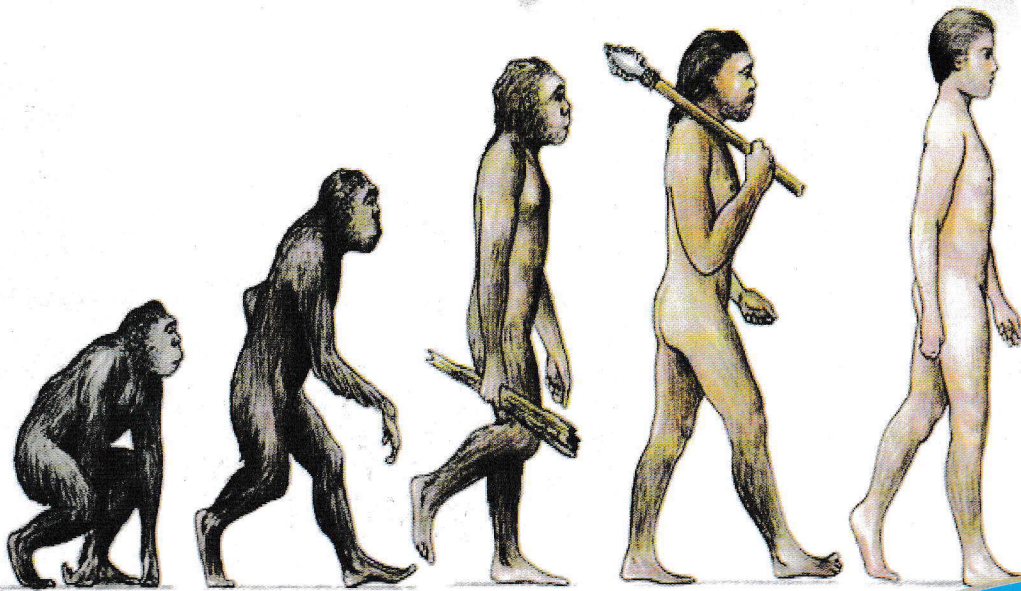


# HISTORY

Module 1

## Stage I

### Analysing the History of Man



Institute of Adult Education  
Alternative Secondary Education Pathway

# HISTORY

## Stage I

### Analysing the History of Man

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**Institute of Adult Education**  
**Alternative Secondary Education Pathway**

P. O. Box 20679,  
Dar es Salaam,  
Bibi Titi Mohamed Street,  
Tel: +255 22 2150838  
Email: [info@iae.ac.tz](mailto:info@iae.ac.tz)  
Website: [www.iae.ac.tz](http://www.iae.ac.tz)

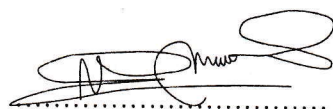
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Baraka S. Kionywaki:	Institute of Adult Education (Coordinator)
Amina M. Abubakar:	Institute of Adult Education (Assistant Coordinator)
Lusajo Lyata:	Kola Secondary School (Reviewer)
Daniel Mwakiambiki:	Jangwani Secondary School (Reviewer)
Eric E. Samba:	Institute of Adult Education (Editor)
Ester Lyimo:	Institute of Adult Education (Secretary)



Dr. Michael W. Ng'umbi  
**Director**  
**Institute of Adult Education**

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## About this module

This module has been produced by the Institute of Adult Education. All modules produced by the Institute are structured in the same way, as outlined below:

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## How this module is structured

### The module overview

The module overview gives you a general introduction to the module. Information contained in the module overview will help you determine:

- If the module is suitable for you.
- What you already need to know.
- What you can expect from the module.
- How much time you will need to spend to complete the module.

The overview also provides guidance on:

- Study skills.
- Where to get help.
- Unit assignments and assessments.
- Activity icons.
- Units.

We strongly recommend that you read the overview *carefully* before starting your study.

---

### The module content

The module is broken down into units. Each unit comprises:

- An introduction to the unit content.
- Unit outcomes.
- New terminologies.



- Core content of the unit with a variety of learning activities.
- Unit reflection.
- Unit assignments.

## Resources

For those interested in learning more on this subject, we provide you with a list of additional resources at the end of this module; these may be books, articles or web sites.

## Your comments

After completing History, I/we would appreciate it if you would take a few moments to give us your feedback on any aspect of this module. Your feedback might include comments on:

- Module content and structure.
- Module reading materials and resources.
- Unit assignments.
- Module assessments.
- Module duration.
- Module support (assigned tutors, technical help, etc.)

Your constructive feedback will help us to improve and enhance this module.



## Module overview

---

### Welcome to this module

Dear learner, welcome to module one of History subject. This module has three (3) units: the first unit is about Demonstrating Meaning and Importance of History, the second unit is Relating Evolution of Man, Technology and environment and the last unit is Examining Early Development of Economic Activities and Human Interactions. The past is very important in the development of human society. In every society development is determined by knowing where we come from, where we are going and how the future will be. Therefore, studying History will help us to know where we are coming from, where we are and how the future will be.

In this module, you will be provided with questions to answer and unit assignments to do. So, you are advised to have a portfolio where you will keep records of your work.

---

### General competence



Upon completion of this module you should be able to Analyse sources, meaning and the importance of history, the origin of man, technology and environment and how the development of economic activities occurred in African societies.

---

### Study skills



As an out of school learner, your approach to learning will be different to that from your school days: you will choose what you want to study, you will have professional and personal motivation for doing so and you will most likely be fitting your study activities around other professional or domestic responsibilities.

Essentially, you will be taking control of your learning environment. As a consequence, you will need to consider performance issues related to time management, goal setting, stress management, etc. Perhaps you will also need to learn about essay planning, coping with examinations and using the web as a learning



tool.

Your most significant considerations will be time and space i.e. the time you dedicate to your learning and the environment in which you engage in that learning.

We recommend that you take time now before starting your self-study, to familiarize yourself with these issues. There are a number of excellent resources on the web. A few suggested links are:

- <http://www.how-to-study.com/>

The "How to study" web site is dedicated to study skills resources. You will find links to study preparation (a list of nine essentials for a good study place), taking notes, strategies for reading textbooks, using reference sources, test anxiety.

- <http://www.ucc.vt.edu/stdysk/stdyhlp.html>

This is the web site of the Virginia Tech, Division of Student Affairs. You will find links to time scheduling (including a "where does time go?" link), a study skill checklist, basic concentration techniques, control of the study environment, note taking, how to read essays for analysis, memory skills ("remembering").

- <http://www.howtostudy.org/resources.php>

Another "How to study" web site with useful links to time management, efficient reading, questioning/listening/observing skills, getting the most out of doing ("hands-on" learning), memory building, tips for staying motivated, developing a learning plan.

The above links are our suggestions to start with on your way. At the time of writing, these web links were active. If you want to look for more go to [www.google.com](http://www.google.com) and type "self-study basics", "self-study tips", "self-study skills" or similar.

---

## Need help?



Dear learner, in the course of your study, you may need help in various issues such as the location and how to get support from resource centres, clarification of various issues pertaining to your study materials (modules) and so on. If this happens, you are advised to ask for the help from your centre coordinator or facilitator, you can also visit the website of the Institute of Adult Education which is [www.iae.ac.tz](http://www.iae.ac.tz) or ask for help by using phone no +255 22 2150838.



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## Module assessment



After each unit, you will be required to attempt one unit assignment. These are not meant for submission rather for reflection on what you have learned in the whole module. You will also be given tests and assignments for submission as you will be guided by your module facilitator. You will also sit for mock examinations to accomplish your continuous assessment.




























# Getting around this module

## Margin icons

While working through this module you will notice the frequent use of margin icons. These icons serve to “signpost” a particular piece of text, a new task or change in activity; they have been included to help you to find your way around this module.

A complete icon set is shown below. We suggest that you familiarize yourself with the icons and their meaning before starting your study.

 Activity	 Assessment	 Unit assignment	 Case study
 Discussion	 Group activity	 Help	 Note it!
 Outcomes	 Reading	 Reflection	 Study skills
 Reflection	 Terminology	 Time	 Tip
 Computer-Based Learning	 Audio	 Video	 Feedback
 Objectives	 Basic Competence	 Answers to Assessments	



## Unit 1

### Demonstrating Sources, Meaning and Importance of History

#### Introduction

Dear learner, what do you remember about history you learnt when you were in primary school? Can you recall the days when your primary school teacher entered the class and taught you History? You were taught about how people of the past lived. In this unit you will learn about: meaning of History and its importance, sources of Historical information and the importance of dating and recording in History.

#### Learning Outcomes



Upon completion of this unit you should be able to:

- explain the terms “History” and “recording”;
- analyse the importance of History to man’s life;
- describe historical sites which are found in East Africa;
- protect sources of historical information;
- examine the importance of having national integrity; and
- explain the importance of recording and dating in History.

#### Meaning of History and its Importance

Dear learner, how do you understand the term history? Share your responses with your colleagues. You can use the following text to enrich yourself:

You have heard about different events or stories which have occurred in the past, and how people lived in the past. This helps us to obtain the meaning of History. Therefore, you can define History as a record of past, present and future human activities, or a record of relationships that man developed in social, economic and political mastering of his environment through discovery of technology.

