



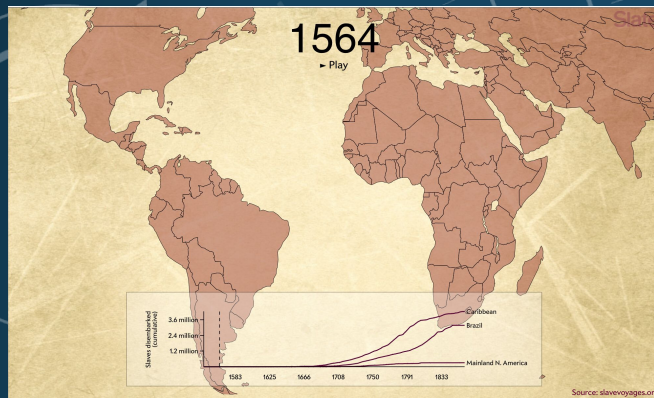
HIDDEN LEGACIES: THE TRANS-ATLANTIC SLAVE TRADE AND GLASGOW'S CONNECTION

'YOU MAY CHOOSE TO LOOK THE OTHER WAY, BUT YOU CAN NEVER SAY AGAIN THAT YOU DIDN'T KNOW'

WILLIAM WILBERFORCE

TEACHERS SHOULD USE PRESENTER VIEW TO SEE INFORMATION NOTES BELOW EACH SLIDE

Watch



Watch this short, animated interactive showing the history of the transatlantic slave trade.

<https://tinyurl.com/p3npfu5>

Discuss

Where were most of the ships travelling to?

Why do you think there were periods in the timeline where there were fewer ships?

What was happening in the world during those times and why would it affect slavery?

