



Ministry of Education  
and Sports

# HOME-STUDY LEARNING

PRIMARY  
7

## SOCIAL STUDIES

August 2020



**NCDC**  
NATIONAL CURRICULUM  
DEVELOPMENT CENTRE



Save the Children





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This material has been developed as a home-study intervention for schools during the lockdown caused by the COVID-19 pandemic to support continuity of learning.

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## FOREWORD

Following the Outbreak of the CoVID-19 Pandemic, Government of Uganda closed all schools and other educational institutions to minimize the spread of the coronavirus. This has affected more than 36,314 primary schools, 3129 secondary schools, 430,778 teachers and 12,777,390 learners.

The COVID-19 outbreak and subsequent closure of all has had drastically impacted on learning especially curriculum coverage, loss of interest in education and learner readiness in case schools open. This could result in massive rates of learner dropouts due to unwanted pregnancies and lack of school fees among others.

To mitigate the impact of the pandemic on the education system in Uganda, the Ministry of Education and Sports (MoES) constituted a Sector Response Taskforce (SRT) to strengthen the sector's preparedness and response measures. The SRT and National Curriculum Development Centre developed print Home- Study Materials, radio and television scripts for some selected subjects for all learners from Pre-Primary to Advanced level. The materials will enhance continued learning and learning for progression during this period of the lockdown, and will still be relevant when schools resume.

The materials focused on critical competences in all subjects in the curricula to enable the learners to achieve without the teachers' guidance. Therefore effort should be made for all learners to access and use these materials during the lockdown. Similarly, teachers are advised to get these materials in order to plan appropriately for further learning when schools resume, while parents/guardians need to ensure that their children access copies of these materials and use them appropriately.

I recognise the effort of National Curriculum Development Centre in responding to this emergency through appropriate guidance and the timely development of these home study materials. I recommend them for use by all learners during the lockdown.



**Alex Kakooza**

**Permanent Secretary**

**Ministry of EDUCATION AND SPORTS**

## ACKNOWLEDGEMENTS

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The Centre appreciates the contribution from all those who guided the development of these materials to make sure they are of quality; Development partners - SESIL, Save the Children and UNICEF; all the Panel members of the various subjects; sister institutions - UNEB and DES for their valuable contributions.

NCDC takes the responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for improvement. The comments and suggestions may be communicated to NCDC through P.O. Box 7002 Kampala or email [admin@ncdc.go.ug](mailto:admin@ncdc.go.ug) or by visiting our website at <http://ncdc.go.ug/node/13>.



**Grace K. Baguma**  
Director,  
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## **ABOUT THIS BOOKLET**

Dear learner, welcome to this home-study material which has been prepared for you. The material covers content for term 1, II and III.

The content covered has been carefully written covering the different topics in the syllabus. This is an addition to what you had learnt before schools were closed due to outbreak of COVID-19. The content is arranged using simple steps for your understanding. The activities provided in each topic are organised in such a way that they will enable you to relate with your local environment.

The content is organised into lessons. Each lesson has activities and summary notes that help you to understand the concepts. Some lessons have projects that you need to carry out at home during this period. You are encouraged to work individually as you do the practical and interactive activities.

Feel free to try out all the activities in this material.

**Enjoy learning**



**Term 1****TOPIC: CLIMATE OF AFRICA****Lesson: Factors that Influence the Climate of Africa**

By the end of this lesson, you should be able to identify the factors that influence the climate of Africa.

**You will need:**

- notebook
- pen
- pencil
- braille paper
- stylus
- slate
- braille machine

**Introduction**

In Primary Five you learnt about the climatic regions of Uganda. These included equatorial, tropical, semi-arid, mountain climate regions and their characteristics. In this lesson, you are going to learn things that bring differences in the climate of Africa.

**Also** in Primary Five, you studied about things that bring differences in climatic zones in Uganda. These included winds, distance from large water bodies, vegetation, and altitude.

You are now going to learn about factors that influence the climate of Africa. These will include ocean currents and prevailing winds

**Step I**

You need to know about ocean currents and the prevailing winds.

What are **ocean currents**?

These are large masses of water moving in an ocean from one direction to another. There are two types of ocean currents;

- a) **Warm ocean currents:** The warm ocean current blow from warm to cold areas. Examples include Mozambique current, and Guinea current.
- b) **Cold ocean currents:** The cold ocean current blow from cold to warm areas. Examples include Benguela, and Canary currents.
- Warm currents bring rainfall while cold currents do not bring rainfall.

### Prevailing winds

There are winds which blow in a particular direction. This happens during different seasons.

**Examples of prevailing winds are;**

- a) **North East (NE) trade winds:** They are hot and dry. They don't bring rainfall.
- b) **South East (SE) trade winds:** They are moist and warm. They bring rainfall.
- c) **Westerlies:** They are moist and warm. They bring rainfall.

### Activity

1. How many seasons are experienced in Uganda?
2. Suggest activities that are carried out in the following seasons:
  - a) Dry season
  - b) Wet season
3. Give the importance of wind.

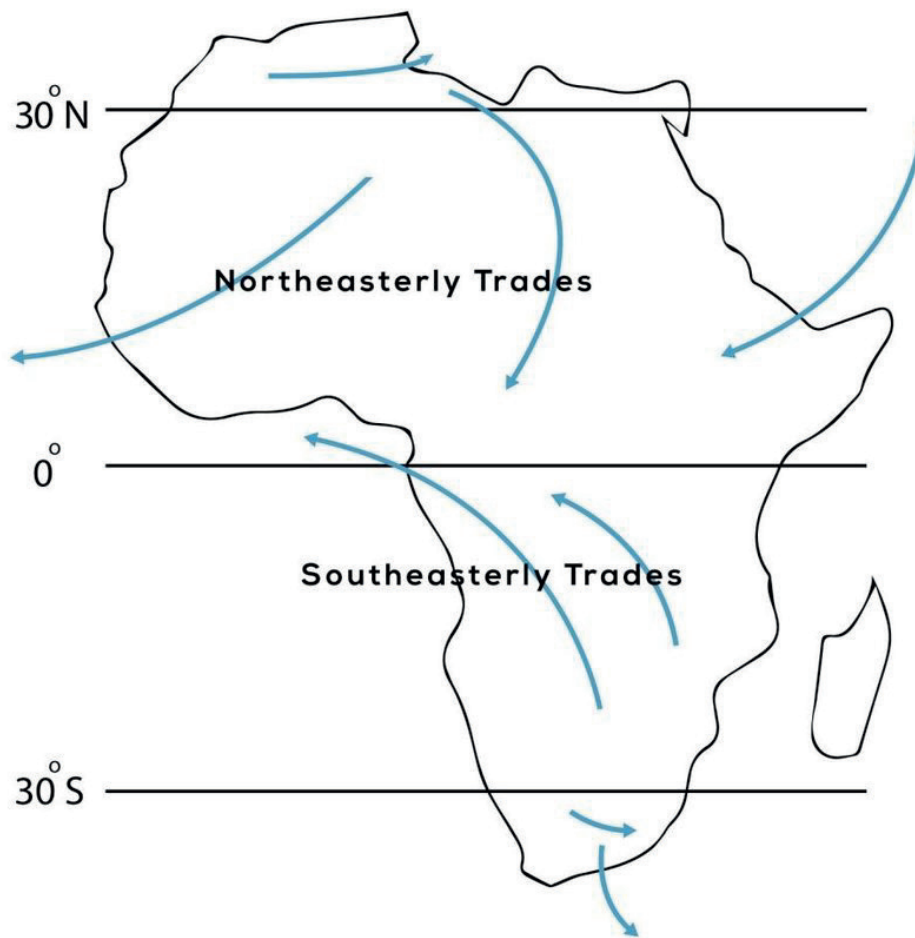
### Step II

#### Activity

Study the sketch map of Africa below showing ocean currents and prevailing winds.



## A MAP OF AFRICA SHOWING OCEAN CURRENTS AND PREVAILING WINDS



### Activity

1. Draw a sketch map of Africa showing the prevailing winds.  
Give the meaning of prevailing winds.
2. Name the type of winds that blow across the Sahara Desert.
3. Name the ocean currents that bring rainfall.

### Summary

The places in Africa that experience the Harmattan winds.

Examples of countries that experience Harmattan winds are Libya, Chad, Mali, Niger and Morocco.

## Lesson: How Climate Influences Human Activities

**By the end of this lesson, you should be able to:**

Explain how climate makes people do different activities.

**You will need:**

- notebook
- pen
- pencil
- braille paper
- stylus
- slate
- braille machine

### Introduction

You learnt about human activities done by different people in Uganda. Can you list the activities done in your local area?

In this lesson, you are going to learn about how climate makes people do different activities, for example cattle keeping, crop farming, lumbering, brick making and others.

**People who live in drier areas practice:**

- Nomadic pastoralism such as the Karamojong in Uganda, the Turkana and Maasai of Kenya, and the Fulani of Nigeria.
- Irrigation farming is practiced in Sudan, Egypt and Libya.
- People who live in wet areas practice crop farming.

### Exercise

1. Mention the problems faced by the nomadic pastoralists in East Africa.
2. Apart from cattle, which other animals are kept by the nomadic pastoralists?
3. Give problems faced by cattle keepers in your local area.
4. State reasons why the people of Libya keep camels.
5. Give economic activities carried out in the Equatorial rain forest.

**STEP III**

In the **Mediterranean climate zone**, people practice growing of citrus fruits for example; oranges, lemons, tangerines and grapes. Other crops grown include; vegetables wheat, barley, and oats.

- Tree planting is also carried out in the Mediterranean climatic zones. The trees provide timber for home and industrial use.

**In temperate climate zone**, people practice the following activities:

- Sheep rearing (Merino sheep)
- Goat rearing (Angora goats)
- Cattle rearing
- Maize growing.

**Activity**

1. Identify farming activities done in your local areas during
  - a) Dry season
  - b) Wet season
2. Which crops need a lot of watering during the season?
3. Suggest ways in which you can harvest water during the wet season.
4. Complete the table below correctly;

Climate	Human activity
Equatorial	i) ii)
Desert	i) ii)
Mediterranean	i) ii)
Tropical	i) ii)
Temperate	i) ii)

5. Give advantages of irrigation farming.

### Summary

Good climate enables people to carry out different activities. However, in dry areas people should always practice irrigation farming.

