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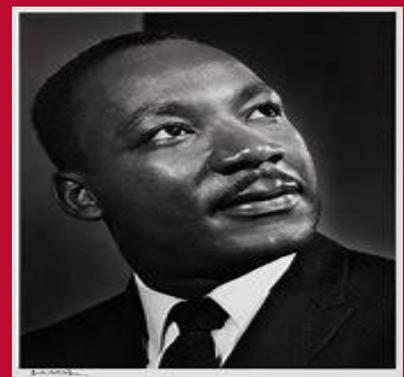
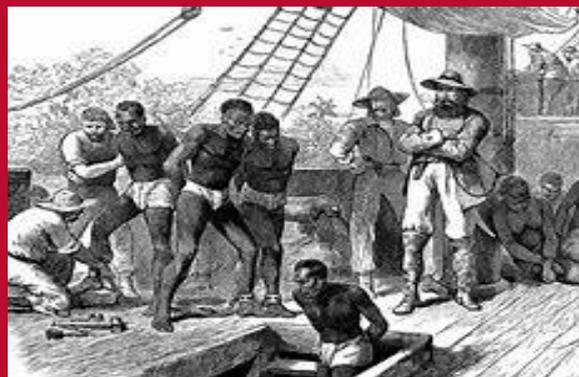
# Black History Month

## TEACHING PACK

Multicultural Development Team

Telford and Wrekin Council

October 2022





## **Black History Month - Introduction**

Black History Month is an annual observance originating in the U.S.A. in 1970. It began as a way of remembering important people and events in the history of the African diaspora. It is celebrated in February in the U.S. and Canada, while in Ireland, the Netherlands and the U.K. it is observed in October. In the U.K.

Black History Month was first celebrated in London in 1987.

The Black History Month Organisation in the U.K. provides an on-line platform and produces a monthly publication and resource pack to create awareness, understanding and deepen much needed knowledge 'to help honour the too-often unheralded accomplishments of Black Britons in every area of endeavour throughout our history' and to celebrate 'enormous contribution Black Britons have made to our vibrant and diverse society'. They also provide information; articles; video clips; interviews and a guide to literature, exhibitions, cultural, artistic, and musical events (including on-line) that are taking place during the month and year round (<https://www.blackhistorymonth.org.uk/>).

The project as a whole is not without critics or controversy and it has been questioned whether it is appropriate to confine Black history to one month of the year, or to reduce complex historical figures to simplified objects of 'hero worship'.

**This Black History Teaching Pack is intended to avoid tokenism and does not substitute for the inclusion of BAME figures, their experiences and accomplishments, in the curriculum as a whole throughout the year, in all spheres including: history; literature; religion; politics; design and technology; science; sport; mathematics; music; media; visual and the performing arts.**

Moreover, the Black History Teaching Pack is intended as a starting point, a working document to be adapted, added to or changed to suit the individual requirements of the educational setting, as well as the practicalities and curricular considerations in place. It is recommended, however, that any substantial alterations are decided in advance by the staff as a whole to ensure that the pupils are exposed to a full range of subjects/topics during their education i.e. without repetition or omission in the same institution.

Nursery and childcare settings have not been included in this project, as it was felt that the in depth study of individual subjects might not be appropriate for

the younger learners. It would, perhaps, be preferable to introduce characters of diverse ethnicity through stories and aspects of different cultures through the range of activities and resources provided in an Early Years setting. These might include: multicultural artefacts; displays and signage; objects in the 'home corner'; clothes; foods; music; rhymes; dance; art; games etc.

It must also be stated that this pack has been designed for use in future academic years, not only the current one, so the **Suggested Lessons and Activities** provided for each year group may need to be adjusted to accommodate the current Coronavirus protocols in place in individual settings, with regard to social distancing and mitigations. In all likelihood any gatherings of pupils and staff (i.e. Assemblies) will be restricted to the 'bubbles' in place in school. Creativity will also be required in terms of sharing learning and accomplishments between year groups and with parents, perhaps using corridor displays, virtual platforms or the school website this term.

This project is also intended to support and promote the schools delivery of the statutory requirements in terms of delivery of the Equality and Diversity elements of education, as well as the development and enrichment of Cultural Capital within the school community. Moreover, in light of the spike in racist incidents in recent years (particularly since the Brexit vote), current events in the U.S. and the U.K. and the rapid growth of the Black Lives Matter movement, there has never been a better time to promote discussion, broaden all pupils' experiences and develop their understanding, respect and appreciation for the achievements of people from diverse ethnic backgrounds in the past and at the present time.

In due course, we would welcome comments and feedback on this resource, as well as suggestions and other examples of successful practice in your setting which we can incorporate into future editions of the Black History Teaching Pack.

***'Every day you have the power to change our better history – by opening your hearts and minds, by speaking up for what you know is right.'***

***– Michelle Obama***



## **Reception Class – Rosa Parks**

Rosa Parks (1913-2005) was an American activist in the Civil Rights Movement. She is best known for her role in the Montgomery bus boycott.

On 1<sup>st</sup> December, 1955, Rosa rejected a bus drivers request for her to give up her seat in the ‘colored section’ to a white passenger when the ‘whites-only’ part of the bus was filled.

Following her removal from the bus and arrest the black community boycotted buses for over one year and a prolonged federal lawsuit to end segregation was finally successful in 1956. Rosa became a symbol of the Civil Rights Movement and collaborated with leaders including Martin Luther King Jr. She received many awards including a Nobel Peace Prize in 1964.

### **Suggested Lessons and activities**

- Introduce Black History Month through a school assembly (if possible) – tell the story of an influential black figure of the past and what we can learn from their contribution. Relate this to the school ‘Mission Statement’.
- Present RP’s story to the class through story, power point (or similar). Encourage the pupils to ask and answer questions to develop their understanding. Explore aspects raised including diversity and relate to their own experiences in simple terms (e.g. bus travel or being treated differently or excluded).
- Sequence and label images of the RP story (key words provided).
- Role play - Create a class ‘bus’ using chairs (too small for the entire class). Invite pupils to board the bus, according to eye or hair colour, or items of uniform (perhaps sing ‘The Wheels on the Bus’ between ‘stops’). As new passengers board the bus, ask others to vacate their seats or stand (e.g. blue eyed pupils give up their seats to brown eyed). When the bus is full, ‘unfairly’ determine who should be allowed to board or asked to dis-embark. Following the action, ask the pupils to share their thoughts, how they felt (was it ‘right’ or ‘fair’) etc. Relate to Rosa Parks’ story.

