

Diversity and Tolerance in the American Colonies

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In the fall of 2009, a two-day international symposium—*Henry Hudson, New Netherland, and Atlantic History*—was held at the State University of New York, College at New Paltz. Fourteen historians and scholars from the United States and other countries made presentations in recognition of the Quadricentennial Henry Hudson voyage in 1609. The information shared was important, interesting and extensive.

SUNY New Paltz, in particular the Center for Research, Regional Education & Outreach (CRREO), supports the sharing of this information with educators in the Hudson River Valley. To enhance the practical value of the information and its accessibility for secondary-level social studies teachers, we were asked to develop a Unit Plan inspired by and utilizing information from the Symposium presentations.

Some of the major questions that the scholars focused on were related to diversity and tolerance: Were the Dutch really so tolerant, as Russell Shorto contends in his recent book *The Island at the Center of the World*? What was the nature of relations among Europeans, Africans, and Native Americans? Why and how did they change? How diverse were the American Colonies? How inclusive was America? Did this diversity lead to tolerance or intolerance? Our Unit Plan about **Diversity and Tolerance in the American Colonies** relies on information from the Symposium presentations to teach and learn essential secondary social studies content and skills. The Unit Plan can be used in 7th Grade Social Studies and/or Advanced Placement American history classes.

In the development of this curriculum, we:

- Reviewed all the presentations made at the Symposium.
- Identified topics from each of the presentations that are relevant to the teaching and learning of essential secondary social studies content and skills.
- Created brief summaries of presentations, focusing on information pertinent to secondary social studies teaching.
- Designed a Unit Plan, **Diversity and Tolerance in American Colonies**. This Unit Plan consists of three parts, which can function as a unit or can each be taught as a series of lessons on their own.

Special thanks to Gerald Benjamin, CRREO Director and Associate Vice President for Regional Engagement, and Helise Winters, Deputy Director of Administration for CRREO, for their support, guidance and help with this curriculum development project.

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Speaker Topics

I. American Indians

A. The historical significance of Wampum: How was wampum used by American Indians? What role did Europeans, especially the Dutch, play in making wampum a form of international currency?

Paul Otto—the Dutch and Wampum

Jon Parmenter—Two Row Wampum Belt and Guswhenta

Claudia Schnurmann

B. Dutch relationship with Indians

Jon Parmenter

C. French relationship with Indians: How French ties with Algonquians and Hurons impacted the French, these Indians and others such as the Iroquois and their respective relationships with the English and the Dutch. Information about the Historic enmity between Iroquois and the French and the French and the English. Information about the French and Indian War.

Leslie Choquette

Jon Parmenter

Timothy Shannon

D. Comparison of English, Dutch, and French relationships with Indians. Did the Dutch enjoy the most successful relationship with Indians?

Timothy Shannon

Jon Parmenter

Louis Roper

E. How American Indians viewed themselves and Europeans.

Jon Parmenter

F. How Europeans viewed American Indians.

Timothy Shannon

Jon Parmenter

II. European Colonies in America

A. Comparison of New Netherlands and New France. Differences in policies and practices and short and long term consequences of these differences.

Timothy Shannon

B. The English takeover of New Netherlands during the struggle between England and Holland as part of a larger commercial rivalry in 17th century. Land distribution in the Colonies—for example, patroonships of the Dutch.

Timothy Shannon

Jaap Jacobs

C. Why did New York colony become more important than New England?

Timothy Shannon

D. Why did the French seek a presence in America? Why were the French less successful in America than the English or the Dutch? Why were there fewer enslaved Africans in French settlements?

Leslie Choquette

E. The role of the Reformed Church in New Netherlands

Willem Frijhoff

Jaap Jacobs

F. What is the Dutch legacy in America? What are some common myths about the Dutch? Is tolerance a Dutch virtue? Advantages and problems of diversity: “unstable pluralism.”

Firth Fabend
Willem Frijhoff

G. What accounts for the success of the Dutch not only in America but also throughout the world in the 16 and 17th centuries? How was it possible for this relatively small country to have such prominence during the Age of Exploration and Colonization?

Jaap Jacobs
Louis Roper

H. The role of joint stock companies in the discovery and settlement of America.

Louis Roper
Jaap Jacobs
Jon Parmenter

III. Geography

A. Why was the Hudson River the focus of European rivalry in North America? Why the Hudson River was considered the most important river in early America?

Timothy Shannon

B. The geopolitical significance of the Connecticut River Valley

Lauric Henneton

IV. Primary Sources: What can be learned from the use of primary sources? What are the advantages and disadvantages of using them to teach/learn history?

A. Personal correspondence.

Charles Gehring: 1664 letter

B. Paintings and drawings.

Timothy Shannon: Van Bergen Overmantel, Benjamin West paintings, Four Indian Kings and others

C. Depictions of Indians in the Tercentennial celebration in Manhattan and what is learned about their self-view, their view of others, and how Europeans viewed American Indians.

Jon Parmenter

D. Maps.

Timothy Shannon
Kees Zandvliet—16th century maps of the Americas

E. Legal documents.

Firth Fabend

III. Slavery, Indentured Servants, Slaves, Slave Trade

A. The development of slavery in America. How did the institution of slavery establish itself in America? The role played by the Dutch and the Dutch West India Company. Why did slavery take root more strongly in the Southern colonies?

Louis Roper

B. Should Enslaved Africans be considered Immigrants? What are the advantages and drawbacks of doing so?

Joyce Goodfriend

Unit Links to New York State Standards

Relevant Standards

The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.

Social Studies Standard 1 History of the United States and New York

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Relevant Objectives

To investigate the roles and contributions of individuals and groups in relation to key social, political, cultural and religious practices throughout the colonial period.

To analyze how values of a people affect the guarantee of civil rights and make provision for human needs.

To understand how European and other settlers adapted to life in the American colonies

To investigate why people and places are located where they are located and what patterns can be perceived in these locations.

To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital and natural and human resources.

Relevant Performance Indicators--Students will:

Elementary

- know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it
- understand the basic ideals of American democracy as explained in the Declaration of Independence and the Constitution and other important documents
- explain those values, practices, and traditions that unite all Americans

Intermediate

- explore the meaning of American culture by identifying the key ideas, beliefs, and patterns of behavior, and traditions that help define it and unite all Americans

- interpret the ideas, values, and beliefs contained in the Declaration of Independence and the New York State Constitution and United States Constitution, Bill of Rights, and other important historical documents

Commencement

- analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans
- describe the evolution of American democratic values and beliefs as expressed in the Declaration of Independence, the New York State Constitution, the United States Constitution, the Bill of Rights, and other important historical documents

Source: <http://www.emsc.nysed.gov/ciai/socst/socstand/soc11.html>

Unit Plan: **Diversity and Tolerance in Colonial America**

Essential Question: Does diversity breed tolerance or intolerance?

Topical Questions: Under what conditions might “tolerance” have prevailed in early colonial America? What makes tolerance possible?

Teacher’s Note: This unit includes a pre- and post-test and three parts. While it would be best to teach all three parts, each part can stand on its own depending on the background knowledge of the students. The Teacher must determine how much time or how many lessons to devote to each session in the unit. We title them sessions in recognition that they may take longer than one period.

Background Information for Teachers: All of the Symposium presentations are helpful for the teaching this unit. Of particular value are the presentations of: Leslie Choquette, Firth Fabend, Willem Frijhoff, Charles Gehring, Joyce Goodfriend, Paul Otto, John Parmenter, Claudia Schnurmann, and Timothy Shannon.

INTRODUCTION TO THE UNIT: Pre-Test

Opening: Write the Unit's essential question on the board—Does diversity breed tolerance or intolerance? Ask students to define the key terms in the question: diversity, tolerance and intolerance. Then, ask student to respond by a SHOW OF HANDS to the following questions:

1. Can tolerance exist in a place where there is little or no diversity?
2. Can intolerance exist in a place where there is little or no diversity?
3. Does tolerance GENERALLY increase or decrease when diversity grows in a place? How many of you think that it probably would generally increase? How many say: decrease?
4. Does intolerance GENERALLY increase or decrease when diversity grows in a place? How many of you think it probably would generally increase? How many say: decrease?

Core Activity: Pre-Test

Before beginning the Unit on Diversity and Tolerance during the American Colonial Period, the students will express what they already know and think about the topic. Attached to this Lesson Plan is a list of 15 questions of which **all or some** should be selected for a pre-test. It is recommended that students answer these questions on a computer in school and then print two copies, one to submit to the teacher and the second for their reference when necessary throughout the Unit. If school computers are unavailable, students should answer IN CLASS; each student must secure a copy of these initial responses—one copy is given the teacher and the other is kept by the student for reference during future sessions. Students AND teacher should keep a copy of the original responses for comparison with student responses to the same questions AFTER the study of the Unit topic is completed.

What I Think and Know About Diversity and Tolerance during the American Colonial Period

Name:

Date:

1. What years would you identify as the American Colonial Period, that is, the time during which England was the “Parent Country?” Give a reason for your selection of the start and end dates.

2. Identify the 13 American colonies, parented by England in the mid-18th Century. On what basis were they generally grouped? State one Economic, Social and Political (ESP) defining characteristic for each grouping of colonies.

3. How diverse was the population in America during the Colonial Period? Use the scale of 1 to 10 below and provide one reason for your rank.

1	2	3	4	5	6	7	8	9	10
No diversity			Some diversity				Very diverse		

Use the mid-18th century as a general time reference. Provide one reason for your rank.

4. Using the same scale, rank the degree of cultural diversity in America today and provide one reason for your response.

1	2	3	4	5	6	7	8	9	10
No diversity			Some diversity				Very diverse		

5. Define “culture.” Identify some group characteristics that can give rise to a culture. Identify as many cultural groups as you can that lived in America during this period (mid 18th Century) when England was our parent country.

6. Why did England support people coming to her American colonies from places other than England?

7. How would you define the word: “Immigrant?”

8. Do you consider each group that you identified in Question #4 an immigrant group? Explain your response.

9. Using the 1-10 scale below, how tolerant of different cultures were Americans during this time period? Give one piece of evidence to support your ranking.

1	2	3	4	5	6	7	8	9	10
Intolerant			Somewhat tolerant				Very tolerant		

10. Using that same scale, how tolerant are contemporary Americans? Again, provide one reason for your rank.

1	2	3	4	5	6	7	8	9	10
Intolerant			Somewhat tolerant					Very tolerant	

11. Diversity in a society has its advantages and disadvantages. Identify three of each.

12. Why might a society want to be relatively homogeneous? Should a society have the right to be exclusive or restrictive as to who is included? Why or why not? Identify a society that attempted to be relatively homogeneous. Explain and evaluate its rationale and effort.

13. Why doesn't cultural equality exist in a diverse society? What determines the hierarchy or distribution of power in a culturally diverse society? How does a society reflect cultural inequality? Give specific examples of cultural inequality in the American colonies. On a scale of 1-10 with 10 representing the significant cultural equality, how much equality existed in the American colonies? Give one reason for your ranking. How much cultural equality exists in contemporary America? Again, provide one piece of evidence for your rank.

