

Key Locations Pre-Victorians



Section 1

What was it like to live in Hammersmith & Fulham in the past?

Curriculum Links

This section can provide links with the geographical local study Unit 6 'Investigating our local area'. It also links to History Units 12 'How did life change in our locality in Victorian times?' and 13 'How has life in Britain changed since 1948'.

At Key Stage 3 there are links with History Unit 1 'What's it all about?', Geography Unit 1 'Making connections' and ICT Unit 2 'Information and presentation'.

Outcomes

The children could:

- produce a written description of the area in the past
- make comparisons between lifestyles today and in the past
- make a presentation – wall/table display, oral or drama
- produce a holiday brochure of the area 200 years ago – 'What attracts the rich to the area?'
- describe a 'walk' between two points – what would you see, hear or smell?

Objectives

Children should learn:

- that the local area has changed at different times in the past
- that an area may contain a mixture of old and new buildings
- to make deductions from map and written evidence
- to put findings into chronological context
- to synthesise what they have found out about their local area
- to use maps to help describe some of the characteristic features of the past

Activities

1 Using maps to explore how the local area has changed.

- Divide the class into small groups, give each group copies of the three maps:

Resource A Rocque's map of 1745

Resource B Rocque's map (with land use colour red)

Resource C Present day map of the borough

Introduce each map and explain clearly what it represents.

- Using Activity Sheet 1 'Changes in Hammersmith and Fulham', ask the children to look for, record and compare changes shown on the maps, such as roads, railways, bridges, housing/buildings and open spaces.
 - Use the maps and information on the Activity Sheet as the basis for a general introductory discussion about how Hammersmith and Fulham has changed.
- Notes (Background Information)

2 Use written sources to tell us about past life in our local area.

- By using Resource D 'Descriptions of Hammersmith and Fulham – 1629 to the early 19th century', the class or groups of children can complete Activity Sheet 2, 'What was it like to live in our area in the past?'

Notes

Background Information on Roque's map of 1745

In 1745 the borough was essentially rural with many farms and market gardens. No railways, no Hammersmith or Wandsworth Bridges, the only river crossing was Fulham Bridge (replaced by Putney Bridge between 1882 and 1886). Fulham High Street developed at this crossing point, becoming the first

'town centre' in Hammersmith and Fulham. There were smaller settlements such as the Lower and Upper Malls, Hammersmith Broadway (the line of the current Queen Caroline Street) and at Parsons Green and Walham Green (Fulham Broadway). There are a number of larger houses (residences) marked with their gardens or 'little parks'. The only building clearly marked is Fulham Palace.

The line of a number of present day roads can be identified:

- Turvens Lane (Wood Lane) running north from Shepherds Bush
- North High Way (Uxbridge Road) running west and Shepherds Bush Road running north through Brook Green
- King Street and Hammersmith Road running through Hammersmith
- Fulham Palace Road, North End Road, New Kings Road and Fulham Road can be identified

The open spaces of Parsons Green, Brook Green, Shepherds Bush and Old Oak Common are clearly marked.

St Paul's Chapel.
Note the rural nature of
Hammersmith Broadway.








