

everyman & PLAYHOUSE theatres

The Streets Where We Live

Accompanying Education
Learning Resource

The Streets Where We Live was developed by
Falling Doors Theatre in consultation with Laurence Westgaph
If you have any questions about the performance tours please contact
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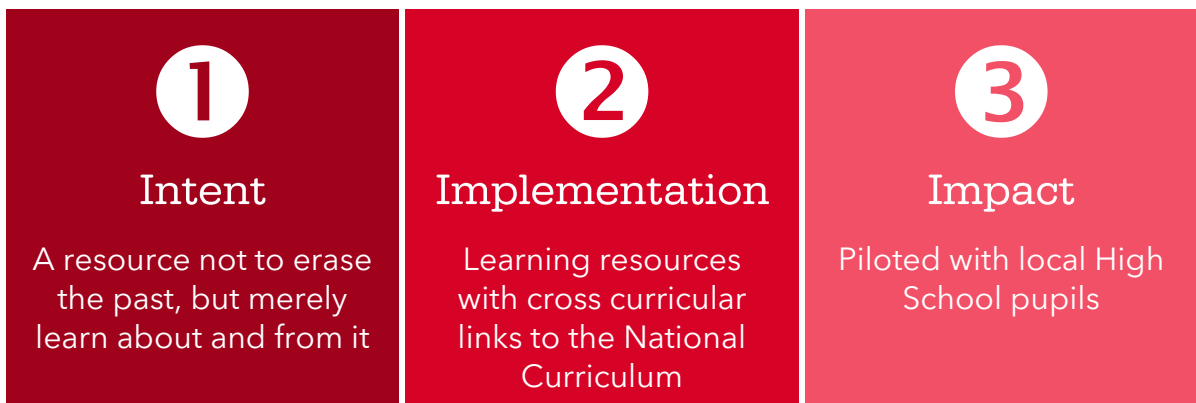
This Learning resource was curated by Adam Vasco, a dual heritage academic (Scouse and Nigerian) with over 20 years of experience in education that has spanned all age ranges and Key Stages. His areas of research focus on diversifying and decolonisation of curricular and practice. You can follow him on Twitter @VascoAdam

Welcome

Political Impartiality Statement

In February 2022, The Department for Education published guidance on Political Impartiality in schools. We have ensured that this resource adheres to the guidance, reflecting the law. There is no promotion of partisan political viewpoints shared within this resource.

Statement of intent



Part of a rich, diverse, broad, and balanced curriculum

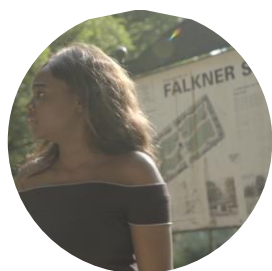
Intent: Liverpool is a City whose rise and fall is aligned with that of the Transatlantic Slave Trade. It is important to note that this resource has not been developed to erase the past, but merely to learn about and from it, to depict the honest history of this famous maritime City.

Implementation: We have created a resource which is to be used a provocation for practitioners. It is worth noting there are countless opportunities for cross curricular work. We have proposed activities, links to the National Curriculum and suggested subject specific content. However, this is a non-exhaustive list, as with any curricula, it is important to use this resource to best meet the needs of your learners. We hope exploring *The Streets Where We Live* is an enriching learning experience.

Impact: The sessions have been deemed suitable for all High School and Sixth Form age learners. Content may be adapted for use in Upper Key Stage 2 (Years 5 & 6) however, we suggest teacher discretion. This aspect of history will raise concerns and it is essential to create support structures for students to discuss their concerns during and after lessons.

We hope you and your learning community enjoy using the resource. It is an important story to tell.

Video resources



Video #1
How History Is Misremembered



Video #2
The Impact on People



Video #3
How Slavery Shaped Our City



Video #4
A Tree Can't Grow Without Its Roots

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Decolonising and Diversifying the Curriculum

The MixEd decolonise and diversify mission:

Across all education phases

To actively dismantle the narrative which has long favoured a white, Eurocentric view of the world. To adjust and widen the lens and give space to those who have been marginalised, ignored or denied and have had their histories skewed or rewritten.

To decolonise and diversify does not mean.....

- To rewrite, erase and start again- these are nuanced adjustments and additions
- Leaving it to BAME staff – this is collective work and should be part of the School Improvement Plan, with time allocated to the work
- To bolt-on... as the lens stays the same. Adding in Black history or Asian history – this is all **our history**
- Just English and History- all areas of the curriculum, in all education phases

Why must this work be done?

