

# Tower Hamlets - radical actions then and now...

# THE FIGHT FOR EQUALITY

## Resource Toolkit for Teachers

#CITIZENSHIP #COMMUNITY #LOCAL HISTORY  
#EQUALITY #ACTIVISM #DEMOCRACY #REPRESENTATION  
#YOUNG LEADERSHIP #INCLUSION #POWER

This resource is designed to raise awareness of the borough's radical heritage.

It celebrates the people who have worked hard to make the borough a safer, more welcoming and equal place to live, work and play.

It pays respect to the people who continue to lead our communities towards a more equal future.

It reaches out to future activists and leaders, current thinkers and dreamers.

It aims to inspire.

This resource shares the radical actions of previous generations so that we can build a brave new future of equality and respect. A future that will be led by the young people of today.

It is dedicated to the memory of Altab Ali whose murder in 1978 mobilised the Bengali community and changed the face of race relations in the borough.

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## The Resource

The resource is divided into four sections, each of which can be used as a stand-alone resource or used together to form a larger scheme of work.

1. **Introduction** (call to action, key terms, potted history of the people of Tower Hamlets)
2. **Equality Activists**
3. **Collective Action**
4. **Politics and Power**

There are hyperlinks embedded within the resource that link to other digital resources, further reading and contextualising materials.

Within each section there are learning missions.

Each has been designed to support pupils/young people to engage with the heritage material, to develop their critical thinking skills and to explore their own agency in the future of their communities.

## The Teacher Toolkit

has been created to:

- provide a support framework for lessons/workshops
- summarise learning objectives
- provide guidance notes on adaptation and differentiation
- support teachers to consider extension opportunities

# Curriculum Links

This resource is designed to support the delivery of the **KS3 citizenship curriculum**, providing pupils with the knowledge, skills and understanding to prepare them to play a full and active part in society. It also supports the delivery of **local history teaching** and fits into strategic agendas of **community engagement, civic participation and volunteering**.

Teaching should equip pupils with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. It should also prepare pupils to take their place in society as responsible citizens, contextualising their daily lived experiences within a local historical, and wider political context.

## The particular focus of this resource is to support pupils to:

- Develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood
- Recognise and appreciate the ongoing impact of key historical and contemporary figures and events in their area
- Develop the skills to think critically and debate political questions
- Raise their awareness of local political history and in particular the fight for the fight for equality and strength of collective actions in their borough
- Become familiar with key terminology and themes including **multiculturalism, inclusivity, representation**
- Gain greater understanding of the conditions in which race-related hate crimes arise and develop strategies to protect both themselves and others from such occurrences

## It will support teachers to:

- Teach the core citizenship components of **democracy, government and the rights and responsibilities of citizens within a local context**
- Create the conditions in which pupils can use and apply their knowledge and understanding while developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action
- Teach pupils about the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in borough-based youth leadership activities

## Delivering the local history curriculum components:

What constitutes local history can be a grey area. It includes: the history of your school, the history of the town or area in which you live and the history of a particular county or region. Local history forms a key element of the history curriculum from Key Stage 3 and is a way of making links between the locality, and national and international events, and in developing wider narratives of change and continuity.

The question for many schools is whether to teach a local history unit discretely or whether to incorporate it into another unit.

There are a number of things that the teacher of local history needs to have in their toolkit, especially if you, as the teacher, are not particularly familiar with the local context of the school in which you teach. This resource will support teachers to easily access and engage with materials and narratives held by local community groups, libraries and archives across the borough and use them as a catalyst to make local history meaningful.

# Introduction – Page 4

Tower Hamlets (TH) is one of the most vibrantly diverse boroughs in the country. Nearly half of our residents come from minority ethnic communities with the largest youth population in Europe, and largest Muslim population in England. We are the only London borough to have had three terrorist incidents, have the second highest levels of hate crime in London and are one of the most deprived areas in the country. With this comes many challenges...

## Summary

This section provides some key information on Tower Hamlets and the people that currently live in the borough.

It gives an overview of the challenges currently being faced by local government and the citizens of the borough and challenges pupils to find new ways forward inspired by the community's past radical actions.

The introduction section invites pupils to find evidence of the borough's changing population in the buildings and physical heritage of the area.

It asks them to familiarise themselves with the key terms and phrases they will draw upon throughout the resource, through examples of youth-led activism and collective actions.