Past:

1	2	3	4	5	6	7	8	9	10
Very Unequal			Somewhat Equal					Very Equal	

Present:

1	2	3	4	5	6	7	8	9	10
Very Unequal			Somewhat Equal					Very Equal	

14. What are some of the historical consequences of the cultural diversity existing in America from its early history as colonies of England? Identify at least two immediate AND two long-term consequences of this history.

15. What factors contribute to the development of tolerance? Were some groups in Colonial America more tolerant of diversity than others? Reference historical examples showing varying degrees of tolerance in America toward diversity. Also, give strategies for advancing tolerance in contemporary America. Explain how each helps to advance tolerance.

16. Is diversity a prerequisite for the existence of tolerance? Does diversity promote tolerance? What is the relationship between diversity and intolerance? Explain your response.

Part I of Diversity and Tolerance in Colonial America: Introduction to the American Colonial Period

Essential Question: Does diversity breed tolerance or intolerance?

Topical Questions: Under what conditions might “tolerance” have prevailed in early colonial America? What makes tolerance possible?

Part I Topic: Introduction to the American Colonial Period (Note: The Teacher must determine how much time or how many sessions to devote to each session in this part of the unit. We title them sessions in recognition that they may take longer than one period)

Student Learning Objectives for Part I:

- Make a reasoned estimation about when the American Colonial Period began and ended.
- Name cultural groups in colonial America and recognize that not only were there Native Americans, Europeans, and Africans in the colonies, but that there was great diversity *within* these groups.
- Demonstrate knowledge of geography and mapping skills. List original 13 Colonies, locate them on a map, and group them according to region.
- Show where various cultural groups lived in Colonial Period.
- Use reasoning and evidence to create and support oral and written conclusions
- Demonstrate and build on previous knowledge of essential social studies content and skills.
- State examples of historical events framing the American Colonial Period
- Participate in making decisions by voting and by consensus
- Define key concepts: culture, American Colonial Period, diversity, stereotyping, and generalizations.
- Work productively and collaboratively with other students.
- Use primary sources to learn essential content and skills.

SESSION 1: Timeline: The American Colonial Period

Concept to be covered in this lesson:

- Make a reasoned estimation about when the American Colonial Period began and ended.

Opening: How do we know when a person is independent from his/her parents?

Discuss. Conclude with the point that identifying the time of an event, condition or circumstance can be challenging.

Core Activity: For this activity, we will focus on Question #1 from the Pre-test: If the American Colonial Period is defined as the time during which England was the Parent Country, what years would you identify? This question enables students to demonstrate some of what they already know about the American Colonial Period. There is no one absolutely correct time span but students need to think about the reasons for selecting some dates over others.

1. Ask each student to identify the beginning and end dates for the ACP.
2. Write each response, sans explanation, on the board in a timeline. Students will see variety of dates and which dates are the most popular.
3. Once all the dates are selected, ask for explanations.
4. Teacher maintains list of reasons on board.
5. If a significant date/reason is not mentioned, teacher can provide at end of exercise.
6. Discuss and challenge their selections (sample questions):
 - Should Raleigh's efforts to colonize Roanoke Island mark the beginning of the Colonial Period?
 - Why should the founding of Jamestown rather than the founding of Plymouth or Massachusetts Bay be considered the beginning of the American Colonial Period?
 - What about the efforts at exploration and colonization in what is modern-day America by countries other than England be considered the beginning of the American Colonial Period? (Spanish in Florida, French in the Ohio River Valley...)
 - Did the declaring of independence (Declaration of Independence July 1776) from England mark the end of the American Colonial Period?
 - Did the first armed skirmish (Lexington and Concord April 1775) between colonials and representatives of the parent country mark the end of the Colonial Period?
 - What about the victory of the Americans at Yorktown (1781), the signing of the Treaty of Paris (1783), adoption of the Articles of Confederation (1781), or the adoption of the Constitution (1789) as the end of the Colonial Period?
7. Once all of the options have been identified and discussed, teacher can ask for student preferences for the dates to mark the American Colonial Period.

Possible dates on the timeline:Start of the ACP:

1587: English adventurer Sir Walter Raleigh attempted to establish a settlement at Roanoke Island but it failed.

1607: First permanent English colony at Jamestown

1609: Hudson explores the Hudson River

1620: Pilgrims establish Plymouth

1630: Puritans established Massachusetts Bay Colony

End of the ACP:

1774: The First Continental Congress includes delegates from 12 of the 13 colonies (Georgia unrepresented) who protest Parliament's perceived intrusions on rights of Americans.

1775: Americans and British troops engage in an armed skirmish at Lexington and Concord on April 18.

1775: British retook Bunker Hill (actually Breed's Hill) but Americans inflicted heavy losses on them, June 17.

1775: At the Second Continental Congress in May, delegates adopted a Declaration of the Causes and Necessities for Taking Up Arms, asked for troops from the colonies, appointed George Washington as Commander-In-Chief, and ordered raids on Quebec. Later in the fall organized a Navy and a Marine Corps to attack the British on the high seas. An Olive Branch Petition was sent to King George III which expressed loyalty and requested his intervention with Parliament on the behalf of the colonies.

1775: Parliament declares the colonies in rebellion (Prohibitory Act) in August.

1776: Richard Henry Lee's Resolution of July 2 declaring the colonies independent is passed by the Second Continental Congress

1776: Jefferson's statement in support of Lee's Resolution is adopted. on July 4 (Declaration of Independence)

1781: Last major battle of Revolutionary War is fought and British surrender under General Charles Cornwallis

1781: Articles of Confederation creating the first US government (drafted by John Dickinson in 1776, adopted by Second Continental Congress in 1777) is ratified by the States in March.

1783: Treaty of Paris signed in which Britain recognizes the existence of the U.S. as an independent country.

1787: Constitution is written in Philadelphia to create a new structure for the US government

1789: Constitution is ratified and goes into effect.

Closure: Clear desks and eradicate all visual information. Exit Slip: Answer this question on a small piece of paper to be collected by teacher: When was the American Colonial Period? Identify this time period by YEARS and EVENTS.

SESSION 2: Defining Culture: Land of Many Peoples

Concept to be covered in this lesson:

- Name and recognize that not only were there Native Americans, Europeans, and Africans in the colonies, but that there was great diversity *within* these groups.

Opening: Explain the consensus process as opposed to voting where a majority determines the outcome. Ask students to distinguish between these two decision-making processes by identifying some pluses and minuses for each. Show of hands: Which process do you prefer? Ask individual students to explain their varying opinions. Tell the students that both decision-making processes will be used in today's lesson.

Core Activities: This lesson is based on Question #5 from the Pre-test: Define "culture." Identify some group characteristics that can give rise to a culture. Identify as many cultural groups as you can that lived in America during this period when we belonged to England

Define Culture: Using their individual definitions of culture, ask students to identify essential components of their definitions. Teacher will write the student contributions on the board. Teacher might ask

- Are you born with a culture?
- Do you belong to a cultural group? Do you know someone who does? How do you or that person learn that culture?
- Think of a distinct culture...what makes it a distinct culture? How do you know that it is a distinct culture?

Students will vote for their top three components of a definition. Then, ask the students to rewrite their definitions of "culture;" incorporating the three most popular components. Once each student has written his/her definition, s/he will work with a neighbor to create one perfect definition, identify a cultural group and provide a specific example that supports the existence of this group having a distinct culture. Once all the definitions have been shared, the class will determine the best definition for culture by consensus. It will be important for students to identify that "culture" is: acquired or learned; shared by others; and involves values, attitudes and behaviors.

Apply Definitions: Ask students to share the names of their cultural groups. Once the list is complete (you may have to add one or two), ask students to identify characteristics that apparently give rise to culture. Some disagreement may persist about some groups, such as sex (it may be necessary here to distinguish between sex and gender). Determine the major groups where there is **consensus: Race, religion, nationality, ethnicity**...be certain that all students are clear as to the meaning of these categories. Address the concepts of stereotyping: generalizing about a group of people and identify the advantages and disadvantages of generalizing. Then ask students to give examples of shared learned behavior and/or values for these major groups.

Cultural Diversity in the Colonies: Distribute copies of (and display) the Van Bergen Overmantel painting and accompanying worksheets. Show clip of Timothy Shannon speaking about the painting. Attached to this lesson and at:

<http://nationalhumanitiescenter.org/pds/becomingamer/peoples/text6/vanbergenovermantel.pdf>

Have students work independently or with a partner with the primary source and the worksheet and share responses. Class discussion: What does this image tell us about cultural diversity in the colonies? Generate a list of groups living in the colonies. Ask the students to help you to form categories (eg, religion, nationality, etc). Once the student contributions are completed, distribute the attached list (Cultural Diversity in the American Colonies) to compare it with the student generated list: Which of these are considered a race, ethnicity, religion or nationality? What do you notice within each of the major categories? What cultural traits unite all Europeans, Africans, or Native Americans? What distinguishes subgroups from each other, if anything?

Closure: Exit Slip. Write three sentences in reaction to this statement: “Even before independence from England, America was already modern in important ways.”

Notes from Timothy Shannon:

The Van Bergen Overmantel is a multicultural painting, showing diversity in New Netherlands. It shows: an idealized pastoral scene, middle class prosperity, not mansions; slaves/indentured servants; livestock; Indians passing through probably selling crafts; peaceful interactions and relationships. The entire over the mantle painting is now in Cooperstown.

**The Van Bergen Overmantel:
What can a painting teach us about cultural diversity?**

Name:

Date:

Sources:

<http://nationalhumanitiescenter.org/pds/becomingamer/peoples/text6/vanbergenovermantel.pdf>

1. What is an overmantel? What is its size?
2. Who was the original owner of this overmantel? Where is this overmantel located today?
3. Where did the original owner live? Approximately when did he live there? What was his heritage?
4. Who painted the work?
5. What generally is depicted in this work?
6. What do we learn from the buildings depicted in the overmantel?
7. What do we learn from the people depicted in the overmantel?
8. What questions come to mind when viewing this work?
9. What, if anything, does this primary source say about diversity AND tolerance in the American Colonies?
10. If you were a teacher preparing lessons about Diversity and Tolerance in Colonial America, would you use this primary source. Explain your response.

Answer Key: The Van Bergen Overmantel

Name:

Date:

Sources:

1. What is an overmantel? What is its size?

Painting or work intended to be displayed over a fireplace. This size of the overmantel is 7' 3 1/2" by 15 1/4". It is oil painted on cherry wood, secured with white pine battens.

2. Who was the original owner of this overmantel? Where is this overmantel located today?

Martin Van Bergen commissioned the work. It currently is in the Fenimore Art Museum in Cooperstown, NYS Historical Association.

3. Where did the original owner live? Approximately when did he live there? What was his heritage?

Van Bergen lived in the New York Colony in the 1700's and was of Dutch heritage.

4. Who painted the work?

It is attributed to John Heaten, a local (Greene County) artist.

5. What generally is depicted in this work? What mountains are in the background?

It depicts the Van Bergen farmstead near the Catskill Mountains.

