

Learning from Livingstone:



Classroom activities from David Livingstone Birthplace Museum through an anti-racist critical lens.



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Audience

Teachers and educators working with Third and Fourth Level or Senior Phase (Secondary 1-6) students.

Format

An interactive PDF learning resource outlining key discussion points from our workshops to be used in a classroom setting.

Approach

Three sections relating to Livingstone's three separate expeditions across central and southern Africa. Each section contains two activities that focus on a specific theme from that expedition's timeline. Each activity has all instructions, material and worksheets necessary to undertake it and is linked to the curriculum for excellence.

Icon Key



A timeline of events and background for each of the three sections of the resource. These are printable double-page spreads.



Instructions for teachers. The first page features curriculum links, time and materials needed, and themes covered for helping you set your Learning Intentions and Success Criteria.




Printable worksheets for learners.

This resource was created by Romy Galloway, Learning Officer at DLB, and Kim MacCauley at WOSDEC.

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Introduction

This learning resource has been created by David Livingstone Birthplace (DLB) in collaboration with [West of Scotland Development Education Centre \(WOSDEC\)](#)  to support teachers and educators to bring the DLB museum learning programme into their classrooms.

Why is this needed?

We understand that discussing racism can be challenging and is a journey for everyone. The Red Cross states that the need to explore racism is challenging but important because;

“Understanding racism is a learning journey for adults and young people alike. You are not expected to know all the answers. Reflection and eagerness to learn are key to examining preconceptions. It is important to speak openly and positively about race, have regular discussions about racism and to acknowledge how race and racism impact different people’s experiences of life.”

Red Cross ‘Talking to Young People About Race and Racism’

We have found that discussing these issues in an open and supportive environment leads to greater understanding for all. We use Livingstone, as a conduit to explore recontextualising history and how what happened then, informs today’s contemporary issues.

These lessons aim to provide practical support for teachers and learners in taking a *critical* look at this aspect of Scotland and Britain’s colonial history: we believe this is necessary not only to have a truer understanding of the past but also to understand the structures and inequalities of today. It is important that we acknowledge that the past impacts on the future.

Discussing racism can be challenging. Where it comes up within these activities, the resource aims to provide teachers with the context and tools to facilitate this in an open and constructive manner.

Learners will:

- Discuss how racism has played a role in what history is taught.
- Practice looking critically at sources and historical material.
- Learn about and investigate this history in a way that amplifies under-represented African individuals’ perspectives and stories.
- Reflect on positionality, privilege and power, and be supported to unlearn unconscious bias, prejudice and divisiveness.

What is it?

Using our school workshops and museum collection as stimulus, this resource provides learning activities that take an anti-racist approach in studying the history of David Livingstone.

The activities focus on topics like unpicking bias in historic and contemporary media, the importance of indigenous knowledge on expeditions through Southern and Central Africa, and centring African and marginalised voices in telling this shared history.

How is it used?

Each activity is linked to the Curriculum for Excellence and comes with all instructions, material and information needed to undertake it, including themes which can be used to set your Learning Intentions and Success Criteria. Aimed at Third and Fourth Level or Senior Phase students (Secondary 1-6), this document is split into three sections relating to the three expeditions of Livingstone’s life in southern and central Africa.

Each section provides two structured activities, along with further points of research to look at how Livingstone’s life and the individuals involved in this history have a direct link to numerous cultural issues in the modern day. Each activity takes between an estimated 40-50 minutes to complete and each can be completed as a standalone or undertaken as a whole series of six activities in total.

During the process of its development, this resource has made use of the Global Citizenship learning resource by David Livingstone Trust and WOSDEC, Livingstone Online, Coalition for Racial Equality and Rights (CRER) Introduction to Anti-Racist Curriculum Development, and A’ Adams Bairns’ Anti-racist toolkit for teachers. DLB would also like to thank contributors and critical friends Justin Malewezi Jr and Patricia Mserembo, as well as, Jane MacIver, Lynne Rankin, and Keith Turner, for their feedback during the development of this resource.

Considerations for educators

Specialist Knowledge

You are not expected to have any specialist knowledge on David Livingstone or African histories to undertake teaching these activities.

If any educators using this resource would like to further familiarise themselves with an overview of who David Livingstone was before undertaking the learning activities, please visit further reading from [our website here](#) and [Livingstone Online here](#).

The Limitations of this Timeline

This resource focuses on the historic timeline of Livingstone's time spent travelling within the African continent and some immediate histories after. However, we ask that you take care to acknowledge within your teaching the vast, varied and regionally complex pre-colonial histories of Africa. In particular, the limitations of teaching any period of African history through the lens of white Western experience.

Towards this, please see the paragraphs below for a brief, by no means encompassing background on some African histories prior to 'foreign' influence. Educators may want to contextualise the focus of this learning resource with some further learning in this area.

Across the continent of Africa, early people formed communities as they developed common cultures, languages, and religions. The communities appeared to have had segmentary social and political systems in which each person belonged to several groups of different sizes – family, lineage, clan, tribe, and confederation. These communities then formed kingdoms. Some of them developed through internal growth when their tribes expanded, for example the kingdoms of Luba (present-day Democratic Republic of Congo) and the Bemba (present-day Zambia) expanded their states by merging with their neighbours. Others merged through common beliefs like religion, and others were formed through conquest. For example, The Mali Empire (Mali) expanded by conquering neighbouring villages and tribes. The Zulus also conquered villages to gain land and cattle.

Other major kingdoms and empires include Kush (present-day Sudan), Axum (present-day Ethiopia), Matamba and Ndongo (present-day Angola), and the Monomotapa Kingdom (Zimbabwe). The emergence of the kingdoms meant that trade expanded across Africa, creating routes from the West Coast to distant communities of the Nile and the Red Sea, and across the North and South of Africa, connecting the Sahara with the savanna to the South, and the forested regions of the continent. The nature of how the kingdoms were formed sheds light on their political, religious, and economic structures.

Sensitivity to Racism

Please acknowledge that different learners will experience discussions surrounding race and racism differently and we ask that you take care to respect Black and ethnic minority learners in your class and treat individual's responses with empathy and attention to individual's needs. If you would like further reading and resources, we suggest looking at [The Black Curriculum](#) and the Red Cross' ['Talking to Young People About Race'](#), and [Education Scotland's Promoting Race Equality and Anti-racist Education](#).

We welcome all feedback and input into the continued development of this resource. Please see the end of the document for contact details and feedback routes.



First Expedition: Trans-Africa

Timeline

1841

1841 Livingstone arrives in Cape Town, South Africa.

Funded by the London Missionary Society, Livingstone is in Southern Africa to practice medicine and convert people to Christianity. Inspired by previous abolitionists, Livingstone wanted to eradicate the trade of enslaved African people in East Africa, known as the East African Slave Trade. He wanted to do this by introducing forms of trade, Christianity, and 'civilisation' to the communities he hoped to encounter. It is important to think critically about Livingstone's motives for his work, while some can be inspiring, many of Livingstone's points of view reflect the ideals of Victorian society of cultural superiority and racism.

1843

1843 Sets up a mission station, a place to teach his religion from, in Mabotsa, South Africa.

1844

Attacked by a lion in Mabotsa in 1844. Livingstone's accounts of the attack describe how the lion was fought off by multiple people from the village and his life was saved by two other men, one of whom was Mebalwe Mohalebangwe. Mohalebangwe was a teacher, builder, and community leader who worked in mission stations in Southern Africa. However, the illustrations later created of the lion attack to accompany Livingstone's writings become a key part of mythologising him as heroic Victorian explorer.

1845

Livingstone marries Mary Moffat in 1845. Mary was born in Griquatown, South Africa, to missionaries Robert and Mary Moffat. Mary's knowledge of languages like Setswana and cultures within southern and central Africa supports both David and her to travel and connect with people.

1855

Livingstone is shown the waterfall Mosi-oa-Tunya and renames it Victoria Falls, 1855. One of the world's largest waterfalls it sits on the border of Zambia and Zimbabwe. One of the site's original names is Mosi-oa-Tunya meaning 'the smoke that thunders' in Lozi. Livingstone renames this site after Queen Victoria of Britain, a name that is still commonly used globally. This act of staking claim to a site and in the process replacing indigenous cultures, is an example of how the racist worldviews of colonial acts across Africa are still visible in the contemporary world.

1852-56

Trans-Africa expedition 1852-56. During this expedition Livingstone depends on the language, skills, and status of Sekeletu, the King of the Makololo. Sekeletu was looking to combat civil unrest and gain influence by working with Livingstone. Livingstone wanted to replace the horrific processes of the East African Slave Trade impacting the area, with the trade of goods like ivory. Sekeletu supplied Livingstone with men and ivory on two trips.

