

Telling our Stories, Finding our Roots, Exeter's Multi-Coloured History

Plenty bells no manillas?

Teachers notes

Introduction

This learning resource can be used for key stage 2 years 5/6, keystage 3, GCSE and A levels. It is in the process of being piloted with primary and secondary school teachers.

It can enable the study of :

- 1) Exeter's multi-cultural history
- 2) Devon's comprehensive history
- 3) Local to global geography and mapping
- 4) Economics, local to global trade and interdependency
- 5) English language, creative writing
- 6) English literature, supporting a novel about African/English history
- 7) Devon's connection to the slave trade
- 8) African art and art history
- 9) Science process of casting metal works
- 10) Metal work process of casting metal works, early traditions

Please feel free to use the resources in whatever way you like.
Below are 2 suggested procedures.

Suggested Procedure 1

The power point slides will need to be printed and laminated. Average 6 sets per class of 30 pupils.

The scripts will also need to be printed, cut and laminated, so each printed laminated slide has an independent matching laminated script. The slides are numbered and match to the alphabet letters in chronological order so 1 to a, 2 to b etc.

1. Suggestion : to divide the class into smaller groups
2. Initially present the laminate images in a random order and just let them have a look at the images in silence.
3. Then let each group have an individual small group discussion about what they see. Listen in to find out what they know (this allows for a base line assessment) and facilitate discussion if needed.
4. Give out the laminated scripts and ask each group to work together to match the relevant script to the image. Each image has one laminated script which you have to match.....
5. Then ask the pupils to put the laminates in order of sequence
6. When they have finished (or have a time limit to it) go through the answers all together on and with the PPT provided.
7. Once that is done again ask each group to discuss what they see and now know within their group.

8. Invite some thoughts/ feedback from each group to the whole class. Be systematic in going round each group and asking different individuals. Find out if anyone knows the exact location of St Thomas/Foundry. Ask about any surprises? This can give ideas for further study.
9. Follow up with further questions provided on the scripts and ppt. again in smaller groups. This will also aid gauging further potential subjects of interests and possible future project work.
10. Make it live and real by going to visit exact of the foundry location in St Thomas and Exeter Museum to see things in context. Use this site visit to test recall (you could have a questions sheet based on the ppt slides.)
11. Inspire future project work whether it is looking at Benin Art or local to global trade connections past and present... for eg. work with the Global Centre and introduce the concept of fair trade Devon and do a comparison of attitudes in trade....then and now.
12. Send us your feedback on this activity and possible ways of improving it. Thank you.

Suggested Procedure 2. May work better for years 5/6.

The power point slides will need to be printed and laminated. Average 6 sets per class of 30 pupils.

The scripts will also need to be printed, cut and laminated so each printed laminated slide has an independent matching laminated script.

The slides are numbered and match to the alphabet letters in chronological order so 1 to a, 2 to b etc.

- 1) Suggestion, to divide the class into smaller groups.
- 2) Have the slides all ready in the order that they are shown on the ppt. starting with number 1. of 16th century foundry first and 15. of picture of bells and manillas last.
- 3) Let each group uncover a laminate one at a time, informing them that each image is linked to the next and to ask if they can uncover the connections. They will be like detectives working out the clues. Give them a time limit. You could also make it into a competition.
- 4) Ask questions like : what do you see; what is happening here; how could these be related to each other; what could be the connection?
- 5) Listen in to the group discussions that are taking place, facilitate discussions with open questions if needed
- 6) Then, give out the laminated scripts and ask each group to work together to match the relevant script to the image. Each image has one laminated script which you have to match up with each image.....each numbered slide has a lettered script to match it.
- 7) When they have finished (or have a time limit to it) go through the answers all together on and with the PPT provided.
- 8) Or go straight into asking each group to discuss what they see and know now within their group.

- 9) Invite some thoughts/ feedback from each group to the whole class. Be systematic in going round each group and asking different individuals. Find out if anyone knows the exact location of St Thomas/Foundry. Ask about any surprises? This can give ideas for further study.
- 10) Follow up with further questions provided on the scripts and ppt. again in smaller groups. This will also aid gauging further potential subjects of interests and possible future project work.
- 11) Make it live and real by going to visit exact location in St Thomas and Exeter Museum to see things in context. Use this site visit to test recall (you could have a questions sheet based on the ppt slides.) Inspire future project work whether it is looking at Benin Art or local to global trade connections past and present...for eg. work with the Global Centre and introduce the concept of fair trade Devon and do a comparison of attitudes in trade then and now.
- 12) Send us your feedback on this activity and possible ways of improving it. Thanks.

You'll find much more detail on some of these stories, plus other stories and teaching resources on our website : www.tellingourstoriesexeter.org.uk

Sources and Further information

- 1) <http://en.wikipedia.org/wiki/Manillas> Wikipedia site for manillas
- 2) www.historyisfun.org/manillas.htm **Brasse Bracelts” from “Our Native Country”:
The West Africa Trade and the Beginnings of English Manilla Manufacture**
By Thomas E. Davidson, Ph.D. Jamestown-Yorktown Foundation Senior Curator. Article on Exeter mould and Mkporo manilla
- 3) <http://www.molli.org.uk/> Find out more about African metalwork in the collections at RAMM on the museum's MOLLI website
- 4) <http://rammcollections.org.uk/content/catalogs/ramm/antiquities/exeter-archaeology/mould-41-2005-5-1.ashx> Museum manilla information
- 5) http://www.livinghere.org.uk/page_id_221_path_0p4p67p.aspx St Thomas foundry page by Naome Glanville at RAMM
- 6) [Record ID: SUSS-2F8013 - POST MEDIEVAL currency - Database](#) Descriptions of manilas and values
- 7) <http://www.coincoin.com/seXX2.htm> Lots of examples for sale good visual site (selling African goods)
- 8) <http://www.exetermemories.co.uk/em/stthomas.php> St Thomas History, foundry is mentioned but no manillas
- 9) <http://hist-met.org/hmsnews54.pdf> Foundry archaeological and metal work composition article moulds but no manilas mentioned
- 10) http://archaeologydataservice.ac.uk/catalogue/adsdata/arch-882-1/dissemination/pdf/acarchae2-122769_1.pdf 2012 detail of excavation and moulds no manilla mention
- 11) <http://usslave.blogspot.co.uk/2012/03/manila-african-money-of-slave-trade.html> American site for African history of slavery and photos of King holding manillas
- 12) <http://www.prm.ox.ac.uk/metalworking.html> Site for history and process of African metal work
- 13) http://www.britishmuseum.org/pdf/british_museum_benin_art.pdf British museum history of Benin plaques and exhibits of pieces
- 14) <http://www.nairaland.com/582176/benin-art-architecture/3> Photo of Benin art and exhibition of plaques
- 15) <http://www.exeter.gov.uk/CHttpHandler.ashx?id=8251&p=0> Transcript of ceremony to mark the abolition bicentenary of slavery held at Exeter Cathedral. Compiled by local black history researcher Lucy Mackeith.

- 16) <http://www.thisisexeter.co.uk/Slavery-Devon-Identities-slave-owners-received/story-18483686-detail/story.html#axzz2emxJ57uh> Article in Express and Echo stating the identities of slave owners and their post abolition compensations

Books

- 17) The Shell Money of the Slave Trade by J.Hogendorn and M.Johnson. 1986 Cambridge Press
- 18) Red Gold of Africa Copper in Precolonial History and Culture by E.w.Herbert. 2003. Univ of Wisconsin press