Three African Kings Visit Brighton in 1895:
An Online Black History Education Resource

3 Kings visit from Botswana Teachers' Notes KS3

This lesson is designed to address significance as well as helping pupils to interrogate sources. It can help pupils to question why some history is taught and other stories are not. It can provide the basis for a discussion about statues or about the origins of the First World War. It also personalises the story of the Empire (The Scramble for Africa) and its impact while disrupting narratives about people from Africa being all the same and also victims and slaves.

Slide 2 Hook for Brighton pupils Ask: *do you know where this building is? What is it today? What clues are there in its name about what it once was? How could it be connected to the second picture?*	If pupils are likely to know **The Font** pub in the Lanes this is a good way to hook them into a real place.
Slide 3 Hook all pupils into the lesson *In these lessons we are going to learn the story of three diKgosi or kings who visited Britain in 1895 and came to Brighton. Along the way you will learn about the so called '**Scramble for Africa**' and how events that happened in 1895 still have an impact today.* *The history you learn in school is chosen for you to learn out of all the things which have happened in the past. Do you ever wonder why we learn some things and don't learn other things? At the end of the lesson you can decide about this story. It might end up being important to each of you for different reasons. You will have to take a position and argue your reason why this story is important.*	Alternative questions could be *'What links a Brighton pub to a Botswanan statue?' 'How did a visit to Brighton help to save three kingdoms?'* For more information for teachers why not read: **The Blood Never Dried: a People's history of the British Empire** by John Newsinger or **A Kick in the Belly – Women, Slavery and Resistance** by Stella Dadzie

Slide 4 Engage pupils using source material Activity Ask pupils to come up with their own questions about the visit in groups. *This photo was taken on the important visit. We will find out more about it*	Possible questions: *When was it taken? who are the people? what are they doing? why are they having a photo taken together? why are the White people are standing behind the Black men? Why is there a young boy there? where is it taken?* Teacher can extend thinking*: Is this how you would picture an African king? Why or why not? What stereotypes might 19th century British people have had about Africans (and capacity for self-government, loyalty to the Empire)? What message might the kings' style of dress be designed to convey?*
Slide 5 Introduce complexity of land and settlement as well as the effort needed to travel to Britain The kings or diKgosi were rulers or chiefs in different parts of Bechuanaland. Today it is called Botswana. The Tswana people who lived in Bechuanaland were pastoralists keeping cattle and goats. They were an ethnic group who had settled in the area years before. The original inhabitants, the San, still lived in the area, although they had lost land to the Tswana. They were hunter gatherers. The Tswana knew a lot about horses and cattle. They were excellent riders. The black and white photo of a settlement was taken at the time. In the nineteenth century, people from Europe were going over to Africa without being invited. They wanted settle and farm there, to trade or to spread the Christian religion.	*Ask the pupils to find Bechuanaland on the small map, also ask them to point out where it could be on the big map of the world. Trace which route they might have taken to Britain, overland or on sea and how long it might have taken.* *Find Cape Colony on the small map which we will discuss later.* 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) *Pupils asked to describe the land, the houses or the probable climate in the photograph. What skills were needed to make those houses? What might be the challenges living there?* (questions help them understand how the kings felt when they came to the UK) Note that many European countries had profited from slavery but by 1890 it was officially abolished in many countries. *Ask pupils why Europeans might have moved so far from home? What was it like for the people living there to have Europeans come? What about the San people?*

Slide 6 Pupils begin to question the impact of European influence in Africa The Kings were called Khama III, Bathoen I and Sebele I. They were kings in different parts of Bechuanaland. Khama was the most important of all of them. The wife in this picture with Khama III was called Sefakwana. Khama was a strong Christian and encouraged his people to wear European clothing as part of the Christian religion. Khama also had a 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. This would have been really hot compared to the houses. Ask why you think the Church was built in this style?* *What do pupils think of how the people are positioned in the picture? What does it tell us about status?*