Resource A
Roque's map of 1745

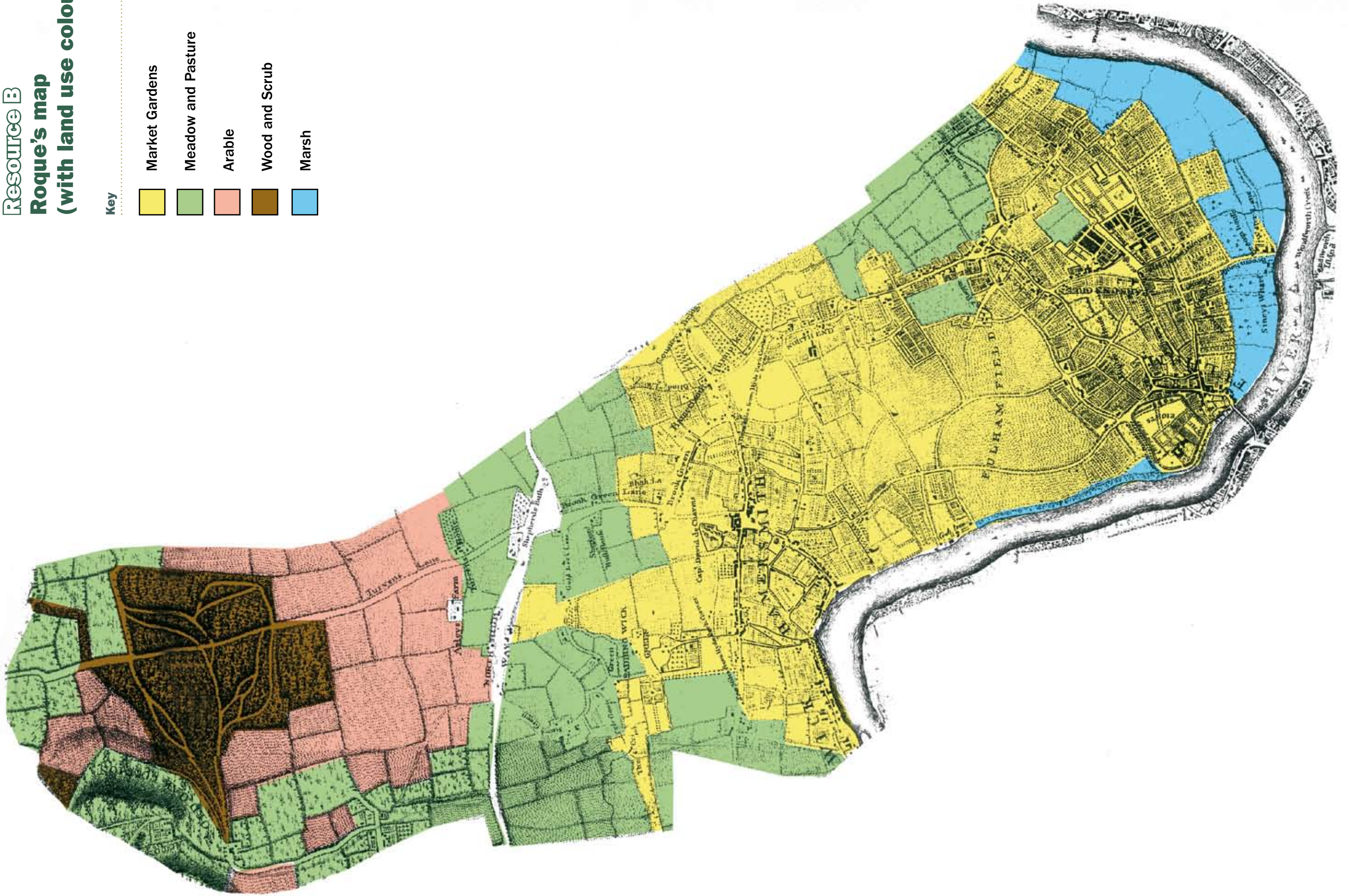


Resource B

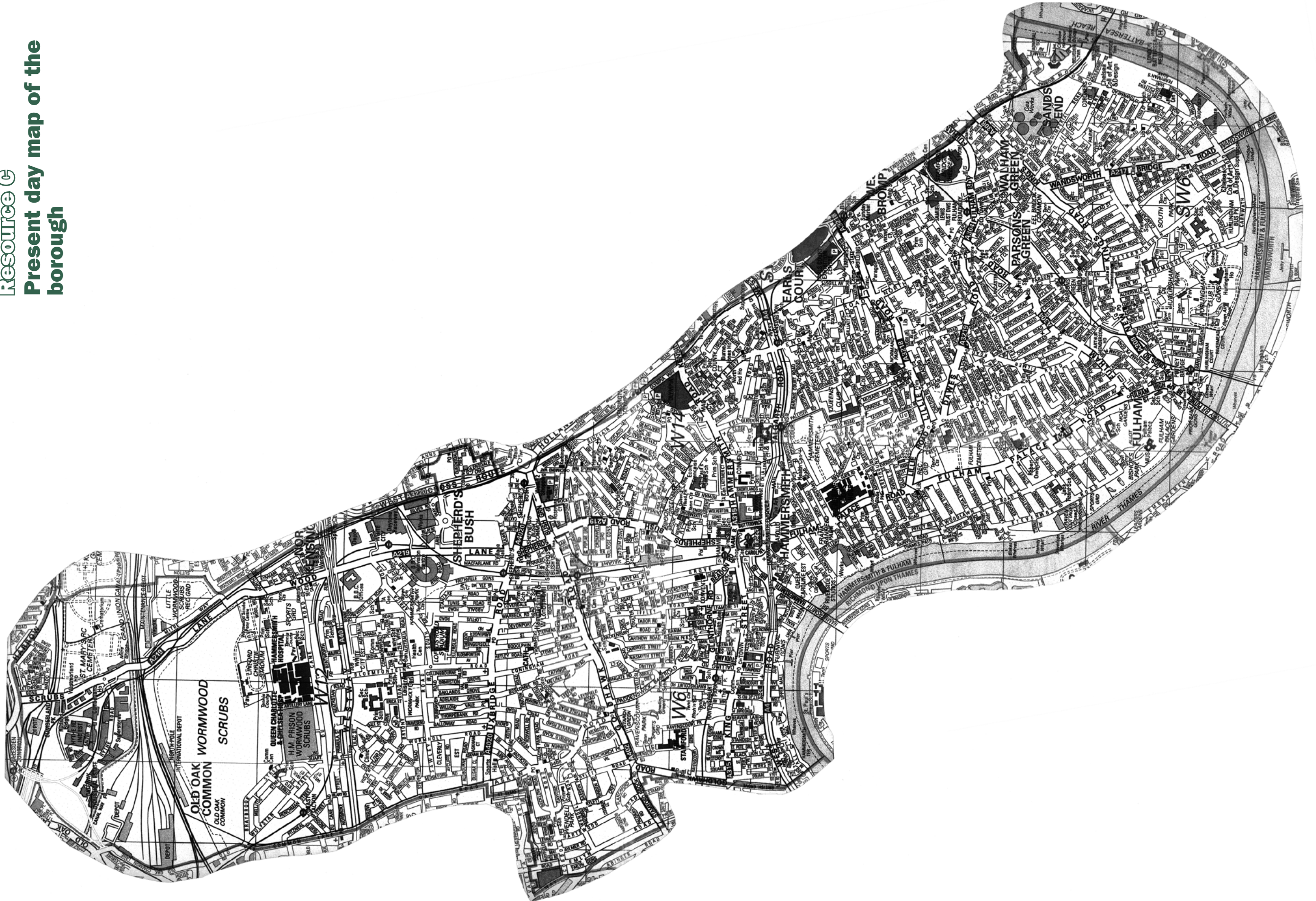
**Roque's map
(with land use coloured)**

Key

-  Market Gardens
-  Meadow and Pasture
-  Arable
-  Wood and Scrub
-  Marsh



Present day map of the borough



Resource D

Descriptions of Hammersmith & Fulham - 1629 to the early 19th century

In 1629 the road between Hammersmith and Fulham was described as *"in winter most toilsome, sometimes over ploughed land and indeed almost impassable"*.

In 1675 a map maker wrote that Hammersmith *"was a place where are the summer residences of many of the nobility, gentry and wealthy citizens"*.

This was written in 1721 *"The Market Gardens about Hammersmith are famous for strawberries, raspberries, currants and gooseberries"*.

In the early 19th century the borough was described *"as the great fruit and kitchen garden north of the Thames for supplying London. With orchards of apples, pears, cherries, plums and walnuts. Some growers owned heated glasshouses and grew pineapples and grapes"*.

Fulham was described in 1706 as *"getting bigger by the dwellings of the tradesmen and those who live by their labours, who are chiefly gardeners (market gardeners), farmers and watermen"*.

This is a description of the area in the early 18th century *"the pleasant areas near the river continue to attract city merchants. Some bring their families for summer holidays. A few have decided to live in the area all the year round and built themselves fine residences"*.

Another writer, in the early 19th century, said that *"the farming gardeners of Hammersmith usually raise a succession of crops, first cabbages, secondly potatoes or turnips and thirdly wheat every two years"*.

Activity Sheet 1

Changes in Hammersmith and Fulham

1745	Present Day
<p>On this map I can see:</p>	<p>On this map I can see:</p>
<p>The biggest changes are:</p>	

Activity Sheet 2

What was it like to live in our area in the past

1. Describe the borough roads in the 17th century.

2. What is a market garden?

3. List the crops that were grown.

4. Where were these crops being sent?

5. What kind of work/jobs were available for the poorer people?

6. What kind of people lived in the residences or big houses?

7. What had attracted these people to the area?

8. Would you like to have lived in the local area 200 years ago?

YES NO *tick one box*

Explain your choice

Curriculum Links

This is a study of Sir Nicholas Crisp. He lived locally and is linked with the site of his former house and a road name.

He was a leading merchant involved in the Transatlantic Trade in Enslaved People.

This section provides links to ICT Unit 2C 'Finding Information' and Unit 6D 'Using the Internet'.

At Key Stage 3 this section can provide links to History Unit 8 'The Civil Wars, was England 'turned upside down' in the seventeenth century?', Geography Unit 23 'Local action, global effects', ICT Unit 8 'Publishing information systems' and Citizenship Unit 03 'Human Rights'.

