

Feasibility Study: A Five to Ten Year Strategy
New Amsterdam History Center
September 2010



Pier with Weigh House



New Amsterdam History Center

Feasibility Study

Prepared for:



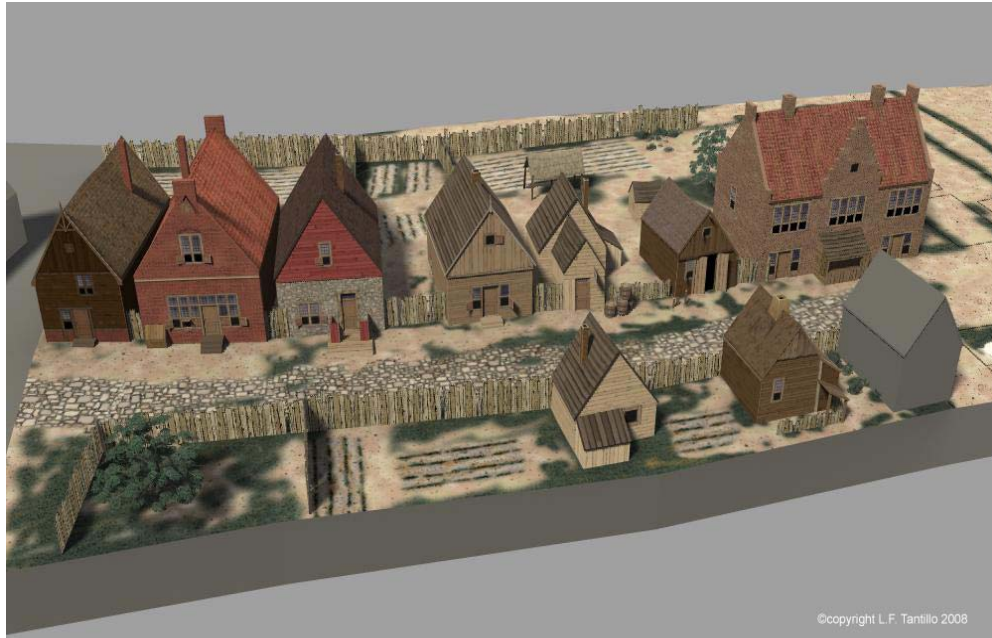
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New Amsterdam's Stone Street

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Windmills

EXECUTIVE SUMMARY

Introduction

The New Amsterdam History Center (NAHC), in Manhattan, includes substantial organizational collaboration from the Collegiate Church Archives, the Holland Society of New York, and the New Netherland Institute based in the Albany area. Other museums in Manhattan have traditionally focused on the New Netherland period as an exhibit segment rather than a primary subject and rationale for institutional existence. Recently, such traditional surveys of New York's colonial beginning have been downsized to make room for other galleries and contemporary exhibit programs. In reaction to these eclipsing tendencies, key decision-makers from the above three institutions have decided to join forces and intellectual capital to create a new institution exclusively devoted to New Amsterdam, the NAHC. Not a museum proper, but a dynamic history center, this new entity embraces a mission exclusively directed toward expanding public understanding of the period 1609–1675 in America's colonial history.

NAHC's initial historical base of information is expected to be derived from archival material accumulated or held in trust by these institutions over 300 years. Collegiate Church was founded in 1628 and chartered in 1696 (America's oldest active corporation) by King William III; it has a rich collection of artifacts and records dating from as early as 1639. The Holland Society of New York, founded in 1885, has been undertaking family history research and publishing from its beginning. Over the last 35 years, New Netherland Institute (NNI) has translated and published more than 12,000 pages of 17th-century Dutch colonial manuscripts, the official records of the colony of New Netherland, an area that included the City of New York. In 1999 these documents were declared a National Treasure.

Vision Statement: Mission of the New Amsterdam History Center. The New Amsterdam History Center has engaged in a collaborative relationship with the New Netherland Institute, the Collegiate Church Corporation, and the Holland Society of New York.

Mission: The New Amsterdam History Center encourages public exploration of the early history of New Amsterdam and New York, its diverse peoples, landscapes, and institutions, and its legacy for all the people of the world today. It is NAHC's intention to collaborate fully with existing historical sites and museums in lower Manhattan, Brooklyn, Staten Island, as well as the rest of New York City and State and New Jersey, that attempt in varying ways to interpret the historical New Netherland/17th-century colonial experience.

Public Value, Institutional Character: The NAHC is designed to perform a unique service for New Yorkers and visitors to New York, through its creative online exhibit and archives, together with public presentations about the enduring influence of the Dutch settlement of New York. No other interpretive site offers a quick, conveniently accessible, and engaging public orientation to these foundational topics. The offerings of this "gateway" history center have forged visual and intellectual connections between 17th-century New Amsterdam and the 21st-century metropolis, encouraging visitors who wish to explore this historic past embedded in New York's urban present.

Key Audiences: NAHC's programs and geography will attract, and be responsive to, five key audiences, anticipated as: (1) visitors to Ground Zero; (2) visitors, many of them residents of the tri-state area, who are interested in exploring the history of New York and for whom the NAHC can be a gathering place, and departure point for such itineraries; (3) foreign tourists, whose local experiences would be much enriched by acknowledgment of New York City's roots in other places; (4) educational groups, adults and children, for whom NAHC proposes to provide a needed resource base for sustained field studies of this great urban nexus. NAHC seeks to promote historical consciousness of the New Amsterdam epoch and to work with like-minded institutions, agencies and sites to reinforce the importance of rediscovering the New York City metropolitan area's historical past and assets for regional cultural tourism; (5) New York residents and families eager for entertaining and instructive activities, after-school, after-work, and on holidays and weekends.

Primary Geographic Service Area: The NAHC is intended to be located in Lower Manhattan, and will service visitors to and residents of the area. Outreach through the media will engage the general public and school audiences beyond the physical service area, but will emphasize the greater metropolitan area. Collaboration with the New Netherland Institute, and also with the Half Moon/New Netherland Museum would help carry the programs of the NAHC to broader audiences.

Curriculum Development

Framing Questions: Three framing questions have been defined as follows:— For the 4th grade: How will you obtain enough cordwood to heat your house for the winter?— For the 7th graders: Was Manuel de Gerrit de Reus (Giant Manuel) treated justly in being sentenced to death for being one of the eight men who confessed to murdering Jan Premero?—For the 11th graders: Why will your proposed cargo and destination reap the greatest benefit for the ship captain and for New Amsterdam? These questions were presented on page 9 of the 2010 report of the American History Workshop (AHW), by Richard Rabinowitz and others, titled: “Animating the Stories of New York’s Beginnings: Interpretive Planning for the New Amsterdam History Center in connection with its Virtual New Amsterdam 3D Model and Accompanying Database.”

Lesson Plans: Each of the framing questions has been integrated into NAHC’s On-Line 3D Exhibition to produce **lesson plans**. All lesson plans, each requiring one to three days of student effort, include: at least one essential question; clarification of relevance to specific elements of the New York State Standards in Social Studies; specific activities and procedures; and suggestions for assessments and culminating activities.

Competitive Advantage

Evidence exists to support the concept that a new venture on this theme can be successful: witness the rising interest in the history of New Amsterdam, as seen for example by: 1) the success of Russell Shorto’s book, *The Island at the Center of the World*; 2) the entrance of entities such as the History Channel in greater promotional efforts of historical tourism; 3) the commitment by the State of New York to commemorate as part of a larger tourism effort the 400th anniversary of Henry Hudson’s voyage here for the Dutch East India Company; 4) the maturation of networks of communities in the Hudson River Valley capitalizing on cultural and historical tourism.

Further, the New Amsterdam History Center will not be simply Dutch ethnocentric. The salient feature of New Amsterdam was its ethnically diverse cultural environment, and its foreshadowing of cultural characteristics—hallmarks of our modern American

democracy—such as tolerance, diversity, participation by women in society, and the role of a market economy.

