

GENDER INEQUALITY



TEACHER BACKGROUND NOTES

In the Victorian era when David began exploring, ideas about the roles of men and women in Britain were very different to those in Southern Africa. In Victorian Britain women were treated unequally to men. The ideal place for a woman was believed to be the private sphere of the home, where she was responsible for housekeeping, cooking, cleaning and raising children. Working class women however, had no choice but to work in factories or in the domestic service of richer families. Men, like David, worked and provided food for their families. On the whole, men held the positions of authority and power in society.

Unlike in Britain, the wives of missionaries stationed abroad played a much more active role in public.

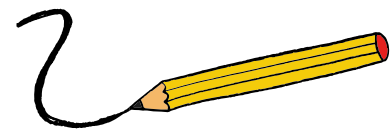
Mary Livingstone, David's wife, played an important role in David's life. Whilst she was a mother and wife, she was also a diplomat, explorer, teacher and linguist. However, during this time women were often excluded from historical narratives due to beliefs around gender roles and stereotypes of women and men's roles within society.

In Southern Africa, David encountered women who were in positions of political power like Chief Manenko. Throughout Africa women were spiritual leaders, chiefs and warriors. These were very different to the roles of women in Britain at the time, as the women David encountered often did the same jobs and tasks as men. He wrote about these encounters, describing his thoughts and what he had seen in his writing.



Ivory Lip Ring

© David Livingstone Trust



ACTIVITY 1

WOMEN IN THE MILL

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

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 gather and use information about forms of discrimination against people in societies and consider the impact this has on people's lives. SOC 2–16b

Working class women often worked in factories, textiles or domestic services. However, women were often excluded from census records because their wages were thought of as secondary earnings to men's wages. Wages were often low, conditions were bad and working days were extremely long for both men and women working in the mills. Some women worked on the machines alongside men, but did not tend to do tasks that involved heavy lifting.

TASK A

During the Victorian era, in the late 19th century, women began to campaign for equal rights to men, shorter work days and higher pay. Design a slogan and a placard for a female mill worker to hold protesting her working conditions.

TASK B

What does gender inequality mean to you? Try out some of the activities from the following learning resources:

<https://www.oxfam.org.uk/education/resources/international-womens-day>

<https://www.actionaid.org.uk/school-resources/resource/what-is-inequality-gender>

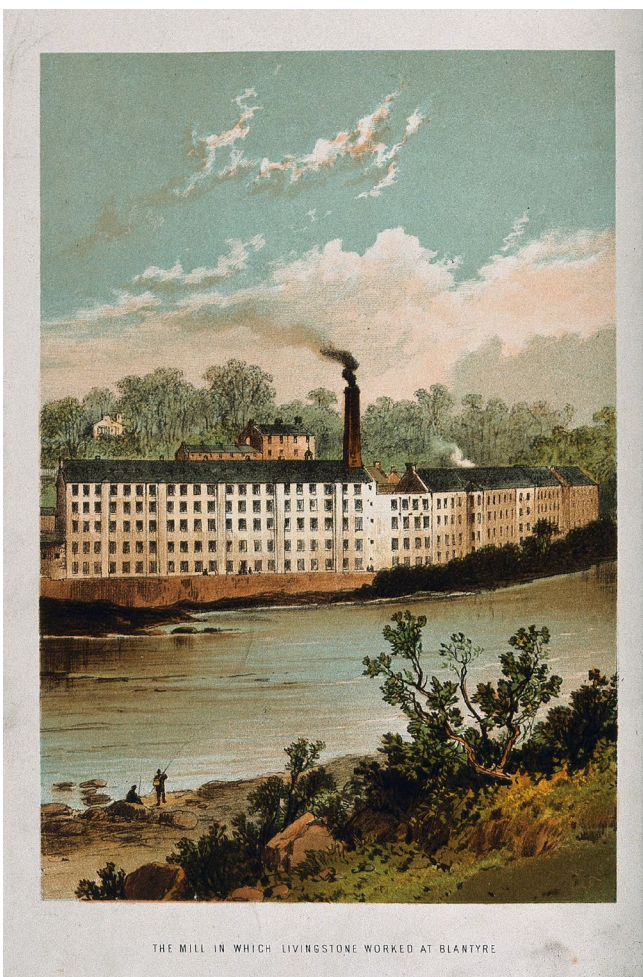
TASK C

What does the gender equality ratio look like from where YOU stand? Watch Emma Watson talk about her new project for Global Goal 5: Gender Equality here

<https://www.youtube.com/watch?v=WkKZYF1jXrs>

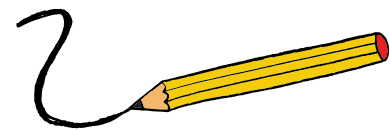
In pairs, have a go at completing the #FromWhereIStand survey. Submit your survey results and help build the interactive global map! <https://worldslargestlesson.globalgoals.org/resource/from-where-i-stand/>

(You can print out the survey information for learners from Appendix 3 and 4 here, with instructions on Appendix 5 <http://cdn.worldslargestlesson.globalgoals.org/2016/07/Final-Gender-Equality-Lesson-Plan-1.pdf>)



THE MILL IN WHICH LIVINGSTONE WORKED AT BLANTYRE

The spinning mill where David Livingstone worked, Blantyre, Scotland. Lithograph. Wellcome Collection. Attribution 4.0 International (CC BY 4.0)



ACTIVITY 2

MARY: THE MISSIONARY, EXPLORER AND DIPLOMAT

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

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 gather and use information about forms of discrimination against people in societies and consider the impact this has on people's lives. SOC 2–16b

David's wife Mary was born in Griquatown, in the Northern Cape province of modern-day South Africa before moving further north to Kuruman. She was brought up there and was the eldest daughter of two well-known missionaries, Robert and Mary Moffat. Mary briefly moved to Cape Town to complete her teacher training before moving back to teach in a school in Kuruman.

