

Introduction

Create Connections is a learning pack designed to help teachers to deliver history and citizenship at Key Stage 3 and 4 and to support pupils in their understanding of transatlantic slavery.

Create Connections has been inspired by the objects, themes and discussions featured and explored on the Revealing Histories website www.revealinghistories.org.uk.

This learning pack can be used on its own or in conjunction with the learning pages of the Revealing Histories website.

Revealing Histories is a partnership between eight museums and galleries in Greater Manchester:

Bolton Museum and Archive Service; Gallery Oldham; Manchester Art Gallery; The Manchester Museum, The University of Manchester; The Museum of Science & Industry (MOSI); The People's History Museum; Touchstones Rochdale and The Whitworth Art Gallery, The University of Manchester.

In 2007 the museums commemorated the bicentenary of the abolition of the British slave trade by exploring the legacy of slavery in their collections, communities and in the region. There were exhibitions, displays and events exploring how slavery influenced the development of Greater Manchester.

The project encouraged dialogue and discussion through talks, object handling sessions and public debates. The Revealing Histories website continues the debate based on the objects, stories, voices and events from the project.

How to use this pack

This resource pack contains eight Create Connections learning cards that explore themes linked to the histories and legacies of transatlantic slavery.

The cards aim to encourage pupils to interrogate the items to try and work out what they are, how they are linked to each other and how they are linked to themes relating to slavery.

These themes are:

1. Africa and the transatlantic slave trade
2. Cotton and transatlantic slavery
3. Local cotton industries in Greater Manchester
4. The American Civil War and Lancashire cotton workers
5. Freedom and human rights
6. Campaigning for the abolition of slavery
7. After abolition
8. Legacies of transatlantic slavery: racism in Manchester

The eight learning cards have two sides to them. The first side just contains images. The second side contains information and discussion points.

This two sided approach is designed to help pupils to learn how to ask questions about items by piecing together different layers of information and to use knowledge from different sources.

Pupils can explore the eight learning cards together in groups or on their own. The cards can be explored in any order.

Pupils should be encouraged to find further information on the Revealing Histories website, either as part of the lesson or as homework.

This learning pack can either be used as a paper based activity or form part of an ICT interactive lesson as the eight learning cards feature on the learning pages of the Revealing Histories website.

www.revealinghistories.org.uk

On the website pupils can click on images which are enlarged with information and discussion points.

Images and information can be copied and pasted and the eight learning cards can be downloaded and printed in PDF and Word formats.

This pack also contains a USB pen with electronic copies of the eight learning cards complete with images and object information.

Additional information can also be found on the website and USB pen, including a vocabulary sheet to help pupils understand certain words and worksheets to help you to explore the interactive video drama featured on the Revealing Histories website.

This Accursed Thing: an interactive video drama

The Revealing Histories website features an interactive video drama 'This Accursed Thing'.

www.revealinghistories.org.uk

The interactive video drama encourages interaction with actors representing historical characters, some real and some imagined, for whom slavery and the transatlantic slave trade were an everyday reality. It brings the subject to life in a very visual and personal way. The characters are: an African slave trader, a British slave trader, Thomas Clarkson, James Watkins and a mill worker. These short character profiles indicate their links to slavery:

Thomas Clarkson 1760-1846

Thomas Clarkson campaigned through most of his life against the transatlantic slave trade and slavery. In 1787, he co-founded the Committee for the Abolition of the Slave Trade. The scenes in the interactive video drama This Accursed Thing show excerpts of his speeches made in Manchester, and filmed in the cathedral.

African Slave Trader

A chief of the Ibo tribe in west Africa. The scenes in the interactive video drama This Accursed Thing show how the chief captures people and sells them to be enslaved by Europeans in order to obtain luxury goods. The Ibo (later referred to as Igbo) still live today in south eastern Nigeria.

British Slave Trader

One of the many European slave traders who dealt with enslaved Africans and exchange goods. The scenes in the interactive video drama This Accursed Thing show how slave traders operated within the triangular trade route between Europe, Africa and the Americas.

James Watkins

James Watkins was born enslaved on the Ensor plantation in Baltimore, America. After escaping from slavery Watkins came to England and became a lecturer and a campaigner against slavery. The scenes in the interactive video drama This Accursed Thing show part of one of his speeches against the continuation of slavery in the USA in Greater Manchester in 1862.

Mill Worker

A worker from one of the many cotton mills in and around Greater Manchester. The cotton industry peaked in the 1850s with 108 mills in Manchester, the main employer in the north west of England. Working conditions in the mills were poor and child labour was common. The economic success of Greater Manchester depended on slave-grown cotton from the southern states of America to keep the textile industries running.

The interactive video drama on the website enables you to select questions and statements to put to these people who each have different experiences and points of view about the transatlantic slave trade. All the responses from the characters are based on historical records of real lives.

Please note that there are currently no written transcripts for the interactive video drama and pupils have to watch and listen to the characters talking. You may need to replay sections more than once for pupils to pick out all of the main points.

You can download worksheets from the Revealing Histories website learning pages to further explore the different characters and their links to transatlantic slavery. Each worksheet is linked to one of the eight themes covered on the Create Connections cards.

This Accursed Thing was developed from a museum drama project created and performed by Andrew Ashmore & Associates in partnership with the Performance, Learning and Heritage Research Project at www.manchester.ac.uk/plh. It was funded by the Arts & Humanities Research Council as part of the 2007 bicentenary of British abolition of slavery.

Africa and the development of the transatlantic slave trade

Before exploring this card some key facts to help you understand a bit more about Africa and the development of the transatlantic slave trade are:

- Transatlantic slavery started when Portuguese traders, looking for gold in Africa, exported 235 Africans from present day Senegal in 1444.
- The British joined in the trade in African people with John Hawkins' expeditions from 1564.
- Transatlantic slavery was basically triangular. Manufactured goods from Europe such as textiles, guns (and gunpowder), knives, copper kettles, mirrors and beads were taken across to the west African coast. On the west African coast, these goods from Europe were exchanged for enslaved Africans. Ships forcibly transported these enslaved Africans to the Americas. Upon arrival in the Americas, the enslaved Africans were exchanged for goods such as sugar, tobacco, rice, cotton, mahogany and indigo. The ships then returned to Europe.
- Systems of slavery existed in Africa (and throughout the world) before the transatlantic trade. The scale and the inhumanity of the European exploitation of Africa were unique. Best estimates by historians suggest 12 million Africans were taken from their homes across the Atlantic (the figures may be much more). Many millions died in the process of being captured and transported.
- The transatlantic slave trade was not only reliant on Europeans. The trading systems also depended on African middlemen who formed a network across west Africa, supplying captured Africans from inland and arranging the caravans to march them, shackled, to the coast where they were traded.
- Enslaved Africans were treated as 'chattels' (possessions). They had no rights and their children were automatically born into slavery.
- Europeans justified enslaving African people by describing them as 'savages', 'uncivilised' and even 'subhuman'.
- Profits made from transatlantic slavery were huge. The Royal Africa Company was able to make an average profit of 38% per slaving voyage in the 1680s. Although average profits on successful slaving voyages from Britain in the late 1700s were less – at around 10% – this was still a big profit.

- People were involved in the transatlantic slave trade from all walks of life: ship builders, sailors, merchants, plantation owners, and those who processed the raw slave-grown products and manufactured goods to be exported again in the triangular trade.

To find out more information on Africa and the development of the transatlantic slave trade look at:

www.revealinghistories.org.uk/africa-the-arrival-of-europeans-and-the-transatlantic-slave-trade.html

Items explored on this card

Manilla, 1700s, The Manchester Museum, The University of Manchester

The manilla was chosen to explain the process of European merchants trading goods with African chiefs in exchange for African people who were enslaved and transported to the Americas to work on cotton, tobacco and sugar plantations.

Slave Trade, 1791, The Whitworth Art Gallery, The University of Manchester

The Slave Trade painting was chosen to show the appalling conditions when enslaved Africans were captured on the west coast of Africa before being transported across the Atlantic. The painting was also chosen to illustrate the disregard European merchants had for the human rights of those they enslaved.

West African drum, 1898, The Manchester Museum, The University of Manchester

The west African drum was chosen as it was an important part of African culture. It shows the complex trade pattern associated with transatlantic slavery as it contains a piece of manufactured cloth which was produced in England. The fact that British goods became integral parts of African objects demonstrates how Britain not only profited from the goods produced by enslaved Africans in the Americas but that the country also profited from exchanging goods produced by its own industries in return for Africans. The manufactured cloth also represents how Britain undermined traditional African industries.

Create Connections: Teachers' notes

Discussion points

- Why did Europeans enslave Africans to work on **plantations**?
- How did they **justify** this?
- What was life like in Africa?
- What effect would losing so many people have on Africa?
- Why was the transatlantic slave trade so profitable for Britain?
- How did Africans help to enslave their own people?

Pupils can work in pairs or small groups to discuss a question or several questions. Can they summarise their conclusions on Post-it notes or as a series of bullet points? Can one pair or group present their findings to the others?

Do ask pupils to justify their answers:

- What evidence do they have?
- Who would have alternative views and why?
- What sources are they using as evidence: first-hand accounts/documents, secondary sources?
- When are they expressing opinions and when are they expressing facts?

Points to consider:

- People too often assume that Africa had very little history and was 'uncivilised' before the arrival of Europeans. It is important to present African societies as sophisticated and comparable to (and even in advance of) Britain at that time.
- African people and the places they lived in should be discussed with respect.
- The fact that Africans were people first and foremost – with families – that were completely destroyed by slavery should engage pupils with empathy.
- Enslavement was done to African people against their will, and although they frequently resisted, the dominant European forces often meant that they were helpless.
- The fact that African middlemen were involved in the trade can cause upset and confusion. It is important that pupils understand that they often either had no choice or they were bribed into enslaving other Africans by the promise of wealth or power from Europeans.

For more support on discussing the sensitive subject of slavery see:

<http://www.understandingslavery.com/teachingslavetrade/detail/>

Additional links

In addition to exploring the three items featured on the learning card, pupils can use the related items section to investigate the objects, people and places pages included on the Revealing Histories website to answer the discussion points found on the back of each learning card. There are a number of articles about Africa and the way the transatlantic slave trade developed on the Revealing Histories website – some of these are quite complex and suitable for older or more able children or as sources for further research as a homework activity. On the website pupils can also listen to some of the videos where the nature of the transatlantic slave trade is explained.

For more information about the topic of Africa and the development of the transatlantic slave trade pupils can explore the related external links featured on the Revealing Histories website learning pages. These links include:

<http://www.nmm.ac.uk/freedom/viewTheme.cfm/theme/triangular>

Provides an excellent interactive map of the triangular trade route, information on the first slave traders, the middle passage and justifications for and against slavery.

<http://webworld.unesco.org/goree/>

UNESCO's virtual guide to Gorée Island, a 45-acre piece of land off the coast of Senegal, with a 300-year history as a 'warehouse' for trafficked, enslaved Africans. View the appalling and cramped conditions captured Africans were kept in and the door of no return through which they were forced into a lifetime of slavery.

<http://www.diduknow.info/slavery/>

This website follows four enslaved Africans from their journey as free people, through their time being transported across the middle passage to working on plantations in the Americas. Pupils can learn how every African had a different experience of slavery.

Related curriculum links

The theme of 'Africa and the development of the transatlantic slave trade' fits in the Key Stage 3 QCA Unit 15: *Black peoples of America from slavery to equality*?

