



ENDING SLAVERY: **AN UNFINISHED BUSINESS**

**A RESOURCE PACK FOR
CITIZENSHIP, HISTORY & RE**

INDIVIDUALS
ENGAGING IN
SOCIETY

CitizenshipFoundation



Credits

About this booklet

This booklet is offered free of charge as a result of a collaboration between the Church Mission Society (CMS) and the Citizenship Foundation (CF). Historically, the Church Mission Society has been involved for over 200 years in the campaign against slavery, injustice and oppression in many parts of the world as part of its wider Christian mission. The anti-slavery movement was the first major campaign in Britain to involve ordinary citizens across all classes (as well as the slaves themselves) in the struggle to end an evil practice. As such it is a good example of how change can come about when people work together for a just cause and it is offered in the hope that young people will be inspired and equipped to take a stand against the continuation of slavery and injustice in the world today.

Video support

We have been able to make this resource available as a result of the support of many people, in particular Walden Media who last year produced "The Lion, the Witch and the Wardrobe" and who will, next year, release a major film about the life and work of William Wilberforce, a leading anti-slave trade campaigner. Walden has generously made available some clips from the film for teachers to download free and use in conjunction with this booklet and the dedicated teacher's guide which was sent to every school as a companion to this booklet. To access these clips go to www.amazinggracemovie.com and/or check the teacher's guide to the film. See also the advocacy site www.theamazingchange.com.

More about the Church Mission Society



The Church Mission Society was founded in 1799 (as the Church Missionary Society) by a number of Anglicans who saw the abolition of injustice as an integral part of their Christian duty to evangelise worldwide. Amongst those present at the first meeting were William Wilberforce (who also, incidentally, founded the RSPCA) and John Newton, in whose house the meeting was held. Since that time, over 9000 men and women have worked for CMS in 26 countries in Africa, Asia, Europe and the Middle East. Many projects focus specifically on setting people free from the chains of injustice, poverty, addiction and modern day slavery which continues to bring misery to millions of people. For more about CMS and other projects related to ending slavery and addiction (including Free for All and Setting Captives Free) go to www.cms-uk.org.

More about the Citizenship Foundation



Citizenship Foundation

The Citizenship foundation was founded in 1989 to work for better citizenship education, principally through curriculum development and teacher training. Its core mission is to promote engaged, informed and critical citizenship, based on the values of democracy, justice and human rights. CF offers a wide range of projects, services and products to support citizenship education for all age groups and across formal and informal settings. For more information go to www.citizenshipfoundation.org.uk.

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Introduction

The year 2007 marks the bicentenary of the Act of Parliament abolishing the transatlantic slave trade, passed in 1807. It took another twenty six years before an Act in 1833 (brought into force in 1834) abolished the institution of slavery throughout the British Empire and a further five years before slaves were truly emancipated in 1838. The campaign to achieve this - the anti-slavery movement - was the first example of an extra-Parliamentary campaign in which a broad range of British citizens were involved. It was perhaps the most successful pressure group in modern parliamentary history.

However, slavery in a wide variety of forms continues today. People throughout the world are forced against their will and under threat of punishment and physical abuse to work as sex slaves, child soldiers, bonded labour, forced labour and in other types of work. There is still a campaign to be fought and much work to be done. This involves bringing pressure to bear on governments to stop slavery in the areas under their control and to support people who have escaped slavery. It also means campaigning for fairer, more equitable international trade and economic arrangements to help alleviate the poverty which underpins many aspects of modern slavery.

These materials are designed to link the campaign in Britain at the end of the eighteenth and beginning of the nineteenth centuries to the campaign against slavery today. What is remarkable is how 'modern' the methods used by the early campaigners were - forming a pressure group to lobby MPs, informing the public by newsletters, holding meetings, using investigative reporting, petitions, local action groups, using products to promote the campaign and consumer boycotts - all of which would be familiar aspects of present day campaigns. Studying the anti-slavery movement provides a perfect vehicle for students to learn about pressure groups and the tactics they use to influence government and decision makers.

These materials have a strong citizenship orientation. They do not attempt to cover the history of the transatlantic slave trade itself nor of life on plantations in British colonies. There are plenty of good accounts of these in modern history textbooks and in other materials which will already be in use in classrooms. The focus here is on the way in which individuals, small groups and large groups can take action to bring about change. As Margaret Mead said: 'Never doubt that a small group of thoughtful, committed citizens can change the world.'

The materials could be used in discrete citizenship lessons, particularly the lessons dealing with modern slavery. They would also fit well into lessons in the history or RE classroom where the teacher wished to make a significant and identifiable contribution to citizenship within the school curriculum. In any case the citizenship teacher should talk to the cooperating department to find out what is taught in respect of the transatlantic slave trade. It makes sense to teach a

combined unit with the history teacher focusing on the more specifically historical elements and the citizenship or RE teacher focusing on campaigning and on modern slavery.

In regard to the National Curriculum Citizenship Programmes of Study at key stages 3 and 4, the materials fit very happily into the following areas - human rights, pressure groups, campaigning, taking action, participation, skills of enquiry and communication, presenting reasoned argument and developing discussion skills.

Aims of materials

These materials are targeted at students in years 9 and 10. They aim to:

- Deepen students' understanding of the events commemorated by the bicentenary of the abolition of the slave trade
- Increase students' knowledge of the campaign to end slavery in the end of the eighteenth and beginning of the nineteenth centuries
- Link the campaign to abolish slavery then with the campaign to fight slavery today
- Develop students' understanding of pressure groups and the methods they use to influence Parliament and decision makers
- Raise awareness of modern day slavery and the campaign against slavery.

Differentiation

These materials employ a range of teaching and learning methods - matching exercises, card sorts, narrative, role play, use of ICT, writing, making presentations - which are designed to motivate and engage students of a wide range of abilities. The activities encourage students to work together in pairs and small groups and so more able students will be able to support those who may find some information sheets challenging. The main form of differentiation used is differentiation by outcome rather than by task but the activities allow students to participate at their level of ability.

Some devices have been used to make the materials more accessible such as alternative, simpler cards in Activity 2, but teachers may wish to simplify some of the information sheets to meet the needs of their students. There are a number of opportunities provided which allow more able students to pursue their own research and deepen their understanding of the slave trade and the anti-slavery campaigns of the past and in the present day.

Slavery across time and place

It is important that students understand that slavery is not located in a particular time period and place, viz. transatlantic slavery involving enslaved Africans in the 17th, 18th and 19th centuries. Otherwise the word 'slave' becomes in their minds linked almost exclusively with black people. The condition of slavery is constant in human history. Seymour Dreschler makes the point that 'freedom, not slavery was the peculiar institution'. This lesson is designed to make this clear, to draw students towards a definition of slavery and set this in a human rights framework. It is also designed to raise awareness amongst students that slavery is still going on today.



Objectives

- To make students aware that slavery has existed throughout human history and is not linked exclusively with black Africans
- To link slavery in the past with slavery in the present
- To agree a definition of slavery.

Resources

- One copy of the resource sheets for each pair of students

Method

- Divide the students up into pairs. Give each a copy of the resource sheet which they can cut up (or simply work from the sheet).
- Tell them that they are going to look at examples of slavery at different times in different places. Ask them to:
 1. Match a written description with each image/time period.
 2. Place them in chronological order.

Pose the question: What surprises you about these examples? (*Possible answers: slavery over long period, still going on today*)

- Many other societies throughout history, e.g. Ancient Greeks, Egyptians, Incas and Aztecs had slaves. It was an accepted fact in these societies.

Pose the question: What do you think are the main characteristics of slavery? (*Or what words would you most associate with slavery? Examples: hard work, chains, being beaten, forced work, unfree*)

- Write the students' responses on the board or sugar paper to be posted on wall.
- Then compare the students' responses with the definition of slavery from Anti-Slavery International, the campaigning pressure group. It says that the characteristics that distinguish slavery from other human rights violations are that people are:
 - **Forced to work by being threatened physically or mentally**
 - **Owned or controlled by an 'employer', usually through mental or physical abuse or threatened abuse**

- **Treated as a commodity rather than as a human being or bought and sold like a piece of property**
- **Stopped from leaving somewhere or have restrictions placed on their freedom of movement.**

- It identifies the following main types of slavery today:

- **Sex trade of children and women**
- **Forced labour**
- **Bonded labour (people become slaves because they have to pay off a debt but they never earn enough to pay it off)**
- **Worst forms of child labour**
- **Traditional or chattel slavery (bought and sold as property)**
- **Forced marriage.**

There is not total agreement about how slavery should be defined but most definitions include the idea that people are owned by other human beings as a chattel (possession) or as property that can be bought and sold; that they are deprived of their human rights and cannot leave their owners if they want; and that their labour or services are obtained by force.

- Draw out any points the students wish to make and link to human rights. Article 4 of the Universal Declaration of Human Rights states (see information sheet 6b)

'No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.'

- Explain that although slavery is outlawed in most countries throughout the world it carries on and that we shall be concerned with this later in this unit of work.
- Explain that the next three lessons focus on the
 - transatlantic slave trade because it:
 - **is the bicentenary of the Act abolishing the slave trade in 2007**
 - **has a particular relevance to British history**
 - **has a legacy that lasts to this day.**

A

Barbary pirates

The Barbary pirates from North Africa attacked ships and raided coastal towns and villages in Europe as far away as Ireland and Cornwall. Hundreds of thousands of Europeans and Britons became slaves in north Africa or were condemned to row in the galleys (ships).

B

17th - 20th centuries



C

The Roman Empire

The Romans took millions of slaves to Italy from all over Europe and the Near East to work on plantations, in quarries, as gladiators and in wealthy homes. Some Greek slaves were doctors.

D

16th - 19th centuries



E

20th century



F

Forced Labour in Soviet Russia

Millions of people were used as forced labour in the 1930s in Russia building canals, cutting timber and working in gold mines in cold remote places. Many of them died.

G

17th - 18th centuries



H

Child soldiers

Over 300,000 children, some as young as seven have been kidnapped and forced to become child soldiers fighting in wars.

I

Enslaved Africans

Over 12 million Africans were taken across the Atlantic to work on the plantations in the West Indies and America.

J

Zanzibar slave market

Several million slaves were taken from East Africa by Arab traders. Many went through the slave markets of Zanzibar on their way to Arabia, India and Brazil.

K

21st century



L

2nd century BC - 4th century AD



The transatlantic slave trade

Transatlantic slavery involved the mass movement of millions of people from Africa, up to 80,000 Africans each year, to the Caribbean and America. It has been called 'the conveyor belt to early death'; for that is what it meant for hundreds of thousands of those who were taken from their homeland. In all it is estimated that over 12 million Africans were transported to the New World.

Between 1660 and 1807 more enslaved Africans than Europeans crossed the Atlantic and in parts of America slaves outnumbered free people.



The aim of this activity is to refresh students' knowledge of the mechanism of the triangular trade or to introduce them to the way it worked. It is a broken information exercise although it could be used as a sorting activity.

Objectives

- To introduce (or reinforce) students' knowledge and understanding of the way the Atlantic triangular trade operated
- To provide a platform for the activities which follow
- To encourage students to co-operate in groups and to listen to each other.

Resources

- Sets of cards, one for each group of three or four
- A map of the triangular trade which can be put on the board/screen.

Method

- Divide the students into groups of three or four.
- Give each group a set of Transatlantic Slave Trade Cards, cut up and in an envelope. Tell students to shuffle the cards and deal them out to the members of the group. (Note that a simplified set of cards is provided for weaker readers.)

- Tell them that, in turn, they have to read out one card (or show a picture) to the group and work out how it might fit in with the story of the transatlantic trade. They should be able to work out the operation of the trade in this fashion. If you think they need help you could put up the map of the transatlantic trade on the board/screen.
- An alternative method is to get students to put all the cards on the table/desk and sort them into the story of the triangular trade. This could be in the shape of a triangle on the table. They could draw an outline map to help them work it out.
- When they have finished, make a quick check to see if they have understood how the trade worked.
- Ask the students for their reactions to the trade and to add any other details or information that they already know (many will know quite a lot) about how it worked and life in the plantations. To develop the lesson you could read the story of John Newton (see Information sheets 10 a and 10b).
- This could lead to a piece of writing in which they imagine themselves to be an investigator for the anti-slavery movement (pretending to be a sailor). Their task is to write a report (or notes for a report) to show the inner workings of the slave trade which will be used as evidence for Parliament.



Slaves being brought to the coast



When the ships got to the West Indies the enslaved Africans would be sold at auction or buyers would come on board the ship to buy them. Some slaves would then be transported on to Virginia where they were sold to tobacco plantation owners.

