

Dutch and Native American Interactions in the Hudson Valley

Grade Level: 7th grade

Learning Objectives: Students will be able to understand the effects of the Dutch settlers on the Native American population during the colonial period with a focus on trade, conflict, land ownership, and disease.

New York State Standard: NYS Standard 7.2b and 7.2d

Essential Question: How did European settlers in the American colonies affect the Native American populations?

Topic Question: How did the influence of Dutch settlers in the Hudson Valley impact the Algonquian population already living there?

Classroom Time Allotment: 2 (45 minute) class periods

Vocabulary: Dutch, Wampum, Haudenosaunee (Iroquois), Algonquin, Treaty

Materials:

- Excerpts of *The Meeting of American, European, and Atlantic Worlds in the Seventeenth Century Hudson River Valley* by Jaap Jacobs and L.H. Roper
 - https://www.hudsonrivervalley.org/HRVR_31_2_TOC
- Map of the Hudson River Valley during colonization (17th century) from the Library of Congress
 - <https://www.loc.gov/item/2003623405/>
- Dutch New York article on Historynet
 - <https://www.historynet.com/going-dutch/>
- Chart Paper



- Article about Adrian van der Donck's "A Description of New Netherland as it is today"
 - <https://www.dutchgenealogy.nl/donck-adriaen-van-der/>

- Translation of the primary source:

- "This land is naturally fruitful, and capable of supporting a large population, if it were judiciously allotted according to location. The air is pleasant, and more temperate than in Netherland. The natives are generally well-set in their limbs, slender round the waist, broad across the shoulders, and have black hair and dark eyes. They are very nimble and active, well adopted to travel on foot and to drag heavy burdens. ... They are divided into different tribes and languages, each tribe living generally by itself, and having one of its number as a chief, though he has not much power or distinction except in their dances or in time of war. Among some there is not the least knowledge of God, and among others very little, though they relate very strange fables concerning Him. The English have sought at different times and places to colonize this river, which, they say, is annexed to their territory, but this has as yet been prevented by different protests. We have also expelled them by force, well knowing that if they once settled there, we should lose the river [Delaware] or hold it with difficulty, as they would swarm there in great numbers. There are great reports daily, that the English will soon repair there with many families." (Translation from Dutch Genealogy <https://www.dutchgenealogy.nl/donck-adriaen-van-der/>)



- Chart Paper
- Pens
- Computer/Tablet (optional)

Lesson Procedure:

Day 1: Discussions

- Have students analyze the painting of the interaction between the European and Native at <https://www.historynet.com/going-dutch/> and describe what they see and interpret (5 minutes)

- In groups of 4, read and discuss excerpts of *The Meeting of American, European, and Atlantic Worlds in the Seventeenth Century Hudson River Valley* (30 minutes)
 - In these groups, have students discuss how the Dutch impacted the Native American population
 - Discuss the French impacts on their local Native American population and compare with the Dutch impacts
 - Discuss the great significance of Wampum for trading and economic growth in the colonies
- After discussing in small groups, come back into a larger group and have a large group discussion, have each group share something they had learned (10 minutes)

Day 2: Creating Treaties

- Split the class into two groups, equal amounts of students in each
- One group will act as the Native Americans and the other the Dutch Colonists
- Have each group write up a realistic “treaty” of what they want from the other, and what they are willing to exchange. (25 minutes)
 - Place emphasis on the Dutch group to create a treaty that intends to exploit the Natives
 - Using the map, have the students pick which areas of the river valley they want to occupy
 - Discuss the benefits and drawbacks of each area (may need teacher support), including potential resources (food, tools, materials), and economic/trade opportunities
 - Have the groups share the treaties with one another and have them try to change the others, debate the opposing treaty and have students ask for more from the other and point out inequities (15 minutes)
- Mini closure asking students about the different treaties, if they got what they wanted and how difficult it was to compromise with the opposing side (5 minutes)

Assessment:

- Informal through the verbal activities with peers
- Look at participation and comprehension through the discussions and debate