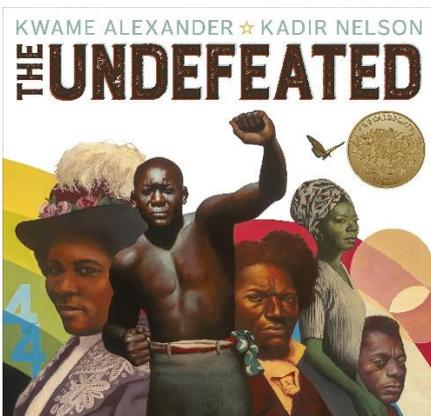


Let's Celebrate Black Lives

These teaching resources are aimed at Year 6 and have been written to support the use of *The Undefeated* and *Black History – A Timeline* as starting points for exploring and celebrating black lives within a historical context. The main focus of this teaching resource is on the use of *The Undefeated* as a class text, with ideas provided for using the wallcharts further to inform and extend the children's knowledge and appreciation of black history. A series of questions and discussion points are presented for before, during and after reading, offering opportunities for children to explore and discuss significant people and events in black history whilst developing reading comprehension and critical thinking skills. Suggestions for writing activities and cross-curricular links are also given.

The Undefeated by Kwame Alexander and Kadir Nelson



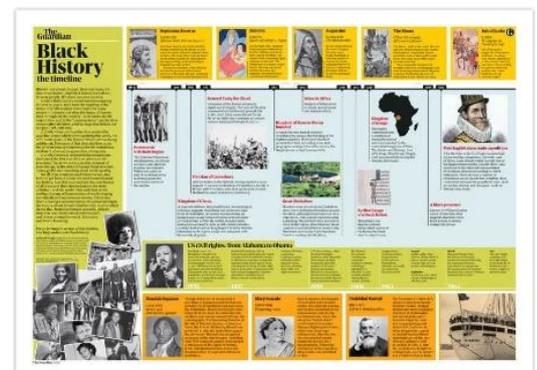
'I wanted to establish from the very beginning that much of what I'm talking about in this poem, so much of American history, has been forgotten, left out of the textbooks, and that to truly know who we are as a country, we have to accept and embrace all of our woes and wonders.'
Kwame Alexander

The Undefeated is a poetic tribute to the heroes of African American history, the celebrated and the unknown, who did not only survive but thrived in the face of adversity. Kwame Alexander's text is littered with quotes and references to the artists, musicians, activists and athletes who are beautifully illustrated by Kadir Nelson's realistic and emotive portraits. The result is an evocative and powerful picture book which will undoubtedly provoke informed discussion, powerful reflection and a desire to learn more about the people and events featured.

Black History- The Timeline by The Guardian

"We are only just now understanding how British history cannot be considered without thinking about its race relations - and this knowledge can help us to know where we are now." Joseph Harker, Deputy Opinion Editor

Published by the Guardian, this wallchart series provides a timeline of black history - from the first African Roman emperor in AD193, to the Black Lives Matter movement sweeping the world in 2020. The resource highlights significant events and key historical figures in black history in the UK, the US and throughout the world. Perfect for a classroom display, teachers will find this an invaluable resource as an introduction to black history.



Links to 2014 NC Programmes of Study for English

Spoken Language Attainment Targets

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- participate in discussions
- consider and evaluate different viewpoints, attending to and building on the contributions of others

Reading Attainment Targets (Upper KS2)

- read and discuss an increasingly wide range of poetry
- prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- discuss their understanding and explore the meaning of words in context
- ask questions to improve their understanding
- identify how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- explain and discuss their understanding of what they have read
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views

Writing Attainment Targets (Upper KS2)

Spelling

- use further prefixes and suffixes and understand the guidance for adding them
- use dictionaries to check the spelling and meaning of words
- use thesauruses

Composition

- note and develop initial ideas, drawing on reading and research where necessary
- select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- assess the effectiveness of their own and others' writing
- propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Teaching Ideas

Reading Activities

Before Reading

1. Introducing the book - Using the Cover

- What do you think the book will be about?
- Ask the children to justify their responses with reference to the title and pictures.
- What does 'undefeated' mean?
- How do the illustrations reflect the title of the book?
- Do you recognise any of the people on the cover?
- What can you infer about these people?
Discuss clothing, objects, facial expressions and background.
- Why might the butterfly be significant?
- Find out what type of bird features on the cover. Why do you think Kadir Nelson has included images of this particular bird and a butterfly?
- What does the text on the back cover mean? To whom might these phrases be referring?

