



## **Livingstone Online Enrichment and Access Project (LEAP)**

### **Educational Outreach Programme, Pre-pilot Report**

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#### **I. Overview**

This report details the process by which the Livingstone Online Enrichment and Access Project (LEAP) outreach team developed draft content for its educational outreach programme. It details the initial planning stage, early trials and information gathering and lays down the timeline for the next, pilot stage, of the programme.

The outreach programme aims to use existing educational pathways to expand the reach of [Livingstone Online](#), initially focusing on Scottish schools. The goal of the programme is to raise awareness of David Livingstone, the history of imperial exploration and abolition in Africa, and the wealth of information available on [Livingstone Online](#). The concept for the programme emerged from the research and findings of the NEH funded [Livingstone Spectral Imaging Project](#) and the consideration of the wealth of resources being published by [Livingstone Online](#). The programme explores Livingstone's life both in Scotland and Africa.

The outreach programme is distinguished by its cross-agency structure—website, institutions, schools, museums. The overarching aim of the outreach programme is to have a web-based standalone educational resource, situated within [Livingstone Online](#), which will provide materials for teachers to guide students through the wealth of digitally published information on David Livingstone available at [Livingstone Online](#) and which will encourage students, ultimately, to explore [Livingstone Online](#) on their own.

The leads for [Livingstone Online](#) for this project are Kate Simpson (Edinburgh Napier University) and Martha B. Findlay (David Livingstone Centre). Both have worked to ensure the project falls within the Scottish guidelines for educational excellence in outreach teaching. Megan Ward (Point Park University) is supporting this stage of the project both in the development and research of topics, and in ensuring fluidity of information transfer between Scotland and the United States. The National Library of



Scotland (NLS) is also involved in supplying resources and information to the project, through the assistance of David McClay and Alison Metcalfe.

The following report takes its primary information from the notes and photographs taken by Simpson during the data gathering stage of the project and from Findlay's National Trust Scotland (NTS) pilot project report.

## **II. Aim of the Project**

The LEAP outreach programme will adapt the broad humanities and scientific themes raised by [Livingstone Online](#) for the classroom. It will also utilise the resources available at the David Livingstone Centre and [Livingstone Online](#). In so doing the project will be a widely-accessible, multidimensional project which allows flexible and relevant use across a student age range of 8 to 15 years old.

David Livingstone's work as an educator, explorer and abolitionist has, up until now, been little utilised as a teaching resource within schools. His Victorian image as a crusading Christian missionary had caused him to fall out of favour with contemporary educators. More recently, however, the work of the [Livingstone Spectral Imaging Project](#), the revitalised Livingstone website, [Livingstone Online](#), and the recent Livingstone bicentenary celebrations have all contributed to bring Livingstone's life and writings back into the public domain. From this impetus, the outreach project will engage themes of continuing relevance which arise from the study of Livingstone's life and work, while promoting broad public use of [Livingstone Online](#). The programme will employ these strategies to educate children on issues such as the East African Slave Trade, Global Citizenship, and the Industrial Revolution.

As this project is led jointly by academic scholars and museum staff, it is important to ensure the resources highlight the rich learning opportunities available through historical writings from [Livingstone Online](#) and material artefacts from the David Livingstone Centre. Therefore all topics will be presented in relation to selections of writing, images, and objects.

## **III. Project Planning**

A number of meetings were held over four months from July to October 2013 between the various agencies concerned to lay out a framework of the project. During this period, the DLC had been awarded funding to run four day long workshops at the start of October 2013 for two schools in the Lanarkshire area, with follow up study days in the schools themselves. We focused our attention on planning the activities for these days. This would subsequently allow us to analyse what aspects of the events were most engaging for the students, Findlay recruited

two Glasgow University students to help with this process, Joe Waterfield and Samantha King.

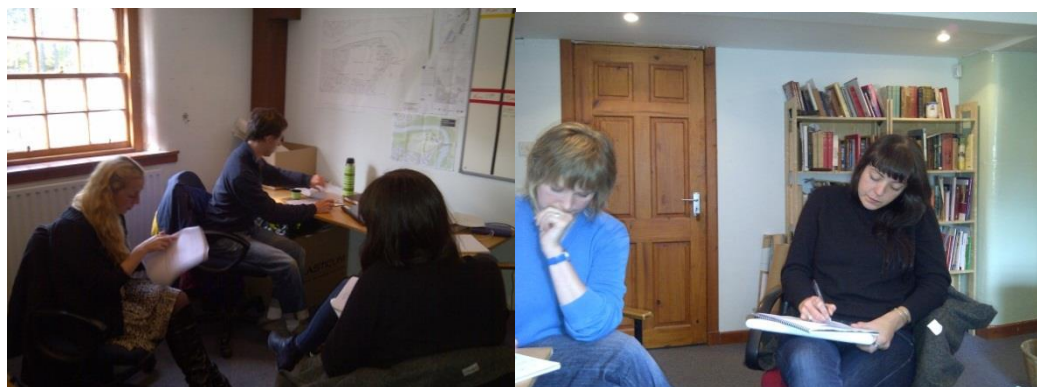


Image 1. Showing Findlay, Waterfield, Simpson and King planning outreach workshop at DLC October 2013.

