South Sudan

Secondary
History 3

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Secondary History 3

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South Sudan

HISTORY

STUDENT'S BOOK 3

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FOREWORD

I am delighted to present to you this textbook, which is developed by the Ministry of General Education and Instruction based on the new South Sudan National Curriculum. The National Curriculum is a learner-centered curriculum that aims to meet the needs and aspirations of the new nation. In particular, it aims to develop (a) Good citizens; (b) successful lifelong learners; (c) creative, active and productive individuals; and (d) Environmentally responsible members of our society. This textbook, like many others, has been designed to contribute to achievement of these noble aims. It has been revised thoroughly by our Subject Panels, is deemed to be fit for the purpose and has been recommended to me for approval. Therefore, I hereby grant my approval. This textbook shall be used to facilitate learning for learners in all schools of the Republic of South Sudan, except international schools, with effect from 4th February, 2019.

I am deeply grateful to the staff of the Ministry of General Education and Instruction, especially Mr Michael Lopuke Lotyam Longolio, the Undersecretary of the Ministry, the staff of the Curriculum Development Centre, under the supervision of Mr Omot Okony Olok, the Director General for Quality Assurance and Standards, the Subject Panelists, the Curriculum Foundation (UK), under the able leadership of Dr Brian Male, for providing professional guidance throughout the process of the development of National Curriculum and school textbooks for the Republic of South Sudan since 2013. I wish to thank UNICEF South Sudan for managing the project funded by the Global Partnership in Education so well and funding the development of the National Curriculum and the new textbooks. I am equally grateful for the support provided by Mr Tony Calderbank, the former Country Director of the British Council, South Sudan; Sir Richard Arden, Senior Education Advisor of DfID, South Sudan. I thank Longhorn and Mountain Top publishers in Kenya for working closely with the Ministry, the Subject Panels, UNICEF and the Curriculum Foundation UK to write the new textbooks. Finally, I thank the former Ministers of Education, Hon. Joseph Ukel Abango and Hon. Dr John Gai Nyuot Yoh, for supporting me, in my previous role as the Undersecretary of the Ministry, to lead the Technical Committee to develop and complete the consultations on the new National Curriculum Framework by 29 November 2013.

The Ministry of General Education and Instruction, Republic of South Sudan, is most grateful to all these key stakeholders for their overwhelming support to the design and development of this historic South Sudan National Curriculum. This historic reform in South Sudan's education system is intended to benefit the people of South Sudan, especially the children and youth and the future generations. It shall enhance the quality of education in the country to promote peace, justice, liberty and prosperity for all. I urge all Teachers to put this textbook to good use.

May God bless South Sudan. May He help our Teachers to inspire, educate and transform the lives of all the children and youth of South Sudan.
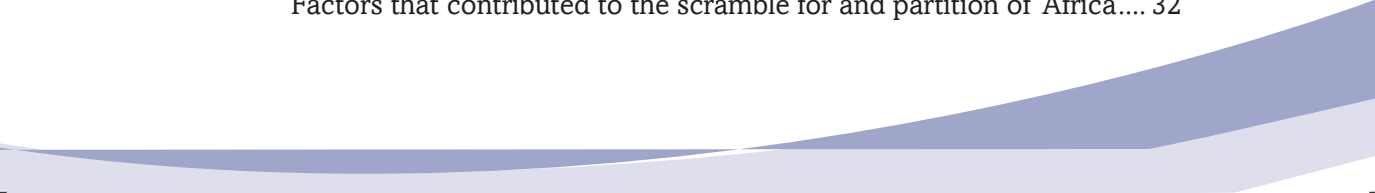
Deng Deng Hoc Yai, (Hon.)
Minister of General Education and Instruction, Republic of South Sudan

Table of Contents

EARLY CIVILISATIONS

Introduction

Definition of civilisation

Civilisation refers to an advanced state of human society that has developed in all spheres of life. A civilised society has a superior culture compared to other cultures. Civilisation is a complex way of life that came about as people began to develop urban settlements. The earliest civilisation was after 3000 BC when the rise of agriculture allowed people to have surplus food and economic stability. Different societies have different ideas about the precise meaning of civilisation.

| Activity 1 | Early civilisations in Ancient Egypt |

Evolution and development of Egyptian civilisation

The history of Ancient Egypt can be looked at from the onset of Dynastic Period ruled by kings or pharaohs. This Dynasty started with King Narmer around 3100 BCE and lasted for more than 3000 years. It ended in 30 BCE with the death of Cleopatra VII.

Early Egyptian civilisation thrived between 3100 BCE and 30 BCE and influenced other early civilisations in Greece and Rome.

The growth of the Ancient Egyptian civilisation was after a series of stable kingdoms, which were separated by periods of relative instability. Egypt reached the pinnacle of its power in the new kingdom during the reign of Ramesside. It rivaled the Hittite Empire, Assyrian Empire and Mitanni Empire after which it entered a period of slow decline. Egypt was invaded and conquered by a succession of foreign powers such as Canaanites, Libyans, Persians and Macedonians.

In the aftermath of Alexander the Great's death, one of his generals, Ptolemy Soter established himself as the new ruler of Egypt. The Greek Ptolemaic Kingdom ruled Egypt from 305 BC to 30 BC after which it fell to the Roman Empire and became a Roman province.

Fig 1.1: Ancient Egyptian town

The success of Ancient Egyptian civilisation came partly from its ability to adapt to the condition of the Nile River Valley for agriculture. The predictable flooding and controlled irrigation of the fertile Valley produced surplus crops, which supported a dense population, social development and culture. With resources to spare, the administration sponsored mineral exploitation of the valley and the surrounding desert regions. With the early development of an independent writing system, the Organisation of the collective structure and agricultural projects, and the trade with their neighbours and military. They intended to defeat foreign enemies and assert Egyptian dominance.

Work to do

We have learnt that civilisation involves cultural transformation. Which aspects of culture are influenced by the development of civilisation?

The achievements of the Egyptian civilisation

The achievements of the Ancient Egyptian civilisation include quarrying, surveying and construction techniques that supported the building of the monumental pyramids, temples and obelisks. A system of mathematics, a practical effective system of medicine, irrigation systems and agricultural

production techniques, the ship building technique, Egyptian faience and glass technology, new forms of literature and the earliest known peace treaty made with Hittites.

Ancient Egypt left a lasting legacy in art. Its art and architecture was widely copied while its antiquities carried to far corners of the world.

Its monumental ruins have inspired the imagination of travelers and writers for centuries. A new found respect for antiquities in the early modern period by Europeans and Egyptians led to the scientific investigations

Fig 1.2: A Pharaoh's painting

:of Egyptian civilisation and greater appreciation of its culture.

Source 1.1

The Egyptian tombs contained biographical texts. Many were just self praising but others were real records of the tomb owner's achievements.

'His Majesty sent me to Hatnub in order to bring a great altar of travertine of Hatnub. I brought this altar down for him in 17 days. After it had been quarried at Hatnub, I had it transported downstream in the barge that I had made for it, a barge of acacia wood of 60 cubits in length and 30 cubits in width. It was built in 17 days and in the third month of summer, when there was no water on sandbanks, it was safely moored at the pyramid of King Merenre.'

(A text found on the walls of Hatnub quarries in Middle Egypt)

Study the above source and answer the following questions.
1. What are the key messages the writer is trying to convey?
2. What do you think was the importance of writing texts on pyramid walls?

Note!

Egypt is known worldwide for having pyramids. It is this technology of building pyramids that shaped Ancient Egyptian civilisation.

The decline of Egyptian civilisation

The Egyptian civilisation started to decline around 1100 BC. During this period, Pharaoh Ramses III led Egypt into a war in an attempt to conquer Syria. This war was costly and drained the treasury of Egypt. In 945 BC, Egypt was conquered and ruled by a succession of different foreign powers. This marked the decline of the great Egyptian civilisation.

Activity 2	The Benin civilisation

Benin was a pre-colonial empire located in what is now Southern Nigeria. The Benin Empire was one of the oldest and most highly developed states in West Africa dating from 11th Century to 1897 when it was annexed by the British.

The origin and development of Benin civilisation

The original inhabitants of the Benin Empire were the Edo people who were ruled by 'the kings of sky' known as Ogiso. In the 12th Century, a great palace intrigue and battle for power erupted between the warrior Crown Prince Ekaladerhan, son of the last Ogiso and his young paternal uncle. In anger over an oracle, Prince Ekaladerhan left the royal court with his warriors. When his old father, the Ogiso died, the Ogiso dynasty ended as the people and the royal king makers preferred their king's son as natural next in line to rule.

By 15th Century, Benin had expanded into a thriving city-state. The king in place, the Oba, expanded the city state into an empire.
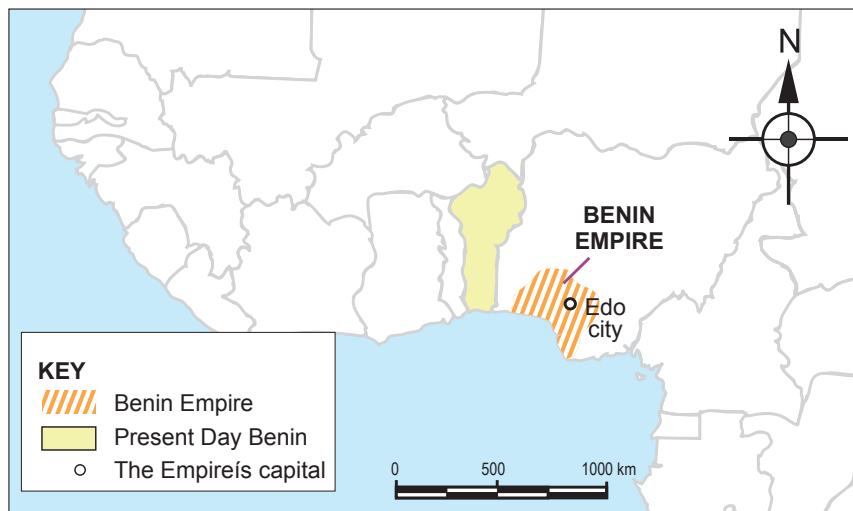
Fig 1.3: Map of Benin civilisation

The Great Wall of Benin

Benin Wall

Benin bronze

Study the above pictures and answer the following questions.

1. In groups, discuss the significance of the Benin Wall and bronze.
2. Account for the achievements in art of the Benin civilisation using the above pictures.

The decline of the Benin civilisation

The Empire declined after 1700. Benin's power and wealth was continuously flourishing in the 19th Century with development of trade in palm oil, textiles, ivory and other resources. To preserve Benin's independence, the Oba banned the export of goods from Benin until the trade was exclusively in palm oil.

By the last half of the 19th century, Britain entered the kingdom with the aim of controlling the trade. They wanted to access the kingdom's rubber resources to support their own growing tire market. By 1892, the British had taken control of the kingdom. In 1897, Britain attacked and burned the city destroying everything after seven British representatives had been killed in the Empire. This marked the decline of the Benin Empire.

In your own words, compare the factors that led to successful civilisation in Benin and Egypt.

Activity 3 | Early Chinese civilisation

Chinese history of civilisation began around 1500 BC along the banks of the Huang He or Yellow River. The onset of civilisation is believed to have been as a result of invaders from North West who brought the ideas of wheat and barley cultivation, casting of bronze, writing and use of horses. Because these techniques were of Mesopotamia, it is therefore right to conclude that the Chinese civilisation was influenced by Sumerians.

During the classical period, China was ruled by three dynasties namely; the Chou, the Ch'in, and the Han. Chou dynasty was the longest starting from 1027 BC to 256 BC.

These dynasties were able to establish a strong centralised system of government enabling the stability and growth of the kingdom. There were provinces under bureaus or departments which were responsible to the emperor.

Fig 1.4: The Great Wall of China

Source 1.3

"For four generations now, Qin has won victory. Its armies are the strongest in the world and its authority sways the other feudal lords. It did not reach this position by benevolence and righteousness, but by taking advantage of its opportunities. That's all.

From Li Si Records-Chief Minister to Qin Shi Huangdi.

(Paludan, 2008, p.20)

Read the source above and answer the following questions.

1. From the source above, identify the factors that led to the growth of Ancient Chinese civilisation.

2. Describe the roles of the rulers of dynasties in the Chinese civilisation with reference to the source above.

The achievements of the Chinese civilisation

The Ancient Chinese had put a lot of emphasis in technology and arts. These efforts let to advancement in the two fields which are still emphasised by today's scholars.

Ancient Chinese invented a lot of things that we still use today. These things include paper, silk, rubber, wheelbarrows among others.

The most significant civilisation that the Chinese came up with was the gunpowder. They used gunpowder in wars just like we use today. In fact, we do not use the gunpowder as much as the Ancient China did.

Another significant invention was the fireworks. They were originally

Fig 1.5: Chinese architecture

used to put on shows. Later, they used the fireworks to scare enemies. Ancient China had the Silk Road which was a network of trade routes that connected the East and the West. The routes were named Silk Road due to trading of silk, gold, ivory, among other commodities. Other commodities sold on the Silk Road were weapons, silk inventions among others. The Silk Road trade routes were important because they allowed the Chinese to trade easily hence developing their empires.

Ancient China had built a great wall that was used to keep the enemies away from north. The Great Wall was built in the 7th Century BC.

Fig 1.6: Map of Ancient Chinese showing early empires

Ancient China is known to have probably started the growing of crops such as rice, wheat, corns, soya beans and other tuber crops. They used wooden tools to store their crops.

Work to do

The Ancient China had a great wall that protected it from foreign invaders. Do you think African countries should also build walls on their borders? Explain your answer.

The collapse of the early Chinese civilisation

The early Chinese civilisation collapsed during the Han Dynasty when it became weak. The Barbarians from North West swept over the Great Wall of China resulting to the collapse of the Han Empire in 220 A.D.

What followed was 400 years of civil disorder and the rise of the T'ang Dynasty which was also a strong dynasty.

Nevertheless, the following factors contributed to the collapse of the Chinese civilisation:

1. Population decrease in the empires made the dynasties weak. They could not raise the revenues to sustain themselves.

2. A weakened central government made it easy for the Hun invasion. After the invasion, the Chinese civilisations were too weak to carry on.

3. Overtaxing peasants caused social strife. This therefore made it easy for the people of China to be subjugated.

4. The weak Sui and T'ang dynasties contributed heavily to the collapse of the civilisation since they were not strong and were prone to external attacks.

5. Other factors that contributed to the decline include; internal uprising, poor economy, the trend of dynasties, poverty of the peasants and the corruption by the rulers also led to the decline of the Chinese Civilisation.

Activity 4 | The Aztecs civilisation

The Aztecs Empire flourished between 1345 to 1521. It was founded by Montezuma (Moctezuma) 1 in 1440. He succeeded Itzcoatl and amalgamated several states to form an empire.

The Aztecs are a nomadic, hunters-gatherers tribe found in modern day Mexico. They moved from the Northern part of Mexico and settled in the central region. The chief city of Aztec civilisation was called Tenochtitlan (Mexico City today).

Because of their superior social, political, religious and trading organisations, they were able to dominate the region and conquer other states.

Before the emergence of Aztecs, there existed Mesoamerican civilisation by the Toltecs. However, the Aztecs came and the Toltecs' popularity declined. Another reason for the development of the Aztecs civilisation was their superior language, Nahuatls from

Fig 1.7: Montenzuma I

which some words were picked by Spanish and later borrowed by English such as chili, avocado, chocolate and many others. Their language superiority made them to easily absorb other groups.

The Aztecs were able to reclaim a swampy land and make it agriculturally viable by planting crops such as maize, beans, potatoes, tomatoes and avocados. This adequate full supply of food was able to sustain the large population as well as the army. They also got food through fishing, hunting
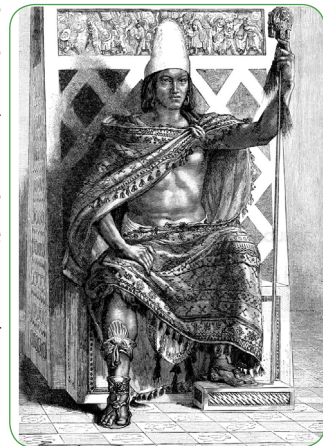
and gathering. They hunted animals such as rabbits, birds and snakes.

The strong leadership of Aztecs was a good thing for their development. Before Montezuma I, his predecessor Itzcoatl was able to form a military alliance with the Texcocans and Tacubans to defeat Teponac which had been influential and powerful in the region. The Aztec warriors were properly armoured with powerful weapons which could not be marched with that of their neighbours. The Aztecs also conquered the capital city of Tenopac, Azcapotzalco.

Fig 1.8: God Quetzalcoatl

The Aztec Empire also attracted many people due to its religion. The Empire had magnificent temples and statutes. They had gods such as Huitzilopochtli (god of war and of the sun) and Quetzalcoatl (a Toltec god). At the heart of religion was the Aztec calendar based on the solar cycle of 365 days and a ritual cycle of 260 days.

Fig 1.9: Map of Aztec Empire

The characteristics of Aztec civilisation

(i) The Aztec spoke the language known as Nahuatls which was superior in the region at that time.

(ii) They had a religion which united them and was based on astronomy and celestial events. They performed human sacrifice to appease their gods.

(iii) They had a strong military which fought their enemies and helped in the expansion of the Empire.

(iv) There were magnificent buildings in their cities and towns.

(v) The Aztecs had a calendar which helped them to mark religious events and also guided them in crop cultivation.

(vi) They had irrigation system which helped in plantation farming.

The achievements of Aztec civilisation

(i) In Aztec Empire, education was compulsory to all. Education started at home and extended to schools where a number of subjects were provided to learners from adolescence age.

(ii) They built a strong empire in Mesoamerica by waging wars of conquest using their strong army against their enemies and expanding their territories.

(iii) They were great engineers whose works are seen in the construction of pyramids and the causeways through water to link Tenochtitlan city and the mainland without necessarily using a boat to cross through.

(iv) In the mid 15th Century, the city of Tenochtitlan was almost swept away by the rise water levels being an island. Aztecs built a dyke around it to secure it from the danger of sinking and this was a great masterpiece.

(v) The physicians of Aztec known as Ticlis used their herbal knowledge to cure diseases as well as performing surgeries to patients.

(vi) Aztecs were good poets who could organise for contests to horn their talents. The most popular literature was poetry. They also sung in festivals.

(vii) They used their crafts talent to curve sculptures which were used in the palace and worship places.

The Artifacts of Aztecs' civilisation

The most familiar artifact of the Aztec civilisation is the Aztec calendar stone carved from basalt and was used for more than 300 years.

Fig 1.10: Aztec calendar

Aztec feather shield has also been found. It is a shield decorated with feather tassells hanging down and a feather fringe around.

Montezuma's throne was an artifact discovered in 1831. It was where the king sat when discharging his duties in the palace. The one who sat on it had both world and divine powers.

Fig 1.11: Aztec feather shield

Another artifact found was Mictlantecuhtli statue which was made of clay. This was a statue of the god of death and earth.

The contributions of Aztec to art

Aztec's contributions in Science and Technology

The Aztec came up with an irrigation system using the terraces. This ensured continued production of crops throughout the year.

They came up with antispasmodic medicine to prevent muscle spasms and relax muscles. This discovery is used in surgeries to treat insomnia, high blood pressure and epilepsy.

Among the Aztecs, education was mandatory for all.

The Aztecs were also great builders constructing magnificent houses. Their capital city of Tenochtitlan (the modern day Mexico City) was a beautiful city with splendid buildings.

Work to do

1. Identify examples of Aztec influence on modern art.
2. How do you think the modern artists have interpreted the ancient symbols?

The fall of Aztecs

The decline of Aztec civilisation began in 1517, when Francisco Hernandez de Cordoba came to Mexico from Cuba with about 100 army men on three ships.

When Cordoba went back to Cuba, he gave a report about Mexico to the Spanish governor, Diego Velasquez, who then sent a large force under Commander Hernan Cortes. On landing at the Mexican coast, Cortes learnt of the great Aztec Empire ruled by Montezuma II. Cortes then formed a disciplined fighting force at the coast of Mexico. With the help of a native translator, Malinch. Commander Cortes was able to march into the mainland of Mexico. Along the way, Cortes got help from the enemies of the Aztecs such as Tlascalans to fight and conquer Aztecs.

