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Domestic Life in Dutch New Amsterdam A Social Studies Curriculum for Third and Fourth Grade Children

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Domestic Life in Dutch New Amsterdam
A Social Studies Curriculum for Third and Fourth Grade Children

by

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Submitted in partial fulfillment of the requirements of the degree of
Master of Science in Education
Bank Street College of Education
May, 2006

Abstract

This thesis presents a social studies curriculum for third and fourth grade students on the domestic life of New Amsterdam. Beginning with the geography of the region, the study focuses on the role that the environment has on meeting basic human needs of shelter, food and clothing. Based on a framework of objectives and ideas, the study is divided into three major units: shelter, food and clothing. Meeting each basic need required of New Amsterdam residents a vast amount of time and dedication. As children experience this curriculum, they can begin to understand the effort and many layered processes the initial Dutch settlers had to complete on a daily basis.

Throughout the study students will extend and deepen their understandings by comparing the life in New Amsterdam to contemporary life in New York City. This study has been compiled from multiple resources that include journals, nonfiction texts, historical fiction, cookbooks, online resources, and maps. The curriculum is designed to offer children an opportunity to experience the daily life of New Amsterdam through sensory experiences, readings, videos, field trips and expressive writing.

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Introduction

I found a wealth of information while researching source materials for a study of New Amsterdam. The information I found was varied in form (journals, letters, cookbooks, maps, historical fiction, etc.) and compelling from an adult standpoint, but I found it difficult to locate meaningful primary sources of the daily life of the settlers and residents of New Amsterdam that would connect to the lives of children. As I attempted to recreate, in my mind, the daily aspects of survival in New Amsterdam, I found that information was scattered and often incomplete. I knew the activities of daily life were sure to capture the interest of eight and nine year olds. There would be so many opportunities to physically recreate aspects of the daily activities within the classroom. As if putting together a puzzle, I took these scattered pieces of the daily domestic life of New Amsterdam to compile a complete picture throughout the following study.

The necessities of life have not physically changed much in the past 350 years. The environment of Manhattan still enables people to meet their basic needs. People continue to need shelter, food and (in this society and climate) clothing. Today, all of these needs can be immediately met through the use of money, though it's based on the work of others. One can purchase a prefabricated home, buy mass-produced clothing and order ready-made meals. It wasn't always like this and it was surely different in the mid 1600's. Although people essentially had the same needs, they had entirely different methods of meeting them. Even if you could afford to purchase all of the things you needed like a house or clothing, these things could not be had immediately. By thoughtfully creating a curriculum that compares and contrasts our way of meeting these

basic needs to the way that they were met in New Amsterdam, children can begin to draw connections between the present and long ago.

As I found myself up to my elbows with information I had gathered, I recalled Lucy Sprague Mitchell's (1991) words in Young Geographers. She says that it is a teacher's responsibility to constantly be hunting for and analyzing sources to find the relationships necessary between the geography and the cultures of the people (19). I attempted to become the teacher that thoroughly knew the material I was to guide the children through. I searched for information that would help me "to place children in strategic positions for making explorations" (16). There seemed to be endless amounts of information.

Two texts were extremely helpful. The first book is The Island at the Center of the World (2004) by Russell Shorto. This book was compiled from a combination of historical sources including journals and court records that had been translated from Dutch as part of the New Netherland Project. The text recounts the story of New Amsterdam from its 'discovery' by Henry Hudson in 1609 to the British occupation in 1666. The second indispensable text is The Sensible Cook (1989) by Peter Rose. This cookbook gives a detailed account of the foodstuffs of daily life in Holland and New Amsterdam in the late 1600's. The book is full of authentic ingredients, finished meals and seventeenth century food preparation.

Ultimately, I realized that by solely focusing on the domestic life of Dutch New Amsterdam, there were obvious elements that were missing. While this study takes into consideration the environmental and social elements that relate to domestic life, it does not take into account any of the overarching governmental aspects that would affect

domestic life. For this reason, this study would best be used in tandem with an existing curriculum that addresses some of the political issues of the early settlers. Another option would be for teachers to simultaneously read aloud New Amsterdam Days and Ways (1963) by Dorothy Hulst while examining the domestic life of the Dutch settlers. Students would benefit from understanding the details of daily life within the larger context of the social organization within the town.

This study of domestic life of New Amsterdam is conceived as taking place during the second half of a yearlong curriculum for a third grade classroom in New York City. The first half of the curriculum would be focused on the Native Americans of the Northeast Woodlands. Throughout this second half of the year, the class would transition from the pre-European environment to the arrival of the Dutch settlers. With that said, I am assuming that students come to this study with a wealth of knowledge about the Northeast Woodlands and the people that lived there. Classrooms that come to this study without prior knowledge of the Northeast Woodlands would benefit from a short study of the environment and its peoples before beginning.

Before beginning this study of domestic life in New Amsterdam, teachers should take into consideration the time needed to complete the included activities. This is a comprehensive study that may require more time than is typically allotted during the second half of a school year.

Rational

The study of domestic life in Dutch New Amsterdam is clearly a social studies curriculum that moves children into the realm of the past. As children learn about the long ago, this study tries to present history in a way that is appropriate for an eight or nine year old. Dorothy Cohen (1972) describes this age as one when “history-mindedness” is beginning. “But for history to come alive, children must feel that they are living the past. This means they must identify at other points in time with repeated human experience of resolving basic problems. Naturally, the problems they look at must be comprehensible to their youth and inexperience” (p. 274). In this study, how the Dutch New Amsterdam people met their basic needs of food, shelter, and clothing will offer the substance for examining “repeated human experience of resolving basic problems.”

Given that the term ‘domestic’ suggests activities that take place within the home, there is no better place to build a foundation than on the land upon which those homes were built. For this reason, this study of domestic life of Dutch New Amsterdam is rooted in the geography of the region. It is the geography that presented the Dutch settlers with many useful advantages as well as a number of difficult challenges. By beginning the study of domestic life in New Amsterdam with the mapping of the land, children can begin the study by connecting the existing island in which they live with the island that existed in the past. If the class has previously studied Native Americans of the Northeast Woodlands, they can also utilize their previous knowledge to better understand what resources were available to the first settlers.

In Young Geographers (1991), Lucy Sprague Mitchell states that, “a geographer is an investigator of some aspect of the earth’s surface...he thinks in geographic

relationships. He sees the bearing of one fact upon another fact and thereby produces something different from and added to the two separated facts – a relationship” (p. 4). The two facts that children begin this study with are basic needs (food, shelter and clothing) and the environment (Northeast Woodlands). The environment of the island of Manhatta had a tremendous impact on the nature of the relationship that was had as the Dutch worked to meet their needs.

A question John Dewey (1934) raises in Experience & Education is, “How shall the young become acquainted with the past in such a way that the acquaintance is a potent agent in appreciation of the living present” (p. 23)? This question serves as a constant reminder for the teacher to try and constantly connect the past with the present. Throughout the study of domestic life in Dutch New Amsterdam, there is a continuous effort to make this connection, this ‘acquaintance.’ To begin with, the geography of the present New York City is literally rooted in the geography of the past. As children work together on multiple mapping activities they are simultaneously mapping the past and the present. Ultimately, certain streets they create on a relief map can be traversed as they take a walking tour of “New Amsterdam.” The living past is also represented in some of the major natural features that still exist: the Hudson River, the East River, Long Island (which includes Brooklyn and Queens), the Bronx, and Inwood Park.

This study therefore attempts to physically root the past in the geography of the present. The idea of a past-present connection stems from Lucy Sprague Mitchell’s (1991) belief that the, “distant and long-ago still has to be closely connected with the here and now” (p. 11). With this in mind, the living past (existing rivers, roads, boroughs and

natural settings) would be supplemented with physical examples of a ‘preserved past.’* Throughout the study, children can be offered multiple opportunities to visit homes that have been preserved over the centuries and serve to provide concrete examples of a distant past.

These homes can become more than relics of the past as the children are presented with source materials. Life would be brought to the homes and town through the use of historical fiction. As children begin to replicate work processes such as cooking, mapping, weaving, and knitting, they will be offered the opportunity to act upon their understanding in the physical, doing way Cohen (1972) speaks of. As children make connections between their own work and what they gain from source materials, they can begin to see that this combination of gathering information and being able to apply their learning to their work as a way to show their understanding. The study of domestic life of Dutch New Amsterdam has many activities that will offer students opportunities to make connections that can continually be drawn between their “doing” and what they learn from source materials.

With a growing knowledge of the environment as a foundation, children would be ready to explore the daily activities of the people: obtaining food, making clothing, etc. At this point, the study begins to explore the food of the Dutch settlers. Throughout the study discussion can be central:

Discussion...is a verbal experience that must become an inevitable, repeated aspect of a curriculum in which children are encouraged to grow. Children must speak to, and with, each other and the teacher about what they observe; they must exchange information; they must struggle to find words to describe the feelings with which they respond to their successes and failures; they must present evidence to support their generalizations and their hypotheses...Through

* The phrase ‘preserved past’ is used to explain elements of the past that still exist in the ‘here and now,’ and have remained in their original state and location.

discussion, children find words to share their predictions, their plans, and their appreciation of suitable and exciting words that best convey their feelings and thoughts. Discussions of this kind are basically a way of probing experience. (Cohen, 1972, p. 281)

Much of the writing that is asked of students can grow from discussion as well as their reading and activities. While written expression can be challenging at this age, by supporting the written work through discussions, readings and activities, there is a greater chance their work is substantive.

Performing activities related to meeting basic needs such as, the preparation of food, knitting, weaving and making dyes can nourish this age groups growing sense of industry. Eric Erikson (1963) describes this age as a time when children are “ready to handle the utensils, the tools and weapons used by big people” (p. 259). What could be more grownup than the preparation of food? Under guidance, children are given the opportunity to handle adult tools like measuring instruments, graters, pots, pans, knitting needles, sharp scissors, hot plates with boiling water, and even knives.

The study of domestic life in Dutch New Amsterdam sustains a growing sense of industry in many ways. Erikson (1963) presents the child of this age as one that “becomes an eager and absorbed unit of a productive situation. To bring a productive situation to completion is an aim which gradually supercedes the whims and wishes to play. His ego boundaries include his tools and skills: the work principle teaches him the pleasure of work completion by steady attention and preserving diligence” (p. 259). No activities featured within the study test this “work principle” more than those of knitting and embroidery.

In including these types of activities, I hope to counteract negative trends pointed out by Cohen (1972):

It is obvious that the pace of our lives and the pressure to achieve leave no room for such slow-to-complete, old-fashioned...tasks as whittling, knitting, [or] making a cross-stitch sampler. In and of themselves, these may not seem serious losses in an age of mass manufacturer. But we do have to ask, with serious concern, what is replacing, for children who desperately need it, the kind of slowly developing experience which challenge is met and conquered, and through which failure is overcome by self-effort. What so much in their lives prepackaged and done for them, where are the experiences through which children growing to maturity learn that doing is fraught with uncertainty, but wonderfully rewarding when brought to completion by one's own efforts? (p. 211)

It is through the experiencing of such "slow-to-complete" projects that the work ethic and experience of the Dutch settlers is brought to the surface. What does it mean if one pair of socks takes three days to finish? What time constraints might arise if a meal takes four hours to prepare? Does the value of linen increase because of the length of time it takes to weave and embroider it? Through the activities within the study, some of the values of the Dutch people of New Amsterdam will begin to appear.

Lastly, each unit within the study is designed in a cumulative fashion. By this, it is meant that the study of domestic life in Dutch New Amsterdam is presented as an experiential continuum where each lesson directly influences and has a place within the following lesson. Every experience is designed as a moving force that directs the learner to the next activity or experience (Dewey, 1934, p. 38-39). As children experience the continuity of this curriculum, they will have the opportunity to use what they previously learned as they enlarge and deepen their understandings.

Underlying Concepts

Change

Adaptation to environment

Interdependence

Process

Community

Diversity

Organizing Objectives and Organizing Ideas

Objective: To help children realize the influence the existing environment and Native Americans had on the Dutch settlers.

Ideas:

- Where the Dutch chose to build settlements was directly related to easy access to water (transportation).
- The food available in Manhatta directly influenced the foodstuffs that the Dutch cooked. Certain dishes and ingredients were adapted from Native American cookery.
- Homes were built with materials that existed on the island. Initial homes mirrored certain aspects of Native Americans' shelters.
- Initial clothing choices were limited to what the environment was able to supply. Ultimately, the environment influenced what sort of materials for clothing would grow in New Amsterdam.

Objective: To foster an understanding of the interdependence of a community.

Ideas:

- In order to fulfill the basic needs of an entire community, every member must contribute in some way.

- Work becomes a means of supporting yourself and others within the community.
- Specific individuals are responsible for specific types of work.

Objective: To help develop an understanding of the work ethic that the Dutch settlers possessed.

Ideas:

- Settlers had a commitment to their work despite the amount of effort and time needed to complete even the 'simplest' of tasks.
- Understanding that work is a process that takes time, skill and involves many layered steps.

Objective: To help children realize similarities between the "here and now" and the "long ago."

Ideas:

- Societal structure of class (upper, middle, lower) is something that existed in the past, just as it is a part of the present. The kind of work a person did depended on his or her social class.
- Basic needs are ever-present. People of the present and past are concerned with meeting their basic needs: shelter, food and clothing.

- There is a difference between opportunities available to lower classes of the past as opposed to those of the present (educationally, financially and physically).

Today there is a greater chance for “upward” mobility.

Objective: To provide children with an understanding that by studying how people meet their basic needs, they can begin to understand the culture of the people. To offer a basic introduction to anthropology.

Ideas:

- By studying the homes, food and clothing of a culture, the students can begin to tell a lot about the daily life of the people they are studying.

Organizing Skills

Reading

Writing

Mapmaking

Cooking

Mathematical Skills

- Measurement
- Multiplication
- Addition
- Subtraction
- Division
- Using scale

Critical Thinking Skills

- Collecting data
- Observing
- Comparing and Contrasting
- Hypothesizing
- Problem solving
- Perspective taking
- Synthesizing
- Generalizing

Functioning as Group Member

- Group discussion
- Listening to opinions and ideas of others
- Expressing own opinions and ideas
- Working cooperatively with others in group projects

Craft Skills

- Weaving
- Knitting
- Embroidering

Means of acquiring information:

Trips	Photos/Illustrations
Text	Interviews
Films	Presentations
Maps	Museums
Artifacts	

Activities designed for children to express and extend understanding of newly acquired information and demonstrate skills related to the study:

Mapmaking

Writing from the perspective of a Dutch settler

Cooking

Model making

Drawing and illustrating

Discussion

Active involvement in industrial arts:

Knitting

Embroidery

Weaving

I. Outline for Introductory Unit of Domestic Life in New Amsterdam

1. Introducing Henry Hudson
2. Creating a map of Manhattan Island
3. What Europeans found when they first explored Manhattan
4. Examining the native people's perspective on the Dutch
5. Read aloud and discussion about the creation of a town
6. Examining the homes of the early settlers
7. Read aloud Manhattan: Now and Long Ago, "Brown Bough"
8. Write a journal entry from the perspective of a passenger on the Brown Bough
9. Read aloud New Amsterdam Days and Ways, "The Dutch Come to Stay"
10. Constructing a relief map of the southern tip of Manhattan
11. Exploring and discussing images of New Amsterdam
12. Transferring the Castello Plan onto the class relief map
13. Discussion: Who built the homes of New Amsterdam?
14. Write a letter to Holland describing the transformation of the forest into a town.
15. View video: Colonial Life for Children: Dutch New Amsterdam
16. Trip: New Amsterdam walking tour

1. Activity and Read Aloud: Introducing Henry Hudson

Beginning the New Amsterdam study with Henry Hudson's exploration of what is now called the Hudson River introduces the study to children in a way that is grounded in the geography of the area. Most New York City children are familiar with the Hudson River and most can locate it on a map of New York. This can also be a starting point. New information can incorporate previous learning about the Native Americans of the Northeast Woodlands.

Children can find Europe and locate Holland on a large world map. At this point, the class can follow the transatlantic route a boat would take from Holland to the Northeast woodlands. Armed with an understanding of the larger part of Henry Hudson's voyage, children can now focus on a large class map of the Northeast Woodlands.

The teacher could introduce, New Amsterdam Days and Ways (1963) by Dorothy Hults and explain that the book will be used throughout the class' study of New Amsterdam. The teacher might explain that he/she will sometimes be reading aloud and at other times the students will be reading on their own and in partnerships.

Read Aloud: New Amsterdam Days and Ways, “Henry Hudson and Verrazano” (Hults, 1963, p. 18)

While reading, the class can use the class map of the Northeast woodlands to follow Henry Hudson’s journey. The route led Hudson into the New York Harbor, passed the bottom tip of Manhattan up the huge river (Hudson River) into New York State.

2. Activity: Creating a map of Manhattan Island

Children can come to this activity as though they were “zooming-in” on an area that Henry Hudson sailed passed in the previous reading. Through mapmaking, children can further explore the nature of Manhattan Island. They might come to grow familiar with its shape and gain a sense of its directionality. Teachers should model some of the vocabulary used to describe the island. Examples of these terms may include long, skinny, southern tip, East River, west side, northern end. This familiarity with language to describe the island can aid in the children’s ability to contribute to discussions about the island.

Materials

Pencils	Large sheet of paper (4’ x 10’)
Yardstick	Paint
Ruler	Paintbrushes
Map of Manhattan	Masking tape

Process

1. Draw a grid onto the small map of Manhattan. Mark the grid with letters running down the left column and numbers running along the top (see attached example).
2. Children should tape the large sheet of paper onto the floor of the classroom.
3. Draw a grid onto the large sheet of paper that corresponds with the smaller map.
4. Demonstrated to the class how to locate coordinates on both the small map and the large sheet of paper.
5. Model how to transfer the image from the small grid to the larger grid.

