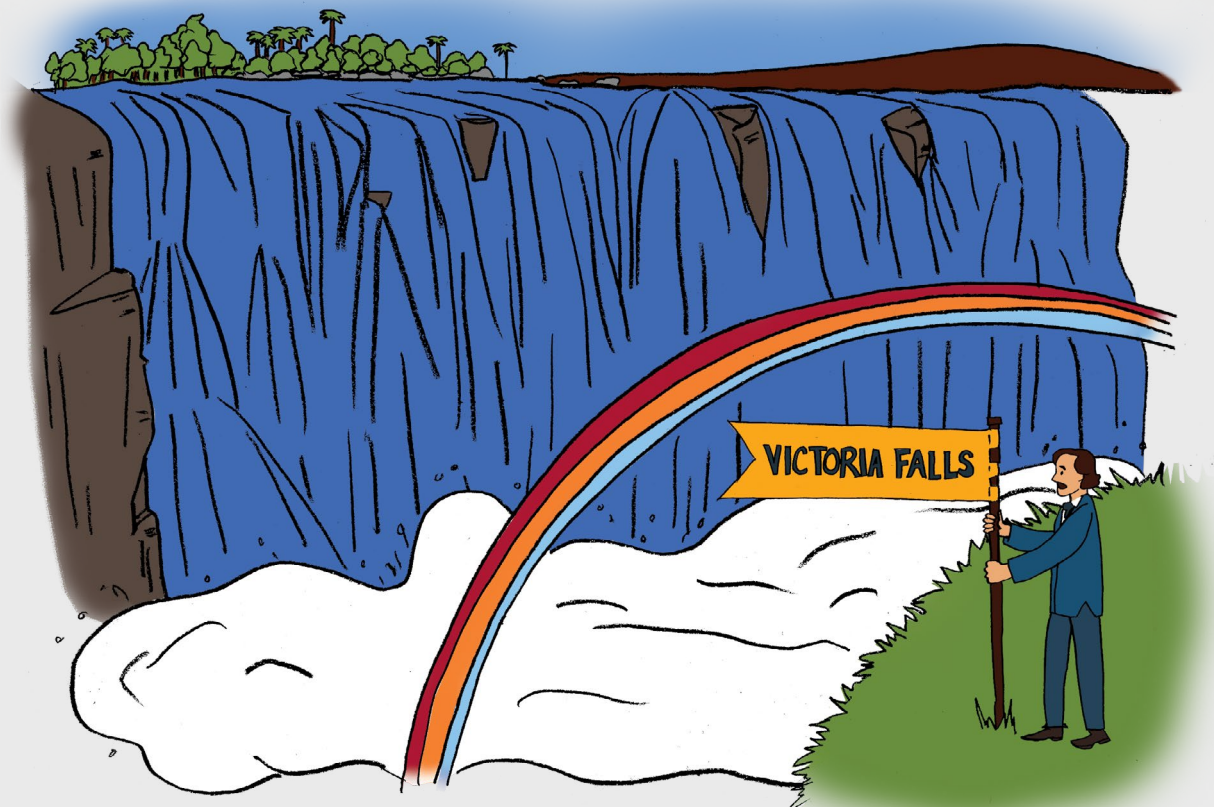


INTRODUCING THE LEARNING



TEACHER BACKGROUND NOTES

David Livingstone was born in Blantyre in 1813. As a young boy, he loved exploring his local area around Blantyre and the River Clyde. David originally went to Africa to be a missionary and sought to convert local people to Christianity. However, it was David's love of exploration that eventually made him famous. He embarked on three expeditions across the African continent – the Trans-Africa Expedition, the Zambezi Expedition and the Nile Expedition. Each journey had its successes and failures.

