

CONSERVATION

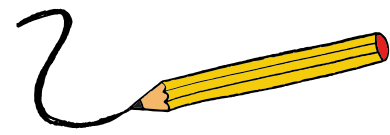


TEACHER BACKGROUND NOTES

David saw lots of new and wonderful things in Africa, including animals such as elephants, lions, giraffes, zebras, cheetahs, rhinos, hippos, monkeys, and many more. He was fascinated by these animals and watched them for hours. He wrote long descriptions about their appearance and behaviour, and drew pictures of them. Sometimes the animals were friendly but at times David had to be careful because they could be aggressive. He learnt just how dangerous animals could be when he was attacked by a lion. But some of the most dangerous creatures are also the smallest and David always had to be on the lookout for buzzing insects and poisonous animals.

When people around the world began to hear of David's stories of African animals, many followed in his footsteps to see them themselves. However, some people went to Africa to hunt these great animals and take their carcasses home as trophies. Hunting is still a problem today and many animals are also in danger because their homes are being destroyed. However, many organisations are working to protect Southern Africa's wildlife for future generations.





ACTIVITY 1

FISHY STUDY

I can identify and classify examples of living things, past and present, to help me appreciate their diversity. I can relate physical and behavioural characteristics to their survival or extinction. SCN 2-01a

As a young boy David enjoyed fishing in the River Clyde. Later in life, when he became an explorer, David made detailed scientific notes and drawings of the aquatic scenes of rivers, plants and animals. Part of this work involved catching fish and studying them in detail. Below is David's drawing of a sanjika, a type of fish which his friend John Kirk (a botanist and naturalist) recorded at Lake Nyasa.

TASK A

Identify the nearest river to your school and see if you can find out what kind of fish live there. You could even ask a local fisher to guide you on a visit to the river and to show you some fish.

TASK B

Now see if your class has what it takes to look after a fish. You could adopt a fish from a local animal shelter or adopt a brown trout from Clyde in the Classroom www.clydeintheclassroom.com

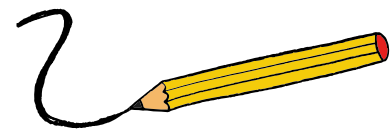
Create a study about the fish with detailed drawings and information. Here are some questions to get you started:

1. What kind of water does your fish live in?
2. What food does it eat?
3. How long is the fish?
4. What colour is the fish?

Have a look at what's happening to ensure the Clyde is clean and healthy: <https://www.keepsotlandbeautiful.org/upstreambattle/>



Observations Concerning Lake Nyasa Including a Pencil Sketch of a Fish Called a Sanjika
© National Library of Scotland



ACTIVITY 2

LION ATTACK!

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama.

EXA 2–13a

Read the following account of the Lion Attack, adapted from David's original.

HOTSEATING: Prepare questions to ask characters from the story – these could include David, Mebalwe Mohelabangwe, the villagers – even the Lion!

'It is well known that if one of a troop of lions is killed, the others take the hint and leave that part of the country. So, the next time the herds were attacked, I went with the people to kill one of the lions in the hope that the whole pride would leave the area.

We found the lions on a small hill about a quarter of a mile in length, and covered with trees. A circle of men was formed round it, and they gradually closed in, climbing higher up the hill towards the lions. Being down below on the plain with a native schoolmaster, named Mebalwe, a most excellent man, I saw one of the lions sitting on a piece of rock within the now closed circle of men. Mebalwe fired at him before I could, and the ball struck the rock on which the animal was sitting.

The lion bit at the rock where the balls bounced, as a dog does at a stick or stone thrown at him. Then the lion



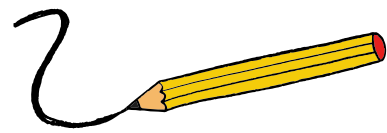
David Livingstone attacked by a lion (from 'Missionary Travels').

