

CARTE POSTALE

Correspondence

Adresse

Wiltwyck:

**A Look at Life in a Dutch
17th Century Ulster County Town**

A CURRICULUM FOR GRADES 4-7

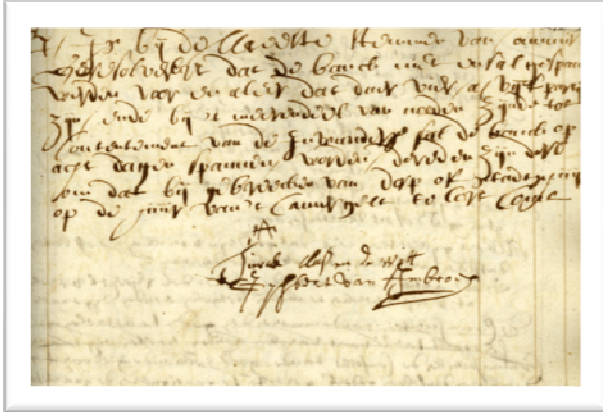
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op de jure vande Caantgale te lere Coude
A
Johannes van Amboyn



A Curriculum

by **Susan Stessin-Cohn**
and Marilou Abramshe

A Publication of the
Ulster County Clerk's Office



Acknowledgements

This project was made possible through a grant to the Ulster County Clerk's Office from the New York State Archives Local Government Records Management Improvement Fund.

I would like to express my gratitude and appreciation to the many organizations and individuals who contributed their expertise and encouragement in the production of this teaching packet.

Ulster County Clerk's Office, Kingston, NY

- ✦ Nina Postupack, Ulster County Clerk, for her support, encouragement, and leadership and access to the records at the Ulster County Clerk's Office
- ✦ Alice Lawlis, Chief Deputy County Clerk for the administrative oversight of this grant project and her continued support
- ✦ Laurie Hancock, Deputy County Clerk and Records Management Officer, for her enthusiasm and assistance for the project
- ✦ Ken Gray, Archival Processing Technician, for his extensive knowledge of the Ulster County Clerk's archives
- ✦ Barbara Carlson, Index Clerk Typist, for her creativity and computer assistance

Anna Devine Elementary School

- ✦ Donna Nageli, for advice throughout this project and for piloting the activities
- ✦ Nancy Koopman, also, for advice throughout this project and for piloting the activities

Haviland Heidgerd Historical Collection at the Elting Library, New Paltz, NY

- ✦ Carol Johnson, Director, for access to the library collections as well as advice and support

Historic Huguenot Street, for access to their collections

Dr. Charles Gehring, director of the New Netherland Project at the NYS Library

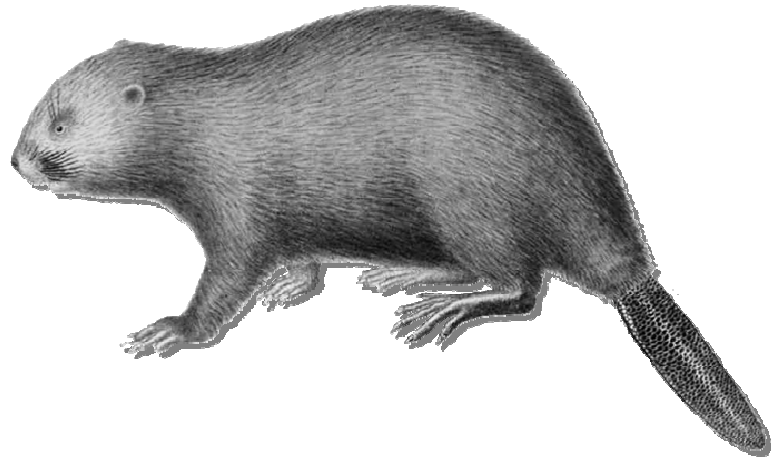
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Cover Document: Dutch Court Record from June 5, 1663 featuring the signature of Gysbert Van Imbroch, courtesy of the Ulster County Clerk’s Archives.



Introduction

IN 1667, Willem Montagne was selected the vorlesser of Kingston. His duties included maintaining village records and documentation – to act as a village clerk. The following year, Governor Nicolls of New York appointed him the first Ulster County Clerk-responsible for all the legal documents of the county. Today, Nina Postupack, the forty-fifth and current County Clerk, carries on the tradition begun by Willem Montagne acting as the custodian of the records for Ulster County.

The Dutch first settled in Esopus circa 1651, and named the settlement after the Native American inhabitants of the area. Esopus soon grew to be one of the three largest Hudson River settlements in New Netherland. In 1661, the village was fortified and renamed by the Director General, Pieter Stuyvesant, as Wiltwyck (Dutch for wild place). Following the English takeover of New Netherland in 1665, Wiltwyck was renamed Kingston (Kingstown), the name it holds today. Unlike many conquerors, the English did not suppress the Dutch culture or force New Netherland to become just another English colony. Instead, the Dutch were allowed to remain distinct and maintain their Dutch identity.

Nowhere is the legacy of their former Dutch inhabitants more apparent than the 17th century houses in Kingston, in particular, the Matthewis Persen house* which occupies a lot within the 1661 stockade district. The house sits on a lot that was originally owned by Dr. Gysbert Van Imbroch who moved to Wiltwyck in 1660. Through the lens of Gysbert, his wife Rachael and their children, we are able to witness the life of the Dutch inhabitants of Wiltwyck in the 17th century.

Using historical records, students will delve into the life and times of the Van Imbroch family to learn about the economics, government, culture and attitudes of the Dutch in New Netherland. As students analyze the provided documents, they will realize that history is not just the memorization of dates, places and events. Through the lens of the Imbroch family, as well as other residents of Wiltwyck, local history comes to life. Students will recognize that the people who lived in Ulster County in the 17th century had to face difficulties and make decisions not unlike those that are made in the 21st century.



The emphasis of this curriculum is on the inhabitants of Wiltwyck in the 17th century. It complements a previous publication of the Ulster County Clerk's Office, ***When Cultures Collide: The Story of the Esopus Natives and their Encounter with European Colonialism in Ulster County***. Teachers are encouraged to use both publications to provide a well rounded view of life in 17th century Ulster County.

**Today the Matthewis Persen house is a popular attraction for visitors to the stockade area of Kingston. The building is owned and maintained by the County of Ulster.*



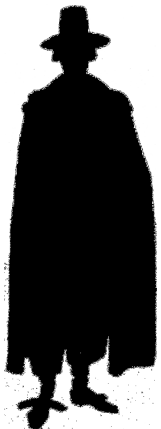
Common Core Standards (CCS)

Reading Standards for Informational Text

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

CCS- Writing Standards

2. **Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
 - a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Provide a concluding statement or section related to the information or explanation presented.
4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.



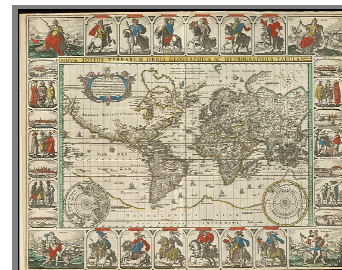


Lesson 1—Where in the World is the Netherlands (Holland)?

Essential Question: How can we use maps to help understand world geography?

Objectives: Students will:

- identify Holland (Netherlands) on a 17th century map;
- compare and contrast a 17th century map to a 21st century map, noticing the differences in size, shape, name, language, etc.



Materials:

- Map 1a – Doncker map
- Map 2 – Current map
- Activity Sheet 1a

Doncker, Hendrick, 1626-1699, National Library of Australia, map-ra10-s12

Background information:

The accompanying vintage map was created in 1659 by Hendrick Doncker. He was a compiler and retailer of navigation charts and aids.

Teaching Sequence:



1. Full Class – Analyzing a Primary Source

- a. The Teacher will show Map 1 on a Smart Board or LCD projector. The image can be found at: <http://nla.gov.au/nla.map-ra10-s12>
- b. He/she will explain to the students the origin of the 1659 map.
- c. He/she will then review the N, S, E, W directions on the map.
- d. Students will be asked to locate certain continents on the map including North America, South America, Europe, and Africa.
- e. The class will be divided into pairs or groups. Each pair will

receive a copy of the Doncker map and worksheet. They will work in pairs or small groups to answer the questions on the worksheet.

2. Class Discussion

- a. Teacher will review the questions the students answered on their worksheets.
- b. The teacher will use a current large map of Europe on a Smart Board or LCD projector. (http://en.wikipedia.org/wiki/File:Grossgliederung_Europas-en.svg)
 - Students are asked to compare the two maps
 - Can they locate the Netherlands (Holland) on the newer map?
 - Now, they can go back to the early map and locate Holland.
 - Pose question: How difficult would it be for the Dutch to sail to another country? What geographic (physical) feature would make it easier for them to be involved in trans-Atlantic trade?

Lesson extension:

Use the internet to locate a current world map. Have students measure the distance between Holland and New York City on the map. “How long do you think it would take to travel from Holland to New Amsterdam in the 17th century? What mode (form) of transportation would the early Dutch need to use?”



Activity Sheet 1a—Where in the World is the Netherlands (Holland)?

Directions: Base your answers on the 1659 Map



1. List interesting details you notice on this map.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

2. What is this a map of? _____

3. What do you notice first? _____

4. Look at some of the images drawn around the border of the map? Choose one and explain why you think it was drawn on this map? _____

5. What continents are represented on the map? _____

6. Why do you think this map was made? _____

7. Who might have used this map? _____

8. What about this map looks different from a map you might see of the world today?

Map 1a—Doncker Map





Lesson 2–Dutch West India Company

Essential Question: What was the Dutch West India Company’s purpose for setting up a business in the New World?

Objectives: Students will:

- analyze a 1626 letter to the DWIC from New Amsterdam;
- compare and contrast images on early seals of New Netherlands and New Amsterdam;
- speculate as to why the specific images were used on the seals.

Materials:

- Document 2a-Excerpt of Juet's Journal of Hudson's 1609 Voyage.
- Document 2b - Pieter Jansen Schagan letter to DWIC, English transcription and activity sheet.
- Document 2c – Seals and symbols of New Netherland and Image of seal of New Amsterdam.
- Activity sheet on seals.

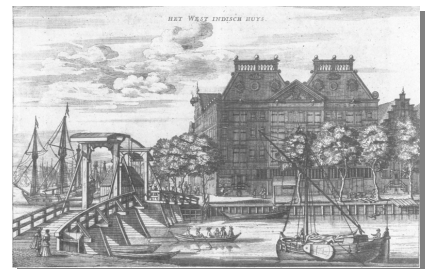


Background information:

Soon after Henry Hudson claimed the land now known as the Hudson River Valley for the Netherlands in 1609, the Dutch tried to exploit the area for a profit. Adventurous merchant traders came to the area as early as 1611-1612 and quickly discovered there was money to be made in the fur trade. From that point the trade in beaver pelts remained the basis of the New Netherland economy throughout the Dutch colonial period. In 1614, the States General of the Dutch Republic granted a charter to the New Netherland Company to conduct organized trade in beaver pelts. The company held a monopoly on the fur trade until 1618.

Eventually, the States General decided to grant a monopoly to a company that would colonize the area. There was a need to have a permanent political presence in their colony in New Netherlands against the possibility of an English, French or Spanish challenge. The Dutch West India Company (WIC-de Geotroyeerde West-Indische Compagnie) was chartered and given rights to trade and colonize for a period of 24 years in North America, the West Indies of the Caribbean Sea and Africa. Consequently, the DWIC oversaw the trade, settlement and establishment of the Dutch colony of New Netherlands in the Hudson River Valley.

In the 1600’s, the DWIC was more powerful and successful than Microsoft, IBM, or Google today. The Company’s thousands of employees had one primary goal – to make money. Its annual profits were as high as 200 or 300 percent. In comparison, a strong stock today might return yearly profits of 20 or 30 percent.



The DWIC never intended to develop large scale colonization in New Netherland. It merely sought to implement trading posts and to maintain the nation’s hold on the land to benefit the homeland.



Throughout the Dutch period and into the English era the most frequently used phrase to describe an acceptable beaver pelt was a "merchantable beaver." Generally the value of a whole merchantable winter beaver pelt fluctuated between six and eight guilders in Dutch money. For example, in 1660, at one meeting with the Seneca Indians, the agreement was "a piece of cloth for one beaver, 50 hands full of wampum for one beaver and 30 hands full of powder for one beaver."

Wampum and beaver along with other commodities such as wheat and lumber seem to have remained in general use in New Netherland (and New York) through the mid 1680's when it appears silver coinage became more readily available.

In 1630, the Seal of New Netherland was adopted by the DWIC. It was to be used to stamp the legal documents of the colony generated in New Amsterdam. In 1653, the municipal charter was signed and a panel of judges formed a legislative body copied from Amsterdam. New Amsterdam received its own municipal coat of arms (seal).

Teaching Sequence:

1. Full Class – Analyzing a Primary Source

- The teacher will relate the background leading to the settlement of New Netherlands.
- The teacher will read Document 2a, the excerpt of Juet's Journal, to the class.
- After completing the excerpt of the Juet journal, the class will discuss the items mentioned by Juet. The teacher will use chart paper or a Smart Board to list the various ideas Juet wrote about, pointing out that "many beaver skins" is part of the list.
- The teacher will hand out Document 2b. Students are asked to read the document and answer the questions on the activity sheet.
- The teacher and students will discuss the Schagan letter to the DWIC identifying that beaver skins were the largest group of skins shipped.

2. Class Discussion

- The teacher will distribute images of the three seals on Document 2c and will lead the class in a discussion of the symbols on each of the seals.
- Students will compare and contrast the images of the seal of New Netherland, New Amsterdam and the DWIC,
- The teacher will blow up the image of the seal of New York City (Document 2d)
- The teacher will discuss with the class what symbols on the current N.Y.C. seal replicate the earlier New Netherland and/or the New Amsterdam seals. He/she will ask the class what other symbols are on the current N.Y.C. seal.

Lesson extension:

1. Students will research the value and use of beaver skins in the 17th and 18th centuries.
2. Beaver were, by far, the main commodity of New Netherland and could actually be used as currency. If you had to barter for something (use goods instead of money), what would you use? How would you know what value to put on the goods so that it would equal the value of money?



