

Stories from East Africa

Activities for ages 8 - 12

Crossing Continents: Connecting Communities

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Introduction

The Royal Geographical Society (with IBG) was formed in 1830 as a learned society promoting the advancement of geographical science. The Society is a registered charity and supports geographical teaching and learning, educating people of all ages for life as British and global citizens in a rapidly changing world.

The Society has an archive collection of 2 million items. The collection consists of approximately 150,000 books, 500,000 photographs, 1 million maps - comprising one of the largest private map collections in the world and over 1,000 artefacts. These materials trace 500 years of geographical discovery and research and provide a unique resource for exploring Britain's multicultural heritage. Public access is provided to the collection through our Foyle Reading Room and online catalogue. Please visit www.rgs.org/collections for further details.

The Crossing Continents: Connecting Communities project aims to open the Society's collections to a wider audience. This project reveals the hidden histories of African, Chinese, Muslim and Punjabi people through community partnerships to develop exhibitions and educational resources based on our collections.

For the African strand an exhibition entitled 'Bombay Africans 1850-1910' highlights the contribution made by a group of Africans to the exploration of Africa and the anti-slavery movement. During the 19th century many European explorers ventured into the heart of Africa to learn more about the geography and peoples of the continent.

On their expeditions they were supported and accompanied by teams of gun bearers, porters, servants, cooks, guides and interpreters, the majority of whom were African. Amongst these African people were a group of men known as the 'Bombay Africans'. Members of this unique community were originally captured and enslaved in Africa and then forced to march to the coast where they were put aboard Arab slave ships called 'dhows'. Many dhows were intercepted by the Royal Navy and the enslaved people aboard were liberated as part of the enforcement of treaties to stop slave trafficking.

From the 1830's onwards freed Africans were taken by British ships to Bombay in British India where they were placed with families or locally employed. Many of the Africans learnt to speak English and Hindi and acquired technical skills which proved invaluable when they returned to Africa on European expeditions. The exhibition 'Bombay Africans 1850-1910' explores the stories of Africans - Sidi Mubarak Bombay, James Chuma and Abdullah Susi and includes contemporary commentary from London based African adult and young people's groups.

This resource pack is designed to be used in informal education sessions in supplementary and extended schools, and contains a range of activities to use with students from the ages of 8 to 12. It introduces the themes of migration and enslavement through the exploration of the lives of the Bombay Africans whose stories are now being retold. It supports the teaching of geography, history and citizenship and can be adapted for use by key stage 2 and 3 teachers.

- **Key Stage 2/3 Geography** Discover the human and physical geography of Kenya
- **Key Stage 2/3 History** Explore the stories of the Bombay Africans
- **Key Stage 2/3 Citizenship** Discover the legacies left by these unknown explorers

Further resources can be found at www.unlockingthearchives.rgs.org
and at www.geographyteachingtoday.org.uk/ks3-resources/resources/

For additional resources on Kenya please also see:

- www.oxfam.org.uk/education
- www.actionaid.org.uk

The Society's archives in Kensington are open to the public from Monday to Friday, 10.00 to 5.00.
For more information, see www.rgs.org/collections

Where are you from?

Activity 1

Resources needed:

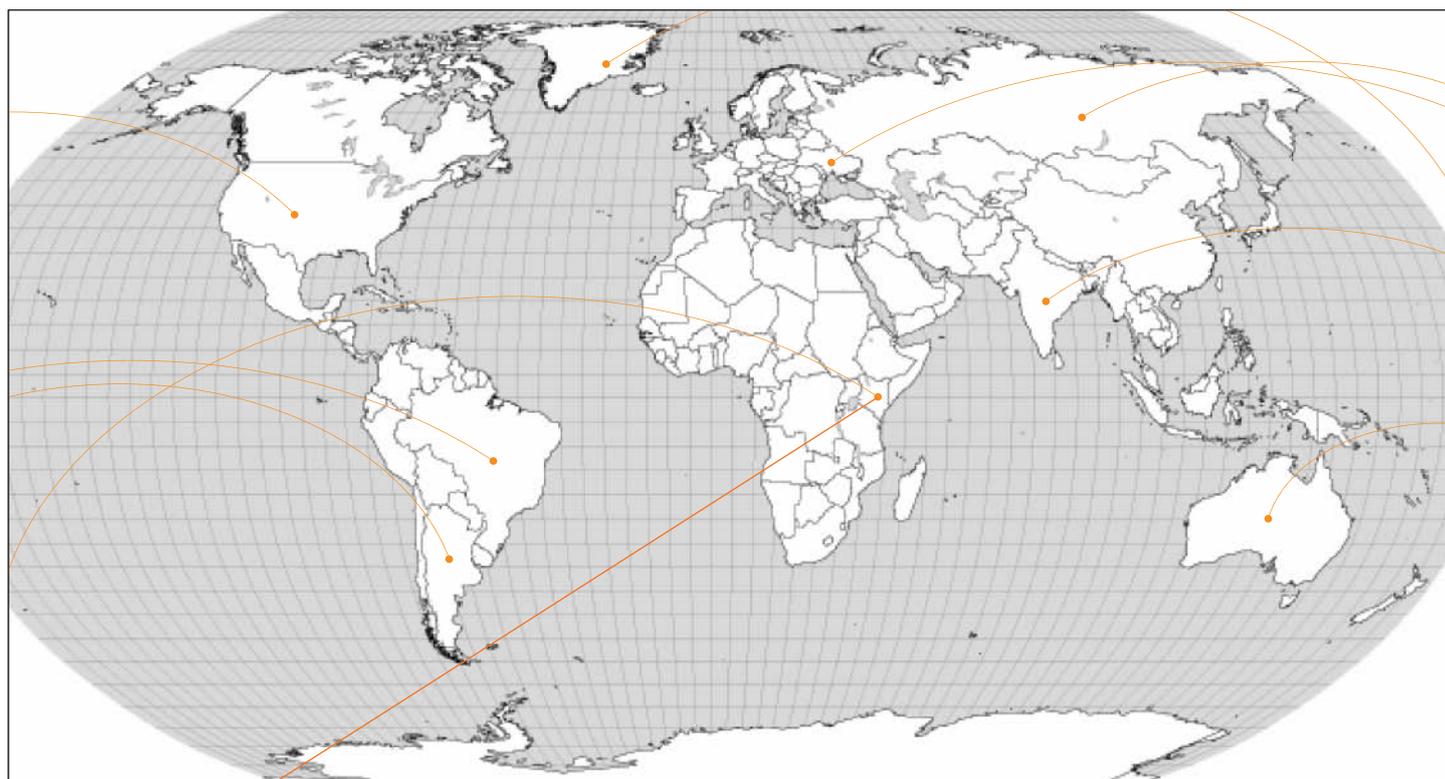
A large world map

A supply of sticky coloured dots

Photocopies of profile sheet (page 3)

This is a simple mapping activity to introduce students to the idea that people move all over the world for many different reasons. This movement within a country, or from one country to another, is known as **migration**.