- Create a whole class (or corridor) display featuring an image of RP and pupils own work. This could possibly take the form of a big bus with children’s own faces (self-portraits), with appropriate skin tones, looking out – perhaps using ‘multicultural’ pencils/crayons.
- Prepare a short telling or dramatic representation of the RP story (including the ‘bus’) for a ‘Celebration Assembly’ at the end of Black History Month.
- Separately from the RP story, choose a loosely related piece of music (perhaps ‘Ebony and Ivory’ – Stevie Wonder and Paul McCartney). Introduce the performers, discuss the lyrics and how the piece makes the children feel. Encourage singing along and devise appropriate movement, dance or instrumental accompaniment to the piece.

### **Recommended Resources/Links**

- The Story of Rosa Parks – Patricia A. Pingry (Candy Cane Press)
- The ABC of Black History – Craig Thompson (Beckham Publication Group)
- <https://www.bbc.co.uk/bitesize/articles/z6qnscw>  
Resource including information about RP, animations and activities.
- <https://www.twinkl.co.uk/resouces/history/rosa-parks-black-history-topics-key-stage-1> - Although geared towards KS1, a comprehensive teaching pack including: powerpoint; writing frames; images for sequencing; word mats and games.
- <https://www.youtube.com> – videos and animation.
- [https://en.wikipedia.org/wiki/rosa\\_parks](https://en.wikipedia.org/wiki/rosa_parks) - Background information.
- <https://www.history.com/topics/black-history/rosa-parks> - Background.
- <https://www.blackhistorymonth.org.uk> - Context
- <https://blackpresence.co.uk> – Context



## **Year 1 – Mary Seacole**

Mary Seacole (1805-1881) was a pioneering nurse and heroine of the Crimean War. Born in Jamaica, Mary had a black mother (a freed slave of African origin) and a white Scottish father, which made her unusual at the time in Britain. With her husband she opened a store in Jamaica, before being widowed, followed by a boarding house of her own. Mary later worked as a nurse in Panama, treating patients with cholera and yellow fever. As a woman of mixed heritage, she overcame racial prejudice and wondered if her 'dusker skin' was a factor when her voluntary application to nurse during the Crimean War was rejected by the British Government. Mary decided to make her own way there and established the 'British Hotel' near Balaclava to care for sick and convalescent soldiers and visited the battlefield to nurse the wounded. She was awarded the Jamaican Order of Merit for her work (1871), before being largely forgotten for many years. Not until the 1950s did people 'rediscover' her brave work as a war nurse. As a female, who travelled and worked alone (which was extremely unusual at the time), many also came to see her as a role model, a 19<sup>th</sup> Century independent woman. More recently Mary has received additional attention and a statue has been erected in her honour, opposite St. Thomas' Hospital in London (2016).

### **Suggested Lessons and Activities**

- Introduce Black History Month through a school assembly (if possible) – tell the story of an influential black figure of the past and what we can learn from their contribution. Relate this to the school 'Mission Statement'.
- Present MS' story to the class through power point (or similar). Encourage the pupils to ask and answer questions to develop their understanding. Relate to their own experiences (e.g. Military or NHS workers' children or visits to hospital).
- Using a sequence of images as a stimulus write labels for the pictures, or a diary page - 'A day in the life of MS' (word banks and scaffolding provided).
- Turn the 'Home Corner' into a 'hospital' and encourage role play in groups.
- Create a whole class (or corridor) display featuring images of MS, children's pictures and writing.
- Prepare a short telling, reading or dramatic presentation of the MS story for a 'Celebration Assembly' at the end of Black History Month.

- Separately from the MS story, choose a loosely related piece of influential music from a black artist of the past (e.g. 'Lean on Me' – Bill Withers). Introduce the performer, talk about the lyrics and their meaning, how the music makes the children feel, encourage singing along and devise appropriate movement, dance or instrumental accompaniment to the piece.

### **Recommended Resources/Links**

- The Extraordinary Life of Mary Seacole - Naida Redgrove and Alleanna Harris (Penguin Books).
- <https://www.bbc.co.uk/bitesize/topics/zns9nrd/articles/zjxcqt>  
KS1 Resource including life story of MS in power point format.
- [https://www.twinkl.co.uk/resouces/mary\\_seacole](https://www.twinkl.co.uk/resouces/mary_seacole)  
Comprehensive MS teaching pack including: lesson plans; writing frames; word mats; posters; games etc. (cost implication)
- <https://www.bbc.co.uk/newsround/41433196> - Black History Month in Britain – Great women you should know about (2019).
- <https://en.wikipedia.org/wiki/Mary-Seacole> Background information.
- <https://www.penguin.co.uk/articles/children/2019/oct/extraordinary-facts-about-mary-seacole.html>  
Fascinating facts for children about life of MS.
- <https://www.maryseacoletrust.org.uk>  
Educational Foundation – home page includes MS story.
- <https://www.blackhistorymonth.org.uk> - Context
- <https://blackpresence.co.uk> – Context



## **Year 2 – Nelson Mandela**

Nelson Mandela (1918-2013) was a South African anti-apartheid revolutionary, political leader and philanthropist who served as the country's first black, democratically elected, President from 1994 to 1999.

During the long campaign by the ANC and other groups to overthrow the white only government and end racial inequality and segregation he was repeatedly arrested and eventually served 27 years in prison.

He received many awards in later life, including the Nobel Peace Prize (1993) and is held in deep respect in South Africa where he is known by his tribal name, Madiba, and described as 'The Father of the Nation'.

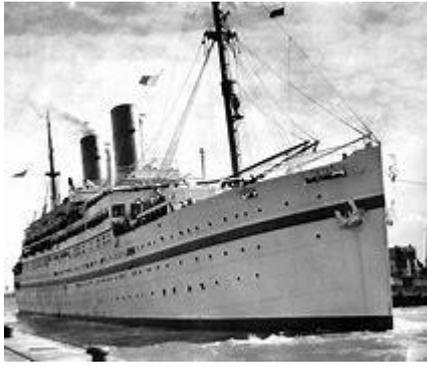
### **Suggested lessons and activities**

- Introduce Black History Month through a school assembly (if possible) – tell the story of an influential black figure of the past and what we can learn from their contribution. Relate this to the school 'Mission Statement'.
- Introduce Nelson Mandela (having asked the pupils have heard of or know anything about him) and tell his life story using illustrations, or powerpoint.
- Sequence pictures and write sentences (or captions) relating his life story.
- Write letters from (or to) NM in prison, describing his captivity and hopes for the future.
- Make placards and badges in support of racial equality and anti-apartheid.
- Prepare a short dramatic representation of an episode in NM's life (including a protest march, his arrest, imprisonment and release), to perform in a 'Celebration Assembly' at the end of Black History Month.
- Create a whole class (or corridor) display featuring images of NM, placards and badges made by the pupils.
- Separately from the NM story, choose a loosely related piece of influential music from a black artist of the past (e.g. 'Get Up, Stand Up'-

Bob Marley). Introduce the performer, talk about the lyrics and their meaning, how the music makes the children feel, encourage singing along and devise appropriate movement, dance or instrumental accompaniment to the piece.