- a. Locate the proper coordinates on both grids
- b. Trace the line to be drawn on the large grid with your finger
- c. Use a pencil to lightly draw the line onto the large sheet of paper

One by one, children can continue to transfer the map onto the larger sheet. After the initial transfer is complete, children will paint the map. The groups will switch every 10 to 15 minutes until all children have had an opportunity to contribute to the painting.

Note to teachers

While the exact dimensions of the map may vary depending on the paper available, the map should be large enough for the entire class to see it at one time. If the classroom has a square tile floor, the class can paint the map directly onto the floor using tempera paint, which can be washed off. This map will continue to be used throughout the entire study, so care should be taken to preserve the material it is built on. This map will serve as a visual representation of just how small an area was actually occupied by the town of New Amsterdam.

3. Discussion Topic: What Europeans found when they first explored Manhattan

As the class continues to “zoom-in,” they can now focus on the people that inhabited the island that they just mapped. Through this discussion, children could be encouraged to use their previous learning about the Native Americans as a frame of reference for what these Europeans experienced when they arrived. This discussion can serve as an opportunity for children to construct a starting point from their own in-depth understanding of the Lenepe Indians.

Guiding questions for discussion

What was the Island of Manhattan like when the first group of Europeans arrived?

What would they find?

What people were already here?

The teacher could chart the information that is being elicited from the class.

While the list might have broad categories, the teacher should request that the class be specific. If a child says animals, the teacher might ask, “What types of animals?”

4. Activity: Examining the native people’s perspective on the Dutch

Thus far, children have been taking the perspective of Dutch explorers. They have been using their previous learning to imagine and recreate what the Dutch would have found when they landed on Manhattan. This activity asks them to switch perspectives and view the arrival of the Dutch through the lens of a Native American.

Developmentally children of this age are growing in their ability to take on another person’s perspective. The ability to do this may help children empathize with the original inhabitants more fully as their relationship to the Dutch develops. As the study develops, the perspective of the Native people will also help to reinforce the newness of the Europeans arrival. If children are able to see the Dutch architectural, social and economic accomplishments through the lens of “nothing like this has ever been here before,” students may be able to imagine the amount of effort that went into creating a town.

Read Aloud: New Amsterdam Days and Ways, “Indians First” (p. 13)

The teacher will read the first chapter to the children. This chapter provides a recapitulation of what the Native American camps and land were like. Since children would already be familiar with the information being read, the teacher may choose to pause and create a dialogue about some of the descriptions.

Write: Journal Entry from the Native American Perspective

The teacher could introduce the topic to be written about by using the following prompt:

“You are going to write an entry in your journals from the perspective of a Native American. Imagine you are a Native American in 1609 and you see this huge gigantic ship arriving in the bay. You’ve never seen anything like this before. Record in your journal what reaction you would have to this event.”

The teacher may want to either add some possible responses or elicit them from the class to help children make the transition from the reading/discussion to writing. When the students’ writing is complete, some of the children’s work can be shared with the entire group.

5. Read aloud and discussion about the creation of a town

The objective of this discussion is to explore the idea that entire families and towns did not simply arrive on the island of Manhattan. The town of New Amsterdam was created slowly over a 13-year period. It was a process. Through the previous activities and discussions, children have learned about the natural resources and dwellings of the native people. This reading and discussion helps to transition the class from early explorers, to traders and eventually to settlers.

Read Aloud: “Early New Amsterdam”

The teacher will read the following text “Early New Amsterdam” aloud to the class. The text is broken into two parts. Since there is so much rich information that lends itself to discussion, the teacher should to read these two parts at different times.

Early New Amsterdam^{*}

Part I: New Amsterdam 1609 – 1623

Before 1624, the Dutch had set up trading posts on the Delaware River, in New Jersey, in Connecticut, and on Long Island, as well as the two most important posts, both on the Hudson River – Fort Orange at Albany and New Amsterdam on the southern tip of Manhattan Island. Even though the Native Americans were already living on the land, the Dutch had claimed all the land between the Delaware River and the Connecticut River and had named this territory New Netherland.

In 1613 Adriaen Block arrived in a small ship called the Tiger. After trading for furs with the Indians along the Hudson River, Block anchored off an island the Indians called Man-a-hat-ta (Island of the Hills). While there his ship caught fire. He and his crew swam to Manhattan Island, and with the help of the Natives, Block and his men built cabins that resembled the wigwams of the Natives. They stayed the winter before building a new ship and completing their journey back to The Netherlands.

Based on the explorations of Hudson, Block and others began to take notice of the value of the Northeast Woodlands. At first only men came over. They traded with the Native Americans and sent valuable beaver skins and furs back to The Netherlands on boats. The

^{*} Information taken and compiled from:
Fisher, Laura. (2003). *Life in New Amsterdam*.
Fradin, Dennis. (1988). *The New York Colony*.
Hults, Dorothy. (1963). *New Amsterdam Days & Ways*.
Shorto, Russell. (2004). *Island at the Center of the World*.

traders formed small settlements, where they lived and traded. The first settlers in New Amsterdam took shelter in caves and in bark huts like the natives. But, within a few years, the settlers cut lumber and made bricks or got them from Holland so they could build houses like the ones they had in Holland.

To the Dutch, the New World was an unknown wilderness, and the little settlements of white men were few and far between with no connecting roads or highways. The Dutch were a seagoing nation, and they made their settlements along the shores of settlements where the boats could reach them. The rivers in those days were the main highways.

Unlike the New Englanders, the Dutch did not come to America to establish a permanent home. The Dutch were traders and came for trade. So, they made their first settlement where it was best for trade, obviously at the tip of the island. There, around Caspey Rocks – what is now Battery Park – was then a group of big rocks separated from the island, they anchored their small sailboats and sailing ships. There at the tip of the island, the trading company built the trading post.

Part II: New Amsterdam 1624

The first settlers were attracted by the seemingly unlimited wealth of furs, which Henry Hudson had reported, and they intended to make quick fortunes and return to Holland. Their settlement was a trading post. They found the Indians more than willing to exchange beaver skins for the trinkets they offered, and if the trinkets failed, unscrupulous traders did not hesitate to offer brandy and guns. Furs were collected at the trading post of Albany, 170 miles up the Hudson River, and shiploads of beaver skins and timber sailed regularly from the little port of New Amsterdam. The traders made their fortunes, but many of them fell in love with the pleasant new land and decided to stay.

To encourage permanent settlers, the West India Company in Holland gave huge tracts of lands to wealthy men known as patrons. These men in turn financed the voyage for small farmers and tradesmen who bound themselves to work for the patrons and to pay rent for the land they gave them. Perhaps, it was just as well that not many patrons actually settled in New Netherlands. The most famous of these was Kilaen Van Rensselaer, who built his manor far up the Hudson near Albany. Van Rensselaer was actually a founding member of the Dutch West India Company and really supported patroonship in New Netherland.

Later the West India Company went still further and offered free passage and free land to any settlers who would make their homes in the new colony. Presently small bouweries, or farms, spread across to Long Island and along the opposite shore of the Hudson River in what is now New Jersey.

The first families came to settle in 1624. When families came to stay, they called this territory the colony of New Netherland. To get to the New World, the Dutch settlers traveled by sailing ships across the Atlantic Ocean. The journey was uncomfortable and took two to three months. The ships carried people and all the supplies they would need when they landed. The supplies and people from the oceangoing ships were unloaded onto smaller boats, which then brought them to shore.

On January 25, 1624, the first ship filled with youth left Amsterdam to develop settlements in Manhatta. These young Walloons (or French speaking Belgians), were promised a female counterpart to establish a family. Some of these immigrant youth were married four days before their journey and some were married at sea. One couple, Catalina Trico and Joris Rapalje, waited to get married after they landed. In fact, Catalina and Joris's first daughter, Sarah, was considered the "first born Christian" from Europe. Sarah was born in 1625 and married a man in 1639. His tobacco plantation was in what is now Greenwich Village!

Discussion after reading “Early New Amsterdam”: The Needs of the Dutch Settlers in Order for Survival on Manhatta

These conversations can be the backbone for an understanding of what the term *domestic* means. While the phrase *domestic life* might not be shared with the class, the teacher should keep in mind what this word, *domestic*, encompasses. In this study, “domestic life” specifically refers to the business of sustaining life: building and maintaining shelter; the cultivation and preparation of food; and the ability to clothe oneself. There are other aspects to domesticity that can be built on these three, but these are the basic necessities of life that all people would need to have survived in the Northeast Woodlands.

Possible guiding questions for Part I

- *What would the first settlers need to bring with them if they knew they wanted to set up a trading post?*
- *Why would the Dutch need a trading post?*
- *Besides furs, what else might they trade?*

Possible guiding questions for Part II

- *What does it mean to finance a voyage?*
- *The reading said patrons sent over farmers and tradesmen. What is a tradesman?*
- *What sort of tradesmen do you think were sent over? Why?*
- *Why do you think the Dutch West India Company wants people to settle on the land?*

6. Discussion: Examining the Homes of the Early Settlers

Armed with an understanding of the natural resources available on the island of Manhattan and the tools that the Dutch might have brought with them, the children can start to explore some of the interactions between the Dutch and their new environment. This discussion connects to the idea that making a town is a process. People did not come over from Europe and immediately start building Dutch townhouses. The dwellings of the Dutch developed from caves, to thatch huts, to small wood structures and then eventually the brick homes that are featured in much of the literature of New Amsterdam.

As the teacher guides the following discussion through thoughtful questions, the class can begin to visualize the amount of effort, planning and work that went into creating even the simplest of structures.

Possible prompts to start the discussion:

What do you think the first houses the Dutch built looked like?

They had to leave the huge ship out in the bay and take a rowboat to the island.

How do you think they built their first shelters?

The difficulties of building a house from scratch should be explored. The teacher could ultimately read some of the descriptions of the homes of early New Amsterdam from excerpts Life in New Amsterdam (Fischer, 2003, p. 8 & 14). Images of early homes could also be shared at this time. There are wonderfully

detailed pictures in Gary Bowen's (1988) Stranded at Plymouth Plantation (while this is a tale about Plymouth, the homes are very similar in materials and construction to what is believed to have existed in early New Amsterdam).

Possible prompts to lead to the Native American's role in aiding the Dutch with their initial house constructions:

How did the Native Americans help the Dutch?

How did the Native American dwellings influence these early homes?

Who do you think built the homes?

What type of work would be expected of men and women in building a home?

This discussion could lead students through the shelter continuum that the initial Dutch settlers experienced. The Dutch moved from caves to huts to European style houses and eventually built a fort at the southern tip of the island. Once the Fort Amsterdam was established a few homes were built within its walls and a small farm outside, then more homes were built nearby and more farms were created. Once the class reaches the point in New Amsterdam where this small town is being created, the teacher can then read from Life in New Amsterdam (Fischer, 2003, p. 8 & 14). It may be interesting to explore how the Dutch may have used techniques from the Native American to influence their new homes. When the class visits the Wyckoff House they will learn about cobbing, the technique the Dutch learned from the Native Americans to insulate walls with corncobs.

7. Read Aloud: *Manhattan: Then and Now*, Chapter 1: “Brown Bough”

“Brown Bough”, in Lucy Sprague Mitchell’s (1934) *Manhattan: Then and Now* takes readers on a voyage across the Atlantic Ocean to the New Amsterdam harbor. As children listen to the trials that a family goes through on this rough journey, they can imagine that they are one of the characters on the boat. This story blends the introduction of new vocabulary (kas and linens), European perceptions of the Native Americans (wildens) and details of what the journey across the Atlantic Ocean would have been like for children.

8. Activity: Write a journal entry from the perspective of a passenger on the Brown Bough

To aid in making a personal connection, children can be asked to write a journal entry describing the trip to New Amsterdam. They could choose to write from the perspective of one of the characters within the story. This writing could also serve to connect the class with the people that are traveling to the ‘new world,’ both adults and children. If time becomes a problem, this could easily be given as a homework assignment (see following worksheet).

New Amsterdam

You have just heard chapter one, "The *Brown Bough*", from Lucy Sprague Mitchell's story. You will write your rough draft of your journal entry in your Social Studies journal. Follow the directions below.

- Choose a character to be: Cornelia, Maria, or Johannes.
- Write about how you are feeling while you are on the ship, the *Brown Bough*.
- Write about the things that are happening to you as the ship sways in the sea.
- Write about how you might feel meeting Native Americans and African people for the first time.
- Write about anything else that is new, exciting, or scary to you.
- When your rough draft is done, be sure to edit your work.

9. Read Aloud: *New Amsterdam Days and Ways*, Chapter 4: “The Dutch

Come to Stay”

“The Dutch Come to Stay” (Hults, 1963, p. 28-36) tells how families came to develop a life in early New Amsterdam. This chapter continues where the previous reading, “Brown Bough,” left off. Children may need time to discuss some of the reading. There are many ideas that might need clarification, but this chapter is a great starting point to sequentially introduce Adriaen Block, Walloons, Fort New Amsterdam, Peter Minuit, patroons.

10. Activity: Constructing a relief map of the southern tip of Manhattan

This activity continues to “zoom-in” on the island of Manhattan as the children begin to focus specifically on the area that will become the town of New Amsterdam. As the children recreate the southern tip of the island, they should use their knowledge of the land to guide them. The teacher may want to display the chart created earlier from the class discussion about what the Europeans found when they first explored Manhattan. As the children build a relief map of this part of Manhattan, the teacher can encourage the students to talk about what the land would have been like. If the children are able to internalize the idea that what they are building is a wilderness, a forest, they may connect more strongly when they are asked to build a town on this same map in subsequent activities.

Materials

Pencils	Large piece of Wood (4' x 10')
Yardstick	Paint
Ruler	Paintbrushes
Map of Southern Tip of Manhattan	Sawdust Molding Solution (see appendix)

The teacher can use a map of the Castello Plan for this activity. A wonderful copy of this map can be found in The Legend of New Amsterdam (1979) by Peter Spier. At this point, the teacher could simply shade in the map of the Castello Plan to create an outline. Children will already be familiar with using the grid technique to enlarge a map from their previous Manhattan Island mapping

activity. Since this will be the second activity using grids to enlarge a map, the children might be able to do some of the grid work on their own.

Step One: Drawing the outline of the southern tip of Manhattan

1. All children will receive a copy of the outline of the southern tip of Manhattan.
2. The children will make a one-inch grid lattice over their map.
3. The class will work together (possibly in teams) to make a larger grid on the piece of wood.
4. Children can now begin to transfer the outline of the map onto the piece of wood with pencils.

Step Two: Creating a relief map of the southern tip of Manhattan

1. Children will mix the ingredients for making the sawdust modeling solution
2. Children can work in small teams to make a relief map onto the outline of the southern tip of Manhattan they created in the previous class.

Step Three: Painting the relief map of the southern tip of Manhattan

1. When the model is dry, children can work in teams paint the land and water.

11. Activity: Exploring and discussing images of New Amsterdam

Children can use this activity to become familiar and comfortable with maps of New Amsterdam. They can explore the connection between the map of the island that they created and how that shape mirrors the outline of the Castello Plan.

Children can be given a copy of the Castello Plan along with their journals.

Children can be divided into groups and each grouping can have a few different images that have been copied from texts such as New Amsterdam Days and Ways (Hults, 1963), Life in New Amsterdam (Fischer, 2003) and Dutch colonial life in the New Netherland (Huffman, 1943). As the children look at the Castello Plan and existing images/illustrations of New Amsterdam, they can be asked to record what they notice in their journals. The children might notice the number of houses and gardens. Perhaps they might question what the green space is. A short discussion can occur about the space that gardens, houses, and streets take up as well as any other markings they might notice.

12. Activity: Transferring the Castello Plan onto the class relief map

With an understanding that the Castello Plan is the same shape as their relief map of Manhattan, the children can start to discuss what would have to happen if people wanted to make a town in southern Manhattan. Just as creating a town in real life would take time, the children can start to discuss how they will transfer the Castello Plan onto their island. The opportunity for children to connect the layout of the Castello Plan to the geography of the island may occur throughout this activity. Actually turning their 'wilderness' into a 'town' can help to make such an abstract idea more physical. This activity may be somewhat more difficult because the children will be working with a rough, rather than flat, surface.

Process

1. Children will draw a grid over the Castello Plan they used in the previous activity. This will have the same dimensions as the same grid that was laid over the outline of the southern tip of Manhattan Island.
2. Children will work in teams to transfer the Castello Plan onto their model. They can choose to draw or paint the illustrations that belong to specific coordinates.

13. Discussion: Who built the homes of New Amsterdam?

As children are working on 'building' their own town on the class relief map, this may be an ideal time for the class to think about who built the homes in New Amsterdam. The previous discussions may have helped the class realize the amount of manual labor that would go into building even the simplest structure. Rather than the teacher telling the children how these structures were built, the class can explore how they think they were built. The questions that are raised in this discussion can be brought up and possibly answered when the children visit multiple existing farmhouses within Manhattan, Brooklyn and Queens.

14. Activity: Write a letter to Holland describing the transformation of the forest into a town.

Through this activity, children can have the opportunity to express what they have been doing with the model in words. They can describe what the settlers would have had to do to clear the land, to change the geography to suit their needs.

Write

Children can be asked to write a letter to a loved one that they left behind in Holland from the perspective of a child in New Amsterdam.

“Describe to this person how the island was transformed from wilderness to a town. What were the things that needed to be done to make room for houses, gardens, and roads?”

Before children begin writing, the class could generate a list of some of the transformations that might have occurred. This list could help to transition the children from a description of the activity and instructions to the assignment.

