



LESSON 4

TEACHER PREPARATION

- **Duplicate:** CRQ on Juet's Journal
- **Duplicate:** CRQ on the Resolution of the States General
- **Duplicate:** CRQ on the Dutch West India Company

MATERIALS

- Three included Constructed-Response Questions

Topic: WHY did the Dutch decide to settle New Netherland? Level: Grade 7

This lesson will provide students with an opportunity to identify important factors leading to the settlement of the Dutch colony of New Netherland. Using excerpts from Robert Juet's descriptive journal, the *Resolution of the States General on the Report of the Discovery of New Netherland* and the founding principles of the Dutch West India Company (WIC), students will come to appreciate why the Dutch settled along the Hudson River Valley and beyond. A Constructed-Response Question (CRQ) format will be utilized.

NEW YORK STATE STANDARDS

Social Studies #1 – History of the United States and New York
Social Studies #2 – World History
Social Studies #3 – Geography
Social Studies #4 – Economics
ELA #1 – Language for Information and Understanding
ELA #2 – Language for Response and Expression
MST #4 – Physical Setting and Living Environment
The Arts #1 – Active Engagement

SKILLS Interpreting primary source documents, Constructed-Response Questions, graphic organizer

ALTERNATE CONTENT AREAS English Language Arts

ESTIMATED LESSON TIME One to two class periods for three Constructed-Response Questions

Background Information

In 1602, the Dutch East India Company (VOC – *de Verenigde Oost-Indische Compagnie*) was formed to seek trade and land in the coveted area of the Spice Islands, as well as elsewhere around the world. Competition for colonization and world trade had begun. Henry Hudson was hired in 1609 to find a northeast sea route to Asia through the ice-jammed waters of the Arctic Ocean. Finding his path blocked, Hudson and his crew turned their ship around and headed across the Atlantic Ocean, eventually exploring a river valley in North America, which sparked great interest for the Dutch.

Upon reaching the Atlantic seaboard of North America, Hudson and his crew found an extensive native population divided into many different Indian groups. The native people demonstrated an eagerness to exchange items of their material culture for European trade goods. The crew traded knives, hatchets, cloth, cooking kettles and beads for tobacco, corn, pumpkins and especially furs from animals trapped and prepared by the local inhabitants.

In 1621, the Dutch West India Company (WIC – *de Geocroyeerde West-Indische Compagnie*) was chartered. One of its goals was to set up trading posts and forts in the newly-claimed regions along the shore of the Atlantic Ocean. This share-holding company began with strict regulations on trade. It offered tracts of land for sale, which were purchased from Native Americans. Kiliaen van Rensselaer obtained a large tract bordering the upper Hudson River and began his patroonship of Rensselaerswijck. Farmers and traders eventually followed.

Enticing colonists to new world settlements was difficult. Each settlement's location was paramount. What the surrounding land had to offer helped to determine the success of the colony: fertile soil, natural resources, avenues of transportation and items for trade. The Dutch centered their holdings in three river valleys that exhibited the characteristics essential for successful colonial enterprises: the Fresh (Connecticut) River, the South (Delaware) River and the North (Hudson) River.

Introduce the Lesson

Inform students that they will be determining why the Dutch would choose the Hudson River Valley and beyond as a place to build settlements. They will use selected passages from the journal of Robert Juet that describe the geography and surrounding environment, as well as primary source documents from the Dutch States General and Dutch West India Company that speak to establishing settlements in North America.

Follow These Steps

1. Introduce students to the Constructed-Response Question format. To fully understand the entire document and its "scaffolding" questions, students may want to incorporate the following learning device: Follow the "L.A.W."
 - L – LOOK:** review the entire document, noting the type of primary source used, headings, graphics, the source of the document, artistic impression, labeling and text.
 - A – ANALYZE:** read the document completely, including the questions; determine the significance of the document in relationship to the lesson; comprehend what the document is offering as evidence concerning the subject matter.
 - W – WRITE:** complete the questions only after looking over the document and analyzing its content.
2. Introduce students to Robert Juet, the States General, the Dutch East India Company and the Dutch West India Company. Short biographies are located in the Related Information section following this lesson.
3. Based on the mastery level of your class, have students complete the CRQs independently, in small groups, or as an entire class.

