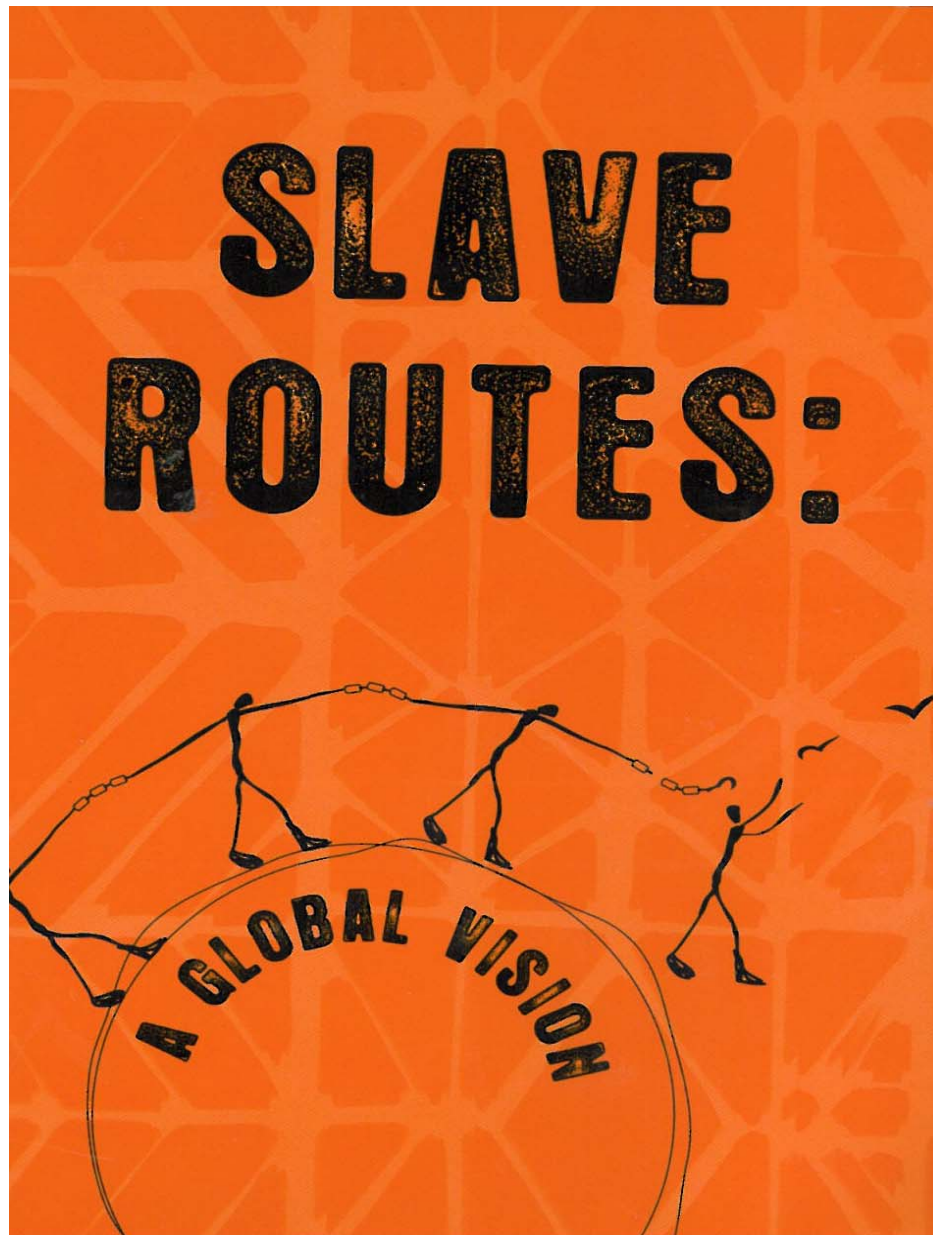


Slave Routes: A Global Vision
**A Guide for the use of the DVD-Rom by teachers
of the UNESCO Associated Schools (ASPnet)**



1. Background information

GENERAL INFORMATION ABOUT THE DVD-ROM <i>SLAVE ROUTES: A GLOBAL VISION</i>	
Executive Producer	The UNESCO Slave Route Project (©UNESCO, 2010)
Director	Georges Collinet
Producer	Sheila Walker Ph. D
Length	57 minutes
Genre/Format	Documentary/DVD-ROM
Language	English/French/Spanish
Main topics	<p>The DVD and pedagogical booklet is related to the following topics:</p> <ul style="list-style-type: none"> • The African Slave Trade and Slavery; • Differences and similarities between the various slave trades; • Resistance and survival; • Abolitionist movements; • The repercussions of the Haitian Revolution; • Building on the creativity and identity in post slavery societies; • Historical slavery and modern forms of servitude.
Additional materials	<p>The DVD contains:</p> <ul style="list-style-type: none"> • The documentary <i>Slave Routes: A Global Vision</i>; • Pedagogical booklet to accompany the DVD; • Knowledge assessment fact sheets; • 300 titles to know more (bibliographical and documentary orientations); • A kind of quiz.
Age group suggested	Secondary schools and teacher training institutions
Subjects connected	History and Politics, Citizenship Education, Human Rights Education, Languages, Culture and Science
SHORT DESCRIPTION OF CONTENT	
<p><i>Slave Routes: A Global Vision</i> is an educational and informative documentary produced by UNESCO. It presents the diverse histories and heritages stemming from the global tragedy of the slave trade and slavery. Aimed at a general audience, it provides an overview of the massive deportation of African populations to different parts of the world including the Americas, Europe, the Indian Ocean, the Middle East, and Asia.</p> <p>The DVD highlights the African presence across continents, the significant contribution of the African Diaspora to the host societies in various fields (arts, religion, knowledge, gastronomy, agriculture, linguistics, etc.), and the racism and discrimination inherited from this tragic past. Its scope moves beyond the trauma of slavery and emphasizes slave resistance and resilience in surviving such a dehumanizing system.</p>	

