

# CONVERSATION KIT

**NATIONAL**  
**YOUTH**  
**SUMMIT**



# ABOLITION



Smithsonian  
National Museum of American History  
Kenneth E. Behring Center



# NATIONAL YOUTH SUMMIT

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## ABOLITION



## PROGRAM DETAILS

**Date:** Monday, February 11, 2013  
**Time:** 12:00 pm Eastern Standard Time  
**Location:** <http://americanhistory.si.edu/nys/abolition>

### Webcast central questions:

- ★ How did abolitionists work to end slavery in the 19th-century? How are today's activists using the tactics of the 19th-century to continue the fight against human trafficking and modern-day slavery?
- ★ What can individuals and organizations do to end modern-day slavery?

### Moderator:



#### Alison Stewart

Alison Stewart is an award-winning journalist and former host of TED Radio Hour, a co-production of NPR and TED. In 2007 Stewart was the founding host of NPR's breakthrough multiplatform news program, *The*

*Bryant Park Project*, the first public radio news program to seamlessly incorporate audio, video, and social media. She also guest-hosted NPR's *Weekend Edition* and *Talk of the Nation*. She created and hosted the show *The Most* on MSNBC from 2003 to 2009, and served as anchor of ABC News *World News Now* for two years prior to her role at MSNBC. Beginning in 2010, Stewart hosted

the PBS news magazine *Need to Know*. She began her career as a political reporter for MTV News, working on the channel's "Choose or Lose" election coverage in 1992 and 1996. She was honored with a George Foster Peabody Award for MTV's coverage. In 2009 Stewart was named one of "The Root 100," recognizing emerging and established African American leaders.

### Panelists:



#### Lois A. Brown, Class of 1958 Distinguished Professor at Wesleyan University

Lois Brown's teaching and research focuses on 19th-century African American and American literature and culture, abolitionist

narratives, and evangelical juvenilia. Her books include *Pauline Elizabeth Hopkins: Black Daughter of the Revolution*, a literary biography of the prolific Boston writer, editor, activist, and playwright and *The Harlem Literary Renaissance: An Encyclopedia*. Brown has held research fellowships from the American Antiquarian Society, the Massachusetts Historical Society, and the Society for the Humanities at Cornell University. A 2000 Ford Foundation Postdoctoral Award recipient, she has been affiliated with the Harvard University Du Bois Institute for Afro-American Research where she also has been a visiting fellow.

Brown has lectured widely and published articles on African American literature, women's writing, early American education, and African American history and religion. Her passion for African American history has led to successful curatorial experiences, which have included exhibitions at the Museum of Afro-American History in Boston and at the Boston Public Library. Since 2003 she has curated and co-curated five exhibitions including two major exhibitions honoring William Lloyd Garrison.

**Kenneth B. Morris Jr., Founder and President,  
Frederick Douglass Family Foundation**



Kenneth B. Morris Jr. is descended from two of the most important names in American history. He is the great-great-great grandson of Frederick Douglass and the great-great grandson of Booker T. Washington. Ken is the President of the Frederick

Douglass Family Foundation (FDFF), a public charity that endeavors to create a modern Abolitionist Movement in schools all over the country through the vehicle of Service-Learning. Experts in the field of human trafficking and modern-day slavery agree that building awareness is the first step to ending slavery in our time. FDFF operates on the belief that students can best communicate the message of abolition via the Internet and their extraordinary online social networks.

**Ana Alarcon, a senior at the Metropolitan Learning Center in Hartford, Conn.,** is the president



of the extracurricular group, Student Abolitionists Stopping Slavery (SASS). She has been involved in the fight against modern-day slavery since she was in ninth grade. Alarcon has organized several fundraising events for Free the Slaves, and attended conferences on modern-day slavery, but the highlight of her work as president for the past two years was running the "Abolitionist Fair: the Struggle for Freedom." This school-wide event now includes representatives of outside organizations, including other high schools, community activists, and government agencies that address modern-day slavery. The Abolitionist Fair has a variety of presentations, exhibits, speakers, and engaging hands-on activities, all organized by students. Alarcon says "I can only hope that our small ripple can cause a wave on such a large issue. I'm passionate about getting young minds involved and opening them up to a harsh but very real truth of what's happening in our world." Ana plans to continue her abolitionist work through college.

