History Detectives

A Resource Pack for Teachers
Supporting A Curriculum for Excellence

Developed by Ruth Ruthven – Innovative Learning Projects
for The National Library of Scotland
Credits

The National Library of Scotland would like to thank the following individuals and organisations for their kind permission to reproduce documents and images in this pack:

The David Livingstone Centre, Blantyre & National Trust of Scotland (image of David Livingstone’s Bible, page 47)
The National Portrait Gallery, London (Portrait of Isabella Bird Bishop, Page 37)
Every effort has been made by the National Library of Scotland to trace copyright for all archival material in this pack.
Contents

Resource Overview
Background Information about the Exhibition 4
School Visits to the National Library of Scotland 4
The Teacher Resource Pack 5
Curriculum Links 6
- The Current 5-14 Curriculum
- A Curriculum for Excellence

Lesson Plans – Preserving the Past 8
Lesson 1 – Detective Work 8
Lesson 2 – Archival Survival 10

Lesson Plans – Piecing the Past Together 14
Lesson 3 – Isabella Bird Bishop 14
Lesson 4 – David Livingstone 23

Worksheets 32
1 – History Detectives’ Evidence Collector – Isabella Bird Bishop
2 – Underskirt Poem
3 – History Detectives’ Evidence Collector – David Livingstone
4 – Photofit

Evidence from the Past 36

Answer Sheets 50

Evaluation Form 52
The John Murray Archive is widely regarded as one of the world’s most important publisher’s archives. It records the influential business of the John Murray publishing firm from its establishment in 1768 until 1920. The Archive comprises approximately 150,000 papers, manuscripts, letters and other documents representing many of the world’s most celebrated writers, thinkers, politicians, explorers, economists and scientists, including David Livingstone, Jane Austen, Isabella Bird Bishop, Benjamin Disraeli, J M Barrie, George Bernard Shaw, Arthur Conan Doyle, Lord Byron, Sir Walter Scott and Charles Darwin, to name but a few.

As well as publishing these giants of the literary world, the Murrays also had much personal correspondence with them and the Archive provides us with a unique insight into the thoughts and motivations of many of the great figures of the age.

The National Library of Scotland purchased the Archive in 2006 with the help of the Heritage Lottery Fund, Scottish Executive and private donations.

The Library is now embarking on an ambitious programme to catalogue, conserve and make the Archive available to as wide an audience as possible. This includes a ‘hands-on’ exhibition, a touring exhibition, education group workshops and this Teacher Resource Pack to support the school curriculum.

The activities in this resource pack can be combined with a visit to the National Library of Scotland (NLS) to visit the John Murray Archive Exhibition or take part in a free ‘History Detectives’ workshop.

School visits are welcome and can be combined with a tour of the library or one of our other activities and workshops for schools.

Workshops and tours are free but must be booked in advance by contacting:
Emma Faragher
Education and Outreach Officer
Tel: 0131 623 3846
Email: e.faragher@nls.uk.

For more information on the workshops available please visit our website: www.nls.uk/jma
For further information on the John Murray Archive and the National Library of Scotland, please see the following links:
- The John Murray Archive website www.nls.uk/jma
- The National Library of Scotland website www.nls.uk
The Teacher Resource Pack

This study, whilst developing knowledge and understanding about the past and about characters from the 19th Century, has a main focus on investigating ways in which the past is preserved and remembered. The Teacher Resource Pack provides easy-to-implement activities for pupils studying at Levels C and D of the current 5-14 Environmental Studies Curriculum and also provides advice on how the pack can be used for planning aspects of A Curriculum for Excellence as it becomes progressively implemented in Scottish schools.

There are 4 key topics covered in the pack, namely:

<table>
<thead>
<tr>
<th>Detective Work</th>
<th>Establishes the concept of pupils as ‘history detectives’ who use their detective skills to find out information from the past</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archival Survival</td>
<td>Encourages pupils to think about the contents of an archive and introduces pupils to the concept of source materials within an archive e.g. letters, images, objects</td>
</tr>
<tr>
<td></td>
<td>Encourages pupils to make simple personal or class archives based on the knowledge they have gained about archives</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Piecing the Past Together</th>
<th>In relation to materials in the John Murray Archive relating to Isabella Bird Bishop, the Victorian traveller, pupils are encouraged to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Character Focus – Isabella Bird Bishop</td>
<td>- EXAMINE archive material relating to her</td>
</tr>
<tr>
<td></td>
<td>- COLLECT EVIDENCE from archive material about her</td>
</tr>
<tr>
<td></td>
<td>- USE EVIDENCE about her to draw conclusions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Piecing the Past Together</th>
<th>In relation to materials in the John Murray Archive relating to David Livingstone, the African missionary and explorer, pupils are encouraged to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Character Focus – David Livingstone</td>
<td>- EXAMINE archive material relating to him</td>
</tr>
<tr>
<td></td>
<td>- COLLECT EVIDENCE from archive material about him</td>
</tr>
<tr>
<td></td>
<td>- USE EVIDENCE about him to draw conclusions</td>
</tr>
</tbody>
</table>

The lesson plans are specifically designed to allow teachers to become the ‘the instant expert’ before teaching lessons, and each provides background information, learning outcomes, resource lists, and of course, discussion ideas and practical activities too!

We hope both you and your pupils enjoy all aspects of the History Detectives study!
This resource provides a variety of activities for pupils in support of the current 5-14 curriculum. Learning and teaching Scotland has published a helpful document *A Curriculum for Excellence Reflection Guide* to help teachers, schools and resource producers in the transition from the 5-14 curriculum to *A Curriculum for Excellence*.

The main curricular areas supported by this study is Environmental Studies: People in the Past, as detailed below. However, within this context a range of learning activities in other curriculum areas can also be developed.

**Environmental Studies – Knowledge and Understanding People in the Past**

<table>
<thead>
<tr>
<th>Strand</th>
<th>Level C</th>
<th>Level D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change, Continuity, Cause and Effect</td>
<td>● Make a comparison between past and present lifestyles</td>
<td>● Identify important features that have changed over time</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Explain why these were important and describe what effects they had on people’s lives</td>
</tr>
<tr>
<td>Nature of historical evidence</td>
<td>● Describe ways in which people remember and preserve the past and suggest reasons for this</td>
<td>● Suggest a variety of sources of information about the past and their uses</td>
</tr>
</tbody>
</table>

**5-14 Curriculum Links Environmental Studies – Skills**

<table>
<thead>
<tr>
<th>Strand</th>
<th>Level C</th>
<th>Level D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparing for Tasks</td>
<td>● Suggest relevant sources of information that might assist in a particular enquiry task</td>
<td>● Identify a variety of straightforward sources from which relevant information might be collected</td>
</tr>
<tr>
<td>Carrying out Tasks</td>
<td>● Select and record specific information for a given purpose from a variety of sources</td>
<td>● Select and use known enquiry methods/equipment to access, select and record relevant information from a variety of straightforward sources</td>
</tr>
<tr>
<td></td>
<td>● Select simple techniques to process/classify straightforward info in a variety of ways</td>
<td>● Select techniques to process/classify information in a variety of ways</td>
</tr>
<tr>
<td>Reviewing and Reporting on Tasks</td>
<td>● Present findings communicating key points clearly</td>
<td>● Present findings in an organised and appropriate manner</td>
</tr>
</tbody>
</table>

**5-14 Curriculum Links Environmental Studies – Developing Informed Attitudes**

<table>
<thead>
<tr>
<th>Strand</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Social and Environmental Responsibility</td>
<td>● Pupils recognise their role as young citizens, aware of their heritage and the need to conserve it</td>
</tr>
</tbody>
</table>
The pack and related activities will help teachers develop the four capacities within the Curriculum for Excellence in the following ways, namely enabling pupils to become:

<table>
<thead>
<tr>
<th>Capacity</th>
<th>Abilities</th>
</tr>
</thead>
</table>
| **Successful learners** | Developing enthusiasm and motivation for learning by:  
- Using literacy and communication skills in activities presented  
- Thinking creatively and independently in activities presented  
- Making reasoned evaluations about the necessity to preserve the past for future generations |
| **Responsible citizens** | Developing commitment to participating responsibly in cultural activities by:  
- Making informed choices and decisions about lessons that can be learned from the past, and the need to preserve the past for future generations |
| **Confident individuals** | Developing secure values and beliefs by:  
- Developing and communicating their own views in activities presented  
- Making informed decisions by using historical evidence  
- Achieving success within the related activities undertaken |
| **Effective contributors** | Developing:  
- Effective communication skills within the activities presented  
- Work in partnerships and groups within the activities presented |

You may wish to consider how the pack supports the curriculum design principles within *A Curriculum for Excellence*. These are:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personality and choice
- Coherence
- Relevance

It might also be helpful to refer to guidance on subject learning outcomes and experiences, and on cross-curricular themes as they are published.
Preserving the Past
Detective Work

What’s this lesson about?
In this lesson pupils begin to develop the ‘History Detectives’ theme by creating their own detective and thinking about his/her key attributes. (This character will then be referred to throughout the project to focus attention on investigating to find out information.)