This unit fits under range and content H of the Key Stage 3 History National Curriculum which specifies that: Pupils should learn about the development of trade, colonisation, industrialisation and technology, the British Empire and its impact on different people in Britain and overseas, pre-colonial civilisations, the nature and effects of the slave trade, and resistance and decolonisation.

QCA UNIT 15

Expectations for this unit are that:

Most pupils will demonstrate knowledge of the richness and diversity of African culture before the development of slavery

Most pupils will describe how and why the slave trade developed between Europe, Africa and America

Most pupils will identify and evaluate information for an investigation into slave experiences

Relevant sections

Section 2. African roots: where did most Black Americans originate? Pupils should learn about the differences between various indigenous African peoples including environmental and cultural differences and those indigenous peoples who were most at risk from slave traders. Pupils should also learn how to use maps to understand the complexity of the African continent, analyse different features of fifteenth-century African society and make links between different aspects of fifteenth-century African society

Section 3: Slavery in Africa: a Portuguese turning point? Pupils should learn about the different ways of becoming a slave in Africa, that prior to the transatlantic slave trade, slavery in Africa was a temporary condition within specified time limits and that European incursions changed the nature of African slavery. Pupils should also learn how to make links between African and European societies and to demonstrate an understanding of one sort of impact Europeans had on African society

Section 4. Sold into slavery: what was the reality of the Atlantic slave trade? Pupils should learn that Africans were the essential workforce on the sugar and cotton plantations created by Europeans in the Americas, what the Triangular Trade was and how it worked and about the experiences of Black Africans sold into slavery. Pupils should also learn how to recognise the integral nature of the slave trade within European trading patterns and to use a range of source material to make conclusions about the experiences of Black Africans sold into slavery

Links to parallel events, changes and developments in British, European and world history

Links could be made between the undermining of African industries through the forced removal of African populations by European traders and the growth of European industries resulting from the profits of goods cultivated by enslaved Africans

Pupils could focus on the growth of Manchester's cotton industry and link this to the fact that it was cheap cotton produced by enslaved Africans that allowed for the development of this industry and how this affected the continuing enslavement of Africans

Curriculum opportunities

Pupils should investigate aspects of personal, family or local history and how they relate to a broader historical context

(Within this context pupils could focus on the development of Manchester's cotton industry and its impact on the continuation of transatlantic slavery and the undermining of Africa's textile industries)

Appreciate and evaluate, through visits where possible, the role of museums, galleries, archives and historic sites in preserving, presenting and influencing people's attitudes towards the past.

(Pupils can use the items featured on the learning card and visit the objects in the respective museums to explore the different ways in which Africa's history and the development of transatlantic slavery can be interpreted **Note: objects may not always be on display. Please check with the venue before visiting**)

Cotton and transatlantic slavery

Before exploring this card some key facts to help you understand a bit more about cotton and transatlantic slavery are:

- By the end of the 1500s European slave traders had transported over 200,000 people from Africa to colonies in the Caribbean and the Americas to work on cotton, sugar and tobacco plantations.
- Within 40 years these plantations were wholly dependent on African slave labour.
- Many people were making enormous profits from this new economy: merchants and investors based in Europe, plantation owners in the Caribbean and Americas as well as slave traders.
- The huge profits that came from plantation slavery in the Americas and the new industries that were created to process goods imported from these plantations changed Britain dramatically. It went from being an agricultural economy to an industrial one.
- Some historians have argued that the plantation slavery system was the engine which helped create the Industrial Revolution.
- Britain was the most important international consumer of American slave-grown cotton.
- There was a rapid expansion of cotton production in the north west of England following the invention of new machinery including Samuel Crompton's mule in 1779 and Eli Whitney's cotton gin in 1793. These increased the demand for cheap slave-grown cotton.
- By 1860 over 88% of the cotton imported into Britain came from the labour of enslaved Africans in America.
- The growth in the enslaved worker population in the southern states of America from less than 0.5 million in 1789 to nearly 4 million in 1860 shows the importance of the transatlantic cotton trade to those states.
- Manchester industrialists and merchants were therefore responsible in part for making the system of slavery in the American south last for so long.
- These merchants were involved in all three sides of the triangle. They bought cotton imported from the southern slavery states of America. They provided finished cottons in exchange for enslaved Africans. They also provided clothing for the enslaved workers on the plantations.

To find out more information on the above points go to:

www.revealinghistories.org.uk/why-was-cotton-so-important-in-north-west-england.html

Items explored on this card

Two cotton cops, 1735, 1885, *Gallery Oldham*

These two framed cotton cops were chosen to explain the history of textile production and mechanisation in the north west of England. They were also selected to explore the parallel development of Manchester's cotton industry and the growth of plantations in the southern states of America.

The Liverpool and Manchester Railway, 1830, *Museum of Science & Industry (MOSI)*

The Liverpool and Manchester Railway was chosen to demonstrate the rapid growth of Manchester's cotton industry and the subsequent need for the development of new modes of transport to import raw cotton and export increasing amounts of manufactured textiles.

Union patriotic envelope, 1700, *Museum of Science & Industry (MOSI)*

The Union patriotic envelope was chosen to illustrate how important slave-grown cotton was to Manchester's population and that in many cases, people considered the profits made from cotton to be more significant than the human rights of enslaved Africans.

Discussion points

- How was cotton linked to the transatlantic slave trade?
- How were raw and **manufactured** cotton products transported?
- Why did so many people work in cotton factories around Greater Manchester?
- How important was slave-grown cotton in the north west of England?
- Where does cotton come from today?

Pupils can work in pairs or small groups to discuss a question or several questions. What other sources can they draw on to answer these questions? Can they feed back their findings in a plenary? Can they design their own poster (envelope) to support fair trade cotton today?

Do ask pupils to justify their answers:

- What evidence do they have?
- What sources are they using as evidence: first-hand accounts/documents, secondary sources?
- When are they expressing opinions and when are they expressing facts?

Create Connections: Teachers' notes

Points to consider:

- Cotton is often sourced from countries such as Turkey, eastern Europe, parts of Asia including Pakistan and China as well as the USA today. Although there are some fair trade initiatives in the industry a lot of labour in the cotton and textile industry is still exploited, with sweat shops and child labour in existence. Pupils can look at ways in which this exploitation is both similar to, and different from, transatlantic slavery.

Additional links

In addition to exploring the three items featured on the learning card, pupils can use the related items section to investigate the objects, people and places pages included on the Revealing Histories website to answer the discussion points found on the back of each learning card. There are a number of articles about cotton and transatlantic slavery on the Revealing Histories website – some of these are quite complex and suitable for older or more able children or as sources for further research as a homework activity. On the website pupils can also listen to some of the videos where cotton and transatlantic slavery is explained.

For more information about the topic of Cotton and transatlantic slavery pupils can explore the related external links featured on the Revealing Histories learning pages.

These links include:

http://www.bbc.co.uk/manchester/content/articles/2007/03/19/190306_slavery_history_manchester_feature.shtml

BBC website where Washington Alcott explores the question whether or not Manchester was built on slavery as part of the Revealing Histories project. Includes a 'Slavery tour' of Greater Manchester focusing on areas directly affected by slavery.

<http://www.mersey-gateway.org/server.php?show=ConNarrative.83>

This website provides detailed information on the working conditions and lives of enslaved Africans including information on working hours, gang-systems, hazards and dangers of the plantations, punishment and abuse, leisure time, diet, housing conditions, marriage and family life for enslaved workers.

<http://www.spinningtheweb.org.uk>

Spinning the Web brings together a unique collection of some 20,000 items from the libraries, museums and archives of the north west which tell the story of the Lancashire cotton industry.

Related curriculum links

The theme Cotton and transatlantic slavery fits under the umbrella of Key Stage 3 QCA Unit 11: *Industrial changes action and reaction*, and QCA Unit 14: *The British Empire how was it that, by 1900, Britain controlled nearly a quarter of the world?*

These units fit under range and content H of the Key Stage 3 History National Curriculum which specifies that: Pupils should learn about the development of trade, colonisation, industrialisation and technology, the British Empire and its impact on different people in Britain and overseas, pre-colonial civilisations, the nature and effects of the slave trade, and resistance and decolonisation.

Relevant expectations for these units are that:

Unit 11: most pupils will be able to extract information from maps of different dates and describe changes in local industry, agriculture or transport 1750-1850

Unit 11: most pupils will be able to compare these local changes with the national pattern

Unit 11: most pupils will be able to conduct an in-depth investigation into how a particular local industry changed during the period

Unit 11: most pupils will be able to describe how people reacted to the changes

Unit 11: most pupils will be able to consider a range of sources from about 1850 and make judgements about how far the country had changed

Unit 14: most pupils will be able to demonstrate knowledge of the evolution and scale of the British Empire 1750-1900

Unit 14: most pupils will be able to describe the complex causes of its growth and the significance of the three strands of war, trade and exploration

Relevant sections

Unit 11 Section 1: What industrial changes happened in the locality around the school?

Pupils should use local maps to identify changes in industrial growth and development, extract information from local maps and present this as a flow-chart to show one aspect of local change over time, identify the main features of local industrial changes

Unit 11 Section 2: Local industry: what happened?

Pupils should learn about the development and significance of a local industry, interrogate local source material in order to answer a specific question, plan and to carry through a group presentation of findings, to make comparisons between local industry and the national context

Unit 11 Section 4: How industrialised was Britain by 1850?

Pupils should learn that by 1850 some areas of the country were heavily industrialised and others were not, that the rate and nature of change in the three industries of transport, agriculture and production differed, to carry out investigations based on a range of sources, to hypothesise and reach and test conclusions

Unit 14 Section 1: Where in the world was the British Empire in 1900? Pupils should learn about the geographical extent of the British Empire and the changes to this over time so they can identify those areas of the world that were British colonies in 1765, 1800 and 1900, that the reasons for the acquisition of the Empire can be categorised under the headings 'trade', 'exploration' and 'war', pupils should also use prior knowledge to assess the validity of reasons why Britain gained an empire

Unit 14 Section 2: How did overseas trade lead to the building of a powerful Empire of colonies?

Pupils should learn that many families in 1900 would have been able to buy goods from around the world and that most of these goods would have been from the British Empire

Links to parallel events, changes and developments in British, European and world history

Comparisons could be made between Manchester's industrial and economic growth and the industrial and economic growth of different British, European and world cities

Comparisons could be made between the impact that changes in industry and economy had on local populations in different areas and countries

Links could be made between Britain's growth in wealth and power as it colonised new areas and used the raw materials and labour from these areas to fuel its industrial revolution with the decline in wealth, power and industry of Africa and the indigenous populations of the Caribbean and the Americas

Curriculum opportunities

Pupils should investigate aspects of personal, family or local history and how they relate to a broader historical context

(Within this context pupils could use local maps to identify changes in industrial growth and development, pupils could also integrate sources to analyse how standards in transport, agriculture and production differed throughout the country and farther a field. Additionally, pupils could focus on the development of Manchester's cotton industry and its impact on the continuation of transatlantic slavery and the undermining of Africa's social and industrial economies as well as the indigenous cultures of the Caribbean and the Americas)

Appreciate and evaluate, through visits where possible, the role of museums, galleries, archives and historic sites in preserving, presenting and influencing people's attitudes towards the past

(Pupils can also use the items featured on the learning card and visit the objects in their respective museums **Note: objects may not always be on display. Please check with the venue before visiting**)

Local cotton industries in Greater Manchester

Before exploring this card some key facts to help you understand a bit more about local cotton industries in Greater Manchester are:

- Of all the goods associated with transatlantic slavery, cotton was the most important in the Greater Manchester region.
- Manchester and its surrounding towns had been involved in textile manufacture since the 1400s.
- Until the 1600s this had mainly been based around cottage industries using wool sourced from the region, as well as linen yarn imported from as far afield as Ireland.
- However, during the 1600s and 1700s this industry changed rapidly to become dominated by the manufacture of cotton textiles, using raw cotton imported mainly from plantations in the Caribbean and America.
- With the availability of cotton grown by enslaved Africans in the Americas, cotton processing and production became the most important local industry and led to the regional development of towns such as Bolton, Oldham and Rochdale.
- The invention of new machinery including Samuel Crompton's mule in 1779 and Eli Whitney's cotton gin in 1793 also led to the rapid industrialisation of textile production.
- Manchester's cotton mills produced 'coarse checks' (cloth or fabric with a pattern of crossed lines) and silk handkerchiefs.
- The industry reportedly earned Manchester up to £200,000 per annum, equivalent to £28m today.
- As the demand for cotton cloth increased worldwide, traders responded by importing increasing amounts of slave-grown cotton from America.
- This helped the city to treble its cotton trade in the last quarter of the 1700s.
- The cotton grown in America was cultivated by enslaved African Americans until slavery was finally abolished there in 1865.
- The importance of the cotton industries continued in the north west of England long after the British abolition of slavery in its colonies in 1838.
- Cloth made in the north west of England was re-exported for trade in Africa where it was used in the bargaining and exchange systems of slavery.

