

History

Senior 2 Term 1

Lesson 1: The Ngoni Invasion into East Africa

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

- i) state the background of Ngoni people.
- ii) explain the reasons for migration of Ngoni people
- iii) describe the course of Ngoni migrants.

Materials you will need:

Textbooks, pen, notebook, Atlas and internet access, where possible.

Instructions

1. Use a hand book for Senior 1 history.
2. You can make reference to other related books.
3. If possible, consult an adult and Google/ internet while doing an activity.

Introduction

Who were the Ngoni?

The Ngoni were the Bantu speaking people of Africa who for long time had lived in South Africa North of Zululand until sometime when they could not stand the bad leadership of King Shaka. In 1820 they were led by Chief Zwangendaba into Tanzania. By 1835 they had crossed River Zambezi, marched through Malawi and Zambia and by 1840 they had settled at Ufipa plateau of southern Tanzania and by 1860 they had settled near Lake Victoria.

Reasons for their Migration

Many reasons caused the Ngoni to move from South Africa. One of the main reasons was the character of King Shaka. He was very aggressive and attacked and annexed every nearby territory. When he attacked and annexed part of Nguni society the Ngoni group decided to move away to East Africa.

Shortage of land and overpopulation was another challenge. They lived in Drekersnberg Mountains and they faced a problem of overpopulation and shortage of land. To reduce this challenge they moved away into South Africa.

A number of societies around the coast competed for profitable trade with the Portuguese traders and this made the weaker states to migrate and leave South Africa. Societies like Mthethwa, Zwinde, xhosa among others were tougher than Ngoni who decided to move away and settle in East Africa.

The military age evolution of the Zulu kingdom where Shaka Zulu had trained his soldiers some of whom were the Ngoni people. This caused them to desire to export and discover their military strength and it resulted into the migration of the Ngoni people.

Activity 1: Reasons for the Ngoni migration

1. What challenges were met by the Ngoni migrants into East Africa between 1820 and 1860?
2. What are some of the current reasons that cause people to migrate today?

Course of the Ngoni Movement

The Ngoni moved Northwards across Mozambique, Angola into East and Central Africa. Their movement was characterized by raids, destruction of property, and devastation of villages leading to a time of trouble commonly referred to as "Mfecane".

Zwangendaba was their leader and they left their cradleland in 1821, and by 1836 they had temporarily settled among the Tonga people in South West Mozambique. Using the unique experience of Zulu kingdom, Zwangendaba's followers proved quite strong and displaced the Tonga from their area. The Ngoni did not settle here for a long time. They later moved northwards capturing and absorbing people into the regiment and recruiting many others for the expansion of the Ngoni areas.

By 1840, Zwangedaba's followers had entered Ufipa plateau north of Malawi and they made

their first settlement in East Africa on this land. The local population was defeated and forced to shift to unfavourable mountainous areas of South Tanganyika.

About 1844, Zwangendaba died and his group split into other five smaller ones. After a series of succession disputes, two of these groups i.e. Tuta and Gwangara moved northwards into Tanganyika while Mbewa and Quasi Ngoni groups moved into present Zambia and founded a new smaller state there.

The Tuta Ngoni inside Tanganyika are responsible for amalgamation of many dispersed Nyamwezi chiefdom into one organized loosely centralized Nyamwezi state in need of protection against Ngoni invaders. In the process they captured Mirambo as a young man and when he was released, he became a military genius and a statesman who established the Nyamwezi kingdom to its 19th century climax. Meanwhile some of the Ngoni speakers in the same period migrated to other parts of East and Central Africa like the Ndebele people today residing in Zimbabwe. They were led by Mzilikazi.

Another group from South Africa under the leadership of Mzilikazi moved Northwards across Drakensberg mountains. They first settled in Transvaal republic but due to Zulu and Boer pressure, they were forced to cross River Limpopo and finally settled in present day Zimbabwe where they founded a famous Ndebele kingdom. Holoholo currently residing in Zambia migrated from the Barotseland.

Activity 1

1. Draw a map of East Africa and show the routes that were used by the Ngoni migrants.
2. Give reasons for the success of the Ngoni migration.
3. Explain the results of the Ngoni migration into East Africa.

Lesson Summary

The Ngoni migration is responsible for the

many current social, political and the economic issues in East Africa. Reasons for their migration, success and their effects are quite clear in East Africa.

