3 Kings visit KS2 Teachers notes

This lesson uses local history to explore issues of Empire and disrupts stereotypical views of Black history and power by demonstrating the power and dignity of the visiting kings. It also enables pupils to see at first hand that history is the reconstruction of events in the past and that evidence can be used in different ways to tell different stories.
The lesson should take place of **two sessions** of **one hour each**. Resources will need to be photocopied for the lesson.

There are links for teachers to find out more information

Slide 2: Enquiry question. Explain objectives for the lesson. (for Sussex schools) Begin by asking pupils to imagine where they are sitting in class and who sat there last year, who sat there five/ten years ago. Point to the view in the class and the fact that other people years ago saw the same view. Discuss how exciting it can be to learn about people who were in the same space as them but years ago In these lessons we are going to learn the story of three diKgosi or kings who **visited Brighton** in **1895** on a really important mission. Brighton museum has a collection of items linked to this story and wants to create an exhibition to tell people about the visit. You are going to decide what should be included in the exhibition to tell the story of the kings' visit.	**Safe Delivery.** Pupils may find it hard to distinguish between different African societies and may refer to everywhere as 'Africa' Be prepared to remind them of all the different cultures and countries. Digkosi translates as 'chiefs' but this translation does not reflect the high status that the men had in their society. We use 'kings' to demonstrate their status before it was eroded by the British.
Slide 3: photo of Willoughbys and kings. Pupils ask their own questions This photo was taken on the important visit. We will find out more about it in the lesson *Ask pupils to come up with their own questions about the visit in groups or pairs.*	**Safe Delivery** Pupils may be unsure how to describe the people. You can address this uncertainty by using descriptive terms such as black and white. If some children assume the men are slaves be prepared to ask them questions to test their assumptions. *Note that the shoes of King Khama are very polished and yet covered in mud. This photo was taken after a visit to Glynde to see the farm where they had got dirty in the mud! I wonder how they felt about getting so dirty before their photograph*

Slide 4: maps Explain where the Kings were from. The kings or diKgosi were rulers in different parts of a place known as Bechuanaland. Today it is called Botswana. *Ask how many have heard of Botswana* The Tswana people were the biggest ethnic group who had settled in Bechuanaland and kept cattle and goats. There were also the original inhabitants in the area who were hunter gatherers and are called the San people. The Tswana knew a lot about horses and cattle. They were excellent riders. At this time lots of people from Europe were going over to Africa (without being invited). They wanted take land there, to mine gold and diamonds, to trade or to spread the Christian religion.	***(In italics are suggestions for questions you can ask but you do not need to ask all of them.)*** *Ask a pupil to find Bechuanaland on the small map, and the world map.* *Find Great Britain and trace which route the kings might have taken. It must have been an important reason to travel so far.* *Find Cape Colony which we will discuss later.* *How would pupils describe the land and the houses in the black and white photograph? What do you think the climate was like? (consider the equator).* **Safe Delivery** Be aware some pupils may consider the houses to be 'primitive' and should be guided to consider the local materials and how appropriate the design is for the climate For more about the Tswana: *https://www.britannica.com/topic/Tswana* More about the San people The San | South African History Online (sahistory.org.za) *Why did Europeans move so far from home? What was it like for the people living in Africa to have Europeans come and settle?*
Slide 5: pictures from Bechuanaland Explain who the Kings were. The kings were called Khama III (middle**),** Bathoen I (left), and Sebele I (right) and were rulers in different parts of Bechuanaland. Khama III was the most important of all of them. His wife in this picture was called Sefakwana. Khama was a Christian and encouraged his people to wear European clothing as part of the Christian religion. Khama also had a big Christian church built. You can see it in the picture. The Tswana people were very skilled at making things. Here is a picture of a bead necklace made by Tswana people which was brought back by Charles Willoughby who is the White man in the picture.	To bring in some women's history Khama had 4 wives over his lifetime, two died and one divorced. For more information about an important wife, Semane, look here https://www.wikiwand.com/en/Semane_Setlhoko_Khama *Think about the climate. What do you think it was like to wear these clothes?* *Compare the church to the houses in the picture. The church has a roof made of tin and would be hot. Why do you think the Church was built in this style?* Here is some information about Willoughby and the kings including their terrifying trip across Clifton suspension bridge https://press.uchicago.edu/Misc/Chicago/647455.html

