

GLOBAL CITIZENSHIP LEARNING RESOURCE



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www.david-livingstone-birthplace.org



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INTRODUCTION

“I am prepared to go anywhere, provided it be forward.”

This revised learning resource is designed to inspire and support schools to study the life and legacy of Scotland's famous missionary, explorer and abolitionist, Dr David Livingstone. The original resource was compiled by the National Trust for Scotland, and many of the original learning activities remain. This revision has been compiled by the David Livingstone Birthplace (DLB) and the West of Scotland Development Education Centre (WOSDEC).

GLOBAL CITIZENSHIP

This learning resource was written in accordance with the Scottish Curriculum for Excellence. It encourages schools to study David Livingstone's story and legacy as an exciting and relevant Learning for Sustainability topic. David's story also emphasises the development of the skills, values and attitudes of Global Citizenship. The resource makes connections with relevant articles from both the United Nations Convention on the Rights of the Child (UNCRC), as well as the relevant UN Sustainable Development Goals (SDG).

CURRICULUM LINKS

The core of this resource is divided into an introductory unit, and six study units which provide historical sources and learning activities to explore different aspects of David's life. These units are interdisciplinary, covering many of the Curriculum for Excellence's learning areas from Religious and Moral Education to Social Sciences. As David Livingstone is a topic studied by a range of year groups, the activities have not been assigned to specific curriculum levels. Teachers are encouraged to select and adapt the activities which are most relevant to your classroom study for use with your learners.

ONLINE RESOURCE

David Livingstone: A Global Citizen is available to access online with downloadable activity sheets from both the DLB website <https://www.david-livingstone-birthplace.org> and the WOSDEC website <https://wosdec.org.uk/our-resources/>.

VISITING THE DAVID LIVINGSTONE BIRTHPLACE

To enrich your study of David Livingstone's story you can book a school visit to the David Livingstone Birthplace from Spring 2021. For more information about our schools' programme, please contact us via email on learning@dltrust.uk.

TIMELINE

1844

Attacked by lion in Mabotsa

1841

Arrives in Cape Town

1845

Marries Mary Moffat in Kuruman

1853–56

Trans-Africa Expedition. Leaves from Linyanti 1853, reaches Luanda 1854, Mosi-Oa-Tunya (now also known as Victoria Falls) 1855, arrives at Quelimane 1856

1858–64

Zambezi Expedition. Realises the Cahora Bassa rapids are impassable. Changes course via Shire River 1859, Lake Malawi 1862, Mary dies at Chupanga 1862, expedition recalled due to deaths and dismissals, returns to UK humiliated

1866–73

Nile Expedition. Leaves from Zanzibar on his last journey to trace the source of the Nile

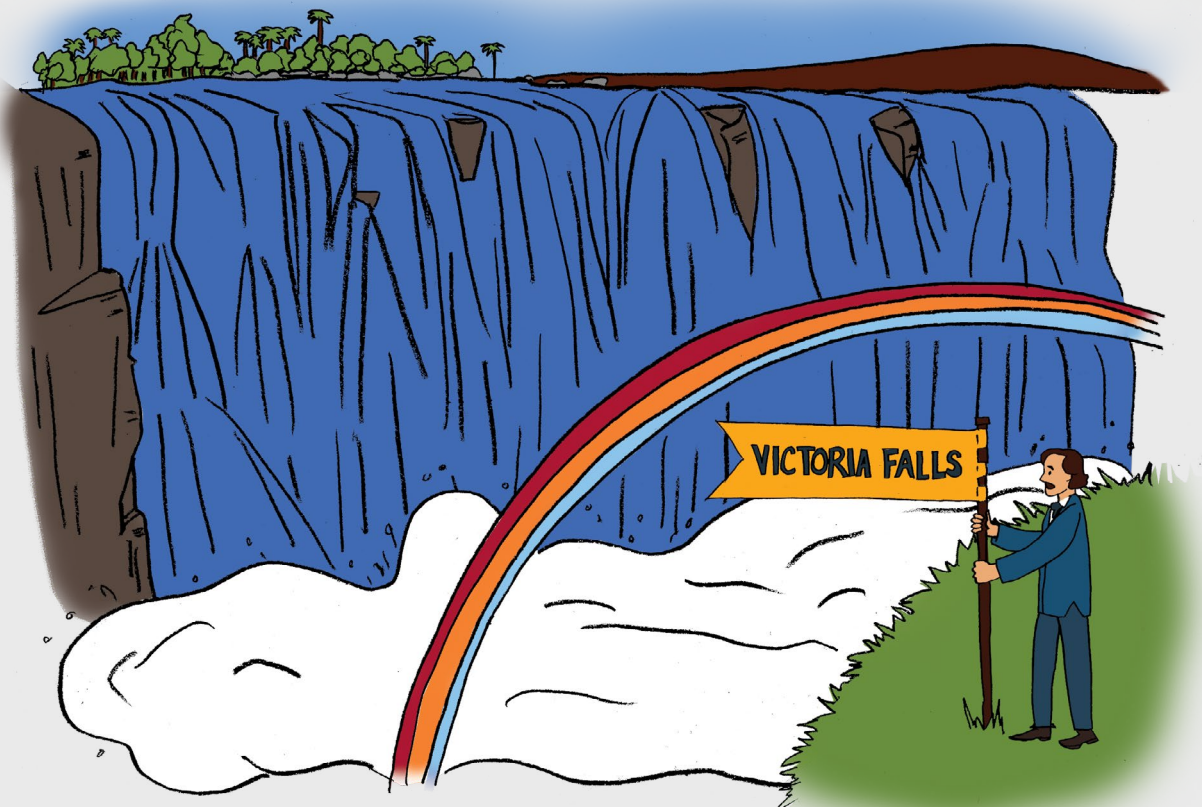
1871

Stanley meets Livingstone at Ujiji

1873

Livingstone dies at Chief Chitambo's village, Ilala, near Lake Bangweulu

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

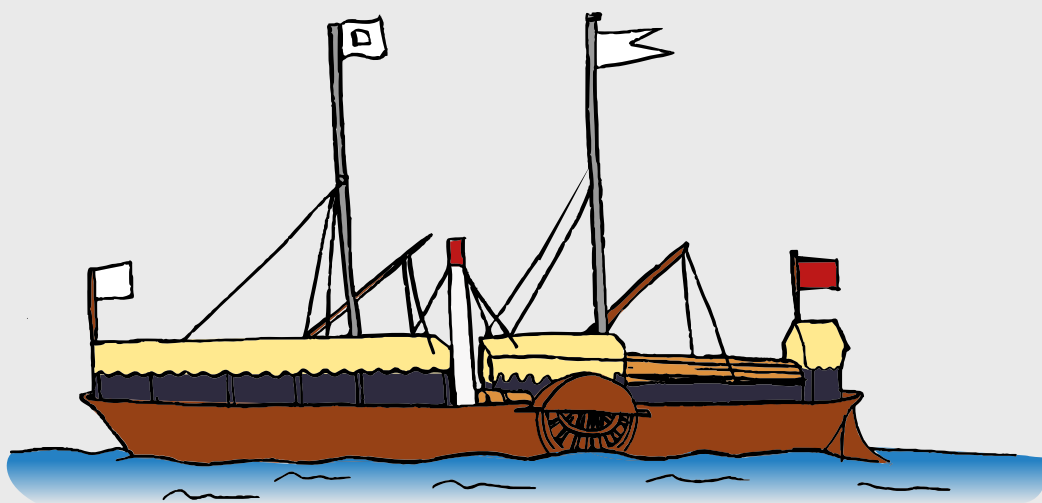
Africa. In 1866, he began his last expedition, this time to find the source of the Nile River and report back to the British government about the East African slave trade. The crew of this expedition also faced a lot of problems. David quickly ran out of money, food and supplies. Facing starvation, he 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

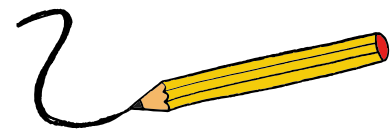
Livingstone was so famous that the New York Herald commissioned journalist Henry Morton Stanley to find him and secure a worldwide scoop. Stanley's large expedition crew included his translator Selim Hishmeh who was fluent in Arabic and Swahili, and Sidi Mubarak Bombay, who became the most widely travelled 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...

