

Livingstone Diary Outreach Program (LDO) – Pilot Project

Summary

The concept of the Livingstone Diary Outreach (LDO) Program emerges from the research and findings of the NEH-funded *Livingstone Spectral Imaging Project*¹ and also draws on resources available through *Livingstone Online*.² LDO explores Livingstone's life in Africa and provides a unique focus on the recovered 1871 Field Diary, the manuscript of which is held at the David Livingstone Centre (DLC) in Blantyre, Scotland³ and available in digital surrogate form through the *Livingstone Spectral Imaging Project* website.

LDO will adapt the broad humanities and scientific themes of *Livingstone Online* and the *Livingstone Spectral Imaging Project* for the classroom. The pilot forms the first phase of development of what is planned to be a global outreach resource (see below). LDO's pilot will deliver a multidisciplinary teaching program for students aged 10-14.⁴ The pilot will take place during the 2013 Livingstone bicentenary and in 2014 in collaboration between *Livingstone Online*, the DLC, and seven Blantyre primary and secondary schools. LDO will form a key feature of the DLC's bicentenary educational strategy for schools and will establish the outreach methodologies, work processes, and collaborative relationships between scholars, project stakeholders, and schools necessary to run future phases of LDO.

Pilot Project Overview

Teacher and student packs will be prepared by Kate Simpson, a research assistant for both *Livingstone Online* and the *Livingstone Spectral Imaging Project*. The packs will provide a comprehensive range of vivid images, narrative accounts, and information sheets that bring to life both Livingstone's work as an explorer and abolitionist *and* the accomplishments of the *Livingstone Spectral Imaging Project*. Simpson will work in collaboration with the DLC's education specialists to ensure that LDO is fully integrated with the museum's resources. She will also work closely with the schools to develop the materials for the specific age groups and teaching themes required.

Thus, the LDO will combine class-based study with museum visits, where, among other features, students will be able to see the original diary manuscript and a new educational exhibit on the spectral imaging of Livingstone's 1871 Field Diary by a team led by Adrian S. Wisnicki, the PI for the current *Livingstone Online* Enrichment and Access Project (LEAP) grant application. In addition, LDO will direct students to the wide range of resources available on both *Livingstone Online* and the *Livingstone Spectral Imaging Project* websites. After a period of study, discussion and exploration of the museum's artifacts and displays, the students will write their own accounts of the diary events, using old newspapers for diary pages, just as Livingstone did when he was stranded in a Central African war zone without supplies. The

¹ <http://livingstone.library.ucla.edu/1871diary/>

² <http://www.livingstoneonline.ucl.ac.uk/>

³ The David Livingstone Centre is a museum and archive based in Livingstone's childhood home.

⁴ With its project-based focus and strong learning outcomes, LDO also complements the new multidisciplinary, activity-based Scottish Curriculum for Excellence (SCE). The SCE's core themes include "social studies," "religious and moral education," and "technologies," and "health and wellbeing." See <http://www.ltscotland.org.uk/understandingthecurriculum/whatiscurriculumforexcellence/index.asp>.

students' diaries will form part of the DLC displays, highlighting this new outreach development between the Centre and the local community.

Teaching themes for the pilot

The teacher and student packs will contain a range of visual and written materials, from which alternative "themes can be constructed according to the schools' requirement. Here we provide a sample theme:

Livingstone, slavery, and the making of a hero

This theme focuses on the East African slave trade and Livingstone's prominent role as an abolitionist. Following the famous reports of Henry Morton Stanley – who was working as a journalist for the New York Herald when he "found" Livingstone in Central Africa in 1871 and greeted him with the famous words, "Dr. Livingstone, I presume?" – in the American and British press of Livingstone's eye-witness account of the Nyangwe massacre, the British government closed the slave market in Zanzibar, which led to the eradication of the East African slave trade. The theme offers both a story-based approach to Livingstone's life, suitable for younger students, and also a more sophisticated approach that will appeal to older students. It will describe Livingstone's life-long career in Africa, and conclude with his death. Materials will include information on the geography, flora, and fauna of Africa and the shocking impact of disease, slavery, and the ivory trade on local societies in East Africa. Illustrations will include contemporary maps, engravings from Livingstone's own books and books written by contemporaries (with modern maps and images for comparison), and images of Livingstone's 1871 Field Diary drawn from the work of the *Livingstone Spectral Imaging Project*, thereby bringing Livingstone's 30 years in Africa vividly to life.

