

Researching the Transatlantic Slave Trade

Author: **Christine Kadonsky, Wausau West High School, WI and David Eltis**

Grade Level: **9th – 12th grade**

Course: **World History, US History**

Key Words: **Abolition; Slave Trade; United States; World History; Primary Sources; Graph skills**

STANDARDS

NCHS History Standards

- U.S. History Era 1 (Three Worlds Meet) – Standard 1
- World History Era 6 (First Global Age) – Standard 4

OVERVIEW AND BACKGROUND

In this lesson, students will learn how to search The Trans-Atlantic Slave Trade Database. They will discover the scope of the slave trade over four centuries. Students will search the database to learn more about five noteworthy voyages. Students will review the African Names Database to learn the name of Africans liberated from ships attempting to trade illegally. By completing this lesson, students will have a better understanding how historians use databases and statistics to conduct historical research.

OBJECTIVES

Students will

- Refine searching methods using an online database. Synthesize and analyze data about slave ship voyages.
- Compare and contrast the geography, demographics, and outcomes of five specific transatlantic slave trade voyages.
- Understand how historians use data analysis to enrich historical research.

SUGGESTED GRADES AND COURSES

Grades 9-12 United States History and World History courses

RESOURCES / MATERIALS

For this lesson, each student will need computer access and internet access to Slave Voyages website. It would be very useful for the teacher to be able to demonstrate how to use the database by projecting the database on a screen or using a Smart Board. Each student will need a copy of the student activity packet (included at the end of this lesson plan).

PROCEDURE

1. Begin class with students brainstorming what primary sources historians use to research the transatlantic slave trade. These primary sources include ship records; diaries, letters, and reports of captains and crew members; and a few eyewitness accounts of enslaved people who experienced the Middle Passage. Because of the voyages' economic importance, captains kept accurate records of their voyages and their human cargo.
2. Introduce the students to Slave Voyages. Each student should have access to a computer and be directed to www.slavevoyages.org. It is suggested strongly that the teacher demonstrate using the online database by projecting the website on a screen or Smart Board.
3. Hand out the student activity worksheets (the five pages included at the end of this lesson plan). Introduce the activity by reading the database description, looking at the model of the slave ship *L'Aurore* at the top of the first page, and viewing the 3D video (<https://slavevoyages.org/voyage/ship>).
4. On the Slave Voyages website homepage, show the students the three main databases: Trans-Atlantic, Intra-American, and African Names. Next, under Trans-Atlantic, select "Estimates" to begin the first activity. Show students the default "Table" and "Timeline" with all of the compiled voyage data from 1501-1866. Direct the students to answer the three questions independently.
5. Supervise the students as they work, providing assistance as needed. You may choose to discuss the answers to the questions before moving on. Next, show the students how to search the database. From the homepage, select "Trans-Atlantic" and the "Database" from the menu options. Highlight the variable categories above the table.
6. Read the voyage description in Exercise 1 – either aloud to the class or independently in silence. Encourage students to underline or highlight key information as they read the descriptions in each exercise. Students should look for: the ship name, captain, year of voyage, place where enslaved Africans were purchased and the place where the ship arrived, and the number of enslaved Africans aboard the ship. For Exercise 1, with the ship name *Zong*, the students should be able to locate the voyage. Demonstrate that by clicking on the listing of a specific voyage, they will receive more information about the voyage.

7. Direct the students to answer the questions about Exercise 1. The students should complete the rest of the activity on their own. Encourage students to ask questions if they need assistance. Monitor the students and provide suggestions when students need help. The exercises become more challenging as students receive less direct information (like ship name and captain) as they progress through the learning activity.

WRAP-UP / ASSIGNMENT

After students complete the activity, facilitate a class discussion about their findings. Discuss the following questions to ensure the students' understanding.

- From where were a majority of enslaved people embarked in Africa and disembarked in the Americas?
 - o Show Maps 1 and 9 from the "Introductory Maps" under "Trans-Atlantic."
- Most voyages arrived safely in the Americas; however, some ships ran into difficulties. What were some of the difficulties encountered by the ships you researched?
- Did the slave trade end entirely when Great Britain and the U.S. outlawed the slave trade in 1808? What evidence do you have to support your answer?
- How would The Trans-Atlantic Slave Trade Database be useful to historians?