Follow-up Activity

1. Find out the nature of current migration and identify its related problems.
2. Suggest ways of solving such challenges.

Lesson 2: Long Distance Trade

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

- i) explain the meaning of the term Long distance trade.
- ii) find out the reasons for growth and development of long distance trade.
- iii) describe the organization of long distance trade.

Materials you will need:

Textbook, pen, notebook, Atlas and internet access where possible.

Instructions

1. Use a hand book for Senior 1 history.
2. You can make reference to other related books.
3. If possible, consult an adult and Google/ internet while doing an activity.

Introduction

Long distance trade involved long distance movements by the people in search of trade items and delivering of the imported goods to the interior. The trade was conducted by the people of East Africa and foreign traders largely centred at the East African coast. Many interior tribes like; the Yao, Chagga, Akamba, Kikuyu, Maasai, Baganda, Banyoro, Galla, Basoga and the Itesots were involved in this trade. The foreign traders were the Arabs, Indians, British and Portuguese among others.

Reasons for growth and development of long distance trade

Many factors worked jointly to explain the rise of long distance trade. The key ones include the following;

- Tribes in East Africa produced surplus goods and there was need to find market outside their communities for them.
- Some of these goods like iron implements were on high demand all over East Africa and this gave them unlimited market
- Similarly foreign goods such as guns, beads and cloths were on high demand and so people had to move long distances in search of them.
- The opening of trade routes in the interior enabled traders to reach all corners and this enabled them to collect and transport their goods with ease.

Division of labour among East Africans facilitated the development of long distance trade. Men specifically carried out hard work such as clearing the gardens and later they devoted the rest of their time to trade as the women did the work of planting, harvesting and other domestic work.

The introduction of guns improved security along the trade routes, people would transact without fear of being robbed or attacked by enemies. See the figures below.



Figure 7.2.4: Gun



Figure 7.2.5: Pistols

The nature of the land especially for the Nyamwezi facilitated the development of long distance trade, It was very flat and enabled easy movement of people and goods from one place to another,

There was co-operation and good working relations between the interior tribes and the coastal people, this helped the trade to develop.

The settlement of Sayid Said in Zanzibar increased the demand for slaves because he needed them to work on his clove farms. He provided security for incoming traders and his other activities further developed the trade because he encouraged trade caravans into the interior.

Traditional love for traveling long distance by some interior tribes, like the Yao caused trade to develop. In addition Zanzibar's creation of market for a wide range of goods and playing the middleman role helped long distance trade to develop.

Some societies had superior skills that enabled them to make superior products compared to their neighbours like high quality iron products that were demanded by other societies. This boosted the development of Long distance trade.

Activity: Benefits of long distance trade

1. Use ICT or textbook research, to identify the benefits of Long distance trade. Present your findings to your family.
2. Mention the traditional leaders who were involved in this trade.

Organisation of Long Distance Trade

It covered long distances and that is why it was called long distance trade. The Yao were the most active long distance traders in East Africa. The Arabs and Waswahili traders organized caravans into the interior and set up markets and trade routes. They established trade routes such as the route from Ujiji via Tabora to Bagamoyo. They travelled to Katanga in DRC for iron, salt and copper. Trade in East Africa was known as "the long distance caravan trade". The caravan trade was started by African peoples,

the Yao, Nyamweji, Kamba, in about the first decade of the 19th century. They extended trade routes upcountry.

By 1700, the Mijikenda controlled the trade between the coast and the interior and later the Akamba from around 1750 replaced them. The Akamba became leading caravan traders because of three main reasons. These reasons were the environment, their strategic geographical position and entrepreneurship.

The Nyamwezi organized trading expeditions under their chiefs up to the coast with ivory, copper, slaves, wax hoes, salt and copra. They

returned with cloths, beads and mirrors. They established trade routes such as the route from Ujiji via Tabora to Bagamoyo. They travelled to Katanga in DRC for iron, salt and copper.

Activity

1. Draw a map of East Africa and locate these trade routes.
2. Identify the problems that were met by the long distance traders.

Lesson Summary

In this lesson you learnt the meaning of the

term “long distance trade”, the reasons for its growth and expansion plus the organisation of the long distance trade.

