



Thomas Clarkson's Box

ABOLITION 07

Thomas Clarkson was born in England in 1760. He was a very important **abolitionist** who travelled all over England interviewing people about **enslavement**. He travelled 35,000 miles on his horse and interviewed 20,000 enslaved people and sailors people from slave-ships about their experiences of enslavement.

Clarkson worked with the Quakers to collect **evidence** about the terrible trade and made speeches to encourage people to join the anti-slavery movement.

In this painting you can see a box of goods he used in his talks.

The box contained:

- goods from West Africa that could be traded such as; hard woods, spices, cotton, ivory, cloth and crafted goods like bags, purses, swords and daggers.
- instruments of torture - tools that were used to punish slaves such as; leg irons and **muzzles**
- a whip which was used to **flog** the English sailors working on the slave-ships.

He wanted people to realise how terrible the slave trade was for everybody involved and to show people that Britain and Africa could have a trading relationship based on goods not human beings.





How did the Quakers help to end the slave trade?



Who are the Quakers?

The Quakers are a small religious group also called the Religious Society of Friends. They believe in the equality of all human beings. The Quakers still exist today.

What did the Quakers do to help to end the slave trade?

In the 1700s the Quakers:

- produced anti-slavery leaflets, pamphlets and articles
- gathered **evidence** about how terrible the trade was from sailors and doctors on the slave ships
- led the sugar boycott where 300, 000 - 400, 000 people gave up buying sugar produced by enslaved people
- invented the 'Am I not a Man and a Brother?' slogan with **Josiah Wedgwood** the famous pottery maker who designed the abolitionist plates

At first the Quakers' efforts made very little difference to the abolitionist movement because they were such a small group but things changed when people started to realise how terrible the slave trade was and why it should be abolished.

Why were the Quakers so important to the history of the slave trade in Hackney?

Joseph Woods, Sr. (1738-1812) was a wool merchant and a Quaker

Samuel Hoare, Jr. (1751-1825) was a banker and a Quaker

Joseph and Samuel lived in Stoke Newington. They set up the **Society for Effecting the Abolition of the Slave Trade**, a famous group who worked with Thomas Clarkson to abolish slavery and the slave trade.

William Allen (1770-1843) was a Quaker and abolitionist.

William was a member of the Society for Effecting the Abolition of the Slave Trade. He is buried in the grounds of the Yockley Road Quaker Meeting House (now a Seventh Day Adventist chapel) in Stoke Newington.



Why did the British Abolition movement grow so fast so quickly?



1. **Thomas Clarkson.** In his lifetime Thomas Clarkson interviewed 20,000 people about enslavement and travelled 35,000 miles around the country on his horse to speak at meetings and to persuade people to join the **abolitionist campaign**. He carried a box with him which he showed people at the meetings. Look at Clarkson's portrait in the Resource Pack or CD Rom - What can you see inside the box?
2. **Quakers.** The Religious Society of Friends (the Quakers) believe in the equality of all human beings and in the 1700s they produced anti-slavery leaflets and articles. Because the Quakers are a small religious group their early efforts made very little difference. This soon changed when the **inhumanity** of the slave trade was brought to the attention of the public through newspaper articles and famous court cases.
3. **Toussaint L'Ouverture.** Rebellions and revolts in the Caribbean revealed the depth of suffering and anger on the plantations.
4. **Olaudah Equiano and Ignatious Sancho.** The involvement of African abolitionists who could report first hand the horrors of the slave trade.
5. **Size of Britain.** Compared with other places Britain is quite small and during the 1700s century many new roads were constructed so people could get around easily and persuade people around the country to join the campaign.
6. **World's best postal service.** The head post office for the British Empire was in London so **pamphlets** produced by Quakers and other anti-slavery groups travelled fast. A letter from London could be delivered anywhere in England by the next day, and to Dublin (Ireland) within 3 days.
7. **Newspapers.** Adverts and articles in newspapers were very important for spreading anti-slavery news. In the 1780s there were 12 newspapers produced in London. They printed articles, fund raising appeals, reports of meetings and petitions.
8. **Bookstores.** Printing presses printed anti-slavery publications which were sold in book shops. **Debating societies** held events, inviting Olaudah Equiano and others to speak.



How did Hackney residents help in the fight against slavery?

ABOLITION 07

From around 1750-1850 Hackney was a centre for radical thinkers. Hackney had lots of chapels, meeting houses and well-known religious colleges. People gathered in Hackney to talk about ending slavery.

These are just a few Hackney residents who were involved in the fight to abolish the transatlantic slave trade and then slavery itself in Britain and all over the world:

Joseph Woods, Sr. (1738-1812) was a wool merchant and a Quaker

Samuel Hoare, Jr. (1751-1825) was a banker and a Quaker

Joseph and Samuel lived in Stoke Newington. They set up the **Society for Effecting the Abolition of the Slave Trade**, a famous group who worked with **Thomas Clarkson** to abolish slavery and the slave trade.

Anna Lætitia Barbauld (1743-1825) was a poet and writer

John Aikin (1747-1822) was a doctor and writer

Anna and John were brother and sister. They lived on Stoke Newington Church Street and were early supporters of the anti-slavery movement. John wrote Anna a letter about young people in Hackney **boycotting** sugar.

James Stephen (1758-1832) was a maritime lawyer

James helped **William Wilberforce** put together the successful Abolition of the Slave Trade Act of 1807. He was also an MP and helped to prepare the Slavery Abolition Act of 1833. Stephen lived in Stoke Newington with his wife Sarah, Wilberforce's sister. He is buried in St Mary's Old Church.

William Allen (1770-1843) was a Quaker and abolitionist.

William was a member of the **Society for Effecting the Abolition of the Slave Trade**. He is buried in the grounds of the Yockley Road Quaker Meeting House (now a Seventh Day Adventist chapel) in Stoke Newington.

Many of the Hackney abolitionists are buried in Abney Park Cemetery – sadly many of these graves are too damaged to look at but Joanna Vassa's grave is being restored in 2007. You could plan a class trip to see it.



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Joanna Vassa (1795-1857)

Joanna was the only surviving relative of African abolitionist **Olaudah Equiano** and his wife, Englishwoman Susannah Cullen. Joanna is buried with her husband in Abney Park Cemetery. Joanna's grave is being restored in 2007.

Rev. James Sherman (1796-1862) was a Congregationalist and abolitionist.

James was one of the founding trustees of Abney Park Cemetery in Stoke Newington. He is buried in Abney Park Cemetery.

Rev. Dr. Thomas Binney (1798-1874) was a Congregationalist and abolitionist

Thomas was an active member of the British and Foreign Anti-Slavery Society (now called **Anti-Slavery International**). He is buried in Abney Park Cemetery.

