?
Kabaka Mwanga II of Buganda.
51. In which way did Dr. Livingstone show the evil of slave trade in Africa?

- (i) **Writing Reports:** He wrote detailed letters and books describing the **cruelty** and suffering he saw, which were read by many people in Europe.
 - (ii) **Giving Speeches:** When he returned to Britain, he gave powerful talks to convince the government and the public that the trade must be **stopped**.
 - (iii) **The "Open Sore":** He famously described the slave trade as "**the open sore of the world**," a phrase that helped change how people thought about it.
 - (iv) **Promoting the "3 Cs":** He argued that by bringing **Christianity, Commerce, and Civilization**, Africans would have better ways to live and trade than selling human beings
52. Mention any one peaceful methods used by British establish their rule in Uganda.
- (i) **Signing Treaties:** They signed agreements with local kings and chiefs, such as the **1900 Buganda Agreement**, to gain control without fighting.
 - (ii) **Using Missionaries:** Missionaries arrived first to teach Christianity and education, which made the local people more welcoming to the British government.
 - (iii) **Offering Protection:** They promised to protect kingdoms (like Buganda) from their traditional enemies (like Bunyoro) in exchange for accepting British rule.
 - (iv) **Giving Gifts:** They gave chiefs items like cloth, beads, and mirrors to win their friendship and cooperation.
 - (v) **Trading Companies:** The **Imperial British East Africa Company (IBEAC)** set up trading posts and built relationships with leaders before the official government took over.
53. In which one way did the coming of the early migrants to the coast of East Africa affect the lives of the people in that area?
- (i) **New Religion:** They introduced **Islam**, which many coastal people adopted, leading to the building of mosques.
 - (ii) **Birth of Swahili:** The mixing of Arab and Bantu languages/cultures created the **Swahili language** and culture.
 - (iii) **New Architecture:** They introduced **stone building** styles, replacing mud and grass houses with permanent stone structures.
 - (iv) **Change in Dress:** New styles of clothing were introduced, such as the **kanzu** for men and the **buibui** for women.
 - (v) **Trade Growth:** They turned the coast into a major trade hub for **ivory, gold, and cloth**, leading to the growth of wealthy city-states like Kilwa and Mombasa.
54. (a) Mention any one way the colonialists used to show that they had control over an area.
- (i) **Flying the National Flag:** They raised their country's flag (like the **British Union Jack**) at government offices and forts to show who owned the land.

- (ii) **Building Administrative Bomas:** They built permanent stone offices and homes for colonial officials (District Commissioners) to show they were staying.
- (iii) **Stationing Soldiers and Police:** They placed armed guards and built **police stations** to enforce their laws and maintain order.
- (iv) **Collecting Taxes:** By forcing everyone to pay the **Hut Tax** or **Poll Tax**, they proved that the people were now under their authority.
- (v) **Drawing Boundaries:** They put up **boundary markers** or beacons to show exactly where their territory started and ended.
- (vi) **Establishing Courts:** They set up a formal **legal system** to judge cases according to European laws instead of traditional ones.

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

- (i) **Low Wages:** Many Africans were paid very little money for their work on colonial farms, making it almost impossible to save enough to pay the tax.
- (ii) **Forced Labor:** Taxes were used as a trick to force Africans to leave their own farms and work for Europeans to earn the cash needed for the tax.
- (iii) **Loss of Freedom:** They felt that paying taxes to a foreign government meant they had lost their independence and were now "servants" to the colonialists.
- (iv) **No Benefits:** In the beginning, Africans saw no value in the taxes because the money was used to pay European salaries instead of building schools or hospitals for them.
- (v) **Harsh Collection:** Tax collectors (like the **Akidas**) were often very cruel, using violence or taking away people's goats and cows if they couldn't pay.
- (vi) **The "Hut" Rule:** People hated the **Hut Tax** because it meant the more wives or family members a man had (living in different huts), the more money he had to pay.

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

- (i) **To Prevent Competition:** They wanted to stop African farmers from competing with European settlers, who wanted to be the only ones making money from those crops.
- (ii) **Need for Cheap Labour:** If Africans could earn plenty of money from their own farms, they would refuse to go and work for very low pay on European-owned plantations.
- (iii) **Quality Control:** Colonialists claimed that African farmers wouldn't be able to prevent plant diseases, though this was often just an excuse to keep them out of the business.

- (iv) **Economic Control:** By keeping Africans poor, the colonialists made it easier to control them and force them to pay taxes.
55. (a) Which was the largest inland slave market in East Africa?
 (b) Give any two ways Arabs used to get slaves in East Africa
 (c) Mention any one result of slave trade in East Africa.
56. How did Alexander Mackay promote education in Uganda?
- (i) **Set up the First Printing Press:** He brought the first printing press to Uganda, which he used to print **reading materials** and parts of the Bible in Luganda.
- (ii) **Taught Technical Skills:** Being an engineer, he taught Africans practical skills like **carpentry, smithing (metalwork), and building**.
- (iii) **Established Schools:** He helped start some of the earliest formal schools where Africans learned how to **read and write**.
- (iv) **Translated Books:** He translated religious and educational books into local languages so that more people could understand them.
- (v) **The "Mackay's Cave":** He used his home (and a cave he dug at Nateete) as a classroom to teach the first group of converts, known as "readers."
57. Why did cotton growing in Tanganyika lead to Maji-Maji rebellion?
- (i) **Low Pay:** The workers were paid very little or nothing at all for their hard work.
- (ii) **Cruel Treatment:** German overseers and **Akidas** used whips (*kiboko*) to beat people who did not work fast enough.
- (iii) **Hunger:** Because people were busy growing cotton for the Germans, they had no time to grow food for their families, leading to **famine**.
- (iv) **Unsuitable Soil:** In some areas, the soil was not good for cotton, but the Germans still forced the people to grow it, which frustrated the farmers.
58. Why Kiswahili connected to the coming of Arabs?
 It was a result of interactions between Arabs and Africans
59. State any way in which the Arab traders contributed to economic development of the interior of East Africa.
- (i) **Long-Distance Trade:** They created organized trade routes connecting the interior (like Buganda and Tabora) to the international markets at the coast.
- (ii) **Introduction of Money:** They brought **cowrie shells**, which people began using as money instead of just swapping items (bartering).
- (iii) **New Goods:** They introduced useful items like **cotton cloth**, metal tools, glassware, and beads, which improved the people's standard of living.
- (iv) **New Crops:** They introduced new food and cash crops like **rice, wheat, onions, and cloves**, which allowed farmers to grow a wider variety of food.

