

HOLIDAY PACKAGE
HISTORY OF AFRICA SINCE 1800

UNIT: ONE

2025/26

From Term I - III Senior Five Topics!

Turn over

Item 1

Scenario

In the village of Kituza, the elders gather every full moon under the large Iroko tree to look into how their clan is . You, as a senior history student, join an evening gathering at their invitation to observe. You notice that younger adults rarely stay after the meeting starts they leave early, saying they have “other business”. Meanwhile, the elders express concern that the sense of unity and belonging once fostered by clan gatherings seems to be fading. Over tea, a youth quietly asks you why their clan identity feels less relevant in today’s world.



Task

Write a letter to the youth of Kituza explaining why their clan feels less relevant today and why the elders are worried.

Item 2

Scenario

In the region of Bunaga Initiation ceremonies have traditionally marked the transition from childhood to adulthood. You visited with your classmates to record one such event accompanying the youth group. But this year, fewer young people turned up; some families opted out citing modern schooling and jobs, while others chose simpler gatherings at home. As you photographed the site and interviewed participants, you noticed the older initiation ground lying undisturbed, grass creeping in, and the elders seemed hesitant to hold the formal event. You

were asked by your teacher to reflect on what these changes might mean for society.



Task

Prepare an article for your school magazine reflecting on the changes in initiation ceremonies in Bunaga.

Item 3

Scenario

In the coastal community of Mwanfumu, your history department organised a field trip along the old trade route where a centuries-old warehouse still stands. You met an elderly storyteller who described how traders once loaded goods and people onto waiting ships; now the warehouse serves as a storage shed for nets. Among your documentation you recorded sketches of the building and

listened to the guide recounting how the trade altered lives. While walking back to the bus you overheard a student ask whether the memory of those routes still influences people's identities today.



Task

Write an essay for your geography club explaining how the historical trade route might still affect Mwanfumu.

Item 4

Scenario

In the town of Qasr al-Hamd, you pursued a summer internship with a history project tracing the spread of Islam across the Saharan oases. You interviewed a librarian who showed you old manuscripts in Arabic and local translations, and walked the narrow alleys where mosques rose centuries ago. But you also saw that younger

members of the community showed little interest; some preferred modern culture over historical continuity. Your teacher invited you to present your findings to the class on how past religious movements connect with present-day attitudes.



Task

Write a speech to your classmates on how the history of Islam in regions like Qasr al-Hamd might be relevant today.

Item 5

Scenario

During a seminar organised by your department, you researched a map of Africa from 1885 showing borders drawn by signatories in a European capital. The instructor asked the class to analyse why such lines were drawn without asking the African societies affected. Afterwards,

you and your classmates visited a local museum where you found letters from colonial officials and a photo of a settlement divided by the imposed border. You realised you were part of a generation still living with the consequences of those decisions.



Task

Write an article for the student newspaper discussing why the Berlin Conference of 1884–85 still matters to your generation.

Item 6

Scenario

In Zamora City, you attended a youth debate on the legacy of independence movements in Africa. Several panelists described how early nationalists were affected during the independence struggles from both inside and outside their homes. You, as a senior student, were asked to moderate a breakout session where you asked younger students what

they thought the biggest obstacle was then and whether similar challenges exist now. Some said, "We have freedom, so what now?" while others argued structural issues remain.



Task

Draft a message to the students of Zamora City High School narrating what you believe were the biggest obstacles behind the described event from the scenario and why.

Item 7

Scenario

During your school's cultural exchange programme, you are hosted by a family whose ancestry traces back to a respected cleric who once led a Jihad movement. In the

family courtyard hangs an old robe and sword said to have belonged to him. At dinner, you hear debates between two siblings: one insists that their ancestor was a religious reformer fighting against injustice, while the other argues that he was only interested in gaining territory. During your stay, the family invites you to their community mosque, and you're shown ancient scrolls with writings in Ajami script. That night, you reflect on how religious causes were intertwined with political ambitions in the region's history.



Task

Write a viewpoint article for your school's newsletter, addressing your reflection on what could have motivated such movements.

