

New Amsterdam and Commerce

(Lesson Plans for 11th Grade)

Essential Unit Question:

Were the key requirements of a successful commercial society available to the New Amsterdam colony?

New York State Social Studies Standards:

Standard 1: History of the United States and New York:

- The study of New York State and United States History requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices and traditions.
- Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the individual roles and contributions of individuals and groups.
- The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.

Standard 4: Economics:

- The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.
- Examination of scarcity and the means by which nations satisfy basic needs and wants by utilizing scarce resources.

There would be also be real relevance to

Standard 2: World History

Students are expected to study:

- Economic Systems
- The development and connectedness of Western Civilization as well as that of other civilizations and cultures
- Historic events by examining accounts written from different perspectives
- Changing and competing interpretations of issues, events, and developments throughout world history

Overview:

With growing interest in developing greater historic scholarship by high school students, the New Amsterdam Project offers social studies educators a unique opportunity to have student explore a broad collection of documents and primary sources while allowing them to interactively explore the community with which those documents are intimately connected. The teacher should tailor expectations and the rubric to match the course and/or abilities of the student. This strategy could be used in a variety of courses including: United States History and

Government; A.P. United States History; A.P. World History; A.P. European History; Economics.

This project also permits teachers to encourage students to utilize the most sophisticated technology and software to present their conclusions. Where technology is limited, traditional delivery may also be employed.

Suggested time allowance: Two days will be allotted to demonstrating the site and explaining the project. Time allotted to complete the project would vary from one week to one quarter depending on the depth of research required by the instructor.

Resources:

- Rubric for Project (included)
- “Criteria for the Project:” student worksheet (included)
- Link Set (included)
- The Theories of History (included)
- Student Handout: “The New Amsterdam History Project” (included)
- "Imports and Exports — Outfitting Voyages” (included)

Essential Questions:

- What are the key requirements of a successful commercial enterprise?
- Was New Amsterdam destined to fail or succeed as a colony?

Activities/Procedures

Day 1

1. Discuss process for the project. Teachers will model materials and allow (given technology restraints) students to survey the New Amsterdam website. Focus on links to documents and the most effective means of navigating the 3-D model.
2. Distribute the Student Handout: “The New Amsterdam History Project” (included), the Link Set (included), and the “Criteria for the Project:” student worksheet. (included) Discuss the project. The teacher should differentiate expectations depending on the level of the students.
3. Challenge for advanced students: Examine approaches to historiography and the process by which they might be employed by those involved in this project.

Note to teacher: Students may work individually or choose to work with another student. There will be an expectation for greater depth of research from a two-person team. Students must demonstrate in their completed project which elements of the site they utilized to create the final form of their project. There should be a written or verbally delivered narrative justifying elements of the site that were included, and must be prepared to defend why other elements of the site were not included. Because all students would have explored all the various aspects of

the site, concluding presentations would be subject to question by other members of the class and the instructor.

Day 2

1. Discuss project parameters. Offer broad stroke approaches to project.
2. Review the rubric (included) and assessment strategy.
3. Explain there must be both an oral and a written summary of the student's work. The written project must include: a thesis; a bibliography (using MLA standards); a review of the student's research efforts (what elements of the New Amsterdam website have you navigated and determined was important to your conclusions); and ultimately the student's conclusions themselves. Students may use any technology with which they are comfortable (PowerPoint, Film; Podcast; Web quests; etc.). Plan for a 5 minute presentation.

Days 3 and 4

- Presentations (audio/visual)

Evaluation/Assessment:

- Rubric (included)

Criteria for the New Amsterdam History Project

Primarily using the 3D and Document Collection, students should explore to find the answers to the following::

A. What are the circumstances of the Dutch Republic in 1660? What was the political and economic relationship of the Dutch to other nations?