Outcomes

The children could:

- identify some features of a specific site through observation and asking questions
- record their observations by labelling maps and/or annotating field sketches
- write a short description of Sir Nicholas Crisp and his involvement in the Transatlantic Trade in Enslaved People



Sir Nicholas Crisp's Coat of Arms. Stained glass in Hammersmith Reference Library.

Section 2

What can local sites and buildings tell us about the past?

Objectives

Children should learn:

- that there are different sources of information for Hammersmith and Fulham in the past
- to develop skills of observation and recording

Activities

1. Visit Hammersmith Embankment. Using the information 'Nicholas Crisp's house' ask the children to observe and record information to help answer questions such as:
 - How big is this place?
 - What does it look like now?
 - Has it always looked like this?
 - What was it used for in the past?
 - What are the surroundings like?
 - What is going to happen to this site?
 - Other locations to visit include Crisp Road, the memorial in St Paul's Church and Hammersmith Reference Library where there is a stained glass window with his coat of arms.
2. In the classroom, using the background information, books on local history and ICT, lead a discussion on what sort of person the children think Sir Nicholas Crisp was.

Nicholas Crisp

Background Information

Sir Nicholas Crisp was a wealthy London merchant who lived in Hammersmith four hundred years ago. He was born into a rich London family in 1599. He inherited a big house by the river and in 1625 he built a brick mansion on the site. He developed a new method of making bricks and had a brick works near his house. Brick making became an important industry in the borough for the next three hundred years. In 1635 he was granted a patent for making glass beads and had glass making furnaces built in Hammersmith. It is very likely that these furnaces made the glass beads which were used to buy captured people in West Africa.

By the time he was 26 he was one of the richest men involved in the African trade and in 1631 King Charles I gave his company of London merchants the monopoly of the West African trade for thirty one years. These rights allowed him to trade on the



St Paul's Chapel 1750.
Note the rural setting.

Guinea coast; the three thousand miles between Cape Blanco and the Cape of Good Hope. The Company traded in gold, ivory, hides and redwood trees (which was used for making dye) but their main trade was in enslaved people, shipping captured African people across the Atlantic to work as slaves in Caribbean plantations. The Company chose the little town of Karmantin, about seventy miles from Accra in present day Ghana, as their headquarters. They built a large stone fort here as well as smaller depots along the coast.

Crisp's great wealth allowed him to support the building of Hammersmith's first church in 1631. It was a chapel of ease, a subordinate church to the Parish Church of All Saints, Fulham built to accommodate the growing population of Hammersmith. It later became St Paul's Parish Church. Crisp supplied money and the bricks for the church. There is a memorial to him in the newer church which was built in 1883.

He was a royalist and supported King Charles I financially during the Civil War. He was knighted in 1641 and became a baronet in 1665, the year before he died.



Brandenburgh House 1821.
This was built on the site of Sir Nicholas Crisp's house.

Activity Notes

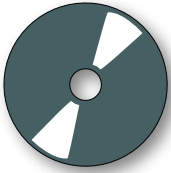
Nicholas Crisp's House

The site of his house is the area which has been cleared and is being redeveloped on Hammersmith Embankment. It is surrounded on three sides by Distillery Lane, Chancellors Road and Winslow Road. On the fourth side is the river.

The last house on the site was Brandenburgh House where Queen Caroline lived. It was demolished in 1820 and in 1857 the Hammersmith Distillery was built on the site. It remained an industrial site for over a hundred years.

View of Riverside today from the site





DVD Script

Sir Nicholas Crisp

Slave Trader



I am a wealthy London merchant but I live in Hammersmith in a big mansion by the river because it is in the countryside and has lovely fresh air. I have brick and glass bead making works here as well.

I am a supporter of King Charles and give him lots of money. He has given me the monopoly of the rich West African

trade for thirty one years.

My trading headquarters are in a stone fort I built in Karmantin in Ghana.

My main trade is in slaves. I ship captured Africans to the West Indies.

Memorial to Sir Nicholas Crisp in St Paul's Church



Section 3

Africa before the European Slave Trade

Curriculum Links

This section can provide links with History Unit 10 'What can we find out about ancient Egypt from what has survived?' and Unit 19 'What were the effects of Tudor exploration?'. It also links to Geography Unit 22 'A contrasting locality overseas' and ICT Units 2C and 6D.

This section provides links with Key Stage 3 History Unit 15 'Black peoples of America from slavery to equality?', Geography Unit 1 'Making connections' and ICT Unit 8 'Public Information Systems'.

Outcomes

The children could:

- use maps to understand the complexity of the African Continent
- demonstrate knowledge about the way of life of people who lived in Africa in the past

Objectives

Children should learn:

- about the historical development of great civilisations and changes to them over time
- about society and culture in Africa before the 15th century
- about the geographical extent of the ancient Kingdoms and to locate the different groups on a map of Africa
- about the different ways of becoming enslaved in Africa

Activities

1. Using a range of maps ask the children to establish the size and diversity – countries, environments, physical features and natural resources – of the African continent.
2. Use a map of pre-15th Century Africa to identify the location of different early Civilisations and Kingdoms. An example can be found at www.antislavery.org/breaking-the-silence/
3. Divide the class into small groups. Using ICT the children could use appropriate search techniques to research the richness and diversity of African cultures. Each group to research different tribes and Kingdoms such as Ghana, Mali and Benin.
4. Using the information 'Life in West Africa' describe the different ways in which Black Africans could become slaves and how they were treated.

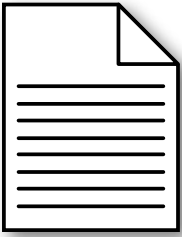


Africa before the Transatlantic Trade in Enslaved People

Background Information

Africa had a long history, a rich and varied culture and well established economic and social systems before the European slave traders arrived in the 15th century. These cultures had made enormous discoveries in medicine, science, mathematics, astronomy, philosophy and architecture.

Great civilizations such as Ancient Egypt, Nubia and Great Zimbabwe had flourished for thousands of years but it was gold from the great empires of West Africa; Ghana, Mali Songhay, Benin and Kongo; which first interested European traders during the 13th and 14th centuries.



Support Materials

Life in West Africa

My name is Berko of the Asante people. We are a proud warrior people. We are a powerful nation because we trade in gold, we are highly skilled with this precious metal. We wear gold jewellery, we engrave it with symbols of our history and culture and we trade with it.

Many of the white men from the fort come to us for our gold which I trade for guns and ammunition. Mostly they want to take our servants, the men and women we have captured during the wars and those who have been sentenced for wrong doing. My servants will work until they have served out their period of punishment and then I will release them. Until that time I will feed them well and make sure they are healthy and properly clothed, for they cannot work hard if they are not kept in good condition. The white men do not keep all of their captured here. The Captain of the fort told us that they will go to work in his kingdom across the water in a far-off land. I have never seen any of them return.