### **Recommended Resources/Links**

- <https://www.bbc.co.uk/bitesize/topics/zjki382/articles/zj3p8xs>  
KS1 Resource including life story of NM in a powerpoint format
- <https://www.twinkl.co.uk/resouces/topics/topics-black-history/nelson-mandela-black-history-topics-key-stage-1>  
Comprehensive NM teaching pack including: lesson plans; writing frames; word mats; posters; games etc. (cost implication)
- <https://www.bbc.co.uk/newsround/25254295>  
A look back at Nelson Mandela's life.
- [https://en.wikipedia.org/wiki/nelson\\_mandela](https://en.wikipedia.org/wiki/nelson_mandela)  
Background information.
- <https://www.google.co.uk>
- [www.tes.com](http://www.tes.com) - Black History Teaching Packs (free and with cost)
- <https://www.youtube.com>
- <https://www.blackhistorymonth.org.uk> - Context
- <https://blackpresence.co.uk> – Context



## **Year 3 – Windrush**

HMT Empire Windrush was a re-named German passenger liner taken by the British Government as a ‘prize of war’ at the end of World War II. After the war, immigrants from the British Empire and Commonwealth were encouraged to fill shortages in the labour market, including the NHS, British Rail and public transport. Cheap transport via passenger ships was provided. In 1948 Empire Windrush brought one of the largest groups of West Indian immigrants to the UK, carrying 1027 passengers from Jamaica to London. Caribbean people who came to the U.K. during this period, including those on later ships, are sometimes referred to as the ‘Windrush generation’. Many of the passengers only intended to stay for a few years, although the majority settled permanently. During the ‘Windrush scandal’ in 2018 many of these people were wrongly detained, denied legal rights and (in at least 83 cases) deported from the U.K., leading to a review of immigration policy.

### **Suggested lessons and activities**

- Introduce Black History Month through a school assembly (if possible) – tell the story of an influential black figure of the past and what we can learn from their contribution. Relate this to the school ‘Mission Statement’.
- Introduce the pupils to the Windrush story using images, power point (or similar). Encourage the pupils to ask questions and reflect on their own experiences of travel abroad. Also invite pupils to share their understanding of family experiences of immigration and relatives living overseas.
- Draw (or sequence) pictures and write sentences telling the story of the Empire Windrush immigrants’ journey to Britain.
- Imagine they were on-board and write letters to family in their country of origin following their arrival. Include their journey, feelings (of loneliness?), accommodation, work and small details (e.g. British food and weather).
- Design posters encouraging people of the Commonwealth to travel to the U.K. Include the (cheap) price of passage, job opportunities and attractions of the ‘Mother Country’.

- Prepare a short presentation of pupil's work for a 'Celebration Assembly' at the end of Black History Month, including reading of letters, posters etc.
- Create a whole class (or corridor) display, featuring images and children's pictures of the Empire Windrush and passengers, pupil's writing and posters.
- Separately from the Windrush story, choose a loosely related piece of influential music from the past (e.g. 'Kingston Town' – UB40). Introduce the performers, talk about the lyrics and their meaning, how the music makes the children feel, encourage singing along and devise appropriate movement, dance or instrumental accompaniment to the piece.

### **Recommended Resources/Links**

- <https://www.twinkl.co.uk/resouce/t2-h-5065-the-windrush-resource-pack> - Comprehensive teaching pack including: lesson plans; writing frames; word mats; posters; games etc. plus power point.
- <https://www.bbc.co.uk/newsround/43793769> - 'What is the Windrush Generation?'
- <https://windrushfoundation.com> – Fabulous free downloadable KS2 Teaching Pack and booklet about well-known people of the 'Windrush Generation' and their experiences (in PDF format).
- <https://en.wikipedia.org/wiki/Windrush> - Background information
- <https://www.google.co.uk>
- <https://www.youtube.com> – Film reel and footage.
- <https://www.blackhistorymonth.org.uk> - Context
- <https://blackpresence.co.uk> – Context



## Year 4 – Sports Women and Men

Sports and society wouldn't be what they are today without the trailblazing black athletes of years past, who broke through barriers of racial (and gender) prejudice to achieve greatness in their chosen fields. From household names, like Pele, to more recent history makers like Jessica Ennis-Hill, there are plenty of stars that sports fans admire and owe a debt of gratitude to. While many of these athletes and personalities changed the world decades ago (like Jesse Owens – pictured), others are still achieving firsts in their sports and act as role models and inspiration to all, particularly children, today.

### Suggested Lessons and Activities

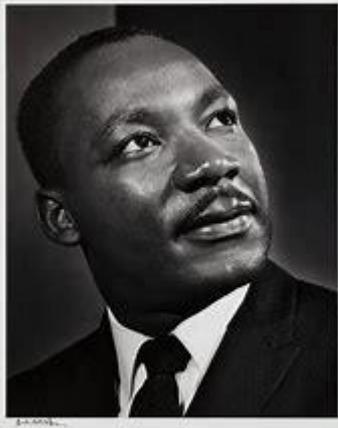
- Introduce Black History Month through a school assembly (if possible) – tell the story of an influential black figure of the past and what we can learn from their contribution. Relate this to the school 'Mission Statement'.
- Introduce the topic using pictures of past black sporting figures (or power point) and talk about their challenges and achievements. Encourage the pupils to share what they know about the same, other or current, black sporting figures and why they admire them. Relate to the pupils' own experiences of sports and discuss their preferences (and sporting aspirations?).
- Provide a limited list names from the list below as a starting point (and encourage pupils to add their own). Working in pairs or small groups, agree a subject, discuss/decide upon questions they would like answered or information gathered about this person.

