

INSTITUTE OF ADULT EDUCATION
OPEN AND DISTANCE LEARNING



HISTORY

TEWW H₁

MODULE 1

Man's History, Technology and Development
of Economic Activities



- Unit 1:1 The Study of History
- Unit 1:2 Evaluation of Man in Society
- Unit 1:3 Early Development of Economic Activities and Human Interaction

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of Economic Activities**

- UNIT 1.1: The Study of History**
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- UNIT 1.3: Early Development of Economic Activities and Human Interaction**

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ACKNOWLEDGEMENT

We wish to acknowledge with thanks the ministry of Education and Vocational Training who produced part of these materials with the assistance of Sida.

Our special thanks should also be conveyed to the World Bank who through the Ministry of Education and Vocational Training Funded the Open and Distance Learning Programme.

We also like to thank subject experts who reviewed the materials through workshops.

Last but not least we thank the Institute of Adult Education typists for their good work without forgetting our artist.

OVER VIEW OF THE PROGRAMME

Various researchers indicate that formal education system leaves a large number of children, youth and adults without education (primary education 35%, secondary education 50% adult education 32%). Therefore it is the role of on - formal and continuing education to equip them with the required education in order for us to achieve the millennium development goals.

The Institute of Adult Education (IAE) has been the main planner and provider of Non - Formal and continuing education in Tanzania. This which complement government's effort to achieve the objectives of Education for All (EFA). In the view therefore, the IAE realizes the need for strengthening its open and distance education programmes in order to fulfil its role of providing education to the youth and adults who are out of formal education system.

ABOUT THIS COURSE

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The History course is in modular format and in two stages; Stage I and II.

Stage I is equivalent to form I and II, while Stage II is equivalent to form III and IV. The course has been developed for Non-Formal Education system, but can as well be used for formal Education System. The course is complete in the sense that it is skill oriented, that is, one can apply it in his/her daily life and sit for various examinations including the form IV examination.

The Course has been condensed so that it can be covered in a short period. Stage I is covered within a year (the first year) instead of two (2). In the same way stage II is to be covered in the second year. With this arrangement, it is expected that form I - IV equivalent courses will be covered in two years only instead of four (4) years.

The Course has been reviewed through a workshop which comprised History experts from secondary schools, teachers' colleges and some retired teachers. It was also reviewed and moderated by a team of History experts.

The materials have been designed for learners studying at a distance through a distance education or dual mode of instruction.

OBJECTIVES OF THE COURSE

The general objectives of the course are to:



- Promote an understanding of historical conditions, events and factors which characterised man's past and helped to shape the present which may influence the future with a focus on Africa.
- Help you appreciate changes learned from the past events.
- Identify and apply skills on observing, measuring, interpreting and making informed judgement on historical socio-cultural, political and economic issues.
- Create and promote awareness of Africa's position and contribution in the development of the world.
- Attempt certificate for secondary education examinations (CSEE).
- Join High Education in tertiary Colleges or Schools
- Apply the skills directly in the field of work.

Stage Objectives

Stage I

After completing History Stage I, the learner should:



- Explain the concepts and appreciate the importance and sources of History.
- Explain the evolution of man as well as his development to the environment and technology.
- Explain the influence of people's economic activities in the development of their Social and Political Organization in pre-colonial Africa.
- Explain the motives for interactions among the people of Africa.
- Explain how people of Africa came into contact with the people of Middle East, far East and Europe.
- Explain how and why the development of capitalism influenced social and economic changes in Africa.



Stage 2

After completing History Stage 2, the learner should:

- Attain competencies in History.
- Attempt form IV examination.
- Apply the History knowledge and skills in his/her day to day problems.
- Be able to use the knowledge and skills attained in the next Stage (Advanced Stage).

Target Group

This course is for the following categories of people:

- School Dropout.
- Out of school youth
- Adult
- Less able (physically handicapped).
- Marginalized groups.

UNIT 1.1
THE STUDY OF HISTORY

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1.0.1 INTRODUCTION

Dear Learner,

You are warmly invited to this course. This is the first unit in this module. It is about sources and importance of History. It is important to understand the meaning of the subject matter of History before we go into the details of the subject itself. In this case, this unit is divided into three sections. Section one deals with the meaning and importance of learning history. Section Two explains methods used in gathering historical information. Section Three discusses the importance and ways of recording and dating historical events.

1.0.2 OBJECTIVES



After completing this unit you should be able to:

- Define the terms “history” and “recording”.
- Analyze the importance of history to man’s life.
- Identify the sources of historical information;
- Explain the advantages and disadvantages of each of the sources of historical information;
- Examine the importance of recording and dating in history.
- Mention the methods used in determining dates in history.

1.1.1 SECTION ONE: MEANING OF HISTORY AND ITS IMPORTANCE

Let us begin by looking at various definitions of History.



History has been defined as a record of past human activities or a record of past human struggle for living. Some historians saw it as a record of human mastery of his environment through the discovery of technology. It can also be perceived as a record of relationships that man developed in social, economic and political organisation against systems of exploitation.

In summary, history can be defined in totality as **a record of past human activities**. The past human activities enabled man to obtain his basic needs from nature. Man's basic needs consist of food, clothing and shelter.

The past human activities did not only enable man to obtain his basic needs, but also enabled him to interact with nature, and change nature to satisfy his needs. Nature as it is, may have limited use in its original form e.g. 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 comprise what we call material production. Therefore, history can be defined as **a study of man made changes on nature in the process of material production**. For example, from the era of production in which men could only hunt and gather from nature (hunters and gatherers) to the era of production in which men 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 the first place, history explains man's struggle to master his environment, that's the struggle of man against nature. In this struggle man continually learns how to design and fashion better tools. In so doing he develops science and technology, e.g. the people who lived in Engaruka long ago, controlled their environment by adopting irrigation and terracing.

Secondly, history shows the changing relationships between man and man 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 the prey.

The Importance of Studying History

History is part and parcel of human action and interaction. Therefore, History has an important role to play in human development. Thus in the first instance, History helps us to recognise where we come from 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 organisations of different people at different times. For example, the Maasai live in semi-arid areas and their major economic activity is pastoralism. Since cattle need water and pasture, the Maasai live a nomadic life. The Maasai divided work according to age ratio and sex. This is known as age set system. The work was assigned to each group as follows:

- (i) 0 -8 years: no special work, as they were young.
- (ii) 8-18 years: milking and grazing. Women played similar roles in addition to taking care of the young.
- (iii) 18-23 years: consisted of youths the (Morani). They were soldiers of the society. Their role was to protect and defend the whole tribe and their livestock against enemies and wild animals. It was also their duty to increase the number of cattle by raiding other tribes cattle. Finally they travelled far with the cattle in search of good pasture and water.
- (iv) Laibon-religious leaders. These are elders who controlled cattle and religious affairs.

Another example on how the environment influenced economic activities and socio-political organisations was that of Buganda. Buganda was situated in the equatorial climate where rainfall was high and the land was fertile. This allowed people to grow permanent crops such as coffee, and banana which allowed permanent settlement, growth of villages and population. Due to the increase of people, there was need to have a king or leader who was responsible for maintaining peace and order.

History shows the relationship between the past, present and the future. It shows us what our ancestors did, what we can do now and what we can do in the future for important of an life. 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.

SELF-CHECK EXERCISE ONE

Please attempt the following exercise. Write the letter with correct answer in the box.



1. History is...
 - (a) about the events of the past.
 - (b) A record of ancient kingships.
 - (c) A record of human activities in the process of development
 - (d) A record of wars and battles of colonialism.

2. Man's basic needs are...
 - (a) Shelter, water and electricity.
 - (b) Warmth, air and fire.
 - (c) Food, cloth and shelter.
 - (d) Food, soil and light.

3. Engaruka, which is a very famous Iron Age site in Tanzania, is found in...
 - (a) The Kagera region where iron was in use as early as 500 BC.
 - (b) The rift valley in Southern Tanzania.
 - (c) Around Uvinza in West Tanzania.
 - (d) Rift valley in Northern Tanzania.

4. By the second half of the nineteenth century social and political organisation of many societies of East Africa was based either on clan on state institutions. A good example of a society whose political organisation was based on state institution was...
 - (a) Kikuyu.
 - (b) The Hehe
 - (c) The Baganda.
 - (d) The Sambaa

5. Age set political system is a common feature among....
 - (a) Pastoral societies.
 - (b) The Maasai only.
 - (c) Agricultural societies.
 - (d) Hunting and gathering

Now that you have finished your exercise, check for answers at the end of the unit. Congratulation if you have got all answers correctly. Make corrections to wrong answers and read again portions of text that were not clear at first reading.

1.1.2 SECTION TWO: SOURCES OF HISTORICAL INFORMATION

In section one you studied about the meaning of history, and its importance. In section two emphasis will be on methods used to obtain historical information and also their shortcomings will be examined. Their also shortcomings will be examined. Sources of historical information are methods of obtaining historical information.

In history the following methods are used to obtain information: Oral tradition, museums, historical sites, archives and other sources i.e. language and anthropology.

Oral tradition

Oral tradition is a method of dissemination of historical information by word of the mouth. Most people who provide the historical information are usually elders. Oral tradition is handed down by words by one generation to another through narration, story telling cultural activities, poems, proverbs and jokes.

However, this method has some shortcomings. First it is very difficult to get the right witness because most of the people who provide such information might be dead. For example, those who witnessed the Maji Maji War (1905) are now dead.

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

Archaeology

This refers to the study of fossils of human beings such as tools and remain of human bones. The one who deals with this study is known as archaeologist. Through the study of bones and tools for example, Archaeologists help us to know when and how men 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 skull of human being believed to be the oldest to have lived in East Africa, known as zinjanthropus.

Historical sites

These are the areas where ruins of physical structures and drawings can be observed. In these sites the man development of physical and tools can be shown e.g. Kondoa Irangi, Rusinga Islands, Sirikwa, Kilwa etc.

Museums

Museums are places officially created to preserve historical information. Usually museums contain a collection of all sorts of items which show cultural, social, political, economic and technological developments 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.

Archives

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

Other sources

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

There are sciences which can also help to give historical information. These are such as linguistics and anthropology.

(i) Linguistics

Is the study of analysis of languages, their sounds, structure and formation, and also the relationship between various language groups. This study can lead to a study of relationships of different languages in East Africa. It may indicate the movement and settlement of people. For example, the Bantu speaking societies share similar intonation (sound).