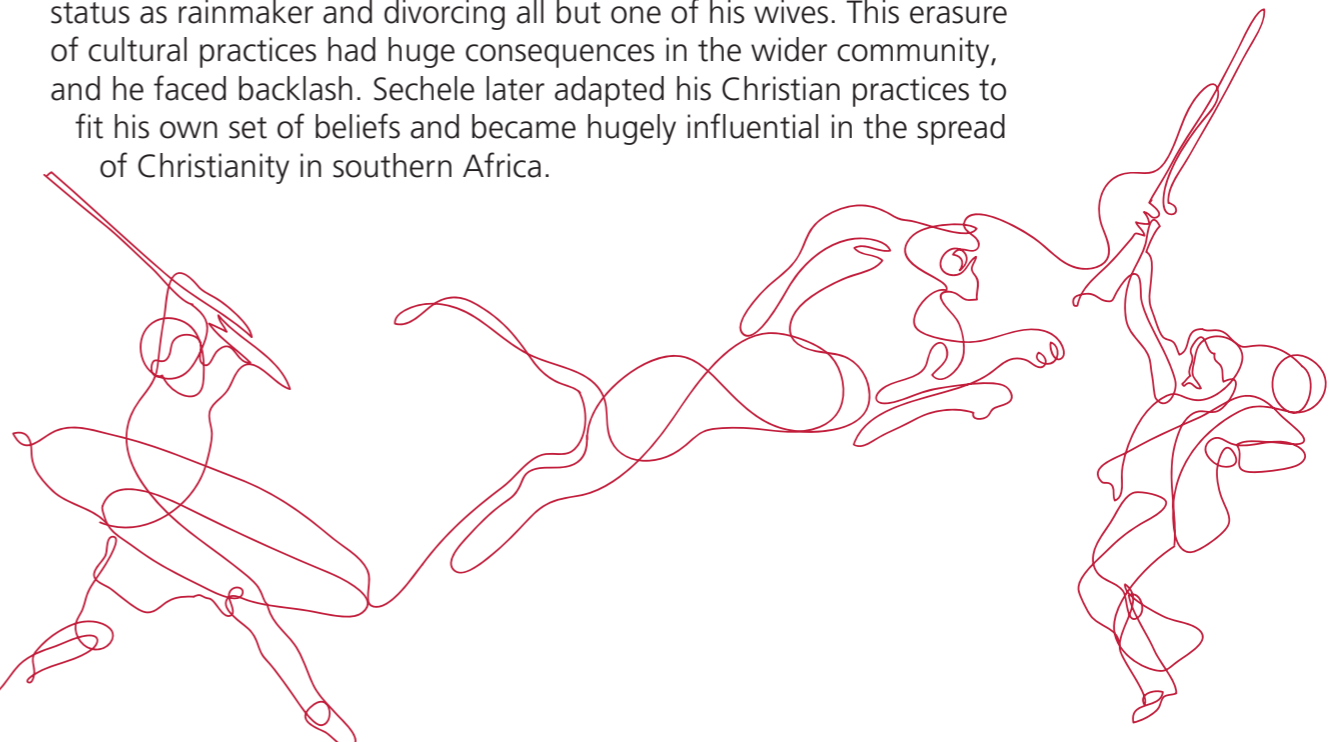
1841-52

1841-52, Livingstone lives with the BaKwena people and attempts to spread the message of Christianity. It is here he meets Chief Sechele I, Kgosi of the BaKwena of Botswana. Sechele was a powerful leader who was a keen learner and engaged critically with the cultural practices Livingstone brought with him. Sechele was his community's rainmaker (an important role in the community's relationship with the land) and secured significant political and social ties through multiple marriages and wives. He became one of Livingstone's only converts to Christianity, giving up his status as rainmaker and divorcing all but one of his wives. This erasure of cultural practices had huge consequences in the wider community, and he faced backlash. Sechele later adapted his Christian practices to fit his own set of beliefs and became hugely influential in the spread of Christianity in southern Africa.

1857

1857, Livingstone travels back to Britain and publishes his book *Missionary Travels* about his experiences across sub-Saharan Africa. The book is the first experience many people in Britain have of the continent of Africa and makes Livingstone a celebrity.

Livingstone is hailed as the first European man to cross Africa from the west coast to the east coast. This work along with later expeditions of mapping the landscape and reporting on trade routes and resources, would later have a direct influence on the British Empire's colonisation of areas of Africa.





First Expedition: Activity 1

Motshipi's Truth

Curriculum Links:

- Can present arguments about the importance of respecting the heritage and identity of others. SOC 4-02a
- Can describe the main features of conflicting world belief systems in the past and can present informed views on the consequences of such conflict for societies then and since. SOC 4-04b

Collection Link:

- Tales of the Tableaux – *Truth* Animation

Time Needed:

45 minutes

Materials:

- Motshipi Animation
- Power Grid
- Consequences Chain

Themes (Possible Learning Intentions and Success Criteria):

Erasure in historic narratives and material, centring marginalised voices.



First Expedition: Activity 1

Instructions

Organise an agree/disagree line in your classroom and invite learners to respond to this statement:

History is a neutral subject.

Give time for learners to explain their positions and move in response to classmates' opinions.

Give learners 2-3 minutes to list as many historical figures as they can think of. Collect all the names together in a class list. Can learners group them in any way? As a class or in groups, attempt to group the names in terms of similarities in ethnicity and gender. Discuss the results – are the groupings representative of a wide array of society or is there one type of person more represented? Can learners suggest reasons for this?

Watch/listen to Motshipi's animation [🔗](#), told from the point of view of one of Chief Sechele's wives (see timeline for background). In pairs, learners should explain the main elements of Motshipi's story to a partner. Recap on main points as a class. Explain that the narration is a fictionalised account, created by Zimbabwean author and lawyer Petina Gappah. Can learners give reasons for why Motshipi's account is a fictionalised one? Explain there is a lack of hard evidence about Motshipi and of Sechele's other wives Selemeng, Kebalepile, Mokgokong and Modiaga. Can learners think of reasons why?

Re-visit the name grouping exercise undertaken at the beginning of the activity. Explain that people experience oppression in different ways, for example through race, gender, religion, physical ability and sexuality. In history those with the most privilege and power are the voices we hear from. Meaning that people who experience oppression in multiple ways are often those that we don't hear from. This means that the stories of historic women of colour were rarely told in many mainstream Western historic sources. What might this tell us about the history we know about?

Look at the **Consequences Chain** activity on [page 13](#) [📄](#). Think about things from Motshipi's perspective. Can learners' chart what they think some of the consequences of Livingstone's actions are?

Look at the **Power Grid** activity on [page 14](#) [📄](#). Where would learners place the characters of Motshipi, Livingstone, and Chief Sechele on this? Why?

Revisit the agree/disagree line you made at the start of the activity.

How do learners feel about the statement now?

Has anyone changed their position?

Why/why not?

Modern day links

Read [here](#) [🔗](#) about Kenyan Nobel Peace prize winner, Wangari Maathai or research the work of Zimbabwean author and lawyer Petina Gappah. Create a poster for others to learn from about either individual's life and achievements.



First Expedition: Activity 1

Tales of the Tableaux Truth

Motshipi's Animation Transcript

[Watch/listen to Motshipi's animation](#)

Written by Petina Gappah

In the voice of MOTSHIPI, one of the wives of Sechele, Chief of the Bakwena, we see the other side of Christianity. Livingstone's 'truth' throws a grenade into families, communities and nations. The new religion meant a new way of seeing things, especially culture and traditions. The famous incident of the excess wives of Sechele that Livingstone had sent away brings this into relief. An angry Motshipi challenges this notion that there is only one religious' truth, and that it came with Livingstone.

Truth? What truth. They didn't even get my appearance right. I did not look like this at all. I was a beauty, me. How else would I, Motshipi, have become the wife of a chief as powerful as Sechele?

Truth. *Tsk.*

The Doctor said he was here to tell us that his Jesus was the Truth, the Way and the Light. Who was he to come to us, travelling from a land we did not know, just to tell us that everything we believed was wrong, that his way was the only way, his truth the only truth?

And if there was such a Jesus, why should he concern himself with how many wives a man marries?

The Doctor told Sechele: send away your wives. I was sent away. But I had done nothing wrong. I had not lain with another man. I had produced children for my husband.

But I was to go back to my family because my husband had found a new god.

Who was this Doctor to disgrace me before my people. How was I to explain this shame to my family, to my children?