This list could be posted for the children to use as they write their letters.

15. **Activity: View Video - Colonial Life for Children: Dutch New**

Amsterdam

This video will be the children's first exposure to images of Dutch New Amsterdam that include sound. This video might help to make the time period of New Amsterdam more concrete in the minds of the children. The class has already explored the change in the land through making their relief model.

Colonial Life for Children: The Dutch and New Amsterdam (1998)

Children's Educational/Children's Entertainment.

Type: Documentary

Running Time: 23 minutes

Directed by: Jeanine Isabel Butler

“The Dutch and New Amsterdam” is part of the Colonial Life for Children series, a set of films that visit current sites of early American life. “Colonial Life for Children: The Dutch and New Amsterdam” depicts the settlement of New Amsterdam. It briefly describes the history of early exploration into the present-day New York area and provides many facts about life in New Amsterdam, including information on Dutch housing, food, clothing and many other aspects of daily life.

The film opens with a shot of present-day New York City. The narrator is Elise, an eleven-year-old girl. Throughout the film, Elise interviews a colonial educator at Philipsburg Manor who is dressed in 18th century costume. Philipsburg Manor is a restored mill town about thirty-five miles north of Manhattan. This video also provides information that directly relates to the walking tour of New Amsterdam

(see Activity 16, p. 43). The video highlights the creation of Wall Street, Maiden Lane, Bowling Green, and others important locals of the early settlement.

Follow-up discussion to the video

Being such a comprehensive video, a short discussion after the video can help to find where the interests of the children lie. This discussion might help to focus coming units of study. The short discussion can be based on some of the following questions:

What did you find most interesting?

Did anything surprise you?

What would you like to see again or learn more about?

16. Trip: New Amsterdam walking tour

A walking tour of New Amsterdam will present the children with an opportunity to explore the present geographical connections from long ago. Children may truly begin to understand that the study of New Amsterdam is really an extension of a study of the New York in which they live. Additionally, A walking tour of the southern tip of Manhattan will be a natural extension of the map work that the class has already done. Developmentally, addressing the abstract concepts of long ago may be challenging for some students. By making the study of New Amsterdam more physical and concrete by walking the 'same' streets, children may begin to make the leap from the 'here and now' to the 'long ago.'

Preparation for trip: Read Aloud *The Streets of Old New York*

This reading can help to prepare children for some of the connections they might make between some of the existing streets of Manhattan and the ones that they created on the Castello Plan.

Descriptions of the following streets can be found in *The Streets of Old New York* (Brierly, 1953). There are also brief descriptions of some of the sights that would have been seen on these streets in *New York City Old and New* (Emerson, 1953) and *New Amsterdam Days & Ways* (Hults, 1963).

Battery Place
Bowery
Bowling Green
Broad Street
Broadway
First Avenue
Maiden Lane

Minetta Lane
Pearl Street
Stone Street
Third Avenue
Wall Street
Whitehall Street

At this point, the teacher could supply each child with a trip sheet that has a map of the area that the class is walking through. The class could locate some of the streets they will be visiting on the map.

New Amsterdam walking tour

There are educational tours available in lower Manhattan for guided tours of New Amsterdam. A particularly inexpensive and informative tour is provided at the South Street Seaport Museum.

**South Street Seaport Museum
12 Fulton Street
New York, NY 10038
Phone: (212) 748-8772**

Trip follow-up

During the trip, it is likely the children would have reacted in surprise when their maps end and the island of Manhattan still continues. They should have walked right into water. This would be a great conversation to connect the “then” with the “now.” This will also add to the children’s knowledge of how the island has changed over the years.

A follow-up discussion could include these changes as the children examine their relief map of the Castello Plan to determine exactly where the geography of the island has changed.

II. Outline for Homes/Shelter Unit of Domestic Life in New Amsterdam

1. What do we know about homes today?
2. Trip: Dyckman House
3. Dyckman House follow-up activities
 - A. Discussion Topic: What did you notice about the Dyckman House?
 - B. Discussion Topic: Differences and similarities between the Dyckman House and homes of today
 - C. Discussion Topic: Differences between farmhouses and townhouses
4. Early Dutch home and room photo exhibit
5. Read Aloud: New Amsterdam Days & Ways, chapter 13: “Dutch Houses”
6. Read Aloud: New Amsterdam, 1626: Now New York City (a historical story): Polly Bergen letters
7. Write a letter home imagining you are a character like Polly Bergen
8. Possible Follow-up Activity to the Polly Bergen Letters: Sand sweeping
9. Creating miniature townhouses for the class Castello Plan relief map
10. Trip: The Wyckoff Farmhouse Museum
11. Wyckoff Farmhouse follow-up activity: Making Dutch tiles
12. Draw a representation of a room in a townhouse

1. Activity: What do we know about homes today?

Before children begin to explore the homes and shelters of New Amsterdam, the teacher can use this activity to build a common class vocabulary for discussing and describing homes. In using what the children know about the homes they live in, the class can begin to think about what are the functions of a home. This can eventually lead to conversations about what the functions of specific rooms are.

Whole class work

Children will meet to discuss what the functions of a home are. Children can be asked to explore the functions of their own homes or apartments.

1. What are the basic functions of a home? (Shelter from harsh weather, a place to prepare meals, a place to gather, a place for entertainment)
2. What sorts of services are supplied to our homes? (electricity, gas, water)
3. How do these services come into our homes?
4. Who is responsible for supplying these services?

Small group work

1. Each table will choose (be assigned) a different room and answer the following questions:
 - a. What happens in this room? What are the functions of this room?
 - b. What is this room used for? What sorts of activities take place in this room?
 - c. What services or utilities can be found in this room?

Once children have developed answers to their questions, they can regroup for a whole class discussion. At this point, the teacher could ask the children to talk about the functions of the rooms they were exploring and the utilities and services connected to them.

2. Trip: Dyckman House

This trip is one of the only opportunities in New York City to experience an existing Dutch style farmhouse that is still located near a “natural setting.”

Within this setting the Lenape Indians are known to have had a camp. This trip can serve to connect the closeness of the native people to the Dutch settlers. By traveling so far north, children can begin to examine what the land outside of the town was used for. Additionally, the proximity of the river to the farmhouse and camp could also introduce the idea of how a person might have traveled south to town.

Dyckman Farmhouse Museum
4881 Broadway
New York, NY 10034
Phone: (212) 304-9422
e-mail: info@dyckmanfarmhouse.org

Preparation for Trip: Inwood/Dyckman House Exploration

The teacher’s objective is to introduce to the class what the land north of the town of New Amsterdam was being used for. This information can be found in The Island at the Center of the World (2004) by Russell Shorto. While this text is too difficult to read to the class, it will provide the teacher with a thorough understanding of what the land north of town was like. This pre-trip lesson can also serve as an opportunity to explore the proximity within which the Native Americans and the settlers lived.

The children should be positioned in an area of the classroom where they are able to view their map of Manhattan. At this point, the children could begin to discuss where they think Inwood Park is located on their map. This can be done in an open discussion using a class map or the teacher may give each child a small map of Manhattan. Once the location of Inwood Park is identified, the teacher can inform the children of the approximate location of the Dyckman House. “We already know that the town of New Amsterdam was located at the southern tip of the island. Now, we can see that Inwood Park and the Dyckman House are all the way up here. What do you think the land between the two was used for? Who do you think used this land? Why were the Dyckmans so far north?”

Trip: Dyckman House

The trip to the Dyckman House could begin by having the class arrive at Inwood Park. The children might be dropped off at Indian Road. The class may talk about why that name might have been given to this small road that borders Inwood Park. If time permits, the class may wish to explore the park. The class might have already done this as part of their Native American study. Even so, they could revisit the terrain. The teacher could instruct the children to imagine a time before the buildings and roads and think about what it would take to travel through an area like this. With the river in view, the teacher might ask the class “How do you think the Lenape or the Dutch might have traveled to town?” A

small discussion could take place while the class is in the park or later in the classroom about why one might travel by river versus on land.

Inwood Park is one location where Native Americans are known to have lived. As children make their way through the park, the teacher should guide their route to end at 204th Street and Seamen Avenue. The children should be asked to imagine that they are now leaving the Native American camp and traveling to a nearby farm. As the children travel two blocks, they may be surprised at the closeness of the two places: The Dykman's farmhouse and the Native American village.

Once at the Dyckman House, the children should again look at their trip sheets and begin to sketch some of their findings. These sheets will aid the teacher in his or her understanding of what the children are noticing and interested in. There will be specific elements of the house that are common to all houses and others that are very specific to Dutch farmhouses. The children may not know the distinctions yet, but they can be discovered through their own drawings later in class.

Should the teacher choose to take the class into the house, the children will walk through the Dutch door and into the entranceway. There is a parlor to the left with Dutch tiles around the fireplace. There is another room to the right of the entranceway with other artifacts. Children can then go downstairs to the kitchen. Here, the children will see a huge hearth. The children should be encouraged to

sketch something from the interior of the house that interests them. (See attached Trip Sheet).

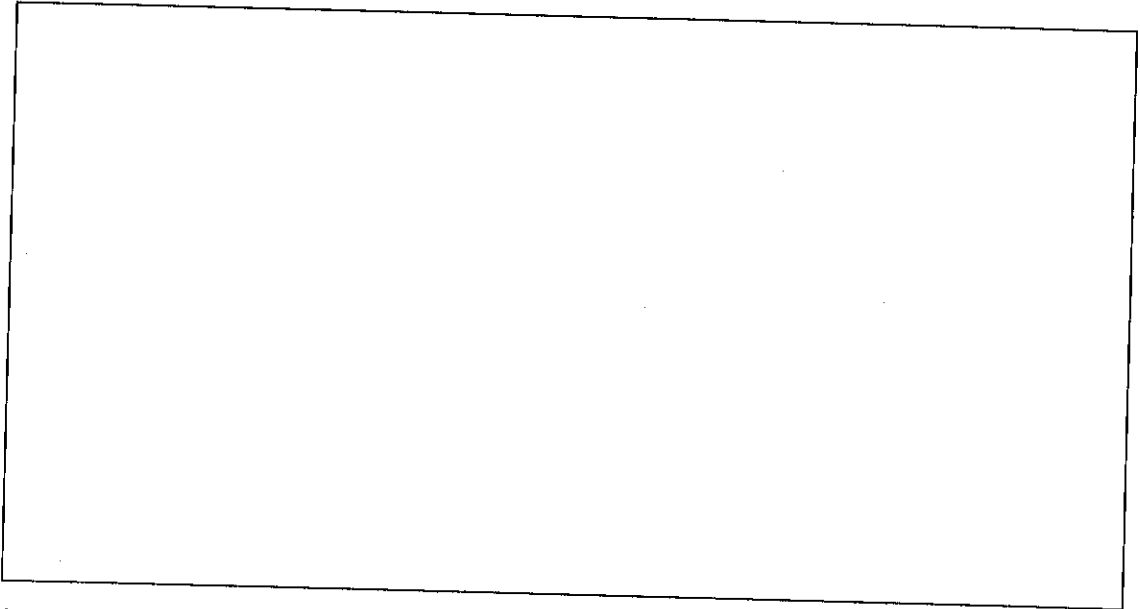
Note to teachers

While the style of the Dykman House is in the manner of a 17th century Dutch farmhouse, it was actually created after the American Revolution. What is particularly interesting about this house are the distinct features that are so clearly influenced early American Dutch architecture. Some of these features include Dutch tiles around the fireplace, Dutch doors, and the sloped roof. Things that are obviously not from the 17th century are most of the furnishings and the staircases leading both up and downstairs. Teachers should explain why this house was built the way it was. Since many of the physical features of the Dutch style are on the outside of the house, the teacher may wish for the class to only study the outside. Should the children go into the house, the teacher should take extra care in explaining to the children the aspects that are representative of Dutch architecture. The most beneficial aspect of entering the house would be to see the tiles that surround the fireplace in the front parlor.

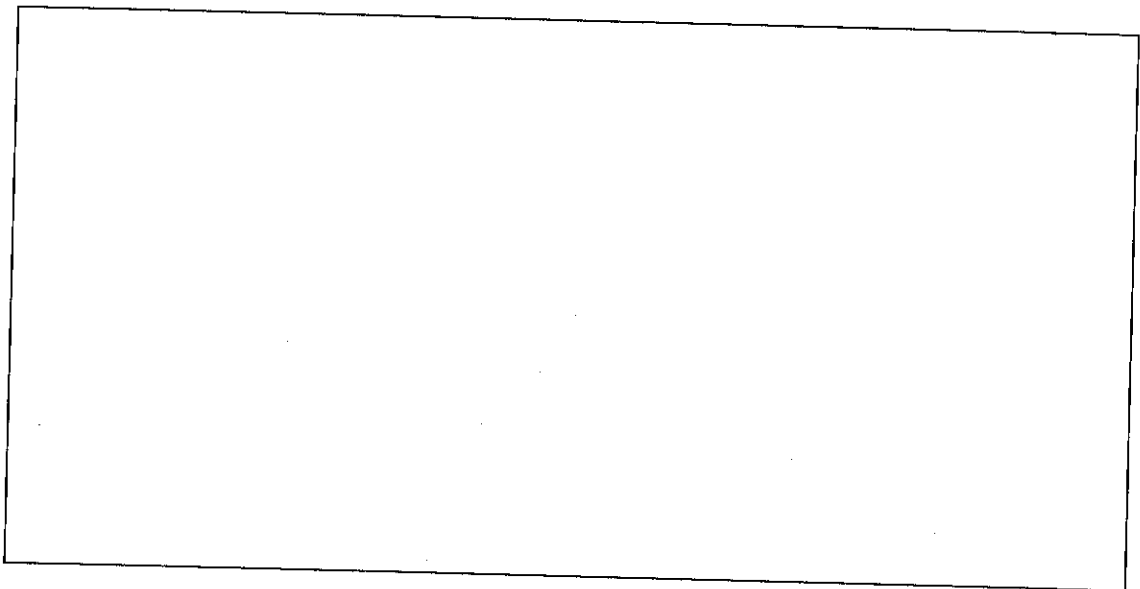
Dyckman House

Outside

Draw the outside of the Dyckman House.



Draw a close-up detail that you find interesting on the outside of the Dyckman House.



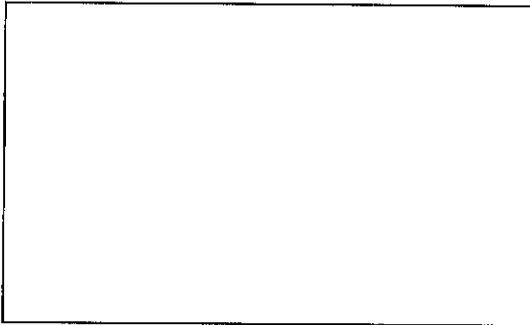
The close-up detail I chose to draw is of _____.

Dyckman House

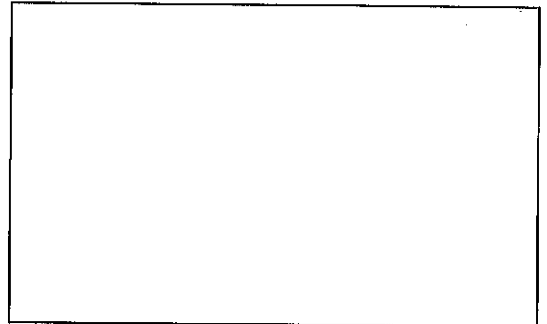
Inside

Draw a picture of each fireplace when you find them.

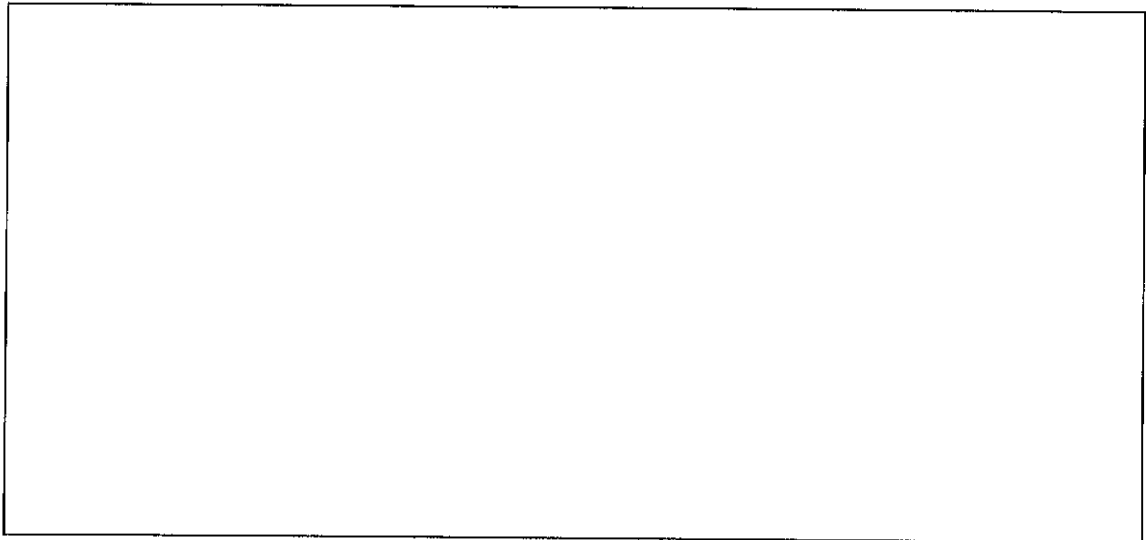
Fireplace in the Sitting Room



Fireplace in the Kitchen



Draw a picture of something inside the house that you find interesting (label your drawing).



