

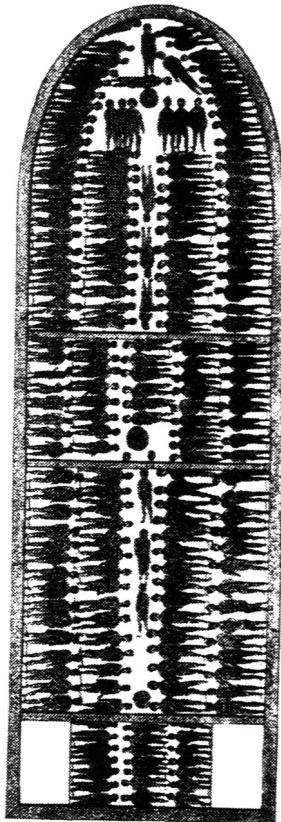


# Slavery Throughout History

# Part 2

“He who would be no slave,  
should keep no slave”

Abraham Lincoln, American President  
who emancipated slaves in 1863.



*‘The Print’: a graphic from the late 18th century  
used by anti-slavery campaigners.*

## Contents:

	<i>Page</i>
Quick Quiz .....	1
Activity 1: The Four Ages of Slavery .....	2
Activity 2: Slavery – Old and New .....	3
Activity 3: The Trans-Atlantic Slave Trade .....	6
Activity 4: Garrison & Clarkson: A Day in the Life .	7
Activity 5: Women in Chains .....	9

## Quick Quiz

Carry out this quiz as a quick energizer.

1. In the world today there are:
  - (a) No slaves
  - (b) 2 million slaves
  - (c) 27 million slaves
  
2. How many people were taken from Africa during the entire trans-atlantic slave trade?
  - (a) 13 million
  - (b) 30 million
  - (c) 1 million
  
3. Slavery is:
  - (a) Illegal everywhere
  - (b) Legal in some countries
  - (c) Legal everywhere

ANSWERS:  
1. (c) – 2. (a) – 3. (a)

## Activity 1: The Four Ages of Slavery

### Aim:

To explore how slavery has been a feature of society globally over the centuries.

### Materials:

- Copies of the Four Ages of Slavery text boxes (pages 4–5)
- Copies of the World Map (below) – one per group
- A large classroom world map and ‘Post-it stickers’

### Method:

Divide the group into pairs or small groups.

Each small group gets several copies of one of the Four Ages of Slavery and a photocopy of the world map.

The groups read their text and identify all the place names. They have to find out where these places are (or were) with the help of atlases, encyclopedias and other material (history books, etc.). They mark them in their own maps.

Draw people back into a large group. Begin with the ‘Ancient Greek and Roman world’ and ask a volunteer who had this text to come forward and mark out on the larger map one or two of the places named in their text, using a ‘Post-it’ note for each one. Invite someone who is still sitting down to explain to the group what happened in that place.



Carry on until all of the places from the Four Ages of Slavery text boxes have been identified on the large map.

If you like, point out (or elicit from the group) all the places where slavery still exists today (see Part 1, Page 2).



## Activity 2: Slavery – Old and New

### Aim:

To compare and contrast the features of slavery down through the centuries.

### Materials:

Copies of the Four Ages of Slavery text boxes (pages 4–5).

### Method:

Divide the group into pairs or small groups.

Give each small group several copies of one of the three historical texts amongst the ‘Four Ages of Slavery’. Leave the text on Modern Slavery aside for the moment. If you are continuing from Activity 1, ensure that no group has the same text they had in the first activity.

The groups read their text and fill in the grid below. They fill in the era they are working on in the first box, give a yes / no answer in column two and back up their answer with a quote from or reference to a passage in the text in column three.

There is not necessarily a relevant answer for each era. Leave boxes blank if necessary.

When everyone has finished, take feedback on answers given. Note the differences and similarities between slavery in different eras.

Give each group a copy of the text box on Modern Slavery and a fresh grid, which they fill in.

When everyone is finished, draw a vertical line on the blackboard / flipchart and write Old on one side and New on the other .

Ask the group to compare Old and New slavery.

**Note to the leader:** Kevin Bales, in his book ‘Disposable People’, has outlined the essential differences between old and modern slavery in the following manner.