From the above definition, you can therefore define History in general as a record of the past and the present human activities in order to prepare for the future. The past human activities enabled



man to obtain his/her basic needs from nature. Man's basic needs consist of food, shelter and clothing.

The past human activities did not only enable man to obtain his basic needs, but also enabled him to interact with nature, and change it to satisfy his/her needs. Nature as it is, may have limited use of anything in its original form example man would hollow out a tree to make a canoe, sharpen a stick to make a spear, or dig a trench to trap a wild animal. These and similar purposeful activities comprising the process called "materials production". History may be defined as a record of humans acting upon ambiguous nature to create or produce materials.

It is a study of man made changes on nature in the process of material production. The History of production may be put in eras, for example the era of production in which men could only hunt and gather from nature (hunters and gatherers). The era of production followed in which men and women could grow their own food, build their own houses instead of living in caves, from the era of eating raw meat to the discovery of fire and the process of roasting. In the first form of production, men were more or less slaves to nature but in the second form, men were able to control nature.

### The Relationship between Man and Environment

*In your own words, what does the term History imply?*

Dear learner, use the society you are living to analyse how human beings relate to an environment. Share your experience with your nearby learner. You can compare your response with information in the following text.

In the first place you have seen the way History explains human's struggle to master their environment, that is, the struggle of human against nature. In this struggle human continually learns how to design and fashion better tools. In so doing, they developed science and technology. For example, people who lived in Engaruka long ago, controlled their environment by adopting irrigation and terracing.

Secondly, History shows the changing relationships between man and woman in the course of material production. The agricultural societies developed social relations, which forced people to stay together permanently. Hunters and gatherers met in hunting and shared their prey.



### The Importance of Studying History

Dear learner, use the society in which you are living in as an example, mention the importance of studying History in your society and discuss it with your fellow. The following text will help you in doing that activity.

History is part and parcel of human action and interaction. Therefore, History has an important role to play in human development. Thus, the following are the importances of History:

Firstly, History helps us to recognise where we come from, where we are and where we are going.

Secondly, History helps us to perceive our problems in an analytical manner in finding solutions. This is because it is believed that the past is the root of the present problems.

Thirdly, History helps us to explain the historical changes in production relations. These changes are affected by the environment which determines economic activities, and political organizations of different people at different times.

Fourthly, History develops an understanding and appreciation of the cultural, political, economic and technological advancements made by African societies before and after colonial rulers. It also develops the basic skills of critical thinking, reasoning, judgment, empathy and effective participation in human developmental activities.

Fifthly, History inspires people to preserve their culture through inheriting the past.

Sixthly, History helps to learn about our heroes and heroines who participated in creating the community we live in today.

Seventhly, History helps to know what is right and wrong in the society. It makes the society aware of different measures on resolving differences and conflicts within the society.

Finally, it is important to study History because we can appreciate what has been done by our forefathers in their attempt to master the environment.



Think and then argue for or against the notion that "the study of History in schools is wastage of time".



### Sources of Historical Information

Dear learner, discuss with your nearby colleague about sources of historical information which are found in your society. Compare your responses with the sources explained in this part.

You have studied about the meaning of History and its importance. In this, part you will be introduced to the methods used to obtain historical information, also you will be able to know their shortcomings.

*How historians obtain historical information?*

Sources of historical information are methods for obtaining historical information. In History, the following methods are used to obtain historical information: oral tradition, archaeology, Historical sites, museums, archives, written records and other sources of history such as language /linguistics, anthropology and electronic sources.

Dear learner, read the narration from Sajo's grandfather below:  
Longtime ago my father took me to Bagamoyo. Bagamoyo is amongst many historical sites in Tanzania. It is located in Bagamoyo district in the Coast Region. I was still a young boy at that time we visited an old man who lived next to the archaeological site in that area. He told us about some white people who had visited the place. He said that those people did some excavation. At the end, they found some human remains and they agreed to preserve them in a certain building. They also found other things which I did not know. One year later, somebody told me that a book has been written about the place.



Write down different historical sources of information you know other than what has been described in the passage above.

Dear learner, you may use the ideas obtained from Sajo's narration to understand well on the different sources used to obtain historical information as explained below:



### 1. Oral tradition

Dear learner, take three minutes to study the following picture that illustrates oral tradition



*Figure 1.1: Oral tradition*

Oral tradition is a method of transmitting historical information by word of mouth. Most people who provide the historical information are usually elders. Oral tradition is handed down from one generation to another through narration, story telling, cultural activities, poems, proverbs and jokes. Dear learner, Oral tradition is advantageous to the society in the following ways:

Firstly, it is an easiest and cheapest method of collecting information.

Secondly, it involves all people in the community; educated and non educated.

Thirdly, it is used as a tool of entertaining, educating and warning the community.

Finally, it exposes historical information not recorded in written sources like books

However, this method has some shortcomings/limitations as explained below:

Firstly, it is very difficult to get the right witness because most of the people who provide such information might be dead.



Secondly, it is difficult to get accurate information as the informer may be biased and may favour one side or may not remember well what one was told or witnessed.

Thirdly, sometimes the story tellers exaggerate the event.

Finally, most of the narrators are elders who use vernacular languages, sometimes the researchers may fail to get real information.

## 2. Archaeology

This refers to the study of **fossils** of human beings such as tools and remains of human bones. The historian who deals with this study is known as **archaeologist**. Through the study of bones, fossils and tools archaeologists help us to know when and how men and women lived. One of the famous archaeologists in East Africa was Dr. Louis Leakey and his wife Mary. They did a lot of research in Olduvai Gorge and managed to discover the skull of a human being in 1959 believed to be the oldest human being to have lived in East Africa, known as "**Zinjanthropus**".

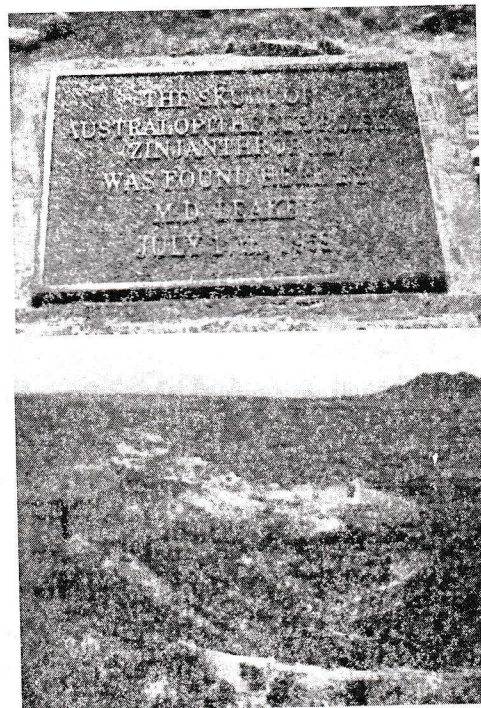


Figure 1.2: Olduvai Gorge



Dear learner, in the previous part you have learnt about two sources that help in obtaining past historical information. Take little time to think about other ways that can help you in getting past historical information. Below are advantages of archaeology as a source of history:

Firstly, it stimulates invention of new scientific equipment for archaeological studies.

Secondly, it is an accurate source since it is a scientific means of information searching.

The following are the limitations of Archaeology

Firstly, It requires a lot of money to carry out excavations in the fields.

Secondly, A lot of time is spent in the process of excavating, processing and interpreting information into a real understandable language.

Finally, It is difficult to determine areas of archaeological findings.

### 3. Historical sites

Dear learner, take a tour with your fellow to visit any historical site that is near or in your society, then explain the importance of your visit to such a historical site. The following part will help you in doing your activity.

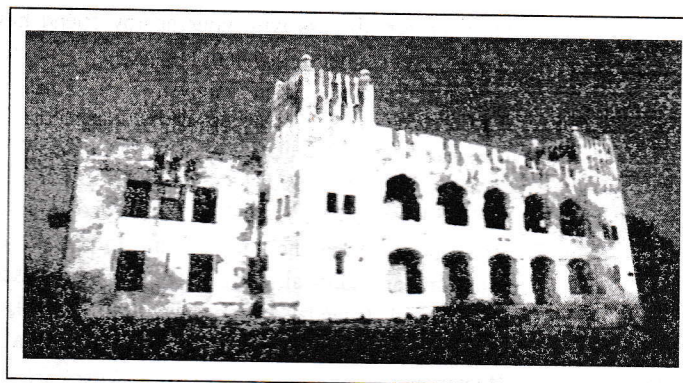


Figure 1.3: Historical site of Bagamoyo



Historical sites are the areas where past historical remains can be found. In these sites, the development of man's physical appearance and tools can be seen for example in Kondoa Irangi, Rusinga Islands, Sirikwa and Kilwa.

Dear learner, the following are the advantages of historical sites:

- (a) They provide historical information about the achievements and development of past societies.
- (b) They can be used to generate national income from the tourists who visit them.
- (c) They give us evidence of life and development of past societies.