Benin Bronze



Section 4

The Transatlantic Trade in Enslaved People

Curriculum Links

This section can provide links to History Unit 19 'What were the effects of Tudor Exploration', Geography Unit 22 'A contrasting locality overseas' and Citizenship Unit 07 'Children's rights – human rights'.

It is important that links are made between the experiences of enslaved Africans and the developing economies of Europe and the Americas.

Opportunities exist to link with Key Stage 3 History Unit 14 'The British Empire, how was it that by 1900, Britain controlled nearly a quarter of the world?' and Unit 15 'Black peoples of America from slavery to equality?'. The section also provides links with the Geographical Study Units 11 'Investigating Brazil' and 20 'Comparing countries' and with Citizenship Unit 03 'Human rights'.

Outcomes

The children could:

- show their understanding of the word 'Slavery'
- show their knowledge of the extent of the Transatlantic Trade in Enslaved People
- show their understanding of the links between enslaved Africans and the economies of Europe and the Americas

Objectives

Children should learn:

- about the different meanings of the word slavery
- about the use of slavery by societies in the past
- about the capture and enslavement of Africans
- about the Transatlantic Trade in Enslaved People
- about the Triangular Trade
- about the experiences of enslaved Africans

Activities

1. **Brainstorm 'slavery'.** Ask the children to answer questions such as: 'What does it mean to be a slave?' 'Did slaves have rights?' 'Which societies had slaves in the past?' 'Does slavery happen today?'
2. Ask the children to write four sentences beginning "Slaves cannot..."
3. Conduct a whole class discussion focusing on 'What are the worst aspects of enslavement and of being a slave?'
4. Using ICT ask the children to research the conditions endured by enslaved Africans in one or more of the following:
 - Goree Island
 - Assin Manso
 - James Island
 - Elmina Castle
 - Cape Coast Castle
5. Use an Atlas to help children understand and learn about the locations where many Africans were captured, enslaved and transported. Complete Activity Sheet 3 'Map of Africa' by adding:
 - The names of the two countries whose boundaries are marked
 - The boundaries and names of the present day countries of Senegal, The Gambia, Guinea, Sierra Leone, Benin, Cameroon, Congo and Angola. Emphasise that these boundaries and names are 'new' colonial countries.
6. Using the background information and DVD Scripts ask the children to produce a simple narrative to illustrate either:
 - Capture and enslavement OR
 - The Middle Passage
7. Using background information and Resource E, complete Activity Sheet 4, 'The Triangular Trade'.



The Transatlantic Trade in Enslaved People

The Transatlantic Slave Trade began in 1440 when Portuguese traders started to kidnap and trade people from West Africa, bringing those they enslaved back to Portugal.

In 1503 Spanish traders took the first enslaved Africans from Europe to work in the Spanish run provinces of Cuba, Jamaica, Puerto Rico and Hispaniola (present day Haiti and Dominican Republic) in the Caribbean. By 1518 the Spanish were shipping captives directly from West Africa to the Americas.

Britain's involvement in the Slave Trade began during the reign of Queen Elizabeth I. The first English slave trader was Sir John Hawkins. In 1562 he sailed with three ships from London to the part of West Africa we now call Sierra Leone. This voyage was financed and supported by many important people, including London merchants such as Sir Thomas Lodge, the Lord Mayor of London and government officials like Benjamin Gonson (the Treasurer of the Navy), and was also supported by Elizabeth I.

Hawkins sailed along the West African coast and captured about 300 people, many taken from Portuguese slave ships. He then crossed the Atlantic and sold his enslaved captives to the Spanish settlements in Hispaniola. He used the money to buy tropical goods such as sugar, ginger, pearls and hides. After sailing back to London he sold these goods to City merchants – and made a huge profit. He made two more slaving voyages in 1564 and 1567, both backed by London merchants and the nobility and given royal support. During these three voyages it is estimated that Hawkins transported 1,200 slaves to Hispaniola.

Western European countries involved in the Triangular Trade



The Triangular Trade

This was a trade triangle made up of three different voyages connecting three different parts of the world – Europe, West coast of Africa and the Americas. The three voyages were named the Outward Journey, the Middle Passage and the Return Voyage.

The Outward Journey

Ships from many British ports were involved, but first London, then Bristol and finally Liverpool dominated the trade. Traders from Portugal, Spain, France, Holland, Germany, Denmark and Sweden were also involved.

These ships would be loaded with manufactured goods such as glass beads, trinkets, cotton cloth, muskets and pistols, ammunition, gunpowder, ironware including cooking pots, lead bars, copper and alcohol.

The traders sailed to the west coast of Africa landing in the 3,000 miles between Cape Blanc and the Cape of Good Hope. The majority of the trade took place between what is now

Senegal and Angola including The Gambia, Sierra Leone, Ghana, Benin, Nigeria, Cameroon and Congo.

Here the ships often spent many weeks going between forts, such as Goree Island, trading their goods for enslaved Africans. Only when they were full with hundreds of captured Africans and restocked with water and supplies did the second voyage begin.

Capture

Background information



Modern day view of the Gambian coastline

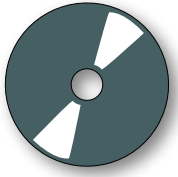
They took me from my mother as we tended to our land. I was grabbed from behind, gagged, chained and stripped. I have never been so scared in my life. My family have always taught me to fight. But no matter how hard I struggled I could not get free of their hands. It took many of them to restrain me.

Through the rough sack bag they had put over my head I could hear their muffled voices, yet I could not understand the words they spoke. It was a foreign sound to me. But through their jumbled chatter I could hear my mother crying out for me, her oldest daughter.

The men took the sack from over my eyes, only so I could see to walk. They bound my hands and chained my ankles together so I could not run fast enough to escape. We walked for hours and stopped only when we had reached the sea.

I do not know how long I was held in the dungeon by the sea. But it was many days and nights of cold, dark and damp. Everyday more and more people would come, either in pairs bound by the neck, or shackled like me by chains at the wrist and feet. Men, women and children would arrive and be thrown into the cell as if they were unwanted animals.

We were fed just enough to keep us alive, a small portion of tasteless yam and corn. I did not often see daylight but some days they would allow us on the beach and action to us that they wanted us to jump, dance and run. A Black man, old and worn looking would sit on the sand and play the drums for us to keep up a rhythm. Grown men running about us jumping and shouting words we could not understand, beating their chests, hollering like wild animals. The man who appeared to be their chief would stand and watch, his eyes cold. It was their frustration and our pride which were at loggerheads most of the time and everyday the whip would crack on one of our backs for reasons known only to them.



