

Materials:
Included with downlo
• The Dutch We

Materials

Materials:

- “The Dutch West India Company – Patroons” student page and key.

1667" student page.

NYS Social Studies Framework
4.3 COLONIAL AND REVOLUTIONARY PERIOD IN NEW YORK:

European exploration led to the colonization of the region that became New York State. Beginning in the early 1600s, colonial New York was home to people from many different countries. Colonial New York was important during the Revolutionary Period.

- 4.3b Colonial New York became home to many different peoples, including European immigrants, and free and enslaved Africans. Colonists developed different lifestyles.
 - Students will trace colonial history from the Dutch colony of New Netherland to the English colony of New York, making note of lasting Dutch contributions.
 - Student will investigate colonial life under the Dutch and the English, examining the diverse origins of the people living in the colony.
 - Students will examine the colonial experience of African Americans, comparing and contrasting life under the Dutch and under the British.

NYS Social Studies Practices

- B. Chronological Reasoning and Causation
 - 1. Explain how events are related chronologically to one another.
- C. Comparison and Contextualization
 - 2. Identify multiple perspectives on an historical event.

New York State Archives Jr! Magazines on this topic (FREE!):

The New York State Archives publishes Jr! Magazine for grade 4. Most topics align to fourth grade curriculum. I write the content for this magazine. The issues listed and linked below are about New Netherlands and would slot into this unit nicely. New York State teachers can order free classroom sets of the print edition or use it completely online. There are online extras to enhance the magazine. All issues use *primary sources*.

- “Land of the Blacks” – Spring 2023 <https://considerthesourceny.org/new-york-archives-jr/spring-2023> . This issue discusses the where the “half-freed” enslaved people lived and why.
- “Enslavement in New York” – Special Edition <https://considerthesourceny.org/new-york-archives-jr/special-edition-enslavement-new-york> . This issue discusses how slavery started in the Dutch Colony.
- “Slavery in the Wheat Economy” – Special Edition. This issue discusses the wheat economy in the Hudson valley. <https://considerthesourceny.org/new-york-archives-jr/special-edition-slavery-and-wheat-economy> . There is a great video in the online extras.

Links to websites with background information:

- New Amsterdam History Center – Full 3-D, interactive model of New Amsterdam.
<https://newamsterdamhistorycenter.org/learn-explore/full-3d-model/>

Lesson #4 – The

Materials:

- Large Marine Ecosystems (LMEs)
- NOTE that
- Manatys
- “New An
- “New An

Online:

- Library o
- Link to “
New Yor

Anticipatory Set:
can each have the

Have students read and discuss which now call the Hudson River, its location, and thinking about the brought down to

Body: Look at the underline information in the passage.
“Dutch West India Company”

Next, read the text and read an article about the topic to read and discuss your understandings of the topic.

Closure: Add the
the next lesson.

Lesson #4 – The Settlement of Manhattan

Materials:

- “TFort Nieuw Amsterdam op de Manhatans” illustration
- “Fort at New Amsterdam” – Castello Plan, 1660 student page
- “Fort Amsterdam about 1650” student page.
- “Map of the original grants of villas and inhabitants of New-Amsterdam” student page
- Single page student presentation of “Fort Amsterdam”
- “Settling New Amsterdam” student page
- “New Amsterdam” student page

Online: These are links to them digitally.

- "TFort Nieuw Amsterdam"
<https://digital.library.utoronto.ca/ark:/61902/3Q0668-58d385a7bc3>
- Castello Plan
[plan-new-amsterdam](https://www.royalacademyofartsonline.org/plan-new-amsterdam)
- Fort Amsterdam
[012f-732d-58d385a7bc3](https://www.royalacademyofartsonline.org/012f-732d-58d385a7bc3)
- Map of the original inhabitants of New Amsterdam
[012f-f578-58d385a7bc3](https://www.royalacademyofartsonline.org/012f-f578-58d385a7bc3)

Anticipatory Set: Give students 1 minute to walk in one of two ways to observe/infer boxes, then give students a few minutes to write a single page observation around the room (or around a large image in the appropriate room).
Amsterdam from the

Body: Read the Read work they have done page. This could be c resources.