The following are limitations of historical sites:

- (a) It is very hard to dig up and interpret the remains.
- (b) It is very expensive to meet the running cost of historical sites.



Draw a sketch map of East Africa and show historical sites which are found in Kenya, Uganda and Tanzania

#### 4. Museums

Dear learner, discuss with your nearby friend how historical sites differ from museums. Visit any nearby library to enrich your answers.

Museums are official places created to preserve past historical remains. Usually museums contain a collection of all sorts of items which show cultural, social, political, economic and technological development from the earliest time to the present. Some of the museums are national, such as the national museums of Tanzania, Kenya and Uganda. Others may be regional, district or local museums such as Kalenga in Iringa, Bujora in Mwanza and Bagamoyo.



Dear learner, the following are the advantages of museums

- (a) They are centers for learning the history and cultures of different societies.
- (b) They provide employment to men, women and youth
- (c) They are useful to both literate and illiterate people.

Dear learner, the following are limitations of museums:

- (a) They are expensive to establish and manage.
- (b) Most of the museums are built in towns where only a few people are able to visit them.

### 5. Archives

Archives are collections of private and public documents. They include books, early missionaries and travellers' records, traders' writings, colonial records and files. They also include documents of governments, parties and other organisations.

### 6. Written records



Discuss how you will protect sources of historical information found in your society or nearby society. You are advised to discuss with your friend.

There are written sources of historical information such as newspapers, magazines, pamphlets. These writings can be found in libraries, schools, bookshops, colleges and other institutions of learning.

Dear learner, the following are advantages of written records:

- (a) To increase reading and writing skills amongst the members of societies.
- (b) Written records act as the source of research information on a certain events
- (c) Written records are available at all levels; international, local, continental and global.



Dear learner, the following are limitations of written records:

- (a) It is not useful to ignorant people because everything is in writing over certain intended information.
- (b) The materials should be handled with care because when they are destroyed they cannot easily be replaced.
- (c) Written records are expensive because they cost money.

### **OTHER SOURCES OF HISTORICAL INFORMATION**

Dear learner, the following are other sources of historical information:

#### **(i) Linguistics/Language**

Linguistics is the study about analysis of languages, their sounds, structure and formation, and also the relationship between various language groups. This study leads to a study of relationships of different languages for instance in East Africa. It may indicate the movement and settlement of people. For example, the Bantu speaking societies share similar intonation (sound) in the word "an individual" which is pronounced m-du, muntu, monta, umuntu" in Bantu speaking languages.

Dear learner, the following are the advantages of linguistics:

- (a) It helps historians to trace the origin of people.
- (b) It reveals the origin of languages.

Dear learner, the following are limitations of Linguistics:

- (a) It consumes capital and time in investing on linguistic laboratories.
- (b) Linguistics approach requires skills and techniques in order to facilitate communication.

#### **(ii) Anthropology**

This is the study of human societies, cultures and their development. The study can give important information about the movement settlements and production activities of the past.



Dear learner, the following are advantages of anthropology:

- (a) It gives important information about the history of people in a particular society.
- (b) It helps us to learn the culture of people in different societies.
- (c) It helps us to establish the origin and inter-relationship between societies.

Dear learner, the following are limitation of anthropology:

- (a) It is expensive.
- (b) It's studies are time consuming.
- (c) It has bias because the information collected may be affected by the attitudes of anthropologists.

**(iii) Electronic sources**

Electronic devices such as CDs, tapes, computers and the internet are examples of electronic sources of historical information.

Dear learner, the following are advantages of electronic sources:

- (a) They can be easily updated.
- (b) They store much information for a longer period of time.
- (c) They are interactive between the users and the devices.

Dear learner, also there are limitations of electronic sources:

- (a) They are expensive to buy.
- (b) Some of information displayed by the electronic sources can distort the cultural values of African societies.
- (c) Some of the devices can not be used in remote areas where other services like electricity are not available.



## Recording and Dating in History

In the previous part of this unit you have realized methods in which historical information can be obtained. In this part the discussion will be centred on the importance of dating and recording in History.

Recording means a process of jotting or writing (taking note) of events in an orderly form.

Recording is very important in history, and it involves two main stages. Firstly, it involves writing down information as you get it through listening, reading or observing. Secondly, it involves sorting, analyzing and interpreting information in order to write the required history.

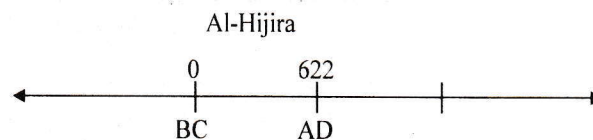
To record history properly, we need a good knowledge of dating. Historians divide time into days, weeks, months, years, decades, generations, centuries, millennia, periods and ages.

A decade is a period of ten years, a century is a period of a hundred years while a millennium is a period of a thousand years.

A generation is the average difference of age between one generation of a family (father and mother) and their children. A period is usually determined by one continuous event which takes a number of years or centuries, for example, the period of long-distance trade along the East African coast took four hundred years about four generations.

Ages on the other hand, are based on man's economic activities and the type of tools used during that particular age. These ages usually cover a number of millennia (thousand years), centuries (hundred years) or decades (ten years). The most common and known ages in History include Stone Age, Iron Age, Industrial age, Golden age and Nuclear age.

For the purpose of dividing time, counting dates begins with 0 (zero). This date is the same as the year when Christ was born. This is why we use AD. (Anno Domino), meaning the year of the Lord while years before Christ was born are called years before the birth of Christ (BC). On the side of the Muslims, the starting date is Al-Hijira, this was when Mohamed fled from Mecca to Medina in 622 AD.





After looking at how time is divided, let us now look at the methods of determining the exact date. Historians always wish to know the exact date of an event. There are various methods of determining the exact date for different events. The following are main methods:

**(i) *Recalling of events***

Remembering changes and events is amongst the methods of recording and dating in history. Such events, may be years of famine, war, drought, eclipses, heavy rains, epidemics, arrival of strangers, marriages, age group, births, deaths, earthquakes, season of planting, weeding and harvesting. This method is very useful in places where much of the history is not written.

**(ii) *Clan and family chronology***

Dates can be determined by using clan and family chronology. Special names of generations, clan trees and tribal chronology can show the dates of events in history.

**(iii) *Language***

Language also can be used to determine dates. Many events and period are revealed through vocabulary, sayings and literature. These help to show the level of development of society at certain periods of time. For example, by tracing when the word **karafuu** in Kiswahili started to be used, we can tell the time when cloves were introduced in Zanzibar.

**(iv) *Scientific Methods (Carbon 14)***

Apart from the above methods which are used in determining dates, there are some scientific methods used in showing dates. One of them is Carbon 14. This instrument is used mainly in identifying archaeological findings whose ages are beyond 5,000 years. Dr. Leakey for example, used Carbon 14 to determine the age of the early man, in East Africa at Olduvai Gorge.

Dear learner, so far you have realized that recording is a process of taking note of events in an orderly form. The recording shows events, periods and ages in relation to their dates. The following are some of the methods showing chronological order of recording



events. The figures: 1, 2 and 3 below show different methods of chronological order of events recording.

**1. Family tree**

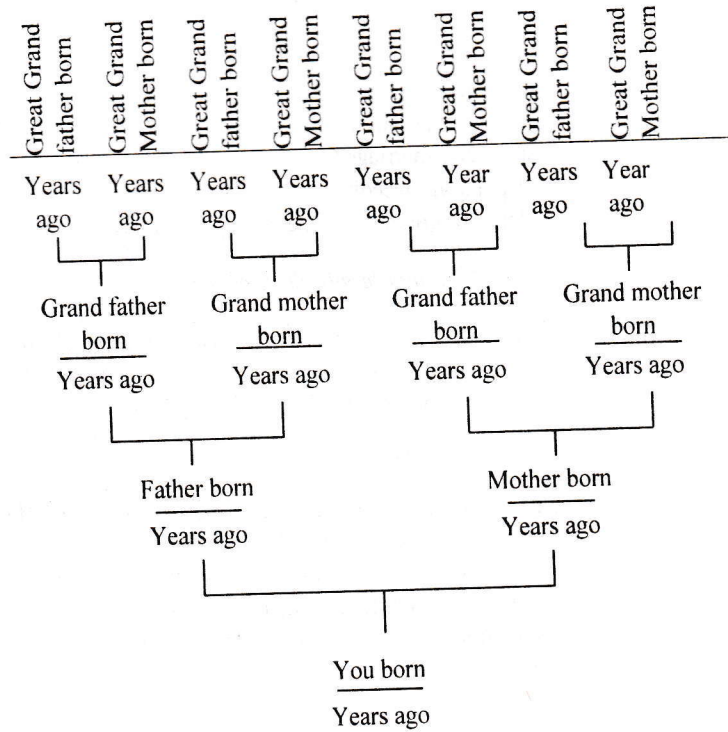


Figure 1.4: A family tree

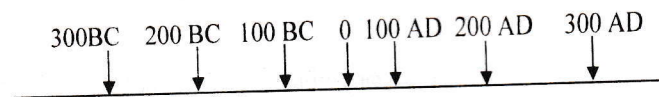


Figure 1.5: A Time line



Table 1.1: A time chart

Column I	Column II
Period AD	Events
1500	Emergence of Ntemi System of Organisation
1700	End of Portuguese rule in East Africa
1741	Mombasa establishes itself as an independent sheikhdom
1840	Sultan Said moves his capital to Zanzibar.

