

Review of the Equiano Education Pack

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Introduction and evaluation methodology

The comments contained in this evaluation report are based on a review of the Equiano Education Pack undertaken in July 2008.

I have approached this evaluation task from the perspective of a teacher who, having heard about the Equiano Project and the BMAG Exhibition has purchased the pack looking for:

- Materials that replicate the content of the Equiano Exhibition and fulfil the requirements of the history curriculum at Key Stage 3 as regards teaching and learning about slavery and anti-slavery histories
- Creative teaching and learning resources to support the new 4th strand of the citizenship curriculum, *Identities and diversity: living together in the UK*
- Resources that address the QCA's whole curriculum dimension relating to 'Identity and Cultural Diversity'
- Teaching and learning approaches that support pupils' development of social and emotional skills (and consolidate those already learnt)
- A flexible set of lesson plans, curriculum resources and teaching ideas that can be used or adapted without too much difficulty.

The following two evaluation techniques were used to review the Education Pack:

- (1) **Curriculum mapping** – to align the content of each lesson to the 5 elements of the National Curriculum programmes of study for history and citizenship at Key Stage 3
- (2) **The Inspiring Learning for All (ILFA) framework** – to assess the extent to which each lesson addresses the following 5 generic learning outcomes (GLOs) relating to heritage education: (i) Knowledge and understanding; (ii) Skills; (iii) Attitudes and values; (iv) Activity, behaviour and progression; (v) Enjoyment, inspiration and creativity.

Description of the pack

Extent: 1 A4-sized, hard plastic transparent box file containing a 12-page Teachers' Guide (featuring text summaries of eight lessons), a CD-Rom, 44 full colour, loose-leaf information sheets on high quality paper (comprising lesson summary sheets, pupil activity sheets, maps and photographs of illustrative source material) and an A2-sized, full colour poster.

Content description: As featured on the Equiano Project website (www.equiano.org):

"The Equiano Education Pack for History and Citizenship contains eight lessons following the chronology of Equiano's extraordinary life. The pack can be taught as a complete scheme of work, although each lesson can also stand alone in its own right. The full-colour pack comes with an A2 poster and a CD-ROM containing supplementary material.

The Equiano Education Pack is especially significant in light of recently announced changes to the KS3 History curriculum which recommend that the history and impact of the slave trade should be taught with specific reference to Olaudah Equiano. These changes are effective from September 2008."

Price: £10.00

Key requirements of the new secondary curriculum

A significant change to the way that the National Curriculum is delivered at Key Stages 3 and 4 is that the new secondary curriculum (statutory from September 2008) balances subject knowledge with the key concepts and processes that underlie the discipline of each subject.

In addition, when developing and delivering the curriculum the QCA now recommend an emphasis on 3 broad aims, which state that the curriculum should enable all young people to become:

- **successful learners** who enjoy learning, make progress and achieve
- **confident individuals** who are able to live safe, healthy and fulfilling lives
- **responsible citizens** who make a positive contribution to society.

The new secondary curriculum structures the programmes of study for each subject area into a common format comprising the following 5 elements:

- An **importance statement** – outlining why the subject matters and how it can contribute to the aims
- **Key concepts** – i.e. the key ideas that underpin the subject
- **Key processes** – i.e. the essential skills of the subject
- **Range and content** – outlining the breadth of subject matter from which teachers should draw to develop knowledge, concepts and skills
- **Curriculum opportunities** – suggesting ways to enhance and enrich learning, including making links to the wider curriculum and pursuing *Learning Outside the Classroom* (LOTCC) opportunities (such as visits to museums, galleries, archives and libraries).

Lastly, the new curriculum offers greater personalisation of assessment to increase learners' engagement with the programmes of study, enables them to show what they can do, and opens doors to higher achievement.

In terms of addressing the main elements of the importance statements for history and citizenship the content of the Equiano Education Pack, in my opinion, focuses primarily on helping pupils to develop a **chronological overview** of the mid to late 18th century – particularly issues relating to **social justice and human rights** - through an exploration of Olaudah Equiano's life experiences, travels and achievements as a significant historical figure in British and world history, and also through the wider, contextual topic of transatlantic slavery and the campaigns for its abolition.