## Lesson: How Human Activities Affect Climate

By the end of this lesson, you should be able to tell how different human activities affect climate.

### You will need:

- notebook
- pen
- pencil
- braille paper
- stylus
- slate
- braille machine

### Introduction

In the previous lesson you learnt about how climate influences human activities. For example; in dry areas people carryout cattle keeping.

In wet areas people carryout crop farming

In this lesson, you are going to learn about how human activities affect climate.

### Step I

Human activities such as crop farming, cattle keeping, lumbering and agro-forestry affect climate in different ways.

### Step II

You are going to learn about how these activities affect climate like lumbering, crop growing, and cattle keeping.

Setting up industries leads to clearance of trees and grass in an area. This leads to low rainfall. Trees influence the formation of rain.

Activities like *agro-forestry* and *afforestation* maintain good climate.

### Activity

1. Give the importance of planting trees in an area.
2. What name is given to the planting of trees where they have ever been?
3. Why is it not good for people to settle in swamps?

**There are other human activities such as:**

- Brick making
- Lumbering
- Road construction

All these activities lead to destruction of natural vegetation.

Therefore, they make areas to receive low rainfall.

### Activity

1. Visit the community around and see areas where brick making, charcoal burning, sand mining and road construction are done.
2. How does brickmaking lead to low rainfall in an area?
3. List the activities are done by people in your area that increase the amount of rainfall?

### Summary

Human activities such as industrialisation, crop farming, and road construction are done by clearing the vegetation cover. This leads to low or no formation of rainfall in an area.

Human activities like *agro-forestry*, *afforestation* and *re-afforestation* lead to more rainfall.

## TOPIC4: VEGETATION OF AFRICA

### Lesson: Factors Influencing Vegetation Distribution in Africa

By the end of this lesson, you should be able to describe the factors influencing vegetation distribution in Africa.

#### You will need:

- notebook
- pen
- pencil
- braille paper
- stylus
- slate
- braille machine

#### Introduction

#### You have already learnt the following:

- Vegetation zones for example; Mediterranean, temperate, equatorial, desert and savannah grasslands.
- Characteristics of each vegetation zone.

In this lesson, you are going to learn about what helps vegetation to grow well in different areas of Africa.

#### Step I

In Primary Five you studied about the factors that help different vegetation to grow in different areas of Uganda. These included climate, type of soil, human activities and altitude.

You are now going to learn how these factors influence vegetation to grow.

#### Step II

- **Climate:** Areas that receive a lot of rainfall have thick vegetation. Areas that receive little rainfall have little vegetation or short grass.
- **Types of soil:** Areas with fertile soils have thick vegetation while areas with infertile soils have scattered vegetation.
- **Human activities:** Human activities such as farming, lumbering, road construction, and setting up of industries lead to destruction of vegetation.

- **Human activities** which conserve vegetation are afforestation, re-afforestation, swamp conservation and agro-forestry.
- **Altitude:** Highlands have thick vegetation while lowlands have scattered vegetation.

### Activity

1. What name is given to the plant cover of an area?
2. What name is given to the plant cover of an area that grows on its own?
3. List factors which influence vegetation distribution in Africa.
4. Give reasons why there is scattered vegetation in Karamoja sub-region.
5. How does the type of soil in your local area influence vegetation distribution?

### Activity

Visit the areas around your home and find out why people clear vegetation.

### Summary

Areas with enough rainfall and fertile soils have thick vegetation. Areas with low rainfall and infertile soils have scattered vegetation. People clear vegetation to get land for farming, settlement, road construction and other developments.

## Lesson: Reasons why Animals Live in Different Vegetation Zones

By the end of this lesson, you should be able to discuss why animals live in different vegetation zones.

### You will need:

- |                 |                           |
|-----------------|---------------------------|
| - notebook      | - atlas for primary seven |
| - pen           | - stylus                  |
| - pencil        | - slate                   |
| - braille paper | - braille machine         |

### Introduction

You have already learnt the vegetation zones of Africa. You have also learnt about the factors that influence vegetation distribution in Africa.

You are now going to learn about animals that live in different vegetation zones of Africa.

**Step I**

The animals found in Africa include; lions, buffalos, leopards, elephants, giraffes, camels, waterbucks, hyenas, monkeys and many others.

**Step II****Equatorial vegetation zones**

Animals such as baboons, gorillas, monkeys, chimpanzees are very common in this zone. This is because there many forests. Forests provide foods like, fruits, nuts, young leaves and flowers that the above animals eat. Forests also provide them with shelter and protection.

**Desert vegetation**

Animals like camels, monitor lizards, snakes and ostriches live in deserts. They need little water and grass to feed on. Some animals like snakes, tortoise and lizards hide in sand during the day. Camels are used to the desert condition. They can take long without drinking water. Their flat-spongy hooves enable them to move on sand. They have long eyelids that protect their eyes from dust.

**Savannah vegetation**

Animals that feed on grass live in Savannah vegetation. Such animals include; elephants, zebras, kobs and buffalos. This is because there is a lot of pasture and open space for them.

There are other animals that live in the same vegetation zone. These include; lions, leopards, wolves and cheetahs. These mainly feed on the meat of other animals that live in the region.

**Temperate vegetation**

Animals like wild dogs, wild cats, hyenas, zebras, gazelles and rhinoceros live in this zone. They live well in windy conditions.

**Mountain vegetation**

Animals like mountain gorillas live in this vegetation zone. They feed on the bamboo shoots that are found on the mountain.

**Activity**

1. Write down the wild animals that feed on flesh.
2. Name the wild animals that feed on grass.
3. What helps a camel to live in deserts?
4. Why do monkeys mostly live in forests?



**5. Match correctly**

Hippopotamus
Baboons
Lions
Camels

Forests
Desert
Savannah
Swamps

**Activity**

Draw a table showing animals living in different vegetation zones of Africa.

**Summary**

Animals live in different vegetation zones. This is because they feed and protect themselves differently.

**Lesson: Importance of Game Parks**

By the end of this lesson, you should be able to tell the importance of game parks.

**You will need:**

- notebook
- pen
- pencil
- braille paper
- atlas for primary seven
- stylus
- slate
- braille machine

**Introduction**

In the previous lesson, you have learnt why animals live in different vegetation zones. In this lesson you are going to learn about the importance of game parks.

**Step I**

You have already learnt about the game parks in East Africa. These include; Serengeti, Tsavo, Queen Elizabeth and others.

## Step II

The importance of game parks in Africa are:

- Game parks attract tourists who bring income to countries.
- Game parks create jobs for people like; game wardens, tour guides, drivers and lodge attendants.
- Game parks protect wild animals from poachers. This helps to preserve the different types of wild animals.
- Game parks are used for study purposes. Different people visit the game parks to carry out research. These include veterinary officers, and those who are training to become game rangers.

## Exercise

1. Name the largest game park in Uganda.
2. Write problems facing animals in a game park.
3. List animals found in game parks of Africa.
4. write economic values of game parks to your country.

## Step III

You are going to learn the ways of caring for wild animals.

These include:

- Protecting their habitats like forests and bushes. This can be done by preventing wild fires.
- Treating sick animals. This is done by the veterinary officers.
- Keeping water sources safe. This can be done by preventing water pollution. This protects the animals that live in water like crocodiles, hippopotami, fish and tortoises.
- Setting up game parks, game reserves, zoos and sanctuaries help to protect wild animals.

## Exercise

1. Why do we need veterinary doctors in game parks?
2. Give one way of caring for wild animals.
3. Mention places where wild animals live.
4. How do we care for the habitats of wild animals?
5. State the importance of game rangers.

**Activity**

Find out how sick animals in your area are treated.

**Summary**

Game parks are important to countries because they bring income, conserve wild life and employ people. Animals in the game parks should therefore be cared for.

**Lesson: Population Distribution in Relation to Vegetation**

By the end of this lesson, you should be able to explain how population distribution is related to vegetation in a given area.

**You will need:**

- notebook
- pen
- pencil
- braille paper
- stylus
- slate
- braille machine

**Introduction**

You have learnt about animals that live in different vegetation zones. You have also learnt different ways of caring for wild animals. In this lesson you are going to learn how population distribution is related to vegetation in a given area.

**Step I**

In Primary Six, you learnt about population distribution. That is to say, the way people are spread in an area.

In this lesson you are going to learn the way people are spread in the different vegetation zones of Africa.

**Step II****Equatorial Vegetation**

In this vegetation zone, few people settle there because there is little space for settlement. There are many thick forests in this region which makes transport difficult. The areas also flood due to heavy rains received.

The region also has many vectors that spread diseases. These include tsetse flies and mosquitoes.

**Desert vegetation**

Very few people settle in deserts because the region is dry with scattered vegetation.

**Savannah vegetation**

Many people settle in savannah vegetation because the area has open space for settlement and enough pasture for livestock. It is also easy to construct roads.

**Activity**

1. Mention factors which attract many people to settle in savannah region.
2. Why do few people settle in forested areas?
3. Identify factors that favour cattle keeping in the savannah region.

**Step III**

**You are going to learn about the effect of population on vegetation.**

Areas with many people are towns; lake shores, along rivers and highlands. In such areas, people have cleared vegetation for different activities.

These include; crop farming, building industries and constructing roads. They also clear vegetation to get timber, charcoal and firewood. These activities greatly affect vegetation. In areas with small population, vegetation is conserved. This is because there is less need for land for settlement and farming. There is also less demand for firewood, charcoal, poles and timber.

**Activity**

1. Visit the community near your home area.
2. List the common trees found in your area.
3. Identify the major source of fuel used for cooking in your community.

**Summary**

Population distribution is related to vegetation. Forested areas have few people while savannah region has many people. Deserts have few people.

**Term 2****TOPIC: THE PEOPLE OF AFRICA, THE ETHNIC GROUPS AND SETTLEMENT PATTERNS****Lesson: The Origin of Different Ethnic Groups in Africa**

By the end of this lesson, you should be able to describe the origin of different ethnic groups in Africa.