Africans were involved in collecting slaves

'A lot of Fulas (members of a tribe) bring their slaves for sale to the Europeans ... up to 1000 miles out of the interior ... The slaves are made fast round the neck (by) a long stick which is secured around the waist from one man to another so that one man can steer 50 and stop them at his pleasure... ... The darling commodities that they get (from the trade) is salt which they feed to their cattle. Tobacco and beads are next in demand. Guns, powder and cloth not so great.'

From the log book of the Sandown 1793 – 4, Captain Gamble

There was always a danger of rebellion on slave ships, particularly while the ship was close to the shores of Africa. The sailors used crude devices like leg irons to keep them under control and instruments like thumb screws to punish those who caused trouble. Despite this were quite a few instances where slaves took control of ships for a short time or even completely as in the case of the Amistad.

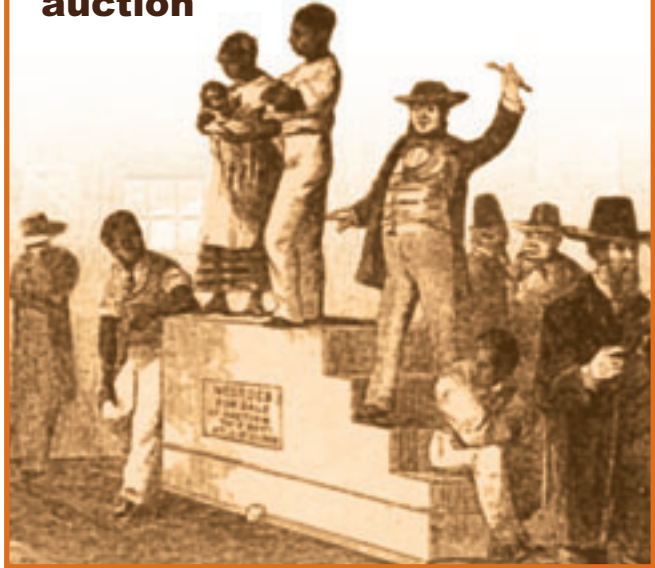
Africans being put into the hold of a slave ship



Ships were 'fitted out' in ports such as Liverpool and Bristol. Merchants would invest money in preparing a ship for a long voyage. They would also buy large quantities of goods such as salt, knives, blankets, woollen cloth, brass pots, beads and beer to trade for slaves.

The ships sailed to slave collection points on the coast. Traders would buy the slaves from other traders or agents. These often had slave forts to keep the slaves under control and to defend against raids from people trying to seize the slaves.

Slaves being sold at auction



Conditions on board the slave ships were terrible

The stench of the hold while we were on the coast was intolerably loathsome ... The closeness of the place, and the heat, added to the number in the ship, which was so crowded that each had scarcely room to turn himself, almost suffocated us... The air soon became unfit for breathing, from a variety of loathsome smells, and brought on a sickness among the slaves, of which many died... The shrieks of the women, and the groans of the dying, rendered the whole a scene of horror almost inconceivable.'

Olaudah Equiano, The Interesting Narrative

Africans brought slaves they had captured to the coast to sell to Europeans. At this time African societies were usually tight knit communities who were willing to capture Africans from other tribes and sell them to Europeans. They also brought ivory, gold and hides to trade. These were usually bartered for the goods the Africans wanted, like salt and manufactured goods like cloth and guns.

Slave rebellions on ships were common

Wednesday 1st January 1793 - 'At 7 p.m. went on shore to ...dine with the agent Mr H. Jacobs. Found lying there the brig (ship) Pearl of New York, late Captain Howard, the slaves having rose upon them and taken the vessel, killed him, but were retaken by the Nancy of Liverpool, with the loss of one killed and one drowned.'

From the log book of the Sandown 1793 - 4, Captain Gamble.

After the slaves were sold, the ships were cleaned and then loaded with sugar, rum and tobacco to take back to Britain. There was a great demand for sugar back in Britain where it was used to sweeten foods and in the fast growing habit of tea and coffee drinking. There were huge sums of money to be made from bringing these goods to Britain.

Buyers competed to buy the best slaves

'Once a signal is given (as the beat of a drum) the buyers rushed at once into the yard where the slaves are confined, and make a choice of the parcel they like best. The noise and the clamour with which this is attended and the eagerness visible in the countenance of the buyers ... increase the apprehensiveness of the terrified Africans ... In this manner ... relations and friends are separated, most of them never to see each other again.'

Olaudah Equiano was sold when his vessel landed in Barbados.

The slave captains needed to keep their slaves alive and healthy. Every slave that died meant less profit. So they would bring them up on deck for exercise and for washing. Quite often voyages lasted much longer than expected and slaves would become ill. Water shortages were common and there was the ever present danger of disease.

The slaves were loaded onto the ships and put into holds below decks. The conditions were extremely cramped and unbelievably unpleasant. They were packed into tight spaces usually on a system of shelves. Many slaves died on the voyage across the Atlantic which was known as the Middle Passage.

Ships with slaves to sell in harbour in Antigua (West Indies)

Ship's name	Where belonging	No. of slaves
Union	London	530
Express	London	137
Sandown	London	212
Hornett	Bristol	400
Nancy	Liverpool	328
Molly	Liverpool	418
Diana	Liverpool	390
Mary & Ann	Liverpool	163

From the log book of the Sandown 1793 – 4

A slave uprising



Cargo of the slaver Pilgrim, 1790, showing the goods that were exchanged for enslaved Africans

1858 bars English iron, 40 casks corn spirits, 65 chests muskets, 2 casks felt hats, 11 casks gun flints, 1 cask wrought iron knives, 5 butts cotton, 4 tubs 10 casks brass manufacture, 3 crates 500 pieces earthenware, 40 puncheon beans, 14,850 kegs gunpowder, 12 butts 1 trunk East India goods, 4 chests bugles, 12 cases calicoes (cloth), 2 puncheon rum, 15 dozens bottles wine.

Note: the iron bar was used as a unit of measurement and was an important trade item.

Slaves being brought to the coast



The slaves were sold at auction in the ports in the West Indies

Some slaves were then taken to Virginia where they were sold to tobacco plantation owners.

Africans were involved in collecting slaves to sell to Europeans

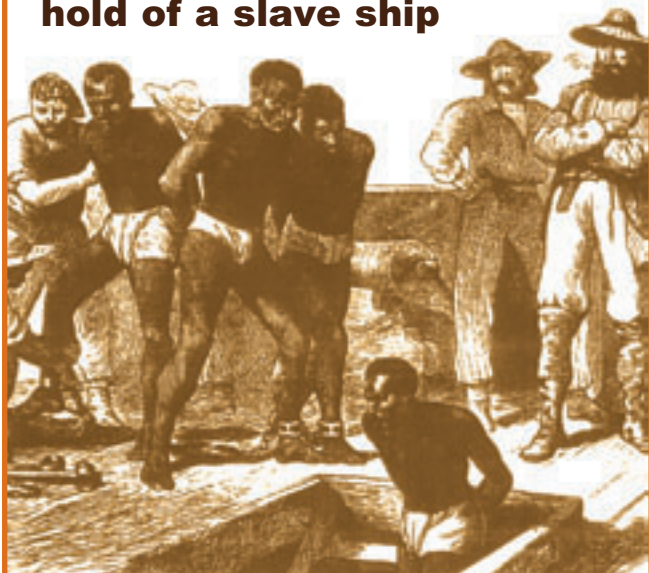
'The slaves are made fast round the neck (by) a long stick which is secured around the waist from one man to another ... The (Africans want) salt which they feed to their cattle. Tobacco and beads are next in demand.

From Captain Gamble's log book, captain of the Sandown 1793 – 4,

Sailors were frightened that the slaves would rebel

The sailors used leg irons to keep them under control and thumb screws to punish those who caused trouble. Despite this there were frequent rebellions.

Africans being put into the hold of a slave ship



Ships were prepared for their voyages in ports like Liverpool

Merchants bought goods such as salt, knives, blankets, woollen cloth, brass pots, beads and beer to trade for slaves.

The ships sailed from British ports to the west coast of Africa to exchange their goods for slaves

The slaves were often kept in slave forts ready for collection.

Slaves being sold at auction



Conditions on board the slave ships were terrible

The stench of the hold while we were on the coast was loathsome ... The air soon became unfit for breathing and brought on a sickness among the slaves, of which many died...

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Africans brought slaves they had captured to the coast to sell to Europeans

The Africans also brought ivory, gold and hides to trade. These were exchanged for goods like salt, cloth and guns.

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After the slaves were sold, the ships were cleaned and then loaded with sugar, rum and tobacco to take back to Britain

There were huge sums of money to be made from bringing these goods home.

Buyers competed to buy the best slaves and families were torn apart

'Once a signal is given (as the beat of a drum) the buyers rush at once into the yard where the slaves are confined, and make a choice of the parcel they like best.

Olaudah Equiano

The slave captains needed to keep their slaves alive and healthy.

They would bring them up on deck for exercise and for washing.

The slaves were loaded onto the ships and put into holds below decks.

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A slave uprising



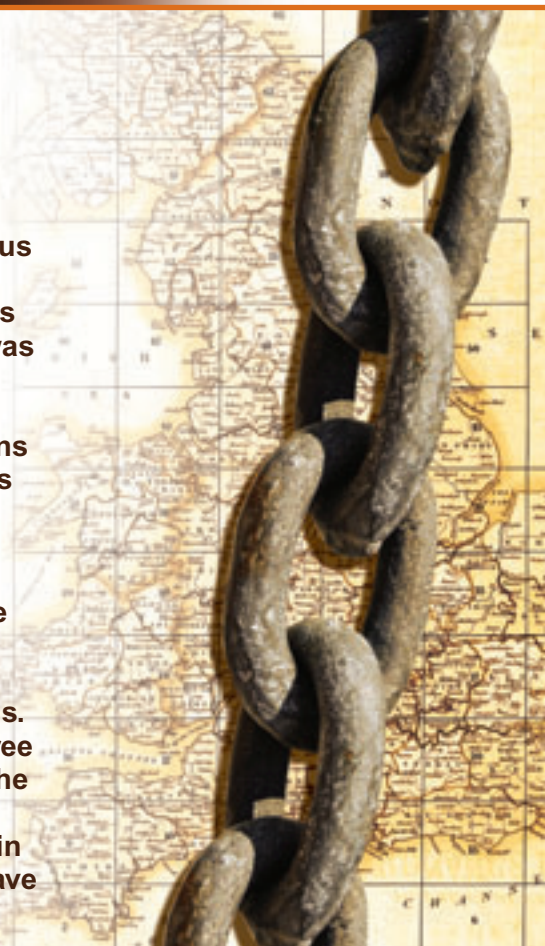
Cargo of the slaver Pilgrim, 1790, showing the goods that were exchanged for Africans

1858 bars English iron, 40 casks corn spirits, 65 chests muskets, 2 casks felt hats, 11 casks gun flints, 1 cask wrought iron knives, , 4 tubs 10 casks brass manufacture, 3 crates 500 pieces earthenware, 14,850 kegs gunpowder

Why did people in Britain support slavery and the slave trade?

The transatlantic slave trade produced an enormous amount of wealth for Britain. It made a number of cities very rich, especially Bristol and Liverpool, as well as making some individuals very wealthy. It was the main source of income for a large number of people – merchants, sailors, rope manufacturers, ship builders and chandlers, makers of slave chains and manacles, manufacturers of the various goods used to exchange for goods and so on. So there were a wide range of powerful vested interests in protecting the trade which included of course the plantation owners in the West Indies and absentee owners in Britain.

The example of Thomas Leyland demonstrates this. Through the slave trade, he became one of the three richest men in Liverpool. Between 1782 and 1806 he shipped 3,500 slaves to Jamaica alone. He was made Mayor of Liverpool on three occasions and in 1807 he launched a banking house. So he was slave merchant, banker and political post holder.



This lesson is designed to help pupils understand how people could be involved in such a pernicious trade and why there was such a sustained and powerful opposition to the anti-slavery movement. It introduces them to the notion of 'vested interests' - an important concept in politics and citizenship.

Objectives

- To examine the reasons why so many people in Britain were involved in the slave trade
- To give some idea of the motives of those who wanted to maintain slavery in the British Empire
- To introduce the concept of 'vested interests'.

Resources

- Copies of the resource sheets, one for each pair of students.

Method

- Split the class up into pairs and give each pair a copy of the two resource sheets.
- Ask them to read the speech bubbles and to match each bubble with one or more of the characters in the chart.
- When they have done this, ask the following questions:
 - Does anything surprise you about what you've discovered?
 - What conclusions can you draw about the main reasons why so many people did not want the slave trade to be stopped?
 - What do you think the term 'vested interests' means?

- Can you think of modern examples of vested interests? (E.g. arms trade, or in agriculture, European countries won't allow in products of African countries on free trade basis by using subsidies.)