Mary met David and married, settling for a while in Kolobeng. Here she taught local children and did many domestic tasks like washing, scrubbing and milling maize for porridge. However, Mary was also the first

white woman to cross the Kalahari and to reach the Chobe river. She joined David on many expeditions (even while pregnant) to help with diplomatic matters due to her ability to speak Tswana and status as the daughter of Robert Moffat, who was well known and respected by local rulers. Mary was key in helping David navigate these regions and negotiate with community groups, teaching local women and children.

TASK A

Use a sheet of A4 paper and split it into three columns. Discuss in small groups the following headings and draw pictures to illustrate your ideas.

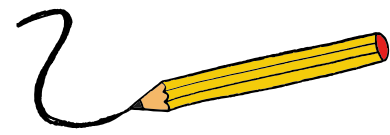


Livingstone Family at Lake Ngami
David Livingstone Trust

WHAT WERE WOMEN'S ROLES CONSIDERED TO BE IN VICTORIAN BRITAIN?

WHAT ROLES DID MARY CARRY OUT?

HOW IS BEING A WOMAN DIFFERENT TODAY?



ACTIVITY 3

MANENKO

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

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 gather and use information about forms of discrimination against people in societies and consider the impact this has on people's lives. SOC 2–16b

In 1853 David wrote the following extract when he was in modern-day Western Zambia in Africa:

'The arrival of Manenko herself on the scene threw so much weight into the scale on their side that I was forced to yield the point. Manenko was a tall, strapping woman about twenty, distinguished by a profusion of ornaments and medicines hung round her person; the latter are supposed to act as charms. Her body was smeared all over with a mixture of fat and red ochre, as a protection against the weather; a necessary precaution, for, like most of the Balonda ladies, she was otherwise in a state of frightful nudity. This was not from want of clothing, for, being a chief, she might have been as well clad as any of her subjects, but from her peculiar ideas of elegance in dress'

He writes about Manenko in 1854:

'Manenko was accompanied by her husband and her drummer; the latter continued to thump most vigorously until a heavy, drizzling mist set in and compelled him to desist.... Being on ox-back, I kept pretty close to our leader, and asked her why she did not clothe herself during the rain, and learned that it is not considered proper for a chief to appear effeminate. He or she must always wear the appearance of robust youth, and bear vicissitudes without wincing. My men, in admiration of her pedestrian powers, every now and then remarked, "Manenko is a soldier".

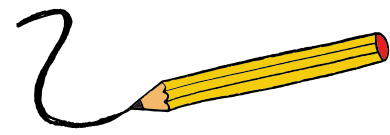
CRITICAL THINKING ACTIVITY

- 1. Imagine you are David. What might you think about Manenko?**
- 2. Imagine you are Manenko. What might you think about David?**
- 3. Chat with your friends and reflect on gender in Zambia (at the time David was there) compared to gender in Victorian Britain**

To this day, Scotland has strong links with other African countries David visited, like Zambia and Malawi through the Scotland Zambia Partnership and the Scotland Malawi Partnership. You could research gender in Zambia or Malawi today to see what has changed over time!

<https://www.scotland-malawipartnership.org/areas-of-partnership/gender/>

<https://www.scozap.org.uk/>



ACTIVITY 4

MARY'S STRENGTH

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

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 gather and use information about forms of discrimination against people in societies and consider the impact this has on people's lives. SOC 2–16b

David's success was also because of his wife Mary's involvement on his expeditions. Mary knew many African languages and knew the customs and traditions of the community groups who lived in southern Africa.

Mary travelled with David and their three children back across the Kalahari desert at seven months pregnant. They were exhausted, tired and hungry. This led to Mary having a stroke and her baby sadly passed away a few weeks after birth. Despite her poor health, Mary went with David on a longer trek the following year with their family, angering her mother.

Although Mary's story is not as famous as David's, she played a huge role and showed undeniable strength throughout her family's travels.

TASK A

What questions would you ask Mary if you could go back in time? Take turns to hotseat being Mary. How might she be feeling?

TASK B

Imagine you are Mary on one of these expeditions writing home to her mother. Write how you are feeling and what your daily routine is like. **What questions would you ask your mother about home?** Swap with a partner and play the part of Mary's mother, responding to their letter as Mary. Consider how you would be feeling about Mary's misfortune if you were her Mum!

TASK C

Watch this video about the youngest ever Nobel Peace Prize winner, Malala Yousafzai: <https://www.youtube.com/watch?v=FnloKzEAX7o> **Why is she an inspiration?**

As a class, use Survey Monkey or Google Forms to design a survey to gather data about who your classmates think are inspiring girls or women. These could be people you know, or people you've never met but know about because you've seen them on TV or the internet.

What is it that inspires you about them?