**You will need:**

- notebook
- pen
- pencil
- braille paper
- stylus
- slates
- braille machine
- SST Atlas for Primary Seven
- map showing ethnic groups in Africa

**Introduction**

In Primary Five and Six, you learnt about ethnic groups. These included; the Bantu, the Nilotes, the Cushites and the Sudanic.

In this lesson, you are going to learn about other ethnic groups, their origin and movement in Africa.

**Step I**

Study the table below that shows the ethnic groups in Africa and their origin.

<b>Ethnic groups</b>	<b>Places of Origin</b>
<ul style="list-style-type: none"> <li>• Bantu</li> </ul>	<ul style="list-style-type: none"> <li>• Cameroon highlands</li> <li>• Between River Niger and Benue in Nigeria</li> </ul>
<ul style="list-style-type: none"> <li>• Semites</li> </ul>	<ul style="list-style-type: none"> <li>• Arabia</li> </ul>
<ul style="list-style-type: none"> <li>• Cushites</li> </ul>	<ul style="list-style-type: none"> <li>• Arabia</li> </ul>
<ul style="list-style-type: none"> <li>• Nilotes</li> </ul>	<ul style="list-style-type: none"> <li>• Bahr-el-Ghazal in South Sudan</li> </ul>

Ethnic groups	Places of Origin
• Berbers	• North Africa
• Khoisan	• Central Africa
• Afrikaners	• Descended from the Dutch in South Africa
• Mande	• North Africa
• Afro Asiatic	• Intermarriage
• Kwa Group	• Chad Region (Central Africa)
• Pygmies	• Congo forests
• The Voltaic Group	• Around L.Chad

### Step II

#### Exercise

Match correctly.

Bantu
Khoisans
Semites
Nilotes
Afrikaners

Descended from Dutch
Bahr-el-Ghazal
Arabia
Cameroon Highlands
Central Africa

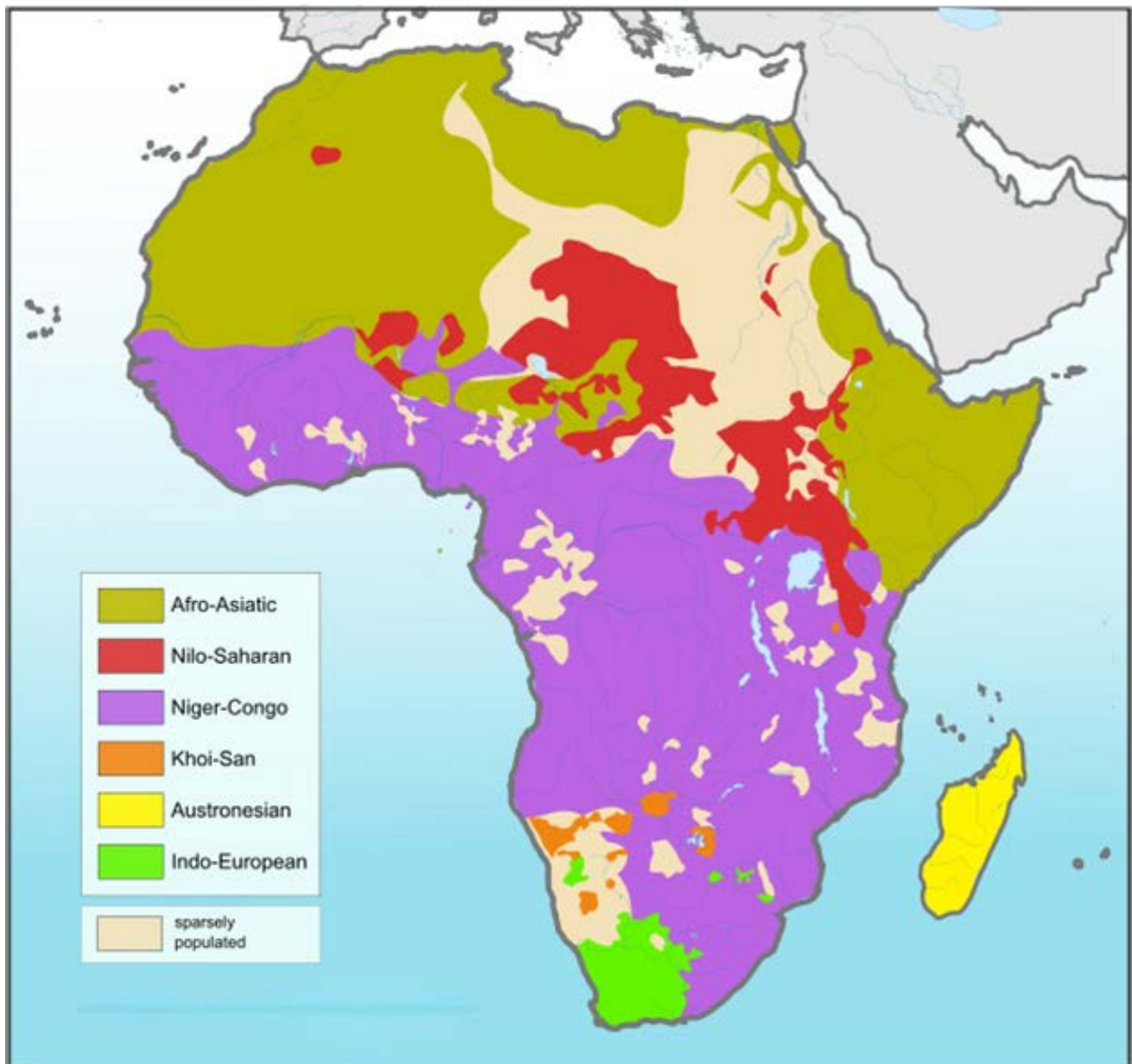
### Step III

You are going to learn how ethnic groups moved and settled in different parts of Africa.

- The Semites moved from Arabia and settled in Northern Africa and in the Horn of Africa.
- The Cushites moved from Arabia and settled in the Horn of Africa.
- The Afrikaners descended from the Dutch settlers. The Dutch had moved from Netherlands in Europe. The Afrikaners live in South Africa.
- The Khoisans moved from Central Africa and settled in Southern Africa.
- Afro-Asiatic group moved from Asia into Africa. They are settled in some parts of West Africa and Northern Africa.

- The Kwa group moved from Sahara after being replaced by the Arabs. They settled in West Africa.

Study the sketch map of Africa below showing the settlement patterns of ethnic groups



**Activity**

Ask elders in your area the places of their origin before they settled where they are living today.

**Summary**

Africa has many ethnic groups. They originated from different areas.

**Lesson: Tribes that Belong to Different Ethnic Groups in Africa**

By the end of this lesson, you should be able to identify the tribes that belong to different ethnic groups in Africa.

**You will need:**

- pen
- pencil
- map showing ethnic groups in Africa
- SST Atlas for Primary Seven
- notebook or exercise book
- coloured pencils

**Introduction**

In Primary Five and Six, you learnt about tribes under each ethnic group in East Africa.

In this lesson, you should be able to identify the tribes that belong to different ethnic groups in Africa.

**Step I**

Study the table below.

<b>Ethnic group</b>	<b>Tribes</b>
Semites	Arabs, Amhara, Tigreas in North Africa
Cushites	Somali, Boran, Oromo, Hamwa of Tanzania, Rendille in Eastern Africa Are Ethiopians not part of this group?
Khoisans	Khoikhoi and San in Southern Africa
Kwa Group	Ga, Fanti, Ashanti, found in West Africa
Mande	Mande, Soninke, Malinke in West Africa
Bantu	Zulu, Tswana, Swazi, Venda, Ngoni, Xhosain Southern Africa



**Exercise**

## 1. Match correctly

Bantu	Acholi
Nilotes	Ga
Cushites	Zulu
Kwa group	Somali

2. Name the Bantu tribes in Uganda.

3. Identify the Bantu tribe that formed a Kingdom in Kenya.

4. Identify the earliest ethnic group which settled in North Africa.

**Activity**

Move around your local area and identify people and their ethnic groups.

**Step II**

**You are going to learn about the reasons why ethnic groups moved in Africa.**

These reasons include:

- Internal conflicts in their areas. This was mainly due to struggle for land and leadership.
- Attacks from neighbouring communities.
- Population increase. This led to shortage of land for settlement and grazing animals.
- Unfriendly climate like droughts and floods.
- Diseases that infected their animals.

**Step III**

**Problems faced by ethnic groups during their movement and settlement in Africa**

These include:

- Resistance from the natives found on the way and where they settled.
- Attacks from dangerous wild animals like lions and snakes.
- Poor transport and communication.
- Shortage of food and water.
- Unfriendly weather along the way and where they settled.

**Effects of migration of ethnic groups in Africa**

- Population increase where they settled.
- Change of culture after inter-marriage.

- New crops were introduced.
- Number of cattle increased.
- Some natives were displaced.

### Activity

1. State problems faced by the Bantu during their migration.
2. Identify factors which attracted ethnic groups to settle in an area.
3. Suggest reasons why people migrate today.

### Summary

Many ethnic groups migrated in Africa for various reasons. They met many problems on their way. They also caused many changes where they settled.

## TOPIC: FOREIGN INFLUENCE IN AFRICA

### Lesson: Groups of Foreigners in Africa

By the end of this lesson, you should be able to:

- i) mention the foreign groups that came to Africa.
- ii) give reasons why foreigners came to Africa.

### You will need:

- notebook
- pen
- pencil
- braille paper
- stylus
- slate
- braille machine

### Introduction

You have already learnt about groups of foreigners who came to Uganda in Primary Five. These included; Arabs, Explorers, Missionaries, Traders and Colonialists.

You are now going to learn about the different associations that sent explorers to Africa.

**Step I**

The different associations that sent explorers to Africa are:

- The Royal Geographical Society (R.G.S)
- The Universities' Mission to Central Africa (UMCA)
- African Association (A.A)

**Step II**

You are going to learn why explorers were sent to Africa.

The reasons are:

- To find out the natural wealth of Africa.
- To find out what Africa's lakes, rivers and mountains looked like.
- To study the chances of trading in Africa.
- To draw maps of different areas of Africa.
- To find market for their manufactured goods.

**Note**

Africa was referred to as a **“Dark Continent”** before the coming of missionaries. This was because its interior was not known to the outside world.

