

Teacher's Guide for COBBLESTONE: *The Birth of New York: The Dutch in America.*

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This guide provides practical classroom activities teachers may wish to use to supplement the reading passages appearing in this issue. Vocabulary words are highlighted (italicized words are defined in context) and small group and independent activities/projects that address a range of learning styles are suggested. Many of these are suitable for group work or homework.

Objective:

To supplement the reading and discussion of this magazine, students will:

- Understand the origin of New York (Comprehend).
- Recognize the contributions, influences, and legacy of the Dutch (Analysis & Synthesis).
- Interpret maps and primary documents as a way to enhance their understanding of historic events (Inferencing).

"Dutch Roots" (page 2): Though there may be few physical remainders of New York's heritage, its Dutch legacy still runs deep.

Introduce an essential question: *'What is New York's real Dutch legacy?'* through key concepts and vocabulary: legacy, free enterprise, tolerance, and self-government. Brainstorm words and build on students' understanding as words/concepts are repeated throughout articles that follow. Good activity for an anticipatory set.

"Accidental Explorer" (page 4 – 7): In search of a new route to Asia, explorer Henry Hudson would ultimately make four voyages. Although unsuccessful, he made many new discoveries and gave the Netherlands claim to a large new world.

Vocabulary: merchants, finance, commemorates, *mutineers*

Much of what is known about Hudson's early exploration is due in part to the journal he left behind. Students can select one of Hudson's voyages and, using information from the article, prepare a journal entry that could document some experiences the discoverer might have had. *Who* sent him, *when* he went, *why* he went, *where* he went, and *what* happened are good "5W" questions to address.

Students can research other explorers, discoveries, or inventions that were "accidental" and, collectively develop some ideas about the process of discovery. Information from "Other Journeys to the New World" (below) can be used.

"Other Journeys to the New World" (pages 8 – 9): Other explorers made journeys to the new world – some accidental and other on purpose. John Cabot,

Sir Walter Raleigh & Sir Humprey Gilbert, Bartholomew Gosnold, Leif Erickson, Juan Ponce de Leon, Giovanni da Verrazano, Hernando de Soto, Samuel de Champlain, Rene-Robert Cavalier, and Sieur de la Salle are discussed.

Students can complete a chart that lists: explorer's name, the country financing the exploration, and the year(s) of exploration & the area explored. Other interesting facts can be added.

"Trade and Then Trouble" (pages 10 – 12): The Dutch established trading posts in New Netherland as early as 1624 for the purpose of developing a profitable fur trade business. However, confrontations between the Dutch and the Native Americans soon erupted and would last for many years.

Vocabulary: *pelts*, patroon system, trespassing, *wampum*, *seawan*, skirmishes

Students can discuss multiple points of view to better understand the complexity of the conflicts. Topics for debate could surround:

- Who had the right to the land and its resources – the native people or the colonists? (students can present views of patroons/settlers and the Native Americans).
- Did the colonists have the right to tax the native people? (students can present views of Willem Kieft/settlers and the Native Americans).

A final topic for discussion could be to brainstorm a list of suggested actions that might have been taken to avoid some of the conflicts discussed in the article. Based on these discussions, students might wish to create fictitious trade laws.

"Supplying Slaves" (pages 16 – 17); Slaves from Africa were brought to the colony as a way to provide inexpensive labor, yet not all Africans in New Netherland were slaves.

Vocabulary: petition

Brainstorm issues students feel strongly about today and determine what requests might be included in a petition to initiate change. Students can work in groups or independently.

"New Amsterdam: That Cosmopolitan Capital" (pages 18 – 21): New Amsterdam, the roots of one of the world's greatest cities, became firmly planted in 1626. Attracting more settlers with the aid of wealthy patroons, it soon became a major shipping hub and by 1664 had a population of 1,500.

Vocabulary: sawmills, gristmills, monopoly, population

Students can create an illustrated timeline of the growth of New Amsterdam, marking significant events that contributed to the area's development.

Together with the two articles that follow (**A Home at Last/page 22 & A Head for Business/page 23**), students can make a list of the reasons people came to New Amsterdam. Afterward, groups of students can create posters attracting settlers to New Amsterdam using persuasive information from the articles.

“A Dutch Who’s Who” (page 26 – 29): Successful patron, young gentleman, profitable pirate, colony starter, vengeful governor, and strong leader – profiles of key Dutch figures who contributed greatly to the growth of the area are presented.

Students can write a persuasive letter to a political figure (such as the governor of New York) or an organization (such as the National Stamp Advisory Committee) and ask that a special commemorative day or postage stamp be created in honor of one of the early Dutch pioneers. Successes, accomplishments, and the impact of the individual’s contributions could be presented.

“Clashes in the Colonies” (pages 30 – 32): Clashes among neighboring colonies established by the Swedes, the English, and the Dutch flared as disputes over land, the fur trade, and profits grew heated and turned to war.

Students can diagram a cause and effect relationship among the colonies and their clashes.

“Getting History Straight” (pages 33- 35): Dr. Charles T. Gehring translates Dutch colonial historical records into English and has spent the last 33 years unraveling the Dutch story in North America.

Students can review some important English-language documents, such as the Constitution, to consider how language and its usage have changed over time.

“Voyage of Discovery” (pages 36 – 39): Middle school students travel on a replica of the *Half Moon*, living history and experiencing a classroom like none they are likely to see again.

Students can go on a virtual tour at www.halfmoon.mus.ny.us/livinghistory.htm.

Interpret maps and primary documents:

Page	Document	Activity(ies)
p. 3	New Netherland and Surrounding Area (map)	Students can (1) identify other groups who claimed land in the New World and predict outcomes; (2) articulate differences between present-day and 1660 boundaries.
p. 7	Mid-1600s depiction of the Netherlands (picture)	Students can determine the tone of the picture to build an understanding of the spirit of the growth of a nation.
p. 18	New Amsterdam/That Cosmopolitan Capital	Students can compare and contrast the modern-day New York with the historic picture of New Amsterdam.
p. 35	A document confirming the purchase of land from the Mahican Indians (photograph)	Students can review the document and speculate the difficulty two

		cultures might have encountered while trying to communicate and reach agreements.
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Closing Activity: Students can return to the anticipatory set activity and conclude their thoughts on the essential question: *'What is New York's real Dutch legacy?'* reviewing key concepts of free enterprise, tolerance, and self-government.