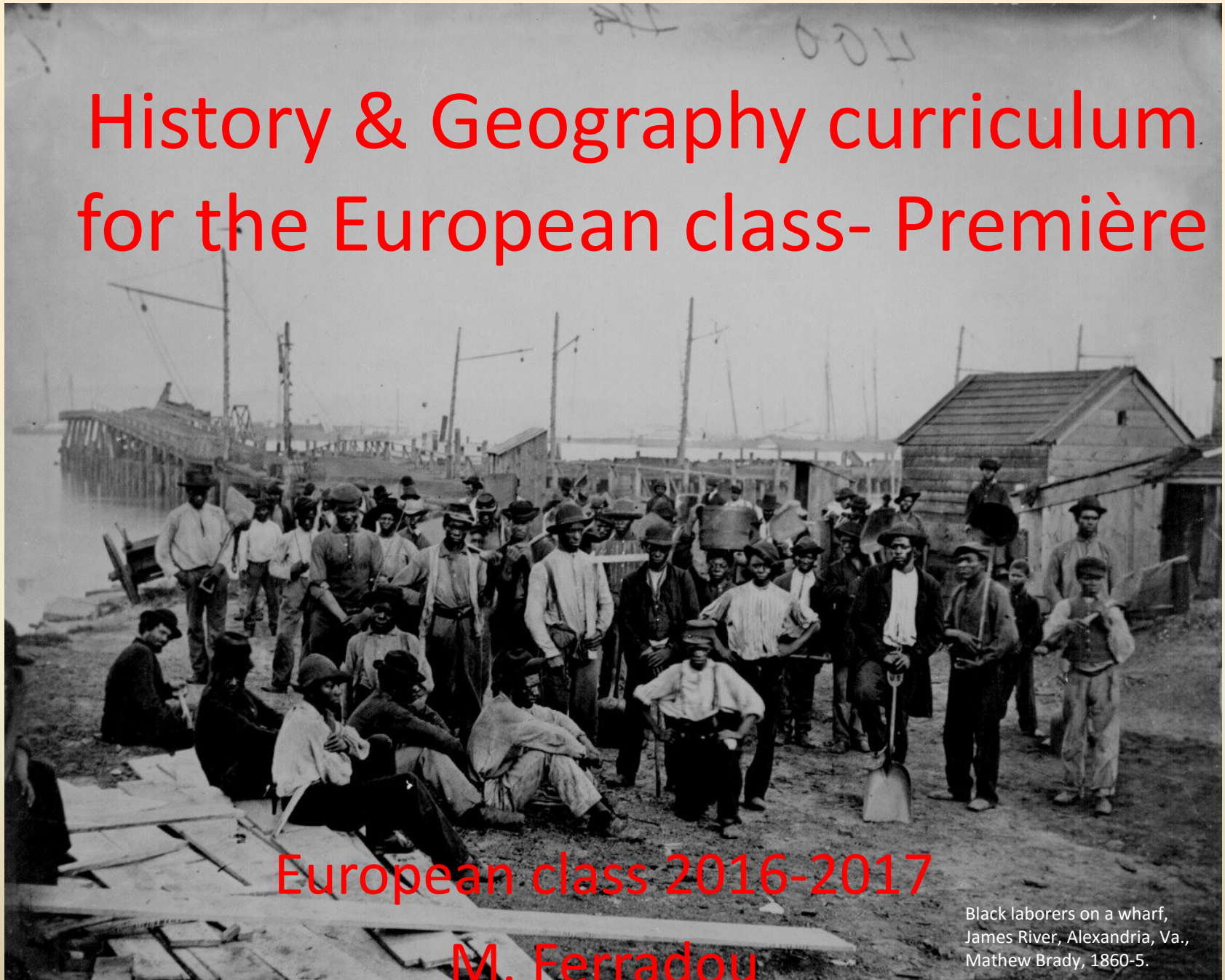


# History & Geography curriculum for the European class- Première



European class 2016-2017

M. Ferradou

Black laborers on a wharf,  
James River, Alexandria, Va.,  
Mathew Brady, 1860-5.

Session 1 (first trimester) – History:  
Power, Politics & Protest: the Growth of Political Rights in  
Britain & Ireland in the 19<sup>th</sup> century

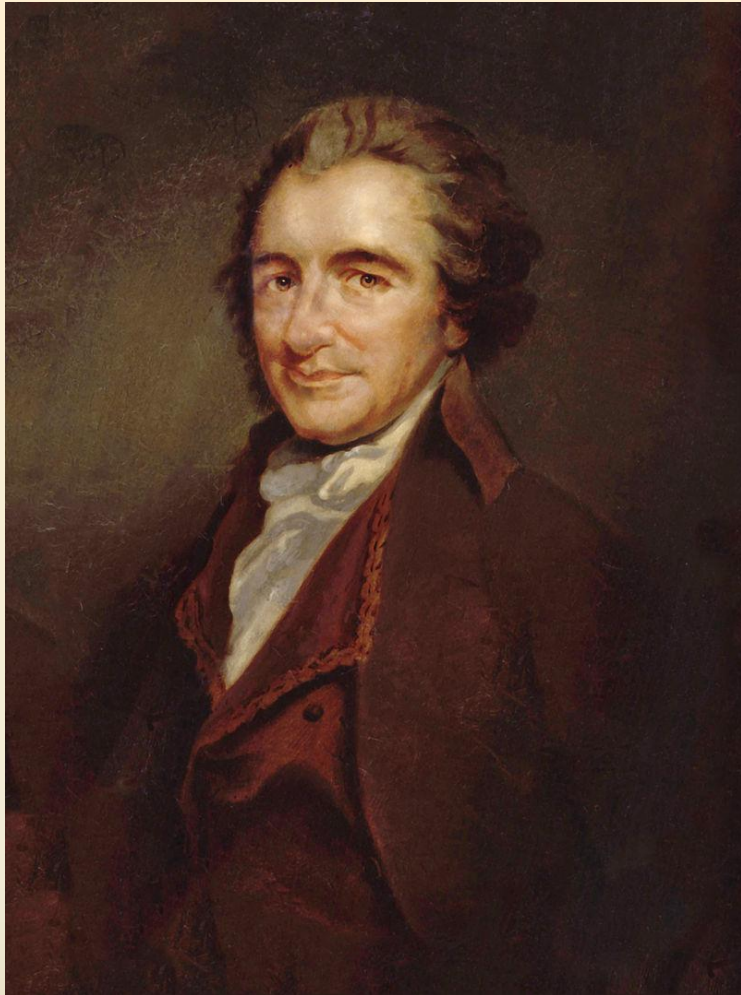


The Great Chartist Meeting on Kennington Common, London in 1848. Source: Bristol Radical History Group.



Students will work in groups of 2-3. They will have to study a specific group of people who struggled to obtain more rights from one of the case studies below with original sources, whenever possible. They will have to prepare a presentation for the rest of the class. Other students will have a report to write on their classmates' presentation.

*Massacre at St. Peter's or "BRITONS STRIKE HOME"!!! London pub. August 14<sup>th</sup> 1819 by George Cruikshank*



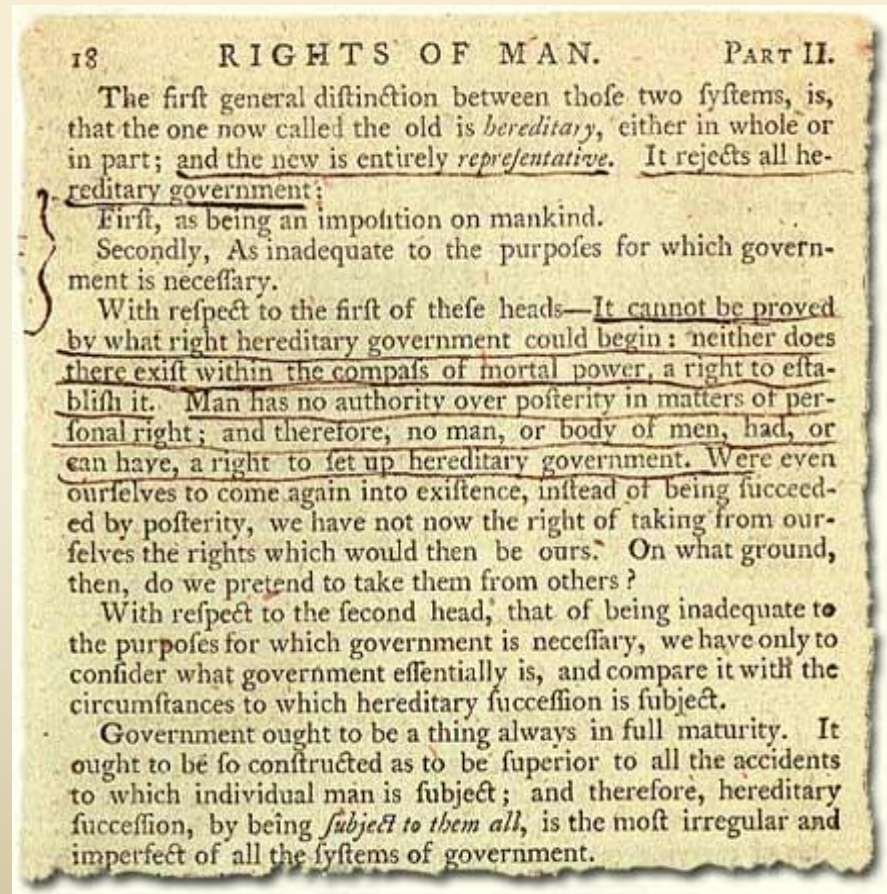
Thomas Paine, copy by Auguste Millière, after an engraving by William Sharp, after George Romney, circa 1876 (1792). Source: Wikipedia.

Extract from the second part of *The Rights of Man* by Thomas Paine, 1792 . Source: The National Archives. Unless otherwise indicated, all illustrations come from <http://www.nationalarchives.gov.uk/education/politics/>

# Study 1

## The Radicals

➤ Who were the radicals? Why did the English government unleash a terrible repression against them?



## Study 2: The Luddites

➤ Who were the Luddites and why did they destroy machines?

The Leader of the Luddites, engraving of 1812. Source: Wikipedia.



West Riding  
of  
Yorkshire } Linthwaite in the said Riding Cloth-drepper  
John Sykes, the servant of  
The Complaint of William Cotton of Linthwaite in  
the said Riding Cloth-drepper taken upon oath this 6<sup>th</sup>  
day of March 1812 before me Joseph Radcliffe Esquire  
one of His Majesty's Justices of the Peace in and for  
the said Riding —

Who saith that between one and two o'clock this Morning  
a number of people came to the door of his said Master's dwell-  
ing house and knocked violently at it, and demanded admittance  
or otherwise they would break the door open — to prevent which  
this Examinant opened the door and 30 or more people  
with their faces blacked or disguised came in and asked

An account of machine-breaking at  
Linthwaite, Yorkshire, March 1812.

# Study 3:

## Captain Swing

- Who was 'Captain Swing'?
- Why did they set farms on fire?

A poster describing men who set fire to a stack of oats, Cambridge, December 1830.