During this four month period, Simpson and Findlay researched previous outreach education programmes, garnered all relevant information from the Scottish Curriculum for Excellence framework, and studied the ethical aspects of providing a programme that touched on such sensitive subjects as slavery and religion (See *appendix 1 for an example*). Simpson also began work on the templates and wording for outreach packs that would ultimately be made available through Livingstone Online

#### IV. Initial Workshops

The initial day-long workshops were run on 1-4 October 2013 at the DLC. Calderside Academy and John Ogilvie High School, local schools who had been studying the Slave Trade in advance of Black History Month in October, took part in the workshops and these were set out as follows.

##### 1) Performance by theatre group Toto Tales

This workshop had been planned specifically for Black History Month. It involved an hour-long performance by Toto Tales ([www.tototales.co.uk](http://www.tototales.co.uk)) of their play '*I knew a man called Livingstone*' which tells the story of Livingstone's life from an African perspective. Toto Tales also delivered a half-hour workshop about African culture.

The aim of the workshop was to deepen the pupils' understanding of David Livingstone and the various people, experiences and perspectives involved in his complex history.

##### 2) Q & A discussion about Toto Tales' performance

During this key aspects of Livingstone's life were expanded on, e.g. working at Blantyre Cotton Works, religion and slavery.



### 3) Small group activities

The classes were divided into 5 small groups for table based activities. (See *appendix 2 for questions asked to students in each group.*)

- Group 1 examined a nineteenth century pro-abolition medal which read ‘*Am I not a man, and a Brother?*’ They then created their own anti-slavery slogans on blank medal templates.
- Group 2 worked on a large poster, drawing objects which represented the students’ national cultures.
- Group 3 were given a remnant of raw cotton and asked to explain what it was, and talked through the process of making cotton. They checked the labels on their own clothes and marked with stickers on a map of the world where their clothing had been produced. This led onto a discussion about the global market.
- Group 4 examined a set of iron shackles. Having identified what the objects were used for, they were then taken to a different room which had an area marked out on the floor. The area represented the amount of space given to two slaves on a transport ship. The children were asked to try and fit into the space and imagine how difficult the journey would have been. *This part of the activity was in a different room so the students did not get over excited or distracted from other activities.*
- Group 5 were given a Bible. They were told that Livingstone had initially gone out to Africa as a missionary and a discussion was begun around non-religious principles and standards which were important to the students. They were then asked to create a poster about social ‘values,’ both ethical and moral, which were important to them.

### 4) Framing Livingstone’s life: museum visit.

Classes visited the museum in small groups. We focused on the following topics linked to four locations within the museum:

- The Livingstone family home: a discussion on the influences on Livingstone during his early life.
- The mill room: a discussion on the Industrial Revolution and globalism of the cotton industry.
- Exhibition space: a discussion based on the 1871 Field Diary display concerning what Livingstone witnessed in Africa and his responses.
- Replica gravestone: a discussion on Livingstone’s legacy and what he was principally remembered for after his death.



## V. School-based Follow Up

Following on from the museum visit, Findlay prepared materials for a half day study event, with assistance from Simpson, Waterfield and King. There were roughly 20-25 students in each group, each morning and afternoon. These events were held at John Ogilvie High School, and run by Findlay and Simpson. The programme was as follows.

**Session 1.** An initial review of the group visit to the David Livingstone Centre was followed by a session where students answered questions concerning what is abolition? what is an explorer? what is a missionary? Follow-on discussion covered topics including: Livingstone's work in Blantyre Mill after abolition; slaves in plantations; campaigns against slavery; and Livingstone's shock on discovering the grim realities of the East African slave trade.

This session linked to the idea of information dissemination and how contemporary writings about the slave trade raised awareness of plight of the slaves. This topic was then left open to return to later.

**Session 2.** Students played a Trading Card Game; the primary aim of this was to show the difficulties many Africans in the nineteenth century faced in securing life's basic necessities. Each student was given two cards, the Character Card described their role (who they were) and the Trading Card described what commodities or resources they had to trade. For example, one pair of cards described the mother of a sick child and the matching card explained that all she had to trade for medicine was her own labour, and another pair of cards concerned a tribal chief who wanted guns and all he had to trade was his own people. In each case, students were briefed on the moral implications of the choices available to them. (*Appendix 3.1 shows an example of a Trading Card and a Character Card.*)

There were also four 'journalist' Characters Cards issued to students assigned to observe. After the game, the group discussed how difficult it was for the journalist characters not to get actively 'involved', whether deliberately or inadvertently, in activities connected with the Slave Trade. Overall, the trading cards helped students imagine the difficulties of nineteenth-century life for Africans while also demonstrating the ways that the slave trade affected even those (such as journalists) who were not directly connected.

