

Links and Liberty

Bruce Castle Museum
October 2007 – February 2008



Teachers' Notes

Links and Liberty has been designed specifically for use with pupils from Year 5 upwards. The exhibition is cross-curricular and can be linked to citizenship, history, and literacy.

These notes contain ideas for using the exhibition with your class. It is the responsibility of class teachers to choose activities appropriate to the level of the class before the visit takes place and it is recommended all group leaders make a pre-visit.

! Links and Liberty is not a taught session.

Please ensure all staff and accompanying adults are aware that the exhibition is self-led and that they have prepared activities for the class. On arrival at the Museum a member of staff will show you the location of the cloakroom, gallery, and toilets.

Please distribute these notes to all group leaders attending the exhibition.

Links & Liberty Panels

Included in this pack is a copy of all 12 of the exhibition panels.

The exhibition focuses on local links to the transatlantic slave trade, and uses buildings, places and documents from the borough to explore:

- people who were brought to Haringey because of the slave trade
- the connections for those involved in and who profited from the slave trade
- local figures who campaigned against the slave trade

The following notes highlight key areas of the exhibition, inter-actives, and ideas for using the exhibition with your class.

Lucius and Montague Hare and their African Servant

This painting is the first pictorial evidence of slavery in Haringey. It dates from 1675 and depicts the sons of Lord Coleraine, former owner of Bruce Castle, with their African servant who is wearing a silver collar. The original painting can be seen on the ground floor of the museum. In the exhibition is a life-size 3D version with cut-out figures.

Pupils could take turns to stand behind the figures and imagine themselves as different characters. How do they feel? What is their life like? This could be the starting point for group discussion, creative writing, or a drama exercise.



'Stolen'

This installation depicts the quarters of a slave ship. Pupils can take turns to climb inside the ground floor and imagine the conditions on-board a slave ship.



Sensory area

Pupils can explore a range of sensory goods connected to the slave trade, including raw cotton, coffee, and sugar cane. This can be linked to display cases within the exhibition or to the sugar boycott.



The Fight for Abolition

In the three panels, 'Abolition & Local Campaigners', 'Spreading the Word', and 'The Power of the People – Petitions & Persuasion' the exhibition explores local resistance to the slave trade, including the Tottenham Quakers.



Inter-actives include replica Quaker costumes to dress up in (an original Georgian costume is on display) and Wakefield's Drawing Room. Pupils can sit at Priscilla's table and read quotes from her book 'Mental Improvement: In a Series of Instructive Conversations', which uses an imaginary family to discuss the motivations and ethics of the slave trade. (A copy of the text is included in the pack).

The quotes provided in the exhibition have been designed to be used as a starting point for class discussion and role-play. This area of the exhibition could also be linked to citizenship issues today, for example students could write their own 'instructive conversation' on a current topic they feel strongly about or discuss and list the items they would be prepared to give up for a cause they believed in.

The Somerset Case

The Somerset Case was brought to court by the campaigner Granville Sharp and used to test the legality of slavery in Britain. Students could use the exhibition to explore the motivation of the different individuals and groups who were both for and against the slave trade – plantation owners, the Quakers, the enslaved, Sir Thomas Rowe, Lord Mansfield etc. This could be extended into a role-play activity, with pupils adopting different roles and staging their own court-room debate.

‘Awake, oh Afro-Guianese, this land is not thine own....’

The last part of the exhibition considers the legacy of slavery. The words above were written by Joshua La Rose, of Guyana in 1933 in ‘Poems of a British Guianese’ – his response to slavery and its legacy. Pupils could discuss what they feel the legacy of slavery is today and then compose their own poetry as a response.