(ii) Anthropology

This is the study of social institutions, detailed examination of cultural beliefs, ideas and tradition.

SELF-CHECK EXERCISES TWO



Section two is over, would you please do the following exercise in order to test your understanding of the previous section.

Write the letter with the best statement in the box on your right hand side.

Check the answers at the back of this booklet.

1. Experts whose main work is to study historical remains are known as:
(a) Anthropologists.
(b) Enthrographists.
(c) Archaeologists
(d) Geologists.
2. Museums are institutions which are established for...
(a) Printing historical books and magazines,
(b) Preserving historical fossils.
(c) Preserving historical information and remains.
(d) Preserving historical events.
3. One of the main shortcomings of oral tradition as a source of historical information is that....
(a) It is difficult to get accurate information.
(b) It is handed down from generation to generation.
(c) It is given through the word of mouth.
(d) It is given by elders.
4. Dr. Leakey discovered the.....of one of the earliest Stone Age men known as Zinjanthropus at Olduvai Gorge in 1959.
5. Which among the following are famous historical sites in East Africa?
(a) Lake Rudolf, Ujiji and Pemba
(b) Lake Eyasi, Lake Rudolf and Kilwa
(c) Ismanin, Isongezi and Lake Eyasi
(d) Bagamoyo, Rusing Island and Lamu

Now that you have finished answering the questions, check your answer against those given at the end of the unit. Make corrections where you missed.

1.1.3 SECTION THREE: RECORDING DATING IN HISTORY

From Section Two of this unit you have realized the methods in which historical information can be obtained. In this the discussion will centre on the importance of dating and recording in history.

What is recording?



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

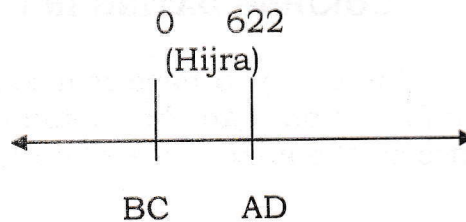
Recording is very important in history. It usually involves two main stages. Firstly, it involves writing down information as you get it through listening, reading or observing. Secondly, it involves sorting, analyzing and interpreting information in order to write the type of history required.

To record history properly, we need a good knowledge of dating. Historians divide time into days, weeks, months, years, decades, generation, 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 events which takes a number of years or centuries, for example, the period of long-distance trade along the East African Coast.

Ages on the other hand, are based on man's economic activity and the type of tools used during that particular age. These ages usually cover a number of millennia, centuries or years, the most common and known ages in history are such as Stone Age, Iron Age, industrial age, Golden age and Nuclear age.

For the purpose of dividing time, a starting date which is 0 (zero) has been chosen. 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 Christ (BC). On the side of the Moslems the starting date is At Hijira, this was when Mohamed fled to Mecca (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 event. The following methods are the main ones:

(i) Changes and Events

Remembering changes and events. Such events may be famine, war, drought, eclipses, heavy rains, epidemics, arrival of strangers, marriages, age group births, deaths, season of planting, weeding and harvesting etc. This methods 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 can also be used to determine dates. Many events and period 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

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 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.

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 date. The following are some of the methods of recording. The figures 1, 2 and 3 below show different methods of recording.

1. Family tree

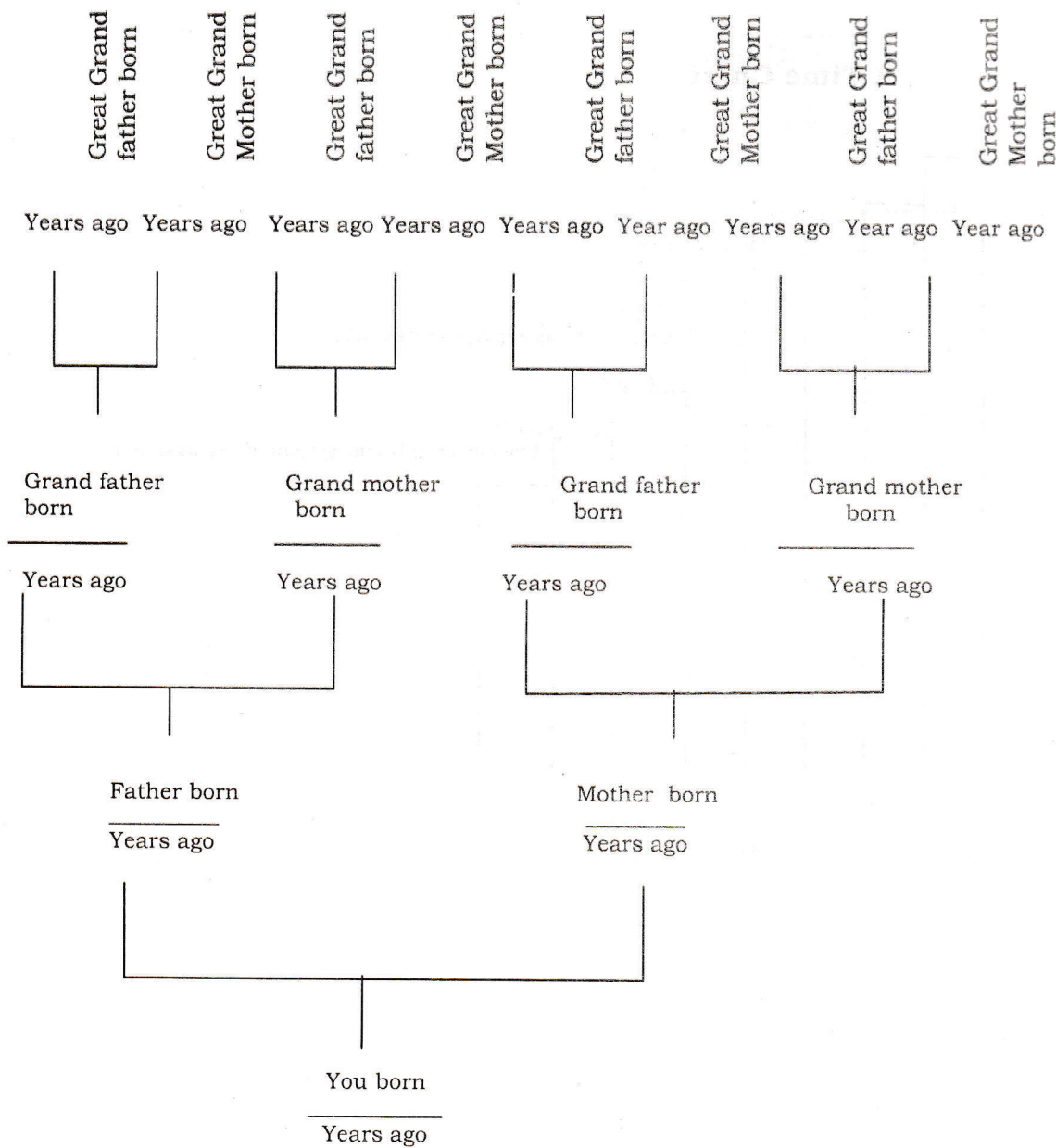


Figure 1: A family tree

2. Time line

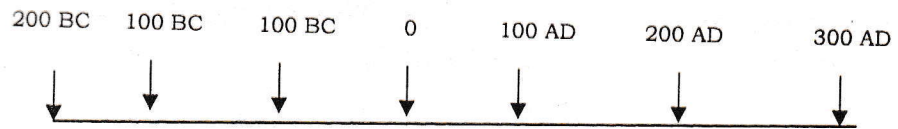


Figure 2: A Time line

3. A Time Chart

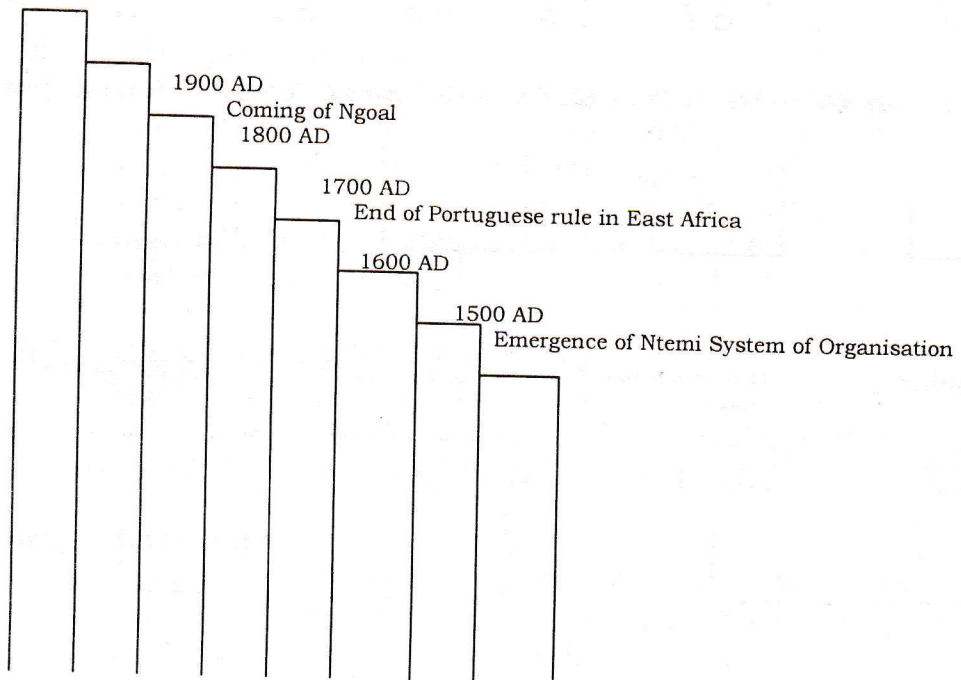


Figure 3: A time graph

4. A Time graph

| 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. |

Figure 4: A Time chart

SELF-CHECK EXERCISE THREE



Section Three is over. Would you please do the following exercise in order to see whether you have got the message.

A: Write the letter with correct statement in the box of your right hand side.

1. In the dating of history a decade and a century differ from a millennium because

- (a) A decade is ten years, a century is one thousand years where a millennium is one million years
- (b) A millennium means one million years while a decade is fifty years and century is one hundred years.
- (c) A millennium is ten years, a decade is one hundred years and a century is ten years.
- (d) A millennium is one thousand years and a century is one hundred years. While a decade is ten years.

