

TRADING THEN AND NOW



TEACHER BACKGROUND NOTES

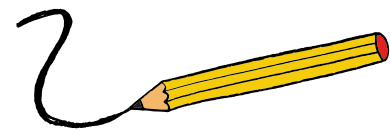
When David was a young man he had learnt about the Transatlantic slave trade. This brutal trade in human lives was run by traders from Europe, including British merchants. The Transatlantic slave trade was abolished in 1807, before David was even born, however illegal trading continued.

David may have worked with raw cotton picked by enslaved people in American and Caribbean cotton plantations when he worked at Blantyre Cotton Works.

While the West African Transatlantic slave trade ceased, the East African slave trade continued for another 60 years on both East and West coasts of Africa, as Middle Eastern merchants traded in enslaved people from the port of Zanzibar on the East Coast.

When David arrived in Africa as a missionary doctor he witnessed the East African slave trade. He was so shocked by what he saw that he decided to dedicate his life to ending slavery. This slave trade was run by Middle Eastern and Portuguese traders who worked with African community groups and chiefs to capture and enslave men, women and children. The enslaved people were taken to Zanzibar on the East African coast where they were sold to slave owners. They were then shipped across the world and forced to work in many different types of jobs, such as labourers on plantations of tradeable goods like clove, spices and other foods, sailors, house servants and soldiers.

David was horrified by the East African slave trade but he thought he knew how it could be stopped. People were taking part in the slave trade in order to make money, so he looked for ways to create fair trade. This involved identifying natural resources and teaching the local people farming skills so they could grow and sell their own produce, as well as making maps to create new trade routes. David's actions of opening trade routes contributed to the Scramble for Africa, which saw African territories being colonised by European powers. He hoped that creating new ways to make money through fair trade would replace the slave trade. He also wanted people to follow the Christian religion so they would follow the same values of love, respect and kindness. To encourage trade and the spread of Christianity, David looked for safe travel routes through Africa that both traders and missionaries could use. He believed the combination of commerce and Christianity would bring an end to the East African slave trade and would create a civilised society. This vision of 'commerce, Christianity and civilisation' became known as the three Cs. We encourage you to look at the three Cs with critical reflection.



ACTIVITY 1

IN SOMEONE ELSE'S SHOES

I can gather and use information about forms of discrimination against people in societies and consider the impact this has on people's lives. SOC 2–16b

TASK A

Look at the picture below. **What do you think is happening?** In pairs, create dialogue between the two characters in the middle of the picture. You could act this out to the class or write on speech bubbles. Share your thoughts with the rest of the class.

TASK B

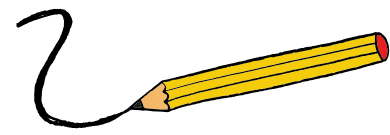
When David was travelling through Africa he met slave traders who were capturing and enslaving people, taking them to the coast to sell at slave markets. Look at the picture again now that you know this is what it shows. Imagine now what all the other people in the picture might be thinking and feeling. **What changes might you make to your drama dialogue?**

During his travels, David had to also accept help from the slave traders. **With this information, would you make any further changes to your dialogue?**



'Mercy' by Charles d'Orville Pilkington Jackson (David Livingstone Birthplace Museum)

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ACTIVITY 2

STRAWBERRIES IN JANUARY?!

I can use evidence selectively to research current social, political or economic issues.

