


Research Based Curricula



British Colonial Policy in Tanzania Key Stage 5 History

2020





Resource One

Model Answers

Answers

1. Identify and define linear form and circular forms of history with examples.
2. History should, therefore, be studied not only to speculate future trends or the potential of things happening again but also to ensure that we do not make the same mistakes that were done in the past as it can lead to regret.
3. Students should reflect on their knowledge of Africa and should be able to identify progressive narratives, activist and individuals who have contributed to the growth of the continent.
4. Students should be able to highlight the importance of putting contemporary actors and event of the centre of any critique of Africa today, while situating these circumstances within debates about colonial legacies – historical facts.



Resource Two

Model Answers

- Answers**
1. The Tanganyika Order in Council of 1920, allowed for the introduction of British law into the colony.
 2. Indirect rule was a system of governance used by the British and French to control parts of their colonial empires, particularly in Africa and Asia, through pre-existing indigenous power structures. Sir Donald Cameron as governor of Tanganyika. Sir Cameron was not comfortable with the empowerment of local rulers, which had started under his predecessor. Cameron is known for the introduction of what is widely known as indirect rule through traditional chiefs.
 3. **Indigenisation** – the action or process of bringing something under the control, dominance, or influence of the people native to an area. **Africanisation** – To replace the European or white staff of (an organization in Africa) with black Africans. To bring under African, especially black African influence or to adapt to African needs. The first African was appointed in the legislative council only in 1945.
 4. Germany was not allowed to join the League in 1919. Germany had started the war, according to the Treaty of Versailles, one of her punishments was not to be considered as a member of the international community and, therefore, was not invited to join.
 5. A trustee territory is a non-self-governing territory placed under an administrative authority by the Trusteeship Council of the United Nations. , A League of Nations mandate was a legal status for certain territories transferred from the control of one country to another following World War I, or the legal instruments that contained the internationally agreed-upon terms for administering the territory on behalf of the League of Nations Trustee territories were assigned under the United Nations. Mandate territories were assigned under the league of nations.



Resource Two

Model Answers

Answers

6. Britain's need to address its balance of payments deficit was intensified by an acute shortage of vegetable oils and fats. The change in British colonial policy in Tanzania (Tanganyika) at the end of WWII, is demonstrated in the implementation of the Tanganyika groundnut scheme.
7. The 1929 Depression and the end of WWII increase financial austerity in Britain including shortage in food supply. Students should elaborate on these events using examples.
8. i) Research ii) Developing social services – hospitals, education etc. Please, refer to the resource for more details.



Resource Three

Model Answers

- Answers**
1. Munich Agreement, (September 30, 1938), settlement reached by Germany, Great Britain, France, and Italy that permitted German annexation of the Sudetenland, in western Czechoslovakia
 2. Read the excerpt by Robert Gilpin. Students should elaborate the excerpt in their own words
 3. By 1942, the most extensive military apparatus of the war. These efforts came at the cost of over 150,000 military deaths, 400,000 wounded, 100,000 prisoners, over 300,000 civilian deaths, and the loss of 70 major warships, 39 submarines, 3,500 aircraft, 1,100 tanks and 65,000 vehicles. During Britain became the nucleus of the Allied war effort in Europe, and hosted governments in exile in London to rally support. For example, Canada offered almost \$4 billion in direct financial aid to the Britain. Students should elaborate on the human, financial cost and other implications of the war. Read on the political spill over of the war under Attlee's government.
 4. The contribution of the British colonies was critical in the war efforts, especially in material and human resource supply. For example, a total of 15 million men and women were conscripted from British colonial territories to fight the Germans, Italian and Japanese. Students should read further material and elaborate by way of example.
 5. Axis power and Allied Power
 6. **Axis power** – The three main member countries of the Axis Powers were ruled by dictators. They were: Germany: Adolf Hitler; Italy: Benito Mussolini; Japan: Emperor Hirohito . **Allied power** – The major Allied Powers were Britain, France, Russia, and the United States. The Allies formed mostly as a defence against the attacks of the Axis Powers.



Resource Four

Model Answers

- Answers**
1. A key player of the groundnut scheme was the United Africa Company (UAC). UAC was a subsidiary of Unilever, a multinational company that supplied about three-quarters of the margarine consumed in Western Europe and two-thirds of the soaps utilized in Britain and its colonies. After a tour of Africa in search of new areas for the production of vegetable oils in 1946, Samuel was impressed by the contrast between land scarcity in Nigeria and land abundance in Tanganyika. When he approached Tanganyika's Director of Agriculture, R.W.R. Miller, to investigate the possibility of investing in a plantation of oil-producing plants, he was advised by R.W.R. Millar that Unilever could have approximately 100,000 acres of land to farm. The Director of Agriculture also made clear that the Tanganyika administration had no funds to finance the undertaking. He suggested that Samuel approach the Minister of Food, John Strachey in London for support, as the British government was about to be forced to cut vegetable oil and fat rations due to the shortage of these products in the British Market. The plan was approved by the British government in December 1946. Read additional reading material to elaborate your answer.
 2. Frank Samuel, managing director of the United Africa Company (UAC).
 3. Clement Attlee was the leader of the Labour party and served as prime minister from 1945 to 1951.
 4. Clement Attlee focused his policies on addressing the financial and economic cost of WWII by targeting improvements in social services (e.g. healthcare) – see further reading for Clement Attlee's policies. Another example of Attlee's efforts to provide for food shortages in Britain was the implementation of the groundnut scheme.



Resource Four

Model Answers

- Answers**
5. Fundamental changes to colonial policy was the creation of the Overseas Food Cooperation, which took over the responsibilities of the Groundnut Scheme and extension of the entire Colonial Development. These developments snow balled into various schemes which demanded more financial resources, forcing the colonial government to increase tax and revenue collection campaigns locally. Additionally, economic and social programmes – public health, education, housing, communication and campaigns against soil erosion became prominent programmes under the colonial government (for further information on changes in colonial policy due to the groundnut scheme, see Full text of British Groundnut Scheme in East Africa : Labour government's dilemma)



Resource Five

Model Answers

Answers

1. Julius Kambarage Nyerere
2. It was in the struggle to break the grip of colonialism that Africans learned the need for unity. Nyerere argued that the colonial administration in Tanganyika and Africa, in general, had created a society which was fundamentally opposed to the nature of being African. Nyerere, began to mobilise African communities against colonial regimes. To the independent activist, among other things, being African meant rejecting the individualistic and capitalist philosophy of the West. Students should also be able to articulate the socialist policies of Nyerere and the Ujamaa policies – use the further reading section
3. 1961
4. Socialism is a range of economic and social systems characterised by social ownership of the means of production and workers' self-management,[10] as well as the political theories and movements associated with them.[11] Social ownership can be public, collective or cooperative ownership, or citizen ownership of equity. Capitalism is often thought of as an economic system in which private actors own and control property in accord with their interests, and demand and supply freely set prices in markets in a way that can serve the best interests of society. The essential feature of capitalism is the motive to make a profit. Students should reflect on how these systems were revealed in independence debates – especially by Nyerere.
5. 1964
6. Nyerere reiterated the failures of colonial heritage and the efforts to build a society based on African socialist principles. – See further reading for details.



Resource Six

Model Answers

Answers

1. land tenure systems in pre-colonial Africa were based on non-written and oral tradition. Most of the laws or social rules relied on beliefs and dogmas passed down through generations. Scholars like Colson (1971) provide examples of such laws when discussing the impact of the colonial period on the definition of land rights in East Africa. Such laws include, but are not limited to: (1) every man has the right to land for cultivation for the purpose of providing for his family and dependents. (2) The right to everything that one created i.e. homes and developed agricultural land. These rights were passed down or inherited according to the regular rules of inheritance of private property. Certainly, indigenous African communities had established significant meaning to the value, functions and uses of land. The relationship has been described as a triangular one, highlighting the political (power), economic (wealth) and cultural significance of land in customary African tradition.
2. Customary law (also, consuetudinary or unofficial law) exists where a certain legal practice is observed, and the relevant actors consider it to be law.
3. The colonial authorities considered all land without documentary proof of ownership as ownerless. Unimproved or uncultivated land like forest/woodlands, along with water bodies like rivers, lakes and streams were deemed 'unowned'. Hence, declaring land as free and 'unused' to suit the objectives of the imperial regime which were to capture land for large-scale plantations, timber extraction and the exploration for valuable resources such as gold. **(Read and elaborate on this point using the British colonial era.)**
4. Usufructuary and Communal ownership - Land as a productive resource had a direct influence on the type of land tenure system that existed within communities. Hunting communities like the Hadzabe, Sandawe and Mang'ati were classless societies with a communal mode of production. The whole community participated in the material production and communally consumed what they produced. Class-based societies like the Sukuma tribes in which production was communal and labour was collective, land ownership and distribution were also collective. Per customary practices, land rights were usufructuary.



Resource Six Model Answers

- Answers**
5. Owning land by freehold means that the German's were entitled to their land for perpetuity. While others with leaseholds occupied land for a given length of time.



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