**Suggested Sports Women and Men:** Ade Adepitan; Ama Agbeze; Bill Richmond; Denise Lewis; Cyrille Regis; Dina Asher-Smith; Dion Dublin; Eniola Aluko; Hope Powell; Jack Leslie; Jesse Owens; Jessica Ennis-Hill; Jofra Archer; John Barnes; Kadeena Cox; Kare Adenegan; Kelly Holmes; Lennox Lewis; Lewis Hamilton; Linford Christie; Marcus Rashford; Michael Jordan; Mohamed (Mo) Farah; Muhammad Ali; Nicola Adams; Ola Abidogun; Pele; Raheem Sterling; Simone Biles; Tessa Sanderson; Usain Bolt; Williams sisters.

- Encourage pupils to research and collate information about a sportswoman or man and prepare a 'Fact File' (following a template provided) about their chosen individual. This may involve use of the school library or on-line research.
- Provide a presentation of their Fact File for their classmates.
- Prepare a short presentation of pupil's work for a 'Celebration Assembly' at the end of Black History Month (including a performance of movement/dance – see below).
- Create a whole class (or corridor) display, featuring images of sportswomen and men, pupil's writing (including 'Fact Files') and pictures.
- Choose a loosely related piece of influential music from the past e.g. Brother Bones' (Freeman Davis') whistled version of 'Sweet Georgia Brown' – adopted as a theme tune by **The Harlem Globetrotters** (footage of basketball performance to this theme is available on-line). Introduce the performer, talk about the jazz roots (of the original song) and how the music makes the children feel. In groups devise appropriate movement, gymnastic or dance accompaniment to the piece.

#### Recommended Resources/Links

- <https://www.blackhistorymonth.org.uk/section/sporting-heroes/> Images and information about global sports women and men through history.
- <https://en.wikipedia.org/wiki/Category:Black-English-sportspeople>  
A list of past and present black British sports men and women with links to more detailed profiles, including photographs, biography and achievements.
- <https://www.twinkl.co.uk/resource/t2-t-570-black-history-month-sporting-achievements-powerpoint> - Free downloadable power point.
- <https://www.twinkl.co.uk/blog/black-history-month-facts-about-famous-sporting-figures> - Athlete profiles, images and teaching materials (cost implication).
- <https://blackpresence.co.uk/category/black-history/black-sports-stars/> - More in depth profiles, pictures and achievements of black athletes.



## **Year 5 – Martin Luther King**

Martin Luther King Jr. (1929-1968) was an African American minister and activist who became a leader and spokesperson for the black civil rights movement for racial equality in the U.S. from 1955 until his untimely death. King is best known for advocating non-violent protests, including civil disobedience and powerful

oration, including his 'I have a dream' speech, during the 'March for Jobs and Freedom' (Washington – August 28<sup>th</sup> 1963). He was inspired by his Christian beliefs and the non-violent activism of Mahatma Gandhi in India.

King's shocking assassination in Memphis on April 4<sup>th</sup>, 1968, caused outrage and rioting in many U.S. cities and led to conspiracy theories surrounding the killer.

He was posthumously awarded the Presidential Medal of Freedom and Congressional Gold Medal and an annual public holiday (Martin Luther King Jr. Day) was established in his honour.

### **Suggested Lessons and Activities**

- Introduce Black History Month through a school assembly (if possible) – tell the story of an influential black figure of the past and what we can learn from their contribution. Relate this to the school 'Mission Statement'.
- Introduce Martin Luther King (having asked the pupils have heard of or know anything about him) and tell his life story using illustrations, or power point. Through questioning elicit pupils' responses to MLK's story and relate to their own experiences or understanding (possibly including 'Black Lives Matter').
- Write a biographical paragraph explaining who MLK was, what he campaigned for, his leadership of the black civil rights movement and assassination. (Prepare for writing though brainstorming key events in MLK's life and providing key vocabulary - on whiteboard).
- Listen to the 'I have a dream' speech. Discuss with the children, including the use of accepted language of the time (e.g. 'negro'). Ask the pupils to share their own dreams for human kind (not personal aspirations or wishes) and to write their own 'I have a dream' poem. This could be

shared with classmates and performed during a 'Celebration Assembly' at the end of the Black History Month.

- Look at examples and ask the pupils to make their own placards and badges in support of the civil rights movement.
- Prepare a short presentation of pupil's work for a 'Celebration Assembly' at the end of Black History Month.
- Create a whole class (or corridor) display, featuring images of MLK, pupil's writing (including poems) and placards.
- Choose a related piece of influential music from the period (e.g. 'We Shall Overcome'). Talk about the lyrics and their meaning, how the music makes the children feel, encourage singing along and devise appropriate movement, dance or instrumental accompaniment to the piece.

### **Recommended Resources/Links**

- [https://en.wikipedia.org/wiki/Martin\\_Luther\\_King\\_Jr.](https://en.wikipedia.org/wiki/Martin_Luther_King_Jr.) – Biography and detailed information.
- <https://www.twinkl.com/search/> - Lesson plans and activities including fact-files; reading comprehension; powerpoint etc. (cost implication).
- <https://www.bbc.co.uk/bitesize/articles/Zy9wr2p> - video and activities.
- <http://farr-integratingit.net/Holidays/MLK/King.htm> - powerpoint on MLK; biography and audio support for text.
- <https://www.everydaypower.com/life-lessons-martin-luther-king-jr/> - ten valuable lessons from the life of MLK.
- [https://famouspeoplelessons.com/m/martin\\_luther\\_king.html](https://famouspeoplelessons.com/m/martin_luther_king.html) - text and audio with MLK related language activities (gap fill etc.).
- <https://www.tes.com/teaching-resource/martin-luther-king-lesson-60904290> - free downloadable teaching resources.
- <https://www.linguahouse.com/en-GB/esl-lessonplans/general-english/english/martin-luther-king-jr> – lesson plans and resources.
- <https://www.youtube.com> – Film reel (including 'I have a Dream' speech).
- <https://www.blackhistorymonth.org.uk> - Context
- <https://blackpresence.co.uk> – Context.



## **Year 6 – The Slave Trade**

Slavery is a condition in which people are owned, or entirely controlled, by other people. During the history of slavery there have been many different forms of exploitation across many cultures. The buying and selling of slaves is as old as the oldest civilizations and modern slavery still exists today, as well as 'human trafficking'. For four centuries (from the end of the 15<sup>th</sup>) millions of Africans were taken as slaves by Europeans, who began exporting them to the New World (Americas) as a source of cheap labour on colonial plantations. This form of the practice was known as the Atlantic Slave Trade. Europeans generally relied on Arabs or the Africans themselves to capture people. The 'Slave Triangle' had three stages: Slave ships from Britain left from ports like London, Liverpool and Bristol carrying manufactured goods including guns, cloth and ironware; these goods were exchanged for people captured on the West African coast, who were subsequently transported to the Caribbean and North American mainland; the slaves were exchanged for commodities like sugar, tobacco and cotton from the plantations where they were about to work. The goods thus obtained were then transported back across the Atlantic to be sold at a great profit. Following a lengthy abolitionist campaign this form of slavery was finally abolished in Britain in 1834, although it continued in some other countries for many years, notably in the southern states of the U.S.A. (a factor in the outbreak of the American Civil War).

