

CHAPTER 3

New Netherland and New York

ESTABLISHMENT OF NEW NETHERLAND

Henry Hudson's 1609 claim on behalf of the Dutch became the colony of New Netherland. It included today's western Massachusetts, Vermont, Connecticut, and large portions of New York, New Jersey, Delaware, and Pennsylvania.

New Netherland



Fur Trade In 1610, Hudson returned to the Netherlands with beaver pelts received in trade from Native Americans. Beaver hats, a big European fad, had created a great demand; a steady supply of the fur could make a merchant rich.

In 1613, the Dutch first attempted, but failed, to set up a New York trading post. Captain Henry Christiaensen's ship, *Tiger*, caught fire, burned, and sank in New York Bay. He and his crew spent the winter building a new ship in which to sail home. The next year, Christiaensen returned, sailed up the Hudson, and built an island trading post and fort near present-day Albany.

In 1621, Amsterdam merchants started the Dutch West India Company. The Netherlands government granted it a **charter** (contract). It was to control all Dutch trade on the Atlantic coasts of Africa and the Americas.

New Amsterdam In 1624, the Dutch West India Company drew up the *Provisional Orders*, stating rights and responsibilities of New Netherland colonists. Thirty families sailed across the Atlantic to set up fur trading posts. One group went up the Hudson and established Fort Orange (see p. 32). Another group traveled south to the Delaware River. A third group went north up the Connecticut River to present-day Hartford.

They were followed in 1625 by 60 families and enough supplies to start a permanent settlement. Among them was Cryn Fredericks, a surveyor and engineer with orders to build a fort and town at the tip of Manhattan Island.

Early Years The new settlers cleared trees and built "cellar houses" (partly underground) and a wooden fort. Soon, there were **bouweries** (farms).

The settlement was an entirely profit-making enterprise. The Company had paid for it and controlled the land, law, and fur trade. The first settlers were Company employees ruled by a Company-appointed governor, council of advisers, and other officials.

In 1626, Peter Minuit arrived with the new title of director-general. He bought Manhattan Island from the Algonquian chief Manhasset for \$24 worth of blankets, pots, kettles, and other trade items. The settlement was named New Amsterdam.

By 1630, it had 30 new houses in the Dutch style. Bouweries grew crops, and a windmill for grinding grain was under construction. Although the fort's wooden walls were in bad condition, they enclosed the director-general's brick house, a church, a prison, barracks, storehouses, and Company offices. By 1653, 120 houses sheltered 800 people.

City Charter Peter Stuyvesant was appointed director-general in 1647. A colorful character, he had supporters but also many critics, who thought him arrogant, unjust, and short-tempered. Colonists made steady complaints to the Company about his rule.

In 1652, some New Amsterdam colonists sailed home to present their complaints in person. The following year, the Company ordered Stuyvesant to set up a city government. New Amsterdam thus became the first North American city with a municipal charter for self-government.

Trade New Amsterdam also became the trading hub of New Netherland. Log rafts, birch-bark canoes, small boats, and ships sailed up and down the Hudson. They carried furs and timber downstream and manufactured goods—fabrics, farm tools, kettles, needles, knives—to settlers upriver.

In New Amsterdam, shops occupied the ground floors of merchants' homes. One aspect of Dutch colonial life was uncommon for the time—women's considerable freedom. Many shops were run by husband and wife. Some women were also independent shopkeepers. A widow, for example, often ran the family business until sons were old enough to help or take over.



INFO CHECK

1. Identify: Henry Christiaensen, Dutch West India Company, Provisional Orders, bouwerie.
2. What North American product was the basis of the Dutch quest for wealth?
3. How did Peter Minuit and Peter Stuyvesant advance the cause of Dutch colonialism?

Settlement Problems The Company struggled to lure settlers to New Netherland. But why should generally prosperous Dutch citizens cross the ocean to resettle in a strange, possibly dangerous colony?

The Company tried several schemes. It sent over orphans, but too many died at sea. In overstated terms, it advertised for settlers in London newspapers:

- ★ The best climate in the whole world where seed can be thrown in the ground, except six weeks, the year long Furs of all sorts may be had of the natives very reasonable Marvelous plenty in all kinds of food. . . . The seas and the rivers abound with excellent, fat, and wholesome fish

Patroon System In 1629, Company directors issued the *Charter of Freedoms and Exemptions*. It offered huge land grants to members willing to bring 50 settlers to the colony. In return, members would receive 16 miles of land along the Hudson or seacoast and inland for an undetermined distance.

Such an estate owner was called a **patroon**; the land grant, a **patroonship**. New settlers would rent holdings and pay a portion of yearly crops to the patroon. The patroon would govern them, appoint officials, and set up civil and criminal courts.

Rensselaerswyck near Albany was founded by Kiliaen Van Rensselaer. He was very successful, unlike his tenants. They had no hope of owning land and were always in debt to the patroon. Rensselaerswyck became a symbol of this bad system, which would cause troubles in rural New York for 200 years.

Expanding Land Ownership As part of the 1629 charter, the Company had agreed that settlers could buy land—but not in patroonships or on Manhattan Island. This lure failed to attract many settlers. Neighboring English colonies grew much faster. Fearing an English takeover, the Dutch government gave the Company a final warning: Increase population or surrender the colony.

In response, the Company drew up a new charter (1640) that lifted all limits on land ownership and opened the fur trade to all. With these changes, more settlers came. By 1660, New Amsterdam's population had reached 1500. By 1664, there were 8000 people in New Netherland.

Growth Through Slavery From the early 1600s, the Dutch were active in the West African slave trade. At first, the Company shipped slaves only to rival colonies. Then, it decided to bring them to New Netherland to offset its labor shortage.

In 1626, the first Africans arrived in New Amsterdam. By 1664, the colony included 700 people of African descent, free and enslaved.

Slavery was a brutal business, but less so in New Netherland than elsewhere. All African slaves and European servants were equal under the law. No Africans were set apart from society. They could testify or sue in court. The little schooling that existed was open to them. Owners worked with their slaves and taught them new skills. Usually, slaves and servants ate with a family and shared its activities, rituals, and holidays.

Growth of Fort Orange (Albany) The 1614 trading post set up on a Hudson River island was called Fort Nassau. Ten years later, 18 families employed by the Company landed north of Fort Nassau and founded the first permanent settlement in New Netherland, Fort Orange (Albany).

Fort Orange was an excellent site. The Hudson was a direct route to New Amsterdam, from which oceangoing ships sailed for the Netherlands. In addition, the fort had access to Iroquois villages via the nearby Mohawk River. The Five Nations became the main suppliers of furs. To protect their business, the Dutch and Iroquois formed an alliance against the French and Algonquians.

Soon, Fort Orange was a true town, with merchants, traders, **artisans** (craftspersons), and laborers. Ties between Rensselaerswyck and Fort Orange grew stronger as people from both communities intermarried. Dutch customs and vocabulary would characterize the upper Hudson Valley for generations.



Abducted African being sold in the New Amsterdam slave market

POPULATION DIVERSITY/RELIGIOUS TOLERATION

New Netherland always had a mixed population. In fact, the first colonists were French-speaking Protestants from Belgium called Walloons. By 1643, 18 different languages were spoken in the colony. The Dutch made up two-thirds of the population. The English were the second largest group. The rest were a mix of Germans, French, Swedes, Finns, Scots, Africans, and Native Americans.

The Dutch Reformed Church was the official religion, as in the home country. Dutch religious toleration prevailed in the main, but with exceptions. Director-General Peter Stuyvesant and the minister Johannes Megapolensis deprived Lutherans of their own minister. Then, they tried to exclude Jews from New Amsterdam. The Company blocked their plan, but Stuyvesant did what he could to make their lives unpleasant—bans against land ownership, trade, and a cemetery. Finally, he moved to expel Quakers from the nearby English communities of Flushing, Jamaica, and Hempstead. The people of Flushing then sent to Amsterdam the *Flushing Remonstrance*, the first document in American history to defend religious freedom. In reply, the Company instructed Stuyvesant as follows:

- ★ The law of love, peace, and liberty . . . extend[s] to Jews, Turks, and Egyptians Our desire is not to offend one of His [people] . . . whether Presbyterian, Independent, Baptist, or Quaker

RELATIONS WITH NATIVE AMERICANS

The Dutch-Iroquois alliance was based almost solely on profit and common distrust of the French. Dutch relations with Algonquians were different. Algonquians viewed the Dutch-Iroquois partnership with suspicion, and the Dutch had little respect for Algonquians. When New Netherland expanded into Algonquian territory—the Hudson Valley and Long Island—open hostility developed.

The Dutch and Iroquois sign a treaty. Algonquians, competing with the Iroquois in the fur trade, grew increasingly hostile toward the Dutch.



Sources of Conflict One cause of trouble was differing beliefs about the right to land. By paying Algonquians, the Dutch thought they were acquiring land ownership. For Native Americans, land was there to be used by everyone, as needed.

In the Peach Tree War, a New Amsterdam farmer saw an Algonquian woman pick peaches on his farm. He shot and killed her as a thief. The women, however, had been taking fruit seemingly available to everyone. In retaliation, the Algonquians raided New Amsterdam and nearby settlements.

Religious differences also bred suspicions. In the 1600s, many Europeans doubted whether a non-Christian was worthy of God's protection. The Native American idea of a supernatural force of many spirits was far-fetched, even to the tolerant Dutch. Indeed, some Dutch viewed Native American religious rites as devil worship.

**INFO CHECK**

1. Describe the patroon system. Explain why you think it was fair or unfair.
2. Describe how slavery was introduced into New Netherland.
3. How did slavery in New Netherland differ from slavery elsewhere?
4. Why was Fort Orange an excellent location for a settlement?
5. How did Dutch and Native American views about land ownership differ?

**ENGLISH TAKEOVER**

John Cabot's 1497 voyage gave English monarchs a claim to Dutch-occupied territory. King Charles II granted this territory to his brother, James, Duke of York. James then sent four warships, commanded by Richard Nicolls, to seize control. They anchored at Gravesend (Brooklyn), on August 29, 1664. Nicolls demanded that Peter Stuyvesant surrender his colony.

At first, Stuyvesant refused. But the people of New Amsterdam, fearful for their city and lives, refused to fight. On September 8, Stuyvesant ordered the surrender. Soon afterward, New Netherland became the English colony of New York.

**NEW YORK**

At first, the English did not interfere with Dutch ways. The surrender terms guaranteed freedom of religion and continued Dutch ownership of private property and commercial enterprises.

Population Diversity The new colony of New York, only lightly settled by Europeans, grew slowly. About 1500 colonists lived in New York Town (formerly New Amsterdam), with 300 more in Albany. Soon, English settlers outnumbered the Dutch, but the early variety of nationalities continued.




1746: “A South Prospect of Ye Flourishing City of New-York in the Province of New York, North America.”


Refuge for Many The growing population included many people fleeing oppression or other hardships in Europe. Not everyone appreciated the ethnic diversity. Charles Lodwicke, mayor of New York City in 1694, remarked: “Our chiefest unhappiness here is so great a mixture of nations.”

Religious tolerance, although general, did not extend to Roman Catholics. Beginning in the late 1600s, their religious and political rights were limited, their priests banned, and the ceremony of mass outlawed.

 **INFO CHECK**

1. Trace the events leading up to the English takeover of New Netherland.
2. Why did the English takeover have little effect on most people? Name an exception to this situation.
3. Describe new groups who settled in New York Colony, and explain why.

 SELECTED NATIONALITIES SEEKING REFUGE IN NEW YORK COLONY			
Year	Nationality	Place of Settlement	Problem in Europe
1685	French Protestants (Huguenots)	New Paltz	Religious persecution
1710	Germans (largest single group)	Livingston Manor; later, Schoharie Valley, Herkimer	War; religious/political persecution
1730s– 1740s	Irish Catholics (southern Ireland) Scotch-Irish (northern Ireland)	Cherry Valley and New York City	Religious/political persecution; poverty
1740s	Jews	New York City	Religious persecution


 POPULATION GROWTH OF NEW YORK COLONY			
Year	Ethnic Group	Population	Place of Settlement
1775	Mostly Dutch, British; some Africans	160,000	Throughout colony
1790*	All groups Enslaved Africans Free Africans	340,120 21,324 4,654	Throughout colony
1790	Of European descent Of African descent	22,000 3,000	New York City
1790	Mixture of groups	3,000	Albany