Slide 6: picture of Willoughbys. Explain who the Willoughbys were and the connection with Brighton Charles Willoughby was the religious leader (pastor) at the Union Street Church in Brighton (pictured). Today it is a pub called **The Font**. From 1893- 1898 he worked for the London Missionary Society in Bechuanaland Willoughby lived in **Palapye** and worked for Khama III as a secretary. He did a lot to develop schools for Africans, who were often denied access to education in Southern Africa. Willoughby's family went to Bechuanaland with him including his wife, Bessie and three children who you can see on the photo. Willoughby collected lots of items when he was in Bechuanaland which Brighton Museum has in its collection. These are kept in Brighton museum. He also took lots of photos. Khama paid for Willoughby to help him when the three kings decided to come to Britain in 1895. 8 year old Howard was fluent in **Setswana**, the language spoken by Tswana people. He was an interpreter for the kings.	An easy summary of the lives of the Willoughbys here http://www.jimandhelen.com/William_Charles_Willoughby.pdf *What dies a missionary do?. Why did people go to Africa to persuade Africans to be Christians?* *What would it have been like for the young family to live in Bechuanaland?* Willoughby never wrote down the names of the people who made the items or paid for them- *ask the pupils what they think about this.* More information about Making Connections project here *http://makingafricanconnections.org/s/archive/page/about* *and here https://brightonmuseums.org.uk/discover/2021/02/22/making-botswana-woodcarving/* *Check understanding of interpreter. What do pupils think about Howard being a translator in lots of important meetings? (they trusted him more than the adults)*

Slide 7 cartoons about the Scramble for Africa Explain the effect of Imperialism

In 1885 Bechuanaland was a British **protectorate**. After slavery was abolished European countries wanted to continue making money out of Africa. They began taking over land in Africa. This is often called the **Scramble for Africa.** The European countries made huge Empires and made money by taking useful resources from the countries in their Empires and also by selling things to the people who lived in the Empire.

Being a protectorate meant that Bechuanaland was 'protected' by Britain (whether they wanted it or not) The British let the diKgosi stay in control of most decisions in their own country because the British weren't very interested in Bechuanaland at the time. They did not know they had diamonds under the land.

The imperialist European countries made sure that the people in the countries they took over got angry with each other so they wouldn't fight them (the imperialists.) This was called **divide and rule**.

Slide 8 :cartoons of, Cecil Rhodes and Queen Victoria. Explain why the Kings wanted to remain a protectorate

In 1895 a man called **Cecil Rhodes** wanted the British government to give Bechuanaland to his company – **The British South Africa company**. (Cecil Rhodes is the man in the picture standing over Africa). Cecil Rhodes was British but he was prime minister of Cape Colony in South Africa (which we talked about before) and one of the richest men in the world thanks to his gold mines in South Africa. He also had control of a place he went on to call Rhodesia.

Cecil Rhodes wanted to make a railway line right across Africa (from the Cape to Cairo) and to give all the land 20 miles either side of the railway line to White farmers. This would take land from the people of Bechuanaland. The kings did not want Bechuanaland to be given to Cecil Rhodes because he was known for treating Black people very badly.

All the different kings in Bechuanaland were very worried. They agreed that three diKgosi, Khama III, Sebele I and Bathoen I, would visit England to ask Queen Victoria to protect their land from Rhodes.

More about the Scramble for Africa here http://www.bbc.co.uk/history/british/abolition/scramble_for_africa_article_01.shtml

Pupils can use worksheet 1 with maps of Africa in 1880s and 1913 to show how land was acquired and which countries were involved. They can see which resources in Africa Britain might have wanted

Safe Delivery: Remind the children that these African societies had their own traditions and ways of running their countries but they didn't have enough weapons to defend themselves from people taking over.

What do you think were the long term effects of imperialism? Did you know it was one of the causes of the First World War?

More about Cecil Rhodes here https://www.britannica.com/biography/Cecil-Rhodes

Rhodes was famous – and controversial – in Britain, because his company used very exploitative conditions for African labourers and treated black people terribly, denying them equality with white. Grabbing land involved extreme violence and large scale deaths/ massacres of African people who resisted.

Pupils can refer to worksheet 2 British Cartoons to explore the pictures.

The Rhodes picture appeared in Punch magazine in 1892
The picture with Queen Victoria shows her looking at all the land owned by France and looking worried. She might think that France has taken more countries than Britain.

Ask the pupils to consider what the artists were trying to say in the cartoons
Safe Delivery. Be aware that some pupils confuse Cecil Rhodes with Hitler from this picture

Willoughby was very critical of **Rhodes** (who hated him) and wanted to help Khama avoid the fate of other Africans whose land was stolen.

Slide 9 :Pupils refer back to their original questions *Pupils check how many of their questions have been answered in their pairs. See if they can name the people in the picture*	To improve literacy pupils can be asked to write their answers to the questions
Slide 10: Pictures from the visit. Describe aspects of the kings visit to England When the Kings arrived in Britain people in the government put off meeting them and stopped them seeing the Queen. They said they were not available until after their summer holidays. The kings decided to take control of the situation and do a tour of Britain to get support from the British people. Charles Willoughby agreed to be a guide and 8 year old Howard was their interpreter. It was a really good idea. Lots of newspapers talked about their visit and so later the government were forced to talk to them. they were powerful speakers and won audiences over.	The St James Gazette said that Khama was "the best dressed of the three" and lots of British people came out to see them and talk to them. The kings said their favourite place was Brighton especially the Aquarium. They went to Glynde and Steyning to see how British farmers reared cows and In London they said they were very upset to see how all the horses looked sick and not very well treated. Khama couldn't understand why people bothered with hunting foxes because he was used to hunting Llons in Bechunaland. More pictures of Brighton and Hove here *https://brightonmuseums.org.uk/discover/2015/06/12/views-of-19th-century-brighton-hove-an-historical-background/* *What would the Kings would have thought of what they saw. Compare the pictures to Brighton today. You can see Brighton station in the top left of the photo of Queen's road*
Slide 11: Visit to Elm Grove school. Emphasise the connection with a Brighton school They went to Elm Grove school, signed the visitors' book and watched the children do maypole dancing.	There is a link here to watch pupils at London Waldorf school doing maypole dancing https://www.youtube.com/watch?v=bzJPwPm0mZ4&feature=youtu.be *What would you have asked the Kings when they visited?*