To find out more information on the above points go to;

www.revealinghistories.org.uk/why-was-cotton-so-important-in-north-west-england.html

Items explored on this card

Crompton's Mule, 1802, Bolton Museum and Archive Service

Crompton's mule was selected to explain how the invention of new machinery helped to revolutionise Manchester's cotton industry. The mule also demonstrates how the expansion of the region's cotton industry affected the local economy and led to the increased wealth of the city.

Souvenir cotton bale, 1884, Gallery Oldham

The souvenir cotton bale was selected to explain how cotton produced on the plantations of the southern states of America supported the rapid growth of Manchester's cotton industry and the subsequent wealth the industry brought to the city.

Royal Manchester Exchange, 1877, Manchester Art Gallery

The Royal Exchange was selected to explain the huge profits made from Manchester's expanding cotton industry and the impact that this had on the development of the city from being a small industrial town to a significant international trading centre.

Discussion points

- How important were machines to the cotton industry?
- How did Greater Manchester benefit from cotton?
- Why was there so much money to be made from the cotton trade?
- Can you compare conditions for cotton workers in Greater Manchester and enslaved Africans on America's cotton plantations?
- Was Manchester 'built' on slavery?

Pupils can work in pairs or small groups to discuss a question or several questions. They can work in two halves to research the conditions of cotton workers in Greater Manchester and enslaved Africans on cotton plantations. Can they then draw up a list of similarities and differences?

Do ask pupils to justify their answers:

- What evidence do they have?
- What sources are they using as evidence: first-hand accounts/documents, secondary sources?
- When are they expressing opinions and when are they expressing facts?

Create Connections: Teachers' notes

Points to consider:

- Many people think enslaved Africans were imported into Britain to contribute directly to the labour force and the Industrial Revolution. This is not the case, and relatively few enslaved Africans came to Britain, mostly as personal servants. Pupils should be encouraged to debate the metaphor of 'building' Manchester (or Britain for that matter) on the backs of enslaved Africans. They need to understand it was the wealth generation of slavery that led to the economic and industrial growth of the region.

Additional links

In addition to exploring the three items featured on the learning card, pupils can use the related items section to investigate the objects, people and places pages included on the Revealing Histories website to answer the discussion points found on the back of each learning card. There are a number of articles about the local cotton industries of Greater Manchester on the Revealing Histories website – some of these are quite complex and suitable for older or more able children or as sources for further research as a homework activity. Pupils can also listen to some of the videos where the local cotton industries of Greater Manchester are explained.

For more information about the topic of Local cotton industries in Greater Manchester pupils can explore the related external links featured on the Revealing Histories learning pages. These links include:

<http://www.boltonmuseums.org.uk/collections/local-history/local-life/samuel-crompton/>

Provides a detailed account of the life of Samuel Crompton and the impact that his design of the Spinning Mule had on local cotton industries.

<http://www.cotton-threads.org.uk/>

This website has the story of one generation of the Hutchinson family of Bury in 1848, which made money from cotton spinning.

<http://www.spinningtheweb.org.uk>

Spinning the Web invites users to search the collection through a series of themes including: an account of the period between 1760 to the present day; the impact of cotton on villages, towns and cities; living and working in the mills; how cotton was made and sold and uses of cotton.

Related curriculum links

The theme of 'Local cotton industries in Greater Manchester' fits under the umbrella of Key Stage 3 QCA Unit 11: *Industrial changes action and reaction*, and Key Stage 3 QCA Unit 14: *The British Empire how was it that, by 1900, Britain controlled nearly a quarter of the world?*

These units fit under range and content G and H of the Key Stage 3 History National Curriculum which specifies that: Pupils should learn about the way in which the lives, beliefs, ideas and attitudes of people in Britain have changed over time and the factors – such as technology, economic development, war, religion and culture – that have driven these changes; pupils should learn about the development of trade, colonisation, industrialisation and technology, the British Empire and its impact on different people in Britain and overseas, pre-colonial civilisations, the nature and effects of the slave trade, and resistance and decolonisation.

(See table with curriculum links in section 2. Cotton and transatlantic slavery above.)

The American Civil War and Lancashire cotton workers

Before exploring this card some key facts to help you understand a bit more about the American Civil War and Lancashire cotton workers are:

- Although slavery was finally abolished in British colonies in 1838, it continued in many other countries including the southern states of the USA (and most of South America) throughout much of the 1800s.
- As the debate about slavery grew in America, civil war became unavoidable.
- The American Civil War (1861-1865) was fought largely over the issue of slavery.
- The fighting was between the states in the 'Union' north who wanted to abolish slavery and 11 states in the 'Confederate' or 'rebel' south who wanted to separate from the rest of the USA and continue the system of slavery that was so important to their plantation economies.
- The north west of England became important at the time of the American Civil War for two reasons: abolition and importing raw cotton. The arguments for and against slavery were hotly debated.
- Selling cotton was crucial to the economy of the southern states of America and as the war began Abraham Lincoln blocked southern ports so they could not get ships carrying cotton across the Atlantic to England. This meant that raw cotton was prevented from reaching the mills of Lancashire.
- It led inevitably to unemployment and great hardship in the north west of England during the 'cotton famine' of 1862-63.
- Although some north west workers supported the southern states, the majority supported the anti-slavery northern cause, despite it meaning that they might suffer unemployment.
- Many cotton workers made the connection between the chattel slaves in the Americas and their own position of 'wage slavery' in poor conditions in the mills.
- They therefore attended public rallies and signed petitions for the abolishment of American slavery.
- A substantial amount of gentry and businessmen in the north west of England supported the abolition of slavery on moral grounds, especially those who were Quakers.
- Some cotton workers, mill owners and people who profited from slave-grown cotton, supported the southern states by supplying weapons even though this was made illegal by the British government in its official support of Lincoln, the Union states and the abolition of slavery.

To find out more information on the above points go to;

www.revealinghistories.org.uk//the-american-civil-war-and-the-lancashire-cotton-famine.html

Items explored on this card

Statue of Abraham Lincoln, 1917, by George Grey Barnard, Manchester

The statue of Abraham Lincoln was selected to illustrate the support that north west cotton workers gave to the Union in its fight to abolish slavery in America, despite relying on slave-grown cotton for their livelihood.

Cotton famine flour barrel, 1862, Touchstones Rochdale

The cotton flour barrel was selected to explain the impact that the blockage of southern ports during the American Civil War had on the north west of England and in particular the resulting cotton famine of 1862-63. The barrel was also selected to demonstrate the recognition and appreciation that Lincoln showed to the people of Manchester for their support in fighting against slavery.

Captain's sword, CSS Alabama, 1864, Touchstones Rochdale

The Captain's sword, CSS Alabama, was selected to explain how some businessmen in the north west of England linked to the cotton industry assisted the southern states of America by supplying the funds for the construction of weapons.

Discussion points

- Who was Abraham Lincoln and why was he important?
- What caused the American Civil War?
- Who in the USA wanted slavery to continue and who wanted it to end?
- What linked the American Civil War to the north west of England?
- What was the Lancashire cotton famine and how did it affect cotton industries in Britain?
- Were people in the north west of England pro or anti-slavery?

Pupils can work in pairs or small groups to discuss a question or several questions. They can draw up lists of the attributes of Abraham Lincoln, the causes of the American Civil War, and who was pro and anti-slavery.

Create Connections: Teachers' notes

Do ask pupils to justify their answers:

- What evidence do they have?
- What sources are they using as evidence: first-hand accounts/documents, secondary sources? When are they expressing opinions and when are they expressing facts?

Additional links

In addition to exploring the three items featured on the learning card, pupils can use the related items section to investigate the object, people and places pages included on the Revealing Histories website to answer the discussion points found on the back of each learning card. There are a number of articles about the American Civil War and Lancashire cotton workers on the Revealing Histories website – some of these are quite complex and suitable for older or more able children or as sources for further research as a homework activity. Pupils can also listen to some of the videos where the American Civil War and the impact on Lancashire cotton workers are discussed.

For more information about the American civil war and the Lancashire cotton workers pupils can explore the related external links featured on the Revealing Histories learning pages. These links include:

<http://www.greatamericanhistory.net/causes.htm>

This website explores the American Civil War's major political and military events and includes lesson plans on the causes of the war, Abraham Lincoln, the Union, the Confederate and reconstruction. The website also includes quizzes, web links and recommended reading.

<http://www.sonofthesouth.net/American-civil-war.htm>

This website is an extensive source of original American Civil War resources. It contains over 7,000 pages of original American Civil War content and is full of incredible photographs, original illustrations, and eye-witness accounts of the defining moments of the historic struggle.

<http://www.manchester.com/features/manchesters.php>

This website provides interesting information on the working conditions and lives of the local cotton workers, Manchester's support for the Union during the American Civil War and international perceptions of Manchester from the time including quotes from Abraham Lincoln and Frederick Engels.

Related curriculum links

The theme of 'The American Civil War and Lancashire cotton workers' fits under the umbrella of Key Stage 3 QCA Unit 11: *Industrial changes action and reaction*, QCA Unit 14: *The British Empire how was it that, by 1900, Britain controlled nearly a quarter of the world?* and QCA Unit 15: *Black peoples of America from slavery to equality?*

These units fit under range and content G, H and I of the Key Stage 3 History National Curriculum which specify that: Pupils should learn about the way in which the lives, beliefs, ideas and attitudes of people in Britain have changed over time and the factors – such as technology, economic development, war, religion and culture – that have driven these changes; pupils should learn about the development of trade, colonisation, industrialisation and technology, the British Empire and its impact on different people in Britain and overseas, pre-colonial civilisations, the nature and effects of the slave trade, and resistance and decolonisation; pupils should learn about the impact of significant political, social, cultural, religious, technological and/or economic developments and events on past European and world societies.