© David Livingstone Trust

leapt up, broke through the opening circle and escaped unhurt. The men were afraid to attack him.. When the circle was re-formed, we saw two other lions in it; but we were afraid to fire in case we should strike the men, and they allowed the beasts to burst through also. Seeing as we could not get them to kill one of the lions, we began walking toward the village.

However, around the hill I saw one of the beasts sitting on a piece of rock as before, but this time he had a little bush in front. Being about thirty yards off, I took a good aim at his body through the bush, and fired both barrels into it. The men then called out, "He is shot, he is shot!" Others cried, "He has been shot by another man too; let us go to him!" I did not see anyone else shoot at him, but I saw the lion's tail erected in anger behind the bush, and, turning to the people, said, "Stop a little, till I load again."

While I was loading bullets into my gun I heard a shout. Looking around, I saw the lion just in the act of springing upon me. I was kneeling and he caught my shoulder as he sprang, and we both came to the ground together. Growling horribly close to my ear, he shook me as a terrier dog does a rat. I was so shocked and surprised that there was no sense of pain nor feeling of terror. The Lion had one paw on the back of my head. I saw his eyes directed to Mebalwe, who was trying to shoot him at a distance of ten or fifteen yards. His gun, a flint one, missed fire in both barrels; the lion immediately left me, and, attacking Mebalwe, bit his thigh. Another man, whose life I had saved before, after he had been tossed by a buffalo, attempted to spear the lion while he was biting Mebalwe. He left Mebalwe and caught this man by the shoulder, then fell down dead from his bullet wounds.'

