

This worksheet has been included on the website as a 'pilot'. This means that it is still in draft form, and we have not had the opportunity to see how it works in practice. Consequently some questions may work better than others, and the timing may not be right.

You are very welcome to use this trail with your class. However if you choose to use this worksheet we request that you ask your students to complete the included evaluation form so that we can modify and improve this worksheet.

Thank you.

BTC Trail Evaluation

Personal details

Name

Your experience

Which worksheet did you use?

How would you rate the following:

| | Excellent | Very good | Satisfactory | Unsatisfactory |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| The length of the worksheet | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The access to the information you needed to complete the worksheet | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The level that the questions were set at (e.g. Did they make you think beyond the obvious Or where they too difficult?) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The organisation of the worksheet (e.g. the Sections followed on from one another, the Reference to galleries made it easier to navigate) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The language used in the worksheet (e.g. it Was easy to understand) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The overall value it added to your Understanding of the exhibition. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Additional comments

Out of 10, how would you rate the worksheet:

The time taken to complete?

How easy it was to use?

How much did it get you to think about slavery?

Thank you for your time and consideration

Breaking the Chains trail: Abolition, Emancipation, and Protests

This trail is designed to help you learn about how abolitionists campaigned for the end of the transatlantic slave trade in the UK, and how contemporary campaigners are still working hard against modern forms of slavery and related human rights issues today. The trail starts by looking at the eighteenth century abolitionists and some of the tactics they used to end the transatlantic slave trade. It then explores issues of freedom and human rights around the legacies of the slave trade and modern day slavery, comparing issues and tactics used.

This trail will focus on galleries 4 (red) and 6 (blue), although all of the exhibition can be used.

Abolition and Emancipation, Gallery 4 (red)

When was the Transatlantic Slave Trade abolished? _____

What date was slavery abolished in the British Empire? _____

Did the abolition of the Slave Trade lead to instant freedom for people enslaved?

What evidence can you find in the galleries to support this opinion?

Different historians have given different reasons for why the Transatlantic Slave Trade was abolished. Investigate the three following reasons:

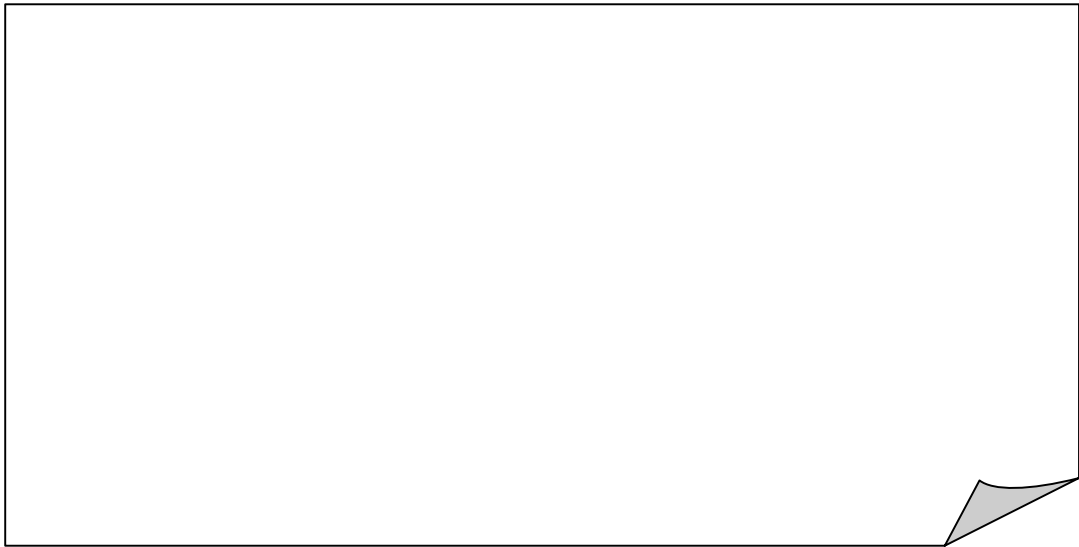
i. Campaigning across England and in British Parliament

Name, date and describe two legal cases which were fought or used to raise awareness of the abolition cause. Details names and historic facts as much as possible.



Choose an abolitionist that interests or inspires you and record biographical information about them, what motivated them to campaign, what their main tactic's were and what impact, if any, they had on the abolition movement.

