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**Transition Materials for A Level History:**

**C20th America**



**Introduction**

It is great that you are considering studying History at A Level.

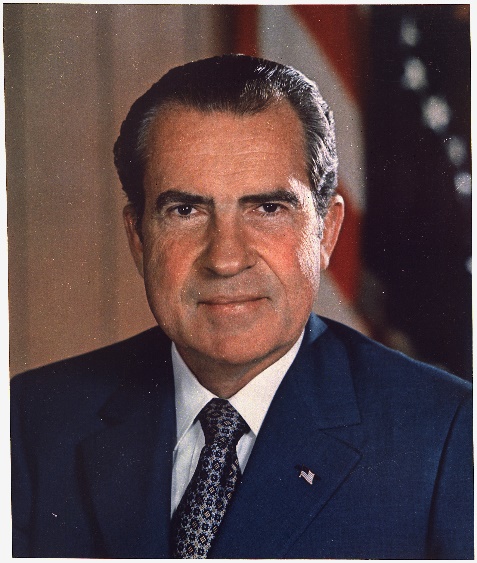
This pack contains a programme of activities and resources to prepare you to start an A Level in History in September. It is aimed to be used after you complete your GCSE throughout the remainder of the summer term and over the summer holidays to ensure you are ready to start your course in September.

Discovering the past is great fun. I hope that you will agree!

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[](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjmnbb2x_rLAhXEjA8KHS77AjkQjRwIBw&url=http://www.encyclopedia.com/topic/Harry_S_Truman.aspx&psig=AFQjCNHt1z5JgTT_sNyoJOxTO1IzbRUPxA&ust=1460050981476257)[](https://upload.wikimedia.org/wikipedia/commons/5/50/Dwight_D._Eisenhower,_official_Presidential_portrait.jpg)

[](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjqq8HeyPrLAhVFRg8KHcl5CqcQjRwIBw&url=http://www.express.co.uk/news/uk/424506/Was-Kennedy-murdered-by-his-own-vice-president&bvm=bv.118443451,d.ZWU&psig=AFQjCNG59DyzPj7DxmYiOuD-7yrvsgfU-Q&ust=1460051197842347)[](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwip18SFyfrLAhUBnA8KHXZiDO4QjRwIBw&url=https://commons.wikimedia.org/wiki/File:Richard_M._Nixon,_ca._1935_-_1982_-_NARA_-_530679.jpg&bvm=bv.118443451,d.ZWU&psig=AFQjCNGye_XBKBN5YNqKyQctk9YllJb_wQ&ust=1460051282516760)

1. **Reading List**

|  |  |
| --- | --- |
| Fiction | * Of Mice and Men, John Steinbeck * Grapes of Wrath, John Steinbeck * *Once Two Heroes*, Calvin Baker (2003) * *The Things We Cherished*, Pam Jenoff (2011) * *The Listener*, Shira Nayman (2009) * *Sophie’s Choice*, William Styron (1979) * *The Spy Who Came in from the Cold,* John Le Carre (2010) |
| Non-Fiction | * *Russia, America and the Cold War: 1949-1991* (2nd edition), Martin McCauley (2008) * *Cold War: For Forty-Five Years the World Held its Breath*, J. Isaacs and T. Downing (2008) * *Five Presidents: My Extraordinary Journey with Eisenhower, Kennedy, Johnson, Nixon and Ford*, C. Hill and L. McCubbin (2016) * *John F. Kennedy: An Unfinished Life 1917-63*, Robert Dallek (2013) |
| Film Resources | Saving Private Ryan (1998)  JFK (1991)  Thirteen Days (2000)  We Were Soldiers (2002)  The Butler (2013) |

1. **Independent Research**
2. Create a timeline outlining the events of the Cold War.
3. Create an A3 information sheet, with facts and images, of the following events: Pearl Harbour, the D-Day Landings and the nuclear bomb dropped at Hiroshima.
4. Create an A3 information sheet, with facts and images, of the following American presidents: Truman, Eisenhower, Kennedy, Johnson and Nixon.
5. Find 5 images associated with the Cold War. Annotate them with as much detail as possible. Think: What, When, Where, Why, Consequences. Feel free to add extra information that you find interesting.
6. Download Martin Luther King’s ‘I have a dream’ speech from YouTube. Why is this a famous speech? Why has it become one of the most famous speeches ever? What do you think of it? Explain your view.

