



THE REPUBLIC OF UGANDA

Ministry of Education and Sports

O' LEVEL

SELF STUDY MATERIALS

SENIOR THREE

HUMANITIES PACKAGE



NCDC
NATIONAL CURRICULUM
DEVELOPMENT CENTRE



describe the:

- (i) fishing methods used in East Africa.
- (ii) methods used to preserve fish in East Africa.

Materials you need:

- textbook
- photographs
- diagrams
- notebook
- pen
- pencil
- graph paper
- rubber

Introduction

In the previous lesson you learnt about the major fishing grounds of East Africa and the types of fish caught in each country. In this lesson you are going to learn about the fishing methods and how fish is preserved so that it can be sold to far away markets.

Methods Used to Catch Fish

There are many methods of catching fish. Some of the methods are traditional while others are modern. Each method uses different tools or equipment (technology) depending on the type and size of fish to be caught. To understand this better, do the following activity.

Activity 1: Methods of catching fish in East Africa

Study **Figure 2** and do the following:

1. Copy each picture into your notebook.
2. Write at least two paragraphs to describe each of the fishing methods you have drawn in your notebook.
3. Suggest other methods of catching fish used in East Africa which are not shown in **Figure 1**.
4. For each method you have suggested in (3) above, describe how it is used.
5. Suggest which of the methods shown in Figure 1 and those you have described in (4) above might lead to exhaustion of fish in the fishing grounds. Give reasons to support your suggestions.

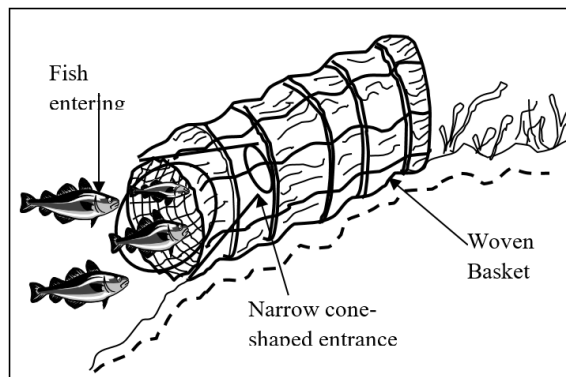
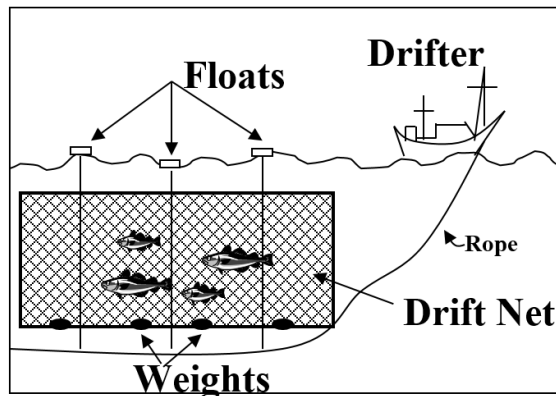
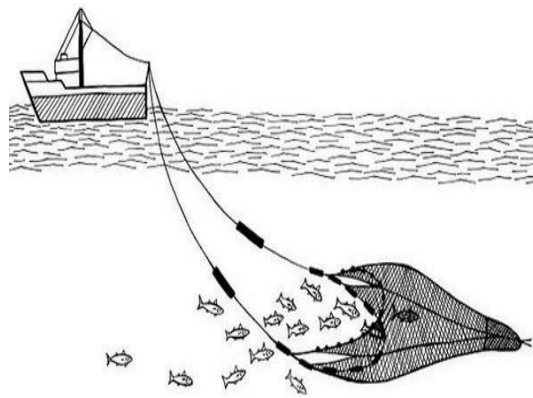
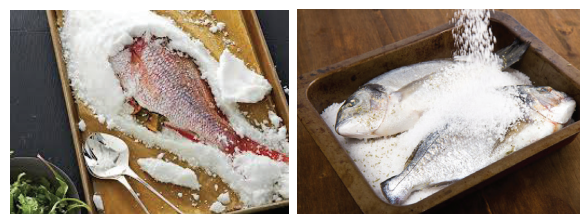


Figure 2: Some of the methods (a-d) used to catch fish



(a) Salting (b) Icing



(c) Sun drying (d) Smoking

Figure 3: Methods used to preserve fish

Activity 2: Methods of preserving fish in East Africa

Study **Figure 3** and do the following tasks:

1. Write at least four sentences describing each method of preserving fish shown in **Figure 3**.
2. Outline the likely advantages and disadvantages of each method.
3. Suggest other methods of preserving fish used in East Africa which are not shown in **Figure 3**.
4. For each method you have suggested, explain how it is used to preserve fish.
5. Determine which of the methods shown in **Figure 3** and those you have described in (4) above should be promoted in Uganda. Give reasons to support your opinion.

Summary

In this lesson you have learnt that:

- the modern methods of fishing include purse seine net, drifting, trawling. These methods ensure a large catch.
- the traditional methods include: gill netting, use of bows and arrows, spears, cast nets, fish basket and traps, beach seine netting.
- most fresh water fishing grounds use traditional methods of preserving fish like salting, sun drying and smoking.

Follow-up Activity

Study the table below showing fishing methods used in East Africa and do the tasks that follow.

Fishing methods	Estimated catch in tonnes
Gill net motorized	25359
Gillnet/sail	30746
Gill net/ paddle	28942
Long line sails	23646
Beach seines	15747
Total	124440

1. Draw a bar graph to represent the

information shown in the table.

2. Which method is used to catch the:
 - (i) largest amount of fish?
 - (ii) least amount of fish?
3. Explain what would happen to the East African fish stocks if the amount of fish caught by beach seines doubled.

LESSON 3: Contribution of Fishing to the Economy of East Africa

Learning Outcome

By the end of this lesson, you should be able to explain the contribution of fishing to the economy of East Africa.

Instructions

- Read the instructions carefully before you begin doing each activity.
- In case you find an activity difficult, ask a resourceful person around you for assistance.

Materials you need:

- Textbook
- Photographs
- Diagrams
- Notebook
- Pen

Introduction

Fish and fishing have grown into a big economic sector in East Africa. Did you know that fish has become a major non-traditional export for Uganda? For instance, in 2006 Uganda earned US dollars 145.8 million from fish, while fish by-products accounted for 15.2% of the country's total exports. The fishing sector provides employment to over 700,000 people in the country. In this lesson you are going to learn more about the contribution of the fishing industry to the development of Uganda and the rest of East Africa.

Activity 1: Contribution of fish to economic development



Figure 4: Packaged fish products for sale

Silver fish (mukene/omena) is sold at commercial scale to make fishmeal and animal feed, but it is also an important part of the local diet. Recent advances in drying technology—raising the nets off the ground—have improved product quality. Packaging silver fish to sell in the market is a relatively new innovation that adds value to the product.

Summary

In this lesson you have learnt that fishing has greatly contributed to the economy of East Africa through creating jobs for fishers, fish traders, and transporters.

LESSON 4: Problems Facing the Fishing Industry of Fishing in East Africa

Learning Outcome

By the end of this lesson, you should be able to explain the problems facing the fishing industry of fishing in East Africa.