Who: _____



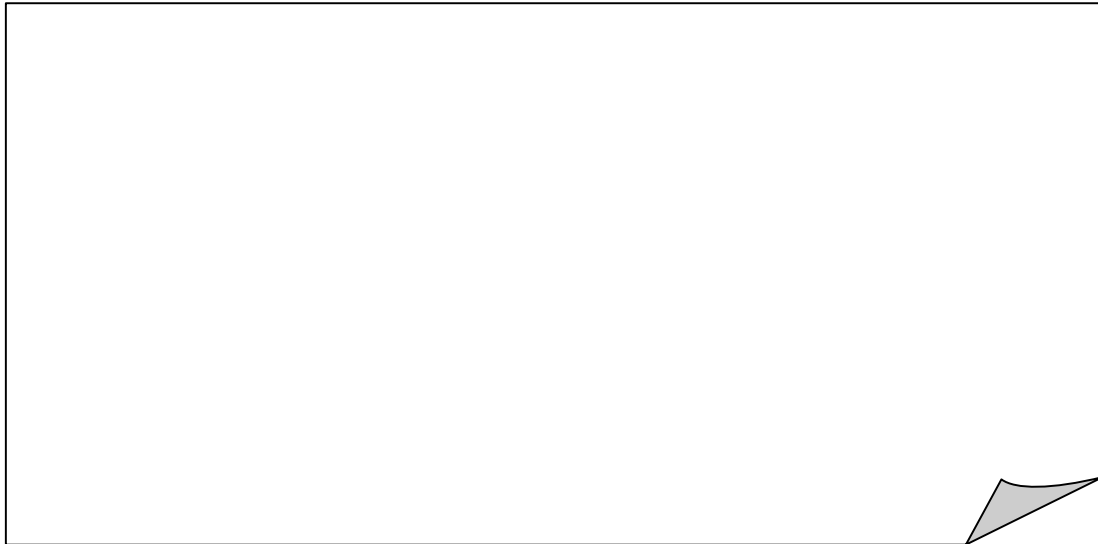
ii. Resistance and rebellions by enslaved peoples.

What methods could the enslaved people employ to make life difficult and dangerous for those who had enslaved them?

Why/how was preserving a culture and traditions and culture building an act of protest?

Choose a rebellion leader that interests or inspires you and record biographical information, their main tactics and what impact, if any, they had on the abolition movement.

Who: _____



iii. A Decline in the financial rewards.

Some historians argue that the transatlantic slave trade was ceasing to be financially profitable. A revolution in Haiti had led to independence after a long revolution and the UK, witnessing the rebellions in the Caribbean, did not want to risk a costly repeat in their territories and loose valuable colonies. Back in the UK campaigners were boycotting sugar harvested by enslaved people and the East India Company was trading a 'slave free' sugar, in an attempt to render slavery unprofitable. Slave rebellions, the risk of revolution and financial pressure from campaigners in the UK made slavery less profitable.

Can you think of campaigns today that try to put financial pressure on perceived injustices? Why do you think these tactics are employed?

Which of the three aspects explored above do you think played the most important role in the abolition of slavery? Why?

Find this abolition slogan and complete it:

“Am I not a man _____”

List some items where you can find this caption and the image that goes with it.

Now consider the image that goes with the caption. What kinds of emotions/ messages are created by this image? Is it a positive or negative image? Fill in the boxes below to help you unpick the meanings behind this picture.

What does this suggest? Why?

What can I see?

