JSS1 NIGERIAN HISTORY LESSON NOTES

FIRST TERM

Week	Topic	Content
1	Introduction to History	Meaning; Importance; Sources of Nigerian history (oral, written, archaeology, artifacts, traditions)
2	Nigerian Peoples and Languages	Major ethnic groups and their locations; Languages and diversity
3	Early Settlements in Nigeria	Nok culture, Igbo-Ukwu, Ife, Benin
4	Origins of Nigerian Societies	Myths of origin (Yoruba, Hausa, Igbo, others)
5	Midterm Test	–
6	Traditional Political Systems I	Yoruba kingdoms (Oyo, Ife); Igbo village democracy
7	Midterm Break	–
8	Traditional Political Systems II	Hausa/Fulani emirate system; Kanem-Bornu empire
9	Nigerian Art and Culture	Traditional art forms; Festivals; Cultural identity
10	Early Trade and Exchange	Local trade; Trans-Saharan trade; Trade routes
11	Revision	–
12	Examination	–
13	Closing	–

WEEK 1: INTRODUCTION TO HISTORY

MEANING OF HISTORY

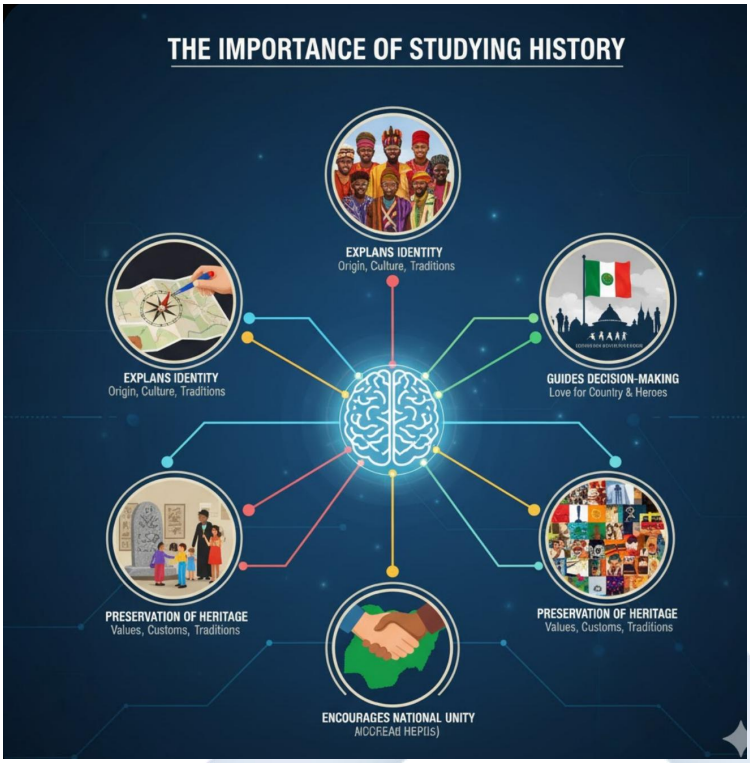
History is the study of past human events, societies, and experiences. It involves the record of how people lived, the challenges they faced, their achievements, and how these past events shape the present and future. It explains the origin of communities, nations, and institutions.

In simple terms, history is the story of mankind's past, written or passed down, that helps us to understand who we are and where we are coming from.



IMPORTANCE OF STUDYING HISTORY

1. **Understanding the past** – History teaches us about the lives of our ancestors, their struggles, successe, and failures.



2. **Explains identity** – It helps us know our origin, culture, and traditions, thereby building a sense of belonging.
3. **Promotes patriotism** – By learning about Nigeria's heroes, struggles for independence, and cultural heritage, citizens develop love for the country.
4. **Guides decision-making** – Past mistakes and successes help leaders and individuals make wiser decisions.
5. **Appreciation of cultural diversity** – History shows how different groups and regions contributed to Nigeria's development.
6. **Encourages national unity** – Knowing the shared history of Nigeria helps to strengthen unity among ethnic groups.
7. **Preservation of heritage** – History preserves values, customs, and traditions for future generations.

SOURCES OF NIGERIAN HISTORY



Historians use different sources to gather information about the past. These sources include:

1. **Oral Sources** – Stories, legends, folktales, proverbs, and accounts passed down by word of mouth from one generation to another. For example, traditional griots or elders narrating past events.
2. **Written Sources** – Documents, books, colonial records, newspapers, diaries, and government publications that provide detailed accounts of historical events.
3. **Archaeology** – The scientific study of material remains of past human life and activities such as bones, ruins, and fossils. Archaeologists dig and study remains to reconstruct the past.
4. **Artifacts** – Man-made objects such as tools, pottery, weapons, ornaments, sculptures, and household materials used in ancient times. They give us direct evidence of how people lived.

5. **Traditions and Customs** – Practices, festivals, and cultural beliefs that have been preserved and handed down over time. They tell us about values, governance, and lifestyles of different Nigerian societies.

EVALUATION

1. Define history.
2. State four importance of history.
3. Mention five sources of Nigerian history.
4. Differentiate between oral and written sources of history.
5. Why is history important for national unity?

ASSIGNMENT

1. Explain three ways history helps us understand our present society.
2. List and explain three sources of Nigerian history, giving one example for each.
3. Write short notes on two Nigerian cultural practices that serve as sources of history.

WEEK 2: NIGERIAN PEOPLES AND LANGUAGES

INTRODUCTION TO NIGERIAN PEOPLES AND LANGUAGES

- Nigeria is the most populous country in Africa with over **200 million people**.
- It is made up of **more than 250 ethnic groups** and **over 500 languages**, making it one of the most diverse nations in the world.
- These groups differ in language, culture, traditions, and way of life, yet all belong to one nation—**Nigeria**.



MAJOR ETHNIC GROUPS AND THEIR LOCATIONS



Although Nigeria has many ethnic groups, the **three largest groups** are:

1. **Hausa-Fulani**
    - Location: Northern Nigeria (Kano, Sokoto, Katsina, Kaduna, Borno, etc.).
    - Language: Hausa and Fulfulde.
    - Religion: Mostly Islam.
    - Occupation: Farming, cattle rearing, trading, crafts, and politics.
2. **Yoruba**

- Location: Southwestern Nigeria (Lagos, Oyo, Ogun, Ondo, Osun, Ekiti, Kwara, part of Kogi).
- Language: Yoruba.
- Religion: Christianity, Islam, and traditional religion.
- Occupation: Farming (cocoa, kola nut), trading, craftsmanship, and civil service.

3. **Igbo**
    - Location: Southeastern Nigeria (Anambra, Imo, Enugu, Abia, Ebonyi, part of Delta).
    - Language: Igbo.
    - Religion: Christianity and traditional religion.
    - Occupation: Farming (yam, cassava, palm oil), trading, business, and crafts.

OTHER MAJOR ETHNIC GROUPS IN NIGERIA

- **Kanuri** – Found in Borno and Yobe States, mostly Muslims, known for farming and cattle rearing.
- **Tiv** – Located in Benue State, famous for yam farming.
- **Ijaw** – Found in the Niger Delta region (Bayelsa, Rivers, Delta), fishermen and oil workers.
- **Ibibio/Efik/Annang** – Located in Akwa Ibom and Cross River States, known for fishing, trading, and rich culture.
- **Nupe** – Found in Niger State, engaged in farming and crafts.
- **Gwari (Gbagyi)** – Indigenous to the Middle Belt, especially Niger and Abuja, known for farming.
- **Edo (Bini)** – Found in Edo State, known for their historical kingdom and arts.

- **Jukun** – Found in Taraba and parts of Benue, known for farming and hunting.
- **Idoma** – Found in Benue State, farmers and traders.

LANGUAGES AND DIVERSITY IN NIGERIA

- Nigeria's linguistic diversity reflects its cultural richness.
- There are **over 500 distinct languages**, with Hausa, Yoruba, and Igbo as the most widely spoken indigenous languages.
- **English** is the official language used for education, government, and business because of Nigeria's colonial history.
- **Pidgin English** is also widely spoken as a unifying language among people of different groups.
- Language plays a major role in shaping identity, values, music, literature, and traditions.

IMPORTANCE OF NIGERIA'S DIVERSITY

1. Promotes **cultural richness** (festivals, food, arts, music, dressing).
2. Encourages **tourism and international recognition**.
3. Provides a **variety of skills, talents, and resources**.
4. Creates opportunities for **unity in diversity** if managed well.
5. Enhances **social interaction and learning** across groups.

6. Challenges of Nigeria's Diversity

1. Ethnic rivalry and conflicts.
2. Language barriers in communication.

3. Political struggles along ethnic lines.
4. Religious intolerance in some regions.
5. Unequal development among groups leading to tension.

EVALUATION

1. Define ethnic group.
2. Mention the **three major ethnic groups in Nigeria** and their locations.
3. List **five other ethnic groups** apart from the major ones.
4. How many languages are spoken in Nigeria approximately?
5. State **two benefits** and **two challenges** of Nigeria's ethnic and linguistic diversity.

ASSIGNMENT

1. Draw the map of Nigeria and mark the locations of the **three major ethnic groups** (Hausa-Fulani, Yoruba, Igbo).
2. Write a short essay on the topic: *"The importance of ethnic and language diversity in Nigeria."*
3. Collect pictures of traditional dresses, festivals, or cultural symbols from at least **three different ethnic groups** and paste them in your history notebook.

WEEK 3: EARLY SETTLEMENTS IN NIGERIA (NOK, IGBO-UKWU, IFE, BENIN)

INTRODUCTION

Long before Europeans came, Nigerians had great settlements and kingdoms. These places showed that our ancestors were very skilled in **farming, metal work, trade, and art**. The four important ones we will study are:

- **Nok culture**
- **Igbo-Ukwu**
- **Ife (Ile-Ife)**
- **Benin Kingdom**

Nok Culture (500 BC – 200 AD)



- Location: Found on the **Jos Plateau area** (Plateau, Kaduna, Niger States).

- Economy: They were **farmers and hunters**.
- Technology: **First known people in West Africa to make iron tools**. This helped them farm better and defend themselves.
- Art: Famous for their **terracotta (clay) sculptures** of human heads and figures. They had big eyes, detailed hairstyles, and ornaments.
- Importance: Nok shows that very early Nigerians were creative and advanced in art and iron work.

Igbo-Ukwu (about 9th Century AD)



- Location: Near **Onitsha, Anambra State (South-East Nigeria)**.
- Discovery: Archaeologists found amazing **bronze and copper objects** in 1938 and 1959.
- Technology: Used **lost-wax method** to make beautiful and detailed bronze works (bowls, ornaments, ritual objects).
- Trade: Glass beads and foreign materials found show that they traded with **distant places across Africa and beyond**.

- Importance: Igbo-Ukwu proves that people in Igboland were rich, organised, and had skilled craftsmen many centuries ago.

Ife (12th – 15th Century AD)



- Location: **South-West Nigeria**, the sacred city of the Yoruba people.
- Belief: Ife is seen as the **origin of the Yoruba race**, where their ancestor **Oduduwa** first ruled.

- Art: Known for **natural-looking bronze and terracotta heads** made by the lost-wax method. They are very realistic, showing faces, scarifications, crowns and ornaments.
- Society: Ife was both a **religious and political centre**, with kings (Oonis), palaces, markets, shrines, and skilled workers.
- Importance: Ife art shows that Nigerians could make world-class realistic sculptures long before colonial times.

Benin Kingdom (13th – 19th Century AD)



- Location: Present **Edo State**.
- Leadership: Ruled by powerful kings called **Obas**.
- Government: Well organised with chiefs, warriors, and palace officials.

- Art: Produced famous **Benin Bronzes** (plaques, statues, and ivories) that decorated the Oba's palace. They showed scenes of royal life, battles, and ceremonies.
- Trade: Traded pepper, ivory, and later slaves with the Portuguese from the 15th century.
- History: In **1897**, the British attacked Benin, looted thousands of bronzes and took them to Europe. Today, some are being returned.
- Importance: Benin shows the strength of early Nigerian kingdoms in politics, trade, and art.

EVALUATION

1. Where was the Nok culture found?
2. What is Nok famous for?
3. Name one metal used by the Igbo-Ukwu people.
4. Why is Ife important to the Yoruba people?
5. Who ruled the Benin Kingdom?
6. What happened to Benin in 1897?

ASSIGNMENT

- Draw and label the map of Nigeria. Mark the places of Nok, Igbo-Ukwu, Ife, and Benin. Write one achievement of each settlement beside it.

P.A. WILLS CONSULTING

WEEK 4: ORIGINS OF NIGERIAN SOCIETIES

CONTENT

Meaning of Origin

The term **origin** refers to the beginning or the way something or a group of people came into existence. Every society has an account of its origin, which explains how the people believe they started as a community or nation. In Nigerian history, origins are usually explained through **myths, legends, and oral traditions** passed from one generation to another.

A **myth of origin** is a traditional story that explains how a group of people believe they came into existence. Though not always scientifically proven, these myths provide valuable insight into the worldview, values, and traditions of Nigerian societies.



MYTHS OF ORIGIN OF NIGERIAN SOCIETIES

1. **Yoruba Myth of Origin**

    - The Yoruba people trace their origin to **Oduduwa**, regarded as the ancestor and progenitor of the Yoruba race.
    - According to the myth, Oduduwa descended from heaven with a chain and a cock, carrying a handful of sand. He poured the sand on water and the cock spread it to form land.
    - He settled at **Ile-Ife**, which became the spiritual and cultural cradle of the Yoruba people.
    - Oduduwa had many children who later founded different Yoruba kingdoms such as Oyo, Ife, Ijebu, Ondo, and Benin (influenced by Yoruba tradition).
    - This myth emphasizes the sacredness of Ile-Ife as the origin of the Yoruba civilization.



2. **Hausa Myth of Origin**

- The Hausa people trace their origin to the legend of **Bayajidda**, a prince from Baghdad in the Middle East.
- According to the story, Bayajidda migrated to Borno and later to Daura, where he killed a sacred snake (Sarki) that prevented the people from fetching water from the well.
- In gratitude, he married the Queen of Daura (Daurama). Their union produced children who became the founders of the **Hausa Bakwai** (the seven legitimate Hausa states): Daura, Kano, Katsina, Zazzau (Zaria), Gobir, Rano, and Biram.
- The myth highlights foreign contact, migration, and the establishment of centralized Hausa city-states.

3. **Igbo Myth of Origin**
   - The Igbo people have diverse traditions of origin, as the Igbo society is decentralized.
   - One popular myth states that the Igbo originated from **Nri** (in present-day Anambra State), where Eri, considered a sky being, was sent by God (Chukwu) to establish the Igbo community.
   - Another account says that the Igbo descended from Jewish or Hebrew ancestry, though this is largely based on later interpretations.
   - The Nri kingdom became a spiritual and cultural center for the Igbo, emphasizing religion, taboos, and morality.
4. **Other Nigerian Myths of Origin**
   - **Benin People**: The Benin trace their origin to the **Ogiso dynasty**, with the first Ogiso, Igodo, ruling at Igodomigodo. Later, the people invited a son of Oduduwa from Ife to rule as Oba, leading to the establishment of the Oba dynasty.
   - **Ijaw People**: The Ijaw trace their origin to the Niger Delta region, where they believe their ancestors emerged as one of the earliest settlers of the area, depending on fishing and water transport.