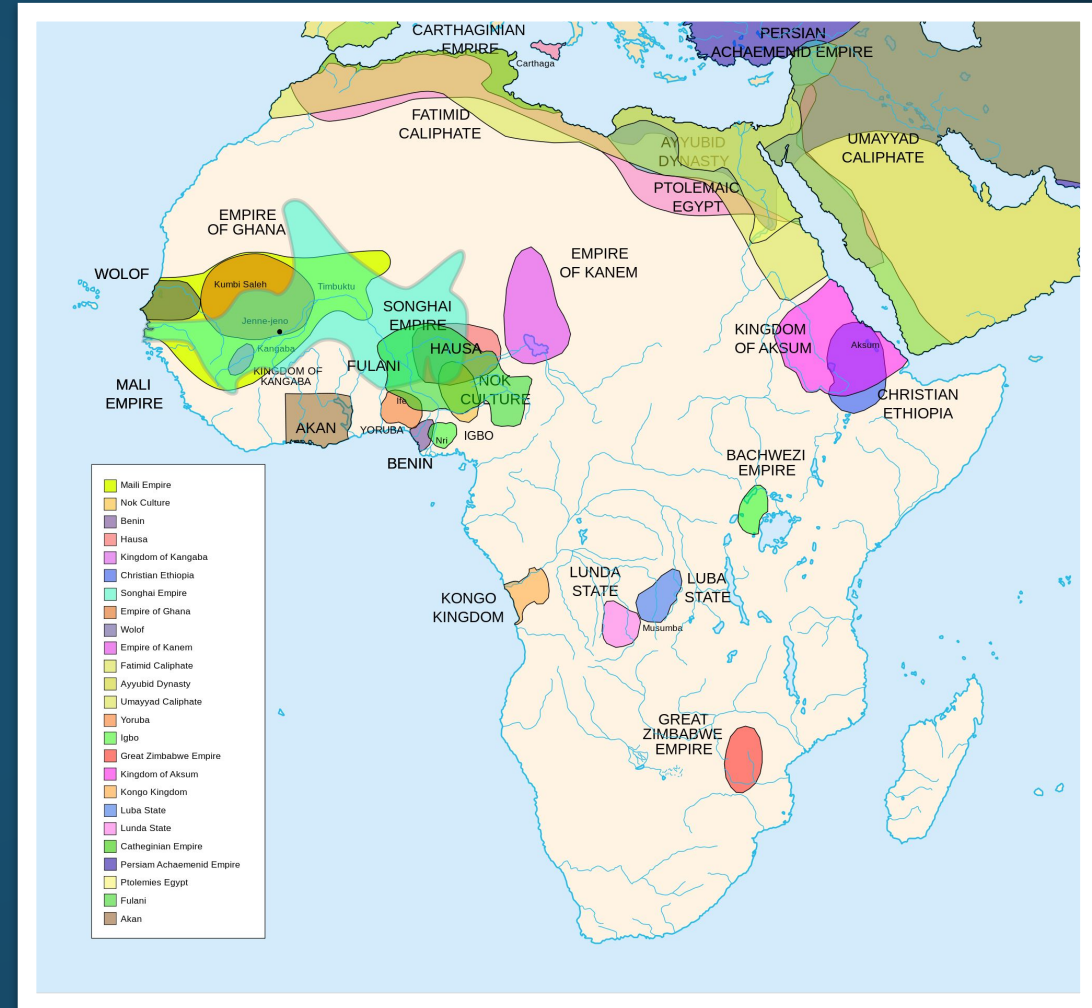
Further Resources

Slave ship in 3D video: <https://www.slavevoyages.org/voyage/ship#slave->

Civilisations and communities ripped apart

Before Europeans arrived looking to trade people for profit, complex civilisations flourished all over Africa with distinct cultures.

Think about what happened to languages, customs and culture when the Europeans arrived and imposed their own. What would be the long-term impact of generations of people being taken away from their homelands?



Afro-Caribbean culture: the Santeria religion of Cuba



This deity figure is known as an orisha and comes from Cuba's Santeria religion. The figure represents Osain - god of the forests, wild plants and healing. He only has one arm, one leg, one eye and one ear that can hear, a price he paid for trying to hoard all of the forest's healing herbs for himself.

The Santeria religion was heavily influenced by the **Yoruba** people who were brought to the Caribbean through the slave trade in the 17th and 18th C.

Making connections:

Find out which part of Africa the Yoruba people came from.

The background is a dark blue gradient. On the left side, there is a large, semi-circular scale with tick marks and numbers ranging from 140 to 260. Several circular patterns, some solid and some dashed, are scattered across the background, some with arrows indicating a clockwise or counter-clockwise direction. The overall aesthetic is technical and modern.

EXPLORING GLASGOW'S CONNECTION THROUGH TRADE

Glasgow's Involvement

In the 1700s Glasgow was becoming a major centre for global trade and commerce.

Look at the diagram. How was Glasgow connected to, and dependent on, the slave trade between Africa and North America?



Activity

Take a look at a map of Glasgow city centre. Can you find any street names that relate to Glasgow's trade with the Caribbean and North America?

Debate

Many cities in the UK have considered changing their street names that honour merchants involved in the slave trade. Do you think the street names in Glasgow should be changed?

Extension

Watch our walking tour video showing the streets and buildings that relate to transatlantic trade and slavery

<https://www.youtube.com/watch?v=M53EzlpSy9o&t=21s>



Glassford Family Portrait



Did you find Glassford Street on the map of Glasgow?

John Glassford was one of Britain's most successful 'Tobacco Lords' with a fleet of 25 ships and a plantation in Virginia. He owned a black enslaved boy. This detail of the boy is from the far left hand side of the portrait.

Why would Glassford want to have an enslaved boy in his home?



David Dale (1739-1806)

David Dale was a Scottish merchant, entrepreneur, banker and philanthropist. He owned the first cotton mill in Scotland at a time when that industry depended on slave labour to harvest the raw cotton.

However, he also supported the gradual abolition of the slave trade and was the Chairperson of the Glasgow Society for the Abolition of the Slave Trade.

Discover and Debate

What else can you find out about David Dale? Does the good that he did make up for the fact that some of his money was made from slavery? Organise a class debate.



Compare

Look at how John Glassford and his family has been painted in their portrait (slide 8). Compare this with the portrait of David Dale on the previous slide.

Discuss

What information can we learn from a portrait?

What does each portrait tell us about John Glassford and David Dale? How are they different? What message does Glassford's portrait convey?



The Woman Shop Keeper

This Glaswegian shop keeper has sugar and lemons for sale, two of the ingredients used in punch, along with rum. The sugar is in cones and wrapped in paper. She is counting out coins or tokens.