- Students cannot feel a sense of belonging if they do not see themselves represented or visible in the curriculum. This includes intersectionality. By seeing themselves they will feel connected to their learning and this will bring better outcomes.
- For too long, single-story narratives have dominated the curriculum. For example, “slaves or saviours” in Black History.
- If we are to truly tackle entrenched discrimination and dismantle structural racism, we must ensure our young people have a global and accurate world-view. They are our future leaders/politicians/change-makers. What views are we sending them out into the world with?

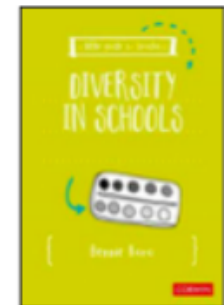
To begin this work one must audit the curriculum:

- Who is delivering? (This is not a criticism- but who taught you? What might you need to unlearn? What bias may you need to be self-aware of?)
- What is being taught? Who is taking centre stage? Who is in the shadows?
- How might the “audience” of the curriculum feel? (ancestral trauma/reinforcement of stereotypes)

Beyond the curriculum:

- Fear of causing offence creates silence and avoidance and nothing changes. Are there safe spaces for **all** staff and students to talk?
- Is there diversity in displays? Can students see themselves?
- Do all policies have an EDI focus? What are your Equality Objectives?
- Are assessments inclusive? Some ethnic groups have oracy at the heart of their history & communities - Do they fall foul of our assessment systems and become labelled as “underperformers” which becomes self-fulfilling?

Recommended reading:



www.mix-ed.org



@_MixEdUK



Video #1: How History Is Misremembered

Below are the following suggested activities to accompany watching Video 1.



Pre-task: Silent debate

Consider the following statement, ***'history is written by the victors'***. What does this mean? Do you agree or disagree? Give examples to support your silent debate.

Age:

KS2 to GCSE

Subjects:

- History
- English (writing)

Silent debate rules

1. In this scenario, every member of the class is given equal opportunity to 'voice' their opinion in the debate and everyone is exposed to a multitude of diverse opinions.
2. Silent discussions allow us to access and activate student's prior knowledge, stereotypes and preconceived ideas related to topics. It also helps students make new connections and learn from the collective wisdom of the group.
3. Centre the question on a large single sheet of paper (poster paper) leaving plenty of room for students to write.
4. Explain to everyone that the activity involves responding to the stimulus by writing or drawing their thoughts and questions around it and sharing their thinking. Different coloured pens can be used for each student so you can easily differentiate their thoughts.
5. As a class, delve into the content and discuss ideas, reactions and responses written on the big papers.
6. To end the activity you can display the big papers on walls or across tables and hold a 'gallery walk' for students to view in silence.

Pre-task: My Liverpool Home

Liverpool is our city, whether you are born and bred here, have family here, moved here, migrated here or just choose to call Liverpool home, we are often people who are very proud of our city.

Before you watch this first video, listen to the song 'In My Liverpool Home' and create a word cloud, mind map or acrostic poem about Liverpool and what it means to you. Alternatively draw or search images creating a Liverpool collage.

Age:

KS2 to GCSE

Subjects:

- History
- English (writing)

Watch Video 1, from the start and pause at 5min13sec.



Who was Charles K. Prioleau?

Reading Comprehension Activity

Access this reading taken from Wikipedia ([External resource](#)). Extract the key information and create a Charles Prioleau fact file that could be placed in No. 19 Abercrombie Square.

REMEMBER - The task is to create a fact file that would be relevant for Liverpool. What is the key information you need? What should visitors to 19 Abercrombie Square know about Charles Prioleau?

Alternatively, use Adobe Spark to create a webpage with information about Charles Prioleau which could be displayed in 19 Abercrombie Square.

Age:

KS2 to GCSE

Subjects:

- History
- English (reading)

Watch Video 1, from 5min13sec and pause at 7min14sec.



Who do you think you are?

Exploring our identities

Who am I? A question which has been pondered by great thinkers since the dawn of humanity, from ancient civilisations to today's academics, the notion of self-identity is of vital importance to us all. In Western philosophy Descartes famously pondered his own existence, expressed in the well-known position 'Cogito ergo sum', 'I think, therefore I am'. The sense of self, that is children starting to develop a self-concept, happens by the age of 3, somewhere between 18 and 30 months. It is in this phase of childhood that the Categorical Self is formed; the attributes, abilities, attitudes, and values that they believe define them.

