

Unit Objectives

1. Using the documents allow students to evaluate the rights of women in the 1600s.
2. Using transcribed wills help students find evidence that women owned objects of value to be disposed according to their own wishes.
3. Using the documents, assist students in finding evidence that women operated businesses in the 1600s.
4. Demonstrate through the use of records that women held a place of position and power within New World Dutch society.

Lesson 1

Lesson Objectives	Activities	Resources
1. Students will identify the terms of the simple will between a Dutch husband and wife.	<ol style="list-style-type: none">1. Allow students to read 1661 will of Tappen and Jacobs.2. Invite the children to discuss the terms of the will:<ol style="list-style-type: none">a. To whom will the estate be given?b. What items do they possess?c. What is a legacy?d. Who witnessed this will?3. Point out to the children that the wife inherits <u>all</u> the husband's possessions upon death if he is to die first.	1. Will of Jurriaen Teunissen Tappen and Wybrecht Jacobs, <i>Early Records of Albany</i> , Vol. III, pp 58-59

Lesson 2

Objectives	Activities	Resources
<ol style="list-style-type: none">1. Students will recognize that women in 1600 Dutch culture were allowed to own property and "real" possessions.2. Students will speculate on the truth behind the fictional story <i>Legend of New Amsterdam</i>.	<ol style="list-style-type: none">1. Allow students to read will of Anneke Jans Bogardus.2.<ol style="list-style-type: none">a. Have them identify Anneke Jans Bogardus.b. Who are to be the heirs of her estate?c. What does she leave her children?3. Discuss with children the possible ways she might have acquired her possessions.4. Have students speculate on why the husband left everything to his wife and not children.5. Have students read legend.6. Have students list what they learn about life in New Netherland from the author's illustrations.7. Allow students time to discuss whether or not this is a story based upon the life of Anneke Jans Bogardus.8. Using the Cruyff will, pursue same questioning strategies as used with Bogardus will.	<ol style="list-style-type: none">1. Will of Anneke Jans Bogardus, 1663, <i>Early Records of Albany</i>, Vol III, p 204-062. <i>Legend of New Amsterdam</i>., Peter Spier (out of print – library copies available)3. Will of Cruyff and wife, <i>Early Records of Albany</i>, Vol III, pp 219-220.

Lesson 3

Objectives	Activities	Resources
<ol style="list-style-type: none">1. Students will recognize New Netherland women had the right to sign legal documents.2. Students will find evidence that New Netherland women conducted business separate from their husbands.3. Students will realize that New Netherland women were legally involved in business transactions.	<ol style="list-style-type: none">1. Have students read Lease of Hilletje Tyssinck and Jan Harmensen.2. Discuss with students who the parties involved are.3. Discuss the terms of the lease?4. Discuss why we think Jan Hilletje rented these rooms? (Bakery — He's a baker — using cellar front room and loft, perhaps for baking).5. Discuss whose property she's renting ("her house"). Discuss that she is <u>not</u> merely working for <u>her</u> husband's property, but <u>her</u> own.6. Ask the students who will most likely reap the profits of "30 good whole beavers."7. Have students read lease agreement between Catryna Jochems and Maria Becker.<ol style="list-style-type: none">a. Discuss who the parties involved are.b. Discuss the terms of the lease.c. Discuss the fact that the women are involved in the ownership of property.8. Ask the students why they think the title of the house lists the women as "wife of..." if the men are not involved in the business transaction?	<ol style="list-style-type: none">1. Lease of Hilletje Tyssinck and Jan Harmensen., <i>Early Records of Albany</i>, Vol III, p 912. Lease Agreement between Catryna Jochems and Maria Becker, <i>Early Records of Albany</i>, Vol III, p 109.3. <i>Early Records of Albany</i>, Vol III, pp 75, 161-162, 206-207

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Lesson 3 continued

Objectives	Activities	Resources
	<p>9. Discuss what students know about women's rights in New Netherland society.</p> <ul style="list-style-type: none">a. position — landowners landlords business peopleb. legal status<ul style="list-style-type: none">1. business transactions2. wills — division of property3. property settlements4. signer of legally accepted court documents<ul style="list-style-type: none">a. willsb. agreementsc. business transactionsd. leases	<p>4. Background for teacher: Martha D. Shattuck, "Women and the Economy in Beverwijck, New Netherland," <i>Dutch Settlers Society of Albany Yearbook</i> 1989-1993, Vol. 51, pp 21-27.</p>
	<p>10. Included are other documents pertaining to women in business. Use the same questioning strategy as above.</p>	