The eighteenth-century Atlantic world offers a rich context for studying the literacy practices of enslaved Africans. As a scholar of rhetoric and its intersections with African American history, I am drawn to the complexities of colonial literacy campaigns on transatlantic plantations. This article examines one network of literacy missions that purchased and trained ‘native’ blacks to teach plantation slaves, a network spanning England, Barbados, Carolina, and West Africa between 1711 and 1765. I highlight the experiences of the enslaved teachers at the Charles-Town Negro School. This work represents a new chapter in the history of African American rhetoric and literacy.