



FREEDOM CITY Comics

learning
framework

About this learning framework

This learning framework supports the use of *Freedom City Comics* by schools and other groups. All the activities are designed as springboards for your own projects, lessons, and activities. It's completely up to you how to use this learning framework!

This learning framework includes:

- outlines of suggested activities
- suggested links to National Curriculum KS2 and KS3, including 'I Can...' statements
- printable resources including: storyboard templates, writing frames, archive materials, biographical factfiles
- artists' draft pages, to give young comics creators a look behind the scenes of how *Freedom City Comics* was made.

KS2 curriculum links include: Science, Art, Citizenship, History, Politics, Writing, Literacy, Reading, Maths, Geography, Drama, Careers, PSHE. Key Stage 2 learning framework developed by Mike Thompson and Lydia Wysocki.

KS3 curriculum links include: Media, Art, English, Modern Foreign Languages, History, Drama, PSHE, RE/Ethics, Geography, Maths. Key Stage 3 learning framework developed by Gary Bainbridge and Lydia Wysocki.

Freedom City Comics is our free comics anthology presenting snapshots of the history of civil rights and politics on Tyneside. It was created as part of Freedom City 2017.

Thanks to all our *Freedom City Comics* contributors:

- Paul Peart-Smith, working with alumnus Paul Barry and researcher Brian Ward
- Terry Wiley, working with researcher Rachel Hammersley
- Patrice Aggs, working with researcher Brycchan Carey
- Mack Chater and Ian Mayor, working with researcher Joan Allen
- Sha Nazir, working with researcher Matt Perry
- Ragavee Balendran, working with researcher Matt Perry
- 'Brick', working with project lead Matthew Grenby
- Managing editor is Britt Coxon; Editor in chief is Lydia Wysocki.

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Read the finished comic (free!) : <http://research.ncl.ac.uk/fccomics/>

Download this full learning pack (free!) : <http://research.ncl.ac.uk/fccomics/learningpack/>

We'd love to hear how you get on with this learning framework. Email lydia.wysocki@ncl.ac.uk



KS2 Learning Framework

Freedom City Comics

Introduction

There are 11 sheets in this learning framework. Each sheet matches a section of *Freedom City Comics*, our free comics anthology presenting snapshots of the history of civil rights and politics on Tyneside.

How to use this learning framework

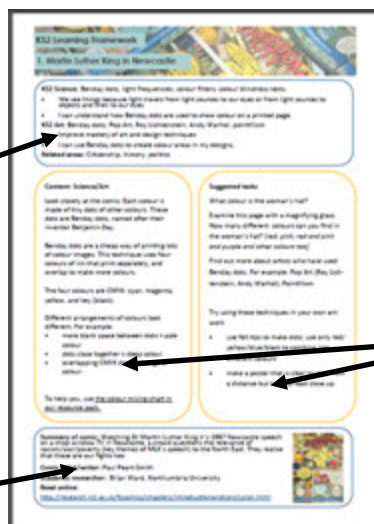
It's up to you how to use this learning framework. We've suggested activities for each section of the comic and linked these with the Key Stage 2 National Curriculum. These are designed as springboards for your own projects, lessons, and activities.

Underlined> text tells you about resources created as part of our project, all free to download.

Hyperlinks go to free resources beyond our project (we are not responsible for the content of websites outside our project).

Suggested links to the National Curriculum, and suggested 'I Can...' statements for you to adapt

Summary of what's in that section of the comic, artist & researcher credits, and link to read that standalone chapter online



Outlines of suggested activities

This learning framework was developed by Mike Thompson and Lydia Wysocki as part of the Freedom City Comics project <http://research.ncl.ac.uk/fccomics/learningpack/>. This learning framework and resources are licensed under a Creative Commons Attribution-NonCommercial 4.0 International License (CC BY-NC). You can change this framework and share it with other people as long as you credit our project, but you can't use it commercially. All artwork remains the copyright of the original artists. We'd love to hear how you get on with this learning framework—email lydia.wysocki@ncl.ac.uk

| Learning framework section | Comic chapter | Learning framework activities | Curriculum links |
|----------------------------|---|--|--|
| 1 | Martin Luther King in Newcastle | Benday dots, light frequencies, colour | Science, Art, Citizenship, History, Politics |
| 2 | Freeborn Rights: what's fair? | Fairness, rules, making yourself heard, printmaking techniques | Writing, Literacy, Citizenship, Art |
| 3a | Equiano's visit to the North East | Timeline of events, stage play, maps and distances | Reading, Writing, Literacy, History, Maths |
| 3b | Douglass's friends in the North East | Researching biographies, researching anti-slavery, modern slavery | Reading, Writing, Literacy, History |
| 4a | Miners' mass demonstration for the right to vote (Joseph Cowen) | Big numbers, rounding, estimating crowd sizes, storyboarding plans for a video, caricature | Reading, Writing, Literacy, History, Maths, Citizenship, Art |
| 4b | Emily Wilding Davison and the Women's Suffrage Movement | Evaluating sources for trustworthiness, voter turnout, plotting data on a graph | History, English, Maths, Citizenship |
| 5a | The Jarrow March | Informal writing, formal writing, methods of transport, planning a route, calculating distances | Writing, History, Geography, Maths |
| 5b | Ellen Wilkinson MP | Editing written work, use of colour for emphasis, international contexts | Literacy, History, Art |
| 6 | A new home by the sea | Basque Children's Committee, Spanish Civil War refugees, seasickness, balance, exploring different opinions | Science, Writing, Drama, Art |
| 7 | Activists and radicals on Tyneside | Prioritising information, researching, biographies, posters and banners in history | Reading, Art |
| 8 | Jobs in publishing | Inferring meaning from evidence, roleplay, heroes, calculating printing costs, planning a project | Reading, Maths, Careers |
| Bonus activity | All chapters | Our readers' questionnaire was part of the initial evaluation of Freedom City Comics. It's also a good reading and discussion activity in its own right! | PSHE, English, Maths |

1. Martin Luther King in Newcastle

KS2 Science: Benday dots, light frequencies, colour filters, colour blindness tests.

- We see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- I can understand how Benday dots are used to show colour on a printed page.

KS2 Art: Benday dots, Pop Art, Roy Lichtenstein, Andy Warhol, pointillism

- Improve mastery of art and design techniques
- I can use Benday dots to create colour areas in my designs.

Related areas: Citizenship, history, politics

Content: Science/Art

Look closely at the comic. Each colour is made of tiny dots of other colours. These dots are Benday dots, named after their inventor Benjamin Day.

Benday dots are a cheap way of printing lots of colour images. This technique uses four colours of ink that print separately, and overlap to make more colours.

The four colours are CMYK: cyan, magenta, yellow, and key (black).

Different arrangements of colours look different. For example:

- more blank space between dots = pale colour
- dots close together = deep colour
- overlapping CMYK dots = change of colour.

To help you, use [the colour mixing chart in our resource pack](#).

Suggested tasks

What colour is the woman's hat?

Examine this page with a magnifying glass. How many different colours can you find in the woman's hat? [*red, pink; red and pink and purple and other colours too*]

Find out more about artists who have used Benday dots. For example: Pop Art (Roy Lichtenstein; Andy Warhol); Pointillism

Try using these techniques in your own artwork

- use felt tips to make dots; use only red/yellow/blue/black to combine into different colours
- make a poster that is clear to read from a distance but hard to read close up.

Summary of comic: Watching Dr Martin Luther King Jr's 1967 Newcastle speech on a shop window TV in Newcastle, a crowd questions the relevance of racism/war/poverty (key themes of MLK's speech) to the North East. They realise that these are our fights too.

Comic artist/writer: Paul Peart-Smith

Academic researcher: Brian Ward, Northumbria University

Read online:

<http://research.ncl.ac.uk/fccomics/chapters/introductionandconclusion.html>



2. Freeborn Rights: what's fair?

KS2 Writing, Literacy, Citizenship: fairness, rules, making yourself heard

- Plan writing by identifying the audience and purpose of the writing, selecting the appropriate form and use other similar writing as models for their own. Draft and write by using further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining).
- I can compose a set of instructions to make sure people are treated fairly. I can plan ways to make sure that games on the playground are played correctly. I can consider why different people might have different requirements.

KS2 Art: woodcuts, engraving, printmaking, mirror image

- Improve their mastery of art and design techniques.
- I can create a design using woodcut techniques.

Writing

Look at panels 1 and 2 of Freeborn Rights: A Common Treasury.

- Why is the forester telling Thomas not to gather the nuts?
- Who do the nuts belong to?
- Read Thomas's reply – do you agree that the nuts belong to everyone?
- Does Thomas's reply change the forester's mind?

Choose an everyday situation. For example: breaktime games, lunch queue, going on the bus. Write a list of instructions to keep things fair.

Plan a promotional campaign to spread your message of fairness. Use the British Library's 'Campaign! Make Yourself Heard' resources <http://www.bl.uk/campaign> to help you.

Art

This art style is based on old wood cuts. Prints used to be coloured in by hand. Example: <http://archiveslive.ncl.ac.uk/amazing/aunt-elspas-abc/>

Imagine that your left hand is inky wood and your right hand is paper. The design needs to be back-to-front so it will print the right way round. These videos from the V&A Museum show how it works:

- <https://www.youtube.com/watch?v=mgCYovIFRNY> – printmaker's studio
- <https://youtu.be/5MV8W6wLF3w> – Indian textile printing blocks

Use a plastic stylus to carve into half a potato, or a ballpoint pen to scratch into polystyrene sheets. Use a roller to apply a thin layer of printing ink. Put your paper on top. Press evenly (use a printing press or a wooden spoon to gently press the paper onto the design). Peel back the paper to see your design.

Summary of comic: 1. Identifies key themes around the English Civil War and Lilburne's 'The Agreement of the People': political rights, religious rights, legal rights.

2. Spence's story (parable) of gathering nuts near Hexham, to introduce the idea that everyone has rights (rights are not given by government).

3. Biography of Thomas Spence as a key figure in sharing the message that everyone has rights.

Comic artist/writer: Terry Wiley

Academic researcher: Rachel Hammersley, Newcastle University

Read online:

<http://research.ncl.ac.uk/fccomics/chapters/freebornrights.html>



3a. Equiano's visit to the North East

KS2 Reading, Writing, Literacy, History

- Retrieve, record and present information from non-fiction. Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements.
- I can create a timeline of using events from a historical individual's life. I can use information from a person's life to create a playscript. I can show the events of Equiano's life and understand the importance of what he did.

KS2 Maths

- Solve problems involving the calculation and conversion of units of measure. Understand and use approximate equivalences between metric units and common imperial units.
- I can convert fathoms into metric measurements.

Literacy, History

This one-page comic is full of information. Using this page as a source, adapt Equiano's Newcastle story as:

- a timeline of events. What happened first? Remember that Equiano had to write his book before going on his book tour!
- a stage play. Do you have to include everything from every speech bubble? What stage directions do you need? What scenery and props do you need?

There is a lot of information about Equiano's later life and work in Britain, but parts of his early life remain a mystery. Some people think Equiano was born in Africa, others think he was born in America.

Professor Carey has compared the evidence in this table <http://www.brycchancarey.com/equiano/nativity.htm>. Which sources do you trust? Why? Looking at the evidence, where do you think Equiano was born?

Maths, History

What's the name of the colliery Equiano visited? Does it still exist?

- Map of St Anthony's colliery: <http://twsitelines.info/SMR/6941>
- How far underground does Equiano go? [90 fathoms]
- A fathom is an old measurement based on outstretched arms. 1 fathom = 6 feet, or 1.83 metres. How far is 90 fathoms in metres?

What are the modern 'wonders of Tyneside'? Imagine you have an important visitor. Make a 24hour plan for the visit.

Find out more about the history of mining in the North East. You could start with this sad story of men and boys trapped in a mine in Heaton <http://archivesalive.ncl.ac.uk/amazing/candle-box-engraving/>

Summary of comic: Book tour visit by Olaudah Equiano in the context of Quaker opposition to NE products forming part of the transatlantic slave trade. Equiano's story inspires local abolitionists, who show their guest the finest wonders of Tyneside: visit to St Anthony's Colliery to see the latest technology.

Comic artist/writer: Patrice Aggs

Academic researcher: Brycchan Carey, Northumbria University

Read online:

<http://research.ncl.ac.uk/fccomics/chapters/freedomfromslavery.html>



3b. Douglass's friends in the North East

KS2 Reading, Writing, Literacy, History

- Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements.
- I can show the events of Douglass's life and understand the importance of what he did. I can research an area to show differences between the way people lived in 18th and 19th centuries and now. I can write a formal letter to persuade an important person to see my point of view.

Literacy, History

Frederick Douglass was an American anti-slavery campaigner. Read more about his life and work: http://www.ducksters.com/history/civil_rights/frederick_douglass.php.

Find out more about Douglass's visit to Newcastle. Who invited him? Where did Douglass stay in Newcastle?

- <http://radicaltyneside.org/events/richardson-family-help-free-frederick-douglass> (more about Douglass's North East connections)
- <http://www.chroniclive.co.uk/news/north-east-news/former-slave-freed-newcastle-couple-12126390> (more about the Richardsons of Summerhill Grove, with photos)

Imagine you are a bookshop owner. Write a letter inviting Douglass to visit your bookshop as part of his international book tour. Make sure you explain why you think his work is important: famous authors receive a lot of invitations, so make sure yours stands out!

Literacy, History

Why are Anna and Ellen Richardson boycotting sugar? What does this have to do with Douglass? [sugar as key part of slave trade; link domestic demand for sugar with continuation of slave trade].

Why are they having a tea party? [role of women's networks, practical steps to raise awareness of big issues; history of women's role in managing a household budget].

Find out more about the history of slavery. You could start with these resources from Tyne and Wear Museums and Archives <http://collectionsprojects.org.uk/slavery/>

NSPCC resources on modern day slavery:

- how modern day slavery continues <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/child-trafficking/>
- Lam's story of modern day slavery <https://www.nspcc.org.uk/what-we-do/childrens-stories-about-abuse/lams-story/>

Summary of comic: Book tour visit by Frederick Douglass, as guest of local Quaker abolitionists. Anna and Ellen Richardson of Summerhill raise funds for Douglass to use to buy his legal freedom, showing links with female-led (women's networks; focus on home/food) agitation against sugar trade; the Richardsons raise £150 for Douglass to buy his legal freedom from slavery

Comic artist/writer: Patrice Aggs

Academic researcher: Brycchan Carey, Northumbria University

Read online:

<http://research.ncl.ac.uk/fccomics/chapters/freedomfromslavery.html>



4a. Miners' mass demonstration for the right to vote

KS2 Reading, Writing, Literacy, History

- Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- I can create a news report based on events from history.

KS2 Maths, History, Citizenship

- Round any number to the nearest 10, 100 or 1000. Identify, represent and estimate numbers using different representations.
- I can round crowd numbers to the nearest 10, 100 and 1000. I can show my understanding of why this is useful in different situations.

KS2 Art

- Improve mastery of art and design techniques.
- I can use different drawing techniques to represent a person.

Miners: Literacy, History, Maths

Dates and numbers:

- When was the miners' mass demonstration on the Town Moor? [12th April 1873]
- How many miners attended? [reports from the time say over 40,000]
- Is this an accurate number? Why do we round off to 10/100/1000/... [less accurate but easier to use quickly]

Find out more:

- Modern ways to estimate crowd sizes
<https://blog.education.nationalgeographic.com/2017/01/23/how-are-crowd-sizes-determined/>
- 2017 US Presidential inauguration crowd size photos <https://www.vox.com/policy-and-politics/2017/3/7/14843204/new-photos-park-service-obama-inauguration-bigger-trump>

Film your own report of the miners' demonstration on the Town Moor. How will you show crowds? Use a storyboard template from our resource pack to plan your video.

Joseph Cowen: Art, History

Cowen was drawn by many political caricaturists. Our resource pack has some examples from the 1870s-1880s from Special Collections, Newcastle University Library.

The art in this comic was inspired by the style of Sergio Toppi. Can you see this comic's similarities with Toppi's detailed line work?