David arrived in Cape Town in 1841. In 1844, he was attacked by a lion at Mabotsa, while working with other missionaries to set up a new mission station. Luckily his life was saved by local people, including Mebalwe Mohalebangwe, who shot the lion before it could do any more damage. In 1845, He married Mary Moffat, the daughter of fellow Scottish missionary Robert Moffat, in Kuruman. In 1848, David and Mary and their growing family moved to set up a new mission station in Kolobeng, where he converted Chief Sechele of the BaKwena people to Christianity. By 1852, David and Mary had five children. Together they travelled around Southern and Central Africa, crossing the Kalahari Desert and visiting Lake Ngami with William Cotton Oswell. After deciding to dedicate the next few years to exploring further afield, David and Mary later decided that Mary and their children should return to Britain.

Setting off on the Trans-African Expedition, David and his hired crew left from Linyanti in 1853. He soon met Chief Sekeletu of the Kololo people who agreed to allow David to sell sought-after trade goods on his behalf. Some of Sekeletu's people accompanied David. They reached Luanda on the West Coast in 1854 and saw Mosi-Oa-Tunya ['The Smoke That Thunders'] for the first time in 1855. David wrote home about the beauty of these waterfalls and renamed them Victoria Falls, in honour of Queen Victoria. After a long and difficult journey on



David Livingstone
Photograph by the London Stereoscopic & Photographic Company.
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the uncharted rivers and land of Southern Africa, David and his crew arrived in Quelimane on the East Coast in 1856. At the end of the Expedition, David returned to Britain a celebrity. He wrote a bestselling book about his adventures, which made him even more famous.

David returned to Africa to start the Zambezi Expedition in 1858 with Mary, a new crew and a new boat named Ma-Robert (meaning mother of Robert in Kololo), in honour of his wife. Realising she was pregnant, Mary soon left the expedition. David, who had travelled along the Zambezi River before, believed it would be a useful trade route so set out to map it. However, on the Trans-Africa Expedition he had taken a shortcut during which he missed the Cahora Bassa rapids. The rapids turned out to be so dangerous that David and his team decided to look for other routes along the river, taking a detour around Lake Nyassa (now Lake Malawi). David soon realised the area had been taken over by traders of enslaved people. These traders were not only cruel to their captives, but they were also ruthless towards anyone who got in their way. Later in the expedition, Mary had re-joined David but she, along with many other members of the team, got very ill with fever. David was heartbroken when Mary died in 1862.

David returned to Britain once again in 1863. Although many people blamed him for the failure of the Zambezi Expedition and the deaths of the crew along the way David was determined to return to

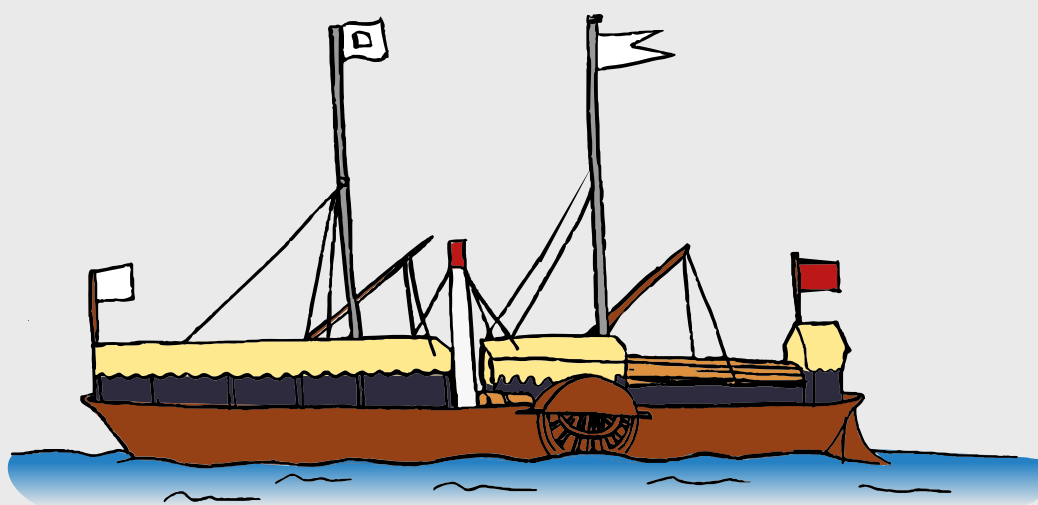
Africa. In 1866, he began his last expedition, this time to find the source of the Nile River and report back to the British government about the East African slave trade. The crew of this expedition also faced a lot of problems. David quickly ran out of money, food and supplies. Facing starvation, he accepted help from slave traders. In increasingly difficult circumstances, all but three crew members quit their jobs leaving David, Abdullah Susi, James Chuma and Edward Gardener to carry the expedition supplies alone. David later became very ill and had to be carried to Ujiji to rest and recover. By this time, no one in Britain had heard from David in over four years as his letters got lost or intercepted by slave traders who knew David was reporting back to the British government about their activities. Rumours started to spread that David had died or been killed.