Rev. Thomas Burchell (1799-1846) was a Baptist missionary

Rev. Samuel Oughton (1803- 1881) was a Baptist missionary

Thomas and Samuel worked for **emancipation** in Jamaica. They are buried in Abney Park Cemetery.

Rev. Joseph Kelley (1802-1875) was a Congregational missionary

Joseph worked for the abolition of slavery in Demerara (now Guyana). He is buried in Abney Park Cemetery.

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What happened in Parliament to Abolish the Slave Trade?

ABOLITION 07

In the 1700s and 1800s the way that new laws were agreed to is similar to the way we do it in 2007. Like today...

- the people in the Houses of Parliament belonged to the **House of Commons** of the **House of Lords**.
- for a new law to be passed everybody in the **Houses of Parliament** needed to agree with it.
- to check if people agreed or disagreed with the new laws everybody in Parliament had to cast a vote.

1806 January - **Lord Grenville** becomes Prime Minister for Britain - luckily he is an **abolitionist** and he wants to get rid of the slave trade.

June - The **House of Lords** and the **House of Commons** agree that the slave trade is cruel and '*contrary to the principles of justice and humanity*'.

1807 5 February - Even though many people thought he'd never manage it, Lord Grenville persuades the House of Lords to agree to the **Abolition Bill** he presents to them.

100 people vote to abolish the slave trade and only 34 people vote to keep it.

23 February - Lord Grenville presents the Abolition Bill to the House of Commons.

283 people vote to abolish the slave trade and only 16 people vote to keep it.

25 March - **King George III** gives Royal approval of the Abolition Bill which means that from 1st May 1807 Britain can no longer be involved in the slave trade.

How did the abolition bill change things for enslaved people and slave owners?

The Abolition Bill meant British people could no longer trade enslaved African people in Britain. Although most British slave ships never traded in human beings again some were already at sea when the Bill was passed and some illegal ships continued to trade enslaved people after 1807. Unfortunately the law only applied to Britain so people could still be enslaved and traded by other countries. Also, British plantation owners living in the Caribbean were still allowed to keep slaves - the law didn't include them. These enslaved people in the British colonies had to wait until 1834 when the **Emancipation Act** was passed to gain their freedom. The last country to free slaves was Brazil in 1888 (in Britain this was during the Victorian times) only just over 100 years ago!



When was the slave trade abolished in other parts of the world? - A Timeline



1761	Slavery abolished in mainland Portugal	1834	Slave trading abolished in British Colonies (but slaves apprenticed until 1838)
1787	Foundation of the Society for Effecting the Abolition of the Slave Trade	1842	Slaves freed in Uruguay
1794	Slavery abolished in French Colonies	1843	Slaves freed in Argentina
1802	Slavery reintroduced in French Colonies	1843	Slavery abolished in Swedish Colonies
1803	Slave trading abolished by Denmark	1848	Slavery abolished in French and Danish Colonies
1807	Slave trading abolished by Britain and the United States	1851	Slave trading abolished by Brazil
1811	Slavery abolished in Spain and Spanish Colonies (violently opposed in Cuba and un-enforced)	1854	Slavery abolished in Peru
1813	Slave trading abolished by Sweden	1858	Slavery abolished in Portuguese Colonies (but slaves apprenticed for 20 years)
1814	Slave trading abolished by The Netherlands	1861	Slavery abolished in Dutch Colonies in the Caribbean
1817	Slave trading abolished by France (not effective until 1826)	1865	Slavery abolished in the United States
1819	Slave trading abolished north of the equator by Portugal	1870	Slavery abolished in Spanish Colonies
1820	Slave trading abolished by Spain	1886	Slavery abolished in Cuba
		1888	Slavery abolished in Brazil

The language used here is that used at the time



Enslavement and Oppression

1. Fill in the information for the people you were finding out about.

Name

When and where were they born?

When and where did they die?

2. Could you find all the information you needed?

3. **Nobody knows where exactly they were born or what they looked like? Why not?** At the time George III was the King of England. Portraits of George III still exist. We know what he looked like, why don't we know what Ottobah or Mary looked like?

4. They both had similar roles during enslavement, what were these roles?

5. How did enslavement make them feel?

powerful angry sad scared confused surprised relaxed lost
proud victorious curious nervous grateful impatient unsettled

What does it mean?

Enslavement means being a slave, being owned by another human being

Oppression means somebody powerful controlling people with less power in a cruel way



Enslavement and Oppression

6. **How did they react to these feelings and emotions?** When we are affected by things different people react in different ways. Discuss each of the words below and circle the words you think describe the way they reacted.
forcefully legally creatively intellectually violently peacefully illegally politically vocally
7. **What happened as a result of their actions?**
8. **Do you think they reacted in the right way or the wrong way?** Discuss this with your group. You might not all agree but that is OK. Write your opinions here.
9. **How did people feel about them at the time?**
10. **How do you feel about them now?**



Resistance

1. Fill in the information for the people you were finding out about.

Name

When and where were they born?

When and where did they die?

2. Could you find all the information you needed?

3. Nobody knows where exactly Queen Nanny was born or what she looked like? Why not? At the time George

III was the King of England. Portraits of George III still exist. We know what he looked like, why don't we know what Queen Nanny looked like?

4. They both had similar roles during enslavement, what were these roles?

5. How did enslavement make them feel?

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What does it mean?

Resistance means fighting against something you don't agree with to stop it happening



Resistance

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African Abolitionists

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forcefully legally creatively intellectually violently peacefully illegally politically vocally

What does it mean?

Abolish means to get rid of something

Abolitionist means someone who helped to get rid of slavery



African Abolitionists

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British Abolitionists

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British Abolitionists

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The Slave Trade

1. The Triangular Trade

Using the information you have found out fill in the correct details on the diagram:

2. Why is it called the Triangular Trade?

Where in the world?

Part 1

What goods were carried on the slave ships on this part of the voyage?



What goods were carried on the slave ships on this part of the voyage?

What goods were carried on the slave ships on this part of the voyage?



Part 3

Where in the world?

Where in the world?