Suggested websites:

<http://www.datesandevents.org/events-timelines/03-cold-war-timeline.htm>

<http://faculty.washington.edu/qtaylor/a_us_history/cold_war_timeline.htm>

<https://en.wikipedia.org/wiki/List_of_Presidents_of_the_United_States>

<http://www.ipl.org/div/potus/>

<https://www.whitehouse.gov/1600/Presidents>

<http://www.historylearningsite.co.uk/modern-world-history-1918-to-1980/the-cold-war/what-was-the-cold-war/>

<http://www.bbc.co.uk/history/worldwars/coldwar/>

<http://www.history.com/topics/cold-war/cold-war-history>

<http://www.britannica.com/event/Cold-War>

<http://www.let.rug.nl/usa/documents/1951-/martin-luther-kings-i-have-a-dream-speech-august-28-1963.php>

<http://www.presentationmagazine.com/analysis-of-martin-luther-kings-i-have-a-dream-speech-8059.htm>

<http://changingminds.org/analysis/i_have_a_dream.htm>

Full 20 minute version of Martin Luther King’s ‘I have a dream’ speech: <https://www.youtube.com/watch?v=I47Y6VHc3Ms>

1. **Required Knowledge and Skills**
2. Find and file a map of the United States of America. Ensure that it shows the divide between northern and southern states.
3. Analyse the American Constitution; what are its strengths and weaknesses?
4. Research and create a diagram that explains the organisation of the Federal government of the USA. Add details of the responsibilities of each branch of the Executive.
5. Research two key events in American history before 1945: The American Civil War and the Westward Expansion. Following your research, create two A3 fact sheets with the following key information: What? When? Why? Consequences?
6. Research and create a fact sheet detailing the powers of the president before and after 1945. Research the main American political parties. What were their main viewpoints in 1945?
7. Create a timeline outlining the events of the Cold War.
8. Use the following website to create a timeline of American presidential elections: [www.270towin.com](http://www.270towin.com). Add details of what the key issues were during each election and what you find interesting about the election outcomes.
9. Research and ensure that you understand the different between social, economic, political, religious and international history. Create a reference sheet for future use.
10. Research and ensure that you understand the differences between Capitalism and Communism. Create a reference sheet for future use.
11. Complete the glossary of key terms on the next page.

**Glossary:**

|  |  |
| --- | --- |
| **Constitution** |  |
| **Bill of Rights** |  |
| **Executive** |  |
| **Congress** |  |
| **Supreme Court** |  |
| **House of Representatives** |  |
| **Senate** |  |
| **Impeach** |  |
| **Intransigence** |  |
| **Convention** |  |
| **Great Migration** |  |
| **Executive Order** |  |
| **Social mobility** |  |
| **‘Iron Curtain’** |  |
| **USSR/ Soviet Union** |  |
| **Containment** |  |
| **Isolationist** |  |
| **Brinkmanship** |  |
| **Inflation** |  |
| **Baby Boom** |  |
| **States’ rights** |  |
| **State of the Union Address** |  |
| **Lynching** |  |
| **HUAC** |  |
| **McCarthyism** |  |
| **Appeasement** |  |
| **De jure/ De facto segregation** |  |
| **Ghettoisation** |  |

1. **Baseline Assessment**

**‘The American presidency held all power in 1945’. Explain why you agree or disagree with this view.**

Answer the above essay question.

You should aim to write at least 3 sides of A4.

Your teacher will be looking for the following:

* A balanced answer
* Arguments supported by precise historical knowledge
* Well-structured paragraphs
* A clear judgement that is sustained throughout your essay

1. **The World is Out There …..**
2. Check your local museums and visit one that outlines military history. Look, in particular, for WW2, The Korean War, The Vietnam War. The best museum to visit will be The Imperial War Museum, London or Duxford. The American WW2 cemetery is in Cambridge.
3. Watch an American news channel to familiarise yourself with American vocabulary and current affairs. Look closely for news items associated with the upcoming election.
4. Buy an American newspaper to familiarise yourself with American vocabulary and current affairs. Look closely for news items associated with the upcoming election.
5. Use YouTube to watch documentaries on American history from 1945-80.
6. Watch *Mississippi Burning* and/ or *To Kill a Mockingbird*.
7. Read any of the fiction novels listed on the reading list earlier in this document.
8. If you are local to London, visit the O2 exhibition on Muhammad Ali. It is there until August.
9. To develop your understanding of the geography of America, watch Stephen Fry’s documentary ‘Stephen Fry in America’. Episode 1 can be found on YouTube here: <https://www.youtube.com/watch?v=_yO6BgrnXcA>

**AQA Unit 2Q The American Dream: reality and illusion, 1945–1980**

However, this booklet could also be used to introduce

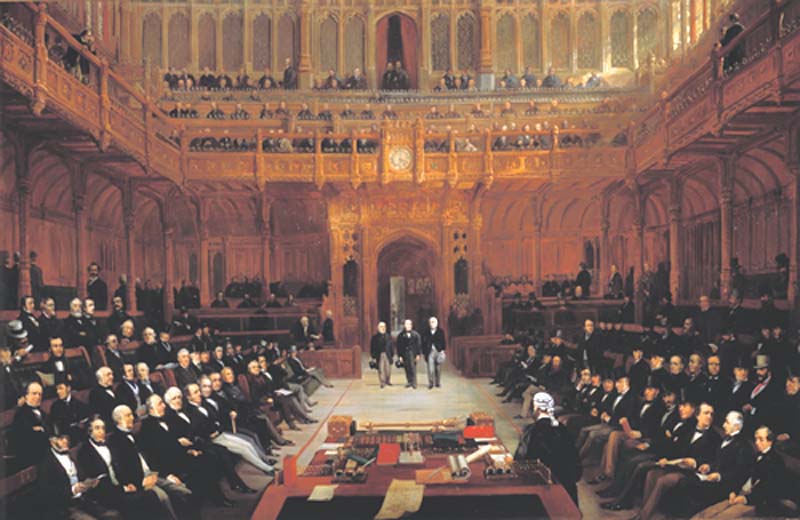
* AQA Unit 2R The Cold War, c1945–1991
* Edexcel Paper 1, Option 1F: In search of the American Dream: the USA, c1917– 96
* Edexcel Paper 2, Option 2H.2: The USA, 1955–92: conformity and challenge
* Edexcel Paper 3, Option 39.1: Civil rights and race relations in the USA, 1850– 2009
* OCR Unit Y222 - The Cold War in Asia 1945–1993
* OCR Unit Y223 – The Cold War in Europe 1941–1995
* OCR Unit Y319 – Civil Rights in the USA 1865–1992

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**Transition Materials for A Level History:**

**Britain, c1785-c1870: democracy, protest and reform.**

[](https://en.wikipedia.org/wiki/Palace_of_Westminster#/media/File:Assassination_of_Spencer_Perceval.jpg)

[](https://en.wikipedia.org/wiki/Palace_of_Westminster#/media/File:Lionel_de_Rothschild_HOC.jpg)

**So you are considering studying History at A-Level?**

This pack contains a programme of activities and resources to prepare you to start an A-level in History this September. It is aimed to be used after you complete your GCSEs, throughout the remainder of the Summer Term and over the Summer Holidays to ensure you are ready to start your course in September.