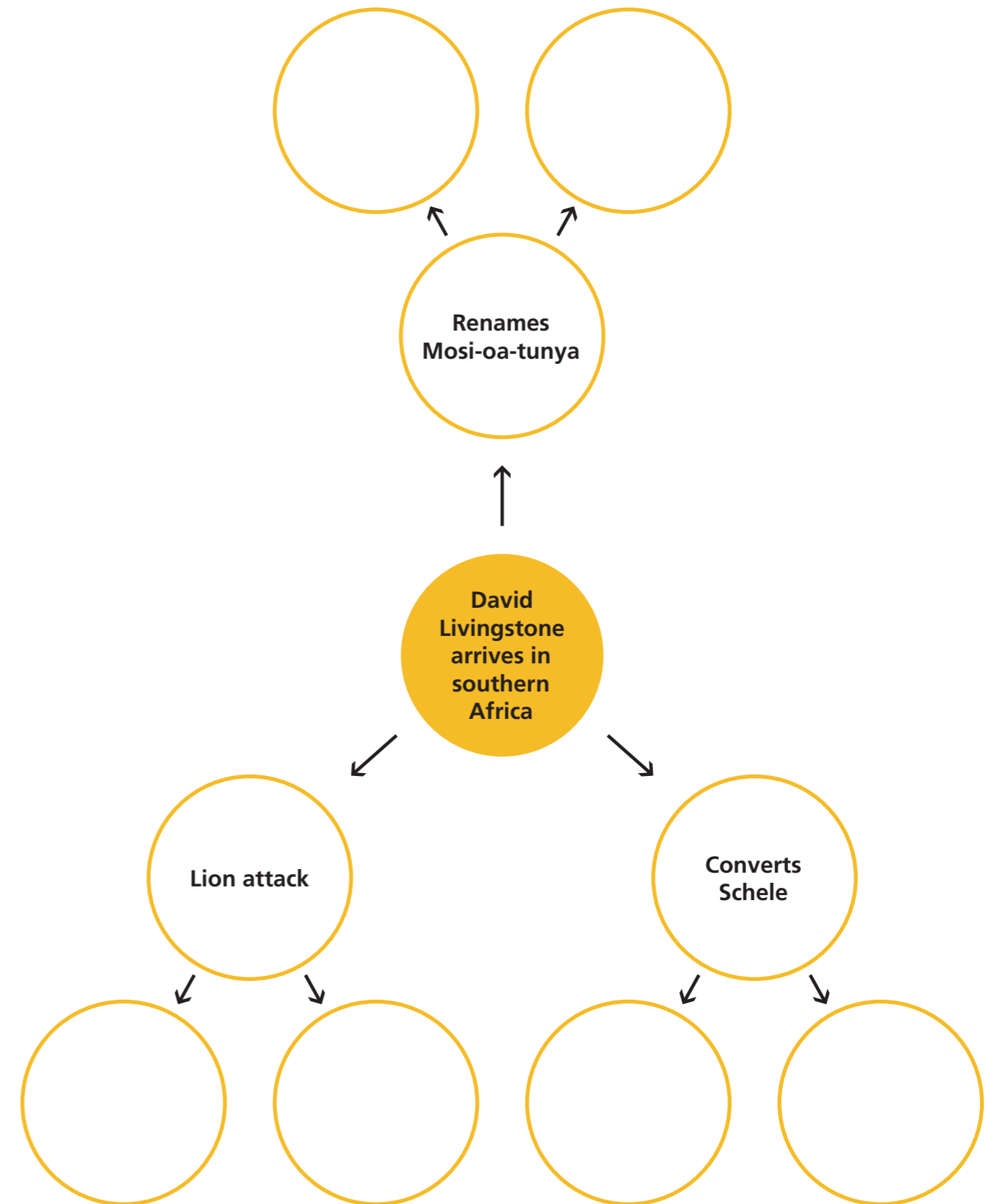
When the Doctor went away, Sechele called me back.

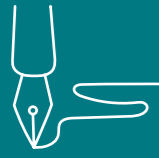
But every time I think of The Doctor, it is with fear. Is it really that easy, to take over the mind of a people? To make them believe everything about their way of life is wrong? In that book he read to us was something frightening. He held in his hands a power greater than a weapon.



First Expedition: Activity 1

Worksheet 1 Consequences Chain





First Expedition: Activity 1

Worksheet 2 | Types of Power Grid

Chart people by using one chart per individual and make notes on what type of power they may have in each section. Alternatively use one chart and a different coloured pen for different individuals you come across during the resource.

Name of individual:	
<p>POWER OVER Control or domination over others; the power of the privileged over the oppressed; associated with coercion, force, corruption and abuse.</p>	<p>POWER WITH Collective power of speaking out and acting jointly; collaboration and collective support and organisation, we are more powerful as a group than individuals.</p>
<p>POWER WITHIN The power to imagine, hope, dream; similar to self-confidence and linked with sense of awareness, self-worth, and belief they can make changes.</p>	<p>POWER TO The ability to make a decision and take action to bring about change. Where there is mutual support between individuals POWER TO opens up possibilities for collective action and POWER WITH.</p>

Once pupils have completed adding the individuals they have encountered throughout this resource to the Power Grid, they could consider putting themselves on the chart. What type of power do they possess, what can they achieve?

This activity is adapted from the DECSY resource, [Non-violent action: a force for change](#) adapted from material developed by [Powercube.net](#).



First Expedition: Activity 2

Publishing Missionary Travels

Curriculum Links:

- I have investigated a meeting of cultures in the past and can analyse the impact on the societies involved. SOC 4-05c

Collection Link:

- Missionary Travels manuscript by Livingstone

Time Needed:

45 minutes

Materials:

- Lion Illustration
- Extracts 1 and A to C
- Points of View Table
- Power Grid

Themes (Possible Learning Intentions and Success Criteria):

Censorship and bias in historic material, mediated history.



First Expedition: Activity 2

Instructions

Share the image of the **Lion Attack** on [page 17](#) . Invite learners to respond to the prompt questions, 'What do I know?' and 'What do I think?'.

Explain that this is an image from Livingstone's first published book *Missionary Travels*, an illustration made for the lion attack (see in this expedition's timeline). Use these prompts to shape a discussion:

Which figures are central? Who is placed in the background?

Does the scale of the lion and people seem realistic?

Who is named in the title and who goes unnamed?

What do learners think the body language of each figure is intended to convey?

Share **Extract 1** on [page 18](#) . This is a comment from Livingstone about the illustration. What does this tell us about the accuracy of the image? Why do you think his publisher decided to use it anyway?

Explain that illustrators would create images to suit popular opinion and thus control representation. Can we draw any conclusions from this of how sub-Saharan Africa and African people were viewed by the UK public at the time? Learners should add the lion image, and **Extract 1** Livingstone's comment on it, to the **Points of View Table** on [page 19](#) , with any positive or negative views they identify in each.

In groups, learners read and respond to one of the **Extracts 2-4** on [page 18](#) . Whose perspective do learners think they represent?

Explain that these come from an account of a speech given by Mgolombane Sandile, who was a leader of the Ngqika AmaXhosa people and a dominant political figure during Livingstone's time in Southern Africa. Sandile successfully led armies that fought against British colonies in South Africa giving him a reputation as a formidable warrior. Do the extracts give any insights into Sandile's motivations? Learners should add their speech extract to the **Points of View Table**, analysing it for positive and negative views.

Explain that Livingstone included Sandile's speech in his original manuscript of his book *Missionary Travels* but they were left out from the final published edition of the book. Can learners identify any patterns on their **Points of View Table** about the kinds of information which were included or left out? Who do they think made these decisions? Can they make any judgements about the final published version of *Missionary Travels* and what kind of story it tells us? What might this tell us about the official versions of history that shape our understanding of the past? Learners should add the published manuscript as a source on the **Points of View Table**. Explain that decisions made to recount a story positively or negatively are examples of bias and are intended to shape what we think. How would they analyse any bias in the final book, considering what they know now?

Where would learners place the characters of Sandile and Livingstone's Publisher on the **Power Grid**? Why?

Modern day links

The activities for detecting and decoding media bias in [this lesson plan](#) could be a useful way to explore examples of modern-day media bias. Can learners find examples of how recent 'Just Stop Oil' protests have been covered in the media? What are the features of the positive/negative portrayals? Can learners think of reasons for the different portrayals?



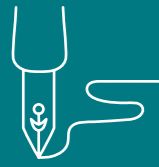
First Expedition: Activity 2

Worksheet 1

Lion Attack Engraving



The Missionary's Escape from the Lion. Illustration from *Missionary Travels* (Livingstone 1857aa:opposite 13). © National Library of Scotland. (Creative Commons licensing) Wikimedia commons file: https://commons.wikimedia.org/wiki/File:The_missionary%27s_escape_from_the_lion.jpg



First Expedition: Activity 2

Worksheet 2 | Extracts

Extract 1

"The lion encounter is absolutely abominable. I entreat you by all that's good to suppress it. Everyone who knows what a lion is will die with laughing at it."

Extract 2

"God made a boundary by the sea and white men cross it to rob us of our country. When the son of God came down from Heaven you white men killed him – It was not black men who did (...) that."

Extract 3

"Englishmen make laws about promises about the land and break them – They make a boundary and then take it away – The reason why we fight is we do not wish to live under the English."

Extract 4

"It is God who sent the Englishman across the sea to take our country – It is God who created him bids him come and rule over the chiefs of other countries – Is that right – We are tired of the Englishman on account of his bad conduct – If he kills me both he and I will have to answer before God."



Image: [Mgolombane Sandile, Xhosa Chief](#). Wikimedia Commons, public domain

Extracts of a speech of 'Sandillah' from Missionary Travels unpublished manuscript, p201. [Available here](#)



First Expedition: Activity 2

Worksheet 3 | Points of View Table

Source	Positive or negative view of	Reasoning and evidence

End of Section 1

External links and taking it further

[Animation from Tales of the Tableaux](#) – ‘Truth’, script by Petina Gappah.

‘My Zimbabwe is greatly misunderstood’ [Further work by Petina Gappah](#).

Information on [Kenyan Nobel Peace prize winner, Wangari Maathai](#).

[Wikimedia link to ‘Lion Attack’ illustration](#) from Missionary Travels.

[Missionary Travels manuscript alongside published book on Livingstone Online](#).

[Lesson plan and activities on decoding media bias from EAVI](#) – Media Literacy for Citizenship.

First Expedition

Notes



Second Expedition: The Zambezi

Timeline

1858

In 1858 after fifteen months in Britain, Livingstone travels back to southern Africa. Now a celebrity, the trip is well funded and Livingstone now leads a large team as British consul with the aim of researching possibilities for British trade on the Zambezi river. The crew members included men from Sierra Leone, Liberia, Sena, from the Kololo people originating from southern Africa, porters from the Comoro Islands working in East Africa, and crew members from Shupanga and Britain. Different members of the crew had different roles, among them were illustrators, botanists and researchers.