Enquiry Question(s)	Learning Objective(s)	Page(s)	Activity	Teacher Prep	Differentiation + Adaptation
<p><b>Why do we need to talk about equality in Tower Hamlets today?</b></p> <p><i>What are the contemporary inequalities that people living, working and learning in Tower Hamlets are facing?</i></p>	<ul style="list-style-type: none"> <li>An introduction to contemporary inequalities &amp; injustices experienced in Tower Hamlets</li> <li>Improved understanding of local citizenship, government and community organising</li> <li>Introduction to agency and responsibility – active citizenship and young people's pivotal role in the future of their communities</li> <li>Exploring shared and different opinions</li> <li>Negotiating collaboration in a fixed time-frame</li> </ul>	4 – 9	<p><b>Small Group Work:</b> Working in groups, explore the introduction and call to action. Each group works collaboratively to discuss:</p> <ol style="list-style-type: none"> <li>Anything that surprises you about Tower Hamlets</li> <li>Anything that feels important for young people living in the borough to know</li> <li>Anything that makes you want to make a change</li> <li>Any questions that feel important to you</li> </ol> <p>As a group, do a two-minute presentation for the rest of your class about the borough of Tower Hamlets. <i>Use the information that you think is the most important for young people living and learning in the borough to hear?</i></p>	Print out or download copies of the resource introduction onto the required number of iPads/ laptops/ desktop computers so that your pupils can access at least one copy between two.	<p><b>1) Individual &amp; collective research:</b> This could be done as a focused individual task instead of a group task. Invite pupils to copy out the information / questions/ quotes which resonate with them the most onto post it notes. Use a whiteboard or large sheet of paper on the floor in the centre of the classroom to collect all of the notes. Pupils are responsible for 'curating' their post-it notes by clustering them together with other similar post-it notes.</p> <p>When everyone has added their contributions, gather the class around the curated collection and look for patterns and outliers .... What are the things that lots of people were drawn to? Why? What are the things that stand alone? Why do we think that these things feel more important to some people than others? What's important about making sure that all contributions are heard and valued? What happens when only the majority are heard and valued?</p> <p><b>2) Quick-Fire Bingo:</b> This is a speedy way of introducing the thematic material and context of the resource. Give each pupil a stack of blank A5 paper. Invite them to spend 10-15 minutes reading through the introduction. Then play bingo - ask them to respond to prompts by taking a timed minute to relook at the resource &amp; write their response in marker pen on a their piece of paper, making sure that no-one else can see what they have written. Mark the end of the minute with a sound effect and get all the pupils to 'reveal' their answer by holding them, facing forward, above their heads. Encourage them to look around to see what their class-mates have chosen. If they see someone with a matching (or similar) response then they shout BINGO.</p> <p><b>Some potential Bingo prompts-</b></p> <p>What makes Tower Hamlets unique?            What might make Tower Hamlets a great place to choose to bring up children?            What is the biggest challenge in making the borough feel equal / safe / fair?</p>

Enquiry Question(s)	Learning Objective(s)	Page(s)	Activity	Teacher Prep	Differentiation + Adaptation
<p><b>What language do we need to know to be able to talk about power and politics in our local area?</b></p> <p><i>What do we understand by democracy / equality / activist / civil rights / human rights / protest / mobilisation / civic participation?</i></p>	<ul style="list-style-type: none"> <li>• Raised awareness of key vocabulary around civic participation and active citizenship</li> <li>• Greater understanding of youth-led social actions and/or civic participation through key examples</li> <li>• Design/Art – improved creative collaboration &amp; visual communication skills</li> </ul>	10-12	<p>Split the class into eight groups and allocate one of the key terms to each. The groups then work together to design an A3 poster for the classroom. The poster should be bold and easy to understand from across the classroom and should clearly demonstrate the meaning of their key term to the rest of the class.</p> <p>Groups will be able to follow the hyperlink for each key term, giving them a youth-led example for each.</p> <p>When all of the posters are finished they should be displayed on the classroom walls. Each group will choose where their poster goes and will hang it up whilst explaining their design choices to the class.</p>	<p>8 x A3 (or bigger) blank paper and thick marker pens.</p> <p>At least 8 x iPads/ laptops with the Introduction section of the resource downloaded. These can be used to follow the hyperlinks for each of the key terms.</p> <p>White Tack to hang the posters on the wall.</p>	<p><b>1) Central Focus:</b> The resource is projected on the whiteboard and the whole class follow the hyperlinks together. At the end of each key term, pupils work in pairs or as individuals to write a sentence using the key term. Some of these can be shared with the whole class.</p> <p><b>2) Extended research:</b> After a brief exploration of the key terms and their existing examples in the resource, pupils are encouraged to research an alternative example. These can then be introduced to their class members and a new digital collection can be built as a class resource. Pupils will need access to computers/ ipads and can work as individuals or pairs in order to search for their links. Once they are happy with their link they should create a one line explanation as to why that link should be part of the new digital collection. If multiple links are being sourced for each of the key terms, then the class could do a blind vote for the three which they think are the most effective. These are then included in the collection.</p>
<p><b>What can we learn about the history of the people of Tower Hamlets from our built environment?</b></p> <p><i>How do we use the places we live, learn and play to learn about the people who have lived in and who now live in Tower Hamlets?</i></p>	<ul style="list-style-type: none"> <li>• Increased understanding of local history &amp; Tower Hamlets' changing population since 1614</li> <li>• Engagement with the wider community and built environment outside of the school</li> <li>• Increased understanding of the diversity within the borough</li> <li>• Independent research skills</li> <li>• Improved visual communication skills</li> <li>• Presentation skills</li> </ul>	13-18 Mission on Page 18	<p><b>MISSION ONE:</b> Design a tour of your neighbourhood.</p> <p>As a whole class activity, explore the potted history of the people of Tower Hamlets. Find out which of the pupils are familiar with any of the four selected sites across the borough and share some other examples of well known 'clues' around the borough. For example – <a href="#">East London Mosque</a> or many others featured on the council's <a href="#">interactive map</a> of buildings of local &amp;/or national significance.</p> <p>Pupils then work as individuals or in pairs to undertake physical research on their journeys between home and the school. They are invited to find 3-5 'clues' in the built environment that tell us something about the people of Tower Hamlets. Pupils make a drawn map of their 'clues' with key information about each of their chosen 'clues' and what it teaches us. Maps can be exhibited on the wall or could be presented to the rest of the class.</p>	<p>Downloaded or printed access to this section of the resource/ or one central focus via whiteboard.</p> <p>Access to digital research equipment for extended research into their chosen 'clues'.</p> <p>Blank A3 paper + marker pens.</p>	<p><b>1) Collective Maps:</b> Pupils each find one 'clue' from the built environment between their home and school. They then work as groups (4-6 pupils) to create a collective map which features their combined clues.</p> <p><b>2) Digital Maps:</b> Using Google Maps, pupils create a virtual tour of their 'clues' as individuals, in pairs or in small groups (multiple inputs from different iPads/ laptops onto one shared map is possible). They input their sites of significance and add research on what they tell us about the people who live or have lived in Tower Hamlets. These maps can then be made public so that other pupils/ residents can benefit from their research.</p>