()

2. A millennium is a period of

- (a) Ten year
- (b) One million years
- (c) One thousand years
- (d) One hundred years

()

3. The major methods determining dates in history are:

- (a) Changes and events, languages and seasons of planting
- (b) Changes and events, clan and family chronology and laws
- (c) Changes and events, sorrowful events, age groups and weddings.
- (d) Changes and events, climate, clan trees and epidemics.

()

B: 4. Give the meanings of the following words.

- (i) Days
- (ii) Weeks
- (iii) Year.....
- (iv) Decade
- (v) Century
- (vi) Millennium
- (vii) A month
- (viii) A generation
- (ix) A period
- (x) An age

Now compare your answers with those at the end of the Unit. Find how many you have got right and make corrections after re-reading the appropriate section.

Now pause and then prepare yourself to do the Tutor Marked Assignment to your Tutor.

1.1.4 SUMMARY OF THE UNIT



In this first unit, we have defined the concept of history as a study dealing with recording of the past. We have seen that man interacts with colleague in the process of controlling the environment, in the struggle for their survival. In this process, there are many events occurring which have to be recorded so as to enable us to understand the cause for the situations taking place at present. We also learned the importance of recording history as a way of enabling man to understand how the past influences the presents. The sources of obtaining historical information have been analysed, with their values. We have also deals with methods used in dating and recording of history. It is expected that familiarity with these materials covered will enable you to learn the coming materials comfortably.

1.1.5 TUTOR MARKED ASSIGNMENT



Please do the following exercise, and post it to your Tutor for marking and commenting.

1. Discuss the main ways of obtaining historical information.
(20 Marks)
2. Name and describe the five sources of historical information. What are the limits of these sources and why must the sources be handled carefully. **(20 Marks)**
3. (a) What is history?
(b) Show its role in the development of human beings.
(20 Marks)
4. Identify various ways of getting the exact date for different event
(20 Marks)
5. What do you understand by the term recording. With examples, show the importance of dating in recording.
(20 Marks)

1.1.6 KEY ANSWERS TO SELF-CHECK EXERCISE



Exercise One

1. (c)
2. (c)
3. (d)
4. (c)
5. (a)

Exercise Two

1. (c)
2. (c)
3. (a)
4. (b)
5. (d)

Exercise Three

1. (d)
2. (c)
3. (a)

- B:
- (i) Day – a duration of twenty four hours
 - (ii) Week – a duration of seven days
 - (iii) Year – twelve months
 - (iv) Decade – a duration of one hundred years
 - (v) Millennium – a duration of a thousand years
 - (vi) A month – duration of four weeks
 - (vii) A generation – is a life span in a society e.g. Tanzania to day one generation lasts between thirty to fifty years.
 - (viii) A period is a duration of one continuous event which can take a number of years e.g. the period of the long distance trade.
 - (ix) An age is duration of time based on man's economic activity and type of tools used. It usually covers a number of millennia or years e.g. the stone Age. Iron Age and the nuclear Age.

1.1.7 GLOSSARY

Chronology is a series arrangement of something or events e.g. family chronology i.e from child. Mother/father, grand mother/father, great grand mother/father.

Eclipse is an act which occurs when one heavenly body (moon, sun) moves in between another heavenly body.

Equatorial climate is the type of climate which appears along the equator. It is characterised by heavy rainfall, high temperature throughout the year and also has heavy vegetation.

Interlacustrine are those areas around Lakes Tanganyika, Kyoga and Victoria. There were Interlacustrine such as Buganda, Karagwe, Busoga, Bunyoro, Nkole etc.

Nature is something that exists naturally. It not made by man.

Nomadism is a system of moving from place to place mostly done by pastoralists in search for pasture and water.

Property i.e. cattle It is common among pastoral societies i.e (Maasai, Kurya).

Raiding is invading and stealing other people's property i.e cattle.

Terracing is a system of constructing ridged across the sloped of mountains to control soil erosion.

SOME ACRONYMS OF NATIONAL AND INTERNATIONAL ORGANISATIONS AND ASSOCIATIONS

| | |
|---------------|---|
| ACP | African Caribbean and Pacific |
| ADB | African Development Bank |
| AIDS | Acquired Immune Deficiency Syndrome |
| AMNUT | All Muslim National Union of Tanganyika |
| AU | Africa Unit |
| COMESA | Common Market for Eastern and Southern Africa |
| DRC | Democratic Republic of Congo |
| EAC | East African Community |
| EACSO | East African Common Services Organisation |
| EADB | East African Development Bank |
| ECOWAS | Economic Community of West African Status |
| EEC | European Economic Community |
| FAO | Food and Agricultural Organisation |
| IBRD | International Bank for Reconstruction and Development |
| ILO | International Labour Organisation |
| ILO | International Labour Organisation |
| IMF | International Monetary Fund |
| IUCEA | Inter-University Council for East Africa |
| KNCU | Kilimanjaro Native Cooperative Union |
| KNPA | Kilimanjaro Native Planters |
| KCA | Kikuyu Central Association |
| KTPA | Kavirondo Tax Payers Association |
| NAM | Non-Aligument Movement |
| OAU | Organisation of African Unity |
| PAC | Pan African Congress |
| PTA | Preferential Trade Area |
| SADC | Southern African Development Community |
| SADCC | Southern African Development Co-ordination Conference |
| TANU | Tanganyika African National Union |
| UK | United Kingdom |
| TFT | Teachers Federation of Tanganyika |
| UN | United Nations |
| UNO | United Nations Organisation |
| USA | United States of America |
| UTPA | Ukamba Tax Payers Association |
| TPDF | Tanzania People's Defence Forces |
| UPDF | Uganda People's Defence Forces |
| UTP | United Tanganyika Party |

UNIT 1.2

EVOLUTION OF MAN, TECHNOLOGY AND ENVIRONMENT

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1.2.0.1 INTRODUCTION

Dear learner,

In unit one, generally we saw the meaning and importance of history methods used to obtain historical information, importance of recording and dating in history. In this unit you will be studying the evolution of man in Society. This unit deals with tracing the stages involved in the changes of man from the life of other primates. It shows gradual development from the stage of modern chimpanzees to Homo-Sapiens. The unit also shows the Stone Ages passed by man namely Old, Middle and New or Late stone Ages. It also shows different activities that the early man dealt with. This unit, finally, shows the Iron Age and how it changed life of the modern man. The unit is organised as follows:

- Stage in man's evolution
- Early Stone Age
- Middle Stone Age
- Late Stone Age
- Iron Age

1.2.0.2 OBJECTIVES



After studying this unit you should be able to:

- Trace the origin of man.

1.2.1 SECTION ONE: EVOLUTION OF MAN

In this section, the discussion will be on the evolution of man. What is evolution? What is the origin of man?

The Origin of Man

Man came into existence together with other animals more than thirty million years ago (30,000,000). In the beginning, man belonged to the family of primates which includes apes, monkeys and gorillas. These primates lived in troops on trees as well as walking on all four limbs. The forelimbs were used for catching and gripping. The hind limbs were used for standing up on branches or on the ground.

What is Evolution of Man?

Evolution of man refers to gradual changes of man from one stage to another depending on time and environment. The present stage is better than the proceeding stage, for example from using four limbs to two limbs. In other words we can say, evolution a slow change, of life from a lower state of development such as animalism to a modern man.

The early man began to evolve from being huge an appearance closer to chimpanzee to small size. At his small size, there was a gradual change from having plenty of hair to very little hair with scant patches. Then, the early man began to use two hind limbs for walking and standing i.e. BC pedalism. He began to use the two hind limbs in open grasslands as the forests became smaller. He used to stand up to watch out enemies and run away from them. The forelimbs were thus freed. They now could be used for tool making. Thus, the early man experienced a fourth level of evolution, that is, from hunting and gathering to the making and using tools. It is believed that, the making and using of tools, and bi-pedalism or the use of two limbs were accompanied by the development of man's brain. In this way you identify another gradual change which is the change from using no brain to the use of brain. These five changes were very crucial in the evolution of the early man; who, after the evolution began to appear different from other animals.

Stages of the Evolution of Man

From the Biblical and Quranic knowledge it is believed that God created man by using soil. At first God created man and later a woman was created to console from loneliness. These two creatures established social relationships, and this marked the beginning of human families. Up to the 19th century the Biblical and Quranic remained unchallenged. However, the development has led to a different view on the evolution of man. The

discoveries made by Dr. Leakey at the Olduvai Gorge in 1959 provides you with the best examples the stages of the evolution of man. The Olduvai Gorge is located in the eastern arm of the Rift Valley in Northeast Tanzania. Dr. Leakey discovered the skull of one of the earliest ancestors of man, called Zinjanthropus or Proconsul. The earliest ancestor of man was like an ape with the size of modern man. Sometimes, this first stage of the evolution of man is referred to as Apelike man or modern Age. The jaws and teeth were much more like modern man's than like an ape's.

The early creature is called Zinjanthropus. It is a member of a large family of primates called the Australopithethines. Zinjanthropus had reached the state of making and using tools and walking upright. A more developed Australopithethine was Homo Habilis (the skilful man). The fossils of this creature were discovered in Olduvai Gorge by Dr. Leakey and his wife Mary Leakey. Homo Habilis was the first systematic tool maker and had a bigger brain than that of Zinjanthropus. This is why Homo Habilis is believed to be the direct ancestor of modern man. Through the use of the Carbon - 14 method it has been found that Zinjanthropus and Homo Habilis lived about $1\frac{3}{4}$ million years ago. The figure 1 below show the evolution of man.

The appearance of both Zinjanthropus and Homo Habilis marks the beginning of a period in man's history known as Early or Old Stone Age. It is known this way because man's tools were made from stones. There are three Stone Age periods, i.e. the Early or Old Stone Age, the Middle Stone Age, and the Late or New Stone Age. The discussion of the three Stone Age periods will be done in sections two and three.