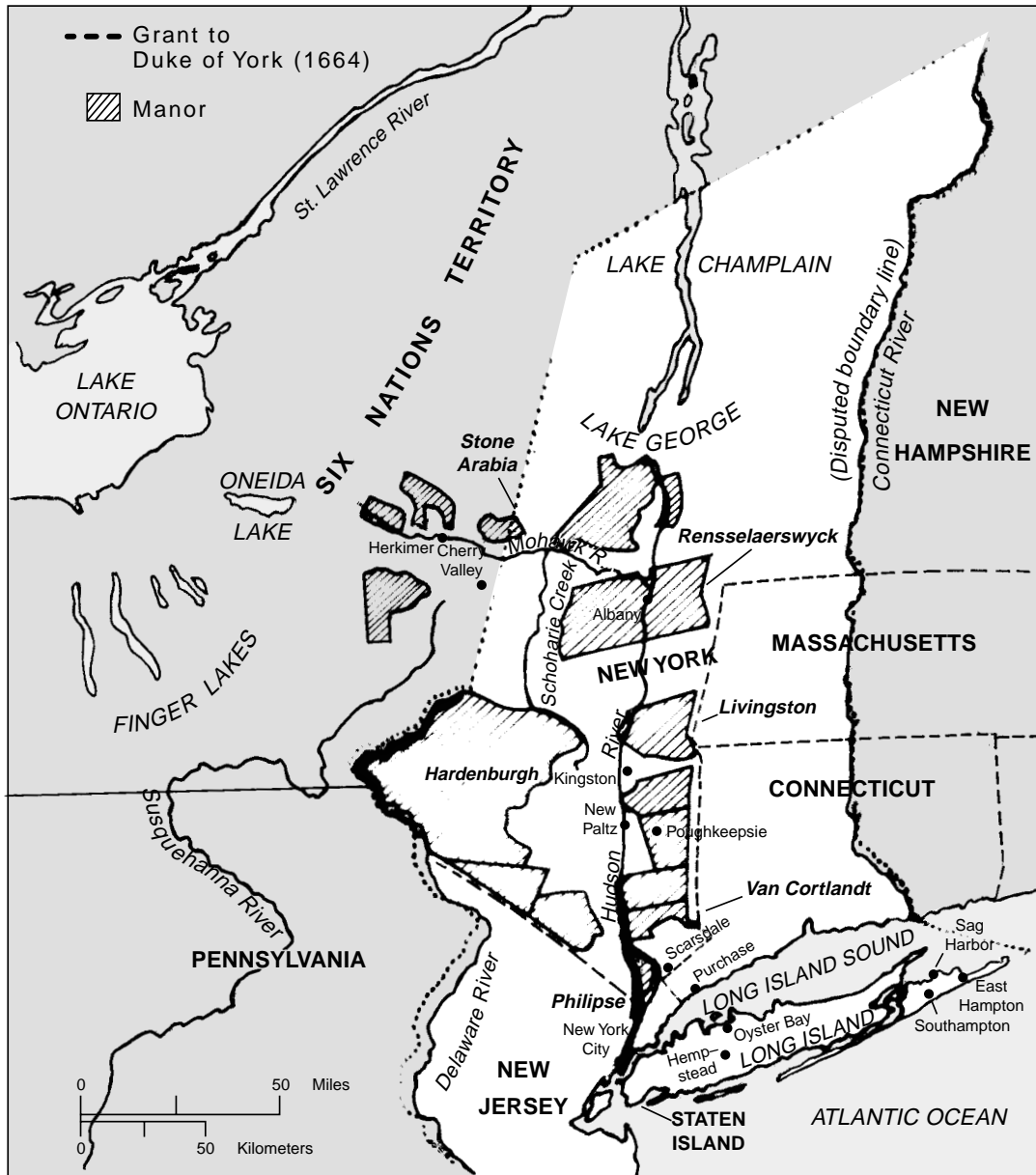
*Year of first census.

LAND USE

The English repeated Dutch mistakes in using land. They created **manors**, or large estates. The owners then rented small parcels of land to tenant-farmers. This system discouraged population growth and led to rebellion.

On both banks of the Hudson, however, there were more independent farmers than tenants. Small landholdings were especially common in southern New York and on Long Island, where manors were rare.

 ECONOMIC, SOCIAL, AND POLITICAL COMPARISON OF PATROONSHIPS AND MANORS		
	Dutch Patroonship	English Manor
Economic	Patroonship is a land grant. Settlers rent holdings, pay with percentage of crops. New charter (1640) removes all limits on land ownership, opens fur trade to all residents.	Self-sufficient, self-contained economic system. Landowner rents land to farmer; farmer pays with percentage of crops.
Social	All laborers—men, women, servants, slaves—equal.	Male-dominated class system; women and slaves have no rights.
Political	Patroon, as company director, governs settlers, appoints officials, sets up civil and criminal codes.	Royal grant gives proprietors power to govern, appoint officials, set up civil and criminal codes. Legal cases handled by colonial courts.



New York Settlements and Manors

Landlords and Manor Life Landlords of manors lived like English nobles. As friends of the monarch, they received land grants, for which they made annual payments. All-powerful, they would sell no land to tenants, could order **evictions** (forced removals), mined minerals and cut timber on tenant land, and appointed all clergy.

