



FACING THE PAST

**EDUCATIONAL  
RESOURCES**

FOR PRIMARY SCHOOLS

**LANCASTER'S  
SLAVERY BUSINESS**

THE  
TRANSATLANTIC  
**SLAVE**  
& WEST INDIES  
**TRADES**

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Supported using public funding by

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ENGLAND**

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ENGLAND**

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# LANCASTER'S SLAVERY BUSINESS

## THE TRANSATLANTIC SLAVE AND WEST INDIES TRADES

This pack supports teachers to teach about the Transatlantic Slave and West Indies Trades in the classroom and to facilitate visits to relevant museums such as Judges' Lodgings Museum in Lancaster. The resources in this pack cover the objectives of the National Curriculum across a range of subjects, including History, English, PSHE and Art. This resource is specifically aimed at pupils in Upper Key Stage Two (9-11) and there is guidance on inclusion for pupils with additional needs (see page 37).

Lancaster was once the fourth largest slave trading port in the country. Between 1738 and 1807, at least 122 ships sailed from here to the coast of Africa to take Africans into slavery in the Americas. The West Indies trade relied on the labour of enslaved Africans in West Indian islands such as Barbados and Jamaica to harvest or produce sugar, cotton, rice, indigo, rum, mahogany and other woods which were then sold by Lancaster merchants. The trades in both goods and people were connected and made many Lancastrians very wealthy; their family names are reflected in the city's buildings, institutions, streets and in the Priory Church and churchyard. In stark contrast, the names and stories of those enslaved remain largely unknown.

Understanding Lancaster's role in these trades is key to understanding local and regional history. This educational pack has been developed to support and guide teachers to deliver this complex subject and each section has activity sheets at the back of the pack to use in the classroom. Activities allow opportunities for pupils to enhance the use of ICT skills and to discuss and debate historical issues.



# GUIDANCE FOR TEACHERS

The resurgence of the Black Lives Matter movement in the wake of George Floyd's murder in America in May 2020 triggered renewed debate about slavery, racism and our understanding of the past. This pack aims to effectively engage students to see the full history of the places in which they live and its impact on life today.

The aim is to help pupils develop their skills of historical enquiry, to bring meaning to the subject and to create a better understanding. To ensure this, the following points should be considered:

## Language

Before teaching this topic, it is important to spend time as a class unpicking associated vocabulary. Slavery can be an abstract concept for many pupils and confused with being a 'servant.' You can address any misconceptions and clarify understanding of terminology (see glossary on page 36).

## Relevance

Slavery is a relatable and relevant issue and children may see the links to contemporary issues such as racism. 'Work backwards' and don't tell the answers but encourage pupils to investigate to create skills inference and critical thinkers.

## Black Agency

It is important to recognise the historic evidence of Black people's resistance against slavery. For example, enslaved Africans revolted or resisted on one in ten slave ships. When referencing victims of the slave trade the use of the word 'enslaved Africans' is preferred over 'slaves.'

- ✔ **Enslaved** (*verb*) an action done unto them through no fault of their own. This does not define who they are/were.
- ✘ **Slaves** (*noun*) collective noun to refer to a group of people as possessions and ignores them as individuals.

For more guidance on vocabulary read: 

<https://nottinghammuseums.org.uk/wp-content/uploads/2021/06/3a.-Slavery-and-Racial-Terminology-Glossary-Omitted-Terms.pdf>

## HISTORICAL BACKGROUND



The Transatlantic Slave Trade came into being because Europeans needed workers for the American and West Indian colonies. In Lancaster the first slave ship is thought to have left in 1738. Many slave ships left from the River Lune packed with goods such as textiles, metalware (copper, brass, iron), beads, hats, gunpowder and weapons bound for West Africa. Other Lancaster-owned slave ships sailed via or from Liverpool. Slave ships travelled to West Africa where they exchanged these products for African people. They then packed the Africans into ships and transported them across the Atlantic Ocean into slavery in the West Indies and North America.

In the American and West Indies colonies, on islands such as Barbados and Jamaica, enslaved Africans were forced under brutal conditions to produce goods for return cargoes to Lancaster. They cultivated sugar, cotton and rice, processed rum and cut down logwood (for dyes) and mahogany.

Many Lancaster merchants also exported manufacturers such as fine furniture, woollen and cotton garments and candles directly to the West Indies in exchange for goods produced by enslaved Africans.

**7 - 10%**  
of Africans  
died during  
the voyage



Lancaster families such as the Hindes and Watsons and individuals such as Miles Barber, James Sawrey, Richard Millerson and Dodson Foster specialised in slave trading. Other significant merchant families such as the Satherwaites and Gillows participated in the West Indies trade (made possible by slavery in the West Indies) and sometimes invested in slave ships. Others like the Rawlinsons and William Lindow were West Indies traders but also profited from part ownership of slave plantations and some slaving ventures.



Evidence such as church registers, runaway adverts and merchant accounts show both free and enslaved Africans lived in Lancashire including Frances Elizabeth Johnson, Henry (Harry) Hinde and an Igbo\* boy who had African scarification marks on his face but spoke with a broad Lancashire dialect. Today Lancaster's beautiful Georgian buildings remain as evidence of the profit made in both trades. Even the skate park by Sainsburys was previously a shipbuilding yard. Profits from these trades were invested into the new canal system and cotton mills of the Industrial Revolution. Even after the Transatlantic Slave Trade was abolished in the British Empire in 1807, money made from trading goods made by enslaved Africans continued to be invested into British industries and infrastructure. Lancaster merchants continued to become rich on cotton produced by enslaved Africans in the American South.

Lancaster tells us an important story about how the enslavement of Africans, and their forced work producing goods, made exceptionally large profits. African agency can be seen through resistance on slave ships and in the plantations. Black people also lived in Lancaster during the 18th century.



*Photographer: Polina Jankelovitch*

*\*The Igbo people are an ethnic group from modern day Nigeria.*

# NATIONAL CURRICULUM LINKS

## KEY STAGE 2

### HISTORY

#### Local Study

- Demonstrate knowledge of aspects of history significant to their locality
- Describe links and contrasts within and across different periods of time including short-term and long-term scale
- Describe the impact of historical events and changes
- Discuss and debate historical issues

### PSHE

- Reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences
- Develop good relationships and respect the differences between people
- Think about the lives of people living in other places and times, and people with different values and customs
- Realise the nature and consequences of racism, teasing, bullying and aggressive behaviours and how to respond to them and ask for help

### ENGLISH

#### Reading

- Distinguish between statements of fact and opinion
- Retrieve, record and present information from non-fiction
- Asking questions to improve their understanding
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying the inferences with evidence

#### Writing

- Participate in discussions, presentations, performances, role play/improvisations and debates
- Ask relevant questions to extend their understanding and knowledge
- Articulate and justify answers, arguments and opinions

#### Speaking & Listening

- Noting and developing initial ideas, drawing on reading and research where necessary
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action



# 1 - WHAT IS SLAVERY?

## OVERVIEW

This lesson will introduce the Transatlantic Slave trade and will establish pupils' prior knowledge on the topic of slavery.