Part 2



Slave rebellions and conspiracies, 1789-1791



Time and Place	Revolt or Conspiracy?	Details
1789		
1. August, Martinique	R	Saint Pierre district 300-400 slaves.
2. Demerara	R	1 plantation. Widespread conspiracy.
1790		
3. January, Cuba	R	1 plantation.
4. April, Guadeloupe	R?	Petit Bourg, etc. 100+ punished.
5. Spring? Venezuela	R	1 plantation. 1 overseer killed.
6. May, Tortola	R	1 plantation. 2 slaves executed.
7. Oct-Dec, Martinique	R	West coast. Pillage and killing
1791		
8. January 1, Saint Lucia	C	Soufrière, 1 plantation.
9. Early January, Dominica	R	Work stoppage/desertion/confrontation.
10. Mid-January, Dominica	R	Free man leader. 1 white killed.
11. January, Saint Domingue	C	Port Salut. 200 slaves.
12. May, Guadeloupe	C?	Saint Anne. Led by slave.
13. June-July, Saint Domingue	R	Separate revolts on 3 estates.
14. July, Louisiana	C	Pointe Coupée. 17 slaves arrested.
15. August, Marie-Galante	C	Saint Domingue. Free man hanged.
16. Aug-Nov, Saint Domingue	R	North Province. 100,000+.
17. Nove-Dec, Jamaica	C?	North Coast.

What does it mean?

Confrontation means to stand up to someone bravely

Conspiracy means a secret plan or plot to do something illegal

Desertion means leaving or running away

Overseer is someone who watches over something

Pillage robbing something using force or violence

Rebellion a fight against authority

Revolt means a fight against authority

The language used here is that used at the time



Slave rebellions and conspiracies, 1792-1795



Time and Place	Revolt or Conspiracy?	Details
1792		
18. Saint Domingue	R	Revolt spreads beyond North. 1,000s.
1793		
19. March, Santo Domingo	C	Hinche. 19 arrested. No executions.
20. April, Guadeloupe	R	Trois Rivières. 200. 20 whites killed.
21. April, Guadeloupe	C	Baillif. 5 death sentences.
22. April, Guadeloupe	C	Basse-Terre region. 14 punished.
23. August, Guadeloupe	R	Saint Anne. 1,000? slaves and freemen.
24. Saint Lucia	R	
1794		
25. February, Martinique	R	Saint Luce. During British invasion.
1795		
26. Early, Santo Domingo	C	Samaná. 7 blacks, 3 French whites.
27. Trinidad	C?	2 conspiracies in south and north.
28. April, Louisiana	C	Pointe Coupée. 23 slaves executed.
29. May, Bahamas	C	Nassau. Francophone slaves.
30. May, Venezuela	R	Coro. 300 slaves and free blacks.
31. July, Cuba	R	Puerto Principe. 15 slaves.
32. July? Puerto Rico	R?	Aguadilla. A few slaves.
33. August, Curacao	R	2,000 slaves? 29 slaves executed.
34. Demerara	R	Cooperation with maroon attacks.

What does it mean?

Confrontation means to stand up to someone bravely

Conspiracy means a secret plan or plot to do something illegal

Executed / Execution means to put someone to death, to kill them

Maroon means a run away slave

Overseer is someone who watches over something

Rebellion a fight against authority

Revolt means a fight against authority

The language used here is that used at the time



Slave rebellions and conspiracies, 1798-1806



Time and Place	Revolt or Conspiracy	Details
1798		
39. January, Venezuela	C	Carúpano/Cumaná. African slaves.
40. June, Cuba	R	Puerto Principe. 20 slaves punished.
41. July, Cuba	C	Trinidad. 5 slaves tried, 2 hanged.
42. October, Cuba	R	Guines. 23 slaves on 1 estate.
1799		
43. April, New Granada	C	Cartagena. French slaves, freemen.
44. May, Venezuela	C	Maracaibo. French and local freemen.
1800		
45. September, Curaçao	R	Large multiclass rising.
1801		
46. December, Tobago	C	7 or 16 estates. 7 slaves executed.
1803		
47. June, Jamaica	C	Kingston. 2 executed.
1805		
48. December, Trinidad	C	4 slaves executed.
1806		
49. Jamaica	C	Saint George's. 1 slave executed.
50. Puerto Rico	R	Humacao. Slaves attack guard-house.

What does it mean?

Confrontation means to stand up to someone bravely

Conspiracy means a secret plan or plot to do something illegal

Executed / Execution means to put someone to death, to kill them

Multiclass made up of lots of different classes of people

Rebellion a fight against authority

Revolt means a fight against authority

The language used here is that used at the time



Slave rebellions and conspiracies, 1807-1815



Time and Place	Revolt or Conspiracy	Details
1807		
51. December, Demerara	C	20 slaves arrested. 9 executed.
1809		
52. March, Jamaica	C	Kingston. 2 executed.
1811		
53. January, Louisiana	R	German coast. 400-500 slaves.
54. September, Martinique	R	Saint Pierre. 15 executed.
55. Cuba	C	Widespread, centered on Havana.
1812		
56. January, Puerto Rico	C?	Widespread. 16 punished.
57. January, Cuba	R	Puerto Principe. 8 hanged; 73 whipped.
58. February, Cuba	C	Bayamo. Probably part of Aponte plot.
59. March, Cuba	R	Guanabo. 1 estate.
60. August, Louisiana	C	New Orleans. 1 white executed.

Abolition Glossary

abolish / abolition to get rid of something. To put an end to something eg. Abolition of slavery.

The language used here is that used at the time

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Rebellion a fight against authority

Revolt means a fight against authority



The language used here is that used at the time

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Abolition Glossary



conspiracy	a secret plan or plot to do something illegal
contagious	something that can be caught very easily, such as disease
crew	group of people who operate a ship
debauches	to lead someone away from making the right choices
declaration	saying or announcing something
dehumanising	taking away someone's individuality, spirit and other human qualities
democracy	the idea that all people have equal rights
desertion	leaving or running away, eg. from the army
diaspora	spreading out of people across a large area
dignity	to be respected and honoured
disempowered	feeling like you have no power
domestic slave	an enslaved person working in the family home of their master
economy	making, selling and buying things
election	voting for something in a fair way
emancipation	the freeing of people from someone else's control or power. To free someone from slavery.
enslaved / enslavement	being a slave. Being owned by another person.
evidence	something that gives us proof or reason to believe something is true or that it exists
execute	put to death, kill
exploitation	to use something or somebody unfairly
flog	to beat severely with a rod or whip
freedom fighter	someone who fights for freedom
harvest	to gather a crop from the fields
heritage	something passed down through history
human right	something that everybody should have to make an equal and fair world

