

# Black History Month





## **Headmaster's Foreword**

Shakespeare, in King Henry IV (Part Two), has one of his characters proclaim, "I speak of Africa's golden joys." Africa is a continent deeply rich in many ways. Civilisations have flourished, died and been born again. One commentator has said Africa has yet to achieve its complete fullness. A continent of mystery as well as great beauty, the house of people who have so much to offer to the world.

We hope to celebrate the glory of Africa as an important part of our Black History Month whilst we also include other aspects of Black History and culture: poetry, music, dance and drama. I hope you enjoy our programme. I am very grateful to all who contribute to our festivities. So, let us speak of "Black History's golden joys!"

Dr P.C. Doherty OBE  
Headmaster  
October 2021



## **Introduction**

The origins of Black History Month can be found back in 1926 in the USA when Black historian Carter G. Woodson decided to educate people about the cultural backgrounds and achievements of people of African descent. In the United Kingdom, Black History Month has been celebrated every October since 1987.

The theme of for this year's Black History Month celebrations is Proud to Be. It will invite Black and Brown people of all ages throughout the UK to share what they are proud to be; Proud to Be Black, Proud to Be Brown, Proud to Be Black and LGBTQ+, Proud to Be Me.

This year's campaign aims to make Black History Month personal and unique to individuals, families and communities, focusing on how we're all making history all the time in our own ways, as well as the contributions and achievements of Black people throughout history.

It has been a challenging time for many Black and Brown people, with so much in the media about racism, inequality and injustice. The purpose of Black History Month is to focus on celebrating being Black or Brown and to inspire and share the pride people have in their heritage and culture.

At Trinity, we believe in the importance of honouring our past, celebrating diversity and creating a learning environment in which all learners are valued, respected and proud to be. Only by knowing our past, can we begin to change and make a better future.

## English Department

### Year 7

Students will explore the theme in song and significant current figures identified in the lyrics and produce creative poems conveying the messages learned.

### Year 8

Students will be exploring the newly released 'Superheroes' book by Sophia Thakur. The book has been published by Merky Books (publishing imprint founded by Stormzy and Penguin Random House UK). The book contains stories/information on 50 modern British POC Icons illustrated as a comic book. Their stories are retold as inspiring stories of secret strength. Students will then look at some examples from the book and complete their own creative writing using the idea of superheroes and secret strength - retelling part of their researched person's story.

### Year 9

Using the John Agard poem *English Girl Eats Her First Mango* (which explores how an English girl is introduced to a Caribbean experience) - 'colonisation in reverse', students will write a poem focusing on how black culture has enriched our society.



## English Department

### Year 10/11

Students will analyse John Agard's *Checking out my History* poem which is part of the Power and Conflict Unit for Literature. Students will explore the presentation of ideas through language analysis of a variety of texts for English Language.

### Year 12/13

Students will be using Nadine Gordimer's *The Train from Rhodesia* as their base text for studying the six critical theories - linked with a 10-minute presentation on the Sharpeville Massacre in South Africa in Year 12 English lessons.





## History Department

### Year 7

Kingdoms of West Africa: this lesson will focus on the rich and varied history of various Kingdoms of West Africa, primarily during the Middle Ages but covering the period up to the 20th century. Students will explore the role of artefacts in helping to develop our understanding of life in these kingdoms. This links to our current Year 7 syllabus which focuses on life in Medieval Britain.



### Year 8

Black Tudors: this lesson focuses on the presence of Black people in Britain before the 20th century. Students will understand that there were free Black people living in England before the Transatlantic trade enslaved Africans. Through studying various sources, students will understand the presence and likely status of black people in Tudor England; who were they? What did they do? Students will also evaluate why they think it is important to learn about the lives of Black people in England before the Trans-Atlantic trade of enslaved African people.

## History Department

### Year 9

Walter Tull; this lesson focuses on the extraordinary life of a true pioneer. Students will study a range of historical sources to look at the life of Walter Tull, one of Britain's first professional footballers at the turn of the 20th century. In addition to his football career, Walter was also a soldier in WWI. Walter was asked to go to the Officer training school in Scotland, where he graduated, becoming the first Black Infantry Officer in the British Army. Walter had broken the 'Colour Bar' that existed in the army - no 'Negroes' were allowed to take 'actual command'. Walter Tull was promoted to the rank of Second Lieutenant and joined the 23rd (2nd Football) Battalion of the Middlesex Regiment.