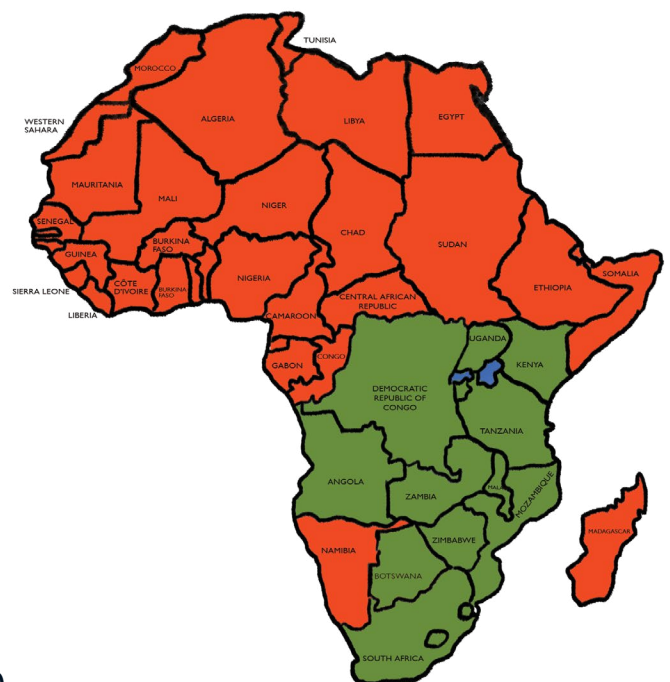
Locate Africa on a political globe or map of the world:

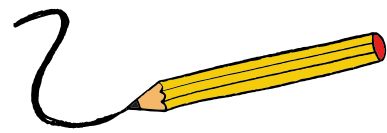
1. How many countries can you find within the continent of Africa? Is this more or less than the number of countries that make up Europe?
2. How long is the longest river in Africa? And in Europe?
3. How many people live in Africa? And in Europe?
4. How many people live in Blantyre, Malawi compared with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

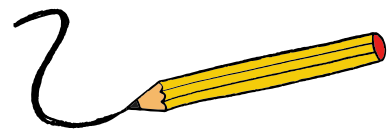
TASK B

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
© David Livingstone Trust

FACTORY LIFE

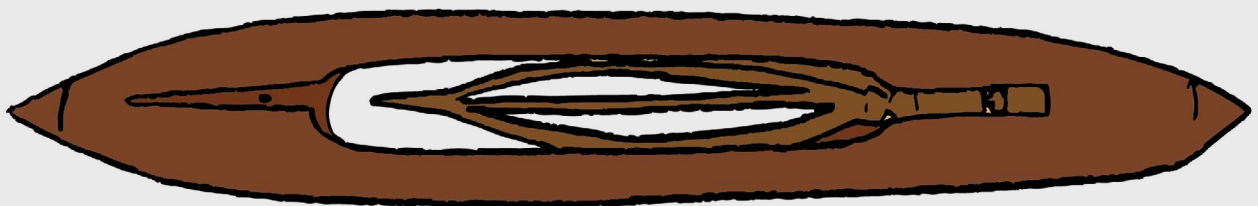


TEACHER BACKGROUND NOTES

David grew up during the Industrial Revolution. This was a time when inventions in technology and machines helped new and old industries develop. Machines took over jobs which used to be done by hand meaning they could be done a lot quicker. During this time, thanks to new machines, the cotton industry in Scotland grew. Enslaved people forced to work on plantations in America and the Caribbean grew and picked raw cotton. This cotton was then shipped to Scotland where it was woven into cloth in factories called cotton mills. The cloth was then sold all around the world.

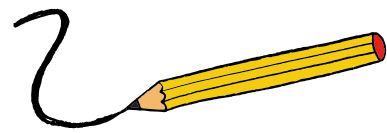
Before David was born, his grandparents moved from Ulva (a small Scottish island off the coast of Mull) to Blantyre, the outskirts of Glasgow, in search of a better life. Here they found work at Blantyre Cotton Works factory. David was born on 19 March 1813 in the factory worker's accommodation, Shuttle Row. He lived here with his family in a single room, known as a single-end. At one point, there were seven people in the Livingstone family home – David, his father and mother, and his two brothers and two sisters. It was very cramped!

The Livingstone family were poor, so at the age of 10 David began working in the cotton mill as a piecer. His job involved ducking under the cotton spinning machines to tie together the broken threads. This was a very dangerous job because the machines were moving all the time, so he had to be careful not to get injured. Life in the mill was difficult, with strict bosses, long working hours, low wages and loud machines that could cause deafness. After a long day at work, working from 6am to 8pm, David went to school in the evening. When David was 19 years old, he was promoted to be a spinner. But through hard work, study and ambition he left the cotton mill to pursue his dream of becoming a missionary doctor.



ACTIVITY 1

THE JOURNEY OF COTTON



I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences.

SOC 2–04a

I can use evidence selectively to research current social, political or economic issues. SOC 2–15a

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

During the early 19th century cotton goods were extremely sought after. Factories, like the Blantyre Cotton Works, shipped their products all over the world. But the cotton trade was far from fair...

TASK A

Look at these two images:

Can you think of any connections between the two?



© David Livingstone Trust

TASK B

Read the statements below to help you work out the connection.

- 1. The cloth was made into different types of goods such as clothing, curtains and tablecloths.**
- 2. Cotton was grown in huge fields and was hand-picked by enslaved people.**
- 3. The raw cotton was then shipped to Britain where it was bought by cotton mills including Blantyre Cotton Works.**
- 4. Inside the cotton mills, the raw cotton went through many machines until it was woven into cloth.**
- 5. People from Africa were enslaved and taken to America and the Caribbean where they were forced to work in cotton plantations.**
- 6. These cotton goods were then shipped all over the world and sold to customers for lots of money.**



Livingstone's red cotton shirt

© David Livingstone Trust

TAKING IT FURTHER

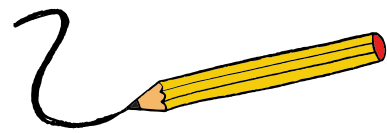
In the 19th century, people from Africa were enslaved and forced to work picking cotton in America and the Caribbean. Today many people are still made to work in terrible conditions while picking cotton. To find out more about problems in the modern day cotton industry, look at 'Cotton Unfolded' from the SFTF www.scottishfairtradeforum.org.uk/take-action/cotton-unfolded.

Is there cotton in your school uniform? Why not get in touch with ApparelXchange to find out about ways we can make school uniforms more sustainable. <https://www.apparelxchange.co.uk/>



ACTIVITY 2

A DAY IN DAVID'S LIFE



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

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

From Monday to Saturday the village bell would ring at 5am. This is when David had to wake up, have his breakfast, do his chores and get ready for work. At 6am David would begin working in the cotton mill for a 14-hour shift. He would finish work at 8pm and go straight to school where he would study for 2 hours. At 10pm David would leave school and go back home to Shuttle Row where he would study for another 2 hours by candlelight. At midnight David's mum would tell him to blow out his candle and go to sleep. Sunday was David's only day off work, when he would go to church twice a day and, if he was lucky, he could play outside.

TASK A

On Mondays how many hours did *David* spend:

1. working in the mill
2. studying at school
3. studying at home
4. sleeping

On Mondays how many hours do *you* spend:

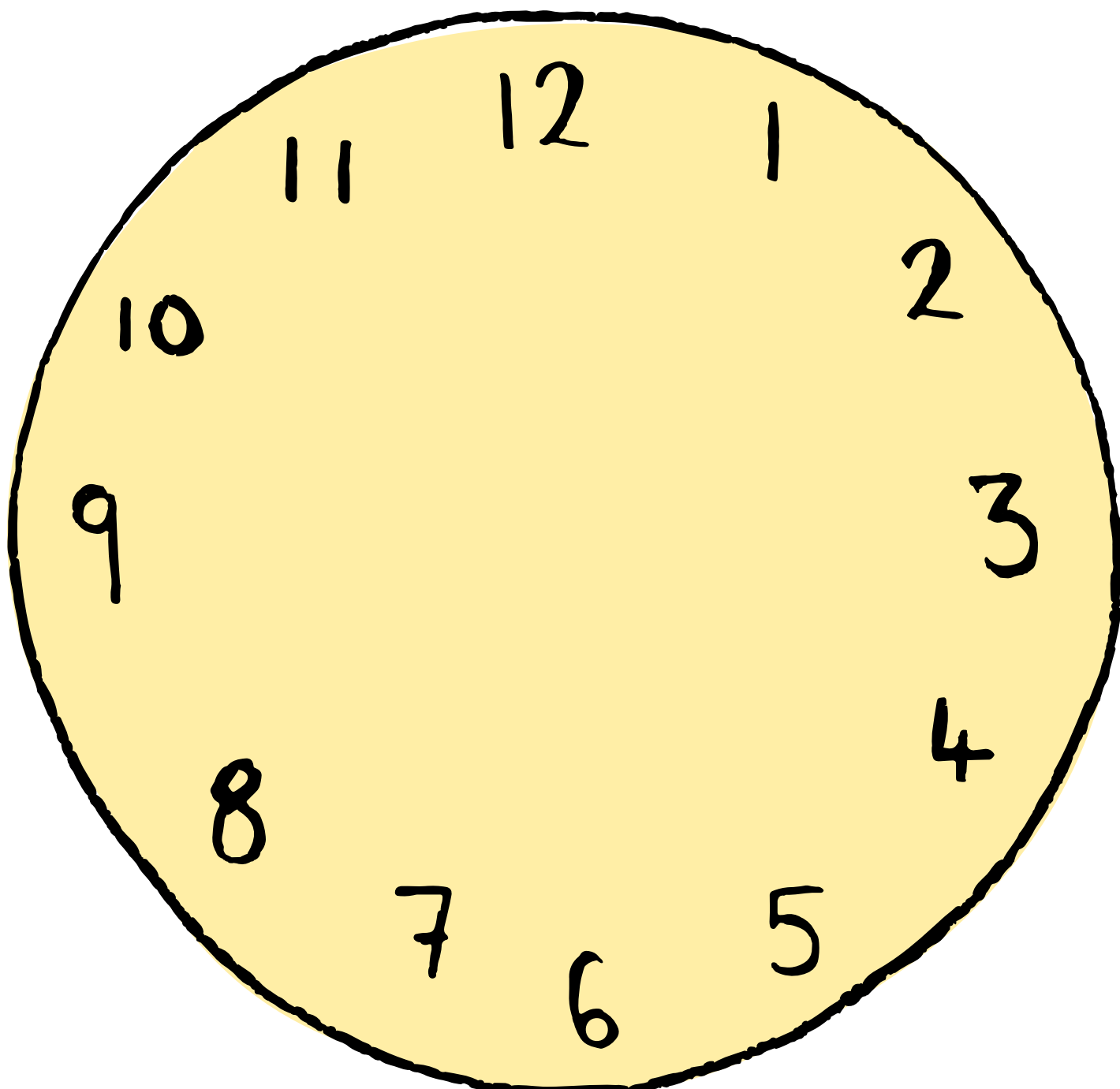
1. working in a job
2. studying at school
3. studying at home
4. sleeping

Use four different coloured pencils to colour the hours on the clock.

How many hours are left over for each of you?
What would these hours be spent on?



The room where David Livingstone was born. Lithograph. Wellcome Collection. Attribution 4.0 International (CC BY 4.0)



TASK B

David's life was very different from the life of a child in Scotland or Malawi today. Choose one case study of the life of a Malawian child to read, from pages 10–13 in the following resource <https://scotdec.org.uk/resources/going-up-in-smoke-malawi-tobacco-and-us/childrens-rights/>

What do you notice that's the same as you and what do you notice that's different?

TASK C

Pretend that you have travelled back to the year 1825 and you are now David Livingstone aged 12 years old. Write a diary entry to describe a day in David's life. Here are some things to think about when writing your story:

1. What is it like living with your mother, father, two brothers and two sisters all in one room?
2. What chores do you have to do in the morning?
3. What do you wear?
4. When you are in Shuttle Row, at the mill and in school what do you smell, taste, hear and see?
5. Throughout the day how do you feel?
6. What are your biggest hopes and fears in life?

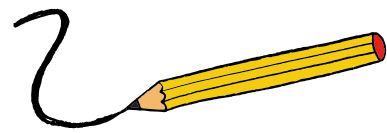
Do you think it would have been different for David's sisters? Below is an embroidery sampler made by a girl who worked at Blantyre Works. **Can you see her name and the year it was made?**



Embroidery sampler
© David Livingstone Trust

ACTIVITY 3

THE RIGHTS OF THE CHILD



As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. HWB 2–09a

All children and young people have rights which are listed in the United Nations Convention on the Rights of the Child (or UNCRC for short). Rights make sure that children and young people can live safe, healthy and happy lives. These rights were only introduced in 1991 in the UK. Even today, many children and young people's rights are not respected. When David Livingstone was a child there was no UNCRC. This meant that David and other children were expected to work just as hard as adults.

TASK A

On the following page are some articles from the Rights of the Child. Decide which of David and his sibling's rights were respected and which were not.

Note for teachers: This activity is designed to prompt discussion and debate so children and young people can consider David's rights and their own rights. There are no fixed answers; however, encourage the pupils to give reasoning for their opinions.

TAKING IT FURTHER

Explore the rights activities within <https://scotdec.org.uk/resources/going-up-in-smoke-malawi-tobacco-and-us/childrens-rights/>



**Every child has
the right to
education.**

**Every child has
the right to
life.**

**Every child
has the right
to enough
food and
clean water.**

**Every child has
the right to
an adequate
standard of
living.**

**No child
should be
used as cheap
labour or as a
soldier.**

**Every child has
the right to a
name and a
nationality.**

**Every child has
the right to
say what they
think and be
heard.**

**Every child
has the right
to meet their
friends and
join groups.**

**Every child has
the right to
health care.**

**Every child has
the right to be
kept safe and
not to be hurt
or neglected.**

HEALTHCARE



TEACHER BACKGROUND NOTES

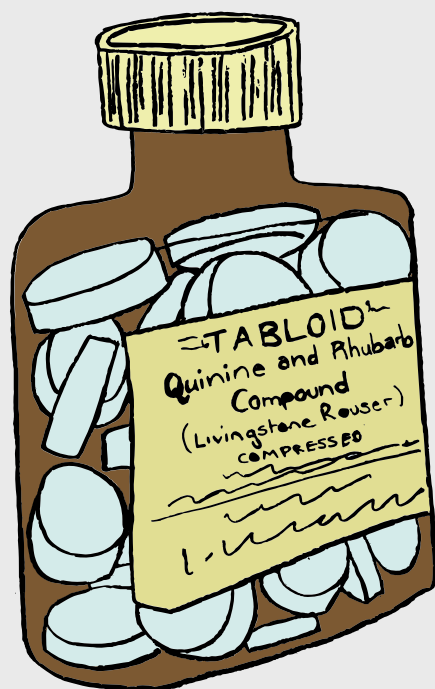
As a young boy growing up in Blantyre, along the banks of the River Clyde, David loved to study different types of plants. He used a book called Culpeper's Complete Herbal to identify plants with healing properties. David's interest in natural science and his desire to help others inspired him to study medicine at Anderson's College in Glasgow, which is now part of Strathclyde University.

Once David graduated as a doctor, he set sail for Africa to work as a medical missionary. At the time, 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. David worked closely with African traditional healers (also known as diviners) because he found there were a lot of diseases in Africa that were different to the ones in Britain. At this time modern-day germ theory did not exist nor did the discipline of tropical medicine. Traditional healers taught him what they knew about these illnesses and showed him African plants that had special healing qualities. But there were still many diseases that had no known cause (viruses like malaria and trypanosomiasis were unknown), treatments or cures.

One of the worst illnesses David experienced was malaria but no-one knew exactly what it was and what caused it. However, when David's two children got malaria, he was able to closely study their symptoms and began to work out a treatment. He used quinine (a liquid from the bark of trees found in South America) mixed with rhubarb and other ingredients to make a special medicine. He advised that people suffering from malaria should take enough of this medicine to make their ears ring! The medicine was named 'Livingstone's Rousers' because it would rouse even the sickest of patients.

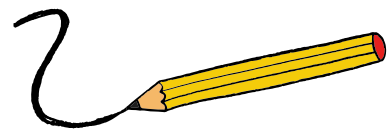
Livingstone's Rousers were 'composed of from six to eight grains of resin of jalap, the same of rhubarb, and three each of calomel and quinine, made up into four pills, with tincture of cardamoms, usually relieved all the symptoms in five or six hours. Four pills are a full dose for a man – one will suffice for a woman. They received from our men the name of 'rousers,' from their efficacy in rousing up even those most prostrated' from Livingstone, David, and Charles Livingstone. 1865. Narrative of an Expedition to the Zambesi and Its Tributaries. London: John Murray (accessible <http://www.gutenberg.org/ebooks/2519>)

The David Livingstone Birthplace museum collection includes examples of the Livingstone Rousers and also of the traditional healer or diviner medical kits.



