



# LIST OF GOODS FOR SALE BY JOHN ARCHBOLD, GROCER OF WOOLER, 1830

REFERENCE: ZMD 167/10/99 | SUGGESTED AGE GROUPS: KS2, KS3, KS4, LIFELONG LEARNERS | TOPIC AREAS: SLAVE TRADE, CONSUMERISM, EMPIRE

## CONSUMERISM

John Arnold stocked goods from across the world in his shop at Wooler. During the eighteenth-century the people of Britain increasingly expected to buy goods and food stuffs that weren't essential to life: luxury goods. Fashions developed and goods became more plentiful. Products that had been the preserve of the rich, such as sugar, were more affordable to more people. This was the beginning of consumerism.

Sugar, cocoa and coffee were all products grown on plantations in the Caribbean that used enslaved labour. During the eighteenth-century campaigners for the abolition of slavery in this country organised sugar boycotts. They refused to buy sugar that had been grown under brutal conditions on plantations worked by enslaved people.

## SLAVE CODES

In 1661 Barbados introduced the first "Slave Code", officially named "An Act for Better Ordering and Governing of Negroes". The Code defined people of African origin on the island as chattels – they were the property of slaveholders, to do with as they wanted. The Code gave the holders of enslaved people the right to punish, torture and kill them. Other British colonies introduced similar Slave Codes.



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## OTHER ONLINE RESOURCES

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### SLAVERY AND SUGAR

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BBC History website (archived), page about sugar boycott: [http://www.bbc.co.uk/history/british/abolition/abolition\\_tools\\_gallery\\_07.shtml](http://www.bbc.co.uk/history/british/abolition/abolition_tools_gallery_07.shtml)

BBC Bitesize website, page about tactics of abolitionists including sugar boycott: <https://www.bbc.co.uk/bitesize/guides/z3rj7ty/revision/7>

YouTube website, video “Sugar and Slavery: The Building Blocks of Bristol’s 1%” (just under 6minutes): [https://www.youtube.com/watch?v=Z4GtcMCTm\\_4](https://www.youtube.com/watch?v=Z4GtcMCTm_4)

Abolition Project website, page about sugar boycotts: [http://abolition.e2bn.org/campaign\\_17.html](http://abolition.e2bn.org/campaign_17.html)

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### TRANSATLANTIC SLAVE TRADE

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Bristol Museums website, page about transatlantic slave <https://www.bristolmuseums.org.uk/stories/bristol-transatlantic-slave-trade/>

BBC Bitesize website, page about triangular slave trade: <https://www.bbc.co.uk/bitesize/guides/zy7fr82/revision/1>

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### SLAVERY AND CHOCOLATE

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History Detectives website, page about the history of chocolate: <https://historydetectives.nyhistory.org/2019/02/six-things-about-chocolate/>

Guardian newspaper website, article about child slavery to pick cocoa in 2021: <https://www.theguardian.com/global-development/2021/feb/12/mars-nestle-and-hershey-to-face-landmark-child-slavery-lawsuit-in-us>

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### CONSUMERISM

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British Library website, page about eighteenth-century consumerism: <https://www.bl.uk/restoration-18th-century-literature/articles/the-rise-of-consumerism>

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### LIFE ON A SUGAR PLANTATION

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Historic England



Northumberland  
County Council



Future Learn website, page about “Slave Codes” in the Caribbean and their use to control enslaved people on sugar plantations:

<https://www.futurelearn.com/info/courses/slavery-in-the-british-caribbean/0/steps/162113>

Understanding slavery website, page about plantations, their history, development and treatment of enslaved people on them (page also available as a pdf download): [http://www.understandingslavery.com/index.php?option=com\\_content&view=article&id=309\\_plantation-life&catid=125\\_themes&Itemid=221.html](http://www.understandingslavery.com/index.php?option=com_content&view=article&id=309_plantation-life&catid=125_themes&Itemid=221.html)

Abolition website, page about life on plantations: [http://abolition.e2bn.org/slavery\\_69.html](http://abolition.e2bn.org/slavery_69.html)

Saint Lauretia website (creating a Minecraft island), page about the work and conditions on a sugar plantation:

<https://runaways.gla.ac.uk/minecraft/index.php/slaves-work-on-sugar-plantations/>