6. What do we learn from the buildings depicted in the overmantel?

The buildings represent Dutch-style architecture.

7. What do we learn about the people depicted in the overmantel?

The people on the farmstead are diverse—Europeans American, including the Van Bergen family and indentured servants; African-Americans; Native Americans, probably from the Esopus Tribe.

8. What questions come to mind when viewing this work? (open-ended)

9. What, if anything, does this primary source say about diversity AND tolerance in the American Colonies?

Diversity is established. Some degree of tolerance seems to exist as all these different groups are included in the painting. However, the positions of the people—some as owners and some as workers, indicates that there was inequality in the relations.

10. If you were a teacher preparing lessons about Diversity and Tolerance in Colonial America, would you use this primary source. Explain your response. (open-ended)

Cultural Diversity during the American Colonial Period

1. Africans

- Mandingo (Mandinka)
- Hausa
- Igbo (Ebo)
- Fulbe Muslims
- Dogon
- Kru
- Akan

2. American Indians

- Algonquin
- Huron
- Iroquois Seneca, Oneida, Onondaga, Cayuga, Mohawk
- Mohican
- Munsees

3. Europeans

- Jews
- Scots
- Welsh
- Irish
- French Protestants Huguenots.
- Germans
- Dutch, Netherlands.
- Quakers.
- Catholics
- Puritans (Pilgrims)
- Scotch-Irish.
- Swedes
- Swiss
- English
- Spanish

4. OTHER

SESSION 3: Mapping: The Way We Were

Concepts to be covered in this lesson:

- Demonstrate knowledge of geography and mapping skills. List original 13 Colonies. Locate them on a map and group them according to region.
- Show where various cultural groups lived in Colonial Period.

Opening: You have heard much about the 13 original colonies and then states of the U.S. Remember the first flag of the United States with its 13 stars? Let's see if anyone can correctly identify those famous 13 original colonies/states. Students are asked to list them. Teacher determines if there is a "winner."

Core Activities: This lesson is based on Question 2 from the Pre-Test: Identify the 13 American colonies, parented by England in the mid-18th Century. Optional activities: on what basis were they generally grouped? State one Economic, Social and Political (ESP) defining characteristic for each grouping of colonies. Were the colonies more similar to or more different from each other?

Mapping the colonies: Distribute two copies of an Outline map of the American Colonies in 1776.

Outline of Colonial America, 1776: <http://www.eduplace.com/ss/maps/pdf/us1776.pdf>

Unlabelled map of the 13 British Colonies:

http://www.eduplace.com/ss/maps/pdf/colonies_nl.pdf

Labeled Map of the 13 British Colonies:

<http://www.eduplace.com/ss/maps/pdf/colonies.pdf>

Direct students to identify the 13 American Colonies by placing the abbreviation for each on one copy of the Outline Map. Tell students to put the Colony's abbreviation in small letters, leaving space for other information to be added. Review their findings for accuracy, pointing out that Maine is NOT one of the original 13 Colonies but rather was part of Massachusetts. Maine comes into the U.S. as a state in the 1820 Missouri Compromise. Vermont is NOT one of the original 13 as it was claimed by both NY and New Hampshire. Also, there was NO West Virginia until the Civil War period and Florida was claimed by the Spanish.

Mapping the Population: Using their worksheet from the previous day, have students identify the location of major cultural groups throughout the 13 colonies using the internet and/or textbooks. Ask students to create some kind of key (color, symbols) to map this. Using their keys, direct students to place each of the cultural groups in a colony where the group lived in relatively large numbers. Teacher may want to model the task by using one or more of the following examples:

- Africans (SC, VA, GA.)
- Germans (PA)
- Dutch (NY)
- English and Welsh (All)

- Quakers (PA)
- Scots-Irish (PA, NJ)
- Iroquois-Seneca, Oneida, Onondaga, Cayuga, Mohawk-(NY)
- Catholics (MD)
- Jews (RI, NYC, SC)
- Swedes (DE, PA, NJ)
- Scots (PA, NC, VA)
- French—Huguenots (NY, SC)
- Swiss (PA)

The following can be used as sources for this particular information:

http://www.pbs.org/ktca/liberty/popup_diversity.html

<http://web.hist.uib.no/delfag-h98/nilsen/Ethnicna.htm>

www.lbjfellowship.org

http://www.pages.drexel.edu/~jmf67/BCC/July5_Lecture2.ppt#256,1

Also, American history texts may be used as sources for this information.

Regional Grouping of Colonies (optional activities): Ask students to group the 13 Original Colonies by region: New England, Middle, and Southern. Individual students can identify the groupings on the Classroom map. Review for accuracy. Also, students may be asked to identify major economic, social and political characteristics for each regional group of colonies. Once students have completed this task, they could be asked to determine how the regional groups were similar and how they were different. Question for discussion: Were the Northern (New England and Middle) colonies more similar to or more different from the Southern Colonies? Students should be required to defend their opinions. Sources: American history texts and <http://www.teacheroz.com/13.htm>

Closure (Options for Exit Slips)

1. Who We Are? Throughout our history, the question of “who we are” as Americans has been asked. If you were living in America in 1765, how would you have answered that question? How would you answer that question today in 2010?
2. Identify one way that the diversity in the American Colonies influenced American culture and/or history?
3. Did the existence of diversity in the Colonial Period help to make America more or less tolerant and appreciative of cultural differences? Give one reason to support your opinion.

Relevant Content for Teachers

Colonial Arrangement

New England: Massachusetts Bay Colony-R, Connecticut-C, Rhode Island-C, New Hampshire-R

Middle: Pennsylvania-P, New York-R (New Netherlands), New Jersey-R, Maryland-P, Delaware-P

Southern: Virginia-R, North Carolina-R, South Carolina-R and Georgia-R.

Corporate (C)-operated by joint stock companies and governors appointed by popular vote

Royal (R)-under direct authority and rule of the King and the English government

Proprietary (P)-under the authority of individuals given charters of ownership by the King

8 Royal Colonies with governors appointed by the King

3 Proprietary colonies with governors appointed by the Proprietor

2 Connecticut and RI colonies had governors elected by popular vote

Economics and Geography: Generally, there was a less fixed socio-economic class system. There were no nobility with inherited special privileges or masses of hungry poor. Wealthy landowners at the top, craftspeople and small farmers were majority of common people. Social mobility generally existed except for enslaved Africans.

New England:

Rocky soil long winters. Farming limited to small, subsistence farms. Production: logging, shipbuilding, commerce, fishing, rum distilling. Rum from Boston was sent to West Africa for slaves who were shipped to West Indies and traded for sugar that came back to New England to make the rum. Boston was a major international port.

Middle

Large farms: wheat and corn exports to Europe and West Indies. "Bread Colonies." Labor performed by indentured servants and hired labor. Small industry: iron making. Commerce. Urban centers: NYC, Philadelphia

Southern

Small subsistence farming to large plantations relied on slaves. Cash crops: tobacco (VA, NC), rice and indigo (SC, GA). Carolinas also exported timber and naval stores (tar, pitch). Close direct trade with Europe, especially England.

Religion and Education: Each colony permitted practice of different religions with varying degree of tolerance. Massachusetts was the least accepting, excluding non-Christians and Catholics. RI and Pennsylvania were the most tolerant.

New England

Protestant Presbyterians, Congregationalists (successor to Puritan) established in Massachusetts Bay and Connecticut; Some Jews in Boston

First tax supported schools (public) and first colonial college, Harvard (1636).

Education supported for religious reasons: reading the Bible, training ministers.

Middle

Religious diversity: Dutch Reformed Church: NY; Pennsylvania: Lutherans, Mennonites, Quakers; Maryland: Catholic presence

Schools: church-sponsored or private

Southern

Anglican Church was established

Few schools: Tutors common for wealthier families

Politics: Each colony had some representative government, often an assembly voted by eligible voters (adult white males who owned property). Only two (Connecticut and RI) had governors who were elected.

New England

Direct democracy in the towns and villages. Towns.

Middle

Towns and county structure

Southern

More rural...farms and plantations separated. Fewer towns.

Local government enforced by sheriff who served on County level

Notes: General Characteristics of Colonial America

90 per cent of the population lived on farms and farming was the most important economic activity; the majority of people were English. The Huguenots, Dutch and Swedes made up 5% of the colonial population in 1775. Population in 1775 was 2,500,000, not counting Native Americans. 500,000 were Africans. Population grew 9 to 10 fold from 1700 because of one million immigrants and a high birthrate in colonies. England promoted immigration from other countries as the economy improved in England and there were fewer people willing to migrate. European immigrants settled mostly in Middle Colonies and western frontier of Southern Colonies.

At the time of the Revolutionary War, approximately 85 percent of the white population was of English, Irish, Welsh, and Scottish descent. People of German origin represented 8.8 percent of the white population, and those of Dutch origin represented 3.5 percent of the colonists. Church membership was widespread, with over 98% of the members in protestant denominations; there were Catholic settlements in Maryland, and small Jewish communities in Charleston, Newport and New York City. The populations continued to

grow at a rapid rate throughout the 18th century primarily because of high birth rates, relatively low death rates, and fluctuating flows of immigrants from Britain and Germany

The greatest single source of newcomers to the New World was not any European country but rather Africa, as the slave trade far outpaced European settlement. European settlers in the colonies that later became the United States included many nationalities—English, Scottish, Welsh, Irish, German, Dutch, Swedish, Spanish, French—but the English predominated, with English immigrants and their descendents comprising 60% of America's white population by the time the first Census was taken in 1790
<http://www.shmoop.com/early-american-immigration/summary.html>

There was legal discrimination against Blacks, women, and Native Americans. Some examples:

In 1641, Massachusetts became first colony to recognize the slavery of “lawful” captives.

Virginia 1661 law said that children were automatically given their mothers’ slave status for life.

Maryland 1664 law said that baptism did not affect slave status and white women couldn’t marry African men.

The fur trade created positive relationship between French and Hurons in St Lawrence and Great Lakes area. The French also helped the Hurons fight against the Iroquois. French built trading posts where French goods were exchanged for the furs of the Indians. French did not have many settlers or colonists. There were few settlements, farms or towns so there was little threat to NA population. They intermarried and became economic and military allies.

At first English and Native Americans coexisted, traded and shared information. The Indians traded furs for English manufactured goods such as iron tools and weapons. But eventually, there was conflict and war and increasingly less respect for Native American culture or people. Natives were threatened by the English growth of population and acquisition of land and had to move away from original settlements.

Spanish conquered, ruled and intermarried with Aztecs, Mayas and Incas. They were autocratic, rigidly controlled from Madrid and bureaucratic for total benefit of the parent country. Labor shortages and to reward conquistadores a system of large estates called *encomiendas* with Indian slaves were ruthlessly managed for the benefit of the conquistadores. Indian population died from overwork and European diseases so the Spanish began to import African slaves. Rigidly stratified social class system with highest class reserved for Spanish natives. These colonies were Spanish: Florida, New Mexico, Texas, California (Franciscans)

Sample information about Cultures living in the American Colonial Period

1. **African Americans** Largest non-English group of immigrants: 20% of the 1775 population. 90% lived as slaves in the Southern colonies, the majority in SC and GA, and significant minorities in NC, VA and MD.

