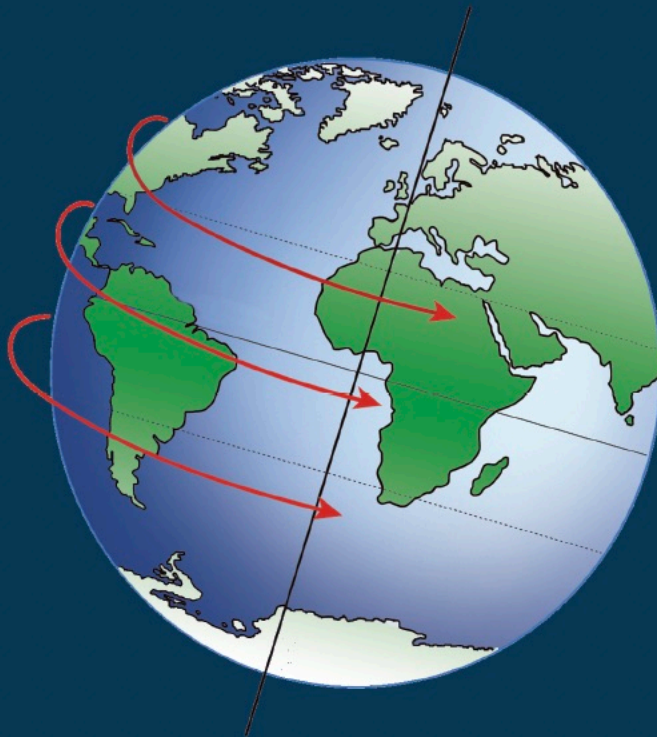


Social Studies

Standard Five

Pupil's Book

5



Tanzania Institute of Education



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Social Studies

Standard Five

Pupil's Book

THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION,
SCIENCE AND TECHNOLOGY

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Commissioner for Education

Tanzania Institute of Education

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Dr Aneth A. Komba

Director General

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Introduction

This is the third book in a series of five books for Social Studies. The book has been prepared based on the 2016 Social Studies Syllabus for Primary Schools, issued by the Ministry of Education, Science and Technology. This book is divided into fourteen chapters: The environment, Keeping records of historical events, Weather, Culture, Interactions between Tanzania, Europe and Asia before colonialism, The partition of Africa, African heroes who resisted European colonial conquests, Colonial rule, African heroes after independence, Maps, The solar system, Our resources as well as Production activities and Entrepreneurship. Each chapter contains activities, case study and exercises. You are encouraged to do all the activities and answer all the questions intended for assessing your understanding. This will facilitate mastery of the intended skills, knowledge and attitudes.

Chapter One

The environment

Introduction

When you were in Standard Four, you learnt about rural and urban environment, and about activities that cause environmental degradation. You also learnt about environmental conservation. In this chapter, you will learn about human activities that can cause environmental degradation. Such activities include agriculture, mining, fishing and manufacturing. Likewise, you will learn about the causes and effects of the destruction of sources of water. You will also learn how to conserve sources of water.

The meaning of environment

The word environment means all things that surround human beings. These include living and non-living things. The environment is composed of natural and man-made features. Therefore, we can say that the environment is a combination of many things, including climate, animals, plants, soil, mountains, valleys, oceans and infrastructure.

Environmental degradation

Environmental degradation refers to the destruction of the natural environment. The natural environment consists of land, water, air, plants and animals. Human activities can be carried out efficiently in a well-kept environment. However, if not done properly, human activities can cause environmental degradation. Improper use of the environment makes the environment lose its value, thus affecting the production of crops and livestock. The effects of environmental degradation include loss of soil fertility, which, in turn, causes a decline in the production of crops and livestock. However, manufacturing industries produce smoke and dust which cause air pollution. Air pollution may cause respiratory diseases like cough and flu. Also, improper disposal of industrial waste causes water pollution.

Human activities contributing to environmental degradation

Human activities can contribute to environmental degradation, if they are not done properly. Human activities include crop cultivation, livestock

keeping, fishing, manufacturing and mining. It is very important to understand how these human activities affect the environment, if they are not managed properly. Some of these human activities are discussed below.

Crop cultivation

Crop cultivation is an activity that involves growing various crops. These include food and cash crops. Examples of food crops are: maize, rice, cassava, millet, sorghum, banana and groundnuts. Examples of cash crops include cotton, coffee, sisal, cashew nuts and tea. These crops are cultivated in different parts of our country, depending on the climate of a given area. Table 1 shows the major food and cash crops produced in various regions in Tanzania.

Table 1: Major food and cash crops produced in various regions in Tanzania

Crops	Regions
Food Crops	
Maize	Mbeya, Iringa, Ruvuma, Morogoro, Rukwa, Dodoma, Kilimanjaro, Njombe, Katavi and Songwe
Rice	Mbeya, Rukwa, Morogoro, Pwani, Tabora, Mwanza and Shinyanga
Banana	Kagera, Arusha, Kilimanjaro and Mbeya
Cassava	Tanga, Mtwara, Lindi, Mwanza, Ruvuma, Pwani, Morogoro, Kigoma and Mara
Cash crops	
Tea	Njombe, Tanga, Iringa and Mbeya
Coffee	Kagera, Kilimanjaro, Arusha, Mbeya, Ruvuma and Songwe
Sisal	Tanga and Morogoro
Cotton	Mwanza, Shinyanga, Simiyu and Tabora
Cashew nuts	Lindi, Mtwara and Pwani
Tobacco	Tabora, Ruvuma, Katavi and Iringa

The benefits of crop cultivation

Crop cultivation provides us with food and raw materials for industries. It also gives us foreign and domestic currency when we sell crops. In general, it gives our country an identity through the production of the raw materials and

crops which we export. For example, our country is very famous for quality cashew nuts, which are cultivated in Mtwara and cotton, which is cultivated in Mwanza. Crop cultivation also provides employment to many people in Tanzania.

The effects of poor crop cultivation practices on the environment

Crop farming activities can cause environmental degradation if they are not done properly. For instance, cultivating crops on steep slopes without using terraces results in soil erosion. Also, shifting crop cultivation that involves clearing trees or forests leads to soil erosion and drought. In addition, improper use of chemical fertilizers and pesticides reduces natural soil fertility and kills living organisms in the soil. These organisms are useful in breaking down organic materials for releasing nutrients into the soil.

Improper crop farming practices lead to the loss of natural vegetation, leaving the soil bare, and hence easily affected by soil erosion. Another effect is the drying of water sources. These practices can affect living organisms, including human beings, animals and insects as they may die of hunger and diseases. Figure 1 shows some of the effects of improper methods of crop farming.

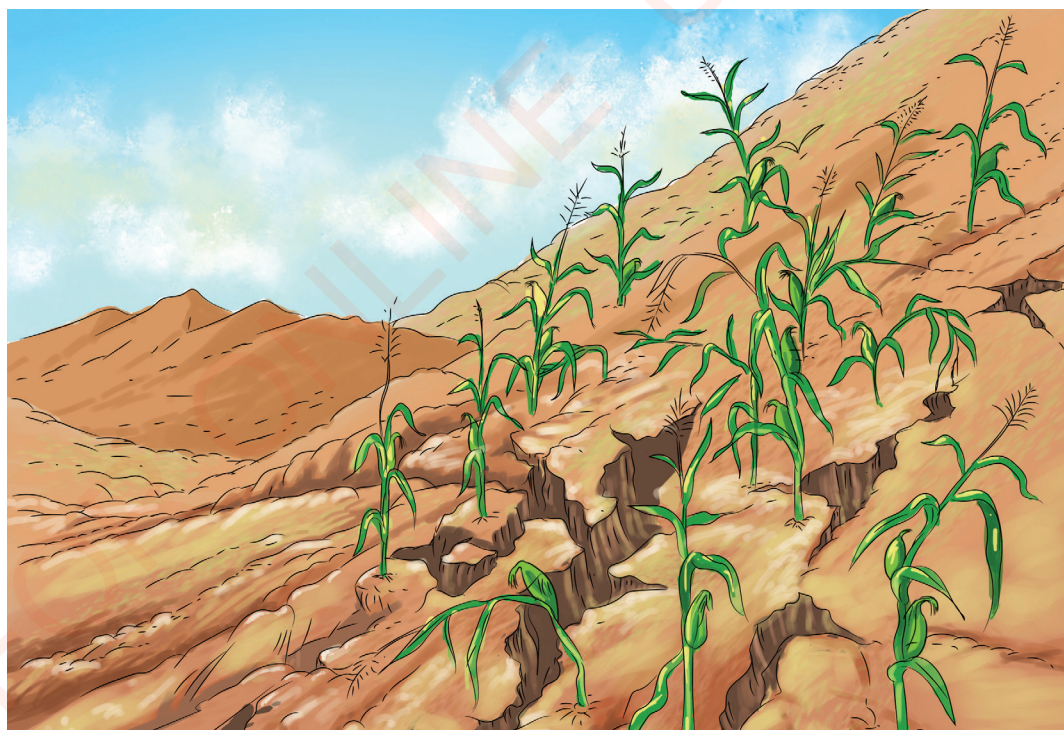


Figure 1: Affected land due to improper cultivation practices

Addressing the effects of poor crop cultivation practices on the environment

There are various ways that can be used to overcome the effects of environmental degradation caused by poor cultivation methods. One is the use of terraces on steep slopes to control soil erosion by run-off. Another is the growing of more than one crop in the same area or on the same farm. This type of farming helps to increase soil fertility. Third, crop rotation can also be used. For instance, a farmer can plant maize on a farm this year and the following year he or she can plant beans or other leguminous plants, which increase soil fertility. Fourth, more organic fertilizers should be used than chemical fertilizers and pesticides. Organic fertilizers include humus or animal manure.

Lastly, trees should be planted in bare land and in places where shifting cultivation is practised in order to prevent soil erosion. It is also important to plant trees on the slopes of mountains in order to control soil erosion.

Livestock keeping

Livestock keeping is an activity which deals with animal rearing. The animals kept include cattle, goats, sheep, chickens and ducks. There are three types of livestock keeping: zero grazing, free-range rearing and nomadic pastoralism.

In zero grazing, animals are kept and fed in a confined place. This type of grazing allows one to keep only a few animals. Sometimes, cattle, goats and sheep are kept on large farms owned by the state, companies or some individuals. These farms are called ranches. Examples of such ranches in Tanzania are in Kongwa District and West Kilimanjaro.

Another type of livestock keeping is free-range rearing. In this kind of animal rearing, pastoralists take their livestock into grazing areas in the morning and take them back home in the evening.

The third type of livestock keeping is nomadic pastoralism. In this kind of livestock keeping, pastoralists move with their livestock from place to place, looking for pasture and water. Figure 2 shows pastoralists grazing livestock. Sometimes, pastoralists walk a long distance before they reach a place where pasture and water are available. In Tanzania, livestock keeping is common in Mwanza, Mara, Shinyanga, Tabora, Singida, Dodoma, Kilimanjaro and

Arusha. Some of the ethnic groups which practise nomadic pastoralism are the Masai, Barbaig, Sukuma, Nyamwezi, Meru and Gogo.

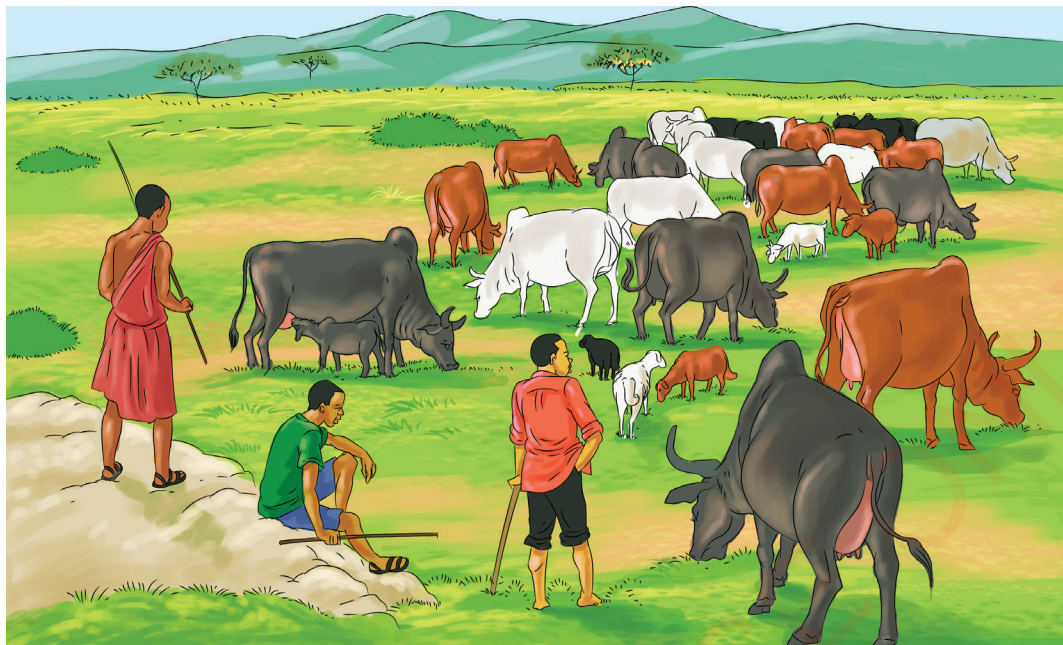


Figure 2: Pastoralists grazing livestock

The benefits of livestock keeping

There are many benefits of livestock keeping. One of them is the provision of meat, milk, skin, hoofs and manure. Animal skins are used to make various items such as shoes, bags, belts and drums. Hoofs are used to make glue. Also, animals provide us with manure which is used in crop cultivation activities. The products of livestock keeping can be used as a source of food and income. Moreover, we get domestic and foreign currency by selling livestock and dairy products.

The effects of poor livestock keeping on the environment

Overgrazing is the practice of keeping a large number of animals in a small area. This often leaves land bare because the animals feed on all grass and other kinds of vegetation cover. Also, when the animals walk over the land for a long time they cause the soil to be compact and hard for vegetation to grow. The land gets exposed to agents of erosion, that is, wind and water, which remove the top layer of the soil. This process is called soil erosion.

When the eroded soil is deposited in dams and other water reservoirs it causes silting. Silting decreases the volume of water and may lead to the drying of dams and other water reservoirs. This eventually causes shortages of water for domestic use and for livestock and other organisms.

Nomadic pastoralism causes deforestation in areas where pastoralists establish temporary settlements and kraals for their animals. Pastoralists also cut down trees for firewood. As they move from one place to another, they continue to cause environmental degradation.

Strategies for controlling the effects of poor livestock keeping on the environment

There are various ways to control the effects of poor livestock keeping on the environment. One of the strategies is to avoid keeping a large size of livestock in a small area. Reducing the size of livestock will ensure that the grazing area is enough for the number of animals kept. This will significantly reduce soil erosion. For this to be successful it is important to educate livestock keepers on the advantages of keeping few quality animals, which will produce better products such as milk, meat and skin.

Another strategy is zero grazing; livestock are kept at home and in small numbers. Also, ranching can be used to keep animals in a specified area and fed on hay.

Exercise 1

Answer the following questions:

1. Define the term environmental degradation.
2. Mention three benefits of livestock keeping in your community.
3. Explain four negative effects of keeping many animals in a small area.
4. Explain the effects of the soil erosion caused by improper crop farming practices.
5. Mention four benefits of crop cultivation to the national economy.

Manufacturing

Manufacturing refers to the processing of raw materials using machines to produce useful products or goods. These products may be clothes, mattresses, cars, iron sheets, motorcycles, food products and drinks. There are two kinds of manufacturing industries, these are; those which produce raw materials and those which produce consumable goods. Examples of raw material processing industries are cotton processing industries that produce cotton fibre and sisal processing industries that produce sisal fibre. Other industries use the products of processing industries to manufacture consumable goods. For instance, a textile industry uses cotton fibre to make clothes and industries which use sisal fibre to make carpets.

The benefits of manufacturing

Manufacturing helps to add value to raw materials in order to get products for different uses. Manufacturing industries help to increase the national income, since the products are sold inside and outside the country. Also, when the products are exported to other countries, we get foreign currency. Furthermore, manufacturing industries provide employment to many people. Those who are employed in manufacturing industries need goods and services that can be provided in neighbourhoods and therefore, provide a market for goods from other activities.

The effects of manufacturing activities on the environment

Manufacturing industries may cause various environmental problems, including air, water and land pollution. The problems occur because manufacturing industries produce waste such as toxic gases, smoke, dust, solids, sewage and noise. These pollutants are harmful to the environment because they affect living organisms, including human beings. The air pollution caused by industrial activities causes various problems such as skin and respiratory diseases. It also contributes to climate change. The gases emitted from manufacturing industries may cause acid rain and deplete the ozone layer. Improper disposal of industrial waste can lead to water and soil pollution. Soil and water pollution affects organisms that live in water and on land. Solid waste like plastic bags and bottles, if not disposed properly, can also pollute the environment.

Controlling the pollution caused by manufacturing industries

The environmental degradation caused by manufacturing activities can be controlled by locating industries far away from human settlements. Also, the emissions and waste from industries can be treated before they are released into the environment. For example, industries should construct smoke-cleaning chambers to clean up toxic substances and dust before releasing them into the atmosphere.

Industries should plan for recycling waste that can be used for other purposes. For example, paper that has been used can be returned to the industries and be processed to get paper again. Waste paper can be used to make charcoal. Other kinds of garbage can be transformed into fertilizer. Also, soundproof systems should be installed in industries to reduce noise pollution.

Activity 1



Visit a nearby manufacturing industry to identify the waste produced and observe how it is managed.

Mining

Mining is a process of extracting minerals from the earth. Minerals are a collection of solid chemical substances which are found in the earth's crust. Examples of minerals are gold, diamond, iron, coal, copper and salt. Salt is obtained through the evaporation of ocean water, which leaves behind salt crystals. Also, salt can be obtained through the evaporation of underground salty water. Mining can be done using simple machines or hands with the help of simple tools such as hoes and pick axes. Small-scale miners use simple tools. Larger-scale mining uses huge plants and machinery. Table 2 lists some minerals and the areas where they are found.

Table 2: Types of minerals found in Tanzania

Type of mineral	Areas where minerals are found
Gold	Geita, Kahama in Shinyanga, Chunya in Mbeya, Mpanda in Katavi, Amani in Tanga, Sekenke and Manyoni in Singida
Tin	Karagwe in Kagera
Diamond	Mwadui in Shinyanga
Tanzanite	Mererani in Manyara
Coal	Songwe, Kiwira in Mbeya and Mchuchuma in Njombe
Ruby	Mahenge and Kilosa in Morogoro
Salt	Uvinza in Kigoma and on the shore of the Indian ocean/coastal sea
Iron	Liganga in Njombe, Uluguru mountains in Morogoro and Mbabara near lake Tanganyika
Lime	Tanga, Chunya in Mbeya and Kilwa in Lindi
Copper	Mpanda in Katavi
Mica	Ulanga in Morogoro
Uranium	Manyoni in Singida, Bahi in Dodoma and Namtumbo in Ruvuma

The benefits of minerals

Mining is beneficial to individuals and the nation. Mining helps people to get jobs and raw materials for different industries. Moreover, minerals like gold, silver and diamond can be used as ornaments. Salt is used for domestic purposes and for preserving food such as fish and meat. Diamond is used to cut hard substances as well as glass, and for drilling rocks. Some of the minerals are exported to other countries to earn foreign currency. Minerals promote our country to international communities. For example, Tanzanite is found only in Tanzania, so it makes Tanzania known to various countries.

The negative effects of mining on the environment

Mining can cause environmental degradation, if not properly done. Mining can cause soil erosion and leave large ditches on the ground. As a result, other productive activities like agriculture cannot be done in areas with large ditches. The dust and smoke from mining sites pollute the air. This can cause

human diseases. The diseases include those of the respiratory system, eye and ear infections, and other diseases affecting people who are allergic to dust. The chemicals used in mining such as mercury pollute the land and water sources. When mercury gets into the soil and water sources, it affects aquatic organisms, plants and human beings. Mining areas are often affected by floods because of lack of vegetation. For example, Mererani and Geita are sometimes affected by floods because natural vegetation has been cleared where mining activities are done. This causes water to flow on the surface, instead of percolating into the soil. The eroded soil can enter rivers, lakes and dams, thus causing siltation and flooding. In addition, the removal of natural vegetation can cause drought.

Ways of reducing the negative effects of mining on the environment

The effects of mining on the environment can be reduced by using proper mining methods and filling up the large ditches left behind after mining. Another way is to plant trees and grass in the affected areas to restore vegetation. Also, treatment of gaseous and liquid waste before releasing them to the environment is another way of reducing the negative effects of mining on the environment. It is also recommended that an environmental impact assessment should be done before mining begins in a particular area. Miners should adhere to the laws and regulations relating to land use and mining in order to reduce the negative effects of mining on the environment.

Exercise 2

Answer the following questions:

1. Mention two types of manufacturing industries.
2. Explain the benefits of manufacturing industries.
3. List four effects of manufacturing activities on the environment.
4. What are the effects of the smoke from manufacturing industries on human beings?
5. What is a mineral?
6. Mention three benefits of mining.

7. Explain three effects of mining activities on the environment.
8. Why are mining areas likely to be affected by flooding?
9. What should be done to areas degraded by mining activities?

Fishing

Fishing is an activity which involves harvesting or catching fish or other aquatic organisms for food or trade. Fishing is done in lakes, rivers, dams and oceans. Examples of sea water fish are the octopus, kingfish, silverfish and shark. These are salt water fish. Fresh water fish are found in lakes, rivers and dams. Examples of fresh water fish are gray tilapia, mud fish and the Nile perch.

The benefits of fishing

Fishing provides us with many benefits, including the provision of employment to communities that live near fishing sites. Also, fishing provides raw materials for industries that process fish products. Fishing contributes to individual and national income. In addition, fishing provides foreign currency through the export of fish and fish products. Moreover, fishing provides us with food.

The effects of improper fishing methods on the environment

There are different methods of fishing. These include fish nets, fish hooks and others. Proper fishing methods include the use of proper nets that catch mature fish. Improper fishing methods are sometimes known as illegal fishing methods. They include those that catch immature fish and destroy fish breeding grounds. Examples of poor fishing methods include the use of poison or explosives to catch fish. The use of poison pollutes lakes, rivers and oceans. Polluted water causes the death of aquatic organisms, decreases biodiversity and disturbs the aquatic ecosystem. Moreover, fish which are caught using poison are harmful to human beings.

Likewise, the use of drift nets is not recommended because these nets may catch immature fish and eggs which, if allowed to grow would be more useful to our communities and the country.

Strategies for controlling improper fishing

The effects of improper fishing can be controlled by educating fishermen on the effects of using explosives, poison and drift nets. Also, the laws restricting improper fishing should be enforced seriously in order to improve fishing activities. Fishermen should be provided with loans so that they can purchase equipment and should be educated on how to use proper fishing equipment.

Exercise 3

Answer the following questions:

1. Mention any two improper methods of fishing.
2. What are the health effects of using polluted water?
3. Explain three effects of improper fishing methods.
4. What do you think should be done to control improper fishing methods?

Water sources

Water is a very important resource to living organisms. There are three main sources of water.

- (a) Underground water
- (b) Surface water
- (c) Rain water

When it rains, some of the water flows on the surface of the earth and some of the water infiltrates into the ground and is stored in rocks. Ground water can come to the surface through springs, wells or rivers. Water is used for domestic purposes such as cooking, drinking, bathing and washing clothes. Water is also used in industries for cooling machines and processing raw materials. Likewise, water is used for irrigation and for the generation of hydroelectric power. In the process of generating electricity, water is used to turn a turbine whose force generates electricity. Examples of hydroelectric power stations in Tanzania include Nyumba ya Mungu in Kilimanjaro, Mtera in Iringa and Kidatu in Morogoro.

Exercise 4

Answer the following questions:

1. Mention three sources of water.
2. Mention four domestic uses of water.
3. List other uses of water.

Activity 2



Visit a water source in your area and then find out how it is managed. Identify the activities done in the area that can destroy the source of water. Write a short summary and submit it to your teacher for marking.

Activities that can degrade sources of water

Many of the activities which are carried out by human beings require extensive use of water. Various economic activities can destroy sources of water. Actions that could destroy sources of water include the cultivation of crops close to water sources, feeding livestock in water sources, cutting down trees and burning forests. Similarly, the disposal of domestic and industrial waste into or near water sources contaminates water. In addition, the establishment of settlements close to sources of water can cause these sources to dry up.

Effects of the degradation of sources of water

The destruction of sources of water has various negative effects on living organisms. One of the effects is shortage of water for domestic and industrial use. The destruction of sources of water also affects agricultural and fishing activities. The pollution of water sources causes diseases such as typhoid, cholera, diarrhoea and dysentery.

Conservation of sources of water

Taking into consideration the importance of water, we need to conserve sources of water by planting water-saving trees such as figs around them. It is also advisable to stop cultivating crops or building houses near sources of water. Domestic and industrial waste should not be directed into sources of

water. We should also avoid cutting down indigenous trees around sources of water. In addition, the laws that restrict the carrying out of economic activities around sources of water should be enforced. Most importantly, communities should be educated on the importance of water and sources of water and on how to conserve them.

Exercise 5

Answer the following questions:

1. Mention human activities that destroy sources of water.
2. Mention four effects of the degradation of sources of water on living organisms.
3. Describe three ways used to conserve sources of water.

Exercise 6

Answer the following questions:

1. Mention five human activities that can lead to environmental destruction.
2. Briefly explain how such human activities can destroy the environment.
3. Explain four ways of dealing with the environmental degradation caused by mining.

Choose the most correct answer in the following questions:

4. Which of the following refers to all things that surround human beings?
(a) Forests
(b) Environment
(c) Settlements
(d) Mountains

()

5. Which of the following activities can destroys the environment?
- (a) Mining
 - (b) Zero grazing ()
 - (c) Garbage collection
 - (d) Recycling
6. What does keeping a large size of livestock in a small area cause?
- (a) Livestock getting fat
 - (b) Pastoralists getting tired ()
 - (c) Soil erosion
 - (d) Addition of pasture
7. Which of the following can be caused by improper fishing?
- (a) Destruction of infrastructure
 - (b) Destruction of fish-breeding sites ()
 - (c) Destruction of crop farming
 - (d) Destruction of food
8. What action is necessary to protect the environment from industrial waste?
- (a) Recycling the wastes
 - (b) Throwing away the wastes ()
 - (c) Hiding the wastes
 - (d) Burying the wastes in the ground

Write **True** for a true statement and **False** for a false statement.

9. Rivers, lakes and oceans are sources of water. _____
10. Tree planting degrades the environment. _____
11. Mixed farming reduces soil fertility. _____
12. Cutting down trees causes drought. _____
13. In order to preserve sources of water, we must observe environmental management principles. _____

Vocabulary

Biodiversity	different forms of life on earth, including different plants, animals and micro-organisms
Ditch	a long narrow hole dug on the ground
Drought	a prolonged period of abnormally low rainfall which leads to a shortage of water
Ecosystem	refers to the interaction of living and non-living things
Mines	places where minerals are extracted
Recycling	a process of transforming waste materials into reusable products

Chapter Two

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Keeping records of historical events

Introduction

In Standard Four, you learnt about various events that took place in your family, in neighbouring families and at school. You also learnt about different kinds of instruments used to record historical events and the methods used to keep historical information about such events for future use. In this chapter, you will learn about different historical events that occurred in Tanzania from 1961 to 2002. Also, you will learn about the sources and methods of collecting historical information. In addition, you will identify different places where historical information is kept.

Historical events in Tanzania, 1961-2002

There are different historical events that have happened in Tanzania. Some of the events happened between 1961 and 2002. Table 1 shows some of such events.

