

Exploring Africa - Lesson one: Case study

Key Question: What was the work of exploration?

Aim: To reflect on personal views and ideas of exploration and empire and identify how exploration has been represented in a range of paintings and photographs.

Starter

Create a class mind map of views and opinions on 'exploration':

- What words would you use to describe exploration?
- Which explorers can you name?
- What is exploration for and what impact does it have?

Main

In groups, study the **one** of the images on slide 1-4 of the Powerpoint

- Describe what you can see.
- How are the people in the image dressed?
- What is the position of each person in the image?
- Why do you think this scene was painted or photographed?
- What do you think is the significance of this image?

Share your responses with the other group. Compare what each image tells us about Victorian exploration.

Read the information in the *Introduction and The work of exploration* (pages 1-4)

<http://hiddenhistories.rgs.org/index.php/exhibition/introduction>

Make notes on why many people involved in exploration have been 'invisible' in published histories.

Plenary

As a class, decide on a definition of 'exploration'. How difficult is to come an agreed definition of exploration? Why are there different interpretations of exploration?

Return to your class mind map – are there any words or phrases that you want to add or change?

Exploring Africa - Lesson two: Data analysis

Key Question: What was the role of local people in Victorian exploration?

Aim: To use and interpret different kinds of source material and to explore the individual stories of local people involved in expeditions.

Starter

Read the transcript of the podcast of Felix Driver explaining the aims of this research project and make notes on the following:

- Why did Felix set out to do this research project?
- What approaches and methods are used in this project?
- How have interpretations of exploration changed over time?

Main

Read the information on *Recognition and Responsibility*

<http://hiddenhistories.rgs.org/index.php/exhibition/recognition-a-responsibility>

In groups, select one of the fact sheets to find out more about the role of Africans in the expeditions. Sidi Mubarak Bombay or James Chuma or Abdullah Susi or Matthew Wellington.

Use the images on slides 5-8 of the Powerpoint to consider the attitudes of explorer, David Livingstone to local people. Find out more about Victorian exploration and David Livingstone at <http://www.rgs.org/OurWork/Schools/Teaching+resources/Key+Stage+3+resources/Encounters+-+Images+of+empire.htm>

Categorise the information under the following headings:

- Role of the Africans in the expeditions.
- British attitudes towards local peoples – compare Stanley, Livingstone and the RGS.

As a group, decide on the most important information and share this with the other groups.

Use the quotes from *Recognition of local explorers*, and your earlier findings for evidence that shows the attitudes of the British towards local peoples.

Write a summary conclusion, evaluating your evidence and outlining why you think Felix Driver called this theme, *Recognition and Responsibility*.

Plenary

Share your conclusions with the class. Is there a difference in the conclusions or was there a consensus?

Exploring Africa - Lesson three: Practical task

Key Question: Should a memorial be built for Henry Morton Stanley?

Aim: To debate the ethics of exploration and assess the significance of a historical figure.

Starter

Use slide 4 of the Powerpoint [PPT] and the news story to compare why Stanley was so popular in Victorian Britain and why many people want to build a memorial to him in Wales.

<http://www.bbc.co.uk/news/uk-wales-north-east-wales-11427648>

Make notes on why there are different opinions of Stanley today,

Main

As a class, hold a debate whether a memorial should be built in Denbigh, Wales.

One group should consider the evidence which supports the view that Stanley should be celebrated and one group should find evidence which supports the view that Stanley should not be celebrated today.

Read about this debate on the *Ethics of Exploration*

<http://hiddenhistories.rgs.org/index.php/exhibition/recognition-a-responsibility?start=1>

The ethics of exploration in the nineteenth century were widely debated:

- How should explorers and navigators communicate with local people?
- What obligations did they have as far as the welfare of indigenous peoples were concerned?
- Should explorers seek permission for travelling through remote territories or extracting local resources, and what action could they take should permission be denied?
- What exactly were the rights of indigenous peoples?

Use source material on slides 9-12 of the Powerpoint that show why there was so much protest against Stanley at the time and why he also had supporters such as Henry Wellcome who made a speech in defense of Stanley's expeditions.

<http://hiddenhistories.rgs.org/index.php/exhibition/recognition-a-responsibility/68-h-m-stanley-the-defence>

Plenary

As a class, vote on whether there should be a memorial to Stanley in Denbigh, Wales. Have views of Stanley changed over time or are there similar debates about him today as there were in his lifetime?