A **tenant farmer** signed a lease and paid rent in produce and days worked for the landlord. When the lease expired, the landlord could repossess the land plus any improvements made. The tenant then moved on or signed a new, usually more expensive, lease. Breaking a lease's terms was cause for immediate eviction.

Effects of Tenant System The system encouraged ambitious people to buy their own land elsewhere—New Jersey or Pennsylvania. Tenant farmers did little



The seat of the Livingston Manor, located on the eastern bank of the Hudson River, near Poughkeepsie

to improve the land they worked; indeed, they often abused it. They felt deep resentment when they compared their situations to those of **freehold farmers**, who owned the land they worked and could pass it on to children.

In 1751 and 1766, violence broke out. The two rebellions targeted, in particular, Livingston, Philipse, and Van Cortlandt manors, as well as Rensselaerswyck (converted to a manor in 1685). Tenants, threatened with eviction, attacked landlords' agents. Landlords destroyed tenant crops. Tenants ruined landlords' fields and forests. Tenants demanded the right to purchase land they had worked for years. The landlord-friendly government sent in troops to put the rebellions down.

William Pendergast, leader of the 1766 revolt, was arrested, tried, convicted, and sentenced to torture and beheading. He was given a last-minute royal pardon, largely owing to the pleas of his wife, Mehitabel.

The conflict ended, but anger and distrust smoldered until the tenant system was abolished 80 years later.

 **INFO CHECK**

1. Why did tenant farmers resent the manor system?
2. How did the tenant system discourage settlement in New York?
3. Describe the tenant rebellions.

Social Classes In Europe, power, property, and titles belonged to noble families and were passed down to heirs, mainly sons. In the colony, the upper and middle classes had no titles, but the first group had acquired wealth and the second, moderate comfort. For the lower class, there was only hard work—and the faint hope that it might lead to better days.

Upper Class The royal governor and agents of the Crown (monarchy) headed colonial society. Next came manored landlords and prominent New York Town merchants. Slaves and household servants made their daily lives easy.

Landlords and merchants had a common interest—making money. Landlords invested in businesses, and great merchants invested in land. In 1766, the upper class made up 20 percent of the colony's population and owned 60 percent of its wealth.

In time, the two groups were further united through marriages.

Middle Class Cities had a large middle class; it included smaller merchants, property owners, and successful artisans. They worked very long hours. A merchant family often worked in the front shop and lived in the rear. The more successful were able to hire laborers or keep slaves.

In rural areas, the middle class were hardworking, independent farm families. They were usually self-sufficient; they not only farmed but also made and repaired tools and furniture, preserved food, dipped candles, spun cloth, and sewed it into clothing.

Lower Class Lower down the social scale were tenant-farmers, unskilled workers, merchant sailors, and servants. They all made low wages and had little control over their work or lives. When business was slow, they were idled. Many lived on the edge of poverty.

Indentured servants led particularly bleak lives trying to escape poverty. While still in Europe, they agreed to a number of years' labor in the colony in exchange for sea passage (and, perhaps, release from an English jail). Once in the colony, they hoped to fulfill their service and ensure a better life for their children.

The following are terms for a young girl's indenture:

★ . . . [S]he has bound herself as a servant . . . of her own free will until she comes of age [S]he shall faithfully serve her master, keep his secrets, and do no damage. She shall not waste her master's goods or lend them to anyone . . . she will not sell her own goods without . . . permission . . . she shall not be absent . . . day or night without . . . permission


. . . [T]he master shall provide enough wholesome food, washing, lodging, and clothing . . . fit for a servant.

INFO CHECK

1. Describe members of the upper class in New York.
2. Compare the lives of middle- and lower-class people in New York.
3. Why did people agree to indentured servitude?

SLAVERY

English merchants actively pursued the slave trade, and the slave population grew rapidly. In 1703, New York had more slaves than any other colony north of Maryland. One in ten persons was African American, most of them enslaved. By 1756, the proportion had risen to one in seven.



Negroes for Sale.
A Cargo of very fine stout Men and Women, in good order and fit for immediate service, just imported from the Windward Coast of Africa, in the Ship Two Brothers.—
Conditions are one half Cash or Produce, the other half payable the first of January next, giving Bond and Security if required.
The Sale to be opened at 10 o'Clock each Day, in Mr. Bourdeaux's Yard, at No. 48, on the Bay.
 May 19, 1784. JOHN MITCHELL.