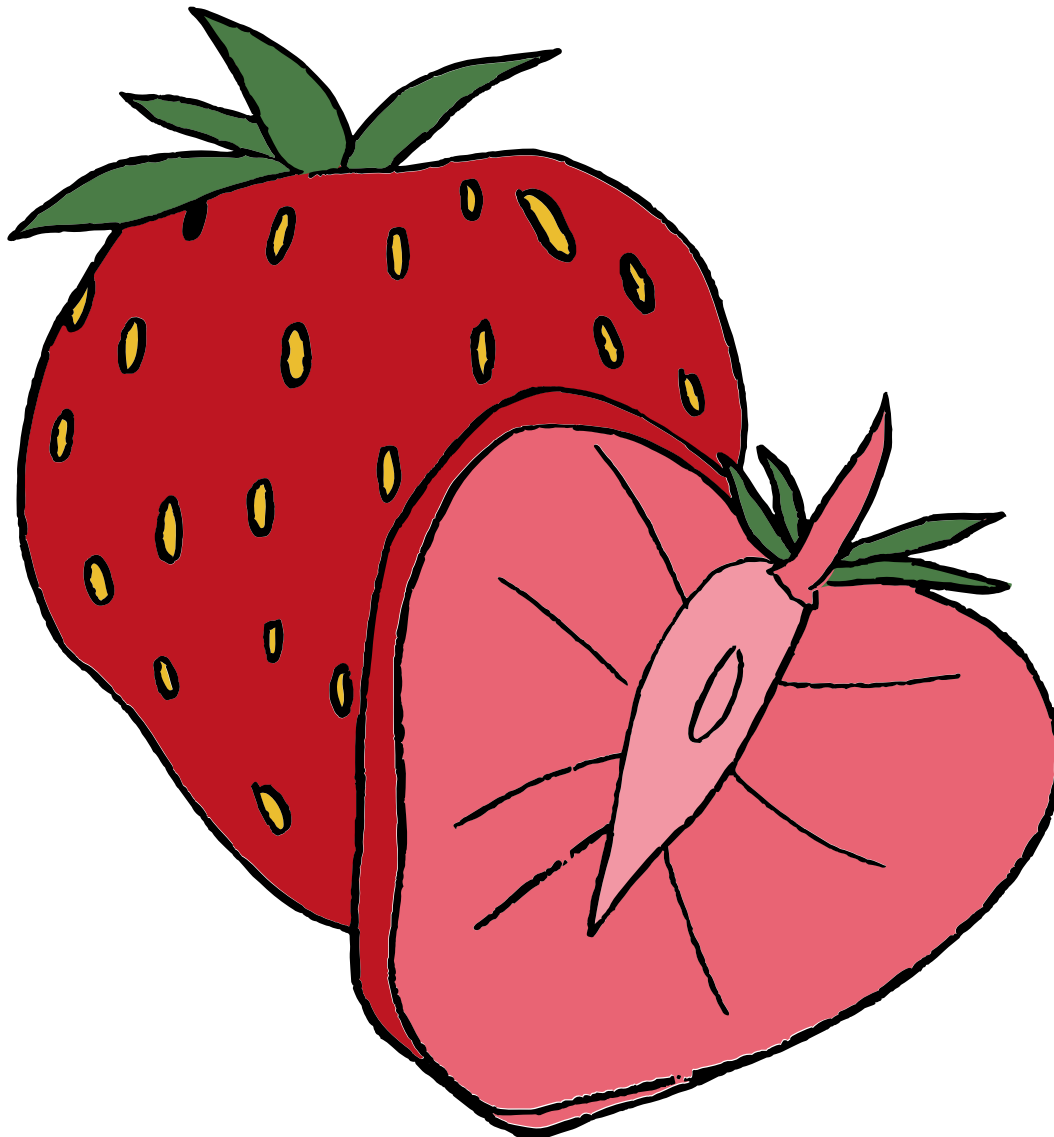
SOC 2–15a

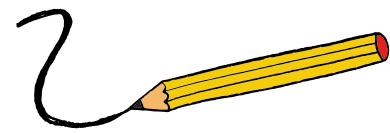
TASK A

Trade – the process of buying and selling things – happens very differently now compared with when David Livingstone was alive. These days, we can buy almost anything we want, from anywhere in the world, at our local supermarket. **Why do you think this might be?**

TASK B

How do strawberries get to our supermarket shelves in January? Use the PowerPoint and activity ideas to explore the global supply chain <https://www.oxfam.org.uk/education/resources/global-food-challenge-711>





ACTIVITY 3

TRADING FAIR?

Through exploring ethical trading, I can understand how people's basic needs are the same around the world, discussing why some societies are more able to meet these needs than others. SOC 2–20a

TASK A

Although the Transatlantic Slave Trade had been abolished before David was born, the East African slave trade persisted, and unfair rules for commerce were devised by those with the power and money to buy, rather than those who were farming, the raw material. Many of the people enslaved during this time were shipped to the Caribbean to work on sugar-cane plantations. We still import sugar cane from far away today as it is cheaper than sugar beet grown in the UK and Europe. **Why do you think this is?**

Use the activities within Oxfam's 'Find Your Way Through Trade' Lesson 6 and Lesson 7: to experience the frustration of inequality within trading relationships: <https://www.oxfam.org.uk/education/resources/find-your-way-through-trade>

TAKING IT FURTHER

It is often difficult to know how the people who have farmed or manufactured the things we buy have been treated. Explore the many different items that are produced as a result of modern slavery here: https://www.antislavery.org/wp-content/uploads/2016/11/products_of_slavery_and_child_labour_2016.pdf

How many of the following items are produced as a result of modern day slavery? Which do you use every day?:

Cotton
Bricks
Carpets
Sugar
Leather
Locks
Gold
Textiles
Matches
Tomatoes
Peanuts
Flowers
Broccoli
Coffee