**DESCRIPTION of TWO MEN detected in the act of SETTING FIRE to a STACK of OATS in the Parish of PAMPISFORD, in the County of Cambridge, about Eight o'clock in the evening of MONDAY the 6th of December, 1830.**

One a tall Man, about 5 feet 10 in. high, andy whiskers, large red nose, apparently between 50 and 60 years of age. Wore at the time a snuff-colored straight coat, light-colored pantaloons, and low shoes.

The other Man was apparently about 5 feet 4 inches, and between 30 and 40 years of age; had large black full whiskers, extending under the chin. He wore a blue straight coat, light colored breeches, and boots with cloth overall-ops.

Both the Men were seen at Pampisford at half-past twelve at noon on Monday, coming from Babraham, and probably from the New-market road.

Rev. Sir,

You will soon see, that I have not forgot thee, nor the college that thou belongest to.

Thou shalt hear further from me when King's College is in flames.

Swing  
Head Quarters

Swing letters, December 1830 .

# Study 4: The Peterloo Massacre (1819)

What happened at St. Peter's Fields in Manchester on the 16th of August 1819?  
Who was responsible?



Engraving of the events at St Peter's Fields on 16 August 1819 in Manchester.

Stand ye calm and resolute,  
Like a forest close and mute,  
With folded arms and looks which are  
Weapons of unvanquished war.

And if then the tyrants dare,  
Let them ride among you there;  
Slash, and stab, and maim and hew;  
What they like, that let them do.

With folded arms and steady eyes,  
And little fear, and less surprise,  
Look upon them as they slay,  
Till their rage has died away:

Then they will return with shame,  
To the place from which they came,  
And the blood thus shed will speak  
In hot blushes on their cheek:

Rise, like lions after slumber  
In unvanquishable number!  
Shake your chains to earth like dew  
Which in sleep had fallen on you:  
Ye are many—they are few!

- Percy Bysshe Shelley, *The Masque of Anarchy*, 1819/ 1832.

# Study 5: Catholic Emancipation in Ireland (1829)



O'Connell Street, Dublin. Photograph by M. Ferradou, August 2015.

Why was the Catholic campaign led by Daniel O'Connell a watershed event in Irish and British history?

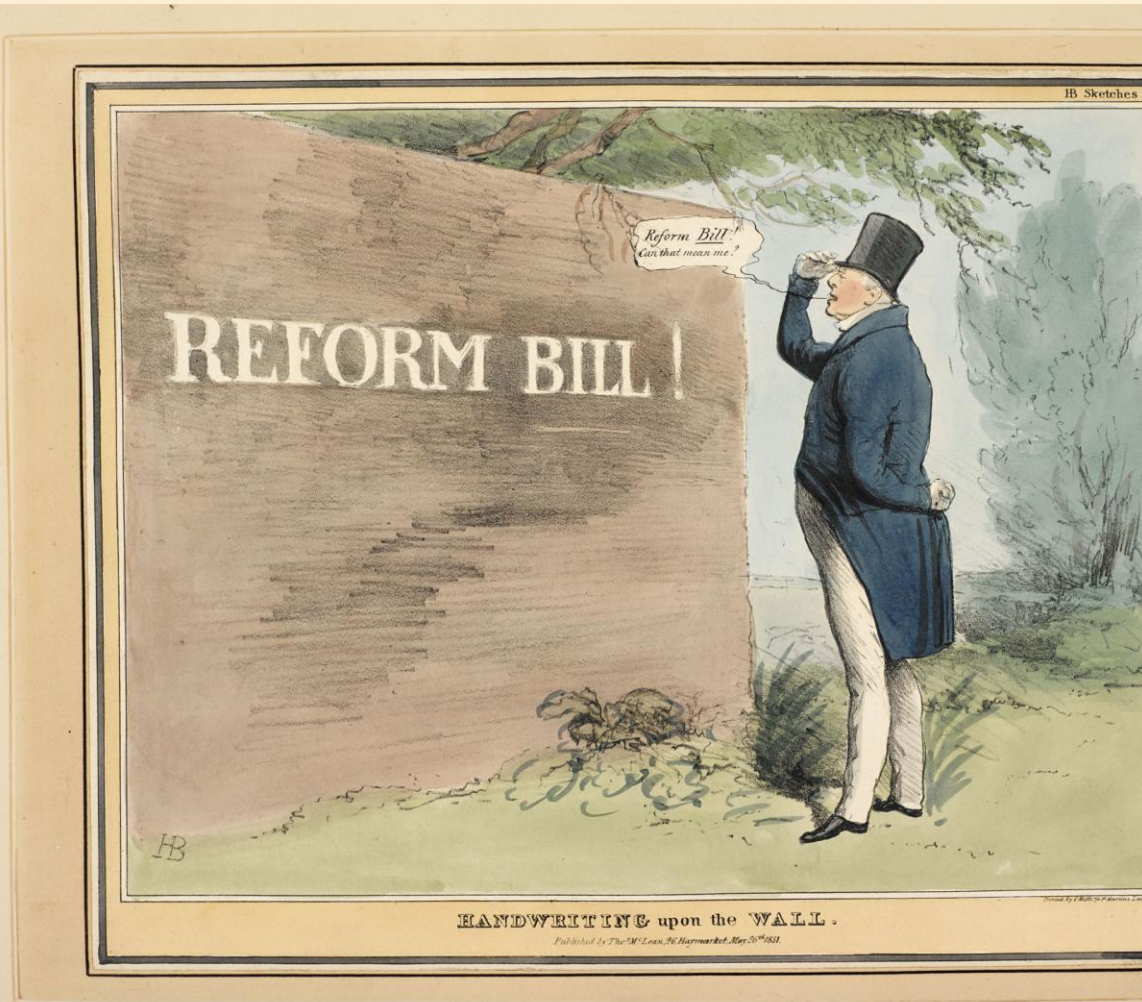
"Daniel O'Connell: The Champion of Liberty" poster published in Pennsylvania, 1847. Source: Wikipedia.