For Further Discussion

1. Why were most early settlements centered near rivers?
2. Based on the fact that the Dutch homeland was full of dykes that had to be continually repaired because the land was "beneath" the sea, what significance does Juet's reference to pleasant, high land have for Dutch settlers?
3. How are mountains important for settlement?
4. Why does Juet note the existence of grass, flowers, garden herbs, corn and trees?

Homework

Based on information gathered from the three Constructed-Response Questions, write a descriptive narrative explaining why the Dutch settled New Netherland.

Extended Assignments

1. Have students draw what Robert Juet was seeing as he sailed up the Hudson River by using the selected excerpts from his journal.
2. Complete the included graphic organizer on "Important Reasons for Settlement." Using Robert Juet's excerpts from the first Constructed-Response Question, fill in the web organizer, noting specific aspects that pertain to Natural Resources, Items of Trade, Land Features and People, as described in the journal entries.

CONSTRUCTED-RESPONSE QUESTION # 1

September 3, 1609 – "... The land is very pleasant and high, and bold to fall with all. At three of the clocke in the after-noone, wee came to three great Rivers...."

September 4, 1609 – "... This day the people of the Countrey came aboard of us... and brought greene Tobacco...They goe in Deere skins loose...They have yellow Copper.... They have great store of Maiz or Indian Wheate... The Countrey is full of great and tall Oakes..."

September 5, 1609 – "...So they went up into the Woods and saw great store of very goodly Oakes, and some Currants....This day many of the people came aboard, some in Mantles of Feathers and some in Skinnes of divers sorts of good Fures....They had red Copper Tabacco pipes, and other things of Copper..."

September 6, 1609 – "... The Lands they told us were pleasant with Grasse and Flowers, and goodly Trees, as ever they had seene, and very sweet smells came from them...."

September 14, 1609 – "...The Land grew very high and Mountainous. The River is full of fish."

September 19, 1609 – "...The people of the Countrie came flocking aboard, and brought us Grapes, and Pompions...And many brought us Bevers skinnes, and Otters skinnes..."

September 25, 1609 – "...and went on Land to walke on the West side of the River, and found good ground for Corne, and other Garden herbs, with great store of goodly Oakes, and Wal-nut trees, and Chest-nut trees, Ewe Trees, and trees of sweet wood in great abundance, and great store of Slate for houses, and other good stones."

September 30, 1609 – "...This is a very pleasant place to build a Towne on. The Road is very neere, and very good for all winds...The Mountaynes looke as if some Metall or Minerall were in them. For the Trees that grow on them were all blasted, and some of them barren with few or no Trees on them. The people brought a stone aboard like to Emery it would cut Iron or Steele..."

October 2, 1609 – "...where we saw a very good piece of ground: and hard by it there was a Cliffe, that looked of the colour of a white greene, as though it were either Copper, or Silver Myne: and I thinke it to be one of them, by the Trees that grow upon it. For they be all burned, and the other places are greene as grasse, it is on that side of the River that is Manna-hata...."

Source: *Juet's Journal – The Voyage of the Half Moon from 4 April to 7 November 1609,*
by Robert Juet

CONSTRUCTED-RESPONSE QUESTION # 1

Directions: Base your answers to the questions below on the excerpts from Robert Juet’s journal on the previous page.

1. What important aspect for settlement was described by Juet on September 3, 1609?

2. What important trade items were brought “aboord” the *Half Moon* on September 5th and again on September 19th?

3. Identify *three* natural resources described by Juet that were important for settlement.

4. Identify *three* geographic features described by Juet that were important for settlement.

5. What geographic area is being described by Juet and what will this colonial area later be named?

CONSTRUCTED-RESPONSE QUESTION # 2

As soon as the results of Hudson's 1609 voyage became known, Dutch merchants sent ships across the Atlantic to secure the potentially valuable fur trade and to make further explorations. In 1614, the States General of the Dutch Republic granted a charter to certain merchants of Amsterdam and Hoorn that led to the formation of the United New Netherland Company. For the first time in any written document, the charter refers to newly found lands along the Atlantic seaboard as "New Netherland" and grants the United New Netherland Company exclusive rights of visiting and trading in:

“ . . . the newly discovered lands lying in America between New France and Virginia, the seacoast whereof extends from the fortieth to the forty-fifth degrees of latitude, for four voyages, within the period of three years from the first of January next ensuing or sooner . . . ”

Source: *Resolution of the States General on the Report of the Discovery of New Netherland, Saturday the 11th October 1614.*

CONSTRUCTED-RESPONSE QUESTION # 2

Directions: Base your answers to the questions below on the document from the previous page.