What would you most like to remember about our trip to Inwood Park and the Dyckman House?

3. Dyckman House Follow-up Discussion Topics

The following discussions can help to connect the Dyckman House trip to the larger topic of Dutch homes. These topics could begin to focus the children's attention to noticing details of Dutch architecture.

A. Possible Discussion Topic: What did you notice about the Dyckman House?

Children will gather to discuss their findings from the Inwood Park and Dyckman House trip. Some possible topics to get the dialogue started and keep to it going are (the teacher could pull information from the trip sheets for ideas about where to begin this discussion):

What are some of the features you noticed on the outside of the house?

What were some of the features you noticed in the inside of the house?

Why would there be a summer kitchen and a kitchen in the house?

Why is the smokehouse so far away from the main house?

What does the closeness of the Native American Village and the Dyckman house tell us?

What did you find most interesting?

B. Possible Discussion Topic: Differences and similarities between the Dyckman House and the homes of today

Were there any features that you noticed in the Dyckman House that you think you would not find on a home today? What were some features that you think are parts of all houses, today and in the past?

C. Possible Discussion Topic: Differences between farmhouses and townhouses.

Why would a home in the country, a farmhouse, be different from a home in the town, a townhouse?

This will begin to help children notice the physical structure of houses and how the structure serves a purpose. They will also begin to think about the functions of these structures and the types of people who lived in them.

4. Activity: Early Dutch home and room photo exhibit

This activity could be used to introduce the class to a number of different aspects of typical Dutch houses. By providing the class with images, they might be able to more easily visualize future readings about Dutch houses. The conversations that center around the objects found in rooms can also help to connect the physical environment with the people that lived in the houses.

The teacher could gather a number of copies of the exterior and interior of houses from the period. Children can be asked to record what they notice in each picture in their journal. The children should be encouraged to try and record specific details. As the teacher circulates, he or she could ask questions to get the children to think of what the details they are noticing means; if a child notices a spinning wheel, the teacher may ask, “What does that tell you about the person who lives in that house?” Towards the end of this activity, the teacher might ask children to talk about what they noticed. The class could join in a discussion about what they learned about the Dutch settlers based on their research.

Note to teachers

Images can be found in New Amsterdam Days and Way (Hults, 1963) and The Streets of Old New York (Brierly, 1953).

5. Read Aloud: *New Amsterdam Days and Ways*, Chapter 13: “Dutch Houses”

The “Dutch Houses” (Hults, 1963, p. 86-95) chapter of *New Amsterdam Days & Ways* could be used to supply the children with additional information about what they noticed in the images from the previous activity, Home and Room Photo Exhibit. This reading will also give the children some vocabulary that is specific to Dutch homes.

Chapter 13, “Dutch Houses,” of *New Amsterdam Days & Ways* tells of life in a Dutch townhouse, but does briefly mention what a Dutch farmhouse would have been like. There is mention of the parts of the house: roofs, stoeps, doors, beds and fireplaces. Within the description of the townhouses, the author also describes some of the tools and items that might be found: kas, warming pans, foot warmers, candle molds, table carpets, and Delft china.

Post-Reading Activities:

1. A discussion could be had where children can talk about aspects of homes that they would like to learn more about and why.
2. Children will receive a copy of the chapter that was read to them. They will be asked to work with partners to create a list of characteristics of Dutch townhouses and a list of items that are found in the houses.

3. Children will receive a copy of the chapter that was read to them. They will be asked write a short paragraph about something they learned that interests them. They should also be encouraged to think about why they find that item interesting.

6. **Read Aloud: *New Amsterdam, 1626: Now New York City (a historical story): Polly Bergen Letters***

New Amsterdam, 1626: Now New York City (a historical story): Polly Bergen Letters (McMahon, 1992) is a collection of letters written by a young girl that comes to live with her Aunt and Uncle in New Amsterdam. Polly describes in one of her letters her experience living in a Dutch townhouse. The description is wonderful and will certainly help to bring the homes of the settlers to life for the children.

This is a text that would be best experienced as a class read aloud. The teacher could pause in the reading and talk with the class about what Polly might be going through: moving to a new place, learning a new language, taking on so many new responsibilities, making new friends, etc.

7. Activity: Write a letter home imagining you are a character like

Polly Bergen

Writing a letter from the vantage point of a child that lives in New Amsterdam could continue to help the students connect to daily life in New Amsterdam. This letter can also help the teacher assess what information the children are taking in and are able use in constructing their own story of the Dutch settlement and way of life.

Children can be asked to write a letter to a loved one that still lives in Europe. Here, the children will be asked to imagine that they are living in the town of New Amsterdam. The class will be asked to recall the letters that Polly Bergen wrote to her family across the ocean. The children could be encouraged to describe the home that they are living in, some of their responsibilities/chores, some new friends that they met, etc.

8. Possible Follow-up Activity to the Polly Bergen Letters: Sand

sweeping

The children will hear about a special room in Polly Bergen's Aunt's house where the floor is covered with sand and swept in beautiful designs. As children learn about this room, the class can use a small box of sand to make designs within the class. The box could be made out of the top of a shoebox filled with sand and a small comb or broom. The teacher may also wish to take the class on a short walk to a nearby park to a sand box to extend this activity. With a straw broom, children could experiment with making designs on the ground. The beauty of these designs will be seen firsthand. This will also present the difficulty and care with which this was done.

9. Activity: Creating miniature townhouses for the class Castello Plan

relief map

In this activity children can use their knowledge of Dutch Townhouses to create miniature townhouses for their relief model of New Amsterdam. As with the preceding discussions and letters, this is another opportunity for the teacher to see what the children have learned in previous activities and lessons on Dutch homes.

Children will begin to add homes to the class Castello Plan that was built earlier in the study.

The Castello Plan that the children have been using has images of all the houses that are known to have been in New Amsterdam. Children can use this map to figure out how many homes were in the town of New Amsterdam. At this point, the class will have to figure out how they will transfer their findings to the map they created in class.

How big will each home you make need to be?

How will you create the green spaces?

What will you use to make the homes and gardens out of?

What features will you have on your homes?

Note to teachers

This activity will take planning and require time. The teacher may want to talk with the class about what would need to be done in preparation of planning a town. The teacher should talk to the class about proportion and scale.

10. Trip: The Wyckoff Farmhouse Museum

**The Wyckoff House & Association Inc.
5816 Clarendon Road
Brooklyn, NY 11203
Phone: (718) 629-5400
e-mail: education@wyckoffassociation.org**

The Wyckoff farmhouse is the oldest structure in the New York area that is in its original location. Originally built by Pieter Claesen Wyckoff, the house has gone through a number of changes and additions. There is an educational tour guide who can help the children to become more familiar with the daily life that happens within a Dutch farmhouse.

Children begin their tour by being greeted at the front of the house through the top half of an original Dutch door. After being greeted, they enter the original room that once comprised the entire house. This one room once held Pieter, his wife and eleven children. The hearth is the largest structure in the room. This hearth is built in the traditional Dutch style of the time. The Educator for the Wyckoff farmhouse conducts demonstrations and much of her 'lesson' in this room.

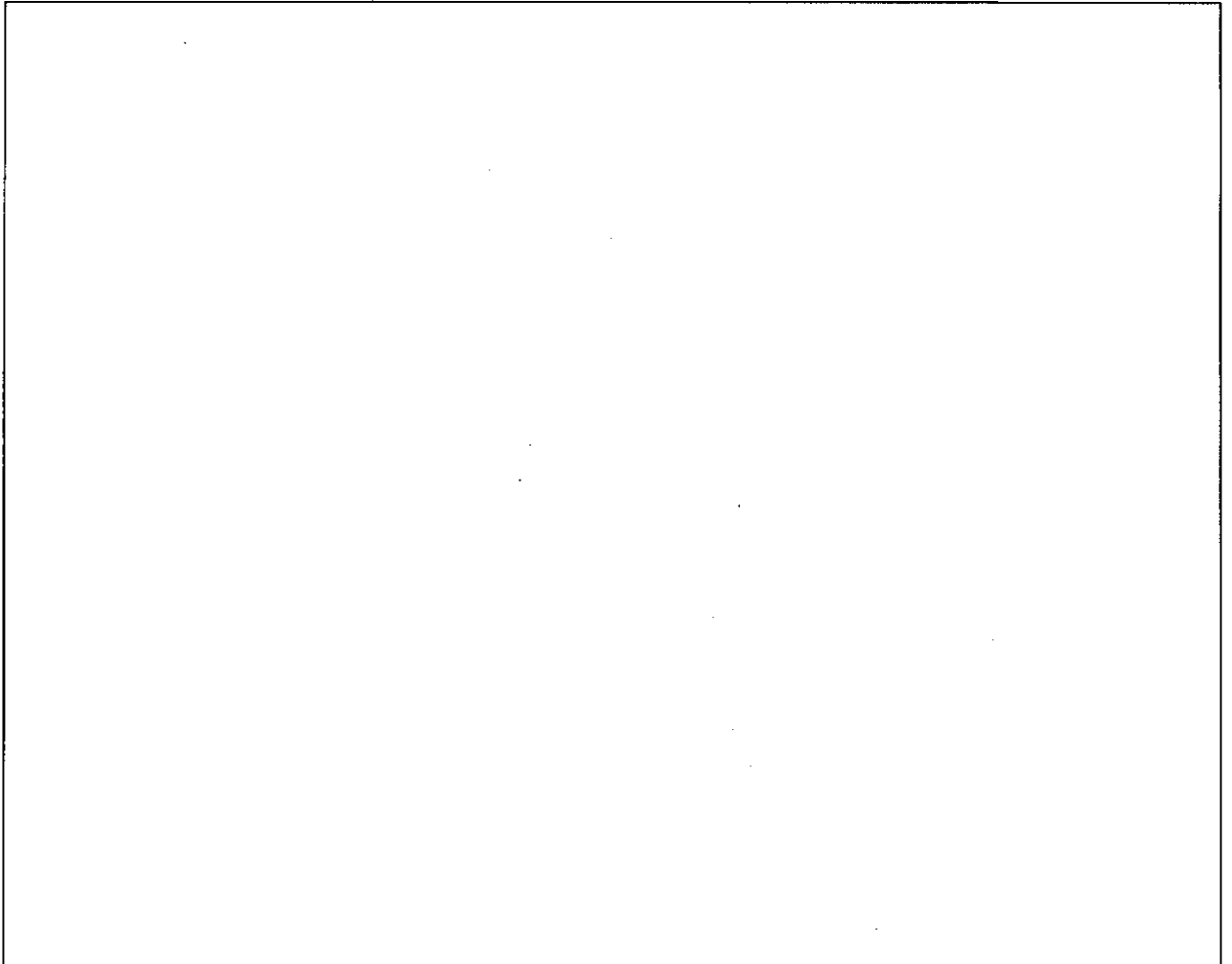
Children will see a number of cooking tools including, a Dutch oven, waffle and wafer presses, serving utensils, butter churns, strainers, spoons, plates, and bowls.

Children will come away with an understanding that the people who lived in this house were self-sufficient.

Wyckoff House

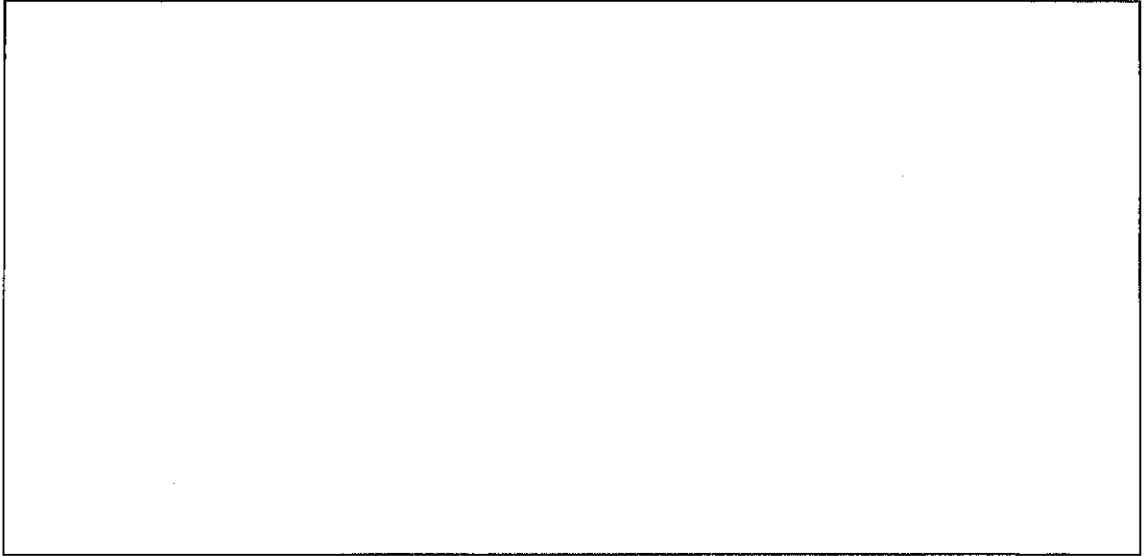
Outside

Draw the outside of the Wyckoff House.



Wyckoff House

Draw a picture of something inside the house that you find interesting.
I chose to draw _____.



What is something that surprised you after listening to our tour guide?

If you lived at the Wyckoff House in the 1600's what would you enjoy doing?

What would you like least about living at a farmhouse in the 1600's?

11. Wyckoff House follow-up activity: Making Dutch tiles

Children will be asked to recall the tiles that they have seen at both the Dyckman House and the Wyckoff House.

Reread the brief description of Dutch tiles in New Amsterdam Days and Ways:

The Dutch tiles on the fireplaces were generally blue designs on white and sometimes cocoa-colored designs on white. The pictures generally represented Bible stories. Often the father would gather his children around the cheerful blaze, and while the children gazed at the picture tiles, he would tell them the Bible stories they illustrated. (Hults, 1963, p. 90)

Designing a Delft Tile

1. Each child will be given a square piece of paper (10" x 10") paper and asked to fold it into four.
2. The children can use marker (or pencil) to outline the squares along the folds. Children can use blue pencils to draw a depiction of a story they would tell through pictures or to create a design. Children who choose to tell a story could be encouraged to reflect on what they know about the Dutch and let that influence their story. Perhaps they might be interested in textiles and wish to depict a housewife at her spinning wheel. Children who choose to create a design should be encouraged to incorporate what they know about the Dutch into their designs. This might take shape in the form of a tulip or by using a gentle slope in the design (as seen in the eaves of the farm houses).
3. The children will choose one of their designs to transfer unto a tile.
4. Children will take a piece of clay and flatten it into a 5" x 5" square. This can be done by using a 5" x 5" piece of wood as a template.

5. Each tile will need to be fired in a kiln.
6. The children will then glaze the tiles white and let the tiles dry.
7. Children will then recreate their design onto the clay tile by using blue glaze and a thin paintbrush.
8. Tiles will need to be fired a second time.

Note to teachers

If the class does not have access to a kiln, there are other options for this activity.

The teacher may purchase white foam core and cut it into 5" x 5" squares.

Children can transfer their designs with blue marker. These tiles can easily be taped to a wall to make a 'fireplace' within the classroom. Teachers may also choose to make plaster tiles by forming tiles in the bottom of half-gallon milk cartons. These tiles can be painted with blue designs. Teachers should be extremely careful in using plaster, taking extra care not to get plaster in the drains of sinks.

12. Activity: Draw a representation of a room in a townhouse

To conclude the unit of study on Dutch housing, children will be asked to draw from their previous learning to illustrate a room that would be found in a townhouse of New Amsterdam. Children could be individually encouraged to add details to their illustrations as the teacher circulates around the class.

Children can choose a room to draw that would be inside of the house they created for the Castello Plan. Students could use their map of the Castello Plan to learn the name and job of the person who lived in that house. The picture could include the furnishings and objects that are to be found in that room. Upon completion of the picture children will select an item within their representation and make a detail of that item. Children could also be asked write a brief description of the item to accompany the detail and drawing.

The children's illustrations and accompanying descriptions can be displayed within the classroom.

III. Outline for Food Unit of Domestic Life in New Amsterdam

1. Discussion Topic: How do you think the Dutch settlers got their food?
2. Examining information about food from texts
3. Examining meals that students eat
4. Study of meals in New Amsterdam
5. Food as a part of holidays and celebrations
6. Discussion Topic: What is a recipe?
7. Measurements of today and long ago
8. Recipe study of Dutch foods from the 1600's
9. Preparing Food
10. What tools were used in the kitchen?
11. Write a letter describing a meal and how it was prepared
12. Trip: Bowne House
13. Discussion Topic: Food preservation
14. Read Aloud and Discussion: Preserving foods
15. Trip: Union Square Farmers Market
16. Farmers market follow-up activity: What I learned at the Farmers Market
17. Making candies, preserves and pickles

1. Discussion Topic: How do you think the Dutch settlers got their food?

This discussion can be used to once again connect the early settlers to the Native Americans. The class might begin to think about what the Dutch brought with them versus what they found in the ‘new world.’ In earlier mapping activities, much time was spent discussing the land and natural environment. Should the children need to look at these lists to trigger their memory, the teacher may want to display them again during the discussion.

Possible guiding questions

What natural resources were available for food?

How do you think the Lenape might have helped the Dutch get food from the wild?

How did the Native Americans play a role in the Dutch food experience?

Can you think of any food items that the Dutch might have brought with them?

Children can explore these questions through whole or small group discussions. If it is a whole group discussion, the teacher may choose to chart of some of the children’s responses. For small group work, the children could elect one recorder and share their responses in a whole class discussion towards the end of the class. Either as a facilitator in a large discussion or as an observer listening to small groups, the teacher could also ask the children to clarify any vague responses. For example should a child suggest that “the Dutch farmed,” the teacher could ask the

student to clarify this response by asking, “Does anyone have any ideas about what they might have farmed?”

