

Lesson 6: Settlements in the Middle: New Amsterdam and Quaker Settlements

Big Ideas of the Lesson

- In the early 1600's, the Dutch founded a colony called New Netherland in the Hudson River Valley.
- New Amsterdam, which was an important port and trading center, was the main city in New Netherland.
- People from many different countries and of many different religions lived in New Amsterdam.
- In the late 1600's, Quakers seeking religious freedom and a better life, began settlements in the area that became the colony of Pennsylvania.

Lesson Abstract:

In this lesson students explore early settlements in the region that became the Middle Colonies. Using illustrations and a primary document, students first explore the settlement of New Amsterdam and the Dutch colony of New Netherland. Students then examine the early Quaker settlements of Pennsylvania. Finally, they compare and contrast the settlements using the criteria of push/pull factors, economic activities and geography.

Content Expectations

5 – U2.1.3: Describe significant developments in the Middle colonies, including:

- patterns of settlement and control including the impact of geography (landforms and climate) on settlement
- the growth of Middle colonies economies (e.g., breadbasket)
- the Dutch settlements in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle colonies
- immigration patterns leading to ethnic diversity in the Middle colonies.

Common Core State Standards:

RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Key Concepts

cause and effect
colonization
ethnic diversity
migration
push and pull factors
role of religion
settlement
settlement patterns

Instructional Resources

Equipment/Manipulative

Chart paper

Overhead projector or document camera/projector

Student Resource

Bower, Burt, et al. *America's Past*, Social Studies Alive Program. Palo Alto, CA: Teacher's Curriculum Institute, 2010 or a similar fifth grade social studies textbook. pp. 89-90.

Big Apple History. PBS Kids Website. 5 Oct. 2011 <<http://pbskids.org/bigapplehistory/index-flash.html>>.

Hacker, Randi. *Old New Amsterdam*. Time For Kids Readers. Orlando, Florida: Harcourt, Inc., 2002. (optional)

New Amsterdam 3D Construction. NY 1660 Website. 5 Oct. 2011 <<http://www.ny1660.com/>>.

Teacher Resource

Colonization Map. National Park Services. 5 Oct. 2011
<<http://www.nps.gov/nr/travel/kingston/colonization.htm>>.

Egbo, Carol. *Supplemental Materials (Unit 3, Lesson 6)*. Teacher-made material. Oakland Schools, 2012.

Fort New Amsterdam. U.S. History Images. 5 Oct. 2011 <<http://ushistoryimages.com/new-amsterdam.shtm>>.

Manhattan Aerial View. New York School of Medicine. 5 Oct. 2011
<<http://mdphd.med.nyu.edu/visit/maps-directions/manhattan-aerial-view>>.

Map of Pennsylvania. Earth Witness. 5 Oct. 2011 <<http://journal.earthwitness.org/the-ew-journal/2006/12/28/the-first-friends-and-slavery-part-three.html>>.

New Amsterdam in 1660. Fulkerson Family Website. 5 Oct. 2011 <<http://www.fulkerson.org/>>.

New Amsterdam. Dutch Barn Preservation Society and Hudson Valley Vernacular Architecture. 2008. 5 Oct. 2011 <<http://dutchbarnsurvey.org/dbpsnewnetherlandphotos.htm>>.

New Netherland in 1644. Fulkerson Family Website. 5 Oct. 2011
<<http://www.fulkerson.org/1644nn.html>>.

Peter Schaghen Letter. New Netherland Institute. 5 Oct. 2011
<http://www.nnp.org/nnp/documents/schagen_main.html>.

Seal of New Netherlands. New York State Education Department. 5 Oct. 2011
<<http://www.p12.nysed.gov/ciai/chf/elemhudson/hudsonelemclass.html>>.

Virtual New Amsterdam. New Amsterdam History Center. 25 July 2011 <<http://www.newamsterdamhistorycenter.citymax.com/page/page/1846100.htm>>.

William Penn Receives the Charter. Life. 5 Oct. 2011 <<http://www.life.com/image/50698414>>.

Lesson Sequence

1. Briefly review the English settlements of Jamestown and Plymouth and the two colonial regions to which they belonged.
2. Display “Analyzing Multiple Sources”, located in the *Supplemental Materials, (Unit 3, Lesson 6)* or give a copy of the sheet to pairs of students. Explain that these illustrations help to describe a settlement that developed between New England and the Southern Colonies in a region that became known as the Middle Colonies.
3. Explain that students should work with their partner to list inferences about the settlement based on the illustrations. Give students time to talk and create a list. Display the “T-Chart” labeled “Illustrations” one side and “The Document” on the other. Have students share their list of inferences and create a master list of their ideas on the left side of the T-Chart. Note that both the T-Chart and a completed chart with sample answers have been included in the *Supplemental Materials, (Unit 3, Lesson 6)*.
4. Display the “Today” photograph, located in the *Supplemental Materials, (Unit 3, Lesson 6)*, and ask if students can identify what city is in the photograph. Guide students in understanding that the photograph shows the island of Manhattan and New York City. Explain that New Amsterdam, the settlement featured in Steps 2 and 3, became New York City. Explain that New Amsterdam began as a Dutch settlement in a region known as New Netherlands.
5. Using the same pairs from Step 3, give each pair a copy of “New Netherlands in 1644”, located in the *Supplemental Materials, (Unit 3, Lesson 6)*. Ask students to identify the kind of source this is. Guide them in understanding that this is a primary source document describing a priest’s visit to New Netherland in the 1640s. Explain that students should read through the source with their partner and highlight important information about the region. Tell them to pay careful attention to information which corroborates, or supports, inferences they made from the illustrations.
6. Give students time to talk and highlight information. Then, using the same T-Chart from Step 3, make a list of inferences based on the document on the right side of the chart. Compare the two sides of the chart and discuss how using multiple sources helps create a broader view of the past.
7. Using the “Colonization Map”, located in the *Supplemental Materials, (Unit 3, Lesson 6)* explain that the Dutch founded the colony of New Netherland in 1624. It included the Hudson River Valley, which is now in New York, Long Island, and land along the Delaware River. Share the following information:
 - In 1626, Peter Minuit, a founder of New Netherland, purchased Manhattan Island from Native Americans.

