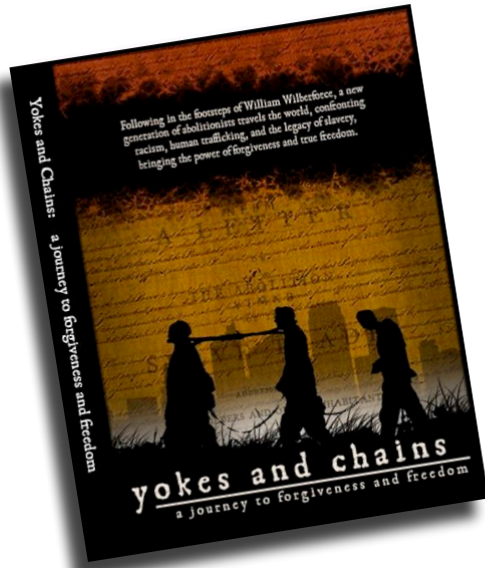


Yokes and Chains:

Introduction to discussion materials



This DVD consists of footage that has been taken over the last 3 years of the Lifeline Expedition journeys. It is divided up into 3 chapters – You will find below for each chapter: words and phrases that students can research the meaning of, discussion questions for class and research tasks.

There is also a worksheet for each chapter which allows students to select appropriate words to fill in quotes from the chapter. We suggest that these worksheets should not be given at the first showing as students may then only listen to fill in the missing gaps rather than following the flow of the chapter. Most students should be able to fill in the gaps from the selected word choices without seeing the chapter a second time.

Extra information about the Lifeline Expedition can be found at www.lifelineexpedition.co.uk and also at www.lifelineexpedition.co.uk/mota. Google searches on “Lifeline Expedition”, “March of the Abolitionists” or “Reconciliation marches yokes and chains” will all reveal more about the initiative and how it has been perceived by the media.

At the end of this material we have added selections from a book called “The Heart of Racial Justice” and “The Four Healing Steps” mentioned in chapter one which provides further useful points for discussion.

Our focus is very much on the legacies of the Atlantic slave trade. This complements other excellent material on the history of the slave trade and also about contemporary slavery today. We highly recommend the educational resource pack entitled “Ending Slavery” which can be downloaded at:

<http://youth.cms-uk.org/FreeForAll/Resources/EndingSlavery/tabid/134/Default.aspx>

Yokes and Chains: Chapter 1

This part of the DVD starts with short selections from the entire DVD followed by an overview of what took place in the Atlantic slave trade and the impact the slave trade has on society today. There is an explanation of the reasoning behind marching in yokes and chains and making an apology as well as an explanation of the past marches in different countries. This section then focuses on a reconciliation march in Virginia USA. There is a special focus on child slavery in this part of the DVD.

Students can research the meaning of the following:

“Chattel slavery”
“Unredeemed history”
“Dehumanised”

“Families were desecrated”
“Post traumatic slavery disorder”
“Abolitionist”

Discussion Questions:

In the DVD, an African American says “you made us hate being black”. Why would he say that?

Why were people walking in yokes and chains?

How do you think the slave trade impacts slave descendents today?

Why did some black people and white people disagree with the people marching in yokes and chains?

What was the benefit of transporting children as slaves instead of adults?

In the DVD, how did the apology help people?

What are the similarities and differences between the Jewish Holocaust and the Atlantic slave trade?

It was suggested that there is still bitterness and anger in descendents of slaves due to the treatment of their forefathers. Explain why you do or why you do not think this is true.

Suggested research tasks:

1) How was a child born into slavery treated?

2) How do you think it would have been different for a child to be born as a slave to a child born free?

3) Who were the Maroons? Find out who they are, what they did and how their lives are different now to others in their own country.

4) *Olaudah Equiano* was a slave who became an Abolitionist. There were many other black Abolitionists. Find the name of one and write their biography. Some other black Abolitionists are:

Ottobah Cugnano

William Lloyd Garrison

Harriet Tubman

Fredrick Douglass

Sojourner Truth

Nat Turner

Worksheet 1

Answers: 1. scale, brutality, 2. five 3. negative, useless, poverty 4. head, heart, 5. guilty, accountability 6. controversy 7. half.

Yokes and Chains : Worksheet 1

Select the appropriate words from the list below to fill into the missing spaces from quotes from this chapter of the DVD:

accountability, controversy, brutality, five, guilty, half, head, heart, negative, poverty, scale, useless

1. "The transatlantic slave trade stands apart in history in terms of its _____ and its _____".
2. "Some historians believe that maybe as many as _____ Africans died for every slave that arrived in the Americas".
3. "If people are bitter and angry in a particular way then it has a _____ effect on them....if your anger is full of bitterness and resentment then it is likely that you will be kept down, you will be oppressed, you will feel life is _____, you can't do anything. So I believe that _____ is far more likely with people who are bitter and angry...if we can do something that gets to the root of that bitterness and anger then it will make a positive difference".
4. "When you walk as slaves would have walked, it does go deeper from your _____ to your _____".
5. "We are not aiming to make white people feel _____ and full of shame. We must take _____ as people for the sins of our forefathers".
6. "The fact that there is _____ implies there is a real need".
7. "More than _____ the slaves especially towards the end of the slave trade were probably children".

