


# FORT ORANGE STUDENT WORKSHEET

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## IMPORTANT:

Do NOT complete the form in the web browser.  
If you do not SAVE this document to your computer first,  
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## INSTRUCTIONS:

1. Download the PDF to your computer 
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*example: YourName-FORT-ORANGE-LESSON\_-WORKSHEET.PDF*
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or

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## FORT ORANGE – LESSON 2 WORKSHEET

### *Trade at Fort Orange*

#### SETTING THE STAGE: Making Observations – Compare and Contrast

Observe these two paintings illustrating early Dutch settlements along the Hudson River.



*Castle Island, 1645* by Len Tantillo



*The Trading House*, by Len Tantillo

1. Using your observations of the two paintings, describe what the beginning of Dutch presence in North America was like.



## ACTIVITY 1: Assessment of Featured Trade Items



Before Albany, p. 42  
<http://exhibitions.nysm.nysed.gov/fortorange/BeforeAlbany/BeforeAlbany-p42-43.pdf>



Before Albany, p. 76  
<http://exhibitions.nysm.nysed.gov/fortorange/BeforeAlbany/BeforeAlbany-p76-77.pdf>



Before Albany, p. 72  
<http://exhibitions.nysm.nysed.gov/fortorange/BeforeAlbany/BeforeAlbany-p72-74.pdf>

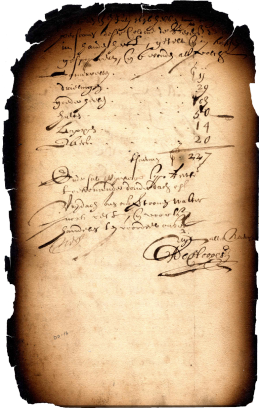
2. Pick one of the trade items above and learn more about it using the description from *Before Albany*. Imagine you are in need of a beaver pelt to make a coat for the upcoming winter. Would your item be a fair trade? Why or why not?

A large, empty light blue rectangular area intended for the student's response to the question.



## ACTIVITY 2: Documenting the Trade Exchange

This *Official Inventory of Pieter Pietersz Wijncoop's Pelts* is an example of an accounting system and inventory of beaver furs and shows the ways the pelts were assigned a quality level.



**TRANSLATION:**  
**Official Inventory of Pieter Pietersz Wijncoop's Pelts**  
On this date, the 3rd of July, 1646, the [ ] members [of the court] of this colony [of Rensselaerswijck], have tallied the beaver [pelts] in [Wijncoop's] possession, and [packed them into] trunks [and] nailed [the trunks shut]. [What] we found [is] as follows:

<b>Summer [beaver] pelts</b>	<b>11 items</b>
<b>Inferior [beaver] pelts</b>	<b>29</b>
<b>Good, whole [beaver pelts]</b>	<b>103</b>
<b>Half [beaver pelts]</b>	<b>50</b>
<b>Pieces [of beaver pelts]</b>	<b>14</b>
<b>Otter [pelts]</b>	<b>20</b>
<b>In total:</b>	<b>227 items</b>

*In addition, Wijncoop will show his accounts to us this coming Thursday or Friday, [so we can see] what still remains, and act further in the interests of our masters.*

**In the name of all,  
A. de Hooges**

**3. What did the Dutch gain from trade with the Mohawks and Mohicans, and what system was developed as a result?**





## SUMMATIVE ASSESSMENT

4. Imagine you are one of the first Europeans to arrive at the site of Fort Orange. Write a persuasive letter or create an advertisement encouraging people to come to the area and build the fort for trade with the Native Americans. Be sure to include information about the items Native Americans prefer in trade and the abundance of resources.