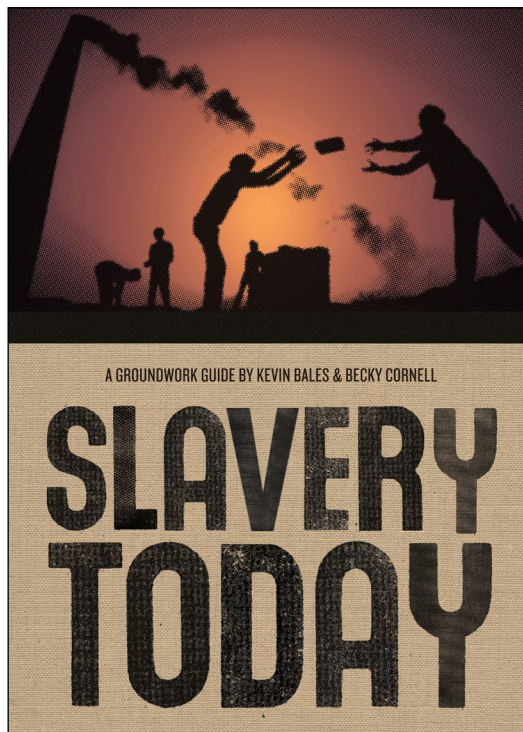




GROUNDWOOD STUDY GUIDES

Slavery Today A Groundwork Guide

Written by Kevin Bales and Becky Cornell



This Groundwork Guide examines modern slavery and empowers readers to get involved in the global anti-slavery movement.

CURRICULUM CONNECTIONS

Ages 14 and up / Grade 9 and up

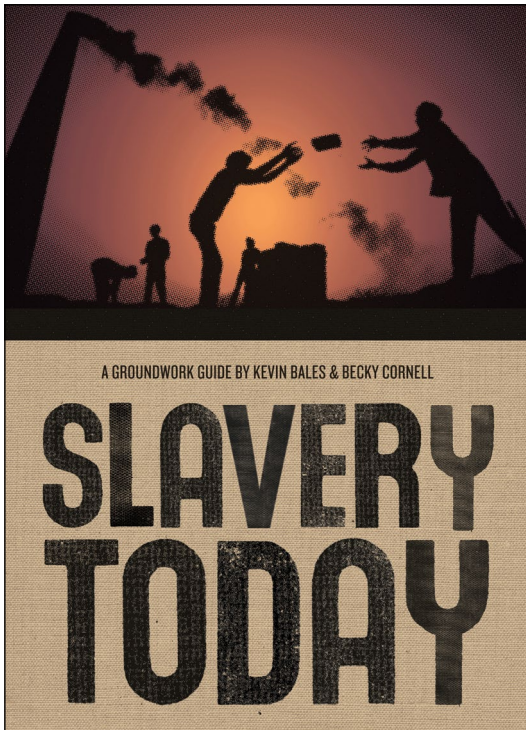
YOUNG ADULT NONFICTION / Social Topics / Prejudice & Racism

5 x 7 / 144 pages

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groundwoodbooks.com



BOOK DESCRIPTION

This book is about slavery in the world today. An estimated 27 million people are locked in bondage worldwide.

The book explores the following topics:

- the factors that create contemporary slavery
- slavery throughout history
- three types of slavery: human trafficking, debt bondage and forced labor
- types of slavery in various parts of the world
- the effects of globalization on slavery
- problems in bringing slaves to freedom
- how to end slavery

CURRICULUM CONNECTIONS

- Humanities and Social Sciences
- Social Studies (Civics, Geography, History, World Studies)
- Business Studies (Economics)
- English Language Arts
- Arts (Visual Arts)
- Health/Career and Life Management
- Information and Communications Technology

IDEAS FOR GETTING STARTED

Introduce the book and your goals for studying it, and briefly outline the issues the book explores. Tell students that issues-based study raises varied opinions, and that, as a class, you will set some ground rules for maintaining a respectful and safe classroom atmosphere for discussing personal views and beliefs. Ask the class to collaborate to create a list of expectations, such as “We’ll respect one another’s privacy”; “We’ll listen to one another”; and “We won’t insult one another.” Post the list and revisit it periodically to allow students to make observations and air problems.

Use Getting Started: Learning Some Facts about Slavery (included in this Teachers’ Guide) as a way to introduce the book and to assess students’ awareness and knowledge about the issue. Have students work in groups to complete the quiz. Answers are 1–c; 2–a; 3–True; 4–False; 5–True; 6–False; 7–False; 8–False.