- Ask the students before the lesson to find out whether their parents or grandparents have migrated from another country. Have any families come from Kenya or East Africa? They may have moved from another place in the UK.
- Give each student a small sticky dot to place on the country of origin of their ancestors. Allow each child to explain where their family members have come from.
- Once each student has placed their dot on the map, a visual representation of migration to your local area will have been created.
- Students can then produce a profile of themselves to add to the map based on the template called 'My Profile' provided on page 3. This map can be made into a class display and can be used again at the end of all the activities.



My Profile

A picture of myself

Name: Simone Mwambi

Age: 9

My Parents are from: Kenya

My grandparents are from: Kenya

Three interesting facts about me:

I like football!

I enjoy reading

Playing with my friends

My Profile

A picture of myself



Name:

Age:

My parents are from:

My grandparents are from:

Three interesting facts about me:

The map challenge

Activity 2

Stories from East Africa

Activities for ages 8 - 12

Resources needed:

A4 Photocopies of map of East Africa Protectorate (Page 5)

Atlases

Coloured crayons/felt tip pens

In order to appreciate the stories of the Bombay Africans students will need an understanding of Eastern Africa and its history. This activity focuses students' attention on Kenya which is located in East Africa. This activity involves analysis of the map of the East Africa Protectorate provided on page 5.

- Explain to students that the map dates from 1903 and shows Kenya whilst it was still being mapped by the British. Some key features are missing and countries in the area were not known by the names they are known by today. Discuss the reasons why names and borders of countries can change over time.
- Give out photocopies of the map so students become cartographers (map makers) for a session. Ask them to answer the following questions to deepen their understanding of both Kenya and Eastern Africa. Questions can be written onto an interactive whiteboard and children can use a modern atlas/globe to help them. Answers are provided below:
 - **What was Kenya known as in 1903?**
East Africa Protectorate
 - **What was Tanzania known as in 1903?**
German East Africa
 - **There is a lake called Lake Rudolph in the North of the country. What is this lake called today?**
Lake Turkana
 - **Describe the location of Nairobi on the map.**
Children should describe the location of the capital city in relation to the equator (marked as '0') and should use the points of the compass (North, South, East and West) in their explanations. They can also describe its location along the railway line from Mombasa to Port Florence and its location in relation to other settlements.
 - **What is the distance from Mombasa to Nairobi?** Use the scale to help you work this out.
Answers of between 400 and 480 Kilometres are acceptable here, the answer being 442 Kilometres.
 - **Shade the coastline of Kenya using a blue crayon.**
 - **Shade the port of Mombasa using a brown crayon.**
 - **Find Lake Victoria and label it.**
This is located on the extreme West of the map just below the equator.
 - **Find the railway line from Mombasa to Lake Victoria and shade it in using a green crayon.**
This is marked as 'Railway'.
 - **Mount Elgon (which is a volcano) has been drawn onto the map. Find this volcano and label it.**
This is located on the extreme West of the map just above the equator and North of Port Florence.
 - **Produce a key for your map.**
*The key should contain symbols to help people find the:
Capital city, port, railway, lakes, mountain ranges and coastline on your map.*

Students should be encouraged to look at modern atlases and the use of symbols and colour within them. They should begin to understand that a key enables a map to be read more easily and highlights important human and geographical features such as the capital city, main port, railway lines, rivers, lakes, mountains and coastline. An example of a key is provided below, students can use the symbols shown in the example or develop their own symbols. Map keys should be extended for any additional features added to students maps. The A3 archive map of Africa (page 27) can be compared to a modern map of Africa to demonstrate the increase in knowledge of the geography of the continent.

Kenya map key:



Capital



Port



Lake

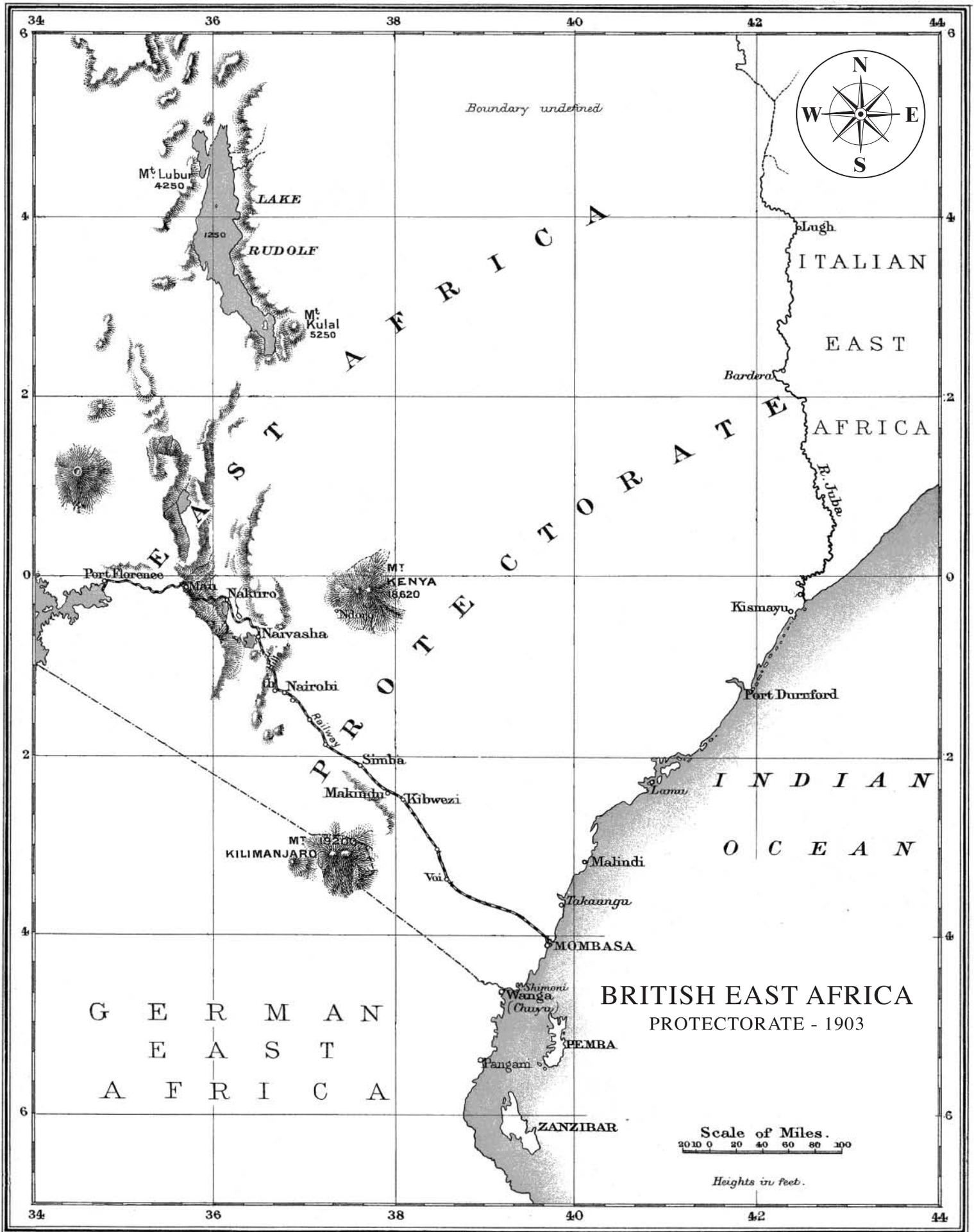


Ocean



Railway

Map of East Africa Protectorate - 1903 by R B Buckley



©ROS-IBO

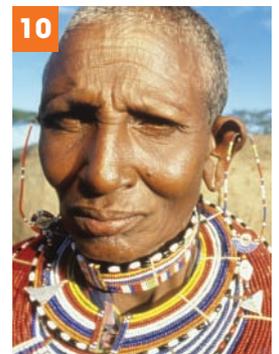
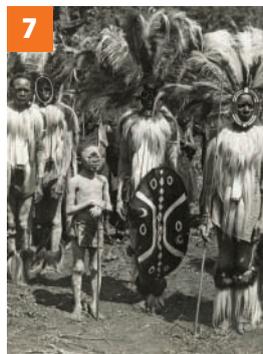
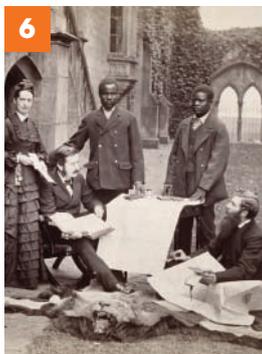
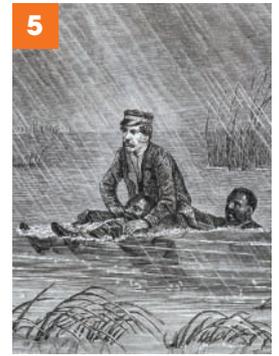
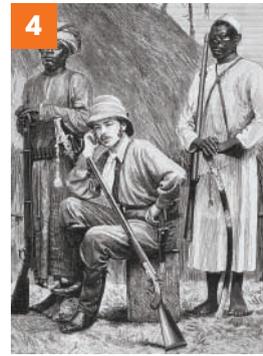
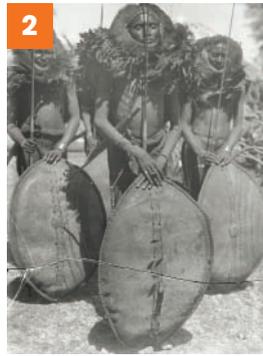
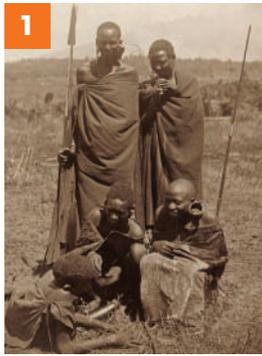
The history and people of Kenya

Activity 3

Stories from East Africa
Activities for ages 8 - 12

Resources:

10 photocards



Activity

Divide children into groups of 4. Provide each group with 1 image to analyse. Students should answer the following questions about each image or can generate their own questions about each image.

- Describe what you see.
- Where there are people in the picture, what do you think the relationship between the people is?
- Where there are people in the picture, what do the clothes they are wearing tell us?
- Where do you think the photo was taken?
- When do you think the photo was taken?
- What title would you give the photo?
- What does the photo tell us about the landscape/people in it?

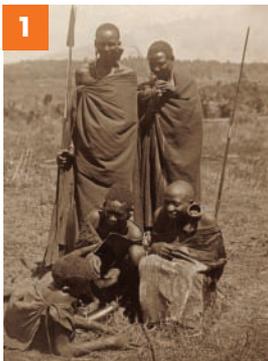
Students can feedback to the rest of the class to gain an insight into the images. Information about each image is provided on pages 7 and 8, this can be shared with students after they have analysed the images themselves.

Extension

Students can write a story or poem based on their favourite image. They can either select a character from within one of the images or write a story or poem inspired by the image and what they have heard about Kenya. A similar creative writing project was completed with the London based Friends of Maasai People community group. Young people analysed and explored archive images through discussion and wrote poetry in response to the themes raised. Examples of poetry are provided on page 16 of this pack.

Further modern images can be accessed by visiting
www.unlockingthearchives.rgs.org/themes/kenya-achangingnation/gallery/

Information to share with students



1 Maasai

Year: **1905**

Photographer: **Tunstall Behrens**

Long ago the Maasai people lived across the whole of the Rift Valley in East Africa. They now live across parts of Tanzania and Kenya. The Maasai have always lived a nomadic life, which means they have moved from place to place with their animals when food and water have run out. The animals provide them with milk and meat to survive. For the Maasai, the more cattle you have the richer you are.

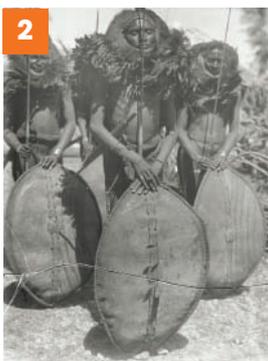
2 Gwas' Ngishu Maasai

Year: **1899 - 1901**

Photographer: **H H Johnston**

Maasai warriors were famous for being tall and fierce. They would often not allow people to travel through their lands. Many people were afraid of them and some explorers who went there never returned.