The purpose of this activity is to clearly define what a 'slave/enslaved African' is, and to be able to know the differences between a 'slave' and a 'servant.' Slavery is difficult to understand because it is so immoral and can be an abstract concept.

To own another person should not be legal, yet for hundreds of years, and even today, many people have bought and sold other people for profit. An enslaved person, unlike a servant, has no choice, no freedom and no money. Instead, their human rights are denied, and they become property i.e. like a belonging.

Slavery has been happening for centuries, even before the Transatlantic Slave Trade began. Some Africans used slavery in their own countries and some African traders supplied enslaved Africans to Europeans for the Transatlantic Slave Trade. However the introduction of European slave traders had a dramatic impact on the scale of slavery and the brutal methods used to control enslaved people.

### Learning Objectives

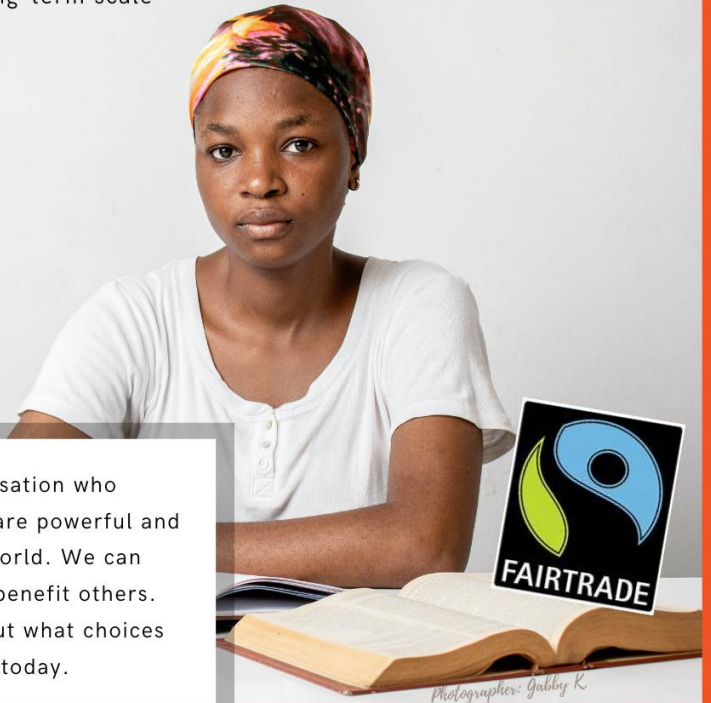
- Demonstrate knowledge of aspects of history significant in their locality
- Describe links and contrasts within and across different periods of time including short-term and long-term scale

### Vocabulary

**Enslaved**  
**Enslavers**  
**Auction**  
**Profit**  
**Plantations**  
**Exploitation**

### Suggested activities

**PSHE** Fair Trade is an organisation who believe that our choices in life are powerful and can affect people all over the world. We can make the right choices to help benefit others. Research Fair Trade and find out what choices you can make to create change today.



*Photographer: Gabby K*

# 1 - WHAT IS SLAVERY? LESSON

For use with resources and handouts on page 24 - 25.



Cut the hand-out activity (page 24) into jigsaw pieces. Ask students to work in pairs to reassemble the image.



Students to discuss the image using the 5 Ws. Feedback to the class giving justifications for all answers.



**1** What has happened?

**2** When did it happen?

**3** Why did it happen?

**4** Where did it happen?

**5** Who was involved?

*Why?  
When?*

*What?  
Who?  
Where?*



Students to complete the hand-out activity (page 25) sorting 'slave' and 'servant' vocabulary.



Were there any similarities between 'servant' and 'slave'? Clarify the differences - servants were sometimes treated unfairly but enslaved Africans were treated as objects/belongings.



Can you put a price on a human? It is difficult to compare values across time but in the 17th century the Royal Africa Company could buy an enslaved African with trade goods worth £3 and sell that person for £20 in the Americas.

Why were all enslaved people in the Americas black? Discuss how racism was used to justify mistreating and enslaving Africans. How do you feel about people being enslaved?

Refer to the image of the Rawlinson memorial. The monument is a prominent memorial of a family that made much of their money through the West Indies Trade, Slave Trade and slave plantations but many of the family, including children, buried there were not involved in these trades. Ask the class why they think the words 'slave trader' were painted onto it.



In pairs, ask children to research what happened to the Rawlinson memorial by selecting appropriate sources.

- Is the source reliable?
- Is the information factual or an opinion?

Using the information they found, can they explain what slavery is? How was Lancaster involved? Did the Rawlinsons deserve to have the monument graffitied?



### Plenary

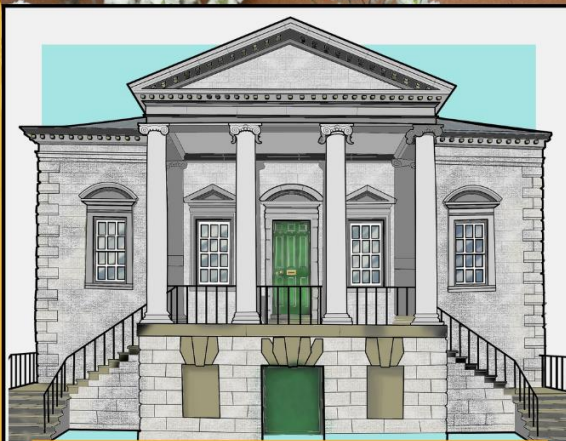
During the 18th century the slave trade was legal and many people traded or owned enslaved Africans. Was the law moral or immoral? What about the enslavers or those that benefitted from the Slave Trade and Slavery?

## 2 - HOW DID THE SLAVE AND WEST INDIES TRADES WORK?

### OVERVIEW

Lancaster Maritime Museum was originally a Customs House, built in 1764 and designed by Richard Gillow of the furniture making family. It was built to manage the increase in trade at Lancaster, in particular the Transatlantic Slave Trade and associated West Indies Trade.

In the 1700s, the River Lune would have been a bustling port because Lancaster was the fourth largest slave trade port in Britain. Between 1738 and 1807 Lancastrian merchants were involved in the capture and sale of an estimated 30,000 African people on around 180 slaving voyages. Lancaster slave ships made 125 slaving voyages directly from the River Lune while others sailed from or via Liverpool, with investment from Lancaster merchants.