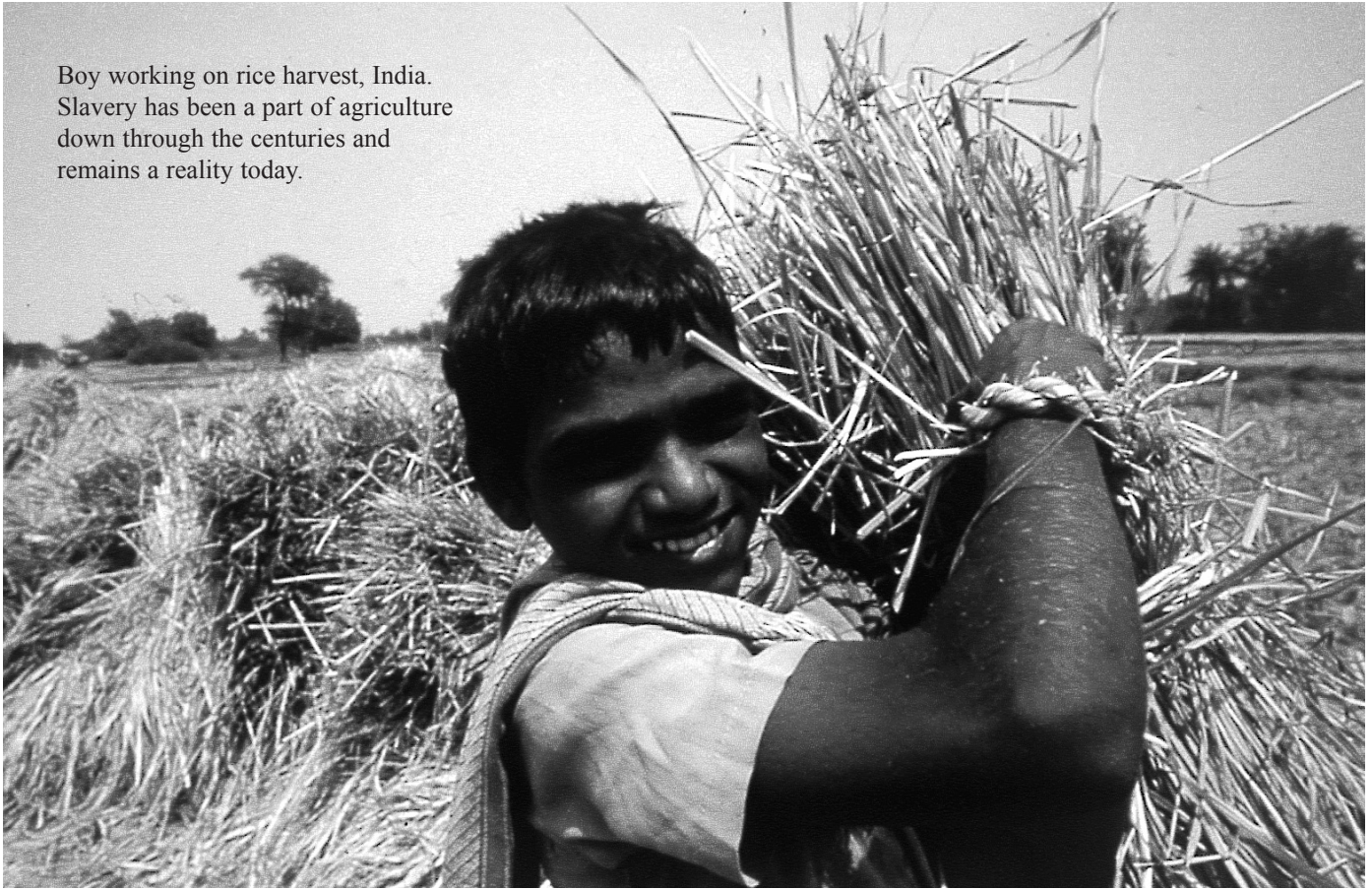
Old Slavery	New Slavery
Legal ownership asserted	Legal ownership avoided
High purchase cost	Very low purchase cost
Low profits	Very high profits
Shortage of potential slaves	Surplus of potential slaves
Long-term relationship	Short-term relationship
Slaves maintained	Slaves disposable
Ethnic differences important	Ethnic differences not important

K. Bales (1999) Disposable People, California Press

Features of Slavery in .....(fill in the era)	Yes / No	Text reference
Ownership of slaves is legal		
Slaves are often captured during war		
Slaves are used mostly for economic purposes – to make profits		
Many slaves are in ‘debt bondage’		
Slavery is an acceptable part of society		
Slavery is not acceptable to society but exists in secret in many places		
Slaves are expensive and not easily replaced		

# The Four Ages of Slavery

Boy working on rice harvest, India. Slavery has been a part of agriculture down through the centuries and remains a reality today.



