I Am a Man and a Brother
How to use the learning resource

This pack has been designed to accompany the student learning resource for the Wedgwood anti-slavery medallion.

In these pages you will find supporting material and guidance to help you prepare and deliver workshops in school and at the V&A Wedgwood Collection. There are tips from founder of I Am Ally, Grace Barrett, for how to teach anti-racism, as well as additional teaching materials including a timeline of Black British history and biographical cards for key characters Josiah Wedgwood, Olaudah Equiano and Sarah Wedgwood.

Resources

More about the medallion www.vam.ac.uk/articles/the-wedgwood-anti-slavery-medallion, the project and our research on the V&A blog: hyperlinks...

I Am Ally www.iamally.co.uk/

The Institute of Race Relations irr.org.uk/

The Anti-Racist Educator www.theantiracisteducator.com/about

The Interesting Narrative of the Life of Olaudah Equiano, Or Gustavus Vassa, The African Written By Himself www.gutenberg.org/files/15399/15399-h/15399-h.htm

Visiting the V&A Wedgwood Collection

The V&A Wedgwood Collection is one of the most important industrial collections in the world. Owned by the V&A following a successful fundraising campaign spearheaded by Art Fund, the collection is on display in Barlaston in the heart of the Potteries and provides a unique record of over 260 years of British ceramic production. The V&A Wedgwood Collection is open Wednesday–Sunday 10am–5pm and admission is free.

To find out more about planning your visit, go to www.vam.ac.uk/info/va-wedgwood-collection

I Am Ally Mission

Mission

At I Am Ally our mission is to equip teachers with the tools to create truly anti-racist schools. The current UK teaching population is overwhelmingly white, 88%+ in leadership positions and roughly 97.5% among head teachers (.gov stats circa 2018).

This means most teachers don’t have the lived experience that would enable them to instinctively know how to build an anti-racist school. Therefore, it is likely that during education children of colour are experiencing some level of racial trauma – something that anecdotally is well documented – which can affect them in later life. 1 in 3 People of Colour (POC) are likely to experience a serious mental health condition, as opposed to 1 in 4 in the wider UK population.

At I Am Ally, we have worked with thousands of students and teachers to help them make steps to building an anti-racist environment. Below are some of the key things to consider so that you can begin to do the same in your school.

For more information contact: info@iamally.co.uk
I Am Ally: important concepts

Important concepts to carry with you:

Place impact over intent

Remember not all racism is created equal

Focus on equity rather than equality
Ways to apply the concepts

During work on anti-racism/incidents of racism hold the impact on students of colour at the forefront of your mind. This might be important when:

- There should be no expectation that students or teachers of colour will share or actively engage in discussions about race and they shouldn’t be singled out unless they choose to step forward.
- If they choose to share, their lived experience and feelings should be heard above the suppositions or emotions of white students.
- It would be compassionate to forewarn students of colour that this class will be taking place (a few days/a week in advance) and to let them know that whilst it will likely be a great class for them they can opt out if they’d like to and can let you know what they decide closer to the time.
- When tackling incidents of racism prioritise impact on students of colour rather than the intentions if white students by: requiring an apology regardless of intention; remembering that whilst retaliation may not be right, incidents of racism are deeply traumatic and children experiencing them will likely not react as their best selves and remembering that the initial act of racism needs to be met with appropriate consequence, and an apology alone is unlikely to be sufficient.

During work on anti-racism/incidents of racism hold the knowledge that not all racism is created equal and is not binary:

- Racism is a spectrum. Classically what we’ve defined as racism is actually the most extreme form of racism – racist terrorism inciting violence or causing violence to people of colour. Whilst you may have incidents such as this to manage there are likely to be more surreptitious incidents to handle. For students of colour to be properly protected it’s important that these incidents are treated as serious incidents. Examples include: name calling, touching or pulling of hair (even if not done aggressively), shaming based on features pertaining to race, cultural practices, or food etc.

How to apply an equity-based approach:

Equity focusses on people’s needs rather than just giving everyone equal resources. Education takes an equitable approach to Special Educational Needs such as dyslexia for example. Creating an anti-racist environment requires an equitable approach where race is concerned. In doing the above you would be working towards equity but there are other things to do as well:

- Doing more research into the POC you can introduce through the curriculum so students of colour regularly see people that look like them in an inspirational/aspirational fashion. Ensuring this happens in Maths, English, Science, Languages and Design as well as History and ensuring that these are not oppressed figures would be equitable.
- Educating white students and staff on race – this is equitable because you are providing this demographic with more education in a bid to improve the environment for students of colour.
- Revisiting school policy and creating specifications for students and staff of colour regarding uniform as well as providing clarity over protocol for incidents of racism would also be equitable.

