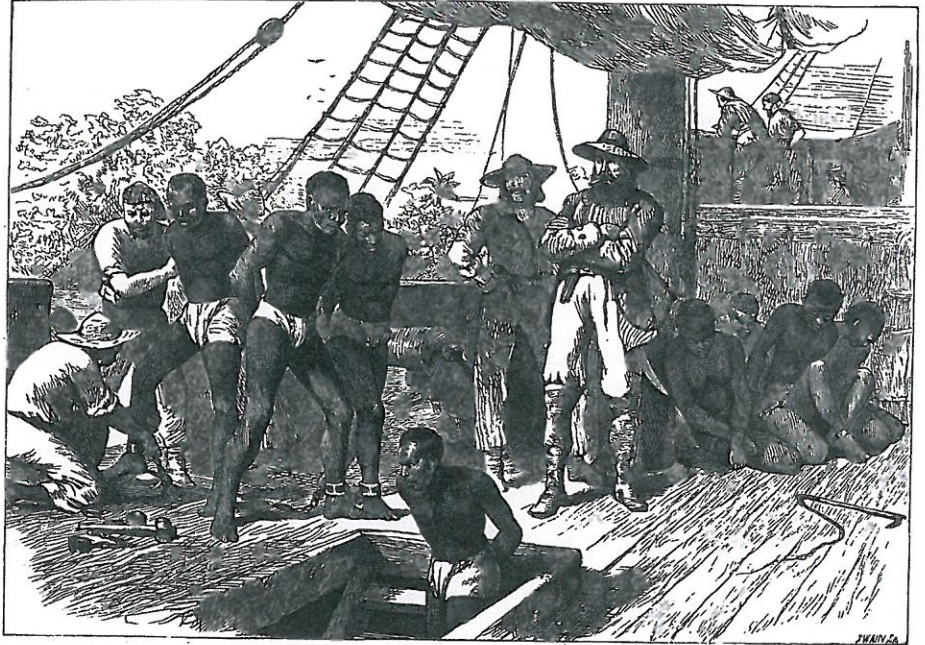


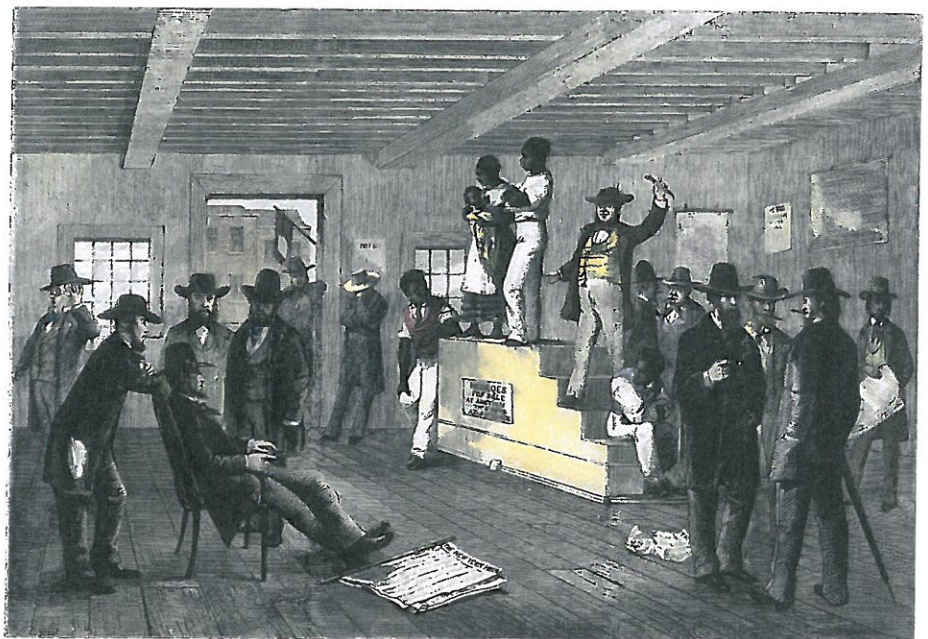
How can interactions lead to exploitation and hostility?

THE SLAVE TRADE

During the late 1400s a trade in human beings began to develop between Europe and Africa. This trade in slaves was to last until the end of the nineteenth century. It led to depopulation and economic underdevelopment in Africa and great wealth for many Europeans. The slave trade increased when the Europeans discovered the Americas in the 1500s and there was a corresponding increase in the demand for labour. Indeed, by the late 1700s, sugar and cotton **plantations** were established in the Americas and these were labour intensive. Most slaves destined for the Americas were exported from the west coast of Africa. Historians do not agree on the total number of men, women and children taken as slaves from Africa during this period – but a recent estimate put the figure at 11 million people. Over one-tenth of those shipped across the Atlantic died due to the appalling conditions on board slave ships.



■ **Figure 3.13** Slaves being boarded onto a slave ship on the west coast of Africa



■ **Figure 3.14** An engraving of a slave auction in the USA

SOURCE J

From the autobiography of Olaudah Equiano, a former slave

'One day, two of my wearied countrymen who were chained together jumped into the sea: immediately another quite dejected fellow, who on account of his illness was allowed to be out of irons, also followed their example ... Two of the wretches were drowned but they got the other, and afterwards flogged him unmercifully for preferring death to slavery. In this manner we continued to undergo more hardships than I can now tell, hardships which are inseparable from this accursed trade.'

Equiano, O. 1789. The Interesting Narrative of the Life of Olaudah Equiano.

SOURCE K

TO BE SOLD & LET
BY PUBLIC AUCTION,
 On **MONDAY the 18th of MAY. 1829,**
 UNDER THE TREES.

FOR SALE,
THE THREE FOLLOWING
SLAVES,

HANNIBAL, about 30 Years old, an excellent House Servant, of Good Character.
WILLIAM, about 15 Years old, a Labourer.
NANCY, an excellent House Servant and Nurse.
 THE MEN labouring to "LIZZIE'S" Estate, and the WOMAN to Mrs. D. BENT.

TO BE LET,
 On the usual conditions of the Brier finding them in Food, Clo' & Medical Attendance,
 the following
MALE and FEMALE
SLAVES,

ROBERT BAGLEY, about 25 Years old, a good House Servant.
WILLIAM BAGLEY, about 18 Years old, a Labourer.
JOHN ALLEN, about 15 Years old.
JACK ANTONIA, about 40 Years old, a Labourer.
PHILIP, an Excellent Fisherman.
HARRY, about 27 Years old, a good House Servant.
LUCY, a Young Woman of good Character, used to House Work and the Nursery.
ELIZI, an Excellent Washerwoman.
CLARA, an Excellent Washerwoman.
FANNY, about 14 Years old, House Servant.
MARAB, about 11 Years old, House Servant.

Also for Sale, at Eleven o'Clock,
Fine Rice, Gram, Paddy, Books, Muslins,
Needles, Pins, Ribbons, &c. &c.
AT ONE O'CLOCK, THAT CELEBRATED ENGLISH HORSE,
BLUCHER,
 THE ADDISON TRAINER GOVERNMENT OFFICE.

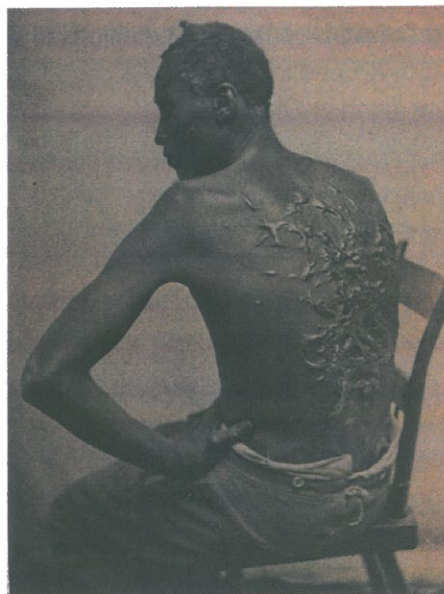
■ **Figure 3.16** Poster for a slave auction, published in 1829