# Study 6: The Great Reform Act (1832)

What was so 'great' about the reform act of 1832?



A satirical John Doyle cartoon about the Reform Bill in 1831, a year before the bill was finally passed. - See more at: <http://www.bl.uk/romantics-and-victorians/articles/middlemarch-reform-and-change#sthash.6dISyxaR.dpuf>

The Bristol Gazette on a riot in Bristol, 3 November 1831

SIR CHAS. WETHERELL'S ENTRY  
INTO BRISTOL.

## Awful and Calamitous Riots.

DESTRUCTION BY FIRE OF THE NEW GAOL  
—BRIDEWELL—GLOUCESTER COUNTY PRISON,  
(Lawford's Gate)—THE BISHOP'S PALACE—  
THE TOLL HOUSES AND GATES—THE MAN-  
SION-HOUSE—THE CUSTOM-HOUSE—THE  
EXCISE-OFFICE—AND UPWARDS OF FORTY  
HOUSES IN QUEEN-SQUARE, PRINCE'S-  
STREET, &c.

For several weeks there had been a feeling very general amongst many classes in this city—and a feeling shared equally by some of the most respectable individuals in the town—that the continued and perverse opposition of Sir Charles Wetherell to the Reform Bill, and the very gross and intemperate language in which he suffered himself to indulge, designating even the very highest official characters in the country as a set of "blundering, ignorant, unprincipled, and factious demagogues," would lead to a very strong manifestation of feeling towards him on his entry as Recorder into this city. Nothing like violence was, however, we are quite sure, ever contemplated—and nothing like violence, we are equally sure, was evinced throughout the whole of the late deplorable scenes;—by any person who cares a straw about political principles. The injury that has been done, and the ruin that is now written in burning characters on one of the fairest portions of our city, were caused by the lowest creatures, who finding that the course of events indulged them in undisturbed control, gave loose to their passions; and becoming stimulated by plunder, maddened by liquor and rendered secure by non-interposition, resembled rather demons than human beings.

# Study 7: The Chartists

What was Chartism? Why did the Chartist 'revolution' fail?

## ADDRESS OF THE PEOPLE'S CHARTER UNION.

FELLOW COUNTRYMEN,

The Object of our Union is the attainment of the People's Charter—the recognition by the legislature of our right of political equality, with such provisions as seem necessary for the fair and efficient exercise of that right for the public good. That is to say:—our Union seeks the enactment of **UNIVERSAL SUFFRAGE**—the admission to the franchise of every man of twenty-one years of age, of sound mind and unconvicted of crime; **EQUAL REPRESENTATION**—the division of the United Kingdom into equal electoral districts; **THE ABOLITION OF THE PROPERTY QUALIFICATION** now required of Members of Parliament, and of all qualifications except the choice of the Electors; **VOTE BY BALLOT**—to prevent bribery and intimidation; **ANNUAL PARLIAMENTS**—to insure the responsibility of the members to their constituents; **AND THE PAYMENT OF MEMBERS**—rendered necessary by the abolition of the present property qualification. These are the points of the Charter which we desire to have established as the law of the land:

*Handbook of the People's Charter Union, 1848.*

Chartist meeting at Kennington Common, *Illustrated London News*,  
15 April 1848



PART OF THE PROCESSION—HELD AT BLACKFRIARS-BRIDGE.

# Study 8: 'White Slavery'

What were the working conditions of unskilled women at the end of the 19 century? What did they do about it?

**PHOSSY JAW.**

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**MESSRS. BRYANT AND MAY AT  
WORSHIP STREET.**

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**SEVENTEEN CASES OF PHOSPHORUS  
POISONING NOT REPORTED.**

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**THE FULL PENALTY INFLICTED.**

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**[Special to "The Daily Chronicle."]**

Yesterday afternoon, Mr. Corser heard, at Worship-street Police-court, the summonses against Messrs. Bryant and May, Limited, for not reporting cases of phosphorus poisoning which had occurred at their works in East London. Messrs. Bryant and May were not represented by counsel, and their managing director, Mr. Gilbert Bartholemew, admitted the offences with which the firm were charged.

An article from the *Daily Chronicle* of 2 June 1898 describing a case of 'phossy jaw'.



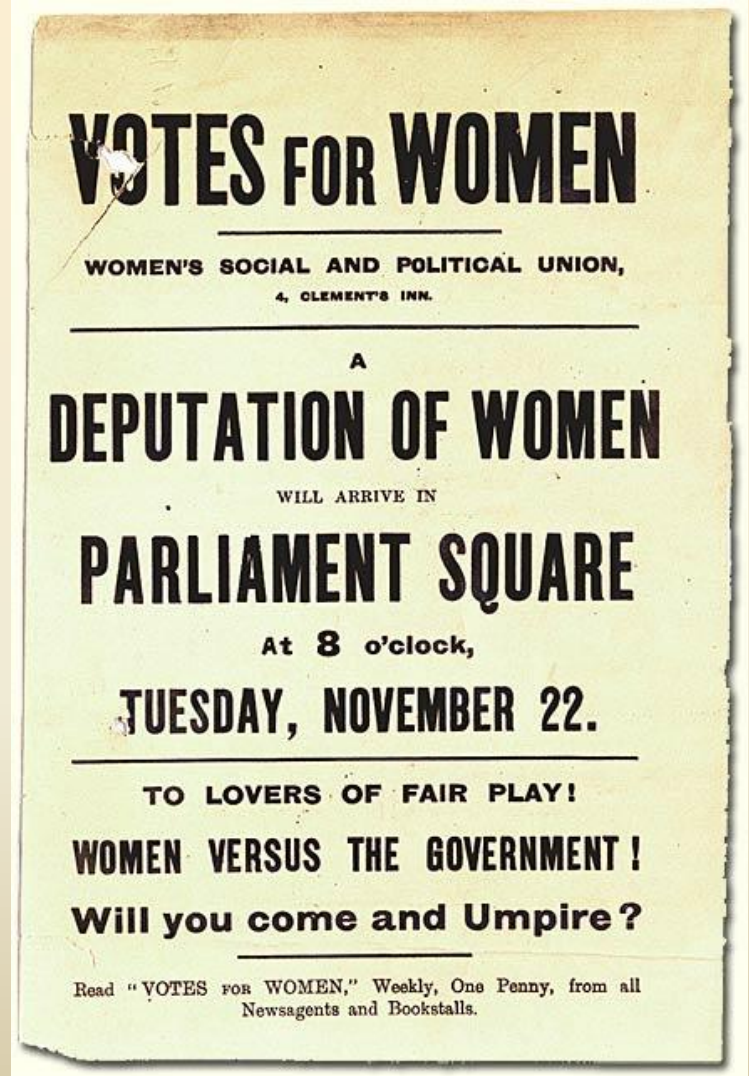
Images of match workers, 1888  
(TUC Library Collection, London Metropolitan University).