### 3. A Time graph

1995	Tanzania holds its first multi-party
1978	Tanzania and Uganda war
1977	Chama Cha Mapinduzi (CCM) was formed.
1967	Arusha declaration
1964	Zanzibar Revolution

## Unit Reflection



1. What was the most important thing you have learned in this unit? Why was that important?
2. List difficult areas you have encountered in this unit.
3. What will you do to understand that difficult areas?



## Unit Assignment



- 1) What is the difference between museums and historical sites?
- 2) Draw a time line showing important events in your life.
- 3) Explain five economic importances of historical sites in Tanzania.
- 4) Explain any three ways of obtaining historical information.



## Unit 2

### Relating Evolution of Man, Technology and Environment

#### Introduction

Dear learner, in unit one you have learnt about, the meaning and importance of History, methods used to obtain historical information, importance of recording and dating History.

In the second unit, you will learn that the existence of human being in this world was the result of stages which the human being passed. Those stages made man to differ from other primates. Historians named those stages as evolution of man. In this unit you will learn about the evolution of man, technology and environment.

The unit will deal with tracing the stages involved in the change of human being from the life of other animals. It shows the gradual development from the stage of chimpanzee to Homo sapiens. Also, the unit shows the ages which the human being passed.

Within this unit, you will learn: Stages in evolution of man, Early stone age, Middle stone age, Late stone age and Iron technology.

#### Learning Outcomes



Upon completion of this unit you should be able to: -

- Explain the terms “origin of man” and “evolution of man”;
- Describe different stages involved in the evolution of man;
- Demonstrate how fire was discovered by man in the middle stone age;
- Analyse different areas which possess different types of handcraft industries in East Africa; and
- Differentiate Stone Age from Iron Age.



### A. PRIMATES

Dear learner, the early human creature is historically called primate. The examples of primates are chimpanzees, gorillas, monkeys and apes. The primates existed more than 30,000,000 years ago, during the period of Old stone age.

### B. HOMO-HABILIS

Dear learner, Homo-habilis was the second stage of evolution of man. It is referred to as the skillful man. It means a clever or handy man. Homo-habilis lived between 1,500,000 and 750,000 years ago (during the period of middle stone age). It is believed to be further estimation of Zinjantropus. Its fossils of Homo Habilis that was discovered by Dr. Leakey and his wife Mary at Olduvai Gorge in Tanzania in 1959.

### C. HOMO ERECTUS

Dear learner, during this stage, man was fully moving upright. He became more skillful and tools maker than Homo habilis. Homo erectus lived between 500,000-350,000 years ago. Its fossils have been dug up in Olororgesaille and near Lake Turkana in Kenya and Olduvai Gorge in Tanzania. Fire was discovered by Homo erectus during the middle stone stage. It is believed Homo erectus were the first to move from Africa to Asia and Europe.

### D. HOMO SAPIENS

Dear learner, Homo sapiens was the fourth stage of evolution of man. Homo sapiens means a wise man. He is the third bipedal creature in the history of man. Homo sapiens is believed to have existed between 50,000BC to 2000BC.

### E. HOMO-SAPIENS SAPIENS

Dear learner, Homo-sapiens sapiens was the last stage of evolution of man. Homo sapiens sapiens means a modern man. He has more development and with experience in mastery of his environment. He walked more upright as man does today.

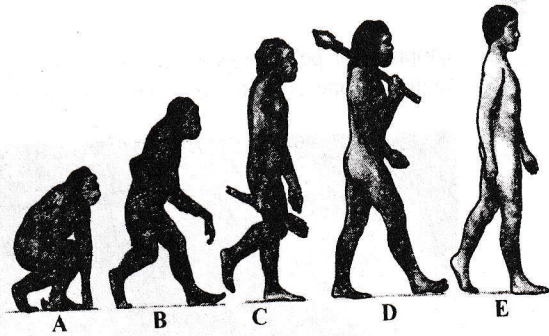


Figure 2.2: Stages of the Evolution of Man

**Key:**

- (A) Primates
- (B) Homo Habilis
- (C) Homo Erectus
- (D) Homo Sapiens
- (E) Homo Sapiens Sapiens

### Man's Technology

Dear learner, in the previous part of this unit you have learnt about the history of the existence of man from a state of an animal to a modern thinking human being (Homo sapiens sapiens). The existence of modern man paved the way to the innovation of using different tools in different three periods. These periods are called Old or Early Stone Age, the Middle Stone Age, the Late/New Stone Age in which later Iron Age evolved. Therefore, in this section you will study these ages. Take care on features that differentiate each age.

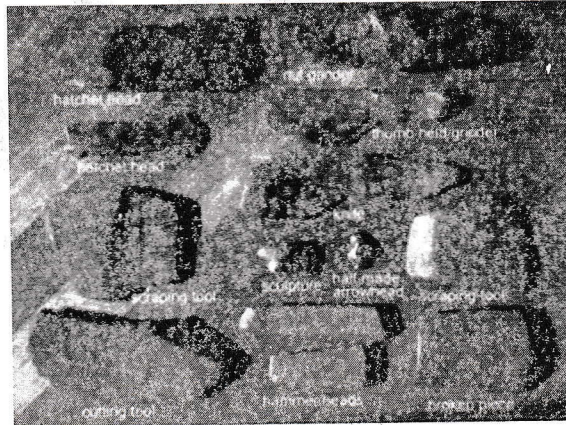
#### (i) Early or Old Stone Age

Dear learner, to understand the difference between Old Stone Age and Middle Stone Age, visit any historical site with those stone tools to enrich your knowledge.

In East Africa, the Early or Old Stone Age lasted from 1,750,000 BC up to about 750,000 BC. In this period, the human being was able to make and use very simple stone tools. These tools were mainly

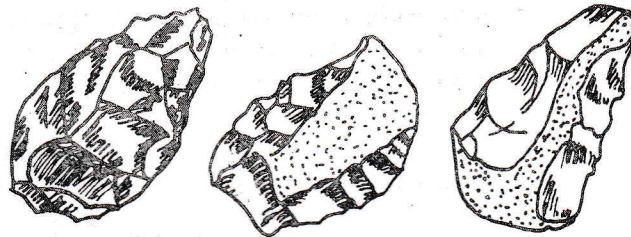


chopping or pebble stone tools. Later on the human being was able to make stone axes after increasing his/her skills.



*Figure 2.3: Old Stone Age Tools*

These simple stone tools were used for killing, skinning and cutting animal flesh. They were also used for digging up roots and for self defence. Since the tools were crude, the human being had very low ability in controlling the environment. The main economic activity of the human being during the Old Stone Age was hunting and gathering. Man was therefore, very much dependent on nature for livelihood. Man had to move from one place to another place in search of food. In East Africa, remains of such tools have been found in Olorgesailie, Nsongezi, in the Olduvai Gorge and Isimila.



*Figure 2.4: The Hand Axe*

During the Old Stone Age period, people did not have permanent shelter. They mainly lived temporarily in caves. That is why people who lived in this period are sometimes called cave dwellers. These caves were usually near sources of water. Man ate raw food because fire was not yet discovered. Their food was mainly meat from animals they killed, fruits and vegetables they gathered. Because of



these activities, the early people were known as hunters and gatherers.

During the Early Stone Age Man underwent the following physical body changes:

- The brain grew in size (this is mental development).
- The use of two limbs (bipedalism). Man developed an erect posture by adopting his feet and legs to enable him to stand and walk upright.

Dear learner, we have seen that in old stone age, a human being had a tendency of changing. Using knowledge you have acquired, were the tools used in old stone age similar to those used in the middle stone age? If yes/no give reasons.

#### **(b)The Middle Stone Age**

The Middle Stone Age began from around 750,000 BC to about 50,000 BC. During this period man improved his stone tools. He started using other materials such as wood and bones. Sometimes he combined wood with stones in making tools. The tools were now smaller, sharper and handier. These included spears, arrows, knives, needles and stone picks. These tools could be used for special purposes such as cutting, chopping, digging and stabbing.

It was also during this period that man discovered the making and using of fire. The discovery of fire made the human being to change the way of life. Fire had a number of uses, with fire people could warm themselves during cold seasons. They could roast their food and therefore increased food variety. Fire enabled them to fell trees easily by burning them. It also enabled man to keep dangerous animals away from shelter. The improvement of stone tools and the discovery of fire therefore increased people's ability to control the environment.