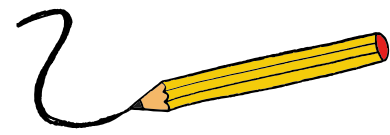


Selim Hishmeh
© David Livingstone Trust

Livingstone was so famous that the New York Herald commissioned journalist Henry Morton Stanley to find him and secure a worldwide scoop. Stanley's large expedition crew included his translator Selim Hishmeh who was fluent in Arabic and Swahili, and Sidi Mubarak Bombay, who became the most widely travelled man in Africa, having travelled 9600 kilometres during his lifetime (mostly on foot!). Stanley found David alive in Ujiji in 1871, and after replenishing David's supplies, he left to write about finding David for the New York Herald. By 1873, David was so gravely ill that he couldn't even walk. David's dedicated crew carried him to Chief Chitambo's village at Ilala where he died in 1873. His body was then transported back to the East African coast by the remaining members of his crew, including Susi, Chuma and Jacob Wainwright, then on to Britain, where he was buried in Westminster Abbey.

David spent most of his adult life working and exploring in Africa, but he was not alone. Europeans, from Portugal, Spain, the Netherlands, France and Britain, and Arab explorers had been seizing African land for centuries. Europeans mapped, settled and renamed regions, which were later divided into countries, which were then absorbed into their countries' international empires. Access to Africa's vast natural resources and strategic position was a driving force for this colonial activity. However, widely held racist beliefs were also a factor. Many Europeans did not take the time to learn about, or understand, the many different cultures, languages, customs or beliefs of the African people and believed that anyone who lived differently were inferior and needed to change. David's more open-minded and respectful attitude to the people he met in Southern and Central Africa set him apart from many of his peers.





ACTIVITY 1

WHERE DID DAVID GO IN AFRICA?

To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world. SOC 2–14a

TASK A

Put up posters around your classroom with the following words: a country, a continent, not sure, south of Europe, north of Asia, between North and South America, more than fifty, more than twenty, more than one hundred. Stand beneath the one in response to the following questions:

What is Africa?

If needed, explain Africa is a continent and make sure your learners understand what a continent is.

Where is Africa?

If needed, explain that we'll be finding out on a map shortly.

How many countries are in Africa?

Explain that we'll be finding out on a map next...

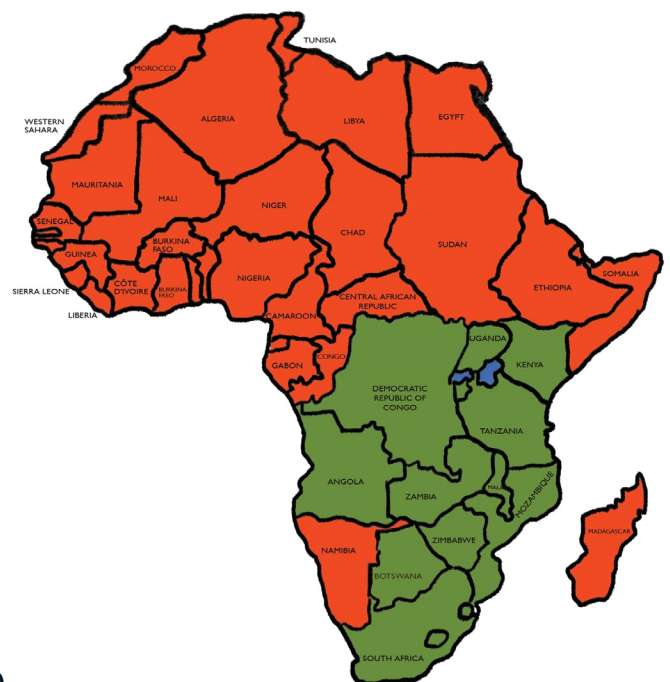
Locate Africa on a political globe or map of the world:

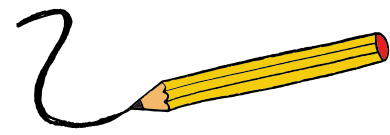
1. How many countries can you find within the continent of Africa? Is this more or less than the number of countries that make up Europe?
2. How long is the longest river in Africa? And in Europe?
3. How many people live in Africa? And in Europe?
4. How many people live in Blantyre, Malawi compared with Blantyre, Scotland?

TASK B

During the 19th century Africa was very different to how it is today. David travelled through the territories where community groups like the BaKwena and the Kololo lived, and in areas of the continent where nomadic groups travelled through. Britain exerted its political and economic dominance by oppressing people and exploiting resources. The 'Scramble for Africa' involved the division of the African continent in over 50 countries, but David's travels were before this happened. By mapping David's travels on a modern map of Africa, we know that he travelled through 14 different countries in Southern, Eastern and Central Africa (also known as sub-Saharan Africa).

Look at the timeline at the start of this resource. Using a search engine, can you research on the internet to find out which 14 countries David visited? Add pins/coloured dots onto a map of Africa to show which countries you think David travelled through based on the descriptions in his timeline.





ACTIVITY 2

WHAT MIGHT WE SEE IN A COUNTRY IN AFRICA?

By comparing the lifestyle and culture of citizens in another country with those of Scotland, I can discuss the similarities and differences. SOC 2–19a

TASK A

In groups, discuss what you think you might see if you were to visit some of the countries David went to. Draw or write these on the inside of a blank outline of the continent of Africa. On the outside of the continent, draw or write all the different ways you might have gained your existing ideas – internet, TV, films, books, music, people you know, etc.

Then using a green pen, circle the ideas that you think are positive things and with a red pen circle those which you think are negative things.

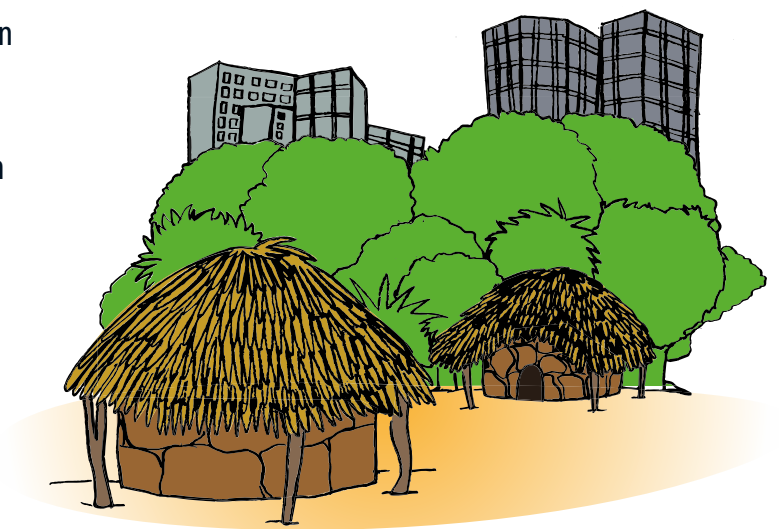
Before David went to Sub-Saharan Africa he had some ideas about what it would be like from pictures he had seen and stories he had heard, for example from fellow missionaries and from talks by abolitionists he attended. Some of these ideas turned out to be true and some turned out to be false (many of the stories he heard and pictures he saw would have been full of racial stereotypes which came from racist ideas and which supported Britain's colonial project). He soon realised that Africa was a big, diverse place and there was much to learn about this huge continent. When someone only knows a little bit of information this can create a stereotype. **Look again at your negative things – are these true for all the people in the continent of Africa?** If you don't know for sure, then your idea is likely to be a stereotype. Unfortunately, we might hear more negative stereotypes about the continent of Africa than positive stories, so we are heavily influenced by these. Have a look at some of the common myths written here by children from Uganda: <http://www.kidsclubkampala.org/blog/debunking-current-myths>