The physical resemblance to god Quetzealcoatl made him to be received with honour. This reception was also due to the prophecy about the return of Quetzealcoatl. The nobles and military force of the Aztec were attacked and killed. Montezuma II was abducted and died while in prison.

Upon the death of Montezuma II, his nephew Cuauhtemoc took over the leadership. He was able to repulse the Spaniards out of the Empire. Cortes then mounted a counter-attack and defeated the Aztecs ending their dominance in 1521.

The Inca civilisation

The Inca civilisation lasted for more than 100 years. The Inca state occupied the region between Northern Ecuador to Central Chile. There were over 12 million inhabitants and more than 100 ethnic groups.

The mystical theory of the Inca has it that they were created by Inti, the sun god. Inti sent his son Mancocapac to earth through the middle of three caves in the village and settled in the valley near Cusco Circa in 1200 after leading his sisters and followers to kill his brothers.

The eighth emperor of the Inca, Viracocha Inca defeated the Ayarmaca kingdom to the south taking over the Urubamba Valley. Emperor Viracocha was helped by two of his uncles aided by his military prowess to conquer Ayarmaca kingdom. To maintain the peace in conquered lands, Emperor Viracocha built military garrison in those areas.

Fig 1.12: Map of the Inca Empire and the neighbouring states

In 1438, the Incas were attacked by Chancas making them retreat. The son to Viracocha Inca, Ina Yupanqui was able to defend this invasion making him one of the most influential rulers. Yupanqui thus assumed the title of Pachacuti. In fact, Yupanqui was able to transform the Empire of the Incas into the largest in Central America. He managed to expand the kingdom further southwards.

Fig 1.13: Pachacuti Yapanqui

Because of many ethnic groups, Pachacuti Yupanqui ordered a forced re-settlement. This was to avert a possibility of an uprising of one ethnic group. This act strengthened the kingdom and led to its growth. The Empire had an elaborate social structure. On top of the structure were the rulers followed by the rich merchants then the poor. At the bottom were the slaves conquered from other states. The social strata enabled the smooth running of the Empire.

The Incas also had a common language which united them. They had a dialect known as Quechua which was spoken by the ethnic groups which were about 12 million.

They kept accounting records and kept historical track using knotted cords called Quipu. This was very helpful in the education sector as well.

Social structure of the Inca civilisation

Rulers

↓

Rich merchants

↓

Middle class or government workers

↓

Slaves
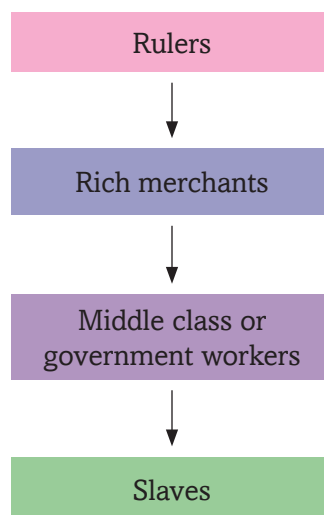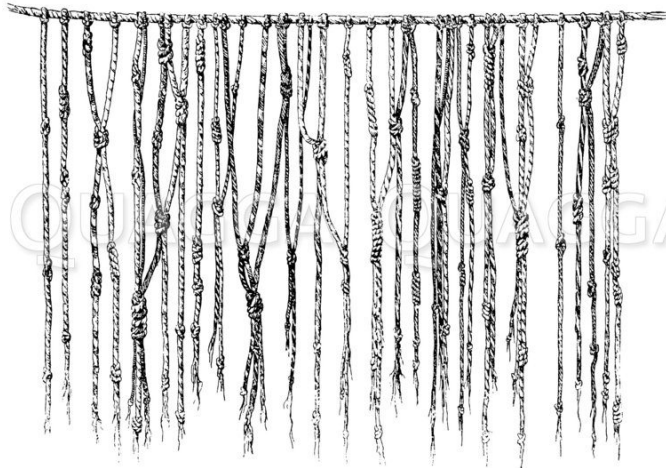
Fig 1.14: A Quipu

The Incas had good road networks which were used by runners or messengers to relay information to various parts of the kingdom as well as other kingdoms.

Religion also united the Incas and aided its growth and development. They had gods such as Inti (a creator god) and Apu Illapu (the rain god). The priests offered their services in the magnificent temples built at Cusco the capital. The bodies of former emperors were mummified and treated as sacred figured by the Incas.

The characteristics of the Inca civilisation

1. The Inca civilisation was centered at the capital Cusco which served as the nerve centre. The Empire was so expansive that it covered six modern day countries of Columbia, Argentina, Ecuador, Chile, Peru and Bolivia.
2. The Empire had a structured political system headed by an Emperor. The Emperor was assisted by local rulers who controlled the many ethnic tribes in the region.
3. The Inca spoke Quechua language which helped to unite the entire Empire.
4. The Incas also had an elaborate religious life observing various practices led by priests. They had a family of gods whom they prayed to.
5. The Incas were agriculturalists who planted food crops and kept livestock for their livelihood.
6. They also hunted and gathered as well as fishing from the rivers and lakes.
7. They were also good craftsmen as they did perfect weaving, pottery

and basketry of which they were famous for.

8.   They practiced human sacrifice. The victims were willing people and were treated as gods before the sacrifice.

The achievements of the Inca civilisation

Extensive road system

The Incas were good engineers who built an extensive road system using their collective labour which was manual. They also built bridges across some rugged terrains. These roads connected Cusco to other parts of the Empire. The roads were paved and bridges suspended using natural fibers. They used Llamas and Alpacas animals as their means of transport.

Elaborate irrigation system which boosted agriculture

The social harmony among the Incas provided a conducive environment for economic growth. Inca was purely an agriculture economy supplemented with hunting, gathering and fishing. The elaborate

Fig. 1.15: Inca's road system

irrigation system provided food for all seasons. Surplus food were kept in stores (Collcas) to be used when hunger struck.

Division of labour

There was division of labour as well as collective labour. Every member was expected to work in order to get food, housing, education, health facilities and clothing.

The Incas neither had money nor markets. The trade was through barter. Each village (Ayllu) produced a specific food crop, pottery, clothing or jewelry and exchanged it with others. Collective labour was organised in three ways: The first one was the Ayni to help a member of the community to build a house, the second one was the Minka to benefit the community and the third one was Mita, to pay tax to the Inca.

An accounting system (Quipu)

They also had an accounting system known as Quipu or Khipu to keep track of transactions. They used knots on Quipu to facilitate the counting.

Land among the Inca was distributed according to the size of the family.

Architectural design

Another great achievement among the Inca was the architectural designs. They used granite and limestone to build their fortified cities. The stone masons built strong foundations that have lasted for so many years. An example of the building of the Inca is the magnificent citadel of Machu Picchu.

Advancement in medicine

In medicine, the Incas made great advancement. Their medicine men used plants, alive and dead animals and minerals to treat the sick. They also chanted, prayed and danced as they treated. They believed that it was the bad spirits that brought about illness. They performed cranial surgery to treat mental illness. The medicine men were believed to have strong powers to cure and prevent diseases.

Advancement in agriculture

In the agricultural sector, the Incas could not rely on rain water for their crops to do well. So they irrigated their crops with water from the rivers. They built water canals curved from rocks and molded with clay to irrigate the farms. They also controlled soil erosion down the hills by cutting the hills to create flat land and convert them into farms.

Advanced calendar for religious rituals and agricultural activities

The Inca had a calendar for religious rituals and agricultural activities. The day time, solar calendar was based on 365 days solar cycle. The solar calendar was necessary to fix planting days. The night time calendar was known as Lunar calendar based on the moon with 328 days. The Lunar calendar was used to mark festivals.

The Artifects of the ancient Inca civilasation

This pre-columbian state can be traced from the ruins of cities and temples.

The previous power and capabilities of the Inca Empire had been discovered by Archaeologist Hiram Bingham. He discovered a mountain top citadel of Machu Picchu which had magnificent stone structures.

Archaeologists have also found pottery objects based on Chimu art. These pot objects were made of gold, silver, copper and bronze and decorated with bright colours.

There are also textiles, jewellery, instruments, tools and weapons that have been found. These artifacts have clearly shown the culture of Incas at the height of its civilisation.

Impact of Inca's early civilisation on art

The Artists and craftsmen were held in high esteem. The art among the Inca people is witnessed in their architectural designs. They used beautiful decorations on the monuments they built.

The Inca civilisation was predominantly an agricultural society. The Incas took advantage of the soil, overcoming the adversities of the Andean terrain and weather. The adaptation of agricultural technologies that had been used previously allowed the Incas to organise production of a diverse range of crops from the coast, mountains, and jungle regions, which they were then able to redistribute to villages that did not have access to the other regions. These technological achievements in agriculture would not have been possible without the workforce that was at the disposal of the Sapa Inca as well as the advanced road system that allowed them to harvest crops and to distribute them throughout their territory. These practices were so effective that many experts believe that if they were readopted today, they would solve the nutritional problems of Andean people for many decades.

Source 1.5

Study the source shown and answer the following questions.

1. In your own words describe how farming in Inca civilisation was done with reference to this source.

2. Would the Inca farming system be useful in your own community or other parts of South Sudan?
   Explain why.

Inca farming

Fig 1.16: An inca architecture

Their art is also seen in their art work of pottery, weaving and textile materials. They had good designs of serpents, fish, diamonds, squares, birds and crabs on their textile materials.

They painted their bodies with soil when gracing social ceremonies and important occasions.

Impact of Inca's early civilisation to science and technology

Not much of the early inventions of the Incas has been used recently. The Inca did not have money, they did not use the wheel for transport, no iron working and no writing method for keeping records. However, they had the following achievements:

a) They had an elaborate road network used to transport trade items, move troops and communication. Messengers were the main method of communication. Messengers passed information verbally or by the use of Quipu.

b) They used irrigation and water storage techniques to ensure crops flourished all-seasons.

c) The stone buildings were also a good piece of technological advancement. They used strong mortar to hold stones together and come up with a strong building.

d) Their calendar has been used to modify the modern day calendar.

e) Their tax system was also an idea that the government used to provide essential services. Many officials were kept in charge of tax collection.

The fall of the Inca civilisation

Their fall was occasioned by the coming of the Spanish explorers who came with foreign diseases like smallpox. Many people died of smallpox including Emperor Huayna Capac. His successor also died around 1525. These deaths brought political turmoil in the Empire as Atahualpa and his half-brother fought for power. Atahualpa eventually won and became the Emperor.

The Spanish explorers took back home the information about the wealth and resources of the Incas. This news about the wealth of the Incas attracted Conquistador Francisco Pizzar (Conquistador means Conqueror) who ended up killing Atahualpa after luring him for a dinner meeting in 1532.

Using their superior weapons, the Spanish were able to attack Cusco in 1533 and brought the Incas down. The Spanish then installed a puppet emperor, a young prince called Manco Inca Yupanqui. However, this was met with strong resistance by the locals in 1536. Manco was forced to retreat to Vilcabamba village. This move eventually led to the collapse of the Inca Empire.

Group work

Discuss what the modern African societies can learn from the Inca's civilisation.

Present your answers in class.

NEW WORDS

Civilisation: The stage of human social development and organisation considered to be most advanced.

Evolution: The gradual development of a thing.

Kingdom: A territory ruled by a king.

Empire: Several countries or states ruled by a single sovereign.

Dynasty: A line of hereditary rulers a territory.

Garrison: A group of soldiers living in a certain area in order to defend it.

Monarchy: This refers to territories in which authority is vested on a single person particularly a king, queen or emperor.

End of Unit 1 Exercise

1. Analyse how the Egyptians in their ancient civilisation practised mummification.
2. Examine the buildings in your school. Find out if these buildings have borrowed their architecture from ancient civilisations.
3. Analyse how ancient civilisations' architecture have influenced buildings in our modern cities and towns.
4. Based on the land surrounding the Nile River, discuss why you think the old Egyptian claim stated that Nile gives life to Egypt.
5. Modern building and decoration technique has allowed us to build the sky scrapers that dominate our skyline. Describe how the Chinese made houses look like and why.

AFRICAN EMPIRES

Introduction

'African empires' is a general term that is used to refer to a number of historical states in Africa with multinational structures and that incorporated various populations and politics into a single entity usually through conquest. Examples of African empires include; Ethiopian Empire, Mali Empire, Songhai Empire, Zulu Empire and Ghana Empire.

Source 2.1

The map shows some early African empires. In your opinion, discuss reasons for the location of the African empires.
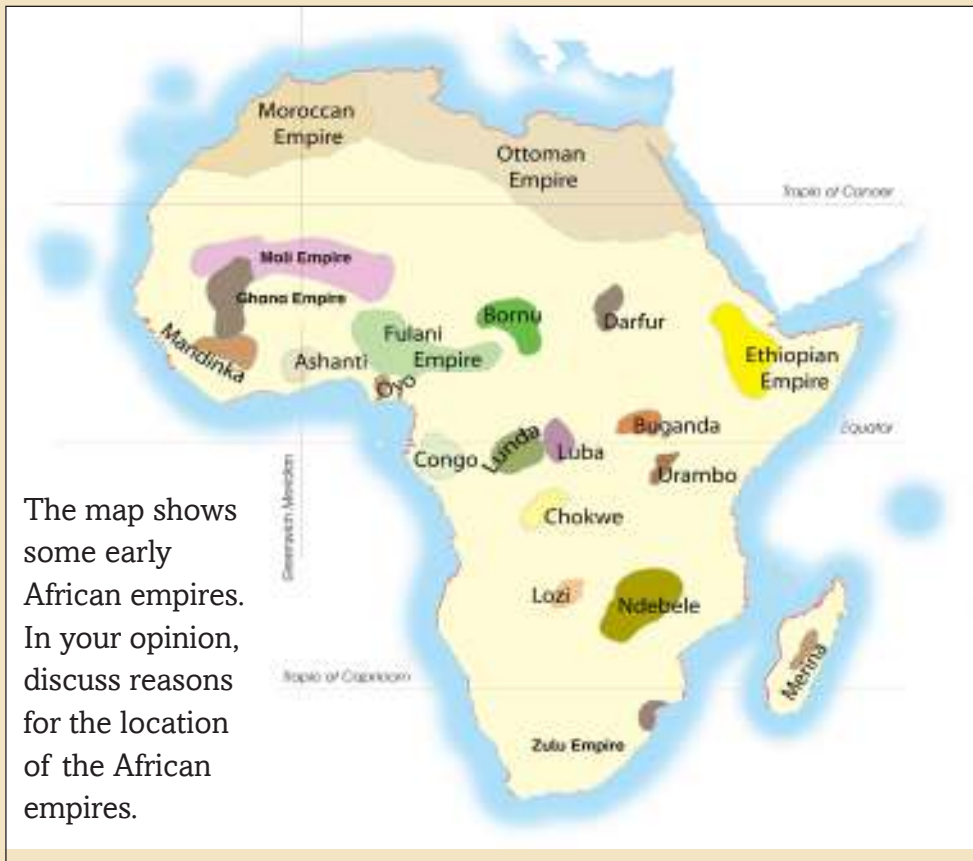
Pre-colonial African empires

The Ethiopian empire

It was also known as the Abyssinia. It was found in the current nation of Ethiopia. It existed from around 1137 to 1947 when the ruling Solomonic Dynasty was overthrown. It had various capitals like Gondar Mekele and Addis Ababa.

This Empire was founded in the 1st Century BC by Menelik 1. In the 4th Century, the Kingdom adopted Christianity which became the state religion under the Ethiopian Orthodox Church.

When the Kingdom came under Zagwe Dynasty, it continued with Christianity as the state religion. They constructed many churches in the rocks like the Church of Saint George in Lalibela.

The Zagwe Dynasty was later overthrown by a king who claimed lineage from the Aksum Kings in 1270. It later came to be known as the Solomonic Dynasty, with the same king who ruled with little interruption until the 20th Century. During the Solomonic reign, the Empire conquered and annexed several other kingdoms around it. It is this Dynasty that fought off the Italians, Ottomans and the Egyptian forces.

However, the Solomonic Dynasty was defeated in the Abyssinian-Adal War by the Adal Empire in 1529. Adal occupied the Empire for 14 years. In 1543, the Portuguese helped the Solomonic Dynasty to defeat Adal and regained their power back.

From 1769-1855 the Ethiopian Empire passed through a period known as the 'Princes Era'. This was a period when there was a conflict between the Ras and the Emperor. There was a religious conflict between the Christians and the Muslims. This hindered growth of the Empire.

The Princes era ended with the reign of Tewodros II. The Emperor reigned at a time when the Europeans were scrambling for Africa. After he had ordered the imprisonment of various missionaries and British government representatives, the British attacked Abyssinia killing many and destroying property. This made the Emperor to commit suicide.

Italy invaded Ethiopia and conquered some coastal regions and forced the Kingdom of Shewa within the Ethiopian Empire to sign the treaty of Wuchale which created the colony of Eritrea. Later, the Ethiopians under Menelik disowned the treaty. This annoyed Italy and it declared war on Ethiopia in 1895. The Italians were defeated at the Battle of Adowa. Italy was forced to recognise the independence of Ethiopia.

Among various dynasties that the Ethiopian Empire had over its long existence, it is the Solomonic Dynasty that was most successful. This is because it fought and defeated foreign enemies such as Ottomans and Italians.

After World War 2, Italy once again invaded Ethiopia in what is famously known as the **Second Italo-Ethiopian War**. It used chemical warfare on Ethiopians. It used sulfur mustard gas in bombs, sprayed it from the air and in powder form on the ground leading to many deaths of Ethiopians. Italy annexed Ethiopia uniting it with the other Italian colonies in East Africa like Somalia. With the British help and the return of Haile Selassie to help in resistance, Italy was defeated in November 1941. Haile Selassie was the last Emperor of Ethiopia. In 1974, he was deposed by Mengistu Haile Mariam. Mariam had a Soviet backed military junta known as the *Derci*. He established a one party communist state. Haile Selassie was imprisoned and died in unclear circumstances.

Source 2.2

"PAH! THEY WERE UNCIVILIZED SAVAGES, WITHOUT IDEALS." *(Copyright in All Countries)*

The above cartoon shows the outcome of the Second Italo-Ethiopian War.

In groups, discuss the immediate and lasting effects of the mustard gas and other explosives that were used by the Italians in this war.

With your friend;

1. Find out why Emperor Tewodros had locked up the missionaries and British representatives.
2. Identify the problems Tewodros faced during his reign. Present your answers to the class.

Why Ethiopia was not colonised

a) The locals were very united and were willing to fight any European invasion. They did so when Italians invaded them.

b) Emperor Menelik II had acquired modern fire arms which were a match to the Europeans'.

c) She got military support from European countries like Britain.

Fig 2.1: Ethiopian battle of Adowa

Note!

Italy remained the only European power to be defeated and relinquish its protectorate in the colonised African continent.

Achievements of Emperor Menelik II (1889-1913)

1. He is credited as the founder of modern Ethiopia.
2. He expanded the Ethiopian Kingdom through conquests.
3. He defeated the Italians in the Battle of Adowa.
4. He established a permanent capital-Addis Ababa.
5. He made peace with Eritrea after the Treaty of Wuchale had given her away. They signed a new treaty.

6. He consolidated the Empire by including people of all tribes in his government.
7. He sent Ethiopians abroad to study in foreign universities to acquire technology.
8. He played a great role in ending slave trade. He destroyed slave markets and amputated hands of slave traders.
9. He participated in demarcating borders of modern Ethiopia by 1904 through signing of treaties.
10. He allowed Europeans from Western Europe into Ethiopia to trade and farm. The Europeans brought modernisation. Under his rule the first modern bank in Ethiopia was established-the Bank of Abyssinia, a modern postal system, a modern railway (Addis Ababa-Djibouti Railway), electricity, motor cars were introduced in Ethiopia. The Russians provided health care in his kingdom.