Age:

KS2 to GCSE

Subjects:

- PHSE

The issue of race is hugely important in terms of our identities. It is how the world sees us and how we see ourselves. In order to better understand how identity shapes us, practitioners, should first consider their own identities. What are the labels we give ourselves? What are the labels others give us? This activity is also suitable for the young people.

Access the Starburst Identity Chart and follow the instructions ([External resource ↗](#)).

Black History IS British History

Black & British: A Short Essential History

Paisley opened by saying:

"You've got look at the story and see whose perspective is being shown, whose narrative is being pushed"

Age:

KS2 to GCSE

Subjects:

- History
- English (reading)

The work of David Olusoga is doing so much to tackle this imbalance of historical perspectives. We would describe his book *Black & British* as essential reading. The shorter version designed with young people in mind is equally as essential. He serialised a sample from his book which is below. This will help you connect our resources to areas of the National Curriculum.

‘When I was at school there was no Black history.

None of the Black people from the past who we know about today were ever mentioned by my teachers, and my textbooks contained nothing about the role Black people have played in the story of Britain. So what I presumed was that there must not have been any Black people in British history.’

Access the free sample ([External resource 7](#)). There are a few questions at the end of the sample that could be used as a low stakes retrieval quiz.

Watch Video 1, from 7min14sec and pause at 11min16sec.



The bloody birth of Liverpool

The word 'Liverpool' means 'muddy pool'. The name comes from the Old English *liver*, meaning thick or muddy, and *pol*, meaning a pool or creek, and is first recorded around 1190 as Liuerpul. According to the Cambridge Dictionary of English Placenames. *"The original reference was to a pool or tidal creek now filled up into which two streams drained"*. So how did Liverpool become the thriving city we know and love now?

Age:
KS2 to GCSE

Subjects:
- History

"This is not history, this is where we live, some of what happened in the past, is staring you in the face now..."

Access this timeline of Liverpool from Wikipedia ([External resource 7](#)), and explore the impact slavery had on Liverpool. In a 600 year period dating from West Derby appearing in the Domesday Book in 1089 to the late 1600's look at the events and size of population.

Draw attention to the growth of Liverpool from the 1700's as Liverpool's Merchant Slave Ship begins operating. Focus on the impact on populations and infrastructure.



International
**Slavery
Museum**

Enrichment opportunity: Consider planning a visit to our friends at the International Slavery Museum. You can even book on to their education sessions. ([External link 7](#)).

Here is a link to their Resources for Schools pack. A useful area to compliment this piece of work is Section 2: Africa, the start of the trade ([External resource 7](#)).

Watch Video 1, from 11min16sec and pause at 13min12sec.



A change is gonna come

“When this becomes everyone’s issue, that is when change will happen...”

Age:

KS3 to GCSE

Subjects:

- PHSE

Paisley made the link from history to events that are happening now. Education is key in beginning to address the racist discrimination that still permeates all aspects of life. Consider sharing some of these facts with the learners.

1. In 2020/21 there were over 92 Thousand racist incidents recorded by the Police service in England and Wales, compared with 78.9 Thousand in 2018/19. While there were around 76 Thousand reported incidents 2019/20, this year does not include figures from Greater Manchester Police, one of the largest police forces in England and Wales (Statista, n.d.).
2. 40 times more likely to be stopped and searched by the Police as a Black or Brown person (Townsend, 2019).
3. Four to five times more likely to die in childbirth as a Black or Brown mother (Summers, 2021).
4. 80-90% more job applications to get a positive response from an employer because of your ethnic background (Siddique, 2019).

In 1940’s America, during a time of segregation and the Civil Rights movement, Kenneth and Mammi Clarke developed a psychological test, now referred to as the ‘Doll Test’. They found that given a choice between Black dolls and white dolls, most Black children had a bias towards the white doll. They associated positive characteristics to the white dolls but negative characteristics to the Black ones. In the final question, children are asked to identify which doll most looks like them.

Watch an example of ‘The Doll Test’ ([External resource ↗](#)).

Consider the impact even on young children. There are enough social cues in our society that even the group impacted by racism can harbour and internalise negative stereotypes.

Class debate: Does racism exist?

Black History Month

Paisley mentioned Black History Month, October may be Black History Month, but is important that this month amplifies the key messages while we commit to celebrating and commemorating Black history and culture throughout the year.

