



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 3/4: Nationalism and the Road to Independence of Africa

Learning Outcomes:

The learner demonstrates knowledge and appreciates the rights of an individual, society and collective responsibility in bringing social justice, and political order

Pan-Africanism

Pan-Africanism is a worldwide movement that aims to encourage and strengthen bonds of solidarity between all people of African descent. It is the idea that all Africans (on the continent and abroad) share a common history and should work together.

Pan-Africanists: These are individuals who believe in and work for the unity and cooperation of all Africans (e.g., **Kwame Nkrumah, Marcus Garvey, W.E.B. Du Bois**).



Kwame Nkrumah



Marcus Garvey



W.E.B. Du Bois

Nationalism: This is a strong feeling of love and pride for one's own country and the desire for that country to be free from foreign (colonial) rule.

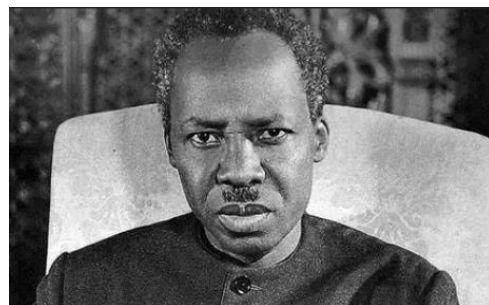
Nationalists: These are people who lead the struggle for their country to become independent. They are motivated by the spirit of nationalism (e.g., **Milton Obote, Jomo Kenyatta, Julius Nyerere**).



Milton Obote



Jomo Kenyatta



Julius Nyerere

Patriotism: This is the simple love, devotion, and sense of attachment to one's homeland. A patriot is someone who is ready to serve or defend their country.

The Work of Pan-Africanists and Nationalists

- (i) **Organized Conferences:** Pan-Africanists held meetings (like the **1945 Manchester Conference**) to plan how to end colonial rule in Africa.
- (ii) **Forming Political Parties:** Nationalists formed groups like the **ANC** (South Africa), **KANU** (Kenya), and **UPC** (Uganda) to demand for independence.
- (iii) **Educating the Masses:** They used newspapers and rallies to teach Africans about their rights and the need for freedom.
- (iv) **Strikes and Boycotts:** They organized workers to stop working or refuse to buy European goods to put pressure on the colonial governments.
- (v) **Negotiating for Independence:** Many nationalists traveled to London or Paris to sit at "Round Table" meetings to discuss the peaceful handover of power.
- (vi) **Fighting Armed Struggles:** In some places, like Kenya (**Mau Mau**) and Zimbabwe, they led armed fights when the colonialists refused to leave.

Exercise 1

1. Define the term **Nationalism**.
2. What is the difference between a **Nationalist** and a **Pan-Africanist**?
3. Name **two** famous Pan-Africanists from history.
4. State **one** way in which Pan-Africanism helped Africa gain independence.
5. Why were **political parties** important during the struggle for independence?
6. How does a **patriot** show love for their country today?
7. Which city hosted the famous **1945 Pan-African Conference**?

African countries that were not colonized

Most of Africa was colonized during the "Scramble for Africa," but **Ethiopia** and **Liberia** managed to stay independent.

Ethiopia (East Africa)

Ethiopia is one of the oldest countries in the world. While Italy tried to take it over, the Ethiopians fought back and won.

The Battle of Adwa (1896): Under **Emperor Menelik II**, the Ethiopian army defeated the Italian invaders. This victory forced Europeans to respect Ethiopia as an independent nation.

Brief Occupation: Italy later occupied Ethiopia from 1936 to 1941 during World War II, but this was considered an "occupation," not colonization, and the Ethiopians soon regained their freedom.

Liberia (West Africa)

Liberia was established in **1822** by the **American Colonization Society**.

Purpose: It was created as a home for **freed enslaved people** from the United States of America who wanted to return to Africa.

Independence: Liberia became an independent republic in **1847**. Because it had strong ties and protection from the **United States**, European countries like Britain and France chose not to colonize it.

Reasons for Maintaining Their Independence

- (i) **Strong Leadership:** Leaders like **Emperor Menelik II** were clever negotiators and strong military commanders.
- (ii) **Military Strength:** Ethiopia had a large, well-trained army and had bought modern weapons from Europe before the Italians attacked.
- (iii) **Difficult Terrain:** Ethiopia is very mountainous (the "Roof of Africa"), which made it very hard for foreign armies to move and fight.
- (iv) **U.S. Protection (for Liberia):** European powers feared that if they attacked Liberia, they would end up in a war with the **United States**.
- (v) **Unity:** The people of Ethiopia were united under their Emperor and their Christian faith, making them a difficult force to divide.
- (vi) **Diplomacy:** Both countries used clever politics to play European nations against each other so that no single country could take over.

Exercise 2

1. Name the **two** African countries that were not colonized.
2. Who was the **Emperor of Ethiopia** who defeated the Italians at the Battle of Adwa?
3. Why was **Liberia** established in the first place?
4. In which **year** did Liberia become an independent republic?
5. State **two** reasons why Ethiopia was able to defeat the Italian invaders.
6. How did the **United States** help Liberia maintain its independence?
7. Explain how **mountains** helped Ethiopia stay free.