- (v) **Urbanization:** Their trading centers grew into the first **inland towns**, such as **Tabora** and **Ujiji**, which became hubs for business and transport.
60. How did the introduction of cash crops in East Africa help to improve transport network?
- (i) **Building the Railway:** The British built the **Uganda Railway** primarily to transport heavy bags of cotton and coffee from the interior to the coast for export.
 - (ii) **Constructing Roads:** Colonialists built "feeder roads" to connect rural farms to the main railway stations so that farmers could move their crops easily.
 - (iii) **Developing Harbours:** Ports like **Mombasa** and **Dar es Salaam** were expanded and modernized to handle large ships carrying cash crops to Europe.
 - (iv) **Introduction of Lorries:** As cash crop production grew, motor vehicles (lorries) were brought in to replace human porters and ox-carts.
 - (v) **Bridge Building:** Many bridges were constructed across rivers to ensure that transport of crops was not interrupted by floods or heavy rains.
61. Why is English spoken in Nigeria and Uganda?
They were both colonized by the British.
62. (a) Mention any two reasons why the explorers came to Africa.
- (i) **To find the source of rivers:** They wanted to solve mysteries like where the **River Nile** started or the course of the **River Niger**.
 - (ii) **To find raw materials:** They looked for valuable things like **gold, ivory, and fertile land** for their countries.
 - (iii) **To spread Christianity:** Many came to map the land so that **missionaries** could follow and teach the Gospel.
 - (iv) **To stop the slave trade:** Explorers like **Dr. David Livingstone** wanted to find ways to end the "evil" trade.
 - (v) **Scientific curiosity:** They wanted to study African **plants, animals, and geography** that were unknown in Europe.
- (b) State any two difficulties early explorers faced in Africa.
- (i) **Tropical Diseases:** Many fell ill or died from diseases like **malaria** and yellow fever because they had no medicine.
 - (ii) **Hostile Animals:** They were constantly at risk of attacks from wild animals like **lions, crocodiles, and hippos**.
 - (iii) **Harsh Climate:** They struggled with **extreme heat**, heavy tropical rains, and difficult terrain like thick jungles and deserts.

- (iv) **Language Barrier:** It was very hard to talk to local people, making it difficult to get **directions** or buy food.
 - (v) **Poor Transport:** There were no roads; they had to walk long distances or use boats that often crashed in **river rapids**.
 - (vi) **Shortage of Supplies:** They frequently ran out of **clean water, food, and medicine**, leading to hunger and exhaustion.
63. In which country in East Africa were the Akidas and Jumbe used by colonialists to rule? Tanzania, then Tanganyika
64. How were the British colonialists able to communicate with the local people?
- (i) **Using Interpreters:** They hired Africans who knew both the local language and English (or Swahili) to translate their messages.
 - (ii) **Through Local Chiefs:** They gave orders to kings and chiefs (like those in Buganda), who then told the common people in their own language.
 - (iii) **Missionary Schools:** Missionaries taught Africans how to **read and write English**, creating a group of people who could talk directly to the British.
 - (iv) **Use of Swahili:** Since many people along the trade routes already knew **Swahili**, the British used it as a "bridge" language.
 - (v) **Holding Barazas:** They organized public meetings called **Barazas** where an official would speak and an interpreter would shout the translation to the crowd.
65. Why was the Berlin conference important to the European countries?
- (i) **Avoided War:** it gave them a peaceful way to divide Africa without fighting each other.
 - (ii) **Set the "Rules":** it created laws for how a country could claim land, such as "**Effective Occupation**" (building offices and roads).
 - (iii) **Confirmed Ownership:** it officially recognized which parts of Africa belonged to which European nation.
 - (iv) **Protecting Trade:** it ensured that big rivers like the **Congo** and **Niger** were free for all their ships to use for business.
66. What shows that Uganda was once colonized by the British?
- (i) **Official Language:** We use **English** in our schools, government offices, and courts.
 - (ii) **The Legal System:** Our **laws**, the way our judges dress, and the structure of our parliament are copied from the British system.
 - (iii) **Education System:** The way our schools are organized into **Primary, Secondary, and University** levels was introduced by the British.
 - (iv) **Administration:** Many towns still have government offices called "**Bomas**" which were built by the British colonialists.

- (v) **The Religion:** Most people belong to the **Anglican (Church of Uganda)** or **Catholic** churches, which were spread by missionaries supported by Britain.
- (vi) **Infrastructure:** The **Uganda Railway** and old bridges in towns like Jinja were built during the colonial period.
- (vii) **Economic System:** Growing **cash crops** like coffee and cotton to earn money and pay taxes started during British rule.

67. Why is the year 1894 important in the history of Uganda?

It meant that Uganda was under British protectorate.

Thank you

Dr. Bbosa Science

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