**Exercise**

1. Mention the organisations that sent the explorers to Africa.
2. Why was Africa referred to as a “Dark continent”?
3. Give reasons why the explorers were sent to Africa.

**The interior of Africa took long to be known to the outsiders.**

The reasons are:

- Presence of hostile tribes
- Presence of thick forests, swamps and other physical features
- Presence of dangerous wild animals
- Harsh climate

**Activity**

1. Find out from the members of your community the problems that travellers face as they move in your area.
2. Write down the problems you think Explorers faced in Africa.

**Summary**

Explorers were sent to find out the good things found in the African continent. It had taken long for the outsiders to know about the interior of Africa.

**Lesson: Foreign Groups in Africa**

By the end of this lesson, you should be able to:

- i) name the explorers who came to Africa.
- ii) mention the main factor that led to the coming of most explorers to Africa.
- iii) Discuss the effects of European explorers in Africa.

**You will need:**

- |                 |                   |
|-----------------|-------------------|
| - notebook      | - stylus          |
| - pen           | - slate           |
| - pencil        | - braille machine |
| - braille paper |                   |

**Introduction**

You have already, learnt about the explorers who came to East Africa. These were: Sir Samuel Baker, John Speke, Henry Morton Stanley, Krapf, Rebmann, David Livingstone, and Jacob Erhardt. They wanted to find the source of the R. Nile. You are now going to learn about other explorers who came to Africa

**Step I**

Other explorers who came to Africa include:

**Mungo Park**

- He was a British explorer.
- He sailed along R. Niger.
- He drowned at Bussa falls as he tried to find the source of River Niger.

**Gordon Long**

- He was an English explorer.
- He was the first European to reach **Timbuktu** a trading centre in what is now Mali.

**Richard and John Lander**

- These were brothers from Britain.
- They came to continue with Mungo Park's exploration of R.Niger.
- Richard died in Africa in 1834 after being attacked by Africans on the R. Niger at Ternando Port.

**Exercise**

1. Name the explorer who entered Uganda following the R. Nile from the North.
2. Mention the main factor that led to the coming of most explorers to East Africa.
3. Name the explorers who explored River Niger.

**Step I**

You have already learnt about the problems the explorers faced in East Africa. They included:

- Language difficulties.
- Attacks from wild animals.
- Thick forest which affected their movements.
- Hostile tribes that attacked and killed some of them.
- Shortage of supplies for example food and medicine.
- Potters could run away with their property.
- Unfriendly kings and chiefs.
- Harsh climatic conditions.
- And tropical diseases like Malaria.

**Step II**

You are going to learn about the effects of European explorers in Africa.

**Positive effects**

- They made Africa to be known to the outside world.
- They opened the way for the coming of missionaries to Africa.
- They brought new languages such as; English, French.
- They introduced new goods such as; clothing, guns.
- They helped to stop slave trade in Africa.

**Negative effects**

- They prepared the way for the colonisation of Africa.
- They took Africa's culture as being primitive.
- They paved the way for the exploitation of African's resources.
- They renamed some of Africa's physical features with European names.

**Activity**

1. Find out the physical features in Uganda that were given European names.
2. Write down the contributions made by Dr. David Livingstone in stopping slave trade.
3. State how the European explorers contributed to the coming of missionaries.

**Summary**

The coming of European explorers to Africa had both positive and negative effects.

They wrote reports about resources in Africa which led to the coming of colonial masters.

**Lesson: European Traders in Africa**

By the end of the lesson, you should be able to:

- i) name the European traders that came to Africa.
- ii) explain what caused the European traders to come to Africa.

**You will need:**

- |            |                 |
|------------|-----------------|
| - notebook | - braille paper |
| - pen      | - stylus        |
| - pencil   | - slate         |

- braille machine

## Introduction

You have already learnt about the coming of Arab traders to East Africa.

- They came with the help of monsoon winds which helped to sail their boats (Dhows).
- They came to trade, spread Islam, while others were running away from religious wars.
- They introduced new items of trade in East Africa.
- They also carried out slave trade.

## Step I

You have already learnt that the first European traders to sail along the coast of Africa were the Portuguese. The key people here were; Deniz Diaz, Bartholomew Diaz and Vasco da Gama.

- They wanted to find a sea route to India.
- The Portuguese settled at the coast of East Africa.

## Step II

You are now going to learn about what caused the European traders to come to Africa. This was because many industries had developed in Europe. The development of industries led to:

- Production of many goods in Europe
- Demand for human labour
- Fast economic development in Europe
- A need for market for finished goods
- A high demand for raw-materials for industries

## Exercise

1. Name the first Portuguese explorer to come to the coast of East Africa.
2. Give the name that was given to the boats the Arabs used to come to East Africa.
3. Mention the effect caused by development of industries in Europe.

### Step III

You have already learnt about the reasons why European traders came to East Africa. These are the same reasons why European traders came to other parts of Africa.

#### The reasons include:

- To look for raw materials for their industries.
- To look for market for their industrial goods.
- To look for human labour.
- To look for new places to invest their surplus capital.

#### Activity

1. Visit a market place in your community.
2. Find out why people go to the market.
3. List the items people take to the market.

#### Summary

Development of industries in Europe made the European traders to come to Africa. They had to come to look for market and more raw materials for their industries.

## Lesson: The Triangular Trade

By the end this lesson, you should be able to:

- i) tell the meaning of Triangular trade.
- ii) describe how Triangular trade was carried out.

#### You will need:

- notebook
- pen
- pencil
- braille paper
- SST Atlas for Primary Seven
- stylus
- slate
- braille machine



## Introduction

You have already learnt that development of industries in Europe led to:

- 1) Need for market for industrial goods;
- 2) Need for raw materials; and
- 3) Need for human labour.

You are now going to learn about the Triangular trade. This was the trade carried out between North America, Europe and West Africa across the Atlantic Ocean.

The Triangular trade is also known as **Trans-Atlantic trade**.

## Step II

You are going to learn about how Triangular trade was carried out.

a) The Europeans wanted slaves from West African countries.

This was because there was need for human labour in America.

b) **Goree Island** in Senegal became the famous slave market in West Africa.

c) Slaves were taken to America to work on:

- Sugarcane and tea plantations
- Ranches,
- Gold and silver mines.

## Exercise

1. Name the continents that were involved in the Triangular trade.
2. Why were slaves taken to America?
3. Mention the Islands that were a famous slave market in West Africa.

## Step III

You are going to learn about the main items of trade that were brought to Africa. These included; clothes, plates, guns and cups. The goods that were taken to Europe from North America were sugar, tea leaves, cotton, gold and silver.

The major routes of the Triangular trade were:

- a) From West Africa to East of North America;
- b) From North America to Europe; and

c) from Europe to Africa.

### A Sketch Map of the Triangular Trade Routes



#### Activity

Study the sketch map above showing the routes of the Triangular trade.

#### Activity

1. Visit a market in your local area.
2. List the items sold in the market.
3. Find out where traders get the goods, they sell in the market in your local area

#### Summary

The Triangular trade involved the continents of Africa, North America and Europe. Items of trade were exchanged in the above continents.

### Lesson: Effects of European Traders in Africa

By the end of this lesson, you should be able to:

- i) mention the foreign groups that came to Africa.
- ii) give the reasons why the explorers were sent to Africa.

**You will need:**

- notebook
- pen
- pencil
- braille paper
- stylus
- slate
- braille machine

**Introduction**

You have already learnt about the reasons why the European traders came to Africa.

The reasons were:

- a) To look for raw materials for their industries.
- b) To look for market for their finished industrial goods.
- c) To look for human labour.
- d) And to look for new places to invest their surplus capital.

You are going to learn about how the European traders promoted trade in Africa.

**Step II****Positive effects of European traders to Africa**

- There was increased income for Africa from exports.
- There was improvement in the use of science and technology.
- People started using better farming tools.
- Industries for making things were set up in Africa.
- Roads and railway lines were built.
- Communication network was improved.

**Activity**

1. Name industries that produce goods in Uganda.
2. Why was the railway line extended from Kampala to Kasese?
3. Give one way a radio is useful to the community.

### Step III

#### Negative effects of European traders in Africa

- There was loss of lives during the capture of slaves.
- Resources of Africa were over used.
- The population of Africa reduced because of slave trade.
- Development of Africa's technology was slowed down. This was because raw materials were taken and returned as finished goods.

#### Effects of slave trade to Africa

Young strong men and women were taken as slaves.

- Africa's population decreased.
- People lost their lives and property.
- Agriculture and other economic activities came to a standstill.
- It led to displacement of people.

#### Activity

1. Visit a farm in your area.
2. List the tools used on the commercial farm.
3. Suggest advantages of using modern tools for farming.

#### Summary

European traders brought some development to Africa. However, the type of trade they carried out did not allow development of Africa's technology and the slave trade brought a lot of suffering to the people of Africa. This suffering has continued up to today in America and Europe, where Africans are considered as "second class citizens".

### Lesson: European Missionaries Who Came to Africa

By the end of this lesson, you should be able to:

- i) identify the European missionaries who came to East Africa.
- ii) identify the Missionary Societies that came to Africa.
- iii) list the reasons why the European missionaries came to Africa.

iv) state the effects of the coming of missionaries to Africa.

**You will need:**

- notebook
- pen
- pencil
- braille paper
- stylus
- slate
- braille machine

**Introduction**

You have already learnt the European missionaries who came to East Africa. They included:

- a) The Church Missionary Society (CMS)— Protestants
- b) The White Fathers (WF) -Catholics
- c) London Missionary Society (LMS) -Protestants
- d) Holy Ghost Fathers (HGF)- Catholics
- e) Mill Hill Fathers (MHF)- Catholics

**Step I**

You are going to learn other Missionary groups that came to Africa. These are:

**Missionary Societies that came to Central Africa.**

- (i) The Universities Mission to Central Africa (UMCA) -(Protestants)
- (ii) The London Missionary Society (LMS) — (Protestants)
- (iii) The White Fathers (Catholics)
- (iv) The Church of Scotland Mission (Protestants)

**Missionary Societies in South Africa**

- The Moravian Brethren (Protestants).
- The London Missionary Society (Protestants).