Age:
KS2 to GCSE

Subjects:
- History

Black History Month has three component parts:

- 1. Celebrating Black Culture(s)**
- 2. Recognising Marginalised Narratives**
- 3. Addressing Oppression and Resistance**

All three are needed for real impact. The theme for Black History Month 2021 was 'Proud To Be'. There is a dedicated magazine ([External resource ↗](#)) which can support you in recognising the vast and varied accomplishments of the Black British community.

Exploring Liverpool's Black experience: The Liverpool Museums ([External resource ↗](#)) web feature shares stories, memories and objects from Liverpool's Black communities, that were collected as part of the Sankofa project. The project connected stories from people and community groups, and those within museum collections, to form a rich picture of Liverpool's Black experience.

Watch Video 1, from 13min12sec to End.



Speak your truth: Poems of Protest, Resistance and Empowerment

'Pithy and powerful, poetry is a popular art form at protests and rallies. From the civil rights and women's liberation movements to Black Lives Matter, poetry is commanding enough to gather crowds in a city square and compact enough to demand attention on social media.

Speaking truth to power remains a crucial role of the poet in the face of political and media rhetoric designed to obscure, manipulate, or worse.'

Allow learners time to explore issues that are important to them. It could be that this work has spoken to them. As the educator, you may want learners to write and perform a reaction piece to this video or you may just use it as a provocation.

There is support available from the Poetry Foundation ([External resource ↗](#)), with further examples of poems of protest, resistance and empowerment.

Age:

KS2 to GCSE

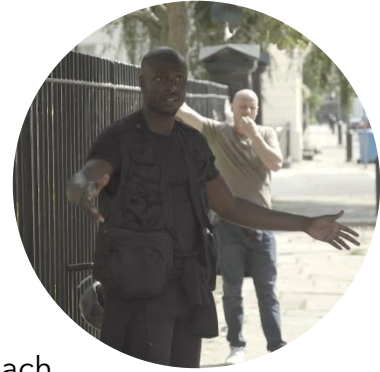
Subjects:

- History
- English (writing)
- Drama, performance

Video #2: The Impact on People

Below are the following suggested activities to accompany watching Video 2.

The following section of work tackles some very hard-hitting subject matter. As such, caution is recommended in regard to assessing suitability for the age range you teach.



Pre-task: The myth of the Long Chains

In 1840, British artist J. M. W. Turner painted a piece called *Slavers Throwing Overboard The Dead And Dying - Typhoon Coming On*. Nowadays, it is referred to more simply as *The Slave Ship*. It is the painting which serves as the main image for this piece and can be viewed below. As implied by the leading title, it depicts a slave ship caught during a typhoon. Its dark colours reflect more than just the gloomy atmosphere that the storm brings. In the boisterous water lie bodies. But they are not just any bodies, nor are they there by accident. They are the bodies of the slaves who moments ago inhabited the ship.

Age:

KS3 to GCSE

Subjects:

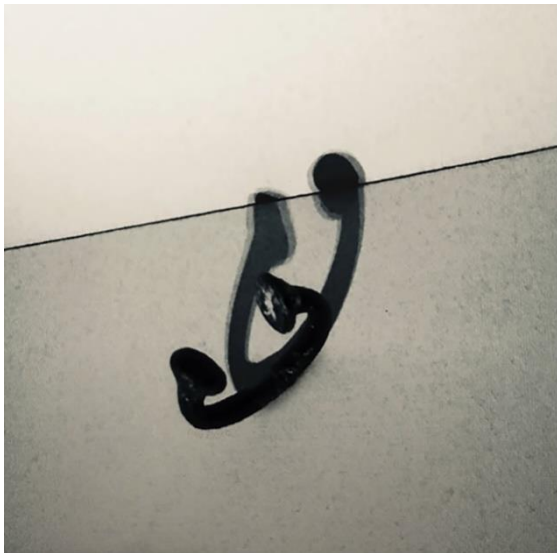
- History
- Music
- English (writing)

Of course, even the most extraordinary piece of still art would struggle to convey that level of historical significance, detail, and story. This information comes not from the painting, but the true event that inspired it. In 1781, the captain of a slave ship named Zong threw dead and dying slaves into the water to claim insurance money which could only be disbursed for slaves "lost at sea". If it seems like an anomaly, it isn't. If it sounds like a myth, it's far from it. It was protocol.