1. What is the source of the document? _____

2. Who were granted the charter? _____

3. What did the document do for the first time? _____

4. Between which *two* European colonial settlements was New Netherland located?

5. What was the purpose for granting the charter? _____

CONSTRUCTED-RESPONSE QUESTION #3

II. That, moreover, the aforesaid company may, in our name and authority, within the limits herein before prescribed, make contracts, engagements, and alliances with the princes and natives of the countries comprehended therein, and also build any forts and fortifications there, to appoint and discharge Governors, people of war, and officers of justice, and other public officers, for the preservation of the places, keeping good order, police and justice, and in the like manner for the promoting of trade; and again, others in their place to put, as they from the situation of their affairs shall see fit: Moreover, they must advance the peopling of those fruitful and unsettled parts, and do all that the service of those countries, and the profit and increase of trade shall require: the Company shall . . . have made with the aforesaid princes and nations; and like wise the situation of the fortresses, fortifications, and settlements by them taken.

Source: *Charter of the Dutch West India Company, 1621, Article II.*

CONSTRUCTED-RESPONSE QUESTION # 3

Directions: Base your answers to the questions below on the document from the previous page.

1. What is the source of the document?

2. What was the Dutch West India Company permitted to make “with the princes and natives of the countries?”

3. What was the Dutch West India Company “promoting?”

4. What was the Dutch West India Company required to “advance?”

5. Why would the building of forts and other fortifications be required?

CONSTRUCTED-RESPONSE QUESTION # 1

1. Three great rivers or pleasant, high land
2. Beaver skins, otter skins, furs
3. Rivers, copper, trees, wild foods, minerals, metals, silver, slate, natural harbors or any other natural resource mentioned
4. Rivers, woods, flower meadows, mountains, cliffs or any other geographic featured mentioned
5. Hudson River Valley – New Netherland

CONSTRUCTED-RESPONSE QUESTION # 2

1. Resolution of the States General on the Report of the Discovery of New Netherland, Saturday the 11th October 1614
2. Certain merchants of Amsterdam and Hoorn
3. Refers to newly found land along the Atlantic seaboard as “New Netherland”
4. New France and Virginia
5. To grant exclusive rights to visiting and trading in New Netherland to the United New Netherland Company

CONSTRUCTED-RESPONSE QUESTION # 3

1. Charter of the Dutch West India Company, 1621, Article II.
2. Contracts, engagements and alliances
3. Trade
4. The peopling of those fruitful and unsettled parts
5. To protect trade, settlers and the settlement

Related Information



1. Robert Juet of Limehouse

Robert Juet was an officer on board the *Half Moon* with Henry Hudson and had been a mate on Hudson's previous voyage. He kept a written record of his observations in the form of a personal diary. His journal is the only surviving account of the 1609 voyage. Juet's daily journal entries provide us with a first-hand description of the voyage from the Netherlands, north to Nova Zembla, across the Atlantic Ocean, up part of the eastern seaboard of North America and finally into what will become the Hudson River. He vividly writes about navigational observations, natural resources, geographic features, encounters with Native Americans, items of trade and the value of this explored area for future settlement. Juet would accompany Hudson on his fourth journey in 1610 and was linked to the mutiny that resulted in Hudson's demise.

2. States General

Under the governmental formation of the United Provinces of the Netherlands, the States General acted somewhat as an assembly with appointed representatives from each province. The States General's authority was limited and decisions had to respect the independent sovereignty of each of the seven United Provinces.

3. Dutch East India Company

The Dutch East India Company (*VOC – de Verenigde Oost-Indische Compagnie*) was chartered in 1602 by the government of the Netherlands. It was set up to strengthen and protect Dutch trading interests in the East. Competition for the control of trade in the Spice Islands was growing, as more Dutch companies sought active involvement. The Dutch East India Company was created to prevent this competition between the Dutch companies.