Compare this with the 1800s examples of Cowen caricatures. Talk about:

- pencil shading or clear ink lines
- Which style of drawing do you prefer?
- Which style is more flattering?
- Which style of cartooning do you find clearer to read?
- Does the artwork get in the way of the message, or does it help communicate a message?

Find out more about Cowen: <http://www.ncl.ac.uk/library/special-collections/explore/current-and-past-exhibitions/very-true-yours/very-true-yours.pdf> (pp.18-22)

Summary of comic: Joseph Cowen was MP for Newcastle (1874-1886). He helped secure votes for miners who were disenfranchised because of living in tithed cottages, not property owners. Cowen's statue is on Westgate Road.

Comic artist & writer: Mack Chater & Ian Mayor

Academic researcher: Joan Allen, Newcastle University

Read online: <http://research.ncl.ac.uk/fccomics/chapters/therighttopoliticalparticipation.html>



4b. Emily Wilding Davison and the Women's Suffrage movement

KS2 History, English

- Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements. Pupils should be taught to plan their writing by noting and developing initial ideas, drawing on reading and research.
- I can research information about an important historical figure. I can compare the beliefs and actions of two groups who campaigned for the same thing in different ways.

KS2 Maths, Citizenship

- Pupils should be taught to interpret and present discrete and continuous data using graphical methods including bar charts and time graphs. Pupils should be taught to reflect on spiritual, moral, social, and cultural issues, using information to understand other people's experiences.
- I can analyse and understand data and statistics. I can consider the value of having a vote in an election.

History, English

This comic focuses on one of Emily's many acts of protest. The Women's Suffrage movement included people who only supported peaceful protests (Suffragists) and also people who believed that violent protests were necessary (Suffragettes).

Suffragette example:

- Read the [list of biographical statements about Emily in our resource pack](#).
- Arrange them on a line of TRUE to NO PROOF
- Find out more, with photos: <http://www.epsomandewellhistoryexplorer.org.uk/Davison.html>

Suffragist example:

Ethel Williams was Newcastle's first female doctor. As a Suffragist she only supported peaceful methods.

- Find out more: <http://archivesalive.ncl.ac.uk/amazing/ethel-williams-suffrage-banner/>
- This video might show the same banner <https://player.bfi.org.uk/free/film/watch-scenes-from-suffragette-demonstration-at-newcastle-1909-online>

Maths, History, Citizenship

The Electoral Commission's data shows that 68.8% of eligible voters voted in the 2017 UK general election (spreadsheet: <http://bit.ly/2DN9CI6>). This is called *voter turnout*.

Look at the change in voter turnout (the number of eligible voters who voted) over the years. Plot this on a graph.

- Why do you think voter turnout is less than 100%?
- Why do you think some elections had a higher turnout than others?

Think about Emily and Ethel's protests and campaigns. What would Emily and Ethel think of these numbers?

Write an imaginary conversation between Emily OR Ethel and someone who didn't vote in the last general election.

Summary of comic: Emily Wilding Davison was a women's suffrage campaigner. Story of EWD hiding in House of Commons cupboard to be able to list it as her place of residence on 1911 census; one of many activities as part of women's suffrage campaign (noting violent and non-violent actions); later commemorated by plaque on cupboard in 1991.

Comic artist & writer: Mack Chater & Ian Mayor

Academic researcher: Joan Allen, Newcastle University

Read online: <http://research.ncl.ac.uk/fccomics/chapters/therighttopoliticalparticipation.html>



KS2 Writing, History

- Identify the audience for and purpose of writing, selecting the appropriate form and using other similar writing as models for their own. Pupils should be taught about events beyond living memory that are significant nationally or globally.
- I can write an informal letter showing my feelings and thoughts on a subject. I can write a formal letter to persuade an important person to seeing my point of view. I can understand the reasons behind the Jarrow March.

KS2 Geography, Maths

- Use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Name and locate counties and cities of the United Kingdom.
- I can plot journeys between different locations using an atlas and other maps. I can plot and calculate the distance and time taken for a march to a number of different places.

Writing, History

Informal writing

Imagine you are a Marcher. Write 3 postcards home:

- First, one day after starting. What do you hope the March will achieve?
- Second, at the halfway point of the march (where is this on the map?). Newspaper reports on your March are being published—do they tell the true story?
- Finally, from London. How does the Prime Minister's response make you feel?

Formal writing

Use your train journey home from London to write a letter to the Prime Minister, Stanley Baldwin. What will your letter focus on?

What issues would you march for today? Who would you write to about those issues?

Maths, Geography

What methods of transport existed in 1936? Why did the Marchers choose to walk? How would you travel to London today?

Use a print or digital map to plan a route from Jarrow Town Hall to the Houses of Parliament in London.:

- Try using route planning software, for example <https://www.google.co.uk/maps> or <https://www.theaa.com/route-planner/index.jsp>
- The Marchers' distance was reported as 300miles. What is your precise distance?

How many days did the Marchers' march take? How far did they march each day? [they marched for 23 days out of 26; assume they marched the same distance each day. $300 \text{ miles} \div 23 \text{ days} = 13 \text{ miles a day}$]

Summary of comic: Overview of the Jarrow March as non-political march (with support of Ellen Wilkinson as local MP and her focus on employment), rather than inaccurate presentation as 'Miss Wilkinson's March'. Text styled as newspaper clippings shows the mixed response to the march; marchers returned to Jarrow as heroes but no immediate changes were made by the government.

Comic artist/writer: Sha Nazir

Academic researcher: Matt Perry, Newcastle University

Read online: <http://research.ncl.ac.uk/fccomics/chapters/therighttowork.html>



KS2 Literacy, History

- Evaluate and edit by assessing the effectiveness of their own and others' writing.
- I can compare the draft of a comics page with the finished page and understand why changes were made. I can edit a text to make it less detailed without losing important information.

KS2 Art

- Improve mastery of art and design techniques.
- I can use colour and design to increase impact and emphasise details.

Literacy, History

Use the black and white draft of this 'Vote for Ellen' comic, from our resources pack. Many comics creators start with a rough draft as they plan the content and layout of their comic.

This draft shows the original text for this page. Sha Nazir (artist/writer) and Matt Perry (researcher) edited the text to use fewer words, for two main reasons:

- to make it easier to read
- to allow more space for images.

Your task is to edit the text – try to reduce the word count by half.

- Compare your edited text with the finished (colour) comic.
- Did you make the same choices as Sha and Matt?

Art

Look at the colour choices Sha and Matt have used.

Ellen was famous for her red hair, and this colour is also used to emphasise other details in the comic. This technique is called 'spot colour'.

Use the black and white draft of this 'Vote for Ellen' comic from our resources pack. Add your own choice of colours to emphasise key details in this comic.

Make your own comic imagining one of Ellen's trips to major conflicts around the world:

- a visit to India to meet Gandhi
- a visit to the US during the car industry workers' strikes.

Who will you interview?

What are the three most important things you want to tell your reader?

Try using spot colour to draw attention to key details in your comic.

Summary of comic: An overview of Ellen Wilkinson's interests and achievements, linking Jarrow's problems with international contexts. Wilkinson travelled to India to meet Gandhi, to Germany where she wrote an article about Hitler's intent to march to the Rhineland, to the US during car industry workers' strikes, and to the Spanish Civil War (writing about the bombings of Guernica).

Comic artist/writer: Sha Nazir

Academic researcher: Matt Perry, Newcastle University

Read online: <http://research.ncl.ac.uk/fccomics/chapters/therighttowork.html>



KS2 Science

- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- I can understand how balance and equilibrium are important to our daily lives.

KS2 Writing, Drama, Art

- Inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Pupils should be taught about great artists, architects and designers in history.
- I can use drama to explore the emotions and responses of people. I can create a portrait in the style of Picasso. I can write a diary entry from different points of view.

Science

Look at row 2, panel 3. Why has the boy turned green? [he feels seasick]

Explore the biology of how we keep our balance and how being on a boat can upset this. Use models to illustrate calm, choppy, and rough seas:

- water in different containers
- small boat/vessel on the waves
- wobble the container to see what happens to the water
- use a hairdryer or fan to create waves.

Look at examples of portraits by Pablo Picasso, a Spanish artist famous for his painting of the horrors of Guernica. His portrait paintings use colour and shapes to show how people feel. Use the panel template in our resources pack to draw how you would feel on a boat in calm, choppy, or rough seas.

Writing, Drama, Art

Look at the children playing in the garden of the Basque Children's Committee home (row 4 of the comic).

Act out a freeze-frame of children in the garden with neighbours on either side, to explore the characters' emotions. Swap places to explore emotions of different people in this scene:

- a neighbour who supports the BCC homes
- a neighbour who opposes the BCC homes
- a child who is excited
- a child who is worried.

Write a diary entry from one of these points of view.

Look at recent newspaper photos that show people with different roles in a news story: crowd scenes, people reacting to a speech

Example: Charles 'Teenie' Harris photograph of a crowd of people from the history of civil rights: <http://freedomcity2017.com/events/not-as-it-is-written/>

Summary of comic: Overview of the 1937 humanitarian effort to house child refugees from the Basque Country in Spain: some 4000 children came to the UK, 400 to the North East (Hexham and Tynemouth). Despite political and religious differences among its members, the Basque Children's Committee succeeded in supporting child refugees. A scene in a Tynemouth back garden shows both generosity and opposition from local people.

Comic artist/writer: Ragavee Balendran

Academic researcher: Matt Perry, Newcastle University

Read online: <http://research.ncl.ac.uk/fccomics/chapters/therighttomigrationandasylum.html>



7. Activists and radicals on Tyneside

KS2 Reading

- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Retrieve, record and present information from non-fiction."
- I can use information about an individual from history to create a display about them.
- I can summarise information about a person to create a comic strip about the important event in their life.

KS2 Art

- Improve mastery of art and design techniques.
- I can make a display banner that shows the importance of a cause.

Reading

Use the information factfiles in this resources pack to find out more about:

- Earl Grey
- Anna Richardson
- Dr Martin Luther King Jr
- Sudha Telang
- Joseph Cowen
- Emily Wilding Davison
- James Murray
- Thomas Spence.

Find a picture of each person in *Freedom City Comics*. Can you find any more information about them in the comic?

Choose one of the people you've read about. Write a list of the five most interesting things about them and their work.

Art

This double page of *Freedom City Comics* shows activists and radicals from different points in history.

How many posters and banners are there in this image? [at least 17]

Your task is to make a poster about one of the people you researched. You should include:

- their name
- your top 5 interesting things about them and their work
- a picture of them.

Explore the People's History Museum collections online to see more historical posters and banners. Go to: <http://www.phm.org.uk/keemu/> [search for 'banner' to see images of political and professional association banners including Trade Unions]

Summary of comic: Composite image on Newcastle Quayside to showcase more people than we have space for in the comic. This includes famous people and their names, as well as unknown/unnamed people to show broader participation in civil rights issues: everyday acts, as well as headline-grabbing acts, all matter. Includes a prompt to consider 'Who else do you think belongs in this picture?'

Comic artist/writer: Brick

Academic researchers: Matthew Grenby and Lydia Wysocki

Read online: <http://research.ncl.ac.uk/fccomics/chapters/activistsandradsontyneside.html>



KS2 Reading

- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- I can use drama to explore the emotions you would feel when meeting your hero.

KS2 Maths

- Solve problems using the calculation of percentages and the use of percentages for comparison. Use estimation to check answers to calculations and determine an appropriate degree of accuracy. Interpret and present discrete and continuous data using bar charts.
- I can compare the costs of different print runs. I can calculate the costs for different requirements. I can work out the cost per issue depending on the overall cost and think about the economy of scale.

Reading

What is Paul's job? [infer from appearance and actions: camera, newspaper pass. At the time of this story he was a university student and photo editor of *The Courier* student newspaper]

How do you think Paul felt about meeting his hero, Dr Martin Luther King Jr?

Who is your hero? Imagine you are waiting to meet them - how would you feel? What would you like to ask them?

Roleplay: meeting your hero.
Find a partner and choose a role. Are you you, or are you your hero? Roleplay a 2 minute conversation. Swap roles with your partner.

Maths

Freedom City Comics was given away free to readers as part of Freedom City Festival 2017. It was distributed through Festival events, Newcastle and North Tyneside libraries, other venues in the North East, and *The Crack* free listings magazine.

Other comics have different distribution models. Some are free, some are sold. Some make a profit, some do not.

Use the [printing costs information sheet](#) in this resource pack. This will help you:

- calculate the printing cost per copy of Freedom City Comics
- compare different printing costs
- understand the stages of making your own comic, and put those stages in order.

Use your calculations to plan your own comics project.

Summary of comic: University student Paul Barry's story of meeting MLK and being one of very few persons of colour at the ceremony, as student/photographer. MLK asks Paul 'What's the scene here?' and Paul says they're having coffee then the ceremony is later. Cut to present day, and Paul's realisation that MLK probably meant 'what's the civil rights situation like in Newcastle?', which has now been answered to some extent by this comic.




Comic artist/writer: Paul Peart-Smith

Newcastle University alumnus: Paul Barry **Academic researcher:** Brian Ward

Read online: <http://research.ncl.ac.uk/fccomics/chapters/introductionandconclusion.html>



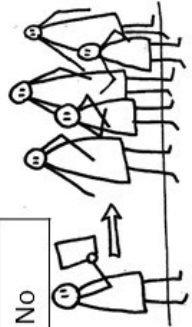
The theme of this comic is **freedom**: freedom from war, freedom from poverty, and freedom from racism.

| | |
|--|--|
| <p>Q7 Write one question you already had about freedom before reading this comic</p>  | |
| <p>Q8 Write one question about freedom that you wondered about when reading this comic</p>  | |
| <p>Q9 Write one question you have about freedom now, after reading this comic</p>  | |

Q10 Would you **recommend** *Freedom City Comics* to...


| | | | |
|---------------|-----|-------|----|
| your friends? | Yes | Maybe | No |
| your family? | Yes | Maybe | No |

Thank you!