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#### SLAVE CODES

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BBC Teach website, page with extract of “Britain’s Forgotten Slave Owners” about the Barbados Slave Code (4 ½ minutes):

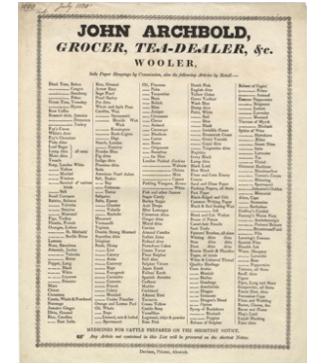
<https://www.bbc.co.uk/teach/class-clips-video/history-ks3-ks4-britains-forgotten-slave-owners-barbados-slave-code/z7cpy9q>



# LEARNING ACTIVITIES: LIST OF GOODS FOR SALE BY JOHN ARCHBOLD, GROCER OF WOOLER, 1830

TOPIC: SLAVE TRADE, EMPIRE, CONSUMERISM

SUBJECT AREAS: HISTORY, LITERACY, GEOGRAPHY, CIRTIZENSHIP, MUSIC



Background	Activity	Resources
<p>In 1661 Barbados introduced the first “Slave Code”, officially named “An Act for Better Ordering and Governing of Negroes”. The Code defined people of African origin on the island as chattels – they were the property of slaveholders, to do with as they wanted. The Code gave the holders of enslaved people the right to punish, torture and kill them. Other British colonies introduced similar Slave Codes.</p>	<p><b>See:</b> When was the first “Slave Code” introduced in Barbados?</p> <p><b>See:</b> What was the official name of the Code?</p> <p><b>See:</b> What did the Code define people as African origin as?</p> <p><b>See:</b> What did the Code give the holders of enslaved people the right to do?</p> <hr/> <p><b>Think:</b> What were conditions like on enslaved plantations in the Caribbean?</p> <p><b>Think:</b> What was a “normal” day like for enslaved people on plantations in the Caribbean?</p> <p><b>Think:</b> How hard and physically demanding was it to work on a plantation?</p> <p><b>Think:</b> How were enslaved people on plantations in the Caribbean treated?</p>	<p><a href="https://www.bbc.co.uk/bitesize/guides/z732pv4/revision/3">https://www.bbc.co.uk/bitesize/guides/z732pv4/revision/3</a></p> <p><a href="https://runaways.gla.ac.uk/minecraft/index.php/slaves-work-on-sugar-plantations/">https://runaways.gla.ac.uk/minecraft/index.php/slaves-work-on-sugar-plantations/</a></p> <p><a href="http://revealinghistories.org.uk/africa-the-arrival-of-europeans-and-the-transatlantic-slave-trade/articles/life-on-plantations.html">http://revealinghistories.org.uk/africa-the-arrival-of-europeans-and-the-transatlantic-slave-trade/articles/life-on-plantations.html</a></p> <p><a href="https://www.discoveringbristol.org.uk/slavery/people-involved/enslaved-people/personal-stories/african-stories/">https://www.discoveringbristol.org.uk/slavery/people-involved/enslaved-people/personal-stories/african-stories/</a></p> <p><a href="https://jamaica-gleaner.com/article/entertainment/20171001/we-have-met-songs-and-sights-slaves">https://jamaica-gleaner.com/article/entertainment/20171001/we-have-met-songs-and-sights-slaves</a></p>



**Think:** What were enslaved people on plantations in the Caribbean punished for?

**Think:** How regularly were enslaved people on plantations in the Caribbean punished?

**Think:** Were enslaved people on plantations in the Caribbean allowed to communicate with each other?

**Think:** How do we know about enslaved people's experiences on plantations?

**Think:** How have the experiences of enslaved people on plantations in the Caribbean been preserved?

**Think:** How did enslaved people use music and dance to communicate their experiences?

**Do:** Look at the images of Caribbean plantations on the Runaways website. What impression does this give you of the plantations?

**Do:** Make a word cloud of words that you would use to describe life on an enslaved plantation based on the images.

**Do:** Write a paragraph using your word cloud to describe life on an enslaved plantation from the perspective given in the images.

**Do:** Research what life was like for an enslaved person on a plantation in the Caribbean. Make a word cloud of words used to describe their living and working conditions, and experiences.