Relevant expectations for these units are that:

Unit 11: most pupils will be able to extract information from maps of different dates and describe changes in local industry, agriculture or transport 1750-1850

Unit 11: most pupils will be able to conduct an in-depth investigation into how a particular local industry changed during the period

Unit 11: most pupils will be able to describe how people reacted to the changes

Unit 11: most pupils will be able to consider a range of sources from about 1850 and make judgements about how far the country had changed

Unit 14: most pupils will be able to demonstrate knowledge of the evolution and scale of the British Empire 1750-1900

Unit 15: most pupils will be able to describe how and why the slave trade developed between Europe, Africa and America

Unit 15: most pupils will be able to describe efforts to achieve freedom for slaves and the impact of the American Civil War

Relevant sections

Unit 11 Section 2: Local industry: what happened?

Pupils should learn about the development and significance of a local industry, interrogate local source material in order to answer a specific question, plan and to carry through a group presentation of findings, to make comparisons between local industry and the national context

Unit 11 Section 3: Did everyone agree with the industrial changes? Pupils should learn about the opportunities for ordinary people to protest, to formulate questions on a historical topic which deals with motivation, the likely responses of different social groups to change, to present supported judgements orally

Unit 14 Section 1: Where in the world was the British Empire in 1900? Pupils should learn about the geographical extent of the British Empire and the changes to this over time so they can identify those areas of the world that were British colonies in 1765, 1800 and 1900, that the reasons for the acquisition of the Empire can be categorised under the headings 'trade', 'exploration' and 'war', pupils should also use prior knowledge to assess the validity of reasons why Britain gained an empire

Unit 14 Section 2: How did overseas trade lead to the building of a powerful Empire of colonies? Pupils should learn that many families in 1900 would have been able to buy goods from around the world and that most of these goods would have been from the British Empire

Unit 15 Section 5: Freedom: how was it achieved?

In this section pupils should learn about the different ways in which slaves could, before 1865, obtain their freedom, that individuals played a key role in the ending of slavery, to select and use relevant information to support an argument, about the steps by which the USA became divided into a slave-owning south and a slave-free north, to examine and explain the causes of the American Civil War and that different people fought for different reasons, identify, record and relate information relevant to creating an argument for or against emancipation, describe and begin to explain why people held such different views about emancipation of slaves in the USA, prioritise reasons for the American Civil War

Links to parallel events, changes and developments in British, European and world history

Comparisons could be made between how enslaved Africans and slavery were viewed by certain groups of people (workers, gentry, middle classes, businessmen etc) in the north west, the rest of Europe, America and Africa

Comparisons could be made on how and why opinions towards slavery changed in different areas

Comparisons could be made between the similarities and differences between enslaved Africans working on America's cotton plantations and Manchester's cotton workers

Comparisons could be made between how the American Civil War affected enslaved Africans working on southern cotton plantations and how it affected local cotton workers and the impact that these affects had on the abolishment of slavery

Comparisons could be made between the north west of England abolition movement and the national abolition movement.

Curriculum opportunities

Pupils should investigate aspects of personal, family or local history and how they relate to a broader historical context

(Within this context pupils could explore the north west cotton famine and the affect it had on individuals as well as the region and the local and national abolition movements. Additionally pupils could explore how the American Civil War affected Manchester's exports of cotton and the city's economic growth)

Appreciate and evaluate, through visits where possible, the role of museums, galleries, archives and historic sites in preserving, presenting and influencing people's attitudes towards the past

(Within this context pupils could interrogate local source material to draw comparisons between how Lancashire was affected by the American Civil War in contrast to the rest of the country. Pupils could also use the items featured on the learning card and visit the objects in their respective museums to explore different interpretations of the Lancashire cotton famine and the effect it had on the local economy and the abolition movement.

Note: objects may not always be on display. Please check with the venue before visiting)

Freedom and human rights

Before exploring this card some key facts to help you understand a bit more about Freedom and human rights are:

- Slavery as practised by Europeans against enslaved Africans was a unique horror and crime against humanity.
- It involved treating enslaved Africans as objects, utterly dehumanising them. This form of slavery is called chattel slavery (a chattel is a possession like a piece of furniture). By deeming enslaved Africans and then Africans generally as non-human, anything could be done to them without feeling guilty.
- An enslaved person could be beaten to death with impunity. Male plantation owners, sailors and other European men often raped enslaved women: this was not a sin or misdemeanour, as these women were not deemed human.
- During the transatlantic slave trade it is estimated that 12 million Africans were transported forcibly across the Atlantic in horrific conditions that meant over a million of them died.
- There were also the uncounted millions who died on their forced journey to the coast or in the holding pens or fort dungeons in which they were imprisoned whilst awaiting shipment. Some historians estimate that up to another third of those making that forced journey to the coast died even before the survivors of the journey were forced onto slaving ships.
- By 1750 around 800,000 Africans had been imported into the Caribbean and yet the enslaved population was only 300,000.
- The sugar islands became a literal graveyard for those enslaved. Children were made to work all plantation crops from as young as five. It was a way of work that left little time for anything else.
- In order to make the most money they could from their plantations, owners used violence on enslaved labourers. This included everyday whipping and exemplary punishments for those accused of not working as hard as the owners wanted them to.
- The use of shackles, handcuffs and whips on plantations was one of the most shocking aspects of slavery for abolitionist Europeans and Americans.
- Escape attempts were common and the use of shackles, whips, guns and dogs played a major part in ensuring the ongoing enslavement of Africans.
- When Britain finally began to abolish slavery in a number of its colonies in 1833, compensation was paid not to the enslaved Africans but to the plantation owners.
- These owners received £20m (around £2bn in today's currency) from the British government.
- The British brought in new indentured workers from the Indian subcontinent to provide the additional labour needed on the plantations.
- Often the conditions of these indentured workers were little better than the conditions suffered by the enslaved Africans they replaced.
- Furthermore, forms of slavery have continued into the 1900s and 2000s.
- The 1930s and 1940s saw the slave labour regimes of Nazi Germany and the Stalinist Soviet Union.
- More recent times have seen the textile sweat shops of Asia, the cocoa plantations of Africa and the brothels of Europe.
- The organisation, Anti-Slavery International estimates that 12 million people lived in conditions that resemble slavery in 2008.

To find out more information on the above points look at:

www.revealinghistories.org.uk/africa-the-arrival-of-europeans-and-the-transatlantic-slave-trade.html

Items explored on this card

Narrative of the Life of Henry 'Box' Brown, 1851, in the collection of the John Rylands Library, University of Manchester

This item was selected to demonstrate the determination and bravery of those who attempted to or succeeded in escaping from slavery. Henry Brown would rather risk dying in a box than continue to be enslaved. The item was also selected to explain the difficult and dangerous nature of being a former enslaved African living in the free states of America and the subsequent presence of free African Americans in the north west of England.

Slave shackle, 1807, The People's History Museum

This item was selected to demonstrate the brutal and inhuman nature of the transatlantic slave trade. It shows the disregard that Europeans had for the human rights of enslaved Africans and the extraordinary bravery and determination of those who rebelled against slavery. Additionally, the item was selected to show how some rebellions succeeded.

Create Connections: Teachers' notes

The Life of the Late James Johnson, 1914, *Gallery Oldham*

This item was selected to explain how a number of former enslaved Africans felt so passionate about ending the suffering of their fellow men that they showed immense bravery in crossing the Atlantic and campaigning for the abolition of slavery. The item also shows the impact that their campaigning had on the British abolition movement.

Discussion point:

- What is it to be free?
- How and why were enslaved Africans treated so brutally?
- What rights did enslaved Africans have?
- Why did they try to escape slavery?
- Who resisted slavery and campaigned for abolition?
- Does slavery still exist today?

Pupils can work in pairs or small groups to discuss a question or several questions. They can compare human rights today with the time of slavery. This theme combines citizenship issues today with an historical dimension – pupils should be encouraged to see things in the context of the particular period of time.

Do ask pupils to justify their answers:

- What evidence do they have?
- What sources are they using as evidence: first-hand accounts/documents, secondary sources?
- When are they expressing opinions and when are they expressing facts?

Points to consider:

- Human rights are sensitive subjects and raise strong emotional responses. Be aware of pupils' reactions, especially if they have been subjected to any forms of abuse. The role of enslaved Africans escaping to freedom should be used as strong positive role models to illustrate courage in the face of adversity.

Additional links

In addition to exploring the three items featured on each learning card, pupils can use the related items section to investigate the object, people and places pages included on the Revealing Histories website to answer the discussion points found on the back of each learning card. There are a number of articles about freedom and human rights on the Revealing Histories website – some of these are quite complex and suitable for older or more able children or as sources for further research as a homework activity. Pupils can also listen to some of the videos where Henry Box Brown's escape to freedom is explained.

For more information on Freedom and Human Rights pupils can explore the related external links featured on the Revealing Histories learning pages. These links include:

<http://www.understandingslavery.com/learningresources/results/?id=4160>

Use this PowerPoint to compare the rights of slaves in the 1700s with the UN Summary of the Universal Declaration of Human Rights (1948).

<http://memory.loc.gov/ammem/collections/voices/>

This website presents almost seven hours of recorded interviews that took place between 1932 and 1975 in nine southern states. 23 interviewees, born between 1823 and the early 1860s, discuss how they felt about slavery, slaveholders, coercion of slaves, their families, and freedom.

http://library.thinkquest.org/J0112391/willing_to_give_their_lives.htm

This website explores issues to do with resisting slavery and fighting for freedom from the time enslaved Africans were brought to the Americas through to the civil rights movement. It provides information on and interviews with individuals who fought for freedom in different ways including Nat Turner, John Brown, Dred Scott, Frederick Douglass, Harriet Tubman and Sojourner Truth.

Related curriculum links

The theme of 'Freedom and human rights' fits under the umbrella of Key Stage 3 QCA History Unit 15: *Black peoples of America from slavery to equality?*, Key Stage 3 Citizenship QCA Unit 3: *Human rights* and Key Stage 4 QCA Unit 1: *Human rights*.

History unit 15 fits under range and content G, H and I of the Key Stage 3 History National Curriculum which specifies that: Pupils should learn about the way in which the lives, beliefs, ideas and attitudes of people in Britain have changed over time and the factors – such as technology, economic development, war, religion and culture – that have driven these changes; pupils should learn about the development of trade, colonisation, industrialisation and technology, the British Empire and its impact on different people in Britain and overseas, pre-colonial civilisations, the nature and effects of the slave trade, and resistance and decolonisation; pupils should learn about the impact of significant political, social, cultural, religious, technological and/or economic developments and events on past European and world societies.

Create Connections: Teachers' notes

Citizenship unit 3 fits under range and content a, d, e, i and j of the Key Stage 3 National Curriculum which specifies that: Pupils should learn about political, legal and human rights, and responsibilities of citizens; pupils should learn about freedom of speech and diversity of views, and the role of the media in informing and influencing public opinion and holding those in power to account; pupils should learn about actions that individuals, groups and organisations can take to influence decisions affecting communities and the environment; pupils should learn about the changing nature of UK society, including the diversity of ideas, beliefs, cultures, identities, traditions, perspectives and values that are shared; pupils should learn about migration to, from and within the UK and the reasons for this.

Citizenship unit 1 fits under range and content a, f, h, l and n of the Key Stage 4 National Curriculum which specifies that: Pupils should learn about political, legal and human rights and freedoms in a range of contexts from local to global; pupils should learn about the development of, and struggle for, different kinds of rights and freedoms (speech, opinion, association and the vote) in the UK; pupils should learn about the impact and consequences of individual and collective actions on communities, including the work of the voluntary sector; pupils should learn about the origins and implications of diversity and the changing nature of society in the UK, including the perspectives and values that are shared or common, and the impact of migration and integration on identities, groups and communities; pupils should learn about the challenges facing the global community, including international disagreements and conflict, and debates about inequalities, sustainability and use of the world's resources.

