

# **UNIT II**

## **GEOGRAPHY**

## Unit Objectives

1. Familiarize students with world map studies.
2. Explain the use of waterways and routes of passage between the Old World and New World.
3. Assist students in using higher level thinking skills to plot settlements and create settlement maps.

### Lesson 1

Objectives	Activities	Resources
1. Students will be able to locate oceans and continents on a world map.	1. Give students outline world map. Have them correctly fill in the oceans, continents, Netherlands.	1. Outline map of the world.
2. Students will be able to locate the Netherlands, Fort Orange (Albany), New Amsterdam (Manhattan), and the islands of Aruba, Bonaire and Curaçao.	<ol style="list-style-type: none"> <li>2. Using the world map, students will star locations they judge to be sites for settlements. Allow them to justify their decisions.</li> <li>3. Compare their chosen locations with where the actual New Netherland settlements occurred. (Fort Orange, New Amsterdam and the ABC Islands)</li> </ol>	<ol style="list-style-type: none"> <li>2. Castello Plan.</li> <li>3. Dutch Settlement in New Netherland map.</li> </ol>

## Lesson 2

Objectives	Activities	Resources
1. Students will be able to use and understand early maps of New Netherland settlements.	1. Distribute packet of maps to students. 2. Explain what they are looking at. 3. Using Castello Plan have students indicate paths of travel between: <ul style="list-style-type: none"> <li>• The fort and Wall Street</li> <li>• Smits Vly, Marckvelt, Schreyers Hoek.*</li> <li>• The windmill, the harbor &amp; The Great Dock.</li> </ul>	1. Castello Plan** (New Amsterdam 1660) already in Unit II, Lesson 1
2. Students will be able to locate points on maps and indicate routes of travel with them.	4. Ask students to count the number of residences. Can they locate any public buildings? 5. Have students locate on the Castello Plan the area shown in the View of New Amsterdam (use fort and windmill as landmarks.)	2. View of New Amsterdam 3. VanderDonck map 1656
3. Students will conclude what factors were significant in determining settlement location.	6. Hand out VanderDonck map. Ask students: <ul style="list-style-type: none"> <li>• What means of travel would have been employed within the settlements?</li> <li>• Were there any waterways within the settlement?</li> </ul>	4. Römer Map (Fort Orange / Beverwijck). 5. <i>On the Day Peter Stuyvesant Sailed into Town</i> , Arnold Lobel (Harper & Row, 1971)

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\*Schreyers Hoek named because that is where ships left from and people cried (schreyen) for the ones who were leaving.

\*\*Copies of the Castello Plan can also be found in another picture book: Pieter Spier's Legend of New Amsterdam (Doubleday, 1979)

## Lesson 2 (continued)

Objectives	Activities	Resources
<p>7. Römer Map can be distributed and looked at as an additional example of settlements.</p> <ul style="list-style-type: none"> <li>• Speculate on placement of house lots size and shape.</li> <li>• Note houses close together, long narrow lots, Albany same today.</li> </ul> <p>James Eights pictures of Albany, available at Albany Institute of History and Art, are other good sources depicting the early layout of Albany.</p>		<p>6. <i>Legend of New Amsterdam</i>, Peter Spier</p>

## Lesson 3

Objectives	Activities	Resources
1. Students will become familiar with Early Dutch maps.	1. Distribute Visscher maps.	1. Jansson-Visscher map
2. Students will discern ways in which these maps are different than those of contemporary times.	2. Ask students how these maps differ from ones that are used today.	• Smaller version • Larger version with Cartouche
3. Students will apply illustrative techniques on maps to one of their own.	3. Point out cartouches (decorative pictures surrounding title of maps) and other graphic elements—see larger Visscher map.	2. VanderDonck Maps Comparing Visscher-VanderDonck
	4. Compare earlier and later versions of the maps. Look for dates in cartouches.	3. <i>The Dutch and America</i> , 1982 Regents of University of California
	5. Discuss illustrations. How were they drawn? Were they decorative or functional? What do they notice about them?	"Golden Age Dutch Cartography and Maps of America."****
	6. Have students create a map of their immediate neighborhood. Ask them to include drawings of some characteristics, i.e., which houses have pets. Use illustrations to depict characteristic selected. (See project examples.)	