Failures of Emperor Menelik II

a) He caused deaths of many people in his wars of conquest. It is estimated in millions like the case in Dizi area and Kaficho Kingdom. The Oromo were reduced to half of their original population.
b) He also tortured people and enslaved others.
c) After the battle of Adowa, he still allowed Italy to retain Eritrea.
d) He did not put in place a proper succession. When his health declined, he put his 11 year old grandson as heir and gave him a regent to help him rule until he reached an age to be emperor. Upon his death, his wife ruled but not with much command weakening the Kingdom. When his grandson was of age, he was incompetent and was overthrown in 1916.

Work to do

"Ethiopia was actually colonised." This is an idea of some African scholars. Debate this in class and record your conclusions in your notebooks.

Roles of Menelik II in the unification of Ethiopia

a) He brought together the Northern territories through political consensus.
b) In other conquered areas like Jima, Leka and Wolega, he did not interfere with their self-government nor with their religions. He treated them well.

c)   He brought back Eritrea into Ethiopia.
d)   In his government, he included people of all tribes to make them feel part of the Empire.
e)   He levied tax to pay his army therefore stopping them from looting and robbing peasants.
f)   He set up a centralised system of government that unified the country. In the provinces he replaced hereditary rulers with appointed officials and stationed his troops in areas that could potentially rebel.

| Activity 2 | The Zulu Empire |

This was a monarchial empire in Southern Africa. It was ruled by different kings like Shaka ka Senzaga, Dingane, Mpande, Cetshwayo and Dinizulu. The Zulu Empire was inhabited by the Nguni who were Bantu speakers in South Africa. The Nguni had several clans, the Zulu being one of them. Initially, they were just like any other tribe in South Africa. They rose to power during the reign of Shaka who introduced many social and political changes that enabled him create an empire.

Shaka was the illegitimate son of the Zulu Chief Senzangakhona his mother Nandi was never recognised as member of the royal family and they were driven away from the community. Later, Shaka was taken in by chief of the neighbouring clan which helped him get power after his father's death. The British who soon came into his land gave him the name Shaka Zulu.

Fig 2.2: Shaka Zulu

Shaka was very close to his mother. After her death, he forbade people from planting crops for months to mourn her. He was a cruel leader who dealt with his enemies ruthlessly. When he took over, he wanted to create a warrior nation.

In his empire, he initiated the youth to join the army at early ages. He formed an army of about 50000 men.

He developed a short stabbing spears known as the *assega* that were very good in close contact warfare.

In the cow horn formation, the bigger part of the army attacked the enemies in a central position. They were flanked by two smaller crescent shaped regiments who would circle the big army and prevent the enemies from escaping. This method made the Zulu win many battles for example, the battle of *Isandlwana* where they defeated the British.

Shaka designed long shields that covered the whole body of the warrior, this allowed the warriors to engage in hand to hand fighting with the army.

He attacked and made many of his neighbours to flee as he conquered many new areas to expand his empire. Clans that ran away included the Ndebele, Hlubi, Soshangane and Zwangendaba. The conquered empires were integrated into the Zulu society. They were even allowed to join the army and would be promoted to higher ranks.

Source 2.3
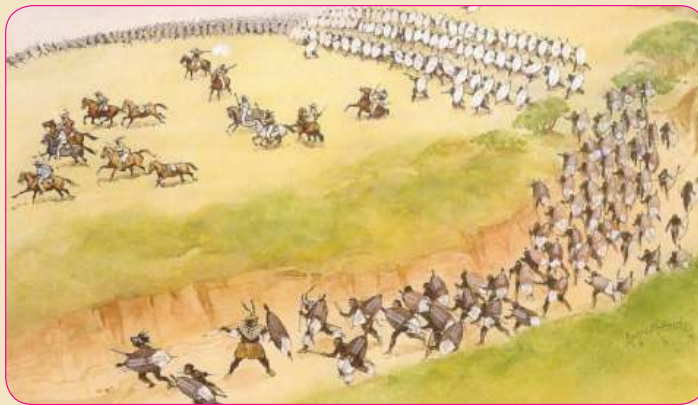
A cow horn formation of the Zulu army

The above illustration shows the cow horn formation of the Zulu army.

1. Why do you think the army chose to use this fighting technique over other techniques?
2. What are the leadership skills your community leaders can learn from Shaka the Zulu?

Group work

In a classroom setting, dramatise using a cow horn formation how the Zulu army tackled an invading enemy's invasion. Why do you think this formation was successful?

Activity 3   Ghana Empire (Wagadu Empire)

This was a kingdom that lasted from the 6th to the 13th Century. It was located south of the Sahara in modern day Mauritania and Mali.

It was formed by the Soninke. It had several capitals but the most famous was *Kumbi Saleh*. The inhabitants were traders in gold, kola nuts and ivory which they sold to the Mediterranean towns for salt.

The Soninke acted as middlemen in this trade across the Sahara (Trans-Saharan Trade).

They later dominated the trade that was formerly controlled by the *Berbers* after conquering the town of Audaghost. The Berbers tried to get back the town in vain. The Soninke conquered more people and ruled them using princes who were traditional leaders of these subjects. The kings imposed heavy taxes on traders and a production tax on gold.

In the mid 11th Century, the Almoravid Dynasty of Morocco attacked Ghana and conquered Kumbi Saleh. Ghana managed to regain the capital from the invaders.

Fig 2.3: Kumbi Saleh

Later, the Berbers started grazing their cattle in former agricultural lands in Audaghost bringing about desertification. This further weakened Ghana. The conquered people also started rebelling against the Kingdom and breaking away.

In 1203, Kumbi Saleh was attacked by one of its former subjects, the Susu. Later, the Kingdom collapsed after being annexed by the Mali Empire.

Activity 4	Mali Empire (Manden Kurufaba) or Manden Empire

This was an Empire in West Africa which existed from 1230 to 1670. It was founded by Sundiata Keita, who freed his people from the rule of the Sosso Empire.

An arab historian called Ibn Khaldum and a Moroccan traveler Ibn Battuta have written about this Empire. It began as a small Mandinka Kingdom. Sundiata was a warrior prince from the Keita Dynasty. He claimed he had a direct line to spirits of the land. After his death in 1255, the kings of Mali were known by the title Mansa. The Empire was divided into Provinces which were led by the governors known as Ferbas. Many emperors were Muslims and went for pilgrimages to Mecca.

The people were divided into classes. There was the farmers class which was one of the most respected as they produced food. Another class was for artisans. Others included fishermen and Scribes. The Empire controlled trade routes across the Sahara in the Trans- Saharan Trade. Conquered areas paid tribute to Mali in form of rice, millet, lances and arrows. Mali prospered from the taxes collected on trade goods. Gold dust and

Fig 2.4: Mansa Musa

salt was used as currency in the kingdom. Later, cowrie shells from the Indian Ocean were introduced as currency.

The most famous of the Mali Emperors was Mansa Musa as he was very wealthy. In his pilgrimage to Mecca, he gave away large amounts of gold and brought back new ideas to Mali. He came back with architects and teachers who helped to improve Mali. The Great Mosque of Timbuktu and the Sankara Madrasa was built at his time. The city of Timbuktu was a centre of learning and architecture.

Since much of Mali was a monarchy ruled by a Mansa, much of the kingdom's power was in the hands of the court officials. This enabled the kingdom to survive bad emperors. Mansa Musa's giving away of too much gold during his pilgrimage devalued Mali's gold.

The Mali Empire grew weak in the 15th Century as it began to lose control over its conquered people in the border regions. Later, it was conquered by the Songhai people.

Fig 2.5: Great Mosque of Timbuktu

Similarities among African empires

1. Many African empires relied heavily on trade for economic growth and development. For instance, West African empires such Mali and Songhai depended on Trans-Atlantic Trade and Trans-Saharan Trade for their growth.

2. West African empires such as Mali and Ghana as well as Ethiopian Empire adopted Islam as the state religion in their empires. This united them leading to their growth and expansion.

3. Majority of African empires had centralised governments. All the administrative functions flew from one point which was the position of either the king or emperor. In Ethiopian Empire, the emperor controlled everything in different dynastic reigns.

4. African empires had strong standing armies that protected their respective empires. The armies conquered neighbouring forces ensuring expansion of the empires. For example, the Zulu Empire conquered all neighbouring kingdoms and vastly expanded under Shaka the Zulu.

Differences among African empires

1. Some African empires were ruled by kings while others were under emperors. Those ruled by kings were usually referred to as kingdoms such as Mali and Ghana while those under emperors were known as empires. Ethiopia was an empire.

2. Some empires concentrated their leadership on dynasties. Different dynasties ruled during different times. A good example of this is the Ethiopian Empire. Other empires had hereditary kings, emperors or chiefs for example the Ghana Empire.

Source 2.4
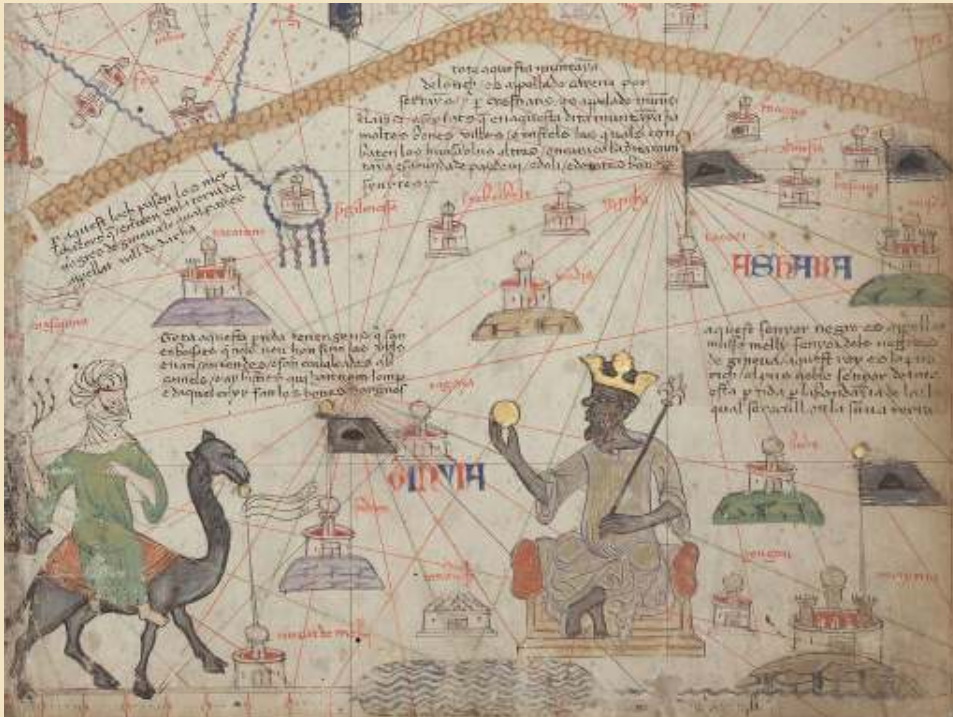
Using the source above, identify the achievements of Mansa Musa (seated) in Mali Empire.

NEW WORDS

Abyssinia: The old name of Ethiopia.

Annexation: The seizure of a territory by the military of another country.

Battle of Adowa: This was a fight between the Ethiopians and the Italians.

Communism This is a system of social organisation in which property is owned by the community and each person contributes and receives according to their abilities and needs. A communist is one who believes in the principles of communism.

Demarcating: To mark or determine the limits of something.

Dynasty: A line of hereditary rulers.

Emperor: A ruler of an empire.

Middlemen: An intermediary between two parties especially in trade.

Mustard gas: A liquid whose vapour is powerful, irritant and vesicant and is used in chemical weapons.

Vesicant: This is a chemical substance that causes burns and destruction of tissues. It also causes disabiity.

Regent: A person appointed to administer a state because the one supposed to be is a minor or is absent or incapacitated.

End of Unit Exercise

1. Assume you are a leader in your community, what are some of the good leadership skills you can use to rule your people from Mansa Musa's leadership?
2. Ancient African kingdoms, such as Ghana and Mali, based their economic systems on trade and agriculture. Explain five factors why as an independent state depend on Agriculture today.
3. Make one conclusion from the evidence about Mansa Musa's rule of Mali.
4. With reference to Trans-Saharan Trade, explain why trade is very important for the stability of a society today.

COLONIALISM AND THE AFRICAN RESPONSE

Introduction

Colonialism refers to the policy of acquiring full or partial political control over another country, occupying it and exploiting it economically. The European colonial period was when Spain, Italy, Portugal, Germany, France and Britain established colonies outside Europe. This system practically ended between 1945-1975 when nearly all colonies became independent.

Colonialism in Africa began when Europeans arrived in Africa towards the beginning of 20th Century.

Scramble refers to the rush or struggle in order to get something by trying to outdo other competitors for it. "Scramble for Africa" is where European for one reason or another competed amongst themselves to acquire colonies in Africa.

Partition refers to division of an item amongst the competitors in an organised manner following an agreed method or laid down procedure. "Partition of Africa" is where European powers agreed amongst themselves in the Berlin Conference on how to share the African continent as colonies.

Pre-Colonialism View

Africa was extremely poor and used backward technology: They did not use writing, they did not use the wheel or the plough outside Ethiopia.

Some societies did not use money.

They did not have economic institutions conducive to development.

They lagged in political centralisation.

It is the European who brought technology, introduced modern legal systems and methods of administration.
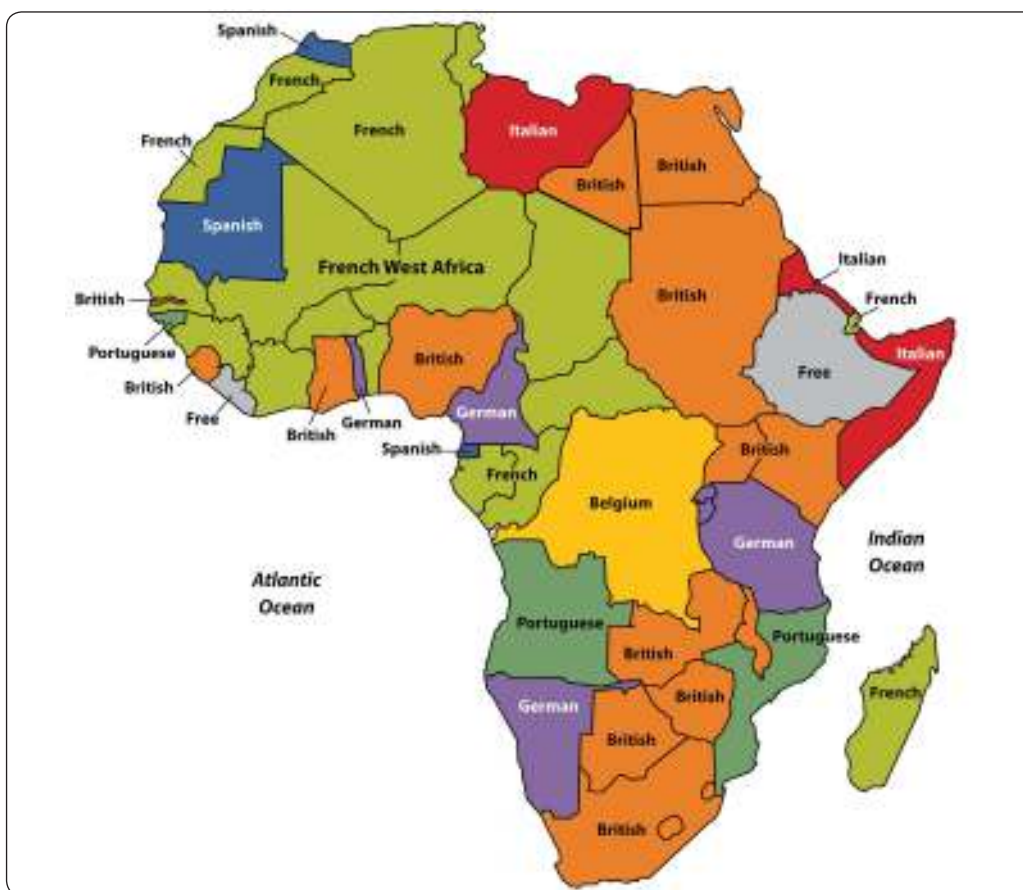
Fig 3.1: A map of African colonies after Berlin Conference of 1884

Activity 1	**Factors that Contributed to the Scramble for and Partition of Africa**

Before the 18th Century, there was no rush to get colonies in Africa by European powers. However, things changed in the course of time. European powers started developing interests in Africa. Most of the Europeans started coming to explore. There are a number of factors that contributed to the scrambling for and partition of Africa. These factors are categorised into:

- Political factors
- Economic factors
- Social factors
- Strategic factors
- Pull factors of Africa
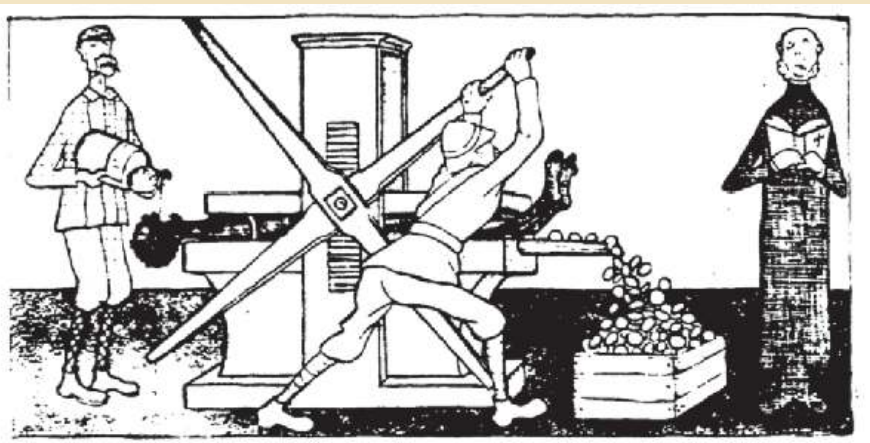
1. Political Factors

(i) Franco-Prussian War

After the Franco-Prussian War of 1870-1871, various states united to form Germany. Before this war, Britain and France were the most powerful nations in Europe. Germany had taken the two rich provinces of France, that is: Alsace and Lorraine. The loss of these two rich provinces made France to look for areas to compensate the loss. She came to Africa and acquired for herself many colonies. Germany also feared that France would look for an opportunity to revenge so she encouraged herself to get colonies in Africa.

(ii) Europe's pride

Having many colonies made European nations proud. Governments in Europe strived to get colonies in Africa for prestige. Germany and Italy

(she had not been unified before 1870) were late entrants into the scramble for colonies in Africa. The two nations wanted to assert themselves in European politics by getting more colonies just like France and Britain.

(iii) Public Opinion

Public opinion in Europe also made nations to come to Africa. The citizens' views had to be taken into account and so they pushed their governments to go for colonies in Africa.

The media also published views about the rush for colonies through the publications to the masses. Countries such as France, Britain and Germany had an effect on this.

(iv) Militarism

Another political factor was militarism whereby nations wanted to test their military strength against others confident of a win. The nations that were perceived to be military strong got praises from the people. The generals who took part in the war were glorified and some got knighted. For example, in Britain, General Kitchener was promoted into Lord Kitchener. The media also celebrated the generals and they were regarded highly.

2. Strategic Factors

(i) Egyptian question

The first strategic factor was the Egyptian question. This regarded the use of Suez Canal. The Suez Canal was

Fig 3.2: Khedive Ismael of Egypt

built in 1798 at a cost of four million British sterling pounds, financed by the British and French governments. The Canal was to provide a shorter route to India and the Far East investments. The Egyptian ruler Khedive Ishmael who was determined to develop his nation got loans for this purpose. He became extravagant and wasted a lot of money. For instance, he spent 1 million British sterling pounds on entertainment during the opening of the Suez Canal. This made Egypt bankrupt resulting into her selling her share of the Suez Canal to Britain. The Sultan of Turkey with the support of two European powers dethroned Khedive Ishmael and instead installed the son of the Sultan the ruler of Egypt. He was a puppet ruler. When Britain got a larger share of the Suez Canal, France left for West Africa. Now that she was in charge of Egypt which was dry, Britain had to protect River Nile which was the lifeline of Egypt. Uganda which was the source of River Nile had to be taken by Britain, Sudan which Nile passed through and Kenya which was a gateway to Uganda through Indian Ocean also had to be taken.