DVD Script

Capture



I was captured while working on our family land. I was grabbed from behind and no matter how hard I fought I could not get free.

My hands and ankles were shackled and I was marched with other prisoners for many hours until we reached a stone fort by the sea.

Here we were thrown into a dark crowded dungeon. I do not know how long I was kept here but it was many days and nights and everyday more and more people were forced into the cell.

We were given just enough food to keep us alive.

Goree Island, one of the stone forts built by the slave traders



The Middle Passage

This voyage was the middle part of the triangular slave trade system. The time it took to cross from West Africa to the Americas was usually six to eight weeks. This is a voyage which millions of enslaved Africans were forced to make between the late 17th century and the Abolition of the Slave Trade in 1807. However illegal slave trading went on for another sixty years.

Historians still argue about exactly how many Africans were transported but a database compiled in the late 1990s puts the figure at over eleven million with one and a half million dying during the crossing. Many Africans who were enslaved also died on the journey to the coast and in the slave forts.

At the same time there was a similar trade being carried on in East Africa. It is estimated that between nine and a half and fourteen million Africans were transported to Arab lands by Arabian slave traders.

Transported West Africans were taken to Brazil, the Guyanas, Central America, the Caribbean Islands and the southern areas of North America. Once here the surviving Africans were sold into slavery at auctions. They were used in plantations, mines, industry and domestic service.

The Americas.
Note: not all the Caribbean Islands
are named.



The Middle Passage

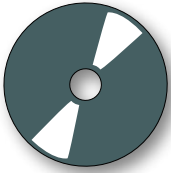
Background information

When we were brought from the cell for the final time I knew I had seen the land of my birth for the final time. We were herded onto a ship. The ship had the stench of death that no amount of water could wash away. They took us all below deck and packed us so tightly I could barely breathe. There was space to do nothing but lie down and even then there was always the skin of another person against my own. We were squashed back to back, stomach to back, head to head until it felt as if every breath was not my own but that of another person. There is no air, and I hear the cries of men and women during the night. I cannot understand the words of them all for some are of other tribes.

Everyday I am brought up on deck with the other women to exercise. It is for the amusement of the men who work on the boat. If we do not jump and dance as they tell us we are whipped or bound and violently hoisted up by our arms and legs on the metal poles of the ship. My ankles bleed after every session up on deck because the shackles are pulled so tight that they cut into my skin when I move. It is painful and swollen and all I can do is wish for my mother and her soothing hands. But she never comes.

Many have died on this journey. Some have taken their own lives by throwing themselves overboard to escape this horror. Others have become so homesick that they have just died from the grief; or become so ill from the conditions down here that they vomit until there is nothing left. The crew show neither respect or mercy for the dead. As they die the (white) men take them and throw them into the sea like rubbish.

My name was Ataá but they have told me that my name will be Lucy now. That is what I must answer to. But I will not. I will always be Ataá. I often wonder what my life would have been if they had not taken me that day. My sons and daughters would have been free, born the way every human should be. I would have land, gold and a good husband. But instead there is this.



Middle Passage



My name is Ataá. I was sold to the white men by my master who was the leader of his tribe. I was marched on to a ship as the men from the fort watched over us. One of them held a big gun as he kept a close eye.

They took us all down some stairs on the ship where it is dark and damp and there is no fresh air. It has the stench of death an awful smell that no amount of water could wash away.

There is only enough space for me to lie down. I cannot sit up because there is another bunk above me and I am chained to the women either side of me.

Many have already died on this journey. I have become so ill from the conditions down here that I vomit until I am weak. At night I dream of running in my yard and hearing my mother sing. I can only dream of that now because I do not know if I will ever go home again.



The Return Voyage

The slave ships would sail from place to place in order to get the best price for the enslaved Africans. The less time the slave ships stayed in the Americas, the more money they could make because it cost them to stay in ports.

Before goods could be loaded for the return voyage the platforms that had been fitted between decks in order to hold more enslaved Africans had to be removed. This meant that there was more room for goods to sell in Europe.

The money made from the sale of Africans was used to buy sugar, coffee, tobacco, cotton and gold. These goods were in great demand in Europe and the traders made huge profits from their sale. Merchants in Britain became very rich from this triangular trade.

The profits made from selling the goods produced by slave labour was then invested in more outward trading journeys. These supplied the plantations with more slave labour for producing even more sugar, coffee, tobacco and cotton, which could be sold for greater profit in Europe.

Sugar

Background Information

Sugar has been used in Polynesia (the islands of the Pacific Ocean) for thousands of years. The Polynesians discovered that the stalks of the sugar cane plant contained a sweet tasting liquid which could be used in cooking.

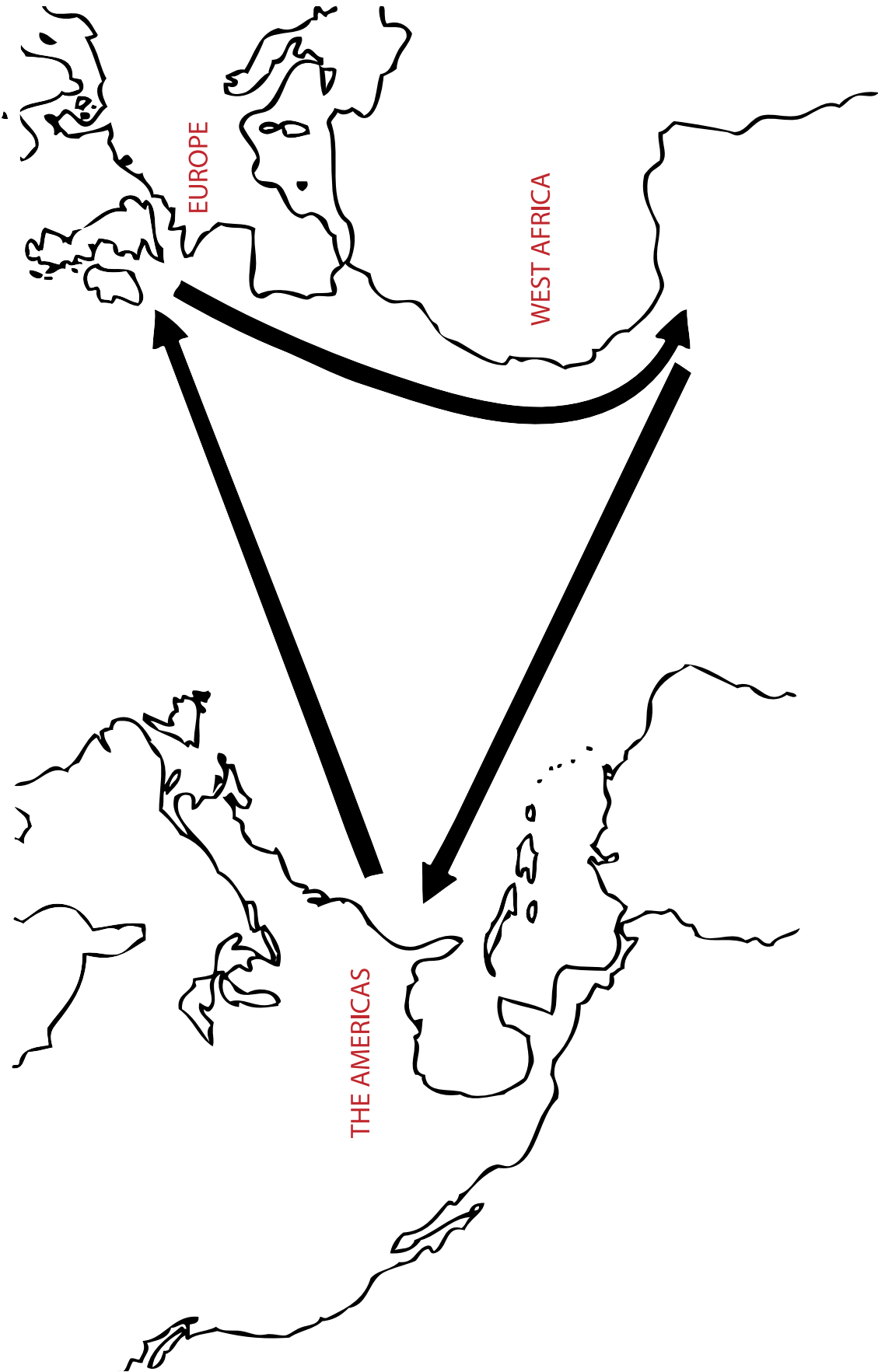
Over many hundreds of years the use of sugar spread through India and Persia. It wasn't until the Arab invasion of Persia, in the seventh century, that sugar became more widely known.

In the fifteenth century Arabs introduced sugar cane to Spain and Portugal. It was a very profitable, luxury item and in the sixteenth century a hundred tons of sugar was worth about a million pounds in today's money. Because it was such a valuable crop both countries were trying to find places where it would grow quickly and easily. In 1493 the explorer Christopher Columbus took sugar cane cuttings from the Canary Islands to the Caribbean island of St Dominique (Haiti). The climate (hot sunshine and heavy rainfall) and fertile soil was ideal and a sugar cane industry was quickly established. Sugar was in such great demand in Europe that many Caribbean islands were cleared of forest to create sugar cane plantations.

As the industry grew, large numbers of workers were needed to work on the plantations. This led to the Transatlantic Slave Trade, where millions of enslaved Africans were transported to the Caribbean. Here they were used as slave labour, growing the sugar cane to supply Europe with sugar.

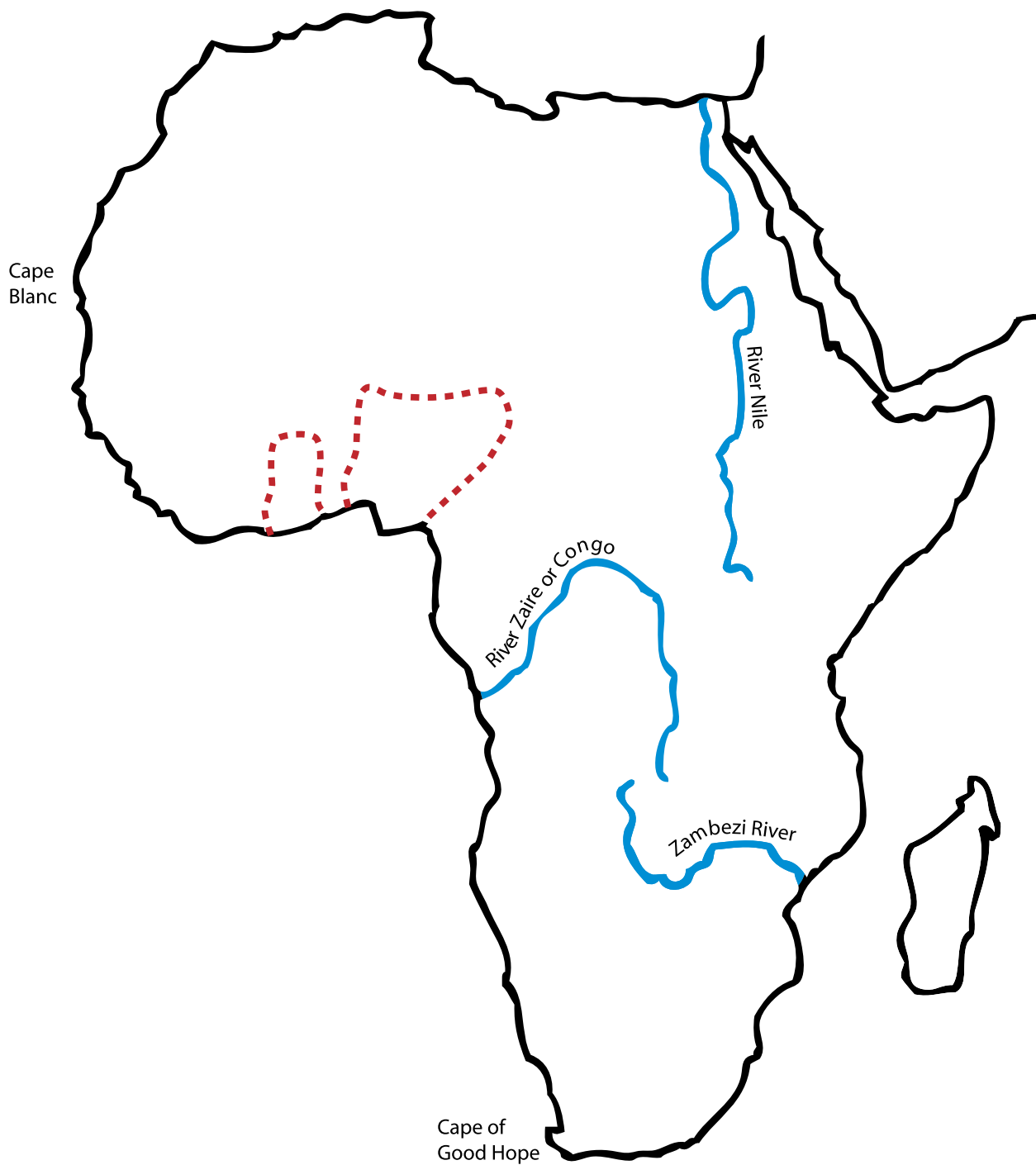
At this time sugar was still a luxury and such huge profits were being made that sugar was called 'white gold', because owning a plantation was said to be like owning a gold mine.

Resource E
The Triangular Trade



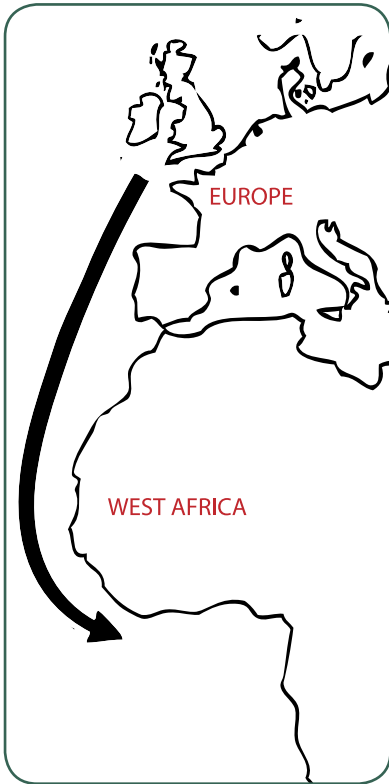
Activity 3

Map of Africa



Activity 4

The Triangular Trade

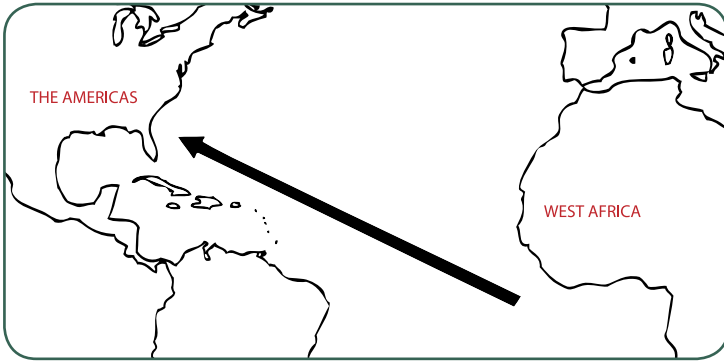


The Outward Journey

Ships sailed from the following European countries:

The ships carried:
(list the goods)

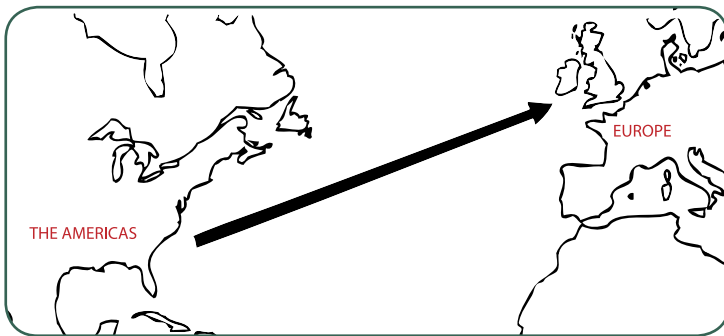
The traders exchanged their goods in the West African countries of:



The Middle Passage

The goods had been exchanged for:

The traders sold their Middle Passage 'cargo' in the following countries:



The Return Journey

With the money they had made the traders bought:
(These goods were sold for a huge profit in Europe.)

Section 5

Abolition of the Slave Trade

Objectives

Children should learn:

- that many individuals and groups played a key role in the Abolition of the Slave Trade
- that there were many local links to the Abolition Movement

Curriculum Links

This section links the local area and the many individuals, groups and actions which led to the passing of the 1807 Act.

It also provides links with the geographical Study Unit 22 'A contrasting locality overseas' and Citizenship Unit 07 'Human Rights'.

This Section can provide links at Key Stage 3 to History Unit 15 'Black peoples of America from slavery to equality?', Geography Unit 23 'Local action, global effects' and to Citizenship Unit 03 'Human rights'.

Outcomes

The children could:

- use ICT to research individuals and topics
- write descriptions of individuals, groups and actions involved in the abolitionist movement
- show their understanding of the Abolition of the Slave Trade Act 1807
- be involved in out of school activities

Activities

1. Using support material, describe how Granville Sharp became interested in the issue of slavery. (Royal Mail has released a 50p airmail stamp with his image on).
2. Look at Granville Sharp's logo – see if you can work out what it means.
3. Visit Granville Sharp's tomb in All Saints Churchyard, Fulham. Ask the children to observe, note and sketch the tomb and its inscription. (A 'Granville Sharp Working Group' has been formed to restore his tomb).
4. Visit Fulham Palace to investigate Palace and local life when Beilby Porteus was Bishop of London.
5. Using the support materials and ICT explore the ways in which slaves by their own efforts achieved freedom. These could include studies on:
 - Toussaint L'Ouverture and Haiti.
 - The Jamaican Maroons, Cudjoe and Nanny Maroon.
 - Olaudah Equiano
 - Ottobah Cugoano
 - Ignatius Sancho
6. Divide the class into small groups. Using ICT and the support material ask the children to research individuals and groups involved in the abolition movement. Topics could include:
 - The Quakers
 - John Wesley
 - The Zong Case
 - John Newton
 - The Clapham Sect
 - Elizabeth Heyrick

Background Information

Although William Wilberforce is linked most strongly with the Abolition of the Slave Trade in 1807, there were many other people, groups and campaigns leading to the passing of the Act.

There was:

- resistance by enslaved Africans and their rulers
- disruption caused by slave rebellions
- changing public perception of enslavement and slavery
- campaigning by individuals and groups

African resistance

Some rulers did attempt to resist European demands for prisoners. As early as 1526 King Alfonso of Kongo was complaining to Portuguese authorities and in 1630, Queen Njingha of Ndongo (Angola) tried to drive out the Portuguese. In 1720, King Agaja Trudo of Dahomy attacked the European forts along the coast, but failed because the Europeans had more efficient weapons.

There was increasing resistance by Africans threatened with enslavement and constant rebellions by prisoners in the coastal forts. Also there were many rebellions on slave ships during the Middle Passage.

Slave Rebellions

Another factor which led to Abolition was the increased disruption caused by slave rebellions in the American plantations and colonies. One of the earliest was the first Maroon War of Jamaica in 1730. The Maroons were groups of escaped slaves, led by Cudjoe and his sister Queen Nanny, who lived in the mountains. They fought until the British agreed a treaty in 1739. There were also major rebellions in Antigua, Jamaica and Dutch Guyana between 1736 and 1772. In 1791 Toussaint L'Ouverture led a slave uprising in St. Domingue, which in 1804 led to St. Domingue being declared the independent Republic of Haiti. This was the first Black state outside Africa.