Item 8

Scenario

In Bukwa District, a controversial monument stands at the centre of town built in honour of an early missionary who established many reforms but also collaborated with colonial officials. The town is split: some residents want it pulled down, saying it reminds them of exploitation, others want it preserved as a symbol of modern education. During a school outreach activity, you are assigned to observe and document opinions from various locals. You compile all these stories and later realise how different agents of colonialism impacted communities in both positive and negative ways.



Task

Write a speech you would deliver at a community dialogue in Bukwa regarding the significance of such monuments as symbols of colonialism.

Item 9

Scenario

In your school's debate club at Makupa College, you are grouped with peers to simulate a historic tribunal

assessing the causes and effects of a past conflict in Southern Africa. Your assigned case is the First Anglo-Boer War. One student presents British justifications for interference in Transvaal, while another takes a Boer nationalist angle. You are asked to be the “historian of the future” and decide what lessons the present world can learn from the short but impactful war. That evening, you recall the intense presentations and how the debate revealed the deeper issues of imperial arrogance and local resistance.



Task

Compose an essay titled “What the world forgot to learn from the First Anglo-Boer War.”

Item 10

Scenario

At an inter-school seminar held in Kampala International School, you attended a round-table discussion on global nationalism. A presenter passionately described how movements in Asia used diplomatic ways such as cultural revival to fight colonial rule. During the Q&A session, a question arose: “Can Africa learn from the features of Asian Nationalism?” The room went silent. The moderator turned to you, inviting you to briefly share your perspective, since you had just completed a research project comparing Gandhi’s tactics with African struggles.



Task

Write a message to your school history club summarising your views on the main lessons Africa could learn from Asian nationalism.

Item 11

Scenario

In the town of Kavar, a historical drama group recently announced auditions for a new stage play titled “The Desert Echoes of Rebellion.” The play is based on the Mahdist movement that occurred in a remote part of Sudan during the early 18th century, involving a mysterious figure who claimed divine guidance and led large groups of desert tribes in unexpected resistance against foreign control. The scriptwriter insists that the story should explore not just the leader's spiritual motivation, but also the grievances of ordinary people and the socio-political changes that followed.

You, as a student researching African resistance movements, were asked to join the creative team to help them better understand the background and meaning of the historical events for accurate dramatization.



Task

Write a message to the drama team explaining the deeper historical forces and dynamics behind such a movement and its consequences.

Item 12

Scenario

In a recent heated community dialogue held in Bloemfontein, a multi-ethnic township in southern Africa, tensions arose during a youth policy debate. Some argued that past political structures created decades ago had long-lasting consequences that still influence land ownership, governance, and social identity today. An elder

stood up and cautioned that many young people lacked understanding of when and how foundational structures of governance were imposed in the early 20th century, merging different regions with different interests.

Later, the local museum curator invited students from across the region to contribute short opinion pieces for a special archive exhibition under the theme: “Unpacking Historical Unions: Legacies We Live With.” This was based on the Act of Union.



Task

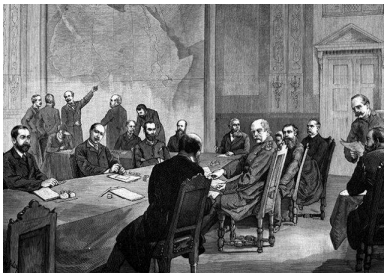
Write your contribution to the exhibition, drawing insights from your understanding of how such a political union came about and what it led to.

Item 13

Scenario

In the town of Mabwera, you visited the old colonial era railway terminus and the adjacent trading post, both relics

of an earlier age. Your teacher asked you, as a Senior Five history student, to document the decline in use of the station and investigate why some roads leading inland were abandoned. While interviewing a local elder, she pointed out that in the 1880s rival European companies and states raced to secure mining rights, rail-links and treaties some signed quietly under palm trees ahead of any formal local discussion. You wondered how the pace of those territorial decisions shaped the village's present land-use and economic links. Your field notebook, filled with sketches and reflections, will now be brought to next week's seminar.



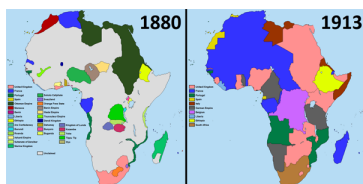
Task

Write an article for the school history magazine examining the effects of how Africa was partitioned in those early years.