2. **American Indians**—Algonquin, Huron, traditional enemies with Iroquois

3. **Europeans**

French Protestants Huguenots: engaged in lucrative fur trade with Indians. Relatively small numbers of French men came and created mostly forts and trading posts serving the fur trade. The French constituted an inadequate population and generally experienced a lack of support from the parent country.

Germans settled on rich farmlands west of Philadelphia and maintained their language, customs, and religion (Lutheran). They did not participate in English politics of the region. Benjamin Franklin wrote letters re: concern about German immigrants. By 1775 Germans were 6% of the colonial population. Many Germans migrated because of war, poverty and religious persecution in their homeland..

Dutch created New Netherlands, between Chesapeake and the New England colonies. Dutch settlers made arrangements to trade with Iroquois for furs, especially beaver pelts. 1624 Dutch trade outposts were established on Manhattan Island (New Amsterdam) and Albany (Fort Orange). The profitable fur trade was the main source of revenue for the Dutch West India Co. Dutch instituted the patron system of large landed estates given to wealthy men who transported at least 50 families to the colony. These families became tenant farmers on the patroon's estate. Initially, Holland's weak economy encouraged many to go to the internally weak, poorly governed, and unstable colony. Later, others were encouraged to settle in the Dutch colony. There were VERY diverse groups from all over Europe as well as many African slaves, creating what some viewed as "an unstable pluralism." In 1664 Charles II gave his brother James, the Duke of York, title to all Dutch lands in America, provided James conquer them first. James sent an invasion fleet under command of Colonel Richard Nicols. Without a struggle, the Dutch surrendered.

The **Quakers** were a radical religious sect with controversial beliefs and practices, including that all had inner light and could communicate directly with God. They believed that Institutions were unnecessary and that the Bible had little value. They were pacifists and refused to accept social superiority or to show deference based on class. For his colony of Pennsylvania, Penn advertised widely, offered generous land terms, representative democracy and complete religious freedom to those who settled there.

Scotch-Irish emigrated from Northern Ireland but their ancestors had moved to Ireland from Scotland. They had little respect for British government which pressured them to leave Ireland; they settled primarily in the frontier of Western Pennsylvania, VA, Carolinas and Georgia. By 1775, they comprised 7% of colonial population.

Presbyterians migrated because of high rents and economic depression and went to the Appalachians and mountain valleys of Virginia and North Carolina.

Part II of Diversity and Tolerance in Colonial America: Immigrants in Colonial America

Essential Question: Does diversity breed tolerance or intolerance?

Topical Questions: Under what conditions might “tolerance” have prevailed in early colonial America? What makes tolerance possible?

Part II Topic: Immigrants in Colonial America (Note: The Teacher must determine how much time or how many sessions to devote to all of the lessons in these units. We title them “Sessions” in recognition that they may take longer than one period)

Student Learning Objectives for Part II:

- Identify various cultural groups in Colonial America. Use specific information to substantiate a long history of diversity in America.
- Identify essential information about various cultural groups in Colonial America including: why the group came, where the group settled, the contributions of the group, its legacy etc.
- Draw and support conclusions about similarities and differences between the various cultural groups and their experiences in Colonial America.
- Using own words, explain the concept of assimilation and the varying degrees to which various cultural groups in Colonial America assimilated. Similarly explain the varying degrees of tolerance exhibited by the different cultural groups. Provide specific examples. Explain some of the primary reasons for these differences.
- Define immigrant and identify arguments for and against considering enslaved Africans as immigrants.
- Demonstrate and hone cooperative learning skills. Use the consensus process for group decision making. Share research with other students.
- Articulate information, opinions and ideas. Support positions with historical evidence and intellectual reasoning. Demonstrate listening skills by restating a fellow student’s ideas.
- Argue and defend multiple and differing perspectives.
- Articulate the primary reasons that enslaved Africans should be considered immigrants and those reasons that they should not.

SESSION 1: Diversity Case Study: The Dutch in Colonial America

Concepts to be covered in this lesson:

- Identify various cultural groups in Colonial America. Use specific information to substantiate a long history of diversity in America.
- Identify essential information about various cultural groups in Colonial America including: why the group came, where the group settled, the contributions of the group, its legacy, and so on.

Opening: Choose one of the three Exit Slip questions from Part I, Session 3, to discuss:

- **Who We Are?** Throughout our history, the question of “who we are” as Americans has been asked. If you were living in America in 1765, how would you have answered that question? How would you answer that question today in 2010?
- Identify one way that the diversity in the American Colonies influenced American culture and/or history?
- Did the existence of diversity in the Colonial Period help to make America more or less tolerant and appreciative of cultural differences? Give one reason to support your opinion.

Core Instructional Activities:

1. Distribute the **Cultural Diversity in Colonial America (CDICA)** worksheet (below). Explain that students will work together to complete this worksheet about the **Dutch** in Colonial America. Teacher further explains that before that work begins, student groups will be formed with each being assigned two other immigrant groups to research either outside of class or during class time, depending on the class schedule. Each group will have time in class to complete some organizational tasks.
2. Teacher creates six groups of students numbered 1 through 6. Teacher assigns each student group one group from each of the following six immigrant groups and students can select another group (not already assigned): **African-Americans; English; French; American Indian—Iroquois; American Indian—Algonquian; Quakers.**
3. Every student receives **TWO** copies of the CDICA worksheet. Before meeting in groups, teacher distributes and reviews To Do Checklist (below) that will be collected at a designated time. After completing the sheets, teacher reconvenes the entire class for the purpose of modeling the assignment—completion of the CDICA—using the case of the Dutch.
4. Before students begin, review: How many have learned about the Dutch in Colonial America? Does anyone know someone of Dutch heritage? What is one thing that you already know about the Dutch in Colonial America?
5. Students who have been deemed responsible for certain questions will form an “Expert” group, e.g. those students answering Question 4 are the Experts for Question #4.

(Most students will have responsibility for more than one question. For example, Mary may be an expert on Question 4 and Question 8). There will be 12 designated meeting places in the classroom for those answering the various 12 questions. These groups are directed to gather information about their particular question/s and then briefly meet to determine the answer regarding the Dutch, i.e. the six students for Question #4 use internet or textual resources to obtain information and report to the designated meeting place. Some groups will have to wait for others before deciding the answer and to select their spokesperson. These Expert spokespersons will report out to the entire class so that everyone has a completed worksheet about the Dutch. Remind students that bibliographical information is required.

Sources:

Video Presentation of Firth Fabend

<http://www.newnetherlandinstitute.org/vtour/index.html>

<http://en.wikipedia.org/wiki/Dutch-Americans>

<http://www.u-s-history.com/pages/h561.html>

<http://www.coins.nd.edu/ColCoin/ColCoinIntros/Netherlands.html>

http://history-world.org/dutch_settlement.htm

<http://www.hrm.org/DutchNY/dutchnyexhibition.html>

<http://www.nnp.org/>

<http://www.nps.gov/nr/travel/kingston/colonization.htm>

http://www.publicbookshelf.com/public_html/Our_Country_Vol_1/newyorkc_gg.html

<http://www.celebrateboston.com/history/period02/p0207newyork.htm>

Closure: Exit slip or brief discussion: What does the Dutch experience in America demonstrate about diversity and tolerance during the American Colonial period? How did this group's presence and experience in America shape our history and culture?

CULTURAL DIVERSITY IN COLONIAL AMERICA

YOUR NAME:

Number of Group:

1. What was the PRIMARY reason that the group came to America?

2. Approximately, how many came before and/or during the American Colonial Period? _____
3. Around 1750-1775, approximately what percentage of the population did this group constitute in America?

4. Where did the group primarily live? _____
5. To what degree, was this group INCLUDED or ASSIMILATED in the American Colonial Society? Use 1-10 scale, 10 representing the most included or assimilated. What demonstrates this and what is one explanation for it?

6. What was the group's primary economic activity? _____
7. Give one (economic, social or political) defining aspect of this group's culture.

8. How was this group received by others in America? Use 1-10 scale with 10 being the well-received. Give one explanation for this.

9. Give one example of the group's impact/legacy on American history and/or contemporary culture.

10. How would you generally evaluate this group's experience during this time period in American history? Use 1-10 scale, with 10 being the most positive.

11. Identify two famous people who consider their heritage linked to this group (Identify a contribution of each person). _____
12. In one sentence, tell what this group's experience demonstrates about the topic of diversity and tolerance during the American Colonial Period?

Bibliography

Cultural Diversity: To Do Checklist

Student Group # _____ Students in Group: _____

Assigned Immigrant Group: _____

Selected Immigrant Group: _____ Approved: _____

Student Chair: _____

____ Select a Chair and write the name above.

____ Select one additional group other than the already assigned six from their “Cultural Diversity during the American Cultural Period” lists. Teacher must approve selection. This will be done on a first-come first-serve basis. Write name of group selected above.

____ Each student is assigned at least ONE question on the CDICA worksheet and is responsible for obtaining that information for both Immigrant Groups

Students assigned to questions for Immigrant Group #1 and #2 and write names here:

Q1:

Q5:

Q9:

Q2:

Q6:

Q10:

Q3:

Q7:

Q11:

Q4:

Q8:

Q12:

____ Chair reminds students that:

- They are required to provide a bibliography identifying the sources of their information, i.e. the answers to their assigned questions.
- The time period for reference is mid-18th Century, PRE-American Revolution. 1750-1775
- Answers to the assigned questions should be as specific as possible; however, in some cases, the information may need to be more general.
- **This homework assignment is due:** _____

____ Chair submits completed To Do Checklist to teacher at end of class period.

Cultural Diversity during the American Colonial Period

1. Africans

Mandingo (Mandinka)
 Hausa
 Igbo (Ebo)
 Fulbe Muslims
 Dogon
 Kru
 Akan

2. American Indians

Algonquin
 Huron
Iroquois Seneca, Oneida, Onondaga, Cayuga, Mohawk
 Mohican
 Munsees

3. Europeans

Jews
 Scots
 Welsh
 Irish
French Protestants Huguenots.
 Germans
Dutch, Netherlands.
Quakers.
 Catholics
 Puritans (Pilgrims)
 Scotch-Irish.
 Swedes
 Swiss
English
 Spanish

