

Famous Black Britons: Nanny of the Maroons (c. 1686 - c.1750)

Aims

- These learning questions and classroom activities support subject specific or cross curricular learning about the life and times of Nanny of the Maroons.
- Depending on the school planning process and learning approaches, use some of the questions or develop your own starting points for classroom work.
- The image bank supports some of the activities and you may also want to use the accompanying information sheets or undertake your own research.
- The suggestions are light touch to enable you to develop activities which specifically support your primary or secondary Key Stage and/or curriculum.

Learning questions and activities

What do I want to learn about Nanny of the Maroons?

- Consider the life and times of Nanny of the Maroons as a history topic. What will this topic help us to learn and what skills might we use/develop?
- Ask students to write a list of questions they have about Nanny of the Maroons.
- At the start of the learning create a class mindmap of what the class know already about Nanny of the Maroons and what they would like to find out. Review the mindmap at the end of the learning.

What did Nanny of the Maroons look like?

- Study the modern portrait of Nanny of the Maroons on the Jamaican banknote. What impression of Nanny has the artist tried to create – what does she look like? What is she wearing? What is her expression? Print out an image of the banknote and create an annotated diagram recording what you can see – not just the portrait Nanny but the other pictures, numbers, writing, colours and patterns.
- What evidence is there to help us understand what Nanny looked like? How reliable are these sources of evidence? How would an artist create an image of somebody from this evidence? Create your own portrait of Nanny of the Maroons.

What was it like to live in a Maroon settlement?

- Apply Visual Thinking Strategies (VTS) to the sketch of the Maroon settlement using observational skills, creative thinking and descriptive language. Spend some time just looking at the sketch, then discuss what you can see including what is happening and all the little details that you spot the longer you study it.
- Research life in a Maroon Community and then write a persuasive piece of prose encouraging people to come and live in the settlement.
- Create a map of Jamaica with information about the natural landscape of the island. Find out about the different localities such as coastal areas and the mountainous terrain further inland. Research the environment of Jamaica. What types of plants grew on Jamaica? What wild animals lived on the island and the surrounding sea? What was the weather like? Add this information to your map as notes or drawing.

What made Nanny a good leader?

- What personal qualities, skills and knowledge did Nanny draw on to help her become a leader of the Maroons? How did Nanny present herself to others and how did this give them confidence in her as a leader? Write a CV for Nanny? What does she offer as a leader?
- What skills did the Maroon community use to support Nanny? How did they use heritage skills such as communication approaches and local knowledge of the Jamaican landscape/environment?
- Write a speech which Nanny might deliver to her Maroon community. What would she say about herself and the people living in the community? What might she want them to achieve?

Who is Bunny Tussele?

- Using the letter as a source of evidence what does it tell us about Bunny Tussele? Record these facts in a circle drawn in the centre of a large sheet of paper. Now add facts that you can work out using deduction from the letter in another circle around the facts. Finally write a list of questions you still have about Bunny as the outer most layer of your historical fact diagram. Discuss how you would set about answering these questions. Are there facts we might never know about Bunny Tessele? Why is that?
- Create an imaginary piece about the life of Bunny Tussele based on facts in the letter, deductions and historical inference.

How can I share my learning with others?

- How do I draw together what I have learnt to support other people to learn about Nanny of the Maroons? How can I present my findings in person or for others to look at independently?
- Create a mini biography - a written piece, a cartoon or a poster presentation.
- Create a timeline for the life and times of Nanny of the Maroons.
- Create a short spoken presentation, working in pairs or as a small group, about what you have discovered to share at an assembly.
- Collect information gathered during the topic, add it to a class book and put the book in the school library for other people to read.
- Create a short film with images and spoken information.

Notes on classroom activities

These questions and activity suggestions have been co-created by primary and secondary school teachers from the London Borough of Hammersmith & Fulham and the Schools and Young Audiences Team at the British Museum.

We read all responses to our resources and view this document as open to review and change. Email: learning@britishmuseum.org