Many Maasai people now make a living by performing traditional dances for tourists or selling souvenirs they have made.



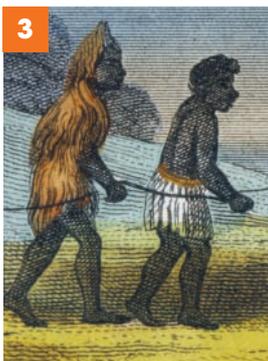
3 Madagascar Slaves

Year: **1820**

Artist: **J Harris & Son**

During the 1800s many African people were enslaved, many of them were captured when they were young children. Once captured they were chained together and forced to march on foot with little food or water to the coast. Many of these marches covered hundreds of miles, the weak and ill would die along the way.

Once they reached the coast the enslaved people were sold in markets and then put aboard ships called 'dhows' which transported them across the Indian Ocean to where they would work.



4 Reviewing the expedition

Year: **1885**

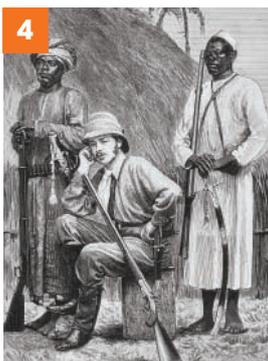
Artist: **Joseph Thomson**

From *'Through Maasai land: a journey of exploration among the snowclad volcanic mountains and strange tribes of Eastern Equatorial Africa, being the narrative of the Royal Geographical Society's expedition to Mount Kenia and Lake Victoria Nyanza, 1883-84'* by Joseph Thomson.

This image shows Thomson with his African companions, Chuma (left) and Makatubu (right). Joseph Thomson was a Scottish explorer who travelled through the lands of the Maasai with his African companion, James Chuma in 1880. He made friends with many of the African people he met by entertaining them with magic tricks and his 2 false teeth.

James Chuma started his life in slavery, he was freed when he was 3 years old and grew up in India. He came back to Africa when he was a young man and was paid by Joseph to travel with him. James was a brave man who would often be at the front protecting everyone from lions and rhinos with his gun. He was given a medal and a sword by the Royal Geographical Society for his bravery and all the work he did to help people understand more about Africa.

There is more information about James Chuma in the next activity.



5 The main stream came up to Susi's mouth

Year: **1857**

Artist: **David Livingstone**

This sketch is from a book called *'Missionary researches and travels in South Africa'* written by David Livingstone. David Livingstone was an explorer who travelled to Africa to teach people about Christianity and also tried to stop slavery.

The sketch shows Abdullah Susi carrying Livingstone across an African River when Livingstone was very ill. Livingstone eventually died in Tanzania, Africa. His heart was buried under a tree by Abdullah Susi, James Chuma and his other companions.

Information to share with students



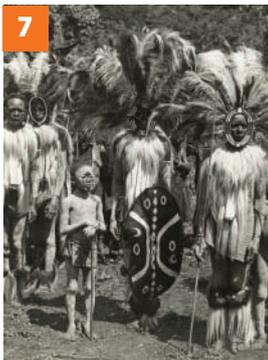
6 A group photo showing from left to right: Agnes Livingstone, Thomas Livingstone, Abdullah Susi, James Chuma and Horace Waller

Year: **1874**

Photographer: **R Allen & Sons (Nottingham)**

Abdullah Susi and James Chuma helped David Livingstone to explore and map many parts of East Africa. When Livingstone died they carried his body for 8 months through forests and swamps to Zanzibar on the East coast of Africa where his body was finally put aboard a ship and sent back to his family in England.

Along with Livingstone's body they also carried all the maps, drawings and notes he had made on his travels. This information helped the world to understand more about the geography and peoples of Africa from a European perspective.



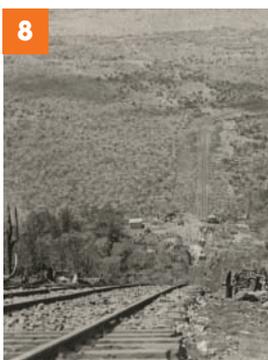
7 Ceremony honouring a chief's son who has killed a lion with a spear

Year: **1908**

Photographer: **Underwood & Underwood**

Many European explorers travelled to Africa in the 1800s and 1900s. Africa at this time was known as the 'dark continent' by the Victorians because very little was known about its geography or the peoples who lived there.

Whilst they were there, many of these explorers came across animals such as lions, rhinos, buffaloes, leopards and elephants. At the time it was a sign of bravery among many African people to hunt these animals. Now many of these animals are endangered and are protected by the governments of Africa and cannot be hunted.



8 Railway in Kenya

Year: **1900**

Photographer: **Baass**

During the 1800s and until its independence in 1963, the British ruled Kenya. They decided to build a railway line across the Maasai people's land from Mombasa to Kisumu on the shores of Lake Victoria.

The railway transported goods from the coast into the heart of Africa and provided many jobs, but it went straight through the land the Maasai kept their animals on. When the railway was finished many of the Maasai people were forced to move to the South of Kenya where the land was not so good. Many Maasai people still live there today.



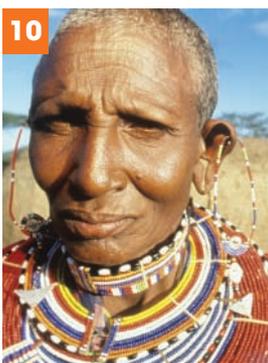
9 Maasai Moran performing

Year: **1993**

Photographer: **Adrian Arbib**

Maasai Moran dress up and perform for tourists in a cultural manyatta on the edge of the Maasai Mara game park. Maasai men wear a special checked red cloth called a shuka and they carry spears to protect their cattle from animals. Boys become warriors (El-Moran) when they grow up.

The job of a warrior is to protect his village and cattle from dangerous animals and other tribes. He must also take his cattle to new lands where they can find food and water. This photo shows warriors performing a traditional dance for tourists.



10 A Maasai mother dressed in her jewellery at traditional ceremony for her son's initiation into manhood.

Year: **1993**

Photographer: **Adrian Arbib**

Maasai women usually have shaved heads and wear traditional jewellery that they make themselves. The women do the cooking, collect firewood, look after the family home and milk the cattle.