# Equality Activists – Page 19

#MOBILISATION #ACTIVISM #RIGHTS #COMMUNITY ORGANISING

Who are the people that have fought for your civil liberties?

Who has worked to make this borough a safer and more equal place?

What can we learn from their ideas and actions?

## Summary

This section introduces the idea of activism and of standing up for what you believe in.

It introduces five different people who have developed their own tools for challenging inequality in the borough and asks them to share their experiences with the next generation. Dan Jones, Julie Begum, David Rosenberg, Rafique Ullah and Farrukh Dhondy are all featured.

Pupils are encouraged to consider how effective the tools that were used to fight for equality were from the 1970s to today.

It asks them to notice how they have changed and evolved and to assess the tools that they have at their disposal today to stand up for equality and against injustice.

It invites pupils to consider what it means to be 'woke' – aware of issues concerning social and racial justice and working towards equality.

Enquiry Question(s)	Learning Objective(s)	Page(s)	Activity	Teacher Prep	Differentiation + Adaptation
<p><b>Who are the people who have stood-up for your civil liberties?</b></p> <p><b>Who has worked to make this borough a safer &amp; more equal place?</b></p> <p><b>What can we learn from their ideas and actions?</b></p>	<ul style="list-style-type: none"> <li>Increased understanding of key historical narratives about the local area</li> <li>Introduction to or increased understanding of local equality activists, community organising and historical civil actions</li> <li>Collaboration and critical thinking</li> <li>Research skills</li> <li>Presentation skills</li> </ul>	<p>From page 19</p> <p>Dan Jones – 22</p> <p>Julie Begum – 26</p> <p>David Rosenberg – 30</p> <p>Rafique Ullah – 34</p> <p>Farrukh Dhondy – 38</p>	<p><b>Equality Activist Research and Presentation:</b> Split the class into five working groups. Allocate one of the five featured equality activists to each group. Provide groups with digital access to their activist's case study.</p> <p>Each group works together to create a short spoken presentation of their Equality Activist for the rest of the group. The presentations should focus on:</p> <ul style="list-style-type: none"> <li>Lived experience – Why did they decide to take a stand against inequality in the borough?</li> <li>How? – What tools did they use to try and make a change in their communities?</li> <li>Young people – What do they think about the role of young people in making the borough of Tower Hamlets a more equal place?</li> <li>Inspiration – What do you think is inspiring about their story?</li> </ul>	<p>Access to digital equipment, pre-loaded with equality activist section of the resource (enough for 1 between 2) or, if not available, printed sections of the resource for each group.</p>	<p><b>1) Campaign structure:</b> Still working in groups but framed as a campaign to give an 'activist award' to the greatest equalities activist in the borough. Each group has to make a case for why it should be their activist. They might use images from the resource, footage from the hyperlinks provided or additional digital research that they do themselves to make the case. The class then blind votes for the activist who they think has made the greatest impact on Tower Hamlets.</p> <p><b>2) Individual creative writing task:</b> Each pupil chooses the Equality Activist which they think is the most inspiring. They write a letter to their activist. The letters could include responses to the following questions:</p> <ul style="list-style-type: none"> <li>What do you think is inspiring about their actions?</li> <li>What do you think we can learn today from their experience and actions?</li> <li>What would you like to ask them for more information about and why?</li> </ul>

# Equality Activists – continued

Enquiry Question(s)	Learning Objective(s)	Page(s)	Activity	Teacher Prep	Differentiation + Adaptation
<p><b>Who is working towards equality in your community?</b></p>	<ul style="list-style-type: none"> <li>• Develop research skills</li> <li>• Greater understanding of local community and voluntary organisations</li> <li>• Collaboration skills</li> <li>• Visual communication skills</li> </ul>	<p>43</p>	<p><b>MISSION TWO: Create an Equalities Map</b></p> <p>Inspired by the five featured equality activists featured in the resource, work with a partner to design a map of people working towards equality in Tower Hamlets.</p> <p>Think about people who are working to combat racism, sexism, homophobia, islamophobia, anti-semitism, ableism, ageism or fascism. Consider including young people, educators, community elders, community group leaders, campaigners, activists, carers, health workers, social workers, volunteers, voluntary organisations.</p> <p>There is no fixed way that a 'map' should look. It doesn't have to link to a geographical map in any way. There are some examples of alternative maps <a href="#">here</a> for reference.</p>	<p>Prepare examples of alternative maps (link provided) to share with the class.</p> <p>Access to digital research.</p> <p>Paper/ pens / digital design software for pairs to create their maps.</p>	<p><b>1) Whole class collective mapping:</b> Each person has to research three people/groups who they think deserve to be recognised and celebrated as working towards equality in Tower Hamlets. Create one central blank map for pupils to add their contributions to. They may choose to represent people as symbols, names or photographic/digital images. The class works together to create one, large-scale map using a collage technique of layering and selective placement of ingredients. The map can be displayed in a shared space around the school to inform other pupils and members of staff about people and organisations working to improve the borough.</p> <p><b>2) Digital album:</b> Pupils work individually to create their maps (either using digital equipment or scanning/photographing their hard copy map once it has been created). All of the maps are uploaded into one shared public album which can be shared with parents/ other pupils/ the wider school community.</p>