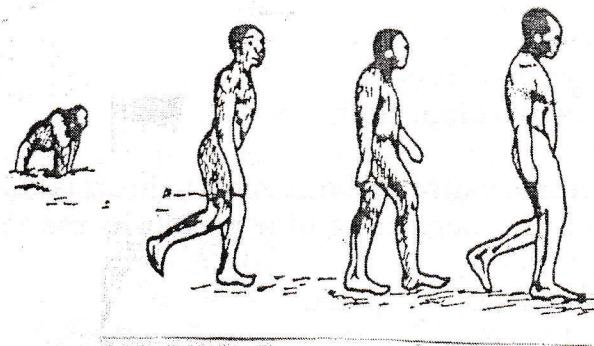


Figure 1: Evolution of Man

Key:

- (A) Modern Apes: Gorillas and Chimpanzee
- (B) Australopithethine Afrikanus (i) Zinjanthropus (ii) Homo Habilis (iii) Homo Sapiens
- (C) Homo Erectus
- (D) Homo Sapiens

SELF CHECK EXERCISE ONE

Complete the sentences 1 - 5 with the best meaningful statements and write the letter in the boxes provided



1. Homo Habilis is believed to be the direct ancestor of modern man because.....
 - (a) his body resembled that of chimpanzee.
 - (b) he had a bigger brain and was a systematic tool maker.
 - (c) he walked on two limbs.
 - (d) he lived in Olduvai Gorge.

2. Most important changes in the evolution of man were.....
 - (a) walking on all four limbs and development of the brain
 - (b) digging up roots and living in large groups.
 - (c) walking on two limbs, making and using tools, and development of brain.
 - (d) walking on two limbs and climbing trees.

3. Olduvai Gorge provides us with the best example in the evolution of man because.....
 - (a) it is found 300 feet deep
 - (b) it is located in the eastern arm of the rift valley in North Eastern Tanzania
 - (c) it had several layers of soil
 - (d) the skull of one of the earliest ancestors was discovered.

4. The name given to the early creature that was discovered at Olduvai Gorge is.....
 - (a) Homo Erectus.
 - (b) Zinjanthropus.
 - (c) Homo Habilis.
 - (d) Australopithethines.

5. The appearance of both Zinjanthropus and Homo Habilis marks the beginning of a period in man's history known as.....
 - (a) Middle Stone Age.
 - (b) Late Stone Age.
 - (c) Early or Old Stone Age.
 - (d) Iron Age.

1.2.2 SECTION TWO: MAN'S TECHNOLOGY

In section one, you saw the discussion on the history of the evolution of man from a state of an animal to a modern man. In this section, you will study the activities of man in the Early or Old Stone Age, the Middle Stone Age, Late Stone Age and the Iron Age. You will find out why these period are so called.

Early or Old Stone Age

In East Africa, the Early or Old Stone Age lasted from 1,750,000 BC up to about 750,000 BC. In this period man was able to make and use very simple stone tools. These tools were mainly chopping or pebble stone tools. Later on he was able to make stone axe after increasing his skills.



Figure 2: Pebble and Chopping 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, man had very low ability in controlling his environment. The main activity of man during the Old Stone Age was hunting and gathering. He was therefore very much dependent on nature for his livelihood. He had to move from one place to another place in search of his food. In East Africa, remains of such tools have been found in Ologesaille, Nsongezi and in the Olduvai Gorge.

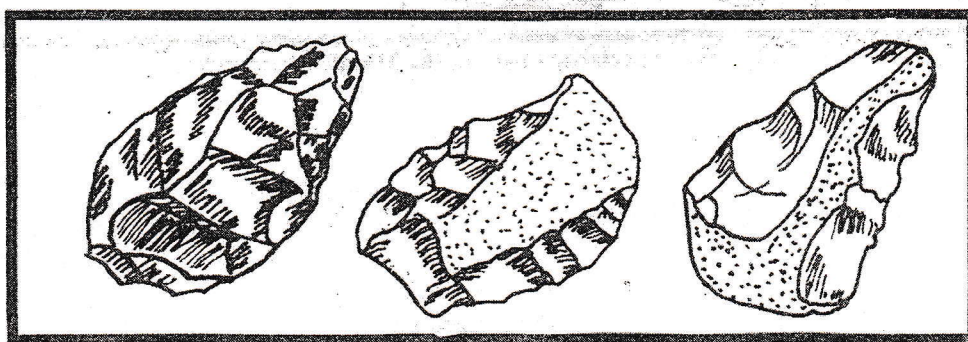


Figure 3: The Hand Axe

During the Old Stone Age period, people did not have permanent shelter. They mainly lived temporarily in caves. That is why men who lived at this period are sometimes called cave dwellers. These caves were usually near sources of water. Men ate raw food because they did not know how to make fire. Their food was mainly meat from animals they killed, fruits and vegetables they could collect. Because of these activities the early men were known as **hunters and gatherers**.

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

- Brain grew in size (this mental development).
- Use of two limbs (bipedalism). Man developed an erect posture by adopting his feet and legs to enable him to stand and walk up right.

The Middle Stone Age

The Middle Stone Age began from around 650,000 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 more handy. 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 fire. The discovery of fire made him change his way of life. With fire man could warm himself instead of living in cold areas. He could roast his food and therefore he increased food variety. Fire enabled man to fell trees easily by burning them. It also enabled him to keep hostile animals away from his shelter. The improvement of stone tools and the discovery of fire therefore increased man's ability to control his environment.

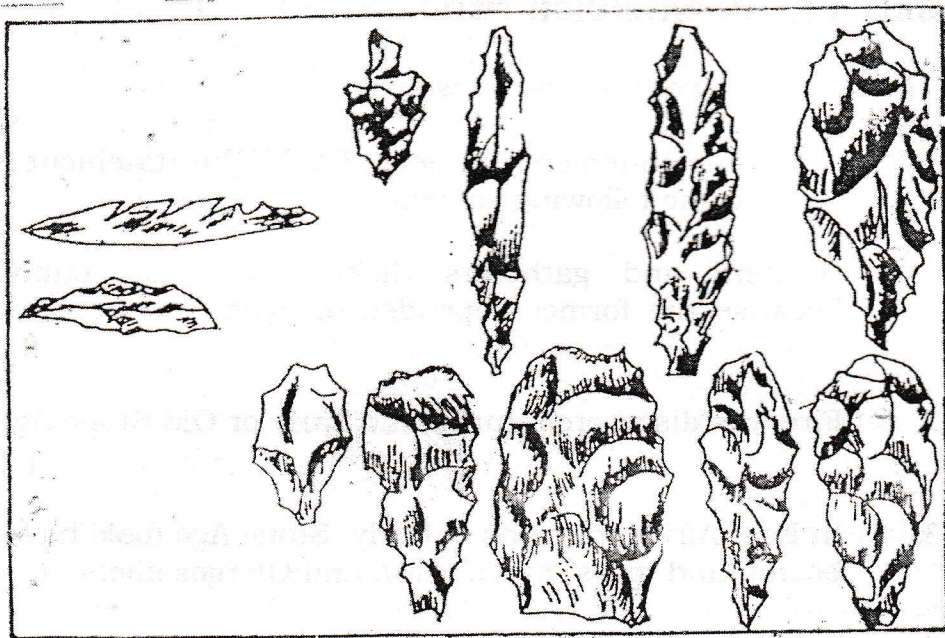


Figure 4 Stone Age Specialised tools of the Middle



Figure 5: Man's ancestor making fire

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

- His size of brain grew bigger
- Man's height increased.
- Development of language which enabled him to transmit ideas.

SELF-CHECK EXERCISE TWO



Now answer the following questions.

Write "T" if the statement is true and "F" if the statement is false against the following sentences.

1. Hunters and gatherers differ from crop cultivators because the former depended on what nature provided. ()
2. Fire was discovered during the Early or Old Stone Age ()
3. In East Africa, remains of Early Stone Age tools have been found in Nsongezi, Kilwa and Olorgesailie. ()
4. Pebble is the name give to the early simple stone tools. The Middle Stone Age began from around 650,000 BC to about 50,000 BC. It was an important period in history because man was able to improve his tools ()

1.2.3 SECTION THREE: THE LATE OR NEW STONE AGE AND THE IRON AGE

In section two, you saw man's activities during the Old and Middle Stone Age periods. In this section, the discussion will be on man's activities during the Late or New Stone Age and the Iron Age.

The 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, -i.e 1000 A.D the tools were still largely made of stones but they were far better than those of earlier periods.

Fossils 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 marks the beginning of settled communities. In areas such as Kondoa 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.

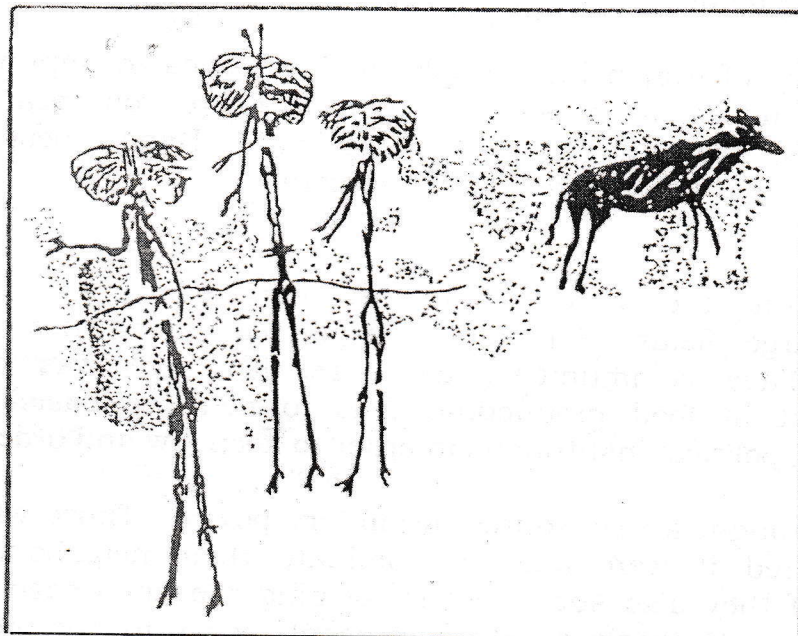


Figure 6: Ancient rock paintings in Kondoa District, Tanzania

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 child bearers primarily. 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 organisation, 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.

The Iron Age

In most parts of Africa, Iron Age is believed to have started during the first millenium AD - i.e. 1000 AD. 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 Mwanza 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 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 who first mastered it were able to dominate 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, at first local and then long-distance trade. All this together with the growing size of the population called for more complex forms of political organisation.