Relevant expectations for these units are that:

Unit 15: most pupils will learn to draw on prior knowledge to construct a definition about the different meanings and applications of the word 'freedom', about the enduring use of slavery by many societies in the past and by some today, that some societies today enslave people, to reinforce their understanding of different aspects of the word 'freedom', and to reinforce their knowledge of the extent, over time, of the institution of slavery

Relevant sections

Section 1: What does it mean to be free? What does it mean to be a slave? Pupils should about the different meanings and applications of the word 'freedom', about the enduring use of slavery by many societies in the past and by some today, that some societies today enslave people, to reinforce their understanding of different aspects of the word 'freedom', to reinforce their knowledge of the extent, over time, of the institution of slavery

Section 3: Slavery in Africa: a Portuguese turning point? Pupils should learn about the different ways of becoming a slave in Africa, that in Africa, slavery was a temporary condition within specified time limits, that European incursions changed the nature of African slavery. Pupils should also learn to make links between African and European societies and to demonstrate an understanding of one sort of impact Europeans had on African society

Section 4: Sold into slavery: what was the reality of the Atlantic slave trade? Pupils should learn that the first Black Americans were not slaves, that Africans were the essential workforce on the sugar and cotton plantations, what the Triangular Trade was and how it worked, about the experiences of Black Africans sold into slavery. Pupils should also learn how to evaluate a range of sources about slavery, to make links between Black Africans and the developing economy of North America, to recognise the integral nature of the slave trade within European trading patterns and to use a range of source material to make conclusions about the experiences of Black Africans sold into slavery

Section 5: Freedom: how was it achieved? Pupils should learn: about the different ways in which slaves could, before 1865, obtain their freedom, that individuals played a key role in the ending of slavery, about the steps by which the USA became divided into a slave-owning south and a slave-free north, to examine and explain the causes of the American Civil War and that different people fought for different reasons, to use evidence to reach conclusions, and appreciate their tentative nature

Section 6: From emancipation to segregation: how free were black people? Pupils should learn: about the ways in which the American constitution and state law affected black people, to assess how aspects of black peoples' lives changed after emancipation, how the attitudes and actions of white people differed towards black people after emancipation, to demonstrate an understanding that Black Americans did not have the same freedoms as White Americans and that this varied between states and over time, to use and evaluate information as it relates to black peoples' experiences within American society, to produce a case study on another way slaves achieved freedom, to identify, record and relate information relevant to creating an argument for or against emancipation, prioritise reasons for the American Civil War

Section 7: From segregation to civil rights: did the Civil Rights movement bring freedom for black people? Pupils should learn; what civil rights are, how black people were treated within American society in the 1950s and 1960s, to account for the different approaches used by individuals to obtain their civil rights, that Malcolm X and Martin Luther King became leaders in black peoples' struggle for civil rights and that they advocated different strategies for obtaining these rights, to extrapolate information about black peoples' position in American society from visual images, to evaluate information and use it to present a particular view of an event that demonstrates the ways in which black peoples strove to obtain their civil rights, to use sources of information critically to reach and support conclusions about the approach to civil rights of Malcolm X and Martin Luther King

Curriculum opportunities

Pupils should investigate aspects of personal, family or local history and how they relate to a broader historical context

(Within this context pupils could focus on refugees in their own area and investigate why and how they came to England and the experiences they have encountered whilst being in the country to analyse whether or not local refugees feel that their human rights have been respected whilst living in the area. Pupils could also explore local human rights protests and protesters and analyse the impact that human rights protests have on local society. Pupils could also research into any local incidents of people's human rights being disrespected and the effect that these incidents have had on the local community)

Appreciate and evaluate, through visits where possible, the role of museums, galleries, archives and historic sites in preserving, presenting and influencing people's attitudes towards the past.

(Within this context pupils could visit their local museums/galleries to examine artefacts linked to freedom and human rights such as slave shackles, whips, images of slaves working on plantations etc to explore the different ways that the abuses of the human rights of en-slaved African's can be interpreted. Pupils could also explore artefacts linked to more recent abuses of human rights to compare these with the disregard of human rights during transatlantic slavery and to understand the importance of respecting the freedom and human rights of others. Pupils should explore relevant artefacts to understand the consequences that can occur when human rights are ignored, disrespected or abused)

Relevant expectations for these units are that:

KS3 Citizenship Unit 3: Pupils should learn to; know about basic human rights and understand rights and responsibilities, at school and within the wider community. They will understand the importance of the Human Rights Act (1998), and recognise how it relates to aspects of everyday life. They will know that the Human Rights Act is underpinned by common values. They will be aware that the rights of individuals and groups can sometimes compete and/or conflict, and that striking a balance of rights is important. They will understand what happens when people's rights are infringed or denied and they will investigate examples from local, national and global contexts

Relevant sections

Section 2: What are human rights? Pupils should learn: that human rights play a part in everyday life, that every human being is entitled to certain basic rights, that basic human rights in Britain are set out in the Human Rights Act (1998), and that these rights are different from other rights, to understand that human rights are fundamental rights, and that in Britain the Human Rights Act (1998) reflects common values, to know that every person is entitled to certain basic rights, to know how the act relates to school policies and other aspects of everyday life, to recognise that rights can compete and/or conflict and so need to be balanced

Section 3: What happens when human rights are denied? Pupils should learn that not all countries recognise human rights in the same way, that specific rights may not be respected in some communities, that people may be denied their rights, and that this can result in them becoming refugees, that refugees have rights but can face difficulties accessing these rights, about the Universal Declaration of Human Rights and the role of the United Nations High Commission on Refugees (UNHCR), about the role of different agencies and organisations in supporting refugees, to demonstrate understanding of the status of refugees, and identify the difficulties caused by a lack of rights, to identify different causes of people becoming refugees. Pupils should know that a refugee is defined as someone who has left their country because of a well-founded fear of persecution for reasons of race, religion, nationality, political opinion or membership of a particular social group; and that refugees cannot or do not want to return to their countries. Pupils should also be aware of the roles of local, national and international government and voluntary organisations in supporting refugees and upholding human rights

Section 4: What do I know about human rights? Pupils should learn; how to share and communicate their knowledge of human rights and responsibilities with others in the school and local community, how to select and use relevant information to organise activities that communicate effectively to a chosen audience, how to select evidence of their learning/achievements for their portfolios, to work collaboratively on a presentation for an audience which explores an issue (NSE), to reflect on and evaluate their contributions to a presentation (NSE), to use a combination of methods to inform a particular audience about basic human rights and responsibilities, and what happens when people's rights are infringed, to demonstrate skills of communication, participation and responsible action, to present information that is accessible for their target audience, to identify their own and others' contribution to activities, and produce evidence of their learning/achievements for their portfolios

Curriculum opportunities

Pupils could compare the human rights of different groups of people during different periods and during different times

Pupils could compare the laws associated with human rights practiced by different governments during different periods

Pupils could compare the experiences of refugees locally, nationally and internationally

Relevant expectations for these units are that:

Citizenship KS 4 Unit 1: Pupils will: know that human rights are the basic rights, eg the right to life, and the basic freedoms, eg freedom from discrimination. They will understand the importance of human rights, and recognise why the Universal Declaration of Human Rights and later conventions like the UN Convention on the Rights of the Child were adopted and endorsed by nations across the world. They will know that infringing human rights is against the UK Human Rights Act 1998, and that this act is based on the European Convention on Human Rights (1950). They will understand that most rights are not absolute, and can be limited in certain circumstances to protect the rights of others, eg to prevent serious crimes. They will draw on case studies they have researched to discuss and describe a situation in which individuals and/or groups have campaigned on human rights issues.

Relevant sections

Section 1: What are human rights and what do we think about them? Pupils should learn: the meaning of the term 'human rights', and to distinguish human rights from other kinds of rights, that some rights are not absolute, and why it may be necessary to balance them in order to protect the rights of others, discuss difficult issues, giving reasons for their views and showing respect for the views of others, to understand that there is often no right or wrong answer on human rights issues, but a need to find a balance between the rights of one individual and those of another, to reflect on their own values and the way in which they treat their friends and family, to recognise that human rights issues affect the lives of people in the UK every day.

Section 2: How did human rights agreements come about?

What is the European Convention on Human Rights? What happens when human rights are denied? Pupils should learn: about the origin of international human rights principles and agreements, and the development of human rights law in Europe and the UK, that human rights are universal, meaning that they belong to every individual in the world regardless of their age, gender or nationality, why human rights ideals were developed, and about the horrendous acts that brought the Universal Declaration of Human Rights into being, that conventions such as the UN Convention on the Rights of the Child and the conventions on discrimination were designed to prevent people in positions of power, including employers, teachers and parents, from abusing that power, to use skills of enquiry and research to find out about a legal case that involved a breach of human rights, to know about the history of human rights law in Europe, including the development of the European Convention of Human Rights, to understand that the concept of human rights came about to prevent governments using unreasonable power over their citizens, to recognise that human rights can easily be infringed if they are not protected in a constitution and cannot be enforced in court, learn about the actions of people who campaign against breaches of human rights, nationally and internationally, to know examples of how human rights have been breached, to use research and investigation to enquire into a recent legal case where rights have been infringed

Section 3: Why are human rights important in society today?

Pupils should learn about the Human Rights Act 1998 and how it can be used to protect the basic rights of citizens in the UK, to contribute to group and class discussions, discuss and explain why rights and responsibilities are important in society, to know who to go to for help and advice if they feel their rights have been breached and to reflect on their learning about human rights and give examples of what they have learnt during the unit

Curriculum opportunities

Pupils could compare their own human rights to the rights of en-slaved Africans and to different ethnic groups, again in different areas and during different periods

Pupils could make links between different protests against the abuse of human rights in different areas and during different periods and the impact of these protests

Pupils could compare different approaches that groups have taken to improve their rights or the human rights of others

Campaigning for the abolition of slavery

Before exploring this card some key facts to help you understand a bit more about Campaigning for the abolition of slavery are:

- The British campaign to bring about the abolition of slavery began with the Quakers in the 1760s when they first banned slave trading among their followers.
- The Society for Effecting the Abolition of the Slave Trade was set up in 1787 by Granville Sharp, Thomas Clarkson and others and William Wilberforce became the anti-slavery campaign's political mouthpiece.
- Clarkson and his followers argued that slavery violated the most fundamental principles of Christianity and that there could be no moral justification for forcibly removing human beings from their homes and transporting them to foreign countries where they became the possessions of other men.
- The Committee for the Abolition of the Slave Trade was a main force in bringing about the Slave Trade Act of 1807 which legally ended British trade in enslaved Africans.
- Although this was an important turning point in the history of transatlantic slavery, the act of 1807 did not end the existence of slavery in the Americas and the Caribbean. It was hoped that ending the trade would lead to slavery naturally 'drying up' over time.
- Slavery finally ended in British colonies in the Caribbean in 1838 and in America in 1865.
- Former enslaved Africans such as Olaudah Equiano and Ignatius Sancho who lived in Britain became important voices in the campaign for the abolishment of slavery in the Americas and British colonies when they published details of the horrors and inhumanity of slavery.
- In the 1840s and 1850s African Americans telling their own stories were as powerful as anything British abolitionists could hope to deliver to try and end slavery in America and at least four African Americans gave lectures in the north west of England: William Wells Brown, Frederick Douglass, James Watkins and Henry Box Brown.
- Manchester had strong anti-slavery sentiments from the outset. 11,000 people, about 20% of Manchester's population, signed the 1787 petition in support of abolition.
- The injustices of slavery resonated with the new urbanised industrial workers of the north west of England.
- Industrial workers applied the same principles of protest to unfair taxes, child labour and social reform and saw an empathy with their conditions and the system of slavery.
- Factory workers used the iconic 'Am I not a man and a brother' words from abolitionist campaigns against slavery in support of their wider social reforms. They became a powerful force in mobilising mass protest against slavery in America.
- Figureheads such as John Bright and Richard Cobden became the political voice of reform in the north west of England at the time of the American Civil War.

