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.

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<th>River</th>
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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 French-men 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 dresssed. 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:

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?


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?