Item 14

Scenario

You travelled with your classmates to the regional museum centre in Londula City, where a detailed map dating from 1885 displayed Africa divided into coloured zones attributing territories to European powers. You, as the lead student researcher, were asked to compare this map with current national boundaries. You noticed regions where rivers and ethnic groups were split without apparent reference to local realities. Back in your notebook you recorded thoughts on how these lines might still influence trade, identity and movement across borders. At the end of that day, you presented your preliminary findings to your tutor and promised to write your reflection.



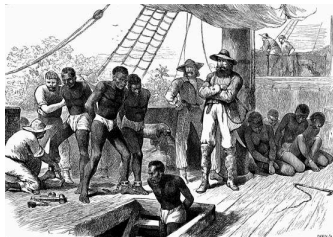
Task

Prepare a speech you will deliver at the school assembly exploring why the Berlin Conference still matters.

Item 15

Scenario

In the community of Nyamuzi, you spent a weekend with a local heritage group gathering oral testimonies. You heard stories of how colonial policies, structures built by colonial administrations still carry a major impact today and many others . You, as a Senior Five history student, took part in digitising some of these recordings. Walking through the ruined plantation house beside you, you realised that the colonial legacy left both physical and social scars. Your aim is to compile a report for your history teacher.



Task

Write a letter to your teacher discussing how colonisation has affected Africa's development today.

Item 16

Scenario

On your visit to Kolenge District, you toured a former colonial administrative station where you found evidence of colonial powers' activities based on their dominion and control of Africa . Your teacher asked you, as a Senior Five student, to map out the various methods used by colonial powers to impose control of Africa. Interviewing descendants of chiefs you discovered clues of tribute systems and ways that endured. You recorded these in your field journal ready for class discussion.



Task

Write an essay for your classmates analysing how colonial powers secured control of Africa.

Item 17

Scenario

In Bubole village, a Senior Five history student was selected to help catalogue historical artifacts in a small community museum. Among them were journals by early European explorers, religious books left by missionaries, and trading licenses issued by foreign chartered companies. The curator explained how these individuals and groups paved the way for colonialism. Yet their roles were more complex than they seemed to be. The student began to see these "agents" as playing subtle but strategic parts in a much larger system.



Task

Compose a speech to deliver at your school debate club exploring the deeper role of non-military agents in establishing colonial control.

Item 18

Scenario

In the West African city of Tegua, you joined a digital exhibition that compared direct and indirect colonial rule through interviews with elders and archived colonial letters. You observed how in some regions, chiefs had real power under colonial supervision, while elsewhere foreign officials ruled with force. As part of the team, you, a student of Senior Five, were asked to evaluate how these administrative styles affected local governance and identity even after independence. One elder asked if today's leadership challenges trace back to those early administrative decisions.



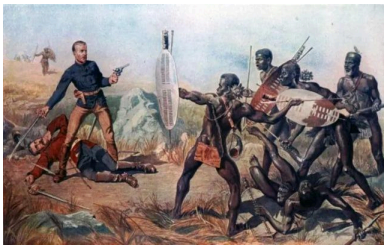
Task

Write an article for your regional school newsletter explaining how colonial administrative styles shaped governance in Africa.

Item 19

Scenario

You attended a youth camp in Kalundu Hills, where discussions centered around bravery, rebellion, and submission during colonial times. You visited an old cave that once sheltered fighters resisting colonial forces. An elder narrated how some communities accepted foreign rule peacefully while others resisted violently. You, as a Senior Five learner, began to wonder how each of these responses was shaped by leadership, geography, and historical memory. In your journal, you questioned whether all resistance was physical or could it also be cultural?



Task

Prepare an essay for a history journal exploring why African communities responded to colonial occupation differently as described from the scenario .

Item 20

Scenario

During a school cultural exchange to Mbale High, a reenactment of the First Anglo-Boer War was staged. You played the role of a neutral African trader who witnessed clashes between British soldiers and Boer settlers. You were shocked to learn how this conflict in South Africa involved not just Europeans, but also affected Africans at that time . That night, you reflected on how such a “European war” could still deeply affect African lives and territories.



Task

Write a reflective journal entry capturing your thoughts about the implications of the First Anglo-Boer War for Africans at the time.