(ii) French activities in Western Africa and in Congo

Another strategic factor was the French activities in West Africa and Congo. Britain having taken Egypt made France to go to West Africa. Germany also claimed Togo, Cameroon, South-West Africa and Tanganyika. France used an Italian adventurer Savorgnan de Brazza in 1880 to sign treaties with Congolese Chief Makoko. The British and Portuguese had earlier laid claims on Congo so the action of France created more trouble in the quest for colonies.

(iii) The activities of King Leopold II of Belgium

King Leopold II of Belgium also had an ambition of creating an empire just like other European powers like France and Britain. Leopold called for a conference in Brussels in 1876 known as "the Brussels Geographical Conference". This Conference resulted in the formation of International African Association. The aims of this Conference was to abolish slave trade, support free trade and opening a number of stations from Zanzibar to Atlantic as "centres of civilisation". In 1879, King Leopold II sent an explorer Henry Morton Stanley to explore River Congo. This resulted into the creation of Congo Free State which became Leopold's personal empire by 1884. The activities of Leopold were not taken kindly by Portuguese which had earlier laid claim of River Congo. Britain supported the claim of the Portuguese while France supported Belgium. All the major European powers laid claim of the Congo region and this almost sparked off war among them. It was the convening of Berlin Conference of between 1884-1885 that helped ease the tension.

3. Economic Factors

(i) The need of raw materials

The Industrial Revolution led to the need for raw materials. Therefore, European were looking for colonies so that they can get raw materials for their industries. After independence of USA in 1776, Britain lost its major sources of raw materials. Africa had a lot of raw materials.

(ii) Need for markets for European's manufactured goods

The European powers were also looking for markets for their finished products. Most European powers had undergone industrialisation so they had all the necessary finished products. As a result, they had to widen their markets to Africa which had not been exploited.

(iii) European Merchants

European merchants also felt threatened by Africans who saw them as dependants of their economic resources. Due to insecurity, the merchants requested their mother countries to offer them security.

(iv) Investment of surplus production

Industrial Revolution led to accumulation of much wealth among the Europeans. This wealth needed to be invested elsewhere and Africa was one of the areas to invest in. This saw the inflow of entrepreneurs who were willing to try new areas of investment.

(v) The need to stop slave trade

There was a need to stop slave trade which was spreading very fast in the world. The Europeans wanted to replace it with legitimate trade.

4. Social Factors

(i) Need to protect missionaries and their activities

Missionaries requested their home governments to offer them protection against the resisting Africans who were against colonialism. The British set up posts in areas that had missionaries just to protect them. The popular saying, "the flag follows the cross" was coined to explain that after the coming of missionaries with the gospel, the colonial government followed them. Actually to some extent, the missionaries were seen as agents of the colonial government.

(ii) Settling population pressure in Europe

There was population pressure in Europe. This meant that there was need to resettle some people in Africa. The colonies thus were used to settle surplus population.

(iii) The rise of racism and paternalism

The rise of racism and paternalism was another social factor. Following Charles Darwin's theory of the origin of species which talks of the survival for the fittest. To the Whites, this theory meant that they were the superior race and so was to control others. Therefore, there was a need for them to control Blacks. Paternalism refers to denying people freedom of choice and responsibility.

Humanitarian group came to Africa to oppose slavery which they considered inhuman. They argued that it undermined human dignity since all men are equal. People like William Wilberforce and Granville Sharp fought for the abolition of slavery. They set up centres for freed slaves in Liberia, Sierra Leone, Bagamoyo and Freretown.

(iv) Evangelical revival in Europe

There was evangelical revival in Europe in the 19th Century and this motivated missionaries to spread the gospel.

The "Pull" factors of Africa

These are situations in Africa that encouraged European colonialists. They include the following:

(a) Minerals

Africa had a lot of minerals which were needed to be manufactured in European industries.

(b) Natural harbours

There existed deep natural harbours which helped foreigners to anchor their ships to replenish their supply or import goods and exports from Africa.

(c) Local and regional trade

There existed a well developed local and regional trade that availed goods to the European traders for export. There were also navigable rivers that aided in transport to various parts of the continent.

(d) Weak local systems of government

The system of government in most communities was decentralised making them weak to offer any necessary resistance against the colonialists.

(e) Diseases

Some African communities had been attacked by diseases and natural calamities such as famine and drought. This made them easy to attack.

(f) Enmity among African communities

During slave raids, Africans fought against each other and considered their neighbours enemies. This meant that they could not fight together.

Cycle of Conquest and Colonisation

Explorers → Conquistadores → Missionaries → Permanent Settlers → Official European Colony!
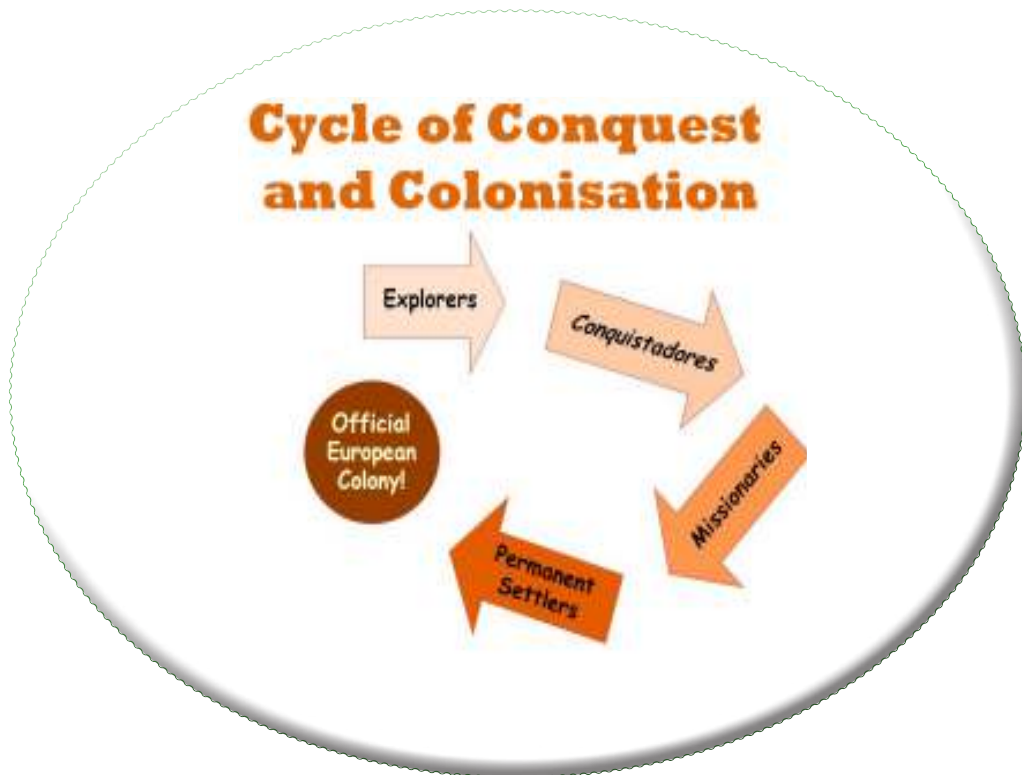
The Berlin Conference of 1884-1885

This Conference was convened by a German Chancellor Otto Von Bismarck between 1844 -1885. This was to avoid occurrence of war in Europe at a time when powers were competing for colonies in Africa. Great Britain and France were almost fighting due to colonial rivalry. The Conference was thus held to divide up Africa among European nations in a peaceful way.

Fig 3.3: Members of the Berlin Conference of 1884 - 1885

The terms of Berlin Conference of 1884-1885

1. Any power laying claim on any colony must inform other interested parties so as to avoid conflict and rivalry.
2. All signatories must declare their spheres of influence (an area under their occupation).
3. European powers claiming a sphere of influence must show effective occupation. This meant developing a colony by establishing political structure as well as economic structure.
4. Any power acquiring a territory in Africa must undertake to stamp out slave trade and "safeguard African interests."
5. River Congo and River Niger were free from navigation by any European power.
6. The European powers also recognised Leopold's claims over the Congo Free State.
7. A power claiming the coast of a colony should also claim the land in the interior of such coast.
8. Any power claiming authority in an area should undertake to protect any Whiteman in that area.

Work to do

Explain what you think could have happened if European powers did not convene the Berlin Conference.

Impact of the Berlin Conference of 1884-1885 and colonial rule in Africa

1. It led to creation of colonial boundaries along colonial states. This formed new political units.
2. Africans lost their independence as many European states came and established political control.
3. Africans were forced to work for Europeans. They worked in farms as well as domestic chores.
4. European powers exploited African economy and took raw materials to be processed out of Africa.
5. The coming of Europeans in Africa led to introduction of formal education.

6. Christian missionaries were able to spread Christianity.
7. The boundaries split some communities into two different political units. For example, Masaai in Kenya and Masaai in Tanzania.
8. To control Africans, the Europeans used divide and rule policy. This intensified conflicts between tribes.
9. There was establishment of new and foreign systems of government different from the African traditional ones. African system was a centralised system with all powers vested on one ruler.
10. Europeans introduced new technologies. For instance, new tools were used for farming.
11. There was also introduction of new crops and animal breeds by European settlers. For example, cotton, cocoa, tea, coffee, rubber and maize; animals included Freshian and Ayshire.
12. Following the Berlin Conference of effective occupation of colonies, Europeans were able to develop infrastructures, transport and communication networks were greatly improved.
13. Many Africans learnt the languages of their colonial masters like Portuguese, French and English.

| Activity 3 | **Methods used by European colonialist to colonise Africa** |

The European powers used various methods to acquire colonies in Africa. Some used more than one method in their quest for colonies.

The methods are divided in three categories:

(a) Military force or armed conquest

(b) Diplomacy

(c) A combination of military and diplomacy

a) Military Force

Most of the European powers used force to acquire the colonies they desired. These societies had resisted colonial conquest.

The British used force for example against the Asante, Nandi, Shona or Ndebele and Malawi among others. The French used military force against the Mandinka, Morocco, Tunisia, Algeria among others. The Portuguese on the other hand used force against Angola, Mozambique, Guinea Bissau among others.

b) Diplomacy

This method of acquiring colonies did not involve the use of force. It involved the following:

(i) Signing of treaties

This involved coming to an agreement with opposing camp by signing a treaty. There are two types of treaties:

1. Protection treaty signed between European powers and local African rulers. For example, the Buganda Agreement of 1900 between the British and the people of Buganda under Kabaka Mwanga.

2. Partition treaty signed among European powers on how to divide colonies. For example, the Berlin Conference of 1884 and 1885 that divided Africa.

(ii) Treachery or trickery

This is a method in which Africans were lured with gifts to accept terms given by the Europeans. They used friendly people to lure Africans such as explorers, missionaries and merchants. For instance, Italians signed an agreement with Menelik II on friendship only to publish an Italian version stating that Ethiopia to be a protectorate of Italy. This was the height of deceit from Europeans.

(iii) Company rule

Europeans used chartered companies in some areas to rule. The European countries gave the companies the mandate to rule on their behalf. British had Imperial British East Africa Company in East Africa (IBEAC) under Sir William Mackinnon, Royal Niger Company in West Africa under George Goldie and British South Africa Company in Southern Africa under Cecil Rhodes. Germans on the other hand had German East Africa Company in East Africa under Karl Peters.

Fig 3.4: William Mackinnon

The companies set up administrative posts in areas of their operations to exploit the available resources. However, most of the companies were unable to cope up due to a number of challenges and collapsed. The European governments took over thereafter.

They were faced with inadequate finance, inadequate personnel, vast land to rule, constant resistance from Africans, poor transport and communication networks among others.

c) A blend of diplomacy and force

In some areas, Europeans used diplomacy and force. They signed treaties and fought with Africans to subdue them. This is seen in Mandinka resistance by the signing of the treaty of Bisadugu between Samori Toure and the French.

Activity 4	African response to colonial rule

Africans reacted to European invasion by either resisting or collaborating.

Resistance was in two forms namely **active resistance** and **passive resistance**. Active resistance involved use of weapons by Africans to fight Europeans. Examples of communities that actively resisted were the Ndebele of Southern Rhodesia and Mandinka of West Africa.

On the other hand, in passive resistance, there was no violence as Africans chose not to cooperate with Europeans. In this case, this is non-cooperation, the communities refused to work on European farms or pay taxes to the colonial government, for example, the Pogoro of Tanganyika refused to pick cotton.

Fig 3.5: Armed resistance

At the same time, among those who resisted we have primary and secondary resistors.
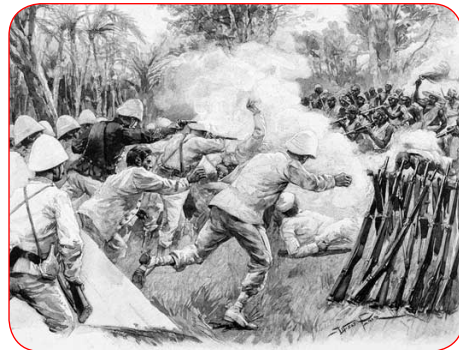
Primary resistors are those who began to fight colonialists from the start. **Secondary resistors** are those societies that started to fight colonialists after realising that they had taken away their resources and independence.

Collaboration is where African communities cooperated with Europeans. They signed treaties with Europeans and were recipient of Western goodies in form of Western formal education, medicine, gifts or other goods.

Work to do

With examples, investigate five major reasons why African communities responded to European colonialism differently. Write them down in your notebook.

Reasons why some Africans resisted European rule

1. Some communities resisted Europeans because they wanted to preserve their political independence.
2. Some Africans resisted the harsh and ruthless rule by the Europeans.
3. Others had strong military force, which made them have confidence to fight European forces.
4. Africans wanted to safeguard their culture. Christianity discredited African traditional practices. Europeans went as far as raping African women thereby failing to respect African culture.
5. Some resisted because they did not trust Europeans. This was because Europeans supported their enemies. For instance, Samori Toure resisted French because they collaborated with the enemies of the Mandinka.

6. European took away African land. This made Africans to resist them.
7. Some resisted due to the clash of interest. For instance, both the French and the Mandinka under Samouri Toure wanted to expand their empires.
8. Others wanted to protect their economic independence. They resisted colonial policies like introduction of hut tax.

Reasons why some communities collaborated with Europeans

1. Some communities realised the futility of armed resistance against a superior European side. The Europeans had powerful weapons compared to African communities.
2. Other communities wanted to be given western materials like foodstuffs and education.
3. Others collaborated so that they can get European support to fight their enemies. They knew that with European support, they would get weapons to fight off their enemies.
4. Other rulers were lured by the missionaries to accept the Europeans, for example King Lewanika of the Lozi.
5. Other rulers collaborated so as to promote trade between Europeans and their people.

Effects of African response to European rule

1. Those who resisted got killed in the process by European soldiers. A few Europeans were also killed by African soldiers.
2. The resisting communities had their property destroyed by the fighters. Scotched-earth policy was popular among the fighters who destroyed property more so food to starve the enemies.
3. Those who resisted learnt that to fight against an organised side needed a lot of preparation and discipline to get the skills necessary to win.
4. Africans lost their independence as Europeans established their authority over them without involving them at the senior level in the government.
5. Africans were alienated from their land and confined in reserves where they were forced to offer labour on plantation farms.
6. Due to spending much of their time in fighting and not working, Africans faced famine due to inadequate food supply.
7. The collaborators failed to safeguard their independence resulting into them being colonised.

8. Some of the African rulers became powerful and highly recognised though their powers were reduced. They rose to positions such as Paramount Chief.

9. Those who collaborated got protection from their traditional enemies.

10. Those who collaborated also got support from missionaries in form of formal education, medicine and other items.

11. Africans, whether collaborators or resistors got economically exploited by the Western Imperialists.

Group work

Discuss how Africa would have been today if it did not undergo colonialism. Remember, there are no right and wrong answers in this task.

The role played by Semei Kakungulu in collaboration

Semei Kakungulu was used by the British to establish colonial rule in

North-Eastern Uganda. He was born in Semei Lwakirenzi in 1859 but later on given the honorary title of Kakungulu. He died in 1928.

After the execution of his father and mother in the kingdom of Koki, Kakungulu fled to Buddu Kingdom. Here, he became Mutongole Chief of Kirumba. In 1893, Kakungulu commanded 15,000 soldiers with Colonel Henry Colville to attack the Bunyoro people.

Kakungulu was given the task to contain any resistance of Bunyoro under Kabalega in 1895. In 1899, together with Major Evatt, Kakungulu captured Kabalega and Mwanga in Lango. Kakungulu was then tasked to take the two prisoners to Kampala which he did.

When Reverend T. R. Bukley arrived in Kiweri, Kakungulu offered to escort him to where he was going. Kakungulu became a Christian in 1880's and was taught how to read the Swahili bible.

Fig 3.6: Semei Kakungulu

Having been converted, he joined a sect known as Malakite which had deep Jewish traditions. He was able to convince a number of Africans to join Christianity.

He was also used to quell the rebellious Muslims who had been pushed out of Buganda to Bunyoro kingdom.

The role played by Apollo Kaggwa in collaboration

Sir Apollo Kaggwa was born in 1864. He joined the king's palace in 1884 as a food distributor. Later on, he became Katikiro (Chief Minister of Buganda kingdom). This opportunity gave him a chance to interact with many people and groups. He became close to Christian missionaries while in this position. This made Kaggwa to convert to Christianity. He was instrumental in getting Baganda teachers to Bunyoro, Koki, Ankole among others. to spread the gospel.

He became a real friend of protestant missionaries who partnered with him to serve their interests. He was given power to run Buganda kingdom though the kingdom was led by Kabaka Mwanga. Apollo and other British loyalists actually influenced the appointment of senior officials in the palace. The Baganda however refused suggestion by the British that Kaggwa become king of the Buganda Kingdom. In 1894, Kaggwa together with the British attacked Bunyoro.

Kabaka Mwanga was removed from the throne and in his place, a young king, Daudi Chwa was installed. This gave even more powers to Apollo Kaggwa who signed the Buganda Agreement with the British in 1900.

Fig 3.7: Apollo Kaggwa

Apollo Kaggwa got knighted by the British Monarch in England when he attended the coronation of King Edward VII in 1902.

He also worked with the Europeans to establish formal education in Buganda Kingdom.

Work to do

Write a genuine account about the contribution of a person in your community who you think has vehemently contributed towards the stability and development of South Sudan today.

Activity 5	**The Role played by traditional African leaders in primary resistance**

1. Some led their army against the European forces. For example, Menelik II of Ethiopia led his army to fight against Italy in the Battle of Adowa of 1896. Menelik II won the war.
2. They were able to unite their people against their enemies. Samori Tuore led his people, the Mandinka against the French.
3. They were the spokesperson of their people. They presented grievances to demand for better terms.
4. The leaders also offered motivation and boosted morale of their people. Kinjikitile Ngwale of Maji Maji Rebellion of Tanganyika inspired his fighters by the use of magic water.

The successes of African reactions to colonial rule

1. Their reactions led to eventual granting of independence by the European powers. Africans were liberated from the colonial rule.
2. The activities of the resisting Africans called for the attention of international community. The Mau Mau rebellious activities caught international attention whereby many media stations aired their predicaments.
3. In some areas, Europeans introduced reforms after African armed resistance. For instance, in Tanganyika, Germans introduced a number of reforms to address some of demands put by Africans.
4. Those who collaborated got material gains in form of health, education, household goods, new crops among other things.
5. Some African leaders who cooperated with Europeans ended getting senior leadership positions. Nabongo Mumia of the Wanga Kingdom in Kenya was made a Paramount Chief having collaborated with the British.
6. Those who collaborated did not lose their lives for there were no fights with the European powers.