For a brief follow-up assignment, students could create their own tables and timelines based on parameters they choose to place on the "Estimates" under "Trans-Atlantic." Another possible assignment aims to give a human context to the Middle Passage voyage. Students could read and analyze a selection from an enslaved person's account of the Middle Passage. One example would be to read an excerpt from Olaudah Equiano's autobiography, *The Interesting Narrative of the Life of Olaudah Equiano* (1789). A more extensive student assignment is outlined in the "Extension." Students analyze the variety of sources available on The Trans-Atlantic Slave Trade Database and write a comprehensive essay.

LESSON PLAN ASSESSMENT

The teacher will conduct informal formative assessments as the students are completing the activity using the database and later during the class discussion wrap-up. Summative assessments may include evaluating the student activity worksheets for correct answers. Teachers may include a summative assessment by evaluating a follow-up assignment, like student-created tables or analysis of the account of an enslaved African who experienced the Middle Passage.

VOCABULARY

Maritime jargon is used in the database. See the "Glossary" section of the database website.

FURTHER READING

Eltis, David, and David Richardson. *Atlas of the Transatlantic Slave Trade*. New Haven, Conn: Yale UP, 2010.

EXTENSION – Student Essay Analyzing the Transatlantic Slave Trade

First, students should complete the original student activity, “Researching Trans-Atlantic Slave Trade Ship Voyages,” to introduce them to the database. Once students are familiar with the database, they can research the transatlantic slave trade in more detail and synthesize their findings in an essay.

The students will answer the following questions in an essay.

Describe the triangular trade routes established across the Atlantic Ocean. Where did the ships originate, where were enslaved Africans embarked, and where were they disembarked? What factors influenced the transatlantic slave trade? Use the Trans-Atlantic Slave Trade Database (www.slavevoyages.org) to research voyages, tables, and maps. Support your arguments using specific examples from the database.

Students taking advanced classes or at junior/senior status (grades 11-12) may be provided with less guidance as they research and write their essays. The following guidelines provide clear expectations for high school students writing an essay analyzing the transatlantic slave trade using the database resources.

OVERVIEW

The students’ task is to write a five-paragraph essay that synthesizes data about the transatlantic slave trade. Each paragraph has a specific purpose. The introduction provides a general overview of the essay and includes a strong thesis statement. The first body paragraph explains the primary routes involved in triangular trade, using the database’s map collection. The second body paragraph focuses on the importance of sugar production to the transatlantic slave trade and requires the students to use a table as evidence. The third body paragraph explores the influence of the trade winds of the Atlantic Ocean and requires students to research two specific slave voyages. The conclusion provides a summary of the main arguments and reinforces the thesis statement.

CITING SOURCES

There are several ways for students to cite the research that they conducted using The Trans-Atlantic Slave Trade Database. The database map collection is located under the “Trans-Atlantic” tab with “Introductory Maps.” Students may refer to the maps by number (i.e. Map 6).

For the second body paragraph, the students set parameters to compile a table. They create the table under the “Trans-Atlantic” tab with “Estimates.” Once the students have created an appropriate table, they may create a URL (web address) specific to their table. On the left-hand column, under “Create a Query Link,” choose “Create Link.” A specific link address (URL) appears that students may copy and paste into their essays.

The third body paragraph requires students to study two specific voyages. Under the “Trans-Atlantic” tab, students will select “Database.” Voyages may be referenced in two ways. Each individual voyage has been assigned a number (i.e. Voyage 403), so students may cite the voyage by number. If the teacher is interested in the particular search that the students used, the students can be required to generate a specific URL for their database search. On the left-hand column, under

"Create a Query Link," choose "Create Link." A specific link address (URL) appears that students may copy and paste into their essays.

ESSAY REQUIREMENTS

Introduction

In the introduction, students will provide a general overview of the transatlantic slave trade. They will describe the main arguments of each of their body paragraphs. They will conclude with a strong thesis statement. The thesis statement should explore the importance of the transatlantic slave trade. Why was the transatlantic slave trade developed and sustained for more than three hundred years? Students should understand that the overriding motive of those involved in the slave trade was greed.

First Body Paragraph – Following Triangular Trade

In this paragraph, students will explain the most common routes taken during the transatlantic slave trade. Students will research the database's map collection, which is located under the "Trans-Atlantic" tab with "Introductory Maps." Remember to refer to the maps by number (like Map 6).

Begin by describing where the ship voyages originated or from where they began. Explain the data from "Map 6: Countries and regions in the Atlantic World where slave voyages were organized." Make sure to read the description of the map. From which countries did a majority of slave voyages originate?

