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INTRODUCTION

We hope you are looking forward to the forthcoming Black History Month 'Africa; My Story' assembly and workshops.

Within this resource pack you will find lots of information regarding the continent of Africa and the art of storytelling, as well as some African stories, a map of the African continent, and a timeline, which are designed to help contextualise Africa and its culture. The pack also contains lots of information regarding the history of the slave trade, as well as important facts and figures that are instrumental in understanding how this aspect of history has impacted our lives today.

A variety of classroom activities have been designed especially for this pack and are presented in three distinct sections:

- All about Africa
- Understanding the Slave Trade
- How to be a storyteller

These activities will encourage your students to learn about the rich and diverse continent of Africa, reflect positively on how we can learn from the actions and experiences of our ancestors, and also explore how to story tell themselves.

We have also included plans for the workshop which should give you an insight into the work our facilitator will be doing on the day. Please note, however, that the content of each workshop may vary slightly in practice due to differing ages of the group, available space and workshop length.

The workshop has been designed to include all types of learning as creatively as possible and in a safe learning environment. We try to

encourage teacher involvement where appropriate so that you can become familiar with the techniques for future use in the classroom. All tasks/exercises can be adapted to suit the needs of your group. If you would like any suggestions as to how to do this then please approach us on the day. Also, if you feel there is any information about your class that you wish to impart to the drama facilitators that may be useful, please do so.

Prior to the day of the workshops, it would be extremely helpful if a CD player could be made available for use by our facilitator.

If you would like us to clarify any of the activities and/or tasks included in the pack, or indeed, if you would like any further ideas for pre or post workshop activities, please do not hesitate to call us.

We look forward to working in your school!

Lizzie Clancy

Programme Manager

t 0207 9525 550

e lizzie@bigfoot-theatre.co.uk

WHY TELL STORIES?

‘Story has the power to teach us to care deeply and to think clearly. In those cultures that prize storytelling, oral stories play a central role in passing on values, skills, and information. Hearing a story is regarded as an activity from which the listener can learn something and is, in fact, expected to learn something.’ (The National Storytelling Association, 1994)

Storytelling is an entirely natural activity which subverts the normal conversational process. It is perhaps due to this reason alone that the method of story has been, and still is, employed by thousands of people throughout history.

The first recording that documents the sharing of tales was made in the Westcar Papyrus dating back to between 2000- 1300 BC, when the sons of Pharaoh Cheops, the builder of Pyramids, entertained their fathers. Since then we are aware that, although not transcribed, Epic tales such as Beowulf, were frequently told, as were Greek myths and legends that explained the creation of the world. People relied on the passing on of acquired knowledge and experience by a storyteller in order to receive guidance on how to conduct their lives.

Within the last twenty five years, it has been proven that when using story as a teaching tool, both cognitive and creative elements of the brain are developed. Stories can help promote pupils spiritual, moral, social and cultural development and prepare them for the opportunities, responsibilities and experiences of life.

Therefore, any method of teaching that is uniquely structured to enable natural and unrestricted forms of expression, should be embraced by all in the education sector.

‘If storytelling is to become an integral part of the curriculum on a regular basis, it will be mainly through the willingness of teachers to take on the role of teller themselves and for the school to have serious commitment to developing the storytelling ability of their pupils.’ (Society for Storytelling, Storytelling in Education, 2004)

‘LEARN HOW TO STORY-TELL’ WORKSHOP PLAN

Please note: Below is an example of the workshop plan we will use with your pupils. It is in script form to give you an idea how the workshop will run and how you might undertake a storytelling session with your class. Activities and content will be adapted to suit the age and ability of group as well as the time allotted for each workshop. Ideally the workshop will run for 1 hour.

Objectives:

- To introduce pupils to storytelling techniques
- For pupils to explore and learn how to story-tell
- For pupils to rehearse and share a Caribbean or African story as a whole group

Introduction & welcome to the space:

- Music, dance, story circle to begin.
- What is a storyteller? What did you enjoy about the performance this morning?
- Today we will look at storytelling techniques and learn how to story-tell.
- You will tell a Caribbean or African story as a whole group.
- Rules of play and key words to remember today - BRAVE/ SUPPORTIVE/CREATIVE
- What do these words tell us about how we will be working today?

‘What are you doing?’

- Did you have a favourite story? Discuss.
- Let’s quickly revisit what you remember about the assembly performance, what were the stories about?
- Each of us is going to step into the circle and do an action of something you saw, heard or imagined in relation to one of the stories I told.
- You must continue the action until you are asked a question.
- When you are asked, “what are you doing?” you should explain what you are doing.
- You might respond “I am being ...” and remind us of an object in a story (e.g. a tree), “I am ...” and remind us of a moment in the story (e.g. a wave), or “I am ...” and remind us about a character in the story (e.g. Hickory Jack) or “I am ... flying away” (e.g.) or “I am ... disappearing into a quagmire.”

‘LEARN HOW TO STORY-TELL’ WORKSHOP PLAN - CONTINUED

- You must respond to the question in a loud, clear voice - a storytelling voice.
- Your actions must be clear and you must make sure everyone has had a chance see what you are doing, turning on the spot or moving around the circle if you need to.
- You can add sound or words to your action if you want to.
- Everyone must step in and out of the circle with focus and energy.
It's fine to repeat things but try to think of something that others may not have thought of, tiny details from the stories that demonstrate how deeply you were listening.

Keeping the rhythm:

- Observing rhythm is very important when telling a story. What do you think I mean by that? Discuss.
- It's particularly important when you are sharing storytelling with someone else, just as you did with me this morning in 'Hickory Jack.'
- Lets see if we can keep this rhythm ...
Now we are going to make it slightly harder ...
- Now that you have the rhythm we are going to send it around the circle one by one ...
- You have all demonstrated focus, listening, collaborating and rhythm.
- When telling a story it's important to observe the rhythm of the story particularly if you are sharing the telling. You must be ready to pick up the story, just as you picked up the rhythm, and send it around the circle, later we will share a story around the story circle in the same way.

Your turn to practice storytelling:

- Now you are going to practice storytelling.
- First let's choose which story you would like to story-tell, listen to the following titles ...
- The whole story will remain a surprise until you tell each other later.
- Now we have chosen our story title, each of you is going to get one story sentence.
- Find a space in the room, read, make sure you understand, and then learn your story sentence.
- Now add an action to your sentence, something that brings that sentence to life and helps you illustrate what you are saying, you will need to be able to do this action whilst sitting.
- Decide what quality and tone you'd like to apply to your sentence. Who can tell me what either of those things means? (Pupils respond)
- Now find a partner and share that sentence with them. The person listening should be ready to give feedback of helpful suggestions to make the sentence clearer but only if it is needed. Then swap over.
- Now hand in your story sentence (unless you really feel you need a reminder) so you can begin to feel confident about remembering it.