Tangentially, the Pack also provides access to teaching and learning approaches that have the potential to enhance young people's understanding of **how society has changed and is changing in the UK and the wider world** – with particular reference to information about **laws, justice and democracy** and historical perspectives on **challenging injustice**. Through the study of Olaudah Equiano's personal narrative pupils are equipped with knowledge and skills that encourages mutual understanding between individuals of the **historic origins of ethnic and cultural diversity** in the UK.¹

National Curriculum mapping for History and Citizenship

The Equiano Education Pack addresses the following detailed elements of the history and citizenship curricula:

Key concepts:

Citizenship

1.1b) – Democracy and justice - Weighing up what is fair and unfair in different situations, understanding that justice is fundamental to a democratic society and exploring the role of law in maintaining order and resolving conflict.

- **1.1c)** – Democracy and justice - Considering how democracy, justice, diversity, toleration, respect and freedom are valued by people with different beliefs, backgrounds and traditions within a changing democratic society.
- **1.1d)** – Democracy and justice - Understanding and exploring the roles of citizens and parliament in holding government and those in power to account.
- **1.3c)** - Identities and diversity: living together in the UK - Considering the interconnections between the UK and the rest of Europe and the wider world.

History

- **1.1c)** - Chronological understanding - Building a chronological framework of periods and using this to place new knowledge in its historical context.

¹ The phrases highlighted in bold mirror the content featured in the importance statements for KS3 History and KS3 Citizenship:

- Extracts from the history statement = “chronological overview”; “historic origins of [our] ethnic and cultural diversity”. For the full text, please see the National Curriculum for History at <http://curriculum.qca.org.uk/key-stages-3-and-4/subjects/history/index.aspx> and follows links to the <Programme of Study for Key Stage 3> and <The Importance of History>.
- Extracts from the citizenship statement = “social justice and human rights”; “how society has changed and is changing in the UK...and the wider world”; “laws, justice and democracy”; “challenging injustice”. For the full text, please see the National Curriculum for Citizenship at <http://curriculum.qca.org.uk/key-stages-3-and-4/subjects/citizenship/index.aspx> and select links to the <Programme of Study for Key Stage 3> and <The Importance of Citizenship>.

- **1.2a)** - Cultural, ethnic and religious diversity - Understanding the diverse experiences and ideas, beliefs and attitudes of men, women and children in past societies and how these have shaped the world.
- **1.3a)** - Change and continuity - Identifying and explaining change and continuity within and across periods of history.
- **1.5a)** - Significance - Considering the significance of events, people and developments in their historical context and in the present day.

Key processes:

- **Citizenship 2.2a-d - Advocacy and representation** - Pupils should be able to:
 - **2.2a)** express and explain their own opinions to others through discussions, formal debates and voting
 - **2.2b)** communicate an argument, taking account of different viewpoints and drawing on what they have learnt through research, action and debate
 - **2.2c)** justify their argument, giving reasons to try to persuade others to think again, change or support them
 - **2.2d)** represent the views of others, with which they may or may not agree.
- **History 2.1a-b – Historical enquiry** – Pupils should be able to:
 - **2.1a)** identify and investigate, individually and as part of a team, specific historical questions or issues, making and testing hypotheses
 - **2.1b)** reflect critically on historical questions or issues.
- **History 2.2a-b - Using evidence** - Pupils should be able to:
 - **2.2a)** identify, select and use a range of historical sources, including textual, visual and oral sources, artefacts and the historic environment
 - **2.2b)** evaluate the sources used in order to reach reasoned conclusions.
- **History 2.3a-b - Communicating about the past** - Pupils should be able to:
 - **2.3a)** present and organise accounts and explanations about the past that are coherent, structured and substantiated, using chronological conventions and historical vocabulary
 - **2.3b)** communicate their knowledge and understanding of history in a variety of ways, using chronological conventions and historical vocabulary.

Range and content:

- **Citizenship 3a** - The study of citizenship should include political, legal and human rights, and responsibilities of citizens.
- **History 3a** - The study of history should be taught through a combination of overview, thematic and depth studies.
- **History 3h** – Pupils should be taught the development of trade, colonisation, industrialisation and technology, the British Empire and its impact on different people in Britain and overseas, pre-colonial civilisations, the nature and effects of the slave trade, and resistance and decolonisation.