Group work

Discuss the problems that have been caused by the artificial boundaries that remained after Europeans left.

The failures of African reactions to colonial rule

1. Many lives and property of the resisting communities were destroyed during attacks.
2. Africans lost their way of life. Their cultures were interfered with as Europeans enforced Western way of life.
3. Africans reaction led to suspicion and division of Africans. Those who collaborated with Europeans were seen as traitors while those who resisted were seen as heroes.

Activity 6	Was South Sudan a colony of Sudan from 1956 to 2005?

Sudan gained independence on 1st January, 1956 from the British. The country was marred by civil wars from the onset of independence. The Northern part of the country was predominantly Muslim while Southern was Christian and Animist.

Southerners at the inception of the constitution in 1956 were calling for a Federal System of government. The north that was predominantly Arabs, did not take heed of the grievance given by the Southerners. This provoked the pro-federal system to be in contest with the pro-unitary system of government. With all these differences, there emerged a civil war whereby Southerners decided to fight the government of Sudan. What followed was the formation of Sudan Liberation Movement or Army (SLM/A) which changed to South Sudan People's Liberation Movement or Army (SSPLM/A).

In 1983, the then president Jaafar Nimeiri forcefully introduced Sharia Law in the entire country. This ought to have not been the case as consultation was needed. This was met with a lot of resistance from Sudan People's Liberation Army or Army (SPLA/M).

The South Sudanese were heavily attacked. The government of Sudan bombed South Sudan killing innocent civilians. The government also resisted army plan to give them relief food and the media also not given access to some areas in South Sudan.

It is therefore right to say that South Sudan was a mere colony. So Sudan tried to control South Sudan in all aspects of life. Politically, socially and economically South Sudanese were controlled by Sudan.

Fig 3.8: South Sudan women and children fleeing their country

Group work

With the help of a resource person old enough to have experienced the civil war and independence, explore events of recent decades. Do you think the evidence suggests South Sudan was a colony of Sudan? Give reason for your answer.

NEW WORDS

Alienate:	Transfer ownership (property rights) to another person or group.
Discredit:	Harm the good reputation.
Futility:	Pointlessness or uselessness.
Imperialists:	People who exploit other regions forcefully that do not belong to them. Also called colonialists.
Paramount chief:	A highest-level political leader in a regional, local or country administered by a chief-based system.
Scorched-earth policy:	A military strategy of burning or destroying crops or other resources that might be of help to an invading enemy force.
Sect:	A group of people with different religious beliefs.
Treaties:	A treaty is an agreement under international laws entered into by actors in international law.

End of Unit Exercise

1. Write a speech that you might deliver to colonial rulers, expressing your views on European imperialism in Africa.
2. Do you think African countries have moved on from colonialism? Explain your answer.
3. Do you think the United States of America and other industrial nations should engage in imperialism today? Explain your answers with reference to the factors that contributed to scramble for and partition of Africa.
4. How does colonialism affect national identity?
5. To what extent did Berlin Conference shape modern Africa?
6. Do you think Europeans could have conquered Africa if the Industrial Revolution never occurred? Explain your answer.
7. Why do you think European societies were able to subject African societies to formal colonial rule with such rapidity?

THE RISE AND FALL OF THE OTTOMAN EMPIRE (1299-1922)

Introduction

The Ottoman Empire was created by Turkish tribes in Anatolia (Asia Minor). It grew into one of the most powerful empires in the 15th and 16th Century. It was founded by Osman 1. As Sultan Mehmed 11 conquered Constantinople (today known as Istanbul) in 1453. The Empire reached its apex under Suleiman the Magnificent in the 16th Century. The Empire came to an end in the aftermath of its defeat by the allies in World War 1. The Empire was dismantled by the allies after the war ended in 1918.

| Activity 1 | The origin and organisation of the Ottoman Empire |

At its peak in the 16th and 17th Centuries, the Empire was made up of most of South Eastern Europe, parts of the Middle East, North Africa and parts of the Arabian Peninsula. It was a transcontinental empire. At first it was an Absolute Monarchy with Islam as the state religion. From 1876, it became a Constitutional Monarchy. It had several capital cities like Sogut and Bursa. The Ottoman army was mainly made up of Christians who were regarded as slaves but were well trained and well treated.

Fig 4.1: Osman I, founder of Ottoman Empire

Its first Sultan was Osman who founded this Empire in 1299. He conquered many areas and brought them under the Turks.

This Empire had a strong army that facilitated the conquests. Over the next 150 years the Empire continued to expand. In 1453, Mehmet II captured the capital of the most powerful empire at that time -The Byzantine Empire whose capital was Constantinople. After the capture, he made Constantinople the capital of the Ottoman Empire and renamed it Istanbul. At the beginning of the 17th Century the Empire had 32 Provinces and numerous vassal states. Some of the vassal states were later absorbed in the Empire while others were given semi-autonomous governments.

During a long period of peace from 1740-1768, their military system declined due to lack of practice. This made the Turks to lose in many wars later on in 18th and 19th century.

The Turks introduced changes in the army known as Tanzimat. These changes made the Empire to recover militarily and defend itself even though this never lasted for long. The Ottoman Empire at this stage had lost much of its territories which had been acquired through conquest.

The Empire allied with Germany militarily to strengthen her army and prevent further loss of her territories. It joined World War I on the side of the central powers.

Fig 4.2: Map of the Ottoman Empire at its peak

The Ottoman Empire had actually begun to decline in the late 1660s. It faced economic competition from India and Europe. There was internal corruption and poor leadership. The Sultans that came after Suleyman (from 1566 to 1789) led the Empire poorly. European manufactured goods were imported into the country killing local industries. There was also intellectual decline.

In the 20th Century, there was internal dissent in the Empire especially among the Arabs. Turkey's defeat during the First World War and occupation of its territory by the allied forces made it be partitioned. It lost its Middle East territories which were divided between the United Kingdom and France.

Later, the Turkish war of independence against the occupying allies led to the emergence of the Republic of Turkey in the Anatolian Heartland. The Empire lasted for about 700 years.

Factors that contributed to the growth of the Ottoman Empire

Expansion by conquest

The Ottoman Empire expanded by conquering other empires. This made it to grow very fast as it became a vast empire.

Strong standing army

This provided protection from fierce neighbouring empires. It is worth knowing that the conquered empires were the source of firearms used by the Ottomans. People from the conquered empires were allowed to join the Ottoman army.

Strong influential leaders like Sultan Osman

Sultan Osman single handedly developed and expanded the Ottoman Empire. He was successful in all wars he engaged in and developed reforms that would allow flourishing of local and international trade within the Empire.

Long period of political stability

The Ottoman's Empire witnessed a long period of peaceful co-existence from 1740 to 1768. This gave the Empire amble time to reorganise itself and develop in all political, social and cultural aspects.

Economic supremacy

The Ottoman Empire enjoyed an economic supremacy in the region. They had developed local and regional trades which even the neighbouring states admired. The Liberal Trade Policy that Sultan Osman had come up with was friendly to traders and encouraged foreigners from Britain, Germany and France to come and trade in the Empire.

Discuss the role religion plays in developing a society.

Characteristics of the Ottoman Empire

1. It was a centralised monarchy headed by Sultans. Power was hereditary.
2. It was transcontinental. It also included diverse groups of people and religions. It stretched from Europe, the Middle East up to Africa.
3. It was dominated by Islam. Islamic religion was imposed on conquered non-Muslim areas in some parts, others were allowed to continue with their religion like the Christians and Jews.
4. It was ruled by both religious and political leaders.
5. The Ottoman Empire's architecture was unique compared to other distinctive empires that existed. Buildings decorations that were used are still seen in Istanbul.

Achievements of the Ottoman Empire

Scientific achievements

It produced great scientific achievements like Taqi-al-din who was the first person to explain the formation of colour. He stated that colour is formed as a result of refraction and reflection of light. This was centuries before Isaac Newton did his research.

The Empire set up observatories that were used in studying stellar bodies like at Istanbul. This promoted astronomy. The studies helped come up with the Muslim calendar and right times of prayer. Instruments like the sextant were invented and the astronomical clock.

Fig 4.3: Tagi al-Din
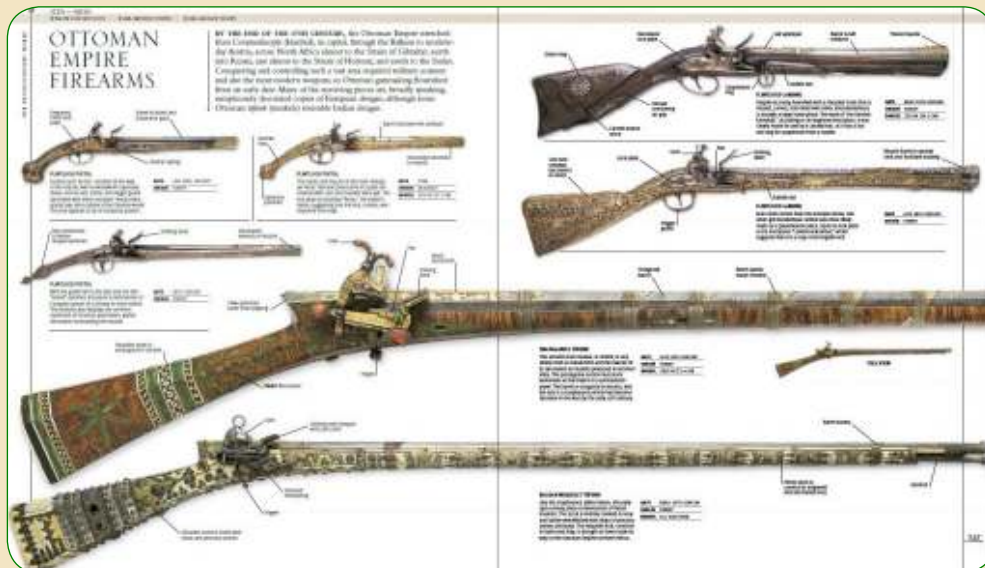
The source above shows the achievements of the Ottoman Empire in making weapons using the gun powder technology.

1. In groups, discuss this achievement and relate them to our modern weaponry.
2. Explain why this weapon gave the Ottomans such an advantage.

The Ottoman's Empire produced Taqi al-Din who was regarded as the greatest scientist on earth. Taqi al-Din was truly a polymath. He was an astronomer, astrologer, engineer, physician, botanist, zoologist, mathematician, watchmaker, theologian and an inventor.

As an inventor, Tagi al-Din's greatest achievement was the invention of the early practical system engine. He laid down the foundations of the great discoveries of powerful steam engines in the 17th century.

He invented mechanical alarm clock and the spring-driven astronomical clock which were more precise than those that were previously used in that particular time period.

There are more discoveries, inventions and achievements that were made by Tagi al-Din, but also other scientists of the Ottoman Empire that deserved further notice, for example Ali Qushij.

Cultural achievements

The Ottoman Empire was a time of true innovative thinking Culture flourished marvelously under this period in time. It was under the prosperous reign of Suleiman the Magnificent that encouraged the development of architecture, carpet weaving, poetry, ceramics among other things.

The architecture of this time is interesting mainly because of the new techniques and solutions to the problems that were discovered then. These discoveries led to the building of the new and inventive buildings that are exemplary today of the Ottoman Empire.

Fig 4.4: A modern building which is a reflection of the architecture in the Ottoman Empire

The literary achievements of the Ottoman Empire mainly concern the Diwan poetry. This is a collection of poems. It was exceedingly ritualised in the form of divine art and it followed Islamic forms and rules.

Foot prints

"Walk a little slower Daddy."
Said a child so small.
"I am following in your footsteps,
And I don't want to fall.
Sometimes your steps are very fast.
Sometimes they are hard to see;
So walk a little slower, Daddy.
For you are leading me.
Someday when I'm all grown up,
You are hat I want to be:
Then I will have a little child,
Who will want to follow me,
And I would want to lead just right,
And know that I was true;
So walk a little slower, Daddy,
For I must follow you."

Authors: Denise and Alan Fields.

In groups, practice this poem and choose one member of your group to recite it in class.

Art in form of carpets, calligraphy and ceramics were greatly developed in this period of time because of the enormous wealth of the Ottoman's Empire, creating beautiful pieces of art describing the golden age of the Ottoman society to present day people.

It managed to conquer large territories and maintain the peoples' loyalty for long especially by allowing them to continue with their religion.

It encouraged scientists from other parts of Europe to come and conduct their studies within the Empire regardless of the religion.

It introduced a mix of theocratic leadership and political leadership in its government that worked so well.

Identify ways in which some of the scientific and cultural achievements of the Ottoman Empire have influenced the life of people today. Cite examples in reference to modern arts.

Impact of the Ottoman Empire on the subsequent history of the Middle East and Modern Turkey

1. When the Ottoman Empire captured Constantinople, scholars and artists fled the city into Italy sparking the European renaissance. It also made European nations to start looking for new trade routes to the Far East promoting exploration.

2. When the central powers were defeated in the First World War, the allies signed the treaty of Sevres with Turkey (later renamed the treaty of Lausanne) in 1920. The Empire was partitioned among the allies. Eastern Mediterranean lands were ceded and new forms of government were created. Syria and Lebanon were put under French rule while British took over Palestine.

3. The signatories of this treaty were stripped off their Ottoman citizenship by the grand National Assembly led by Mustafa Kumal. The Turks started the Turkish war of independence which led to the birth of the present Turkey. A new treaty known as the Treaty of Lausanne was signed that preserved the sovereignty of the Turkish Republic.

4. The allies with the treaties failed to deal with the Kurds who were forced into other areas of Turkey, some in Syria others in Iraq. The Kurds today want to establish a state of their own.

5. The Treaty of Sevres allowed the Europeans to shape the borders of the Middle East nations. This treaty resulted in the present border dispute between Israel and Palestine especially the fight over Jerusalem. When Britain occupied Palestine, it allowed a Jewish settlement there.

6. The Ottoman Empire introduced the concept of Millet. These were religious groups that ruled their communities under the patronage of the Ottoman Empire. Millets who were mainly in conquered areas retained their own religious laws, language and traditions with the protection of the Sultan. This practice of mixing religious and state leadership is still

being practiced in some Middle East countries today. Religious leaders have great influence on politics.

7. After the Ottoman Turks captured many Christian and Muslim areas of Iran, Arab and North Africa, they protected these areas from being conquered by the equipped European armies. Their conquest allowed the spread of Islam in these territories. The highest position in the Islamic world – the Caliphate was given to the Ottoman Sultan. These conquests and control made some Turks start thinking of establishing a big Islamic state. These feelings are in some individuals today.

Group work

Do you know this interesting fact about the Ottoman Empire? When a Sultan ascended into power he was to kill all his brothers.

1. Why do you think this was the case?
2. Have you ever heard of something of the sort happening in any of the African societies.
3. If your answer is yes in question 2, state where and why it happened.

| Activity 2 | The decline of the Ottoman Empire |

By late 18th Century, the Ottoman Empire faced a lot of challenges defending itself against foreign invasion and occupation. In response to foreign threats, the Empire initiated a period of internal reforms which came to be known as *Tanzimat*. They succeeded in significantly strengthening the Ottoman central state.

Over the 19th Century, the Ottoman state increasingly became powerful and rationalised, exercising a greater degree of influence over its population than in other previous eras.

This period was followed by defeat and dissolution of the Ottoman Empire (1908-1922).

There are a number of factors that contributed to the decline of the Ottoman Empire. These factors included the following:

1. The rise of nationalism

The rise of nationalism affected many countries in the 19th Century. It affected many territories within the Ottoman Empire. The national consciousness together with growing sense of ethnic nationalism made nationalists to think. The Empire was forced to deal with nationalism from both within and beyond its borders.

European powers actively encouraged nationalists within the Ottoman Empire to revolt throughout the 1800. For example, the Greek Revolution of 1821-1832 was strongly encouraged by other European powers who sought to undermine and weaken the Ottomans.

2. The Russian Extension

In the 19th Century, Russia had a main theme of supporting independence of Ottoman's former provinces and then bringing all the Balkan slaves under Bulgaria or using Armenians. This made provinces such as Romani, Bulgaria, Serbia and Montenegro achieve their independencies from the Ottoman Empire, rendering it weak and unable to operate as well as fight other alarming empires.

3. External attacks

The Empire's military remained an effective fighting force until the second half of the 18th Century when it suffered a catastrophic defeat against Russia in the 1768-1774 war. The subsequent emperors after this period had weak leadership skills to make the Empire strong again. This made the Empire to collapse as it could not fight enemies anymore.

4. Economic challenges

Free trade contributed to the decline of industries in the Ottoman Empire. Initially, the Empire flourished on its liberal trade policy, which attracted foreigners. The change of these policies meant that the Ottoman Empire would lose its economic strength since traders shifted to other regions.

Timeline of major developments in the Ottoman Empire

Year	Event
1299	Osman 1 founded the Ottoman Empire.
1389	The Ottomans conquer most of Serbia.
1453	Mehmet II captures Constantinople ending the Byzantine Empire.
1517	The Ottomans conquer Egypt.
1520	Suleiman the Magnificent becomes ruler of the Empire.
1533	The Ottomans conquer Iraq.
1551	Libya is conquered.
1566	Suleiman the Magnificent dies.
1683	Ottomans defeated at the battle of Vienna.
1699	The Ottomans give up control of Hungary to Austria.
1718	The Tulip period begins.
1821	The Greeks begin their war of independence.
1914	The Ottomans join the central powers.
1920	The Treaty of Sevres is signed.
1923	The Treaty of Lausanne is signed.
1923	The Republic of Turkey is formed.

NEW WORDS

Caliphate:	The leadership of a chief muslim ruler.
Calligraphy:	The art of producing decorative handwriting.
Central powers:	Germany and its allies in the First World War.
Conquest:	Overcome and take control of a place by military force.
Dissent:	Having opinion different from those which are officially held.
State religion:	The official religion of a state.
Semi-autonomous:	It is a country of a state having some degree of something but not complete in terms of government issues.

Sultan:	A leader of an Islamic country.
Renaissance:	The cultural re-birth that occurred in Europe.
Treaty of se`rves:	It was an agreement between Turkey and the allies in the 1920.
Vassal states:	States that are subordinate to another stated.

End of Unit Exercise

1. How did the reform period in the Ottoman Empire affect the relationship between Islam and state?
2. With reference to the growth and development of the Ottoman Empire, explain ways that can make a society develop in the 21st Century.
3. While the Ottoman Empire expanded strongly by defeating any alarming state, discuss how the major African Empires rose to dominations in their respective regions.
4. Analyse any four major ideas that you think developing African countries should learn from the Ottoman Empire.
5. Critique the claim that Ottoman Empire was 'the sick man of Europe' just before the outbreak of the First World War.