ACTIVITY 1

VICTORIAN DOCTOR



I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. HWB 2–15a

To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own. ENG 2–17a

When David was training to be a doctor, he learned about lots of different diseases that were common in Britain at that time. **Do you think you could be a Victorian doctor?**

TASK A

Work in small groups of up to seven. One or two of you should be the doctor/s, the rest should be **PATIENTS**. Make sure you have the right patient or doctor cards for your role!

The **CURE** cards should be placed answer facing down. Each patient should have a turn to explain their symptoms to the doctor who should decide what their illness is. The patient should then choose a random cure card.

Once all the **DISEASES** have been matched to the patient, everyone should check the diseases match the symptoms. As a group, match the most appropriate cures to the disease. **Which disease is the most serious?**



Medicine chest used by David Livingstone, Europe, 1860–1873.
Science Museum, London. Attribution 4.0 International (CC BY 4.0)

MAGDA

Magda can't go to work at the cotton mill today because she's been vomiting all morning and has a bad fever.

AMIR

Amir feels so ill! His muscles really hurt, he's noticed a rash on his arms and he has the worst headache ever.

KWAME

Kwame has recently noticed that he has lost some weight and he is coughing blood. He's really scared.

AGNES

Agnes felt fine an hour ago but now she's vomiting, her stomach really hurts and her face looks blue.

NANCY

Nancy is worried about her baby, Jane. She has a horrible rash, she feels really hot and her eyes are red and puffy.

BILLY

Billy's legs aren't working. He's really worried because he needs to go to work as a chimney sweep tomorrow.

CHOLERA

Symptoms include vomiting, stomach pain, leg cramps and skin may turn greyish-blue.

TYPHUS

Symptoms include headache, cough, rash, muscle pain and fever.

MEASLES

Symptoms include rash, fever, red eyes, coughing and difficulty breathing.

POLIO

Symptoms include paralysed muscles and difficulty breathing.

INFLUENZA

Symptoms include fever, headache, muscle pain, sore throat, coughing and vomiting.

TUBERCULOSIS

Symptoms include coughing blood, fever and weight loss.

REHYDRATION

Get the patient to drink lots of clean water to rehydrate the body. This cures illnesses where the patient has been sick and has therefore lost a lot of water and become dehydrated.

PURGING

Give the patient laxatives to bring on diarrhoea or vomiting in order to relax the inside of the body and relieve pressure. Cures vomiting illnesses and stomach pains.

SWEATING

Keep the patient as hot as possible to sweat out the poisons from their body. Once drenched in sweat, throw cold water over the patient then give them a massage. Cures fevers.

BLEEDING

Cut open the patient to release bad blood. This works on lots of different illnesses.

PLASTERING

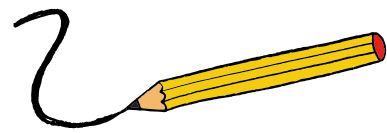
Cover the patient in a thick paste made of mustard, bread, milk and cow dung. Cures colds and internal pain.

BLISTERING

Use hot poker or acid to burn the patient's skin in order to burn out a wide range of illnesses.

ACTIVITY 2

CHILDREN AND HEALTH



I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. HWB 2–15a

As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.

HWB 2–09a

TASK A

Have a look at the Global Goals if you don't already know about them. <https://www.globalgoals.org/>

Which Goal would David have been working towards?

What do you think the planet would have been saying in response to the children's question below?

Compare your ideas with the rest of the cartoon: http://cdn.worldslargestlesson.globalgoals.org/2016/06/A-To-Do-List-for-the-Planet_Page_04_Image_0001.jpg

TASK B

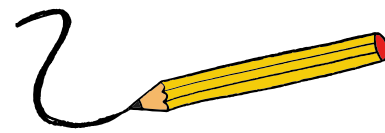
Look at the articles of the UNCRC in symbols on the Children and Young People's Commissioner website: <https://www.cypcs.org.uk/rights/uncrcarticles/symbols>

Which article represents the right to be healthy? Draw your own picture for what being healthy means to you. You/your teacher could scan this into the computer and share with the David Livingstone Birthplace social media. <https://cypcs.org.uk/rights/uncrc/articles/>



ACTIVITY 3

MEDICINAL PLANTS



Through carrying out practical activities and investigations, I can show how plants have benefited society.
SCN 2-02b

David was taught a lot about Southern African plants which could be used to cure illnesses, such as mupanda to sweat out a fever, mutuva to cure coughs, munyazi to cure the wounds of poison arrows and musheteko to cure ulcers. He also learned about plants that were used as poison, such as the strophanthus kombe.

When David was a boy he learnt about medicinal plants that grew in Scotland and Northern Europe from a book called Culpeper's Complete Herbal. Many still use the healing properties of plants today. Some can be cultivated by humans and others grow in the wild:

DAISY Treats flus and colds; helps create a sweat to get rid of a fever; heals wounds and mouth sores.

DANDELION Increases appetite; improves digestion; lowers cholesterol.

DOCK LEAF Treats blisters, burns, nettle stings and boils.

LAVENDER Treats sleep disorders; gives better concentration; reduces anxiety; soothes headaches.

MINT Cleanses the stomach; treats acne; whitens teeth; combats bad breath; cools the skin.

PARSLEY Prevents gas and bloating in the stomach; reduces allergic reactions.

TASK A

Go for a walk outside. Which plants can you find in your playground, garden, park or local woodland?

Write a few words or a sentence to describe what you find, take a photograph or draw a picture. You could also make a nature journal using recycled materials to document what you see (for inspiration you can watch this great video from the Natural History Museum, London) https://www.youtube.com/watch?v=4EnmiuKqBXL&feature=emb_title

You could even look at plants through a pocket microscope – how different do they look?



Strophanthus kombe Oliv.

© Kew <http://specimens.kew.org/herbarium/K000233786>

TASK B

Follow this recipe to create your own natural exfoliator and moisturiser to treat dry hands.

What you need:

Lemon
Granulated sugar
Honey
Avocado

Instructions:

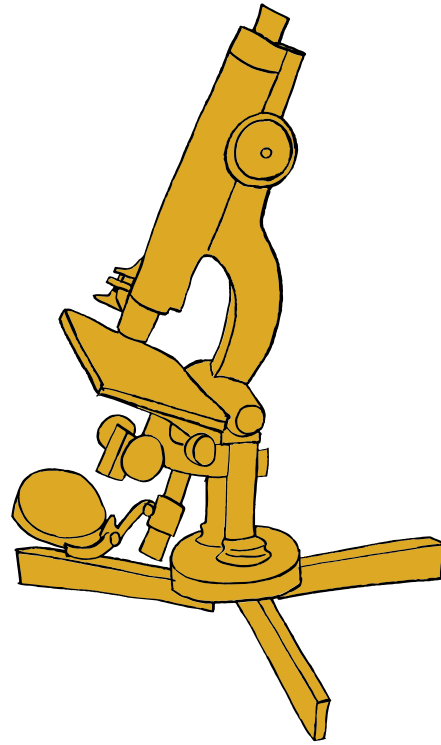
Put one cup of granulated sugar in a bowl. Squeeze the lemon and pour the juice into the bowl of sugar. Mix the juice and sugar together to make a gritty paste. This is your natural exfoliator.

Now mash one ripe avocado in a separate bowl. Add two tablespoons of honey to the avocado and mix together. This is your natural moisturiser.

How to use:

Put your hands in the bowl of sugar and lemon exfoliator. Rub your hands together until the sugar starts to melt into a glaze. Rub this glaze all over your hands. Once your hands are fully covered leave the glaze on for 5 minutes. Rinse with warm water then pat your hands dry.

Now rub the avocado and honey mixture all over your hands and leave on for 10 minutes so that your skin can absorb the natural moisturiser. Rinse with warm water then pat your hands dry. Your hands should now feel soft and smooth!



Culpeper's Complete Herbal
© David Livingstone Trust

RELIGION



TEACHER BACKGROUND NOTES


From a young age, David's father read him Bible stories and he attended the local church twice every Sunday. He learnt about the work of Christian missionaries – people who travel across the world to tell others about their God. David especially loved reading about the German missionary Karl Gützlaff and his work in China. Gützlaff advised missionaries to become doctors so they could carry out their missionary work and convert people through serving others with their medical needs. This teaching encouraged David to become both a missionary and a doctor.

