

**EDUCATOR'S GUIDE** 

The *Expedition Africa: Stanley and Livingstone* series retraces the 1871 journey of Henry Morton Stanley through the African interior in search of the famed Scottish explorer David Livingstone. The stakes were high for Stanley on this epic adventure; working as a reporter for the *New York Herald*, he hoped to prove himself as a journalist and to discover what happened to the mysteriously missing Livingstone. Almost like a rock star in his day, Livingstone had forged several daring expeditions through Africa before attempting his historic quest to find the source of the Nile River in 1866. Eyewitnesses had reported seeing Livingstone in Zanzibar, the island from which he would launch his expedition into modern-day Tanzania. After unloading at a port town called Mikindany, Livingstone vanished, at least in the eyes of the Western world. As rumors of his death swirled, Stanley was determined to track him down, and make his mark on the world in the process.

HISTOR

"Dr. Livingstone, I presume?" This single off-handed phrase, which historians now doubt was actually uttered, has echoed throughout the world nonetheless since Stanley recorded the amazing story of locating Livingstone. Extremely thin and weak from illness, Livingstone was indeed alive when he was greeted by Stanley in a small village called Ujiji on the shore of Lake Tanganyika in western Tanzania. Reports of Stanley's simple question to Livingstone (most likely he did not mention this phrase at the time, but wrote it down later) made light of what had been a treacherous trek which took more than nine months and covered over 970 miles.

The expeditions led by Livingstone were notable for the sheer distance they covered; their writings documented the terrain and peoples they encountered along the way. These writings and stories opened up the world of the African interior to the West in new ways, giving Europeans and Americans a perspective on the rich history of the continent.

**Expedition** retraces Stanley's dogged search to find Livingstone. Four modern-day explorers are challenged to leave behind their 21st-century technology and use only simple maps and a compass to retrace Stanley's path to Ujiji in a mere 30 days. Navigator Pasquale Scaturro, wildlife expert Mireya Mayor, survivalist Benedict Allen, and journalist Kevin Sites meet in Zanzibar, make quick plans for their voyage, and then set sail for the city of Bagamoyo on the mainland of Africa. **Expedition** offers a picturesque, gripping, and suspenseful account of what happened when these four adventurers attempted to retrace the perilous trail of the explorers who had gone before.



The *Expedition* series would be useful for History, Global Studies, Geography, Social Studies, and World Cultures courses. It fulfills the following guidelines as outlined by the National Council for History Education: 1) Patterns of social and political interaction; 2) Human interaction with the environment; and 3) Conflict and cooperation.

*Expedition Africa: Stanley and Livingstone* provides educators, parents and students with a great opportunity to examine the history of exploration in the 19th century, learn more about the African continent, and read primary sources written by Stanley and Livingstone to gain new insights into their expeditions. This guide includes resources and suggestions for using this series in the classroom and in educational activities.



Using the dictionary at www.merriamwebster.com, an Internet resource such as www.google.com, or an encyclopedia, students should define or explain the significance of the following terms:

acclimatized	panoramic	
arduous	perilous	
compass	porter	
fray	sepoy	
infamous	uncharted	
logistics	and the second second	





## Who was David Livingstone?

Though he may not be a household name today, David Livingstone was very well-known in his lifetime. Born in 1813 south of Glasgow, Scotland, Livingstone was from a Christian family of simple means and by the age of 10 had already started work in a cotton mill. Full of natural curiosity, Livingstone studied a lot on his own, going on to college in Glasgow and then medical school. During this time, more and more Europeans traveled through the world as missionaries, intent upon bringing Christianity to new peoples. Through the London Missionary Society, Livingstone traveled to South Africa in 1840, starting what would become decades of exploration throughout the continent. In 1845, he married Mary Moffat, and over the next several years they had four children. It was clear that Livingstone's priority was exploration, and he struggled to support his family psychologically and financially. They returned to England in 1852 while Livingstone pursued extensive travels throughout the continent. He became affiliated with the Royal Geographical Society, an organization which funded many of his explorations.