Questions about... **FREEDOM CITY** Comics

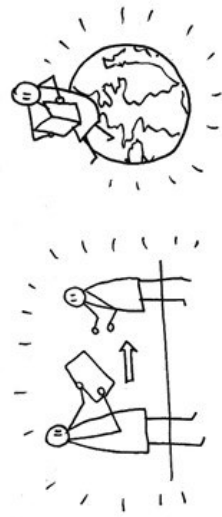
Q1 Do you read comics (other than *Freedom City Comics*)? TICK



| | | |
|------|------|------|
| Lots | Some | None |
|------|------|------|

Q2 Where did you **get** your copy of *Freedom City Comics*? TICK/WRITE

| | | |
|--------|------|------------------------------|
| School | Home | Somewhere else (where?.....) |
|--------|------|------------------------------|

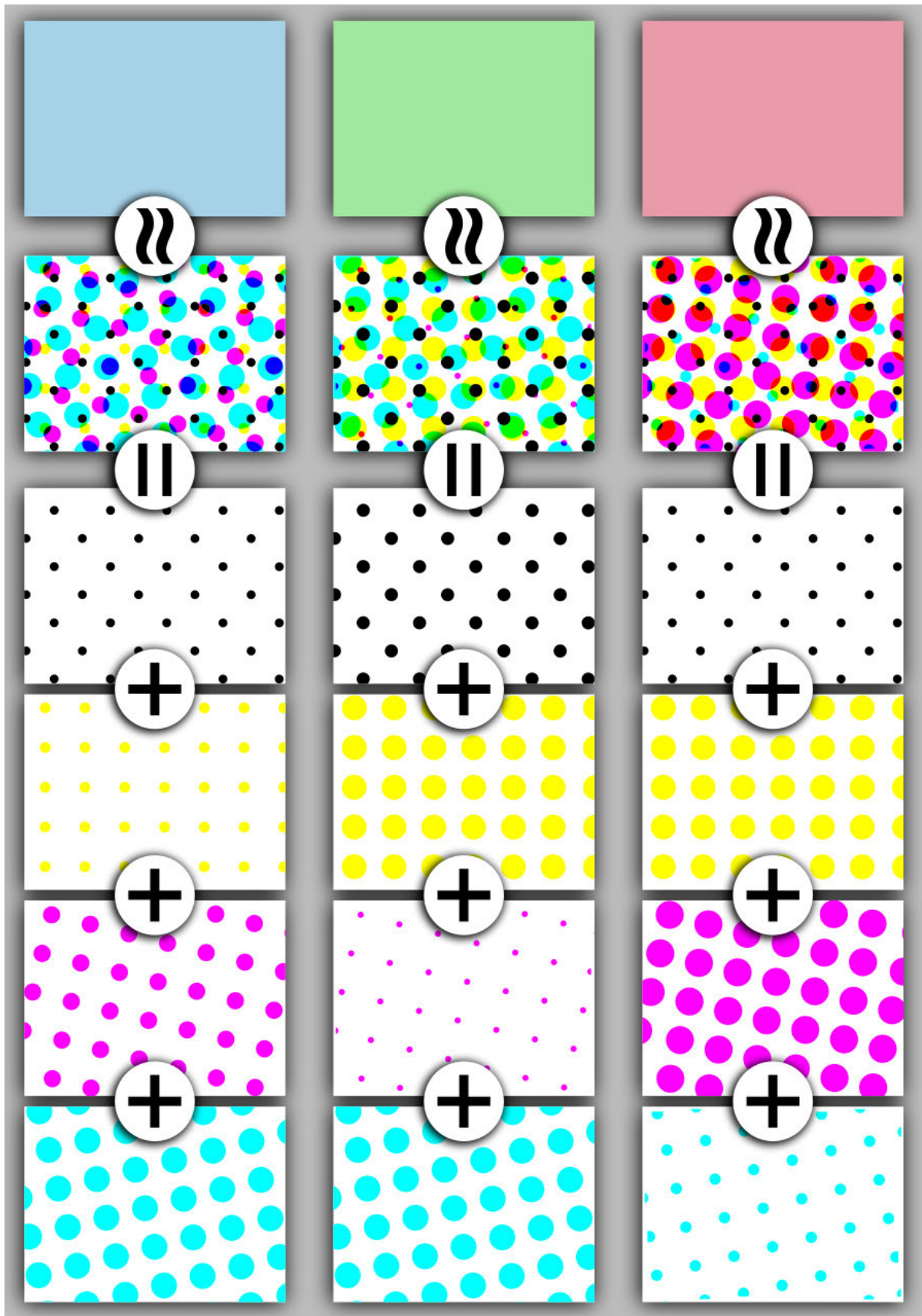


Q3 Where did you **read** your copy of *Freedom City Comics*? TICK/WRITE

| | | |
|--------|------|------------------------------|
| School | Home | Somewhere else (where?.....) |
|--------|------|------------------------------|



| EXAMPLE Colour choices: Write reasons for your top 3 | Because... | | <i>I think...</i> | | <i>In my opinion...</i> | |
|---|------------|--|-------------------|--|-------------------------|--|
| Q4 Art style: Write reasons for your top 3 | | | | | | |
| Q5 Writing style: Write reasons for your top 3 | | | | | | |
| Q6 Content: Write reasons for your top 3 | | | | | | |



Halftone colour mixing chart

Image credit: By derivative work: Pbroks13 (talk)Halftoningcolor.png: Slippens - Halftoningcolor.png, Public Domain, <https://commons.wikimedia.org/w/index.php?curid=5656963>

Olaudah Equiano was born around the year 1745. No-one is sure of the exact date.

In the summer of 1754, Equiano was sold as a slave to a Royal Navy officer called Michael Pascal.

Pascal changed Equiano's name to Gustavus Vassa.

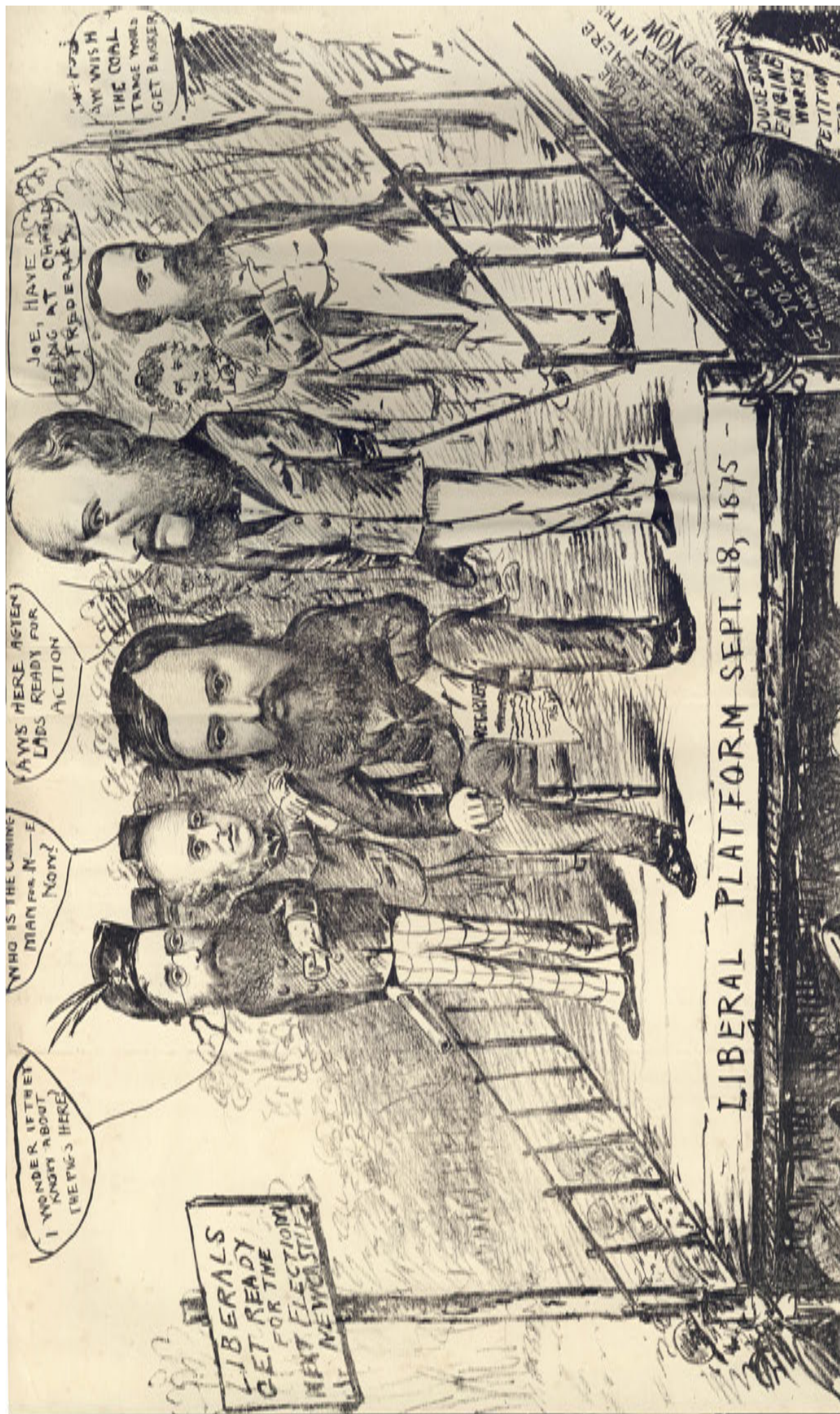
Equiano saved up £40 and bought his own freedom in 1766.

Equiano met Granville Sharp in London in the 1770s. Sharp was an important British campaigner against slavery.

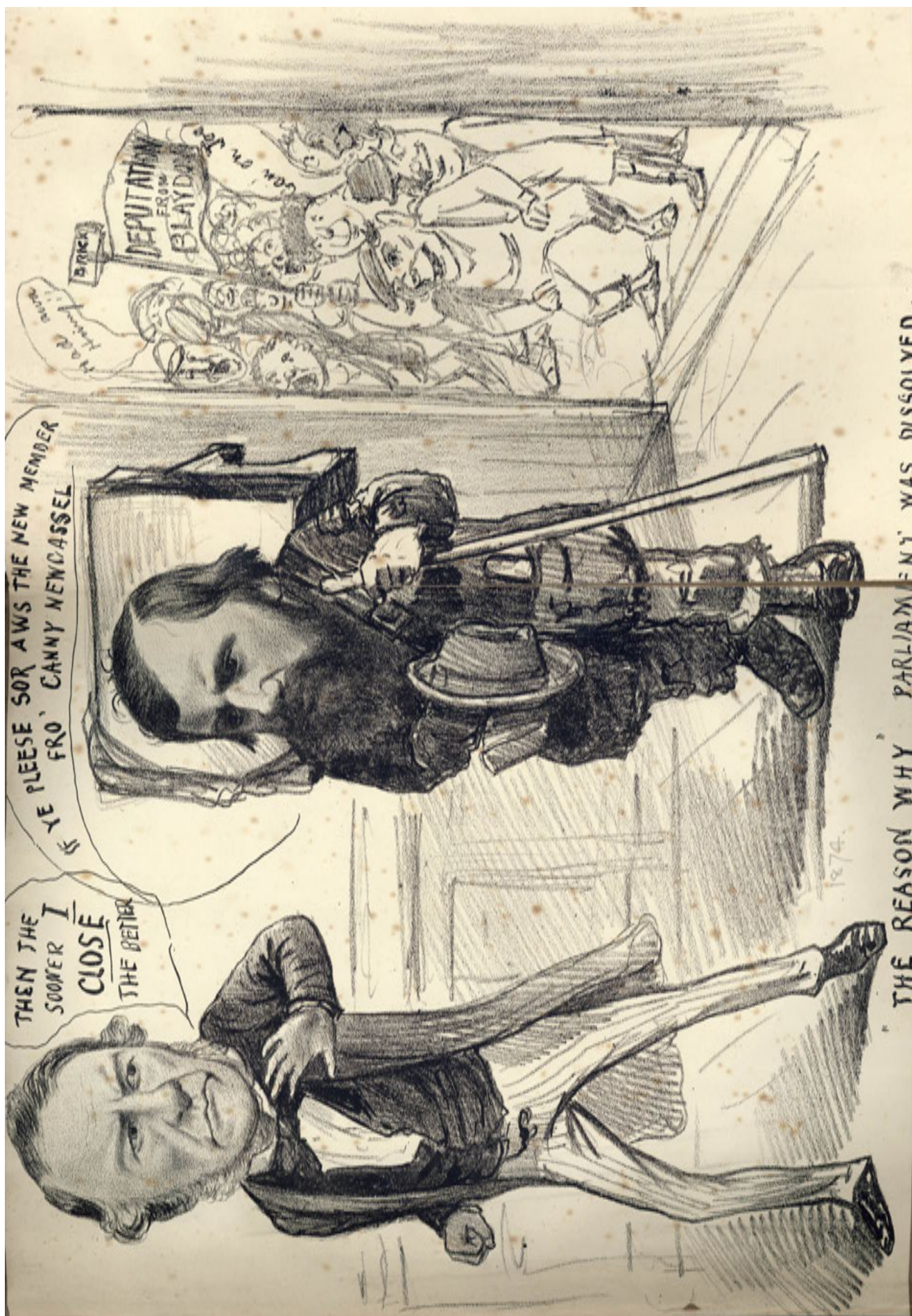
Equiano wrote his own autobiography. *The Interesting Narrative* was published in 1789.

On 7th April 1792 he married an Englishwoman, Susanna Cullen, at Soham in Cambridgeshire.

Equiano died in March 1797.



Joseph Cowen as drawn by political caricaturists in the 1870s-1880s. Special Collections, Newcastle University Library.



Joseph Cowen as drawn by political caricaturists in the 1870s-1880s. Special Collections, Newcastle University Library.

Read the following statements about Emily. Arrange them on a line of TRUE to NO PROOF.

| |
|--|
| Emily had a comfortable family life |
| Emily's family was from Morpeth |
| Emily believed everyone should have the right to vote |
| Emily believed women and men should have equal rights to vote |
| Emily lived in the Palace of Westminster |
| Emily was a trainee horse rider who dreamed of winning the Derby horse race |
| Emily tried to stop the Derby horse race |
| Emily bought a return train ticket to get to the Derby horse race |
| Emily knew the Derby might be her last protest |
| |

Read this chapter online: <http://research.ncl.ac.uk/fccomics/chapters/therighttopoliticalparticipation.html>

Jarrow's Crusade for Work

On 5 October 1936, 200 men set out from Jarrow Town Hall on a 300-mile march to London. The march has come to define the region and the era, as a brave protest against injustice.

"Beer or Tea Sir?" – Jarrow's Marchers Dine in Leeds Town Hall

The march's aim was clear: the people of Jarrow wanted the government to make the Bank and steel industry drop their objections to a new steelworks that would bring thousands of jobs to the town. 11,000 people signed the petition in Jarrow. A further 67,000 people signed a second petition across England as they marched 23 days out of 26! In their journey south, they were well received in many towns and cities that sympathised with their plight.

Marchers Determined To Go On

Unemployment and poverty dominated Jarrow after the closure of the Palmer's shipyard in 1934. Four out of five people in the town were out of work. For Ellen, unemployment was 'not a local problem. It is the symptom of a national evil'.

Miss Wilkinson Tired Out

On 31 October, the marchers reached London. Despite their efforts, the petition fell on deaf ears. Conservative Prime Minister Stanley Baldwin refused to see them. On 4 November, Ellen Wilkinson presented the town's petition to the House of Commons.

The marchers felt they had been effectively fobbed off and returned on the train with heavy hearts but received a heroes' welcome in Jarrow.

Jarrow's "More Work" Marchers Ignore Government Snub. What did the march achieve?

Nothing changed for Jarrow immediately, but it helped alter attitudes. After the war, the government introduced a welfare state with the NHS, secondary education, right to housing and National Insurance. Governments promised that there would be no return to the hardship, mass unemployment and ill health of the 1930s.

Read this chapter online: <http://research.ncl.ac.uk/fccomics/chapters/therighttowork.html>



Instructions

1. Write one postcard home to family on the first day of the march to London. Think about your emotions as you set off and how excited you are. Are you nervous?
2. Write another postcard from the halfway point of your journey to London. You will no doubt be exhausted, and you still have a long way to go. Do you still feel like you can go through with the whole thing? Do you miss your family?
3. Write a final postcard now that you have arrived in London. You have arrived at the capital! How long did it take? How do you feel now you have finally finished? Are you proud or possibly frightened at what will happen next?

A spare postcard is provided in case you need extras!

Photo taken from National Science and Media Museum, no known copyright restrictions.

<https://www.flickr.com/photos/nationalmediamuseum/>

6th October 1936



County Durham

Dear Mr Baldwin,

I am writing this letter to you so I can inform you about our 'Jarow Crusade' and why we have decided to walk the length of the country to make our point.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings visible.