‘LEARN HOW TO STORY-TELL’ WORKSHOP PLAN - CONTINUED

Imaginary walk & vocal warm-up:

- I’m going to give you a few more instructions ... It’s an imaginary walk as well as a vocal warm up! (Below is an example of an imaginary walk. But ideally an imaginary walk should be adapted to suit the story content as a way of stepping into the world of the story before sharing it to each other)
- You are going to go for a walk with your story sentence.
- As you walk, whisper your sentence and imagine you are conjuring a spell, say it over and over again along with doing your action and as you walk around the space like this ... (demonstrate)
- Avoid eye contact with anyone else.
- Imagine you are now at one end of a huge iron bridge. It’s very hot to touch. Touch it now, and then you have to cool down your hands like this ... (demonstrate)
- The only way to get over the bridge is to throw your sentence across when I say; you are going to throw your sentence to the other side of the bridge by saying the whole sentence loudly and clearly like this ... (demonstrate)
- Now you are in a forest and you come across an ancient well. It’s an incredibly deep and echoing well. You are going to drop your sentence into the well and as you do so, say only your favourite words of the sentence, adding an echo to them like this ... (demonstrate)
- Now you are going to eat your sentence, it’s chewy and absolutely delicious, but just as you swallow, it decides to come straight back up

and you are forced to blurt out each word of your sentence making them slightly distorted like this ... (demonstrate)

- Now you are an opera singer, admired for your own unique style, on my say-so you can’t help but walk around singing your sentence emphasising all of the words you love and singing as loudly as you can like this ... (demonstrate)
- Now you are a world famous performer and you absolutely love to story-tell. This time as you walk around you find someone to tell your sentence to. Then you hear their sentence and move on to someone else ... (demonstrate)
- How did it feel, going for a walk with your sentence? Why do you think storytellers do that sort of exercise? (Pupils respond)

Let’s story-tell:

- Let’s make a story circle; you will need to sit in the order of the numbers that are on your story sentences slips, starting with 1 at this end.
- Things to remember before we story-tell - You are all hearing the story for the first time which is exciting but it also means you have to be deep listeners as well as confident storytellers to get the most from the story.
- Before Caribbean and African storytellers begin a story, it’s customary to do a story-call, listen to ours ...
- At the end of the story it changes to this ...
- (Optional) As you speak your story sentence we are going to send this story object (related to our story) around the circle.
- Keep it in front of you while you are speaking then put it in front of the next person when you have finished just as we passed on our rhythm.

‘LEARN HOW TO STORY-TELL’ WORKSHOP PLAN - CONTINUED

- Remember to use a loud clear voice, even if you have chosen to whisper, a stage whisper should always be heard.
- Also remember to use your action as well as eye contact with all of us in the circle and of course to keep the rhythm of the story.
- Don’t lose the particular quality or tone you have chosen.
- Let’s begin with our story-call and when the object comes back to me and we have finished the story, remember to use the story-call that signifies the end.
- I will start now with the title and then pass the object on to the next person. Here we go!

Reflection & End

- How did that feel? What was the story about? What does it share with us about Caribbean/African culture? Discuss.
- What, if anything, do you think you can improve on if you were to tell the story again?
- You might like to share the story with another class.
- What will you take away with you about your storytelling experience today from the workshop or the performance this morning?
- Would anyone like to ask me any questions?
- Thank for being such budding storytellers! Remember to be the best storyteller you can be you have to find a story that speaks to your heart, memorise it and tell it to someone else!!!

**TEACHER
AIDS**



TIMELINE

Below is a timeline which highlights several key points and important figures in African history which help to indicate how we are influenced by African culture today.

AFRICAN CULTURE

• - 58000 BC THE BEGINNING

Until about 60,000 years ago Africa was the only place on earth where modern people lived. People gradually began spread out along to the Arabian Peninsula and India and all the way to Australia. Still most people lived in Africa, but as an Ice Age set in (not the most recent Ice Age but the one before that), people began to drift into West Asia, following the herds of animals.

• 6000 BC GETTING HOTTER

The Sahara desert began to form again as Earth grew hotter

• 3000 BC THE EGYPTIANS

By 3000 BC, there were so many people in Africa that they started to form into kingdoms. The first African kingdom (and probably the first big kingdom anywhere) was in Egypt, where the Pharaohs built the pyramids.

• 200BC THE ROMAN INVASION

Africa had its second major invasion when the Romans attacked in the 200's BC. The Carthaginian general, Hannibal, terrified the Romans. But in the end, Carthage and the rest of North Africa, including Egypt, had to submit to Roman rule.

• 429AD- 1000AD ARAB TRIBES

In 429 AD, the Vandals invaded North Africa and then, after a short Roman re-conquest, the Arabs took over North Africa in the late 600's AD.

By 1000 AD, the people of south-east Africa had developed a culture that mixed Bantu and Arab together. People there spoke a Creole language called Swahili that was mainly Bantu but with a lot of Arab words.

AFRICAN- AMERICANS

• 1500- 1750AD SLAVERY

During the early 1500's, black slaves from western Africa were brought to European colonies in the Americas against their will. From the 1500's to the mid- 1800's, Europeans shipped about 12 million black slaves from Africa to the Western Hemisphere.

• 1800- 1865AD END OF SLAVERY

During the 1800's most North American states had taken steps to end, or abolish, slavery and people began to use their homes to help black slaves escape the South to enjoy freedom in the North. This was called the "Underground Railroad" and hiding places were known as "stations" and people who helped were called "conductors."

Harriet Tubman, a runaway slave herself, was one of the most famous conductors, helping about 300 blacks escape to freedom.

In 1865 the U.S. Constitution abolished slavery entirely.

TIMELINE - CONTINUED

- 1865- 1872AD DISCRIMINATION

Despite the abolition of slavery, most African- Americans continued to live in poverty. They also suffered from racist threats and laws limiting their freedom and civil rights. Many African-American people had to ride in the back of the train or bus, and use separate facilities.

- 1954- 1963AD CIVIL RIGHTS

In 1950 7-year-old Linda Brown was denied access to a school because she was black. Linda's father went to court and on May 17th 1954, the U.S. Supreme Court ruled that racial segregation in schools was to be stopped.

In December 1953 Rosa Parks, a black seamstress, was asked to give up her bus seat to a white person. She refused and was arrested by police. Black leaders urged black people to boycott, or refuse to use, the buses in Montgomery.

A young preacher named Martin Luther King Jr. led the peaceful boycott which lasted 381 days. The U.S. Courts finally ruled that there should no longer be a segregated public transportation system.

On August 28th 1963 more than 200,000 people marched in Washington. At the march, Martin Luther King Jr. delivered his famous "I Have a Dream" speech. In it, he said: "I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character." Those words remain famous to this day.

1964- 1990AD FIGHTING THE APARTHEID

In 1964 Nelson Mandela, a lifelong warrior in the battle to free South Africa from the apartheid system of government (a white-ruled government), was sentenced to life in prison.

The notorious Rivonia Trial, as his sentencing was called, is now seen as nothing more than a cruel ploy used by the white South African government to silence Nelson Mandela once and for all. But even while in prison, Mandela continued to be a beacon of hope for his people who carried on the struggle against Apartheid in his absence. In 1990, after 27 years of imprisonment, Mandela was freed. His release marked the beginning of the end for apartheid. In less than five years after his release, Mandela was awarded the Nobel Peace Prize and elected president of South Africa.

Today, thanks to the self-sacrifice of Nelson Mandela, apartheid has been outlawed. Everyone in South Africa now has an equal opportunity at home and at work to live comfortable, productive lives. Nelson Mandela is one of the world's true freedom fighters, and his life and personal triumphs will be remembered long after the world has forgotten the evils of Apartheid.

MAP OF AFRICA



MAP: THE TRIANGULAR TRADE

- The Transatlantic Slave Trade involved three journeys, each with the promise of a full cargo and a large profit.
- This journey was called the 'Triangular Trade' as it roughly resembled the shape of a triangle.
- Ships travelled from all over Europe carrying manufactured goods such as guns, cloth, beads and alcohol to different ports along the African coast.
- On the African coast these goods were traded for captives.
- The ships then sailed across the Atlantic to the Caribbean.
- Americas then traded the captives for goods such as sugar, tobacco, rum, rice and cotton.
- Finally the ships returned back to Europe to sell these goods.



This is the journey taken from Britain to the African Coast, the West Indies and America, and, finally, back to Britain again.