<https://marinabudhos.com/the-music-and-dance-of-sugar-work>

<https://dizzannebillyblog.wordpress.com/2016/10/10/songs-from-the-sugar-fields/>

<https://www.bbc.co.uk/news/world-latin-america-40787523>





	<p><b>Do:</b> Use the words from your word bank to rewrite your first paragraph, showing the realities of what life was like on an enslaved plantation.</p> <p><b>Do:</b> Listen to, or read the lyrics of, Calypso music. What do the songs tell you about the experiences of enslaved people?</p> <p><b>Do:</b> Research how Calypso music is used today to comment on political injustice.</p>	
<p>John Arnold stocked goods from across the world in his shop at Wooler. During the eighteenth-century the people of Britain increasingly expected to buy goods and food stuffs that weren't essential to life: luxury goods. Fashions developed and goods became more plentiful. Products that had been the preserve of the rich, such as sugar, were more affordable to more people. This was the beginning of consumerism.</p>	<p><b>See:</b> When was the beginning of consumerism?</p> <p><b>See:</b> Where was the shop located that these goods were sold?</p> <p><b>See:</b> What types of goods did people in Britain increasingly start to buy during the eighteenth-century?</p> <p><b>See:</b> Which product which had previously been affordable only to the rich became more affordable to more people?</p> <hr/> <p><b>Think:</b> What is consumerism?</p> <p><b>Think:</b> What do you think the similarities and differences between consumerism in the 1830s and consumerism today are?</p> <p><b>Think:</b> What types of goods and foodstuffs do you think would have been available in shops in Northumberland in 1830?</p> <p><b>Think:</b> Do you expect to find non-essential international luxury goods and foodstuffs in shops in Northumberland today?</p> <p><b>Think:</b> Do you think Northumberland has a lot of trade routes today?</p>	<p><a href="https://www.google.com/maps/place/Wooler/@55.5472745,-2.0304876,14z">https://www.google.com/maps/place/Wooler/@55.5472745,-2.0304876,14z</a></p> <p><a href="https://www.the-map-as-history.com/European-colonization-19th-20th-centuries/British-Empire-construction">https://www.the-map-as-history.com/European-colonization-19th-20th-centuries/British-Empire-construction</a></p> <p><a href="https://www.britishempire.me.uk/trade.html">https://www.britishempire.me.uk/trade.html</a></p> <p><a href="https://www.bl.uk/restoration-18th-century-literature/articles/the-rise-of-consumerism">https://www.bl.uk/restoration-18th-century-literature/articles/the-rise-of-consumerism</a></p> <p><a href="http://tradingconsequences.blogs.edina.ac.uk/2014/04/08/a-quick-exploration-of-ten-nineteenth-century-british-imports/">http://tradingconsequences.blogs.edina.ac.uk/2014/04/08/a-quick-exploration-of-ten-nineteenth-century-british-imports/</a></p>



**Think:** How well connected with trade routes do you think Northumberland was in the 1830s?

**Think:** How was trade connected to the British Empire?

**Think:** How many of the items on the list do you recognise? Do any of them surprise you?

**Do:** Before reading the list of goods for sale, make a list of the goods you would expect to find in a shop in Wooler in 1830.

**Do:** Read through the list and create a table. On one side list the items that you recognise, on the other list the items that you don't recognise.

**Do:** Using the list of items that you do recognise, create a second table showing items you expected to find in a shop in Wooler in 1830 and items you didn't expect.

**Do:** Compare the list to items in your local shop. How many can you find?

**Do:** Choose several items from the list that you don't recognise. Research what they are, where they come from and how they were obtained in 1830.

**Do:** Plot the items on a map showing where their origins are.

**Do:** Look at Wooler on a map. In one colour mark out trade routes you expect reached Wooler in 1830, in a second colour mark the trade routes you expect reach Wooler today.