- Customs House (now Maritime Museum)
- built in 1764, designed by Richard Gillow

The River Lune was part of the 'Triangular Trade' route linking Britain, West Africa and the Americas. Slave ships left from the River Lune packed with goods such as textiles, metalware (copper, brass, iron), beads, hats, gun powder and weapons bound for West Africa. The enslaved Africans were taken then enslaved in the hold of the slave ships and tightly packed so large profits could be made based on the number of people in the ship. At least 7- 10 % of the Africans travelling there never made it to the plantations and instead their bodies were thrown overboard. If they did not die en route, they were worked to death at the plantations in the West Indies and mainland colonies such as South Carolina.

In the West Indies and North America the enslaved Africans were forced under brutal conditions to grow or produce rice, tobacco, sugar and rum. They were also forced to cut mahogany and logwood (for dyes). These goods were sent back to Lancaster on the same ships. Lancaster merchants made money on every leg of the journey.

### Learning Objectives

- Demonstrate knowledge of aspects of history significant in their locality.
- Describe the impact of historical events and changes.
- Discuss and debate historical issues.

### Vocabulary

**Middle Passage**  
**Triangular Slave Trade**  
**Plantations**  
**Goods**  
**Import**  
**Export**

### Other Activities

'The Zong' was a Liverpool slave ship that was overloaded when it crossed the Atlantic in 1781. Approximately 131 African captives were thrown overboard and drowned because if they had died on board, the crew could not claim insurance money on the lost cargo. Research to find out how the Zong Massacre created change.

*Photographer: Pascal-Laurent*

# 2 - HOW DID THE SLAVE AND WEST INDIES TRADES WORK?

## LESSON

For use with resources and handouts on page 26 - 28.



**task**

Show the painting of the River Lune (page 35). In pairs, ask students to use their enquiry skills to answer the questions. Where is this place? Are there any key buildings in the skyline still here today? When was it painted? Why is it significant to the Slave and West Indies Trades? Find a recent image of Lancaster and compare.



**discuss**

What role did the ships play in trading?

Discuss why the River Lune was crucial for these trades in Lancaster. Think about its location and buildings e.g Custom House.

What goods came into the port? Where did they come from? Think of goods available in the West Indies and Africa (climate). Introduce the term 'Triangular Trade' and ask children to explain why it was named this. Trade suggests exchange - what did each place trade with the other? Discuss what Britain had that the other countries wanted.



**task**

Students to complete hand-out (page 26) by labelling the places/goods and create their own spinner using the template (page 27).

The 'Triangular Trade' was the sailing route taken by British slave traders. It was a journey of three stages.

1. A British ship exporting goods to trade, such as textiles or weapons, sailed from Britain to West Africa for enslaved Africans.
2. The slave ship then sailed across the Atlantic to the West Indies and North America - this leg of the voyage was called the 'Middle Passage'.
3. Ships loaded with goods such as sugar and rum sailed from the West Indies and North America back to Britain.

To ensure the biggest profit, the ships were usually full on each leg of the journey. The Triangular Slave Trade and West Indies Trade relied heavily on the exploitation of enslaved Africans and their labour to create the goods in the plantations of America and the West Indies. Each place had something the other place wanted, and this is how they traded. All the countries had different currencies, so money was useless. Instead, they traded enslaved Africans and goods such as weaponry, clothing and spices. Africans were captured in battles or kidnapped from their homes and families and forced into a new life by Europeans who used racism to justify their actions.



## 3 - WHO WAS RESPONSIBLE IN LANCASTER ?

### OVERVIEW

Lancaster families such as the Hindes and Watsons and individuals such as Miles Barber, James Sawrey, Richard Millerson and Dodson Foster specialised in slave trading. Other significant merchant families such as the Satterthwaites and Gillows participated in the West Indies Trade (made possible by slavery in the West Indies) and sometimes invested in slave ships. Others like the Rawlinsons and William Lindow were West Indies traders who not only invested in the slave trade but also profited from part ownership of slave plantations.

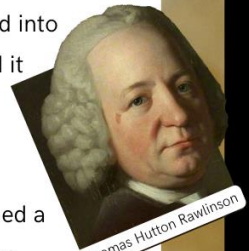
Many ordinary people working on the quay or building ships indirectly benefited from the Slave Trade and West Indies Trade. Young men from elite families worked as agents across the West Indies. Over generations, these families accumulated land, property, plantations and enslaved Africans. Slave traders, West Indies traders and their descendants dominated political life in Lancaster as aldermen, mayors and councillors. Some invested their inherited fortunes in local mills and businesses.

Today Judges' Lodgings Museum has beautiful furniture made by Gillows of Lancaster and other makers who used wood cut down by enslaved Africans. Some of the furniture was commissioned by families profiting from slavery. Gillows had an 8% share in a slave ship in the 1750s which took 150 African people to be sold into slavery at Charleston, South Carolina. Its second voyage went to Jamaica and it sank near Bristol on its third voyage.

The Rawlinson family are well known for dominating the West Indies trade - profiting in goods produced with slave labour. Thomas Hutton Rawlinson owned a 33% share of a sugar plantation in Grenada. His elder son, Abraham Rawlinson, participated in Liverpool's West Indies trade during the 1760s and 1770s and in 1776 was one of four investors in a Liverpool slaving voyage taking Africans into slavery in Jamaica. By 1779 he was back in Lancaster pursuing the West Indies trade with his younger brother John.



Mary Hutton Rawlinson



Thomas Hutton Rawlinson



Abraham Rawlinson



## 3 - WHO WAS RESPONSIBLE IN LANCASTER ?

# LESSON

For use with resources and handouts on page 29



Discuss how can we find out more information about the past. What are reliable sources? How do we understand bias e.g. a slave trader's diary?

What is at museums like the Judges' Lodgings Museum which can help us with our investigation? How can real-life artefacts help us tell the story? Who made them and why? Where do the materials come from? How were they paid for?



Lancaster slave ships took a total of around 30,000 Africans into slavery in the Americas. They were owned or funded by merchants such as the Thomas Hinde who invested in over 30 slaving voyages from Lancaster and Liverpool and was Lancaster's biggest slave trader. Others like the Satterthwaite and Rawlinson families made their wealth mainly from the West Indies Trade but sometimes invested in the Slave Trade too. Using a map of Lancaster how many places can students find that are named after people involved in slavery?



How can we distinguish between facts and opinions? Which is more reliable? Students to sort the quotes into fact and opinion (page 34).



Students to use enquiry skills to find which other members of the Rawlinson family were actively/ indirectly involved with the slavery business. Are family members morally guilty if they benefited i.e. with wealth to buy expensive furniture? Why did slavery continue for so long?



Consider the Rawlinson memorial graffiti and the question of moral responsibility. Should the whole family suffer for one member's actions? Link to Fair Trade and how people today can buy products to ensure workers are paid fairly.

**Plenary**

The British Transatlantic Slave Trade was legal until 1807 and slavery was legal in the British Empire until 1833. Could the trades be immoral while operating within the law? Was wider society responsible for allowing the Slave Trade to continue? What might be legal but immoral today? How will we be judged in the future?

