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**Department of African and African American Studies**

**AAS 267: African American Literature**

**QR Module:** *A Narrative of the Life and Adventures of Venture, a Native of Africa: But resident above sixty years in the United States of America* in conversation with the Voyages Trans-Atlantic Slave Trade Database.

**Description:** In this lesson plan, students will locate and analyze data from the Voyages database, which compiled information from records and archives throughout the Atlantic world (Europe, Africa, North America, and South America) about nearly 35,000 slaving expeditions between 1514 and 1866, including vessels, trading routes, ship personnel, slave traders and owners, and the enslaved people themselves. Through a series of exercises using the interactive database students will identify and locate data regarding changes in the transatlantic slave trade over time and according to variables such as flagship, ports of embarkation and disembarkation, and rate of mortality on the voyage and then create tables and graphs to visually describe these changes. Through these exercises students will discover and analyze the historical context for the autobiographical narrative of Venture Smith, recounting capture in West Africa, the voyage across the Atlantic, disembarkation at Barbados, purchase by a slave trader from Rhode Island, journey by ship to New England, and life as both slave and free man and owner of property around the Long Island Sound.

**Learning Objectives:**

**• Students will locate data according to different variables using an interactive database.**

**• Students will construct tables and graphs using this data and explain their choice of table and/or graph to best visually describe their data.**

**• Students will use data to explore the magnitude and vicissitudes of the Atlantic slave trade.**

**• Students will appreciate the importance of historical data for contextual understanding of African American literature.**

**Teaching/facilitation notes:**

This module consists of a discussion board posting, group exercises in a computer lab, and follow up essays. Teachers should reserve two classroom sessions of 75 minutes for completion of the module.

Literature teachers are encouraged to watch this Cspan video in which Anna Mae Duane discuses problems modern students have reconciling Venture’s attitudes about capitalism, love, family, and money with their expectations of what a slave narrative should reveal:

<http://www.c-spanvideo.org/clip/4865>

**Resource List/Guide:** Students will need the following materials to complete this module.

Internet access, preferably in a computer lab, although the module can be adapted to classroom instruction with a single monitor.

Required readings:

Smith, Venture. *A Narrative of the Life and Adventures of Venture, a Native of Africa: But resident above sixty years in the United States of America.* (1798) <http://docsouth.unc.edu/neh/venture2/venture2.html>

Forbes, Robert P., David Richardson and Chandler B. Saint. “Trust and Violence in Atlantic History: The Economic Worlds of Venture Smith.” *Venture Smith and the Business of Slavery and Freedom.* Ed. James Brewer Stewart. Amherst and Boston: Massachusetts UP, 2010: 56-82. (available on Blackboard)

Web resources:

Voyages Database: <http://www.slavevoyages.org/tast/index.faces>

**Outline of lectures, activities, and/or outside class activities required:**

LESSON PLAN: WORKING WITH THE VOYAGES DATABASE

The narrative of Venture Smith provides us with “an extremely rare autobiographical window into one West African’s encounter with the Atlantic Slave Trade and the Middle Passage during the 18th century. This exercise in working with data about the Atlantic Slave Trade will help you to develop a richer understanding of the context in which Smith’s narrative takes place. Future course modules will ask you to use the data you have discovered and the writing exercises in this module to write an essay about the Venture Smith’s narrative in the context of the Atlantic world created by the transatlantic slave trade.

**PART ONE**:

**Discussion Board Posting: Brainstorming about Sources**

**THIS HOMEWORK MUST BE COMPLETED PRIOR TO OUR IN-CLASS COMPUTER LAB SESSION IN PART TWO.**

• Read the narrative of Venture Smith in its entirety. Be sure to take notes as you read with any questions or comments you might have about what his story can tell us about the transatlantic slave trade and enslavement in New England during the 1700s.

• Go to the Discussion Board entitled “Brainstorming about Sources” and write a response to the questions below. **Do not respond to your classmates until you have written your own post**:

1.) Although we began the class listening to the voices of the formerly enslaved in the WPA narratives, very few resources exist that tell us about the experiences of those brought to the US earlier in the Atlantic slave trade. Venture Smith’s narrative opens “an extremely rare autobiographical window” into one West African’s experience with the Atlantic Slave Trade and the Middle Passage during the 18th century. This discussion board posting asks you to brainstorm about some other possible places historians might look to find out information about the lives of those caught up in the middle passage. Be creative in your answers. Hint: Remember that during the Middle Passage, human beings were considered valuable cargo like rum, wheat, and cloth. What kinds of records might exist that record the acquisition, shipping, and sales of human beings? Who might be keeping these records? How would you go about finding such records?