Instructions

- Try to do all activities in this lesson.
- Read the instructions carefully before you begin doing each activity.
- In case you find an activity difficult, ask a knowledgeable person around you for assistance.

Materials you need:

- textbook
- photographs
- diagrams
- notebook
- pen

Introduction

You have learnt about the methods used for catching and preserving fish. You have noted that fishermen go through a lot of hardship to extract fish from the water bodies. In this lesson you are going to learn more about the problems fishermen face when carrying out fishing.

Activity 1: Reading about the problems of fishing

Extracted from *Daily Monitor* newspaper of Monday July 3, 2017 page 11.

Hundreds Flee Kalangala Islands as Army Pursues Illegal Fishermen

In January, President Museveni instituted

a special fisheries protection unit (FPU) to fight illegal fishing on all major lakes in the country to end the vice that was reaching crisis proportions. The President's action was promoted by a petition from a team of fishermen from Kalangala islands, who had accused operatives charged with fighting illegal fishing of selling immature fish to Allied Democratic Forces (ADF) rebels in eastern Democratic Republic of Congo.

Indeed the indiscriminate fishing had generally placed immense pressure on the fish varieties and threatening their extinction on some lakes.

1. From the extract above, why do you think fishermen use forbidden fishing nets to catch fish?
2. Suggest measures that can be taken to improve the fishing sector in Uganda.

Summary

In this lesson you have learnt that the problems facing the fishing industry are both physical and human in nature.

LESSON 5: Major Areas of Wild Life Conservation and Tourism in East Africa

Learning Outcomes

By the end of this lesson, you should be able to:

- i) identify and locate the major areas of wildlife conservation and tourism in East Africa.
- ii) explain the factors leading to the development of the tourism industry in East Africa

Instructions

- You will be studying one lesson each day. Try to do all activities programmed for each day.
- Remember that some activities may take more than one hour to complete.
- Read the instructions carefully before you begin doing each activity.
- In case you find an activity difficult, ask a knowledgeable person around you for assistance.

Materials you need:

- textbook
- photographs
- diagrams

- notebook
- pen
- pencil
- eraser

Introduction

Many people come to East Africa especially during the summer holiday from Europe, North America and Asia. Who are they? Why do they come to East Africa? In this lesson you are going to learn that not all people that come to East Africa are tourists. Some are visitors and have a particular reason for coming. You will also learn the location of major areas of wildlife conservation and tourist attractions, and explain the factors leading to the development of tourism industry.

Activity 1: Finding about tourism

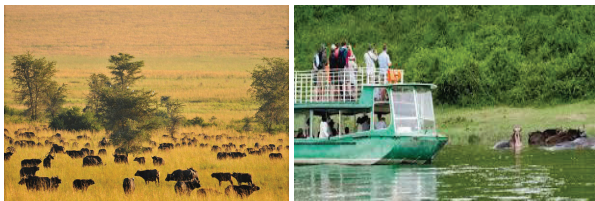


Figure 5: Scenes of tourism

1. Who are tourists?
2. Using **Figure 5**, write short notes on tourism.
3. Are all people who visit East Africa tourists?
4. What places do tourists go to?

Did you know that tourism is an activity that involves moving from one place to another either within or outside one's country for purposes of pleasure, curiosity and discovery or research study?

A tourist is a person who travels to a place purely for pleasure. The major tourist attraction in East Africa is wildlife. Wildlife refers to all undomesticated plants and animals.

Activity 2

1. In your note book, draw a sketch map of east Africa and locate the major tourist attractions
2. Explain the factors leading to the development of the tourism industry.

Follow-up Activity

Study the table below showing tourist arrivals in Kenya

year	Tourist arrivals(000)
2000	1036.7

2001	993.6
2002	1001.3
2003	1146.1
2004	1358.1
2005	14790
2006	1556

Source: Central Bureau of Statistics

1. Draw a line graph to show the trend of tourist arrival.
2. Describe the trend of tourism arrivals in Kenya.

Summary

In this lesson, you have learnt that:

- East Africa is blessed with a number of tourist attractions ranging from wildlife, physical features, landscape to artificial (human-made) tourist attractions.
- the major tourist attraction of East Africa is wildlife, that is, wildlife forms the basis for the tourism industry.
- the factors leading to the development of the tourism industry are physical and human in nature

LESSON 6: Contribution and Challenges of the Tourism Industry in East Africa

Learning Outcomes

By the end of this lesson, you should be able to:

- i) describe the challenges facing the tourism industry in East Africa.
- ii) explain the contribution of the tourism industry in East Africa.

Instructions

- Try to do all activities programmed in this lesson.
- Remember that some activities may take more than one hour to complete.
- Read the instructions carefully before you begin doing each activity.
- In case you find an activity difficult, ask a knowledgeable person around you for assistance.

Materials you need:

- Textbook
- Photographs
- Diagrams
- Notebook
- Pen
- Pencil
- Rubber

Introduction

In the previous lesson you have learnt about the tourist potentials of East Africa. Is tourism of any economic importance to the economy of your country? In this lesson, you are going to learn about the contribution of the tourism sector to the economy and problems facing the industry.

Activity 1: Finding the economic importance of tourism

Read the extract below (*Sunday Monitor* 13th/2011 p.8) and do the tasks that follow.

If Uganda does not take the necessary steps to improve its tourism sector, according to Mr Sebunya, the country will cede even more ground to some of her neighbours who had already been using their comparative advantage to market some of Uganda's tourist sites.

He cited the example of Rwanda which he said had made it easier for tourists to their country to visit even sites within Uganda.

"People don't want us to talk about Rwanda so much here but Rwanda has made a lot of things easier and we need to challenge that," he explained. "They are selling Queen Elizabeth National Park in Kasese district in Uganda by saying that you can land in Kigali and go to see Queen Elizabeth. Why are they selling it? It takes ten hours for someone who lands in Entebbe to go and see Queen Elizabeth National Park."

From Kigali it takes four or five hours so it's half the time. The government has laid out its plans for the tourism sector in the national development plan (NDP) 2010/11–2014/15. The five-year NDP identifies the constraints to the performance of the tourism sector as inadequate public and institutional capacity to initiate meaningful tourism development, inadequate policy framework to conserve Uganda's cultural heritage which is presently threatened to extinction, and limited funding, lack of adequate skilled human resources particularly in tourism promotion of leisure and hospitality.

Other constraints include inadequate physical infrastructure support, narrow product diversity, and inadequate research on emerging trends, market and consumer surveys as well as regular statistical information required to inform decision makers, investors and tourists and negative perception about Uganda's image due to past insecurity.

1. Explain the problems facing the tourism sector in Uganda.
2. Sebunya's report points out some tourist attractions. Identify and note them in your notebook.
3. What advice would you give the Government of Uganda to attract more tourists.
4. Why do you think the government should develop the tourism industry?

Summary

In this lesson, you have learnt that the:

- tourism sector in East Africa has a number of constraints.
- contribution of the tourism sector is both positive and negative

LESSON 7: Site and Location of Major Ports and Towns in East Africa

Learning Outcomes

By the end of this lesson, you should be able to:

- i) describe the site and location of ports and towns in East Africa.
- ii) explain the factors that led to the growth of ports and towns in East Africa.

Introduction

The number of people living in towns is growing every day. About 80% of the population of East Africa lives in rural areas where most of them are employed in agriculture. But there is a growing attendance of rural-urban migration in search of gainful employment and better standards of living in towns and cities. Most people believe that better employment opportunities and services are in towns. In this lesson you are going to

learn about the major towns and ports of East Africa. You will be able to describe the urban sites and their location, explain the factors that led to the growth of ports and towns of East Africa.



(a) Mombasa port



(b) Kampala City

Figure 1: Some urban areas of East Africa

Activity 1. Locating major towns and ports of East Africa

Study **Figure 1** above and do the following tasks:

1. Write two paragraphs explaining the distinction between a town and a port.
2. Urban centres have features that differentiate them from villages. Write those features in your notebook.
3. With the aid of a map from the Internet, or an atlas, draw the sketch map of East Africa and locate major ports and towns.

History

HISTORY FOR SENIOR 3

Term 1 2020

LESSON 1: Events of World War 1 in East Africa

Topic: World War 1 in East Africa

Learning Outcomes

By the end of this lesson you should be able to:

- know the meaning of World War 1
- explain the causes of World War 1
- mention the impact of World War 1 in East Africa

Materials you will need:

- a pen
- a pencil
- a world atlas
- a notebook

Instructions

- Make sure you have nothing distracting you. Switch off the TV and create a quiet environment for yourself that is suitable for study.
- Take time to study and understand the information given for each step.
- In case you find difficulty, it is all right to seek help from any adult that is near you.

Step 1: Introduction

There are different wars that world history has kept on record; and the First World War is one of them. By the end of this topic, you should be able to know what it was that sparked off World War 1, which countries were involved, and what impact the war had on East Africa.

- Think of any conflict that you have heard about before.
- Did that conflict ever get bloody with intense fighting and people losing lives?
- Think of what could have caused that conflict.
- It is possible that the cause was even trivial, yet it sparked such a terrible conflict.
- How did the conflict get resolved in the end?

The First World War was a global war that broke out on 28 July 1914 and ended on 11 November 1918. The countries involved in

the war included Britain, France, Russia, Italy and the United States. These countries fought against the Central Powers, which included Germany, Austria-Hungary, the Ottoman Empire and Bulgaria.

Is there any other country not mentioned that was involved in World War 1?

Task 1

- Find out the one incident that sparked off World War 1.
- Use the diagram below to explain the different stages of World War 1.



Figure 3.1: Timelines of World War 1
Step 2: Causes of the First World War

The First World War was primarily sparked off by the assassination of Archduke Franz Ferdinand of Austria, but there were several other factors that led to the war. They include the following:

Mutual defence alliances were agreements between countries that would bind them to support each other. If any of the countries was attacked, the other country in alliance with it would defend it. The countries which were already in alliance before the war began include the following: Russia and Serbia; Germany and Austria-Hungary; France and Russia; and Britain, France and Belgium. See the figure below.

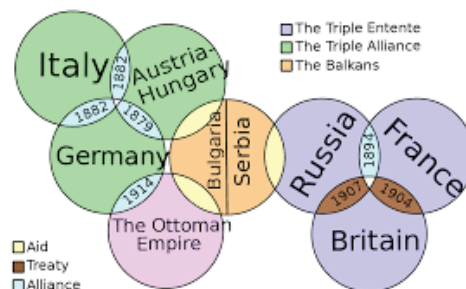


Figure 3.2: Alliances of World War 1

Another cause of the war was militarism. By the 20th century most countries in Europe had experienced an increase in militarism.

Armies grew in size and number of guns and underwent frequent training. The armies, therefore, felt they had the power and might to engage in war. **See Figure 3.3 below.** Nationalism also caused the First World War. Each country wanted to prove their dominion and power, hence prolonging the war.

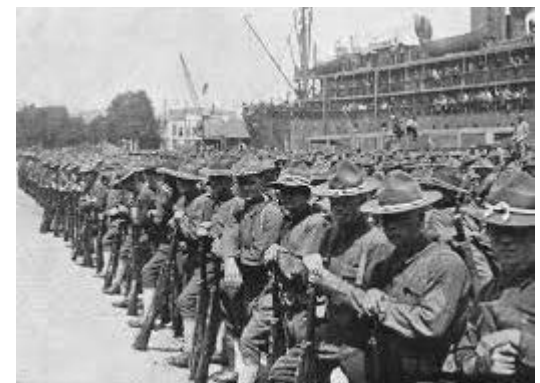


Figure 3.3: World War 1 Troops

Imperialism was one of the issues that caused the outbreak of the war. Imperialism is when a country increases its power and wealth by bringing additional territories under its control. European powers had an interest in most African and Asian countries because of the abundance of raw materials found in them. Therefore, the struggle to gain control over other countries partly contributed to the outbreak of the war.



Figure 3.4: Cecil Rhodes

Task

- Why was East Africa involved in World War 1?
- Was it proper for these colonial powers to involve East Africans in World War 1?

Step 3: Impact of World War 1 in East Africa

Instructions

- Think of what happens whenever there is conflict, and especially when it involves

weapons of mass destruction.

- Think of circumstances in your area such as a fight between the police and protesters. Were some people shot dead in the scuffle?
- What about the areas surrounding the location where the incidents take place?
- A case in point is a scuffle between the Uganda Police and rioting Makerere University students. The police disperse the protesting students with gunshots and teargas.
- This does not only affect the students in Makerere but their parents, the surrounding businesses, and the local residents as well.

See the pictures below showing the police using teargas and force to disperse rioters.



Figure 3.5: Riots in Kampala

Whenever there is a conflict, it does not affect only the parties to the conflict but also the people around them. The First World War similarly had a great impact on people in the following respects:

The war brought every economic activity worldwide to a standstill; so there was no economic development during the war. Trade and commerce also suffered greatly; trade could not go on. Agriculture also greatly declined. European plantations were abandoned in order to concentrate on fighting.

Very many lives were lost and a lot of property destroyed. In the midst of such intense global fighting, very many people were killed in a brutal way and their property demolished.

Africans' attitude towards Europeans changed; the Africans became very critical and started questioning Europeans regarding everything. That is why the Africans rose up and started demanding power and representation in

government. Some of the Africans who participated in the war gained exposure and were now able to stand up and fight for their rights.

There was increased exploitation of the Africans by the colonialists. Those who supported their imperial masters in the war did not get the rewards that had been promised them, and this intensified their bitterness towards the white man.

Study the above pictures and note down your observations on the impact of the war.

Task

1. Classify the above effects into social, political and economic effects.
2. Study the puzzle below and identify any words related to World War 1.

G	F	N	A	Z	I	H	C	V	O	N	S
U	E	H	A	L	L	I	A	N	C	E	O
A	D	O	L	F	A	R	M	S	I	T	P
F	E	R	D	N	A	N	D	E	N	T	I
P	I	I	L	M	L	O	P	D	T	V	H
E	N	T	E	T	E	S	O	M	A	L	I
A	A	R	I	E	A	H	I	T	L	E	R
C	R	E	D	R	G	I	C	N	Y	A	A
E	D	A	R	M	U	M	W	A	R	D	C
V	S	T	C	S	E	A	X	I	S	E	E
W	A	R	P	O	L	A	N	D	J	R	K
V	E	R	S	A	I	L	L	E	S	S	F
A	R	C	H	D	U	K	E	O	T	T	O

Lesson Summary

World War 1 did not have an impact only on the countries that were involved in it but also on their colonial territories across the world, East Africa inclusive. The European colonial powers did not have enough manpower to participate in the First World War and thus recruited manpower from East Africa to boost their troop numbers. The impacts of the war were economic, political and social. As a result, there was mass destruction of human lives and property, leading to widespread trauma. The war also had a long-lasting effect on East Africa's economy and politics, among others.

Follow-up Activity

1. Make reference to any other conflicts in Uganda and discuss their effects on the people.
2. Look for any old newspapers that reported an incident that occurred during one such conflict and summarise it in your notebook, taking note of how people were affected by the conflict.

LESSON 2: The Development of Nationalism in Uganda

Topic: Rise of Nationalism in Uganda

Learning Outcomes

By the end of this lesson you should be able to:

- i) know the meaning of nationalism.
- ii) identify the factors responsible for the rise of nationalism in Uganda.
- iii) define the role played by political parties in Uganda.

Materials you will need:

- a pen
- a pencil
- coloured pencils
- a notebook where you will write down your findings
- any newspaper, magazine or book that talks about nationalism in Uganda

Instructions

1. Make sure you have nothing distracting you. Switch off the TV and create a quiet environment for yourself that is suitable for study.
2. Take time to study and understand the information given for each step.
3. Read the instructions carefully before attempting each activity.
4. In case you find difficulty, it is all right to seek help from any adult who is near you.

Step 1: Introduction

Nationalism can be defined as loyalty and devotion to a nation. It is a feeling that people have of being loyal to and proud of their country, often with the belief that it is better and more important than other countries. Or it can be a sense of national consciousness that exalts one nation above all others and places primary emphasis on the promotion of its culture and interests as opposed to those of other nations.

- Is there anything like an item or activity that you love so much and put before any other thing?
- This can be your sibling, your friend, or an activity that you enjoy doing.
- Think of moments when the love for any of the above has influenced the decisions and actions that you have taken.

Look at the photograph below and describe what you see with regard to nationalism.



Figure 3.6: A show of nationalism

After many years of being ruled and controlled by Britain, Uganda, like her neighbouring African countries, felt a deep desire to end all forms of foreign control and influence; they felt a need to take charge of their own political, social and economic affairs. This need stirred a love for their country and set off a wave of efforts to attain independence.

Task 1

1. Suggest possible reasons as to why Ugandans developed the spirit of nationalism.
2. Ask your parents or any of the elders near you to share with you what happened to Uganda just before independence.

Step 2: Factors responsible for the rise of nationalism in Uganda

- Think of a scenario at your school or a neighbouring school. The school administration has introduced rules that seem harsh and unfriendly to the students. The students therefore decide to resist. This is similar to resistance in the form of nationalism that Ugandans took up after feeling the impact of the oppression inflicted by the colonialists.

The growing grievances by Ugandans towards the colonial state and the economic structures it created paved the way for the rise of men who would lead the agenda for reform and political change. Political parties were organised to force self-rule or independence from a reluctant colonial government.

In Uganda there had been some demands for greater self-rule, but these were mostly expressed by local nationalists surrounding the five constituent kingdoms of the colony. The political parties included the following: The Democratic Party (DP) modelled on Germany's Christian Democrats, which

represented the Catholic population; the Uganda People's Congress (UPC), which was supported mainly by groups from the northern and western parts of the country; and the KabakaYekka (KY) (meaning 'king only'), which was a Buganda nationalist party.

The foreign systems of government that neglected African interests aroused feelings of resistance, resulting in nationalism. There were unfair colonial policies of taxation, forced labour and compulsory growing of cash crops, which caused discontent among the Africans, who thus developing a desire to fight for self-rule.

Colonialists had come with developments such as construction of roads and railways. These led to improved means of transport that eased the movement of nationalists. Whenever they wanted to move to sensitise the masses and carry out some of their activities, they would do it with ease.

Formal education also introduced Ugandans to new ideas. They were now enlightened and developed the desire to fight for their rights. The nationalists in the Diaspora also gave support to their countrymen back home.

Christianity also led to the rise of nationalism. Christian missionaries came with the aim of preaching against the ills in society like slave trade, forced and unpaid labour, corruption and all inhuman acts. The nationalists, therefore, based themselves on this to rise up and fight against these inhumanities that were majorly inflicted on them by colonialists.

Uganda was characterised by ethnic and tribal divisions. These divisions, however, were a unifying factor that brought Ugandans together and they were able to fight for self-rule.

Task 2

List some of the grievances that Ugandans had against the colonialists. Reflect on the colonial administrative systems you studied previously, and state the system that was used by the British in Uganda. What were some of the shortcomings of that system?

Step 3: Role played by political parties

Parties trained leaders who helped to mobilise the masses to demand independence. They sensitised and educated Ugandans on the politics in the country. This aroused political awareness in Ugandans and everyone developed the spirit to fight for self-rule.



Figure 3.7: A political rally

Political parties organised peaceful demonstrations to oppose colonial policies like taxation, cash crop growing (forced) etc. They also called for the independence of Uganda and won massive support for the independence movement. They sent representatives to the pre-independence negotiations and last-minute constitutional preparations. Through constant participation, they took up common positions on the issues under discussion and requested self-rule.



Figure 3.8: A peaceful demonstration

They also mobilised funds to finance political activities, including campaigns for the pre-independence elections.

Party slogans and songs became key attractions for large gatherings. This made the flow of information about the struggle very easy. The parties recruited the youths into active party service, thus training a generation that was to lead Uganda to independence. In this generation were people like Jehoash Mayanja Nkangi, Ignatius Musaaazi etc.

Violent action organised by the various parties pressured the colonialists to grant independence. Boycotts, attacks on foreigners and torching (burning) of houses all sped up the process to decolonise Uganda.

Task

Carry out research about the following parties and discuss their activities in the struggle for the independence of Uganda: UNC, UPC, DP, and KY.

Write short notes about the following personalities highlighting their role in Uganda's struggle for independence:

- Ignatius Musaaazi
- Apollo Milton Obote
- Benedicto Kiwanuka

Chapter Summary

Deep feelings of anger and resentment developed owing to the conditions that

Ugandans were subjected to by the colonial administrators. The people who had attained western education took on the role of mobilising their fellow Africans to fight for self-rule. This led to the formation of political parties that saw Uganda getting her independence in 1962.

Follow-up Activity

Mention the difficulties faced in the struggle for independence in Uganda and hand in this work to your teacher when schools re-open.

LESSON: The Devonshire White Paper

Topic 3: The Devonshire white Paper (1923)

Learning Outcome

By the end of this lesson you should be able to:

- i) know the meaning of the Devonshire White Paper.
- ii) identify the reasons why the Devonshire White Paper was issued.
- iii) state the terms of the Devonshire White Paper.
- iv) outline the effects of the Devonshire White Paper.

Materials you will need

a textbook
a pen
a notebook

Instructions

1. Make sure you have nothing distracting you. Switch off the TV and create a quiet environment for yourself that is suitable for study.
2. Take time to study and understand the information given for each step.
3. Understand each activity before you attempt it; it is then that you will easily approach the tasks given.
4. Read the instructions carefully before attempting each activity.
5. In case you find difficulty, it is all right to seek help from any adult that is near you.

Step 1: Introduction

- What comes to your mind when you hear the term “White Paper”?
- Anyone would straightaway think of a paper with information written on it.
- Think of any written official document, such as an agreement over something.

- The Devonshire White Paper was, therefore, an agreement of some sort. A “White Paper” is an authoritative document or guide that informs readers briefly of a difficult issue and presents the issuing body’s viewpoint on the matter. Its purpose is to help readers understand an issue, solve a problem or make a decision.

Step 2: Reasons for the issuance of the Devonshire White Paper in 1923

The Devonshire White Paper was a document written in March 1923 during a conference in London by the colonial secretary Victor Cavendish, the ninth Duke of Devonshire, regarding the status of settlers and natives in Kenya Colony (see Figure 3.9 below). The paper stated that whenever the interests of the native Africans clashed with those of Asian, European or Arab settlers, those of the Africans should prevail. Although the paper had little effect on the welfare of native Africans, it still set a standard for future conflict resolution between the various groups living in the colony.



Figure 3.9: Devonshire White Paper meeting

Task 1

1. Why do you think it was called the Devonshire White Paper?
2. Identify the key parties that took part in the Conference of March 1923.
3. Carry out research and find out the key events that led to the signing of the Devonshire White Paper.

Step 3: Terms of the Devonshire White Paper of 1923

1. The Kenyan Highlands were exclusively reserved for the white settlers.
2. The Asians were allowed to elect five members to the Legislative Council (Legco) but were not put on the same voters roll as the whites (on a

communal basis).

3. The Legislative Council was to have eleven Europeans, five Asians, one Arab and one missionary to represent African interests. **See Figure 3.10 below.**



Figure 3.10: The Legco of Devonshire

4. There were to be no more restrictions on Asian immigration into Kenya since they were also subjects of the British Empire.
5. There was to be no more racial segregation or discrimination in all residential areas. Settling in these areas was now to be open to all people – Africans Asians and Europeans alike.
6. A missionary (Dr Arthur) was to be nominated to the Legislative Council to represent the interests of the Africans.
7. Africans were allowed to be members of the local councils.
8. The Colonial Office in London was to watch over the Kenyan affairs in order to ensure that the interests of the Africans were protected and given first priority.
9. The document recognised the contribution made by the European community to the development of Kenya.
10. However, the document also warned the settlers against making further advances towards self-rule. It made it clear that all racial groups must gradually work towards this goal.
11. The paper clearly stated that Kenya was primarily an African territory and that the interests of the Africans were paramount.
12. It also stated clearly that the settlers would no longer have a controlling influence on the government (so that it would always serve the settlers’ interests).
13. The paper ruled out any constitutional changes in favour of the settlers.

Task 2

1. Which party benefited a lot? Support

your answer.

2. Outline the terms that were applied to Africans, Asians and British respectively.

Step 3: Effects of the Devonshire White Paper

The Asians failed to win equality with the whites; they were denied the right to occupy the Kenyan Highlands. They were given a few representatives on the Legislative Council and had to play a different role since inequality persisted. The paper was a great disappointment to the Asian community.

The white settlers lost their dream of controlling Kenya as a racist colony; they had been warned against further advances towards self-rule since Kenya was still under the colonial government in London. They had to shelve the idea for at least some time.

The paper confirmed Kenya as a settler colony and this led to an increase in the number of Europeans coming in. It also recognised the contribution made by the settler community towards the economic development of Kenya. It served as a warning to the settlers and the Indians that their effort to colonise Kenya would not be acceptable. Kenya was for Kenyans and their interests were to be given priority.

After being frustrated politically, the settlers resorted to controlling the finance, agriculture and industrial sectors. The Africans and the Asians were denied settlement in the Kenyan Highlands since the paper had reserved them exclusively for the whites. **See Figure 3.11 below.**



Figure 3.11: The Kenya Highlands

The giving of the highlands to the whites stimulated plantation farming and, subsequently, the growth of a cash crop economy. The paper clarified that neither the settlers nor the Asians would gain a monopoly in the administration of Kenya whatsoever.

The free immigration policy resulted in many Indians coming into Kenya and these became a major force in Kenya's economy. The paper failed to address the land and labour problems. Africans were to continue providing labour on settlers' farms, something that the Africans strongly hated and had hoped the paper would address. **See a photo of African labourers below.**



Figure 3.12: African labourers

Owing to increased pressure and the influx of immigrants, the East African High Commission was established to promote cooperation between the Africans, Asians and settlers. The Asians continued to voice their dissatisfaction with the white settlers, and were not happy with the inequality that the paper had failed to address. They, for example, refused to pay a different tax from what the settlers were paying.

The paper laid the foundation for the future independence struggle in Kenya. Armed groups like the Mau-Mau were formed by the Africans to fight to regain their lost lands and for independence. Finally, independence was achieved in 1963.

In what other ways do you think the paper laid the foundation for Kenya's independence struggle?

The paper fostered unity among Africans and Asians as it affected them equally since the paper favoured the white settlers against them.

The colonial government started training and educating Africans, a measure that was intended to prepare them for the future responsibilities they would hold and for independence. **See Figure 3.13 below.**



Figure 3.13: A colonial school

Africans started sharing in the running of their country through the native councils and in 1931 they were allowed to send representatives to the Legislative Council (Legco).

Task 3

1. How did the terms of the White Paper aid the rise of African nationalism in Kenya?
2. Find out the memories of the Devonshire White Paper of 1923 in today's government of Kenya and present to class.

Lesson Summary

The Devonshire White Paper was written to solve a conflict that existed between Africans, Arabs and whites in Kenya Colony. Much as the terms stated in the paper seemed to advocate equality among the different racial groups, it left some gaps which later led to the rise of African nationalism in Kenya.

Follow-up Activity

How did the terms of the 1923 Devonshire White Paper aid the rise of African nationalism in Kenya?

Entrepreneurship Education

PROJECT: Making charcoal briquettes, designing a poster for advertising them and making a package for the briquettes

By the end of this project, you should be able to:

1. Identify the right materials needed for making charcoal briquettes.
2. Make charcoal briquettes.
3. Explain three benefits of using charcoal briquettes in relation to ordinary charcoal.
4. Write a brief report on making charcoal briquettes explaining some of the challenges faced while making the briquettes, how these were overcome and any lessons learnt from the project work.
5. Design a poster for advertising your charcoal briquettes.
6. Identify the right materials for making packages, design a package for your charcoal briquettes and Label it.

NOTE: You can use any material you think will make your package attractive.

Read the scenario below and respond to the instructions given.

SCENARIO

HOME MADE SOLUTIONS TO EFFECTS OF THE CORONAVIRUS PANDEMIC

The world registered the first case of Coronavirus (COVID 19) in December 2019, in Wuhan City in China. The disease was declared a global pandemic by the World Health Organisation on 11th March 2020. By 14th April 2020, the pandemic had spread to 210 countries infecting over 2,000,000 people with close to 120,000 deaths registered.

To mitigate the spread of the virus and to avoid creating a fertile ground for its spread, His Excellency the President of the Republic of Uganda, Mr. Yoweri Kaguta Museveni ordered the closure of public gatherings like Schools, Churches and Bars, and suspended public transport on 20th March 2020. He further put in place a Task Force to steer the fight against the **spread** of the disease. Among the measures taken, was to declare a national lock down and curfew from 7:00pm to 6:30am for 14 days.

The effects of the coronavirus are enormous, ranging from health, social and economic among others. Indeed, following the lockdown, a number of people have complained about

failure to feed their families. Consequently, government provided food for such families. However, due to the lock down, fuel specifically charcoal, became expensive and scarce yet majority of families especially in the urban areas use it as a source of energy. As a learner of entrepreneurship, you are expected to provide solutions to business challenges.

Activity one

At your home, you have several resources like domestic waste, peelings and soil which you can use to make charcoal briquettes, to solve the problem at hand.

Task

- i. Identify the right materials needed for making the charcoal briquettes.
- ii. Make charcoal briquettes using the materials you have identified following the step by step procedure provided below.
- iii. Write a report, explaining some of the challenges you faced while doing the project work. How did you overcome the challenges? Mention any lessons you have learnt from the project work.
- iv. Explain three benefits of using charcoal briquettes.
- v. Assuming you want to make briquettes for sale, design a poster to advertise your charcoal briquettes, using either your exercise book or a plain sheet of paper whichever is available. Make your poster as attractive as possible.
- vi. Design a labelled package for your charcoal briquettes. You will present your report, the poster and the package to your class teacher when schools reopen after the lockdown.

Note: The project may not be finished in one day, you may choose to take a few days doing it. You can keep some of the briquettes for home use but keep some for presenting to your teacher as part of your project work when schools reopen.

MATERIALS REQUIRED

SN	ITEM	ALTERNATIVE	QUANTITY
1	charcoal dust	Fresh cow dung	4 (tumpeco) cups
2	Soil	Anti-hill soil/brown soil/Clay	2 (tumpeco) cups
3	Water		4 (tumpeco) cups
4	Basins	Container	3
5	Gloves	Polythene bag/ open hand	1 pair

6	Plastic cup (tumpeco) = ½ litre	Mug	1
---	---------------------------------	-----	---

Instructions

1. Make charcoal briquettes using some of the readily available materials at your home.
2. Use the cup (tumpeco) or mug to measure the materials.
3. Place the materials in different containers.
4. In case you do not have charcoal dust you can use cow dung in the same quantities.
5. Make sure you do not miss out on any step.
6. Record every step followed in the making of briquettes in your note book, because you will have to write the report for submission to your teacher.
7. Using your note book or a sheet of paper, design an advert for your charcoal briquettes.
8. Design a package for your charcoal briquettes. You will submit the report, the advert and the package to your teacher on the day of reporting to school.

Step by Step Procedure of Making Charcoal Briquettes

Please pay attention to every detail outlined in the step by step process provided below.

Step one: Preparing the waste materials

Using a pair of gloves, polythene bags or your free hands collect the waste materials to use as guided below. Be very careful with the safety of your hands.



Fig. 1. Putting on Gloves

Collect four cups of charcoal dust and put it in a container. If you do not have charcoal dust, you can use carbonized charcoal dust or fresh cow dung in the same quantities and follow the same procedure.



Fig. 2. Charcoal dust



Fig.3. Carbonized charcoal dust



Fig. 4. Fresh Cow dung Fig. 5. Plastic cup

Step two: preparing the charcoal dust

Sieve/filter the charcoal dust and remove the big particles, plastics and any other unwanted materials using your hands to remain with fine charcoal dust. (You can also crash the bigger particles into powder form and use it).



Fig. 6. A boy sieving charcoal dust.

Step three: preparing the soil

Collect two cups of soil preferably brown or anthill soil or Clay soil if its available but normal soil can also be used. Put it in a second container.

Sort the soil removing the bigger particles, sticks, broken glass, stones and plastics.

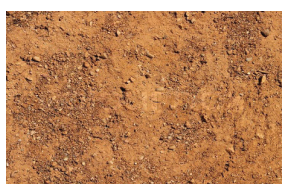


Fig.7. Brown Soil

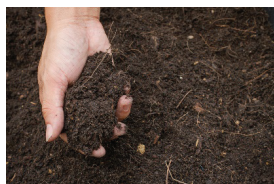


Fig. 8. Any other soil



Fig. 9. Clay Soil

Step four: Measuring the quantity of water

Get a small Jerrycan/Jug or any other container and pour in four cups of water.

Step five: Making the mixture

Measure off two cups of charcoal dust and one cup of soil. Put them in a third container and

mix them well using your hands until they are thoroughly mixed.



Fig.10 Mixing Charcoal dust, soil & water

Add water. Start with a small amount of water and mix it into the mixture using your hands. Keep adding water until the mixture becomes easily moldable. When squeezed, your mixture should hold together easily. When the mixture is too soft add more charcoal or soil, and if it is too hard add more water.

Step six: Molding the briquettes

Take a hand full of your mixture and mold using your two hands until it is hard enough. The mold or briquette can be in a round shape or any other shape you want. You can make briquettes of any reasonable size.



Fig. 12. Picking a handful of mixture



Fig. 13. Molding the mixture into briquettes

Step seven: Drying the briquettes

Place the molded briquettes on a flat surface ready for drying. Set your briquettes in a dry place. Briquettes need 2-3 days to dry properly before you can use them. If placed in an open place do not leave them outside because in case it rains they can get spoilt. Alternatively, you can dry them under a shade.



Fig.14. Laying molded briquettes on a flat surface for drying.

Step eight: Using your briquettes

Light your charcoal stove using a few usual

charcoal pieces. When it is hot enough add the briquettes and cook.



Fig. 15. Lighting the charcoal briquettes and cooking.

Summary

After going through the step by step process, it is assumed that you now know what briquettes are. Below is an explanation of what briquettes are.

These are small, compact blocks made from organic waste which you can use for cooking in the charcoal stove or fire. While some briquettes require expensive machinery to make, others can easily be made at home from the locally available waste materials with no machinery required.



Fig. 16. Sample of Charcoal briquette



Fig. 17. Briquettes burning in a charcoal stove

Follow up activity

- Continue practising the making of charcoal briquettes until you perfect the process.
- You can sell the excess briquettes to your neighbours at the end of the lockdown. This will help you to save your earnings.
- In case you have access to the internet, you can make further research using Google on the other ways and materials you can use to make charcoal briquettes.
- Practice designing several adverts for the briquettes to have a variety from which to choose the best.
- Practice designing several packages for the briquettes to have a variety from which to choose the best.

NOTE: This project will enable you to answer Paper one at senior four during examinations.

English Language

ENGLISH LANGUAGE LESSONS

Before we start our lesson, do not forget that COVID19 is a disease affecting every country in the world:

We are advised:

- not touch our **soft parts (eyes, nose, mouth)** because the virus can pass through them and enter the body
- to wash our hands thoroughly with soap and water
- not to spit anywhere
- to cover our mouth with a tissue when we are **coughing**
- to use a tissue for our nose when **sneezing**.

LESSON 1

LESSON OUTCOMES:

By the end of this lesson, you should be able to:

1. use demonstratives as pronouns and as determiners
2. identify demonstratives from the given passage.

TOPIC: USE OF DEMONSTRATIVES

INTRODUCTION

Demonstratives are words that identify someone or something. A demonstrative word separates one thing from others or describes a noun. They tell who or what you may be referring to. There are four demonstratives: **this**, **that**, **these** and **those**. Demonstratives can be used as pronouns or determiners.

Examples of demonstratives as determiners.

Here the demonstratives identify nouns.

- a. Who brought **this** marker here?
- b. Take **that** book to the library.
- c. We were advised not to watch **those** programmes.
- d. Take **these** clothes to the tailor.

Examples of demonstratives as pronouns. Here the demonstratives take the position of nouns.

- a. Do you want to eat **this**?
- b. Can you clean **that**!
- c. Hang **these** up.
- d. Give **those** to the electrician.

Activity 1

Read and enjoy the passage below.

Battle Against Televisions

Recently, I visited my sister who lives in Jinja. I arrived at about 3.00 **o'clock** in the afternoon. After asking around I was directed to her house. I knocked on the door for quite some time but no one answered. However, I could hear some music **playing** inside the house. I got frustrated, and being very tired, I decided to sit on the beautiful lawn that made up the large compound. I must have dozed off because the next thing I heard was my sister's voice waking me up.

'Mukisa, how can you travel all the way from Kagulu to come and sleep on the lawn? Let's go inside,' she said as she led me into the house.

I was surprised when we got inside the house only to find four children glued to the TV. My greetings were answered with sullen grunts. Only one or two looked up briefly to see who the stranger was.

My sister excitedly introduced me to the children as their uncle. They shouted and screamed, but I was scandalised to realise that I was not the cause of their excitement. Their pop star had just taken the stage in the music program they were watching, causing all the excitement. This infuriated me.

For the next three days I witnessed the children wake up early in the morning and watch TV till late into the night. I observed that during prayers for meals, all the children did was to mute the sound on the TV and then pretend to be praying while they continued to watch the TV. I heard very little conversation either among themselves or their mother. These children had become 'TV zombies'.

On the last evening of my visit I decided to intervene. After supper I demanded that they switch off the TV. This was met with disbelief and open hostility. Nobody made any effort to switch off the TV, but I was not going to relent. So I took the remote control unit and switched off the TV.

'What is wrong with watching TV?' the eldest girl protested, looking at me with murderous eyes.

'The TV itself is not the problem,' I said firmly, 'but the way you use it'.

At least I now had their attention. The house was **deadly** silent. This was the first time in three days that the children were talking with me, albeit in a hostile environment.

I explained to them that television was a positive tool only to a certain extent. First, it is certainly a good source of education. There are many well researched documentary programmes which viewers can benefit from. Second, TV is a good source of entertainment. There are numerous sports and drama programmes which are quite entertaining.

On the other hand, TV can be a negative force. When you sit for hours on end watching every programme without discrimination, thus this is very dangerous. Some of the programmes may not be appropriate and may corrupt your morals. You also run the risk of becoming a zombie.

'Since I came here three days ago none

of you has had time to talk with me, yet I am your only maternal uncle' I reasoned with now attentive children. 'I am leaving tomorrow morning but none of you even knows my name!' I continued.

'I am sorry, uncle,' the youngest child pleaded.

'I am not against your watching TV, but you need to plan your time properly so that you don't end up watching TV the whole day. You must select the programmes you are going to watch carefully; otherwise you'll end up watching all the programmes, including those meant for adults only!' I concluded.

As I went to sleep that evening, all the children followed suit. The next morning, as my sister and her four children escorted me to the bus station, I told her that she needed to create time to discuss with the children what they watched on TV.

Activity 2

Reread the passage and write down the demonstrative pronouns used.

Activity 3

Write two sentences using each of the demonstratives as determinants and as pronouns.

Activity 4

In a paragraph of about 50 words, summarise the effect that unlimited watching of TV has had on the children and the entire family.

LESSON 2

LESSON OUTCOMES:

By the end of this lesson, you should be able to:

1. identify derived nouns used in the passage.
2. derive nouns from nouns
3. derive nouns from verbs
4. derive nouns from adjectives

TOPIC: USE OF DERIVED NOUNS

INTRODUCTION

What are derived nouns? They are nouns formed from other words. To derive is to form/obtain/get/create something from another. Therefore, these are nouns obtained from other words that could be other nouns, verbs or adjectives. For example:

- **Motherhood** is a noun derived from another noun, **mother**
- **Information** is a noun derived from the verb, **inform**
- **Popularity** is a noun derived from the adjective, **popular**

Activity 1

Read and enjoy the passage below.

The Man with Loud Hiccups

When little children know terror, it usually comes in forms that, as they learn later in life, are harmless. As a little boy, Pamba's terror came in the form of an old man who had a terrifying condition of loud hiccups.

It was said that since he was a boy, the old man had hiccups that progressively grew louder and became more frightening as he grew older. As a grandfather, the hiccups were loud and pronounced. They popped out in loud bursts so that he seemed to purr like a motorcycle, as he walked.

The hiccups came in phases. At one time the man would have the calmness of a swimming pool. At other times he would break out in loud, sporadic hiccups that would bring contortions to the old man's face that one would have thought was pain. When he was in that state, he could not talk. His face, already furrowed with old age, would become rough and unpleasant to look at.

The old man never minded his hiccups. In fact, he seemed to enjoy them, and he was never bothered when people wondered why he would occasionally explode into loud sounds. Sometimes he used the hiccup to tease and scare children. For good measure, parents used him to terrorize wayward children. The man's hiccups were easily the worst form of terror that many little children had ever encountered in their lives.

Pamba first encountered the terror of the man's hiccups one fine morning. The old man was headed for the garden. From a distance, the hiccups started rolling out like muted gunshots: 'hic, hic, hic, hic, hic,' the man went. As he hiccupped, he grimaced in a way that made him look subhuman. The hiccups gathered speed as they rolled out so that the time lapse between one and the next became almost non-existent.

Pamba had heard stories of people who ate others. He was convinced that this old man was one of the man-eaters that he had heard about. As the man drew closer, the hiccups grew louder and more rapid in their frequency. The man sounded like a machine that was stirring to life. Pamba looked back hoping there would be some people to rescue him from the man whom he was convinced would now devour him. He looked behind. There was no one there. He looked sideways, there was no one either, though there was a small path he could sneak into.

Pamba could not understand the old man's excitement at his fear.

The man rejoiced at seeing terror in small boys. He approached Pamba theatrically. This, as Pamba learnt later, was what used to give the man the energy to go on with his life. The terror that formed on children's brows rekindled his energy and rejuvenated him. Since he knew that he was essentially harmless, he used terror as the only

connection between him and the children. The children feared him. In their minds, he was the representation of all that was terrible.

The old man knew this and he used it to his own advantage. First was as if he had entered into a secret pact with parents whereby he would be used as a whip to beat back to line wayward children. So when Pamba saw the man coming at him he started to run away. The man went after him, hiccupping louder and louder as he ran. Pamba had never known that kind of terror. He ran as fast as he could, but he could still hear the man behind him. When he realised that the man would catch up with him anyway, he started wailing, but he did not stop running.