Thirty Seasoned Negroes
To be Sold for Credit, at Private Sale.
A MONGST which is a Carpenter, none of whom are known to be dishonest.
Also to be sold for Cash, a regular bred young Negroe Man-Cook, born in this Country, who served several Years under an exceeding good French Cook abroad, and his Wife a middle aged Wather-Woman, (both very honest) and their two Children. Likewise, a young Man a Carpenter.
 For Terms apply to the Printer.

Advertisements for enslaved Africans printed in a New York City newspaper, 1784

Most slaves lived in or near New York Town. Although many did unskilled jobs, others were farmhands, house servants, and artisans.

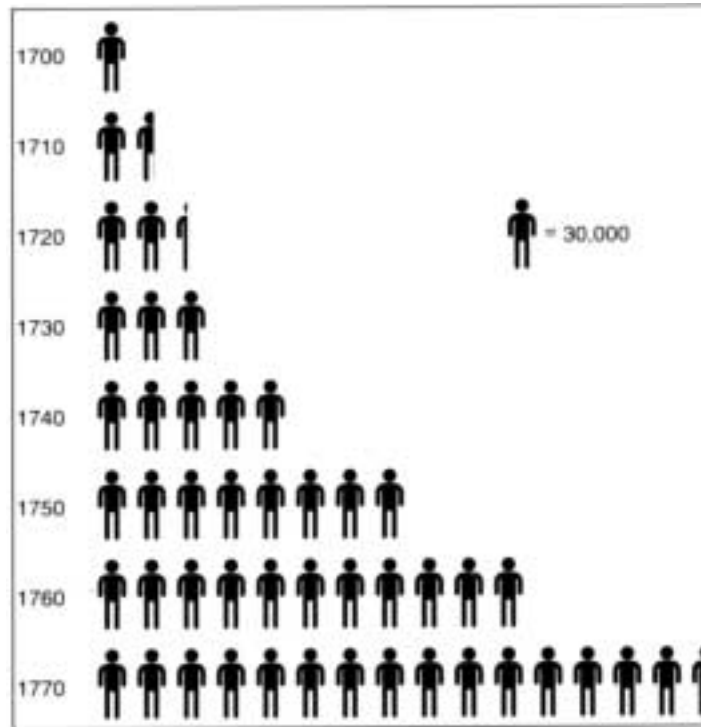
Slave Code Under the English, slaves' lives worsened. Their rights under Dutch rule were lost. Between 1682 and 1730, a **slave code** (laws applying to slaves only) was enacted. It defined slaves as property to be bought and sold. They could not marry without permission or travel without a pass. Their children were born into lifetime bondage.

Slaves' Defiance As slavery increased, so did fear of a slave revolt. One took place in 1712 and another, more violent, in 1741; both were put down harshly.

But rebellion was not a slave's only means of protest. Enslaved artisans adjusted the quality of their work to the treatment they received.

Antislavery Movement Unlike the South, New York did not need a reserve of forced labor. Many New Yorkers asked if slavery was necessary. Devout Christians and Jews condemned it as inhuman. In 1725, William Bradford started a newspaper, the *New York Gazette*. For 20 years, it denounced slavery as "impolitic and unjust."

Africans in Colonial America, 1700–1770



INFO CHECK

1. How did slavery change under English rule?
2. What role did enslaved Africans play in the growth of New York?
3. Why did the slave codes set African Americans apart from society?
4. Describe the opposition to slavery in New York.



NEW YORKERS AT WORK

Most colonial families made livings from the fields, forests, and waterways. The farmhouse was also a workplace ensuring self-sufficiency (see page 39). In places like Albany and New York Town, the important occupations were importing and exporting, banking, shopkeeping, and street peddling.

Farming New York had an agricultural economy. Nine out of ten New Yorkers worked the land. They bought only what they could not make or raise—salt, sugar, tea, and occasional luxuries. In addition to providing for their own needs, farmers raised **cash products** for sale, such as livestock, lumber, wheat, and corn. New York was the “breadbasket” of the colonies.

Commerce and Shipping The seaport of New York Town was the colony’s commercial hub, as under the Dutch. (**Commerce** is the large-scale buying, selling, and transporting of goods.) Those who provided goods that people wanted made huge profits. Others who made their livings from the seaport included ship captains, sailors, sail makers, carpenters, coopers (barrel makers), dock workers, and wagon drivers.

Trading With the World In 1664, New York Town was the third largest port in the colonies, after Boston and Philadelphia. The English takeover greatly benefited merchants, who now became part of an international trading empire under English naval protection.