Table 1: Selected historical events in Tanzania from 1961 to 2002

Year	Historical event
1961	Independence of Tanganyika
1964	The Zanzibar Revolution and the Union of Tanganyika and Zanzibar
1967	The Arusha Declaration: Tanzania adopted the policy of Socialism and Self-Reliance
1972	Assassination of Abeid Amani Karume, the first President of Zanzibar
1974	The Musoma Resolution
1978-1979	The Kagera War: The war between Tanzania and Uganda
1984	The death of Edward Moringe Sokoine, former Prime Minister of the United Republic of Tanzania
1998	Occurrence of <i>El Niño</i> in Tanzania
1996	The tragic accident of MV Bukoba in Lake Victoria
1999	The death of Mwl Julius Kambarage Nyerere, the first President of the United Republic of Tanzania
2002	A terrible train accident in Dodoma

Exercise 1

Answer the following questions:

1. When did Tanganyika get her independence?
2. When did Tanganyika and Zanzibar unite to form the United Republic of Tanzania?
3. In which year did the Kagera war start?
4. What leadership position did Edward Moringe Sokoine hold?
5. Who was the first President of the United Republic of Tanzania?

Activity 1



Write any information in your exercise book about an event which happened in your life or which you witnessed. Then share it with your fellow pupils.

Sources and ways of keeping records of historical events

In order to understand events that happened in the past, historians use a number of sources to get and keep information. This section analyses some important sources and ways of keeping historical information.

(a) Oral memories

These are sources of information. Such information is conveyed through the word of mouth. There are two types of oral memories, namely oral traditions and oral testimonies.

Oral traditions refer to information about the distant past. They are transmitted from one generation to another through the word of mouth. In oral tradition, a person who narrates a story about a past event did not witness the event. Rather, he/she learnt about that event from previous generations. For example, a person can talk about the development of his/her society since the 1800s, not because he/she witnessed the development in question but because he/she learnt about it from previous generations.

Oral testimonies are sources of information about the past. They are given by people who witnessed a historical event. Historical events can be about an accident, death or war. Oral memories are easy and less expensive to collect but need careful analysis to avoid bias in recording information.

(b) Archaeology

Archaeology is the study of material remains of the lives of human beings in the past. Those who study such remains are called archaeologists. Through the excavation method, archaeologists dig the soil in order to find and recover remains of buildings, tools, animals, plant fossils and others. They interpret the remains and write reports on what they have found. Historians use the remains and reports prepared by archaeologists as a source of information and as evidence for understanding the past. They also write about it. They can use that information to write about the culture of past societies, events that happened in the past and the time when the events happened. For example, British archaeologists Dr Louis Leakey and his wife Dr Mary Leakey discovered the skull of a *Zinjanthropus* at the Olduvai Gorge in 1959 (Arusha, Tanzania). This discovery is used by historians to justify the historical truth about the origin of mankind.

(c) Historical anthropology

Historical anthropology is the study of human, social or cultural institutions and their relationships over time. It studies cultural systems such as ideas, beliefs, religions, practices and institutions that regulate a particular society. Historians use this information to understand past human activities and cultural practices. By using data from anthropology, historians can collect information about the culture, lives, traditions, taboos, behaviours and the development of a particular society in time and space.

(d) Historical linguistics

Historical linguistics is the study and analysis of the sounds, structures and formation of a given language and the way in which that language reflects the culture of a particular society. It pays attention to the time when the language started, ways in which it changed over time, the time when certain words began to be used and the reason why they are used. Historical linguistics also studies the relationship between one language and others in order to understand cultural interactions between different societies.

Therefore, historical linguistics is an important source of information for understanding events and processes about the human past. This is due to the fact that language carries important information about the history, culture and development of a society. For example, some Kiswahili words such as *chupa*, *dunia*, *shukrani* and *shule* resemble words spoken by people from the Middle East, the Far East and Europe. By studying the Kiswahili language, it is possible to get information about the origins of, and interactions between, the people in Tanzania who speak Kiswahili and those in the Middle East, the Far East and Europe.

(e) Written records

Written records are also a very important source of information about events and processes that happened in the past. They may include books, diaries, letters, official correspondences, newspapers and institutional reports. Some of these records are very old. Others have been written recently. Many of these written records can be found in libraries and archives. For example, in Tanzania, some written sources were produced by the early Muslim traders who visited Tanzania. Other written records were produced by the early European explorers, missionaries and traders who visited the country and the colonial officials who worked in Tanzania during the periods of German and British rule. Some of these written records have been produced by officials who worked in the post-independence period. Historians use these written records to understand what happened in the past.

(f) Museum records

A museum is a place where memories of historical events about the past are kept. Many objects representing cultural events and developments about the past are stored in museums. Tanzania has many museums such as the National Museum and House of Culture in Dar es Salaam, the Village Museum in Dar es Salaam, the Maji Maji War Museum in Songea, the Mwalimu Julius Nyerere Museum in Butiama, the Arusha Declaration Museum in Arusha, the Natural History Museum in Arusha and the Moravian Church Museum in Rungwe. In these museums, you can find objects showing social, political and economic events that happened in the past. Historians use these objects and their descriptions to understand and write about the past.

(g) Historical sites

Historical sites are places where one can find information about historical events. There are various places with records of historical events in Tanzania. They include those mentioned below:

(i) *Sites of the Slave Trade and Arabic influence*

The sites include Mji Mkongwe in Zanzibar, Kilwa in Lindi, Kaole in Bagamoyo, Ujiji in Kigoma and Songea in Ruvuma. Other sites are located along the Lake Nyasa region, Tanga, Singida and Tabora.

(ii) *Sites of ancient civilization in Tanzania*

They include the Olduvai Gorge in Arusha, Isimila in Iringa and Kondoa-Irangi in Dodoma.

(iii) *Sites of colonial wars and the First World War*

They include Lugalo, Kalenga, Songea, Kilwa, Mahenge, Tanga, Nyangao and Masasi.

Historical sites are very useful sources of historical information, which show the reality through the physical existence of past experiences or development.

Methods used to collect historical information

There are four methods which historians use to collect information about past events.

- (a) Oral interview – This method is used to collect oral memories, especially oral traditions and testimonies.
- (b) Documentary research – This method is used to find written information about events that happened in the past. This kind of research is conducted in libraries, archives and other documentation centres.
- (c) Direct observation – In this method, historians visit historical sites where records about past events can be found.
- (d) Questionnaire – This method is used to collect written information from a big number of respondents.

Tools used to record historical information

- (a) Tape recorders – They are used to record sound.
- (b) Cameras – They are used to take pictures, both still pictures and videos.
- (c) Notebooks – They are used to take notes.
- (d) Pens or pencils – They are used to take notes.

Exercise 2

Answer the following questions:

- 1. Mention sources of historical information.
- 2. List the tools used to collect information about past events.
- 3. Mention the methods used to keep historical information in Tanzania.

Exercise 3

Answer the following questions:

- 1. A museum is a place that is used:
 - (a) To keep records about births and deaths
 - (b) To keep records about historical events ()
 - (c) To keep records about heaven
 - (d) To keep records about recent technological discoveries
- 2. Keeping historical records is important because:
 - (a) They help to understand past and present events and to use them to predict the future.
 - (b) They help to understand events of the present only.
 - (c) They help to understand events of the past only. ()
 - (d) They help to predict the future only.

3. The most important places where historical records are kept include:
- (a) Museums and archives
 - (b) Market places and schools ()
 - (c) Churches and shopping centres
 - (d) Mosques and hotels
4. Famous historical sites in Tanzania are found in many areas, including:
- (a) Olduvai Gorge, Engaruka, Kondoia Irangi and Isimila
 - (b) Lushoto, Bagamoyo, Kilwa and Rusinga
 - (c) Rusinga, Isimila, Nsogenzi and Engaruka ()
 - (d) Uvinza, Ugweno, Kilwa and Chekereni
5. Written sources of information about historical events are usually kept in:
- (a) Museums and caves
 - (b) Homes and courts ()
 - (c) Libraries and archives
 - (d) Caves and libraries

Activity 2



Visit any historical site or place that shows any important event that happened in the past. Write important information about that site and the event it represents. Then narrate the story about that event to your fellow pupils in class.

Exercise 4

Answer the following questions:

1. Explain the meaning of the following terms:
- (a) Anthropology
 - (b) Archaeology

2. Explain the functions of museums.
3. Highlight the importance of the information available in various historical sites.

Write **True** for a true statement and **False** for a false statement.

4. Narration is an oral presentation. _____
5. In Tanzania, the main national museum is located in Arusha City.

6. A survey of various historical sites helps to find historical events.

Vocabulary

Anthropology	the study of human culture
Archaeology	the study of human history and prehistory through the excavation of sites and the analysis of artefacts and other physical remains
Archives	a place where documents and records that contain historical information are stored
Tape recorder	an apparatus for recording sound on a magnetic tape

Chapter Three

Weather

Introduction

When you were in Standard Four, you learnt about the concept of weather, weather elements and the instruments used to measure weather conditions. Also, you learnt about changes in weather conditions. In this chapter, you will learn the meaning of wind, which is one of the elements of weather. You will also learn about the causes, advantages and disadvantages of wind. Finally, you will learn how to measure wind.

The meaning of wind

Wind is air in motion. Wind blows from an area of high air pressure to an area of low air pressure. For instance, if you take a ball filled with air and then pierce it with a needle, you will find that the air inside the ball comes out. This happens because the air inside the ball is in high pressure, while the air outside the ball is in low pressure.

Causes of wind

Wind occurs because of differences in air pressure between one place and another. An increase in temperature causes air to expand, become light and rise. This means air pressure becomes low. A decrease in temperature causes air to condense and sink. This makes an area have high pressure. The air from an area with high pressure tends to move to an area with low pressure. When the difference in temperature between the two areas is huge, the wind becomes strong. This is how wind occurs.

Activity 1

Take a balloon and blow it to fill it with air. When it is full, close the opening of the balloon. Pierce the balloon using a needle or a pin. You will see that air rushes out of the balloon. This shows how air flows from an area with high air pressure to an area with low air pressure.

Advantages of wind DO NOT DUPLICATE

Wind has the following advantages:

- (a) Pumping water from the ground: In windy regions or areas, wind is used to run windmills, which pump water from the ground. See an example of a windmill in Figure 1.

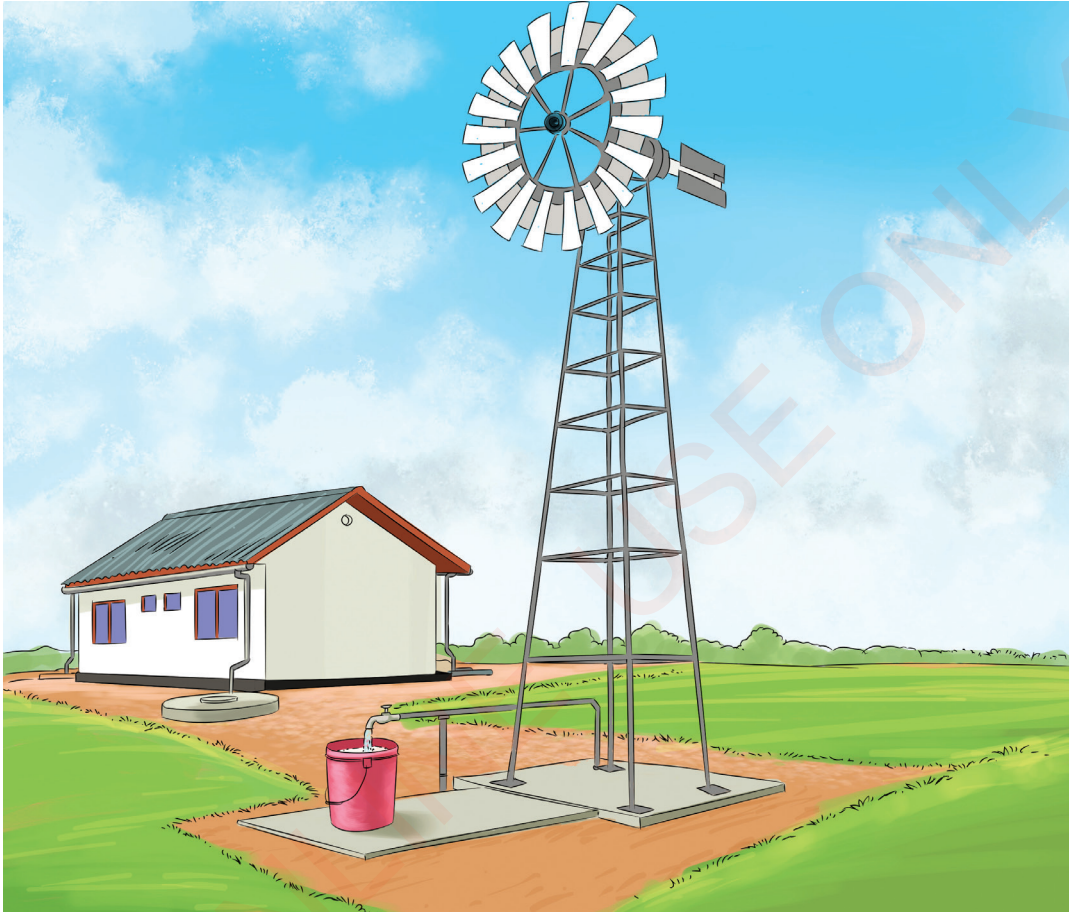


Figure 1: A windmill pumping water from the ground

- (b) Generation of electricity: Wind can be used to run electricity-generating machines. For example, Singida Region is one of the areas in Tanzania where wind is commonly used to generate electricity. So, we should build windmills to generate electricity. This will help to reduce the use of other sources of energy such as fuel, wood, charcoal and gas.
- (c) Pollination of flowers: Wind acts as an agent in the pollination of flowers. Flower pollination is important because, without it, we cannot get fruits and seeds.

- (d) Drying clothes and grain: When dry air blows, it absorbs moisture from clothes or grains and dries them.
- (e) Cooling the environment: In hot weather, people like to go to beaches for recreation. This is because the sea breeze blows cooler air from the oceans to the beach which is enjoyed by the people. Likewise, in hot weather, people use fans to cool their bodies. A fan is also used to cool car engines.
- (f) Formation of rain: When wind blows over a wet area, it absorbs moisture. If moist wind rises up and condenses, it forms clouds. Clouds become heavy and rain comes down.

Disadvantages of wind

Despite having the advantages mentioned above, wind also has the following disadvantages:

- (a) Destruction of buildings: A strong wind can blow away roofs and destroy houses sometimes. This may result in the loss of lives and can damage property (see Figure 2).



Figure 2: Destruction of a building by a strong wind

- (b) Spreading of diseases: Strong winds blow dust that spreads bacteria and viruses of airborne diseases like tuberculosis and flu.

- (c) Destruction of natural vegetation: Very strong winds such as hurricanes can uproot trees and hence destroy vegetation.
- (d) Causing floods: When strong winds such as hurricanes blow over a sea, they may cause floods on islands and the surrounding coastal areas.

Exercise 1

Answer the following questions:

1. What is wind?
2. Describe causes of wind.
3. Mention four benefits of wind.
4. Explain two disadvantages of strong winds.
5. Mention two advantages of windmills.

Measuring wind

We can see two things when wind is blowing. These are the direction and speed of wind. You can determine the direction of wind by looking at the direction in which trees or leaves sway. The speed of wind can be seen by looking at the shaking of trees and leaves or the blowing away of various objects. The direction and speed of wind can be measured by using a special instrument.

The instrument used to measure the direction of wind is called a wind vane. At the top of this instrument, there is an arrow that shows the direction of wind. The arrow is hung on a pipe. Under the arrow there are wooden or metal pieces that show the four cardinal points: North, East, South and West. When wind blows, the arrow turns towards the direction in which it is blowing (see Figure 3).

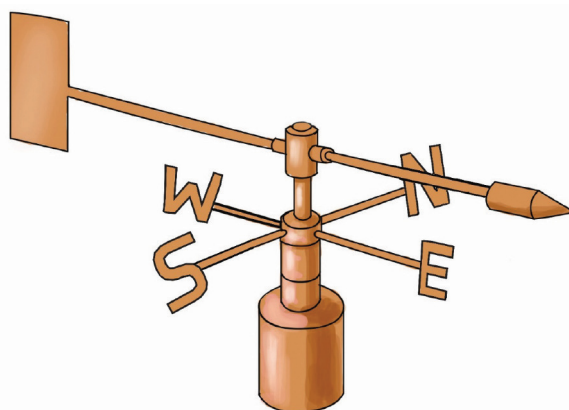


Figure 3: A wind vane

Winds are given names to identify them. The name of a given wind depends on the direction from which it is blowing. For example, if the wind is blowing from South to North, it is known as a Southern wind. If the wind is blowing from North to South it is called a Northern wind. Similarly, if the wind is blowing from East to West it is known as an Eastern wind, and if the wind is blowing from West to East, it is called a Western wind.

Wind speed is measured using an instrument called an anemometer. An anemometer is an instrument which has three or four horizontal cups on a vertical stand or shaft. At the end of each metal arm, a metal cup is fixed. When wind blows, the arms rotate and the speed of the wind is recorded in kilometres or miles per hour. When the wind is strong, the cups rotate fast. The number of circuits are recorded on a meter in the anemometer. The number shows the speed of the wind in kilometre per hour. For example, in Figure 4, the speed of the wind is 28.3 kilometres per hour.

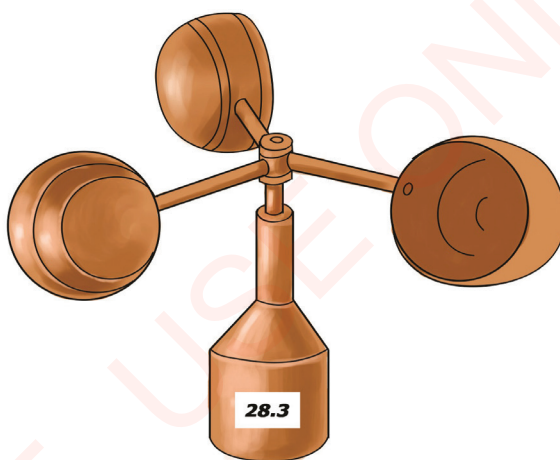


Figure 4: An anemometer

Ways to reduce the negative effects of wind

We often hear from news that a strong wind has destroyed many houses in a certain region. The communities affected need to know how to protect themselves from the negative effects of severe winds.

The best way to protect ourselves from such effects is to plant trees in open areas. Trees can reduce the speed of wind and ultimately minimize its effects on buildings. Moreover, houses built in areas with strong winds must have strong walls and roofs.

Exercise 2

Answer the following questions:

1. What causes wind?
2. Outline three things that will show that a strong wind is blowing.
3. Why are open areas more affected by strong winds?
4. What should be done to reduce the effects of strong winds?
5. Why is one area more likely to be affected by strong winds than another area?

Match the words in **Column A** with the statements in **Column B** and then write the correct answers in the provided space.

No	Column A	Answer	Column B
6.	Anemometer	()	(a) Measuring the direction of wind
7.	Wind	()	(b) One of the benefits of wind
8.	Unroof	()	(c) Measuring wind pressure
9.	Pollination	()	(d) Measuring the location of wind
10.	Wind vane	()	(e) Measuring wind speed
			(f) Air in motion
			(g) A fast blowing wind
			(h) One of the disadvantages of wind

Vocabulary

Pollination the act of transferring pollen from the male anther to the female stigma for fertilization purposes

Windmill a tall thin structure with parts which use wind to produce electricity or pump water from the ground

Chapter Four

Culture

Introduction

In Standard Four, you learnt about issues that build and enhance good relations between people in a society. In this chapter, you will learn about the concept of culture, elements of Tanzanian culture and the importance of culture. In addition, you will learn about things that negatively affect culture and how to promote appropriate traditions and customs.

Meaning of culture

Culture is the totality of human experience that consists of the customs, taboos, social behaviours, ideas and practices found in various human societies. Culture identifies and connects people living in a particular society through several aspects such as language, food, clothes, songs, sports, traditions and customs. Culture is shared by members of a given society in a family, community or nation. It is learnt and passed from older generations to younger ones.

Tanzanian culture is the total way of how Tanzanians live. It is based on their customs, taboos, traditions, ideologies, sports and forms of social, economic and political relations. Tanzania has over 120 ethnic groups. Each ethnic group has its own culture that is specific to its social, economic and environmental setting. In spite of these differences, there are also cultural ideas and practices that connect all Tanzanians, regardless of their ethnic groups. These practices include the use of the Kiswahili language, which is the official medium of communication in the nation, respect for elders in the society and good manners.

The importance of culture to Tanzanians

Culture is important to Tanzanians because:

- (a) It promotes national unity;
- (b) It gives Tanzanians a social identity;

- (c) It promotes good and friendly relations among people in the society;
- (d) It is a bond that ties and connects people together;
- (e) It helps the society to value good cultural practices and preserve the natural resources of the nation;
- (f) It is the foundation of good ethics that the nation and society inculcates into children, the youth and adults; and
- (g) It helps Tanzanians to develop a sense of belonging, patriotism and unity as a people.

Elements of Tanzanian culture

There are many elements of Tanzanian culture. These elements include language, customs, traditions and taboos, sports, creative arts, clothes, education, religion and behaviours. Some of these elements are described below.

(a) Language

Language is a system of communication used by people of a given community, society or nation. In other words, it is a means of human communication, which uses sounds, signs and words to convey messages. Language is an important element of culture. In Tanzanian culture, the dominant language is Kiswahili. Kiswahili is one of the official languages of Tanzania.

Kiswahili reflects Tanzanian culture in many ways. First, it is used as a cultural tool of social identity for many Tanzanians. Second, it is a medium of transmitting knowledge and information of local, national and global importance. Third, it is used to transmit customs, taboos, values and ethics across generations. Fourth, it is a carrier of national cultural heritage.

(b) Traditions and taboos

A tradition is a belief or custom or way of doing something that has existed for a long time. While a taboo is a practice that is prohibited or restricted by social or religious customs. A person in a community who breaks taboos is punished by the community's leaders in accordance with the existing social rules. Cultural processes such as marriage, religious ceremonies, inheritance, libation and burials are usually conducted on the basis of some

beliefs and environmental conditions. One of the oldest traditions practised by some societies in Tanzania is the initiation of girls and boys into adulthood. Each ethnic community has its traditions and taboos on how to initiate girls or boys that have been inherited from a previous generation. Girls and boys were taught how to keep houses, children and families. Ethics and values were also taught in order to make them better community members. They were also given knowledge, skills and competencies so that they could become productive and useful persons in the family and the community more generally. In addition, they were taught things which they were not allowed to do. Some old taboos are now being discredited such as the prohibition of pregnant women to eat eggs, milk and the liver.

(c) Customs

These are socially accepted ways of behaving or doing things in a community. They are also important elements of culture, which are sensitive to changing circumstances. They can change, depending on the time, place and changing social, economic and political developments in a community. Every community has its own customs that make up its cultural identity in matters such as medicine, dressing, food and greetings.

(d) Sports

Sports are activities that people do for leisure, entertainment or recreation. There are many types of sports. Some are indigenous to Africa and were practised even before the arrival of the people from the Middle East, the Far East and Europe on the continent. They included running, swimming, jumping, wrestling, spear throwing and *bao* playing. Other sports were imported into Tanzania from outside the country, especially from Europe and Asia. They include boxing, *kabaddi*, karate, *judo*, volleyball, football, netball, basketball and table tennis. Sports and the ways in which they are played are important elements of culture in a particular society because they are the society's identity and tool for unity.

(e) Creative arts

Creative arts consist of a range of human activities that involve creating visual, performing or auditory artefacts. The person who creates these artefacts is called an artist. Artists use these artefacts to transmit their ideas, imaginations and skills to the public. Examples of artefacts include literature,

drawings, weaving, sculptures, films, songs and pottery. There are three categories of creative arts.

- (i) Fine arts – These are visible artefacts which have a shape. These include weaving, drawing, painting, textile design, sculpturing and pottery.
- (ii) Literary arts – These refer to creative writing or literature. These include songs, poems, plays and novels.
- (iii) Performing arts – These are artistic activities which are performed on stage. They include drama, dance, films, story-telling and citation.



Figure 1: Sculptural forms

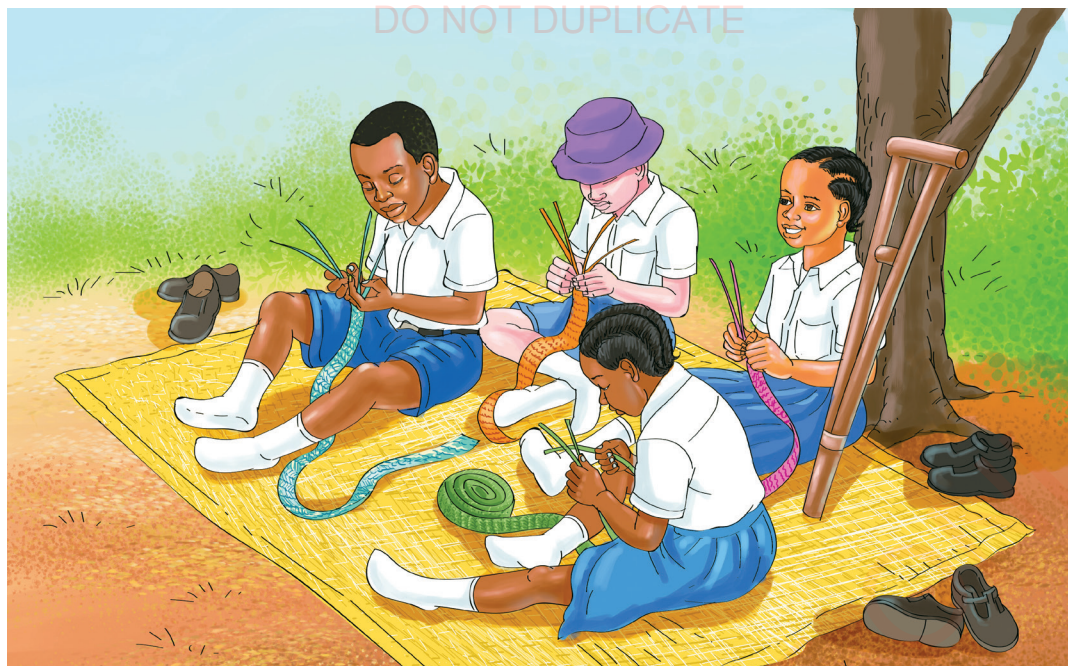


Figure 2: A weaving activity



Figure 3: The art of pottery

Exercise 1

Answer the following questions:

1. Mention the works of art shown in Figures 1, 2 and 3.
2. On the basis of the activities shown in Figures 1, 2 and 3, which activity can you perform?
3. What do you understand by the term culture?
4. Mention the importance of the Kiswahili language to the promotion of Tanzanian culture.
5. Describe four main elements of Tanzanian culture.

Activity 1



With your fellow pupils, discuss the good traditions and customs found in your community. Then write them in your exercise book.

The importance of traditions and customs

Traditions and customs are important elements of culture. They are part of the things that constitute ethics and moral values in each community. All communities uphold and protect traditions and customs because:

- (a) They are used to promote a culture of hard work;
- (b) They promote the spirit of cooperation, valuing each other, loving one another and respecting other people;
- (c) They promote the spirit of helping each other in social and economic matters such as burial ceremonies, weddings, initiation ceremonies, farming activities, hunting activities and livestock herding (see Figure 4);
- (d) They may provide references for harmonious living and conflict resolution in a community;



Figure 4: Community members weeding together

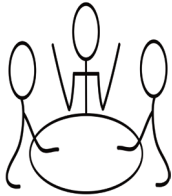
- (e) They help to instil discipline and good behaviour in people. People who break socially accepted taboos and customs can be punished (see Figure 5).
- (f) They help a community to have shared space that is good for every person to live in and thrive for life; and
- (g) They help to promote the spirit of self-reliance.