# Study 9: Suffragettes

How did British women make progress towards full political rights?



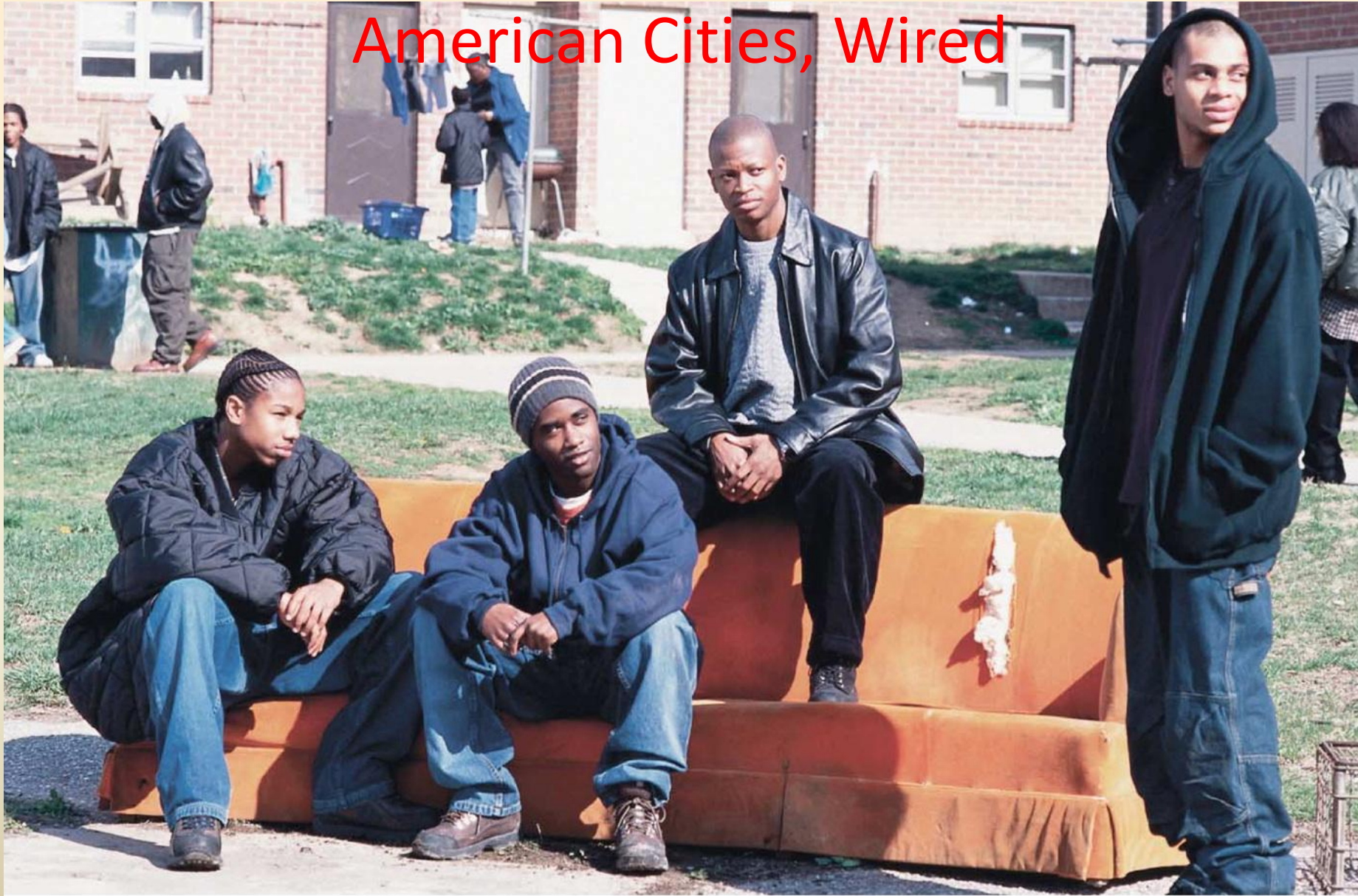
A photo taken outside Parliament on 18 November 1910.



Handbill publicising a demonstration at Parliament on 22 November 1910.