Follow-up Activities

1. Find out the results of long distance trade in East Africa.
2. Discuss the significance of this long distance trade today.

Entrepreneurship Education

PROJECT: Making charcoal briquettes, designing a poster for advertising them and making a package for the briquettes

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

1. Identify the right materials needed for making charcoal briquettes.
2. Make charcoal briquettes.
3. Explain three benefits of using charcoal briquettes in relation to ordinary charcoal.
4. Write a brief report on making charcoal briquettes explaining some of the challenges faced while making the briquettes, how these were overcome and any lessons learnt from the project work.
5. Design a poster for advertising your charcoal briquettes.
6. Identify the right materials for making packages, design a package for your charcoal briquettes and label it.

NOTE: You can use any material you think will make your package attractive.

Read the scenario below and respond to the instructions given.

SCENARIO

HOME MADE SOLUTIONS TO EFFECTS OF THE CORONAVIRUS PANDEMIC

The world registered the first case of Coronavirus (COVID 19) in December 2019, in Wuhan City in China. The disease was declared a global pandemic by the World Health Organisation on 11th March 2020. By 14th April 2020, the pandemic had spread to 210 countries infecting over 2,000,000 people with close to 120,000 deaths registered.

To mitigate the spread of the virus and to avoid creating a fertile ground for its spread, His Excellency the President of the Republic of Uganda, Mr. Yoweri Kaguta Museveni ordered the closure of public gatherings like Schools, Churches and Bars, and suspended public transport on 20th March 2020. He further put in place a Task Force to

steer the fight against the **spread** of the disease. Among the measures taken, was to declare a national lockdown and curfew from 7:00pm to 6:30am for 14 days.

The effects of the coronavirus are enormous, ranging from health, social and economic among others. Indeed, following the lockdown, a number of people have complained about failure to feed their families. Consequently, government provided food for such families. However, due to the lockdown, fuel specifically charcoal, became expensive and scarce yet majority of families especially in the urban areas use it as a source of energy. As a learner of entrepreneurship, you are expected to provide solutions to business challenges.

Activity one

At your home, you have several resources like domestic waste, peelings and soil which you can use to make charcoal briquettes, to solve the problem at hand.

Task

- i. Identify the right materials needed for making the charcoal briquettes.
- ii. Make charcoal briquettes using the materials you have identified following the step by step procedure provided below.
- iii. Write a report, explaining some of the challenges you faced while doing the project work. How did you overcome the challenges? Mention any lessons you have learnt from the project work.
- iv. Explain three benefits of using charcoal briquettes.
- v. Assuming you want to make briquettes for sale, design a poster to advertise your charcoal briquettes, using either your exercise book or a plain sheet of paper whichever is available. Make your poster as attractive as possible.
- vi. Design a labelled package for your charcoal briquettes. You will present your report, the poster and the package to your class teacher when schools reopen after the lockdown.

Note: The project may not be finished in one day, you may choose to take a few days doing it. You can keep some of the briquettes for home use but keep some for presenting to your teacher as part of your project work

when schools reopen.

MATERIALS REQUIRED

SN	ITEM	ALTERNATIVE	QUANTITY
1	charcoal dust	Fresh cow dung	4 (tumpeco) cups
2	Soil	Anti-hill soil/brown soil/Clay	2 (tumpeco) cups
3	Water		4 (tumpeco) cups
4	Basins	Container	3
5	Gloves	Polythene bag/open hand	1 pair
6	Plastic cup (tumpeco) = ½ litre	Mug	1

Instructions

1. Make charcoal briquettes using some of the readily available materials at your home.
2. Use the cup (tumpeco) or mug to measure the materials.
3. Place the materials in different containers.
4. In case you do not have charcoal dust you can use cow dung in the same quantities.
5. Make sure you do not miss out on any step.
6. Record every step followed in the making of briquettes in your note book, because you will have to write the report for submission to your teacher.
7. Using your note book or a sheet of paper, design an advert for your charcoal briquettes.
8. Design a package for your charcoal briquettes. You will submit the report, the advert and the package to your teacher on the day of reporting to school.

Step by Step Procedure of Making Charcoal Briquettes

Please pay attention to every detail outlined in the step by step process provided below.

Step one: Preparing the waste materials

Using a pair of gloves, polythene bags or your free hands collect the waste materials to use as guided below. Be very careful with the safety of your hands.