To find out more information on the above points go to:

www.revealinghistories.org.uk/who-resisted-and-campaigned-for-abolition.html

Items explored on this card

Token, 'Am I Not a Man and a Brother', 1787, *The People's History Museum*

This item was selected to explain how anti-slavery opinion in Britain started and the ways in which abolitionists spread the anti-slavery message. The item also explores the British view of enslaved Africans being passive and accepting of their circumstance where as in reality they demonstrated extraordinary bravery and passion in putting an end to their plight.

Breakfast service made by Wedgwood, 1785, *Gallery Oldham*

This item was selected to demonstrate how a lot of everyday objects used in Britain during the 1600s and 1700s were connected in some way or another to slavery. It also demonstrates how all of the British classes including the gentry and political figures were connected to slavery and how difficult it was for ordinary people to separate themselves with items produced by enslaved workers.

Bust of John Bright, 1867, *Touchstones Rochdale*

This item was selected to illustrate how and why political figures in the north west of England campaigned against slavery even though they were connected to the region's cotton industry. It was also selected to explore the impact that the north west abolition movement had on the national campaign for abolishing slavery.

Create Connections: Teachers' notes

Discussion points

- Who was involved in the **abolition** movement in the north west of England and why?
- Why was John Bright anti-slavery when he owned a cotton spinning mill?
- What methods did **abolitionists** use to get support?
- When were enslaved people finally free in British **colonies**?
- What types of campaigns are successful today?

Pupils can work in pairs or small groups to discuss a question or several questions. They can create a timeline to show the different stages of abolition.

Do ask pupils to justify their answers:

- What evidence do they have?
- What sources are they using as evidence: first hand accounts/documents, secondary sources?
- When are they expressing opinions and when are they expressing facts?

Points to consider:

- There was a significant time lapse between the abolition of the slave trade and slavery in British colonies (1807/1838) and abolition in America after the American Civil War in 1865. The campaigns were quite different in Britain – and more African Americans contributed their own voice to help abolition in America.

Additional links

In addition to exploring the three items featured on each learning card, pupils can use the related items section to investigate the object, people and places pages included on the Revealing Histories website to answer the discussion points found on the back of each learning card. There are a number of articles about the campaigning for the abolition of slavery on the Revealing Histories website – some of these are quite complex and suitable for older or more able children or as sources for further research as a homework activity. Pupils can also listen to some of the videos where campaigning for the abolition of slavery is explained.

More information about Campaigning for the abolition of slavery can be found at the related external links featured on the Revealing Histories learning pages. These links include:

http://www.bbc.co.uk/history/british/abolition/africans_in_art_gallery_02.shtml

This website explores the contribution that Josiah Wedgwood, William Wilberforce, Olaudah Equiano, Thomas Clarkson and Granville Sharp made to the British abolition movement. The website also contains an interactive map illustrating the development of the British abolition movement.

<http://www.understandingslavery.com/citizen/explore/activism/topics/>

This website explores a wide range of topics and sources including consumer boycotts, petitions, campaign posters, local groups and newsletters, mottos, symbols and logos, the arts and popular culture in abolition, presenting the abolitionist case, understanding the counter arguments, women and campaigning and the role of black activists in Britain.

<http://www.bl.uk/learning/histcitizen/campaignforabolition/abolitionbackground/biogs/greatcampaigners.html>

The website contains information about the history of the slave trade and of the abolition campaign including biographies, a glossary and a timeline, evidence of alternative viewpoints, eyewitness accounts of slavery and a range of activities exploring aspects of campaigning with particular reference to citizenship.

Related curriculum links

The theme of 'Campaigning for the abolition of slavery' fits under the umbrella of Key Stage 3 QCA Unit 14: *The British Empire how was it that, by 1900, Britain controlled nearly a quarter of the world?*, QCA Unit 15: *Black peoples of America from slavery to equality?* And QCA Unit 22: *The role of the individual for good or ill?*

These units fit under range and content G, H and I of the Key Stage 3 History National Curriculum which specifies that: Pupils should learn about the way in which the lives, beliefs, ideas and attitudes of people in Britain have changed over time and the factors – such as technology, economic development, war, religion and culture – that have driven these changes; pupils should learn about the development of trade, colonisation, industrialisation and technology, the British Empire and its impact on different people in Britain and overseas, pre-colonial civilisations, the nature and effects of the slave trade, and resistance and decolonisation; pupils should learn about the impact of significant political, social, cultural, religious, technological and/or economic developments and events on past European and world societies.

Relevant expectations for these units are that:

Unit 14: most pupils will be able to demonstrate knowledge of the evolution and scale of the British Empire 1750-1900

Unit 14: most pupils will be able to describe the complex causes of its growth and the significance of the three strands of war, trade and exploration

Unit 14: most pupils will be able to describe the impact of British rule on a society

Unit 14: most pupils will be able to select, organise and deploy information to describe some of the attitudes British people had towards the Empire in 1900

Unit 15: most pupils will be able to describe how and why the slave trade developed between Europe, Africa and America.

Unit 15: most pupils will be able to identify and evaluate information for an investigation into slave experiences.

Unit 15: most pupils will be able to describe efforts to achieve freedom for slaves and the impact of the American Civil War.

Unit 22: most pupils will be able to demonstrate knowledge about why the individual is seen as important, and the context in which they lived.

Unit 22: most pupils will be able to identify some of the motives and causes of the individual's actions and how these had an impact on the lives of others

Unit 22: most pupils will be able to demonstrate awareness of the long- and short-term impact of the individual's actions

Unit 22: most pupils will be able to describe how the individual's life has been interpreted through time

Relevant sections

Unit 14 Section 1: Where in the world was the British Empire in 1900? Pupils should learn about the geographical extent of the British Empire and the changes to this over time. Pupils should also identify those areas of the world that were British colonies in 1765, 1800 and 1900.

Unit 14 Section 2: How did overseas trade lead to the building of a powerful Empire of colonies? Pupils should learn that many families in 1900 would have been able to buy goods from around the world and that most of these goods would have been from the British Empire. Pupils should also use examples to describe trading links with the British Empire which affected ordinary people.

Unit 15 Section 4: Sold into slavery: what was the reality of the Atlantic slave trade? Pupils should learn that Africans were the essential workforce on the sugar and cotton plantations, what the Triangular Trade was and how it worked, about the experiences of Black Africans sold into slavery.

Unit 15 Section 5: Freedom: how was it achieved? Pupils should learn about the different ways in which slaves could, before 1865, obtain their freedom, that individuals played a key role in the ending of slavery, identify, record and relate information relevant to creating an argument for or against emancipation describe and begin to explain why people held such different views about emancipation of slaves in the USA

Unit 22 Section 1: Why are certain people 'famous'? Pupils should learn that history is partly about the study of famous people, how to classify the activity for which a certain person is famous, that there are characteristics that important individuals in the past share

Unit 22 Section 2: Who is the person? Pupils should learn to select, organise and deploy relevant information to produce structured work that demonstrates knowledge and understanding of an individual's life

Unit 22 Section 3: What motivated the individual? Pupils should learn to demonstrate knowledge and understanding of the role played by the individual in a key historical event, to analyse the role played by the individual and their reasons for becoming involved in a key historical event

Unit 22 Section 4: What was the impact of the individual's life at the time? Pupils should learn to demonstrate knowledge of the individual's contribution to life of the time

Unit 22 Section 5: How has the individual's impact been portrayed through time? Pupils should learn how and why the individual's actions have been interpreted differently, to evaluate different interpretations of the individual, to use prior knowledge and additional information to build up understanding

Unit 22 Section 6: Was the individual's impact for good or ill? Pupils should learn to reach a supported conclusion about the impact an individual has on society, identify and present orally and in writing, their analysis of the individual's impact for good or ill, judge through debate the amount of influence individuals have over events

Links to parallel events, changes and developments in British, European and world history

Comparisons could be made between British regional views on slavery and American regional views on slavery and how these opinions changed overtime

Links could be made between how the British view on slavery affected American opinion on slavery over time and vice versa

Links could be made on how the north west pro-abolition movement affected the national campaign to end slavery and the impact that this had on international abolition campaigns

Links could be made between the lives of the British working classes and slaves working on America's cotton plantations and the different ways these groups protested against slavery

Comparisons could be made between local individuals who were in favour of the continuation of slavery with other British and American pro-slavery campaigners

Curriculum opportunities

Pupils should investigate aspects of personal, family or local history and how they relate to a broader historical context.

(Within this context pupils could investigate local political figures such as John Bright and Richard Cobden and assess the impact that their campaigns for the abolition of slavery had on the national and the international abolition movements. Pupils could also examine local petitions and boycotts supported by the local cotton workers and assess how these came about and the impact that they had on national and international anti-slavery campaigns. Additionally, pupils could assess the impact that local pro-slavery campaigners had on the continuation or ending of slavery)

Appreciate and evaluate, through visits where possible, the role of museums, galleries, archives and historic sites in preserving, presenting and influencing people's attitudes towards the past

(Within this context pupils could visit their local museums/galleries to examine artefacts such as sugar bowls, tea strainers and tobacco boxes etc to assess how much slavery impacted the lives of every day local people.

Pupils could also interrogate objects linked to the north west abolition movement to explore how and why it came into existence considering how much the region depended on the imports of slave-grown cotton and assess the impact it had on the ending of slavery)

After abolition

Before exploring this card some key facts to help you understand a bit more about the period following the abolition of slavery are:

- The Slavery Abolition Act that ended slavery in British colonies was finally passed on 23 August 1833.
- On 1 August 1834, all enslaved workers in the British Empire were set free, but an 'apprenticeship' system kept many working in the same conditions until 1838.
- Under this system 'apprentices' were bound to their masters in Britain by an indenture for a fixed period of time, usually seven years.
- Although an apprentice was not paid wages, his master was obliged to provide for his material needs and to train him in a craft.
- The master also had legal rights, 'entitling him to control his apprentice's person'.
- Runaways could be punished with imprisonment; negligent or disobedient apprentices were to have these negative traits 'corrected'.
- Moreover, following abolition, compensation was paid not to the enslaved Africans but to the plantation owners.
- These owners received £20m (around £2bn in today's currency) from the British government.
- Indentured labourers on very low wages from Asia were imported into the Caribbean after the end of slavery – usurping many freed Africans and creating a culture of unemployment among those of African descent.
- The American Civil War of 1861-1865 led to the end of slavery in the USA.
- After the American Civil War there were a number of laws known as black codes or the Jim Crow Laws that severely limited the rights of former enslaved African Americans.
- The laws were slightly different from state to state, but they all restricted the ability of African Americans to vote or to own property. They also included vagrancy laws under which black people could be forced to work for white people if they were considered unemployed.
- Moreover, because African Americans were denied the right to own property and lacked the money to buy any land or tools, this led to the establishment of the system of sharecropping.
- Under this system plantation owners continued to own the means of production (tools, draft animals and land), and many African Americans were forced into producing cash crops (mainly cotton) for the land-owners and merchants in return for food and accommodation and small amounts of wages, if any.
- The system of sharecropping led to many African Americans being indebted to plantation owners and economically inferior to white southerners.
- This inequality led to the American civil rights movement and the fight to gain equal legal rights which took more than another 100 years to achieve.
- The issue of whether or not African Americans have equal civil and legal rights to white Americans is still debated today, especially following the events of Hurricane Katrina and the election of Barack Obama.