Teacher Guide to Seals



Symbol of the Dutch West India Company
The Initials stand for the Dutch words:

Geotroyeerde
West-Indische
Compagnie



Wampum

Beaver

Latin words Seal of New Belgium

NOTE: Belgium was once part of the Netherlands, and 30 French Walloon families (future Belgians) were the first large group delivered to settle the land and work for the Dutch West India Company.



Inscription of DWIC

Beaver

The diagonal crosses on the band of the large seal are copied from the crosses in the seal of the mother city, in Amsterdam (Holland)

Latin words Seal of Amsterdam in New Belgium



Symbols – The flour barrels represent the tremendous wealth generated by New York City from the Bolting Act of 1674. This Act gave the city an exclusive monopoly to mill and export flour. The bald eagle was added after the Revolutionary War; the eagle stands on the northern hemisphere. The Dutch Sailor and Lenape native represent the unity between Native Americans and colonists, 1625 signifies the date New Amsterdam was founded. Pointing toward the sky over the right shoulder of the sailor is a cross-staff; a navigational tool used for finding latitude. The sailor holds a plummets (used for measuring water depths) in his right hand, the Native American holds a bow in his left hand.

NOTE: the basic design of the Seal originated in the 17th century and has been in continuous use since that time with two major modifications. First, at the time of the Revolution, the crown at the top of the seal was replaced by the eagle, second, the date at the bottom which was originally 1664 (when the English took control) was replaced with the date 1625 when the Dutch founded New Amsterdam



Document 2a– Juet's Journal of Hudson's 1609 Voyage

[July 19]

The nineteenth, we had faire sun-shining weather, we rode still. In the after-noon we went with our Boate to look for fresh water, and found some ; and found a shoald with many Lobsters on it, and caught one and thirtie. The people comming aboard, shewed vs great friendship, but we could not trust them.

The twentieth, faire sunne-shining weather, the winde at South-west. In the morning, our Scute went out to catch fresh Fish halfe an houre before day, and returned in two houres, bringing seuen and twentie great Coddess, with two hookes and lines. In the after-noon we went for more Lobsters, and caught fortie, and returned aboard. Then wee espied two French Shallops full of the Countrey people come into the Harbour, but they offered vs no wrong, seeing we stood vpon our guard. They brought many Beauer skinnes, and other fine Furses, which they would haue changed for redde Gownes

The following is a transcription of the above document, using standard English:

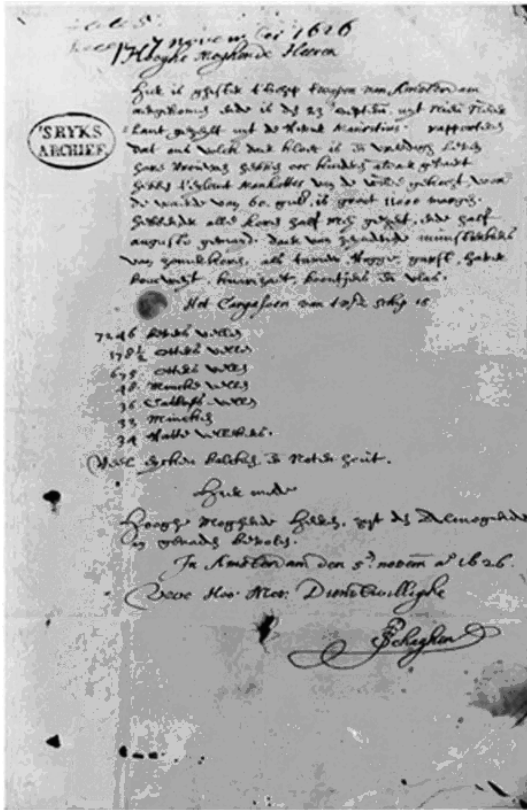
[July 19]

The nineteenth, we had fair sun-shining weather, we rode still. In the after-noon we went with our Boat to look for fresh water, and found some ; and found a shoal with many Lobsters on it, and caught one and thirty [thirty one]. The people coming aboard, showed us great friend-ship, but we could not trust them.

The twentieth, fair sun-shining weather, the wind at South-west. In the morning, our Scout went out to catch fresh Fish half an hour before day[break], and returned in two hours, bringing seven and twenty [twenty seven] great Cods, with two hooks and lines. In the after-noon we went for more Lobsters, and caught forty, and returned aboard. Then we spied two French Shallops [A small open boat fitted with oars] full of the Country people[Native Americans] come into the Harbor, but they offered us no wrong, seeing we stood upon our guard. They brought many Beaver skins, and other fine Furs, which they would have changed for red Gowns.



Document 2b– Pieter Jansen Schagan letter to DWIC



High Mighty Sirs,

Here arrived yesterday the ship *The Arms of Amsterdam* which sailed from New Netherlands out of the Mauritius [Hudson] River on September 23; they reported that our people there are of good courage, and live peaceably. Their women, also, have borne children there, they have brought the island Manhattes from the wild men for the value of sixty guilders, is 11,000 morgens in extent. They sowed all their grain in the middle of May, and harvested it in the middle of August. Thereof being samples of summer grain, such as wheat, ryes, barley, oats, buckwheat, canary see, small beans, and flax.

The cargo of the aforesaid ship is
7246 beaver skins
178 1/2 otter skins
675 otter skins
48 mink skins
36 wildcat skins
33 minx
34 muskrat skins
Many logs of oak and nut wood

Herewith be ye Mighty Sirs, commended to the Almighty's grace
In Amsterdam, November 5 Anno 1626
Your High Mighty's Obedient
P. Schagan

1. What is the date of this letter? _____
2. What is the name of the ship Pieter Jansen Schagan arrived on? Where did it sail from?

3. What is Pieter Jansen Schagan's opinion of the people who are living in New Netherland?



4. What crops did the colonists plant?

5. What foods could these crops be used to make?

6. What animal skins are being shipped from New Netherland?

7. Of the animal skins listed, which type has the highest amount?



Document 2c—Symbols and Seals

Symbol of the Dutch West India Company
(de **G**eocroyeerde **W**est-Indische **C**ompagnie)



Seal of New Netherland (1630)



Seal Of New Amsterdam (1653)





Document 2d—Current Seal of the City of New York
(adopted in an earlier form in 1686)





Lesson 3—Slavery in New Netherland

Essential Question: How was slavery embedded in everyday life in New Amsterdam?

Objectives: Students will:

- demonstrate an ability to use the "Crop It" Tool to investigate and make assumptions;
- analyze an early image of New Amsterdam to identify the role of enslaved Africans in Dutch New Amsterdam.



Materials:

- Image 3a
- "Crop It" handout made out of cardstock paper (idea taken from Teachinghistory.org)
- Scissors

📌 Background information:

Slavery was not an inherent trait that the Dutch carried over with them from the Netherlands. It was an institution that came as a result of the Spanish and Portuguese influence on the slave trade. The Dutch Republic was not wholly convinced that slavery was a legitimate practice in their new colony. However, they allowed it because it was an upcoming practice among New World colonizers, and it was beneficial to the settlers as well as the Dutch West India Company. As the fur trade expanded, more colonists were living there, but not enough to maintain their agricultural productivity.

At first, approximately ten slaves were brought to New Netherland in 1626. They had been pirated from Spanish slave ships, as it was before the Dutch began their monopoly on the African slave trade in the late 1630's. By the 1650's, the West India Company took over the slave trade within New Netherland, and supplied most of the slaves in the colony. The company employed the largest percentage of slaves there, but private slave ownership was also a frequent occurrence. Only a wealthier individual would own a slave or multiple slaves since by 1664, a single slave was priced at an average of 600 guilders.

Male slaves were typically used for building and repairing fortifications, chopping wood, developing land, burning lime, and gathering materials. Women were most frequently used as domestic servants doing chores such as cooking and cleaning, and carrying out other various household responsibilities. Male and female slaves were permitted to marry, but the Dutch preferred they legalize their marriage through the Dutch Reformed Church. The problem lay in the fact that most slaves were not open to Christianity, due to their non-Christian origins.

At times the slaves turned to Christianity as a means towards manumission. Despite the colonists' desire to Christianize their slave subjects, they did not wish for the slaves to associate conversion with freedom. Therefore, they denied them conversion, insisting that they lacked proper knowledge of the religion.

Complete freedom for slaves was virtually non-existent. Slaves were freed, but it was a conditional freedom wherein they often had to buy their freedom and pay their owners for a number of years afterward. Often when the slave owner died, they were freed, but that situation was rare. Slaves of the Dutch West India Company could achieve



a half-freedom status that lasted the remainder of their lives.

Half-freedom status required 'freed' slaves to pay the DWIC three schepels of maize, grain, or other crop, in addition to one full pig worth at least twenty guilders. If these payments were not fulfilled, then the half-freed slaves would be forced back into complete slavery. Half-freedom also meant that if the DWIC decided that they needed a slave, they could call a former slave back into service whenever needed. Children too, were locked into the DWIC, even if they were born of half-free parents.

Teaching Sequence:

1. Full Class – Analyzing a Primary Source

- a. The teacher will explain to the class that they will be using a specific type of tool to help analyze an image.
- b. The teacher will explain to the students the origin of the image.
- c. He/she will explain what a “Crop It” tool is and how to use it.
- d. A template for the “Crop It” tools will be given to each student. They will use scissors to cut out the L shapes on the dotted lines.
- e. The teacher will demonstrate how to use the “Crop It” tools and how to focus on a particular section of an image.
- f. Students will be teamed up with a partner. They will work independently to crop a section of the image, while the teacher reads the A question out loud. The teacher then reads the B question. Students will share their responses to this question with their partner.

A-Crop to show what first caught your eye.

B-Think: Why did you notice this part?

A-Crop to show who or what this image is about.

B-Think: Why is this person or thing important?

A-Crop to a clue that shows where this takes place.

B-Think: What has happened at this place?

A-Crop to a clue that tells when this is happening

B-Think: What helps us recognize specific times?

A-Crop to show the most important part of the image.

B-Think: Why is this important?

A-Crop to the part of the image that speaks to you.

B-Think: Is this image asking you a question or giving you an answer?

- g. Collect the information students cropped on large chart paper and discuss their findings.

Image 3a



Crop It



*Cut out on the dashed lines
to make two “L” shaped
“Crop it” tools.*



Lesson 4—Half-Freedom?

Essential Question: How was the system of slavery in New Netherland unique?

Objectives: Students will:

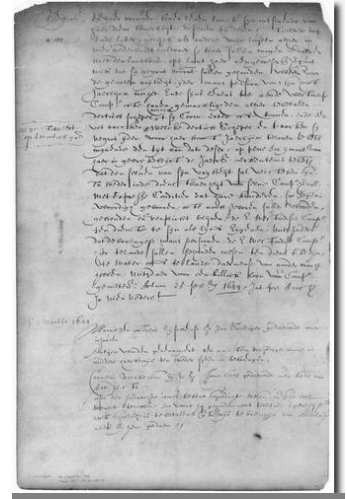
- analyze the Dutch system of half-freedom by interpreting a document;
- use a primary sources to evaluate the plight of enslaved Africans in the late 17th century.

Materials:

- Document 4a – Transcription of manumission document
- Activity Sheet 4a
- Document 4b – List of freed slaves in New Amsterdam
- Activity Sheet 4b

📖 Background information:

Slaves had modest rights under the DWIC. Slave families were allowed to stay together. They could join, marry and have their children baptized in the Dutch Reformed Church. Slaves could make a criminal charge against whites, testify in court, sign legal documents, work for wages and even bear arms in emergencies.



From the Collection of the New York State Archives

In the 1640's, the DWIC was looking for ways to reduce company costs therefore, when eleven slaves of the company petitioned the Director General Kieft and the Council for freedom, their request was granted. The terms of their freedom, however, was not absolute but was granted with conditions. These men were not the first slaves to be freed in New Netherlands, but the document granting them their freedom is interesting in the conditions that are stated. The men and their wives were freed and received leases on land on condition that they pay the company an annual tribute in farm goods and continued to work for the company when their labor was required. Their children, however, remained enslaved. This freedom has come to be known as “half-freedom”.

By the granting of land and the retention of the children as slaves, the Dutch guaranteed that the freed slaves would remain in the colony. Actually, the land granted was title to land outside the city that the slaves had been allowed to use in the past. The land was in an area north of the city, which created a buffer zone between the European settlers and the increasingly hostile Native Americans.

Eventually, individual slave owners in New Amsterdam adopted this system as well. It enabled them to be free of the cost and obligation of owning slaves year-round when they could only use their services in certain seasons. Freed slaves could work small farms outside of New Amsterdam, but paid fees to their master and had to help defend the colony in time of war.



Numerous documents from the Dutch Records show that freedom was frequently granted to slaves, although at varying fees and conditions. Although the law made no provision for such action, both private citizens and officials of the Dutch West India Company were inclined to free slaves. The government of New Netherland never did develop a general policy regarding the freeing of the children of freed slaves, but dealt with individual cases as it found necessary.

In 1663, just before the English took over the colony, the Dutch granted unconditional emancipation to half-free Africans in the colony who numbered about 75. The plight of their children is unknown.

Teaching Sequence:

1. Full Class – Analyzing a Primary Source

- a. The teacher will tell the students that the document they will be analyzing will help them understand the Dutch system of Half-Freedom.
- b. Students are placed into pairs or small groups and given a transcription of the original document translated from the Dutch language (Document 4a) and its accompanying activity sheet.
- c. The students are directed to answer the questions on their activity sheet and be prepared for a class discussion.
- d. The teacher can distribute Document 4b and Activity Sheet 4b the same class or the following day.
- e. Students are directed to work in pairs or small groups to answer the questions on Activity Sheet 4b.

2. Class Discussion

The teacher reviews the information students discovered from their document investigations. He/she will ask the following questions:

- Were the “freed” slaves really free?
- What was the difference between the system of half-freedom and indentured servitude?

