

**Justice, Courage and Community:  
Dutch Settlers in New Amsterdam, circa 1641**  
(Lesson Plans for 7<sup>th</sup> Grade)

**Essential Unit Question:**

What factors shaped concepts of justice, courage and community in the early Dutch settlements of New Amsterdam?

**New York State Social Studies Standards:**

**Standard 1 - History of the United States and New York**

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

**Key Idea 2:** Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.

**Key Idea 3:** Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.

**Key Idea 4:** 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.

**Day 1: Building a Community**

**Overview:**

Students have already familiarized themselves with Stone Street and the 3D model of the settlement. Now they will receive a specific assignment to get to know the people within the households and the various influences on how they think.

**Suggested time allowance:** Approximately one class period 40 – 50 minutes

**Resources/Materials:**

- Notebooks, pens for note taking
- Computers and access to the internet

- “List of Households” (included)
- “List of Online Resources” available within the database: tax lots, ancestors, occupations, slavery (included)
- “Dutch Settlers in New York: Community” student worksheet (included)
- Document titled “Dispatches from New Amsterdam” (included)
- Exit Question (included)

### **Activities/Procedures:**

1. Based on the previous day’s tour and exploration of the settlement, the class will begin by sharing some of what they learned about the settlement. If possible, the Castello Plan will be on a SMARTboard in front of the room, with the current buildings superimposed. As students tell what they found, they can switch to the eye level plan and share the visuals with the class. (5 minutes)
2. Distribute “List of Households,” “List of Online Resources,” “Dispatches from New Amsterdam,” and “Dutch Settlers in New York: Community.” ( all included)
3. Each group of 2 – 3 students (depending on size of class, number of households<sup>1</sup>, and availability of computers) will be assigned a household to investigate. For each household, the group should answer as many of the questions on the “Dutch Settlers in New York: Community” handout as they can using the information on the database. (30 minutes)
4. Ask students to meet in groups of 3 households and represent their viewpoints on religion, politics, economics and ethics. It is important that each larger group contain a slave so that students become familiar with the role of slaves in the colony.
5. Tell students that their convictions in all of these areas will come into play in tomorrow’s lesson.
6. Cut the Exit Ticket in half and distribute one to each household group. (included) Collect the completed Exit Ticket as the students leave the classroom.

### **Evaluation/Assessment:**

- Exit Ticket (included)

*“Based on what you know about your household, how do you think they felt about slavery in the settlement?”*

### **Vocabulary: Description of the Roles in the Colony**

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<sup>1</sup> At the present time, only four households are listed as possible for this exercise, plus two as-yet unnamed slaves. For this lesson plan to work well, it would be best to have more households available, even if that means being somewhat flexible about time frame.

**Please note: in order for these links to function, the user must sign in to the site at:**  
<http://nahc.simcenterdev.org/home>

- Burgomaster <http://nahc.simcenterdev.org/occupation/0-statusburgomaster>
- Schepen <http://nahc.simcenterdev.org/occupation/0-statusschepen>
- Schout <http://nahc.simcenterdev.org/occupation/0-statusschout>
- Great Burgher <http://nahc.simcenterdev.org/occupation/0-statusgreat-burgher>
- Indentured <http://nahc.simcenterdev.org/occupation/0-statusindentured>
- Great/small burgher  
<http://nahc.simcenterdev.org/occupation/0-statusgreat-burgher>;  
<http://nahc.simcenterdev.org/occupation/0-statussmall-burgher>
- Wheelwright <http://nahc.simcenterdev.org/occupation/wheelwright>
- Half free- half enslaved  
<http://nahc.simcenterdev.org/occupation/0-statushalf-free-half-enslaved-half-citizens>

## **List of Households**

F10 – Allard Anthony (not fully modeled) – attorney, merchant trader, notary, Great Burgher, Schout

G1 – (not fully modeled) Annetje Webber Jans and Domine Everhardus Bogardus (he required that the Dutch West India Company school teacher must include black children in the classes).

N2 – Govert Loockermens (in the 3D model) – one of the richest men in New Amsterdam and a merchant

P9 – Richard Smith (in the 3D model) – a wealthy merchant dealing in European goods and furs

Slave 1- Consider Manuel de Gerrit de Reus

Slave 2 – Consider Paulo d' Angola

## List of Online Resources

Please note: in order for these links to function, the user must sign in to the site at:  
<http://nahc.simcenterdev.org/home>

**Taxlots:**

<http://nahc.simcenterdev.org/page/nahccontent?q=taxlots>

**Ancestors:**

<http://nahc.simcenterdev.org/ancestors>

**Occupations:**

<http://nahc.simcenterdev.org/occupations>

**Slavery:**

<http://nahc.simcenterdev.org/occupation/0-statusslave>  
<http://nahc.simcenterdev.org/occupation/0-statusslave-dwic>

**Household:** \_\_\_\_\_

**Names of Students:** \_\_\_\_\_

## **Building a Community: Dutch Settlers in New Amsterdam**

1. First, wander down Stone Street and find your household. Who else lives in this household and what do we know about them? How do you and they make a living? Who are your neighbors?

2. The thinking of these first settlers was greatly influenced by the same factors that affect us today, by
  - religion (the Dutch Reform Church)
  - politics (Peter Stuyvesant and the village burghers)
  - economy (how each household earned a living)
  - personal and ethical beliefs

Using the resources on the website, find as much as you can about your household in all the areas listed.

3. Study the document titled “Dispatches from New Amsterdam” to get an overview of the different viewpoints in the settlement. Which ones might match your household based on what you know about them and why?

## Dispatches from New Amsterdam

### On Slavery and Christianity

#### *Black Church Member*

We were married in the Church. Many of our friends were, too. We have been baptized and so have our children. We have studied the bible, confessed our faith, and been admitted to Church as members. We must be treated like all other Christians. That means: “love your neighbor, be peaceable, turn the other cheek, forgive and forget, show mercy.”

#### *White Church Member*

You have to be Christian to testify in Court – the Burgomasters and Schepens aren't going to pay you any attention if you're not a Christian.

#### *A Member of the Court*

In the opening prayer of court, we ask God to help us “tell right from wrong, truth from lies,” to make fair and just decisions “to rich and poor, friends and enemies, and inhabitants and strangers alike, showing favor to none and taking gifts from none.” We ask that God keep our “hearts from greed,” to help us listen patiently, to take our work seriously, and to use the power he has given us “for the benefit of the authorities of the church, the protection of the good, and the punishment of the bad.”

### On the Value of Slaves

#### *Dutch West India Company Official*

Negro slaves are a vital part of the colony. There are about a hundred here right now, owned by the Company. They are experienced laborers and do important and necessary work. They speak Dutch, Spanish, and Portuguese. The women cook and clean for Church and Company officials. The men work on construction projects, such as building and repairing Fort Amsterdam. They also cut timber, burn lime, clear and fence the land, work the soil and harvest the crops.

#### *Dutch West India Company Official*

Our slaves are valuable. Our privateers captured them on Spanish and Portuguese ships. Keeping slaves healthy and strong is expensive. They need food, clothing, a place to stay, and care when they are sick and old.

#### *Dutch Farmer*

I own a large plantation on Long Island, and it is my slaves who do most of the farming. They clear and fence the land, turn and cultivate the soil, and plant the seeds, weed the rows, and harvest the crops. My customers love the fruits and vegetables that they grow, and those crops bring me a good income.



### *Dutch Merchant*

My trade in furs, groceries and dry goods, tobacco, wines and negro slaves has made me a wealthy man. Slaves are an important part of my business: people need their labor and I can make a good profit on their sale.

### On the Rights of Slaves

#### *Slave*

I can own property, earn money for my work, sign legal documents, sue others and be sued, and testify in court.

#### *Slave*

Slaves who commit crimes usually don't go to jail. Instead, the owner or overseer does the punishment. Slaves have only been brought to trial a few times, and those were for crimes that could be punished by hanging.

#### *Slave*

Once a white man who was a convicted felon hurt two slaves. The court decided that his punishment would be to take their place on the chain gang.

### On the Court: Crime & Punishment

#### *Dutch Settler*

Cases are heard in the Worshipful Court of the Schout, Burgomasters and Schepens: one schout, two burgomasters and five schepens. The members of court are usually patient and often lenient. They try to give people the chance to work things out. The court's punishments include fines, imprisonment, whipping, locking in the pillory, banishment from the city or province, or death. The court can only carry out the death penalty with the knowledge and consent of the director-general and council. Usually the death penalty is reduced to flogging, branding or banishment, or all three.