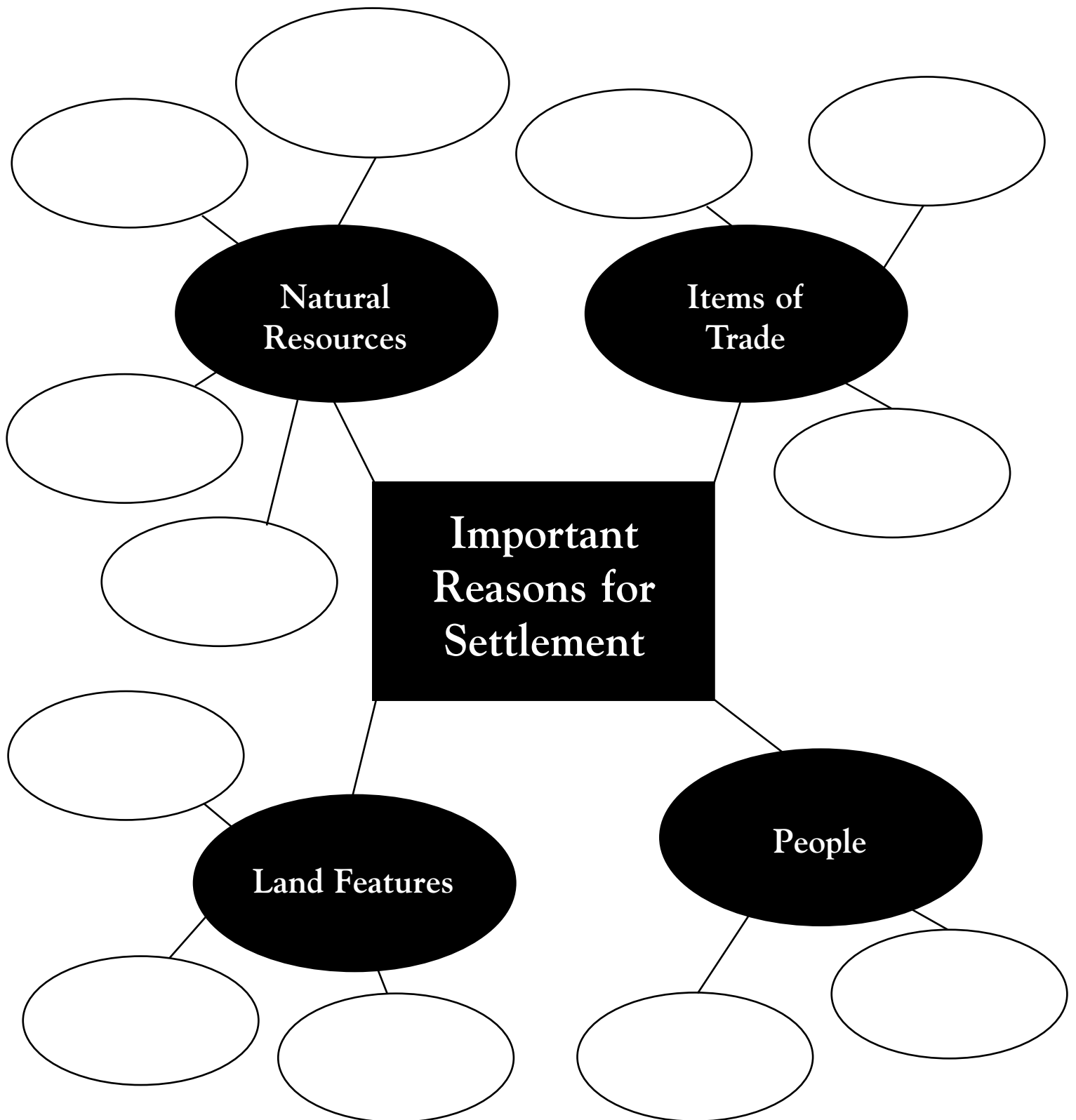
4. New Netherland Company

The New Netherland Company was licensed by the States General in 1614 to conduct organized trade in beaver pelts. Made up of various trading houses of the Netherlands, the company established a founding presence in New Netherland and held a monopoly on the fur trade until 1618.

5. Dutch West India Company

The Dutch West India Company (*WIC – de Geocroyeerde West-Indische Compagnie*) was chartered by the States General for a group of Dutch merchants in 1621. The company was given rights to trade and colonize for a period of 24 years in North America, the West Indies of the Caribbean Sea and Africa. Consequently, the Dutch West India Company oversaw the trade, settlement and establishment of the Dutch colony of New Netherland in the Hudson River Valley.

GRAPHIC ORGANIZER



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