Yours sincerely,

| | | |
|---|---|--|
| He was a powerful nobleman and politician during his life, but by the 1830s people thought he was past it. | Became Prime Minister and passed the Reform Act of 1832. This gave the vote to a lot more people, which gave them a political voice. | Lots of people were still excluded from having a vote if they didn't own their property or didn't pay a lot of rent. |
| Although not everybody was helped by the Reform Act, it showed that it was possible to change things to let people who weren't rich have more of a say about their lives. | He supported the banning (abolition) of slavery in the British Empire from the early 1800s and it was finally banned in 1833 while he was Prime Minister. | By 1834 he resigned as Prime Minister. There is a tall monument to him in the centre of Newcastle. |

Earl Grey

| | | |
|--|---|--|
| Anna and her husband Henry were Quakers, Christians who believed strongly in fairness for all people. | They thought it was very unfair that slavery still existed in the United States. It had been banned in the British Empire in 1833 | The family held lots of fund raisers to help the cause of slaves in America. They refused to use sugar that was imported from plantations that used slave workers. |
| Frederick Douglass, a former slave who escaped his owner in America, came to give a speech in Newcastle in 1846 and stayed with the Richardsons. | Anna gave Frederick Douglass £150 she had raised to buy his freedom - This is nearly £16,500 in 2017's money! | She died in 1892 and is buried in Elswick cemetery in Newcastle. |

Anna Richardson

| | | |
|---|--|---|
| <p>Martin Luther King Jr was born on January 15th 1929. He was a pastor at Baptist churches in Atlanta, Georgia.</p> | <p>Dr King believed in equality and human rights for all. He peacefully protested against the unfair treatment of African American people.</p> | <p>At age 35, he was the youngest man to receive the Nobel Peace Prize.</p> |
| <p>He visited Newcastle University in 1967 to collect his honorary degree.</p> | <p>At first Dr King thought he could take a taxi from London to Newcastle. Instead, he had a very long train journey!</p> | <p>Sadly, Dr King's speech in Newcastle was his last speech outside America. He was assassinated in 1968.</p> |

Dr Martin Luther King Jr

| | | |
|--|---|---|
| <p>Sudha Telang lived in Newcastle. We know little about her apart from the important work she did in finding out who lived in Newcastle at that time.</p> | <p>In 1966-67 Sudha wrote an important report for Newcastle City Planning Department. She investigated how many Commonwealth migrants lived in Newcastle.</p> | <p>Sudha's work showed that some people had migrated to Newcastle recently, and others had long family histories here.</p> |
| <p>Her report gave detail on where people came from, especially India, Pakistan, and the Caribbean. She also looked at where people live now, especially in Jesmond, the West End, and Heaton.</p> | <p>Sudha's report helped Newcastle City Council understand that Commonwealth migrants were unfairly treated. The next step was how to make things fairer.</p> | <p>The council discussed Sudha's report. This bad news included evidence of prejudice and unfair treatment. The good news was positive examples of what individuals and groups had achieved in Newcastle.</p> |

Sudha Telang

| | | |
|--|--|---|
| Joseph Cowen was born in Blaydon on 9 th July 1929. | His father owned a brick-making factory and was involved in radical politics. | Joseph became the Member of Parliament for Newcastle. He was also involved in the Tyne Theatre. |
| He spoke with a strong Newcastle accent. He and his voters were proud of this, but other politicians sometimes made fun of him for it. | He wrote articles for the Newcastle Chronicle, and eventually became the editor of this newspaper. | His statue stands on Westgate Road in Newcastle. It was built in 1906. |

Joseph Cowen

| | | |
|---|--|---|
| Emily Wilding Davison's family was from Morpeth | She joined the Women's Social and Political Union to campaign for women to be able to vote. | Emily believed that violent methods of protest were necessary. Other campaigners only believed in peaceful methods. |
| Emily was arrested and sent to prison many times. She always continued to campaign. | Emily hid in a cupboard in the House of Commons. This was a symbol to show women belonged in Parliament just as much as men did. | She was badly injured in her last protest at the Derby horse race, and died a few days later. |

Emily Wilding Davison

| | | |
|---|--|--|
| James Murray was a Presbyterian minister. He was born in Scotland then later lived and worked in Newcastle. | He was committed to religious freedom and civil freedom. | As a preacher, he encouraged local voters to make up their own minds on which politicians to vote for. |
| He wanted to educate people about politics and their rights. His Sunday sermons included political ideas. | James published a magazine called <i>Freeman's Magazine</i> from 1774 onwards. | He spoke out against poverty. He criticised rich people with big houses, believing that wealth should be shared more fairly. |

James Murray

| | | |
|--|---|---|
| Thomas Spence was born on Newcastle's Quayside in 1750. He worked as a teacher in the North East then later moved to London. | He was passionate about education, especially the importance of reading. He invented a phonetic alphabet to help more people learn to read. | He moved to London and became a bookseller and publisher. Most of the books he wrote and sold were about radical political ideas. |
| At his bookshop he also sold cups of saloop: a hot drink of milk, sugar, and powdered sassafras (herb) | Thomas stamped political messages on coins, to help his ideas reach even people who didn't buy his books. | He believed in fair ways for all people to share the land, and that profits should be shared by everyone. |

Thomas Spence

Activists and Radicals on Tyneside –full list of people in this image

1. Suffragettes, including most famously Emily Wilding Davison, born in 1872 to a Northumberland family
2. Thomas Hepburn - Founder of Pitman's Union of Tyne and Wear (c.1795-1864)
3. The Jarrow March of 1936
4. The Rising of the North of 1569, when Catholic nobles tried to depose Queen Elizabeth I of England and replace her with Mary Queen of Scots
5. The Northumberland Keelmen who blockaded the old Tyne Bridge in 1660 in protest against unfair wages. More info: <http://radicaltyneside.org/events/striking-keelmen-old-tyne-bridge>
6. Thomas Burt, Founder of the Northumberland Miners' Association, and an MP for 30 years.
7. James Murray, independent minister of High Bridge Chapel. His *Sermons for Asses* (1768) waged political war against a corrupt government. More info: <https://doi.org/10.1093/ref:odnb/26112>
8. Thomas Spence (1750-1814) was a radical activist born and brought up in Newcastle. Following the Town Moor quarrel in 1771, he developed a radical programme of political, linguistic and land reform. More info: <https://doi.org/10.1093/ref:odnb/26112>
9. Sudha Telang, social researcher and campaigner for the rights of people from minority ethnic groups
10. Emily Wilding Davison (1872-1913), a Suffragette born in 1872 to a Northumberland family
11. Earl Grey (1764-1845), Prime Minister and chief architect of the 1832 Reform Act. The 1832 Reform Act made the electoral system less corrupt and meant more householders could vote. Despite these changes many people were still not allowed to vote. More info: <http://www.parliament.uk/about/living-heritage/evolutionofparliament/houseofcommons/reformacts/overview/reformact1832/>
12. John Tuttle, Leveller
13. Joseph Cowen (1829-1900) was a radical politician and journalist. He played a key role in North East miners' fight for the right to vote. He was the editor of the *Newcastle Chronicle* newspaper, and an important figure in establishing Newcastle's first public library.
14. Mr Sehgal, Hindu community activist
15. Zafar Khan, Muslim community activist
16. Mr CS Sokhi, Sikh community activist
17. Ellen Richardson, Quaker and Abolitionist. More info: <http://www.chroniclelive.co.uk/news/north-east-news/former-slave-freed-newcastle-couple-12126390>
18. Frederick Douglass, Abolitionist and writer
19. 'Red' Ellen Wilkinson (b. 1891), the first female Labour MPs and first female minister of education;
20. Dr Martin Luther King Jr, Civil Rights campaigner
21. Olaudah Equiano, Abolitionist and writer
22. Richard Cobden, MP and Free Trade campaigner
23. William Beveridge, later Baron Beveridge of Tuggal, Northumberland, architect of the Welfare State
24. William Wells Brown, Abolitionist
25. Anna Richardson (d.1892), Quaker and Abolitionist
26. Arthur Henderson, MP, Labour cabinet minister, and winner of the Nobel Peace Prize

Printing costs information sheet - Freedom City Comics

Freedom City Comics was given away free to readers as part of Freedom City Festival 2017. It was distributed through Festival events, Newcastle and North Tyneside libraries, other venues in the North East, and The Crack free listings magazine.

Here is some information on the cost of printing this comic. All prices include delivery and VAT, and are accurate from the time of printing this comic in 2017.

1000 copies cost £809

3000 copies cost £1083

5000 copies cost £1270

10000 copies cost £1692

Tasks:

- Work out the price per printed copy of the comic:
 - ⇒ for a print run of 1000 copies
 - ⇒ for a print run of 10000 copies
- Is the cost per copy for a large print run cheaper or more expensive than a small print run?
- Is it more cost effective to make many small orders or to make one big order?
- Why do you think this is? [Think about: time for printing staff to set up the machine; efficiency of large-run printing; delivery cost included as part of overall cost].
- Printers can often quote for any number. Plot these print costs on a graph.
- Can you predict the cost of:
 - ⇒ 20000 copies?
 - ⇒ 37000 copies?
 - ⇒ Any other number of your choice?

Things to consider in your planning:

- Who is your target audience?
- What do you want to tell them?
- Where will they access your comic?
- When is the launch date for your finished comic?
- Why does all of this matter? Keep focused on the reasons for doing your project.
- How will you get this done? List the steps you need to take to make this project happen.
- Use a calendar to help you plan what needs to happen on each day of your project.

How will you cover the cost of making your comic? If you plan to sell your comic, work out a cover price per copy that covers all your costs. If you plan to distribute your copy for free, how will you cover your costs? Options include: make a funding application to a person or organisation; sell advertising space; negotiate a deal with your contributors to swap a fair amount of their time/resources for an equivalent amount of your time/ resources.

Prepare a plan for your own comics printing project.

Preparation: cut out the table below. Mix up the names of each stage and the definitions.

Task: Match the definitions with the name of each stage. Put the stages in order.

| | |
|--------------|--|
| distribution | Copies of your comic are transported to one or more places where your audience can pick up your comic. |
| delivery | All copies of your comic are transported from the printer to a storage location. |
| printing | Use a photocopier, office printer, or other specialist printmaking machine to make multiple copies of your comic. |
| proofing | A test print using the printer, paper, and ink chosen for your final comic. |
| page setup | A digital process to make sure the final artwork of the comic fits on your chosen paper size, and is in the right file format for your printer. |
| proofreading | Check for spelling/typing errors; check for errors in artwork and colouring. |
| editing | Keep the comic on track; improve the structure and communication of the comic. |
| artwork | Use your choice of traditional or digital artistic mediums – pencil, ink, paint, fabric, photographs, collage, and more – to put your comic on the page. |
| writing | Work out how you will communicate the content of your comic. |
| planning | Decide what your comic is about. |

Remember, some artists and writers work together very closely!

Do you need to include all these stages if you publish your comic online? What else might you need?



KS3 Learning Framework

Freedom City Comics

Introduction

There are 8 sheets in this learning framework. Each sheet matches a section of *Freedom City Comics*, our free comics anthology presenting snapshots of the history of civil rights and politics on Tyneside.

How to use this learning framework

It's up to you how to use this learning framework. We've suggested activities for each section of the comic and linked these with areas of the Key Stage 3 National Curriculum, including cross-curricular activities. These are designed as springboards for your own projects, lessons, and activities.

Underlined> text tells you about resources created as part of our project, all free to download.

Hyperlinks go to free resources beyond our project (we are not responsible for the content of websites outside our project).

Suggested links to National Curriculum subject areas for KS3

Summary of what's in that section of the comic, artist & researcher credits, and link to read that standalone chapter online



Outline of a suggested activity (making comics)

Outline of a suggested activity (other than making comics)

This learning framework was developed by Gary Bainbridge and Lydia Wysocki as part of the Freedom City Comics project <http://research.ncl.ac.uk/fccomics/learningpack/>. This learning framework and resources are licensed under a Creative Commons Attribution-NonCommercial 4.0 International License (CC BY-NC). You can change this framework and share it with other people as long as you credit our project, but you can't use it commercially. All artwork remains the copyright of the original artists. We'd love to hear how you get on with this learning framework—email lydia.wysocki@ncl.ac.uk

| Learning framework section | Comic chapter | Learning framework activities | Curriculum links |
|----------------------------|--------------------------------------|--|--|
| 1 | Martin Luther King in Newcastle | Plan and design a front cover, identify and use different types of text, comparing genres, comparing video and written text | Art, Media, English |
| 2 | Equality before the law | Summarising information, writing in different forms of English, storyboarding to plan a narrative, printmaking techniques, phonetic alphabet | Art, English, Modern Foreign Languages |
| 3 | Freedom from slavery | Boycott tactics, biographies of abolitionists, formal letter writing, speechwriting | History, English |
| 4 | The right to political participation | Comparing achievements, public art, monuments and controversy, writing a persuasive letter, comparing historical and contemporary viewpoints | History, English, Drama, Media, Art |
| 5 | The right to work | Sequencing events, planning and editing a narrative, estimating distances, calculating distances, promoting a cause | English, Maths, Media, PSHE, History, Art |
| 6 | The right to migration and asylum | Exploring different responses to migration and asylum, writing from a specific point of view, adapting written work into a comic | RE/Ethics, Maths, Geography, PSHE, History, English, Art |
| 7 | Activists and radicals on Tyneside | Arranging a timeline of events, researching biographies, identifying artistic influences | Art, History, Maths, PSHE |
| 8 | Meeting your hero | Conversations with someone you admire, researching work by artists, planning what you want your work to communicate | English, Drama |
| Bonus activity | All chapters | Our readers' questionnaire was part of the initial evaluation of Freedom City Comics. It's also a good reading and discussion activity in its own right! | PSHE, English, Maths |

1. Martin Luther King in Newcastle

KS3 Art/Media, KS3 English, KS3 English/Media

Comics-making activities

You have been asked to design the front cover for a new issue of *Freedom City Comics*. This new comic will cover contemporary civil rights issues but you have the choice of what to put on the front cover.

Would you illustrate a person or an event? Who or what would you choose? Suggestions:

- LGBTQ+ rights
- BLM Black Lives Matter
- migration and refugees
- 2017 Women's March
- Marriage equality
- #MeToo people speaking out against harassment in the entertainment industry

Would you have a single image or a comics page?

English / Media

Identify the different types of text on the front cover such as, captions, speech bubbles, price, title and logos. Use the Types of Text slides in our resources pack to help you.

How are the types of text similar and different? Why is each one different? Why have different fonts, sizes and colours been used?

How would you describe the genre of Freedom City Comics? Did your initial choice change after you read the comic?

Compare the front page of this comic with a different genre of comic (such as journalism, memoir, action/adventure, comedy). What similarities and differences are there across different genres?

English

Compare this comics version of Dr King's 1967 Newcastle speech with the transcript and/or video:

- text transcript <http://www.ncl.ac.uk/congregations/honorary/martinlutherking/>
- video <https://youtu.be/V1M390ERGpE>

What is different? What has been removed for the comic? Why? What is unique about the comic/ the speech? (Think about delivery, pauses, words+images, brevity, reactions)

Which medium do you think is most interesting/effective in getting Dr King's message across?

Summary of comic: Watching Dr Martin Luther King Jr's 1967 Newcastle speech on a shop window TV in Newcastle, a crowd questions the relevance of racism/war/poverty (key themes of MLK's speech) to the North East. They realise that these are our fights too.

Comic artist/writer: Paul Peart-Smith

Academic researcher: Brian Ward, Northumbria University



KS3 Art, GCSE/A level Art; KS3 English; KS3 Modern Foreign Languages

English

Read the first page of this comic and summarise it in your own words.

Re-write and re-draw this comic for the 21st century. First, write in Standard English, then write in Geordie dialect.

Reduce the written element so that there is a total of 30 words in total across all of the captions. Write and draw each caption as a tweet/snapchat/Instagram post (use the template in our resources pack).

How is each version of the comic different? Which is most effective for your target audience?

Art (KS3)

This comic uses the style of traditional woodcuts but was drawn digitally.

Plan a comic about a historical figure—use the storyboarding template in our resources pack to help you. Create your own individual press prints or monoprints for each panel.

Compare your work with *Freedom City Comics* and a range of other professionally-printed comics. Why do you think many modern comics artists use digital media rather than traditional printing methods?

Art (GCSE/A Level)

Compare a 17th Century woodcut or etching with this comic. For example, <http://archivesalive.ncl.ac.uk/amazing/aunt-elspas-abc/>

Look at the early drafts in the resources pack and compare them with the finished artwork. What changes have been made at each stage?

Debate the issues of digital vs analogue artwork. Should digital technology be used to mimic traditional materials?

English/MFL. On page 5, panel 2, Thomas Spence develops to phonetic alphabet. Use this idea to help you spell difficult words or pronounce them in another language.

MFL. Use images and symbols as prompts for memorising key vocabulary. Make your own flash cards and use them to test your peers.

Summary of comic: 1. Identifies key themes around the English Civil War and Lilburne's 'The Agreement of the People': political rights, religious rights, legal rights.

2. Spence's story (parable) of gathering nuts near Hexham, to introduce the idea that everyone has rights (rights are not given by government).

3. Biography of Thomas Spence as a key figure in sharing the message that everyone has rights.

Comic artist/writer: Terry Wiley

Academic researcher: Rachel Hammersley, Newcastle University

Read online:

<http://research.ncl.ac.uk/fccomics/chapters/freebornrights.html>



Comics to convince

Anna and Ellen Richardson's sugar boycott drew attention to how domestic life in Britain was entwined with slavery and the slave trade.