Reasons for the Struggle for Independence

- **Control of National Resources:** Africans wanted to manage their own wealth, such as minerals and forests, which were being taken away by European countries.
- **Reviving African Culture:** Colonialism often suppressed local traditions. Independence was a way to bring back African languages, religions, and customs.
 - (i) **Stopping Exploitation:** Former colonial rulers often used **forced labour** and over-taxation. Africans wanted an end to these unfair practices.
 - (ii) **Regaining Land:** European settlers had taken the most fertile lands (land alienation). Africans fought to get their ancestral lands back for their own farming.
 - (iii) **Social Freedom and Rights:** People desired the freedom to move, speak, and organize without being restricted by colonial laws like the **Pass Laws**.
 - (iv) **Dignity and Self-Respect:** Colonialism was based on the idea that Africans were "inferior." Independence was about proving that Africans could govern themselves with pride.
 - (v) **Human Equality and Ending Discrimination:** Colonial systems often had **segregated** schools, hospitals, and housing. Africans fought for a society where everyone was treated equally regardless of race.

Exercise 3

1. What is **nationalism** in the context of African history?
2. State **two** economic reasons why Africans demanded independence.
3. How did **land alienation** contribute to the rise of nationalism?
4. Why was the desire for **dignity** a major factor in the struggle for freedom?
5. Mention **one** social service that was often segregated during colonial rule.
6. How did **World War II** influence the African demand for equality?

Leading personalities who fought for Africa's independence

A. The Diaspora Leaders (Inspiration)

These leaders lived in the Americas and the Caribbean but fought for the rights of black people worldwide.

- (i) **Marcus Garvey (Jamaica):** He founded the **UNIA** (Universal Negro Improvement Association). He is famous for the "**Back to Africa**" movement and encouraging black people to be proud of their skin and heritage.
- (ii) **W.E.B. Du Bois (America):** A highly educated man who helped organize several **Pan-African Congresses**. He believed that the "talented tenth" (educated blacks) should lead the fight for equality.

- (iii) **Booker T. Washington (America):** He focused on **economic independence**. He believed Africans and black Americans should learn practical skills (like farming and carpentry) to become self-reliant.
- (iv) **Henry Sylvester Williams (Trinidad):** He is credited with **coining the term "Pan-Africanism"** and organized the very first Pan-African Conference in London in 1900.

B. The Early African Intellectuals

- (i) **J.E.K. Aggrey (Ghana):** A great educator who used the image of **piano keys** to explain racial harmony—saying you need both the black and white keys to play a beautiful tune, but the black keys must be treated with respect.
- (ii) **Edward Blyden (Liberia/Sierra Leone):** Known as the "Father of Pan-Africanism" within Africa, he wrote books defending African culture and urged Africans to stop copying Europeans.

C. The Independence Leaders

- (i) **Kwame Nkrumah (Ghana):** He led Ghana to become the **first** sub-Saharan country to gain independence (1957). He famously said, *"Our independence is meaningless unless it is linked up with the total liberation of the African continent."*
- (ii) **Leopold Senghor (Senegal):** A famous poet and the first President of Senegal. He founded the **"Negritude" movement**, which celebrated African identity and literature.

Exercise 4

1. Which leader started the **"Back to Africa"** movement?
2. Who is known for organizing the **first Pan-African Conference** in 1900?
3. Why did **Booker T. Washington** encourage Africans to learn practical skills?
4. Name the country that **Kwame Nkrumah** led to independence in 1957.
5. What was the main goal of **Leopold Senghor's** "Negritude" movement?
6. Identify the leader who used the **piano keys** to teach about racial harmony.

Leading Nationalist Personalities

- (i) **Kwame Nkrumah (Ghana):** He led the first sub-Saharan colony to independence in **1957**. He formed the **Convention People's Party (CPP)** and is famous for promoting the unity of all African states.
- (ii) **Nnamdi Azikiwe (Nigeria):** Known as "Zik," he was a great journalist and orator. He founded the **NCNC** party and became the first President of Nigeria in 1960.
- (iii) **Hastings Kamuzu Banda (Malawi):** A medical doctor who returned home to lead the **Nyasaland African Congress**. He led Malawi to independence from the British in 1964.

- (iv) **Nelson Mandela (South Africa):** He fought against the cruel system of **Apartheid**. He spent **27 years in prison** and later became the first black President of South Africa in 1994.
- (v) **Patrice Lumumba (DRC):** A strong nationalist who wanted a united Congo free from Belgian control. He became the first Prime Minister but was sadly assassinated shortly after independence.
- (vi) **Gamal Abdel Nasser (Egypt):** He led the 1952 Revolution to overthrow the monarchy and remove British influence. He is remembered for nationalizing the **Suez Canal** for the benefit of Egyptians.
- (vii) **Samora Machel (Mozambique):** A revolutionary leader who led the **FRELIMO** movement in an armed struggle against **Portuguese** rule, becoming the first President in 1975.
- (viii) **Haile Selassie (Ethiopia):** As Emperor, he became a global symbol of African independence. He helped found the **Organization of African Unity (OAU)** in Addis Ababa.

Exercise 5

1. Which nationalist leader is famous for the quote about "total liberation of the African continent"?
2. Name the system of racial separation that **Nelson Mandela** fought against.
3. Which country did **Samora Machel** lead to independence from Portugal?
4. State **one** contribution of **Haile Selassie** to African unity.
5. Who was the first Prime Minister of the **Democratic Republic of Congo** (formerly Zaire)?
6. How did **Nnamdi Azikiwe** use his career as a journalist to fight for independence?

Methods use by Pan-Africanists in their struggle

Pan-Africanists used several methods to coordinate their struggle and spread their message across the globe. At a primary level, the two most important were:

A. Meetings and Conferences

These were organized gatherings where leaders from Africa and the Diaspora met to plan how to end colonial rule.