Figure 5: A boy being warned by his mother

Activity 2

Ask your parents or guardians to teach you how to sing your traditional songs. Then sing the songs to your fellow pupils in class.



With your fellow pupils, discuss the importance of traditions and customs in society. Then write them in your exercise book.

Factors affecting Tanzanian culture

The culture of a community or nation can be affected by many factors. Such factors include the following:

(a) Development of science and technology

The development of science and technology can potentially affect Tanzanian culture. This is because science and technology promote the development of transport and communication networks such as airports, mobile phones and television. These expose Tanzanians to foreign cultures. Some of the aspects of foreign cultures that are easily copied from outside the country include language, dressing styles, eating styles, ceremonies, love and relationships. Some of these may be harmful to our nation.

(b) Environmental changes

Changes in the environment can also have certain negative effects on culture. Changes in the environment such as climatic changes can affect an economy. Drought, for instance, can affect the production of food in a country. This may necessitate introducing a new culture of producing food into such a country. It may also force people to change the culture and patterns of food consumption by adopting new styles. Such adoption may lead to the loss of previous cultural practices.

(c) Growth of the Kiswahili language

While Kiswahili has played a very important role in promoting national culture and social cohesion, it has also undermined the culture of some communities

in Tanzania. For example, as the Kiswahili language has become popular and almost common in Tanzania, the local languages of such ethnic groups as the Zaramo, Hehe, Nyamwezi, Chagga, Ndali, Nyakyusa, Haya, Ngoni, Yao and Zigua are losing words and may in the long run become extinct. Many people, especially the younger generation, prefer to speak Kiswahili rather than speaking the local languages. Over time, many words in the local languages will be lost among the young people of the areas where the languages are spoken.

(d) Growing global interactions

The growing interactions between Tanzania and the outside world have also affected our culture. While such interactions have some positive social and economic effects on our development, they have also negatively affected the culture of our nation. Tanzanians have been borrowing aspects of foreign cultures, some of which are not good. Bad cultural behaviours that have been adopted from foreign cultures include drug abuse, prostitution, gambling, unethical dressing styles and unethical hairstyles.

(e) Social media and communication technologies

Social media and communication technologies are very useful in facilitating communication and knowledge exchange. Technologies such as the Internet have produced many revolutionary tendencies that have brought the world closer. The problem is that in countries such as Tanzania it has been difficult to control formal channels of communication such as television, the radio and newspapers. It has also been difficult to control social media outlets such as Facebook, *WhatsApp*, Twitter and *Instagram*. Some of these outlets and channels do not observe ethical and moral values. Therefore, these media project programmes, graphics and images that are inappropriate to our cultural norms.

Exercise 2

Answer the following questions:

1. Define the following terms:
 - (d) Culture
 - (e) Art
 - (f) Customs
 - (g) Taboos
 - (h) Sports
2. Mention three different types of art.
3. _____ is an element of Tanzanian culture as it has succeeded in uniting all the ethnic groups.
4. Creative arts consist of _____, _____ and _____.

Write **True** for a true statement and **False** for a false statement.

5. Changes in science and technology can affect culture. _____
6. Traditions and customs identify communities. _____
7. Language is the identity of any society. _____

Ways of promoting good traditions and customs

Families, communities and nations have the responsibility to protect and promote good traditions and customs as aspects of their cultures. Below are three ways of promoting traditions and customs.

(a) Promoting the indigenous language of each ethnic community in Tanzania

As noted in the previous sections in this chapter, language is an important carrier of traditions and customs. As a nation, Tanzania has done an excellent job of promoting the Kiswahili language in order to enhance national

communication, unity, cohesion and identity. Now, parents and communities should encourage and help children to learn their indigenous languages. Indigenous languages promote the traditions and customs of the society. Thus, learning them helps children and the youth to be responsible citizens in their communities and the nation at large. Children and the youth need to understand the Kiswahili language, as the national language, and their respective ethnic community languages that connect them to their cultures.

(b) Collecting and storing traditions and customs

This is another important method. It is important that the nation and communities collect the traditions and customs and ensure that they are stored safely. This is necessary because the development of science and technology, as noted above, can negatively affect culture and lead to its extinction. The elders in each community who are knowledgeable about cultural practices should collect information on the traditions and customs of particular communities. Such information should be stored in writing, audio facilities and in audio-visual equipment. They will be available for transmission from one generation to another. If these traditions and customs are not collected and stored, they will be lost when the elders die.

(c) Creation of cultural heritage centres

As mentioned earlier, traditions and customs are part of a community. Thus, one way of promoting and keeping them is to establish cultural heritage centres. The centres may include community museums where collected traditions and customs can be stored and retrieved whenever needed. These centres can also be places for teaching children and the youth all aspects of their cultures such as language, customs, traditions and taboos, arts, sports and history.

Activity 3



With your fellow pupils, discuss how foreign cultures negatively affect Tanzanian culture. Then record the discussion in your exercise book.

Exercise 3

Answer the following questions:

1. How can we maintain traditions and customs?
2. List three important uses of the traditions you know.
3. Mention three ways of maintaining good manners and customs.

Choose the correct answer from the alternatives provided in the following questions:

4. The way of conveying the emotions and thoughts contained in the mind is called _____.
(a) Culture
(b) Taboos ()
(c) Customs
(d) Art
5. _____ is the nature, taboos, beliefs and customs of a particular society.
(a) Language
(b) Art ()
(c) Taboos
(d) Culture

Fill in the blanks.

6. Language is a major identity of _____.
7. The training offered to young people in a community for the purpose of preparing them for adolescence is called _____.

Match the items in **Column A** with the answers in **Column B** by writing the letters of the correct answers in the answer section:

No	Column A	Answers	Column B
8	Poems, cartoons and sculptures	()	(a) Kiswahili (b) Culture
9	A reflection of the life and will of a community	()	(c) Customs (d) Elements that characterise social traditions
10	Rituals	()	(e) It is part of the art (f) English
11	The language used by the people of East Africa	()	
12	The things that a society often does	()	

Vocabulary

Cohesion the act of forming a united whole

Ethics the moral principles that govern persons' behaviour or the conducting of an activity

Sculpture the art of making two- or three-dimensional representative forms, especially by carving stones or wood or by casting metal

Technology scientific knowledge used in practical ways in industry, for example in designing new machines

Weeding removing unwanted plants from a farm

Chapter Five

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Interactions between Tanzania, Europe and Asia before colonialism

Introduction

In Standard Four, you learnt about the concept of relationship and the origin of clan. You also learnt about pre-colonial social organisations and how some communities changed from communal to feudal social communities. In this chapter, you will learn about the motives for the interactions between Tanzanians and people from Europe and Asia before colonialism. You will also learn about the effects of such interactions on Tanzania's economy, politics and culture.

Interactions between Tanzania and Asia

The interactions between Tanzania and Asia started a long time ago. These interactions were in a very advanced stage by the 9th and 10th centuries. The people from Asia came either from the Middle East or the Far East. Those who came from the Middle East were mainly from Syria, Iran, Oman and Yemen, and those from the Far East were mainly from China, Indonesia and India. They came to Tanzania through the Indian Ocean. These visitors used dhows to navigate in the Indian Ocean. They were assisted by the Monsoon winds that pushed their dhows to and from Asia.

There were two types of Monsoon winds. The first type was the Northeast Monsoon winds (NEMW), which blew from Asia to East Africa from November to April. The second type was the Southeast Monsoon winds (SEMW), which blew from the East African coast to Asia from May to October. The winds helped traders to travel from Tanzania to Asia.

Factors which facilitated interactions between Tanzania and Asia

There were four main factors that facilitated interactions between Tanzania and Asia. The first factor, as mentioned above, was the Monsoon winds. These winds enabled traders to travel through the Indian Ocean using dhows. The traders developed the knowledge of the dynamics of the winds and knew how to use it productively. The second factor was the Indian Ocean itself.

The ocean provided the sea routes that connected Tanzania to Asia, and vice versa, and made it possible for people from both sides to interact and build relationships. The third factor was the nature of the location of the East African coast, which enhanced the coast's accessibility to the outside world. Some coastal areas such as Pemba, Unguja, Kilwa, Mafia and Tanga had excellent natural harbours where traders could dock their dhows. The last factor was the availability of trading commodities like slaves, ivory, gold and others that influenced the establishment of commercial contacts between Tanzanian and Asian societies.

Motives for the interactions

There were two main motives for the interactions between Tanzanian and Asian societies before colonialism, namely economic and social motives.

(a) Economic motives

The main economic motive for the interactions was trade. Traders from Asia came to Tanzania to get commodities such as slaves, wax, natural rubber, ivory, horns of rhinoceros, animal skins, shells of tortoise and cowry shells (see Figure 1). From Asia, they brought to Tanzania commodities such as clothes, porcelains, iron tools (like spears, swords and knives), carpets, rice, guns and bullets (see Figure 2).

As you can see, the commodities which the traders from Asia brought to Tanzania were less valuable than those which they took from Tanzania. This trade, therefore, was unequal and exploitative in nature.

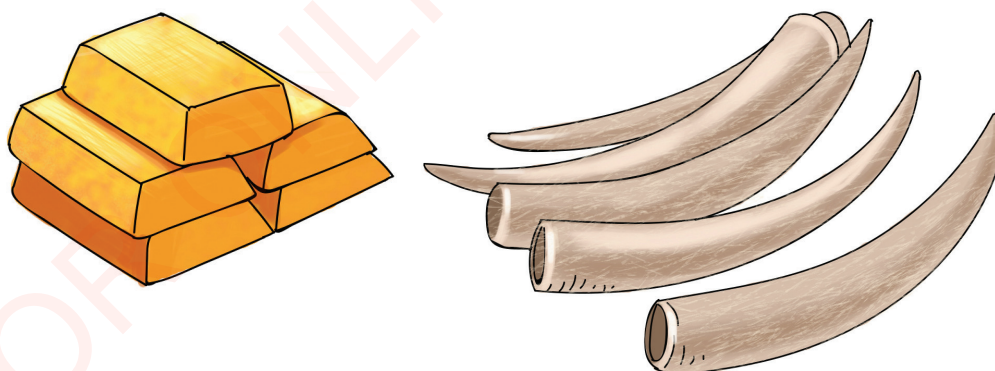


Figure 1: Commodities from the East African coast to Asia



Figure 2: Commodities from Asia to Tanzania

(b) Social motive

The social motive for these interactions was the spread of Islam and Islamic culture. Some visitors from the Middle East came to the coast of Tanzania and of East Africa more generally for the purpose of spreading Islam, especially from the 9th century onwards. This became the foundation for the conversion of some Tanzanians to Islam in such coastal areas as Pemba, Unguja, Tanga, Kilwa, Kaole (Bagamoyo), Mafia, Lindi and Mtwara. Islam began to spread to the coast. Similarly, the building of mosques and other Islamic cultures started during this period.

Exercise 1

Choose the right answer from the multiple choices provided in the following questions:

1. One of the economic goals of the early Oman-Arabs interactions with the East African coast was to:
(a) conduct agricultural activities
(b) do fishing ()
(c) conduct trade
(d) do mining activities

Answer the following questions:

2. Mention four social effects of the interactions between Tanzania and Asia.
3. Mention three economic effects of the interactions between Tanzania and Asia.

Effects of the interactions between Tanzania and Asia

The interactions between Tanzanian and Asian societies had many economic, social and political effects, as described below.

Economic effects

The trading relations between Tanzania and Asia led to the following economic effects:

(i) Development of unequal trading relations

The people from Asia benefited more from the trading relations than Tanzanians. This is because the traders from Asia obtained commodities from Tanzania which were more valuable than the commodities they brought to Tanzania for exchange purposes. For example, commodities such as ivory, animal skin, shells of tortoise and wax from Tanzania were more valuable than commodities such as porcelains, mirrors, guns and clothes, which they brought to Tanzania.

(ii) Development of slave trade

One of the objectives of the traders from the Middle East was to obtain slaves. Over time, they captured pre-colonial Tanzanians and made them slaves. In some cases, some Tanzanian local chiefs sold their people to the traders from the Middle East as slaves. The slaves were taken to the Middle East, where they worked as domestic slaves, workers in agricultural plantations, labourers in construction works, soldiers and as objects of entertainment. Because of the slave trade, Tanzania lost a valuable human resource.

(iii) Introduction of new agricultural crops

New crops such as cloves and coconuts were introduced during these commercial interactions. Over time, some of the crops or fruits became

important cash crops in various parts of Tanzania. Such crops did not exist before the beginning of the interactions between Tanzanian and Asian societies.

(iv) Emergence of merchants

Merchants were people who specialised in trade. The merchants were the middle-men who collected commodities and sold them to the merchants and traders from Asia. Some of them became rich through these trading engagements. Most of the merchants were of Arabic or Indian origin.

(v) Exploitation of Tanzanian resources

The process of taking slaves and valuable commodities such as ivory and animal products marked the beginning of the exploitation of the human and natural resources of Tanzania by foreigners. It was also the beginning of the underdevelopment of Tanzania.

Social effects

The interactions and contacts between Tanzania and Asia had the following social effects:

(i) Growth and spread of Kiswahili

Because of the growing interactions between Tanzanian and Asian societies, the Kiswahili language evolved and became a medium of communication. It continued to adopt new words from the Far and Middle East such as *nazi*, *karafuu*, *ustaarabu*, *uungwana*, *shikamoo* and *mwinyi*.

(ii) Intermarriages

Marriages between Asian traders and Tanzanian women were some of the social effects of the interactions in question. Some male traders from Asia started sexual relationships with women in Tanzania. The women gave birth to children of mixed colour. Their children were known as *chotara*, a Swahili word which originated from the Hindi language of India.

(iii) Spread of Islam

As the Arab traders established commercial interactions with some of the communities in Tanzania, they also converted some people to Islam. This started around the 9th and 10th centuries. This conversion marked the

beginning of Muslim social communities in Tanzania, especially in such coastal areas as Unguja, Pemba, Kilwa and Tanga. As trade expanded between the coast and the interior, Islam also spread to places as far as Ujiji in Kigoma.

(iv) Spread of Arabic culture

As the interactions and contacts expanded, the Arabs introduced some aspects of their culture into Tanzania. Islam was one of them. Other cultural aspects included dressing styles, architectural designs, money and languages.

(v) Growth of Swahili civilisation

Swahili civilisation emerged as a result of the integration of Asian culture and Tanzanian culture. These two cultures co-existed without replacing each other; they hence grew together. Swahili civilisation was seen in dressing, eating and architecture.

(vi) Rise of towns and urban cultures

A number of towns developed because of the growing commercial and social interactions in many parts of the coastal areas of Tanzania. Examples of the towns that developed as a result of these interactions were Unguja, Pemba, Kilwa, Bagamoyo and Tanga. These towns became important trading centres. They also became important cultural centres. Rich merchants lived in these towns.

Political effects

The interactions and contacts between Tanzania, the Middle East and Asia had the following political effects:

(i) Rise of centralised city states

A number of centralised city states evolved as political institutions in many of the coastal towns. They evolved in towns such as Kilwa, Zanzibar and Tanga. By the 14th century, Kilwa was the most powerful and richest city state in the whole of the East African coast. It was the first island to use its own currency in East Africa.

(ii) Creation of standing armies

Each city state organised and maintained an army. An army was necessary for ensuring peace and security within the state, collecting taxes from the traders who were doing business in the state or passing through the state and protecting the ruling and merchant classes in the state.

Interactions between Tanzanians and Europeans before colonialism

The interactions involved the pre-colonial societies of Tanzania and the people from European countries such as Portugal, Greece and Holland.

Motives of these interactions

The early Europeans who came to East Africa were motivated by four major factors. The factors included the following:

(i) Search for precious metals

Europeans travelled to East Africa to search for precious metals. The most important precious metals needed in Europe during this time were gold and silver. These precious metals were also known as bullion. Gold, which came from places like Sofala and Katanga, which found in West Africa. Gold and silver were the mediums of exchange and symbols of power in Europe.

(ii) Establishing informal colonies

Europeans travelled all over the world, looking for places to establish informal colonies. The Portuguese considered Eastern Africa as an important area for establishing spheres of influence that would eventually be their colonies. They established spheres of influence on the coasts of Mozambique, Tanzania and Kenya, and on many islands in the Indian Ocean. While the Portuguese were doing this in Eastern Africa, the Dutch established a colony at the Cape of Good Hope in South Africa. Similarly, other European nations such as Spain, Britain and France established colonies in America and Asia.

(iii) Global explorations

The coming of the Portuguese to East Africa, including Tanzania, was part of the efforts by Europeans to explore the world. They wanted to have a deeper understanding of the geography of the world. Thus, advancing knowledge

about the world motivated them to travel and establish interactions with societies in Tanzania and in East Africa more generally.

(iv) Finding an alternative route to India

By the 15th century, European nations had established commercial relations with Asian societies such as India, China and Indonesia. Transport from Europe to Asia through the Middle East was difficult because of the conflicts between Europeans and the Arabs. The Europeans needed to find an alternative sea route, so that they could use the Atlantic and Indian Oceans to transport goods and people. The arrival of Europeans in East Africa was enabled by the efforts to find sea routes to Asia through the Atlantic and Indian Oceans (see Figure 3).



Figure 3: Map of the world showing routes from Portugal to India

Phases in the development of interactions between Tanzania and Europe

There were four phases in these interactions, as described below.

(a) Greco-Roman Interactions

The communities on the coast of Tanzania had interactions with Europeans for a long time. The earliest Europeans to arrive on the coast of Tanzania in particular and of East Africa in general were the Greeks and Romans. They arrived on the coast in the first century AD. There were commercial relations between the coast of East Africa and the sea between Southern Europe and Northern Africa.

(b) Portuguese interactions

Portugal was one of the European nations which established interactions with Tanzanian and other East African coastal communities. Pioneered by Vasco da Gama (see Figure 4), the Portuguese arrived on the coast during the late 15th century. When they arrived, they found thriving trading relations between Tanzania and Asia. The Portuguese wanted to control these relations and, therefore, they conquered many coastal city states and removed the Arab traders who dominated East African trade. They conquered city states such as Tanga, Kilwa, Mombasa, Unguja, Pemba and Sofala. They established military forts or garrisons in many parts of the coast, for example in Kilwa and Mombasa. The biggest fort was in Mombasa and was known as Fort Jesus. The Portuguese established their rule on the whole East African coast. They controlled the trade in slave, ivory and gold from the 15th century to the late 17th century. They also controlled the Indian Ocean and disturbed the old trading relations between the East African coast and Asia.



Figure 4: Vasco da Gama, the early Portuguese traveller

(c) Interactions through the Oman Arabs and Zanzibar Sultanate

Portuguese domination in East Africa ended in the early 18th century when they were overthrown by the Arabs from Oman and the coastal Swahili people. The Arabs and Swahili people invaded Portuguese garrisons, defeated the Portuguese and removed them from the region. In 1840, the Oman rulers under Sultan Seyyid Said shifted their capital from Muscat to Zanzibar. From Zanzibar, they controlled the whole East African region.

The overthrow of Portuguese rule led many European groups such as the British, French, Germans and even the Americans to establish contacts with East African societies through the Oman rulers. From the 1840s onwards, through the Sultan of Zanzibar, commercial interactions between Europeans and Tanzanians increased. Europeans obtained commodities such as ivory, horns of rhinoceros, shells of tortoises, cloves and gold through the Sultan of Zanzibar. These forms of interaction continued until around the 1870s and 1880s.

(d) Interactions during the prelude to colonialism

The final phase in the pre-colonial interactions between European and Tanzanian societies was during the last quarter of the 19th century, especially during the 1870s and 1880s. During this period, the European powers were determined to colonise Tanzania in particular and East Africa in general. They sent explorers, missionaries and traders to East Africa to collect information that would eventually help them to establish colonies in the region. These explorers, missionaries and traders are known as agents of colonialism. The interactions between Tanzania and Europe during this period were largely through them.

Exercise 2

Answer the following questions by choosing the most suitable letter and writing it in the space provided:

- The interactions between the East African coast and Greco-Romans started during ____
 (a) The 1st century ()
 (b) The 17th century

- (c) The 15th century
- (d) The 19th century
2. In _____ the Portuguese arrived in Kilwa.
- (a) The 15th century
- (b) The 16th century ()
- (c) The 18th century
- (d) The 19th century
3. Who was the first Portuguese to reach the East African coast?
- (a) William Mackinnon
- (b) Charles Stokes
- (c) Vasco da Gama ()
- (d) Carl Peters
4. Who were the first Europeans to interact with East African communities?
- (a) The Greek and Romans
- (b) The Portuguese and Dutch
- (c) The Romans and German ()
- (d) The Germans and British
5. The Oman Arabs overthrew the Portuguese on the East African coast in _____.
- (a) The 19th century
- (b) The 17th century
- (c) The 18th century ()
- (d) The 16th century

In the second half of the 19th century, European nations began establishing colonialism in Tanzania in particular and in Africa in general. The reason behind this was the growing demands of the Industrial Revolution in Europe. At the time, European nations such as Britain, France, Germany, Italy, Belgium and Portugal were in different stages of industrialisation. The Europeans considered Africa as the best place for getting raw materials for their industries. These requirements included:

- (i) Raw materials needed in the growing industries;
- (ii) Cheap labourers for the colonial economies and other projects;
- (iii) External markets for selling industrial products; and
- (iv) Areas in which to invest surplus capital.

Agents of colonialism in Africa

The European nations sent their agents of colonialism to Africa so that they could obtain information about Africa's potentialities. There were three main agents of colonialism in Africa: explorers, traders and missionaries.

Explorers

Explorers were important agents who prepared Europe to colonise Tanzania in particular and Africa in general. Most of them came to East Africa during the second half of the 19th century. Initially, explorers were sent to East Africa by associations and commercial companies. From the mid-19th century onwards, nation-states such as Belgium, Germany, France and Britain sponsored explorers directly. The explorers had the objectives presented below.

- (a) To identify the most fertile land suitable for growing cash crops such as tea, coffee, cotton, sunflower, rubber and sisal;
- (b) To locate areas that had excellent weather for the settlement of Europeans;
- (c) To investigate areas that had rich mineral deposits, navigable rivers and lakes;
- (d) To explore indigenous cultures and the stability of indigenous political institutions;

- (e) To explore commodities that were readily available from Tanzania and East Africa more generally; and
- (f) To identify areas with large populations, which would provide markets and labourers during colonialism.

The explorers from Europe came to East Africa through Zanzibar. They sought permission from the Sultan of Zanzibar to travel from Zanzibar to the interior to carry out their exploratory activities. The Sultan gave them guides who accompanied them to the interior. In most cases, the explorers used the same routes, which were used during the slave trade and the long distance trade.

The prominent explorers who visited Tanzania included Ludwig Krapf, David Livingstone, Henry Morton Stanley, Richard Burton and John Speke. Let us look at how these explored East Africa. Livingstone's exploration journey started at Mikindani in Mtwara in 1866. He followed the southern slave trade routes from the Indian Ocean to Lake Nyasa. From Lake Nyasa, he moved northwards to the northern parts of Lake Tanganyika. Other explorers such as Richard Burton and John Hanning Speke travelled and explored the Lake Tanganyika region around the mid-1870s. Speke also visited Lake Victoria. Henry Morton Stanley explored the region around Lake Victoria in 1874 and 1875 (see Figure 5).

The explorers recorded everything they found in the interior. They reported about fertile lands, potential markets, population sizes, local cultures, political institutions, climate and natural resources. They conveyed that information to Europe in order to inform the companies, associations and states of the potentialities found in East Africa. These reports helped the European nations to make decisions on conquering and partitioning Africa. The trading companies used the reports to make decisions on the kind of business to pursue in East Africa and on places to invest in.

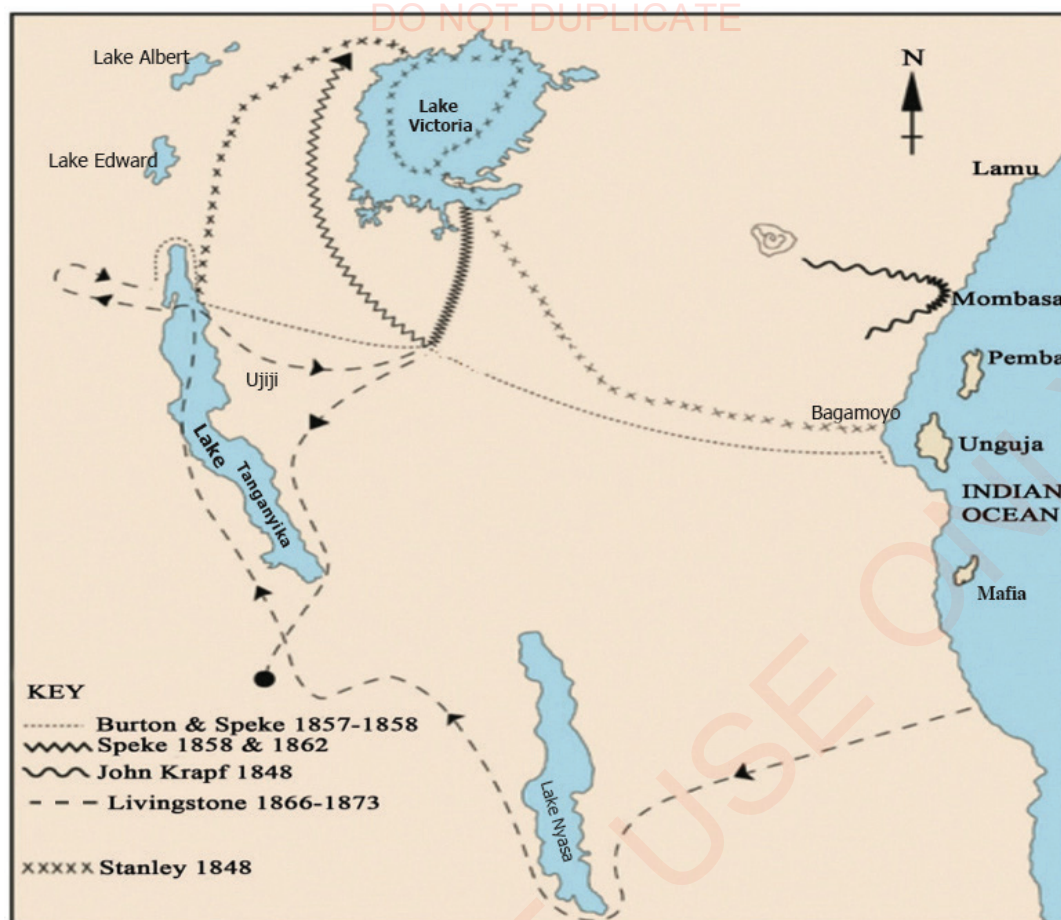


Figure 5: Explorers' routes

Missionaries

Missionaries arrived in Tanzania in the 1840s through Zanzibar. They also received permission to enter the interior from the Sultan of Zanzibar. They were sent by Christian associations. Johann Ludwig Krapf and Johannes Rebman were sponsored by the Church Missionary Society (CMS) to go to the interior of Tanzania through Zanzibar. The Holy Ghost Fathers built the first mission station in Zanzibar in 1863. They also built a mission station in Bagamoyo. In 1868, the missionaries of the Universities' Mission to Central Africa (UMCA) built a mission station in Zanzibar called Magila and another mission station in Masasi. The White Fathers missionaries arrived in 1870 and later built stations in Ujiji, Unyanyembe, Karema and Mwanza. The Moravian Church missionaries arrived in Rungwe in 1890 and over time built stations in many places, including Rungwe, Lutengano, Isoko and Mbozi. The Lutheran Church (LC) missionaries established many mission stations

in Dar es Salaam, Moshi, Arusha, Njombe, Makete and the eastern parts of Rungwe.