Slide 7 Give background to Willoughby family and disrupt stereotypes about Black/White power relationships Charles Willoughby was the religious leader (pastor) at the **Union Street Church** in Brighton (pictured here). Today it is a pub called **The Font** in the Lanes. From 1893- 1898 Willoughby worked for the London Missionary Society in Bechuanaland. Willoughby lived in Palapye, the capital and worked for Khama III there as a secretary. 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 are in Brighton Museum. He also took lots of photographs. Khama paid for Willoughby to help him when the Three Kings decided to come to Britain in 1895. 8 year old **Howard Willoughby** was fluent in Setswana, the language spoken by Tswana people. He was asked to be an interpreter for the Kings.	An easy summary of the lives of the Willoughbys here http://www.jimandhelen.com/William_Charles_Willoughby.pdf Some information about Willoughby and the kings here including their terrifying trip across Clifton suspension bridge https://press.uchicago.edu/Misc/Chicago/647455.html *Ask the pupils what they think a missionary does. Why did people go to Africa to persuade Africans to be Christians?* *Ask pupils what they think it would have been like for the young family to move from Brighton to Bechuanaland.* More information about Making Connections project here *http://makingafricanconnections.org/s/archive/page/about* *Willoughby never wrote down the names of the people who made the items and may not have paid the artists for them as he was always worried about money. Ask the pupils what they think about this.* *Check understanding of interpreter. What do pupils think about Howard being a translator in lots of important meetings? (they trusted Howard more than the adults)* *Could discuss how Willoughby wanted the people of Botswana to be Christian. But why might he, a British person, want to help them not become part of the British Empire, beside them paying him? What might he know about what was happening in Africa?*

Slide 8 Outline causation and consequence of imperialism

With the excuse that they were trying to stamp out slavery in Africa the European countries made huge Empires by creating colonies – countries which they ruled without permission - and taking useful things from colonies. They also created boundaries around these new so-called countries that separated ethnic groups from each other. This was called the **Scramble for Africa**, as Europe scrambled to grab land and make their empires.

You can see the changes between the first and the third map as more of Africa was brought under European control.

The European countries also made goods in their factories and sold them to people in the colonies, sometimes banning people from making their own goods.

*Activity Using **worksheet 1** ask pupils to find out which European countries took land in Africa and the type of valuable materials they wanted.*

The European countries became very jealous if another European country seemed to be getting more colonies than them. They were very competitive.

One of the tricks the British used to stay in control of all the people in the colonies was something called '**divide and rule**.' They introduced rules and systems for running the country and they usually chose one ethnic group to have all the privileges in that system. So one group in the colony got all the best jobs and access to better education.

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

There are some sources about the Scramble for Africa in the teachers resources **worksheet 2** which can be examined.

Or you can build up jeopardy by explaining what happened to Matabele people with Rhodes to explain the kings' concern.

First Matabele War | South African History Online (sahistory.org.za)

This rivalry and imperialism is one of the reasons why the First World War happened in 1914 (19 years after the visit of the kings).

Ask pupils how they think divide and rule enabled Britain to stay in control and not be overthrown by the people in their colonies.

Slide 9 Explain cause of visit in 1895 and interpretation of source material to infer contemporary views of imperialism In 1885 Bechuanaland was made a British protectorate. Being a protectorate was different from being a colony because it meant that Bechuanaland was 'protected' by Britain (whether they wanted it or not) but the British let the diKgosi stay in control of most decisions. This was because the British weren't very interested in Bechuanaland at the time. They couldn't make much money there. But in 1895 a man called **Cecil Rhodes** wanted the British government to give Bechuanaland to his company – **The British South Africa Company.** This company had its own police force and was being used to take land for White people. 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 for a while. He was one of the richest men in the world thanks to his diamond mines in South Africa. He was well known for treating Black people in his control really badly. He had killed many Africans and stolen their land further north in a place we now call Zimbabwe. He certainly did not regard Black people as equal. Charles Willoughby did not like Cecil Rhodes. In 1895 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 Tswana people. The Kings did not want their country to be given to the British South Africa Company. All the different Kings in Bechuanaland were very worried. They met and agreed that three diKgosi, Khama III, Sebele I and Bathoen I would visit England to ask Queen Victoria to protect their land from Rhodes. Charles Willoughby organised the trip but the Kings paid for it. Howard was the interpreter.	More about Cecil Rhodes here https://www.britannica.com/biography/Cecil-Rhodes And the British South Africa Company here The role of Cecil John Rhodes' British South African Company in the Conquest of Matabeleland | South African History Online (sahistory.org.za) Note that some pupils confuse Rhodes with Hitler because of his likeness in the cartoon. Optional Activity *Using the British Empire cartoons worksheet 3 ask the pupils to examine the pictures. There is a picture of Queen Victoria looking at all the land owned by France, England as an octopus and Rhodes as a giant (colossus). Ask pupils what they can infer about attitudes to British imperialism from the pictures.*
Slide 10 Review of learning so far *Pupils check how many of their questions have been answered. See if they can name the people in the picture. Prompt them to consider so far why they are learning about the visit of the Kings.*	**End of lesson 1** Note the mud on the kings' boots. Could ask pupils to predict whether the kings will be successful