Discuss

As well as the rich merchants, who else profited from goods grown on the plantations? Do you think they were aware of the scale of the slave trade?



Trade Connections: Food and Drink

Sugar Tongs



Punch Bowl



Clay Pipe



'Home from the Herring Fishing' artwork showing Scottish herring fishing



Discover and deduce

The above images all relate to food and drink.

Can you work out what products they relate to? Who would have eaten or drunk them?

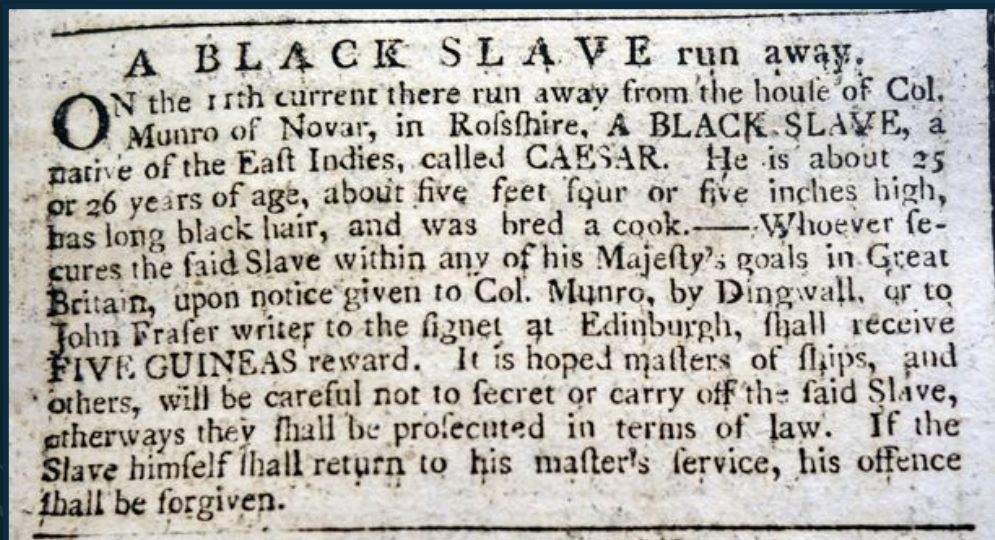
How are they connected to slavery?

The background features a dark blue gradient with several circular gauges and arrows. One large gauge on the left has numerical markings from 140 to 260. Other gauges are smaller and scattered across the frame. Arrows of various sizes and orientations are also present, some pointing clockwise and others counter-clockwise, suggesting a sense of motion or rotation.

RUNAWAYS, REVOLTS AND ABOLITION

Runaways in Scotland

Millions of people were taken from West coast of Africa; the majority went to the Americas and West Indies. Some were then brought into personal service here in the UK.



A BLACK SLAVE run away.
ON the 11th current there run away from the house of Col. Munro of Novar, in Ross-shire, **A BLACK SLAVE**, a native of the East Indies, called **CAESAR**. He is about 25 or 26 years of age, about five feet four or five inches high, has long black hair, and was bred a cook.—Whoever secures the said Slave within any of his Majesty's goals in Great Britain, upon notice given to Col. Munro, by Dingwall, or to John Frazer writer to the signet at Edinburgh, shall receive **FIVE GUINEAS** reward. It is hoped masters of ships, and others, will be careful not to secret or carry off the said Slave, otherwise they shall be prosecuted in terms of law. If the Slave himself shall return to his master's service, his offence shall be forgiven.

Activity:

Look at the advert and discuss:

What does the use of the terms 'bred' and 'reward' suggest to you?

What does the advert tell us generally about the racist attitudes that existed at that time?

Why do you think Caesar ran away?
What challenges would he have met after running away?

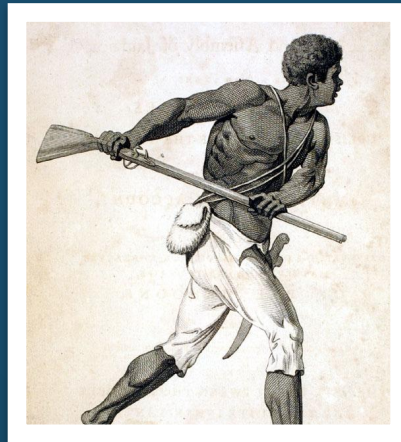
Three conflicts that shook the slave trade

1655

Jamaica
occupied by the
English

1730 to 1739

The First
Maroon War,
Jamaica

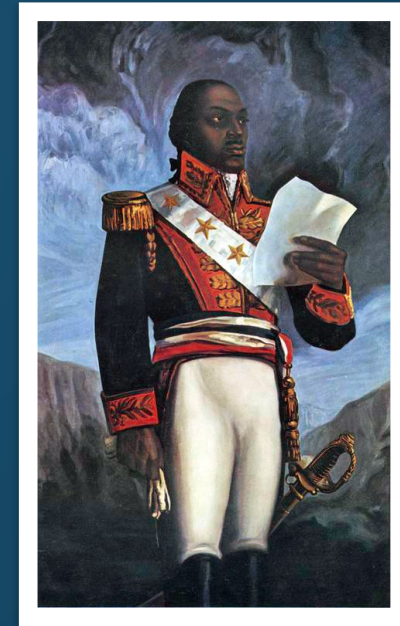


1760

Tacky's War,
Jamaica

1791 to 1804

The Haitian
Revolution

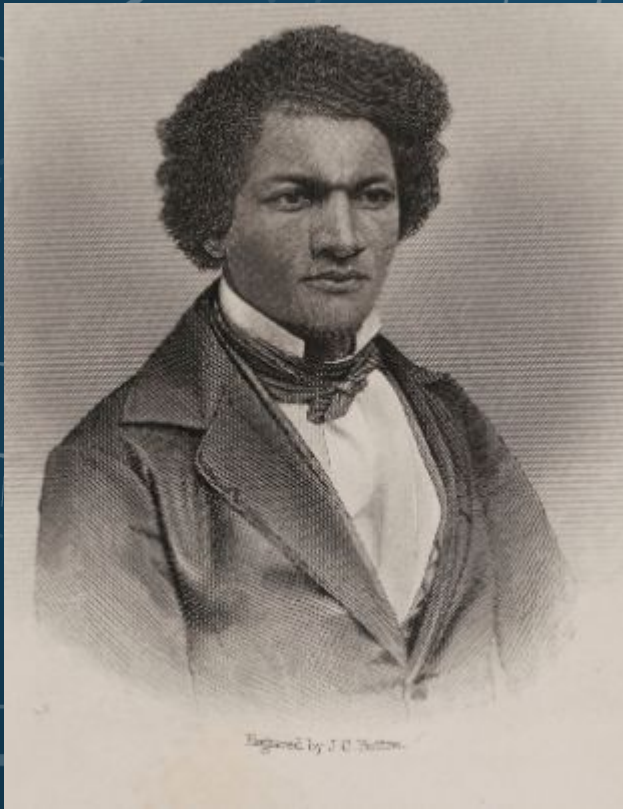


1833

Abolition of
Slavery Act

Abolition

Read the excerpts on this page and the next from two of Frederick Douglass' speeches in Glasgow.



City Hall, 83 Albion Street, Glasgow

On April 21 1846, Frederick Douglass gave one of many speeches that was sponsored by the Glasgow Emancipation Society at City Hall. In this speech, Douglass condemns the visit of the Free Church of Scotland to the southern United States by calling this organization to account for its immoral actions: "The deputation had an excellent opportunity of aiming an effectual blow at slavery, but they turned a deaf ear and refused to listen to the friends of freedom. They turned a deaf ear to the groans of the oppressed slave." He is unequivocal in his protest against their avaricious greed: "they went into the slave states, not for the purpose of imparting knowledge to the slave, but to go and strike hands with the slaveholders, in order to get money to build Free Churches and pay Free Church ministers in Scotland."

Abolition

John Street United Presbyterian Church, 18 John Street, Glasgow

During his second visit to the UK, Douglass gave a speech here on February 14 1860. He lays bare the enormity of white slaveholding sin by insisting he would rather be eternally exposed to the physical and psychological abuses he experienced in slavery than be responsible for the sins of a slaveholder: "I... was born a slave. Before my birth the lash was twisted for my back, the fetters were forged for my limbs. Before I knew my own name it was inscribed in a book a long with horses, oxen, seep, and swine. I bear yet on my back the marks of the scourge of the surveyor. I have all or nearly all the physical horrors which are attendant upon slavery, and yet I conscientiously can declare, before my God and before my fellow-men, that I would suffer those horrors over again, aye if they were ten times worse, rather than change places with the haughtiest and wealthiest slave-owner in the Southern States."

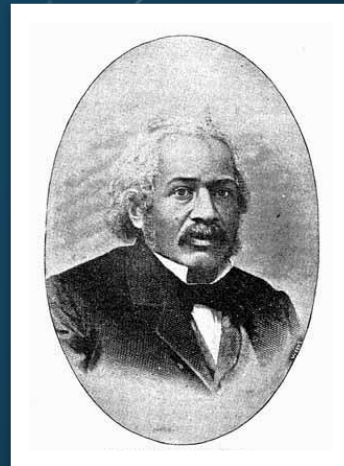
Independent research

Find out about James McCune Smith (pictured right) the physician and abolitionist, and his connection to Glasgow

The Slave Trade Act of 1807 outlawed the British Atlantic slave trade and the Slavery Abolition Act of 1833 abolished slavery in the British Empire.

Discuss

Why was it important for Frederick to share his experiences and draw attention to slavery even after these Acts were passed? Did slavery end straight away?



Further Discussion

The Slavery Abolition Act of 1833 provided compensation to the slaves owners who lost their slaves because of the Act.

Why do you think the freed slaves weren't given any money? What does this tell us about how black people were regarded? Do you think their descendants should be compensated today?

How do you think the freed slaves made a living?

Did the abolition of slavery also mark the end of white superiority and racism?



Object and photo references

Title: Orisha figure: Osain [slide 4]
Maker: Filiberto Mora
Date: 2001
Materials: papier-mache, wire, paint
Location: in storage
ID number: A.2002.2.1.a

Title: John Glassford and his family [slide 7]
Artist: Archibald McLauchlan
Date: Circa 1767-8
Location: People's Palace Museum
ID number: 2887

Title: David Dale [slide 9]
Artist: Hugh William Williams
Date: circa 1793-1829
Location: in storage
ID number: 333

Title: Woman Shopkeeper [slide 11]
Artist: Unknown
Date: Circa 1790-1800
Location: People's Palace Museum
ID number: TEMP.7685

Title: Sugar Tongs [slide 12]
Materials: silver
Date: early 18th century
Location: in storage
ID number: 43231.a

Title: Punch Bowl; Wine Cooler [slide 12]
Materials: silver
Date: 1716
Location: in storage
ID number: E.1946.87.im

Title: Home from the Herring Fishing [slide 12]
By Robert Weir Allan
Date: 1876
Location: In storage
ID number: 793

All of the above listed objects and artworks are part of Glasgow Museum,
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African kingdom map [slide 2]
https://en.wikipedia.org/wiki/African_empires

Clay Pipe [slide 12]
Future Museum from Dick Institute collection
©East Ayrshire Council

Maroon warrior [slide 14]
<https://en.wikipedia.org/wiki/Maroons>

Portrait of Toussaint L'Ouverture: [slide 14]
https://en.wikipedia.org/wiki/Haitian_Revolution#/media/File:G%C3%A9n%C3%A9ral_Toussaint_Louverture.jpg

Portrait of James McCune Smith[slide 16]:
https://en.wikipedia.org/wiki/James_McCune_Smith

FURTHER RESOURCES

<https://glasgowmuseumsslavery.co.uk/>

<https://www.nls.uk/collections/topics/slavery>

<https://education.gov.scot/improvement/learning-resources/slavery-and-human-trafficking/>

<https://www.theblackcurriculum.com/our-work>

<https://100greatblackbritons.com/>

<https://www.gla.ac.uk/schools/humanities/research/historyresearch/historyinschools/atlanticslavetrade/>

<http://collections.glasgowmuseums.com/mwebcgi/mweb?request=record;id=1502;type=802>

<https://glasgowwestindies.wordpress.com/the-scottish-involvement-with-caribbean-slavery/>

<https://www.nts.org.uk/learn/downloads/Scotland%20and%20the%20SlaveTrade.pdf>

<https://www.nrscotland.gov.uk/research/guides/slavery-and-the-slave-trade>