Next, describe from where enslaved Africans were embarked (or brought aboard ship) in Africa. Use "Map 7: Major coastal regions from which captives left Africa." Make sure to read the description of the map. Why do you think that most enslaved Africans were brought from the west coast of Africa instead of from other regions?

Finally, describe where enslaved Africans were disembarked (or brought off the ship). Use "Map 8: Major regions where captives disembarked." Make sure to read the description of the map. From what regions were a large majority of enslaved people disembarked?

Second Body Paragraph – The Importance of Sugar Production

In this paragraph, students will explain the importance of sugar production and how it influenced the transatlantic slave trade. According to David Brion Davis, "Since Brazil and the Caribbean formed the very heart of the Atlantic Slave System, attracting some 90% of all the slaves imported from Africa, and since the production of sugar dominated the economies of both regions, even a brief summary of the slave-trade history should mention the ancient westward migration of sugarcane cultivation" ("Forward" of *Atlas of the Transatlantic Slave Trade*). Study "Map 2: Migration of sugar cultivation from Asia into the Atlantic." Make sure to read the description of the map. Describe how growing or cultivating sugar moved across the world over time.

Next, students will demonstrate the importance of sugar production by compiling a table. This table will show how many enslaved people were brought to Brazil and the Caribbean. A majority of enslaved Africans brought to Brazil and the Caribbean worked on sugar plantations. Create the table under the "Trans-Atlantic" tab with "Estimates." Your goal is to create a table that calculates

the voyages that arrived in Brazil and the Caribbean.

From the left-hand column, choose “Regions.” For Disembarkation regions, only select Brazil and the Caribbean / West Indies. (Uncheck Europe, Mainland North America, and Africa.) Choose “Apply.” From the main “Table” view in the center of the page, select “Broad disembarkation regions” from the “Columns” pull-down menu. From the “Cells” menu, choose “Only disembarked.” Click the “Update” button. This table shows where all of the enslaved people were disembarked to the Caribbean and Brazil, the main sugar producing regions.

Once you have created an appropriate table, create a URL (web address) specific to your table. On the left-hand column, under "Create a Query Link," choose "Create Link." A new box appears with a specific link address that you should copy and paste. Include this web address link in this paragraph to cite your table.

Answer the following questions about your table. Where were a majority of slaves disembarked? A total of 10.7 million enslaved people survived the voyage and disembarked worldwide. Of the total 10.7 million, how many enslaved people were disembarked to the Caribbean and Brazil, the main sugar producing regions? Select the “Timeline” tab above the table to answer the last question. During what one-hundred year period were a majority of enslaved Africans brought to Brazil and the Caribbean?

Third Body Paragraph – The Influence of Winds and Ocean Currents

In this paragraph, students will explain how winds and currents in the Atlantic Ocean affected the transatlantic slave trade. Study “Map 4: Wind and ocean currents of the Atlantic basins.” Make sure to read the description of the map in order to understand how the winds and ocean currents “effectively created two slave-trading systems.” Describe how slave voyages in the north were affected by the North East Trades and Westerlies. Describe how slave voyages in the south were affected by the South East Trades and Westerlies.

You will use two specific ship voyages to demonstrate the influence of winds and ocean currents on the slave trade in the North and South Atlantic. First, you will locate a voyage in the North Atlantic. Under the “Trans-Atlantic” tab, select “Database.” You are searching for voyages that originated in Europe, embarked captives in Africa, and arrived in the Caribbean. From the parameters above the table select "Itinerary" and with "Place of Departure" highlighted choose Europe as the place where the voyage began. Then with “Place of Landing” highlighted, choose Caribbean as the principal place of slave landing.

Take note of how many voyages meet this search result. Of the more than 35,000 total voyages in the database, how many of the voyages originated in Europe and arrived in the Caribbean, following the northern trade winds? From the search results, choose and study one voyage in particular. You may choose any voyage that began in Europe and ended in the Caribbean. In this paragraph, describe this voyage by the ship name, year, and voyage number. Read the detailed information about the voyage. Where did the voyage begin? From what region were the slaves purchased? Where was the principal region for landing? How many enslaved people were embarked in Africa and how many enslaved Africans were disembarked in the Caribbean?