# Equality Activists – continued

Enquiry Question(s)	Learning Objective(s)	Page(s)	Activity	Teacher Prep	Differentiation + Adaptation
<p><b>How do you stand up for equality?</b></p> <p><b>What do you want to change about your experience of equality in the borough?</b></p> <p><b>What tools should we use to reach people?</b></p>	<ul style="list-style-type: none"> <li>• Develop research skills</li> <li>• Strengthen critical thinking skills</li> <li>• Develop creative interpretation and effective communication skills</li> <li>• Demonstrate knowledge of effective campaign strategies</li> <li>• Utilise digital resources</li> <li>• Develop collaboration and presentation skills</li> </ul>	44 – 45	<p><b>MISSION THREE:</b> Design an equality campaign</p> <p>In small groups, pupils discuss the inequalities which affect them, their families or people they know in Tower Hamlets. As a group they agree on one inequality that feels the most important to challenge and combat as soon as possible.</p> <p>Inspired by the ideas and tools shared by the Equality Activists, they work together to design a campaign to raise awareness about their chosen inequality. Their campaigns should take into consideration the mission prompts (page 45) and should try to generate ideas about how best to work towards making a specific change in their communities.</p> <p>They must include:</p> <ol style="list-style-type: none"> <li>1. A key message (what do you want to change?)</li> <li>2. Your audience (who is the campaign designed to affect?)</li> <li>3. At least two different campaign tools. Campaigns can use photography, film, visual or graphic designs.</li> </ol> <p>Completed campaigns are then presented to the whole class to persuade them that a) the campaign is needed and b) the campaign ideas will work.</p>	<p>Host an introductory conversation about what makes a successful campaign for equality. You may like to share some specific examples of campaigns that use different tools to get their message across successfully and effect change.</p> <p><b><u>Pink Stinks</u></b> – working against gender-based stereotypes</p> <p><b><u>School Strike 4 Climate</u></b> – a contentious campaign for schools but started by young people to demonstrate against climate change unequally affecting young people</p> <p><b><u>The Red Card</u></b> – working to end racist bullying</p> <p><b><u>No Place for Hate</u></b> – working to put an end to hate crimes</p> <p>Provide large sheets of blank paper, post-it notes, thick marker pens and/or digital research and design equipment.</p>	<p><b>1) Dragon's Den:</b> Introduce a fictional budget of £20,000 which will be awarded to the strongest campaign plan to activate their campaign. Choose one person from each campaign group to sit on the 'dragon panel'. After each campaign plan presentation the dragons are able to respond- reflecting on the strengths of each campaign and asking any questions that they may have. At the end of all the presentations the dragons confer and decide on which campaign will be awarded the budget.</p> <p><b>2) Creative Writing:</b> The personal approach: in place of the presentations, each pupil is invited to write a letter to a rich philanthropist who is looking to support a campaign for equality in the local area. They use the letter as an opportunity to describe their campaign, why it is needed and why they think it will be effective. They make the best case that they can for why their campaign should be supported.</p>

# Collective Action – Page 46

#PROTEST #COLLECTIVE ACTION #FREEDOM OF ASSOCIATION

How have previous generations in Tower Hamlets come together to challenge inequality and work towards a common goal?

To rise to the challenges that our generation will face, what can we learn from the collective actions of previous generations?

## Summary

This section introduces the idea of collective actions and explores moments of local and national historical significance in which people have come together to stand up to inequality.

It introduces an incomplete history of collective actions against inequality through 5 collective actions which have had a major impact on the borough:

1936 – The Battle of Cable Street

1978 – Rock Against Racism

1978 – Protests following the murder of Altab Ali

1993 – The Revolt of the Isle of Dogs

2011 – Anti-Racist Rally

Pupils are encouraged to explore a series of historical source materials, gathered from local heritage collections, for each of the events. They are invited to explore the different perspectives that are shared and to draw their own conclusions on the effectiveness of the actions. How clear was the ambition of the action? Who was involved? What worked? What did not work? What can we learn from this event that might help us better understand some of the challenges we are facing today?

It invites pupils to consider the subjectivity of source materials and to understand the value of research in order to get a ‘full picture’ of any historical event. It invites them to consider how present-day events might be documented for future generations.