Closure: Add the two

Lesson

Material

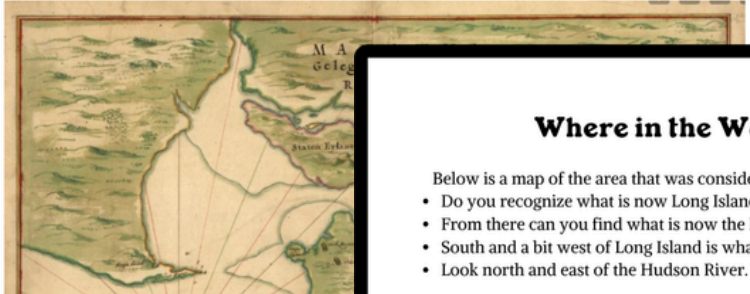
Antic
are re

[Body](#)
[chart](#)
[back](#)

Closure
to the

Name: _____

Manatvs Map - 1639



Where in the World? New Amsterdam

Below is a map of the area that was considered part of the Dutch colony of New Amsterdam. Do you recognize what is now Long Island?

- From there can you find what is now the Hudson River?
- South and a bit west of Long Island is what is now New Jersey.
- Look north and east of the Hudson River. Do you recognize what is now New York City?

Name: _____

The Fort at New Amsterdam about 1650



Name: _____

The Fort at New Amsterdam - The Castello Plan



Name: _____

The Dutch West India Company Charter

Below is a translated transcript of the Dutch West India Company's Charter. It is from 3 June 1621. A charter explains how the company was set up and how it will be run.

Charter granted by the High and Mighty States General to the West India Company

The States General of the United Provinces of the Netherlands

Below is a transcription of a translation of a Dutch document from the Netherlands about the rules of the company.

Name: _____

The Fort at New Amsterdam about 1650



Historic Maps & Primary Sources to Analyze

New Amsterdam



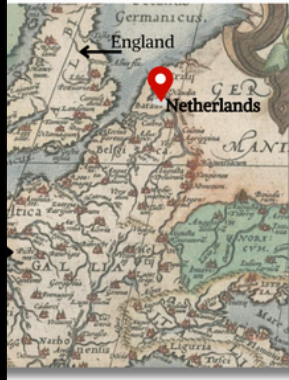
Observe

Infer



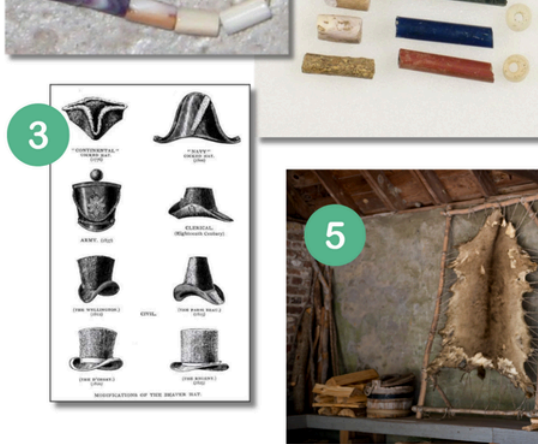
Infer

England, France, Spain and the Netherlands were all in competition with one another for trade in the Americas. Each claimed areas of land based on the travels of explorers. In 1609, the Netherlands hired Henry Hudson to find a shorter route to Asia. He instead ended up in what is now New York Bay. Based on this, the Netherlands claimed land in what is now Manhattan and along the Hudson River up to modern day Albany.



The Dutch decided to establish a colony on the land claimed by Hudson. They started a company, called the Dutch West India Company, to do this.

Review: Label the continents and oceans on the map below.



Look at the images above. How do you think they are connected?