Plan and draw your own comic about the Richardsons' sugar boycott. Decide what approach to take:

- a comic to tell a modern audience why the Richardsons' sugar boycott was important
- a comic for the Richardsons to distribute in the 1840s, to appeal to readers at the time.

Use the [storyboard template](#) and [draft comics in the resources pack](#) to help you.

English

What if _____ visited Newcastle?

Choose a civil rights activist and invite them to speak in Newcastle. Who will you choose? Why?

Write a letter to them asking them to come and give a speech locally.

Write the speech you want them to give. Decide how many main points you can cover in a two-minute speech. Research videos of them giving speeches, to find out more about their style of speaking.

This video interview with Obama's speechwriter David Litt tells you more about the teams of speechwriters who work on politicians' speeches <https://youtu.be/tjKXONnxYpo>

Prepare questions to ask them after their speech.

PSHE. Anna and Ellen Richardson are boycotting sugar in the comic. Why?

Use this comic to start a discussion about the tactic of boycotting specific products to protest against actions by an individual, an organisation, a government, or an industry.

What other things have people boycotted and for what reasons? Do boycotts work? Research one example of a boycott and identify ways in which it was and wasn't successful.

Summary of comic: Book tour visit by Olaudah Equiano in the context of Quaker opposition to NE products forming part of the transatlantic slave trade. Equiano's story inspires local abolitionists, who show their guest the finest wonders of Tyneside. Book tour visit by Frederick Douglass, as guest of local Quaker abolitionists. The Richardsons of Summerhill raise funds for Douglass to use to buy his legal freedom, showing links with female-led agitation against the sugar trade

Comic artist/writer: Patrice Aggs

Academic researcher: Brycchan Carey, Northumbria University

Read online:

<http://research.ncl.ac.uk/fccomics/chapters/freedomfromslavery.html>



4. The Right to Political Participation

KS3 Art, History, English, Drama, Media

Art

Show a photograph of the Joseph Cowen statue on Westgate Road in Newcastle (<https://co-curate.ncl.ac.uk/statue-of-joseph-cowen-westgate-road/>). Ask students what they think it is about. Who is this person? What can you tell about them from how they looks, and their pose?

Record your thoughts and findings in one colour on a piece of paper. Read the comic. What have you learnt? Record your new learning in a different colour.

Points for discussion: what is the value of public art if people don't know the full story? Is the comic or the sculpture more effective at inspiring people?

Challenge students to create a 1-2 page comic another public figure who is commemorated by a statue. Go to <https://co-curate.ncl.ac.uk/> and search for 'statues' to get started.

History

Research Joseph Cowen and Emily Wilding Davison. Compare their achievements.

Debate who has made the greatest contribution to British democracy.

Cowen was commemorated with a statue in Newcastle, Davison was commemorated with a plaque in a broom cupboard in the Houses of Parliament. How would you like to be remembered? What have you done, or what will you do, that is worth commemorating? What type of statue or item would be an appropriate monument to your work?

Monuments can attract controversy. Read about Maya Lin's design for the Vietnam Veterans Memorial in Washington, DC <https://www.biography.com/news/maya-lin-vietnam-veterans-memorial>

English. Write a letter from Cowen's point of view, arguing that miners should be given the right to vote.

Find out the reasons why Emily Wilding Davison was arrested. Write a letter calling for her release and drawing attention to the Women's Suffrage campaign.

Drama/Media. Interview Cowen or Wilding Davison on a contemporary issue. Are their views still radical today, or do they seem old fashioned?

Summary of comic: Joseph Cowen was MP for Newcastle (1874-1886). He helped secure votes for miners who were disenfranchised because of living in tithed cottages, not property owners. Cowen's statue is on Westgate Road. Emily Wilding Davison was a women's suffrage campaigner. Story of EWD hiding in House of Commons cupboard to be able to list it as her place of residence on 1911 census; one of many activities as part of women's suffrage campaign (noting violent and non-violent actions); later commemorated by plaque on cupboard in 1991.

Comic artist & writer: Mack Chater & Ian Mayor

Academic researcher: Joan Allen, Newcastle University

Read online: <http://research.ncl.ac.uk/fccomics/chapters/therighttopoliticalparticipation.html>



Art, History, English

Photocopy and jumble the newspaper articles in our resources pack. Try to arrange them in the correct sequence. Does everyone agree on the same order?

Use the articles to create a comic about the Jarrow March. Research the locations and people involved. Think about how you will structure and sequence your comic. Will some parts cover more or fewer panels? Will you have to miss some parts out or shorten them?

Either collect secondary images or draw your own.

Maths

As a team, race to find the total time and cost for your journey:

- Estimate the distance from Jarrow to London.
- Calculate the exact distance from Jarrow Town Hall to the Houses of Parliament.
- How long would it take (and how much would it cost?) using different modes of transport? (walking, car, train, aeroplane, bus, private helicopter).

PSHE. Read the comic and begin a discussion. What would motivate you to march on Parliament, to organise or join a protest or to sign a petition? List some causes, rank them according to what means most to you and write your own account of what you would do to bring about change.

Media. Promote the Jarrow March as an event. How will you get people to join you? Think about your choice of images and text and also what format your promotional material will take (poster, flyer, radio broadcast).

A production company is making a dramatised version of the Jarrow March and you have been asked to submit design ideas for a film poster campaign. Research and design your own poster.

Art. Create a design for a motivational poster of Ellen Wilkinson. For inspiration, research Shepard Fairey's Obama poster and also WWII government propaganda posters .

English. Write an obituary of Ellen Wilkinson. Rank her achievements, with the most important first.

Summary of comic: Overview of the Jarrow March as non-political march (with support of Ellen Wilkinson as local MP and her focus on employment), rather than inaccurate presentation as 'Miss Wilkinson's March'. Text styled as newspaper clippings shows the mixed response to the march. An overview of Ellen Wilkinson's interests and achievements, linking Jarrow's problems with international contexts.

Comic artist/writer: Sha Nazir

Academic researcher: Matt Perry, Newcastle University

Read online: <http://research.ncl.ac.uk/fccomics/chapters/therighttowork.html>



6. The Right to Migration and Asylum

KS3 Art, English, History, PSHE, Geography, Maths, RE/Ethics

Art

Research *Guernica* by Picasso. Respond to the painting by creating your own comic. Perhaps you could show before, during and after the bombing. You could concentrate on the aftermath of the bombing. You could focus on the point of view of a child in *Guernica*. You could draw in the style of Picasso, Ragavee Balendran, or both.

English/History

Read an extract from *Homage to Catalonia* by George Orwell or *For Whom the Bell Tolls* by Ernest Hemmingway in the resources pack. Create a comic based on the extract and your own research.

English

Choose one child in this comic. Write a diary from their point of view.

Maths/Geography

Find contemporary statistics on child migration. Present them visually as infographics, graphs or comics.

RE/Ethics

Are there any parallels between this story and religious teaching, such as the Good Samaritan? Identify how they are similar and different. What would a Christian/Jewish/Muslim/Buddhist response to refugees be?

Art/PSHE/Geography

Research the Syrian Civil War and its effect on children. Respond to your research by creating a short comic.

You could create a character who leaves the country, you could illustrate a true account or you could present facts, stories, quotes and information visually.

Summary of comic: Overview of the 1937 humanitarian effort to house child refugees from the Basque Country in Spain: some 4000 children came to the UK, 400 to the North East (Hexham and Tynemouth). Despite political and religious differences among its members, the Basque Children's Committee succeeded in supporting child refugees. A scene in a Tynemouth back garden shows both generosity and opposition from local people.

Comic artist/writer: Ragavee Balendran

Academic researcher: Matt Perry, Newcastle University

Read online: <http://research.ncl.ac.uk/fccomics/chapters/therighttomigrationandasylum.html>



7. Activists and Radicals on Tyneside

KS3 Art, History, Maths, PSHE

Art

Compare these pages by comics artist Brick with other composite images:

- *Billingsgate—Landing the Fish* by Gustave Doré
- *Where's Wally* by Martin Handford
- 'Blimpville' series by Patrice Aggs in *The Phoenix Comic*
- *Gin Lane* by William Hogarth
- *People We Like* by Peter Blake.

What are the similarities and differences?

Which piece of work do you think influenced Brick's 'Activists and Radicals on Tyneside' comic the most? Why?

Brick says: "The image that influenced me was *Billingsgate - Landing the Fish* by Gustave Doré, as an illustration of the everyday life of working people. I was aiming for an observational image in a setting that not only had meaning but provided the possibility of several ground levels to accommodate all the characters and fill the page."

Respond with a collage or drawing of people who have influenced you or changed your life. It could be people you know such as family and friends or famous people. Label them with numbers and create a key. Say how they have influenced you.

History/Maths

Research each person who is featured in Brick's image and find out when they lived and worked. Use the list of names and dates in the resources pack to get started.

Put each person into date order. Create a timeline to show the period of time when they were born, the years they were active and the year they died.

Can you spot any patterns? Who would have been alive at the same time? Who could have met? What would they say to each other?

History/PSHE

Research each person featured here and present five facts about them. Choose their most important achievement and discuss why this still matters today.

Choose someone alive today whom you admire. What have they done that will still be remembered in 50 years from now?

Summary of comic: Composite image on Newcastle Quayside to showcase more people than we have space for in the comic. This includes famous people and their names, as well as unknown/unnamed people to show broader participation in civil rights issues: everyday acts, as well as headline-grabbing acts, all matter. Includes a prompt to consider 'Who else do you think belongs in this picture?'

Comic artist/writer: Brick

Academic researchers: Matthew Grenby and Lydia Wysocki

Read online: <http://research.ncl.ac.uk/fccomics/chapters/activistsandradicalsontyneside.html>



KS3 English, Drama

English, Drama

Write a letter to one of your heroes. It can be someone you know in person, a world leader, or a fictional character. What would you ask them?

In pairs, consider what answers that person might give you. Perform their response as a role play.

Art

Who are your heroes? Choose someone you admire and make an artwork about them. For inspiration you could look at:

- Reuben Dangoor's *Legends of the Scene* series of traditional oil paintings of Grime musicians
- Rodin's sculpture of Victor Hugo
- Chris Ofili's *No Woman No Cry* painting as a tribute to Stephen Lawrence and Doreen Lawrence
- Andy Warhol's portraits of Marilyn Monroe
- Marc Quinn's sculpture of Alison Lapper
- West End Young Digital Artists' *West End Heroes* project <http://www.s4a.org.uk/clubs/weyda/>

Think about how your work will communicate why this person is worthy of your respect.

Art, PSHE

Imagine you could meet one of your heroes, living or dead. Jot down ideas about:

- who you would meet
- where and how you would meet them
- what questions you'd ask them
- if they would have questions for you.

Would there be any humorous misunderstandings like in Paul's story?

Create a one page comic showing your story of meeting your hero.

History, Drama

Imagine that one of today's world leaders is given the chance to meet Martin Luther King (or any of the other famous figures in Freedom City Comics).

What questions would they have?

What issues would they talk about?

In pairs, write a script and perform the interview.

Summary of comic: University student Paul Barry's story of meeting MLK and being one of very few persons of colour at the ceremony, as student/photographer. MLK asks Paul 'What's the scene here?' and Paul says they're having coffee then the ceremony is later. Cut to present day, and Paul's realisation that MLK probably meant 'what's the civil rights situation like in Newcastle?', which has now been answered to some extent by this comic.

Comic artist/writer: Paul Peart-Smith




Newcastle University alumnus: Paul Barry

Academic researcher: Brian Ward

Read online: <http://research.ncl.ac.uk/fccomics/chapters/introductionandconclusion.html>



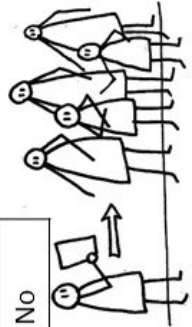
The theme of this comic is **freedom**: freedom from war, freedom from poverty, and freedom from racism.

| | |
|--|--|
| <p>Q7 Write one question you already had about freedom before reading this comic</p>  | |
| <p>Q8 Write one question about freedom that you wondered about when reading this comic</p>  | |
| <p>Q9 Write one question you have about freedom now, after reading this comic</p>  | |

Q10 Would you **recommend** *Freedom City Comics* to...


| | | | |
|---------------|-----|-------|----|
| your friends? | Yes | Maybe | No |
| your family? | Yes | Maybe | No |

Thank you!



Questions about... **FREEDOM CITY Comics**

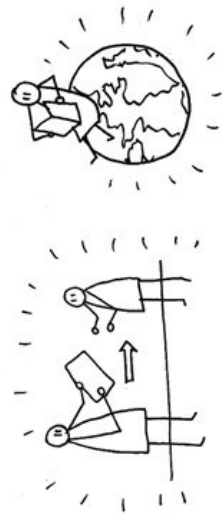
Q1 Do you read comics (other than *Freedom City Comics*)? TICK



| | | |
|------|------|------|
| Lots | Some | None |
|------|------|------|

Q2 Where did you **get** your copy of *Freedom City Comics*? TICK/WRITE

| | | |
|--------|------|------------------------------|
| School | Home | Somewhere else (where?.....) |
|--------|------|------------------------------|



Q3 Where did you **read** your copy of *Freedom City Comics*? TICK/WRITE

| | | |
|--------|------|------------------------------|
| School | Home | Somewhere else (where?.....) |
|--------|------|------------------------------|



| EXAMPLE Colour choices: Write reasons for your top 3 | Because... | | <i>I think...</i> | | <i>In my opinion...</i> | |
|---|------------|--|-------------------|--|-------------------------|--|
| Q4 Art style: Write reasons for your top 3 | | | | | | |
| Q5 Writing style: Write reasons for your top 3 | | | | | | |
| Q6 Content: Write reasons for your top 3 | | | | | | |

Dr Martin Luther King Jr – Newcastle University honorary degree resources

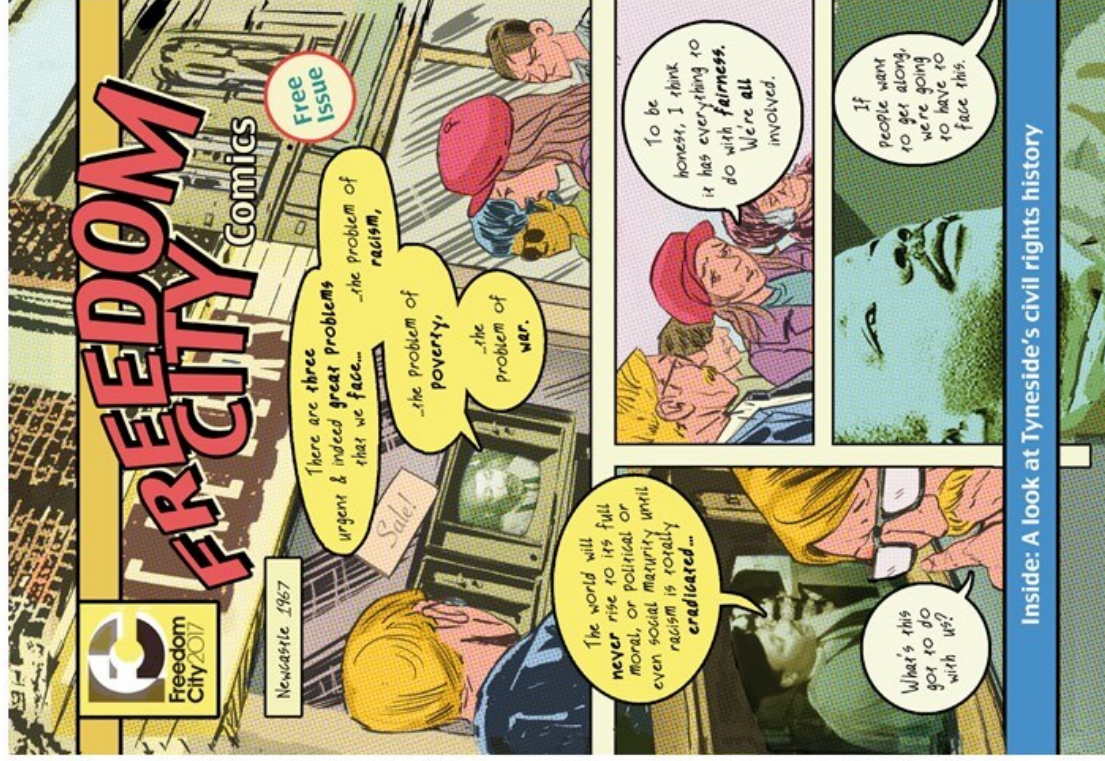
Transcript of Dr King's acceptance speech: <http://www.ncl.ac.uk/media/wwwnclacuk/congregations/files/Transcript%20of%20Dr%20Martin%20Luther%20King%20Jr%20speech%2013th%20November%201967.pdf>

Video of Dr King's degree ceremony <https://www.youtube.com/watch?v=V1M390ERGpE>

Newcastle University resources page about the ceremony: <http://www.ncl.ac.uk/congregations/honorary/martinlutherking/>

How many
different
types of text
can you see?