B. Determine the elements critical to the development of the Dutch Colonial system. Students should be prepared to examine the differences between Dutch efforts in the Pacific, South America and the Caribbean, as well of New Amsterdam. How did they differ? How were they similar? What was the relationship of colonies to The Dutch Republic? Did the relationship differ from colony to colony?

Items to be considered:

- Nature and function of currency
- Trading partners
- Items to be traded
- Relationship with England
- Local political leadership and commerce

C. Examine the nature of the West India Company and the political as well as economic impact of this organization (impediments or facilitation to trade)?

D. Determine the critical components of successful trade (local/regional/international) and the development of a robust commercial program.

E. Using the 3-D model (and maps of the whole of New Amsterdam along the Hudson) determine which of the critical components support the student determination of New Amsterdam's successful development of commerce. Students must justify their decisions.

F. Using the Link Set (included) and "Imports and Exports — Outfitting Voyages" (included) evaluate the success or failure of the Dutch commercial efforts.

Link Set – New Amsterdam Project

11th Grade Scenario

<http://www.youtube.com/user/HudsonMicroimaging#g/c/E1CA6C6FB997A318>

Why America Begins in New York (NAHC)

<http://www.localarchives.org/nahc/themes/general/NAHC%20VNAP%20Theme%20New%20Amsterdam%20on%20the%20Hudso.pdf>

Chronology of New Amsterdam (NAHC)

<http://www.ny400.org/video/history>

American Colonies: New Amsterdam (NAHC)

<http://www.coins.nd.edu/ColCoin/ColCoinIntros/Netherlands.html>

A Short History of New Netherlands

<http://www.thirteen.org/dutchny/video/video-dutch-new-york/34/>

Channel 13 Video Presentation of Dutch New York (NAHC)

<http://www.localarchives.org/WorkArea/showcontent.aspx?id=120475>

History of the City of New York – large PDF file (NAHC)

http://upload.wikimedia.org/wikipedia/commons/2/23/Map-Novi_Belgii_Nov%C3%A6que_Angli%C3%A6_%28Amsterdam%2C_1685%29.jpg

Dutch North American Colony Map (original)

http://upload.wikimedia.org/wikipedia/en/2/29/New_Netherland.PNG

Contemporary view off Dutch North American Colony

<http://www.coins.nd.edu/ColCoin/Col/NNHistory.html>

A Brief Outline of the History of New Netherland

<http://www.nnp.org/nnp/publications/ABAFB/8.4.pdf>

New Netherland and the Amsterdam Merchants Unraveling a Secret Colonialism (NAHC)
Oliver A Rink

<http://www.nnp.org/nnp/publications/ABAFB/8.1.pdf>

Dutch Trade with New England (NAHC)

(Charlotte Wilcoxon)

<http://confrontaal.org/wordpress/?p=3775>

Rights of Dutch Women Living in New Amsterdam

http://avalon.law.edu/17th_century/westind.asp

Charter of the Dutch India Company: 1621

<http://www.slavenorth.com/newyork.htm>

Slavery in New York

<http://www.localarchives.org/nahc/themes/african-americans/NAHC%20Goodfriend%20Blacks%20in%20New%20Netherland.pdf>

Black Families in New Netherland (NAHC)

<http://www.historycooperative.org/cgi-bin/printpage.cgi>

Foreigners in a Dutch Colonial City

<http://www.localarchives.org/nahc/themes/trade/NAHC%20Jan%20Rodrigues%20New%20Amsterdams%20First%20Merchant%20Jan.pdf>

Manhattan's First Merchant (NAHC)

Christopher Moore

<http://maap.columbia.edu/place/8.html>

The Great Dock - shipping in New York (NAHC)

<http://www.probertencyclopedia.com/cgi-bin/res.pl?keyword=Patroons&offset=0>

Patroons (defined)

<http://oieahc.wm.edu/wmq/Jul07/rilling.pdf>

William and Mary Quarterly, Volume LXIV, Number 3

(an examination of burgher rights)