David trained at the London Missionary Society and he planned to go to the East Asia, but then the first Opium War broke out between Britain and China. By chance, he went to a talk by Robert Moffat, a Scottish missionary who was on leave from his base in Southern Africa. David was inspired by Moffat's stories and decided to go to Southern Africa instead.

When David got to Africa, he was interested in learning about the religious and cultural beliefs of the people he met, however his work as a Christian missionary meant he was there to convert people to his faith. He shared



Lantern slide depicting David Livingstone using a magic lantern.
© David Livingstone Trust

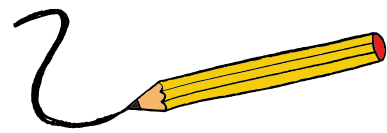


his beliefs by learning African languages so he could read the Bible to lots of different community groups. His wife, Mary, knew many African languages, including Setswana. Knowing the local languages was important for missionary and other colonial work. Another way he shared the stories from the Bible was through images. He used a magic lantern, which worked similarly to a projector. Lantern slides were used to show biblical stories.

At the time, many European missionaries in Africa set up mission stations near the coast, but few had gone into the heart of Africa because there were no maps and no roads. David, wanting to spread the Christian message far and wide, spent much of his life exploring and mapping Southern and Central Africa, opening up these routes for other missionaries and commercial activities.

ACTIVITY 1

HAPPY LAND



I am developing respect for others and my understanding of their beliefs and values.

RME 2–07a

I am developing an increasing awareness and understanding of my own beliefs and I put them into action in positive ways.

RME 2–08a

I am developing my understanding that people have beliefs and values based upon religious or other positions. RME 2–09b

TASK A

During David's travels through Africa as a missionary explorer he experienced some terrible things. During his first travels there he was attacked by a lion! He survived this but was ill many times after that. Mary and many of his friends died from tropical diseases. At times, some of his expedition crew stole his belongings, which included important medicine that meant that he became more and more sick. He sometimes struggled to get food and clean water. He also found himself in many dangerous situations.

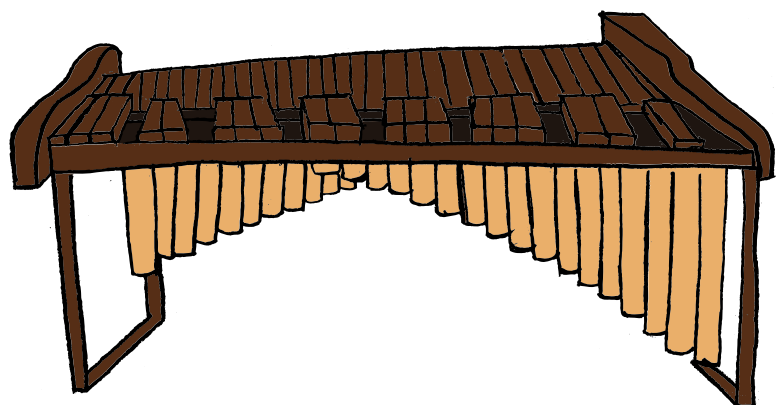
As well as these physical hardships, he was affected emotionally and psychologically by the horrors of the East African slave trade.

Throughout his life, David found solace in his Christian faith. When he felt lonely, sad or angry he had a favourite hymn (a Christian song) that helped to motivate him on his mission. The lyrics for There is a Happy Land were written by Scottish school teacher Andrew Young in 1838.

What do you think the Happy Land means? In this song, The Happy Land refers to Heaven and the word 'aye' translates as 'always' or 'forever'. Search for the lyrics to the hymn online. **Why do you think the words were a comfort to David?**

TASK B

What is your favourite song? How does it make you feel? Draw a picture of where your 'Happy Place' might be.



ACTIVITY 2

MISSIONARY WORK TODAY

I can explain why different people think that values such as honesty, respect and compassion are important, and I show respect for others. RME 2–09c

I am developing my understanding of how my own and other people's beliefs and values affect their actions. RME 2–09d

I am increasing my knowledge and understanding of different forms of Christian worship and artefacts and can explain their importance for Christians. RME 2-03a

There are still Christian missionaries today. Missionaries can live lives very similar to David's and they aim to help others by sharing their faith with people all around the world. There are missionaries that represent all faiths and all seek to serve others and share their faith through relationships and acts of service. This can be through education, social justice, healthcare and economic development. Missionaries are also present in disaster zones and global catastrophes. Some examples of these include Islamic Relief and Christian Aid.

People's values are shaped by many things, including religion. For David, his Christian faith helped him to develop important values that would inspire him to dedicate his life to helping others. Many missionaries today are also driven by these values. This is because of their faith and love for people and the world in which they live. They reflect their values in their actions, demonstrating peace, kindness, care for the

environment and a commitment to social justice. These values shape and motivate individuals to make a difference to the world and those who live in it.

TASK A

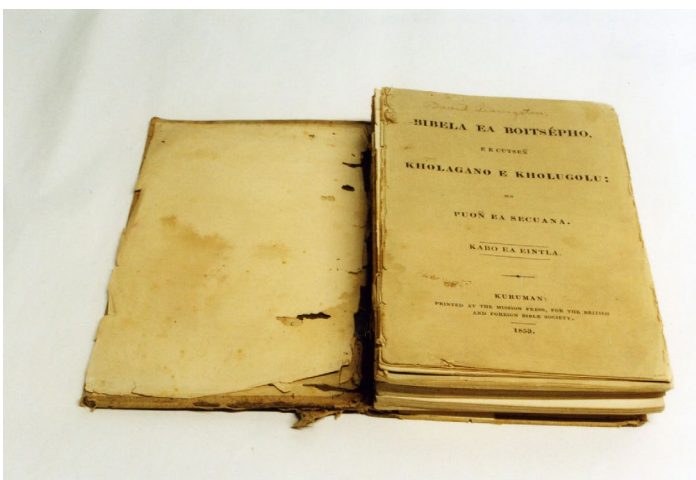
Consider the values of a Global Citizen, as defined here by Oxfam:

1. **Sense of identity and self-esteem**
2. **Commitment to social justice and equality**
3. **Respect for people and human rights**
4. **Value diversity**
5. **Concern for the environment and commitment to sustainable development**
6. **Commitment to participation and inclusion**
7. **Belief that people can bring about change**

As a class make a list of values. Consider:

1. **What values are important to you?**
2. **Where do these values come from?**
3. **How do you put these values into practice?**
4. **How will you use these values to form your future goals?**

Through this discussion consider a personal goal that will impact others.



Signed Copy of the Holy Bible (1853) (in Setswana)

© David Livingstone Trust

My goal is

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.

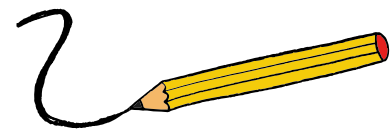


Ivory Lip Ring

© 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>

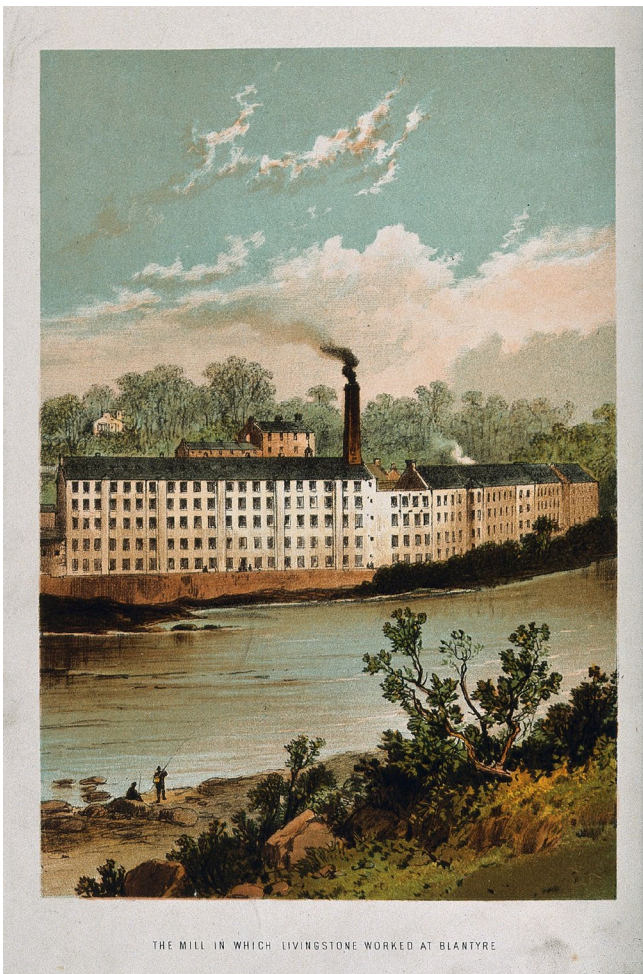
TASK C

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>

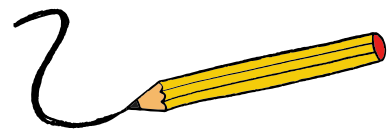
In pairs, have a go at completing the #FromWhereIStand survey. Submit your survey results and help build the interactive global map! <https://worldslargestlesson.globalgoals.org/resource/from-where-i-stand/>

(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.