The Zambezi, meaning Great River in the language of the Tonga people, lies along the boundaries of what is now six countries in Southern and Central Africa: Angola, Zambia, Namibia, Botswana, Zimbabwe and Mozambique. It flows to Africa's east coast into the Indian ocean.

1863

Abdullah Susi a geographer from Shupanga in southeastern Africa, joins the crew in 1863. Susi would go on to study in a British school in Bombay and work with Livingstone for another 12 years until Livingstone's death. Susi contributed geographical knowledge to the expedition and could map river systems from memory. He was awarded a medal from the Royal Geographical Society in Britain.

1862

1862, Mary Livingstone joins the expedition and tragically dies from health complications and malaria shortly after in Shupanga. Having grown up in South Africa, Mary's contributions as a linguist and community figure with cultural knowledge and connections, were central to the impact of Livingstone's work.

1863

1863 the expedition is recalled to Britain as a result of failing to achieve the main aims of the project.

A paddle steamer boat named 'Lady Nyassa' was designed for this expedition. The boat was fabricated in Partick, Scotland, and shipped to South Africa and assembled in place. After the recalling of the expedition, to avoid the boat being sold into the use of slave traders, Livingstone, Chuma, Susi and others decide to sail the paddle steamer to Bombay to sell there. An incredible achievement and feat of determination as a paddle steamer is not designed for the open ocean.

The expedition in terms of setting up the Zambezi for viable trade and legitimate commerce to replace the slave trade, was a failure. However, many western scientific aims of collecting and researching plant and animal specimens were met.

1861

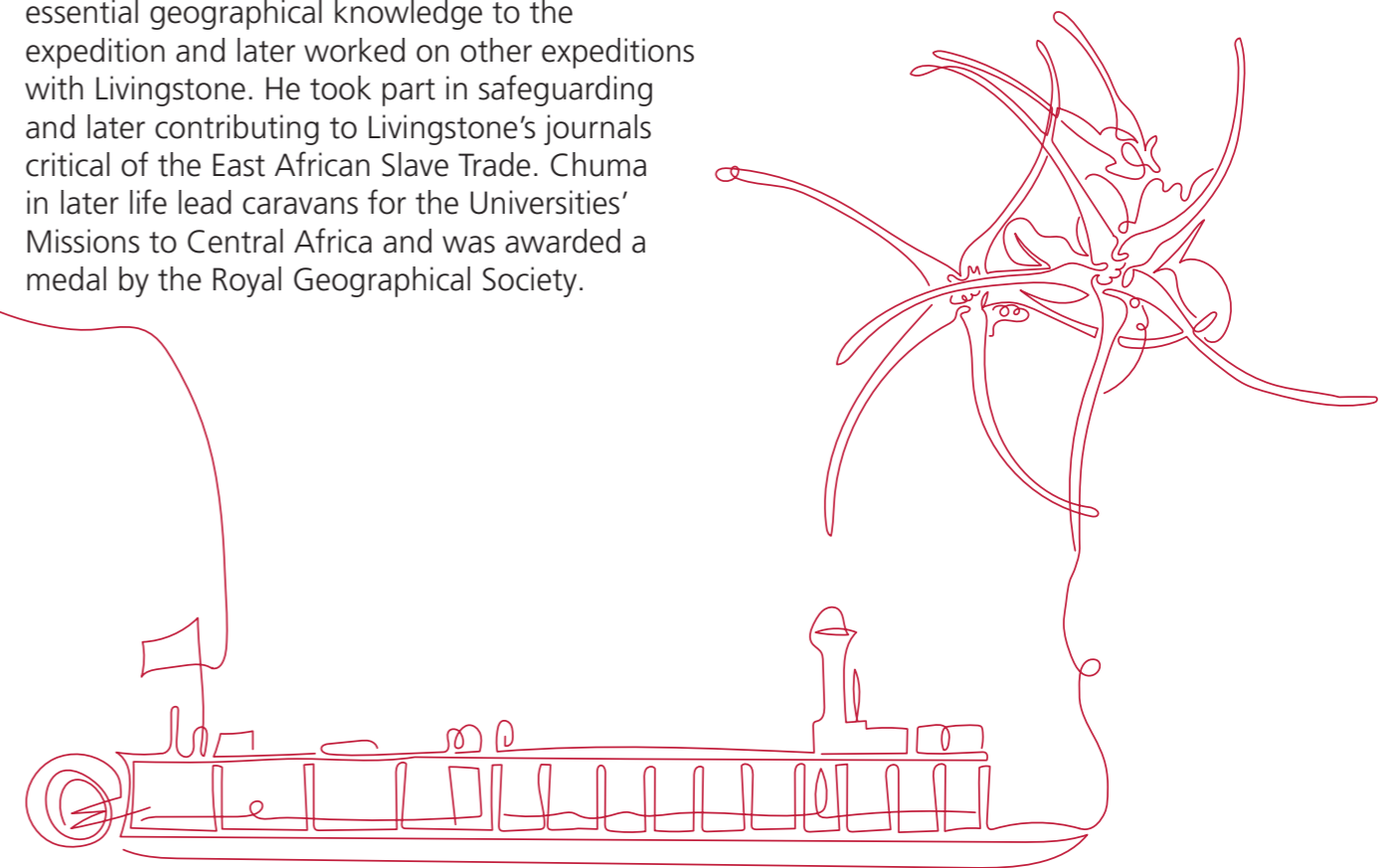
In 1861 James Chuma joins the expedition after having his freedom bought from enslavers at age 11. Chuma was from the Yao people and grew up in south-eastern Africa. Chuma contributed essential geographical knowledge to the expedition and later worked on other expeditions with Livingstone. He took part in safeguarding and later contributing to Livingstone's journals critical of the East African Slave Trade. Chuma in later life lead caravans for the Universities' Missions to Central Africa and was awarded a medal by the Royal Geographical Society.

The expedition was fraught with difficulties from the start. Livingstone's shortcomings as a leader are evident with multiple crew members leaving or being dismissed throughout the expedition.

The non-indigenous crew members discover that the Cabora Bassa rapids, part of the Zambezi River system, are not passable by boat, proving the Zambezi unsuitable for trade further inland as Livingstone had suggested. The expedition turns its attention to the Shire River, Lake Nyassa, and the Rovuma.

Navigation of some of these water systems was difficult. Livingstone often blamed the design of the steamboats of the time, alongside difficulties avoiding slave traders in the northern areas of Lake Nyassa.

When David Livingstone reached the place known contemporarily as Lake Malawi, he asked local people for the name of the lake. They responded, "Nyasa" which literally means "Lake". Livingstone renamed the site as Lake Nyasa.





Second Expedition: Activity 1

Botanical Knowledge

Curriculum Links:

- I have investigated a meeting of cultures in the past and can analyse the impact on the societies involved. SOC 4-05c

Collection Link:

- Bottle of Livingstone's Rousers, Strophanthus Kombe Bark

Time Needed:

40-45 minutes

Materials:

- Images of Rousers and Strophanthus bark
- Character Cards
- Knowledge/Benefit Diagram
- Power Grid

Themes (Possible Learning Intentions and Success Criteria):

Historic undervaluing of non-western forms of knowledge.



Second Expedition: Activity 1

Instructions

Share unlabelled **images of 1. Strophanthus Kombe bark** and **2. Bottle of Livingstone's Rousers**. Invite learners to respond to each, using the prompts, 'I see, I think, I wonder...'.

Share the **Character Cards A-C** with learners. Give learners time to read and discuss the information contained on their cards. Invite them to position the characters on the 'Knowledge' half of the **Knowledge/Benefit Diagram**. Explain that the more knowledge the character has, the closer they will be to the centre. Repeat for the 'Benefit' half of the circle. Are the characters positioned differently? Discuss the reasons for this.

Explain that one of the purposes of Livingstone's second expedition was to research and gather samples of plants. Explain that **Image 1** is of the Strophanthus Kombe plant which was used by communities in southern Africa, often as a poison to treat hunting material. Local knowledge of the use of the plant and identifying it was vital to the success of these aims of the expedition but the role of African people's knowledge in this achievement was not seen as valuable in the UK. 'Discoveries' were always attributed to Scottish and British expedition members. expedition members. Explore reasons for this and responses to it.

Explain that when Livingstone graduated from medicine and started practicing, scientific and medical understanding in Britain was not as advanced as today. For example, David and his colleagues thought a fever was an illness, rather than a symptom of an illness. When Livingstone was in southern and central Africa, he worked closely with African traditional healers (also known as diviners) because he found there were a lot of diseases in sub-Saharan Africa that were different to the ones in Britain. Traditional healers taught him what they knew about these illnesses and showed him which African plants had special healing qualities.

One of the worst illnesses that Livingstone experienced was malaria, but no-one knew exactly what it was and what caused it. However, Livingstone used quinine (a liquid from the bark of trees found in South America that has historic medicinal use) mixed with rhubarb and other ingredients to make a medicine to help treat the symptoms called 'Livingstone's Rousers'.

Discuss how important local healers were to Livingstone's understanding of unfamiliar diseases. Explain that **Image 2** shows a bottle of his 'rousers', which he was credited with inventing as a treatment for malaria, but which drew heavily on pre-existing local knowledge about the disease. Explain that the local healers again went uncredited. Note the hierarchy in indigenous medicinal knowledge and Western scientific knowledge, and discuss possible reasons for this. Re-visit the **Power Grid**. Where would learners place characters A-C on this?