Livingstone had several lifelong missions and goals one of which was to eradicate slavery and the slave trade. He actively opposed slavery and saw his expeditions as a way to open up new trade routes for other forms of commerce. Livingstone was also determined to find the source of the Nile River, which was the main purpose of the 1866 journey through Zanzibar during which he disappeared. Throughout his lifetime, Livingstone traveled over more than one third of the African continent, and wrote several memorable books and journals describing the people and places he encountered. He had hoped that one of his sons, Robert, would join him in Africa, but fate had different plans. Robert set sail for the United States, joined the Union cause during the Civil War, and died in North Carolina after being taken prisoner.

After he was located by Stanley in 1866, Livingstone continued to travel through Africa, but never really regained his strength. He was discovered dead by his servants, kneeling as if praying by his bedside, in 1873. Livingstone's body was returned to England and he was buried at Westminster Abbey. His heart, however, was still in Africa. In an effort to preserve his body, his servants had removed it and buried it deep in the soil, at the foot of a tree.

## Who was Sir Henry Morton Stanley?

Sir Henry Morton Stanley went through many changes throughout his lifetime, starting with his name. Born as John Rowlands in Wales in 1841, his parents were not married and he lived with relatives and in a workhouse as a young boy. With an adventurous spirit, he became a cabin boy on a ship to Liverpool and then to New Orleans, where he arrived in 1859. In New Orleans, Rowland became friends with a merchant he admired named Henry Hope Stanley and adopted his name (he added Morton later). A tough man with the soul of a searcher, Stanley enlisted in the Confederate Army during the Civil War. After the Battle of Shiloh in 1862, Stanley was taken prisoner, escaped, and later joined the Navy on the Union side. He wasn't very interested in the war itself, but Stanley gained valuable skills in tactical maneuvering and became a dedicated writer, keeping detailed journals of his war experiences. His main passion became writing and, after building his career at smaller papers, he landed a position as a reporter at the prestigious New York Herald in the late 1860s.

The Herald sent Stanley overseas to the Middle East in 1869 to report on the area. Part of this mission was to travel to Africa to determine the fate of David Livingstone and find him, dead or alive. Stanley welcomed the challenge, leading a 200-person expedition from the eastern shore of Africa in 1871. The journey into the African interior was treacherous, and Stanley and his team faced fighting from tribal groups, harsh weather conditions, and a lack of supplies. Amazingly, the group forged ahead on this trek and over 900 miles later, they discovered an ailing but very much alive Livingstone in the village of Ujiji. The two men became friends and after Stanley returned to the coast he arranged for supplies to be sent to help Livingstone continue his explorations.



Finding Livingstone was just one chapter in Stanley's travels through Africa. In 1874, he engaged in another expedition which culminated in sailing down the Congo River all the way to the Atlantic Ocean. Nicknamed Bula Matari or "the rock breaker," Stanley was later hired by King Leopold II of Belgium to conquer African territories in the Congo after the discovery of rich commodities including rubber. Stanley and his troops were ruthless in their violence against the Africans in this area as they massacred tribes and leaders who got in the way of their exploitation of natural resources. These actions, and his mean-spirited and harsh treatment of others, tainted Stanley's reputation.

## What Was East Africa Like at the Time of Stanley's Expedition?

At the time of Livingstone and Stanley's travels through Tanzania, few Europeans had explored this territory. Covering over 900 miles from the area near Bagamoyo to the village of Ujiji, they travelled through a wide swath of the African interior. This region was a richly diverse area, with a broad range of tribal groups and trading communities. With both mountainous areas and tropical savannahs, the path from Bagamoyo to Ujiji was characterized by a range of climates including both very rainy and very dry terrain. During the 19th century, this landscape was home to an array of wildlife, from hyenas to lions to giraffes and snakes.

