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E TOPICAL TALK
HEADLINES

This lesson contains content about the transatlantic slave trade. Please read and check its suitability for your students in advance. For tips on managing sensitive conversations with students, look here: bit.ly/sensitiveconversations

ABOUT THIS LESSON

Objective:

to explore how the transatlantic slave trade has created a legacy of inequality in the UK

Before the lesson you will need to:

- Print the **TEACHER Instructions**, or have them to hand
- Have the **Activities** ready to show on screen
- Print, copy and cut the **Cards**, enough for one set (12 **Cards**) between three

THIS LESSON DEVELOPS

Sustainable Development Goal



Skills



STEP 0

I speak clearly to someone I know about the legacy of the transatlantic slave trade

STEP 7

I speak engagingly by using facts and examples to support my points about the legacy of the transatlantic slave trade



STEP 6

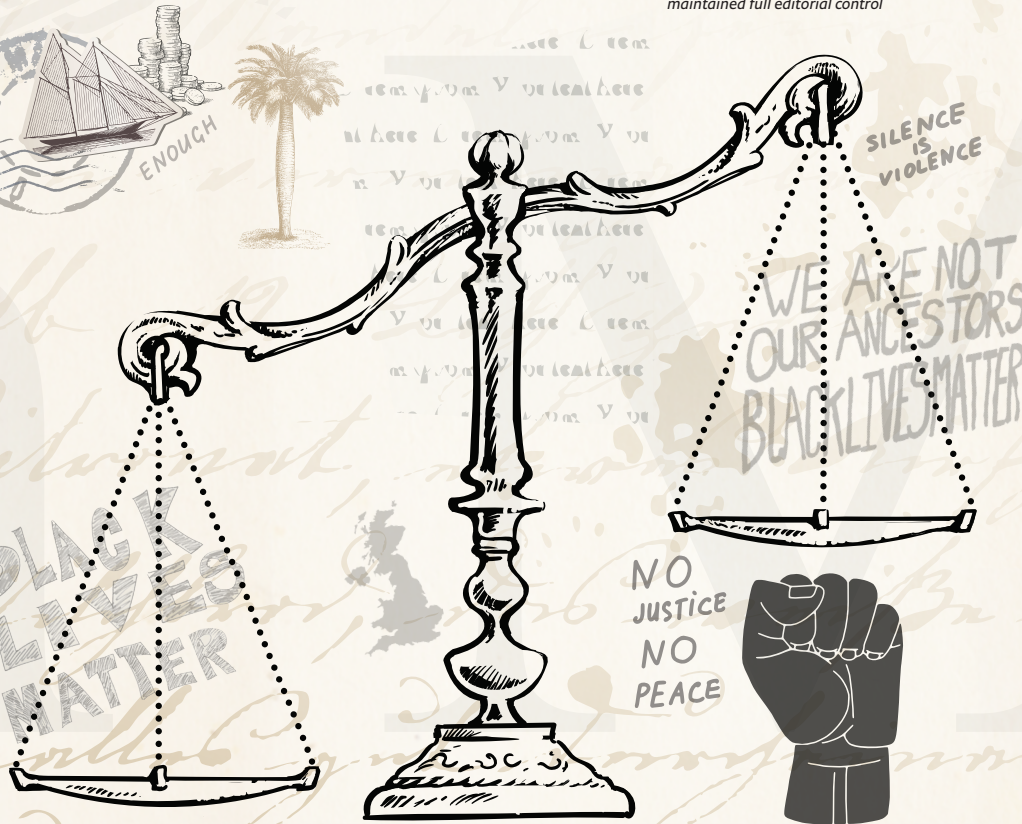
I know some content or history around the legacy of the transatlantic slave trade

STEP 13

I discuss how different events in the news are connected by the transatlantic slave trade

STEP 15

I make connections between news stories and power



1 - HOUR LESSON

THE TRANSATLANTIC SLAVE TRADE:

A LEGACY OF INEQUALITY IN THE UK

TEACHER INSTRUCTIONS

ACTIVITY ONE

Read KEYWORD 1 aloud. **Ask:** what is the most important event that has happened in your life? What is this event's legacy? For example, how might your life be different if it hadn't happened? Share ideas together.