Slavery is so abhorrent that it is hard for us to truly comprehend the evil, misery, and impact it had then and now. The myth of the Long Chains is the story of an underwater community of slaves who escaped a sinking ship and now sabotage the path of other slave ships.

What good is a Long Chain? What Good? it is a Long Chain! It is an oxymoron. Chains are meant to suppress freedom. You are only as free as the length of your chain. But what if your Chain was long? What if it was as long as the world in every direction? The Long Chain is a symbol of thoughtful freedom. The chain is a reminder of ones limitations and to approach the world with restraint. The everlasting length of it reminds one to be open minded even amongst limitations. It is at once a challenge and a solution. If one lives a life on a long chain one stays connected to the origins while having the freedom to venture to the ends of the universe. It can lead one back home and act as a guide for others to follow. We all have chains. We are born with them. They cannot be broken. But they can be grown.



The myth of the Long Chains was explored by American rapper Lupe Fiasco in his album 'Drogas Wav'. In the song 'Wav Files', he explores the idea of a ship sinking as the Long Chains drag the boat underwater.

Listen to Lupe Fiasco ([External resource 7](#)) & read the lyrics ([External resource 7](#)).

There is so much to explore with this song. The imagery and literary features used provide endless possibilities.

However, through a combination of listening and reading the lyrics, we would suggest using Genius lyrics to unpick the verses and letting the students see what they can come up with.

Watch Video 2, from Start to 12min45sec.



‘At the root of slavery was the theory that Black people were inferior...’

In this next section we are going to learn ‘How to Argue With A Racist’ with the help of Adam Rutherford.

Before we do, it is important to understand that race is a social construct rooted in history. Race is not real, other than we are all one race.

Most geneticists, including Dr Francis Collins, director of the Human Genome Project & the National Institutes of Health affirm that humans are 99.9% the same at the level of their genome.

A, B and O blood groups can be found in all the worlds population. As an example, the percentage of Estonians and Papua New Guineans with A, B and O blood is almost exactly identical.

Skin colour is determined by local prevalence of ultraviolet radiation from the sun.

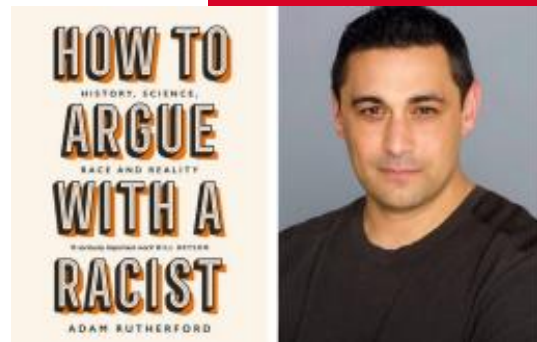
We are all Africans. The earliest humans originated out of Africa. Subsequently, any two ‘races’ from within Africa are more genetically diverse than any African and any other out of Africa ‘race’.

Beneath the skin we are all the same. We have created the differences and they are so deeply entrenched we all subscribe to at least some of them.

Race is a social construct. It is not real. But the impact of racism is very real.

Age:
KS2 to GCSE

Subjects:
- History
- Science
- English (oracy)



We are going to learn the science behind racism, to help us stand up to it when we hear it. Who knows, maybe it will challenge some of our own preconceptions.

Do you believe Black people naturally have more rhythm?

Ideally, it would be great to have a copy of Dr Adam Rutherford's book to fact check anything that comes up in the class discussion that comes up after watching this video:



([External resource ↗](#))

Watch Video 2, from 12min45sec to End.



Draw a Sankofa bird

The Sankofa bird symbolises that, to understand our present, we must look back to the roots of past experience and history in order to move forward into a positive future. It is a symbol of hope, strength, learning and determination. The head of the Sankofa bird is always positioned as if it is looking back on the past, whilst its legs are rooted in the present and the feet face forwards to the future.

Age:
KS1 to GCSE

Subjects:
- History
- Art

Learn how to draw a Sankofa bird in this short step by step drawing video with Laura-Kate Draws. Once illustrated you can decorate your bird motif using whatever art materials you have at school.



([External resource ↗](#))

Video #3: How Slavery Shaped Our City

Below are the following suggested activities to accompany watching Video 3.



Watch Video 3, from Start to 9min19sec.



Liverpool's links to slavery

Much of Liverpool's history was built on the back of a transatlantic slave trade that dealt in human lives, forcing countless people into conditions of degradation and brutality.