- Draw out or make the following points:
 - It did not enter into most people's minds that there was anything wrong with the slave trade. Only in the late eighteenth century did the morality of the trade come into question.
 - Some powerful people including MPs and mayors were involved in the slave trade or were plantation owners. Tell students about Thomas Leyland above.
 - Trade and economic interests often prevail over moral considerations and fairness; and this is just as true of the modern world.
 - This is globalisation in the eighteenth century - the slave trade pulled in trade goods from all over the world. This is similar today where goods and their components are sourced from many countries and decisions about the trade affect many people in different places. Morality in trade (working conditions, fair price for goods) are issues today as evidenced by the anti-globalisation campaign and Make Poverty History.

The local connection

Find out the connection between the local area and the slave trade. It is surprising how many direct connections there are all over the country. It might be trade goods made in Birmingham or a country house that was built in Derbyshire on the money earned from the slave trade. This information can often be found at the local library or from a local historical association.

Why did people in Britain support slavery and the slave trade? 1

Who said what? Match the speech bubbles on Resource Sheet 3b with the characters below. Put a letter (A – K) in the right-hand column below. Some characters may have more than one letter next to them. You can use the same letter more than once.

People in favour of the slave trade and slavery	Letter(s) A – K
Plantation owner	
Merchant involved in slave trade	
Pro-slavery member of Parliament	
Bishop who owns a slave plantation	
Captain of a slave ship	
Sailor on a slave ship	
Member of the public	
Manufacturer of iron goods	
Banker in the City of London	
Mayor of a slave-trading port	

Why did people in Britain support slavery and the slave trade? 2

A. If you stop the slave trade you will ruin businesses and put thousands of people out of work. Think of all the people who make goods to trade such as cloth, guns and iron bars and all those who make equipment used in the trade such as ropers, chains and manacles.

B. Ending the trade would be disastrous for Britain as a trading nation. You would simply be giving the trade to our rivals, the French, who would benefit from it.

C. People make money from trading slaves and other goods. This goes into banks which invest it in other enterprises. This creates wealth for everyone.

D. If you free the slaves there will be riots and disorder, killings and anarchy in the West Indies. We will not be able to govern all the freed slaves. On Tobago there are 20 slaves for every white person.

E. Contrary to the propaganda of the anti-slavers, most slaves are very happy. They are provided with a house and clothing. They never want for a meal because the owner wants to keep them strong. When they are sick they see a doctor.

F. I get my livelihood from working on the ships. Me and all my mates in the ports will be much the poorer if the trade stops.

G. The condition of many slaves is much more comfortable than that of many labourers and factory workers in Britain itself.

H. The slave trade is a trade like any other. Enterprising people like me can make a small fortune from several voyages if we manage to keep the majority of our slaves alive.

I. We produce cheap British sugar using slaves, sugar you all use in your tea and coffee and to sweeten the cakes you eat. That will disappear.

J. Many slaves, through the work of missionaries, convert to Christianity, the only way to heaven.

K. The wealth of my city has benefited enormously from slavery. It is a source of work and industry for half the population. Money has been put into buildings and works for the poor. Would you throw that all away?

The campaign to abolish slavery

The campaign to abolish slavery was the first mass campaign in Britain which involved the full range of its citizens at a time when a very small proportion of the population could vote and women had a minimal role in politics and public life. It is not only important because of the substantive single issue – slavery – on which it was focused but also because it marked an important stage in the involvement of ordinary people in democratic processes. It was carried on at a time when the era of human rights was still a long way off.

This lesson introduces students to the groups involved in the campaign and the tactics they used. The tactics were remarkably modern and represent the full panoply of methods that might be used today if you do not include television and the internet.

Therefore this lesson has a strong citizenship orientation in that it is about a single issue campaign, pressure groups and how citizens can influence decision makers.

**SIGN
WITHOUT DELAY
THE
PETITION
Lying within
FOR IMMEDIATE
ABOLITION**

Note: The history of the anti-slavery campaign is available in many textbooks and history books as well as on the internet. A brief historical account and a note on interpretations has been included below which teachers might find helpful when using this activity with their students.

Objectives

- To make students aware of the different groups involved in the campaign to abolish slavery
- To help them understand the methods and tactics used in the first mass citizens' campaign in Britain
- To introduce them to the idea of a 'pressure group' and make them aware of how pressure can be applied to governments
- To enable them to work together in groups and make decisions
- To allow them to practise their presentation skills.

Resources

- Sets of the Tactics Cards, one for each group of four students.
- Copies of the briefing sheets (two or three) for each group: Campaign Leaders, Black Activists, Women and The Wider Public.
- Copies of supporting information sheets to be given to specific groups: Thomas Clarkson, William Wilberforce, Olaudah Equiano, Resistance and Revolt, Elizabeth Heyrick, Women Against Slavery, Citizens Against Slavery.

Method

- Introduce the lesson by telling students that the slave trade using British ships was abolished in 1807 and that slavery throughout the British Empire was ended in 1833 (see historical note below). Tell them that this lesson is about the campaign that helped bring this about. Explain that, for the purposes of this exercise, the campaign to end the slave trade before 1807 and the continuing campaign to abolish the institution of slavery before 1833 are considered together.
- Divide the class up into 4 groups representing: Campaign Leaders, Black Activists, Women and The Wider Public.
- Tell each group to divide up into two smaller groups of three/four. So you will have two groups playing Campaign leaders, two playing Women and so on. The Black Activists group is slightly different in that some of them are going to represent enslaved Africans who resisted slavery in the West Indies, so you might want to put more students in this group.
- Give each group their briefing sheets and a set of Campaign Tactics Cards.

Note: The Tactics cards are used in this activity and again in Activity 6 when thinking about a modern day campaign. This is deliberate to make the point about the similarity of the tactics used then and now. This explains why one card mentions creating 'websites' which is clearly anachronistic for the early campaign; students should easily discard this.

Method (cont.)

- Give them 5 – 10 minutes to select the tactics they feel are most appropriate for their group. After this period go quickly round the groups to find out what they've chosen and their reasons, but do **NOT** comment.
- Give out the Slavery Information sheets relevant to each group. These can be found at the back of this pack. Explain that these tell them about the tactics actually used. The sheets do not always tell them this directly. They have to pull the information out. These are:
 - **Campaign Leaders – Thomas Clarkson and William Wilberforce sheets (sheets 1 & 2)**
 - **Black Activists – Olaudah Equiano, Slave Revolt and Resistance sheets (sheets 3 & 4)**
 - **Women – Elizabeth Heyrick, Women Against Slavery sheets (sheets 5 & 6)**
 - **The Wider Public – Citizens' Action, The Sugar Boycott sheets (sheets 7 & 8).**

Tell them that, in role, they are going to use the new information to plan a short presentation to give to the rest of the class. Put the following on the board/whiteboard.

Your task is to:

1. **Describe your group and say who you are. Some of you could play the individual characters mentioned.**
2. **Explain your part in the anti-slavery campaign and the tactics you used.**
3. **Be prepared to answer questions about your group.**

Two lessons have been allocated for this. Students plan the presentation in the first lesson and for homework. This also gives them time to look at more information in the library or on the internet. Some websites which can help are listed below. In the second lesson they pull together their presentations and then present. Other groups can ask questions.

When the presentations are finished, hold a discussion to bring the different elements together.

They will have presented overlapping and complementary information. You could use these questions to prime the discussion:

- **What tactics/methods were used? (List fully)**
- **Why do you think these were successful?**
- **How important were the roles of the different groups?**
- **Do you think some groups were more effective than others, e.g. campaign leaders or black activists?**
- **What connections can you see between this campaign and any campaigns today (e.g. Make Poverty History).**
- **How are the tactics in modern campaigns similar/different?**

Extra activity

If you find some students have time on their hands while others are finishing or you want to set an extra task, you could also ask them to make a campaign game. The students use the Campaign Tactics Cards and their knowledge of different groups. This would probably be a board game played with dice or similar involving a series of squares around the board. For example:

- **If they throw 1 and land on the first square, it might say:**
"The Committee for the Abolition of Slavery is formed in 1788. This is the first big step in the campaign to end slavery. Move forward three squares."
- **A later square might say:**
"Equiano's autobiography is read by thousands and changes attitudes to black people and slavery. Move forward two squares."

Useful websites

www.understandingslavery.com
 (site of the National Maritime and other museums)
www.spartacus.co.uk
www.nmm.ac.uk/freedom/
www.bbc.co.uk
 (the BBC has a lot of information about slavery)

AMAZING GRACE

Amazing Grace, the movie

If possible, view Amazing Grace, the movie and think about the ways in which the campaigners built their campaign.

- **Which of these tactics were the most effective in your opinion?**
- **What were the key moments in the campaign and why?**
- **How did the different skills of the campaign leaders complement each other?**
- **Which of these skills are still relevant to campaigning today?**



Ioan Gruffudd as Wilberforce showing slaves' chains to a shocked public

Historical note

The Committee for Effecting the Abolition of the Slave Trade was set up on 22 May 1787. It was driven by Quaker abolitionists who had campaigned against slavery for some time. Granville Sharp and Thomas Clarkson joined as Anglicans who would provide a more 'respectable' leadership. Some people regarded the religious beliefs, customs and habits of the Quakers with suspicion. William Wilberforce provided the leadership of the campaign in Parliament.

The initial campaign focused on the abolition of the slave trade itself, viz. carrying enslaved Africans from Africa to the Caribbean and America in British ships. It was particularly strong in the late 1780s and early 1790s with many petitions, letters, meetings, a sugar boycott and extensive lobbying of MPs. Wilberforce first put the Bill to abolish the slave trade before Parliament in 1789. The pro-slavery members delayed the process by demanding a Report which dragged things out until 1791, when the Bill was debated again and defeated. Wilberforce re-introduced the Bill in 1792 when the campaign in the country was at its height. The campaign lost momentum after 1793 when France declared war on Britain although Wilberforce submitted the abolition Bill to Parliament periodically. Renewed interest after 1806 and a new public campaign led to the passing of The Abolition of the Slave Trade Act on 25 March 1807. However, this only ended the trade and slavery itself continued in British colonies.

The anti-slavery campaign continued but lost direction and energy. It was revived after 1823 when a new Anti-Slavery Society was formed with the express aim of freeing all slaves in British colonies. The leadership of the parliamentary campaign passed from Wilberforce, now in declining health, to Thomas Buxton. Some of the leaders wished to push for a gradual reduction in slavery but others, notably women's groups, pressed for full and immediate emancipation. The movement received new impetus in the early 1830s and along with the pressure created by slave rebellions, the Act abolishing slavery in British colonies was passed in 1833 to take effect on 1 August 1834. However, the slaves were to become 'apprentices' for six years before being completely freed. Strikes and demonstrations in the West Indies and protests in the UK forced the end of the apprenticeship scheme in 1838.

Interpretations

For almost two centuries it was generally held that the key movers of abolition were Wilberforce and Clarkson in that order – it was a religious campaign for morality and right. In more recent years, the role of black campaigners has been acknowledged, in particular the impact of their powerful personal testimony and the way they changed perceptions of black people as somehow inferior to whites.

More detailed historical research in the last 20 years has emphasised the mass nature of the campaign and stressed the importance of the involvement of ordinary citizens – the network of associations that supported the central campaign and generated petitions and demonstrations that put pressure on Parliament. The role of women has been seen as increasingly important after

1820 when the movement seemed to be flagging and they provided it with backbone support and funds. In particular it was women who pressed for immediate emancipation for slaves where men had settled for a more gradual approach.

Another school of thought identifies black resistance and revolt as the key to abolition. It was, it is argued, too expensive and difficult to control the slaves. The British and French could not prevent Haiti becoming an independent republic and had to free the slaves before they freed themselves in violent circumstances. In this argument, black people freed themselves by their own actions.

Other historians argue that all of these factors contributed but actually it was the changing economic situation that drove the process. They argue that competition from Brazil and Cuba producing cheaper sugar made plantation slave-produced sugar uneconomic, that the demand for slaves was falling and that it was cheaper to employ ex-slaves who did not need to be housed and fed. Yet more recent interpretations refute this, suggesting that evidence indicates that it was still profitable and that it was abolished despite entrenched vested interests, making the moral aspect of the campaigning even more important.

Today, these arguments are influenced by political imperatives. But it does seem likely that it was a combination of all these that brought an end to slavery. Parliament had to be convinced to pass a law abolishing it against fierce opposition and the campaign in Britain led by Anti-Slavery International working closely with black activists and supported actively across the country by hundreds of thousands of ordinary citizens undoubtedly played a hugely significant part.



Write letters to Members of Parliament

Write pamphlets and articles in newspapers to give people information about slavery so they will support your campaign.

Get Members of Parliament on your side. Take groups of people (delegations) to meet them and persuade them to support your campaign. This is called 'lobbying'.

Stage mass demonstrations to protest against slavery/forced labour and the way people are treated.

Boycott goods produced by slave labour or try to affect trade with the countries involved.

Create websites which have case studies of slavery and other information and tell people what they can do to help fight slavery and support ex-slaves.

Hold debates and meetings to inform people about the evils of slavery.

Use strong visual images that will bring home the plight of slaves and shock people.

Make campaign products that might show people are part of the campaign or which encourage people to get involved – pottery, broaches (or t-shirts and wrist bands).

Put pressure on the companies who make their profits from the products of slave, child or underpaid labour, e.g. shame them by demonstrations and newspaper articles.

Form groups who will work together in local communities, who will go round and persuade local people to support your campaign and raise funds.

Use music or concerts to create interest and persuade people to listen to the anti-slavery message.

Get powerful, influential people or celebrities to support the campaign and help raise funds. This will encourage others to get involved.

Draw up petitions that people can sign.

Send out newsletters to keep people in touch with what is happening in the campaign, give them information and ask for donations.

Engage in violent acts because the authorities will not pay attention to your demands to end slavery.

Your group represents the leaders of the anti-slavery campaign.

On 22 May 1787, 12 men met in London to form the Committee for Effecting the Abolition of the Slave Trade. This was the start of the campaign to abolish the slave trade and slavery itself. Nine of the 12 men were Quakers, a religious group, who had long opposed the slave trade. The other two were Granville Sharp and Thomas Clarkson who belonged to the Church of England.

Granville Sharp had made the first real challenge to slavery in Britain. He had won important court cases which prevented slaves, who had escaped in Britain, being sold back into slavery. Sharp had a good relationship with the black community in

London. Thomas Clarkson was the principal organiser and driving force behind the anti-slavery campaign.

They needed someone to lead the campaign to persuade the Members of Parliament (MPs) to vote to abolish the transatlantic slave trade. The man who came forward was William Wilberforce, MP for Hull.

All these men were deeply religious and thought that slavery was morally wrong. They had to get people to support their campaign and put pressure on government to stop the slave trade. They set up a network of local anti-slavery societies to get public support.

Your task

Stage 1

Imagine you are the leaders. You are considering the **tactics** you can use in your campaign. Go through the **Tactics cards** and choose the ones you think are most appropriate for your group at this time in history. You can choose as many as you want.

Stage 2

Collect the following information sheets:

- Thomas Clarkson
- William Wilberforce

These tell you about the tactics the leaders used.

You will be told what you have to do next.



Your group speaks for black activists who live in London.

You also speak for enslaved Africans in the West Indies.

The black community in London in the 1780s consisted of at least 5,000 black men and women, with about twice that number in Britain as a whole. Many had come from the war with America where they fought on the British side. Some were slaves who had escaped or bought their freedom.

The black activists were a powerful force in the anti-slavery movement. The members of one group called themselves the 'Sons of Africa' and wrote letters to MPs and the newspapers opposing slavery. Particularly important were Olaudah Equiano and

Quobna Ottobah. Both were ex-slaves who wrote influential books which were read widely in Britain.

Enslaved Africans in the West Indies

The slaves in the West Indies knew a surprising amount about what was going on in the campaign in Britain. News seemed to reach them remarkably quickly. This encouraged them to take their own forms of action. They were determined to make life difficult for the plantation owners and British governors.

Your task

Stage 1

Imagine you are:

- The black activists in London. Go through the **Tactics cards** and choose the ones you think are most appropriate for your campaign at this time in history.
- Enslaved Africans in the West Indies. Look at the **Tactics cards** and decide which ones you can use at this time in history.

Stage 2

Collect the following information sheets:

- Olaudah Equiano
- Revolt and Resistance
- The Story of the Zong

These tell you about the tactics the activists and enslaved Africans used. You will be told what you have to do next.



Your group speaks for women against slavery.

Women participated in the anti-slavery movement from the beginning. In the 1790s women were not allowed to sign anti-slave trade petitions. But a large number contributed to local abolition committees and some took part in slavery debates. Since this was a time when women rarely spoke in public places, women speakers often had a real impact on their audiences. Women began to play an increasingly important role in the movement to abolish slavery in the 1820s. Female anti-slavery societies flourished and they gave momentum to the movement when it was flagging.

Women were bolder than men. In particular, they favoured emancipation (total freedom) of the slaves immediately. The male leaders had proposed the 'gradual' freeing of the slaves because they thought it would be more acceptable to plantation owners and people with interests in the slave trade. But the women were having none of it. They thought the men were taking far too long and wanted the 'gradual' part taken out of the anti-slavery programme.

Your task

Stage 1

Imagine you represent the women. You are considering the **tactics** you can use in your campaign. Go through the **Tactics cards** and choose the ones you think are most appropriate for your group at this time in history. You can choose as many as you want.

Stage 2

Collect the following information sheets:

- Elizabeth Heyrick
- Women Against Slavery

These tell you about the tactics the citizens used.

You will be told what you have to do next.



Your group represents the wider public – the citizens of Britain of all classes who supported the anti-slavery movement.

The leaders of the anti-slavery movement in London needed the British people on their side. At the end of the eighteenth century only a small number of people could vote in parliamentary elections. Many had few rights themselves, were poor and had to put up with appalling living and working conditions. Yet a large section of the British population became outraged on behalf of someone else's (the slaves') rights. Tens of thousands, across all classes, supported the movement to end the slave trade and slavery.

Much of the organisation of local action was done by the middle classes, e.g. teachers, doctors and vicars. The Quakers played a big part in this. The Quakers were a religious group who did not accept the teachings of the Church of England. They had their own beliefs and customs. For instance, they were pacifists and wore simple clothes. They refused to take off their black hats in the presence of their social superiors. They only took off their hats when they were praying. They did not play music or read novels. They had taken a stand against slavery long before the campaign got going.

Your task

Stage 1

Imagine you represent the wider public. You are considering the **tactics** you can use in your campaign. Go through at the **Tactics cards** and choose the ones you think are most appropriate for your group at this time in history. You can choose as many as you want.

Stage 2

Collect the following information sheets:

- Citizens Against Slavery
- The Sugar Boycott

These tell you about the tactics the women used.

You will be told what you have to do next.

'Am I not a man and a brother' medallion:
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Slavery today

Slavery was finally abolished in the British Empire in 1833. However, this did not mean the end of international slavery which has continued throughout the nineteenth and twentieth centuries. Although other countries have passed laws against slavery and the United Nations Declaration of Human Rights condemned it in unequivocal terms in 1949, slavery has continued in diverse forms up to present day. In 2005, the International Labour Organisation estimated that over 12 million people around the world have been forced to work against their will under threat of punishment.



Objectives

- To make students aware that slavery exists on a huge scale today and the different forms that it takes
- To help them learn about the impact of this on the individuals involved and the communities they come from
- To consider the support which ex-slaves need so that they can be re-integrated into their communities.

Resources

- Copies of the case studies, the Declaration of Human Rights (abbreviated form) and the information sheet Slavery Today.

Method

- Divide up the class into small groups of three or four. Introduce the topic of modern slavery.
- Give each group a case study and a copy of the Declaration of Human Rights. Ask them to read the case study and:

- Identify which human rights have been abused.**
- Explain how being taken as a slave has affected the health, education and life chances of the person(s) involved**
- List all the groups of people (e.g. parents) affected by the actions described in the case study.**

- Take a group in turn and ask each one to describe their case study and their answers to a), b) and c). Ask groups that have focused on the same case study to add their contributions. Pick up any points raised in class discussion.
- Read the sheet Slavery Today to put modern slavery in a wider perspective.
- Explain to the class that even if the people escape from slavery, the story does not end for them. They may be technically free but it is not easy for them to go back and restart their lives. Pose to the students the question:

What do you think freedom really means?

- Ask them to look through the list below (put on board or OHP or slide) and decide which of these things are important if a person is to be free. They can add

other ideas of their own which are not on the list.

- **A place to sleep**
- **Enough food to eat**
- **Being able to earn a living**
- **To say what you want to without fear of punishment**
- **Being able to play as a child**
- **A chance to get an education**
- **To get a fair wage for your labour**
- **The respect and goodwill of your neighbours**

- Ask students what support would be needed to help somebody who had escaped slavery to return to their community or live a reasonable life somewhere else. At an appropriate point you could read the extract below.

Ms Modhobi Sarkar is talking about women in India who have returned after being involved in the sex trade:

'If they come back with money, nobody dares to say anything. But if they come back with nothing, the villagers treat them very badly. People don't want to help them and they end up begging on the streets. Their husbands also know that they can't go anywhere and abuse them even more.'

"These women are very vulnerable. We want to motivate them and give them confidence. By teaching them income-generating skills and providing micro-credit, the women can then do something on their own and earn some money. And once they have some money, they'll have a voice and people will listen to them."

- Ask the students to produce a leaflet/poster for display in school. It should:
 - tell students about modern slavery. It could mention the different types or focus on one type, e.g. child soldiers
 - be well designed to make their audience interested
 - explain why money is needed to help freed slaves, e.g. for training in skills so they can get a job.

If students require more information, there are a number of websites on this issue such as:

- www.cms-uk.org/settingcaptivesfree
- www.setallfree.net/
- http://news.bbc.co.uk/1/hi/in_depth/world/slavery/default.stm
- www.antislavery.org

A key word search will provide many links.

- see also www.theamazingchange.com

Slavery today



How many people are enslaved worldwide?

It is estimated that around 12 million people are enslaved worldwide (report from the International Labour Organisation, 2005). The actual figure may be much higher because a great deal of slavery is hidden. Some estimates put it at over 20 million. The largest numbers are in poor Asian countries and Latin America. However, it is thought that some 350,000 people are enslaved in industrialised countries. Many of the victims are women and children.

What forms does slavery take in the modern world?

Here are some examples:

- Bonded labour or debt bondage**
 This has existed for centuries in countries like India and Brazil and is still very common. A person borrows money or gets into debt. They are forced to work to pay off the loan. However, the wages are so low and the interest rate on the loan so high that they never pay it off. Even worse the debt can be passed onto the parents' children so they end up working all their lives to pay off a loan which might originally have been quite small.
- Forced labour**
 People are kidnapped or tricked into going to a remote area to work. Usually they are very poor and desperate for a job. Once they get there they are forced to work long hours for next to no money. They can't leave because they are too far away from anywhere or they are forced to stay by men with guns.
- Sex slavery**
 Women and children are often the victim of people traffickers who kidnap, buy them or lure them with promises of good jobs and put them to work as prostitutes. Thousands of women have been brought into Western Europe from poorer Eastern European countries to work in brothels or on the streets.
- Domestic servants**
 Huge numbers of children and young women are often forced to work as domestic servants, often being sold when they are very young. This is common in south Asia and Africa, e.g. Africans often end up being servants in countries like Saudi Arabia.

What are the reasons for modern slavery?

The main reason is poverty. There is a huge pool of poor people throughout the world who are powerless and have no jobs. Because of changes in the world many of these have drifted to the outskirts of large cities. They can easily be exploited and used by those who want to make profit out of them. Another important reason is that governments allow slavery to go unpunished even though it is illegal everywhere. Sometimes this is because of corruption or because governments don't want to offend business people, sometimes because they are just not interested and have no respect for people's human rights. Modern slavery is part of the globalised world. It is a huge business in which enormous profits can be made from areas like agriculture, mining, construction and prostitution.



Human Rights Codes

The text below is a simplified version of the United Nations Declaration of Human Rights, developed after World War II in an attempt to prevent the worst kind of inhuman acts such as genocide and slavery and to set out a range of positive rights which all peoples should ideally have. European countries have agreed to a legally binding version of this international code called the European Convention on Human Rights.



Below is a summary of some of the main rights contained in the Universal Declaration of Human Rights:



The United Nations Universal Declaration of Human Rights

- 1 All human beings are born free and equal in dignity and rights.
- 2 Everyone is entitled to all the rights and freedoms in this declaration without distinction of any kind, such as race, colour, sex, language, political or other opinion, national or social origin, property, birth or other status.
- 3 Everyone has the right to life and liberty.
- 4 No one shall be held in slavery.
- 5 No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.
- 6 All are equal before the law.
- 7 No one shall be subjected to arbitrary (unreasonable) arrest, detention or exile.
- 8 Everyone is entitled to a fair trial, in public.
- 9 Everyone accused of a crime in a court of law is presumed innocent until proved guilty in a public trial in which they have a right to defend themselves.
- 10 No one shall be subjected to interference with their privacy, family, home or correspondence.
- 11 Everyone has the right of freedom of movement and residence within the borders of each state, and the right to leave and return freely to their country.
- 12 Everyone has the right to seek asylum from prosecution in other countries.
- 13 Men and women of full age have the right to marry and found a family without limitation due to race, nationality or religion.
- 14 Everyone has the right to own property.
- 15 Everyone has the right to freedom of thought, conscience and religion.
- 16 Everyone has the right to freedom of opinion and expression.
- 17 Everyone has the right to meet freely in peaceful organisations.
- 18 Everyone has the right to take part in the government of their country.
- 19 Everyone has the right to work, to free choice of employment, and to equal pay for equal work.
- 20 Everyone has the right to rest and leisure.
- 21 Everyone has the right to a standard of living adequate for the health and well-being of themselves and their family, including food, clothing, housing and medical care.
- 22 Everyone has the right to an education. Education shall be free and compulsory.
- 23 Everyone has the right to take part in the cultural life of the community.