FASCINATING FACTS; AFRICA

Did You Know? Below are a number of interesting facts about the continent of Africa and its people....

- Africa is so large that a full population census has never been made. Estimates say that the continent and its nearby islands may be home to as many as 748 million people.
- Kilimanjaro in Africa is one of the world's largest mountains and is actually a volcano.
- The world's largest hot desert, the Sahara, is in northern Africa and covers 3,500,000 square miles
- There are over 1,000 different languages in Africa. Some African languages are spoken by millions of people, while others are spoken by only a few hundred. Some are on the verge of extinction and are only spoken by a few elderly people.
- Africa is the home of the Human species, which developed there about 5 million years ago, so African History goes further back than any other place on Earth.
- These first people probably started out in south-east Africa.
- Africa has some of the shortest and the tallest people in the world living on its continent.
- Africa is home to the world's largest reptile- the Nile crocodile. It is also home to the tallest animal in the world, the giraffe, which are six feet tall when born.
- Almost half the population of Africa is under the age of 15 due to the fact that in many of Africa's countries the life expectancy is only 36 years.
- Famous African Inventors include:
Sarah Boone- the ironing board (1887)
J. L. Love- the pencil sharpener (1897)
Garrett Morgan- the gas mask (1912) AND traffic signals (1923)

FASCINATING FACTS; SLAVERY

Below are a number of interesting facts about the journey undertaken from Britain and Europe, to Africa, America and the Caribbean, and back home again during the slave trade:

- Spain, Portugal, Britain, France, the Netherlands, Denmark and Sweden imported African slaves into their colonies to produce valuable raw materials such as sugar, cotton, tobacco, rice and timber.
- The main slave trading ports in Britain were Liverpool, London and Bristol.
- The slave trade created great wealth for colonial landowners, industrialists, bankers, and the owners of shipping firms in London, Liverpool, Bristol and Glasgow.
- At first, Europeans traded with African kings and chiefs for criminals and prisoners of war on what became known as the Gold Coast and Slave Coast, but they became greedy and neighbouring kingdoms were attacked to capture young, strong males.
- A few thousand Africans gained out of the slave trade, but millions suffered. There had been slavery for centuries in West Africa, though the work that slaves did varied from place to place.
- Most African captives were destined to work as farm labourers.
- Most British and European slave ships set sail from July to September to avoid the rainy season off the African coast when many sailors would die of fever and other diseases.
- British slave ships had transported nearly three million African captives across the Atlantic by 1807 when Parliament voted to end this trade.
- On arrival in the West Indies the captives were prepared for sale. The captives were washed and shaved to hide any grey hairs, and their skin was oiled to give it a healthy gloss. Most captives were sold by auction to the highest bidder.
- The most important crop in Britain's West Indian colonies was sugar, and growing sugar cane is hard, heavy work. Gangs of men, women and children worked to the orders of an overseer and cut the sugar cane and transported it to the mill where the cane was crushed and boiled to extract its juice.

KEY FACTS:

Thousands of ordinary Britons relied on the slave trade for their employment at sea or on shore. Ships had to be built, fitted out and repaired.

Dock workers, blacksmiths, carpenters, sail-makers, and rope-makers worked all year round on Britain's slave trade fleet.

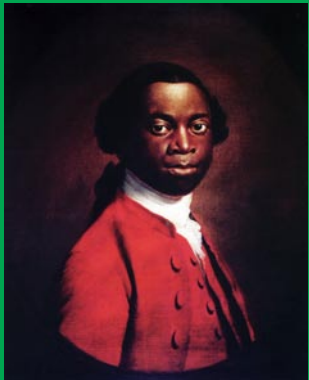
Many Britons found jobs in banking and insurance supplying services to slave merchants.

The wealth and prosperity of the many communities in this country depended on the slave trade.

EXTRACTS FROM THOSE WHO WERE THERE.....

Below are a number of interesting facts about the journey undertaken from Britain and Europe, to Africa, America and the Caribbean, and back home again during the slave trade:

Below are three extracts taken from people who experienced African Slavery first hand in the 18th Century. Each piece gives an example of how, from differing perspectives, the slave trade affected not only those directly involved, but also those witnessing the practise of slavery in Britain, Africa and the Caribbean, all of which will help give a more comprehensive account of what life was like during that period of history.



Olaudah Equiano 1745-1797: (The life of Olaudah Equiano the African (1789)

One day when all our people were gone out to their works as usual, and only I and my sister were left behind to mind the house, two men and a woman got over our walls, and in a moment seized us both; without giving us time to cry out, or make resistance, they stopped our mouths and ran off with us into the nearest wood. Here they

tied our hands and continued to carry us as far as they could, until night came on, when we reached a small house, where the robbers halted for refreshment, and spent the night. We were then unbound; but were unable

to take any food; and being quite overpowered by fatigue and grief, our only relief was sleep, which allayed our misfortune for some time. The first object which saluted my eyes when I arrived on the coast, was the sea and a slave ship, which was then riding at anchor, and waiting for it's cargo. These filled me with astonishment, which was soon converted into terror, when I was carried on board. I was immediately handled, and tossed up to see if I were sound, by some of the crew; and I was now persuaded that I had gotten into a world of bad spirits, and that they were going to kill me.



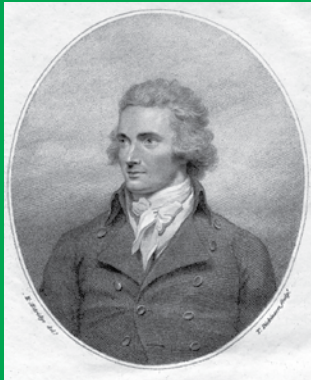
Ottobah Cugoano: (Narrative of the Enslavement of a Native African (1787)

I was early snatched away from my native country, with about eighteen or twenty more boys and girls, as we were playing in a field. We lived but a few days' journey from the coast where we were kidnapped, and consigned to Grenada (in the Caribbean). Some of us attempted, in vain, to run away, but pistols and cutlasses were soon

introduced, threatening, that if we offered to stir, we would all lie dead on the spot. I was soon conducted to prison, for 3 days, where I heard the

EXTRACTS FROM THOSE WHO WERE THERE..... - CONTINUED

groans and cries of many, and saw some of my fellow captives. But when a vessel arrived to conduct us away to the ship, it was a most horrible scene; there was nothing to be heard but the rattling of chains, smacking of whips, and the groans and cries of our fellow men. Some would not stir from the ground, when they were lashed and beat in the most horrible manner.



Mungo Park: A Scottish explorer (Travels to the interiors of Africa (1799)

The slaves were commonly secured by putting the right leg of one, and the left of another into the same pair of fetters. By supporting the fetter with string they can walk very slowly. Every four slaves are likewise fastened together by the necks. They were led out every morning to the shade of the tamarind tree where they were encouraged to sing diverting songs to keep up their spirits;

for although some of them sustained the hardships of their situation with amazing fortitude, the greater part were very much dejected, and would sit all day in the sort of sullen melancholy with their eyes fixed upon the ground.

BHM STORIES

The following 3 stories will be shared during the assembly performance. We have included them here so you can retell them to your class after the performance if you wish to. You may also like to use them as a starting point to revisit the themes within them or use them in their own right as stories designed to be shared orally.

‘Mdi Msumi’ is a tale from Tanzania, East Africa. It is a myth about a mysterious tree. Versions of the same story can be found throughout the continent as examples of African myth and storytelling traditions. You can invite pupils to help you tell the story by repeating phrases when you put your hand to your ear and/or ask them to be ready to create a tree and its branches with their bodies when you indicate. Some moments where you might do so are included below.