- (i) **The 1900 London Conference:** This was the very first meeting where the term "**Pan-Africanism**" was used.
- (ii) **The 1945 Manchester Congress:** This was the most important meeting because many future African presidents (like **Kwame Nkrumah** and **Jomo Kenyatta**) attended. They decided that Africans must use all means, including strikes and protests, to get their freedom.

Purpose: These meetings helped leaders share ideas, encourage each other, and present a united front to the world.

B. Use of Media (Newspapers and Books)

Since they couldn't always meet in person, Pan-Africanists used written words to wake up African pride.

(i) **Newspapers:** Leaders like **Nnamdi Azikiwe** (Nigeria) and **Marcus Garvey** (the *West Indian World*) started newspapers to expose colonial many injustices.

(ii) **Books and Poetry:** Writers like **W.E.B. Du Bois** and **Leopold Senghor** wrote books and poems celebrating African history and the "Black is Beautiful" spirit (**Negritude**).

Purpose: Media helped reach people who were far away, teaching them about their rights and the need for unity.

Exercise 5

1. In which city was the famous **1945 Pan-African Congress** held?
2. Name **one** future African president who attended the 1945 Manchester meeting.
3. How did **newspapers** help in the struggle for independence?
4. Who coined the term "**Pan-Africanism**" during the 1900 conference?
5. State **one** reason why it was important for African leaders to meet in conferences.

Methods used by the nationalists in their struggle

To win independence, nationalists used different ways to challenge colonial rule. Here are the four main methods they used:

(i) Formation of Trade Unions

These were organizations formed by **workers** (like railway workers, miners, or teachers) to fight for better treatment.

How they helped: They organized **strikes** (stopping work) to hurt the colonial economy. When the colonial government lost money, they were forced to listen to the Africans' demands for freedom.

Example: The **Uganda African Civil Servants Association**.

(ii) Formation of Political Parties

These were groups formed to compete for power and demand a say in the government.

How they helped: They gave Africans a **united voice**. They sent representatives to talk to the colonial governors and attended meetings in London (like the Lancaster House Conferences) to negotiate for independence.

Example: **UNC** (Uganda National Congress) and **DP** (Democratic Party) in Uganda; **TANU** in Tanganyika.

(iii) Formation of Nationalistic Associations

Before big political parties existed, Africans formed smaller clubs, welfare associations, or independent churches.

How they helped: They brought people together to discuss their problems and created **awareness** about the unfairness of colonial rule. They often focused on specific issues like land rights or high taxes.

Example: The **Young Baganda Association** and the **Kavirondo Taxpayers' Welfare Association** (Kenya).

(iv) Armed Struggle

When peaceful methods like talking and strikes failed, some Africans picked up weapons to fight for their land.

How it helped: It made it very expensive and dangerous for the colonialists to stay. The fighting forced European countries to realize they could no longer control Africa by force.

Example: The **Mau Mau Rebellion** in Kenya led by **Dedan Kimathi** and the struggle in **Zimbabwe** and **Mozambique**.

Exercise 6

1. What is a **strike**, and how did it help in the struggle for independence?
2. Mention **two** political parties that were formed in Uganda to fight for freedom.
3. Why did some Africans choose to use **armed struggle** instead of peaceful talking?
4. How did **nationalistic associations** help people who were not yet in political parties?
5. Name **one** famous leader of the **Mau Mau** armed struggle in Kenya.

Problems Pan-Africanists faced

- (i) **Lack of Unity among African Leaders:** Even though they all wanted freedom, many leaders disagreed on *how* to achieve it. Some wanted to unite Africa into one single country (like **Kwame Nkrumah**), while others wanted to keep their individual countries separate (like **Abubakar Tafawa Balewa**).
- (ii) **Lack of Enough Funds (Money):** The movement needed a lot of money to travel for conferences, print newspapers, and support political parties. Since most Africans were poor or heavily taxed by colonialists, it was hard to raise enough cash.
- (iii) **Differences in Political Ideologies:** Some leaders were **Socialists** (influenced by the Soviet Union), while others were **Capitalists** (influenced by the USA and Britain). These different beliefs caused "camps" and made it hard for them to work together.

In other words

- **Socialism** is the belief that the government should own and control major resources (like land and factories) to ensure everyone is equal.
 - **Capitalism** is the belief that individuals and private companies should own property and businesses to make a profit.
- (iv) **Language Barrier:** Because Africa was colonized by different nations, some leaders spoke **English**, others **French**, and others **Portuguese**. This made it hard for them to talk and plan together.
 - (v) **Colonial Opposition:** Colonial governments **arrested** many leaders, banned their newspapers, and refused to let them travel to attend conferences.
 - (vi) **Poor Communication:** In the past, there were very few roads, flights, or telephone lines connecting different African countries, making it hard to share ideas quickly.
 - (vii) **Illiteracy:** Many Africans at the time could not **read or write**, so they could not read the newspapers or books published by Pan-Africanists.
 - (viii) **Tribalism:** The "Divide and Rule" policy used by colonialists made different tribes suspicious of each other, which made it hard to unite for one common goal.

Exercise 7

1. Mention **one** way colonial governments tried to stop Pan-Africanists.
2. Why was the **language barrier** a problem for African unity?
3. How did **poverty** (lack of funds) affect the work of nationalists?
4. What does the term "**political ideology**" mean in your own words?
5. Distinguish between socialism and capitalism.