**Session 3.** After the Trading Card Game, students were referred to the colour of their character cards and see which of four colours had been assigned to them. They were then separated into corresponding groups. Each group was designated as being either 'for' or 'against' slavery based on their characters from the earlier game. For example, a white plantation owner would be 'for slavery' but an African slave would be 'against slavery'.



The four groups then had 15 minutes to work on a presentation to the full class which explained their position. The groups were encouraged to present in a variety of formats, such as a poster, a news report, a chat show dialogue or the dramatisation of a scene.

**Session 4.** ‘Whisper lines’ - this session kept the students in the four colour-coded groups. Students were directed to line up in rows and pass a verbal message from the front to the back, the student at the back then repeated the message to the whole group. This illustrated the differences between the original and interpreted messages. Students were then shown an image and asked to relay a description of the image down the line with the final student in the line drawing their received perception of the image. This exercise illustrated how easily ‘word of mouth’ information can be confused or transformed, and suggested the importance of Livingstone having his actual letters transported from Africa to Britain.

The students were then shown a short PowerPoint presentation on communication and the importance of David Livingstone’s journals, diaries and letters for conveying to Britain information about life in Africa, and informed of their ability to access these documents through [Livingstone Online](#). (*Appendix 3 shows all the PowerPoint slides used during the event.*)

**Session 5.** Finally, students were invited to discuss what Livingstone would be doing if he were alive now and what issues of significance in the modern world he would be particularly concerned with today.

## **VI. Feedback and Development**

These workshops were invaluable in helping the LEAP educational outreach team understand what was required in the creation of a successful outreach education pack. Although they required a large input of time and effort on the part of Simpson and Findlay the workshops highlighted themes and mechanisms which could support the creation of such a pack. A key lesson concerned the importance of simplification. This led to the development of 10 themes each based on an image, an object and text from Livingstone’s letters or diaries. These themes will feature in the outreach section of [Livingstone Online](#) (*See appendix 4 for all ten areas and suggested pack content*).

Feedback sessions highlighted the following:

- The outreach topics can be used to ‘rebalance’ the Livingstone legacy by bringing other significant voices to the fore, including those of Chuma, Susi and other African people Livingstone met. This will particularly be achieved by highlighting the rediscovered 1871 Field Diary in which Livingstone talks openly about his friendships with the people who supported him on his explorations.





- The celebrated 'lion attack' instantly piqued the students' interest and was subsequently referred to at various points during the day. In creating discovery and education packs we cannot lose sight of what stimulates and interests students.
- Participants were most engaged with activities which involved narrative led tasks.
- Establishing a 'linear' narrative for tasks makes it easier for younger students to grasp the principal themes before allowing them to digress and explore ancillary lines of interest.
- We should ensure all modules, materials and assigned tasks are adaptable and suitable for use inside and outside of the classroom.
- Simulation games and activities should be simple and clearly explained. Teaching aids such as the Trading Game must be clear in content and well-designed in terms of graphics if they are to be a useful part of the outreach pack. For example, should cards be smaller than A5? Can rules be simplified further? The relevance of the journalist characters needs further emphasis. Short stories, life histories or vignettes about characters could be incorporated to attract and maintain the interest of the students.
- An essential understanding of the scope, reach and impacts of slavery was not as easy to get across as previously thought; further work is required to ensure context of each topic is understood.

*One group mocked-up a contemporary news report as a feedback format. This is a useful way to present opposing sides of an argument and could be incorporated in the materials.*

- The concepts of fair trade, international commerce, and open trade routes could be explored further.
- Livingstone wrote about the wrongs of the slave trade. Students can imagine how these topics might be discussed using modern communication formats including the internet, news websites, TV news, Facebook, Twitter, newspapers, etc.
- One teacher suggested a format called 'think-pair-share,' for future workshops or resources. The students think about what they are doing, why it is important and then share with the rest of the group. May be used in a final 'summing up' session.
- In relation to the simulation exercise used to introduce the work carried out on Livingstone's 1871 Field Diary, there were problems such as, running out of ink and paper, using natural dye and newspaper did not work as well as expected and using newspaper is very dirty. Comparisons with the problems Livingstone

had with his 1871 Field Diary are obvious and will be expanded on further, for example including direct links in the workbooks to the relevant pages of [Livingstone Online](#) emphasising the difficulty of reading Livingstone's words

- It may be useful to contextualise the 19<sup>th</sup> Century slavery debate by referring to aspects of social injustice in the 21<sup>st</sup> Century.
- Question and response techniques - this is a great way to reinforce everything achieved at the end of each day. i.e. short + fast questions + answers.