Note: info for this section drawn from this article – https://www.researchgate.net/publication/270815299_Imperial_Networks_Colonial_Bioprospecting_and_Burroughs_Wellcome_Co_The_Case_of_Strophanthus_Kombe_from_Malawi_1859-1915

Modern day links

Malaria remains one of the principal causes of child illness and death in countries in southern Africa. Learners could investigate the recent development of a promising vaccine for this ([link](#)) How does the development time for compare to the development of the covid vaccines we now have? What reasons might there be for any differences?



Second Expedition: Activity 1

Worksheet 1 | Images



1. strophanthus kombe bark



2. Livingstone's Rousers Image



Second Expedition: Activity 1

Worksheet 2 | Character Cards

Character A

Name: Unrecorded

Role: A hunter and member of the Mang'anja community in southern Malawi.

Plant knowledge: Since pre-historic times, your community has used the bark of the *strophanthus kombe* as the key ingredient in the poisoned arrow tips used to hunt. Knowledge about this plant is regarded as an important secret within your community. However, you have agreed to accompany the Scottish botanist John Kirk on local expeditions around your village to collect plants, during which you warn him of the dangers of gathering samples of *strophanthus kombe*, as contact with it can prove fatal.

Character B

Name: John Kirk

Role: A botanist on David Livingstone's second Zambezi expedition.

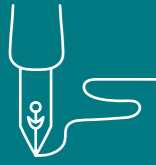
Plant knowledge: You are a keen botanist and with the help of local people are studying plant species of southern Africa. Your role on the expedition is to identify and collect samples of African plants. You are interested in the plant used to create poisoned arrow tips. Your local guide helps identify this. Some time later, you accidentally ingest a small amount of the poison, and notice that it quickly slows your heart rate. This leads you to believe the plant may have a beneficial effect on the heart, and you return samples to the UK for further study.

Character C

Name: Henry Wellcome

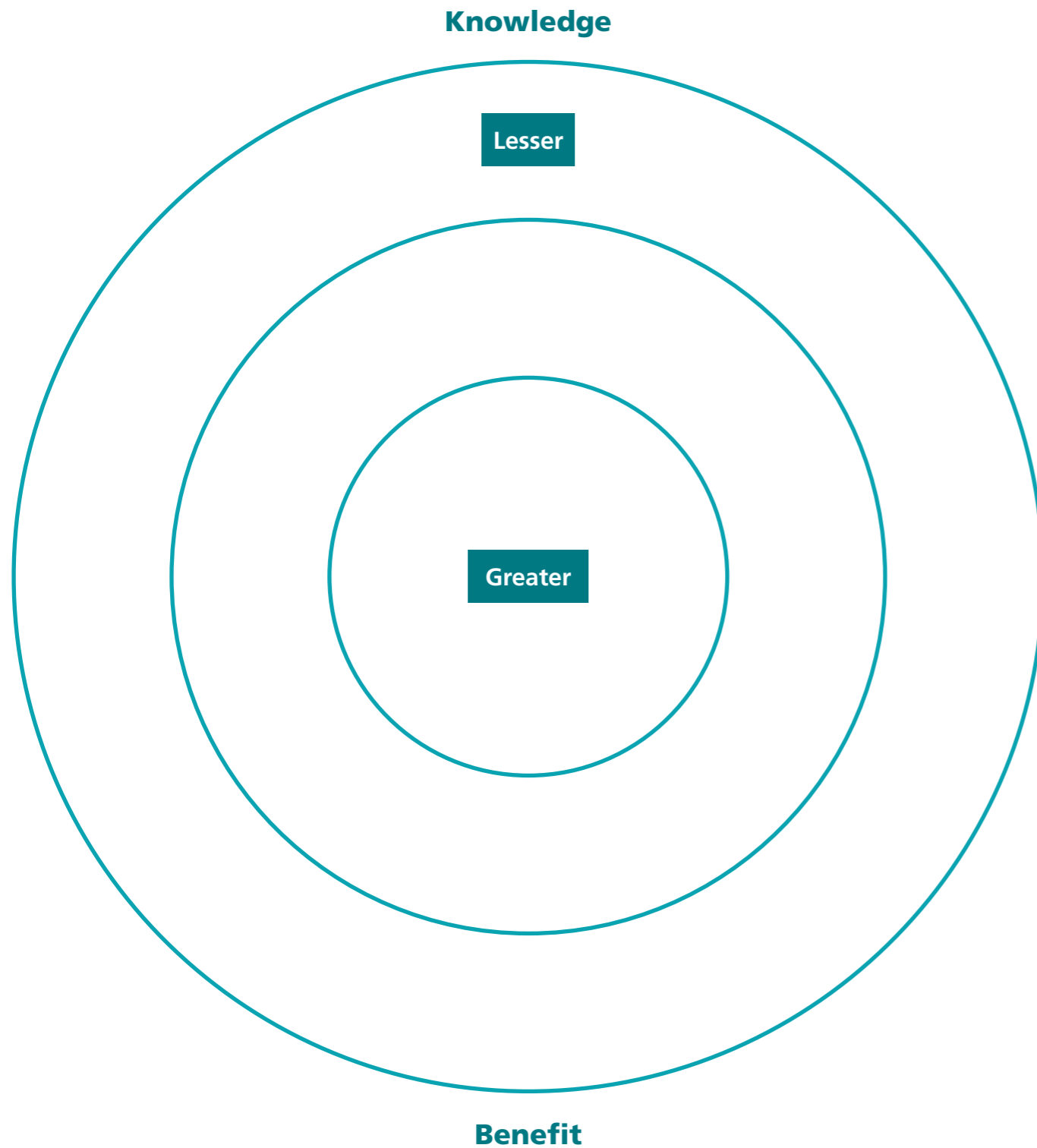
Role: Owner of the pharmaceutical company, *Burroughs, Wellcome & Co.*

Plant knowledge: As a younger man, you were a 'plant hunter', looking for potential new medicines in tropical countries. You have now set up a company to carry out this work. You learn about the *Strophanthus* plant and think this could be an exciting new medicine. After some development, your company begins selling the '*Strophanthus tincture*' as a treatment for cardiac disease. It proves to be very popular and profitable for your company.



Second Expedition: Activity 1

Worksheet 3 Knowledge/Benefit Diagram



Second Expedition: Activity 2

The Skills of Susi and Chuma

Curriculum Links:

- Can present arguments about the importance of respecting the heritage and identity of others. SOC 4-02a
- I can assess the impact for those involved in a specific instance of the expansion of power and influence in the past. SOC 4-06d

Collection Link:

- Research and archival images of James Chuma and Abdullah Susi

Time Needed:

45-50 minutes

Materials:

- Image of Susi and Chuma at Newstead Abbey
- Influence Diamond Cards
- Power Grid

Themes (Possible Learning Intentions and Success Criteria):

Valuing different forms of knowledge and highlighting the work of African crew members James Chuma and Abdullah Susi in the achievements contributed to Livingstone.



Second Expedition: Activity 2

Instructions

Share the image of **Abdullah Susi and James Chuma at Newstead Abbey**. Invite learners to respond to the image using the prompts: what objects are on the table, how might they relate to the figures depicted, who do they think the people are?

Explain that the photograph shows James Chuma and Abdullah Susi at Newstead Abbey, Nottingham, discussing the journals, maps, and plans related to David Livingstone and his final expedition.

Abdullah Susi and James Chuma were geographers from African nations who were members of Livingstone's crew in his second and third expeditions. Both Susi and Chuma were crucial to the success of these missions and to our full understanding of Livingstone's story. Share the **Influence Diamond Cards A-I** that describe some of the contributions of their work with learners, giving time to read/discuss.

In groups, learners diamond rank the 9 items in response to the question, "What skillset was most valuable for the success of the expeditions?". Groups feed back how they ranked the skills, giving reasons. You may want to prompt discussion on what their definitions of 'success' are?

Can we draw any conclusions about the kind of people James Chuma and Abdullah Susi were? How would learners describe the importance of both Susi and Chuma to this historical narrative?

In pairs or small groups, learners design a museum dedicated to the life of either Abdullah Susi or James Chuma. What objects would they display in the exhibition? What object labels or descriptions would they write for them?

If time allows, further information on both men is available through the 'further links' for this section on [page 34](#). Where would learners place Susi and Chuma on the **Power Grid**, giving reasons.

Modern day links

The film 'Hidden Figures' is a recent example of the erasure of black and brown voices. Learners could investigate the life of Katherine Johnson or one of the other NASA scientists portrayed in the film, to chart their contribution to the moon landings, as well as reasons why their contribution was omitted from the established versions of the story for many years.



Second Expedition: Activity 2

Worksheet 1

Abdullah Susi and James

Chuma at Newstead

Abbey



https://onemorevoice.org/html/transcriptions/liv_021035_ART.html

Description of objects to uncover:

On the table: Livingstone's journal from 1865 to March 1872; Bible and prayer book; Private Journal; Note Books; papers and maps; pocket case and surgical instruments; and the Union Jack which covered Livingstone's coffin.

By the side of the table: rifle and bullet; consular sword and cap; maps of travel and discovery; diary; and a lion skin.