The Sex Trade

More than a million girls and women are forced to work in India's sex trade. Every year, 20,000 women are trafficked from Bangladesh into India and the Middle East, mainly to work as prostitutes. They are lured by false promises of husbands and good jobs. Yet often within hours of arriving they are imprisoned and subjected to brutal attacks.



Sabina's story

Sabina is a Bangladeshi girl. She was only 12 years old when she was taken from Bangladesh and ended up in a brothel in India. She was locked up and raped repeatedly until she managed to escape.



"I'm the eldest child in the family. We're very poor because my father had two wives. There are eight of us altogether. None of us ever went to school. I stayed at home to help my mother. We went from house to house to do cleaning in exchange for food.

"When I was 12 years old, an Indian lady used to come to visit us. We were really poor and she always told me, 'See, nobody can feed you here. If you come with me, I'd give you a better job. So come with me, but don't tell anyone.' I didn't really know her but I was tempted by the idea of having a job.

"One day, I told my parents that I'm just going out with this

auntie and I'll be back very soon. I didn't take anything with me, I just left with her. I felt good that I was going to get a job but I was feeling a bit scared because I was going to a new place and I wouldn't know anyone. Also, I'm totally illiterate - I can't read or write - so I couldn't read anything to know where I was.

"The lady sold me to a house. I tried to escape but the door was locked and there were no windows. They gave me food once a day, a bit of rice and dhal or chapatti. I was sick after seven days.

"During those seven days, they tortured me two, three times a day. There were 10 to 15 men every day and they

did all kinds of things to me. When I protested, they tied me with rope and beat me. I thought 'I'm almost dead'. I wanted to die. I used to do all the housework at the house and sometimes I also worked outside, selling pots and pans. But at night, I had to do a lot of work that was really bad. I had to give company to the men who came at night".

Eventually, Sabina managed to escape and returned to her village but her troubles were far from over.

"Even now, the villagers still say bad things in front of me. They don't even bother to say it behind my back. All I hear every day is: 'See, this is a bad woman, she went to India.'

Child Soldiers

In northern Uganda, in Africa, boys and girls as young as eight years old have been kidnapped by the Lord's Resistance Army (LRA) and forced to become child soldiers. The LRA led a faction in a 20 year long civil war which wanted to overthrow the President of Uganda. A ceasefire exists at the end of 2007. UNICEF (United Nations Children's Fund) estimates that as many as 10,000 children have been taken in this way. After a short period of training, the

children are given weapons and forced to fight against the Ugandan army and to raid and loot villages. They act as messengers, guards and scouts. They are also used as labour, carrying food and water over long distances in gruelling conditions. Girls are forced to become the sex slaves of the LRA commanders. All the children – their labour, their bodies and their lives - are completely at the disposal of the commanders. If they try to escape they are punished brutally.

Susan, aged 16

I refused to kill him and they told me they would shoot me

'One boy tried to escape, but he was caught. They made him eat a mouthful of red pepper, and five people were beating him. His hands were tied, and then they made us, the other new captives, kill him with a stick. I felt sick. I knew this boy from before. We were from the same village. I refused to kill him and they told me they would shoot me. They pointed a gun at me, so I had to do it. The boy was asking me, "Why are you doing this?" I said I had no choice.

I feel so bad about the things that I did It disturbs me so much that I inflicted death on other people When I go home I must do some traditional rites because I have killed. I must perform these rites and cleanse myself. I still dream about the boy from my village who I killed. I see him in my dreams, and he is talking to me and saying I killed him for nothing, and I am crying.'



Timothy, aged 14

'I was good at shooting. The soldiers on the other side would be squatting, but we would stand in a straight line. The commanders were behind us. They would tell us to run straight into gunfire. The commanders would stay behind and would beat those of us who would not run forward. You would just run forward shooting your gun. I don't know if I actually killed any people, because you really can't tell if you're shooting people or not. . . . '

Child Trafficking in Europe

The United Nations estimates that 1.5 million children under 16 are trafficked worldwide each year. Children from Eastern Europe are put to work in Germany, Italy, Britain and Austria. Hundreds of children, some as young as six, are also brought into Britain from Africa and the Far East. Organised gangs carry out the trafficking. Some of the children are kidnapped but some are given over willingly by their parents who think their children are going to have a

better life in Western Europe.

The children work as 'slave labour' in people's homes as domestic servants, in clothing sweatshops, cannabis factories or as prostitutes. They work for little or no reward, often live in terrible conditions and are abused physically and sexually. In 2004, charities found children in 32 London boroughs whom they suspected had been trafficked.



Dochka's story

Dochka was 10 years old when she was sold to a band of child traffickers by her mother in Bulgaria. Bewildered and terrified, Dochka was transported to Austria, forced to learn the skills of a pickpocket and put to work. In some ways Dochka was 'lucky'. She had a lame leg that saved her from being sold on to paedophiles - their clients would not be interested in her for sex.

Dochka was arrested 14 times by the police. Her owners posed as her 'guardian'. Finally the police took her to a specialist children's crisis centre in Vienna. From there she was put in the care of Bulgarian social services, and now lives with her grandmother. She is going to school for the first time in her life. Norbert Ceipek, 54, is the head of the crisis centre in Vienna, where Dochka found refuge. He said, 'Even the good thieves and

pickpockets end up in prostitution past the age of 14, because they cease to be useful as they can then be arrested by police... The children never get any real chance to fit into normal society.

Victoria's story

Victoria, a Ugandan, was brought to Britain when she was barely 15 after witnessing the massacre of her family. A 'family friend' ferried her to London, sold her to two men and disappeared. When the men tried to rape her, Victoria fought back and fled. Living on the streets, and fearful of the police, she started selling sex to survive before finally turning to an NSPCC centre. At the time of writing her future is uncertain: she faces deportation because she is an illegal immigrant.

Forced labour

In the northern part of Brazil, deep in the Amazon rain forest thousands of men end up working on 'slave ranches' as forced labour. These men live in poor towns where they earn as little as £3 a week. They are desperate for work. They are taken on by a 'gato' or gangmaster, usually to clear areas of forest which become huge cattle farms.

The men are taken deep into the rain forest. As soon as they get there they

are told they owe the landowner money for travel expenses and food. So they start their work in debt. And so it goes on: the wages are so low and they are charged such high prices for rooms, food and drink that they never make any money. They live in poor shacks and have to work every day of the week. They are trapped because they have no money to get home and armed guards threaten the workers if they complain or slacken the pace of work.



Raimundo's story

We were not able to make any money

Raimundo, aged 27, was offered a job clearing forest on a farm in Brazil. He agreed a rate of pay which seemed quite reasonable. However, when he arrived at the farm the owner said he would pay much less and would take money out of their wages to pay for food and tools. Raimundo was many miles from home, so he felt he had little choice but to start work and earn something.

The work was extremely hard and often they had to go over land a second time to rip out roots and smaller bushes. "This way we were not able to make any money," says Raimundo, "we were making a loss. I was thinking about my family. At home they desperately needed money."

Raimundo and other workers tried to negotiate better pay but the farmer refused. So Raimundo decided to leave and asked to

be paid what he was owed so far. "He said there was a lot left to do", recalls Raimundo, "and that nobody would leave the farm before the job was finished. And nobody would leave with money, all would leave owing him."

Raimundo decided to run away. He walked through the night, with no food and no money, and hitched a ride the next day. "On the way everybody warned me to be very careful. Others had run away from that farm before and the owner had them captured and brought back to the farm where they were forced to continue working after receiving a good beating." However, Raimundo did manage to escape.

(Raimundo's story is adapted from a case study produced by Anti-slavery International)

The campaign against slavery

This lesson aims to provide an open-ended session in which students think about the process of campaigning, drawing on the



knowledge, skills and understanding they have developed in the earlier sections of these materials. This does not mean that they actually have to

campaign against modern day slavery but they find out about the ways pressure groups and non-governmental organisations go about assembling the elements of a campaign. This means that they research the topic using the Internet, identify tactics to get public support and think about people they might wish to influence and how to do this. Of course, some might actually join an organisation to support an existing campaign such as www.theamazingchange.com

Objectives

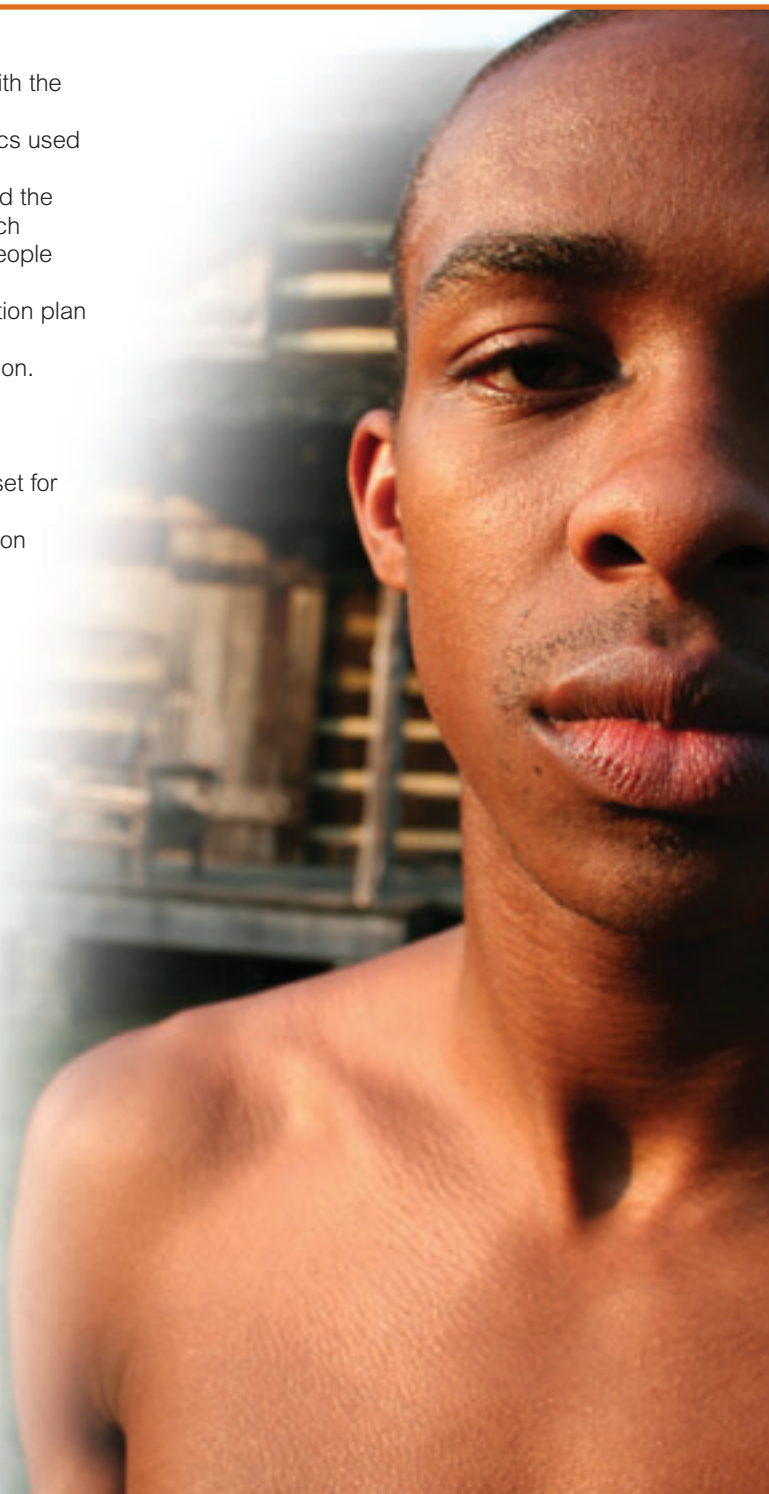
- To link the campaign against slavery today with the campaign of two centuries ago
- To develop further understanding of the tactics used in campaigns
- To deepen knowledge of modern slavery and the way non-governmental organisations approach campaigning to get public support to help people who are or have been enslaved
- To work together in groups to produce an action plan
- To develop research skills and use ICT
- To develop skills of enquiry and communication.

Resources

- Copies of resource sheet Fighting slavery
- Campaign Tactics Cards (from Activity 4), a set for each group
- Access to an ICT room with internet connection (optional).