<http://www.nnp.org/nnp/publications/ABAFB/8.5.pdf>

New Netherland Fur Trade, 1657-1661 (NAHC)

<http://www.nnp.org/nnp/publications/ABAFB/8.3.pdf>

The "Hollander Interest" and Ideas about Free Trade in Colonial New York (NAHC)

<http://www.nnp.org/nnp/publications/ABAFB/8.2.pdf>

17th Century Dutch-Indian Trade, A Perspective from the Iroquippia (NAHC)

<http://hvcn.org/info/gswc/bibliography/NYbibliography.htm>

Research in Pre-Revolutionary New York and New Netherland (a link collection) (NAHC)

<http://www.historyofholland.com/first-traders-on-the-island-of-manhattan.html>

First traders on the island of Manhattan

(Part of a larger link collection from The History of Holland)

<http://homepage.mac.com/schuffelen/dunaval.html>

Dutch Shipping – 17th Century

<http://www.u-s-history.com/pages/h621.html>

The Navigation Acts and the British-Dutch Rivalry

The New Amsterdam Student Project Handout

What is the objective of this project?

It is important to understand that the discovery and settlement of the United States is largely based on the economic goals of European nations. In your study of Global or AP World History in the 9th and 10th grades; you examined both the exploration and colonization of the Western Hemisphere and the impact of mercantilism on the relationship between the mother country and the colony.

However, in Global History you examined colonization from the European perspective. Now, you will have the opportunity to roam the streets of 1660 New Amsterdam, meet the people, examine the artifacts, and determine for yourself the best approach that this maturing colony might take to develop trade with its neighbors and with The Dutch Republic.

How much time will we have to complete the project?

We will spend two sessions learning how to log on procedure for the 3D Model and how to navigate the New Amsterdam website. We will determine the most effective ways to access the document collections; how to evaluate the strength and weaknesses of sample documents; and the appropriate way to cite documents you decide are important.

You will then have [one week – the rest of the quarter] to complete the project outlined below.

What resources will be available to complete the project?

All the critical materials necessary to complete the project will be found on The New Amsterdam History Center Website. However, you are permitted to utilize other printed or internet resources. Just be sure to properly cite that material.

What are the details of the project?

How many people in a group?

You may do the project either as an individual or a two-person team. Expectations of the level of research for the two person team will be greater.

What should you be looking for?

A. What were the circumstances of the Dutch Republic in 1660? What was the political and economic relationship of the Dutch with other nations?

B. Determine the elements critical to the development of the Dutch Colonial system. Students should be prepared to examine the differences between Dutch efforts in the Pacific, South America and the Caribbean, as well of New Amsterdam (and the larger area of New Netherlands). How did they differ? How were they similar? What was the relationship of colonies with The Dutch Republic? Did the relationship differ from colony to colony?

Items that might be considered:

- Why did the Dutch settle the region that was to become New York?
- Which individuals in the 1660 New Amsterdam settlement would be most likely to be involved in trade? Examine the 3D model for this information
- What elements would be critical for a colony to create a successful trading program?

- How did the geography of New Amsterdam impact its success or failure?
- What elements were already available to the settlers of New Amsterdam?
- Who would make the most likely trading partners for New Amsterdam?
- What items would likely be traded or sold? (Examine New Amsterdam, New Netherlands, and surrounding territory)
- Was there slavery in New Amsterdam? Was it different from slavery in other colonies? Which nations were responsible for shipping and selling slaves? What were they used for?
- What was the relationship of New Amsterdam with England? Why is this important?
- The Navigation Acts and the Dutch competition with England
- Who were the leaders of New Amsterdam? Did these leaders help or hinder the development of commerce in New Amsterdam? Why?

C. Examine the nature of the West India Company and the political as well as economic impact of this organization (impediments or facilitation to trade)?