# Session 2 (second trimester) – Geography:

## American Cities, Wired



Screen capture from the HBO TV show, *The Wire*

# Case study: 'T'is America, man'

## The America of Those Who Have Nothing



See: <https://www.youtube.com/watch?v=zmlvu1yg3bU>

- > Students will watch the first episode of *The Wire* in order to see and analyze the depiction of the city of Baltimore, its socio-spatial inequalities.
- > Then, they will study another case: Detroit.

Their final task will be to prepare a presentation to propose a new *The Wire*-like TV show, set in Detroit, to a producer. The show will have to include vampires!

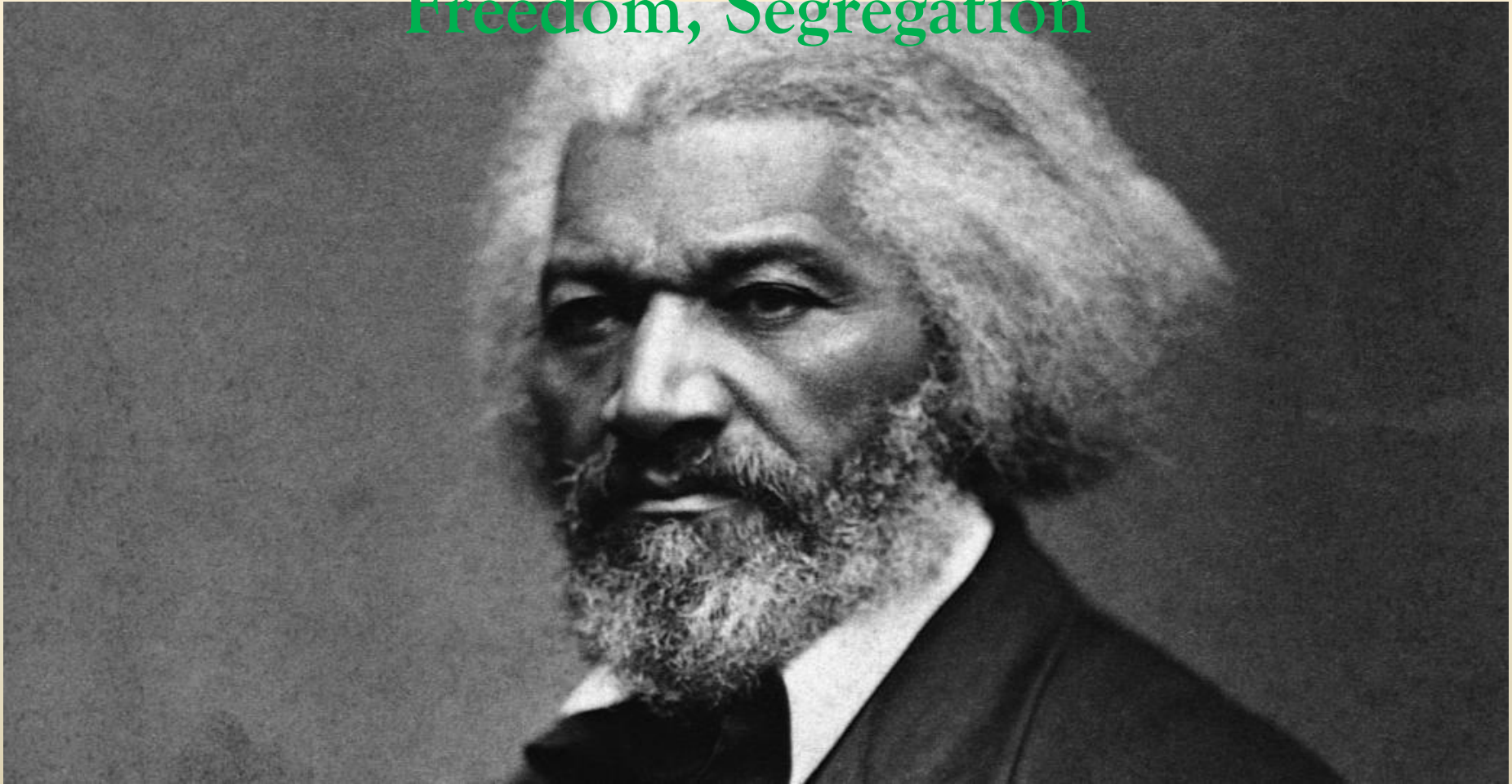
Because:

<https://www.youtube.com/watch?v=ycOKvWrwYFo>

Whitney mansion on Alfred Street in the historic Brush Park neighborhood of Detroit

# 3<sup>rd</sup> trimester: History

## The Afro-Americans, 1776-1939: Slavery, Freedom, Segregation



A former slave, Frederick Douglass (1818-1895) became one of the foremost abolitionists of his time. Known for his powerful speeches and finely-crafted writing, Douglass championed the anti-slavery movement (photographed c. 1879). Source:

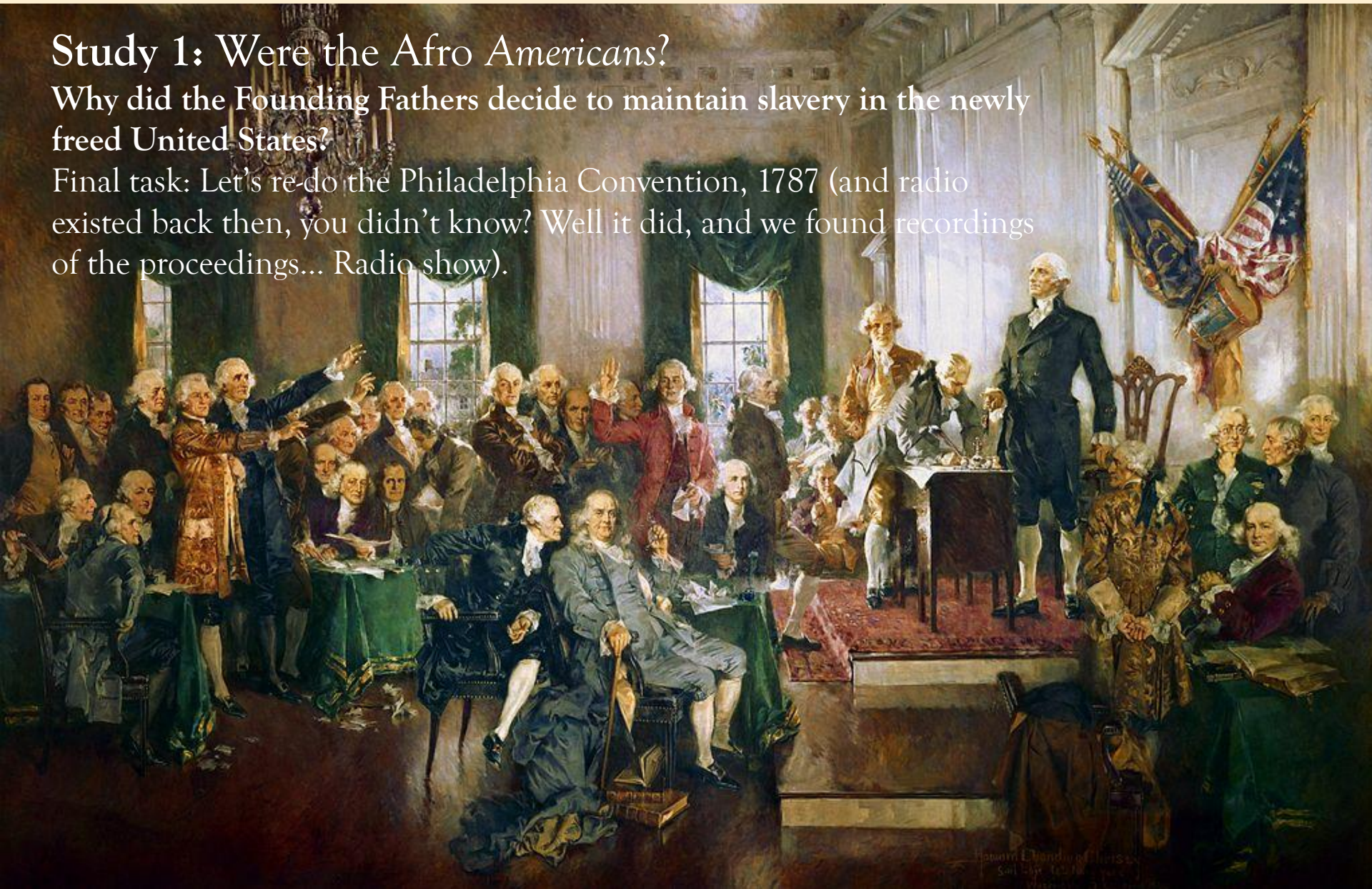
<http://www.history.com/topics/black-history/slavery/pictures/the-battle-over-slavery/frederick-douglass-2>



## Study 1: Were the Afro Americans?

Why did the Founding Fathers decide to maintain slavery in the newly freed United States?

Final task: Let's re-do the Philadelphia Convention, 1787 (and radio existed back then, you didn't know? Well it did, and we found recordings of the proceedings... Radio show).



Scene at the Signing of the Constitution of the United States by Howard Chandler Christy, 1940.

## Study 2: The Amistad Rebellion (1839)



On June 28, 1839, the Spanish slave schooner *Amistad* set sail from Havana on a routine delivery of human cargo. On a moonless night, after four days at sea, the captive Africans rose up, killed the captain, and seized control of the ship. They attempted to sail to a safe port, but were captured by the United States Navy and thrown into jail in Connecticut. Their legal battle for freedom eventually made its way to the Supreme Court, where their cause was argued by former President John Quincy Adams. In a landmark ruling, they were freed, and eventually returned to Africa. The rebellion became one of the best-known events in the history of American slavery, celebrated as a triumph of the legal system in films and books, all reflecting the elite perspective of the judges, politicians, and abolitionists involved in the case.