SOURCE L

'We know of numerous local merchants in Europe's major slave ports, Liverpool and Bordeaux for example, established family fortunes and trading dynasties through investing in slave ships and plantations ... In truth, the wealth created by slavery was shared out in ways that are not always obvious. Financial institutions in 18th century Britain and 19th century USA – banks and insurance companies – invested in slave ships, plantations and slaving ventures. Indeed, many other institutions benefitted from the slaving business. Major American universities, Yale and Brown for example, profited from slavery. The Bank of England was active in slaving investments ... many of those working in senior positions on the slave ships and plantations enjoyed rewards gained from slavery ... The economics of slavery permeated American and European life ... The ownership of slaves had, by the 1830s, become widely dispersed, especially through metropolitan British life. The same was true in the United States where, on the eve of the Civil War, 400,000 people owned slaves. Clearly, slavery made some people very rich.'

Walvin, J. 2011. The Slave Trade. London. UK. Thames & Hudson, pp. 122–26.

SOURCE M



■ **Figure 3.17** A photograph of an escaped slave called Peter or Gordon, showing his scars, 1863

ACTIVITY: Working with sources

■ ATL



■ Critical-thinking skills – Evaluate evidence and arguments

- 1 Using Sources I–M (on pages 62–63), describe the treatment of African slaves in the eighteenth and nineteenth centuries.
- 2 With reference to their origin and purpose, analyse the values and limitations of Source I and Source J as evidence of conditions on board transatlantic slave ships in the late eighteenth century.

THE EFFECTS OF THE SLAVE TRADE

As the market for slaves grew, it led to internal conflict in Africa as merchants and traders attempted to meet the demand. The only beneficiaries in Africa were the rulers and wealthy merchants who engaged in the slave trade. A factor facilitating the trade was the lack of a national or regional identity in Africa and this could be used in the slave trader's favour. With growing demand, raids and local wars were ignited in order to seize captives and prisoners of war to sell on. European traders also exchanged guns and ammunition for slaves and this led to more internal conflict.

The slave trade led to population stagnation and in some places population decline. It arrested the economic development of African nations and laid the way for the colonial conquest of Africa in the nineteenth century. Slavery was justified by racist ideologies that developed throughout this period. You will examine these ideologies in more depth in Chapter 7.

It was not until 1833 that Britain abolished slavery throughout its empire. The trade had enriched Britain, providing work for shipbuilders and sailors, had led to an increase in the demand for metals and cloth to exchange for slaves in Africa and, of course, provided huge profits from the sale of slaves. The trade helped to fuel the Industrial Revolution in Britain. It also improved the standard of living for many British people and made goods such as sugar, tobacco and rum freely available. Whole cities flourished due to the slave trade, particularly Liverpool and Bristol. However, the trade had a wholly negative impact on African nations where the main export became human beings. Not only did it reduce the population, but it also meant that Africa did not have its own industrial revolution. Industry in fact declined because there was no need to manufacture cloth, or mine for metals and ores, as these items were imported by the Europeans in exchange for slaves. The racial inequality at the heart of the slave trade undermined African rulers and destroyed tribal customs and traditions. It also damaged African society by causing tribal conflicts, which in turn led to periodic famine.

EXTENSION

Explore further ... Look into the famous slave revolt on the island of Haiti.

In April 1791, a rebellion of African slaves against their French slave masters began on the Caribbean island of Haiti. The revolt spread and became highly organized with inspirational and brilliant military leaders, such as Jean-Jacques Dessalines. The French were ultimately defeated in 1803 and Haiti became the first independent country run by a former Africa slave.

What was the international response to this new state?

THINK–PUZZLE–EXPLORE

■ ATL

- Information literacy skills – Collect, record and verify data; Make connections between various sources of information

Think

First, brainstorm what you already know about slaves and how they lived and worked on plantations.

