

Daily Life in New Netherland

Fourth Grade Curriculum Packet using Primary Documents in Social Studies Teaching

Developed by:

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Please order copies of this and the first book of curriculum from Mary Capobianco, Glenmont Elementary School, Route 9W, Glenmont, NY 12077; [518] 463-1154.

Introduction

The following curriculum was developed* by Mary Capobianco, classroom teacher and Gale Derosia, art teacher, of Glenmont Elementary School, in consultation with Nancy McClure Zeller of the New Netherland Project. It was made possible by a Local Government Records Management Grant from the State Archives and Records Administration.

This set of lessons (Units V-VII) is a continuation of lessons (Units I-IV) published under the title *The New World Through Dutch Eyes*. We recommend that the teacher obtain a copy of the first set of lessons and use Unit I: "Use of Primary Sources" as an introduction to this book as well.

Although at first it may appear that the curriculum is quite comprehensive, it is not our intention that every lesson be followed. We have tried to include a number of diverse lessons to reinforce each concept. Most lessons require excellent reading skills; however, for less advanced classes, the teacher can read passages aloud first and discuss their meaning with the class. Our main intent is to acquaint students with primary sources and to encourage their use in the teaching of history. We have selected 17th-century Dutch documents as an example of its implementation. The section on primary sources (Unit I) is applicable to any area of historical study.

We maintain the belief that children learn and retain that which they themselves discover. We have tried throughout to ensure students the opportunity for research and discovery. We also hope that students develop the skills and awareness for their own independent research experiences. It was also our intent for classroom teachers to become aware of the enormous quantity of primary materials, their accessibility, and their positive impact in the classroom.

Above all else, it was our desire to bring to life the documents and to merge the human with the historical. We hope that these people enter your lives as they have entered ours.

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Unit V: Internal Trade Relationships

Using a journal, students will discover the trading relationships between the New Netherland colonists and the Native Americans.

Unit VI: Social Justice

Students will use missionary accounts, letters, reports, church records, court cases, laws, and other materials to discover how 17th-century society was structured in New Netherland.

Unit VII: Women's Studies

Students will use wills, indentures, contracts and other legal documents to discover the role of women in 17th-century New Netherland.

Unit Objectives

This unit requires a copy of *A Journey into Mohawk and Oneida County 1634-1653*, Syracuse University Press. It is an excellent resource.

1. The teacher will demonstrate, through the use of documents, specifically, a journal, that the Native Americans of the 1600s were well versed in the politics and necessary skills of trade.
2. The teacher will encourage the use of reasoning/deductive skills to research/investigate the culture of the Native Americans of the 1600s as learned through Dutch documents.

Note: Students can become aware that trade between Native Americans and European settlers could be acceptable business transaction; as for example, the sale of Manhattan Island.

Lesson 1

Objectives	Activities	Resources
1. Students will recognize the types of information found in a personal journal.	1. Using the novel <i>Anastasia</i> by Lois Lowry, discuss the type of information included in her journal.	1. <i>Anastasia</i> - Lois Lowry - fiction book for young adults
2. Students will recognize the importance of journals as a source of history.	2. Using <i>The Diary of Anne Frank</i> , share the types of information found in a diary.	2. <i>Diary of Anne Frank</i> (any version)
	3. Discuss—if any—the differences between a journal and a diary.	
	4. Allow students opportunity to keep a journal for 10 minutes everyday for one week. (If they wish, allow students to share their entries.)	

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UNIT V: INTERNAL TRADE RELATIONSHIPS

Lesson 1 continued

Objectives

Activities

Resources

5. For discussion, ask students:

- a. What information can be found by reading someone's journal.
- b. What information can a journal give us about the past? How does it do this? Why is it important?
- c. How is a journal different from other documents?

3. Please refer to Unit I if students are unfamiliar with the use of primary sources.

Lesson 2

Objectives	Activities	Resources
1. Students will become aware of the background information of Van Den Bogaert.	1. Read and discuss the introduction to <i>A Journey into Mohawk and Oneida County</i> .	1. <i>A Journey into Mohawk and Oneida County 1634-1635 — Journal of Harmen Meyndertsz Van den Bogaert,</i>
2. Students will recognize the importance of trade between the Dutch and the Native Americans.	2. Read to the class (or copy) the journal entry from December 11, 1634 which included the purpose of the trip and the people involved.	Journal entry of December 11, 1634
	3. After reading the December 11, 1634 entry, ask students what have they learned about trade between the Dutch and the Native Americans. examples: importance of trade, Dutch trade with Native Americans, etc. Chart responses.	

UNIT V: INTERNAL TRADE RELATIONSHIPS

Lesson 3

Objectives	Activities	Resources
1. Students will understand the concept of trade.	1. Read and discuss the journal entry of December 18, 1634 and December 19, 1634.	1. Journal entry of December 18, 1634 and December 19, 1634
2. Students will recognize that the Dutch and Native Americans were dependent on each other for goods.	2. For discussion, ask students <ol style="list-style-type: none">What type of “traders” were the Native Americans?What is meant by “trade”?What type of items did the Native Americans want?What type of items did the Dutch want to trade?What two types of “money” were exchanged by the Native Americans and Dutch? (See Schagen Letter)What is the concept of money? What types of money do we use today?What trades have you made? Did you always consider them fair?Develop a classroom “Barter Chart”. Allow students an opportunity to make up an exchange list, i.e.:	2. Schagen letter translation
3. Students will apply the concept of fair trade in the classroom.	<div><p style="text-align: center;">Barter Chart</p><ul style="list-style-type: none">•2 pencils for 1 pen•2 sheets paper for 1 pencil•line leader for recess helper•etc.</div> <ol style="list-style-type: none">After reading Schagen letter have students write a persuasive argument defending their position regarding the fairness of the trades between the Dutch and Native Americans.	

UNIT V: INTERNAL TRADE RELATIONSHIPS

Lesson 4

Objectives	Activities	Resources
<ol style="list-style-type: none">1. Students will recognize that the Native Americans celebrate the event of "Trading Deals".2. Students will become aware that Native Americans follow 'rules of etiquette.'3. Students will understand the importance that the Dutch and the Native Americans placed on trade (beaver skins).	<ol style="list-style-type: none">1. Read and discuss the journal entry of January 3, 1635. Discuss why this entry is important relative to trade between Dutch and the Native Americans.2. What deal did the Native Americans offer to the Dutch? Did this deal sound fair to you? How do you think the Dutch felt about the Native Americans' offer?3. Discuss the "ceremony" involved in this trade? Why do the students think the Native Americans and Dutch sang and ate together?4. Do the students believe the Dutch will keep their deal with the Native Americans?	<ol style="list-style-type: none">1. Journal entry of January 3, 1635

Lesson 5

Objectives	Activities	Resources
<ol style="list-style-type: none">1. Students will read and understand about one day's journey in Van den Bogaert's life.2. Students will be able to retell and illustrate a story.3. Students will rewrite a story into play form.4. Students will perform a classroom skit based upon historical fact.	<ol style="list-style-type: none">1. Allow students to read one journal entry of Van den Bogaert's journal each day.2. Discuss and interpret what has happened each day.3. Allow students to retell the story in their own words. Each day this can be printed on paper and hung around the room or printed and illustrated in a book.4. Students can assume parts and write their retelling as a play.5. Allow students time to rehearse and perform their play.	<ol style="list-style-type: none">1. Journal: December 11, 1634 - January 21, 1635

Lesson 6

Objectives	Activities	Resources
1. Students will understand that the fairness of trade depends upon need.	<ol style="list-style-type: none">1. After reading the journal entries of December 11, 1634 - January 21, 1635, have the children list on poster board the items the Dutch and Native Americans traded.2. Allow the students to discuss whether or not they feel the trades were fair and equal.3. Allow the student to discuss how the deal was fair to a person who has a need. example: beaver fur = 4 hands of sewant 4 hands of long cloth4. Ask what needs do you think the Native Americans had? What needs do you think the Dutch had in the 1600s?	<ol style="list-style-type: none">1. Journal: December 11, 1634 – January 21, 1635