To find out more information on the above points go to:

www.revealinghistories.org.uk/legacies-stereotypes-racism-and-the-civil-rights-movement.html

Items explored on this card

Tewkesbury medal, 1834, Bolton Museum and Archive Service

This medal was selected to demonstrate how the abolition of slavery was celebrated in England and the realities that abolishment meant for those who had been enslaved.

Cotton is King stereoscope card, 1895, Bolton Museum and Archive Service

This item was selected to explain the effects that the end of the American Civil War had on former enslaved Africans. It also demonstrates the legacies that slavery left in the American south following the end of war such as the racist attitudes that some white Americans had towards African Americans that prevented them being granted equal civil and legal rights.

Token, We Are All Brethren, 1814, The People's History Museum

This token was selected to show what happened to those who had been enslaved following the abolition of slavery in British colonies. It also provides a context for exploring how some forms of slavery continued after abolition.

Create Connections: Teachers' notes

Discussion points

- Did slavery end with the 1807 and the 1833 laws to abolish slavery?
- Did Britain abolish slavery for **moral** or religious reasons?
- Where were other cheap labourers found to send to Caribbean **colonies**?
- What was the American civil rights movement?
- Did the end of slavery lead to equal human rights?

Pupils can work in pairs or small groups to discuss a question or several questions. They can discuss factors that led to final abolition and the forms of slavery that have continued up to today.

Do ask pupils to justify their answers:

- What evidence do they have?
- What sources are they using as evidence: first-hand accounts/documents, secondary sources?
- When are they expressing opinions and when are they expressing facts?

Points to consider:

- Pupils should be encouraged to recognise that although forms of slavery exist today they do not normally take the form of chattel slavery where a person is stripped of all their human rights.
- The British 'moral high ground' in abolishing slavery before some other countries can be debated. It is a classic case of poacher turned gamekeeper. Institutions such as the Church of England and the government turned from being supporters of slavery to defending its abolition, and making moral justifications, which could be seen as rather hypocritical.

Additional links

In addition to exploring the three items featured on each learning card, pupils can use the related items section to investigate the object, people and places pages included on the Revealing Histories website to answer the discussion points found on the back of each learning card. There are a number of articles about the period following the abolition of slavery on the Revealing Histories website – some of these are quite complex and suitable for older or more able children or as sources for further research as a homework activity. Pupils can also listen to some of the videos on the website where the official abolition of slavery and its aftermath is debated.

More information about the topic After abolition is on the related external links featured on the Revealing Histories learning pages. These links include:

<http://www.sonofthesouth.net/slavery/emancipation-proclamation.htm>

This website explores Lincoln's Emancipation Proclamation and the events which led up to its release. The site also contains relating images and figures of the number of enslaved African Americans who were set free in each southern state following the proclamation.

http://www.digitalhistory.uh.edu/reconstruction/section4/section4_presrecon.html

This website explores life in the USA following the end of the civil war and the end to slavery within the southern states. The website provides information, images and primary sources linked to various themes including reconstruction, black and white responses to slavery, from slave labour to free labour, rights and power, the ending of reconstruction.

http://www.bbc.co.uk/history/recent/civil_rights_america_05.shtml

This website explores race relations in the USA today and features articles, profiles of political figures, external links and recommended reading.

Related curriculum links

The theme of 'After Abolition' fits under the umbrella of Key Stage 3 QCA Unit 14: *The British Empire how was it that, by 1900, Britain controlled nearly a quarter of the world?* and QCA Unit 15: *Black peoples of America from slavery to equality?*

These units fit under range and content G, H and I of the Key Stage 3 History National Curriculum which specifies that: Pupils should learn about the way in which the lives, beliefs, ideas and attitudes of people in Britain have changed over time and the factors – such as technology, economic development, war, religion and culture – that have driven these changes; pupils should learn about the development of trade, colonisation, industrialisation and technology, the British Empire and its impact on different people.

Relevant expectations for these units are that:

Unit 14: most pupils will be able to demonstrate knowledge of the evolution and scale of the British Empire 1750-1900

Unit 14: most pupils will be able to describe the complex causes of its growth and the significance of the three strands of war, trade and exploration

Unit 14: most pupils will be able to describe the impact of British rule on a society

Unit 14: most pupils will be able to select, organise and deploy information to describe some of the attitudes British people had towards the Empire in 1900

Unit 15: most pupils will be able to describe how and why the slave trade developed between Europe, Africa and America.

Unit 15: most pupils will be able to identify and evaluate information for an investigation into slave experiences.

Unit 15: most pupils will be able to describe efforts to achieve freedom for slaves and the impact of the American Civil War.

Unit 15- That most pupils will be able to describe efforts to achieve freedom for slaves and the impact of the American Civil War

Unit 15: most pupils will be able to assess the problems facing black peoples following emancipation

Unit 15: most pupils will be able to account for the growth of the Civil Rights movement and the differing approaches to be found within it

Unit 15: most pupils will be able to judge how far black Americans have achieved equality since emancipation

Relevant sections

Unit 14 Section 1: Where in the world was the British Empire in 1900? In this section pupils should learn about the geographical extent of the British Empire and the changes to this over time. Pupils should also identify those areas of the world that were British colonies in 1765, 1800 and 1900

Unit 14 Section 2: How did overseas trade lead to the building of a powerful Empire of colonies? In this section pupils should learn that many families in 1900 would have been able to buy goods from around the world and that most of these goods would have been from the British Empire. Pupils should also use examples to describe trading links with the British Empire which affected ordinary people

Unit 15 Section 4: Sold into slavery: what was the reality of the Atlantic slave trade? In this section pupils should learn that Africans were the essential workforce on the sugar and cotton plantations, what the Triangular Trade was and how it worked, about the experiences of Black Africans sold into slavery

Unit 15 Section 5: Freedom: how was it achieved? In this section pupils should learn about the different ways in which slaves could, before 1865, obtain their freedom, that individuals played a key role in the ending of slavery, identify, record and relate information relevant to creating an argument for or against emancipation describe and begin to explain why people held such different views about emancipation of slaves in the USA

Unit 15 Section 6: From emancipation to segregation: how free were black people? In this section pupils should learn about the ways in which the American constitution and state law affected black people, to assess how aspects of black peoples' lives changed after emancipation, how the attitudes and actions of white people differed towards black people after emancipation, demonstrate an understanding that Black Americans did not have the same freedoms as White Americans and that this varied between states and over time

Unit 15 Section 7: From segregation to civil rights: did the Civil Rights movement bring freedom for black people? In this section pupils should learn what civil rights are, how black people were treated within American society in the 1950s and 1960s, to account for the different approaches used by individuals to obtain their civil rights, that Malcolm X and Martin Luther King became leaders in black peoples' struggle for civil rights and that they advocated different strategies for obtaining these rights, to use sources of information as evidence to support a particular view

Links to parallel events, changes and developments in British, European and world history

Comparisons could be made on the affects that the abolition acts had on different areas

Links could be made between the similarities and differences in the experiences of former enslaved Africans in different areas following the abolition of slavery and the American Civil War

Comparisons could be made about how societies and economies in areas where the slave trade operated have developed since abolition

Links could be made between the civil and legal rights of the descendents of enslaved Africans in different areas, both following abolition and in today's society

Curriculum opportunities

Pupils should investigate aspects of personal, family or local history and how they relate to a broader historical context

(Within this context pupils could study the lives of former enslaved Africans who escaped slavery and came to the north west to avoid the American fugitive slave law such as Fredrick Douglas, Henry Box Brown and James Johnson and how abolition affected their rights as citizens both in Britain and America. Pupils could also examine the different ways in which local people continued to support or to have links with slavery following abolition eg individuals continuing to own plantations in the Americas and the Caribbean and developing new systems of slavery in Africa (the palm oil plantations on the west coast of Africa)

Appreciate and evaluate, through visits where possible, the role of museums, galleries, archives and historic sites in preserving, presenting and influencing people's attitudes towards the past

(Within this context pupils could visit their local museums/galleries to examine artefacts that have links to abolition, the civil rights movement and the continuation of different forms of slavery during the 1800s, 1900s and 2000s to assess the impact that the abolition of slavery has had during various periods on different societies in Europe, Africa and the Americas)

Legacies of transatlantic slavery: racism in Manchester

Before exploring this card some key facts to help you understand a bit more the legacies of transatlantic slavery are:

- Slavery gave rise to increasingly entrenched racist perspectives.
- While it is unlikely that racism caused slavery itself, the growth of racism undoubtedly grew from the time of the transatlantic slave trade.
- Racism is a belief that distinct human races exist and that one race is superior to another.
- This was used by Europeans to justify their enslavement of Africans. They maintained racist ideologies and tried to demonstrate that Africans were 'savage' and 'uncivilised' so they could justify treating them inhumanely.
- There are many visual representations of black people dating back to the period of slavery.
- They tend to be stereotypical and derogatory representations, often cartoon caricatures. The physical features of black people are often exaggerated (to support the European 'scientific' definitions of race).
- In general, representations of black people during the 1900s tend to show cheerful, happy and hardworking Africans, used mainly to promote colonial produce.
- These various stereotypes have become so ingrained that they survived long after slavery and helped perpetuate racism and, in the USA, official segregation.
- Many of these stereotypes are still familiar today.
- Racism can therefore be seen to occur in many different areas of society.
- Statistics show that in 2006, black pupils were three times more likely than white ones to be permanently excluded from school and the least likely to get five or more GCSEs.
- Despite this, black Africans are more likely than white people to have university degrees or their equivalent, but are four times less likely to get a job after graduating.
- Black people are eight times more likely than white people to be stopped and searched by the police, yet once under court scrutiny they are less likely actually to be found guilty.
- Black people and ethnic minorities are more likely to be victims of crime and of racially motivated attacks.

- Statistics also shows that black people are three times as likely to be out of work, are paid less than white people with similar qualifications.
- Black people are also regularly recognised by employment tribunals to be discriminated against and bullied at work (see www.irr.org.uk/factfile for more information).
- Manchester has a significant black population. 2005 estimates state that 5.2% of Manchester's population is black (2.0% Black Caribbean, 2.7% Black African and 0.5% Other Black) and 3.2% of the population is of mixed race (1.3% Mixed White and Black Caribbean, 0.6% Mixed White and Black African).
- Manchester's black population has experienced many different issues to do with race over the years from the resistance of local populations to the 1950s migrations from the Caribbean to the race riots of the 1980s and to the rise in 'stop and search' incidents and the recent focus on gang culture in Moss Side.
- A joint study by Harvard University and The University of Manchester does however suggest that racial prejudice in Britain and America has been declining recently due to the greater tolerance of younger generations (see <http://mythsaboutrace.wordpress.com/category/recent-developments/> for more information).

To find out more information on the above points go to:

www.revealinghistories.org.uk/legacies-stereotypes-racism-and-the-civil-rights-movement.html

Items explored on this card

Robertson's golliwogs, 1960s, *Gallery Oldham*

These well known objects were selected to demonstrate how racial stereotypes became entrenched in contemporary culture. Ideologies that were formed during transatlantic slavery have continued to exist into the 2000s.

'Pass it on' by Lemn Sissay

This poem was selected to explore how a local black writer has lived and dealt with racism whilst growing up in a town built on the cotton industry in Greater Manchester. It also reflects how the local black population views racism and encourages pupils to discuss the ideas about racism explored in the poem and what they think can be done to tackle the ongoing existence of racism.