2.) Based on what you already know about the transatlantic slave trade in the 18th century and what you have read in Smith’s narrative, how many people do you think were being transported on the Middle Passage (the voyage from Africa to the “new world”) in the year of Smith’s voyage (1739)? Don’t worry if you don’t know anything about the history of the transatlantic slave trade or don’t feel comfortable estimating from Smith’s narrative alone. There is no wrong answer to this question at this point in the exercise.

• Once you have written your own response, please read what other students have written. Respond to at least **THREE**  of your classmates’ postings, explaining why you agree or disagree with their answers. Be specific.

**PART TWO**: **Group Exercises**

**Please note that class will meet in the computer lab (room TBA) on Sept. tx.**

The Voyages Database combines searchable new data on 35,000 voyages with new estimates of the slave trade that can be manipulated and represented by any combination of time, region of embarkation, region of disembarkation and national carrier. As the curators of the site explain, although it may be difficult to believe in the second decade of the 21st century, “just over two centuries ago, for those Europeans who thought about the issue, the shipping of enslaved Africans across the Atlantic was morally indistinguishable from shipping textiles, wheat, or even sugar.” The careful records they kept of these business transactions involving human lives can help us to understand and to measure the changing dimensions of the traffic in human beings over a period of 367 years.

1. Go to [www.slavevoyages.org](http://www.slavevoyages.org)

2. Working in groups, please complete the following exercises. One person from each group should do the computer navigation for each question, with the help of others in the group.

**For exercises 1 to 3, click on “Assessing the Slave Trade” along the top of the home page, then choose “Estimates”**

**Exercise 1:** **Generate a time profile of the slave trade from its beginning in the 16th century to 1866—the year in which the last slave voyage in the database reached the Americas**.

•There are three new options on the “Estimates” page, just below the normal menu options. Click on “Timeline,” if it does not initially come up when you travel to the site.

•As you move your cursor over the timeline, you will see numbers at the bottom of the graph that tell you the number of captives embarked and disembarked for each specific year.

Answer the following questions about the year of Venture Smith’s voyage—1739:

What were the exact numbers of captives who embarked and disembarked (got on and off the ships) in 1739?

Embarked:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Disembarked:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What do you think accounts for the differences in the numbers? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is the overall direction in the number of captives during the year Venture Smith was taken across the Atlantic? (i.e, is the trade in slaves increasing or decreasing over the course of the year?)

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What might account for any changes you see?

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**Exercise 2:**

•What were the African coastal origins of the slave trade in each century that the slave trade was carried on? (Instead of “Timeline,” now select “Tables.” For Rows select “100 year periods” and for Columns select “embarkation regions.” Then click on the “show” button.)

List of African coastal origins:

16th Century (1500s):

17th Century (1600s):

18th Century (1700s):

19th Century (1800s):

•We know from Smith’s narrative that his region of embarkation in 1739 was the Gold Coast of Africa. What does the table tell us about that region’s importance as a region of embarkation?

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•Change the column selection to “specific disembarkation regions” and then click “show”.

•We know from Smith’s narrative that he first disembarked in Barbados before being taken to Rhode Island. What does the table tell you about the significance of Barbados as a disembarkation region during the 18th century (1701-1800)?

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•Does your understanding of the role of Barbados as a place for unloading captives in 1739 (the year of Venture’s voyage) change if you specify “10 year periods” rather than “100 year periods” in the Rows?

Yes: \_\_\_\_\_\_\_\_\_ No:\_\_\_\_\_\_\_\_\_\_\_\_\_

•If yes, explain what this more detailed look at the numbers tells you. If no, explain why your understanding of the role of Barbados remains the same.

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**Exercise 3:**

•Click on the Columns box and select “broad disembarkation regions” then on the Cells box above the display area on the right and select “only disembarked.” Then click on the “show” button.

• What were the Mainland North American destinations for the slave trade in each century that slave trade was carried on?

15th century:

16th century:

17th century:

18th century:

•Venture’s eventual arrival in the US was to the Northern US region. What, can we tell, if anything about the slave trade to the US from this table?

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•Now take a minute to look at the totals for each region on the bottom of each column. You may have to move your cursor to the right to see the entire table. Can you identify the two regions with the highest totals?

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Does this surprise you? Why or why not?

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**Exercise 4:** **Return to the Voyages Database (found next to the link for Assessing the Slave Trade). Select “Search the Database” and then click on the second tab, “Summary Statistics.”** (Please note: the column marked “standard deviation” shows how much variation exists from the average (mean) or expected value. While this is an extremely important number for more advanced researchers, for this exercise, we will just be discussing the figures in the column marked “average.”)

What number strikes you most among these statistics over the 367 years the database covers?