Show one of the films listed on page 135 of *Slavery Today*. Have group or class discussions afterward and ask students to identify what they want to learn more about in their study of slavery.

Organize a game, similar to a treasure hunt, in which teams of students receive clues to take them to checkpoints in and around the school. At each checkpoint, provide information about slavery from *Slavery Today* or the Free the Slaves website (for example, the story of a slave or a map of slavery in the world today), along with a new clue. The checkpoints could also relate to slavery issues; for example, a pile of stones to symbolize a rock quarry; a box of chocolate bars in the cafeteria to symbolize slavery in cocoa production. As prizes, consider buttons or T-shirts with an anti-slavery message, or a fair-trade product. End the activity with a discussion of the information they read at the checkpoints.

TEACHING/LEARNING APPROACHES

Read the book as a class, with group or class discussions at the end of each chapter, and a culminating activity at the end. You could use a combination of teacher read-aloud, guided reading and independent reading.

Have students read the book independently and create their own independent study project.

Assign groups of students one chapter each and have them read it and present it to the rest of the class.

Have students read the book in groups and then either collaborate on a culminating activity or complete it independently.

Ask students to keep an Issues Journal (in writing or on audio or video) in which they comment on what they have read and/or discussed. Encourage frequent updates throughout the study of *Slavery Today*. Let students know from the outset whether the journal is for personal use only, or if it's meant to be part of their assessment.

IDEAS FOR DISCUSSION

How do you feel after reading this book? What did you learn? What surprised you? What did you already know? What would you like to learn more about?

What do the authors say are the three main characteristics of slavery? (pp. 8–9)

How is contemporary slavery different from slavery in the past? How is it the same?

What does “dehumanize” mean? What do you imagine life would be like in this state?

How does population growth affect slavery? (p. 11)

How does globalization make it easier for slavery to exist?

How would you reply to the question, “Why don’t the slaves just leave, or try to escape?”

Where do you stand in the debate about redemption — purchasing slaves in order to free them?

What are the arguments for and against legalizing prostitution? (pp. 98–102)

What challenges do freed slaves face in their lives after enslavement? What issues need to be addressed?

What do you think the authors mean when they write we have to “get past outrage”? What advice do they give? (p. 117)

There has always been slavery in the world. Do you think it can ever be eradicated?

IDEAS FOR ACTIVITIES

Ask students to reflect on their daily lives: the decisions they make about what to eat, what to wear, where to go; the worries and fears they have in a typical day; the things that make them happy in a typical day. Students then reflect, in writing, on what the decisions, fears, worries and sources of happiness might be for a person of their age who is a slave in a particular situation and type of slavery, such as a boy working in a stone quarry or a girl in the sex trade industry. The purpose is not to diminish students' own legitimate worries or circumstances; the intent is to have them compare perspectives, through empathy.

Subjects: English Language Arts, World Studies, Humanities and Social Sciences, Health/Career and Life Management

Students research one of the abolitionist movements described on pages 29–35. They could write a biography of one of the abolition movement leaders; create a timeline of related events in the movement; or write an essay describing the movement.

Subjects: History, World Studies, Humanities and Social Sciences, English Language Arts

Student groups each research a different organization or website listed on pages 129–132 of *Slavery Today* and present the information they gather to the other groups.

Subjects: World Studies, Humanities and Social Sciences, English Language Arts

Students organize an awareness day about contemporary slavery for their school, other area schools or their community. They could focus on a set of 10 Things You Should Know About Slavery based on their reading of *Slavery Today* and other research. Ideas for the awareness campaign are signs and banners, posters, an information booth, T-shirts, buttons, slideshow presentation, oral reports in classrooms or an assembly, and an art exhibit of students' artwork about slavery.

Subjects: World Studies, Humanities and Social Sciences, Information and Communications Technology, English Language Arts

Draw students' attention to the biographies of slaves in the book. Students read or view other life stories of slaves (from the websites, other readings or the books and films listed in *Slavery Today*) and choose one person to have in mind as they write a letter. The letter can be from the student to the freed slave, and it can be written as a citizen of the world expressing his or her thoughts and feelings to that person.

