



Retrace

Identity &
Heritage

A resource
pack for
KS3 & KS4

TRADING
FACES:
Recollecting Slavery



heritage
lottery fund
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Introduction

Welcome to **Retrace**. The pack is about the exchange of culture between the UK and the other countries linked by the Transatlantic Slave Trade and Colonialism and the impact this has had in the performing arts.

The pack is designed for you to dip into, to get some ideas for exploring this legacy, or to use the resources as a springboard to explore something completely different. We hope that the pack can also work as a blueprint to examine heritage elements from other cultures. For example, what linguistic, literary, musical etc. elements in British culture come from South Asia? E.g standard words like bungalow, pajamas and jodhpurs, and slang words like nang.

The material presented here seeks to provide evidence for the strength, resourcefulness and humour of enslaved Africans (and their descendants) contrary to the popular idea of the enslaved as victims.

Across the pack there is a central theme of resistance – each section conveys how people asserted and continue to assert independence in everyday life and through the art they create.

Some of the material in the pack uses language or terms that are not deemed appropriate today because they are derogatory or offensive and these materials should only be used strictly linked to their historical context and seen as a product of their time. This material does not reflect the views of any of the organisations or individuals involved in the production of the pack.

Some of the issues we explore here have the potential to stir up strong feelings and challenging views. The Transatlantic Slave Trade and Colonialism are both important parts of world history and your pupils should feel able to express their opinions and engage in debate without any fear of criticism.

Introduction

Pack sections

1. **Identity/Stereotypes:** an introduction to the work.
2. **Linguistic heritage:** Pidgin Patois and Creole; Black British speech; export of the British education system and language – actors coming to Britain to tour e.g. Ira Aldridge 1833.
3. **Literary heritage:** folkloric elements e.g. Anansi; tales of resistance (Toussaint L'Ouverture 1936); knowledge of other societies through plays such as Soyinka's *The Road*; export of Shakespeare.
4. **Musical heritage:** the Griot's social comment and oral history in Rap and Calypso; forms such as call and response.
5. **Movement:** adoption of the French quadrille produces the Cakewalk; more natural movement forms leading to today's break dance. Also addressing language in this, as the articles use words considered racist today.
6. **Carnival:** cultural celebration.
7. **Society:** includes how different communities react to theatre.

Using the pack

Each section begins with an overview containing:

1. A short description of the section.
2. Identity theme/s – how the resources relate to understanding more about identity.
3. Key curriculum concepts addressed, ideas at a glance and a list of resources.
4. Section at a glance.
6. A guide that provides direction as to how to use specific resources. Please note that for the identity section, the guide is dispersed amongst the resources.

Organisation of resources

The pack contains specific resources within each section as well as general supporting resources which are standalone: biographies of performers, a list of significant productions since 1807, together with a list of useful websites.

There may be additional or complementary information in the General Resources section to accompany the resources in individual sections e.g. In the Literary section for Toussaint L'Ouverture, the programme insert and reviews are in this section resources, while a synopsis of the play and biography for Paul Robeson, who played the main part in 1925 can be found in General Resources.

We hope you will also find some of the other threads we have put in the pack useful to create your own combination of resources for different activities e.g:

- Design Technology exercise: use playbill exercise in the Identity section and Folklore/Anansi in the Literary section or any play synopses in General Resources to look at graphic design.
- Alternatively you may be looking at writers or researching individuals Wole Soyinka or Benjamin Zephaniah. In this case, content on both are in Linguistic and Literary sections and for Zephaniah, also in the Society section, and Soyinka, General Resources.

Introduction

Aims of the pack

- For pupils to examine the individual and collective nature of identity and how heritage influences identity.
- To indicate the role that performing arts plays in celebrating and preserving heritage and change.
- To show how the PA help contextualise our experience and history in the wider society.
- To examine similarities and differences, evolution and change and promote appreciation of the rich cultural mix in the UK

