



7. So \_\_\_\_ event was organised to promote self-pride in people of African and Afro-Caribbean descent through positive teaching of their histories and culture.

A. a/an

B. the

8. Following \_\_\_\_ killing of George Floyd in the USA in May 2020, there has been huge international support for the Black Lives Matter protests for racial justice. People want to talk about racism in our society – in our educational, political and justice systems – and how we can stop it. Part of this change involves thinking about how we educate ourselves and others about history.

A. a/an

B. the

9. In June 2020, anti-racism protesters in the UK took down the statue of Edward Colston – a man who bought and sold enslaved people – and pushed it into \_\_\_\_ water in Bristol Harbour.

A. a/an

B. the

10. Some people say acts such as these are destroying our history. Others argue that the protestors have actually helped to teach history – \_\_\_\_ ugly story of a man who transported 84,000 enslaved individuals from Africa to the Americas, 19,000 of them dying on his ships. The debate about what to do with public statues like this continues.

A. a/an

B. the

11. The Black Curriculum is \_\_\_\_ group started by young people who want black British history to be taught in UK schools. They say that learning about empire, movement and migration helps young people build a sense of identity and improves social cohesion.

A. a/an

B. the

12. Black history is \_\_\_\_ central part of British history, and learning about it is necessary for understanding diversity and fighting racism.

A. a/an

B. the

13. The Black Curriculum and groups like it are asking \_\_\_\_ UK government to include black histories in lessons all year round, not just in October. This will make sure students get lessons that are relevant to them and that give them a positive sense of belonging.

A. a/an

B. the

14. Hanukkah, or the Festival of Lights, is \_\_\_\_ Jewish celebration.

A. a/an

B. the