Lesson Extension:

Students can do further research on the system of slavery in New Netherland by answering the following questions:

- Was the institution of slavery practiced in Holland? If so, when did it end?
- How did the institution of slavery practiced in Dutch controlled New Netherland in the mid-17th century under differ from the institution of slavery practiced under British controlled New York?



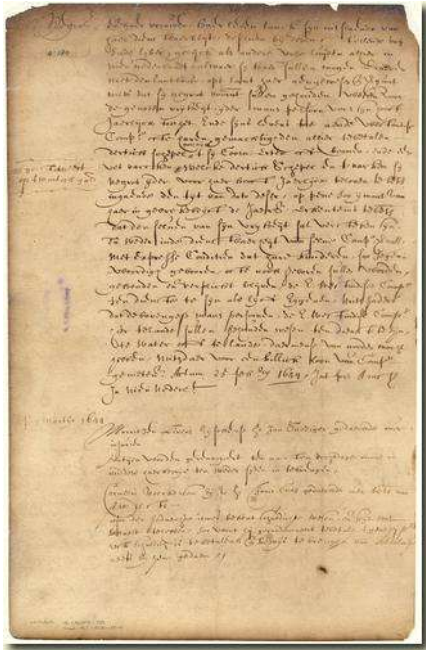
Document 4a - Half Freedom

We, Willem Kieft, director general, and the council of New Netherland, having considered the petition of the Negroes named **Paulo Angolo, Big Manuel, Little Manuel, Manuel de Gerrit de Reus, Simon Congo, Antony Portuguese, Gracia, Piter Santomee, Jan Francisco, Little Antony and Jan Fort Orange**, who have served the Company for 18 or 19 years, that they may be released from their servitude and be made free, especially as they have been many years in the service of the honorable Company here and long since have been promised their freedom; also, that they are burdened with many children, so that it will be impossible for them to support their wives and children as they have been accustomed to in the past if they must continue in the honorable Company's service; Therefore, we, the director and council, do release the aforesaid Negroes and their wives from their bondage for the term of their natural lives, hereby setting them free and at liberty on the same footing as other free people here in New Netherland, where they shall be permitted to earn their livelihood by agriculture on the land shown and granted to them, on condition that they, the above mentioned Negroes, in return for their granted freedom, shall, each man for himself, be bound to pay annually, as long as he lives, to the West India Company or their agent here, 30 schepels of maize, or wheat, pease, or beans, and one fat hog valued at 20 guilders, which 30 schepels and hog they, the Negroes, each for himself, promise to pay annually, beginning from the date hereof, on pain, if any one shall fail to pay the annual recognition, of forfeiting his freedom and again going back into the servitude of the said Company. With the express condition that their children, at present born or yet to be born, shall remain bound and obligated to serve the honorable West India Company as slaves. Likewise, that the above mentioned men shall be bound to serve the honorable West India Company here on land or water, wherever their services are required, on condition of receiving fair wages from the Company. Thus done, the 25th of February 1644, in Fort Amsterdam in New Netherland.



Activity Sheet 4a—Half Freedom

Directions: Use Document 4a to answer the following questions:



1. What is the date of this document? _____

2. How many slaves are being released from servitude?

3. Who is responsible for freeing these men?

4. How many years have the men been enslaved? _____

5. What reasons were given as to why the men were being freed?

6. What are the terms that the freed men must meet in order to keep their freedom?

What will happen if these men are not able to meet these terms?

7. What is the fate of the children of these freed men?

8. What does this document tell you about how the Dutch West India company treated their slaves?



Document 4b—List of Freed Slaves in New Amsterdam

In 1660, the population of New Amsterdam reached approximately 1,500 people. About 10% of that number was made up of free and enslaved Africans (150). Freed slaves received land grants ranging from two to eighteen acres; those who had served as soldiers in New Amsterdam's defense were particularly favored. The land these freed slaves came to inhabit, over 130 acres or 100 square city blocks, formed the basis of New York's first black community.

The following chart lists the **Freed black landowners**, the amount of land they were granted and the date it was granted. (NOTE: ca = circa. It means about or approximately.)

LANDOWNER	ACREAGE	DATE GRANT RECEIVED
Catalina Anthony (widow of Jochem)	8	July 13, 1643
Domingo Anthony	12	July 13, 1643
Cleyn (Little) Manuel	10	ca. December, 1643
Manuel Gerrit de Reus	12	ca. December, 1643
Marycke (widow of Lawrence)	6	December 12, 1643
Gracia d'Angola	10	December 15, 1643
Simon Congo	8	December 15, 1643
Jan Francisco	8	December 15, 1643
Pieter San Tome	6	December 15, 1643
Manuel Groot (Big Manuel)	8	December 15, 1643
Cleyn (Little) Anthony	6	December 15, 1643
Paulo d'Angola	6	December 15, 1643
Anthony Portuguese	12	September 5, 1645
Anna d'Angola (widow of Andries)	6	February 8, 1647
Francisco d'Angola	6	March 25, 1647
Anthony Congo	6	March 26, 1647
Bastiaen Negro	6	March 26, 1647
Jan Nego	6	March 26, 1647
Manuel the Spaniard	4	January 18, 1651
Mathias Anthony	2	December 1, 1655
Domingo Angola	4	December 2, 1658
Claes Negro	2	December 2, 1658
Assento Angola	2	December 2 1658
Francisco Cartagena	2	December 2, 1658
Anthony of the Bowery	2	ca. 1658
Anthony the Blind Negro	2	ca. 1658
Manuel Sanders	4	ca. 1662

Source: Ira Berlin and Leslie Harris, eds., *Slavery in New York* (New York Historical Society and The New Press 2005), 43



Activity Sheet 4b—List of Freed Slaves in New Amsterdam

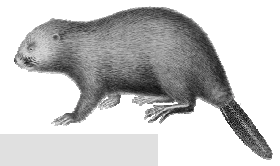
1. Compare the names on this chart with the names of the 11 men who were granted their freedom on Document 4a. Put a check mark next to the men who appear on both documents.
2. According to the chart, how many enslaved Africans received land grants? _____
3. Why might some freed slaves receive more land than others? _____

4. Three women are listed on the chart as widows. What does the term widow mean? Why do you think the only women that were granted land were widows?

5. Some of the people on the chart have last names that are geographic regions in Africa or Europe. Can you identify some of the countries they may have come from?

6. Why do you think the men were given these names?

7. What was the last date the Dutch granted land to freed Africans? Why do you think the chart ends at that date?



Lesson 5–Gysbert, the Chirurgeon

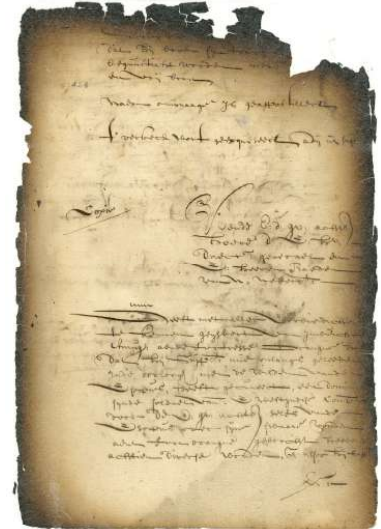
Essential Question: What were the responsibilities of a chirurgeon in mid-17th century New Netherland?

Objectives: Students will:

- analyze 17th century documents to determine the role of a chirurgeon;
- determine the uses of 17th century medical books.

Materials:

- Document 5a – original Dutch document and transcription
- Activity Sheet 5a
- Document 5b – register of New Amsterdam and activity sheet
- Document 5c – Gysbert Van Imbroch medical books
- Activity Sheet 5c



From the Collection of the New York State Archives

🔪 Background information:

During the Dutch colonial period, there were several categories of medical personnel.

- The Dutch Physician- a man who was university trained. He spent three years of training and held a degree as the Doctor of Medicine. He did not treat the injured, that was left for the lower level practitioners. He prescribed medicines, such as herbs and elixirs to heal ill patients.
- The Surgeon, or chirurgeon - studied as an apprentice for three to six years. After that time, he was able to become an assistant for a surgeon. After completing at least five years in that role, he would sit for a specific examination. Upon passing this test, he would be given the title surgeon, or master of healing. As a surgeon, or in Dutch, chirurgeon, he was responsible for treating wounds, sores, contusions, growths, and abscesses, pulling teeth, mending fractures, and performing surgery. Surgeries included cauterization, trepanning, removing tumors and amputation.
- The Barber – cut hair, shaved men, trimmed corns and callouses, dressed wounds, and bled patients. He also had to study as an apprentice and pass an exam before obtaining a license.
- The Midwife- also had to serve an apprenticeship and was not allowed to use any type of equipment.¹

Gysbert Van Imbroch, the man who is the focus of this curriculum, was a licensed chirurgeon. He arrived in New Amsterdam in 1652, after having his training in Holland and was hired by the Dutch West India Company. He later served as surgeon at Fort Orange and moved to Wiltwyck in 1660.

¹ Christoph, Peter R. *Explores, Fortunes and Love Letters: a Window on New Netherland*. (New Netherland Institute, 2009). 59-61



Teaching Sequence:

1. Full Class – Analyzing a Primary Source

- a. The teacher will use the background information to explain the difference between a physician and a chirurgion.
- b. The teacher will explain to the class that Gysbert was a barber surgeon or “chirurgion”. Pose the question: What exactly was the role of a barber surgeon?
- c. To help understand what a barber surgeon did, the students will read three different documents.
- d. Explain that the class will be split into three groups. Each group will then be broken up into pairs.
- e. Each pair will be given a document with accompanying questions.
- f. When students have completed their sheet, the teacher will call attention to the board.

2. Class Discussion

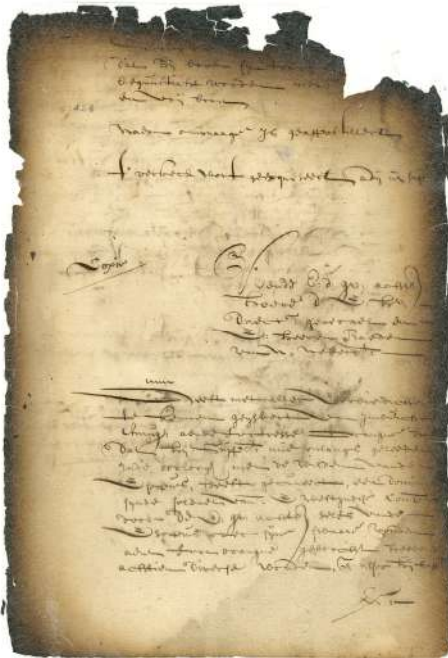
- a. The teacher uses a web with the words, “Barber Surgeon” in the center.
- b. The teacher poses the following questions?
 - During what time period was Gysbert employed as a doctor?
 - What types of injuries did he treat?
 - What might the treatment have been?
 - How is the role of a doctor today different or similar to the role of a chirurgion in the 17th century?

Lesson Extension:

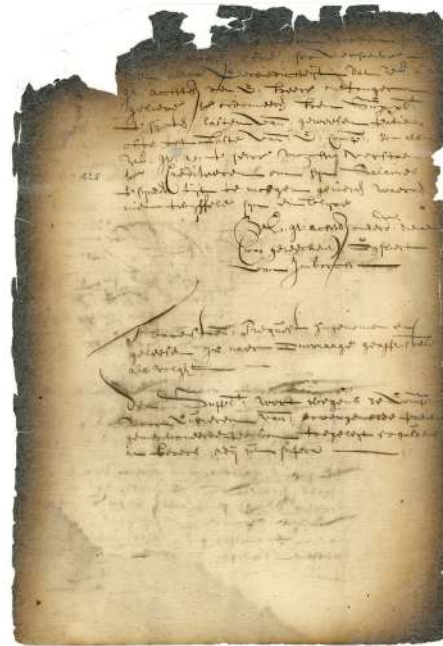
Students can write a journal entry as if they were a 17th century chirurgion depicting their activities for one day.



Document 5a—Original Dutch Document & Transcription



Page 1



Page 2

PETITION OF SURGEON GYSBERT VAN IMBORCH FOR PAYMENT OF HIS BILL FOR ATTENDANCE ON A SOLDIER, WHO WAS WOUNDED DURING THE ESOPUS WAR; GRANTED.

(30th Septbr 1660)

Copy.

To the Right Hon^{ble} Director-General
and the Hon^{ble} Council of *New-Netherland*.

Shows with due reverence *Geysbert van Imburch*, surgeon at *Fort Orange*, that a short time ago during the war with the *Esopus* Indians he, the petitioner, has treated one *Dominicus*, a soldier of the Hon^{ble} West-India Company, who was brought to *Fort Orange* by the Hon^{ble} Director-General himself on account of his severe wounds, he having eighteen different wounds and whereas he, the petitioner, cannot be credited by the hon^{ble} Receiver for the amount of his fees, the sum of which is 80 fl. in beavers according to the account rendered, without your Hon^{ble} Worships' order, therefore he requests with all respect, that your Hon^{ble} Worships will please to direct his Honor, the Receiver, to credit him, the petitioner, for the amount of his fees either on the account of his former patient or that of the Hon^{ble} Company, as your Hon^{ble} Worships may decide, so that in due time he may have the benefit of it; not doubting which he remains

Your Hon^{ble} Worships obedient servant

(signed) GYSEERT VAN IMBORCH.

The foregoing petition was taken up and read and after everybody's opinion had been asked, it was decided, as follows:

Fifty guilders in beavers are allowed to the petitioner on account of the Company for curing the aforesaid person. Date as above.