- They began building a fort and a town there.
- They called the town “New Amsterdam.”
- The town grew and became the capital of New Netherland.

Note: Documentary evidence shows that Peter Minuit exchanged trade goods worth 60 Dutch guilders for Manhattan Island. In the 1830s, an archivist named E. B. O’Callaghan decided that 60 guilders was worth \$24. Many current historians believe it is impossible to put an accurate monetary value on the trade goods. In addition, most historians think that the Indians thought of the exchange as permission to use the land and live among them since Indians believed that you could not own land, therefore you could not sell it.

8. Review the concept of push and pull factors. Then, ask students to identify push factors that led people to Jamestown (e.g., lack of land, lack of opportunity) and Plymouth (e.g. religious persecution.) Explain that there were few push factors impacting people in the 1640’s in Holland and life was good for most people. Ask students how this may have affected settlement in New Netherland. Guide students in understanding that because the Dutch were hesitant to settle in North America, the company controlling New Netherland offered incentives to people in other countries to come to the colony. Share the following information:
 - The Dutch welcomed settlers from many different countries including Belgium, Denmark, France, Italy, and Spain. The first group of Jewish settlers in North America also came to live in the colony.
 - The colony was ethnically and religiously diverse.
 - The colony included many large farms and eventually enslaved Africans were brought to do the work on these farms.
9. Have students add the founding of New Amsterdam (1626) to the timeline they have been creating in this unit. Explain that something must have happened to the Dutch and their colony since that area of our country is now called New York, New Jersey, and Delaware. Ask students to predict what happened. Explain that they will find the answer in the next lesson.
10. To supplement this first section of this lesson, have students read the section on New Amsterdam in their history textbook. Note that you may also want them to read the short text “Old New Amsterdam”, a Time for Kids Reader, or visit one of the following websites:
 - *Big Apple History*. PBS Kids website. <http://pbskids.org/bigapplehistory/index-flash.html>
 - New Amsterdam 3D Construction. <http://www.ny1660.com/>
11. Explain that the English began to settle between New England and the Southern Colonies also. Display “What’s Happening?”, located in the *Supplemental Materials, (Unit 3, Lesson 6)*. Ask students to write a short description of what they think is happening in the illustration in their social studies journal. Give students time to write and share their writing with a partner.
12. Have students share ideas in the large group. In case they were unable to identify the king in the illustration, point him out for students. Then, ask students what kind of document they think the king is holding. Guide students in understanding that the document is a royal charter giving someone land in North America. Share the following information about the illustration:

- The illustration depicts the king giving a person named William Penn a charter that made him proprietor of what is now Pennsylvania.
- This was done to offset a debt that the king owed Penn's father.
- The event took place in 1681

13. Using Word Card #30, explain that William Penn belonged to a religious group known as the Quakers. This group had been persecuted in England and in the New England Colonies. They were viewed as having very different religious views. For example, they had no priests or ministers in their religion and they did not believe in fighting in wars. William Penn hoped he and other Quakers could find religious freedom and prosperity in Pennsylvania.

14. Display the two "Maps", located in the *Supplemental Materials, (Unit 3, Lesson 6)* and guide a discussion of the maps using the following questions:

- What city is shown on both maps?
- Where is the city located?
- Why do you think William Penn chose this site for this city?
- What else can you infer about the early colony of Pennsylvania from the map?

15. Explain that William Penn set about planning his colony carefully. He designed a "Frame of Government" which provided for a legislature and several rights including freedom of speech, freedom of religion, and trial by jury. If it is available, read the selection on William Penn in your history textbook or share the following additional information:

- Penn met with Native Americans and paid them for the land the king had given him. The Quaker settlements maintained friendly relations with Native Americans for many years.
- The colony became the home to many European immigrants, including many people from Germany.

16. As a culminating activity, guide students in comparing and contrasting New Amsterdam and the Quaker settlements using criteria such as push/pull factors, economics, and geography.

17. Explain that in the next lesson, students will expand on what they have learned about New Amsterdam and the Quaker settlements as they study the development of four colonies that became known as the Middle Colonies region.

Assessment

An assessment has been included in the *Supplemental Materials, (Unit 3, Lesson 6)* in which students answer multiple choice questions. Answers to the the Multiple Choice questions are as follows: 1:B, 2:A,3:C,4:B,5:D. Note that as an additional assessment, students could write a short paragraph comparing New Amsterdam and the early Quaker settlements.