THE MADHIST REVOLUTION IN SUDAN

Fig 5.1: Map of Turko-Egyptian Rule
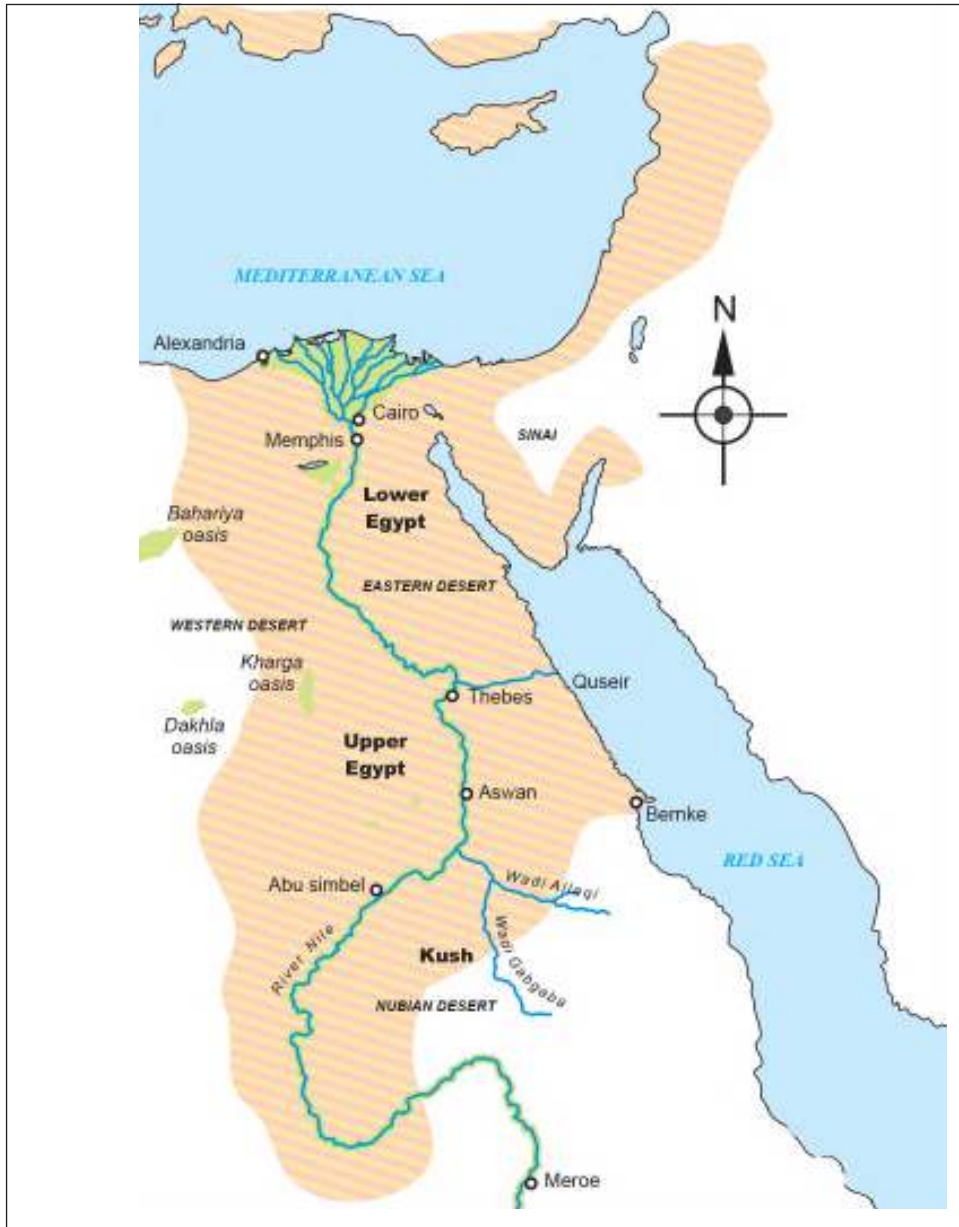
KEY
○ Important towns
▨ **Extent of New Kingdom**

The Turko-Egyptian rule

Group work

Using drawing on what you learned in S1, outline the events in the Turkish invasion of Sudan. Present it to the rest of the class.

Introduction

In Secondary One, you learnt about the nature of Sudan before the Turko-Egyptian Rule. You also learnt about the reasons for the Turko-Egyptian entry into Sudan. You were introduced to the Mahdist Revolution and how the South Sudanese participated in this revolution.

In this unit, we shall analyse the Turko-Egyptian Rule and the Mahdist Revolution in detailed form. We shall also tackle the Mahdia Policy towards South Sudan.

The Turko-Egyptian administration in Sudan started when Muhammad Ali in 1820 annexed Sudan bringing it under his control. Muhammad Ali was the Ottoman viceroy in Egypt. Their rule lasted for about 65 years up to the rule of Muhammad's grandson Khedive Ismail.

In the course of the expansion of their empire, Ottoman Turks came to North Africa and made this region their part of the empire. The North African countries were made Ottoman provinces. Muhammad Ali was sent by Ottoman Empire to administer the province of Egypt. He later on declared Egypt independent from the Turkish rule and started crafting for himself an empire in Egypt.

Fig 5.2: Muhammad Ali

He built his own army and introduced a number of economic projects in Egypt. Muhammad Ali expanded this Empire to Sudan. This is what came to be known as the Turko-Egyptian rule.

Reasons for the coming of the Turko-Egyptians to Sudan

1. Muhammad Ali needed to safeguard his empire. Because of this, he obtained slaves and recruited them into his army. His commanders attacked Sudan and took a sizeable number of black slaves to the training camps in Egypt. Thereafter, they formed the strong Egyptian army.

2. Muhammad Ali wanted to finish up the survivors among the Mamluks. In 1811, Egyptians had defeated the Mamluks. The Mamluks then decided to flee to Sudan and stationed at Dongola. This was a group that was bitter after they had been defeated and so Ali thought that leaving them there was not a good idea because they could regroup and strike back.

3. He wanted to get new sources of income to fund his projects in Egypt.

4. He sent an army commandeered by his son Ismail who easily crushed opposition they found along. They fought at Dongola defeating the Mamluks easily. They also fought at Shayqila and Bara. Commander Ismail then began to consolidate the conquests and moved the capital from Sennar to Wad Medei.

5. The Egyptians were attracted by the natural resources that were in Sudan. They prospected for gold which they eventually found to be not economically viable. When they failed to get gold, they went for crops and animal products like hides and skins

Source 5.1

1820 – 1888s: Turko - Egyptian Rule

- This period of Egyptian rule in Sudan was known as the "Turkiya", because officially, Egypt was part of the Turkish Empire.
- The Egyptian (called "Turks") treated the Sudanese brutally, overtaxed them and took many slaves. The Sudanese were so unhappy that they were ready to revolt against their Egyptian masters.

In groups, discuss how the Turko-Egyptian rule was administered in Sudan.

Prepare a presentation for the rest of the class

Later on in 1840, they added to the list of conquests the region of Kassala and Suakin, Equatoria in 1871, Bahr al-Ghazal in 1873 and Darfur in 1874.

The nature of the Turko-Egyptian administration in Sudan

1. To administer the colony, a highly centralised bureaucracy headed by a governor was established. The new administration brought together all the territories that were in Sudan under one centralised administration. The governor known as *Hukumdar* was answerable to Cairo. The new administration then introduced a new system of tax that was viewed as oppressive by the Sudanese. Tax was collected with a lot of brutality and the collectors were very inhuman.

2. The Turko-Egyptian administration put much emphasis in agriculture by trying to put land into use through irrigation. Crops such as cotton and sugarcane were successfully grown. They used insecticides to eradicate pests. They also came up with ways of preserving hides and skins for export to Egypt.

3. They exploited timber from the forests in the southern part of Sudan.

4. To exploit Sudan, a railway service was introduced to ferry exports from Sudan to Egypt.

5. The new administration introduced an electric telegraph system in Sudan by 1880.

6. Warehouses were built to store trade goods bound for Egypt. Export trade of Sudan was at this time monopolised by the Turks from Egypt.

7. The new administration attempted to establish schools to teach Sudanese their education. The Egyptians were themselves teachers making the Sudanese Sheikhs jobless and poor.

8. Egyptians were predominantly Muslims so they introduced Sharia Laws to tackle criminal issues.

9. The Turko-Egyptian administration was involved in massive land alienation along the Nile Valley.

10. The crop plantations needed labour and so the administration introduced forced labour.

11. The Sudanese were also forcefully recruited into the army.

The activities of Turko-Egyptians in Sudan

1. They established political control over the Sudanese people. They came up with a new administrative structure led by the *Hukumdar,* the governor. The governor was answerable to the Egyptian government.
2. They participated in agriculture. They did this by irrigating farms along the Nile Valley. The crops were exported to Cairo.
3. They established an education system to enlighten the Sudanese. This system was based along religious lines.
4. They established Sharia Courts and Sharia Laws to Sudan.
5. They were also involved in pacifying Sudan so as to get slaves who were recruited to the Egyptian army.
6. They spread the Islamic religion to the Sudanese who had not been converted to Muslims.

Group work

1. "The activities carried out by the Turko-Egyptians in Sudan were all for the benefit of the Sudanese." Debate.
2. Note down the main points tabled in your note book.

Activity 2 — The Mahdist Revolution (1881-1898)

The Mahdist Revolution was an Islamic revolt by the Sudanese against the Turko-Egyptian rule in Sudan. Mahdism was a branch of Islam. It incorporated the idea of a golden age in which the Mahdi, translated as "the guided one", who would restore the glory of Islam in the universe. The coming of the Turko-Egyptians was not received well in Sudan.

The Turko-Egyptians had come to suppress, exploit and plunder Sudan. An anti-slave movement sprung up in Sudan leading to unrest in Sudan. The British took over Egypt in 1882 making matters worse. They had come to protect their interests in the Suez Canal and to ensure that the Egyptian government paid them the loans they had taken from them in the construction of the Suez Canal. General Charles Gordon was appointed governor of Sudan which intensified anti-slavery movement. The British were Christians, so Arab leaders in Sudan saw the move by the British as an attempt to undermine the Muslim Arab dominance in Sudan.

BIBLIOGRAPHIES

A BIBLIOGRAPHY OF THE MAHDIST STATE IN THE SUDAN (1881-1898)

AHMED IBRAHIM ABU SHOUK

The Sudanese Mahdiyya was a movement of social, economic and political protest, launched in 1881 by Muhammad Aḥmad b. ʿAbd Allāh (later Muḥammad al-Mahdī) against the Turco-Egyptian imperialists who had ruled the Sudan since 1821. After four years of struggle the Mahdist rebels overthrew the Turco-Egyptian administration and established their own 'Islamic and national' government with its capital in Omdurman. Thus from 1885 the Mahdist regime maintained sovereignty and control over the Sudanese territories until its existence was terminated by the Anglo-Egyptian imperial forces in 1898.

Bibliographic overview

The seventeen years of Mahdist rule in the Sudan produced a large number of published and unpublished primary textual sources on the history of the revolution and its state. Contributions from 'Mahdist intellectuals' in the Sudan were products of the state written in defence of the ideals of Mahdist ideology and the achievements of the Mahdi and his successor, the Khalifa ʿAbdallāhi. The Mahdi himself left a

Sudanic Africa, 10, 1999, 133-168

A Book on the Bibiliography of the Mahdist state

Use the source above to answer the question below.

According to the source, what made it possible for Mohammad Ahmad to convince Southerners to join the Mahdist Movement?

The course of the Revolution

Muhammad Ahmad, a Sudanese Islamic cleric proclaimed himself the Mahdi in 1881. He transformed the movement from political to fundamentally religious one. This movement was to show disenchantment over the Egyptian rule and resentment against the British.

The Mahdist army launched attacks on the Egyptian army. By 1882, they had complete control over the area surrounding Khartoum. This made the British and Egyptians combine forces under the command of British Colonel William Hicks. They then launched a counter attack but Colonel Hicks was killed forcing the British to evacuate Sudan. The British and Egyptian army again launched an attack on the Mahdist in 1885. This attack led to the beheading of General Charles Gordon, the commander of the Anglo-Egyptian forces.

Upon the death of the self-proclaimed Mahdi on June 1885, there arose leadership wrangles on who should take over. The Anglo-Egyptian forces under Commander Herbert Horatio Kitchener hoping to capitalise on the wrangles returned to Sudan. This resulted in the deaths of 11,000 Mahdist and the wounding of many. Khalifa Abdulla, the successor of Ahmad fled after his forces were overrun. Khalifa was found and killed in 1899. This officially ended the Mahdist movement.

Fig 5.3: The Mahdi War

The Causes of Mahdist Revolution

Majority of workers in the Sudanese government was composed of foreigners. They were non-Egyptians as well. So those employed by the colonial Sudan government were the citizens of the Ottoman Empire. Muhammad Ahmad did not label Egyptians as enemies but the Turks were seen by Sudanese as infidels. They smoked publicly and employed non-believers to oversee the faithful.

This made the Mahdist to open war against the Turks who violated the teachings and practices of Islam. A Jihad War was necessary against them.

The desire to overthrow Egyptian colonialism was another thing that Mahdi wanted to acheive. He wanted to fight legitimacy amongst those people by fighting the neighbours. Mahdi needed to establish an ideal Islamic world where there are no impurities and that the Muslim community is protected against external influence whatsoever. To Mahdi, his role was akin to that of Prophet Mohammad.

The Mahdist followers had high spirit and morale. They believed that fighting and killing a non-believer was a guarantee to paradise. This made them to fight with a lot of zeal.

The Egyptians also imposed a high tax on the Sudanese. The people never had jobs to earn a living and pay tax. It was also reported that the collection of tax was done ruthlessly.

The slaves were also taken from Sudan to Egypt and the rest taken to the Ottoman Empire. The institution of slavery deprived people of their close family members. The slave trade also made people undergo untold suffering and misery. However, it is interesting to note that when the British came to Sudan, some Sudanese who were benefiting from the illegal slave trade were angered by the abolition of slavery.

The Sudanese were also not impressed by the foreigners who decided to have an absolute control over trading activities in the region. This destroyed the livelihood of many people who depended on the trade.

Many of the young Sudanese were also forcefully conscripted in the Egyptian army. Many of these young people died as they moved to various places and into the interior of Sudan.

Factors that led to the success of the Mahdist Revolution

The Mahdists won several wars against the combined forces of the Egyptians and the British. They fought their enemies with a lot zeal to finish them. The following are the factors which led to their success.

1. The existence of able leaders in Muhammad Ahmad and Khalifa Abdullah inspired the Revolution greatly. Mahdi inspired many who believed that they were fighting a religious battle that needed devout Muslims to participate.

Fig 5.4: The battle of Omdurman

2. Muhammad Ahmad had a big following which could fight and defeat their enemies who in most cases they outnumbered. The soldiers were well trained and highly motivated because they thought that they were fighting a holy war, Jihad.

3. The soldiers were given incentives whenever they performed well in the battles. This motivated them to fight with vigor.

4. The army had strong and powerful officers. These officers were able to fight their enemies.

5. They also had strong and modern weapons. They had short spears that could be either thrust or thrown. They also used swords and shields to fight their enemies. The Egyptians used Remington riffles. The Egyptian soldiers in Sudan were not well trained and felt that being posted to Sudan was a punishment.

6. The Mahdi called on board everyone to join the Mahdi movement regardless of their ethnic background. This made the movement to have a massive following in Sudan. He also sent his messengers to spread the message that the military success was beginning to bear fruits.

7. Mahdi also got himself into a propaganda campaign. He wrote a letter to religious and political leaders asking them to devote themselves to God and overthrow the "Turkish Yoke".

These letters made leaders work against the British and Egyptians.

8. As the territories under his control increased, the Mahdists developed a financial system. He even formed the ministry of finance and appointed Ahmed Suleyman as its minister.

9. Their success was also boosted by Egyptian resentment of foreign domination in their territory. This meant that Egyptians no longer wanted the Turks who had occupied their land.

The roles played by the South Sudanese in the Mahdist Revolution

Pair work

With your friend, carry out a research on the role played by the South Sudanese in the Mahdist Revolution and the problems they faced.

Present your finding in class.

The Effects of Mahdist Revolution

1. Many people lost their lives in the Revolution while others were injured during the attacks by the enemies.

2. Property was also destroyed during the Revolution. Crops were destroyed and livestock killed in big numbers.

3. The people of Sudan learnt the importance of unity because they were able to fight their enemies when they were united. The leaders were able to foster this unity against the aggressors.

4. The revolution facilitated the spread of Islam to other areas that had not fully embraced Islam.

The problems Khalifa Abdulla faced in Sudan

1. Khalifa Abdullah replaced Mahdi in 1891. This was after succession wrangles on who should succeed him after his death in 1885. Khalifa was among the three deputies who were poised to succeed Mahdi. Khalifa then appointed administrative officials to oversee each of the provinces under his rule. Among the provinces was Al Jazirah which was a rich region. He failed to restore Al Jazirah's commercial prowess.

2. When he attempted to create a kingdom, it was met with a lot of rebellion. This led to his defeat and he was killed by the British.

3. He met opposition from those who joined the Mahdi Movement to get rid of Turko-Egyptian rule rather than the autocratic rule of the Khalifa Abdullah.

NEW WORDS

Disenchantment:	A feeling of disappointment about someone or something you previously respected or admired.
Conscript:	Enlist someone compulsory into the armed services.
Devout:	Having or showing deep religious feeling or commitment.
Vigour:	Physical strength and good health.
Annex:	To take possesion of an area of land or a country usually by force.
Viceroy:	A ruler exercising authority in a colony on behalf of a sovereign state.
Mamluks:	Muslim slave soldiers and Muslim rulers of slave origin.
Comandeered:	To enlist someone to help in a task.
Conquest:	The subjugation and assumption of control of a place or people by military force.
Bureaucracy:	A system of government in which most decisions are taken by state officials rather than by elected representatives.
Warehouse:	A large building where raw materials of manufactured goods may be stored prior to their distribution for sale.
Monopolysed:	To obtain exclusive possession or control of activities like trade, commodities or service.
Alienation:	The state of feeling isolated or estranged.
Golden age:	A period of time during which a very high level of achievement is reached in a particular field of activity. It is also used to refer an imaginary past time of peace, prosperity and happiness.
Cleric:	A person who has legitimately been received in to ranks of the clergy.

1. By the late 1960s, Muhammad Ali had become a living embodiment of the proposition that principles matters. Outline ways that Muhammad Ali demonstrated that principles matters in his life.
2. In what ways do you think the Mahdist Revolution laid the foundation of nationalism in the whole Sudan region?
3. If you are to address Muhammad Ali, the Turko-Egyptian administrator today, what grievances would you present to him? Using speech writing skills, write a speech of not more than 500 words.
4. Identify and explain the contributions of one leader in South Sudan since independence you would compare to Mohammad Ahmad.
5. Just like the African resistances towards colonialism, Mahdist Revolution against the Turko-Egyptian rule failed. What lessons do you think today's human rights activists can learn from this Movement?

THE INDUSTRIAL REVOLUTION

Introduction

Industry is the production of goods or related services within an economy. It can also be defined as the use of raw materials to produce finished products.

The Industrial Revolution was a period of rapid change in the way goods were produced from industries. It was a transition to new manufacturing processes in the period from 1760 to 1840.

Activity 1	Origin and development of industries

Traditionally, the production of goods was in small scale. Today in our community, there are still human economic activities that can be categorised as local industries.

Crude methods were used to produce goods. There was a lot of human engagement in the production of goods. This required a lot of human labour.

Later on, there was the discovery of machines and new sources of energy. These discoveries drastically changed the way goods were being produced.

Fig 6.1: Local industries in South Sudan

Work to do

In your notebook, write about at least two industries you know about. Include the raw materials they use (if any), the products or services they provide and the sources of energy they use.
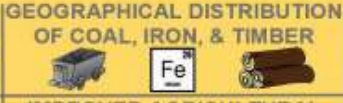
Activity 2	Industrial revolution in Europe

As explained in Activity 1, Industrial Revolution was a kind of transition in the industrial manufacturing process. This transition included:

   (i)   Going from hand production methods to machines.
   (ii) New chemical manufacturing and iron production processes.
   (iii) The increase in the use of powerful sources of energy such as steam.
   (iv) The rise of factory systems.

Britain was the first country in Europe to industrialise. Later on, other European countries followed suit. Industrial Revolution in Europe was a period when industrial production turned from small cottage industries at home to large scale production in factories from around 1760. There were factors that made Britain industrialise earlier than other European countries.

Source 6.1

A VARIETY OF FACTORS LED TO THE RISE OF INDUSTRIAL PRODUCTION
REQUIRED EXAMPLES:

EUROPE's LOCATION ON THE ATLANTIC OCEAN	GEOGRAPHICAL DISTRIBUTION OF COAL, IRON, & TIMBER	EUROPEAN DEMOGRAPHIC CHANGES
URBANIZATION	IMPROVED AGRICULTURAL PRODUCTIVITY	LEGAL PROTECTION OF PRIVATE PROPERTY
ABUNDANCE OF RIVERS AND CANALS	ACCESS TO FOREIGN RESOURCES	ACCUMULATION OF CAPITAL

The source above shows variety of factors that led to the rise of industrialisation in Europe.