The missionaries wanted to spread Christianity in East Africa. They also advocated the abolition of the slave trade. They believed that the trade was an obstacle to the development of capitalism and the welfare of human beings. They wanted Africans to be free to produce agricultural crops in their own villages. Generally, the main objectives of the missionaries included the following:

- (a) Converting Africans to Christianity;
- (b) Introducing western education that focused on reading, writing and arithmetic;
- (c) Spreading European culture in Africa;
- (d) Convincing traders from Europe to come to Tanzania to do business;
- (e) Establishing the cultivation of the cash crops needed in Europe; and
- (f) Preparing Africans to accept the colonial economy, culture and politics.

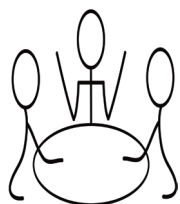
Traders

Like the missionaries and explorers, traders paved the way for the establishment of colonialism in Africa. European nations such as Britain, France, Germany, Belgium and Portugal wanted to abolish the slave trade and replace it with trade in agricultural and mineral products that were needed as raw materials for their industries. Trading companies from these nations signed commercial treaties with the Sultan of Zanzibar, who controlled commercial interests in Eastern and Central Africa. These treaties gave them access to the interior of East Africa, including Tanzania.

One of the prominent traders who engaged in trade with Tanzania, Kenya and Uganda was William Mackinnon. He operated a trading company known as the British East Africa Company (BEACO). However, Mackinnon did not succeed in his trade because he lacked support from the British government. The other British trader was known as Charles Stokes, who conducted his commercial dealings in Unyanyembe and many parts of Central Tanzania. The most famous German trader, who operated in many parts of Tanzania, was known as Carl Peters. He represented a company called the German East Africa Company (GEACO). He signed fake and dubious treaties with local chiefs such as Chief Mangungu of Msowero and Usagara (Kilosa).

Through these treaties Mangungu and other chiefs gave Carl Peters access to many parts of the territory. Local chiefs such as Mangungu did not know the contents of the treaties, which the Germans had prepared because they did not know how to read the German language. Carl Peters used such treaties to claim that Tanzanians had agreed to be colonised by the Germans.

Activity 1



With your fellow pupils, discuss the effects of the activities of the explorers, traders and missionaries in Tanzania before colonialism.

Effects of pre-colonial interactions between Tanzania and Europe

The pre-colonial interactions between Tanzania and Europe had many effects, as described below.

- (i) In the second half of the 19th century, the interactions led to the colonisation of Tanzania in particular and of Africa in general. The missionaries, explorers and traders paved the way for the colonisation of Africa, including Tanzania;
- (ii) Introduction of new commercial crops such as tea, coffee and cotton. The missionaries grew these crops and exported them to Europe as raw materials;
- (iii) Abolition of the slave trade in the 19th century. The objective was to replace the slave trade with trade in agricultural and mineral products. These products were needed by European industries in Europe;
- (iv) The spread of Christianity was another effect of the interactions between Tanzania and Europe. Some Africans were converted to Christianity. Thus, Tanzanians began to follow denominations such as Moravian, Lutheran, Anglican and Roman Catholic denominations. Some of the oldest churches in Tanzania which were built during the 19th century are still in use today. Some of them are the Catholic church in Bagamoyo and the Anglican church in Zanzibar;
- (v) Destruction of African culture. The agents of colonialism imposed western culture on Tanzanians which shortly began to negatively affect Tanzanian culture; and

- (vi) Exploitation of Tanzanian resources such as agricultural and natural resources.

Exercise 3

Answer the following questions:

1. What were the positive and negative effects of the contact between Tanzania and Europe?
2. List four groups of Europeans that arrived and operated in Tanzania before colonialism.
3. Why did William Mackinnon fail in trade?

Exercise 4

Answer the following questions:

1. Name two missionary organisations that sent their representatives to Tanganyika.
2. List the goods taken by the Portuguese from the coastal communities of Eastern Africa in the pre-colonial period.
3. How did the relationship between the Sultan of Zanzibar and Tanganyikan communities benefit European merchants?
4. Describe the three tasks performed by explorers.
5. Explain the value of the goods exported from the East African coast and that of the goods imported from Europe and Asia.

Vocabulary

Bullion	gold or silver in large amounts or in the form of bars
Islam	Muslims' religion
Industrial Revolution	the changes in manufacturing and transport that began with fewer things being made by hand and later by using machines in large-scale industries
Trade	the act of buying and selling goods and services

Chapter Six

The partition of Africa

Introduction

In Chapter Five, you learnt about the relationship between Tanzanian, Asian and European societies before colonialism in Africa. In this chapter, you will learn how the colonialists scrambled for and divided Africa among themselves. You will also learn about the reasons for the establishment of colonialism in Africa.

Reasons for the scramble for and partition of Africa

Industrial development in Europe caused economic problems which made Europeans come to Africa and establish colonies in the last quarter of the 19th century. European powers competed for markets for their industrial products. They also competed for raw materials, cheap human labour and suitable areas for further economic investment. Generally, they competed for areas which had many development opportunities.

The areas were as follows:

- (a) Coastal strips which had important trade points;
- (b) Areas with good climate and fertile agricultural lands. Some of these areas were on the slopes of mountains like the slopes of Mount Kilimanjaro and the Southern Highlands of Tanzania. Other areas were along river valleys like those of the River Congo, the River Nile, the River Niger and the Suez Canal;
- (c) Areas with big lakes and big rivers for transporting raw materials to their factories. In Tanganyika they were attracted to areas around Lake Victoria, Lake Tanganyika and Lake Nyasa; and
- (d) Areas rich in minerals and other resources like forests and wild animals.

The above-mentioned competitions among European powers could have caused wars. In order to prevent wars from breaking out, the German

Chancellor Otto von Bismarck (see Figure 1) called a conference of all the conflicting nations in Berlin so that they could discuss the division of the African continent.



Figure 1: Chancellor Otto von Bismarck of Germany

The Berlin Conference

The Berlin Conference was held between November 1884 and February 1885. The countries which attended the conference were Germany, France, Belgium, Spain, Portugal, Italy, the United States of America, Denmark, Holland, Russia, Greece, Austria-Hungary, Britain and Sweden. These countries drew up an agreement on how to divide Africa. The Berlin Conference adopted the following resolutions:

- (a) Any European country which had seized a territory on any African coast, like the Germans who had seized the East African coast, should inform other European countries;
- (b) Any European country that seized an area must establish effective occupation. She must have an army capable of fighting against the indigenous people and defend their people and the activities done in the area;

- (c) King Leopold of Belgium was recognized as the ruler of Congo, while the British ruled the areas around the River Niger. It was further agreed that all big rivers should be open to all the countries for transport. The rivers were Niger, Congo, Senegal and Zambezi; and
- (d) The slave trade must be stopped in all the colonies.

East Africa was not divided at the Berlin Conference; thus two bilateral agreements were signed to partition the region between the British and the Germans, as explained below.

The partition of East Africa

After the Berlin Conference, the colonialists divided Africa among themselves. East Africa was portioned and occupied by Britain and Germany. The division was done between 1886 and 1890. Two agreements were signed by the Germans and the British. These were the 1886 Anglo-German Agreement and the Heligoland Agreement of 1890.

(a) The 1886 Anglo-German Agreement

In 1886 the governments of Germany and Britain, as well as the Sultanate of Zanzibar met to divide East Africa. The Germans were given Tanganyika, Rwanda and Burundi, which were then known as German East Africa. Also, the area from Witu to the north of Mombasa was put under the Germans. The British were given the area which is today called Kenya. The Sultanate of Zanzibar remained with the islands of Pemba, Unguja and a strip of 16 kilometres along the East African coast (see Figure 3). By this agreement, these colonialists agreed to operate in the area without interfering with each other.



Figure 3: Map of East Africa showing colonial divisions after the 1886 Agreement

(b) The Heligoland Agreement of 1890

The 1890 Agreement, known as the Heligoland Agreement, modified the 1886 Agreement. This agreement was between the British and German governments. The aim of the Heligoland Agreement was to change the boundaries which had been agreed upon and to reallocate areas which were not in the 1886 Agreement, including Uganda. The Heligoland Agreement set conditions upon which the areas of conflict were to be resolved. The decisions included in the new agreement were:

- (i) The area of British administration was increased from the east to the west of Lake Victoria. Thus, Uganda was put under British rule;
- (ii) Germany agreed that the British would rule over Witu, Zanzibar and the whole area under the Sultan;
- (iii) The British agreed to give Heligoland Island in the North Sea to the Germans. The Germans liked Heligoland Island because it was an important navy marine base to them; and
- (iv) The 16-kilometre strip was taken from the Sultanate of Zanzibar and given to Germany (see Figure 4).



Figure 4: East Africa after the Heligoland Agreement of 1890

After the Berlin Agreement of 1885 and other agreements, the African continent was conquered by imperial powers like German, Britain, France and Belgium. The conquest was necessary because Africans were not ready to be under the European powers.

Methods used by the imperialists to control the colonies

At the beginning of colonialism, they used business companies to expand and carry out colonial administration. Examples of such companies were the German East Africa Company (GEACO) under Carl Peters and the British East African Company (BEACO) under William Mackinnon. The imperialists and their companies cheated Africans by making them sign false treaties. When the Africans discovered that they had been cheated, they dishonoured the treaties. As a result, the imperialists started wars of conquest to control them forcibly.

However, by the 1890s, most of the companies had failed to rule the colonies; hence, colonial states and governments were established and controlled the colonies. The common method used to establish colonialism was conquest. The European powers conquered African societies and colonised them. Almost all the colonial powers used this method.

Exercise 1

Answer the following questions:

1. In which year was the Berlin Conference convened?
2. Who became the ruler of Congo after the partition of Africa?
3. Name the three rivers which the imperialists agreed to use for transport purposes.
4. Describe the methods used by the colonialists to invade East Africa.
5. Name two African countries which were not occupied by the colonialists.

The scramble for more colonies at the time of partitioning Africa

The struggle to partition Africa continued until 1900. The British colonised the following countries: Gambia, Sierra Leone, Gold Coast (Ghana), Bechuanaland (Botswana), Southern Rhodesia (Zimbabwe), Northern Rhodesia (Zambia), Basotho (Lesotho), Swaziland (Eswatini), Nyasaland (Malawi), Zanzibar, British East Africa (Kenya), Uganda, part of Somalia, Sudan, Egypt and Nigeria.

France colonised Tunisia, Algeria, Morocco, Congo- Brazzaville, Central

African Republic, Gabon and a West African colony which was later divided into the following colonies: Mauritania, Senegal, Guinea, Mali, Burkina Faso, Ivory coast, Niger, Dahomey and Chad.

Belgium took Congo, Germany took Cameroon, Togo, Southwest Africa and German East Africa (Tanganyika, Burundi and Rwanda). Italians took Libya and a part of Somalia. Portugal took Angola, Mozambique, Guinea Bissau and the islands of Cape Verde, Sao Tome and Principe. Spain took Western Sahara and Equatorial Guinea (see Figure 5).



Figure 5: Map showing the partition of Africa by 1913/1914

Exercise 2

Answer the following questions:

1. Why did Chancellor Otto von Bismarck of German convene the Berlin Conference?
2. Five countries which attended the Berlin Conference were _____, _____, _____, _____, and _____.
3. List the four resolutions agreed upon at the Berlin Conference.
4. What were the characteristics of the areas which the European powers preferred to others during the scramble for and the partition of Africa?

Exercise 3

Answer the following questions:

1. Why was the Berlin Conference important to the colonising countries?
2. Why were lakes and areas along rivers preferred by the colonising countries?
3. Mention two treaties signed for dividing East Africa, apart from the Berlin Agreement.

Vocabulary

Imperialism	a political system in which one country rules another country or countries. It is associated with colonialism whereby capitalistic countries moved to other countries to exploit them
Partition	the division of something such as the division of Africa in the last quarter of the 19 th century
Settler	a foreigner settling in a foreign country permanently and owning resources such as land
Scramble	struggling for something like when European powers struggled for colonies in Africa in the last quarter of the 19 th century

Chapter Seven

African heroes who resisted European colonial conquests

Introduction

In Standard Four, you identified our national heroes. You also learnt about the invasion of our nation and the contribution of our heroes to the fight against that invasion. In this chapter, you will learn about African heroes who resisted colonial conquests, the strategies they used to resist colonialism and the characteristics of the heroes. You will also learn about the reasons that made them resist colonialism.

African heroes

African heroes were leaders who resisted the establishment of colonialism in Africa during the late 19th century and early 20th century. Guided by the information they had received from the explorers, missionaries and traders described in Chapter Five, European nations began to establish colonies in Africa and to control Africans economically, politically, socially and militarily. These nations included Britain, Germany, France, Belgium, Portugal and Italy. African heroes mobilised their people to resist colonial invasion because they did not want to be under colonial domination. They wanted to preserve their independence economically, politically, socially and militarily.

Colonialism and colonial conquests

Colonialism is a process through which one nation dominates another nation and controls it economically, politically, socially and militarily. Europeans decided to establish colonies in Africa during the second half of the 19th century. The 1860s and 1870s were decades when European nations and private associations sent missionaries, explorers and traders to Africa to collect information that would help them to colonise the continent.

The reasons for the European nations' efforts to colonise Africa were related to the Industrial Revolution which had occurred in many European nations. The Industrial Revolution started first in Britain and then spread to other European nations such as France, Germany, Italy, Belgium and Holland.

Agricultural raw materials such as cotton, coffee, sisal, tobacco, tea and sunflower were, therefore, needed. The industries also needed minerals such as copper, diamond and gold. Apart from that, the colonialists also needed cheap labourers who would work in colonial economies, for example on farms, in mining centres, in processing industries and in construction activities. They also needed external markets for selling the industrial commodities produced in Europe. Africa had a large population. Europeans wanted to transform Africans into buyers and consumers of industrially produced commodities. In addition, they looked for good areas in Africa in which to invest surplus capital in order to generate more profit. Africa was, therefore, an excellent place for them to solve their economic problems, such as shortages of raw materials, cheap labour and markets, and areas to invest surplus capital for more profit.

Various European nations rushed to Africa to acquire colonies. The competition for colonies was so intense that the nations were almost about to fight for colonies in Africa. They scrambled for the coastal areas of Eastern and Western Africa because it was easy to do business and control the sea routes. These were areas such as Zanzibar, Sofala in Mozambique, Pate in Somalia, Lamu and Mombasa in Kenya, and Tanga in Tanzania. They also scrambled for areas with fertile land and good climatic conditions. These areas were good for settlement, agriculture and livestock keeping.

Furthermore, they scrambled for areas with navigable rivers such as the River Nile, the River Congo and the River Niger. These were necessary for navigation and the transport of goods, services and people. The European nations also competed for great lakes such as Lake Victoria, Lake Nyasa, Lake Rukwa, Lake Natron, Lake Tanganyika, Lake Edward and Lake Albert.

As discussed in Chapter Six, they held the Berlin Conference in Germany in 1884 and 1885 with the view to dividing Africa among themselves in a peaceful way. It was called by the German Chancellor Otto von Bismarck. Some of the European nations which attended this conference were Belgium, France, Britain, Germany, Spain, Italy and Portugal. They drew the map of Africa and divided the continent into a number of colonies. Each nation laid claims to some places in Africa. After the Berlin Conference, the European nations established their rule in Africa. The colonial occupation and the conquest of Africa began in the late 1880s and continued throughout the 1890s.

Exercise 1

Answer the following questions:

1. Give two factors that made Europeans colonise Africa during the late 19th century.
2. Mention the European nations that attended the Berlin Conference of 1884-1885.

Activity 1



Draw a table showing the heroes of Africa who opposed colonial invasion, the year and their territories. An example has been given below.

Examples of African heroes who resisted the establishment of colonial rule

Hero	Year	Area
Urabi Pasha	1882	Egypt

Characteristics of African heroes

African heroes who opposed colonialism were guided by the following unique characteristics:

- (i) Patriotism – they deeply loved the societies which they ruled.
- (ii) They hated colonial domination and foreign invasion.
- (iii) They wanted to preserve their independence and autonomy.
- (iv) They wanted to preserve peace and security in their areas.
- (v) They wanted to protect natural resources and the peoples in their areas.
- (vi) They were ready to die fighting for their territories or societies.

Exercise 2

Answer the following questions:

1. Highlight five main characteristics of African heroes who opposed colonial rule.
2. State the objective of the Berlin Conference of 1884-1885.

Activity 2



Discuss the reaction of your group to the effects of colonial invasion and present it to your fellow pupils in class.

Reasons for resisting colonial conquests

African heroes resisted European colonial conquests for a number of reasons.

(a) To preserve Africans' independence

African heroes led resistance movements against colonialism in order to preserve Africans' independence and autonomy. Europeans wanted to establish colonialism in order to dominate Africans economically, politically, socially and militarily. This could limit Africans' control over their areas.

(b) To protect Africans' natural resources

Africans resisted colonial conquests in order to protect their natural resources. The Europeans wanted to use African natural resources such as fertile land, minerals, rivers, lakes, forests and wild animals to produce raw materials for their industries in Europe. They wanted to use African natural resources for their own benefit. That is why African heroes led the resistance against European colonialism.

(c) To resist exploitation and oppression

Europeans wanted Africans to work in their agricultural plantations, mining centres and construction projects. They paid them low wages or no wages

at all. The paying of low wages was a strategy for reducing production costs and maximising profit. They also wanted to exploit Africans through high prices of the industrial goods that were sold in Africa. Colonialism also introduced oppression, racism, dehumanisation and segregation into Africa. African heroes and the people they ruled were not ready for this kind of exploitation and oppression.

(d) To oppose taxation

African heroes and their people resisted colonialism because they opposed taxes. When Europeans came to Africa to colonise Africans, they introduced taxation. There were three forms of taxes. One of them was tax in cash; every adult person was required to pay tax in the form of money. Another kind of tax was tax in labour; a person who did not have cash was forced to provide labour on colonial agricultural farms and in construction works. The amount of work done was regarded as the same as the amount of money one was supposed to pay as tax. The third form was tax in kind. Africans were forced to give valuable goods such as cattle or goats to the government.

Europeans forced Africans to pay taxes for two reasons. First, they used taxation as a means of collecting revenue that would be used to meet the cost of running the colonial government and other institutions. Secondly, they wanted to make Africans work in European economic investments so that they could get some money for paying the taxes. This ensured constant supply of labour to colonial plantations. Africans were not willing to pay the taxes. Therefore, they united to resist colonialism.

(e) To protect trading interests

Some African heroes resisted colonial invaders because they wanted to protect trading interests, which were very beneficial to them. Examples of such resistance movements included the movements organised by Chief Abushiri, Bwana Heri and Makunganya in the coastal areas of Tanzania. These leaders or heroes wanted to protect the commercial empires that extended from the coast to the interior of Tanzania. The leaders controlled the long distance trade, organised caravan routes, engaged in slave trade dealings and collected taxes from the traders who passed through their commercial territories. Thus, colonialism threatened these pre-colonial commercial interests. Therefore, Africans resisted it.

Exercise 3

Answer the following questions:

1. Mention three factors that made Africans resist colonialism.
2. Why did European colonial invaders alienate large pieces of land in Africa?
3. Mention the types of taxes which the colonialists introduced into Africa.

Activity 3

Imagine that the area where you live and do various economic activities such as agriculture, industry and trade is invaded by foreigners. Will you accept the invasion? If yes, why? And if not, why?

Methods used by African heroes to resist colonial invasion in Africa

There were several methods that were used by African heroes to resist colonial invasion. The following methods were used in the anti-colonial movements in Africa:

(a) Unity

To resist the invaders, African communities united. For example, in Kenya, the Mazrui united various ethnic groups in Mombasa to resist British invasion of Mombasa.

(b) War

This is the method used by African heroes in some areas to fight colonial rule. They fought using traditional weapons such as spears, shields and arrows. The people in areas like Ethiopia and the coast of East Africa used guns. The Ethiopian leader at that time was King Menelik II, who fought against Italian invaders and won the war in 1893.

Exercise 4

Answer the following questions:

1. Mention five areas in Africa that fought against colonial invasion.
2. Describe one way that helped African heroes to resist colonial invasion.

Activity 4

Assume that you are a hero in your area. Mention the three tactics you would use to prevent robbery.

The contribution of African heroes to the resistance against European invasion

African heroes made great efforts to resist European invasion in order to protect their independence. They united African groups into one community. Some of the heroes who united their communities were King Menelik II of Ethiopia, Mkwawa of German East Africa and Urabi Pasha of Egypt.

Activity 5

Draw a table showing the names of heroes who helped to resist European invasion by indicating the respective year or years and the parts/areas where the resistance took place. Two examples have been given below.

Examples

Leader/ Hero	Part/area	Year/ years
King Menelik II	Ethiopia	1893
Chief Mkwawa	German East Africa	1891-1898

Failure of African resistance movements

Although Africans resisted the colonial conquests, they were not successful. Africans were defeated. The following are the reasons for their defeat:

(a) Disunity

Africans did not fight as an organised force. Each African hero organised his people or society and army to fight against the invaders and protect his territory. Thus, it was easy for the invaders to defeat them.

(b) Poor weapons

Africans used military weapons which were technologically poor when compared to the European military weapons. They used spears, stones, bows and arrows. Europeans used guns and bullets. It was difficult for Africans to compete against the colonialists who had more powerful weapons. Consequently, Africans were defeated.

(c) Traitors

Some Africans sided with the colonisers to fight their fellow Africans. This happened in areas where there were hostilities between African groups. Weak societies helped the Germans to defeat their strong neighbouring enemies.

(d) Weakened societies

Some African societies had been weakened by the disasters and crises of the late 19th century, and therefore they could not effectively resist the Europeans. Some societies such as the Maasai had their cattle economy disrupted by the rinderpest pandemic. Other societies had been weakened by the slave trade, disease and famine. Thus, they could not effectively resist colonial rule.

Despite these weaknesses, which led to the defeat of Africans and to the establishment of colonialism in Africa, it is necessary to appreciate these resistance movements. The movements showed that Africans were not willing to be colonised.

Exercise 5

Answer the following questions:

1. What did African leaders do to fight colonial invasion?
2. What helped African heroes to resist the invasion of their communities?

Exercise 6

Answer the following questions:

1. Why was the conference convened by Bismarck called the Berlin Conference?

2. What kind of areas did the colonialists prefer? Why?
3. If you were an African hero, what tactics would you use to fight colonial invasion?

Write **True** for a true statement and **False** for a false statement.

1. The invaders from Europe came to Africa to help Africans develop the agricultural, industrial and commercial sectors. _____
2. Patrice Lumumba opposed the colonial invasion of the Congo. _____
3. The Berlin Conference was convened by the first German Chancellor, Otto von Bismarck. _____
4. African heroes were characterised by bravery, love, patriotism, peace-loving, progressiveness and a dislike for exploitation. _____
5. The methods used by the colonialists to invade Africa were peaceful methods. _____

Vocabulary

Conquest	the subjugation and assumption of control of a place or people by military force
Hero	a person who is admired for his/her courage, outstanding achievements or noble qualities
Resistance	the refusal to accept or comply with something passively or actively
Tax	a compulsory contribution to state revenue, levied by the government on workers' income and business profits, or added to the cost of some goods, services and transactions

Chapter Eight

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Colonial rule

Introduction

In Chapter Seven, you learnt how African heroes resisted colonial domination and how they were eventually defeated. In this chapter, you will learn about colonial rule. In particular, you will learn about the establishment of German colonialism in East Africa. You will specifically learn about colonial administration, the colonial economy and the Maji Maji war of 1905-1907. You will also learn about British colonialism and the British colonial economy. Finally, you will learn about the struggle for independence in Tanganyika and Zanzibar.

Meaning of colonialism

Colonialism is the practice by which a powerful country controls and dominates another country economically, politically, socially and militarily. Mainland Tanzania was colonised by Germany from 1891 to 1918 and by Britain from 1919 to 1961. Uganda, Kenya and Zanzibar were colonised by Britain. In the case of Zanzibar, the British colonised it through the Sultan of Zanzibar. The establishment of colonialism in Africa followed the agreements reached during the Berlin Conference of 1884-1885, which were discussed in Chapter Six.

Establishment of German colonialism and the German East Africa colony

As discussed in Chapter Six, Germany was given Tanganyika, Rwanda and Burundi. The establishment of German East Africa was the result of the Anglo-German and Heligoland Agreements signed in 1886 and in 1890, respectively.

The German colonial conquest and the establishment of the German East Africa colony followed three main steps.

- (a) The first step was coordinated by the German Colonial Association. This association operated from 1884 to 1887. The first step involved

establishing German presence in East Africa through the work of missionaries, explorers and traders and telling other Europeans like the British that the territories of present-day Mainland Tanzania, Burundi and Rwanda belonged to Germany.

- (b) The second step, which started in 1887, was coordinated by the German imperial company known as the German East Africa Company (GEACO). This company was led by Carl Peters and it was given the power to administer German East African territories on behalf of the German metropolitan government. This company established the colony and controlled the economic and commercial activities of the territory. The company was not very successful because it did not have enough money to run the colony, extensive resistance from Africans, the absence of the necessary infrastructure of governance as well as geographical and environmental challenges.
- (c) The failure of the first two steps led to the third step which was effective colonisation of German East African territories. This step was coordinated by the German imperial government in Berlin. The German government appointed the first governor to supervise the establishment of German East Africa. His name was Julius von Soden. He was given financial and military resources to wage aggressive military interventions against the people who resisted German colonialism. By 1903, many parts of Mainland Tanzania, Rwanda and Burundi had been placed firmly under German colonial rule. The governor was a political and military leader of the colony. He had an Advisory Council, which consisted of only Germans. No African was a member of the Council.

German colonial rule and its structure

All German colonies were under the Secretary of Colonies, whose office was in Berlin, Germany. Each colony was under a governor. Governors assisted and reported directly to the Secretary of Colonies. Each colony was divided into districts. For example, the Germans divided German East Africa into districts in order to simplify the administration of the territory. By 1914, there were 24 districts in German East Africa. As Figure 1 shows, the districts were Songea, Lindi, Kilwa, Mahenge, Iringa, Langenburg, Rufiji, Dar es Salaam, Morogoro, Bagamoyo, Pangani, Tanga, Wilhelm, Moshi, Arusha, Mwanza, Kondoia, Dodoma, Bismarckburg, Ujiji, Tabora, Burundi, Rwanda and Bukoba.



Figure 1: Map of German East Africa showing 24 districts

Each district was under a District Commissioner (DC). The District Commissioners lived and worked at the headquarters of the districts. They represented the Governor in the district, ensured peace and security and ensured that everybody followed the directives of the colonial government.

Each district was divided into smaller areas of administration. Each of these smaller areas was ruled by a leader who was known as a *Jumbe* or an *Akida* or a *Liwali*. The *Jumbe* or *Akida* or *Liwali* was answerable to the District Commissioner. They helped the District Commissioner to administer the district. Most of the *Jumbes* or *Akidas* or *Liwalis* were Arabs or some Swahili people from the coastal areas. Most of them were Muslims. These were preferred by the German colonial government over others because they knew how to read and write. Some local African chiefs continued to be given chiefly status by the Germans. However, they served under the directions of the *Jumbes* or *Akidas* or *Liwalis*. They lost their independence and autonomy.

Duties of *Jumbes*, *Akidas* or *Liwalis* included the following:

- (a) Collecting taxes;
- (b) Mobilising labourers to work in the colonial economic activities;
- (c) Ensuring peace and security in their areas of jurisdiction; and
- (d) Reporting to the District Commissioner anything that threatened the security of the colonial government in the district.

The administrative structure of German colonial rule, as seen in Figure 2, was bureaucratic and hierarchical. Starting with the Secretary of Colonies, it moved downwards through the Governor, Advisory Council and District Commissioners to the *Jumbes*, *Akidas* and *Liwalis*. Below the *Jumbes*, *Akidas* and *Liwalis* were peasants, civil servants, colonial settlers and Indians or Arabs.