Puzzle

Then, in pairs, brainstorm and write down a list of questions you would like to ask to find out more about the lives of slaves on plantations. Sort these questions into factual questions, conceptual questions and debatable questions.

Explore

In pairs, research the answers to your questions.

Share your results with the rest of the class. What are your conclusions about slave life?

WHY DID SLAVERY CONTINUE
IN THE USA UNTIL 1865?

Initially, the transatlantic slave trade supplied the sugar plantations of the Caribbean and Spanish America with only a small fraction of the slaves being sent to North America. However, throughout the seventeenth century slavery was legalized in the British colonial states. By the time of the American Revolution, and the American Declaration of Independence in 1776, there were vast cotton and tobacco plantations in the southern states that depended on slave labour. Slavery was key to the economy of the southern states in the USA.

There were several slave rebellions and by the turn of the nineteenth century an anti-slavery or 'abolitionist' movement had developed across North America. In 1808 the USA banned the import or export of slaves but did not ban the internal slave trade. The northern states in the USA began to pass legislation banning slavery despite the southern states' determination to retain it. The actions of the abolitionist movement provoked outrage with some plantation owners in the south. A network of 'safe houses' was developed, in which runaway slaves could hide before making their way to Canada and freedom. In 1854 armed conflict broke out in Kansas when it had to vote on whether to join the union as a 'free' or 'slave' state. The issue of slavery divided the nation and was a key cause of the American Civil War between the northern and southern states that broke out in 1861.

During the American Civil War, President Lincoln declared the Proclamation of Emancipation in 1863, which gave slaves their freedom. At the end of the civil war the USA went through a period of reconstruction and slavery was

ended throughout the southern states. However racism continued, and in the South laws were implemented that led to the **segregation** of Blacks from Whites until the 1960s. You will study the movement to end racial prejudice and give all Americans civil rights in Chapter 11.

The UN Declaration of Human Rights in 1948 prohibited slavery in any form. Article 4 states:

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

DISCUSS

Using Sources I–L, and your own knowledge, assess the impact of the globalization of trade.

! Take action

- ! The UN Declaration of Human Rights outlawed slavery in any form in 1948. However, human trafficking remains an international problem. Indeed, some estimates suggest that almost 30 million people are living in slavery today. Particularly vulnerable to human trafficking are children.
- ! In groups, investigate modern-day slavery. You can look for newspaper articles from your own country and compare these with evidence from other countries and regions.
- ! Prepare a presentation for your year group or school on the issue of human trafficking and the organizations that attempt to stop the twenty-first-century slave trade.

What is the importance of aid?

During the period of trade you have studied in this unit there was little associated 'aid' from the companies and governments that benefited from the interactions with countries that were less developed and potentially prone to famine and disease. The European and American missionaries who went to Africa and Asia through to the twentieth century attempted to offer support and 'aid' to communities

ACTIVITY: International trade and globalization

■ ATL

■ Communication skills – Collaborate with peers using a variety of digital environments and media

In small groups, review the material in this chapter.

- 1 Identify the positives of international trade and globalization and the negatives of international trade and globalization.
- 2 Consider what principles may make international trade more positive for all societies. Using the IB Learner Profile attributes, select attributes that would be useful as guidelines for the global markets.
- 3 How can the international community ensure that trade is fair?

Present your findings to the class. You could use a poster, or PowerPoint or other visual aids.

◆ Assessment opportunities

- ◆ This activity can be assessed using Criterion A: Knowing and understanding, Criterion C: Communicating and Criterion D: Thinking critically.

i

International aid

Aid refers to the transfer of goods or services from one country to another with the aim of helping the recipient country. Bilateral aid is where money or assistance is provided by one country to another. Multilateral aid is provided through an organisation such as Oxfam.

such as famine relief, the provision of orphanages, basic education and some labour and medical expertise. However, their main goal was to spread the Christian doctrine and to 'save souls' by converting people to Christianity. (See page 60 for the results of such 'aid' in China.)