Problems nationalists faced

Nationalists faced several other obstacles that made their struggle for independence very difficult:

- (i) **Banning of Political Parties:** Colonial governments often made nationalist groups illegal, forcing leaders to meet in secret.
- (ii) **Deportation/Exile:** Many leaders were kicked out of their own countries. For example, **Kabaka Mutesa II** of Buganda was exiled to London, and **Seretse Khama** of Botswana was also forced away from his people.
- (iii) **Media Censorship:** The government would shut down newspapers that spoke out against colonial rule to stop the spread of nationalist ideas.
- (iv) **Divide and Rule:** Colonialists encouraged **tribalism** by favoring one tribe over another, which made it hard for nationalists to unite all citizens under one cause.
- (v) **Lack of Resources:** Compared to the colonial governments, nationalists had very little money, few transport vehicles, and poor communication tools.
- (vi) **Infiltration (Spies):** The government used local informants or "spies" to join nationalist groups and report their plans to the police.

Exercise 8

1. Define the term **detention** in the context of the nationalist struggle.
2. Name **one** Ugandan leader who was sent into **exile** by the British.
3. How did **intimidation** affect the families of the nationalists?
4. Why did colonialists use **harsh laws** to stop political rallies?
5. Identify **one** way nationalists tried to recover their **lost property** after independence.

Key Definitions related to governance

- (i) **Political Party:** An organized group of people with similar ideas who work together to win an election and run the government.
- (ii) **Multiparty System:** A system where **many** political parties are allowed to compete in elections (e.g., Uganda today with NRM, NUP, DP, FDC, etc.).
- (iii) **Single Party System:** A system where only **one** political party is allowed to exist and run the country.
- (iv) **Election:** A formal process where citizens vote to choose a person to hold a public office (like a President or MP).
- (v) **Human Rights:** The basic freedoms and protections that belong to every person from birth, such as the right to life, education, food, shelter and speech.
- (vi) **Leadership:** The ability of an individual to guide, inspire, and manage a group of people or a country.
- (vii) **Hierarchy:** The ladder of power or "chain of command" showing who is in charge, from the top leader down to the local levels.

- (viii) **Delegation:** When a leader gives some of their tasks or powers to another person to act on their behalf.
- (ix) **Accountability:** Being responsible for one's actions and being able to explain how money or power was used.
- (x) **Corruption:** The dishonest or illegal behavior by people in power, such as stealing public money or taking bribes.
- (xi) **Injustice:** Unfair treatment where people's rights are ignored or the law is not followed correctly.
- (xii) **Petition:** A formal written request or complaint, usually signed by many people, asking the government or a court to change something.
- (xiii) **Rigging:** Dishonest behavior during an election to change the results, such as stuffing ballot boxes or cheating while counting votes.
- (xiv) **Dictatorship:** A government where one person (a dictator) has total power and the people have little or no say in how the country is run.

Exercise 9

1. What is the difference between a **multiparty** and a **single party** system?
2. How does **corruption** hinder the development of a country?
3. Why is **accountability** important for a good leader?
4. Identify **one** way in which an election can be **rigged**.
5. State **one** basic **human right** that every child should have.
6. In a **hierarchy**, who is usually at the very top of a school's leadership?

Advantages of multiparty system

A multiparty system allows multiple political parties to compete for power, ensuring a more diverse and democratic government.

- (i) **Better Leadership:** Competition makes parties pick **better leaders** and do better things to **stay in power**
- (ii) **Human Rights:** Opposition parties prevent the government from **abusing people's rights**.
- (iii) **Respect for Hierarchy:** Established party structures ensure an organized, constitutional path to leadership and succession.
- (iv) **Delegation of Power:** Governance is shared across different groups, preventing power from being concentrated in one person's hands.
- (v) **Checks and Balances:** Opposition **prevents government dictatorship**.
- (vi) **Institutional Growth:** Monitoring by opposition parties makes government **work better**.

Exercise 10

1. How does a multiparty system provide **better choices** for voters compared to a one-party system?
2. In what way does the **opposition** act as a "watchdog" for the public?
3. Why is **power sharing** (delegation) important for national stability?
4. How does this system help protect a citizen's **fundamental rights**?

Disadvantages of a Multiparty System

- (i) **Political Instability:** Frequent shifts in alliances and the collapse of coalition governments can lead to a lack of continuity in leadership and policy.
- (ii) **Difficulty in Decision-Making:** Different party ideas slow decision making.
- (iii) **Coalition Weakness:** Governments formed from mixed groups of parties are often unstable because they can fall apart whenever they disagree.
- (iv) **Voter Confusion:** Too many parties can confuse voters, making them pick the wrong leaders.
- (v) **High Costs:** Operating a multiparty system is expensive due to the massive resources required for extensive advertising, campaigning, and organizing frequent rallies.
- (vi) **Societal Division:** Parties may form along ethnic, tribal, or religious lines, which can lead to national division and increased social tension.
- (vii) **Corruption Risks:** Fighting for power can lead to cheating and bribery, where parties care more about winning than helping people.

Exercise 11

1. **Explain** why coalition governments in a multiparty system are often described as unstable.
2. How can a high number of political parties lead to **voter confusion**?
3. **Discuss** the impact of a multiparty system on a country's economic resources.
4. In what ways can a multiparty system lead to **social or ethnic division** within a nation?
5. Why might **decision-making** be slower in a multiparty system compared to a two-party system?

Advantages of single party system

A single-party system is a political setup where only one political party has the legal right to form the government.