What is the
role of each
type of text?



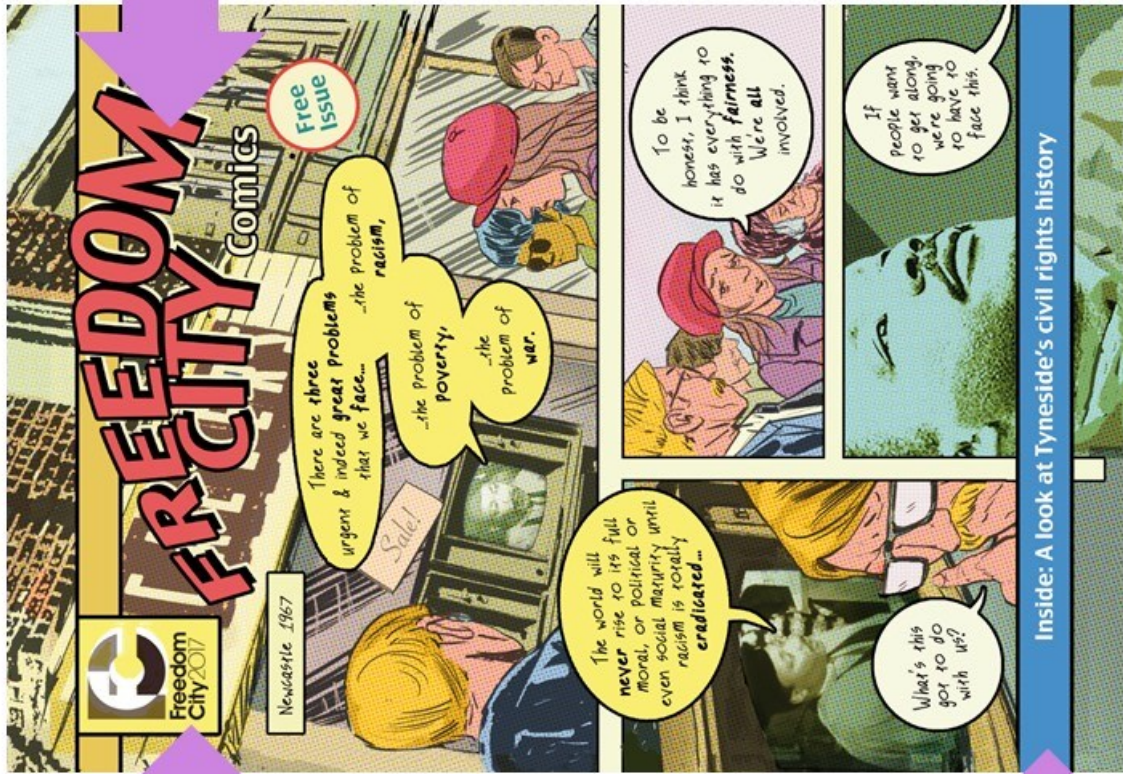
Summary of comic: Watching Dr Martin Luther King Jr's 1967 Newcastle speech on a shop window TV in Newcastle, a crowd questions the relevance of racism/war/poverty (key themes of MLK's speech) to the North East. They realise that these are our fights too.

Comic artist/writer: Paul Peart-Smith

Academic researcher: Brian Ward, Northumbria University

Read online:

<http://research.ncl.ac.uk/fccomics/chapters/introductionandconclusion.html>

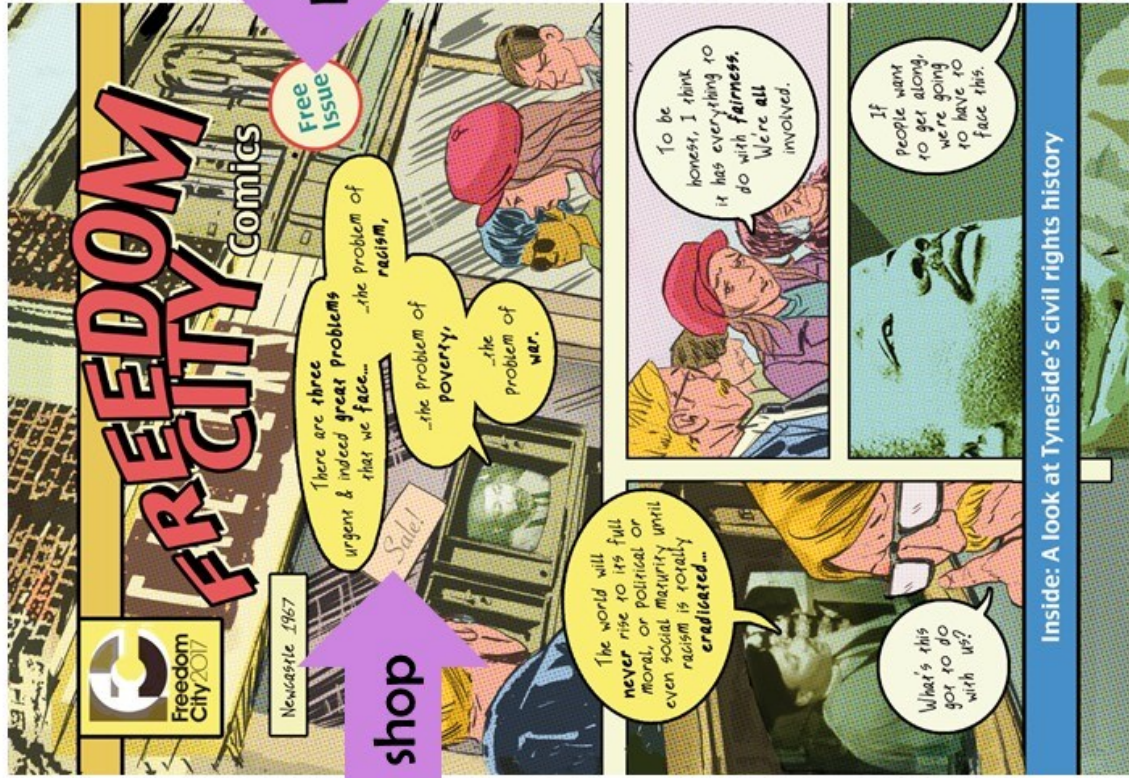


title

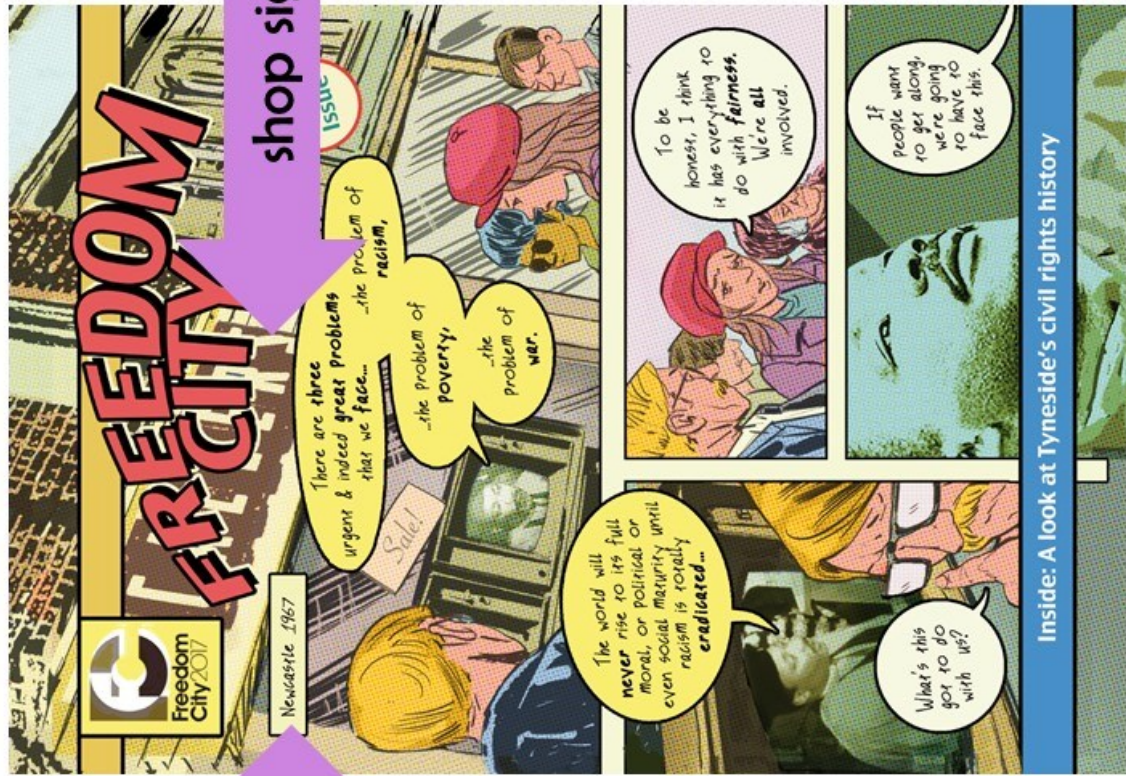
logo

info bar

Text that
tells you
about this
comic



Text that
tells you the
price of
things



Text that
sets the
scene

Text that
tells you
who is
speaking
and what
they say

Yellow = MLK
Cream = other
characters

speech bubble

speech bubble

There are three urgent & indeed great problems that we face...
...the problem of racism,
...the problem of poverty,
...the problem of war.

The world will never rise to its full moral, or political or even social maturity until racism is totally eradicated...

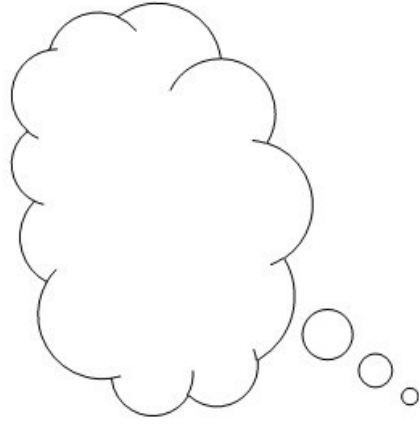
To be honest, I think it has everything to do with fairness. We're all involved.

If people want to get along, we're going to have to face this.

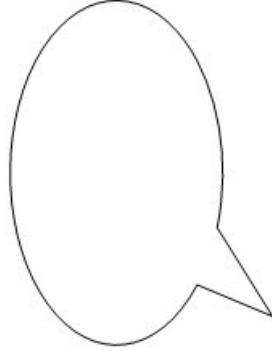
What's this got to do with us?

Inside: A look at Tyneside's civil rights history

Other types of text you might find in comics:



thought bubble
(what a character
is thinking)



speech bubble
(what a character
is saying)



splat



sound effects
(other noises)

Jarrow's Crusade for Work

On 5 October 1936, 200 men set out from Jarrow Town Hall on a 300-mile march to London. The march has come to define the region and the era, as a brave protest against injustice.

“Beer or Tea Sir?” – Jarrow's Marchers Dine in Leeds Town Hall

The march's aim was clear: the people of Jarrow wanted the government to make the Bank and steel industry drop their objections to a new steelworks that would bring thousands of jobs to the town. 11,000 people signed the petition in Jarrow. A further 67,000 people signed a second petition across England as they marched 23 days out of 26! In their journey south, they were well received in many towns and cities that sympathised with their plight.

Marchers Determined To Go On

Unemployment and poverty dominated Jarrow after the closure of the Palmer's shipyard in 1934. Four out of five people in the town were out of work. For Ellen, unemployment was 'not a local problem. It is the symptom of a national evil'.

Miss Wilkinson Tired Out

On 31 October, the marchers reached London. Despite their efforts, the petition fell on deaf ears. Conservative Prime Minister Stanley Baldwin refused to see them. On 4 November, Ellen Wilkinson presented the town's petition to the House of Commons.

The marchers felt they had been effectively fobbed off and returned on the train with heavy hearts but received a heroes' welcome in Jarrow.

Jarrow's “More Work” Marchers Ignore Government Snub. What did the march achieve?

Nothing changed for Jarrow immediately, but it helped alter attitudes. After the war, the government introduced a welfare state with the NHS, secondary education, right to housing and National Insurance. Governments promised that there would be no return to the hardship, mass unemployment and ill health of the 1930s.

Read this chapter online: <http://research.ncl.ac.uk/fccomics/chapters/therighttowork.html>

Excerpts to adapt into comics

"The whole experience of being hit by a bullet is very interesting and I think is worth describing in detail. Roughly speaking it was the sensation of being at the centre of an explosion. There seemed to be a loud bang and a blinding flash of light all round me, and I felt a tremendous shock---no pain, only a violent shock, such as you get from an electric terminal; with it a sense of utter weakness, a feeling of being stricken and shrivelled up to nothing. The sand-bags in front of me receded into immense distance. I fancy you would feel much the same if you were struck by lightning. I knew immediately that I was hit, but because of the seeming bang and flash I thought it was a rifle nearby that had gone off accidentally and shot me. All this happened in a space of time much less than a second. The next moment my knees crumpled up and I was falling, my head hitting the ground with a violent bang which, to my relief did not hurt. I had a numb, dazed feeling, a consciousness of being very badly hurt, but no pain in the ordinary sense."

— George Orwell, *Homage to Catalonia*

"Another time I had gone out on patrol in the mist and had carefully warned the guard commander beforehand. But in coming back I stumbled against a bush, the startled sentry called out that the Fascists were coming, and I had the pleasure of hearing the guard commander order everyone to open rapid fire in my direction. Of course I lay down and the bullets went harmlessly over me. Nothing will convince a Spaniard, at least a young Spaniard, that fire-arms are dangerous. Once, rather later than this, I was photographing some machine-gunners with their gun, which was pointed directly towards me. 'Don't fire,' I said half-jokingly as I focused the camera. 'Oh no, we won't fire.' The next moment there was a frightful roar and a stream of bullets tore past my face so close that my cheek was stung by grains of cordite. It was unintentional, but the machine-gunners considered it a great joke."

— George Orwell, *Homage to Catalonia*

"No one I met at this time -- doctors, nurses, practicanes, or fellow-patients-- failed to assure me that a man who is hit through the neck and survives it is the luckiest creature alive. I could not help thinking that it would be even luckier not to be hit at all."

— George Orwell, *Homage to Catalonia*

"Robert Jordan saw them there on the slope, close to him now, and below he saw the road and the bridge and the long lines of vehicles below it. He was completely integrated now and he took a good long look at everything. Then he looked up at the sky. There were big white clouds in it. He touched the palm of his hand against the pine needles where he lay and he touched the bark of the pine trunk that he lay behind... He was waiting until the officer reached the sunlit place where the first trees of the pine forest joined the green slope of the meadow. He could feel his heart beating against the pine needle floor of the forest."

— Ernest Hemingway, *For Whom the Bell Tolls*

"After the train started he had stood on the rear platform and watched the station and the water tower grow smaller and smaller and the rails crossed by the ties narrowed toward a point where the station and the water tower stood now minute and tiny in the steady clicking that was taking him away."