In 1795 there was a second Maroon war in Jamaica and rebellions in Grenada and St. Vincent. There was considerable damage caused to plantation crops, buildings and especially machinery through sabotage by enslaved Africans.

Changing Public Perception

Evidence of the cruelty and suffering endured by enslaved Africans was shown by people with first hand experience. Black abolitionists shocked and educated the British public about Africa, enslavement and plantation life. Among the prominent Africans who helped bring about this change was Ottobah Cugoano who campaigned for the immediate end of the Slave Trade. The publication of Ignatius Sancho's letters and Olaudah Equiano's autobiography helped change the public's perception of slavery.



This image of a praying slave was first published by Josiah Wedgwood. It was adopted as the seal of the Anti-Slavery Society.

Campaigns

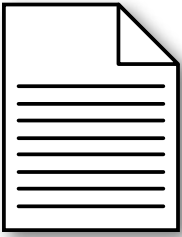
The first religious group to campaign against slavery were the Quakers. They had called for the abolition of slavery since the 1760s. John Wesley, the leader of the Methodist movement published a pamphlet attacking slavery in 1774.

In 1783 the Zong case caused outrage and strengthened the campaign. 131 Africans were thrown overboard from the slave ship Zong – but the case was heard as an insurance claim, not a murder trial.

Leading abolitionists included Granville Sharp and Thomas Clarkson who in 1787 were instrumental in forming the committee for the Abolition of the African Trade. Many other members were Quakers. Other active campaigners included Henry Thornton, Zachary Macaulay, James Stephen and John Newton, a former slave ship captain who wrote the hymn 'Amazing Grace'.

In the 1790s an influential group of abolitionists who met at Henry Thornton's estate on Clapham Common became known as the Clapham Sect.

Elizabeth Heyrick, Hannah Moore and Sophia Sturge were among the many influential women abolitionists. Sophia's campaign involved her personally calling on 3,000 homes asking them not to eat slave grown sugar.



Support Material

Granville Sharp (1735 – 1813)

Granville Sharp was one of the earliest campaigners in Britain for the rights of enslaved people. The son of a clergyman, he was born in Durham. At 15 he was apprenticed as a linen draper to a London Quaker.

His concern about slavery really began in 1765 when visiting his brother's surgery in Mincing Lane. There he met Jonathan Strong, a slave who had been brought to London from Barbados. His master, dissatisfied with his services, had beaten him with a pistol and thrown him on to the streets. He was so badly injured that he was close to death. Sharp took him to hospital and paid for his treatment. It took four months for him to get better.



Sharp's tomb

Two years later Jonathan was seen by his former master who had him jailed and was going to sell him back into slavery in Barbados. Sharp heard the news, appealed to the Lord Mayor of London and Jonathan was freed. However it was not until 1772 that Lord Mansfield (the Lord Chief Justice of England) ruled that a master could not force an enslaved person to leave Britain. News of this victory spread very quickly

and many former slaves contacted Sharp for legal support.

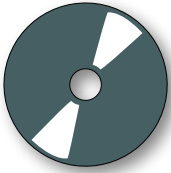
In 1787, Sharp became a supporter of the Sierra Leone Resettlement Project which encouraged former slaves to settle in West Africa. In the same year he and his friend, Thomas Clarkson, formed the Society for the Abolition of the Slave Trade. Nine out of the twelve committee members were Quakers. John Wesley and Josiah Wedgewood supported the campaign and William Wilberforce, the MP for Hull, was persuaded to be their spokesperson in the House of Commons.

Granville Sharp spent the last thirty years of his life at his brother's house in Fulham High Street. He died at Fulham House in 1813 and was buried in the churchyard of All Saints, Fulham.

Due to a disagreement with the Vicar at that time Sharp was not allowed to have a funeral service in All Saints Church. A commemorative service of thanksgiving was held at All Saints on Sunday July 8th 2007.

All Saints Churchyard





Granville Sharp



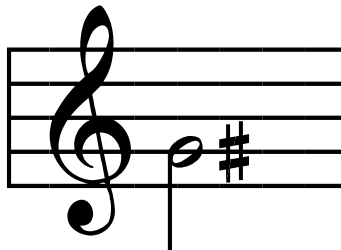
My fight against slavery began at my brother's surgery when I met Jonathan Strong, a slave who had been brought to London from Barbados.

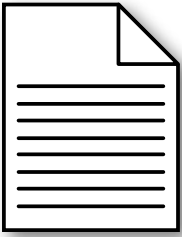
He had been so badly beaten by his master that it took four months in hospital for him to recover.

Two years later Jonathan's master found him, had him jailed and was going to take him back to Barbados, but I appealed to the Lord Mayor and the Courts and a law was passed which meant that slaves could not be forced back to the colonies once they were in Britain.

This ruling was a great help to my friend Thomas Clarkson, the MP William Wilberforce and myself in our campaign for the abolition of slavery.

Granville Sharp's logo





Support Materials

Bishop Beilby Porteus

Beilby Porteus was born in 1731. He was ordained a priest in 1757, and in 1787 was appointed Bishop of London and lived in Fulham Palace. He was a noted abolitionist, preaching and campaigning against the slave trade and taking part in many debates in the House of Lords. He became well known after preaching a sermon in which he criticised the Church's treatment of slaves on its plantations in Barbados. He became the leading voice in the Church of England for the abolition of the slave trade and was a supporter of Granville Sharp, Thomas Clarkson, Henry Thornton and William Wilberforce. He died at Fulham Palace in 1809.

Fulham Palace



Maroons

Background Information

In 1655 Britain successfully invaded the Spanish controlled island of Jamaica. The Spanish had freed many of their slaves to fight against this invasion. These freed slaves and many other enslaved Africans who escaped from Spanish colonists settled into the wooded, mountainous regions of Jamaica and became known as Maroons. The name 'maroon' comes from the Spanish word cimarron, roughly translated as "wild" or "untamed".

Over time more and more runaway slaves joined them and they controlled large areas of inland Jamaica. There were two main groups of Maroons, the Trelawny Town Maroons led by Cudjoe and the Windward Maroons led by his sister Queen Nanny. They were very well organised, knew the country well and would often raid plantations. These constant raids became a major problem for the British authorities. The Maroons were skilled hunters and warriors and the British Army and plantation owners could not control or defeat them.

The first Maroon War (1730-1739) ended with a treaty which gave the Maroons control of large areas of land and meant that they became the first officially free Jamaican Africans. Some of this land is still Maroon territory today, but some was taken away by the British after the second Maroon War of 1795.

Escaped slaves formed similar Maroon communities in other Caribbean islands such as St. Vincent and Dominica, but none were as great a threat to the British as the Jamaican Maroons.

Typical wooded mountainous areas of the Caribbean Islands