Thus, initial efforts can include specific and appropriately targeted appeals related to diverse aspects of New Amsterdam culture, such as: the role of women in running businesses and having legal standing; the rise to success of individual members of ethnic groups that ranged from North Africa to northern Europe; the importance of a market-based economy both to the cultural and economic success of the colony; the role of religious minorities, such as Quakers, Jews and Lutherans, in establishing their legal rights and freedom to practice their faith; juxtapositions of Native Peoples and European settlement; and the interactions between the colony and the natural environment. These characteristics provide the basis for outreach to sectors that at first glance might not seem apparent for the New Amsterdam History Center.

Current Market

After several visioning sessions with key downtown museum leaders who are members of the *Museums of Lower Manhattan* collaboration, a focus has emerged for NAHC on a permanent exhibit presenting the replication of the 1660 Castello Plan of today's Lower Manhattan below Wall Street and transportation-related themes. Collaboration with other museums and cultural institutions with related mission statements is expected to strengthen initial development efforts. Currently emerging collaborations with the Museum of the City of New York, the Holland Society of New York and the New Netherland Institute are shown in the Appendices to this report. Other topic-specific appeals can be made to entities related to interpretive themes of the New Amsterdam History Center. Much of the material presented to the public will pertain to engaging aspects of daily life. Significant in New Amsterdam were brewers and tavern keepers, bakers, traders in beaver skins and commodities, maritime interests, including general import-export trade, and other activities with modern business analogs that can be approached for institutional support.

The organizations involved in this start-up recognize that no single “silver bullet” source of funding will meet the financial needs of the New Amsterdam History Center. To be successful, this effort will require a consistent and persistent approach across a range of fund-raising sources.

Feasibility

The NAHC has developed a sustainable organization model with estimated income covering expenses by a significant margin. It is expected that the NAHC will generate sufficient net revenue to cover consultant expenses for needed fund-raising activity.

THE HISTORY CENTER A NOT-FOR-PROFIT BUSINESS

Description

Representatives from each of the above three institutions (Collegiate Church Archives, Holland Society of New York, and New Netherland Institute) have committed leadership and time to development of the New Amsterdam History Center, and have developed a Memorandum of Understanding with the NAHC (see Appendix A) that demonstrates the proposed relationship to the NAHC, now an independent, not-for-profit institution. Approximately \$108,500 initial seed money from Collegiate Church Corporation and \$300,000 from the Empire State Development Corporation has been spent in early NAHC start-up costs and development of the NAHC Archives and 3D On-line Exhibition that will assist in delivery of future space in Lower Manhattan.

Among the first stages of development of the New Amsterdam History Center has been the formulation of the Center's institutional needs, and the creation of a ten-member Board of Trustees, mostly representatives of the three collaborating institutions, and in addition including other individuals with unique experience in the museum and educational world.

Early Achievements

The New Amsterdam History Center completed its Visioning Process and developed a Concept Document as a result of its December 15, 2004 meeting at the Lower Manhattan Cultural Council led by the American History Workshop. In addition, it has worked with Collegiate Church Corporation towards securing space for its planned operations.

Business Model

In the course of developing a business model, the board of trustees has concluded that an online website presenting Virtual New Amsterdam (VNA) should be the basic platform for the model. See the report by the American History Workshop (AHW), by Richard Rabinowitz and others, especially pages 5–8.

MANAGEMENT TEAM

Corporate Management Team

The Provisional Charter recently presented by the NAHC to the Regents of the University of the State of New York reflects the volunteer management team of trustees.

The names and post-office addresses of the current trustees are as follows:

Esme Berg, Trustee
262 Central Park West
New York, NY 10024

Patricia U. Bonimi, Ph.D., Trustee
131 Deertrack Lane
Irvington, NY 10533

Kenneth H. Chase, Esq., Secretary and Trustee
60 Riverside Drive, Apt. 9F
New York, NY 10024

Bromme H. Cole, Treasurer and Trustee
Hampton/Hoerter
410 Park Avenue, Suite 1530
New York, NY 10022

Marybeth De Filippis, Trustee
103 East 86th Street, Apt. 2C
New York, NY 10028

Casey R. Kemper, President and Trustee
Collegiate Church Corporation
500 Fifth Avenue, Suite 1710
New York, NY 10110

Christopher P. Moore, Trustee
Schomberg Center for Research in Black Culture
515 Malcolm X Blvd.
New York, NY 10037

Jan Seidler Ramirez, Ph.D., Trustee
Chief Curator & Director of Collections
National September 11 Memorial & Museum
1 Liberty Plaza, 20th Floor
New York, NY 10006

Charles W. Wendell, Ph.D., Trustee
205 West 9th Street
Plainfield, NJ 07060

Rev. Everett L. Zabriskie III, Trustee
252 Highwood Avenue
Ridgewood, NJ 07450

Organizational Structure

Granted a provisional charter on September 9, 2005 and extended an additional five years beyond 2010 by the Board of Regents of the University of the State of New York, NAHC is organized pursuant to section 216 of New York's Education Law.

The NAHC is a not-for-profit corporation organized and operated exclusively for educational purposes, and no part of the net earnings of the corporation inures to the benefit of any individual; and no officer, member, or employee of the corporation is entitled to receive any pecuniary profit from the operations thereof, except reasonable compensation for services.

The corporation does not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code of 1986 or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Code.

Key staff, including relevant experience available to carry out the development of the NAHC

Haff Associates, Inc., under contract with the Collegiate Church Corporation, has been providing project management and financial advisory recommendations to the NAHC.

Richard Rabinowitz and Jan Ramirez of American History Workshop (AHW) provided early-stage history-development guidance and were instrumental in designing a format for the visioning session held at the Lower Manhattan Cultural Council in December 2004, that set the stage for communicating the mission and plans for the NAHC. During 2010 AHW provided curriculum development and a marketing study in collaboration with Toya Dubin of Hudson Microimaging (HMI), Courtney A. Haff of Haff Associates, Inc., and the staff of the Environmental Simulation Center (ESC), including Michael Kwartler, Elizabeth Hamby and Alihan Polat. In addition, the ESC team and Hudson Microimaging have been providing information on methodologies and experience they have gained in guiding museums in the development and implementation of Virtual Reality approaches to recovering culture and history of place as applied to New Amsterdam.

The New Netherland Institute has offered its Light on New Netherland Exhibit (LONL) to the NAHC produced by The Exhibition Alliance (TEA), a nationally-recognized professional museum organization (based in Hamilton, New York), which designed,

fabricated and installed the LONL exhibition. TEA is a non-profit museum service organization that functions as an extended staff for museums and historical organizations, and has been serving the New York State museum community for over thirty years. NAHC has created an on-line version of the LONL Exhibit.

Together, the State University of New York System Administration, The Exhibition Alliance, and the New Netherland Institute presented *The Legacy of New Netherland*, during 2010, at the galleries of the State University Plaza in Albany, NY, situated in the heart of Albany (or Beverwijck, as it was known in early colonial times). The portion of this exhibit focused on New Amsterdam is to be part of the “core” NAHC exhibition. This exhibit will help to furnish historical context for understanding present-day New York City. Its intention is to demonstrate among other themes, the historical traffic and ties between NYC and Albany/Beverwyck, and to reveal the comparative fluidity of trading networks established in the historical construct of colonial New Netherland.

A highly experienced team of curators and researchers worked on the project. In addition, several historians and scholars from local and statewide institutions assisted the project on a voluntary basis with scholarly or technical advice. Historians Ruth Piwonka, and Rod Blackburn, former assistant director of the Albany Institute of History and Art, offered advice to the NAHC in its early stages. Both have published books relating to New Netherland history, art and architecture. Dr. Charles T. Gehring, Director of the New Netherland Institute (NNI), functions as primary scholarly advisor. NNI staff member, Dr. Janny Venema’s recently published book, *Beverwijck: A Dutch Village on the American Frontier, 1652-1664*, and Shorto’s, *The Island at the Center of the World*, which tells the story of New Amsterdam and relied heavily on the New Netherland Institute’s translations, serve as inspiration for the exhibition.

