

Manchester City Centre Peace Trail

Young People's Trail

Rationale and guidelines

Context

Manchester, as is well known, became a very significant world city in its role as the first industrial city, as the cotton manufacturing hub of the British Empire and also as the home of many famous men and women -and indeed ordinary citizens- who struggled over many decades against injustice and oppression and who worked to promote peace, tolerance, social justice and human rights. It was a city too that absorbed migrants (often from other regions of the UK, and from Ireland) and also refugees from around the world; people who have helped make the city what it is today. It continues to attract newcomers of many faiths and none, and of various ethnic backgrounds. Through events such as the Commonwealth Games and many friendship links, Manchester has sought to cement its continuing relationship with the outside world and to promote peace. It is a truly international and cosmopolitan metropolis.

The Peace & Social Justice Trail

To mark this history and in particular to highlight the contribution made by many who have campaigned for peace and social justice, various landmarks and other significant sites have been identified in the city centre. Many of these places have been recorded onto a map to form a Peace Trail, which can be followed easily on foot. This Peace Trail Walk can be downloaded at www.manchesterpeacetrail.org.uk.

Guidelines for Teachers and Parents

In order to make sense of the Peace Trail, pupils will need some basic understanding of the notions of social justice, peace and cooperation and some understanding of the role of Manchester as a very early industrialised city and of its relationship with the outside world. Otherwise, many of the sites on the trail might not mean much. Of course, much will depend on the age of the pupils and also how far teachers wish to develop this as a project. It could naturally encompass many areas of the curriculum in great depth and also link those areas together, including personal, social, political and religious education.

In this document there are suggested concepts and themes, which might be relevant depending how you wish to go ahead. So, much of what follows you may choose to ignore or modify depending on your aims and the curriculum priorities/organisation of the timetable in your school.

However, we feel that the trail could be an interesting and tangible means of teaching pupils some important things about our city and how it produced many people who fought for social improvements and who wished to promote justice and tolerance in an environment of peace; something which has continued to this day.

In addition to a framework of possible concepts to consider, there are also some possible aims and suggested pupil activities. There is also a glossary of vocabulary (the words have been largely grouped by theme so are not always in the right place alphabetically). Much of that vocabulary has been drawn from the Trail Walk Sheet so children can be prepared for using the worksheet in advance as inevitably there will be some pupils for whom much of the vocabulary will be unfamiliar. Much of the (new) vocabulary can be built into the suggested pre site visit activities below.

Reviewing dictionary skills so that the children are encouraged to use the glossary. There could be some simple activities for finding word meanings and then talking about how they could be used with some written examples displayed in the classroom

There is much archival material available for study (e.g. suggested websites referred to on the Trail worksheet) and there will be much material in school and other libraries and on the Internet.

Clearly, many of the concepts inherent in this project are inevitably political and along with issues of religious tolerance and migration would require appropriate and sensitive handling. Inevitably, work of this sort in the classroom can easily become controversial but that perhaps is all the more reason for addressing such important and relevant issues?

GLOSSARY

American President: The elected leader of the United States of America. The current President is President Trump

Century: A hundred years

Citizens: The people who live in a place or country. Most of us are citizens of Manchester and also British citizens. You have to be born in Britain or to have lived here for several years (and be naturalised)? to become a British citizen

Community: The people who live nears each other in one small area e.g. the local community might be the people in the street where we live and in the streets nearby

Cooperation (cooperate): working together to do or make something, sharing

Cooperatives: Groups of people who work together and who own their work so that they all share the rewards of their work equally (fairly)

Cosmopolitan: An area where there are people from many different countries and faiths

Cultures: Different groups of people have some different beliefs and ways of thinking and behaving e.g. in the food they cook

Dedicated: in honour of a person

Disaster: A terrible event e.g. when a plane crashes and everyone is killed

Event: something that happens e.g. a football match or a pop concert are events

Faith(s): Means religious faiths e.g. Christianity, Islam, Judaism, Hinduism, etc., but not all people have a faith or believe in God

Industrial: Industry means factories and mills where things are made

(Textile) industry: hat is the cotton mills, which made clothes etc out of cotton which was imported from countries such as India, Egypt and the United States. Before the 1700s, clothes were made from linen or out of wool from local sheep

International: To do with all countries e.g. international football means many different countries playing against each other

Majority: most e.g. the majority of the people means most of the people

National: To do with a country e.g. the national football team in England is the team that plays against other countries

Punishments: one punishment is flogging, which means beating someone very hard many times with a big stick, cane, rope or whip

Rewards: What you get for doing something well e.g. a parent might reward a child by buying them a present; a reward can be for good work

Site: a place such as a building site is where a building is being built; or a place where something important happened e.g. the site of the Twin Towers in New York that were destroyed on September 11th, 2001 (9/11)

Symbolise: To stand for or represent e.g. the dove (a bird) stands for (is a symbol of) peace

Square: Large open space with buildings all around e.g. St Peter's Square, Albert Square

Wages: The money someone is paid for doing a job

Worship: To pray to or honour a God or divine being

(Places of) Worship: Church (for Christians), Mosque (for Muslims), Synagogue (for Jews), Temple (for Hindus, for example) Gurdwara (for Sikhs) etc.

Bombs and War

Atomic bombing (the atom bomb): By far the most powerful and terrible bomb the world had ever seen when atom bombs were used for the first (and only time) by being dropped on two Japanese cities at the end of the second world war (1945). People today are still suffering the terrible effects on their bodies because of the radiation poisoning from these bombs

Nuclear weapons: The nuclear bomb is even more powerful than the atomic bomb. One bomb dropped over Greater Manchester would destroy the whole city

Nuclear free: an area without nuclear bombs and weapons

Land-mines: These are like bombs, which are buried (hidden) under the ground. When someone walks on the ground, the mine explodes and the person is killed or very badly injured. In some countries there are mines everywhere and each year there are many deaths

Armed forces: The Air force, Army and Navy

Central government

The United Kingdom Government in London decides and runs many things for the whole country. For example it runs the National Health Service (doctors and hospitals), it provides the army and Law Courts and many other services. It also makes the laws we have to live by.