Enquiry Question(s)	Learning Objective(s)	Page(s)	Activity	Teacher Prep	Differentiation + Adaptation
<p><b>What happens when people come together with a shared goal to effect changes in their communities?</b></p> <p><b>How do people connect across difference to realise a shared ambition?</b></p> <p><b>To rise to the challenges that our generation will face, what can we learn from the collective actions of previous generations?</b></p>	<ul style="list-style-type: none"> <li>Understand key historical narratives about the area in which you live</li> <li>Explore the subjectivity of source materials</li> <li>Compare the quality of source materials and draw conclusions from multiple sources</li> <li>Communication and presentation skills</li> <li>Discover and explore conflicting opinions and political ideas within the local area</li> <li>Develop critical thinking skills</li> </ul>	<p>46</p> <p>Battle of Cable Street – 49</p> <p>Rock Against Racism – 56</p> <p>Protests following murder of Altab Ali – 63</p> <p>Revolt of Isle of Dogs – 67</p> <p>Anti-Racist Rally – 72</p>	<p>Split the class into 5 research groups and allocate one of the events featured on the incomplete history of collective actions against inequality to each group.</p> <p>Groups are given the role of historical researchers and a fixed amount of time to respond to the following questions through exploration of their source materials:</p> <ul style="list-style-type: none"> <li>What happened?</li> <li>What facts are agreed by a number of different sources?</li> <li>Where are there different opinions about what happened?</li> <li>How subjective are the sources? (i.e. what were the journalists/photographers/writers trying to make their audience think/feel/do?)</li> </ul> <p>Each historical research group then shares their findings with the rest of the class through a short research report. This can be presented verbally or visually.</p>	<p>Print or download copies of the collective action section of the resource. Ensure that each research group has access to enough copies (at least one between two). There should be at least one digital access point per group (allowing them to click on hyperlinks and find additional digital source material where available)</p> <p>Agree with the class in advance how long the presentations should be and what the key ingredients to a strong presentation are. Create a visual list of all these factors and of the agreed time for them to reference during their research.</p>	<p><b>Research Film:</b> Instead of creating live presentations, groups are given filming equipment and are asked to create a short film addressing the prompt questions and showcasing the source material. This will give them the power to zoom in on specific details and control the audience’s focus. It will also provide pupils who are not confident public speakers to ‘present’ their findings in a controlled format.</p> <p><b>Partner Interviews:</b> Pupils work in pairs to research their allocated collective action. They then role play the interview between a journalist and a historical researcher. The researcher is providing information about the source material for a story that the journalist is writing for the East London News. The headline of the article is ‘Tower Hamlets – Standing Together Against Inequality’.</p> <p>The interviews could be shared live with the classroom (using a hot seat activity in which the local researcher takes a seat in front of the class and responds live to the journalist’s questions) or by filming the interviews. You may choose to switch the roles halfway through so that both pupils take a turn at being the journalist and historical researcher.</p>



# Collective Action – continued

Enquiry Question(s)	Learning Objective(s)	Page(s)	Activity	Teacher Prep	Differentiation + Adaptation
<p><b>How will contemporary events be documented for future generations?</b></p> <p><i>Which current/contemporary collective actions should be shared with the next generation? What might they learn from them?</i></p>	<ul style="list-style-type: none"> <li>Develop digital research skills</li> <li>Understand and explore the subjectivity or source materials</li> <li>Explore the ethics of curation and historical documentation</li> <li>Understand the need for heritage material to be collected and preserved for future generations</li> <li>Discover and explore conflicting opinions and political ideas within the local area</li> <li>Collaboration and presentation skills</li> <li>Understanding of the importance of historical referencing</li> </ul>	77	<p><b>MISSION FOUR:</b> Add an entry to the timeline.</p> <p>Working in collaborative groups, pupils draw on their shared local knowledge and experience of research collective actions that have happened in the area post 2000.</p> <p>This research may take place digitally via local news archives or the online heritage collection links shared at the end of the resource (page 123)</p> <p>When they agree on a collective action they think deserves to be added to the timeline, the groups research different source materials that can provide them with a variety of perspectives and experiences from that event/activity.</p> <p>This additional research could be an extension of the digital research or could incorporate a pre-organised visit to Tower Hamlets Local History Library and Archives.</p> <p>Their entry should include (but is not limited to):</p> <ul style="list-style-type: none"> <li>A key date</li> <li>An interesting title</li> <li>A descriptive paragraph which provides the reader with more information</li> <li>At least three different source materials evidencing that it happened and bringing the event to life</li> <li>Source materials should, as far as possible, demonstrate different opinions or experiences of your collective action</li> <li>All source materials should be referenced (where did you find it, what date was it created/published, who was the author, who has copyright for it)</li> </ul> <p>Source materials found should be screen-grabbed or scanned from hard copies and included in your timeline entry alongside a description of the collective action itself.</p>	<p>Provide access to research equipment or opportunity. This could be digital research via iPads/ laptops etc – with a preloaded copy of the resource and links to borough based and national online heritage collections (page 123).</p> <p>Alternatively you may choose to take the opportunity to liaise with Tower Hamlets Local History Library and Archives team to arrange a visit to the Bancroft Library and learn more about the research process from a specialist practitioner.</p> <p>Timeline entries could be created digitally or in hard copies - in which case access to paper, scissors, glue and printing facilities will be needed.</p>	<p><b>Print layout:</b> Using A3 paper as backgrounds, groups design the print layout for their timeline entry. This will involve using collage techniques to layer images, significant dates/times/key facts etc. They may choose to enlarge specific information/ quotes from their source materials and/or add illustrations which they have created themselves etc to pull people’s focus. They should think about how to make the information as interesting and accessible as possible for people of their own age or younger.</p> <p><b>Timeline tour:</b> Once all of the groups have created their entry for the timeline, arrange the source materials gathered in date order across the length of the classroom (this may need to journey around the peripheral edge of the room or use an alternative space such as a school corridor). The whole class then ‘tours’ the timeline with research groups introducing and talking about:</p> <ul style="list-style-type: none"> <li>Why they chose that specific collective action?</li> <li>How they sourced their material?</li> <li>What they think future young people may be able to learn from this action?</li> </ul>

