

History

HISTORY FOR SENIOR 3

Term 1 2020

LESSON 1: Events of World War 1 in East Africa

Topic: World War 1 in East Africa

Learning Outcomes

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

- know the meaning of World War 1
- explain the causes of World War 1
- mention the impact of World War 1 in East Africa

Materials you will need:

- a pen
- a pencil
- a world atlas
- a notebook

Instructions

- Make sure you have nothing distracting you. Switch off the TV and create a quiet environment for yourself that is suitable for study.
- Take time to study and understand the information given for each step.
- In case you find difficulty, it is all right to seek help from any adult that is near you.

Step 1: Introduction

There are different wars that world history has kept on record; and the First World War is one of them. By the end of this topic, you should be able to know what it was that sparked off World War 1, which countries were involved, and what impact the war had on East Africa.

- Think of any conflict that you have heard about before.
- Did that conflict ever get bloody with intense fighting and people losing lives?
- Think of what could have caused that conflict.
- It is possible that the cause was even trivial, yet it sparked such a terrible conflict.
- How did the conflict get resolved in the end?

The First World War was a global war that broke out on 28 July 1914 and ended on 11 November 1918. The countries involved in

the war included Britain, France, Russia, Italy and the United States. These countries fought against the Central Powers, which included Germany, Austria-Hungary, the Ottoman Empire and Bulgaria.

Is there any other country not mentioned that was involved in World War 1?

Task 1

- Find out the one incident that sparked off World War 1.
- Use the diagram below to explain the different stages of World War 1.



Figure 3.1: Timelines of World War 1 Step 2: Causes of the First World War

The First World War was primarily sparked off by the assassination of Archduke Franz Ferdinand of Austria, but there were several other factors that led to the war. They include the following:

Mutual defence alliances were agreements between countries that would bind them to support each other. If any of the countries was attacked, the other country in alliance with it would defend it. The countries which were already in alliance before the war began include the following: Russia and Serbia; Germany and Austria-Hungary; France and Russia; and Britain, France and Belgium. See the figure below.

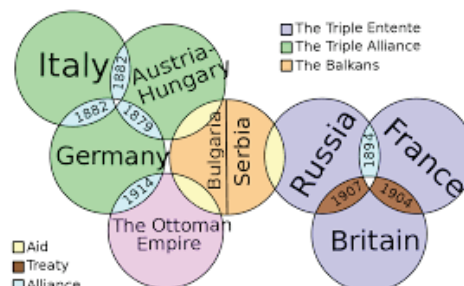


Figure 3.2: Alliances of World War 1

Another cause of the war was militarism. By the 20th century most countries in Europe had experienced an increase in militarism.

Armies grew in size and number of guns and underwent frequent training. The armies, therefore, felt they had the power and might to engage in war. **See Figure 3.3 below.** Nationalism also caused the First World War. Each country wanted to prove their dominion and power, hence prolonging the war.

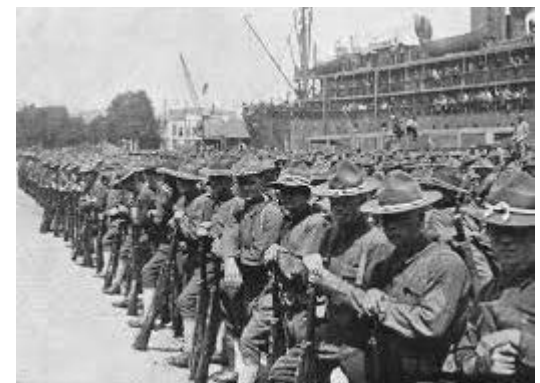


Figure 3.3: World War 1 Troops

Imperialism was one of the issues that caused the outbreak of the war. Imperialism is when a country increases its power and wealth by bringing additional territories under its control. European powers had an interest in most African and Asian countries because of the abundance of raw materials found in them. Therefore, the struggle to gain control over other countries partly contributed to the outbreak of the war.