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•Take note of the following averages:

Percentage of slaves embarked who died during the voyage:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Length of Middle Passage (in days):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Percentage male:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Percentage children:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

• Do these numbers provide a useful context for speaking about Venture Smith’s Middle Passage experience as a young boy? Explain your answer.

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You may wish to return to these summary statistics in later exercises.

Finally, please take a moment to familiarize yourself with the various features of the interactive database by performing the following tasks: **This part of the exercise should be completed individually, although you may confer with members of your group if you are having trouble navigating the database.**

•To see the data for a particular year or years—use the “select time frame” option from the left menus.

•By port of departure of the slave vessel in Europe or the Americas—Click on “Voyage Itinerary” under “Basic Variables” on the left and then choose “Place where voyage began”

•By region in Africa—Click on “Voyage Itinerary” and choose “Principal place of slave purchase”

•By region in the Americas—Click on “Voyage Itinerary” and choose “Principal place of slave purchase”

•By Slave rebellions on board ship—Click on “Voyage Outcome” and then “African Resistance.” Fill in all three.

**Please note that you may graph any of these variables by clicking the “Custom Graphs” tab. Be sure to view different data queries plotted on an XY Graph, a Bar Graph, and a Pie Graph.**

For each of the following variables, make a series of graphs, then describe which graph is most useful for conveying this information and explain how you might use the graph in a discussion of the particular variable. Be sure to explain for each what you chose to graph on your x-axis and y-axis:

1. x- axis: Flag

y-axis:

Best graph: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. x-axis: Percentage of slaves embarked who died during the voyage

y-axis:

Best graph:

3. x-axis: Percentage male:

y-axis:

Best graph:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. x-axis: Percentage children:

y-axis:

Best graph:

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**After completing the graphing portion of this exercise, please meet with your group to discuss your answers.**

**PART THREE: Researching Specific Slave Ship Voyages**

**This exercise will be performed by members of the group working together.**

**Directions:**

Answer the following questions completely. In each exercise, you will read about a specific ship voyage. Use the database’s search engine to determine the ship voyage being described. From the homepage of The Trans-Atlantic Slave Trade Database (www.slavevoyages.org), select **“Search the Voyages Database”** in the center of the page. Choose among the **“Basic Variables”** on the left side of the Voyages Database to narrow your search parameters. When the correct voyage is listed in the Search Results, click on the voyage to receive more detailed information.

When reading the descriptions of the voyages, look for the following information. It will be helpful to underline or highlight key information as you are reading about each voyage. This information will help you locate the voyage using the database search engine.

1. Slave ship
2. Captain
3. Year of the voyage
4. Place where slaves were purchased and the place where the ship arrived
5. Number of slave aboard the ship

**Exercise 1**

From *A Narrative of the Life and Adventures of Venture, a Native of Africa: But Resident above Sixty Years in the United States of America, Related by Himself* by Venture Smith. (New London, 1798), excerpts from Chapter 1.

CHAPTER I. CONTAINING AN ACCOUNT OF HIS LIFE, FROM HIS BIRTH TO THE TIME OF HIS LEAVING HIS NATIVE COUNTRY

I was born in Dukandarra, in Guinea, about the year 1729. My father’s name was Saungin Furro, Prince of the tribe of Dukandarra. My father had three wives. Polygamy was not uncommon in that country, especially among the rich, as every man was allowed to keep as many wives as he could maintain. By his first wife he had three children. The eldest of them was myself, named by my father.

Invaders pinioned the prisoners of all ages and sexes indiscriminately, took their flocks and all of their effects, and moved their way toward the sea. On the march, the prisoners were treated with clemency, on account of being submissive and humble. Having come to the next tribe, the enemy laid siege and immediately took men, women, children, flocks, and all their valuable effects. They then went on to the next district, which was contiguous to the sea, called in Africa, Amamaboo [Anomabu].... All of us were then put into the castle and kept for market.

On a certain time, I and other prisoners were put on board a canoe, under our master and rowed away to the vessel belonging to Rhode Island, commanded by Captain Collingwood and the mate, Thomas Mumford. While we were going to the vessel, our master told us to appear to the best possible advantage for sale. I was bought on board by one Robertson Mumford, steward of said vessel, for four gallons of rum and a piece of calico, and called VENTURE, on account of his having purchased me with his own private venture. Thus I came by my name.

Which ship brought Venture Smith to America and in what year? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Configure the columns to answer these additional questions:

How many slaves embarked? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How many slaves disembarked? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Are these numbers the same as those cited in Venture Smith’s narrative? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What do you think might account for this discrepancy? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Venture Smith’s narrative is cited as a source for this database. What does this tell you about the challenges of compiling data on the transatlantic slave voyages? Which source do you find more reliable and why?