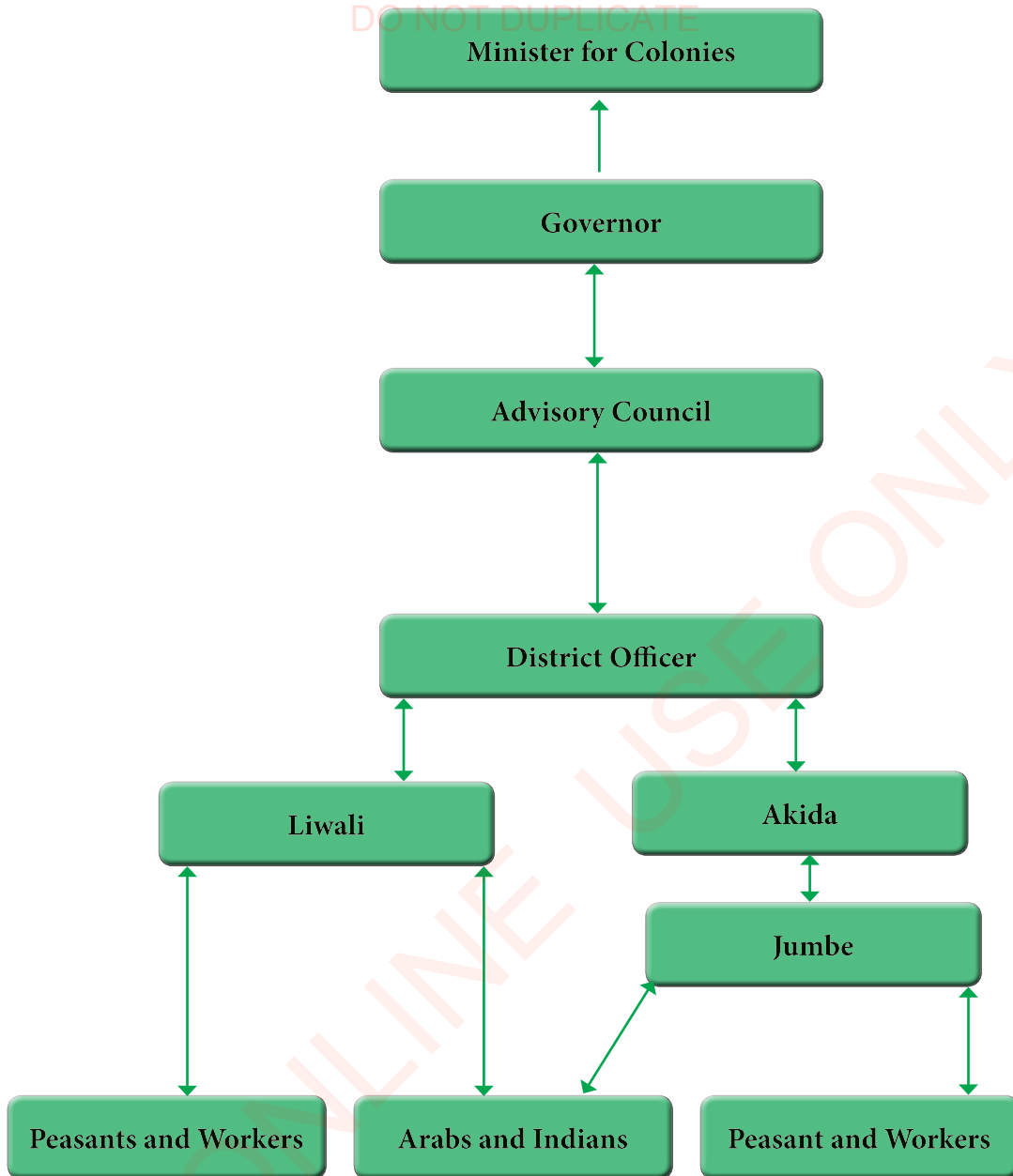


Figure 2: Chart of German colonial administrative structure

Activity 1



In collaboration with your fellow pupils, draw the German government leadership structure from the district level to the village level and the current government structure from the district level to the village level. Then show their similarities and differences.

The colonial economy in German East Africa

As discussed in the previous chapter, the main objective of establishing colonies in Africa was economic exploitation. The colonialists wanted materials such as animal skin, rubber, wax, honey, ivory, tortoise shells, diamond, copper and gold. They also wanted markets for their industrial products, cheap labour for their agricultural plantations, mines and areas in which to invest surplus capital. The Germans established the following colonial economic sectors in German East Africa.

(a) Colonial agriculture

The Germans established agricultural plantations on which they produced agricultural raw materials. Sisal was the most important cash crop in the coastal areas in German East Africa in areas such as Morogoro, Bagamoyo, Lindi, Mikindani, Kilosa, Dar es Salaam and Tanga. Figure 3 illustrates how sisal plantation activities looked. Other important crops were cotton in Mwanza, Lindi, Tabora, Morogoro and Rufiji, and coffee in Kilimanjaro, Rungwe, Songea, Arusha and Kagera. Other crops included tea in Arusha, Rungwe and Mufindi.



Figure 3: A warden overseeing labourers as they cut sisal

(b) Colonial mining

Small-scale mining was conducted during the colonial period. Important minerals were gold in some parts of the Lake Zone and mica in Morogoro.

(c) Colonial trade

The colonialists also invested in trade. This trade involved exporting agricultural products and minerals to Europe for industrial production. It also involved importing industrial commodities, which could not be produced in the colonies such as wine, alcohol and medicine.

(d) Colonial hunting

Hunting was another important colonial economic activity. German East Africa had very rich wildlife in the present-day game reserves and national parks of Ngorongoro, Serengeti, Mikumi and Selous. Europeans hunted animals such as elephants for ivory, rhinoceros for horns and tortoise for their shells. They also hunted animals for skins and meat. Hunting was one of the profitable colonial activities that destroyed natural resources in the colonies.

(e) Colonial transport and communication

These were the economic sectors in which the Germans invested in the development of various infrastructure in German East Africa. The Germans built the central railway from Dar es Salaam to Kigoma, which later branched to Mwanza. This railway was built between 1905 and 1914. They also built another railway from Tanga to Moshi from 1893 to 1911, which was later extended from Moshi to Arusha by the British. Apart from the railways, they built ports as well. They established ports along the Indian Ocean such as Tanga, Mtwara and Dar es Salaam. They also built ports in lakes such as Lake Tanganyika, Lake Nyasa and Lake Victoria. In other places, they built roads.

Transport and communication facilities were needed for transporting raw materials from the interior to the coast. Second, they were required for transporting migrant labourers to the colonial agricultural plantations and other colonial investments. Third, they were required for peace and security, since the colonialists could easily transport colonial armies to stop resistance. Fourth, they were needed for opening up the economic riches of the colony, and finally, they were necessary for the promotion of import and export trade.

(f) Colonial industries

The Germans also built some small-scale industries in German East Africa. They built two types of industries. First, they built import-substitution industries. These were industries built to produce products needed by Europeans. They built small industries such as bread-making, meat-packing and soap-making industries. Second, they built processing industries. These were industries built to process raw materials in order to reduce their bulkiness. For example, they built cotton-processing industries and sisal-processing industries in order to reduce the bulkiness and cost of transporting them from the farms to the coast for shipment to Europe.

Exercise 1

Answer the following questions:

1. What do you understand by the term colonialism?
2. Mention the main officials who constituted the colonial government in German East Africa.
3. Mention three functions of *Jumbes*, *Liwalis* and *Akidas*.
4. Mention the main colonial economic activities done in German East Africa.

Colonial social services

The German colonial administration established a number of social services. The social services included the following:

(a) Colonial education

The colonial government opened schools in German East Africa for two reasons. First, they provided education to African children who would serve as civil servants in the colonial government after completing their studies. Second, they used colonial education to spread colonial ideologies and European culture. The first government school was built in Tanga, where Africans were taught from Standard One to Standard Four. Most of the children who received education in those schools came from chiefs' families and from the families of other local leaders. Those who learnt to read,

write and count were employed in the lower positions in the colonial civil service. By 1914, the German colonial government had established 89 schools in the colony with about 1894 pupils. Christian missionaries also provided education. Until 1914, missionaries had about 1852 in the colony. The schools had 108,550 pupils. This means that the missionaries provided more schooling opportunities than the colonial government.

Colonial education was based on racial segregation. European children were given education that prepared them for higher positions in government. Indians and Arabs were given education that prepared them to run businesses. The education given to Africans was of the lowest quality and prepared them to support colonialism at the lower levels. Many schools had four years of learning, from Standard One to standard Four. But Tanga school had Standards One to Six.

(b) Colonial health services

The colonial government established some health services in some parts of German East Africa. They were mostly established in the district headquarters. In essence, health services were established to meet the health needs of Europeans. The colonial government established health services for three reasons. The first was to care for the health needs of Europeans. The second was to take care of African labourers who worked in the colonial economic investments. The third was to control infectious diseases which could also kill Europeans. As with colonial education, many health services were also provided by Christian missionaries.

Resistance against German colonialism

In the previous chapter, we learnt about African heroes who led the resistance against colonial rule in Africa. Even after failing in the resistance wars, Africans continued to resist colonial exploitation and oppression. In German East Africa, the Germans used almost 15 years to consolidate colonial rule. This long span of time was a result of the resistance of many ethnic groups in the territory. The following are specific examples of the ethnic groups that resisted German colonialism.

(a) Resistance movements in the coastal areas

In the coastal areas, the resistance against colonialism was led by traders. The most important traders were Chief Abushiri bin Sultan of Pangani and

Bwana Heri of Uzigua. Chief Abushiri was well prepared to oppose German invasion in his territory. The Germans had to reinforce military power by sending in Major von Wissmann to end Abushiri's military base. Over time Abushiri's military power was eroded. He temporarily escaped to Usagara, where he was eventually captured by the German colonial armies. The Germans hanged him to death in public in order to terrify other Africans. Bwana Heri also offered formidable resistance, although it was short lived compared to that of Abushiri. He was defeated after about six years of military resistance. Another formidable resistance came from Makunganya in Kilwa.

(b) Resistance in the northern areas

In the northern areas of German East Africa, the Chagga put up resistance against German colonial invasion. Heroic leaders of the Chagga that led such resistance were *Mangi* Sina of Kibosho and *Mangi* Meli of Moshi. *Mangi* Meli waged military resistance from 1892 to 1893. His army killed many Germans, including the military commander Von Bulow. The Germans eventually captured him in 1893 and hanged him to death in public.

(c) Resistance in the western areas

In the western parts of Tanzania, the most important resistance came from the Nyamwezi. The Nyamwezi had courageous leaders such as *Mtemi* Isike, *Mwana* Kayugi and *Mtemi* Mirambo. They organised resistance against German colonialism from 1886 onwards. *Mtemi* Mirambo was defeated when the Germans captured his fort. However, the Germans did not capture Mirambo. When *Mtemi* Mirambo found himself surrounded by the Germans, he killed himself and his family using a firearm.

(d) Resistance in central areas

The Gogo also provided strong resistance in 1893 against German colonial invasion. The leaders of Gogo resistance were *Mtemi* Kigole of Kilimatinde and *Mtemi* Sinyangaro.

(e) Resistance in the southern areas

Many ethnic groups resisted German colonialism in this region. The Hehe provided the strongest resistance. The Hehe were led by *Mtwa* Mkwavinyika Mkwawa, whose portrait appears in Figure 4.



Figure 4: Chief Mkwavinyika Munyigumba Mwamuyinga (Mkwawa)

Under the leadership of *Mtwa* Mkwawa, the Hehe fought the Germans from 1891 to 1898. The first battle took place in the area known as Lugalo. In this battle, the German forces were defeated and many German soldiers were killed. The second important battle took place in 1894 in Kalenga, which served as the headquarters of *Mtwa* Mkwawa. As this war grew deadly, Mkwawa and his army retreated and ran to the forests where he continued to mount regular attacks against the Germans. In 1899, the Germans came with more military reinforcements and overpowered Mkwawa. However, Mkwawa did not surrender. He committed suicide with his own gun. When the Germans arrived and found his body, they beheaded him and took his head to Germany. His skull was returned to Tanzania in 1954. The skull can now be seen at the Mkwawa Museum in Kalenga.

Another formidable resistance in the southern areas came from the Yao. The Yao were led by Chief Mchemba. They resisted German colonialism from 1890 to about 1899 when they were defeated. The Ngoni also provided resistance against German colonialism.

Generally, the examples provided are about the communities which put up substantial military resistance against German colonial rule. The reality is that virtually all societies in Tanzania opposed colonialism, but the degree of resistance differed from one society to another. There were over 50 wars of resistance against German colonial rule between 1890 and 1903.

The Maji Maji war (1905-1907)

The Maji Maji war was the most significant uprising mounted by the people of German East Africa against German colonial rule. The ethnic groups that participated in the war included the Matumbi, Ngindo, Yao, Bena, Lugulu, Mbunga, Pogoro, Zaramo, Ngoni and Matengo. The war started in 1905 and ended in 1907. This war was called Maji Maji because of the belief which was instilled in the people and soldiers, that is, the bullets of German soldiers would turn into water. The person who created that belief was known as Kinjekitile Ngwale. Ngwale was a traditional healer among the Matumbi. He gave the people the sacred water, which they believed would protect them from harm. He lived in Ngalambe in Lindi District. The war started at Nandete in the Matumbi highlands, near Kipatimo. The Matumbi resisted the cultivation of cotton. The war spread to many areas in Rufiji, Kilosa, Morogoro, Coast Region, Mahenge, Songea and Njombe. Figure 5 shows all the areas where the Maji Maji war was fought.

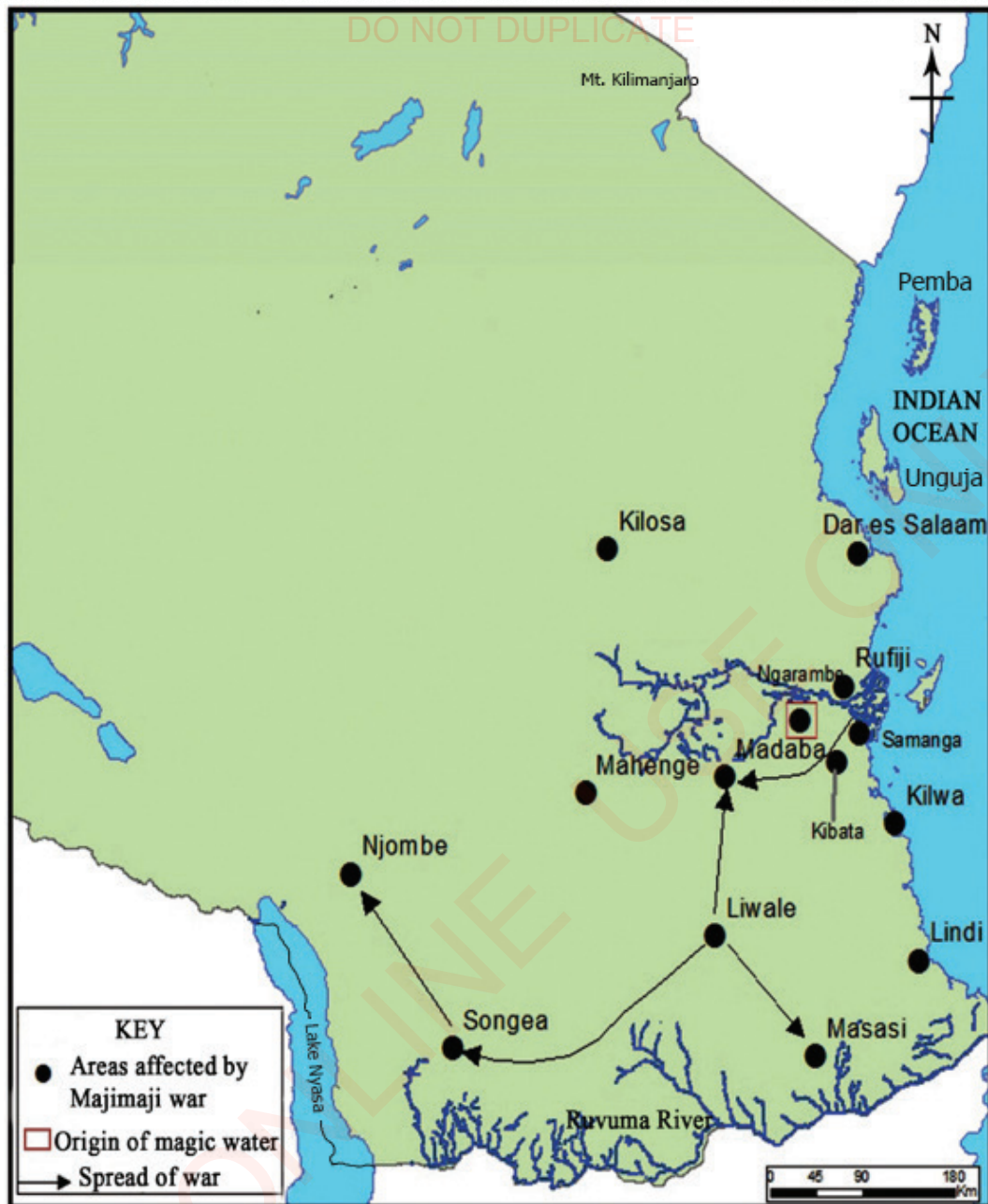


Figure 5: Areas affected by the Maji Maji war

Causes of the Maji Maji war

There were many causes of the Maji Maji war, as shown below.

(a) Forced labour

The Germans forced the people of Tanganyika to grow cotton and forced them to do so without paying them. This angered the people and they decided to resist German colonial rule.

(b) Dictatorial practices

The Germans used dictatorial practices to rule German East Africa. They used corporal punishment. They beat people when they made even small mistakes. Local leaders such as chiefs *Jumbes* and *Akidas* could also be punished in public if they did not implement colonial government directives.

(c) Taxation

The Germans forced people to pay taxes. Those who failed to pay taxes were humiliated in public, faced corporal punishment and were sent to prison.

(d) Land alienation

The German colonial officials and settlers took people's land by force and without any compensation. All fertile land was taken by the Germans for settlement, agricultural production and other colonial investments. The people were not happy to lose their arable land.

(e) Low wages

The wages paid to labourers were extremely low compared to the amount of work they did. This angered many labourers.

(f) Despising of African culture

The Germans despised African culture. They said it was primitive and barbaric. People were not happy with this attitude.

(g) Missionaries' inhuman acts

Christian missionaries spread Christianity by despising African cultural traditions, taboos and customs. They despised traditional medicine and healing and they considered traditional healers as witches or wizards. In some cases, they burnt the houses used by traditional healers and forced them to convert to Christianity. Africans could not tolerate these tendencies.

A combination of the factors above led to the outbreak of the Maji Maji war and to its spread to many parts of southern German East Africa. The people did not want to be under the Germans because they were dictators, exploiters and oppressors. Although they wanted to end colonialism, they were defeated.

Reasons for the failure of the Maji Maji war

- (a) Poor weapons compared to those used by the German colonial armies;
- (b) Lack of unity among African ethnic groups, each group fought on its own;
- (c) Language barriers among them;
- (d) There were puppets among the Africans who leaked African military secrets to the German colonial armies;
- (e) A weak economy which could not support the Africans to fight for a long time; and
- (f) The Germans' violent pacification strategies that involved burning houses, destroying farms, burning food granaries and killing women and children.

Effects of the Maji Maji war

- (a) Many people were killed, it is estimated that over 100,000 people died;
- (b) Hunger and famine were experienced in many parts of southern Tanzania because the people could not engage in farming;
- (c) Thousands of families were displaced during the war;
- (d) Local political authorities declined as the Germans tried to eliminate the chiefly domains that mobilised the people to fight them;
- (e) Some Germans lost their lives during the war; and
- (f) The Germans changed their administrative style and allowed local communities to grow cash crops.

Exercise 2

Answer the following questions:

1. Why did the German colonial government establish health services in the colony?
2. Mention examples of the resistance movements organised against German colonial invasion in Tanzania.
3. Mention at least four causes of the Maji Maji war.
4. Mention the effects of the Maji Maji war.

End of German colonial rule

German colonial rule in German East Africa ended after the First World War (1914-1918). Germany was defeated in the war by the British allies. The war involved the imperialist nations of Europe and their constituted colonies. There were two camps in this war. One camp consisted of Britain, France and the United States. The other camp comprised nations such as Germany, Italy, Austria-Hungary and Russia. The latter camp was defeated. The victorious nations held an international conference in the city of Versailles in France and agreed to dispossess Germany of her colonies. Germany lost all her colonies, including German East Africa. The League of Nations gave the part of German East Africa which is now Mainland Tanzania to Britain as a mandate territory. Rwanda and Burundi were given to Belgium. This marked the end of German colonial rule in East Africa.

British colonial rule

The British government officially replaced the German colonial administration in Tanganyika in 1919. It renamed the colony as Tanganyika and Britain appointed Sir Horace Byatt as the first Governor of Tanganyika in 1920. The second Governor, Sir Donald Cameron, was appointed in 1925. Other British Governors who ruled Tanganyika were Sir Edward Twining who began ruling the colony in 1948 and Sir Richard Turnbull from 1958 to 1961. It was Turnbull who handed over power to the people of Tanganyika on 09th December 1961.

During the first six years of British administration, that is, from 1919 to 1924, the British used direct rule, which had been established by the Germans. The

British appointed all colonial officials, including *Jumbes*, *Akidas* and *Liwalis*. In 1925, the British changed the system of administration and used indirect rule. This system was different from direct rule because it used African local chiefs as agents of colonial administration. Indigenous chiefs became officials in the local governments. They replaced the *Jumbes*, *Akidas* and *Liwalis*, who had been appointed by the Germans.

Structure of British colonial administration

The structure of British colonial administration in Tanganyika was hierarchical, as Figure 6 shows.

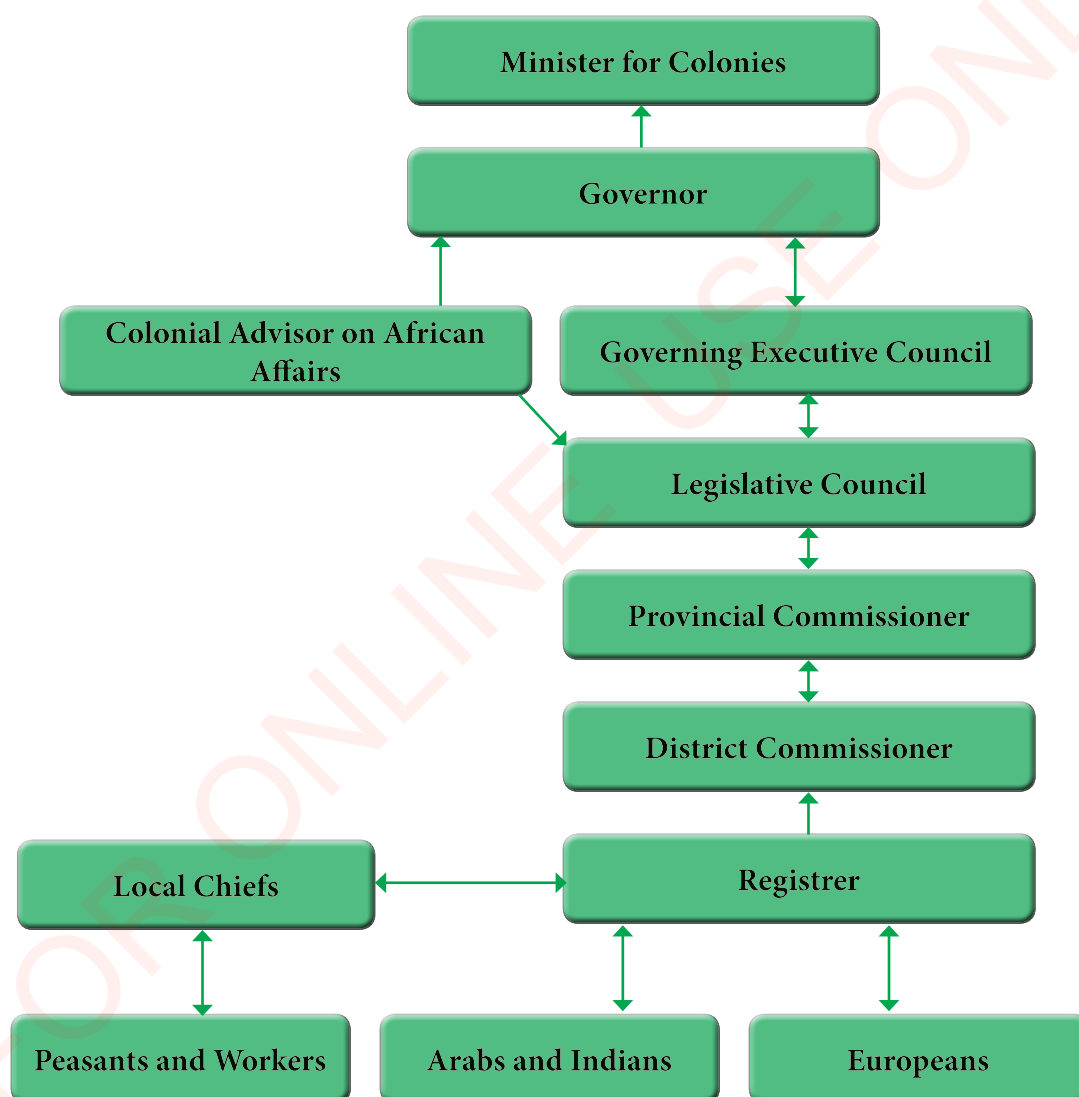


Figure 6: British administrative structure

All British colonies were under the Secretary of Colonies, whose office was in London. The Secretary of Colonies was assisted by the Governor of Tanganyika. The Governor was assisted by the Executive Council. This Council provided immediate support to the Governor. The Governor and the Executive Council were assisted by the Legislative Council. This Council handled all matters of laws and legislation. There was also a special advisory body to the Governor which was responsible for African affairs.

The colony of Tanganyika was divided into provinces. Each province was led by a Provincial Commissioner. Similarly, each province was divided into smaller administrative units called districts. Each district was administered by a District Commissioner. Furthermore, each district was divided into different units of administration on the basis of the boundaries of indigenous political institutions of chiefdoms. Local chiefs were made officials of the colonial government and they were known by different names, depending on the local language of a particular area. For example, among the Nyakyusa and the Ndali, they were known as *Malafyale*. Among the Hehe, they were known as *Mtwa*. Among the Ngoni they were known as *Nkosi*. The Chagga called them *Mangi*. The Nyamwezi called them *Mtemi*. The local chiefs were responsible for implementing the directives from the District Commissioners. Each chief had assistants, whose titles differed from one ethnic group to another. Among the Ndali and Nyakyusa they were known as *Mafumu*.

Activity 2



With your fellow pupils, discuss the responsibilities of the colonial leaders in the British government and then write them in your exercise book.

British colonial education in Tanganyika

Like the Germans, the British provided colonial education to few Africans. Most of the children who attended colonial schools were from the families and relatives of chiefs as well as from the families of civil servants such as clerks and teachers. Christian missionaries also provided education. Thus, schools in Tanganyika were ran either by the colonial government or by Christian missionaries. While the highest level of education during German colonialism was four years (Standard One to Standard Four) with the exception of Tanga school, which had six years, the British education

system increased the years of schooling to eight (Standard One to Standard Eight). It later extended it to Standard Ten and later to Standard Twelve for secondary schools.

Objectives of British colonial education

The British colonial education had the following objectives:

- (a) To provide skills that would increase productivity in agriculture;
- (b) To prepare people who would work in the colonial civil service as clerks and others;
- (c) To prepare few people, especially children from chiefly families, who would help assume lower level positions in the colonial administration;
- (d) To inculcate European culture and values into African learners;
- (e) To prepare people who would be loyal and obedient to the colonial government and its rule; and
- (f) To undermine indigenous cultural values, traditions, taboos and customs.