Activity Sheet 5a—Gysbert the Chirurgeon

Directions: Use Document #5a to answer the following questions:

1. What is the date of this document? _____

2. Where was Gysbert working at the time? _____

3. Do you know the present name for that location?

4. What was Gysbert Van Imburch's (Imbroch's) profession? How do you know this?

5. Who was Dominicus and why was he being treated? _____

6. What was the result of Dominicus' treatment? _____

7. How was Gysbert paid? _____

8. How might a doctor today treat a man in Dominicus' condition?

9. What does this document tell you about the role of a surgeon (chirurgeon) in the 17th century?



Activity Sheet 5b—Register of New Amsterdam

Directions: This excerpt is taken from an 1865 transcription of the original Dutch Register of New Amsterdam. Use the document below to answer the following questions:

“1652, February 2. On the petition of the Chirurgeons of New Amsterdam, that none but they alone be allowed to shave; the Director and Council understand that Shaving doth not appertain exclusively to Chirurgery, but is an appendix thereunto; that no man can be prevented operating on himself, nor to do another this friendly act, provided it be through courtesy and not for gain, which is hereby forbidden.” It was then further

Ordered, That Ship-Barbers shall not be allowed to dress any wounds, nor administer any potions on shore, without the previous knowledge and special consent of the Petitioners, or at least of Doctor La Montagne.

This is the earliest order on record regulating the Practice of Medicine in the State. In 1658, Messrs. Kierstede, Varrevanger and L’Oragne were the only Surgeons in New Amsterdam.

1. What is the date of the petition? (A petition is a request to do something)

2. What is a “chirurgeon”? (Hint: What word does it sound like in English?)

3. Who do the chirurgeons feel should be the only ones

allowed to shave other men? _____

4. According to this document, can people, other than chirurgeons charge money for a shave? Explain your answer. _____

5. There are two decisions ordered by the Director and Council of New Amsterdam. One of the decisions affects **Ship barbers**. These barbers will no longer be allowed to...

6. How was the role of a chirurgeon in the 17th century different or the same as a doctor in the 21st century?



Document 5c–Dr. Gysbert Van Imbroch Medical Books

We know from an inventory of the possessions of Dr. Gysbert Van Imbroch that he had an extensive collection of books. Some of these were medical books; a description of five of these books is listed in the chart below.

<i>Title of Book</i>	<i>Author</i>	<i>Summary of Book Information</i>
Of Wounds in General	Johannes de Viga	This book deals with the treatment of wounds by firearms. The author states that the victims of such wounds are poisoned by gunpowder and recommends treatment with boiling oil in order to counteract the poison.
The Workes of That Famous Chirurgion Ambrose Parey	Ambrose Parey	The author experimented with a number of different wound dressings (including some containing <i>liquor</i> and stated that gunshot wounds were not in themselves poisonous, and did not require cautery, which is burning of skin.
The General Practise of Physick	Christopher Wirtsungh	“Containing all inward and outward parts of the body, with all the accidents and infirmities (illnesses) that are incident unto them, even from the crown of the head to the sole of the foot. Also by what means (with the help of God) they may be remedied: For all physicians, chirurgions, apothecaries, and midwives, as well as others.”
Observationes Medicae	Nicolaes Tulp	This book includes medical reports of 200 case histories. Next to headaches the author mentions two different types of repeated headaches based on where the pain is coming, how to treat and reaction to different treatments. <i>[This book has been studied by medical historians as a source of early descriptions of cranial surgery, spina bifida, bladder stones, beriberi and many other conditions]</i>
De Human Corpes Fabrica (On the structure of the human anatomy)	Andreas Vesalius	The author describes the source and position of each muscle in the human body as well as how they operate. The book contains very clear illustrations.



Activity Sheet 5c—Dr. Gysbert Van Imbroch Medical Books

Use the chart on Document 5c to answer the following questions:

1. Dr. Van Imbroch had two books that dealt with gunshot wounds. Why would that be important in New Netherland? _____

2. The two books mentioned above do not agree on how to treat gunshot wounds. How are these methods different? _____

3. Which book might help Dr. Van Imbroch if a patient were having severe headaches? _____

4. If a patient complained of back pains, which book might help Dr. Van Imbroch find out what was wrong? _____

5. Which of these books would a doctor use to treat ordinary, everyday illnesses? _____

6. Why do you think Dr. Van Imbroch had different types of medical books in his collection of books? _____



Lesson 6–17th Century Medicines and Cures

Essential Question: How does 17th century medical treatment compare to 21st century medical care?

Objectives: Students will:

- identify specific activities pertaining to a surgeon's trade by analyzing an illustration of a barber surgeon;
- demonstrate an understanding of the role of 17th century surgeons in New Netherland.

Materials:

- Two images of 17th century Barber-surgeons (*The Surgeon by David Ryckaert III [1638]* and *The Barber Surgeon by Jost Amman [1568]*)
- “Crop It” tool, printed on cardstock paper- *idea taken from Teachinghistory.org*

📌 **Background information:**

Medical practices throughout New Netherland were brought over from Europe, where they were strongly influenced by the ancient Greeks. The ancient Greeks believed that the elements of the body reflected those of the natural world, such as air, water, earth, and fire. They thought that the interplay of those elements affected all the forces of the universe. They had a system called “humoral medicine,” wherein the humors were made up of phlegm, yellow and black bile, and blood. Their theory was that by maintaining an equal balance of the humors, it was necessary to drain “excess” humors by purging the digestive tract or draining blood to restore one's health. The medical practices seen in the Dutch colonies were often crude in comparison with how doctors and physicians treat their patients today. They used such methods as 'leeching,' 'bloodletting,' 'cupping,' and the administration of Calomel (*mercurous chloride*) to cure their patients.

In the seventeenth century, the role of the surgeon was not yet separated from that of the barber. Although most surgeons held themselves above barbers as did the law and the general public, it does not mean the surgeon separated himself from barbering. Instead, it provided a significant part of his income. In New Netherland, the surgeons did not limit their activities to practicing medicine but engaged in trade and various kinds of business like the other inhabitants of the town. In fact, the “general store” that Gysbert Van Imbroch ran in Wiltwyck from 1663 to 1665 may be considered one of the first pharmacies in America.

Barber-surgeons in New Netherland were called upon to perform a wide variety of tasks. They ranged from the most mundane such as picking lice from a person's head, trimming or shaving beards and cutting hair, treating and extracting teeth, and lancing abscesses to more complicated surgical tasks such as cutting out gallstones. They also set fractures, treated battle wounds and used lancets and cupping jars to cure fevers.



Teaching Sequence:

1. Full Class – Analyzing a Primary Source

- a. If the students are not familiar with the “Crop It” tool, the teacher will explain to the class that they will be using a specific type of tool to help analyze an image.
- b. He/she will explain what a “Crop It” tool is and how to use it.
- c. The teacher will pass out the template for the “Crop It” tools to each student. Students use scissors to cut out the L shapes on the dotted lines.
- d. The teacher will demonstrate how to use the “Crop It” tools and how to focus on a particular section of an image.
- e. Students are then divided into two groups, A and B. Students in each group will work with a partner.
- f. Students in Group 1, will be given Image A, students in Group B will be given Image B.
- g. They will work independently to crop a section of the image, while the teacher reads the A question out loud. The teacher then reads the B question. Students will share their responses to this question with their partner.

A-Crop to show what first caught your eye.

B-Think: Why did you notice this part?

A-Crop to show who or what this image is about.

B-Think: Why is this person or thing important?

A-Crop to a clue that shows where this takes place.

B-Think: What has happened at this place?

A-Crop to a clue that tells when this is happening.

B-Think: What helps us recognize specific times?

A-Crop to show the most important part of the image.

B-Think: Why is this important?

A-Crop to the part of the image that speaks to you.

B-Think: Is this image asking you a question or giving you an answer?

- h. Collect the information students cropped on large chart paper.

2. Class Discussion

Following the activity, the teacher can collect the types of evidence students cropped on large chart paper by asking them to recall the different types of details that they cropped. This chart can be used as support for answers during class discussions.



Lesson extension:

Students can do research on the significance of the colors on a barber pole.



Photo 6a





Photo 6b





Lesson 7—Gysbert, the Commissary

Essential Question: How does the government of Wiltwyck compare to the government we have today?

Objectives: Students will:

- demonstrate an understanding of the court system of 17th century Wiltwyck by reviewing some of the laws and obligations of the courts in New Netherland;
- compare laws in 17th century New Netherland to current laws in New York.

Materials:

- Document & Activity Sheet 7a – Court of Wiltwyck Regarding Nominations
- Document 7b – Excerpt from Peter Stuyvesant’s Instructions

Vocabulary

A **commissary** (*magistrate*) is a deputy or representative delegated by a superior to execute a duty; one who has received power from a legitimate superior authority to pass judgment in a certain cause or to take information concerning it.

A **schepen** is a Dutch word referring to a municipal civic office in Dutch-speaking countries. The closest English term is alderman. "Board of Aldermen" is the governing executive or legislative body of many cities and towns in the United States. The term is sometimes used instead of city council.

A **schout** was a local official appointed to carry out administrative, law enforcement and prosecutorial tasks. A *schout* had three main functions: administration, law enforcement and criminal prosecution. The *schout* was not the judge, but directed the court proceedings. In this function, he was somewhat like a modern-day prosecutor. The origins of the American public prosecutor (attorney general) have been traced to the *schout* in New Amsterdam.

🏰 Background information:

The organization of the village of Wiltwyck under the patent granted by Director Peter Stuyvesant was formed on May 16th 1661, when he declared that three commissaries (magistrates) along with the schout (sheriff) would form a Court of Justice over which the Schout would preside. This Court of Justice would meet every two weeks (harvest time excepted). Its jurisdiction extended to all the inhabitants of the Esopus. Stuyvesant appointed Evert Pels, Cornelius Baretzen Schebestant and Albert Heymes Roosa as the first three commissaries (magistrates) and Roeloff Swartwout as first Schout (sheriff). According to Stuyvesant, the Court’s duties were to administer good care and justice; prevent all disunity, strife and disorder; maintain and exercise the Reformed Church services and no other; and do everything that good and faithful magistrates are bound to do. On July 12, 1661, the Court of Wiltwyck held its first meeting.

In 1661, there were three commissaries, who the following year elected a fourth. Every year, two new commissaries replaced two from the previous year. The court submitted to the council in New Amsterdam a list of potential candidates, whom they chose two for the upcoming year. Two of the previous commissaries stayed in court to inform the new commissaries. In 1663, Gysbert Van Imbroch along with Tirick Classen DeWit were appointed commissaries at Wiltwyck.



Teaching Sequence:

1. Full Class – Analyzing a Primary Source

- a. Teacher uses background information to acquaint students with the historical beginnings of the government in Wiltwyck.
- b. Teacher reviews the specialized vocabulary pertaining to the government officials in the New Netherland.
- c. Students will work independently or with a partner on Document 7a, which pertains to Gysbert Van Imbroch's appointment as a commissary.

2. Class Discussion

- a. Teacher and class will discuss document 7b, the steps taken for Gysbert Van Imbroch to be a commissary.
- b. The teacher poses the following questions relating to the instructions to the Court at Wiltwyck to stimulate discussion of the court system in 17th century New Netherland:
 - Rule 1
 - What were some of the requirements to be selected a commissary?
 - Are any of these strange to you? Why/why not?
 - Which of these would not be a requirement to be elected to office today?
 - Rule 2
 - What was the job of a magistrate?
 - In what type of cases did the Court of Wiltwyck have the final decision?
 - Rule 3
 - What does it mean to appeal a case?
 - When could a case be appealed to the Council of New Netherland?
 - Rule 4
 - Who gets the final vote?
 - Rule 5
 - This rule states that court was held every two weeks. Why wasn't it held during harvest time?
 - Who do you think this benefited- the inhabitants of Wiltwyck or the commissaries?
 - When do we currently suspend (not hold) court sessions?
 - Rule 6
 - This rule fined the commissaries if they didn't appear or came late to court. Do you think this was fair? Why?
 - Do we have this law now? Do you think we should?
 - Rule 7
 - What is a "criminal" case? Are there different courts for different offences today?
 - Rule 8
 - Are any of these crimes you feel shouldn't be brought to court? Why?
 - Are any of the crimes listed not punishable today?
 - Rule 9
 - Are any offenses listed here not considered against the law today? Why were they against the law in the 17th century?
 - Rule 10
 - Who was responsible for upholding the law? Who is responsible for upholding the law in Ulster County today?

Lesson extension:

Students can investigate the duties of the judge, sheriff or the prosecutor in today's legal system and identify how the role is similar to that of the commissary or schout in Wiltwyck.



Document & Activity 7a—Court of Wiltwyck Regarding Nominations

Ordinary Court Session held on May 22d on Tuesday 1663.

Present: The Schout- Evert Pels.

Albert Gysbertsen- Tirick Classen DeWit.

Copy.

The Director General and Council of New Netherland

having received and read the nomination made and delivered by Schout and

Commissaries of the Village of Wiltwyck in the Esopus, have selected and appointed

from among the nominees as Commissaries at the said place, instead of the retiring ones

Thomas Chambers- Gysbert Van Imburgh.

~Done at Fort Amsterdam, in New Netherland, April 5th 1663.

In conformity with written instructions the Court demanded the oath of the newly appointed commissaries, who took their oath before said court, in the usual manner.

1. What is the date of this document? _____

2. What type of document is this?

3. What information is being announced at the Court Session? Who is being appointed as a commissary?

4. Where were the new commissaries originally appointed?

5. How long did it take for the above orders to be announced in Wiltwyck?



Document 7b—Excerpts from Peter Stuyvesant’s Instructions for the Court of Justice in Wiltwyck

Petrus Stuyvesant, in behalf of the High and Mighty Lords, the States General of the United Netherland...together with the High Council, To all who shall see, or hear this read, Greetings...considering the increased population of said village [*Wiltwyck*] resolve to favor its inhabitants with a subaltern [*lower*] court of justice...

It is therefore necessary, so that everything be effected with due order and respect that there be:

[1] Chosen as judges, honest, intelligent persons possessing real estate, peaceable men, good subjects to their Lords and Patroons...professors [*members*] of the Reformed religion, as it is now preached in the United Netherlandish churches.

[2] Before whom all cases relative to the police, security and peace of the inhabitants of Esopus, so too all suits between man and man, shall be brought, heard, examined and determined by definitive judgment, to the amount of fifty guilders or below it, without appeal.

[3] On higher sums it shall be left to the discretion of the aggrieved to appeal to the Director General and Council.

[4] If there be a disparity of votes or opinion... then the minority will coincide with the majority without contradiction.