Discuss how each of the factors in the source above contributed to industrialisation in Europe.
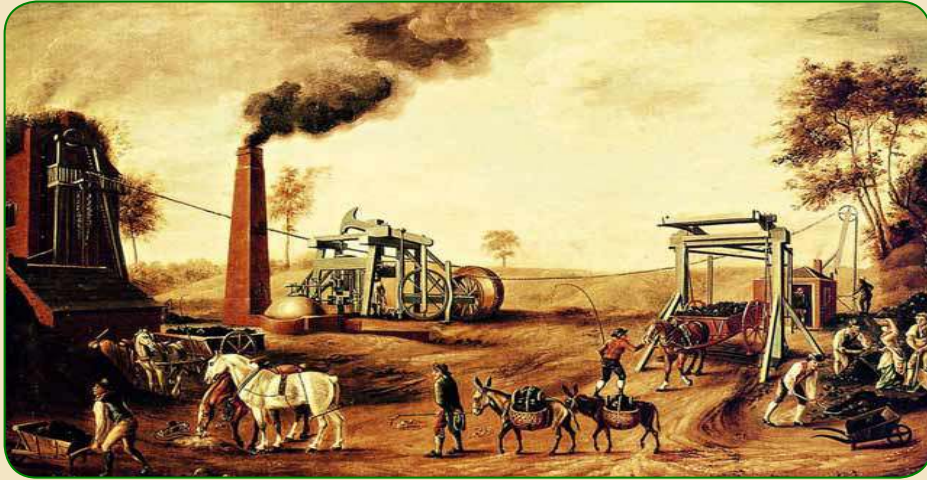
A painting that shows the beginning of industrialisation in Europe

The source above shows how Industrial Revolution started in Europe.

What can you see that relates to the rapid inventions that occurred in Europe during this Industrial Revolution period?

Britain was the first country to industrialise.

Fig 6.2: Map of Europe showing where Industrial Revolution began

The textile industry was among the earliest industries to develop in Britain. It had been a cottage industry before Industrial Revolution began. Spinning and weaving were all done at home. Later on, there were inventions made which improved the industry. These discoveries are shown in the table below.

Name	Year	Invention
James Joule	1852	Proved that heat is a form of energy.
James Watt	1769	Improved the steam engine. Steam power was used in the textile industry.
John Kay	1733	Invented the flying shuttle.
James Hargreaves	1764	Invented the spinning jenny.
Richard Arkwright	1769	Invented the water frame.
Samuel Crompton	1779	Invented the spinning mule.
Thomas Bell	1785	Invented the spinning calico printing machine.
Edmund Cartwright	1789	Invented the steam power loom.
Eli Whitney	1793	Invented the cotton gin.

Fig 6.3: Thomas Edison standing behind his original dynamo

Work to do

Carry out research on:
(i) Michael Faraday's inventions.
(ii) Eli Whitney

There were other industrial discoveries that were made in Britain. For instance, the steam locomotive which was invented by George Stephenson. This discovery ushered in the railway that was used to transport finished goods, workers and raw materials. Trains carried large amounts of goods. Roads and new canals were built.

Britain had also undergone the Agrarian Revolution earlier than other European countries. The Agrarian Revolution had led to production of enough food for the population and led to the growth of agricultural based industries.

Source 6.3

…no exertions of the masters or workmen could have answered the demands of trade without the introduction of spinning machines.

These were first used by the country people on a confined scale, twelve spindles being thought a great matter; while the awkward Posture required to spin on them was discouraging to grown up people, who saw with surprise children from nine to twelve years of age manage them with dexterity, whereby plenty was brought into families formerly overburthened with children, and the poor weavers were delivered from the bondage in which they bad lain from the insolence of spinners. . . .

The plenty of weft produced by this means gave uneasiness to the country people, and the weavers were afraid lest the manufacturers should demand finer weft woven at the former prices, which occasioned some risings, and the demolition of jennies in some places by the uninformed populace. At length Dorning Rasbotharn, Esq. a worthy magistrate near Bolton, wrote and printed a sensible address to the weavers, in order to convince them of their own interest in encouraging these engines, which happily produced a general acquiescence in their use to a certain number of spindles. These were soon multiplied to three or four times the number; nor did the invention of mechanics rest here, for the demand for twist for warps was greater as weft grew more plentiful, whence engines were soon constructed for this purpose.

The improvements kept increasing, till the capital engines for twist were perfected, by which thousands of spindles are put in motion by a water wheel, and managed mostly by children, without confusion and with less waste of cotton than by the former methods. But the carding and stubbing preparatory to twisting required a greater range of invention. The first attempts were in carding engines, which are very curious, and 'now brought to a great degree of perfection; and an engine has been contrived for converting the carded wool to stubbing, by drawing it to about the thickness

of candlewick preparatory to throwing it into twist. …
(John Aiken, *A Description of the Country from thirty to forty miles round Manchester* 1795)

Study the source above and answer the questions below.
1. According to the writer, why would the invention of spinning machines in Manchester be important?
2. Briefly, compare the area around Manchester before and after the Industrial Revolution according to this source.

Characteristics of the Industrial Revolution in Britain

1. There was an extensive use of mechanical power, heavy machinery and other forms of expensive capital equipment. Machines began to perform the tasks that had previously been done by human and animal power or that had not been done at all.
2. It was characterised by the rise of factory system. Before the Industrial Revolution, labour force had been scattered throughout the countryside. With the invention of steam engine, there was need for people to operate from a central place. This necessitated the construction of buildings to house both machinery and workers. This evolved the factory system.
3. Goods were produced in large quantities because machines had replaced human labour.
4. There was a change in the living styles of people in Europe. Whereas before the Industrial Revolution most of the European populations were concentrated in the rural areas, Agrarian and Industrial Revolutions made many people to migrate to urban centers to seek employment in the factories. This led to a decline in rural population.
5. It was marked by the application of scientific knowledge in the production of goods.

Factors that facilitated industrialisation in Britain

1. Britain had accumulated a lot of wealth from her trade with other countries and her colonies in America and in Africa. Capital from this sector was invested in industry.
2. She enjoyed a period of political unity, peace and stability that favoured industrial activities.
3. Britain was militarily stronger, especially her navy, and was therefore able to protect her merchants from foreign competition by using her navy to guard her trade routes.

4. Having gone through the Agrarian Revolution, Britain was lucky to have raw materials. Furthermore, being a leading trading nation, she acquired other raw materials, for example; cotton, cocoa, sugar, copra and palm oil from her colonies in America, India and Africa.

5. The existence of mineral resources such as coal and iron was an important factor. Coal provided the energy required while iron was used in the manufacturing of machinery. Steam power was an important source of energy.

6. The good banking and insurance system boosted industrial growth in Britain. Banks such as the Bank of England were already giving credit. Insurance firms offered security against losses or accidents in industry.

7. With Agrarian Revolution, population in Britain increased tremendously. In addition, the enclosure system made many landless people to move to towns to seek jobs in industries. This enabled Britain to have much skilled human labour as time went by.

8. The country's large population provided a domestic market for the manufactured goods. She also exported her goods to other European countries and her colonies in America, India and Africa.

9. Britain's policy of free trade promoted industrialisation. She had no internal custom barriers which would have negatively affected the process of industrial growth.

10. The existence of good road and railway transport encouraged industrialisation by improving transportation of raw materials to factories and manufactured goods to the market.

11. The existence of cottage industries also facilitated industrial take- off in Britain. Goods were first produced in small quantities by the cottage industries but later produced great quantities by larger industries.

Spread of the Industrial Revolution in Europe

The Industrial Revolution which had began in Britain later spread to other parts of Europe like Germany, Russia, Belgium and France. The rest of the European continent had delayed industrialising due to various reasons which included political instability, shortage of raw materials, continuous practice of the feudal system and lack of enterprising citizens.

These countries industrialised when peace prevailed. France for example, industralised after the Napoleonic era. Germany industralised after the abolishment of feudalism. Various governments also strived to improve

transport systems in their countries. They invited British scientists in their countries to teach their people scientific skills. When these countries underwent the Agrarian Revolution, they began the process of industrialisation. From Europe, the Revolution spread to other parts of the world like America and Asia. Africa industralised in the period of colonisation.

 Group work

Some countries such as the USA, Japan and Brazil were very poor during the period of Industrial Revolution. These countries have risen drastically and are among the major world industrial powers today. Using History books from your school library, internet and newspaper articles on world industrialisation, research the possible factors that have made this happen.

Characteristics of Industrial Revolution in Europe

Industrial Revolution in Europe was characterised by:

1. New systems for mass production of goods were invented like the invention of machines. One thing that stood out during the Industrial Revolution was production of industrial goods in plenty.
2. Machines were mainly used instead of human labour to produce goods.
3. New sources of energy like steam, coal, oil and electricity were invented and used.
4. Increased rural-urban migration.
5. Development of new systems of transport such as the railway.

Key inventions during the Industrial Revolution in Europe

Among the inventions during the Industrial Revolution in Europe, below are the key ones.

Invention	Inventor	Impact
1. Steam engine	James Watt (1769)	It was used to drive machines in industries. It was mounted in ships, cars, and trains to move them. This improved the transport system making it fast and efficient.

2.	Motor vehicle	Gottlieb Daimler (1887)	Improvements on his model made transport faster. Today the motor vehicle is the commonly used form of transport.
3.	Cotton gin	Eli Whitney (1793)	It enabled seeds to be removed from the cotton lint leading to mass production of cotton.
4.	The steel plough	John Deere (1837)	Enabled a lot of land to be put under agricultural use. The steel plough was stronger than the iron plough. It led to the settlement of some nomadic pastoralists as they started practicing crop cultivation.
5.	The steam locomotive	George Stephenson (1877)	Enabled transportation of many people and goods at the same time. Bulky goods could be transported through the railway.
6.	Refrigerator	John Perkins	Enabled preservation of food, chemicals and medicines for long periods.
7.	The reaper	Cyrus Mc Cormick (1831)	It made the harvesting of crops fast. It also reduced wastage of harvest on farms.
8.	Electric dynamo	Michael Faraday (1831)	He made dynamos, which led to more efficient production of electricity. Electricity is a source of energy used in many industries.
9.	The water frame	Richard Arkwright (1769)	Led to efficient spinning of threads.
10.	Power loom	Edmund Cartwright (1785)	Enabled faster weaving of clothes.
11.	Pasteurization	Louis Pasteur	Enabled food preservation especially of milk for long periods of time. This encouraged farmers to produce more.

Table 1.1: Key Industrial inventions in Europe during the Industrial Revolution and their Impacts

The following are some of the machines invented during Industrial Revolution in Europe.
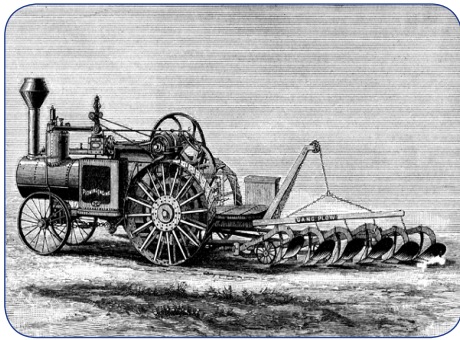
Fig 6.4: Plough

Fig 6.5: Combine harvester
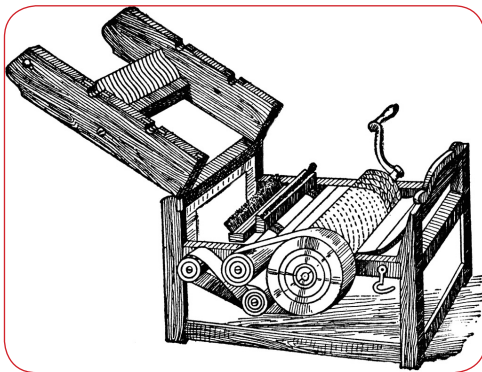
Fig 6.6: Cotton gin
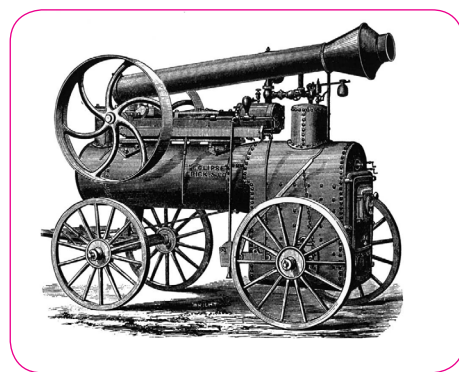
Fig 6.7: Steam engine

| Activity 3 | **Impacts of Industrial Revolution in Europe** |

Industrial Revolution had far reaching social, political and economic impacts in Europe. These impacts were positive and negative.

Social impacts

1. Europe was divided into social classes. The rich industrial owners were at the top, the middle class which comprised of the skilled working population and lastly the low class which was made up of the unskilled labourers.

2. Industrial Revolution led to the development of urban centres. The areas which served as industrial centres grew and developed into urban centres.

Fig 6.8: An industrial centre

3. There was an increase in the rural-urban migration. This is because people moved to urban centres in search of jobs in the industries.

4. There was a rise in social crimes in the urban centres. Many people who moved to the urban centres to look for jobs were not employed. As a result some resolved to crime.

5. There was an increase in population in Europe due to production of enough food. Machines were used on farms leading to a large production of food. Food preservation methods were also invented.

6. There was congestion in urban centres due to uncontrolled rural-urban migration. Many peasants had become landless due to the new land enclosure system in Europe. They had no option but to move to towns to look for jobs.

7. Industrial Revolution led to pollution. There were no rules regulating factories in handling of their waste. This resulted to air, water and land pollution. Many factories had low chimneys which released smoke at very low levels. Industrial waste was dumped in rivers.

8. As people kept on moving to industrial towns, there developed housing problems. This led to the development of shanties in the towns.

9. There was development of pauperism in Europe due to high levels of unemployment.

10. There was a low life expectancy due to the many diseases that resulted from pollution for instance plague and cholera. Many died due to overworking and industrial accidents since workers barely had protective gear.

11. Industrial Revolution led to child labour. Children as young as four years worked in industries.

Fig 6.9: Children working on machinery during Industrial Revolution

Work to do

Why do you think employers were keen to employ young children?

Economic Effects

1. Agriculture expanded. This is because agricultural goods were needed in the industries as raw materials.
2. Transport systems were improved due to the need to transport raw materials to industries and finished goods to markets.
3. There was increased unemployment. This was because machines were used in the production of goods. These machines replaced human labour rendering people jobless.
4. Cottage industries declined. This is because big factories were introduced.
5. European nations became wealthy especially from trade. For example, between 1700-1915, the British national income grew three times.
6. The poor industrial workers were highly exploited. They were over worked and underpaid. This promoted capitalism. They worked for 12 – 17 hours a day.

Political Effects

1. Industrial Revolution led to the rise of the Marxist ideology which

condemned the capitalists' accumulation of wealth at the expense of the poor workers. These teachings later grew into communism.

2. The middle class became politically strong as it demanded for a voice in government. Many of them were taxpayers and they wanted consultation before taxes were imposed on them. This slowly led to the growth of Parliament as a people's representative. Most parts of Europe had monarchial governments at this time that had little regard for the common people.

3. Trade unions emerged with an aim of defending the rights of workers.

4. Many people in Europe revolted against their governments in the 19th and 20th centuries. This was because they were not satisfied with the economic status they found themselves in at that time. Many people were unemployed and those who were employed were exploited by their employers.

Group work

1. "Industrial Revolution in Europe had only positive economic, social and political effects." Debate.

2. Summarise the points debated and note them down in you notebook.

Activity 4   Effects of Industrial Revolution in Europe and the rest of the world

All European nations that experienced Industrial Revolution had significant developments. The Industrial Revolution had social, economic and political effects on European societies.

Economic effects

1. Development of machinery. Machines replaced human labour, hence production in agriculture increased.

2. Large scale production of a wide range of goods. New methods of farming, such as the use of fertilizers and new crop breeds were developed.

3. Local and international trade developed during the Industrial Revolution. Manufactured goods were sold locally while others were exported to America. Asia and Africa served as sources of raw materials.

4. The Industrial Revolution boosted the transport and communication systems. These included roads, railway networks and canals that linked

different markets. They facilitated movement of labour, raw materials and manufactured goods to their destinations.

5. Urbanisation in Europe as a result of industrialisation. As most people migrated from the rural areas to seek jobs in factories, the areas where they settled developed into towns.

6. The Industrial Revolution enabled European nations to amass a lot of wealth. British national income trebled between 1700 and 1815.

7. European economies became diversified as a result of industrial growth. This led to job specialisation for example traders, bankers, mechanics and agriculturalists.

8. With Industrial Revolution, job opportunities were created. People migrated to towns to seek jobs in the factories. However, as labour became mechanised, unemployment became a serious problem.

9. Exploitation of natural resources increased in Europe during the Industrial Revolution. Iron, coal and steel production increased. The development of new sources of energy such as electricity and solar energy was also as a result of the Revolution.

10. A demand for agricultural raw materials increased, machines and modern methods of farming were used to boost production of farm products.

Social effects

1. The Industrial Revolution led to rural-urban migration. This in turn led to overcrowding in towns which increased the growth of slums as there was a huge housing problem.

2. As population grew, sanitation and refuse disposal became a major challenge. Most industrial centres had poor sanitation that led to outbreak of diseases such as cholera, typhoid and tuberculosis.

3. There was an increased environmental pollution. Poisonous gases emitted by factories and industrial waste led to air, water and land pollution.

4. As unemployment increased, living conditions became very hostile. People began to suffer with some resorting to begging. This led some social evils such as drug abuse and prostitution became an alternative way of life.

*An American Daily newspaper during Industrial Revolution
describing a tragedy in an industry*

Study the source above and answer the following questions.

1. Why do you think there were many industrial accidents at this time?
2. Using the source above, talk about the safety of workers during the industrial Revolution.

5. With Industrial Revolution, the demand for services provided by hotels, post offices, banks and insurance companies increased.

6. The growth of industries also led to the rise of social classes in Europe. The rich industrialists grew richer while the poor become poorer. The poor peasants were exploited in farms and in factories.

7. This period was also marked by severe gender inequalities. Women and children who worked in factories were exploited. They worked for long hours without pay and under very poor conditions.

Political effects

1. The scramble and partition of Africa was facilitated by the Industrial Revolution. The colonies produced raw materials for industries in Europe and also acted as markets for goods processed. As a result, the colonial powers sought to have as many colonies as possible.

2. The Industrial Revolution gave rise to Marxism. Karl Marx (1818-1863) condemned capitalism because of its exploitative effects. He advocated for communal ownership of property through socialism.

Group work

1. Carry out research on the impacts of the development of silk processing in china.
2. Write the impacts in your exercise book.
3. Do you think that the world is still undergoing Industrial Revolution?

Field work

Visit the nearest urban centre and identify:

1. The industries present.
2. Their impact on the local environment.
3. Compare this area and a rural area.
   Present your conclusion to the class.

NEW WORDS

Agrarian Revolution:	It was a rapid change in agriculture in the way it was done technologically in Europe in 18th century.
Communism:	A theory of system of social organisation in which all property is owned by the community and each person contributes and receives according to their ability and needs.
Cottage industry:	A business or activity carried on in people's homes.
Dynamo:	A machine for converting chemical energy into electrical energy, typically by means of rotating coils of copper wire in a magnetic field.
Feudal system:	It was a political, military and social system in the middle ages, based on the holding of lands on a fee and on the resulting relations between lord and vassal.
Insurance:	Is a means of protection from financial loss. It is a form of risk management.
Maxism:	A theory in which a class struggle is a central element in the analysis of social change in Western society.

Peasants: A poor small holder or agricultural labourer of low
                   social status.

Navy: A branch of armed forces of a country which conducts
                   military operation at sea.

End of Unit Exercise

1. What could be the common industrial activities at home that your
    family engages in to raise income?
2. In what ways do you think the development of modern industries
    has led to the collapse of local or cottage industries?
3. Why do you think Africa and Asia were considered to be the sources
    of raw materials during the Industrial Revolution?
4. Developing countries are putting much emphasis in industrialisation
    as a way of developing their economy faster than other economic
    perspectives. Discuss why this is the case.
5. Do you think the government of South Sudan is doing enough to
    develop industries? Depending on your answer, suggest possible
    ways in an essay you think can fasten industrialisation in the country.
6. Request for a bicycle dynamo. Ask how it is used from an expert.
    Describe on one page how the dynamo works with reference to what
    you have learnt from the expert.