2. Activating Prior Knowledge and Making Connections

Read the Afterword to place the book in context and help the children understand Kwame Alexander's personal motivation for writing the book.

- What does Kwame mean when he says that 'so much of American history has been forgotten and left out of the textbooks'? Do you think the same is true for British history and for world history?
- What is meant by 'woes and wonders'? How does this phrase relate to the individuals presented in the artwork on the cover of the book?
- What do you already know about the people, subjects, events and issues referred to in the Afterword?

Give the children plenty of opportunity to discuss what they already know about black history in the US and the UK, and about more recent and current events and issues.

The title of the book was inspired by the words of another poet, Maya Angelou, who Kwame quotes in the Afterword:

'We may encounter many defeats, but we must not be defeated. It may even be necessary to encounter the defeat, so that we can know who we are. So that we can see, oh, that happened, and I rose. I did not get knocked down flat in front of the whole world, and I rose.'

Discuss the meaning of this quote. Encourage the children to consider and discuss their own defeats and reflect on how these have made them stronger. These may be related to personal experience or might link to your own classroom culture or school ethos.

Revisit the question: 'What do you think the book will be about?' Has reading the Afterword reinforced your original interpretation or changed it?

During Reading

1. Initial Reading

Before asking any questions or discussing the text and images in more detail, share the whole poem, allowing children the opportunity to look at, listen to and contemplate the words and images. You may also wish to show a video clip of Kwame reading or performing the poem, such as those featured here:

<https://theundefeated.com/videos/this-one-is-for-us/>

<https://www.booktrust.org.uk/news-and-features/features/2020/march/watch-kwame-alexander-read-aloud-from-the-undefeated/>

Give the children time to pause and reflect on their personal responses. Provide opportunities to record questions and points for discussion which you could revisit later.

- How did the book make you feel?
- Was the book what you expected it to be?
- Did it answer your initial questions formulated before reading?
- What other questions has it raised?

2. Focused Reading: A page-by-page walk through the book

Re-read the book, taking time to examine, consider, discuss and evaluate the words and images on each page and how they work together to convey both literal and implied meanings. This could be done in a single session, as a class, with the teacher leading the discussion. Alternatively, the pages could be allocated to different groups who could work together to discuss and then present their responses to the rest of the class.

Clarify any new and unfamiliar vocabulary as you read. Use interactive presentation tools such as [Mentimeter](#) and [Quizlet](#) which enable children to post their comments and questions directly to the interactive whiteboard. For introductory tutorials to these and other interactive teaching apps, see <https://www.mrpict.com/app-tutorials.html>.

It is important to explain to the children that the poem was written by Kwame before the illustrations were painted by Kadir. Even though they collaborated, they did not work together to create the words and pictures in unison. Therefore, Kadir's interpretation of Kwame's work was very much influenced by his own personal response to the poem. This has added a whole other dimension with each telling their own narrative through words and pictures.

This is for the unforgettable.

- Why do you think Kwame has used 'unforgettable' as the first adjective in the poem?
- Who is depicted in the picture?
- How does the illustration relate to the text?
- Chronologically, this is not the first historical event documented in the book, so why do you think Kwame has opened the poem with this line?
- What is the impact of the poet's words of 'hurdled history'?
- What does 'opened a world of possible' mean?
- The lower half of the athlete's body is in shadow and the top half is in the light. Why do you think Kadir has chosen to do this?

The ones who survived America by any means necessary.