[5] All inhabitants of Esopus are...are subjected to and may be summoned before the...sheriff and commissaries who shall hold their court, in the village aforesaid every fortnight, harvest time excepted.

[6] Sheriff and Schepens...shall...appear at the appointed day and place on the fine of twenty stivers [*coin used in the Netherlands and worth 1/20 of a guilder*] when they have been informed by the court messenger at least twenty-four hours of the sessions of the court. If they arrive too late or after the stated hour, the penalty will be six stivers.

[7] All criminal cases shall be directly referred to the Director-General and Council in New Netherland, provided the court remains obliged to apprehend, arrest, detain and imprison the delinquents until they have a proper opportunity to transport them ...before the supreme magistrates of the land...in the meantime, they are [*be*]holden to take good and correct information with regard to the committed crime...and transmit these together with the delinquent.

[8] Lesser crimes, as quarrels, injuries, scolding, kicking, beating, threatening, simply drawing a knife or sword, without assault or bloodshed are left to the judicature and decision of the aforesaid court.

[9] All criminals and delinquents guilty of wounding, bloodshed...public and notorious thefts, robberies, smuggling and contraband, blasphemy, violating God’s holy name and religion, injuring and slandering the Supreme Magistrates, or their representatives, shall with the information, affidavits and witnesses, be referred to the Director-General and Council of New-Netherland.

[10] The aforesaid Sheriff and Schepens shall further take care, and are obliged to see the laws of our Fatherland and the ordinances and placards of the Director-General and Council...[*be*] carefully executed and kept in strict observance.

Given by the Director-General and Council at their meeting in Fort Amsterdam in New-Netherland, this 16th day of May 1661.



Lesson 8—Rachel and the Second Esopus War

Essential Question: What major role did Rachel Montagne play in the release of the Wiltwyck captives?

Objectives: Students will:

- Evaluate two reports of the same event to determine the important facts.

Vocabulary:

Maquas/Maquaes – Iroquois or Mohawks.

Chevaux-de-frise – defensive structure consisting of a movable obstacle composed of barbed wire or spikes attached to a wooden frame; used to obstruct cavalry.



Palisade - sometimes called a **stake wall** – is typically a fence or wall made from wooden stakes or tree trunks and used as a defensive structure.

Breastwork - A temporary, quickly constructed fortification, usually breast-high.

Materials:

- Document 8a-Transcript of report given by Rachael Montagne
- Activity Sheet 8a
- Document 8b -Transcript of letter from Captain Creiger to Peter Styvestant
- Activity Sheet 8b
- Venn diagram

Background information:

Rachel de la Montagne was the oldest daughter of Dr. Johannes La Montagne and his wife, Rachel Forest. Rachel was born in Leiden Holland in 1634. At the age of two she traveled with the rest of her family to New Amsterdam. When her mother died her father remarried. In 1656, she accompanied her father and stepmother when they moved to Fort Orange (Albany). Dr. Montagne was appointed Vice-Director of the entire colony in 1656, with special responsibility for Fort Orange (Albany) and the settlement of Beverwyck. At Albany, Dr. La Montagne was the chief administrator for a large area, including all the Dutch and Huguenot settlements along the Hudson Valley, from 1656, to 1664.

In 1657, Rachel married Dr. Gysbert Van Imbroch. They were among the first settlers at the new settlement of Wiltwyck having moved there in 1660. Dr. Van Imbroch was a Chirurgeon and practiced medicine. In 1663, he was appointed commissary (magistrate) of Wiltwyck. Rachel and Gysbert had three children: Elizabeth born in 1659, Johannes born in 1661 and Gysbert II born in 1664.

On June 7, 1663, Esopus natives attacked New Village (Hurley) and Wiltwyck. Parties of Esopus entered Wiltwyck in the morning carrying maize and beans to sell. Under this pretext they distributed themselves in different houses. Suddenly, a number of settlers came dashing through the gate shouting that that the Esopus had destroyed the New Village (Hurley). At once, the Esopus already in the houses began seizing women and children and setting fire to the houses. Twelve houses were burned before the wind changed. Some of the Esopus took the captives into the forest while others remained near the gates to ambush the men, most of who were working in the fields outside the village. By nightfall, the colonists had regained control of the village and started to replace the palisades.



The casualties of the raid included:

Wounded: 8 men

Dead: 12 men including one African slave

3 soldiers

4 women

2 children

Taken into captivity: 4 women and 6 children

Among the captives was Rachel de la Montagne, the wife of Gysbert Van Imbroch and the daughter of Dr. Montagne, the Vice-Director of New Netherland. Native American casualties were unknown.

Various solutions to the problem of recovering the captives were proposed:

(1) Use the Mohawks as intermediaries to gain the release of the captives,

(2) Get volunteers from other settlements to assist in recovering the captives,

(3) Ask the Mohawks to capture some Esopus and use them in exchange for the Dutch captives,

(4) Have the Mohawks gather as much information regarding the situation and condition of the captives as well as the strength of the Esopus and the location of their fort.

It took almost three months for the soldiers to obtain the release of the captives.

Teaching Sequence:

1. Full Class – Analyzing a Primary Source

- a. The teacher explains to the class that following the Esopus raid, steps were taken to recover the captives. Correspondence from that time gives us some idea of how the Dutch reacted to the raid. (Teacher as storyteller will use information in background to set the scene)
- b. The teacher explains that the term, “savage” is used in many of the documents. He/she will ask the students what they think the term means and why they think the Dutch would refer to the Esopus natives in this manner. The word savage is an offensive term used for a member of a people considered inferior or not as advanced as your own group. The Dutch, and later the British refer to the Esopus in this derogatory manner throughout the early history of Ulster County.
- c. The class is then broken up into two groups, A and B. Each group will read documents that detail the accounts to recover the captives. (*Note that Document 8a is the most challenging to read, Document 8b is a bit less challenging. Groups can be divided up accordingly.*)
- d. Students in Group A are given Document 8a, students in Group B are given Document 8b, along with their accompanying activity sheet. (*Students can work in pairs to complete the activity sheets*)
- e. Students (or pairs) who worked on Document 8a are then paired up with students who worked on Document 8b.
- f. Students work cooperatively to complete a Venn diagram comparing the two reports.

2. Class Discussion

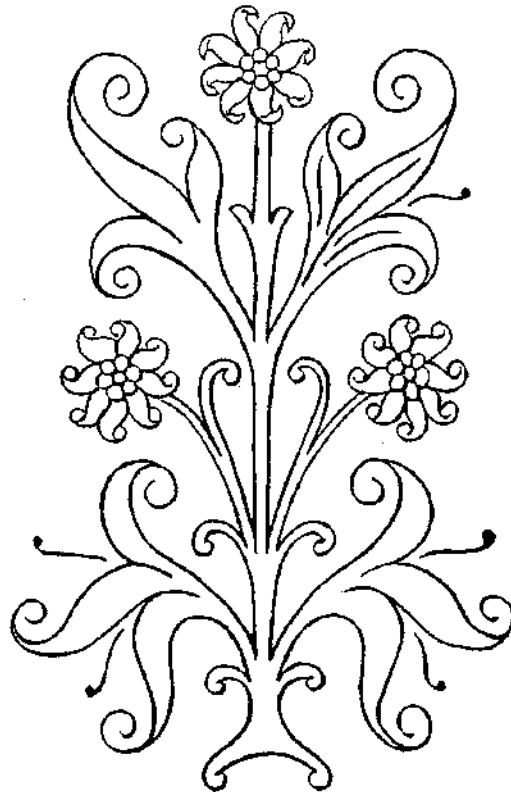
The teacher uses a large Venn diagram to record the answers to the following questions:



- a. What information was the same in both reports?
- b. What information did the Dutch get only from Rachel?
- c. What information came from the report of the Maquaes and Rachel?
- d. How did having several different viewpoints of an event help us have a clearer picture of what really happened?
- e. The teacher discusses the problem of bias in historical documents.
 - Including primary sources in multiple formats on the same topic and comparing them enables us to get a more accurate view of an event.
- f. The teacher can continue discussion using remaining questions on the activity sheet.

Lesson extension:

1. Using the information in the Venn diagram, students can create a picture of the fort as described by Rachel and the Marquaes chiefs.





Document 8a-July 4, 1663

INFORMATION FURNISHED BY RACHEL LA MONTAGNE, WIFE OF GYSBERT VAN IMBORGH, LATE A PRISONER AMONG THE ESOPUS INDIANS.

Information given on the 4th of July 1663 at *Wildwyck* by *Rachel*, the wife of Mr. *Gysbert van Imborgh*, who has been a prisoner among the *Esopus* Indians, according to the instructions given to *Sieur Jan Daret* from *Fort Orange* by *Johan de Deckere*.

1 To the first question, in what direction the fort of the savages was lying from *Wiltwyck*, she says, towards the south at a distance of about 8 hours' march.

2 To the second, the road there is a good footpath and it is possible to get by wagon in about one or two hours from *Wiltwyck* to their fort, there are only one or two bad hills on the road.

3 Thirdly: on the road there 3 or 4 little creeks will be found, about one or two hours' march from their fort, the creeks are almost dry and easily crossed, the largest is 5 or 6 paces wide.

4 Fourthly: their fort is situated at the foot of a hill and leans on to it on one side, on the other sides the land is flat, a creek washing one corner of the fort.

5 Fifthly: the fort is fortified with palisades on the creek side and all around; the palisades could easily be pulled out; the creek is not deep near the fort and at 3 or 4 places there are rocks in it, so that it is easy to get across; the creek is as wide, as the creek near *Ebbingh's* land.

6 Sixth: there is a good view of the surrounding country from the fort.

7 Seventh: the fort is large, a little larger than the fort at *Fort Orange*, where his Honor, Mr. *La Montagne* lives; it has two rows of palisades put up like *chevaux-de-frise*, through which it is easy to pass; they are putting up a third row of palisades close to each other, with port holes like those in *Wiltwyck*; the fort has two gates, one to the south, the other to the north.

8 Eighth: ten dwellings are in the fort and she has not seen more, than about 30 men, who guard the fort and she says further, that they were in great anxiety about their wives and children and that they lodge them outside of the fort during the night, sometimes with the prisoners, when a startling rumor reaches them and they do not rely much on escape.

Lastly: (illegible).



Activity Sheet 8a - Rachel's Escape

WORD BANK

Situated: located

Fortified: secured or strengthened

Palisades: fortress

Directions: Base your answers on Document 8a.

1. What date was the information on this document given? _____

2. According to this report, who is giving the information?

3. In your own words, list the facts that are given about the Esopus fort:
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
 - f. _____
 - g. _____
 - h. _____

4. Which piece of information do you feel is the most important? Why?

5. Who do you think this document was created for? Why was it needed?



Document 8b- July 5, 1663

LETTER FROM CAPTAIN CREGIER TO DIRECTOR STUYVESANT;
REPORTS HIS ARRIVAL AT THE ESOPUS; ESCAPE OF MRS. VAN
IMBORGH.

We are now busy to bring oar goods up from the strand to the *Esopus*. When I arrived at the *Esopus*, I found there the Maques, who had been to see the *Esopus savages* about the prisoners, but they brought no one with them, except Mr. *Gysbert's* wife; the savages and Mr. *Gysbert's* wife had been examined by the Magistrates here, the day before my arrival, as to her adventures; the Magistrates are sending the result of the examination to your Honor: as the *Maquaes* and Mr. *Gysbert's* wife say, the savages have never more than 30 men in the fort, but they are always out on expeditions; I shall try to verify this as far as possible. Mr. *Gysbert's* wife says, the savages were busy putting up a third row of palisades around their fort and that they had also made a breastwork for the protection of their watering place, but they were nevertheless afraid of the *Dutch*, so that they had taken all the prisoners out of the fort into the mountains during several nights and had them guarded together with their wives and children and old men, only the men, able to bear arms, remaining in the fort to guard it. A *Maquaes* chief, who brought away Mr. *Gysbert's* wife, says, when he returns to the *Maques* fort, he shall ask the other chiefs, whether they will go with 40 savages to the *Esopus* savages and carry off the prisoners by force.



Activity Sheet 8b - Rachel's Escape

WORD BANK

Maquas: Mohawks

Savages: an offensive term for a member of a people considered inferior

Magistrates: officials

Expedition: an outing or journey

Palisade: fort

Directions: Base your answers on Document 8b.

1. What date was the information on this document given? _____
2. According to this report, who is giving the information? _____
3. In your own words, list the facts that are given about the Esopus fort:
 - a. _____
 - b. _____
 - c. _____
 - d. _____
4. How were the Esopus people protecting their fort?