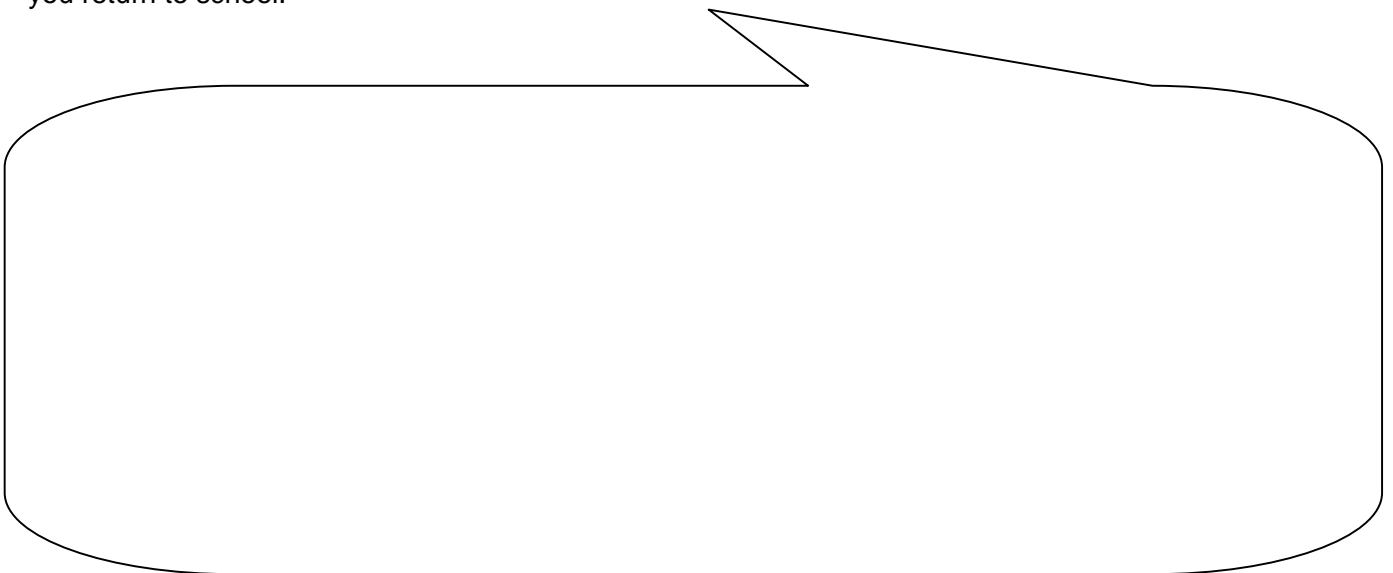


Image © Anti Slavery International

Now find the picture of Olaudah Equiano or the statue of Cuffy. Compare it with the other image, ask the same questions about the impression it gives. How does it compare? What are the differences and similarities?

Are there any other pictures of enslaved peoples or West Africans in the display? What story/impression is the picture trying to tell? Who might have made the picture/used it? Why?

Sam Sharpe was a former slave and Baptist preacher. Read about him on the exhibit panels (his story is in dark green writing, on the panels to your right as you enter gallery 5). He preached that slavery was wrong, but he did not preach violent rebellion. Others believed that violent rebellion was a necessary way to end the wrong of slavery. Is rebellion and protest sometimes necessary to enable social change? Is rebellion and protest always necessary to enable social change? What is acceptable to fight violence (slavery) with violence (violent rebellion)? Is violent protest permissible in some instances, or should it always be avoided? Discuss these questions in pairs and write down the main points to feed back to the class when you return to school.



The transatlantic slave trade accounts for just one of many slavery trade routes, and one of many different types of slavery. Abolition 200 marks only the abolition of the transatlantic slave *trade*, not emancipation or equality, and only in *UK parliament*, not worldwide.

Campaigners continued to protest against slavery long after the abolition of the transatlantic trade in 1807 and abolition of slavery in the British Caribbean in 1833. Record the campaigns against slavery and similar human rights violations associated with the following dates, and the progress they made in each instance:

1839: _____

1909: _____

1926: _____

1948: _____

What different forms does modern day slavery take?

Slavery and exploited labour still thrives on consumer demand for cheap products (it accounts for 17 billion pounds revenue a year). Which contemporary form of protest is similar to the sugar boycott and marketing of 'slave free' sugar in the eighteenth and nineteenth century, in that it encourages consumers to think about the conditions of workers?

Think of modern day equivalents of some of the same tactics employed by the abolitionists.

- Anti-slavery badges, pins and medals _____
- Education and Propaganda _____
- Support of high profile figures _____
- Petitions to parliament _____

Most of the people in the UK who signed the petition and were against the slave trade did not have a vote. Even without a vote there are many things children and young people can do today to effect change. How might you be able to get involved in campaigns around issues of slavery and human rights?

Read this quote, found in gallery 4:

“Slavery... has hardly any possibility of being abolished... It has been universal in the beginnings of society, and the love of dominion and authority over others will probably make it perpetual” Adam Smith 1763

Given what you have just learnt about the struggles of the abolitionists and modern forms of slavery, do you agree or disagree with this statement? Why? Discuss this in pairs and write down the main points to feed back to the class when you return to school.

Does your answer to the above question impact on any obligation to campaign against slavery and issues around human rights? Is there any obligation? Why? How?