- What can you infer about the people in the picture?
- The family is looking directly forward. What impact does this have on the reader?
- Why do you think Kadir has chosen to paint a very formal portrait of this family, instead of showing them informally, at work or at leisure?
- Why has the word 'survived' been emphasised? What have they survived?
- Kwame has quoted the civil rights activist Malcom X's famous words, 'by any means necessary'. Find out more about his original speech and consider why Kwame has used that particular quote.

And the ones who didn't.

- Kadir has chosen not to illustrate this line and leave the pages blank. What is the impact of having no images on this page?
- Why is 'didn't' emphasised in a larger font?
- What effect does this spread have on you as the reader?

This is for the undeniable.

- Discuss what 'undeniable' act is being referred to here.
- What are the different meanings of the word 'scored' and how do these definitions help Kwame to make his point?
- How does the illustration clarify your interpretation of the word 'faith'?
- What can you infer about the how these people are feeling?

This is for the unflappable.

- Read the information about Jack Johnson at the end of the book. Why was he unflappable?
- What effects do the metaphors 'box adversity' and 'tackle vision'.
- How well do the words and images work together in this spread?

...who shine their light...

- Compare and contrast the varied styles used by Kadir in this montage of portraits. Watch him being [interviewed](#) about his choices and identify whose artistic styles he is portraying on this spread.
- Using the information at the back of the book, identify the different people who are portrayed. Why do you think Kadir chose these particular individuals to illustrate this stanza?
- What is meant by the metaphor 'shine their light for the world to see'?

This is for the unafraid.

- How do the images and words help you to identify which period of American history is being depicted on this spread?
- Why were these soldiers unafraid and audacious?
- The American flag is often called The Red, White, and Blue, yet here Kwame incorporates *Weary Blues*. [Weary Blues](#) is italicised here because it is the title of a poem by Langston Hughes which reflects the sadness and melancholic style of blues music. Read the original poem and discuss why Kwame may have linked *Weary Blues* to the American flag.

The righteous marching ones...

- What does righteous mean?
- Who are these individuals and why were they marching? Read the information in the back of the book about the Civil Rights Movement.

- Listen to the Freedom Singers sing [‘We Shall Not Be Moved’](#) at the 1963 March on Washington. How do you feel when you see that footage? What questions does it raise? Explore further original footage from the era to contextualise the issues and rights being fought for at that time.
- Discuss children’s knowledge and understanding of the Black Lives Matter movement?

This is for the Unspeakable.

- Who are the people in the picture and where do you think they are?
- Look closely at the picture. Why has Kadir painted them like this: cramped, hands crossed, naked, seemingly identical but each one different?
- What is the ‘unspeakable’ part of history being communicated in this spread? Should it be ‘unspeakable’?
- How do you feel when you see this image and what questions does it raise?

This is for the Unspeakable.

- Who do you think the girls are?
- From which period of history are they from?
- Why are they featured in photo frames with broken glass; what could this signify?

This is for the Unspeakable.

- What is being represented here? Where have you seen scenes like this before?
- Why has there been a shift to bright, bold colours, compared to the previous two spreads?
- Look carefully at each of the objects shown in the spread and discuss what they each symbolise.

Thinking now about all of ‘*the unspeakable*’ spreads, compare and contrast the historical contexts represented by the different illustrations in these pages.

- What do you think Kadir is trying to show here – by illustrating this repeating phrase in three different eras of history?
- What do these events have in common?
- How do they differ?
- How has Kadir presented a shift in time here?
- Why do you think he has chosen these particular events to illustrate ‘the unspeakable’?
- What message do you think he is trying to convey to the reader?

This is for the unlimited.

- Why has Kadir painted such a close-up portrait of Martin Luther King?
- Why are the initial letters of ‘*The Big Sea*’ capitalised? Find out where this phrase originates and discuss why Kwame has included it in this stanza.
- Kwame quotes Martin Luther King’s words here. What do you think he meant by ‘the majestic shores of our promised land?’
- Martin Luther King was assassinated in 1968, five years after making his famous ‘I Have a Dream’ speech. Why do you think Kwame has referred to him as one of the ‘unstoppable ones’?