### **Suggested Lessons and Activities**

- Introduce Black History Month through a school assembly (if possible) – tell the story of an influential black figure of the past and what we can learn from their contribution. Relate this to the school 'Mission Statement'.
- Introduce the topic of historical slavery (having asked the pupils have heard of or know anything about it) and explain the practice using illustrations (including drawings and paintings from the period and a diagram of the 'Slave Triangle'). Encourage pupils to ask and answer related questions and explore different aspects of the practice including: capture and separation from family; the passage (including shackles, sickness etc); sale of slaves; working/living conditions and punishments.

- Provide a new 'slave' name for each child, from popular 18<sup>th</sup> or 19<sup>th</sup> Century names (using a sticker or badge). Address each child by their new name for the duration of a lesson. Discuss why this may have happened and how the pupils felt during the plenary. Introducing and explain key vocabulary, such as *dehumanisation* and *alienation, isolation* and *degradation* - relate to slaves' experiences.
- Role Play – Create a 'Slave Ship' from a nest of tables. See how many pupils can crouch, squeezed under the tables (wearing paper 'shackles'). Provide sound effects of waves crashing or people moaning. If this is not possible (due to protocols), perform the same activity with individual volunteers under each table. After a reasonable length of time, encourage the remainder of the class to ask questions of the prisoners and the 'slaves' to describe how they felt physically and emotionally.
- Write an account of the experience from the slaves' perspective (including the elements above).
- Using a map provided draw their own representation of the 'Slave Triangle' with notes attached.
- Look at examples of abolitionist artefacts (on-line) and ask the pupils to design their own leaflet, cameo or plate (paper) similar to those produced by Josiah Wedgwood in support of the anti- slavery movement – with a motto around the edge and a central image of a slave.
- Hold a class debate on the subject of whether statues of historical figures associated with the slave trade should be preserved in location, removed, destroyed, re-located or replaced. Prepare arguments in advance following teacher-led class/group discussion.
- Visit the International Slavery Museum (Liverpool).
- Prepare a short presentation of pupil's work, or a dramatic performance for a 'Celebration Assembly' at the end of Black History Month.
- Create a whole class (or corridor) display, featuring images of slavery, maps, pupil's writing and art work.
- Choose a piece of music with links to slavery (Bing or Google search - songs associated with slavery). Talk about the lyrics and their meaning, how the music makes the children feel, encourage singing along and devise appropriate movement, dance or instrumental accompaniment to the piece.

### **Recommended Resources/Links**

- <https://www.bbc.co.uk/bitesize/guides/zy7fr82> - information pack; video and teaching resources
- [https://en.wikipedia.org/wiki/Slave\\_triangle](https://en.wikipedia.org/wiki/Slave_triangle) - detailed information and background.
- [https://bing.com/images/slave\\_triangle](https://bing.com/images/slave_triangle) - historical drawings/pictures.
- <https://bing.com/images/british+slavery+abolitionist+artefacts> – leaflets; posters and other abolitionist artefacts.
- <https://www.twinkl.co.uk/search?term=slave%20trade> – information; powerpoint; diagrams; comprehension activities etc.
- <https://www.wedgwoodmuseum.org.uk> – Information about Josiah Wedgwood’s involvement in the abolitionist movement and the anti-slavery cameos and dishes produced for the movement with the caption ‘Am I not a man and a brother?’
- <https://www.tes.com/teaching-resource/the-slave-trade-6099757>
- <https://www.blackhistory4schools.com/slavetrade> - free comprehensive (downloadable) resource. Detailed information including black presence historically in Britain since Tudor times; biographies (including Olaudah Equiano and abolitionists); reading comprehension; sentence sequencing activities; writing frames etc.
- <https://www.blackhistorymonth.org.uk> - Context
- <https://blackpresence.co.uk> – Context



## Year 7 – Slavery

Slavery is a condition in which people are owned, or entirely controlled, by other people. During the history of slavery there have been many different forms of exploitation across many cultures. The buying and selling of slaves is as old as the oldest civilizations and modern slavery still exists today, as well as ‘human trafficking’. For four centuries (from the end of the 15<sup>th</sup>) millions of Africans were taken as slaves by Europeans, who began exporting them to the New World (Americas) as a source of cheap labour on colonial plantations. This form of the practice was known as the Atlantic Slave Trade. Europeans generally relied on Arabs or the Africans themselves to capture people. The ‘Slave Triangle’ had three stages: Slave ships from Britain left from ports like London, Liverpool and Bristol carrying manufactured goods including guns, cloth and ironware; these goods were exchanged for people captured on the West African coast, who were subsequently transported to the Caribbean and North American mainland; the slaves were exchanged for commodities like sugar, tobacco and cotton from the plantations where they were about to work. The goods thus obtained were then transported back across the Atlantic to be sold at a great profit. Following a lengthy abolitionist campaign this form of slavery was finally abolished in Britain in 1834, although it continued in some other countries for many years, notably in the southern states of the U.S.A. (a factor in the outbreak of the American Civil War).

### Suggested Lessons and Activities

- Introduce Black History Month through a school assembly (if possible) – tell the story of an influential black figure of the past and what we can learn from their contribution. Relate this to the school ‘Mission Statement’.
- Introduce the topic of historical slavery (having asked the pupils have heard of or know anything about it) and explain the practice in broad terms using pictures/illustrations of the time and film clips (see resources below). Encourage pupils to ask and answer related questions and explore different aspects of the practice including: capture and separation from family; the passage (including shackles, sickness etc.); sale of slaves; working/living conditions and punishments. Compare and

contrast to examples (and images) of modern day slavery and human trafficking.