History is an extremely hard subject to take at A-level, however it is also one of the most rewarding. It’s not just about learning a bank of key knowledge from a past period. In order to achieve an A-Level in History you will also need to master the following key skills:

* Analysis of key data
* Analysis of primary sources
* Analysis of contemporary sources
* Analysis of historical interpretations
* Ability to identity bias
* Acquisition of knowledge
* Application of knowledge for a specific enquiry
* Ability to evaluate controversial topics
* Ability to communicate through writing

History does not just lead to you working as a History teacher or in a museum. Whilst it is a less vocationally-based subject than some others, it still provides you with a desirable range attributes for a number of industries. History graduates normally go on to be successful in a range of occupations including, but not limited to; business, finance, public administration, journalism, broadcasting, teaching, law or any research-based profession.

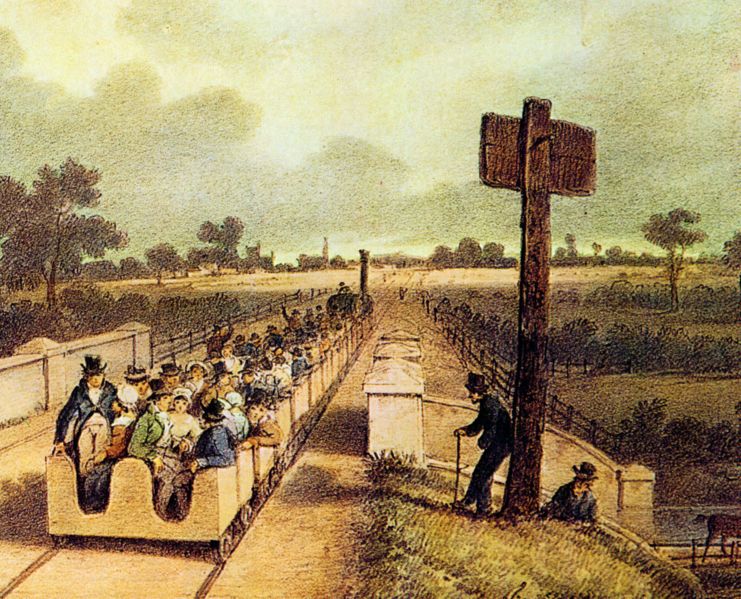
So why wait until September to get started? Make the past your future, now!

[](https://en.wikipedia.org/wiki/History#/media/File:History-Dielman-Highsmith.jpeg)

History painted by Frederick Dielman (1896)

[](https://en.wikipedia.org/wiki/Industrial_Revolution#/media/File:William_Bell_Scott_-_Iron_and_Coal.jpg)

Iron and Coal, Painted by William Bell Scott (1855-60)

[](https://upload.wikimedia.org/wikipedia/commons/f/f6/Opening_Liverpool_and_Manchester_Railway.jpg)

Painting depicting the opening of the Liverpool and Manchester Railway



Photograph showing the Great Chartist meeting on Kennington Common in 1848.

**Reading List -**

**Non-fiction –**

Anton, T.S. *The Industrial Revolution 1760-1830*, Oxford University Press (1961)

Behagg, C. *Labour and Reform, Working Class Movements 18151-1914*, Hodder (2000)

Belcham, J. *Popular Radicalism in Nineteenth Century Britain*, Macmillan (1995)

Donnachie, I. *Robert Owen: Social Visionary*, John Donald Publishing (2005)

Drescher, S. Econocide: *British Slavery in the Era of Abolition*, University of North Carolina Press (2010)

Edsall, N. *The Anti-Poor Law Movement, 1384-1884,* Manchester University Press (1971)

Englander. *D. Poverty and Welfare 1830-1914*, Hodder (1999)

Evans, E. *Parliamentary Reform, c. 1770-1918*, Longman (2000)

Evans, E. *The Forging of the Modern State 1783-1879*, Longman (1983)