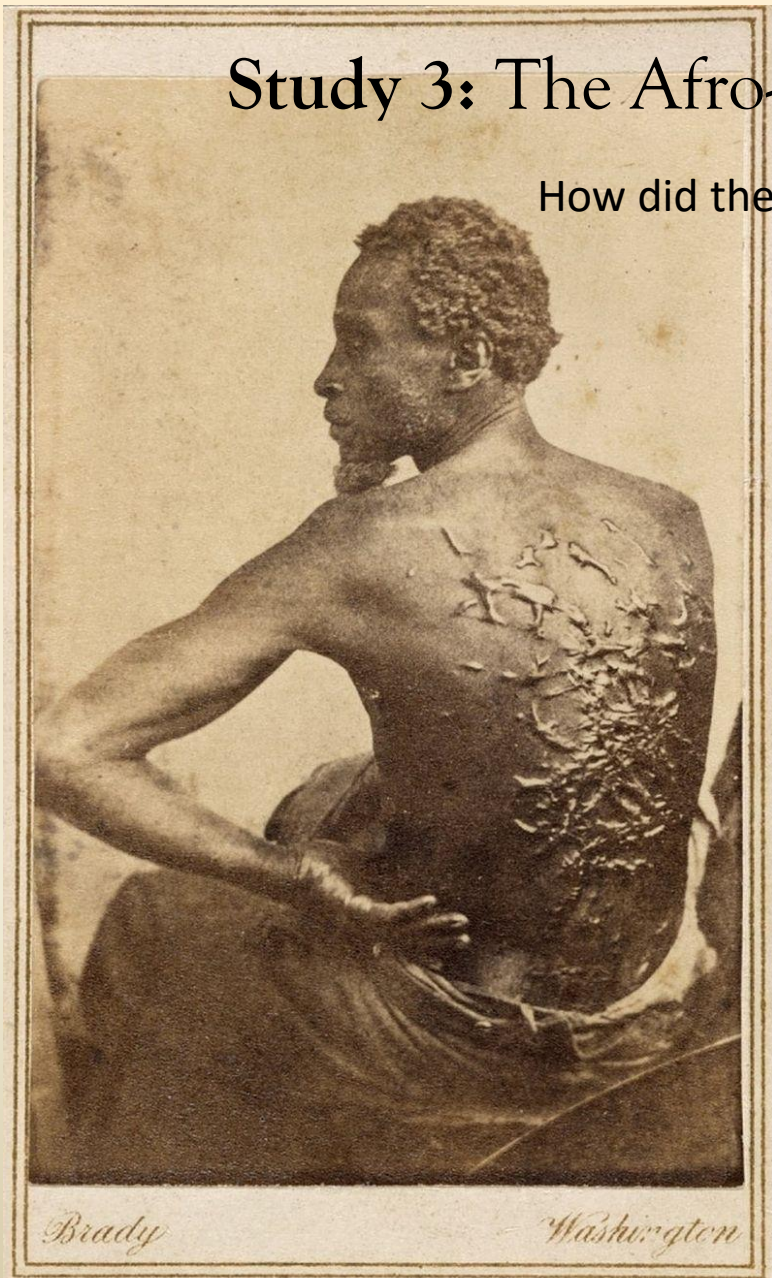
> *What does the Amistad slave revolt tell us about slavery – and the abolitionist movement?*

See Marcus Rediker's lecture on this topic:  
[http://educators.mysticseaport.org/scholars/lectures/amistad\\_rebellion/](http://educators.mysticseaport.org/scholars/lectures/amistad_rebellion/)

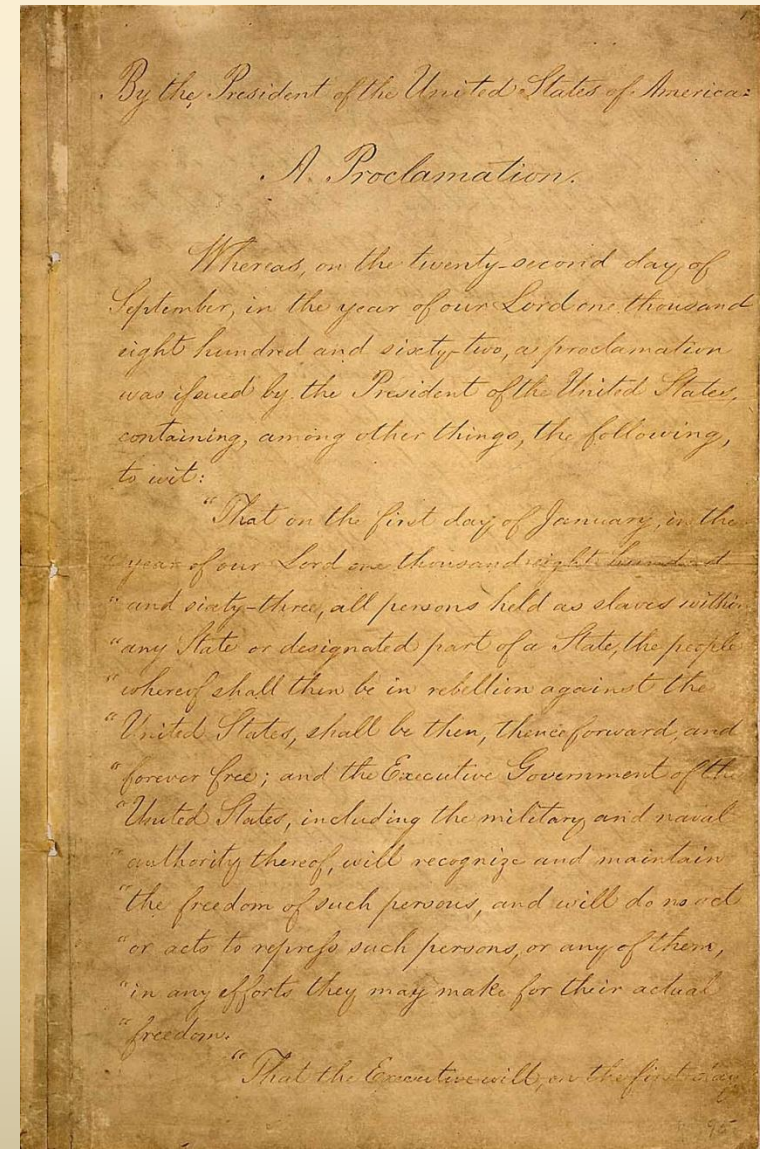
Nathaniel Jocelyn, *Portrait of Sengbe Pieh (Joseph Cinqué)*, 1840. Original held by the New Haven Colony Historical Society, New Haven, CT.

# Study 3: The Afro-Americans & the Civil War

How did the emancipation of the slaves happen?



Mathew Brady, Medical examination of Gordon (slave) at the Baton Rouge Union camp, 1 Mar. 1863 - National Portrait Gallery, Smithsonian Institution.



The first page of the Emancipation Proclamation, signed by President Abraham Lincoln on January 1, 1863.

# Study 4: Jim Crow Comes Marchin' Home

Why did Reconstruction fail, and how did emancipation become segregation?



Thomas Nast, *The Union As It Was*, Harper's Weekly, October 10, 1874. Source: Wikipedia.

Photograph at a bus station, Durham, North Carolina, 1940.