# Collective Action – continued

Enquiry Question(s)	Learning Objective(s)	Page(s)	Activity	Teacher Prep	Differentiation + Adaptation
<p><b>How do you document an event fairly, giving respect to many different experiences and perspectives?</b></p>	<ul style="list-style-type: none"> <li>• Greater understanding of the subjectivity of historical source materials</li> <li>• Improved research skills and awareness of accessible research platforms – including locally based online collections</li> <li>• Greater understanding of journalistic bias and the need to apply critical thinking skills when interpreting any source materials – historical or contemporary</li> <li>• Digital presentation skills</li> <li>• Performance skills</li> <li>• Communication and collaboration skills</li> </ul>	<p>77</p>	<p><b>MISSION FIVE:</b> Create a 'live' news report.</p> <p>Split the group into small groups. Each group choose a collective action from the incomplete timeline which they think is the most powerful example of what can be achieved when people come together to make changes happen in their communities.</p> <p>Based on the source materials shared in the timeline, the group work together to devise their own 'live' news report for their chosen collective action.</p> <p>The report should include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• At least three different sources</li> <li>• At least one 'live' interview with someone who is at the scene</li> <li>• At least two different opinions about the action taken from your research.</li> </ul> <p>The reports should, once devised, be performed or filmed and then shared with the rest of the class.</p>	<p>Access to the source material for each of the groups. At least one digital copy of the resource should be provided so that they can connect to additional digital sources.</p> <p>If you choose to film the reports then pupils will need film-making equipment and a way of uploading their footage so that it can be easily viewed.</p>	<p><b>Keep it real:</b> Ask pupils to research what news broadcasting was like at the time of your collective action. Inspired by the style of journalism/ language/ presentation/ style – pupils then create their news report as if it was being created at that time.</p> <p>For example - if pupils pick the protests that followed the murder of Altab Ali your news report should follow the style and feel of a late 1970s news report. If they pick the revolt of the Isle of Dogs then your news report should follow the style and feel of an early 1990s news report. Nb. This may involve providing pupils with time to source costume/props etc in addition to preparing their news report. Reports could still be performed live or filmed and collated into one news report which travels from the earliest collective action to the most contemporary one featured.</p> <p><b>Blog or Vlog it:</b> An individual activity, pupils are invited to imagine that they were present at the collective action. Drawing inspiration from the source material, they write or create a filmed first-hand narrative blog /vlog of their experience. All of the blogs or vlogs created can then be hosted on an internal or public facing platform to be shared with other classes/ parents etc.</p>

# Politics and Power – Page 80

#DEMOCRACY #REPRESENTATION #AGENCY #POWER

What power do you have to effect changes in your community?

Who makes decisions on your behalf about how things are run?

## Summary

This section is split into two distinct sections exploring politics and power through two different lenses. For each of these lenses we have curated a micro collection of quotes, digital links and historical source material for pupils to explore.

### Community Organising: Grass roots power in Tower Hamlets

Provides examples of how locally felt experiences of injustice, prejudice or discrimination have been echoed by people all over the country.

It explores how mass movements start – small and local growing into huge, driven campaigns with the power to impact on everyone’s lives. Drawing on key moments:

- 7000 people walk Altab Ali’s coffin to Downing Street in 1978
- Anti-poll tax community action in 1990
- The set up of Tower Hamlets Interfaith Forum in 2003
- Stand up to Racism national conference in 2017
- Stand up to Racism march in 2018

### Political Representation: The battle for local democracy

How is Tower Hamlets doing at making sure that the decision makers reflect the communities that they represent?

Provides examples of moments in which representation has been challenged and has caused local politics to evolve:

- The formation of the federation of Bangladeshi Youth Organisations in 1980
- The first Bengalis are elected to Tower Hamlets council in 1982
- Women Unite Against Racism – supporting women to use their vote in 1993
- The first Young Mayor is elected in 2007
- The first Bengali MP is elected in 2010
- Tower Hamlets launch their EU citizens Brexit Toolkit in 2018

Pupils are invited to explore historical milestones in order to gain a greater understanding of the current political landscape and the hard-fought battle for representation within it. They are encouraged to draw comparisons between their contemporary and personal experience of agency and power and that of previous generations and to explore the reasons for this difference.