## SLAVERY IN THE ANCIENT WORLD

Slavery began around 11,000 years ago when people started to settle and farm instead of wandering as hunters and gatherers. Slavery was part of nearly every society and existed in Egypt as early as 4,000 BC. Slavery was part of life in both the Greek and Roman empires.

Slaves were almost always of a different ethnic group, race, religion, or political unit than their owners. The earliest slaves were probably war captives, although people who worked as slaves in order to repay debts (debt bondage) also existed in ancient Egypt. A person could sell himself or his wife and children into bondage to pay off debts. As societies developed they depended on slave labour for building projects, agriculture and mining, as well as for farm and housework. Owning slaves was legal and was an acceptable fact of society. The slave was the property of his or her owner. In general, slaves were not understood to be full human beings and did not have the same rights as citizens. Male and female slaves often had shaven heads and bare feet.

## SLAVERY IN THE UNITED STATES

When Europeans came to America, they brought with them the practice of slavery. Africans were captured and shipped to America to work the farmland. Slaves were expensive to replace, so owners would try to keep them alive and working for a long time.

Many of the founding fathers were slave owners, including George Washington, who owned a large plantation. Slaves did most of the work on plantations, and were important to the new country's economy.

By 1804, the northern states had abolished slavery. An abolitionist movement began, made up of former slaves and sympathetic northerners who fought to outlaw slavery in the South. Slave owners, however, were unwilling to give up without a fight.

The American Civil War between the North and the South was fought in part over the question of slavery. The North won the war, and in 1865 Congress passed the 13th amendment, which legally abolished slavery in the United States.

## THE TRANS-ATLANTIC SLAVE TRADE

The Portuguese were the first to trade in slaves, bringing slaves from the West coast of Africa to their colonies in South America, such as present-day Brazil, in the 16th century.

The demand for slaves from Africa in the Southern states of America increased as the demand for sugar, coffee, cotton and tobacco in grew. Slaves were needed to work on the plantations. By 1641, African slaves could be legally bought and sold in America. There was a great demand for slaves and so they became expensive.

Traders would leave Liverpool and other European cities with goods to exchange for slaves – beads, whiskey, ivory and guns. They would barter these for slaves in Africa. Some slaves were captured in wars between African tribes. Other slaves were kidnapped by white and black hunters. The slaves would be sold in America and the slave traders would use the profits to buy sugar, coffee, cotton and tobacco, which they brought back to Europe. This was called the ‘triangular trade’ and traders made a profit on every leg of the journey.



*Brazilian slave laborer. In modern times people are forced or tricked into slavery as a result of poverty and desperation.*

“We are guilty of keeping up slavery by giving increasing prices for slave-grown cotton and sugar.

We are the great supporters of slavery – unwittingly often, but truly”

David Livingstone, 1859

## MODERN SLAVERY

Although slavery is now illegal in every part of the world, there are about 27 million people held in slavery today. Today’s slaves are not usually bought and sold in public and they are rarely held in chains.

The most common form of modern slavery is bonded labor or ‘debt-bondage’. People become bonded laborers when they take or are tricked into taking a loan for as little as \$36 – the cost of medicine for a sick child. To repay the debt, they are forced to work long hours, seven days a week, 365 days a year, usually in secret locations. They are trapped and continue to be held in slavery long after the original debt has been repaid.

Slaves are cheap and can be replaced easily. Out of 6 billion people in the world today, 1.5 billion live on less than \$1 per day. People who are poor and desperate can be tricked into debt bondage or may be captured and forced to work in houses, on farms, as soldiers or even as prostitutes. Slaves can be replaced easily when they are too ill or old to work as there are many more people who can be tricked into working for nothing. Huge profits are made by today’s slave holders, as slaves are paid little or nothing. The total yearly profit created by slaves is around \$14 billion.

## Activity 3: The Trans-Atlantic Slave Trade

**Aim:** To explore the transatlantic slave trade

**Materials:** One set of ‘The Trans-Atlantic Slave Trade’, cut into strips, for each group of eight people.

**Method:** Divide the class or group into groups of about seven. Each group stands in a circle.

Give each person one strip from ‘The Trans-Atlantic Slave Trade’. Explain that they each have one part of a story which is in a certain order. The participants read their strip and try to find the person with the strip just before or just after their own. When two people find connecting strips, they stick together and try to find the person who ‘connects’ to them.

When everyone is in place in the circle, the group reads the ‘story’ aloud, one by one. If there is disagreement about the order, the group reshuffles.