**Luis CdeBaca, Ambassador-at-Large, Office to Monitor and Combat Trafficking in Persons, United States Department of State**



In May 2009, Ambassador Luis CdeBaca was appointed by President Obama to coordinate U.S. government activities in the global fight against contemporary forms of slavery. He serves as Senior Advisor to the Secretary and directs the State

Department's Office to Monitor and Combat Trafficking in Persons, which assesses global trends, provides training and technical assistance, and advocates for an end to modern slavery. Mr. CdeBaca formerly served as Counsel to the House Committee on the Judiciary,

where his portfolio for Chairman John Conyers, Jr. included national security, intelligence, immigration, civil rights, and modern slavery issues. At the Justice Department, Mr. CdeBaca was one of the country's most-decorated federal prosecutors, leading the investigation and prosecution of cases involving money laundering, organized crime, alien smuggling, official misconduct, hate crimes, and human trafficking. He received the Department's highest litigation honor – the Attorney General's John Marshall Award – and the Director's Award from the Executive Office of United States Attorneys.

## COMMON CORE STANDARDS CORRELATION

The National Youth Summit is a program designed to provide students with an opportunity to share their views and debate an issue. As such, the program aligns closely with the Common Core Standards for Speaking and Listening:

### Speaking and Listening Standards Comprehension and Collaboration, Grade 9 -10

1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

### Comprehension and Collaboration, Grade 11-12

1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

## NATIONAL STANDARDS FOR UNITED STATES HISTORY, NATIONAL CENTER FOR HISTORY IN THE SCHOOLS

**Era 4:** Expansion and Reform (1801-1861);

**Standard 4:** The sources and character of cultural, religious, and social reform movements in the antebellum period

**Era 5:** Civil War and Reconstruction (1850-1877);

**Standard 1:** The causes of the Civil War

# NATIONAL YOUTH SUMMIT

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## ABOLITION



### Section I

## BACKGROUND INFORMATION

### WHAT IS MODERN SLAVERY?

There are important differences between the definition of slavery in America before the passage of the 13th Amendment and the way we define human trafficking and modern-day slavery today. When used in the United States, the term “slavery” is most often used to describe the legal, generational, race-based institution that ended in the 19th-century.

**Modern-day slavery is illegal, but slavery in the 19th-century was legal—how does that change political action?**

Not all scholars agree with using the term “slavery” to define other coercive labor systems, and modern activists are careful to use the term “modern slavery” or “modern-day slavery” to differentiate the current system. Your group may ask how to define modern slavery. Try having the group answer that question together, then provide the basic guidelines below:

- Force, fraud, coercion: If a person is working by force, fraud, or coercion, the work environment may constitute enslavement.
- Human trafficking, as defined and used by the U.S. Department of State, does not require movement, but instead is a term “for the act of recruiting, harboring, transporting, providing, or obtaining a person for compelled labor or commercial sex acts through the use of force, fraud, or coercion.”
- Most estimates state that there are between 21 and 27 million slaves at any given moment in the world today, based on accepted definitions of forced labor.

For more information, see the State Department’s Fact Sheets, [What is Modern Slavery?](#) and [Myths and Facts about Trafficking in Persons](#).

### Definitions:

**Free the Slaves, a non-profit organization dedicated to ending slavery worldwide, offers this simple definition:**

Forced to work without pay under threat of violence and unable to walk away. For this definition and more facts about modern slavery, visit their [website](#).

**From the U.S. Dept of Labor:**

“Forced labor” includes work provided or obtained by force, fraud or coercion, including: (1) By threats of serious harm to, or physical restraint against any person; (2) by means of any scheme, plan or pattern intended to cause the person to believe that, if the person did not perform such labor or services, that person or another person would suffer serious harm or physical restraint; or (3) by means of the abuse or threatened abuse of law or the legal process.