From Standards One to Five the language of instruction was Kiswahili. From Standard Six onwards (including in colleges), the language of instruction was English for all subjects, except for Kiswahili.

The provision of colonial education was based on racial segregation. Europeans were given the best and high quality education; they were followed by Indians and Arabs. The quality of the education which was provided to Africans was low compared to that of the education provided to the other racial groups. Thus, colonial education created a sense of superiority complex. The Africans who received colonial education tended to despise those who did not. In addition, they despised indigenous cultural ideas and practices such as traditional dances, clothes, languages, manners and taboos.

British colonial economy in Tanganyika

Like the Germans, the British established a colonial economy in order to produce raw materials, to exploit cheap labour, to expand markets for industrial products, to invest surplus capital in profitable economies and to

solve unemployment in Britain. Like the Germans, the British undermined the indigenous subsistence economies of Tanganyika which were based on barter trade and encouraged the commodification of social and economic relations. They also promoted colonial economies by investing in various sectors such as agriculture, industry, trade and mining.

British colonial economic sectors

(a) Agriculture

The British promoted the production of cash crops for export to Europe and industrialised nations. They promoted the cultivation of cotton in Mwanza, Shinyanga, Tabora and Morogoro. They promoted coffee cultivation in Rungwe, Ileje, Mbozi, Kagera, Kilimanjaro and Mbinga. Cashewnuts were grown in Mtwara, Lindi and Tunduru. Tobacco was promoted in Tabora, Urambo, Songea, Iringa and Chunya. Sisal was prominent in Tanga, Morogoro, Lindi and in some parts of Kilimanjaro such as Makanya, Lembeni, Kisangara and Kiruru. Tea was grown in Arusha, Rungwe, Njombe and Mufindi.

The colonial plantations depended on migrant labourers. Some ethnic groups were very popular for supplying migrant labourers. They included the Sukuma, Ngoni, Bena, Nyamwezi, Ha, Fipa, Makonde, Nyakyusa, Ndali, Nyaturu, Nyiramba and Rundi. The colonial government created special institutions for mobilising and recruiting migrant labourers. One of them was the Sisal Labour Bureau (SILABU), which ensured constant supply of labour to the sisal plantations in the coastal areas in Tanganyika. Some institutions found labourers who went to work in such colonies as South Africa, Zimbabwe (Southern Rhodesia) and Zambia (Northern Rhodesia). One of these institutions was WENELA, which mobilised and recruited migrant labourers who were transported to South African mining centres.

(b) Industries

The British built few industries for producing commodities for immediate consumption by Europeans, Indians, Arabs and few Africans. The commodities included cigarettes, soap, beef, soft drinks and beer. They also built industries for processing agricultural raw materials such as cotton, coffee, tobacco, tea and sisal before they were exported to Europe. They processed them to reduce their bulkiness, and therefore reduce the cost of transporting them to Europe.

(c) Mining

Mining was another important economic sector during the British colonial period. The colonial government mined diamond in Mwadui, gold in Chunya (Lupa goldfields) and salt in Bagamoyo, among others. Mining companies were owned by Europeans.

(d) Trade

Trade was also organised as part of the colonial economy. Colonial trade was largely under the control of Indians and Arabs. The colonial government allowed them to engage in retail and wholesale trade. There were also big trading corporations from Britain and America which opened branches in Tanganyika. The companies included the British and American Tobacco (BAT) and Smith Mackenzie. BAT dealt in tobacco, while Mackenzie supplied industrial commodities to many parts of Tanganyika.

Methods used to establish and consolidate British colonial rule

Europeans used the following methods to establish and consolidate colonialism:

(a) Use of military force

This method was regularly used to establish and consolidate colonialism. It was an effective strategy in areas which refused to accept colonialism, to sign treaties and to respect colonial rule.

(b) Using indigenous rulers

Europeans befriended some indigenous rulers and promised them that they would defend them against their local enemies. Such rulers collaborated with the colonial invaders against their neighbours. The Sangu, for instance, accepted to collaborate with the Germans against the Hehe because the two ethnic groups had sour relations.

(c) Use of threats

European colonial agents and officials threatened local communities using military forces that roamed in the villages where there were elements of resistance. They used instruments of state power such as colonial armies, the prisons, courts and police to instil fear into African populations. These instruments of state power were also known as coercive forces.

(d) Use of colonial education

Europeans used colonial education to make Africans loyal to the colonial government and to promote their acceptance of colonialism. The children who went to school were taught to respect colonial administration and European culture and to despise indigenous cultural values, taboos and traditions.

(e) Use of Christianity

Europeans, especially Christian missionaries, used Christian religious doctrines to instil politeness into Africans as well as respect for and loyalty to the colonial regime and its institutions. These were taught as values of Christian life. The missionaries were agents of colonialism who normalised colonialism and made it acceptable among Christians.

Exercise 3

Answer the following questions:

1. Describe the structure of British colonial government in Tanganyika.
2. Mention the objectives of colonial education during the British colonial period.
3. Name at least three important agricultural raw materials produced in Tanganyika during the colonial period.
4. Mention the main economic activities during the British colonial period.
5. List the coercive instruments used during colonialism.

The struggle for independence in Tanganyika

Struggle for independence is also called nationalist struggle. These movements were intended to end colonialism so as to regain African independence politically, economically and socially from the colonial powers. Indeed, they were intended to abolish all kinds of exploitation, oppression, dehumanisation, segregation and racism which were associated with colonialism.

Early struggle for independence during the German colonial period

Tanganyikan societies started struggling for independence right at the beginning of colonialism in the late 19th century. Almost all societies resisted German colonial rule. In the previous chapters, we have seen examples of the societies in eastern, northern, western, central and southern German East Africa that resisted German colonial rule. Similarly, we have seen that local communities resisted colonial rule and its exploitative, oppressive and dictatorial practices. The Maji Maji war is a case in point.

Struggle for independence during the British colonial period

There were three forms of struggle for independence during the British colonial period. They are elaborated below.

(a) Use of peasant cooperative societies

Cooperative societies were peasant organisations that fought against colonial exploitation. They used these societies to demand their rights and independence. They also used them to make sure that they benefited from their cash crops.

Examples of peasant cooperative societies are mentioned below.

Table 1: Peasant societies in Tanganyika

No	Name of peasant society	Abbreviation	Year of establishment
1	Bukoba-Buhaya Union	BBU	1924
2	Kilimanjaro Native Cooperative Union	KNCU	1925
3	Usambara Native Growers Association	UNGA	1931
4	Ngaka Coffee Growers Association	NCGA	1934
5	Ngoni-Matengo Co-operative Union	NGOMAT	1936
6	Bugufi Coffee Cooperative Society	BCCS	1936
7	Lake Province Growers Association	LPGA	1949
8	Rungwe African Cooperative Union	RACU	1949
9	Meru Growers Cooperative Union	MGCU	1954
10	Victoria Federation of Cooperative Union	VFCU	1954
11	Nyanza Cooperative Union	NCU	1954

These cooperative unions also played an important role in fighting for fair prices of crops.

(b) Use of workers' associations

Workers' associations were formed by civil servants who worked in the colonial government. The servants included teachers, clerks, drivers, railway workers, dock workers, elites and urban dwellers. They formed workers' associations in order to fight for good working conditions, improved salaries and to fight against colonial exploitation, oppression and segregation at work. The best example was the Tanganyika Territory African Civil Servants Association (TTACSA), which was formed in Tanga in 1922. It was under the leadership of Mr Martin Kayamba. This association was later transformed into a new organisation called Tanganyika African Association (TAA) in 1929. Its headquarters were in Dar es Salaam. After the Second World War, this association was very active in the struggle for independence in Tanganyika.

In 1955, all the workers' associations united to form a national organisation. This national organisation was called Tanganyika Federation of Labour

(TFL). It was under the leadership of Mr Rashid Mfaume Kawawa, as its Secretary General.

(c) Use of political parties

After the Second World War, there was intense pressure for Africans to end colonialism and to get political, economic and social independence. The Tanganyika African Association (TAA) was the most active institution that advocated the ending of colonial rule in Tanganyika. A major change happened in 1954 when Tanganyika African Association held its General Assembly. The main objective was to discuss its structure and constitution. During that Assembly, members agreed to transform Tanganyika African Association into a political party. The political party that was formed was known as Tanganyika African National Union (TANU). It was formed on 07th July 1954. Mwl Julius Kambarage Nyerere was elected Chairman of this new political party. The main objective of TANU was to unite all the people of Tanganyika so that they could fight for independence.

More parties were formed in Tanganyika in the late 1950 and in 1960. One of them was known as United Tanganyika Party (UTP). It was formed in 1956. Its formation was strongly supported by the British colonial government because the Governor wanted to contain the power and spread of TANU. The founding members of the party were European businessmen, Asian businessmen and some African chiefs. Another party was African National Congress (ANC). It was formed in 1958. It was under the leadership of Mr Zuberi Mtemvu. This party was formed because of some disagreement among TANU members. Mtemvu left TANU and formed his own party, ANC. In 1960, another party was formed. This party was known as All Muslim National Union of Tanganyika (AMNUT). It aimed at defending the interests of all Muslims in Tanganyika. It claimed that Muslims were being excluded from many aspects, especially education. However, later some Muslim leaders stopped supporting this party.

The three political parties (TANU, ANC and UTP) participated in general elections in 1958, 1959 and 1960. The purpose of these elections was to get a winning party that would rule independent Tanganyika. In these three elections TANU won the elections. After the 1960 election, an interim government of Tanganyika was formed. It was that government that started preparations for the transfer of power from the British colonial state to

Tanganyika. In May 1961, a Responsible Government was formed and Mwl Julius Kambarage Nyerere was appointed as Prime Minister. On 09th December 1961 Tanganyika became independent, marking the end of British colonialism in the colony. On 09th December 1962, Mwl Julius Kambarage Nyerere became president.

Struggle for independence in Zanzibar

Like in Tanganyika, the struggle for rights and freedom in Zanzibar were started by associations in the 1930s and 1940s. Political parties began fighting for independence in the 1950s. In Zanzibar such efforts were based on racial lines.

(a) Formation of associations in Zanzibar

Three associations were formed in Zanzibar.

- (i) *Arab Association* — This was formed by Arabs in the 1920s in order to protect Arab privileges in Zanzibar.
- (ii) *African Association* – This was formed in 1934 in Zanzibar by Africans who were mostly former slaves. They formed this association in order to fight for Africans' welfare. It had close relations with the African Association (later Tanganyika African Association) of Tanganyika.
- (iii) *Shirazi Association* – This was formed in 1939 by indigenous Africans who called themselves Shirazi. They formed it so that they could fight for their rights and welfare.

(b) Formation of political parties in Zanzibar

Towards the beginning of the independence struggle in Zanzibar, three parties were formed on the basis of race or because of conflicts within political associations. The parties were:

- (i) *Zanzibar Nationalist Party (ZNP)*

This party was formed in 1953. It was dominated by Arabs. Arabs wanted to protect their economic, political and social power. They wanted to rule Zanzibar and to make Zanzibar an Arab territory. The British favoured this party.

(ii) *Afro-Shirazi Party (ASP)*

The African Association and Shirazi Association united to form the Afro-Shirazi Party (ASP) in 1957. ASP elected Abeid Aman Karume its president and Thabit Kombo its secretary general. In terms of objectives, ASP sought to end colonialism, Arab domination and the Sultanate. The British were not comfortable with this party. In the same year, that is, in 1957, an election was held in Zanzibar. The parties contested 6 seats. ASP won five seats and ZNP won only one seat.

(iii) *Zanzibar and Pemba People's Party (ZPPP)*

The formation of this party was the result of some misunderstanding within the ASP leadership and the 1957 election. Following the victory of ASP in the 1957 election, ZNP, in cooperation with the British, convinced the Shiraz of ASP to leave ASP and form their own party. Some of them agreed and formed a new party known as Zanzibar and Pemba People's Party (ZPPP). Two of the members who left ASP were those who had won some of the seats in the election. Therefore, they left with their seats, leaving ASP with three, instead of five seats.

Zanzibar elections

Three elections were held in Zanzibar between 1961 and 1963.

(a) January 1961 election

A general election was held in Zanzibar in January 1961. Three political parties participated in it, namely ASP, ZNP and ZPPP. The parties contested the seats.

The results of this election were as shown in Table 2.

Table 2: January 1961 general election results

No	Political party	Number of seats won
1	ASP	10
2	ZNP	9
3	ZPPP	3

As table 2 shows, ASP won this election. However, two members of ZPPP joined ZNP and one member of ZPPP joined ASP. Thus, the two sides became equal, each party with 11 seats. Another election was thus held in June 1961.

(b) June 1961 election

In June 1961, another election was held. It was characterised by rigging and fighting all over the territory. ASP won 10 seats and the ZPPP and ZNP coalition won 13 seats. Thus, the coalition formed a government with Mohamed Shamte, the leader of ZPPP, as Prime Minister. ASP complained about rigging and unfairness in the election and demanded its nullification. The elections were not nullified.

(c) June 1963 election

A fresh election was held in 1963. In this election, the colonial state increased the number of seats in the areas where ZNP and ZPPP were predominant. Some 135,032 people voted in this election.

The results were as shown in Table 3.

Table 3: Results of June 1963 election

No	Political party	Number of votes	Percentage of all votes	Number of seats
1	ASP	87,082	54	13
2	ZNP and ZPPP	47,950	45	18

The coalition of ZNP and ZPPP won the election. Once again, ASP complained of rigging and called for the nullification of the results. The results were not nullified. Instead, the ZNP and ZPPP coalition was allowed to form a government. Zanzibar was formally granted independence on 10th December 1963. It was actually an independence for the Arabs in Zanzibar, not for the majority Africans. The Sultan became the Head of State and Mohamed Shamte the Prime Minister.

The Zanzibar Revolution

Because of being denied their right in the election, ASP adopted violent techniques in order to restore African majority rule to Zanzibar. On 12th

January 1964, ASP successfully overthrew the Sultan and his Arab-based government. The Sultan and the government of Mohamed Shamte and his ZNP and ZPPP puppets were overthrown and removed from power. The government by the Africans for the Africans replaced the previous government. Sheikh Abed Amani Karume was installed as the first President of the Revolutionary Government of Zanzibar. Three months after the revolution, Tanganyika united with Zanzibar to form the United Republic of Tanzania. The union of the two countries was established on 26th April 1964.

Effects of colonialism

The effects of colonialism can be divided into three groups, namely economic, social and political effects.

(a) Economic effects

- (i) Introduction of taxation;
- (ii) Development of a money-based economy which killed barter trade;
- (iii) Introduction of cash crops such as sisal, coffee and tea;
- (iv) Introduction of migrant labourers who went and worked in colonial plantations and mines;
- (v) Construction of transport networks such as railways and roads for transporting raw materials and people;
- (vi) Land alienation, which saw people's land being taken by Europeans by force;
- (vii) Intensive exploitation of people as well as natural resources such as minerals and wild animals; and
- (viii) Discrimination in trade. Europeans dealt in the import-export trade and Arabs and Indians dealt in the retail and wholesale trade; Africans were not allowed to engage in trade.

(b) Social effects

- (i) Introduction of new social services such as colonial education and colonial health services;

- (ii) Disintegration of family bonds, especially in families with husbands who were migrant labourers for a long period;
- (iii) Decline in food security in areas where colonialists emphasised cash crops at the expense of food crop production and in areas which supplied many migrant labourers who were mostly able-bodied men;
- (iv) Emergence of social classes among Tanzanians, for example the elites and non-elites;
- (v) Spread of new diseases such as tuberculosis, venereal diseases and sleeping sickness because of increased interactions and movements of people;
- (vi) Racism. People were divided and segregated according to colour and were given different privileges on the basis of their colour. Europeans were considered superior. They were followed by Indians and Arabs. Africans were at the lowest level; and
- (vii) Disruption of indigenous cultural values and traditions because of the imposition of Christianity, colonial education and other European cultures.

(c) Political effects

- (i) Domination of Tanzanians by European colonial officials;
- (ii) Africans were not allowed to hold higher leadership positions in government;
- (iii) Government civil servants were not allowed to participate in political activities;
- (iv) Indigenous political rulers such as chiefs lost their autonomy and began to rule as agents of the colonial government;
- (v) Colonial administration undermined democracy and promoted oppressive and dictatorial governing practices; and
- (vi) Decline of the kingdoms and chiefdoms that flourished before colonialism.

Exercise 4

Answer the following questions:

1. Mention at least five peasant societies which were formed in Tanganyika during the British colonial period.
2. What was the objective of forming the Tanganyika African National Union?
3. Mention the main political parties formed in Zanzibar in the 1950s.
4. Zanzibar got her independence in _____.
5. Why did Tanganyika establish workers' associations?
6. Why do you think the Afro-Shirazi Party staged a revolution in 1964?
7. Mention the economic and social effects of colonialism.

Vocabulary

Colonialism	the policy or practice of acquiring full or partial political control over another country, occupying it with settlers and exploiting it economically
Election	a formal and organised choice by vote of a person for political office or other position
Racism	discrimination which is directed against someone of a different race and which is based on the belief that one's own race is superior
Revolution	a forcible overthrow of a government or social order in favour of a new system
Political party	an organised group of people who have the same ideology

Chapter Nine

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African heroes after independence

Introduction

In Chapter Seven, you learnt about the qualities of heroes and how to identify them. You also learnt about the heroes who resisted colonial rule and the reasons for such resistance. In this chapter, you will learn about the new system of colonial rule in Africa that developed after independence. This new system of colonial rule is known as neo-colonialism. You will also learn about the economic, political and social operation of this new colonial rule in Africa. Finally, you will learn about different methods African heroes used to resist the new colonial system.

The meaning of a hero

A hero is a person who is admired for having done something very brave or for having achieved something which others have not achieved. He/she is a person who is admired for his/her courage, outstanding achievements or noble qualities. There are many Africans who are admired and remembered for being heroes and heroines. They are people who are courageous and who have realised outstanding achievements in dealing with the social, economic and political challenges of their nations. A man is known as a hero and a woman is known as a heroine.

Africa has many heroes who resisted neo-colonialism on the continent after independence. Examples of these heroes include Mwl Julius Kambarage Nyerere and Abeid Amani Karume of Tanzania, Kwame Nkrumah of Ghana, Nelson Mandela of South Africa, Jomo Kenyatta of Kenya, Patrice Lumumba of the Democratic Republic of Congo, Samora Machel of Mozambique and Keneth Kaunda of Zambia. These are examples of the heroes who were also Heads of State. They resisted colonialism, struggled against neo-colonialism, struggled for freedom and equality, resisted apartheid and opposed all forms of oppression and degradation of Africans. However, these are not the only African heroes. We have other heroes and heroines. There are ordinary men and women who are heroes and heroines and who made important and heroic contributions to their families, communities, villages, wards, districts,

regions and nations. Figure 1 shows the images of some of our African heroes.



Mwl Julius K. Nyerere of Tanzania



Kwame Nkrumah of Ghana



Jomo Kenyatta of Kenya



Patrice Lumumba of the Democratic Republic of Congo (DRC)

Figure 1: Some of Africa's heroes

Exercise 1

Answer the following questions:

1. Who is a hero?
2. Mention five heroes who opposed neo-colonialism.

New colonial conquests in Africa

Most African countries got their political independence during the 1960s. Few countries became politically independent in the 1950s. They include Libya in 1951, Tunisia and Sudan in 1956 and Ghana in 1957. Other countries got independence in the 1970s; examples of such countries are Mozambique and Angola in 1975 and Zimbabwe in 1980. Others got independence very late, for example Namibia in 1990 and South Africa ended minority rule in 1994.

After colonialism, the former colonial powers created a new system for ensuring that they continued to exploit Africa socially, culturally and economically. They wanted to continue operating in Africa and benefiting from the human and natural resources available in Africa. They influenced economic, political and social developments on the continent. This was a new form of colonialism after independence which was known as neo-colonialism. It was established so that the former colonial powers could continue ruling and controlling African nations by using new techniques and building new relations with politically independent African nations. These neo-colonial powers included Britain, Germany, France, Italy, Portugal, Belgium and the United States of America. In Africa, neo-colonialism started in the 1950s when African countries began to get their independence. European nations built this new system in cooperation with international institutions. Figure 2 is a map of independent African countries.



Figure 2: Map of independent African countries

Methods used to facilitate neo-colonialism in Africa

The former colonial powers and some of the agents of colonialism used three main methods to sustain their presence in Africa after independence, namely political, economic and cultural methods.

(a) Political methods

The first method was political intervention. The former colonial powers were not happy with the fact that African nations had achieved their independence. The most important political strategy was overthrowing legally elected leaders and installing of puppets instead. The cold war divided the world into a capitalist camp under the United States and a socialist camp under the Soviet Union. It also created conditions suitable for the overthrow of regimes or the killing of African leaders. The capitalist camp overthrew African governments that did not support the interests of the capitalist nations.

One of the most popular examples of political assassinations happened in the Democratic Republic of Congo. When Belgian Congo got her independence in 1960 Patrice Lumumba was elected Prime Minister. A few months later, two provinces of Belgian Congo seceded. The provinces were Kasai and Katanga. This secession was led by Moses Tshombe, who was a puppet of Belgium, the United States of America, France and other capitalist nations. The Belgian Congo government under Lumumba was supported by such socialist nations as the Soviet Union, Cuba and some African nations, especially Ghana. That secession caused a civil war in Belgian Congo; many innocent citizens were killed. Prime Minister Patrice Lumumba was also assassinated by the capitalists' puppets. His democratically elected government was overthrown. Belgium, the United States of America and other capitalist powers supported Mobutu Sese Seko's ascendancy to power. Mobutu was a puppet of these capitalist powers and was expected to continue serving their interests.

The second example happened in Angola. After Angola's independence of 1975, *Movimento Popular de Libertação de Angola* (MPLA) ruled the country. It was a patriotic government which defended Angolans' interests. Unfortunately, the European capitalist powers and the United States were not happy with MPLA because it did not protect their economic interests. They wanted a party called *União Nacional para a Independência Total de Angola* (UNITA) to form the government of Angola because it supported their interests. They helped UNITA to wage a civil war in order to overthrow the patriotic MPLA government. MPLA was supported by socialist nations like Cuba.

The third example happened in Mozambique, where the *Frente de Libertação de Moçambique* (FRELIMO) became a ruling party after the independence of

1975. The capitalist nations were not happy. They used the apartheid regime of South Africa to destabilise Mozambique. They also helped a rebel group called *Resistência Nacional Moçambicana* (RENAMO) to fight FRELIMO in a long civil war. President Samora Machel was killed in a plane crash in the midst of this war. The capitalists wanted RENAMO to rule Mozambique because it could defend their economic and cultural interests.

(b) Economic methods

The second method was economic intervention. The former colonial nations used the following economic methods:

(i) *Economic aid*

Capitalist nations and institutions give this kind of aid to African nations. Such nations and institutions pretend that they are supporting social and economic development. The nations and institutions that provide economic aid are called donors. Sometimes they use international financial institutions such as the World Bank (WB) and the International Monetary Fund (IMF) to finance projects and programmes in African countries. Economic aid is usually provided in the form of loans, grants and experts. Experts normally advise governments on how to implement projects and programmes. The former colonial powers and other capitalist nations use economic aid to impose conditionalities, which must be followed by aid recipients. These conditions are actually for allowing capitalist nations to do what they want in Africa. African leaders who reject such conditionalities are denied aid and, sometimes, get overthrown from power. This is a very 'important' method which they use to build neo-colonialism on the continent.

(ii) *Economic liberalisation*

This method became popular in the 1980s. Capitalist nations and financial institutions pressurised African nations to open up their markets for foreign goods and services. This allowed foreigners to take resources out of African countries. In order to implement liberalism, donor countries such as the United States and financial institutions such as the IMF and the WB adopted conditionalities that forced African governments to implement policies of privatisation, demanding citizens to pay for social services, reduction of government spending, promotion of foreign investments and abolition of

government subsidies. The implementation of such policies gave capitalist nations access to African natural resources.

(iii) International trade

This is the third method used to establish neo-colonialism in Africa. Capitalist nations promote trade with African nations. Unfortunately, the trade is based on inequality and exploitation. Africans export raw materials to Europe and America; they sell them at cheap prices. Europeans and Americans export to Africa cheap industrial commodities which they sell at higher prices. Inequality and exploitation result from the fact that the prices of industrial products are higher than those of the raw materials from Africa. This makes Europe and America benefit more than African countries do.

(c) Cultural methods

The third method used to establish neo-colonialism is cultural intervention. The former colonial nations have played a key role in undermining African culture and promoting European and American culture. This was facilitated by the imposition of foreign religions, for example Islam and Christianity, colonial education and foreign languages such as English, Portuguese and French on Africans. These aspects of foreign culture undermine African culture. In addition, technological and cultural agents such as the contents of the Internet, television, the entertainment industry and social media are being used to promote foreign culture in Africa, especially European culture, American culture and Asian culture. With globalisation, cultural exchanges have expanded and led to much use of the English language, music and clothing that are not consistent with African values.

Methods used by African countries to fight neo-colonialism

African countries are using various methods to fight neo-colonialism. They include those presented below.

(a) Creation of African Unity

Promoting unity among African countries has been an important strategy for a long time. From the 1960s onwards, the Organisation of African Unity (OAU) organised African countries to function as a single political group with one voice against the imposition of neo-colonialism in African countries. Later on, the OAU was transformed into a new organisation known as the African Union (AU).

(b) Establishment of regional integrations

This is the cooperation of groups of African countries. It promotes economic, social and political cooperation among countries so as to reduce reliance on foreign aid. Examples of these regional economic groupings are the East African Community (EAC), the Southern African Development Community (SADC) and the Economic Community of West Africa States (ECOWAS). These groups promote economic and political independence, enhance regional peace and security, and ensure free movement of people, goods and services in the respective regions. Africans are using these economic groupings to deal with the challenges of neo-colonialism.

(c) Establishment of African Development Bank (AfDB)

African countries established the African Development Bank in order to promote economic independence and to minimise dependence on foreign capital. AfDB has grown to become the backbone of African economies. It provides financial assistance to African countries for building infrastructure and providing social services to their people. This bank provides financial support for building roads, railways, ports and industries, among others. It also provides financial support for strengthening government institutions. The bank is doing an excellent job of reducing Africa's reliance on foreign aid. In so doing, it also reduces the influence of neo-colonialism on the continent.

(d) Adoption of national and international policies that challenge neo-colonialism

Since independence, African countries and those in Asia and South America have made decisions and formulated programmes that resisted and challenged neo-colonialism. In 1959, for instance, developing countries held a conference in Bandung, Indonesia, which was popularly known as the Bandung Conference. At this conference, they decided that they would openly challenge neo-colonialism. They also formed the Non-Alignment Movement (NAM) in order to remain neutral during the cold war politics. They chose not to side with either of the two camps.

Each country also formulated and implemented its own policies that challenged neo-colonialism. Tanzania, for instance, formulated the policy of Socialism and Self-Reliance which was described in the Arusha Declaration of 1967. This declaration was a policy guideline aimed at making Tanzania

a free and self-reliant nation. The declaration stated that dependence on foreign economic aid would not lead to development of the nation. It promoted humanistic values and the fight against exploitation. It also guided the nation in building socialism as a factor for national development. Other African nations such as Ghana, Zambia, Mozambique, Senegal and Egypt also promoted African socialism in their countries in order to inculcate a sense of humanity, independence, confidence and dignity into their people.

(e) Strengthening economies

African countries made the effort to strengthen their economies in order to reduce reliance on foreign aid. Therefore, they invested in agriculture, mining as well as social and political infrastructure facilities to promote economic development in their countries. They also fought corruption so that national economies and social services could benefit everyone.

Exercise 2

Answer the following questions:

1. Define the term neo-colonialism.
2. Mention three methods used by capitalist countries to promote neo-colonialism in Africa.
3. List five methods that African nations use to fight neo-colonialism.