**Learning Objectives**

- Think about the lives of people living in other places and times, and people with different values and customs.
- Demonstrate knowledge of aspects of history significant in their locality.

**Vocabulary**

Slaver  
Moral



*Mary Hutton Rawlinson's Bookcase*  
at the Judges' Lodgings Museum



# 4 - WHAT DO WE KNOW ABOUT THOSE WHO WERE ENSLAVED?

## OVERVIEW

Slavery made several Lancastrians very wealthy, and their names are reflected in the city's buildings, institutions, streets and the Priory Church, whilst the names and the stories of those enslaved remain largely unknown.

Historic resources such as wills, parish registers, runaway advertisements and account books show that some Africans were brought back to Lancaster with their masters and there were free Black individuals living in the town.

One example of a named Black woman is Frances 'Fanny' Elizabeth Johnson who lived at 20 Castle Park. She was born enslaved in St Kitts and brought to Lancaster in 1778 aged 27 to live with the Satterthwaite family. Frances is recorded as being baptised at the Priory Church in April 1778 as 'a black woman servant to Mr John Satterthwaite'. John was a West-India merchant who would subsequently invest in several slaving voyages and had recently married a plantation owner's daughter. According to Satterthwaite family tradition, when Frances died her hand was cut off and kept as a memento, passing down the generations to be buried in the Priory Church in 1997.

While there is no written evidence of the mummified hand, its story suggests that Frances may have been thought of like a favourite family pet. As an enslaved woman Frances could not leave any information about her life. How do we value oral and written traditions? How do we know what is fact and what is speculation? Why is this important?

### Learning Objectives

- Reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences

### Vocabulary

### Institutions



# 4 - WHAT DO WE KNOW ABOUT THOSE WHO WERE ENSLAVED?

## LESSON

For use with resources and handouts on page 30



Frances Elizabeth Johnson was referred to as a 'cherished servant'. What does that tell you about the Satterthwaite family? What is the difference between an enslaved African and a free servant? Whole class discussion about how enslaved Africans and servants were treated. (See also page 25).

The 'Runaway Slaves in Britain; Bondage, Freedom and Race in the 18th Century' online database includes contemporary adverts for Africans escaping slavery. There are four Lancaster escapees including Henry 'Harry' Hinde (1764) and an Igbo boy owned by a clergyman who had African scarification marks and spoke with a Lancashire accent (1765). You can find these examples by searching 'Lancaster' here [www.runaways.gla.ac.uk/database/](http://www.runaways.gla.ac.uk/database/)

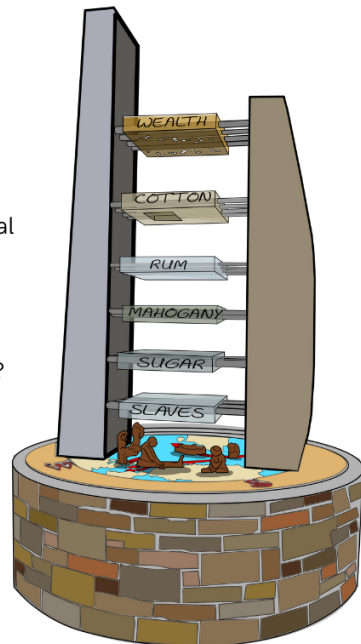


Students to read the adverts. How are runaway Africans described? What do you think life was like for them on the run? Students to create a portrait of a 'runaway slave' using the description in the historic advert (page 30)



*The Captured Africans* memorial on St. George's Quay, Lancaster, created by artist Kevin Dalton-Johnson is a memorial to the enslaved people transported on ships originating out of Lancaster. Design a memorial for those forgotten enslaved Africans who lost their lives.

- What would you write on their inscription?
- How would you want them to be remembered?
- Where in Lancaster would you place the memorial?



## 5 - WHEN DID THE SLAVE TRADE STOP?

### OVERVIEW

Although slavery had become a lucrative business, groups such as the Quakers and campaigners such as William Wilberforce MP, Thomas Clarkson and African writer Olaudah Equiano argued against the Slave Trade. Resistance by Africans on slave ships and at the plantations also helped bring about abolition.

Many Lancastrians had grown rich through slavery and did not want it to be abolished. In 1792 Abraham and John Rawlinson complained that 'the people in England want to lower the prices of sugar and yet they continue presenting petitions from all quarters to Parliament to procure the abolition of the slave trade'. The trade in Africans was eventually abolished in the British Empire in 1807 but slavery itself continued in the British Empire until 1833.

Slavery continued in the USA until 1865. The African American abolitionist Moses Roper remains a largely unknown figure today but was a famous campaigner against American slavery. He spoke at Lancaster Grand Theatre between 1837 and 1848.

#### Learning Objectives

- Describe the impact of historical events and changes
- Think about the lives of people living in other places and times, and people with different values and customs

#### English

##### Reading

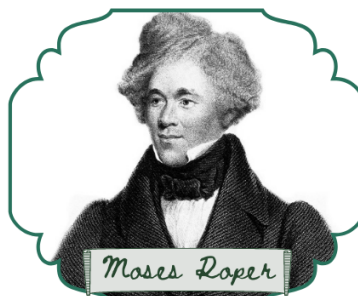
- Retrieve, record and present information from non-fiction
- Asking questions to improve their understanding

##### Writing

- Noting and developing initial ideas, drawing on reading and research where necessary

##### Speaking and Listening

- Asking relevant questions to extend their understanding and knowledge



Moses Roper

#### Vocabulary

**Abolitionists**  
**Emancipation**  
**Protest**

# 5 - WHEN DID THE SLAVE TRADE STOP?

## LESSON

### Suggested Activities



Write a diary entry by an enslaved African about the news of the Slave Trade being abolished. How does it make you feel? While the Slave Trade was abolished in 1807, slavery itself continued in British colonies until 1833. Imagine you are an enslaved African hearing about abolition in 1833. What does freedom look like for you? What are your plans when you become free? What barriers may you have experienced?



What does abolish mean? Why did people argue against abolition?



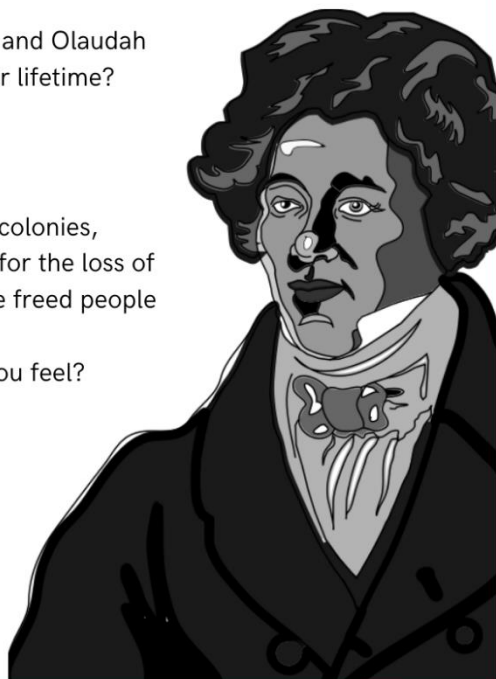
Research anti-slavery campaigners Olaudah Equiano (Britain) or Moses Roper's (America) life. Create a historical timeline of key events in their lives. Why were they significant?