Other towns were also becoming hubs of commerce. From Albany, a fur-trading center and river port, produce of the Mohawk and Hudson valleys reached New York Town. Another important port was Sag Harbor on Long Island.

Crafts, Services, Manufacturing Colonial families aimed at self-sufficiency but also longed for things they could not make. Therefore, as towns grew, artisans set up shop. Most towns had shoemakers, barbers, wigmakers, dressmakers, goldsmiths, silversmiths, blacksmiths, saddlers, and so on. Often, these artisans, or masters, owned slaves and hired other skilled workers. They also used **apprentices**, children of ten, whose parents agreed to their training in the master's trade. The apprentice pledged obedience and hard work, usually for seven years. The master, in turn, taught the apprentice the trade, while providing the trainee with food and shelter.

**INFO CHECK**

1. How did work in rural places and cities differ?
2. Name three cash products raised by New York farmers.
3. What kinds of work did New York Town's seaport provide?
4. Explain the relationship between apprentices and masters.

Political Protest As the English became the majority population, tensions developed between them and the Dutch. Dutch parents, for instance, objected when their children spoke English. Tensions erupted into anger, name-calling, and street fighting. In 1679, a Dutch group in New York Town attacked an English group, shouting, "Slay the English dogs."

The Duke's Laws In 1665, the duke of York's colonial agent, Governor Nicolls, imposed the *Duke's Laws*, which made the royal governor all-powerful—chief executive, lawmaker, and judge. He alone appointed most public officers.

Pressure for Self-government In 1672, Long Island towns under the Duke's Laws refused to pay taxes to repair Fort James in Manhattan. New York Town merchants followed suit. At the same time, popular demand for an elected assembly grew. In 1683, the duke of York reconsidered his plan of government and allowed colonists to elect an assembly (mostly aristocratic in makeup). This assembly passed the *Charter of Liberties and Privileges*.

New York Under the Charter The charter gave the elected assembly power to set taxes. It also guaranteed freedom of religion, set up a court system, and divided New York into 12 counties. New York Town and Albany were given charters as cities. Thus, Albany shook off control by the patroon of Rensselaerswyck.

Second Change in Policy Two years later, the duke of York became King James II. As king, he again changed his mind, rejected the charter, and put legislative power back into the hands of a royal governor.

This was only part of a larger plan to suppress all colonial self-government. In 1686, New York, New Jersey, and New England were reorganized as the Dominion of New England, with Sir Edmund Andros as governor. He appointed Francis Nicholson, a harsh ruler, as his lieutenant governor in New York Colony.

King James II was not king for long. As a Roman Catholic in a Protestant country, his religion caused resentment, suspicion, even alarm. In 1688, he was overthrown.

Leisler's Rebellion The king's fall caused an immediate uprising in Boston. Governor Andros was arrested and ordered to stand trial. In New York City, an unruly crowd marched on Fort James and seized it. Lieutenant Governor Nicholson was arrested, but managed to escape to England.

Left without a governor, New Yorkers formed a Committee of Safety and named Jacob Leisler to head it. First, Leisler declared loyalty to England's new monarchs, King William and Queen Mary. His major support came from middle-class Dutch merchants, artisans, and shopkeepers. They had suffered most, socially and economically, under English rule.

**Copies of John
Peter Zenger's
Weekly Journal
being burned by
British troops in
1734**



During Leisler's leadership (1689–1691), an elected colonial assembly was reestablished. The middle class gained new rights and, for the first time, were eligible to become public officials.

In 1691, a new royal governor, Henry Slouger, arrived to suppress Leisler's Rebellion. After brief resistance, Leisler surrendered, was tried for treason, and hanged.

Free Press Another political issue was whether the authorities could limit freedom of the press. John Peter Zenger was a German immigrant and publisher of *The New-York Journal*. In 1735, he printed articles accusing the royal governor, William Cosby, of corruption and incompetence.

Cosby arrested Zenger for criminal **libel**—writing a false or damaging statement about someone without just cause. Zenger's lawyer, Andrew Hamilton, admitted that his client had published the articles and asked to prove that they were true. The three judges refused to allow his defense, claiming that libel is never justified, even when true. Hamilton then appealed directly to the jury that Zenger's articles were true and that newspapers had a duty to print the truth. He concluded defiantly: "No man, whatever his position, should be allowed to suppress publication of his wrongs!"

The courtroom cheered and the jury found Zenger not guilty. His victory was a milestone in the colonists' battle for a free press and the right to criticize public officials openly.