- Talk about the abolitionist movement (including William Wilberforce, Josiah Wedgwood and other key players). Write arguments from the 18<sup>th</sup> Century perspective for and against slavery including: cheap goods; profit; colonial racist views (feelings of ‘superiority’); military power, expansion and exploitation.
- Discuss the Black Lives Matter movement (using pupils’ understanding and experiences as a starting point). Hold a class debate on the subject of whether statues of historical figures associated with the slave trade should be preserved in location, removed, destroyed, re-located or replaced (e.g. the statue of Robert Clive in Shrewsbury). Prepare and write arguments in advance following teacher-led class/group discussion.
- Read and discuss stories of those who have suffered modern day slavery or trafficking (perhaps using [www.antislavery.org](http://www.antislavery.org) website examples). Pupils could choose a different subject each and then relate the individual’s experiences to the rest of the class. Make links/connections to the U.K.’s consumption of some of the goods so produced.
- Design a poster or badge opposed to modern day slavery and exploitation to coincide with Anti-Slavery Day on 18<sup>th</sup> October (2020) - having looked at examples on-line.
- Visit the International Slavery Museum (Liverpool) or Wilberforce House Museum (Hull).
- Create a classroom (or corridor) display, featuring images of slavery (past and present), pupil’s writing and posters.
- Listen to modern music with connections to slavery, oppression or inequality and interviews with artists (BBC1xtra usually produces special programming to coincide with Black History Month).

### **Recommended Resources/Links**

- <https://www.bbc.co.uk/bitesize/topics/z2qj6sg> - KS3 resource including learner guides, questions and film clips introducing aspects of historical slavery.
- [http://www.antislavery.org/take\\_action/schools](http://www.antislavery.org/take_action/schools) - free downloadable KS3 resources and lessons including ‘Slavery then and now: Learning from the toppling of the Edward Colston statue’ (also sections on slavery today and individual stories via home-page).

- <https://www.bbc.co.uk/teach/black-history-month-primary-and-secondary> - documentaries and short clips related to slavery (past and present).
- [https://en.wikipedia.org/wiki/Slave\\_triangle](https://en.wikipedia.org/wiki/Slave_triangle) - detailed information and background.
- [https://bing.com/images/slave\\_triangle](https://bing.com/images/slave_triangle) - historical drawings/pictures.
- <https://www.slaveryimages.org>
- <https://www.awarenessdays.com/awareness-days-calendar/anti-slavery-day-2020/>
- <https://bing.com/images/british+slavery+abolitionist+artefacts> – leaflets; posters and other abolitionist artefacts.
- <https://www.blackhistory4schools.com/slavetrade> - free comprehensive (downloadable) resource. Detailed information including black presence historically in Britain since Tudor times; biographies (including Olaudah Equiano and abolitionists); reading comprehension; sentence sequencing activities; writing frames etc.
- <https://www.tes.com/teaching-resources/blog/teaching-slavery-and-british-empire-history> - teaching packs related to different aspects of the historical slave trade (some free to download).
- <https://www.blackhistorymonth.org.uk> - context
- <https://blackpresence.co.uk/teaching-slavery-in-schools> – context and current debate



## **Year 8 – Nelson Mandela**

Nelson Mandela (1918-2013) was a South African anti-apartheid revolutionary, political leader and philanthropist who served as the country's first black, democratically elected, President from 1994 to 1999. His government focused on dismantling the legacy of apartheid by tackling institutionalised racism and fostering racial integration.

Ideologically an African nationalist and socialist, he served as president of the African National Congress (ANC) party from 1991 to 1997. During the long campaign by the ANC and other groups to overthrow the white only government and end racial inequality and segregation he was repeatedly arrested and eventually served 27 years in prison.

Mandela was a controversial figure for much of his life. Critics on the right denounced him as a communist terrorist who participated in a campaign of sabotage and violence against the government, while those on the left felt he was too eager to negotiate and reconcile with apartheid supporters.

He received many awards in later life, including the Nobel Peace Prize (1993) and is generally held in deep respect in South Africa where he is known by his tribal name, Madiba, and described as 'The Father of the Nation'.

### **Suggested lessons and activities**

- Introduce Black History Month through a school assembly (if possible) – tell the story of an influential black figure of the past and what we can learn from their contribution. Relate this to the school 'Mission Statement'.
- Introduce Nelson Mandela (having asked the pupils have heard of or know anything about him) and tell his life story using images and live footage from the time.
- Draw a time line noting key events in NM's life story.
- Read a section from NM's autobiography/biographies – examine and list differences between statements of fact, fiction and opinion and note accordingly (see Oxfam resources below).
- 'Nelson Mandela – Freedom fighter or terrorist?' Debate whether it is ever justifiable to use (or respond) with violence in the fight against inequality and oppression. Enable the pupils to explore the belief systems, prejudices and justifications used by those who maintained the structure of apartheid. Record responses. Relate to recent events and

pupils' understanding of the Rule of Law and the 'Black Lives Matter' movement.

- Extension Activity – Research the life of Desmond Tutu including his role as a human rights activist and in the anti-apartheid movement in South Africa.
- Choose a related piece of influential music from artists of the past (e.g. 'Free Nelson Mandela' - The Specials). Introduce the performers, talk about the lyrics and their meaning - elicit pupil responses about the power of music to influence or support change.

### **Recommended Resources/Links**

- <https://www.bbc.co.uk/teach/class-clips-video/history-KS3-nelson-mandela-south-africas-first-black-president/zd2nmfr>  
- video and transcript.
- [https://en.wikipedia.org/wiki/nelson\\_mandela](https://en.wikipedia.org/wiki/nelson_mandela)
- <https://www.bbc.co.uk/newsround/25254295>  
A look back at Nelson Mandela's life.
- <https://www.teachingenglish.org.uk/article/mandela-day>  
free British Council resource including downloadable lesson plan and worksheets aimed at developing integrated speaking and reading skills around the topic.
- [www.oxfam.org.uk/education/resources/nelson-mandela](http://www.oxfam.org.uk/education/resources/nelson-mandela) - Although aimed at UKS2 these free downloadable lessons (focused on developing critical reading skills, contrasting biographies and distinguishing between fact, fiction and opinion) are easily adapted to KS3.
- <https://www.tes.com/teaching-resource/nelson-mandela-black-history-art-portraits-6303812> - pack of downloadable lesson resources (£2.50)
- [https://famouspeoplelessons.com/n/nelson\\_mandela.html](https://famouspeoplelessons.com/n/nelson_mandela.html) - text and audio about Nelson Mandela and language activities based on the text.
- <https://www.google.co.uk>
- [www.tes.com](http://www.tes.com) - Black History Teaching Packs (free and with cost)
- <https://www.youtube.com>
- <https://www.blackhistorymonth.org.uk> - Context
- <https://blackpresence.co.uk> – Context



## **Year 9 – Rosa Parks**

Rosa Parks (1913-2005) was an American activist in the American Civil Rights Movement. She is best known for her role in the Montgomery bus boycott.