However, the twentieth century has seen a growth in 'aid' from developed to developing countries. As you will study in Chapter 8, the First World War led to the establishment of the League of Nations. This international organization had several committees that were dedicated to aiding communities globally. This foundation for aid was developed further after the Second World War with the formation of the United Nations. The UN has many dedicated bodies that focus on crisis response, health care, welfare, and social and economic development.

ACTIVITY: The impact of aid?

■ ATL

■ Critical-thinking skills – Analyse and evaluate issues and ideas

In groups inquire into one aid initiative or programme in the twentieth century. Explore the following:

- a aims of the initiative or programme
- b which country or countries were to benefit
- c evidence of success
- d evidence of failure.

Now, take a copy of a map of the world. As each group feeds back in a short 10-minute presentation, plot on the map which countries received aid.

In your groups now discuss the following:

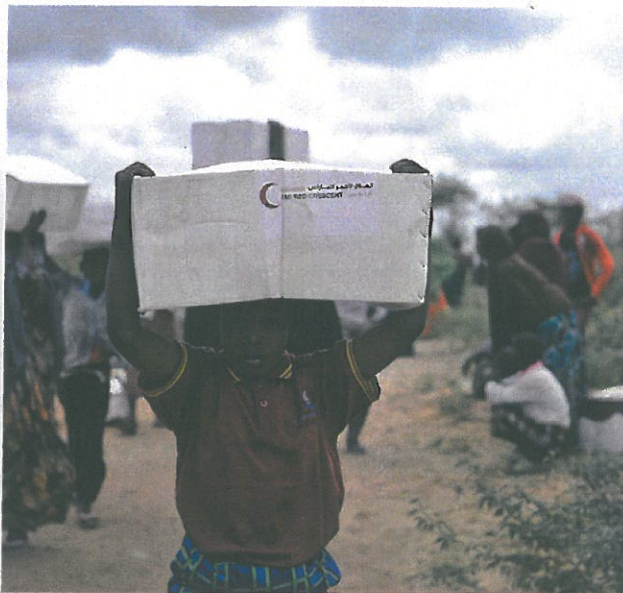
- 1 Which initiatives or programmes were the most successful?
- 2 Which were more successful: bilateral or multilateral programmes?

As a class, what conclusions can be drawn about what makes aid effective?

ACTIVITY: Aid or trade?

■ ATL

- Communication skills – Use a variety of speaking techniques to communicate with a variety of audiences
- Critical-thinking skills – Gather and organize relevant information to formulate an argument



■ **Figure 3.18** Food aid being distributed in Somalia, 2013

Looking at your maps from the previous activity, identify which countries or regions seem to have been the recipients of most aid programmes in the twentieth century. Do you think this has changed in the twenty-first century?

There is a debate among academics, leaders and policy-makers regarding the impact of aid, and whether developing states would fare better if wealthier countries encouraged economic growth through trade.

Divide the class into two teams in preparation for a debate on the following resolution:

'Developing countries need trade not aid.'

You will need two teams of three speakers to carry out the debate. The rest of the team should help with research for the speeches and be prepared to ask questions of the opposing team.

Reflection

This chapter has investigated different types of global trade that have existed at different times, and looked at where trade can bring about benefits and how it can also cause conflict when it is based on exploitation. We have also considered different types of aid and the positive and negative consequences of aid.

Reflecting on our learning ...

Use this table to reflect on your own learning in this chapter.

Questions we asked	Answers we found	Any further questions now?			
Factual					
Conceptual					
Debatable					
Approaches to learning you used in this chapter:	Description – what new skills did you learn?	How well did you master the skills?			
		Novice	Learner	Practitioner	Expert
Communication skills					
Critical-thinking skills					
Information literacy skills					
Transfer skills					
Learner profile attribute	<i>Reflect on the importance of being an inquirer for our learning in this chapter.</i>				
Inquirer					