**Missionary Societies in West Africa**

- The Church Missionary Society (Protestants).
- The Holy Ghost Fathers (Catholics).
- The society for the preparation of the Gospel (Protestants).

**Activity**

1. List the reasons why the European Missionaries came to East Africa.
2. Using the knowledge you got from the explorers in Africa,

Suggest the problems that the Missionaries faced in East Africa.

**Step II**

You are going to learn effects of the coming of Missionaries to Africa.

**Positive effects of the coming of Missionaries to Africa**

- They introduced formal education.
- They built hospitals.
- They stopped slave trade.
- They promoted agriculture by introducing new crops such as cotton.
- They preached against bad cultural practices such as sacrificing children.
- They helped to build better roads.
- They introduced Christianity.

**Negative effects of Missionaries in Africa**

- They created religious conflicts.
- They led to the decline of Africa's culture.
- They under looked local chiefs and kings.

**Activity**

1. Visit a church in your area.
2. Find out the Christian group in your local area
3. Write down the missionary schools and hospitals in your local area
4. Find out the Christian group the schools and hospital in your local area belong to.

**Summary**

Different missionary groups came to Africa to preach the word of God. They created many changes in people's lives.

**Lesson: European Colonialists in Africa**

By the end of this lesson, you should be able to:

- i) name the European countries that colonised Africa.
- ii) give the reasons that led to the scramble and partition of Africa.

**You will need:**

- notebook
- pen
- pencil
- braille paper
- stylus
- slate
- braille machine

**Introduction**

You have already learnt that the coming of European explorers led to the colonisation of Africa. This was because the explorers wrote reports about the many resources in Africa. These resources provided raw materials for the industries in Europe.

You are now going to learn about the European countries that had colonies in Africa.

**Step I****European countries that had colonies in Africa**

These included: Britain, France, Germany, Belgium, Italy, Portugal and Spain.

Did you know that some European countries struggled among themselves to acquire colonies in Africa? The time when European countries struggled among themselves to acquire colonies in Africa was called “**The Scramble for Africa.**”

The peaceful division of Africa among the European countries was called “**The Partition of Africa**”.

### **Exercise**

1. Name the European countries that colonised:
  - a) Uganda
  - b) Kenya
  - c) Tanganyika [current Tanzania]
  - d) Rwanda.
2. When did Uganda gain her independence?
3. Give the meaning of the term “**The scramble for Africa**”.

### **Step II**

You are going to learn the reasons that led to the scramble and partition of Africa.

The reasons were grouped into three:

- Economic reasons
- Political reasons
- Social reasons

#### **Economic reasons**

- The Europeans wanted to get places where they could get raw materials.
- They wanted to get areas where they could get cheap labour.
- To get areas to invest their surplus capital.
  - To get areas where they could sell their finished goods.

#### **Political reasons**

- To extend their areas of rule.
- To use trade companies to take over direct control of their colonies.
- To get colonies for prestige.



### Social reasons

- They wanted to stop slave trade.
- They wanted to introduce formal education.

### A SKETCH MAP OF AFRICA SHOWING COLONIAL INFLUENCE



### Activity

1. With the help of an atlas, draw a sketch map of Africa.
2. Shade the countries according to their colonial masters.
3. group countries under their colonial masters.

### Summary

The European colonialists came to rule Africa on behalf of their home governments. They came because of economic, political and social reasons.

## Lesson: Methods used by the European Colonialist to Acquire Colonies in Africa

By the end of this lesson, you should be able to:

- i) describe the methods the colonialists used to acquire colonies in Africa.
- ii) describe the methods the colonialists used to rule their colonies in Africa
- iii) name the trading companies that were used to acquire and rule the colonies in Africa.

### You will need:

- notebook
- pen
- pencil
- braille paper
- stylus
- slate
- braille machine

### Introduction

You have already learnt about the reasons why the European countries divided Africa among themselves.

These were mainly:

- To acquire places where they could get raw materials.
- To get areas where they could get cheap labour.
- To get areas to invest their surplus capital.
- To get areas where they could sell their industrial good.

You are going to learn the methods the colonialists used to acquire colonies in Africa.

### Step I

These methods can be grouped into two.

These are:

- a) Peaceful means
- b) Forceful means

You are now going to learn about how the peaceful means and forceful methods were used:

### **Peaceful means**

- Signing of agreements with local leaders
- Using collaborators
- Using trade companies
- Using Missionary work
- Using exploration work

### **Examples of trading companies**

- The Imperial British East Africa company (IBEACo)
- The German East Africa company (GEACo)

### **Forceful method**

This was done using military force.

They built forts which were used as military bases and stores for their weapons.

### **Exercise**

1. Give the methods used by the Europeans to acquire colonies in Africa.
2. Mention the trade companies that were used to acquire colonies in East Africa by:
  - a) The British
  - b) The German

### **Step II**

You are now going to learn about the methods the colonialists used to rule their colonies in Africa.

These methods of rule can be divided into three:

- Direct rule
- Indirect rule
- Assimilation policy

**Direct rule**

This is where the colonialists used their own leaders to rule their colonies.

This method was used by the Germans in Tanganyika. This type of rule was expensive.

It also brought a lot of rebellions.

**Indirect rule**

This was where the natives were used to rule on behalf of the colonial masters.

This method was used in Uganda and Nigeria.

**Advantages of indirect rule**

- It was cheap to employ Africans.
- It preserved the African political systems and culture.
- It reduced rebellions among the local people.
- It solved the problem of shortage of man power.
- It solved the problem of language difficulty.

**The Assimilation Policy**

This was a system intended to make the black Africans to be like Europeans in terms of culture. This method was used by the French by teaching French lessons.

**Activity**

1. Find out why English is used in government offices in Uganda.
2. Suggest reasons why there were many rebellions in Tanganyika during German rule.
3. List the advantages of indirect rule.

**Summary**

The colonial masters used different methods to acquire colonies in Africa.

They also used different methods to rule the areas they acquired.

**Lesson: Causes of the Great Trek in South Africa**

By the end of this lesson, you should be able to:

- i) name the European Settlers in South Africa.

- ii) discuss the causes of the Great Trek in South Africa.
- iii) discuss the effects of the Great Trek.

**You will need:**

- notebook
- pen
- pencil
- braille paper
- stylus
- slate
- braille machine

**Introduction**

You have already learnt about the people of Africa, ethnics groups and their settlement patterns.

Here you are going to learn about some people of Africa who came from foreign countries to settle in Africa.

These included:

- The British
- The Indians
- The Arabs
- The Dutch

**Step I**

You are going to learn about the European Settlers in South Africa. These people migrated from Europe.

They are **descendants** of the Dutch and the British

**Step II**

You are going to learn about the Dutch and British Settlers in South Africa.

**The Dutch**

- They came from Holland [also called Netherlands].
- They are also known as **Boers** which means **farmers**.
- The Dutch sailors were attracted to the Cape region of South Africa as a base for refreshment on their way to India.

- The Dutch leader was called **Jan Van Riebeck**.
- He encouraged his fellow Dutch to settle and cultivate the land at the Cape region.
- The Boers had to fight the Khoisan in order to take over their land.

### The British

- They went to South Africa to colonise and control the sea route to India.
- They took over the Cape colony in 1806.
- They forced the Boers to stop treating Africans as slaves.
- The Dutch did not like the British interference. For this reason, the Dutch moved away from the Cape Colony.
- The journey of the Dutch from the Cape Colony North wards became known as the **Great Trek**.

### Step II

You are going to learn more about the Great Trek.

The Great Trek was the movement of the Boers from the Cape colony North wards into the interior of South Africa.

### Causes of the Great Trek

1. Introduction of English language by the British.

The Boers at the Cape mainly used Dutch and Afrikaner language for communication. The British forced them to use English as the official language.

2. The Boers were stopped from using Africans as slaves. This made the Boers to lose labour force in their farms.

Looking for land for settlement and farming This is because the British had introduced new land reforms like:

- The Boers were required to have permanent homes.
- They were also required to pay rent for the land they occupied.

### Step III

#### Result of the Great Trek

- It led to discovery of gold and diamond in South Africa.
- Many wars occurred between the Boers and the Africans over the land.
- The wars led to loss of property and lives.
- There were inter-marriages between the Boers and the Bantu.
- New Boers states were formed in South Africa.

#### The New states were:

- Orange Free state
- Trans-vaal
- Natal

#### Activity

1. Ask from your parents /Guardians reasons why people or families move away from their original home areas.
1. Find out and write down the problems such people or families face as they settle in new areas.

#### Summary

The Dutch farmers (Boers) were the first foreigners to settle in South Africa. The coming of the British made the Boers to move Northwards to the interior of South Africa.

## Lesson: Results of Foreign Influence on the People of Africa

By the end of this lesson, you should be able to:

- i) explain apartheid policy in South Africa
- ii) identify the positive and negative effects of foreign influence in Africa.

#### You will need:

- notebook
- pen
- pencil
- braille paper

- stylus
- slate
- braille machine

### **Introduction**

You have already, learnt about the positive and negative effects of the coming of the traders in Africa which included;

### **Positive effects**

- Industries for making goods were set up.
- Roads and railway lines were built.
- Communication network was improved.

### **Negative effects**

- Resources of Africa were over used.
- Loss of lives during slave trade.
- Africa's population was reduced.

You are going to learn about the positive results of the coming of foreigners to African.

### **Step I**

The coming of foreigners to African brought a number of positive results.

These are:

- Modern states in Africa were formed, as present countries such as Uganda, Kenya, South Africa, Nigeria, Egypt etc.
- Inter-tribal and inter-territorial wars decreased.
- Foreign languages were introduced like English and French.
- Transport improved such as roads and railway lines.
- Communication improved such as radios, television and telephones.
- New cash crops like cotton and tea were introduced.
- Modern drugs were introduced.
- Hospitals were built.
- Monetary trade was introduced.
- Formal education introduced.



- New religions were introduced such as Christianity and Islam.

### Step II

You are going to learn about the negative outcomes.

These were as follows:

- African technology was discouraged.
- Africans were forced to provide cheap labour on European farms.
- African chiefs and kings lost their power.
- African countries were forced to grow new cash crops.
- New boundaries which were created separated families and tribes.
- Formal education created mainly job seekers.
- It led to introduction of segregation. This made Africans to be **second class** citizens in their own country.
- The introduction of new cultures destroyed African culture.
- Inhuman practices like slave trade were introduced.