Figure 3.4: Cecil Rhodes

Task

- Why was East Africa involved in World War 1?
- Was it proper for these colonial powers to involve East Africans in World War 1?

Step 3: Impact of World War 1 in East Africa

Instructions

- Think of what happens whenever there is conflict, and especially when it involves

weapons of mass destruction.

- Think of circumstances in your area such as a fight between the police and protesters. Were some people shot dead in the scuffle?
- What about the areas surrounding the location where the incidents take place?
- A case in point is a scuffle between the Uganda Police and rioting Makerere University students. The police disperse the protesting students with gunshots and teargas.
- This does not only affect the students in Makerere but their parents, the surrounding businesses, and the local residents as well.

See the pictures below showing the police using teargas and force to disperse rioters.



Figure 3.5: Riots in Kampala

Whenever there is a conflict, it does not affect only the parties to the conflict but also the people around them. The First World War similarly had a great impact on people in the following respects:

The war brought every economic activity worldwide to a standstill; so there was no economic development during the war. Trade and commerce also suffered greatly; trade could not go on. Agriculture also greatly declined. European plantations were abandoned in order to concentrate on fighting.

Very many lives were lost and a lot of property destroyed. In the midst of such intense global fighting, very many people were killed in a brutal way and their property demolished.

Africans' attitude towards Europeans changed; the Africans became very critical and started questioning Europeans regarding everything. That is why the Africans rose up and started demanding power and representation in

government. Some of the Africans who participated in the war gained exposure and were now able to stand up and fight for their rights.

There was increased exploitation of the Africans by the colonialists. Those who supported their imperial masters in the war did not get the rewards that had been promised them, and this intensified their bitterness towards the white man.

Study the above pictures and note down your observations on the impact of the war.

Task

1. Classify the above effects into social, political and economic effects.
2. Study the puzzle below and identify any words related to World War 1.

G	F	N	A	Z	I	H	C	V	O	N	S
U	E	H	A	L	L	I	A	N	C	E	O
A	D	O	L	F	A	R	M	S	I	T	P
F	E	R	D	N	A	N	D	E	N	T	I
P	I	I	L	M	L	O	P	D	T	V	H
E	N	T	E	T	E	S	O	M	A	L	I
A	A	R	I	E	A	H	I	T	L	E	R
C	R	E	D	R	G	I	C	N	Y	A	A
E	D	A	R	M	U	M	W	A	R	D	C
V	S	T	C	S	E	A	X	I	S	E	E
W	A	R	P	O	L	A	N	D	J	R	K
V	E	R	S	A	I	L	L	E	S	S	F
A	R	C	H	D	U	K	E	O	T	T	O

Lesson Summary

World War 1 did not have an impact only on the countries that were involved in it but also on their colonial territories across the world, East Africa inclusive. The European colonial powers did not have enough manpower to participate in the First World War and thus recruited manpower from East Africa to boost their troop numbers. The impacts of the war were economic, political and social. As a result, there was mass destruction of human lives and property, leading to widespread trauma. The war also had a long-lasting effect on East Africa's economy and politics, among others.

Follow-up Activity

1. Make reference to any other conflicts in Uganda and discuss their effects on the people.
2. Look for any old newspapers that reported an incident that occurred during one such conflict and summarise it in your notebook, taking note of how people were affected by the conflict.

LESSON 2: The Development of Nationalism in Uganda

Topic: Rise of Nationalism in Uganda

Learning Outcomes

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

- i) know the meaning of nationalism.
- ii) identify the factors responsible for the rise of nationalism in Uganda.
- iii) define the role played by political parties in Uganda.

Materials you will need:

- a pen
- a pencil
- coloured pencils
- a notebook where you will write down your findings
- any newspaper, magazine or book that talks about nationalism in Uganda

Instructions

1. Make sure you have nothing distracting you. Switch off the TV and create a quiet environment for yourself that is suitable for study.
2. Take time to study and understand the information given for each step.
3. Read the instructions carefully before attempting each activity.
4. In case you find difficulty, it is all right to seek help from any adult who is near you.