Curriculum opportunities:

- **Citizenship** - The curriculum should provide opportunities for pupils to:
 - **4a)** debate, in groups and whole-class discussions, topical and controversial issues, including those of concern to young people
 - **4c)** work individually and in groups, taking on different roles and responsibilities
 - **4g)** take into account legal, moral, economic, environmental, historical and social dimensions of different political problems and issues
 - **4i)** use and interpret different media and ICT both as sources of information and as a means of communicating ideas
 - **4j)** make links between citizenship and work in other subjects and areas of the curriculum.

- **History** - The curriculum should provide opportunities for pupils to:
 - **4a)** explore the ways in which the past has helped shape identities, shared cultures, values and attitudes today
 - **4c)** appreciate and evaluate, through visits where possible, the role of museums, galleries, archives and historic sites in preserving, presenting and influencing people's attitudes towards the past
 - **4d)** use ICT to research information about the past, process historical data, and select, categorise, organise and present their findings
 - **4e)** make links between history and other subjects and areas of the curriculum, including citizenship.

These elements are summarised in the table below to show how each one is reflected in the Pack's lesson content and suggested learning activities:

Lesson	Key concepts	Key processes	Range & content	Curriculum opportunities
1. Who was Olaudah Equiano?	<ul style="list-style-type: none"> • History 1.1c • History 1.2a 	<ul style="list-style-type: none"> • History 2.2a 	<ul style="list-style-type: none"> • History 3a • History 3h 	<ul style="list-style-type: none"> • Citizenship 4i • History 4d
2. Equiano's Africa	<ul style="list-style-type: none"> • Citizenship 1.3c • History 1.3a 	<ul style="list-style-type: none"> • History 2.2b 	<ul style="list-style-type: none"> • History 3h 	<ul style="list-style-type: none"> • Citizenship 4i • Citizenship 4j • History 4a • History 4e (Links with Geography)
3. Equiano and the Middle Passage	<ul style="list-style-type: none"> • Citizenship 1.1b • Citizenship 1.1c • History 1.5a 	<ul style="list-style-type: none"> • History 2.2a • History 2.2b 	<ul style="list-style-type: none"> • Citizenship 3a • History 3h 	<ul style="list-style-type: none"> • History 4c • History 4e (Links with Geography)
4. Equiano the Sailor	<ul style="list-style-type: none"> • History 1.1c • History 1.3a 	<ul style="list-style-type: none"> • History 2.2a • History 2.2b 	<ul style="list-style-type: none"> • History 3h 	<ul style="list-style-type: none"> • History 4e (Links with English & Geography)
5. Equiano in the West Indies	<ul style="list-style-type: none"> • Citizenship 1.1c • History 1.3a • History 1.5a 	<ul style="list-style-type: none"> • History 2.3a • History 2.3b 	<ul style="list-style-type: none"> • History 3h 	<ul style="list-style-type: none"> • Citizenship 4a • Citizenship 4c • History 4e (Links with English)
6. Equiano the Adventurer	<ul style="list-style-type: none"> • History 1.5a 	<ul style="list-style-type: none"> • History 2.2a • History 2.2b 	<ul style="list-style-type: none"> • History 3h 	<ul style="list-style-type: none"> • Citizenship 4i • History 4c • History 4d
7. Equiano the Campaigner	<ul style="list-style-type: none"> • Citizenship 1.1d • History 1.5a 	<ul style="list-style-type: none"> • Citizenship 2.2a-d • History 2.1a • History 2.1b 	<ul style="list-style-type: none"> • Citizenship 3a • History 3h 	<ul style="list-style-type: none"> • Citizenship 4g • History 4a • History 4c • History 4e (Links with

				English, PSHE & RE)
8. Celebrating Equiano	<ul style="list-style-type: none"> History 1.5a 	<ul style="list-style-type: none"> Citizenship 2.3d History 2.3a 	<ul style="list-style-type: none"> History 3h 	<ul style="list-style-type: none"> Citizenship 4j History 4e

Additional significant elements of *other* National Curriculum subjects (beyond history and citizenship) that are addressed in the Equiano Education Pack include:

English

- Key concept 1.1b – Competence - Reading and understanding a range of texts, and responding appropriately.
- Key concept 1.2c – Creativity - Using imagination to convey themes, ideas and arguments, solve problems, and create settings, moods and characters.
- Key concept 1.4b – Critical understanding - Assessing the validity and significance of information and ideas from different sources.
- Key process 2.1 – Speaking and listening:
 - 2.1a) Presenting information and points of view clearly and appropriately in different contexts, adapting talk for a range of purposes and audiences, including the more formal
 - 2.1j) Using different dramatic approaches to explore ideas, texts and issues
 - 2.1k) Using different dramatic techniques to convey action, character, atmosphere and tension
- Key process 2.2 – Reading for meaning.
- Range and content 3.1 – Speaking and listening – Activities involving prepared, formal presentations and debates, informal group or pair discussions, individual and group improvisation and performance.

Geography

- Key concept 1.1a – Place - Understanding the physical and human characteristics of real places and
- Key concept 1.1b – Place - Developing ‘geographical imaginations’ of places.
- Range and content 3c – Studying the location of places and environments
- Curriculum opportunities 4d – Using varied resources, including maps.

Religious Education

- Key concept 1.6a - Values and commitment - Understanding how moral values and a sense of obligation can come from beliefs and experience.
- Key concept 1.6b - Values and commitment - Evaluating their own and others’ values in order to make informed, rational and imaginative choices.
- Range and content 3j - Rights and responsibilities: what religions and beliefs say about human rights and responsibilities, social justice and citizenship
- Curriculum opportunities 4d - Discuss, question and evaluate important issues in religion and philosophy, including ultimate questions and ethical issues

PSHE Personal Wellbeing

- Key concept 1.1b – Personal identities - Recognising that the way in which personal qualities, attitudes, skills and achievements are evaluated affects confidence and self-esteem.
- Key concept 1.5b – Diversity - Understanding that all forms of prejudice and discrimination must be challenged at every level in our lives.
- Key process 2.3e – Developing relationships and working with others – Pupils should be able to challenge prejudice and discrimination assertively.

- Curriculum opportunities 4c – Opportunities to use case studies, simulations, scenarios and drama to explore personal and social issues and have time to reflect on them in relation to their own lives and behaviour
- Curriculum opportunities 4d – Opportunities to take part in individual and group discussion to consider personal, social and moral dilemmas and the choices and decisions relating to them.

NB: Column 5 (Curriculum opportunities) in the above-mentioned table indicates where elements of the Equiano Education Pack’s content link specifically to the English, geography, RE and PSHE curricula.

Evaluation using ILFA GLOs

As the Equiano Education Pack developed from a heritage education project and museum-based exhibition I have used the Inspiring Learning for All (ILFA) framework to evaluate the content of the pack and the expected learning outcomes arising from each lesson activity.

The five sets of ILFA generic learning outcomes, shown in the diagram, were mapped against the content of each lesson and tabulated below:



Lesson	Knowledge & Understanding	Skills	Attitudes and Values	Enjoyment, Inspiration, Creativity	Activity, Behaviour, Progression
1. Who was Olaudah Equiano?	Facts and information about: <ul style="list-style-type: none"> the 18th century Olaudah Equiano as an historical figure 	<ul style="list-style-type: none"> Reviewing historical sources Graphic design skills 	<ul style="list-style-type: none"> Increased awareness about the longevity of the black presence in Britain 	<ul style="list-style-type: none"> Creativity via front cover design work 	
2. Equiano's Africa	Facts and information about: <ul style="list-style-type: none"> 18th century African societies 21st century African societies 	<ul style="list-style-type: none"> Oral presentation Note-taking Graphic design skills 	<ul style="list-style-type: none"> Empathy 	<ul style="list-style-type: none"> Creative poster design work 	
3. Equiano and the Middle Passage	Facts and information about: <ul style="list-style-type: none"> Transatlantic Slave Trade 	<ul style="list-style-type: none"> Critiquing skills Graphic design skills ICT skills 	<ul style="list-style-type: none"> Empathy Expression of positive & negative attitudes in relation to an experience 	<ul style="list-style-type: none"> Use of imagination in the 'Mind Movies' task Creative story board design work 	
4. Equiano the Sailor	Facts and information about : <ul style="list-style-type: none"> Admiral Nelson as an historical figure Seven Years War Africans in the British Navy 	<ul style="list-style-type: none"> Summarising information Writing narrative non-fiction 	<ul style="list-style-type: none"> Increased awareness about the longevity of the black presence in the British Navy 		Potential impact on changed attitudes towards racism and discrimination today
5. Equiano in the West Indies	Facts and information about: <ul style="list-style-type: none"> Plantation economies and societies Manumission 	<ul style="list-style-type: none"> Researching Using dramatic technique & approaches to convey information 	<ul style="list-style-type: none"> Empathy Expression of positive & negative attitudes in relation to an experience 	<ul style="list-style-type: none"> Creative role play 	
6. Equiano the Adventurer	Facts and information about: <ul style="list-style-type: none"> British naval histories world geography 	<ul style="list-style-type: none"> Observation ICT skills Speaking & listening 		<ul style="list-style-type: none"> Creative script writing for the podcasts 	
7. Equiano the Campaigner	Facts and information about: <ul style="list-style-type: none"> The campaign to abolish the Transatlantic Slave Trade 	<ul style="list-style-type: none"> Extended letter/speech writing Independent library research 	<ul style="list-style-type: none"> Expression of positive & negative attitudes in relation to an experience 	<ul style="list-style-type: none"> Creativity via slogan design 	Extension activities relating to local history research
8. Celebrating Equiano	Facts and information about: <ul style="list-style-type: none"> Olaudah Equiano as an historical figure 	<ul style="list-style-type: none"> Summarising information Ranking data Decision-making Groupwork 		<ul style="list-style-type: none"> Creativity via memorial design work 	

Conclusion

My overall impression of the Equiano Education Pack is that it is a well constructed teaching and learning resource that provides an accurate, reliable chronological overview of slavery and anti-slavery histories during the mid to late 18th century for use within the context of the Key Stage 3 history curriculum. A unique feature about this learning resource, when compared to others addressing the same topics and period, was to use Olaudah Equiano's own voice as the central narrative – constructing most of the references to Equiano's life experiences and use of original source material around text from his autobiography, *The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African* (London, 1789).

In terms of the original criteria that I had in mind when reviewing the content of the Pack it is my conclusion that the teaching and learning resource addresses the following four out of my five expectations:

- **Replication of the 2007/8 Equiano Exhibition:**

The Pack provides a faithful representation of the main content featured in the Equiano Exhibition – formerly displayed at the Gas Hall, Birmingham Museum and Art Gallery between September 2007–January 2008 – and has the potential to enable children and young people to gain a comparable learning experience within a classroom context. This has been achieved through replication of the key themes and narratives, high quality photographic reproductions of the historical artefacts that were displayed, replication of some of the illustrations and artwork featured throughout the original exhibition and – most importantly – the emphasis on use of Olaudah Equiano's own voice (through direct quotes from the autobiography) as the primary source material
- **Addressing the QCA's whole curriculum dimension on Identity and Cultural Diversity:**

The Pack addresses the QCA's cross-curricular dimension relating to identity and cultural diversity and primarily achieves this via use of historical source material that raises young people's awareness of the longevity of the black presence in Britain. The content of the source material and the suggested learning activities provide a good starting point for exploring the contribution of individuals and communities of African descent to British life and society – such as Equiano's own life story and details about the significant black presence in the British navy during the 18th century. The only short-coming is that the learning activities do not go far enough (through the use of change over time, comparative analysis techniques) in the provision of opportunities to engage young people in critical debates and active learning around challenging the forms of racism and discrimination that exist today. In other words, the resource is strong on conveying facts about the origins of diversity in the UK and how different cultures and groups have shaped the UK, but does not offer any suggestions on ways of utilising this knowledge (as active young citizens) to effect change and contribute towards shaping a cohesive society in the 21st century. Opportunities to bring citizenship lessons alive through supporting young people to take informed and responsible action is a core strand of the new secondary citizenship curriculum and, therefore, more evidence of **Key Process 2.3a-c (Taking informed and responsible action)** needs to be reflected across the eight lessons and not relegated to Lesson 8 alone: specifically giving pupils the opportunity to:

 - **2.3a)** explore creative approaches to taking action on problems and issues to achieve intended purposes

- **2.3b)** work individually and with others to negotiate, plan and take action on citizenship issues to try to influence others, bring about change or resist unwanted change, using time and resources appropriately
 - **2.3c)** analyse the impact of their actions on communities and the wider world.
- **Supporting the development of social and emotional skills:**
The Pack provides opportunities for young people to develop social and emotional skills and is extremely effective as regards developing tolerance, understanding and empathy skills through exploration of past experiences. However, other skills areas that could have been explored in more depth include problem-solving, managing feelings, encouraging self-motivation and demonstrating resilience. For example, providing guidance to teachers on how to support pupils' management of feelings is particularly important in relation to the content of Lessons 3 (Equiano and the Middle Passage) and 5 (Equiano in the West Indies) which feature historical accounts of the extreme violence and oppression associated with transatlantic slavery. It would have been useful to see a framework on establishing ground rules for conducting classroom discussions or role-plays that feature highly sensitive subjects and issues. Also, some form of self-review proforma to enable pupils to self-assess their collaborative group work in a safe and structured way - allowing them to fully explore and review the feelings and emotions evoked as a result of participation in the lesson activities – would have been useful. Further guidance on strategies for supporting these aspects of social and emotional skills development is available via the *Secondary SEAL* (Social and Emotional Aspects of Learning for secondary schools) website at <http://www.bandapilot.org.uk/secondary/>.
 - **Provision of flexible, adaptable resources:**
The Pack does provide a flexible set of lesson plans, curriculum resources and teaching ideas that can be adapted without too much difficulty. The loose-leaf format of the printed pack, and additional provision of all the documents in electronic format via the CD-Rom, allows teachers to integrate elements of the Pack into existing schemes of work. However, care will need to be taken to ensure that a biographical and chronological overview of Equiano's life is conveyed prior to initiating work on aspects of his later achievements as a stand-alone lesson to frame information about, say, his campaigning against slavery within the context of his entire life experiences. In this way, children and young people will be better able to consider Olaudah Equiano's motivations as an anti-slavery campaigner and appreciate the catalytic triggers for his actions and achievements in later life.

The only prior expectation that I feel was not sufficiently addressed to warrant inclusion of a statement about it in the Pack's introduction was with regard to the new **4th strand of the citizenship curriculum - *Identities and Diversity: Living together in the UK***. Based on my curriculum mapping and overall assessment of the Pack's content only one out of eight lessons covers this concept in detail - namely Lesson 2 (Equiano's Africa).

The new 4th strand of the citizenship curriculum (Key Concept 1.3) requires the provision of teaching resources and activities that can support the following learning outcomes:

- **1.3a)** Appreciation that identities are complex, can change over time and are informed by different understandings of what it means to be a citizen in the UK.
- **1.3b)** Exploration of the diverse national, regional, ethnic and religious cultures, groups and communities in the UK and the connections between them.
- **1.3c)** Consideration of the interconnections between the UK and the rest of Europe and the wider world.
- **1.3d)** Exploration of community cohesion and the different forces that bring about change in communities over time.

At present Lesson 2 in the Equiano Education Pack has the potential to support outcome statement 1.3c about interconnections between the UK and countries in the African continent, but none of the remaining sub-concepts are addressed. One way that further aspects of the new 4th strand could have been incorporated was to include extension information on statistics about the black presence in Britain, Britain's colonial past in Africa, and trade links between the UK and West Africa and pose questions to get young people to explore reasons for the changes over time and the resulting outcomes and legacies that we see today in Britain's diverse, 21st century multicultural society.

Inclusion of suggested extracts from documentary films and/or website content – such as *Empire's Children*, Channel 4's documentary about the dismantlement and legacy of the British Empire seen through the eyes of famous people with diasporic heritage (<http://channel4.empirechildren.co.uk/>), and the BBC's history series on Trade and the British Empire (http://www.bbc.co.uk/history/british/empire_seapower/trade_empire_01.shtml) – would also help to bridge the gap in contextual historical content and connections to modern-day multicultural and globally interdependent Britain that the Pack currently lacks.