4. OTHER

CULTURAL DIVERSITY IN COLONIAL AMERICA

Name of Group: *Dutch*

1. What was the PRIMARY reason that the group came to America?
The Dutch initially came to become richer by receiving huge land grants (Patroonships) for bringing settlers to America and engaging in lucrative fur trading.
2. Approximately, how many came before and/or during the American Colonial Period?
Approximately 10,000 came. Only about half were ethnically Dutch, others were Walloons and Huguenots.
3. Around 1750-1775, approximately what percentage of the population did this group constitute in America?
In 1770, approximately 4% of the population was Dutch; in 1775 approximately 3% was Dutch.
4. Where did they primarily live?
The Dutch lived primarily in NY, NYC and in the Hudson River Valley.
5. To what degree, was this group INCLUDED in the American Colonial Society? What demonstrates this and what one explanation for it?
The Dutch generally seemed included in society as several families were wealthy and thus powerful. The Dutch had a strong influence on the culture in terms of such aspects as language, religion and leisure activities.
6. What was their primary economic activity?
The Dutch were heavily involved in trade. The Dutch West India Company developed the fur trade. Outposts established on the Hudson, Mohawk, Delaware and Connecticut rivers were trade centers with the Native Americans. Fort Orange (Albany) was a major trading center and of course New Amsterdam (NYC) was a major commercial center
7. Give one defining aspect of this group's culture. Explain.
The Dutch encouraged many other groups to settle in their communalities and generally were accepting of the resulting diversity. Thus, the Dutch contributed to the cosmopolitan nature of American society and to some degree promoted tolerance and appreciation for such diversity. Holland was prosperous and thus few Dutch wanted to leave to settle in America. In America, the Dutch settlement was a "melting pot" or mosaic of many different cultures
9. To what degree did this group assimilate into the dominant culture? Explain.
The Dutch assimilated into the dominant culture and played a role in its creation. The Dutch completely assimilated into the culture in NYC; in the Hudson River Valley, much of the Dutch culture persisted: architecture, foods, religion and language. Example: Sojourner Truth, born a slave in Ulster County, spoke only Dutch until she was eleven years old in 1808 and President Teddy Roosevelt's Parents spoke Dutch in the home well into the 20th century. Ranking is open-ended.
10. Give one example of the group's impact or legacy on American history and contemporary culture.
Large Hudson River Valley Estates still exist today. The Dutch (Peter Minuit) purchased Manhattan from the American Indians. Other cultural contributions: Santa Claus, pancakes, cole slaw, multiculturalism, and social mobility.

11. How would you generally characterize this group's experience during this time period in American history?

The Dutch generally seemed to have had a positive and lucrative but brief experience in Colonial America. However, it was one that seems to have had a profound influence on our history and culture.

12. What does this group's experience demonstrate about the topic of diversity and tolerance during the American Colonial Period?

The Dutch contributed to America's diversity and seemed to be relatively open to and tolerant of diversity. However, the Dutch were major slavers and owned slaves. The Dutch West India Company was a major slave owner. Also, while the Dutch had some good relations with some American Indians primarily for economic (fur trading) benefits, they also had some brutal confrontations with some Indian tribes. The Dutch contributed to both positive and negative relationships between European and Indians and among the various Indian tribes themselves.

13. Identify five famous people who consider their heritage linked to this group (identify a contribution of each person).

Eleanor and Franklin Roosevelt (American politics and government), Thomas Edison (inventor), Meryl Streep (actress), Martin Van Buren (President), Walt Whitman (poet), Walter Cronkite (TV Newscaster), George W. Bush (President), Theodore Roosevelt (President).

Relevant Notes from Firth Fabend presentation about Dutch legacy:

1. Vocabulary
2. Foods—pancakes, stew
3. Legal principles regarding:
 - Inheritance
 - Real Estate
4. Diversity attitudes (18 languages/dialects)
 - Freedom of Conscience
 - Civic Concord
5. Entrepreneurship
 - Economic justice
6. Societal institutions—education, prisons, banks
7. Land distribution
8. Sports
9. Products: soaps, linens
10. Social structure—same as Holland
 - Artisans; tradesmen; poor supported by Church, private charities and the community
11. Major slaver (along with Britain)

SESSION 2: Jigsaw: How Diverse is America?

Concepts to be covered in this lesson:

- Identify various cultural groups in Colonial America. Use specific information to substantiate a long history of diversity in America.
- Identify essential information about various cultural groups in Colonial America including: why the group came, where the group settled, the contributions of the group, its legacy, and so on.
- Draw and support conclusions about similarities and differences between the various cultural groups and their experiences in Colonial America.
- Using own words, explain the concept of assimilation and the varying degrees to which various cultural groups in Colonial America assimilated. Similarly explain the varying degrees of tolerance exhibited by the different cultural groups. Provide specific examples. Explain some of the primary reasons for these differences.

Opening: How diverse a society is America today? How much diversity do you experience in your life? How do you experience this diversity? Does diversity have value? Explain. Are there challenges to living in a diverse society? What do you think that the historian, Willem Frijhoff, means when asserting that a diverse society may have an “unstable pluralism”? What do you do to promote the experience and the valuing of diversity? What can one do? Have you ever been witness to a negative response to diversity? How did you handle the situation? How should or can one respond in such a situation?

Core Instructional Activities:

1. Teacher distributes two copies of Cultural Diversity in Colonial America Worksheet to each student. Teacher informs students that they will meet in their ORIGINAL groups to obtain the requested information about their two immigration groups from each other. Each group will also discuss the question: What does the group’s experience reveal about diversity and tolerance in colonial America? Teacher explains process of consensus, as opposed to voting: the requirement that everyone must live with a decision of the group. Teacher monitors, assists and checks for accuracy.
2. Teacher reconvenes class and distributes blank copies of the Cultural Diversity in America 1750-1775 CHART (below). As an assessment, students will complete the Chart in terms of the Dutch in Colonial America. Review for accuracy.
3. For the other cultural groups, students who answered the same individual questions will meet with “experts” who answered the same question. Students will share and compare information. Expert groups will then share their information so that everyone in the class can fill out their charts. *OPTIONAL: Class fills in an enlarged version of the chart on smart board or large paper. Talk about what students notice: In what ways is modern America similar and different to this chart?
4. Return to the jigsaw group question: What does each group’s experience reveal about diversity and tolerance in colonial America?

Closure: Which of the following quotes is your favorite? Explain.

1. Civilizations should be measured by the degree of diversity attained and the degree of unity retained. W.H. Auden (Anglo-American Poet)
2. Human diversity makes tolerance more than a virtue; it makes it a requirement for survival. Rene Dubos (French-American Scientist)
3. Diversity is not about how we differ. Diversity is about embracing one another's uniqueness. Ola Joseph (Nigerian-American Author)

Hypothesize:

What does the group's experience in America demonstrate about diversity and tolerance during the American Colonial Period?

Group:

Hypothesis:

Evidence:

Bibliography:

SESSION 3: Poetry Reading: Who Is An Immigrant?

Concept to be covered in this lesson:

- Define immigrant and identify arguments for and against considering enslaved Africans as immigrants.

Opening: Is everyone in America a descendent of immigrants? Ask students to write their responses on one side of a half sheet of paper. The response should be an answer that includes two or three sentences of explanation. Students should be directed to put their responses away for later use in the lesson. Then discuss: Who are YOU?

Core Instructional Activities

1. Teacher asks students to write their independent definitions of an immigrant (Question #6 on Pre-test)
2. Students share their definitions. Teacher lists essential components of the definitions noted by students.
3. Definitions are discussed. Is it possible to have consensus about a definition of immigrant? Is there a class definition for “immigrant?” Compare class definition with Merriam-Webster definition:

Main Entry: **im·mi·grant** Pronunciation: \ 'i-mə-grənt\ Function: *noun* Date: 1789

Definition: one that immigrates: as **a**: a person who comes to a country to take up permanent residence (<http://www.merriam-webster.com/dictionary/immigrants>)

4. Distribute copies of Walt Whitman poem and worksheet:

You, whoever you are!...

**All you continentals of Asia, Africa, Europe, Australia, indifferent of place!
 All you on the numberless islands of the archipelagoes of the sea!
 All you of centuries hence when you listen to me!
 All you each and everywhere whom I specify not, but include just the same!
 Health to you! good will to you all, from me and America sent!
 Each of us is inevitable,
 Each of us is limitless—each of us with his or her right upon the earth,
 Each of us allow'd the eternal purports of the earth,
 Each of us here as divinely as any is here.**

Walt Whitman

(<http://www.loc.gov/wiseguide/mar04/us.html>)

Information about Walt Whitman:

http://www.english.illinois.edu/Maps/poets/s_z/whitman/bio.htm

portrait: <http://tenement-museum.blogspot.com/2009/07/walt-whitman-archive.html>

5. Share and discuss answers to the Who is an Immigrant Worksheet: Are the following groups immigrants? Ask students to explain their answers.

Indentured Servants
Enslaved Africans
Ex-Prisoners from other countries
American Indians

Clarify: Are you an immigrant if to some degree you are taken against your will to a new place? Are you an immigrant if you do not plan or want to live there permanently?

Ask students to refer back to their initial definitions of immigrants. Is there a change in their personal definitions? Is there a need to change the class's definition of an immigrant? Is there consensus for a new class definition for immigrant?

Closure: Ask students to take out their half sheets of paper. Would they answer the question the same now at the end of this lesson or would their responses be different? On the reverse side of this paper, explain. Sign and submit this paper as an Exit Slip.

Relevant Content for Teachers

Indentured Servants: In the colonies, there was plenty of land for wealthy landowners, but always a lack of labor. One answer to this problem was to import indentured servants. A landowner would pay the price of passage for an indentured servant and that passenger would work to pay off the cost of his voyage, usually for seven years. Often, the landowner would be given 50 acres for each person he paid to transport. Most of these indentured servants were young, unmarried men, who often had been in service in England. Both the poor and the middle class immigrated as indentured servants. These indentured servants were the primary migrant to the British settlements of Virginia, Maryland, the Carolinas, Jamaica and Barbados. However, the death rate was very high in these colonies as many servants died before they were "acclimatized" to the region. This kept the demand for labor high.

From: Colonial Immigration: An Overview January, 2000 Jeannine Dugan

Ex-Prisoners: The British government tried to relieve overcrowded prisons by sending "pardoned" prisoners to the colonies for a certain period of time.

Who Is an Immigrant Worksheet

Name:

Date:

1. Based on this poem, describe Whitman's attitude about immigration and immigrants in America. Explain your response.
2. Using the information in the poem, how might have Whitman defended his opinion about immigrants and immigration; using your own words, give one of his possible arguments.
3. Do you agree or disagree with Whitman's opinion? Explain.
4. If Walt Whitman were to be our guest speaker on the topic of immigration, what is one question you would ask him during the question and answer session?
5. Show your neighbor the question in your #4; ask him/her to answer it as if s/he were Walt Whitman.
6. Today, in America, is it considered a good or bad thing to be an Immigrant? Give an example to substantiate your opinion.

SESSION 4: Is the Enslaved African an Immigrant?

Concept to be covered in this lesson:

- Define immigrant and identify arguments for and against considering enslaved Africans as immigrants.

Opening: Is being considered an Immigrant a good or bad thing?

Core Instructional Activities: Before watching the Joyce Goodfriend video presentation about this topic, teacher will determine what students think about the aim question. Ask students to stand in the area in the classroom representing three positions (teacher directs students to different spots); For, Against, or Not Sure that enslaved Africans should be classified as an immigrant group. Once they are in position, ask students in each group to share reasons for their position.