Rcvd. 7 November 1626

High and Mighty Lords,

Yesterday the ship the Arms of Amsterdam arrived here. It sailed from New Netherland out of the River Mauritius on the 23d of September. They report that our people are in good spirit and live in peace. The women also have borne some children there. They have purchased the Island Manhattes from the Indians for the value of 60 guilders. It is 11,000 morgens in size (about 22,000 acres). They had all their grain sowed by the middle of May, and reaped by the middle of August They sent samples of these summer grains: wheat, rye, barley, oats, buckwheat, canary seed, beans and flax. The cargo of the aforesaid ship is:

7246 Beaver skins

178½ Otter skins

675 Otter skins

48 Mink skins

36 Lynx skins

33 Minks

34 Muskrat skins

Many oak timbers and nut wood. Herewith, High and Mighty Lords, be commended to the mercy of the Almighty,

In Amsterdam, the 5th of November anno 1626.

Your High and Mightinesses' obedient, P. Schaghen

Directions: Use the color code below to underline information in this document.

- Information about the purchase of Manhattan.
- Information about the natural resources from the land sent back to the Netherlands.
- Information about the people.

Secondary Texts | Student Note Catchers | text analysis

Keys for all

The Dutch West India Company - Fur Trade Sum It Up

	Why did they want to trade?	What goods did they trade for?
Dutch		

Mohawks & Mahicans		
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New Amsterdam - Two Points of View

Many historians have presented ideas on the purchase of Manhattan and what it meant to the Europeans versus the Lenape. Read the article, "1626: Manhattan Purchase by Peter Minuit: Unraveling the Real Story Behind New York City's Founding" by Joseph A. Gornall & Steven D. Garcia at the link below. Then write about how each group may have seen the

New Amsterdam - Sum It Up

Name: _____

Purchase

Settlement	Benefits of New Amsterdam's Location

Peter Stuyvesant Arrives

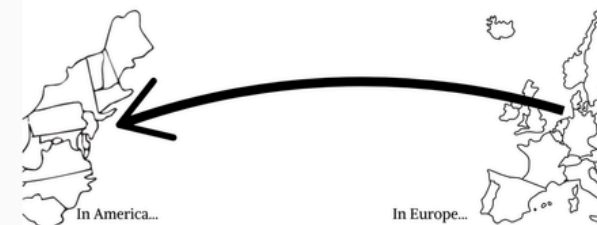
Peter Stuyvesant was sent by the Dutch West India Company in 1647 to become the colony's governor. When he arrived, the colony was in poor condition. The fort at New Amsterdam was falling apart, the streets were muddy and full of garbage, and many houses were broken down. There were few schools, and people complained about crime and disorder. The colony also had trouble with money because



Once the new colony was established, the Dutch West India Company set up trade with the Mohawks. The Dutch settlers needed to provide items that could be traded for furs. Glass beads, woven tools, such as knives, were common trade items. Furs were used as a form of currency.

In 1625, five ships arrived in New Netherland with animals with them.

With this group of people, he was hired by the Dutch West India Company to manage the colony. He had a group of men who helped him, called the council.



In America...	In Europe...



They have a different world view.

Native Americans	Europeans

The Dutch West India Company - Settling

In 1624, the Dutch West India Company sent a ship with 30 Walloons. Walloons were a group of people who moved from France to the Netherlands. They could practice their religion as they wanted. They decided to leave the Netherlands for the colony of New Netherland in order to own land. The Dutch West India Company paid for their voyage, promised them land and help to settle. In return, the Walloons would trade for fur with the Native Americans. The Walloons had to be made into hats and clothing.

When the settlers needed to find places to live, they moved up the Hudson River, settling near the mouth of the river, about 5 miles south of where the Hudson River enters New York. Its purpose was to be a trading post.



became the center of the Dutch West India Company's trade business.

By the 1630s, New Amsterdam was small, but it was growing quickly because many people wanted to trade. Most of the settlers came from the Netherlands, but some came from other European countries like Germany, Belgium and France. The Dutch allowed people to practice their own religion, which made the colony known for its tolerance. Most settlers were Christian, but there were also Jews and people from other religions living there. This freedom attracted many families who wanted to live without fear of punishment for their beliefs.