Abolition Glossary



humiliation	shame and embarrassment
impunity	freedom from punishment
independent / independence	not being controlled by someone or something else
indulgence	pleasing your desires
inhumane	terrible treatment of a person. Treating someone with no consideration or sympathy, like an animal.
iniquity	wickedness or injustice
intolerable	something that you can't stand anymore 'intolerable pain'
irredeemable	hopeless
Kente	a colourful cloth made in West Africa
kidnap	to take a person away by force and against his or her will
lamentation	sorrow or mourning something or someone
lash	the painful stroke of a whip
legacy	what is left behind after an event has finished or a person has died.
magnitude	the size or importance of something
Maroon	the name given to a runaway slave in Jamaica
middle passage	the journey from West Africa to America
mobilise	to get ready for action
MP	Member of Parliament
mulatto	a person with one white parent and one black parent. mixed race.
muzzle	a covering for the mouth and jaws of an animal
negro	a black person. Today, calling someone a negro is offensive.
oppression	cruel use of power
outlaw	to make something illegal
overseer	someone who oversees or watches over something - like an inspector

Abolition Glossary



Parliament	a group of people who make laws for a country
pillage	robbing / stealing things using force or violence
plantation	an estate on which crops are grown such as tobacco, cotton and tea
pneumonia	a serious and contagious disease that many people died of 200 years ago
prohibited	not allowed
Quakers	a small religious group who opposed slavery. Quaker means 'friend'
radical	extreme. Someone with extreme views.
rebellion	a fight against authority
reform	to put something back together
resign	give up
resistance	stopping something happening. Fighting against something
revolt	a fight against authority
roots	the ancestors of a person. People trace their roots to find out about their family in the past, their relations or ancestors.
servitude	when someone does not have the freedom to make their own choices and live their own life
settlement	a place where people choose to make houses and live
shackle	to bind someone with shackles, a band that prevents free use of the legs or arms, to take away someone's freedom
slave	a person who is owned by another person and can be sold at the owner's will
slave fort	places on the coast of Africa where captured Africans were kept before being loaded onto slave ships
slave trade	when human beings are sold by other human beings
slavers	people who earn a living capturing and transporting enslaved people
slogan	a word or phrase used to attract attention (usually in adverts)
smallpox	a serious and contagious disease that many people died of 200 years ago

Abolition Glossary



Somerset Case	an important legal case. At the end of the case it was made illegal for people to be enslaved in Britain.
state sanctioned	something that the state allows to happen
supernatural	something unexplained
torture	to cause somebody great pain to punish them. To cause distress to somebody's body or mind.
trade	buying and selling things. Sometimes exchanging things without the use of money.
trafficking slaves	transporting people and selling them or using them to make money
transatlantic	crossing the Atlantic Ocean between Britain and America
triangular trade	the trade that involved buying, carrying and selling millions of Africans. Slave ships left the UK carrying goods which were exchanged for slaves in West Africa. Slaves were loaded onto the ships and taken to the colonies to be sold. The ships left the colonies to return to Britain with sugar, rum, tobacco, raw cotton and timber.
universal	everywhere, all over the world
unmerciful	cruel
Windward Maroons	freedom fighters or rebels in Jamaica
wretchedness	misery or unhappiness

General resources that support learning about slavery and the slave trade



Websites

[\(Recommended sites for primary school resources\)](#)

Hackney Museum is not responsible for the content of the websites recommended in this pack

[\(Recommended local organisations, groups and resources\)](#)

General resources that support learning about slavery and the slave trade



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(Recommended sites for primary school resources)

(Recommended local organisations, groups and resources)

- www.everygeneration.co.uk/ Community black history resources
- www.historyfootsteps.net Online Bristol slavery trail with teachers notes
- www.historyonthenet.com/slave_trade/slaverymain.htm Primary level materials covering a range of topics/ activities
- www.hlf.org.uk/remembringslavery Applying for grants to fund abolition related projects
- www.movinghere.org.uk 200 years of migration to England
- www.nationalarchives.gov.uk Collection of records relating to British imperial and colonial history and home of Moving Here (see above) 200 years of migration to England
- www.nmm.ac.uk/freedom Resource about slavery – flashcards and activities can be used with KS2
- www.parliament.uk/slavetrade Online exhibition planned from May 2007
- www.portcities.org.uk Resources on the slave trade. Links to maritime histories of UK ports; Liverpool, Bristol & London
- www.quaker.org.uk Collection of rare historical documents on Quaker involvement with early anti-slavery movement
- www.setallfree.net A project led by *Churches Together* in England to commemorate 2007
- www.soas.ac.uk/library/index.cfm Collection on Africa and transatlantic slave trade including special collection of African missionary archives
- www.spartacus.schoolnet.co.uk/slavery.htm School activities related to slavery
- www.teachingcitizenship.org.uk/ Covers work done in Bristol on teaching slavery as part of Citizenship within History. <http://www.citizenshipfoundation.org.uk/main/resource.php?s324> Free teaching resources to be launched 25.03.07
- www.theimageofblack.co.uk Useful for contemporary study of black history
- www.un.org/cyberschoolbus UN website for children to learn about global issues and social responsibility
- www.understandingslavery.com National Maritime Museum resource – Excellent teaching materials, powerpoint presentations, lesson plans
- www.unesco.org Explores issues related to cultural diversity
- www.100bmol.org.uk 100 Black Men of London offer workshops, talks and films exploring black history
- www.100greatblackbritons.com Useful for contemporary study of black history

General resources that support learning about slavery and the slave trade



Useful contacts for teaching resources

Actionaid Chataway House, Leach Road, Chard, Somerset TA20 1FA. Tel 01460 62972

Anti-Slavery International Anti-Slavery Library, Thomas Clarkson House, The Stableyard, Broomgrove Road, London SW9 9TL Tel 020 75018939

Black Cultural Archives 378 Coldharbour Lane, Brixton, London N7 9QJ

Black Cultural Archives 1 Othello Close, Kennington, London Se11 4RE Tel 020 7582 8516

Black and Asian Studies Association 28 Russell Square, London WC1B 5DB

The Commission for Racial Equality Elliot House, 10-12 Allington St, London SW1E 5EH, Tel 020 7828 7022

Oxfam Education 4, Bridge Place, London SW1V 1XY, Tel 020 7931 7660

School of Oriental and African Studies University College London, Thornhaugh Street, Russell Square, London WC1H 0XG Tel 020 7898 4163

The Visual Learning Foundation Robert Blair School, Brewery Rd, London N7 9QJ

Worldaware 1, Catton Street, London WC1R 4AB, Tel 020 7490 8108

Bookshops and Suppliers:

(suppliers of books for young readers)

Africa Book Centre 38 King Street, Covent Garden, London WC2, Tel 020 7240 6649

African Books Collective The Jam Factory, 27, Park St., Oxford OX1 1HU, Tel 01865 726686 *Books about African culture published by Africa's leading publishers*

Airlift Book Company Tel 020 8804 0400 *African American publications*

Bookshop 136/138 Kingsland High Street, Hackney E8 2NS www.centerprise.com. Local bookshop specialising in African and Caribbean literature.