On 1<sup>st</sup> December, 1955, Parks rejected a bus drivers request for her to give up her seat in the ‘colored section’ to a white passenger when the ‘whites-only’ part of the bus was filled. RP was not the first person to resist bus segregation, but the National Association for the Advancement of Coloured People believed that she was the best candidate for seeing through a court challenge after her arrest for ‘civil disobedience’, in violating Alabama’s segregation laws.

Following Park’s act of defiance the black community boycotted buses for over one year, which became an important symbol of the American civil rights movement, and a prolonged federal lawsuit to end segregation was finally successful in 1956. RP collaborated with leaders of the movement including Martin Luther King Jr.

Parks went on to actively support the Black Power movement and campaign for the release of political prisoners in the U.S. She received many awards including a Nobel Peace Prize in 1964.

To the last and in her autobiography, Rosa Parks continued to insist that the struggle for justice was not over and there was more to be done!

### **Suggested Lessons and activities**

- Introduce Black History Month through a school assembly (if possible) – tell the story of an influential black figure of the past and what we can learn from their contribution. Relate this to the school ‘Mission Statement’.
- Present RP’s story to the class using video clips, power point (or similar), having initially asked the class to share their knowledge of RP. Encourage the pupils to ask and answer questions to develop their understanding. Explore aspects raised including diversity, prejudice and racism.
- Lead a discussion about civil rights and segregation (referring to other examples, including apartheid). Relate to their own experiences of being treated differently/unfairly, or excluded on racial grounds. Debate to what extent inequalities in practical terms, opportunities and treatment still exist today. Relate to recent events including the Windrush Scandal and Black Lives Matter movement.

- Discuss protesting. How and why protests can be used and what form should they take? Is it legitimate to use unlawful means? Is violence or damage to property ever justified and what other alternatives are available? (relate to The Rule of Law).
- Ask students to write a newspaper article about the arrest of Rosa Parks and/or the Montgomery Bus Boycott. Consider the consequences of the action (human and economic). As 'journalists' they should include key information (e.g. numbers attending) and events as well as responses to questions or comments by supporters, other members of the public and officials. Encourage the pupils to play 'devil's advocate', in order to reflect some of the extreme views held by many at the time, as well as those of supporting the boycott.
- Create a display board featuring photographs and images of RP, the Montgomery Bus Boycott and students' work (Newspaper Reports).
- Choose a related piece of influential music from an artist of the period. Introduce the performers, talk about the lyrics and their meaning - elicit pupil responses about the power of music to influence or support change.
- Extension activity: Research the aspects of interest in American civil rights movement. Share with the group/class.

### **Recommended Resources/Links**

- [https://en.wikipedia.org/wiki/Rosa\\_Parks](https://en.wikipedia.org/wiki/Rosa_Parks) - background
- <https://www.britannica.com/biography/Rosa-Parks> - biography and links to related topics e.g. the American Civil Rights movement.
- <https://www.tes.com/teaching-resource/rosa-parks-two-english-lessons> - secondary resource including film clips and writing lesson plan (cost).
- <https://www.bbc.co.uk/teach/black-history-month-primary-and-secondary-resources/zjwf8xs> - short film and other resources.
- <https://www.youtube.com> – 'The Hidden Life of Rosa Parks'
- <https://www.bing.com> – footage and film reel from the period.
- [https://en.wikipedia.org/wiki/rosa\\_parks](https://en.wikipedia.org/wiki/rosa_parks) - Background information.
- <https://www.history.com/topics/black-history/rosa-parks> - Background.
- <https://www.blackhistorymonth.org.uk> - Context
- <https://blackpresence.co.uk> – Context



## **Year 10 – Martin Luther King**

Martin Luther King Jr. (1929-1968) was an African American minister and activist who became a leader and spokesperson for the black civil rights movement for racial equality in the U.S. from 1955 until his untimely death. MLK led the Montgomery Bus Boycott and (1955) and helped organise the non-violent protests in Birmingham, Alabama (1963) and the Selma to Montgomery Marches in 1965. MLK is, perhaps, best known powerful oration, including his 'I have a dream' speech, during the 'March for Jobs and Freedom' (Washington – August 28<sup>th</sup> 1963). He was inspired by his Christian beliefs and the non-violent activism of Mahatma Gandhi in India. On October 14<sup>th</sup>, 1964 King won the Nobel Peace Prize for combating racial inequality through non-violent resistance.

MLK later expanded his focus to include opposition towards poverty, capitalism and the Vietnam War and, under J. Edgar Hoover, was subject to investigation by the F.B.I.

King's shocking assassination in Memphis on April 4<sup>th</sup>, 1968, caused outrage and rioting in many U.S. cities and led to conspiracy theories surrounding the killer.

Martin Luther King was posthumously awarded the Presidential Medal of Freedom and Congressional Gold Medal and an annual public holiday (Martin Luther King Jr. Day) was established in his honour.

### **Suggested Lessons and Activities**

- Introduce Black History Month through a school assembly (if possible) – tell the story of an influential black figure of the past and what we can learn from their contribution. Relate this to the school 'Mission Statement'.
- Introduce Martin Luther King (having asked the pupils what they already know of him) and relate his contribution using film reel, power point, or similar. Through questioning elicit pupils' responses to MLK's life's work and relate to their own experiences and current events e.g. Black Lives Matter.
- Write a time line of events in MLK's life starting from his involvement with the American civil rights movement to his assassination (with brief notes attached).

- Watch the 'I have a dream' speech. Make notes on MLK's key points and oratory techniques. Discuss with the pupils, including the choice of language the time (e.g. 'negro'). Write a speech including their own hopes and dreams for human kind (excluding personal wishes or aspirations), using persuasive methods identified and share with the group/class.
- Create a display board, featuring images of MLK, the American civil rights movement and pupil's writing (speeches).
- Choose a related piece of influential music from the period. Talk about the lyrics and their meaning, how the music makes the students feel and the potential for music to promote or support change
- Create a pop-art portrait of Barack Obama. Provide examples and opportunities for pupils to adapt the template provided (see 'art factory' link below).
- Extension activity - Research the role of John Lewis or Malcolm X in the American civil rights movement. Share with the class.