2. Activity: Examining information about food from texts

By examining the following texts, the students can begin to see how the settlers described the land that they came to live on. These texts provide the reader with very specific details of what the natural environment of New Amsterdam had to offer. The firsthand accounts from early settlers of the area are full of details of how plentiful the land was. It is interesting to note that some of the passages are the earliest written records of Manhattan and its surrounding area. The information used during the Native American study was based not on firsthand accounts but on evidence from archeological digs. There is a certain richness and narrative quality to the firsthand accounts.

The following text examines the plentitude of natural resources available in New Amsterdam. A possible question for the class to think about during the readings is, “What do you think the difference is between gardens and farms?”

New Amsterdam Days & Ways (Hults, 1963)

Plants, gardens, and farms (p. 70)

Description of gardens behind houses (p. 81)

Hunting wild game and fowl (p. 64 – 65)

Husbandry (p. 62 –63)

The arrival of livestock (p. 155)

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Examining maps of New Amsterdam and the island of Manhattan during the 1600's can also help to illustrate areas where food production and cultivation might have occurred.

3. Activity: Examining meals that the students eat

While much of the food is very different, the timing of the meals of the Dutch in New Amsterdam and many New Yorkers today is very similar. People still eat when they wake up, at midday, about three to four hours later and a bit before bed. The timing of meals can be a constant that the children may connect with. The children might also begin to think about how they got their food in comparison to how the Dutch got their food.

Children can be asked to record in their journals *what* they typically eat for breakfast, lunch, dinner and a snack. They could also be asked to record when they usually have these meals. The question may be as broad as asking children to record what they typically eat in a day. Should the teacher like to make more of a project out of the differences and similarities between meals of the Dutch and the children, the children may be asked to record in their journals what they eat over a week's time. This could be a homework assignment.

4. Activity: Study of meals in New Amsterdam

Ideas of effort, preparation and overall time may begin to surface during this activity. As the conversation begins to focus on the Dutch, the children might connect their findings with the list they created in the previous activity. While looking at the meals of New Amsterdam, children may notice some differences and similarities between meals now and those of the 1600's. There is an ease in preparation associated with the food of today compared to the meals of the past. As the food of the noonday meal is introduced the children may begin understand the time and energy that the cook would have to spend in preparation and cooking. There are also other meals like supper and breakfast that are less troublesome for a cook. As children become familiar with different meals, they might begin to see how foods are reused, such as, stale bread becoming breadcrumbs or drippings becoming grease for frying.

The teacher could read from the following books the descriptions of the meals of New Amsterdam. These sources also mention who would be the person preparing the meals; most often a housewife or servant. The information being read could be recorded on chart paper. Depending on the level of reading in the class, the teacher could read the meal information from Dutch New York (Singleton, 1909) to the class and have the children find and underline the information in New Amsterdam Days & Ways (Hults, 1963).

Meals

Breakfast

Dutch New York (p. 121)

New Amsterdam Days & Ways (p. 104)

Noonday meal

Dutch New York (p. 130-2)

New Amsterdam Days & Ways (p. 105-6)

New York City Old & New (Emerson, 1953, p. 72)

Afternoon meal

Dutch New York (p. 132)

New Amsterdam Days & Ways (p. 106)

Supper

Dutch New York (p. 134)

New Amsterdam Days & Ways (p. 106)

5. Activity: Food as a part of holidays and celebrations

This activity could be given as homework. Traditions that develop around food and holidays are found in most cultures throughout the world. When the children return to school after making a connection between their own holidays and the food they enjoy during them, they may begin to see food as a major part of holidays in general.

Homework

Children could also be asked to think of the holidays they celebrate. The teacher may want to supply the class with an anecdote of food playing a role in one of the current holidays he/she celebrates (i.e. eggs at Easter, matzo at Passover, Moon Cakes at the New Year). The teacher's anecdote may help the children think beyond turkey at Thanksgiving. The teacher can give the children a homework assignment asking, "How does food play a role in your family's holiday celebrations?"

Homework follow-up

Thinking about foods that are a part of our current celebrations can give the class an entry point to begin to look at some of the celebrations and holidays of the Dutch. The Dutch are known for their special holiday foods: cakes (doughnuts) for certain holidays; wafers with special designs made using engraved wafer presses; and the cookies and candies of St. Nicholas Day (Singleton, 1909, p. 298-310).

6. Discussion Topic: What is a recipe?

Recipes will be a major source of material for the remainder of the Food unit.

This discussion can help to prepare the children to look at recipes in future lessons. Before studying recipes and trying to take them apart to find out what they tell us about the people that wrote them down, the class might discuss exactly what they think a recipe is. There are certain elements within most recipes (ingredients, measurements and cooking directions) that the teacher could prompt the children for during this discussion.

Possible guiding questions

What is a Recipe?

What are some things that you would expect to find in a written recipe?

Do recipes have a particular format?

Why do we have recipes?

Do all recipes have to be written?

Can you make changes in recipes?

From this discussion, the teacher could start to chart some of the findings. This chart will be used as a reference point in the following activities of the Food unit.

7. Activity: Measurements of today and long ago

Just as some of the Dutch vocabulary is quite different from today's English, so are some of the measurements that were used in the 1600's. Through this activity, when children begin to look at recipes they might have a basic understanding of measurements. Armed with this information, they may be able discern what ingredients they will need a lot of and what they will just need a little of.

Preparation

After the discussion, gather different measuring tools to experiment with the following units of measurements. The teacher will also need to have something for the children to measure: sand, flour, salt, sugar, etc.

Write the following measurements on chart paper. Do not title the paper.

Loot = $\frac{1}{2}$ ounce

Half loot = 1 tablespoon

Pond = 1 pound

Pint = half liter

Mengel = liter

Mutsje = 1.5 deciliters

The Sensible Cook (Rose, 1989, p. 14)

Discussion

The teacher could ask the children, “What do you think these words mean?”

Children might quickly come to the realization that these are amounts or measurements. Should the class not understand, the teacher could ask guiding questions such as, “What if I said, ‘Could you get me a half loot of butter?’ Any ideas now?”

Experimenting

Once children understand the charted information as measurements, they may begin to experiment with the measuring tools. The children can be given a worksheet that asks them to rank the measurements from largest to smallest. The teacher could set up different stations around the classroom for the children to work with these different measurements.

8. Activity: Recipe study of Dutch foods from the 1600's

After understanding what a recipe is and how measurements work, the class is now ready to delve into the recipes of long ago. By studying the ingredients used by the settlers, children can compile a list of foods that were available in Dutch New Amsterdam. Through their understanding of measurements, they can begin to notice what ingredients the settlers needed a lot of and which ingredients were only used in small amounts.

Small Group Activity

Children could be divided into small groups of three to five. Each group will receive a packet of recipes. The teacher can choose to divide these packets by food categories (sweets, breads, meat dishes, etc.) or put a selection in each packet. A selection of recipes can be found in the following texts:

Six Colonial Recipes (National Society of the Colonial Dames of America, 1908)

– Mince Pyes, Seed Cakes, Waffles, Diet Bread, Oly Koeks, Partridge or
Chicken Sausage

The Sensible Cook (Rose, 1989) – A selection of dishes

Life in New Amsterdam (Fischer, 2003) – Waffle Recipe

New Amsterdam Days and Ways (Hults, 1963, p. 103) – Indian pudding and corn
meal cake

Each child at the table could be asked to record the ingredients on a small piece of chart paper. When the table feels that they have listed as many ingredients as

possible, they could be asked discuss at their table which items were native to the region and which ones were brought here from Europe. A star should be placed next to the imported ones.

Whole Class Activity

These lists can be shared during a whole class discussion and ingredients could be transferred to a larger piece of chart paper. As the class reads about and learns of additional ingredients, they can add these findings to the larger class list. Some ingredients may be able to be added immediately because the class has a large amount of knowledge about the food of the Northeast Woodlands from their Native American Study.

New information could be gathered through factual accounts of what was here when the settlers arrived, through documentation of what the settlers brought with them, and historical fiction texts. While this list is being generated, the teacher is encouraged to set aside time for reading historical accounts.

Dutch New York (Singleton, 1909)

Game (p. 17- 18)

Fruits and vegetables (p. 31 - 38)

Fish (p. 124)

Cheeses (p. 125)

New Amsterdam Days and Ways (Hults, 1963)

Native foods vs. Dutch imports – animals and vegetation (p. 96)

The Sensible Cook (Rose, 1989)

Spices (p. 14)

New York City: Old and New (Emerson, 1953)

Farm Animals (p. 39)

Gardens (p. 44)

Stored Food (p. 72)

As this list grows and becomes an active part of the classroom environment, children might begin to identify which of the foods they enjoy are native or were imported.

9. Activity: Preparing Food

The study of recipes could ultimately lead to the class making food and meals from Dutch New Amsterdam. Just as other parts of the curriculum have an on-going presence throughout the study, so will the preparation and eating of food. The teacher could decide to dedicate a week to creating foods or designate a certain day of each week to creating a particular item for the class to share. This experience can help to see the preparation of food as a skill. It could also help to illuminate the amount of time and effort it would take to feed a family.

The availability of cooking supplies will influence the recipes that can be chosen. Many can be prepared with a hotplate, an electric skillet or toaster oven. Any of the bread items will need to be baked. As the teacher selects recipes to present to the class as options for cooking, he/she may want to consider providing a variety of recipes. Some recipes will demand constant attention for hours (quince jelly) and others can be prepared rather quickly (doughnuts and wafers).

There are a variety of recipes provided in the appendix that may be appropriate for making in the classroom. Also, the texts that were studied in the previous activity can be used as a source for additional recipes: Six Colonial Recipes (National Society of the Colonial Dames of America, 1908), The Sensible Cook (Rose, 1989), Life in New Amsterdam (Fischer, 2003) and New Amsterdam Days & Ways (Hults, 1963). Additionally, the following websites have a variety of recipes that the class could choose from:

Kookhistorie: <http://www.kookhistorie.com/index.htm>

The Holland Ring: <http://www.thehollandring.com/food.shtml>

Note to teachers

Teachers are encouraged to try all recipes at home before trying them in the class

10. Discussion: What tools were used in the kitchen?

This discussion can help to highlight some of the differences and similarities between the kitchen of today and that of the Dutch settlers. The readings and reflections are directly connected to the preparation of food items in Activity 9 (p. 85). As children reflect on their previous trips to Dutch kitchens (Dyckman House and Wyckoff House), their own cooking, and the reading of recipes, they can pull from multiple sources to enter the discussion.

Discussion and Reading

Children can be encouraged to imagine the laborious steps involved in making one of the recipes they prepared if they had to cook them in a Dutch kitchen in the 1600's. They could be encouraged to imagine themselves in one of the kitchens they visited. The teacher may wish to ask the children to recall some of the cooking tools they saw on these trips. Photos from the trips could be provided to stimulate memory. After the discussion has begun, the teacher could read portions of the following texts to build an understanding of these tools.

The Sensible Cook (Rose, 1989, p. 12-3)

New Amsterdam Days and Ways (Hults, 1963, p. 102)

New York City Old and New (Emerson, 1953, p. 73)

Activity

Children could draw one of the cooking tools that they remember from a trip or one that was just read. If necessary, the teacher can provide enlarged pictures of

cooking tools that have been copied from the above texts for each table. Children could also be asked to label their drawings and describe how the item they drew would have been used and who would have used it.

11. Activity: Write a letter describing a meal and how it was prepared

Writing a letter that describes how to cook a dish or what it tastes like could provide the children with an opportunity to reflect on their recent learning. This writing assignment is very open-ended. Some children may enjoy the openness of the assignment while others may need some specific guidance. Depending on the class, the teacher may wish to begin the assignment with a small discussion about some of the possibilities to write about.

Children can be asked to write a letter from the perspective of a cook in New Amsterdam to a person in another settlement in New Netherland. This letter could describe one of their meals (or a dish) and how it was prepared. The students could talk about the ingredients, the amounts they needed, the problems they had with the fire in the hearth, what tools they used to cook with, etc. They might even choose to talk about who enjoyed the meal with them.

12. Trip: Bowne House

The Bowne House has an amazing collection of cooking tools and a hearth that is big enough to easily hold about ten third graders. While previous trips were designed to highlight the overall architecture of the houses, the Bowne House trip could be centered on the experiences of the kitchen. With the class' prior knowledge of recipes and cooking, they might be able to engage the museum's educator with specific questions regarding the preparation of meals and the use of the tools displayed within the kitchen.

Bowne House
37-01 Bowne Street
Flushing, NY 11354
E-mail: info@bownehouse.org
Phone: (718) 359-0528

The Bowne House is the best-preserved example of Anglo-Dutch residential architecture in the country, and it is still on its original site. The house was built around 1661, and was expanded by John Bowne in 1669 and 1680, as his family grew and prospered. Based on a Dutch plan but employing English building techniques, the house represents a blend of the two main architectural traditions of colonial New York. The last alterations were made in the 19th century. The house/museum has approximately 5,000 objects in their possession that are original to the house and belonged to the Bowne family.

Pre-trip planning: Conversation with the museum's educator

The Bowne House's education department willingly accommodates and works with teachers to enhance students' understanding of New York's Dutch history. During a pre-trip visit, the teacher could meet with the museum's current educator and provide them with some of the recipes and information that the class has been studying. This meeting can truly make the most of the class's visit. The teacher could highlight some of the artifacts that the students will possibly be interested in hearing most about. This visit can also provide the museum educator with opportunities to connect with the class by talking about recipes they are familiar with and how they would have been prepared in the Bowne kitchen.

Trip: Visiting the Bowne House

During the trip to the Bowne House, the children could engage in a discussion with the educator as a presentation about the kitchen is given (or after the presentation). This should be used as an opportunity for the class to ask questions they have about the Dutch kitchen and the people that cooked in them. If the educator would prefer, the teacher could act as a facilitator during the discussion, bringing some questions that the class has been asking about cooking in the classroom. This type of interaction could provide the children with a foundation for interviews that will come later in the study.

Follow-up to Bowne House trip

Children could be asked to write in their journals about the most interesting thing they learned at the Bowne House. This list could then be compiled into a small

book and illustrated for the class enjoy. The teacher might like to send a copy of the book to the museum's educator as a thank you.

13. Discussion Topic: Food preservation

Thus far, the class has discussed food as if the ingredients were available at all times. This discussion and following activity can serve to introduce the effect of seasons on food production and storage.

Possible guiding questions

What does it mean to preserve food?

Why would people want to preserve food?

Why would people need to preserve food?

What sorts of food do people preserve?

14. Read Aloud and Discussion: Preserving foods

During this reading and discussion period, children will hear about the preservation of three different kinds of foods: meat (salting and smoking), fruits (preserves and candies) and vegetables (pickles). This information could serve as an entry point for planning their interviews and questions for the vendors at the Farmers Market, their next trip. Armed with an understanding of the difference between fresh and preserved food and the process of preparing each, the children could be in a position to use the market as a place for research and a place to get ingredients for their own cooking and food preservation..

Readings

Meat

The Sensible Cook, “The Dutch Butchering Time” (Rose, 1989, p. 89 – 95)

New Amsterdam Days and Ways (Hults, 1963, p. 100)

Fruits & Vegetables

The Sensible Cook, “The Sensible Confectioner” (Rose, 1989, p. 97 – 105)

Recipe Selection

At this point, the teacher could provide the class with some to the recipes that are found in “The Sensible Confectioner” (1989) by Peter Rose. The class can look through these recipes and discuss what ingredients they would need to get from the market to try and make their own preserves, candies or pickles. This list could be recorded for the trip to the market.

Note to teacher

If the teacher is able to can fruit in the classroom and is able to get the necessary tools, www.homecanning.com has an amazing number of recipes to choose from.

15. Trip: Union Square Farmers Market

The market was an important part of life in New Amsterdam. It was during the mid-1600s that the New Amsterdam Saturday market was originally established. Children can go to the Union Square Market to purchase the goods they need to make their preserves, candies and pickles. They can also use the market as a place for research on how the vendors make, acquire and sell their goods. The Union Square Farmers Market offers a great opportunity for children to connect the past with the present.

Preparation for trip

The trip to the Union Square Farmers Market should be mid-morning on a Wednesday. While Saturday is the best day at the market, Wednesday has a large amount of meats and produce that have been ‘preserved.’ The best time to visit the Union Square Market with children is between 9:30 a.m. and 11:30 a.m.

Teacher planning for the market trip

Teachers should visit the market and introduce themselves to the vendors before the trip. The teacher could explain the study and how the specific vendor relates to a given area of study. For example, the teacher could explain to a meat vendor that the Dutch were excellent sausage makers or that they smoked meat in great quantities to make it through the long winters. The idea would be that the children would come and interview the vendor about the process of making sausages and/or smoking meats. Since the market can be a busy place, the teacher

should ask specific vendors for 10 – 15 minutes for an interview and make a schedule for the day of the trip.

Planning to be done in the classroom

Children can either select what vendor they would like to interview or the teacher could pair up teams and choose who will visit each vendor. The following vendors can be found at the Wednesday market:

Meats	Breads
Fish and Seafood	Cheese
Jams & Jellies	Butter
Lamb Meat and Wool	Milk
Krauts and Pickled Products	Honey

Pre-Trip Discussion Topic: Questions for the vendors at the market

The teacher can explain to the children the purpose of their visit is to interview vendors and purchase the necessary ingredients for preserving food in the classroom. After each child knows what vendor they will be responsible for interviewing, the teacher can help them prepare for their interviews by posing the following question:

What are some questions you plan on asking the vendor you visit?