Exercise 3

Answer the following questions:

Select the letter of the correct answer and write it in the brackets provided.

1. Most African countries got their independence in:
(a) The 1950s
(b) The 1970s ()
(c) The 1960s
(d) The 1980s

Match the items in **Column A** with those in **Column B** by writing the letter of the right answer in the space provided.

No	Column A	Column B
2	Sierra Leone and Tanganyika gained independence in _____	(a) Julius Nyerere, Kwame Nkrumah, Patrice Lumumba and Jomo Kenyatta
3	Tanzania is an excellent example in _____	(b) Neo-colonialism (c) 1964
4	Heroes who opposed the invasion of Africa _____	(d) Fighting corruption and embezzlement (e) Leading the fight against neo-colonialism (f) 1961

Answer the following questions:

- List five factors for the rise of neo-colonialism in Africa.
- Describe the work done by the African Development Bank (AfDB) in Africa.
- Identify three ways in which African countries fight new colonialism.

Write True for a true statement and False for a false statement.

- African heroes were or are ready to die for their nations. _____
- Neo-colonialism is a new form of colonialism. _____
- A free market is an economic system in which prices of goods and services are determined by governments. _____
- When invaders come to Africa they teach Africans to produce varieties of products. _____
- The colonialists came to Africa for the purpose of developing their countries. _____

Vocabulary

Corruption	dishonest or fraudulent conduct by those in power, typically involving bribery
Embezzlement	theft or misappropriation of funds placed in one's trust or belonging to one's employer
Exploitation	the action of treating someone unfairly in order to benefit from his or her work
Free market	an economic system in which prices are determined by unrestricted competition between privately-owned businesses
Investment	the action or process of investing money for profit
Raw materials	the basic material from which a product is made

Chapter Ten

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Maps

Introduction

When you were in Standard Four, you learnt about map symbols and how to draw a map of your school. You also learnt how to draw the four cardinal points of the world. You likewise learnt how to tell the direction of an object in your environment using the four cardinal points. In this chapter, you will learn about the concept of map, types of maps, uses of maps and the eight cardinal points of the world. You will also learn how to draw a map of your village, street or district.

The concept of a map

A map is a representation of all or a part of the earth's surface. It is drawn on a piece of paper, wood, cloth, wall or on the ground by using a specific scale. All maps are drawn using a scale and all information on a map is interpreted by using a key.

A map is very important as it can help in telling directions on the surface of the earth. Masons, teachers, pilots, sailors, researchers, tourists, soldiers and other different groups of people use maps in their activities. In the dynamic and interactive world, it is important to know how to use maps. Maps enable people to undertake their activities without asking any questions about the location or direction of places.

Types of maps

There are two types of maps, as described below:

- (a) **Topographical maps:** These are maps which represent natural features like oceans, rivers, lakes and mountains. They also represent man-made features like roads, railway lines and buildings.

Activity 1



Draw a map of your school in your exercise book which shows natural and man-made features. Submit the map to your subject teacher for marking.

- (b) **Statistical maps:** These are maps which represent the number of people or things found in a particular area. These maps show statistical information on, for example, the distribution of human settlements in a country, human activities, rainfall, temperature and air pressure.

Uses of maps

There are different uses of maps. Some of them are listed below.

- (a) Maps are used to show the location of things and places;
- (b) Maps are used by armies to determine the location of enemies and other important marks;
- (c) Maps are used by travellers, sailors and pilots to direct vehicles, ships and airplanes;
- (d) Maps are used by land surveyors and town planners when preparing town plans;
- (e) Maps are used in describing the climatic conditions of different areas; and
- (f) Engineers use maps when constructing roads, houses and railways.

Exercise 1

Answer the following questions:

- 1. What is a map?
- 2. Mention two types of maps.
- 3. Mention three uses of maps.
- 4. Mention four categories of people who use maps in their daily tasks.

Essentials of a map

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A map should have the following:

- (a) **A title:** The title of a map helps to show what the map is about. For example, the title of a map can be “Regions which grow major cash crops in Tanzania.”
- (b) **Indication of the North direction:** This is used to determine the direction of a place on a map. Normally, each map has an indicator of the North direction. In this case, the top side of the map is the North direction.
- (c) **A margin or frame:** This shows the boundary of the area shown on a given map.
- (d) **A key:** This shows the interpretation of different symbols and signs used on a map. The key to the map is also known as ‘legend’.
- (e) **A scale:** The scale of a map shows the relationship between the distance on the map and the actual distance on the ground. It is used to reduce real distance on the land such that it fits onto the map. You cannot, for example, draw one kilometre on a piece of paper but you can instead draw one centimetre on a piece of paper to represent one kilometre on the ground. By using the scale of a map, one can determine the real distance from one place to another on the ground.

Activity 2

Study the map shown in Figure 1 and show the five essentials of a map.

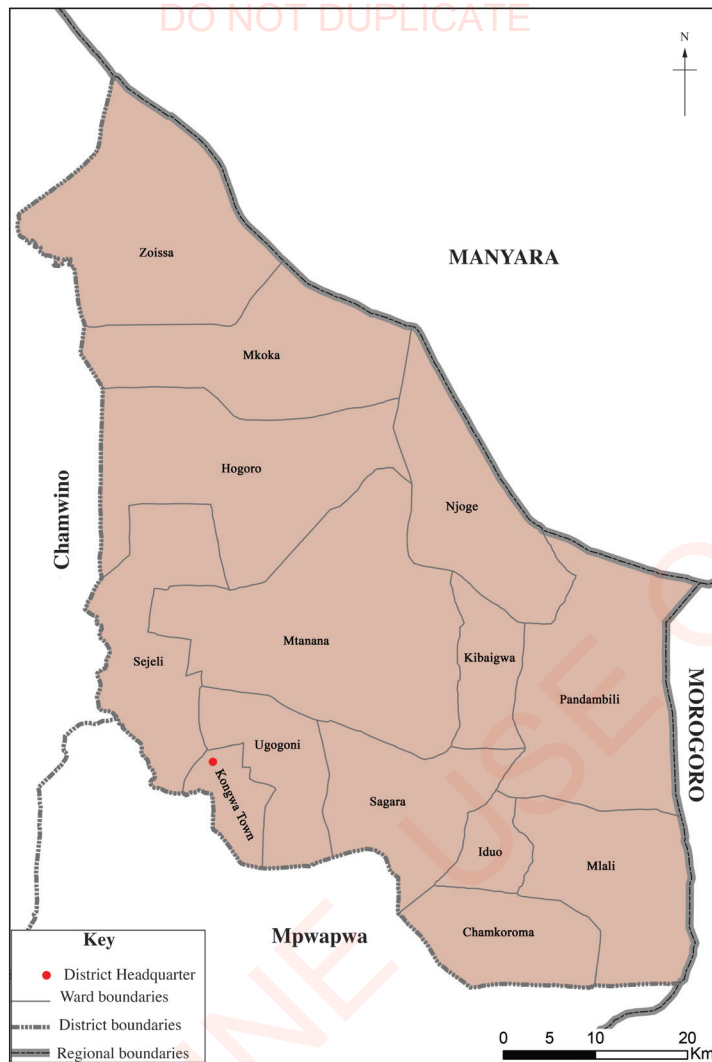


Figure 1: Distribution of wards in Kongwa District

Exercise 2

Answer the following questions:

- 1 Mention the five essentials of a map.
- 2 Mention any three uses of maps that you know.
- 3 What are the functions of a key on a map?
- 4 Why do we use a scale on a map?

The eight cardinal points

In Standard Four, you learnt about four cardinal points. From the four cardinal points we can derive four inter-cardinal points. If you draw a line between North and East, the direction will be North-East. In the same way, we get South-East if we draw a line halfway between South and East. Likewise, South-West is between South and West and North-West is the line drawn between North and West. This will make a total of eight cardinal points as shown in Figure 2. The cardinal points of the world are also known as cardinal directions. The direction of a place is automatically shown by an instrument known as a compass.

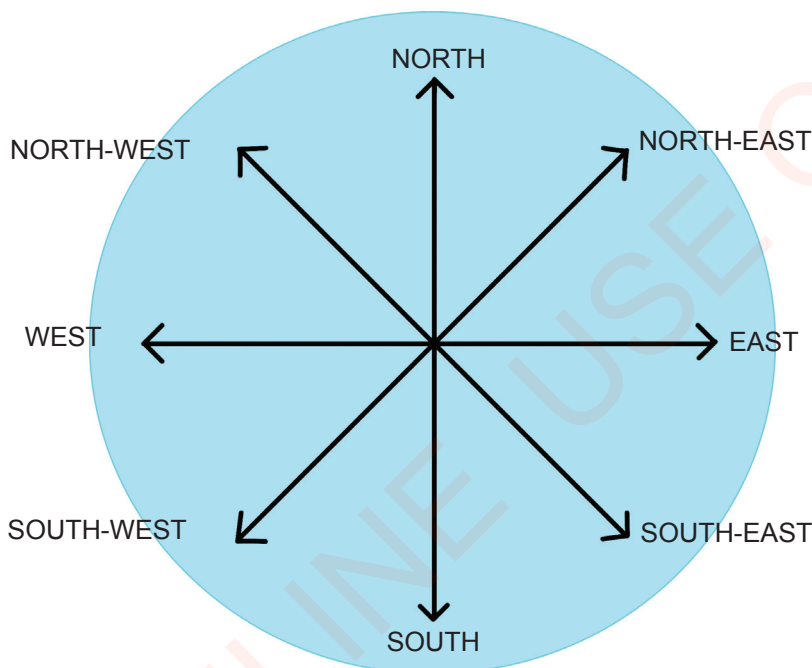


Figure 2: Eight cardinal points of the world

Activity 3



By using cardinal directions, describe the location of the areas that border Kongwa District in Figure 1.

Exercise 3

Answer the following questions:

1. What do you understand by the scale of a map?
2. Explain the importance of the title of a map.

Write True for a true statement and False for a false statement.

3. A map is the representation of the earth's surface on a piece of paper.

4. Topographical maps show things on the surface of the earth.

5. The compass direction of a map shows the location of mountains on a map. _____
6. If you draw a line between North and East, you will get North West.

7. Maps are used by land surveyors when preparing town plans.

8. South-West is between South and East. _____

Fill in the blanks.

9. The physical features of an area are shown by _____ map.
10. The compass always points _____ direction.
11. The symbols used on a map can be interpreted by using _____.
12. _____ shows the distribution of population, rainfall and temperature over a given area.

Vocabulary

Topography appearance of the land surface on the earth

Chapter Eleven

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The solar system

Introduction

When you were in Standard Four, you learnt about the solar system. You learnt about the eight planets in the solar system and the features found on earth. You also learnt about the difference between sunlight and moonlight. In this chapter, you will learn more about the solar system, the earth, earth movements and their results.

The solar system

The solar system is the arrangement of the sun, moon and planets which revolve around the sun. The sun is a star and it is closer to the earth than the other stars. Since the sun is close to the earth, its light is more intense than that of the other stars. The sun is at the centre of the solar system and all planets revolve around it.

In the solar system there are eight planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune. Each planet revolves around the sun in its elliptical path called an orbit. The time taken for a planet to revolve around the sun depends on the distance between the sun and that planet. For example, Mercury completes its revolution around the sun in 88 days, while the earth revolves around the sun for $365 \frac{1}{4}$ or 366 days. Each planet in the solar system has different characteristics.

The earth

The earth is one of the planets which make up the solar system. In studying the solar system, we have seen that the planets are in a special arrangement. The earth is the third in the arrangement of the planets from the sun. The earth has several characteristics. It is the only planet where all living things are found. Also, three quarters of the earth is covered by water. It also has oxygen and carbon dioxide which are important to living things. Moreover, the earth receives light from the sun.

Exercise 1

Answer the following questions:

1. What is the solar system?
2. What is an orbit?
3. Why do planets take different times to revolve around the sun?
4. Mention eight planets which make up the solar system.
5. Mention four characteristics of the earth.

Movements of the earth

The earth has two movements. The first movement is known as rotation. This movement involves the spinning of the earth on its axis (refer to Figure 1). The second movement is known as revolution. This movement involves the earth revolving around the sun. These two movements occur at the same time. The earth rotates from West to East. It completes one rotation on its axis in 24 hours or 1 day. The earth revolves around the sun for $365 \frac{1}{4}$ or 366 days, which are equal to one year.

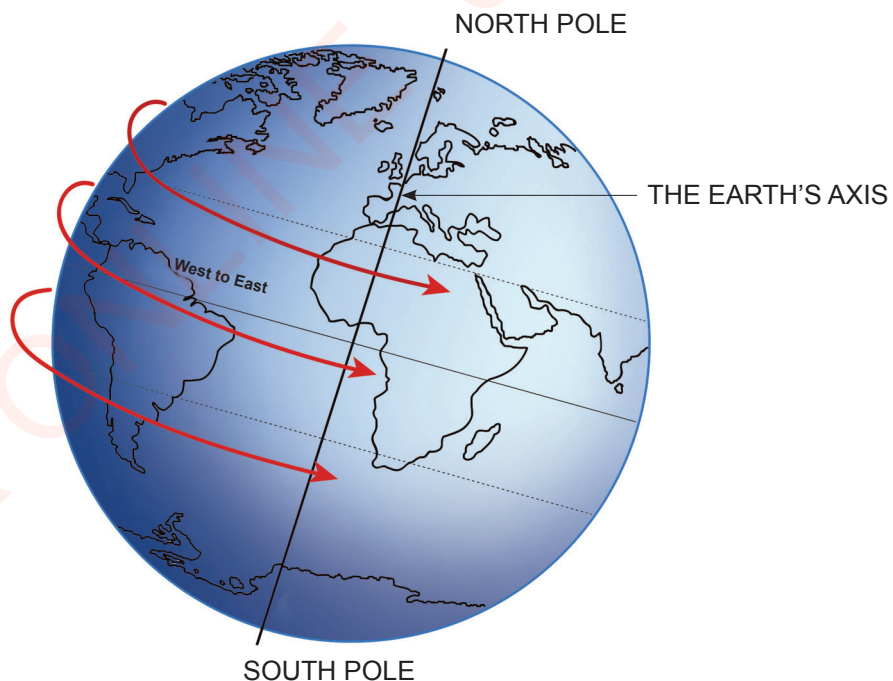


Figure 1: The earth rotating on its axis

Results of the earth's rotation

When the earth rotates on its axis, we get day and night, the rising and falling of tides, as well as change in the direction of winds and ocean currents. Also, we get differences in time between one longitude and another. The earth takes four minutes to rotate from one degree of longitude to another; therefore, it uses 60 minutes, which is equal to one hour, to rotate 15 degrees of longitude. Thus, the difference in time between each 15 degrees of longitude is one hour.

Oceanic tides

These involve a steady rise and fall of the levels of ocean water. In some coastal areas, there are times when water moves away from the shore and times when water moves closer to the shore. Such movements are called low and high tides. When water moves away from the shore, it is known as a low tide and when it returns to the shore, it is known as a high tide.

Causes of the rise and fall of oceanic tides

The rise and fall of oceanic tides occurs because of the changes caused by gravitational force between the earth and the moon. This force causes the rise and fall of the level of water in an ocean, and thus produce the tides. The part of the earth which is facing the moon at that moment is the one that is mostly affected by the force of attraction; water piles up and causes a high tide. The moon's attraction causes water to be drawn from the side which is not facing the moon at that moment and causes a low tide. The moon causes two high tides and two low tides in 24 hours or in one day.

Effects of the daily rise and fall of oceanic tides

When sea water makes high and low tides, it can have the following results:

- (a) Soil erosion on sea shores, especially when there are large waves;
- (b) Low and high tides bring certain sea products onto the shore. The products include corals, shells of sea snails, shallow shells and small cowry shells. These sea products are used by people for decoration and other purposes. Figures 2 and 3 show some of the sea products.



Figure 2: Sea products on the shore



Figure 3: Examples of sea shells

Results of the earth's revolution

When the earth is revolving around the sun, we get four seasons of the year: summer, winter, autumn and spring. Also, we get differences in length between night and day for a certain period of the year. For example, the sun sets very late in the period from November to January but sets early in the period from June to July. In its revolution, the earth is closest to the sun on 3rd January each year. This period is known as Perihelion. On 6th July each year, the earth is farthest from the sun. This period is called Aphelion (Figure 4). Also, when the earth is revolving around the sun, we get different dimensions of the overhead sun in different periods of the year. Moreover, when the earth is revolving around the sun, it causes solar and lunar eclipses.

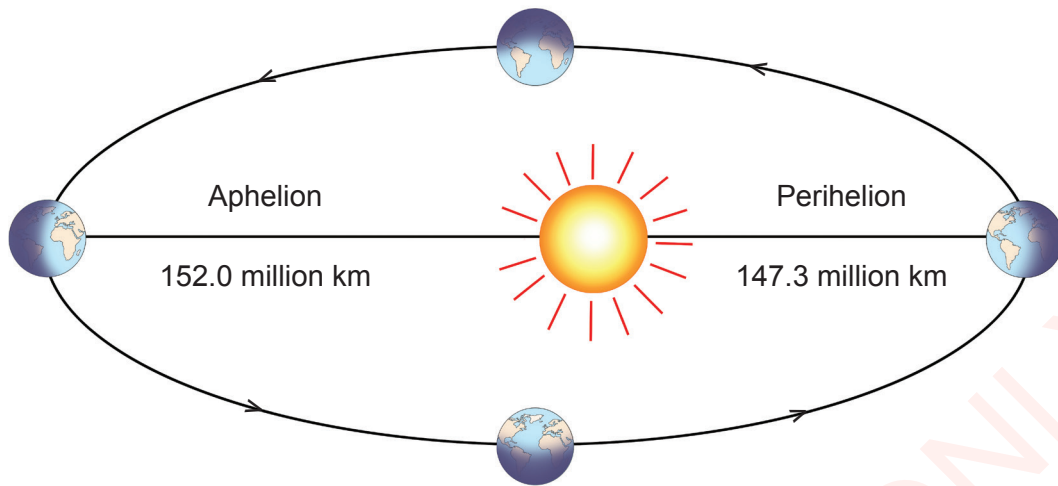


Figure 4: The earth revolving around the sun

Activity 1



Discuss with your classmates the different seasons of the year and then mention the months which are hot, rainy, dry and cool in your region.

Exercise 2

Answer the following questions:

Write True for a true statement and False for a false statement.

1. The earth has two movements. _____
2. When the earth is revolving around the sun, we get day and night. _____
3. Day and night have the same length throughout the year. _____
4. When the earth is revolving around the sun, we get the seasons of the year. _____

Exercise 3

Choose the letter with the most correct answer:

1. Which of the following is the correct duration of the earth's revolution?
(a) 24 hours
(b) $365 \frac{1}{4}$ or 366 days ()
(c) Day and night
(d) 300 days
2. How long does the earth take to rotate between one longitude and another?
(a) 15 minutes
(b) 24 minutes ()
(c) 4 minutes
(d) 60 minutes
3. How often do changes of low and high tides happen?
(a) Every day
(b) Per week ()
(c) Per year
(d) After one month
4. Which of the following planets support life?
(a) Saturn
(b) Neptune ()
(c) Venus
(d) Earth

Put a tick (✓) in the brackets for a correct statement and an (✗) for an incorrect statement.

5. The earth rotates around the sun. ()
6. The earth takes 24 hours to rotate on its axis. ()
7. The earth takes $365 \frac{1}{4}$ days to revolve around the sun. ()
8. The earth takes 24 hours to revolve around the sun. ()
9. Day and night occur because the sun rotates around the earth. ()

Write **True** for a true statement and **False** for a false statement.

10. The revolution of the earth on its axis produces day and night.

11. Some of the products found on sea shores are shells and cowry shells. _____
12. The difference in time for every 15 degrees of longitude is one hour.

13. Low and high tides happen because of the gravitational force of attraction between the moon and the sun. _____
14. The earth rotates on its axis from East to West. _____

Vocabulary

Aphelion

the period of the year when the earth is farthest from the sun

Autumn

the season of the year, which comes after summer, when leaves fall from trees and the weather is colder

Gravitational force	the force of attraction between all masses in the universe, for example the attraction between the moon and the earth
Orbit	a curved path followed by a planet as it revolves around the sun
Perihelion	the period of the year when the earth is closest to the sun
Spring	the season of the year between winter and summer during which temperature rises gradually
Summer	the warmest season of the year
Winter	the coldest season of the year

Chapter Twelve

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Our resources

Introduction

In Standard Four, you learnt about the resources which are available in your village, street and ward. Also, you learnt about the resources available in your district. In this chapter, you will learn about the resources found in your region and the ways of conserving and protecting them. You will also learn about activities which affect the resources available in your region and the different ways of conserving them.

The meaning of resources

A resource is anything that has value. If properly utilized, the resources of a country can help it make progress. Resources can be destroyed if they are not properly used. It is the responsibility of every citizen to conserve these resources. The resources which are available in your region can be divided into two main categories, namely natural resources and man-made resources.

Natural resources: These are the natural properties that a person, community or country has. Such resources are not man-made. They occur naturally. Examples of natural resources are land, gas, water, minerals, natural vegetation and wildlife.

Man-made resources: These are man-made properties which a person, community, region or country owns and uses. These resources include infrastructure such as roads, railways, harbours, airports and buildings. This category also includes historical sites and museums like the ancient drawings of Kondo Irangi, the old historical houses of Kaole in Bagamoyo and Kilwa Kivinje and the German old houses and stone houses in Zanzibar. In addition, there are cultural and traditional attractions, for example clothes, dances and songs which are also resources.

Exercise 1

Answer the following questions:

1. What is a resource?
2. Mention two categories of resources.

3. Provide examples of resources which belong to each category of resources you have mentioned above and which are found in your region.

Land as a resource

Land is the part of the earth which is not covered with water and on which vegetation grows. Land is a resource that hosts all other resources. It is the place where various activities are done. For example, crop cultivation, livestock keeping, commercial and industrial activities are done on land.

The contribution of land resource to development

In the development of a region, agricultural activities are done on land for the purpose of producing food and cash crops. Roads, railways and airports are built on land. Also, land preserves different kinds of minerals. On land there is soil which is used for farming and making various items such as pots, sculptures and bricks. If utilized effectively, land can increase the income of a region and the nation as a whole. But inappropriate use of land causes its degradation.

Factors that contribute to land degradation

There are various factors which contribute to land degradation. As a resource, land can be degraded by various actions, as discussed in Chapter One of this book. Some of these actions are improper agricultural practices which do not comply with the principles and best practices of land conservation. For example, cutting down trees, using fire to clear farms and continuous cultivation of a certain piece of land for a long time without allowing it to fallow. The growing of the same type of crop on a farm for a long period of time (monocropping) also causes land degradation. The use of chemical fertilizers and pesticides in crop cultivation also degrades land. These activities affect the quality of land and result in poor crop yields. Another cause of land degradation is livestock keeping. If the number of animals kept in a given area exceeds the capacity of the land to provide fodder to animals, the land will be degraded. Nomadic pastoralism is a system of livestock keeping which involves people moving with their animals from one place to another in search of pasture and water. This causes land degradation, since the animals compact the soil as they move from one place to another. This leaves the soil bare and easily eroded by water and wind. Also, the disposal of solid waste, which cannot be decomposed, for example plastic bags in an area, destroys land resources.

Ways of conserving land resources

In order for us to protect our land we have to:

- (a) Educate our people on the importance of land;
- (b) Encourage farmers to adopt good methods of cultivation such as leaving their farms uncultivated for some time to improve soil fertility;
- (c) Practise crop rotation so that our land does not lose its fertility quickly;
- (d) Use natural fertilizer to improve soil fertility;
- (e) Construct contours on steep slopes;
- (f) Plant trees around farms to preserve soil fertility as well as living organisms and control soil erosion;
- (g) Make sure that the number of animals kept in one area corresponds with the capacity of the land to provide fodder; and
- (h) Dispose of waste properly, especially waste which does not decompose like plastic bags.

As shown in Figure 1, tree planting is one of the ways of conserving land as it controls soil erosion.



Figure 1: Pupils planting trees in their school compound

Exercise 2

Answer the following questions:

1. Explain the importance of land.
2. Mention activities which contribute to land degradation.
3. Mention ways of preventing land degradation.

Water as a resource

Water is a natural resource which is found in oceans, rivers, lakes and dams, as well as underground. Ground water is water which is found and stored in rocks. When it rains, some of the water penetrates into the soil and goes into the ground. Some of it flows on the surface and enters oceans, rivers, dams and lakes. Rain water can be obtained through springs and wells.

The importance of water

Water is important to living things. Without water, there is no life. So, we can say 'Water is life'. Water is also used to generate hydroelectric power, which is used in industries and homes. Water is also used as a means of transport. In agriculture, water is used for irrigation. It is also used for domestic and industrial activities. Water provides a habitat for aquatic organisms like fish crabs, lobsters and mammals. These resources provide food and income to some people. Some seas and lakes, such as Lake Kindai and Lake Singidani in Singida Region, provide salt which can be used for domestic and industrial purposes. Other lakes, for example Lake Natron, contain bicarbonate of soda, which is used to produce a variety of food products such as cake and bread. It is also used to soften food while one is cooking.

Water pollution

The pollution of water resources can be caused by a number of activities such as agricultural activities which are done near water sources and the burning and cutting down of trees and forests near water sources without proper conservation plans. Other activities include discharge of waste water by industries and households. If such water flows into rivers, lakes and seas, it causes water pollution. Also, illegal fishing such as the use of poison and toxic substances to catch fish destroys and pollutes water. These actions affect and kill the living things found in water sources.

Ways of protecting water resources

In order for us to protect water resources, we must:

- (a) Educate our people on the importance of water as a resource and on the best way to conserve it;
- (b) Enforce the rules and regulations that prohibit the carrying out of human activities near sources of water;
- (c) Stop cutting down trees in areas which are near and around water sources;
- (d) Treat waste water from industries before releasing it into rivers, lakes and seas;
- (e) Prohibit illegal fishing practices such as using poison and explosives to catch fish; and
- (f) Harvest rain water.

Exercise 3

Answer the following questions:

1. Explain the importance of water.
2. Mention the main uses of water in your region.
3. List activities which lead to the pollution of water resources.
4. Mention five ways of conserving water resources.

Natural vegetation as a resource

Natural vegetation means all plants which grow naturally in a certain area. These plants are different from those which are planted by human beings. The types of natural vegetation found in Tanzania are forests, shrubs and grass. Natural vegetation relates directly to climate. For example, areas with plenty of rainfall have dense forests and areas with low rainfall have shrubs and grass.

The contribution of natural vegetation to the development of a region

Natural vegetation is useful in the formation and availability of rainfall in a

particular area. Forests support industrial development by providing raw materials like timber for construction and for making furniture and paper. We also get fuel wood and charcoal from forests or trees. Natural vegetation also provides a habitat for many animals.

Activities that contribute to the destruction of natural vegetation

Natural vegetation can be destroyed through agricultural activities. For example, shifting cultivation can result in the destruction of natural vegetation over time. Also, charcoal making and the cutting down of trees for firewood destroy forests.

Conservation of natural vegetation

In order for us to conserve natural vegetation, we must:

- (a) Educate our people on the importance of natural vegetation;
- (b) Control all economic activities by setting rules and regulations relating to forest management;
- (c) Encourage our people to plant trees before cutting them down; and
- (d) Avoid setting fire in wildlife areas.

Exercise 4

Answer the following questions:

1. Define the term natural vegetation.
2. Mention the types of natural vegetation found in your region.
3. Mention activities which contribute to the destruction of natural vegetation in your region.
4. Explain ways of conserving natural vegetation in your region.

Wildlife as a resource

A wildlife protected area is an area demarcated specifically for the protection and conservation of wild animals. In Tanzania, there are various wildlife protected areas. These include national parks, game reserves and conservation areas. The national parks include Serengeti, Katavi, Manyara,

Mikumi, Ruaha and Tarangire. Examples of game reserves are Selous and Ugalla. An example of a conservation area is the Ngorongoro Conservation Area. Some of the large wild animals found in these conservation areas are elephants, buffalos, rhinos, giraffes, leopards, lions, wildebeest, kudus and zebra (see Figure 2).