Vote: Most adults are allowed to elect (choose) a Member of Parliament (M.P) for their local area. There are several M.P.s for Manchester. We vote for them every 5 years (at the election) by going to a special place (polling station) and putting a tick on a piece of paper (ballot slip) against the name of the person we want to choose as our M.P. This is called voting. We vote for a person whom we think will help the Government do the sort of things that we agree with and would like to see them do e.g. In some television contests you can have vote for your favourite choice.

Elect (election): Choosing the person to represent us and do the things we want to see done

Law: Rules made by the Government which we have to obey e.g. it's against the law to steal or to kill someone

Change of Law: When the Government decides a law is bad it gets changed for a better one

The United Nations: a sort of World Government where almost all the countries in the world work together on important issues like world health and try to resolve disagreements between countries by discussion, not war

Magistrates: Magistrates work in a Law Court; they are judges. If we do something wrong (against the law) e.g. steal a car or kill or hurt someone badly, we are brought in front of the Magistrate

Local government: The people (councillors) who work for us and whom we elect (choose) to provide services for us locally (i.e. just for Manchester)

Manchester City Council: The group of people who run things locally i.e. in Manchester. For example, they have to spend money to provide schools and swimming pools, do road repairs, empty our bins and do many other things for us that we need.

Mayor: The most important councillor in a city; the person who represents the city and who chairs (runs) meetings of the city council. In a city, the mayor is called Lord Mayor. They serve for one year.

Councillor: There are several councillors whom we elect (vote for). Their job is decide how to spend the money we give them as tax each year and what are the most important things to spend on

School Board: A group of people who were elected to build schools and run them from 1870 to 1902 when the City Council Education Committee took over

Peace and Social Justice

Peace: When there is no war or fighting but also when no one is being oppressed or persecuted so that they are not free to live their lives peacefully

Conflict: The opposite of peace - when there is strong disagreement between people so that they fight against each other and one groups wishes to defeat the other

Justice: Means everyone is treated equally before the law; no one is punished if they are innocent but they are punished if they are guilty of a crime

Injustice: When someone is punished for something they did not do e.g. if a person is sent to prison if they were innocent (did not do anything wrong)

Social justice: This means that people are treated fairly in our country; many people think it is unfair if some people are very rich when some are very poor, that some people do not have the same chances in life

Social reformer: someone who works to make life fairer and better for others

Campaign (campaigned): Many people campaign to make things better for others by working together to let everybody know that something should be changed; they protest, they demonstrate, they write letters to the newspapers, they hold meetings to talk about what is wrong, they lobby (talk to) councillors or MPs; e.g. peace campaigners...

Protest: Means you speak out against something you think is wrong or that you don't like

Demonstration (demonstrate): This is when many people come together on the streets to protest against something they believe is wrong e.g. the war in Syria or building in parks

Promoting peace: People working together to protest against war and violence and to suggest ways for living peacefully with each other e.g. finding ways to solve problems without using force

Memorials and Remembrance

Remembrance: to remember an important event, e.g. Remembrance Sunday each year in November when we remember the dead of the World Wars

Memorial: something we make e.g. like a statue or a gravestone to remember someone who is dead

Commemorate: how we remember and honour people e.g. with a statue

Monument: A building or statue put up in memory of a person so that we do not forget them and what they did

Cenotaph: A special monument where we remember people who are dead especially soldiers- and where there bodies are buried somewhere else

Statue: Often a life size copy of a person or animal e.g. a horse carrying someone and often placed on a big block (a plinth); made usually from stone or bronze. There are several statues in the city centre e.g. in Albert Square

Sculpture: Something carved or modelled e.g. a statue

Plaque: A thin, usually round piece, usually of metal, on a wall or plinth with writing on it to commemorate (remember) a person (e.g. Robert Owen) or a special event (e.g. Peterloo)

Slavery

Slavery: A slave is someone who is not free but has to work without pay for a master who controls them. They have no rights and must do what they are told all the time. Slaves in the British Empire were bought and sold and regarded as "property", without human rights.**Anti-slavery movement:** When many people worked together to get rid of slavery

Abolition (of slavery): Ending slavery

Abolish: To get rid of

Intolerance, Oppression, Persecution and Murder

Intolerance: People who are intolerant do not like and do not accept people they see as different; having different ideas and beliefs or people who belong to a different group or come originally from a different country. People who are tolerant accept others who are different and don't wish to insult them or harm them.

Discrimination: To discriminate means to treat one group of people differently, that is worse than other groups. It is wrong (unjust) to do that and it is also against the law in Britain

Oppression (oppress): To treat very badly and cruelly, to take away rights and freedoms e.g. until 1967 the law did not allow homosexual (gay) men to show their love for one another.

Massacre: When a large number of people are all deliberately killed as in the St Peter's Fields (Peterloo Massacre)

Persecution (to persecute): To treat in a terrible way e.g. the Jewish people have been widely persecuted -that is, they were driven out of their homes and driven out of their countries where they lived and were often killed

The Holocaust: The Holocaust took place during the Second World War when The Nazi government in Germany attempted to murder all the Jewish people in Europe. Over 6 million Jews were murdered. This crime against a people is called genocide.

Refugees: people who have to leave their country because of conflict, persecution or violence and seek asylum, safety and a new home in another country