Francis Lincoln Publishers Tel 020 7284 4009

Headstart Books and Crafts 25 West Green Road, London N15 5BX

Letterbox Library Unit 2D, Leroy House, 436 Essex Road, London N1 3QP, Tel 020 7226 1633

New Beacon Books 76 Stroud Green Road, London N4

Timbuktu Books at the Black Cultural Archive, 378 Coldharbour Lane, Brixton, London SW9 8LF, Tel 020 7737 2770

General resources that support learning about slavery and the slave trade



Books for Younger Readers:

- Equiano, O (Adapted by Ann Cameron) *The Kidnapped Prince: The Life of Olaudah Equiano* Yearling 2005
(*Enslavement & Abolition*)
- Sheehan, L *The Slave Boy: The Life of Olaudah Equiano* Gopher Publishers UK 2001 www.gopherpublishers.com
(*Enslavement & Abolition*)
- Adi, H. *The History of the African and Caribbean Communities in Britain* Wayland 1995 (Black History)
- File, N. & Power, C *Black Settlers in Britain 1555-1958* Heineman 1995 (*Black History*)
- Grinsell, A. *Lets talk about racism* Watts/Gloucesterc book by Aladdin 1995 (*Racism*)
- Meredith, S *Why are people different?* Starting Points Science Usborne 1993 (*Diversity*)
- Deitz Shea, Pegi *The Carpet Boy's Gift* Tilbury House Publishers 2003 (*Child Labour*) (*Fiction based on true story – ideas for activities based around modern slavery around the world*)
- Castle, C *For Every Child* UNICEF/ Penguin Putnam 2001 (*children's rights; illustrated and in easy to understand language*)

Books for Adults:

- Equiano, O *Gustavas Yearling* 2005 (*Auto-Biography – the journey of an enslaved African to abolitionist in Britain*)
- Hochschild, A *Bury the Chains* Pan Books 2005 (*history of the trade*)
- Willis, BW *The Adinkra Dictionary* The Pyramid Complex 1998(*Adinkra symbols – history and meanings of symbols*)
- Walker, R *When We Ruled* Every Generation Media (www.everygeneration.co.uk)

Videos

- The Changing Face of Slavery* Anti – Slavery International <http://www.antislavery.org>
- A History of Racism* The Association for Curriculum Development
- The Black Image* The Association for Curriculum Development
- Out of the Shadows, An Audio-visual History of the Black Presence in Britain 1500-1950* Catholic Association of Racial Justice (Slide version available)
- Hear My Voice* Hackney Museum (Interviews with Hackney residents about the legacy of enslavement)

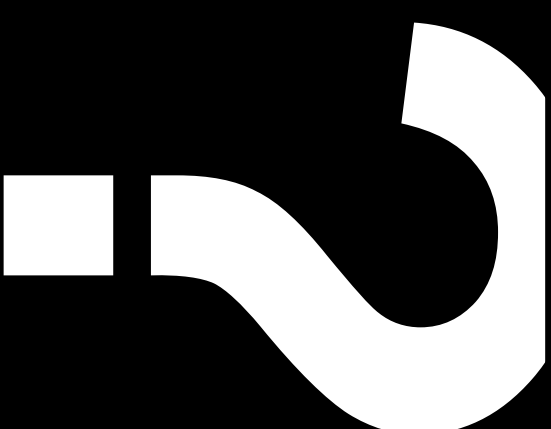


Ottobah Cugoano

people

- **Ottobah Cugoano** was born in Ghana in the 1750's.
- He was **kidnapped** and sold into slavery at the age of 13.
- He was enslaved in the Caribbean before being brought to England by his master at the age of about 15.
- His owners gave him the new name John Stuart in 1773.
- When he was freed he wrote a book about the '...evil and wicked traffic of the slavery and **commerce** of the human species'.
- He was a neighbour of **Ignatious Sancho** and a friend of **Oluddah Equiano** in London.
- People think he married an English woman and had plans to open a school for black children in Britain (nobody knows for sure).
- When and where Ottobah Cugoano died, nobody knows!

Nobody knows what Ottobah Cugoano looked like!



Ottobah Cugoano wrote about enslavement:

'Next day we traveled on, and in the evening came to a town, where I saw several white people, which made me afraid that they would eat me, according to our notion as children in the inland parts of the country....'

'...After I was ordered out, the horrors I soon saw and felt, cannot be well described; I saw many of my miserable countrymen chained two and two, some hand-cuffed, and some with their hands tied behind... when a vessel arrived to conduct us away to the ship, it was a most horrible scene; there was nothing to be heard but rattling of chains, smacking of whips, and the groans and cries of our fellow-men. Some would not stir from the ground, when they were lashed and beat in the most horrible manner.'



Thomas Clarkson

people

- **Thomas Clarkson** was born in England in 1760.
- He was over six feet tall with thick red hair and intense blue eyes.
- He wrote essays about the horrors of slavery and how it should be **abolished**.
- He inspired other **abolitionists** and worked with **William Wilberforce** for over 50 years.
- He risked his life collecting **evidence** of the slave trade throughout the UK and suffered a breakdown from physical exhaustion in 1793.
- He devoted his life to abolishing slavery and was famous in England and the world for helping to end the **slave trade** and slavery.
- Thomas Clarkson died in 1846.

Thomas Clarkson travelled 35,000 miles and interviewed 20,000 people about enslavement. He carried a box with him all over England. The box contained goods from West Africa like wood, spices and cloth. It also contained tools that were used to



punish slaves. Thomas Clarkson wanted people to see how wonderful Africa was and the beautiful goods produced there. He also wanted people to see how terrible slavery was and why it should end.



Olaudah Equiano

people

- Olaudah Equiano was born in Nigeria in 1745.
- He was **kidnapped** and sold into slavery with his sister at the age of 11.
- His owner gave him a new name **Gustavus Vassa**.
- He was too weak and sickly to work on the **plantations** so he was sold to a Royal Navy officer, becoming his personal slave and travelling the world.
- He visited London, saw snow, learnt to read and write, survived **smallpox**, and experienced battles at sea.
- He was sold to owners in the Caribbean where he traded with people in Montserrat and when he was 21 years old he had enough money (more than £4000 in today's value) to buy his freedom.
- He returned to London to help to abolish the slave trade.
- He was one of the most famous and important people in Britain's black community and was friends with **Ottobah Cugoano** and **Thomas Clarkson**.
- He wrote a book about his life as a slave in 1789 and it became a best-seller.
- He married an Englishwoman and they had two daughters. Joanna is buried in Abney Park Cemetery in Hackney.
- Olaudah Equiano died in 1797.