Mdi Msumi

In the earliest times there was a young girl called Mdi. Mdi loved to tell stories. One day Mdi went out to collect grass to weave a basket. In a certain place she found the most long and luxurious of all grasses. But Mdi had strayed too far. When she stepped in the certain place to cut the grass ... she sank in a quagmire! Oh, her friends tried to pull her out but they could do nothing. As Mdi disappeared into the wet earth she sang out, “The spirits are taking me.” (hand to ear indicating for pupils to repeat the phrase) “Go tell my mother and father.” (hand to ear)

People from all around came and gathered at the spot. The wisest man of all told her parents to wait and listen. And then for the last time Mdi sang

out. “The spirits have taken me, goodbye my mother and father.” (hand to ear) And then nothing. There was silence. She was gone.

After some time, the quagmire dried out and in the same spot grew a beautiful tree. (indicating for pupils to become the tree) No-one had ever seen a tree like it. All who saw the tree felt that somehow Mdi was connected to it. And underneath the tree’s wide branches her parents knelt and wept cleansing tears. They too felt their daughter’s presence and took great comfort from the tree that was so strong, majestic and wise. Everybody wanted to be near it. It drew people close and it offered them shelter. And when people gathered, they naturally began to tell stories, as though the spirit of Mdi was speaking through them. Stories that made them laugh and stories that made them cry. Stories that enriched their lives.

And today this majestic tree is known as Mdi Msumi, the story tree, because underneath its proud branches, it inspires people to come together and story-tell!

BHM STORIES - CONTINUED

'Hickory Jack' is a story-poem that introduces the subjects of colonisation and the slave trade, and their connection to the Caribbean. It will be used in the assembly performance for a quiz to teach facts about the Caribbean. You may like to revisit 'Hickory Jack' at a later time and expand on the themes and facts.

Hickory Jack

Hickory Jack was a very cruel man
He sailed the seven seas with his evil band
Of robbers and thieves and thugs and worse
And millions suffered from this terrible curse

Soon he came to the African shore
And beyond the reach of natural law
Captured, chained and stowed in the hold
Countless souls to be bought and sold

Many he took to the Caribbean isles
Subjecting them to his terrible wiles
To enslave and to cheat, to beat and to kill
From the golden sands to the tropical hills

On the isle of Jamaica he declared himself Lord
Ruling the people with a blood red sword
Stole blue mountain coffee and fields of cotton
Little did he know this would never be forgotten
On the isle of Grenada famed for its spice

His men crawled around like a head full of lice

Taking cinnamon and nutmeg, all that they could find
To the wrongs they were doing he was wilfully blind

On the isle of Barbados they had 'white gold'
And he knew elsewhere this sugar really sold

He forced the island people to grow more and more
And as he became rich, they became poor

He enslaved so many it's impossible to count
Up to 15 million or there about
For years and years the isles were not free

Until ...

Late one night on the Caribbean seas
Amidst 7000 islands and reefs
The hurricane winds rose up and blew
And Mother Nature overthrew
Hickory, his ship and his crew
To the deeper than deep, Caribbean blue
Over! Gone! Eaten by the seas!
Hickory Jack and his band of thieves!

Questions:

- **Which Caribbean islands are named in the story? - Jamaica, Grenada, Barbados**
- **What colour are the mountains in Jamaica that produce one of the world's best coffees? - Blue**
- **Which 2 spices are mentioned in the story that are grown in the rich soils of Grenada? - Cinnamon and Nutmeg**
- **What does the term 'white gold' refer to? - White sugar**
- **In total how many islands and reefs are there in the Caribbean? - 7000**
- **Originally where did the people come from before they were taken to the Caribbean as slaves? - Africa**
- **How many people are estimated to have been enslaved during the slave trade? - up to 15 million**

BHM STORIES - CONTINUED

‘People Could Fly’ is an example of popular black folktale literature handed down from African slaves. The tale was told by those who could not escape and had only their imaginations to set them free but also by those who did indeed escape to freedom. “Come fly away” were words used as code from one slave to another about escaping. Versions of the tale can be found throughout the Caribbean and South America. The song ‘I’ll Fly Away’ is a well-known spiritual written by a man who spent his whole life working in a cotton field. The story is a quiet, reflective tale that depicts the lives of enslaved people on plantations.

People Could Fly

They say the people could fly. They say that long ago in Africa, the people could fly like blackbirds with their wings shining against the sky. They say when these people were captured into slavery they forgot their old ways, that their wings were shed when they were taken to faraway lands, when they could no longer breathe and smell the sweet scent of Africa. They say that all their magic and traditions slipped away.

Those people were now enslaved, working on plantations. And they had a master. The master had an overseer. And the overseer had a driver. The driver was the person who rode alongside the people on his horse and cracked his whip, driving them to move faster.

Among the slaves was an old man named Toby and a young woman called Sarah. Toby would often tell Sarah stories about the old ways of Africa. And Sarah would recall these stories when she was working in the fields with her baby tied to her back. It was hard work picking cotton. It was even harder with a baby on your back. The overseer would yell when anyone slowed down, and the driver would ride by on his horse beating

the slaves with his whip.

On one particular day, while Toby and Sarah were working, hoeing and chopping, Sarah’s baby started to cry.

“Keep that baby quiet,” the overseer yelled. And the driver cracked his whip.

Sarah fell down and Toby tried to help her up.

“I must move on,” she cried.

“What do you mean?” Toby asked.

Sarah was so weak. “Now! Now! Help me Toby! Help me, before it’s too late.”

The driver was on his way to Sarah.

Toby understood what Sarah was asking and began to chant magic African words. Sarah repeated his words “Kum yali kum tambe” and soon ... she started to rise from the ground. The African magic was working. She rose as light as a feather, flying like an eagle. Black wings against the blue sky. Then Sarah ... was gone.

It was so hot that day that many people started falling from the heat. The overseer yelled and the driver cracked his whip more and more. Toby chanted his words to each of the men and women who had fallen and they repeated them back. They began rising from the fields into the air and flying like hawks and eagles as they spoke his words “Kum yali kum tambe.”

By now it was clear to the driver that Toby was the one making this happen. The driver headed straight for him. Toby too began to slowly rise as he now spoke the words again for himself, “Kum yali kum tambe.”

BHM 2012 STORIES - CONTINUED

And as he flew on the gentle breeze, the wind made the purest sound.

Some slaves were left behind. “Take us with you,” they cried, “take us with you!”

“I’m sorry! It’s too late! You must run to freedom if you can!” And with that Toby too was gone.

Made brave with Toby’s words, some did run to freedom, though not all of them could, some were too old or too young or too weak. But those who were left behind were not left without hope. They told this story again and again. It gave them strength to withstand their suffering. For the story taught them that the purest freedom lies within. No-one could ever enslave their minds and hearts. Their spirits were free, had always been free, and would be free for the rest of time ...

I’ll fly away, oh glory, I’ll fly away
When I fly, hallelujah, bye and bye, I’ll fly away

ACTIVITIES ALL ABOUT AFRICA

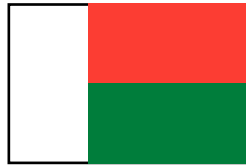


FLAGS OF THE AFRICA

Africa is a continent made up of many different countries. Therefore, the individual countries, rather than the entire continent of Africa, are represented by many different and colourful flags as shown below.



Tanzania



Madagascar



South Africa



Zambia



Mauritius



Tunisia



Egypt



Togo



The Gambia



Ethiopia



Sudan



Niger



Rwanda



Somalia



Malawi

TASK

Using a piece of A4 or A3 paper, chose one of the flags above and copy the design and colour as best you can. Alternatively, you may want to research other flags not included above to copy and draw.