D. Determine the critical components of successful trade (local/regional/international) and a robust commercial program.

E. Using the 3-D model (and maps of the whole of New Amsterdam along the river) determine which of the critical components are present or missing from the document/visual presentation. Students must justify their decisions.

F. Using the available resources you should determine how successful or unsuccessful commercial efforts of New Amsterdam were. You need to justify your conclusions with evidence from your research.

How can you present it?

There must be both an oral and a written summary of your work. The written project must include: A Thesis; A bibliography (using MLA standards); a review of your research efforts (what elements of the New Amsterdam website have you navigated and determined were important to your conclusions); finalize your conclusions. You may use any technology with which you are comfortable (PowerPoint, Film; Podcast; Web quests; etc.). Each oral presentation must be no shorter than 5 minutes and no longer than 6 minutes. If the project includes two individuals, both must be prepared to present. There will be four minutes of questions from the class following each presentation.

How will this project be graded?

There is a rubric included with these instructions. Please review the rubric with your teacher before the second day of project discussion so that any questions might be clarified.

How do login to the New Amsterdam Website?

(login procedures will be outlined)

"Imports and Exports — Outfitting Voyages," by Dennis Maika

Trade and commerce was the guiding force behind the founding, growth, and development of New Amsterdam and New Netherland. Within four years of Henry Hudson's voyage in 1609, ships representing the financial interests of private merchants from Amsterdam arrived at Manhattan to trade for furs. Dutch merchants quickly organized the New Netherland Company to better organize and protect their interests; these private merchants controlled the commercial landscape in early New Netherland until the founding of the Dutch West India Company (WIC) in 1621.

The WIC's primary purpose was to challenge and confront Spanish influence in the New World. Although its creation had been debated in Holland for many years, the WIC was finally organized at the same time the Twelve Year's Truce ended, leading to a resumption of what became known as the Eighty Years War between Spain and the newly independent United Provinces of the Netherlands. The company's major goal was to attack Spanish possessions in the Atlantic world and capture Spanish ships sailing home with North American treasure. Using bases in Brazil, the Caribbean and West Africa as trading centers, the WIC also pursued profits to be made in sugar, salt, and enslaved Africans. And in their northernmost possession in New Netherland, extending from the Fresh (Connecticut) River southwest to the South (Delaware) River with the North (Hudson) River settlements at Fort Orange and New Amsterdam in between, the WIC hoped to tap the riches of another valuable commodity — furs.

In its original charter, the WIC was given a monopoly on New Netherland's fur trade, which would be conducted and supervised by company officials on company ships, with company administrators regulating exports. Nevertheless, for a variety of reasons, the WIC had difficulty converting its monopoly into profits for its stockholders and decided that the colony could best survive by ending its monopoly in 1639 and reopening of the fur trade to private

merchant investors. Immediately, several leading Amsterdam merchant families began operations in Manhattan, represented by their "factors." Among them were Govert Loockermans, factor for the Verbrugge family, and (eventually) Cornelis Steenwijck, factor for the van Hoornbeecks. The documents being used in this New Amsterdam History Center learning exercise are generally from this unique moment in time — the end of the company's fur trade monopoly and the resumption of private merchant trade with an intensity not previously seen, with the WIC operating primarily as an administrative body.

In the 1640s, trading patterns were more complex than is generally understood. As the "staple port" for all of New Netherland, New Amsterdam was the entrepôt through which passed all imports and exports being shipped to and arriving from transatlantic and regional sources. A wide variety of furs and hides came into Manhattan from all over New Netherland. Also arriving were hogsheads of tobacco, mostly from the English Chesapeake colonies of Virginia and Maryland but some from within New Netherland. These principal commodities were sent aboard ships sailing to "the Patria" (the Netherlands). They returned with many types of manufactured goods, including tools, farm implements, clothing, firearms, household items, liquor, and luxury goods. Once these Dutch cargos arrived in New Amsterdam, they were quickly transshipped to New England, English Long Island, the Chesapeake and the Caribbean, as well as to various points in New Netherland. From these many ports returned vessels carrying furs, foodstuffs, tobacco, sugar, salt, and dyewoods (literally, woods like Acacia or logwood that could be used to extract dyes to color cloth).

