**Nottingham’s Legacies of Transatlantic Slavery**

**KS2 ACTIVITY: NOTTINGHAM MONOPOLY**

This activity pack complements the core History resources focusing on Robert Smith, Eric Irons and George Africanus. It should be used after teaching on the core History session(s) has commenced and/or is completed. This activity explores the wider geographic links between Nottingham’s urban landscape and legacies of slavery.

For this activity you will need the **Monopoly** PowerPoint presentation. You will need to print out all of the slides. Some of the slides are game cards, and these will need to be cut out. You may find them easier to use and more durable if you laminate them. The first slide is the Monopoly game board. All of these slides are designed to be printed out at A3. You will also need:

* A die
* Game counters, or pieces. You could use anything for this, including game pieces from on original Monopoly board if you have one. But anything will do here (tiddlywinks or buttons would be fine)

Game overview

This game is only loosely based on Monopoly. It is designed to:

* Reinforce previous teaching of the ‘Nottingham’s Legacies of Slavery’ core History resources through the reintroduction of individuals associated with Nottingham (especially Robert Smith, Samuel Morley, Eric Irons and George Africanus), and the provision of further information on people and places in Nottingham that link with legacies of transatlantic slavery.
* Examine the ‘neutrality’ of Nottingham’s urban landscape (and to a lesser extent, the landscape of Nottinghamshire), looking in particular at commemorative aspects of Nottingham’s cityscape including street-names, statues and plaques.
* Support a ‘deep dive’ teaching approach to the subject of transatlantic slavery.
* Support a cross-curricular approach to teaching transatlantic slavery

The game is designed to help children to link Nottingham more readily with its legacies of slavery, and, in some instances, to understand further the role played by prominent people connected with Nottingham’s past in support of the transatlantic slave economy. The game board highlights key places (and people) that have been memorialised in Nottingham in some way – via street-names, statues, plaques and buildings. In addition to these links to the legacies of slavery, parts of the game board celebrate people of African-Caribbean heritage, and the places associated with them in Nottingham. The game reinforces the idea (explored within the activity **Looking at Maps: the Links between Great Britain and Jamaica**) that place-names – including street-names – should not always be seen as neutral, but are frequently political in nature.

Playing the game

Decide whether you want to play the game as a class (perhaps in teams), or in small groups. Each group will need its own ‘game board’ [slide 1], and its own set of cards. You should already have printed (and perhaps laminated) the cards. There are five sets of cards:

1. **Property cards:** theselook similar to Monopoly property cards. They are colour-coded at the top, and there is one card for each property(with the exception of the ‘transport’ spaces, which are neutral for the purposes of the game). These cards provide more information on each of the properties on the board.
2. **Places cards:** these are to be used whenever someone lands on a ‘Find out more!’ space (there are four such spaces on the board).
3. **People cards:** these are to be used whenever someone lands on a ‘Find out more!’ space (there are four such spaces on the board). Shuffle these cards together with the **Places cards**.
4. **Facts cards:** on some of the **People** and **Places** cards, there are underlined words. These are words, phrases or concepts that might puzzle the children, and so for each of these, there is a card with explanatory notes. These should be used whenever a child needs help to understand further.
5. **Question cards:** these cards are for the final phase of the game, where children will be asked to say something about one of four prominent individuals – George Africanus, Eric Irons, Samuel Morley and Robert Smith.

The game board consists of colour-coded property squares, ‘find out more’ squares, transport squares, and the four corner squares.

Place all the **property cards** in their colour-coded groups and set aside. Shuffle together the **places** and **people cards** and put in a pile in the centre of the board upside down. Put the **facts cards** together in the centre of the board (or somewhere nearby). Leave the **questions cards** to one side for now.

Place each player’s/team’s playing piece on the ‘start’ square, and decide which player/team will go first. Begin by rolling the die and moving forward the requisite number of spaces. If a player lands on a property square, they should then find the appropriate **property card**, and read out the information on it for the whole group. The player/team then decides whether they want to keep the card. Once the card is taken, it is then out of play, and the space becomes neutral. If a player lands on a ‘find out more’ square, they should take the top card from the relevant pile, and read out the information to the whole group. They can then keep the card. Don’t forget to use the **facts cards** to help with difficult terms!

If the player/team lands on a neutral square (either one of the corner squares, or the transport squares), they can request a **people** or **place** card from another team. So, early on in the game, there will be few **people** and **places** cards in play, but as play progresses, more and more of these cards will be given out. So, say that a team has collected the Pennyfoot Street property card, and has seen that it relates to Eric Irons. It may be that another team has a **places** or **people** card relating to Eric Irons. This team can ask all the teams ‘has anyone got a card related to Eric Irons?’: if that is the case, the card is handed over. In this way, the information on the cards is shared more widely.

Play continues until all the properties have been taken. At the end of the game each player in the team (or small groups) should select a question card, and ask the question to another player, group or classmate. There are some suggested answers on the card, but the children should feel free to provide their own answer(s) to the question.

The object of the game is to be able to answer questions at the end, having gathered enough information whilst playing to be able to do so. So, the winning player/team is the one that can give the most detailed answer to any of the questions (although, of course, the game isn’t really about winning in the usual sense!).

Additional ideas

You may wish to play the game in phases, and it may be appropriate to allow the children time to find out more about a place (or a person). This might include stopping to look at Google Earth or Google Maps to look at some of the places featured on the game board. If you like this idea, perhaps the children could play the game for 15-20 minutes, then have a ten-minute break to look for the places that interest them.

Notes

This game is based on research conducted at the University of Nottingham. As such, it includes places in Nottingham that we believe to be connected to Nottingham’s legacies of slavery. As our research is ongoing, we may update some of the places on the game board. It is also important to note that the people and places commemorated within Nottingham’s street-names, statues, plaques and buildings are very much a reflection of the thinking in the period in which these memorials were created.

This exercise supports the following aspects of the National Curriculum for Key Stage 2:

Geography

* Developing competence in the skills needed to interpret maps
* Developing competence in the skills needed to communicate geographical information
* Communicating geographical information
* Describing key aspects of human geography
* Use maps to describe key features
* Use computer mapping to locate places, countries and features

History

* Know and understand how Britain has influenced the wider world
* Know and understand the expansion and dissolution of empires
* Address historically valid questions about similarity and difference, and significance
* Undertaking a local history study
* Understanding how knowledge of the past is constructed from a range of sources (including place-names)

Computing

* Children are competent, confident and creative users of information and communication technology

PSHE

* Learning about and valuing diversity
* Learning about prejudice and stereotypes