Most families lived in wooden houses with steep roofs. There were dirt roads, and people traveled by walking or riding horses. Wagons were used to move goods. The town had a marketplace where neighbors met to buy and sell things.

People worked as farmers, traders, and craftspeople. Farmers grew crops like wheat, rye, barley, and vegetables such as cabbage and carrots. They also raised animals like cows, pigs, and chickens. Craftspeople were skilled workers who made things by hand, like shoes, furniture, and tools.

and Native American groups who sometimes fought with the Dutch. The wall also helped protect against wild animals. Over time, the town grew, and the wall was no longer needed. The street that ran along the wall became an important road for trading and business. Later, this street was called Wall Street, and today it is one of the most famous streets in New York City.

The harbor in New Amsterdam was one of the busiest places in the town. It was located along the water where ships could easily dock. Large sailing ships came from Europe carrying goods like cloth, tools, and spices. They left with furs, lumber, and food grown by the settlers. The harbor was full of activity as workers loaded and unloaded cargo. The harbor helped New Amsterdam grow because it made trading with other countries possible.



afford on their own. Even though they had to pay rent and work hard, the land was very appealing.

The families who came lived on the patroon's land and worked the land. They grew wheat, rye, and barley, and grew vegetables such as cabbage, carrots, and pumpkins. They also raised animals like cows, pigs, and chickens. Life was hard but they produced to the patroon as rent, which made it difficult to leave. Small wooden houses and depended on each other for help.

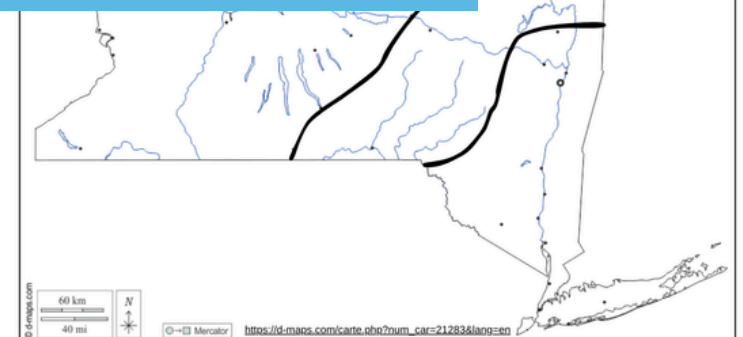
Patroon estates also used enslaved Africans to work the land. They brought enslaved people to New Netherland to help with farming. Enslaved workers planted crops, cared for animals, and built fences. They worked long hours and had no freedom. Most enslaved people lived in small fields or barns where they worked. These cabins were very simple with no furniture. Slavery made life even harder for many people that not everyone shared in the benefits of the patroon system.

The most famous patroon was Kiliaen van Rensselaer, who owned the patroonship of Rensselaerswyck near present-day Albany, New York. His land was a separate colony. This system helped the Dutch colony grow quickly.

	The Patroon	Tenants	Enslaved Africans
Who is this?			
Reason for ending up on the Patroonship			

harbor. Stuyvesant was very strict and sometimes clashed with the colonists because he wanted things done his way. Even so, his changes made New Amsterdam cleaner, safer, and more successful.

Peter Stuyvesant was known for being strong-willed, disciplined, and very strict. He believed in order and control, which often led to clashes with colonists who wanted more freedom. Despite his harshness, he was respected for his determination and leadership. Stuyvesant had a wooden leg, which he received after being injured in battle while serving in the Dutch West Indies. Because of this, he was sometimes called "Peg Leg Pete" or "Old Leg," since his wooden leg was decorated with silver. His injury did not slow him down—he walked with a limp but continued to lead with energy and confidence.



Countries that Claimed Land in What is Now NYS

Country	Explorer
☐	
☐	
☐	



Think About It Question:

What other country do you think would want to take over New Netherland and why?

Time Line with Key



1609



1621



1624



1625



1625

5 ships with 100s of new settlers arrive. A government is set up. The leader is Willem Verhulst. He chose men to help him govern, they were called the council.

New Netherland to New York Timeline

Name: _____

1625



1625



1625



1625



1625



1625



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