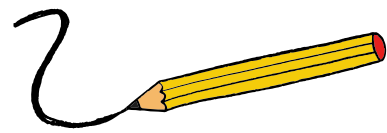


Livingstone Family at Lake Ngami
David Livingstone Trust

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**

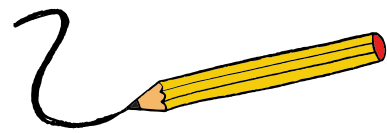
To this day, Scotland has strong links with other African countries David visited, like Zambia and Malawi through the Scotland Zambia Partnership and the Scotland Malawi Partnership. You could research gender in Zambia or Malawi today to see what has changed over time!

<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?

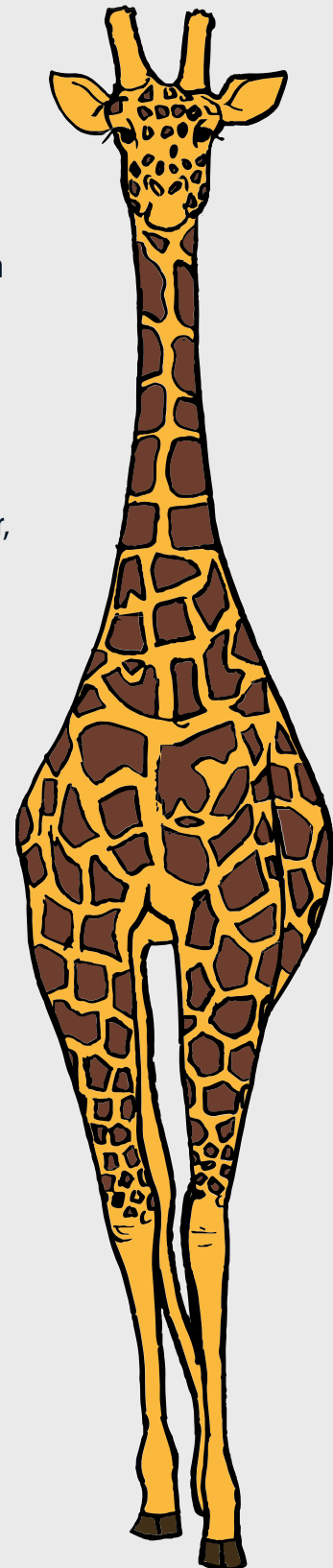
CONSERVATION



TEACHER BACKGROUND NOTES

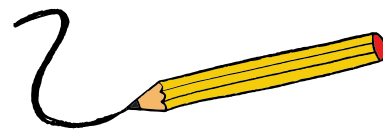
David saw lots of new and wonderful things in Africa, including animals such as elephants, lions, giraffes, zebras, cheetahs, rhinos, hippos, monkeys, and many more. He was fascinated by these animals and watched them for hours. He wrote long descriptions about their appearance and behaviour, and drew 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/>

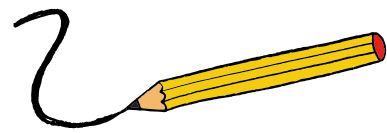


Observations Concerning Lake Nyasa Including a Pencil Sketch of a Fish Called a Sanjika

© 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



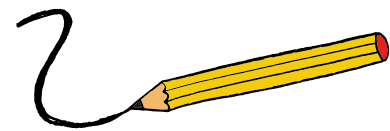
David Livingstone attacked by a lion (from 'Missionary Travels').

© 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.'



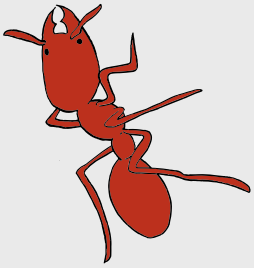
ACTIVITY 3

WHICH ANIMALS ARE THE MOST DANGEROUS?

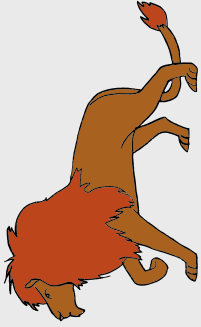
To help me develop an informed view, I can distinguish fact from opinion, and I am learning to recognise when my sources try to influence me and how useful these are. LIT 2–08a

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?

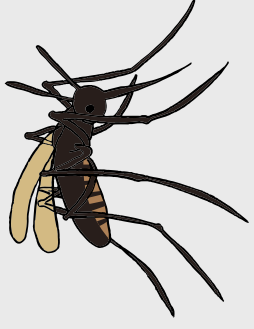
MOST DANGEROUS		
LEAST DANGEROUS		



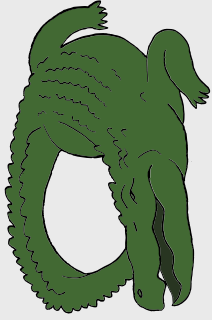
RED ANT



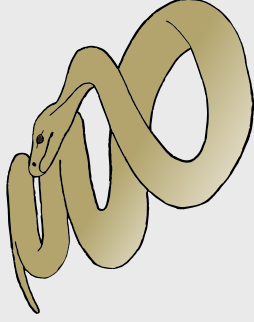
LION



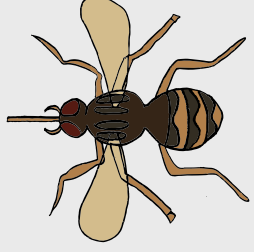
MOSQUITO



CROCODILE



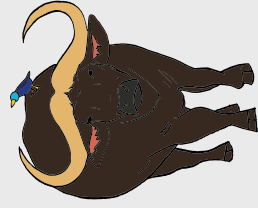
BLACK MAMBA



TSETSE FLY



HUMAN



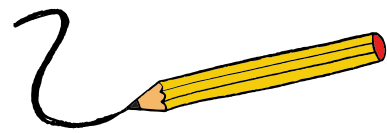
BUFFALO



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 a 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'
© David Livingstone Trust

TRADING THEN AND NOW



TEACHER BACKGROUND NOTES

When David was a young man he had learnt about the Transatlantic slave trade. This brutal trade in human lives was run by traders from Europe, including British merchants. The Transatlantic slave trade was abolished in 1807, before David was even born, however illegal trading continued.

David may have worked with raw cotton picked by enslaved people in American and Caribbean cotton plantations when he worked at Blantyre Cotton Works.

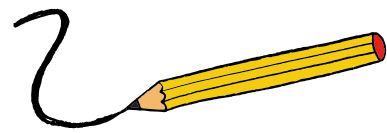
While the West African Transatlantic slave trade ceased, the East African slave trade continued for another 60 years on both East and West coasts of Africa, as Middle Eastern merchants traded in enslaved people from the port of Zanzibar on the East Coast.

When David arrived in Africa as a missionary doctor he witnessed the East African slave trade. He was so shocked by what he saw that he decided to dedicate his life to ending slavery. This slave trade was run by Middle Eastern and Portuguese traders who worked with African community groups and chiefs to capture and enslave men, women and children. The enslaved people were taken to Zanzibar on the East African coast where they were sold to slave owners. They were then shipped across the world and forced to work in many different types of jobs, such as labourers on plantations of tradeable goods like clove, spices and other foods, sailors, house servants and soldiers.