Slide 12: picture of the kings' statue in Gaborone. Explain the short term impact of the visit by the kings. Eventually the kings were able to meet Queen Victoria. The British government agreed to keep Bechuanaland as a protectorate and not give it to Cecil Rhodes for his company. Rhodes was furious. However, the kings had to allow a railway to be built through their land. The kings were very relieved. People in Botswana believe the visit was extremely important and they made a statue of the kings in their capital Gaborone.	*What does it mean when a statue is made of someone?* **Safe Delivery** Perhaps discuss recent issues with statues and whether people should be honoured with a statue. You could refer to the Rhodes statue at Oxford and how Rhodes is honoured for helping British students despite his behaviour in other countries. *Click here and scroll down to Three Chiefs visit to England for a short clip about the statue of the three kings*
Slide 13: What happened in the long term? Explain the long term importance of the visit which saved Bechuanaland from the fate of its neighbours Luckily Bechuanaland did not become part of South Africa or Rhodesia (which is what the British government planned all along). Black people were treated terribly in South Africa and Rhodesia. **Until the 1994 Black people could not vote in South Africa and didn't have many rights.** Bechuanaland was a British protectorate until **1966** when they became independent from Britain and called themselves Botswana. One year later a pipe of diamonds was found underground and the government used their money to make education and health care free. If Botswana had still been a protectorate Britain would probably have kept the money. Botswana has stayed a free country with elections and a president. The first elected president was **Seretse Khama**, grandson of Khama III. Because of the connection with Britain he had gone to England to study law. He met a woman there called **Ruth** and married her. The White rulers in South Africa were furious because they had made interracial marriages illegal. Khama and Ruth had some problems until Botswana became independent. You can see the couple in the picture. They were a great symbol for diversity as a dual heritage family at the head of the country.	*Explain what a pipe of diamonds is. In fact Britain hardly developed Bechunanaland when it was part of the Empire and left just 11 km of tarmac road* **Safe Delivery** Some pupils find it hard to take on board that the diamonds belonged to the people of Bechuanaland not the British government. Check understanding at this point. More information here about Botswana and independence https://www.britannica.com/place/Botswana/British-protectorate **Safe Delivery …** *How did the visit to Britain help Botswana?*

Slide 14 (optional) What was the role of Howard Willoughby? Howard died at the age of 15 **Slide 15: Learning check.** Check learning to prepare for the next session about creating an exhibition. **Slide 16: how should the museum tell the story.** Provoke some reflection about the role of museums Beginning the new session remind pupils that they are going to be asked to create an exhibition to tell the story of the visit.	*How important was Howard in this story?* The learning check can happen at the end of this session or the beginning of the next session to review learning. **Worksheet 3: learning check, for pupils to show their understanding of key terms and to pick information they found most interesting or write their own ideas** **(Worksheet 7 from Brighton museum explains the process of putting on an exhibition. But is not necessary)** Museums create exhibitions to tell stories about the past using evidence and exhibits. They have to choose what story to tell and how to tell it. In 2020 Brighton Museum wanted to create an exhibition called Making African Connections. They connected with a museum in **Serowe** (Serowe is where Khama III decided to move his capital), Botswana and the museums decided together how they should exhibit all the things Willoughby brought back from Bechuanaland to tell the real story of the connection between Brighton and Serowe.
Slide 17: what story should the museum tell? Encourage pupils to think about what the story means to them. *Ask pupils why they think this is an important story. Encourage them to come up with different reasons and why it is important to them. They can walk around the room sharing their ideas with others*	**Worksheet 4 gives suggestions for the story they might want to tell** Encourage pupils to have different versions of the story
Slide 18 your challenge: Set up the task to test understanding, encourage group work and challenge create diverse responses Pupils select images of what they would like to exhibit in the museum from a range of possible exhibits. This should reflect what they believe is the most important aspect of the story. They use the exhibit cards to show explain the importance of their exhibits to the overall story. Pupils can then visit each others' exhibitions and discuss why they presented the story in this way	Interpretations and reconstruction of the past is an important part of history pedagogy. https://www.history.org.uk/secondary/categories/dc-interpretations Use the **copy of resources images for exhibition 5** for pupils to select their images. You may want to ask for numbers of the images so you can print off what they want **Worksheet 6 reminds pupils of the main facts to help with their exhibition cards but you can encourage them to do their own research.**