RATIONALE

The United Nations has proclaimed 2010 the International Year for the Rapprochement of Cultures. The Year calls for effective objectives and sustainable strategies for the promotion, understanding, strengthening of tolerance and respect for cultural diversity. Acting at the heart of this ideal are the ASPnet Transatlantic Slave Trade (TST) Education Project (also known as the TST), an integral part of the UNESCO Slave Route Project. Under the title "Breaking the Silence", the TST Education project links schools in three regions which were involved in the triangular Transatlantic Slave Trade (Africa, Europe and the Americas/Caribbean). The goal of the TST Project is to increase awareness on the causes and consequences of the Transatlantic Slave Trade - including modern forms of slavery and racism - through educational exchanges, sharing good practice and developing and diffusing educational material. Such endeavor also finds a fertile ground in the upcoming year 2011, proclaimed by the United Nations as the International Year of People of African Descent.

2. Unit and lesson planning

OVERALL PEDAGOGICAL OBJECTIVES

Knowledge

- to raise awareness on the different migrations of Africans out of Africa;
- to deepen knowledge about the causes and consequences of the different dimensions of the African Slave Trade and Slavery;
- to learn more about the social, economic, cultural and scientific contributions of enslaved Africans and their descents in the development of modern societies;
- to become more aware of the struggles against slavery and abolition processes;
- to be able to make a link between traditional slavery and its modern forms
- to understand the cultural interactions present in our rich and diverse societies.

Skills

- to make effective use of images, historical narration and interviews;
- to improve research and analytical skills;
- to develop communication and language skills;
- to develop a capacity for critical thinking.

Attitudes

- to recognize the tragedy that the African Slave Trade represents in human history;
- to refrain from stigmatization, victimization, culpability or guilt;
- to identify, acknowledge and respect the contribution of African descents to the shaping of the modern world;
- to acknowledge the conscious and/or unconscious forms of racism in our societies, deriving from this tragic past;
- to share a vision of a society free from racism, racial discrimination and prejudice;
- to develop a sense of tolerance, and of the duty to remember.

DETAILED PEDAGOGICAL OBJECTIVES

Depending on the number of lessons of the entire unit, identify the detailed learning objectives related to knowledge, skills and attitudes for each lesson.

SUGGESTED PRE-SCREENING ACTIVITIES

Raise awareness on the topic and activate the students' background knowledge:

- Check the students' knowledge on this topic by using the film title;
- Make the students guess the content of the documentary by using a stilled image of the film;
- Identify influences by other cultures in the students' local environment and culture;
- Initiate a thematic discussion and search for questions to be answered throughout the screening;
- Introduce thematic vocabulary and basic historical knowledge by reading an extract of the pedagogical booklet.

SUGGESTED ACTIVITIES DURING SCREENING

Give the students a specific task while watching the film (as entire film or in chapters):

- Verify the students' understanding by using the questions proposed in the document "A kind of quiz";
- Revise and expand the questions elaborated during the pre-screening;
- Stop the film after each chapter and elaborate a timeline of the history of African Slave Trade and its abolition;
- Analyze a frozen frame/image.

SUGGESTED POST-SCREENING ACTIVITIES

Relate the film to the student's own environment and global concerns:

- Imagine an interview with one of the experts in the film;
- Imagine another film title;
- Design a film poster;
- Initiate internet or literature research on topics related to the film, such as the study of slave trade, plantation slavery, tangible and intangible legacy of the slave trade, historical figures on slave trade, struggles against slavery, abolition processes, slavery and the struggle against racism, modern forms of slavery;
- Initiate a debate on how the film is related to the students' identity and/or local community;
- Write a review about the film for the school newspaper.

CHECKLIST FOR UNIT AND LESSON PROCEDURE ☒

- Lessons and unit progress from orientation, skilling up to application and evaluation
- Teaching and learning methods vary (plenary, group work, individual assignments)
- The unit includes creative activities that engage and motivate the class
- Each lesson has a specific learning objective
- Each lesson has an introduction, a main activity and a conclusion
- The content is adapted to the students environment
- Provisions are made for supporting individual students with special needs
- A final evaluation/learning assessment is based on the initial pedagogical objectives

FURTHER ACTIVITIES AND CONNECTIONS TO OTHER SUBJECTS

Contact your ASPnet National Coordinator to get involved in "Breaking the Silence", the ASPnet Transatlantic Slave Trade (TST) Education Project.

More information on the background of this project can be found at:

<http://www.unesco.org/en/aspnet/flagship-projects/transatlantic-slave-trade/>