Equity
Timeline card

1609
British colonisation of the West Indies begins.

1663
Trans-Atlantic Slave Charter passed by Britain’s King Charles II, meaning the children of enslaved people were born enslaved.

1739
Largest recorded organised rebellion on the Stono plantation in South Carolina, America, one of many protests led by enslaved people.

1781
Enslaved people are thrown overboard the slave ship Zong to their deaths due to ‘overcrowding’. The ship owners unsuccessfully sought to claim insurance for their lost ‘cargo’. This high-profile case was a turning point in the legal history of abolition, exposing the brutality of the slave trade to a wider public.

1787
The Society for Effecting the Abolition of the Slave Trade is founded.

1791
Sugar boycott begins in Britain, with the public recognising the connection with enslaved labour.

1807
Abolition of the slave trade, prohibiting the slave trade in the British Empire. However, those already enslaved remained so.

1834
Abolition of slavery in most British colonies globally. The Slave Compensation Commission is established to administer 45,000 compensation claims for enslavers.

1863
19 June: Juneteenth
‘Juneteenth’ or ‘Emancipation Day’ when enslaved people were finally made free in the United States of America.

2015
British government completes debt payments to enslaver families, to compensate them for loss of profit. These payments had a total worth equivalent to £17 billion in today’s money.
Key Facts: Josiah Wedgwood’s contradictory actions

Pottery entrepreneur Josiah Wedgwood was a friend of leading abolitionists, such as Olaudah Equiano, William Wilberforce and Thomas Clarkson. He made anti-slavery medallions, which he gifted for free to help their campaign. He wanted the violent trade of enslaved people to end, but like many British people in the eighteenth century, he still benefitted from it. One example of these benefits is the production of sugar bowls, like the one pictured in the student resource, which was made in Wedgwood’s factory at the same time as the anti-slavery medallion using the same material – jasperware. Wedgwood made many luxury ceramic items from which British buyers consumed sugar grown by enslaved people.

Key Facts: Olaudah Equiano demands change

Olaudah Equiano was enslaved as a child. After many years travelling the world as a skilled enslaved sailor, he managed to earn £40: the sum needed to redeem his freedom. As a free man in London, he petitioned government and even the Queen to end the slave trade with fellow Black anti-slavery campaigners, the Sons of Africa. Equiano travelled around Britain, promoting his autobiography *The Interesting Narrative of the Life of Olaudah Equiano* which reported the cruel practices of enslavers. Wedgwood paid some of the publication costs for Equiano’s *Interesting Narrative*. We also know Equiano wrote letters to Wedgwood asking for support during his dangerous campaign tours around the UK.

Key Facts: Sarah Wedgwood’s anti-slavery society

Sarah Wedgwood, daughter of Josiah Wedgwood, continued her family’s fight to end the slave trade. Male abolitionists, like MP William Wilberforce, believed that campaigning was ‘unsuited to the female character’. However, women like Sarah Wedgwood debated, fundraised, boycotted sugar and recruited other women to the anti-slavery campaign. The more radical female-led campaigns are now seen as pivotal to the passing of the Slavery Abolition Act in 1833.

Sarah Wedgwood and the Birmingham Ladies’ Society for Anti-Slavery held sewing circles to make campaign objects such as this bag which shows a Black enslaved woman and her sick child being abused by a white enslaver. Like her father with his medallion, Sarah Wedgwood understood the power of material objects to raise awareness about conditions of the slave trade.

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**Find all the cards to cut at page 7**
<table>
<thead>
<tr>
<th>Year</th>
<th>Josiah Wedgwood</th>
<th>Olaudah Equiano</th>
<th>Sarah Wedgwood</th>
</tr>
</thead>
<tbody>
<tr>
<td>1730</td>
<td>Born in Burslem, Stoke-on-Trent</td>
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<tr>
<td>1759</td>
<td>Founds the Wedgwood Factory, his ceramic company</td>
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<tr>
<td>1775</td>
<td>Invents jasperware</td>
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<tr>
<td>1787</td>
<td>Starts production of anti-slavery medallion</td>
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<tr>
<td>1795</td>
<td>Dies in Stoke-on-Trent</td>
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<tr>
<td>1745</td>
<td>Born son of a chief in south-eastern Nigeria</td>
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<tr>
<td>1750s</td>
<td>Kidnapped and transported to Virginia, America; 'purchased' by a British Naval Officer and enslaved</td>
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<td>1775</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>1766</td>
<td>11 July Bought his manumission (he is no longer enslaved)</td>
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<tr>
<td>1789</td>
<td>Publishes his autobiography, <em>The Interesting Narrative of the Life of Olaudah Equiano</em></td>
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<tr>
<td>1792</td>
<td>Marries a white English woman, Susannah Cullen; they have two daughters</td>
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<tr>
<td>1795</td>
<td></td>
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<tr>
<td>1797</td>
<td>Dies in London</td>
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