### **Recommended Resources/Links**

- [https://en.wikipedia.org/wiki/Martin\\_Luther\\_King\\_Jr.](https://en.wikipedia.org/wiki/Martin_Luther_King_Jr.) – Biography and detailed information.
- <https://www.everydaypower.com/life-lessons-martin-luther-king-jr/> - ten valuable lessons from the life of MLK.
- <https://everydaypower.com/life-lessons-martin-luther-king-jr/>
- <https://www.bbc.co.uk/teach/class-clips-video/history-ks3-dr-martin-luther-king> - short film exploring the dream of an equal America.
- <https://www.tes.com/teaching-resource/martin-luther-king-lesson-60904290> - downloadable teaching resources (cost).
- <https://www.youtube.com> – Film reel (including 'I have a Dream' speech).
- <https://www.artyfactory.com> – pop-art images and a template for MLK.
- <https://www.blackhistorymonth.org.uk> - Context
- <https://blackpresence.co.uk> – Context.



## **Year 11 – Barack Obama**

Barack Hussein Obama II (1961-present) is an American politician and attorney who served as the 44<sup>th</sup> president of the U.S.A. from 2009 to 2017.

Born in Honolulu (Hawaii) Obama was the first African-American president of the United States. He was a member of the Democratic Party and served as a U.S. senator from Illinois and Illinois

State Senator, prior for running for presidency.

Obama signed many landmark bills into law during his years in office, notably the Patient Protection and Affordable Care Act (known as ‘Obamacare’) and the American Recovery and Reinvestment Act during the depression (2009). He also promoted LGBT rights in the U.S., including same sex marriage and wide ranging actions on global warming and immigration.

In foreign policy, Obama initially increased troop levels in Afghanistan whilst reducing nuclear weapons through the New Start Treaty with Russia. In response to gains made by ISIL following U.S. military withdrawal (in 2011), Obama ordered further military intervention in Iraq, as well as engagement in Libya in support of the U.N. Security Council Resolution (1973), contributing to the overthrow of Muammar Gaddafi. Obama also presided over the covert military operations that resulted in the death of Osama Bin Laden and suspected Al-Qaeda operatives.

Obama was named Nobel Peace Prize Laureate in 2009 and his presidency has generally been regarded favourably. During his term in office U.S. reputation abroad also improved significantly.

### **Suggested Lessons and Activities**

- Introduce Black History Month through a school assembly (if possible) – tell the story of an influential black figure of the past and what we can learn from their contribution. Relate this to the school ‘Mission Statement’.
- Introduce Barack Obama (having asked the pupils what they know of him) and provide a short biography, using images and live footage. Include key events including his campaign and election, key bills enacted domestically, as well as military interventions abroad.

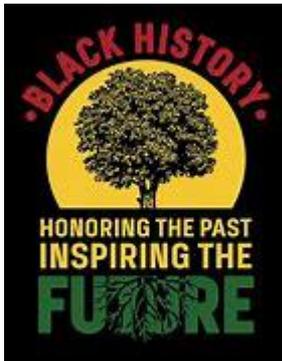
- Read and order a series of statements related to Obama’s life and presidency to reinforce key information (see ‘famous people’ link below).
- Watch Obama’s election night speech (You Tube) – ask the pupils to make notes and respond to, or ask, pertinent questions. Annotate and highlight Obama’s speech in different colours, identifying key themes, persuasive techniques and historical references (see ‘tes.com’ link below). Write a persuasive text of their own (on a suggested theme) using some of the techniques identified above.
- *‘Change will not come if we wait for some other person or some other time. We are the ones we have been waiting for. We are the change that we seek’* – Barack Obama. Discuss different ways to bring about change through: the electoral process (legislature); referenda; pressure groups (lobbying); petitions (including on-line); political activism or protest, including marches, obstruction/sit-ins (legal or otherwise) and boycotts (of goods). Consider the impact on those implicated or others, not involved.
- Introduce Michelle Obama using video footage of one of her inspirational speeches (at a school in the U.K.?). Research the life and work of Michelle Obama (in groups) using the Obama’s web-page (see below) and other sources. Identify, or draw attention to, key themes, including: supporting Barack’s presidential election campaigns; education for girls (scholarships and foundations); equal opportunities (gender); poverty awareness; nutrition and physical activity. Record on flip chart page (or power point) and share with class as a whole.
- Create a pop-art portrait of Barack Obama. Provide examples and opportunities for pupils to adapt the template provided (see ‘art factory’ link below).

### **Recommended Resources and Links**

- [https://en.wikipedia.org/wiki/Barack\\_Obama](https://en.wikipedia.org/wiki/Barack_Obama) - overview and detail
- <https://barackobama.com> – Barack and Michelle Obama’s web-page
- <https://www.biography.com/us-president/barack-obama> - background
- <https://www.tes.com/teaching-resource/barack-obama-and-persuasive-writing-11182003> - Free downloadable teaching resource including links to footage of Obama’s election speech; transcript and lesson materials including persuasive techniques.
- [https://famouspeoplelessons.com/b/barack\\_obama.pdf](https://famouspeoplelessons.com/b/barack_obama.pdf) - Free downloadable resource pack including Obama related: text ordering;

gap-fill; phrase and synonym match; vocabulary extension; oral group work; magazine article and letter writing.

- <https://www.artfactory.com> Downloadable Obama related pop-art and template for students to adapt (free).
- <https://www.blackhistorymonth.org.uk> - Context
- <https://blackpresence.co.uk> – Context



## Additional Topics and Subjects for Research

### (including Yrs 12/13)

- The Legacy of Slavery** – how we treat, learn from and make use of paintings, historical artefacts, statues, buildings, place names etc. associated with the transatlantic Slave Trade?
- Baroness Valerie Amos** – biography and achievements including election to parliament; membership of the cabinet (first BAME woman); appointment to the U.N. (Humanitarian Affairs and Emergency Relief); peerage and role as Leader of the House of Lords and the first black Head of an Oxford college.
- Shropshire Connections to Slavery** – including Robert Clive; George Durant; May Allen; John Plymley.
- Ancient African Civilizations** – e.g. the Kingdom of Benin; Empire of Ashanti; Kingdom of Askun; Empire of Ghana.
- Human Trafficking and Modern Slavery** – including forced labour and ‘sweat shops’. How to address these issues and improve the situation?
- Refugees, Asylum Seekers and Economic Migrants in the C21st** – What are the causes? Reactions (including media) and how to respond to those arriving (including recently by boat).
- The Windrush Scandal** – Inquiry conclusions (March 2020) - blame attached to the ‘hostile environment’ policy. Immigration policy moving forwards?
- ‘Kick it Out’** - increasing racist incidents at football and other sporting events (including players and supporters). How to eliminate? Sporting responses and links to Black Lives Matter e.g. ‘taking a knee’.
- World War I and II** – The role of BAME civilians and forces in the world wars – including the Commonwealth (Africa and the Caribbean).