

Overview

The study of slavery has become, as a result of the research of academics and historians, as well as social movements such as BLM, inextricably linked to Britain's colonial and imperial past. This has led to a heightened awareness of curriculum development, and there is pressure to ensure that learners are taught about this area of Britain's past.

Over a long period of time I have found it rewarding and challenging to teach about the Transatlantic Slave Trade. When I read Kay Traille's work¹ I realise that there are aspects of teaching this topic that could have a negative impact on young people's self-belief and confidence. By focussing on the historic aspects of slavery and Britain's use of mostly African peoples, learners develop a very simplistic understanding of the topic – they don't always understand that slavery existed in other forms, in different places, for different reasons, or that it still very much in evidence today.

How should the history of British and Scottish involvement in the Transatlantic Slave Trade be taught in a way that minimalizes, for example, any emotional suffering by learners of African descent?

It is important to set the study of slavery in a wider historical context, showing learners that it has always existed, as humans seek to exploit others for their own gain. Lessons 1-3 support an understanding of the concept of slavery, and the fact that a whole range of people can be or could have been enslaved.

With an understanding of the long historical precedent, the lessons then turn to examining the Transatlantic Slave Trade and Britain's interactions with Africa, as well as Africans in Britain (and the material supplied by Dr Whyte).

The unit teaches learners about slavery then and now, here and everywhere, and through the different activities consolidates historical enquiry skills.

¹ Traille, K. (2007). You Should Be Proud Of Your History. They Made Me Feel Ashamed. Teaching History Hurts. *Teaching History*. pp. 31-37; Traille, K. (2009). Learning History Hurts. *Race Equality Teaching*, vol. 26, number 2, pp.31-35; Traille, K. (2011). Whose History is it Anyway?: Class, Culture, Ethnicity, Gender and Religion. *Primary History*, vol. 57. p.17. The Historical Association.

Lesson 1: Slavery and Modern Slavery – the Key Questions

Introduction

This lesson sets up the learning journey.

Learners will engage with a number of key questions that surround the study of slavery.

The activities in this lesson develop learner understanding of modern-day slavery, why slavery exists, where it exists, and who it directly impacts. These ideas will be built upon further as the learning journey continues to ensure that learners understand that slavery:

- a) still happens
- b) can impact very different people
- c) is found in every country

Learners should understand that slavery is not unique to one group of people.

Once the five key questions are established, the remaining lessons will provide more context around each of them.

Some questions require more nuanced answers than others, to better support an understanding of the different facets of modern slavery.

Starter activity – the key questions

Before revealing the questions, the teacher could start a class discussion with the prompt “What questions should we be asking to find out about slavery?”

Depending on the level of the class, this may need to be directed somewhat, but by the end of the discussion you should aim to display the five main questions these lessons will cover:

- what is slavery?
- why does slavery exist?
- what are the different forms of slavery?
- when and where did slavery happen in the past?
- where does slavery happen in the present day?

Once these are established, divide learners into groups or pairs and have them write down their answer to these five questions. **Make it clear that there are no right or wrong answers at this stage** – this is from their own knowledge and supports an understanding of what their prior knowledge is (and for them to review later). The table on page 3 can be used and adapted for this.

This should lead to a general discussion around each of the questions, to help learners air their knowledge and engage with one another. The teacher could draw on popular media that may have informed many of their ideas about slavery and what it means to be a slave. The teacher should not provide their own ‘take’ on the answers.

	Slavery Review Sheet	
Name:	Date:	Date:
What is slavery?		
		Date:
How do people become enslaved?		
		Date:
Why does slavery exist?		
		Date:
What are the different types of slavery?		
		Date:
When and where has slavery happened in the past?		
		Date:
Where does slavery happen in the present day?		
		Date:
What are some of the legacies of slavery?		

Main activity – testimonies of Modern-Day Enslavement

In this activity, several testimonies of those who have suffered modern day enslavement are used. They are paraphrased from [this article by The Guardian](#).

As this resource is aimed at learners undertaking their Broad General Education in secondary school, some aspects of these stories have been omitted.

The aim is to build the learners' knowledge of the different kinds of slavery that exist in the modern world, so that they better understand the circumstances leading up to, and the process of, slavery; the enslaved themselves; and the worldwide context.

1. Have the learners divide into groups or pairs.
2. Each group should be given one of the seven testimonies. Depending on the learners in your class, you may wish to omit one or more of the testimonies.
3. Learners should complete the table with the relevant details of their story.
4. This would work well as a carousel activity, with learners going to a station and reading the story, filling in their tables and then moving onto the next table. This would be preferable to groups covering one story and reporting back, as their report back will not carry the same impact as the stories themselves.

The testimonies are on the next pages, followed by the table.

Elvira, 50, Philippines – domestic slavery

Elvira's husband fell sick and, unable to afford the necessary medication, she joined an employment agency to find work. They sent her to Qatar, where she hoped she'd be more likely to earn the money needed to pay for her husband's medicine. The family she went to work for, however, cheated her out of her salary and never gave her a day off, claiming her contract was 'just a piece of paper'.

A year passed before this family said Elvira could go home, but they would only allow it if Elvira went to work for another member of their family, who lived in London. Elvira arrived to find a rich woman who lived in a luxury flat in an expensive area of London. However, Elvira was made to work up to 20 hours a day, only allowed one piece of bread to eat, and was given no wage for her work.

"I had to work all the time, without a day off, and I slept on the floor by her bed. She'd shout at me, saying I was stupid or calling me a "dog" in Arabic. I was rarely allowed outside the house, and only with her... I wanted to run away, but they had my passport."

Elvira eventually found a group that would help when she contacted a friend through social media. Determined to escape, Elvira waited until the woman took a nap, and ran away.

Young-soon, 80, North Korea – forced labour

When one of Young-soon's friends told Young-soon that they were moving to be with North Korea's leader at the time, Kim Jong-Il, Young-soon wondered what it meant for the other woman's family.

Then, out of the blue one day, Young-soon was given orders by North Korea's government – she was to go on a business trip. Leaving her nine-month-old son, she went to the train station, where she was put into a jeep by a soldier. She had no idea what was happening as they drove away at night and she was told nothing. Taken to a holding centre, she arrived there and "was forced to write down the history of my entire existence, including who I had ever met and what I had ever said. It amounted to 200 pages."

She spent the next two months in solitary confinement, with still no idea why. Then, along with Young-soon, her parents and children were moved to an internment camp for political prisoners, where she and her family would spend the next nine years.

"We all lived in a cramped thatched hut with a mud floor, and were woken at 3.30am to work on the corn fields until sunset. The only food we were given was gruel. To survive, we found anything that grew or moved and ate it, quickly, so no one would catch us. On a lucky day, we would find a rat or a snake and share it."

Her parents and eight-year-old son would die of malnutrition, and the rest of her family were either shot dead or drowned. When she was finally released, she was told they imprisoned her because she knew about her friend's relationship with Kim Jong-Il.

Ali, 24, Bangladesh – debt bondage

Ali was told he could earn a thousand Singaporean dollars (S\$) a month working as a construction worker in Singapore, but only after he paid S\$9,000 in fees both to his agent and to the training centre. His family in Bangladesh had to sell land, borrow money and get a loan from the bank to afford this, but they knew Ali would be able to pay off the money after 18 months working.

Ali was hired to build houses and was paid S\$1,000 per month for the first five months, though he didn't receive any money for overtime. The next month he and other workers were not paid, but they carried on working because they thought their boss would pay them eventually. Then two more months passed without pay. They discovered that their boss had fled the country, and the money was gone.

"All I've done is make problems for them. We weren't able to make the monthly repayments, so now we're in trouble. There's a 20% fine on the loan, and men from the bank go to my parents' house every day, shouting at them to pay it back. If we still can't pay back the bank, they're going to seize the deeds for my family's land. The bank's also lodged a police report against me, so when I do go back to Bangladesh, I might be detained.

We don't have a lawyer, and I don't have any money left to pay the agent. I don't know what I'm going to do when I get back home."

Anita, 15, Kenya – forced marriage

Ten-year-old Anita was working with her family's cows when her father said it was time for her to get married. Within a fortnight there was a big celebration planned, and here she met her new husband, a man who was 55 years old. Her father was given cows as dowry, a traditional payment where the husband gives the father of the bride something for removing her (and her labour) from the family.

"I was very confused. I was only 10. My mother tried to explain that I had to live like a woman now and not like a child. But what really worried me was knowing how my mother had suffered as a wife. She got beaten a lot in front of us, and I knew she wouldn't be able to protect me from my new husband."

Anita's husband already had two wives, and when Anita couldn't get pregnant, he started giving her all the difficult tasks. She was beaten several times, once for running away. She knew she had to escape though, and ran again, straight into the forest.

"There was nothing to eat, and at night I had to sleep in the trees to avoid the animals. After seven days, I found a homestead and was taken in by the Catholic sisters, where I met other girls who had been through the same thing."

Anita started school in 2013, and hoped to get a job to help support her family. Her father is still angry that she ran away from her husband, and he had to give back all the cows he had received.

Yum, 29, Cambodia – slavery

When Yum's friends were leaving their village to find work, Yum joined them in their taxi and went to Thailand with them. They were given work on a farm and, having been promised \$130 each month, he and his friends worked morning to night, seven days a week, for the next four weeks.

"One evening a Thai man asked how much we were earning. He offered us \$200 a month to work on a construction site, but said we'd have to move to Thailand. We were confused. Weren't we already in Thailand? It turned out we were still in Cambodia, and the farmer had already fled without giving us any wages."

They were left with no choice but to agree, and they smuggled themselves across the Cambodia-Thailand border. The man said he could give them a lift to the construction site, and that the cost would be taken from their first month's wages. When they eventually arrived, they realised they weren't at a construction site but a port on the sea. The broker said the building site was now closed and that they had to work on a fishing boat instead.

"We sailed for days and days before they told us we'd been sold to the Thais to work as fishermen. I went to the captain and complained. He beat me so badly, it was impossible for me to work, eat or sleep. I thought I was going to die. We sailed until we were in Indonesian waters. The days turned into weeks and the weeks into months. My health, and the beatings, got worse."

After nine months, Yum was determined to escape. When they arrived at an Indonesian port, he waited until dark and then swam ashore, hiding until the next day, where he went to the local police station. He stayed there two weeks before he was sent home, where his health continues to suffer.

Neeta, 16, Nepal – child labour and sex trafficking

"I live with my parents in Kathmandu. Life at home is hard. My father is always drunk and doesn't have a job, so my mother has to work. She works in construction, carrying bricks all day long. I thought I should help her, and one day a friend told me I could get a job at a restaurant."

When Neeta arrived, the restaurant was not really a restaurant. They made her dress in provocative clothing and then dance naked for them. They told her she couldn't leave and forced her into prostitution. The men were planning to sell her across the border to India, where she would work in a brothel, a place where people go to engage with prostitutes.

Her mother was concerned about her daughter’s disappearance, and she contacted an organisation that found Neeta and rescued her. She now goes to a school filled with other survivors of trafficking.

“In my class, all of the girls have been through similar experiences. One girl was sent to India and forced into prostitution when she was just 11; others lost their organs after traffickers took their kidneys.”

Czar, 31, Philippines – forced labour

Czar’s father died when he was young, and his mum earned little as a cleaner, so he and his siblings all had to work to put food on the table and pay the bills. Czar started boxing when he was just 15 and loved it, and knew he could get well paid.

After Czar turned professional, people said he was good, so good that he could probably earn a living boxing in Australia, which paid better than in the Philippines. One broker told him if Czar went to Australia with him he could earn 200 Australian Dollars (A\$) a round, that he could support his whole family on his wages and that he’d get a visa which would allow him to stay there legally. Having a two-year-old son, Czar agreed, and he and four other boxers were flown over to Australia.

“Then, out of nowhere, they made us hand over our passports and introduced us to our “duties”. I was told I was going to be the dishwasher and the others cleaners. We were going to box in the day and clean up after the three families in the morning and evening. They showed us our “room”. It was the garage. There were three bunk beds and no heating, and it was the start of winter.”

Czar had no money and no passport and, with little of the English language and no real knowledge of Australia, he had no choice but to do what the broker had told him – work and box. His partner back in the Philippines had to get a job because Czar was unable to send money back, which made them split up.

After six months he was given a fight, and was paid A\$3,000, but when the broker took out his expenses, Czar was left with just A\$100.

Eventually, he and the others decided to go to the police. The police helped them and now Czar earns money properly in Melbourne on the other side of Australia. He sends home money to his son and hopes to bring him over to Australia when he is old enough.

Name of individual	Gender	Age	Home country & continent	Country & continent they were enslaved in	Type of enslavement

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Plenary activity

The stories from the main activity will provide lots to talk about, and it would be useful to bring the class back together to discuss what has been learned during this lesson, what they already knew, what surprised them, etc.

Areas to touch upon in the discussion:

- the varied ways people can be enslaved
- the various locations where people were enslaved
- any similarities throughout some of the stories
 - the desire for more money
 - trying to improve living situation/help family
 - movement to another country
 - cutting them off from support network
 - people lying to them/being desperate enough to believe strangers

- how slavery is still a major issue in worldwide society

Lesson 2: Where in the World?

Starter activity – Recap

The first lesson contained a lot of information for learners to take in: the aims of the learning journey and the different stories of those that suffered through modern-day slavery.

Ask the learners to help you write up the Five Key Questions that the class is hoping to answer by the end of the journey.

Draw their attention to the final question – Where does slavery occur in the present day?

Main activity 1 – Interrogating the maps

The two maps below will help learners understand the geographical extent of slavery.

They can be printed, put on the projector, or accessed online:

[Estimate absolute number of victims](#)

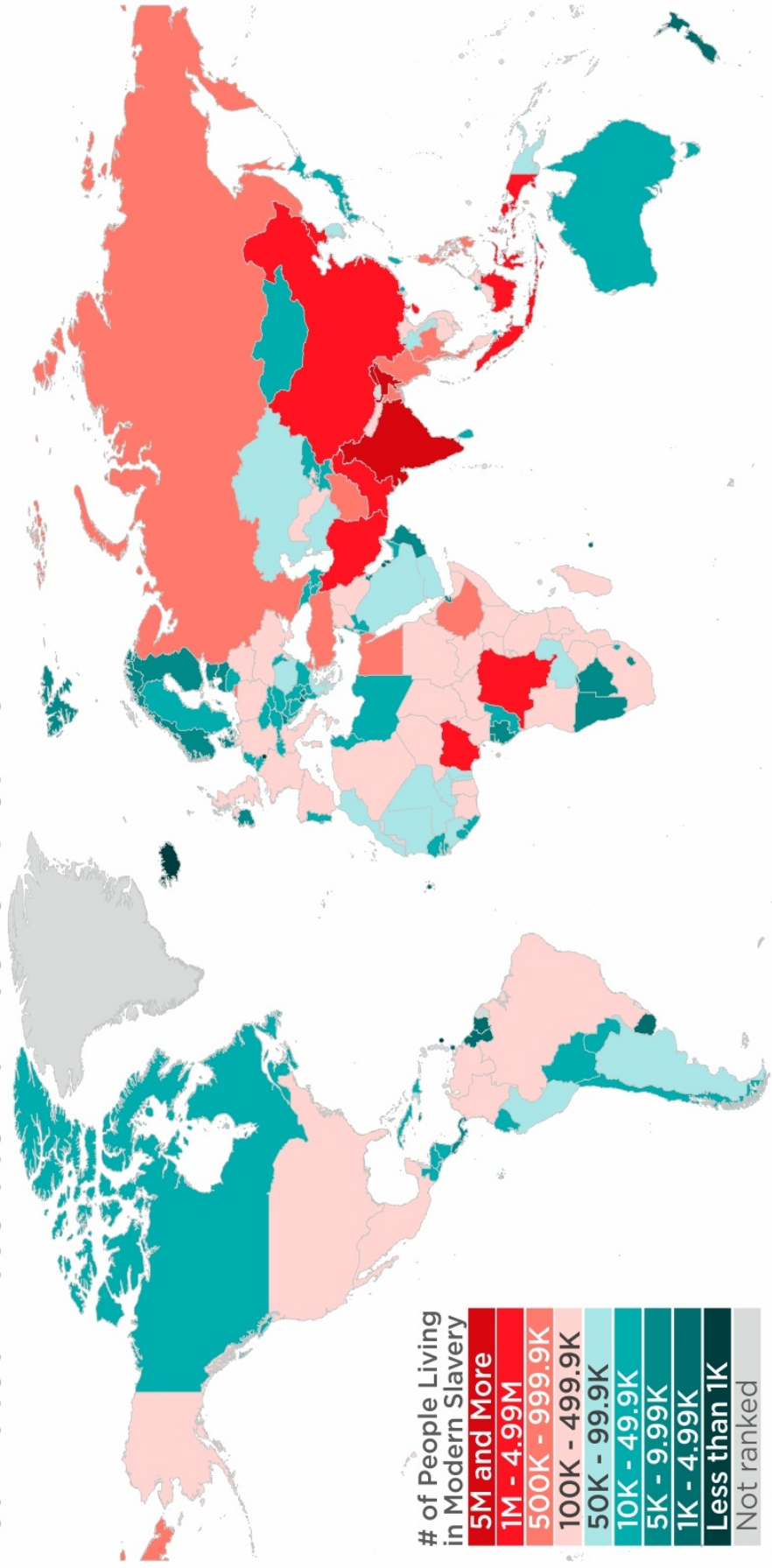
[Estimated predominance of slavery in countries](#)

1. Learners should be divided into groups (of threes, if possible).
2. Learners should examine the maps to find information about their allocated/chosen country.

The grouping of the countries has been done to see if learners can work out why specific countries have been bundled together. These are mostly geographical, aside from Canada, US and Australia (English language); Saudi Arabia, South Africa and Turkey (no reason). There may be other links between the countries, for example shared languages, religions, cultural values, etc.

World Map of Modern Slavery 2018

Estimated Absolute Number of Victims



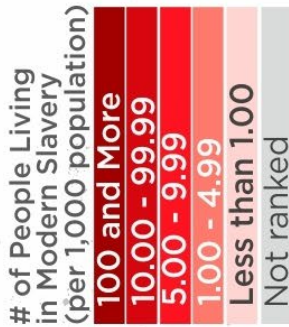
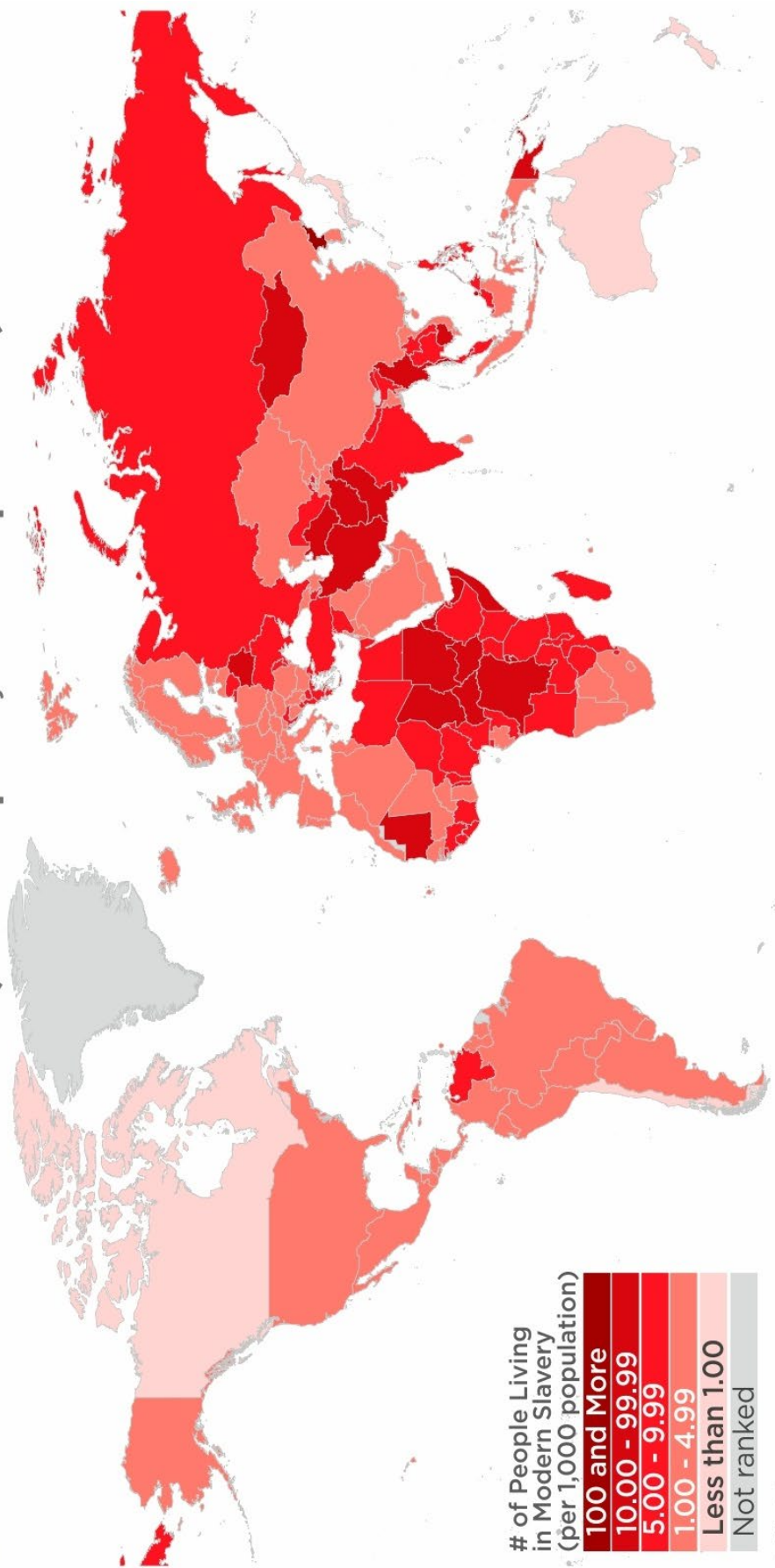
of People Living in Modern Slavery
5M and More
1M - 4.99M
500K - 999.9K
100K - 499.9K
50K - 99.9K
10K - 49.9K
5K - 9.99K
1K - 4.99K
Less than 1K
Not ranked

Article & Sources:
<https://howmuch.net/articles/modern-slavery-map-2018>
 The Global Slavery Index 2018 - <https://www.globallslaveryindex.org>
 International Monetary Fund - <https://www.imf.org/>

howmuch
net

World Map of Modern Slavery

Estimated Predominance (victims per 1,000 Population)



Article & Sources:
<https://howmuch.net/articles/modern-slavery-map-2018>
 The Global Slavery Index 2018 - <https://www.globalslaveryindex.org>
 International Monetary Fund - <https://www.imf.org/>

howmuch net

Main activity 2 – Interrogating the countries

Learners should use their mobiles to find out three facts about modern-day slavery and the country they were examining on the map. If they find it difficult to think about what keywords they should search, they could be prompted with:

most common types of modern-day slavery
country most of their enslaved come from
any famous cases of modern-day slavery

They should then present these three facts to their group, and as a group decide which is the most interesting fact from each of the countries.

The groups should now choose a spokesperson and report back to the class on the information they found:

The three countries their group had, and the most interesting fact from each
The total number of estimated enslaved, and number per 1000 citizens
The country with the highest estimated enslaved
The country with the highest number per 1000 citizens

Once everyone has finished, learners will have a grasp of where modern-day slavery occurs, and they should use this knowledge (and the maps) as they discuss reasons *why* modern-day slavery exists more in some areas of the world than others.

Plenary activity

This is a good opportunity to consolidate the learning around the different forms of slavery.

On the slide, six different types of slavery are described.

The teacher could ask the class to give an example of each type, using what they have learned over the last few lessons to provide a real or hypothetical situation that fits the type of slavery being discussed.

Alternatively, the teacher can read out these short sentences and ask the class which type of slavery is being described.

- A ten-year-old child in Pakistan is forced to make trainers so his parents can get money to feed their family [child labour]
- A young African woman is promised to the local chief for several new calves [forced marriage]
- A man from Thailand is promised office work in the Brazil but ends up having his passport taken off him and made to work on a building site [forced labour]
- A boy from the Philippines is sent to Australia and made to work in a restaurant to pay off the cost of feeding him, keeping him and the flight over, but the interest keeps rising and will force him to work indefinitely [debt bondage]
- In Mauritania a new born baby is taken from its mother and sold immediately to another woman [descent-based slavery]

- A twelve-year-old girl is kidnapped from her parents in Croatia and sent to work in Paris [trafficking]

Lesson 3: Slavery throughout History

The purpose of this lesson is to help learners understand that:

- slavery has existed in all major civilisations
- the role of the enslaved **differed greatly** depending on when and where they existed in time and place, i.e. modern slavery isn't the same as being enslaved in Ancient Greece, which isn't the same as being enslaved in 18th century Britain, which was different from being enslaved on an 18th century British Caribbean plantation, and so on.
- That there are gradations of slavery and a slave today cannot be compared to a slave in Ancient Greece, nor to a slave in the Caribbean.

This will help learners build a more representative model of slavery as a means of exploiting people, and one that was used on a range of peoples throughout history, before the next few lessons focus on racial slavery during the 18th century.

Starter activity

Learners should work in groups and come up with as many historical examples of slavery they can think of.

Main activity – Ancient Greek/Roman- and Viking- slavery presentations

Learners are given a short article on each of

Ancient Greek and Roman Slavery:

[“Slavery in ancient Greece: what was life like for enslaved people?”](#)

and, Viking slavery:

[“Slaves in the Viking Age: how prevalent were enslaved people in Viking societies?”](#)

Learners should read each article, and then decide which one they would choose to give a presentation on.

Each presentation should address three questions:

1. What roles the enslaved had in the chosen society
2. Where were the enslaved mostly taken from, and why
3. How the chosen society felt about the enslaved

Each answer should (could) include:

- use of a primary source
- use of a secondary source
- their own attempt at addressing the question

This is a task that would also work for groups of three, with each tackling a question.

Each slave society has a slide in the main PowerPoint with starting resources: more articles, a website that provides good primary sources, a podcast and a YouTube video.

When completed, the class can feedback orally, or present their findings. Learners could present to others who have covered the same topic, and then with another individual who covered a different society.

Plenary activity – peer feedback

Learners should be given another learner's answers and evaluate their work, providing positive and constructive feedback: something they liked from the work, and an area they would have liked the learner to develop further.

Lesson 4: The Transatlantic Slave Trade

There are some excellent videos that concisely get across the main parts of the topic. Three are suggested here: all are extremely fast-paced, and it is suggested that you watch all three and decide upon the most appropriate for your learners.

The videos provide detailed descriptions of the topic, but their use here is to allow learners to get a basic overview of what the Transatlantic Slave Trade comprised, before the lesson continues and the details are taught.

It can be beneficial to revisit the same video (or watch one of the others) when you come to the end of this topic. The learners will find it more manageable, and having knowledge of the topic will be able to take in other facts that they missed the first time. It would be worth asking learners to consider how they felt after they watched the video for the first time and how they felt after watching it a second time. The link between the more positive feelings and their working to gain knowledge could be made.

Starter activity

Get learners to write the following questions down before they answer them fully at the end of the lesson.

- which countries benefited from the Atlantic Slave Trade?
- what goods were bought and sold in the Triangular Trade?
- roughly how many Africans were transported during the slave trade?
- why was New World slavery different from slavery in antiquity? (i.e. different from Greek & Roman slavery)

Main activity 1 – note taking from videos

Learners should watch the videos and take notes down for the questions above. After the videos have finished, they should work with a partner to construct a full answer to each question.

Main activity 2 – summarising

Learners should read Professor James Walvin's article "[7 key questions about the Transatlantic Slave Trade – answered](#)".

They should then summarise each of the answers he has given.

Plenary activity

This exercise will help consolidate the learning on the Transatlantic Slave Trade. Learners could be given the word list below, or construct their own answers.

The Transatlantic Slave Trade refers to the mass transportation of millions of _____ from their countries to live and work as slaves around the Americas and Europe. The enslaved could spend six to ten _____ below-deck on _____ as they were transported from one continent to another. This was known as the _____ passage.

The _____ Trade refers to the different points that ships transported cargo: from Europe to Africa, from Africa to the Americas, and from the Americas back to Europe. Goods such as _____, _____ and _____ were harvested by the enslaved and shipped back to be enjoyed in Europe.

While the enslaved were made to work on _____ in the _____ World, in Britain they had different roles, such as pageboys, sailors, maids, servants and _____

Running away from their masters was one way the enslaved could _____ their situation. Masters would take out advertisements in _____ to try and recapture the freedom seeker, offering rewards to potential bounty hunters.

Triangular – resist – sweets – New – weeks – fields – barbers – cotton – plantations – years – challenge – Square – Italians – coffee – Africans – books – hiring – carriages – buying – soup – sugar – animals – newspapers – lemonade – Middle – parrots – Chinese – ships – months

Lesson 5: Africa before Colonisation

Starter activity

Main activity – African kingdoms

Divide learners into five groups. Each group should be allocated an African kingdom:

[The Kingdom of Benin](#)

[The Mali Empire](#)

[The Kingdom of Kongo](#)

[The Songhai Empire](#)

[The Asante Empire](#)

Each group should read the description of their kingdom. Then they should create three questions to test the other groups on the information about their kingdom. Finally, they will choose someone to read out the information to the class, and someone else will ask the questions.

After everyone has written down their answers, someone from the group will read out the correct answers.

Once all the groups are ready, hand out the table below. Each member of the group has to enter the information in the correct place for each of the African kingdoms.

Kingdom	Ruler	Religion	Interesting facts
The Kingdom of Benin			
The Mali Empire			
The Kingdom of Kongo			
The Songhai Empire			
The Asante Empire			

Rulers

This empire had kings known as Mansas.

The ruler of this Kingdom was known as the Mwene Kongo.

The King was known as the Asantehene.

Ruled by a king, known as the Oba.

The rulers of this Empire were known as Sonni or Shi.

Religions

Christianity

Akan religion

Islam, traditional empire religion and Paganism

Islam

Edo

Interesting facts

Sonni Ali is remembered as a strong military leader who greatly expanded the empire. After conquering Tuareg, he brought the Saharan trade routes to his kingdom.

The palace was decorated with intricate bronze work, made by skilled craftsmen.

The Golden Stool was a sacred object and symbol of unity and good fortune.

The kingdom produced vibrant embroidered textiles and sculptures made from ivory.

Some people remember this empire's leader, Mansa Musa, as the wealthiest man who has ever lived.

The correct table:

Kingdom	Ruler	Religion	Interesting facts
The Kingdom of Benin	Ruled by a king, known as the Oba.	Edo	The Oba's palace was decorated with intricate bronze work, made by skilled craftsmen.
The Mali Empire	Mali had kings known as Mansas.	Islam	Some people remember Mali's leader, Mansa Musa, as the wealthiest man who has ever lived.
The Kingdom of Kongo	The ruler of the Kingdom of Kongo was known as the Mwene Kongo.	Christianity	The kingdom produced vibrant embroidered textiles and sculptures made from ivory.
The Songhai Empire	The rulers of the Songhai Empire were known as Sonni or Shi.	Islam, traditional Songhai religion and Paganism	Sonni Ali is remembered as a strong military leader who greatly expanded the empire. After conquering Tuareg, he brought the Saharan trade routes to his kingdom.
The Asante Empire	The King of the Asante was known as the Asantehene.	Akan religion	The Golden Stool was a sacred object and Asante symbol of unity and good fortune.

Main activity 2 – poster design

In pairs, learners will create a poster with the title “City States and Civilisations in Africa”.

They should have some ideas already from the previous activity, but as a class they should watch “[City States and Civilisations](#)”, an episode from Zeinab Badawi’s *History of Africa* BBC series.

Plenary – what was Africa like before colonisation?

For this task learners need to write a number of paragraphs (depending on their level) on what Africa was like before it was colonised by European countries. They should have a good understanding at this stage.

All learners should read the following two articles, and they should be allowed to use the web for research as well.

[Pre-Colonial Africa](#) [Understanding Slavery Initiative article](#)

Lesson 6: Scotland and Africans

Starter activity

After going through the slide describing the ways Scotland benefited from the Transatlantic Slave Trade, look at the next slide – it has a list of street names, buildings or statues related to the slave trade in each of Scotland’s cities.

With your class discover which ones they have heard of, and click on the link to find out more about one or two (most go to Wikipedia or articles online).

Challenge your learners to find out more themselves, and the discussion surrounding it – this is usually whether people should rename the street, take down the statue, or add contextual information.

Main activity – Interrogating runaway enslaved advertisements

This task is to deepen learners’ understanding of the owner-enslaved relationship in Scotland during the 18th century.

Very little information exists on most of the black individuals that lived in Scotland during this period – if these individuals hadn’t escaped, there is a very strong possibility there would be no evidence of their existence. There is more information on certain individuals who went through the courts, such as [Joseph Knight](#) and [Jamie Montgomery](#).

Go through Ann’s advertisement with learners.

Edinburgh Evening Courant, 13 February, 1727

Run away from the 7th Instant from Dr Gustavus Brown’s Lodgings in Glasgow, a Black Woman, named Ann, being about 18 years of Age, with a Green Gown and a Brass Collar around her Neck, which are engraved with the Words [“Gustavus Brown in Dalkeith his Black, 1726.”] Whoever apprehends her, so as she may be recovered, shall have Two Guineas Reward, and necessary Charges, allowed by Laurence Dinwiddie Junior Merchant in Glasgow, or by James Mitchellson, Jeweller in Edinburgh’.

You should mention:

- offering of reward and what that says about how the act of running away was viewed then. Would people take out advertisements today if a modern slave ran away?
- reasons Ann might have run in the first place

Next, divide the class into six groups.

There are six roles for this task, and each should be given a printout of the role descriptions.

Timekeeper – keeps the group aware of how long is left to complete the challenge.

Recorder – writes down the results of the group’s findings on the paper.

Reporter – reports back to the room on the group’s work and findings.

Facilitator – keeps the group on task and makes sure everyone manages to speak.

Reflector – checks that the team members are doing their role correctly, and that what is written down makes sense.

Researcher – quickly finds the any places mentioned or other information necessary through phone and informs the rest of the team.

Once learners have their roles assigned, provide them with six copies of two or three advertisements from 1-8, and two for sale notices from i – vii.

They should have at least 20 minutes to read through the advertisements and answer the questions. It may take them longer, and they should be given enough time to answer the questions, or given a quick Q&A break in between analysing adverts. The Timekeepers should be informed at the beginning of the task how long you want to assign to it.

1. What features of the runaway enslaved person are described in all the advertisements?
2. Why are these mentioned?
3. What other aspects of the advert strike you as interesting or unusual?
4. These adverts appeared in the daily newspapers of the period. What does that tell us about British society’s thoughts on their situation during this period?

The advertisements that the learners will examine are close replicas: some words have been changed to make them more accessible, and the word Negro has been removed and replaced with ‘black’. Other archaic terms have been replaced or removed where it makes it easier to comprehend. The originals can be found on

<http://www.runaways.gla.ac.uk/database/table/>

Depending on your class, you may wish to edit them further: generally, changes should enhance understanding of the text, their meaning should not be altered, and the overall form should stay the same.

You could ask the class to consider why the colour of the individual’s skin is mentioned in each advert (arguably the main reason their skin colour is mentioned is that, while there are examples of individuals from Africa living in Britain throughout its history, it was still very unusual to see non-white people throughout Eighteenth-century Scotland).

Advertisements attempting recapture

1. *Edinburgh Advertiser*, 21 November 1769

ABSENTED himself from Edinburgh about 14 days ago, an American Black boy, by name James, about 16 years of age, with short curled hair, had on when he went away, a brown coat and vest and black stocking [trousers], he is very [tricky] and may endeavour to pass under some fictitious name. He took with him some shirts and silk

stockings of his master's, which he may offer for sale. Any person to whom he may offer them, or himself for service, will be so kind as to stop him, and [tell] the printer of this Paper, shall be satisfied for their trouble. All masters of [ships] and others are hereby cautioned against employing the said boy, as they may depend upon being prosecuted with the utmost rigour of the law.

He has been seen [around Edinburgh] and may, if he cannot get service here, make off for the Highlands. Any person seeing him, please stop him and give notice as above.

2. *Caledonian Mercury*, 15 October 1739

Edinburgh, 9th October 1739

Runaway from the Ship CHARLES, Henry Haramond Master, now in the Road of Leith, a BLACK BOY named TONT, and known in Leith by the name of SIMONS. He had a blue Coat with white Metal Buttons and Canvas Trowsers on when he went away, which was on Sunday last. He speaks pretty plain English, and is supposed to be lurking about Edinburgh or Leith. Whoever can secure him so as to be delivered to Mr. John Jolly at Edinburgh, or Mr. James Crockatt at Beanstone near Haddington, shall be sufficiently rewarded.

3. *Edinburgh Evening Courant*, 23 July 1760

Run Away from the 20th Inst. From Mr David Fraser, at Hospital Field, near Arbroath, under indenture.

A BLACK LAD, going by the name of Samuel Ramsay, about eighteen years of age, smooth faced with short curly wool instead of hair. He went off in a [coarse wool] coat with white [metal] buttons and leather[trousers]. Whoever shall apprehend him shall have a reward of twenty shillings sterling and all charges born - Inform the publisher.

4. *Caledonian Mercury*, 2 February 1748

Gone from Castle-Semple, twelve miles from Glasgow, on Saturday the 30th January.

A BLACK LAD named CATO, the property of Colonel McDowall of Castle-Semple. Whoever secures him, so as to be returned to Colonel McDowall the Owner, or sends notice of his being in Custody to Alexander Houston, Merchant in Glasgow, or Andrew Wallace Writer to the Signet at Edinburgh, shall be sufficiently rewarded: And it is earnestly desired that no person may entertain him, as he has left his Master's Service without any just cause.

5. *Glasgow Journal*, 20 September 1764

Since Thursday morning Last [a Native American] Young Lad about fourteen years of age, having black hair cut short about equal to his neck in length, with a hole cut through each ear about half an inch long, strayed or deserted from Glasgow, when he left his house he was bare leg'd and bare footed, a farmers hat on his head, a coarse very dark coat or frock, his vest of cloath chocolate colour, and blew gray [trousers], one of his eyelashes quite white and the other black. It [is requested] that whoever sees him may secure him, and send notice to the Printer of this paper, who will get them a proper reward, and payment for their trouble, the lad can scarce speak a word of English, and a little French tho' not good.

6. *Edinburgh Evening Courant*, 14 September 1765

A MIXED RACE BOY... with only a short grey coat, vest and breeches of the same colour, without shoes or stockings. The name he went under was Sam, but same time names himself Donald; he has a squeaking voice; made his [escape] from Balnaguard on Atholle, Wednesday the 11th September, in the afternoon and was seen on his way to Perth, above eight miles above that place, Thursday the 12th. Therefore any person apprehending the said BOY shall be sufficiently rewarded and may write to Patrick Stewart senior merchant in Perth or to the proprietor Charles Robertson of Balnaguard. Which advertisement is ordered to be published in the Newspapers. All Shipmasters are desired not to carry the boy abroad; if found they may expect to be prosecuted.

7. *Edinburgh Advertiser*, 15 September 1769

Run Away from his master, upon Monday last, an EAST INDIA BLACK BOY called *MERCURY* about 13 years of age, well looked and pretty long featured, with long straight hair; - had on, when he went away, a blue cloth coat, with a red neck of scarlet cloth, and red button holes, and a waistcoat of the same with leather trousers, and stockings. His master will take it as a particular favour, in any person will give notice of him to the Publisher of the *Edinburgh Courant*; and if any persons shall be found concealing said black boy after this advertisement, they will prosecute in terms of law.

8. *Caledonian Mercury*, Wednesday 22nd December 1779

TEN GUINEAS REWARD

RUN AWAY from his Master at Greenock, on the 22nd of November last, A BLACK LAD, about 15 years of age, a stout healthy fellow, has been several voyages at sea, called *NEPTUNE*. -When he eloped, he was dressed in a new grey duffle coat and trousers, with a red vest, and plated buckles, but which probably he may have changed. He is an excellent barber, and shaves well, and is supposed to be lurking

about Edinburgh or Leith, as he told some of his acquaintances, in passing through Glasgow, that he was going to Dalkeith, and where it is informed he was lately seen. He is under indentures to Mr Roger Stewart merchant in Greenock, for seven years from the 30th January 1778; but as he is [a tricky] fellow, he will [pretend to be] a free man.

Whoever can give information of the said Nepture, so as he may be apprehended for the breach of his indentures, will receive TEN GUINEAS of Reward, by applying to Mr Roger Stewart at Greenock, or to John Logan, at Robert Sym junior's, writer to the signet.

For Sale advertisements

i. Glasgow Courant, 20 October 1755

TO BE SOLD, A BLACK BOY, About 5 foot 8 inches high, and 17 years old. Enquire at the publisher of this Paper.

ii. Caledonian Mercury, 10 April 1766

To be SOLD,

The following MATHEMATICAL INSTRUMENTS, in good condition, and executed after the nearest manner, under prime cost. 1st, A two feet reflecting telescope, with two eye pieces, and rack work – 2nd, A pair of 17 inch globes, from Senex's plates, improved by Martin, with quadrants of altitude, and the hour circles under the meridian, by which either pole may be elevated, without taking the globe out of the frame. – 3rd, A portable electrical machine. – 4th, A barometer, with a Fahrenheit thermometer, both in one frame. Persons intending to purchase any of the above articles, and several others too tedious to mention, of the same nature, may enquire at Peter Thomson auctioner, at his shop opposite to the Cross, Edinburgh, who will shew the premisses, and has full power to dispose of the same.

Likewise, to be sold, by the said Peter Thomson, a HANDSOME EAST INDIAN BLACK BOY, sixteen years old. He can wait at table, and is very ready at learning any thing.

iii. Edinburgh Evening Courant, 30 August 1766

To be disposed of A BLACK WOMAN, named Peggy, about nineteen years of age, born and brought up in Charlestoun, in the Province of South Carolina [a North American British colony], speaks good English, an exceeding good House-[maid], and washer and dresser, and is very tender and careful of children. She has a young Child, a [black] boy, about a year old, which will be disposed of with the mother. For particulars inquire at the publisher of this paper.

iv. *Edinburgh Evening Courant, 27 September 1766*

TO BE SOLD, A Smart BLACK BOY, eleven years old. He was brought over from North Carolina [a North American British colony] about four months ago. For particulars apply to Mr James Thom wine maker, old Assembly Close, Edinburgh.

v. *Edinburgh Evening Courant, 18 April 1768*

To be sold a BLACK BOY, with long hair, stout made, and [strong arms], is good tempered, can dress hair and take care of a horse [well enough]. He has been in Britain near three years. Any person that inclines to purchase him, may have him for £40. He belongs to Captain Abercrombie at Broughton. This advertisement not to be repeated.

vi. *Edinburgh Evening Advertiser, 20 January 1769*

To be SOLD,
A BLACK-BOY, about 16 years of age, healthy, strong and well made, has had the measles and small-pox, can shave and dress a little, and has been for these several years accustomed to serve a single gentleman, both abroad and at home. For further particulars, enquire of Mr. Gordon, Bookseller, Parliament-close, Edinburgh, who has full powers to conclude a bargain.

vii. *Edinburgh Evening Advertiser, 20 January 1769*

To be DISPOSED OF, A HANDSOME BLACK-BOY, about thirteen years of age, very well qualified for making a household servant, serving a table well, etc. Of a fine constitution, [used] to the climate, and has had the small-pox. Any person inclining to purchase him, may call at Mr. William Reid's, iron-monger opposite to the door of the city guard. This Advertisement not to be repeated.

You can read more about the historical context in Britain from the Runaways project [Introduction](#) and [For Sale](#) pages – they should only take a few minutes to read. Additional detail for Scotland can be found in [Freedom Bound](#) – every school was sent a class set in 2018.

Detailed below are points to consider discussing with the class when they are brought back from the exercise for a class discussion.

1. What features of the runaway enslaved person are described in all the advertisements?
and
2. Why are these mentioned?

Their dress and physical appearances are mentioned in every advert, though it is often their skin colour that is mentioned first.

Their skin colour was important to the advertisement because it immediately reduced the number of people that the public would have to look out for. While people of colour had been present in Britain for as long as 500 years, they were still a minority in the 1700s. Their skin colour also marked them as being more likely to be owned, bound or effectively enslaved. While there were free people of colour in Britain at this time, there were far more who belonged to the former category, with owners who had bought them from merchants or ship's captains, or brought them from the Caribbean and considered them property first and foremost.

Clothes were mentioned because people didn't have lots of sets of clothes, only one or two outfits perhaps, so they would usually be wearing them all the time.

Extra clothes taken were mentioned because they were often pawned for money to pay for some aspect of the escape – travel on a ship or in a carriage, food to eat, or an inn to stay.

Some have their names mentioned in adverts too, though none of the individuals are named in the 'For Sale' section, where instead the focus is on their skillset and easy they were to deal with.

These aspects could not usually be changed – whereas an individual's name and other details could be made up to evade detection.

3. What other aspects of the advert strike you as interesting or unusual?

There are plenty of interesting aspects to these advertisements.

People running together (was Sylvia pregnant with Lothario's child? Or could it have been her owner's?). Making the run while pregnant too, what does that say about the situation she was in?

Their names – all will almost certainly have been renamed by a white owner at some point, and James' owner thinks he is smart enough to use a false name if stopped.

4. These adverts appeared in the daily newspapers of the period. What does that tell us about British society's thoughts on their situation during this period?

It tells us that those that took the advertisements out, buying and selling, or asking for people to recapture and return individuals, they saw no problem with treating people of colour like property, and were happy to do so until court cases later in the century stopped slavery on British ground.

On 22 June 1772, at the conclusion of the James Somerset case in England, Lord Mansfield ruled that no slave could be forcibly removed from England and then sold into slavery in the colonies. In January 1778 at the conclusion of the Knight vs Wedderburn case in Scotland, judges voted that enslavement was incompatible with Scots law.

Until these decisive cases though, the exact legality of slavery in Britain was ambiguous, and the owners used this, and the general lack of knowledge in the public domain, to their benefit. Many of the adverts included warnings of criminal proceedings if people helped, harboured or hired the runaway freedom seekers, which suggests that people were sometimes doing their best to help and/or take advantage of the situation to their own benefit.

To read more about the runaway enslaved in 18th century Britain, [there is more information on the Runaways website](#), and further information [on the For Sale notices can be found in this area of the website](#).

If learners finish this and there is time left, they could access the whole database at <https://www.runaways.gla.ac.uk/database/table/> and be challenged to:

- find other examples from Scotland (or even nearer your location – there are 67 advertisements mentioning Scotland)
- find adverts that feature individuals from Asia or North America#
- find more adverts with female subjects.

Note that that these primary sources will contain terms that are racist and may offend learners. They will also contain historical terms that are not in use any more - a quick Google check, or use of the [supplied glossary](#), can help.

For further reading for interest, two historians offer their reasoned conjecture on what may have happened to two individuals who managed to escape: [Thomas Anson](#) is one escapee and [Caesar](#) the another.

[Main activity 2 – Scottish missionaries in Africa discussion, research and essay](#)

After going through the relevant slides with the class, there should be a class discussion on the role of missionaries and the practice of removing children from Africa to provide a 'better' life in Britain. Questions can include:

How would you feel if your parents sold you to someone from another country, where they didn't speak English?

The missionaries were making a judgement based on their beliefs – they decided that they could save the young children if they introduced them to their religion and

took them out of Africa. Given the information you have learned over the last few lessons, how can this viewpoint be challenged?

After this discussion, learners should plan to write an essay on “How did David Livingstone impact African life?”

Learners should access the web to research who David Livingstone was (beyond the information in the PowerPoint) and then use the guide to write an essay which answers the question.

Plenary – Selim Aga

The class should watch [this short documentary](#) on Selim Aga.

<https://www.youtube.com/watch?v=QMJsdihtD8> is the full address of the video. Can't see how this is no longer working – has there been changes to the document/made it direct towards kid friendly Youtube?

Selim Aga was an African who was kidnapped by Muslims and brought to Scotland as an 8-year-old. He wrote a short autobiography detailing his enslavement, and lectured around Britain on this and other topics relating to Africa. He petitioned parliament to end slavery. Eventually he would go on expeditions to Africa, where he was eventually killed by tribesmen. [The Herald newspaper has more of Selim's story.](#)

Liverpool Museum [display some of the items](#) Selim sold to them.

Learners should write a diary page as if they were Selim Aga. How would you feel after seeing what the Transatlantic Slave Trade has done to your country or continent?

Lesson 7: Scotland and Legacies of the Transatlantic Slave Trade

Starter activity – legacies?

Start with a class discussion around the word “legacy” – what does it mean?

Divide the learners into groups, where they can talk through several questions on legacies:

- what does legacy mean?
- what would Apple’s legacy be if they ceased trading as a company?
- how is Bill Gate’s trying to shape his legacy?
- can the learners think of individuals they know of that have a legacy?
- can events leave legacies? (e.g. the Declaration of Arbroath, the moon landings, JFK’s assassination, COVID, and so on)

Main activity – AST legacies and priority pyramid

Provide each group with sticky notes and get them to write down any examples of legacies of the Transatlantic Slave Trade they can come up with.

They could include, but are not limited to:

- left Africa underpopulated and reliant on European trade
- displaced millions of Africans to foreign countries around the world
- killed millions of Africans
- aided the economic development of Britain, other major European countries and the United States

Provide learners with A3 paper and instruct them to draw a large triangle – their priority pyramid.

Learners should put their sticky notes in order of priority, from least consequential to most consequential.

As there are no right or wrong answers here, learners should be prepared to defend their choices.

Plenary – reflection

Having reached the end of the unit, learners should complete their initial table with the key questions around slavery and share what they have written with other learners/groups.

A class discussion around each of the questions, to consolidate what has been learned and also tackle any misunderstandings, would be appropriate as the unit ends.