# Politics and Power – continued

Enquiry Question(s)	Learning Objective(s)	Page(s)	Activity	Teacher Prep	Differentiation + Adaptation
<p><b>Is Britain becoming fairer?</b></p> <p><i>As a young person living in a diverse, multicultural borough, do you feel that it is a place in which everyone feels equal?</i></p> <p><i>Do you think that this has changed over the last 50 years?</i></p>	<ul style="list-style-type: none"> <li>• Critical thinking skills</li> <li>• Improved research skills</li> <li>• Greater understanding of the meaning and significance of political representation</li> <li>• Greater understanding of the historical landscape and impact of community organising</li> <li>• Visual design and communication skills</li> <li>• Creative interpretation</li> <li>• Understanding of the evolution and representation of local government in Tower Hamlets</li> <li>• Greater understanding of young people's agency in working towards more equal communities and standing up to injustices</li> </ul>	80 – 83	<p>As a whole class, explore the introduction to the section. Invite different pupils to read out sections. When a question appears ask a pupil to write it up in big letters on the whiteboard/ flipchart paper.</p> <p>Once the introduction has been explored open up a conversation with the group/ catalyse small group conversations about their responses to the questions.</p> <p>Split the group into two different research groups. One which will focus on community organising and one which will focus on political representation. In each of the groups ask them to self-organise so that the introduction sections are read out collectively (there must be multiple voices involved in reading it out loud for other pupils).</p> <p>Each of the two groups then self-organise into sub-groups, each one focusing on one of the historical case studies provided in the micro collection. NB. There are five sub-groups in community organising micro-collection and six sub-groups in the political representation micro-collection.</p> <p>Sub-groups are responsible for designing a clear graphic poster for their case study. i.e. 2010 – First Bengali MP elected in Tower Hamlets with key information about Rushanara Ali and why she is an inspirational figure. Or 1990 Anti-Poll Tax community action featuring information about the slogans used and campaign tools.</p> <p>Once complete, all of the posters are displayed in chronological order around the periphery of the classroom.</p> <p>Invite the groups to explore each other's micro-collections via taking a tour of their posters.</p>	<p>Copies of the introduction which can be handed around for people to read. These can be either in hard copy or digital, or you might choose to utilise a central screen or whiteboard to project a large scale version of the resource pages 80 – 83</p> <p>Pre-preparation of A3 blank paper, scissors, glue, access to printing facilities and multi-coloured markers/ collage materials for pupils to create their posters with.</p> <p>White tack or equivalent to display poster trail around the classroom.</p>	<p><b>Short hand:</b> As the introduction is explored, invite pupils to write notes on any questions that arise for them about political representation and/or community organising.</p> <p><b>Extend the conversation:</b> Building on the curated poster trail – each group visits the other's poster trail and then, using post-it notes, they add comments/ thoughts/ questions underneath posters for the other group. These comments should be framed by the questions:</p> <ul style="list-style-type: none"> <li>• Why is this event/activity relevant for young people in Tower Hamlets today?</li> <li>• What am I drawn to about this poster? Why?</li> </ul> <p>Groups revisit their own poster trail and look through their comments and discuss what things drew the most focus and interaction and why.</p> <p>Catalyse a summative conversation about the art of curation – what draws people's attention and why? How might you choose to present historical information/ sources in a way that would engage a wide audience of young people?</p>

# Politics and Power – continued

Enquiry Question(s)	Learning Objective(s)	Page(s)	Activity	Teacher Prep	Differentiation + Adaptation
<p><b>How can we find a way of embracing different opinions?</b></p>	<ul style="list-style-type: none"> <li>• Greater understanding of the subjectivity of historical source materials and contemporary media</li> <li>• Critical thinking skills</li> <li>• Verbal rationalising and negotiation skills</li> <li>• Improved presentation and oration skills</li> </ul>	<p>112</p>	<p><b>MISSION SIX:</b> Debate Challenge</p> <p>Support pupils to host a debate, informed by the politics and power micro-collections, on the following motions:</p> <ol style="list-style-type: none"> <li>1. It is easy to find out about who represents you and/or your family in a) central government b) local government?</li> <li>2. The people that make decisions on our behalf are the right people?</li> <li>3. We need to make 'diversity the new normal'?</li> <li>4. Young people are best placed to make our communities stronger, more connected and able to speak truth to power?</li> </ol> <p>Each motion will have a team of people working on it. Split the class into four groups. In each group there is a speaker and groups of proposers and opposers.</p> <p>The opposers and the proposers then research the best way to evidence their point of view using the people and power micro-collections and digital links.</p> <p>Once the research has been gathered the four debates are hosted. For each one, the speaker is responsible for hosting the process (following the guidelines outlined within the resource on page 113).</p>	<p>Provide hardcopies or digital access to the micro-collections in the resource that can be used by each of the four motion teams for research.</p> <p>You may decide to use a stopwatch to control the length of the presentations from opposing and proposing teams in each of the debates.</p>	<p><b>Open House:</b> After each round of debates host 'open house' time in which any member of the debate audience (pupil not involved in preparing that motion) may express their opinion or comment on the strength of the debate. Key questions to ask as prompts for the open house are:</p> <ol style="list-style-type: none"> <li>1. Did anyone's opinion change as a result of the debate?</li> <li>1. Where did the arguments seem best evidenced?</li> </ol> <p>You may wish to host a blind vote on the winning debate side. All pupils close their eyes and raise their arm in support of either the proposing team or the opposing team.</p> <p><b>Opinion Piece:</b> Pupils are encouraged, either in place of or post-debate challenge, to write an opinion piece for the local press in which they either propose or oppose one of the four motions. They need to evidence their argument by drawing from the source materials in either or both of the micro-collections.</p>