The lives of the Bombay Africans

Activity 4

Stories from East Africa
Activities for ages 8 - 12

Resources needed:

Photocopies of images of the Bombay Africans (page 10)

Photocopies of profile sheet (page 15)

Timelines (pages 11-14)



James Chuma

Date: 1870-1882

Photographer: Maull & Co



Sidi Mubarak Bombay

Date: Unknown

Photographer: Unknown



Abdullah Susi

Date: 1874

Photographer: R Allen & Sons



Mathew Wellington

Date: 1909

Photographer: W McGregor Ross

During the 19th century many European explorers ventured into Africa on geographical expeditions. These expeditions were supported by teams of gun bearers, servants, porters, guides, cooks and their women; the majority of whom were ethnic Africans. Amongst them were the 'Bombay Africans' who were originally captured in Africa and liberated by the Royal navy in Bombay during the abolition of slavery. Christian missionary orphanages in Bombay offered shelter and education to liberated Africans, where they learnt English, Hindi and technical skills. Sir Henry Bartle Frere, President of the Royal Geographical Society from 1873-74, suggested explorers recruit staff for African expeditions from these men in Indian orphanages.

The Bombay Africans' role in the anti-slavery campaign in East Africa is their foremost legacy. Despite British treaties, and patrols by the Royal Navy, slavery continued. However, by 1880 there were over 3,000 Bombay Africans in East Africa, with the largest group at Freretown and Rabai. These settlements became refuges for locally enslaved Africans and the Bombay African, Reverend William Jones, played a key role in gaining the freedom of hundreds of Africans. In 1887 the first printing press was established in Kenya by James Jones, the son of Reverend William Jones. Bombay Africans from Freretown and Rabai were editors for the first English and Kiswahili publications. The impact of the Bombay African community can be traced to other parts of Africa. For example, Kinshasha (in what is now the Democratic Republic of Congo) was established in 1881 when a Bombay African called Abdullah Susi joined the European explorer Henry Morton Stanley on an expedition and the party established a station they called Leopoldville (which later became Kinshasha). The routes of the expeditions also formed the basis of many of today's East African railways and roads.

Activity

This activity is a literacy based task where students analyse the timelines of one of the Bombay Africans. In pairs, they choose 5 key events in the life of each man and add this profile to the world map that should have their own individual profiles on it (from activity 1).

- **Provide each pair with an image of one of the Bombay Africans. This image should be cut out and placed on the template sheet provided on page 15.**
- **Students complete the sheet called 'My Life' on page 15, with the name of the Bombay African chosen and select 5 important events from the timeline of that person's life.**

Students will need to understand the impact of slavery on East Africa and the names of the European explorers who were important in its exploration such as David Livingstone and John Hanning Speke. Information and teachers notes can be downloaded from <http://www.unlockingthearchives.rgs.org/themes/encounters/>

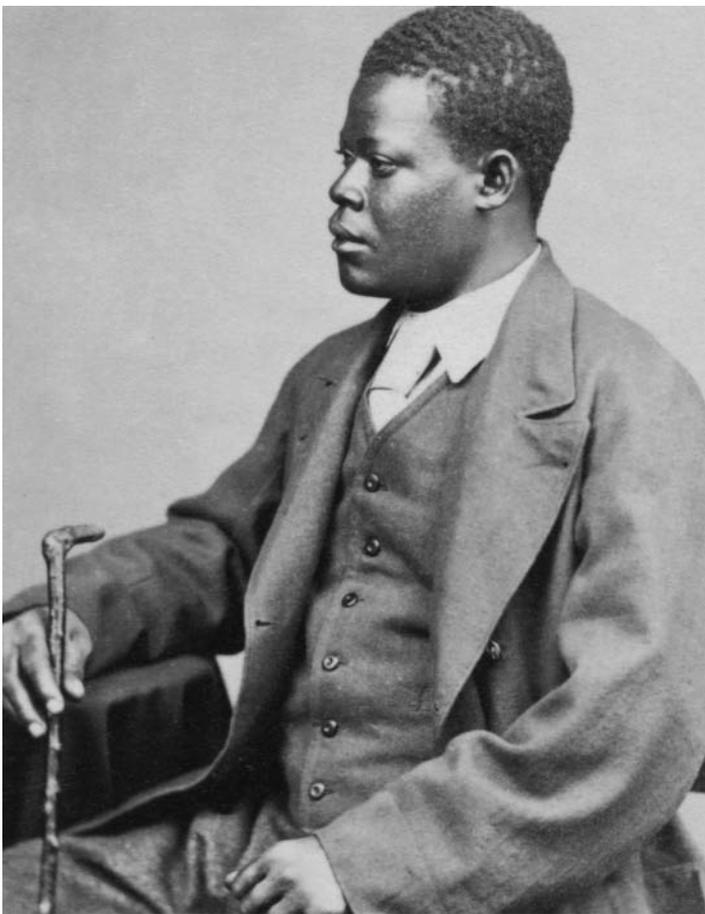
Further discussion can include the reasons why these men are not well known as explorers or travellers in East Africa or in the UK.

Is there some information missing - why?

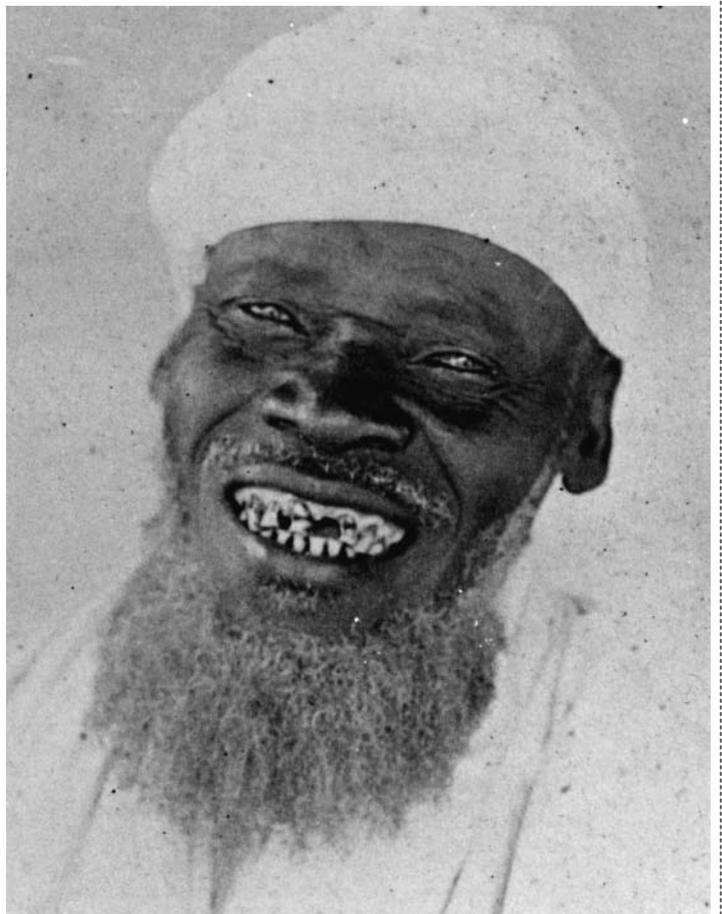
How do the stories of the Bombay Africans make the children feel?