THE SAFAVID AND MUGHAL EMPIRES

Introduction

The Safavid and the Mughal Empires were Muslim empires. Both empires were founded in the 15th Century and lasted up to the 18th Century. They were called gunpowder empires because they accepted and used gun technology to make modern guns and other weapons. They even invited Europeans into their empires to train their armies on how to use their advanced weapons.

Activity 1 — The Origin and development of the Safavid Empire

Fig 7.1: Map showing the Safavid Empire

The Safavid Empire was founded in 1502. It was located in the modern day Iran, but by then it was known as Persia. It covered the whole Iran, some parts of Turkey and Georgia. The Safavids came into power after conquering the Mongols, who had controlled the Persian region from the 13th Century. The Safavids were from Ardabil in Azerbaijan where they had established the Safaviyya Sufi Order. This Order was a mystical sect within Islam. It started as a feeling of religious defilement after the Ottomans had declared it illegal. It then grew and developed into a political movement. It had been started by Sheikh Safi al-Din between 1252 and 1334.

Later on, the Empire adopted Shiism as the state religion. Shias believed that all religious authorities must come directly from Ali, Prophet Mohammed's son in law.

The Safavid Empire comprised of many language groups. It was made up of Persians, Azerbaijanis, Kurdish and the Turkmen. Shah Ismail 1 is considered to be the founder of the Safavid Empire. When he was twelve years, he led his army in a war of conquest. He was able to conquer and capture Tabriz.

In 1501, after this successful conquest, he assumed the title of the shah of Azerbaijan. At this time, declared his independence from the Ottoman Empire. He continued with his conquest and expanded his kingdom to the south. In 1510, he declared himself as the Shah of Persia. He ruled the Empire up to 1524. When he died, his son Shah Tahmasp succeeded him.

The Safavid Empire laid the basis for the beginning of modern Persia.

Fig 7.2: Shah Ismail I, the founder of Safavid Empire

Group work

(i)   Analyse the similarities between the Safavid Empire and African empires learnt in Unit 2.

(ii) Draw a table of the similarities between Safavid Empire and any two African empires.

The head of Sufi Order (a mystical sect within Islam) of Safaviyeh (Safawiyyah) Sheikh Safi al-Din was the patriarch of the Safavids. The Safavids were originally Sunni Muslims but around 1399, they converted to Shi'ite Muslims.

Yaqub, the son to Iranian Emperor Uzun Hasan (1453-1478) introduced fiscal reforms associated with revenue collection. He was a Sunni adherent who attempted to purge the state off taxes introduced under the Mongols (Earlier invaders of Iran) and not supported by the teachings of Islam. With a skeptical Islam followers, it was easy to fuel propaganda against the fiscal reforms introduced by Yakub. Actually, these reforms resulted in economic decline in that area.

With this economic turmoil and the feeling that the Muslim land of Iran has been soiled by Mongol infidels, Sheikh Jonayd's son, Sheikh Heydar began a Sufi order. What started as a feeling of religious defilement took the shape of assertion of political authority by the Safavids. Heydar was killed 1488 one time when he went to wage a war against the enemies of the Shia. The son of Heydar, Esmail who at the time of the death of his father was one year old later avenged the death of his father.

Work to do

Outline the relationship between the state and religion in the Safavid Empire. Try to do this in graphical form using a chart, mindmap or other visual representation.

Yaqub sent Esmail and his brothers to exile in Fars province instead of harming them because he was their uncle. When Yaqub died in 1490, Esmail and his brothers left exile and took refuge in Lahijan, Gilan province. The Safavids who were now a militant Sufi order appeared around the Caspian Sea, at Ardabil among the Turkish speaking people.

At the age of thirteen in the year 1500, Esmail set out to avenge the death of his father. In 1502, he defeated Alvand Beig, ruler of Azerbaijan and seized Tabriz. Esmail made Tabriz his capital city. The Safavids also invaded and

conquered Armenia and Khorasan making them the strongest force in Iran. This resulted in the Safavid claiming authority over what had initially been Persia. In March 1502, Esmail was made King (Shah).

Work to do

"The Ottoman Empire spread throughout Western Arabia, Asia Minor, Southern Europe and northern Africa in only 350 years. Using force they gained control a lot of land; spreading their Sunni Muslim ways. This angered some people. In particular, a Shia group from Persia called the Safavids were angry with the way they were treated by the Ottomans and the beliefs of that were being spread by the Ottomans. Like the Ottomans the Safavids forced non-Muslims into slavery and forced them to convert to Islam and serve as soldiers. Like all early Muslim societies trade played an important role in the growth of both the Ottoman and Safavid empires. Ottomans travelled around collecting spices, fabrics and other valuable items to distribute around their empire. The Safavids relied mostly on the natural resources available to them such as steel, hand-woven carpets and ceramics."

1. In pairs, discuss what you know about the region represented.
2. Draw a venn diagram into your notebook. Then read the text above and compare and contrast the Ottoman Empire and the Safavid Empire.

Characteristics of the Safavid Empire

1. The Empire had a theocratic government. A theocratic government is a government formed and ruled by religious groups and rulers. It's government religious and political functions are intertwined.

   The Safavids used their religious authority as a means to reign and control the conquered regions.

2. Shia Islam was the religion of the empire. After Ismail came into power, he made Shia the religion of the state. People in the Empire were forced to become Shia Muslims.

3. Shah Ismail employed Persians in his administration. Their main duty was the collection of taxes.

4. They had a strong centralised government.

5. The Safavids were able to develop a strong central secular government and administration.

Source 7.1

The country which I saw is sparsely inhabited, for the most part all flat, with little water and much uncultivated land; while that which is cultivated has a great abundance of all sorts of produce, such as we have in Italy, and cheap. For less than a real seven pounds of white bread could be had in Isfahan, and at the time there was a scarcity. . . . There is an abundance of wine, rice, grapes, melons and other fruit—all the year round fresh can be seen—of meat and oxen sufficiently so. The Persians do not eat the flesh of cows and calves, but mutton to a vast extent and horseflesh, which is the most esteemed and by the nobles. The climate is very temperate: last winter there was little cold. In Isfahan, where I was, no snow fell, except for a little at the end of February. The heat of the summer is not great: and on account of the clemency of the climate all sleep in the open on the roofs, and those who are sick similarly. The Persians have few doctors, yet there are many old men among them. Their garb is a long garment, different from that of the Turks: they tie shawls round their waists, and almost all of them go clothed in cotton stuffs of various colours in imitation of the king. Their chief food is rice with meat, and they do not use such variety, nor dainties as in these countries [of Europe]: and they are frugal and satisfied with little food. At their banquets they display great sumptuousness, both in the great quantity of viands, as in the preparation and serving of them: Allah Virdi Khan, captain-general of the king of Persia, in a banquet he gave to certain Kurdish ambassadors, put on the table 3,000 dishes all of gold with lids of the same, as I was informed by some Turks who were present.

(A report of Father Simon, a Carmelite missionary, on the customs of Safavids and on the rule of Shah Abbas.)

Study the above source on the Safavid Empire and use it to answer the following questions.
1. What is your opinion on the way of life of the Safavids?
2. How does this reflect to the way of life in your community?

Achievements of the Safavid Empire

Most of the achievements of the Safavid Empire were made during the reign of Shah Abbas who was also called Abbas the Great. He came into power in 1587. He was the greatest of the Safavid Shahs. Abbas the Great made tremendous cultural, political and religious reforms in the region. His reforms greatly contributed to the growth and development of the Empire.

Other Shahs also contributed to the development of the Safavid Empire. The following are the general achievements made:

1. Spread of Shia Islam

Shah Ismail declared Shia Islam as the state religion. The Shia Muslims in Safavid passionately fought for the spread of the sect that eventually became widespread in the world. The region had previously been dominated by Sunni Muslims. Their strong belief in their sect made it hard for the spread of the Sunni sect in the region. In order to promote the spread of Shiism in the region, the Safavids brought in scholars from Shia countries to form a new religious elite. They also gave grants to Shia mosques and schools. Other religions and sects were discouraged and their places of worship destroyed. People who held different opinions were prosecuted.

2. Introduction of new architectural designs

The Safavid Empire also came up with new architectural designs. These designs were used in building mosques and palaces.

3. Establishment of a strong government

The Empire came up with a strong religious administration that was centralised drawing its powers from the Shahs. This helped to unite the nation and enabled it grow. The centralised system of government has been copied by some societies of the world.

4. Growth and development of art and culture

Iran became a great cultural centre. Metalwork, painting, carpets and textiles were meticulously done. The Shahs supported artwork done by their subjects. They used good art in the mosque and the palace. The Safavids were artists themselves. For example, Shah Ismail was a poet and Shah Tahmasp a painter. They supported art in the Empire by opening royal workshops for artists and creating a favourable climate for the development of art.

4. Development of beautiful cities

The Safavid Shahs constructed large-scale cities. These cites were a display of the their wealth and art. The city of Isfahan, which was the capital city, had magnificent buildings such as parks, libraries and mosques just like other big cities of the world.

Fig 7.3: The beautiful Isfahan City

Other achievements of the Safavid Empire were witnessed in the fields of medicine, trade and state economy.

The decline of Safavid Empire

After the death of Shah Auragzed in 1707, the Empire started to decline slowly. Its complete decline was in 1722 during the reign Shah Sultan Husayn. Sultan Husayn was overthrown by an Afghan warrior called Mahmud Hotaki.

Factors that led to the decline of the Safavid Empire

There were many problems that the empire faced eventually led to its collapse. They include the following:

1. The people experienced great famines and epidemics.
2. Mismanagement of public money.
3. Succession wrangles.
4. Military disobedience and external attacks.

The Safavid military became so weak that they could not offer effective defense against the invading Ottoman Turks. So, it is worth to note that the fall of Safavid had both external and internal factors.

The Shia scholar-priests (Ulama) in Safavid Empire claimed that the reign of Shahs was indeed a punishment from Allah due to failure to put on the throne a legitimate successor to Prophet Muhammad. The Ulama claimed that Shahs defiled the purity of Islam by getting indulging in alcoholism. The claims by the Ulama gained support of many people making the local authorities exploit people because the power of the Shahs had gone down. What resulted was the reduction on the agricultural productivity as well as decline in local and international trade.

The internal conflicts led to Iran being exposed to attacks from the East. In 1722, Afghan attackers invaded Isfahan city leading to a big blow to the once flourishing empire.

Group work

We have learnt in this activity that the Safavid Empire shaped modern day Iran. Using reference Historical books, internet and resource persons, explore the general architectural designs in Iran cities which can be attributed to the Safavid Empire.

Activity 3	The Mughal Empire

The Origin and development of Mughal Empire

Mughal Empire was founded in 1526 in India. The founder of Mughal Empire (Mogul Empire) was Babur. He descended from the Turco-Mughal Timurid Dynasty. Babur had succeeded his father as the ruler of the state of Farghana in Turkestan when he was only 12 years old. His relatives however removed him from the throne immediately. Babur was forced to move to Afghanistan in 1504, where he established his base at Kabul. He later on moved to India after an invitation by some Indian princes who wanted to overthrow their leader. Babur was only fourteen years when he became a prince after capturing Smarkand. By the time he died, Babur controlled all of northern India from river Hindus in the west to Bihar on the east and from Himalayas to the south to Gwalior. He was succeeded by his son Humayun, who lost the control of the empire to Afghan rebels. He went to settle in Persia where he established some diplomatic relations with the Safavids.

He later returned to India in 1555 and was able to re establish the Mughal rule. He died and was succeeded by his son Akbar.

Work to do

Look at the map below and answer the questions below.

In pairs, discuss the location of the Mughal Empire.

The Mughals, just like the Safavids were Muslims. They ruled a region with a high Hindu population. This Empire lasted up to 1857 when it declined.

Group work

1. Research the emperors who succeeded Humayun.
2. In your notebook, write the years they ruled and their achievements. Present you findings in class.

Characteristics of the Mughal Empire

1. The Mughal government was an Absolute Monarchy with centralised powers.
2. This Dynasty had a mixture of Indian and Persian culture and was ruled by a Muslim royal family from Central Asia.
3. Muslims in Mughal Empire belonged to the Sunni sect.

    They spoke several languages: Persian language was used in the court while Arabic was used for religious ceremonies. There was also the language of the elite, which later on was made official known as *Urdu*.
4. Unlike other empires, Mughal Empire had religious tolerance whereby other religious groups were not discriminated upon. For instance, Hindus held senior administrative positions in the government as well as the military. This was despite the fact that Mughals were Muslims.
5. Mughal had mixed cultures of the Mongols, Persians and Hindus. This made Mughal's culture to be very attractive.

The Mughal Empire under Akbar

The Empire thrived during the reign of Babur and his successor Hamayun. The climax of its success was witnessed during the reign of Akbar the Great who not only brought economic prosperity but also formed mutual alliances with a number of kingdoms. There was also some religious harmony under Islam but towards the end of his reign, a religion known as Din-i-Ilahi developed.

Fig 7.4: Akbar the Great

Group work

Carry out a research about the reign of Akbar as leader of the Mughal Empire and his accomplishments then answer the following questions.

1. When did Akbar become leader of the Mughal Empire?
2. What methods did he use to govern the Empire?
3. What were his main religious ideas?

Achievements of the Mughal Empire

1. The Empire contributed in the field of medicine. They came up with cures for various diseases and epidemics. There also existed veterinary doctors who treated animals in the Empire.
2. Akbar came up with ways of standardisation of weights and which were used in measuring trade items.
3. Trading activities in the Empire intensified. The Mughals in India traded with Europeans, Asians and Japanese. There was a high demand of goods from Mughal. They traded items like spices, cotton, textiles, rice and tea among others. Trade was facilitated by the use of a common currency and a good road network in the empire.
4. A system of education that took to account pupils' needs and culture developed.
5. The establishment of a centralised government that brought together many smaller kingdoms.
6.   Because of the many enemies they had, Mughal revolutionalised their military by use of canons to fight. They also used rockets, catapults and explosives in the warfare.
7. There developed industries in Mughal. The manufacturing industry in Mughal was among the most developed in the world. The key industries were textiles, shipbuilding and steel.
8. Agriculture also developed during the Mughals reign. Crops which were grown included wheat, rice, cotton, opium, indigo and barley. Later on, the Indians in Mughal started growing maize and tobacco.

Work to do

1. "The textile industry in Mughal was the most developed industry in the world in its time." Debate this statement in class.
2. State the importance of spices and silk in the development of the Mughal Empire.

The impacts of Mughal Empire

The Mughals left a very rich legacy in India and the regions they controlled. Even though the region has now been divided into India, Pakistan, Afghanistan and Bangladesh, their influence can still be seen today.

1. Development of architecture

The architectural design of Moghul Empire was a masterpiece done during the reign of Jahan. Several magnificent buildings such as the famous Taj Mahal at Agra Jama Masjid, the Red Fort, Qutb Minar and Badshahi Mosque were constructed. The tomb of Shah Humayun is claimed to be the start of the new architectural design in the Empire.

2. Persian art and culture

Culture and art developed. Mughal food was unique. They came up with biryani, kulfi and korma foodstuffs, which have been borrowed by other societies. There emerged painters and poets who wrote about the Empire. Akbar was himself a poet.

3. Religious tolerance

The reign of Akbar the Great saw a lot of religious tolerance. He appointed Hindus to senior administrative positions in his court.

4. Development of a new language

Persian was the original and official language in the Empire. A new language developed in Mughal. The language developed was used by the elites. It borrowed its vocabulary from Persian, Arabic and Turkic. The dialect came to be called Urdo.

The decline of Mughal Empire

The decline of the empire started with the death of Shah Aurangzeb in 1707. The wars of succession amongst the three sons of Aurangzeb started immediately after his death. These succession wars were to continue way into early 18th Century.

During the reign of Mohammad Shah, Mughal Empire was invaded by Persians under Nadir Shah who was very ruthless in dealing with his enemies. Nadir attacked the city of Delhi in 1739 holding Mohammad Shah hostage. During this march, many Mughals lost their lives and some were displaced from their homes. They also plundered the wealth of Mughal Empire leaving nothing to chance.

Fig 7.5: Shah Aurangzeb

Mohammad Shah died in 1748 after he was reduced to ruling only a small portion around Delhi. He was succeeded by other rulers who could not match the invasion of other attackers. After the death of Mohammad Shah rulers were very incompetent thus could not form a formidable force against their enemies.

Mughal was eventually defeated and with this decline, a number of states seceded from the larger Empire giving rise to independent states in the 18th Century.

Factors leading to the decline of the Empire

1. Succession wars

The Mughals did not have any law that governed succession. This translated to war after the death of an Emperor. This became very pronounced after the death of Aurangzeb. His three sons fought each other in order to access the throne. These wars weakened the dynasty.

2. Bad policies

Akbar the Great had tried in keeping with the unity of the Empire. He achieved this by coming up with policies that united the people. He was very tolerant to the Hindus and the Sikhs. The other Emperors who came after him like Aurangzeb were not tolerant. Aurangzeb failed to realise that the vast Mughal Empire depended on the support of all people for its survival. He destroyed Hindu temples and shrines, put the Hindus under sharia laws and even imposed a punitive tax on Hindus. This made him loose the support of the Hindus and there was rebellion.

3. Lack of enough capital

The Mughal Emperors had a very lavish lifestyle. This lifestyle was very expensive to maintain for. The lavish lifestyle and the constant wars really drained the Mughal Empire of its capital. The running of the empire was affected as they could not afford to pay administrators.

4. External attacks

Foreign invasions drained the strength of the Mughals and hastened the process of disintegration. The invasions by Nadir Shah and Ahmad Shah Abdali drained the Mughals of their wealth. The invasions shook the stability of the Empire.

5. The size of the empire

The Mughal Empire had grown over time and become too large to be controlled. The first Mughals were efficient and controlled ministers and the army but the later Mughals were poor administrators.

6. Secession threats

The non-tolerant policies that were adopted by some Mughal rulers led to dissatisfaction of some people. Also, the big size of the Empire made it difficult to control. Distant provinces became independent. The rise of independent states led to the disintegration of the Mughal Empire.

Group work

"External threats were the main cause for the decline of the Mughal Empire." Debate.

NEW WORDS

Sect:	A group of people with different religious beliefs.
Soiled:	To make unclean, dirty or filthy especially on the surface.
Fiscal reforms:	Is the use of government revenue to influence the economy.
Purge:	An abrupt or violent removal of a group of people.
Turmoil:	A state of great disturbance, confusion or uncertainty.
Dialect:	A particular form of language, which is particular to a specific religion or social group.
Elites:	A select group that is superior in terms of ability or qualities to the rest.
Masterpiece:	A work of outstanding artistry, skill or workmanship.
Legacy:	Something left or handed down by a predecessor.
Shah:	Is a title of the Safavid Monarch.
Sunni:	A Muslim who believes in one of the two main branches of Islam.
Multi-language:	Using many languages.
Mongols:	A nomadic central Asian people whose empire was spread. from China to the Danube.
Reign:	The period of rule of a Monarch.
Secede:	Withdraw from memberships of a political union.

1. Account for the decline of the Safavid Empire from the reign of Abbas 1.
2. Briefly describe the role and status of women in the Safavid Empire and compare this to the position of a woman in South Sudan societies.
3. What similarities and differences can you identify between the Safavid and Ottoman empires?
4. Describe how the Safavid political and cultural achievements under Shah Abbas are used by today's Muslim governments. Take Egypt as a case example.
5. With reference to the relationship between Muslims and Hindus in the Mughal Empire, describe the relationship between Christians and Muslims in South Sudan.
6. Compare the Akbar's governing methods to that of Salva Kiir, the first president of the Republic of South Sudan.
7. Write an essay analysing the effects of the gunpowder empires to evolution of world's governing authorities.