Figure 1: Highlights of DLC based day according to students

<i>Activity</i>	<i>No</i>	<i>%</i>
Dressing up in costume	3	6.5
Nature Walk	7	15
Dancing	5	11
Doing a skit	1	2
Exploring	8	17
Performance by Toto Tales	9	20
Getting to eat during journey (donuts)	4	9
Adventure aspect	1	2
Story telling	3	6.5
Museum visit	1	2
Did not like day at all	4	9
Total	46	100%

The survey shown in Fig. 1 reiterates what Simpson noted in point 3 of the feedback.

It is clear from the early pre-pilot that story and narrative will be critical in engaging students for prolonged periods of time. This will be particularly fitting to the outreach programme, as by focusing on story and narrative we are independent of national curricula. This will help to ensure that the learning resources will be broadly-based for application across the UK, USA and Africa directly from [Livingstone Online](#).

The National Trust for Scotland have determined that they do not wish their logo to appear on any of the downloadable educational outreach pages, but are happy for it appear on the website. This is due to the David Livingstone Centre currently being in the process of creating a large David Livingstone teaching resource pack which they intend to sell to schools.

## VII. Current Work

The team is currently working on expanding the concept of ten topics, each focusing on an image, an object and text from or about David Livingstone. Findlay, Simpson and Ward have been collating resources and continue to develop the outreach





packs. These will be available through [Livingstone Online](#) as ten separate lessons that can be downloaded for use in the classroom or at home. The ten lessons will take some guidance from the initial sessions but will not replicate them as the workshops were socio-geographically and culturally specific. *(See appendix 5 for examples of teacher information pages and student worksheets)*

At this stage of the project there is a slight separation of interests, between [Livingstone Online](#) and the David Livingstone Centre, as some of the activities completed during the prepilot are not suitable for the online nature of the LEAP programme. Ward and Simpson will develop the topics, but concentrate on creating inclusive cross-cultural resources that focus on Livingstone's writings. Findlay and Simpson will continue to work together to deliver the pilot stage of the programme in Scotland, taking advantage of their educational contacts. This will allow the pilot stage to be delivered to as many schools in Scotland as possible.

### **VIII. Future Development and Evaluation**

Throughout the project, teachers will be supported by Findlay and Simpson, who will provide resources and offer support. Ideally, Findlay and Simpson will have observed the teachers as they work through the resource pack delivering lessons in order to see if the packs work as stand-alone guides. These observations will also allow Findlay and Simpson to monitor how the students are engaging with the topics, activities and materials and modify them accordingly.

At the end of the project Findlay and Simpson will carry out an active evaluation session with the teachers and pupils in order to gauge their responses, gather any issues or problems and take on board their ideas for future developments of the Livingstone Diary outreach programme. In addition, Simpson and Ward will review the transcriptions available through [Livingstone Online](#) and generate "top 5" lists of passages from Livingstone's manuscripts most directly related to the themes. These lists will therefore encourage students to work directly with Livingstone manuscripts and, it is hoped, also eventually take advantage of the many other relevant resources available through [Livingstone Online](#).

### **VIII. Conclusion**

The outreach programme will continue to develop its existing relationships with the multiple agencies involved, ensuring that the programme continues to develop and refine. This initial stage has made clear the importance of providing an educational outreach source that is interesting for the students, as well as being informative. Whilst the prepilot activities will not be suitable for the content LEAP intends to create they allowed the team to observe first-hand the various ways in which our outreach resources could be delivered. Have garnered much primary data the project must now focus on strengthening its core determinant which is encouraging access to the digitally published media available on [Livingstone Online](#). This will be



achieved by heavily integrating each theme with Livingstone's relevant letters, diaries or journals

The prepilot stage of the LEAP outreach programme has provided the guidelines and, teacher and student, feedback needed to achieve the overarching aim of the project: to have a web-based standalone educational resource, sited within [Livingstone Online](#).



## Appendix 1: The ethics of the topic of slavery

Slavery is a vast, complex, contentious and uncomfortable part of world history which still carries many unresolved issues and provokes highly charged emotional responses (especially as slavery is still happening in many parts of the world today). There are many issues surrounding the study of the slave trade which include race, racism, prejudice, conflict, oppression, cultural diversity and respect. As such, it is not a topic which can be done quickly or with shortcuts.