5. Which piece of information do you feel is the most important? Why?

6. Who do you think this document was created for? Why was it needed?

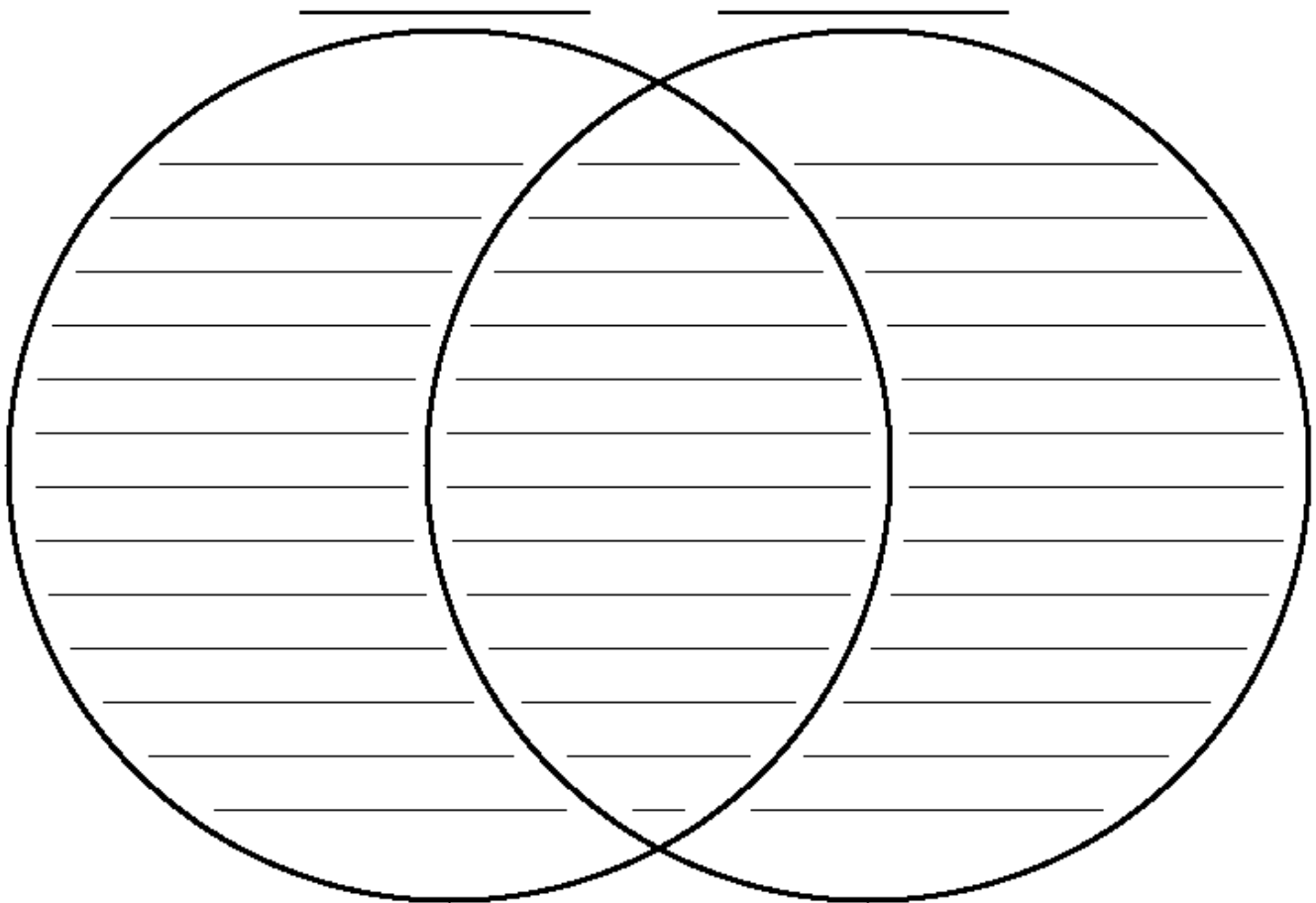


Venn Diagram

List the facts that you have obtained from each of the two reports. If it is only found in Rachel's report put it in her circle, if it is only found in the Marques/Rachel report put it in their circle. If it is found in both reports, put it in the center where the circles overlap.

Rachel

Rachel and Marques





Lesson 9—The Brits Have Arrived!

Essential Question: Why is it difficult for people of different cultures to coexist in the same area?

Objectives: Students will:

- analyze a series of documents that relate to the period following the English takeover of New Netherland;
- develop an essay providing evidence that relations between the Dutch and the English were strained in the years following the English takeover of New Netherland.

Materials:

- Blank folder
- Documents 9a, 9b, 9c, 9d, and 9e with accompanying activity sheets (Part I)
- DBQ sheet (Part II)

📖 **Background information:**

After Charles II came to the throne, the English became very interested in the Dutch holdings. In 1664, he granted the land to his brother, the Duke of York, before officially owning it. When a powerful English military unit appeared in New Amsterdam, Governor Stuyvesant was forced to surrender and New Netherland became New York.

Although in most part the transformation of New Netherland to New York was a peaceful one, the Dutch in America came face to face with new problems, found themselves compelled to cut apron strings to their heritage, and had to cope with new and sometimes foreign ways to function in their day to day life.

**Students will notice the word “sic” in brackets after certain words in their documents. The term “sic” indicates that the word has been transcribed exactly as found in the original source, complete with any erroneous spellings.*

Teaching Sequence:

1. Full Class – Analyzing a Primary Source

- a. The teacher will distribute a blank folder to be used for holding the documents and their accompanying activity sheets.
- b. The teacher will distribute Document 9a with its corresponding activity sheet.
- c. Students are asked to read the document and fill in the questions.
- d. The teacher will distribute a different document at each class, or combine several in one lesson.
- e. When all five activity sheets have been completed, students will be asked to complete the DBQ essay (Part II).



Document 9a

The following Charter (contract) was written by the new governor of New York, translated from English to Dutch, and given to the Court at Wiltwyck

Extraordinary session on Friday, November 14, 1664

Concerning the welfare and the peace about the affairs in Esopus, command by the present the following instructions, to be published and observed:

1. First that the present Officers and **Schepenen** shall be obeyed in their authority on all occasions as until the time the **contrary** shall be shown by my signature.
 2. That the preacher's back salary shall be precisely paid and he shall continue his ministry as heretofore.
 3. That nobody shall sell brandy or strong drink to the savages under penalty of 500 guilders (Dutch money) fine.
 4. That the Indians or savages shall be permitted to peacefully enter, during the daytime, the Esopus or the village of Wildwyck for the purpose of selling deer-meat and other **merchandise**, and that they shall not be molested or injured, because I have concluded with Sakumaas (Esopus chief), as well for themselves as for their people, that no injury or violence shall be done to the subjects of his majesty of England.
 5. That the soldiers shall be **quartered** by the **magistrates** in the houses of the **inhabitants**, whom I shall promptly pay, as per agreement.
 6. That the inhabitants and the soldiers shall **dwel** together in unity and friendship, so that upon occasion or time of need they may act together as one man.
 7. In case any differences should occur between a soldier and a resident, the same shall, after a complaint shall have been made to the officers and magistrates.
- Given under my signature October 26, O.S. 1664,
at Fort James at New York.

Richard Nicols.





Activity Sheet 9a

WORD BANK

Schepenen: similar to mayor of a town

Contrary: opposite

Quartered: a section of the town

Magistrates: officials

Inhabitants: someone that lives in a place

Dwell: live

Directions: Base your answers on Document 9a.

1. When was this document written? _____

2. The charter was originally written in English, why was it translated into Dutch?

3. Who was ordering the new laws stated in this document? Why?

4. Why would the Dutch citizens of Wiltwyck dislike Law #5?

5. In Law #6, why did the Governor want the English and Dutch to get along?



Document 9b

WORD BANK

Decree: a law

Curtains: stockade

Decomposing: rotting, spoiled

Stench: terrible smell

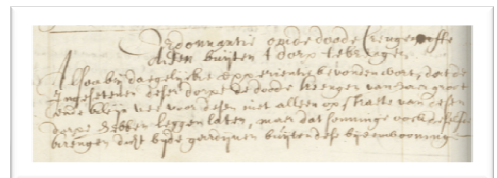
Schout: sheriff and lawyer

Schepenen: similar to mayor of a town

Decree concerning the carrying of dead bodies of animals outside the village.

Whereas daily experience shows that the residents of this village, prior to this, did not only leave the dead bodies of their large and small cattle in the streets of this village, but that some even have brought the said dead bodies close by the **curtains** outside of this community directly upon and near the common roads, which **decomposing** bodies, on account of their **stench** not only much inconvenience passers by, but may also be the cause of bad diseases owing to said nasty stench, for the purpose of remedying and preventing which in the future, the honorable **Schout** and **Schepenen** of this village of Wildwyck, in the name and by the authority of his Royal Majesty of Great Britain and the hon. Lord Richard Nicolls, governor general at New York by the present order and command each and every resident of this place that, after this date, **nobody shall further venture neither to leave his dead bodies of the cattle, however named, on the street of this village nor to bring them near or about the curtains of this community on or about the common roads, but that said dead bodies shall be carried the distance of the two [rifle] shots outside of the village, away from the common roads, under penalty to the violators of 25 guilders (money) for every violation. Let every body look out for himself.**

Thus enacted at the session of the hon. Schout and Schepenen of Wildwyck Sept 26/Oct 6, 1665





Activity Sheet 9b

Directions: Base your answers on Document 9b.

1. What were the residents of Wiltwyck doing with the bodies of their dead animals?

2. Why did this action cause a problem?

3. Now that the English have taken over the town, what changes did they order?

4. What was the penalty for not following this new order?

5. What do you think the last statement "Let every body look out for himself" means?



Document 9c

WORD BANK

Schout: sheriff and lawyer

Complainant: a person or group of people making a legal complaint in a court of law.

Defendant: a person that is sued in a court of law

Quarters: section of the town

Hither: closer

Plaguing: poisoning

Forgoing: what goes before

1 /6 /1665

Willem Beeckman, (the **Schout**) –
Complainant against
Foppe Barents, **Defendant**

Complainant [*sic*] says that
last Saturday during the
evening,

a soldier Ridsert Keesschie complained to him that
Foppe Barents has bothered him and called him
names in his **quarters**. He first said not to care a
snap for all the English, and that the English
soldiers had come **hither** for the purpose of **plaguing** [*sic*]
the farmers, and to rob the country, and he further
said "When spring comes we shall kill all of you,"
and while passing through the house he snapped his
nails against his teeth (op de tanden met de nagelen
geknipt) saying to care as much for the English
and their King.

Defendent denies the **foregoing** [*sic*]

The honorable court orders the officer to enquire more
closely into this business, and to gain information
concerning the same.





Activity Sheet 9c

Directions: Base your answers on Document 9c.

1. Ridsert Keesschie, an English soldier made a complaint against Foppe Barents, a Dutch farmer. What did Keesschie complain about?

2. What was the action Fopp made that was disrespectful toward the English and their King?

3. How does this document demonstrate the attitude some of the Dutch felt toward the English soldiers at Wiltwyck?



Document 9d

Extraordinary session on Thursday
Feb. 5, 1665.

Present Willem Beeckman, **Schout**.

Commissaries present:

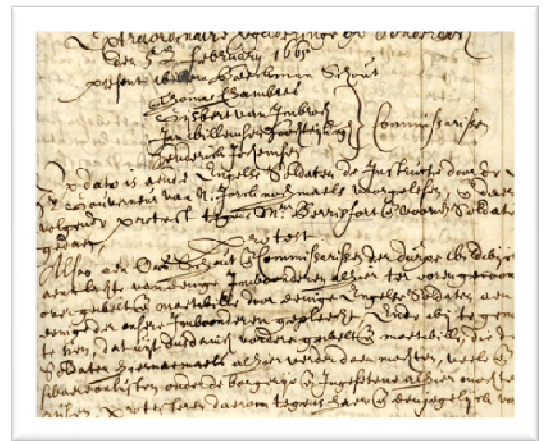
Thomas Chambers

Gysbert Van Imbroch

Jan Willemsen Hoochteylingh

Henderick Jochemsen

On this date the instructions
by the honorable Ld Goveenor
of New York, was again read to the
English soldiers,
and thereupon the following protest was drawn up:



Protest (Complaint)

Whereas, to us **Schout** and **Commissaries** of the
village of Wildwyck complaints have been made
by some **inhabitants** here, concerning violence and
outrage caused by some English soldiers against
some of our residents, and we fear that, on account of
further similar violence and outrage which the
soldiers hereafter may commit at this place, many
and fearful quarrels will arise among the **burghers** and
residents of this place, therefore we protest to them and every
body before God and the world, if any disasters and
rebellion should arise on account of similar bad conduct,
that we, Schout and Commissaries, **absolve** ourselves from
all responsibility for possible **calamities**. We therefore
by the present advise any and all of them, if any of our residents be
should unreasonable to them, to lodge a complaint with us
concerning the same, and we shall then sustain them in their
just cause.

Done at Wildwyck, this Feby 5, N.S. 1665.



Activity Sheet 9d

WORD BANK

Schout: sheriff or lawyer

Commissaries: a high official

Aforenamed: named before

Inhabitants: a section of the town

Burghers: a middle class citizen of a town

Absolve: free from blame

Calamities: disaster

Directions: Base your answers on Document 9d

1. When was this document written? _____

2. Why did the inhabitants of Wiltwyck complain to the court?

3. What is the court of Wiltwyck afraid could happen?

4. What did the Court want the English soldiers to do if residents of Wiltwyck were disrespectful to them?

5. What do think will happen? _____



Document 9e

Date of Court Hearing: November 18, 1664

Note

Testimony of incident between the Dutch inhabitants and English soldiers, involving a canoe at the redoubt.

Samuel Olivier, Joris Porter, Eduard Chattelton were British soldiers.

Ariaen Huybertsen, Allert Heymans, Ariaen Allertsen were Dutch citizens.

Minutes

Samuel Olivier, Joris Porter, Eduard Chattelton appearing before the honorable court, say that on last Thursday being November 3/13 (they being stationed on the redoubt as a guard) Allert Heymans came with his people for the purpose of taking a canoe from the shore which canoe they (the British guards) had been ordered to watch by the guard which they relieved.

Ariaen Huybertsen then came and took hold of the canoe for the purpose of shoving it in the water, whereupon Samuel Olivier came with his gun for the purpose of preventing the same, and threatened to shoot said Ariaen Huybertsen. Ariaen Allertsen, in the mean time, took the small shot out of his gun, and reloaded it with ball, and Allert Heymans also challenged the guard to fight them, man against man, and even took [raised] up his axe and threatened the soldier Eduard Chattelton to hit him with the same; and make a complaint about the violence committed against them by their guards at the **redoubt** by the before mentioned persons.

Allert Heymans answers that he arrived on the bank with his people, for the purpose of launching their own canoe and to use it for hunting, where upon Samuel Olivier, coming from the **redoubt**, with his gun cocked, spoke to them. They not being able to understand him, Ariaen Huybertsen, nevertheless, intended to float the canoe, whereupon Samuel pointed the gun at his chest, whereupon he, Ariaen, pushed the gun out of the way, and took hold of his arm, and, this happening, Eduard Chattelton approached Ariaen, before mentioned, with an oar and struck at him whereupon Joris Porter drew his sword for the purpose of separating parties.

