

London, Sugar & Slavery

Gallery activity for KS2 school groups

“I was enslaved during my life and have told the world about my horrible experiences in a book as part of my work to fight against slavery.

I’ll be your guide as you visit the London, Sugar & Slavery gallery today.

You might want to take turns in your group to read each part of my life story aloud.

Then, use the objects, text and images on display to talk together and discuss the questions.”



London, Sugar & Slavery

1. Africa



Walk into the first part of the gallery. Look for the section of wall that says 'Africa' on the right.

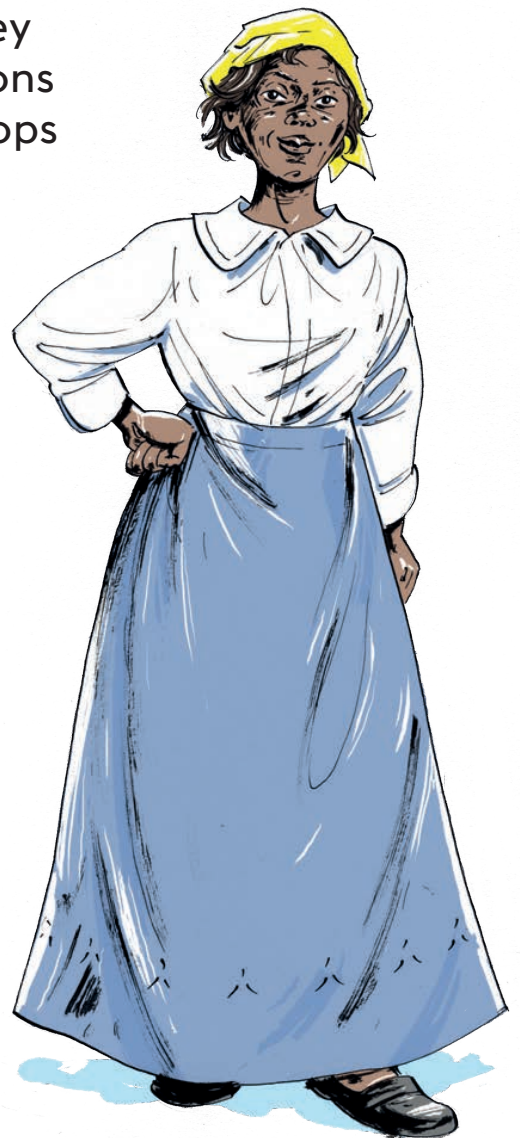
“I was born into slavery in Bermuda – that’s a Caribbean island – in 1788.

My parents were enslaved Africans. My mother was forced to work in a big house on the plantation, while my father had to make and repair barrels on a different plantation. They were not allowed to live together. (Plantations are large areas of farmland planted with crops like sugar, tobacco or coffee.)

Both of my parents had African heritage, but I wasn’t allowed to learn about Africa.”



Look at the maps and images on the wall. They were by Europeans, not Africans. Why do you think this is?



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2. Africans in London



Look for the portraits of Black Londoners on the wall.

“I was 40 years old when I was brought to London in 1828.

I had heard that slavery was banned in England, but my enslavers refused to free me.

They said I wasn’t working hard enough and threw me out.

To stay alive, I took in laundry and cleaned people’s houses to make a bit of money.”




What would you ask the Black Londoners in the portraits?




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3. Sugar


 Look for the display of cups, saucers and sugar tongs.

“Although I was never enslaved on a sugar plantation, I met many people who were. The displays in this part of the gallery tell you about some of the horrors they faced.

Like them, I was abused and beaten throughout my life. But instead of labouring in the cane fields growing sugar, I toiled in the salt ponds on Turks Island. I had to collect salt, knee deep in water, which damaged and infected my skin. Then, I was forced to do domestic work in Antigua.”

 Do you think the people drinking coffee, tea and sugar from these cups knew about slavery?


 Now look for the other display of cups, with images of an enslaved person on them.

 What three words would you use to describe these cups?



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4. From abolition to emancipation

 Look for the display called 'first hand testimonies'.


“There is no justification for slavery. People are not property. No one should be shackled or whipped.

That’s why enslaved Africans like me resisted slavery in lots of different ways during its 400-year existence. For example, I told my life story to the Anti-Slavery Society and they turned it into a powerful anti-slavery book.”



“I died in 1833, the year before an act was finally passed outlawing the owning, buying, and selling of humans as property throughout the British Empire.

The enslavers were given 20 million between them. People like me – people they had enslaved – weren’t given a penny!”

 What would you ask Mary Prince if you could meet her in London today?

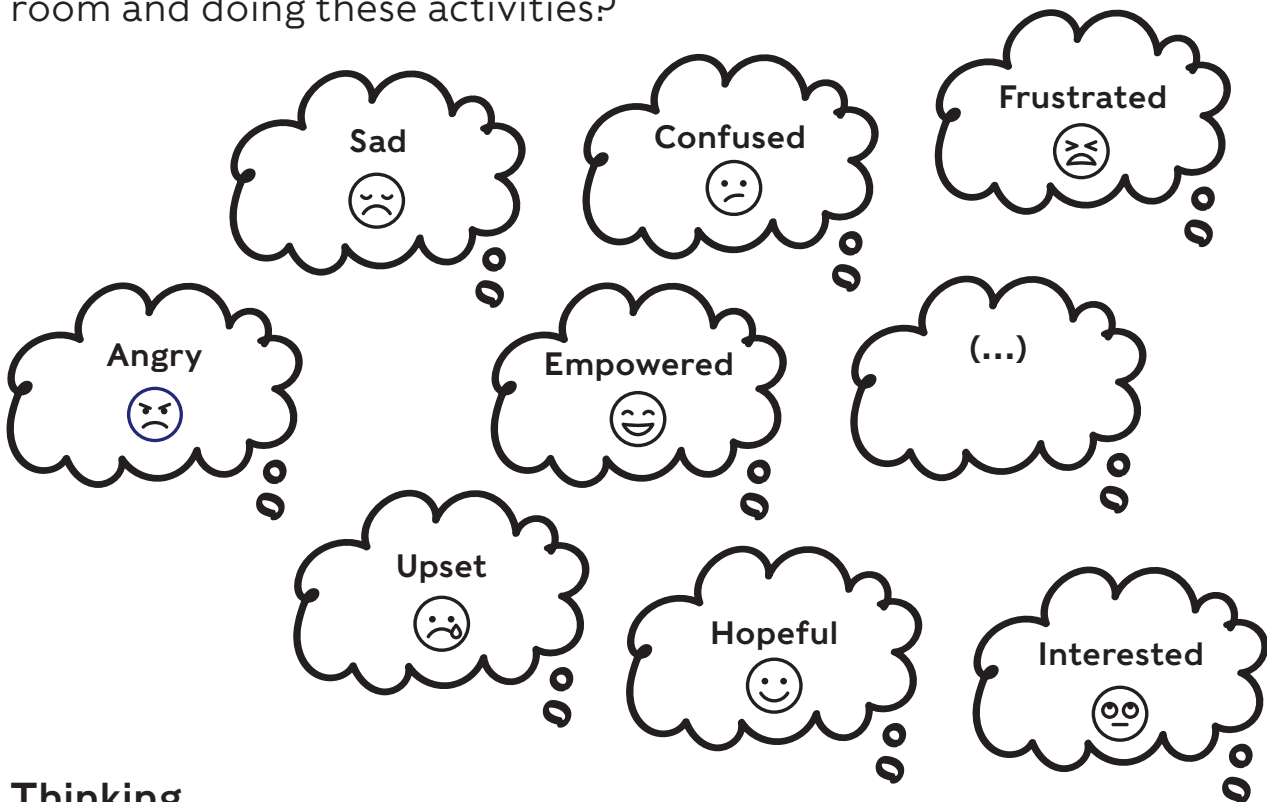


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5. Reflections

Feeling

Which word or words would you use to describe your feelings after looking at the displays in this room and doing these activities?



Thinking

There weren't any plantations with enslaved Africans in London, but London is connected to the trade in enslaved Africans in many ways.

From what you have seen and heard today, can you describe some of these connections?

I have learned...

I am surprised by...

I would like to find out more about...