Advantages of a Single-Party System

- (i) **Respected Leadership:** Since there is only one party, the leader faces no public opposition, which often creates a strong sense of national authority and discipline.

- (ii) **Less Conflict:** Without opposing parties fighting for power, there are fewer political arguments, riots, or civil unrest caused by party rivalry.
- (iii) **Less Rigging and Few Petitions:** Because there is no competition between different parties, there is less motivation to cheat in elections or go to court to challenge results.
- (iv) **Cheaper Elections:** It is much more affordable to organize elections because the government doesn't have to fund multiple campaigns or complex voting systems.
- (v) **Easy Decision-Making:** The government can pass laws and make big decisions very quickly because everyone in power belongs to the same team and shares the same goals.

Exercise 12

1. **Define** a single-party system in your own words.
2. Why is it **cheaper** to hold elections in a single-party system?
3. Give one reason why **decisions** are made faster in this system than in a multiparty system.
4. How does a single-party system help **reduce political conflicts**?

Disadvantages of a Single-Party System

- (i) **Encourages Dictatorship:** Leaders become too powerful because no one can challenge them.
- (ii) **Slow Progress:** Without competition, the government gets lazy and takes too long to finish work.
- (iii) **Less Accountability:** There is no opposition to catch mistakes or stop corruption.
- (iv) **New Ideas Rejected:** The party sticks to old ways and refuses to listen to better suggestions.

Exercise 13

1. Why do leaders in this system often become **dictators**?
2. Why is it hard to **stop corruption** without an opposition party?
3. How does ignoring **new ideas** hurt the country?

Revision Questions

1. (a) State any two reasons why colonialists stopped political rallies organized by Africans during the struggle for independence.
 - (i) **Fear of Unity:** Rallies allowed Africans from different backgrounds to unite against a common enemy, making them harder to rule.
 - (ii) **Maintaining Order:** Authorities feared rallies would lead to mass protests, strikes, or violent rebellions like the Mau-Mau uprising.
 - (iii) **Preserving Authority:** Colonialists wanted to keep exclusive political power and viewed African political activity as a threat to their dominance.
 - (iv) **Stopping "Seditious" Ideas:** They wanted to prevent leaders from speaking out against unfair taxes, forced labor, and land grabbing.
 - (v) **Avoiding Bad Publicity:** European powers did not want large gatherings to draw international attention to the brutal or repressive ways they treated Africans.

- (b) In which two ways can African countries protect their political independence?
 - (i) **Promoting African Unity:** By working together through groups like the African Union (AU), countries can have a stronger voice in the world and solve their own problems without outside interference.
 - (ii) **Building economic Self-Reliance:** Reducing dependence on foreign aid and loans helps countries make their own decisions. This includes supporting local industries and trading more with other African nations.
 - (iii) **Good Governance and Democracy:** Having fair elections, following the law, and stopping corruption makes a country stable. Stable countries are harder for outsiders to manipulate.
 - (iv) **Investing in Education:** An educated population can innovate and create local solutions, reducing the need to rely on foreign experts and technology.
 - (v) **Strong Defense and Security:** Building professional national armies and cooperating on regional security helps protect borders and prevent internal conflicts that might invite foreign intervention.
 - (vi) **Promoting African Culture:** Valuing African languages, history, and traditions builds national pride and a strong identity, which helps people resist outside cultural pressures

2. Write any one benefit of ensuring equal participation of men and women in public affairs.
 - (i) **Fairer Decisions:** When both genders are involved, laws and rules represent the needs of the **entire population**, not just one group.
 - (ii) **Faster Development:** Using the talents and ideas of both men and women helps the economy grow much faster.
 - (iii) **Better Services:** Women often prioritize issues like **healthcare, education, and clean water**, which improves life for every family.

- (iv) **Reduced Conflict:** Inclusive leadership often leads to more peaceful ways of solving problems and lessens social tension.
 - (v) **Role Models:** It inspires young girls and boys to believe they can both be **great leaders**, creating a more confident future generation.
3. (a) State any two ways in which newspapers and magazines helped Africans in their struggle for independence.
- (i) **Spreading Awareness:** They educated Africans about their rights and the unfairness of colonial rule.
 - (ii) **Uniting People:** They shared news across different regions, helping people feel like one nation with a common goal.
 - (iii) **Exposing Injustice:** Journalists wrote about colonial abuses, such as land grabbing and forced labor, to **gain support**.
 - (iv) **Providing a Voice:** African leaders used their own newspapers, like the *West African Pilot*, to demand **self-rule** and **independence**.
 - (v) **Linking to the World:** They helped Africans learn about independence movements in other countries, giving them hope and new ideas
- (b) Write any two problems that were faced by the Pan-Africanism in their struggle for Africa's Independence.
- (i) **Lack of Funds:** Most movements were very poor and struggled to pay for travel, offices, or printing materials.
 - (ii) **Colonial Harassment:** Leaders were often arrested, exiled, or had their meetings banned by colonial governments.
 - (iii) **Poor Communication:** It was difficult for leaders in different countries to talk to each other because of poor roads and expensive mail.
 - (iv) **Language Barriers:** Africans were divided by colonial languages like English, French, and Portuguese, making it harder to unite.
 - (v) **Divide and Rule:** Colonialists encouraged ethnic and tribal divisions to stop Africans from forming a single, strong front.
 - (vi) **Illiteracy:** Many people could not read the newspapers or pamphlets written by Pan-African leaders.
4. (a) State any two activities carried out by the Electoral Commission before national elections are held in Uganda.
- (i) **Voter Registration and Updating:** The EC registers new voters and updates the **National Voters' Register** to make sure everyone who is eligible is on the list.
 - (ii) **Demarcation of Areas:** They divide the country into constituencies and electoral areas to decide where people will vote.
 - (iii) **Voter Education:** The Commission runs programs to teach citizens **how to vote**, why it is important, and what the election rules are.
 - (iv) **Display of the Register:** They show the list of voters in public places so people can check if their names are correct or if anyone should be removed.

- (v) **Nomination of Candidates:** The EC receives and approves names of people who want to run for offices like President or Member of Parliament.
 - (vi) **Organizing Campaigns:** They set a timetable for when candidates can talk to the public and provide guidelines for peaceful meetings.
 - (vii) **Training and Hiring:** The EC recruits and trains election officials, like presiding officers, to manage polling stations on election day.
 - (viii) **Preparing Materials:** They print and distribute election materials, such as **ballot papers** and boxes, to all parts of the country
- (b) Give any two benefits of practicing democracy to a country like Uganda.
- (i) **Citizen Participation:** It gives every Ugandan a voice to choose their leaders through **regular elections**.
 - (ii) **Protection of Human Rights:** Democracy protects freedoms like **speech, religion, and assembly**, ensuring everyone is treated fairly.
 - (iii) **Better Social Services:** Leaders are motivated to provide services like **health and education** (such as Universal Primary Education) to win and keep public support.
 - (iv) **Rule of Law:** It ensures that **everyone must follow the law**, including powerful leaders, which reduces the misuse of power.
 - (v) **Peace and Stability:** By providing legal ways to solve disagreements, democracy helps prevent violent conflicts and keeps the country stable.
 - (vi) **Accountability:** Elected officials are held responsible for their actions. If they do not serve the people well, they can be **voted out of office**.
 - (vii) **National Unity:** It encourages cooperation and respect for different groups, helping all Ugandans feel included in how their country is run.
5. (a) Give any two ways in which decentralization of power to local leaders benefit the people of Uganda.
- (i) **Bringing Services Closer:** It makes it easier for people to access essential services like **primary education, healthcare, and clean water** without traveling to the capital city.
 - (ii) **Local Decision-Making:** Local leaders understand the unique problems of their area better than officials in a distant office, allowing them to create plans that fit **local needs**.
 - (iii) **Increased Participation:** People can easily meet their local councilors to share ideas or complain, giving ordinary citizens a **bigger voice** in how they are governed.
 - (iv) **Better Accountability:** Because leaders live within the community, it is easier for residents to **monitor their work** and ensure that public money is used correctly for local projects.
 - (v) **Faster Response to Problems:** Local governments can act more quickly during emergencies, such as repairing a broken borehole or responding to a local disease outbreak, because they are **on the ground**.

- (vi) **Job Opportunities:** Decentralization creates jobs for local people as teachers, health workers, and administrators within their own districts
- (b) State any two challenges being faced by new districts in Uganda.
- (i) **Lack of Funds:** Many new districts do not have enough money to build offices, pay workers, or fix roads.
 - (ii) **Shortage of Staff:** It is often hard to find enough trained teachers, doctors, and engineers to work in remote new areas.
 - (iii) **Poor Infrastructure:** Many new districts start without proper office buildings, hospitals, roads or electricity.
 - (iv) **High Administrative Costs:** A lot of money is spent on paying leaders' salaries instead of building schools or water points.
 - (v) **Boundary Disputes:** Sometimes neighbors disagree on where one district ends and another begins, causing local conflicts.
 - (vi) **Low Revenue:** Because these areas are often small or rural, they struggle to collect enough local taxes to support themselves.
6. (a) State any two factors which delayed independence of African countries.
- (i) **Colonial "Divide and Rule":** Colonialists encouraged tribal and ethnic conflicts to stop Africans from joining together to fight for freedom.
 - (ii) **Lack of Education:** Many Africans did not have the formal education needed to organize large political movements or understand international laws.
 - (iii) **Illiteracy:** Since many people could not read or write, it was difficult to share information or print newspapers to spread the message of independence.
 - (iv) **Strong Colonial Armies:** European powers had superior weapons and large armies that they used to crush early African rebellions.
 - (v) **Poverty:** African leaders and political parties often lacked the money to travel, hold meetings, or buy supplies for their struggle.
 - (vi) **Communication Problems:** Lack of good roads, telephones, and radios made it hard for leaders in different regions to coordinate their plans.
 - (vii) **Settler Influence:** In places like Kenya and Zimbabwe, white settlers lived there and fought hard to keep the colonial government in power to protect their land.
- (b) Write any two ways in which the First and the Second world Wars helped to speed up independence of African countries.
- (i) **Loss of Fear:** African soldiers fought alongside Europeans and realized they were not "superhuman" or unbeatable.
 - (ii) **Military Skills:** Africans learned how to use modern weapons and organize armies, which they later used to fight for their own freedom.