David was horrified by the East African slave trade but he thought he knew how it could be stopped. People were taking part in the slave trade in order to make money, so he looked for ways to create fair trade. This involved identifying natural resources and teaching the local people farming skills so they could grow and sell their own produce, as well as making maps to create new trade routes. David's actions of opening trade routes contributed to the Scramble for Africa, which saw African territories being colonised by European powers. He hoped that creating new ways to make money through fair trade would replace the slave trade. He also wanted people to follow the Christian religion so they would follow the same values of love, respect and kindness. To encourage trade and the spread of Christianity, David looked for safe travel routes through Africa that both traders and missionaries could use. He believed the combination of commerce and Christianity would bring an end to the East African slave trade and would create a civilised society. This vision of 'commerce, Christianity and civilisation' became known as the three Cs. We encourage you to look at the three Cs with critical reflection.

ACTIVITY 1

IN SOMEONE ELSE'S SHOES



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

TASK A

Look at the picture below. **What do you think is happening?** In pairs, create dialogue between the two characters in the middle of the picture. You could act this out to the class or write on speech bubbles. Share your thoughts with the rest of the class.

TASK B

When David was travelling through Africa he met slave traders who were capturing and enslaving people, taking them to the coast to sell at slave markets. Look at the picture again now that you know this is what it shows. Imagine now what all the other people in the picture might be thinking and feeling. **What changes might you make to your drama dialogue?**

During his travels, David had to also accept help from the slave traders. **With this information, would you make any further changes to your dialogue?**

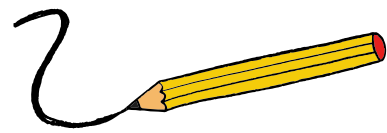


'Mercy' by Charles d'Orville Pilkington Jackson (David Livingstone Birthplace Museum)

© David Livingstone Trust

ACTIVITY 2

STRAWBERRIES IN JANUARY?!



I can use evidence selectively to research current social, political or economic issues.

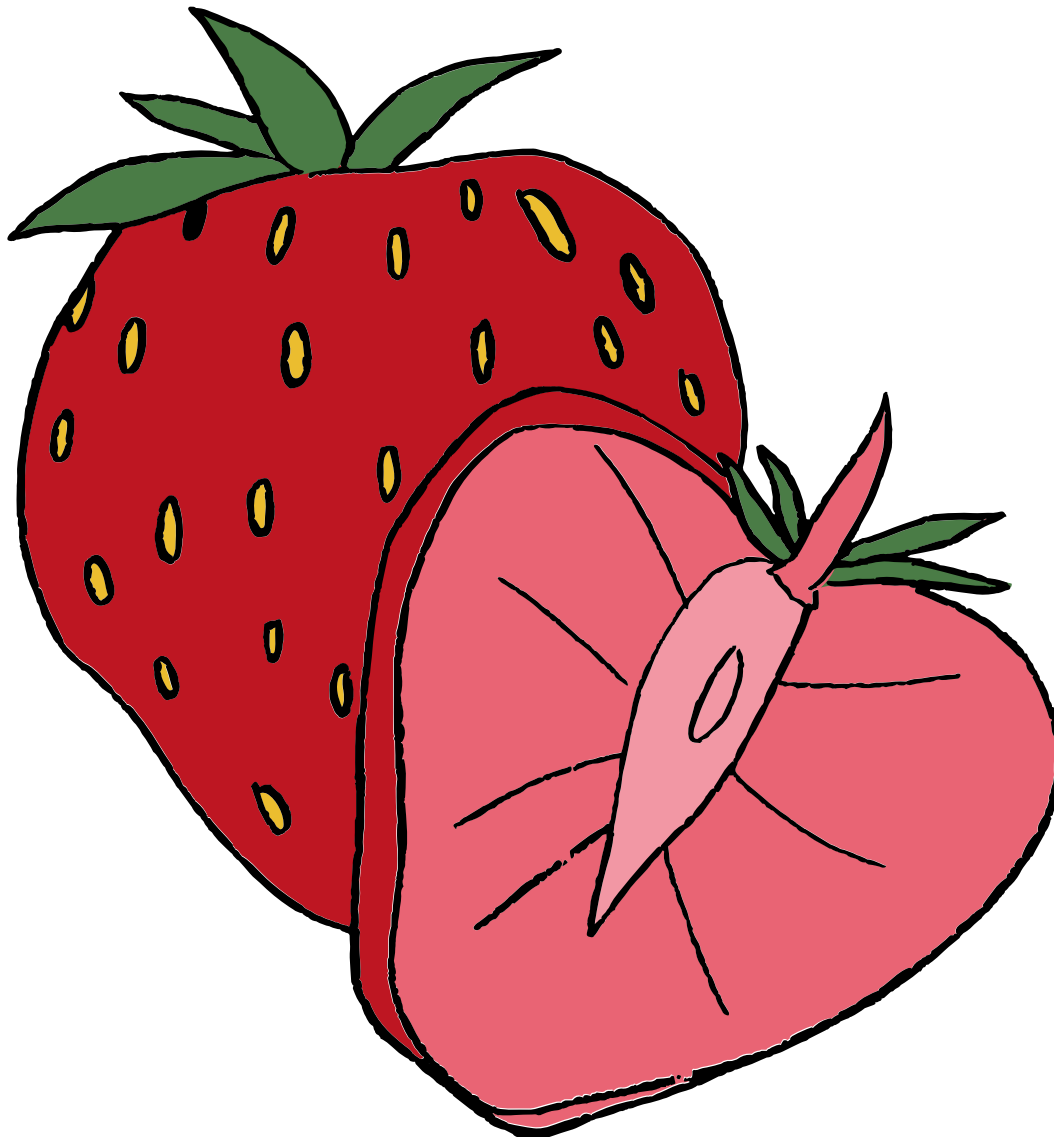
SOC 2–15a

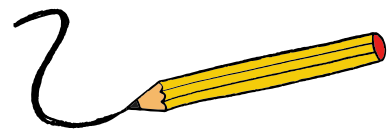
TASK A

Trade – the process of buying and selling things – happens very differently now compared with when David Livingstone was alive. These days, we can buy almost anything we want, from anywhere in the world, at our local supermarket. **Why do you think this might be?**

TASK B

How do strawberries get to our supermarket shelves in January? Use the PowerPoint and activity ideas to explore the global supply chain <https://www.oxfam.org.uk/education/resources/global-food-challenge-711>





ACTIVITY 3

TRADING FAIR?

Through exploring ethical trading, I can understand how people's basic needs are the same around the world, discussing why some societies are more able to meet these needs than others. SOC 2–20a

TASK A

Although the Transatlantic Slave Trade had been abolished before David was born, the East African slave trade persisted, and unfair rules for commerce were devised by those with the power and money to buy, rather than those who were farming, the raw material. Many of the people enslaved during this time were shipped to the Caribbean to work on sugar-cane plantations. We still import sugar cane from far away today as it is cheaper than sugar beet grown in the UK and Europe. **Why do you think this is?**

Use the activities within Oxfam's 'Find Your Way Through Trade' Lesson 6 and Lesson 7: to experience the frustration of inequality within trading relationships: <https://www.oxfam.org.uk/education/resources/find-your-way-through-trade>

TAKING IT FURTHER

It is often difficult to know how the people who have farmed or manufactured the things we buy have been treated. Explore the many different items that are produced as a result of modern slavery here: https://www.antislavery.org/wp-content/uploads/2016/11/products_of_slavery_and_child_labour_2016.pdf

How many of the following items are produced as a result of modern day slavery? Which do you use every day?:

Cotton
Bricks
Carpets
Sugar
Leather
Locks
Gold
Textiles
Matches
Tomatoes
Peanuts
Flowers
Broccoli
Coffee

TAKING ACTION



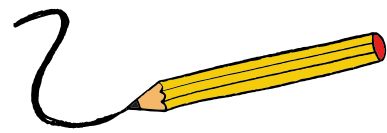
TEACHER BACKGROUND NOTES

Whilst studying in Glasgow and London, David attended anti-slavery meetings where he met prominent abolitionists and learnt about the cruelty of the Transatlantic slave trade (also known as the Triangular Trade, because of the journeys enslaved people were forced to take between West Africa, the Americas and Europe). David also learnt of another slave trade that was taking place in East Africa, which is sometimes a little less known.

When David worked as a missionary doctor he witnessed the East African slave trade first hand. He was so shocked by what he saw that he decided to dedicate his life to ending slavery. He wrote many letters to people across the world to let them know about the East African slave trade. Some of these letters were published in newspapers and read aloud at anti-slavery meetings. Other letters were written to important people who had the power to bring about the end of slavery. David didn't live to see the end of the East Africa slave trade but his writings and actions raised awareness of the slave trade internationally and put pressure on the Sultan of Zanzibar. The treaty to close the slave markets was signed just six weeks after David's death.