Are there any similarities or differences between the stories of the Bombay Africans?

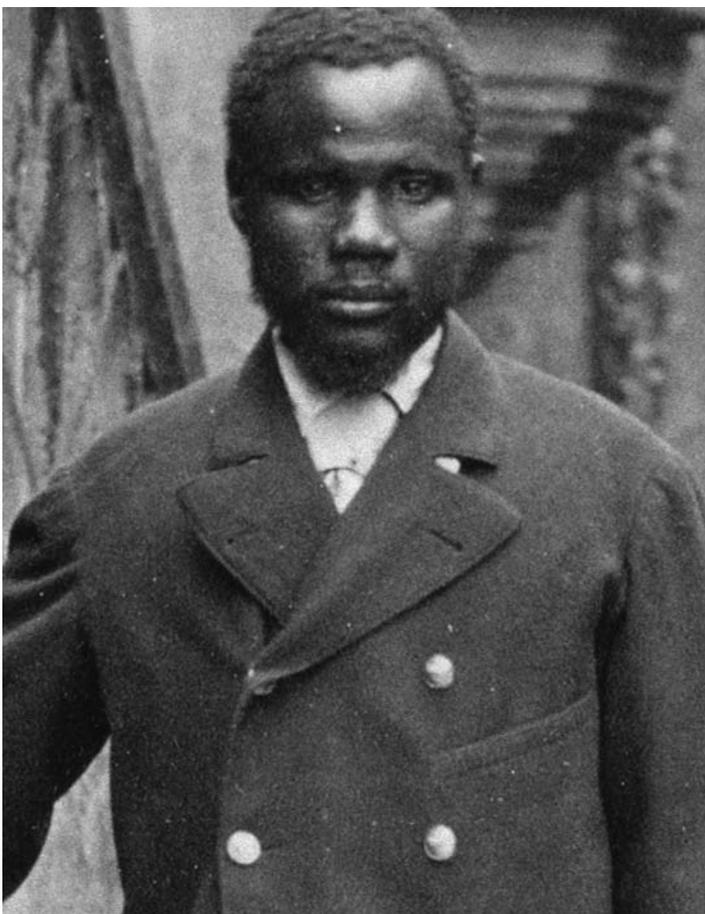
Why are no women mentioned? Although there were Bombay Africans who were women, their stories have been lost to history and no records of their lives remain.



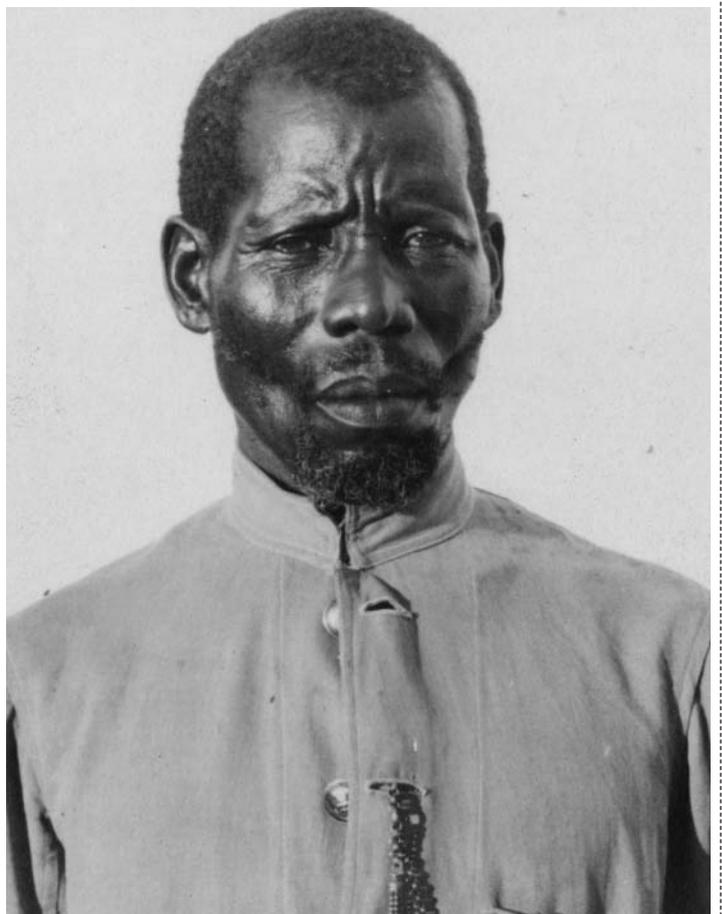
James Chuma



Sidi Mubarak Bombay



Abdullah Susi



Mathew Wellington



The lives of the Bombay Africans

Activity 4

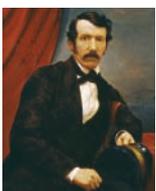
Stories from East Africa
Activities for ages 8 - 12



A group consisting of Agnes Livingstone, Thomas Livingstone (the son and daughter of David Livingstone) Abdullah Susi, James Chuma and Horace Waller.

James Chuma

Date of birth	1850
17 July 1861	Released from slavery by David Livingstone, worked for the Universities Mission to central Africa (UMCA) until 1864. The UMCA was a church society who sent British missionaries (people who spread Christianity) to Africa from 1860 onwards.
1864	He travelled to India with Livingstone and other freed Africans on a ship called the HMS Lady Nyassa.
1864 - 1865	He lived at Dr Wilson's school in Bombay, India. It was here that he met Abdullah Susi.
August 1865	Susi and Chuma accompanied David Livingstone to Zanzibar in Tanzania, Africa.
1866 - 1873	Travelled with Livingstone on his last journeys in East Africa and after his death helped to carry Livingstone's body to the East African coast in 1873.
1874	Chuma arrived in England after David Livingstone's funeral. He visited Livingstone's family and his account of Livingstone's final days were compiled by Horace Waller (as can be seen in the picture above).
June 1874	Present at the Royal Geographical Society in London with Abdullah Susi, to receive his medal and sword for their work on expeditions in Africa.
October 1874	Returned to Africa from England, worked for the Universities' Mission to Central Africa in Zanzibar, Tanzania.
1879	Was selected to be caravan leader from 1879 to 1880 on expeditions. A caravan leader was responsible for organising all of the people who made up the caravan, including cooks, porters, guides, soldiers, interpreters and gun bearers.
1882	Died in Zanzibar of tuberculosis at the age of 32.