Some questions might be universal, but others will be specific to the vendor being interviewed. This might be a great homework activity after getting started in class.

Visit Union Square Farmers Market

Children could be divided into groups to interview given vendors or travel as a group to certain vendors. How the visit happens could depend on the number of adults that accompany the class. The teacher should also plan ahead to supply the adults with the necessary funds to purchase any foods that will be brought back to class. If possible, it would be great to purchase preserved foods as well as the fresh foods necessary for preserving foods in the classroom. The teacher is encouraged to have each adult bring a camera to take pictures for the follow-up activity.

16. Farmers market follow-up activity: What I learned at the Farmers

Market

This follow-up activity can help children synthesize the information they found at the market. While making sense of research can sometimes be difficult, children will have the support of each other since they visited the vendors in pairs or small groups.

Writing

Children could be encouraged to look at their interview sheets and photos from the Union Square Market trip. While reviewing their research, they can begin to write about what they learned from the vendor they visited. The initial draft could be done in their journals and possibly later transferred to loose leaf paper for display in the classroom.

17. Activity: Making candies, preserves and pickles

The final activity of the Food unit can make the idea of preserving food become real. Children will be able to see how the life of food can be lengthened through certain processes.

The class can use the recipes from “The Sensible Confectioner” (Rose, 1989, p. 97 – 105) for inspiration to make candied fruit, preserves and pickles. Some recipes are more elaborate than others, but many can be done within the school environment.

There are also many other recipes available at the Home Canning website, <http://www.homecanning.com>. There has been much advancement in technology available for making preserves and canned fruit/vegetables. Canning food can be an easy and creative activity that can take place safely within the classroom.

Enjoy!

Note to teachers

Teachers are encouraged to try all recipes at home before trying them in the class.

IV. Outline for Clothing Unit of Domestic Life in New Amsterdam

1. Examining wool cloth
2. Read Aloud: A New Coat for Anna
3. Possible activities to support the class in understanding the process of turning wool into yarn
4. In preparation for the trip to Lefferts House, read Aloud: New Amsterdam Days and Ways, Chapter 21: “Transportation”
5. Trip: Lefferts House
6. Follow-up activity to Lefferts House trip: The production of linen and wool
7. Read Aloud: The Three Rascals and the Magic Cap
8. Follow-up activity to The Three Rascals and the Magic Cap
9. Read Aloud: New Amsterdam Days and Ways, Chapter 12: “The Dutch Housewife”
10. Dying yarn
11. Dyes from Europe
12. Dying pieces of woven cloth
13. Possible Activities: Industrial arts relating to New Amsterdam
 - A. Knitting
 - B. Lace Making
 - C. Embroidery
14. Making lindsey woolsey
15. View Video: Mill Times
16. Introduction to fabrics

17. Clothing of today
18. The clothing of Dutch settlers
19. Possible activity: Finding examples of Dutch clothing in paintings and illustrations
20. Possible reading: Importance of household linens
21. Possible reading: Care for clothing and linens

Clothing in Dutch New Amsterdam

While clothing may not immediately seem a part of domesticity, in the 1600's, the making of clothing mostly took place within the home. The clothing unit of the study of domestic life in Dutch New Amsterdam is yet another example of work as a process. Just as home construction and food preparation requires multiple steps to complete a project, so did making clothes in the mid 1600's. In this unit, children are presented with a continuum that begins with raw fibers and ends with completed garments of clothing. Children are also asked to make connections between the clothing they wear and the clothing of the Dutch settlers.

1. Discussion: Examining wool cloth

Children will begin this unit of study by thinking about cloth and how it is constructed. They will be asked to discuss what they know about what goes into making clothing and what a person needs to make cloth. This discussion can help the teacher see what information his or her class is coming to this unit with.

Whole group Discussion – What do we need to make clothes?

The teacher could introduce the class to the unit of clothing by asking them, “What do we need to make clothes?” The teacher could record the students’ responses on chart paper. For this activity cloth will need to appear on the list. Should the teacher see that it is not on the list, he or she may want to provide some guiding questions to solicit that response. Once the list is complete, the teacher can show the class a piece of loosely woven wool and ask, “What do you think this cloth is made out of?” “What do you think you would need to do before you made this?” The teacher could again record some of the responses the children have to this question. These charts should be displayed during the following read aloud.

2. Read Aloud: *A New Coat for Anna*

After the previous discussion and examination of cloth, the teacher can read the class *A New Coat for Anna* (1998) by Harriet Ziefert. This book takes the reader through the complete process of turning raw fiber into a wool coat. By deconstructing fabric to its most basic form, fiber, the class can start their study of clothing with the raw fibers that were grown and harvested in Dutch New Amsterdam.

3. Possible activities to support the class in understanding the process of turning wool into yarn

The teacher may want to see what resources are available within the school; perhaps there is someone within the school community that has experience in carding and spinning. If there is nobody available, the wool vendor at the Union Square Farmer's Market might be willing to come into the class for a demonstration using a drop spindle. There are also multiple yarn shops throughout the city that may be able to provide this service.

The teacher could also obtain raw wool from the Union Square Market and demonstrate the process by of carding by hand. The goal of carding is to separate the fibers. The fibers can then be twisted by hand to create a sort of yarn. It is a very laborious undertaking to spin yarn by hand, but could serve to illustrate how wool becomes yarn.

4. **In preparation for the trip to Lefferts House, read aloud: *New***

Amsterdam Days and Ways, Chapter 21: “Transportation”

The day before the Lefferts House trip the teacher could read aloud “Transportation,” from *New Amsterdam Days and Ways* (Hults, 1963, p. 153-160). This chapter will supply the class with specific information about the transportation that was available in New Amsterdam. Since the Lefferts House is in Brooklyn, this reading can generate a conversation about how the Lefferts might have traveled to the town of New Amsterdam. This information might help to prepare the children for the discussion that will take place during the pre-trip meeting.

5. **Trip: Lefferts House**

Lefferts House

Located at the intersection of Flatbush and Ocean Avenues and Empire Blvd.

Brooklyn, NY 11215

Phone: 718-287-3400

Built by a Dutch family in the 18th century farming village of Flatbush, Lefferts Historic House interprets the history of Brooklyn’s environment from pre-Colonial times until the present, using its working garden and historic artifacts and documents, as well as period rooms and exhibits. Children might immediately recognize the architecture of the house as being similar to the Wyckoff and Dyckman houses.

Pre-trip Meeting

A pre-trip talk could happen during the morning meeting before the trip. The teacher could announce, "Today, we are going to Breukelen to visit the Lefferts House." The children might be familiar with this pronunciation of Brooklyn from their previous readings. "We are going to take a bus from school over the Manhattan Bridge and travel about 3 miles into Brooklyn. How do you think the Lefferts family might have come to market day in New Amsterdam?" This could be a wonderful opportunity to highlight some of the differences between the transportation of the past and the present.

"We are going to the Lefferts House to look at the type of yarn that they made. While they had sheep and wool yarn, they also planted huge amounts of flax and turned it into linen. While we are there, try and find some areas of similarity and some differences between wool and flax."

A copy of the student trip sheet can be drawn out on chart paper for all to see and the class could go over the tasks asked of them before leaving for the trip.

Lefferts House Trip

At Lefferts House, children will be able to see the steps in turning flax into linen yarn. Some of these steps are similar to those used in wool yarn production, but some of them are very different. The guide at Lefferts house will also be able to show the class spinning areas that were used for wool and linen. The children will recognize the carding tools that are similar to the one they used, the spinning

wheel and the loom. There is an area on the grounds where flax is grown, soaked and dried. This seems like an extremely laborious task. Here the children will have the opportunity to feel the difference between wool and linen. They will also be able to note the difference in the fineness of linen compared to the roughness of wool. The children will also learn from their guide who in New Amsterdam did the jobs and what jobs primarily belonged to the women and to the men (as well as which jobs were shared):

Men	Women
Plowing	Pulling
Sowing	Rippling
Stooking	Retting
Rippling	Hackling
Breaking	Spinning
Scutching	Reeling
	Weaving
	Bleaching

The teacher should take photographs of the steps in flax production that are shown at the Lefferts House. Photos should also be taken of the many tools necessary to perform these jobs. These photos can be used in a follow-up activity.

Lefferts House has an extensive education department. Teachers are encouraged use this to their advantage and supply the guides with the type of information they are seeking for their class. Lefferts House has a Flax and Fleece Festival in the

spring. With advance notice, the guides might be able to include information and objects that are usually only presented in the spring.

There is no cost attached to Lefferts House other than transportation to and from.

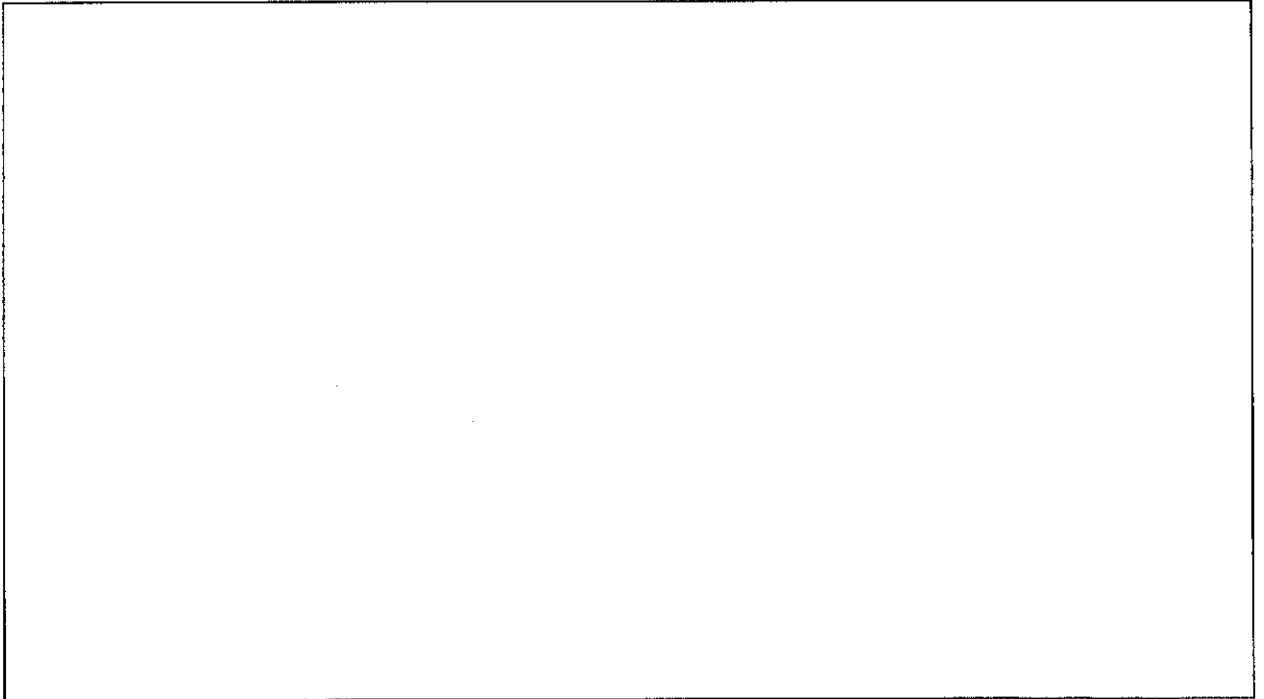
The Lefferts House is closed December through March.

Lefferts House Trip

Find two items in the house that have something to do with turning wool into yarn.

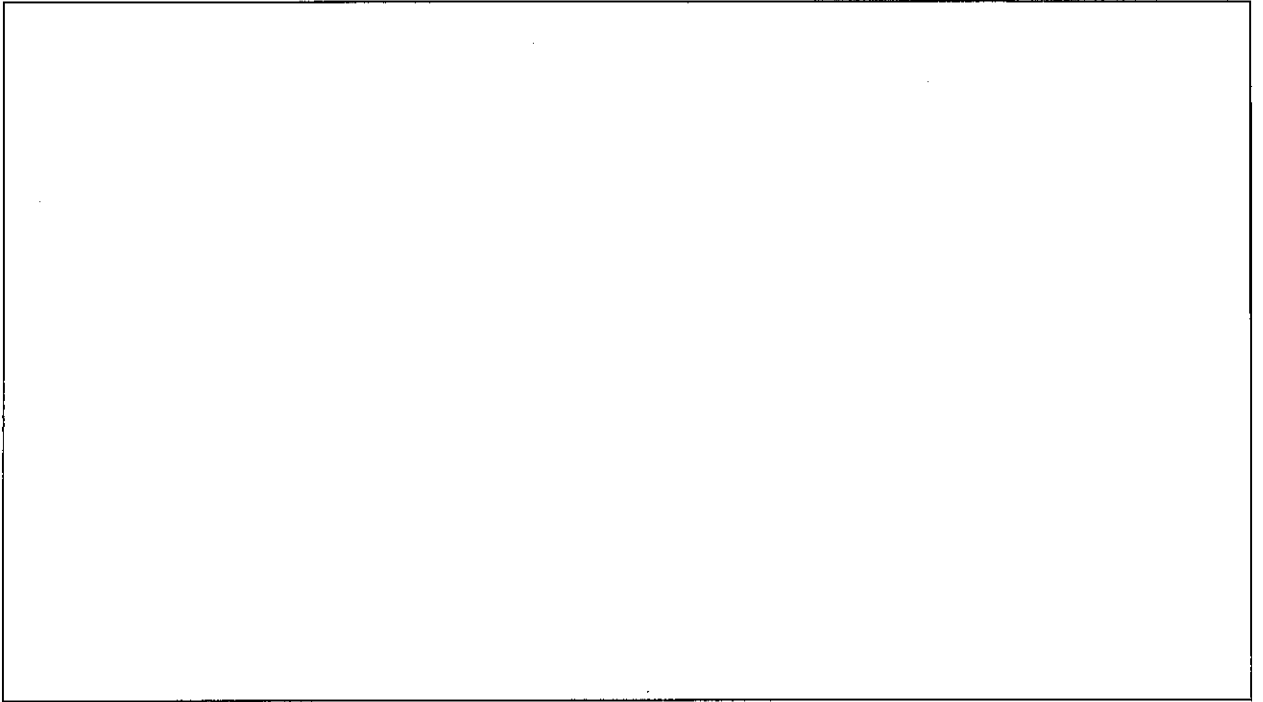
1. _____ 2. _____

Draw a picture of one of these items in the box below.



Who would use this object?

Draw a picture of something that you find interesting.



Use the space below if you would like to write about the picture you drew above.

6. Follow-up activity to Lefferts House trip: The production of linen and wool

Through this discussion and activity, children can explore what they learned about the production of wool and linen. These two fibers, wool and flax, were very common among the Dutch settlers. Wool and flax yarns were used on a regular basis to create many articles of clothing and household items. The knowledge of the origin of these fibers can serve to lay a foundation for the later study of fabric and eventually clothing.

Whole group

The children could take part in a whole group discussion to share what they found that related to the production of wool yarn (carding tool, spinning wheel, loom). This discussion should yield many similarities to their discussion and read aloud about wool yarn production. They should also be able to discover some differences (the shape and construction of the instruments and tools).

Small group

With a firm grasp on wool, the teacher could turn the discussion towards the production of flax and how it is turned into yarn. Here, the teacher could divide the class into small groups and give each group the illustration of steps of turning flax into yarn and have them talk at their tables about the different steps (http://www.dohistory.org/diary/themes/textile/textile_illustration.html). While

working in groups, the teacher can chart some of the different steps that are needed for flax versus wool.

Each group could then be given a different photo from the trip that shows a step in the process of turning flax into yarn. Each group can examine the photo and write a description of what happens at that point in the process. These photos and descriptions can then be displayed in the classroom.

7. **Read Aloud: *The Three Rascals and the Magic Cap***

The Three Rascals and the Magic Cap (Spicer, 1971) could be read for multiple reasons other than the obvious connections it has to knitting. It has a good amount of Dutch vocabulary that could be interesting to the children. The tale also highlights the joviality that the Dutch are known for. Though for the purposes of this unit of study, the teacher might choose to focus more on the knitting aspect of The Three Rascals and the Magic Cap.

Read

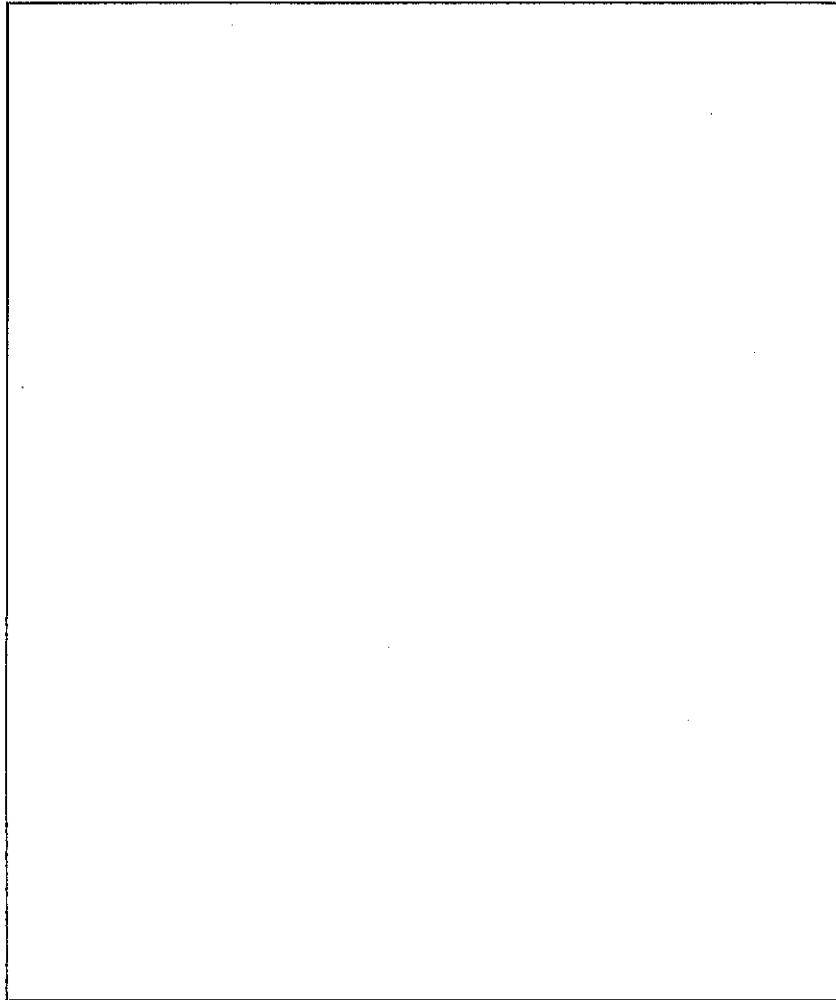
While reading the story, the teacher is encouraged put heavy emphasis on the cap. This shouldn't be hard because it is a large part of the story.