**From the U.S. Department of State Trafficking in Persons report from 2011, quoting the Trafficking Victims Protection Act:**

“severe forms of trafficking in persons” are: “a.) sex trafficking in which a commercial sex act is induced by force, fraud, or coercion, or in which the person induced to perform such an act has not attained 18 years of age; or, b.) the recruitment, harboring, transportation, provision, or obtaining of a person for labor or services, through the use of force, fraud, or coercion for the purpose of subjection to involuntary servitude, peonage, debt bondage, or slavery.” *A victim need not be physically transported from one location to another in order for the crime to fall within these definitions.*

See Polaris Project’s [Human Trafficking Resource Packs](#) for statistics on trafficking in the United States and the world, types of trafficking, and [potential trafficking indicators](#).

**Discussion Questions:**

- Many victims of human trafficking and modern-day slavery do not define themselves as slaves. What does the term slavery or slave suggest to you? Why would the term be an important one for the modern movement to use in their efforts to end human trafficking, and to victims of human trafficking? Why might this term be problematic for the movement and victims of human trafficking?

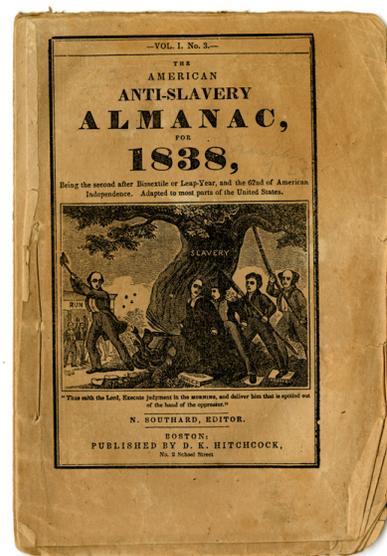
**ANTISLAVERY STRATEGIES: 19TH-CENTURY AND TODAY**

This program is designed on the premise that there are fundamental lessons to learn from 19th-century abolitionists that can be adapted for today’s social movements. Have students research the abolitionists in the film: William Lloyd Garrison, Frederick Douglass, Angelia Grimke, Harriet Beecher Stowe, and John Brown, and discuss their strategies for ending slavery. Then examine contemporary antislavery organizations to compare and contrast the contemporary examples to their 19th-century antecedents. What has changed? What has stayed the same? What strategies should the contemporary movement avoid? Which are most effective and why?

**Examples of 19th-Century Strategies:****Publications**

William Lloyd Garrison published *The Liberator*, Frederick Douglass used *The North Star*, and other newsletter and pamphlet editors used the communication tools of their

day to express the horrors of slavery and to advocate for its end. How are antislavery organizations using current media to raise awareness and encourage activism?



American Antislavery Almanac, 1838, Division of Political History, National Museum of American History

### Examples of Evocative Imagery



Antislavery Medallion, after 1787, Division of Home and Community Life, National Museum of American History. See a modern example [here](#).

Additional modern images can be found at [CNN's Freedom Project](#).



Image from the collection of the National Archives. See a modern example [here](#).

### Evocative Imagery

Literary historian Zoe Trodd has noted some of the imagery common to the 19th century abolition movement: diagrams of a slave ship, outstretched and manacled hands, and scarred backs, among others. Have students examine 19th century and contemporary imagery, and discuss their symbolism. What makes these images effective and enduring? What is persuasive about them? What is emphasized? Who or what is left out? Do the images suggest that enslaved African Americans can make change for themselves? Then have students research other persuasive images used in today's movement.

### Powerful Narratives

*The Narrative of the Life of Frederick Douglass* is perhaps the most famous slave narrative of the 19th-century, but there were many more that were written to build support for the abolition movement and to inform the public of the nature of slavery. In addition, Frederick Douglass and others gave lectures about their experiences to build a sense of the humanity and dignity of African Americans and the injustice of slavery. Today organizations such as Free the Slaves share [survivor stories on their website](#), and survivors-turned-activists such as [Jean-Robert Cadet](#) have written contemporary accounts, while activists and historians have joined together to record modern narratives, as in

the collection by Zoe Trodd and Kevin Bales, [To Plead Our Own Cause: Personal Stories of Today's Slaves](#).

