

## Gloucester Docks

Time for a visit to Gloucester Docks: Baker's Quay offers opportunities for assessing impact of abolition compensation on local landscape, economy, industry and transport.

Also: discussions on the absence of any indication of the source of the funds for investment on the memorialisation that is seen at the quay etc. Visits for research homework(s) could also involve the English department with writing in various genres.

Click on this link: [www.sootallures.wixsite.com/topographersarms/post/decolonising-gloucestershire-s-landscape](http://www.sootallures.wixsite.com/topographersarms/post/decolonising-gloucestershire-s-landscape)

1. Class discussion: what does 'decolonising a landscape' mean?
2. List three things we learn from about the *Atlas* on the plaque on the warehouse wall.
3. List four things we don't learn.
4. What is the name of this particular canal walk? What does 'maritime' mean?
5. What do you find out about Thomas Phillpotts as you walk past Phillpott's Warehouse?
6. What don't you find out about Samuel Baker when at Bakers Quay?
7. How much of the national budget was paid out to owners of enslaved people in 1834?
8. What does the line, 'The interest on which we have only just ceased paying' mean?
9. Name two areas in Gloucester that grew because of that compensation.
10. What does the line, 'The locus of Gloucester's industrial revolution' mean and imply?
11. Do you think Gloucester Quays should have any information plaques to inform the public of this missing history? Explain your reasoning.
12. Do you think the jigsaw metaphor a good one for explaining 'history'? Explain your reasoning.
13. 'Blank verse history' is a genre different from any type of history you have come across before. Is it an effective way of recounting 'history'? Discuss this with a partner and list your 'on the one hand' reasons and your 'on the other hand' reasons.

The impact of that abolition compensation is not just local, however. You might want to get students to think about how the docks and local canals lead to global links. Click on this link: [www.sootallures.wixsite.com/topographersarms/post/saul-junction-stream-of-consciousness-and-a-hidden-colonial-landscape](http://www.sootallures.wixsite.com/topographersarms/post/saul-junction-stream-of-consciousness-and-a-hidden-colonial-landscape).

1. Make a sketch map to show Gloucester, Saul Junction, the River Severn, the Gloucester & Sharpness Canal, the Bristol Channel, the Stroudwater Navigation, the Thames & Severn Canal, the River Thames, and London.

2. What is an archipelago?

3. Now make a sketch map to show the British Isles, western Europe, north-west Africa, the West Indies and the eastern seaboard of the United States. Now draw in the lines for the triangular trade. Can you see why some historians and geographers use the term, 'Atlantic archipelago'?

4. Having sketched in the lines of the triangular trade, can you see why some historians use the term 'Black Atlantic'?

5. How do you interpret the phrase, 'slave ships' keening'?

6. Who was Saul in the Bible? Why is he the personification of seeing 'the world anew'?

7. Is the imagery of a 'slavery treasure chest' effective, in your opinion?

8. Research: Who wrote, 'Heart of Darkness'? Why do you think the writer has referenced this work?

But we have to think about transport down the Severn before the canal and possible links with the triangular trade. Not just Stroud scarlet but also ironware coming down from Coalbrookdale etc.

Go to [www.radicalstroud.co.uk/black-country-accent](http://www.radicalstroud.co.uk/black-country-accent). The Black Country was the nickname for areas in the Midlands during the industrial revolution when the air was full of black smoke.

The right-hand side of the page has the text in standard English. The left-hand side is in the dialect of the Black Country.

1. List four things taken down the river in the boat.

2. Where were these goods to be initially taken?

3. Where were these goods to be subsequently taken?

4. List five objects carried that worried the narrator.

5. Where were the 'Plantations' mentioned in the text?

6. Which product associated with slavery was boycotted by the narrator?

7. Apart from stopping carrying metal goods, what three products associated with slavery did the narrator ask her husband to boycott?

8. This account is fictional and written in 2018. Does that make it irrelevant for the study of the past? Explain your reasoning.