Explain: every event in history has a legacy but some legacies are more noticeable than others. In this lesson we will explore the legacy that the transatlantic slave trade has left in the UK.

Read KEYWORD 2 aloud. Show pages 1-3 of the *Activities* and discuss the questions together.

ACTIVITY TWO

Split the class into groups of three. Give each group a set of *Cards*.

One person should choose a LEGACY *Card* to read aloud – the rest of the group should decide which BANK OF ENGLAND *Card* and NEWS *Card* go with it. Repeat for the remaining LEGACY *Cards* until all have been matched into sets. Give time for groups to feed back to the class. Groups should sort their *Cards* into the correct sets as you **reveal the answers:** *Cards* 1, 7 & 12; *Cards* 2, 8 & 10; *Cards* 3, 5 & 11; *Cards* 4, 6 & 9

Ask groups to turn the sets of *Cards* face down, apart from the set with the POWER *Card*. Show page 4 of the *Activities*. Groups should discuss the questions together, then feed back to the class. Repeat for the remaining sets of *Cards*.

Ask: who should decide how the legacy of the transatlantic slave trade is dealt with in the UK? For example, the government, descendants of enslaved people or the public? Why? Share ideas together.

ACTIVITY THREE

Show the opinion on page 5 of the *Activities* and read it aloud. **Ask:** how might the Bank of England respond to this? How would you respond to this? Why? Students should use examples from this lesson in their answers. Share ideas together.

REFLECTION

Give students time to reflect on the legacy of the transatlantic slave trade by finishing the following sentences:

- I never knew...
- This lesson made me feel...
- I'd like to learn more about...
- I hope...



SHARE YOUR THOUGHTS

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@boemuseum
#SlaveryAndTheBank



