

Citizenship Trail

This trail takes you through the permanent galleries, looking at topics like crime and punishment; law and order; the role of government; rights and responsibilities (Part One); the environment; development; identities and the Commonwealth (Part Two).

Part Two: Global Community – Environment, Economy, and Commonwealth

Move through to the '**Forest, Plain and Jungle**' gallery. Find and read the St Helena panel, and turn the wheel of the nearby interactive, to see how the arrival of goats affected the eco-system of the island.

Draw a diagram below that explains the problems caused by the goats on St Helena.

Stay in this area, and use the information panels, displays, and interactives to answer the following questions.

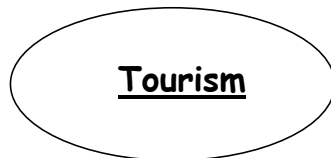
1) Are the problems with Indian forests just to do with wood?

2) How many animals become extinct each year?

3) Who is often the last to benefit from wildlife tourism?

Move through to the '**Developing Dilemmas**' gallery.

Post-colonial tourism is a double-edged sword for many countries. Use the information on the 'Bananas to Beaches' panel and 'Tourism Trap' panels to complete this mind map about the effects of modern day tourism. Add as many benefits and disadvantages as you can find or think of.



Read the last sentence on the 'Tourism Trap' panel. Do you agree that tourism can sometimes be "no better than colonialism"? Justify your answer.

Trade is also an important link between countries. Use the chocolate spinning interactives. One shows you the impact of Fair Trade on producers of chocolate.

How much money (in pence) does the coco producer get from each 40p bar of chocolate?

Do you think this is a fair amount?

How much chocolate do we eat in the UK each year?

Explore the '**Empire Embattled**' gallery. Find the 'Escape from Empire' panel and use it to answer the following questions.

1) By 1945 what was Britain's biggest worry?

2) Which type of colonies did Britain choose to free first?

3) What slowed down the process of freeing countries in the late 1940s/ early 1950s and why?

4) If Britain gave freedom only to those countries with systems of government that she approved of, was this really freedom?

Watch the short video extract on India. How successful was the handover from British rule?

Read the 'We want to be British' panel. Which countries still want to be British?

Why do you think they want to remain part of Britain? You may want to think about multiculturalism as part of your answer.

The Commonwealth

Move through to the **'Commonwealth Ideal'** gallery. Using the panels on the wall, find out these key facts about the Commonwealth:

1) What did the Commonwealth start as? _____

2) What was the turning point that changed the Commonwealth? _____

3) How many people are in the Commonwealth? _____

4) What does the Commonwealth do? _____

5) How does it work? _____

6) What happens if countries do not follow the 'basic principals' of the Commonwealth?

7) Find the quote from the Commonwealth Declaration in the circular panel. Put this quote into your own words, using a maximum of ten words. _____

Comment [V1]: quote is about being opposed to racial discrimination etc and working for peace and understanding

Queen Elizabeth is the head of the Commonwealth at the moment. Who do you think should be head of the Commonwealth after her and why?

One of the most popular elements of the Commonwealth is sport. Using the panels and display cabinets, see how many different sports and sporting events you can list:

Why did Amitar Ghosh withdraw from the Commonwealth Writers Prize?

Look above you. Displayed overhead are all the flags for the 54 member states of The Commonwealth. Write down any of the countries that you have been to. Ask your group members where they have been. Which countries have had the most visitors?

Use the Commonwealth Survey Interactive. What percentage of people who have completed the survey believe that:

- 1) The Commonwealth
 - a) has no power and should be disbanded: _____%
 - b) has limited political power, but generates valuable technological and educational aid and promotes inter-racial goodwill. It should continue: _____%
 - c) is a unique organisation with real political power as a non-aligned group of nations. It should continue: _____%

- 2) On balance, the British Empire did
 - a) more harm than good by imposing rule on so many countries _____%
 - b) more good than harm by spreading aspects of British culture to other countries, such as Western education, the English legal system and the English language _____%
 - c) neither more harm than good. It is not possible to generalise about such a large part of our history _____%

- 3) Does Britain
 - a) provide opportunities for all ethnic groups? _____%
 - b) Discriminate against ethnic minorities? _____%
 - c) Provide some opportunities for everyone but also has institutional racism? _____%

How many people have completed the survey? _____

How reliable are these numbers? Can you think of any reasons why we should not completely trust them?

Below is space for you to make notes on your visit. Has the exhibition added to, or changed, your idea about what it means to be British? Has it changed your understanding of the Empire and the Commonwealth? What have you learned from your visit?