

*What would a
Traveller to the
West African Coast
During the late 17th
and 18th Centuries
have Witnessed?*

*Three Lessons Based on Original
sources from the National
Archives*

Student Workbook

Name: _____

Introduction

These three lessons are not going to be easy, but they are going to be very rewarding. They will help you to work like a historian. When you have finished them, you should have:

- 1. Interpreted some original documents*
- 2. Read some old fashioned English written in old handwriting*
- 3. Analysed some old maps and pictures*
- 4. Compared the information gained from the sources*
- 5. Made up your own hypotheses and checked them with new information*
- 6. Produced explanations based on the sources*
- 7. Improved your discussion skills*
- 8. Exercised your thinking skills*
- 9. Taken some responsibility for your own learning*
- 1. Learned about West Africa during the late 17thC and early 18thC*
- 2. Found out Why Europeans went to West Africa and what they did when they got there*
- 3. Found out how Africans and Europeans got on with each other*
- 4. Discovered why forts were used*
- 5. Found out how slaves were acquired and transported*
- 6. Learned about how the slave trade affected people*

As you do the work, keep checking the above list to see whether you have achieved each aim.

Lesson 1: Why forts on the West African Coast?

Activity 1: Write your thoughts about each picture in the correct box



1

(Hints: what are the standing men doing? What does this tell us about their skills and way of life?)



2

(Hints: what sort of vessels are the people using? What is the European ship doing there? What is going on?)



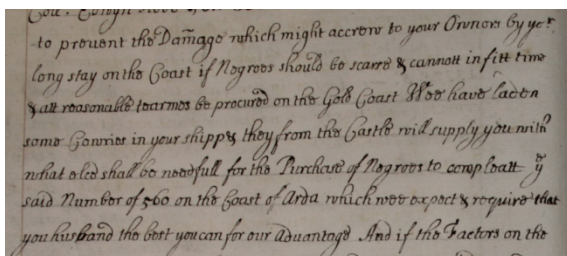
3

(Hints: What nationality is the fort? Why was it built here?)

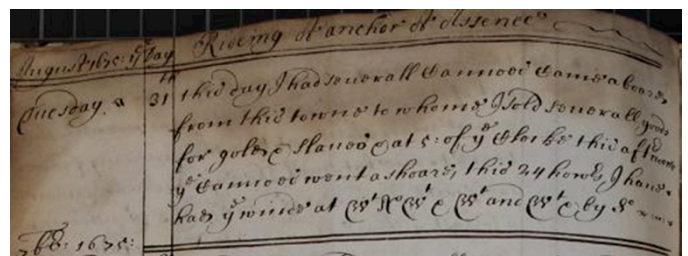
Activity 2: Write here some things you have learned from studying the maps and plans:

Activity 3: What is your first hypothesis about why there were castles or forts on the West African Coast?

Activity Three: These two sources will appear on the whiteboard along with transcriptions. Discuss them with your teacher and class. Pick out key words. Think about what they say.

A snippet of a handwritten manuscript in cursive script. The text discusses the prevention of damage to owners by the long stay of ships on the coast, mentioning the need for provisions and the purchase of goods for the crew.

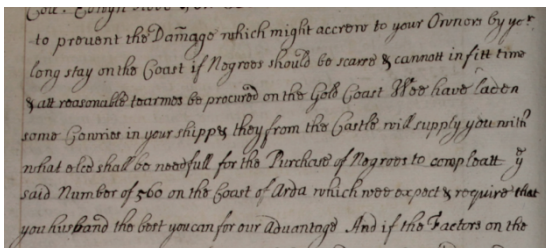
to prevent the Damage which might accrue to your Owners by ye
long stay on the Coast if Negroes should be scarce & cannot in fit time
& all reasonable termes be procured on the Coast. We have taken
some Convent in your ships they from the Castle will supply you with
what shall be needfull for the Purchase of Negroes to compleat. I
said Number of 500 on the Coast of Arda which we expect & require that
you husband the best you can for our advantage. And if the Factors on the

A snippet of a handwritten manuscript in cursive script. The text describes the arrival of a ship from the coast of Arda, mentioning the purchase of goods and the arrival of a ship from the coast of Arda.