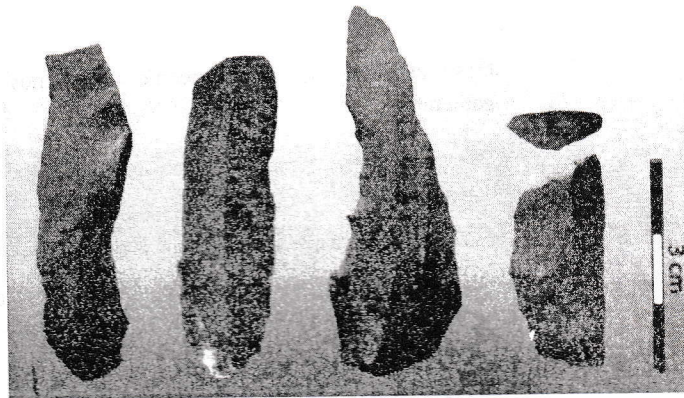


Figure 2.5: Stone Specialised tools of the Middle Age



Figure 2.6: Man making fire

During the Middle Stone Age man underwent the following physical body changes:

- The size of brain grew bigger;
- Man's height increased; and
- Development of language which enabled man to transmit ideas.



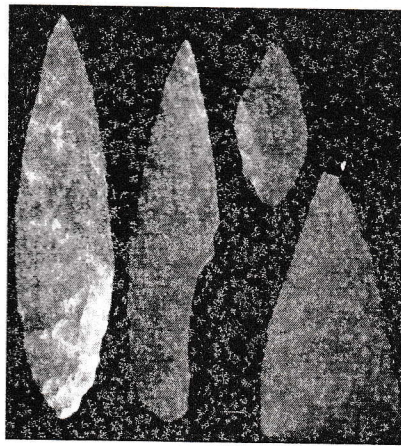
Show how fire was discovered during the middle stone age and explain five uses or importance of fire?



Dear learner, you have seen that in the middle stone age, man innovated fire and changed man's way of life. That is a continuous process of human change. Share with your friend on other changes that you think occurred in the late/new stone age.

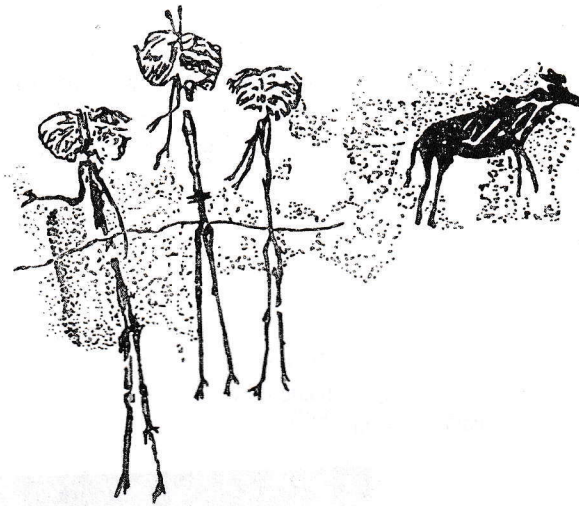
### (c) Late or New Stone Age

In East Africa, the Late or New Stone Age started from around 50,000 B.C to the first millennium A.D, example 1000 A.D the tools were still largely made of stones but they were far better than those of earlier periods.



*Figure 2.7: New stone age tools*

**Fossils** (remains of animal bones and plants) found in caves have shown that different kinds of tools were made and that such tools were used more permanently. Examples of such tools include hand axe, knives, pebbles (all these were sharper than those made in the previous periods). This marked the beginning of settled communities. In areas such as Kondoia Irangi, paintings and drawings in caves give evidence of the activities of settled communities. These drawings served several purposes; they could be used as teaching materials for younger generations by showing them the types of tools used and the animals they hunted. They could also be used as items of decoration or for religious purposes.



*Figure 2.8: Ancient rock paintings in Kondea District, Tanzania*

Settled life encouraged communal production in hunting and gathering societies. Eventually they adopted crop cultivation and animal keeping. In this way, people could produce enough food for themselves. They could also produce surplus that could be exchanged for other goods and services which the family could not produce or provide. This was the basis of simple division of labour.

In this simple division of labour, women became primarily child bearers. The nature of child-bearing confined them to domestic activities near their homes.

At the same time men became responsible for hunting and defence, hence the division of labour was based on sex. With better tools and new forms of labour organization thus communities were able to produce food. Abundant food supply led to the increase of population. Family life became more stable and villages began to emerge.

Dear learner, do you know iron? Can you mention at least three tools made by iron you have at home? If you are asked to choose between iron and stone tools, which one would you choose? The following part will assist you in answering the question.



## The Iron Age

In most parts of Africa, Iron Age is believed to have started during the first millennium that is 1000 AD. This was the period when man made and used Iron tools. Some societies entered the Iron Age earlier than others. The most famous early iron sites in East Africa were discovered at Engaruka in the Rift Valley in Northern Tanzania. Others were found along the Western shores of Lake Victoria, Uvinza, Karagwe and Ugweno in Mwanga district. More discoveries elsewhere in East Africa are still being made.

The discovery of iron helped people in East Africa to improve their tools. It became possible for them to make iron spears, arrow heads, axes and hoes by using iron. Hence, people increased their ability to master environment.

### THE USES OF IRON TOOLS

The use of iron tools increased the ability to produce more food. This is because they were now able to clear bigger areas and cultivate large fields. Settlements expanded giving rise to complex village communities, as a result, there was an improvement in food production. This formed the basis of establishing political institutions in order to keep law and order.

Iron also brought a new source of military power. Those people who first mastered iron smithing were able to conquer their neighbours, especially if they also succeeded in keeping the knowledge of iron-making to themselves. Stronger people began to rule their weak neighbours. At the same time as people grew numerous, there came a need to find new ways to keep law and order. Little by little, many people in Africa began forming states. The need for organised government arose.

With iron tools there could be more and better farming. With more farming people were able to produce enough food to maintain specialists who worked at making tools, weapons and other hand-made articles. This division of labour encouraged trade, first at local and then long-distance trade. All this together with the growing size of the population called for more complex forms of political organisation.

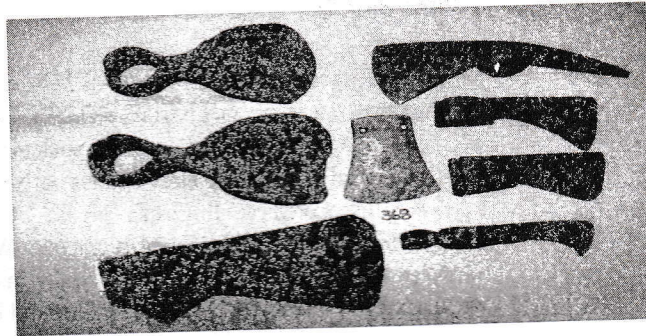


Figure 2.9: Iron Implements



Figure 2.10: A map of Africa showing early iron sites

Think and discuss how fire and iron discovery revolutionized (changed) people's social, economic and political organization in Africa.



### Effects of Iron Technology

Dear learner, what is the importance of iron technology in the society you are living or nearby societies? Visit any nearby library to enrich your responses. The following information will help you in your activity.



The most important effect of Iron Technology was the improvement of agriculture and pastoralism, which led to the increase of population and the subsequent migration of people and communities. As people became more skilled and specialized in different forms of food production, they began to migrate in search of arable land and pastures. There were other reasons for migration of people in East Africa. These included famine, wars and drought.

In the course of our discussion, you have identified two types of societies. The first are the hunting and gathering societies, and the others are the early agricultural societies. In the hunting and gathering societies people depended almost entirely on nature. This was because the tools for material production were very slowly developed. People just met in hunting and shared their prey, otherwise their relations were not permanent.

Unlike in the hunting and gathering societies, relations were more permanent in the early agricultural societies. Here, all the able-bodied members of the society participated in production. Land, which was their major means of production, was communally owned. Agricultural activities bound members of a family or clan together. Such types of relations were characteristics of a communal society.

Early agricultural societies had the potential to produce surplus. This was due to their advanced iron technology, which enabled agriculturalists to master nature. Here chances existed for some rich members of the society to exploit the poor and live on the sweat of poor people. The exploiters of the poor community members were people performing special social duties and functions in the societies such as the elders.

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## Unit Reflection



I hope that you have now understood the evolution of man, stone age periods and the iron age with their characteristics.

1. Which parts have you understood more in this unit?
2. What were the difficult areas in this unit?
3. What do you expect to do so as to understand those difficult areas?



## Unit Assignment



The following questions will enable you to make assessment on how much you have understood the whole unit.

1. Draw a neat free hand sketch of pebble and chopping tools.
2. Show how the discovery of iron changed man's ways of life.
3. The origin of man was from God's creation. Argue for or against.
4. What forced man to stand using two limbs?



## Unit 3

### Examining Early Development of Economic Activities and Human Interactions

#### Introduction

Dear learner, in the societies we live in there are many different activities performed by human beings. These activities make people to interact. Examples of activities performed by people in our communities are agriculture, trade, fishing and others.

In the previous unit, you learnt about evolution of man in the society. In this unit, you are going to learn about: Development of agriculture and pastoralism, Development of handcrafts industries and the growth of trade in pre-colonial Africa.

#### Learning Outcomes



Upon completion of this unit you should be able to:

- Explain the meaning of; development, agriculture and pastoralism;
- Explain barter trade system;
- Describe major long distance trade routes; and
- Demonstrate differences between regional trades and local trades.