Display the flags of Africa in your classroom/school hall by attaching them with tape to a strong piece of string or rope.

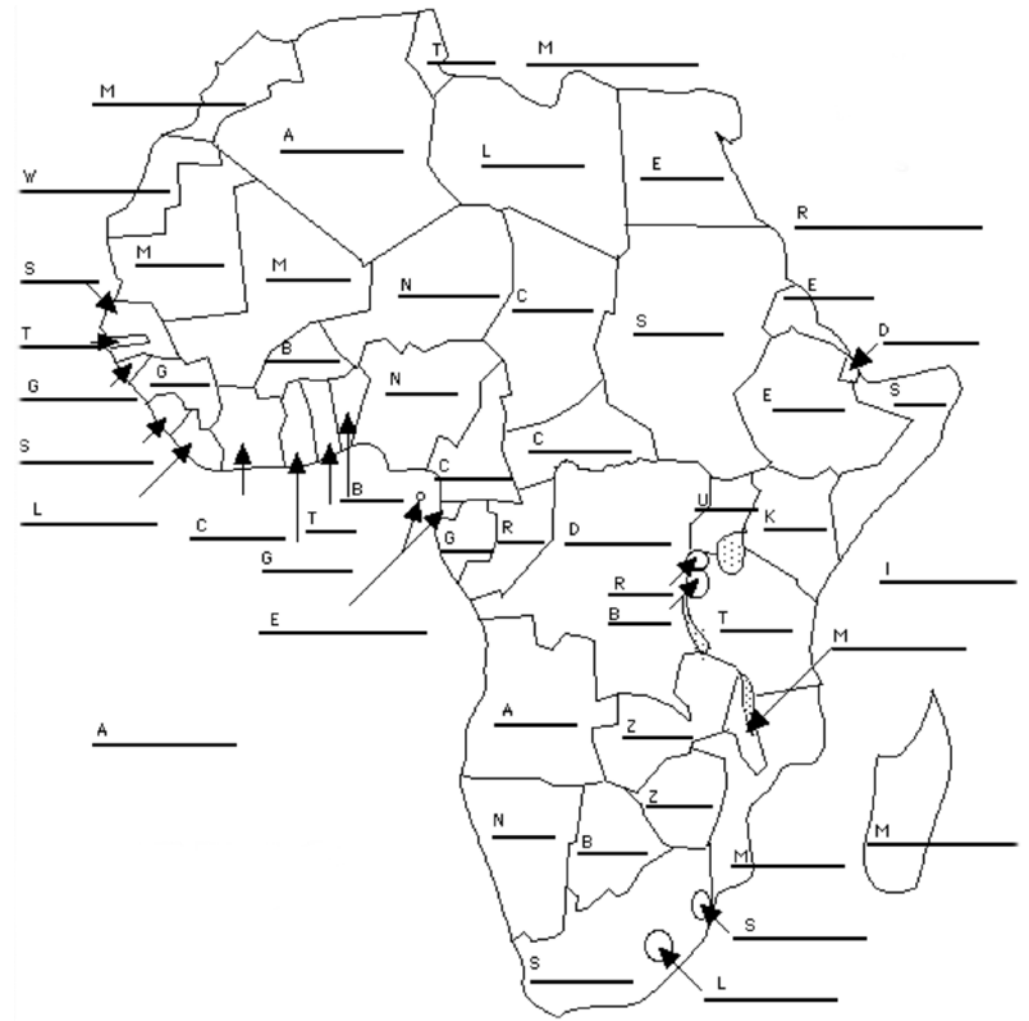
LABELLING AFRICA

Africa is made up of 54 countries, but do you know where they all are?

TASK

Using the list below, try and see how many countries you can position on the map- the first letters are already provided. You may want to look in an atlas or encyclopaedia in order to help!



- **Algeria** • **Gabon** • **Ghana** • **Guinea**
- **Guinea-Bissau** • **Ivory Coast** • **Kenya**
- **Lesotho** • **Liberia** • **Libya** • **Madagascar**
- **Malawi** • **Mali** • **Mauritania** • **Mauritius**
- **Morocco** • **Mozambique** • **Namibia**
- **Niger** • **Angola** • **Benin** • **Botswana**
- **Burkina Faso** • **Burundi** • **Cameroon**
- **Cape Verde** • **Central African Republic**
- **Chad** • **Comoros** • **Congo** • **Djibouti**
- **Egypt** • **Equatorial Guinea** • **Eritrea**
- **Ethiopia** • **The Gambia** • **Nigeria**
- **Rwanda** • **São Tomé & Príncipe**
- **Senegal** • **Seychelles** • **Sierra Leone**
- **Somalia** • **South Africa** • **Sudan**
- **Swaziland** • **Tanzania** • **Togo** • **Tunisia**
- **Uganda** • **Western Sahara** • **Zaire**
- **Zambia** • **Zimbabwe**



COMPARING DIFFERENCES

The countries and continents of Britain, Africa, the Caribbean and America are all very different, even today. Using the boxes provided, discover the answers to the following questions and draw a picture to represent your answer (a few have been done for you!):

- What food do they eat? • What clothes do they wear? • What are their houses like? • What is the weather like? • What animals live there?

AMERICA					
CARIBBEAN					
AFRICA					
BRITAIN					



MASKS

An African Tribal artist holds a respected position in their society. It is his job to provide the various masks and sculptures for use in ritual ceremonies. His work is valued for its spiritual qualities. Quite often their skill has been passed down to them from generation to generation.

During the 20th century, European artists began to draw on images from other cultures to develop new ideas and styles of their own. Africa was one of their major influences. Tribal masks in particular were a huge success due to the bold design and abstract patterns.

African masks should be seen as part of a ceremonial costume. They are used in religious and social events to represent the spirits of ancestors or to control the good and evil forces in the community. Some masks combine human and animal features to unite man with his natural environment. This bond with nature is of great importance to the African people and through the ages masks have always been used to express this relationship.

TASK

Using the templates provided, read the descriptions of each mask below and then decorate your chosen mask according to the design, colours and shapes that you think best represent where it is from and what it is used for.