The Wilma Rudolphs

- Find out more about each of these individuals and discuss why Kwame has chosen to name these particular sporting heroes.
- Who do you think Kwame is referring to when he says ‘*and the undiscovered*’?

- On this page we begin to see the introduction of the birds? What could the birds symbolise and why have they only been introduced towards the end of the book?

This is for the unbelievable.

- Why has 'We Real Cool' been capitalised? Find out its [original source](#) and explain why you think Kwame included this reference.
- Langston Hughes is once again quoted with the reference 'the night is beautiful' from his poem '[My People](#)'. Read the original poem and discuss why Kwame has used this particular quote here.
- Look again at the birds. How do they differ from the previous spread and what do you think Kadir is trying to communicate here?

This is for the underdogs

- Discuss the significance of 'underdogs', 'uncertain' and 'unspoken'. To whom do you think these words are referring?
- What does Kwame mean when he goes on to say 'but no longer untitled'?
- Why do you think Kadir has not portrayed any people on this page, only the birds?
- What do you notice about the flight of the birds across the page and why is this significant?

This is for the undefeated.

- Why has Kadir chosen to end the book with these close up portraits of children?
- What emotions are being conveyed and why?
- Look at the flight of the birds. Now they soar higher through the sky. What is the significance of this in relation to the words in the stanza?
- Who is Kwame addressing in this final spread? What impact does it have on you personally?
- The title of the poem is not used until the final stanza. How does this reinforce the key messages of the poem overall?

After Reading

Discuss the book as a whole:

- How does *The Undefeated* celebrate black lives?
- What does it teach you about racial injustice and discrimination?
- Refer back to Kwame's intention which he sets out in the Afterword: to remind his family, friends and himself never to give up. Describe how effective the poem is in conveying this message.
- Why do you think Kwame has chosen not to name the featured individuals in the main body of the poem, but included all of the biographical information in a separate section at the end?
- How do the text and illustrations work together to convey meaning?
- Which words and phrases are repeated in every stanza and how does this reinforce Kwame's message?
- Kwame has included quotes from famous songs, poems and speeches made by many of the individuals featured in the poem. How does this reinforce the overall message of his poem?
- What have you learnt about black history?
- Who and what would you like find out more about?

Explore the overall style used by the illustrator:

In an interview about the artistic choices he made when illustrating the poem, Kadir Nelson says:

"It begins with Jesse Owens literally jumping out of the darkness into the light ...By the time we get toward the middle and end of the book those shadows have disappeared and the brilliance and excellence of the subjects have completely emerged into the bright light."

- How does his choice of style reflect the meaning of Kwame's words?
- The portraits are all very realistic, looking almost like photographs. What impact does this have on the reader?
- Why do you think Kadir has chosen to set all of the illustrations against a plain, white background?
- What is the significance of the bird? How does it progress through the pages of the book? How does it change and what does this symbolise? Why do you think Kadir has chosen to include it right through to the end papers?

Consider the choice of typography and layout:

- How effectively do you think the images and text relate to each other throughout the poem? Would they be as effective if each were presented in isolation?
- Why have certain words been emphasised in a larger font?
- There are only two spreads in the book where the text is transposed onto the image. On all of the other pages, the words are black against a white page. Do you think this was a deliberate decision and why?

Perform the Poem

Watch Kwame [perform](#) *The Undefeated*. Discuss his use of pause, intonation, pace, volume and expression. Give different stanzas to different groups of children and ask them to work together to plan and perform it. Which words will they emphasise? Where will they pause for effect? Which parts will be read faster, slower? Practise and perform to the rest of the class. Create tableaux to convey the key message of the stanza.

NOTE: When watching Kwame's original performance of this poem for ESPN (Entertainment and Sports Programming Network), it is useful to remind the children of Kwame's personal motivation for writing his original poem in 2008 (as stated in the Afterword). In 2016, when he was approached by [theundefeated.com](#) (a division of ESPN devoted to the intersection of sports, race and culture) he edited the poem to include much more of a sports element. The picture book version has been slightly edited. Together with the children, you could look for these subtle changes and discuss why certain words and lines were added, omitted or amended.