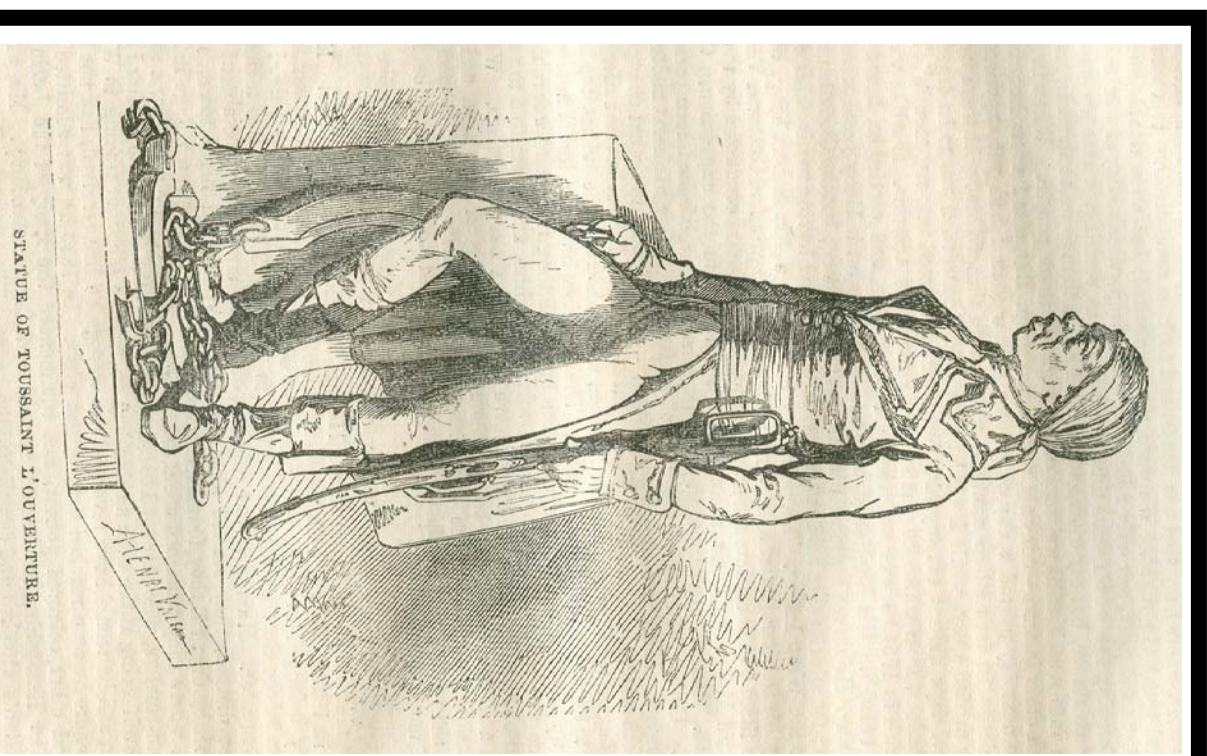


Anti-Slavery International

In his book Olaudah Equiano explained why he wanted slavery to be abolished:

'Is not the slave trade entirely at war with the heart of man?'

- **Toussaint L'Ouverture** was born in **Saint Dominique** in the Caribbean (now called **Haiti**) in 1743.
- He worked on the **plantations** as a slave and learnt about Africa from his father.
- He became a free man when he was about 30 years old but he was still very angry that people from France had taken over Saint Dominique and owned black people as slaves.
- He thought that the island should be run by the black people that lived there and that everybody on his island should be equal. Lots of people agreed with him and they all got together to form an army with Toussaint L'Ouverture as the leader.
- His army was extremely angry so they led a very violent **revolution** which forced the French and British to leave Saint Dominique.
- Toussaint L'Ouverture forced the French and British soldiers off the island, leading the country to independence and renaming it Haiti in 1804.



- When he was 60 years old he was cheated by a French general who asked to meet him and then arrested him and put him in prison.
- Toussaint L'Ouverture died of **pneumonia** in a French prison in 1803.



Queen Nanny and the Windward Maroons

people

- **Queen Nanny** was from one of the most powerful tribes in West Africa, the **Ashanti**.
- She was probably brought to Jamaica as a slave (nobody knows for sure)
- In the 1700's in Jamaica, Nanny and her five brothers - Cudjoe, Accompong, Johnny, Cuffy and Quao - escaped from slavery and led over 800 enslaved Africans in a battle against British soldiers which lasted over 50 years.
- The freed slaves were known as the **Windward Maroons** (Maroon is the name given to a run away slave).
- The Maroons would disguise themselves from head to toe with branches and leaves. They would jump out and attack the British soldiers slave masters when they weren't expecting it.
- Nanny had no children of her own but was regarded as the mother of her people - people believed Nanny had **supernatural** powers and Under Nanny's leadership the position of women and children was greatly respected.

Nobody knows what Nanny
looked like!



- Nanny died during the 1750s (nobody knows for sure) and she is buried at 'Bump Grave' in Moore Town, Jamaica.



Mary Prince

people

- **Mary Prince** was born in Bermuda in 1788. Her family were slaves on the island.
- Mary Prince was sold to brutal slave owners and was regularly beaten, both as a **domestic slave** and on the **plantations**. She was sold many times and was badly treated by her master, John Wood, a plantation owner in Antigua.
- She married Daniel James who was a free slave.
- John Wood travelled to England and took Mary Prince with him.
- Mary Prince didn't want to return to her husband and enslavement in Antigua so she stayed in England and was freed from slavery.
- She wrote a book about her experiences and became the first black woman to publish an **autobiography** in England.
- Her book was very important and eventually helped to abolish slavery.
- When and where Mary Prince died, nobody knows!

Mary Prince wrote about her experience of enslavement:

'They (English people in the West Indies) tie up slaves like hogs-moor them up like cattle, and they whip them, so as hogs or cattle, or horses never were flogged'

Nobody knows what Mary Prince
looked like!