Activity

After reading, the teacher could ask the students in small groups to draw a picture of what they imagine the red cap to look like. Before the next activity, the teacher might want to put a bulletin board together with the drawings of all of the red caps.

The Magic Cap

Draw a picture of the Magic Cap in the box below.



8. Activity: Follow-up to *The Three Rascals and the Magic Cap*

This activity assumes that the teacher knows how to knit. If this is not the case, it is most likely that there is a knitter within the school community. Perhaps a teacher or parent that knows how to knit could join the class for this activity. Through this lesson, children might begin to realize the amount of math that is involved in knitting. They may also notice how much yarn goes into even the smallest garments.

Discussion

When the children come in the next day, the teacher could write a message on the board asking them to look at all the different red caps they drew in the previous activity. As they gather for the morning meeting, the teacher could ask them to brainstorm with a partner about what they would need to know before starting to make a hat (cap). The teacher should be looking for these three things among others:

- The type of hat that will be made
- The size of the person's head who will be wearing it.
- How much yarn will be needed

Whole class activity

This is where the math really starts to occur. The teacher could produce a hand knitted red cap that he or she has previously made. The hat can be passed around and each child could be asked if he or she has an estimate of how long the piece of yarn is that made the hat. Children might be encouraged to estimate through

comparison: “The length of the rug, of the class, from here to the gym, etc.”

When the estimation has been recorded, the teacher can take the hat and begin to unravel it. The teacher could ask the children for help unraveling. If children help, be sure to structure the unraveling so that the yarn does not become broken or tangled. The children should be amazed with the amount of yarn that it takes for one hat. When the hat is completely unraveled, the teacher could ask a team of four students to measure the piece of yarn. The teacher could tell them that yarn is usually measured in yards.

Small group activity

While the small group is measuring the yarn from the cap, the rest of the class can measure their own heads. When all of the measuring is done, the class can reconvene to chart their findings. By the end of the chart making, the children that were measuring the yarn should have come to an agreement as to the length. This measurement can be reported to the class. The class can then be asked to go to their tables and complete Part 1 of the Hat Math sheet. Once this is completed, the class can discuss their findings.

Now, the teacher can pick up two knitting needles and cast on about nine stitches (this should equal about one inch). The teacher could talk to the students about gauging knitting at this time. The discussion should focus on how many stitches are in one inch. This little swatch should take about three to five minutes to

complete. When the swatch is done, one table will measure it to make sure it is one inch.

“Now if it takes nine stitches to make one inch, how many stitches would it take to go all the way around your head?”

The students will now be asked to complete Part 2 of the Hat Math page.

Hat Math

Part 1

1. How many yards of wool yarn is there in the hat?

2. How many yards of yarn would we need to have if we were to knit a hat for everyone in the class? Show your work below.

Part 2

1. How many stitches are in one inch? _____
2. What is the measurement of your head in inches? _____
(give a rounded number)
3. How many stitches would we need to fit the hat all the way around your head? Show your work below.

9. **Read Aloud: *New Amsterdam Days and Ways*, Chapter 12: “The Dutch Housewife”**

“The Dutch Housewife” (1963, p. 80 – 85) in Dorothy Hults’ New Amsterdam Days and Ways illustrates some of the responsibilities of women in Dutch New Amsterdam. Relating directly to the knitted cap in the previous lesson, there is mention to knitting being a responsibility of women. This chapter also mentions the dying of yarn and fabric as being another responsibility. Hults manages to infuse her descriptions of daily life with an aspect of what a “good” wife would be responsible for.

10. Activity: Dying yarn

Dying can give the class the opportunity to connect some of their previous learning about Native American to their current study of the Dutch. They might also be able to connect some of their learning about foods that were grown in New Amsterdam to give them ideas about possible natural dyes.

For this activity, teacher will need to have obtained the necessary untreated wool and flax from a yarn store. Suggestions for stores in New York City are located in the Appendix.

Partner work

Children can examine the yarns with a partner and record their observations of the two materials on the attached observation sheet.

Describing Wool Yarn and Linen Yarn

Work with a partner to answer the following questions.

What words can you find to describe each type of yarn?	
Wool Yarn	Linen Yarn

What are some items that you think each yarn could be made into?	
Wool Yarn	Flax Yarn

Discussion

During a whole group discussion the class can decide which yarn they feel would make a better hat and why? The thicker wool should present itself as a material that will produce a thicker and warmer hat. For this discussion, the teacher might want to have knitted swatches of both yarns. The children could then feel the knitted material while discussing which one is better suited for a warm hat.

When this discussion comes to an end, the teacher could tell the class that he/she could use this yarn, but really wanted a hat the same color as the ‘magic’ one in the story. “What could I do to change the color of my yarn?” In response to this question, some children may immediately connect to what they learned about Native American dyes in their previous study. The teacher could start (or continue) this conversation by suggesting, “Let’s brainstorm about some possible resources that the Native Americans might have had and could have shared with the Dutch Settlers: berries, tree barks, flowers, etc.” The teacher might choose to read the following passage from, “Dress” in New Amsterdam Days and Ways:

...Dutch women learned from the squaws how to extract dyes from the bark of trees and dyed their coarse garments bright red, blue, yellow or purple.
(Hults, 1963, p. 108)

This discussion can generate ideas about what the class might need to dye the wool red. Should the class decide on strawberries, the teacher could purchase strawberries that evening and begin dying during morning meeting the following day.

Dying

During the dying of yarn there will be a hotplate in the room. The teacher should take extra care to place the hotplate in an area of the room that will be safe. The children will need to be told the safety 'rules' when there is a hotplate and boiling water in the classroom.

When the teacher arrives in the morning, he or she can set water to boil on a hotplate. During the morning meeting the class can add the strawberries. The class will also need to add a mordant so the color stays on the yarn. Some children might be familiar with using a primer when painting a wall. This gets the wall ready for the colored paint. The same thing needs to be done with yarn. The concept of a mordant is unique, but can be discussed in terms of 'getting something ready' (primer) or an 'invisible' ingredient that helps make something happen (baking soda in cookies). While there are multiple types of mordants, iron sulfate and copper sulfate are the most common mordants used today. Before the sulfates were readily available, people used salt as a fixative. After the water has turned red, the class will need to let it cool so they will be able to remove the strawberry particles. The dye bath will then need to be brought back to a boil and the yarn can be added. Let the water boil for a while, turn off the heat and let the yarn sit in its bath overnight. The next morning, the class can remove the yarn, wring it out and hang it to dry.

The class can now decide on a different color to dye another skein of yarn. The above process can be repeated to produce a second color. More natural dyes could be experimented with until enough yarn has been dyed for the class to use. The class will need a good amount of yarn to knit with in subsequent sessions, so they will need to produce enough dyed wool.

The class can also create a chart to record their color predictions and actual results with each natural dye. The chart below could be enlarged for the classroom:

Ingredient	What color do you think this will make?	Dyed yarn
Goldenrod	Yellow	A piece of dyed yarn
Strawberries		
Red Cabbage		

Some natural plant dyes that are available in New York City include:

Ingredient	Color
Onion skins (red and yellow)	tan to yellow
Coffee grinds	tan
Annato or achiote seeds	orange to yellow
Turmeric roots (powdered)	bright yellow
Beets	red
Grape (Concord)	blue to purple
Berries	pink, purple, blue

11. Activity: Dyes from Europe

There is much talk of the brilliant colors of cloth that come into New Amsterdam that arrive from Europe. This information can be reviewed to help children imagine the difference between the dull colors made from natural dyes and the vibrant colors available for from Europe (Singleton, 1909, p. 56). Exploring the difference between the natural dyes of New Amsterdam and those available from Europe can help to illuminate differences between settlers who could afford these fabrics and those whose fabrics remained in the dull natural dyes. These distinctions are very clear in the paintings of the time.

At this point, the class can look at a couple of Dutch paintings. Teachers can use the list of paintings from Activity 19 (p. 145) of this unit for the class to examine. There are many Dutch paintings with vibrant colors. The teacher might want to warn the class in advance that paint is often very concentrated and more vibrant than many dyes. Paintings to be used as examples will have to be chosen in contrast to the colors created from the natural dyes the class has experimented with. Therefore, depending on which colors the class has chosen, the teacher will have to select the appropriate artwork. As children begin to describe the brilliant colors that are within the paintings, the teacher can harness the excitement into an understanding of how the Dutch settlers must have felt as they saw these magnificent colors arrive in shops and off ships.

This would be a wonderful moment to present some of the techniques for dying that were being used in Europe to create these bright colors. There was a famous

Dutch alchemist that discovered how to make a scarlet dye from cochineal by adding tin. There was also a magnificent blue that was being made from indigo. The Spanish brought cochineal to Europe after an encounter with the Mixtex Native Americans in Mexico. This is a fantastic connection to where some of these amazing dyes of Europe truly originated. The history of most of these 'European' natural dyes can be traced back to native peoples of other regions. The history of cochineal can be found at <http://www.gcrg.org/bqr/8-2/bug.htm>. Another website that is useful for historical information regarding natural plants used in dyes is http://www.plantcultures.org.uk/plants/indigo_history.html.

By visiting the website for Aurora Silk, (<http://www.aurorasilk.com/>) teachers will be able to find a wide array of natural dyes at reasonable prices. The class might like to dye two more skeins of wool using one of the dyes that would have been around during the seventeenth century to illustrate the difference in color, such as, cochineal and indigo. This task should help the children to see the difference in the brightness of color.

12. Activity: Dying pieces of woven cloth

To be done after children have produced their own samples of lindsey woolsey (see Activity 14, p. 133).

Unlike yarn for knitting and embroidery, fabric or cloth is usually dyed once it has been woven, unless the woven fabric contains a pattern (such as stripes). This is done to produce a consistency in color between the warp and the weave, as well as to prevent some of the yarn from being dyed in different batches. Different batches could produce different hues of the same shade. The same procedure as the one the one described above. Children can refer to the class chart to choose a dye they would like to use.

The process for dying fabric is the same as the one used previously in dying yarn.

13. Possible Activities: Industrial arts relating to New Amsterdam

Below are two projects, knitting and embroidery, that children can choose from. There is also included a brief description of the benefits of inviting someone to present knitting lace. By providing an opportunity for children to choose an industrial art, they are able to focus on a task that is tactile, logical, and mathematical. This is a piece of the curriculum that is able to counteract the need for instant gratification and also allows the students to develop a “sense of industry.” There is a process of commitment and involvement with ample rewards along the way and in completion. Both knitting and embroidery are offered as activities into which children can choose to join. The decision to present these activities as elective ones was based on a child’s interest as much as it was to protect children who are not ready from feeling a sense of “inferiority” (Erikson, 1963, p. 260).

Since knitting and embroidery were primarily aspects of the daily life of women, teachers are encouraged to start a discussion about how gender roles have changed. There are other jobs in our society that have traditionally been performed by one gender, but are now available to both men and women. This would be a great opportunity to see what the class thinks about these societal constrictions around certain activities and gender. This conversation might also help male students to enter more easily into activities that have traditionally belonged to women.

A. Knitting

Knitting can be an ongoing project within the class for the remainder of the study. The teacher may choose to knit a ‘magic’ red cap with the wool that was dyed in class. Children can be given the opportunity to learn how to knit if they would like to. This can be an optional piece of the curriculum for children to decide if they would like to participate. For children that would like to learn how to knit, the teacher could teach them how to make a scarf. Children could be taught in groups of two or three during choice times or (if possible) in half hour sessions after school. Children will work with wooden knitting needles and the yarn that the class has dyed. While knitting can be done during choice times, children can be encouraged to bring their work to and from school. Teachers should be sure to give explicit safety instruction surrounding the use and transport of knitting needles. There could be a possible connection to be made between the housewives who carry their knitting and the students carrying theirs.

B. Lace Making

The teacher could bring in a person into the class who knits lace. Perhaps there is a child’s family member or faculty member within the school that could come and explain the procedure of making lace. If there is no one available within the school community, there are two stores within New York City that were open to the idea of placing “lace maker wanted” signs in their stores: Gotta Knit and Downtown Yarns (see Supply Resources in Appendix C). Seeing a person make lace is amazing. The yarn that is used looks more like thread. The children will be in awe that a person is able to take this tiny string and make such elaborate

designs. If a thicker yarn is used, the knots in the design can be seen. If a thinner yarn is used, the knots practically disappear. It is recommended that the teacher have magnifying glasses available for this visit.

C. Embroidery

The teacher may also like to give the children the option of learning to embroider. This art form is such a wonderful piece of Dutch heritage. Traditional Dutch outfits have magnificent embroidery work on them. School art rooms may have a supply of embroidery hoops, though hoops are not always necessary. It does not take long to learn the basic embroidery skills to follow a traditional pattern. If the teacher knows how to embroider, this will be an easier task. If this is an area that he or she would like to explore and is unable to embroider, perhaps a parent or faculty member could assist. It does not take very long to master the basic steps needed to embroider a few traditional patterns: simple flowers and leaves, knots and maybe a windmill. This project can be done in very small groups of two or three. Children can draw their designs on graph paper and embroider the corresponding designs onto their fabric.

The class may recall the character Polly Bergen mentioning that she learned to embroider. The teacher could also read the following excerpt from Lucy Lyons Willis (2001) regarding the role of embroidery in a young Dutch girl's life:

Some of the loveliest samplers of Western Europe were those created by the embroiderers of the Netherlands. When we see these beautiful embroideries, we tend to think that these women had time to spare to create such exquisite items - imagine initialing every article of clothing in a family as well as the

linens! But these tasks had a purpose fundamental to everyday living as well as for the enjoyment of the beauty of the completed piece.

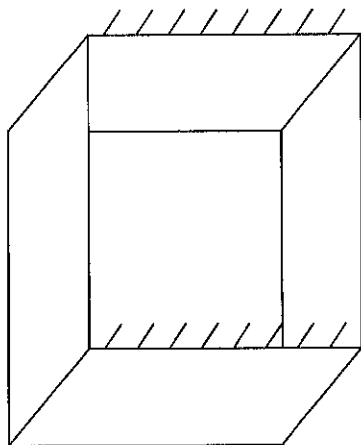
Young Dutch girls began their embroidery work by the age of ten. They began with three different styles of samplers which, when completed, would be shown to a future husband to prove what a good wife she would make him. First, she would make an *Alphabet Sampler* which served several purposes. Since school was not mandatory for girls, this not only enabled her to learn her alphabet but taught her how to initial the linens and clothing in her own home. Small initials were used on clothing and small linens such as towels. The large ornate letters were used on large linens such as sheets.

14. Activity: Making lindsey woolsey

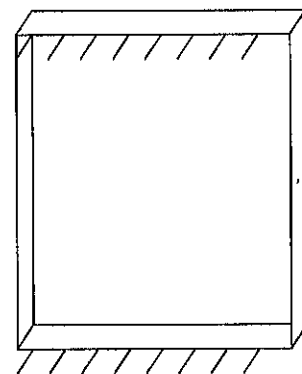
Weaving lindsey woolsey will need to be an ongoing project due to the amount of time it takes to make a textile. This activity can enable the class to use the materials they have been studying and learning about. Weaving yarn into a piece of fabric is a process that took place in nearly every farmhouse (and many townhouses) during the 1600's. Children might recall, from their trip to Leffert's house or from the "Dutch Housewife" that weaving was a job that women and young girls were constantly doing.

For this activity, small looms will need to be provided for the class. Some art rooms have looms available. If not, teachers could purchase inexpensive class looms at School Products, Inc. (see Supply Resources in Appendix C) or make their own from cardboard/wood and nails.

Wooden box or wine crate



Simple wood construction



To begin, the class should be given weaving instructions. If the class has already created weavings this could be a simple explanation. The class could talk about the 'rough wool' that was used by housewives to make clothing. The weaving should help the children realize how much work goes into making a piece of cloth. A signup sheet could be posted for children to sign up. This is a project that everyone could be required to contribute to. When these weavings are complete, the class can dye them (see Activity 12, p. 128).

15. View Video: Mill Times

This video can help the children make connections between their own weaving, how clothing is made and their own clothing. They may begin to understand the amount of effort that went into making even the simplest of garments during the 1600's. This extraordinary amount of energy spent on producing fabrics can be referred to as children begin to study the actual clothing of the time.

Mill Times

Film Length: 60 min.

PBS Home Video, 2001

This animated program features a story that centers on a small New England community similar to Pawtucket, Rhode Island, where Samuel Slater established the first textile mill in America. This film will take the class from Manchester, England, to Lowell, Massachusetts. Along the way, the narrator guides viewers through the technological changes that transformed the making of textiles, which became a key component of the Industrial Revolution that swept across Europe and America in the late 18th century.