Trading in human lives made the city rich and powerful, leaving a permanent mark for generations to come.

The slave trade, and the wealth it generated, played an instrumental role in shaping the face of Liverpool as we know it.

In 2008 Liverpool may have been the Capital of Culture, but having grown in prominence over the centuries, Liverpool was capital of the slave trade. Liverpool was the European capital of the slave trade from the 1740s right up until slavery was abolished in Britain in 1807.

The city's maritime history played a crucial role in bringing Liverpool to a position of global power and prominence. However, among the maritime trade flowing in and out of the city, was a thriving slave trade that made traders rich off the back of human suffering. Mersey ships forcibly carried millions of Africans into slavery, as people were transported to the Americas and the Caribbean.

Age:

KS2 to GCSE

Subjects:

- History
- English (oracy & writing)

In the video we heard of the story of a boy who was sold after being advertised in the local paper - The Liverpool Advertiser, along with a mountain tiger cat!

Here is an example of these kind of adverts that were so widespread.

at 12 o'Clock, in order to consider of and pursue proper Measures for making a Collection in this Town, for the Relief of the Sufferers, by the late dreadful Fire, at Bridge Town, in the Island of Barbadoes, By Order of the Worshipful JOHN CROSBIE, Esq; Mayor. Francis Gildart, Town Clerk.

LIVERPOOL. September 12. 1766.
A L L Persons who stand indebted to the late JOHN DAVIES, and Co. Sail-Makers, are desired to bring in Accounts, and pay their respective Debts, without further Notice, to George Drinkwater, XI Who is empowered to receive the same.

To be S O L D,
 At the Exchange Coffee-House in Water-Street, THIS DAY, the 12th Inst. September, at One o'Clock precisely,
E L E V E N N E G R O E S,
 Imported per the ANGOLA. George Drinkwater, Broker.

To be Sold by AUCTION,
 On Thursday the 18th Instant, at the Exchange Coffee House, in Water Street; the Sale to begin at One o'Clock precisely.
The good Sloop Fanny and Betty,
 Burthen about 60 Tons; a remarkable fine Sailer. She has been thoroughly repaired, with a new Keel, and is very suitable for the Coasting Trade. XI Any Persons willing to treat by Private Contract may By applying to George Drinkwater, Broker.

For Private S A L E,
The good Brig. Royal Charlotte,
 With all her Materials as she arrived from Cork, Burthen 100 Tons, more or less, very fit for the African or American Trades.—Apply to George Drinkwater, Broker, Or Richard Hutchinson, in Price's-Square.
 Who has for Sale, IRISH KELP.
 Also, best New CORK ROSE BUTTER,
 In full bound Fiskins and Kees. fit for Guinea.

Liverpool merchants were mercenary in undercutting their rivals' costs, reducing turnaround times, and increasing the flexibility of operations, developing close relationships with slave traders in Africa.

Slave ships were often built or repaired in Liverpool, with the 'Liverpool Merchant' being the first recorded slave ship to sail from Liverpool. She set sail on in October 1699 and arrived in Barbados in September 1700, with a cargo of 220 enslaved Africans. The part owner of 'Liverpool Merchant', Sir Thomas Johnson, is known as the 'founder of modern Liverpool'. Much like George Dunbar, his fortune was made directly from the slave trade, their names synonymous with the city and its bloody growth.

By the late 1700's, Liverpool controlled over 80% of the British and over 40% of the entire European slave trade, overtaking Bristol and London.

As a result, the city's wealth in the 18th century directly came from the trade. The personal and civic wealth gained from slavery cemented the foundations for the port's future growth. It is impossible to divorce Liverpool's maritime and commercial growth from the horrors of the slave trade.

From the grand houses built using slave money, to the street names we all take for granted, there are clues everywhere. Several of the city's busiest and most

prominent streets were named after slave traders and merchants who profited from Liverpool's role in the slave trade.

Bold Street in Liverpool City Centre was named after Jonas Bold, a noted slave merchant, sugar trader and banker who became Mayor of Liverpool in 1802.



Some of our most recognisable buildings also contain markers of the slave trade - like the Port of Liverpool building which is embellished with stone carvings of slave ships on its facade.

Exchange Flags also played a key role in the trading of slaves, with merchants gathering there to carry out their business in the open air.