Item 21

Scenario

While helping with your school's archives digitization project, you came across the translated text of the Vereeniging Peace Agreement. You read how the Boers agreed to British terms, but at the cost of excluding Africans from the peace deal entirely. You, a Senior Five student, began to wonder how such a settlement between Europeans impacted Africans' political future. One of the teachers asked: if Africans had been included, would South Africa's future have changed? You were tasked with recording a response.



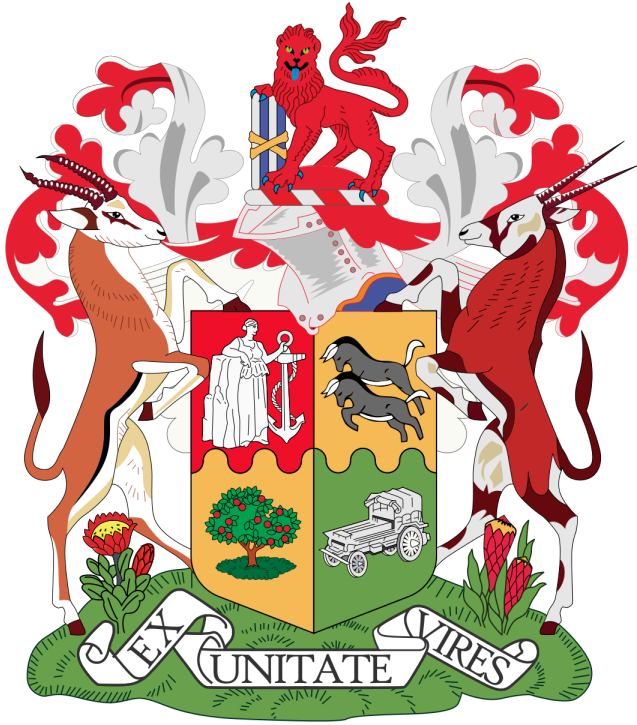
Task

Write a message to your school history WhatsApp group summarizing your views on the missed opportunities of the Vereeniging settlement.

Item 22

Scenario

During a documentary screening at Kigalana Hall, your class viewed footage about how the Act of Union formed the Union of South Africa. You noticed that the act legally united white Boer and British groups, but systematically excluded Africans from political participation. After the screening, your teacher posed a question about how laws can unite and divide at the same time. You, as a keen Senior Five history student, wanted to critically explore this paradox in the context of racial segregation.



Task

Write a formal letter to your class history discussion group sharing your views on the consequences of the described union from the scenario.

Item 23

Scenario

You attended a school seminar on global resistance movements and were assigned to research how nationalism unfolded in Asia. Through readings and video accounts from India, Vietnam and Indonesia, you saw how religion, colonial repression, and cultural pride sparked

mass movements. You noticed similarities with Africa but also key differences. As the group leader, your role was to document your insights for further classroom discussion.



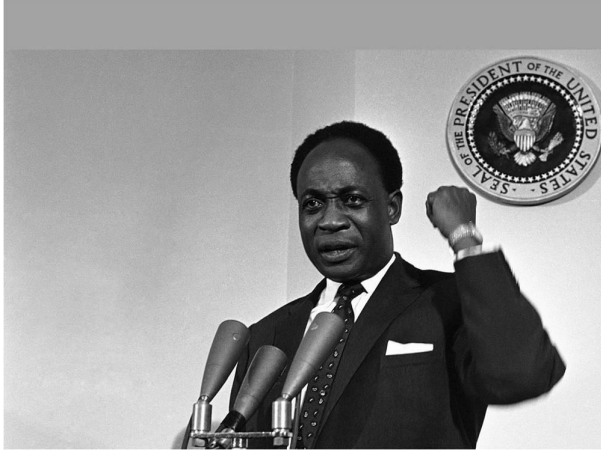
Task

Write an essay for your school publication highlighting key patterns of Asian nationalism.

Item 24

Scenario

In Mpigi District, your school participated in a symposium to mark Africa Freedom Month. You helped prepare a photo exhibition showing important political figures, and newspaper clippings among others from the 1940s–1960s. As a history student, you reflected on how the major driving forces globally shaped these rising voices. In your presentation, you were asked to draw links between these historical factors and the modern-day civic engagement among youth.



Task

Write a speech to be presented during the closing ceremony on the major driving forces behind African Nationalism.

Always live a simple life!

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