Step 1: Introduction

Nationalism can be defined as loyalty and devotion to a nation. It is a feeling that people have of being loyal to and proud of their country, often with the belief that it is better and more important than other countries. Or it can be a sense of national consciousness that exalts one nation above all others and places primary emphasis on the promotion of its culture and interests as opposed to those of other nations.

- Is there anything like an item or activity that you love so much and put before any other thing?
- This can be your sibling, your friend, or an activity that you enjoy doing.
- Think of moments when the love for any of the above has influenced the decisions and actions that you have taken.

Look at the photograph below and describe what you see with regard to nationalism.



Figure 3.6: A show of nationalism

After many years of being ruled and controlled by Britain, Uganda, like her neighbouring African countries, felt a deep desire to end all forms of foreign control and influence; they felt a need to take charge of their own political, social and economic affairs. This need stirred a love for their country and set off a wave of efforts to attain independence.

Task 1

1. Suggest possible reasons as to why Ugandans developed the spirit of nationalism.
2. Ask your parents or any of the elders near you to share with you what happened to Uganda just before independence.

Step 2: Factors responsible for the rise of nationalism in Uganda

- Think of a scenario at your school or a neighbouring school. The school administration has introduced rules that seem harsh and unfriendly to the students. The students therefore decide to resist. This is similar to resistance in the form of nationalism that Ugandans took up after feeling the impact of the oppression inflicted by the colonialists.

The growing grievances by Ugandans towards the colonial state and the economic structures it created paved the way for the rise of men who would lead the agenda for reform and political change. Political parties were organised to force self-rule or independence from a reluctant colonial government.

In Uganda there had been some demands for greater self-rule, but these were mostly expressed by local nationalists surrounding the five constituent kingdoms of the colony. The political parties included the following: The Democratic Party (DP) modelled on Germany's Christian Democrats, which

represented the Catholic population; the Uganda People's Congress (UPC), which was supported mainly by groups from the northern and western parts of the country; and the KabakaYekka (KY) (meaning 'king only'), which was a Buganda nationalist party.

The foreign systems of government that neglected African interests aroused feelings of resistance, resulting in nationalism. There were unfair colonial policies of taxation, forced labour and compulsory growing of cash crops, which caused discontent among the Africans, who thus developing a desire to fight for self-rule.

Colonialists had come with developments such as construction of roads and railways. These led to improved means of transport that eased the movement of nationalists. Whenever they wanted to move to sensitise the masses and carry out some of their activities, they would do it with ease.

Formal education also introduced Ugandans to new ideas. They were now enlightened and developed the desire to fight for their rights. The nationalists in the Diaspora also gave support to their countrymen back home.

Christianity also led to the rise of nationalism. Christian missionaries came with the aim of preaching against the ills in society like slave trade, forced and unpaid labour, corruption and all inhuman acts. The nationalists, therefore, based themselves on this to rise up and fight against these inhumanities that were majorly inflicted on them by colonialists.

Uganda was characterised by ethnic and tribal divisions. These divisions, however, were a unifying factor that brought Ugandans together and they were able to fight for self-rule.

Task 2

List some of the grievances that Ugandans had against the colonialists. Reflect on the colonial administrative systems you studied previously, and state the system that was used by the British in Uganda. What were some of the shortcomings of that system?

Step 3: Role played by political parties

Parties trained leaders who helped to mobilise the masses to demand independence. They sensitised and educated Ugandans on the politics in the country. This aroused political awareness in Ugandans and everyone developed the spirit to fight for self-rule.



Figure 3.7: A political rally

Political parties organised peaceful demonstrations to oppose colonial policies like taxation, cash crop growing (forced) etc. They also called for the independence of Uganda and won massive support for the independence movement. They sent representatives to the pre-independence negotiations and last-minute constitutional preparations. Through constant participation, they took up common positions on the issues under discussion and requested self-rule.