This lesson is a prerequisite to examining aspects of the John Murray Archive and provides pupils with the concept of examining evidence from the past in order to build up a picture of a person/place/event.

Background Information for Teachers

- A detective is a person who uses evidence and information to solve crimes.
- ‘History Detectives’ use evidence and information to find out more about the past.
- Detectives use their senses and intelligence to gain information about the crime in question, just as ‘History Detectives’ do, to investigate historical evidence.
- The tools of a detective’s trade are his/her:
  - notebook and pen (to note facts and record observations)
  - camera (to record locations, objects and records)
  - magnifying glass (to take a closer look)

Learning Outcomes

Pupils will recognise that:

- The work of a detective is to examine evidence, search for clues and piece together information to build up a picture or come to a solution.
- Although detectives are most commonly associated with the police, there are other types of ‘detective’ who use ‘clues’ to solve problems and puzzles – doctors, archeologists, etc.
- A detective will use his/her senses to collect evidence – looking, listening, touching and perhaps even smelling and tasting too.
- A good detective needs to be patient, observant, determined and intelligent to do his/her job well.
- Detectives examine and collect evidence to come to conclusions about the problem they are solving.

Resources Required

- Wallpaper / long sheet of thick paper
- Marker pens
- Paint / pens / pencils / decorative materials
- Glue
- Card

What is a Detective?

Brainstorming

- Write the word DETECTIVE on the board and ask pupils what it means to them. Record comments.
- Ask pupils if they can think of any famous detectives – e.g. Sherlock Holmes and relate the detective’s work to the ideas noted on the board.
- Tell pupils that the dictionary definition of detective is ‘a police officer who investigates crimes’ and ask them to consider other types of detectives who investigate other types of ‘problem’ – e.g. doctor, archeologist. Discuss.
  - What types of work do these ‘detectives’ do to solve their particular problem type?
What does a Detective Do?

- Where do they search for clues or evidence?
- How do they put the pieces together to build up a picture?

Draw the discussion to a close by telling pupils that they are going to create their own detective specifically interested in making historical discoveries about people who lived in the past.

**Creating a Class History Detective**

- Explain to the class they are going to create their own detective who is specifically interested in making historical discoveries about people who lived in the past and that he/she will be called a ‘History Detective’.

- Ask pupils:
  - what sort of ‘mystery’ or ‘problem’ a history detective might try to solve?
  - what tools they might use to help them do this?
  - what kind of information might give ‘good clues’?

- Explain to the class that they are going to draw a History Detective and put information around him/her to remind them about his work. Select one pupil to be the detective ‘outline’ and ask him/her to lie down on a long sheet of paper/wallpaper. Select a class member to draw around this person with thick marker pen.

- When this has been completed, ask pupils:
  - What they think their detective should look like and why? – male/female, old/young, long/short hair, beard, moustache, glasses etc.
  - How they think he/she should be dressed and why? – suit, hat, jeans, skirt, dark glasses, etc.
  - What items/tools he/she might carry and why? – rucksack, suitcase, camera, notepad, laptop, gloves, magnifying glass, etc.
  - What his/her key attributes might be and why? – patient, observant, determined, etc

- Next, cut the outline up into sections and give to groups to paint/colour and add detail. Leave to dry.

- Ask individuals to draw, cut out and paint/colour any additional items the detective needs. Leave to dry.

- Piece the detective back together and display in the classroom. Using the ideas from earlier discussions, make a History Detective word bank around the detective by writing key words on paper, cutting them out and pinning them around the detective. (Word bank ideas could be – investigate, examine, evidence, clues, deduce, document, note, hypothesize, inspect, preserve, solution, notebook, camera, pen, magnifying glass, patient, observant, determined, looking, listening, touching, smelling etc.)

- Have a class vote to name the detective, and place the name above the detective on the wall. Your History Detective is complete!
In this lesson pupils are introduced to the concept of an archive.

They learn specifically about the John Murray Archive and consider its historical importance in helping people understand the past.

Pupils create their own simple school archive, and consider how archives are catalogued, preserved and displayed.

- An archive is a collection of original documents, materials and objects from the past – each item is a piece of historical evidence that can be used to build up a picture of a person/place/event.

- The John Murray Archive is one of the world’s most important literary and cultural archives from the past 250 years, and contains letters, manuscripts, images, objects and journals from some of the greatest writers, politicians, explorers and scientists.

- The John Murray Archive is so called because Edinburgh-born publisher, John Murray, started the collection when he set up his business in London in the late 18th century. Since then, seven generations of the Murray publishers have maintained the archive of business papers, correspondence and manuscripts.

- In 2006, the National Library of Scotland, with funding from the Heritage Lottery Fund and the Scottish Executive, bought the archive of the family’s publishing firm from John Murray VII for around £31.2 million. It is valued at £45 million.

- The archive contains over 150,000 items from around 16,500 people, and is currently being catalogued.

- Specialist professionals take care of cataloguing, preserving and storing the archive, which is kept under lock and key.

- The National Library of Scotland is displaying items from this archive to the public in an exhibition.

Pupils will recognise that:

- An archive is a collection of documents, materials and objects from the past – each item is a piece of historical evidence that can be used to build up a picture of a person/place/event.

- The John Murray Archive is a precious historical treasure about people in the past.

- The John Murray Archive contains letters, manuscripts, images, objects and journals from some of the most famous writers, politicians, explorers and
scientists. The Murray family, who published their work, collected them.

- We can use ‘History Detective’ skills to examine material from the John Murray Archive, collect evidence from it and piece together information about certain characters from the past.

- Items such as letters, photographs and objects within an archive are called ‘primary source materials’.

- Documents and materials in an archive must be displayed, catalogued, preserved and stored carefully to preserve them for future generations.

Resources Required

Archive materials from pages 36-49
Small cards
Items to make up a school archive

What is an Archive?

Discussion

- Explain to pupils that they are going to use the same skills as the wall-mounted history detective, to gather information about people from the past.

- Give pupils an example such as ‘…if you wanted to find out about your great, great grandma, what types of materials may your family have to provide clues about her life and her character…’

- Encourage pupils to relate the above analogy to the types of skills the detective would need to find the information (e.g. questioning, looking, listening, note-taking) and the character traits he/she would require also (e.g. patience, persistence). Brainstorm ideas and note them on the board.

- Ask pupils if they can think of any items that would provide this information – letters, photographs, books, items of clothing, music, etc. and encourage them to think about how each piece of evidence would help build up a picture of the type of person she was, what she liked to do, what she looked like, what she worked as etc.

- Explain to pupils that such a collection of family items could be known as an archive, and that the pieces of information gathered would be known as historical evidence or primary source materials.

What’s in an Archive?

Thinking about the Contents

- Ask pupils to imagine that they have been asked to contribute to a ‘time-box’ to allow people in the future to find out about life in the early 21st century.

- What 4 items would pupils put into the box to provide clues/evidence about their lives? – e.g. sports equipment, music, books, letters, photographs etc.

- Ask each pupil to write his or her choice of 4 objects on a piece of card.
When this has been done, shuffle the class pack of cards and ask pupils to come out one at a time, choose a card and read it out. Can classmates guess who’s who from the items listed? Do classmates agree or disagree that what has been noted on the cards represents life today?

- If you have time, you may wish pupils to make a personal ‘time-box’ each to bring in to share with the class.

**Discussion**

- Introduce the concept of The John Murray Archive to pupils:
  - The John Murray Archive is a historical treasure about people in the past.
  - The John Murray Archive contains letters, manuscripts, images, objects and journals from some of the most famous writers, politicians, explorers and scientists of our time. The Murray family, who published their work, collected them.

- Explain that this precious collection of items is so important historically that the National Library of Scotland bought it for the Nation.

- Explain that items from the archive are now being used to create an exhibition called at the National Library of Scotland This will allow the public to learn about the past from the archive.

- Show pupils some examples from the archive, which can be found on pages 36-49 of this pack.

- Ask pupils:
  - Why a collection of items like this is so important for the nation to keep?
  - To debate whether they think the millions of pounds it cost to buy the collection was a good investment?
  - Why it is important for the library to take care of it, as opposed to it being left in family hands?
  - What issues the library might have in taking care of the very old, fragile items made of a range of different materials?
  - How they think the 150,000 items will be used and by whom?
  - If access to a particular item is required, how will curators know how and where to find it?

**Our School Archive**

**Making a Simple School Archive**

- Explain to pupils that they are going to create a simple school archive and that in doing so, they are going to use their ‘history detective’ skills.