#### Development of Agriculture and Pastoralism

Dear learner, discuss with your nearby friend about the meaning of development. Read any relevant History book you have to get the answers.

In this part, you are going to learn about the meaning of development, show the relationship between agriculture, the environment and technological development and pastoralism in Africa.

Development is a many sided process. At the level of the individual, it implies increased skills and capacity, greater freedom, creativity, self-discipline, responsibility and material well-being. Development



can also be defined as the increased capacity to control the environment. Furthermore, development is a process of change for better life. As such, there are various ways we can express what we mean by development.



### Agricultural Development in East Africa

Dear learner, share with your fellow learner about the differences between crop cultivation and pastoralism.

Agriculture can be defined as the domestication of animals and cultivation of crops. In other way agriculture is the science of cultivating land and rearing animals. It is believed that in Africa, agriculture started about 6,000 years ago. The use of discovered tools and weapons led to the development of crop cultivation and domestication of animals. True plant domestication probably began when the weakest plant was rejected and only seeds from the strongest plants were set aside for re-sowing mainly yielding grasses (cereals) and the same applied to animal domestication.

In East Africa agriculture was divided into four types, namely shifting crop cultivation, permanent crop cultivation, pastoralism and mixed farming.

#### A: Shifting crop cultivation

Shifting crop cultivation is a system of agriculture where by a peasant move to a new land for growing crops. This type of crop cultivation dealt with crops that could be grown seasonally. The main crops were mostly drought resistant ones such as millet, sorghum, pumpkins, cowpeas, sunflowers, castor cassava, maize and rice. It was mainly practiced in tropical grasslands (steppe).

In shifting cultivation, man cleared or cut down the trees and burned the bushes during the dry season. Planting began just before the rains. The main disadvantage of shifting cultivation was the destruction of forests which led to desertification or deforestation.

Shifting cultivation required much communal labour in order to clear the bush, plant the seed and harvest the crops. Shifting crop cultivation was practised in most of Central, Southern and Western Tanzania. People in these areas also kept some livestock such as cows and goats. These animals provided milk, meat, skins and manure. However, the presence of tsetse flies made large-scale animal husbandry impossible in some areas. Tsetse flies infected livestock with a disease known as Nagana (trypanosomiasis). They also infected people with sleeping sickness. Figure 16 shows people practising shifting cultivation.



*Figure 3.1: Shifting cultivation*



Watch this video clip by clicking the link on youtube:  
[https://www.youtube.com/watch?v=vQa3ZLO9A\\_8](https://www.youtube.com/watch?v=vQa3ZLO9A_8)

### **B: Permanent crop cultivation**

Permanent crop cultivation is a system of growing crops in a certain area continuously. This type of cultivation dealt with growing of permanent crops such as bananas, palms, coffee, and yams. It was practised in very fertile areas with heavy annual rainfall interrupted by short dry seasons. The predominant vegetation was savannah forest. Such vegetation and climate was found along the Indian Ocean coast. It was also found in the West and North West of Lake Victoria. Lastly, it was found around highland regions such as central Kenya highlands around the Kilimanjaro, Meru and Usambara highlands and around the Southern highlands of Tanzania.

### **C: Pastoralism**

Pastoralism is a system of keeping animals for the purpose of obtaining milk, meat, skin and manure. Pastoralism was practised in arid land that is in semi-desert areas and in the tropical grasslands. The semi-desert was in northern Kenya extending towards Central Kenya. It was occupied by the Galla, Turkana and Somali nomads bordering the semi-desert on all sides in the tropical grassland. It was occupied by the Karamajong and Teso in northern Uganda and the Maasai in Southern East Kenya and Northern Tanzania. The semi-desert received very little rainfall. The pastoral people were migratory; always moving with livestock in search of water and pasture. Figure 17 shows the Maasai with livestock.



*Figure 3.2: The Maasai, with livestock near the settlement*



Describe the factors that favoured permanent crop cultivation (four factors).

Dear learner, after studying about two types of agriculture, let us now look on mixed farming. Make reflection to the society you live. Do people keep animals and at the same time cultivate crops? Your answer will guide you in the next part which is about mixed farming.

#### **D: Mixed farming**



*Figure 3.3: Mixed farming*

Mixed farming is the system of growing crops and keeping animals at the same time. It was practised in grasslands with seasonal rainfall in tropical savannah, woodland and forest savannah. The good examples of societies that practised this system were the Kimbu,



Hutu and Baganda. These societies kept livestock such as cattle, donkeys, sheep and goats; at the same time grew maize, millet, sorghum, potatoes and cassava.

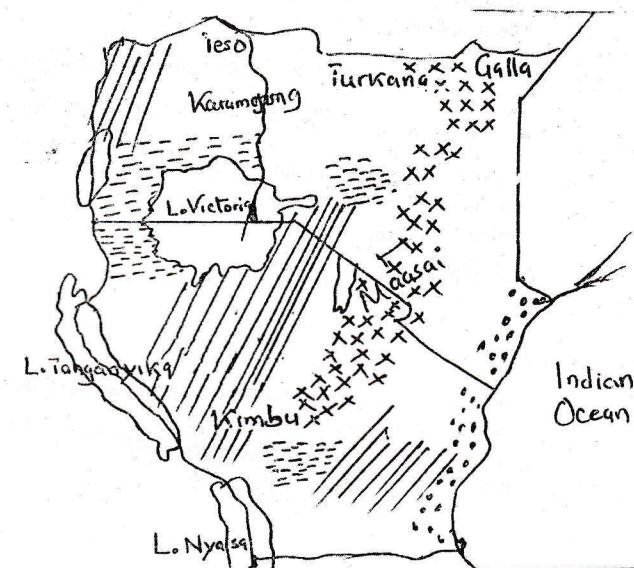


Figure 3.4: Climatic regions of East Africa

**KEY**

xxxx xxxx	xxxx xx	Semi-desert (dominated by pastoralism)
----	----	Areas wet through out the year (dominated by permanent crop cultivation)
////	////	Savannah areas (mixed farming)



Why did pastoral societies adopt a nomadic way of life?

Dear learner, have you ever seen tailors in the society where you live? shoes makers? If yes, how are they doing their work? You will learn more about such people in the section below.



## Development of Handicraft Industries

Dear learner, discuss with your friend the meaning of handicraft industries. Visit any library or any relevant source so as to enrich your responses.

The following explanation will help you in doing your activity.

In the previous part you have learnt about how iron technology determined the social, economic and political development in pre-colonial African societies. Better animal keeping and farming methods increased food production which promoted specialisation of other economic activities apart from agriculture.

In this part you are going to learn about the development of handicraft industries in pre-colonial African societies. The following different types of handicraft industries emerged:

- (a) Salt-making industry,
- (b) Copper mining and processing,
- (c) The iron-working industry,
- (d) Gold mining and processing, and
- (e) Other handicrafts industries.

Differentiate traditional industries from modern industries.



Dear learner, which ingredient do you apply in food so as to add flavour? Mention any one place in Tanzania where that ingredient is processed.

### (a) Salt Making Industry

Salt making was one of the earliest specialised economic activities. Salt has immediate use-value as an ingredient and a preservative for perishable foodstuffs. There were four methods of obtaining salt.

- (i) By using traditional methods, for example, burning special reeds,
- (ii) By trapping sea water,
- (iii) By mining salt from salt bearing rocks, and
- (iv) By boiling and evaporating salty spring water.

### Traditional Methods

Traditional method of obtaining salt was the process, whereby salt was obtained by using a variety of ways:

**(i) Burning special reeds** growing in marshy areas. The reeds were gathered, dried and burned. The ashes would then be collected and filtered. The liquid so obtained was boiled to evaporate. The residue was stored ready for use. This method of making salt was widely practised in interlacustrine regions. These are regions among great



lakes of East Africa. The Mang'anja living around the shores of Lake Nyasa provide a good example.

**(ii) Tapping sea water**

This method slightly resembles the one above and it was practised along the coast. Here, seawater was trapped into pans and left to evaporate by solar power. After then, these salt crystals were collected ready for use.

**(iii) Mining salt from the rocks**

In this method salt was mined from salt bearing rocks. Examples of such mining activities were at Taghaza, Bilma and around Lake Chad, Bangwela and along River Luapula in Central Africa.

**(iv) Boiling and evaporating underground spring water**

Another widely spread method of making salt involved the boiling and evaporating of underground spring water containing salt. This method of making salt was very common in the Uvinza salt springs along river Malagarasi in Tanzania and other places in Central Africa.

**(b) Copper Mining and Processing**

Among the earliest mineral mining activities was that of copper. The ore containing the metal was smelted and made into blocks called ingots. Copper was used to make ornaments, bowls and brass statues. In the 1960s, the Yoruba in Nigeria were famous for using copper alloys to make various ornaments. In Central Africa, Katanga was the most important region in copper mining and processing activities. It was also discovered as one of the areas with most highly developed technologies in copper wire drawing. Copper mining and processing activities are also known to have been practised in the Kafue and the Gwai areas in Zimbabwe.

**(c) The Iron Industry**

Dear learner, discuss with your nearby colleague about the meaning of iron industry, compare your answers with the following definition.