Today, hundreds of workers pass through Exchange Flags on their way to work, but in the height of the slave trade it would be filled with merchants exchanging 'business cards' baring the flag of their slave ship on them.

These buildings and street names provide a constant reminder of slavery's indelible mark on the city.

In 1999, Liverpool City Council passed a formal motion apologising for the city's part in the slave trade and the continual effect of slavery on Liverpool's Black communities.

Discussion activity: What should Liverpool do about its remaining visible links to slavery?

In Bristol, we saw them topple the statue of Edward Colston. Should we be thinking of removing the reminders of our city's links to slavery, or do they serve as a stark reminder of our dark history? Should more be made of this, do people really know the history of the streets where we live? How could the city improve this? Teacher to facilitate a student led debate.

Age:

KS1 to GCSE

Subjects:

- History
- English
- PHSE

These resources and tips from Voice 21 will help facilitate an effective discussion ([External resource 7](#)).



([External resource 7](#))

Watch this Newsround clip from the beginning to 4:17. Levi highlighted several places from our city. Bold Street, Rodney Street, Penny Lane, Jamaica Street, Sir Thomas Street, Blackburn House, Exchange Flags, The Liver Buildings, and the statue of William Gladstone in St John's Gardens. Your job, is to choose a place and act as a historian, conducting some research to uncover the true history of these places we walk past and through every day! All these places are inextricably tied to the slave trade. Your job is to tell that story. Far from rewriting history, this is a case of letting the truth free.

The lasting impact

Slavery and the Railways

Britain's railway exists as a legacy of slavery. These railway lines depended on the major investments of former slave owners.

Age:

KS2 to GCSE

Subjects:

- History

- English

One of these men was John Moss, a Liverpool banker. As someone embedded in slave-trading and factoring, his fortune relied on slavery. His recorded investment in railways across Britain was £222,470 (at least £200m in today's money). Moss was a critical figure in early railway schemes, being deputy chair of the Liverpool & Manchester Railway (L&MR) and chair of the Grand Junction Railway (GJR), in both cases alongside several other slave owners.

Railways in the North West and the Midlands relied heavily on capital from Liverpool's slave traders and beneficiaries, but so too did the railways of the South. For example, the Liverpoolian merchant Robert Browne invested initially in the L&MR but then substantially in the South Eastern Railway. Browne's investment accounted for £577,260 (at least £550m in today's money). The railways are generally considered to be a force for good in the world, and they certainly should be today, but that doesn't mean that the circumstances in which they were created should be forgotten.

TOP 12 PRODUCTS PRODUCED WITH CHILD LABOR BASED ON NUMBER OF COUNTRIES PRODUCING THEM		
Product	# of Countries Producing It with Child Labor	Which Countries are Producing It with Child Labor
Gold	18	Bolivia, Burkina Faso, Colombia, Democratic Republic of Congo, Ecuador, Ethiopia, Ghana, Guinea, Indonesia, Mali, Mongolia, Nicaragua, Niger, Peru, Philippines, Senegal, Suriname, Tanzania
Bricks	16	Afghanistan, Argentina, Bangladesh, Bolivia, Brazil, Burma, Cambodia, China, Ecuador, India, Nepal, Pakistan, Paraguay, Peru, Uganda, Vietnam
Tobacco	16	Argentina, Brazil, Cambodia, Indonesia, Kazakhstan, Kenya, Kyrgyz Republic, Lebanon, Malawi, Mexico, Mozambique, Nicaragua, Philippines, Tanzania, Uganda, Zambia
Cotton	16	Argentina, Azerbaijan, Benin, Brazil, Burkina Faso, China, Egypt, Kazakhstan, Kyrgyz Republic, Mali, Paraguay, Tajikistan, Turkey, Turkmenistan, Uzbekistan, Zambia
Coffee	14	Colombia, Côte d'Ivoire, Dominican Republic, Guatemala, Guinea, Honduras, El Salvador, Kenya, Mexico, Nicaragua, Panama, Sierra Leone, Tanzania, Uganda
Sugarcane	14	Belize, Bolivia, Burma, Colombia, Dominican Republic, El Salvador, Guatemala, Kenya, Mexico, Panama, Paraguay, Philippines, Thailand, Uganda
Cattle	9	Brazil, Chad, Ethiopia, Lesotho, Mauritania, Namibia, South Sudan, Uganda, Zambia
Rice	8	Brazil, Burma, Dominican Republic, India, Kenya, Mali, Philippines, Uganda
Diamonds	7	Angola, Central African Republic, Democratic Republic of Congo, Guinea, Liberia, Sierra Leone, Zimbabwe
Stones	7	Egypt, India, Madagascar, Nepal, Nicaragua, Paraguay, Zambia
Cocoa	6	Cameroon, Côte d'Ivoire, Ghana, Guinea, Nigeria, Sierra Leone
Fish	6	Cambodia, Ghana, Indonesia, Peru, Philippines, Uganda

Data compiled from U.S. Department of labor's 2012 List of Goods Produced by Child Labor or Forced Labor

How Did Sugar Feed Slavery?