- **Nupe People**: The Nupe have traditions that link their origin to Tsoede, a heroic figure who is said to have united various groups into one kingdom.

IMPORTANCE OF MYTHS OF ORIGIN

1. They provide a sense of identity and belonging to different groups.
2. They strengthen unity and loyalty among members of a society.
3. They explain the migration patterns and settlement of various Nigerian peoples.
4. They help preserve cultural and traditional values for future generations.
5. They provide historians with clues about Nigeria's early societies and cultural development.

EVALUATION

1. Define myths of origin.
2. Explain the Yoruba myth of origin.
3. Who was Bayajidda, and why is he important in Hausa history?
4. State two accounts of Igbo origin.
5. Mention two other Nigerian ethnic groups and their myths of origin.

ASSIGNMENT

1. Discuss in detail the significance of the Oduduwa myth in Yoruba history.
2. Write short notes on the Hausa Bakwai and their relation to Bayajidda.
3. Compare the myths of origin of the Igbo and Benin people, highlighting their similarities and differences.

WEEK 6: TRADITIONAL POLITICAL SYSTEMS I

MEANING OF TRADITIONAL POLITICAL SYSTEM

- A traditional political system refers to the method by which pre-colonial Nigerian societies were governed before the arrival of Europeans.
- These systems were based on the customs, traditions, and values of the people.
- They ensured law and order, promoted unity, and managed conflicts within the community.
- Two good examples are the **centralized Yoruba kingdoms** and the **acephalous (stateless) Igbo village democracy**.



YORUBA KINGDOMS (OYO AND IFE)

a. Oyo Empire

- **System:** Centralized monarchy with checks and balances.
- **Ruler:** The **Alaafin of Oyo**, who was regarded as the supreme ruler and semi-divine.
- **Council of State (Oyo Mesi):** A powerful council of seven kingmakers led by the Bashorun. They advised the Alaafin and could compel him to commit suicide if he ruled unjustly.
- **Ogboni Cult:** A secret society that represented the voice of the people and acted as a check on both the Alaafin and Oyo Mesi.
- **Army:** Headed by the Are Ona Kakanfo, a powerful general in charge of defense and expansion.
- **Features of Oyo Political System:**
    1. Highly organized and centralized.
    2. Clear separation of powers between king, council, people, and army.
    3. Strong system of checks and balances.
    4. A mix of monarchy, aristocracy, and popular participation.

b. Ife Kingdom

- **Ruler:** The **Ooni of Ife**, regarded as the spiritual head of the Yoruba and custodian of traditions.
- **Council of Chiefs:** Assisted the Ooni in administration and governance.
- **Religious Authority:** Ife was considered the spiritual center of the Yoruba people; the Ooni was more of a religious and cultural leader than a political conqueror.
- **Features of Ife Political System:**
    1. More decentralized than Oyo.

2. Strong emphasis on religion, culture, and tradition.
3. Less military-oriented compared to Oyo.

IGBO VILLAGE DEMOCRACY

- The Igbo people practiced a **decentralized or acephalous (headless) political system**.
- There was no single king or centralized ruler; instead, governance was at the village and community level.
- **Key Institutions:**
    - **Council of Elders (Ndichie):** Made important decisions and resolved disputes.
    - **Age Grades:** Organized groups of young men and women responsible for community development, defense, and law enforcement.
    - **Title Holders (Ozo, Nze, etc.):** Respected individuals who held influence in decision-making.
    - **Village Assembly:** All adult males participated in decision-making. This was a form of direct democracy.
    - **Priests and Oracles:** Spiritual leaders who played advisory roles, e.g., the Oracle of Arochukwu.
- **Features of Igbo Political System:**
    1. Decentralized and democratic.
    2. Collective decision-making through consensus.
    3. Strong community participation in governance.
    4. Authority was spread across elders, title holders, age grades, and religious leaders.

COMPARISON BETWEEN YORUBA AND IGBO POLITICAL SYSTEMS

Aspect	Yoruba Kingdoms (Oyo, Ife)	Igbo Village Democracy
Structure	Centralized	Decentralized (acephalous)
Ruler	Alaafin (Oyo), Ooni (Ife)	No king; collective rule
Council	Oyo Mesi, Ogboni chiefs	Council of Elders, Village Assembly
Military	Strong, led by Are Ona Kakanfo	Weak; relied on age grades
Religion	Supported kingship, Ogboni cult	Priests, oracles influential
Participation	Limited to nobles and chiefs	All adult males participated
Check on power	Oyo Mesi, Ogboni, army	Collective consensus

EVALUATION

1. Define a traditional political system.
2. Mention the ruler of Oyo Empire and the main council that checked his power.
3. List three functions of the Ogboni in Yoruba political administration.
4. Explain the role of the village assembly in Igbo society.
5. State two similarities and two differences between the Yoruba and Igbo traditional systems.

ASSIGNMENT

1. Draw a simple diagram showing the **political structure of the Oyo Empire**.
2. Write an essay on the topic: *"Advantages and disadvantages of Igbo village democracy."*
3. Interview an elder in your community about how traditional leadership was practiced before colonialism and present your findings in class.

PAWILLS CONSULTING

WEEK 8: TRADITIONAL POLITICAL SYSTEMS II

THE HAUSA/FULANI EMIRATE SYSTEM



Origin and Development:

- The Hausa city-states (Kano, Katsina, Zaria, Gobir, Daura, etc.) existed before the Fulani Jihad of 1804.
- The Jihad, led by **Usman dan Fodio**, established Islamic rule and created the **Sokoto Caliphate**, the largest empire in 19th-century West Africa.
- The Fulani introduced a centralized **emirate system** under Islamic law (Sharia).

Structure of the Emirate System:



- **Sultan/Caliph of Sokoto:** Supreme religious and political head of the caliphate.
- **Emirs:** Governed different emirates (e.g., Kano, Zaria, Katsina) under the authority of the Sultan.
- **District Heads (Hakimai):** Administered districts, collected taxes, and maintained law and order.
- **Village Heads (Dagatai/Mai-Unguwa):** Controlled villages and reported to district heads.
- **Ward Heads (Masu Unguwa):** Lowest officials responsible for families and compounds.
- **Judicial System:** Based on Sharia law, with judges (Alkali) handling cases.

Features of the Hausa/Fulani Emirate System:

1. Highly centralized and theocratic (religion + politics combined).
2. Power flowed from the Sultan down to emirs, district heads, and village heads.
3. Administration was based on **Islamic principles**.
4. Strong taxation system (cattle tax *jangali*, land tax *kharaj*, personal tax *zakkat*).
5. Large standing army loyal to the Emirate and Jihad leaders.

KANEM-BORNU EMPIRE



Origin and Location:

- One of the oldest kingdoms in Nigeria, existing from around the 9th century.
- Located in the **Lake Chad region**, covering present-day Borno, Yobe, Chad, and Niger.
- Originally Kanem, later merged with Bornu under **Mai Ali Ghaji** and reached its peak under **Mai Idris Alooma (1571–1603)**.

Structure of Government:

- **Mai (King):** Supreme ruler, both political and spiritual leader.
- **Council of State:** Senior officials and noblemen who advised the Mai.
- **Galadima:** Administrator of the capital.
- **Yerima:** In charge of the military and defense.
- **Kashim:** Treasurer who controlled finance.
- **Other Officials:** Controlled provinces, ensured law and order, and reported directly to the Mai.

Features of Kanem-Bornu Political System:

1. Centralized monarchy headed by the Mai.
2. Islam played a significant role in administration, especially under Idris Alooma.
3. Strong military organization – Idris Alooma introduced guns and horses for cavalry.
4. Efficient taxation system supported by trade in slaves, horses, kola nuts, and salt.
5. Diplomatic relations with North Africa and the Middle East.
6. Stability through a blend of traditional customs and Islamic practices.



COMPARISON OF HAUSA/FULANI EMIRATE SYSTEM AND KANEM-BORNU EMPIRE

Aspect	**Hausa/Fulani Emirate**	**Kanem-Bornu Empire**
Ruler	Sultan/Emirs	Mai (King)
Religion	Islam (Sharia law)	Traditional religion, later Islam (strong under Idris Alooma)
Political Structure	Centralized, theocratic	Centralized monarchy with council
Military	Strong cavalry, Jihad army	Powerful cavalry, introduced firearms

Taxation	Zakkat, jangali, kharaj	Trade-based taxes, tribute from provinces
Strength	Unified by Jihad, large caliphate	Long-lasting empire with diplomacy and military reforms

EVALUATION

1. Who introduced the Hausa/Fulani emirate system in Northern Nigeria?
2. State three features of the Hausa/Fulani emirate system.
3. Who was the ruler of the Kanem-Bornu Empire and what was his title?
4. Mention two officials in the Kanem-Bornu government and their duties.
5. Compare the Hausa/Fulani emirate system with the Kanem-Bornu Empire under these headings: (a) Religion, (b) Political structure.

ASSIGNMENT

1. Draw a simple **organizational chart** showing the structure of the Hausa/Fulani emirate system.
2. Write a short essay on the achievements of **Mai Idris Alooma** of Kanem-Bornu.
3. Collect pictures or symbols of traditional rulers (Emirs, Sultans, or Mais) and paste them in your history notebook.

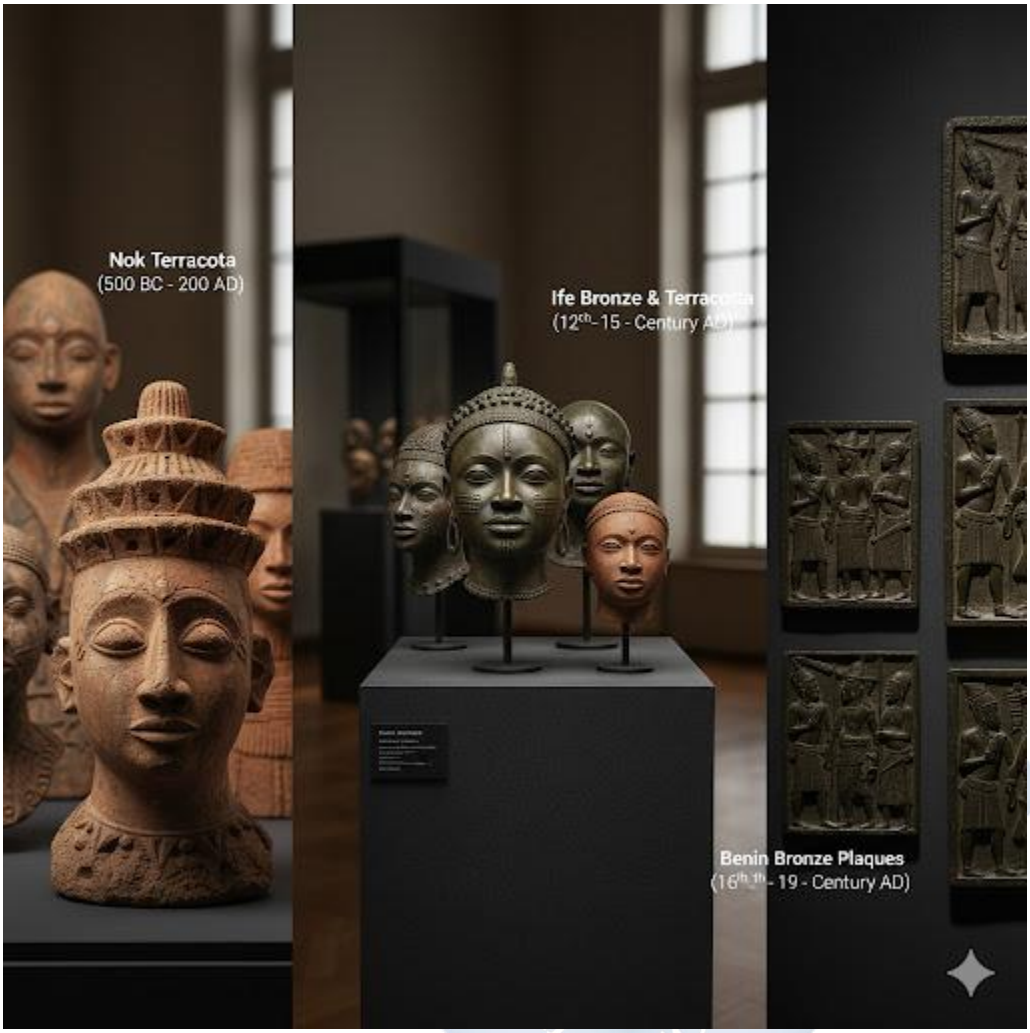
WEEK 9: NIGERIAN ART AND CULTURE

MEANING OF NIGERIAN ART AND CULTURE

- **Art**: The creative expression of human thought, imagination, and skill through various forms such as painting, sculpture, music, dance, textiles, and crafts.
- **Culture**: The total way of life of a people, including their values, traditions, religion, language, dressing, food, festivals, music, art, and social institutions.
- Nigerian art and culture reflect the diversity of the over **250 ethnic groups** in the country and serve as a means of identity and unity.