Slide 11 Re-engage with the story and use sources to gauge the reception of the Kings in Britain When the Kings arrived in Britain people in the government put off meeting them and stopped them seeing the Queen. Joseph Chamberlain, the Colonies Minister said he was not available until after his summer holidays so the Kings decided to do a tour of Britain to get support from the British people. Willoughby agreed to be a guide and Howard was their interpreter. The Kings said their favourite place was Brighton especially the Aquarium (now called The Sealife Centre). They went to Glynde and Steyning to see how British farmers reared cows.	**Lesson 2** More pictures of Brighton and Hove here *https://brightonmuseums.org.uk/discover/2015/06/12/views-of-19th-century-brighton-hove-an-historical-background/* If you look at the picture you can see they have mud on their boots from visiting the farm at Glynde *Optional Activity pupils guess what the reception of the kings was like. Give the pupils source materials from contemporary newspaper accounts. What can they infer about attitudes to the kings' visit and the success of the tour.* Sources to use – Eastbourne Gazette, Evening Standard, Financial Times (Possibly link the kings' western dress and Christianity to the Gazette article in which they stressed their loyalty to the Empire.}
Slide 12 Introduce local history aspect of the story for children in Sussex They went to Elm Grove school, signed the visitors' book and watched the children do maypole dancing which is an old English tradition.	*Ask if the local visit adds interest or importance to the story. Elm Grove school are hoping to reconnect with a school in Botswana as a result of this story being researched.* There is a clip to play which will demonstrate 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

Slide 13 Conclude the story and outline the consequences of the visit so pupils can assess its importance 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. He was furious. But the kings had to agree for a railway line to be built across Bechuanaland. The kings were very relieved. Luckily Bechuanaland never become part of South Africa or Rhodesia – named after Rhodes- (which is what the British government had been planning). Bechuanaland was a British protectorate until 1966 when they became independent from Britain. One year later a pipe of diamonds were found underground in Botswana and the government were able to negotiate to get 50% of the profits. They spent the money for the people. They made education and healthcare free. If Botswana had still been a protectorate British companies would have kept the money. Between 1960 and 1980 Botswana had the fastest-growing economy in the world The photo shows the statues of the three Kings which were made in Botswana to celebrate how the Kings kept Bechunaland safe from Cecil Rhodes. It is in the capital of Botswana called Gaberone.	More information here about Botswana and independence https://www.britannica.com/place/Botswana/British-protectorate Black people were treated terribly there in South Africa and Rhodesia. Until the 1993 Black people could not vote in South Africa and didn't have many rights. They were forced to live separately under a system called Apartheid. At the time of its independence in 1966, Botswana was the world's third-poorest country, poorer than most other African countries. Its infrastructure was minimal, with only 12 kilometres (7.5 miles) of paved roads. Britain had not invested in the country at all. *What is the significance of having a statue? Why are statues made? There is a statue of Cecil Rhodes at Oxford University. Pupils could discuss the issue of statues.* More than just a statue: why removing Rhodes matters | Simukai Chigudu | The Guardian Cecil Rhodes statue will not be removed by Oxford College - BBC News *Click here and scroll down to Three Chiefs visit to England for a short clip about the statue of the three kings*
Slide 14 Long term consequences of the visit Botswana has stayed a free country with elections and a president. It was underdeveloped as part of the Empire but didn't have the same difficulties as other colonies. In fact one of the presidents was Seretse Khama, grandson of Khama III. Because of the connection with Britain he went to England to study law. When he was there he met a woman called Ruth and married her. You can see them in the picture. It was very unusual to have a dual heritage (interracial) family at the head of the country. Unfortunately Howard Willoughby died in Bechuanaland of consumption when he was 15.	*Botswana is still considered to be one of the most successful African countries. Ask pupils why this might be* The white South African government was furious that Seretse Khama married a white woman. Interracial marriages were banned in apartheid South Africa. They put pressure on the British government to have Khama and Ruth exiled from Bechuanaland. When Khama returned he helped campaign for independence and became the country's first president.

Slide 15 Set up the activity for pupils to engage with the process of selecting historical events for study, the long term impact of historical events and the personal significance of history. This is one story of one event in 1895. But this story is important for people because of what it shows about Britain at the time and what this tells us about the world now. Activity 1. Ask pupils to select something new they learned from the story. 2. In pairs discuss what the story means to them and why. (If it doesn't mean anything to them they can also explain this). 3. In groups set out why the story is being taught. They can argue why the teacher has chosen the story or why they think the story is important. They can also defend their arguments against reasons chosen by others in the groups about the most important aspect of the history. **Slide 16** alternative final exercise	Interpretations and reconstruction of the past is an important part of history pedagogy. https://www.history.org.uk/secondary/categories/dc-interpretations Use **worksheet 4** if necessary to outline different reasons why the story should be taught in school **Worksheet 5** reminds pupils of the facts if they are preparing for a debate about why the story is taught in schools