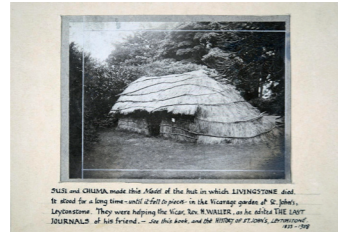
Second Expedition: Activity 2

Worksheet 2 | Influence Diamond Cards



A. Both Susi and Chuma were able to give a comprehensive account of every river and mountain and village in the regions they had passed through.

B.



After Livingstone's death in 1873, both men built a recreation in the UK of the building Livingstone died in.

C. Susi travelled with Henry Morton Stanley in expeditions on the Congo River. He oversaw building a trading station at Leopoldville which later became Kinshasha, the capital of the Democratic Republic of Congo.

D. Susi and Chuma led a crew to return Livingstone's body along with his journals and papers to England, carrying it over 1000 miles on foot navigating to the east coast.

E. Both men helped complete Livingstone's final journals and received medals for their work in expeditions across the African continent from the Royal Geographical Society.

F. Susi was able to draw an accurate mapping of river systems from memory which matched cartographers' maps.

G. "Thanks to the heroic conduct of these men an enormous mass of geographical information is now in the possession of Dr. Livingstone's family"

H. Both men helped carry Livingstone's documents knowing the danger of being caught by enslavers with material critical of the East African Slave Trade.

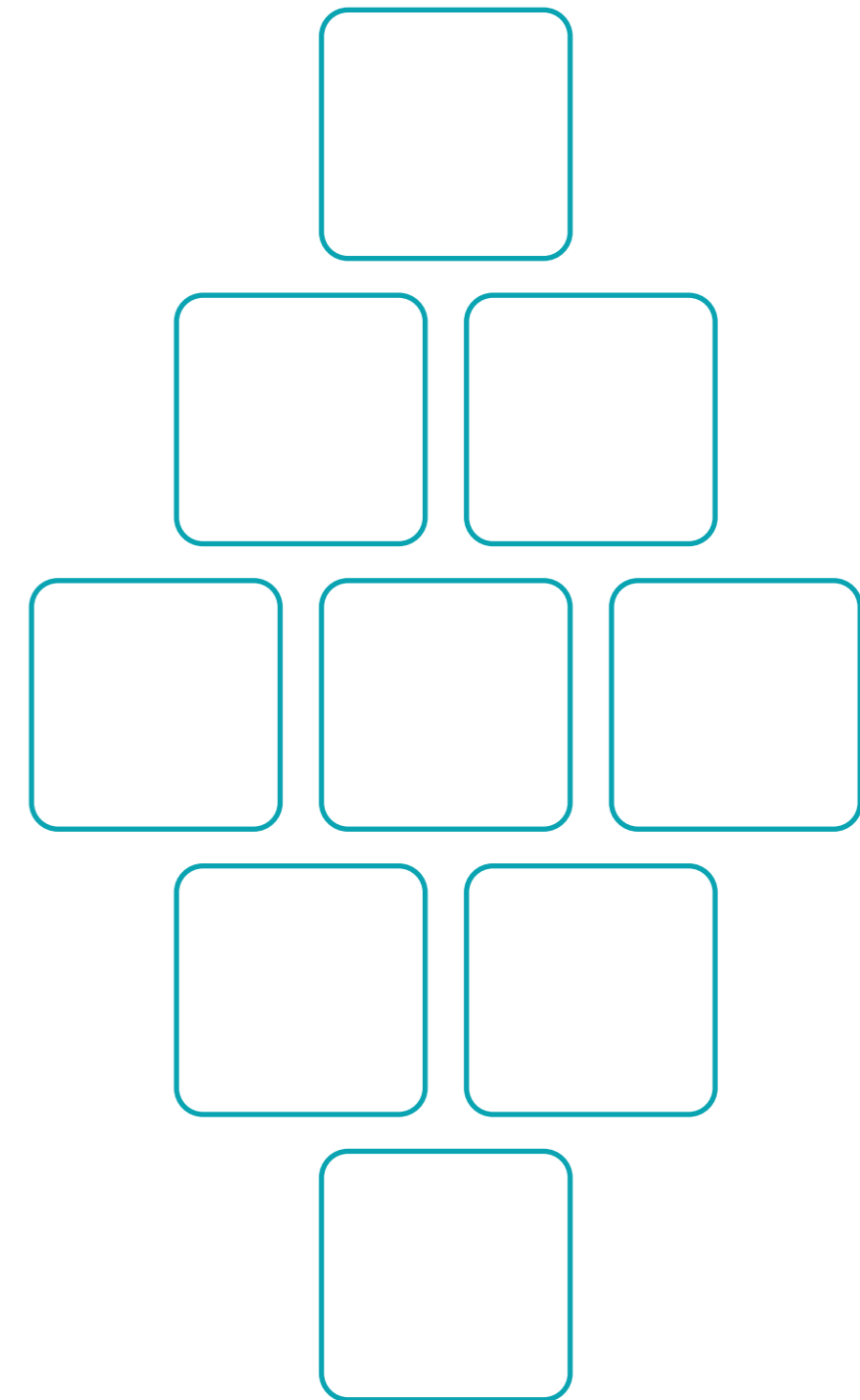
I. Chuma was a successful leader on multiple expeditions within the African continent.



Second Expedition: Activity 2

Worksheet 3 | Influence Diamond Layout

Most



Least



Third Expedition: The Nile

Timeline

1866

Livingstone returns to central Africa in 1866. The focus of this expedition was to continue examining the water systems of central Africa and map landscapes around Lake Nyassa and Lake Tanganyika, whilst searching for the source of the Nile River. Despite his failings with the Zambezi, Livingstone still sees the waterways as potential trade routes.

Limited funds meant this expedition was planned on a smaller scale than the previous ones. Livingstone struggled to hire crew members locally as people were wary of slave traders on the journey and the harsh conditions of travel. He recruited first in Bombay employing again Susi, Amoda, Wakatani and Chuma, all of whom had already travelled with him on the Zambezi expedition. He also employed men from mission schools in Bombay from India and African nations. He then recruited a further 10 men in Zanzibar, one of whom, Ali Moosa, had also been a crew member during the Zambezi expedition. Throughout this 7-year journey only 5 from this original crew would remain.

During the Nile journey the entourage passed through East and central Africa including areas that are now modern-day Mozambique, Tanzania, Malawi, Zambia and the Democratic Republic of the Congo.

The expedition was marred by depleted medical supplies, local wars, and challenges obtaining goods like food and other necessities from Zanzibar. Livingstone's navigation equipment was also damaged early in the journey and led to errors.

These circumstances often led to Livingstone looking for assistance from Arab-Swahili traders, despite his abolitionist ideologies. Due to the pre-existing trade routes and caravans set up by these Arab traders, Livingstone developed relationships with a number of them, travelling at one point with infamous Tippu Tip.

1872

By 1872 there were at least 3 women among the crew: Mochosi, Ntaoeka, and Halima. Halima was Livingstone's cook and crew member Amoda's wife and Livingstone described her as 'the best spoke' in his wheel.

With fresh supplies and new crew members, including Jacob Wainwright and Caras Farrar, Livingstone continues to explore to establish the source of the Nile in 1872.

Meets Henry Morton Stanley in 1871. Stanley was a journalist sent to track down Livingstone, who was presumed dead after contact with him was lost. Stanley provides much needed supplies and his writings on his experiences with Livingstone cement Livingstone's celebrity internationally.

1871

1871 Livingstone stays in Nyangwe for several months. Here he witnessed a massacre at the local market Manyema where an estimated 400 people were killed. Perpetrated by slave traders in the region, the majority of those that died were women. Livingstone's journals recount the traumatic witnessing of the massacre. His writings were used by other abolitionists to lobby for anti-slavery agreements between Britain and Zanzibar where the East African Slave Trade operated.

1873

After becoming increasingly ill with fever, Livingstone became too weak to walk and relied heavily on crew members. In April 1873 he dies in Chitambo (present day Chipundu, Zambia).