How do the format and content of 19th-century slave narratives compare to contemporary versions? How are the goals of modern slave narratives different than those of the 19th century? Slave narratives of the 19th-century, for example, were sometimes designed to humanize enslaved people and to demonstrate their intellectual capacity in response to arguments of African American inferiority. What are the specific circumstances that modern narratives aim to address? See [this lesson plan](#) from EDSITEment for additional guidance on teaching with 19th-century slave narratives.

### **Fictional Accounts**

Arguably the most effective of all the abolitionist publications was Harriet Beecher Stowe's [Uncle Tom's Cabin](#), a sentimental novel of a slave escape and slavery's effect on families. The most popular novel of the era, it was widely translated and adapted to the stage and sparked intense debate over the morality of slavery. Zoe Trodd, Professor and Chair of American Literature at the University of Nottingham, notes that today's popular depictions of modern slavery largely sensationalize the issue. Is a modern version of Uncle Tom's Cabin a necessary addition to the movement? What would such an account look like?

### **Legal Means and Government Advocacy**

Governments must act in order to end slavery. The Emancipation Proclamation and the 13th Amendment were essential in ending the legal system of slavery in the United States, while the [Victims of Trafficking and Violence Protection Act](#) of 2000 and its reauthorizations are essential tools for combating modern-day slavery where it exists today.

What can citizens do to spur government to action? What is the difference between ending a legal system and enforcing the law or changing labor practices? What does that difference mean for activism? What else can and should the United States government do in response to this issue? For more on the road to the Emancipation Proclamation, visit the online exhibition [Changing America: Emancipation Proclamation 1863, March on Washington 1963](#) from the National Museum of American History.

### **Removal from Enslavement**

Perhaps the best-known form of antislavery activism is the [Underground Railroad](#). Today, the National Human Trafficking Resource Center's trafficking hotline (see pg. 13) takes calls about suspected trafficking victims and uses existing social service networks in the local area to help safely remove trafficking victims and connect them with support services. Is this the modern Underground Railroad? What are the specific challenges to this form of activism?

### **What Else?**

What strategies are modern slavery activists using that 19th-century abolitionists did not? What strategies did 19th-century abolitionists use that modern antislavery activists are not using? For example, abolitionist John Brown used violence in his efforts to end slavery. Use the lesson plans on John Brown from the National Museum of American History, listed on page 10, to debate the use of violence in the service of moral issues.

## LAYING THE GROUNDWORK: LESSON PLANS ON ABOLITION

### Journey to Freedom

A short and effective introduction to the parallels between 19th-century abolition and today's antislavery movement is [Journey to Freedom](#), a film produced by the National Underground Railroad Freedom Center in partnership with the State Department's Office to Monitor and Combat Trafficking in Persons. It tells the true stories of two men—21st-century Cambodian Vannak Prum and 19th-century American Solomon Northup—who were sold into slavery more than 150 years apart. It also examines the communities of abolitionists from yesterday and today that fight to free men and women like Vannak and Solomon who are held against their will and forced to work for others. The film focuses on the common roles played by individual abolitionists throughout history and the present day—advocates, defenders, freedom fighters, and caretakers—and then pulls back to reveal these individuals to be part of a vast network, a community of abolitionists, that has and is waging this battle.



*Journey to Freedom*

### Resources on Nineteenth-Century Abolition

#### *From the National Museum of American History:* [John Brown's Legacy](#)

In this lesson, students will examine primary sources to understand John Brown's actions in Harpers Ferry, and will develop a creative project on Brown's legacy.

#### [The Time Trial of John Brown](#)

In this lesson, students will examine the difference between history and memory by debating the legacy of John Brown. Using video clips of an actor playing Brown, students are invited to debate his actions and determine



how history should remember him. The video segments are also available on [YouTube](#).

#### [Within These Walls](#)

Students can learn about the Caldwell family and the anti-slavery movement by investigating a room from their house, a newspaper article from 1839, and artifacts from the period. Josiah and Lucy Caldwell believed in the moral power of home and family, and their beliefs inspired a radical mission. The Caldwells were local leaders in the international struggle to end slavery. In 1822, they bought the Ipswich, Massachusetts house that is the focus of [Within These Walls](#), an online exhibition.