**Note:** You can make smaller groups and give some participants two consecutive strips.

### The Trans-Atlantic Slave Trade

Trans-atlantic slavery began on the West Coast of Africa around 1562. Slaves were captured in tribal wars and sold to Europeans in exchange for glass beads, whiskey, ivory and guns. African leaders and merchants wanted these goods and were prepared to trade for them. European hunters also captured slaves.

After the European goods had been exchanged for slaves, the slaves were taken across the Atlantic to the Caribbean or to the east coasts of North and South America.

The journey was terrible for the slaves. *“The poor creatures, thus cramped for want of room, are in irons, for the most part both hands and feet, and two together, which makes it difficult for them to move, to rise or lie down, without hurting themselves.”*, wrote John Newton in his Journal of a Slave Trader, 1788.

This journey took around 40 days, in ships in which sometimes between 400 and 500 people were chained and stacked up in holds. Because of hunger, disease and violence at least 13% of the people did not survive the journey.

On arrival in America or the Caribbean, the slaves were treated like animals. *“At last we anchored off Bridgetown (in Barbados). Many merchants and plantation owners came on board and examined us. They made us jump. We were penned up like sheep. Relations and friends were separated and sold, most of them never to see each other again,”*

(Olaudah Equiano, former slave, 1789).

At the end of the journey, the slave traders made a good profit: *“Well, gentlemen, I am glad to say, all things considered, Captain Roberts has made a good voyage . . . and here I find the captain’s bill shows: 400 men slaves, 230 women slaves making 630 in total. 100 slaves died and 530 were sold at Jamaica at \$95 per head. The rum and sugar is all sold. After paying all bills there is a clear profit of \$37,000.”*

(From Liverpool and Slavery, 1884).

The cycle of the slave trade would begin again as traders planned their next profit-making trip. *“I plan to invest the profit from the slaving voyage in a new business, of what I am not yet sure.”*

## Activity 4: Thomas Clarkson: A Day in the Life

### Aim:

To explore campaigning methods, past and present.

### Materials:

Copies of the William Lloyd Garrison case study for each participant.

Copies of the Thomas Clarkson case study for each participant.

### Method:

Give participants the Case Study below and ask them to read through it. Discuss Garrison and Clarkson's work and its effectiveness.

### Linking to the present:

1. Ask the group if they know of any modern day human rights activists or organisations. What issues do they work on? How do they campaign? What tactics did Garrison and Clarkson use that are still used today?

2. Ask the group whether they know of any modern day activists who campaign / have campaigned against slavery? (In Part 4, Page 5-6 you will find the stories of three modern day activists from developing countries who have campaigned successfully against slavery. These stories can be used for this activity).
3. Ask each participant to write a profile of their chosen human rights or anti-slavery campaigner using the same format as in the Case Study. Begin with a short description – who the person was and what their major work is / was. Continue with a description under two/three headings, using the ones in the Thomas Clarkson case study if desired, i.e.:

1. Collecting information
2. Informing the public
3. Campaign tactics
4. Campaign successes

### CASE STUDY OF AN EARLY ANTI-SLAVERY CAMPAIGNER – THOMAS CLARKSON

Thomas Clarkson was one of the great driving forces behind the anti-slavery campaign in Britain at the end of the 18th century. With several others, he set up the Committee for Effecting the Abolition of the Slave Trade in 1787. His campaign methods are still widely used.

### Collecting Information:

- He travelled to the slave ports of Bristol and Liverpool to talk to around 20,000 sailors about their experiences. He wanted to know what life was like in Africa, how the Africans were captured, how they were treated on the voyage across the Atlantic and what life was like as a slave when they reached their destination.
- He collected information about slave ships and their captains, which was very risky as many powerful people were making a lot of money from the slave trade.

### Informing the public:

- Clarkson went around the country giving talks about the evils of the slave trade. He took a chest, which was full of African goods to prove that Africa was a place of art, culture and learning.
- He also took with him the instruments of torture that were used on slave ships and asked whether it was morally acceptable to treat fellow human beings in such a way.

### Campaign tactics:

- Public meetings addressed by campaigners and former slaves.
- Books and leaflets.
- The use of visual materials, such as “The Print”, a picture showing slaves packed into a slave ship.
- The use of artefacts connected with the slave trade.
- Clarkson asked Josiah Wedgwood, the famous pottery maker, to produce a pottery seal showing a slave and the words “Am I not a man and a brother?” This design was put onto snuffboxes, bracelets and hairpins so that people could show their support for the campaign.
- Clarkson encouraged people to organise petitions to send to Parliament demanding change. In 1792, in Manchester, over 20,000 working men and women signed such a petition.