- Ask pupils to brainstorm the types of things that would provide a full picture of school life for this archive. For example:
  - Objects (old uniforms, writing implements)
  - Images (photos, videos, art)
  - Audio (music, recordings, interviews with pupils or staff members)
  - Text (letters, diaries, documents – handwritten or typed)
  - Statistics (maps, class data)
Community articles (school magazines, school show programme, newsletters)

- Categorise items from the brainstorming session with pupils – e.g. objects, images, audio, text, statistics, community articles as above.
- Explain that all items suggested are termed ‘primary sources’ of information and that when collected together they will form their school archive.
- Ask pupils:
  - Where they might find primary source material for their archive?
  - Who they might ask to help source it?
  - Whether it is right to simply take the information they need or whether someone needs to be informed?
- Set pupils the task of collecting a range of interesting and varied primary sources of information across a short time period for their school archive.
- As the archive builds up, ask pupils to consider:
  - Whether the archive can be displayed as a whole or whether only certain parts can be displayed? Why would this be so?
  - Whether some items require to be kept in storage? If so, how might they be stored to prevent moisture damage, light damage, infestation by insects, general handling damage, breakage etc?
  - The best way to display each item chosen for the archive? How will they protect it from handling, spillages, damp, sunshine, breakage, staining etc. while on display?
  - How they will record items in the collection to ensure nothing goes missing?
  - How they will categorise and catalogue the items for reference purposes?
- When the archive is complete, examine the clues/evidence from the sources that build the picture of the school. Explain to pupils that they are to create a mini-exhibition of their school archive for the rest of the school to view. Consider with pupils:
  - Which source materials provide the best clues and why?
  - Whether all items are required?
  - Which items they would choose in place of others and why?
- Ask pupils to consider why it is important to keep records of school life.
- Encourage pupils to find out whether school records, objects, documents, images etc. were kept formally before this project? If so, in what way? If not, why not? What is lost forever if this has not been so?
- To conclude the lesson, establish that by a family’s diligence in keeping items from the past, this has provided society with an accurate picture of life in the past – The John Murray Archive.
Lesson 3

Piecing the Past Together
Isabella Bird Bishop

What’s this lesson about?

This lesson is split into 5 sub sections (A-E), each centred upon an artefact relating to Isabella Bird Bishop, the great Victorian traveller.

Each sub-lesson is a stand-alone lesson in itself, but is best used in conjunction with at least one other in the section. Using all five lessons works best of course!

As each of the artefacts used in the sub-sections is examined, History Detectives are able to build up a ‘photofit picture’ of Isabella Bird Bishop’s character, thus allowing them to gain an understanding of the important nature of an archive.

Background Information for Teachers

- Isabella Bird Bishop (1831-1904) was a Yorkshire born traveller who made Scotland her home in later life.
- Ill from an early age, she was told by her doctor to travel and partake of an open-air life style as a cure for her spinal complaint, nervous headaches, insomnia and sensitive temperament.
- After her father’s death in 1858, Mrs Bird and her daughters, Henrietta and Isabella, moved to Edinburgh.
- In 1854 and 1857 Isabella travelled to United States of America and Canada and also toured the Western Highlands of Scotland.
- After Mrs Bird’s death in 1868, Henrietta, Isabella’s sister, moved to the island of Mull. Isabella's health had deteriorated, so she decided to travel to New Zealand, Australia and the Sandwich Islands (Hawaii) in 1872.
- She often wrote long letters to her sister in Mull – the longest is 116 sides long! They are full of the wonders of the countries she was seeing – often places Europeans rarely went to, and most certainly not as a woman on her own!
- While in Hawaii, Isabella abandoned the sidesaddle method of riding (as appropriate for Victorian women of the time) and therefore could ride anywhere on any mount in comfort – which she did!
- She travelled to the Colorado Rockies in 1873 when she heard that the air there was good for invalids. Her letters to Henrietta were edited and turned into the book *A Lady’s Life in the Rocky Mountains* (1879).
- Her publications by John Murray, who became a life-long friend and the publisher of all her books, shows the breadth of her travels:
  - *The Englishwoman in America* (1856)
  - *Six Months in the Sandwich Islands* (1875)
  - *A Lady’s Life in the Rocky Mountains* (1879)
  - *Unbeaten Tracks in Japan* (1880)
  - *The Golden Chersonese* (1883)
She married in 1880 but her husband died six years later. Soon, she was back travelling the world again and took up photography classes in London too. Her later journeys are shown through the images she took herself.

Bishop didn’t impress everyone. Austen Layard, an archaeologist, was asked by Murray to review one of her books and describes that he cannot bear what he terms ‘male females’.

However, the Dictionary of National Biography states ‘Her decision and determination made her the most notable woman traveller of her time, setting standards which any traveller, man or woman, would be proud to attain.’

She is buried in Edinburgh in the city’s Dean Cemetery.

Pupils will recognise that:

- By interpreting historical evidence they can find out about people’s lives in the past and what their characters were like.
- Victorian women led strict lifestyles but Bishop broke this mould and fought against Victorian convention.
- Although a small, frail woman who travelled alone, Bishop had a large physical presence and was fearless.
- Bishop was a pioneer and visited places Western explorers rarely ventured.
- Bishop’s books and letters show fascinating details about the countries she visited.
- Bishop documented her travels with photographs as well as words.
- Her photographs reveal much about the environment she travelled in and the breadth of her travels.
- Her photographs helped readers of her books see the world with new eyes.

Resources Required

- Copies of Worksheet 1 – History Detectives’ Evidence Collector – Isabella Bird Bishop
- Answer Sheet – History Detectives’ Evidence Collector – Isabella Bird Bishop
- Copies of Worksheet 2 – Underskirt Poem
- Copies of Worksheet 4 – Photofit (copying this to A3 size will be more user-friendly for pupils)
- Copies of the map denoting Bishop’s travels
- World atlases for your pupils
- Pencils and paper
Clues in a Photographic Portrait

- Turn to the Evidence from the Past section at the end of the pack and select the image of Isabella Bird Bishop. Show this to the class and tell them the name of the lady in the photograph.

- Refer to the class History Detective mounted on the wall and explain that they are going to enlist his/her help (as well as being detectives themselves of course!) to find out more about the lady in the photograph. Ask pupils what skills they will need and what senses they will use? What tools could be useful? Conclude that writing down details will be useful and show pupils **Worksheet 1 – History Detectives’ Evidence Collector**. This will be used later.

- Explain to pupils that they are going to examine the photograph, find out clues from it, find out more if necessary and draw conclusions about what the photograph tells them.

- Ask pupils to describe the lady in the photograph. Write the words they suggest on the board e.g. small, frail, well-dressed etc.

- Next ask pupils to use the information the photograph provides to date the lady.
  - Is the photograph recent or from long ago?
  - How can they tell?
  - Are the clothes she wears modern or old-fashioned?
  - How can they tell?
  - Have they seen clothes like this anywhere else? Where?
  - Can they find books with similar clothes represented? (About the Victorians)
  - Does anyone have photographs at home with people dressed similarly?
  - Have pupils seen similar outfits on TV programmes? What were they about?

- Ascertain that the photograph is of a Victorian lady and, if pupils have not already studied the Victorians in class, explain that:
  - The Victorians lived over one hundred and fifty years ago during the reign of Queen Victoria (1837-1901).
  - Women could not vote, have a job (unless as a teacher or a domestic servant), have a bank account, physically exert themselves.
  - There were strict views about clothing in Victorian times – clothing should completely cover up the whole body except for hands and faces!
  - Ladies always wore hats in Victorian times. It was also not seen as respectable to be seen outdoors without one.
  - The role of women was to have children and tend to the house.

- Ask what pupils think of the above!

- With this in mind, ask now what the class thinks this lady did in her life? Was she a teacher? Was she a servant? Did she look after the house? Did she have children? After opinions have been sought explain to pupils that she was not a teacher or servant, did not look after a house and had no children.
Explain that this lady was, in fact, an intrepid, determined traveller – one of the most notable woman travellers of her time, setting standards which any traveller, male or female, would be proud to attain. Ask if this surprises pupils? Why?

Bring the discussion to a close by asking pupils whether this photograph has been able to provide them with information about the past.

**Updating Detective Notes**

- As a class complete the first section of **Worksheet 1 – History Detectives’ Evidence Collector** (NB – Helping pupils through this first exercise as a class is recommended to give pupils the idea of how to use it for other evidence to follow.)

- Encourage pupils to think through each stage of the detective process in relation to the photograph, and try to find 3 aspects of the photograph to make notes upon, discover clues about and draw conclusions from, as detailed in the sheet itself. As an example the first part of the sheet has been done for you. See answer sheet for further ideas.