Floud, F. and Johnson, P. (eds) *The Cambridge Economics History of Modern Britain Volume 1: Industrialisation, 1700-1860*, Cambridge University Press (2004)

Frader, *W.H. A History of British Trade Unionism 1700-1998*, Macmillan (1999)

Gash, N. *Aristocracy and People: Britain 1815-1865*, Hodder Education (1979)

Griffin, E. *A Short Story of the History of the Industrial Revolution in Britain,* Macmillan (2010)

Hoschchild, *A. Burying the Chains: The Struggle for the Abolition of Slavery*, Pan (2010)

Murray, P. *Poverty and Welfare 1830-1914*, Hodder (1999)

O’Gorman, F. Voter, Patrons and Parties: *The Unreformed Electorate of Hanoverian England, 1734-1832*, Oxford University Press (1989)

Pelling, H. *A History of British Trade Unionism*, Macmillan (1992)

Richardson, P. *Empire and Slavery*, Longman (1968)

Rose, M. *The Relief of Poverty 1834-1914*, Macmillan (1972)

Thompson, E.P. *The Making of the English Working Class*, Penguin (1963)

Walvin, J. *A Short History of Slavery*, Penguin (2007)

Williams, E. *Capitalism and Slavery*, University of North Carolina Press (1944)

**Fiction –**

Dickens, C. *A Tale of Two Cities,* Wordsworth Editions; 1st edition (1999)  
Dickens, C. *Bleak House,* Wordsworth Editions; New edition (5 Dec. 1993)

Dickens, C. *Great Expectations,* Reprint edition (5 May 1992)

Dickens, C. *Oliver Twist,* Wordsworth Editions (2000)

Hardy, T. *Far From the Maddening Crowd*, Wordsworth Editions; New edition (5 Aug. 1993)

MacDonald, M. *The World from Rough Stones (Stevenson Family Saga), Sourcebooks* Landmark; Reissue edition (Mar. 2010)

**Films and Television Series –**

BBC, *Bleak House* (released October 2005)

BBC, *Charlotte Bronte’s Jayne Eyre* (released September 2006)

BBC, *Cranford* (released November 2007)

BBC, *David Copperfield* (released December 1999)

BBC, *North and South* (released November 2004)

*The Young Victoria* (released March 2009)

*The Importance of Being Ernest* (released May 2002)

*Peterloo* (released 2019)

BBC, *The Gallows Pole* (released 2023)

**Websites**

http://arts.st-andrews.ac.uk/intellectualhistory/islandora/object/intellectual-history%3A52/datastream/OBJ/view

http://www.bbc.co.uk/history/british/middle\_ages/birth\_of\_parliament\_01.shtml

http://www.bbc.co.uk/history/british/victorians/bsurface\_01.shtml

http://www.bbc.co.uk/history/british/victorians/chartist\_01.shtml

http://www.bbc.co.uk/history/british/victorians/workshop\_of\_the\_world\_01.shtml

http://www.bl.uk/georgian-britain/articles/poverty-in-georgian-britain

http://www.bl.uk/georgian-britain/articles/the-industrial-revolution

http://www.historytoday.com/gertrude-himmelfarb/idea-poverty

http://www.historytoday.com/stephen-clarke/industrial-revolution-why-britain-got-there-first

http://www.localhistories.org/povhist.html

http://www.parliament.uk/about/living-heritage/evolutionofparliament/

http://www.spicker.uk/social-policy/history.htm

https://www.britishmuseum.org/research/publications/online\_research\_catalogues/paper\_money/paper\_money\_of\_england\_\_wales/the\_industrial\_revolution.aspx

[](https://en.wikipedia.org/wiki/Industrial_Revolution#/media/File:Philipp_Jakob_Loutherbourg_d._J._002.jpg)

Figure 5 - Coalbrookdale by Night by Philip James de Loutherbourg, painted 1801.

**Independent Research**

The Luddites –

Visit the National Archives Website.