By the 1650s, New Amsterdam began to experience a significant commercial boom, sponsored by Dutch private merchant capital and accomplished by local merchants, which continued to the time of the English conquest in 1664 and beyond. The conventional image of New Netherland as a colony in decline was certainly a myth.

For Further Reading:

Jacobs, Jaap. *The Colony of New Netherland: A Dutch Settlement in Seventeenth-Century America*. Ithaca, NY: Cornell University Press, 2009.

Maika, Dennis J. "Commerce and Community: Manhattan Merchants in the Seventeenth Century." Ph.D. Diss., New York University, 1995.

Matson, Cathy. *Merchants and Empire: Trading in Colonial New York*. Baltimore: Johns Hopkins University Press, 1998.

Rink, Oliver. *Holland on the Hudson: An Economic and Social History of Dutch New York*. Ithaca, NY: Cornell University Press, 1986.

New Amsterdam Project Rubric

Name _____

Date _____

Criteria	4	3	2	1	Value
Research Strategies	Student utilizes sources outside New Amsterdam materials	Student examines NAHC website (beyond minimum) for materials to support conclusions	Student uses only minimum primary <i>and</i> 3D resources to support conclusions	Student uses only 3D <i>or</i> primary resources to support conclusions	
Evaluation of Sources	Student can identify strengths and/or weaknesses of sources, and/or suggest areas for further research	Student can assign Point-of-View to resources	Student can assign importance to 3D primary document discoveries	Student fails to recognize connections between 3D and primary sources	
Conclusions Derived from Research	Can discuss the success/failure of Dutch commercial ventures and offer suggestions as to reasons for each	Student can evaluate most important events and draw links between events	Student can provide effective timeline of events without providing causation between events	Student can only identify characters and locations without connection to broader question	
Meets Expectations of Thinking like a Historian	Student meets standards of thinking as a historian by drawing conclusions consistent with methodology chosen	Student identifies historic methodology but fails to connect to the conclusion to the methodology	Student discusses importance of events as they relate to colonial development	Student recognizes necessities of trade and tradable items	

Student delivery of information	Student chooses a variety of delivery techniques	Student chooses computer aided presentation	Student chooses oral delivery of project with limited visual/audio material	Student chooses traditional written/oral presentation	
Total					
Teacher Comments:					

The Theories of History

Plutarch

Great men and their Character, their character changes history– Mark Antony and Cleopatra (fatal flaw theory)

Historical Forces

Ideas, movements, etc., are irresistible forces that will find a way to change the direction of history – Christianity, Science over Theology in the west

Toynbee

Challenge and response. All civilizations face a crisis of ideas or technology. How they respond determines survival. Christianity alters west Rome and reforms east Rome (Byzantine Empire)

Hegel

Dialectic – for every old idea there is a new one – the conflict between the two results in still a third idea that is the new history. History is the product of conflict.

Darwin

Not an historian – took Hegel and applied him to science. Herbert Spencer took concept and applied it to a nation's survival. Survival of the fittest.

Marx

Material Dialectic – class struggle. Occurs whenever a new method of production is developed, and which group gets to control it.

Turner

Geography determines history. Determines the character of a nation. England and the sea.

Radicals

History is the story of who won. History as mythmaking – losers are demonized – History is determined by those with the means to write history and by those who can afford to publish it.

Boorstin

History is the result of the unexpected. Ideas and practices simply come together in a random manner. The key is that some individuals (Creators and Discoverers) were willing to accept new ideas and put them together in a way that changed the world. Optician in Belgium produces a telescope for the military that influences Galileo to look at the stars and the Church to create the Gregorian Calendar.