

# EMANCIPATION OF THE DISPOSSESSED

Slavery, Abolition and Us – a South East London angle



# EMANCIPATION OF THE DISPOSSESSED

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## Introduction

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This teachers pack does not tell the whole story of slavery and its abolition, but by exploring the local history of Deptford and the surrounding area, much of this story is revealed. London was the focal point of the beginnings of Britain's Transatlantic Slave Trade, and along with Liverpool and Bristol was a major slave trading port in the seventeenth and eighteenth centuries. Deptford's seafaring connections made it a key location for the Navy, who protected Britain's colonies; for merchant seamen who launched their voyages to the colonies from Deptford; and for merchants who financed the voyages and built large houses nearby with the profits of the trade.

Many people of African origin landed at Deptford when they came to Britain, some as wealthy visitors, but more often they were sailors, servants or slaves, and many settled here. Some people escaped slavery or bought their freedom, and many former slaves made a significant contribution to the campaign for the abolition of slavery. Many abolition campaigners visited Deptford and worked nearby, and the campaign was supported by ordinary local men and women.

This pack provides information about some of the local people who played an important role in the beginnings of the slave trade or the campaign for its abolition, which was achieved in 1807. The resources are aimed at Key Stage 3 History and Citizenship. Some sections may also be useful for Key Stage 2 local history study. The pack contains:

- ◆ Information sheets, which provide information about key people or places; links to websites (suitable for upper KS2 and KS3 pupils) and suggested questions for guided whole class or group discussion.
- ◆ Sources of evidence: images of archive documents, portraits, maps, objects and archaeological sites for use in the classroom.
- ◆ Teaching suggestions, with classroom-based ideas for using the information sheets and sources of evidence.
- ◆ A guided walk around Deptford.
- ◆ Recommended places to visit.
- ◆ A book list and useful web links.

For information on the sensitive content of this history and teaching approaches visit:

<http://www.understandingslavery.com/teachingslavetrade/>

For a timeline that traces the history of slavery in Lewisham visit:

<http://www.lewisham.gov.uk/LeisureAndCulture/Libraries/Abolition200/SlaveryInLewisham/>

## Emancipation of the Dispossessed

This pack is the legacy of **Emancipation of the Dispossessed**, a local community project that commemorated the bicentenary of the abolition of the slave trade in 2007. Community groups and Students from Lewisham College worked with theatre educators to research and develop **Blood Sugar**, a promenade performance through the Queen's House, Greenwich. **Blood Sugar** tells the story of slavery and the abolition of the Transatlantic Slave Trade from a local angle. The script is built around first hand and eyewitness accounts, campaign pamphlets and reports to parliament. Extracts of the script are included throughout this pack, and further extracts can be found on the Emancipation of the Dispossessed website:

<http://www.emancipationofthedispossessed.com>

## Acknowledgements

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Many thanks to everyone who contributed information, resources and advice during the development of this teachers pack:

**Cuillin Bantock**

Art in Perpetuity Trust

**Martin Bond**

Artist responsible for the Wall of Ancestors

**Caroline Bressey**

Department of Geography, University College London

**Robert Campbell**

Museum in Docklands

**Diane Cooper**

National Trails

**Sally Deves**

Lewisham local history and archives centre

**Elizabeth Emerson**

Dr Johnson's house

**Howard Doble**

London Metropolitan Archives

**Clare Gittings**

National Portrait Gallery

**Phillipa Grimstone**

The Pepys Library, Magdalene College, Cambridge

**Jane Hayward**

National Maritime Museum

**Sonia Hope**

The Women's Library

**Sharon Howard**

Central Criminal Court/Plebeian Lives

**Jeff Howarth**

Anti-Slavery International

**Ariella Jackman**

British Library

**Eve Lang**

Lewisham Arts Service

**Elizabeth Mitchell**

Lewisham Film Initiative

**Clare Parsons**

The Equiano Project

**Rachel Mawhood**

St Alfredge's church, Greenwich

**Frank Meddens and Strehon Duckering**

Pre-Construct Archaeology Ltd

**Louise Palmer**

Horniman Museum

**D L Prior**

Parliamentary Archives

**Jo Pugh**

National Archives

**Alexandra Rowe**

Bromley Museum

**Mark Stevenson**

English Heritage

**Lisa Stubbs**

Lewisham College

**Kirsty Sullivan**

Museum in Docklands

Thanks also go to the organisations that supplied images and permission to use them:

**British Library**

**British Museum**

**Dr Johnson's house**

**Lewisham Local History and Archives Centre**

**London Metropolitan Archives**

**National Maritime Museum**

**National Portrait Gallery**

**Pre-Construct Archaeology Ltd**

**Royal College of Arms**

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# Curriculum Links

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## Key Stage 2 History

Local history study

7) A study investigating how an aspect in the local area has changed over a long period of time, or how the locality was affected by a significant national or local event or development or by the work of a significant individual.

## Key Stage 3 History (current curriculum)

**Britain 1750-1900**

- 2) Knowledge and understanding of events, people and changes in the past
- 4) Historical enquiry

**QCA Scheme of work:** Unit 15 Black peoples of America from slavery to equality?

## Key Stage 3 History (new curriculum)

1.2 Cultural, ethnic and religious diversity

1.4 Cause and consequence

1.5 Significance

2.1 Historical enquiry

2.2 Using evidence

3h) British history: The development of trade, colonisation, industrialisation and technology, the British Empire

## Explanatory note:

The development of trade, colonisation, industrialisation and technology, the British Empire: This includes studying how the development of trade, colonisation, industrialisation and technology affected the UK. . . The study of the slave trade should include resistance, the abolition of slavery and the work of people such as Olaudah Equiano and William Wilberforce.

## Key Stage 3 Citizenship (new curriculum)

2) Developing skills of enquiry and communication

3a) political, legal and human rights, and responsibilities of citizens

3c) key features of parliamentary democracy and government in the constituent parts of the UK and at local level, including voting and elections

3e) actions that individuals, groups and organisations can take to influence decisions affecting communities and the environment

3j) migration to, from and within the UK and the reasons for this