# Politics and Power – continued

Enquiry Question(s)	Learning Objective(s)	Page(s)	Activity	Teacher Prep	Differentiation + Adaptation
<p><b>How do you create and curate a historical collection?</b></p> <p><i>How do you hold many different opinions and experiences equally?</i></p> <p><i>What is the responsibility of the curator?</i></p>	<ul style="list-style-type: none"> <li>• Increased research skills</li> <li>• Collaboration, communication and presentation skills</li> <li>• Understanding and implementation of a historical research and curatorial process</li> <li>• Exploration of how contemporary events will be documented and shared with future generations</li> <li>• Greater understanding of the responsibility and ethics of representing many different opinions and experiences within a historical collection/narrative</li> </ul>	114	<p><b>MISSION SEVEN:</b> Brexit Collection</p> <p>Inspired by the political representation and community organising micro-collections, pupils are invited to research and curate a Brexit micro-collection.</p> <p>This is an opportunity for them to flex their research muscles, demonstrate their understanding of different source materials and how to access them and to work collaboratively within a team to consider the type of source materials that will engage an audience of young people their age.</p> <p>Working in pairs or small groups, pupils use the local and national digital research links and local, national online press archives to select a series of source materials which demonstrate a range of opinions and events surrounding the UK's EU referendum and following public and political debate about leaving the EU.</p> <p>They then work together to curate a micro-collection of the most engaging source material they have discovered.</p> <p>This could involve:</p> <ul style="list-style-type: none"> <li>• How different people reacted to the outcome of the vote</li> <li>• Young people's opinions on the outcome</li> <li>• Collective actions that have been inspired by this moment of historical significance</li> <li>• Your personal opinions and those of your peers about what Brexit means for you</li> <li>• Information from the council about what support is available for people with concerns about how Brexit will impact their lives.</li> </ul>	<p>Pupils will need access to digital research equipment so that they can search for and select the source materials for their micro-collections.</p> <p>You might want to encourage them to think about collecting a variety of different source materials including:</p> <ul style="list-style-type: none"> <li>• Ephemera (items which are meant to be temporary like badges, stickers, pamphlets etc)</li> <li>• Print media</li> <li>• Photographs</li> <li>• Documentation of personal stories and experiences</li> <li>• Film and video footage available online</li> </ul> <p>You might also like to encourage them to access and include source materials that are available in local archives and/or heritage collections in addition to online resources and items that you may be able to find in hard copy today around their local areas.</p>	<p><b>Curated exhibition:</b> Pupils are invited to curate their collections as exhibitions that will go on display in the school. Each exhibition might occupy a fixed space (i.e. school display board) or an A2/A1 foamex board which you have sourced in advance.</p> <p><b>Digital curation:</b> Pupils are invited to demonstrate their independent research skills and to curate individual collections. These responses can occupy digital platforms controlled by the school or may be hosted on a public blog which can be accessed by the wider community.</p>

# Politics and Power – continued

Enquiry Question(s)	Learning Objective(s)	Page(s)	Activity	Teacher Prep	Differentiation + Adaptation
<p><b>How can we share our understanding of the radical heritage of this borough with the whole school community?</b></p>	<ul style="list-style-type: none"> <li>• Prioritisation of information</li> <li>• Visual communication skills</li> <li>• Collaboration and creative interpretation skills</li> <li>• Recap of all the historical and thematic material introduced in the resource</li> </ul>	116	<p><b>MISSION EIGHT:</b> Power Mural</p> <p>Invite pupils to form working design groups in which to design a power mural for the school.</p> <p>The power mural should:</p> <ol style="list-style-type: none"> <li>1. Celebrate the radical heritage of this borough</li> <li>2. Introduce people to key activists and events that you think are inspiring</li> <li>3. Make people think about what they can do today to stand up for equality</li> </ol> <p>It should feature:</p> <ul style="list-style-type: none"> <li>• Significant historical moments</li> <li>• Inspirational activists working for equality</li> <li>• Quotes or actions which have inspired you</li> <li>• Essential vocabulary needed to discuss power, representation, collective actions and community organising in your borough</li> </ul> <p>Pupils revisit earlier sections of the resource to select the key material that they want to include in their mural. Using paper and pencils they sketch out a design for their mural.</p> <p>Once this design has been refined and agreed by everyone in the group, the process for realising the mural is discussed.</p>	<p>Prepare hard copy or digital access to the complete resources so that groups can select the key materials/ information that they want to include on their murals.</p> <p>A3 blank paper and pencils for developing and refining their mural designs.</p> <p>When thinking about how the murals are realised in your school, the following options might be of use:</p> <ol style="list-style-type: none"> <li>1. Every group creates their murals on A2/A1 boards that have been pre-prepared</li> <li>2. The class votes on the mural they would most like to see realized and then works together (potentially with assistance/support from a professional artist/ art teacher in the school) to render their mural on a chosen wall within the school building</li> <li>3. A number of sites are chosen around the school and multiple murals are realised</li> <li>4. All of the murals are create on A2/A1 boards which are then exhibited as a trail within local businesses to engage with the wider school community.</li> </ol>	<p><b>Modular:</b> Instead of multiple murals being designed, each pupil is invited to design one component of a whole class mural. This process will need to be curated to avoid duplication, in order to achieve this, one of the following processes might be of use:</p> <ul style="list-style-type: none"> <li>• Create a giant timeline across the floor or wall of the classroom and ask pupils to look through the resource and select a person/event/ action/key term which they think should be included in the mural and would like to be responsible for. Each pupil writes their response on a post-it note or piece of A5 paper and places it along the timeline. Where there are gaps, encourage pupils to support one another to source materials which may be able to fill these gaps.</li> <li>• Work with the whole class to choose key themes for the mural. (These may include terms like collective action, political representation etc or may be looser terms like protest, campaign, activism.) Invite the class to self-organise under these themes before searching for the material they think should feature under each theme.</li> </ul>

## What To Do Now?

This final section explores some of the ways that your school and/or pupils may be able to 'get active' and stand up for equality, both within the school and the wider borough community.

With specific links to the No Place for Hate Campaign (NPFH) pledge page and digital links to the borough's incredible heritage collection, it is an invitation to discuss with your pupils how they might like to continue and evolve the borough's radical heritage.