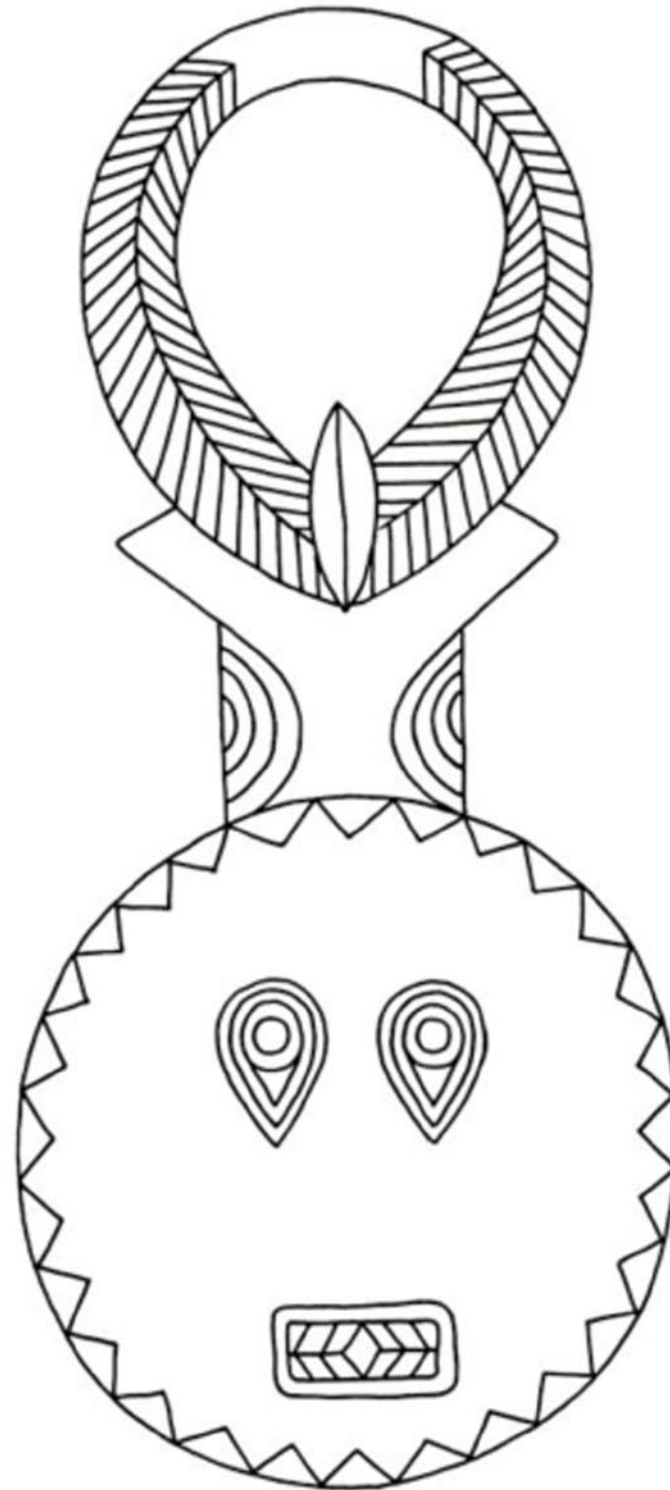
MASKS

Baule (Goli) Mask:

The Baule are farmers who populate the eastern side of the Ivory Coast. They are part of the Akan people who dwell in both Ghana and the Ivory Coast.

It is used in dances during harvest festivals and in processions to honour distinguished visitors.

The circular face represents the life-giving force of the sun and the horns symbolise the great power of the buffalo.



MASKS

Lulua Mask:

The Lulua live around the Lulua River in the Democratic Republic of the Congo.

They were famous for decorating their bodies with intricate scarification marks and tattoos. They also applied these designs to their sculptures and masks.

The masks, which are rare, are usually incised with geometric pattern and coloured with a reddish pigment.

The pointed forms on the top of the head represent the Lulua hairstyle.



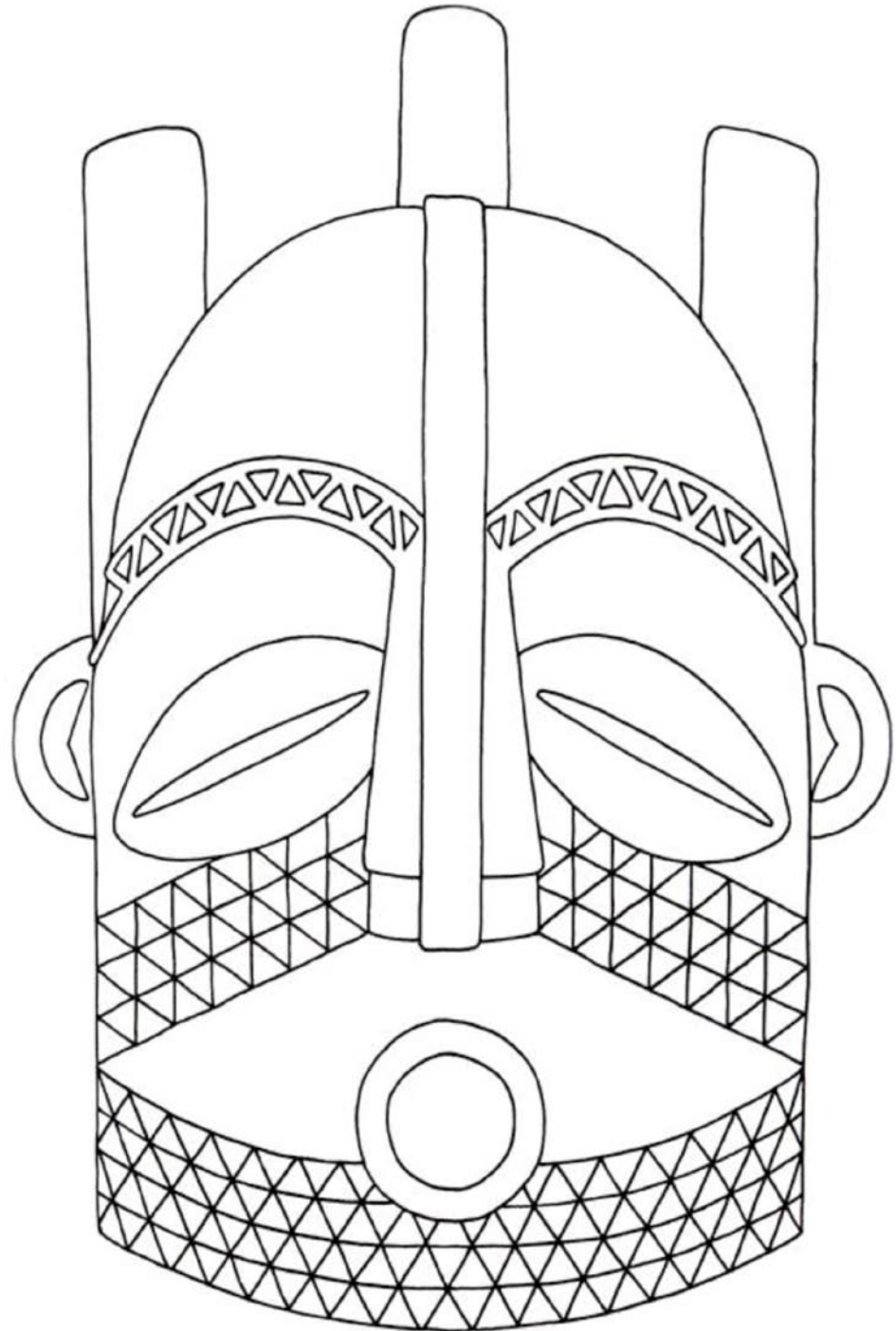
MASKS

Biombo Mask:

The Biombo live south of the intersection of the Luala and Kasai rivers in the Democratic Republic of the Congo.

Biombo masks are usually worn during tribal rituals.

Biombo masks are usually carved from wood and coloured with a red / orange dye. The eyes are a typical coffee bean shape. A triangular checkerboard design is used to decorate the eyebrows and the planes of the face.



COMPREHENSION

What have you remembered?

Answer the questions below:

How many countries are there in Africa?

.....

Can you name three or more countries in Africa?

.....

What is the only continent bigger than Africa?

.....

What is the famous mountain/volcano called in Africa?

.....

Where about in Africa is the Sahara desert located?

.....

How many million people are estimated to live in Africa?

.....

Can you complete the sentence?

Africa has some of the and the people in the world living on its continent.

Almost half the population of Africa is under the age of due to the fact that in many of Africa's countries the life expectancy is only years.

Africa is home to the world's largest reptile- the Nile It is also home to the tallest animal in the world, the which are six feet tall when born.

Draw next to each country their flag:

Somalia

Madagascar

Mauritius

COMPREHENSION

What have you remembered?

Fill in the blank spaces with the missing words:

An African Tribal artist holds a respected position in their society. It is his job to provide the various and sculptures for use in ritual His work is valued for its spiritual qualities. Quite often their skill has been passed down to them from to generation.

