

- While the Dutch did purchase the land they used to establish the colony — a modern idea for the early seventeenth century — their view of ownership differed from that of the Indians. Discuss this conflicting viewpoint and examine how this purchase precipitated hostilities between the Indians and colonists.
- Throughout its history, New Netherland endured leadership problems. Discuss how effective men like William Kieft and Peter Stuyvesant were. Did they improve the colony or make matters worse?
- Have the class compare the relationship between the Indians and the two major groups of Dutch settlers — the traders and the tenant farmers.

### Follow-up Activities

- Even though he was English by birth, Henry Hudson sailed for the Dutch and helped lay claim to the area that would become the colony of New Netherland. Have students research Hudson's life and ask them to track down other explorers who sailed for countries they were not from.
- Have students research the story of how the Dutch purchased the island of Manhattan from the Indians.
- Ask students to research the life of Peter Stuyvesant, focusing on his efforts to reform New Amsterdam and on his conflicts — and unpopularity — with many elements in the community, such as farmers, tavernkeepers, Indians and the Dutch West India Company. As a follow-up activity, have students write letters from colonists to the Dutch West India Company that are either for or against Stuyvesant's policies.
- New Netherland (and later New York) had more enslaved Africans than any other northern colony. Have students research the treatment of both slaves and free African Americans in the Dutch colony. Using what information they find, have the class write a journal or diary of a slave, imagining their fears and hopes with regard to work and family.
- Ask students to research Dutch architecture and compare the homes of the day in Holland to those in the colony of New Netherland. Compare these to the homes built in Jamestown and Pennsylvania. As a follow-up activity, have students build a model of a typical Dutch home.
- From doughnuts to waffles, the Dutch loved to eat. Have the class research the many different foods eaten in 17th-century New Amsterdam and arrange for students to bring in samples for the class.
- Provide students with a modern map of New York City and see if they can track down any additional streets whose names originate from the Dutch settlement of the area.
- Although the English gained control over New Netherland in 1664, the Dutch did manage to reclaim the colony from 1673–1674. Dividing the class into two groups, research and debate the English and Dutch claims to the territory while charting the history of this fierce rivalry. Have the class construct a time line of events from this period in the history of New York.

### Internet Resources

Periodically, Internet Resources are updated on our Web site at [www.LibraryVideo.com](http://www.LibraryVideo.com)

[www.ianchadwik.com/udson/](http://www.ianchadwik.com/udson/)

A detailed biography of the life and voyages of Henry Hudson, as well as some additional notes on his times, contemporaries and crew.

[www.hudsonvalley.org/](http://www.hudsonvalley.org/)

Explore the Hudson River Valley including Philipsburg Manor, the site featured in the program.

[home.eznet.net/~dminor/NYNY.html](http://home.eznet.net/~dminor/NYNY.html)

From the discovery of New York Bay by Giovanni de Verrazano in 1524 through the Woodstock festival of 1969, this detailed time line tracks the course of New York history.

### Suggested Print Resources

- Fradin, Dennis Brindell. *The New York Colony*. Children's Press, Chicago, IL; 1988.
- Thompson, Kathleen. *New York*. Raintree Steck-Vaughn, Austin, TX; 1996.
- West, Tracey. *Voyage of the Half Moon*. Silver Moon Press, New York, NY; 1993.
- Woog, Adam. *The Thirteen Colonies*. Lucent Books, San Diego, CA; 2001

### TEACHER'S GUIDE:

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### COMPLETE LIST OF TITLES

- Jamestown
- Plymouth Plantation
- St. Augustine
- The Dutch & New Amsterdam
- The French & Colonial Quebec
- William Penn & Pennsylvania
- The Spanish & Colonial Santa Fe
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# THE DUTCH & NEW AMSTERDAM

Grades 3–7

This guide is a supplement designed for teachers to use when presenting *Colonial Life for Children: The Dutch & New Amsterdam*.

**Before Viewing:** Give students an introduction to the program by relaying aspects of the historical overview to them. Select pre-viewing discussion questions and vocabulary to provide a focus for students when they view the program.

**After Viewing:** Review the program and vocabulary, and use the follow-up questions and activities to inspire further discussion. Encourage students to research the topic further with the Internet and reading resources provided.



## Historical Overview

During the seventeenth century, Holland was the richest trading nation in Europe. As the finest seafarers of their time, Dutch merchants sought the greatest prize of the day — a route to Asia through a Northwest Passage in the New World that would enable sailors to bypass the long trip around Africa and South America. Searching for this shortcut to the Far East, Henry Hudson sailed up the river that now bears his name and laid claim to the territory that the Dutch West India Company established as the colony of New Netherland in 1624.

At first, New Netherland was not so much a colony as it was a trading post. Its commerce was primarily in the furs that its traders secured from the neighboring Indians, and its port was the natural harbor which the Dutch called New Amsterdam, after their own capital, Amsterdam — the mercantile center of Europe.