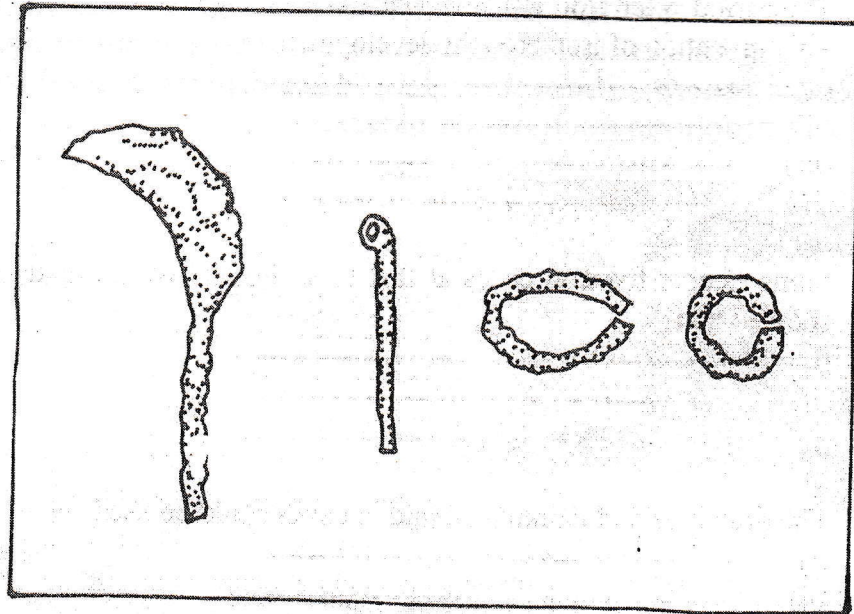


Figure 7: Iron Implements

Effects of Iron Technology

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 migrations 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 man depended almost entirely on nature. This was because his tools of production were very slowly developed. People just met in hunting and sharing 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, their major means of production, was communally owned. Agricultural activities bound members of a family or clan together. Such types of relations are characteristic of a communal society.

Early agricultural societies had the potential to produce surplus. This was due their advanced mastery over nature. Here chances existed for some members of the society to live on the sweat of others. These were people performing special social duties and functions such as the elders.

SELF CHECK EXERCISE THREE

Please do the following exercise to check whether you have understood the unit.



1. Fill in the blanks with words which are related to what you have learned in this unit.

(i) The period when iron was invented and used is known as the

(ii) This invention of iron brought development in

(a) -----

(b) -----

(c) -----

(d) -----

(iii). Some people lived in caves at that time. Fossils were found in caves and these showed that.....

(a) -----

(b) -----

(c) -----

(iv) The drawings and paintings found in caves could be used for

(a) -----

(b) -----

(c) -----

2. What were man's technological innovations during:

(i) The Early Stone Age

(ii) The Middle Stone Age

(iii) The Late Stone Age

(iv) The Iron Age

3. Instructions

Study the puzzle below carefully. Each of the lines 1 to 11 can be filled with one word using the clues below the puzzle. The numbers of the lines correspond to the numbers of the clues provided. Write the required word for each line of the puzzle. Number 1 is given as an example i.e. EVOLUTION (9 letters).

| | | | | | | | | | | | | | |
|----|---|---|---|---|---|---|---|---|---|--|--|--|--|
| 1 | E | V | O | L | U | T | I | O | N | | | | |
| 2 | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | | |
| 7 | | | | | | | | | | | | | |
| 8 | | | | | | | | | | | | | |
| 9 | | | | | | | | | | | | | |
| 10 | | | | | | | | | | | | | |
| 11 | | | | | | | | | | | | | |

Clues

1. A process of slow change, changing stage by stage and every stage is better than the proceeding one (9).
2. The ancestor of modern man (11).
3. Name of a place where there is evidence of settled life showing paintings and drawings of the early people (12).
4. Name given to early simple stone tools (6)
5. Famous early iron site in East Africa (8)
6. Name given to early the creature discovered at the Olduvai Gorge (13)
7. One of the most important use of spears and arrows during the Middle Stone Age (8)
8. Name given to a group of the earliest man, apes, monkey, gorillas who used to live on trees and walk on all fours (8).
9. A place, in East Africa where pebbles have been found (8)
10. A famous archaeologist who discovered the skull of the earliest man at Olduvai Gorge in 1959.
11. A name of a creature that was closer to earliest man by having huge body covered with a plenty of hair. (10).

When you have finished answering the questions of the self-check exercise, check for the answer at the end of this unit.

1.2.4 SUMMARY OF THE UNIT



In this unit you have learned that the process of change of man from one stage to another was slow process. That is to say evolution of man in society from the state of animal to modern man has been a process. The change of environment forced man to adopt to life in the grassland. The process of the evolution of man in society went together with improvement for better life. This process took millions of years from its beginning.

The Iron Age, helped to improve tools, they made iron spears, arrow heads, axes and hoes, the use of iron increased food production leading to permanent settlement, increase of population and political institutions. It is important to conclude that there were variations in the evolution of man due to geographical and environmental factors in different areas.

1.2.5 TUTOR MARKED ASSIGNMENT



Please do this assignment and post it to your tutor for marking and comment.

1. How did the discovery of iron lead to the changes in the lives of most people in East Africa **(20 Marks)**

2. (a) What is evolution?
(b) show how the changes in environment helped in the process of evolution of man **(20 Marks)**

3. "Discovery of fire was a turning point in the development of man". Discuss **(20 Marks)**

4. Explain the meaning of the following terms: Homo erectus, Homo Habilis, Homo Sapiens. **(20 Marks)**

5. Describe the advantages of the following to man: fire, keeping animals, using iron tools. **(20 Marks)**

NOTE: Make sure that you have written your name correctly with your student's registration number. Don't forget to write the name of the course (History) and the unit and module you are answering. After satisfying that it is the best you could do, post the work to your tutor.

1.2.6 KEY ANSWERS TO SELF-CHECK EXERCISES



Exercise One

1. (d)
2. (d)
3. (b)
4. (c)

Exercise Two

1. T
2. F
3. F
4. T
5. F

Exercise Three

1.
 - (i) Iron Age
 - (ii) (a) Tool, (b) ability to master environment, (c) production of food, (d) making settlement.
 - (iii) (a) Different tools, (b) people settlement, (c) doart
 - (iv) (a) teaching (b) decoration (c) religions
2. Major technological innovations during
 - (i) Early Stone Age man was able to make and use of simple tools (pebbles) such as hand axe which was used for killing, skinning and cutting animal flesh, for digging roots and self defence.
 - (ii) Middle Stone Age
Using other materials such as wood and boxes combining them with stone tools, they were made sharper e.g spears, arrows, knives, needles for chopping, digging and stabbing. Discovery of fire man was able to warm himself, cook his food, fell trees, bum bushes, and introduce smoke into the animal holes so that animals get confused.
 - (iv) The late Stone Age – tools were far better improve, people started to live together, development of agriculture after seeds of fruits eaten and left buried were growing others stated to tame animals.

- (iv) Iron Age tools were improved, hence more food was produced because they could clear bigger areas and cultivate larger fields.

Able to make spears, arrow heads, axes and hoes, in short people increased their ability to master environment.

3. ANSWERS TO THE PUZZLE

1. EVOLUTION (Example)
2. HOMO HABILLS
3. KONDOA IRANGI
4. PEBBLE
5. ENGARUKA
6. ZINJANTHROPUS
7. STABBING
8. PRIMATES
9. NSONGEZI
10. DR. LEAKEY
11. CHIMPAZEE

1.2.7 GLOSSARY

Nomadism It is a system of living where people keep on moving from place to place. This is mostly done by pastoralists in search for pasture and water.

Equatorial climate This is the type of climate found along the Equator. It is characterised by heavy rainfall, high temperature throughout the year, and also has heavy vegetation.

Eclipse Is an act which occurs when one heavenly body (moon, sun) moves in between another heavenly body

Terracing Is a system of constructing ridges across the slope of mountains so as to control soil erosion.

Raiding Is invading and storming other people's property i.e. cattle for the purpose of increasing their herd. It is common among pastoral societies i.e. (Maasai, Kurya).

Chronology Is a serial arrangement of how events happened e.g. family chronology i.e. from child, mother and father, grandmother, grandfather, Great grandfather and mother.

Interlacustrine Those areas around Lakes Tanganyika, Kyoga and Victoria. They include such areas as Buganda, Karagwe, Busoga, Bunyoro, Ankole etc.

Nature The physical world and all the living things in it. It is not made by man.

UNIT 1: 3

EARLY DEVELOPMENT OF ECONOMIC ACTIVITIES AND HUMAN INTERACTION

CONTENTS

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1.3.0.1 INTRODUCTION

The development of African societies and its economic activities were very much affected by the development of iron technology. This technology led to the improvement of agriculture and other economic activities as the people improved their working tools from stone tools to iron tools.

1.3.0.2 OBJECTIVES



The aim of this unit is to provide a clear picture of early development of economic activities and human interaction.

After completing reading this unit, you should be able to:

- Define development and economic activities.
- Explain the background of iron technology and development of agriculture.
- Define trade and trace its development in pre-colonial African societies.
- Explain the organization and effects of long distance trade in pre-colonial African societies.
- Explain types of technologies that existed in pre-colonial African societies such as:
 - Handcraft
 - Mining
 - Industries

1.3.1 SECTION ONE: IRON TECHNOLOGY AND THE DEVELOPMENT OF AGRICULTURE AND PASTORALISM

In this section, you are going to learn what development means, the development of Iron Technology; and how iron technology helps the development of Agriculture and pastoralism in Africa.

Development in human is a many sided process. At the level of the individual it implies increased skill and capacity, greater freedom, creativity, self discipline, responsibility and material well being. Development can also defined as the increased capacity to control the environment. Further more, development is a process of change for better life. As such there are various ways we can express what we mean by development.

Development and Iron Technology

Man learnt how to make iron tools about 300 BC. In Africa the knowledge of making and using iron tools developed at different times in different places. It is believed that the first people to make and use iron tools were the people in Egypt and Ethiopia around 600 BC. Around 200 BC, Meroe and Axum in Sudan, and the Nok area in West Africa had become important iron smelting centres. By the beginning of the Christian Era, the using iron was already known in many parts of East, West and Central Africa. For example, in West Africa, iron technology was spread around Fouta Djallon plateau and along River Niger. While in Southern Africa, the Venda people of Northern Transvaal, the Mashona of Zimbabwe, the *Manganja* people of Malawi and the people around the Kalambo Falls in Zambia adopted iron technology.