[**http://www.nationalarchives.gov.uk/education/politics/g3/**](http://www.nationalarchives.gov.uk/education/politics/g3/)

Study the primary sources 1-5 and read the information. Answer the following questions about them:

1. Who were they?
2. What did they do?
3. How might they have justified their actions?
4. Why might the authorities have treated them as harshly as they did?
5. Explain what you think the Luddites suggest about British society at that moment in time?

Figure 6 - An 1812 engraving depicting the Luddite movement

[](https://en.wikipedia.org/wiki/Luddite#/media/File:Luddite.jpg)

The Chartists –

Visit the National Archives Website.

[**http://www.nationalarchives.gov.uk/education/politics/g7/**](http://www.nationalarchives.gov.uk/education/politics/g7/)

Study primary sources 1-4 and read the information. Answer the following questions about them:

1. What was Chartism?
2. What did they want?
3. How did they try to achieve their aims?
4. How do you think the authorities would have viewed them at the time?
5. Explain what you think the Chartists suggest about British society at that moment in time?

[](https://en.wikipedia.org/wiki/Chartism#/media/File:ChartistRiot.jpg)

Figure 7 - A depiction of a Chartist riot

The Swing Rioters –

Visit the National Archives Website.

[**http://www.nationalarchives.gov.uk/education/politics/g5/**](http://www.nationalarchives.gov.uk/education/politics/g5/)

Study primary sources 1-4 and read the information. Answer the following questions about them:

1. What were the Swing Rioters?
2. What did they do?
3. What was the difference between Swing Rioters and Captain Swing?
4. How do you think the authorities would have viewed them at the time?
5. Explain what you think the Swing Rioters suggest about British society at that moment in time?

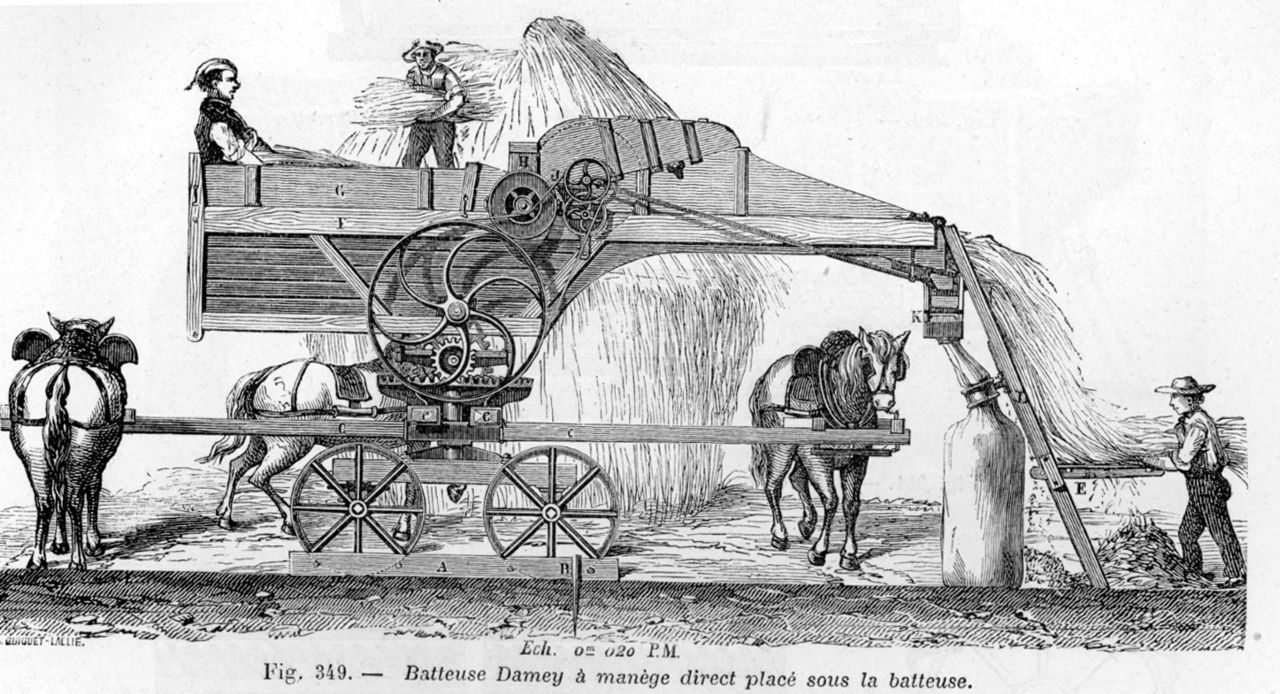
[](https://en.wikipedia.org/wiki/Captain_Swing#/media/File:Batteuse_1881.jpg)