How might abolitionists William Wilberforce and Olaudah Equiano have been treated differently in their lifetime?



When slavery was made illegal in the British colonies, plantation owners were given compensation for the loss of the enslaved Africans as their 'property'. The freed people received nothing.

Why did this happen? How does this make you feel? Was this fair? Explain your reasoning.



## 6 - HOW HAVE THESE TRADES IMPACTED LANCASTER TODAY?

### OVERVIEW

During the summer of 2020, the death of George Floyd while in the custody of police in Minneapolis, USA sparked anti-racism 'Black Lives Matter' protests across the world. Protesters argued there is a link between racism today and the continued presence of statues, memorials and street or buildings names that celebrate those who benefited from slavery. Some people believe we should rename these places while others think they are part of history. This discussion is ongoing in Lancaster as establishments consider name changes.

#### Learning Objectives

- Discuss and debate historical issues



#### Suggested Activities

Imagine you are a resident living on Lindow Square in Lancaster. Your street was named after William Lindow, a merchant who invested in three slave voyages and profited from plantations and goods made by enslaved Africans. There have been suggestions from the local community to rename your street. Write a letter to the council expressing your view. Should the street be renamed? Could a plaque be added with more information? Should the name remain so others can learn from Lancaster's history?

#### Vocabulary

**Black Lives Matter (BLM)**  
**Movement**  
**Racism**  
**Tokenistic**  
**Solidarity**  
**Anti-racism**



# 6 - HOW HAVE THESE TRADES IMPACTED LANCASTER TODAY?

## LESSON

For use with resources and handouts on page 31 - 34



**task**

Read the statement from the former Robert Gillow pub in Lancaster and what changes they made and why (page 31). Students to answer questions about the text and complete activity 1.



**discuss**

Discuss whether the name change will educate or just erase history?



**discuss**

In pairs students discuss the following questions: What is Black Lives Matter (BLM)? Why did people around the world protest in June 2020? Explain that campaigners started to question statues of slavers e.g. Edward Colston in Bristol. Lancaster also reacted to the Black Lives Matter Movement.



**discuss**

The Sugarhouse club, site of Lancaster's first sugar house in the 17th century, is considering changing its name due to its links with slavery. Some people are happy with this decision, but others think that by renaming buildings, we are erasing history. The Robert Gillow pub changed the name because they did not want to celebrate someone who made some of their profits through the exploitation of enslaved Africans. However the Sugarhouse club is a place not a person and occupies a site on Sugarhouse Alley, previously the sugar warehouse and boiling house. The original 'sugar-house' was where raw sugar from the West Indies was refined for sale.



**task**

Complete activity 2 (page 32) listing the reasons for and against the renaming.



**debate**

As a whole class debate the question 'Should the Sugarhouse be renamed?'.

### Plenary



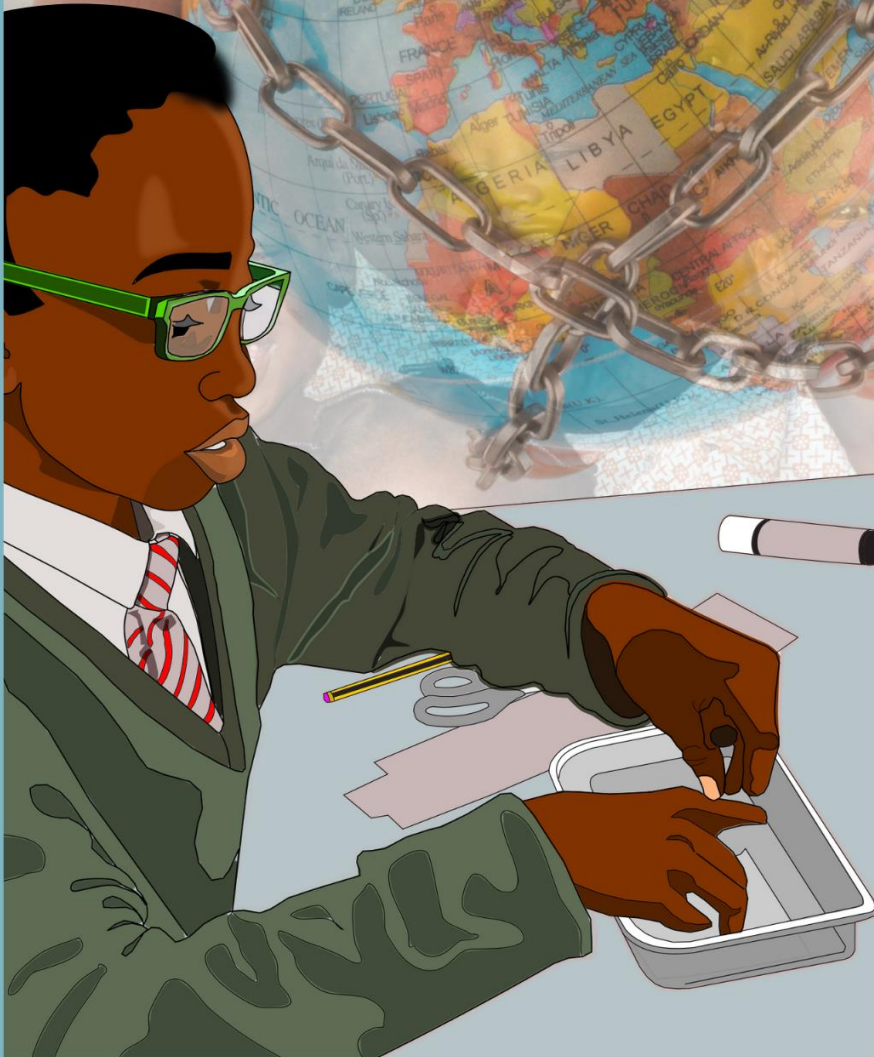
**task**

Use the Slave Trail Map to complete Activity 3 (page 33)  
[www.visitlancaster.org.uk/visitor-info/maps-and-guides](http://www.visitlancaster.org.uk/visitor-info/maps-and-guides)