Method

- Divide the class up into small groups.
- Recap on the previous lesson which uses case studies of modern slavery.
- Read through and discuss the task on the resource sheet Fighting Slavery. Provide any materials the students might need (sugar paper, felt-tip pens etc.).
- Provide access to the internet for research and to look at campaigning websites. Alternatively, provide materials taken from websites for them to look at or get them to look at websites outside of the lesson or in ICT lessons.
- Ask them to make a presentation of their work to the other students or more simply get groups to tell others what they have found out about modern slavery and campaigning.
- Bring the class back together to discuss the results of their research and what they've learnt about campaigning. In particular, emphasise the way people can become involved and take action to effect change.



The campaign against modern slavery



Fighting slavery

You have learnt how two centuries ago campaigners helped to bring about the abolition of slavery in the British Empire. It was the first successful mass campaign of citizens to persuade the government to change the law. The campaigners formed a pressure group and used a range of tactics that would not be out of place today.

1. You have already found out about some forms of slavery today. Working in groups of 4 or 5, your task is to:
 - a) Draw up an action plan to show how you would devise a campaign to fight slavery today. These questions might help:
 - b) How would you raise public awareness of modern slavery?
How would you raise funds to pay for the campaign and to help support ex-slaves?
 - c) How would you put pressure on people who might be able to prevent or reduce this form of slavery? e.g. not buy products produced by slaves. See the websites top right for help.

2. Design and write a newsletter or webpage which might form part of a campaign.
3. Make a presentation of your action plan and newsletter / webpage to the rest of the class.

To do this you need to:

- Think up a name for a campaign against slavery.
- Look through the 'Campaign Tactics Cards'. Think about the original anti-slavery campaign and select tactics that you think will be particularly relevant to a modern day campaign.
- Use the internet to research your topic and collect information. Use the websites below or do key word searches.
- Look at how some pressure groups and non-governmental organisations already do this (see websites top right).



Websites

www.cms-uk.org/settingcaptivesfree
www.setallfree.net/
www.antislavery.org
www.hrw.org/campaigns
www.amnesty.org/campaign
www.stopthetraffic.org
www.freetheslaves.net/slavery
www.iabolish.com
www.theamazingchange.com

Thomas Clarkson (1760 – 1846)

Thomas Clarkson dedicated his life to the abolition of the slave trade. As a young man, he wrote an essay 'Is it right to make men slaves against their will?' and this convinced him that he had to put all his efforts into stopping the evil trade. He joined with several other people in forming the Committee for Effecting the Abolition of the Slave Trade.

Clarkson decided he needed to find out how the slave trade operated. He toured the slave ports of Bristol and Liverpool interviewing hundreds of sailors, collecting information on every aspect of the trade. He talked to the suppliers of the leg irons and branding irons and became aware of the size of the business that supported slavery. He realised that the slave trade was worth a fortune to the people involved. When they found out what he was doing, he was threatened with violence and on one occasion there was an attempt to murder him.

- **He carried a chest full of the terrible instruments used to subdue and punish the slaves like leg irons and thumb screws.**
- **He also took a chest full of African artefacts to show people that Africans had a rich culture and were skilled craftsmen and artists. He did this to counter the views of some people at the time that black people were inferior.**
- **He produced pamphlets on the horrors of the trade.**
- **He realised the importance of visual images and produced the famous picture called**

'The Print' which showed Africans packed in rows inside a slave ship called The Brookes.

- **He worked with Josiah Wedgwood, the famous pottery manufacturer, to produce a pottery seal with a picture of a slave on it and the words, 'Am I not a man and a brother?' This design was put onto other goods like snuff boxes and hairpins which showed the person supported the anti-slave trade campaign.**

It was a powerful campaign. Clarkson and the anti-slavery committee drew in thousands of supporters to put pressure on the government to stop the trade.

Campaigning

Clarkson needed to find ways to shock the public so that they would act. He used the following tactics:

- **He went round the country giving talks about the slave trade. He was a very good speaker.**



'Am I not a man and a brother' medallion:
Copyright Wedgwood Museum. Not to be reproduced
without the permission of the Wedgwood Museum Trustees.

William Wilberforce (1759 – 1833)

William Wilberforce was the leader of the campaign to abolish slavery in Parliament and in many eyes the leader of the anti-slavery movement. He was famous for his powerful and moving speeches against slavery. Wilberforce had become an MP at 21, the youngest age at which you could become one. In 1785, he became an evangelical Christian and committed himself to good works.

Wilberforce was horrified by all the evidence collected on the slave trade. Working with Clarkson, he put this evidence before MPs in the House of Commons. Through 1788 – 91 he worked tirelessly to push through a Bill abolishing the slave trade, but it was defeated. Wilberforce reintroduced the Bill time and time again over the next few years but there were powerful people who opposed it. Eventually he was successful and on 23 February 1807 Parliament voted overwhelmingly for the abolition of the slave trade. Wilberforce was seen to have tears running down his face as the MPs cheered him.

Campaigning

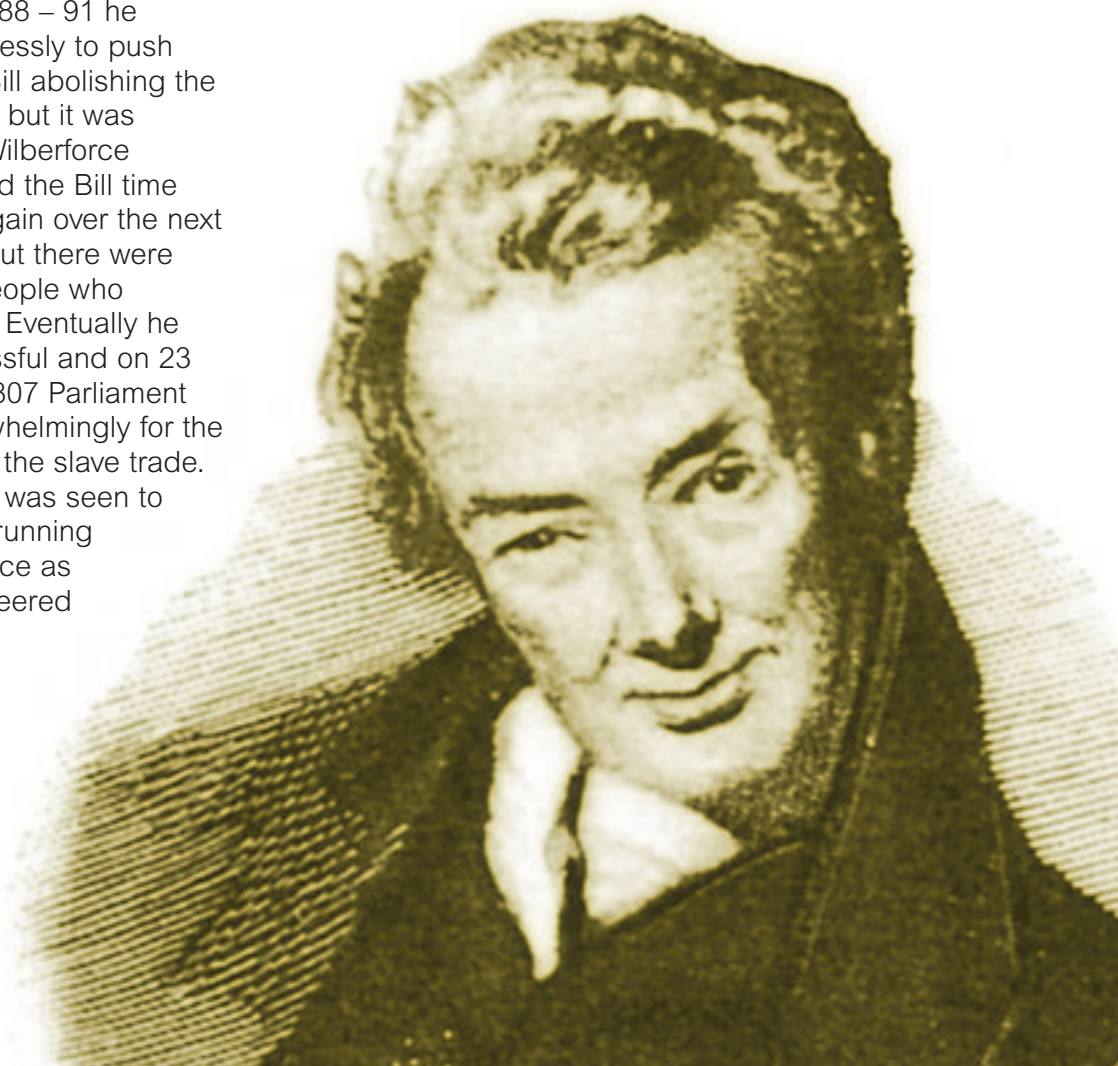
Wilberforce's role in the campaign was crucial:

- **His brilliant speeches in the House of Commons swayed people there and outside.**
- **Wilberforce was a member of the Church of England. It was very important to the anti-slavery movement to have a respected figure like him as its leader. Many of the other leaders were Quakers. Some people were suspicious of them**

because of their religious views and customs, so they would not follow their lead.

- **Wilberforce steered the Bill to abolish the slave trade through Parliament. He was often not well. Despite this, it was his dedication, constantly putting the case against slavery and meeting continually with supporters that saw it turned into law.**

To be successful, campaigns often need famous and respected people who can speak persuasively in public.



Olaudah Equiano (c.1745 – 1797)

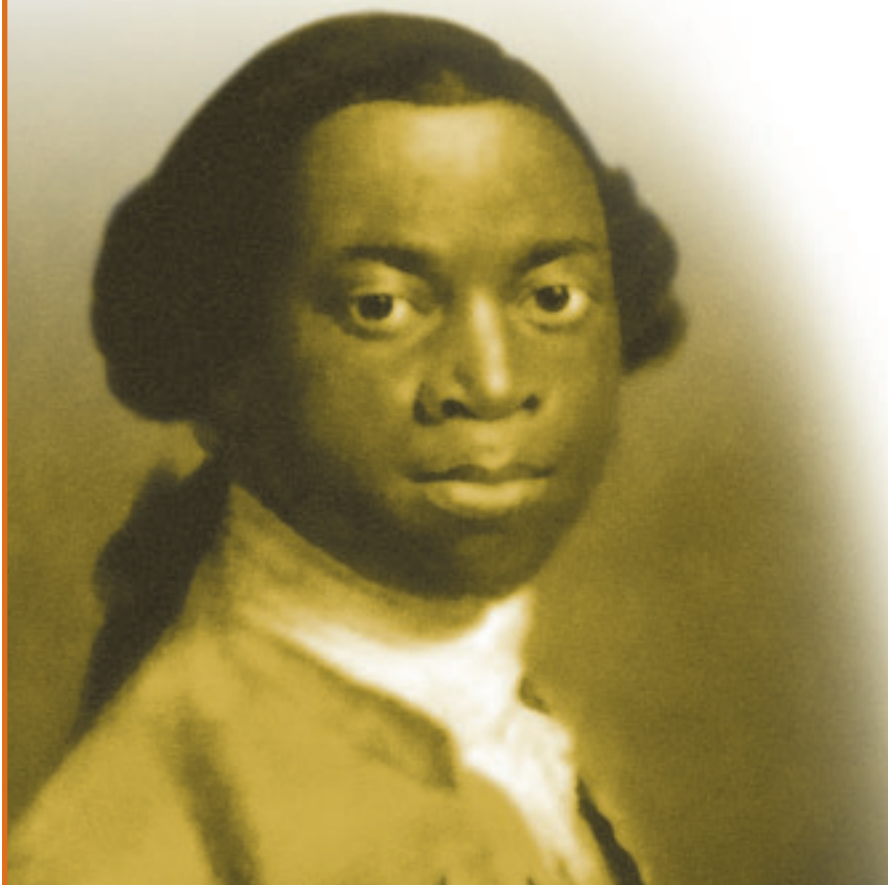
Olaudah Equiano was a key player in the campaign to end slavery. He made the British public see slavery through the eyes of a former slave.

When he was about 11 years old, he was kidnapped with his sister in West Africa and sold into slavery. He was sold several times. One of his masters was a lieutenant in the British navy and Equiano became a sailor on a warship. Eventually he was sold to Robert King, a Quaker, who recognised his abilities and encouraged his education. He became skilled at mathematics and an accomplished writer. By 1776, at the age of 21, he had made enough money to buy his freedom. After several years at sea, he came to England to live.