For the second voyage, you are looking for a voyage that was affected by the winds and ocean currents in the South Atlantic. Under the “Trans-Atlantic” tab, select “Database.” You are searching for voyages that originated in Brazil, embarked captives in Africa, and returned to

Brazil. From the parameters above the table select "Itinerary" and with "Place of Departure" highlighted choose Brazil as the place where the voyage began. Then with "Place of Landing" highlighted, choose Brazil as the principal place of slave landing.

Take note of how many voyages meet this search result. Of the more than 35,000 total voyages in the database, how many of the voyages originated in Brazil and returned to Brazil, following the southern trade winds? From the search results, choose and study one voyage in particular. You may choose any voyage that began and ended in Brazil. In this paragraph, describe this voyage by the ship name, year, and voyage number. Read the detailed information about the voyage. Where did the voyage begin?

From what region were Africans purchased? Where was the principal region for landing? How many enslaved Africans were embarked in Africa and how many were disembarked in the Caribbean? If you do not recognize a place name, complete a simple internet search to determine the location.

Conclusion

In the conclusion, students should summarize their main arguments. Explain the significant routes of triangular trade. Describe the importance of sugar production and trade winds as factor influencing the transatlantic slave trade. Reinforce the thesis statement to explain the motivation of those involved in the transatlantic slave trade.

ESSAY EVALUATION

Students' essays may be evaluated using the following criteria.

	Excellent	Proficient	Needs Improvement
Introduction	<ul style="list-style-type: none"> * Introduces all of the main ideas of the essay * Contains a clear thesis statement 	<ul style="list-style-type: none"> * Introduces the topic with limited detail * Contains a simple thesis statement 	<ul style="list-style-type: none"> * Introduces the topic in a general way unrelated to the main ideas * Does not include a thesis
First Body Paragraph	<ul style="list-style-type: none"> * Describes each route of triangular trade using examples from the maps * Explains where a majority of slave voyages began, embarked slaves, and ended 	<ul style="list-style-type: none"> * Includes each route of triangular trade with some examples from the maps * Says where most slave voyages began, embarked slaves, and ended 	<ul style="list-style-type: none"> * Does not include any examples from the maps when describing triangular trade routes
Second Body Paragraph	<ul style="list-style-type: none"> * Describes in detail how sugar cultivation migrated * Analyzes a table to explain how sugar production affected the slave trade 	<ul style="list-style-type: none"> * Tells how sugar cultivation migrated * Tells about a table but does not show how sugar production affected the slave trade 	<ul style="list-style-type: none"> * Does not explain how sugar cultivation migrated * Does not explain how sugar production affected the slave trade
Third Body Paragraph	<ul style="list-style-type: none"> * Explains how winds and currents affected the trade * Describes two voyages in detail to support the importance of winds and currents 	<ul style="list-style-type: none"> * Tells about winds and currents * Tells about two voyages without making the larger connection to winds and currents 	<ul style="list-style-type: none"> * Does not clearly explain winds and currents * Does not describe two specific voyages in detail
Conclusion	<ul style="list-style-type: none"> * Summarizes all of the main ideas of the essay * Reinforces a clear thesis statement 	<ul style="list-style-type: none"> * Summarizes the topic with limited detail * Restates a simple thesis statement 	<ul style="list-style-type: none"> * Does not summarize the main ideas * Does not restate a thesis

<p>Historical Analysis</p>	<ul style="list-style-type: none"> * Uses several examples with a variety of types of information * Requires deep analysis of information and motivation expressed in sources * Requires comparison/ contrasts with other sources 	<ul style="list-style-type: none"> * Uses a few examples * Requires some consideration of information and motivation expressed in sources 	<ul style="list-style-type: none"> * Uses one or no example(s) * No attempt made to analyze the information expressed in sources
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Historical Analysis descriptors adapted from *Thinking Like a Historian* by Mandell and Malone (2007)

Student Activity Worksheet – Teacher Answer Key

Understanding the Scope of the Trans-Atlantic Slave Trade

1. According to the estimates on this table, how many enslaved people were brought from Africa to the Americas from the 1500s-1800s? How many enslaved people were brought to the United States?

Total (Americas) _____ Total (United States/North America) _____

2. Using the “Table” and the “Timeline” (with tabs at the top of the page), determine the 100-year period in which the most enslaved people were brought from Africa to the Americas.

3. The number of enslaved people brought to the United States dropped significantly after 1825 according to the table. What accounts for this steep decline? (Use the events listed on the “Timeline.”)

