The Middle Colonies

Objectives
- Explain how Dutch New Netherland became English New York.
- Describe William Penn’s relationship with Indians in Pennsylvania.
- Compare and contrast the Pennsylvania Colony to other colonies.

Key Terms and People
- push factor
- Quaker
- William Penn

Reading Skill: Identifying Main Ideas and Details
As you read this section, prepare an outline like the one below.

### The Dutch Establish New Netherland

At about the same time English colonists were establishing the Jamestown and Plymouth colonies, the Dutch founded New Netherland. New Amsterdam, the site of present-day Manhattan, was the Dutch capital. In the letter below, Peter Schaghen, an official of the Dutch West India Company, tells the directors of the purchase of Manhattan:

> “High and Mighty Lords,\n> Yesterday the ship the Arms of Amsterdam arrived here. It sailed from New Netherland . . . on the 23d of September. They report that our people are in good spirit and live in peace. The women also have borne some children there. They have purchased the Island Manhattes [Manhattan] from the Indians for the value of 60 guilders.”
> —Peter Schaghen, 1626

#### Why It Matters
During the early seventeenth century, the English developed two distinct clusters of settlements along the Atlantic coast: the Chesapeake to the south and New England to the north. Along the mid-Atlantic coast, the Dutch and Swedes established their own small colonies. Growing English power threatened the Dutch and the Swedes. Soon, England would control most of the Atlantic seaboard. **Section Focus Question:** What were the characteristics of the Middle Colonies?

#### The Dutch Establish New Netherland

Beginning in 1609, Dutch merchants sent ships across the Atlantic to trade for furs with the Indians. In 1614, they founded a permanent settlement at Fort Nassau (later called Fort Orange) on the upper river. To guard the mouth of the river, the Dutch built New Amsterdam at the tip of Manhattan Island in 1625. With the finest harbor on the Atlantic coast, New Amsterdam served as the colony’s largest town, major seaport, and government headquarters. Coming to trade or to farm, the Dutch— in contrast to the French, Spanish, and Puritan English—made virtually no missionary effort to convert the Indians.

**Government in New Netherland** The Dutch West India Company appointed the governor and an advisory council of leading colonists, but they did not permit an elected assembly. Although run directly by Holland, the Dutch colony was not a greater degree of religious tolerance.

#### Background Knowledge
Ask students to recall the religious intolerance that prevailed in much of New England. Ask them to predict what conditions might be more conducive to a greater degree of religious tolerance.

#### Set a Purpose
- **WITNESS HISTORY** Read the selection aloud, or play the audio.

#### Vocabulary Builder
Use the information below and the following resource to teach students the high-use word from this section. **Teaching Resources, Vocabulary Builder, p. 12**

<table>
<thead>
<tr>
<th>High-Use Word</th>
<th>Definition and Sample Sentence</th>
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| radical       | **adj.** favoring or making extreme changes in political, social, religious, or economic thought or practice. 
Roger Williams and Anne Hutchinson were considered so radical that the Puritans banished them. |

#### Prepare to Read
- **Preview** Have students preview the Section Objectives and the list of Terms and People.
- **Note Taking** Using the Guided Questioning strategy (TE, p. T20), have students read this section. As they read, have students record the section’s main ideas and supporting details. **Reading and Notes Taking Study Guide**
The Dutch Establish New Netherland/New Sweden Is Founded

Teach

The Dutch Establish New Netherland/New Sweden Is Founded

Instruct

- Introduce: Display Color Transparency: Life in the Colonies and use the chart to review previous sections and prepare students to recognize the similarities and differences between the different European colonies. Color Transparencies A-7

Teach: Ask Why did the Dutch build New Amsterdam at the tip of Manhattan? (to guard the mouth of the Hudson River, along which the Dutch had settled!) How does New Netherland's organization compare with the organization of the English colonies? (New Netherland did not have elected assemblies like the English colonies; however, the Dutch tolerated religious diversity, and there were no attempts to convert the Native Americans.) Why might the Dutch have been less interested in converting Native Americans than the French, Spanish, or Puritan English? (Possible answer: The Dutch came from a society that was more tolerant of religious differences.) What did New Sweden more or less successful than New Netherland? (Sample response: Less successful; despite economic success and adapting quickly to the environment, New Sweden was not strong enough to avoid being conquered by New Netherland.)

Independent Practice

Ask students to write a short paragraph about the significance of push-and-pull factors on immigration to the United States today.

Monitor Progress

As students fill in their outlines, circulate to make sure that they understand the main ideas and supporting details in the settlement of the Middle Colonies. For a completed version of the outline, see Note Taking Transparencies, B-22.

Answers

- because of the religious tolerance of the colony's governors
- through a show of force in September 1655 that compelled the Swedish commander to surrender

56 Europeans Establish Colonies

Push-and-Pull Factors Despite an appealing location and religious toleration, the Dutch colony attracted few immigrants. In 1660, New Netherland had only 5,000 colonists—better than the 3,000 in New France, but far behind the 25,000 in the Chesapeake and the 33,000 in New England. Why did the colonization of New Netherland fail?

In mobilizing migration to the colonies, push factors were stronger than pull factors. Push factors motivate people to leave their home countries. For example, religious persecution pushed the Puritans out of England. Pull factors attract people to a new location. For example, the promise of a better life and fertile soil may pull people to a new land. During the seventeenth century, push was stronger in England than in the Netherlands. With the Netherlands' booming economy and a high standard of living, the Dutch had less cause to leave home than did the English, who suffered from a stagnant economy. The Dutch did not have the masses of roaming poor who became servants in the Southern Colonies. And the tolerant Dutch lacked a disaffected religious minority, such as the Puritans who founded New England. The English succeeded as colonizers largely because their troubled society failed to satisfy their people at home.

Checkpoint: Why did New Netherland have a diverse population?

New Sweden Is Founded

In 1638, traders founded New Sweden on the lower Delaware River, within the present state of Delaware. Settlers built Fort Christina at the site of present-day Wilmington. Like the Dutch colony, New Sweden had a dual economy: the fur trade with Indians and grain farming by colonists. Some of the colonists were Swedes, but most came from Finland, then under Swedish rule. Skilled at pioneer farming in heavily forested Scandinavia, these colonists adapted quickly to America. They introduced many frontier techniques that eventually became adopted in America, including the construction of log cabins.

Eventually, New Sweden extended to both sides of the Delaware River, into present-day New Jersey, Pennsylvania, and Maryland. Although highly skilled, the approximately 500 New Swedish colonists were too few to hold the land after a violent confrontation with their Dutch neighbors. In September 1655, the Dutch governor, Peter Stuyvesant, appeared with seven warships, compelling the Swedish commander to surrender.

Checkpoint: How did the Dutch take over New Sweden?

The English Conquest

Thinly populated, New Netherland suffered when the Dutch and English empires came to blows. The Dutch and English became violent rivals in global commerce during the 1650s and 1660s. The English leaders resented that the more efficient Dutch shippers captured most of the trade exporting Chesapeake tobacco and West Indian sugar.

New York Becomes an English Colony

In 1664, an English expedition forced Governor Stuyvesant to surrender his colony. The English renamed it New...
York, after the Duke of York, who received it as a proprietary colony. New Amsterdam became the city of New York, while Fort Orange became known as Albany. Victory secured the mid-Atlantic coast for the English, closing the gap between the Chesapeake Colonies to the south and the New England Colonies to the north. Under English rule, the conquered region became known as the Middle Colonies.

**New Jersey Is Established** In 1664, the Duke of York granted the lands between the Hudson and the Delaware rivers as a distinct new colony called New Jersey. Puritans and Scots settled the eastern half, while the western half attracted English Quakers. Relatively small and poor, New Jersey was dominated by its larger and wealthier neighbors: New York to the north and Pennsylvania to the west.

**William Penn Founds Pennsylvania**

Pennsylvania began as a debt paid to William Penn by King Charles II of England. Although the son of an admiral, Penn had embraced the Quaker faith, a radical form of Protestantism. As a wealthy gentleman, Penn was an unusual Quaker. Most Quakers were tradespeople, shopkeepers, and small farmers who distrusted rich and powerful men. In turn, the gentry of England generally despised the Quakers.

**Quaker Beliefs** In contrast to the Puritan emphasis on sacred scripture and sermons by ministers, the *Quakers* sought an “Inner Light” to understand the Bible. The Quakers did not have clergy, and considering women spiritually equal to men, Quakers established both men’s and women’s leadership for their meetings. Pacifists, the Quakers refused to bear arms. They also tolerated other faiths. Unlike Puritan Massachusetts, Pennsylvania would have no privileged church with tax support.

**Pennsylvania Prosper** In 1680, the king granted to Penn the land west of the Delaware River as the colony of Pennsylvania, which means “Penn’s Woods.” In 1682, Penn arrived with 23 ships bearing 2,000 colonists. For his capital, Penn established a city named Philadelphia, which means “City of Brotherly Love.” Thanks to a temperate climate, fertile soil, and a navigable river, the colonists prospered and multiplied, reaching 18,000 inhabitants by 1700. As with the New England Puritans—but unlike the Chesapeake colonists—most early Pennsylvanians came in freedom as families of middle-class means. Most were Quakers, but the colony also attracted Anglicans as well as German Baptists and Lutherans.

Cultivating peace with the local Indians, the Pennsylvanians avoided the sort of native rebellions that devastated Virginia, New England, and New Mexico. Called Delawares by the English, the local Indians were Algonquian speakers.

**The English Conquest**

**Instruct**

- **Introduce** Direct students to the red heading “New York Becomes an English Colony.” Then, ask them to consider how the history of the United States might have been different if the Dutch had maintained their hold on New Netherland.
- **Teach** Ask how did New Netherland become New York? (Commercial competition between England and the Netherlands led to conflict, and in 1664 the English took New Netherland by force and renamed the new English colony New York.) What event followed the English renaming of New York? (New Jersey was settled by Puritans and Scots on the eastern half, while English Quakers moved to the western half.) Using the Idea Wave strategy (TE, p. T22), have students discuss how the tendency to found settlements under the auspices of private corporate ventures may have affected the development of the English colonies.
- **Analyzing the Visuals** Have students examine the image on this page and the image of Dutch New Netherland. Ask What do these two images tell you about Peter Stuyvesant? (These images show that he oversaw a wealthy and important port, and that even in his surrender of it under attack from British ships, he maintained a proud bearing.)

**Independent Practice**

Have students access Web Code ncp-0210 to use the Geography Interactive map and then answer the map skills questions on the last page of the section.

**Monitor Progress**

To review, ask when and how the gap between England’s Chesapeake Bay and the New England colonies was closed.
William Penn Founds Pennsylvania/Diversity in the Middle Colonies

Instruct

- Introduce: Key Term Have students find the key term Quakers (in bold) in the text, and explain the concept of pacifism. Ask students to predict how being pacifists will affect Quaker relationships with Native Americans.

- Teach Ask How did Quaker beliefs differ from Puritan beliefs? (Unlike Puritans, Quakers sought an “Inner Light” to understand the Bible and did not have clergy. Quakers were also pacifists, considered women the spiritual equals of men, and were tolerant of other faiths.) Did the Pennsylvania Quakers’ more respectful treatment of Indians make any difference in the long-term fate of the region’s Native Americans? Explain your answer. (Possible answer: No; colonial expansion would eventually swallow up Indian lands in Pennsylvania, too.) Review the Primary Source quotation and the map on the following page. Ask How do you think many New England colonists would have responded to the Middle Colonies’ religious tolerance and diversity? (Possible response: New England colonists might have responded unfavorably because they disagreed with religious diversity and persecuted dissenters.)