There upon (Then) Allert Heymans called from the wagon "Keep quiet, I shall immediately come over to you to get the canoe afloat." When he came near the canoe Eduard Chattelton also came with his gun, holding the thumb on the trigger & pointed to him to let the canoe alone. In the mean time he (Heymans) took up the axe from the canoe and threatened him with the same, whereupon Eduard reversed his gun and threatened him with the butt end. In the mean time Ariaen Allertsen, seeing this, also took hold of his gun and loaded it with ball. Allert Heymans further went with the others to the redoubt, and there they were better informed by each other.

The English, then understanding them a little [and understanding] that it was their own canoe, thereupon gave them the oars, and allowed the canoe to follow, and even Eduard Chattelton himself assisted them in getting the canoe afloat. They also deny having challenged the English soldiers, and further deny having taken the small shot out of the gun, but [say] that they simply loaded it with ball, because it was unloaded.



Activity Sheet 9e - The British Have Arrived

WORD BANK

Testimony: a statement

Incident: something that happened

Redoubt: a fort or a protected or enclosed place

Directions: Base your answers on Document 9e.

1. What is the date on this document?

2. Who was involved in this disagreement?

3. What was this argument about?

4. List some of the actions that were taken by the Dutch?

5. List some of the actions that were taken by the English soldiers that were guarding the canoe?

6. How could this disagreement been avoided?



DOCUMENT BASED QUESTION

Directions:

The task below is based on documents 9a-9e. This task is designed to test your ability to work with historical documents. Look at each document and answer the questions after each document. Use your answers to the questions to help write your essay.

Historical Background:

The people of Wiltwyck had lived under Dutch rule for over 11 years. In 1664, the control of New Netherland was turned over to the English. Although peaceful, this change of government brought about some conflict between the Dutch and the English living in Wiltwyck/Kingston.

Task:

Use your answers to the questions in Documents 9a-9e, the information from the documents themselves and your knowledge from previous lessons to write a well-organized essay in your own words.

What were some of the challenges faced by both the English and the Dutch in Wiltwyck following the English takeover of New Netherland?

In your essay remember to:

- include an introduction, a body and a conclusion;
- use information from at least three documents in your answer;
- include details, examples or reasons in developing your ideas.



Lesson 10–The Inventory

Essential Question: What can you tell about life in the 1660's from a person's possessions?

Objectives: Students will:

- interpret an excerpt from a 17th century inventory;
- infer the type of store operated by Gysbert Van Imbroch and the profession he held by categorizing his possessions.

Materials:

- Document 10 – Inventory for Gysbert Van Imbroch in Dutch Language
- Documents 10a through 10e – Transcriptions of Excerpts from Inventory of Gysbert Van Imbroch
- Activity Sheet 10f

Background information:

Gysbert Van Imbroch was born in the Netherlands in 1634. He arrived in New Amsterdam about 1652 where he was appointed by the Dutch West India Company to work in New Netherland as a surgeon. In 1655, he was given permission to sell “a certain number of bibles, testaments and other books”. In 1661, he moved with his wife, Rachel, to the new settlement of Wiltwyck, bringing his inventory of books with him. Gysbert Van Imbroch became an important member of society while living in Wiltwyck. Other than being the surgeon and pharmacist of Wiltwyck, he was also appointed commissary (magistrate) and presided over legal matters in court. In addition to his other accomplishments, in 1664 he partnered up with Rachel's brother, Willem de la Montagne, to form a business importing and selling wines. (Willem will become the first clerk of Kingston)

On August 29 1665, Dr. Van Imbroch died. On the day of his death he requested verbally and in writing that his estate should be inventoried and sealed up until the time Jacob Kip and Willem de la Montagne, Dr. Van Imbroch's brothers-in-law arrived from New Amsterdam. On September 1, 1665, they, along with Willem Beeckman, the shout, inventoried the possessions of Dr. Imbroch.

On Sept. 7, 1665. Jacob Kip, brother-in-law of Mr. Gysbert Van Imbroch brought to the court the last wishes of said deceased, signed by said deceased, and also an authorization from Johannes La Montagne, Sr., father-in-law of said deceased, that they administer to the estate, the deceased having left three minor children, a daughter named Lysbet, about 6 years old, two small sons, the eldest named Johannes, about 4 years old, and Gysbert, about 1 year old (Gysbert's wife, Rachel had died the previous year). The court appointed Jacob Kip and Johannes la Montagne guardians of the children.

The inventory, one of the most extensive taken in Dutch controlled New Netherland included a wide variety of objects, from the commonest necessities of life, a large amount of clothing and personal effects, especially for women and children and items pertaining to Gysbert's varied business enterprises. However, the most remarkable aspect of the inventory was the listing of Van Imbroch's books, which totaled almost 500 volumes.



The inventory document concludes with the following important piece of information:

*All of which aforementioned articles have been found and are stored in the deceased Mr. Gysbert Van Imbroch's own house, standing and situated in the village of Wiltwyck with a garden annexed to it, surrounded with good palisades.
And taken at Wiltwyck by us, the undersigned this 2d. day of September N. S. of the year 1665.*

ABOUT INVENTORIES

An inventory is a listing of a person's belongings, and the value of those belongings, created after that person died. Because inventories were so thorough and listed every piece of personal property in a household, they are incredibly useful tools in understanding how people lived in colonial America.

Vocabulary

ells - An ell is a measure of cloth containing a yard and a quarter.

Teaching Sequence:

1. Full Class – Analyzing a Primary Source

- a. There are many ways we learn about the past. We study artifacts and primary documents such as journals, diaries, and drawings. Today the students will study an inventory to uncover clues about the life of Gysbert Van Imbroch.
- b. Divide the class into groups of three or four students each. Each group is given a list of items from Gysbert Van Imbroch's inventory and Activity Sheet 10f.
- c. When they have finished the inventory each group should collaborate on answering the questions: "What type of store do you think Gysbert Van Imbroch had? What type of occupation did Van Imbroch hold? What evidence does this document give to support these assumptions?"
- d. Have each group share their findings with the class, reporting what they have learned about Gysbert Van Imbroch.

2. Class Discussion

- a. The teacher will discuss with the students the extent of Gysbert Van Imbroch's inventory.
- b. The teacher poses the following questions:
 1. What did you learn about Van Imbroch from the different things listed in the inventory?
 2. Does the inclusion of the animals in the inventory change their view of Van Imbroch?
 3. How does the inventory help us understand life in Wiltwyck in the 1600's
 4. If someone were to inventory your possessions right now, what impression would they have of life in New York in the 21st century?

Lesson extension:

1. Have students list the names of unusual items from the inventory. Students should then research each item and write a short description of its function, material, and modern equivalencies. In order to enhance their explanation of items, students can draw an illustration of each object.
2. Using the same types of stores as used in the class activity, inventory your room. What would people in the future determine about you, based on your possessions?



Document 10a - Excerpt from Inventory of Gysbert Van Imbroch

Inventory taken September 1st, 1665, of the effects of Mr. Gysbert Van Imbroch in the presence of the Hon. Heer Willem Beeckman, Schout, Jan Willemsen Hoochteylingh and Jan Joosten, deacons at Wildwyck, having been requested to do so by the aforesaid Gysbert Van Imbroch during his life...

Two curtains with a top piece on the bed-stead,
One bed-stead half surrounded by curtains,
Two pieces of black cloth, together 4 ells,
One man's suit of clothes, made of gray cloth,
One leather coat, with silver and gold bands,
One silver thimble,
Five silver spoons,
Two diamond rings,
Two womens knives made of silver in a tube,
A silver platter (may also mean scale),
A colored reversible skirt with green lining,
An old beaver muff,
A womans testament (bible) with silver clasps,
One black colored, stomacher,
One pair white leather woman's gloves
A colored reversible skirt with green lining
A red scarlet skirt
Two boars, one year old.
Three hogs, or sows.
Two milch cows,
An fijid (old) buck,
A young buck,
A cow,
Some pigeons,
Some chickens.



Document 10b - Excerpt from Inventory of Gysbert Van Imbroch

Inventory taken September 1st, 1665, of the effects of Mr. Gysbert Van Imbroch in the presence of the Hon. Heer Willem Beeckman, Schout, Jan Willemsen Hoochteylingh and Jan Joosten, deacons at Wildwyck, having been requested to do so by the aforesaid Gysbert Van Imbroch during his life...

Two round handkerchiefs,
bordered with lace,
One pair of child's stockings.
One pair of gray woolen stockings,
Six pillow cases,
Three woman's shirts,
Two shaving towels'
crape or mourning hat-band,
54 ells of white linnen,
A small psalm book with silver clasps,
A little bag containing in seewan one hundred twenty five gldrs
nine stivers,
A yellow medicine chest with some contents, in which medicine
chest are deposited in the lower second portion,
A box made of silk and ribbons for female utensils,
one beaver,
One otter,
Five old pictures,
Six tin dishes,
One tin bowl,
Twelve tin plates,
A wine glass with pewter foot,
A tin mustard pot,
A small tin saucer,
Five silver spoons.



Document 10c - Excerpt from Inventory of Gysbert Van Imbroch

Inventory taken September 1st, 1665, of the effects of Mr. Gysbert Van Imbroch in the presence of the Hon. Heer Willem Beeckman, Schout, Jan Willemsen Hoochteylingh and Jan Joosten, deacons at Wildwyck, having been requested to do so by the aforesaid Gysbert Van Imbroch during his life...

A white medicine chest with some contents,
A plate with eight razors and five pairs of scissors,
Three firelocks,
One gun-barrel,
Two swords,
One game-bag,
One shot bag with a powder horn and lielt,
One comb-holder with five combs,
Three small bags with fine shot,
A small bag with bullets and flints ,
Three small bags with powder,
One box with senna leaves and other herbs,
A barber's saw, One pair of skates,
One little Bag with pepper,
One little basket with white starch,
A saddle and bridle,
A cellar with a bottle wherein there is a little oil,
A tin salt-cellar ,
A copper frying pan,
A grid-iron,
A tong,
A hatchet.



Document 10d - Excerpt from Inventory of Gysbert Van Imbroch

Inventory taken September 1st, 1665, of the effects of Mr. Gysbert Van Imbroch in the presence of the Hon. Heer Willem Beeckman, Schout, Jan Willemsen Hoochteyningh and Jan Joosten, deacons at Wildwyck, having been requested to do so by the aforesaid Gysbert Van Imbroch during his life...

A large carving knife,
A small hammer,
A whet stone, a copper kettle,
A small keg with French wine it being sour,
A barber's grind stone with its frame,
A white earthen-ware basin for shaving, or shaving dish,
A copper basin used for shaving, or shaving dishes,
A pocket pistol,
Medicine book of Christopher Wirtsungh,
Book on the mixing of wine,
Arithmetic by Jan Belot Dieppois,
German song book,
100 Catechisms,
102 A. B. C. books,
Small gardener's manuals,
One barber's case with instruments,
One penknife,
One bottle of tragacanth vinegar,
One bottle with perfumery or fumigating matter,
Two water pails,
A milk can,
A firkin,
Three deer skins for chair cushions.



Document 10e - Excerpt from Inventory of Gysbert Van Imbroch

Inventory taken September 1st, 1665, of the effects of Mr. Gysbert Van Imbroch in the presence of the Hon. Heer Willem Beeckman, Schout, Jan Willemsen Hoochteylingh and Jan Joosten, deacons at Wildwyck, having been requested to do so by the aforesaid Gysbert Van Imbroch during his life...

Five molds for casting bullets,
A little glass with juniper oil,
A small glass with yellow medicine,
A large powder- horn with powder,
A small keg with some hops,
Bullets,
A copper shaving basin,
An ancker of whale oil Or other oil (an ancker — 1/6 of a hogshead),
Two axes,
Two wash tubs one large and one small one,
A gridiron,
A pepper drawer,
A salt barrel,
Seven chairs,
A barber's chair,
Two white shaving towels,
Three pressed woman's bonnets,
Some nails and iron work,
A bar of Spanish soap,
Some candle grease,
17 figuring pen.



Activity Sheet 10f

Choose at least fifteen items found on Gysbert Van Imbroch's inventory. Think about what kind of store you would need to go to today to purchase that item. Place each item under the appropriate type of store. Some items may fit into more than one category.

Pharmacy

Hardware store (Like Home Depot)

Bookstore

Liquor store

Sporting Goods store (Like Dick's)

Kitchen specialty store

Fabric and Crafts store (Like JoAnn Fabric Store)



1. We know from other sources that Gysbert Van Imbroch had a store in Wiltwyck. What type of store do you think he had? What evidence does this document give us to support that idea?

2. Are there any items that would give clues to any additional professions that Gysbert Van Imbroch held?

3. How does this inventory help us learn about life in Wiltwyck in the 1660's?



Lesson 11—A Shoemaker's Apprentice

Essential Question: What can you tell about life in the 1660's from an apprentice agreement?

Objectives: Students will:

- explain why the system of “apprenticeship” was utilized in New Netherland;
- clarify the difference between the role of master and apprentice.

Materials:

- Document 11a - Shoemaker's Apprentice in Dutch Language with Translation
- Activity Sheet 11a
- Document 11b - Short Biography of Gysbert Van Imbroch Jr.

Background information:

Apprenticeship

In Colonial times, apprenticeships and indentures were used as a method of dealing with, not only underprivileged children, but also as a system to help young girls and boys learn a trade. To be indentured meant that apprentices (trainees) signed a contract with a master craftsman who agreed to teach him/her a trade. Many of the children bound out had no living parents to see to their interest; instead magistrates dealt with relatives, guardians or friends as they fashioned indentures.

In New Netherland as well as the Dutch Republic, apprenticeship was perceived as a vital and economic institution. Apprenticeship provided vocational training in contrast to indenture for service. A master taking on an apprentice more or less took over the task of the parents especially when an apprentice came to live with him/her. He/She then became responsible for the apprentice's religious and moral education. The apprentice was expected to act diligently, respectfully and obediently. Masters were expected to treat the apprentice as if the apprentice were part of their own family, although this was not always the case.

Despite the length of service, masters were obliged to provide certain necessities such as food, clothing and housing for young New Netherlanders. These requirements were issued in a proclamation of Old Amsterdam in 1597 and followed in the colony of New Netherland. As was the case in the Dutch Republic, apprenticeship and indentures in New Netherland, especially after the 1650's, generally called for the youth to be taught reading, writing and perhaps arithmetic as well as a specific trade.