— Ernest Hemingway, *For Whom the Bell Tolls*

Activists and Radicals on Tyneside –full list of people in this image

1. Suffragettes, including most famously Emily Wilding Davison, born in 1872 to a Northumberland family
2. Thomas Hepburn - Founder of Pitman's Union of Tyne and Wear (c.1795-1864)
3. The Jarrow March of 1936
4. The Rising of the North of 1569, when Catholic nobles tried to depose Queen Elizabeth I of England and replace her with Mary Queen of Scots
5. The Northumberland Keelmen who blockaded the old Tyne Bridge in 1660 in protest against unfair wages. More info: <http://radicaltyneside.org/events/striking-keelmen-old-tyne-bridge>
6. Thomas Burt, Founder of the Northumberland Miners' Association, and an MP for 30 years.
7. James Murray, independent minister of High Bridge Chapel. His *Sermons for Asses* (1768) waged political war against a corrupt government. More info: <https://doi.org/10.1093/ref:odnb/26112>
8. Thomas Spence (1750-1814) was a radical activist born and brought up in Newcastle. Following the Town Moor quarrel in 1771, he developed a radical programme of political, linguistic and land reform. More info: <https://doi.org/10.1093/ref:odnb/26112>
9. Sudha Telang, social researcher and campaigner for the rights of people from minority ethnic groups
10. Emily Wilding Davison (1872-1913), a Suffragette born in 1872 to a Northumberland family
11. Earl Grey (1764-1845), Prime Minister and chief architect of the 1832 Reform Act. The 1832 Reform Act made the electoral system less corrupt and meant more householders could vote. Despite these changes many people were still not allowed to vote. More info: <http://www.parliament.uk/about/living-heritage/evolutionofparliament/houseofcommons/reformacts/overview/reformact1832/>
12. John Tuttle, Leveller
13. Joseph Cowen (1829-1900) was a radical politician and journalist. He played a key role in North East miners' fight for the right to vote. He was the editor of the *Newcastle Chronicle* newspaper, and an important figure in establishing Newcastle's first public library.
14. Mr Sehgal, Hindu community activist
15. Zafar Khan, Muslim community activist
16. Mr CS Sokhi, Sikh community activist
17. Ellen Richardson, Quaker and Abolitionist. More info: <http://www.chroniclelive.co.uk/news/north-east-news/former-slave-freed-newcastle-couple-12126390>
18. Frederick Douglass, Abolitionist and writer
19. 'Red' Ellen Wilkinson (b. 1891), the first female Labour MPs and first female minister of education;
20. Dr Martin Luther King Jr, Civil Rights campaigner
21. Olaudah Equiano, Abolitionist and writer
22. Richard Cobden, MP and Free Trade campaigner
23. William Beveridge, later Baron Beveridge of Tuggal, Northumberland, architect of the Welfare State
24. William Wells Brown, Abolitionist
25. Anna Richardson (d.1892), Quaker and Abolitionist
26. Arthur Henderson, MP, Labour cabinet minister, and winner of the Nobel Peace Prize

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These work-in-progress drafts from *Freedom City Comics* are shared as part of our Learning Framework, to give young comics creators a look at of how our comic was made. We're very proud of the final artwork you can see in the finished comic, and this behind the scenes planning and drafting helps show how the finished comic took shape.

Thanks to our contributors, particularly the artists, for sharing these insights into their working processes:

- Paul Peart-Smith, working with alumnus Paul Barry and researcher Brian Ward
- Terry Wiley, working with researcher Rachel Hammersley
- Patrice Aggs, working with researcher Brycchan Carey
- Mack Chater and Ian Mayor, working with researcher Joan Allen
- Sha Nazir, working with researcher Matt Perry
- Ragavee Balendran, working with researcher Matt Perry
- 'Brick', working with project lead Matthew Grenby
- Managing editor is Britt Coxon; Editor in chief is Lydia Wysocki

Read the finished comic (free!) : <http://research.ncl.ac.uk/fccomics/>

Download our full learning pack (free!) : <http://research.ncl.ac.uk/fccomics/learningpack/>



FREEDOM CITY comics

Newcastle 1968

...we are caught in an inescapable network of mutuality. There can be no separate black path to power and fulfilment that does not intersect white roots and there can be no separate white path to power and fulfilment, short of social disaster...

...that does not recognise the necessity of sharing that power with coloured aspirations of freedom and human dignity.

What's this got to do with us?

To be honest, I think it has everything to do with fairness. We're all involved.

if we want to get along, we all have to face this.

Inside: A look at Newcastle's civil rights history

GREEN EXTRA TEXT FOR STUFF UNDER PROGRESS

EQUALITY BEFORE THE LAW: JOHN LILBURNE

Story of fall of Charles and changes in British society



Story of rebellious attitude of John Lilburne and his refusal to follow the base rule despite change of society



Story of national conflict



Story of the World Turned Upside Down



Conclusion story part re: connection of Lilburne to the idea of rebellion in C17 society and his arguments with law and rights

(SUITABLE IMAGE)

FREEBORN RIGHTS: JOHN LILBURNE

Comic by Terry Wiley
Research by Rachel Hammersley

Born on Newcastle's quayside in 1614, in 1647 Lilburne wrote the Agreement of the People.



in the long continuance of the same persons in authority



POLITICAL RIGHTS

matters of Religion & the ways of God's worship are not at all entrusted to us by any human power...



RELIGIOUS RIGHTS

all laws made or to be made every person may be bound alike



LEGAL RIGHTS

as the laws ought to be equal so they must be good, & not evidently destructive



FREEBORN RIGHTS: JOHN LILBURNE

Comic by Terry Wiley
Research by Rachel Hammersley

Born in Sunderland in 1614, and growing up in Newcastle, Lilburne supported the Agreement of the People



...to prevent the long continuance of the same persons in authority



POLITICAL RIGHTS

...matters of religion & the ways of God's worship are not at all entrusted to us by any human power



RELIGIOUS RIGHTS

...in all laws made or to be made every person may be bound alike



LEGAL RIGHTS

as the laws ought to be equal so they must be good, & not evidently destructible





Patrice Aggs, working with researcher Bryccchan Carey





Patrice Aggs, working with researcher Brycchan Carey

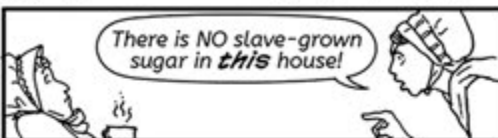
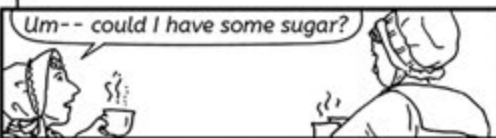
FREDERICK DOUGLASS VISITS TYNESIDE

It's 1846. SLAVERY HAS BEEN ABOLISHED IN THE BRITISH EMPIRE!

...but it was still LEGAL in the USA.



Newcastle Quakers and abolitionists met to discuss how to support the American struggle.



I was born a slave
but I learned to read
and I escaped.



The more I read, the more I was led to abhor and detest my enslavers. I could regard them in no other light than a band of successful robbers, who had left their homes, and gone to Africa, and stolen us from our homes, and in a strange land reduced us to slavery.

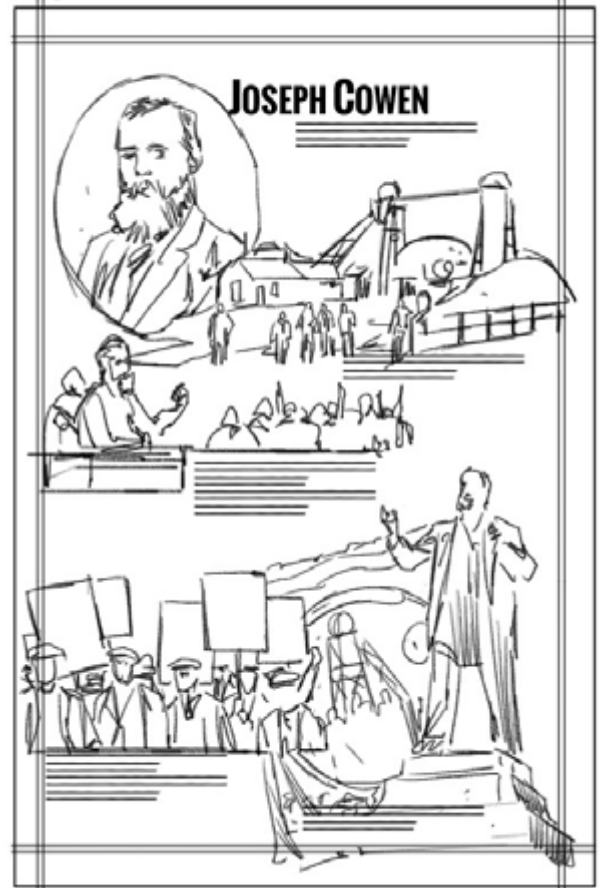
At last, Frederick Douglass arrived in Newcastle.



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- 01 THE RIGHT TO POLITICAL PARTICIPATION
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JARROW'S CRUSADE FOR WORK

On 5 October 1936 a selected group of 200 proud men set out from Jarrow Town Hall on a 282-mile march across England to London, this march has come to define the region and era, as one of pride and power.

"BEER OR TEA SIR?"

Jarrow Marchers Dine in Leeds Town Hall.

The aim of the dignified march to London, was clear, the people of Jarrow wanted work and the re-establishment of industry in the town, the March was delivering the 11,000 signatures on the petition, to present it to government when it reopened.

Led by the town's formidable MP, Ellen Wilkinson, the marchers were cheered off from Jarrow as they began their sometimes rain-lashed journey. It was a trial with of grit and

MARCHERS DETERMINED TO GO ON

Jarrow's community was ravaged by unemployment and poverty after the closure of the 'Palmer's shipyard' in 1934, putting over 10,000 people out of work. Ellen Wilkinson later wrote about local employment saying "it is not a local problem. It is the symptom of a national evil"

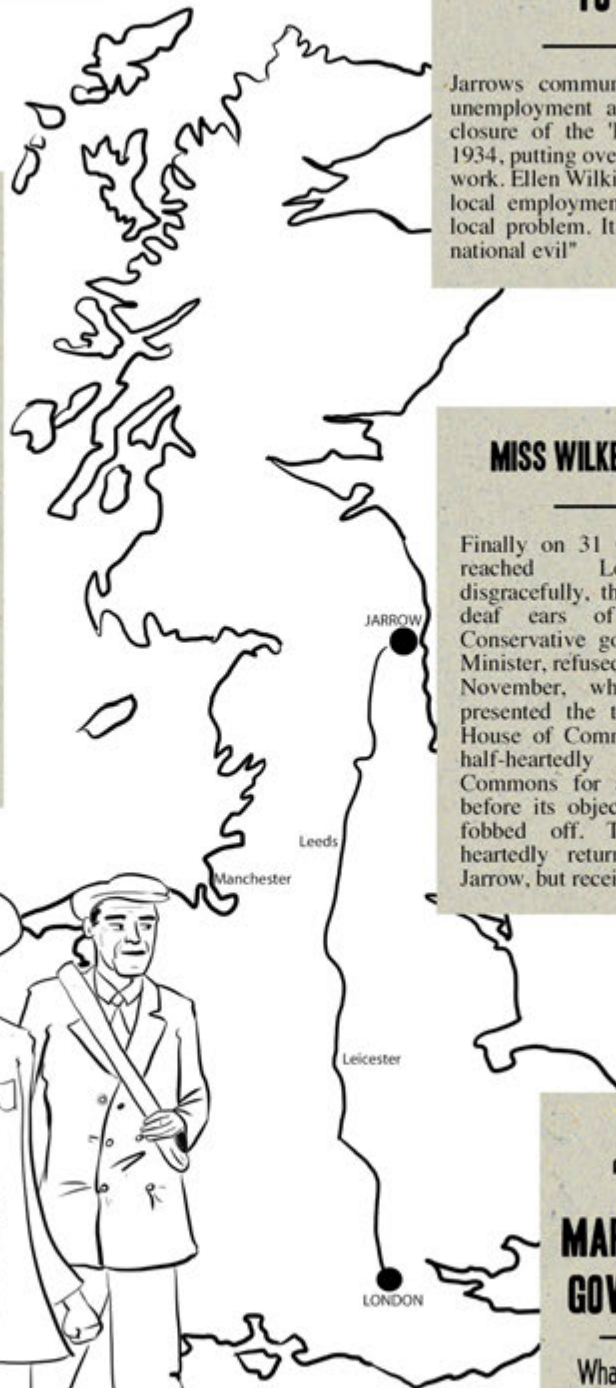
MISS WILKINSON TIRED OUT.

Finally on 31 October the marchers reached London. However, disgracefully, the petition fell on the deaf ears of Stanley Baldwin's Conservative government. The Prime Minister, refused to see the men until 4 November, when Ellen Wilkinson presented the town's petition to the House of Commons. The march was half-heartedly discussed in the Commons for a couple of minutes, before its objectives were effectively fobbed off. The marchers heavy heartedly returned on the train to Jarrow, but received a heroes' welcome.

JARROW'S "MORE WORK" MARCHERS IGNORE GOVERNMENT SNUB

What did the march achieve?

Nothing changed for Jarrow immediately, but their legacy helped others across the UK. After the war a comprehensive welfare state, with an NHS, education to the age of 16, and national insurance was introduced and preventing unemployment was top of the manifesto list for governments over the next 30 years.



GENERAL ELECTION 1931 MIDDLESBROUGH EAST PARLIAMENTARY ELECTION

VOTE FOR



ELLEN

ELLEN OFTEN TRAVELLED INTERNATIONALLY TO PLACES, USUALLY INTO THE EYE OF THE STORM OF MAJOR CONFLICTS, IN A HOPE OF IMPACTING SOME RESOLUTION BACK HOME.



ELLEN WILKINSON WAS A FORMIDABLE FORCE OF POLITICS IN THE NORTH EAST OF ENGLAND, SERVING AS A MINISTER OF PARLIAMENT TO MIDDLESBROUGH EAST FROM 1924 TO 1931, FOLLOWED BY WORKING AS A JOURNALIST FOR MANY LOCAL AND NATIONAL NEWS PAPERS.



BY 1935 ELLEN WAS BACK ON THE CAMPAIGN TRAIL AND WAS ELECTED AS JARROW'S MP IN 1935, SOMETHING WHICH WOULD LATER DEFINE HER CAREER.



1932

IN 1932 ELLEN VISITED INDIA DURING A TIME CIVIL DISOBEDIENCE, MEETING GANDHI IN JAIL WITH INDIAN NATIONAL CONGRESS SUPPORT. SHE HAD A CLOSE COLLABORATION WITH NEHRU, AN INDEPENDENCE ACTIVIST WHO WOULD GO ON TO BECOME THE 1ST PRIME MINISTER OF INDIA.



1935

BY FEB 1935 SHE TRAVELLED TO THIRD REICH GERMANY, WHERE SHE WROTE AN ARTICLE ON HITLER'S INTENT TO MARCH INTO THE RHEINLAND.



1936

BETWEEN DEC 1936-JAN 1937 ELLEN TRAVELLED TO THE USA. CAR INDUSTRY WORKERS BARRICADED THEMSELVES INTO CAR FACTORIES. ELLEN FOUND A WAY IN AND SPOKE WITH PROTESTORS DURING THE CAR INDUSTRY SIT-DOWN STRIKES REPORTING WHAT HAD HAPPENED FOR UNION MAGAZINE AND THE DAILY HERALD.



ELLEN VISITED SPAIN TWICE IN 1937, AS A MEMBER OF AN ALL-WOMEN DELEGATION LED BY THE DUCHESS OF ATHOLL AND LATER WITH LABOUR PARTY LEADER ATTLEE. SHE WAS SIGNATORY TO LETTER IN THE TIMES NEWSPAPER ABOUT THE BOMBINGS OF GUERNICA, WRITING THAT SHE FELT "A HELPLESS, CHOKING RAGE", AS SHE WITNESSED THE EFFECTS OF AERIAL BOMBING ON UNDEFENDED VILLAGES.