Explore Further

- Read and discuss some of the [poems by Langston Hughes](#), including *The Weary Blues* and *My People* which are referenced in *The Undefeated*.
- Explore the rich contributions to British Children's literature made by contemporary children's writers who came to Britain from the Caribbean (including Valerie Bloom, Grace Nichols, Floella Benjamin, John Agard and James Berry) and those born in Britain of African-Caribbean parents (including Benjamin Zephaniah, Trish Cooke and Malorie Blackman).
- Once you have completed your study of the book and the wallcharts, revisit the question you asked the children at the beginning of your teaching:

What does Kwame mean when he says that 'so much of American history has been forgotten and left out of the textbooks'? Do you think the same is true for British history and for world history?

Considering the knowledge they have gained through their reading, discussion and research, and the reflections they have made, do the children agree with Kwame and does the same apply to British and world history?

Writing Activities

SPAG

- Use dictionaries to find definitions for new and unfamiliar vocabulary and create a glossary of terms.
- Find synonyms for each of the 'un' words and create word clouds for display using free word art generators such as <https://wordart.com/>.
- Challenge the children to find all of the words which have the 'un' prefix. What does the prefix 'un' mean? What do all the words have in common? Can they classify the words further?

undefeated	unspoken
unlimited	unforgettable
undiscovered	unflappable
untitled	unspeakable
unafraid	unstoppable
unbending	unbelievable
uncertain	undeniable

- Look at the words with 'able' suffixes in the text. What is the root word? What does the suffix 'able' mean and what is its origin? Compare to other adjectives which use the 'ible' suffix and find the spelling rules for ible/able. The following websites have useful examples and explanations:

<https://www.spellzone.com/unit27/page5.cfm>

<https://howtospell.co.uk/-ible-or-able>

Creative Writing

- Make a motivational poster aimed at children in today's society. Include a slogan based on the key message of *The Undefeated*.
- Write another version of the poem, based on significant people and events in British black history. Use the wallchart at the starting point for their research. Which figures and events in black British history would they match to the various adjectives? Who would be the unflappable, the unafraid, the unforgettable? Which events would be most undeniable or unspeakable?
- Choose a specific adjective from the text and write an acrostic poem to convey a significant figure or event in black history.
- Explore The Windrush Generation with resources created by The British Library: [Windrush Stories Teaching pack: Creative writing activities](#).

Non-fiction Writing

- Ask the children to record their own list of questions they would like to ask the author and illustrator. Watch Kwame Alexander and Kadir Nelson being [interviewed](#) by ESPN's Kevin Merida to see if they can find the answers to their questions. Follow this up with hot-seating to ask and answer questions in role.

- Write newspaper reports or TV news scripts about historical events referred to in the book or on the wallcharts.
- Conduct further research about the prominent figures featured in both resources. Write biographies and compile them into a class book. Some of the figures represented are featured in the [Little People Big Dreams](#) series published by Frances Lincoln. Children could then create and publish their own books using a free publishing site such as <https://www.mystorybook.com>.
- Once the children have found out more about different individuals, the experiences they had, the challenges they faced, the difficulties they overcame and the achievements they have celebrated, write diary entries to show personal viewpoints.