The use of iron was very important in the development of African societies. Iron technology helped to make better tools and weapons. From iron they could make spears that were sharper than those made from stones. Hoes and axes were stronger and sharper than wooden ones. The use of these iron tools and weapons led to the development of crop cultivation, the domestication of animals, and handicrafts. As a result, people established more permanent settlements. They could now clear larger areas of woodlands for settlement and cultivation. They were able to defend themselves and their livestock more efficiently. The increase in food production supported larger populations. Hence, the need for social organisation for keeping law and order. The figure below shows the places where iron was discovered.

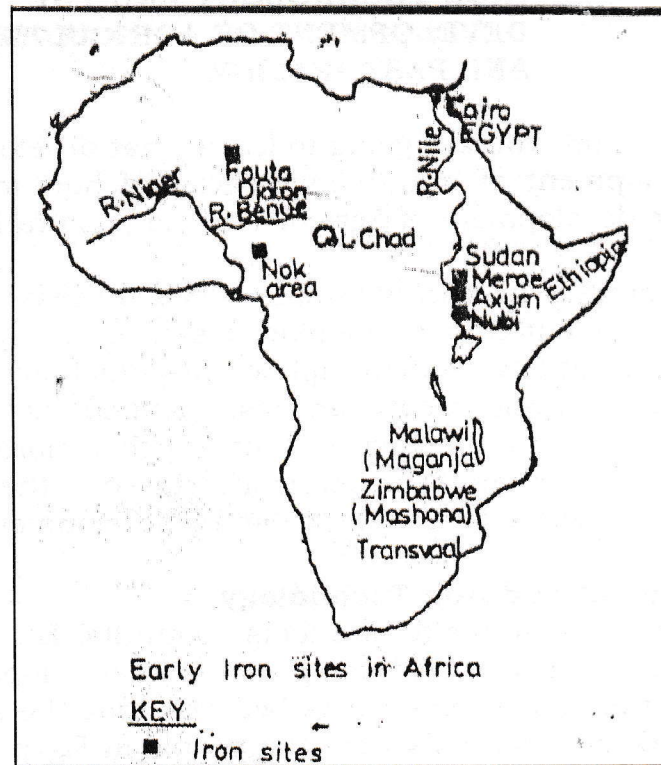


Figure: 1 Early Iron Sites in Africa

It is believed that in Africa, agriculture and pastoralism started about 600 BC. The earliest crops to be cultivated were mainly cereals such as sorghum and millet in savannah regions. There is evidence that an African variety of rice was first grown in the region of the middle Niger as far back as 1500 BC. People in the highland and forest regions on the other hand grew perennial crops such as fruit trees, potatoes, yams, cassava and sugar cane. Figure 2 below shows some iron implements.

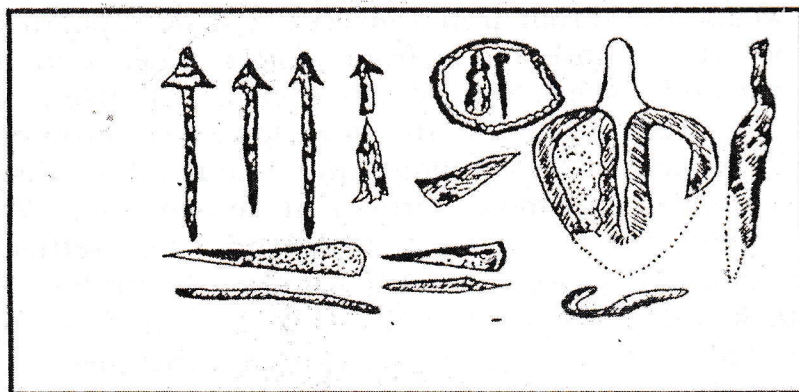


Fig.2: Some iron implements

Crop and animal husbandry was an important turning point in the history of man. The experience, knowledge and technological skills enabled him to explore and exploit natural resources. In some parts, people improved their supplies of food by adopting crop rotation, some by applying manure, and some by moving their agricultural activity to virgin land. Still others improved their food supplies by adopting irrigation.

Some people lived by keeping animals such as the Fulani of West Africa, the Galla and Somali of North East Africa, and Maasai of East Africa. Kept livestock included cows, sheep, goats, horses and camels. Furthermore there were people who practised both crop and animal husbandry.

Agricultural Development in East Africa

In East Africa Agriculture was divided into three types, namely crop cultivation, pastoralism and mixed farming.

(a) Crop Cultivation

There were two types of crop cultivation that is: Shifting crop and permanent crop cultivation.

Shifting crop Cultivation

Shifting crop cultivation is a system of agriculture where by a peasant clears a new land every year 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, cow pears, sunflowers, castor cassava, maize and rice. It was mainly practiced in Tropical grasslands (steppe).

In shifting cultivation, men 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 crop. 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. Tse tse flies

infested livestock with a disease known as Nagana (trypanosomiasis). They also infested people with sleeping sickness. Below is the figure showing the people practising shifting cultivation.



Figure 3: Shifting Cultivation

(a) 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, 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 to 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.

(b) Pastoralism

Pastoralism is a system of keeping animals for the purpose of obtaining milk, meat and manure. Pastoralism was practised in arid or 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. The figure below shows the Maasai with livestock.



Figure 4: The Maasai, with his livestock and settlement

Note the Maasai Manyata in the background

(c) 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. Good examples of societies that practise 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.

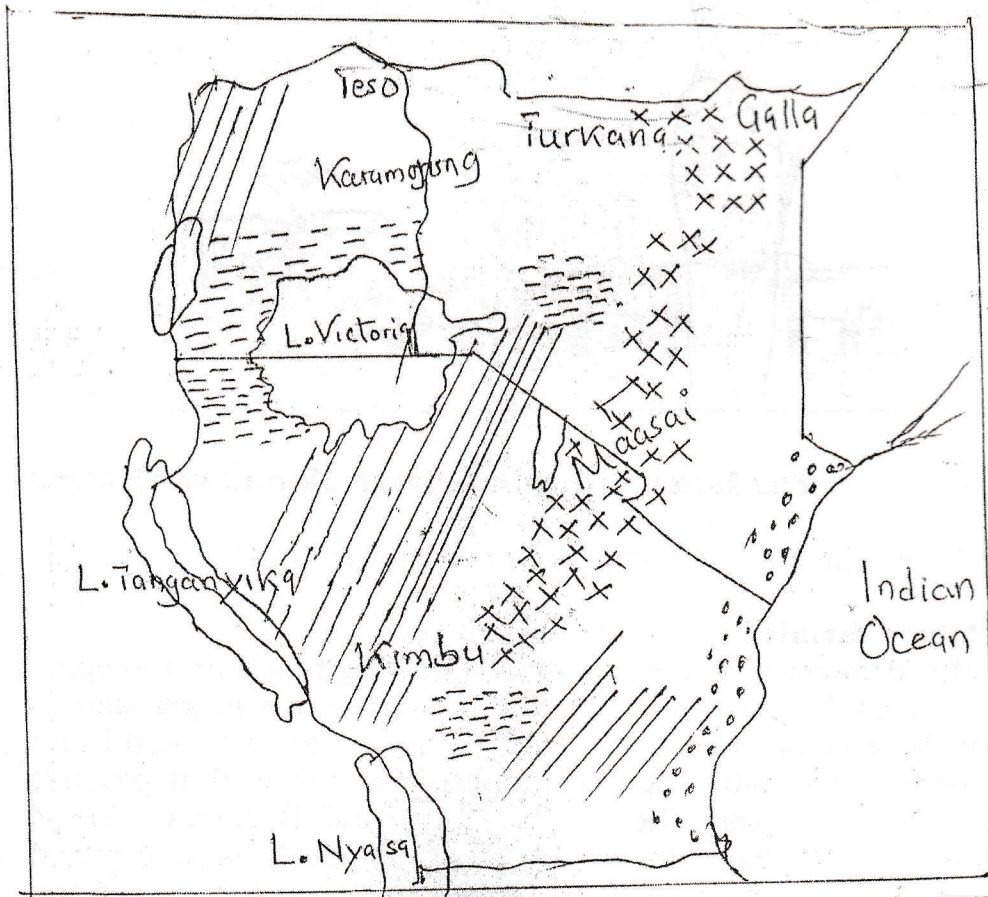
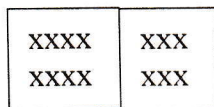


Figure 7: Long distance Trade in Central and East African



Semi-desert (dominated by pastoralism)



Areas wet throughout the year (dominated by permanent crop cultivation)



Coastal areas and most of Uganda



Savannah areas (mixed farming)

Climatic regions of East Africa and the dominant activities they practised. Source: Producers of this study material.

SELF CHECK EXERCISE ONE

Answer the following questions



1. Why did the pastoralists migrate from time to time?

2. Mention three major types of agriculture in East Africa.

3. Name two areas where permanent agriculture was practised.

4. Which environment favoured mixed farming?

When you have finished doing the self-check, check your answer against those given at the end of the unit. Correct your mistakes if you find mistakes.

1.3.2 SECTION TWO: DEVELOPMENT OF HANDICRAFT INDUSTRIES

Introduction

In section one, you have studied and seen how iron technology determined the development of agriculture in pre-colonial African societies.

In this section, you are going to learn the development of handcraft industries in pre-colonial African societies. Better animal keeping and farming methods increased man's food production. This promoted specialisation in economic activities other than agriculture. The following different types of handcraft industries emerged:

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

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, eg burning special reeds.
- (ii) By trapping sea water.
- (iii) By mining salt from salt bearing rocks.
- (iv) By boiling and evaporating the underground spring water containing salt.

Traditional Methods

Traditional method of obtaining salt was the process where by salt was obtained from a variety of 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. The Manganja living around the Shores of Lake Nyasa provide a good example.

Trapping sea water

This method which slightly resembles the one above was developed along the coast. Here, sea water was trapped into pans and left to evaporate by solar power. After then, this salt crystals were collected ready for use.

Mining salt from the rocks

The third method was to mine salt from salt bearing rocks. Examples of such mining activities were at Taghaza, Bilma and around lake Chad, Bangweulu and along River Luapula in Central Africa.

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.

Copper Mining and Processing

Among the earliest mineral mining activities was that of copper. 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 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.

The Iron Industry

The art of making iron was one of the most important discoveries which shaped man's social and economic development. Those involved in this industry were called **blacksmiths**. 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 fanning the live-charcoal beneath. Iron was then shaped into different tools such as arrow-heads, knives, spear-heads, axes and hoes.