Figure 8 - A horse-powered threshing machine, the type often targeted in the Swing Riots.

Peterloo Massacre –

Visit the National Archives Website.

[**http://www.nationalarchives.gov.uk/education/politics/g5/**](http://www.nationalarchives.gov.uk/education/politics/g5/)

Study primary sources 1-4 and read the information. Answer the following questions about them:

1. Where is St. Peter’s Field?
2. What happened there and when?
3. Explain what you think the msassacre suggest about British society at that moment in time?
4. How could things have turned out very differently at this event?
5. Why do you think this was such a significant event in British history?

[](https://en.wikipedia.org/wiki/Peterloo_Massacre#/media/File:Peterloo_Massacre.png)

Figure 9 - A coloured engraving that depicts the Peterloo Massacre in Manchester, England.

Punch Cartoons –

Visit the Punch Cartoon’s website.

<http://punch.photoshelter.com/gallery/Victorian-Era-Cartoons/G0000czGdMEOaVXY/>

Find three cartoons that highlight issues affecting the working class in Victorian Britain. Then complete the following table.

|  |  |  |  |
| --- | --- | --- | --- |
| Title | Date | Summary of the cartoon | What does the cartoon suggest about the lives of poor people in British society? |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Key Knowledge – Agricultural Revolution

Research the Agricultural Revolution. Find five new ideas/inventions that changed farming and complete the table below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Idea/ invention** | **Date invented** | **Inventor** | **How it worked?** | **What it changed?** |
| [**http://www.bbc.co.uk/history/british/empire\_seapower/agricultural\_revolution\_01.shtml**](http://www.bbc.co.uk/history/british/empire_seapower/agricultural_revolution_01.shtml) |  |  |  |  |
| [**http://inventors.about.com/od/indrevolution/a/AgriculturalRev.htm**](http://inventors.about.com/od/indrevolution/a/AgriculturalRev.htm) |  |  |  |  |
| [**http://study.com/academy/lesson/the-agricultural-revolution-timeline-causes-inventions-effects.html**](http://study.com/academy/lesson/the-agricultural-revolution-timeline-causes-inventions-effects.html) |  |  |  |  |
| [**http://study.com/academy/lesson/the-agricultural-revolution-timeline-causes-inventions-effects.html**](http://study.com/academy/lesson/the-agricultural-revolution-timeline-causes-inventions-effects.html) |  |  |  |  |
| [**http://www.farmcollector.com/equipment/ten-agricultural-inventions-in-farming-history.aspx**](http://www.farmcollector.com/equipment/ten-agricultural-inventions-in-farming-history.aspx) |  |  |  |  |