While viewing the video, the teacher can pause the video to discuss some of the machinery and how it connects to the looms in the classroom.

16. Activity: Introduction to fabrics

In this activity, children are building on their understanding of fabric. They have followed the course of cloth from raw materials and are now ready to examine different types of woven cloth. These materials will be the basis for a tactile experience of what the clothing of the Dutch settlers might have felt like.

The teacher will need to obtain multiple pieces of cloth for this activity. At the very least, the class should have examples of linen, cotton, silk, velvet, brocade material, ribbons, a piece of embroidery, lace, wool, lindsey woolsey, and leather. Most of the material can be found in remnant sections of any fabric store at inexpensive prices. Examples of different clothes can be found in many of the resources the class has been using throughout the study. The New York Public Library Digital Gallery has 18 amazing images available on line at:

<http://digitalgallery.nypl.org/nypldigital/dgkeysearchresult.cfm?word=Dutch%20--%20Clothing%20%26%20dress%20--%201600-1699&s=3¬word=&f=2>

Reading/Looking at cargo reports

As this project begins, the teacher could reread the first five paragraphs from Chapter 15 of New Amsterdam Days and Ways (Hults, 1963, 108-110). These paragraphs describe the difference between the everyday materials that the wives and daughters made at home and the imported materials that were brought from overseas. Children can also study what fabric was imported by looking at cargo reports during the 1600's. The New York Historical Society has cargo reports available through their education department.

Whole class activity

Different swatches can be displayed throughout the classroom. Near each swatch the teacher could write the name of that type of cloth. For some swatches, there can be a picture of a person wearing something made of that material: Leather – a picture of a workman with a leather apron; lace – the lace collar of a merchant’s wife. Children can be asked to examine each type of cloth and write in their journals a description of the cloth. Guiding questions could be discussed for what type of descriptions might be helpful. Possible questions:

- How does this cloth feel?
- For what might this cloth or material be used? (Look for vague answers here because they will be unfamiliar with many of the intricate names of the clothing. This is to get them thinking about the use of these fabrics)?
- What about this fabric or material would make it expensive or inexpensive?
- Do you think this material was made in New Amsterdam or imported and why?
- Which fabrics would be for everyday wear and which fabrics would be for special occasions?

After children have made their way through the different fabric/material stations, they can be asked to reconvene at the meeting area with their journals. Here, the teacher could begin to record (on a previously made chart) the qualities of the different types of fabrics. The teacher should try and incorporate the guiding questions into the chart. This chart could be displayed as the class starts to study the actual clothing of the people of New Amsterdam.

Below is the beginning of a chart that might be made to display in the classroom.

These materials and fabrics could be made available in the classroom as the children begin to explore the different types of clothing in New Amsterdam.

Fabric/Material	Qualities	Used for or by
Leather (swatch of material)	Strong, heavy	Farmers, protect clothing
Lace (swatch of material)	Delicate	Women, decoration
Velvet (swatch of material)	Soft	Fancy/important occasions

17. Activity: Clothing of today

This activity might help the class transition from the clothing they are familiar with and find connections to the clothing of the past; lay some groundwork for basic vocabulary when discussing articles of clothing and provide children with a reference point when discussing articles of clothing that are no longer present in today's society.

Small group activity

A variety of clothing can be handed out for each group to examine. Children can be asked to label the contemporary clothing with as much detail as possible. One example would include a shirt. A child could label this article of clothing "shirt", but they can then be asked to talk about the different parts of that shirt and to label the collar, cuffs, buttons, sleeves, etc. Each child can generate as many labels as possible, conferring with his or her group to see if they came up with all the possibilities. Towards the end of this activity, the class could share their findings and the labels they came up with. The following is an example of a chart with the names (labels):

Article of Clothing	Labels For Different Parts
Shirt	Sleeve, collar, cuff, buttons
Pants	Pockets, legs, cuffs, zipper, belt loops
Shoes	Rubber sole, laces
Dress	Zipper, skirt part, sleeves, v-neck

This chart will help the children realize how much vocabulary they already have about contemporary clothing of both adults and children.

18. Activity: The clothing of Dutch settlers

Finally, the class will begin to examine the actual articles of clothing that were worn by the Dutch settlers in New Amsterdam. These activities could be spread out over a period of time, given the large amount of information. Activities that follow can be done in a similar format as the previous activity but with readings and worksheets focused on settlers' clothing. These activities will take longer to complete than the study of contemporary clothing. The teacher will need to help the children become familiar with the new vocabulary that accompanies this portion of the study.

Possible first lesson

The children can be asked to listen to descriptions of the clothing that settlers wore from Hults (1963), New Amsterdam Days and Ways (p. 108-114). As they do this, they will be asked to help the teacher record names of the articles of clothing of the Dutch. As they hear terms such as breeches or petticoat, the teacher can stop and record these words on a chart. The chart should look similar to the chart for contemporary clothing with an additional column for who wore that article of clothing:

Article of Clothing	Description	Who wore this clothing ?
Breeches	Short legs (sometimes slit), tied with ribbon or buckles	Men
Petticoats	Long, wore many at one time	Almost all women wore petticoats
Collars	Linen and lace	Men and women
Apron	Leather or cloth	Men and women

As the class comes upon articles such as detachable collars and sleeves, time should be set aside to discuss why they might have gone from detached to attached in today's clothing. The connections between the clothing of today and that of New Amsterdam are very real. There are many pieces of clothing from the 1600's that are still incorporated in today's outfits: many dresses still have bodices (though they are mostly built into the dress and not detachable). The teacher should search to find these connections and bring in examples when possible.

The following is a list of authors and the clothing that is discussed in their texts.

These could be used for future lessons:

- Read Dorothy Hulst (1963) for clothing descriptions of housewives, farmers, merchants, workmen, officials, working women, matrons, special occasions and children.

- Read Esther Singleton (1909) for descriptions of fancy dress of merchants and others in high positions. Here children are introduced to the job of the tailor. A man that wealthier people could hire to make their clothes from fancy imported materials. There is also mention of a peasant (working) class.
- Read Miriam Huffman (1943) for descriptions of the clothing of farmers, traders, merchants, ladies, housewives and children.
- Read Arthur Train (1941) for examples of the clothing of Burghers and their wives, patrons and their wives, peasant women, brides, ‘women of a lesser degree,’ farmers.
- Read R. Turner Wilcox (1965) for information of traditional folk costumes from the Netherlands.

The chart can be added to as the children learn more about the different types of clothing that were worn. This portion of the study of clothing in New Amsterdam should help the children visualize and bring to life the people they are studying. It is encouraged that the teacher provides the students with descriptions of the multiple layers of society: from servants to Burghers. Since much of the making of yarn and cloth was typically women’s work, it might be important for the teacher to give equal time to looking at men’s clothing.

Follow-up to each reading and charting lesson

A small clothing journal could be created by using some of the books referenced in the bibliography and by obtaining images from the internet. The teacher may want to use the same images that the children examined when they were studying different fabrics. Should the initial gathering of images be too time consuming,

the teacher may choose to focus on one image at a time and have the children create their own journal.

Each child could be given a small booklet to use as a 'clothing journal.' The children could label the images inside of the booklet with the new vocabulary they are learning. The first image could be done as a class. This can help the students to know how to proceed. The clothing journal can give the teacher an opportunity to see what still needs to be covered or revisited.

Note to teachers

Teachers may choose to use books by Kate Waters, Sara Morton's Day (1993) and Samuel Eaton's Day (1996). Should this be the case, the teacher should be very clear that these are Pilgrims and not the Dutch people of New Amsterdam. Information could be used from these books as a supplement if the teacher would like further literature, especially with undergarments.)

19. Possible Activity: Finding examples of Dutch clothing in paintings and illustrations

After children have become familiar with the clothing of the Dutch settlers, they could be presented with color paintings from the period. These paintings could be placed on each table; each table containing different paintings. The painting could be numbered and children could be asked to circulate and record in their journals what they notice about the outfits that the people are wearing. Some good paintings to study that could be found online might include:

Johannes Vermeer - *Procuress, The Milkmaid, Young Woman With a Water Pitcher*

<http://essentialvermeer.20m.com/index.html>

Jan Steen – *The Wedding Contract, The Doctor's Visit*

http://www.hermitagemuseum.org/html_En/index.html

Rembrandt van Rijn – *Jan Six, Portrait of a Lady with an Ostrich Feather, The Anatomy Lecture of Dr. Nicolaes Tulp, The Night Watch*

<http://www.ibiblio.org/wm/paint/auth/rembrandt/>

Guiding questions can be written on the board and might include:

- What sort of material do you think the clothes are made of?
- Can you name some of the articles you find in the painting?
- What does the clothing tell you about the person?
- What is their job and how can you tell?

The children could be encouraged to visit as many paintings as possible.

Observing the children and examining their recordings can help the teacher assess the effectiveness of the prior activities.

20. Possible reading: Importance of household linens

Realizing that household linens are not clothing, it still may be valuable to look at them in terms of being a textile. There is evidence in many texts that household linens were prized possessions of most Dutch women: New Amsterdam, 1626: Now New York City (a historical story): Polly Bergen letters (McMahon, 1992), New Amsterdam Days and Ways (Hults, 1963, p. 59, 87), and Dutch New Amsterdam (Singleton, 1909, p. 138). To emphasize this point, there is mention of multiple court cases that have to do with linen: one such case was a dispute over the ownership of four napkins (Singleton, 1909, p. 140). Linen was also something that would have been used in embroidery and lace making.

21. Possible reading: Care for clothing and linens

Through the study of Domestic Life in Dutch New Amsterdam, children will be exposed to the Dutch values surrounding cleanliness. Part of maintaining a clean house was caring for the household linens and clothing. Washing day was a time when women gathered, shared news and chores. Descriptions of the washing of linen can be found within New Amsterdam Days and Ways (Hults, 1963) with reference to special reference to Maiden Lane (p. 59). McMahon (1992) also mentions the same experience in the New Amsterdam, 1626: Now New York City (a historical story): Polly Bergen letters (p. 28, 37). Through these readings, children become familiar with the task of cleaning and caring for linen/clothing. Here, the teacher can discuss with the class what this might have been like. Was the water cold? What do you think they might have used for soap?

There are also other texts that can supply the class with how important fine linens were to the Dutch, such as Dutch New York (1909) by Esther Singleton (p. 138-139). There were tracts of land set aside for ‘bleaching.’ Interestingly, there is an instance in one book of a schoolteacher renting out ‘bleaching’ space to neighbors as a means of extra income (p. 129). Each family had a *kas*, a linen case, which housed the family linen. This was a very ornamental piece of furniture that a young woman would fill with linens to bring to her husband when she married (McMahon, 1992, p. 22-23). Many houses also contained a linen press (a large mechanic piece of furniture that flattened out the linen).

Culminating Experience

The culminating experience for Domestic Life in New Amsterdam could be to write and illustrate “a day in the life” of an imagined character within the town. Through this activity, children would be able to recreate and revisit their previous learning from all units of the curriculum.

To begin, children can be asked to fill out a character worksheet. This worksheet can help to organize some of their thoughts about what sort of person they will be in New Amsterdam. While filling out their character worksheet, children can be encouraged to use information from their journals and the charts that have been created throughout the study.

After the children have completed their worksheet, they can start to piece together a story about their person. The teacher could explain this as “a day in the life” type of writing. The teacher may choose to read Samuel Eaton’s Day: A Day in the Life of a Pilgrim Boy (Waters, 1996) and Sara Morton’s Day: A Day in the Life of a Pilgrim Girl (Waters, 1993) to illustrate the concept of “a day in the life” narrative. The teacher may also offer suggestions to begin the writing. Possible starts might include:

As Sara woke up in the morning...

When Tom climbed out of his bed...

As soon as Peter smelled breakfast he woke up...

This assignment should bring to life the people, homes, meals and interactions of New Amsterdam. Children will be encouraged to harness the information and experiences they have learned to imagine that they are the person they are writing about.

Each student's collection of brief descriptions will ultimately be edited and compiled in small books. Each book can represent a different person from Dutch New Amsterdam. Aspects of all units of the study should be incorporated into each story. Each character should be encouraged to describe the type of home they live in, what they eat throughout the day and the type of clothing that they wear. In a celebration, the class could read their stories aloud and display their work in the class.

Character Worksheet

Name of my New Amsterdam character: _____

Gender: _____ Age: _____

What type of building I would live in: _____

What I might wear: _____

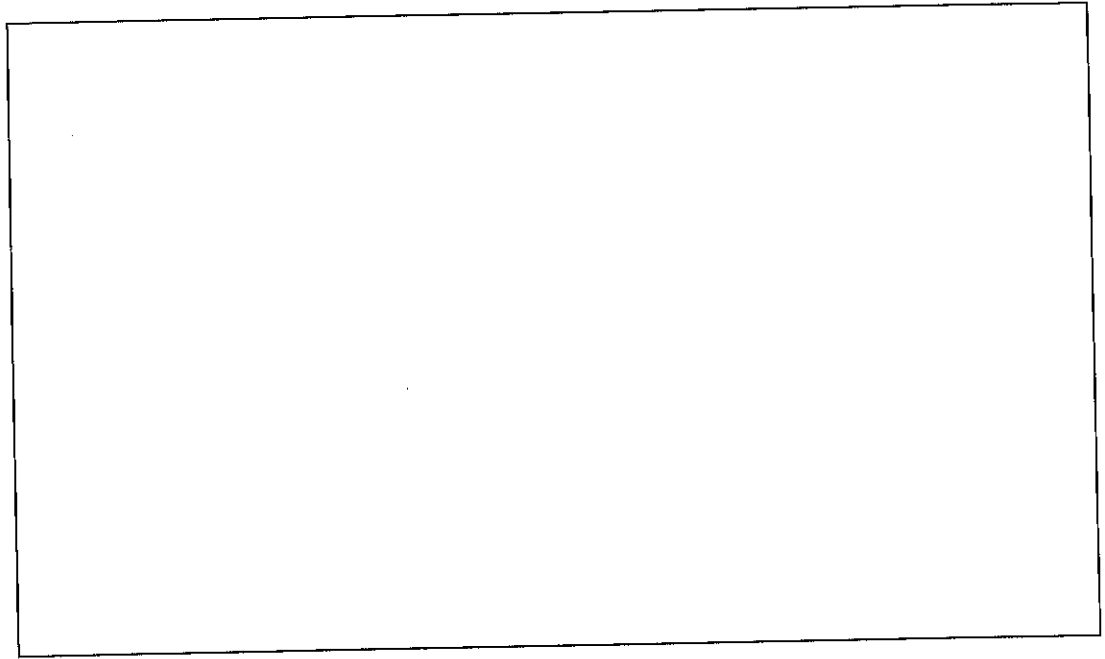
What my job is: _____

Some of my favorite foods are: _____

The people I associate with during my day are: _____

What kinds of interactions do I have with them? _____

Draw a picture of this person in his or her house in the space below (use the back of this paper if you need more space to draw).



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Appendices

Appendix A: Other Related Fieldtrips

The Museum of the City of New York

1220 5th Avenue

This museum has a fine example of an authentic linen press. It stands about six feet tall and is in excellent condition. It is part of a room from the early 18th century, but many pieces in the room, including the clothing worn by the mannequins, are remnants of an earlier period. This museum would not be appropriate solely for a look at clothing or textiles, but it would highlight a few areas of the overall study. There is a diorama of the Castillo plan, a model of the Half Moon, the room described above and a short film (20 min.) that takes the viewer from New Amsterdam in 1609 through the New York City of the present.

The Metropolitan Museum of Art

1000 Fifth Avenue at 82nd Street

The Metropolitan Museum of Art has a section on the third floor that is dedicated to seventeenth century America. Unfortunately, when I went to visit the museum the section was closed for renovation. I did find a few Dutch paintings from this period, but not enough to take a trip without being able to see the seventeenth century collection. I would like to revisit the museum when the floor is open. It would be wonderful for students to be able to see the artwork and the period rooms that the Metropolitan have recreated. I did visit the Museum shop and discovered an amazing collection of Dutch art from this period (see Art Resources). There are browsing copies of every book. It would be a great starting point to identify artists from the period.

The New-York Historical Society

170 Central Park West

The New-York Historical Society does not have much in the way of clothing represented in its collection. Although, there is a wonderful education department that provides children with hands-on opportunities with reproductions of artifacts. This type of

experience can stimulate discussion about why people might have needed to wear an apron or other articles of clothing while doing their jobs.

Brooklyn Museum of Art

200 Eastern Parkway, Brooklyn, New York 11238-6052

The Brooklyn Museum of Art has a recreated a Dutch house. The rooms are decorated in an early 18th century style and are wonderfully detailed. They are kept very nicely and children will be able to identify and examine entire rooms. This would be a great trip, especially if teachers planned ahead of time with some great trip sheets.

Appendix C: Supply Resources

Downtown Yarns – 45 Avenue A. Telephone 212-995-5991

By far the most welcoming and kindest knit shop. This is a great spot to post information for knitters to come into the classroom to demonstrate knitting or lace making.

Gotta Knit - 498 Avenue of the Americas (second floor). Telephone 212-989-3030.

This is a great spot to post information for knitters to come into the classroom to demonstrate knitting or lace making.

School Products, Inc. – 1201 Broadway (3rd floor). Telephone 212-679-3516

Amazingly inexpensive untreated wool yarn that is ready for dyeing.

Aurora Silk – www.aurorasilk.com

All sorts of ‘natural’ dyes are available on this website. This is an inexpensive way to obtain the “European” dyes for vibrant colors.