As educators the way in which we present such a complex and contentious part of history will inevitably reveal our politics, attitudes, experiences and cultural perspectives, and so too will the students reveal themselves as they journey through this learning process. Therefore as educators we must be responsible for guiding the learning process for ourselves and our learners by taking the following measures:

- Use appropriate language  
*Words traditionally used in the telling of the slave trade are offensive as they objectify the people who were enslaved and disregard the African perspectives of this history*
- Address misconceptions  
*History of the slave trade has traditionally been told through a white middle to upper class perspective and as such gives a biased or limited view of this history*
- Provide time and space to address and process sensitive issues  
*Studying and engaging with issues around the dehumanising experiences of the slave trade can provoke strong emotional responses, but it is important for people to be able to process these responses as this is what makes us human and is an integral part of the learning*
- Provide different ways for people to engage with and learn about this history  
*Different learners have different needs so use a varied approach with different styles of learning and different types of learning tools*
- Do not assume the voice of authority  
*By presenting various perspectives and historical materials allow the students to explore, reflect, discuss and decide their own view on this part of history. Understand that a key part of this learning is a sharing of ideas and opinions including your, which will add the richness of whole class discussions*

For guidance see: [www.understandingslavery.com/images/pdfs/USI-handbook.pdf](http://www.understandingslavery.com/images/pdfs/USI-handbook.pdf)



## **Appendix 2: Workshop questions**

### **STATION 1 – COTTON**

David Livingstone worked in a cotton mill as a boy. Where do you think the cotton came from? Look at the labels on your clothes. Where did your clothes come from?

Activity = Put a sticker on the map to show where your jumper comes from.

### **STATION 2 – SHACKLES**

Whilst traveling through Africa, David Livingstone saw Africans wearing shackles. How would you feel if you were put in these? Why do you think people were made to wear shackles?

Activity = Lie down in the masked-off space. This represents the living quarters in a slave ship. Write down 1 word on a post-it note to describe how this makes you feel.

### **STATION 3 – ‘AM I NOT A MAN AND A BROTHER?’**

David Livingstone had 2 brothers and 2 sisters. How do you treat your brothers, sisters or friends? Look at the medal. What do you think the slogan “AM I NOT A MAN AND A BROTHER?” means?

Activity = Write an anti-slavery message on your teacup.

### **STATION 4 – BIBLE**

David Livingstone had initially gone out to Africa as a missionary. Discuss what principles and standards are important to you. Create a poster about social ‘values,’ both ethical and moral, which were important to you.

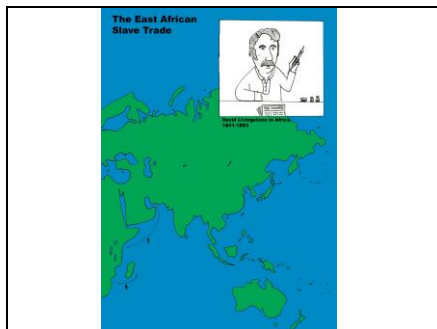
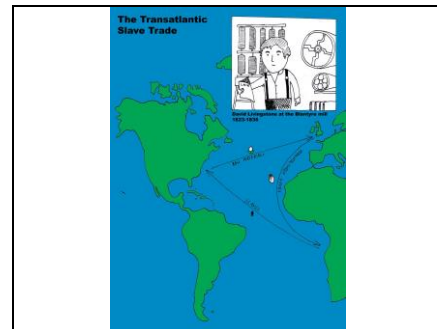
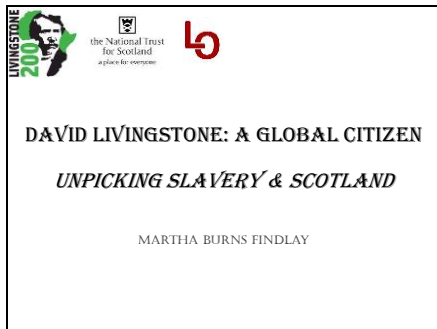
Activity = As a group write down what values you think are important.

### **STATION 5 – AFRICAN & SCOTTISH MATERIAL**

David Livingstone was a global citizen who enjoyed celebrating his own culture whilst finding out about Africa’s diverse cultures. Why do you think someone would wear tartan or batik? Do you wear anything that expresses who you are?

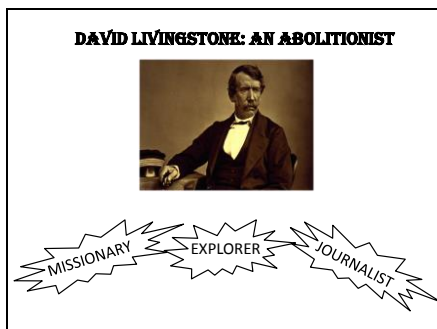
Activity = Draw a picture to express your own cultural identity.