#### *From PBS's American Experience and the National Endowment for the Humanities:*

#### [From Courage to Freedom: Frederick Douglass's 1845 Autobiography](#)

In this curriculum unit, students will read *Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself* with particular attention devoted to certain chapters. They will analyze Douglass's vivid firsthand accounts of the lives of slaves and the behavior of slave owners to see how he successfully contrasts reality with romanticism. Students will understand how Douglass

powerfully uses imagery, irony, connotative and denotative language, strong active verbs, repetition, and rhetorical appeals to persuade the reader of slavery's evil.

### Frederick Douglass:

#### What is the Fourth of July to a Slave?

This resource helps students examine closely and understand the context of Douglass's famous speech of July 5, 1852.

#### Perspective on the Slave Narrative

To help students recognize the complex nature of the slave narrative and its combination of varied literary traditions and devices, this lesson explores the work of William W. Brown from a variety of perspectives.

#### Launchpad: Perspectives on the Slave Narrative

#### The Emancipation Proclamation:

##### Freedom's First Steps

While the Civil War began as a war to restore the Union, and not to end slavery, by 1862 President Abraham Lincoln came to believe that he could save the Union only by broadening the goals of the war. The Emancipation Proclamation is generally regarded as marking this sharp change in the goals of Lincoln's war policy. Through examination of the original document and related writings, students can return to this "first step" and explore the obstacles and alternatives we faced in making the journey toward "a more perfect Union."

**For more resources like these, visit the**  
**American Experience: *The Abolitionists* website**

## LESSON PLANS ON MODERN-DAY SLAVERY

### Frederick Douglass Family Foundation 100 Days Curriculum

This service-learning kit asks: What is the meaning of freedom? What did it mean to the victims of legalized slavery? What does it mean to those who are trapped in modern slavery? What can be done to end slavery forever? The curriculum provides an opportunity for students to understand history more deeply, to apply its lessons to today and to make history themselves by building a grassroots student movement dedicated to eradicating slavery in all forms

### Researching "Unfreedom"

Designed by the National Underground Railroad Freedom Center, this resource (starting on page 16) is designed to build students' knowledge of global human rights abuses, as well as their ability to think critically of solutions to these issues, so that students gain a more sophisticated understanding of their rights and responsibilities as citizens of a global community.

### Free the Slave Education Packs

These lesson plans from Free the Slaves provide information on slavery's long history, slavery in the 21st century, and places to find additional resources.

### Not for Sale High School Curriculum

The Not For Sale campaign fights human trafficking and modern-day slavery around the world. Through international work on the ground and in mainstream supply chains, Not for Sale targets the root causes of slavery while engaging and equipping the movement for freedom. This set of lesson plans introduces students to slavery worldwide. The resource set includes a section on the new Underground Railroad, which introduces the fields in which modern slavery is found in the United States and the stories of modern-day abolitionists, an analysis of persuasive writing, and a writing prompt.

# NATIONAL YOUTH SUMMIT

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## ABOLITION



### Section II

# LEADING DISCUSSION AND TAKING ACTION

## SUGGESTIONS FOR DISCUSSION

### Recommendations:

- Be open: Acknowledge that this is a difficult topic to discuss and to solve.
- Explain that there are many ways to define slavery: See page 6 for existing definitions to share with the group.
- Begin with a shared understanding: Ask participants to try [How Many Slaves Work for You?](#) This interactive website from Slavery Footprint looks at the current state of slave labor and the role of consumer choice in perpetuating slavery.
- Join our chat and create your own: The webcast will include a chat feature, and you can tweet with the hashtag #endmodernslavery to talk with fellow participants. Try creating your own backchannel to foster quiet discussion among your participants during the session with [TodaysMeet](#).

- End with an outlet: Let your audience know what they can do and what they should avoid doing. See page 13 for suggestions of ways to help.

### Conversation Starters:

- How would you define slavery? How does modern-day slavery compare with its 19th-century counterparts?
- Does using the term “modern-day slavery” to define modern human trafficking and contemporary exploitation minimize the experience of enslaved people who endured the legal, generational, race-based slavery of the 19th-century United States? Is it fair to compare these experiences? Why or why not?
- In an economic system in which producers have an incentive to produce at the lowest possible cost, is it possible to eliminate labor exploitation?
- How does an understanding of the 19th-century abolition movement inform the current antislavery movement? How might it help develop the movement’s future?