#### *A Member of the Court*

In court we try to do "what is best for the public good." We want keep the people unified, and do whatever we can to maintain the peace.

### Cases

#### *Slave*

I heard of a case in which a white settler damaged the property of a company slave. The only witnesses were two other slaves. The settler was convicted and had to pay a fine.

#### *Dutch Settler*

There was a case of a young soldier, the brother of a Company official, who murdered another man. He was arrested and released on bail. He was sentenced to death but then

acquitted. I think he got off because his brother was a Company official. But others think he was justified in his attack, and that's why he was acquitted.

*Dutch Settler*

I know of a woman who got a young girl to steal household goods from a shop. The woman made money by selling those stolen goods. She was convicted and banished from the colony. But her husband begged the court to let her return. She was allowed to come back, as long as she promised follow the law.

*Dutch Settler*

There was a Company cadet who was accused of receiving some stolen goods from a soldier. His sentence was stripping of his arms and permanent banishment from the colony. But the punishment was never carried out.

*Dutch Settler*

A man was arrested for theft. He admitted that he had been stealing and storing stolen goods for seven or eight years. He was sentenced to public whipping at the stake and banishment for twenty-five years. But because he was from a good family, the sentence was changed. First it was reduced to whipping in a private room, costs of the trial, and banishment for ten years. Later it was reduced even further just to banishment.

(Mocument created by Cory Munson)

Names: \_\_\_\_\_

Date: \_\_\_\_\_

## **Exit Ticket**

*“Based on what you know about your household, how do you think they felt about slavery in the settlement?”*

Names: \_\_\_\_\_

Date: \_\_\_\_\_

## **Exit Ticket**

*“Based on what you know about your household, how do you think they felt about slavery in the settlement?”*

## Day 2: Courage and Conviction

### Overview:

The teacher presents the scenario involving the murder of Jan Premero and the slaves' brave decision to confess to the murder en masse. As the story unfolds, the teacher navigates through the model, showing where the murder took place (the slave quarters), the public confession on Stone Street or the Wharf, and ending at the tavern, where the students' discussion begins. Staying within the roles of their assigned households, students will explore and represent the viewpoints of the various community members based on their beliefs about religion, politics, economy, and ethics. The goal will be to arrive at a just decision. The teacher will then share with students the verdict that was actually rendered.

**Suggested time allowance:** Approximately one – two class periods 40 – 50 minutes

### Resources/Materials:

- Notebooks, pens for note taking
- Computers and access to the internet
- Narrative description of the murder of Jan Premero and the subsequent confession of eight slaves to the murder.  
[http://books.google.com/books?id=\\_2Kt4KZIlwIC&pg=PA149&lpg=PA149&dq=Jan+Premero&source=bl&ots=XqQDZdHhcS&sig=0ksUmqML7EYkK2OgplS\\_PxlQJAI&hl=en&ei=61URTMv9IYOBIAfH4MXhBw&sa=X&oi=book\\_result&ct=result&resnum=1&ved=0CBIO6AEwAA#v=onepage&q=Jan%20Premero&f=false](http://books.google.com/books?id=_2Kt4KZIlwIC&pg=PA149&lpg=PA149&dq=Jan+Premero&source=bl&ots=XqQDZdHhcS&sig=0ksUmqML7EYkK2OgplS_PxlQJAI&hl=en&ei=61URTMv9IYOBIAfH4MXhBw&sa=X&oi=book_result&ct=result&resnum=1&ved=0CBIO6AEwAA#v=onepage&q=Jan%20Premero&f=false), p. 149 - 150
- Biographical material about Manuel de Gerritt de Reus “Giant Manuel” and other slaves
- Slips of blank paper for exit question

**Please note: in order for these links to function, the user must sign in to the site at: <http://nahc.simcenterdev.org/home>**