# RESOURCES AND HAND-OUTS



## 1 - WHAT IS SLAVERY?

## ACTIVITY 1

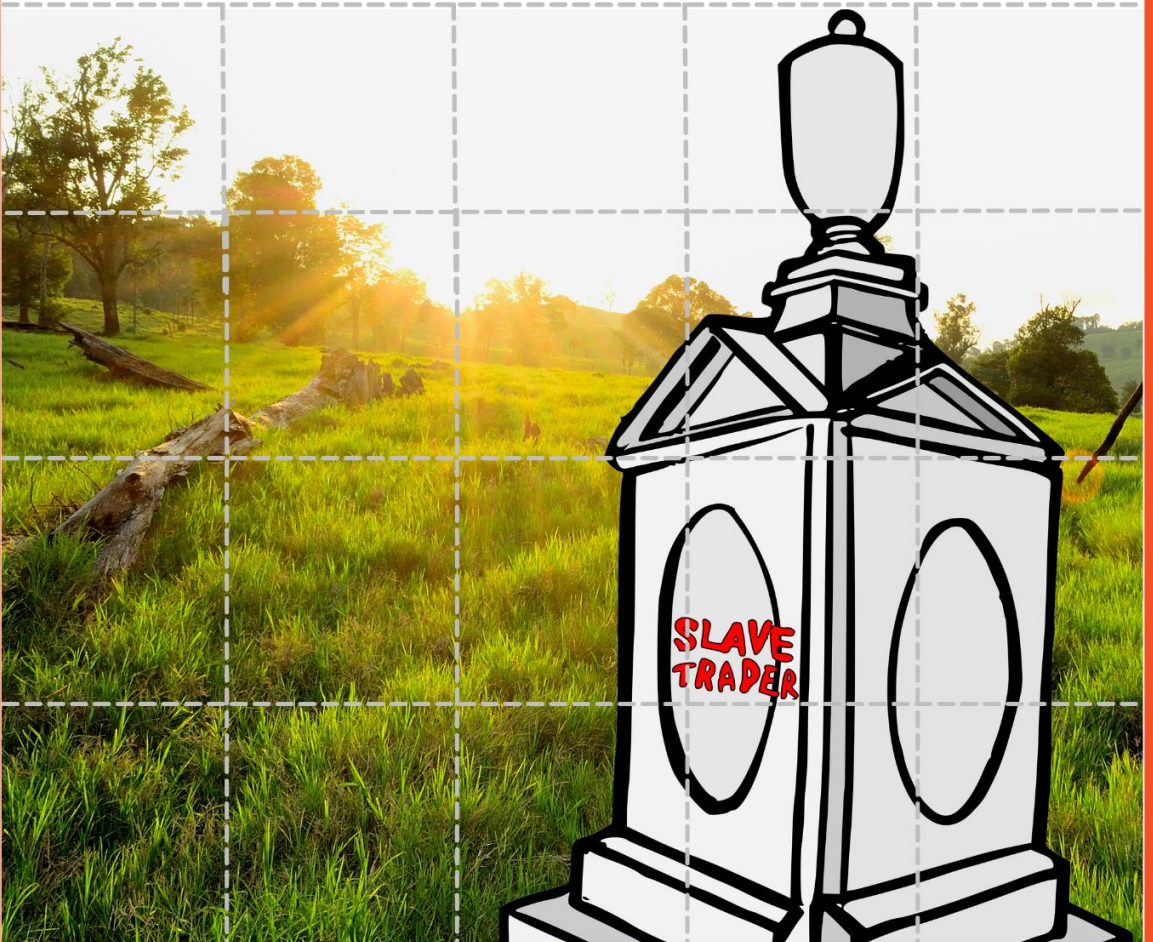
*Who?* WHO WAS INVOLVED?  
(VICTIM AND PERPETRATOR)

*Where?* WHERE DID THE INCIDENT HAPPEN?

*Why?* WHY DID IT HAPPEN?

*What?* WHAT HAS HAPPENED?

*When?* WHEN DO YOU THINK IT HAPPENED?



# 1 - WHAT IS SLAVERY?

## ACTIVITY 2

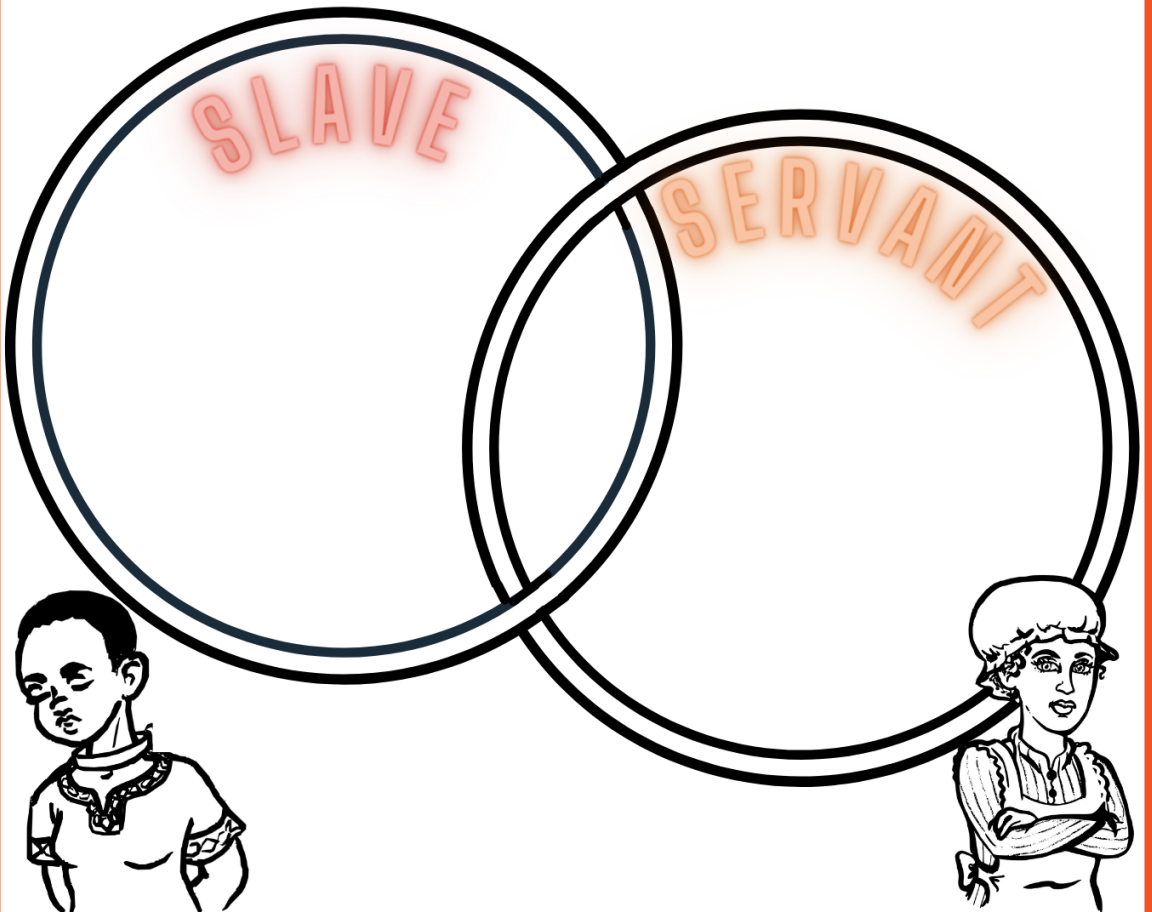
What is the difference between a slave and a servant?