- Explain that in order to find out more about this extraordinary woman, as History Detectives, they can piece together more information about her using a variety of other pieces of historical evidence.

**Photofit Information**

- Using **Worksheet 4 – Photofit** pupils should add clues gleaned about Isabella Bird Bishop. Over the course of all 5 sub-section lessons, this will build up the full photofit picture of her character and life.

### Sub Section B

#### Mapping her Travels

**Clues from a Map**

- Turn to the Evidence from the Past section at the end of the pack and select the map of Isabella Bird Bishop’s travels. Show this to the class and reinforce the unusual nature of this Victorian lady travelling.

- Refer to the class History Detective mounted on the wall and explain that they are going to enlist his/her help again in finding out more about the lady they saw in the photograph, but this time using a map. What skills, tools and senses will they need to employ this time?

- Explain to pupils that they are going to examine the map and work out what it tells us about her travels during her lifetime.

- Without giving out atlases initially, at first glance, what can pupils deduce from:
  - The many lines on the map denoting journeys?
  - The amount of countries visited?
  - How long each journey lasted?
  - Why they took so long?
Updating Detective Notes

- Using Worksheet 1 – History Detectives’ Evidence Collector pupils should write down what they notice from the map in column 1. In column 2 they should detail the clues this gives them about Isabella Bird Bishop. In column 3 they should detail where they could find out more e.g. an atlas, the internet and follow this up as required. See answer sheet for further ideas.

Atlas Work

- Next give out world atlases and ask pupils to work out which countries she travelled in from the information given on the map.
- Using the Background Information for Teachers section of this lesson tell the class that Isabella often travelled to places Europeans rarely went to (and on her own!) and thus was a pioneer.
- Discuss how people today would get to these countries. How did she get there in Victorian times? Would the journeys be short or long?
- Bring the discussion to a close by asking pupils whether this map has been able to provide them with information about the past.

Updating Detective Notes Once More

- In column 4 of the worksheet they should then detail the conclusion of their detective work e.g. that Isabella was well travelled, travelling in America, Hawaii, Japan; her vast travels were unusual for a Victorian woman etc. See answer sheet for further ideas.

Photofit Information

- Using Worksheet 4 – Photofit pupils should add clues gleaned about Isabella Bird Bishop. Over the course of all 5 sub-section lessons, this will build up the full photofit picture of her character and life.

Sub Section C

Clues from Clothing

- Turn to the Evidence from the Past section at the end of the pack and select the portrait of Isabella Bird Bishop. Show this to the class again, reinforcing the unusual nature of this Victorian lady travelling to such far-flung climes alone.
- Explain that at the time women didn’t even wear trousers, they wore dresses like the one in the picture which were supported by petticoats and underskirts. You might want to find a picture of a crinoline or Victorian underskirt on the internet to show to the class.
- Refer to the class History Detective mounted on the wall and explain that they are going to enlist his/her help again in finding out more about the lady they saw in the photograph. What skills, tools and senses will they need to employ this time?
Explain to pupils that they are going to examine her clothes and work out what it tells us about her as a person.

Explain to pupils that in Victorian times:
- There were strict views about clothing
- It had to completely cover up the whole body except for hands and faces
- Any other method of dress for women was seen as unrespectable.

Explain that Isabella Bird Bishop almost always travelled in skirts like this one.

Ask pupils to think about the practicality of travelling in this stiff, ungainly skirt and underskirts and brainstorm ideas on the board.

**Draw It**

Get the class to draw a Victorian woman in Victorian dress and a woman of today. Compare and contrast ideas. What do pupils think of this idea of dress? How have times changed? Would women today conform to such rules?

**Budding Poets**

Ask pupils why they think Isabella travelled in the dress and draw out of the discussion that although she was unconventional in many ways, she still conformed to Victorian values. Explain that the stiff, restrictive hoop could represent Victorian values and the restrictions, physical and otherwise, placed on women.

Using **Worksheet 2 – Underskirt Poem** explain to pupils that this is going to be the basis for a Haiku Poem about the above idea. (NB – a Haiku poem is a Japanese poem made up of 3 lines – the 1st line contains 5 syllables, the 2nd contains 7 syllables and the 3rd contains 5 syllables.)
- Discuss the range of adjectives, verbs, adverbs, similes, metaphors etc that could be used to describe Isabella's Victorian life and her unconventional ways and write them on the board
- Allow pupils to use these ideas to compose a Haiku poem using the above format
- Write the lines of the poem within the underskirt hoops, but use the top one for the poem's title e.g.

  Crinoline
  Line 1 – 5 syllables I'm Isabella.
  Line 2 – 7 syllables A Victorian lady
  Line 3 – 5 syllables Not stiff and starchy

Bring the lesson to a close by asking pupils whether this image has been able to provide them with information about the past.
Updating Detective Notes

- Using **Worksheet 1 – History Detectives’ Evidence Collector** pupils should write down what they notice about the underskirt in column 1. In column 2 they should detail the clues this gives them about Isabella Bird Bishop's attitude to being a Victorian lady. In column 3 they should detail where they could find out more e.g. books, the internet, and follow this up as required.

- In column 4 of the worksheet they should then detail their conclusions from their detective work e.g. that Isabella was a free spirit, but still conformed in some ways etc. See answer sheet for further ideas.

Photofit Information

- Using **Worksheet 4 – Photofit** pupils should add clues gleaned about Isabella Bird Bishop. Over the course of all 5 sub-section lessons, this will build up the full photofit picture of her character and life.

Sub Section D

Camping Out

Clues from a Photograph Location

- Turn to the Evidence from the Past section at the end of the pack and select the image of the camp Isabella Bird Bishop stayed in. Show this to the class, again reinforcing the unusual nature of this Victorian lady travelling to such far-flung climes alone.

- Refer to the class History Detective mounted on the wall and explain that they are going to enlist his/her help again in finding out more about Isabella Bird Bishop's extraordinary life, this time using an image of a camp she stayed in. What skills, tools and senses will they need to employ this time?

- Explain to pupils that they are going to examine the camp image and work out what it tells us about her as a person.

- At first glance, what can pupils deduce from the picture about:
  - The age of the photograph? Recent or old?
  - The terrain – does it look friendly?
  - The road system. Is there one?
  - The travel arrangements. What type?
  - The accommodation. What type?
  - The climate? Hot or cold?
  - The proximity of other towns. Near or far?

- Tell pupils that although Isabella was an avid writer, she was also an avid photographer. Discuss with pupils the benefits of photographs, as opposed to writing, and vice versa. What are the positives and negatives of each?

- Once pupils have gained the idea that this lady travelled alone with camp staff as helpers, often through unfriendly terrain and unexplored territory, ask them to think about what this tells of Isabella’s character. Brainstorm words to describe this e.g. fearless, strong, brave, determined, curious.
Bring this discussion to a close by asking pupils whether this photograph has been able to provide them with information about the past.

**Writing Postcards**

- Explain to pupils that Isabella was an avid writer and often wrote to her sister Henrietta telling of her adventures. She was also an avid photographer whose pictures helped readers of her books see the world with new eyes.
- Ask pupils to imagine he/she is Isabella staying at this camp. Can they write a short postcard to Henrietta telling of the journey, what the terrain is like, and her feelings about being there? On the picture side of the card, pupils could replicate an aspect of the photograph on view.

**Updating Detective Notes**

- Using **Worksheet 1 – History Detectives’ Evidence Collector** pupils should write down what they notice about the camp photograph in column 1. In column 2 they should detail the clues this gives them about the situation of the camp. In column 3 they should detail where they could find out more e.g. books, the internet, and follow this up as required.
- In column 4 of the worksheet they should then detail their conclusions from their detective work e.g. that the camp was in a far away place, there were no good roads around etc. See answer sheet for further ideas.

**Photofit Information**

- Using **Worksheet 4 – Photofit** pupils should add clues gleaned about Isabella Bird Bishop. Over the course of all 5 sub-section lessons, this will build up the full photofit picture of her character and life.

---

**Sub Section E**  
**Wonderful Adventures**

**Clues from a Letter**

- Turn to the **Evidence from the Past** section at the end of the pack and select the image of the letter Isabella Bird Bishop sent to her sister, Henrietta, telling of her travels in Malaysia. Show this to the class and tell them that this particular letter was 116 pages long! Explain that Isabella was a prolific letter writer and that her letters about her travels were edited in books published by John Murray.
- Refer to the class History Detective mounted on the wall and explain that they are going to enlist his/her help again in finding out more about Isabella Bird Bishop’s extraordinary life, this time using a letter she wrote to her sister. What skills, tools and senses will they need to employ this time?
- Explain to pupils that they are going to examine extracts from the letter and work out what it tells us about her as a person.
- First of all, ask pupils to find Malaysia on a map. Ask them how people would get there today and compare this with how they think Isabella
would have travelled there in Victorian times.