### Campaign successes:

- As a result of the work of Clarkson and people like him, slavery was banned in the British Empire in 1838.



## CASE STUDY OF AN EARLY ANTI-SLAVERY CAMPAIGNER – WILLIAM LLOYD GARRISON

William Lloyd Garrison was influential in the campaign against slavery in the United States from the early 1800's until the end of the Civil War. Garrison's father abandoned his family and William grew up with his mother in Massachusetts. His family was poor and pious. By the age of 25, Garrison had decided that slavery was a great evil that he would devote his life to opposing. Garrison helped found the American Anti-Slavery Society and he published the abolitionist newspaper the *Liberator*. His campaign methods are still widely used:

### Collecting Information:

- Garrison knew former slaves like Frederick Douglass and read slave narratives, books written by slaves about their captivity. Garrison knew about the horrors of slavery from primary and secondary sources.
- Garrison studied the constitution and found that it supported slavery. He wanted to change the constitution so that the laws would no longer be immoral.

### Informing the public:

- Garrison founded the *Liberator*, an abolitionist newspaper dedicated to telling the stories of slaves and publishing information that would inform the public about the injustices of slavery.
- He also went around the country giving talks about the evils of slavery. He would often bring former slaves, such as Frederick Douglass, to tell their stories firsthand. Hearing the tales of slavery from former slaves was a powerfully informative tool.

### Campaign tactics:

- Public meetings addressed by campaigners and former slaves.
- Books and leaflets.
- Anti-slavery newspaper, the *Liberator*.
- The use of artifacts connected with the slave trade.
- Songs to stir up enthusiasm for the cause. Garrison wrote anti-slavery words to familiar songs like “Auld Land Syne.”

### Campaign successes:

- As a result of the work of Garrison and many like him, after the Civil War slavery was abolished in America in 1865.





## Activity 5: Woman in Chains

### Aim:

To look at how womens' rights are particularly abused through slavery.

### Materials:

Copies of the two case studies for each participant.

### Method:

Ask the group to read the two situations, historical and present day.

Ask the group to identify the key human rights abused in these texts.

Move on to the following activity.

### New Year's Day

"To the slave mother New Year's Day comes with sorrow. She sits on her cold cabin door, watching the children who may be all torn from her the next morning; and often does she wish that she and they might die before the day dawns.

On one of these sale days, I saw a mother lead seven children to the auction-block. She knew that some of them would be taken from her; but they took all. The children were sold to a slave-trader, and their mother was bought by a man in her own town. Before night her children were all far away. She begged the trader to tell her where he intended to take them; he refused to do this. How could he when he knew he would sell them, one by one, wherever he could get the highest price?"

### Forever in your debt

Siri, a young girl from a village in Thailand, was sold into slavery for \$2,000. This was a huge sum for her poor family. By the time she got to her place of work – a brothel – her debt had gone up to \$8000 with an extra \$1,200 per month due in 'rent'. Her wage in the brothel barely covers her rent. This means she will remain forever in debt. If Siri falls ill or gets AIDS she will be thrown out. She is often beaten and constantly risks being raped.

Many parents know that their daughters are going to work in prostitution, but because of their poverty they are forced to sell their daughter into slavery. They hope she will be lucky and come home with fine clothes and some money.

## Escaping Slavery as a Woman

**Aim:** To explore the particular difficulties women today face in avoiding slavery as a result of poverty and inequality.

### Materials:

Copies of the fact box on this page for each pair or on an overhead.

### Method:

Ask the group to brainstorm all the situations today in which a woman or girl child might find herself enslaved (bonded labour, trafficked into prostitution, domestic slavery at home or away, married against her will, etc.).

What might make it more difficult for a woman to avoid or escape slavery than a man? Look at the facts and discuss how each situation adds to womens' difficulties in avoiding or fighting against slavery.

### For example:

If women are less likely to own property or land than a man and are less likely to be able to get a loan, does this make it more difficult for them to avoid slavery? How?

As women in general are less likely to be in Parliament they can have a lesser impact on laws that may affect them. How does this affect women in slavery?

### Facts:

Over 70% of the 1.3 billion people living in poverty worldwide are women.

Women make up over 50% of the world's population, earn 10% of the world's wages and own 1% of the world's property.

Women are not permitted to own land in Colombia, Nepal, Kenya, Ethiopia, Panama, Chile, Iraq and Egypt.

Two-thirds of the 880 million adults in poor countries who can't read or write are women.

Two thirds of all children worldwide who don't go to school are girls.

Women have only 10% of the world's seats in parliament.