Yokes and Chains: Chapter 2

This chapter of the DVD focuses on the Lifeline Expedition to Barbados. There is a focus on the family of Vonnie and Andrew Winter (Vonnie is black Barbadian and Andrew is white English) who went on the march. There is a discussion of the relationship between white Barbadians and black Barbadians.

Students can research the meaning of the following:

“Plantation”
“Emancipation”
“Reconciliation”

“Mortality”
“Racism”
“Racial Tension”

Discussion Questions:

What impact has slavery had on Barbadian society today?

Why do you think a black Barbadian might lose friends by marrying a white person?

Part of the purpose of the march in the yokes and chains is to “open up old wounds” to bring healing in people’s lives. Do you think it is good to open up old wounds? Why?

In the DVD, Vonnie (The black Barbadian married to the white English man) had decided to go on the march. Her mother cried when she found out. Why do you think this was?

Why was Jacque’s apology so important to Vonnie?

Suggested research tasks:

- 1) What was **The Amistad** and what was its significance?
- 2) How did Britain benefit from the slave trade?
- 3) In what way did slave ship captains benefit from throwing sick slaves overboard?
- 4) Describe the slave related trading which took place in each continent of the **Slave Triangle**.
- 5) Describe what went on in the **middle passage** *or* imagine you were on the **middle passage** and describe an average day.
- 6) Find out who the following were and what they achieved: William Wilberforce and Thomas Clarkson.

Worksheet 2

Answers: 1. killing, buy 2. resolve, issues 3. forgiveness, forgiven 4. moving, suffering 5. new 6. truce

Yokes and Chains : Worksheet 2

Select the appropriate words from the list below to fill into the missing spaces from quotes from this chapter of the DVD:

buy, forgiven, forgiveness, issues, killing, moving, new, resolve, suffering, truce

1. "Many people would describe sugar plantations in the Caribbean as _____ machines ... probably something like 3 out of 4 babies died before the age of 3....it was cheaper to _____ than to breed".
2. "Slavery was abolished in 1834 so we're more than 170 years on and we are still unable to _____ those _____".
3. "I don't even know how to think about _____ when they cannot see that they need to be _____".
4. "You don't think that you need an apology from someone, you think there is nothing to apologise for because we are all _____ on. But then when someone apologises to you, you realize that actually there was hurt, there was a little bit of _____ or anger that you didn't know was there".
5. "For people to make an appeal on behalf of other people was relatively _____".
6. "What we have is a grudging _____".

Yokes and Chains : Chapter 3

This chapter of the DVD focuses on the Lifeline Expedition to The Gambia and Senegal. There is a special focus on the Roots festival in the Gambia where the Lifeline Expedition made an apology and were released from the yokes and chains by the Vice-President of The Gambia. The DVD ends with a summary of the different expeditions.

Students can research the meaning of the following:

“Reparations”
“Sankofa”

“Human Cargo”
“Accountability”

Discussion Questions:

For what reason were the Gambia and Senegal chosen for the march?

The International Roots Festival gives people an opportunity to connect to their roots. Why do people feel this is important?

When David made an apology to Marguerite she felt overwhelmed and began to cry. Why was this?

Andrew spoke about feeling very foolish before going to the Roots Festival. Why did he feel foolish?

What was it about the apology that Lifeline made to the Gambians that touched them so much?

Suggested research tasks:

- 1) Who was Sir John Hawkins?
- 2) What was James Island in the Gambia famous for?
- 3) The Lifeline Expedition uses the yokes and chains (symbols of oppression) to bring reconciliation and healing. What other symbols of oppression in history have been used in the same way?
- 4) Some people say that Africans sold their own people into slavery and white people are not to blame. How true is this?

Worksheet 3 (Answers)

Answers: 1. personal, represent 2. reparations, apology, hear 3. exploited 4. consequences
5. arrogance

Yokes and Chains : Worksheet 3

Select the appropriate words from the list below to fill into the missing spaces from quotes from this chapter of the DVD:

apology, arrogance, consequences, exploited, hear, personal, reparations, represent

1. "I began to realise that the implications for me coming were more than just feeling passionate about the vision of the Lifeline Expedition but also perhaps from a _____ point of view: A connection from my family and an opportunity perhaps to _____ my family and my forefathers and ancestors and to apologise on behalf of them".
2. "It's a bit crazy what we're trying to do here, us 25 people going into the continent of Africa and think we're going to make any difference whatsoever. It's like a drop in a vast ocean and the apology that really should be brought to produce some kind of justice is so huge and involves such massive levels of _____ that our tin pot little _____ is really only going to make a difference to the people who _____ it".
3. "We want to bring the fullness of the apology to Africa because after all its Africa that is the continent that was most _____ by the slave trade".
4. "As a white person it is quite challenging to look and perhaps view _____ of our own actions and think gosh, I am part of the problem".
5. "I ask your forgiveness for my _____, my lack of understanding and I ask for your help so that we'll know how to move forward".