- (iii) **Awareness of Freedom:** Africans fought to "save democracy" in Europe and started questioning why they didn't have democracy at home.
 - (iv) **Weakened Colonial Powers:** The wars left European countries like Britain and France very poor and tired, making it hard for them to keep control over Africa.
 - (v) **United Nations Influence:** After World War II, the **United Nations (UN)** was formed and began putting pressure on European countries to give Africans their independence.
 - (vi) **Return of Ex-Servicemen:** Soldiers returned home with new ideas and became bold leaders in the struggle for independence.
7. Mention any one role played by Kwame Nkrumah during the Pan African Conference of 1958.
- (i) **Host and Organizer:** He hosted the meeting in Ghana, making it the first time such a conference was held on **African soil**.
 - (ii) **Encouraged Unity:** He urged African leaders to unite and work together to kick out colonial rulers.
 - (iii) **"Independence Now":** He pushed the idea that all African countries should demand **immediate independence** rather than waiting.
 - (iv) **Supported Freedom Fighters:** He offered Ghana as a base and provided help to leaders from countries that were still under colonial rule.
 - (v) **Promoted Pan-Africanism:** He spread the message that "Ghana's independence is meaningless unless it is linked up with the total liberation of Africa."
8. Mention any way in which the National Constitution helps to promote peace in a country.
- (i) **Setting Fair Rules:** It provides a set of laws that everyone must follow, which prevents people from taking the law into their own hands.
 - (ii) **Protecting Rights:** By guaranteeing **human rights** for everyone, it prevents groups from feeling mistreated or left out.
 - (iii) **Fair Power Sharing:** It explains how leaders are chosen and how long they can stay in power, which reduces fights over leadership.
 - (iv) **Resolving Conflicts:** It sets up **courts of law** where people can settle their disagreements peacefully instead of fighting.
 - (v) **Promoting Equality:** It ensures that all tribes, religions, and groups are treated equally, building **national unity**.
9. Mention any one way in which the National Constitution helps to promote peace in a country.
- (i) **Equal Rights:** It treats all citizens as equals regardless of their tribe or religion, which prevents groups from feeling mistreated.
 - (ii) **Peaceful Leadership Changes:** It sets clear rules for **elections**, making sure power is handed over without fighting or violence.

- (iii) **Settling Disputes:** It creates **courts of law** where people and the government can solve disagreements fairly instead of using force.
 - (iv) **Limiting Power:** It stops leaders from becoming dictators by setting boundaries on what they can and cannot do.
 - (v) **Freedom of Expression:** By allowing people to speak their minds and share ideas, it prevents the anger that comes from being silenced.
10. Give any one reason why few people use newspapers as a means of communication in Africa
- (i) **High Costs:** Buying a newspaper every day is too expensive for many families compared to listening to the **radio**, which is often free.
 - (ii) **Illiteracy:** Many people, especially in rural areas, cannot read or write, making it impossible for them to use printed news.
 - (iii) **Poor Distribution:** Bad roads and underdeveloped transport networks mean newspapers often reach distant villages several days late.
 - (iv) **Competition from Digital Media:** Many people now prefer using the **internet and social media** on their phones because it is faster and updated in real-time.
 - (v) **Language Barriers:** Most newspapers are written in English or French, which many people in local communities may not understand well.
 - (vi) **Preference for Radio:** Radio remains the most popular choice because it is **accessible**, works without electricity (using batteries), and broadcasts in local languages.
11. How did the people of Kenya struggle to get independence?
- (i) **Political Parties and Unions:** Groups like the **Kenya African Union (KAU)** and **KANU** were formed to demand fair laws, land rights, and the right to vote. Leaders like **Jomo Kenyatta** and **Tom Mboya** traveled abroad to plead for Kenya's freedom.
 - (ii) **The Mau Mau Rebellion:** This was an armed struggle led by the **Kenya Land and Freedom Army**. Fighters like **Dedan Kimathi** went into the forests to fight a guerrilla war against the colonial government to get back their stolen land.
 - (iii) **Mass Protests and Strikes:** Workers in cities like Nairobi and Mombasa organized **strikes** to show the British that they would no longer work for low pay under unfair conditions.
 - (iv) **Independent Schools and Churches:** Kenyans set up their own schools and churches to teach their children without colonial influence and to unite people through African values.
 - (v) **The Use of Oaths:** Mau Mau fighters used **secret oaths** to make sure everyone remained loyal and committed to the struggle, even when things got very dangerous.

- (vi) **Negotiations:** After years of pressure, leaders attended the **Lancaster House Conferences** in London to write a new constitution and plan for Kenya's independence.
12. Mention any advantage of electing leaders using the secret ballot system.
- (i) **Eliminates fear:** It allows voters to choose their leaders **without fear** of being punished or intimidated by others.
 - (ii) **Promotes Peace:** It reduces arguments and fighting between people who support different candidates.
 - (iii) **Ensures Honesty:** Voters can make their own true choice without being pressured by friends or powerful people.
 - (iv) **Reduces Bribery:** It is harder for candidates to "buy" votes because they cannot see who the person actually voted for.
13. Why role did Dr. Kwame Nkrumah play towards promoting Pan-Africanism?
- (i) **Hosting Conferences:** He hosted the first All-African Peoples' Conference in 1958 in Accra, Ghana, bringing together leaders from across the continent to plan for independence.
 - (ii) **A "United States of Africa":** He dreamed of a single, powerful African government that would share one army and one economy to protect the continent from being exploited by foreign powers.
 - (iii) **Founding the OAU:** He was a leading "founding father" of the Organization of African Unity (OAU) in 1963, which is now known as the African Union (AU).
 - (iv) **Supporting Freedom Fighters:** After Ghana became independent in 1957, he turned the country into a base where other African leaders could get training and resources to fight for their own freedom.
 - (v) **Inspiring Speech:** He famously said that "**the independence of Ghana is meaningless unless it is linked up with the total liberation of Africa,**" which motivated people all over the continent to keep fighting.
14. State any one way in which a national constitution promotes people's rights.
- (i) **Listing Rights:** It contains a special section (often called the **Bill of Rights**) that clearly names the rights every citizen has, like the right to life and education.
 - (ii) **Limiting Government Power:** It sets rules that prevent leaders or the police from unfairly arresting people or taking their property.
 - (iii) **Providing Protection:** It gives the **Courts of Law** the power to punish anyone who tries to take away a citizen's rights.
 - (iv) **Ensuring Equality:** It states that all people are **equal before the law**, regardless of their tribe, religion, or gender.
 - (v) **Right to Vote:** It guarantees that citizens can choose their own leaders, which protects their right to participate in how their country is run
15. Name the political party that led Kenya to Independence.
Kenya African National Union (KANU)