### Activity

Identify the positive and negative effects of colonial rule.

### Step III

You are going to learn about apartheid policy in South Africa.

- Apartheid policy was used to separate races in South Africa.
- Apartheid policy was adopted by the National party in 1948.
- The laws they made gave the Whites and the coloureds a special position.
- The Blacks who were natives of South Africa were forced to live in congested homelands known as **Bantustans**.

**Examples of the Bantustans were:**

- Venda
- Sharpeville
- Lebowa
- Swazi
- Ganzankulu
- South Ndebele
- Qwaqwa
- Kwazulu
- Transkei
- Ciskei

**Note**

Transkei was the first Bantustan to be set up in South Africa.

**Problems faced in Bantustans**

- Over population
- Shortage of food
- Poverty
- Increased diseases.

**Activity**

1. List examples of Bantustans in South Africa.
2. Identify the problems people faced in the Bantustans.

**Step III**

You are now going to learn about the ways through which apartheid laws were practiced.

These include:

- The laws stopped Africans without pass-identity cards to travel out of their homeland.
- Inter- marriage between the Whites and Africans was not allowed.
- The Blacks had separate schools, hospitals, hotels and cinema halls from the Whites.

**Summary**

The coming of foreigners to Africa had both Positive and negative effects. They brought development in Africa but also introduced laws which made the Africans to suffer.

## TOPIC: NATIONALISM AND THE ROAD TO INDEPENDENCE OF AFRICA

### Lesson: Explaining the Work of Pan-Africanists and Nationalists

By the end of this lesson, you should be able to:

- i) Give the meaning of “Pan –Africanism” and “Nationalism”.
- ii) Name the earliest leaders of Pan-Africanism.
- iii) State the roles played by the early Pan-Africanists.
- iv) Discuss the first Pan-African conference in Africa.

#### You will need:

- |                 |                   |
|-----------------|-------------------|
| - notebook      | - stylus          |
| - pen           | - slate           |
| - pencil        | - braille machine |
| - braille paper |                   |

#### Introduction

You have already learnt about how foreigners came to Africa, the reasons for their coming and how they introduced colonial rule in Africa.

You also learnt how East African countries got their independence.

You are now going to learn about “**Pan –Africanism**” and “**Nationalism**”.

#### Step I

- **Pan-Africanism** is a feeling of uniting and promoting political, economic and social interest of Africa. It also means one's great love for Africa.
- A Pan – Africanist is a person who has great love for Africa.
- **Nationalism** is one’s love for his/her country to develop politically, socially and economically.

- It also refers to the way a person gets committed to work and fight for his/her country.
- **A Nationalist** is a person who wants his/her country to develop politically, socially and economically.

The earliest leaders of Pan-Africanism are the following:

- Booker T. Washington
- J.E.K. Aggrey
- Dr William E Dubois
- Marcus Garvey
- Henry Sylvester Williams

### Exercise

1. Suggest ways a person can show love for his/her country.
2. List the early leaders of Pan-Africanism.

### Step II

You are going to learn the roles played by the early Pan-Africanists as below.

#### Booker T. Washington

- He was black African who lived in the slave state of Alabama in USA.
- He encouraged black people to co-operate and improve their welfare.
- He believed that Africans could progress gradually through education.

#### J.E.K. Aggrey

- He was a learned Ghanaian.
- He encouraged Africans to value education.
- He believed that Africans had to co-operate with the Whites if they were to progress.

#### Dr William E. Dubois

- He was a black American of Indian descent.
- He was not happy to see the world dominated by the Whites.
- He encouraged Africans to unite and oppose White domination.

- He encouraged Africans to know their rights and also defend them.

### **Marcus Garvey**

- He founded the Universal Negro Improvement Association (UNIA).
- He advised the Africans to start business just as the Whites did.
- He believed that the Africans would gain political power after gaining economic power.

### **Henry Sylvester William**

- He was a wealthy Trinidad lawyer.
- He used his money to sponsor the cause of Pan-Africanism.
- He sponsored the first Pan African Congress which was held in **London in 1900**.

### **Activity**

Give the roles played by the following in promoting Pan Africanism

- a) Dr William E. Dubois
- b) Marcus Garvey

### **Step III**

You are going to learn about the first Pan African conference in Africa.

The first Pan-African conference in Africa was held in **Accra in Ghana in 1958**.

The Accra conference was hosted by **Dr. Kwame Nkrumah**. The leaders who attended the Accra conference were:

- Kwame Nkrumah of Ghana
- Colonel Abdel Nasser of Egypt
- General Ibrahim Abboud of Sudan
- King Hassan II of Morocco
- Bourguiba Mohammed of Tunisia
- Haille Selassie of Ethiopia
- William Tolbert of Liberia

**Activity**

1. Identify the people in your community who defend the rights of children.
2. List the rights that the children should enjoy.

**Summary**

African people from all over the world came together to free Africans from colonial rule. They used different methods including meetings to spread their interests.

**Lesson: The Need for Independence**

By the end of this lesson, you should be able to:

- i) identify the reasons why Africans wanted independence.
- ii) mention the key personalities who fought for Africa's independence:
- iii) state the methods the Nationalists used to acquire independence.
- iv) identify the reasons why Ethiopia and Liberia were not colonised.

**You will need:**

- |                 |                   |
|-----------------|-------------------|
| - notebook      | - stylus          |
| - pen           | - slate           |
| - pencil        | - braille machine |
| - braille paper |                   |

**Introduction**

You have learnt the coming of colonialist in Africa.

You now know the reasons why they needed colonies in Africa. These included:

- To acquire places from where they could get raw materials.
- To get areas from where they could get cheap labour.
- To acquire areas from where they could sell their industrial goods.

You also learnt how people of Africa suffered under colonial rule. This included being taken as slaves.

You are going to learn the reasons why Africans wanted independence.

## Step I

### The reasons why Africans wanted independence include:

- Lack of respect for African Chiefs and kings.
- To gain back their land which had been taken by European settlers.
- To stop European overuse of Africa's resources.
- Failure of Europeans to keep agreements they made with Africans.
- To stop unfair taxation.
- To have good prices of their crops.
- To have better wages paid to Africans.
- They wanted to grow cash crops for themselves.
- Africans wanted better education.
- African wanted freedom to participate fully in ruling of their own countries.
- Africans wanted respect for their culture and religion.

### Activity

1. Identify reasons why the Europeans wanted colonies in Africa.
2. List the reasons why Africans wanted independence.

## Step II

You are going to learn about the key personalities who fought for Africa's independence:

### These included:

- **Kwame** Nkumah of Ghana
- Haille Selassie of Ethiopia
- Colonel Abdel Nasser of Egypt
- Jomo Kenyatta of Kenya
- Benjamin Namdi Azikiwe of Nigeria
- Hastings Kamuzu Banda of Malawi
- Keneth Kaunda of Zambia
- Julius Kambarage Nyerere of Tanzania

- Apollo Milton Obote of Uganda
- Ignatius Kangave Musaazi of Uganda
- Patrice Lumumba of Congo
- Nelson Mandela of South Africa

**Note:** Ethiopia and Liberia were not colonised.

#### **Reasons why Ethiopia was not colonised**

- Ethiopia had a strong army.
- Ethiopians were united.
- Ethiopia had strong leaders.
- Ethiopia is hilly which made movement of Italians difficult.

#### **Reason why Liberia was not colonised**

Liberia was a home for freed slaves.

#### **Exercise**

1. List the key people who struggled for the independence of African countries.
2. Identify the reasons why Ethiopia and Liberia were not colonised.

#### **Step III**

You are going to learn the methods the Nationalists used to acquire independence.

The methods which the Nationalists used to acquire independence were:

- Forming political parties.
- Forming associations.
- Use of newspapers.
- Forming trade unions to fight for the rights of farmers and workers.
- Negotiating with colonial masters.

**The Nationalists faced the following problems as they struggled for independence:**

- Some of them were killed.
- Families were separated.
- Many people could get hurt during riots.



- They were arrested and imprisoned.
- Some fellow Africans did not co-operate with them.
- The freedom fighters were not supported by all communities in their countries.

### Activity

1. Find out who the chairperson of your local Council I is.
2. State ways how leaders in your community are got.

### Summary

The people of Africa wanted independence because of the sufferings they faced under colonial rule. However, they faced many problems during their struggle for independence.

## Lesson: Political parties

By the end of this lesson, you should be able to:

- i) discuss the aims of political parties.
- ii) explain the advantages and disadvantages of multiparty and single party system.

### You will need:

- notebook
- pen
- pencil
- braille paper
- stylus
- slate
- braille machine

### Introduction

You have learnt about the different methods the Nationalists used to acquire independence.

These methods were:

- Forming political parties
- Forming associations
- Using newspapers
- Forming trade unions to fight for the rights of workers and farmers

- And Negotiations

You are now going to learn about **Political Party systems** in Africa.

### Step I

A political party is an organisation made by a group of people with common political aims.

The major reason is to gain political power.

There are two political party systems in Africa. These are:

- a) Multi-party system.
- b) Single party system.

You are going to learn more about multi-party system of government.

**Multi-party system** is where a number of political parties exist in a country.

They all compete to rule the country.

### Advantages of multi-party system

- There is room to choose better leaders.
- There is respect of basic human rights.
- There is delegation of power.
- It Checks and controls leadership.
- Government organs are positively developed. These are; Legislature, Executive and Judiciary.

### Activity

1. Identify the two political party systems in Africa.
2. List the advantages of multi-party system of government.

### Step II

You are going to learn about the disadvantages of Multi-party system.

They include:

- Causes confusion, and conflicts
- Favouritisms and corruption are increased

- Political parties divide people
- Injustice is increased
- Decisions and programmes take long to be worked on
- More election petitions are raised

### **Single party system**

This is where there is only one political party in the country.

### **Advantages of single party system**

- Leadership is respected.
- There is less conflict.
- There is less rigging of elections and few petitions.
- It is cheaper to conduct elections.
- It is easy to take decisions.

### **Exercise**

1. List disadvantages of multi- party system.
2. Suggest the advantages of single party system.
3. Which political party system is used in Uganda?