For over a thousand years, the area of modern-day Tanzania had also been populated with Arab and Persian traders. At the end of the 15th century, the Portuguese arrived in East Africa and became active slave traders. As the market for world commodities grew in the 16th century, the need for a cheap labor supply multiplied. Europeans set their sites on Africa as a key market for human slaves. By the time Livingstone arrived in East Africa in the mid-19th century, Arab groups along with the Portuguese had developed extensive slave trading networks in this region. Horrified by seeing human beings bought and sold, Livingstone became devoted to ending this practice. Over time, however, he became more focused on finding the source of the Nile River.

Throughout their travels, Livingstone and Stanley encountered dozens of ethnic groups and passed through many villages. Nomadic peoples such as the Maasai, the Yao, the Mazitu, and scores of others interacted with them along the way, sometimes peacefully and sometimes with violence. In return for passage through certain areas, tribal leaders often demanded valuable goods from the European expeditions, and these negotiations required communication, often becoming heated, on both sides. From the the Uluguru mountains to the Mkata plain, the explorers recorded information about the local economies, ecosystems, and groups they came across. Both Livingstone and Stanley wrote extensively about their travels, and their writings are a useful source of information about the peoples, customs, and wildlife they encountered.



## **Expedition Viewing Guide**

As the four adventurers in the *Expedition* series retrace the steps of Stanley and Livingstone, they encounter tremendous obstacles along the way. Students should be encouraged to think carefully as they watch and use what they learn from the series as a starting point for more investigations of the 19th-century expeditions and the history of Africa. Students can use the chart below as a guide to fill in while they watch. Families are also encouraged to watch the series together. Parents and teachers should be sure to watch an episode of the series before showing it to students under the age of 13 to determine whether the content is appropriate for their students or children.

<ol> <li>What did you learn about Stanley and Livingstone from watching this episode?</li> <li>What did you learn about Africa?</li> </ol>	<ol> <li>What were the biggest challenges faced by the explorers in this episode?</li> <li>What were some of the skills the explorers used in this episode?</li> </ol>	1. What are some of the key vocabulary words, people, and places you learn about in this episode?

### **Pre-Viewing Activity:**

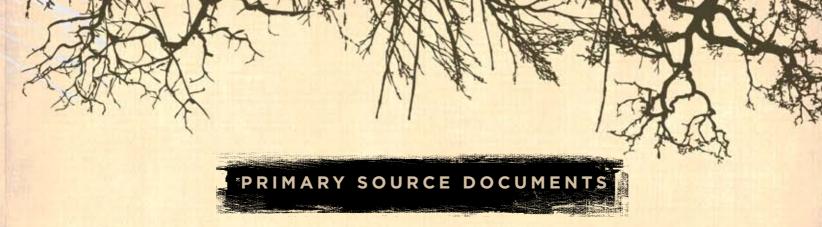
**1.** Ask students to review a map of Stanley and Livingstone's expeditions. Students should also review the timeframe for these expeditions and discuss the role of Europeans in Africa during the 19th century.

## **Extended Activities:**

2. Africa Explored. Stanley and Livingstone were two of several European explorers in the 19th century. Richard Burton and John Hanning Speke were two predecessors of Livingstone and Stanley, and both men traveled through central Africa searching for the source of the Nile. Ask students to choose one of these four explorers, or another explorer they learn about through their own research. Then, have students pursue additional research about one of them and write a short essay of 2-3 pages about the explorer's travels and discoveries in Africa. Students should include information about the reign of Queen Victoria and her vision of imperialism.

**3.** A Porter's Perspective. In this series, and on the original expeditions in Africa, it would have been impossible for Europeans or Africans to travel through the interior without the assistance of porters. Based on what they learned from *Expedition*, and additional research at the library or online, ask students to write a letter of or journal article from the perspective of one of these porters.