Independent Practice

- Have students examine the Infographic on this page and answer the Thinking Critically questions that accompany it.

- Ask students to read and complete the Reading a Chart: Ethnic and Religious Diversity in the Middle Colonies worksheet. Teaching Resources, p. 21

Monitor Progress

Circulate to make sure that students’ worksheets reflect an understanding of the composition of the Middle Colonies’ population.

Answers

Thinking Critically

1. to discharge a debt
2. Most Quakers were tradespeople, shopkeepers, and small farmers, but Penn was a wealthy gentleman.

History Background

Penn and Lenni Lenape When King Charles II gave William Penn land in America, Penn realized that in order to take command of the area he would have to deal with a group of Algonquin-speaking Indians known as the Lenni Lenape (or the Delaware). Although a less militarily strong group than the Iroquois, the Lenni Lenape enjoyed the distinction at the time of having never been defeated by the Swedish or the Dutch. Penn’s strong Quaker beliefs, for which he had been imprisoned four times in the Tower of London, were not his only inducement to making a treaty with the Native Americans. A treaty would also solidify his claim to the land, making investors feel more secure in supporting his efforts. Penn made a deal with several chiefs, paying a total of about 1,200 pounds for the land. Penn continued to deal honestly and fairly with the Lenni Lenape during his time in America. Some believe that during the Seven Years’ War (1755–1762), Quaker settlers were spared from Indian attacks because of Penn’s relationship with the Lenni Lenape.
Unlike most other colonial leaders, Penn treated Native Americans with respect and paid fair prices for their land.  

**Checkpoint** How did William Penn’s treatment of the Native Americans differ from the Puritans’ treatment?

**Diversity in the Middle Colonies**

The Middle Colonies exhibited far more ethnic and religious diversity than either the Chesapeake area or New England, where almost all of the white colonists came from England. The Middle Colonies included Dutch, Swedes, Finns, French Protestants, Germans, Norwegians, and Scots—as well as English. By faith, they were Quakers, Baptists, Anglicans, Presbyterians, Lutherans, Dutch Reformed, German Reformed, and Jews. No single ethnic group or specific religious denomination possessed a majority in any Middle Colony. In 1644, a Jesuit priest described New Amsterdam:

> “No religion is publicly exercised but the Calvinist, and orders are to admit none but Calvinists, but this is not observed. Creed for there are, besides Calvinists, in the Colony Catholics, English Puritans, Lutherans, Anabaptists, Jews.”

—Reverend Isaac Jogues, 1644

The diversity of the Middle Colonies violated the traditional belief that political order depended on ethnic and religious uniformity. Thrown together in unexpected combinations, the various colonists had to learn how to tolerate their differences. In their ethnic and religious pluralism, the Middle Colonies anticipated the American future.

**Checkpoint** Why were the Middle Colonies more diverse than either the Southern or New England colonies?

**Assess and Reteach**

**Assess Progress**
- Have students complete the Section Assessment.
- Administer the Section Quiz. *Teaching Resources, p. 26*
- To further assess student understanding, use *Progress Monitoring Transparencies, 30.*

**Reteach**

If students need more instruction, have them read the section summary.

**Reading and Note Taking Study Guide**

**Adapted Reading and Note Taking Study Guide**

**Spanish Reading and Note Taking Study Guide**

**Extend**

Have students research current religious diversity in the states that were once the Middle Colonies. Have students write an essay comparing and contrasting the religious diversity of today with that of colonial times.

**Answers**

**Map Skills**

1. Review locations with students.
2. The Hudson and Delaware rivers formed borders and connected areas inside the colonies to the ports on the coast.
3. The Middle Colonies were more tolerant of religious differences, were more diverse, and enjoyed more peaceful relationships with Native Americans than the other English colonies; however, all the English colonies were dominated by white men with representative assemblies.
4. Penn sought to cultivate peace with the Indians.
5. because their leaders were more tolerant

For additional assessment, have students access *Progress Monitoring Online* at Web Code nca-0211.