INFO CHECK

1. Identify: The Duke's Laws, Charter of Liberties and Privileges, King James II, Jacob Leisler, John Peter Zenger.
2. Summarize Andrew Hamilton's defense of Zenger.



CHAPTER REVIEW

Multiple-Choice Questions

1. The Dutch West India Company was
 1. set up by fur-trading settlers
 2. set up by investors in the Netherlands
 3. controlled by the director-general
 4. organized to protect Native Americans.
2. Which statement shows that New Amsterdam contained people from many countries?
 1. The Company advertised for colonists.
 2. The Company decided to make land available for settlers.
 3. Eighteen languages could be heard in the streets.
 4. The official language of New Netherland was Dutch.
3. The Dutch promised patroonships to people who
 1. profited from the fur trade
 2. brought 50 settlers to the colony
 3. became part of the workforce
 4. grew tobacco for Europe.
4. Attracting Dutch citizens to New Netherland was difficult because
 1. they were not allowed to leave the Netherlands
 2. their life in the Netherlands was comfortable
 3. they were afraid of the Iroquois
 4. the trip to New Netherland was long and hard.

5. Africans came to New Netherland
 1. to find religious freedom
 2. to find land to farm
 3. as slaves
 4. as indentured servants.
6. One reason behind the English takeover of New Netherland was
 1. the desire to control its fur trade
 2. a state of war between New Netherland and New England
 3. Dutch attacks on English towns on Long Island
 4. The patroonship system.
7. A major reason for Dutch-Algonquian misunderstandings was that
 1. the roles of women in each society differed
 2. Algonquians hunted while the Dutch both hunted and farmed
 3. the Dutch refused to trade with Algonquians
 4. each group had different ideas about land ownership.
8. The Zenger trial was significant because it
 1. increased religious toleration
 2. led to the founding of the first colonial newspaper
 3. freed New York from royal control
 4. strengthened colonial freedom of the press.
9. Because the English did not change the way land had been owned under the Dutch, New York Colony experienced
 1. a fair distribution of land between large and small landholders
 2. several violent uprisings by unhappy tenant farmers
 3. no movement westward by New York farmers
 4. increased wars between Native Americans and New Yorkers.
10. According to the graph on page 41, what was the estimated African population of colonial America in 1720?
 1. 30,000
 2. 70,000
 3. 100,000
 4. 130,000
11. According to the graph, in which year did Africans in colonial America number 150,000?
 1. 1710
 2. 1730
 3. 1740
 4. 1760

Constructed-Response Questions

Base your answers to questions 1 and 2 on the illustration on page 35.

1. List *three* changes that took place between 1624 and 1746.
2. What do you think were some reasons for these changes?

Refer to the advertisement by the Dutch West India Company on page 31, and answer questions 3 and 4.

3. Identify *three* reasons why people might have been attracted to New Netherland.
4. Was the description in the ad accurate? Explain.

Base your answers to questions 5 and 6 on the map on page 37.

5. Who lived in the shaded region shown on the map?

Refer to the illustration on page 38, and answer questions 7 and 8.

6. What does the illustration tell you about rural colonial life?
7. In what ways is this scene similar to, or different from, the picture of New York Town on page 35?

Document-Based Question

Part A: Short Answer

*Study each document and answer the question(s) following it. Then read the **Task** and write your essay. It should include references to most of the documents, along with additional information based on your knowledge of social studies.*

HISTORICAL CONTEXT: The Dutch and the English each brought with them experiences and values that were reflected in the colonies they established. These experiences and values could be seen in their laws, charters, and customs.

DOCUMENTS 1 AND 2. Refer to the illustration on page 32 and the poster on page 40.

1. Describe what is shown in the drawing and the poster.
2. Is the poster's message mostly written or shown as a drawing?
3. Which illustration better conveys the situation of enslaved Africans? Explain.

DOCUMENT 3. Read the quotation on page 33.

4. What is the source of the quotation?
5. What is the message?

DOCUMENT 4. Refer to the table on page 36.

6. What kinds of information are contained in the table?
7. How do the two landholding patterns reflect their cultures? Explain.

DOCUMENT 5. Refer to the tables on the bottom of page 35 and the top of page 36.

8. Name three problems in Europe that settlers in New York Colony were fleeing from.
9. Why is population information gathered after 1790 more reliable than earlier figures?

Part B: Essay

TASK

- Identify and describe *two* laws, charters, or customs established in New York Colony and two established in New Netherland.
- Compare and contrast *one* aspect of Dutch life with *one* aspect of English life.
- Discuss the impact of Dutch and English settlers on New York society today.