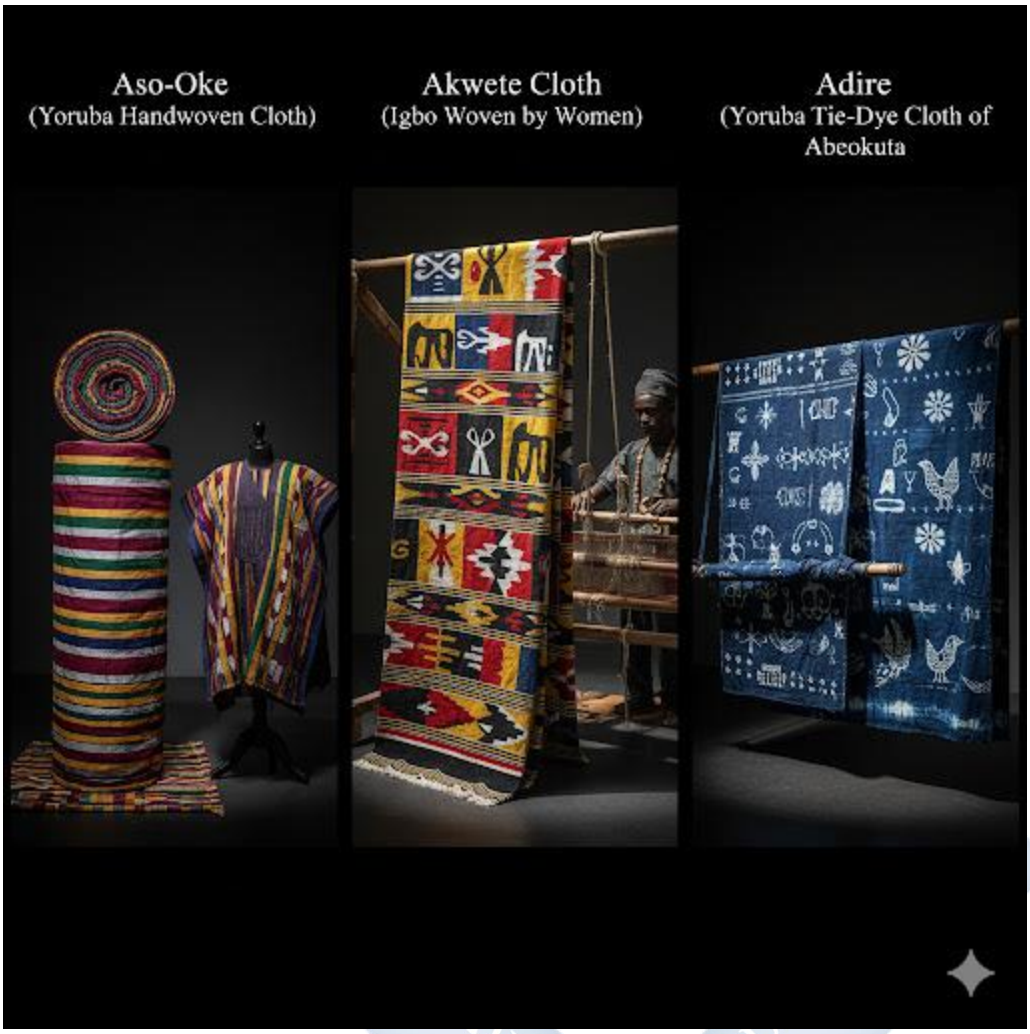


TRADITIONAL ART FORMS IN NIGERIA



Nigeria is blessed with ancient and diverse artistic traditions. Some major examples include:

1. **Sculpture and Carving:**
    - *Nok Culture* (500 BC – 200 AD): Famous for terracotta (clay) figurines.
    - *Ife Art*: Known for naturalistic bronze and terracotta heads.
    - *Benin Art*: Renowned for bronze plaques, ivory carvings, and court art.
    - *Esie Soapstone Figures*: Thousands of carved stone figures found in Kwara State.
2. **Textiles and Weaving:**



- *Aso-Oke* (Yoruba handwoven cloth).
- *Akwete cloth* (Igbo, woven by women).
- *Adire* (tie and dye cloth of Abeokuta).

3. **Pottery and Ceramics:**
    - Practiced by the Gwari (Abuja), Nupe (Bida), and Igbo (Okigwe).
4. **Beadwork and Jewelry:**
    - Extensively used by Yoruba, Benin, and Igbo royalty.
5. **Architecture:**

- Traditional mud houses, decorated walls, shrines, and palaces.
- Famous examples include the **Kano city walls**, **Sukur cultural landscape**, and **Zaria's traditional architecture**.

6. **Performing Arts:**
   - Drumming, dancing, storytelling, masquerades, and chants.
   - Traditional instruments include talking drums (*dùndún*), flutes, xylophones, shekere, and gongs.

FESTIVALS IN NIGERIA



Festivals are cultural celebrations that unite communities and preserve tradition.

Types of Festivals:

- **Traditional Festivals:**
    - *Osun-Osogbo Festival* (Osun State, Yoruba – for the river goddess).
    - *New Yam Festival* (Igbo – thanksgiving for harvest).
    - *Durbar Festival* (Hausa/Fulani – horse riding parades during Eid celebrations).
    - *Argungu Fishing Festival* (Kebbi State – fishing competition).
    - *Eyo Festival* (Lagos – unique Yoruba masquerade parade).
- **Religious Festivals:** Eid-el-Fitr, Eid-el-Kabir, Christmas, Easter.
- **National/Cultural Festivals:** Abuja Carnival, FESTAC '77 (Festival of Arts and Culture).

Importance of Festivals:

1. Preserve cultural heritage.
2. Strengthen community identity and unity.
3. Provide entertainment and tourism.
4. Serve as thanksgiving and spiritual renewal.
5. Promote Nigeria's image internationally.

CULTURAL IDENTITY

- **Definition:** Cultural identity is the shared sense of belonging and recognition that comes from one's cultural background. It reflects the values, customs, language, dressing, and traditions of a people.

PAWELS CONSULTING

Ways Nigerians Express Cultural Identity:

1. Traditional dressing (agbada, isiagu, babariga, iro and buba).
2. Native languages (Yoruba, Hausa, Igbo, Tiv, Ibibio, etc.).
3. Food (amala, tuwo, pounded yam, fufu, suya, nkwobi).
4. Music, dance, and festivals.
5. Respect for elders and communal living.

Importance of Cultural Identity:

1. Promotes pride in one's heritage.
2. Helps preserve indigenous knowledge and values.
3. Encourages unity in diversity.
4. Protects society from cultural erosion by foreign influences.
5. Enhances national development through cultural tourism.

EVALUATION

1. Define art and culture.
2. Mention four examples of Nigerian traditional art forms.
3. State three functions of Nigerian festivals.
4. Give two examples each of traditional, religious, and cultural festivals in Nigeria.
5. Explain three ways Nigerians express cultural identity.

ASSIGNMENT

1. Draw or paste pictures of any **two Nigerian traditional art forms** in your notebook (e.g., Nok terracotta, Benin bronze, Yoruba Adire cloth).

PAWILLS CONSULTING

2. Interview your parents/guardians about one cultural festival in your community and summarize how it is celebrated.
3. Write a short essay on the importance of preserving Nigerian cultural identity in the modern world.

PAWILLS CONSULTING

WEEK 10: EARLY TRADE AND EXCHANGE

MEANING OF TRADE AND EXCHANGE

- **Trade** is the buying, selling, or exchange of goods and services between individuals, communities, or nations.
- **Exchange** is the act of giving one thing in return for another, either through **barter (goods for goods)** or with the use of **money**.
- In early Nigerian societies, trade was an important activity that promoted survival, cultural interaction, and unity.



LOCAL TRADE IN PRE-COLONIAL NIGERIA

Definition: Local trade refers to the exchange of goods within nearby communities or regions of Nigeria.



Features of Local Trade:

1. Conducted within towns, villages, and neighboring communities.
2. Often based on **barter system** (exchange of goods for goods) before the introduction of cowries and manillas.
3. Goods traded were mostly **farm produce, crafts, livestock, salt, and pottery**.
4. Weekly or periodic markets were common (e.g., Eke, Orie, Afo, Nkwo in Igboland).

Examples of Local Trade Goods:

- Salt from Awka (Igbo) and Ebonyi areas.
- Fish from riverine areas.
- Kolanuts from Yoruba and Hausa regions.
- Palm oil and palm kernels from Igbo land.
- Pottery from Gwari and Nupe people.
- Livestock (cattle, goats, sheep) from Hausa/Fulani.

Importance of Local Trade:

1. Promoted self-reliance and survival.
2. Encouraged interdependence among communities.
3. Created unity and peaceful co-existence.
4. Boosted economic development at the community level.

TRANS-SAHARAN TRADE

Definition: The long-distance trade between North Africa and West Africa across the Sahara Desert before colonial rule.

Trade Routes:

- Main routes passed through:
    - Kano → Katsina → Agadez → Tripoli.
    - Borno → Fezzan → Tripoli.
    - Timbuktu → Gao → Morocco.

Means of Transportation:

- Camels (called the *"ships of the desert"*) were the main means of carrying goods.

Goods Exchanged:

- From **North Africa**: Salt, horses, firearms, clothes, beads, books.
- From **West Africa**: Gold, kola nuts, slaves, leather, ivory, and ostrich feathers.

Impact of the Trans-Saharan Trade:

1. Spread of Islam and Islamic education into Northern Nigeria.
2. Growth of cities such as Kano, Katsina, Zaria, and Timbuktu.
3. Rise of wealthy merchant classes and rulers.
4. Encouraged cultural exchange between Arabs and West Africans.
5. Provided revenue for empires like Mali, Songhai, and Kanem-Bornu.

MAJOR TRADE ROUTES IN NIGERIA

1. **North-South Routes:**
    - Linked Hausa/Fulani traders with Yoruba and Igbo markets.
    - Example: Kano → Zaria → Bida → Oyo → Ibadan → Lagos.
2. **East-West Routes:**
    - Connected towns and communities along the River Niger and Benue.
    - Example: Maiduguri → Yola → Makurdi → Lokoja.
3. **Coastal Routes:**
    - Connected the coastal towns and villages for salt, fish, and palm oil trade.
    - Example: Bonny, Brass, Calabar, Lagos.
4. **Trans-Saharan Routes:**
    - Linked Kano, Katsina, and Borno to North Africa across the desert.

P-WILLS CONSULTING

EVALUATION

1. Define trade and exchange.
2. List four examples of goods exchanged during local trade in pre-colonial Nigeria.
3. What were the means of transportation used in the trans-Saharan trade?
4. State three goods West Africans gave and three goods they received in the trans-Saharan trade.
5. Mention two positive impacts of the trans-Saharan trade on Nigeria.

ASSIGNMENT

1. Draw a **map of Nigeria and West Africa**, showing at least two major **trans-Saharan trade routes**.
2. Write short notes on the following: (a) Local trade, (b) Trans-Saharan trade.
3. Explain how trade contributed to cultural exchange and national development in pre-colonial Nigeria.

PAWILLS CONSULTING

JSS1 NIGERIAN HISTORY LESSON NOTES

SECOND TERM

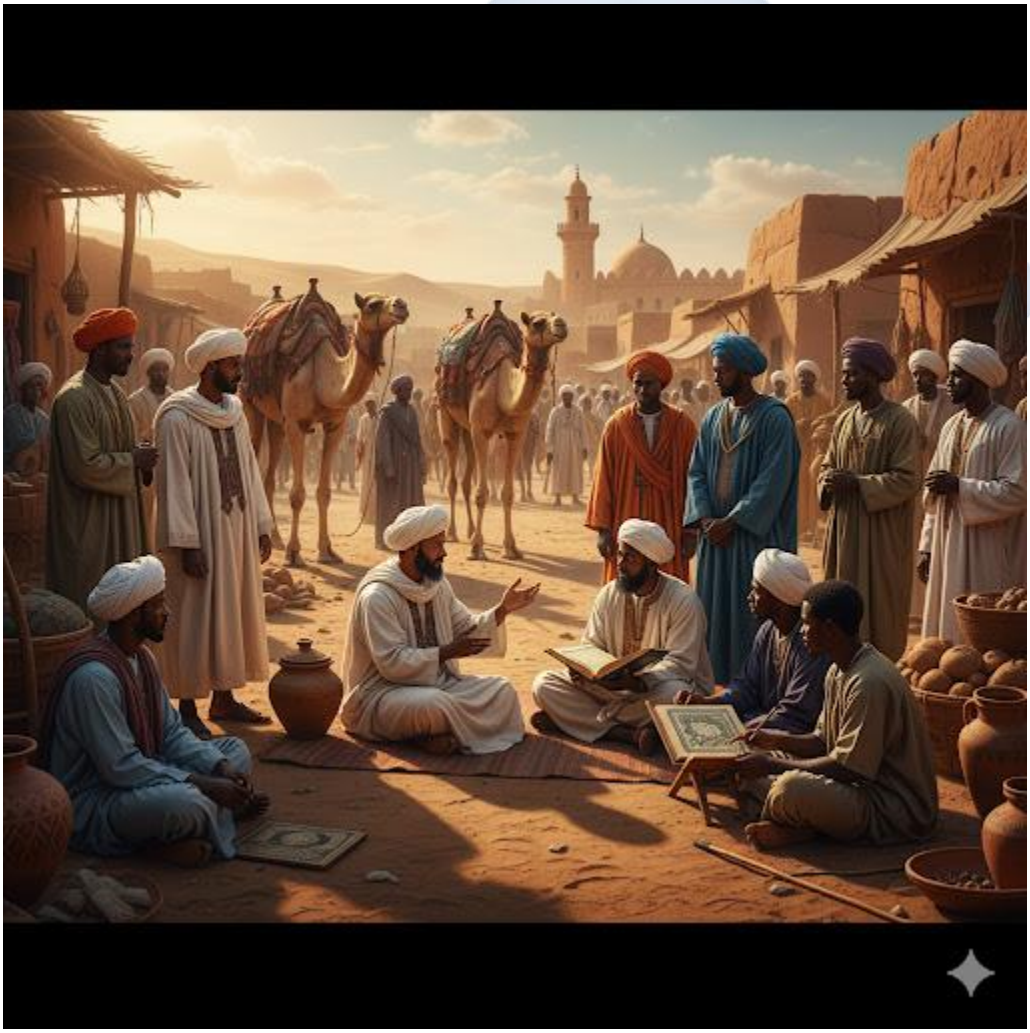
Week	Topic	Content
1	Islam in Nigeria	Introduction; Spread; Impact on society
2	Christianity in Nigeria	Introduction; Spread; Impact on society
3	European Contact with Nigeria	Portuguese arrival; Missionaries; Traders
4	Trans-Atlantic Slave Trade	Meaning; Causes; Effects on Nigeria
5	Midterm Test	–
6	Abolition of Slave Trade	Humanitarian movements; British involvement
7	Midterm Break	–
8	Legitimate Trade	Palm oil trade; Economic effects
9	British Conquest of Nigerian Territories	Methods of conquest; Resistance by Nigerian states
10	Amalgamation of 1914	Reasons; Impact
11	Revision	–
12	Examination	–
13	Closing	–

WEEK 1: ISLAM IN NIGERIA

INTRODUCTION TO ISLAM IN NIGERIA

Islam is one of the major religions in Nigeria today. It originated in **Arabia in the 7th century A.D.** through the teachings of Prophet Muhammad (SAW). The religion spread rapidly across North Africa and later into West Africa through trade, migration, scholarship, and jihad.

In Nigeria, Islam first entered through the **Kanem-Borno Empire** around the 11th century and later spread into the Hausa states. It was not forced at first, but it grew gradually through contact with North African and Arab traders who brought Islamic teachings along with their goods.



SPREAD OF ISLAM IN NIGERIA



The spread of Islam in Nigeria happened in stages and through different agents:

1. **Trade**
    - Trans-Saharan trade routes brought North African merchants into contact with Kanem-Borno, Hausa states, and other parts of Northern Nigeria.
    - These traders not only exchanged goods such as salt, kolanuts, leather, and slaves but also introduced the religion of Islam.
2. **Migration and Intermarriage**
    - Arab and Berber traders who settled in parts of Northern Nigeria married local women, thereby spreading Islam within families and communities.
3. **Rulers and Political Leaders**
    - Some kings and rulers converted to Islam, making it the religion of the royal court. This encouraged their subjects to follow suit. For example, **Mai Ume Jilmi of Kanem-Borno** accepted Islam in the 11th century.
4. **Islamic Scholars and Clerics**
    - Muslim scholars and teachers, such as Mallams, played a great role in spreading Islamic teachings, building schools, and encouraging literacy in Arabic.

5. **The Jihad of Uthman dan Fodio**
    - In the early 19th century, **Shehu Uthman dan Fodio** led a religious reform movement (the Sokoto Jihad) in Hausaland.
    - The movement spread Islam widely across the Hausa states and established the **Sokoto Caliphate**, one of the largest Islamic empires in Africa.
6. **Islamic Education**
    - Quranic schools were established across Northern Nigeria, which taught children how to read and write in Arabic and learn Islamic values.
7. **Colonial Period and After**
    - Even during British colonial rule, Islam continued to spread peacefully, especially with the growth of urban centers, trade, and Islamic organizations.

IMPACT OF ISLAM ON NIGERIAN SOCIETY



1. **Religious Impact**
    - Islam introduced monotheism (belief in one God – Allah).
    - It brought new forms of worship such as daily prayers, fasting, almsgiving (zakat), and pilgrimage (hajj).

2. **Educational Impact**
    - Islam introduced **Quranic and Arabic education**, which encouraged literacy and scholarship.
    - Many centers of learning were established in Kano, Katsina, Borno, and Sokoto.
3. **Political Impact**
    - The Sokoto Caliphate created a large centralized Islamic state, which influenced governance based on Islamic law (Sharia).
    - Leaders were expected to rule justly according to Islamic principles.
4. **Cultural Impact**
    - Islam influenced dressing styles such as wearing hijabs, turbans, and flowing gowns.
    - It shaped marriage customs, burial rites, and dietary laws (halal food).
5. **Social Impact**
    - It promoted values such as honesty, charity, respect for elders, and care for the poor.
    - It brought about unity among Muslims across ethnic groups through shared practices and festivals like **Eid-el-Fitr** and **Eid-el-Kabir**.
6. **Economic Impact**
    - Islam encouraged trade and commerce by stressing fairness and honesty in business.
    - Pilgrimage routes also boosted international trade between Nigeria and other Muslim countries.

EVALUATION

1. How did Islam first enter Nigeria?
2. Mention three ways Islam spread in Nigeria.
3. Who was Uthman dan Fodio and what role did he play in spreading Islam?
4. State four impacts of Islam on Nigerian society.
5. List two Nigerian empires or states where Islam first took root.

ASSIGNMENT

1. Write short notes on the role of trade in spreading Islam in Nigeria.
2. Discuss the significance of the Sokoto Jihad in the history of Islam in Nigeria.
3. Explain five ways Islam has influenced Nigerian education and culture.

PAWILLS CONSULTING

WEEK 2: CHRISTIANITY IN NIGERIA

INTRODUCTION TO CHRISTIANITY IN NIGERIA

Christianity is one of the major religions in Nigeria today. It is based on the teachings of **Jesus Christ**, who lived and preached in Palestine over 2,000 years ago. The religion spread from the Middle East to Europe, and later to Africa through missionary activities, trade, colonization, and migration.

Christianity was first introduced to Nigeria in the **15th century** through the activities of the **Portuguese Catholic missionaries**, but it did not last because of lack of support and the dominance of the slave trade at that time. The more lasting introduction of Christianity began in the **19th century** with the arrival of European missionaries from Britain, such as the **Church Missionary Society (CMS)**, **Roman Catholic Mission (RCM)**, **Methodist Mission**, **Baptist Mission**, and others.



SPREAD OF CHRISTIANITY IN NIGERIA

1. **Missionary Activities**
    - Missionaries came to Nigeria in the 19th century and established churches, schools, and hospitals.
    - Prominent missionary groups included:
        - The **Church Missionary Society (CMS)** led by Henry Townsend.
        - The **Wesleyan Methodist Mission**.
        - The **Baptist Mission** from the USA.
        - The **Roman Catholic Mission**.
2. **Role of Freed Slaves**
    - Freed slaves who returned to Nigeria from Sierra Leone and Brazil (such as **Samuel Ajayi Crowther**) played an important role in spreading Christianity.
    - They helped translate the Bible into local languages and served as teachers, catechists, and clergy.
3. **Translation of the Bible**
    - The translation of the Bible into Yoruba, Igbo, Hausa, and other Nigerian languages made Christianity more accessible to the local people.
    - Samuel Ajayi Crowther translated the Bible into Yoruba in 1867.
4. **Education and Schools**
    - Missionaries established schools where children were taught how to read and write, and at the same time were introduced to Christian teachings.
    - Examples include CMS Grammar School, Lagos (1859), and St. Gregory's College, Lagos (1928).
5. **Colonial Support**

- During the colonial period, the British administration indirectly supported Christianity, especially through educational policies and recognition of mission schools.

6. **Urbanization and Migration**
    - As towns and cities developed in Nigeria, Christian churches spread into different regions, attracting both urban dwellers and migrants.

IMPACT OF CHRISTIANITY ON NIGERIAN SOCIETY



1. **Religious Impact**
    - Christianity introduced the worship of one God through Jesus Christ.
    - It replaced many traditional religious practices in various communities.

- It emphasized love, forgiveness, charity, and peace.

2. **Educational Impact**
    - Missionaries laid the foundation of Western education in Nigeria.
    - Mission schools produced Nigeria's first generation of elites, professionals, and nationalists.
    - Literacy spread through Bible reading and school education.
3. **Cultural Impact**
    - Christianity influenced dressing styles, marriage practices (monogamy), and burial rites.
    - It reduced the practice of harmful traditional practices such as human sacrifice and killing of twins (abolished through the efforts of **Mary Slessor** in Calabar).
4. **Political Impact**
    - Christian missionaries indirectly prepared Nigerians for self-government by producing educated elites who later became political leaders (e.g., Herbert Macaulay, Nnamdi Azikiwe, Obafemi Awolowo).
5. **Social Impact**
    - Christianity promoted social welfare by building hospitals, orphanages, and health centers.
    - It encouraged moral discipline, honesty, and service to humanity.
6. **Economic Impact**
    - Through missionary schools and vocational training, Christianity helped in developing manpower for Nigeria's economy.
    - Mission churches also encouraged hard work, thrift, and industry.

EVALUATION

1. When was Christianity first introduced to Nigeria, and by whom?
2. Mention four missionary groups that came to Nigeria in the 19th century.
3. Who was Samuel Ajayi Crowther and what role did he play in Nigerian Christianity?
4. State four ways Christianity spread in Nigeria.
5. Explain three impacts of Christianity on Nigerian society.

ASSIGNMENT

1. Write a short note on the contributions of **Mary Slessor** and **Samuel Ajayi Crowther** to the spread of Christianity in Nigeria.
2. Discuss five positive impacts of Christianity on Nigeria's education and culture.
3. Explain how Christianity influenced Nigeria's political and social development.

PAWILLS CONSULTING

WEEK 3: EUROPEAN CONTACT WITH NIGERIA

BACKGROUND TO EUROPEAN CONTACT WITH NIGERIA

- From the 15th century, Europeans began sailing along the West African coast in search of new trade opportunities.
- The **Portuguese** were the first Europeans to arrive in Nigeria around **1472**, followed later by the Dutch, British, and French.
- Their interest was mainly in trade, exploration, and spreading Christianity.

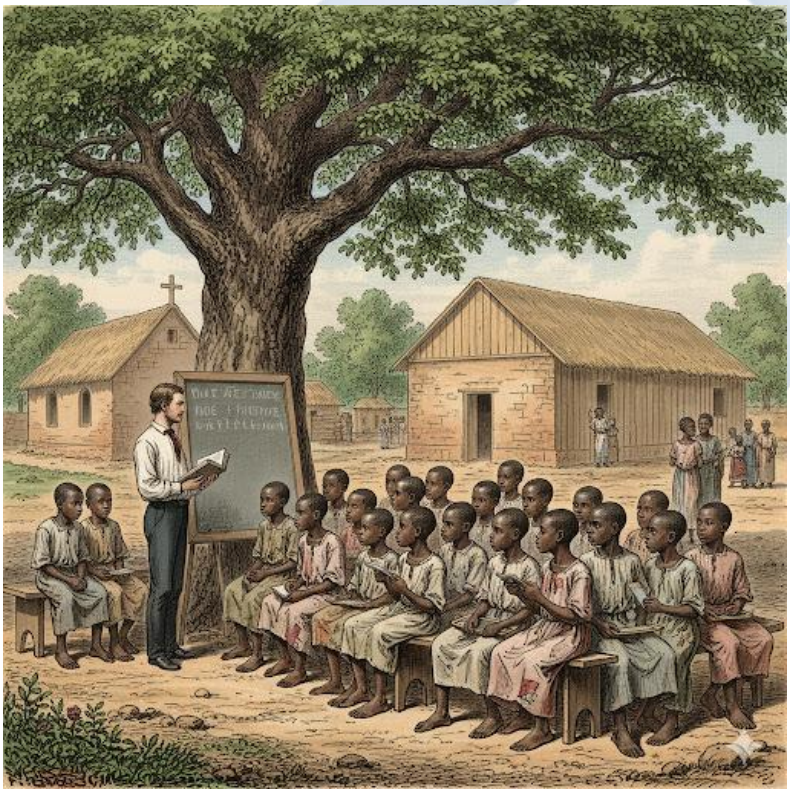


The arrival of Portuguese explorers and traders on the coast of the Benin Kingdom in the late 15th century.

PORTUGUESE ARRIVAL IN NIGERIA

- The Portuguese arrived on the **coast of Lagos and Benin** in the late 15th century.
- They established friendly relations with the **Kingdom of Benin**, exchanging goods and envoys.
- Goods exchanged included:
    - From Portuguese: guns, mirrors, beads, wine, cloth.
    - From Nigerians: pepper, ivory, slaves, and later palm oil.
- They introduced new crops such as cassava, maize, and tobacco.
- Their presence marked the beginning of a long history of **European trade in Nigeria**.

MISSIONARIES AND THE SPREAD OF CHRISTIANITY



An early mission school in Nigeria

- Missionaries came to Nigeria with the aim of **preaching the gospel and converting Africans to Christianity**.
- Early missionary societies included:
    - The **Portuguese Catholic Missionaries** in Benin (15th century).
    - The **Church Missionary Society (CMS)** in the 19th century.
    - The **Methodist Mission**, **Baptist Mission**, and **Roman Catholic Mission**.
- Contributions of missionaries:
    1. Spread of Christianity.
    2. Establishment of schools (e.g., CMS Grammar School, Lagos, 1859).
    3. Introduction of Western education and literacy.
    4. Introduction of hospitals and modern medicine.
    5. Promotion of abolition of slave trade.

EUROPEAN TRADERS AND TRADE ACTIVITIES

- After the Portuguese, other Europeans such as the **Dutch, British, and French** also traded in Nigeria.
- The initial focus was on the **Trans-Atlantic Slave Trade**, where Africans were captured and sold to work on plantations in the Americas.
- Major slave ports in Nigeria: **Bonny, Brass, Calabar, Lagos, Badagry**.
- In the 19th century, after the abolition of the slave trade, Europeans shifted to **"legitimate trade"** (trade in palm oil, palm kernel, groundnut, cotton).
- Palm oil became known as **"red gold"**, used in Europe for soap and lubricants during the Industrial Revolution.



An image of a bustling port or trading post focused on palm oil

EFFECTS OF EARLY EUROPEAN CONTACT

Positive Effects:

1. Introduction of new crops (cassava, maize, pineapple).
2. Spread of Christianity and Western education.
3. Introduction of Western medicine and hospitals.
4. Expansion of trade and new goods (cloth, guns, mirrors, gin, beads).
5. Early diplomatic relations with European powers.

Negative Effects:

1. Beginning of the **Trans-Atlantic Slave Trade**, which devastated African communities.
2. Increased warfare and insecurity due to demand for slaves.
3. Economic exploitation of African resources.
4. Erosion of African traditional religion and culture.
5. Paved the way for **European colonization of Nigeria** in the late 19th century.

EVALUATION

1. Who were the first Europeans to arrive in Nigeria and when?
2. List three items introduced by the Portuguese into Nigeria.
3. Mention four contributions of Christian missionaries to Nigeria.
4. State two differences between slave trade and legitimate trade.
5. Give two positive and two negative effects of early European contact with Nigeria.

ASSIGNMENT

1. Draw a simple **map of Nigeria**, showing at least three towns where early European trade took place.
2. Write short notes on: (a) Portuguese arrival, (b) Missionary activities, (c) Legitimate trade.
3. Collect pictures of early missionary schools, churches, or trading ports in Nigeria and paste them in your history notebook.

PAWILS CONSULTING

WEEK 4: TRANS-ATLANTIC SLAVE TRADE



MEANING OF TRANS-ATLANTIC SLAVE TRADE

- The **Trans-Atlantic Slave Trade** was the buying and selling of African people as slaves across the Atlantic Ocean to Europe and the Americas between the 15th and 19th centuries.
- It is also called the **Triangular Trade** because it connected three continents:
    1. **Europe** (manufactured goods such as guns, cloth, beads, alcohol).
    2. **Africa** (slaves captured and sold).

3. **Americas/Caribbean** (plantations producing sugar, cotton, tobacco, coffee using slave labour).

- Nigeria, especially ports like **Bonny, Brass, Calabar, Lagos, and Badagry**, played a major role in supplying slaves.

CAUSES OF THE SLAVE TRADE

1. **High Demand for Labour in the Americas**
    - Europeans needed cheap labour to work on sugar, tobacco, and cotton plantations.
2. **European Quest for Wealth**
    - Slavery was highly profitable for European merchants.
3. **African Internal Conflicts**
    - Frequent wars and raids among African communities provided captives that were sold into slavery.
4. **Availability of Slave Markets**
    - African chiefs and middlemen cooperated with Europeans in capturing and selling slaves.
5. **Greed and Corruption**
    - Some African leaders and traders exchanged human beings for European goods (e.g., guns, gin, mirrors, cloth).
6. **Weak African Political Systems**
    - The inability of fragmented states to resist European exploitation.

EFFECTS OF THE TRANS-ATLANTIC SLAVE TRADE ON NIGERIA

Negative Effects:

1. **Depopulation:** Millions of Nigerians, especially the young and strong, were taken away.
2. **Wars and Insecurity:** Communities raided one another to capture slaves, leading to instability.
3. **Breakdown of Traditional Societies:** Families and villages were destroyed as members were sold.
4. **Economic Damage:** Productive labour force was lost; agriculture and industries declined.
5. **Moral Decay:** Human life was devalued, and corruption increased as chiefs sold their own people.
6. **Introduction of Firearms:** Increased violence and wars in Nigeria.
7. **Legacy of Hatred and Distrust:** Created division among Nigerian communities.
8. **Foundation for Colonization:** Slave trade weakened African societies, making it easier for Europeans to later colonize Nigeria.

Positive (Minor) Effects:

1. Introduction of new crops such as cassava, maize, and pineapple from the Americas.
2. Some parts of Nigeria (like Lagos) later developed as trading centers during the shift to legitimate trade.
3. Exposure of Nigerians to new cultures and goods (though this also destroyed traditional systems).

ABOLITION OF THE SLAVE TRADE

- By the early 19th century, the trans-Atlantic slave trade began to decline due to:
    1. Humanitarian campaigns by groups like the **British Anti-Slavery Society**.
    2. Industrial Revolution in Europe (which required raw materials like palm oil instead of slaves).
    3. Efforts of Christian missionaries who condemned slavery.

- In **1807**, Britain officially abolished the slave trade, and by **1833**, slavery was abolished in the British Empire.
- This gave rise to **"legitimate trade"** in palm oil, groundnut, and cotton in Nigeria.

EVALUATION

1. Define the Trans-Atlantic Slave Trade.
2. Why is it called the triangular trade?
3. Mention four causes of the slave trade.
4. List five negative effects of the slave trade on Nigeria.
5. When was the trans-Atlantic slave trade officially abolished by Britain?

ASSIGNMENT

1. Draw a **map of the Atlantic Ocean**, showing the triangular trade routes (Europe → Africa → Americas).
2. Write short notes on:
   a. Causes of the trans-Atlantic slave trade.
   b. Effects of the trans-Atlantic slave trade on Nigeria.
3. Collect information about any Nigerian community (e.g., Badagry or Calabar) that was involved in the slave trade and present it in class.

PAWIL'S CONSULTING

WEEK 6: ABOLITION OF SLAVE TRADE

MEANING OF ABOLITION OF SLAVE TRADE

- *Abolition* means putting an end to something that has been in practice.
- The **abolition of slave trade** was the process of ending the capture, buying, and selling of Africans as slaves across the Atlantic.
- It started in the late **18th century** and became strong in the **19th century**, when Europeans, Americans, and Africans began to speak against the evil practice.
- Before abolition, millions of Africans were forcefully taken to Europe and the Americas to work on plantations.

REASONS FOR ABOLITION OF SLAVE TRADE

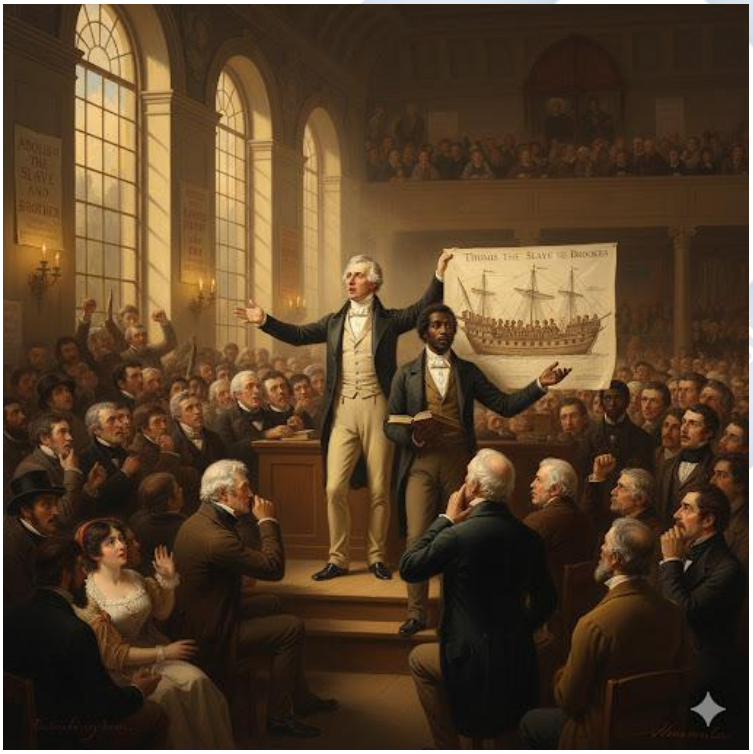
- **Humanitarian reasons**
    - Many Europeans began to see slavery as wicked, unjust, and against God's will.
    - Religious groups like the Quakers preached that all humans were equal in God's sight.
- **Economic reasons**
    - The **Industrial Revolution** in Europe created new factories that needed workers who were free and paid, not enslaved.
    - Machines replaced the need for so many slave labourers on plantations.
    - Europeans discovered that they could make more profit trading in palm oil, cotton, and groundnuts (for industries) than in selling human beings.
- **Political reasons**
    - Enlightenment thinkers in Europe and America promoted ideas of *freedom, justice, and equality*.

PAWILLS CONSULTING

- Countries like Britain wanted to be seen as civilised leaders by ending the cruel trade.

- **Slave resistance**
  - There were constant **slave revolts** on plantations and ships.
  - Example: The **Haitian Revolution (1791–1804)**, led by enslaved Africans, frightened Europeans and showed that slavery could not last forever.
  - In West Africa, communities resisted slave raiders, making the trade more dangerous.

HUMANITARIAN MOVEMENTS (CASE STUDIES)



- **Religious Groups**
  - Quakers and Evangelical Christians organised campaigns, meetings, and petitions.
  - They preached that slavery was against Christian values.

- **Abolitionists (Anti-Slavery Campaigners)**
    - **William Wilberforce**
        - A member of the British Parliament.
        - For over 20 years, he presented bills and speeches calling for an end to the trade.
        - In 1807, Britain finally passed the **Abolition of Slave Trade Act**, largely due to his tireless efforts.
    - **Thomas Clarkson**
        - Collected evidence of the horrors of slavery by interviewing sailors and gathering chains, whips, and drawings of slave ships.
        - He showed the famous diagram of the **slave ship Brookes**, which displayed how hundreds of slaves were packed like sardines. This shocked the British public.
    - **Granville Sharp**
        - Supported freed slaves in Britain.
        - Fought legal battles, including the famous **Somerset Case (1772)**, which declared that slavery was illegal on British soil.
- **Freed Slaves**
    - **Olaudah Equiano (also called Gustavus Vassa)**
        - Born around 1745 in present-day Nigeria (Igbo land).
        - Kidnapped as a child and sold into slavery.
        - Later bought his freedom and settled in England.
        - In 1789, he wrote his autobiography *"The Interesting Narrative of the Life of Olaudah Equiano"*.

- The book described the terrible experiences of slaves in Africa, on ships, and in plantations.
- He travelled around England giving speeches, and his book influenced public opinion strongly against slavery.

BRITISH INVOLVEMENT IN ABOLITION

- Britain became the **first European country** to abolish slave trade.
- **1807**: Britain passed the **Abolition of Slave Trade Act**, making it illegal for British ships to take part in the trade.
- **1833**: Slavery itself was abolished in all British colonies.

The West African Squadron (Royal Navy Patrols)

- The British navy created a squadron to patrol the Atlantic Ocean.
- They stopped slave ships, freed Africans on board, and took them to safe settlements like **Freetown in Sierra Leone**.
- Between 1808 and 1860, this squadron freed **over 150,000 Africans**.

Freetown, Sierra Leone

- Became home for freed slaves rescued by the navy and those freed from Britain and the Americas.
- From Freetown, many freed Africans spread Christianity and education across West Africa.

Legitimate Trade

- After abolition, Britain encouraged trade in palm oil (used in soap and lubricants), cocoa, groundnuts, and cotton.
- This new trade gradually replaced slave trade.

EFFECTS OF ABOLITION OF SLAVE TRADE ON WEST AFRICA

- **Decline of some African kingdoms**
    - Kingdoms like Dahomey and Oyo that depended on selling slaves lost their wealth and power.
- **Growth of legitimate trade**
    - Palm oil, cocoa, and groundnuts became important exports.
    - This created new trading centres and relationships with Europeans.
- **Spread of Christianity and Western education**
    - Missionaries followed the abolition movement, building schools, churches, and hospitals.
- **Economic hardship**
    - Some areas that depended heavily on slave trade faced poverty after the trade was banned.
- **New settlements**
    - Freetown in Sierra Leone grew into a major settlement of freed slaves.
- **Opening to colonial rule**
    - Abolition allowed Europeans to increase their political and economic influence, which later led to colonisation.

EVALUATION

1. Define abolition of slave trade.
2. State two humanitarian reasons for abolishing slave trade.
3. Mention three abolitionists and their contributions.
4. What was the Somerset Case of 1772 about?

5. In what year did Britain:
   a) abolish the slave trade?
   b) abolish slavery itself?
6. Mention three effects of abolition on West Africa.

ASSIGNMENT

1. Write one page on how Olaudah Equiano's book helped end slave trade.
2. Draw or paste the diagram of the slave ship *Brookes* and explain what it shows about the cruelty of the trade.
3. Write a paragraph explaining how the West African Squadron helped freed Africans.

PAWILLS CONSULTING

WEEK 10: AMALGAMATION OF 1914

MEANING OF AMALGAMATION

- *Amalgamation* means **joining two or more things together to form one**.
- In Nigerian history, it refers to the **merging of the Northern Protectorate and the Southern Protectorate by the British colonial government**.
- This was done by **Lord Frederick Lugard**, who became the first **Governor-General of Nigeria**.
- The event took place on **1st January 1914**.
- From that day, Nigeria officially became one single country (though Nigerians were not asked if they wanted it).

REASONS FOR THE AMALGAMATION

The Northern Protectorate had very little money to run its administration. In fact, Britain was **spending more money than they were making** to govern the North. Meanwhile, the South, especially Lagos, was rich with trade in palm oil, cocoa, and other resources. To solve this, Lord Lugard and the British government decided: *"Why not join North and South together, so the South's money can help pay for the North?"*

- **Economic reasons**
    - The North was poor and couldn't pay for itself, but the South had revenue.
    - Britain wanted to use one economy for the whole of Nigeria.
    - It made it easier to exploit resources (palm oil, cocoa, groundnuts).
- **Administrative convenience**
    - Running two regions separately was expensive.
    - With amalgamation, Britain could have **one governor, one railway system, one port system, and one civil service**.

- **Expansion of trade and transport**
    - Linking North and South by roads and railways allowed goods like groundnuts, hides, palm oil, and cocoa to move faster to the coast for export.
- **Political reasons**
    - A united Nigeria gave Britain stronger control.
    - It also reduced rivalry between Northern and Southern administrations.

IMPACT OF THE AMALGAMATION

Imagine a huge wedding where the bride and groom never met each other, and nobody asked them if they even wanted to marry. That was what happened in 1914. The North and South were "married" by Britain without their consent.

Positive Impacts

- Nigeria became one **political unit**. This later made independence in 1960 possible.
- Transport and communication improved (railways, telegraphs).
- Trade and commerce grew across regions.
- Britain saved money on administration.

Negative Impacts

- Nigerians were **not consulted**, so it ignored cultural and religious differences.
- Different systems of government caused **regional imbalance** (Indirect Rule in the North vs Western-style government in the South).
- It created the root of today's **ethnic and political tensions**.
- The union was designed for Britain's benefit, not Nigeria's.

IMPORTANCE IN NIGERIAN HISTORY

- It was the **foundation of modern Nigeria** as one country.
- It marked the beginning of **Nigerian nationalism** (people started to see themselves as "Nigerians" later on).
- It shows how colonial decisions shaped Nigeria's unity and divisions.

EVALUATION

1. What is the meaning of amalgamation?
2. Who carried out the amalgamation of 1914?
3. Mention two economic reasons for the amalgamation.
4. List three positive impacts of the amalgamation.
5. State two negative impacts of the amalgamation.
6. In what year did the amalgamation happen?

ASSIGNMENT

1. Draw a simple map of Nigeria showing the **Northern and Southern Protectorates** before 1914. Shade and label them.
2. Write a short paragraph explaining why the amalgamation was called a **"marriage of convenience"**.
3. Imagine you are an Igbo, Hausa, or Yoruba leader in 1914. Write a short speech (10 sentences) saying whether you accept or reject the amalgamation.

PAWELS CONSULTING

JSS1 NIGERIAN HISTORY LESSON NOTES

THIRD TERM

Week	Topic	Content
1	Colonial Administration	Indirect rule; Direct rule; Examples in Nigeria
2	Reactions to Colonialism I	Resistance by Benin, Ekumeku, Satiru
3	Reactions to Colonialism II	Resistance by Sokoto Caliphate, Tiv, Igbo
4	Education in Colonial Nigeria	Missionary education; Western schools; Effects
5	Midterm Test	–
6	Nationalism in Nigeria I	Early nationalist leaders (Herbert Macaulay, Nnamdi Azikiwe)
7	Midterm Break	–
8	Nationalism in Nigeria II	Obafemi Awolowo, Ahmadu Bello, Anthony Enahoro
9	Nigerian Newspapers and Nationalism	Role of press in independence struggle
10	Road to Independence	Constitutional developments (Clifford, Richards, Macpherson, Lyttleton)
11	Revision	–
12	Examination	–
13	Closing	–

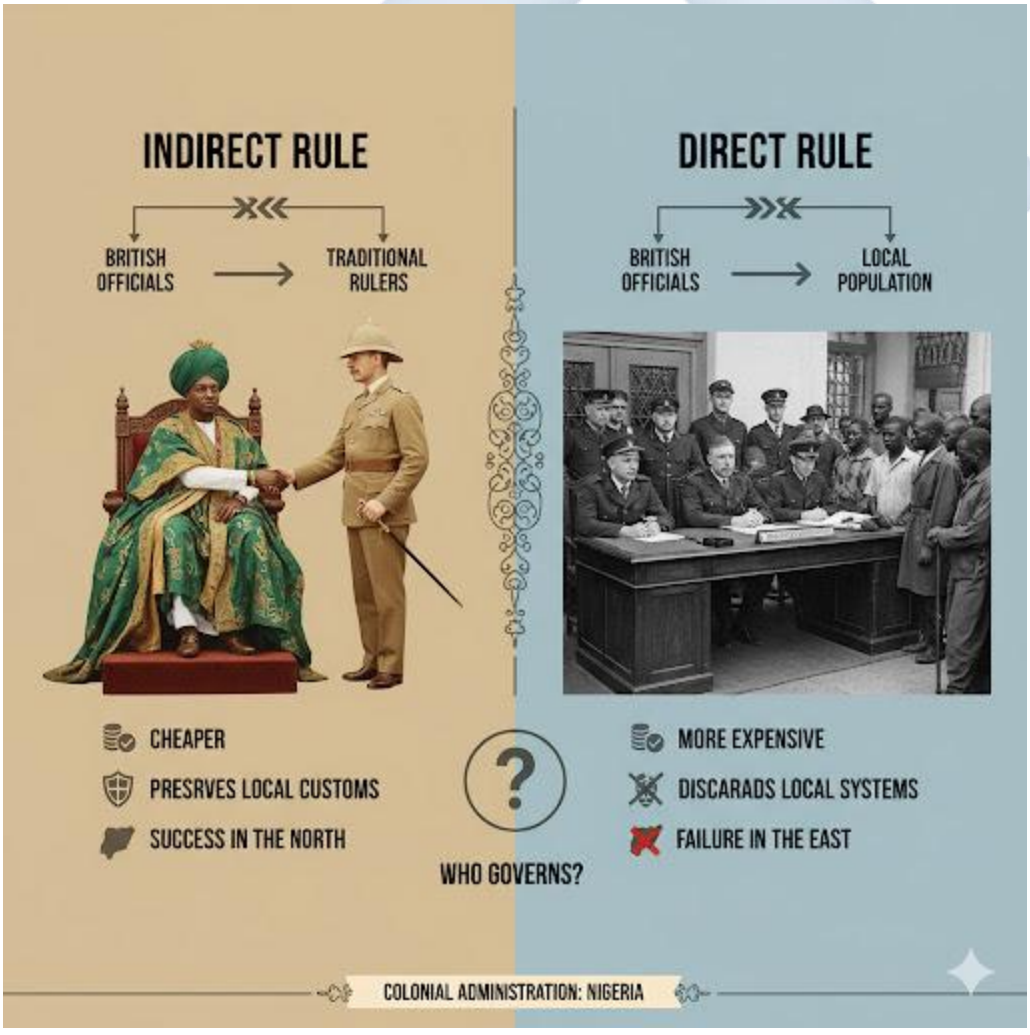
WEEK 1: COLONIAL ADMINISTRATION

MEANING OF COLONIAL ADMINISTRATION

Colonial administration refers to the system of government established by European colonial powers, particularly Britain, to control and manage their colonies. In Nigeria, colonial administration was the structure and method used by the British to rule after they had conquered and occupied the territory.

The main methods used in Nigeria were:

1. **Indirect Rule** – ruling through traditional rulers and existing political structures.
2. **Direct Rule** – ruling directly through European officials without relying on traditional authorities.



INDIRECT RULE

Definition: Indirect rule is a system of colonial administration whereby the colonial masters govern their colonies through the existing traditional rulers and institutions. It was introduced by Lord Frederick Lugard in Northern Nigeria in the early 20th century.

Features of Indirect Rule

- Traditional rulers (Emirs, Obas, Obis, Chiefs) acted as intermediaries between the people and the British colonial authorities.
- Local laws and customs were recognized but subject to approval by colonial officials.
- Native courts and native authorities were established.
- The colonial officers such as Residents and District Officers supervised the rulers.
- The system was cheaper for the British because it required fewer European officials.

Examples in Nigeria

- In Northern Nigeria, the British used the **Emirs** of the Sokoto Caliphate, who already had centralized authority. This made indirect rule very successful there.
- In Western Nigeria, the British used the **Obas** and other chiefs, but modified their powers. The system had some success.
- In Eastern Nigeria, where the Igbo had a decentralized system of government, indirect rule failed because there were no strong traditional rulers. The attempt to use warrant chiefs led to resistance, such as the Aba Women's Riot of 1929.

Advantages of Indirect Rule

- Preserved local customs and traditions.
- Cheaper and easier for the colonial government to administer.
- Created minimal resistance in areas with centralized systems (e.g., the North).
- Helped maintain law and order at the local level.

Disadvantages of Indirect Rule

- Reduced the powers of traditional rulers, making them mere puppets of the British.
- Failed in decentralized societies like the Igbo because the people resisted imposed rulers.
- Encouraged corruption and abuse of power by some chiefs.
- Promoted division among Nigerians because colonial officials treated regions differently.



DIRECT RULE

Definition: Direct rule is a system of colonial administration in which the colonial masters govern the people directly without making use of traditional rulers or institutions. It was

practiced mainly by the French in West Africa, but the British also applied it in some parts of Nigeria where indirect rule failed.

Features of Direct Rule

- European officials (colonial officers, district commissioners) exercised direct authority.
- Indigenous political structures were disregarded or replaced.
- French colonies practiced **assimilation**, where Africans were expected to adopt French culture and laws.
- The system was expensive because it required many Europeans to run the administration.

Examples in Nigeria

- In Igbo land, the British attempted direct rule after indirect rule failed. They introduced warrant chiefs and appointed individuals who had no traditional legitimacy.
- In Lagos Colony, direct rule was practiced through British officials, as Lagos had been annexed earlier in 1861 and administered like a British settlement.

Advantages of Direct Rule

- Allowed colonial officials to exercise total control.
- Bypassed resistant traditional institutions.
- Ensured quicker decision-making by colonial authorities.

Disadvantages of Direct Rule

- Very expensive, requiring many Europeans and resources.
- Disregarded local traditions and political systems, leading to resentment.
- Caused uprisings, protests, and resistance (e.g., Aba Women's Riot of 1929).
- Alienated the people from their traditional rulers and customs.

COMPARISON BETWEEN INDIRECT RULE AND DIRECT RULE

- **Use of Traditional Rulers:** Indirect rule relied on traditional rulers, while direct rule sidelined them.
- **Cost:** Indirect rule was cheaper; direct rule was more expensive.
- **Acceptance:** Indirect rule was more accepted in centralized societies; direct rule faced more resistance.
- **Implementation in Nigeria:** Indirect rule worked well in the North, partially in the West, and failed in the East. Direct rule was used in Lagos and parts of Igbo land.

EVALUATION

1. Define colonial administration.
2. Explain the meaning of indirect rule and state two features.
3. Why was indirect rule successful in Northern Nigeria but unsuccessful in Eastern Nigeria?
4. Explain the meaning of direct rule and give two features.
5. State three differences between indirect and direct rule.

ASSIGNMENT

1. Discuss five advantages and five disadvantages of indirect rule in Nigeria.
2. Write a detailed account of why indirect rule failed in Igbo land.
3. Compare and contrast indirect rule and direct rule in Nigeria with at least five points.

WEEK 2: REACTIONS TO COLONIALISM I

MEANING OF REACTIONS TO COLONIALISM

- Colonialism refers to the political, economic, and cultural domination of Nigeria by the British.
- Nigerian peoples **reacted differently** to colonialism:
    - Some resisted it violently.
    - Others cooperated, hoping to benefit.

- In this lesson, we focus on **resistance movements** in Benin, Anioma (Ekumeku), and Satiru.

RESISTANCE BY THE BENIN KINGDOM (1897)



THE FALL OF BENIN: OBA CAPTURED AND TREASURES LOOTED, 1897

- **Background:**
    - Benin was a powerful and wealthy kingdom under Oba Ovonramwen Nogbaisi.
    - The British wanted to control trade in palm oil and ivory and demanded free access to Benin markets.
- **Events Leading to Resistance:**
    - Oba Ovonramwen restricted trade and resisted British interference.
    - In 1897, a British delegation was attacked on its way to Benin (Benin massacre).
- **British Reaction:**

- A *Punitive Expedition* was launched in February 1897.
- Benin City was invaded, looted, and burnt down.
- Oba Ovonramwen was captured and exiled to Calabar.

- **Consequences:**
  - Benin lost its independence.
  - Benin art treasures (bronzes) were looted and taken to Europe.
  - The kingdom was brought under British colonial rule.

EKUMEKU RESISTANCE (1890S–1914)

- **Background:**
  - The Ekumeku Movement was a secret resistance group in Anioma (Igbo-speaking Delta area).
  - It was formed in reaction to British attempts to impose colonial rule and destroy local institutions.
- **Nature of Resistance:**
  - The Ekumeku fighters used **guerrilla warfare** (ambushes, hit-and-run attacks) against British troops.
  - They resisted colonial taxation, forced labor, and interference with their traditional authority.
- **British Response:**
  - The British army carried out several campaigns to suppress the resistance.
  - Many towns and villages were destroyed.
  - By 1914, the Ekumeku resistance was finally crushed.
- **Consequences:**

- Large-scale loss of life and property in Anioma communities.
- Colonial rule became firmly established in the region.
- However, the Ekumeku became a **symbol of Igbo resistance and bravery**.

SATIRU RESISTANCE (1906)

- **Background:**
  - Satiru was a small town in Sokoto Province in Northern Nigeria.
  - The people of Satiru resisted British rule after the fall of the Sokoto Caliphate in 1903.
  - They rejected British interference in their religion, leadership, and way of life.
- **Events of the Revolt:**
  - In 1906, Satiru people rose in revolt, attacking colonial officials and troops.
  - They declared they would rather die than live under colonial rule.
- **British Response:**
  - The British army retaliated with overwhelming force.
  - Satiru town was completely destroyed, and almost all inhabitants were killed.
- **Consequences:**
  - The revolt ended in total defeat for the people of Satiru.
  - It sent a strong warning to other northern communities against resisting British rule.
  - Satiru is remembered as one of the most tragic examples of violent suppression by the British.

PAWELS CONSULTING

GENERAL CHARACTERISTICS OF THESE RESISTANCES

- They were spontaneous and poorly coordinated.
- They relied on traditional weapons (spears, arrows, dane guns).
- They lacked unity across regions, making it easy for the British to defeat them.
- They were motivated by the desire to defend independence, culture, religion, and economic freedom.

EVALUATION

1. What does "reactions to colonialism" mean?
2. Why did Oba Ovonramwen resist British interference in Benin?
3. State two methods used by the Ekumeku movement in resisting colonial rule.
4. What happened to Satiru in 1906?
5. Mention three general reasons why Nigerian resistances failed against the British.

ASSIGNMENT

1. Write short notes on:
    - The Benin Resistance of 1897.
    - The Ekumeku Resistance.
    - The Satiru Revolt.
2. Compare the resistance in Benin with that of Satiru:
    - Causes
    - Nature of resistance
    - Consequences

PAWILLS CONSULTING

3. Collect or draw a simple map of Nigeria and mark the locations of **Benin, Anioma (Delta), and Satiru**.

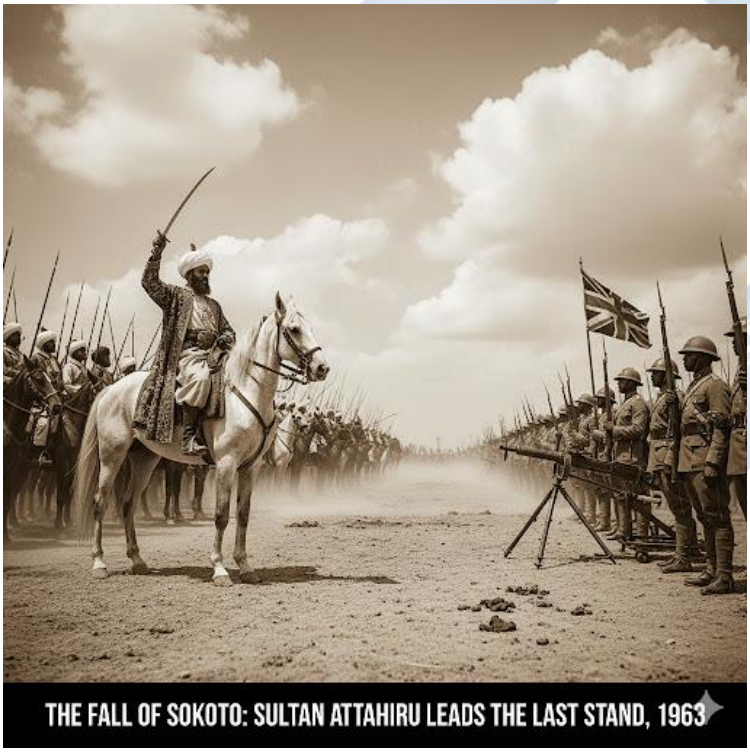
PAWILLS CONSULTING

WEEK 3: REACTIONS TO COLONIALISM II

INTRODUCTION

- Colonialism in Nigeria was not accepted passively; many communities resisted it strongly.
- In this lesson, we focus on the resistance of the **Sokoto Caliphate, the Tiv people, and sections of the Igbo communities**.
- These resistances show the determination of Nigerians to defend their independence, culture, religion, and dignity.

RESISTANCE BY THE SOKOTO CALIPHATE (1903)



- **Background:**
    - The Sokoto Caliphate was established in 1804 by Uthman dan Fodio through the Fulani Jihad.

- It became the largest and most powerful political entity in pre-colonial Nigeria.

- **Events Leading to Resistance:**
  - After conquering Kano, Zaria, and other emirates, the British advanced towards Sokoto.
  - Sultan Attahiru I refused to submit to British authority.

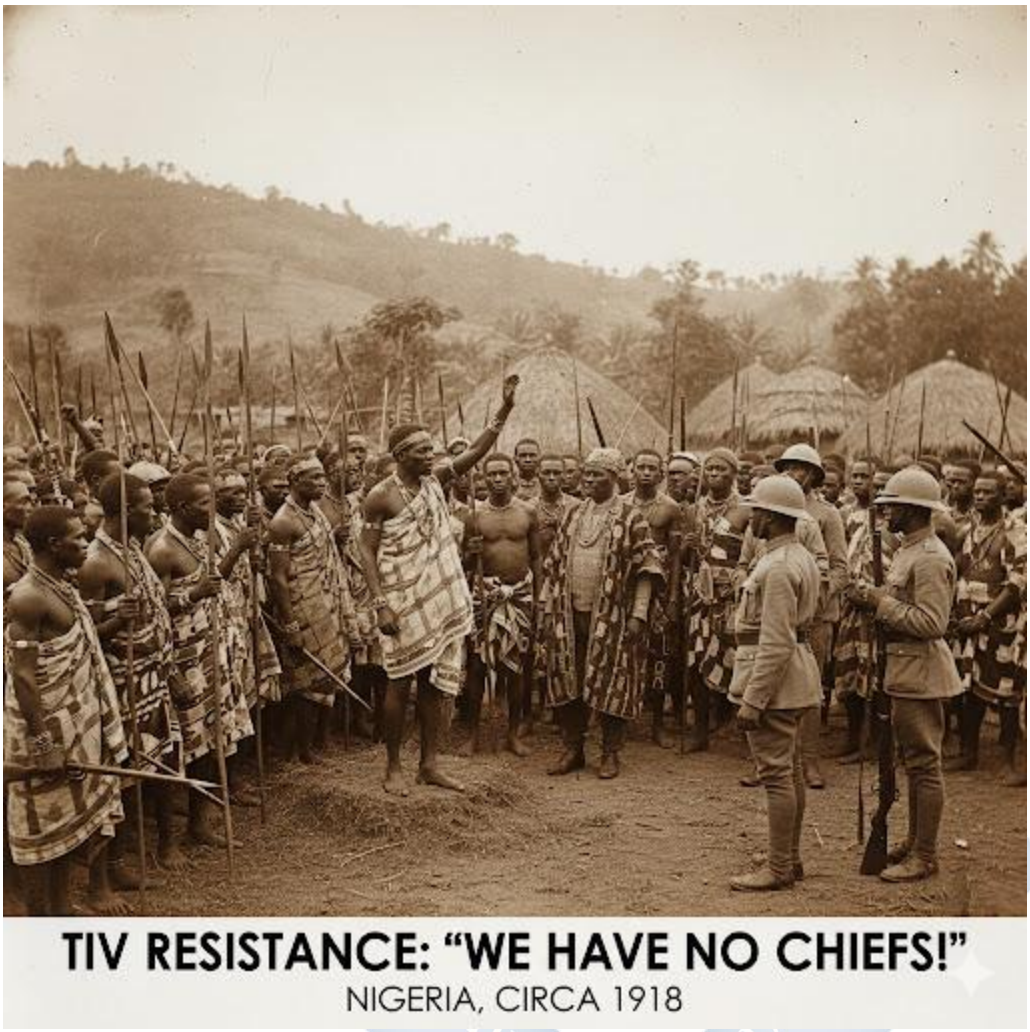
- **Nature of Resistance:**
  - In 1903, British forces attacked Sokoto.
  - Sultan Attahiru I led his followers to resist but was defeated.
  - He later fled with his supporters, trying to reorganize, but was killed in a final battle at Burmi (1903).

- **Consequences:**
  - Sokoto Caliphate collapsed as an independent state.
  - British indirect rule was introduced in the north through the Emirs.
  - Islamic influence remained strong, but political power shifted to the British.

RESISTANCE BY THE TIV PEOPLE (1900S–1920S)

- **Background:**
  - The Tiv are located in present-day Benue State.
  - They valued their independence and had no central authority; instead, they lived in clans.

- **Events Leading to Resistance:**
  - British colonial officials attempted to impose taxes, forced labor, and indirect rule through chiefs.
  - The Tiv rejected this system since they had no tradition of centralized leadership.



- **Nature of Resistance:**
    - Tiv people attacked colonial officers, resisted taxation, and carried out armed uprisings.
    - Resistance continued sporadically into the 1920s.
- **Consequences:**
    - Many Tiv communities were destroyed.
    - The British later adopted a more flexible approach by governing Tiv society through local clan heads.
    - Tiv resistance showed the difficulty of applying indirect rule uniformly in Nigeria.

RESISTANCE BY THE IGBO COMMUNITIES (E.G., ARO CONFEDERACY, 1901–1902)

- **Background:**
  - The Igbo had decentralized political systems (village democracy).
  - The Aro Confederacy (Eastern Nigeria) was particularly influential because of trade and the famous **Arochukwu Oracle (Ibini Ukpabi)**.
- **Events Leading to Resistance:**
  - The British wanted to abolish slavery, which was central to Aro wealth.
  - They also wanted to destroy the oracle, which was seen as a unifying force and a threat to British authority.
- **Nature of Resistance:**
  - In 1901–1902, the Aro led a major revolt against the British.
  - They attacked communities allied with the British and resisted with traditional weapons.
- **British Response:**
  - The British organized the **Aro Expedition of 1901–1902**, involving about 1,000 soldiers.
  - They destroyed the oracle and subdued the Aro Confederacy.
- **Consequences:**
  - The Aro Confederacy was dismantled.
  - Igbo communities came under British rule.
  - Resistance continued in some Igbo areas (e.g., Ekumeku Movement, Aba Women's War later in 1929).

PAWILLS CONSULTING

GENERAL LESSONS FROM THESE RESISTANCES

- Nigerians valued their independence and identity.
- Resistance was strong but not united across the country.
- British superiority in weapons, strategy, and resources made resistance difficult.
- Although most resistances failed, they became symbols of bravery and patriotism.

EVALUATION

1. Explain briefly why the Sokoto Caliphate resisted the British in 1903.
2. What made Tiv resistance to colonialism different from other Nigerian communities?
3. Why did the British target the Arochukwu Oracle?
4. State two consequences of the defeat of the Sokoto Caliphate.
5. Mention one similarity and one difference between Tiv and Igbo resistance to colonialism.

ASSIGNMENT

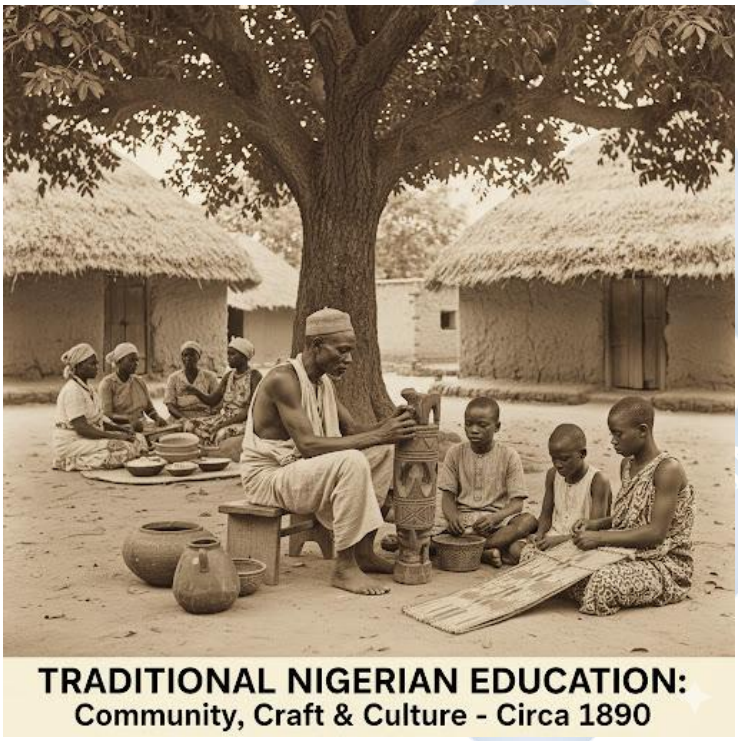
1. Write a short essay comparing the resistance of the **Sokoto Caliphate** with that of the **Aro Confederacy**.
2. Draw a map of Nigeria and indicate the areas of Sokoto, Tiv land, and Arochukwu.
3. Research and prepare a one-page note on how **Igbo women later resisted colonial policies in 1929 (Aba Women's War)** as a follow-up.

PAWILLS CONSULTING

WEEK 4: EDUCATION IN COLONIAL NIGERIA

MEANING OF COLONIAL EDUCATION

- *Colonial education* refers to the type of education introduced by **European colonial masters**, especially the British, during their rule in Nigeria (19th–20th century).
- Before this, Nigerians had **traditional education** (learning from parents, elders, apprenticeship, farming, crafts, etc.).

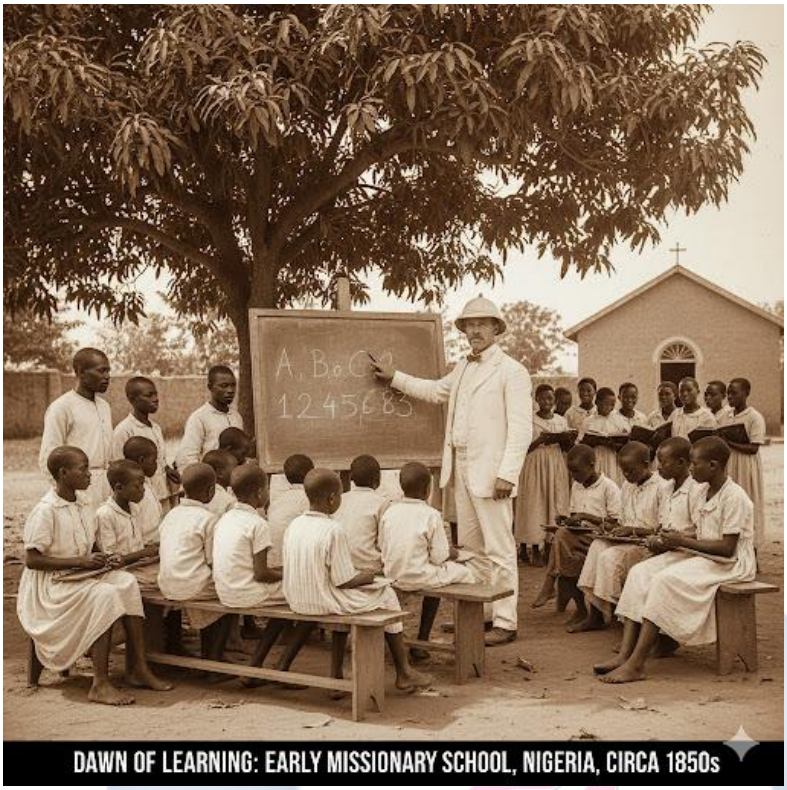


- When Europeans arrived, they brought **missionary and Western-style schools**.

MISSIONARY EDUCATION

- Missionaries (Christian church groups) were the first to introduce formal education in Nigeria.
- They believed schools would help them **spread Christianity**.

- The first mission schools were established in the mid-1800s.



Examples:

- The **Church Missionary Society (CMS)** opened schools in Badagry and Abeokuta.
- Roman Catholic Mission, Methodist Mission, and Baptist Mission also started schools.
- In these schools, pupils learned:
    - Reading, writing, arithmetic (the "3Rs")
    - Bible studies, hymns, and Christian morals
- Missionary schools were mostly built in the **South** (Yoruba and Igbo areas), because:
    - Missionaries had more access to the coast.
    - The North was mostly Muslim and resisted Christian schools.

WESTERN SCHOOLS AND GOVERNMENT INVOLVEMENT

- Later, the **British colonial government** joined in education.

- They set up schools to train clerks, interpreters, teachers, and messengers to help run colonial offices.
- Examples:
    - **CMS Grammar School, Lagos** (founded in 1859 by Rev. Thomas Babington Macaulay) – first secondary school in Nigeria.
    - **Hope Waddell Training Institute, Calabar** – focused on skills like carpentry, agriculture, printing.
    - **King's College, Lagos** (1909) – prepared students for higher education and government jobs.
- The government also introduced **Education Ordinances** (laws) to regulate and supervise schools (e.g., 1882, 1887, 1916 ordinances).

EFFECTS OF COLONIAL EDUCATION

Positive Effects

- Nigerians gained literacy (reading and writing in English).
- It produced the first generation of **African elites** (educated Nigerians) like Herbert Macaulay, Nnamdi Azikiwe, Obafemi Awolowo, and Ahmadu Bello.
- It created jobs in the colonial civil service.
- It gave rise to newspapers and political awareness.
- It prepared the ground for **nationalism and the struggle for independence**.

Negative Effects

- Education was concentrated in the South, leading to **regional imbalance**.
- It focused on producing clerks and interpreters, not scientists or engineers.
- It weakened Nigerian traditional values by promoting Western culture.

- The North lagged behind in education due to resistance to Western schools.

SUMMARY

- Missionaries introduced schools mainly to spread Christianity.
- The colonial government later supported education to train workers for administration.
- Colonial education had both positive and negative effects: it created educated Nigerians but also caused imbalances and cultural disruption.

EVALUATION

1. What is colonial education?
2. Who first introduced formal education in Nigeria?
3. Mention three subjects taught in missionary schools.
4. Name two early secondary schools in colonial Nigeria.
5. State two positive and two negative effects of colonial education.
6. Why was Western education less developed in Northern Nigeria?

ASSIGNMENT

1. Write short notes on any two of these schools: **CMS Grammar School**, **Hope Waddell Training Institute**, **King's College Lagos**.
2. Draw a table comparing **traditional Nigerian education** and **colonial/Western education** (at least 3 points each).
3. Research and write about one Nigerian nationalist leader who benefitted from colonial education and how it helped him fight for independence.

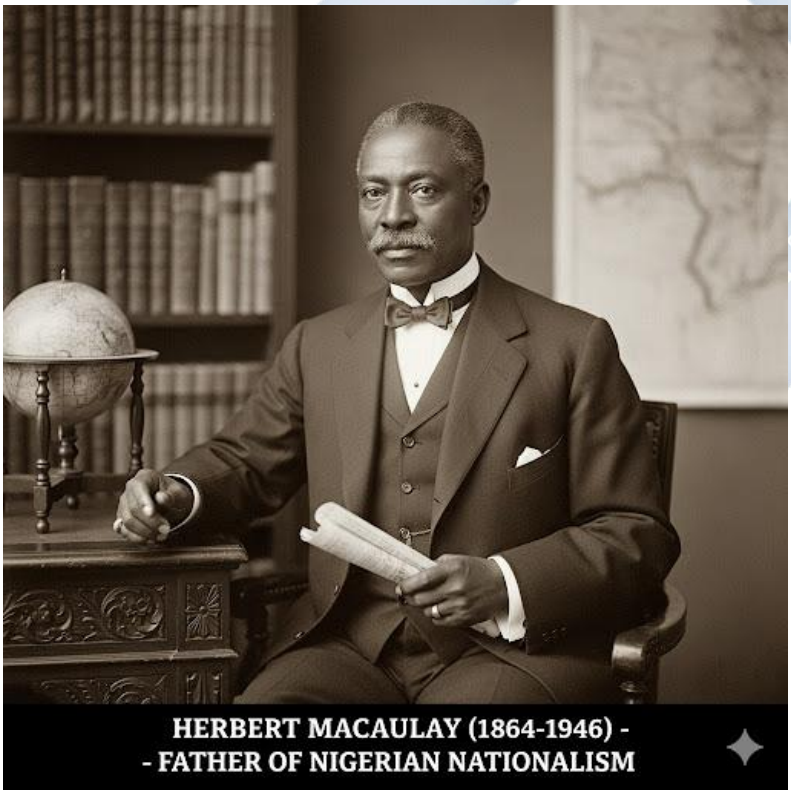
WEEK 6: NATIONALISM IN NIGERIA I

MEANING OF NATIONALISM

- *Nationalism* is the love for one's country and the desire for self-rule and independence.
- In Nigerian history, nationalism refers to the **struggles by Nigerians to gain freedom from British colonial rule**.
- It began gradually with educated elites and grew stronger after World War I and II.

EARLY NATIONALIST LEADERS IN NIGERIA

a. Herbert Macaulay (1864–1946)



- Known as the **"Father of Nigerian Nationalism."**
- He was a civil engineer, politician, journalist, and musician.

- He founded the **Nigerian National Democratic Party (NNDP)** in 1923, the first political party in Nigeria.
- He used newspapers to criticize British policies that exploited Nigerians.
- He fought for the rights of Lagos citizens and opposed unfair taxation and land policies.
- Macaulay mentored many younger leaders who continued the independence struggle.

Case Study Story:
Herbert Macaulay often attended colonial government meetings. When he noticed unfair policies, he boldly stood up to challenge the British. Through his Lagos Daily News, he wrote articles exposing corruption and defending the rights of Nigerians.

b. Dr. Nnamdi Azikiwe (1904–1996)

- Popularly called **"Zik of Africa."**
- He was a journalist, writer, and politician.
- Founded the **West African Pilot newspaper** in 1937 to promote nationalism.
- Co-founded the **National Council of Nigeria and the Cameroons (NCNC)** in 1944 with Herbert Macaulay.
- He inspired Nigerians with his speeches and writings about freedom, unity, and African pride.
- After independence in 1960, he became Nigeria's **first President** (1963–1966).