4. Echoes From the Past. The four adventurers in this series are re-creating the journey of Stanley to find Livingstone. Along the way, they face many of the same challenges of the original explorers. Ask students to imagine that they are traveling along on this modernday journey. Ask them to write a letter to Stanley or Livingstone, reflecting on the trek through Africa. Students can include information in these letters about what they have learned about the original expeditions, comparing and contrasting the experience of explorers today with those of the past.



Both Livingstone and Stanley left behind volumes of letters, diaries and other writings which recorded their travels through Africa. These excerpts provide additional insights into these two men, the challenges they faced, and the people they encountered on their expeditions.

David Livingstone, Excerpt of Letter to his son Tom, January 7, 1862, at the River Shire. (This and many other letters and papers by Livingstone are located online at http://www.livingstoneonline.ucl.ac.uk/)

#### My Dear Tom

....I had not recieved(sic) any letter from you in a very long time. I expect Mama soon, and am very sorry to think that the baby will not be with her for I should like to see her-but I am afraid that she could not live in the malaria of the rivers here. We came through the Elephant marsh today and it smells so strongly of decayed vegetable matter and has so many mosquitoes it cannot be healthy. If the land were cultivated it would be more wholesome. the soil is so rich it could support millions of people where now there are but thousands or hundreds. (illeg) (God has provided) ded ample room for all his creatures in our beautiful world but a great many people are crowded together in cities in Europe and much misery is endured in close ill ventilated narrow lanes and dwellings & those who dont know the world it might seem that the discomfort, ill health & misery that exist there are necessary evils. The Lord is good to all and has provided every thing we need for time & eternity if people will only avail themselves of his goodness & grace. the rich ought to help the poor to go to other lands and ought to embrace Jesus Christ and with him every good thing necessary will be added.

#### **Discussion Questions:**

1. What does Livingstone suggest would make the land in Africa more "wholesome"? What does this reveal about his perspective?

2. Why do you think Livingstone refers to the crowded cities of Europe? How do you think his travels in Africa changed his worldview? Discuss.

David Livingstone, Letter to his mother Agnes Livingstone, February 2nd, 1867; Chitapangwa's vill., Bemba.

#### My Darling Nannie:

We have been a long time in working North to this which is probably the watershed the Geographers seek. We are some 4,500 feet above the sea and the river Luapula lies in front of us. This is said to be very large & flows into Lake Tanganyika where we hope to be by May next. I have the anticipation of letters there and a fresh stock of goods. The Arabs all fled from me as if I had the plague & I could sending nothing to the coast. We had to go a long way round about besides partly to prevent my Johanna men running away at sight of danger and partly because the Arabs were afraid that I would burn their vessels at Lake Nyassa... When I came to be publicly received [sic] by the chief - Chitapangwa- no one could go near him the first time without a present. He sat by a huge hut and a dozen men beat drums and shook rattles so as to make a terrific din I would not sit on the ground so he ordered a big elephants tusk to be placed (for) me.

I have no news since we left the coast. I lost all my medicines at one blow. This is the sorest loss of property that ever befell me. I have had no fever as yet but should it come I must try native remedies and trust in that watchful care which every moment guard and keeps us with a care more minute & constant than our self love could attain...some black slave traders take this to the coast and will not wait till I have written to all who I ought. they just got their complement of slaves and off they will go..."

#### **Discussion Questions:**

1. What do you think might be the implications of Livingstone losing his medicine? How do you think this might have affected his journey later on?

2. From your reading of this letter, how do you think Livingstone expected it to get to its intended recipient?



Excerpt from "How I Found Livingstone" by Sir Henry Stanley; A Tale from the Expedition.

"November 1st.—Striking north-west, after leaving our camp, and descending the slope of the mountain, we soon beheld the anxiously looked-for Malagarazi, a narrow but deep stream, flowing through a valley pent in by lofty mountains. Fish-eating birds lined the trees on its banks; villages were thickly scattered about. Food was abundant and cheap.