Pupils can listen to Lemn perform this poem with great passion on the Revealing Histories website at:

<http://sumo1.sumodesign.co.uk/rnw/web/legacies-commemorating-the-bicentenary-of-british-abolition/video/mosi-event-lemn-sissay-poetry-readings.html>

Create Connections: Teachers' notes

Paul Robeson by Jacob Epstein 1928, *Touchstones Rochdale* © *The estate of Sir Jacob Epstein*

This object was selected to demonstrate the positive ways that black people have fought against racism and how they have achieved extraordinary things despite being faced with enormous prejudice. The bust was also selected to inspire pupils to continue to fight racism and to work hard to achieve their goals even if barriers stand in the way.

Discussion points

- How were black people generally portrayed throughout history?
- What is racism?
- Does racism still exist and can it be linked to the transatlantic slave trade?
- What do you think it is like to be black growing up and living in Manchester?
- Does slavery continue today?

Pupils can work in pairs or small groups to discuss a question or several questions. They can discuss personal perspectives on, and experiences of, racism. How does the dictionary define it? How does this match their experiences? Do they think racism is increasing or decreasing – why?

Do ask pupils to justify their answers:

- What evidence do they have?
- What sources are they using as evidence: first-hand accounts/documents, secondary sources?
- When are they expressing opinions and when are they expressing facts?

Points to consider:

- Some pupils may have experienced racism – or know of examples among their friends and families – and the subject must be handled sensitively with suitable support within any school policies.

Additional links

In addition to exploring the three items featured on each learning card, pupils can use the related items section to investigate the objects, people and places pages included on the Revealing Histories website to answer the discussion points found on the back of each learning card. There are a number of articles about the legacies of transatlantic slavery on the Revealing Histories website – some of these are quite complex and suitable for older or more able children or as sources for further research as a homework activity. Pupils can also listen to some of the videos where the legacies of transatlantic slavery developed are debated.

If pupils need more information on the topic of Legacies of transatlantic slavery: racism in Manchester then they can explore the related external links featured on the Revealing Histories learning pages. These links include:

http://www.manchester.gov.uk/info/448/archives_and_local_studies/506/multi-cultural_manchester/7

This website provides information on the history of the African and the African Caribbean communities in Manchester. The site contains the following articles and links to relevant literary sources; 'Mangoes to Moss Side: Caribbean Migration to Manchester in the 1950s and 1960s', 'Rude Awakening: African / Caribbean settlers in Manchester: an account' and Joe Pemberton's 'Forever And Ever Amen'. The website also contains a link to the educational resource 'Picture Book Moss Side' which links extracts from Joe Pemberton's book to photographic images of Moss Side from the 1960s.

<http://www.britkid.org/>

Interactive site featuring nine young British people and their communities. They describe their families, religion, language and friends, and discuss issues surrounding racism. The 'Serious Stuff' section looks at topics such as immigration law, Islamophobia and racism in football.

<http://www.wdwtwa.org.uk/>

WDWTWA enables young people to enquire about their own different identities, views and attitudes and to find out about those of others. WDWTWA also provides a diverse range of information and teaching resources linked to the KS3 and KS4 citizenship curriculum.

Related curriculum links

The theme of 'Legacies of transatlantic slavery: racism in Manchester' fits under the umbrella of Key Stage 3 QCA History Unit 15: *Black peoples of America from slavery to equality?*, Key Stage 3 Citizenship QCA Unit 4: *Britain – a diverse society?* And Key Stage 4 QCA Unit 3: *Challenging racism and discrimination*.

Key Stage 3 History QCA Unit 15 fits under range and content G, H and I of the Key Stage 3 History National Curriculum which specifies that: Pupils should learn about the way in which the lives, beliefs, ideas and attitudes of people in Britain have changed over time and the factors – such as technology, economic development, war, religion and culture – that have driven these changes; pupils should learn about the development of trade, colonisation, industrialisation and technology, the British Empire and its impact on different people in Britain and overseas, pre-colonial civilisations, the nature and effects of the slave trade, and resistance and decolonisation; pupils should learn about the impact of significant political, social,

Create Connections: Teachers' notes

cultural, religious, technological and/or economic developments and events on past European and world societies.

Key Stage 3 Citizenship QCA Unit 4 under range and content a, d, e, i and j of the Key Stage 3 Citizenship National Curriculum which specifies that: Pupils should learn about political, legal and human rights, and responsibilities of citizens; pupils should learn that actions that individuals, groups and organisations can take to influence decisions affecting communities and the environment; pupils should learn about strategies for handling local and national disagreements and conflicts; pupils should learn about the changing nature of UK society, including the diversity of ideas, beliefs, cultures, identities, traditions, perspectives and values that are shared; pupils should learn about migration to, from and within the UK and the reasons for this.

Key Stage 4 Citizenship QCA Unit 3 fits under range and content a, f, h, l and n of the Key Stage 4 Citizenship National Curriculum which specifies that: Pupils should learn about political, legal and human rights and freedoms in a range of contexts from local to global; pupils should learn about the development of, and struggle for, different kinds of rights and freedoms (speech, opinion, association and the vote) in the UK; pupils should learn about the impact and consequences of individual and collective actions on communities, including the work of the voluntary sector; pupils should learn about the origins and implications of diversity and the changing nature of society in the UK, including the perspectives and values that are shared or common, and the impact of migration and integration on identities, groups and communities; pupils should learn about the challenges facing the global community, including international disagreements and conflict, and debates about inequalities, sustainability and use of the world's resources.

Relevant expectations for these units are that:

KS3 History Unit 15: most pupils will be able to assess the problems facing black peoples following emancipation.

Unit 15: most pupils will be able to account for the growth of the Civil Rights movement and the differing approaches to be found within it.

Unit 15: most pupils will be able to judge how far black Americans have achieved equality since emancipation.

Relevant sections

Section 6: From emancipation to segregation: how free were black people? In this section pupils should learn about the ways in which the American constitution and state law affected black people, to assess how aspects of black peoples' lives changed after emancipation, how the attitudes and actions of white people differed towards black people after emancipation, demonstrate an understanding that Black Americans did not have the same freedoms as White Americans and that this varied between states and over time

Section 7: From segregation to civil rights: did the Civil Rights movement bring freedom for black people? In this section pupils should learn what civil rights are, how black people were treated within American society in the 1950s and 1960s, to account for the different approaches used by individuals to obtain their civil rights, that Malcolm X and Martin Luther King became leaders in black peoples' struggle for civil rights and that they advocated different strategies for obtaining these rights, to use sources of information as evidence to support a particular view

Curriculum opportunities

Links could be made between the racist attitudes that descendents descendants of enslaved African's have faced during different periods and in different areas

Pupils should investigate aspects of personal, family or local history and how they relate to a broader historical context

(Within this context pupils could investigate the history of immigration and migration within their area and the current demographic of their area. Pupils could select a specific group, eg the African-Caribbean community, and research the issues/ attitudes they have faced in the past and in recent years. Pupils could explore current issues relevant to these groups and research the ways that they are overcoming any racist attitudes/ encounters. Additionally, pupils could study local role-models/ community workers and research the ways in which they have worked to improve the social and economic situations of local communities)

Appreciate and evaluate, through visits where possible, the role of museums, galleries, archives and historic sites in preserving, presenting and influencing people's attitudes towards the past

(Within this context pupils could visit their local museums/galleries to examine artefacts that have links slavery, racist stereotypes, local communities and different ethnic groups, both local and global to assess the impact that transatlantic slavery had on the development of racism in the past and in the present)

Relevant expectations for these units are that:

KS3 Citizenship Unit 4: most pupils will be able to understand their own identities and recognise that there are many different identities locally and nationally

Unit 4: most pupils will be able to identify the different communities to which they belong and consider the benefits and challenges of living in a diverse society

Unit 4: most pupils will be able to recognise the interdependence of different communities locally, nationally and globally, and the importance of respect for all within them

Relevant sections

Section 3: What is my local community like? Pupils should learn to; identify local communities to identify the characteristics of the community and appreciate the value of diversity, recognise diversity and understand that it is positive and a strength to celebrate; recognise the importance of equal opportunities within school and wider communities.

Section 4: What images do we have of Britain? (1) Pupils should learn to celebrate diversity, debate and express opinions and recognise the importance of respecting the views of others, recognise the importance of images and how these can be seen differently

Section 6: What is a global citizen? Is there a global community? Pupils should learn to identify criteria and develop a definition for the term 'global citizen', to identify how different cultures and communities are interdependent and interrelate, understand what it means to be a global citizen, recognise that communities respond to and can influence change, recognise some of the impact of globalisation

Section 7: Taking responsible action. Pupils should learn how to identify how they might influence change and take responsible action, to celebrate diversity in their own life, at school and in their communities, describe how individuals and communities can make a difference, examine the most effective ways of making a difference, describe the contribution of prominent people from different races and cultures, recognise the importance of diversity in society

Curriculum opportunities

Comparisons could be made between the different forms of racism that different ethnic groups experience both locally, nationally and internationally.

Comparison could be made on the effects of these different forms of racism

Relevant expectations for these units are that:

KS4 Citizenship Unit 3: most pupils will be able to know about the origins of different ethnic groups in the United Kingdom and recognise that we live in diverse communities.

Unit 3: most pupils will be able to recognise the causes of diversity, including migration at different points in history and the relations and connections between the United Kingdom and Commonwealth and other countries

Unit 3: most pupils will be able to understand what racism is, know racism is illegal in the United Kingdom and understand why it is unacceptable

KS4 Citizenship Unit 3: most pupils will be able to recognise how the different laws protect citizens from racial discrimination and violence

KS4 Citizenship Unit 3: most pupils will be able to devise strategies and develop skills to challenge racism and appreciate the importance of mutual respect and understanding in a multi-ethnic society

Relevant sections

Section 1: Where do we come from? What are our communities like? Pupils should learn to build on personal experience and previous learning about human rights and migration, about ethnic diversity in the UK, about the different links and relations between the UK, the Commonwealth and other countries, to use their imagination to understand the views of others, identify why people migrate from one area or country to another, recognising that some, but not all, do this out of choice, recognise the importance of mutual respect and understanding

Section 2: What is racism? Pupils should learn about the about different causes of racial discrimination, prejudice and intolerance, how to respond to situations that might be racist, describe different forms of racism and their causes and effects, know that discrimination, including racism, is unacceptable

Section 3: How does the law protect citizens from discrimination and racism? Pupils should learn about the role of the law in protecting citizens from discriminatory behaviour, how the European Convention on Human Rights and the Human Rights Act 1998 protect basic rights, about the role of public bodies such as the Commission for Racial Equality, define the term 'discrimination' and know about laws in this country which prohibit it

Section 4: How can we challenge racism and discrimination? Pupils should learn to consider the experiences of others who have been treated unfairly or in a discriminatory way, to reflect on their learning and consider how to take responsible action in situations where racist or discriminatory actions may have taken place, to participate in policy and curriculum reviews, identify ways of responding to racial incidents and devise strategies for challenging racism and take part in discussion and suggest ideas for promoting tolerance and respect in a multi-ethnic, inclusive society

Curriculum opportunities

Comparisons could be made on the different approaches and policies that certain areas have adopted to tackle racism, again both locally, nationally and internationally eg the American policy of Affirmative Action and the British approach of monitoring the social and ethnic diversity of its workforce

Pupils could compare and discuss the effects of these approaches/ policies