Vocabulary

- **Apprenticeship:** Apprenticeships were a means by which a young person was taught a trade. This enabled the established master of that trade to have help.
- **Indentured servant:** A laborer under contract to work (for a specified amount of time) for another person or a company. Sometimes, this was unpaid, but for exchange for accommodations, food, training, or passage to a new country.
- **Guardian:** person who has the legal authority (and the corresponding duty) to care for the personal and property interests of another person, called a ward.
- **Heavy Money:** bartered goods such as beavers, furs, crops used as equivalent to money.
- **Light Money:** Minted coins.



Teaching Sequence:

1. Full Class – Analyzing a Primary Source

- a. The teacher will discuss with the students the term apprentice and how it was perceived in New Netherland.
- b. The teacher will explain the difference between apprenticeship and indenture for service.
- c. Teacher as storyteller, tells the story of young Gysbert following the death of both of his parents.

NOTE-alternative method is to hand out the story of Gysbert for the class to read.

- d. The class will read the document concerning the apprenticeship of Gysbert Van Imbroch to Moses DuPuy.
- e. The class will discuss any questions they may have about the document's contents.
- f. The teacher will hand out the activity sheet for students to complete individually.

2. Class Discussion

- a. The teacher uses a large chart similar to the activity sheet to record the information regarding the apprenticeship document.
- b. The teacher will ask the students the following questions about the term of apprenticeship in the 1600's:
 1. Who do they feel got the best part of the bargain? Why?
 2. Who do they feel got the worst part of the bargain? Why?
 3. The Dutch word for "Master" is "baas". What word in the contract is similar to that word and what meaning does it have today?

Lesson extension:

- 1) Imagine you are Gysbert and have been living with Moses DuPuy for six months. Write a letter to your older brother Johannes about your experiences as an apprentice. Be creative and include the following details:
 - a) where you live, with some description;
 - b) the trade you are learning;
 - c) a description of Moses DuPuy and what your relationship is like;
 - d) a description of the tools and processes involved in shoemaking.
- 2) Imagine you live in New Netherland and are looking for a trade to be apprenticed to. Find a trade that interests you. Explain to your classmates what the trade is and what a person does in this trade.
- 3) Choose a colonial trade that would require an apprentice. Create brochures to advertise for an apprentice that explains the responsibilities of the master and the apprentice.

Side Note on Moses DuPuy

Although the Inventory lists Moses DuPuy as a shoemaker, at present there are no other extant records about his occupation. However, records do show that he married Maria Wynkoop in 1680 (the same year he apprenticed Gysbert). She had land upon her marriage that was traded for land owned by Beeckman (one of the children's guardians) in the town of Rochester, just west of Kingston. In June 1703, Moses DuPuy was one of the three trustees receiving the Patent for Rochester from Queen Anne. One of the land owners and residents in the town was Willem la Montagne, first clerk of Kingston. He lived in Rochester, Ulster County, until his death in 1690.

Moses DuPuy acquired major areas of real estate from 1697 on. In 1711/12, he is listed on the tax records as the wealthiest and second wealthiest freeholder in the Rochester region.



Document 11a - Shoemaker's Apprentice in Dutch Language and English Translation

Op den 17^{en} October A 1680
 Sijne Moses du pue M^o Schoen maker
 arido eeni bydo. En Willem Montagne
 Vooght van Gysbert van Imborgh soen
 van Gysbert van Imborgh ~~soen~~
 Over een goetoud op manen alst
 Voeyt

Moses du pue neemt an die gronten
 Gysbert van Imborgh in King New York
 hier Schoen makers ambacht

De gronten Gysbert van Imborgh is goetoud
 de gronten Bast te dury in King New York
 En wat er an dym dier de tyt van twee
 voer jaren in een half bymende die
 20 October A 1680 En alle gelyck
 die p tuss may A 1683 de gronten vooght
 sal die jongz de goden die tyt onderdies mit
 kelidinge die Bast sal hem die goden die tyt
 mit kete v waltz onderdies
 de gronten vooght salc voor die con die
 salc tyt and dieraly houden gelyc light
 gelyc

De gronten Gysbert van Imborgh bevoegt
 trouwen v ligen. naar King New York
 dury in King New York salc alle gelyc vns
 wanner die winter bitt gelyc konst naar
 Naperre vns die vns te bitt con die alle
 die tyt die King mit die salc die King die
 alle wanner die hant die King die con die
 an die bitt te gay vns die die waltz die
 in die onderdies die vns die King
 Mosis de pue
 W. Montagne
 Gysbert van Imborgh

9 /17 /1680
 On this October 17th Moses duPue
 Master shoe-maker and Willem
 Montagne guardian of Gysbert Van
 Imborgh son of the deceased
 Gysbert Van Imborgh, have agreed
 in the following manner:
 Mooses dupue engages himself to
 teach, as far as he is able, the
 shoemaker's trade to said Gysbert
 Van Imborgh.
 The said Gysbert Van Imborgh is
 obliged to serve the said
 Boss in the said trade and what
 belongs to the same
 during two full years and a half,
 commencing on October 28,
 1680, and to terminate on May 1,
 1683. The said guardian
 shall provide the boy during the
 said time with clothing,
 the boss shall, during said time,
 board him and wash for him.
 The said guardian shall for the
 instruction, pay to the
 said [boss] for the said time,
 hundred gldrs light money.
 The said Gysbert Van Imborch
 promises to serve faithfully
 and honestly to the best of his
 ability, and when he wants to

is at liberty to once per year, when it suits the master best,
 go to New York to visit the friends, but he shall be obliged
 to serve as much longer as he stays away, and every winter
 after Christmas he shall be at liberty to attend evening school.
 In testimony of the truth we have subscribed to the present on
 the above date at Kingston.
 (signed) Mosis depudt, W. Montagne, Gysbert Van [rest torn].



Activity Sheet 11a - Shoemaker's Apprentice

WORD BANK

Guardian: a protector

Deceased: died

Obliged: required

Commencing: beginning

Board: daily meals

Light Money: coins

Directions: Base your answers on Document 11a.

1. What type of document is this? _____

2. Where and when was this document created?

3. Gysbert was born in 1664. How old was he when he signed the contract? How old will he be when he finishes his apprenticeship?



4. Use the following table to list what each individual in the contract promises to do.

Moses duPuy	Gysbert Van Imbroch	Willem Montagne

5. What will happen if Gysbert goes to visit his friends in New York?

6. The places mentioned in this agreement are New York and Kingston. What has happened to New Amsterdam and Wiltwyck?

7. What would be some of the advantages of being an apprentice?

8. What were some of the disadvantages of being an apprentice?



Document 11b-Short Biography of Gysbert Van Imbroch Jr.

Gysbert, born August 1665, was the youngest child of Dr. Gysbert Van Imbroch and Rachel de la Montagne. Both of his parents died within his first year of life, leaving young Gysbert and his two siblings, Johannes age 4 and Lysbet age 6, orphans. On Sept. 7, 1665 the court at Wiltwyck appointed three guardians for the children, Willem Beeckman, schout at Wiltwyck and the children's two uncles, Jacob Kip, and Willem de la Montagne.

The inventory of Dr. Van Imbroch's estate was detailed and showed considerable wealth. Since the "children's house" was not sold by Willem de la Montagne until 1673, it is believed that the children's uncles hired a woman to look after the children in their own house. In 1673, Willem de la Montagne married and it is believed that at that time, he moved into the Imbroch house with the children in Wiltwyck.

In 1680, when he was 16 years old, young Gysbert was apprenticed to Moses DuPuy to learn the trade of shoemaking. Records show that in 1686, three years after his apprenticeship ended, Gysbert moved to New York City. His occupation was listed as a shoemaker. In 1688, he married Jannetie Mesier and acquired property. Gysbert and Jannetie had nine children, some who died in infancy. Gysbert died circa 1733 in New York City.

Gysbert's brother, Johannes, became a doctor, lived in New York City and then moved to New Barbados, Bergen County New Jersey. He married and also had nine children. He died after 1733.

Lysbet, Gysbert's sister, married Jan Peeck in 1683, also had nine children and died before 1709 in New York City.



Lesson 12—Legacy of the Dutch

Essential Question: Has American culture and identity been influenced by the Dutch?

Objectives: Students will:

- use a *Discussion Web* format to weigh both sides of an issue and arrive at a consensus;
- orally present the views of their group regarding the legacy of the Dutch to the class.

Materials:

- Discussion Web Activity Sheet

Teaching Sequence:

Create a Discussion Web

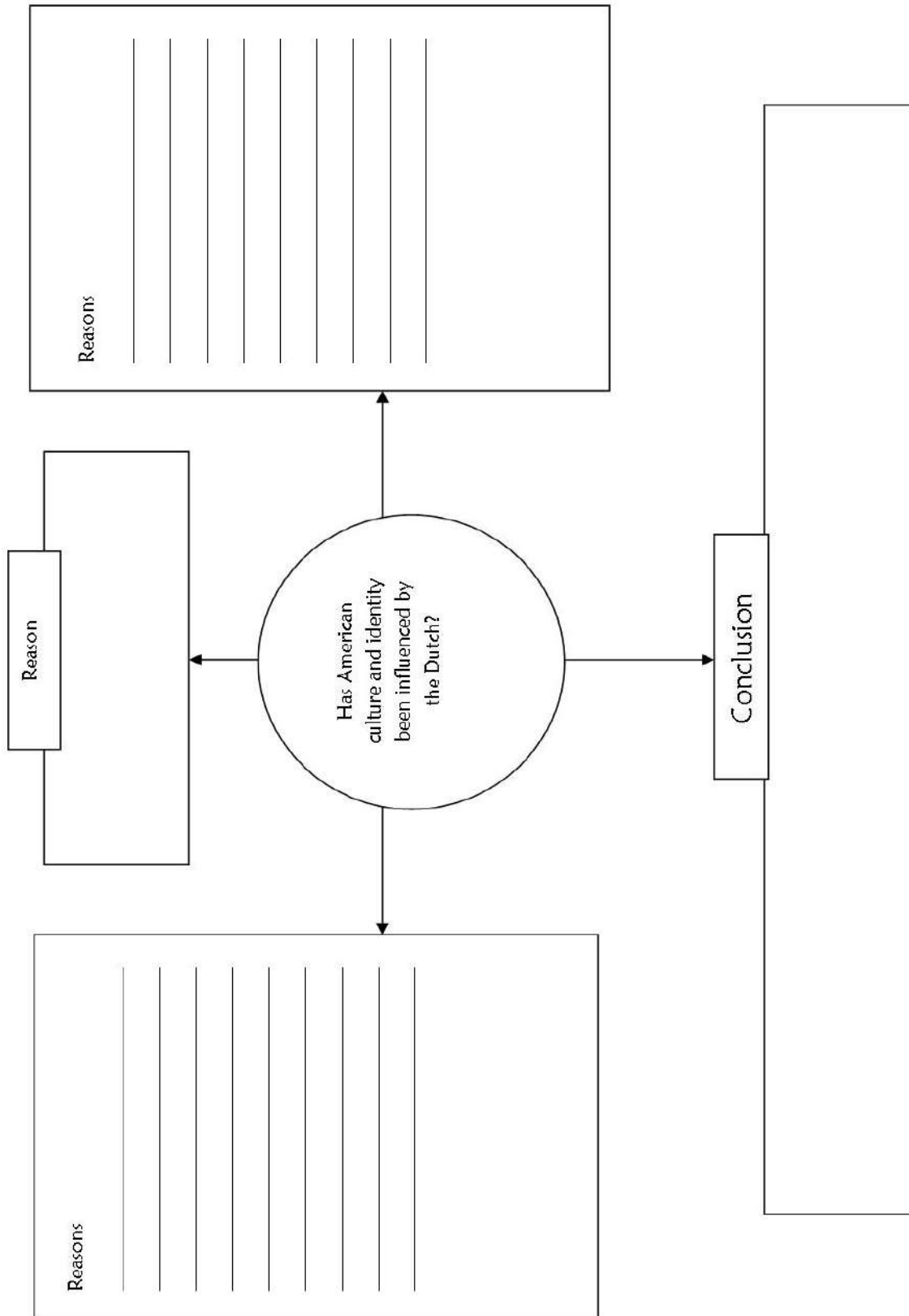
- a. Pose the following question: **Has American culture and identity been influenced by the Dutch?**
- b. Students take a few minutes individually to think about the question. Encourage them to jot down some notes while they are thinking.
- c. Assign a partner to each student.
- d. Students discuss their ideas with their partner. Working with the Discussion Web format, students take turns filling in the yes and no columns of the chart. They are to try and have equal numbers of yes and no reasons on either side of the chart. By looking at both sides of an issue, students will be engaged in critical thinking skills. Point out that understanding both sides of an argument does not preclude taking a stand.
- e. Ask each pair to join with another pair and compare their responses. At this point they work as a group of four to eliminate contradictions and inconsistencies in their thinking as they come to a consensus. They must now decide as a group if they agree or disagree with the statement. They are to choose the main reason for their choice and fill in the appropriate boxes on the Discussion Web.
- f. Remind students that they will have an opportunity to voice their individual opinions during the class discussion and a written homework piece.
- g. Each group is asked to choose a speaker to share the group's responses with the class. After the speaker has finished presenting, others in the groups are given the opportunity to voice their opinions.

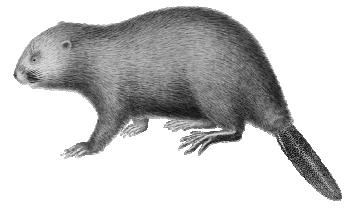
Lesson extension:

- Ask students to write a short paragraph including the following:
 - What were their reactions to working with their groups?
 - Was it difficult to come up with a group consensus?
 - Did they agree or disagree with the group's conclusion?



Activity Sheet 12 –Discussion Web





Resources for Teachers

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**A Publication of the
Ulster County Clerk's Office**

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Kingston, NY 12401
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**Made possible through a grant from the New York State Archives Local
Government Records Management Improvement Fund**