The abolition of the slave trade in the United States (and Great Britain) took effect in 1808.

Researching Specific Slave Ship Voyages

Exercise 1 *Use the ship’s name to search the database.*

Where was the principal region from which enslaved Africans on the *Zong* were purchased? _____

How many days did the Middle Passage voyage last? _____

What percentage of enslaved people died during the voyage? _____

Exercise 2 *Use the ship’s name to search the database.*

Wanderer (1858)

According to the “Voyage variables,” what was an important outcome of this voyage?

Using the “Voyage map,” describe the itinerary. Where did the ship begin? How many enslaved Africans were taken aboard and from where? Where did the ship land and how many enslaved Africans were disembarked?

Clotilda (1860)

According to the “Voyage variables,” what was an important outcome of this voyage?

Using the “Voyage map,” describe the itinerary. Where did the ship begin? How many enslaved Africans were taken aboard and from where? Where did the ship land and how many enslaved Africans were disembarked?

Exercise 3

Search by the captain’s name for all of the voyages that the captain led. Describe his career. How many slave ship voyages did he lead and during what years? Where were the slaves purchased and disembarked? Answer using **complete sentences**.

There is more than one captain with the last name of Deane. Stephen Deane was the captain of the New Britannia in 1773. The questions should be answered about Stephen Deane.

Exercise 4

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

To search, begin by using the captain’s name (Collingwood) and voyages after 1729. This brings 4 results. The original port was Rhode Island and the captives were purchased at Anomabu. This detailed information is under the “Voyage variables” of the Charming Susanna voyage of 1739.

Exercise 5

Which ship is described in this letter? _____

This search is particularly challenging and you will probably need to help your students. Begin by searching the specific year of the voyage of 1787. For the slave numbers, search for at least 550. The slaves were landed in the Caribbean. With these search parameters, there will be 20 results. The slaves were embarked at the Gold Coast and landed in Jamaica. Only two voyages meet these results. The Elizabeth arrived in Jamaica in June 1787, according to the “Voyage variables.” The letter said that the slaves arrived shortly after his September 27th letter, so it must be the voyage of the Brooks.

Exploring the African Names Database

How many enslaved people were held on the ship *Fabiana* on its 1819 voyage? _____

Were most of the enslaved people male or female? Male or Female

What was the average age of the enslaved people? _____

Why were the enslaved people aboard the *Fabiana* disembarked in Africa and freed?

Researching Trans-Atlantic Slave Trade Ship Voyages

In this activity, you will learn about the scope of the transatlantic slave trade and research specific slave ship voyages. You will be using The Trans-Atlantic Slave Trade Database, which has information on more than 35,000 individual slave ship voyages.



This is a model of a typical slave ship. *L'Aurore* was built in 1784 in France. The ship was about 100 feet long and 28 feet wide. From France, slave ships sailed to the coast of Angola in West Africa. Over 600 enslaved Africans were taken to Haiti, at that time French colony Saint Domingue. From there, colonial goods were bought, usually sugar, and transported to France.

3D Video of *L'Aurore*
(<https://slavevoyages.org/voyage/ship>)

Photo from: http://www.modelships.de/Verkaufte_Schiffe/Aurore_Ferlemann/Aurore_I_eng.htm

The Trans-Atlantic Slave Trade Database is located at www.slavevoyages.org.

Understanding the Scope of the Trans-Atlantic Slave Trade

From the homepage of Slave Voyages (www.slavevoyages.org), select "Trans-Atlantic" at the top of the page and then choose "Estimates" from that menu.

The general table shows data about the number of enslaved people brought aboard slave ships from 1501-1866. The table shows the countries to which enslaved Africans were taken.

1. According to the estimates on this table, how many enslaved people were brought from Africa to the Americas from the 1500s-1800s? How many enslaved people were brought to the United States?

Total: _____

United States: _____

2. Using the "Table" and the "Timeline" (with tabs at the top of the page), determine the 100-year period in which the most enslaved people were brought from Africa to the Americas.

The data is compiled by 25-year periods on the table. *Example answers: 1525-1625 or 1650-1750*

3. The number of enslaved people brought to the United States dropped significantly after 1825 according to the table. What accounts for this steep decline? (Use the events listed on the "Timeline.")