Figure 3.8: A peaceful demonstration

They also mobilised funds to finance political activities, including campaigns for the pre-independence elections.

Party slogans and songs became key attractions for large gatherings. This made the flow of information about the struggle very easy. The parties recruited the youths into active party service, thus training a generation that was to lead Uganda to independence. In this generation were people like Jehoash Mayanja Nkangi, Ignatius Musaaazi etc.

Violent action organised by the various parties pressured the colonialists to grant independence. Boycotts, attacks on foreigners and torching (burning) of houses all sped up the process to decolonise Uganda.

Task

Carry out research about the following parties and discuss their activities in the struggle for the independence of Uganda: UNC, UPC, DP, and KY.

Write short notes about the following personalities highlighting their role in Uganda's struggle for independence:

- Ignatius Musaaazi
- Apollo Milton Obote
- Benedicto Kiwanuka

Chapter Summary

Deep feelings of anger and resentment developed owing to the conditions that

Ugandans were subjected to by the colonial administrators. The people who had attained western education took on the role of mobilising their fellow Africans to fight for self-rule. This led to the formation of political parties that saw Uganda getting her independence in 1962.

Follow-up Activity

Mention the difficulties faced in the struggle for independence in Uganda and hand in this work to your teacher when schools re-open.

LESSON: The Devonshire White Paper

Topic 3: The Devonshire white Paper (1923)

Learning Outcome

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

- i) know the meaning of the Devonshire White Paper.
- ii) identify the reasons why the Devonshire White Paper was issued.
- iii) state the terms of the Devonshire White Paper.
- iv) outline the effects of the Devonshire White Paper.

Materials you will need

a textbook
a pen
a notebook

Instructions

1. Make sure you have nothing distracting you. Switch off the TV and create a quiet environment for yourself that is suitable for study.
2. Take time to study and understand the information given for each step.
3. Understand each activity before you attempt it; it is then that you will easily approach the tasks given.
4. Read the instructions carefully before attempting each activity.
5. In case you find difficulty, it is all right to seek help from any adult that is near you.

Step 1: Introduction

- What comes to your mind when you hear the term “White Paper”?
- Anyone would straightaway think of a paper with information written on it.
- Think of any written official document, such as an agreement over something.

- The Devonshire White Paper was, therefore, an agreement of some sort. A “White Paper” is an authoritative document or guide that informs readers briefly of a difficult issue and presents the issuing body’s viewpoint on the matter. Its purpose is to help readers understand an issue, solve a problem or make a decision.

Step 2: Reasons for the issuance of the Devonshire White Paper in 1923

The Devonshire White Paper was a document written in March 1923 during a conference in London by the colonial secretary Victor Cavendish, the ninth Duke of Devonshire, regarding the status of settlers and natives in Kenya Colony (see Figure 3.9 below). The paper stated that whenever the interests of the native Africans clashed with those of Asian, European or Arab settlers, those of the Africans should prevail. Although the paper had little effect on the welfare of native Africans, it still set a standard for future conflict resolution between the various groups living in the colony.



Figure 3.9: Devonshire White Paper meeting

Task 1

1. Why do you think it was called the Devonshire White Paper?
2. Identify the key parties that took part in the Conference of March 1923.
3. Carry out research and find out the key events that led to the signing of the Devonshire White Paper.

Step 3: Terms of the Devonshire White Paper of 1923

1. The Kenyan Highlands were exclusively reserved for the white settlers.
2. The Asians were allowed to elect five members to the Legislative Council (Legco) but were not put on the same voters roll as the whites (on a

communal basis).