During the 20th century, European artists began to draw on images from other cultures to develop new ideas and styles of their own. Africa was one of their major influences masks in particular were a huge success due to the design and patterns.

African masks should be seen as part of a ceremonial costume. They are used in and social events to represent the spirits of ancestors or to control the good and forces in the community. Some masks combine human and features to unite man with his natural environment. This bond with nature is of great importance to the people and through the ages masks have always been used to express this relationship.

masks **religious** **bold**
generation
abstract **tribal** **ceremonies**
evil **African** **animal**

Answer the questions below:

When was the first African kingdom built in Egypt?

.....

When did the Romans attack and conquer Africa?

.....

When were black slaves from western Africa brought to European colonies in the Americas?

.....

When was slavery abolished?

.....

When was Rosa Parks, a black seamstress, asked to give up her bus seat to a white person?

.....

When did Martin Luther King give his famous speech beginning 'I have a dream'?

.....

KS1 Teachers: You may want to simplify some of these questions and answer them as a whole class rather than individually and/or pick just 3 questions you feel your class may be able to answer and ask them to draw a simple picture rather than write the answer.



ACTIVITIES UNDERSTANDING THE SLAVE TRADE



WHO AM I?

There were thousands of people involved in the slave trade, many of whom you may have heard of. Try to match up the pictures on the right with the description of who they were and the role they played in the slave trade on the left, as well as their names.

Some may be very obvious, whilst others you may need to discuss in groups or look up in a book. Good luck!



Nanny Maroon

They were a deeply religious English member of parliament and social reformer who was very influential in the abolition of the slave trade and, eventually, slavery itself in the British empire.

They were persuaded to lobby for the abolition of the slave trade and, for 18 years, regularly introduced anti-slavery motions in parliament.



William Wilberforce

In Virginia they were sold to a Royal Navy officer, Lieutenant Michael Pasca. They travelled the oceans with Pascal for eight years, during which time they were baptised and learned to read and write.

In 1786 in London, they became involved in the movement to abolish slavery.

In 1789 they published their autobiography.



Thomas Clarkson

In 1787 they were instrumental in forming the Committee for the Abolition of the African Slave Trade.

They devoted their time and energy to travelling around Britain, particularly to the ports of Liverpool and Bristol, gathering evidence about the slave trade from eyewitnesses, especially from sailors who had worked on slave trading ships.



Olaudah Equiano

They were born in Africa and brought to Jamaica as a slave.

Soon after arriving in Jamaica they, and their five brothers, escaped from slavery.

They led over 800 free Africans for over 50 years and helped to plan ways for them to remain free.

CELEBRATING WHO WE ARE

Many of us, if we ask members of our family, such as parents, grandparents, aunts, uncles, brothers and sisters, will discover that we have ancestors (family) originating from several different places in the world other than the country we live in now.

In the space below, draw a flag for the country:

- you live in now
- your family members live in now
- your family have lived
- your ancestors have originated

It may be that you draw just two flags, or you may find that you have family from all over the world!

EXTENSION TASK:

You may now like to create a display in your classroom by drawing all the different flags on large pieces of paper or card- how many different countries are represented by your class?

Where I live NOW:

Where my family live NOW:

Where my family have lived:

My family's origins:

STORYBOARD

Use the storyboard below to remind yourself what you discovered about the Slave Trade during the Bigfoot the assembly.

HICKORY JACK

Start by reading the captions below relating to 'Hickory Jack'. Now draw a picture in each box provided below to show what happened at this point in the story:

Hickory Jack sailing across the ocean with his men

Arriving in Africa and capturing people to be Slaves

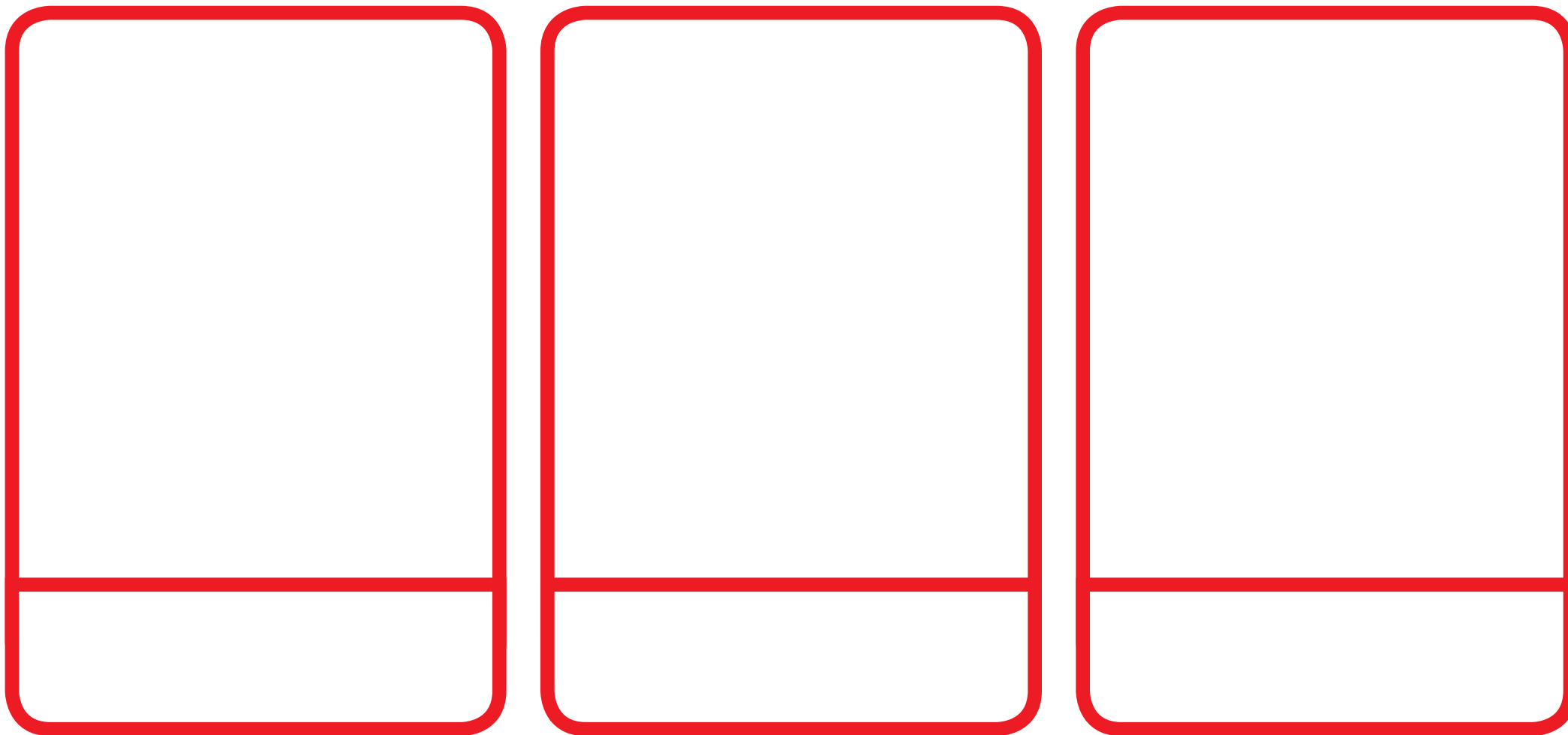
Hickory Jack finding the sugar to sell for gold.

STORYBOARD

Use the storyboard below to remind yourself what you discovered about the Slave Trade during the Bigfoot the assembly.

