

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:

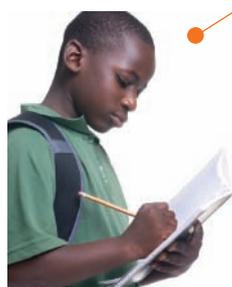
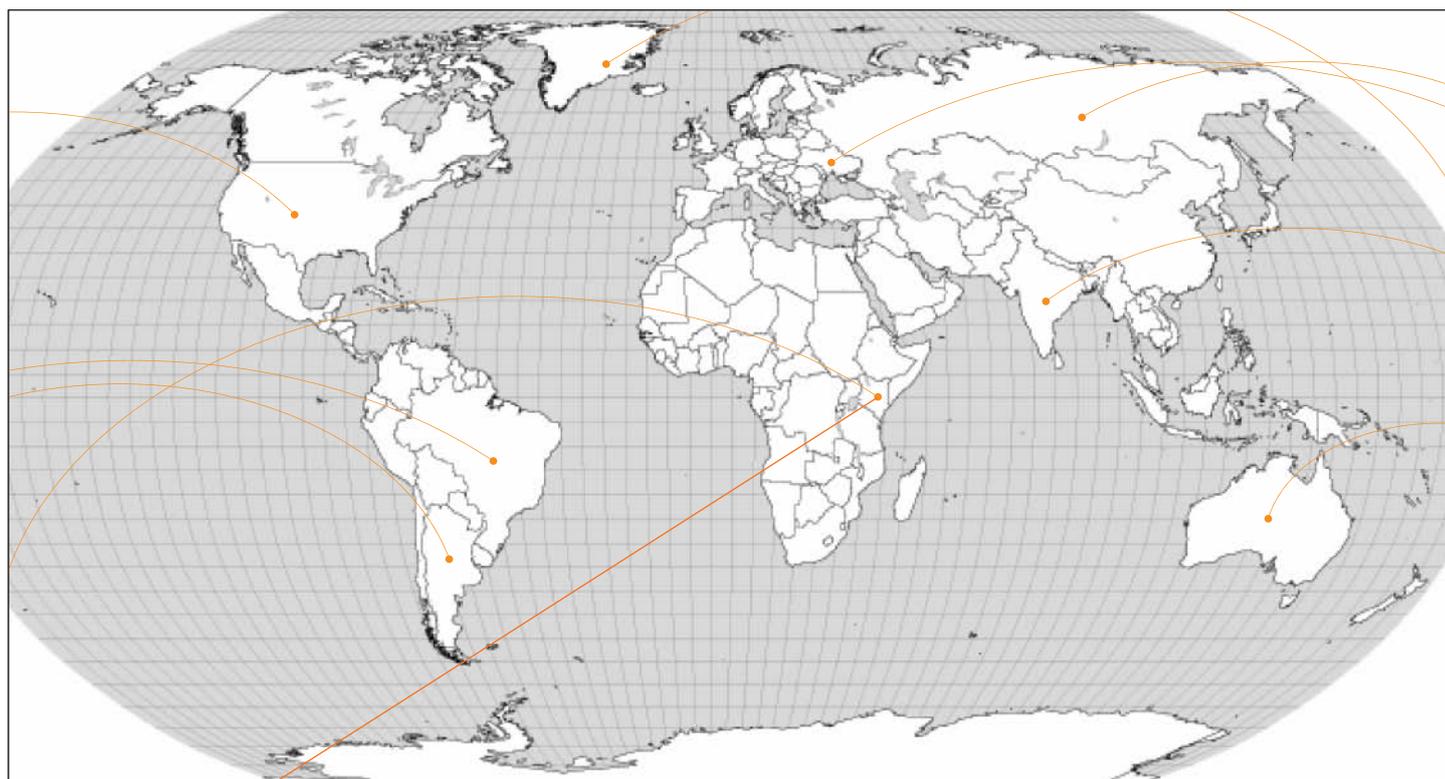
A large world map

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: <u>Simone Mwambi</u>
	Age: <u>9</u>
	My Parents are from: <u>Kenya</u>
	My grandparents are from: <u>Kenya</u>
What I would like to do is:	
<u>I like football!</u>	
<u>I enjoy reading</u>	
<u>Playing with my friends</u>	

My Profile

A picture of myself



Name:

Age:

My parents are from:

My grandparents are from:

Three interesting facts about me: