

Investigating Prisons of War An Education for Citizenship Resource

In 1781 the Prisons of War in Edinburgh Castle were home to over 1,000 prisoners from many different countries. The exhibition in the castle vaults recreates the sights, sounds and smells of life in the prisons at that time and gives us some insight into the lives of these prisoners of war. This resource uses the experience to help your class explore the past and to support key themes relating to **Education for Citizenship**.

The key themes covered in this resource include:

- **Human Rights**
- **Crime and Punishment**
- **The Media**





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How to use this resource

This resource is aimed at teachers and is designed to support the teaching of Education for Citizenship through the Prisons of War exhibition in Edinburgh Castle. The accompanying CD-Rom provides extra information and activities for pupils to support this pack.



NB The teachers' notes provided are not intended to be copied and distributed to pupils.

The resource aims to provide:

- a clear indication of how a visit to the Edinburgh Castle Prisons of War exhibition can support the teaching of aspects of Education for Citizenship
- background information to set the prisons in an historical context
- information on topics that can be studied through a visit to the prisons – namely Human Rights, Crime and Punishment and The Media
- suggestions for activities to help teach these topics, accompanied by photocopy-friendly support materials

Bringing the past to life

Although this resource, used in conjunction with the CD-Rom, allows these topics to be studied independently of a visit to the Prisons of War exhibition, a class trip to the castle will certainly help to bring the topic to life. The exhibition recreates the sights sounds and smells of the prisons in the vaults of the castle as they would have appeared in 1781 - in the midst of the War of American Independence. At this time there were hundreds of sailors of different nationalities held here. Pupils can walk in their footsteps, hear their stories and view the graffiti, hand-made ships and other items which remain as evidence of their time here.



Many prisoners left graffiti as evidence of their time here

How to book a visit

Historic Scotland operates a year-round free admission scheme for educational visits to Edinburgh Castle (apart from May – August when a charge is levied). To find out how to book a class visit please visit the education pages on the Historic Scotland website: www.historic-scotland.gov.uk or telephone 0131 668 8793.

Click on contents list above to go to relevant page



Jewellery box made by French prisoners at the castle

Supporting learning and teaching

The focus of this pack is to provide support for the learning and teaching of Education for Citizenship. By investigating the Prisons of War exhibition in Edinburgh Castle and its historical context, a range of learning outcomes can be achieved through looking more closely at three key issues covered in the exhibition – namely Human Rights, Crime and Punishment and The Media.



Knowledge and understanding

Through use of this pack, the accompanying CD-Rom and, ideally, a visit to the exhibition itself, pupils should become progressively more able to demonstrate understanding of:

- contemporary local and global issues, paying regard to available evidence, and to a range of ideas and interpretations of their significance
- the rights and responsibilities underpinning democratic and other societies
- opportunities for individuals and groups to bring about social change, and the values on which such endeavours are based
- the barriers to full opportunity to exercise citizenship arising from socio-economic circumstances, prejudice and discrimination
- decision making processes in society and the role of the media in these processes

Skills and competencies

Through use of the teaching activities provided with this resource and the CD-Rom, as well as in your own classroom teaching of the topic, pupils should become progressively more able to:

- work independently and in collaboration with others to complete tasks requiring individual or group effort as appropriate
- contribute to discussions and debate in ways that are assertive and, at the same time, attentive to and respectful of others' contributions
- locate, handle, use and communicate information and ideas, using ICT as appropriate
- question and respond constructively to the ideas and actions of others in debate and/or in writing
- make informed decisions in relation to political and community issues

Values and dispositions

Through use of this resource, CD-Rom and appropriate teaching activities, pupils should become progressively more able to:

- develop informed and reasoned opinions about political and social issues
- express, explain and critically evaluate views that are not their own
- understand how ethics and values influence people's decisions and actions
- show some understanding of the value of social justice and recognise that what counts as social justice is itself contentious



Integrating a visit with classroom studies

Educational visits have the greatest value if they are built into the original planning of a topic. If you are able to, we recommend you plan your visit somewhere in the middle, giving your pupils time to become familiarised with the issues involved in the topic that you are studying.

Before the visit

If possible, make a free planning visit before taking a class to the castle so that you familiarise yourself with the site and the evidence it offers to support your topic. To book a free planning visit to Edinburgh Castle telephone 0131 668 8793.

Working on site

If you do get the opportunity to visit the site, be sure to refer to this resource and the sections entitled 'Things to look out for'. These will help to give the exhibition a specific focus for pupils.

Pupils could also compile an evidence record in words and pictures about the site. The aim of the evidence record should be to encourage development of observational, descriptive and recording skills rather than to look for answers to specific questions, which they can equally well find out from books in the classroom.

Pupils can record by:

- Taking notes of factual information
- Making quick diagrams of specific details
- Taking photographs of significant features or views
- Using tape-recorders to describe what they see, hear, feel and even smell

Suggestions for follow-up work

Following the visit your pupils should pool their findings to form a broad view of the prisons and how they relate to the issues that they are studying in class.

Although the focus of the activities in this pack are aimed at supporting Education for Citizenship, a visit to the site can also:

- develop skills and techniques in language and expressive arts – for example, through drama, role-play, art or storytelling
- consolidate and expand knowledge and understanding about people in the past
- help to develop informed attitudes about the ways in which our heritage is preserved



Edinburgh Castle as a prison

From its earliest days as a stronghold, Edinburgh Castle has accommodated a wide range of prisoners.

Medieval

Medieval barons were major landowners and law-enforcers and often used their castles as prisons for common criminals – Edinburgh Castle would have been used for this purpose.



A view of the old dungeons in Edinburgh Castle

Late 15th century

In the late fifteenth century, a town jail had been built and Edinburgh Castle became a jail for political prisoners.



1650-1750

Between 1650 and 1750 it was home to many Jacobites, Covenanters, Stuarts, Catholics and Parliamentarians - depending on who was in power at the time.

The Duke of Argyll became one of the castle's most famous prisoners and spent his last night imprisoned in the castle before his execution in 1685



Edinburgh Castle vaults – as they may have looked around 1530

1756-1815

Between 1756 and 1815, the castle accommodated prisoners captured in the course of Britain's global struggle for supremacy with France.



Military prison

Victorian era

By the late 19th century the castle served only as a prison for misbehaving soldiers.

Now, in the 21st century, Edinburgh Castle no longer serves as a jail. Instead the old prisons provide one of the many attractions that tourists can experience on a visit to Scotland's most popular historical site.



The Prisons of War in Edinburgh Castle: historical background

On the CD-Rom ...

The short introductory film and the sections entitled 'Timeline', 'Map' and 'Prisoners' allow pupils to explore the historical context in more detail.

The War of American Independence

Between 1775 and 1783 Britain was at war with one of its colonies – America. The Prisons of War Exhibition is set in one day (27th June, 1781) in the midst of the War of American Independence, when many of the sailors who fought against Britain were imprisoned at the castle.

Britain and America are currently such strong allies that it is difficult to imagine a time when the two countries were anything other than friends. However, Americans (and many other nationalities) were imprisoned in Edinburgh Castle in 1781 because Britain and America were at war between 1775 and 1783.

- Britain created colonies in North America in the seventeenth and eighteenth centuries to gain access to resources which were not easily available in Europe (tobacco, cotton, sugar, fur and gold). These raw materials were traded for manufactured goods such as shoes, rifles, books and clothes.
- Britain's colonisation of America began with the first permanent settlement at Jamestown, Virginia, in 1607. Other colonies quickly sprang up along America's Atlantic coastline – Massachusetts, Maine, New Hampshire, North Carolina and Maryland. The areas of north-east America were so closely linked to England and so heavily colonised by settlers that they became known as 'New England'.
- Other European states (France, Spain and Holland) created large overseas empires at the same time as Britain. Most European countries at that time believed they had a right to colonise and exploit other lands and people under the guise of bringing civilisation to other parts of the world. However, much of the time they really wanted access to cheap raw materials and new markets for their products.
- The European empires often fought each other for control of overseas territory and there was great rivalry between Britain and France in the eighteenth century. Between 1756 and 1763 Britain and France fought each other in the Seven Years War to become the world's leading superpower. Britain won the war but it was an expensive victory.





Britain and her American colonies go to war...

In 1760 the American colonists were still loyal to George III, the British King. Gradually however, they began to object to a number of the British Government's demands:

- Britain wanted to raise **taxes** from her colonies to pay for the long war against France. However, after the French were defeated, the settlers didn't want to continue paying such heavy taxes. The colonists protested with each new tax, and the British Government kept retaliating by reducing their freedoms.
- Many American colonists believed they had a **responsibility** to pay taxes to Britain, but they also believed they had a **right** to be represented by MPs in the British Parliament. They became very angry when the British Government refused to grant them this right. '*No Taxation Without Representation*' became a popular slogan among the colonists. They believed **rights** and **responsibilities** should be **balanced**.
- For many years the European countries had been ruled by powerful monarchs who had little regard for fairness or **human rights**. By 1750 new ideas were emerging to challenge the kings and queens of Europe. Many people were starting to believe they had a right to get rid of bad leaders and this idea was popular in America. Many colonists began to favour **democracy** over **monarchy**.
- By 1775 more than two million people lived in America and many had become wealthy through trade. They no longer needed British help to survive – they believed they could govern themselves. On 4th July 1776 leaders from Britain's thirteen colonies gathered in Philadelphia to sign a Declaration of Independence from Britain. They no longer saw themselves as colonies but as 'United States of America'. A new country was born – but it would have to fight for its freedom.

Why America won the war

In 1776 it seemed that Britain would win the war. Britain had a strong army and navy and had just defeated France. In contrast, the American states had to assemble an army and navy and had little experience of co-operation with one another. However, as the war dragged on, the tide turned against Britain and the colonists began to take control...

The Americans

...were fighting for freedom in their home country and had easy access to military supplies.

...had no other wars to fight and could concentrate their resources on fighting the British.

...had the support of the French, Spanish and Dutch. Many Irishmen also objected to their country being ruled by Britain and gave their support to America.

The British

...were fighting in unfamiliar territory and had to ship supplies across the Atlantic.

...also had to divert resources in order to look after their overseas empire in India, the Caribbean and Canada.

...had problems at home as many British people opposed the war and criticised the government of Lord North (British Prime Minister, 1770-82).

Freedom at last!

By autumn 1781 it was all over. A large British army was forced to surrender at Yorktown, Virginia, and Lord North resigned the following year. The new British Government wanted peace with America and in September 1783 the two countries signed the Treaty of Paris. Britain recognised the independence of the United States of America and a new country was born.



Prisoners of the War of American Independence

During the war, those captured at sea were taken as Prisoners of War (POWs). Many of them were kept in the vaults of Edinburgh Castle. By 1781 there were as many as 1000 prisoners from America, Spain, France, Holland and Ireland crammed into these prisons. The conditions were not unlike conditions on board ship – cramped and dark. However, they were not treated as criminals, but as sailors captured in time of conflict. Officers were even billeted outside the castle, in houses in the town. The Prisons of War Exhibition recreates the living conditions in the prisons as they would have appeared in 1781 and displays items which remain as evidence of their time here.



Suggested teaching activities

The CD-Rom can be used to support much of the background and historical context to the Prisons of War exhibition.

Timeline activity

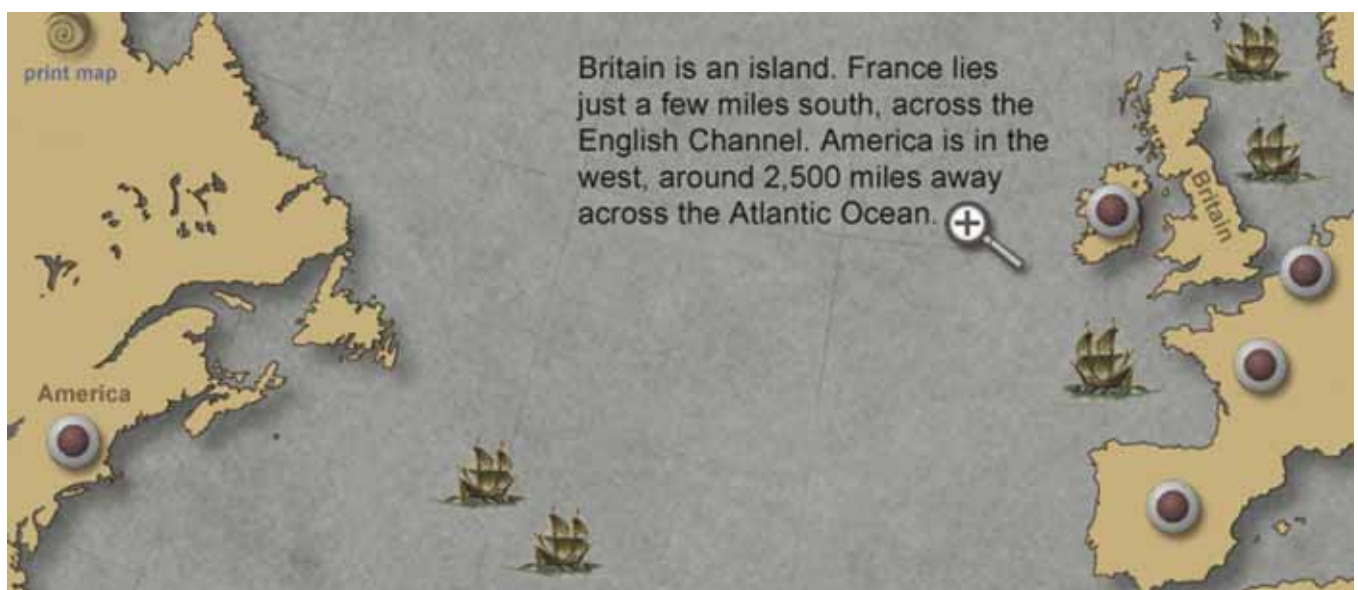
Using the timeline on the CD-Rom, or using their own knowledge, pupils could create their own timelines – from the Romans to the present day – and place the War of American Independence within it.

Map based activity

Using the map on the CD-Rom, or an atlas, pupils could label a blank map showing the locations of the countries and states involved in the War of American Independence. This will also help to explain why naval operations were so important and why so many of Edinburgh Castle's prisoners were sailors at this time.

War of American Independence crossword puzzle

See Copy Master 1 at the back of the resource. This could be used as a possible extension or homework exercise





Things to look and listen out for in the exhibition ...

- Prison rules and regulations on the prison wall
- Tables of victualling (rations) for the prisoners on the prison walls
- Evidence of the rations the prisoners were given to eat
- Evidence of medical treatment for prisoners
- Evidence of what the prisoners would have done to pass the time
- The general living conditions in the prisons

On the CD-Rom ...

- Go to the 'Citizenship – Human Rights' section and listen to the lawyer, Edward Robertson, and Jonas Denis, a cabin boy, discussing human rights and the rights of prisoners and children

Human Rights

How does this topic relate to the Prisons of War Exhibition?

This section looks at human rights, and children's rights, in Scotland, Britain and the wider world. The Prisons of War Exhibition puts this in a context as American soldiers and sailors were fighting for human and political rights during their War for Independence. The colonists' Declaration of Independence (1776) famously declares that all men have the right to 'life, liberty and the pursuit of happiness'. Pupils will also investigate the human rights of the Prisoners of War in Edinburgh Castle, some of whom we know were children serving as cabin boys.

What are human rights?

A right is an 'entitlement' - something we deserve just by living, and human rights are rights that enable humans to live happy, fulfilled lives.

However, human rights are a modern concept. Until fairly recently, many people believed that it was reasonable to own slaves, to treat women as second class citizens and to force people to believe in one type of religion. Many governments and ordinary people only accepted human rights as important concepts in the last century. At the very least, all citizens should expect the four basic human rights: food, water, shelter and life.

How have human rights developed?

Human rights are often a direct response to 'human wrongs'. For example, during World War Two, many soldiers and civilians were subjected to terrible 'wrongs'.

After World War Two was over, many people were determined to make sure it would never happen again so they formed many new organisations, such as the UN, and developed new ideas of human rights.



The "Make Poverty History" March in 2005



The development of human rights for children

Before 1760 – pre-Industrial Revolution

Everyone in the family is expected to contribute to family income, regardless of age.



1833 – Factory Act

9-13 year olds are limited to working 9 hours per day (48 hours per week) in textile mills. Children under 9 are banned from working in textile mills.

1842 – Coal Mines Act

Children under 10 are banned from working underground in coal mines.



1880 – Education Act

All children are entitled to education up to the age of 10.



1918 – Education Act

School leaving age is raised to 14. Medical inspection, nursery schools and education for those with special needs are to be provided.

1946 – UNICEF formed

The United Nations International Children's Fund is formed to distribute food, medicine and clothing to starving and homeless children in Europe.



1959

The United Nations adopts a special Declaration of the Rights of the Child. This isn't a legally binding document, so...

1989

The UN adopts a Convention of the Rights of the Child. All countries who sign it are legally bound to honour its terms. It has become the most rapidly and widely accepted human rights treaty in human history.



Why do children require special human rights?

Children require special rights and protection because they lack the intellectual and physical maturity needed to make fully informed judgements. Although there is considerable disagreement over the age at which a 'child' becomes an 'adult', most western governments accept that children require special protection to prevent exploitation. However, special rights for children are a fairly new development.

How did the idea of Children's Rights come about?

Special protection for children began to develop in Britain during the Industrial Revolution (1760-1840). Before then, the struggle for survival was so harsh that special considerations could not be granted to children - everyone was expected to contribute to their family's economic well-being, and children lacked the influence or power to challenge this view.

This changed as people moved from the country to the towns to work in factories. The new factories and mines were completely unregulated and were very dangerous places to work in. The heavy and repetitive work was especially damaging to young children's bodies. Under pressure from reformers, parliament began to pass legislation which protected children and adults from the worst cases of industrial exploitation.

"...every child has the inherent right to life."



"...ensure to the maximum extent possible the survival and development of the child."

- Article 6 of the UNCRC



Children's rights in Britain...

Children's rights in Britain have come a long way since the days when they were forced to work underground in mines and clean chimneys for a living!

In 1986 corporal punishment was banned in British state schools on the grounds that it violated an article in the European Convention on Human rights which prohibited 'inhuman and degrading punishment'.

In 1992 the Convention on the Rights of the Child was incorporated into British law and it has had a big impact on children's rights. For example, Article 12 of the Convention says that all children have a right to express their views and that adults must take them seriously. As a result, the 1995 Children (Scotland) Act states that all children between the ages of 12-16 must be consulted on important issues that affect them such as where they live, the school they attend and the religion they follow.

In August 2002 the UN Committee on the Rights of the Child advised the British Government that parents should not be allowed to smack their children as it breached their dignity and human rights. Some countries have moved to ban smacking in the home but it is not against the law in Britain.

...and around the World

British children enjoy many rights but this is largely a product of the wealth and political stability that we enjoy as a country. In countries characterised by war, famine and poverty, children's rights are often ignored or violated:

- 120m children between the ages of 5-14 currently work full-time for very low wages, mainly in Asia and Africa
- About 115m children around the world don't attend school at all
- In some war-torn states, children have been pressed into military service against their will, often after they have been abused and traumatised

Clearly, there is a long way to go before the Convention on the Rights of the Child is honoured in practice as well as in theory.



In many countries children are still forced to work for very low wages



The tawse was used to punish pupils in Britain until 1986



Human rights in relation to Edinburgh Castle

- The Prisoners of War in Edinburgh Castle were looked after by the Commissioners for Sick and Wounded Seamen and the Exchange of Prisoners of War (often known simply as the 'Sick and Hurt Office'). They approved the Rules and Regulations that governed prisoner life in the castle. See Copy Master 5 for a full set of Rules and Regulations.
- The Rules and Regulations prohibited certain activities among POWs and prescribed punishments for rule-breaking. For example, a prisoner who failed to answer his name at roll call would be placed on half-rations for three days. Similarly, anyone who tried to escape would be put on half-rations and placed in close confinement for forty days. However, the Rules and Regulations told the POWs where they stood in relation to the authorities, and discouraged brutal or inhuman treatment by guards or jailers.
- The Rules and Regulations also gave the POWs some very important rights. For example, Article 1 prohibited beating or ill-treatment of prisoners. Article 9 outlined the POWs' daily food ration and gave prisoner representatives the right to monitor food weighing and preparation to ensure that they received a full ration. On arriving at the castle, the POWs received full sets of clothing and bedding and were examined by a specially appointed surgeon. Thereafter, they received an allowance of six old pennies per day, which could be used to purchase essentials and luxuries (warm clothing, tobacco, writing materials etc) from a daily market held in the Prison Yard.

A TABLE OF VICTUALING.

Days of the Week.	Middling Beer or Cider.	Bread.	Beef.	Butter.	Cheefe.	Pease or Beans.
	A Pot containing a quart and half Paris measure.	Pounds Avoirdupois Weight.	Pounds. Avoirdupois Weight.	Ounces.	Ounces.	A Pint Half a Pound Avoirdupois Wt.
<i>Monday</i>	1	$1\frac{1}{2}$	$\frac{3}{4}$	-	-	$\frac{1}{2}$
<i>Tuesday</i>	1	$1\frac{1}{2}$	$\frac{3}{4}$	-	-	-
<i>Wednesday</i>	1	$1\frac{1}{2}$	$\frac{3}{4}$	-	-	$\frac{1}{2}$
<i>Thursday</i>	1	$1\frac{1}{2}$	$\frac{3}{4}$	-	-	-
<i>Friday</i>	1	$1\frac{1}{2}$	-	4	or 6	$\frac{1}{2}$
<i>Saturday</i>	1	$1\frac{1}{2}$	$\frac{3}{4}$	-	-	-
<i>Sunday</i>	1	$1\frac{1}{2}$	$\frac{3}{4}$	-	-	$\frac{1}{2}$
	7 Pots, or $10\frac{1}{2}$ Qu.	$10\frac{1}{2}$	$4\frac{1}{2}$	4	or 6	2

The list of prisoners' rations in Prisons of War exhibition



Prisoners would often spend their free time making things from the materials they could find in the prison

- Prisoners also had a lot of time on their hands and very little to do. However, the regulations were relaxed enough to allow them to use their free time constructively. Many of the prisoners would put their craftsman's skills to good use, making things from the materials lying about – meat bones, straw, pieces of wood and the like. Local people would gather at the gates to buy snuff boxes, jewellery cases, straw hats and even model ships from the prisoners, who could then spend their earnings on small luxuries like tobacco. Others used their skills to more illegitimate ends and actually forged their own bank notes! Those who could write would spend their hours penning letters home or even carving their names on the doors and walls of the prisons.



Evidence of one of the prisoners who left his mark on a prison door



This forgery kit was made from pieces of bone from the sailors' rations, Courtesy of The Governor and Company of the Bank of Scotland

- Cabin boys captured while serving on enemy ships were treated just like adult POWs. At one point, about twenty cabin boys (aged between 6 and 16) were detained in Edinburgh Castle. The Sick and Hurt Office looked after POWs in a humane manner, but this is one area where eighteenth century values and modern practice diverge sharply. In the eighteenth century, children were often regarded as 'small adults' but the dividing line between children and adults in the twenty-first century is more clearly defined.



Cabin boy



Suggested teaching activities

Human rights

Pupils could look at a simplified version of the Universal Declaration of Human Rights (1948) and compare this with simplified versions of three other key historical documents relating to human rights (see **Copy Masters 2a-d** at the back of this resource).

- **At primary level**, teachers could issue the Universal Declaration of Human Rights plus one of the other documents to small groups. In their groups, children could discuss each of the rights mentioned in their documents and note any similarities or differences between the two.
 - **At secondary level**, pupils could be issued with all four documents for analysis. As an extension exercise pupils could print off the full child-friendly version of the Universal Declaration of Human Rights (www.amnesty.org.uk/udhr/childrens.shtml) and discuss how these affect their lives today. The full adult version can be found at www.un.org/Overview/rights.html
-

Children's rights

- Pupils could decide upon five rights that they think children should have in addition to the basic human rights. This could be done in small groups or as a whole class.
 - Pupils could then look at the five major rights that were given to children by the UN Convention on the Rights of the Child (see **Copy Master 3** at the back of this resource). Pupils could compare their decisions with this.
 - As an extension exercise, pupils could develop a drama sketch illustrating one of the rights from the UN Convention. In addition, they could produce a poster to illustrate these human rights.
-

Legal eagles

- **Copy Master 4** at the back of this resource gives **primary school pupils** the opportunity to match-up ages with legal statements. **At secondary level**, children could be asked to allocate an age to the legal statements and support their answers.
 - This activity should be followed up with a whole class discussion to verify decisions. Once correct findings are established, a wall display might be created.
-

Prisoners' rights

Teachers should refer to the copy of the prisoners' rights at Edinburgh Castle (see **Copy Master 5** at the back of this resource). There is an opportunity here for pupils to complete drama, discussion, maths, writing and art tasks based on the information in this source.

- Pupils could be divided into small groups. Each group could be given one or more of the regulations, asked to create a scenario based either keeping or breaking the regulation/s and to act this out.
- As individuals, pupils could create a pictogram which expresses the rule.



Things to look and listen out for in the exhibition

- The general living conditions in the prisons
- Evidence of what the prisoners would have done to pass the time
- Prison rules and regulations on the prison wall
- Evidence that American and Irish prisoners were treated differently from other prisoners
- The exercise yard for the prisoners
- Evidence of punishments meted out to prisoners who misbehaved

On the CD-Rom ...

- Go to the 'Citizenship – 'Crime and Punishment' section and listen to the jailer, Angus Fraser, and Tilly Cameron, the governess' daughter, discussing punishments and prison

Crime and Punishment

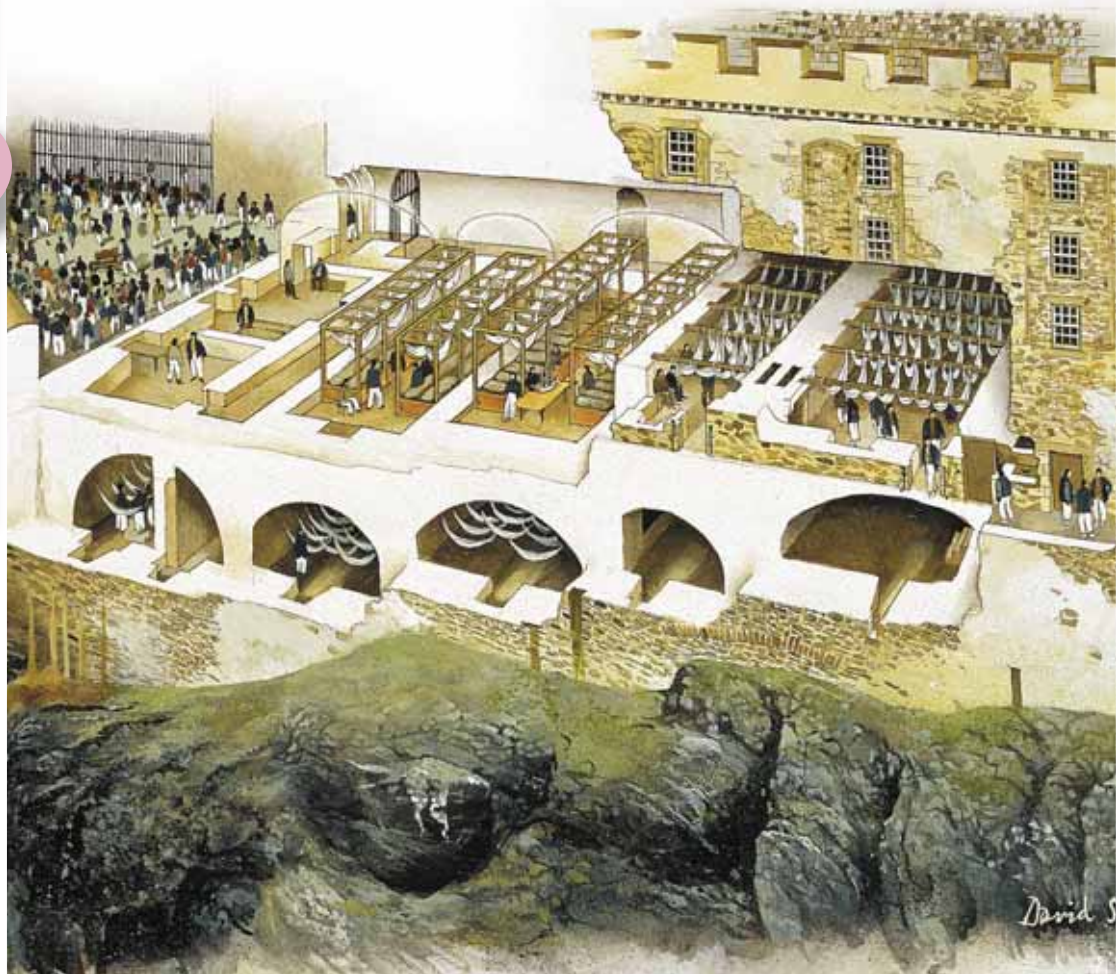
How does this topic relate to the Prisons of War Exhibition?

From its earliest days as a stronghold, Edinburgh Castle has served as a prison and place of punishment to a wide range of prisoners through the centuries.

This section looks at how ideas of crime and punishment have changed over time. It also places the POWs of 1781 within an historical context and explains the differences between military and civilian prisoners.

Changing ideas of crime and punishment...

Ideas of crime and punishment reflect the values of the societies they serve. Our rules and laws might seem very sensible to us, but they could seem strange to people from other times or other cultures. On the next page are some examples of laws and punishments from other times and other places which might seem strange to us:





- **Ancient Rome's** legal system was very harsh. It accepted slavery and slaves had no rights. The justice system favoured the rich and this contradicts a modern idea of justice (i.e. everyone is equal before the law). Crimes such as lying in court and counterfeiting were punishable by death, and death could be inflicted by burning, burying alive or being thrown from a cliff! To avoid such punishments, convicted criminals could sometimes choose to fight in the arena as gladiators.
- **The Vikings** believed that their gods supported right and punished wrong, so Viking disputes were often settled by armed combat (duelling) - whoever lost the duel was judged to be guilty. They also used a method called 'ordeal by fire'- if a person was prepared to plunge their hands into boiling water and carry a piece of hot metal for nine steps, they were judged to be honest!
- **During the Middle Ages** (1150 -1450), there were very few stone buildings which could be used as prisons, so minor criminals were often punished by being placed in wooden frames (stocks) and having mud, rotten eggs and vegetables thrown at them.



Stocks – a humiliating punishment for minor criminal

- **In the sixteenth and seventeenth centuries**, many people were burned at the stake as witches, some of them on the esplanade just outside Edinburgh Castle. This seems like a cruel and unusual punishment to us but people of that time had very different values - they believed in witchcraft and were much more superstitious. The spread of science and reason gradually challenged the idea of witchcraft.



The 'witches bridle' was often used to punish women accused of witchcraft

- People could be punished for expressing political views in **eighteenth century Scotland**. In 1793 four political reformers were sentenced to 14 years exile to Australia for daring to suggest that poor people should have the vote!
- **Capital punishment** was used to punish serious offences in Britain up until 1965. Capital punishment is still used in many American states and other countries around the world today.
- **In some countries today**, thieves can be punished by having a hand or foot cut off, and murderers and armed robbers are sometimes beheaded in public.



Electric chair



Punishment in Modern Britain

Four main types of punishment are used in Britain today:

Community service: Criminals are judged to have acted against society, so minor criminals are sometimes asked to give something back to society. Community service is an alternative to prison and offenders are asked to provide services which reflect their skills, qualifications and interests.

Fines: People hate to lose money, so minor criminals are sometimes forced to pay sums of money to the court as a punishment.



An offender being fitted with an electronic 'tag'

Tagging: This is a modern punishment and was first introduced to Scotland in 2002. Tagged offenders are allowed to move about within a given area but if they leave that area the tagging device alerts the authorities. If they do not have a good excuse for leaving the area, they can be sent to prison as a punishment.

Prison: This is only used for the most serious offences. When someone is imprisoned, they lose their freedom but retain certain other rights, such as owning small amounts of personal property. The rights enjoyed by a prisoner when in jail are largely determined by their behaviour in prison and the seriousness of their crime.

Prison - what's the point?

Prison is generally thought to serve five main purposes. Some people think that it should only be used to punish criminals, but others believe that it should also be used to encourage people to give up crime:

- **Punishment:** prisoners lose their freedom of movement when they are jailed and they know that they have broken society's rules. This may discourage them from committing further offences in the future.
- **Deterrence:** other people may be discouraged from committing offences by observing the punishments which prisoners may receive.
- **Protection:** dangerous criminals cannot commit further offences against society if they are locked up in jail.
- **Satisfaction:** victims of crime sometimes experience satisfaction when criminals are punished for committing crimes.
- **Rehabilitation:** prison offers prisoners a chance to think about their lives and consider ways of living within the law on release. Education, training and counselling services are sometimes provided to assist this process. If criminals choose to give up crime, society benefits as a whole.



Barlinnie Prison, Glasgow



Civil vs. Military Prisoners

There are three main differences between prisoners of war (POWs) and civilian prisoners:

Prisoners of War

...are soldiers and sailors who have committed no crime, even though they may have killed in the course of their duty

...act on orders of their government to promote that government's interests

...are held in prison to prevent further participation in war

Civilian Prisoners

...are criminals who have broken the law

...act through choice for personal gain or satisfaction

...are detained in prison as a punishment or to deter others from committing similar offences

Most of the Prisoners of War in Edinburgh Castle were regarded as **honourable soldiers and sailors** (not criminals) and were deemed to merit good treatment rather than punishment. Prisoners were even allowed to use their ample spare time to earn money selling their own handcrafted objects. By treating the POWs fairly, the British government hoped that the French, Spanish and Dutch governments would care for British POWs in a humane way. This policy seems to have worked—in September 1781, the Dutch authorities ordered good treatment for all British POWs in response to the kind treatment received by Dutch POWs in British hands. John Howard, a noted prison reformer, visited Edinburgh Castle in 1779 and 1782 as part of a general survey of Prison of War conditions and gave the castle a very favourable report.

Unfair to Americans?

Most of the captured soldiers and sailors were regarded as honourable POWs, but there was an exception to this - the Americans. Britain regarded America as part of its Empire in 1781, so American soldiers and sailors who fought against Britain were regarded as traitors and rebels rather than citizens of a legitimate foreign government. The Irish who supported the American cause were viewed with similar contempt. As a result, the Americans and Irish received a smaller food ration than other POWs and were kept as prisoners until the very end of the War - many French and Spanish POWs were exchanged for British POWs held by France and Spain in autumn 1781. Many people regarded the discriminatory treatment of American prisoners as unfair, and the issue was even debated in Parliament in June 1781.





Suggested teaching activities

Punishments through history

In small groups, give the class a list of punishments from the past and present (some suggestions can be found in the background information).

- Pupils could identify which ones are still in use in the UK today and which have been used in the past. They could then suggest possible crimes that may have merited such punishments and justify their answers. This could be acted out as a court case drama with other pupils deciding if the punishment fits the crime.
- A general discussion about the use of punishments through history and in different cultures could lead to possible follow-ups, such as putting together a chronology of punishments or a written piece expressing a preference for living in one historical period.

Edinburgh Castle as a prison

The text about the use of Edinburgh Castle as a prison (see **Copy Master 6a** at the back of this resource) can stimulate a range of activities.

- Comprehension questions (**Copy Master 6b**) could be answered orally or in writing. Suggested answers are provided in **Copy Master 6c**.
- Pupils could make up their own comprehension questions for a partner then swap.
- Reading Relay Race: Split the class into teams, Pupils are given numbered questions or true/false statements on big pieces of card. Starting with number 1, they take it in turn to run out to the front of the class, scan down the document to find the answer to their question, run back and write it down while the next person in the team starts their run.
- Pupils can make illustrate sections of the text, or match pre-prepared illustrations to sections of the text.
- Teachers could prepare a cloze passage using the text.
- An extension of this activity for all levels could include writing a diary entry for an American POW's first day of imprisonment in Edinburgh Castle.

Modern day crimes and punishments.

Discuss the four main types of punishment used in Britain: **tagging; community service; fining; imprisonment.**

- In mixed ability groups children could read and discuss given newspaper articles and suggest and justify appropriate punishments.
- The class as a whole could arrange the articles according to the seriousness of the crime committed (from least serious to most serious) Are they surprised by any of the punishments mentioned in the articles? Do they seem too harsh or too lenient in some cases?



Things to look and listen out for in the exhibition...

- A copy of the Edinburgh Advertiser from 1781
- Different opinions of John Paul Jones being expressed
- Prisoners access to the media

On the CD-Rom ...

- Go to the 'Citizenship – Media' section and listen to the prisoner, Reuben Wilkins, and Mrs Ramsay, a burgess' wife, discussing media and bias in society

The Media

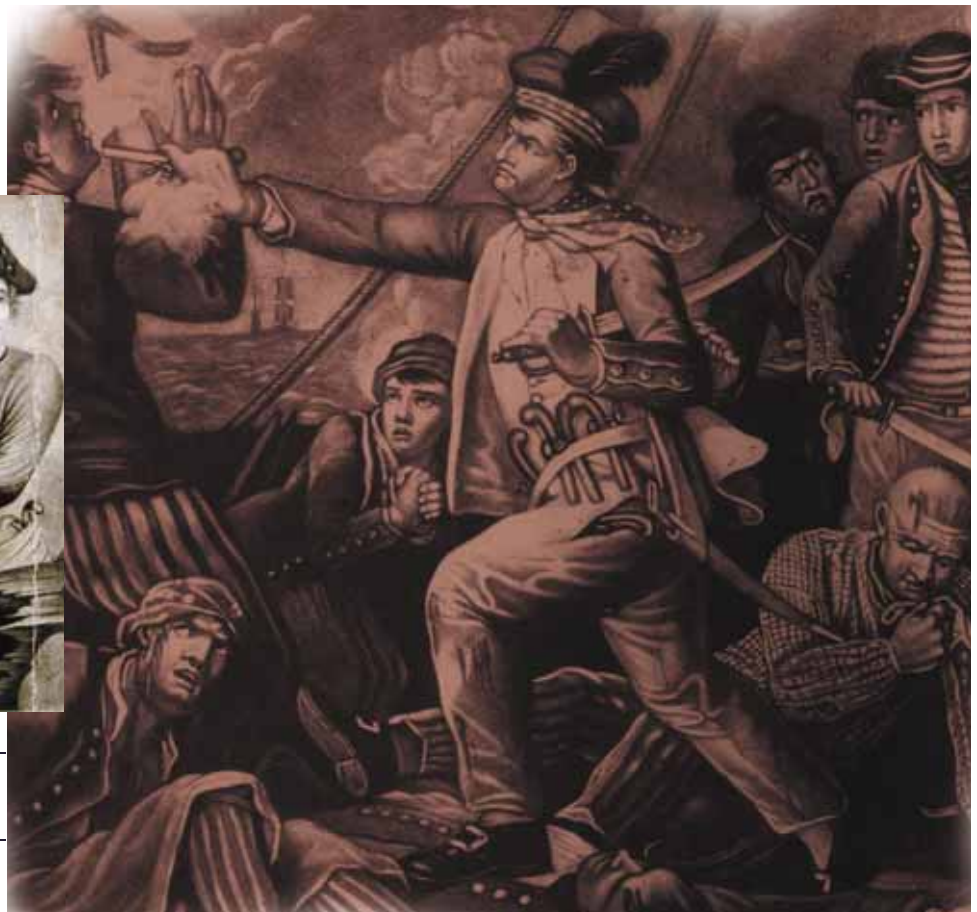
How does this topic relate to the Prisons of War Exhibition?

This section examines the power and influence of the media and explores themes such as bias and misrepresentation. Central to this topic is a caricature featured in the exhibition - a cartoon of John Paul Jones, the famous American naval commander, depicted as a bloodthirsty pirate. During this period, Britain's Royal Navy was considered to be the best in the world. When Jones defeated and captured HMS Serapis (one of the Royal Navy's newest ships) in a battle off the Yorkshire coast, it

created a panic throughout Britain that the country might be vulnerable to attack. Jones captured or sank many British ships, attacked Scottish and English coastal towns, and even threatened Leith at one point (a full summary of his life is provided in Copy Master 7). His achievements sparked off strong feelings on both sides of the Atlantic - Americans tended to regard him as a hero while many, though not all, Britons regarded him as a bloodthirsty pirate and a rogue. Similar parallels can be drawn with the depiction of high profile characters today.



Two very different portrayals of John Paul Jone





Media regulation today

Citizens in democratic countries enjoy the right to free speech but this right must be used responsibly to ensure that the rights of all are protected. It would be wrong to let one person use their freedom of speech to take away another person's freedom to live a peaceful, happy life and that is why it is against the law to make racist statements. Restrictions on free speech are sometimes necessary to protect human rights and democracy.

In much the same way, major media organisations have to be regulated to ensure they behave responsibly:

- The communications industry was revolutionised by digital technology in the 1990s, so a new body—the Office of Communications— was established to oversee TV and radio. OFCOM started operating in December 2003.
- The web is meant to function as a free and uncontrolled medium of communication, so it's often left to individual internet service providers to regulate the services they provide. In 2003 Microsoft closed down its chatroom operations to prevent misuse by paedophiles.
- The Press Complaints Commission (PCC) deals with public complaints about newspapers and magazines in Britain. However, the Commission is dominated by the newspaper industry and its Code of Practice was written by newspaper editors, so many people regard the PCC as a very weak and ineffective form of regulation.

Balanced views...?

When you watch a TV news report on a major political issue, the reporter always lets you hear both sides of the argument so that you can draw your own conclusions. Government regulations insist that TV covers major industrial and political events in a fair, even-handed manner.

However, newspapers are not obliged to cover news events in a fair or even-handed manner. Newspapers started operating at a time when the government was less directly involved in society, so newspaper regulation tends to be lighter than that of TV and radio.

If anyone suggests greater regulation of the press, they are often accused of attacking free speech - by the newspapers themselves! If a newspaper prints an inaccurate or hurtful story, you can only really challenge it by taking the newspaper to court and this is a very expensive option which only rich people can afford. Many people regard this as an unsatisfactory situation.



Two Northern Irish newspapers provide a different view on IRA arms decommissioning



Suggested teaching activities

What is the Media?

On the CD-Rom you will see examples of two different ways in which people found out the news – in the past and in the present.

- Pupils could make a list of the different ways in which they think people would have found out about the news 250 years ago. Then they could make a list of how we learn about the news today. Compare the two lists and pick out ways which are similar then ways which are different. From this, pupils should be able to identify the main components of what constitutes 'the media'
-

The real John Paul Jones

Pupils could read and discuss the story of John Paul Jones (see **Copy Master 7** at the back of this resource).

- Through class discussion, the teacher can help pupils elicit and highlight positive actions and experiences. Repeat this for negative actions and experiences using a different colour of highlighter.
-

Hero or villain?

Using the highlighted actions and experiences from the previous activity, pupils could create a film poster about the life of John Paul Jones. The class can be divided to produce illustrations which will emphasise either the positive OR negative aspects. Captions or speech bubbles can be added. **Copy Master 8**, at the back of this resource, could be used to support this activity.

School reports!

As an introduction to this activity, the teacher could lead the class in a discussion of bias in the media, preferably with the help of some contemporary examples provided by the teacher or even by the class. These might include bias towards particular football teams, political parties or regional areas.

- Pupils could be divided into small groups to create a scenario of a playground incident involving a number of people. They could then be given the task of writing a report of the incident from the point of view of one of the people involved, e.g. their best friend, the supervisor in the playground, etc.

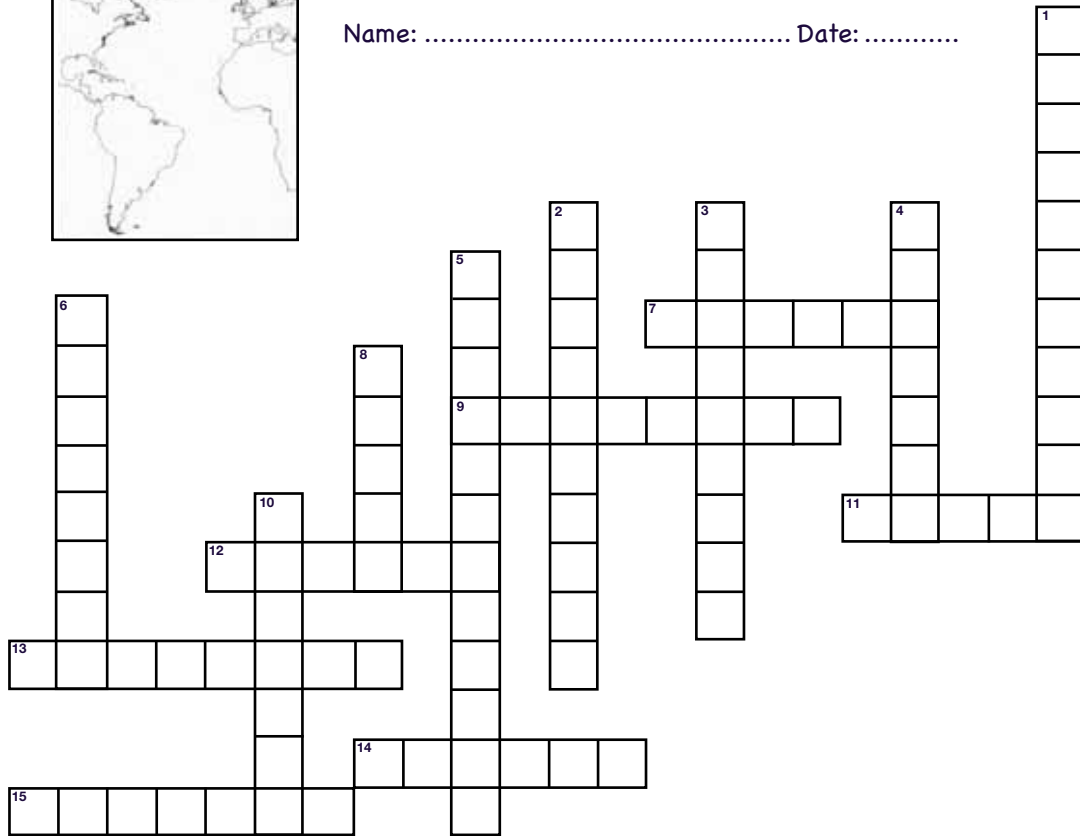


Investigating The War of American Independence



War of Independence Crossword

Name: Date:



ACROSS

7. Before they won their freedom, the American colonies were part of the British - - - - -
9. The noun for a country ruled by a King or Queen.
11. The American colonists didn't want to pay these to the British.
12. America's main ally in the war against Britain. It is now connected to Britain by a tunnel under the Channel.
13. The ocean separating Britain and America.
14. A settlement created by one country on another's land.
15. A low country, known for its tulips and windmills, that also supported America.

DOWN

1. The four most basic entitlements in life - life, food, drink and shelter.
2. A part of America where British colonists lived.
3. A type of government where the people elect their leaders by voting.
4. The country that wanted to be free in 1776.
5. resources that Britain wanted to take from her American colonies to benefit British industry and wealth.
6. A person who lives and works in a colony.
8. A country that was one of America's allies in the War of Independence - think bullfights, sangria and Picasso.
10. A country that wanted to keep its American colonies in 1776.

1. New England	5. Colony	9. Empire	13. Human Rights
2. Monarchy	6. France	10. Spain	14. Atlantic
3. Raw Materials	7. Britain	11. America	15. Colonist
4. Democracy	8. Holland	12. Taxes	



Investigating Human Rights

The United Nations Universal Declaration of Human Rights

This document was introduced on the 10th December 1948 following the horrors of the First and Second World Wars. People decided that something needed to be done to protect people's human rights throughout the world.



*The United Nations Universal
Declaration of Human Rights (1948).*

This document promises:

- Equal rights for all.
- The right to life and liberty.
- Freedom from slavery
- The right to a fair trial
- The freedom of expression and opinion.
- The right for all adults to vote in secret for their government



Investigating Human Rights

The Magna Carta

The Magna Carta is Latin for 'Great Charter' and has been described as the first written document in English law about human rights. King John of England introduced it in 1215.

The Magna Carta (1215)

This document promised that:

- No tax would be imposed on the barons of England without their agreement.
- Freemen would not be arrested without a fair trial.
- The King would have to get the permission of his bishops, earls and barons before he created and passed any new laws.



Investigating Human Rights

The American Declaration of Independence

This document was introduced in 1776 when America became independent of British rule and established its own government.



The American Declaration of Independence (1776)

This document promised:

- All men are equal.
- Everyone has the right to 'Life, Liberty and the pursuit of Happiness'.



Investigating Human Rights

The Declaration of the Rights of Man

As a result of the French Revolution in 1789 the King was overthrown and replaced by a government that represented the people. The new government drew up this document that was influenced by the American Declaration of Independence (1776).



The Declaration of the Rights of Man (France, 1789)

This document promised:

- Equal rights for all.
- The right of liberty, property and security.
- The law should reflect what the people want.
- Freedom of expression and opinion.



Investigating Human Rights

Children's rights under the UN Convention.

There are **5** major rights that were given to children by the UN Convention on the Rights of the Child:

1. To have access to information about educational opportunities and vocational opportunities.
2. To express your views on issues that have an effect on your educational future and to have those views taken seriously.
3. To be protected from economic exploitation by employers or from work which may be dangerous or which may interfere with your education.
4. To be protected from taking direct part in armed conflict if you are under the age of 15.
5. To be assured that any discipline process in school does not deprive you of your human dignity.

"...every child has the inherent right to life."



"...ensure to the maximum extent possible the survival and development of the child."

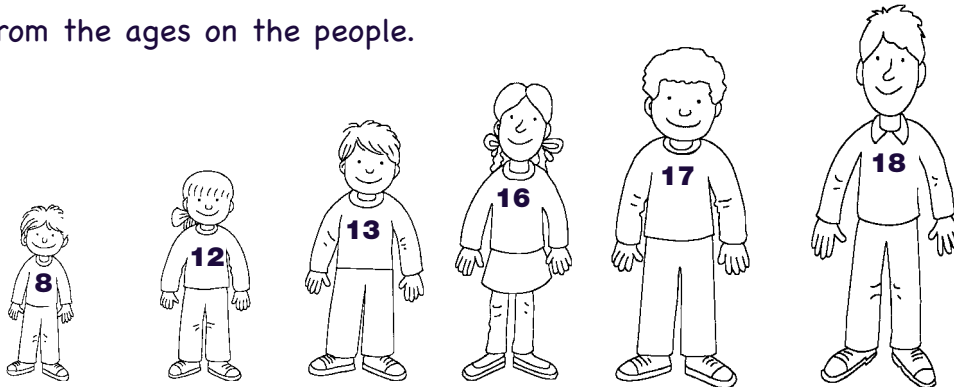
- Article 6 of the UNCRC



Investigating Human Rights

Legal Eagles

Decide on the age when you are allowed to do each different thing.
Choose from the ages on the people.

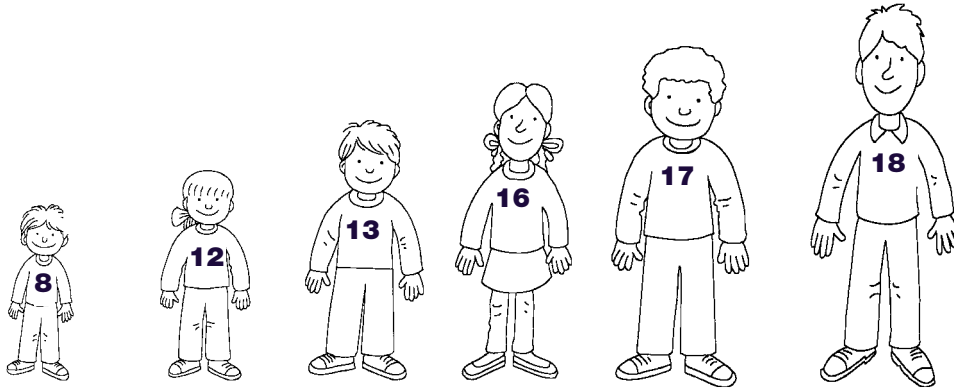


Work part-time	Buy alcohol
Be a babysitter for an evening	Buy a lottery ticket or scratch card
Be found guilty of a criminal offence	Get married and have children
Leave school	Buy cigarettes
Buy fireworks	Buy a pet
Have a full driving licence for a car	Gamble in a betting shop, bingo hall or casino
Vote for a Member of Parliament or Member of the Scottish Parliament	Become a Member of Parliament or a Member of the Scottish Parliament
Work full-time.	



Investigating Human Rights

Legal Eagles



Work part-time (13)	Buy alcohol (18)
Be a babysitter for an evening (16)	Buy a lottery ticket or scratch card (16)
Be found guilty of a criminal offence (8)	Get married and have children (16)
Leave school (16)	Buy cigarettes (16)
Buy fireworks (18)	Buy a pet (12)
Have a full driving licence for a car (17)	Gamble in a betting shop, bingo hall or casino (18)
Vote for a Member of Parliament or Member of the Scottish Parliament (18)	Become a Member of Parliament or a Member of the Scottish Parliament (21)
Work full-time (16)	



Investigating Crime and Punishment

Prisoners Rights

Rules and Regulations to be observed by Prisoners of War held in Edinburgh Castle

- Rule 1** The prisoners are to keep good order at all times and to obey the instructions of the Keeper and Agent. Prisoners should not threaten or insult the Keeper or Agent - if they do, they'll be put on half-rations and close confinement, or any other punishment that the authorities think they deserve. No-one has the right to beat or ill-treat prisoners of war.
- Rule 2** When prisoners are gathered together for roll-call, each prisoner should answer quickly when his name is called. Anyone who doesn't answer quickly when his name is called will be put on half-rations for three days.
- Rule 3** If any prisoner damages the prison, the authorities will repair the damage and recover the costs by giving the prisoners half rations of food. However, if the prisoners tell the authorities which prisoners caused the damage, they will receive full food rations, and only the guilty prisoners will be punished by being placed on half rations and close confinement until the cost of repairing the damage has been recovered.
- Rule 4** If any prisoner escapes or tries to escape from the prison, they will be put on half rations and close confinement for at least forty days when they are caught, or longer if the authorities think it is appropriate.
- Rule 5** The prisoners will be provided with tubs and water for washing their clothes and bedding, and they are advised to keep themselves as clean as possible as this is very important to good health.
- Rule 6** The prisoners are not to fight or quarrel amongst themselves or cause any disturbance in the prison. If they do, they'll be put on half rations and close confinement for as long as the authorities consider appropriate.
- Rule 7** Prisoners are expected to sweep and clean the Prison and Prison Yard, and brooms and brushes will be provided for this purpose. It is in everyone's interests to keep the prison clean, and any prisoner who refuses to help out will be put on half rations for at least three days until they agree to help out.



- Rule 8** Prisoners will be able buy articles of fruit and other refreshments or any clothes which they need at a market held inside the Castle every day between 10am- 3:30pm. Alternatively, they can tell the Keeper or Agent what articles of clothing they require, and they will make arrangements for these to be provided at a fair price. However, if a prisoner tries to buy alcoholic spirits or other improper things or to receive or deliver any letter which the Agent hasn't read and approved, they'll be punished by being put on half rations and close confinement for as long as the authorities consider it proper.
-
- Rule 9** Each prisoner is to receive the following daily food ration:
2 pints of beer
 $1\frac{1}{2}$ pounds of bread
 $\frac{3}{4}$ pound of beef
 $\frac{1}{2}$ pint of pease every other day
 $\frac{1}{4}$ pound of butter and 6 ounces of cheese instead of beef on Saturdays
The American prisoners are regarded as rebels and traitors against His Majesty, so are to receive only 1 pound of bread per day but will receive all other rations.
-
- Rule 10** To make sure they are fairly treated, two prisoners (chosen by the prisoners themselves) can watch the cooking and preparation of prisoners' food. They can watch the weighing of the food and stay in the cookhouse to watch how it is prepared and cooked to ensure that they receive full and fair rations. If they have any cause for complaint, they should politely tell the Keeper and Agent and they will deal with the problem. If the prisoners don't think the Keeper or Agent is dealing with the problem, they can write a letter to the Honourable Commissioners. However, if prisoners make unjust or unfair complaints, they will be put in close confinement and half rations for as long as the authorities consider it appropriate.
-
- Rule 11** If any prisoner escapes and the other prisoners hide this by continuing to claim and eat the full food ration for all prisoners, all prisoners will be punished by being placed on half rations for forty days after the escape is discovered.
-
- Rule 12** Any prisoner who steals or destroys their hammocks, bedding or prison clothes will be punished by being placed on half rations until the authorities have recovered all the money to pay for the damages.



Investigating Crime and Punishment

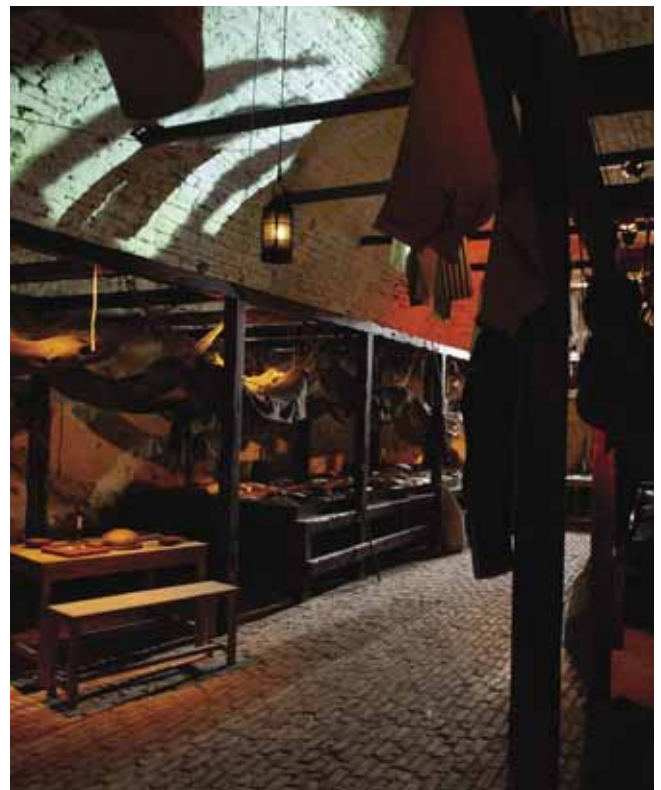
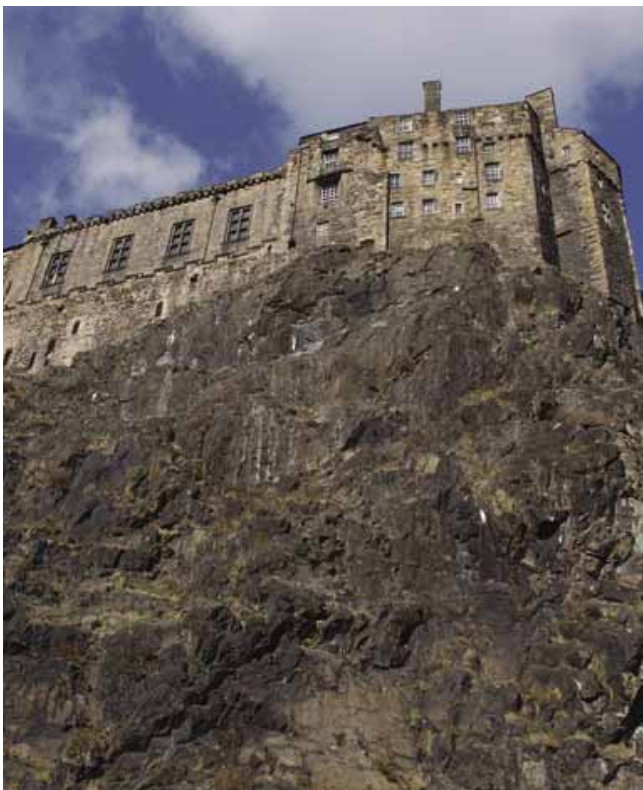
Edinburgh Castle as a Prison: Comprehension

From its earliest days as a medieval fortress, Edinburgh Castle has served as a prison. Medieval barons weren't just major landowners - they also were responsible for justice and enforcing law and order.

Crime and punishment has always been influenced by social class. Medieval nobles who committed crimes were closely guarded in spacious rooms and could even employ servants if they could afford them. Middle ranking prisoners such as craftsmen were detained in prisons which were provided with heat, light and sanitation, while peasants and lower class prisoners were kept in dungeons and pits without heat, light, fresh air or sanitation.

Edinburgh Castle was converted into a political prison in the 15th century when a prison for common criminals was created in the city's Tollbooth and new vaults for political offenders were built under the Castle's Great Hall. These new vaults operated on two levels. The upper level, which was for middle ranking prisoners, contained fireplaces and windows and inmates were allowed to exercise in fresh air on a nearby wall-walk. In the lower vaults which were for lower class prisoners, light was provided by a slit cut into the Castle walls and latrines were built into the steps leading down into the pit.

James III was kept as a political prisoner in Edinburgh Castle in 1482 when he fell out with his leading nobles. However, as a prisoner of noble birth, he was guarded by his uncle in his own rooms and was released after only 6 months.





The Castle was home to many political and religious prisoners between 1650 and 1753. In 1660, the Marquis of Argyll was imprisoned and executed for supporting Oliver Cromwell against the Stuarts. In 1746, Lady Strathallan, Lady Ogilvie and the Duchess of Perth were kept in the Castle as Jacobite prisoners following the defeat of Bonnie Prince Charlie at Culloden. Archibald Cameron, who fought alongside Bonnie Prince Charlie, was kept in the Castle in 1753. He was eventually executed and was the last Jacobite to die for the cause.

The first POWs of the War of American Independence arrived in the Castle in November 1778. On arriving at the Castle, they were given the following items:

Bedding	Clothes
Hammock	Coat
Palliasse (straw-filled mattress)	Shirt
Bolster (straw-filled pillow)	Breeches
Blanket	Stockings
Coverlet	Shoes
	Cap

On arrival, they were examined by the Prison Surgeon and received sixpence per day to buy essentials and luxuries from the daily market held in the Prison Yard. These luxuries included fruit, warm clothing, tobacco and writing materials.

Those in charge of the castle built sheds and workshops for the POWs to enable them to produce a full range of handicrafts which they sold to townspeople at the daily Prison market. They made and sold items such as hats, needle cases, jewellery boxes and model ships. The POWs then bought luxuries and essentials with the money they earned.

Class and social status influenced the treatment of POWs. Ordinary soldiers and sailors were kept in the vaults at Edinburgh Castle and received a daily allowance of sixpence. Officer POWs received one shilling per day and were allowed to live under supervision in private houses in Edinburgh.

POWs who broke prison Rules and Regulations were punished by being placed on half rations for a few days or transferred to the lower vaults or pit prisons. English-speaking POWs called the lower vaults 'black holes' while the French prisoners called them 'les cachots' which means 'secret hiding-places'.





Investigating Crime and Punishment

Edinburgh Castle as a Prison

Comprehension Questions

Set 1

- Q1. Give three examples from paragraph 2 of how rich prisoners were treated in the Middle Ages.
- Q2. Give two examples from paragraph 2 of how poor prisoners were treated in the Middle Ages.
- Q3. When and why was Edinburgh Castle converted into a political prison?
- Q4. a) When and why was the Marquis of Argyll imprisoned in Edinburgh Castle?
b) Who was the last Jacobite to die for the Jacobite cause and when was he kept in the castle?
- Q5. Give two examples of items that POWs made and sold to the townspeople.

Set 2

- Q1. In your own words, explain the phrase 'law and order' used in paragraph 1.
- Q2. From paragraph 3, explain fully how life in the political prison was influenced by social class. You should use your own words.
- Q3. Identify two people who were kept as prisoners in Edinburgh Castle and explain in your own words why they were there.
- Q4. Why do you think American prisoners were examined by the Prison Surgeon?
- Q5. a) Do you think that the title is appropriate for this passage?
Give a reason for your answer.
b) What alternative title would you suggest and why?



Investigating Crime and Punishment

Edinburgh Castle as a Prison

Comprehension answers for teachers



Set 1 (Level C/D)

- Q1. Give three examples from paragraph 2 of how rich prisoners were treated in the Middle Ages.
- Guarded in spacious rooms
 - Allowed to employ servants if they could afford to
 - Provided with heat, light and sanitation
- Q2. Give two examples from paragraph 2 of how poor prisoners were treated in the Middle Ages.
- Kept in dungeons and pits
 - Given neither heat, light, fresh air nor sanitation
- Q3. When and why was Edinburgh Castle converted into a political prison?
- When....During the 15th century
 - Why...A prison for common criminals was created in the city's Tolbooth
- Q4. a) When and why was the Marquis of Argyll imprisoned in Edinburgh Castle?
- When...1660
 - Why...for supporting Oliver Cromwell against the Stuarts
- b) Who was the last Jacobite to die for the Jacobite cause and when was he kept in the castle?
- Who...Archibald Cameron
 - When...1753
- Q5. Give two examples of items that POWs made and sold to the townspeople. Any two of hats, needle cases, jewellery boxes and model ships



Set 2 (Level E/F)

Q1. In your own words, explain the phrase 'law and order' used in paragraph 1.
Pupils should convey the idea of obeying the laws of the country and thereby maintaining a peaceful and well-ordered society

Q2. From paragraph 3, explain fully how life in the political prison was influenced by social class. You should use your own words.

Pupils should address the following areas:

- Wealthier prisoners kept in the upper level; lower class prisoners kept in the lower vaults
- Upper level contained fireplaces and windows and the prisoners were allowed out to exercise in the fresh air
- Lower vaults only had slits in the walls for windows & air; latrines unsanitary

Pupils may also pick up on the implication that those in the lower vaults were not allowed out to exercise

Q3. Identify two people who were kept as prisoners in Edinburgh Castle and explain in your own words why they were there.

Pupils can choose from:

- King James III – a political prisoner after disagreement with nobles
- Marquis of Argyll – supported Oliver Cromwell against the Stuarts
- Lady Strathallan or Lady Ogilvie or the Duchess of Perth – Jacobite supporters
- Archibald Cameron – aide to Bonnie Prince Charlie

Q4. Why do you think American prisoners were examined by the Prison Surgeon?

Pupils should convey the idea that it was to identify and prevent the spread of disease throughout the prison/castle

Q5. a) Do you think that the title is appropriate for this passage?
Give a reason for your answer.

b) What alternative title would you suggest and why?

Both parts should be considered on merit



Investigating the Media

John Paul Jones: The Bare Facts

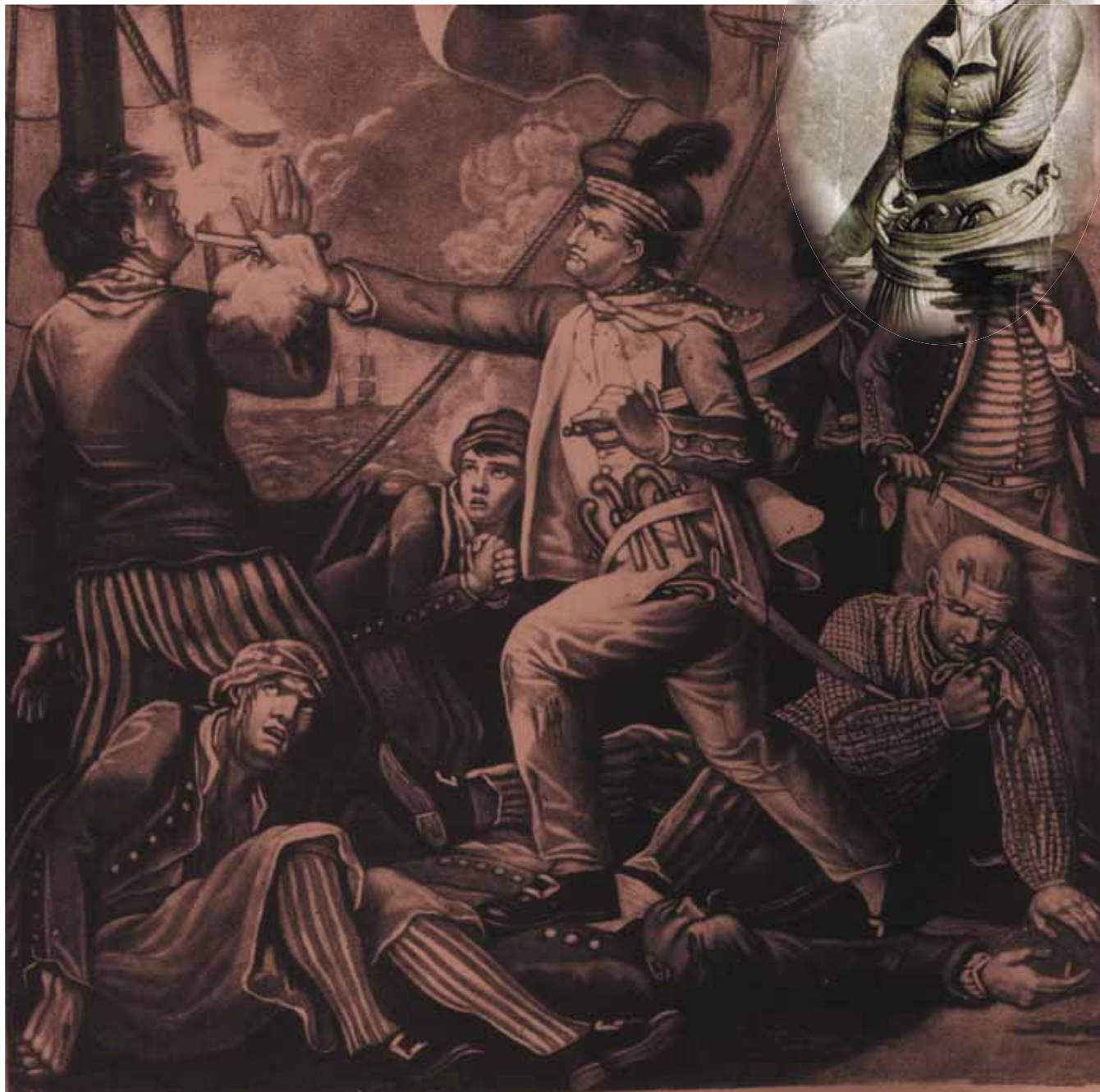


- He was born on 6th July 1747 near Kirkcudbright, Scotland. He was originally called John Paul after his gardener father. The 'Jones' bit was added later.
- He went to sea as a cabin boy in 1760. He sailed to America and the West Indies, and learned how to navigate.
- He worked on slaving ships for three years. Slaves were transported from Africa to America in horrible conditions. Once they arrived in America, they had to work hard for no wages and had no human rights. John Paul eventually became disgusted with the slave trade and gave it up.
- When he was 21, the Captain and First Officer of the ship he was sailing on died of fever. John Paul was the only person who knew how to navigate the ship and he sailed it back home. The ship's owners promoted him to Captain as a reward.
- He was a good sailor but had a fierce temper. One man died shortly after being flogged by John Paul. He was accused of causing the man's death but claimed that the man had died of fever. He killed a sailor with his sword in an argument over wages. He didn't want to stand trial for this crime, so he sailed to America and changed his name to John Paul Jones.
- He joined the 'American' Navy in 1775 and was the first man to hoist the new American flag on board an American navy ship.
- He attacked many Scottish and English seaports in 1778. One of the ports he raided was Whitehaven, the port he'd sailed from as a cabin boy.
- He took part in a famous battle against HMS Serapis (a British warship) in September 1779. At one point, Jones' ship was so badly damaged that the British captain called on him to surrender. Jones famously replied 'Sir, I have not yet begun to fight!' Jones eventually captured the Serapis and sailed her to Holland with 500 prisoners. It was America's first famous naval victory.
- Between 1781 and 1783, he helped to establish the American navy and trained many young officers.
- He was an Admiral in the Russian Navy between 1788-89. Russia was not a democracy at that time and its Empress did not believe in human rights. In one battle, Jones' ships killed 3000 Turkish sailors and took over 1600 prisoners while only 18 Russian sailors were killed. In 1789, he argued with the Empress of Russia and left Russia for France.
- He died in Paris in 1792. His body was buried in an alcohol-filled coffin (to preserve the body) and was returned to America in 1913. He is buried in a special tomb at America's Naval Academy. The Americans regard him as the 'father' of their Navy while the British think of him as a 'bloodthirsty pirate'.



Investigating the Media

John Paul Jones: Hero or Villain?





Additional resources

Further reading

Edinburgh Castle: The Official Souvenir Guide edited by Chris Tabraham pub. Historic Scotland. Available at the castle shop and gives interesting information about the castle and its history. It can also be ordered through the website.

Chris Tabraham *Edinburgh Castle Prisons of War*, pub. Historic Scotland 2004, ISBN 1-903570-99-9

Francis Abell *Prisons of War in Britain, 1756-1815: a record of their lives, their romance and their sufferings* (Oxford, 1914)

Nick Allen 'The French Prisons in Edinburgh Castle' in *The Book of the Old Edinburgh Club*, vol 35 (1985), 160-70

Joy Cameron *Prisons & Punishment in Scotland from the Middle Ages to the Present* (Edinburgh, 1983)

John Howard *The State of the Prisons in England and Wales* (Warrington, 1784)

Samuel Eliot Morison *John Paul Jones: A Sailor's Biography* (New York, 1959)

Donald Petrie 'The Piracy Trial of Luke Ryan', *American Neptune*, vol 55, 3 (1995), 185-204

For more information about Edinburgh Castle you can log on to the Historic Scotland website: www.historic-scotland.gov.uk Please refer to the website for a list of educational resources relating to other relevant themes.

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