3. The Legislative Council was to have eleven Europeans, five Asians, one Arab and one missionary to represent African interests. **See Figure 3.10 below.**



Figure 3.10: The Legco of Devonshire

4. There were to be no more restrictions on Asian immigration into Kenya since they were also subjects of the British Empire.
5. There was to be no more racial segregation or discrimination in all residential areas. Settling in these areas was now to be open to all people – Africans Asians and Europeans alike.
6. A missionary (Dr Arthur) was to be nominated to the Legislative Council to represent the interests of the Africans.
7. Africans were allowed to be members of the local councils.
8. The Colonial Office in London was to watch over the Kenyan affairs in order to ensure that the interests of the Africans were protected and given first priority.
9. The document recognised the contribution made by the European community to the development of Kenya.
10. However, the document also warned the settlers against making further advances towards self-rule. It made it clear that all racial groups must gradually work towards this goal.
11. The paper clearly stated that Kenya was primarily an African territory and that the interests of the Africans were paramount.
12. It also stated clearly that the settlers would no longer have a controlling influence on the government (so that it would always serve the settlers’ interests).
13. The paper ruled out any constitutional changes in favour of the settlers.

Task 2

1. Which party benefited a lot? Support

your answer.

2. Outline the terms that were applied to Africans, Asians and British respectively.

Step 3: Effects of the Devonshire White Paper

The Asians failed to win equality with the whites; they were denied the right to occupy the Kenyan Highlands. They were given a few representatives on the Legislative Council and had to play a different role since inequality persisted. The paper was a great disappointment to the Asian community.

The white settlers lost their dream of controlling Kenya as a racist colony; they had been warned against further advances towards self-rule since Kenya was still under the colonial government in London. They had to shelve the idea for at least some time.

The paper confirmed Kenya as a settler colony and this led to an increase in the number of Europeans coming in. It also recognised the contribution made by the settler community towards the economic development of Kenya. It served as a warning to the settlers and the Indians that their effort to colonise Kenya would not be acceptable. Kenya was for Kenyans and their interests were to be given priority.

After being frustrated politically, the settlers resorted to controlling the finance, agriculture and industrial sectors. The Africans and the Asians were denied settlement in the Kenyan Highlands since the paper had reserved them exclusively for the whites. **See Figure 3.11 below.**



Figure 3.11: The Kenya Highlands

The giving of the highlands to the whites stimulated plantation farming and, subsequently, the growth of a cash crop economy. The paper clarified that neither the settlers nor the Asians would gain a monopoly in the administration of Kenya whatsoever.

The free immigration policy resulted in many Indians coming into Kenya and these became a major force in Kenya's economy. The paper failed to address the land and labour problems. Africans were to continue providing labour on settlers' farms, something that the Africans strongly hated and had hoped the paper would address. **See a photo of African labourers below.**



Figure 3.12: African labourers

Owing to increased pressure and the influx of immigrants, the East African High Commission was established to promote cooperation between the Africans, Asians and settlers. The Asians continued to voice their dissatisfaction with the white settlers, and were not happy with the inequality that the paper had failed to address. They, for example, refused to pay a different tax from what the settlers were paying.

The paper laid the foundation for the future independence struggle in Kenya. Armed groups like the Mau-Mau were formed by the Africans to fight to regain their lost lands and for independence. Finally, independence was achieved in 1963.

In what other ways do you think the paper laid the foundation for Kenya's independence struggle?

The paper fostered unity among Africans and Asians as it affected them equally since the paper favoured the white settlers against them.

The colonial government started training and educating Africans, a measure that was intended to prepare them for the future responsibilities they would hold and for independence. **See Figure 3.13 below.**



Figure 3.13: A colonial school

Africans started sharing in the running of their country through the native councils and in 1931 they were allowed to send representatives to the Legislative Council (Legco).

Task 3

1. How did the terms of the White Paper aid the rise of African nationalism in Kenya?
2. Find out the memories of the Devonshire White Paper of 1923 in today's government of Kenya and present to class.

Lesson Summary

The Devonshire White Paper was written to solve a conflict that existed between Africans, Arabs and whites in Kenya Colony. Much as the terms stated in the paper seemed to advocate equality among the different racial groups, it left some gaps which later led to the rise of African nationalism in Kenya.

Follow-up Activity

How did the terms of the 1923 Devonshire White Paper aid the rise of African nationalism in Kenya?