Since Holland was the wealthiest nation in Europe, Dutch citizens weren't eager to leave their comfortable surroundings for the New World. Settlement of the colony was very slow. Eventually, other Europeans did come to settle in New Amsterdam and the Hudson River Valley as far north as Albany, many of whom were tenant farmers brought over to work the land of the wealthy patroons. The Dutch West India Company had to accommodate them, in all their diversity, if it hoped to populate the colony. Over time, New Amsterdam would develop as a settlement open to a remarkable multitude of nationalities, religions and races, much like its future incarnation — New York City.

## Time Line

**1492** — Christopher Columbus arrives in the New World.

**1524** — Giovanni da Verrazano sails into the harbor now called New York.

**1607** — The English establish their first permanent settlement at Jamestown.

**1609** — Henry Hudson, an Englishman sailing for the Dutch, explores the present-day Hudson River Valley.

**1620** — The Pilgrims depart for the New World aboard the Mayflower. Initially bound for Virginia, they land instead at Plimoth, establishing a new colony and constitution of their own.

**1624** — The Dutch West India Company settles the colony of New Netherland, establishing New Amsterdam as its capital city.

**1630** — The Puritans establish the Massachusetts Bay Colony.

**1647** — Peter Stuyvesant arrives to serve as Director of New Netherland.

**1664** — The English conquer New Netherland and rename the colony New York.

## Vocabulary

**bowery** — The Dutch word for farm, also the name of a street in New York City. *(Continued)*

**manor** — The main house on an estate.

**capital** — A city serving as the headquarters of its country's government.

**Dutch West India Company** — The company that funded the exploration and eventual establishment of New Netherland.

**Northwest Passage** — A water route sought by Europeans through which ships could sail westward from Europe directly to Asia.

**pelts** — The undressed skins of wild animals.

**trading post** — A station where goods from afar are bought, sold or bartered for local goods, usually found in a frontier area.

**vlieboats** — The Dutch boats used to transport supplies up and down the Hudson River.

**port** — A center of commerce based on shipping; a town where ships can anchor in the harbor to load and sell merchandise.

**patroons** — Wealthy Dutch businessmen who were granted large tracts of land; they were required to populate their lands with tenant farmers who would cultivate them for harvest.

**tenant farming** — A farming system where farmers worked the land owned by a patroon and had to pay rent in the form of cash or crops.

**borough** — One of the five major sections into which modern New York City is divided, each with its own governing body.

**livestock** — Farm animals, especially cattle, sheep, pigs and goats, kept for the farm family's use and for sale.

**stoep** — The Dutch word for a porch, platform or stairway at the entrance-way to a house.

**Maypole** — A tall pole, often wrapped in flowers, around which people dance and play games during the festival of May Day, May 1st.

**subject** — Someone under the authority of a king; someone without self-rule or representative government.

**treaty** — An agreement, usually in writing, that settles a dispute between groups.

## Pre-viewing Discussion

- Have students look at a map of the world and discuss why Europeans who wanted to trade with Asia were so eager to find a Northwest Passage. Explain to them that at this time in history, sailing was the easiest and cheapest way to travel. Use the map to illustrate the existing sea routes around Africa and South America.

- Examine a modern map of New York and show students the places they will encounter in the video — Manhattan, the Bronx, Staten Island, Long Island, the Hudson River, Albany and Philipsburg Manor (near Tarrytown). Using a map of New York City, point out Wall Street, the Battery, Broadway, Canal Street and the Bowery as other places they will hear about in the video.

*(Continued)*

- Explain to the class that the Dutch are from Holland, which is also referred to as the Netherlands. Also make mention of the capital city in Holland, Amsterdam. Connect these names to the New World colony of New Netherland and its capital, New Amsterdam.

- Tell the class that while watching the program it is important to note that the way of life as portrayed at Philipsburg Manor — farms, mills and enslaved Africans as labor — is representative of life in many parts of New Netherland and even in the capital city of New Amsterdam at this time in history.

## Focus Questions

1. Who was Henry Hudson? How does he fit into the story of New Netherland?
2. Who founded the colony of New Netherland? Why?
3. What were the primary items that the Dutch traded with the Indians?
4. Why is the capital of New Netherland named New Amsterdam?
5. Why did the Dutch West India Company have a difficult time recruiting Dutch colonists from Holland?
6. What groups eventually settled in the New Netherland colony?
7. In what ways did the Dutch deal with their labor shortage?
8. Who were the patroons and what purpose did they serve in the colony?
9. Who was William Kieft?
10. Who was "Old Silver Nails," and why was he sent to New Netherland?
11. How was life different in New Netherland than in nearby English colonies such as Plimoth Plantation, Rhode Island and Pennsylvania?
12. What was everyday life like for children in New Netherland?
13. What remnants of Dutch culture still exist in America today?
14. How did New Netherland become New York?
15. How did Dutch rule in New Netherland end?

## Follow-up Discussion

- Because New Netherland was such a small colony, the Dutch West India Company recruited people of different cultural and religious backgrounds to populate the colony. Have students compare the degree of religious freedom one could find in New Netherland with other settlements in the New World.

- Discuss with the class why New Amsterdam was a different kind of settlement than others in New England, one established for commerce rather than religious freedom.

- The Hudson River quickly became the lifeline of the colony, used to transport goods throughout the colony. Discuss the importance of water for the settlers of New Netherland and ask why the colony was anchored around the port city of New Amsterdam. *(Continued)*