## Appendix 3: School based study workshop pptx.



### THE TRADING GAME

- YOU SHOULD HAVE 1 CHARACTER CARD & 1 TRADING CARD.
- THERE ARE 4 PEOPLE WITH NO TRADING CARDS. IT IS YOUR JOB TO OBSERVE THE GAME.
- YOU MUST NOT REVEAL YOUR CHARACTER TO ANYONE DURING THE GAME.
- THE AIM OF THE GAME IS TO TRADE WITH YOUR CLASSMATES TO GET WHAT YOU NEED.
- YOU CAN USE ANY METHOD YOU WANT TO TRADE WITH EACH OTHER.
- YOU SHOULD WRITE YOUR NAME ON YOUR TRADING CARD AND WHEN YOU GET A NEW TRADING CARD YOU MUST ADD YOUR NAME TO IT.



### COMMUNICATION

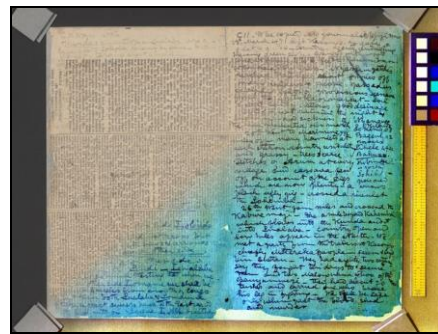
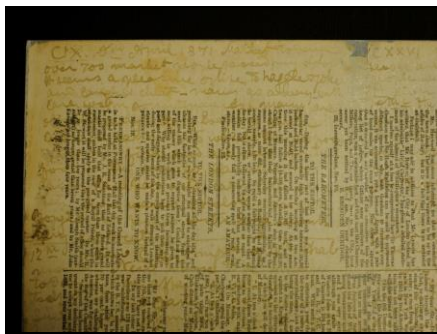
How do find out what is happening in the world today?

150 years ago, how did people find out what was happening in the world?

## THE MASSACRE OF NYANGWE



## INTERPRET THIS PICTURE



## Livingstone's Message...

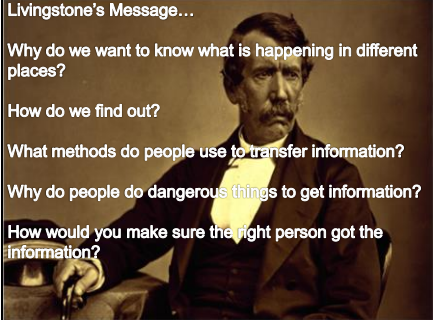
Why do we want to know what is happening in different places?

How do we find out?

What methods do people use to transfer information?

Why do people do dangerous things to get information?

How would you make sure the right person got the information?