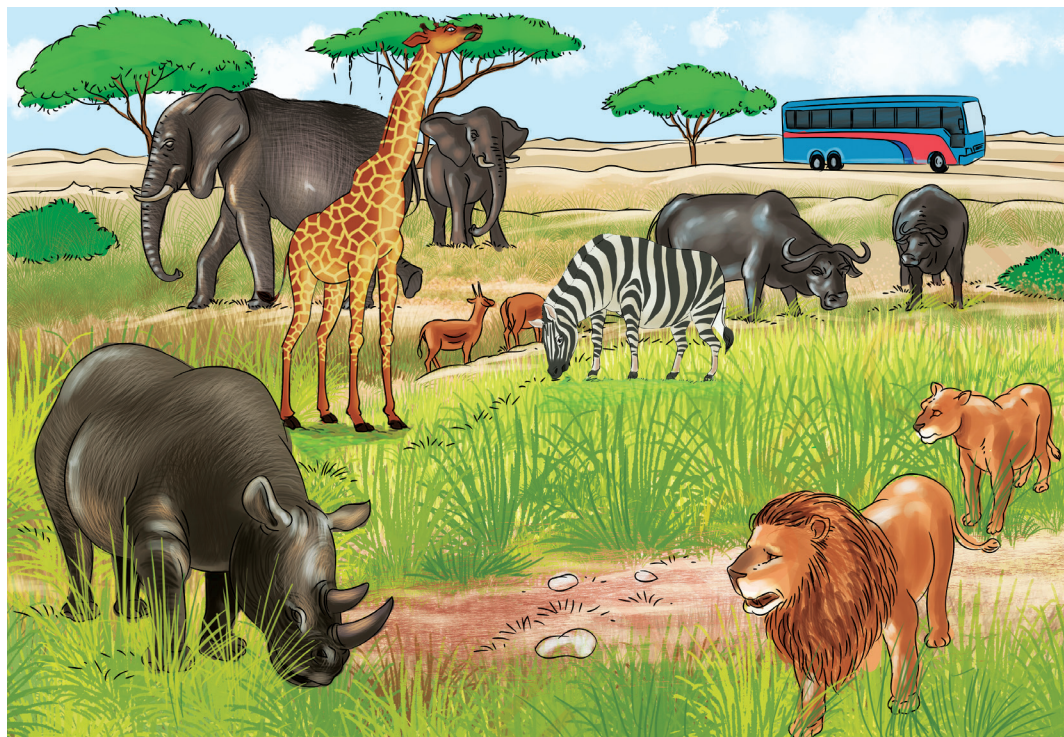


Figure 2: Wild animals in a national park

The contribution of wildlife to development

Wildlife contributes to our national income through domestic and international tourism. It also stimulates the development of infrastructure such as roads, communications and hotels. Moreover, it helps to increase peoples' income by stimulating and creating employment opportunities, especially through tourism activities. Wildlife areas are a source of knowledge which is obtained through study tours and by doing research.

Activities that contribute to destruction of wildlife areas

Destruction of wildlife areas can be caused by various activities such as livestock keeping and crop farming inside wildlife areas. Also, setting fire near or inside wildlife areas destroys wildlife habitat. These actions kill

and disturb animals, damage or even destroy infrastructure and natural vegetation. Poaching, that is, illegal killing of wild animals such as elephants and rhinos destroys the ecosystem for wildlife.

Protecting wildlife areas

In order for us to protect wildlife areas, we need to:

- (a) Enforce laws which prohibit human activities such as crop cultivation and livestock keeping in wildlife areas;
- (b) Educate our people on the importance of wildlife areas and on how to protect them;
- (c) Conduct day-to-day patrols in wildlife areas in order to prevent poaching; and
- (d) Strengthen the boundaries of wildlife areas.

Activity 1



Discuss with your classmates the types of wild animals found in wildlife areas and the benefits of such areas.

Exercise 5

Answer the following questions:

1. Mention at least three national parks that you know.
2. Explain the importance of national parks.

Minerals

Minerals are natural resources. They are extracted from the ground. Tanzania has a variety of mineral deposits. Examples of the minerals found in Tanzania are: diamonds, iron, gas, copper, gold, Tanzanite, bicarbonate of soda, mica and coal.

The contribution of minerals to development

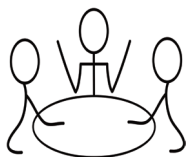
Minerals provide our country with income. This income is used to build and maintain infrastructure, for example roads, water and communication facilities. Moreover, the areas surrounding mining sites benefit through improvement in the quality of social service facilities such as hospitals, schools and markets. Also, mines play an important role in the growth of settlements in mining areas to which people go to seek work.

Protection of mineral resources

In order for us to protect our resource, we must:

- (a) Use proper technology in mineral extraction;
- (b) Make laws which govern the extraction, sale, purchase and transport of minerals and laws for environmental conservation; and
- (c) Provide education to our people on proper mineral extraction methods and properly handle the chemicals used in mining activities.

Activity 2



Discuss in groups the benefits of minerals and then write them in your exercise books.

Exercise 6

Answer the following questions:

1. What are minerals?
2. List the minerals which are found in your region.
3. Explain the importance of minerals.
4. Explain ways of protecting mineral resources.

Exercise 7

Answer the following questions:

Write **True** for a true statement and **False** for a false statement.

1. Minerals, mountains, water and land are examples of natural resources. _____
2. Lions, elephants, buffalos, snakes, goats and cows are some of the animals which live in wildlife areas. _____
3. Without water sources, it is impossible to get safe and clean water. _____
4. Only the government is responsible for protecting our resources. _____
5. Soil erosion is the result of improper use of land resources. _____

Answer the following questions:

6. Mention the resources found in your region.
7. Explain the efforts which are being made by the regional government to make sure that water is not polluted.
8. Mention the types of natural vegetation which are found in your district.

Vocabulary

Bicarbonate of soda

a type of mineral salt which is used to produce soap or soften food while one is cooking

Monocropping

the practice of growing the same type of crop on a farm for a long period of time

Poaching

illegal hunting of wild animals for the purpose of getting their trophies such as elephant tusks, meat and skin

Chapter Thirteen

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Production activities

Introduction

When you were in Standard Four, you learnt about various production activities done at street, village and ward levels. Also, you learnt about the challenges which may arise at the time of carrying out such activities. In this chapter, you will learn about various means of production employed before and after independence and the income generated from the means of production. Also, you will learn the ways of improving production activities.

Production activities

Production refers to activities that human beings do in order to make products for their own use or for sale. These activities are of some benefit to individuals and to a nation. Examples of production activities include livestock keeping, crop cultivation, mining, fishing and manufacturing.

Exercise 1

Answer the following questions:

1. Define the term production.
2. Mention four production activities.

Production activities done before independence

Before independence, the main production activities done in Mainland Tanzania were crop cultivation, livestock keeping and fishing. These activities depended on the geographical conditions of a particular area. For example, farming was done in areas which had fertile land and plenty of rainfall. Farms were small and they were for the production of food crops. Crop cultivation was done by using hand hoes. When the colonialists came, they also did agricultural activities. Africans were used as labourers. The colonialists practised large-scale farming. They cultivated cash crops such as sisal, tea, pyrethrum and coffee. They used machines like tractors to cultivate the crops. Cash crop cultivation was done in various regions. For

example, sisal was grown in Morogoro and Tanga Regions, coffee in Kagera and Kilimanjaro Regions and tea in Iringa, Mbeya and Tanga Regions. Another production activity which was done by the Tanzanian people before independence was livestock keeping. Most of the pastoralists were found in areas with good pastures and water but without tsetse flies. The people who lived in such areas kept cattle, goats, sheep, chickens and ducks in order to get meat, milk, skin and eggs. They also kept donkeys for transporting material from one area to another.

In areas with water bodies, fishing was done as a production activity. Fishing was done in the ocean, lakes, rivers and dams. Fishermen used simple indigenous tools like fish traps, hooks, bows and arrows and drag nets to catch fish.

Exercise 2

Answer the following questions:

1. Mention two main activities of production done before independence.
2. What are the benefits of agriculture to a community?
3. Mention two basic requirements of livestock keeping.
4. Mention two kinds of tools used in fishing before independence.
5. Mention three cash crops which the colonialists cultivated.

Production activities done after independence

The production activities which were done after independence were a continuation of the production activities which were done before independence. The activities included crop cultivation, livestock keeping, fishing, commerce, tourism and manufacturing. These activities are described below.

Crop cultivation

Crop cultivation has continued to be the major production activity which is done by the majority of people in our country and it is the backbone of our national economy. It is conducted both on a small scale by individual farmers and on a large scale by private companies. In most cases, large farms are

owned by private investors and by the government in partnership with certain private investors.

Small-scale farming involves cultivating food crops like bananas, beans, maize and rice. Some of the rice-producing areas in Tanzania are Mbarali in Mbeya Region and Ifakara in Morogoro Region. In small-scale farming, simple tools such as hand hoes are still used. In large-scale crop cultivation, the cash crops grown include cotton, sisal, tea, coffee, cashew nuts, tobacco and sunflower. Farms are large in size and sometimes machines are used to plant and harvest crops.

Livestock keeping

Another production activity which continued to be done after independence is livestock keeping. This activity is mainly done in areas where there are no tsetse flies so that animals do not contract the sleeping sickness disease. Moreover, fish farming and poultry farming are done in various places in our country. Livestock keeping on a small scale is practised by various people. Livestock keeping on a large scale is done by institutions and companies. Large-scale farms for livestock keeping are known as ranches. Examples of these ranches are found in Kongwa in Dodoma Region, Handeni in Tanga Region and Ruvu in Coast Region. Moreover, there are large farms for keeping dairy cattle for milk production in Tanzania, for example the dairy farm at Mpwapwa Livestock Training Institute in Dodoma Region. Dairy farms set aside areas for growing fodder in order to make sure that animals have enough fodder during the dry season. Grass is grown on farms and, when it is fully grown, it is harvested and bound by special machines to make hay. Hay is preserved for the purpose of feeding animals during the dry season. Examples of such farms are found in Kiboriani in Kongwa District and in Sanya juu, Kilimanjaro.

Activity 1



Visit a place near your school in which animals are kept in order to learn how the animals are cared for.

Fishing

Fishing is another production activity carried out by people in areas where there are water bodies. After independence, fishermen in areas located near the ocean, lakes, rivers and dams continued to engage in fishing to get income and food. The techniques used in fishing are the same as those used before independence. Some of the old tools which are still used are fish traps and spears. The modern tools which are used today include large and motorised boats as well as nets and hooks. Fishing for export is advanced in Mwanza Region and Kagera Region, where the Nile Perch is the main fish processed for export. An increase in the number of fish-processing industries has generated employment and income.

Business activities

Business is another activity which was done by the Tanzanian people to earn a living. Business activities can be categorised into two types, which are large-scale business activities and small-scale business activities. Large-scale business activities are carried out by large business companies such as Bakhresa Food Products Limited and Mohamed Enterprises Tanzania Limited. These companies and many others produce different kinds of products for the local market and for export. Small-scale business activities are done by small-scale business persons who own shops which sell different kinds of commodities such as sugar, maize, wheat flour, soap and rice. Small-scale traders known as “*machingas*” sell their products by moving from one place to another in search of customers.

Manufacturing activities

Manufacturing activities are among the activities done for the purpose of producing goods. Some of the manufacturing industries in Tanzania produce sugar, clothes and flour. Some of the manufacturing industries were established by investors and different companies before the country got her independence. After independence, many industries were nationalised and became public property. However, many other industries were established by the government. Manufacturing activities are important because they provide goods and employment opportunities to people. They also enable people to generate some income. Also, manufacturing activities contribute to the national income. In addition, industries stimulate the establishment or growth of other production activities such as the growth of the agricultural

sector because farmers sell their crops to them as raw materials. To sustain manufacturing activities, we need to ensure that electricity, raw materials, water and well-trained manpower are available in our country.

Tourism

Tourism is among the activities that were conducted before and after independence. The government, companies and some people are involved in the tourism sector. This sector has benefited people in various ways. For example, some people are employed in tourist hotels and others work as tour guides and drivers. Others make souvenirs like sculptures, drawings, baskets, bags, mats, hand-made clothes like batik, as well as Maasai shoes made of animal skins and beads and sell them to tourists.

Exercise 3

Answer the following questions:

1. Mention the production activities which were carried out before independence and are still done (i) _____ (ii) _____ (iii) _____ (iv) _____.
2. Large-scale farms on which animals are kept are called _____.
3. Mention two regions with national ranches _____.
4. Some of the products which Tanzanians produce and which are sold to tourists are _____ and _____.
5. Mention three benefits of the tourism sector to our country.

Ways of improving production activities

We have seen that there are many production activities which are done by individuals, families or groups of people and companies in such sectors as fishing, manufacturing, agriculture and livestock keeping. In order for us to sustain them, we need to improve the way in which these activities are done.

Improving crop cultivation activities

Crop cultivation activities can be improved if farmers use appropriate and quality farm inputs like fertilizers and seeds. Also, agricultural extension officers need to be close to farmers so as to give them awareness and advice

on good agricultural practices. Our farming activities are heavily dependent on rainfall. Farmers should be educated and encouraged to increase production through irrigation methods in areas where water is available.

The way farmers store their crops also needs to be improved so that the crops are not damaged. Most farmers cultivate their farms by using simple tools such as hand hoes. To increase production they need to use advanced and modern farming equipment like ox-drawn plough and tractors.

Improving livestock keeping

In order for livestock keepers to get more income from this activity, they should keep a few animals of high quality which can give high yields and quality products. This requires them to work very closely with livestock extension officers so that they can advise them on good livestock keeping practices. They need to be advised or educated on the identification of quality breeds, pasture development, storage of animal food, animal feeding and various diseases that can affect livestock.

Improving fishing activities

To make fishing activities to have positive effects, fishermen need to adopt sustainable fishing practices. For example, they should use proper and modern fishing tools which are environmentally friendly so as to preserve fish-breeding sites and the aquatic ecosystem. Also, they should be provided with education on proper fishing methods and on the effects of illegal fishing techniques like the use of poison, explosives and drag nets to catch fish.

Improving manufacturing activities

Manufacturing industries need modern machines, adequate raw materials, water, energy and markets to produce good and quality products. In order to improve production, manufacturing industries need to produce good products and protect the market for their products. Also, emphasis should be put on the recycling of wastes in order to conserve the environment.

Improving business activities

Businesses are important in production. Business activities will be improved if there is good transport infrastructure in the form of harbours, roads, railways and airports in our country. It is also important to have good communication

systems, international networks, modern banking systems, good relations with other countries as well as adequate capital.

Improving tourism activities

Tourism is an important economic activity. To develop this sector, we must sustain hospitality, peace and harmony in our country. If we sustain them, many more tourists will visit Tanzania. Also, the quality of the places visited by tourists such as Mount Kilimanjaro, National Parks like Serengeti and Mikumi and the historical sites should be improved; the places should be conserved well so that they can provide quality and satisfactory services to tourists.

Exercise 4

Answer the following questions:

Match the items in **Column A** with corresponding items in **Column B**.

No	Column A	Answers	Column B
1.	Wildlife areas	()	(a) Foreign currency
2.	Production activities	()	(b) Going to school
3.	Investors	()	(c) They come from Europe, America and other countries
4.	International tourists	()	(d) Serengeti, Mikumi and Katavi
5.	National ranches	()	(e) People with enough capital
			(f) Crop cultivation, animal husbandry, fishing and manufacturing
			(g) Large-scale farms

Income and expenditure

The main purpose of carrying out production activities is to generate income. The income can be from crops, minerals, industrial products, sea products and animal products such as skin and tourism. Largely, the income goes directly to producers and employees. The government gets income through taxation of the products and of employees' salaries. In addition, the government gets revenue by taxing the products exported to other countries and from the tourists who visit our tourist attractions. At individual level, the income obtained from the production activities is used to meet various needs like covering family expenses. The government used to provide basic social services like health, safe and clean water and education. It is also used to build various infrastructure facilities such as roads and to pay salaries and wages to employees.

Exercise 5

Answer the following questions:

1. Mention one of the major production activities which continued after independence in Tanzania _____.
2. What should be done to make our farming practices better?
3. Mention ways in which the government obtains revenue.
4. The income which your family earns by doing various production activities is mostly used to meet _____.

Write True for a true statement and False for a false statement.

5. In Tanzania agriculture is done by only small-scale farmers. _____
6. Drag nets reduce the quantity of fish. _____
7. Sculptures attract tourists. _____
8. Mbarali District is famous for the cultivation of millet. _____
9. Fishing activities require fishing officers. _____

Fill in the gaps with the correct answer:

10. The two types of crops cultivated by large-scale investors are _____ and _____.
11. Two kinds of products from the craft industry are _____ and _____.
12. Industries can only be more productive if they _____ and _____.

Vocabulary

Drag net	nets with large holes which are used to catch fish in shallow water
Hook	a narrow piece of steel which has been bent for the purpose of catching fish
Ranch	a special farm on which animals are raised and bred
Sleeping sickness	a disease which is spread by tsetse flies
Souvenir	something that is kept as a reminder of a place, person or event

Chapter Fourteen

Entrepreneurship

Introduction

In this chapter, you will learn the meaning and types of entrepreneurs. You will also learn about the benefits of entrepreneurship and the business opportunities found in areas where there are rivers, dams, lakes and oceans. You will, in addition, learn about the business opportunities available in urban areas and in livestock keeping activities in rural areas.

Meaning of entrepreneurship

The concept of entrepreneurship is broad and has different meanings. Some of the meanings include:

- (a) Investing business capital for self-employment and income generation purposes.
- (b) Personal skills and knowledge
- (c) Individual capacity to change ideas into actions.

Most often, the word entrepreneurship means starting and running a business enterprise.

Characteristics of an entrepreneur

An entrepreneur is someone who starts a new business or arranges business deals in order to generate income, often in a way that involves financial risks.

The following are the characteristics of an entrepreneur:

- (a) He or she can set big targets;
- (b) He or she has a daring mind;
- (c) He or she is creative and innovative;
- (d) He or she is hardworking and does not despair;
- (e) He or she is independent and can have personal thrust; and
- (f) He or she is faithful.

Entrepreneurs start businesses after setting targets and identifying ways of achieving the targets.

Case study

Read the following case study of a poultry enterprise and identify the characteristics of an entrepreneur.

A poultry entrepreneur

Halima was not selected to join secondary school after completing primary school at Mbuyuni Primary School in Singida Region. Her parents did not have money for sending her to a private secondary school. She decided to start a business so that she could earn money for educating her children in future. She did not want her children to experience the same problem as she experienced. She carried out research on types of businesses that are profitable. She spoke with business persons in that village and her uncles who had shops in Singida town.

She discovered that business persons were buying eggs from local chicken keepers in the village and selling them in Singida town. The business persons were buying eggs at a cheap price, but they were not getting enough eggs. The chicken farmers mixed good eggs with bad ones. Halima saw this as a big business opportunity. She looked for a livestock extension officer from whom she could get good breeds which lay many eggs. The extension officer gave her advice and told her how to make poultry feed on the local farm produce found in the village. He also advised her to use alternative medicine to control and prevent poultry diseases.

Halima started rearing three chicks which she borrowed from her neighbours. She differed from other poultry keepers by feeding her chicks so as to get many and big eggs. She was also determined to be faithful to her customers. When she started selling her eggs, her competitors envied her. Business persons from Singida town bought her eggs first and then went to buy other farmers' eggs. Some of her competitors started to call her a witch, but Halima advised them to practise good chicken husbandry. After three years, Halima had many chickens which she sold at a profitable price. She also started to buy eggs from honest poultry keepers and combined them with her own eggs. She went to Singida town to sell them instead of waiting for

her customers to come to the village to buy them from her. She opened a 50-acre farm where she raised her chickens and cultivated crops like maize and millet to feed her children.

Activity 1



Identify five characteristics of an entrepreneur in the case study you have just read.

Types of entrepreneurs

Entrepreneurship is a common word in business. However, there are three types of entrepreneurs:

- (a) Business entrepreneurs: They are creative in establishing and doing business.
- (b) Intrapreneurs: These are creative employees.
- (c) Social entrepreneurs: These help the societies to which they belong to solve problems

If you want to be a successful entrepreneur

- (a) Do not be lazy;
- (b) Do not waste time because any time wasted, money lost;
- (c) Stop blaming others; success depends on your own initiative by more than 90%;
- (d) Do not depend on other peoples' ideas or resources;
- (e) Strive to achieve something; do not despair; and
- (f) Be creative and innovative.

Benefits of creativity and innovation

Some of the key elements of entrepreneurship are creativity and innovation. Creativity is the ability to think and generate new ideas, while innovation is the use of existing ideas to develop new things or new ways of doing things. Creativity and innovation have several benefits, including improvement of

the quality of current products and services. Also, they increase profit and competitive advantage and improve one's ability to control pilferage.

Business opportunities

A business opportunity is the possibility of conducting business at a profit. If customers demand a particular product, use the resources available to meet that demand. For example, if people in the village want milk, you may keep dairy cows and sell them milk at a profit.

Places where you can find business opportunities

There are business opportunities in many places, for example on seashores, on rivers, lakes and dams, in areas with livestock keepers, as well as in towns and villages. It is up to the entrepreneur to explore the opportunities available and to use them productively.

Business opportunities in areas where there are rivers, dams, lakes and oceans

There are business opportunities in areas where there are rivers, dams, lakes and oceans. The opportunities include irrigation, fishing, algae cultivation and salt making. Others are transport, water, tourism, sports as well as swimming and diving. And yet others are fish cleaning and the provision of basic services like lavatories and toilets. These activities are done on the shores of the Indian Ocean and along the shores of Lake Victoria, Lake Tanganyika, Lake Nyasa, Lake Eyasi, Lake Manyara, Lake Jipe and Lake Rukwa.

People also sell fishing gear like twine, nets and hooks in such areas. There are also retail shops that sell commodities like sugar, salt, edible oil and flour. Also, it is common to find food vending and other businesses done by "*machingas*". Figure 1 shows some of the business activities commonly done on sea shores.



Figure 1: Fish selling and buying

Activity 2



Discuss with your friends the business opportunities available in your area. Write the activities in your exercise book.

Exercise 1

Answer the following questions:

1. Define the word entrepreneurship.
2. Name five characteristics of an entrepreneur.
3. Explain the difference between a business entrepreneur and an intrapreneur.
4. Mention the business opportunities found along ocean and lake shores.

Business opportunities in urban areas

There are many business opportunities in urban areas because there are many people who have high purchasing power in such areas. Urban residents have various needs. This makes entrepreneurs innovative in initiating and establishing various services and economic activities to serve the people.

The business opportunities found in urban areas include manufacturing, provision of laundry services (washing and ironing clothes), shoe shining, food vending, tailoring and provision of transport services using vehicles like cars, motorcycles and carts. There are also business persons who make soap and detergents. Other people provide hair-dressing services, decoration services, entertainment, hotel and restaurant services and many other kinds of services. Figure 2 shows some of the business activities that are commonly done in towns.



Figure 2: Some of the business activities done in a town

Business opportunities in livestock keeping in rural areas

Livestock keeping is a common activity in rural areas. Animal rearing is done in order to get products like milk, meat, oil, eggs and skin. Therefore, people sell milk and meat and make items like earrings, bangles, bracelets, leather belts and shoes. They also make weapons like bows and arrows, knives and spears, besides making milk products like butter, ghee and cheese. Entrepreneurs also sell chickens and duck meat and eggs. People sell veterinary medicines, make animal feed and provide advice to livestock keepers.

Business opportunities in manufacturing areas

Manufacturing industries are places where different products are made using machines, raw materials and human labour. Many people live near industries. The people who work in manufacturing industries need different

kinds of products and services. Such products and services are supplied by entrepreneurs who own shops, restaurants and food vending stalls and also offer banking and other mobile financial services. Transport services are also provided in such areas using motorcycles, cars and carts; goods are transported from the industries to distributors, suppliers and consumers.

Exercise 2

Answer the following questions:

1. Mention the business opportunities found in livestock keeping areas.
2. Milk products include _____, _____ and _____.
3. What is laundry?
4. Mention two business opportunities which women entrepreneurs can have in livestock keeping areas.

Exercise 3

Answer the following questions:

1. Mention two things or habits which an entrepreneur must avoid.
2. List the business opportunities found in your area.
3. List the decoration items commonly made by livestock keepers.

Write True for a true statement and False for a false statement.

4. Anyone who does a small business is an entrepreneur. _____
5. Without capable product buyers, there is no business opportunity.

6. An area with manufacturing industries attracts entrepreneurs.

7. To become successful, one must depend on one's personal initiative, and not on the initiatives of the government or other people.

8. An entrepreneur can provide employment to other people. _____

9. There are livestock keepers, farmers, fishermen and traders who are not enterprising. _____
10. Self-employment is one of the things which increase national income. _____

Choose the letter of the correct answer:

11. One starts a poultry farm to get
- (a) Feathers
 - (b) Oil
 - (c) Income ()
 - (d) Skin
12. In order for you to increase your income and enjoy the benefits of your business, you must
- (a) Work hard
 - (b) Rest and wait for revenue
 - (c) Pray for God's assistance
 - (d) Look for the market ()

Vocabulary

Cheese a type of soft food made out of yoghurt. It is normally white or yellow in colour

Entrepreneurship investing capital in business for self-employment to get returns

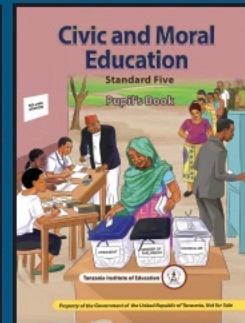
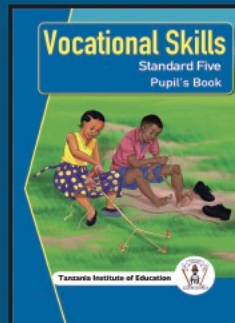
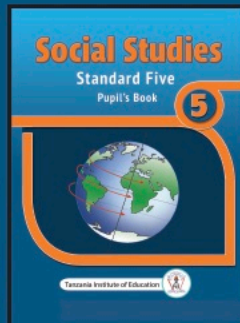
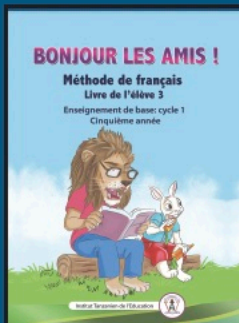
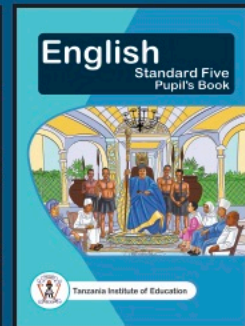
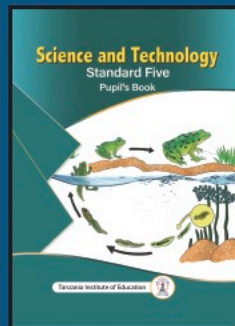
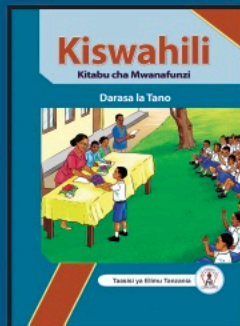
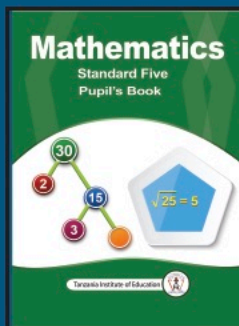
Entrepreneur an individual who sees opportunities and converts them into innovative and creative ideas, goods, services or businesses

Ghee melted butter made from the milk of a cow

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