### Year 10/11

Assemblies focusing on the role and purpose of Black History Month, celebrating the achievements of Black people and, specifically Black Britons. Students will be able to hear the views of the poet, rapper and journalist, Akala on the history of Black people in Britain. Akala challenges us to think about the long history of Black people in Britain and our lack of knowledge and understanding about the role of Black people in Britain long before the Windrush era. These assemblies will be led by Year 13 students with a focus on demonstrating pride in, and respect for the creativity, intellectual achievements and sporting prowess of Black people.



## Music Department

### Year 7/8

During Black History Month classes will continue studying traditional music from the African cultures. This will include

- learning to play the Djembe drum.
- composing group performances as a 'tribal' composition.
- looking into the cultural context and importance of music listening to modern musical artists and listening to a TED talk 'How I use my drum to tell a story'. This looks at the Taboo of female drummers/percussionists in Kenya.



### Year 9

During Black History Month classes will learn to play the traditional popular music of the Africa American's from the early 1900's. This will include

- Experimenting with improvisation and performing the 12 bar blues chord pattern.
- Research home study of prominent Blues artists. EG: Bessie Smith, BB King, Robert Johnson
- Watching segments of BBC documentaries learning about the social, cultural and economic impact on the development of the Blues style.

## Music Department

### Year 12/13

During Black History Month classes will learn about the influence on music publishing and recording from the social, cultural and economic aspects in the Southern States of America. Students will focus on key performers, (Ma Rainey, Ella Fitzgerald, Sarah Vaughan, Billie Holiday, Nat King Cole) analysing the music and relating to other musical elements typical of the genre.





## Theology Department

Students will examine the life and actions of Martin Luther King in relation to civil rights for black people. Importantly, they will explore to what extent the Gospel may have influenced his beliefs and actions by looking at a passage from Matthew 5 and parts of MLK's speeches.

Each year group will have a slightly different focus:

### Year 7

ABC Key Catholic Beliefs - how did MLK show he was a Christian by words and actions?

### Year 8

Creation - 'Made in the Image of God' - what does this mean in relation to equality and racism?

### Year 9

Spiritual Quest - How has racism and inequality caused suffering? How have religious beliefs helped/inspired people to confront and deal with suffering caused by racism?



### Year 10/11

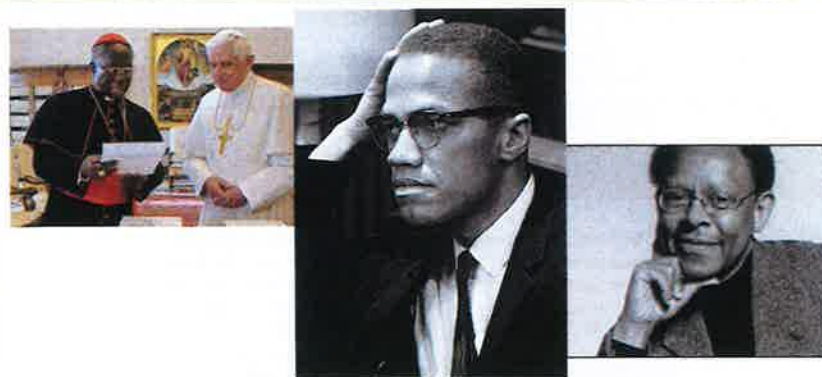
Students will study:

- What the term modern day slavery is & the life of St Josephine Bakhita.
- Identify different types of slavery.
- Explain how modern day slavery violates human rights and the golden rule of 'loving our neighbour'.

## Theology Department

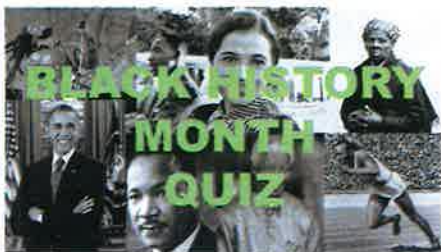
### Year 12/13

For KS5 we will be delivering a lesson on 'Black Theology', a movement associated with Liberation Theology. In this lesson students will be introduced to the term "Black Theology". Students will then reflect on historical issues such the depiction of the Trinity as Caucasian in Western art and the limited inclusion of black clerics in positions of authority. Students will then learn more about the history of Black Theology by reading about the invisible church. Scholars discussed will include Malcolm X, Martin Luther King and James Cone.



## Year Group Activities

### Year 7



### Year 8



**YEAR 8 QUIZ**  
Each year 8 pupil is to complete the Black History Month Quiz.  
The best 5 correct entries from each form will receive a prize!!