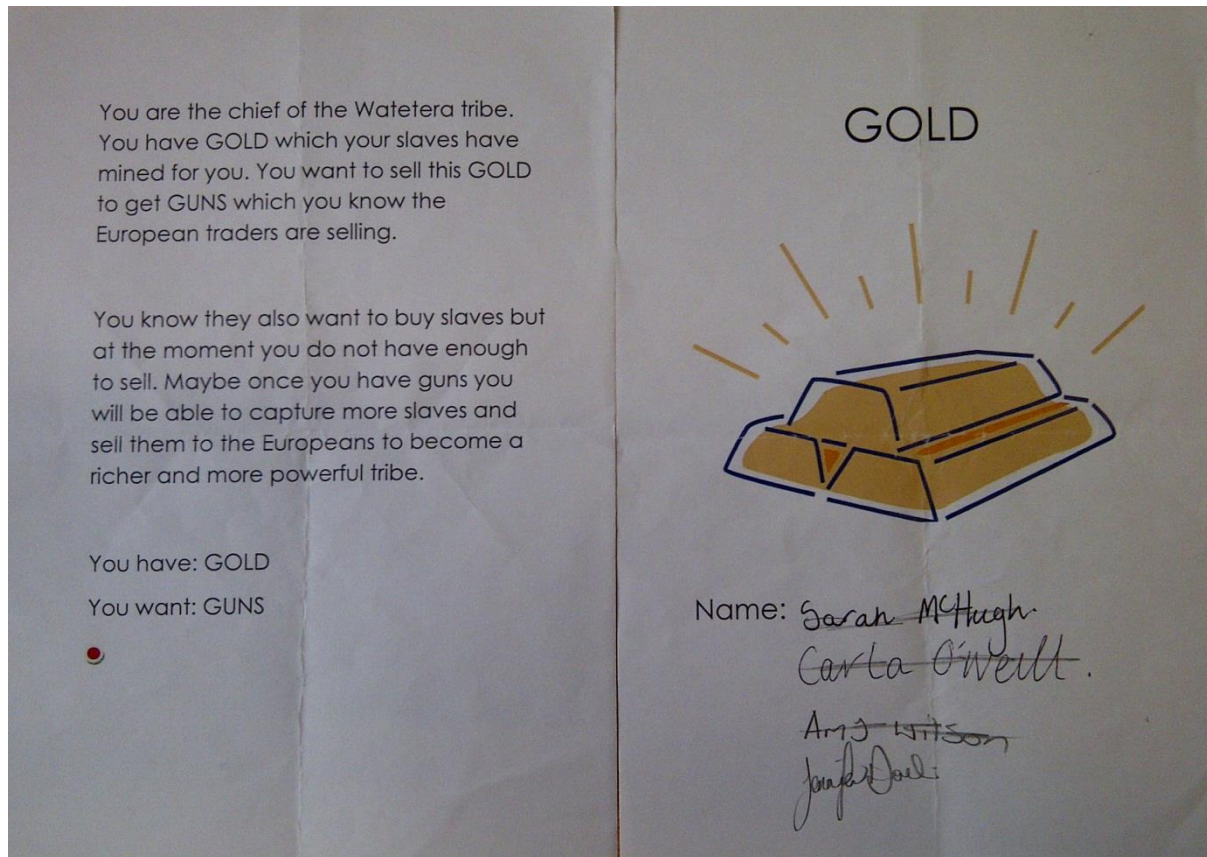


## IF LIVINGSTONE WAS ALIVE TODAY, WHAT WOULD HE BE DOING?





### Appendix 3.1: Trading card game, Trade and Character cards.



## **Appendix 4: Format for topics**

Schools take varied approaches to their studies into the life of David Livingstone, so therefore the online learning resources will be divided into 10 topics for schools to pick and choose from. Each topic will consist of the following:

- 1 extract from Livingstone's writings which outlines a story/account relating to the topic
- 1 picture from the manuscripts either drawn by Livingstone or by one of his contemporaries
- 1 photo of an object from the David Livingstone Centre's collections
- 1 answer sheet, which will also outline Livingstone's connection with this topic
- 2 activity sheets or lesson plans which give ideas as to how teachers can use these primary resources within a classroom study into the chosen topic

Teachers and students will be able to access these learning resources online and select the topics which are most relevant to their area of study.

### **Topics/Themes**

Livingstone the abolitionist: SLAVERY

Livingstone the missionary: CHRISTIANITY

Livingstone the doctor: MEDICINE

Livingstone the Victorian hero: VICTORIANS

Livingstone the Global Citizen: GLOBAL CITIZENSHIP

Livingstone the mill boy: INDUSTRIAL REVOLUTION



Livingstone the explorer: GEOGRAPHY

Livingstone the adventurer: AFRICAN ANIMALS

Livingstone the observer: AFRICAN CULTURE

Livingstone the Scot: SCOTTISH CULTURE



## Appendix 5: Worksheet and information sheet mock-ups

### David Livingstone: Industrial Revolution

Learning Outcomes:

Success Criteria:

Possible Evidence:

Teacher Notes:

Learning Intention:

Independent Study:

Group Study:

Possible Tacks:

Taking it Further:



Teacher notes



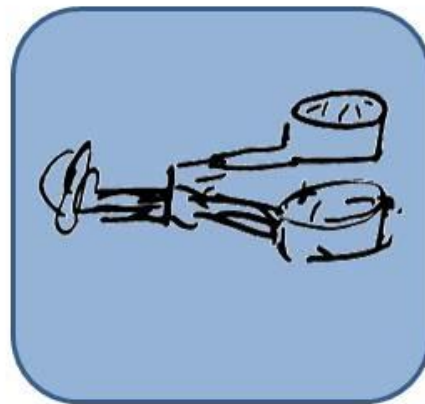
## David Livingstone: Industrial Revolution



What do you think this item was used for?

Why do you think David Livingstone drew these bellows?

Why are they used in the manufacture of metal items?



About 200 miles to the N. by East we found a tribe busily engaged in the manufacture of iron & connected with it they have very many superstitions: the manner of extracting the ore is kept as profound a secret as any of our chemical works at home...They admitted us because we were foreigners & had not been at home for some time, and certainly it was worth seeing for they seemed to have the art in embryo, just in that state Old Tubal Cain left it, two leathern bags with clay tubes at one end as nozzles & orifices opened at the other opened & shut by the hand as valves as they are elevated & depressed alternately constitute the bellows.