Cross-Curricular Teaching Ideas

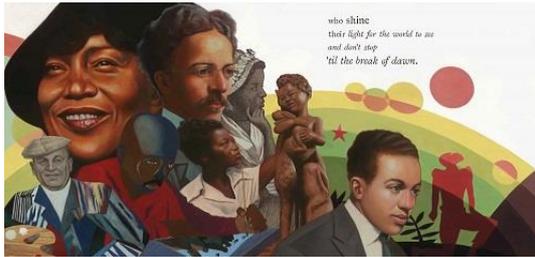
History

- Integrate the study of significant figures and events in black history into your history curriculum. The wallcharts provide an excellent starting point for this. For further information about the wallcharts, read the [interview](#) with the creators of the timeline, [Joseph Harker](#) and [Gaverne Bennett](#), which gives further insight into their choices for which information they included in the series.
- Use the wallcharts to find people who exemplify the key words and messages from the poem, then write commentaries about the individuals, explaining their choices. For example, children could write: *Baroness Doreen Lawrence OBE is undefeated because she never gave up in the battle to bring her son Stephen's murderers to justice. She was unafraid and audacious in her persistence which led to an inquiry into institutional racism in the police.*
- Draw connections between Maya Angelou's original quote and the words of Sam King in the *King and Country* feature on the wallchart. Compare and contrast their quotes and the impact their words might have on younger generations.
- Using 'The righteous marching ones' spread as a starting point, find out about the Civil Rights Movement in America. Find out about prominent activists such as Rosa Parks in the US and Paul Stephenson in the UK. Listen to Martin Luther King's speech. To what extent has his dream been achieved? Relate this to the current global focus on the Black Lives Matter movement.
- Use the relevant spreads in the book as a springboard into the history of slavery in Britain and its role in shaping contemporary institutions, law and race relations. Start with the information given in the back of *The Undefeated* and on the wallcharts and use this to generate further questions for historical enquiry.
- Use the introduction of the section on the timeline 'The UK Since Windrush' as a starting point for further research about The Windrush Generation. Explore the contribution of the African-Caribbean people who came to Britain in filling gaps in the workforce, rebuilding post-war Britain, establishing the NHS, and the subsequent scandal faced by many of the original arrivants and their descendants. Find out about the rich contributions people of this generation have made to all aspects of British society including the arts, education and business. See below for links to useful resources to support teaching about Windrush.
- Use the different timelines on the wallcharts to compare, contrast and draw connections between events and movements which happened around the world.
- Read or watch the famous speeches featured in the text by Martin Luther King and Malcolm X. Discuss their impact and the links between the content of the speech and Kwame's poem.

- Recreate sections of the timelines to consolidate children's understanding of the chronology of events which have shaped history. For unique and creative ideas for classroom display, see <https://theowlteacher.com/10-different-timelines/>.

Art

- Study the form and style of Kadir Nelson in more depth. Watch him being [interviewed](#) where he explains his stylistic choices and methods in creating the illustrations for the book.
- Paint portraits of significant Black figures in the UK – both historical and current. Make a classroom display in the same style as Kadir's portrait montages in *The Undeclared*.



- Make collages in the style of Romare Bearden depicting scenes from different events in black history.
- Introduce Jacob Lawrence's Migration series. Ask the children to paint a similar series to reflect the progression of other key events, using the wallcharts for reference. For example, the experiences of the Windrush Generation from 1948 to present day; the US civil rights movement; the history of slavery in the UK.

Music

Listen to and appraise the music of the artists featured in the stanza beginning *'This is for the unbelievable'*. Use this as a starting point for exploring the history of black music. See below for links to websites which have some useful resources and lesson plans.

Listen to music related to the American Civil Rights movement and use accompanying footage to spark discussion and questions about segregation and the struggle for equal rights. Watch any footage first before showing it to children as some of the images are upsetting and discussion needs to be sensitively led and monitored.

Useful Links

Websites

<https://www.kadirnelson.com/>

Kadir Nelson's official website.

<https://kwamealexander.com/>

Kwame Alexander's official website.

<https://www.booktrust.org.uk/news-and-features/features/2018/april/interview-with-the-mac---kwame-alexander/>

An interview with Kwame Alexander about his books, his inspiration and how to get children engaged in reading.

<https://www.theguardian.com/world/ng-interactive/2020/jul/11/black-history-timeline>

An interactive version of the Black History Timeline

<https://www.adl.org/education/educator-resources/lesson-plans/10-ideas-for-teaching-black-history-month>

Teaching ideas featuring 'Guidelines for Achieving Bias-Free Communication'

<https://www.100greatblackbritons.co.uk/resources.html>

A wide-ranging collection of resources and lesson plans to support the teaching of black history in schools.

Websites to support the teaching of music in black history

<https://www.twinkl.co.uk/resource/t3-h-195-black-music-history-lesson-pack>

<https://www.minuteoflistening.org/resources/black-musical-histories>

<https://www.minuteoflistening.org/resources/celebrating-musical-role-models/>

<https://www.tes.com/teaching-resource/can-music-teach-us-about-black-history-primary-ks1-ks2-black-history-resource-12198596>

<https://www.bl.uk/windrush/articles/calypso-and-the-birth-of-british-black-music>

Further Reading

Books by Kwame Alexander

The Crossover by Kwame Alexander, illustrated by Kadir Nelson (Andersen Press)

The Crossover: Graphic Novel by Kwame Alexander, illustrated by Dawud Anyabwile (HMH Books for Young Readers)

Booked by Kwame Alexander (Andersen Press)

Rebound by Kwame Alexander (Andersen Press)

Books by Kadir Nelson

Heart and Soul: The Story of America and African Americans by Kadir Nelson (HarperCollins)

Nelson Mandela by Kadir Nelson (Katherine Tegen Books)

I Have a Dream by Kadir Nelson (Random House)

Mama Miti: Wangari Maathai and the Trees of Kenya by Donna Jo Napoli and illustrated by Kadir Nelson (Simon & Schuster)

Books about The Windrush Generation

[Windrush Child](#) by John Agard (CLPE website)

[Windrush Songs](#) by James Berry (YouTube)

The Story of the Windrush by K.N. Chimbiri (Golden Destiny)

Coming to England by Floella Benjamin (Macmillan)

Coming to England by Floella Benjamin, illustrated by Diane Ewen (Macmillan)

Windrush Child by Benjamin Zephaniah (Scholastic)

Further Reading about Black History

Black and British: A short, essential history by David Olusoga (Macmillan)

Young, Gifted and Black: Meet 52 Black Heroes from Past and Present by Jamia Wilson and Andrea Pippins (Wide Eyed Editions)

Timelines from Black History: Leaders, Legends, Legacies (Dorling Kindersley)

Wangari Maathai: The Woman Who Planted Millions of Trees by Frank Prévot and Aurélia Fronty (Charlesbridge)

Little Leaders: Exceptional Men in Black History by Vashti Harrison (Puffin)

Little Leaders: Bold Women in Black History by Vashti Harrison (Puffin)

The Story of the Windrush by K.N. Chimbiri (Golden Destiny)

Little People Big Dreams (Jesse Owens, Aretha Franklin, Wilma Rudolph, Ella Fitzgerald, Harriet Tubman, Maya Angelou, Rosa Parks, Martin Luther King Jr, Muhammad Ali, written by various authors (Frances Lincoln)

The Children's Bookshow Booklist

<https://thechildrensbookshow.com/news/bookshow-at-home-summer-reading-list>

Featuring black authors and illustrators with whom we have worked in the past.

Programmes and Video Clips about Black History

Please ensure that you watch all video clips and programmes before sharing them with your class, to check their suitability in terms of appropriate content.

<https://www.itv.com/hub/alison-hammond-back-to-school/10a0623a0001>

A 60 minute documentary which sees Alison Hammond travel across the country and back in time on an historical journey to discover some of the black figures who have been hidden from Britain's history.

<https://www.bbc.co.uk/teach/black-history-month-primary-and-secondary-resources/zjwf8xs>

Contains a series of informative video clips about key figures and events.

<https://www.bbc.co.uk/newsround/53149076>

Anti-racism: What does the phrase 'Black Lives Matter' mean?

<https://www.bbc.co.uk/newsround/41433196>

Black History Month in Britain: Great women you should know about

<https://www.bbc.co.uk/newsround/41775249>

Black History Month: The men who made history in Britain

<https://www.bbc.co.uk/newsround/54356053>

Black History Month 2020: How slavery shaped our cities

<https://www.bbc.co.uk/newsround/53109037>

Why is black British history so important?