**Manuel de Gerritt de Reus “Giant Manuel”**

<http://nahc.simcenterdev.org/ancestor/1660111-manuel-de-gerrit-de-reus>

**Paulo d’Angola**

<http://nahc.simcenterdev.org/ancestor/1660221-paulo-dangola>

**Dorothy Creole :** <http://nahc.simcenterdev.org/node/1619>

**Simon Congo:** <http://nahc.simcenterdev.org/ancestor/1660235-simon-congo>

**Anthony Portugis:**

<http://nahc.simcenterdev.org/ancestor/1660236-anthony-portugis>

**John Francisco:**

<http://nahc.simcenterdev.org/ancestor/1660237-john-francisco>

**Garcia d'Angola:**

<http://nahc.simcenterdev.org/ancestor/1660238-garcia-dangola>

### **Activities/Procedures:**

1. The teacher gives a brief background about slavery in the Dutch colony based upon <http://nahc.simcenterdev.org/occupation/0-statusslave>  
<http://nahc.simcenterdev.org/occupation/0-statusslave-dwic>  
<http://nahc.simcenterdev.org/occupation/0-statushalf-free-half-enslaved-half-citizens>

or solicits the background from students who represent slave households. Then present the scenario involving the murder of Jan Premero, a slave, and eight slaves' brave decision to confess to the murder en masse. As the story unfolds, the teacher navigates through the model, showing where the murder took place (the slave quarters), the public confession on Stone Street or the Wharf, and ending at the tavern, where the students' discussion begins. <sup>2</sup>

2. Set the scene for the discussion. It is the day after the murder has taken place, the same day that the eight slaves have confessed. Community members have gathered together at the tavern and the talk is full of the events of the day, with lots of vehement opinions about what should now happen to the slaves who have confessed to Premero's murder.
3. Students are given 10 -15 minutes in their "household groups" to prepare to represent their household's point of view on the following:
  - No definitive records exist explaining why Premero was murdered or why eight slaves confessed to his murder. Why might slaves have murdered one of their own? What would be the advantage of all eight slaves confessing to the murder?
  - Based on what you have previously read about your household's beliefs about religion, politics, economy and ethics, what does your household think should now happen to the slaves who have confessed?

(Again, it is important that the household groups include several slaves so that their point of view is represented.)

4. Facilitate a discussion of the various households and points of view. Some seventh graders may enjoy speaking in character, and possibly even dressing for the occasion. The goal of the discussion will be to arrive at a decision – or several possible decisions - that class members consider "just." Students may make a distinction

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<sup>2</sup> As indicated in Cory Munson's draft, any material that refers to events after the murder must be locked and password protected.

between what they, as contemporary citizens, and they as early settlers might have considered “just.”

5. Share with students the verdict that was actually rendered.
6. Tells students that there are more twists to come in the story of Giant Manuel and the murder of Jan Premero.
7. Distribute a slip of blank paper to each student. The teacher reads the exit question, gives the students a minute to write, and then collects the individual slips.

**Evaluation/Assessment:**

Exit Question:

*By any objective measure, the decision to draw straws and arbitrarily hang one slave is not a just decision. Why do you think the Court of Burgomasters and Schepens reached this verdict?*

**Vocabulary:**

justice: the quality of being fair

courage: greatness of spirit in facing danger or difficulty

**Note:**

*Although students will be able to cite examples of what they consider to be “justice” and “courage,” few will be able to define the terms, and even fewer will be able to explain that both concepts are culturally and historically defined, and based on the varying perspectives of those involved. In this case, for instance, it is important to define “courage” as having both a physical and a moral component, both of which are present.*

## Day 3: Exploring Justice

### Overview:

Students research the results of the hanging and then the teacher reads Primary Documents A and B from Van Laer Court transcripts, describing the results of Giant Manuel's (attempted) hanging, and his subsequent pardon. Students share questions and concerns about this unusual dilemma and about the Dutch stance on slavery. The final step will be to construct a chart showing how the sometimes radical beliefs (by the then Dutch standards or the current standards) and culture in this early Dutch settlement lay the ground work for later democratic practices in government.