Class discussion ensues with a focus on reasons in support and in opposition. Create lists of arguments in support of and in opposition to the question. Also, create list about how enslaved Africans are similar and different from other immigrant groups. Examples might include:

Similarities with Other Immigrant Groups:

- followers of Christianity
- brought culture: behavior, values, attitudes
- transplanted
- some degree of assimilation
- added to diversity
- from different places and cultures

Differences from Other Immigrant Groups

- rarely came as families (but recreated families here through baptism, marriage)
- forced to come
- disrespected as people
- seen as Blacks or Africans—not from a particular country or culture but rather given a racial/color category
- generally excluded, with no opportunities for social mobility

Following discussion, ask the question again: Should Enslaved Africans be classified as an Immigrant Group? Tally results to determine if the discussion has resulted in changed opinions. If there are changed minds, ask what arguments were most persuasive.

Video: Distribute worksheet (below) for Joyce Goodfriend’s video presentation. Students watch the video and complete the worksheet. After watching the video, are there new arguments to add to the chart? Are there additional points to be made regarding the similarities and differences between Africans and other groups living in America during

the Colonial Period? How does the question of similarities and differences impact the larger question of whether or not enslaved Africans should be considered Immigrants? What are the advantages and disadvantages of Blacks being considered immigrants during the American Colonial Period? Additional questions to challenge student answers:

- Would the achievements of Blacks be ignored or diminished if they are not considered immigrants?
- If there is some value and truth to America being the land of many peoples, then isn't it necessary to include enslaved Africans as immigrants?
- Does including them as immigrants diminish the fact that they were brought to America against their will and in chains?
- Does the reality of their segregation/exclusion/marginalization in society lose significance if they are viewed as an immigrant group?

Closure: Once an adequate list of different arguments has been established and clarified, ask students to rank order each group of reasons. Exit slip: Should enslaved Africans be considered immigrants? Give your major argument to support your opinion.

Relevant Content for Teachers

Goodfriend's resources included Passenger Lists and her talk focuses on the relationship between the Dutch and enslaved Africans.

According to her, in 1664, the Dutch West India Company brought slaves that were sold at auction. Nameless Africans but names of purchasers and prices paid are identified. The Dutch Reformed Church refused to admit Africans as members.

Differences between Enslaved Africans and other groups:

- People not commodities...inequity.
- Blacks not Africans diverse regional origins
- Immigrants voyagers not slaves experiencing the horrific Middle Passage
- Involuntary not a choice to come to America
- Came not part of family unit

Similarities between Enslaved Africans and other groups

- Shared culture. Christianity.
- Important component to diversity of Colonial America
- Recreated families...baptism and marriage
- Adopted Dutch cultural institutions
- Also brought West/Central African cultures
- Everyone is child of immigrants

Joyce Goodfriend Presentation:
Should Enslaved Africans be Considered Immigrants?

Name:

Date:

1. What is Goodfriend's opinion regarding the question: Should enslaved Africans be considered immigrants? According to her, what role does racism play in opinions about this question?
2. What are two arguments that she presents to support her position? What is your evaluation of these two arguments? How convincing is each argument?
 - A.
 - B.
3. What is your opinion regarding the question? Provide one reason to support this position.
4. What are two pieces of information about the relationship between the Dutch and Enslaved Africans that you learn from Goodfriend's presentation?
 - A.
 - B.
5. Goodfriend focuses on some of the differences and similarities between Enslaved Africans and other groups who came to Colonial America. Identify two of those differences and two of the similarities that she mentions.
 - A.
 - B.
 - C.
 - D.
6. How do these similarities and differences seem to influence Goodfriend's opinion on the basic question? How does it influence your opinion on the question?

7. According to the presentation, what are one advantage and one disadvantage of including Enslaved Africans as a group of immigrants?

A.

B.

8. Was information provided in the presentation that had NOT been discussed earlier in the class discussion? If yes, identify an important piece of information that was learned from the presentation.

9. Explain the influence of this presentation on your opinion about the inclusion of Enslaved Africans as immigrants.

10. If you had the opportunity to ask Joyce Goodfriend a question about this topic, what would you ask?

SESSION 5: Debate: Should Enslaved Africans be considered immigrants?

Concept to be covered in this lesson:

- Define immigrant and articulate arguments for and against considering enslaved Africans as immigrants.

Opening: Announce: “Today, we will draw from Goodfriend and our discussion yesterday to answer this historical question: Should enslaved Africans be considered immigrants?” Based on the responses in the previous class’s Exit Slips, teacher either assigns a position or allows students to choose their position on the debate topic. Teacher may function as the judge or invite others for that responsibility.

Core Activity:

1. Teacher distributes an Assessment Rubric (websites below) and reviews it, noting that students will assess the Opposing team and the teacher will assess both teams.

Sample Assessment Rubrics for informal debate are available at

<http://csdept.smumn.edu/assessment/docs/debateRubric.pdf>

http://mh034.k12.sd.us/classroom_debate_rubric.htm

<http://myweb.lmu.edu/tshanahan/nt-debatescoring.html>

<http://www.greece.k12.ny.us/instruction/ela/6-12/Rubrics/Debate%20Rubric.doc>

2. Teacher explains basic rules of the debate, such as:

- Civility is a must. Respect and be supportive of peers.
- Listen attentively, no distractions
- Speak only when recognized by the moderator. Raise hand for permission to speak
- Allow others to express their opinions; do not monopolize
- Use grammatically correct and appropriate language.
- Speak clearly, slowly, energetically and loud enough to be heard

3. Teacher outlines Debate Process

- Each team makes opening statement, outlining main points
- Affirmative Team starts (Maximum 4 minutes each)
- Affirmative team elaborates on first point. (Maximum two minutes)
- Opposing team refutes. (Maximum two minutes)
- Affirmative team responds and back and forth discussion ensues.
- Each speaker must raise hand to be recognized before speaking.
- Teacher will decide when to move the debate forward by giving the opposing team the opportunity to make its first point.
- The process continues repeatedly until the time comes for Closing Statements.
- Optional: Permit students to raise hands for points of information (clarification needed) or order (perceived violations of process).

4. Teacher permits teams to meet briefly to organize. In groups, students should complete To Do Checklist for the debate and submit it to the teacher.
5. Debate ensues. Following the Debate, assessments are completed and submitted to the teacher.

Closure: Who won the debate? Why? Teacher or judge(s) announce the “winner” of the debate and identify the primary reasons. Return to the Unit EQ: Did diversity in this case lead to tolerance or intolerance?

TO DO CHECKLIST FOR THE DEBATE

DEBATE TOPIC: Should enslaved Africans be considered immigrants?

TEAM POSITION:

Checklist:

___ Review assessment and debate rules. Underline the need for full participation.

___ Identify student to deliver opening statement identifying main points.

Name:

___ List Main Points:

___ Identify opposing team's probable main points and possible rebuttals for each:

___ Identify student to deliver closing statement summarizing main points.

Name:

Relevant Content for Teachers

Arguments for enslaved Africans as immigrants:

- Definition of an immigrant—change in residence, crossing an international boundary. Enslaved African satisfies this definition.
- Shared important similarities with other immigrant groups. E.g. experienced hostility; challenge of adapting to a different culture and environment; struggle to retain and preserve heritage, history and culture, and so on. Other immigrant groups were marginalized or excluded, including American Indians. Blacks did assimilate to some degree into the dominant culture. E.g. some adopted Dutch institutions and culture. Dutch Reformed Church excluded Blacks but Christianity is a shared characteristic and shared culture.
- Should not be excluded from the study and discussion of early immigration to America. In the first census in 1790, Africans represented 19% of the Non-Indian population. Not all Africans were enslaved, nor did all enslaved Africans remain enslaved. To only study Africans in America when looking at the institution of slavery restricts the knowledge that should be learned.
- Important component to the reality of diversity in Colonial America. America traditionally is viewed as “A Nation of Immigrants.” Africans should not be excluded from this positive perception of America and her history. Africans deserve a place at that table. Important advantages to inclusion.
- Including Enslaved Africans as an immigrant group supports the understanding of and appreciation for the legacy of the African culture in contemporary America. Historical and current forms of worship, family organization, music, food, art, and language reflect African traditional cultures. In some areas, such as South Carolina and Florida, several different West African languages contributed to the formation of continuing dialects.
- Other immigrants were forced to varying degrees to come to America such as prisoners, indentured servants...forced migration or immigration should not prevent enslaved Africans from being viewed as immigrants, according to Lolita Buckner Inniss (*Trick Magic: Blacks as Immigrants and the Paradox of Forgiveness*, 1999). General failure of assimilation—continued exclusion. Blacks are a de-facto immigrant class (Rhonda V. Magee—Professor of Law at University of San Francisco) as part of a state sponsored immigration system.
- In the end EVERYONE is a child of immigrants. Common bond.
- Must be considered an immigrant group to support the Federal government’s Constitutional authority to regulate immigration rooted in the slave trade provision in the Original Constitution.
- In 1988, Jesse Jackson decided to publicly urge Americans to use the term—African-Americans when referring to blacks. The reason for this was to provide a connection to a place and something of an ethnic identity for black Americans akin to what most blacks believed was the case for most whites.
- Not the stereotypical immigrant but an immigrant nonetheless. Morally and historically wrong to ignore or omit Blacks.
- Inclusion provides ethnic solidarity, identity, group-worth.
- Recreated families (baptism, marriage...) despite their coming as individuals
- Goodfriend claims: exclusion is an artificial cleavage, based on racism.

Arguments against enslaved Africans as immigrants:

- Definition of an immigrant—Webster’s defines "immigrate" as: "to go or remove into a new country, region, or environment in order to settle there." Webster’s defines "emigrate" as: "to leave one country, state, or region and settle in another, for the purpose of residence.” Enslaved Africans did not come to settle. The key words here are "in order to settle" and "for the purpose of residence." Migration involves the conscious, willful agency of the migrant. Immigration or emigration is conceived and executed by the human migrant, according to Paul Street (pstreet@niu.edu), historian, writer, speaker, and activist.
- Enslaved Africans came to America in chains against their will.
- Enslaved Africans were virtually excluded from interaction in society/living outside, marginalized and/or segregated from the dominant culture.
- Enslaved Africans had no opportunity for social mobility. Victims of prejudice and discrimination reinforced by state and federal laws, policies and practices. Slave Codes: no intermarriage, no freedom of movement, no education.
- Their humanity was denied. Considered property not human beings. Perpetuity of enslavement.
- Viewed and considered a racial group not as a group from a particular country or culture. African is a misleading cultural identity as the enslaved Africans were from diverse regions and cultures. Debating who qualifies as an “African American” misses the deeper point. J. A. Foster-Bey argues the term "African American" should not be applied to black immigrants. But Africa is not a country. There is no African ethnicity, or one African language, or African culture. Africa, like Europe and Asia, is a continent and home to a multitude of countries, cultures, languages, social systems, and ethnic groups. To be called an African-American — or an African, for that matter — is to provide little real insight into who you are, where you come from, or what you believe and value.
- Immigrants were voyagers not captives experiencing the horrific Middle Passage
- Came as individuals not as families
- Some believe that associating enslaved Africans with immigrants diminishes the tragedy and horror of the slave trade and the institution of slavery.