	<p><b>Do:</b> Research British trade routes in 1830. Update your map with a third colour showing actual trade routes. How does this match your expectations?</p> <p><b>Do:</b> Research the most imported items coming into Britain during the mid-19<sup>th</sup> century. Add them to your map showing where goods were exported from.</p> <p><b>Do:</b> Highlight any locations on your map where enslaved labour was part of the production of the goods.</p> <p><b>Do:</b> Make a spider diagram of what you associate with the word “luxury”. How does this compare to the words you would associate with conditions on enslaved plantations?</p>	
<p>Sugar, cocoa and coffee were all products grown on plantations in the Caribbean that used enslaved labour. During the eighteenth-century campaigners for the abolition of slavery in this country organised sugar boycotts. They refused to buy sugar that had been grown under brutal conditions on plantations worked by enslaved people.</p>	<p><b>See:</b> Which three products were mentioned that were grown on plantations in the Caribbean that used enslaved labour?</p> <p><b>See:</b> What were sugar boycotts?</p> <p><b>See:</b> Who organised sugar boycotts?</p> <p><b>See:</b> What was the aim of sugar boycotts?</p> <hr/> <p><b>Think:</b> What is ethical consumerism?</p> <p><b>Think:</b> What are some unethical consumerism practices in the world today?</p> <p><b>Think:</b> Would you boycott goods from an unethical brand or source?</p> <p><b>Think:</b> Is it possible to avoid buying goods from unethical sources today?</p>	<p><a href="https://www.ethicalconsumer.org/what-makes-company-unethical">https://www.ethicalconsumer.org/what-makes-company-unethical</a></p> <p><a href="http://www.bbc.co.uk/history/british/abolition/abolition_tools_gallery_07.shtml">http://www.bbc.co.uk/history/british/abolition/abolition_tools_gallery_07.shtml</a></p> <p><a href="https://www.bbc.co.uk/bitesize/guides/z3rj7ty/revision/7">https://www.bbc.co.uk/bitesize/guides/z3rj7ty/revision/7</a></p> <p><a href="http://www.bbc.co.uk/history/british/empire_seapower/trade_empire_01.shtml">http://www.bbc.co.uk/history/british/empire_seapower/trade_empire_01.shtml</a></p> <p><a href="http://www.bbc.co.uk/history/british/abolition/industrialisation_article_01.shtml">http://www.bbc.co.uk/history/british/abolition/industrialisation_article_01.shtml</a></p> <p><a href="https://www.bbc.co.uk/newsround/46715160">https://www.bbc.co.uk/newsround/46715160</a></p>





**Think:** What was unethical about consumerism in the 19<sup>th</sup> century?

**Think:** Was it possible to avoid buying goods from unethical sources in the 19<sup>th</sup> century?

**Think:** Does boycotting work?

**Think:** Were there any consumer laws in place in 1830?

**Think:** What consumer laws are in place in Britain today?

**Think:** What are conditions like on cocoa farms today?

**Think:** What is fair trade?

**Think:** What is the World Trade Organisation?

**Think:** What compensations were made to former slave colonies?

**Think:** What effect did the abolition of slavery have on the economy and investments made on former slave colonies in the Caribbean?

**Do:** Make a list of products that were imported into Britain from places that used enslaved labour.

**Do:** Make a list of all the items you have used and foods you have eaten in the last 24 hours. How many would have been produced using enslaved labour in 1830?

**Do:** Research the origins of goods on the list of goods for sale. Are any tied to unethical practices aside from using slave labour? E.g. spermaceti candles obtained from whaling.

<https://www.bbc.co.uk/bitesize/guides/z3rj7ty/revision/7>

<https://www.bl.uk/learning/histcitizen/campaignforabolition/sources/antislavery/sugarboycott/sugboycott.html>

<https://www.bbc.co.uk/bitesize/guides/z2bmn39/revision/11>

<https://www.wto.org/>

<https://www.fairtrade.org.uk/farmers-and-workers/cocoa/>

<https://makechocolatefair.org/issues/human-rights-and-child-labour>



**Do:** Discuss how successful the sugar boycott was for abolitionists. What were the short- and long-term effects?

**Do:** Write a newspaper article reporting on the sugar boycott. Think about the different perspectives, e.g. abolitionists, shop owners etc.

**Do:** Research other methods used by abolitionists during their campaign. How did this contribute to the end of the slave trade?

**Do:** Choose an item or a brand which has unethical consumerism practices. How could you adopt methods such as those used by abolitionists to encourage others to boycott the brand/item and change their practices?

**Do:** Make a table, on one side list the working conditions of enslaved plantations in the Caribbean, on the second side list the working conditions on cocoa farms today. Compare the two.