You can find digitised images of Livingstone's writings alongside transcriptions at www.livingstoneonline.org.

David's activism is an excellent example of how pressure groups and campaigns can bring about positive social change. Learning how this works, and campaigning for something you believe in, is an important part of developing the skills, values and attitudes of Global Citizenship.



ACTIVITY 1

WHAT DO YOU WANT TO CHANGE TO MAKE A FAIRER WORLD?

Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community
HWB 2–13a

I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights RME 2–05b

Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. LIT 2–14a

TASK A

As a class, brainstorm all the issues you care about. These can be local or global issues, they can be about people or the environment or a combination of both. Decide which you'd like the class to focus on, perhaps having a vote using ballot paper so it is confidential, or by putting the most common ideas around the room and seeing which idea draws the most people. It might be that you end up with different groups in your class working on different campaigns. If you haven't already heard of the Global Goals, explore these online. Which goal best fits the issue you've chosen as a class?

<https://www.un.org/sustainabledevelopment/sustainable-development-goals/>

TASK B

In groups, use the following questions to help everyone come to a common understanding:

What is a campaign?

What is the purpose of a campaign?

Then research campaigns started by young people that have gained attention locally and globally. **How did they work?** Examples could be:

Greta Thunberg and Vanessa Nakate and the school climate strikes

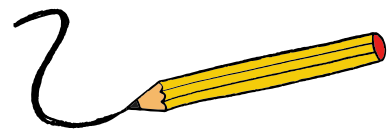
Malala Yousafzai and girls' education

Sunnyside Primary 'Nae Straw At Aw' Ocean Defenders

An example of young people's campaigns around Black Lives Matter

Why have these campaigns captured attention?

What makes a campaign successful? Some campaigns are remembered more for an action than for the cause. **For example, do you, or does anyone in your family remember the ice-bucket challenge? This became a world-wide phenomenon, but can you remember why it started in the first place?** It was to raise awareness of a disease called ALS and raise research money...



ACTIVITY 2

GETTING YOUR CAMPAIGN ON THE GO!

Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community

HWB 2-13a

I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights RME 2-05b

Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. LIT 2-14a

TASK A

In groups, or as a class, make a plan for your campaign using the steps outlined in this resource from ScotDEC:

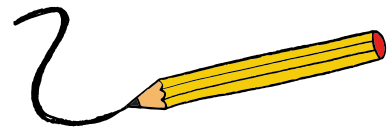
http://scotdec.org.uk/wp-content/uploads/2019/07/Your_campaign_for_change.pdf

If you're connecting your campaign with the Global Goals, remember to let people know which SDG you are promoting. Consider inviting someone from Scotland's SDG Network to come and see what you've been doing!

<https://globalgoals.scot/>

ACTIVITY 3

HOW DID IT GO?



Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community

HWB 2-13a

I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights RME 2-05b

Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. LIT 2-14a

TASK A

In groups, reflect on what worked and what didn't work about your campaign. **What might you do differently next time?** Use the template on the following page to write your own *Do's and Don'ts* for young activists everywhere.

YOUNG ACTIVISTS

DO

DON'T

FURTHER READING

DAVID LIVINGSTONE

David Livingstone Birthplace www.david-livingstone-birthplace.org

Livingstone Online <https://www.livingstoneonline.org/index.php>

Empire Museum Scotland, Deconstructing Livingstone <http://empiremuseum.scot/deconstructing-livingstone/>
Scottish National Library <https://www.nls.uk/learning-zone/geography-and-exploration/themes-in-focus/david-livingstone>

Royal Geographical Society <https://www.rgs.org/schools/teaching-resources/encounters-images-of-empire/>

Great Lives BBC <https://www.bbc.co.uk/sounds/play/b01s0b04>

One More Voice <https://onemorevoice.org/>

Belong Nottingham <http://www.belongnottingham.co.uk/DavidLivingstone/>

BRITISH EMPIRE AND AFRICA

Controversies of the British Empire <https://www.futurelearn.com/courses/empire>

The Story of Africa <http://www.bbc.co.uk/worldservice/africa/features/storyofafrica/index.shtml>

Why did the British become Empire Builders in Africa? <https://www.nationalarchives.gov.uk/education/empire/g1/cs2/default.htm>

Why does the British Empire Matter? <https://www.bbc.co.uk/teach/class-clips-video/gcse-history-why-does-the-british-empire-matter/zvdw2sg>

Stories from East Africa <https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=86f66992-d647-443f-8bf0-bb2dcad8a853&lang=en-GB>

GLOBAL CITIZENSHIP IN EDUCATION

WOSDEC <https://wosdec.org.uk/>

SCOTDEC <https://scotdec.org.uk/>

FACTORY LIFE

Rights of the Child www.sccyp.org.uk/rights

New Lanark Resources & Publications <https://www.newlanark.org/learning/publications-resources>

Industrial Revolution <https://www.bbc.co.uk/bitesize/guides/zvmv4wx/revision/1>

British Textile Industry <https://courses.lumenlearning.com/boundless-worldhistory/chapter/textile-manufacturing/>

Industrialisation and Life in Victorian Britain <https://www.bl.uk/teaching-resources/victorian-britain-industrialisation-and-life>

HEALTHCARE

Culpeper's Complete Herbal www.botanicus.org/title/b12059614

Health and Hygiene in Victorian Britain <https://www.bl.uk/teaching-resources/victorian-britain-health-and-hygiene>

Are Victorian diseases making a comeback? <https://publichealthmatters.blog.gov.uk/2019/03/28/are-victorian-diseases-making-a-comeback/>

Victorian Britain: a healthy nation? <https://www.nationalarchives.gov.uk/education/victorianbritain/healthy/default.htm>

Health for Kids <https://www.healthforkids.co.uk/>

SDG Resource on Health <https://en.unesco.org/themes/education/sdgs/material/03>

RELIGION

Christian Aid Resources for Schools <https://www.christianaid.org.uk/get-involved/schools>

Pitt Rivers Museum <https://www.prm.ox.ac.uk/smoking-and-stimulants-opium>

GENDER INEQUALITY

Women's Rights <https://www.bl.uk/womens-rights>
SDG Resource on Gender Equality <https://en.unesco.org/themes/education/sdgs/material/05>
Glasgow Women's Library <https://womenslibrary.org.uk/>
Ivory lip ring podcast episode <https://www.david-livingstone-birthplace.org/podcast-004-inside-the-birthplace-collection-kate-simpson-manganga-lip-ring>

CONSERVATION

Clyde in the Classroom www.clydeintheclassroom.com
WWF Africa <http://gowild.wwf.org.uk/africa>
African Wildlife Foundation www.awf.org
Scottish Wildlife Trust <https://scottishwildlifetrust.org.uk/things-to-do/learn/>
RSPB <https://www.rspb.org.uk/fun-and-learning/>
Nature Scot <https://www.nature.scot/information-hub>
Royal Botanic Gardens Edinburgh <https://www.rbge.org.uk/>
Kew Gardens <https://www.kew.org/>

TRADING THEN AND NOW

Campaign for Abolition <http://www.bl.uk/learning/histcitizen/campaignforabolition/abolition.html>
Legacies of Slavery in Glasgow Museums <https://glasgowmuseumsslavery.co.uk/>
Resources from the Guardian on Modern Slavery <https://www.theguardian.com/teacher-network/teacher-blog/2013/dec/01/modern-day-slavery-news-teaching-resources>
Education Scotland <https://education.gov.scot/improvement/learning-resources/slavery-and-human-trafficking>
No Project Lesson Plans <https://www.thenoproject.org/lesson-plans/>
Amnesty International Resource https://www.amnesty.org.uk/files/activities_-_slavery_today_english.pdf
Fairtrade for schools <https://schools.fairtrade.org.uk/>
Anti-slavery <https://www.antislavery.org/take-action/schools/>

TAKING ACTION

Steps towards change <https://oxfamilibrary.openrepository.com/handle/10546/620580>
Developing rights <https://oxfamilibrary.openrepository.com/handle/10546/620693>
RISC toolkit for Global Citizenship Resources <http://toolkit.risc.org.uk/search/>
Global Dimension <https://globaldimension.org.uk/>