Case Study Story:
Azikiwe's West African Pilot newspaper carried the bold headline: *"Show the Light and the People Will Find the Way."* This inspired ordinary Nigerians to believe in freedom and unity against colonial rule.

CONTRIBUTIONS OF EARLY NATIONALIST LEADERS

- Spread political awareness through newspapers, pamphlets, and speeches.
- Formed political parties and organizations that demanded self-government.
- Fought against racial discrimination, unfair taxes, and exploitation.
- Prepared the way for later nationalist leaders (like Obafemi Awolowo and Ahmadu Bello).

IMPORTANCE OF EARLY NATIONALISM

- It awakened the spirit of freedom in Nigerians.
- It laid the foundation for **political parties** and democracy.
- It united different ethnic groups in the common struggle against colonial rule.
- It was the first stage of Nigeria's journey to independence.

EVALUATION

1. What is nationalism?
2. Who is regarded as the "Father of Nigerian Nationalism"?
3. State three contributions of Herbert Macaulay to Nigerian nationalism.
4. Mention the newspaper founded by Nnamdi Azikiwe.
5. What was the main aim of early nationalist leaders?
6. When was the NNDP formed?

ASSIGNMENT

1. Write short notes on the political contributions of Herbert Macaulay.
2. Collect a picture of Dr. Nnamdi Azikiwe and paste it in your notes with a caption about his role in Nigerian nationalism.

3. In a table, compare the roles of Herbert Macaulay and Nnamdi Azikiwe in Nigeria's nationalist movement.

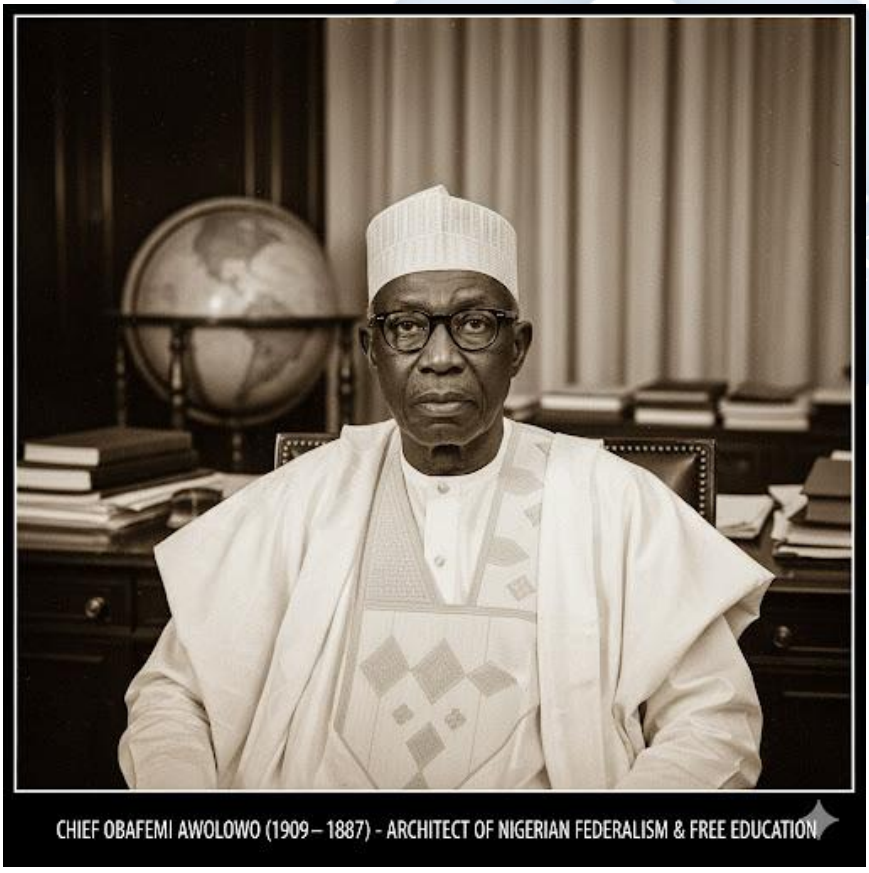
PAWILLS CONSULTING

WEEK 8: NATIONALISM IN NIGERIA II

INTRODUCTION

- By the 1940s, nationalism in Nigeria grew stronger with a new generation of leaders.
- These leaders were educated, bold, and determined to push Britain to grant independence.
- Among them were **Chief Obafemi Awolowo, Sir Ahmadu Bello, and Chief Anthony Enahoro**.

CHIEF OBAFEMI AWOLOWO (1909–1987)



- Awolowo was a lawyer, journalist, and politician from Western Nigeria.

- He founded the **Action Group (AG)** in 1951, a strong political party in the Western Region.
- He promoted **education for all** (free primary education in the West in 1955).
- He used his book *Path to Nigerian Freedom* (1947) to demand self-government.
- He believed in **federalism** – that Nigeria should be governed by regions to respect cultural differences.
- He became the **Premier of Western Region** (1954–1960) and later a national leader.

Case Study Story:

Awolowo's free education programme in the West made thousands of children attend school for the first time. This helped build a strong educated population that later contributed to Nigeria's development.

SIR AHMADU BELLO (1910–1966)



SIR AHMADU BELLO (1910—1966) - SARDAUNA OF SOKOTO
LEADER OF NORTHERN NIGERIA

- Known as the **Sardauna of Sokoto**, he was the leader of Northern Nigeria.
- He co-founded the **Northern People's Congress (NPC)**, the major political party in the North.
- He worked to modernize the North while preserving Islamic and cultural traditions.
- He supported gradual independence so the North could catch up with the South in education.
- He became the **Premier of Northern Nigeria** in 1954.
- Though he did not become Prime Minister, his influence shaped politics in Nigeria before and after independence.

Case Study Story:

Ahmadu Bello once said, *"We must develop the North in our own way, at our own pace."* This shows his desire to balance tradition with modernization.

CHIEF ANTHONY ENAHORO (1923–2010)

- Enahoro was a journalist, activist, and politician from Edo State.
- In **1953**, as a young member of parliament, he moved the famous motion for Nigeria's independence.
- His motion was: *"That this House accepts as a primary political objective the attainment of self-government for Nigeria in 1956."*
- Although independence did not happen in 1956 (due to disagreements), his action gave Nigerians hope and pushed the struggle forward.
- He later joined the Action Group and remained active in politics for decades.

Case Study Story:

When Enahoro moved the motion for independence in 1953, some Northern leaders opposed the 1956 date. This disagreement caused protests in Kano, but it also made the British realize Nigerians were serious about self-rule.

CONTRIBUTIONS OF LATER NATIONALIST LEADERS

- Awolowo: promoted federalism, free education, and political awareness in the West.
- Ahmadu Bello: defended Northern interests, encouraged gradual reforms, and strengthened regional politics.
- Enahoro: gave the independence movement a voice in parliament by moving the motion for self-government.

IMPORTANCE OF LATER NATIONALISM

- Brought Nigerians from different regions into politics.
- Paved the way for the **independence of Nigeria on 1st October 1960**.
- Showed that different leaders could work together for the same national goal.
- Encouraged unity despite regional, religious, and cultural differences.

EVALUATION

1. Who founded the Action Group in 1951?
2. What was the name of the political party co-founded by Ahmadu Bello?
3. In what year did Anthony Enahoro move the motion for independence?
4. State two contributions of Obafemi Awolowo to Nigerian nationalism.
5. Mention one reason why Ahmadu Bello wanted gradual independence.
6. Why was Enahoro's motion for 1956 independence rejected?

ASSIGNMENT

1. Write a short biography (half a page each) of **Obafemi Awolowo**, **Ahmadu Bello**, and **Anthony Enahoro**.
2. Draw a table showing the three leaders, their political parties, and their key contributions.
3. Collect any old newspaper headlines, articles, or textbook excerpts about Nigeria's independence struggle and paste them in your history notes.

PAWILLS CONSULTING

WEEK 9: NIGERIAN NEWSPAPERS AND NATIONALISM

INTRODUCTION

- The **press** (newspapers and journals) played a major role in the rise of nationalism in Nigeria.
- Newspapers spread information, exposed colonial injustices, and united Nigerians in the call for freedom.
- They gave nationalists a voice to challenge British rule and inspire ordinary people.

EARLY NIGERIAN NEWSPAPERS

- The first newspaper in Nigeria was **Iwe Irohin** (1859) founded by Rev. Henry Townsend in Abeokuta. It was mainly for Christian converts and literates.
- By the early 1900s, newspapers became tools for **political awareness**.
- Examples include:
    - **The Lagos Weekly Record** – criticized colonial government policies.
    - **The Nigerian Pioneer** – promoted nationalist discussions.

ROLE OF NEWSPAPERS IN NATIONALISM

a. Spreading Nationalist Ideas

- Newspapers carried articles, editorials, and letters demanding **self-government**.
- They educated Nigerians about their rights and the evils of colonialism.

b. Exposing Injustice

- They published stories on unfair taxation, land seizures, forced labour, and racial discrimination.

- This gave Nigerians courage to resist oppression.

c. Uniting Nigerians

- Newspapers circulated across regions, helping people in Lagos, Calabar, Enugu, Kano, and beyond to share common struggles.
- They created a **national consciousness** (sense of being Nigerians).

d. Producing Nationalist Leaders

- Many early nationalists were journalists who used newspapers as weapons for freedom.

IMPORTANT NEWSPAPERS AND EDITORS

- **Lagos Daily News** (1925) – Founded by Herbert Macaulay.
    - It criticized colonial rule and defended the rights of Lagosians.
- **West African Pilot** (1937) – Founded by Dr. Nnamdi Azikiwe.
    - Motto: *"Show the Light and the People Will Find the Way."*
    - It spread nationalist ideas widely and became the most influential paper of its time.
- **The Comet** – Promoted national unity and political reforms.
- **Daily Service** – Linked to Obafemi Awolowo's Action Group.
- **Nigerian Tribune** (1949) – Founded by Awolowo.
    - Strongly opposed colonial policies and campaigned for independence.

EFFECTS OF THE PRESS ON THE STRUGGLE FOR INDEPENDENCE

Positive Effects

- Created awareness about colonial exploitation.
- Encouraged Nigerians to join political parties.

- Gave leaders a platform to challenge colonial officials.
- Inspired unity among educated elites.
- Pushed Britain to grant constitutional reforms.

Negative Effects

- Sometimes worsened **regional and ethnic divisions**, as some newspapers supported specific parties or regions.
- Newspapers were censored or banned by colonial authorities, causing tension.

CASE STUDY: THE WEST AFRICAN PILOT

- Founded by **Nnamdi Azikiwe** in 1937.
- Read widely in Southern and Northern Nigeria.
- Published strong editorials demanding "Self-Government Now."
- Encouraged women, youth, and workers to join the struggle.
- Its bold articles inspired a generation of nationalists.

EVALUATION

1. What was the first newspaper in Nigeria, and who founded it?
2. Mention three ways newspapers contributed to Nigerian nationalism.
3. Name two newspapers founded by nationalist leaders.
4. Who founded the *West African Pilot* and what was its motto?
5. State two positive and one negative effect of newspapers in the independence struggle.
6. Why did the colonial government sometimes ban or censor newspapers?

RAWILLS CONSULTING

ASSIGNMENT

1. Draw a timeline showing the founding years of the following newspapers: **Iwe Irohin (1859), Lagos Daily News (1925), West African Pilot (1937), Nigerian Tribune (1949).**
2. Write a half-page essay on how the *West African Pilot* helped the independence struggle.
3. Collect and paste a picture of Nnamdi Azikiwe or Herbert Macaulay in your notes with a caption on their role in Nigerian newspapers.

PAWILLS CONSULTING

WEEK 10: ROAD TO INDEPENDENCE

INTRODUCTION

- The "Road to Independence" in Nigeria refers to the series of **constitutional changes** introduced by the British colonial government between 1922 and 1960.
- These constitutions gradually allowed Nigerians to participate in government, though real power remained with the British until independence in **1960**.
- Four important constitutions marked this journey: **Clifford (1922), Richards (1946), Macpherson (1951), and Lyttleton (1954).**

CLIFFORD CONSTITUTION (1922)

- Introduced after World War I by Governor **Sir Hugh Clifford**.
- **Main Features:**
    - Created a Legislative Council with **46 members** (27 officials, 19 unofficial).
    - For the first time, Nigerians could **elect representatives** into the Legislative Council (though only in Lagos and Calabar).
    - Encouraged the growth of **political associations and newspapers** (e.g., Herbert Macaulay's NNDP).
- **Weakness:** Limited franchise (only wealthy men in Lagos and Calabar could vote).

RICHARDS CONSTITUTION (1946)

- Introduced by Governor **Sir Arthur Richards**.
- **Main Features:**
    - Aimed to promote Nigerian unity while still protecting British interests.

- Created **Regional Councils** (North, West, East) and a **Central Legislative Council** in Lagos.
- Allowed some Nigerians to discuss regional matters.

- **Weakness:** Nigerians were not fully consulted, so many nationalists rejected it.

MACPHERSON CONSTITUTION (1951)

- Introduced by Governor **Sir John Macpherson** after wide consultation with Nigerians.
- **Main Features:**
  - Created **House of Representatives** at the central level.
  - Regional Houses of Assembly had more powers.
  - Allowed for the growth of **political parties** (e.g., NCNC, AG, NPC).
- **Weakness:** Regionalism increased as parties focused on their regions instead of Nigeria as a whole.

LYTTLETON CONSTITUTION (1954)

- Introduced by **Oliver Lyttleton**, the British Colonial Secretary.
- **Main Features:**
  - Made Nigeria a **federal system of government** with strong regions (North, West, East, and later Mid-West).
  - Regional governments had their own premiers and controlled many affairs.
  - Central government handled defense, foreign affairs, and trade.
- **Importance:**
  - Laid the foundation for independence.

- Nigerian leaders began to hold top positions in government.

SIGNIFICANCE OF THE CONSTITUTIONS

- Step-by-step transfer of power from Britain to Nigerians.
- Allowed the rise of political leaders like Nnamdi Azikiwe, Obafemi Awolowo, Ahmadu Bello, and Tafawa Balewa.
- Helped Nigeria prepare for self-rule, leading to independence in **1960**.

EVALUATION

1. Who introduced the Clifford Constitution, and in what year?
2. Mention two features of the Richards Constitution.
3. State one advantage and one weakness of the Macpherson Constitution.
4. Which constitution introduced federalism in Nigeria?
5. Why were nationalists unhappy with the Richards Constitution?
6. Which constitution first allowed Nigerians to elect representatives?

ASSIGNMENT

1. Draw a table comparing the **Clifford, Richards, Macpherson, and Lyttleton constitutions** (year, governor, key features, and weaknesses).
2. Write a short essay on how constitutional changes prepared Nigeria for independence.
3. Collect a picture of one nationalist leader (e.g., Nnamdi Azikiwe, Awolowo, Ahmadu Bello, Herbert Macaulay) and write two sentences on their role in the struggle for independence.