## Conversation Extenders:

- Based on the [defined stages of social movements](#), what do you think is the current stage of the current antislavery movement? How might it address some of the common factors that threaten the success of social movements?
- What role should outsiders (those from other countries, non-survivors of trafficking) play in the antislavery movement? What role should survivors play?
- What questions did the panel leave unanswered? Where or how might you find responses for these questions?
- What other voices do you believe should have been on the panel, and why?

## Approaches:

- Make local connections: Find 19th-century abolitionist activism with PBS's American Experience [Abolitionist map](#). Provide readings or bring additional speakers to talk about the landscape of human trafficking in your specific region. Why does it exist in this form in your area? What can be done to stop it? Resources on anti-trafficking organizations in the United States are available from the [Polaris Project](#).
- Create an awareness campaign: After the program, using common imagery of the 19th-century and modern movement (see pg. 5) to have students create an antislavery image using a phrase or idea that most resonated with them from the panel or the supporting materials. See our [Pinterest page](#) or search Pinterest for "modern slavery" for ideas and existing images.

- Focus on action: Teach students the signs of trafficking. Help students see the signs in their peers and know the risk factors for themselves. End your session with a discussion on identifying signs of trafficking and risk factors, with resources from [Polaris Project](#) or [Tools for Educators](#) and the [Power and Control Wheel](#).

## AFTER THE PROGRAM: WHAT CAN I DO?

After participating in a program on this topic, it will be important to show your group how to take action if they are so inspired. While some in your group may want to work directly with trafficking victims, these roles take training and experience. However, there are many things we can all do to address the problem of modern slavery. Polaris Project suggests many ways to [take action](#) and the State Department's [20 Ways You Can Help](#) lists suggestions for ways to speak out and raise funds. Here are just a few ideas:

### Know the Signs of Trafficking and Where to Call for Help

Trafficking in the United States affects teenagers and children. Use Polaris Project's resources on [recognizing signs of trafficking](#) to talk about trafficking with your group and help them recognize the signs. Or, take the State Department's [Human Trafficking Awareness Training](#) or review their [suggestions for assisting trafficking victims](#).

Help your group know where to call if they think they see evidence of trafficking in their neighborhood: 1-888-3737-888, the National Human Trafficking Resource Center's hotline.

## Consider Your Supply Chain

If your group has completed Slavery Footprint's activity, [How Many Slaves Work for You?](#), you can begin to talk about how the choices we make as consumers affect laborers worldwide. The U.S. Department of Labor has issued a [report on products](#) that may have been produced by forced labor; page 25 lists the products by country of origin.

## Raise Funds and Awareness

Organizations working to combat modern slavery can use funds to do their work and help in letting others know about this important issue. To inspire your group, share ways other young people are working to address this issue:

- Antislavery organizations [Free the Slaves](#) and the [Not for Sale Campaign](#) have high school chapters. Start your own as a way to raise awareness and funds for the cause.
- High school students around the country are learning about human trafficking and working to end it. These are a few examples of projects related to this topic:
  - Metropolitan Learning Center in Connecticut hosts an annual [Abolitionist Fair](#), run by students, which helps raise awareness about modern slavery and is run by history students.
  - St. Paul Academy in Minnesota hosts a research project in which students pair with peers in Australia to research human trafficking and educate each other on human trafficking globally and in their own neighborhoods. The program coordinator is currently looking for additional partner schools. Read more and contact her [here](#).
  - For Social Awareness Week in 2012, Lowell High School students in Massachusetts created a [video](#) to raise funds for Polaris Project.

# ★ WHAT WILL YOU DO? ★ ARE YOU A MODERN-DAY ABOLITIONIST?

## OUR PARTNERS

The National Youth Summit on Abolition is presented by the [National Museum of American History](#) in collaboration with PBS's "American Experience" and [Smithsonian Affiliations](#) with the support of the [Verizon Foundation](#). The program and its supporting materials were developed with the help of the [National Underground Railroad Freedom Center](#), the [United States Department of State Office to Monitor and Combat Trafficking in Persons](#), [Polaris Project](#) and [Slavery Footprint](#).



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