Key Knowledge – Industrial Revolution

Research the Industrial Revolution. Find five new ideas/inventions that changed farming and complete the table below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Idea/ invention** | **Date invented** | **Inventor** | **How it worked?** | **What it changed?** |
| [**http://www.softschools.com/timelines/industrial\_revolution\_timeline/40/**](http://www.softschools.com/timelines/industrial_revolution_timeline/40/) |  |  |  |  |
| [**http://industrialrevolution.sea.ca/innovations.html**](http://industrialrevolution.sea.ca/innovations.html) |  |  |  |  |
| [**http://science.howstuffworks.com/innovation/inventions/5-industrial-revolution-inventions.htm**](http://science.howstuffworks.com/innovation/inventions/5-industrial-revolution-inventions.htm) |  |  |  |  |
| [**http://www.victorianweb.org/technology/ir/irchron.html**](http://www.victorianweb.org/technology/ir/irchron.html) |  |  |  |  |
| [**http://www.history.com/topics/industrial-revolution**](http://www.history.com/topics/industrial-revolution) |  |  |  |  |

Key Knowledge – Prime Ministers of the UK 1785-1870

**Use the website below to create a timeline of British Prime Ministers between 1785 and 1870.**

[**https://www.gov.uk/government/history/past-prime-ministers**](https://www.gov.uk/government/history/past-prime-ministers)

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Dates** | **Party** | **Key Acts** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Key Skill – Significance

Significance is about showing how certain aspects of the past played a more important role than others. Whilst the significance of certain factors depends on the specific enquiry, the process of making a judgement always remains the same. If you are given an exam question that requires you to analyse the significance of something you must be able to explain how certain factors are more and/or less important than others.

**Now rank who you think were the five most significant British Prime Ministers between 1785 and 1870.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Dates** | **Party** | **Why were they more and/or less significant than the others?** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Glossary of Key Terms

|  |  |  |
| --- | --- | --- |
| **Term** | **Definition** | **Example (if possible)** |
| Constitution |  |  |
| Secret Ballot |  |  |
| Sedition |  |  |
| Laissez-Faire |  |  |
| Jacobinism |  |  |
| Hunger Politics |  |  |
| Conservativism |  |  |
| Liberalism |  |  |
| (Political) Lobbying |  |  |
| Industrialisation |  |  |
| Agrarian |  |  |
| Trade Unionism |  |  |
| Co-operative Movement |  |  |
| Entrepreneurism |  |  |
| Congress |  |  |
| Picket |  |  |
| Mutualism |  |  |
| Philanthropy |  |  |
| Empiricism |  |  |
| Humanitarianism |  |  |
| Abolitionism |  |  |
| Republicanism |  |  |

**The World Is Out There**

Here are some suggested visits/ enrichment activities that could be done over the summer to prepare you for to prepare for this unit. **Those in bold are free entry.**

**Houses of Parliament –**

<http://www.parliament.uk/visiting/visiting-and-tours/>

Framework and Knitters Museum –

<http://www.frameworkknittersmuseum.org.uk/educational-visits/luddites/>

**British Museum - Luddite Exhibit** –

<http://www.britishmuseum.org/research/collection_online/collection_object_details.aspx?objectId=1620200&partId=1>

**Tollpuddle Martyrs Museum –**

[www.**tolpuddlemartyrs**.org.uk](http://www.tolpuddlemartyrs.org.uk)

**The Victoria and Albert Museum –**

<http://www.vam.ac.uk/page/i/industrial-revolution/>

Richard Arkwright Factory –

<http://www.massonmills.co.uk/>

**Museum of London – Chartist Exhibit –**

<http://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=0ahUKEwjsvYCBsdrLAhXDnBoKHYMmAgUQFggjMAE&url=http%3A%2F%2Fwww.museumoflondon.org.uk%2Fexplore-online%2Fpocket-histories%2Fpolitical-protest-london-17501900%2Fwhat-was-chartist-movement%2F&usg=AFQjCNETU6OB0wHgNX-aM-Afe_hbO2_C9g&bvm=bv.117604692,d.d24>

Peoples’ History Museum –

<http://www.phm.org.uk/visit-us/groups/>

**International Slavery Museum –**

<http://www.liverpoolmuseums.org.uk/ism/>

**Museum of London – Docklands – London, Sugar and Slavery Exhibit –**

<http://www.museumoflondon.org.uk/docklands/whats-on/permanent-galleries/london-sugar-slavery/>