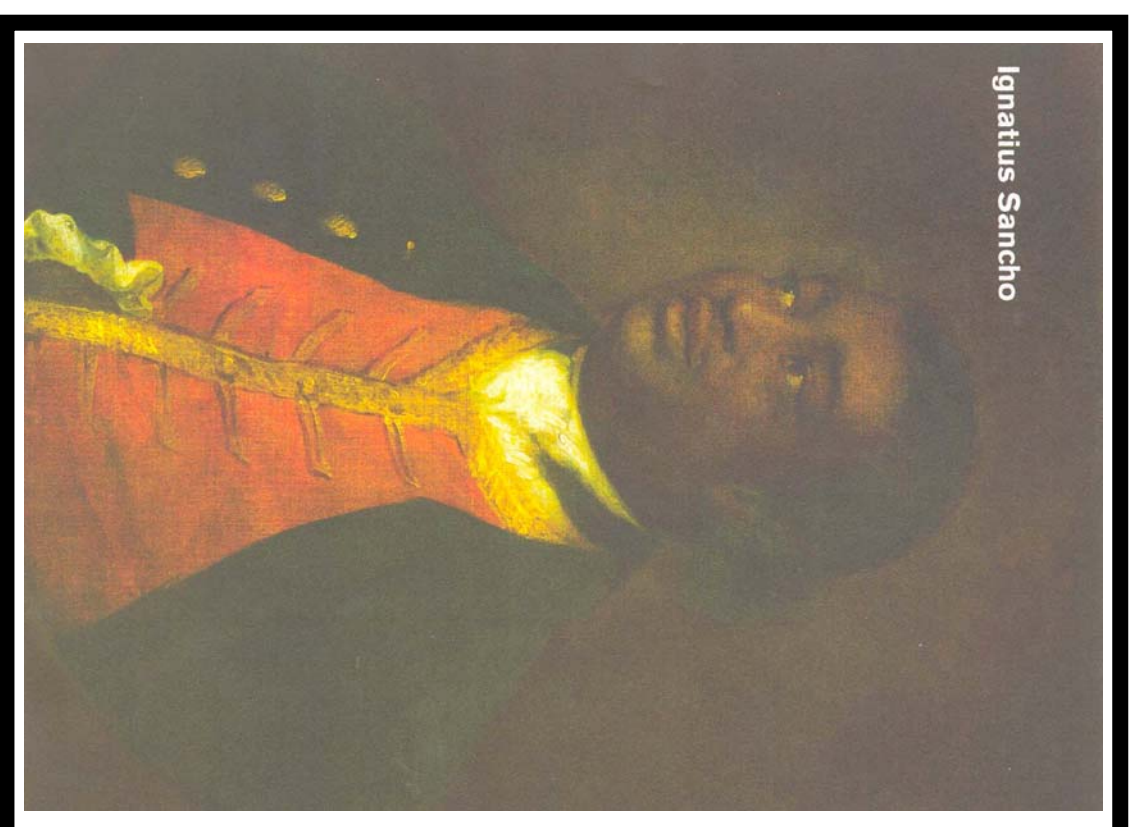




Ignatius Sancho

people

- **Ignatius Sancho** is thought to have been born in 1729 on a slave ship sailing to the **Caribbean** (nobody knows for sure).
- His became an **orphan** when he was two years old.
- He was taken to London by his master where he was forced to work as a child slave for three sisters in Greenwich who treated him very badly.
- He persuaded the Duke of Montagu to employ him as his butler and the Duke looked after him and made sure he had an education.
- He wrote music, appeared on the stage, wrote theatre reviews and spoke out about the horrors of the slave trade.
- He was left some money by the Duke of Montagu so he opened a grocery shop in Westminster and became the first black man to vote in a **British election**.
- He was one of the most famous and respected people in Britain's black community and he proved that Africans were not just slaves but they were also intelligent and important people who were equal to white people.
- A famous artist called Thomas Gainsborough painted this portrait of Ignatius Sancho in Bath in 1768.



- He wrote poetry and plays and after his death some of his work was published. His was the first autobiography to be published by an African writer in England.

Granville Sharp

- Granville Sharp died in 1780.



- Granville Sharp was born in England in 1735.
- Granville Sharp was one of the first white people to defend the rights of slaves and to speak out about the horrors of slavery in Britain.
- His brother was a doctor who gave free treatment to poor people in London. Granville Sharp met Jonathan Strong who was a slave from the Caribbean who had been so badly beaten by his owner with a gun he spent four months in hospital.
- He was very angry so he reported Jonathan Strong's owner to the police. The owner was arrested.
- In 1772 he also helped James Somerset, a slave from Virginia who was brought to England by his owner. In London James Somerset had escaped but a few months later he was kidnapped, clapped in

people



Granville Sharp
 Born Nov^r 10th 1735, died July 6th 1813.
 Engraved by A. Collins from a Bust by Francis Chantrey R.S.A.
 in the Town of York, Great Britain.
 London, Published Nov^r 21st 1827.

irons and placed on a ship bound for Jamaica. People were very interested in the case and it became famous across Britain. In the end the judge ruled that enslaved Africans in Britain could not be forced by their masters to return to the Caribbean. This was a very important event because it meant that slaves coming to England could be free.

- He worked with other **abolitionists** like **Thomas Clarkson** and continued to fight for black slaves who had been unfairly treated.
- Granville Sharp died in Fulham in 1813.



William Wilberforce

people

- **William Wilberforce** was born in England in 1759.
- He liked politics and became **MP** for Hull and when he was older he became MP for the whole of Yorkshire. These were very **influential** positions.
- He wanted to **abolish** the slave trade and tried to get **parliament** to agree.
- There were hundreds of people who fought to abolish slavery. William Wilberforce is the most famous abolitionist in history because he was an **MP** and had lots of power to make people listen to him.
- He died three days after Parliament passed the bill for the **Emancipation Act** in 1833, which gave freedom to all slaves in the British empire.
- He died in England in 1833.

William Wilberforce made a big Abolition Speech to parliament in 1789.

This is what he said:

'For the sake of exercise, these miserable wretches, loaded with chains, oppressed with disease and wretchedness, are forced to dance by the terror of the lash, and sometimes by the actual use of it... their songs are songs of lamentation...while they sing they are always in tears... one captain threatened one of the women with a flogging, because the mournfulness of her song was too painful for his feelings...'

...As soon as I arrived this far in my investigation of the slave trade, I confess to you sir, so enormous so dreadful, so irremediable did its wickedness appear that my own mind was completely made up for the abolition... it must be abolished I will not rest till its abolition...'





Adinkra Symbols



Adinkra are symbols from West African societies, particularly used by the Akan people of Ghana. The symbols represent morals, values and beliefs. *Adinkra* express the Akan people's world view and are used on fabric, walls, in pottery and logos. The poets you worked with at Hackney Museum are very interested in *Adinkra* symbols so you may hear or see them during your visit. What other codes and symbols will you see at the Museum? We have also used *Adinkra* symbols on the worksheets and images in this pack so this sheet will allow you to discover what the symbols mean and why we have used them. The history of enslavement is filled with powerful words and expressions. You might like to see if you can come up with your own symbols to represent words or expressions such as: 'slavery' 'resistance' 'freedom fighter' 'Africa'.

