

Unit Objectives

1. Teacher will familiarize students with the kind of documents which provide information on social history.
2. Teachers will have students read the documents selectively to extract information from them.
3. Teachers will discuss with students the nature of social history (i.e., religion, games, dress, law, foods, etc.)
4. Teachers will work with the students to find information and appropriately categorize it.
5. Teachers can discuss bias with students. Have them distinguish between objective and subjective accounts.

Lesson 1: Introduction

Objectives	Activities	Resources
<ol style="list-style-type: none">1. Students will know what class of document a missionary account is, and where to locate a similar resource.2. Students will be able to read through document selectively to gain information.3. Students will know what social history is and what categories comprise it.4. Students will classify information from document in categories.	<ol style="list-style-type: none">1. Tell students that social history consists of all aspects of a groups culture.2. Have students research "culture" and try to formulate an appropriate definition.3. Within a discussion of their culture, have them enumerate as many categories as possible. (clothes, food, etc.)4. Ask students what in their life would relay such information. (letters, newspaper, diaries, paintings, etc.)5. Distribute document. Read selectively with students.6. Discussion Questions:<ol style="list-style-type: none">a. Danckaerts and Sluyter were missionaries who passed through New Netherland. What kinds of things do you think they would notice?b. Describe the other passengers/crew that they encountered on English ship. (pp. 39-41)	<ol style="list-style-type: none">1. Danckaerts and Sluyter 1679 (missionary accounts) selected pages—Introduction Background Information2. Suggested background information material: (not supplied)<ol style="list-style-type: none">a. <i>Remembrance of Patria</i> (Albany Institute, 1988)

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2. Students will be able to read through document selectively to gain information.	2. Have students research "culture" and try to formulate an appropriate definition.	2. Suggested background information material: (not supplied)
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	5. Distribute document. Read selectively with students.	
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UNIT VI: SOCIAL JUSTICE

Lesson 1 Continued

Objectives

Activities

Resources

- c. Danckaerts traveled from Manhattan to Albany on a ship up the Hudson. What was the first food he was given? (pp. 43-44)
 - d. What did Danckaerts say about religion in New York (formerly New Amsterdam)? (pp. 44-45, 197)
 - e. How did Danckaerts describe the forts? (p 45)
 - f. What other foods did he eat? (pp. 52-54, 82-83)
 - g. What do you think was the settlers' relationship to the Indians? (pp. 55, 78-79)
 - h. How did Danckaerts describe Albany?(pp. 198-199, 201) See Rensselaerswijck map
 - i. How did he describe Rensselearswijck? (pp. 214-215)
7. Divide students into groups assigning each a category. Have them chart all they know about that category. (i.e. food, clothing, houses)
 8. Put up a large sheet of paper or 'graffiti board.' Have students add sentences about the life of the early Dutch settlers. Keep up throughout the unit.
 9. Have students pretend they are missionaries. Have them write a descriptive letter or journal entry similar to what they have read.
 10. Have students re-enact a journey over to the New World.

- b. *Daily Life in Holland 1566* by Rien Poortvliet (Abrams, 1992)
 - d. Visits to area museums.
3. Rensselaerswijck map 1630 (original in Manuscripts and Special Collections of NYSL)

Lesson 2: Bias in Primary Sources

Objectives	Activities	Resources
1. Students will understand that even primary sources can contain biases.	1. Distribute letters and report to students. Note that original letters are primary sources.	1. Michaelius (pp 119-133) and Megapolensis (pp165-175) letters
2. Students will further explore the culture of the early Dutch settlers.	2. Discuss the meaning of bias, objective and subjective.	2. Wassenaer report (pp 63-79)
	3. Read documents with students.	
	4. Compare the points of view presented in the documents. How are they alike or different? Chart the differences. Which was most positive?	
	5. Which of the letters do the students see as most positive and which was most negative? Ask students if they can think of any situation in their lives where someone 'enjoyed' an experience and someone else 'hated' it? (examples: summer camp, a movie, etc.)	
	6. Create a poster or advertising flyer which proselytizes for life in the colonies or urges people to come over from the Netherlands.	
	7. Set up a debate on the pros and cons of living in the New World.	
	8. Have students write an essay on the role of religion in the Dutch Colonies. Compare with other colonial settlements.	