Subjects: World Studies, Humanities and Social Sciences, English Language Arts, Health/Career and Life Management

Tell students that ordinary citizens can be the ones who effect change; cite the case of Rosa Parks or Viola Desmond as an example. With that in mind, students brainstorm solutions to particular problems in contemporary slavery. Have them work in groups to identify problems described in *Slavery Today* that they want to discuss, such as police corruption; convincing big businesses to remove slavery from the production of their products; human trafficking across borders; convincing governments to enforce anti-slavery laws; providing safe, viable systems for people emerging from slavery. Students could write a list of their ideas and share them with the class. They could then discuss which ideas they think are most viable, and why.

Subjects: World Studies, Humanities and Social Sciences, Business Studies (Economics), English Language Arts

Students develop a business proposal, or write a letter of advice or concern to a multinational business, in which they try to convince the business to include a Global Human Rights Division in their company to address global slavery, poverty, exploitation and related environmental issues. In their report, students can apply the information they have learned from *Slavery Today*, such as the role global business plays in slavery; the actual monetary value of slavery; the need to have businesses join with consumers, NGOs and governments to eradicate slavery.

Subjects: World Studies, Humanities and Social Sciences, Business Studies (Economics), English Language Arts

Discuss with students some of the initiatives that individuals and groups have undertaken to support NGOs in their work to support slaves and abolish slavery. (See *I Am the Change* on the *Free the Slaves* website, for examples.) Students could brainstorm initiatives of their own individually, as a class, or school, for fundraising and raising awareness.

Subjects: World Studies, Humanities and Social Sciences, Health/Career and Life Management, English Language Arts

Students choose an event from the timeline beginning on page 118 and research it further. They could present their findings in an oral or written report, essay or slideshow presentation.

Subjects: World Studies, Humanities and Social Sciences, Information and Communications Technology, English Language Arts

CONNECTIONS WITH OTHER GROUNDWORK GUIDES

See *The Betrayal of Africa*, *Democracy and Empire* for issues of colonialism, imperialism, racism and freedom.

See *Oil and Empire* for issues of human rights, global economies and poverty.

Have students select other books in the series for independent study.

GETTING STARTED: LEARNING SOME FACTS ABOUT SLAVERY

Work with a group to take this quiz. You'll be learning the answers, and the issues surrounding them, as you read *Slavery Today*.

1. By the end of the Atlantic slave trade, around 1870, how many people from Africa had been taken in slavery to Europe and the Americas?
a) 2 million b) 9 million c) 13 million
2. What European country was the first to ban the African slave trade in 1803?
a) Denmark b) France c) The Netherlands
3. There are slaves in Canada and the United States today.
 True False
4. Slaves are very expensive to buy.
 True False
5. Human trafficking is a crime whether or not the person agrees to go with the trafficker.
 True False
6. War helps reduce slavery.
 True False
7. Governments can't help to end slavery because of the high costs involved.
 True False
8. If you learn that a product you buy is made with slave labor, the best thing to do is stop buying the product and boycott the stores that sell it.
 True False
9. How is learning about slavery relevant to your life?

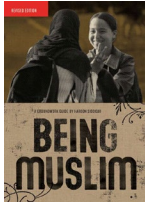
AUTHOR BIOGRAPHIES



Kevin Bales is the world's leading expert on modern slavery. He is president of Free the Slaves, the US sister-organization of Anti-Slavery International, the world's oldest human rights group.

Becky Cornell has published on US anti-slavery law and is an aide in the United States Congress.

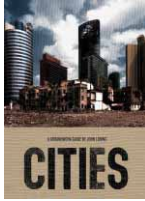
GROUNDWORK GUIDES



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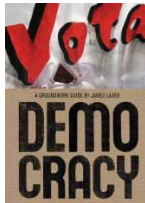
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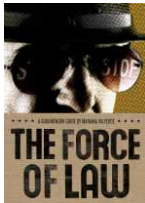
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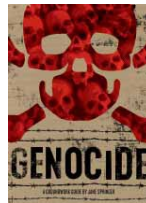
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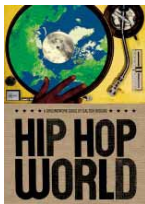
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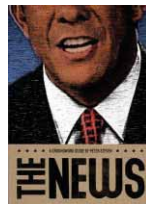
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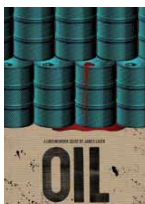
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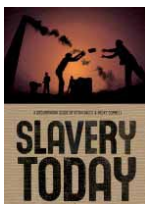
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