Core key concepts explored throughout

Citizenship KS3 & 4	English KS3	English KS4	History KS3	Music KS3
Exploring community cohesion and the different forces that bring about change in communities over time.	Reading and understanding a range of texts, and responding appropriately.	Reading, understanding the detail and gaining an overview of texts from a wide range of sources, including those found beyond the classroom.	Understanding the diverse experiences and ideas, beliefs and attitudes of men, women and children in past societies and how these have shaped the world.	Exploring ways music can be combined with other art forms and other subject disciplines.
Appreciating 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.	Making fresh connections between ideas, experiences, texts and words, drawing on a rich experience of language and literature.	Making fresh connections between ideas, experiences, texts and words, drawing on a rich experience of language and literature.	Identifying and explaining change and continuity within and across periods of history.	Understanding musical traditions and the part music plays in national and global culture and in personal identity.
Exploring the diverse national, regional, ethnic and religious cultures, groups and communities in the UK and the connections between them.	Exploring how ideas, experiences and values are portrayed differently in texts from a range of cultures and traditions.	Exploring how texts from different cultures and traditions influence values, assumptions and sense of identity.	Analysing and explaining the reasons for, and results of, historical events, situations and changes.	Exploring how ideas, experiences and emotions are conveyed in a range of music from different times and cultures.
Considering the interconnections between the UK and the rest of Europe and the wider world.	Assessing the validity and significance of information and ideas from different sources.	Connecting ideas, themes and issues, drawing on a range of texts.	Considering the significance of events, people and developments in their historical context and in the present day.	

Introduction

Retrace

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Shanice Grant-Barnett in *Make Love, Not War?* TYPT:08

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More productions can also be found on www.tradingfacesonline.com.

Original material, Talawa's archive, and other projects that Talawa has been involved in such as Blackstage can be seen by appointment at Blythe House, home of V&A Theatre Collections: www.vam.ac.uk/tco/index.html

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List

Identity Resources

1. Identity - discussion points
2. Mapping Extract 1.
3. Mapping tasks
4. Mapping symbols
5. Stereotyping – discussion points
6. Portraits
7. Mapping Extract 2
8. Mapping Extract 3
9. Selection of playbills and programme covers.

Linguistic Resources

10. Definitions of Pidgin, Patois, Creole
11. Some creoles and where they are spoken
12. Some words from Jamaican creole and their origins
13. 'Sonny's Lettah' activity
14. Black British English
15. Conversation recorded in 1982
16. Note on Benjamin Zephaniah
17. Cuttings for Moon on a Rainbow Shawl 1958
18. Quotes from Pearl Connor and Cy Grant
19. Ira Aldridge image and cover of The Padlock 1833
20. Article on Ira Aldridge 1858
21. Extract of 2 playbills advertising Oroonoko 1833
22. Cutting from article on The Gods are not to Blame 1989

Literary Resources

23. Introduction to use of folkloric characters
24. Information on the Haitian revolution
25. Programme for Toussaint L'Ouverture 1936
26. 2 Reviews of Toussaint L'Ouverture 1936
27. Cover of programme for The Black Jacobins 1986
28. Article on The Black Jacobins 1986
29. Directing Soyinka's The Road

Music Resources

30. Music Essay in 2 parts
31. Plantation music references
32. Hip Hop.
33. Jazz references
34. Programme cover for Blackbirds 1927

Movement Resources

35. Article on The Cakewalk, In Dahomey 1903
36. Cuttings of performers, In Dahomey 1903
37. Page of couple dancing, In Dahomey 1903
38. Article about composer, In Dahomey 1903
39. Ballets Negres programme 1948
40. Ballet Negres programme notes 1952
41. Leaflet for Jonzi D Aeroplane Man 2001

Carnival Resources

42. ES article on Notting Hill Carnival 1979
43. Observer feature: Carnival as Art 1979
44. Maskarade article and programme cover 1994
45. Voice article: Making Christmas a Black Thing 1994

Society Resources

46. Communities – points for discussion
47. Play Mas programme cover 1974
48. Article reviewing The Emperor Jones 1973
49. Newspaper cutting reviewing The Nine Night 1983
50. Programme cover and review of The Nine Night 1983
51. Reviews of Ragamuffin 1989 and Dirty Reality 2 1996
52. Review of Ragamuffin 1990
53. Programme for Lament for Rastafari 1977
54. Programme pages for Streetwise 1990
55. Programme cover of Black Macbeth 1972
56. TYPT 08 Flyer 2008
57. TYPT 08 production and rehearsal images 2008
58. Review of Adzido 2000