PEOPLE COULD FLY

Now create your own story board by choosing and drawing **THREE** things you discovered about the Slave Trade during the 'People Could Fly' story:



MAKING A 'VICTORIA SPONGE & HISTORY CAKE'

Use the cookery session below to introduce your students to topics of discussion such as sugar's connection to the Slave Trade. You could also introduce the 'Spice Trail' and the 'Victorian Period'.

Ask your students to hold this information in their heads for as long as it takes the cake to cook and cool, suggesting you will test them later; you may like to use the finished cake as a reward!

Students could also design a menu, commemorating a particular period of history, as well as including on the menu a dish that may have been eaten at that time. Remember, you can use unusual food items as story objects to discuss other cultures and countries too.

- Have all of the ingredients measured out and standing by to be added to your mixing bowl.
- You can ask the students to assist you at any time.
- Explain to your class that cooking is like constructing a really good story because it has a clear beginning, middle and end. Also, to make a good cake, instructions need to be followed carefully. With most good stories (fictional or historical) a journey has to be undertaken and if you get all the right ingredients in your story you will probably remember it for ever!
- Ask your students to identify what skills need to be added to their cake experience to make it a successful lesson.

MAKING A 'VICTORIA SPONGE & HISTORY CAKE'

Ingredients required:

Self raising Flour - 4oz

Eggs x 2

Butter - 4oz

Sugar - 4oz

Vanilla Essence - a generous dash

Skills Required:

Listening

Imagination

Writing

Creativity

Sharing

INSTRUCTIONS

- After creaming the sugar and butter, slowly add beaten eggs and keep creaming.
- Fold in sifted flour and essence and make sure all ingredients are combined well.
- Divide the mixture between 2 x shallow sandwich tins and bake until the cake is firm in the centre of the oven.
- When cool, sandwich the cakes together with jam and whipped cream (you may like to use passion fruit for a tropical alternative!)

COMPREHENSION

Try and answer the questions below about what you have already learnt about the slave trade. If you get stuck, ask your teacher to help you or try looking the answer up in book!

Answer the questions below:

Name FOUR of the main countries/continents involved in the Slave Trade:

B

A

C

A

What did the ships take from Britain to Africa?

What did the ships take from Africa to America and the Caribbean?

What did the ships take from America and the Caribbean to Britain?

Can you complete the sentence?

Most British and European slave ships set sail from July to S to avoid the rainy season off the A coast when many sailors would die of fever and other diseases.

Britain was the centre of the triangular traffic whereby British ships took goods to A to be exchanged for slaves. These same B ships then transported these African slaves to the C and North America to be traded for more produce, before returning home.

The most important crop in Britain's West Indian colonies was sugar, and growing s c is hard, heavy work. Gangs of men, women and children worked to the orders of an overseer and cut the sugar cane and transported it to the m where the cane was crushed and boiled to extract its juice.

COMPREHENSION

Answer the questions below:

Na Fill in the blank spaces with the missing words:

Captives on slave ships crossing the Atlantic would take any opportunity to overpower the crew and take over the
In the colonies, slaves resisted their in many ways, such as working or badly, or damaging their owners' property.
Slaves escaped frequently, although on islands in the Caribbean it was difficult to stay for long. On large islands like Jamaica runaway slaves could hide in the dense
for years. Some were able to join the Maroons, a community of and native islanders, who had fought and won their from the British colony in Jamaica in 1738.

European

owners

runaways

Forest

ship

Independence

small

slowly

When did it happen?

When was 'The Society for the Abolition of the Slave Trade' founded?

.....

When did William Wilberforce present the first Bill to abolish the slave trade to the House of Commons?

.....

When did Parliament vote to end Britain's participation in the transatlantic slave trade, declaring the buying, selling and transporting of slaves illegal?

.....

ACTIVITIES HOW TO BE A STORYTELLER



HOW TO TELL A GOOD TALE

There are FOUR main points to remember when telling a story. If you do all four, you should have the makings of an excellent storyteller!

Once you have a story in mind, or after you have followed the helpful tips to help you create your very own African story, start to answer the following questions in order to help you tell a great story:

CARE

- You must CARE about where the story came from: Where does your story come from? Can you find out? Who wrote the story or told it to you?
- You must CARE about the people who are going to hear your story: Who are you going to tell it to? Why are you telling it to them?
- You must CARE about your presentation of the story and rehearse it if need be in order to practise: Have you practised and rehearsed your story enough?

RESPECT

You must RESPECT your story:

- Are you going to tell the whole story or only parts of it?
- If you are going to cut bits out of the story, why are you going to do this and why?

RESPONSIBILITY

You must take full RESPONSIBILITY for telling your story well.

- When you tell your story are you doing the best you possibly can?
- What else could you do to prepare before telling your story?

LEARN

You must try to LEARN all that you can about your story, your audience, and the reason for your telling your story. To be a good storyteller you do NOT have to know your story 'off by heart' or 'word for word'. BUT,

- Do you know all the key points of the story?
- Do you know all the key feelings involved in the story?
- Can you tell people, if they ask, why you love this story and why you are telling it?

If you can't answer ALL the above questions then perhaps you have the wrong story! Try and think of another and start again!!

KS1 Teachers: You may want to simplify some of these questions and pick just one/two from each category to answer, such as:

Who wrote the story or told it to you?

Who are you going to tell it to?

Are you going to tell the whole story or only parts of it?

What else could you do before telling your story to an audience?

Do you know all the key points of the story?

MY FAVOURITE STORY

We've all enjoyed listening to Mama or Brother Africa's stories today. You may remember a favourite story that you like being told or reading either at home or at school.

Draw a picture, or write a summary, in the space below of your favourite story. You may want to draw or write about the main character, or describe where the story takes place, or both! Try to make your picture or descriptions as colourful as possible so that everyone who sees or reads it can imagine what the story is about.

MY FAVOURITE STORY IS.....

OBJECTS & STORIES

This exercise is designed to allow students to explore their own cultural stories and/or journeys by using objects that they have at home; it is also a great way to encourage students to talk about themselves without putting the spotlight on them!

- Photocopy the template below and ask your students to fill out the sheet as homework. Students can then share their cultural story or journey with family members before revealing it in class.
- Once they have completed the worksheet, they can then use the information to write about themselves further or even make up an imaginary story using the objects as inspiration.

Objects that help describe Me

Have a look around at home and see if you can find any interesting objects that reveal something about you, and that you would be happy to share with the rest of your class.

You may also like to ask your family if there is an object that reveals something about **your** family's history too!

Note: You may want to show the objects to your classmates or just talk about them. Discuss this with your teacher.

Name:	AGE:	My interests::
--------------	-------------	-----------------------

Object	In ONE sentence, describe what the object reveals about you and/or your family

DRESSING LIKE A STORYTELLER

There are as many different styles of storytelling outfits and “costumes” as there are storytellers... Design your own ‘storyteller’ costume by first reading the tips below:

- Being comfortable is VERY important. Just as necessary as being comfortable with the stories we tell, we should be comfortable in the clothes we wear while telling.
- Casual styles of dress work well for many tellers. There are many storytellers who just choose to wear ‘normal’ clothes but with a special hat or cloak.
- Then there are the elegant outfits- long, flowing gowns and robes in rich fabrics and colours. These can be quite fun to wear, as well as look at, when telling a story.
- Most well-known storytellers have a “signature” style or look- a large bowtie, a wide array of hats, a frilly gingham dress. Others dress in all black, while even more dress in wild and crazy colours. To become memorable, it is important to develop your own look and have your own “signature” style.
- What about costumes? Costumes work as long as they enhance and do not detract from your storytelling in anyway.

How you dress as a storyteller is up to YOU! Enjoy being a teller and dressing like one — whatever that is!