David Livingstone was an explorer who went to Africa to learn more about the geography of the continent and to spread Christianity. He was against slavery and helped to free many enslaved people on his travels.



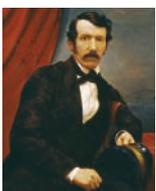
The main stream came up to Susi's mouth.

Year: **1857**

Artist: **David Livingstone**

Abdullah Susi

Date of birth	1856
1861	Released from slavery by David Livingstone.
1863 - 1864	From Shupanga in Mozambique, joined the Zambezi expedition in 1863 as a wood-cutter.
1865	Sailed to India with David Livingstone on a ship called the HMS Lady Nyassa.
1865	Lived at Dr Wilson's school in Bombay, India. It was here that he met James Chuma.
August 1865	Susi and Chuma accompanied David Livingstone to Zanzibar in Tanzania, Africa.
1866 - 1873	Travelled with Livingstone on his last journeys in East Africa and after his death helped to carry Livingstone's body to the East African coast in 1873.
1874	Susi arrived in England after David Livingstone's funeral. He visited Livingstone's family and his account of Livingstone's final days were compiled by Horace Waller (as can be seen in the picture above).
June 1874	Present at the Royal Geographical Society in London to receive his medal with James Chuma for their work on expeditions in Africa.
October 1874	Returned to Africa from England, worked for Universities Mission to Central Africa (UMCA) and the Church Missionary Society (CMS) The UMCA was a church society who sent British missionaries (people who spread Christianity) to Africa from 1860 onwards.
1879 - 1882	Travelled with Henry Morton Stanley in the search for the River Nile and became a key figure in the expedition. He became the founding member of Kinshasha, the capital of the Democratic Republic of Congo. Stanley later describing him as the 'chief and confidential servant'.
1883 - 1891	Universities Mission to Central Africa (UMCA) caravan leader. A caravan leader was responsible for organising all of the people who made up the caravan, including cooks, porters, guides, soldiers, interpreters and gun bearers.
23 August 1886	Baptised in Zanzibar, taking the name David.
5 May 1891	Died in Zanzibar, Tanzania.



David Livingstone was an explorer who went to Africa to learn more about the geography of the continent and to spread Christianity. He was against slavery and helped to free many enslaved people on his travels.



Henry Morton Stanley was a journalist who worked for the New York Herald Newspaper. When Livingstone disappeared in Africa, Stanley was sent by the newspaper to find him. Stanley later returned to Africa as an explorer and helped to accurately map Lake Victoria and Lake Tanganyika with the help of the Bombay Africans.

The lives of the Bombay Africans

Activity 4

Stories from East Africa
Activities for ages 8 - 12



Sidi Mubarak Bombay
Year: **1860**
Photographer: **J A Grant**

Sidi Mubarak Bombay

1820	Born on the border of Tanzania and Mozambique.
1850	Captured by Arab slavers as a young boy. After being captured he was made to march to the slave market in Kilwa, Tanzania where he was sold. He would never see his family again. Once the slaves had been sold they were put on Arab ships called 'dhows'. These ships would take them to work on farms in countries around the Indian Ocean. On the farms they were beaten and forced to work. Sidi Mubarak Bombay was put on a dhow and sent to the Gujarat area of India. His owner gave him the slave name of 'Mubarak'. Spent many years in India and learnt to speak Hindi (an Indian language). When his owner died, he became a free man. He returned to Africa on a ship.
1850 - 1871	Met John Hanning Speke who asked him to help him on his expedition to find the source of the River Nile. Became very good friends with Speke. They communicated with each other in Hindi and English, the two languages they could both speak.
1873	He travelled from the East Coast of Africa to the West on foot. During his life he covered approximately 9,600 kilometres (much of this on foot) and became the most widely travelled man in Africa.
1876	Received a medal from the Royal Geographical Society for the help he gave to Speke when they were looking for the source of the River Nile.
1885	Died in Africa at the age of 65.



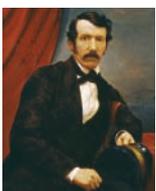
John Hanning Speke was an officer in the Indian army, he was selected to go on an expedition to learn more about the rivers and lakes of Eastern Africa and to try to find the source of the River Nile. He discovered the source of the Nile was Lake Victoria whilst travelling with Sidi Mubarak Bombay.



Mathew Wellington
Date: **1909**
Photographer: **W McGregor Ross**

Mathew Wellington

- 1847 **Born among the Yao tribe in Northern Mozambique and named Chengwimbe. Captured and made a domestic slave among the Yao. Taken to Kilwa (Tanzania) and sold for a "roll of cloth". Taken first to Zanzibar and resold. Placed on an Arab ship called a 'dhow' to Mogadishu (a city in Somalia), then towards Arabia. The dhow holding some 200 enslaved Africans is captured by a British ship called the HMS Thetis. The Africans are freed and are taken to the port of Bombay. From Bombay the Africans are taken to Nasik further North.**
- 1871 **Chengwimbe is baptized as Mathew Wellington.**
- 1872 **Joined explorer Stanley's expedition to look for David Livingstone.**
- 1873 **Mathew Wellington along with Chuma and Susi were the ones who found Livingstone's body.**
- 1874 **Joined the Church Missionary Society at Freretown, and became one of the pioneers in the establishment of Freretown and Rabai as communities for liberated (freed) Africans in Kenya.**
- 1911 **At retirement the governor suggested Mathew Wellington should be given a pension in recognition of his connection with Livingstone. This was refused by the British government.**
- 1935 **Died on 6 June.**



David Livingstone was an explorer who went to Africa to learn more about the geography of the continent and to spread Christianity. He was against slavery and helped to free many enslaved people on his travels.



Henry Morton Stanley was a journalist who worked for the New York Herald Newspaper. When Livingstone disappeared in Africa, Stanley was sent by the newspaper to find him. Stanley later returned to Africa as an explorer and helped to accurately map Lake Victoria and Lake Tanganyika with the help of the Bombay Africans.