Campaigning

Equiano threw himself into the campaign to abolish the slave trade:

- He wrote his autobiography '**The Interesting Narrative of the Life of Olaudah Equiano**'. The book had a huge impact on people in Britain. The hero was shown to be a courageous, cultured man and a Christian. He showed his readers that Africans had a rich and ancient culture and deserved respect as fellow human beings. He also described the horrors of the slave trade. This book is still in print, published by Penguin Books.
- He toured the country from 1789 - 94 making speeches and promoting his book. He challenged the prejudices and views of those who supported slavery. He revealed the barbarities of slavery from his own personal experience and those of other ex-slaves. The personal testimony of ex-slaves brought the horrors and inhumanity of the slave trade home to British people who were not aware of the way in which it was carried out.
- He lobbied MPs in Parliament, writing letters to them and taking members of the black community to see them.
- He wrote letters to the newspapers and engaged in public debates about slavery.
- He worked closely with white abolitionists to expose the evils of the trade. It was Equiano who took the case of the slave ship Zong (where slaves had been thrown overboard so that the captain could claim insurance on them) to Granville Sharp the lawyer who took it to court in a famous trial (see Slavery Information Sheet 9 'The Story of the Zong').



Slave Resistance and Revolt

On the islands

Slaves developed various forms of resistance when they were working on the plantations – pretending they could not understand instructions, doing jobs badly, and sabotaging machinery. They also ran away and set up their own communities in areas difficult to reach.

Revolts were common on the islands of the Caribbean. There were 16 slave rebellions on Jamaica between 1655 and 1813. In 1760, it took six months to put down one rebellion in which 60 whites and over 400 rebels were killed. In Grenada in 1795, a rebellion took the British two years to deal with even though they brought 5000 troops to the island. Between 1793 and 1801 some 45,000 British soldiers died while serving in the West Indies. Many fell victim to fevers and disease.

Getting a posting there was regarded as being given a death sentence.

Two revolts

Two revolts are particularly significant in the fight to end slavery. In 1791 slaves revolted in the French colony of St Domingue. This was a very prosperous island producing sugar and coffee. Whites were killed and sugar plantations set on fire. After two years of fighting the French army could not defeat the slaves under the brilliant leadership of Toussaint L'Ouverture. Thousands of British troops were brought in to help quell the uprising but they failed too. In 1804 the former slaves set up the independent Republic of Haiti. This sent shock waves through the other islands and to Britain. Many people wondered how costly in money and lives it would be

to keep the plantations under control.

News about the campaign to end slavery was quickly conveyed to the slave plantations from the 1790s onwards. Expectations about the coming freedom built up and in 1831 a revolt broke out in Jamaica. It was started by a Baptist minister, Sam Sharpe, who is supposed to have told the slaves to stop working and claim their freedom, thinking that they had already been freed by law. Thousands of pounds worth of property was destroyed and 15 whites killed before British troops could bring it under control.

The British government was well aware of the dangers and threats posed by slaves who would risk their lives to gain their freedom. This seems to have been a major factor in the decision to pass the Act abolishing slavery in the British Empire in 1833.



Elizabeth Heyrick (1769 – 1831)

Elizabeth Heyrick had become widowed at the age of 26. She was passionate in her hatred of injustice. So it is perhaps not surprising that she took up the anti-slavery cause. She was a leading light in women's anti-slavery societies in the 1820s and set up the Female Society for Leicester.

Whereas the men leading the anti-slavery campaign talked about the 'gradual' freeing of the slaves, Elizabeth wanted complete freedom immediately. Other female societies supported her. Elizabeth was a blast of fresh air to the movement.

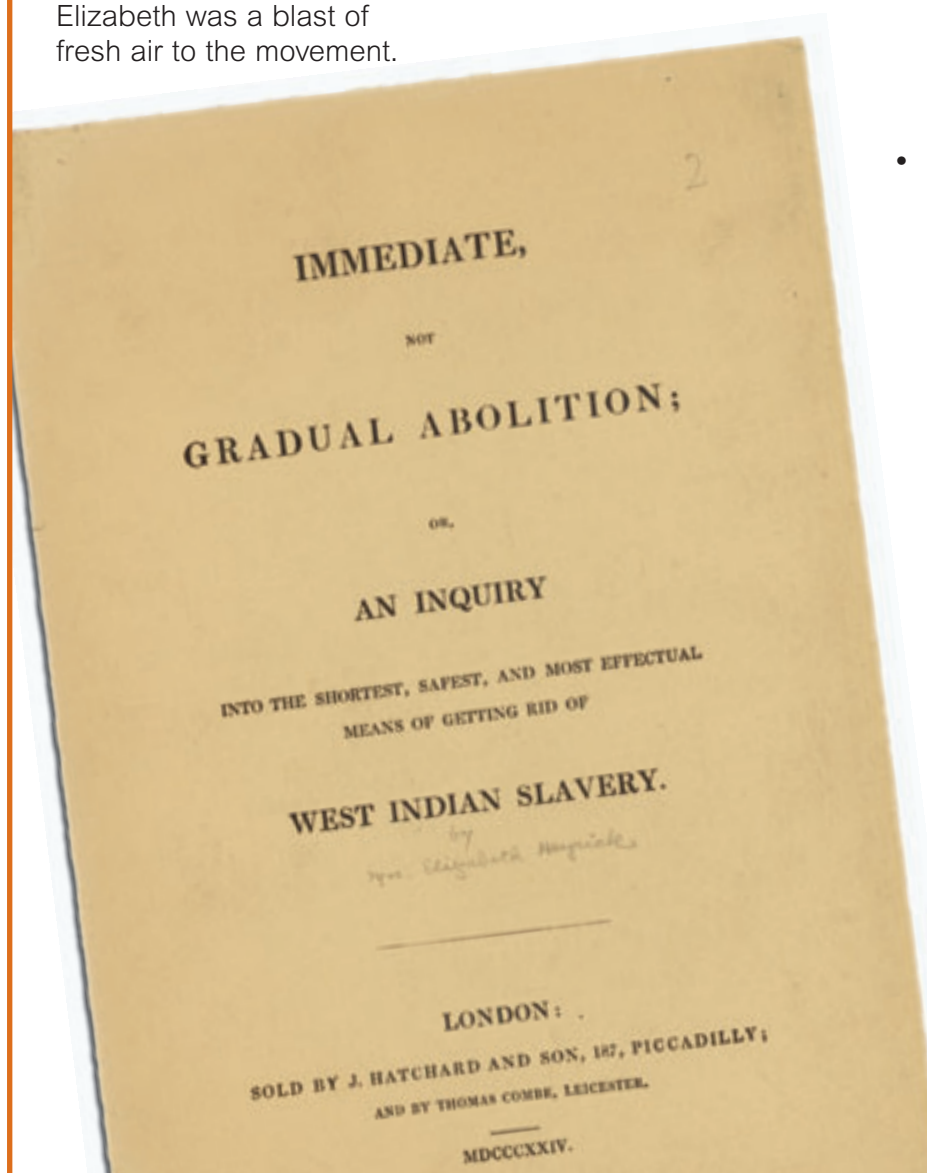
She condemned the campaign leaders as too polite and cautious. She said: 'Truth and justice make their best way in the world, when they appear in bold and simple majesty.'

She openly sympathised with the slave rebellions in the West Indies which she regarded as a form of self-defence. Unfortunately Elizabeth died in 1831 and did not live to see the passing of the 1833 Act abolishing slavery throughout the British Empire.

Campaigning

Elizabeth was a ferocious campaigner. She liked direct tactics and straight speaking:

- **She was a key figure in the organisation of a new sugar boycott (repeating the one of the 1790s) which was designed to hit plantation owners hard. She inspired the women's societies to put out pamphlets encouraging the boycott and established a national list of everyone who stopped using sugar.**
- **She wrote an influential pamphlet in 1824 called 'Immediate not Gradual Abolition'. She put pressure on Wilberforce and other leaders by getting all the female societies to refuse to give funds to the main organisation if they would not support immediate freedom for all enslaved people. This was a serious threat because about a fifth of all donations came from women's associations. The men gave in.**



Samuel J. May Anti-Slavery Collection, Courtesy of the Division of Rare and Manuscript Collections, Cornell University Library.

Women Against Slavery

Hannah More was an important figure in the anti-slavery movement in the 1780s and 1790s. She was a poet and a playwright and close friend of John Newton* and William Wilberforce. She wrote anti-slavery poems including the famous poem *Slavery* to coincide with the first parliamentary debate on slavery in 1788. Her other writings about slavery would have reached thousands of readers.

Lucy Townsend was inspired by Thomas Clarkson to found the first women's anti-slavery society in 1825. Women paid to join and the funds were donated to the movement. Her daughter Charlotte produced a leaflet aimed at children.

Anne Knight formed the Chelmsford Female Anti-Slavery Society, organised public meetings and helped draw up and collect petitions. George Thompson wrote, 'Where they (women) existed they did everything ... In a word they formed the cement of the whole Anti-slavery building, without them we should never have been united.'

Campaigning

Women were particularly effective in the late 1820s.

- **They were good at canvassing – going from house to house to persuade people to support the**

campaign, giving out propaganda leaflets and tracts and getting people to sign petitions. Sophia Sturge is said to have made some 3,000 such calls. In Birmingham 80% of all homes had been visited by women.

- **Women played a crucial role in the sugar boycott which hit plantation owners and raised awareness of the movement. They persuaded grocers to stop selling sugar produced by slaves and families to stop eating it.**
- **Women wrote and distributed information in the form of leaflets, tracts and periodicals. One pamphlet was called, 'What does your**

sugar cost?' which explained how slaves suffered to produce it.

- **Women reworked the now famous image produced by Wedgwood as 'Am I not a woman and a sister?' and encouraged women to wear anti-slavery brooches and pins. They also wore clothes made from Indian cotton rather than cotton picked by slaves in the southern states of America.**

* For more on John Newton, a slave ship captain turned campaigner, see Information Sheets 10a and 10b.



Citizens Against Slavery

The ordinary citizens of Britain were the backbone of the anti-slavery movement. Without their support it would have failed. How could they organise themselves and put pressure on the government?

Local societies and committees

Towns and cities throughout Britain set up abolition committees to organise the local campaigns. Particularly important were the ones in Manchester, Exeter, Plymouth and Newcastle. There was a whole network of committees that collected money to send to London, put out leaflets and information to people in the local area, drew up petitions and got them signed, wrote letters to local newspapers and set up

debates. They were led by shopkeepers, grocers, teachers, doctors, vicars and the like.

Petitions

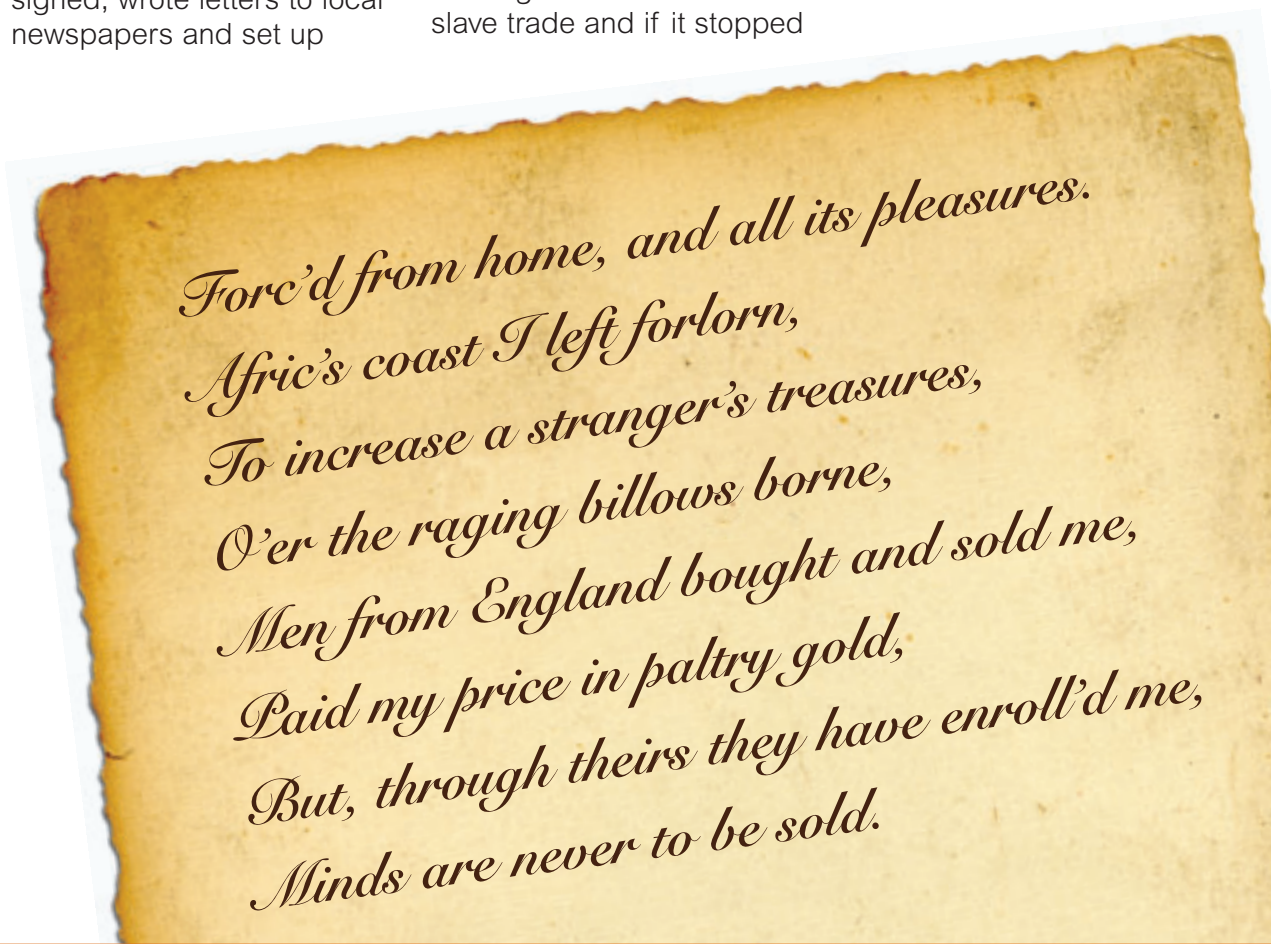
Petitions were important at a time when few people could vote. They were the main way people could get their views heard. In 1788, 103 petitions calling for the abolition of the slave trade were signed by up to 100,000 people. Petitions were left in town halls, shops, banks and coffee houses. One at Leeds was signed by 'the rough sons of lowest labour'. In 1789, metalworkers in Sheffield signed a petition. This was surprising because they made goods used in the slave trade and if it stopped

they might lose their jobs. This shows how strongly they felt about it.