<http://memory.loc.gov/learn///features/immig/alt/african2.html>

Part III of Diversity and Tolerance in Colonial America: Avenues of Empire: Europeans and Native Americans Meet

Essential Question: Does diversity breed tolerance or intolerance?

Topical Questions: Under what conditions might “tolerance” have prevailed in early colonial America? What makes tolerance possible?

Part III Topic: Immigrants in Colonial America (Note: The Teacher must determine how much time or how many sessions to devote to all of the lessons in these units. We title them “Sessions” in recognition that they may take longer than one period)

Student Learning Objectives for Part III:

- River systems in North America were “avenues of empire” that led to colonizing North America by Europeans.
- The Dutch, English and French encountered different groups of Native Americans who did not see themselves as ‘one people’ and sometimes allied with Europeans against other Native groups.
- Europeans ‘explored’ North America for trade and in search of trade routes.
- Native Americans and Europeans’ views of each other changed over time for economic, social, and political reasons.
- Written and visual documents present arguments about history that reflect the perspectives of their authors.
- Tolerance is not a virtue of certain groups; rather, it is connected to political, social, and/or economic inequalities.

SESSION 1: Problem-Solving Groupwork:
Which avenue would you choose?

Concepts covered in this session:

- River systems in North America were “avenues of empire” that led to colonizing North America by Europeans.
- Europeans ‘explored’ North America for trade and in search of trade routes.

Opening: What is the fastest way to get from [local city/town] to [larger city/town]? Discuss with students the idea that, in colonial America, rivers were the fastest way to travel with cargo. Ask them to consider: What forms of transport were available? Why would rivers be preferred to other forms of transport?

Note that not all rivers are suitable for navigation: Ask students to imagine that they will be sailing on a ship like this one into areas that are not well known: Show images of the “Halfmoon” (<http://www.halfmoon.mus.ny.us/livinghistory.htm>). What river features might make it hard for this ship to navigate? Brainstorm ideas such as river depth, friendliness or hostility of local peoples, climate, waterfalls, etc. For example, a ship like Hudson’s needed a “draft” (water depth) of at least 8.5 feet.

Core Activity: In early 1600, there were several agents sent from Holland and France to find a route to the ‘orient’ and establish trade for beaver furs and other products with Native Americans [at the end of class, teacher will reveal the names of Henry Hudson and Samuel de Champlain—keep this a secret though as we do not want to give them hints about which rivers were chosen; but note that these rivers had already been ‘explored’ to some degree]. Your group must act as advisors one of these agents. You must study these maps and regional descriptions and decide which river you would recommend that they use: Hudson, St. Lawrence, Susquehanna, or Delaware. Make your decisions based on climate, location, and river navigability. At the end, you will make a presentation to the ‘Captain’ who will make his/her decision based on your argument. Have students present their findings to the teacher and/or students who will take on the roles of Champlain and Hudson.

Closure: After presentations, explain that the best ‘avenues’ were the Hudson (Susquehanna too shallow, Delaware too short due to falls), chosen by Hudson to explore, and the St. Lawrence River, chosen by Champlain, although it froze over during the winters. Why do you think that a historian, Timothy Shannon, refers to these rivers as “Avenues of Empire”? Refer to the unit’s EQ: Do you think diversity, that is, the arrival of Europeans, would lead to tolerance or intolerance among the groups?

Transition to the next session: Let’s hypothesize: How do you think Hudson and Champlain viewed Native Americans at that time? Explain your answers. Tomorrow, we will look at diaries from Champlain and one of Hudson’s crewmembers to see which hypothesis is correct.

Which “avenue” would you choose?

Your group specializes in geographical knowledge and has been asked to advise Ship Captains from Holland and France who are traveling to North America to find a route to the ‘orient’ and establish trade with Native Americans. Carefully study the maps and river descriptions and decide which river you would recommend that your captain use: Hudson, St. Lawrence, Susquehanna, or Delaware. Make your decisions based on climate, location, and river navigability. At the end, you will make a presentation to the ‘Captain’ who will make his/her decision based on your argument. Use the chart below to make notes about your findings.

River	Positive Features	Negative Features

We recommend the _____ River for the following reasons:

Eastern American Rivers

Hudson River (*The Columbia Encyclopedia, 2008*): Hudson river, c.315 mi (510 km) long, rising in Lake Tear of the Clouds, on Mt. Marcy in the Adirondack Mts., NE N.Y., and flowing generally S to Upper New York Bay at New York City. The Hudson is navigable by ocean vessels to Albany and by smaller vessels to Troy.

The Hudson is tidal to Troy (c.150 mi/240 km upstream); this section is considered to be an estuary. The upper course of the river has many waterfalls and rapids. The middle course, between Albany and Newburgh, is noted for the Catskill and Shawangunk Mountains. on the west. From Newburgh to Peekskill the river crosses the mountainous and forested Hudson Highlands in a deep, scenic gorge. The United States Military Academy at West Point overlooks the river there. Near Tarrytown the river widens to form Tappan Zee; from there to its mouth the Hudson is flanked on the west by the sheer cliffs of the Palisades. At the mouth are the ports of New York and New Jersey. First sighted by Verrazano in 1524, the river was a major route for Native Americans and later for the European traders and settlers.

Susquehanna River (*The Columbia Encyclopedia, 2008*): Susquehanna, 444 mi (715 km) long, rising in Otsego Lake, at Cooperstown, N.Y., and zigzagging SE and SW through E central Pa. to Chesapeake Bay near Havre de Grace, Md. The bay is the drowned lower course of the river. The Susquehanna River traverses an anthracite coal region; the many significant mining and industrial cities on its banks scaled down production as the steel and coal industries declined in the early 1980s. These include Binghamton and Oswego, N.Y., and Pittston, Wilkes-Barre, Harrisburg, and Scranton, Pa. The shallow, swift-flowing river is unsuited for navigation.

Saint Lawrence River (*The Columbia Encyclopedia, 2008*): Saint Lawrence one of the principal rivers of North America, 744 mi (1,197 km) long. It issues from the northeastern end of Lake Ontario and flows northeast, first along the U.S.-Canadian border, then into S Que., Canada, past Montreal and Quebec City, to the Gulf of St. Lawrence, N of Cape Gaspé. It is the outlet of the Great Lakes and together with them forms a c.2,300-mi (3,700-km) waterway from the western end of Lake Superior to the Atlantic Ocean.

In its upper course the river cuts through a part of the Canadian Shield; there, just downstream from Lake Ontario, are the Thousand Islands. Below Cornwall, Ont., the river widens into Lake St. Francis. Shortly after, it widens again into Lake St. Louis then descends through the Lachine Rapids to Montreal, head of navigation for very large oceangoing vessels. Between Sorel and Trois Rivières is Lake St. Peter. Below the city of Quebec the river is tidal. It gradually increases in width to c.90 mi (140 km) at its mouth. Canals have been constructed around the river's rapids, making the entire river navigable; however, the upper part is not navigable during the winter months because of ice accumulation.

The **Delaware River** (Wikipedia) is a major river on the Atlantic coast of the United States. The Delaware was explored by Adriaen Block as part of the New Netherlands Colony, and was named the *South River* to mark the southernmost reach of that colony. Its total length, from the head of the longest branch to Cape May and Cape Henlopen, is 410 miles (660 km), and above the head of the Delaware Bay its length is 360 miles (579 km). The Delaware River constitutes, in part, the boundary between Pennsylvania and New York, the entire boundary between New Jersey and Pennsylvania, and most of the boundary between Delaware and New Jersey. At Trenton there is a fall of 8 feet (2.4 m). Below Trenton the river flows between Philadelphia and New Jersey before becoming a broad, sluggish inlet of the sea, with many marshes along its side, widening steadily into its great estuary, Delaware Bay.

Maps of the Rivers

SESSION 2: History as Mystery: How did Europeans view Native Americans?

Concepts covered in this session:

- The Dutch, English and French encountered different groups of Native Americans who did not see themselves as ‘one people’ and sometimes allied with Europeans against other Native groups.
- Native Americans and Europeans’ views of each other changed over time for economic, social and political reasons.
- Written and visual documents present arguments about history that reflect the perspectives of their creators.

Opening: How do non-Indians view Native Americans today? How do you think Europeans viewed Native Americans in 1609? How do you think Native Americans viewed Europeans? Was it an equal or unequal partnership?

Core Activity: History as Mystery Group/Pair work: Students should write down their hypothetical answer to the aim question. Then, they will look at a series of documents one at a time (give the documents out one at a time). After they see the first document, they will take notes to explain whether or not it represents positive or negative relations. They will continue as they view each new document. At the end, they must decide whether or not they stand by their hypothesis, want to create a new one based on what they found out, or perhaps feel unprepared to make any hypothesis.

Sourcing: Explain who wrote these documents and when. Robert Juet was Hudson’s mate on this journey, in a later trip to the Arctic, he led a mutiny against Hudson. Samuel de Champlain wrote a diary with information about how the Natives made war, geography and environment, and so on.

Excerpt #1 (from <http://www.halfmoon.mus.ny.us/Juets-journal.pdf>)

Excerpt #2

Excerpt #3 (from http://www.historiclakes.org/S_de_Champ/Champlain2.html)

Excerpt #4

Closure: What was your hypothesis? Did your hypothesis change or remain the same? Why are the same sources different? (Note that relations with different Indian groups varied, as for example here Champlain allied with the Montagnais against the Iroquois). What are the arguments and perspectives of the texts? Are these sources reliable? What are their limits? What other resources would you like to see in order to further answer this question? Refer to EQ: What conditions seemed to favor tolerance? What conditions seemed to favor intolerance among the groups?

Transition to the next session: Tomorrow we will look at how Europeans portrayed Native Americans in pictures in order to learn more about relations and how Europeans viewed the Indians.

How did Europeans view Native Americans?

Hypothesis: As a group, decide how you think Europeans viewed Native Americans during the 1600s. Write your hypothesis here:

Now you will look at a series of documents that your teacher will give you one at a time. After reading each one, note whether or not relations were positive or negative and explain why.

Excerpt #1:

Excerpt #2:

Excerpt:#3:

Excerpt #4:

Re-thinking: After reading all of these documents, re-visit your hypothesis: did these documents confirm or dispute your hypothesis? If you think it is necessary, write a new hypothesis. Be prepared to defend your decision to change or keep your hypothesis.

Excerpt #1 from Robert Juet:

July 17, 1609: The seventeenth was all mystie so that we could not get into the harbour. At ten of the clock two boats came off to us, with sixe of the savages of the countrey, seeming glad of our comming. We gave them trifles and they eat and dranke with us; and told us, that there were Gold, Silver, and Copper mynes hard by us; and that the Frenchmen doe trade with them; which is very likely, since one of them spake some words of French.

September 4, 1609: This day the people of the countrey came aboard of us, seeming very glad of our coming, and brought greene tabacco, and gave us of it for knives and beads. They go in deere skins loose and well dressed. They have yellow copper, they desire cloathes and are very civill. They have a great store of Maize or Indian Wheate, whereof they make good bread. (p. 592)

Excerpt #2 from Rober Juet:

Sept. 6, 1609: So they [members of Hudson's crew] went on in two leagues and saw an open sea and returned; as they came back, they were set upon by two canoes, the one having twelve, the other fourteene men [Native Americans]...and they [Europeans] had one man slaine in the fight, which was an English-man, named John Colman, with an Arrow shot into his throat, and two more hurt.

Excerpt #3: From Champlain's Diary

1604-1610: Two or three days after our arrival, one of our priests, named Mesire Aubry from Paris, got lost so completely in the woods while going after his sword, which he had forgotten, that he could not find the vessel. And he was thus seventeen days without any thing to subsist upon except some sour and bitter plants like the sorrel, and some small fruit of little substance large as currants, which creep upon the ground. Being at his wits' end, without hope of ever seeing us again, weak and feeble, he found himself on the shore of Baye Françoise, thus named by Sieur de Monts, near Long Island, where his strength gave out, when one of our shallops out fishing discovered him. Not being able to shout to them, he made a sign with a pole, on the end of which he had put his hat, that they should go and get him. This they did at once, and brought him off. Sieur de Monts had caused a search to be made not only by his own men, but also by the savages of those parts, who scoured all the woods, but brought back no intelligence of him. Believing him to be dead, they all saw him coming back in the shallop to their great delight.

Excerpt #4: From Champlain's Diary:

July 1609: When it was evening, we embarked in our canoes to continue our course; and, as we advanced very quietly and without making any noise, we met on the 29th of the month the Iroquois, about ten o'clock at evening, at the extremity of a cape which extends into the lake on the western bank. They had come to fight. We both began to utter loud cries, all getting their arms in readiness. We withdrew out on the water, and the Iroquois went on shore, where they drew up all their canoes close to each other and began to fell

trees with poor axes, which they acquire in war sometimes, using also others of stone. Thus they barricaded themselves very well.

... When they [Iroquois] were armed and in array, they dispatched two canoes by themselves to the enemy to inquire if they wished to fight, to which the latter [Europeans and Indian allies] replied that they wanted nothing else; but they said that, at present, there was not much light, and that it would be necessary to wait for daylight, so as to be able to recognize each other; and that, as soon as the sun rose, they would offer us battle. This was agreed to by our side. Meanwhile, the entire night was spent dancing and singing, on both sides, with endless insults and other talk; as, how little courage we had, how feeble a resistance we would make against their arms, and that, when day came, we should realize it to our ruin. Ours also were not slow in retorting, telling them how they would see such execution of arms as never before, together with an abundance of such talk as is not unusual in the siege of a town. After this singing, dancing, and bandying words on both sides to the fill, when day came, my companions and myself continued under cover, for fear that the enemy would see us. We arranged our arms in the best manner possible, being, however, separated, each in one of the canoes of the savage Montagnais.

After arming ourselves with light armor, we each took an arquebuse, and went on shore. I saw the enemy go out of their barricade, nearly two hundred in number, stout and rugged in appearance. They came at a slow pace towards us, with a dignity and assurance which greatly amused me, having three chiefs at their head. Our men also advanced in the same order, telling me that those who had three large plumes were the chiefs, and that they had only these three, and that they could be distinguished by these plumes, which were much larger than those of their companions, and that I should do what I could to kill them. I promised to do all in my power, and said that I was very sorry they could not understand me, so that I might give order and shape to their mode of attacking their enemies, and then we should, without doubt, defeat them all; but that this could not now be obviated, and that I should be very glad to show them my courage and good-will when we should engage in the fight.

SESSION 3: Process Drama: How did Europeans picture Native Americans?

Concept covered in this session:

- Written and visual documents present arguments about history that reflect the perspectives of their authors.

Opening: How are our views of Indians similar and different from the views and relations that we learned about yesterday? Today we are going to look at drawings and paintings created about Indians and Europeans in America to learn about the kinds of arguments that the artists were trying to make about themselves and the people they were portraying.

Model with students an analysis of the image below created by a European in 1653. Ask the students: What is this picture showing? Was this image painted by a European or Indian? How do you know? Who has the power in this image?

<http://commons.wikimedia.org/wiki/File:Iroquois.jpg>

Core Activity: Tableaux: Four groups will examine one of the following four images. Instruct the students not to show their image to their classmates. The group must re-create this image for their classmates in a form of process drama called tableaux, in which they physically recreate the image as a still life (see:

<http://www.becominghistorians.org/using-process-drama>). Note that they might try to reproduce the image or represent it metaphorically. As each group presents its tableaux, classmates can walk around and study the representation. Then the class must guess what the group is portraying, who has the power in the image, and what argument the artist is making. After the class tries to answer these questions, the group can explain more about the image and what they were portraying.

Image 1: Hudson being greeted by Indians, created in 1754 by European artist.

<http://www.gettyimages.com/detail/77035536/Hulton-Archive>

Image 2: Romantic painting from the 19th century showing arrival of Henry Hudson's ship, the Halve Maen:

<http://www.americanheritage.com/places/articles/web/20090323-Hudson-Champlain-400th-Anniversary-Colin-Calloway-Native-American-History-Indian-Tribes-History-Of-Hudson-Mohawk-Iroquois.shtml>

Image 3: Dutch trading in the Hudson Valley, 1754:

<http://www.gettyimages.com/detail/51246043/Archive-Photos>

Image 4: From Champlain's diary showing his role in the Iroquois battle:

http://www.rivernen.ca/1609_mo.htm

Discuss: What appears to be the mood of the Native Americans in these images? Do the images seem to correspond with the ways Europeans felt about Natives? Explain that the first three images were created approximately 150 years after the events, while only Champlain's was from the time period. Which images do you think are the most valid? Why would later images be so positive?

Closure: Unfortunately, we do not know how the Indians felt at the time as there are no written documents. However, there are later documents that record their history and perspectives. We will examine them tomorrow.

SESSION 4: Imagining Contact: How did Indians view Europeans?

Concepts to be covered in this lesson:

- Native Americans and Europeans' views of each other changed over time for economic, social, and political reasons.
- Written and visual documents present arguments about history that reflect the perspectives of their authors.

Opening: What has caused you and a friend or family member to have a falling out? What might have happened in the colonies that changed relations among the different groups?

Core Activity: Imagining Contact: Students will be given one of two accounts of the history of Dutch/English contact. Students will create a “graphic novel” or a minidrama with several scenes to show what happened, according to these sources, and how relations changed over time.

Sources:

Treaty of Lancaster (Reading Pack, p. 18-20)

Heckwelder's account (Reading Pack, p. 20-24)

Closure: Share minidramas/novels with classmates. How did Native Americans feel about Europeans? How did their feelings change over time? Why did things change? What other reasons might have led to changed relationships? What was the tone of the documents you read? How did the Indians portray themselves? Who had the power? Who did not? We will explore these questions further tomorrow.

SESSION 5: Recovering Native History:
What happened when Europeans came to the Americas?

Concept to be covered in this lesson:

- The Dutch, English and French encountered different groups of Native Americans who did not see themselves as ‘one people’ and sometimes allied with Europeans against other Native groups.
- Native Americans and Europeans’ views of each other changed over time for economic, social, and political reasons.

Opening: What are the significant dates and events that we learn about in our history? Today, we are going to try to recover some of the history of Native Americans who lived here before Europeans arrived. (Note: students may refer back to their Cultural Diversity in Colonial America worksheets and charts from Part II, Session 2.) We will look more closely at the Native American groups in Eastern America that are listed there. You will go on a *webquest* (search on the internet) in order to create an illustrated timeline of the history of one of these Native American groups:

1. Algonquin
2. Huron
3. Iroquois: Seneca, Oneida, Onondaga, Cayuga, Mohawk
4. Mohican
5. Munsees
6. Esopus

The timeline could be presented on paper, as a powerpoint, storyboard, or other forms of presentation that will be shared with the class or with other classes in the school.

The timeline should include:

- 1) A map that illustrates where this group was located in 1600 and where they are living today.
- 2) At least ten different dates that are significant in this group’s history from the 1500s-today. The dates should note:
 - a. Contact with Europeans (and which ones), kind of relations (for example, trading, warfare)
 - b. Changes caused by that relationship (for example, migration or spread to another region, shifts in forms of production).
 - c. Where are they now? What is the condition of the tribe today?

Presentations: Each group will explain their timeline and also give their answer to the questions: What happened when Europeans came to the Americas? Was it possible for Europeans and Native Americans to co-exist peacefully? Under what conditions might this have happened?

SESSION 6: Does diversity breed tolerance? Under what conditions might tolerance among Natives, Europeans, and Africans have prevailed?

Concept to be covered in this lesson:

- Tolerance is not a virtue of certain groups; rather, it is connected to political, social, and/or economic inequalities.

Opening: Show the image of the Dutch overmantel depicting Africans, Europeans, and Native and ask students to take out their worksheets from Part 1, Session #2. What are the relations at play here? Who appears to have power in this image? Do they give any hint of problems to come?

<http://nationalhumanitiescenter.org/pds/becomingamer/peoples/text6/vanbergenovermantel.pdf>

Essential Question: By now, we realize that the colonies have become increasingly diverse with the arrival of different European and African groups added to the diverse Native groups. In groups, consider:

- 1) Did diversity breed tolerance or intolerance?
- 2) Under what conditions might tolerance have prevailed in the early colonial period? In other words, what makes tolerance possible?

Discuss their answers: Intolerance has led to violence, genocide, inequality, etc. What leads to intolerance? Are some groups more tolerant than others? Can intolerance be eliminated or mitigated? Under what conditions?

CONCLUSION: Post-Test

Opening: Select one or more of the following quotes for a brief discussion, making reference to the unit’s essential questions: How would these speakers answer the questions: Does diversity breed tolerance or intolerance? Under what conditions can “tolerance” prevail in societies? What makes tolerance possible?

“We have the ability to achieve, if we master the necessary goodwill, a common global society blessed with a shared culture of peace that is nourished by the ethnic, national and local diversities that enrich our lives.” Mahnaz Afkhami

"Human diversity makes tolerance more than a virtue; it makes it a requirement for survival." Rene Dubos

"There is a Law that man should love his neighbor as himself. In a few hundred years it should be as natural to mankind as breathing or the upright gait; but if he does not learn it he must perish." Alfred Adler

"United we stand, divided we fall." Aesop (620-560 B.C.)

"Toleration is the best religion." Victor Hugo

“Mitakuye oyasin.” (we are all related) Lakota

“Cultural differences should not separate us from each other, but rather cultural diversity brings a collective strength that can benefit all of humanity.” Robert Alan

Source: <http://www.betterworld.net/quotes/diversity-quotes.htm>

Core Activity: Pre-test v. Post-test. Distribute the already answered questions that were selected for the Pre-test at the beginning of the Unit. Distribute a clean copy of these questions marked as Pre-test #2. Instruct students to review their earlier answers. Direct students to re-answer any questions for which their original answers now seem deficient in some way.

Discuss any changes in responses. Ask students to explain how the lessons in the Unit contributed to their thinking differently about the questions on the Pre-test.

Closing Activity: Exit Slip: What is one important thing that you have learned from studying about Diversity and Tolerance in Colonial America?