

Slavery and the Bank Loan Box

Suggested Learning Activities

Useful Vocabulary

Boycott - to express disapproval of a product or service for social, economic, ethical or environment reasons by refusing to buy or use it

Bill of exchange – a binding agreement between a buyer and a seller where the buyer agrees to pay a fixed sum of cash at a specific date or when required by the seller

Compensation - Something awarded as a recognition of a loss, suffering or injury. The Slavery Compensation Acts during the 1830s set out to pay slave owners for the loss of their 'property' when slavery was abolished. Under these acts, enslaved people received nothing

Directors – a member of the board of people that manages or oversees the affairs of a business.

Enslaved people - When one human being is owned by another. An enslaved person is considered property and is deprived of all rights

Guinea – a gold coin used between the seventeenth and nineteenth century which adopted the name of the country where much of the gold used to make the coins was sourced, Guinea. Guinea was the centre of the English Slave Trade in West Africa

Governors – the most senior members of the executive team who are responsible for the operations of the Bank of England

Inequality – a lack of fairness or injustice

Port – a town or city where ships may collect or deliver cargo

Plantations – a large farm or estate, found in the Americas, used for the planting of crops such as cotton, sugar and tobacco. During the 18th and 19th century, labour from enslaved people was used to harvest these crops, which were highly profitable.

Property – something belonging to someone

Reparations – the action of making amends for a wrong that has been done, by providing payment or other assistance to those who have been wronged

Resources – a useful or valuable possession or quality

Slavers – a person engaged in the slave trade; someone who buys, sells or owns enslaved people

Traders – a person who buys or sells goods or services.

Transaction – an occasion when someone buys or sells something, or when money is exchanged.

Activity Ideas and Suggestions

There are many ways that you can introduce object-based learning into your classroom teaching. Below are some suggested ways that you might want to incorporate objects into your lesson:

- Introducing a new topic or module of work
- A revision tool
- To draw connections between two different topics
- Part of a skills development workshop
- Extra-curricular activity

The loan box items can be used in a variety of lessons across the curriculum. We have suggested learning activities that may fit well with some of the subjects taught at Key Stage 3.

Art (*Portrait of George Harnage*) - Although there are many statues and portraits of enslavers and their families, there are sadly few commemorations of enslaved people themselves. To address this imbalance, create a piece of artwork that is inspired by or pays tribute to the enslaved people that worked at the Bank-owned plantations. We have included a list of names of the enslaved people that could be used within the artwork.

English (*Guinea coin*) - The life of a coin can be a very interesting one. From its original form as gold found in the ground to its life as a coin in someone's pocket, taking part in many financial transactions each day. Imagine you are the Guinea coin in the pocket of someone in Britain in the 1700s, describe what might happen to that coin throughout the course of a day. Be imaginative, yet realistic, using imagery and other descriptive language to bring the journey of the coin alive.

Geography (*The View of the Port of Liverpool by Richard Reeve*) - As a high-income country (HIC), Britain has many cities. The number of cities in Britain grew during the Industrial Revolution of the 1700-1800s. Many believe that the Industrial Revolution was fuelled by the wealth acquired through slavery. This growth led many people to move from the countryside to the cities to look for work in the newly opened factories. Liverpool is one of the many cities in Britain that expanded during this period. Using Reeve's painting, students can compare the Liverpool seen in Reeve's painting to a current image of Liverpool and identify the push and pull factors (what pushed people away from another place in Britain and what pulled people towards Liverpool) that led to its growth.

Contrasts can also be made to other countries/cities that have been negatively impacted financially through transatlantic slavery. For example, Haiti became a nation in 1804 after defeating Napoleon's forces, becoming the first independent Black nation formed by the formally enslaved. In 1825, Charles X of France sent a flotilla of armed ships to Haiti, demanding 150 million francs for reparations to the French owners. This was not fully paid until 1947. This enduring lack of funds and political instability has seen Haiti as one of the Western Hemisphere's poorest nations.¹

History (*Bill of exchange and sugar caster*) - Items can be used during a starter activity and beyond to answer the question – What was the economic impact of the transatlantic slave trade for Britain? Students to answer what, when, where, who and why questions to make inferences about what the items reveal about transatlantic slavery. The coin features an image of Amelia Newsham, a woman who was brought from Jamaica and eventually lived a free life in Britain. Using Newsham's experience as an example, students can research the life of a former enslaved person once they regained their freedom.

PSHE/Citizenship - (*sugar caster*) Boycotts of companies and certain products have been used as a form of protest throughout history. A boycott aims to enact a change by making the product or service financially unviable, forcing the producer to change their practices or withdraw the product or service completely. In the 1780s, the Quakers in Britain and America led a boycott of sugar products to protest the use of slavery and the products obtained through slavery. Over half a million Britons supported this boycott.

Using the example of the Quaker sugar boycott, research products, services or businesses that are being boycotted today. What are the reasons for boycotts today, have they changed over time? Are there any boycotts that have been successful recently? Students can use their research to create a presentation about a recent successful boycott. In addition, students can also create a persuasive presentation about a product or a service they believe should be boycotted.

¹ [Haiti Overview: Development news, research, data | World Bank](#)

POINTS FOR DISCUSSION

The Slavery & the Bank exhibition invited visitors to consider the following questions in relation to the displays. These could be used as interesting points for discussion or can be adapted to suit your lesson objectives.

- *How would the UK look without the transatlantic slave trade?*
- *Was compensation needed to end slavery?*
- *Did finance shape slavery?*
- *Can we tell the history of slavery without the names of the enslaved?*
- *Should we celebrate abolitionists?*
- *Do you think about where products come from?*
- *Does gold contain traces of slavery?*

We hope you enjoy using the items in the loan box with your students. You can find more free educational resources on our website.

<https://www.bankofengland.co.uk/museum/plan-your-visit/schools>