### **Step II**

You are now going to learn about disadvantages of single party system. These include:

- Encourages dictatorship.
- Decisions take long to be put in use.
- There is less accountability.
- New ideas are not accepted.

### **Activity**

1. Ask elders why people work together in your community.
2. Find out the benefit of working together.

### **Summary**

There are two political party systems in Africa.

These are multi-party and single systems.

## TOPIC: ECONOMIC DEVELOPMENT IN AFRICA

### Lesson: Economic Development in Africa

#### You will need:

- Time
- Note book
- Pen
- Pencil
- Test book SST P.7
- Braille paper
- Stylus,
- Slate
- Braille machine

#### Introduction

You have learnt about Uganda's climate, farming, tourism and industrialization. In this lesson you are going to learn about Sudan's development based on the Gezira Irrigation Scheme, Hydroelectric power project and the Nile Valley.

#### Step I

Sudan is located in the North of the Africa. It is boarded by the Red sea in the North East as well as Egypt in the North. The Republic of Southern Sudan lies in the South.

- **Climate:** Sudan experiences desert climate in the North, semi-desert/dry tropical climate in the Central and in the South. it receive little rain throughout the year.
- **Gezira Irrigation Scheme:**  
This is the largest scheme in Africa. It started in 1925 by the colonial government. The scheme lies between Blue and the White Nile and located in the South Khartoum.
- **Factors that favoured the setting up of the scheme:**
  - a) The area where the scheme is located was thinly populated
  - b) The area is gently sloping that allows the follow of water
  - c) The soils in this region are fertile.

- d) There is easy supply of water to the scheme.
- The scheme's benefits to the people in the area/government
  - a) It is a source of employment
  - b) It has led to infrastructure development such as; construction of schools, and hospitals.
  - c) It is the source of food
  - d) It is a major source of income mainly from cotton.  
It provides raw materials such as cotton

### Step II

Problem facing Gezira Irrigation Scheme include;

- i) Presence of pests and disease
- ii) Shortage of labour during the harvesting of cotton.
- iii) Unstable prices of cotton.

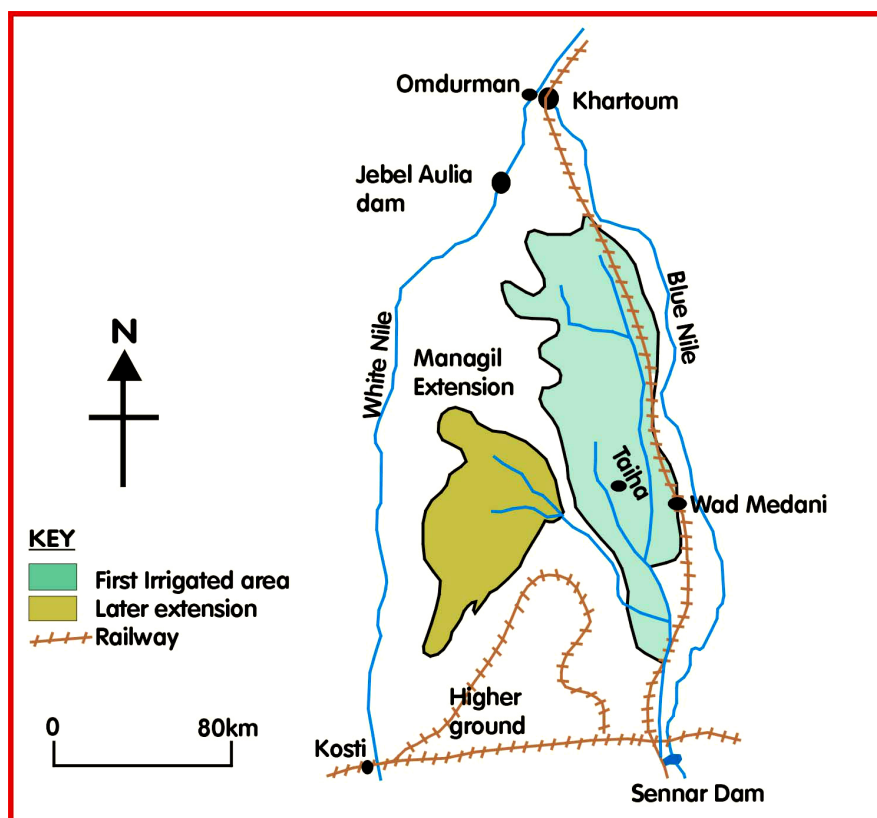
Possible solution to the problem identified

- Spraying crops with pesticides
- Employing more workers during the harvesting of cotton.
- Growing other cash crops besides cotton

### Exercise

1. State the reason why Gezira Irrigation was set up where it is.
2. Which river supplies water to Gezira Irrigation scheme?
3. Identify the major cash crop grown at Gezira Irrigation Scheme.

## A sketch map of Gezira Irrigation Scheme



### Activity

1. Name the dam that supplies water to Gezira Irrigation Scheme.
2. Suggest the importance of River Nile to the people of Sudan.

### Summary

Sudan is found in the desert region. River Nile provides the water which people of Sudan use water for watering their crops.

## Lesson: Economic development in South Africa

### You will need:

- Time
- Note book
- Pen
- Pencil

### Introduction

You have already learnt about the economic activities carried out in Sudan. In this lesson you are going to learn about mining, farming, trade, tourism and industrialization in South Africa.

## Step I

In South Africa, mining is one of the major economic activities.

- Different minerals are mined in South Africa such as Gold, Diamond, Aluminum, Zinc, copper etc.
- South Africa is the leading producer of Gold in Africa. The major mining area of Gold is Wit-Waters and
- South Africa benefits a lot from mining. The mining industry;
  - i. Provides jobs to people
  - ii. is a source of income
  - iii. provides raw materials to industries
- has led to the development of transport network. South Africa has many industries because of the factors below;
  - Presence of raw materials
  - Enough labour force both skilled and semi- skilled
  - Presence of plenty of electricity
  - Good transport network
  - Wide market for their goods.

## Exercise

1. Name the chief mining Centre of Gold in South Africa
2. Apart from Gold which other minerals are mined in South Africa
3. List the factors that have led to the development of many industries in South Africa.

## Step II

Farming is another major economic activity in South Africa. Crops such as maize, sugarcane, wheat, Citrus fruits are grown on a large scale.

- Modern methods farming are used to increase crop yield. These include;
  - a) Irrigation methods
  - b) Use of machines e.g tractors
  - c) Use of fertilizers

- Livestock farming is also carried out on a large scale. Animals kept include; merino Sheep, goats, dairy and beef cattle. Both dairy and beef cattle are reared in veldt the region. The region has a lot of grass and the climate is good for the animals rearing.

### Step III

- South Africa has a variety of tourist attraction such as;
  - a) The coastal beaches
  - b) Traditional music and dances from different tribes
  - c) presence of game parks and reserves e.g. Krugar
  - d) presence diverse cultures due to the many ethnic group
    - Trade in South Africa is highly developed due to;
    - South Africa has many sea ports
    - South Africa exports valuable minerals, crops. (Animal and industrial products etc.
    - It has developed modern transport network.

### Activity

- 1.State the factors that have promoted the development of trade in South Africa
- 2.Look around your local area and identify the items of trade which are commonly sold.

### Summary

South Africa is one of the most developed countries in Africa.

The economy of South Africa depends on a number of economic activities such as; trade, mining, tourism and farming.



## Lesson: Democratic Republic of Congo

### You will need:

- Time
- Note book
- Pen
- Pencil
- Test book SST P.7

### Introduction

You have already learnt about development in other countries in Africa such as; South Africa and Sudan.

- In this lesson you are going to study about the economic development in Democratic Republic of Congo (DRC).
- You are going to study about mining. Climate, agriculture and lumbering in DRC.

### Step I

1. Climate: DRC is located in the Central part of Africa. DRC experiences Equatorial climate. The country experiences high temperatures throughout the year.
2. Agriculture: this is a major economic activity. The crops grown include: coffee, oil palm, rubber, cotton, sugarcane, tea and cocoa.
  - Food crops include; cassava, maize, ground nuts, and rice.
3. Mining is another major economic activity in DRC.
  - DRC produces a lot of Diamond, copper and Gold, Tin, manganese, lead, zinc, and Uranium
  - Mining employs many people in DRC
  - The major mining areas include; Katanga which has a lot of- cobalt and copper, Kishangani produces a lot of- Diamond.

### Exercise

1. Identify the major cash crop of DRC
2. List four mineral mined in DRC and also mined in South Africa
3. What type of Climate is experienced in DRC?
4. Lumbering in DRC is largely carried out due to the presence of equatorial forest.

- Forests in DRC cover 60% of the total land area.
- Different trees produce hard wood. These include; mahogany, Mvule, Ebony etc.
- The major timber producing regions in DRC are: Lubango River and Mayumbe. DRC gets a lot of foreign income from lumbering.

### Activity

1. Identify the major economic activities carried out in your district.

### Summary

The reliable rainfall received in DRC supports large scale Agriculture.

DRC is rich with plenty of valuable minerals. It also has large areas of equatorial forests that support lumbering.

## Lesson: Identifying challenges effecting economic development in Africa

### You will need:

- Time
- Note book
- Pen
- Pencil
- Test book SST P.7

### Introduction

In the previous lesson, you learnt about economic activities in Africa using, Sudan, South Africa and DRC as case studies.

In this lesson you are going to identify challenges affecting economic development in Africa and the possible solutions.

### Step I

In this lesson you are going to identify the challenges affecting the economic development in Africa

The challenges will be categorized as follows; economic, social and political

**a) Social challenges affecting Africa**

- Illiteracy – many Africans cannot read and write while others have low levels of education
- Many people in Africa are affected with serious poverty
- Diseases: There are many diseases that affect most communities in Africa e.g malaria, HIV/AIDS, COVID-19 among others.
- High birth and maternal mortality rate: Many children in Africa die below the age of five years.
- Early marriage and pregnancies among the young people under the age of 18 years.
- Famine: Many communities Africa have shortage of food.