Researching Specific Slave Ship Voyages

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 Slave Voyages (www.slavevoyages.org), select "Database" under "Trans-Atlantic" at the top of the page. Choose among the variable options above the table 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 enslaved aboard the ship

Exercise 1

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 (Collingwood 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? _____

Exercise 2

The last two slave vessels to arrive in the United States from Africa were the *Wanderer* and the *Clotilda*. Find each of these vessels and answer the following questions, using **complete sentences**.

Wanderer (1858)

According to the "Voyage variables," what was an important outcome of this voyage?

Using the "Voyage map," describe the itinerary. Where did the ship begin? How many enslaved Africans were taken aboard and from where? Where did the ship land and how many enslaved Africans were disembarked?

Clotilda (1860)

According to the "Voyage variables," what was an important outcome of this voyage?

Using the "Voyage map," describe the itinerary. Where did the ship begin? How many enslaved Africans were taken aboard and from where? Where did the ship land and how many enslaved Africans were disembarked?

Exercise 3

From the *Gentleman's Magazine*, October 1773

"Part of a letter from the coast of Africa, gives a melancholy account of the New Britannia, Captain Deane, who, having 230 slaves on board, some of the black boys belonging to the ship found means to furnish them with carpenters tools, with which they ripped up the lower decks, and got at the guns and powder; being overpowered, however, by the crew, they then set fire to the magazine, and blew up the vessel, but which not less than 300 souls perished."

The ship was short on crew members because of illness. So free African sailors were hired and they gave tools to the enslaved Africans. During the insurrection, an enslaved person jumped overboard because the sailors were gaining control of the ship. Deane went out in a small boat to retrieve them. Then the gunpowder exploded. Only Deane and the slave survived and rowed back to the nearby African coast.

Search by the captain's name for all of the voyages that the captain led. Describe his career. How many slave voyages did he lead and during what years? Where were the enslaved Africans purchased and disembarked? Answer using **complete sentences**.

Exercise 4

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? _____

Exercise 5

Identify the vessel mentioned in the following letter from Robert Hibbard of Hope Estate, Jamaica to the Duke of Chandos. Note the letter provides clues though neither the ship nor captain is mentioned.

Kingston,
Jamaica 10th
November, 1787

Received, London 7th Jan., 1788

My Lord,

I forward by this conveyance the duplicate of my letter to your Grace of the 27th of September, since which our Seasons have continued mild and noble, and, as no Hurricanes ever happened at so late a Period of the year as we are now arrived at we conceive ourselves perfectly secure.

A few days after the Date of my last letter there arrived here to our Address a very fine cargo of 600 slaves from the Gold Coast of Africa. As she brought us an account that no other could be expected from that part of the coast for a very considerable time, and as Provisions are remarkable cheap and in the greatest plenty, I thought it an opportunity not to be lost and (as our wants were rather pressing) I

extended our purchase from ten to twenty. I was further encouraged to do this by having the opportunity of selecting previous to the day of the sale, the choicest Negroes in the Cargo. This is a privilege scarce ever permitted, and could not have been obtained but in a cargo of our own. The Negroes I chose are 20 prime young men all of whom are now settled in proper houses on the estate, and seem perfectly satisfied with their Situation.

The price was L69 Currency, each equal to L1,380 for the whole. The payment for Slaves is generally made the crop after the purchase, and the amount of interest after one month, but with respect to payment I shall await your Grace's further discretion.

Your Grace's most obedient
servant, Robert Hibbard

Which ship is described in this letter? _____

A drawing was made of the inside cargo hold of this ship. Complete an image search using an internet search engine (like Google) to locate this famous image.

Exploring the African Names Database

Slave ships kept accurate records of the number of enslaved people brought aboard the ship and disembarked later. However, ship records did not record information about individual slaves. The British abolished the slave trade in 1807 and then began patrolling the African coast to catch ships attempting to transport enslaved Africans illegally. The African Names Database contains information on Africans liberated from slave ships captured by British cruisers between 1819 and 1845. There are over 90,000 African people documented in this database.

From the homepage of Slave Voyages (www.slavevoyages.org), select "**African Names**" from the top of the page. On the first page, you will see the enslaved people held aboard the ship *Fabiana* in 1819.

How many enslaved people were held on the ship *Fabiana* on its 1819 voyage? _____

Were most of the enslaved people male or female? Male or

Female What was the

average age of the enslaved people? _____

Click on the "Voyage ID 2315" to get more detailed information about the *Fabiana* voyage.

Why were the enslaved people aboard the *Fabiana* disembarked in Africa and freed?