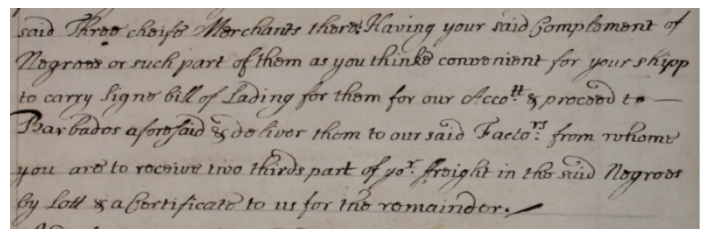
the ship from the Coast of Arda which we expect & require that
you husband the best you can for our advantage. And if the Factors on the
the ship from the Coast of Arda which we expect & require that
you husband the best you can for our advantage. And if the Factors on the

Final Activity: Have they made you change your hypothesis? If yes, how and why?

Lesson 2: What were Europeans doing on the West African Coast and Why?



to prevent the Damage which might accrue to your Vessels by ye
long stay on the Coast if Negroes should be scarce & cannot in fit time
all reasonable measures be procured on the said Coast We have taken
some Convent in your shippes they from the Castle will supply you with
what else shall be needfull for the Purchase of Negroes to compleat the
said Number of 500 on the Coast of Aida which we expect & require that
you husband the best you can for our Advantage And if the Factors on the



said Three choise Merchants there Having your said Compliment of
Negroes or such part of them as you think convenient for your shipp
to carry Signet bill of Lading for them for our Acco^{ts} & proceed to
Barbados as before said & do deliver them to our said Factor from whom
you are to receive two thirds part of yo^r Freight in the said Negroes
by Lot & a Certificate to us for the remainder.

Activity 1: These two sources will appear on the whiteboard with transcriptions. Write down any ideas they give you about what the British Traders were doing.

Activity 2: Now for the big task. Look at all the sources. You might be in a group and be given one source to study, you might have to circulate around the room and look at different sources or you might be given one sheet with source extracts on it. Use the space on the next page to record your findings on the different topics.

Here we go: Record your findings on the following aspects of the slave trade:

How did the traders get the slaves?

What was used to pay for the slaves?

How were the slaves transported to the ships?

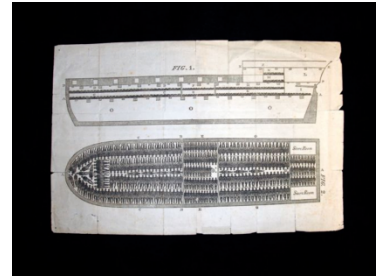
How long did it take to fill the ships with slaves?

To which part of the world were the slaves transported?

Write here anything else you learn from the sources:

Do you think the slaves were treated well? Give reasons for your answer.

Finally: What thoughts do you have after seeing the plan of the "Brookes"



*...ect the people
involved?*

Activity 1: Find as many causes of death amongst the slaves as you can. List them all in this box.

Activity 2: Broken Hearts and Suicides - as a class, discuss the deaths mentioned on the powerpoint.

Compare them with Equiano's accounts. What do they tell us about why many slaves died?

Finally: How do you think the slave trade might have affected the captains and their crews who carried it out? Why are they hardly ever mentioned in the sources?

you have learned during the last three lessons. Have you achieved the aims which were listed at the beginning?

*You now have chance to show how much you have learned and understood. Remember that the enquiry title is **What would a Traveller to the West African Coast During the late 17th and 18th Centuries have Witnessed?** You can choose how you would like to do it. Here are some suggestions:*

- *An essay*
- *A Powerpoint presentation to be shared with the rest of the class*
- *Any other form of presentation in front of the class*
- *A wall display*
- *A diary written by either a slave trade captain, sailor or enslaved African person*
- *A film or sound recording*

- *A play or other form of role play or drama*
- *Anything else you can think of*

Consult your teacher and other students before making your decision and then fill in this box:

In order to answer the question, I am going to:

In order to do this I will need:

I will finish it by: