



Introduction

Dutch Breukelen: Where Brooklyn Began is a curriculum designed for grades 2–8 that transforms your classroom into a learning lab about seventeenth-century Brooklyn. With primary sources including maps, diaries, cookbooks, account ledgers, and drawings, Dutch Breukelen contains resources and prompts that will spark and engage the curiosity of any New Yorker or Brooklyn-lover about the early colonial origins of New York’s most populous borough. Dutch Breukelen: Where Brooklyn Began was made possible through the generous support of the Dutch Culture USA program by the Consulate General of the Netherlands in New York.

Dutch Breukelen complements and enhances a growing body of curricula about colonial-era New York City—much of which focuses on the growth of New Amsterdam on the southern tip of Manhattan. Brooklyn’s story is unique from that often-told history, and has regional, national, and even international repercussions. The growth and success of farming in Brooklyn’s original towns supported Manhattan’s urban development, and the social and cultural impact of the Dutch endured in Brooklyn long after the British took control of the colony in 1664.

The history of the Dutch colonial period in Brooklyn covered in this curriculum (1636–1664) offers learners the opportunity to investigate case studies of Brooklyn’s five original Dutch towns: Breukelen (Brooklyn), Boswijck (Bushwick), Nieuw Amersfoort (Flatlands), Midwout (Flatbush), and New Utrecht (Nieuw Utrecht). These investigations have broad resonance about power-laden interactions in the communities of the New World. The topics included will address formative questions, including:

- What was the relationship between European colonists and Native Americans on Long Island and how—through land transfer, conflicting definitions of property ownership, disease, and war—were the Lenni Lenape dispossessed of their land here?
- Where and how did women access power and exert rights in the New World and how did laws governing family and women shift between Dutch and British rule? How did Brooklyn’s remoteness allowed for perpetuation of de facto Dutch practices?
- How did enslaved and freed Africans experience life in the New Netherlands colony and where can we find evidence of their families and legacies?
- What kinds of traditional water management skills did the Dutch bring to Brooklyn and how did that shape their transformations of Brooklyn’s waterfront?

Dutch Breukelen is designed to be used in a variety of classroom settings. It may be taught in parts, or from cover to cover. It models analysis for different formats of primary sources and will breathe life into students’ understandings of the day-to-day experience of life in a colonial outpost.

Brooklyn Historical Society’s Education Department strives to provide resources and teaching strategies that will inspire students to consider themselves as active agents in the historical process. The primary sources in this curriculum have been carefully curated and paired with scaffolded activities and paths for inquiry. They guide students as they investigate and evaluate evidence, respond to open-ended questions, formulate their own questions for further research, synthesize primary and secondary sources, consider how different sources provide different points of view and types of information, and generate arguments based on evidence and critical thinking. Throughout the process, students reflect on the relevance and relation of the past to their own understandings of themselves and their broader communities. We want to know how you’re using these resources. Contact us at education@brooklynhistory.org to continue the conversation.

Emily Potter-Ndiaye, Director of Education

October 28, 2015

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COVER IMAGE *Copy of an Ancient Map in Possession of a Descendant of the Hannes or Han Bergen: Whose House is Located Thereon, Teunis G. Bergen, 1864; B P-[17--?]* (1864).fl; Brooklyn Historical Society.



This project is supported as part of the Dutch Culture USA program by the Consulate General of the Netherlands in New York.

Brooklyn Historical Society

Founded in 1863, Brooklyn Historical Society (BHS) is a nationally recognized urban history center dedicated to preserving and encouraging the study of Brooklyn's extraordinary and complex history. BHS is a vibrant museum, a world-renowned research library, a cutting-edge education center, and a hub for community dialogue. Located in a landmark 1881 building designed by architect George Browne Post, BHS welcomes both residents and visitors from around the world to learn about Brooklyn's past, present, and future.

The primary sources and accompanying teaching strategies in this curriculum allow students to interpret the five Dutch towns of Brooklyn without having to leave the classroom. For complementary place-based experiences, we invite classes to visit Brooklyn Historical Society to learn from original primary sources in the context of Brooklyn Historical Society's 1881 landmark building.

At Brooklyn Historical Society, educators lead inquiry-based, learner-centered tours of current exhibitions and the Othmer Library. Tours enhance social studies skills and build knowledge of local history as a window to essential themes in American history, including: Colonial Brooklyn; Brooklyn's Communities, Then and Now; The Battle of Brooklyn and the American Revolution; Brooklyn Abolitionists; Learning from Maps; and Urban Development/Gentrification.

Contact us to schedule a tour/an in-class program at education@brooklynhistory.org.

This program has been designed to be student-centered, interactive, and inquiry-based. BHS educators work closely with teachers to meet the curricular needs of their grade level. Education programs at Brooklyn Historical Society are designed to support the Common Core Learning Standards and the NYC DOE Scope and Sequence for Social Studies.

Onsite education programs at Brooklyn Historical Society are generously supported by Astoria Bank; the Bay and Paul Foundations; Con Edison; The Consulate General of the Netherlands in New York; The Ferriday Fund; Hearst Foundations; Investors Foundation; National Grid Foundation; The Nissan Foundation; New York City Department of Youth and Community Development; New York State Education Department; New York State Office of Parks, Recreation, and Historic Preservation; Michael Tuch Foundation; The Packer Collegiate Institute; and The Pine Tree Foundation of New York. Additional funding provided by New York State Assembly Members James Brennan, Karim Camara, Joseph Lentol, Joan Millman (Assembly Member 1997–2014), Annette Robinson, and Jo Anne Simon; and New York City Council Members Laurie Cumbo, David Greenfield, Brad Lander, Stephen Levin, Alan Maisel, and Darlene Mealy.

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How to Use This Curriculum

Dutch Brooklyn is designed to meet the needs of teachers whose classes are discussing the Dutch heritage of New York. These lessons allow students to examine, question, and draw evidence from primary sources to discover aspects of Dutch colonial life.

Included in this curriculum are the following components:

FIVE UNITS OF STUDY

Teachers may choose to use all of the units, or just one, or even just pull primary sources from the lessons to enrich their own teaching. Each unit includes primary sources with accompanying questions for guided inquiry, facts, suggested activities, and a glossary.

The units are:

- | | |
|---------------------------|-----------------------------------|
| 1 MAPS | 4 POWER & INTERACTIONS |
| 2 WORK | 5 LEGACIES |
| 3 HOUSE & HOME | |

In addition to the units, there are two sets of secondary sources to help contextualize students' study of primary sources. These are:

DUTCH TOWN STORIES

Brief histories about the original five Dutch towns:

- | | |
|---|------------------------------|
| • BREUKELLEN (BROOKLYN) | • NIEUW (NEW) UTRECHT |
| • MIDWOUT (FLATBUSH) | • BOSWIJCK (BUSHWICK) |
| • NIEUW (NEW) AMERSFOORT (FLATLANDS) | |

FAMILY ORIGINS

Brief histories of some of the families and individuals who helped shape each of the five Dutch towns:

- | | |
|---|-------------------------------|
| • ANDRIES HUDDE | • THE LEFFERTS FAMILY |
| • THE DURYEA FAMILY | • THE LOTT FAMILY |
| • ELBERT ELBERTSEN STOOTHOFF | • JAN MARTENSE SCHENCK |
| • FRANCISCO DE NEGER | • THE RAPELJE FAMILY |
| • HANS HANSEN BERGEN | • THE WYCKOFF FAMILY |
| • HANS JANSEN VAN NOORDSTRAND (NOSTRAND) | |

Curriculum Connections: Themes & Takeaways

Themes

✦ DIVERSITY

The Dutch colony in today's Brooklyn was home to a diverse group of people including West Africans from various kingdoms, French Huguenots, Flemish-speakers, Dutch, Algonquin speakers such as the Lenni Lenape; religions were also well represented including the first known Muslim in the New World.

✦ MATERIAL CULTURE

Dutch and Native American cultures were both complex societies, with homes and objects made from what was available in the surrounding area to make their lives as comfortable as possible at the time.

✦ SLAVERY

Dutch families and companies in the 17th and 18th centuries held enslaved persons and relied on their labor to prosper in the New World.

✦ WOMEN AND GENDER

Women played different, but equally vital roles in Dutch and Native American societies.

✦ POWER AND DISCORD

When diverse cultures meet, there is usually some accord and some discord. An uneven balance of power between cultures often leads to great violence and oppression.

✦ CULTURE

Interactions and encounters between the Dutch, Native Americans, and African Americans, influenced what Brooklyn looks like today.

✦ CONCEPTIONS OF PROPERTY

The Dutch and Native Americans had divergent views on land ownership.

✦ LABOR

Both Dutch and Native Americans worked the land, but the colony also supported other kinds of work.

✦ HISTORICAL RECORD

History often leaves legacies that we might not be aware of.

Curriculum Connections: Themes & Takeaways

Takeaways

- ✦ The first exchange of land between Native Americans and Dutch settlers in present-day Brooklyn took place in the area later known as Flatlands.
- ✦ Eventually, the Dutch established five towns: Breukelen, Flatlands, Flatbush, Boswijck (Bushwick), and Nieuw Utrecht (New Utrecht). A sixth town, Gravesend, was settled with a Dutch patent provided to Englishwoman Lady Deborah Moody.
- ✦ The five Dutch towns, along with Gravesend (which included some Dutch settlers), formed agricultural communities composed of farms of varying sizes. The role of these agricultural settlements was to support Nieuw Amsterdam, which was focused on trade and commercial enterprise.
- ✦ Brooklyn's Dutch towns were small outposts, each with small numbers of pioneering settlers. They established both small family farms and large estates called "bouwerijs" from 1625–1664. Due to the area's fertile farmland, Brooklyn became a significant agricultural producer in the region by the 18th century. Among the crops grown were wheat and other grains, corn, squash, beans, potatoes, various other farm produce (vegetables and fruit), and tobacco.
- ✦ Enslaved Africans in Brooklyn labored primarily as farm workers for the profit of Dutch landowners. The Dutch West India Company brought the first enslaved Africans to New Netherlands in 1626. These eleven–sixteen men, followed by one–two women were part of an Atlantic world originating from Angola and (then) Kongo and are known today by their mixed Portuguese, Dutch, and African names. By the 1640s the Dutch West India Company was an active participant in the Atlantic slave trade, purchasing people of African descent from the West Indies, Angola and Africa's Guinea Coast, and off of Spanish and Portuguese ships.
- ✦ When the Dutch settled on Western Long Island (today's Brooklyn) near New Amsterdam, they found a landscape similar to that of the Netherlands. The marshy shoreline that surrounded Brooklyn at the time was similar to the marshlands of the Netherlands. The familiar landscape meant the Dutch were well equipped to work the land, as they did in their home land. They used their traditional knowledge to develop the area to their advantage.
- ✦ Dutch culture continued to flourish even after region came under British control in 1664. Many aspects of today's New York City have their roots in the area's Dutch foundation. From the names of our streets and neighborhoods to the old homes and "Knickerbockers 'Knicks'" basketball team, Dutch language and legacies are woven within the everyday life of the city.
- ✦ Wives were considered co-owners of family property, and daughters were entitled to half of their parents' estate. Under English common law, the women of Kings County saw many of these rights curbed. Widows were entitled only to a third of their husbands' real property, and sons received inheritance priority. Many Dutch families, however, maintained more egalitarian inheritance practices even after the establishment of English rule.
- ✦ In New Amsterdam and the area of Brooklyn, tracts of land were sold as "bouwerijs" (large farms).

Standards Alignment

Dutch Breukelen aligns to the New York City Social Studies Scope and Sequence for:

GRADE 2 *Our Community's Geography, New York City Over Time, and Rights, Rules and Responsibilities.*

GRADE 4 *The Geography of New York State, Native Americans: First Inhabitants of New York State and Colonial and Revolutionary Periods.*

COMMON CORE STATE STANDARDS							ELA GRADE 2		
Standards	RI.2.3	RI.2.7	RI.2.9	W.2.3	SL.2.1 A, B, C	SL.2.2	SL.2.3	SL.2.4	
Overall Guide	*	*	*	*	*	*	*	*	
Lessons									
Maps		*	*	*					
Work	*	*	*	*	*	*	*	*	
House & Home	*	*	*	*	*	*			
Power & Interactions	*	*	*	*	*	*	*	*	
Legacies	*	*	*	*	*	*	*	*	

COMMON CORE STATE STANDARDS							ELA GRADE 4		
Standards	RI.4.1	RI.4.2	RI.4.3	RI.4.6	RI.4.7	W.4.3	SL.4.1 A, B, C, D	SL.4.2	SL.4.4
Overall Guide	*	*	*	*	*	*	*	*	*
Lessons									
Maps		*	*	*	*				
Work	*	*	*	*	*	*	*	*	*
House & Home	*	*	*	*	*	*	*	*	*
Power & Interactions	*	*	*	*	*	*	*	*	
Legacies	*	*	*	*	*	*	*	*	*

A Brief History of Dutch Colonial Brooklyn

Dutch colonial Brooklyn was a place of great diversity. The many cultures, including enslaved Africans, Lenni Lenape, English and others, lived in the various towns. Cultural differences often led to conflict.

In 1609, on a voyage for the Dutch East India Company (a powerful trading company commissioned by the States-General of the Netherlands) that was meant to find a sea route to Asia, Henry Hudson sailed along the coast of Lenni Lenape country. In September, his crew disembarked on an island they called Conye, off the coast of present-day Coney Island. Local Indians came aboard Hudson's ship, dressed in furs and copper accessories, and bringing some of the crops they grew: tobacco, maize, and hemp. Hudson's first mate found them "very civil," but said the Europeans "durst not trust them." The Lenni Lenape didn't trust the European invaders, either. While we do not know what provoked them, several days later, twenty-six Native Americans in two canoes attacked members of Hudson's crew, who had set ashore to explore inland. One European died when an arrow struck him in the throat.

In the years that followed, Dutch presence in the region grew. In 1624, European families and the Africans they enslaved fanned out across Lenni Lenape country to claim the territory for the Dutch West India Company. The States General of the Netherlands granted monopoly control over Dutch trade in West Africa and the Americas to the West India Company in 1621. Enslaved Africans built a fort and a town on the southern tip of Manhattan Island, and the Dutch West India Company called it Nieuw Amsterdam. In 1626, they made that spot the capital of their colony, Nieuw Nederland.

The settlement grew, and within a decade its frontier was pushing eastward across the river, onto what the Dutch called Longe Eylandt and into the area of present-day Brooklyn. In a series of transactions, the Dutch gave European goods to the Lenni Lenape, believing that this meant that the Indians had sold them the land outright. But the Native Americans had their own ideas about the relationship between land and people. The Native Americans likely believed that the transactions granted Europeans the right to share the land, but had no intentions of leaving the area; Europeans believed they purchased the land and had exclusive rights to it.

Whereas the Lenni Lenape migrated around the region, using different parts of the geography during different parts of the year, the Dutch built permanent settlements and fenced in the land. They created five towns that would eventually combine to form present-day Brooklyn: Breukelen, Nieuw Amersfoort (Flatlands), Midwout (Flatbush), Boswijck (Bushwick), and Nieuw Utrecht (New Utrecht). They also granted a land patent to Lady Deborah Moody, an Englishwoman for the formation of a sixth town called Gravesend. These were farming villages; crops grown on large bouwerries and smaller farms fed the people of Nieuw Amsterdam, whose main business was commerce—especially the fur trade.

A Brief History of Dutch Colonial Brooklyn

The low, marshy landscape was familiar to Dutch colonists. Much of the Netherlands lies below sea level, so Dutch immigrants knew many techniques to farm the area with the help of indentured servants, workers and the enslaved Africans they either brought with them, or purchased upon arrival. The colonists used marshlands for cattle grazing and harvesting hay. At the creeks that flow into Jamaica Bay, they built mills to process grain. The mills created energy by damming up the creeks, which in turn created ponds that kept the land moist and fostered crops. Thanks to fertile land, traditional farming techniques, and enslaved labor, the area became a large agricultural producer.

The cultural diversity of Nieuw Netherlands is often discussed through a lens of “tolerance” or “toleration.” This lens focuses on Dutch pragmatism and interest in trade and business as a way of explaining a lack of ethnic or religious exclusion among the European people involved. Nieuw Amsterdam housed a Jewish community, and the frontier settlements on Longe Eylandt included religious dissenters from England and France, as well as North America’s first recorded Muslim.

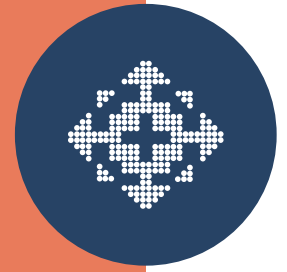
Such a lens of tolerance, however, does not adequately explain Director General Petrus Stuyvesant’s attempts to remove Jews nor the relationships of the European colony to Native Americans or free or enslaved Africans. Although individual Europeans and Indians interacted and often developed close relationships, the mission of the colony was to make a profit, at any cost. In the early 1640s, when the Dutch West India Company grew anxious that the colony wasn’t making much money, colony Director Willem Kieft demanded that the Lenape tribes pay tribute to the Dutch. Native American leaders refused, and Kieft recruited militiamen, including many from the Brooklyn towns, to launch a war. The Dutch attacks united Native American tribes into a defensive alliance. Lasting from 1643–1645, Kieft’s War ravaged the present-day New York metropolitan area, killing more than a thousand Native Americans and many Europeans as well. It slowed the colony’s growth for years. In 1647, Kieft left the colony as a failed governor.

In 1664, the English seized the colony of Nieuw Netherland as part of an ongoing global conflict between the two empires. The most important changes were political and legal ones. The practice of slavery, for example, had been harsh and exploitative under the Dutch, but the boundaries between slavery and freedom were less rigid, and there were more opportunities for freedom. There were communities of freed Africans in Nieuw Netherland. Former black slaves, indentured servants and freed people were instrumental in creating some of the Dutch towns. For example, Francisco de Neger, a former slave of the Dutch West India Company, signed the patent to create the town of Bushwick. After the seizure of the colony by the English, laws made slavery much more rigid.

A Brief History of Dutch Colonial Brooklyn

Before the 1664 English takeover of New Netherlands, Dutch-American women held significant property rights. Wives were considered co-owners of family property, and daughters were entitled to half of their parents' estate. Under English common law, the women of Kings County saw many of these rights curbed. Widows were entitled only to a third of their husbands' real property, and sons received inheritance priority. Many Dutch families, however, maintained more egalitarian inheritance practices even after the establishment of English rule.

The Dutch inhabitants of New York developed strategies for maintaining their customs, even under English laws. Especially in the Brooklyn towns furthest from Manhattan, many of them preserved their language and their culture long after the end of Dutch rule. There were rural Dutch enclaves in Brooklyn as late as 1920. The Dutch colonial history of Brooklyn was brief, but its greatest significance lies in the fact that Brooklyn has been a place of many cultures—and multicultural tensions—for centuries.



Unit 1 Maps

SYNOPSIS

Maps provide rich contextual information about the original five Dutch towns. Students can pair each map with information they glean from the Dutch Town Stories and Family Origins to create a “story” about each of the five Dutch towns, or early Brooklyn. **Each lesson is approximately 15–20 minutes.**

PRIMARY & SECONDARY SOURCES

Maps



Brooklyn



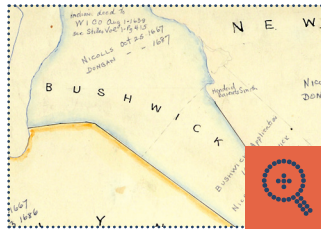
New Utrecht



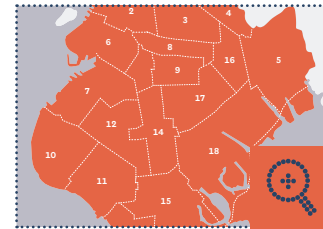
Flatlands



Flatbush



Bushwick



Present-day Brooklyn

Dutch Town Stories

Brooklyn
New Utrecht

Flatlands
Flatbush

Bushwick

Family Origins

Lott
Rapelje
Hudde
Wyckoff

Schenck
Duryea
Bergen
Stoothoff

Lefferts
Van Noordstrand

Unit 1 Maps

LESSON



LESSON: FIVE DUTCH TOWNS

This lesson can be combined with “Original Dutch Families” found in the Legacies Unit on page 117.

ACTIVITIES

Step 1

In groups or individually, distribute the maps of Dutch Colonial Brooklyn. You may choose to have the entire class review the same map or give each group a different map. Have students take a few minutes to examine their map; ask them to notice place names, boundaries, cardinal directions, and symbols.

Step 2

In groups, give students one of the five Dutch Town Stories, making that group the “expert” on that specific town. Have them read the story and use a graphic organizer to take notes on the evidence of people and places each source provides. Next, have the class put all of the map pieces together or write a list on chart paper and post it in the class. Have each town’s “expert” group present what they discovered from the town story and the map. As a class, have them cull information from the various town stories and maps and chart their findings.

Step 3

Synthesizing all the evidence they’ve collected and heard from other groups, ask each group to write a “county story” for all of Kings Country (i.e., present-day Brooklyn).

Step 4

In groups or individually, give students one or two of the Family Origins with the corresponding town they lived in. Then, have students look for places from the Family Origins on the corresponding town map. Afterward, students can use the additional family information to revise and update their biographies of Kings County.

Maps and Families

The following Family Origins correspond to these towns (maps):

Nieuw Amersfoort/Flatlands: Bergen, Hudde, Schenck, and Wyckoff

Boswijck/Bushwick: Francisco de Neger and Van Noordstrand

Midwout/Flatbush: Elbert Elbertsen Stoothoff, and Lefferts

Breukelen/Brooklyn: Rapelje and Lott

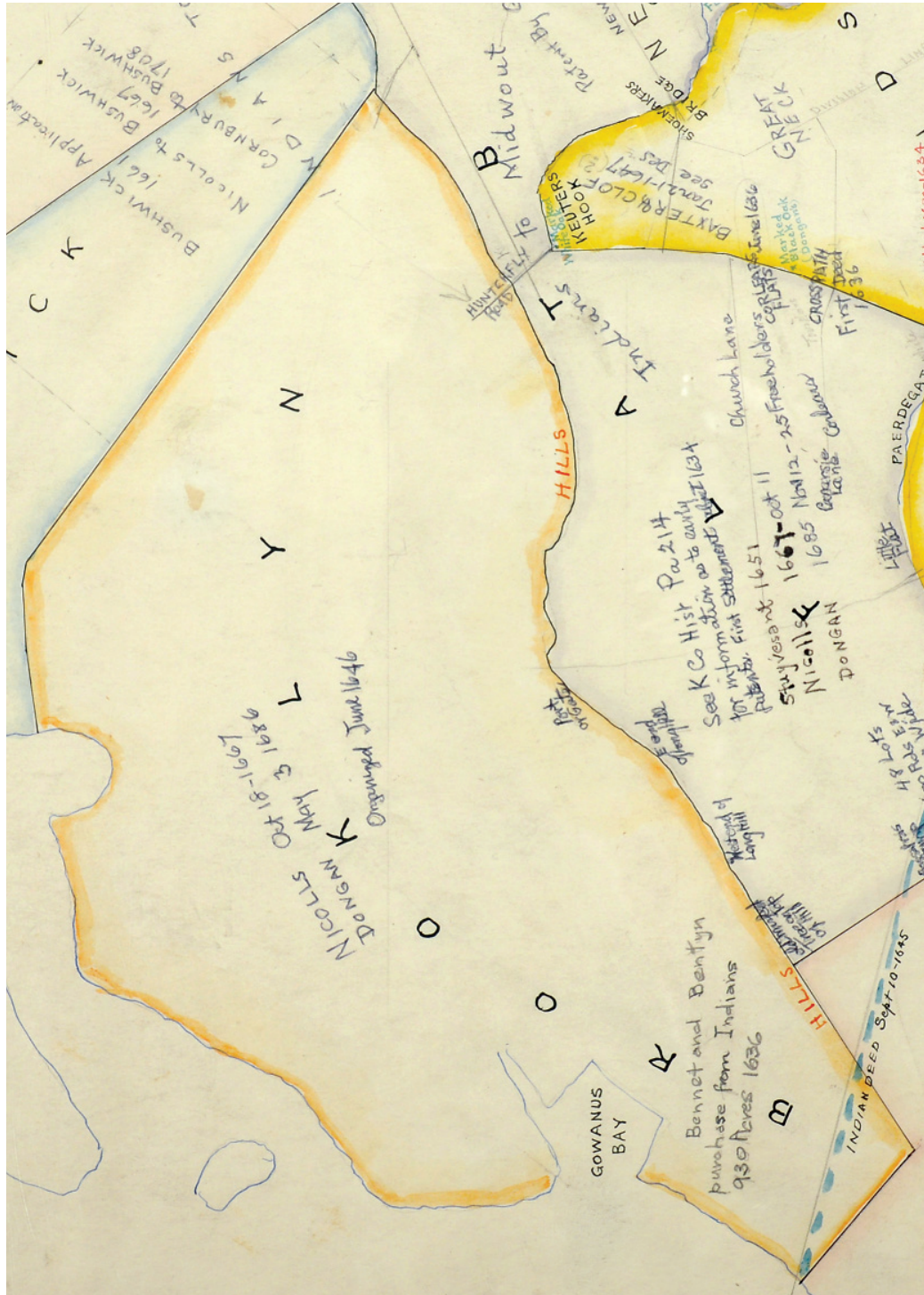
New Utrecht: Lott and Duryea

EXTENSION

- Take a field trip to the area where the family lived. While walking around the area, have students compare and contrast the area in the colonial era and today.

Unit 1 Maps

LESSON SOURCES



Excerpted map showing Brooklyn
Patents of Gravesend, Flatlands, Flatbush, New Utrecht, and Parts of Queens, Newton, Flushing, Jamaica,
Unknown publisher and date; Brooklyn College Library Archives and Special Collections.

Unit 1 Maps

LESSON SOURCES

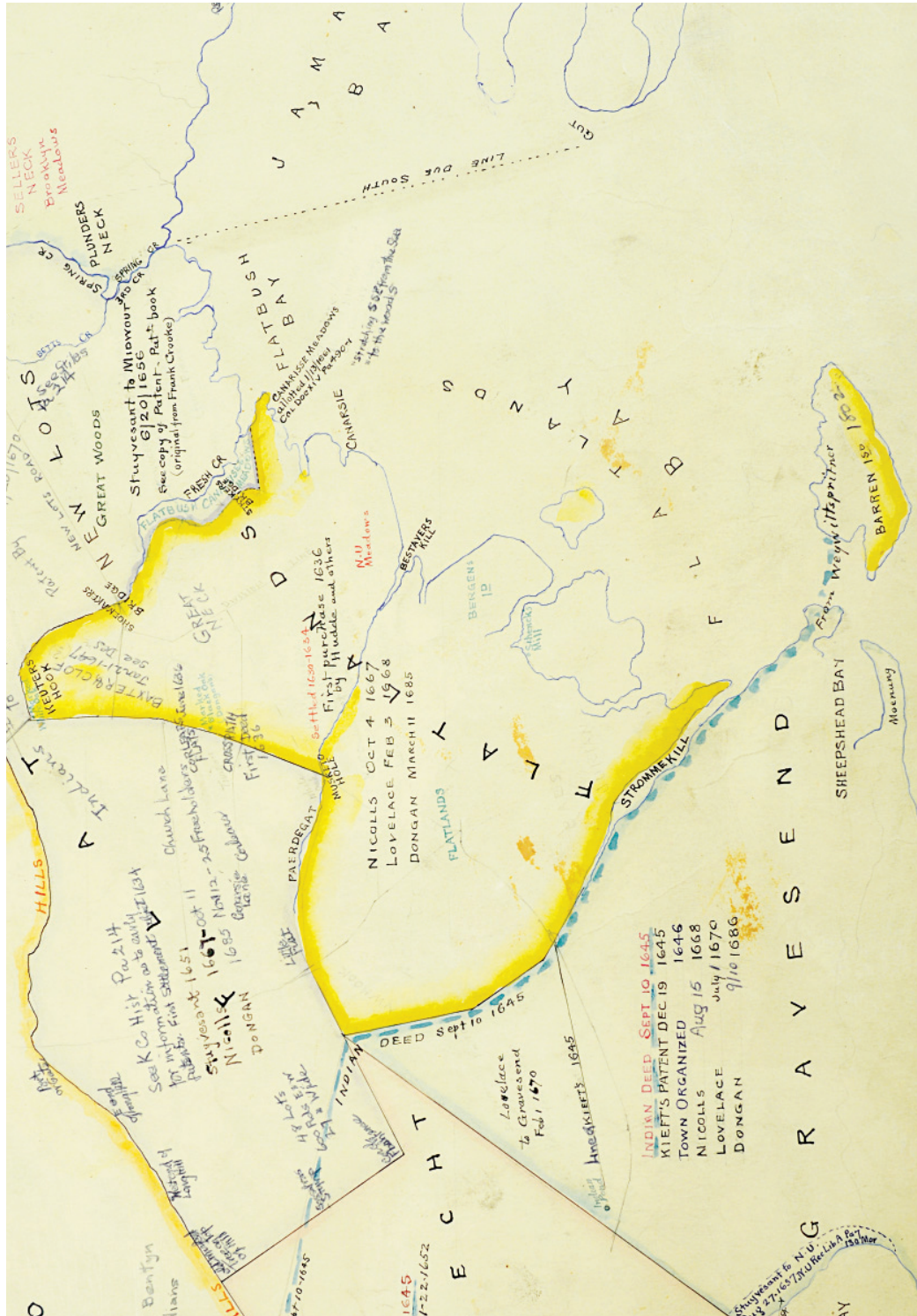


Excerpted map showing New Utrecht

Patents of Gravesend, Flatlands, Flatbush, New Utrecht, and Parts of Queens, Newton, Flushing, Jamaica.
Unknown publisher and date; Brooklyn College Library Archives and Special Collections.

Unit 1 Maps

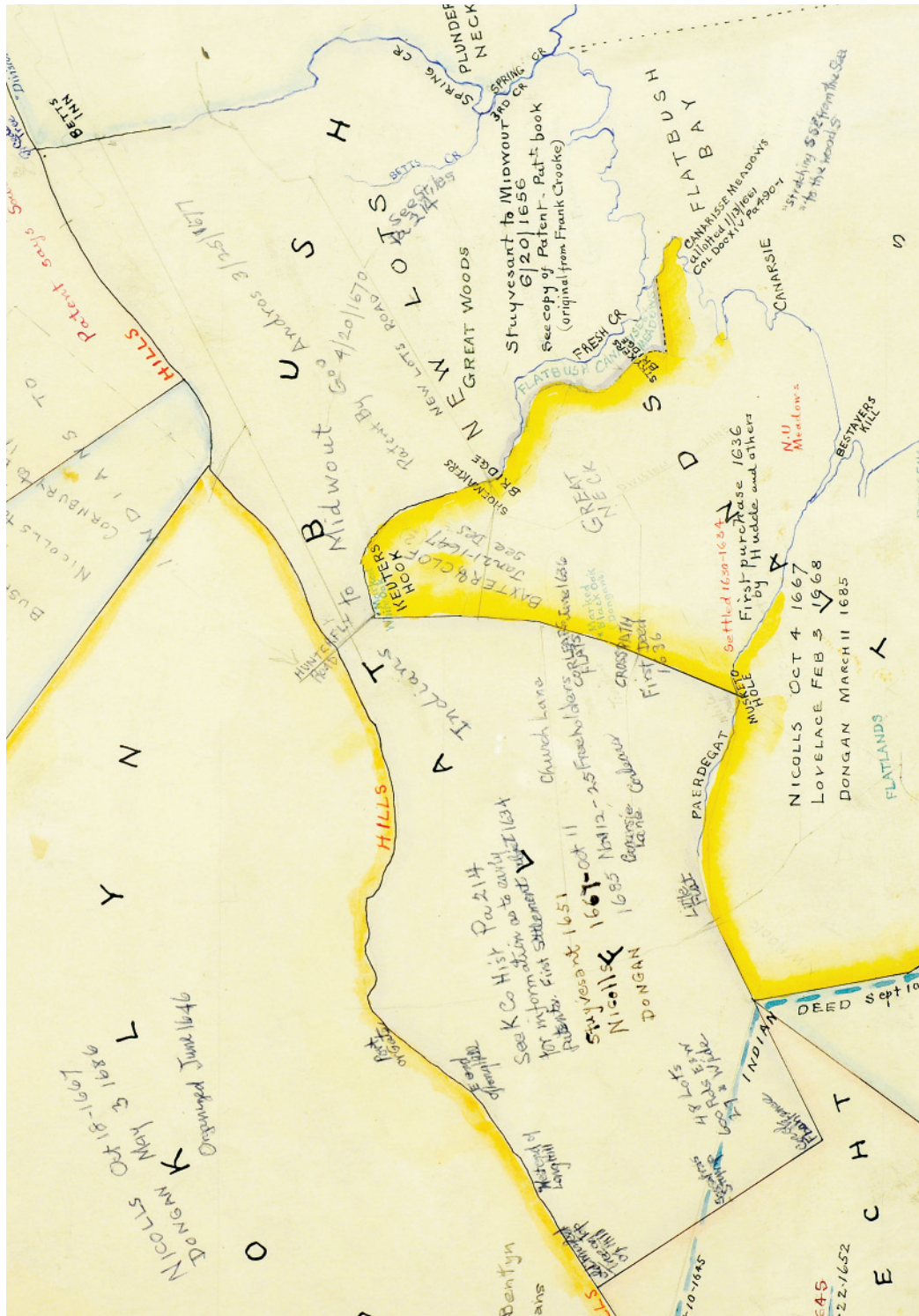
LESSON SOURCES



Excerpted map showing Flatlands
Patents of Gravesend, Flatlands, Flatbush, New Utrecht, and Parts of Queens, Newton, Flushing, Jamaica,
 Unknown publisher and date; Brooklyn College Library Archives and Special Collections.

Unit 1 Maps

LESSON SOURCES



Excerpted map showing Flatbush
Patents of Gravesend, Flatlands, Flatbush, New Utrecht, and Parts of Queens, Newton, Flushing, Jamaica,
Unknown publisher and date; Brooklyn College Library Archives and Special Collections.

Unit 1 Maps

LESSON SOURCES

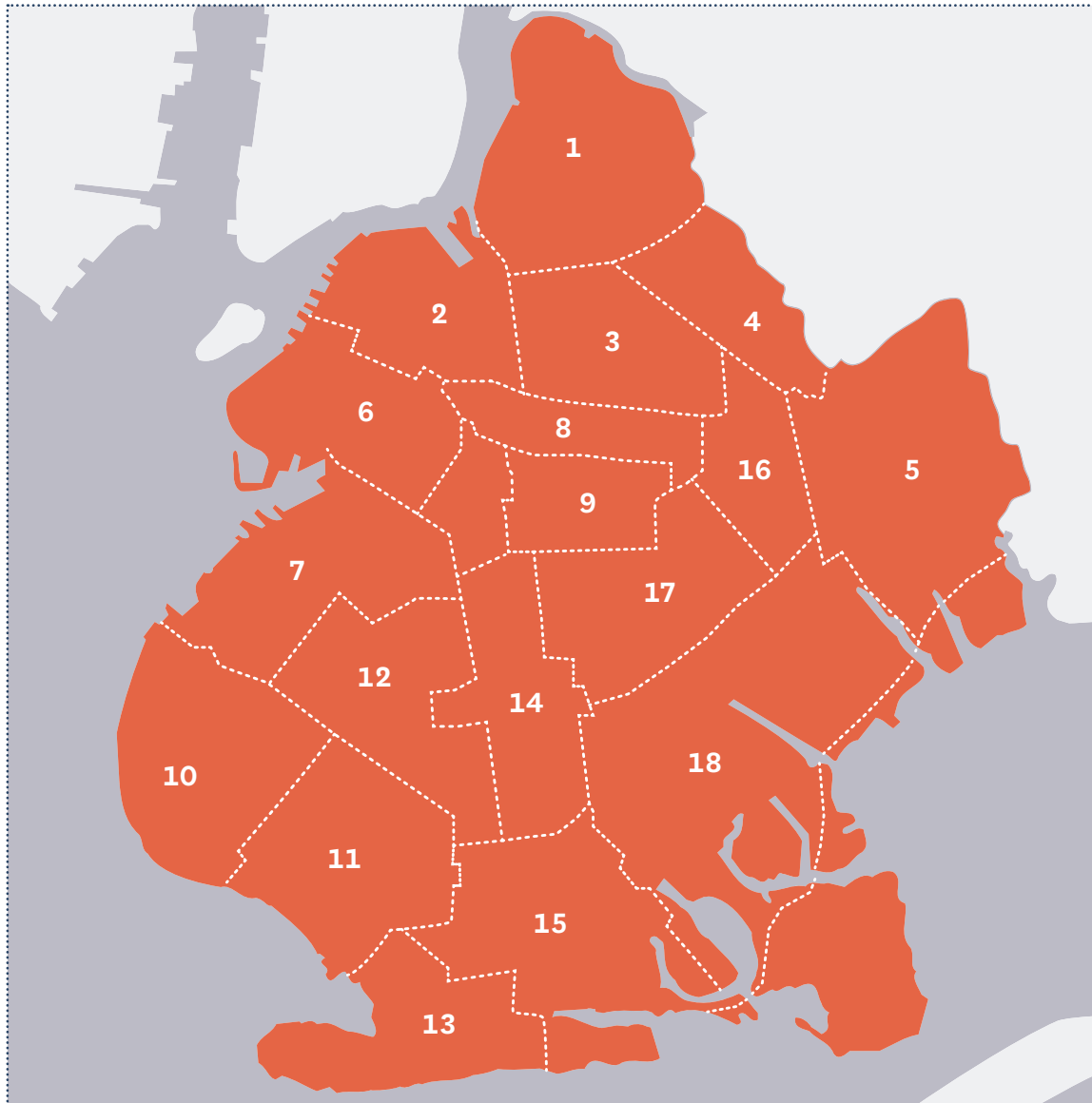


Excerpted map showing Bushwick

Patents of Gravesend, Flatlands, Flatbush, New Utrecht, and Parts of Queens, Newton, Flushing, Jamaica,
Unknown publisher and date; Brooklyn College Library Archives and Special Collections.

Unit 1 Maps

LESSON SOURCES



Current Map of Brooklyn

- | | |
|--|--|
| 1 Williamsburg, Greenpoint | 9 Prospect Lefferts Gardens, Wingate |
| 2 Brooklyn Heights, Dumbo, Vinegar Hill, Fulton Mall, Boerum Hill, Fort Greene, Brooklyn Navy Yard, Fulton Ferry, Clinton Hill | 10 Bay Ridge, Fort Hamilton, Dyker Heights |
| 3 Bedford-Stuyvesant, Stuyvesant Heights, Ocean Hill | 11 Bath Beach, Gravesend, Mapleton, Bensonhurst |
| 4 Bushwick | 12 Borough Park, Kensington, Ocean Parkway, Midwood |
| 5 East New York, Cypress Hills, Highland Park, New Lots, City Line, Starrett City | 13 Coney Island, Brighton Beach, Seagate |
| 6 Red Hook, Carroll Gardens, Park Slope, Gowanus, Cobble Hill | 14 Flatbush, Midwood |
| 7 Sunset Park, Windsor Terrace, Greenwood Heights | 15 Sheepshead Bay, Manhattan Beach, Kings Bay, Kings Highway, East Gravesend, Madison, |
| 8 Crown Heights, Prospect Heights, Weeksville | 16 Brownsville, Ocean Hill |
| | 17 East Flatbush, Remsen Village, |
| | 18 Canarsie, Bergen Beach, Mill Basin, Flatlands, Marine Park, Georgetown |

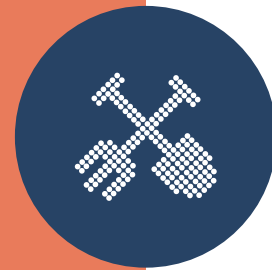
Unit 1 Maps

LESSON SOURCES



GUIDED INQUIRY

- ◆ Take time to look at the elements of this map.
What kind of information does it tell us?
- ◆ Now look at the present-day map of Brooklyn.
Overlap the parts of the two maps you think represent
the same area of Brooklyn. Is there anything familiar in both maps?
The same? Different?
- ◆ Do you see any remnants of the Dutch on the present-day map?
Try to find three examples.
- ◆ What do you find interesting about these maps?
Does anything surprise you? Explain.



Unit 2 Work

SYNOPSIS

The following materials are grouped so students can understand three types of work from Dutch Brooklyn. In *Water and Oysters* you can see how important oystering was for the Lenni Lenape and the Dutch and that they lived near water and ate oysters, which were plentiful. *Farming and Fishing* gives the perspective of the Dutch farmer through images and objects, as well as of the cooking practices of a Lenni Lenape woman. Finally, in *Education and Literacy* you will read the village of Breukelen's petition for a School Master and see two instances of how women recorded and signed important documents. **Each lesson is approximately 15–20 minutes.**

GLOSSARY

Alderman	an elected member of a government council
Achtervelt	the name of the first bowery in the area that becomes the town of New Amersfoort (Flatlands)
Agriculture	farming for food
Apprehensive	afraid or concerned something bad will happen
Appropriate	take something for your own uses, usually without the owner's permission
Bouwerie/Bowery	the Dutch name for a large farm or estate, coming from the Old Dutch word <i>Bouwer</i> , meaning "farmer"
Cask	a large container made of wood, like a barrel
Compensation	payment
Conflict	a long and serious disagreement
Deed	a signed legal document concerning property rights
Dexterity	skill, especially in doing work with the hands
Dutch	people from the Netherlands
Duties	a set of tasks or jobs someone is expected to do
East River	the body of water between Manhattan and Long Island
Enslave	to make someone a slave
Fish weir	wooden stakes arranged like a fence and placed in the water to trap fish in a specific area
Fishnet	large net made of rope used to catch fish
Genealogy	family history traced through ancestors
Generations	family members that are born, and live, during the same time; their children become the next generation

Unit 2 Work



GLOSSARY

Guilder	the type of money formerly used in the Netherlands
Harvest	the process of gathering crops
Hearth	the floor of a fireplace, sometimes used for cooking
Household	a group of people living in the same home
Indenture	a formal legal agreement
Kermisbed	improvised bed; e.g., a mattress on the floor
Lime	calcium oxide in a powder form, usually added to soil to improve it for growing crops
Maize	corn
Mark	a symbol in place of a signature for someone who cannot write his or her name
Matrilinear	based on or tracing descent through the female line
Matron	a married woman
Mill	a building with a large stone that grinds grains into flour
Najack (Nyack)	means the fishing place; is a tribe within the Lenni Lenape nation
Oyster(s)	a type of shellfish with a rough, two-part shell; it is eaten both cooked and raw
Pound	the monetary unit of the United Kingdom/England
Profusely	in large amounts
Schepen	the town alderman or magistrate
Schout	a local official appointed to carry out administrative, law enforcement, and prosecutorial tasks
Sewant	the money system using black and/or dark purple shell beads, used in the New Netherland colony; it is the Dutch version of wampum; one sewant is worth double the value of one white wampum
Signature(s)	a person's name, written by that person
Slave	someone who is legally owned by another person and is forced to work for that person without pay
Slaveholder	a person who owns a slave
Slaveholding	referring to a place that allows slavery
Stiver	a Dutch coin
Thrashing	beating
Transaction	the buying and/or selling of something
Transcription	a typed or printed representation of a document
Venison	deer meat
Wampum	beads made from shells used as money or gifts by Lenni Lenape

Unit 2 Work



PRIMARY & SECONDARY SOURCES

Lesson 1

Keskachauge: New Amersfoort/Flatlands Map

Lesson 1

Present-day Map of Brooklyn

Lesson 1

Excerpt from Jasper Danckaerts' Journal (September 29, 1679)

Lesson 2

Van Brunt Paintings

Lesson 2

Farm Tools (Shovel, Rake, Hand Saw, Seed Drill, Grain Shovel, Foot Warmer)

Lesson 2

Excerpt from Jasper Danckaerts' Journal (September 30, 1679)

Lesson 3

Schoolmaster's Job Document

Lesson 3

Lefferts Family Record

Lesson 3

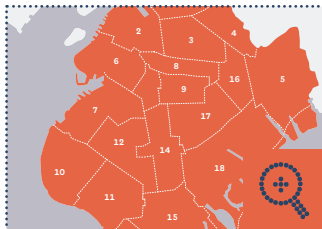
Martense Family Papers

Unit 2 Work

LESSON 1



LESSON 1: WATER & OYSTERS



...h are the best in the country. They are
...as those of England, and better than t
...te Falmouth. I had to try some of them
...are large and full, some of them not le
...st long, and they grow sometimes ten, t
...sixteen together, and are then like a pi
...Others are young and small.
...e great quantizes of them, ev
...is for the purpose of burning t
...In the context, is a small, round...

ACTIVITIES

Step 1

In groups or individually, have students look at “A Conjectural Plan of the three flats... Keskachauge... New Amersfoort/Flatlands” map, using the Guided Inquiry questions.

Step 2

Ask students to list what they find interesting about the map and anything they feel is familiar. Then, have them look for Indian Shell Banks, Gerritsen’s Mill, Albert the Weaver’s land, and have them think about what types of work would occur at these places.

Step 3

Read aloud or have students read together in groups the Danckaerts diary excerpt. On a separate paper, they should keep track of whenever they find mention of a type of work related to the gathering, processing, and utilizing of different parts of various foods (selling, harvesting oysters, crushing them for lime, etc.). Have them imagine Jasper Danckaerts and the Lenni Lenape are in the area of New Amersfoort/Flatlands map. This is one of the areas where oysters were harvested.

Step 4

Using their notes from the passage and the map, have students create a comic strip, tableau, or storyboard depicting the actions of the Lenni Lenape when fishing, and what they think happened before and/or after the scene.

Unit 2 Work

LESSON 1

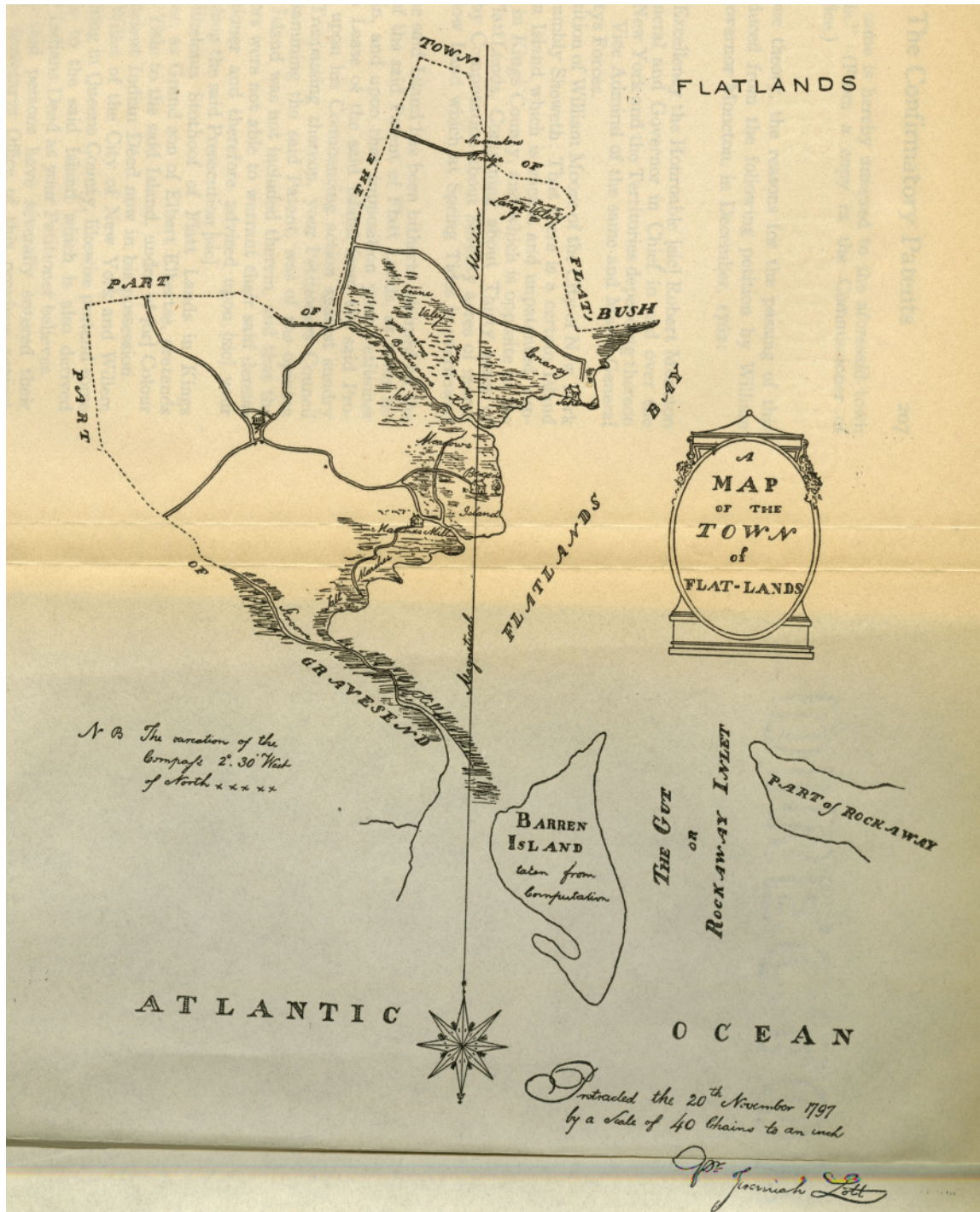


FACTS

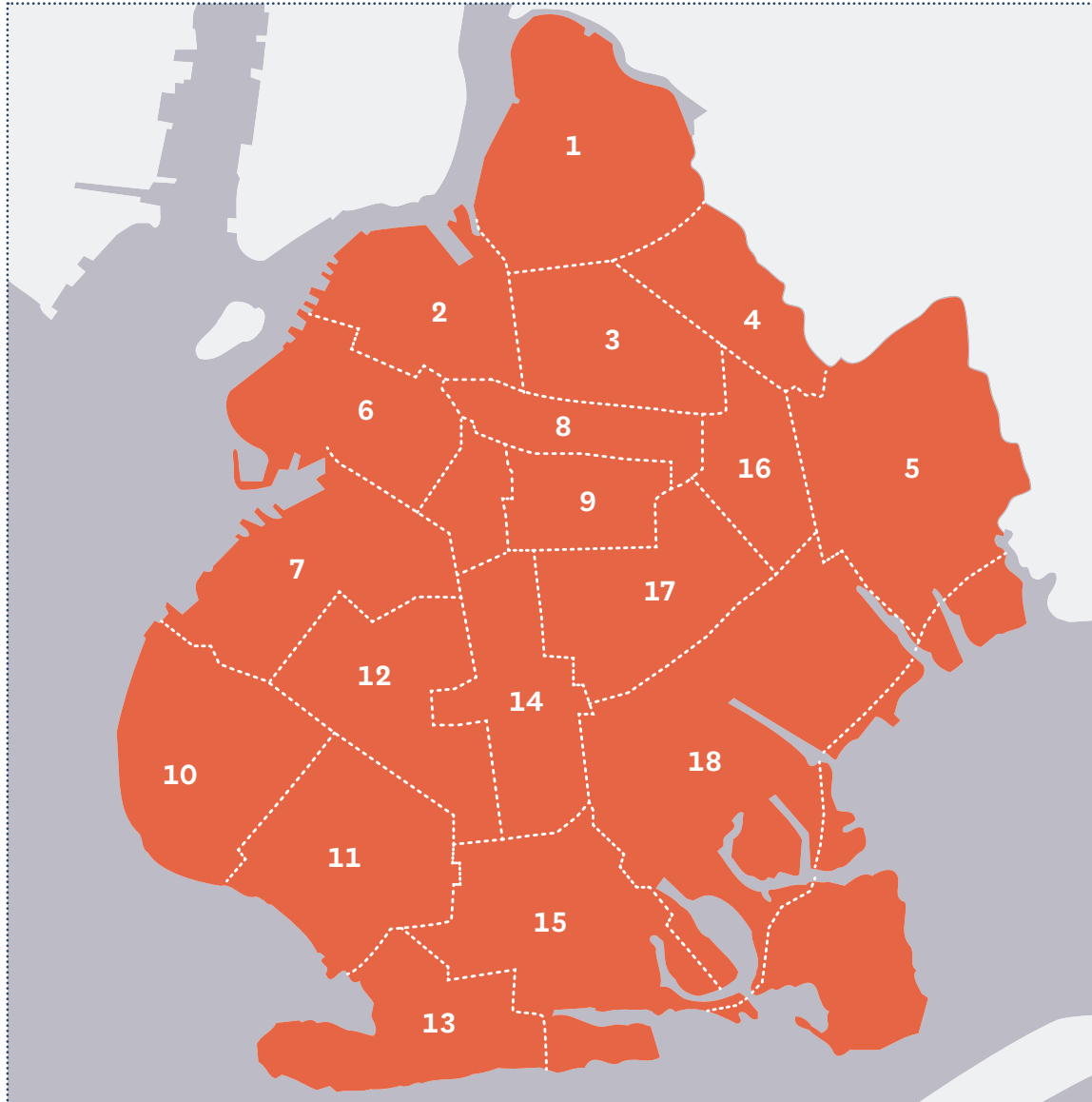
- ✦ Tidal mills worked by using the rise and fall of the tides. Dutch farmers along with indentured servants, hired workers, and enslaved Africans constructed a dam across a tidal inlet and then shaped the inland section into a reservoir called a “millpond.” As the tide came in, it entered the millpond through a one-way gate that closed automatically when the tide began to fall. When the tide was low enough, the stored water was released to turn a water wheel and grind grains, such as wheat and dried corn, into flour. Farmers also used this water during droughts.
- ✦ Visible around the edges of the land are several landmarks: Indian Shell Banks, Gerritsen’s Mill, Albert the Weaver’s land.
- ✦ Bergen Beach was land owned by Hans Hansen Bergen’s descendants.
- ✦ Farming was one type of common labor. Other kinds of common labor were weaving (where mostly women cleaned, sorted, combed and spun flax and hemp to create fabric for clothing) and mill work (using a giant stone to crush and grind wheat and corn into flour for baking).
- ✦ Lenni Lenape designated land for specific activities such as farming, fishing, drying foods, etc. They used specific land seasonally as they travelled throughout the area seeking high ground during the flooding season and low lands for farming.
- ✦ Canarsie and other names found on the map are places inhabited by Lenni Lenape.
- ✦ The Dutch heated oyster shells to extreme temperatures to make them easy to crush; walking on shells also helped crush them. Once they were broken down, they were used as lime to cover walls and walkways and to make mortar.
- ✦ New York Harbor was home to many large oyster beds. While low in calories, they provided a protein and vitamin-rich food for both working-class and wealthy New Yorkers. In the 1800s, oysters were sold on street corners as peanuts and large bread pretzels are today. The largest oyster found in the New York Harbor is at the Smithsonian in Washington, DC, and is approximately 15 inches long.
- ✦ Oysters filter water; as a result they help keep the water around New York City clean. One oyster can clean up to 50 gallons of water a day. Nineteenth-century industrial and urban pollution decimated the oyster business because the polluted waters made oysters unsafe to eat. In recent years, however, organizations like the Billion Oyster Project have reintroduced new oysters to New York Harbor. While these oysters have a cleansing effect on waterways like the East River, they are still not safe to eat.

Unit 2 Work

LESSON 1 SOURCES



Map of the Town of Flatlands in Frederick Van Wyck's, *Keskachauge, or, The First White Settlement on Long Island* (New York, NY: G.P. Putman's Sons, 1924); F127.L8 v36; Brooklyn Historical Society.

Unit 2 **Work****LESSON 1 SOURCES**

Current Map of Brooklyn

- | | |
|--|---|
| 1 Williamsburg, Greenpoint | 9 Prospect Lefferts Gardens, Wingate |
| 2 Brooklyn Heights, Dumbo, Vinegar Hill,
Fulton Mall, Boerum Hill, Fort Greene,
Brooklyn Navy Yard, Fulton Ferry, Clinton Hill | 10 Bay Ridge, Fort Hamilton, Dyker Heights |
| 3 Bedford-Stuyvesant, Stuyvesant Heights,
Ocean Hill | 11 Bath Beach, Gravesend, Mapleton, Bensonhurst |
| 4 Bushwick | 12 Borough Park, Kensington, Ocean Parkway, Midwood |
| 5 East New York, Cypress Hills, Highland Park,
New Lots, City Line, Starrett City | 13 Coney Island, Brighton Beach, Seagate |
| 6 Red Hook, Carroll Gardens, Park Slope,
Gowanus, Cobble Hill | 14 Flatbush, Midwood |
| 7 Sunset Park, Windsor Terrace, Greenwood Heights | 15 Sheepshead Bay, Manhattan Beach, Kings Bay,
Kings Highway, East Gravesend, Madison, |
| 8 Crown Heights, Prospect Heights, Weeksville | 16 Brownsville, Ocean Hill |
| | 17 East Flatbush, Remsen Village, |
| | 18 Canarsie, Bergen Beach, Mill Basin, Flatlands,
Marine Park, Georgetown |

Unit 2 Work

LESSON 1 SOURCES



GUIDED INQUIRY

- ◆ What do you notice about this map?
- ◆ What do you think the words in the dotted areas represent?
- ◆ What else do you see?
- ◆ What new information can you get from these labels?
- ◆ What can you now say about work and land in Dutch Brooklyn?

Unit 2 Work**LESSON 1 SOURCES**

“We found a good fire, half-way up the chimney, of clear oak and hickory, which they made not the least scruple of burning profusely. We let it penetrate us thoroughly. There had been already thrown upon it, to be roasted, a pail-full of Gouanes (Gowanus) oysters, which are the best in the country. They are fully good as those of England, and better than those we ate Falmouth. I had to try some of them raw. They are large and full, some of them not less than a foot long, and they grow sometimes ten, twelve and sixteen together, and are then like a piece of rock. Others are young and small. In consequence of the great quantizes of them, everybody keeps the shells for the purpose of burning them into lime. The pickle the oysters in small casks, and send them to Barbados and other islands. We had for supper a roasted haunch of venison, which he had bought for the Indians for three guilders and a half of seewant, that is fifteen stivers of Dutch money, and which weighted thirty pounds. The meat was exceedingly tender and good, and also quite fat. It had a slight spicy flavor. We were also served with wild turkey, which as also fat and of a good flavor; and a wild goose, but that was rather dry. Everything we had was the natural production of the country. We saw here, lying in a heap, a whole hill of watermelons, which were as large as pumpkins, and which Symon was going to take to the city to sell. They were very good, though there is a difference between them and those of the Caribbee [Caribbean] Islands; but this may be owing to its being late in the season, and these were to the rest in a kermis bed, as it is called, in the corner of the hearth, along side a good fire.”

Excerpt from Jasper Danckaerts' journal, September 30, 1679; Jasper Danckaerts and Peter Sluyter journals, 1679–1683, 1974.024; Brooklyn Historical Society.

Unit 2 Work

LESSON 1 SOURCES



GUIDED INQUIRY

- ◆ What is Jasper talking about in the passage?
- ◆ Which items were they harvesting in the passage?
- ◆ How do you think they harvested these items?
Do we harvest them today?
- ◆ What does this passage have to do with “work”?

Unit 2 Work

LESSON 2



LESSON 2: FARMING & FISHING

Paintings



Objects



Unit 2 Work

LESSON 2



ACTIVITIES

Step 1

Give students images of the tools, guide them through an exploration of the materials, purpose, and value, and have them guess their use. Then, have students examine the Van Brunt paintings and see if they notice any of the tools being used. If not, they should note what they do see in the image. How are the tools being used? By whom? What do the tools suggest about the type of work done by the Dutch in Brooklyn?

Step 2

Have students compare these tools to those used today by farmers by researching examples on the Internet or in print media. Ask them to consider why some might still look similar and some have changed.

Step 3

Have students create a visual depiction of farm work through collage, using the Van Brunt paintings and images of tools from this lesson.

FACTS

- ✦ The marshlands in New Amersfoort (Flatlands) were used for grazing and harvesting salt hay. Dutch landowners established tidal mills along the network of creeks and islands that formed Jamaica Bay to process their salt hay and other grains. These mills, in turn, generated ponds that maintained a relatively high water table. Because of their proximity to the Atlantic Ocean's saltwater, their brackish water supported resources such as clams, oysters, and crabs.
- ✦ Due to the incredibly fertile farmland, Brooklyn would become a significant agricultural producer in the region. Among the crops grown were wheat, grain, corn, squash, beans, potatoes, vegetables, fruits, and tobacco. The large farms, which covered thousands of acres of farmland throughout the towns, relied upon the labor of enslaved Africans.
- ✦ "Farmers" in eighteenth-century towns did not actually work the lands themselves. Enslaved people worked their land and enabled the growing affluence of Dutch landowners. For more on this, visit the Lefferts Family Papers digital archive and exhibit at <http://www.brooklynhistory.org/exhibitions/lefferts/farming-brooklyn/>.
- ✦ Tool—Shovel: Used to pick up and move dirt, manure, coal, etc.
- ✦ Tool—Rake: Used to gather or collect items such as leaves.
- ✦ Tool—Hand Saw: A tool used to cut wood using one hand. Usually used to cut firewood.
- ✦ Tool—Grain Shovel: Used to scoop grain into storage areas. The Dutch believed that metal would spoil food; they preferred shovels made from either apple or maple wood.
- ✦ Finished Product—Foot Warmer & Lantern: Tinsmiths would travel throughout the land, going from house to house, making custom items for families. Kitchen utensils, lanterns, and foot warmers were some of the items they made.

Unit 2 Work

LESSON 2 SOURCES



James Ryder Van Brunt, *Cortelyou House*, 1865, watercolor on paper; M1974-54-1; Brooklyn Historical Society.

Unit 2 Work

LESSON 2 SOURCES



James Ryder Van Brunt, *Dutch Homestead*, 1864, watercolor on paper; M1974.231.1; Brooklyn Historical Society.

Unit 2 Work

LESSON 2 SOURCES



James Ryder Van Brunt, *Brooklyn with a View of New York*, 1863, watercolor on paper; M1995-23.1; Brooklyn Historical Society.

Unit 2 Work

LESSON 2 SOURCES



GUIDED INQUIRY

- ◆ Who do you see working?
- ◆ Who else do you think could have been part of this community but is not pictured?
- ◆ Why do you think that is?
- ◆ Why do you think farming was a common job for the Dutch in Brooklyn?

Unit 2 Work

LESSON 2 SOURCES



Shovel, 1750; On permanent loan from Society for the Preservation of Long Island Antiquities to the Wyckoff House Museum. Photo courtesy of Kristy Leibowitz.

Unit 2 Work

LESSON 2 SOURCES



Rake, 1700s; On permanent loan from Society for the Preservation of Long Island Antiquities to the Wyckoff House Museum. Photo courtesy of Kristy Leibowitz.

Unit 2 Work

LESSON 2 SOURCES



Hand saw, 19th century; Hendrick I. Lott House Preservation Association, Inc.

Unit 2 Work

LESSON 2 SOURCES



Seed drill, 19th century; Hendrick I. Lott House Preservation Association, Inc.

Unit 2 Work

LESSON 2 SOURCES



Grain shovel, 19th century; Hendrick I. Lott House Preservation Association, Inc.

Unit 2 Work

LESSON 2 SOURCES



Foot warmer, 1800; On permanent loan from the Society for the Preservation of Long Island Antiquities to the Wyckoff House Museum. Photo courtesy of Kristy Leibowitz.

Unit 2 Work

LESSON 2 SOURCES



GUIDED INQUIRY

- ◆ What do you notice about this object?
- ◆ What materials is it made of?
- ◆ Who do you think used it? How was it used?
- ◆ What does it tell us about the tools, and work of the person/culture that used it?

Unit 2 Work

LESSON 2



LENNI LENAPE WOMEN

s, which was planted with maize, or Tur
a noise of pounding, like thrashing, a
it proceeded, and found there an old In
ed beating Turkish beans out of the pod
she did with astonishing force and dex
Duyn) inquired of her, in the Indian lan
ectly well, how old she was, a
n we were still more astonish
ve so much strength and cou



ACTIVITIES

Step 1

Read the passage aloud to students, or have them read the passage themselves.

Step 2

Ask students to illustrate it what they read.

FACTS

- ✦ Jasper Danckaerts was a pseudonym for a Dutch traveler, charged with the mission of exploring the eastern coast of America to recommend a suitable location for his persecuted religious community—the Labadists—to settle. In September 1679, he spent several days in Brooklyn and recorded his detailed observations in a journal meant to be shared. In this passage, he recounts a walk he took with his local guide, Gerrit Evertsen Van Duyn, in the town of Breukelen.
- ✦ Corn, also known as maize, is native to Central and South America and was first introduced to Europeans by Christopher Columbus in the 15th century after his voyage to the Americas. European consumers gave it many exotic names—“Turkish wheat,” “Barbary corn,” and “Egyptian corn”—but they were often geographically inaccurate.
- ✦ Similarly, “Turkish beans” was a colonial term for kidney beans.
- ✦ The Njack (Nyack) Indians, part of the Algonquin nation, were located in the area of Coney Island, Midwout (Flatbush), the area known as Fort Hamilton, and Staaten Eyelandt (Staten Island) during early colonial times. Nyack means “the fishing place.” The Nyack Indians “sold” their land to the Dutch in the early 1600s, then migrated toward upstate New York.

Unit 2 **Work****LESSON 2 SOURCES**

“Continuing onward from there, we came to the plantation of the Najack Indians, which was planted with maize, or Turkish wheat. We soon heard a noise of pounding, like thrashing, and went to the place whence it proceeded, and found there an old Indian woman busily employed beating Turkish beans out of the pods by means of a stick, which she did with astonishing force and dexterity. Gerrit (Evertsen Van Duyn) inquired of her, in the Indian language, which he spoke perfectly well, how old she was, and she answered eighty years; at which we were still more astonished that so old a woman should still have so much strength and courage to work as she did.”

Excerpt from Jasper Danckaerts' journal, September 30, 1679; Jasper Danckaerts and Peter Sluyter journals, 1679–1683, 1974.024; Brooklyn Historical Society.

GUIDED INQUIRY

- ◆ **Who are the people described in this passage?**
How are they interacting?
- ◆ **What is the woman doing in this passage?**
How does the narrator seem to react to her work?
- ◆ **What does this suggest about the role Najack (Lenni Lenape) women played in their society?**
- ◆ **Whose perspective is this from?**

Unit 2 Work

LESSON 3



LESSON 3: EDUCATION AND LITERACY

und where he may be needed, as well t
as also to conduct the service of the Ch
on Sundays; to take charge of the Sch
ring the Bell, and perform whatever
id: Therefore... with your Honors' [perm
a suitable person who is now come
Carel van Beauvois, to whom
ted a sum of fl. 150, besides a
pprehensive that the C. v. Bea



ACTIVITIES

2nd Grade

Read the School Master Petition aloud and have students list the duties and compensation of the schoolmaster.

4th Grade: Step 1

Give students the document-based worksheet (on the next page) and have them complete it.

Step 2

After a discussion, have them write a letter to the Schout and Schepen discussing whether or not they feel the compensation and duties are “fair,” and offering other means of compensation, for the time period.

FACTS

- ✦ Carel v. Beauvois, a Huguenot, became Breukelen’s first schoolmaster on July 4, 1661. The town paid him 150 guilders, and the colonial government added 50 guilders from its treasury. He also received a house as part of his salary. The school operated within a local church near the intersection of today’s Bridge Street and Fulton Street.
- ✦ The village of Bushwick (Boswyck) opened its first school in 1663, with Boudewyn Manout as the schoolmaster and court clerk. His compensation as a clerk was 400 guilders in wampum; as the schoolmaster, he received free rent and firewood. The school stood at the current intersection of Bushwick Avenue and Skillman Street.

Unit 2 Work

LESSON 3 SOURCES



On July 4, 1661, the following petition was presented with regard to hiring a schoolmaster:

“To the Right [Honorable] Director-General and Council of New Netherland: The Schout [judge] and Schepens [City Council] of the Court of Breuckelen respectfully represent that they found it necessary that [school teacher], to be occasionally employed in the Village of Breuckelen and all around where he may be needed, as well to serve summons, as also to conduct the service of the Church, and to sing on Sundays; to take charge of the School, dig graves, etc., ring the Bell, and perform whatever else may be required: Therefore... with your Honors’ [permission],... to accept... a suitable person who is now come before them, one Carel van Beauvois, to whom they have hereby appropriated a sum of fl. 150, besides a free dwelling; and [we] are apprehensive that the C. v. Beauvois would not and cannot do the work for the sum aforesaid, and [we] are not able to promise him any more, therefore [we]... request your Honors... to lend them a helping hand, in order... to receive the needful assistance. Herewith, awaiting your Honors’ kind and favorable answer... Your Honors’ servants and subjects, The Schout and Schepens of the Village aforesaid. By order of the same,” (Signed) Adriaen Hegeman, Secretary.”

In answer to this petition, the Director and Council were graciously pleased to say that they would “pay fifty guilders, in wampum, annually, for the support of the... schoolmaster in the village of Breuckelen.”

School Master petition for the Village of Breukelen

Henry Reed Stiles, *A History of the City of Brooklyn: Including the Old Town and Village of Brooklyn, the Town of Bushwick, and the Village and City of Williamsburgh* (Westminster, MD: Heritage Books, 2007); F129.B7 S79; Brooklyn Historical Society.

GUIDED INQUIRY

- ◆ **What is a schoolmaster?**
- ◆ **What did he/she do?**
- ◆ **Why was he/she important?**

Unit 2 Work

LESSON 3 SOURCES



What is going on in this passage?

List four of the duties of this person

What does the word appropriated mean?

What is the person in the passage asking for? Why?

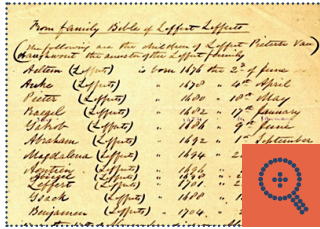
What was the answer they received? Were they successful? How do you know?

Unit 2 Work

LESSON 3



WOMEN AS CHRONICLERS: LEFFERTS FAMILY RECORD



Unit 2 **Work****LESSON 3****FACTS**

1. Childhood mortality rates were higher in the colonial era than today, due to disease, sanitation, and other risks. Those children who did survive to adulthood often lived into their 50s. Some people, such as Hans Jansen Van Noordstrand, even lived well into their 90s.
2. Many Dutch families kept a record of their family on sheets pressed in their bibles. Dutch women often recorded lists of deaths and births like this one. These records served as part of their family history for future generations.
3. In the early to mid-1600s, Dutch families tended to marry into other Dutch families for wealth, alliances, and social status. During the mid- to late-1600s, marriages between Dutch men and women were still the most prevalent, while marriages between Dutch and English began to slowly occur as well, in the second generation of colonial settlers.

Unit 2 Work

LESSON 3 SOURCES



From family Bible of Leffert Lefferts
 (The following are the children of Leffert Pieterse Van
 Houshout the ancestor of the Leffert family)

Adeltem (Lefferts)	is born 1676 the 2 ^d of June
Anke (Lefferts)	" 1678 " 4 th April
Pieter (Lefferts)	" 1680 " 10 th May
Raegel (Lefferts)	" 1682 " 17 th January
Yahob (Lefferts)	" 1684 " 9 th June
Abraham (Lefferts)	" 1692 " 1 st September
Magdalena (Lefferts)	" 1694 " 26 th August
Antoin (Lefferts)	" 1696 " 1 st March
Abiezel (Lefferts)	" 1698 " 26 th August
Leffert (Lefferts)	" 1701 " 22 nd May
Goack (Lefferts)	" 1688 " 15 th May
Benjamin (Lefferts)	" 1704 " 2 ^d May
1704 the 17 th of November died our Abiezel (Lefferts)	
1704 " 8 th " December died our father (Leffert Pieterse)	
1707 " 17 th " November " " Benjamin (Lefferts)	
1735 " 15 th " July " " Aeltie (Lefferts)	
1746 " 10 th " October " " Isaac (Lefferts)	
John Myerson died 5 th of October 1704	
1723 the 4 th of July died our Marya (daugh. of Leffert Lefferts)	
1737 " 15 th " May " " Marya (daugh. of Leffert Lefferts)	
1744 " 15 th November " " Cornelis Scheuck	
1747 " 3 ^d " September " " Jan (son of Leffert Lefferts)	
1749 " 15 th " June " " Jan (son of Leffert Lefferts)	
1754 " 27 th " September " " father (Leffert Lefferts)	
1766 " 4 th " December " " Mother (Catharina Dorland)	

The writing between brackets not in the original.

Th. Myer
3

Unit 2 Work

LESSON 3 SOURCES



GUIDED INQUIRY

- ◆ How was information recorded in this document?
- ◆ Try reading the document. What information can you find by reading it?
- ◆ Why do you think someone would record this information?
- ◆ How long did the members of this family live?
- ◆ What was the average life span of a family member, based on this document?

Unit 2 **Work**

LESSON 3

**MARTENSE FAMILY PAPERS****ACTIVITIES****Step 1**

Have students look at the original, handwritten version first. Elicit observations about the document.

Step 2

Ask students to compare how documents are “signed” today with how they were “signed” in the past. Have students conduct research on the web, in their own family’s documents (birth certificate, the blue card at school, etc.), or using other contemporary sources to compare and contrast signatures today and in the colonial-era documents here.

FACTS

- ✦ In colonial-era Brooklyn, many people were illiterate or only partially literate, meaning they could read but not write. Those who could not sign their names sometimes made a “mark” or an “x” instead of a full signature.
- ✦ Some of the wealthiest people could not read or write.
- ✦ Some Dutch women owned land, conducted business transactions, and signed legal documents.

Unit 2 Work

LESSON 3 SOURCES



Whereas Abraham Voorhees of The Township of Flatbush in Kings County on Rarow Island in The Province of New York on the Eleventh Day of July in the year of our Lord one thousand seven hundred and fifty two Made his Last Will and Testament in Writing in due form of Law, and soon after Died, And amongst other Legacies therein contained Did Give unto Sarah his Dearly Beloved Wife the one third part of his Estate for so long time as she shall continue his Widow and over & above that he give unto her two Mares for her own use & also the whole and sole use Benefits & profits of all & singular his Lands and Moveable Estate From & after the Decease of his said Wife till his only Son Cornelius Voorhees shall arrive to Lawfull age And the said Abraham Voorhees Made and appointed in his said Will Rom Rensselaer & Daniel Voorhees Executors as by the said Will may appear and whereas the said Rom Rensselaer & Daniel Voorhees are now of the said Executorship & trust, And the said Cornelius Voorhees hath Attained his Lawfull Age And the said Rom Rensselaer & Daniel Voorhees Esqrs as aforesaid hath Made the an Account with the said Sarah Widow of the said Abraham Voorhees Deceased Now the Wife of Douwe Ditmars Esq of all the Monies Received and Paid by them the said Rom Rensselaer & Daniel Voorhees to the said Sarah Now the Wife of Douwe Ditmars as aforesaid, and of all Transactions in Pursuance of the said Executorship & trust, Now Know all Men by these Presents that the said Douwe Ditmars & the said Sarah his Wife being fully Satisfied in the Premises have Remised Released and Quitted Claimed and by these Presents Do Remise Release for Ever Quit Claim Unto the said Rom Rensselaer and Daniel Voorhees their Esqrs & Heirs all Bookings Accounts Sum & Sums of Money by them had or Received in Pursuance of the said trust or by Means of their being Executors as aforesaid, and of all Demands Whatsoever Concerning the Same In Witness Whereof We have hereunto set our hands and Seals the twenty seventh Day of January Annoq Domini 1753.

Cornelius Voorhees
mark
Rensselaer + Rensselaer
heir

Douwe Ditmars

Sarah Ditmars

Martense Family Papers, 1675–circa 1944, ARC.285; Brooklyn Historical Society.

Unit 2 Work

LESSON 3 SOURCES



GUIDED INQUIRY

- ◆ What information can you read?
- ◆ What do you notice about this document?
- ◆ Why do you think it was handwritten?
- ◆ What might the document have been used for?
- ◆ What do you notice about the signatures on each document?
- ◆ Who signed this document?
- ◆ What do you think happened if they could not sign their name?
- ◆ What does the signature/mark of a woman on a document suggest about the rights of Dutch women and the cultural expectations they navigated in Dutch society?

Unit 2 Work



SUMMATIVE ACTIVITIES

- ◆ Review all of the sources students have looked at to date—paintings, images of tools, written documents and first-hand accounts. Ask students to list all of the types of work they now know people had in Dutch Brooklyn. Ask them to reflect on the list: What surprises you about work in the past? How are these types of work similar or different from the ones people do today?
- ◆ Ask students to synthesize the insights they've gleaned from the Dutch Town Stories, the Family Origins, and the maps and create a "day in the life" story, tableau, play, comic strip, etc., about one or two of the types of work they learned about in this lesson.



Unit 3 House & Home

SYNOPSIS

Students are examining the exterior and interiors of a Lenni Lenape Longhouse and a Dutch Home, the Wyckoff House Museum, with primary and secondary accounts of what each looked like, and objects found in the Dutch home. **Each lesson is approximately 20–30 minutes long.**

GLOSSARY

Calabash	a type of gourd or squash
Ceramic	made of clay and fired in a kiln to harden
Clothespin	a clip made of wood or plastic used to hang wet clothes from a clothesline
Household	a house and the people who live in it
Lenni Lenape	native peoples living in what is now Brooklyn and parts of what are now New York and New Jersey in the 1600s
Longhouse	a home made from bark and trees, typically made by Lenni Lenape
Maize	corn
Reed	a tall plant that grows in marshy ground
Technology	the use of science and scientific knowledge for everyday purposes
Wafer iron	a metal utensil used to make thin cakes
Waffle iron	a metal utensil used to make waffles

Unit 3 House & Home



PRIMARY & SECONDARY SOURCES

Lesson 1

Drawing of Lenni Lenape Longhouse, Exterior

Lesson 1

Excerpt from Danckaerts journal (September 30, 1679), Description of a Lenni Lenape Longhouse

Lesson 1

Lenni Lenape Longhouse, Interior

Lesson 2

Excerpts from Gertrude Lefferts Vanderbilt, The Social History of Flatbush and Manners and Customs of the Dutch Settlers in Kings County

Exterior Dutch Home

Exterior Excerpt page 59, paragraph 1
 Exterior Excerpt page 60, paragraph 2
 Exterior Excerpt page 62, paragraph 2
 Exterior Excerpt page 62, paragraph 3

Interior Dutch Home

Interior Excerpt page 62, paragraph 1
 Interior Excerpt page 66, paragraph 2
 Interior Excerpt page 67, paragraph 3
 Interior Excerpt page 73, paragraph 1
 Interior Excerpt page 74, paragraph 2

Lesson 2

Images of Wyckoff House, Exterior

Wyckoff House Museum	Dutch Door	Roof
Shutters	Windows	Shingles

Lesson 2

Images of Wyckoff House, Interior

Dutch Room Interior	Dutch Door, Half	Attic Shingles
Door Latch	Attic Beams	Dutch Hearth

Lesson 3

Images of House Objects

Washing machine	Waffle iron	Tile
Meat grinder	Wafer iron	

Unit 3 House & Home

LESSON 1



ACTIVITY TO COMPARE LESSONS 1 & 2

Activities in lessons 1 and 2 can be conducted simultaneously by giving half the class materials from lesson 1 and the other half lesson 2. Afterward, everyone can compare and contrast the information.

GUIDED INQUIRY FOR COMPARISONS IN LESSONS 1 & 2

- ❖ What is in a Dutch/Lenni Lenape house?
- ❖ What's missing from the houses that we have in our homes today?
- ❖ How are the two kinds of houses similar?
Different? Why do you think there are these similarities and differences?
- ❖ What does this tell us about home life and “technology”
for the Dutch and the Lenni Lenape?

LESSON 1: LENNI LENAPE LONGHOUSE



smoke escape, in place of a chimney. On the walls, of the house, the roof was so low that you could hardly stand under it. The entry doors, which were at both ends, were so low that they had to stoop down and crawl themselves to get through them. The door was made of reed or flat bark. In the center there was no lime, stone, iron or anything. They had their fire in the middle of the floor.

ACTIVITY

Ask students to underline words in the passage that help them picture the longhouse in their mind. Then have them draw the longhouse and label the clues they got from the passage.

Or, give students the images of the exterior and interior of a Lenni Lenape Longhouse and the excerpt from the Danckaerts journal. Have them read the journal entry and examine the images for items described by Danckaerts.

Unit 3 House & Home

LESSON 1



FACTS

- ✦ Jasper Danckaerts was a pseudonym for a Dutch traveler charged with the mission of exploring the eastern coast of America to recommend a suitable location for his persecuted religious community—the Labadists—to settle. In September 1679, he spent several days in Brooklyn and recorded his detailed observations in a journal meant to be shared. In this passage, he recounts a walk he took with his local guide, Gerrit Evertsen Van Duyn, in the town of Breukelen.
- ✦ Corn, also known as maize, is native to Central and South America and was first introduced to Europeans by Christopher Columbus in the 15th century after his voyage to the Americas. European consumers gave it many names, all indicating it was from “far away,” but these were often geographically inaccurate. Turkish wheat, Barbary corn, and Egyptian corn were a few of these terms.
- ✦ Similarly, “Turkish beans” was a colonial term for kidney beans.
- ✦ The Najack (Nyack) Indians, part of the Algonquins, were located in the area of Coney Island, Midwout (Flatbush), the area known as Fort Hamilton, and Staaten Eyelandt (Staten Island) during early colonial times. The Nyack, which means “the fishing place,” allegedly “sold” their land to the Dutch in the early 1600s, then migrated toward upstate New York.
- ✦ The secondary source painting included here, “A Winter Scene inside a St. Lawrence Iroquois Culture Longhouse” was generated in 2004 by artist, Roberta Wilson. Wilson based the depiction of the interior home on archaeological and historical sources. Artist Gilles Archambault created the “Illustration showing Iroquois long houses in ‘Ancient Canada’ in 1989.

Unit 3 House & Home

LESSON 1 SOURCES



Long House Exterior
Illustration showing Iroquois long houses in "Ancient Canada," by Gilles Archambault, 1989, Canadian Museum of History, s98-10746.

Unit 3 House & Home

LESSON 1 SOURCES



Long House Interior
A Winter Scene inside a St. Lawrence Iroquois Culture Longhouse, by Roberta Wilson, 2004, Canadian Museum of History, D2004-18606.

Unit 3 House & Home

LESSON 1 SOURCES



“We went from thence to her habitation, where we found the whole troop together, consisting of seven or eight families, and twenty or twenty-two person, I should think. Their house was low and long, about sixty feet long and fourteen or fifteen feet wide. The bottom was earth, the sides and roof were made of reed and the bark of chestnut trees; the posts, or columns, were limbs of trees stuck in the ground, and all fastened together. The top, or ridge of the roof was open about half a foot wide, from one end to the other, in order to let the smoke escape, in place of a chimney. On the sides, or walls, of the house, the roof was so low that you could hardly stand under it. The entrances, or doors, which were at both ends, were so small and low that they had to stoop down and squeeze themselves to get through them. The doors were made of reed or flat bark. In the whole building there was no lime, stone, iron or lead. They build their fire in the middle of the floor, according to the number of families which live in it, so that from one end to the other each of them boils its own pot, and eats when it likes, not only the families by themselves, but each Indian alone, according as he is hungry, at all hours, morning, noon and night. By each fire are the cooking utensils, consisting of a pot, a bowl, or calabash, and a spoon also made of a calabash. These are all that relate to cooking. They lie upon mats with their feet towards the fire, on each side of it. They do not sit much upon any thing raised up, but, for the most part, sit on the ground or squat on their ankles. Their other household articles consists of a calabash of water, out of which they drink, a small basket in which to carry and keep their maize and small beans, and a knife.”

Description of a Lenni Lenape Longhouse

Excerpt from Jasper Danckaerts' journal, September 30, 1679; Jasper Danckaerts and Peter Sluyter journals, 1679–1683, 1974.024; Brooklyn Historical Society.

Unit 3 House & Home

LESSON 1 SOURCES



GUIDED INQUIRY

- ◆ What colors do you see?
- ◆ What might you smell?
- ◆ What sounds might you hear?
- ◆ What do you imagine the longhouse looked like?

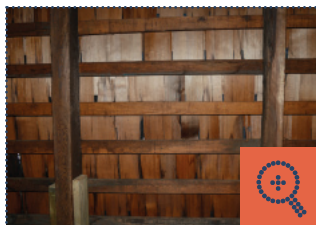
Unit 3 House & Home

LESSON 2



LESSON 2: A DUTCH HOME

"... The farmhouses on Long Island were more generally constructed, in a rough but substantial manner, of stone, lighted by narrow windows containing two small panes of glass. Snugness, economy, safety, the characteristics of these dwellings." This was in 1664



Unit 3 House & Home

LESSON 2



ACTIVITIES

Step 1

In groups or individually, give students images of the exterior and/or interior of the Wyckoff House Museum, and two or three excerpts from Gertrude Lefferts Vanderbilt's book. Have them read the excerpts and look for images of the items described in the passages.

Step 2

Students can create a story, play, etc., that demonstrates how a Dutch house was built and use examples from Lefferts' book.

FACTS

- ◆ Pigs wandered through the towns eating garbage, leftover food, and anything else they could find.
- ◆ Gertrude Lefferts Vanderbilt authored *The Social History of Flatbush* in 1881. Vanderbilt received praise for the book's bright and descriptive prose and its rich depiction of the everyday experiences of generations of Dutch men and women living in Kings County. In the preface to the book, she insisted that her gender as a woman only improved her abilities as a "social historian," allowing her to reinterpret past events "from a different standpoint."

Unit 3 House & Home

LESSON 2 SOURCES



Gertrude Lefferts Vanderbilt, *The Social History of Flatbush: and Manners and Customs of the Dutch Settlers in Kings County* (New York, NY: D.Appleton, 1881); F129.B7 v36; Brooklyn Historical Society.

“... The farmhouses on Long Island were more generally constructed, in a rough but substantial manner, of stone, lighted by narrow windows containing two small panes of glass,... Snugness, economy, safety were the characteristics of these country dwellings. This was in 1665.”

Exterior Excerpt page 59, paragraph 1

“We have good authority for saying that the houses with an unbroken sweep from the ridge-pole to the eaves were those of earliest construction; the roof was not built in a straight slant downward, after the style of a heavy Gothic roof, but curved slightly in the descent.”

Exterior Excerpt page 60, paragraph 2

“The back of the fireplace was indicated by brick or stone-work on the exterior wall of the house, and the chimneys rose, broad, huge, and firm, from each gable-end.”

Interior Excerpt page 62, paragraph 1

GUIDED INQUIRY

- ◆ What is Gertrude Lefferts Vanderbilt describing in the passage?
- ◆ Do you see anything that looks like it in the images?
- ◆ What purpose did it serve in the house?
- ◆ What do we have in our homes today to accomplish that purpose?

Unit 3 House & Home

LESSON 2 SOURCES



Gertrude Lefferts Vanderbilt, *The Social History of Flatbush: and Manners and Customs of the Dutch Settlers in Kings County* (New York, NY: D.Appleton, 1881); F129.B7 v36; Brooklyn Historical Society.

“The front door in these houses was always divided into an upper and lower half. The upper half was usually lighted by two round glasses, called bulls’-eyes. These served to light the halls in place of the sidelights introduced afterward... The knockers on these were of brass or iron. Sometimes they were ponderous, and wrought with quaint device. The design most frequently seen was that of a lion’s head holding a ring in its mouth. When the knocker was of iron, the door knob was of the same material, and so, also, when it was brass, the door knob was of brass.”

Exterior Excerpt page 62, paragraph 2

“The oldest fastening was a latch raised by the exterior knob; but, even when the usual style of lock and key was used, it was not inserted in the door as it now is, but fastened against it on the inner side.”

Exterior Excerpt page 62, paragraph 3

“... The ceilings were low, even when the rooms were large, and the rooms for this reason seem out of proportion. This may be accounted for in the fact that the only method of heating the [rooms] was by means of the large open fireplace; the only mode of lighting them was by the dim yellow flame of tallow candles.”

Interior Excerpt page 66, paragraph 2

GUIDED INQUIRY

- ◆ What is Gertrude Lefferts Vanderbilt describing in the passage?
- ◆ Do you see anything that looks like it in the images?
- ◆ What purpose did it serve in the house?
- ◆ What do we have in our homes today to accomplish that purpose?

Unit 3 House & Home

LESSON 2 SOURCES



Gertrude Lefferts Vanderbilt, *The Social History of Flatbush: and Manners and Customs of the Dutch Settlers in Kings County* (New York, NY: D.Appleton, 1881); F129.B7 v36; Brooklyn Historical Society.

“The old lady, in whose memory this room was most tenderly held, thus described the method of cleansing these tiles: they were first whitewashed; this coating of lime was allowed to become perfectly dry, and was then rubbed off with a woolen cloth. Through this means, not only did the tiles remain clean, but the interstices were kept white.”

Interior Excerpt page 67, paragraph 3

“Huge beams, hewn from the woods when the house was built, and which seem heavy enough to support a castle, hold up the broad roof, which here sloped down to the floor. There was an attractive mystery about the dim corners under these sloping eaves, for this was the receptacle for all the articles which had gradually come into disuse through the changes of fashion or the ear of time.”

Interior Excerpt page 73, paragraph 1

“The shingles roof which overarched the garret in all its length and breadth was discolored by time, and streaked and stained with the leakage occasioned by hard northeast storms; there were tin pans and sea-shells, apparently placed at random over the floor in a purposeless way, but which were intended to catch the drip where the warped shingles admitted the rain. In winter there were little drifts of snow here and there which had sifted through nail-holes and cracks. A ladder rested upon the beams led from the floor to the scuttle in the roof.”

Interior Excerpt page 74, paragraph 2

GUIDED INQUIRY

- ◆ What is Gertrude Lefferts Vanderbilt describing in the passage?
- ◆ Do you see anything that looks like it in the images?
- ◆ What purpose did it serve in the house?
- ◆ What do we have in our homes today to accomplish that purpose?

Unit 3 House & Home

LESSON 2 SOURCES



Wyckoff House Museum. Photo courtesy of Kristy Leibowitz.

GUIDED INQUIRY

- ◆ Do you see something in the image that Gertrude Lefferts Vanderbilt described?
- ◆ What purpose did it serve in the house?
- ◆ What do we have in our homes today to accomplish that purpose?

Unit 3 House & Home

LESSON 2 SOURCES



Shutters, Wyckoff House Museum. Photo courtesy of Kristy Leibowitz.

GUIDED INQUIRY

- ◆ Do you see something in the image that Gertrude Lefferts Vanderbilt described?
- ◆ What purpose did it serve in the house?
- ◆ What do we have in our homes today to accomplish that purpose?

Unit 3 House & Home

LESSON 2 SOURCES



Dutch Door, Wyckoff House Museum. Photo courtesy of Kristy Leibowitz.

GUIDED INQUIRY

- ◆ Do you see something in the image that Gertrude Lefferts Vanderbilt described?
- ◆ What purpose did it serve in the house?
- ◆ What do we have in our homes today to accomplish that purpose?

Unit 3 House & Home

LESSON 2 SOURCES



Windows, Wyckoff House Museum. Photo courtesy of Kristy Leibowitz.

GUIDED INQUIRY

- ◆ Do you see something in the image that Gertrude Lefferts Vanderbilt described?
- ◆ What purpose did it serve in the house?
- ◆ What do we have in our homes today to accomplish that purpose?

Unit 3 House & Home

LESSON 2 SOURCES



Roof, Wyckoff House Museum. Photo courtesy of Kristy Leibowitz.

GUIDED INQUIRY

- ◆ Do you see something in the image that Gertrude Lefferts Vanderbilt described?
- ◆ What purpose did it serve in the house?
- ◆ What do we have in our homes today to accomplish that purpose?

Unit 3 House & Home

LESSON 2 SOURCES



Dutch Room Interior, Wyckoff House Museum. Photo courtesy of Kristy Leibowitz.

GUIDED INQUIRY

- ◆ Do you see something in the image that Gertrude Lefferts Vanderbilt described?
- ◆ What purpose did it serve in the house?
- ◆ What do we have in our homes today to accomplish that purpose?

Unit 3 House & Home

LESSON 2 SOURCES



Door Latch, Wyckoff House Museum. Photo courtesy of Kristy Leibowitz.

GUIDED INQUIRY

- ◆ Do you see something in the image that Gertrude Lefferts Vanderbilt described?
- ◆ What purpose did it serve in the house?
- ◆ What do we have in our homes today to accomplish that purpose?

Unit 3 House & Home

LESSON 2 SOURCES



Dutch Door, Half, Wyckoff House Museum. Photo courtesy of Kristy Leibowitz.

GUIDED INQUIRY

- ◆ Do you see something in the image that Gertrude Lefferts Vanderbilt described?
- ◆ What purpose did it serve in the house?
- ◆ What do we have in our homes today to accomplish that purpose?

Unit 3 House & Home

LESSON 2 SOURCES



Attic Beams, Wyckoff House Museum. Photo courtesy of Kristy Leibowitz.

GUIDED INQUIRY

- ◆ Do you see something in the image that Gertrude Lefferts Vanderbilt described?
- ◆ What purpose did it serve in the house?
- ◆ What do we have in our homes today to accomplish that purpose?

Unit 3 House & Home

LESSON 2 SOURCES



Attic Shingles, Wyckoff House Museum. Photo courtesy of Kristy Leibowitz.

GUIDED INQUIRY

- ◆ Do you see something in the image that Gertrude Lefferts Vanderbilt described?
- ◆ What purpose did it serve in the house?
- ◆ What do we have in our homes today to accomplish that purpose?

Unit 3 House & Home

LESSON 2 SOURCES



Dutch Hearth, Wyckoff House Museum. Photo courtesy of Kristy Leibowitz.

GUIDED INQUIRY

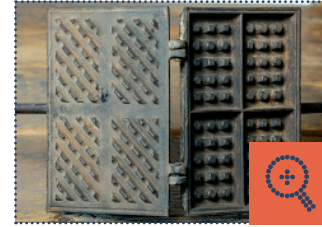
- ◆ Do you see something in the image that Gertrude Lefferts Vanderbilt described?
- ◆ What purpose did it serve in the house?
- ◆ What do we have in our homes today to accomplish that purpose?

Unit 3 House & Home

LESSON 3



LESSON 3: DUTCH HOME OBJECTS



ACTIVITIES

Step 1

In groups or individually, have students look at the images of the objects found in a Dutch home. Have them surmise what they are and what, if any, would be today's equivalent.

Step 2

Students can write stories, plays, or create a tableau demonstrating all of the items in a typical day of a Dutch family.

Unit 3 House & Home

LESSON 3



FACTS

Large bucket with paddle and washboard in hearth (washing machine)

This object is an early “washing machine”! Water goes in the large iron pot, which is placed over the fire until the water is boiling hot. The wooden paddle is for stirring clothes, and the ridged wooden board is for scrubbing them.

Question: *How do you think they got the extra water out of the clothes before drying them?*

Meat grinder

Put meat inside, turn the handle, and this wooden “machine” grinds up the meat to make a meat patty similar to our modern-day hamburgers.

Question: *What sound do you think this machine made?*

Waffle iron

The long handle on this iron tool allowed the waffles to be cooked over the open fire in the hearth. Notice that the imprint on the waffle is the same as we see in waffles today! The Dutch invented waffles and called them wafels.

Question: *Why do you think there is such a long handle on this tool?
Why do you think it’s called a “waffle iron?”*

Wafer iron

Dutch kitchens contained this iron object, which cooked thin “cakes” that were split in two and buttered.

Question: *Why do you think there are letters/numbers on the iron?
(They often represented the owner’s initials and a significant date,
like a wedding or anniversary.) Why is it called an “iron”?
Why do you think it has such a long handle?
(It was used over the hearth.)*

Tile

The images on them were meant to convey a story or part of a story, which adults would tell their children using the tiles as illustrations.

Question: *What do you think the images represent?*

Unit 3 House & Home

LESSON 3 SOURCES



Large cauldron with paddle in hearth, 1800s, cast iron and wood; Wyckoff House Museum.
Photo courtesy of Kristy Leibowitz.

GUIDED INQUIRY

- ◆ What do you think this object is? What do you think it is made of?
- ◆ What do you think this was used for? By whom?
- ◆ What does the object tell us about the person who used it?
- ◆ Why would they use it? What purpose do you think this item had for the colonial Dutch?

Unit 3 House & Home

LESSON 3 SOURCES



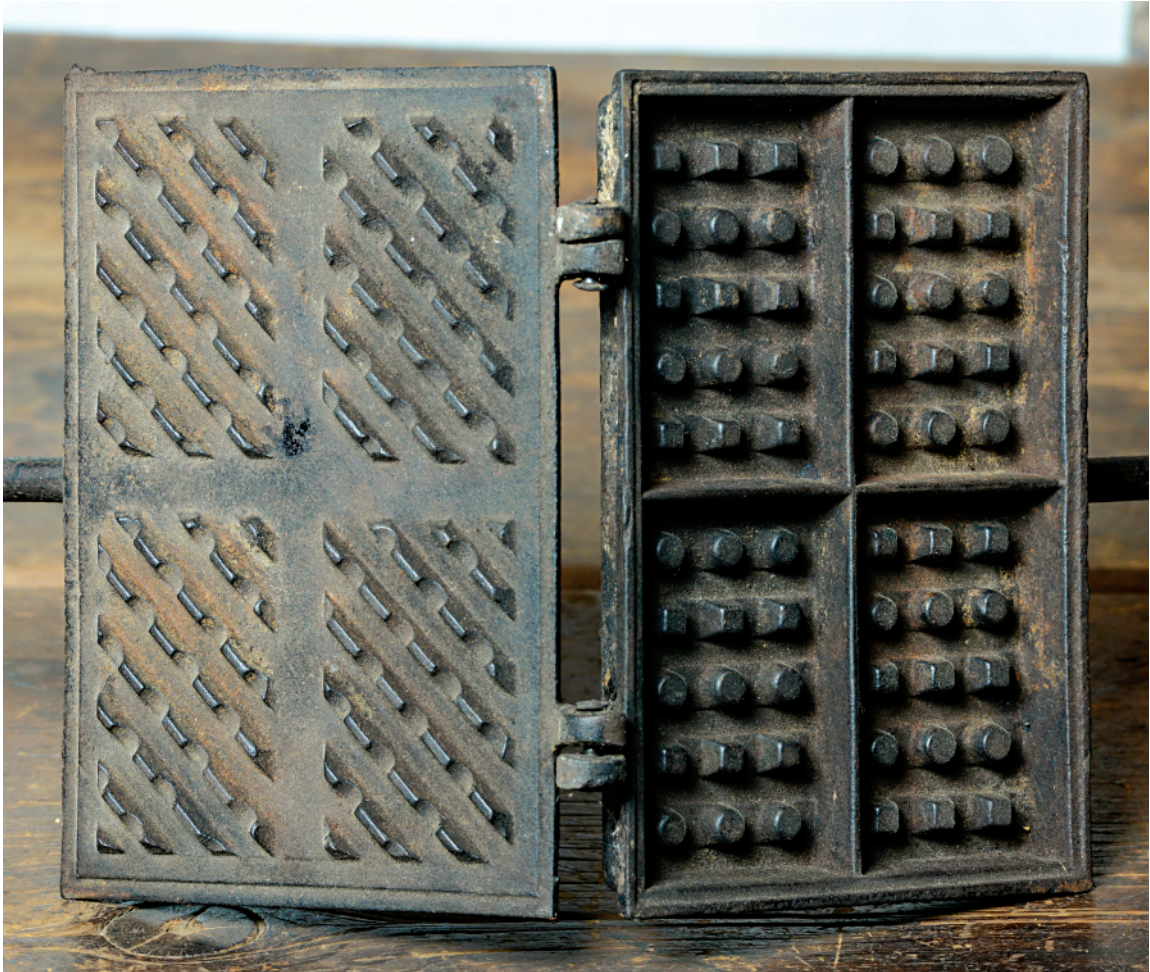
Meat grinder, 1700s; Wyckoff House Museum. Photo courtesy of Kristy Leibowitz.

GUIDED INQUIRY

- ◆ What do you think this object is? What do you think it is made of?
- ◆ What do you think this was used for? By whom?
- ◆ What does the object tell us about the person who used it?
- ◆ Why would they use it? What purpose do you think this item had for the colonial Dutch?

Unit 3 House & Home

LESSON 3 SOURCES



Waffle iron, 1800s, cast iron; Wyckoff House Museum. Photo courtesy of Kristy Leibowitz.

GUIDED INQUIRY

- ◆ What do you think this object is? What do you think it is made of?
- ◆ What do you think this was used for? By whom?
- ◆ What does the object tell us about the person who used it?
- ◆ Why would they use it? What purpose do you think this item had for the colonial Dutch?

Unit 3 House & Home

LESSON 3 SOURCES



Wafer iron, 1800s, cast iron; Wyckoff House Museum. Photo courtesy of Kristy Leibowitz.

GUIDED INQUIRY

- ◆ What do you think this object is? What do you think it is made of?
- ◆ What do you think this was used for? By whom?
- ◆ What does the object tell us about the person who used it?
- ◆ Why would they use it? What purpose do you think this item had for the colonial Dutch?

Unit 3 House & Home

LESSON 3 SOURCES



Delft tile, 1800s; Wyckoff House Museum. Photo courtesy of Kristy Leibowitz.

GUIDED INQUIRY

- ◆ What do you think this object is? What do you think it is made of?
- ◆ What do you think this was used for? By whom?
- ◆ What does the object tell us about the person who used it?
- ◆ Why would they use it? What purpose do you think this item had for the colonial Dutch?

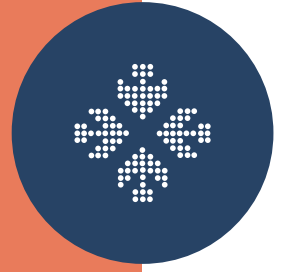
Unit 3 House & Home



SUMMATIVE ACTIVITIES

Have students use a graphic organizer to compare and contrast the Lenni Lenape Longhouse and the Dutch home. Then, have students identify parts of the homes they feel are useful, repetitive, and/or not useful. Finally, have them create a home using elements from both types of houses, using the decoration from then and now.

Using information from some of the Family Origins accounts, students can write a story or create a comic strip about building a home for the family, daily life using the objects, or a combination of both.



Unit 4 Power & Interactions

SYNOPSIS

These seven lessons give students an idea of how the Lenni Lenape, Africans, and Dutch interacted in their negotiations over the land and development of the colony. **Each lesson is approximately 15–20 minutes long.**

GLOSSARY

Bill of sale	a certificate of transfer of personal property
Colonization	taking control of an area and sending people to live there
Currency	a system of money
Duffels	a thick piece of cloth
Encounter	a casual meeting
Enslave	make someone a slave
Free	not held as a slave
Freed	becoming free after having been enslaved
Half Freedom	Slaves were freed but were required to make an annual payment, and their children were considered property of the Dutch West India Company.
Indentured	bound to someone by an agreement as an apprentice or laborer
Interaction	reciprocal action or influence
Inventory	a listing of goods/possessions, sometimes with a value attached
Jawsharp (Jaw harp)	an instrument that is placed in the mouth; you use your finger to create a “twang” sound by flicking the metal piece in the middle
Knavery	mischief; trouble
Lenni Lenape	the Native American peoples who lived in what is now Brooklyn
Licentious	not following the rules
Manumitted	freed from slavery
Parcels	pieces or tracts of land
Perspective	a specific attitude or point of view
Scoffin	mocking
Servant	a person who performs work for others, especially in a house or domestic setting
Transcription	a written or typed representation of a document
Wampum	small beads made from shells, in the shape of rods, used as currency between the Lenape and the Dutch

Unit 4 **Power & Interactions**



PRIMARY & SECONDARY SOURCES

Power and Interactions Graphic Organizer

Lesson 1

Manatus Map

Lesson 1

Current-day Map of Brooklyn

Lesson 2

Image of Wampum

Lesson 3

Excerpt from Danckaerts Diary, (September 30, 1679)

Lesson 4

Lefferts Bill of Sale

Lesson 5

Homestead of Cornelius Van Brunt

Lesson 6

Listing of Town of Bushwick Citizens 1661

Lesson 6

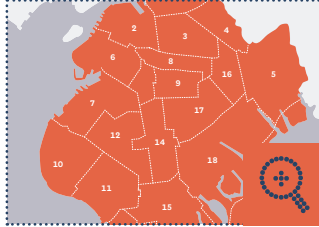
Listing of Town of Bushwick Citizen Privileges 1661

Unit 4 Power & Interactions

LESSON 1



LESSON 1: THE LENNI LENAPE MIGRATION



ACTIVITIES

Step 1

Have students find the location from the Manatus map on the present-day map.

Step 2

Then, using an online mapping tool such as Google Earth, work with students to see these same locations today.

Step 3

Provide a map of the Northeast, as well as the list of locations the Lenni Lenape migrated to following Dutch settlement in Brooklyn provided on following page.

Step 4

Ask students to calculate the distance the Lenni Lenape travelled by measuring with rulers and using the scale of the map to convert to miles.

Unit 4 **Power & Interactions**

LESSON 1

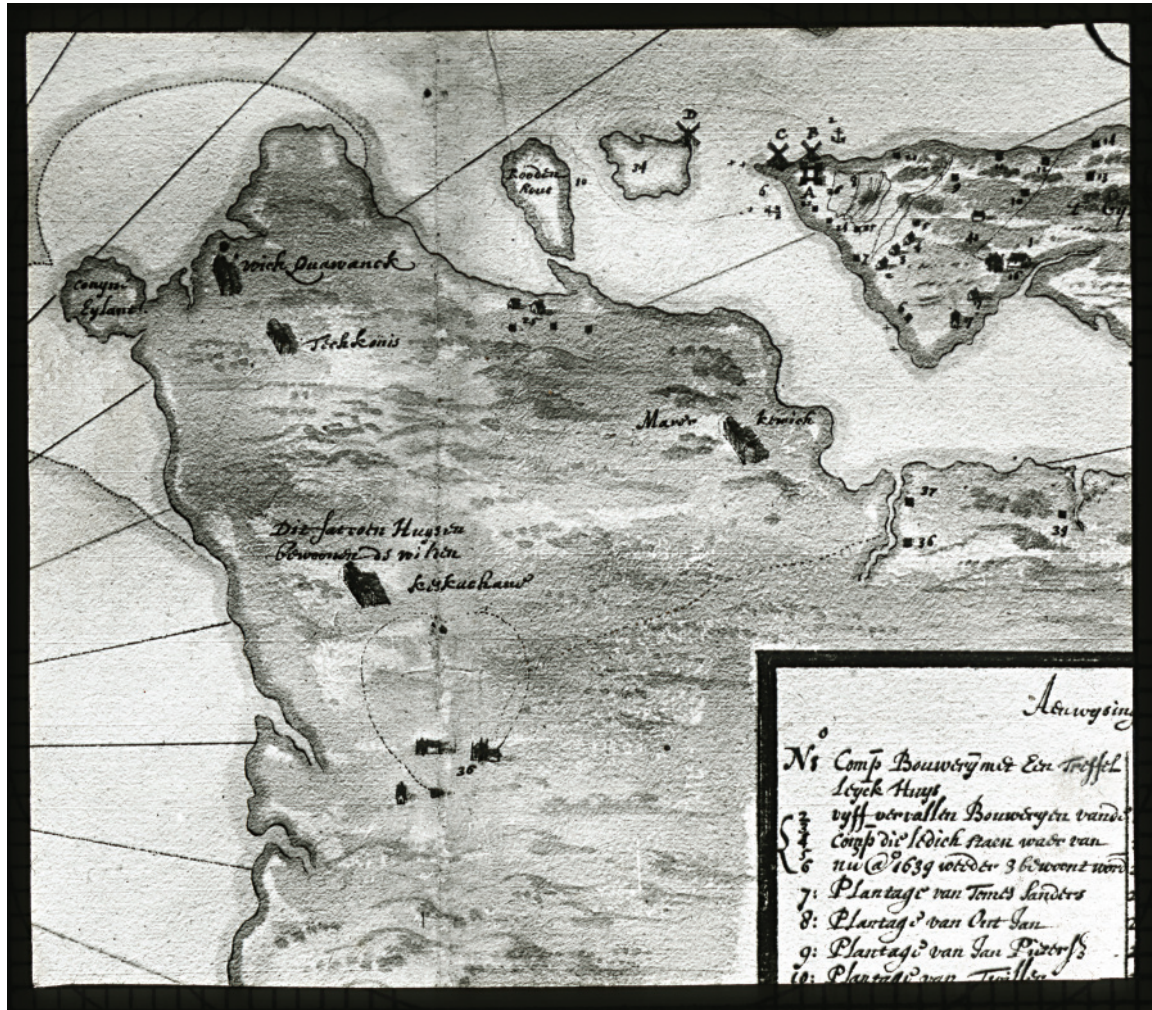


FACTS

- ◆ The Lenni Lenape, also referred to as “River Indians,” were the native peoples in what is now the tri-state area. Located on Manhattan, Staten Island, and Long Island, they lived along the rivers and bays to fish and used the rich resources found on the shoreline.
- ◆ The Lenni Lenape on Long Island, in the area of Kings County, identified themselves with the place names of where they lived—places such as Keschaeghquerenen, Marechkawieck, Wichquawanck, Techkonis, Nyack, and Canarsee. They called Long Island, Sewanhacky.
- ◆ Most of Brooklyn’s Lenni Lenape moved or were killed in battle between the 1630s and the 1680s.
- ◆ “Some Lenni Lenape sold their land and moved toward what is now known as Westchester in New York, and to what are now New Jersey, Pennsylvania, and Delaware, while other Lenni Lenape were taken as slaves and sold off to Dutch outposts in the Caribbean. Regular smallpox outbreaks further decimated the Canarsee population. By the eighteenth century, most remaining Native Americans migrated further east on Long Island, or moved westward into the Delaware River valley and beyond.”
For more on this, visit www.brooklynhistory.org/exhibitions/lefferts/brooklyns-dutch-frontier/.
- ◆ Canarsee or Canarsie was the last area occupied by Native Americans, and many people thought, incorrectly, that this was the name for Brooklyn’s Lenni Lenape. Some families in Brooklyn can even trace their Lenape lineage today.

Unit 4 Power & Interactions

LESSON 1 SOURCES



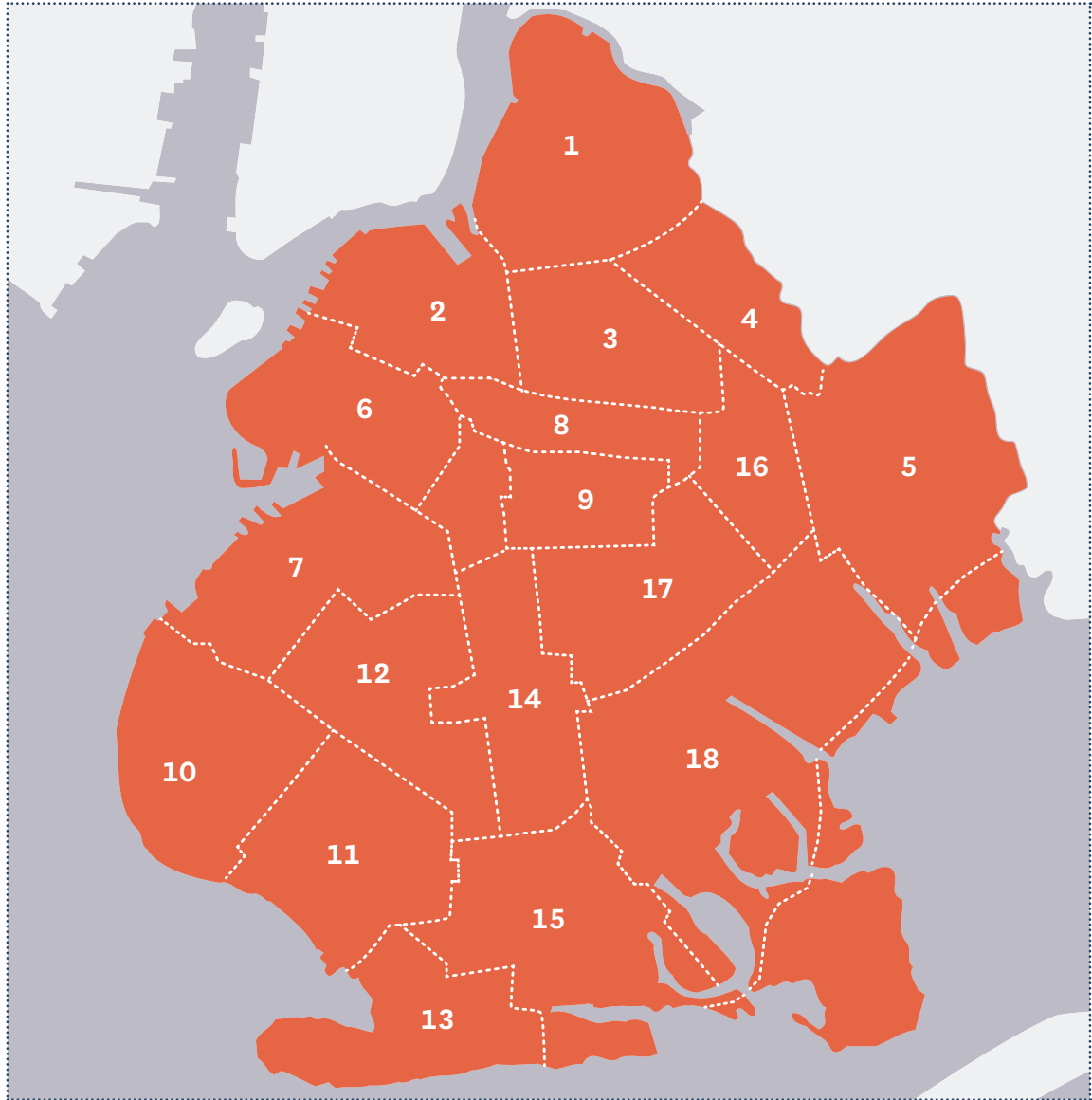
Color slide of the Manatus Map of 1639, circa 1982; v1982.5.67; Brooklyn Historical Society.

GUIDED INQUIRY

- ◆ What do you notice about this map?
- ◆ What do you think is the purpose of the map?
- ◆ Where are the Lenni Lenape longhouses located?
- ◆ What does this suggest about the Dutch and the Lenni Lenape in Brooklyn?
- ◆ Why do you think the Lenni Lenape who lived in this area were referred to as “River Indians”?

Unit 4 Power & Interactions

LESSON 1 SOURCES



Current Map of Brooklyn

- | | |
|--|--|
| 1 Williamsburg, Greenpoint | 9 Prospect Lefferts Gardens, Wingate |
| 2 Brooklyn Heights, Dumbo, Vinegar Hill, Fulton Mall, Boerum Hill, Fort Greene, Brooklyn Navy Yard, Fulton Ferry, Clinton Hill | 10 Bay Ridge, Fort Hamilton, Dyker Heights |
| 3 Bedford-Stuyvesant, Stuyvesant Heights, Ocean Hill | 11 Bath Beach, Gravesend, Mapleton, Bensonhurst |
| 4 Bushwick | 12 Borough Park, Kensington, Ocean Parkway, Midwood |
| 5 East New York, Cypress Hills, Highland Park, New Lots, City Line, Starrett City | 13 Coney Island, Brighton Beach, Seagate |
| 6 Red Hook, Carroll Gardens, Park Slope, Gowanus, Cobble Hill | 14 Flatbush, Midwood |
| 7 Sunset Park, Windsor Terrace, Greenwood Heights | 15 Sheepshead Bay, Manhattan Beach, Kings Bay, Kings Highway, East Gravesend, Madison, |
| 8 Crown Heights, Prospect Heights, Weeksville | 16 Brownsville, Ocean Hill |
| | 17 East Flatbush, Remsen Village, |
| | 18 Canarsie, Bergen Beach, Mill Basin, Flatlands, Marine Park, Georgetown |

Unit 4 Power & Interactions

LESSON 2



LESSON 2: WAMPUM



ACTIVITIES

Step 1

Discuss how wampum served as currency and how currency is valued.

Step 2

Have students try to find something that is common but not easily replicable to make their own form of currency for trading for objects (such as pencils, pens, erasers, stickers, etc.) with the teacher or peers.

Step 3

Have students add more information to the view of the relationship between the Lenni Lenape and the Dutch on their graphic organizer.

FACTS

- ❖ Wampum, also known as sewant, was used as counters or markers in diplomatic negotiations by the Indians, and as a form of money by the colonists. The use and manufacture of wampum began during the period of European settlement.
- ❖ One of the translations of the Indian name for Long Island, Sewanhacky, is “the place where wampum beads are made.” Wampum came in two colors: purple, from the body of the hard clam shell; and white, from the spiral interior of whelk shells. Purple beads were two to six times more valuable than white beads.
- ❖ Wampum was portable and not easily replicable, two qualities that made it suitable as a form of currency.

Unit 4 Power & Interactions

LESSON 2 SOURCES



Wampum, 1700s, oyster shells; M1985.262.1; Brooklyn Historical Society.

GUIDED INQUIRY

- ◆ What do you notice about this object?
- ◆ What do you think it's made of? What do you see that makes you say that?
- ◆ What do you think it was used for?
- ◆ What does it suggest about the culture that made it/used it?
- ◆ What qualities make wampum good for currency? What obstacles do you think the Dutch encountered when trying to use wampum as currency?

Unit 4 Power & Interactions

LESSON 3



LESSON 3: A DUTCH VIEW OF THE LENNI LENAPE

surgeons as well as their teachers, we
working it in their hands. They had dogs
they had, also, peach trees, which were
pick them," which showed their politeness
such a poor, miserable people, they are
man among them, we inquired how old
was evident to us she was not
an having one which she carried
means of a piece of duffels, the



ACTIVITIES

Step 1

Have students read the excerpt from Danckaerts Diary (September 30, 1679), or read it aloud to them.

Step 2

Ask them to write words they think capture or explain how the Dutch viewed the Lenni Lenape and how they think the Lenni Lenape viewed the Dutch, based on this exchange.

Step 3

Review the point of view of the passage's author; have students rewrite the encounter from the point of view of the Lenni Lenape and contemplate the differences.

Step 4

Begin to fill in the "Power & Interaction" graphic organizer about how the Dutch viewed/treated the Lenni Lenape and vice versa.

Unit 4 **Power & Interactions**

LESSON 3



FACTS

- ◆ Governor Kieft's War (1643–1645) was a war between the settlers of the New Netherland colony and the Lenni Lenape, in the area known as New York City. It is named for Willem Kieft, the Director-General of the New Netherland colony at the time. Kieft ordered an attack against the Lenni Lenape, in spite of the recommendations of his advisory council and the colonists. Dutch soldiers massacred the Lenni Lenape and attacked their camps. These incidents encouraged regional Algonquin tribes to unite against the Dutch. Over the course of the two-year war, many battles occurred, with both sides attacking each other. This was one of the earliest conflicts between the Lenni Lenape and European settlers. Many Europeans, fearing the violence of the time, returned to the Netherlands, and the colony's growth stalled. In 1647, the Dutch West India Company called Kieft back to Europe in disgrace, and he died while returning during the voyage. Peter Stuyvesant succeeded him as Director-General of New Netherland.
- ◆ In 1652, the Dutch West India Company had Cornelis van Werckhoven act as their agent in a land deal with the Lenni Lenape. The Lenni Lenape agreed to sell their land spanning what is now the area from Brooklyn's Gowanus to Bay Ridge neighborhoods. In return, they allegedly received six coats, six kettles, six axes, six chisels, six small looking glasses, twelve knives, and twelve combs. Jacques Cortelyou, who worked for Werckhoven, purchased the land after Werckhoven died, and lived there.
- ◆ Many Lenni Lenape in northern Brooklyn moved to Nyack, Canarsee (Canarsie), or the Rockaways during Kieft's War to escape attack. After the land sale of 1652, most Lenni Lenape who lived in Nyack moved to Staten Island, and from there, to what is now New Jersey. Periodically, many visited their former home in Nyack following the 1652 sale. Although the records are scant, they suggest that the Indians abandoned Nyack permanently by the early 1700s.

Unit 4 Power & Interactions

LESSON 3 SOURCES



“[The Lenni Lenape] were all very joyful at the visit of our Gerrit (Evertson Van Duyn), who was an old acquaintance of theirs, and had heretofore long resided about there. We presented them with two jawsharps, which much pleased them, and they immediately commenced to play upon them, which they could do tolerably well. Some of their patrons (chiefs), some of whom spoke good /Dutch, and are also their medicine-men and surgeons as well as their teachers, were busy making shoes of deer leather, which they understand how to make soft by continually working it in their hands. They had dogs, fowls and hogs, which they learn by degrees from the Europeans how to manage better. They had, also, peach trees, which were well laden. Towards the last, we asked them for some peaches, and they answered, “Go and pick them,” which showed their politeness. However, in order not to offend them, we went off and pulled some. Although they are such a poor, miserable people, they are, nevertheless, licentious and proud, and given to knavery and scoffing. Seeing a very old woman among them, we inquired how old she was, when some young fellows, laughing and jeering, answered twenty years, while it was evident to us she was not less than an hundred. We observed here the manner in which they travel with their children, a woman having one which she carried on her back. The little thing clung tight around her neck like a cat, where it was kept secure by means of a piece of duffels, their usual garment. Its head, back and buttocks were entirely flat. How that happened to be so we will relate hereafter, as we now only make mention of what we saw.

These Indians live on the land of Jacques (Cortleyou), brother-in-law of Gerrit. He bought the land from them in the first instance, and then let them have a small corner, for which they pay him twenty bushels of maize yearly, that is, ten bags. Jacques had first bought the whole of Najack from these Indians, who were the lords thereof, and lived upon the land, which is a large place, and afterwards bought it again, in parcels. He was unwilling to drive the Indians from the land, and has therefore left them a corner of it, keeping the best of it himself.”

A View of the Lenni Lenape. Excerpt from Jasper Danckaerts' journal, September 30, 1679; Jasper Danckaerts and Peter Sluyter journals, 1679–1683, 1974.024; Brooklyn Historical Society.

Unit 4 **Power & Interactions**

LESSON 3 SOURCES



GUIDED INQUIRY

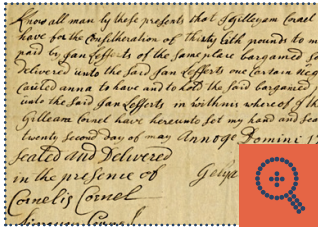
- ◆ Who is writing about whom?
- ◆ What did Danckaerts observe about the Lenni Lenape?
- ◆ What words did he use to describe what he saw?
- ◆ How does Danckaerts seem to view the Lenni Lenape?
What makes you say that?
- ◆ Danckaerts uses sarcasm—a way of poking fun by saying something while meaning the opposite.
Underline an example of sarcasm in this passage.
- ◆ How might the story be different if written by a Lenni Lenape about his or her encounter with the Dutch?

Unit 4 Power & Interactions

LESSON 4



LESSON 4: LEFFERTS BILL OF SALE



ACTIVITIES

Step 1

Guide students through an inquiry of the original handwritten version and the transcription.

Step 2

Students can add their observations to the Power & Interactions graphic organizer.

FACTS

- ✦ Some Kings County slaveholding families who became wealthy during this time included the Lefferts, Lott, Bergen, Vanderveer, and Vanderbeek families. Their names are still visible in Brooklyn's landscape: the Prospect-Lefferts Gardens neighborhood and Lott Street in Flatbush; Bergen Street, which runs east to west from Cobble Hill to East New York; Vanderveer Street in Bushwick; and Remsen Street (named after a descendant of Ram Jansen Vanderbeek) in Brooklyn Heights. In fact, there are 82 streets in present-day Brooklyn that are named after Brooklyn's slaveholding families.
- ✦ Enslaved Africans in Brooklyn labored primarily as farm workers for the profit of Dutch landowners. The Dutch West India Company brought the first enslaved Africans to New Netherlands in 1626. These eleven – sixteen men, followed by one – two women were part of an Atlantic world originating from Angola and (then) Kongo and are known today by their mixed Portuguese, Dutch, and African names. By the 1640s the Dutch West India Company was an active participant in the Atlantic slave trade, purchasing people of African descent from the West Indies, Angola and Africa's Guinea Coast, and off of Spanish and Portuguese ships. Many Africans successfully petitioned for their freedom from the West India Company beginning in the 1640s. The company granted them "half-freedom," requiring payment of a tribute and that their children would be enslaved.
- ✦ Francisco de Neger (also known as Jan Francisco), a formerly enslaved Angolan, was manumitted in 1644, and went on to become a founder of the town of Boswyck (Bushwick) in Brooklyn.
- ✦ This Bill of Sale is from the English colonial era (1751), and is an example of the Lefferts family's longstanding dependence on slavery.

Unit 4 Power & Interactions

LESSON 4 SOURCES



Know all man by these presents that Gijlleyam Cornel so flat bush
 have for the Confilheration of thirty six pounds to me in hand
 paid by Jan Lefferts of the same place bargained sold &
 delivered unto the said Jan Lefferts one certain neger Girl
 called anna to have and to hold the said bargained premises
 unto the said Jan Lefferts in withins whereof I the said
 Gilleam Cornel have hereunto set my hand and seal the
 twenty second day of may Annoqe Domini 1751
 sealed and Delivered
 in the presence of Gelyam ^{his} Cornel
 Cornelis Cornel mark
 Jimeyon Cornel

Slave bill of sale; Lefferts family papers, 1751, ARC.145; Brooklyn Historical Society.

GUIDED INQUIRY

- ◆ What do you notice about this document?
- ◆ Who is named in this document and what clues can you find about them?
- ◆ Who signed it?
- ◆ Who didn't sign it?
- ◆ What is the purpose of this document?
- ◆ What is the relationship between enslaved Africans and the development of Flatbush?

Unit 4 Power & Interactions

LESSON 5



LESSON 5: A SCENE FROM DUTCH BROOKLYN



ACTIVITIES

Step 1

Have students write and/or act out a story around the painting, or create a storyboard, using evidence from it, to explain who each person is, what his or her role is, and what it says about Africans and Europeans during the time of the Dutch.

Step 2

Following these dramatizations, students could add items to the graphic organizer about the interactions between the Dutch and the Africans.

FACTS

- ◆ This painting was created by James Ryder Van Brunt, a descendant of early Dutch settlers, born on his grandfather's Gowanus farm in 1820. Despite his attention to architectural detail, Van Brunt often failed to capture many of the social and political realities of early Brooklyn—for example, the centrality of enslaved labor in the region's agricultural economy, and the persistence of African American farm labor after slavery was abolished in 1827.

Unit 4 Power & Interactions

LESSON 5 SOURCES



James Ryder Van Brunt, *Homestead of Cornelius Van Brunt*, 1848, watercolor on paper; M1974.231.1; Brooklyn Historical Society.

GUIDED INQUIRY

- ◆ What do you see?
- ◆ What story do you see here?
- ◆ What do you see that makes you say that?
- ◆ How do you think the people in the painting are connected?
- ◆ What do you think they would say to each other if they were speaking?
- ◆ Imagine this painting is a photograph capturing a moment in time. What do you think was the scene just before and just after this painting?

Unit 4 Power & Interactions

LESSON 6



LESSON 6: CITIZEN PRIVILEGES

<p>...then applied for the following privileges:</p> <p>For pasture-land for their cattle and hay land for their stock requested might be bounded as follows: from the east side of the hills, southwards to the hills and along said hills westward to Merck's plantation, and from said heights northerly, by Merck's plantation, being a four cornered plot of ground.</p> <p>To have meadows to mow hay, for their stock according to the same.</p> <p>To have roads for the purpose of going to the hills and between the land of Hendrick Willemsen and the second upon Direk Volkertsen [the] North Wood Point; the third, over [Jacob] Steendam's plantation; fourth, over Albert de Norman's land to get to the hills.</p>	<p>This is undersigned by the citizens, viz:</p> <table> <tr> <td>1. Peter Janse Wit,</td><td>13. Francisco de Neger,</td></tr> <tr> <td>2. Evert Hedeman,</td><td>14. Pieter Lamme,</td></tr> <tr> <td>3. Jan Willemsen Yselstyn,</td><td>15. Carel Fontein,</td></tr> <tr> <td>4. Jan Tilje,</td><td>16. Henry.....,</td></tr> <tr> <td>5. Ryck Leydecker,</td><td>17. Jan Catjou,</td></tr> <tr> <td>6. Hendrik Willemsen,</td><td>18. Jan Mailand,</td></tr> <tr> <td>7. Barent Gerritsen,</td><td>19.,</td></tr> <tr> <td>8. Jan Hendricksen,</td><td>20.,</td></tr> <tr> <td>9. Jan Cornelisen Zeeuw,</td><td>21.,</td></tr> <tr> <td>10. Barent Joosten,</td><td>22.,</td></tr> </table>	1. Peter Janse Wit,	13. Francisco de Neger,	2. Evert Hedeman,	14. Pieter Lamme,	3. Jan Willemsen Yselstyn,	15. Carel Fontein,	4. Jan Tilje,	16. Henry.....,	5. Ryck Leydecker,	17. Jan Catjou,	6. Hendrik Willemsen,	18. Jan Mailand,	7. Barent Gerritsen,	19.,	8. Jan Hendricksen,	20.,	9. Jan Cornelisen Zeeuw,	21.,	10. Barent Joosten,	22.,
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9. Jan Cornelisen Zeeuw,	21.,																				
10. Barent Joosten,	22.,																				

ACTIVITIES

Step 1

Have students examine the document to determine what the document allows for the people of the newly formed town of Boswijk (Bushwick); have students review the list of names and locate Francisco de Neger.

Step 2

As reporters, students write about what is happening in the Town of Bushwick, pretending to interview Neger and/or another citizen who signed the document.

Step 3

Have students fill in more on the graphic organizer about how the Dutch viewed/treated Africans.

FACTS

- Francisco de Neger was one of the 23 men who petitioned for a Bushwick Town Charter in Kings County. His name also appears on the 1663 militia rolls for Bushwick. The year before, he received a parcel of land on the Elbert Herring farm, part of the Wouter van Twiller estate.
- De Neger was also known as Jan Francisco, and under this name we see evidence that he was enslaved and then freed at the request of Dominie (minister) Megapolensis, of the Dutch Reformed Church of New Amsterdam. Dominie Megapolensis had a high standing in the community, and asked for Jan to be freed on the basis of his Christian beliefs.

Unit 4 Power & Interactions

LESSON 6 SOURCES



The citizens then applied for the following privileges :

Firstly. For pasture-land for their cattle and hay land for their stock, which they requested might be bounded as follows : from the east side of Smith's island,¹ southwards to the hills and along said hills westward to the heights of Merck's plantation,² and from said heights northerly, by Merck's plantation, to Bushwick, being a four cornered plot of ground.

Secondly. To have meadows to mow hay, for their stock according to the landed rights.

Thirdly. To have roads for the purpose of going to the river and kills, to wit: one road between the land of Hendrick Willemse Baker and Jan Cornelis Zeeuw; the second upon Dirck Volkertsen [the] Norman's land, which is named the Wood Point; the third, over [Jacob] Steendam's land, to come to Mispit kil; the fourth, over Albert de Norman's land to get hay and other things.

Fourthly. That all the citizens who dwell within the limits and jurisdiction of the town of Bushwick, and already have village lots, shall remove to the same, according to the order of the director general.

Listing of Town of Bushwick Citizen Privileges

Fifthly. This is undersigned by the citizens, viz :

1. Peter Janse Wit,	13. Francisco de Neger,
2. Evert Hedeman,	14. Pieter Lamot,
3. Jan Willemse Yselstyn,	15. Carel Fontyn,
4. Jan Tilje,	16. Henry.....,
5. Ryck Leydecker,	17. Jan Catjouw,
6. Hendrik Willemsen,	18. Jan Mailjaert,
7. Barent Gerritsen,	19. Hendrick Janse Grever,
8. Jan Hendricksen,	20. Gysbert Thonissen,
9. Jan Cornelisen Zeeuw,	21. Joost Casperse, ¹
10. Barent Joosten,	22. Willem Traphagen,
11. Francois de Puij,	23. Dirck Volkertse,
12. Johannes Casperse,	

Listing of Town of Bushwick Citizens

Henry Reed Stiles, *A History of the City of Brooklyn: Including the Old Town and Village of Brooklyn, the Town of Bushwick, and the Village and City of Williamsburgh* (Westminster, MD: Heritage Books, 2007); F129.B7 S79; Brooklyn Historical Society.

Unit 4 **Power & Interactions**

LESSON 6 SOURCES



GUIDED INQUIRY

- ◆ What do you notice about this document?
- ◆ What is the document allowing?
- ◆ What do you notice about the names of the people who signed it?
- ◆ What does signing the document mean for each of those people?
- ◆ Explain a bit about Francisco de Neger, based on the document.
Why is it important that he signed this document?
What does his signature suggest about his status in New Netherland?

Unit 4 **Power & Interactions**



SUMMATIVE ACTIVITIES

- ◆ After exploring all or most of the objects/documents and working on filling in the graphic organizer, debrief and help students synthesize their notes.
- ◆ Students can create a storybook, comic book, or storyboard discussing how the Dutch, the English, the Lenni Lenape, and the Africans interacted with one another.
- ◆ Grade 4: After students have reviewed the objects/documents and filled out the graphic organizer, have them create a “talk show” around the power & interactions. One student can interview other students who represent each demographic group and try to talk through differences in how they view the culture and suggestions for creating a fairer and more just New World.

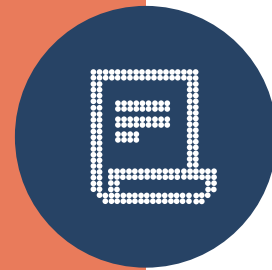
Unit 4 Power & Interactions



POWERS & INTERACTIONS GRAPHIC ORGANIZER

Fill the boxes with a sentence about how each demographic viewed/treated the corresponding group. Include the source(s) from which you got your information (i.e. Danckaert's journal, wampum, etc.)

	DUTCH	NATIVE AMERICANS	AFRICANS
<i>How did the Dutch treat the...</i>			
<i>How did the Native Americans treat the...</i>			
<i>How did the Africans treat the...</i>			



Unit 5 Legacies

SYNOPSIS

The Dutch colonial era left a lasting imprint and legacy of people, places, culture and food in Brooklyn, and throughout New York City. The following four lessons give examples of these legacies. **Each lesson is approximately 15–20 minutes.**

GLOSSARY

Breukelen	the name of a town in the Netherlands; its spelling would be changed in the New World to “Brooklyn” by English speakers
Canarsee/Canarsie	a Lenni Lenape group in Brooklyn
Cruller	a type of doughnut made by the Dutch from a recipe from the Netherlands
Household	the people living in a house and the house itself, together as a unit
Language	a system of communication used by people in a culture, community, or country
Legacy	something left behind or passed down through families to today
Morgen	a unit of land that equals to 2.1 acres
Oly cake	another type of doughnut made by the Dutch from a recipe from the Netherlands
Recipe	a set of ingredients and instructions to prepare a dish
Symbol	one thing representing something else, especially a physical object representing an abstract concept
Translation	defining words from one language to another
Transcription	a written or printed representation of something handwritten
Unity	the state of being joined together as one

PRIMARY & SECONDARY SOURCES

Lesson 1

**Map, Indian villages, paths,
ponds and places in Kings County,
C.W. Nenning**

Lesson 3

Mrs. Leffert’s Cookbook

Lesson 2

Original Dutch Families, Family Origins

Lesson 4

Brooklyn’s Seal

Unit 5 Legacies

LESSON 1



LESSON 1: MAPPING NATIVE ROADS



ACTIVITIES

Step 1

Have students take a few minutes to examine the map. Then have them look at the modern-day map of Brooklyn.

Step 2

Look for the native trails in red and see where they go. Ask students why the roads went to those specific areas. What do those roads lead to that would help meet the needs of the Lenni Lenape?

Step 3

Use the modern-day map to see which current streets follow the Native roads. Have students list the names of those roads. Road names that are also the name of a town indicate that the road was one that went to that town.

Step 4

Based on what they know from the map, have students list any remnants of the Lenni Lenape from the modern-day map.

Unit 5 Legacies

LESSON 1

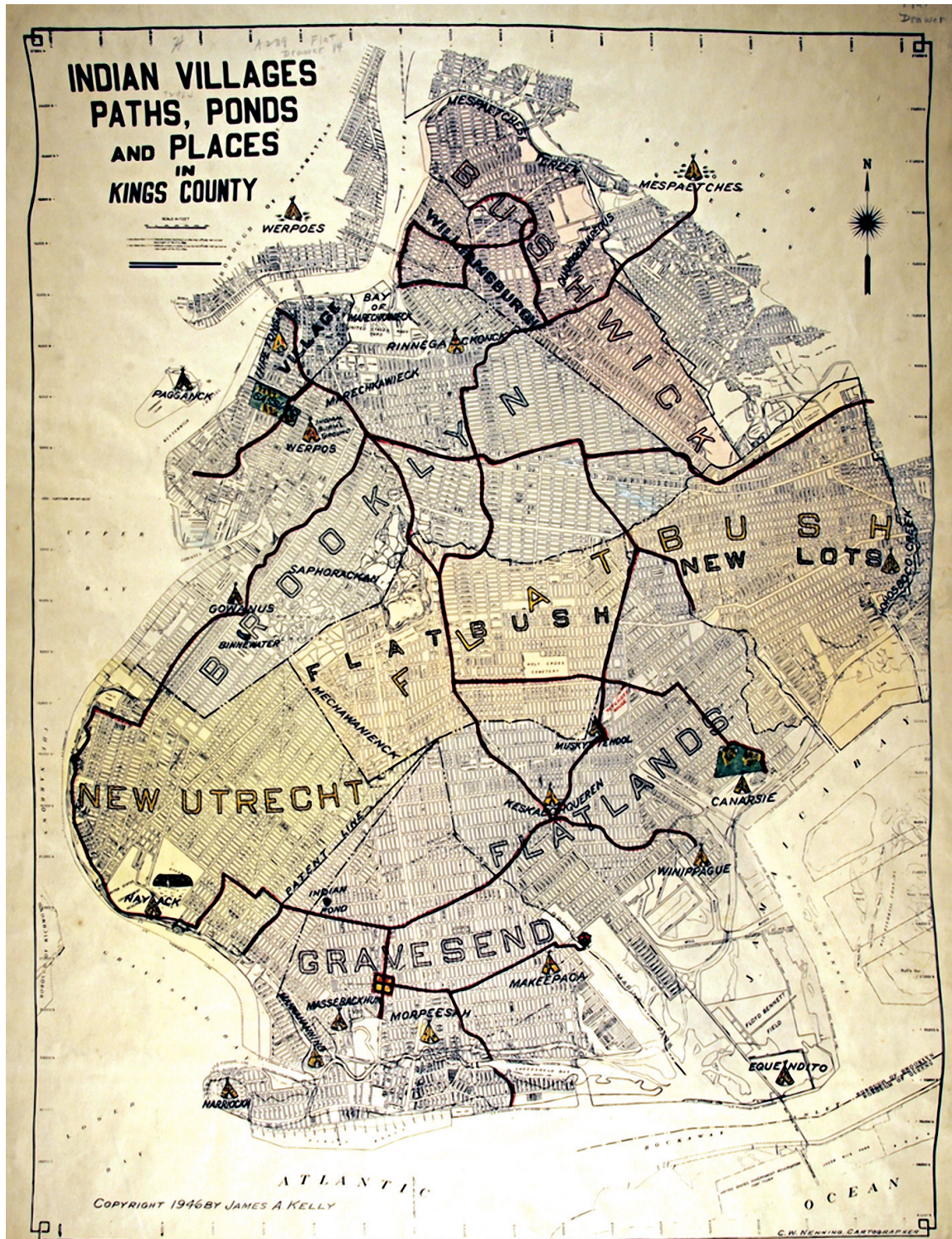


FACTS

- ✦ This 1946 map was created by Borough of Brooklyn Historian James A. Kelly and shows Native American communities in Kings County.
- ✦ The place names that served as reference points on maps of the Native inhabitants of the region have largely disappeared. The realization that other peoples navigated through the same land using such different mental guideposts and markers offers the promise of experiencing the city in a way that is at once ancient beyond years as well as totally, startlingly new. Lenni Lenape roads are depicted in red.
- ✦ On April 5, 1642, Governor Kieft granted a patent to Cornelis Lambertsen (Cool) for lands “lying on Long Island, called Gouwanes, extending in length from the wagon-road between the aforesaid land and Jan Pietersen’s land, lying alongside the river, till to a certain swamp (Krepplebosch), next to the land of William Adriaense (Bennet), which land was formerly occupied by Jans Van Rotterdam and Thomas Beets (Bescher), with the express condition that the roads as they now run over the above-described land shall remain as they now are. In addition to the above-described land, unto him, Cornelis Lambertsen, is granted a portion of a hay-marsh (valley) lying by the hay-marsh of Anthony Van Salee, containing six morgen.” (Stiles, History of the City of Brooklyn, 1867)
- ✦ The Dutch and the English travelled along Lenni Lenape paths and roadways and used those paths as the basis for their new roads. Those routes are still used today, as exemplified by what is now Flatbush Avenue.
- ✦ Lenni Lenape left Brooklyn a legacy of roads and some place names, like Canarsie.

Unit 5 Legacies

LESSON 1 SOURCES



Indian Villages, Paths, Ponds and Places in Kings County, C.W. Nenning and James A. Kelly, 1946;
B B-1946.FI; Brooklyn Historical Society.

Unit 5 Legacies

LESSON 1 SOURCES



GUIDED INQUIRY

- ◆ When was this map made? What time period does it depict? Why do you think it was made when it was?
- ◆ Look carefully at the map. What do you notice about the title and any images you see on the map?
- ◆ What do you find interesting about the map? Does anything surprise you? Explain.
- ◆ Where would the old map be on this modern map? Is there anything familiar in both maps? The same? Different?
- ◆ Why do you think the modern roads follow the Lenni Lenape roads? What do you think the red lines stand for?

Unit 5 Legacies

LESSON 2



LESSON 2: ORIGINAL DUTCH FAMILIES

Family Origins

Lott

Raeplje

Hudde

Wyckoff

Schenck

Duryea

Bergen

Van Noorstrandt

Lefferts

Stoothoff

FACTS

- ◆ Descendants of the original Dutch families are still in Brooklyn and throughout the United States. The footprints of their homes are located on historic maps at Brooklyn Historical Society for anyone to see when they visit the library.
- ◆ Many of Brooklyn's streets, buildings, and neighborhoods are named for descendants of the Dutch families. Because these descendants were landowners, their names appear in various archival sources, from maps to wills—sources the founders and early collectors of Brooklyn Historical Society valued when it was founded in 1863. This kind of collecting privileges the stories of white, landowners, especially men, over those of Lenni Lenape, working class, female, and black Brooklynites.

ACTIVITIES

Step 1

In groups or individually, give students all or some of the Family Origin accounts, and have them write a list of anything interesting they find out about the families.

Step 2

Using Google Earth or Google Maps, students can search for the family names in Brooklyn and then the United States, and create a list of any traces of the family today (street names, buildings, houses, homes, museums, etc.).

GUIDED INQUIRY

- ◆ Have you heard these names before we studied the Dutch in Brooklyn? Where?
- ◆ Do these names have any meaning to you? Are they part of anyone's family history?
- ◆ What do you want to know about these families?
- ◆ How did this family contribute to Dutch legacies in Brooklyn?
- ◆ How are they remembered?
- ◆ Why are they remembered?

Unit 5 Legacies

LESSON 3



LESSON 3: MRS. LEFFERTS' COOKBOOK



ACTIVITIES

Step 1

Have students find modern-day recipes, preferably for the following foods: Classic Glazed Doughnuts, Baked Cake Doughnuts, and Belgian Waffles. Note how they are arranged (ingredients first, then directions) and how quantities are measured.

Step 2

Compare and contrast the historic recipes—both in their original handwritten form and the transcriptions—with the modern-day recipes.

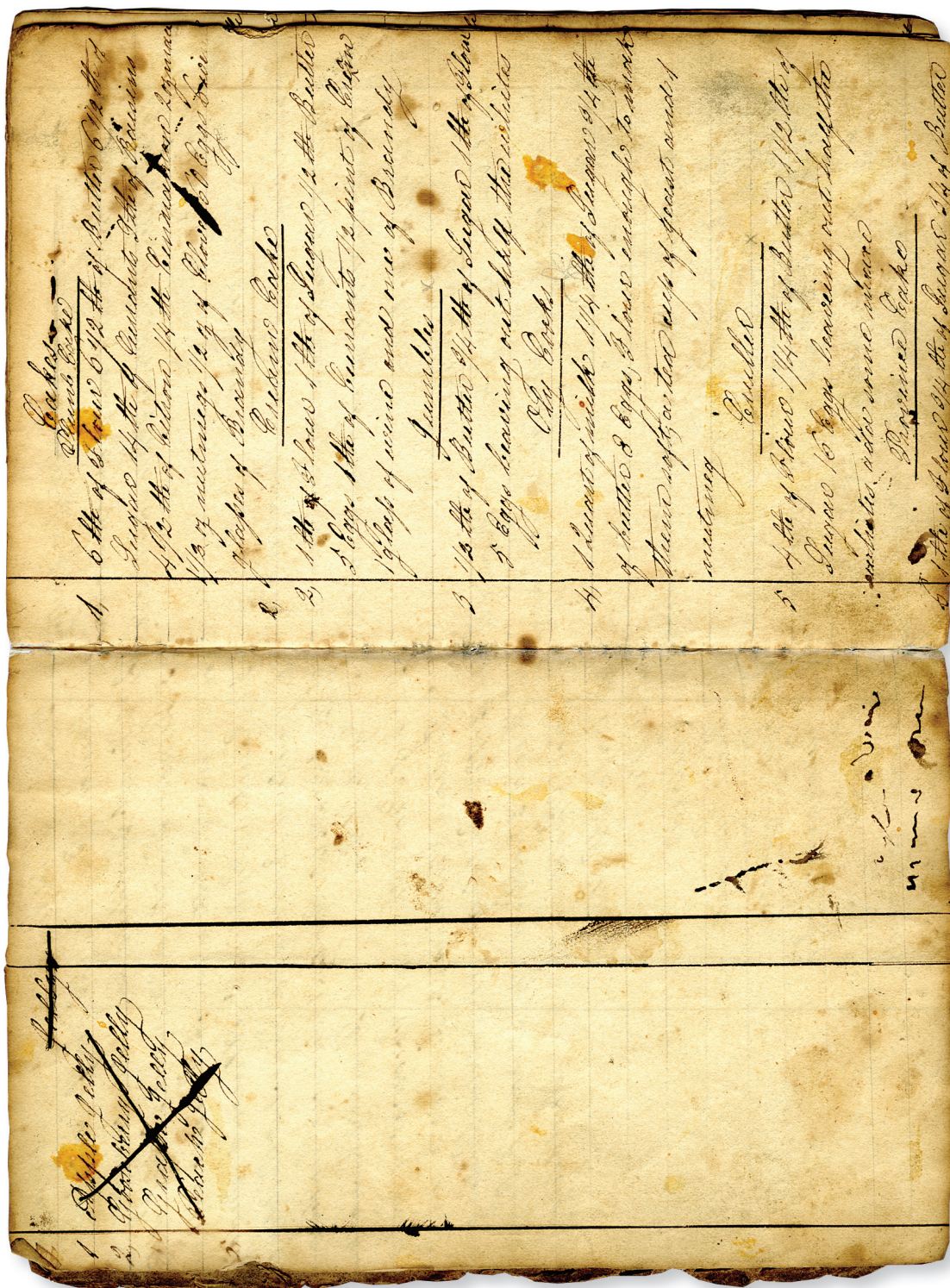
- ◆ Tell students about the Rapelje and Lott families, focusing on the size of the family (number of kids and adults in one household). Compare the quantities in the recipe to the size of the family, and the size of the students' own household. Students could adjust the recipe to feed more or less people by multiplying or dividing the quantities of the ingredients accordingly. For example, the oly cooks (doughnuts) recipe probably makes enough for about eight to ten people. If you want enough for only four to five people, you'd have to cut the quantities in half; so 8 eggs becomes 4 eggs, 1 ½ tblsp sugar becomes ¾ tblsp, etc.
- ◆ Ask students to share a recipe from their family, and to find out how the recipe is passed down. (Handwritten, orally, by email, etc.).

FACTS

- ◆ These recipes are part of a book probably compiled by Maria Lott Lefferts (1786–1865) and her daughter Gertrude Lefferts Vanderbilt (1824–1902). The recipes for waffles, oly cakes, and crullers are old recipes passed down through the family from the Netherlands; other recipes, such as the one for Indian corn bread, reflect the use of local ingredients like corn and Native American cooking. Recipe books allowed women to continue their family legacies and add new recipes based on their new life in New Netherland.

Unit 5 Legacies

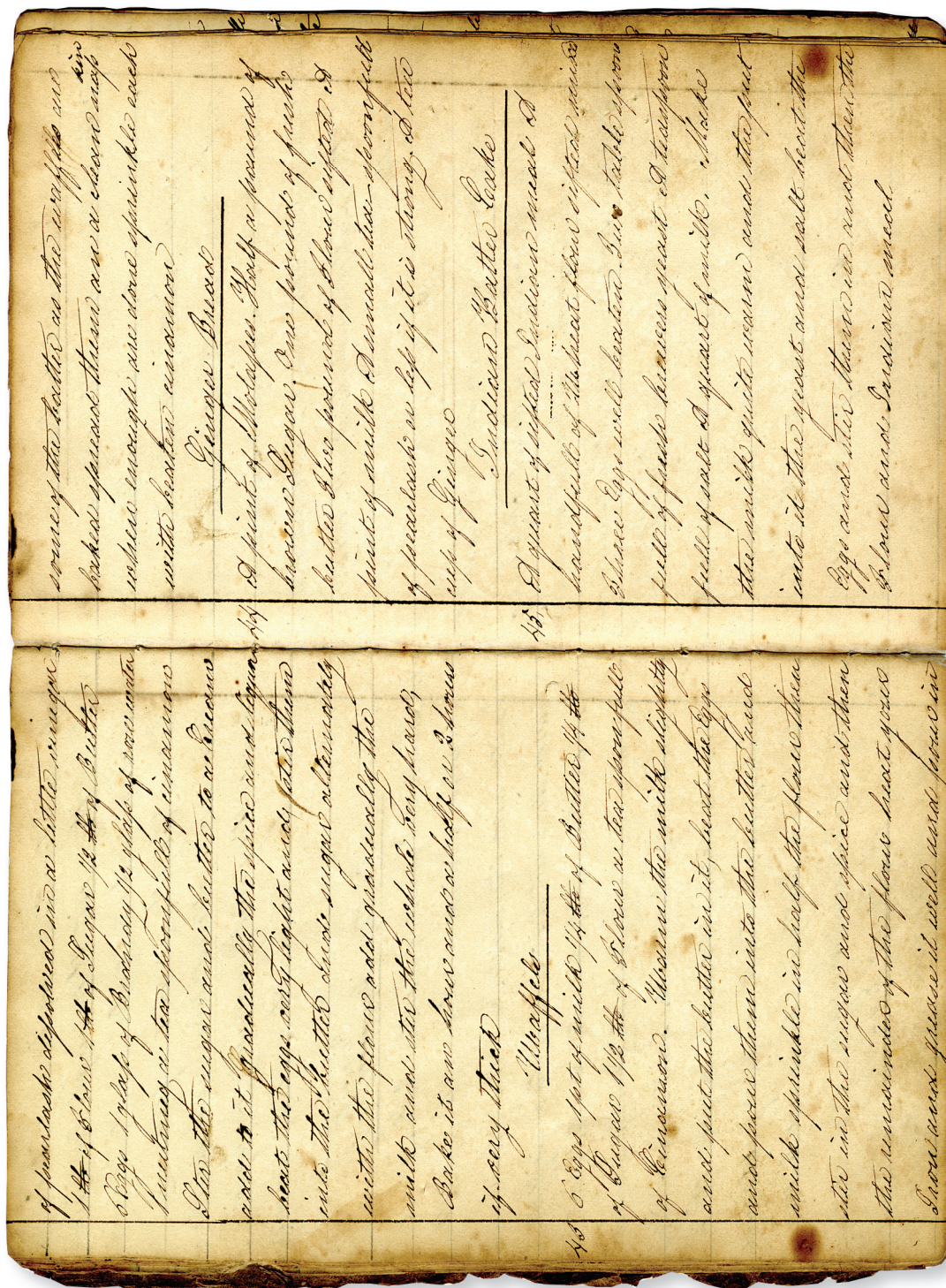
LESSON 3 SOURCES



Recipe for Oly Cakes, Mrs. Lefferts' Book, circa 1800s; Lefferts family papers, circa 1650s-1970s, ARC.145; Brooklyn Historical Society.

Unit 5 Legacies

LESSON 3 SOURCES



Recipe for Waffles, Mrs. Lefferts' Book, 1800s; Lefferts family papers, circa 1650s-1970s, ARC.145; Brooklyn Historical Society
 Recipe for Indian Butter Cake, Mrs. Lefferts' Book, 1800s; Lefferts family papers, circa 1650s-1970s, ARC.145; Brooklyn Historical Society.

Unit 5 Legacies

LESSON 3 SOURCES



GUIDED INQUIRY

- ◆ What do you notice about how the recipes are written?
- ◆ What are some of the ingredients? How are they measured?
- ◆ How are the old and new recipes similar? Different?
Why do you think there are these similarities and differences?
- ◆ Why do you think we have a recipe today for doughnuts, waffles, and cornbread?
(The Dutch and the Lenni Lenape passed the recipes down to their families and they've become part of the American diet today.)
- ◆ What does that suggest about the Dutch and the Lenni Lenape legacies in Brooklyn?

Unit 5 **Legacies****LESSON 4****LESSON 4: BROOKLYN'S SEAL****ACTIVITY****Step 1**

Ask students to brainstorm what they feel the borough of Brooklyn means today, and have them design a new seal for Brooklyn that uses symbols to represent those concepts.

Step 2

Students can write an explanation of the symbols to accompany their seal.

FACTS

- ✦ The seal of Brooklyn has a white background with the seal at the center. Within the seal is a young robed woman set against a background of light blue, and bearing fasces, a traditional emblem of unity. Also in the darker ring are the words “Kings County.” The outside and inside trim of the seal are gold-colored. The primary colors of the seal reflect the recognized colors of the borough, blue and gold.

Unit 5 Legacies

LESSON 4 SOURCES



Brooklyn Seal, canvas on wood; Brooklyn College Library Archives and Special Collections.

GUIDED INQUIRY

- ◆ What do you notice about the seal of Brooklyn?
- ◆ What do you think the woman is holding?
- ◆ What does that suggest about the Dutch legacy in Brooklyn?

Unit 5 Legacies



SUMMATIVE ACTIVITY

What makes something a legacy?

- ◆ Have students brainstorm different ways the Dutch, Africans, and/or Lenni Lenape left a legacy.
- ◆ Look for examples of how modern-day families/people have left a legacy in Brooklyn. These could be streets renamed in their honor, or a park, plaque, foundation, cultural heritage, etc.
- ◆ Encourage students to write about or draw a picture to illustrate what they want their legacy to be, and how they will make that legacy happen. For example, they could write and present a 20-year plan for their lives, including how they would like to see that legacy play out.

Overall Summative Activities

ACTIVITIES

Step 1

In groups, have students reconstruct the story about one of the Dutch towns using the ideas of Work, House & Home, Power & Interactions and Legacies using plays, presentations, “museum exhibitions,” storyboards, or comic books.

Step 2

Individually or in groups, students can create a “Dutch Brooklyn Walking Tour” discussing the colonial history of a particular Brooklyn neighborhood, using the historic maps and other resources in this guide.

EXTENSION ACTIVITIES

- ◆ Students research secondary sources to find out when, how, and why the five towns became part of Kings County.
- ◆ Using the names of streets in your school’s area, students research the people behind the names and find their connections to Brooklyn.
- ◆ Students compile archives from their families and communities and write their own family or community stories.



Dutch Town Stories

Background info discussing the origins of the original five Dutch Towns.

BREUKELLEN (BROOKLYN)

There were five Dutch towns that eventually grew and combined to become today's Brooklyn, and one of them was known all along as Breukelen, after the town of Breukelen in the Netherlands. Sprawling across the modern neighborhoods from as west as Brooklyn Heights, south as Red Hook, east as Park Slope, and north as Fort Greene, the town originated as a farming community. It remained a hinterland—a rural outpost that produced food to support the burgeoning commercial port of Nieuw Amsterdam across the river—throughout the Dutch colonial period.

A little more than a decade after the establishment of Nieuw Amsterdam at the southern tip of Manhattan Island, a handful of Dutch settlers moved across the East River to set up plantations on the western shore of Longe Eylandt (Long Island). In 1636, they purchased land along Gowanus Cove from the Canarsees, a group of Leni Lenape Native Americans who inhabited that part of Long Island. Low and marshy, the landscape was familiar to Dutch settlers, whose home country—the Netherlands—is mostly marshland located below sea level. The Dutch had centuries of experience and many techniques for making marshy lowlands agriculturally productive.

In 1642, Cornelis Dirksen Hooglandt began regular ferry service back and forth across the East River, which helped the fledgling settlement on the Longe Eylandt lowlands to thrive. In 1646, the colonial government formally incorporated the community as Breukelen. Still, the town remained small. It consisted of farms and a tiny cluster of houses on the shore of the East River near the ferry crossing. In 1660, the population of the town as a whole still numbered only 134 people, who formed a total of 31 families. Breukelen did not even have its own church until 1660; its first schoolmaster arrived the following year.

GLOSSARY

Agriculture	the science of farming; farming for food
Burgeoning	beginning to grow quickly
Commercial	a type of business that buys and sells goods and services
Diversity	variety
Fledgling	someone or something that is beginning; something new
Incorporated	to include something as part of something else
Marshes	areas of soft, wet land with many grasses and other plants
Marshland	an area with marshes
Thrive	to grow successfully
Tolerance	the ability to deal with something you do not agree with

Dutch Town Stories



MIDWOUT (FLATBUSH)

In the 1640s, Dutch settlement on Longe Eylandt hugged the island's western shores because access to the port was essential. During the following decade, however, the colonists started to move inland. Beginning in 1652, the Dutch axes cleared land to establish the farming village of Midwout. The town's name translates to "middle woods," a reference to the thick forests that covered the area.

Director-General Petrus Stuyvesant granted permission for the settlement of Midwout in 1651, and the town was designed under his watchful eye. It was situated along the Lenni Lenape trail that later became Flatbush Avenue. Forty-eight slender lots would allow each landowner to have direct access to the main road. At least five lots were set aside for public buildings, in order to foster community and preserve authority. In December 1654, Stuyvesant authorized the construction of a Dutch Reformed church—the colony's first church outside of Nieuw Amsterdam—at the present-day intersection of Flatbush Avenue and Church Avenue. From the beginning, Midwout had town officers, including a schout (a local law enforcement official) and three schepens (a town alderman or magistrate). By 1658, the town handled all government and legal issues for the entire area. A school began operating in 1659 and moved into a new schoolhouse building in 1663.

Midwout's tight organization and close connections to the colonial authorities in Nieuw Amsterdam made it a center of wealth, political influence, and prestige. After the English seized control of New Netherland in 1664, the town's strong social and political ties to Manhattan weakened, but its local importance made it a center for the persistence of Dutch community and culture. Many Dutch moved to the towns furthest from English influence in New York, and so the population of Midwout—now re-named Flatbush—increased. In 1698, more than 30 years after the English takeover, there were only four English families living in Flatbush. The residents of Flatbush continued to use the Dutch currency (the guilder) rather than English pounds as late as the 1690s, and Dutch remained the predominant language long into the 18th century.

GLOSSARY

Alderman	an elected member of a government council
Authority	the right to give orders, make decisions, and enforce laws
Magistrate	a local official who acts as a judge
Prestige	the respect someone gets for being successful

Dutch Town Stories



NIEUW UTRECHT (NEW UTRECHT)

Nieuw Utrecht, named for the City of Utrecht in the Netherlands, was located on the westernmost tip of Longe Eylandt, near the base of the present-day Verrazano Bridge. The town's remoteness from Nieuw Amsterdam deeply shaped its history.

Anthony Jansen van Salee and his family were the area's first non-Native settlers. Born in 1607 in Cartagena, Spain, Jansen was the son of Dutch seafarer Jan Jansen, later an admiral in the Moroccan Navy, and his Moorish wife. In 1633, Anthony Jansen—whom records list as a “mulatto”—immigrated to Nieuw Nederland with his white German wife, Grietje Reyniers. Unequipped to precisely understand Jansen's complexion and culture, neighbors and officials also referred to him as “a Turk” and as “Anthony the Portuguese.” In fact, Jansen was the first known Muslim in New Netherland, and perhaps in the New World. His presence demonstrates that the early colonists of New Netherland were not universally Dutch, white, and Christian. Historians believe that Jansen retained his Muslim faith, and his Qur'an remained within the family for generations.

Jansen became prominent in the Dutch colony as a landowner, merchant, and creditor. But many others in the colony disliked him. After a series of legal disputes—one of them the result of his having pointed a loaded pistol at slave overseers from the Dutch West India Company—Jansen was ordered to abandon his considerable property and leave the town of Nieuw Amsterdam. In 1639, Governor Kieft granted him a tract of land far from the port town, on the westernmost tip of Longe Eylandt, in the area that would later become Nieuw Utrecht and Gravesend.

The area's remoteness made it Jansen's refuge (or exile?), but more colonists followed him and his family in the 1650s. In 1652, Cornelius van Werckhoven, a surveyor and substantial investor in the Dutch West India Company who was originally from Utrecht, began purchasing land from the Canarsee and Nyack tribes. He moved to the area with his family, but died three years later. His children's guardian, Jacques Cortelyou, took charge of the estate and spearheaded the settlement of Nieuw Utrecht. In 1657, Governor Stuyvesant formally established the village. The land was divided into 20 lots; 19 were granted to Dutch settlers, and one was reserved for the poor.

Jansen, meanwhile, maintained connections with his fellow colonists. His daughters eventually married into prominent New Amsterdam families, such as the Vanderbilts. In addition to being the first grantee of Conye (Coney) Eylandt and a founder of Gravesend, Jansen joined other settlers—including Francisco de Neger, formerly enslaved by the Dutch West India Company—to establish Boswijck (Bushwick) in 1660.

During these decades, Nieuw Utrecht's remote location—and, perhaps, its vulnerability to attack by foreign governments—hindered its growth. Four years after its establishment, the town still contained only four homesteads. But the building of a palisade wall encouraged more settlement, and in 1661 the town was formally chartered. It remained an independent village and an important agricultural producer until the late 1800s.

Dutch Town Stories



NIEUW UTRECHT (NEW UTRECHT)

(continued)

GLOSSARY

Agriculture	the science of farming; farming for food
Exile	when someone is forced to leave his or her home to live in a foreign place
Hindered	made something slow or difficult
Lots	small pieces of land
Moorish	referring to a person of North African Arab descent
Muslim	a person whose religion is Islam
Palisade wall	a wooden fence used to separate or keep people out
Qur'an (or Quran)	the Islamic sacred text
Refuge	protection from trouble

Dutch Town Stories



BOSWIJCK (BUSHWICK)

Despite its location directly across the East River from Manhattan Island, Boswijck was one of the last of the five Dutch towns that formed modern Brooklyn to be formally chartered and settled. The Dutch West India Company obtained a deed for the land from the Lenni Lenape in 1638. But for decades the area hosted only a few informal Dutch settlements.

On February 16, 1660, a group of French Huguenot immigrants, Dutch colonists, and one free African—Francisco de Neger, formerly enslaved by the Dutch West India Company—applied to Governor Stuyvesant for permission to start a settlement. Stuyvesant granted them the land between the village of Breukelen and Middleburgh (part of present-day Queens).

Like Midwout (later Flatbush), the town was a planned one. Twenty-two house and garden lots formed the core of the village, divided by lanes, clustered around a Native trail, and surrounded by a palisade wall. Beyond the wall, 22 plots of farmland—one for each town lot—stretched toward Noorman’s Creek (later called Bushwick Creek). Each pair of lots also came with the right to use common lands for pasture, as well as a salt meadow. The early village included a civic building, a church, a school, and a cemetery. It was named Boswijck, meaning “little town in the woods.”

Along with the other Dutch towns on Longe Eylandt, Boswijck produced food and tobacco, much of which was transported across the East River to Nieuw Amsterdam. But because of its proximity to Manhattan, Boswijck grew rapidly—unlike many of the towns inland on Longe Eylandt. Its population had doubled by 1663. The following year, however, the English seized the colony of New Netherland and renamed the town Bushwick. Because the town was so close to Manhattan Island, now New York, it was under the political and cultural influence of the English, more so than the other towns further inland.

GLOSSARY

Chartered	formed according to a document that declares something as established, like a school, town, city, etc.
Civic	related to a city, town, or municipality
Common lands	lands that are rented to farmers for grazing, firewood, etc.
Huguenot	a French Protestant of the 16 th and 17 th centuries
Palisade wall	a wooden fence used to separate or keep people out
Pasture	land covered with grass where animals graze/eat
Salt meadow	a meadow often flooded by seawater; a salt marsh

Dutch Town Stories



NIEUW AMERSFOORT (FLATLANDS)

During the same years that the settlement of Breukelen was beginning, the Dutch created another frontier outpost to the south. In 1636, four men—Dutch West India Company Director-General Wouter van Twiller, Commissary Jacobus Van Corlaer, Andries Hudde, and Wolphert Gerretse—purchased the low-lying land that would eventually become the Town of Flatlands from two Canarsee chiefs, Penhawitz and Kakapeteyno. The fact that these four men were all under the age of 30 demonstrates that youth was no obstacle to ambition in a small new colony on the fringes of the Dutch Empire.

Named after the Dutch city of Amersfoort, the new settlement was centered around what is now the intersection of Kings Highway and Flatbush Avenue. Like Breukelen, Nieuw Amersfoort produced food and other crops to support the town of Nieuw Amsterdam on Manhattan Island. On smaller family farms and larger bouweries, the settlers and the Africans they enslaved grew beans, corn, hay, squash, potatoes, and tobacco. They also harvested oysters and clams from the basins and marshes surrounding Jamaica Bay. The Dutch erected a palisade wall around the town to separate their fields from those of the Lenni Lenape.

The colonial authorities in Nieuw Amsterdam struggled to exert authority over this rather far-flung settlement. The town was laid out haphazardly, according to settlers' own whims. The townspeople apparently bought additional land from the Native Americans without the approval of the Dutch West India Company. Director-General Petrus (Peter) Stuyvesant had to issue a decree against such purchases in 1652. In 1655, Stuyvesant ordered the townspeople to contribute more to the colony's military security; residents were required to join in armed patrols, and each bouwerie had to house and feed two of the company's soldiers.

Despite these strained ties with the colonial authorities, Nieuw Amersfoort, like Breukelen, remained small but prosperous. By the mid-1600s, the town was large enough to have magistrates, militia officers, mills, taverns, and several houses (including Pieter Claesen Wyckoff's 1652 house, which still stands today). It secured a charter and the right to create a local government 1661. In 1698, its population numbered about 250 Dutch settlers and enslaved Africans.

Dutch Town Stories



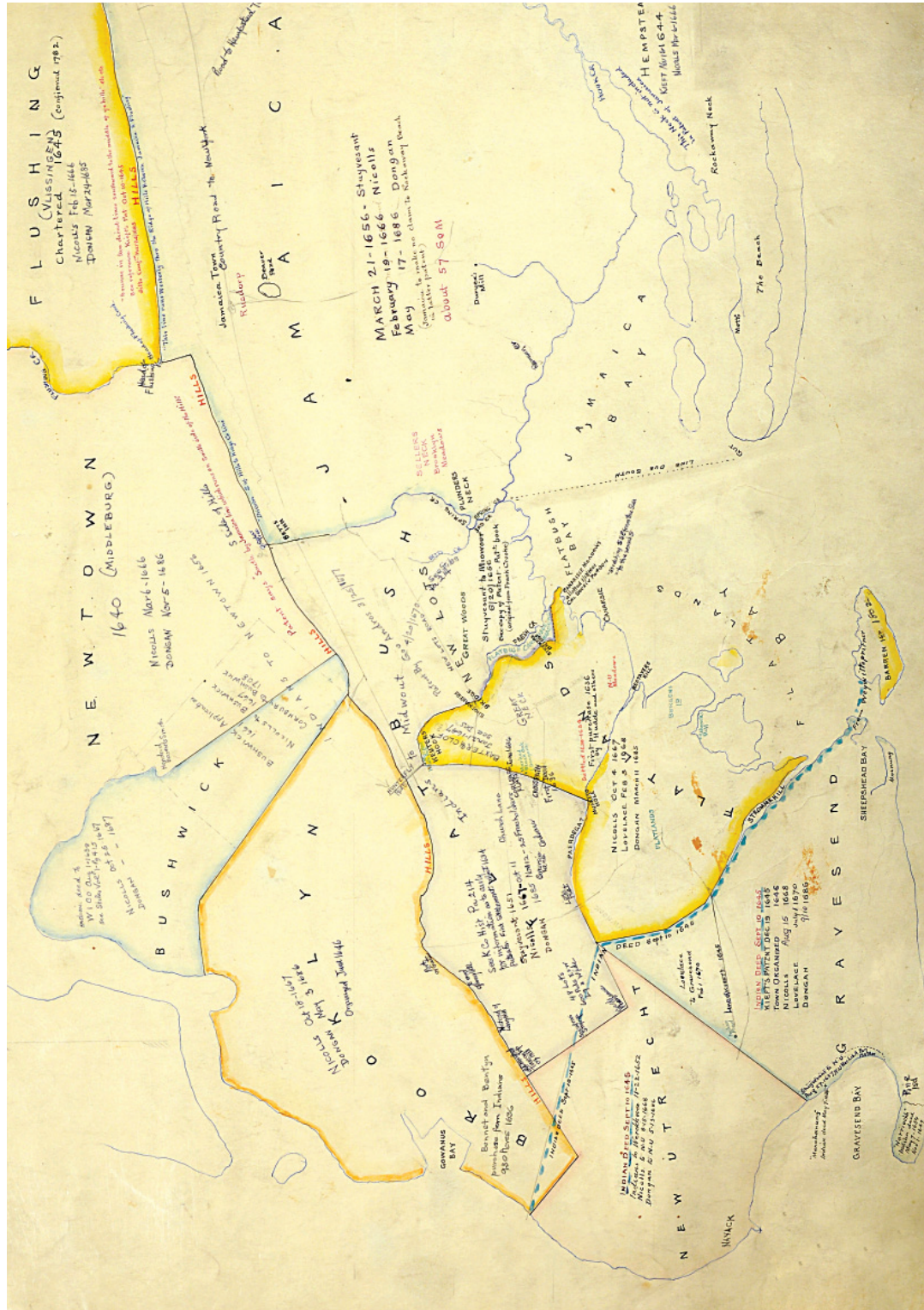
NIEUW AMERSFOORT (FLATLANDS)

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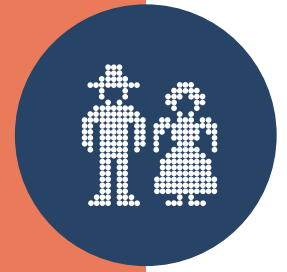
GLOSSARY

Chartered	formed according to a document that declares something as established, like a school, town, city, etc.
Ambition	something a person hopes to achieve or do; a goal
Basins	areas of land near a large river and small rivers that flow into it
Bouwerie/Bowery	the Dutch name for a large farm or estate, coming from the Old Dutch word bouwer, meaning “farmer”
Decree	an official order made by a person with power, or an order of the court
Empire	a group of countries or regions under one ruler or government
Fringes	the outer edges of something
Frontier	a distant place where few people live
Haphazardly	doing something with no plan, direction, or order
Magistrates	local officials who act as judges
Marshes	areas of soft, wet land with many grasses and other plants
Militia officers	a group of people who are in charge of the militia
Palisade wall	a wooden fence used to separate or keep people out
Prosperous	having success
Whims	sudden wishes, desires, or decisions

Dutch Town Stories



Patents of Gravesend, Flatbush, New Utrecht, and parts of Queens, Newton, Flushing, Jamaica, unknown publisher and date; Drawer 3, Folder 7; m1; Brooklyn College Library Archives and Special Collections.



Family Origins

The following are the origins of ten families that resided in the five Dutch Towns of “Brooklyn,” and one of the founders of the town of Bushwick, a formerly enslaved Angolan. The profiles reveal the diversity of Brooklyn’s earliest settlers, who hailed from all over Europe, and Western and Central Africa. These eleven stories bring to life the curricular themes of diversity, women and gender, labor, power and discord, slavery, and culture.

ANDRIES HUDDÉ (FLATLANDS/NEW AMERSFOORT)

Born in 1608 in the village of Kampen, Netherlands, Andries Hudde embodied the promise of upward social mobility that led many Dutchmen to journey to the New World, and how easily settlers could lose their new fortunes. He first arrived in New Netherland at the age of 21. Within just a few years, he was appointed Nieuw Amsterdam’s “commissary of the stores,” charged with the responsibility of distributing and storing the colony’s food reserves. He was soon promoted to the position of Colonial Secretary. At age 28, Hudde became a landowner — a significant achievement in colonial society. With business partner Wolphert Gerretse van Kouwenhoven, he purchased land in the area that would become the town of Flatlands from the Lenni Lenape.

Hudde didn’t buy the land in order to live on, and farm it, himself. His partner moved onto the land and established a *bouwerie* (a farm) called Achervelt; but Hudde himself was already becoming too important for farm work. Instead, by joining in this purchase, Hudde chose to buy and rent or sell land. He bought many properties in the years that followed and continued to rise in political prominence.

In 1638, he journeyed back to the Netherlands, where he courted and married a wealthy widow named Gertrude. She gave Hudde a tract of land back in Nieuw Amsterdam, which Gertrude had inherited when her first husband died. Hudde was eager to make this new property profitable and hired somebody to grow tobacco on it.

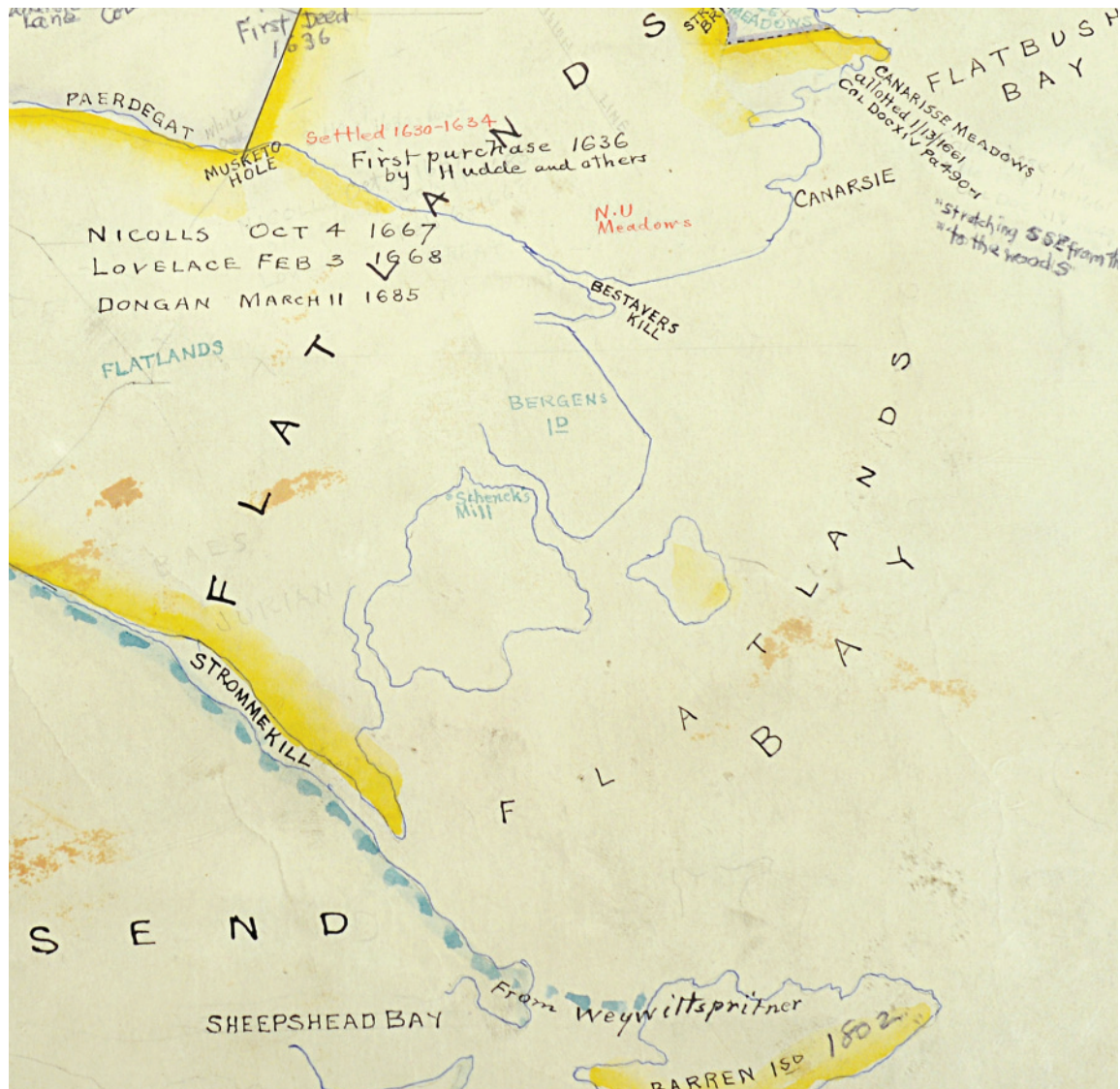
Unfortunately, Hudde’s real estate investments weren’t paying off and took a turn for the worse. After 1639, when he and Gertrude returned to New Netherland, they lost most of their land and ended up becoming farmers after all. In the years that followed, Hudde held a series of jobs: surveyor for the colony, commissary at Fort Nassau, and officer for the Dutch East India Company in Delaware. In 1663, he left to make a fresh start in Maryland, where he planned to brew beer — but he died of malaria on the way.

GLOSSARY

Coup	a notable move
Malaria	an infectious disease
Nieuw Amsterdam	a settlement established by the Dutch at the tip of Manhattan Island

Family Origins

ANDRIES HUDDÉ



Excerpted map showing Flatbush

Patents of Gravesend, Flatlands, Flatbush, New Utrecht, and parts of Queens, Newton, Flushing, Jamaica,
unknown publisher and date; Drawer 3. Folder 7: m11; Brooklyn College Library Archives and Special Collections.

Family Origins



HANS HANSEN BERGEN (BREUKELLEN/BROOKLYN & NIEUW AMERSFOORT/FLATLANDS)

Hans Hansen Bergen was one of the earliest settlers of Nieuw Amsterdam and one of the few from Scandinavia. A native of Bergen, Norway, he demonstrates how different family life in New Netherland was from family life today, and many people (Walloons, French Huguenots, and free Africans, among others) purchased land in the new colony.

Bergen immigrated to New Netherland in 1633, at age 14, aboard the Dutch West India Company ship *de Zoutberg* (the Salt Mountain). Apparently illiterate, he signed his name with a simple “H.” Bergen first worked as a shipwright and later was the overseer of a tobacco plantation on Manhattan Island. He was alternately known as Hans Hansen Bergen, Hans Hansen Noorman (Dutch for “Northerner”), and Hans Hansen Boer (Dutch for “farmer”).

At age 20, Bergen married Sarah Jorise Rapelje, a 14-year-old girl and the first daughter of European parents to be born in New Netherland. Her father, Joris Jansen Rapelje, was a prominent Brooklyn merchant and landowner. Following Dutch custom, public announcements were posted for three days before the wedding could proceed. The announcements—called “Banns”—were made to ensure that there were no legal obstacles to the proposed marriage. The marriage went forward; wedding guests were given silver medallions to commemorate the event.

Sarah gave birth to her first child the following year, at age 15. Seven more children followed in the next 13 years; the last two were twins, one of whom soon died. Having seven surviving children was impressive at the time as unhealthy conditions would cause sickness and death.

1647, Bergen received a patent for 400 acres in the town of Breukelen, near Wallabout Bay. The family moved to the area, and Bergen made his living as a farmer. His descendants owned the land that became Bergen Beach, and according to family tradition, many of them grew up in Brooklyn speaking Dutch as late as the mid-19th century.

GLOSSARY

Illiterate	a person who cannot read or write
Overseer	a person who supervises others, in particular workers/slaves, on a plantation
Patent (land)	rights to a particular piece of land
Plantation	an estate where crops are cultivated for commercial purposes
Shipwright	a person who builds ships

Family Origins

HANS HANSEN BERGEN



The John Bergen House, circa 1879; v1986.11.9; Brooklyn Historical Society.

Family Origins



THE DURYEA FAMILY (NIEUW UTRECHT/NEW UTRECHT & BOSWIJCK/BUSHWICK)

Joost Duryea immigrated in the early 1670s—after the English had first seized New Netherland. He was likely drawn by the colony’s reputation for political tolerance.

Duryea emigrated from Mannheim, Germany, but he had been born in Rochelle Picardie, France. He was a French Huguenot—a Calvinist Protestant in a Roman Catholic kingdom. French Huguenots had been granted a degree of religious toleration under the 1598 Edict of Nantes. But in the mid-1600s, Louis XIV began revoking those permissions and increasingly persecuting French Protestants in order to demonstrate the absolute power of his monarchical rule. By 1685, Louis XIV revoked the Edict of Nantes, ended religious toleration, and effectively outlawed Protestantism in France.

By then, Joost Duryea was already in New York. He probably came because the region had a longstanding tradition of both Calvinism and religious toleration. The Dutch West India Company had established the Reformed (Calvinist) Church as the official church of New Netherland, and the colony was majority Protestant. Whereas Louis XIV sought to forcefully convert Protestants in France, New Netherland generally allowed freedom of conscience. The documents that conveyed the colony from the Dutch to the English ensured that the commitment to religious toleration would continue. For these reasons, many French Huguenots immigrated to New Netherland and, later, New York.

Duryea and his wife, Magdalena Le Febvre, settled in New Utrecht. By 1681 they had moved to Bushwick. In 1698, a census noted that his household included himself, his wife, six children, and two enslaved people—proof that the colony offered some types of freedom to some people and denied many types of freedom to others.

GLOSSARY

Calvinist Protestant	a person who follows a set of Christian beliefs that is based on the teachings of John Calvin and that stresses God’s power and the moral weakness of human beings
Freedom of conscience	the right to follow one’s own beliefs in matters of religion and morality
Huguenot	a French Protestant of the 16 th and 17 th centuries
Louis XIV	King of France, 1643–1715
Religious toleration	the ability to freely practice a religion without fear of persecution

Family Origins

THE DURYEA FAMILY



Duryea House at Penny Bridge, circa 1800, gelatin silver print reproduction, v1973.5.1383;
Brooklyn photograph and illustration collection, ARC.202; Brooklyn Historical Society.

Family Origins



ELBERT ELBERTSEN STOOHOFF (NIEUW AMERSFOORT/FLATLANDS)

Elbert Elbertsen Stoothoff's story demonstrates social flux as a person's status changes with the gains and loss of wealth. It also reveals how many men secured financial success in the New World: they married a wealthy woman—often a widow.

Stoothoff was born in the Dutch province of Noord Brabant. He arrived in Nieuw Amsterdam at age 17, in 1637, and worked as a lowly farmer's boy on land belonging to several of the colony's richest and most powerful men: Wouter van Twiller and the Patroon Kiliaen van Rensselaer.

In 1645, at age 25, he married a widow in the Dutch Church in Nieuw Amsterdam. His new wife, Aeltje Cornelise Cool, had previously been married to the son of Wolphert Gerretse van Kouwenhoven, one of the founders of Nieuw Amersfoort (Flatlands). She brought her first husband's property into her second marriage. When the couple moved to Nieuw Amersfoort, Stoothoff established himself as a merchant, opened up a shop, and began purchasing land in Nieuw Amersfoort and on Bergen's Island and Barren Island in Jamaica Bay. He also purchased land in the area known as Crooke's Mill, one of several tidal mills on Jamaica Bay. He became the largest landowner in Nieuw Amersfoort.

As Stoothoff climbed in wealth, he also climbed in civic importance. He served as a town magistrate for many years, helped settle boundary disputes between towns on Longe Eylandt, and in 1673, when the Dutch briefly took New York back from the English, was appointed a captain in the militia. In 1683, two months after his first wife died, Stoothoff repeated his marriage strategy; he married Sara Roeloffse, whose mother was a prominent New Netherland property owner.

GLOSSARY

Civic	related to a city, town, or municipality
Flux	continuous change
Militia	a civilian military force used to supplement the armed forces during critical times
Patroon	a person given land and granted certain manorial privileges under the former Dutch governments of New York and New Jersey
Widow	a woman whose spouse has died, and who has not remarried

Family Origins

ELBERT ELBERTSEN STOOTHOFF



Stoothof-Bergen House, circa 1890, gelatin silver print photograph, v1973.5.2305; Brooklyn Photograph and Illustration Collection, ARC.202; Brooklyn Historical Society.

Family Origins



FRANCISCO DE NEGER (BOSWIJCK/BUSHWICK)

Francisco de Neger reminds us that racial diversity and exploitation, the fluidity of being free and enslaved, were central to Dutch New Netherland from the start. In 1626, 11–16 Angolan men purchased from pirates, were enslaved by the Dutch West India Company and brought to the New Netherland colony to help build Nieuw Amsterdam at the southern tip of Manhattan Island. These men cleared forests, laid roads, and otherwise helped build the new colony. Francisco de Neger was among these enslaved men. The word “Neger” (Dutch equivalent to “Negro”) was not really a surname, but rather a marker of his race and his status; also among the 11 enslaved men were Claes de Neger and Symon Congo Neger.

In 1644, the men originally brought to the colony as the Dutch West India Company’s slaves petitioned the colony and gained what historians call “half-freedom”; they no longer answered to white slavers on a day-to-day basis, but their children would be born enslaved, not free. Furthermore, when war broke out between the Dutch colonizers and the Lenni Lenape Indians in the 1640s, the colony’s Director-General, Willem Kieft, granted land near today’s Greenwich Village to a group of these petitioners. He hoped they would serve as a defensive buffer to protect the white colonists in Nieuw Amsterdam, at the southern tip of Manhattan Island, from possible Native American attacks. The area became known as the “Land of the Blacks,” and Francisco was among its residents.

Although the experience of slavery in early New Netherland was degrading, harsh, and exploitative, black landownership and the “half freedom” status demonstrate that the legal institution of slavery had not yet developed into the rigid racial divide that it would become in the 1700s and 1800s. In Nieuw Amsterdam, as in much of the seventeenth-century Atlantic world, there were many degrees of freedom and “unfreedom.” Colonies, in particular, were unpredictable places. On the far-flung frontiers of European empires, war and other struggles could rapidly change people’s status.

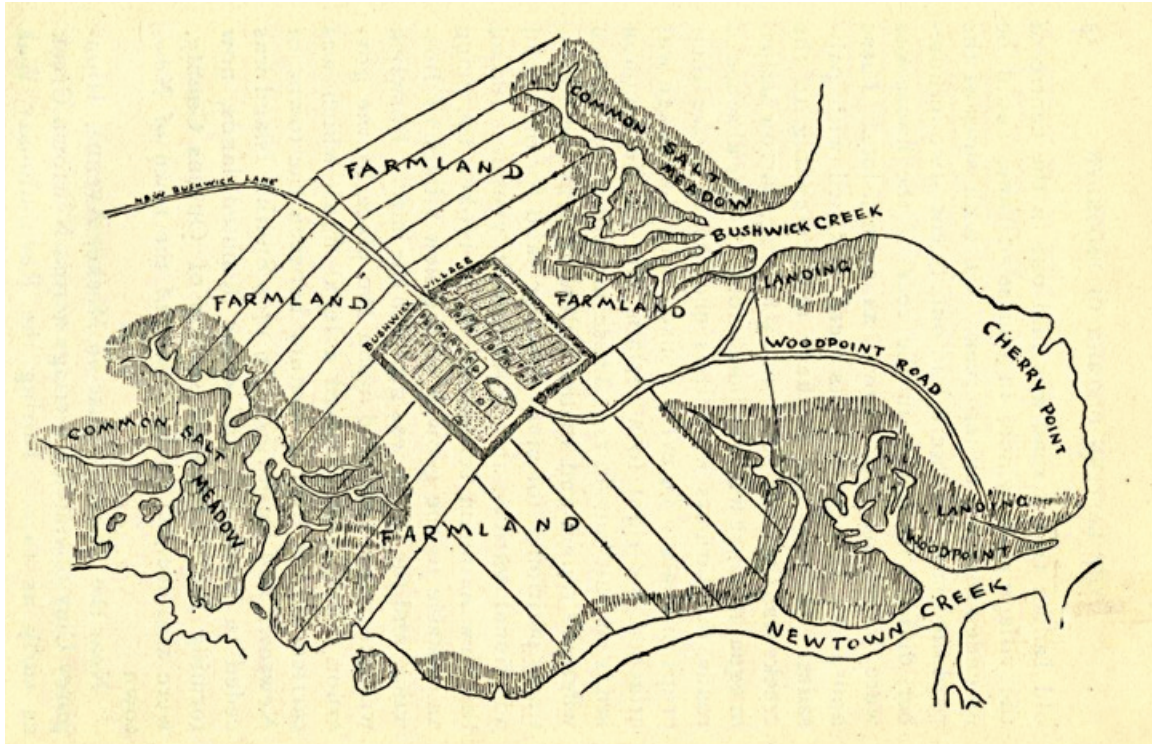
Free blacks were active in the Dutch Reformed Church, where they got married, baptized their children, and received education and religious training. In 1661, Francisco joined 22 other New Netherlanders in petitioning the colonial government to charter the settlement of Boswijck (Bushwick), where he became a landowner.

GLOSSARY

Buffer	something that prevents or slows down something else
Degrading	causing a loss of self-respect
Diversity	variety
Exploitation	treating people unfairly to benefit from their actions
Surname	the last name given to family members through generations

Family Origins

FRANCISCO DE NEGER



Map of the town of Bushwick in cover pages of Eugene Armbruster, *The Eastern District of Brooklyn: With Illustrations and Maps* (New York, NY: G. Quattlander, 1912); Brooklyn Historical Society.

Family Origins



THE LEFFERTS FAMILY (MIDWOUT/FLATBUSH)

The Lefferts family shaped the history of the area for centuries beyond the end of Dutch rule of New Netherland. The Dutch immigrant whose descendants became the Lefferts family was named Pieter Janse Hagewout. He arrived in Nieuw Amsterdam in 1660 and settled in Midwout in 1661, but died within a few years. His eldest son—Leffert Pieterse—changed the family surname to Lefferts when the English seized the colony.

Leffert Pieterse and his wife had 14 children. As the family multiplied in numbers, they became major landowners in New York. Various branches of the family owned land in places that would become Bedford-Stuyvesant, Crown Heights, and Prospect Lefferts Gardens. Enslaved people farmed the land and grew the family's wealth.

During the early to mid-1600s, some families owned three to six slaves. Pieterse Lefferts owned three slaves. "Like virtually all wealthy families in Flatbush, the Leffertses owned significant numbers of slaves, and engaged in the trade, sale, and purchase of enslaved people up until emancipation was enacted in New York in 1827." www.brooklynhistory.org/exhibitions/lefferts/slavery-in-brooklyn/

For the Lefferts, prosperity and landownership meant influence and power. The family prospered on the labor of others: they were among Kings County's biggest slaveholding families, and after statewide emancipation in 1827, they continued to profit off the work of the tenants who tilled their land. Later generations of Lefferts recorded the family's long history of wealth and power in genealogical publications and in *The Social History of Flatbush*, published in 1881.

GLOSSARY

Prosperity	good fortune; to be successful and thriving
Delegate	a person sent to represent a person or group of people
Financier	a person in charge of large sums of money for a government or large company
Tilled	prepared or cultivated

Family Origins

THE LEFFERTS FAMILY



The Lefferts homestead, circa 1900, postcard, v1973.4.868; Brooklyn Historical Society.

Family Origins



JAN MARTENSE SCHENCK (NIEUW AMERSFOORT/FLATLANDS)

Jan Martense Schenck's life in New Netherland demonstrates that both local family networks and transatlantic connections to the colonial elite brought success in the New World.

Schenck was born in Amersfoort, in the Dutch province of Utrecht, in 1631. Along with his sister Annetje and his brother Roeloff, he immigrated to New Netherland as a 19-year-old in 1650. By 1660, he was living in Flatlands. He married late in life, at age 41; he and his wife, Jannetje Stephens van Voorhies, had eight children.

Schenck and his brother Roeloff were neighbors and business partners. Schenck bought land on Molen Eylandt (Mill Island) in Nieuw Amersfoort (which was named after his hometown) and became a half-owner of a nearby gristmill. In addition, he became a merchant to sell his products from the gristmill. Several years later, Roeloff joined in ownership of both the Molen Eylandt lands and the gristmill. In Jamaica Bay and Rockaway Inlet, the Schencks' ships dropped anchor, offloaded Dutch goods into the town of Nieuw Amersfoort, and loaded the products of the New World to carry back to the Netherlands.

Schenck used his wealth to plant deep roots in Brooklyn. Three of his children—two daughters and one son—married into the large and wealthy Wyckoff family. He served as a town magistrate, county sheriff, and justice of the peace. Schenck also built a solid house and outfitted it with furniture that reflected his prosperity. The reconstructed house is open to visitors today inside the Brooklyn Museum.

GLOSSARY

Transatlantic	going across the Atlantic Ocean
Elite	the people with the most money and status
Immigrate	to move to a new country to live
Gristmill	a mill that grinds grain
Magistrate	a local official who acts as a judge

Family Origins

JAN MARTENSE SCHENCK



"Old Schenck Farmhouse Condemned To Be Torn Down"

Newspaper clipping, Schenck Farmhouse, circa 1920, v1973.2.104; Brooklyn Historical Society.

Family Origins



THE LOTT FAMILY (MIDWOUT/FLATBUSH)

Nieuw Amsterdam did not exist in a vacuum; it was surrounded by other European colonies, Dutch and English, whose peoples regularly interacted. The early decades of the Lott family demonstrate that groups were not segregated, and routinely interacted despite colonial boundaries.

The Lotts were French Huguenots from Reynerwout Drenthe, Netherlands. Three siblings—Pieter, Engelbartsen, and Mary—immigrated to Nieuw Amsterdam in 1652. Pieter remained near Nieuw Amsterdam, settled in Midwout, and entered colonial government as a magistrate in 1656. The family became a large and important one in the Dutch towns that came to make up Brooklyn.

The Lott family also reveals one way that Dutch colonists sought to retain their own unique customs following the transition to English colonial rule. Lott sons continued for several generations to take their father's given names, as middle names. (They took the father's first name, added the suffix *se*, *son* or *sen* meaning son or daughter of) Pieter Lott's oldest son was Hendrick Pieterse Lott. In turn, Hendrick's oldest son (born in 1692, nearly 30 years after the English first seized New Netherland) was Johannes Hendrickse Lott. The persistence of these naming patterns shows how important Dutch heritage remained to many New York colonists long after the English takeover.

GLOSSARY

Vacuum	a space or area that is separated from outside events or influences
Huguenots	a French Protestant of the 16 th and 17 th centuries
Magistrate	a local official who acts as a judge
Heritage	traditions, achievements or beliefs that are part of a group or nation's history

Family Origins

THE LOTT FAMILY



Hendrick I. Lott house, 1900s, v1973.6.66; Brooklyn photograph and illustration collection, ARC.202, Brooklyn Historical Society.

Family Origins



HANS JANSEN VAN NOORDSTRAND (MIDWOUT/FLATBUSH)

The Noordstrand family is a prime example of a family that chose to start a new life in a strange land after tragedy.

In October 1634, a violent storm ravaged the German island of Nordstrand, just off the northern European coast on the North Sea. A flood quickly followed the storm. It swept away whole villages and completely submerged some small islands. Over 1,300 farms and houses were washed away, along with 28 windmills and six clock towers. An estimated 50,000 livestock were lost. On Nordstrand Island, more than 6,000 people drowned.

Hans Jansen and his wife, Rymerick Volkert, were two of the survivors. Several years later, in 1639, they immigrated to New Netherland on a private ship. The ship belonged to Jonas Bronck (after whom the Bronx is named); it carried tools, supplies, and cattle to launch a large-scale plantation in the colony.

In New Netherland, Hans Jansen Van Noordstrand and his family lived a typical middling life. He farmed, first in Nieuw Amsterdam, and then in Midwout, where they grew wheat to feed the burgeoning port town back across the East River. The cows he eventually bought signaled his modest success. Hans and Rymerick had nine children.

As an economic strategy for managing such a large family, middling folk often hired out their children to others as apprentices. In 1644, Van Noordstrand apprenticed his daughter Marritje to Philip Garritsen, a tavern keeper and landowner, for a three-year term. Marritje would be a household servant to the Garritsen family. In return, she would learn sewing and cooking, and the Garritsens would take care of feeding and housing her, thus relieving Van Noordstrand of the burden of one more mouth to feed.

Van Noordstrand's 1697 will described his modest amount of property: some meadow lots in Flatlands (formerly Nieuw Amersfoort), a house, two horses, four cows, plows, a wagon, and 300 guilders worth of wheat. Nevertheless, moderate success allowed Van Noordstrand to live a long life in New Netherland. He died in 1690, at the remarkably advanced age of 90.

GLOSSARY

Apprentices	people who learn a job or skill working with someone already skilled in the job
Burgeoning	growing quickly
Guilder(s)	the type of money formerly used in the Netherlands; one hundred coins = one guilder
Middling	moderate
Plantation	an estate where crops are cultivated for commercial purposes
Will	a document where a person states what happens to their property upon their death

Family Origins

HANS JANSEN VAN NOORDSTRAND



The J. Lott Nostrand house, Main Street, New Utrecht village, circa 1850; v1973.5.3310; Brooklyn photograph and illustration collection, ARC.202; Brooklyn Historical Society.

Family Origins



THE RAPELJE FAMILY (BREUKELLEN/BROOKLYN)

Families were the building blocks of empire in the colonial period. Joris Jansen Rapelje and his family show how intertwined the two concepts of purchasing and political power were.

Rapelje was born in the Netherlands in 1604. At the age of 20, he married 19-year-old Catalyntje Trico in the Walloon Church of Amsterdam. Four days later, on January 25, 1624, they boarded a ship named the Eendracht (the Unity) and set sail for North America, where they would number among New Netherland's earliest settlers.

At first, Joris and Catalyntje Rapelje settled in Fort Orange, the Dutch outpost at present-day Albany. But shortly thereafter, in 1625–1626, the colonial authorities relocated a number of settlers to the southern tip of Manhattan Island. Joris and Catalyntje were among them. This new fortified settlement would protect the Hudson River from possible incursions by other European powers. The Dutch empire both shaped and depended upon the experience of families like the Rapeljes.

Joris and Catalyntje settled near the East River and eventually built two houses on Pearl Street near the fort. In 1637, they decided to relocate across the river. Trading goods with the Canarsie Indians to “purchase” 335 acres of land near Wallabout Bay, where the Brooklyn Navy Yard now lies, Joris and Catalyntje became the first Europeans to purchase land in Brooklyn. The area around their farm would eventually become the town of Breukelen.

Although apparently illiterate, Joris rose rapidly in New Netherland politics. He was eventually part of the Council of Twelve, a settlers’ advisory council that consulted with the Directors appointed by the Dutch West India Company to manage the colony’s affairs. Towards the end of his life—and the end of the Dutch colonial period—he was a magistrate of Breukelen.

The number of Rapelje’s grew with the success of European empires in conquering and settling North America. Today, it’s estimated that Joris and Catalyntje’s descendants number around one million; one historian calls them the “Adam and Eve of New Netherland.”

GLOSSARY

Intertwined	connected or linked
Conjoined	joined
Fortified	strengthened by the construction of protective structures
Incursions	sudden attacks
Illiterate	unable to read or write
Magistrate	a local official who acts as a judge

Family Origins

THE RAPELJE FAMILY



Daniel Rapelye house at New Lotts, L.I., 1911, E.R. Van Riper, gelatin silver prints, v1973.5.2769; Brooklyn Historical Society.

Family Origins



THE WYCKOFF FAMILY (NIEUW AMERSFOORT/FLATLANDS)

Although colonial society was deeply hierarchical, individuals' places in those hierarchies were not fixed. When he immigrated to New Netherland in 1637, at about age 17, Pieter Claesen was an indentured servant—a bound laborer who agreed to work for a term of years in exchange for a free journey to the New World. Claesen immigrated from the Friesian-speaking area of Norden, Germany, to be a farm laborer at Rensselaerswijck, a massive, million-acre patroonship in the Hudson River Valley owned by a rich Amsterdam family. He agreed to be bound for a term of six years at an annual salary of 50 guilders per year.

In 1643, Claesen's term of indenture ended. He became a tenant farmer—still a subordinate status, but better than an indentured servant. By 1646 he had the resources to marry Grietje Van Ness, daughter of a prominent colonial family. In 1655, he signed a contract to oversee Director-General Pieter Stuyvesant's *bouwerie* (large farm) and cattle in Nieuw Amersfoort, on Longe Eylandt. He soon started to buy land of his own, moving further up the colony's social ladder, and built a saltbox-style farmhouse that stands to this day.

Having begun to establish himself as an independent landowner, Claesen became influential in the local community. He served as a justice of the peace and helped to create the Flatlands Dutch Reformed Church. After the English consolidated control over the colony, Claesen adopted a more English-sounding surname: Wyckoff.

GLOSSARY

Hierarchical	arranged in order of rank or status
Friesland	an area in the southeastern area of the Netherlands that includes present-day Germany
Patroonship	large piece of land granted, by the Dutch, to a landowner who promises to bring 50 settlers to the area
Guilder(s)	the type of money formerly used in the Netherlands; one hundred coins = one guilder
Indentured servant	a person who is bound to work for another for a specified amount of time
Subordinate	a lower class or rank
Saltbox-style	a style of house with a roof that is short in front and long in back, making the shape of the house resemble a box that salt was kept in
Demarcated	showing the edge or limit of something

Family Origins

THE WYCKOFF FAMILY



Wyckoff House Museum. Photo courtesy of Kristy Leibowitz.

Glossary

Achtervelt	the name of the first bowery in the area that becomes the town of New Amersfoort (Flatlands)
Agriculture	the science of farming; farming for food
Alderman	an elected member of a government council
Ambition	something a person hopes to achieve or do; a goal
Apprehensive	afraid or concerned something bad will happen
Apprentices	people who learn a job or skill by working with someone already skilled in the job
Appropriate	take something for your own uses, usually without the owner's permission
Authority	the right to give orders, make decisions, and enforce laws
Basins	areas of land near a large river and small rivers that flow into it
Bill of sale	a certificate of transfer of personal property
Bouwerie/Bowery	the Dutch name for a large farm or estate, coming from the Old Dutch word <i>bouwer</i> , meaning "farmer"
Breukelen	the Dutch word for Brooklyn
Buffer	something that prevents or slows down something else
Burgeoning	growing quickly
Calabash	a type of gourd or squash
Calvinist Protestant	a person who follows a set of Christian beliefs that is based on the teachings of John Calvin and that stresses God's power and the moral weakness of human beings
Canarsee/Canarsie	a Native American group in Brooklyn that was part of the Lenape culture
Cask	a large container made of wood, like a barrel
Ceramic	made of clay and fired in a kiln to harden
Chartered	formed according to a document that declares something as established, like a school, town, city, etc.
Civic	related to a city, town, or municipality
Clothespin	a clip made of wood or plastic used to hang wet clothes from a clothesline
Colonization	taking control of an area and sending people to live there
Commercial	a type of business that buys and sells goods and services
Common lands	lands that are rented to farmers for grazing, firewood, etc.
Compensation	payment
Conflict	a long and serious disagreement
Coup	a notable move
Cruller	a type of doughnut made by the Dutch from a recipe from the Netherlands
Currency	a system of money
Decree	an official order made by a person with power, or an order of the court
Deed	a signed legal document concerning property rights

Glossary

(continued)

Degrading	causing a loss of self-respect; humiliating
Dexterity	skill, especially in doing work with the hands
Diversity	variety
Duffels	a thick piece of cloth
Dutch	people from the Netherlands
Duties	a set of tasks or jobs someone is expected to do
East River	the body of water between Manhattan and Long Island
Empire	a group of countries or regions under one ruler or government
Encounter	a casual meeting
Enslave	to make someone a slave
Enslaved	made a slave
Exile	when someone is forced to leave his or her home to live in a foreign place
Exploitation	treating people unfairly to benefit one's self
Fish weir	wooden stakes arranged like a fence and placed in the water to trap fish in a specific area
Fishnet	large net made of rope used to catch fish
Fledgling	someone or something that is beginning; something new
Flux	continuous change
Free	not held as a slave
Freed	becoming free after having been enslaved
Freedom of conscience	the right to follow one's own beliefs in matters of religion and morality
Fringes	the outer edges of something
Frontier	a distant place where few people live
Genealogy	family history traced through ancestors
Generations	family members that are born, and live, during the same time; their children become the next generation
Guilder(s)	the type of money formerly used in the Netherlands; one hundred coins = one guilder
Haphazardly	doing something with no plan, direction, or order
Harvest	the process of gathering crops
Hearth	the floor of a fireplace, sometimes used for cooking
Hindered	made something slow or difficult
Household	a group of people living in the same home
Huguenot	a French Protestant of the 16 th and 17 th centuries
Illiterate	a person who cannot read or write
Incorporated	to include something as part of something else
Indenture	a formal legal agreement
Indentured	bound to someone by an agreement as an apprentice or laborer
Interaction	reciprocal action or influence
Inventory	a listing of goods/possessions, sometimes with a value attached
Jawsharp (Jaw Harp)	an instrument that is placed in the mouth; you use your finger to create a "twang" sound by flicking the metal piece in the middle

Glossary

(continued)

Kermisbed	improvised bed; e.g., a mattress on the floor
Knavery	mischievous behavior; trouble
Language	a system of communication used by people in a culture, community, or country
Legacy	something left behind or passed down through families to today
Lenape	an umbrella term for the Native Americans living in Brooklyn and parts of NY and NYC in the 1600s
Lenni Lenape	the native peoples who lived in what is now Brooklyn
Licentious	not following the rules
Lime	calcium oxide in a powder form, usually added to soil to improve it for growing crops
Longhouse	a home made from bark and trees, typically made by Native Americans
Lots	small pieces of land
Louis XIV	King of France, 1643–1715
Magistrate	a local official who acts as a judge
Maize	corn
Malaria	an infectious disease
Mark	a symbol in place of a signature for someone who cannot write his or her name
Marshes	areas of soft, wet land with many grasses and other plants
Marshland	an area with marshes
Matrilinear	based on or tracing descent through the female line
Matron	a married woman
Militia	a civilian military force used to supplement the armed forces during critical times
Militia officers	a group of people who are in charge of the militia
Mill	a building with a large stone that grinds grains into flour
Moorish	referring to a person of North African Arab descent
Morgen	a unit of land that equals to 2.1 acres
Muslim	a person whose religion is Islam
Najack (Nyack)	means the fishing place; is a tribe within the Lenni Lenape nation
Nieuw Amsterdam	a settlement established by the Dutch at the tip of Manhattan Island
Oly cake	another type of doughnut made by the Dutch from a recipe from the Netherlands
Overseer	a person who supervises others, in particular workers/slaves, on a plantation
Oyster(s)	a type of shellfish with a rough, two-part shell; it is eaten both cooked and raw
Palisade wall	a wooden fence used to separate or keep people out
Parcels	pieces or tracts of land
Pasture	land covered with grass where animals graze/eat
Patent (land)	rights to a particular piece of land
Patroon	a person given land and granted certain manorial privileges under the former Dutch governments of New York and New Jersey
Perspective	a specific attitude or point of view
Plantation	an estate where crops are cultivated for commercial purposes
Pounds	the monetary unit of the United Kingdom/England
Prestige	the respect someone gets for being successful

Glossary

(continued)

Profusely	in large amounts
Prosperous	having success
Qur'an (also Quran)	the Islamic sacred text
Recipe	a set of ingredients and instructions to prepare a dish
Reed	a tall plant that grows in marshy ground
Refuge	protection from trouble
Religious toleration	the ability to freely practice a religion without fear of persecution
Salt meadow	a meadow often flooded by seawater; a salt marsh
Schepen	the town alderman or magistrate
Schout	a local official appointed to carry out administrative, law enforcement, and prosecutorial tasks
Scoffing	mocking
Sewant	the money system using black and/or dark purple shell beads, used in the New Netherland colony; it is the Dutch version of wampum; one sewant is worth double the value of one white wampum
Servant	a person who performs work for others, especially in a house or domestic setting
Shipwright	a person who builds ships
Signature(s)	a person's name, written by that person
Slave	someone who is legally owned by another person and is forced to work for that person without pay
Slaveholder	a person who owns a slave
Slaveholding	referring to a place that allows slavery
Stiver	a Dutch coin worth five cents; it is no longer used
Surname	one's last name
Symbol	one thing representing something else, especially a physical object representing an idea
Technology	the use of science and scientific knowledge for everyday purposes
Thrashing	beating
Thrive	to grow successfully
Tolerance	the ability to deal with something you do not agree with
Transaction	the buying and/or selling of something
Transcription	a written or printed representation of something handwritten
Translation	defining words from one language to another
Unity	the state of being joined together as one
Venison	deer meat
Wafer iron	a metal utensil used to make thin cakes
Waffle iron	a metal utensil used to make waffles
Wampum	small beads made from shells, in the shape of rods, used as currency between Lenni Lenape and Dutch
Whims	sudden wishes, desires, or decisions
Widow	a woman whose spouse has died, and who has not remarried
Will	a document where a person states what happens to their property upon their death

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