Lesson 3: Dutch Names

Objectives	Activities	Resources
<ol style="list-style-type: none">1. Students will enumerate the basic distinctions of the Dutch naming system.2. Students will be able to analyze primary documents to pick out family relationships.	<ol style="list-style-type: none">1. Present basics of Dutch Naming system.2. Ask the children to give themselves Dutch names according to the rules of the Dutch system.3. Hand out Dutch Church records and speculate on family relationships on the basis of names. (see esp. Bradt Family)4. Students can trace their bodies on paper and add their new names. As students assume their new identities, have them add acquired information about their identities. Example, their date of birth, trade, life history, all based upon researched information. They can create a town with all their created characters. They can go to court, write wills, sue each other, etc.	<ol style="list-style-type: none">1. Fact sheet on naming system2. Pages from Church records—<i>Holland Society Yearbook</i>, 1904.3. "Dutch Systems: Family Naming," Rosalie F. Bailey in <i>Genealogical Publications of the National Genealogical Society</i>, No. 12, May 1954 (pp 1-21)4. <i>Genealogies of the First Settlers 1630-1800</i> (1 page example) by Professor Jonathon Pearson 1872

Lesson 4: Laws/Legal System

Objectives	Activities	Resources
<ol style="list-style-type: none">1. Students will be cognizant of typical legal situations.2. Students will understand that court records are indexed topically.3. Students will interpret from court records the nature of the legal system.4. Student will become aware of Notarial Papers in <i>The Early Records of Albany</i>, Vol. III.	<ol style="list-style-type: none">1. Distribute examples of court cases.2. Discuss documents as a class or within small groups.3. Ask students:<ol style="list-style-type: none">a. To summarize the case.b. To note the law/regulation involved in the case.c. To explain if:<ol style="list-style-type: none">1. such a case could exist today?2. the decision was fair?3. women were involved in court cases?4. Ask students to itemize the concerns they encountered in the cases.5. Have students role play one of the cases. How might they change the outcome?6. Have students create a cartoon panel caricaturizing a legal concern— i.e.: your pig trampled my tulips.7. Distribute packet of laws. What were the concerns expressed in the laws? Compare with today's laws.	<ol style="list-style-type: none">1. Book review on <i>Fort Orange Court Minutes from New York History</i>, Vol. 72, Number 4, Oct. 1991. Good summary of legal transactions in New Netherland.2. <i>Early Records of Albany</i>, Vol. III., pp. 179-180.3. <i>Early Records of Albany</i>, Vol. II., pp. 41-4, and Vol. III., pp. 58-59.4. Fort Orange Court Minute cases: pp 100-101. (man in woman's clothes; name calling)5. Packet of laws, <i>Laws and Ordinances</i>, pp 260-263

Lesson 5: Foods

Objectives

1. Students will become aware of the types of foods eaten by early Dutch settlers.
 2. Students will compare Dutch and Native American diet.
 3. Students will prepare selected food items.
 4. Students will become aware of the kitchen utensils used by the Dutch.
1. Ask students which foods would be available directly from the environment in the colonies.
 2. Ask students if a cookbook would be considered a primary source.
 3. Have students examine some recipes. What kinds of foods did the settlers eat?
 - a. How did their diet compare to ours?
 - b. Recall some of the foods eaten in the journal (Van den Boggaert[see Unit V, Lesson 2]). How were the Native Americans responsible for dietary changes?
 4. Select some recipes and have students prepare them.
(Crailo field trip can include cooking session.)
 5. Using auction lists, students will find examples of utensils used by Dutch.
 6. Using Dutch genre paintings have students locate similar items.

Resources

1. Peter Rose, *The Sensible Cook* (Syracuse Univ. Press, 1990) (recipes/notes) — not provided.
2. *A Journey into Mohawk and Oneida County* (see Unit V)
3. Crailo State Historic Site Booklet "Kitchen Utensils" recipe: Seed Cake and Dutch pound Cake
4. Inventory and auctions (Bakery), *Early Records of Albany*, Vol. I, pp. 68-70, 77, 83-85, 87-89, 206, 220-224, 249-50)
- * 5. Dutch seventeenth century Genre Painting — not provided.
- * 6. Charlotte Wilcoxon, *Dutch Trade and Ceramics in America in the 17th Century*, Albany Institute, 1987) — not provided.

* Highly recommended, but not provided

Lesson 6: Architecture

Objectives	Activities	Resources
1. Students will be able to define architecture.	1. Have students look up and define the word "architecture". Discuss.	**1. James Eights drawings available from Albany Institute
2. Students will be able to describe general characteristics of Dutch architecture and Dutch barns.	2. Looking at Dutch genre paintings, have students discuss salient features (i.e., Dutch roof, Dutch door, brickwork, etc.).	**2. Dutch Barn Preservation Society tour*
	3. Ask students how New World architecture may have differed from Dutch genre paintings?	**3. Dutch Genre Painting, esp. those of Pieter de Hooch and Jan Vermeer
	4. Distribute packet of information on Dutch barns. Discuss glossary. Examine construction. Ask why they think barns were important? Note that Dutch barns were the basis of New World Dutch Architecture.	4. Pages from <i>The New World Dutch Barn</i> by John Fitchen
	5. How does Dutch barn construction lend itself to the kind of modification described in the Notarial papers.	**5. David Steven Cohen, <i>The Dutch American Farm</i> , (NYU Press, 1992)
	6. Have students construct a sample barn using balsa wood, craftsticks, cardboard strips.	6. <i>Early Records of Albany</i> , Vol III, p 63 (Barn of Wemp)

** Highly recommended, but not provided.

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UNIT VI: SOCIAL JUSTICE

Lesson 7: Apprenticeship

Objectives

1. Students will understand the importance of an apprenticeship agreement.

Activities

1. Copy and distribute indenture agreement #1 (Dyckman) Have students read.
Discuss:
 - a. Who are the parties involved in this agreement?
 - b. For how long is this agreement binding?
 - c. What trade will Cornelis study?
 - d. What are the terms of this agreement?
 - e. Who had to give consent for Cornelis?
2. Distribute additional indenture documents (Resources 2-4). Divide students into groups. Have them read and summarize content.
3. Have students create an apprenticeship agreement to learn a skill from another student in the class. Ask students how they feel being indentured.
4. Points for general discussion or further research:
 - a. Apprenticeship in place of formal schooling.
 - b. Position of children in family and society (legal, psychological, etc.)
 - c. Is apprenticeship a positive or negative approach to preparing children for the future?

Resources

1. Indenture of apprenticeship of Cornelis Dyckman to Jan Nack and Willem de Maerschallck, *Early Records of Albany* 1660-1696, p 211
2. Maria Goosens binds her son, *Early Records*, Vol. III, p 138
3. Indenture of service of Hendrick Arentsen, *Early Records of Albany*, Vol. III, p 188
4. Certificate of Surgeon Jacob de Hinsse, *Early Records of Albany*, Vol. III, pp 74-75

Lesson 8: Leisure Activities

Objectives	Activities	Resources
<ol style="list-style-type: none"> 1. Students will become familiar with seventeenth century Dutch leisure time activities. 2. Students will be able to infer if these games existed before seventeenth century and after seventeenth century. 3. Students will use paintings as a primary source of information. 4. Students will infer from legal documents leisure activities; What they were, how they were played and when they could be played. 	<ol style="list-style-type: none"> 1. Ask students to define leisure time activities. 2. Have students list as many games as they know of that children play today. 3. Look at Bruegel painting "Children's Games. See how many games are recognizable. How many are played today? Note that the painting was from the 16th century in the Netherlands. point out inference that if they existed before the seventeenth century, and after , they probably existed during the seventeenth century. 4. Distribute or read documents to class.* Ask students what documents tell us about leisure activities. (What they were when they could be played.) 5. Have students re-enact some of the games played. 6. Have students make a diorama of a leisure time activity taking place. 7. Why do court cases mention leisure activities? 8. What are the restrictions and limitations on leisure activities on Sunday? 	<ol style="list-style-type: none"> 1. Painting excerpts of children's games by Peter Bruegel 2. <i>Correspondence of Jeremias van Rensselaer</i> pp. 369-70 3. <i>Early Records of Albany</i>, Vol. I, p. 225. 4. <i>Early Records of Albany</i>, Vol. I, pp. 165-167 5. <i>Fort Orange Court Minutes</i>, pp. 142-143 6. 'Shooting the parrot', <i>Fort Orange Court Minutes</i>, p. 192 7. <i>Fort Orange Court Minutes</i>, pp. 473-4 8. "Material Culture in Seventeenth Century, Dutch Colonial Manuscripts" by Charles Gehring. 9. <i>Laws and Ordinances</i>, pp 258-259. (see this unit, lesson 4) 10. Illustrations from Adriaen van de Venne.

*Read only significant parts.

Lesson 9: Conclusion

Objectives	Activities	Resources
<ol style="list-style-type: none">1. Students will explore the nature of primary sources and make inferences about such sources in general from those that they have used.2. Students will synthesize the information that they have gleaned from the documents and create a 'picture' of Dutch life in the colonies in this period.	<ol style="list-style-type: none">A. Explore the nature of primary sources:<ol style="list-style-type: none">1. Have students list all the primary sources they have encountered.2. Ask them which ones are most likely to have biases.3. Ask them what kinds of information each kind of document can provide.4. Ask students where each kind of document might be located.B. Allow students an opportunity to synthesize the information that they have gathered. Within groups, they can create a picture of Dutch life in the New World for themselves. Make a class presentation.<ol style="list-style-type: none">1. Role play what might be a typical scene from life.2. Make a 'comic' book or story book about a typical family or day.3. Make a newspaper of the times (if one had existed, what articles, sales, editorials, ads, etc., might have appeared.)	<p>Use the documents as listed in Unit VI: Social History, Lessons 1-8</p>