Complete a think-pair-share activity to determine if any popular consumer products today might be produced through inhumane means.

Construct an argument (e.g., detailed outline, poster, or persuasive piece) that addresses the question 'How did sugar feed slavery?' using claims and relevant evidence from historical sources.

Discussion activity: How did slavery lay the foundations for Britain's economy?

Watch this clip from historian David Olusoga and facilitate a discussion with your class on the link between Slavery and Britain's economy.



([External resource ↗](#))

Watch Video 3, from 9min19sec to End.



Shared listening experience

This activity would be best in a hall, large classroom, or playground. Place a speaker, TV, or laptop in the centre and gather in a circle. Be very quiet, listen and follow along.

Age:

KS2 to GCSE

Subjects:

- PHSE
- History
- English
- Drama

Video #4: A Tree Can't Grow Without Its Roots

Below are the following suggested activities to accompany watching Video 4.



Watch Video 4, from Start to 7min50sec.



We have just listened to Ashley talk to us about the importance of knowing and learning from our history. As Marcus Garvey said:

'people without knowledge of their past history, origin and culture is like a tree without roots'

Ashley spoke about how historically the past was whitewashed. Previously we would learn about key periods in time, such as the industrial revolution and there would be no link to the slave trade, despite this being where the cotton came from and was produced. Thankfully, now we can put these things right and we have the resources to do this.

Slave trade and the British economy

Work through this BBC Bitesize unit which has a quiz at the end. This could be done as a whole class, as individuals, in groups or even a distance learning/homework task.

([External resource ↗](#))

Age:
KS3 to GCSE

Subjects:
- History

The Museum of Liverpool: Liverpool Black Community Trail

The Liverpool Black community is the oldest in Europe. In the 1750s Black settlers included sailors, freed slaves and student sons of African rulers.

Age:
KS1 to GCSE

Subjects:
- History
- English (writing)

Despite challenges, Black presence has grown and contributed to all aspects of Liverpool life. The Museum of Liverpool has a dedicated Liverpool Black Community Trail. Here ([External resource 7](#)), gives some information about some of the stories from the Black Liverpool Community.

Activity: Local Black History

Choose someone to research, a member of the Liverpool Black Community and present the information as a poster or fact file. It may be someone in your family? Like my Grandad Abe, pictured here with my Dad Eric. Abe came to Liverpool after World War 2 ended and there was a calling to the colonies. He came to rebuild the country and the city after The Blitz. Here he started a family, my Dad, Eric, the eldest of 9 children.

It may be someone famous? or a regular member of the community like Earl...



'Earl has been at the heart of the Toxteth community for the last two decades. Chair of Kingsley United Liverpool's most diverse grassroots football club, Learning Mentor at Calderstones School and youth worker at Unity Youth Centre and Granby Toxteth Youth Forum.'

Read more about Earl in this feature by Nike as a good example of a fact file ([External resource 7](#)).

Watch Video 4, from 7min50sec to End.



Speak your truth: Poems of Protest, Resistance, and Empowerment

Having listened to Ashley's spoken word piece, facilitate a discussion about how it made them feel? Did it speak to them? Why? How?

"Pithy and powerful, poetry is a popular art form at protests and rallies. From the civil rights and women's liberation movements to Black Lives Matter, poetry is commanding enough to gather crowds in a city square and compact enough to demand attention on social media. Speaking truth to power remains a crucial role of the poet in the face of political and media rhetoric designed to obscure, manipulate, or worse."

Allow learners time to explore issues that are important to them. It could be that this work has spoken to them. As the educator, you may want learners to write and perform a reaction piece to this video or you may just use it as a provocation.

There is support available from the Poetry Foundation ([External resource ↗](#)), with further examples of poems of protest, resistance and empowerment.

Age:

KS2 to GCSE

Subjects:

- History
- English (oracy, writing)