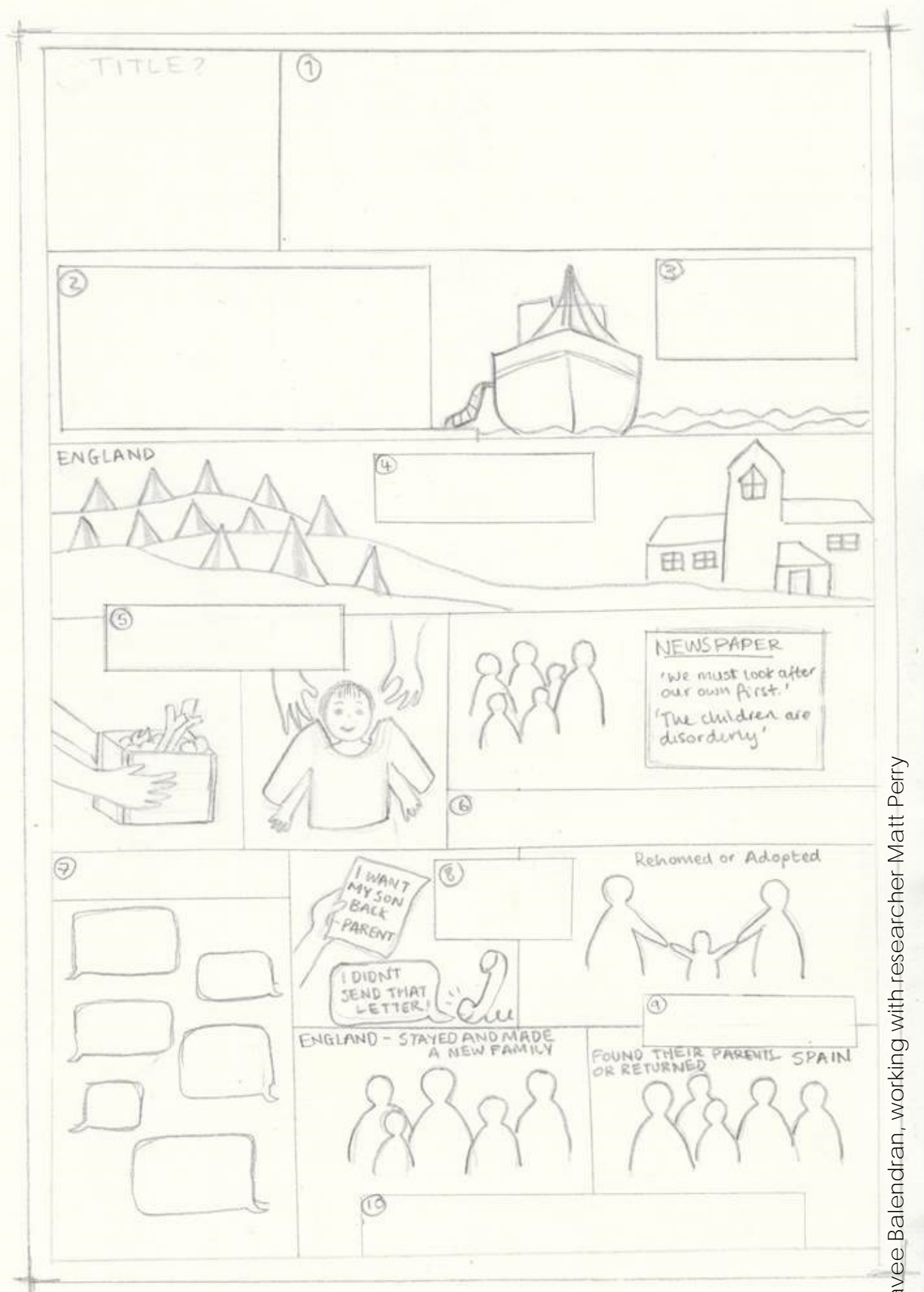
1937

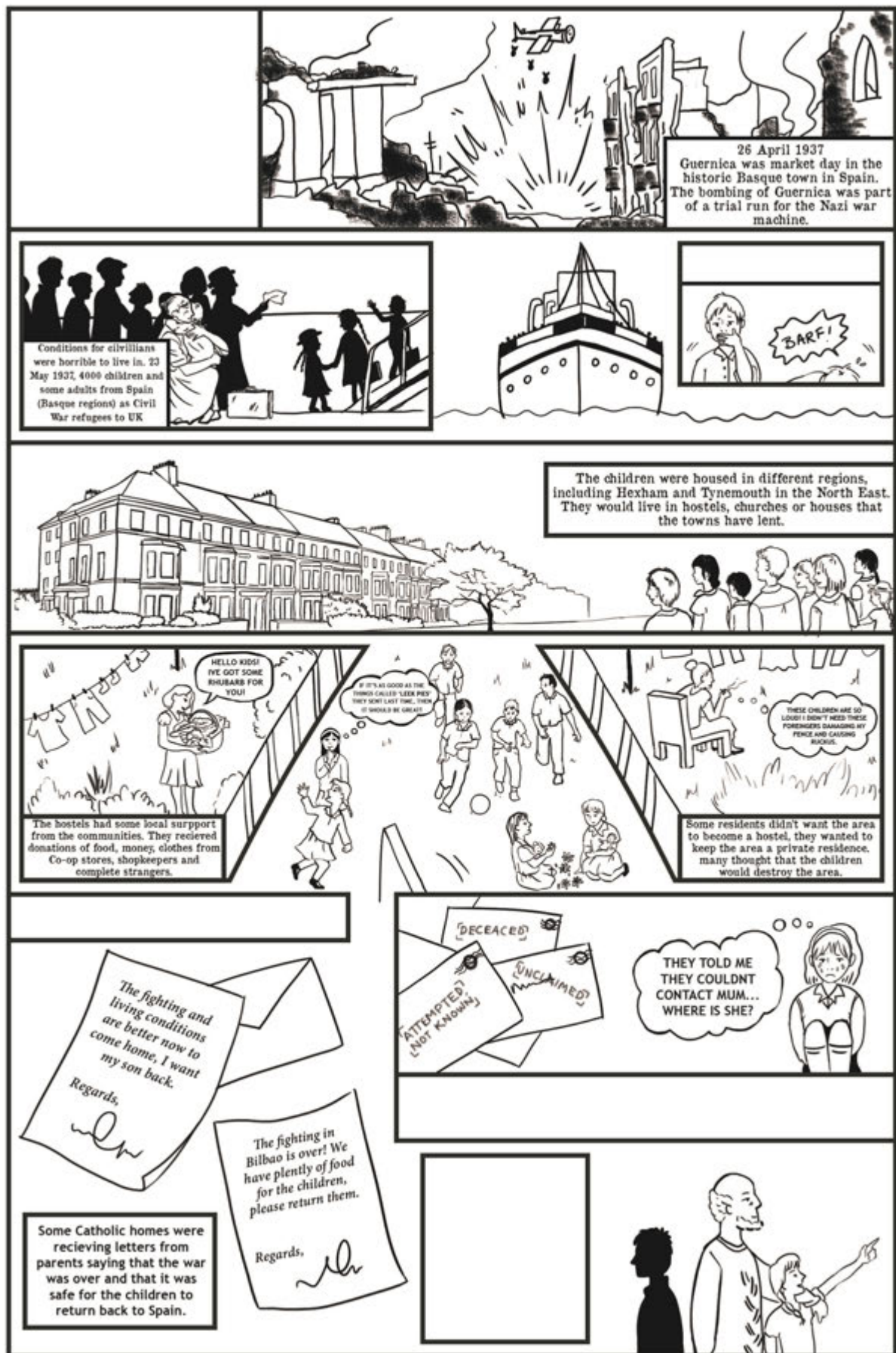


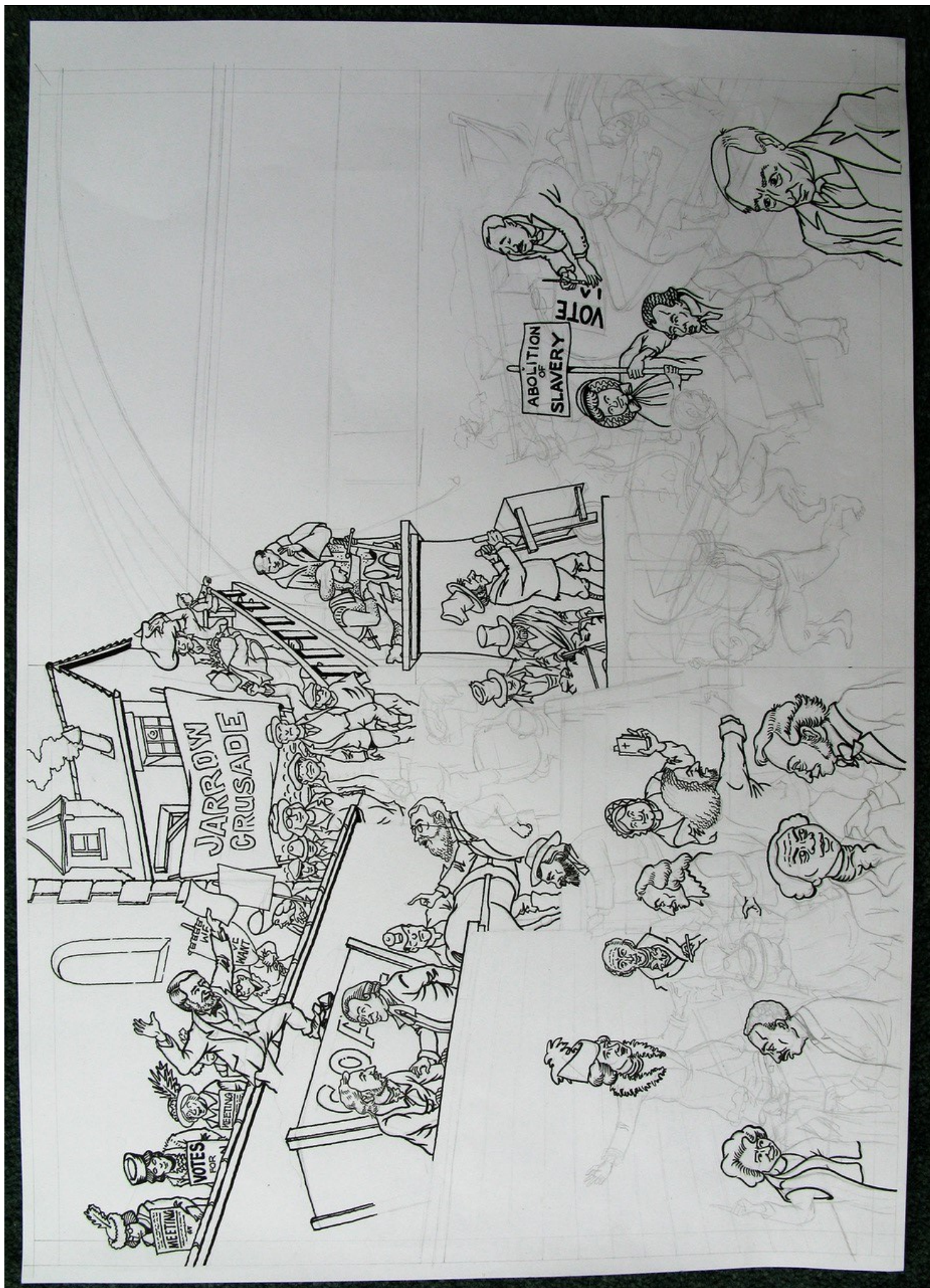
ELLEN CICELY WILKINSON (8 OCTOBER 1891 – 6 FEBRUARY 1947) WAS KNOWN TO MANY AS 'RED ELLEN' BECAUSE OF HER STRIKING RED HAIR AND HER RADICAL POLITICAL SOCIALIST VIEWS. SHE WAS THE FIRST FEMALE LABOUR EDUCATION MINISTER SERVING ON CABINET AND ALWAYS FOUGHT FOR ORDINARY WORKING-CLASS EMANCIPATION; SUCCESSFULLY CONTRIBUTING TO REFORMS IN NUMEROUS POLICY AREAS INCLUDING WOMEN'S EQUAL SUFFRAGE AND WOMEN CIVIL SERVANTS' EQUAL PAY.

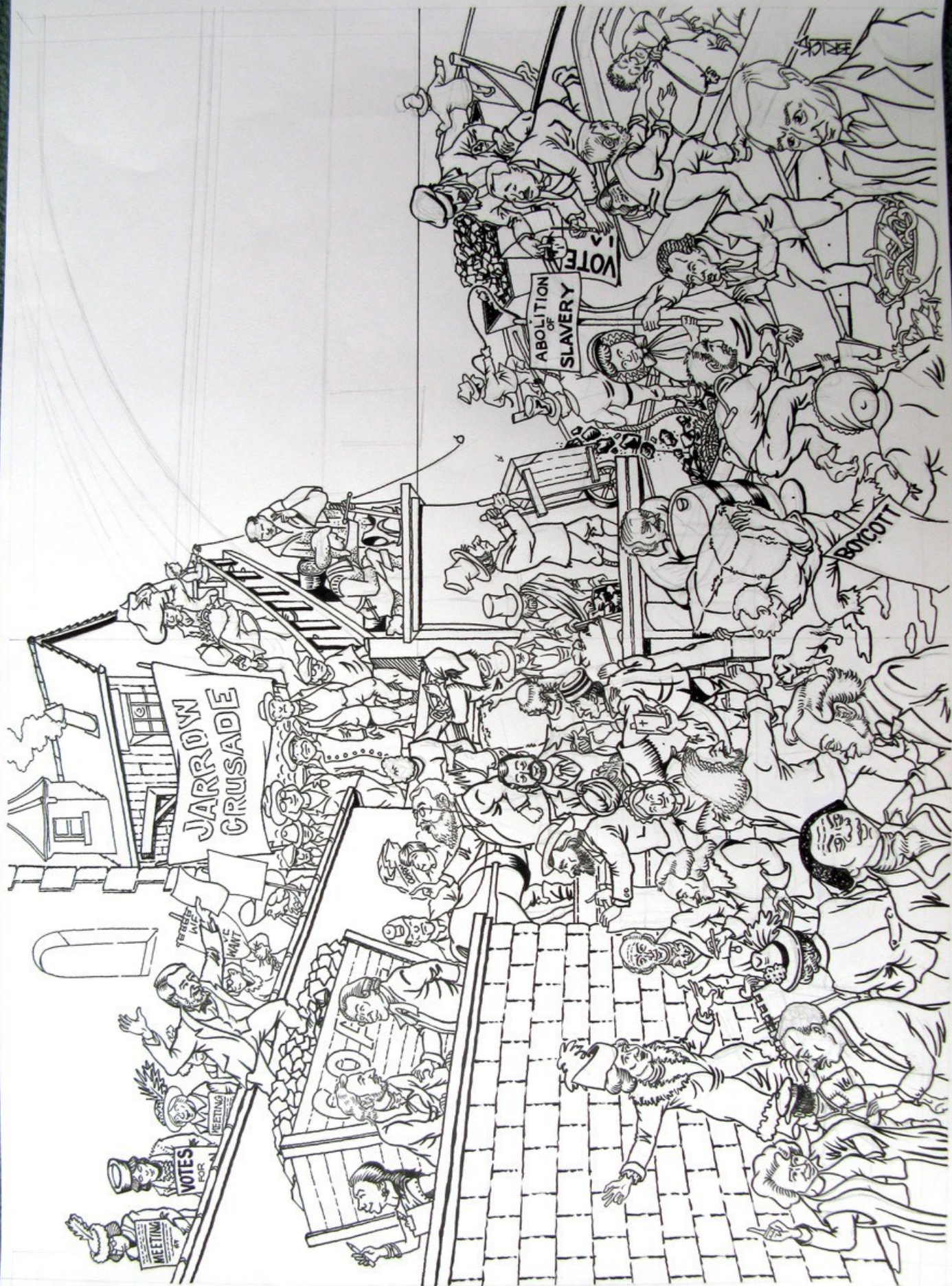
"SUCCESS IS NEVER FINAL. FAILURE IS NEVER FATAL. IT IS COURAGE THAT COUNTS." – ECW













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