- Copy the extracts from the letter onto pieces of paper, cut these up and give one extract each to small groups of pupils. Ask pupils to read the extract, find clues about the following and report back to the class:
  - Where is Isabella writing about?
  - Is it at home or abroad? (Malaysia)
  - What are the clues? (Larut River, Teluk Kartang, Penang, jungle, swamps, crocodiles)
  - Can we find these places in an Atlas or on the internet?

- Next ask pupils in groups to discuss what character clues this extract gives us about Isabella and to report back:
  - No sleep because of heat and rats (fearless, determined, brave)
  - Dense jungle, swamps, slime, crocodiles (fearless, strong, brave, independent)
  - Chinese steamer trading (curious about other cultures)
  - Filthy deck, filthy swine, dirty people (unbothered, practical)

- Bring the discussion to a close by asking pupils whether this letter has been able to provide them with information about the past.

**Updating Detective Notes**

- Using **Worksheet 1 – History Detectives’ Evidence Collector** pupils should write down what they notice about the letter extracts in column 1. In column 2 they should detail the clues this gives them about either the places Isabella visited or about her character traits. In column 3 they should detail where they could find out more e.g. books, the internet, and follow this up as required.

- In column 4 of the worksheet they should then detail their conclusions from their detective work e.g. that she was writing from Malaysia, she was brave, fearless etc. See answer sheet for further ideas.

**Photofit Information**

- Using **Worksheet 4 – Photofit** pupils should add clues gleaned about Isabella Bird Bishop. Over the course of all 5 sub-section lessons, this will build up the full photofit picture of her character and life.
This lesson is split into 5 sub sections (A-E), each centred upon an artefact relating to David Livingstone, the missionary and great explorer.

Each sub-lesson is a stand-alone lesson in itself, but is best used in conjunction with at least one other in the section. Using all five lessons works best of course!

As each of the artefacts used in the sub-sections is examined, pupils are able to build up a ‘photofit picture’ of David Livingstone’s character, thus allowing them to gain an understanding of the important nature of an archive.

- Dr David Livingstone (1813-1873) was a Scottish explorer and missionary.
- Born in a tenement in Blantyre, from the age of ten David worked long hours in the local mill as a ‘piecer’ tying broken threads on spinning jennies. However he still found time to study after work and taught himself Latin, mathematics and botany.
- By 1836, he was a medical student in Glasgow. He was also ordained into the Ministry, and was first sent to Africa in 1840 to carry out missionary work.
- From then on his life was devoted to the exploration of Central Africa and, in three great expeditions, he covered about a third of the continent.
  - The first expedition was described in *Missionary Travels and Researches in South Africa* (London, John Murray, 1857).
  - His second trip to Africa was described in *Narrative of an Expedition to the Zambezi and its Tributaries* (London, John Murray, 1865).
  - John Murray published his Last Journals relating to his third expedition, in 1874, after his death.
- Livingstone set sail for South Africa in December 1840 and spent time in Cape Town before heading for the mission station at Kuruman, 600 miles away. This was a time when the interior of Africa was a mystery to Europeans, who mainly lived in coastal settlements.
- He soon left Kuruman to set up a mission station of his own 250 miles to the north-east.
- In 1844, he married Mary, the daughter of a missionary.
- Livingstone’s first love was travel and he justified this as a way of bringing the gospel to other tribes. However he had only one short-lived success as a missionary. He managed to convert Sechele, chief of the Kwenza tribe, to Christianity. However, it was only a matter of time before Sechele reverted back to his ‘pagan’ ways, in particular over the issue of how many wives he could have!
In 1851, Livingstone set off on the journey which would rank him among the greatest explorers in history. Almost four years after leaving Cape Town for the Zambezi, he arrived at Quelimane in May 1856. He had travelled 5,000 miles, which had included the first authenticated crossing of sub-Saharan Africa by a European. It remains one of the greatest feats of land exploration in history and Livingstone returned to England to great acclaim.

John Murray was lucky enough to sign him up before other publishers and published his first book *Missionary Travels and Researches in South Africa*.

Livingstone was then awarded £5000 by the House of Commons ‘to embark on a voyage of discovery upon the Zambezi’ where he was to chart the Zambezi River and to find out about agricultural potential and mineral wealth in the region.

His party set sail in March 1858, but problems with the steamer resulted in them being forced to continue on foot. During this journey they:
- Discovered the Zambezi rapids
- Explored the River Shire, which flowed into the Zambezi
- Discovered Lake Nyasa, which fed the River Shire

During this time Mary rejoined her husband but having contracted malaria, died in April 1862.

On his return to Britain, Livingstone was invited to lead an expedition to find the source of the Nile. However, he did not want simply to go as an explorer, and decided to combine it with an anti-slavery crusade (slavery had been legislated against in Britain in 1807 and 1833).

He left in 1866 but progress was repeatedly interrupted by local wars and illness.

At one point he became separated from some of his African servants, who fled north to British land and reported that Livingstone was dead. Stanley, a reporter, was sent to discover the truth and was quoted as saying ‘Dr Livingstone, I presume?’ when he came across Livingstone alive and well!

Livingstone became obsessed with finding the source of the Nile and spent much time investigating rivers and lakes, but died there in 1873.

His remains were returned to England and he was buried in Westminster Abbey. His heart is buried beneath a tree in Zambia. John Murray published the posthumous *Last Journals* in 1874.

In death, Livingstone became a national hero. His fame was due, not so much to what he had achieved but to what he had come to represent – bravery and selflessness.
Learning Outcomes

Pupils will recognise that:

- By interpreting historical evidence they can find out about people’s lives in the past and what their characters were like.

- Livingstone went to Africa as a missionary, but his first love was exploration.

- Livingstone ‘filled in’ the map of Africa, and visited places western explorers rarely ventured.

- Livingstone’s journeys were dangerous and were within an environment that few or no Europeans had previously visited.

- Livingstone’s published manuscripts and letters show fascinating details about the countries he visited.

- Livingstone documented his travels with words, which have the potential to connect people with far off places.

Resources Required

Copies of Worksheet 3 – History Detectives’ Evidence Collector – David Livingstone
Answer Sheet – History Detectives’ Evidence Collector – David Livingstone
Copies of Worksheet 4 – Photofit (copying this to a3 size will be more user-friendly for pupils)
Copies of the advertising material artefact outlining books about Livingstone
Copies of the map denoting Livingstone’s expeditions
World atlases for your pupils
Children’s bibles for your pupils
Copies of engraving of African meeting
Copies of image and extracts from fish drawing with notes

Sub Section A

Advertising Space

Clues from an Advertising Pamphlet

- Turn to the Evidence from the Past section and select the image of the advertising pamphlet about David Livingstone’s books. Show this to the class and tell them the name of the man in the photograph.

- Refer to the class History Detective mounted on the wall and explain that they are going to enlist his/her help (as well as being detectives themselves of course!) to find out more about the man illustrated on the pamphlet.

- Ask pupils what skills they will need and what senses they will use? What tools could be useful? Conclude that writing down details will be useful and show pupils Worksheet 3 – History Detectives’ Evidence Collector. This will be used later.

- Explain to pupils that they are going to examine the pamphlet, find out clues from it, find out more if necessary and draw conclusions about what the pamphlet tells them. (You may wish to copy the pamphlet and cut the sections up to use with your pupils.)
Ask pupils to describe the man in the pamphlet. Write the words they suggest on the board. e.g. old-fashioned, serious etc.

Next ask pupils to use the information the pamphlet provides, to discover more about the man and his work. Write the words they suggest on the board.
- Is the photograph recent or from long ago? How can they tell?
- Are the clothes he wears modern or old-fashioned? How can they tell?
- What is the pamphlet advertising? (Books about Livingstone’s travels)
- Do the prices of the books give clues about the age of the pamphlet and the books?
- What do the books tell of?
- Who published the books?
- What was Livingstone’s job?
- Where did he travel to?

Ascertain that the pamphlet is about David Livingstone, the missionary and great explorer.

Bring the discussion to a close by asking pupils whether this pamphlet has been able to provide them with information about the past.

**Updating Detective Notes**

As a class complete the first section of Worksheet 3 – History Detectives’ Evidence Collector (NB – Helping pupils through this first exercise as a class is recommended to give pupils the idea of how to use it for other evidence to follow.)

Encourage pupils to think through each stage of the detective process in relation to the pamphlet, and try to find 3 aspects of the pamphlet to make notes upon, discover clues about and draw conclusions from, as detailed in the sheet itself. As an example the first part of the sheet has been done for you. See answer sheet for further ideas.

Explain that in order to find out more about this extraordinary man, as History Detectives, they can piece together more information about him using a variety of other pieces of historical evidence.