When he reached home, he realised that the man was not behind him. Unbeknown to him, the man had branched off into another path and gone on with his business. Pamba's brother later told him that it was not only his eyes that were wet, but his pants too. They say that if you see a child wetting his pants, he must have been in an acute state of fear. Shortly afterwards, Pamba went to bed, wondering how he was expected to live with the man with loud hiccups always appearing on his way.

Today, Pamba looks at the whole episode as a moment of stupidity in his growing up. But he also realises that little children can be knocked into shape by something as harmless as an old man with hiccups.

Activity 2

Go through the passage above and write down all the derived nouns that have been used.

Activity 3

Write two sentences using each of the derived nouns you have written down in your note book.

Activity 4

Re-read the passage above, identify the words and expressions that are new to you. Study how they have been used and explain their meaning.

Follow up Activity

Create sentences using the new words and expressions identified above.

LESSON 3

LESSON OUTCOMES:

By the end of this lesson, you should be able to:

1. differentiate between the subjective and objective cases.
2. identify the subjective and objective cases from the given passage.
3. compose sentences using the two cases.

TOPIC: USE OF PRONOUNS AND CASE INTRODUCTION

A case is the function that a pronoun performs in a sentence. Therefore, the pronouns used to refer to the same person or people differ because of the function the pronouns have

in those sentences. A pronoun can be either a subjective case or objective case. In the subjective case the pronoun acts as the subject of the sentence while in the objective case the pronoun takes the place of objects. For example:

- a. She likes Mathematics. **She** is the subject. It is in the subjective case.
- b. The policeman arrested **them**. **Them** is the object. It is in the objective case.

Activity 1

Read and enjoy the following passage.

A Careless Cook

It was the satisfied ducklings of chickens finishing the remains of a great feast that reminded me of the groundnuts. Yes, every nut was gone. How stupid I had been to leave them uncovered with the kitchen door wide open. But such self-reproach did not occur to me at the time, for I was filled with a terrible anger and an overwhelming desire to punish the greedy offenders.

I seized a pestle and raised it high above my head. By this time, they had seen me and were flying in disorder all over the kitchen. They tumbled over each other through the doorway. I let down my powerful weapon just in time to hit the last one right on the head. I did hit! It was the most active hen of the lot and therefore my bitterest enemy. 'Got you this time!' I gasped in triumph as it croaked painfully. But my victory song did not last, for in a minute the poor thing was staggering about the kitchen, and after a while it fell lifeless just near the fire. I leapt to rescue it from the eager flames. I shook it, examined it, shook it again and then tried to open its closed eyes with my finger. It would not move.

I raced with it to the house, got hold of the baby's Vaseline and rubbed a lump on the wound. No response. I put it down to try and make it walk but it gave a feeble 'coo' and fell over. I applied another lump of Vaseline, and carried it to the quiet part of the garden, rocking it like a baby. Seeing this had no effect I put it down and fanned it with a banana leaf.

All this time I was dreading what my father would do to me. Of course the hen had offended and deserved a punishment, I told myself. Mother would be angry with me because of the groundnuts which were to make up the sauce for supper. But then punishing or killing the hen would not make her less angry with me. In short I was going to bring both my mother's and, worse still, my father's anger against me by my foolish action. After five minutes' vigorous fanning without any change, a thought struck me. Back to the kitchen I raced and returned with a basin of water in which I dipped the poor thing. At long last, I was rewarded. Having drunk some water, the hen became normal again although it showed great disgust at my conduct especially at being wetted ruthlessly.

'I could have sworn there were no groundnuts in that source last night,' said my mother the next morning. 'One could detect the tomatoes and eggplant all right, but no groundnuts.' I kept quiet.

Activity 2

Go through the passage again and write down all the subjective and objective cases which have been used.

Activity 3

Write three sentences using each of the cases that you have listed in your notebook.

Follow Up Activity

Imagine your classmate has lost his father and you are the leader of a group of five representing your class for burial. Write a condolence message that you will read out at the funeral.

Art and Design

Theme: Graphic Design

Topic: Poster Designing

Introduction

Poster designing is part of Graphic design which is a broad area of art. Poster art combines the use of lettering and illustrations to communicate a message to the public. Today, Poster design is a main part of late 20th-21st-century visual communication. Posters are found all around us. Poster design is closely associated with modern information and communication technologies (ICT), and uses the computer and internet to communicate its messages. Good visual communication is measured by the ability of the message to be readily understood.

You will develop the skill of creating Poster designs by practicing the process skill of transforming the verbal and text information into artistic graphic works of posters to communicate information.

Resources

You will need:

- Note book, pencils, coloured pencils
- Paper, mathematical set
- Paints, markers and brushes if possible
- Computer with internet if possible

Why Poster designing?

It is one of the modern means employed in the media and industries where advertising is often used. It is always specific, eye catching and includes commercial and non-commercial activities.

Practice

If you can access any ICT gadget for example the cellphone or computer with internet check for the graphic images and consider how the ideas connect to the elements of art, the words and the imagery. You can also look at the magazines or newspapers for the same.

Project description: Poster Designing

A Poster is a graphical art work which provides specific information for a special event, usual-

ly for commercial purposes. It is eye catching, contains clear and precise content with varying ratio of image to text and rich in colour. See the two examples of posters example given in figure 3.1.



Fig. 3.1 Examples of Posters

Making a Poster

Poster making being part of graphic design follows the same process as given in this booklet. You must follow them while creating your graphic designs.

Stages in Poster making process

1. Identification of a topic and research process: This is the formulation stage of an idea or message you may want to communicate. Where the topic, theme or design brief is given it involves determining your poster format. Your topic, theme or brief will help you to determine the colour scheme, the type of lettering or fonts suited for the design and the image or illustration that will best complement the lettering. best suit
2. Plan your Content: Select your written message. Write all the key information that relate to what you intend to tell the audience. Consider the type of lettering suitable for your design. A short catchy slogan is great for drawing peoples' attention. Be clear and concise but having all the relevant information that your readers need.
3. Select your image: The image or illustrations must relate to the main idea or theme of your graphic design. Make rough sketches of your ideas, then de-

velop the drawings.

4. Combine written message and image: Combining text and image is done artistically with variations. Varying ideas come when you add or remove lettering or image. They also change when the paper orientation, size, font style, colours are manipulated.

5. Refine the final design: Refining the design adds to its effectiveness. You need to consider the following principles of art and design (balance, contrast, emphasis, gradation, harmony, proportion, variation, unity). Clean up any clutter as you keep asking yourself these questions; is the message clear? Are any of the colours overpowering? Do the graphics look clean and well placed?

6. Present your design: Do not forget to autograph your work. Do not forget to refer to your sketches which must be part of your presentation to check authenticity of your creativity. This helps the viewers to assess the amount of thought you put into your work, the techniques used and your ability to make intelligent design choices.

Create

Task: The invasion of Corona virus to the world population claimed thousands of lives. The population live with a mixture of facts and myths. Basing on the information you have gathered from reliable government source, design and create an illustrated poster informing your local residents on the dangers of covid-19 illustrating the three strategies of combating the pandemic.

Practice

Make another Poster design to improve your graphic design ability through practice. Where possible try using a computer aided design approach to create new designs.