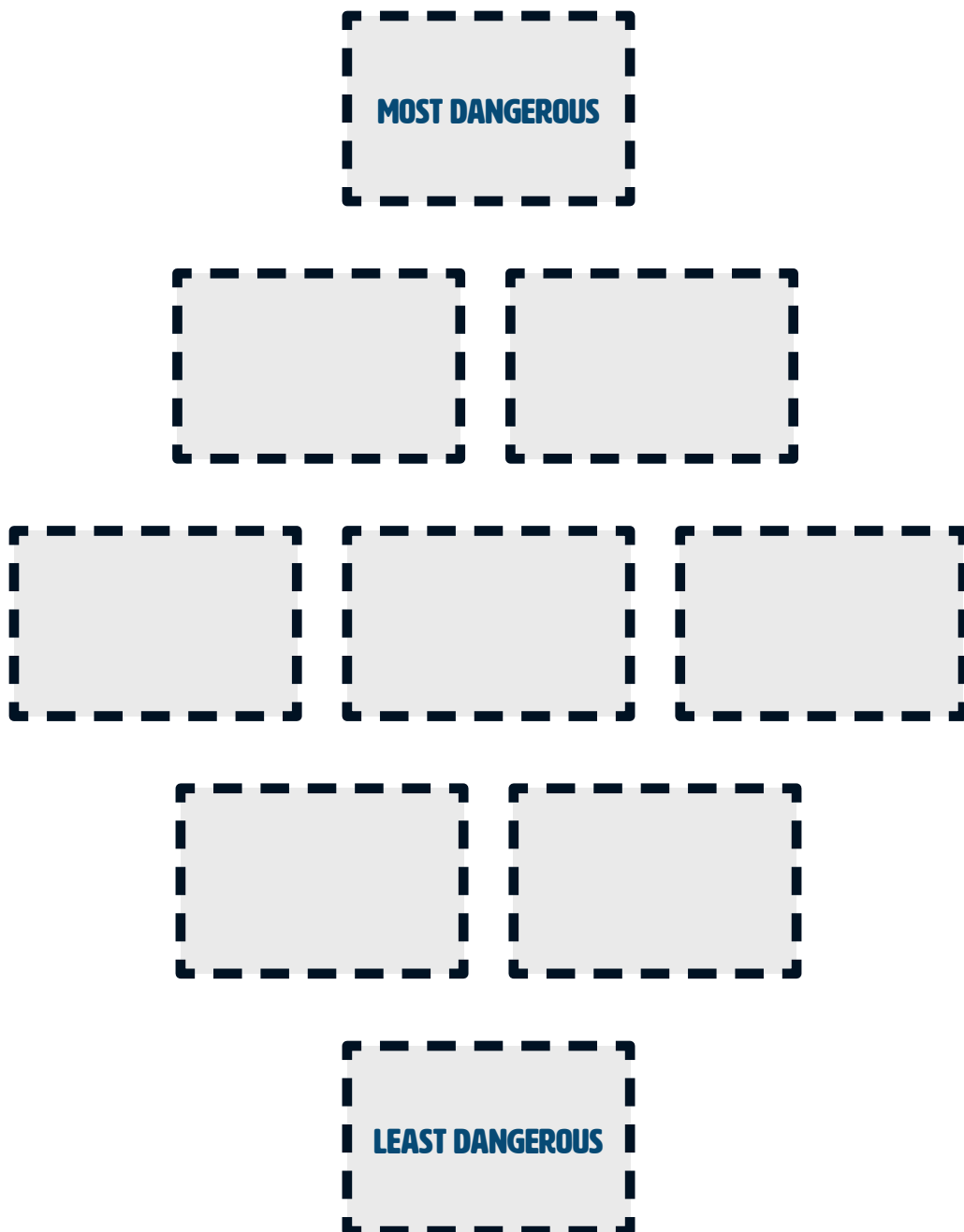


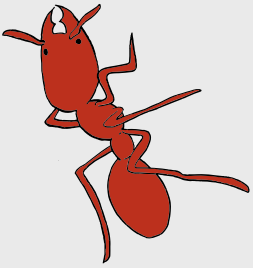
ACTIVITY 3

WHICH ANIMALS ARE THE MOST DANGEROUS?

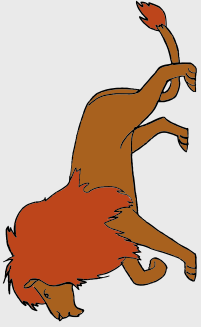
To help me develop an informed view, I can distinguish fact from opinion, and I am learning to recognise when my sources try to influence me and how useful these are. LIT 2–08a

In groups, arrange these cards in a diamond to rank them in order of how dangerous you think they are. Then research each animal in terms of number of deaths per year. How does it compare with your diamond?

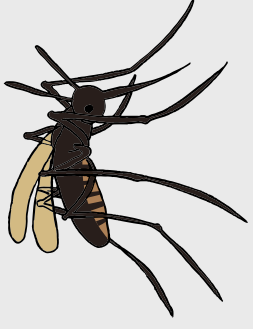




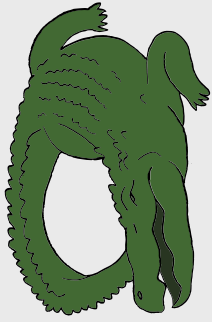
RED ANT



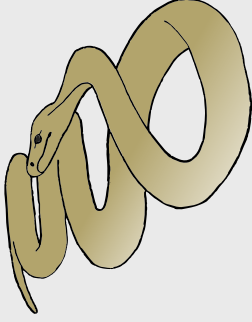
LION



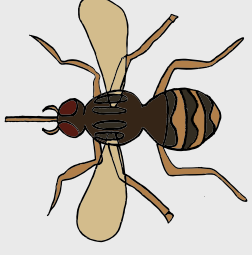
MOSQUITO



CROCODILE



BLACK MAMBA



TSETSE FLY



HUMAN



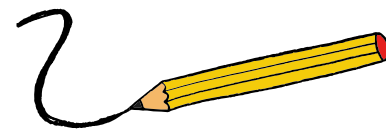
BUFFALO



HIPPOPOTAMUS

ACTIVITY 4

EXTINCTION



I can use my knowledge of the interactions and energy flow between plants and animals in ecosystems, food chains and webs. I have contributed to the design or conservation of a wildlife area. SCN 2–02a

David and his expedition party sometimes killed wild animals for food and clothing, but they only killed what they needed. In Victorian times hunting was very popular for sport, scientific research, to educate people about animals and animals were often collected as trophies. David was concerned about the impact trophy hunting would have on animal populations. When David was living at his mission station in Kolobeng he met some trophy hunters, including Roualeyn George Gordon-Cumming. He had also come from Scotland and was good friends with David.

David was concerned about the impact trophy hunting would have on the animal population: 'Mr. Cumming's book conveys a truthful idea of South African hunting. Two other gentlemen hunting in the same region destroyed in one season no fewer than seventy-eight rhinoceroses alone. Sportsmen, however, would not now find an equal number, for as guns are introduced among the tribes all these fine animals melt away like snow in spring. In the more remote districts, where fire-arms have not yet been introduced, with the single exception of the rhinoceros, the game is to be found in numbers much greater than Mr. Cumming ever saw.'

VICTORIAN HUNTING ATTITUDES

During Victorian times hunting was very popular among the wealthier classes. These people could afford to go to the Scottish Highlands to shoot deer, or even travel to faraway foreign places and shoot 'exotic' animals like lions and tigers. Below are some reasons why hunting was so popular:

SPORT The Victorians thought it was fun to chase and shoot animals.

SCIENTIFIC RESEARCH People wanted to find out about animals from all over the world.

EDUCATION Many animals were stuffed and put on display in British museums so that people who were not rich enough to travel to faraway places, such as Africa, could see and learn about exotic animals.

TROPHIES People liked to show how rich and brave they were by decorating their homes with dead animals from around the world. They would hang animal heads on their walls, make animal skins into rugs and even carve animal bone, horns and tusks into ornaments

CONSERVATION TODAY

Today, many animals are in danger of becoming extinct because too many animals have been hunted or their homes have been destroyed. There are many conservation projects worldwide that are working to protect endangered animals, in Scotland as well as in some of the countries that David travelled through.

What can you do to help?

Create a fact file about one endangered African animal. Find out why your chosen animal is endangered. Find out how many of your chosen animal are living in Africa today and whether this number is increasing or decreasing. Now you must do something to help protect your animal. You could sign a petition, create a campaign or organise a fundraising activity to donate money to a conservation charity.

TASK A

In David's time, and also today, elephants were hunted because of their tusks. Ivory is sought-after even though elephants are endangered. Look at the photo from the David Livingstone Birthplace museum collection showing two elephants being hunted. **Can you find at least 3 other animals that are endangered from being hunted over the centuries?**

Illegal poaching and trafficking of wildlife continues to hinder conservation efforts, with nearly 7,000 species of animals and plants reported in illegal trade involving 120 countries <https://sdgs.un.org/goals/goal15>

TASK B A CALL TO ACTION!

According to a World Wildlife Fund 2018 report there has been a 60% decline in the size of populations of mammals, birds, fish, reptiles, and amphibians in just over 40 years. This has been due to them being hunted and their habitats destroyed by humans. It is feared that species like rhinos and lions are going to be lost forever. There are many conservation projects in Africa working to protect endangered animals, but how can you help?

1. Create a fact-file about one endangered animal from Africa – for example, the African Rhino
2. Find out why it is endangered – for example 7,912 African Rhinos have been lost to poaching in 10 years.
3. A good place to look online is the Animal Fact Guide to get you started.
4. Take action as a global citizen now to try to help save your animal! Sign a petition, create campaign or organise a fundraising activity to donate money to a conservation charity!

If you want to find out more about conservation in Scotland, look at our reference list at the end of the resource.



Hunting elephants from 'Missionary Travels'
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