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**Exercise 2:**

In 1781, under Captain Luke Collingwood, the ship *Zong* had sailed from Africa for Jamaica with some 440 slaves, many of whom had already been on board for weeks. Head winds, spells of calm, and bad navigation (Collinwood mistook Jamaica for another island and sailed right past it), stretched the transatlantic voyage to twice the usual length. Packed tightly into a vessel of only 107 tons, enslaved Africans began to sicken. Collingwood was worried. A competent captain was expected to deliver his cargo in reasonable health. Of course, dead or dying slaves brought no profits. There was a way out, however. If Collingwood could claim that the enslaved people had died for reasons totally beyond his control, insurance would cover the loss.

Collingwood ordered his officers to throw the sickest slaves into the ocean. If they were ever questioned, he told his officers to say that due to the unfavorable winds, the ship’s water supply was running out. If water had been running out, these murders would be accepted under the principle of “jettison” in maritime law. A captain had a right to throw some cargo—in this case, human beings – overboard to save the remainder. In all, 133 slaves were “jettisoned” in several batches.

When the *Zong*’s owners later filed an insurance claim for the value of the dead slaves, it equaled more than half a million dollars in today’s money. The insurance company disputed the claim. This was not a trial for murder. It was a civil [private, not criminal] insurance dispute. Collingwood died from illness associated with the voyage prior to answering charges in court.

•Where was the principal region from which slaves on the *Zong* were purchased? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

•How many days did the Middle Passage voyage last? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

•What percentage of enslaved people died during the voyage? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

• The Zong case was one of the biggest cases in the history of the Atlantic slave trade and helped spark renewed support for the abolition of slavery in England. How does the shipboard mortality on the Zong compare to earlier figures about percentages of deaths? What does this data explain and not explain about the controversy?

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• Read Smith’s complete description of his Middle Passage, in which captives also experienced great mortality on board:

After all the business was ended on the coast of Africa, the ship sailed from thence to Barbadoes. After an ordinary passage, except great mortality by the small pox, which broke out on board, we arrived at the island of Barbadoes: but when we reached it, there were found out of the two-hundred and sixty that sailed from Africa, not more than two hundred alive.

• Smith’s description of the journey and the terrible smallpox epidemic is surprisingly brief, considering that he spent an entire chapter describing his capture and journey over 400 miles to the coast where he began the Middle Passsage. Can you think of why this might be?

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The Zong case took place in 1781. In 1797, Connecticut passed a bill changing the age of gradual emancipation, so that all children born into enslavement would be free by the age of 21. Smith’s narrative was published in 1798. Considering how hard Smith worked to buy his own and then the freedom of his family, can you think of a reason why he doesn’t mention the abolition movement in his home state?

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**PART FOUR: Reading Assignment and Reflection**

**Directions:** The final part of this module asks you to reflect on what you have learned from doing this assignment. Post answers to following questions on the Discussion Board entitled: Reflections on reading Venture Smith in conversation with the Voyages Database:

• In your brainstorming for this module in Part One, you were asked to think about sources historians might use to compile data on slave voyages during the Middle Passage. What did you learn about sources from working with the Voyages database?

• What surprised you about the information you located?

• How did your estimate of the number of captive people making the transatlantic journey on slave ships in the 18th century differ from what you found in the database? Describe your reactions to what you found out about the numbers.

• How did comparisons with other voyages during the 18th century change your view of Venture’s narrative?

• Has the data you located in this assignment changed your view of the Middle Passage? Please be very specific in your answer, noting the changes we have observed over the centuries through our exploration of data.

• Describe your experience working with your group. What did you find most helpful? What did you find unhelpful?

• Do you feel more comfortable working with interactive databases after completing this lesson?

• If you had a chance to do a similar lesson, would you find it useful in helping you to learn about the historical context for the literature we are reading?

**Reading Assignment:**

**After completing the discussion board, please read the following chapter, which you will find on Blackboard:**

Forbes, Robert P., David Richardson and Chandler B. Saint. “Trust and Violence in Atlantic History: The Economic Worlds of Venture Smith.” *Venture Smith and the Business of Slavery and Freedom.* Ed. James Brewer Stewart. Amherst and Boston: Massachusetts UP, 2010: 56-82.

**Take careful notes in preparation for an in-class writing assignment at the beginning of our next class.**

**Information about assessment of the module:** This lesson is part of a larger module on the use of data to enhance understanding of early slave narratives and the transatlantic slave trade. I’m still working on the larger picture.

**Sources used to create the module:**

Niche!!!!

See also reading lists above.