**Photofit Information**

Using Worksheet 4 – Photofit pupils should add clues gleaned about Livingstone. Over the course of all 5 sub-section lessons, this will build up the full photofit picture of his character and life.

**Sub Section B**

**Mapping Expeditions**

**Clues from a Map**

- Turn to the Evidence from the Past section and select the map of David Livingstone’s expeditions.
- Refer to the class History Detective mounted on the wall and explain that they are going to enlist his/her help again in finding out more about the man they saw in the pamphlet, but this time using a map. What skills, tools
and senses will they need to employ this time?

- Explain to pupils that they are going to examine the map and work out what it tells us about his expeditions during his lifetime.

- Without giving out atlases initially, at first glance, what can pupils deduce from:
  - The many lines on the map denoting journeys?
  - The countries visited?
  - The amount of journeys carried out?
  - How long each journey lasted?
  - Why they took so long?

**Atlas Work**

- Next give out world atlases and ask pupils to work out which countries he travelled in from the information given on the map.

- Using the Background Information for Teachers section of this lesson tell the class that Livingstone often travelled to places Europeans rarely went to and thus was a pioneer.

- Discuss how people today would get to these countries. How did he get there long ago? Would the journeys be short or long?

- Bring the discussion to a close by asking pupils whether this map has been able to provide them with information about the past.

**Updating Detective Notes**

- Using *Worksheet 3 – History Detectives’ Evidence Collector* pupils should write down what they notice from the map in column 1. In column 2 they should detail the clues this gives them about Livingstone. In column 3 they should detail where they could find out more e.g. an atlas, the internet and follow this up as required.

- In column 4 of the worksheet they should then detail the conclusion of their detective work e.g. that Livingstone explored Africa, that books about his expeditions were written, that he discovered the Victoria Falls etc. See answer sheet for further ideas.

**Photofit Information**

- Using *Worksheet 4 – Photofit* pupils should add clues gleaned about Livingstone. Over the course of all 5 sub-section lessons, this will build up the full photofit picture of his character and life.

**Sub Section C  Spreading the Gospel**

**Clues from a Bible**

- Turn to the Evidence from the Past section and select the image of David Livingstone’s bible. Show this to the class.

- Refer to the class History Detective mounted on the wall and explain that
they are going to enlist his/her help again in finding out more about the
man they saw in the pamphlet, but this time using a bible. What skills, tools
and senses will they need to employ this time?

● Explain to pupils that they are going to examine the bible image and work
out what it tells us about him as a person.

● Discuss:
  – Why a bible might be important to someone
  – The religion it represents and what this means
  – How it may help someone in his/her daily life
  – The role of Livingstone as a missionary
  – The role of missionaries today
  – Livingstone’s role in spreading the gospel to African tribes
  – How the bible might comfort Livingstone on his expeditions which
    were often dangerous

Researching and Presenting

● Explain to pupils that, in small groups they are to be given a bible to use.
  Each group of pupils should look in the bible and find any short passage
  that they feel would have been comforting or uplifting for Livingstone
  whilst exploring dangerous, undiscovered parts of Africa.

● When pupils have decided on their passage, they should write it out and
  discuss why it would be comforting and/or uplifting.

● Pupils should then present their ideas to the rest of the class and discuss.

● Bring the lesson to a close by asking pupils whether this image of the bible
  has been able to provide them with information about the past.

Updating Detective Notes

● Using Worksheet 3 – History Detectives’ Evidence Collector pupils should write down what they notice about the bible in column 1. In
column 2 they should detail the clues this gives them about Livingstone’s
life and work. In column 3 they should detail where they could find out
more e.g. books, the internet, and follow this up as required.

● In column 4 of the worksheet they should then detail their conclusions
  from their detective work e.g. that Livingstone believed in God, he wanted
to spread God’s word to others etc. See answer sheet for further ideas.

Photofit Information

● Using Worksheet 4 – Photofit pupils should add clues gleaned about
  Livingstone. Over the course of all 5 sub-section lessons, this will build up
  the full photofit picture of his character and life.
Clues from an Engraved Image

- Turn to the Evidence from the Past section and select the image of the engraving of an African meeting with notes by Livingstone. Show this to the class.

- Refer to the class History Detective mounted on the wall and explain that they are going to enlist his/her help again in finding out more about Livingstone’s life, this time using this image of an engraving. What skills, tools and senses will they need to employ this time?

- Explain to pupils that they are going to examine the image and work out what it tells us about him as a person.

- At first glance, what can pupils deduce from the image:
  - The age of the image? Recent or old?
  - The writing around it? Modern or old-fashioned?
  - What do any of the words say? (‘Reception of’ denotes a meeting; ‘Musicians in the foreground’ denotes special occasion etc.)
  - The people in the image? What nationality?
  - The climate? Hot or cold?
  - Do the people look friendly or hostile?
  - What are the different groups doing?
  - What kind of event is it?

- Tell pupils that Livingstone’s journeys were dangerous and were within an environment that few or no Europeans had previously visited.
  - Do pupils think that the image denotes danger? (arrows, spears, soldiers)
  - Do they think many Europeans have visited the place in the image?

- Once pupils have gained the idea that Livingstone’s travels in Africa were often through unfriendly terrain and unexplored territory, ask them to think about what this tells of his character. Brainstorm words to describe this e.g. fearless, strong, brave, determined, curious.

- Bring this discussion to a close by asking pupils whether this image has been able to provide them with information about the past.

Updating Detective Notes

- Using Worksheet 3 – History Detectives’ Evidence Collector pupils should write down what they notice about the engraving image in column 1. In column 2 they should detail the clues this gives them about Livingstone’s work. In column 3 they should detail where they could find out more e.g. books, the internet, and follow this up as required.

- In column 4 of the worksheet they should then detail their conclusions from their detective work e.g. that it denoted Livinstone’s travels in Africa, that he met this tribe etc. See answer sheet for further ideas.
Writing Descriptively

- Explain to pupils that they are to put themselves in Livingstone’s shoes and imagine they are at the meeting with the African tribe. Ask pupils to write a descriptive piece about the meeting.
  - What will they title the piece?
  - What is the meeting about?
  - Who is in attendance?
  - How is Livingstone involved?
  - What is the mood of the meeting?
  - What do they see and hear?
  - Are there smells and tastes to describe?
  - How does the meeting conclude?

Photofit Information

- Using Worksheet 4 – Photofit pupils should add clues gleaned about Livingstone. Over the course of all 5 sub-section lessons, this will build up the full photofit picture of his character and life.

Sub Section E

Clues from a Notebook

- Turn to the Evidence from the Past section and select the image of the drawing of a fish with notes by Livingstone. Show this to the class and explain that Livingstone drew the fish and made notes about his travels around it. Explain that many of his letters and manuscripts about his expeditions were edited in books published by John Murray.

- Refer to the class History Detective mounted on the wall and explain that they are going to enlist his/her help again in finding out more about Livingstone’s expeditions, this time using this image. What skills, tools and senses will they need to employ this time?

- Explain to pupils that they are going to examine extracts from the writing around the image and work out what it tells us about Livingstone as a person.

- Copy the extracts from the image onto pieces of paper, cut these up and give one extract to each to small groups of pupils. Also provide them with copies of the fish image. Ask pupils to read the extracts and look at the image, find clues about the following and report back to the class:
  - What type of place is Livingstone writing about?
  - Is it at home or abroad?
  - What are the clues? (Lake Nyassa [now known as Lake Malawi], wet season, rains, Mangnama people)
  - Is his expedition hard or easy work?
  - What are the hazards? (killing work, thorns rubbing on face, trudging though thick and high grass, meeting tribes who have never been visited before, having to boil water to make sure its safe to drink, being in poor health)
  - What is exciting about it? (meeting elephants, meeting tribes who have never been visited before)
Next ask pupils in groups to discuss what character clues this extract gives us about Livingstone and report back:

– Meeting elephants, meeting tribes who have never been visited before (fearless, brave)
– Killing work, thorns rubbing on face, trudging though thick and high grass, meeting tribes who have never been visited before, having to boil water to make sure its safe to drink, being in poor health (fearless, strong, brave, independent)
– Meeting tribes who have never been visited before (curious about other cultures)

Bring the discussion to a close by asking pupils whether this image has been able to provide them with information about the past.

**Updating Detective Notes**

Using **Worksheet 3 – History Detectives’ Evidence Collector** pupils should write down what they notice about the extracts in column 1. In column 2 they should detail the clues this gives them about either the places Livingstone visited or about his character traits. In column 3 they should detail where they could find out more e.g. books, the internet, and follow this up as required.

In column 4 of the worksheet they should then detail their conclusions from their detective work e.g. that Livingstone was writing about Africa, he was brave, fearless etc. See answer sheet for further ideas.