Education



Symbol: **SANKOFA**
 Pronounced: *sang-ko-fah*
 Literal meaning: *go back to fetch it*
 Symbol of the wisdom of learning from the past to build for the future

Enslavement / Oppression



Symbol: **EPA**
 Pronunciation: *eh-paw*
 Literal meaning: *handcuffs*
 Symbol of law and justice

Abolition



Symbol: **NKONSONKONSON**
 Pronounced: *corn-song-corn-song*
 Literal meaning: *a chain or a link*
 Symbol of unity, responsibility, interdependence, brotherhood and cooperation

Wisdom



Symbol: **MATE MASIE**
 Pronounced: *mah-tee mah-see-uh*
 Literal meaning: *what I hear, I keep, I understand*
 Symbol of wisdom and knowledge

Resistance



Symbol: **HYE-WO-NHYE**
 Pronounced: *she-wo-n-shee*
 Literal meaning: *unburnable*
 Symbol of toughness or resistance

Unity in diversity Hackney



Symbol: **FUNTUMMIREKU-DENKYE MIREKU**
 Pronounced: *fun-tum-me-rek-koo Den-chim-me-rek-koo*
 Literal meaning: *a Ghanaian mythical creature*
 Symbol of unity in diversity, democracy or oneness of the human family despite cultural differences and diversities



Africa Facts 1



Africa is a continent of very different countries made up of very different people with very different histories.

People from the continent of Africa have been scattered across the globe against their will because of slavery. All these people took parts of their cultures and traditions with them and many managed to keep hold of them and **reform** their identities in a new world.

All over the world - from the Caribbean to the Americas to Europe - Africans have made huge contributions to other cultures and traditions. 2007 is a good opportunity to remember these contributions and to tell some of those hidden histories and forgotten facts. Here are just a few:

How big is Africa?

Africa is the world's second largest continent (only Asia is bigger).

Africa is 4 times bigger than the United States of America.

Africa is so large we don't know exactly how many people live there. People have estimated that it could be 748 million people. (compared with only 60 million people living in the UK)

There are 1000 different languages spoken in Africa.



Africa Facts 2



How old is Africa?

Africa is the birthplace of mankind. It is where the human species first developed about 5 million years ago.

The oldest human remains were found in Ethiopia and are 3.5 million years old.

The World first technological invention, a stone chopping tool was discovered in Tanzania and dated at 1.8 million years old. People think tool making in Africa started as long as 2.4 million years ago.

The world's first civilised society developed in the Nile Valley, in Egypt.

The ancient Egyptians were the first to produce cloth to wear, wine to drink and grow crops such as wheat and lentils to eat.

The ancient Egyptians built the first Great Pyramid of Giza, which was as high as a 40-storey building.

The Roman Emperor Septimus Severus was born in modern day Libya and was leader of the Roman Empire from AD 193 - 211. That is longer than Tony Blair has been Prime minister for!



Africa Facts 3

ABOLITION 07

How old is Africa?

In 300 BC (2500 years ago) the Sudanese people invented a script with 23 letters and 4 vowels. Hundreds of these texts survive and some are on display in the British Museum.

Gold coins were made in Ethiopia 1500 years ago.

There were many great empires which started in Africa and their influence is still seen today. For example the Zulu Kingdom and the Yoruba empire - which is still represented by its language and people today.

One of the world's first universities was in Timbuktu.

Outside Egypt, African art dates back to the terracotta sculptures of the Nok culture in 500 BC and includes: gold statues of the Ashanti of Ghana, carved wooden figures of the Baluba tribes of the Congo, elaborate head dresses of the Bambara of West Africa, wooden masks of the Dogon people, magnificent Benin bronzes and great brass life-size heads of the Yoruba people of Ife. The Ife and Benin Kingdoms were very wealthy and successful. They expressed their wealth through an amazing range of art and crafts made from bronze, brass, copper, wood, ceramics and ivory. You can see some of these in the Horniman Museum.



Africa Facts for Grown Ups

ABOLITION 07

The continent of Africa has a unique and some would say underrepresented place in world historical context. From the collective to the individual, its diversity of culture, influence and experience spans the beginning of humankind. It is important for our children to understand that Africa is a continent of different peoples with different and specific histories, to quote Wole Soyinka "How does the world view 30 million Ebos as a tribe and 5 million Norwegians as a nation?" The answer could be the slave trade and the 'Scramble for Africa' by European Empires (1880's 1912).

Africa's reach is not just its natural resources, slave labour, famine and poverty. Africans have culturally, politically and socially influenced the peoples of the new worlds such as the Caribbean, Brazil and North America and historically Southern Spain, Greece, the Arabian peninsular and even Rome itself.

The story of Africa is one of hidden histories to many British people. Below are just a few of these hidden histories and achievements.

Africa's Eastern and Southern regions were indisputably the birthplace of mankind and humanity.

Africa is the world's second largest continent.

Most scientists believe that all humans share a common origin from Homo Sapiens which developed first in Africa.

Egypt is often seen as the cradle of African civilisation but just as old is the Kingdom of Kush in the region called Nubia (now southern Egypt and northern Sudan). Kush was one of the major gold producers of the ancient world.

The Dahomeny Empire of Western Africa was one of Africa's longest surviving empires lasting from the 1100s to the late 1800s.



Africa Facts for Grown Ups

ABOLITION 07

The great empire of the Moors had far reaching cultural and political effect that can be seen in places like the Spanish city of Granada, and the islands of southern Europe.

The Benin Kingdom lasted from the 1100s to 1897 and because of the way the people chronicled their history through bronze plaques is seen by some to be the longest lasting nations of the Continent. The Ife and Benin Kingdoms were very wealthy and successful and expressed their affluence through an amazing range of art and crafts made from bronze, brass, copper, wood, ceramics and ivory. The level of craftsmanship is comparable to renaissance Europe, particularly the bronze plaques which you can see in the Horniman Museum.

The World first technological invention, a stone chopping tool was discovered in Tanzania and dated at 1.8 million years old, but tool making is suspected to have started some 2.4 million years ago.

The worlds first known civilised society developed in the Nile valley region (now Egypt).

The Kabaka Kingdom of Uganda is where they had perfected the world's first caesarean operations in the 1600s using wooden knives.

One of the world's first universities and site of formalised learning is in Timbuktu, which in the 1300s had a population of 115,000 people as opposed to London's 20,000.

The Roman Emperor Septimus Severus was born in modern day Libya and was leader of the Roman Empire from AD 193 - 211. That is longer than Tony Blair has been Prime minister for.

Facts from Wara Mutasa and from Robin Walker's book *When We Ruled*. Have a look at Walker's book and discover African history, art, languages and much more.