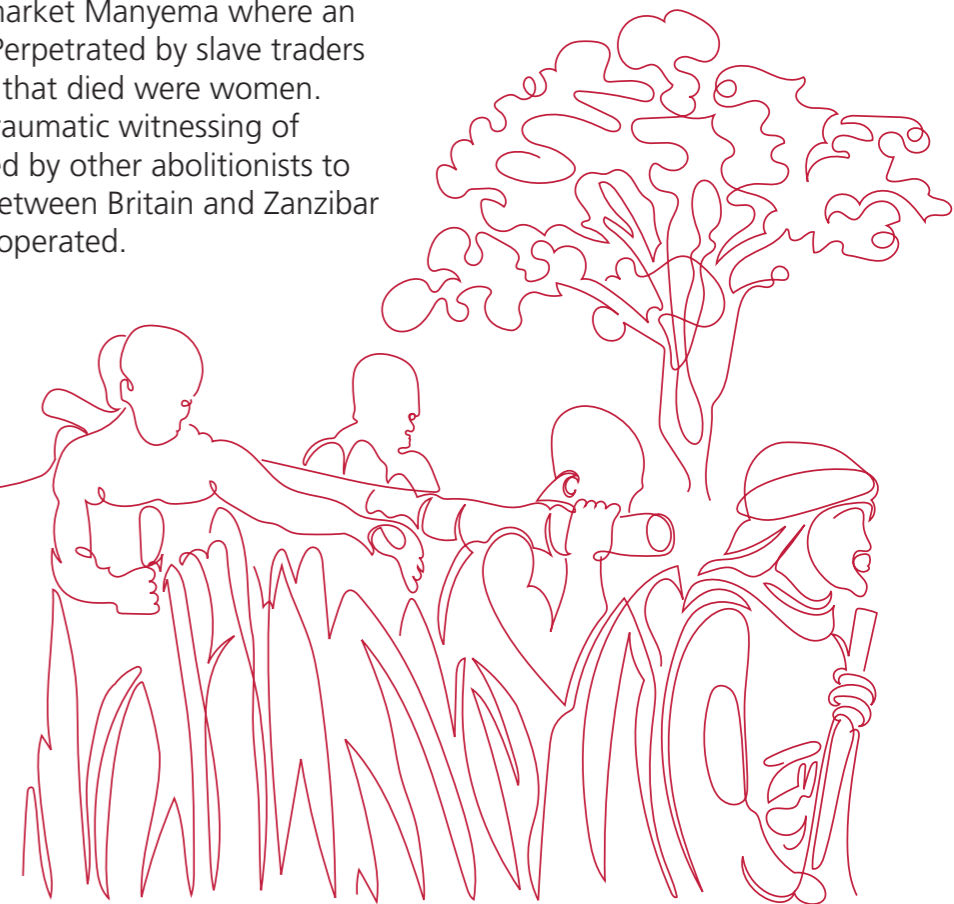
Upon his death, the remaining members of the crew decide to transport his body to Bagamoyo on the east coast in order to return his remains to Britain. They embalm the body, burying his heart and organs under a tree in Chitambo. They then carry his body on a journey lasting 9 months and over 1000 miles, an achievement that speaks to the accomplished status of the crew members as travellers and navigators.

1874

Livingstone is buried in Westminster Abbey 1874 in a large state funeral with much media coverage. The circumstances of his death and in particular the journey of his remains back captures the imagination of the Victorians and contributes to his fame and heroic status.

Other crew members involved:

- Majwara, 1872-73, attended the deathbed of Livingstone.
- Mohammed Bogharib, assisted expedition (1866-73)
- Caras Farrar assisted expedition (1872-73)





Third Expedition: Activity 1

The Writings of Jacob Wainwright

Curriculum Links:

- Having critically analysed a significant historical event, I can assess the relative importance of factors contributing to the event. SOC 4-06a

Collection Link:

- Images of Jacob Wainwright with Livingstone's coffin, Wainwright's letter to Joseph Moore and other writings

Time Needed:

40-45 minutes

Materials:

- Jacob Wainwright Photographs 1-4
- Wainwright's letter to Joseph Moore

Themes (Possible Learning Intentions and Success Criteria):

The importance of first-person accounts from African voices.



Third Expedition: Activity 1

Instructions

In 4 groups, share the **Jacob Wainwright Photographs 1-4** in a way that allows groups to write around the images. Assign each group an image and give time for learners to discuss what they see and write a 'what' question and a 'when' question. Groups carousel onto next picture and repeat activity, now asking a 'where' and a 'why' question. Repeat once more, this time asking a 'who' and a 'how' question. Learners carousel on to the final image and discuss with the prompts now written alongside the image.

Now share the **Jacob Wainwright Descriptions 1-4** with the associated image. Can groups now answer the questions on their sheet?

Allow time for learners to discuss what they have learned – do they have any more questions in response to this? Recap on what we've learned about Wainwright and how he contributed to the expeditions.

Give learners time to read [Wainwright's Letter to Joseph Moore](#). Ask them to record Wainwright's actions and experiences under three headings: ***In sub-Saharan Africa, Journey to UK, In UK.***

Can we make any conclusions about the kind of person Wainwright was from each episode? Explain that it is rare to have documented accounts written by Black African men working with European travellers about their experiences and how important it is to have these experiences told as part of the history to understand it fully. Jacob Wainwright's letters and journals have played an important role in our understanding of the story of David Livingstone and documenting the efforts and work of other crew members. Place Wainwright on the **Power Grid**, giving reasons.

If there is time, use [examples of Wainwright's diaries](#) of his life on expeditions as a creative writing prompt for learners. You may want to focus on sections describing landscape and animal encounters.

Modern day links

Wainwright's accounts are still with us today as they were in a format that European historians acknowledged: written down and in the English language. Nowadays there is more recognition of different ways of documenting and expressing heritage.

Often called intangible cultural heritage, this can take the form of songs, oral histories, food, dance or traditional crafts, that are valued practices of culture with different types of knowledge and skill involved. You can [search UNESCO's database of intangible cultural heritage forms](#) by country and learn more about different expressions of heritage, like the art of crafting and playing the Mbira in Malawi and Zimbabwe.



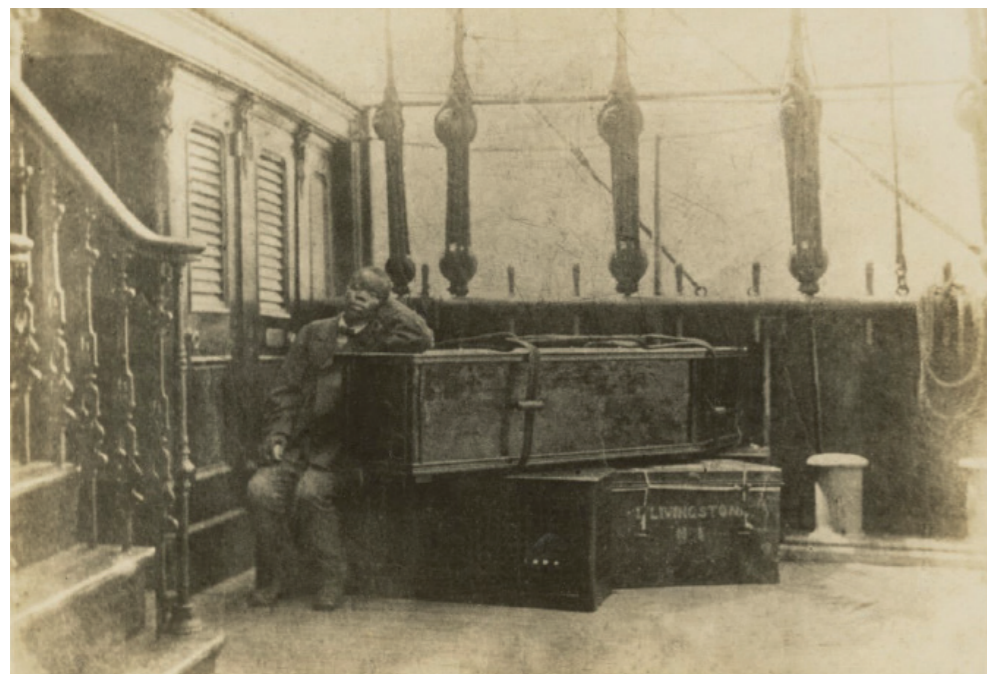
Third Expedition: Activity 1

Worksheet 1

Jacob Wainwright Images 1-2



1. Image credit: Elliott & Fry. "Jacob Wainwright with David Livingstone's Coffin" (1874). *One More Voice*, new dawn edition, 2021, https://onemorevoice.org/html/transcriptions/liv_021088_ART.html.



2. Image credit: Wm. Fergusson & Co. "Jacob Wainwright with David Livingstone's Coffin and Some of Livingstone's Travelling Trunks on Board the Ship 'Malwa'" (1874). *One More Voice*, site launch edition, 2020, https://onemorevoice.org/html/transcriptions/liv_021001_ART.html.



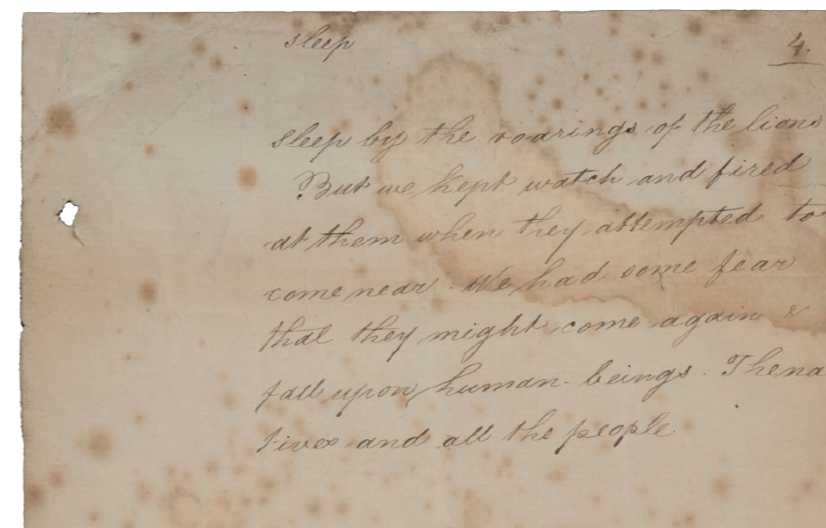
Third Expedition: Activity 1

Worksheet 2

Jacob Wainwright Images 3-4



3. Image credit: Copy photograph after original photograph by P. Weatherley. Wellcome Collection.



4. Transcript: Sleep by the roarings of the lions. But we kept watch & fired at them when they attempted to come near. We had some fear that they might come again & fall upon human-beings.