KEYWORDS

1. LEGACY

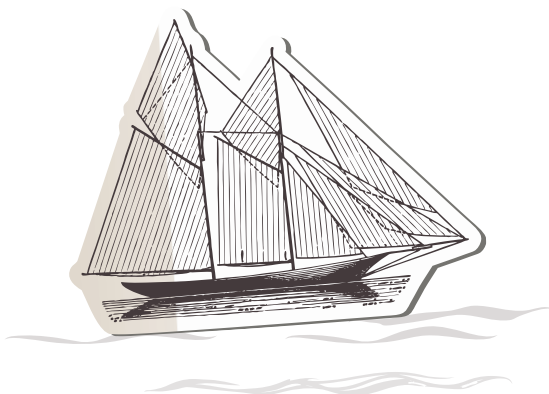
= the lasting effects of an event

2. INEQUALITY

= when people do not have the same opportunities or are treated differently

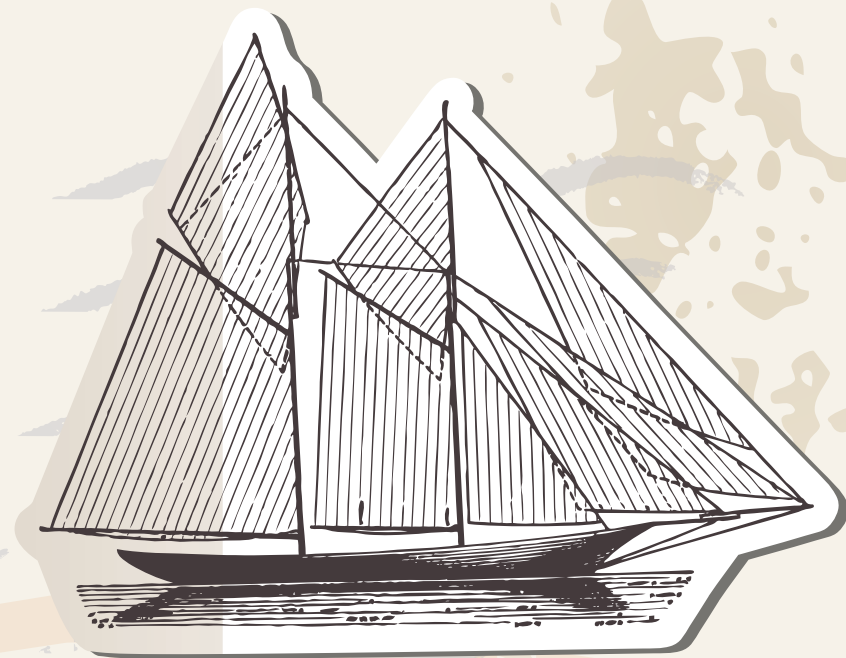
SPEEDY REVIEW

Which of the following is most important for discussing the legacy of the transatlantic slave trade? Why?



ACTIVITIES

What is the transatlantic slave trade?



Between 1500 and 1800, more than 12 million black people were taken by force from their homes and families in Africa. They were enslaved and made to work – mainly in the Caribbean and in North and South America.

Enslaved people were seen as property – they could be bought, sold and traded for goods. They did not have human rights and often lived in terrible conditions.

Thinking question

Why is it important to talk about this?

ACTIVITIES

The transatlantic slave trade left behind a **legacy of inequality**.

The countries which were involved in the transatlantic slave trade still benefit from the money they made from enslaved people – and black people still face racism.



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In 2020, following the murder of George Floyd, millions of people spoke out to create the biggest ever protests against the unfair treatment of black people.

Thinking question

Whose responsibility is it to speak out against inequality? Why?

ACTIVITIES

In response to the global protests many organisations, including the Bank of England, investigated their own links to the transatlantic slave trade.



The Bank of England is now the central bank of the UK but its history goes back over 300 years.

In April 2022 the Bank created an exhibition to share what its researchers found.

Thinking question

Should all organisations investigate and share their findings on their past links to the slave trade? Why/why not?

ACTIVITIES

How do you feel about this?

Why is it important for the Bank of England to share this in their exhibition?

How might the UK be different if the transatlantic slave trade hadn't happened?

What should happen next?



ACTIVITIES

“The past is in the past
- there’s no need to talk
about it.”



CARDS



1

LEGACY

Culture

Many of the names of enslaved black people have been lost. In contrast, the wealthy traders are remembered – for example, in journals, portraits and statues.



3

LEGACY

Personal wealth

When transatlantic slavery ended in 1833, the owners of the enslaved people were compensated for the “property” they lost. This protected the wealth of many families and businesses. The enslaved people were given nothing.

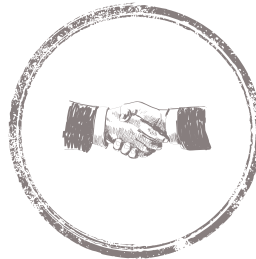


2

LEGACY

Power

During the transatlantic slave trade, the black people who were enslaved were treated as property without human rights. Inequality for black people still exists and many people protest against it.

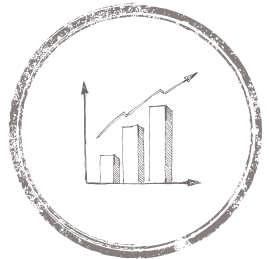


4

LEGACY

Development

The UK cities that were used as part of the transatlantic slave trade became rich and were able to grow and develop. For example, London, Bristol and Liverpool.