Additional recommendations:

In addition to the above-mentioned conclusions, please also find below some further observations arising from my review for consideration if the Equiano Project plan to revise and update the Equiano Education Pack in the future.

1. Comparative representation of other African experiences in 18th century Britain:

As Olaudah Equiano's life is atypical of the black presence in 18th century Britain I would consider providing additional opportunities for extension work that include comparisons between Equiano's life experiences and those of other African heritage people in Britain at that time. For example, links to research resources about the life of Mary Prince (c. 1788- 1833) – as a formerly enslaved African woman who lived in Britain during the late 18th–early 19th century and whose slave narrative was published in 1831 – would provide additional context that would help convey a more balanced, gender representation of the enslaved African experience.

2. Provision of more reliable, peer-reviewed, web-based source material:

The Teachers' Guide and the CD-Rom provide listings of additional web-based resources to help teachers provide support materials for extension work. However, I do have some concerns about citation of Wikipedia as a source of historical information – as suggested in Lesson 2's extension work on the 'Scramble for Africa'. The presence of a disclaimer statement on the CD-Rom about the Equiano Project not being responsible for the accuracy of external web links does not counteract the

problem with citing Wikipedia as a useful source for school history lessons, as (by its very nature, as an open-editorship online resource), the content of information posted on Wikipedia is unreliable and ephemeral. I would suggest offering teachers a small selection of peer-reviewed printed and online resources recommended by Black History scholars and educationalists alike for their accuracy – such as *Staying Power: The History of Black People in Britain* by Peter Fryer (Pluto Press, 1984), the aforementioned, DCSF-endorsed *Understanding Slavery Initiative* (<http://www.understandingslavery.com/>) and the online exhibition, *Black Presence: Asian and Black History in Britain, 1500-1850*, developed by the National Archives in partnership with the Black and Asian Studies Association (<http://www.nationalarchives.gov.uk/pathways/blackhistory/>).

3. Development of additional activities that provide opportunities to engage in active citizenship:

A useful way to incorporate more active citizenship into the content of the Equiano Education Pack could involve the provision of research tasks that give pupils opportunities to extend their growing knowledge and understanding about slavery and anti-slavery histories to consideration of modern-day human rights issues in a 21st century context. Organisations that have already developed high quality teaching and learning resources for schools in this area include: Anti-Slavery International (see <http://www.antislavery.org/> and also the *Breaking the Silence* education project at <http://www.antislavery.org/breakingthesilence/about.shtml>), Amnesty International Youth Groups/Youth Action projects (<http://www.amnesty.org.uk/>) and the British Council (via the Global Gateway's active citizenship and international school linking initiatives at <http://www.globalgateway.org.uk/>).

4. Improving visual impact and incorporating ICT-based interactives:

Strong consideration needs to be given to the provision of more web-based, interactive support material – or to transfer the Pack to a web-based format - to help enhance the overall visual impact of the content and create opportunities to engage young learners' interest in Equiano via the use of challenging, educational ICT-based interactives. An example of a recently developed online interactive learning resource relating to slavery and anti-slavery histories that could be used as a model is the *Museum/Discovery Box* project, developed by MLA East of England in partnership with E2BN (The East of England Broadband Network) - and created to complement their existing learning resources about the abolitionist Thomas Clarkson (<http://abolition.e2bn.org/index.php>). The concept behind the *Museum/Discovery Box* is Thomas Clarkson's use of a collection box of slavery artefacts to demonstrate the inhumanity of transatlantic slavery, which he would take on horseback travels across Britain to rally support for his cause in ending slavery. Young people use the web-based interactive tools at <http://discoverybox.e2bn.org/> to create a virtual box similar to Clarkson's through the use of anything from a text file to a movie. A technique of this kind, or an interactive that replicates the content of Lesson 6 (Equiano the Adventurer), would do much to improve the incorporation of ICT-based teaching and learning into the Pack and – if hosted via the Equiano Project website at <http://equiano.org> – would greatly improve its visual appeal and marketability as a commercial educational resource.

References:

DFES (2007) *Curriculum Review: Diversity and Citizenship* (Chaired by Sir Keith Ajegbo)
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