**Photofit Information**

Using **Worksheet 4 – Photofit** pupils should add clues gleaned about Livingstone. Over the course of all 5 sub-section lessons, this will build up the full photofit picture of his character and life.
## WORKSHEET 1
### HISTORY DETECTIVES’ EVIDENCE COLLECTOR – ISABELLA BIRD BISHOP

<table>
<thead>
<tr>
<th>The evidence I am examining is...</th>
<th>As a detective I can see that...</th>
<th>This gives me a clue that...</th>
<th>Where can I find out more if I need to...?</th>
<th>Now I have worked out that...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Photograph of Isabella Bird Bishop</td>
<td>1 The lady’s clothes look old-fashioned</td>
<td>1 The photo has not been taken recently</td>
<td>1 The library</td>
<td>1 Her costume is Victorian (around 1837 to 1901)</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Map of her travels</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Crinoline underskirt</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Photograph of camp</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Letter to her sister</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>
### HISTORY DETECTIVES’ EVIDENCE COLLECTOR – DAVID LIVINGSTONE

<table>
<thead>
<tr>
<th>The evidence I am examining is…</th>
<th>As a detective I can see that…</th>
<th>This gives me a clue that…</th>
<th>Where can I find out more if I need to…?</th>
<th>Now I have worked out that…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertising Pamphlet</td>
<td>1. The man’s clothes look old-fashioned</td>
<td>1. The photo has not been taken recently</td>
<td>1. The library</td>
<td>1. He lived long ago (1813-1873)</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Map of his travels</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>His Bible</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Engraving of Meeting with Africans</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>‘Fish’ Letter</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>
## WORKSHEET 4
### PHOTOFIT

### SUSPECT

**NAME**

**CHARACTER TRAITS** | **PHOTOFIT** | **DESCRIPTION**
--- | --- | ---

**OCCUPATION**

**DATE OF BIRTH**

**LOCATION**

**INTERESTS**
EVIDENCE FROM THE PAST

On the following pages you will find primary source material from the John Murray Archive itself, other relevant primary source material and custom-made maps to support the lessons in this pack.

Please refer to lesson plans for information on how best to use these materials with your pupils.
PHOTOGRAPH OF ISABELLA BIRD BISHOP
MAP SHOWING ISABELLA BIRD BISHOP’S TWO ROUND THE WORLD TRIPS
I did not sleep well because of the heat and the rats and got up at 6 just as we entered the Larut River, one of the many rivers of this Peninsula.

…a dense jungle and mangrove swamps and shores of shining slime at low water on which the crocodiles bask in the sun.

Along the pier a small Chinese steamer the ‘Sri Sarawak’ which trades usefully twice a week between this place Teluk Kartang and Penang was lying and we landed over her filthy deck on which filthy swine were wrangling for offal among half naked men almost as dirty.
Justice Ward. We understand that her notes on the Reeducation System are already in the hands of the administration at Fushan. The costume and clothes in pictures are wonderful. I admired the group in green of the police court under the grove of Camarum trees as much as anything I have seen. Excitement at all its picturesqueness. This letter brings the series of great letters to an end. I must now try to copy as having had more in Cecil Smith's promise of government facilities in the Penfruit district to be filled. And the government officials everywhere were most attractive. I liked Peking especially and its people and was genuinely interested throughout. Then the Yang and the other leaders of the Malay letters will like them perfectly. The Japan letters though their representations far more of pains taking and honest work. It is getting too dark to see.

John Pringle
Feb 13
David Livingstone
The World's Greatest Missionary Explorer
LIVINGSTONE'S FIRST EXPEDITION TO AFRICA

With Notes by FREDERICK STANLEY ARNOT. With many Illustrations. 3s. 6d. net and 2s. net.

Many volumes have been written on the subject of Livingstone's travels, but those who are really interested in the greatest of African travellers will be satisfied with no less than Livingstone's own narrative, aglow with the enthusiasm of his first travel experiences. He gives a full account of those wonderful journeys in the years 1849 to 1856, during the course of which he discovered the Victoria Falls and crossed the continent from West to East.

LONDON: JOHN MURRAY
THE PERSONAL LIFE
OF
DAVID LIVINGSTONE

By W. G. BLAIKIE, D.D., LL.D.

Crown 8vo. With Portrait and Map. 6s. net.
Foolscap 8vo. With Portrait. 2s. 6d. net.

HERE for the first time the reader may become acquainted with the real character of Livingstone; he is revealed as a man, a missionary, a philanthropist and a scientist. Dr. Blaikie has had the full authority of Livingstone’s family for his biography and he has been given access to many private journals and correspondence. No pains have been spared to present a faithful picture of the great missionary explorer and, in addition, no better illustration of the true connection between science and religion has been given to the world.

LONDON: JOHN MURRAY
Journeys in Southern Africa 1841-1853

Coast-to-coast journey 1853-1856

Lake Ngami journey 1849
IMAGE OF LIVINGSTONE’S BIBLE
IMAGE OF ENGRAVING OF AFRICAN MEETING, WITH NOTES BY LIVINGSTONE
‘The rains had fairly begun in November as we went North and travelling in the wet season is killing work, though the grass of valleys, if grass it can be called which is over half an inch in diameter in the stalk and from ten to twelve feet high nothing but elephants can walk- the leaves armed with a fine thorn rub disagreeably on the face’

‘Here in the North where the Mangnama had not been visited before we found them pleasant enough’

‘…boiling all the water I used and a species of potato have in three months have restored me to wanted health and vigour but until the rains have quite ceased it would be unwise to travel’
**WORKSHEET 1**

**HISTORY DETECTIVES’ EVIDENCE COLLECTOR – ISABELLA BIRD BISHOP – POSSIBLE ANSWERS**

<table>
<thead>
<tr>
<th>The evidence I am examining is…</th>
<th>As a detective I can see that…</th>
<th>This gives me a clue that…</th>
<th>Where can I find out more if I need to…?</th>
<th>Now I have worked out that…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Photograph of Isabella Bird Bishop</td>
<td>1 The lady’s clothes look old-fashioned</td>
<td>1 The photo has not been taken recently</td>
<td>1 The library</td>
<td>1 Her costume is Victorian (around 1837 to 1901)</td>
</tr>
<tr>
<td></td>
<td>2 The photo is black and white</td>
<td>2 It is old</td>
<td>2 As above</td>
<td>2 It is a Victorian photo</td>
</tr>
<tr>
<td></td>
<td>3 The lady looks tiny</td>
<td>3 She is old and frail</td>
<td>3 As above</td>
<td>3 Although tiny she achieved much</td>
</tr>
<tr>
<td>Map of her travels</td>
<td>1 There are many lines on the map</td>
<td>1 She travelled a lot</td>
<td>1 As above</td>
<td>1 She travelled to…(list countries)</td>
</tr>
<tr>
<td></td>
<td>2 There are dates about the journeys on the map</td>
<td>2 I can calculate how long the journeys took</td>
<td>2 As above</td>
<td>2 The journeys took…(how long?)</td>
</tr>
<tr>
<td></td>
<td>3 One line is very long</td>
<td>3 It was a long journey over many miles</td>
<td>3 As above</td>
<td>3 It took (time?) to complete it</td>
</tr>
<tr>
<td>Her crinoline underskirt</td>
<td>1 This is not worn today</td>
<td>1 It was old-fashioned</td>
<td>1 As above</td>
<td>1 It is an underskirt from Victorian times</td>
</tr>
<tr>
<td></td>
<td>2 It is down to the ground</td>
<td>2 It was used with a long dress</td>
<td>2 As above</td>
<td>2 It was worn under a long Victorian dress</td>
</tr>
<tr>
<td></td>
<td>3 A lady is wearing this</td>
<td>3 It is not for men</td>
<td>3 As above</td>
<td>3 It is a piece of women’s underwear</td>
</tr>
<tr>
<td>Photograph of base camp</td>
<td>1 The photo is black and white</td>
<td>1 It is old</td>
<td>1 As above</td>
<td>1 It is a Victorian photo</td>
</tr>
<tr>
<td></td>
<td>2 There are mountains and rivers</td>
<td>2 It is not in the UK</td>
<td>2 As above</td>
<td>2 It is in a country far away</td>
</tr>
<tr>
<td></td>
<td>3 Horses are carrying packs</td>
<td>3 There are no good roads around</td>
<td>3 As above</td>
<td>3 This is undiscovered territory</td>
</tr>
<tr>
<td>Letter to her sister</td>
<td>1 The letter looks old</td>
<td>1 It was written a long time ago</td>
<td>1 As above</td>
<td>1 It was written in Victorian times</td>
</tr>
<tr>
<td></td>
<td>2 The letter is written in old-fashioned writing</td>
<td>2 It was written a long time ago</td>
<td>2 As above</td>
<td>2 It was written in Victorian times</td>
</tr>
<tr>
<td></td>
<td>3 It mentions rats and swamps</td>
<td>3 Whoever wrote it was brave</td>
<td>3 As above</td>
<td>3 Bishop wrote it on her travels abroad. She was brave.</td>
</tr>
</tbody>
</table>
### WORKSHEET 3
### HISTORY DETECTIVES’ EVIDENCE COLLECTOR – DAVID LIVINGSTONE – POSSIBLE ANSWERS