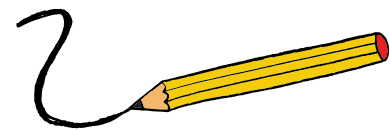
TASK B

One stereotype that people have is that everyone in Africa lives in a mud hut. This is not true! You can find skyscrapers in the metropolitan cities of Africa. And for those who do live in mud huts, many are proud and don't see this as something negative, as they can be incredibly beautiful, durable, sustainable (this type of architecture uses locally-sourced materials, such as animal dung, which makes it cooler, and it also suits nomadic lifestyles), and those living there wouldn't necessarily want to live anywhere else.

Explore the similarities and differences between houses here in Scotland, and houses in Malawi using the activities described here:

<https://scotdec.org.uk/resources/failte-malawi/>





ACTIVITY 3

WHY WAS DAVID SO INTERESTED IN AFRICA?

I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence. SOC 2–06a

I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights. RME 2-02b

TASK A

David was one of many people that set sail around the world from Britain during Victorian times to explore. Some were exploring for personal interest and the fame which came with discovering ('discovery' was a Victorian notion of being the first European to see something) landmarks, some to spread their religious beliefs, some for a sense of moral duty and to help 'civilise' the world (this wish to 'civilise' is tightly linked to the idea of racial stereotyping previously mentioned). Many were also part of setting up colonies. Colonialism was an activity supported by the British government to expand the British Empire and meant that British people lived in places where they ruled over local people, sending crops, minerals and other goods back to the UK and extending Britain's power and wealth. Britain ruled over a quarter of the world's population during the Victorian times of Empire building, from the wilderness of the Arctic, to the sands of Arabia, and the islands of the Caribbean.

One of David's most famous 'discoveries' was the Victoria Falls. David was the first person from Europe to see and write home about this great waterfall. The local people knew it as 'Mosi-Oa-Tunya' which means 'the smoke that thunders' in the Lozi and Kololo languages spoken in Zambia. However, David decided to rename it the Victoria Falls in honour of Queen Victoria.

'Victoria Falls should be known as Mosi-Oa-Tunya on maps and tourism guides'

Do you agree or disagree with this statement?

Stand along a continuum in your classroom to share your opinion. **Who has the right to name a natural landmark? Imagine someone came to Scotland and renamed Loch Lomond or Ben Nevis after their king or queen...how would the people of Scotland feel about this?**



Illustration of Victoria Falls

© David Livingstone Trust

TASK B

It was common for British explorers to name landmarks across the world after Victoria as a sign of respect for their queen and as a symbol of dominance of the British Empire. **Can you find the names of others?** Here are some clues to a few famous ones:

A high place in Hong Kong

A dry place in Australia

A wet place in Kenya

When countries fought for and regained their independence from the British and other empires many places reverted back to their original names or were given new names by local people.

TAKING IT FURTHER

How far did the British Empire extend? And are there any effects that are still felt today? Watch the following video clip from the BBC: <https://www.bbc.com/teach/class-clips-video/gcse-history-why-does-the-british-empire-matter/zvdw2sg>



Map of Livingstone's Trans-African travel route

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