Image credit: © David Livingstone Centre, Blantyre. Creative Commons Attribution-NonCommercial 3.0 Unported (<https://creativecommons.org/licenses/by-nc/3.0/>). Images of the Livingstone manuscripts from the David Livingstone Centre are © University of Glasgow Photographic Unit. Creative Commons Attribution-NonCommercial 3.0 Unported (<https://creativecommons.org/licenses/by-nc/3.0/>).



Third Expedition: Activity 1

Worksheet 3

Jacob Wainwright Descriptions 1-4



1 Jacob Wainwright with David Livingstone's coffin. Wainwright was the only African pallbearer to carry Livingstone's coffin at his funeral in Westminster.



2 Wainwright escorted Livingstone's coffin from Zanzibar on Africa's east coast to Britain, aboard HMS Vulture.



3 Wainwright carved the inscription reading 'Dr Livingstone May 4 1873' and the names of three leaders 'Jazuza, Manyasere & Chopere', marking the tree where Livingstone's heart and internal organs were buried in Chitambo.



4 An extract of Wainwright's field diary in 1873 describing the difficulties the crew experienced on the expedition.



Third Expedition: Activity 2

Map Making and African Countries'

Independence

Curriculum Links:

- Can assess the impact for those involved in a specific instance of the expansion of power and influence in the past. SOC 4-06d

Collection Link:

- Universal sundial and compass

Time Needed:

40-45 minutes

Materials:

- Image of Universal Sundial and Compass
- Scramble for Africa Map
- Contemporary Africa Map
- Colonialism to Independence Sheet

Themes (Possible Learning Intentions and Success Criteria):

Colonial legacy of David Livingstone and impact of the British Empire.



Third Expedition: Activity 2

Instructions

Make a class list of the purposes of maps and of the tools needed to create accurate maps. Share the image of the **Universal Sundial and Compass** from Livingstone's third expedition, allowing time to discuss this. Explain that one of the main purposes of this expedition was to map as much of the terrain in southern Africa as possible, and that this was one very successful aspect of the third expedition.

Give learners time to think/pair/share responses to the questions, "Why was it important to Livingstone to make accurate maps of the places he explored?". Take responses and explain that Livingstone's wanted to research and share viable economic trade routes that would replace the East African Slave Trade and enable commerce with the communities throughout southern and central Africa.

Share the **Scramble for Africa Map**, allowing time for discussion. What do learners think is depicted here? Explain that after his death in 1873, Western countries forcefully took over areas of the African continent in what is now called the Scramble for Africa. Western powers at the Berlin Conference in 1884 used the maps created by people like Livingstone to divide up the continent of Africa into colonies. This was done without any representation from African leaders and the severely damaging effects of colonisation, the looting of natural resources and erasure of cultures as some examples, continue to be felt today. As an aid learners may want to refer to the simple but not exhaustive definitions on Colonisation and Decolonisation below:

Colonisation – when one country invades and takes control of another country or region, establishing a settlement there (a colony), in order to control the area and gain riches.

Colonising involves introducing new practices and rules to a place and using its resources for the coloniser's own gain, at the expense of the people that inhabited the land first. The British Empire colonised many parts of the world with serious harmful impacts that still very much exist today.


Decolonisation – the process by which a colony gains independence and freedom from a colonial power, the opposite process to colonisation. Decolonising can also refer to the process of unpicking the legacies and impact of the British Empire, taking a closer and critical look at how it is responsible for the way things are today.

Give time to explore responses to this and to consider the implications of Livingstone's mapping of areas of southern and central Africa. You may want to explore researching additional maps giving a view of Africa prior to foreign traders to further the contexts of rich African histories separate to the colonial focus here. You may want to add a branch to the **Consequences Chain** from the first activity in this resource, titled 'Livingstone creates maps'.

Compare the **Scramble for Africa Map** with the **Contemporary Map of Africa**. Learners may want to note the creation of national boundaries that still exist.


One example of how these invented borders are at odds with how people inhabited the land is the Chewa people. The Chewa people are possibly the largest tribal group in South-Central Africa. Their land is divided by the colonial borders of Malawi, Zambia, Mozambique, and Zimbabwe. As an example of the 'Intangible Cultural Heritage' you may have researched in the previous activities Modern day links, a method that the Chewa use to express their critical views of colonisation is through a cultural dance called Gulewamkulu.

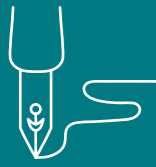
Can learners identify any modern African states which correspond to those on the **Scramble for Africa Map**? Explain that all countries depicted on the 'Scramble for Africa' map have since gained their independence.

In pairs or small groups, learners choose one modern African nation and carry out research in response to the headings in the **Colonialism to Independence Table**. Learners may want to make use of the links provided in the 'External Links and Taking it Further' on [page 50](#)  of this section. Give time for learners to creatively share their learning on this.

Where would learners place the African independence leaders they have now researched on the **Power Grid**?

Modern day links

Use the discussion points in Scotland Malawi Partnerships [Critical Learning Resource – Understanding 'White Saviour' complex and 'Volun-tourism'](#) , to react to the 'How to Get More Likes on Social Media' animation provided in the above linked resource. Older learners may want to take it further with reading [this article](#) to take a critical look at the impact and damage of the 'white saviour complex' .



Third Expedition: Activity 2

Worksheet 1

Universal Sundial and Compass

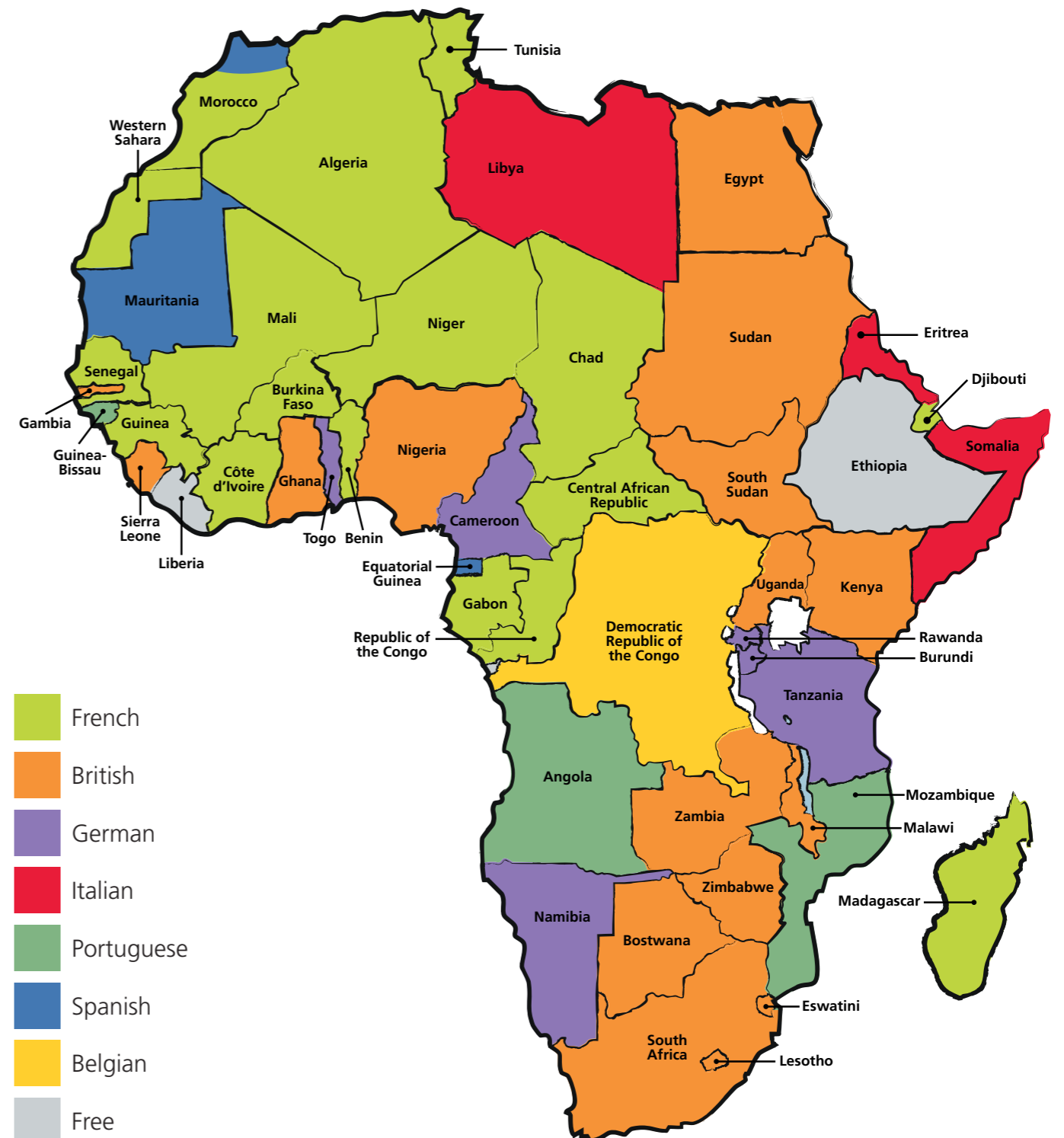


<https://collection.david-livingstone-birthplace.org/item/iFaGcj>



Third Expedition: Activity 2

Worksheet 2 | Scramble for Africa Map





Third Expedition: Activity 2

Worksheet 3 Contemporary Map of the Continent of Africa



Third Expedition: Activity 2

Worksheet 4 Colonialism to Independence Chart

Modern African State	Colonising Nation	Independence Leaders	Year of Independence