After travelling along the left bank of the river a few miles, we arrived at the settlements recognizing Kiala as their ruler. I anticipated we should be able at once to cross the river, but difficulties arose. We were told to camp, before any negotiations could be entered into. When we demurred, we were informed we might cross the river if we wished, but be should not be assisted by any Mvinza.

Being compelled to halt for this day, the tent was pitched in the middle of one of the villages, and the bales were stored in one of the huts, with four soldiers to guide them. After despatching[sp] an embassy to Kiala, eldest son of the great chief Nzogera, to request permission to cross the river as a peaceable caravan, Kiala sent word that the white man should cross his river after the payment of fifty-six cloths! Fifty-sixth cloths signified a bale nearly!

Here was another opportunity for diplomacy. Bombay and Asmani were empowered to treat with Kiala about the honga, but it was not to exceed twentyfive doti. At 6 A.M., having spoken for several hours, the two men returned, with the demand for thirteen doti for the Nzogera, and then doti for Kiala. Poor Bombay was hoarse, but Asmani still smiled; and I relented, congratulating myself that the preposterous demand, which was simply robbery, was no worse."

#### **Discussion Questions:**

1. What does this passage reveal about some of the challenges faced by Stanley on his journey to find Livingstone? Why do you think he refers to this as "an opportunity for diplomacy?"

2. Why do you think Stanley described the demand for goods in exchange for passage through this territory as "preposterous"? Do you agree or disagree with his thoughts? Excerpt from "How I Found Livingstone" by Sir Henry Stanley; Stanley finds Livingstone!

"So I did that which was most dignified. I pushed back the crowds, and, passing from the rear, walked down a living avenue of people, until I came in front of the semicircle of Arabs, before which stood the 'white man with the grey beard.'

As I advanced slowly towards him I noticed he was pale, that he looked wearied and wan, that he had grey whiskers and moustache, that he wore a bluish cloth cap with a faded gold band on a red ground round it, and that he had on a red-sleeved waistcoat, and a pair of grey tweed trousers.

I would have run to him, only I was a coward in the presence of such a mob—would have embraced him, but that I did not know how he would receive me; so I did what moral cowardice and false pride suggested was the best thing—walked deliberately to him, took off my hat, and said:

'DR. LIVINGSTONE, I PRESUME?'

'Yes,' said he, with a kind, cordial smile, lifting his cap slightly.

I replaced my hat on my head, and he replaced his cap, and we both grasped hands. I then said aloud:

'I thank God, Doctor, I have been permitted to see you.'

He answered, 'I feel thankful that I am here to welcome you.'

I turned to the Arabs, took off my hat to them in response to the saluting chorus of 'Yambos' I received, and the Doctor introduced them to me by name. Then, oblivious of the crowds, oblivious of the men who shared with me my dangers, we – Livingstone and I- turned our faces toward his house."

#### **Discussion Questions:**

1. Why do you think Stanley's first question to Livingstone has become so famous?

2. How do you think Stanley must have felt when he discovered Livingstone, and how do you think Livingstone felt?

# BOOKS

**Dugard, Martin.** *Into Africa: The Epic Adventures of Stanley and Livingstone* (Broadway Books, 2004).

Livingstone, David. Missionary Travels in South Africa (Narrative Press, 2001).

Ndembwike, John. Tanzania: The Land and Its People (New Africa Press, 2006).

**Stanley, Henry.** *How I Found Livingstone: Travels, Adventures, and Discoveries in Central Africa* (Cosimo Classics, 2005).



Additional background on Stanley: www.bbc.co.uk/history/historic\_figures/stanley\_sir\_henry\_morton.shtml

Additional background on Livingstone: www.bbc.co.uk/history/historic\_figures/livingstone\_david.shtml

Information about Tanzania: www.tanzania.go.tz/

A helpful lesson plan on explorers throughout history: www.education-world.com/a\_lesson/lesson081.shtml