**Suggested time allowance:** Approximately one – two class periods (40 – 50 minutes)

### Resources/Materials:

- Notebooks, pens for note taking
- Computers and access to the internet
- Primary Documents A and B (included)
- “Links to the Database” (included)
- “Dispatches from New Amsterdam” (included)
- Writing Assignment (included)

### Activities/Procedures:

1. Begin with a brief discussion of yesterday's exit question:  
*“By any objective measure, the decision to draw straws and arbitrarily hang one slave is not a just decision. Why do you think the Court of Burgomasters and Schepens reached this verdict?”*
2. Distribute “Links to the Database.” (included) The teacher asks students to return to the database individually or in small groups and research for 10 – 15 minutes what happened to Manuel de Gerrit de Reus on hanging day, and what happened to him and the other slaves in subsequent years.
3. Read Primary Documents A and B (included) out loud and reviews vocabulary found at the end of the lesson Ask students to share information, observations and questions about the strange events on hanging day. Questions may include:
  - whether the broken rope was deliberate?
  - whether the motive for saving Giant Manuel and the other slaves was economic or ethical?
4. Referring back to the “Dispatches from New Amsterdam,” (included) students point out unique examples of Dutch “justice.”

5. Based on the readings from today's documents, and from examples in the "Dispatches," the class jointly creates a chart of rights and privileges that slaves had in the Dutch colony that were unusual for the time. For example:
  - Slaves' right to marry
  - Slaves' right to own property
  - Concept of half-freedom
6. Elicit (and fill in where necessary) the details of Giant Manuel's future in the colony, emphasizing that while conditions for the slaves were far from ideal, they had rights and privileges in the early days of what later became New York that remained unique in the world for many decades.
7. Distribute and discuss the "Writing Assignment." (included)

### **Evaluation/Assessment: Writing Assignment**

#### Voices

Create a first person narrative of the events pertaining to Giant Manuel and the murder of Jan Premero. Write a letter, an editorial, or a journal entry in the voice of any member of the settlement. Be sure to represent that person's opinion of the events and refer to at least two documents from the database to support that person's version of the events. (approx 250 words)

### **Vocabulary:**

from the Van Laer Court transcriptions, Primary Documents A and B

- accordance (noun) - agreement
- scripture (noun) - Biblical writings
- secular (adjective) - worldly or not religious
- culprit – (noun) - wrong doer, offender or guilty party
- ordinance (noun) – a law, decree or rule
- earnest (adjective) - serious or solemn
- solicit (verb) – to petition, beg or plead for something

*Supplementary exercise: Ask students to re-write both primary source documents in another dialect: for instance, in contemporary English as a news story or in Black Vernacular English, as one teenager telling another.*



## Links to the Database

**Please note: in order for these links to function, the user must sign in to the site at:**  
<http://nahc.simcenterdev.org/home>

Justice tag:

<http://nahc.simcenterdev.org/category/user-tags/justice>

Slavery :

<http://nahc.simcenterdev.org/occupation/0-statusslave>

<http://nahc.simcenterdev.org/occupation/0-statusslave-dwic>

<http://nahc.simcenterdev.org/occupation/0-statushalf-free-half-enslaved-half-citizens>

Biographical material about Manuel de Gerritt de Reus “Giant Manuel”

[http://www.slaveryinnewyork.org/PDFs/Life\\_Stories.pdf](http://www.slaveryinnewyork.org/PDFs/Life_Stories.pdf)

and database link

<http://nahc.simcenterdev.org/ancestor/1660111-manuel-de-gerrit-de-reus>

Manuel de Groot (Big Manuel)

<http://nahc.simcenterdev.org/ancestor/1660182-manuel-de-groot>

Christina (Manuel de Gerritt de Reus’s wife)

<http://nahc.simcenterdev.org/node/1598>

## **Primary Sources A and B**

### ***Primary Source A – Van Laer court transcription, Vol 4, p. 99***

“wishing... to do justice, as we do hereby, in accordance with the Holy Scriptures and secular ordinances, we have,... condemned the delinquents to draw lots which of them shall be hanged until death ensue. And after we had called upon God to designate the culprit by lot, finally, through the providence of God, the lot fell upon Manuel of Gerrit de Reus”

### ***Primary Source B - Van Laer court transcription, Vol 4 p. 100***

“having around his neck two good ropes, both of which broke, whereupon the inhabitants and bystanders called for mercy and very earnestly solicited the same.”

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## **Voices**

Create a first person narrative of the events pertaining to Giant Manuel and the murder of Jan Premero. Write a letter, an editorial, or a journal entry in the voice of any member of the settlement. Be sure to represent that person's opinion of the events and refer to at least two documents from the database to support that person's version of the events. (approximately 250 words)