### Year 9

#### **'The Story of Chocolate'**

All Year 9 students will receive a presentation on 'The Story of Chocolate from the farmers of West Africa. Students will explore the challenges faced by the farmers and travel on a journey of discovery with them. Sixty percent of the world's coco beans comes from Ghana and Cote d'Ivoire.

Following the presentation students will be invited to create an annotated poster or presentation on 'The Story of Chocolate'. During the month, there will be a Fairtrade Chocolate sale on Lower Site, led by the newly commissioned Caritas leaders.



### Year 10

Year 10 are celebrating Black History Month by sharing stories of *"Black people who motivate me to do better"* which may include historical figures, political figures, sports and music stars or local heroes.

Students will be developing their collaboration skills by working in pairs to produce 1 minute presentations which will be given during their form time.

Slides will be shared across the year group and forms will feed back on their learnings and inspirations.



Socially conscious UK rapper, Dave.



### Year 11

Students will research a quote or 'fact of the day' to celebrate Black History Month, for example, "Hate is too great a burden to bear. It injures the hater more than it injures the hated."— Coretta Scott King.

These quotes will be shared via the school Twitter account, and/or school bulletin throughout October. Selected students will choose submissions by the rest of the year group and collate so that there is a quote/fact per day for the month of October. The same students will then produce a poster for display.



## Year 12

Students in Year 12 and 13 complete a range of Future Learn Courses throughout their A-Level studies. These courses are promoted to students during their form time and offer a variety of challenging learning opportunities.



### **Black Tudors: The Untold Story – Black History Course**

Discover the fascinating, little-known history of Black Tudors in England, and learn how to undertake historical detective work, with this online Black history course.



### **Black Agency: Resistance and Resilience – Learn about racism**

This course is directed to learners who have completed U.S. Anti-Black Racism and anyone else interested in furthering their education about anti-Black racism by considering how Black Americans contend with it in their daily lives.



### **Anti-Black Racism in America – History of Racism Course**

This course is designed for anyone interested in gaining a foundation in anti-Black racism. It will enable them to develop a broader understanding of the global history of racism and the Black-white binary that exists.



### **Policing and Protest in Manchester – British History**

Explore the history and legacy of the Moss Side riots, and learn about the impact of civil unrest. The recent Black Lives Matter protests and riots across the world following the killing of George Floyd in Minneapolis have highlighted difficult legacies from the past and provoked reflection about our shared histories. On this course, students will explore the riots that occurred in Moss Side, Manchester in July 1981, learning more about the historical experiences of ethnic minority communities in England.



### **Decolonising Education: From Theory to Practice**

Recent world events including the rise of the Black Lives Matter movement, the Rhodes Must Fall campaign and the pulling down of the Colston statue in Bristol point to a rapid rise in concern about the persistence of colonial thinking and practices in our current institutions.

This course will help you to understand the nature of the colonial legacy on our current state of knowledge and learning practices, and how decolonisation of the curriculum is important for social and epistemic justice.



## Year 13



### **During form time:**

1. Videos will be shown teaching about Black British History
2. PowerPoint presentations on key Black historic figures
3. Group activities based on educating and prohibiting systemic racism

**"Never be limited by other people's limited imaginations."**

Drop in sessions for discussions on black culture and history. This will be opened to all years but be headed by year 13. Every week for a month a new topic of black history will be explored and further researched. Allowing students to go beyond the scope of school curriculum. This will promote awareness and shed light on the black community and the strides made for the empowerment of black people.



**"One day our descendants will think it incredible that we paid so much attention to things like the amount of melanin in our skin or the shape of our eyes or our gender instead of the unique identities of each of us as complex human beings."**



**Hate is too great a burden to bear. It injures the hater more than it injures the hated."**

## Pastoral Activity for all Year Groups

To launch Black History Month students will watch a video on the 54th Massachusetts and subsequently discuss its contents.

The following questions may be helpful in doing so:

1. Why did many Christians support the abolitionist movement?
  - Jesus taught that all humans must be treated equally without exception.
  - Slavery was cruel and dehumanised both slave-owners and slaves.
2. Why did the Union Army (that was fighting against slavery) treat the 54th differently?
  - Many white Americans, even those that supported the Union, believed that African-Americans could not fight as well as white soldiers.
  - Even those that fought they could fight thought that African-Americans could not lead and therefore not be officers.
3. The attack on Fort Wagner by the 54th was a failure - why is it so important?
  - Demonstrated the bravery of African-American soldiers.
  - Demonstrated white and black soldiers fighting and dying together in a common cause.
  - Inspired many African-Americans to enrol in the Union army.

# Colonel Robert Gould Shaw And the 54<sup>th</sup> Massachusetts Infantry Regiment

On 18<sup>th</sup> July 1863, Colonel Robert Gould Shaw (pictured below) inspected his men who he had arranged in two ranks. Before them stood the formidable Confederate fortress of Fort Wagner that protected Charleston Harbour. Despite the challenge that lay before them, Shaw appeared outwardly relaxed as reported by eyewitnesses. He smoked a cigar and laughed and joked with his men. Shaw hid his turmoil well. Earlier that morning, he had written two letters – one to his beloved wife and another to his beloved parents. Shaw had also sent his horse to the rear of the encampment whilst he took his place at the front of his men. The signal was given and Shaw and his men advanced on Fort Wagner supported by further Union forces. Shaw was killed early on and many of his men died around him.



But why is this so significant? Estimates of casualties during the American Civil War mean that the country lost more men during this conflict than the two World Wars and the Korean War put together – over a million lives lost. Why is that failed assault on Fort Wagner remembered in so much detail? The reason is that Shaw was white but every one of his men that fought and died around him were African-American. This is the story of the 54<sup>th</sup> Massachusetts Infantry – the first African-American regiment that fought in the American Civil War.

Our story begins in the eighteenth and nineteenth centuries when thousands upon thousands of Afro-Caribbeans were transported to the United States of America to work on the plantations as slaves, especially in the southern states. In response to

this, more and more Americans, especially in the north, became opposed to the cruelties of slavery. These people became known as Abolitionists because they wanted to abolish slavery. Many southern states were worried that if this happened their wealth and power, their very way of life, would be irrevocably changed for the worse.

Enter Abraham Lincoln who won the 1860 presidential race as an abolitionist candidate. Seven southern states immediately ceded, or separated, from the United States. These states, who supported slavery, became known as the Confederacy whilst the north, who opposed slavery, became known as the Union. Despite attempts at diplomacy, both sides armed for war and in the spring of 1861 the American Civil War began.

The creation of the 54<sup>th</sup> Massachusetts was led by individuals like Frederick Douglass (pictured below), an ex-slave and one of the abolitionist leaders, and John Andrew, Governor for Massachusetts. In 1862, the 54<sup>th</sup> Massachusetts Infantry Regiment was founded as the first Union Regiment that would recruit African-Americans as soldiers.



Governor Andrew wanted proven, reliable officers with an abolitionist background to lead the 54<sup>th</sup> and on 6<sup>th</sup> February 1863, Robert Shaw accepted the commission of Colonel of the 54<sup>th</sup>. Two of Douglass' sons, Lewis and Charles, also enrolled into the 54<sup>th</sup> as privates as African-Americans were not allowed to be officers.

Shaw faced a number of challenges with his new regiment. Firstly, despite the African-American soldiers being promised to be paid \$13 a month, the wage of other soldiers, they were informed they would only be paid \$10, the wage of a labourer. Shaw convinced the entire regiment, including the officers, to refuse pay until the African-American soldiers were paid \$13 a month that was originally agreed. Eventually the Union Army agreed. Secondly, Shaw heard rumours that his soldiers would be equipped with pikes (long spears) rather than rifles. Shaw successfully campaigned for his soldiers to be equipped and trained with rifles. Thirdly, Shaw became concerned that the 54<sup>th</sup> would never be used in combat and that they were simply being used for parades and presentation. Shaw continually requested that the 54<sup>th</sup> be deployed on the front line.

In the summer of 1863, Shaw got his wish. On July 16<sup>th</sup>, whilst the 54<sup>th</sup> were defending James Island,

they were attacked by a Confederate force 900 strong. The Confederate force was repulsed by the 54<sup>th</sup> with distinction. This success meant that the 54<sup>th</sup>, at Shaw's request, were allowed to lead the ill-fated attack on Fort Wagner. Shaw was killed at the beginning of the assault and half the regiment were killed, wounded or captured.