In 1792, 510 abolition petitions flooded in from all over the country with almost 400,000 names on them. These petitions created a loud public voice which was difficult for MPs to ignore.

Poetry and music

In a similar way that music features in protest today, the anti-slavery message was put out in poems and in songs. William Cowper wrote the poem 'Negro's Complaint' which became a song sung on the streets. Illustrated below is the first verse:



*Forc'd from home, and all its pleasures,
Afric's coast I left forlorn,
To increase a stranger's treasures,
O'er the raging billows borne,
Men from England bought and sold me,
Paid my price in paltry gold,
But, through theirs they have enroll'd me,
Minds are never to be sold.*

The Sugar Boycott

In 1791, many anti-slavery supporters were frustrated that after two years of listening to evidence, Parliament had voted against abolishing the transatlantic slave trade. A pamphlet was produced encouraging people to boycott sugar produced by slaves. The aim of this was to hit at the people who profited from producing sugar. These were the plantation owners, merchants and retailers.

It was incredibly successful. Families all over England stopped using sugar to sweeten their tea and food.

Perhaps up to 400,000 people abandoned sugar. Grocers reported that the sales of sugar were drastically reduced in some areas and some offered sugar that was not produced by slaves. Plantation owners were worried by the drop in sales.

As well as having an economic effect, the boycott showed something else. People were prepared to take direct action on behalf of people they did not know even when it made their lives less pleasant (no sugar to sweeten drinks and foods).

They were taking a stand because they thought it was the right thing to do as citizens.

There was a second sugar boycott in the 1820s. This was largely led by women who refused to buy groceries at stores selling sugar produced by slaves. They were also very active in going round persuading people not to buy sugar. The boycott was effective because a large number of people took part. It also helped to raise awareness of the anti-slavery movement.



The Story of the Zong

The year is 1781. The Zong is a slave ship under the command of Captain Luke Collingwood. It has collected nearly 500 slaves on the West African coast and is on its way to Jamaica.

As the voyage goes on Collingwood is dismayed to find that more and more slaves are becoming ill and dying. Several of the crew are also affected. By the time the Zong is approaching Jamaica some 60 slaves and seven sailors have died. Collingwood is aware that not only is his human cargo worth less than it was but also that he will find no buyers for sick slaves. If more slaves die then it is likely that the voyage will make a loss and the ship owners will be mightily displeased with him. He will lose all the bonuses that are paid for the delivery of a certain number of healthy slaves and his

earnings from the voyage will be severely reduced.

Collingwood comes up with a cunning plan. If it can be shown that the slaves died from some accidental situation and not 'natural causes' then the ship's insurance will pay out. The voyage will not be a disaster and the owners will be pleased. His plan is to throw any slaves that are sick overboard. He will pretend that the ship is running out of drinking water and that it is necessary to do this to save the rest of the slaves and the crew. Although some of the officers and crew object to his plan they agree to go along with him.

Over the next few days 131 slaves are thrown overboard and murdered. Some put up a fight and the crew have to chain them up before disposing of them over the side.

Others jump before they can be pushed. On one of the days it rains hard, giving the lie to the drinking water story. Collingwood hopes no one will find out. When the Zong arrives in Jamaica the owners put in for the insurance money. But the story is not over.

Why was the Zong important to the abolition campaign?

The insurers refused to pay the money. They found out that the ship was not short of water having had over 400 gallons left when it arrived in Jamaica. The matter was taken to court but the court decided that slaves were to be thought of as property, not people. Many people in London were outraged by this extreme act of cruelty. Olaudah Equiano, the ex-slave, brought the case to the notice of Granville Sharp, a prominent champion on behalf of slaves. They worked to see if they could prosecute the captain and crew for murder but the judge said this was a case about property and insurance, not murder.

The case generated a huge amount of support for the anti-slavery campaign from people who were genuinely shocked by the story of the Zong.



The Church Mission Society is working with partners in West Africa, the Caribbean and the USA to hold a memorial service in mid-Atlantic, in June 2007, for those who died during the crossing.

The John Newton Story: Amazing Grace

The story of John Newton is the story of a slave trader who became a minister and an important person in the movement to abolish slavery. He is also the person who wrote the hymn 'Amazing Grace'.

John was born in London in 1725, the son of a sea captain. His mother died when he was a child. His father first took him to sea when he was 11 years old. He made several voyages to ports in Spain and Portugal

and other countries. His father planned to send John to Jamaica to make his fortune in the sugar trade. But the week before he was due to sail, he fell in love with Mary Catlett.

He was always a bit of a rebel and tended to please himself. So he stayed on to be with Mary long after his ship had sailed for the West Indies. His father was furious but the chance had gone. A little while later disaster struck John. Just after

leaving his sweetheart he was seized by the navy press gang which roamed the streets looking for young men that they would kidnap and force to join the navy. John found himself on the HMS Harwich in a war with the French. Worse still he found that the ship was to go to the Far East for five years - and he would be parted from his Mary for all that time! He tried to desert when the ship was anchored at Plymouth but he was recaptured, put in irons and flogged.

The ship set off on its long voyage and John was desolate. But he had

some luck when the ship stopped for supplies at the island of Madeira.

It was the practice of those times for



Copyright The John Newton Project, www.johnnewton.org.

ships to sometimes exchange sailors. In the port at the time was a 'Guineaman', a slave ship sailing to the west African coast and, as luck would have it, the captain knew Newton's father. Newton was exchanged and found himself in the slave trade. A new part of his story opened up before him and he was still only 19 years of age.

John Newton saw nothing wrong with the slave trade in common with most other people in the middle of the eighteenth century. He became a full participant in the trade even to the extent of forcing young women to have sex with him (as other sailors did). Ever the rebel, he became wilder, drinking a great deal and making up insulting songs about the captain. At Sierra Leone the captain died and the ship was taken over by the first mate, who had no reason to treat Newton leniently. Newton was very much afraid that he would be put onto a warship as a punishment and decided he would rather stay in Africa! He got work for a white slave agent who was buying slaves from African traders to sell to the Europeans. But Newton soon became very ill and was actually helped and fed food by the slaves. At this point he was falsely accused of theft and the agent put him in chains.

Luck came his way when a ship turned up with a captain who had an interest in Newton's wellbeing. The owner of the ship, Joseph Manesty, a merchant, was a friend of Newton's father and he had asked the captain to

keep a look out for him and bring him home. But that was not to be for many months as the ship ranged the whole coast collecting gold, ivory, wood, and bees' wax before sailing back to Britain.

On the homeward voyage John Newton underwent a religious transformation. The ship he was on met a terrific storm in the Atlantic and the sailors were convinced she was going down in the icy waters. A sailor with Newton was washed overboard as they worked for many hours in freezing conditions to keep the ship from sinking, working the pumps and plugging breaches in the ship's hull. John saw the hand of God in his survival, stopped his bad behaviour and started going to church.

He still saw nothing wrong with the trade in human beings and joined another slaver as first mate. He became fully involved in the workings of the trade. Along the African coast he travelled by rowing boat to various agents – Europeans and Africans – to collect slaves, constantly calculating the best exchanges of bars of iron or cloth or beer. Then, when the ship was full of slaves, he voyaged to the West Indies to get the highest price for them in the markets and auction houses there. With the money he earned he bought sugar, rum, rice or tobacco for the return journey and make even more money when these were sold in Britain. He now had work and was able to ask his beloved Mary to marry him. She agreed and they were married in 1750.

Newton made three more slave voyages before he stopped. Ten years after leaving the sea he became a minister in the Church of England and became famous for his sermons, drawing in large audiences at his church. He also became famous as a writer of hymns such as 'How Sweet the Name of Jesus Sounds'. What is remarkable about him is that he could write hymns very quickly for a particular occasion or event. His most famous hymn was 'Amazing Grace', written in 1772, in which he refers to his time on ship during the storm:

***'Amazing Grace! How sweet
the sound
That saved a wretch like me!
I once was lost but now am
found,
Was blind but now I see.'***

By now Newton had changed his mind about the slave trade and in 1778, when he was 53, he published a pamphlet called 'Thoughts Upon the Slave Trade'. In this he recounted the horrors of the slave ships. He described the way slaves were chained up and the use of the thumbscrews to punish troublemakers. He told how a sailor, tired of a child crying, had thrown it overboard. As a well-known and respected clergyman his voice was a powerful one. Newton was very sorry about his own share in a business 'so cruel, so destructive, as the African Slave Trade'.

In 1799, he was very involved in founding the Church Mission Society which is still carrying on his campaign against slavery.

Slavery and Global Action

In the period of the transatlantic slave trade there was a very clear connection between the trade itself and other forms of economic activity. The demand for slaves was driven by the need for labour on the sugar plantations and for other work like picking cotton. Goods were manufactured, e.g. brass, guns, cloth, or brought from other countries to trade for slaves and for other African goods like ivory. The ships that took the slaves to the Caribbean then collected sugar, rum, cotton and other goods to bring back to Britain, some of which were then sold on to other countries. So the slave trade was part of a worldwide movement of goods and indeed the slaves were treated as goods rather than human beings. It was a global business.

This meant that the sugar boycott of the 1790s and 1820s could have a real impact on the people involved in the slave trade. Sugar was an integral part of the global operation. The boycott had added importance in the sense that it raised consciousness about the slave trade: it made the connection between the sugar people consumed in Britain and the people who produced it.

Today that relationship is not so clear. Slavery takes different forms in the modern world and usually there is no direct connection between the goods we buy and slaves such as child soldiers and sex slaves. Slavery is often part of

people's domestic economic arrangements, e.g. bonded labour in parts of India, and does not come into the global consumer market.

There are some areas, for instance the worst forms of child labour and some examples of forced labour, where consumers in the west can have an impact but this is largely by putting pressure on companies and governments who can influence this. But reputable companies are not likely to be involved knowingly in a situation where slave or near slave labour is being used. They are more likely to be involved in issues of low wages, working conditions or impact on the local community and environment.

In more extreme cases of low waged labour in harsh working conditions, boycotts could be employed but they are not always the most effective solution. In the case of child labour, it might impoverish a family that relies on the children working or it might force the children into something worse like the sex industry or digging in rubbish heaps. A boycott might also hit the better employer who is not exploiting his/her workers. In this sort of situation, buying fair trade goods which have the fair trade mark, is perhaps the best ways to try to improve pay and conditions for people.

Therefore, action that young people can take is more limited. The ways that they can help are:

- **Raising awareness of modern slavery**
- **Raising funds to support charities who are supporting ex-slaves and helping them to re-integrate into their communities**
- **Becoming involved in campaigning. This means looking into campaigns being conducted by organisations like the Church Mission Society and Anti-Slavery International. This may involve putting pressure on governments at an international level by writing to MPs in Britain or to other people and organisations who can bring more influence to bear**
- **Supporting fair trade products.**

The main problem underpinning some forms of slavery or near-slavery is poverty. Globalisation can mean that prices are driven down so far that people are working in slave-like conditions. Sometimes demand for particular raw materials, e.g. cobalt for mobile phones, can mean that people are forced to work in intolerable conditions. In these and similar cases the only way to help is to establish fairer trading relationships between industrialised and developing countries.



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Useful Websites

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