\*\*\*\* Available from Museum of Cultural History, University of California, Los Angeles 90024.

## Lesson 4

Objectives	Activities	Resources
<ol style="list-style-type: none"> <li>1. Students will be able to locate the area of New Netherland and identify current states.</li> <li>2. Students will be able to discuss why settlements occurred on major waterways.</li> </ol>	<ol style="list-style-type: none"> <li>1. Hand out Goos Mariner's Map (Note it shows only inlets of rivers and coast line; sea-going ships could not go very far up the rivers)</li> <li>2. Have students pick out identifiable Dutch place names (Lange Eylandt, Rood Eylandt, Staten Eylandt, Manihates).</li> <li>3. Compare Goos to Visscher Map.</li> <li>4. Main rivers of New Netherland and their names today: <ul style="list-style-type: none"> <li>• Varsse Rivier = Connecticut River</li> <li>• Noordt Rivier = Hudson River</li> <li>• Suydt Rivier = Delaware River</li> </ul> </li> <li>5. What 5 states are in New Netherland territory today? (New York, New Jersey, Connecticut, Delaware, Pennsylvania).</li> <li>6. Point out main settlements of New Netherland: Fort Orange/Beverwijck = Albany; Wilkwyck = Kingston; Colon Donck = Yonkers; Nieu Amsterdam = New York City; Achterkol/Pavonia = Newark, NJ; Hoogh Island = Burlington, NJ; Fort Nassau = Gloucester, NJ across from Philadelphia</li> </ol>	<ol style="list-style-type: none"> <li>1. Goos Mariner's Map of New Netherland</li> <li>2. Visscher Map of New Netherland (Unit II, Lesson 3)</li> <li>3. Dutch settlements Map (Unit II, Lesson 1)</li> </ol>

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# Lesson 4 (continued)

Objectives	Activities	Resources
	Fort Casimir/New Amstel = New Castle, DE; Fort Christina = Wilmington, DE; Fort Good Hope = Hartford, CT	4. Schaghen Letter 1626 (Original, transcript and translation)
7. a. What do these settlements have in common? b. What does that tell you about travel in the 17th century? c. What does that tell you about what early settlers did for a living?		
8. Distribute Schaghen Letter (original, transcript & translation) which documents the purchase of Manhattan. Note: traded for 60 guilders worth of goods (\$24 was the American equivalent of 60 guilders in the 19th century when this document was first found). 60 guilders worth was a large amount and the goods were things the Indians could not make, such as knives, awls, metal utensils, etc.		
	a. Ask students if they consider this a fair trade? b. Ask why the think the Indians would accept such a deal or trade. c. Personalize situation by having students think of trades they have made—were they always fair or equal? (i.e. baseball cards, lunches)	

## Lesson 5

Objectives	Activities	Resources
<ol style="list-style-type: none"> <li>1. Students will become aware of the Netherlands settlements in the New World.</li> <li>2. Students will be able to indicate major routes taken between the Netherlands and these settlements.</li> <li>3. Students will be able to explain why these routes were taken.</li> <li>4. Students will become aware of why the Dutch were traveling to the New World at this time.</li> </ol>	<ol style="list-style-type: none"> <li>1. Distribute Ontdekkingsreizen map (Voyages of Discovery). Explain the map showing voyages of discovery by WIC and VOC.</li> <li>2. Have students locate areas of influence of the two companies.</li> <li>3. Ask students to indicate in color, on their own maps, the most direct routes between the Netherlands and the New World settlements.</li> <li>4. Ask students to think about the most direct route they would take to a friend's house. Have them brainstorm reasons why they might have to alter this route.</li> <li>5. After discussing reasons, have them brainstorm reasons why Dutch navigators might have selected less direct routes. Be sure to consider the nature of travel (ships with sails). The answers should focus on wind patterns, trade stops, storms, stops for provisions, and currents.</li> <li>6. Have students estimate travel time between points.</li> </ol>	<ol style="list-style-type: none"> <li>1. (Voyages of Discovery) Ontdekkingsreizen map — recent map</li> <li>2. Background sheet on Dutch Seafaring</li> <li>3. <i>Liver Turcx dan Paus</i> (Background information)</li> <li>4. Surface Drifts and Currents Maps</li> </ol>