Fill in the diagram below using the words at the bottom of the page.

Some words might only apply to enslaved people and some may only apply to servants.

Some words could apply to both!

Can you think of any more of your own?



freedom    choice    master    equality    victim    money

clothed    fed    black    white    protection    oppression

labour    racism    violence    punishment    dignity

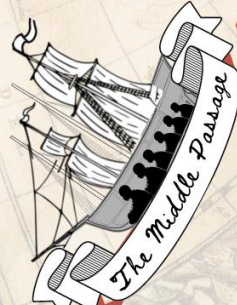
obedience    captivity    shame    pride    retirement

ACTIVITY 1

**Britain**  
Britain has...  
  
Britain wants...

**West Africa**  
West Africa has...  
  
West Africa wants...

**North America & West Indies**  
North America & West Indies has...  
  
North America & West Indies wants...



**ACTIVITY 2**

Make a spinner to illustrate how The Transatlantic Slave Trade worked.  
Cut along the black and white dotted lines and join the top and bottom sections together.  
Pin in the middle using a paper fastener so that the top section can be rotated.  
Label the places and types of goods that were involved in the 'Triangular Trade'.



# 2 - HOW DID THE SLAVE AND WEST INDIES TRADES WORK? LESSON HAND-OUT

**Import to...**

**Export from...**

**...Britain**



**...Britain**



**...West Africa**



**...West Africa**



**...North America  
and West Indies**



**...North America  
and West Indies**



### 3 - WHO WAS RESPONSIBLE IN LANCASTER? ACTIVITY



Abraham Rawlinson

I inherited the plantations from my father, Thomas Hutton Rawlinson.

Mary Hutton Rawlinson

After my husband Thomas Hutton Rawlinson died I inherited a large part of his wealth and commissioned Gillows to make me a bookcase made of mahogany.

Thomas Hutton Rawlinson

I owned plantations and enslaved Africans but they were a long way from Lancaster.


In June 2020, Henry Rawlinson's family monument in the grounds of Lancaster Priory Church was daubed with the words 'slave trader'. The memorial is a symbol of the wealth and importance of the Rawlinsons but Thomas Hutton, Mary and Abraham Rawlinson are buried in unmarked graves in the Quaker Meeting House grounds. Some people agree with the graffiti and think the whole family was morally guilty. Others argue that those or some of those buried there did not deserve to have their grave graffitied. What do you think?

Were all the Rawlinson family morally guilty of being involved in Slavery and the Slave Trade?

Make your case.



## 4 - WHAT DO WE KNOW ABOUT THOSE WHO WERE ENSLAVED? ACTIVITY



**R** U N away from Lancaster, on Sunday, January 25th last, and supposed to have attempted to procure a Passage to the Isleman from Liverpool, or some adjacent Port, as he came from thence, being purchased out of the French Privateer carried into that Island,

A NEGRO MAN: He wore a Worsted Cap, a new Shirt, a Red Waistcoat, a Pair of Flannel Breeches, and speaks very little English. — Whoever secures or can give any Intelligence of him, shall receive a handsome Reward, by applying to R. Williamson, at the Register Office, near the Exchange, Liverpool, or Capt. Robert Dodson, in Lancaster.

Run away from Lancaster, on Sunday, January 25th last, and supposed to have attempted to procure a Passage to the Isleman from Liverpool, or some adjacent Port, as he came from thence, being purchased out of the French Privateer carried into that Island, a negro man : He wore a Worsted Cap, a new Shirt, a Red Waistcoat, a Pair of Flannel Breeches, and speaks very little English. -- Whoever secures or can give any Intelligence of him, shall receive a handsome Reward, by applying to R. Williamson, at the Register Office, near the Exchange, Liverpool, or Capt. Robert Dodson, in Lancaster.

Williamson's Liverpool Advertiser and Mercantile Chronicle, 30 January 1761

From [www.runaways.gla.ac.uk/](http://www.runaways.gla.ac.uk/). Thanks to Laurence Westgaph

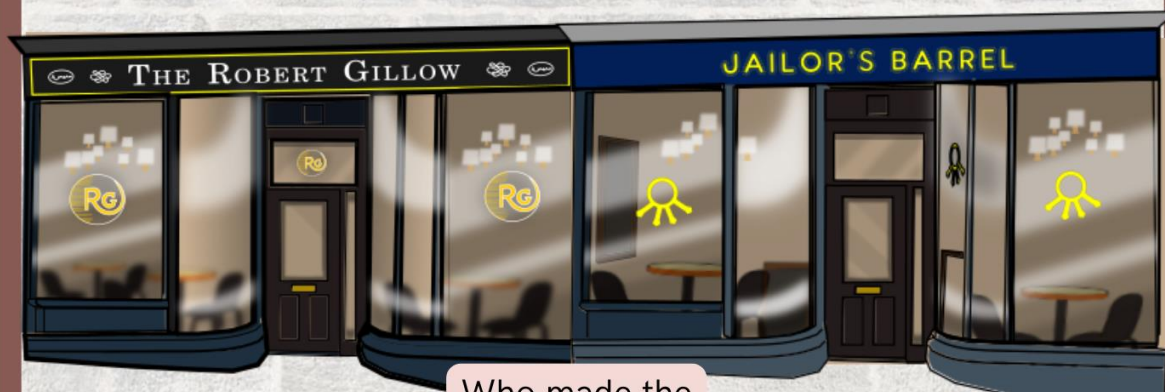
Draw a portrait of the man described in this "run-away" advert from 1761.





6 - HOW HAVE THESE TRADES  
IMPACTED LANCASTER TODAY?

## ACTIVITY 1



Who made the decision to change the name?

What was the pub's previous name?

Why was it originally called that?

Why did they change the name of the pub?

**"We are currently in the process of re-naming the pub so it is no longer a celebration of Robert Gillow"**

**"AS STAFF WHO WORK AT THE ROBERT GILLOW, WE CONDEMN SLAVERY AND STAND AS ANTI-RACISTS WITH THE BLM MOVEMENT. BLACK LIVES MATTER"**

Do you agree with the decision to change the name? Justify your reason.

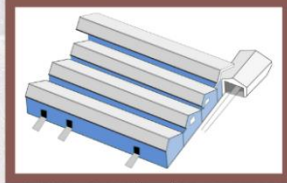
People have argued that this is a *tokenistic* gesture. What does this mean?