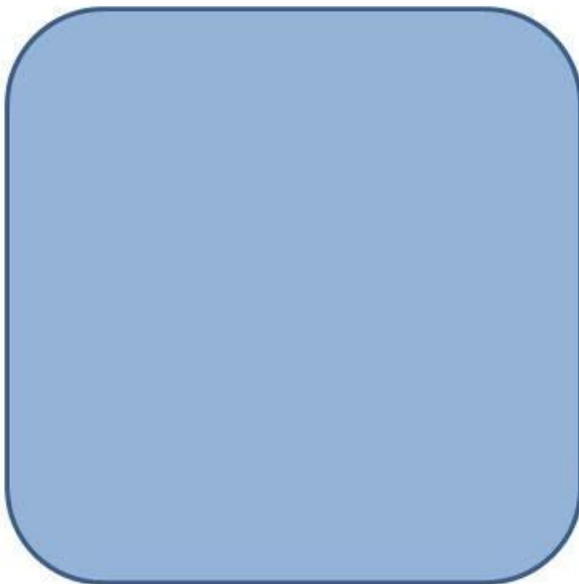
What do you think peoples reaction back in 1800s Britain was to the scene Livingstone is describing in this letter?  
Why do you think that?



Workbook



David Livingstone:



Answer sheet





## David Livingstone: Industrial Revolution

Livingstone Online is an ongoing project that provides access to the manuscripts of the missionary, doctor and African explorer David Livingstone (1813-1873). We currently offer [images and detailed transcriptions of many of Livingstone's letters](#), and we aim to make all of his manuscripts - including his diaries and journals - freely available online. We also run a transatlantic collaboration to apply spectral imaging and processing to restore a series of faded, illegible texts produced by Livingstone during his last travels (1866-1873).

Further information and assistance can be obtained at Livingstone Online.



For information about the National Trust for Scotland's learning resources and school visits to the David Livingstone Centre please click here:

<http://www.nts.org.uk/learn/>



The National Trust for Scotland is a charity set up in 1931 for the preservation and conservation of natural and human heritage that is important to Scotland and the world. The Trust has gone on to become Scotland's largest membership organisation and a leader in conserving and promoting the country's treasured places so that they can be enjoyed by present and future generations. Not least among them is the David Livingstone centre at Blantyre, Lanarkshire, Scotland.

There are storeys of stories about David Livingstone, the famous Scottish explorer and missionary, in this birthplace museum of his life and work. Housed in Shuttle Row, a tenement which the Livingstone's shared with 23 other families, this historic attraction is packed with items relating to his explorations in Africa. These include journals, letters and navigational equipment, as well as dioramas of significant events in his travels. It also gives a fascinating insight into the living and working conditions of 19th-century Scotland.

Set in 20 acres of parkland and gardens overlooking the River Clyde, there are plenty of picturesque woodland walks in the area including along the Clyde Walkway to Bothwell Castle, making it the perfect place for a family day out.





## David Livingstone: Victorian

### **Learning Outcomes:**

Knowing who David Livingstone was.

### **Success Criteria:**

Being able to identify David Livingstone and his history

### **Possible Evidence:**

Completion of historical facebook worksheet physically on online

### **Teacher Notes:**

Will require access to the internet and possible assistance with terminology used

### **Learning Intention:**

Understanding a historical figure and why he had such a great impact, with the aim to use his life as a framework to understand Nineteenth century European involvement in Africa, the East-African slave trade and global citizenship.

### **Materials required:**

Copy of worksheet, pencils and internet access. Or copy of worksheet, helpsheet and pencils.

### **Independent Study:**

Completion of worksheet using the internet, manually using books or helpsheet at the back of this pack.

### **Group Study:**

Completion of worksheet, or creation of a poster using information gathered for worksheet.

### **Possible Tasks:**

Using the school library. Completing the sheet after a visit to the David Livingstone Centre.

### **Taking it Further:**

Further study of the life of David Livingstone or one of the people identified in section 8 of the worksheet.



'A Babisa traveller asked me why I had come so far; I said I wished to make the country and people better known to the rest of the world...and I was anxious that we should know each other better, and that friendly visits should be made in safety.' David Livingstone 18<sup>th</sup> July 1868





**facebook** Profile edit Friends Networks Inbox home account privacy logout

1

2

Profile

Networks: 3

Relationship Status: 4

Birthday: 5

Hometown: 6

TravelPod

View Photos of You (5)

Edit My Profile

You are online now.

Friends in Other Networks

8

7

Education and Work

9

10

The Wall

Profile Layout

Public Profile

Create a Profile Badge

## Historical Facebook



Create a Facebook page for David

Livingstone using the Livingstone

Online website.

1. Insert a picture of David Livingstone into this box.
2. Write Livingstone's name here.
3. Where did Livingstone spend most of his life?
4. Was he single, divorced or married?
5. What was his date of birth?
6. Where was Livingstone born?
7. Mark on the map the places Livingstone visited.
8. List a few people Livingstone would have been friends with.
9. What 2 Facebook groups would Livingstone have joined or created?
10. Write one place was Livingstone educated and one place he worked for.
11. Write two posts on Livingstone's wall that you think Livingstone would have written.