**b) Economic challenges of Africa:** These include:

- Poor transport and communication network.
- lack of adequate capital to start projects
- Low levels of science and technology to be used in all sectors e.g agriculture, mining, fishing, tourism etc.
- Unemployment in most countries of Africa. Many people do not have jobs.
- Corruption leads to poor service delivery. Many people in Africa take bribes to offer services. Sometimes goods produced are of poor quality etc.
- Brain-Drain is high in Africa; the skilled labour force goes out of their countries for better pay e.g Teachers, Doctors, Engineers etc.

**Exercise**

1. State only two social problems facing African countries.
2. Identify any two reasons why African countries lack money for development.

**Step II****Political problem facing the economic development in Africa.**

- Presence of civil wars which have caused loss of lives, destruction of property, displacement of people and low production of food and goods.

- High numbers of refugees due to civil wars in some countries like DRC. South Sudan, Somalia etc.
- Poor leadership which caused by lack of democracy.

### Step III

#### Possible solutions to the challenges facing African countries

- Providing quality education to reduce illiteracy and unemployment.
- Improving on the health services by providing enough medical workers, drugs and equipment in hospitals.
- Using modern methods of farming such as spraying, irrigation, use of fertilizers, tractors and quality seeds.
- Practicing democracy to avoid dictatorship. Promote respect of human rights to reduce civil wars in Africa.
- Improving on transport and communication network by constructing better roads, railway lines, having more ferries on water bodies and licensing more telephone companies.

#### Exercise

1. Identify any three services provided by the health centre in your community.
2. Suggest any two ways in which poverty can be reduced in our communities.
3. Give any two ways in which democracy is practiced in the community.

#### Activity

Imagine you are the President of Uganda. How would you fight corruption?

#### Summary

Africa experiences social, political and economic challenges that have affected development in all countries. The governments in Africa have to work hard to establish more industries, encourage use of modern farming methods and ensure peace and stability.

## TOPIC: MAJOR WORLD ORGANISATION

### Lesson: World Wars I AND II

#### You will need:

- Time
- Note book
- Pen
- Pencil
- Test book SST P.7
- Braille paper
- Stylus,
- Slate
- Braille machine

#### Introduction

You are going to learn about the two world wars that led to the formation of the United Nations (UN).

#### Step I

The first World War I was fought between 1914 and 1918.

- It was called a world war because it involved many countries all over the world.
- When the World War I ended, it led to the formation of the League of Nations in 1919.
- The League of Nations was formed to maintain peace and security in the world.

The reasons for the failure of the League of Nations include;

- Lack of military force
- Some powerful countries like USA refused to become members.
- It lacked funds support to run the activities of the organisation.

The failure of the League of Nations led to the outbreak of the World War II. The World War II was fought between 1939 and 1945. The effects of World War II include:

- Loss of lives. Many people died during that period of the war.

- Destruction of property
- Many people were displacement from their homes.

### Exercise

1. Identify the world organisation that was formed after the First World War
2. In which year did the First World War start?
3. Suggest the effects of World War II

### Step II

The results of World War II led to the formation of the United Nations.

The United Nation was formed in 1945. The reasons for the formation of United Nation were: -

- i) To promote World peace and Security
- ii) To promote and encourage respect for human rights
- iii) To improve the standards of living of all the people all over the world.

- The United Nation has 193 member countries.
- Its headquarters are located in New year- USA
- It works through its organs and agencies.

### Step III

The United Nation has five organs. These include;

- The secretariat
- The General Assembly
- The security Council
- The Economic and Social Council
- The International Criminal Court.

You are going to learn about the functions of each UN organ as follows:

#### a) The Secretariat

- This is headed by the Secretary General

- It runs the day to day activities of the UN
- b) The General Assembly**
- This is made of heads of state of all member countries
  - They meet once a year to discuss matters related to World peace and development.
- c) Security Council**
- This is the peace keeping organ of the UN.
  - It has 15 members of which 5 are permanent. These include: Britain, USA, Russia, France and China.
- d) The International Criminal Court (ICC)**
- This is responsible for settling disputes among member states
  - Its headquarters are located in Hague- Netherlands.
- e) Economic and social council.**
- It is responsible for activities of the UN agencies

### Exercise

1. Identify the organs of the United Nations
2. Which organ of the United is responsible for maintaining World peace?
3. Where do we find the headquarters of the United Nations?

### Summary

The effects of the World Wars I and II led to the formation of the United Nations. The United Nations was formed to maintain World peace and improve on people's standard of living.

## Lesson: Agencies of The United Nations

### You will need:

- Time
- Note book
- Pen
- Pencil
- Test book SST P.7
- Braille paper
- Stylus,
- Slate
- Braille machine

### Introduction

You have already learnt about the reasons why the United Nations was formed. You also learnt about the organs of the UN which include;

- The secretariat
- The General Assembly
- Security Council
- International Criminal Court (ICC)
- Economic and Social Council

### Step I

You are now going to learn about the agencies of the UN. These include;

- a) The United Nations Children's Fund (UNICEF)
- b) World Health Organization (WHO)
- c) United Nations High Commissioner for Refugees (UNHCR)
- d) United Nations Educational, Scientific and Cultural Organisation (UNESCO)
- e) Food and Agriculture Organisation (FAO)
- f) United Nations Development Programme (UNDP)
- g) United Nations Fund for Population Activities (UNFPA)
- h) International Labour Organisation (ILO)
- i) United Nations Environment Programme (UNEP)
- j) International Monetary Fund (IMF)



## Step II

You are now going to learn about the functions of each agency of the United Nations

### i) UNICEF

- Its headquarters are found in New York- USA
- It improves on the welfare of children in the World by;
  - i) Supporting immunization programmes.
  - ii) Providing books to schools
  - iii) Providing sources of safe and clean drinking water
  - iv)

### ii) WHO

- Its headquarters are found in Geneva- Switzerland
- It improves on people's health in the World by;
  - i) Approving drugs to be used by people
  - ii) Advising countries on how to prevent and fight diseases

### iii) UNHCR

- Its headquarters are in Geneva- Switzerland
- It is responsible for caring for refugees by;
  - i) Resettling them
  - ii) Providing food, tents, and drugs in refugee camps.

### iv) UNESCO

- Its headquarters are found in Paris-France
- Improves on education and scientific research
- Ensures that every child has access to proper education
- Promotes culture acceptance between nations
- Protects historical sites

Promotes respect for human rights

**v) FAO**

- Its headquarters are found in Rome-Italy.
- Improves on the production and distribution of food.

**vi) UNDP**

- Its headquarters are found in New York- USA
- Promotes development in member countries by providing funds.

**vii)ILO**

- Its headquarters are found in Geneva-Switzerland
- It assists members states to improve on the worker's conditions.
- The International Labour Day is celebrated on 1<sup>st</sup> May every year.

**viii) UNEP**

- Its headquarters are found in Nairobi – Kenya
- Promotes the Protection and Conservation of the environment.

**ix) IMF**

- Its headquarters are found in Washington D.C – USA
- It lends money to member countries for development

**Activity**

1. Identify the common disasters that affect people in different parts of Uganda.
2. Find out the organisation which helps people affected by disasters.

**Summary**

United Nation has its agencies to improve the welfare of people in the World.

**Lesson: Human rights in the UN Charter****You will need:**

- |             |                   |
|-------------|-------------------|
| • Time      | • Braille paper   |
| • Note book | • Stylus,         |
| • Pen       | • Slate           |
| • Pencil    | • Braille machine |

## Introduction

You have already learnt about how UN promotes the welfare of people in the World.

This is done through its agencies. These include: -

- Promoting development in member countries
- Promoting world peace and security

## Step I

You are now going to learn about how UN promotes human rights.

- The agreement about the promotion of human rights Worldwide was adopted by UN in 1948.
- It was called the UN Charter.
- Human rights are freedoms that people have because of being human beings.
- Human rights in the UN Charter state that;
  - i) No one shall be subjected to torture
  - ii) All human beings are equal
  - iii) Everyone is entitled to all rights and freedom
  - iv) Everyone has a right to life
  - v) No one shall be held in slavery
  - vi) Everyone has a right to nationality

## Step II

You are now going to learn about ways in which human rights are violated. These include:

- Arrests and detention without trial
- People are tortured in police cells
- People are killed under no know circumstances.

### Ways of respecting human rights include:

- Allowing freedom of press
- Allowing freedom of speech
- Allowing freedom of movement
- Respecting one another.

The organisations set up to promote human rights include:

- The International Labour Organisation (ILO). This promotes the rights of workers all over the world.
- The Uganda Human Right Commission investigates violation of human rights in Uganda.

### Activity

1. Identify ways in which human rights are abused in your community.
2. Which people in your community help in protecting human rights?

### Summary

The UN adopted the Human rights charter in 1948. It states ways in which human rights are abused. It also mentions ways of protecting human rights.

## Lesson: Common wealth of Nations

### You will need:

- Time
- Note book
- Pen
- Pencil
- Test book SST P.7
- Braille paper
- Stylus,
- Slate
- Braille machine

### Introduction

You have already learnt about the United Nations as a World organisation. The UN helps to unite the countries of the World.

### Step I

You are now going to learn about another world organisation that is; The Common Wealth Organisation.

- It is an organisation that brings together former colonies of Britain
- The head of the common wealth is the Queen of England.

Examples of the Commonwealth member countries in Africa are Uganda, Kenya, Tanzania, Zambia, Nigeria and South Africa.

### Step II

You can now learn about functions of the Commonwealth. These include;

- To provide market for goods of the member countries.
- Provides loan, grants and donations
- Promotes sport through common wealth games

### Exercise

1. Who is the head of the Common Wealth?
2. How did Uganda become a member of Common Wealth?
3. Give the functions of Common wealth.

### Step III

You can now compare the activities of UN and Common Wealth

#### Similarities

- i) Both promote respect for human rights
- ii) Both promote World peace
- iii) Both promote unity and cooperation among member states.
- iv) Both promotes development in poor countries
- v) Both fight poverty, diseases and ignorance in member countries.

#### Differences

- i) UN improves people's living standards all over the World while Common Wealth deals with only countries which belong to the association
- ii) UN has a Security Council which promotes peace and security throughout the world unlike the Common Wealth.

### Activity

1. Commonwealth organizes commonwealth games. Identify common games children play in your community.
2. Suggest the advantages of participating in games and sports.







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