6 - HOW HAVE THESE TRADES  
IMPACTED LANCASTER TODAY?

## ACTIVITY 2

The Sugarhouse nightclub is another building in Lancaster that got its name from its link with slavery. Should the Sugarhouse club be renamed?

List your reasons for and against.



### FOR

Yes, it should be renamed because...



### AGAINST

No, it should not be renamed because...

## 6 - HOW HAVE THESE TRADES IMPACTED LANCASTER TODAY?

### ACTIVITY 3

For use with the slave trail.

Can you name any places in Lancaster that you think were linked to slavery?  
Using the clues below can you match the places to their description?

1

Without this, the goods from Lancaster could not be transported to Africa!

3

Merchants went here to pay their tax on goods from the West Indies and elsewhere. It used to be The Custom House, but it's now a museum.

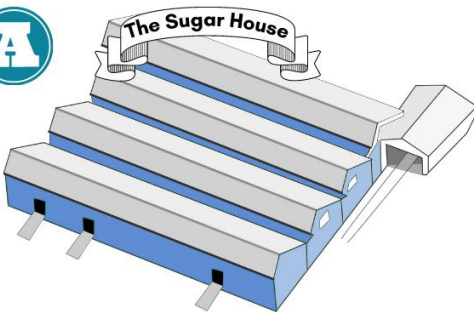
2

Mahogany from the West Indies was made into furniture and sold here. A pub in Lancaster decided to change their name so as not to celebrate the work.

4

Raw or partially refined sugar, produced by enslaved Africans on the plantations, was sent in the late 17th century to the site of what is now a nightclub to be refined into sugar loaves for people to use at home. Recently there were attempts to change the nightclub's name.

A



B



C



D



# SORTING ACTIVITY

## Opinions

statements that are someone's view.

## Facts

statements that are true and can be proven.

In the 18th Century the River Lune was the fourth largest slave-trading port in Britain.

In England, a law was passed in 1807 to abolish the slave trade.

The slave trade is, to our deep and lasting regret, a part of the history of this city.

People are more important than monuments, let me be clear about that.

Can you add your own facts and opinions about the slave trade?

## 2 - HOW DID THE SLAVE TRADE WORK?

### ACTIVITY 3

35



Lancaster from Cable Street by Julius Caesar Ibbetson (1759 - 1817)  
Thanks to Lancaster Maritime Museum, Lancaster City Council

# GLOSSARY



**Anti-racism** - against all forms of racism through actively promoting the acceptance of all races.

**Abolitionists** - people campaigning to 'abolish' (ban) slavery or the slave trade.

**Auction** - a place where goods or property (things belonging to you) can be sold to whoever offers the highest amount (bid).

**Black Lives Matter (BLM)** - an organisation who aim to highlight those who experience racism, discrimination and fight for equality for black people.

**Emancipation** - freedom from slavery.

**Enslaved African** - African taken against their will into slavery.

**Enslaving** - the action of making someone a slave (their property).

**Enslavers** - profited from the buying and selling of enslaved Africans to work on plantations.

**Exploitation** - taking advantage of a situation or person which is understood as unfair.

**Export** - to send (goods) OUT of a country to another.

**Goods** - objects that are transported.

**Import** - to bring (goods) INTO a country from another.

**Institutions** - an official organisation such as the church or a business.

**Moral** - the idea of doing the right thing.

**Movement** - A movement is a group of people with a shared purpose who create change together.

**Middle Passage** - the route slave ships took from West Africa to West Indies and North America.

**Profit** - the amount of money made (the price sold minus the price bought).

**Protest** - campaign about an issue.

**Plantations** - the land where enslaved Africans produced crops such as coffee, sugar and tobacco.

**Racism** - when someone is treated differently because of their race, ethnicity, nationality or colour.

**Slave\*** - a person owned as property by another person.

**Slaver\*** - a person who traded in enslaved Africans or owned slave ships.

**Solidarity** - a feeling of unity based on shared views.

**Tokenistic** - an action which is done for acknowledgement rather than for genuine intentions.

**Trader** - a person who buys and sells goods (trades).

**Triangular Slave Trade** - The three-part Transatlantic slave trade that involved taking goods from Britain to Africa and exchanging them for enslaved Africans who were then taken to the West Indies and North America and exchanged for goods which were sold in Britain and Europe.

\*The terms 'slave' and 'slaver' are no longer acceptable for use in today's conversation and 'enslaved African' and 'enslaver' are preferred.

# SEN ADAPTATION IDEAS

The Slave Trade topic is a topic that should be taught to all children and the resources in this pack can be adapted to the needs of your class.

Create a sensory story where the children embark on a journey which will teach them how the triangular slave trade worked. The sensory element encourages student participation through touch, smell, sight, hearing and even taste.



Arrange seats as if on ship or sit in a circle and explain they will travel the route of the triangular slave trade so they can learn about the key places and goods involved. Set up tables to represent a different place on the route (Britain, Africa and the Americas/ West Indies). Use different sensory items relating to each place such as the smell of spices for Africa or the feel of cotton wool grown in the West Indies.



It is important that students understand that during the slave trade certain products were grown to make people rich. They may be aware of some of these in everyday life e.g. cotton, tobacco, sugar, tea, cocoa and coffee.

Can they match the raw material to the finished product?



Study images of enslaved Africans on plantations growing goods like coffee and sugar. What are they doing? Are they happy or sad? They are not paid for the work. Is this fair? Consider discussion of Fair Trade products today.



FACING THE PAST  
**EDUCATIONAL  
RESOURCES**  
FOR PRIMARY SCHOOLS

**LANCASTER'S  
SLAVERY BUSINESS**  
THE  
TRANSATLANTIC  
**SLAVE**  
& WEST INDIES  
**TRADES**

Written by  
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ONEK**

Art & Design By  
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KNIGHT**

This pack was developed as part of the Facing the Past Project which aimed to reflect, reveal, and redress omissions in our collective memory about the Transatlantic Slave and West Indies Trades and the enslaved people who came through or stayed in Lancaster.

#### HOW CAN I LEARN MORE ABOUT LANCASTER'S

##### Visit INVOLVEMENT IN THE SLAVE TRADE?

The Judges' Lodgings museum houses several artefacts linked to the Transatlantic Slave Trade and West Indies Trade. Explore real objects including portraits of the families who were involved and the belongings they owned such as the renowned Rawlinson Bookcase by Gillows. You can also visit Lancaster Maritime Museum which explores the story of Lancaster's Slave Trade and West Indies Trade merchants.

**Walk** The Lancaster Slave Trade and Fair Trade trail has all the key places in Lancaster which were linked to the slave trade.

**Read** Learn about which prominent families in Lancaster participated in the slave trade by visiting The Slavery Family tree Project website

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WITH ADDITIONAL THANKS TO