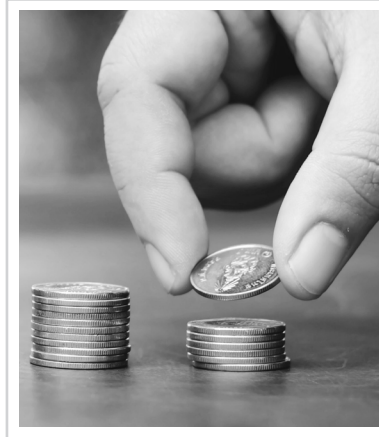
CARDS



5 NEWS

STILL PAYING IN 2015

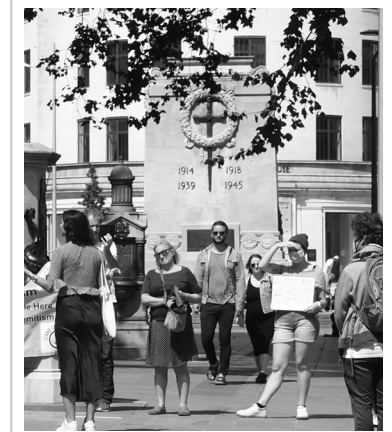
The money that owners of the enslaved people were given when the transatlantic slave trade ended is the equivalent of about £1.6 billion in today's money. This caused a debt so big that British taxpayers only finished paying it off in 2015.



7 NEWS

PROTESTERS PULL DOWN STATUE

One protester in Bristol said: "Statues are about saying 'This was a great man who did great things.' That is not true, this man was a slave trader and a murderer."



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6 NEWS

FRESH NAME, FRESH START?

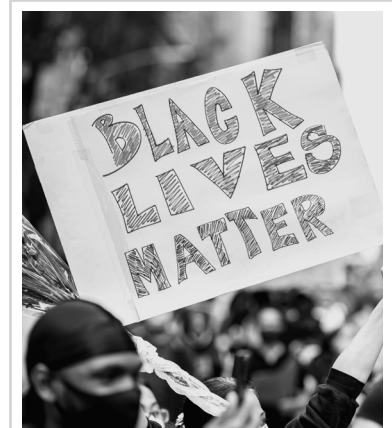
A university building in Liverpool that was named after someone who owned enslaved people has been renamed. A statement from the university said: "Money from the transatlantic slave trade built our city. Whilst we can't expect the whole of Liverpool to be torn down and replaced, renaming this building is one thing we can do to reject racism."



8 NEWS

BLACK LIVES MATTER

In 2020 in America, George Floyd, a black man, was murdered by a white police officer. This sparked a new wave of global protests against the unfair treatment of black people, including in the UK.



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CARDS



GUINEA COIN

9 BANK OF ENGLAND

As part of the transatlantic slave trade, gold was taken from Africa and shipped to the UK. It was made into coins in London. This gold was part of a trade system that helped make the city and its businesses rich.



GEORGE HARNAGE

11 BANK OF ENGLAND

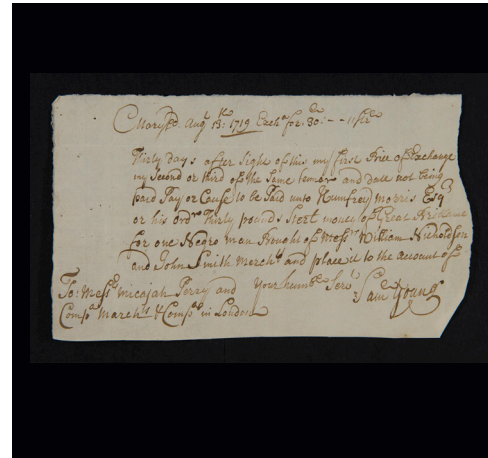
George Harnage was a slave owner and Director of the Bank of England from 1810–21. When owning enslaved people was made illegal, his son was given money to compensate for the 177 enslaved people the Harnages' business lost.



SUGAR SPOON

10 BANK OF ENGLAND

The Bank provided financial services, such as loans, for businesses which used enslaved people. Some businesses forced enslaved people to work on sugar plantations. In the late 1700s people protested against the unfair treatment of enslaved people by refusing to use sugar.



BILL OF EXCHANGE

12 BANK OF ENGLAND

This bill of exchange (a kind of receipt) owned by the Bank shows that a slave trader paid £30 for an enslaved black man in 1719. The enslaved man's name is not known, but the trader's name is. The Bank also owns several portraits and statues of slave traders.

