

UNIT IV

TRADE & COMMERCE

Unit Objectives

1. Emphasize the significance of the New World Dutch colonies as part of a commercial venture under the auspices of the West India Company.
2. Stimulate students' understanding of the initial significance of the slave trade.
3. Acquaint students with the Beaver trade as the initial basis for Old-New World trade. (trade triangle: slaves—salt/sugar—furs.).
4. Familiarize students with relevant laws and court cases (as they pertain to trade and commerce).
5. Allow students to become familiar with Indian-Dutch land transactions.

Lesson 1

Objectives	Activities	Resources
<ol style="list-style-type: none">1. Students will become familiar with the nature of the original settlement as a commercial venture.2. Students will design a logo of their own based on that of the GWC.3. Students will write a newspaper advertisement for either purchasing stock in the company or attracting individuals to work on the ships or settle in the colonies.	<ol style="list-style-type: none">1. Discuss with students the nature of the Dutch settlements as part of a commercial venture.2. Ask them to explore the implications of such a beginning as compared with the Pilgrim settlements which were an escape from religious persecution.3. Explain background of <u>Geoctroyeerde Westindische Compagnie</u> (GWC) with students.4. Discuss with students the use of logos in present day advertising. show that they may be familiar with some (i.e. CBS, Pepsi, Nike).	<ol style="list-style-type: none">1. Background information on Dutch West India Company2. Logo design of Dutch West India Company (<i>Curaçao Papers</i>, p. 138 - Dec. 48b)

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Lesson 1 (continued)

Objectives	Activities	Resources
	5. Pass out logo design for GWC. Note that logos have therefore been in existence for over 300 years.(document 48b, pg 138)	3. <i>Curaçao Papers, Documents 36a, 36b, 48b (use logos)</i>
	6. Have students design a logo using their own initials.	
	7. Although newspapers were not in existence then, have students write a newspaper advertisement for either purchasing stock or signing on the ship.	4. Reference: logo book: <i>American Trademark Designs</i> by Barbara Capitan (NY:Dover), 1975

Lesson 2

Objectives	Activities	Resources
<ol style="list-style-type: none">1. Students will become aware of the trade triangle from the Netherlands to Curaçao and back to the Netherlands.2. Students will understand the background and significance of the slave trade and express opinions relative to it.3. Students will become familiar with trade accounts and will understand how historical information is taken from them.4. Students will become aware of contracts, journals, and ships logs as primary documents.	<ol style="list-style-type: none">1. Distribute Document #44. Explain that this is a legal document and like legal documents of today it is complex. Point out various stipulations of contracts and discuss with students:<ol style="list-style-type: none">a. What were the responsibilities of the skipper?b. What was his salary to be?c. What route was the ship to take?d. What would the company provide him with or make available to him?e. Why would an individual prefer to work for the company rather than work independently?f. How is that like working for a large company today?2. Read the document through with the student. Note the path of triangular trade:<ol style="list-style-type: none">a. Where did the ship start?b. Where did the ship pick up slaves?c. Where were the slaves brought?d. What other stops did the ship make?e. Can you find what other items were being sent to islands/colonies from the Netherlands?	<ol style="list-style-type: none">1. <i>Curaçao Papers</i>, Charter Party, pp. 133-135, Document #44 <p>Additional documents:</p> <p>Document # 17 pp. 66-68</p> <p>Document 36B, pp. 115-116 48B, pp.138-139</p> <p>(see Lesson 1)</p>

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Lesson 2 (continued)

Objectives	Activities	Resources
	<p>3. Distribute Documents. Assign small paragraphs to groups of students. Discuss as class:</p> <ul style="list-style-type: none">¶ 1-3 Have students describe the authority of the general director.¶ 4-5 Have students describe procedure for the judgment of crimes.¶ 6-8 Have students describe how judgments were made.¶ 9-10 Have students describe duties of commissary. What was his role?¶ 11- Have students describe the treatment of natives and blacks. <p>Handle additional paragraphs in a similar vein.</p> <p>Have students summarize the relationship between the authorities of the GWC and its colonies.</p> <p>Have students compare the companies relationships to natives to that of the slaves.</p> <p>What were charges for different items?</p> <p>Discuss the role of the islands in the trade triangle.</p>	<p>1. Curaçao Papers Document #19 pp 71-77</p>

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Lesson 2 Continued

Objectives

Activities

Resources

4. Distribute documents to students in small groups. Assign topics or questions to each group.
- Time:** How long did the voyage take? How long did they stay in each place? How long did they stay in Africa to get slaves? How long did it take to provision? What do you think happened from March 17-May 6?
 - Places:** Plot course of ship on a map (refer to footnotes in documents). Why do you think they took this route? Why do you think these places were selected?
 - Adverse Events:** What events occurred during the voyage which were adverse? List and explain.
 - Slaves:** How many slaves did they start with? How many died? How? How were they treated? What were they fed? How do you think they felt? Locate the list of slave deaths. Insert deaths in the appropriate places in the journal.
- As a whole class, discuss findings and create a chart and a timeline.

Curaçao Papers:
Document #43A:
Journal of The St.
Jan, pp 128-131
A good Atlas
showing coast
of Guinea

Additional
information:
Testimony
pages 149-153,
Curaçao Papers

add:
Document #43B
pp 131-133

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Lesson 2 CONTINUED

Objectives

Activities

Resources

5. Have students prepare an "informed" opinion relative to the slave trade.

Topics to consider:

1. How did the Dutch obtain and transport slaves.
2. How were the slaves treated?
3. Of what economic value were slaves?
4. Were there regulations regarding slave trade and treatment?

Present to class as a speech or debate.

6. Have students write an essay speculating what happened to the crew as a result of their losing the ship on the reef and to the pirates.

Lesson 3

Objectives	Activities	Resources
<ol style="list-style-type: none">1. Students will become aware of the importance of the beaver trade.2. Students will recognize the importance for regulations concerning the trade.3. Students will express opinions on the Beaver trade.4. Students will understand the use of court records and laws as primary sources.	<ol style="list-style-type: none">1. Read documents with students explaining text and highlighting significant ideas.2. Discuss with students ideas such as:<ol style="list-style-type: none">a. What ordinances and laws regulated beaver trade? Were there any for slave trade?b. Why would beaver pelts be of such importance?c. How might environmentalists today view the beaver trade?d. What was the significance of the beaver trade for the Netherlands economy?	<ol style="list-style-type: none">1. Beaver trade regulations, (Fort Orange Court Minutes, pp.491-2)2. Ordinances for taxing beaver pelt (Laws and writs of Appeal, p.54)3. Jan Harmensen Case (FOCM, p.497-8)4. Indian woman and Beaver Trade (FOCM, p.523)5. Inventory of Appurtenances of the Sloop-Eendracht from <i>Early Records of Albany</i>, Vol. III, pp.135-137 (Can be used as an additional reference.)