The knowledge of Iron Industry was kept in all societies practising it. This was 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 among:
- (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 Djalon plateau and along River Niger in West Africa,
 - (f) The Nubians of Sudan along the Nile in the Horn of Africa.
 - (g) The Fipa in the present day Rukwa region

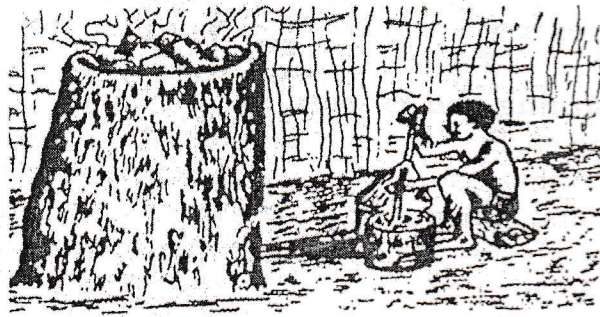


Figure. 5: Traditional blast furnace with bellows

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 Mashonaland, 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.

Other handicrafts

Side-by-side with the iron-industry grew other handicrafts industries. Among the agriculturists 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

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 game was caught using snares or traps at other times animals were hunted by using dogs, spears and arrows.

Labour under Handicraft Industries

A brief examination of the technology employed in early mineral mining and processing reveals exploitative relations of production. When the shaft method was used to obtain 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 quartz by means of a hoe. These were brought to the surface in calabashes tied on rope. Quartz 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. Further more, the techniques involved were rudimentary and gold mining was a dangerous undertaking 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.

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 King's 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.

SELF-CHECK EXERCISE TWO



Now take time to answer the following exercise questions. Be serious in answering them without looking for answers in the next text. Only after you have your best, you can compare your answers with those, given at the end of the unit.

1. Why was the knowledge of iron working kept secret in all African societies?
.....
.....
.....
2. Mention two areas in Africa where copper mining and processing was taking place.
.....
.....
.....
3. List down six examples of African Societies which dealt with iron smiths.
 - (i)
 - (ii)
 - (iii)
 - (iv)
 - (v)
 - (vi)

1.3.3 SECTION THREE: THE GROWTH OF TRADE

In this section you are going to discuss the development and trade in African societies.

The Development of Trade and Human Interaction in Pre colonial Africa

Man's primary objective in production is to meet the basic needs. The process of production in any society is social by nature; that is, collective effort is necessary for production to take place. Normally, social units cannot produce their entire basic requirement. They are not self-sufficient. Social units produce a good proportion of what they consume and meet the remaining needs through exchange with other social units. This is where the significance of social division of labour lies. The pastoralists have to interact with the cultivators and agriculturists with the craftsmen. On the basis of this social division of labour, goods are exchanged between producers, exchange usually took place either directly through barter or took the form of giving and receiving presents. The latter form of exchange was intended to cement existing social bonds, for example the payment of dowry.

The internal exchange within a given society as seen above aimed at enabling people to obtain essential use-values that they could not produce themselves. The transactions involved are not for profit making. A peasant who took his grains to the market to obtain a bark-cloth was not after profit. Similarly a person who exchanged his chicken for grains or honey was not in search of profit. In either case those involved exchange one use-value for another. Their engagement in exchanges for use-value was normally secondary to their major economic activities. As exchange systems continued, over a long period, there was development of Long Distance Trade

The Development of Local and long Distance Trade

As societies developed, there emerged groups of people who specialised in trade. Their major activity was to buy goods from producers, not for immediate consumption, but rather in order to resell them later at a profit. What has been wrongly called long "distance trade" falls in this category. In this type of social activity, transactions were geared for profit-making. A salt trader exchanged salt for hoes not because he wanted to use the hoes in cultivating crops but in order to resell them at a profit later. A peasant who exchanged his grains to obtain livestock (goats, sheep, cows) was engaging in trade also. In most cases, livestock was a store of wealth to be consumed later or to be resold at a profit. In this category, fell groups of professional

traders among the Yao, Chewa and Bisa of Central Africa, the Imbangala and Vimbundu of Angola and the Dyula merchants and Muslim traders of West Africa. These were professionals in the sense that trade was their major occupation.

The emergence of professional merchants led to the introduction of media of exchange (money). The media of exchange took a form of salt, cowries, pieces of copper and gold. The long distance trade in Africa mainly operated in the following areas.

- (i) the long distance trade in Central and East Africa,
- (ii) the long distance trade in North East Africa,
- (iii) the long distance trade between North Africa and West Africa e.g. Trans-Saharan trade.

The Development of Long Distance Trade in Central and East Africa

Generally speaking, trade was an extension of the local trade discussed above. The long distance trade in Central Africa between communities was developed by the seventh century, A.D. The Mashona exported gold to the Venda in exchanged for Iron-ware. They also exchanging gold for copper from Katanga dating about 620 AD.

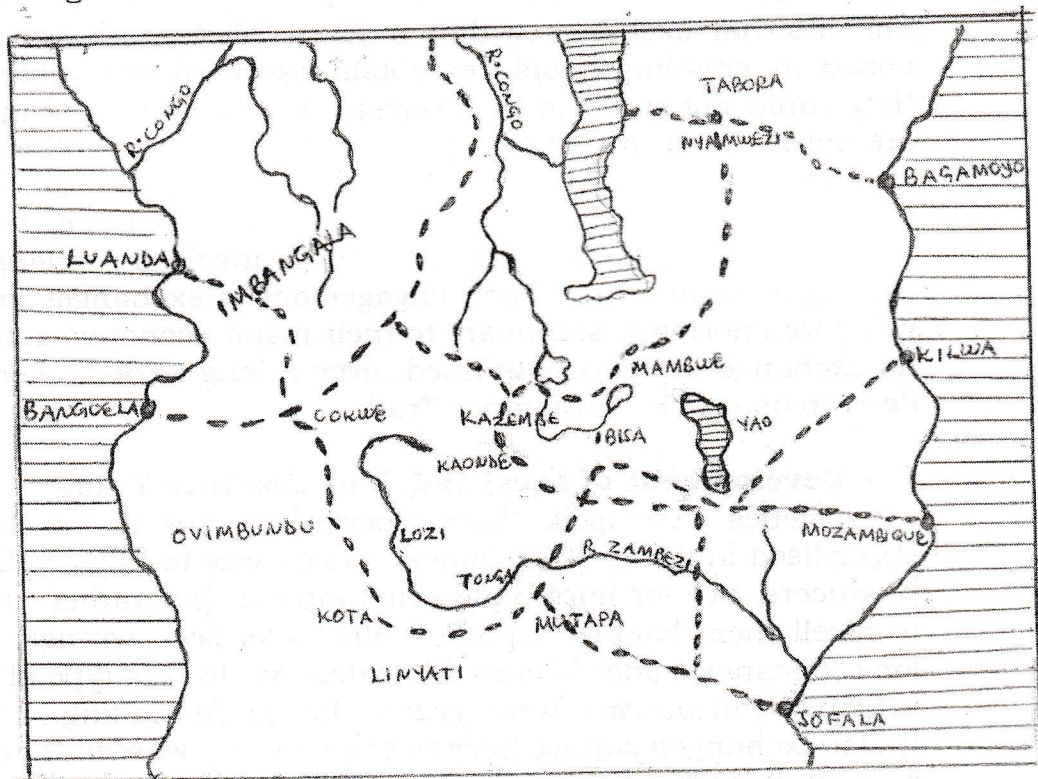


Figure 6: Climatic regions of East African and the dominant activities they practised. Source: Producers of this study materials

Key:

----- Major Trade routes central and East 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 tenth 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 Central and East Africa up to the End of the 19th Century

- (i) In the beginning it induced new industrial and commercial knowledge.
- (ii) 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, e.g. experiences in diseases, iron working, worshipping, taboos, ways of ruling and organizing government army.
- (iv) Growth of some powerful kingdoms, example, the Buganda, Nyamwezi, Hehe, Kazembe, Mwanamutapa etc.
- (v) Other Kingdoms were collapsing, example Kazembe and Maravi Kingdoms.
- (vi) Different races through mixed intermarriages in the interior where some towns grew of some towns, example Ujiji, Tabora, Kotakota, Karonga, Mpwapwa, Urambo etc.
- (vii) The routes used, in this trade were the ones used by the explorers, missionaries and merchants again by colonizers to establish colonial rule and now they are the ones with the Coast with the exception of the Southern route (Yao route).

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 Meroes, 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 can be easily identified. These are from the south 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 and salt were also among the major commodities involved.

- Within the savannah belt, both crop and husbandry were highly developed. Here 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 handicrafts 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 hand.

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 4th century AD.
- (3) The conquest of North Africa by the Arabs. North Africa was conquered by the Arabs between 641 and 708. This increased the use of camels in North Africa and the Sahara.
- (4) Political developments taking place between 7th and 16th century. Rulers of the kingdoms that developed around that time promoted the Trans-Saharan trade such kingdoms were Ghana, Mali and Songhay. They did this by providing security freedom to traders.

Commodities

From Europe and Muslim North Africa came manufactured goods, such as textiles, woollen garments, metals such as brass, copper, silver and tin. From the North came also horses.

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 cowrie and later on, French franc and then Spanish and Australian dollars.

The Main Trade Routes

There were three main basic trade routes. These were:

- the Western trade route
- the Eastern trade route
- 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 10th to 11th century.

(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 the Timbuktu. It was dominant from 14th to 15th 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 17th century up to 2nd half of the 19th century.