Iron industry is the art of making iron which was one of the most important discoveries that shaped human social and economic development.



**Blacksmiths** were the people who engaged themselves in iron smelting activities. They learned how to identify rocks containing iron-ore. To extract iron, they smelted the iron ore either in trenches or in clay furnaces using charcoal as fuel. High temperatures in the furnaces were maintained by burning the live-charcoal beneath. Iron was then shaped into different tools such as arrowheads, knives, spear-heads, axes and hoes.

The knowledge of Iron Industry was kept in all societies practising it. This was done in order to maintain the monopoly of the blacksmiths. In many societies for example, women were not allowed to go near the furnaces while iron processing was in progress. The reason given was that iron would get spoilt when approached by women. But the most probable reason was to avoid distracting the blacksmiths. For the same reason men involved in iron smelting were not allowed to approach their wives while this delicate activity was going on.

Prominent examples of Africa's iron smiths were found amongst:

- (a) The Venda people of northern Transvaal in South Africa,
- (b) The Mashona of Zimbabwe,
- (c) The Manganja people of Malawi,
- (d) The peoples around Kalambo falls in Zambia,
- (e) The people around the Fouta Djallon plateau and along River Niger in West Africa,
- (f) The Nubians of Sudan along the Nile in the Horn of Africa and
- (g) The Fipa in the present day Rukwa region.

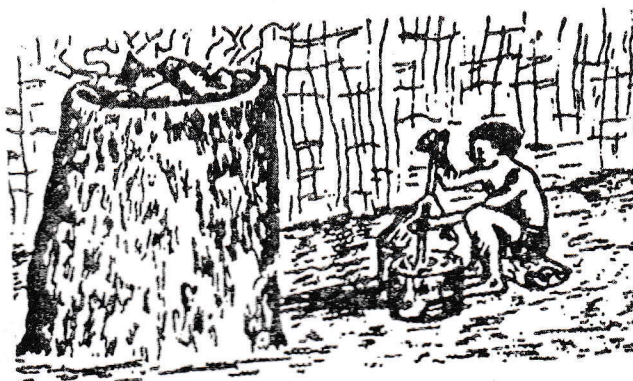


Figure 3.5: Traditional blast furnace with bellows

#### (d) Gold Mining and Processing

Gold mining and processing was another special handicraft industry in a number of areas in Africa. There were two main ways of obtaining gold.



The first one was panning way. This method was widely practised in river beds to obtain alluvial gold. The tributaries of the Sabi and Zambezi rivers in Mozambique and Zimbabwe, Ashanti and Gyaman in Ghana were among the best examples.

The second method was shaft. In Mashona land, gold was dug up with stone and iron hammers and craned in wooden baskets to furnaces to be processed. Gold so obtained was mostly used to produce ornaments.

In the shaft method gold mining commenced when a gold vein was located. Then shafts were sunk to a depth, a miner went down to the bottom of the shaft and extracted earth and lumps of gold bearing rock crystals by means of a hoe. These were brought to the surface in calabashes tied on rope. Rock crystal was crushed and ground and the earth was washed in water. This method was more productive. By the nature of the various processes described above the method demanded considerable work-force and close supervision. In any case, gold veins did not appear everywhere. Therefore, numerous shafts had to be tried. Furthermore, the techniques involved were rudimentary and gold mining was a dangerous undertaking. That is, the walls of a shaft could easily collapse.

The assumptions and facts revealed above, suggest several things in connection with labour under early mining and mineral processing. Firstly, considerable work-force was necessary for the industries to keep running. Gold prospecting was done by war captives or slaves. This meant that only those in a position to own captives and slaves would engage in gold-mining. A brief examination of the technology employed in early mineral mining and processing reveals exploitative relations of production of minerals, miners and mine owners.

The Kingdom of Gyaman in Ashanti which was extremely rich in gold, is said to have employed over forty thousand men in gold mines at one time. Massive remains of children's bones have recently been excavated in and around the Zimbabwe ruin at one time famous for protecting gold. The two examples suggest that it was the kings and chiefs who had in their possession the human potential for such activities. In addition, kings and chiefs were able to acquire a fair amount of the gold. It was private individuals by law (gold suggests of a certain size automatically belonged to the chief or king) and imposition of fines to the poor.

#### **(e) Other Handicrafts**

Side-by-side with the iron-industry grew other handicrafts industries. Among the agriculturalists and pastoralists, basketry, carving and pottery. Generally, spinning and weaving and the making of bark-cloth were important social activities. Like iron-working,



development of these other handicraft industries depended on the availability of relevant raw materials. Pottery developed more in areas with clay soil while spinning and weaving developed in areas which grew cotton such as Yoruba land in West Africa. The art of making bark-cloth developed in areas with the appropriate trees such as the area to the north and west of Lake Victoria. The art of making canoes developed in areas bordering lakes, rivers and oceans, where fishing activities were carried out.

#### **Fishing and Hunting industry**

People along the ocean, river banks and around lakes undertook fishing. Fish was a rich source of protein. In many societies hunting was an important occupation. Wild animals were caught using either snares or traps at other times animals were hunted by using dogs, spears and arrows.

#### **Handcrafts Industry**



*Figure 3.6: Handcrafts industries*

In some African societies, people engaged in hand creative works by using natural materials to weave mats, baskets, fish traps, ropes, ornaments like earrings and beads. Other items included bark clothes making, bent chairs and wooden items like wooden spoons, clubs and the like. Bush materials like grass, palm leaves, coconut tree leaves were used to make blooms. These items were commodities of local trade or barter trade to be discussed in the latter paragraphs.



Write short notes on the following terms:

1. Industry,
2. Handcraft industry,
3. Iron industry,
4. State two types of handcraft industries.

Dear learner, do people do business in your society? Identify at least three business that you know. Below we will share ideas on the trading activities during the pre colonial Africa.

### **The Growth of Trade in Pre-colonial Africa**

Share ideas with your fellow about the meaning of trade. Find more information about the meaning of trade from various history books.

#### **TYPES OF TRADE IN PRE-COLONIAL AFRICA**

There were two types of trade developed in pre-colonial Africa

(a) Local trade (Internal exchange/Short distance trade)

It was a trade that exchange developed within a given community. It was not for profit making, i.e: pastoralists could exchanged livestock for cereals.

(b) Long distance trade (Regional trade)

It was trade that involved people from different regions, those people comes from different areas travelled far distances in order to exchange goods or commodities with other societies. It was for profit making.

Dear learner, in this part you are going to learn about different trade activities which existed in pre-colonial African societies. You will know about the long distance trade in central and East Africa.

#### **Development of Long Distance Trade in Central and East Africa**

Generally speaking, trade was an extension of the local trade popularly known as barter trade. The long distance trade in Central Africa between communities was developed by the seventh century, (700AD). The Mashona exported gold to the Venda in exchange with ironware. They also exchanged gold for copper from Katanga dating 620 AD.

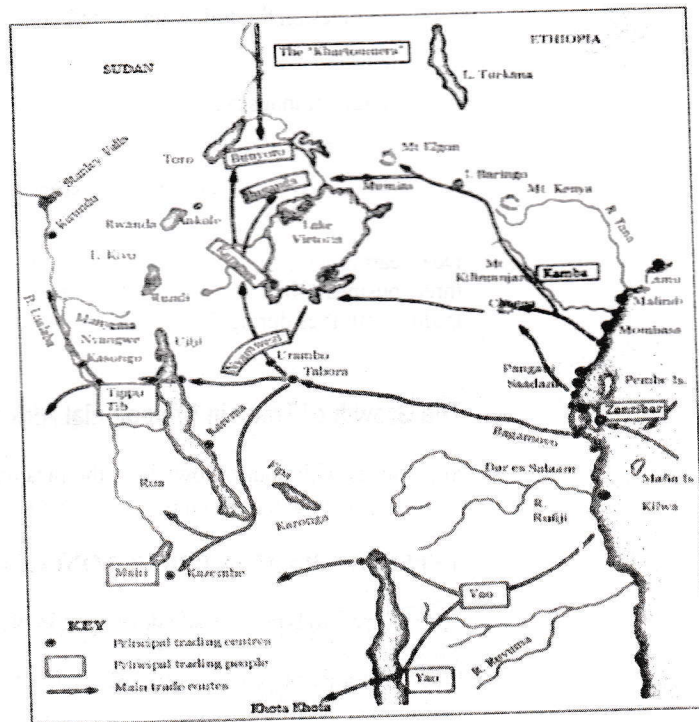


Figure 3.7: Major trade routes in East and Central Africa

### Major Trade routes in East and Central Africa

Trade between East and Central Africa started in the first millennium AD. Agricultural communities in the Congo are known to have been trading with East African societies as early as 800 AD. They traded in raffia cloth, ivory and hides. This trade expanded when copper from Katanga was exchanged for salt from Uvinza. By the 10th century AD, the Chewa and Yao of Malawi had already started exporting ivory and gold to the coast of East Africa. The goods from Central Africa that reached the coast of East Africa were in turn exported to the Far East. Central Africa imported glassware, beads, cowrie shells, cotton cloth and porcelain from the East.