Within hours of the battle, soldiers of the 54<sup>th</sup> were heard saying they would continue until 'the last brother breaks his chains' and 'If all our people get their freedom we can afford to die.' The Confederates buried Shaw with twenty African-American soldiers from his regiment. Their intention in doing this was to insult Shaw. When Shaw's father, Francis Shaw, heard about this he wrote: 'We would not have his body removed from where it lies surrounded by his brave and devoted soldiers. . . even in case there should be an opportunity, his remains may not be disturbed.' The example of the 54<sup>th</sup> Massachusetts Infantry inspired thousands of African-Americans to fight, and die, as equals to their white counterparts in the Union Army against the Confederacy and on 31<sup>st</sup> May 1897 a Monument dedicated to Robert Shaw and the 54<sup>th</sup> was unveiled on Boston Common.

Nigel Doherty  
Director of Pastoral Care

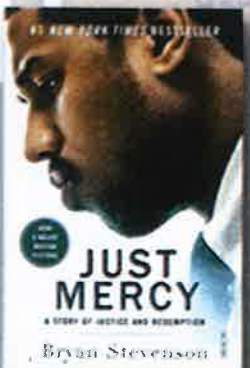
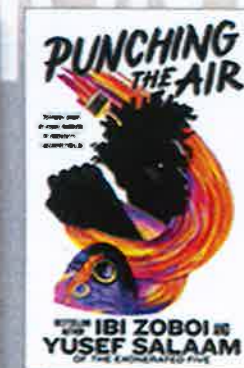
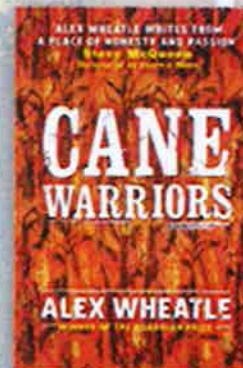
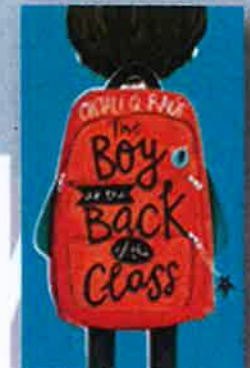
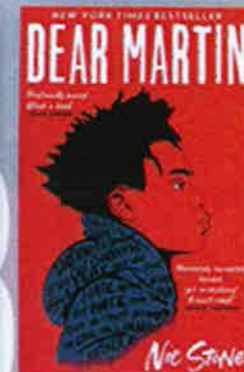
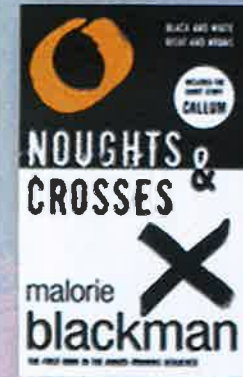
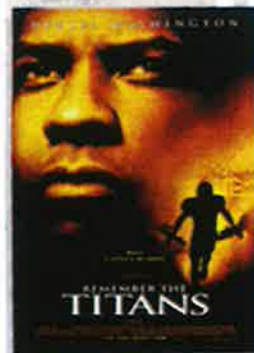




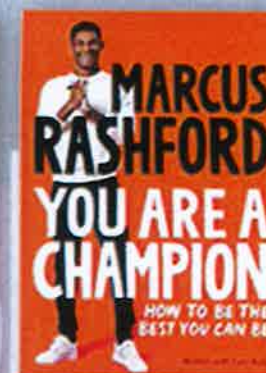
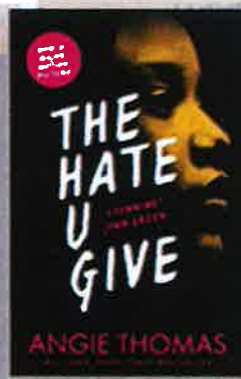
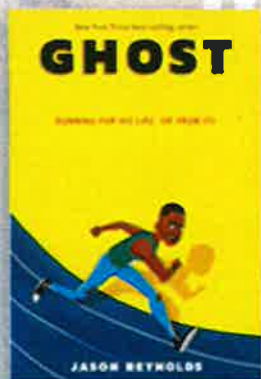
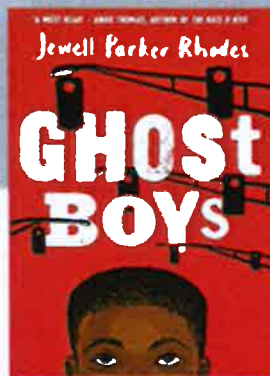
## Library

### FILM CLUB

During the month of October, the Library will be showing relevant and powerful films to celebrate Black History Month. All students are welcome to come and watch at lunchtime, as the chosen films are suitable for all ages.







**Proud to Be.....**