Importantly, this theme offers schools the opportunity to tell the story of Livingstone's last years through the eyes of his most loyal African companions, Chumah (a former slave) and Susi. The materials will dramatise their childhood and education, the circumstances in which they joined Livingstone, and their perception of the events he records in his diaries. Chuma and Susi stood by Livingstone when all others deserted – called "the Doctor's men" – enduring the most arduous and extreme conditions. For instance, Livingstone reported, "Now my people failed me," leaving him only with Susi, Chumah and one other attendant. In the days that followed, they slogged through "thigh deep" "adhesive mud," "millions" of ants, and "nine villages burned for a single string of beads" (Livingstone 1874,2:45). Susi and Chumah attended him in his dying days and embalmed and transported his body to the coast so that it could be sent home to England. Ultimately, Livingstone gave his life for the Africa he loved; Chumah and Susi risked their own lives to ensure his body could be buried in his own land and that Livingstone's manuscripts – which accompanied his body to the coast – could be preserved for future generations. By focusing on friendships among different people, therefore, this theme will help students explore cultural and religious diversity.

For older students the theme will consider "the making of a hero." It will examine the style and significance of the diary format – the immediacy of the writing, the concept of the first-hand witness account. Students will examine Livingstone's account of the Nyangwe massacre, which was recorded in different inks on newsprint, which then faded to illegibility over time. They will discover how this account was recovered via spectral imaging and made available by the *Livingstone Spectral Imaging Project*. Comparing modern forms of "immediate" writing, such as Twitter and blogging, students can consider the potential transience of modern communication

techniques compared with the enduring significance of Livingstone's diary, while also discussing what makes writing worth preserving. From here the students will consider Victorian journalism ("the age of the newspaper") and the impact of Stanley's press reports to evaluate the making of a hero for the United States and Victorian Britain. Students will then be asked to make comparisons with the modern press. This aspect of the project prompts students to consider the making of history and the ways in which modern research can inform our analysis and perceptions, leading to a re-evaluation of historical events and figures.

Participating schools and milestones

The seven primary and secondary schools in Blantyre to be involved in LDO are:

- Auchinraith Primary School
- St. Blane's Primary School
- Calderside Academy Secondary School
- David Livingstone Memorial Primary School
- High Blantyre Primary School (the autistic spectrum unit will be involved in the pilot)
- St. John Ogilvie High School
- St. Joseph's Primary School

Preliminary discussions regarding LDO have already taken place (Nov. 2011 – Mar. 2012). These discussions brought together representatives of *Livingstone Online*,⁵ the DLC, and the above schools. During these discussions, it was agreed that the DLC would work with *Livingstone Online* to produce a complete pack of teaching materials, from which teachers would select materials for their student packs.

The LDO pilot will be developed according to the following timetable:

1. June – Aug 2013. Simpson & DLC prepare the teachers' packs. Teachers advise on their selections, any adjustments for the students' age and proposed teaching methods, and number of packs required.
2. Sept - June 2014. The pilots take place. Specific dates will be set by the schools. Simpson and a DLC representative will attend and participate in as many as possible in order to draw lessons for the development of materials for the websites. Teachers will also be requested to provide feedback.
3. Summer 2014. Report on the pilot released on the *Livingstone Online* website, including photographs of the student activities and displays.

⁵ Debbie Harrison, Birkbeck, University of London, who was part of the *Livingstone Spectral Imaging Project* and who will be a member of the advisory board of the *Livingstone Online* Enrichment and Access Project (LEAP), designed the LDO program (then called "Dear Diary") and led these discussions.

U.S. Involvement, Resource Sharing, and Future Objectives

The pilot in Blantyre schools will help the DLC achieve its key objective to become a major educational resource in the local and wider community. In addition, after the pilot is completed, LEAP project member Megan Ward will analyze the project results in order to plan a U.S. phase of Livingstone outreach. Although Livingstone was Scottish, his life and travels have much to teach American school children about exploration, publishing, heroism, and cultural diversity. In addition, through LEAP's preservation and access project, students can study technology's affect on history and the ways of bringing the past to the present.

During the second stage of LDO (2014-2016), which does not form part of the current grant application, the program resources will be developed in collaboration with the staff of *Livingstone Online* to deliver a fully functional electronic resource. This resource will be made freely available as a global teaching resource through *Livingstone Online* and will be offered for the websites of other relevant archival and education institutions, such as the National Library of Scotland and the National Museum of Scotland. During this stage we will also seek to secure additional funding and to broaden the regional scope of the project.