Making a Confession

Receiving Cleansing and Healing

1. How have you personally participated in or been affected by racism and prejudice in our society?
2. When have you remained silent or gone along with a conversation in which some ethnic group is put down or made fun of? When have you said or thought things that were belittling or judgemental toward another ethnic group?
3. What values, accomplishments or traits tend to make people in your ethnic group feel superior to or better than people in other ethnic groups? How have you accepted these judgements or expressed them yourself?
4. How have you been hurt by the racism or prejudice of others, in what ways and for what experiences do you need to extend forgiveness?
5. What steps do you want to take to better understand your responsibility to act differently towards others and to more intentionally work for justice?

From 'The Heart of Racial Justice' by Brenda Salter McNeil and Rick Richardson

(IVP page 109-110)

Four Healing Steps

Confession, Repentance, Reconciliation, Restitution

- 1. Confession:**
State the truth and acknowledge hurtful actions and injustices. For racial healing, this means telling our history truthfully.
- 2. Repentance:**
Show regret for having done something wrong, and commit to turn away from hateful acts and toward constructive action. (See slavery and its legacy of racism as insensitive and destructive.)
- 3. Reconciliation:**
Seek and receive forgiveness, and pursue sincere friendship with former oppressed people, enemies or opponents. Create opportunities to get to know and respect people of all different colors. Suggest ways to correct wrongs of the past. Propose and commit to acts of restitution.
- 4. Restitution:**
Attempt to repair or restore that which has been damaged or destroyed. Consistently speak and act for equal treatment and respect for all. Act in ways big and small to understand and redress the injury of racism in our society.

From 'The Slavery Reconciliation Walk' booklet by The Kunta Kinte-Alex Haley Foundation, 2004

What educators and students are saying about YOKES & CHAINS:

“Yokes and Chains’ was a great experience for our students – it complements our social studies curriculum and provides another level of understanding – it brought it into the present day for them.”

– Denise Putnam, Principal, Eagle Creek School, Arlington, WA, US

“As a teacher of Humanities and History I would like to thank-you for making the experiences of the black people of the past relevant to today. A moving, powerful assembly, which, judging by the children’s faces, will remain with them.”

– Dee Flynn, Head of Humanities, Da Vinci Community College, Derby, UK

“What a powerful act of reconciliation and how challenging for young people to see this! This will have made a lifelong impact on the young people”

– Hazel Parker, Teacher, COE Aided School, Exeter, UK

“Thank-you so much for informing us, challenging us and inspiring us. The impact on our staff and pupils has been life changing and enlightening.”

Bev Young and Lynn Godden, staff at Weston Road High School, Stafford, UK

“Thank-you very much for all that you shared with us. I will never forget it.”

– Harry, pupil at Weston Road High School, Stafford, UK

“Thank-you for such an inspirational experience. As a drama teacher, this has inspired me to do some workshops on slavery and bring awareness to young people.”

– Nicola Cannon, drama teacher, Victoria Community Technology School, Crewe, UK

“Yokes and Chains’ makes history come alive. I’m always looking for those kinds of resources for students to make the connection between what has happened in the past and today. What was great about the program is they can see history being made today by what the people who are participating in the program are doing, that they can be history makers and that’s what history is all about.”

– Sheryl Hiles, Teacher, Stillaguamish Valley School, Arlington, WA, US

“Eye opening experience, it was really emotional but fun at the same time. Thank-you.”

– Pupil at Littleover Community School, Derby, UK

“A great way to celebrate diversity. Thank-you for sharing such an important message.”

– S Hocking, Fullhurst Community College, Leicester, UK

“Watching the presentation was pleasing to me as a principal because they sat, many of them on the floor, for over an hour and they were very attentive the whole time.”

– Ed Aylesworth, Principal, Stillaguamish Valley School, Arlington, WA, US

“This presentation has brought their studies to life and shown how slavery is a very real issue for today.”

– David Sands, Headteacher, Ousedale School, Olney, Bedfordshire, UK

“Thank-you it was very educational. It taught me a lot and now I think very differently about the slave trade and I really learnt a lot. I apologise and think everyone needs a reality check.”

– Rachel, a pupil at Ousedale School, Olney, UK