### The Effects of Long Distance trade (regional trade) to the People of East and Central Africa up to the end of the 19<sup>th</sup> Century

- (i) In the beginning, it induced new industrial and commercial knowledge.
- (ii) It accelerated class formation i.e. the wealthier class and the commons. The classes had a power over others on certain matters e.g. controlling trade.



- (iii) Transmission of experience among different groups of people, example experiences in diseases, iron working, worshipping, taboos, ways of ruling and organizing government army.
- (iv) Growth of some powerful kingdoms such as: the Buganda, Nyamwezi, Hehe, Kazembe, Mwanamutapa etc.
- (v) Some of the kingdoms collapsed such as Kazembe and Maravi Kingdoms.
- (vi) Different races through mixed intermarriages in the interior where some towns grew, for example: Ujiji, Tabora, Kotakota, Kalonga, Mpwapwa and Urambo.
- (vii) The routes used, in this trade were the ones used by the explorers, missionaries and merchants again by colonizers to establish colonial rule.

### **The Development of Long Distance Trade (regional trade) in North East Africa**

In North East Africa Meroe became a centre from where trade routes spread to different parts of Africa. Caravans from North Africa and the Sahara desert crossed the River Nile to Meroe, the centre of iron industry. Here the traders obtained iron and iron articles, which they exported to other parts of Africa.

Another long distance trade was the trade within the forest zone. This trade occurred in West Africa. In this region, the physical environment underlined regional specialisation. Here, three distinct ecological zones could be easily identified. These were from the south of the forest zone, the middle savannah belt and the Sahara desert. Within these zones a variety of economic activities formed the basis of trade. For example, areas within the forest belt, the Yoruba who were experts in spinning and weaving exchanged their cloth with the Akan people specialist in gold mining and processing. Palm oil, bees wax, gum, indigo colour and salt were also among the major commodities involved.

Within the savannah belt, both crop and animal husbandry were highly developed. Here the exchange involved grains, fish, kolanuts, leather goods and cloth.

Apart from trade within individual zones, trade developed between the different zones. The forest zone exported gold, ivory, kolanuts, iron, palm oil and bronze to the savannah zone. The later in turn, exported salt, leather goods and other handicraft products to the forest zone.

The long distance trade between West Africa and North Africa was called the Trans-Saharan trade. What is the Trans-Saharan trade? The Trans-Saharan trade or the Caravan trade can be defined as the trade which was conducted across the Sahara desert between the



forest and Savannah on the one hand and North Africa; the Mediterranean and Europe on the other.

Dear learner, can you think on what factors lead to smooth trading activities in the society? Your response will help you in the next part which is about Trans Saharan Trade.

### **Factors for the Rise of the Trans-Saharan Trade**

Many factors contributed to the rise of the Trans-Saharan trade. These included:

- (1) Development of production in the various regions of West Africa and the Sudanic zones.
- (2) The use of camels which was introduced into Africa in 100 AD. Before the camel, donkeys and horses were used. The camel was first used in the 4<sup>th</sup> century AD.
- (3) The conquest of North Africa by the Arabs. North Africa was conquered by the Arabs between 641 and 708AD. This increased the use of camels in North Africa and the Sahara.
- (4) Political developments taking place between 7<sup>th</sup> and 16<sup>th</sup> centuries. Rulers of the kingdoms that developed around that time promoted the Trans-Saharan trade, such kingdoms were Ghana, Mali and Songhai. They did this by providing security and freedom to traders.

### **Commodities**

From Europe came manufactured goods, such as: woollen garments, metals such as brass, copper, silver and tin. Export from the savannah were millet, sorghum, wheat, livestock, gum, ivory, ostrich feathers and gold mined from Wangara. The forest zone produced gold mined from Akan and Lobi, kolanuts, ivory and slaves.

Exchange was by barter in the beginning, later the medium of exchange was used. The currencies were cowries and later on, French franc and then Spanish and Australian dollars.

### **The Main Trade Routes in Trans Saharan Trade.**

There were three main basic trade routes. These were:

- The Western trade route;
- The Eastern trade route; and
- The Central trade route.



**(a) The Western trade route**

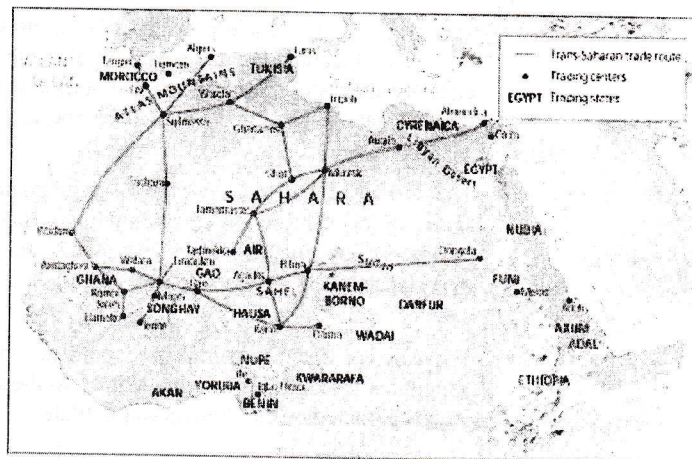
The western trade route started from Morocco in North Africa and went as far as the Northern bend of River Niger through the Fez, Sijilmasa, Walata (in Western Sudan) then reached Ghana, Mali and Songhay. It was essential from the 10<sup>th</sup> to 11<sup>th</sup> centuries.

**(b) The Eastern trade route**

The Eastern trade route started from Tripoli (Libya) to the shores of Lake Chad and extended to Egypt, then it crossed Sahara desert up to Timbuktu. It was dominant from 14<sup>th</sup> to 15<sup>th</sup> century.

**(c) The Central trade route**

The Central trade route started in Tunis to Hausaland, passed through Ghadames, Ghat, Agades. But at Ghat, this route was joined by the route from Egypt. It was dominant from the 17<sup>th</sup> up to second half of the 19<sup>th</sup> centuries.



*Figure 3.8: Major trade routes in Trans Saharan Trade*

**Factors for the Decline of the Trans-Saharan Trade**

The following were factors for the decline of the Trans Saharan Trade:

- (i) The penetration of the European traders from West African coast from the 16<sup>th</sup> century for example Portuguese.
- (ii) Introduction of the Islamic religion (Religious wars of Jihads). A lot of people were fighting, to convert people to be Moslems versus Christianity.



- (iii) The establishment of the slave trade across the Atlantic Ocean to North America,
- (iv) Invasion of Almoravids people in the Western Sudanic empires.



Dear learner, draw a map that shows Trans Saharan trade routes.

#### Effects of the Trans-Saharan trade

The Trans-Saharan trade had many effects to West African States and Kingdoms such as:

- (i) Contribution to the formation of West African States and kingdoms. The rulers of the villages established control over the trade routes that were emerging. For example, Ghana conquered Audawghost in 990 AD in view of controlling the salt mines; Mali and Songhai extended their control as far as Taghaza and Takedda for the same reasons.
- (ii) The Trans-Saharan trade provided the means for undertaking the wars of conquest and expansion through the supply of effective means of warfare such as horses and metals suitable for the manufacture of arms such as spears, arrow-heads or axes.
- (iii) The Trans-Saharan trade provided the kingdoms with regular source of income through the custom duties that they were able to impose on imports and over goods of great political importance such as horses and metals imported into the country.
- (iv) The caravan trade, too, improved political administration of Kingdoms through the employment of well-educated Muslim traders attracted by the Trans-Saharan trade.
- (v) The Trans-Saharan trade was the beginning of exploitation of natural resources. Perhaps that was the beginning of unequal exchange between Africa and Europe.
- (vi) The Trans-Saharan trade also encouraged urbanisation, development of small villages and settlement in large towns and cities such as Kumbi -Saleh, Jenne, Timbuktu and Gao.
- (vii) Furthermore, Trans-Saharan trade accelerated the spread of Islam in Western Sudan. The traders were either evangelists and teachers of Islamic literacy which developed during this time.



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## Unit Reflection



I hope that you have understood a lot about agriculture, technology, pastoralism and trade which existed in the pre-colonial African societies.

You are advised to read more history books in order to broaden your understanding about the unit.

1. What were the interesting parts to you in the unit you have covered? Why were you interested?
2. Which part was difficult for you to understand?
3. What are you going to do to understand the difficult parts easily?

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## Unit Assignment



Answer the following questions to assess yourself on how much you have understood the unit.

1. The exchanging of goods by goods was referred as .....
2. Discuss factors for the rise of long distance trade in pre-colonial African societies.
3. Draw a sketch map of East Africa and show the long distance trade routes. Mention famous participants in each route.
4. How did technology facilitate the development of agriculture?



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*Institute of Adult Education*  
*P.O. Box 20679,*  
*Dar es Salaam,*  
*Tel: +255 22 2150838/2151,*  
*Fax: +255 22 2150836*  
*E-mail: [info@iae.ac.tz](mailto:info@iae.ac.tz),*  
*Website: [www.iae.ac.tz](http://www.iae.ac.tz)*

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