<table>
<thead>
<tr>
<th>The evidence I am examining is…</th>
<th>As a detective I can see that…</th>
<th>This gives me a clue that…</th>
<th>Where can I find out more if I need to…?</th>
<th>Now I have worked out that…</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advertising Pamphlet</strong></td>
<td>1. The man’s clothes look old-fashioned</td>
<td>1. The photo has not been taken recently</td>
<td>1. The library</td>
<td>1. He lived long ago (1813-1873)</td>
</tr>
<tr>
<td></td>
<td>2. I see old prices</td>
<td>2. It was from long ago</td>
<td>2. As above</td>
<td>2. It was written long ago</td>
</tr>
<tr>
<td></td>
<td>3. Titles of books appear with prices by the titles</td>
<td>3. It is advertising books for sale</td>
<td>3. As above</td>
<td>3. The books for sale were about Livingstone</td>
</tr>
<tr>
<td><strong>Map of his travels</strong></td>
<td>1. There are 3 lines on the map</td>
<td>1. He made 3 journeys</td>
<td>1. As above</td>
<td>1. He made 3 expeditions in Africa</td>
</tr>
<tr>
<td></td>
<td>2. All the lines are in Africa</td>
<td>2. He only explored Africa</td>
<td>2. As above</td>
<td>2. He explored Africa only. He discovered the Victoria Falls and crossed Africa from East to West</td>
</tr>
<tr>
<td></td>
<td>3. There is blurb about each book</td>
<td>3. This is useful to let people know about it</td>
<td>3. As above</td>
<td>3. People bought books from the descriptions listed</td>
</tr>
<tr>
<td><strong>His Bible</strong></td>
<td>1. The pages are ragged</td>
<td>1. It is old</td>
<td>1. As above</td>
<td>1. Livingstone used it from 1866-1873</td>
</tr>
<tr>
<td></td>
<td>2. The words David Livingstone are written beside it</td>
<td>2. It belonged to David Livingstone</td>
<td>2. As above</td>
<td>2. Livingstone took it on his Nile expedition</td>
</tr>
<tr>
<td></td>
<td>3. There are lots of words in it</td>
<td>3. The words are stories</td>
<td>3. As above</td>
<td>3. He read stories from the bible on his travels</td>
</tr>
<tr>
<td><strong>Engraving of Meeting with Africans</strong></td>
<td>1. People are not wearing many clothes</td>
<td>1. It is set in a hot country</td>
<td>1. As above</td>
<td>1. It is set in Africa</td>
</tr>
<tr>
<td></td>
<td>2. There is writing around the edges</td>
<td>2. Someone has made notes</td>
<td>2. As above</td>
<td>2. These are Livingstone’s notes</td>
</tr>
<tr>
<td></td>
<td>3. The words ‘Reception at Shinte’ is written</td>
<td>3. Shinte could be a place or the tribe or the chief</td>
<td>3. As above</td>
<td>3. It is a meeting of an African tribe</td>
</tr>
<tr>
<td><strong>‘Fish’ Letter</strong></td>
<td>1. I see a fish with notes around it</td>
<td>1. Someone has drawn this and written around it</td>
<td>1. As above</td>
<td>1. Livingstone drew the fish and wrote the notes</td>
</tr>
<tr>
<td></td>
<td>2. The words Lake Nyassa are written</td>
<td>2. This is a lake he visited</td>
<td>2. As above</td>
<td>2. He did visit this lake and it is now called Lake Malawi</td>
</tr>
<tr>
<td></td>
<td>3. The wet season is mentioned in a quote from it</td>
<td>3. This does not happen in the UK</td>
<td>3. As above</td>
<td>3. It happened in the tropics where he wrote the notes</td>
</tr>
</tbody>
</table>
JOHN MURRAY ARCHIVE

EDUCATION GROUP EVALUATION FORM

Your comments are extremely valuable to us as they help us to continually improve our services. If you visited an NLS Exhibition or took part in an NLS workshop as part of your project, please complete the questions relating to these activities – if you did not please ignore them! Please tick and comment as appropriate, then fax or post the completed form to:
Emma Faragher, Education and Outreach Officer, The National Library of Scotland, George IV Bridge, Edinburgh EH1 1EW, Fax: 0131 6233701. Many thanks.

Your Details

Name [ ] Class Stage [ ]

School Name and Address

Postcode [ ] Telephone [ ]

Date of Visit (if applicable) [ ] Email Address [ ]

Local Education Authority

Your Expectations

The workshop (if applicable) [ ] Exceeded my expectations [ ] Met my expectations [ ] Failed to meet my expectations

Comment

The Teacher Resource Materials [ ] Exceeded my expectations [ ] Met my expectations [ ] Failed to meet my expectations

Comment

The Teacher Resource Pack

Did you use the pack of materials provided? [ ] Yes [ ] No

Comment

If yes, please answer the following questions

The History Detectives theme was… [ ] Excellent [ ] Good [ ] Poor [ ] Very Poor

Comment
Pupil enjoyment of finding out about people from the past was…

- Excellent
- Good
- Poor
- Very Poor

Comment

Pupil use of original evidence from the past was…

- Excellent
- Good
- Poor
- Very Poor

Comment

For pupils, the range of activities within the pack were…

- Excellent
- Good
- Poor
- Very Poor

Comment

Relevance to curriculum was…

- Excellent
- Good
- Poor
- Very Poor

Comment

**The Education Workshop** (if applicable)

Relevance to curriculum

- Excellent
- Good
- Poor
- Very Poor

Comment

Pupil enjoyment

- Excellent
- Good
- Poor
- Very Poor

Comment

Suitability for age group

- Excellent
- Good
- Poor
- Very Poor

Comment

Range of activities offered

- Excellent
- Good
- Poor
- Very Poor

Comment

 Appropriateness of materials used across sessions

- Excellent
- Good
- Poor
- Very Poor

Comment

Duration of session

- Excellent
- Good
- Poor
- Very Poor

Comment
| Staff organisation of resources within session | □ Excellent □ Good □ Poor □ Very Poor |
| Pupil management within session | □ Excellent □ Good □ Poor □ Very Poor |
| Staff liaison with teacher in session | □ Excellent □ Good □ Poor □ Very Poor |
| Staff interaction with pupils in session | □ Excellent □ Good □ Poor □ Very Poor |

**Knowledge and Understanding (K&U) Relating to The Nature of Historical Evidence**

My K&U about the archive, key characters and the importance of preserving the archive…

before visit OR use of pack  
□ Excellent □ Good □ Poor □ Very Poor

after visit OR use of pack  
□ Excellent □ Good □ Poor □ Very Poor

Comment

Pupil K&U about the archive, key characters and the importance of preserving the archive…

before visit OR engagement in pack activities  
□ Excellent □ Good □ Poor □ Very Poor

after visit OR engagement in pack activities  
□ Excellent □ Good □ Poor □ Very Poor

Comment

**Attitude Towards Issues Relating to The Nature of Historical Evidence**

My enthusiasm towards the importance of preserving historical evidence…

before visit OR use of pack  
□ Excellent □ Good □ Poor □ Very Poor

after visit OR use of pack  
□ Excellent □ Good □ Poor □ Very Poor

Comment
Pupil enthusiasm towards the importance of preserving historical evidence…

before visit OR engagement in pack activities
☑ Excellent ☐ Good ☐ Poor ☐ Very Poor

after visit OR engagement in pack activities
☑ Excellent ☐ Good ☐ Poor ☐ Very Poor

Comment

In the future…
Would you be keen to organise another education session with us or use to use another of our packs?
☑ Yes ☐ No

Comment

If so, what themes would you like us to offer?

If we were to offer a CPD visit to the Library, would you be interested in attending?
☑ Yes ☐ No

Comment

How did you learn about The John Murray Archive education project?
☑ Recommended by Education Authority
☑ Recommended by Head Teacher or management team member
☑ A colleague told me about it
☑ Teacher materials were sent to school
☑ News Article
☑ Other – please specify

Is there anything further we can do to improve our service to education groups?

Please detail

Thank you for your feedback.

Please fax or post the completed form to Emma Faragher, Education and Outreach Officer, The National Library of Scotland, George IV Bridge, Edinburgh EH1 1EW, Fax: 0131 6233701. Many thanks.