16. State any one way in which political parties have contributed towards promoting democracy.
- (i) **Providing Choices:** Parties nominate different candidates, giving voters several options to choose from during elections.
 - (ii) **Developing Policies:** They create **manifestos** (plans) that outline how they will solve problems like poverty or poor roads if they are elected.
 - (iii) **Educating Voters:** Parties explain important issues to the public, helping citizens understand how their government works and why their vote matters.
 - (iv) **Role of the Opposition:** Parties that do not win elections act as a "watchdog." They criticize the government's mistakes to ensure it remains **accountable** to the people.
 - (v) **Encouraging Participation:** They mobilize people to vote and join in political debates, which makes the democratic process stronger.
 - (vi) **Representing Different Groups:** They give a voice to various tribes, religions, and interests, ensuring that the needs of many different people are heard in parliament.
17. Give one reason why elections are important in a country.
- (i) **Choosing Leaders:** They allow people to pick the individuals they trust to make laws and lead the country.
 - (ii) **Peaceful Change:** Elections provide a safe way to change a government without using fighting or violence.
 - (iii) **Giving a Voice:** They ensure that the government listens to the needs of ordinary people, like the need for better schools or hospitals.
 - (iv) **Accountability:** If leaders do not do a good job, the people can use their vote to remove them and try someone new.
 - (v) **Promoting Democracy:** Regular elections show that power belongs to the citizens and not just a few powerful individuals.
18. Why are Uganda below 18 years are not allowed to participate in nation elections?
- (i) **The Law:** The **Constitution of Uganda** specifically states that only citizens who are 18 years and older have the right to vote.
 - (ii) **Maturity:** It is believed that at 18, a person is mature enough to understand the country's problems and make a wise decision when choosing leaders.
 - (iii) **National Responsibility:** 18 is the age when a person is legally considered an **adult**. Adults are expected to take on the responsibility of participating in national duties like elections.
 - (iv) **Education:** By age 18, most young people have finished or are finishing their basic education, giving them more knowledge about how the government works.

19. Mention any one way in which African Showed that they were not happy with European rule
- (i) **Armed Rebellions:** Many tribes fought wars against the colonialists, such as the **Mau Mau** in Kenya, the **Maji Maji** in Tanzania, and the **Lamogi Rebellion** in Uganda.
 - (ii) **Strikes and Boycotts:** Workers refused to work in mines or on farms, and people refused to buy European goods to hurt the colonial economy.
 - (iii) **Forming Political Parties:** Leaders started groups like the **UNC** in Uganda or **TANU** in Tanzania to officially demand their freedom and land back.
 - (iv) **Using Newspapers:** Educated Africans wrote articles in their own newspapers to expose colonial mistreatment and spread the word about independence.
 - (v) **Forming Independent Churches:** Some Africans left missionary churches to start their own, where they could pray and talk about freedom without being watched by Europeans.
 - (vi) **Refusing to Pay Taxes:** Some communities refused to pay "Hut Tax" or "Poll Tax" as a way of saying they did not recognize colonial authority.
20. Mention any one way in which Africans showed that they were not happy with the colonial rule.
- (i) **Armed Fighting:** Groups like the **Mau Mau** in Kenya and the **Maji Maji** in Tanzania fought wars to get their land back.
 - (ii) **Protests and Strikes:** Workers refused to work on colonial farms and mines to demand better pay and treatment.
 - (iii) **Forming Political Parties:** Africans started groups like the **UNC** in Uganda to officially demand for their independence.
 - (iv) **Independent Schools and Churches:** They built their own places of learning and worship to escape European control and protect their culture.
 - (v) **Writing and Speeches:** Educated Africans used **newspapers** and meetings to speak out against unfair colonial laws.
 - (vi) **Refusing to Pay Taxes:** Some people simply refused to pay the "Hut Tax" or "Poll Tax" to show they did not recognize the colonial government.
21. Which country in West Africa was not colonized by Europeans?
- (i) Liberia
 - (ii) Ethiopia
22. A part from being the first president of Kenya, give any one other reason why Jomo Kenyatta is remembered in the History of Kenya.
- (i) **Leader of the Independence Struggle:** He was the head of the **Kenya African Union (KAU)** and spent many years in prison for demanding Kenya's freedom.

- (ii) **One of the "Kapenguria Six":** He was famously arrested and tried by the British as one of the six main leaders of the **Mau Mau** rebellion.
- (iii) **Promoting "Harambee":** He introduced the spirit of "**Harambee**" (which means "all pull together"), encouraging Kenyans to work together to build schools and clinics.
- (iv) **A Founding Father of the OAU:** He helped start the **Organization of African Unity** to bring all African countries together.
- (v) **The "Mzee" of the Nation:** He is respected as the **Father of the Nation** because he united different tribes to form one country after colonial rule.

Thank you

Dr. Bbosa Science

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