My life



Name:

5 important events in my life:

Members of a London based African community group called 'Friends of Maasai People' participated in creative workshops to provide their interpretation of archive images of Kenya and the stories of the Bombay Africans. A selection of poetry by Peris and Davis is provided below:

My wealth is vast and healthy, I am a Maasai.

**Red is the colour of blood,
Red the colour of pride.**

**Taken from Mombasa to Bombay,
Away from my home,
My cattle,
My clan,
Taken to a strangers house to wander the unknown,
But I know that daylight follows a dark night.**

**At night where it is windy and cold,
the warrior does not complain
he stands proud and bold.**

**When the warriors jump and hop,
the dust rises as they kick and stomp.**



Maasai men and boys

Year: 1905

Photographer: T Tunstall Behrens

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Stories from East Africa

Activities for ages 8 - 12



Gwas' Ngishu Maasai

Year: 1899 - 1901

Photographer: H H Johnston (This image has been taken on a glass slide. The crack across the bottom half of the image is a crack in the original slide).

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Stories from East Africa
Activities for ages 8 - 12

The history and the people of Kenya
Activity 3

Page 18



Madagascar Slaves

Year: 1820

Artist: J Harris & Son

©RGS-IBG

Stories from East Africa

Activities for ages 8 - 12



Reviewing the expedition (Chuma, Thomson and Makatubu from left to right)

Year: 1885

Artist: Joseph Thomson
©RGS-IBG

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The main stream came up to Susi's mouth (Abdullah Susi carrying Livingstone across a river)

Year: 1857

Artist: David Livingstone
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Stories from East Africa
Activities for ages 8 - 12



A group photo showing from left to right: Agnes Livingstone, Thomas Livingstone, Abdullah Susi, James Chuma and Horace Waller.

Year: 1874

Photographer : R Allen & Sons (Nottingham)
@res-be

Stories from East Africa

Activities for ages 8 - 12



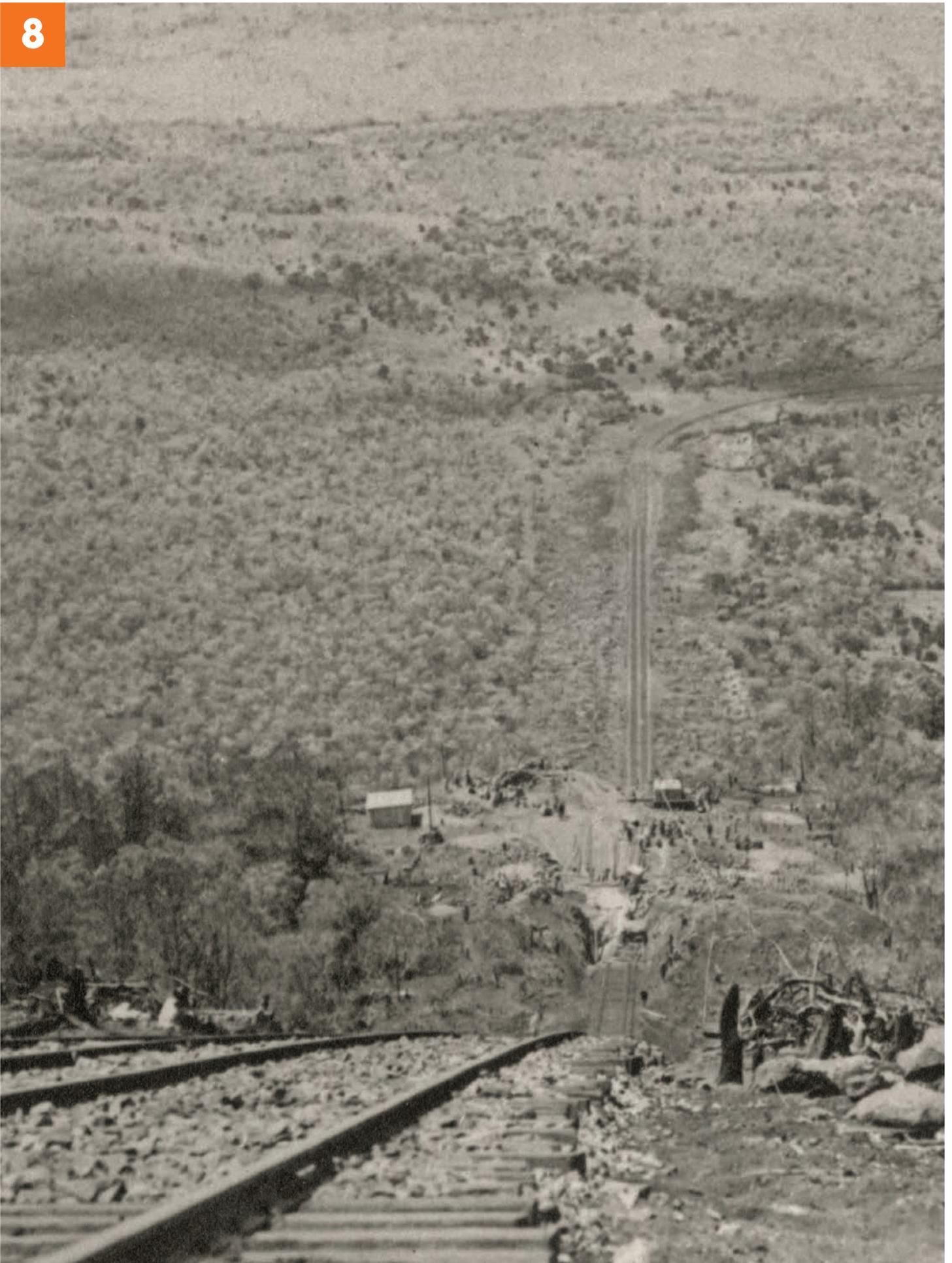
Ceremony honouring a chief's son who has killed a lion with a spear

Year: 1908

Photographer: Underwood & Underwood

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Stories from East Africa
Activities for ages 8 - 12



Railway in Kenya (Mau escarpment)

Year: 1900

Photographer: J R Baass

©RGS-IBO

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Activities for ages 8 - 12



Maasai Moran performing

Year: 1993

Photographer: Adrian Arbib

©Adrian Arbib

Stories from East Africa
Activities for ages 8 - 12



A Maasai mother dressed in her jewellery

Year: 1993
Photographer: Adrian Arbib
©Galen Atabb

Stories from East Africa
Activities for ages 8 - 12