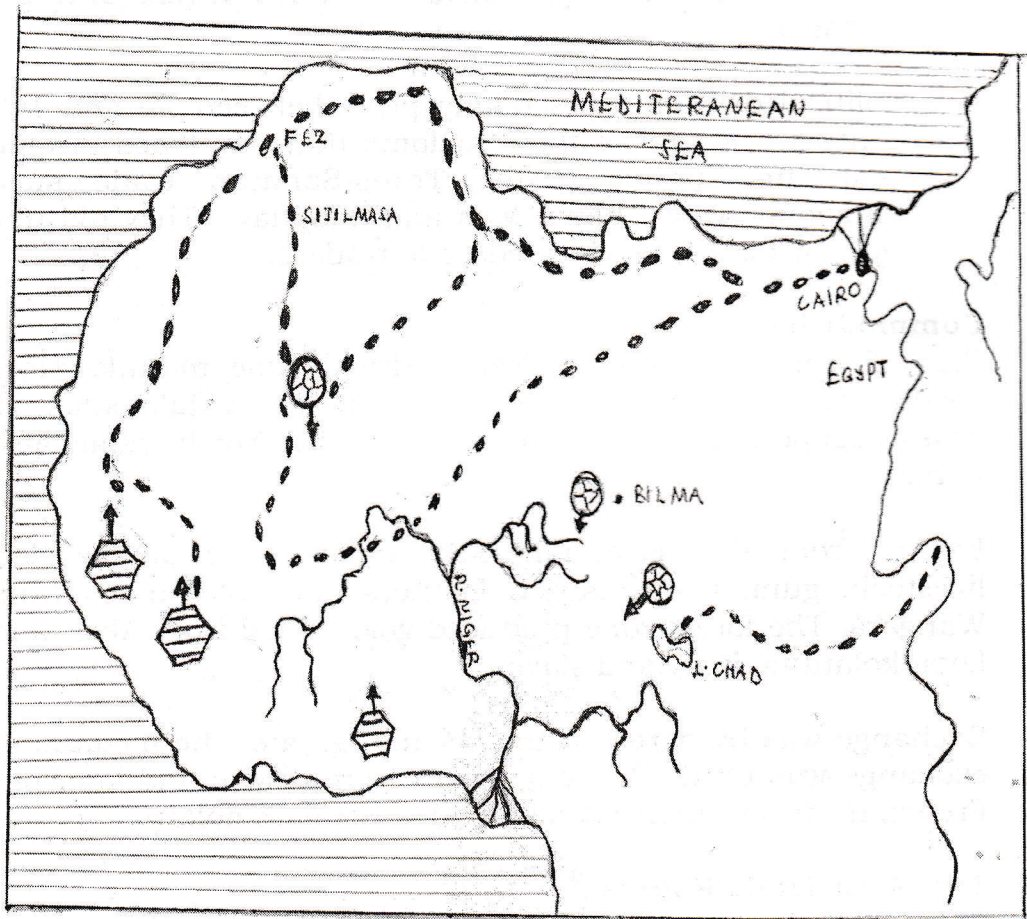


Figure 7: Major trade routes in Western Sudan

Factors for the Decline of the Trans-Saharan Trade

- (i) the penetration of the European traders from West Africa Coast from the 16th century example Portuguese,
- (ii) Introduction of the Islamic religion (Religious wars of Jihads). A lot of people were fighting, to be a Moslem or be away from the religion.
- (iii) The establishment of the slave trade across the Atlantic Ocean to the North America,
- (iv) Invasion of Almoravids people in the Western Sudanic Empires.

STRUCTURE OF THE COURSE

This course which is in Modular format consists of two parts Namely Stage I and II. Each module carries a topic and consists of a number of Units. The content of the course has been presented into modules and units.

TEWW H₁ and TEWW H₂ whose long forms are Taasisi ya Elimu ya Watu Wazima History Stage I and II respectively consist of a number of modules and units.

There are 9 modules for the whole course consisting of 19 units as enumerated below.

Stage I (form I and II equivalent) has a total of 5 modules:
Module 1 - 3 is form one equivalent and has 6 units.
Module 4 - 5 is form two equivalent with - 4 units.

Stage II (form III and IV equivalent) has a total of 4 modules and 9 unit:

Module 6-7 (from three equivalent) with - 5 units.
Module 8-9 (from form four equivalent with - 4 units.

Study Guidelines

At the beginning of each module you will find.

- An introduction to the module;
- Module objectives
- A list of units within a module and in each unit there is an introduction to the unit and objectives.
- Self evaluation exercises for each unit.
- Tutor marked assignment for each unit. (This is to be sent to your Tutor for marking).
- Module test which will be done at the end of each module.

Learning Tips

Here are some guiding instructions for you. Please read them very carefully before you start studying the unit.

The materials have been developed for learners who will work alone. When setting aside time to study, choose the time of day when you are:

- As free from disturbances as possible;
- Least likely to be tempted to do other things; and
- As alert as possible.

Remember to plan your studies. For this you need to draw up a regular timetable. Once you draw up your timetable, remember to follow it strictly. One thing you should remember is to allow time for rest. It is not a good idea to work for several hours without a break. We suggest you try planning your work in periods from thirty minutes to an hour, taking a five - minute break between sessions.

Read through the whole unit first. Then read it again thoroughly. Note the text questions and activities in the unit because they are very important. They are put in to guide you and to make you think as you continue reading.

After every section make sure that you pose and do the self - check exercise. They help you to check whether you have understood the section or not. At the same time they prepare you step by step for the assignment for submission. .

Tutor Marked Assignments

Tutor Marked Assignments are the questions you find at the end of each the unit. You are required to answer them and send them to your tutor for making and any other comments.

The following are some guidelines, which will help you to do the assignments:

- Read the questions very carefully. Make sure you understand what the questions require.
- Go back to the particular section and take note of points leading to the answers.
- Write the answers in the workbook provided.
- Wherever possible, draw a diagram to support your answers. Diagrams give clearer answers than words.
- After you have finished answering the questions, read through the answers again carefully.
- Check the spellings and check whether the number of answers correspond to the number of the questions.
- Lastly, send your work to your tutor by posting or by taking it there yourself if possible.

SYMBOLS

The following symbols will be used in the study:



This symbol tells about the objectives



This symbol tells you that this is a self-check exercise to help you check if you have understood the unit.



This symbol tells you to look back through the unit, read the section and again make the summary.



This symbol tells you that this is a Tutor marked Assignment which you have to do and send to your Tutor for making and commenting.



This symbol gives you the key to answers for self-check exercise and post test.



This symbol tells you to take note



This symbol tells you that it is a Self assessment question (SAQ) Question.

Lastly, I assure you that we will always be ready to help you in solving any difficulties you may have in your course. Try to solve the problems on your own first. If you find that you cannot ever come them by yourself, write a note to your tutor, attach it to the workbook of the unit you are working on and send it together with the completed work.

I hope you will enjoy studying the units and that you will complete the History subject successfully in order to undertake your National Form Four Examination in History.

Now, let us start with unit one.

Impacts or 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 ~~and~~ 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 also 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) Again Trans-Saharan trade accelerated the spread of Islam in Western Sudan. The traders were also evangelists and teachers of Islam literacy also developed.

SELF-CHECK EXERCISE THREE

Answer the following questions



1. What was the Trans-Saharan trade?

2. Mention one area in Africa where the trade routes spread to different parts of Africa.

3. Name three tribes in Central Africa who were involved in the long distance trade.

4. Mention three main trade routes in the Trans-Saharan trade.

5. What is the difference between local and regional trade?

6. Write True or False against the following statements:

(i) Development implies an increased skill and capacity, greater freedom, creativity, self-discipline and responsibility (.....)

(ii) Meroe and Axum were famous rock painting site in Africa (.....)

(iii) Hunters and gatherers differed from crop cultivators because the later reaped what was produced by nature (.....)

(iv) The Trans-Saharan trade was the main factor for the rise of Ghana, Mali and Songhai empire (.....)

(v) Chiefs in West Africa participated in long distance trade in order to get women and power (.....)

When you have finished doing self check exercise, check for the answer at the end of this unit and see if you have got the right answers.

1.3.4 SUMMARY OF THE WHOLE UNIT



Pre-colonial African societies became more skilled through iron technology and specialised in different forms of food production. African societies tended to settle in areas best suited to their needs. Many African societies relied upon both agriculture and pastoralism, while trade and industries between the agriculturists and pastoralists enabled many African societies to benefit from both types of economic activities. The efficiency of the economic activities depended very much on the development of iron technology.

1.3.5 TUTOR MARKED ASSIGNMENT



Do this assignment in the Work Book provided.

Account for the development of Trans-Saharan trade in West Africa. **(20 Marks)**

- (1) Briefly, explain the shifting crop cultivation that was practiced in East Africa. **(20 Marks)**
- (2) Explain how the long distance trade in Central Africa was developed. **(20 Marks)**
- (3) What were the effects of the Trans-Saharan trade to the West African Societies? **(20 Marks)**
- (4) List down four methods of obtaining salt **(20 Marks)**

Now check if you have.

- (i) answered correctly
- (ii) written your name on the Work Book
- (iii) written your number and title of the course and number of the Unit.
- (iv) show you address fully and accurately.
Post the Work Book to your Tutor for marking.

1.3.6 KEY ANSWERS TO THE SELF-CHECK EXERCISES



Exercise One

1. The pastoralists migrated from time to time in search of water and pasture.
2.
 - (i) Crop cultivation
 - (ii) Pastoralism and
 - (iv) Mixed farming
3.
 - (i) In West and North West of lake Victoria
 - (ii) In the areas around the highlands region such as Central Kenya highlands around the Kilimanjaro, Meru and Usambara highlands

Exercise Two

1. The knowledge of iron-working was kept secret in all societies because they wanted to maintain the monopoly of the black-smiths.
2.
 - (i) West Africa
 - (ii) Central Africa
1. Example of Africa's Iron Smiths were:
 - (i) The people of Fouta Djallon plateau and along river Niger (West Africa).
 - (ii) The Venda people Northern Transvaal (South Africa)
 - (iii) The Mashona people of Zimbabwe (Central Africa)
 - (iv) The Manganja people of Malawi (Central Africa)
 - (v) Around Kalambo falls in Zambia (Central Africa)
 - (v) The Nubians of Sudan along the Nile River (North East African).

Exercise Three

1. The Trans-Saharan trade was the trade conducted through the Sahara desert between the forest and the savannah on the one hand and North Africa, the Mediterranean and Europe on the other hand.
1. Meroe area in North East Africa.
3. (i) The Mashona people from Zimbabwe.
(ii) The Chewa people from Malawi.
(iii) The Yao people from Malawi.
4. (i) The Western trade route.
(ii) The Central trade route.
(iii) The Eastern trade route.
5. (i) True
(ii) False
(iii) True
(iv) True
(v) False

1.3.7 GLOSSARY

| | |
|---------------|--|
| Impracticable | something that cannot be done successfully or not likely to be effective |
| Inter planted | an act of mixing season crops for example maize, beans with permanent crops such as coffee, mixed planting of crops. |
| Monopoly | a system whereby some few people have the controlling power over something in order to safeguard their interest, for example Iron Smith (black Smith) kept the Iron skill. |

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REVISED EDITION

ISBN FOR This Subject: ISBN 9976 68 131 3

ISBN for This Module: ISBN 9976 68 132 1

Printed by Printing Unit
Institute of Adult Education

Institute of Adult Education ODL Study Materials