MARKETING STRATEGY

Overview

The celebration of Henry Hudson’s discovery of the Hudson River provides inspiration for the creation of a Dutch history center that can fit into the current cultural revitalization plans for Lower Manhattan (the “Mission”). More specifically, it is planned to create a history center and to celebrate Dutch colonial history in the place in New York where the Dutch community can best share its rich history with the City, a location downtown, near the old New Amsterdam Fort, and near the “Weckquaesgeck Trail,” now called Broadway.

Marketing Plan

The New Amsterdam History Center is considering a number of ways of extending its impact, giving particular attention to the points outlined in the report by the American

History Workshop (AHW), pages 14–19. These points include: establishment of a physical Visitors Center; stimulating social networking through Facebook, Twitter, and Flickr; developing a New Amsterdam presence on Four Square; creating mobile phone adventures involving New Amsterdam; QR tagging Fan Fiction; developing a Facebook game for New Amsterdam.

PUBLIC VALUE

The New Amsterdam History Center focuses on a single powerful idea: ***The history of New York City begins HERE***. Courtney Haff, for the benefit of the NAHC, filmed an event at Federal Hall organized by the National Parks of New York Harbor Conservancy celebrating “New York Begins Here” during 2010. Making that point forcefully will provide a unique service to New Yorkers and their guests. No other interpretive site offers a quick, conveniently accessible, and engaging public orientation to the history and historic character of the city. Unlike more general visitors’ centers, the NAHC will not be primarily a place for advertising attractions, restaurants, shopping, and accommodations. As a unique visitors’ center, NAHC says that “here, in 1626 as in 2010 and in any future we can imagine, is where the action is.”

The concept for the New Amsterdam History Center is to focus on a 65-year Dutch period between 1609 and 1675 – the period of New Netherland – because it would be unique in the regional and national marketplace, along with New York’s general colonial period (to the Declaration of Independence in 1776).

Public Relations

The NAHC has gained a marketing presence among other interested Dutch-related organizations by being included as a sponsor of six events over the 2005–2010 period during the week of November 15–20 first established as the ***Five Dutch Days in November*** at the AIA Conference Center on LaGuardia Place for a discussion; there was also a fund-raising event at the Old Stone House in Prospect Park in Brooklyn after the Old Dutch Reformed Church service in Flatbush. The New Netherland Institute and the Quinn Foundation’s recent fellowship-holder for the study of New Netherland and the Dutch Colonial Atlantic World, Jeroen van den Hurk (of the University of Delaware Art History Department) made a presentation on his dissertation topic, “Imagining New Netherland: Origins and survival of Netherlandic Architecture in Old New York, 1614–1776” at the Old Stone House fund-raising event. Courtney Haff, Frank Sypher, George Janes and Jeroen van den Hurk made short presentations at the AIA Conference Center event convened by Chris Moore.

FUNDING

Funding needs to be raised from grants by institutions, both private and government: from entities such as, for example, the National Endowment for the Arts, the New York State Department of Education, and the MacArthur Foundation. Overseas entities to be approached would be, for example, the Netherlands Ministry of Culture, the Netherlands Ministry of Education, the Prince Bernhard Cultural Foundation, and others.

Employing innovative interactive media rather than conventional or static museum display systems, the History Center will include (1) a “core” exhibit about New Amsterdam from a portion of the Legacy Exhibit of New Netherland; (2) a “virtual reality” trip backwards into 17th-century New York, employing techniques which, in the case of New Amsterdam’s history, bring to life its physical fabric and built form, thus adding to the only remaining evidence, the street pattern itself as well as the land ownership patterns that have maintained their Dutch heritage for over 340 years; (3) engaging, “history detective” style exercises encouraging first-hand inspection of historical documents and artifacts, and computer simulations of various events, places, and lingering mysteries about New York’s 17th-century past.

Virtual New Amsterdam Project (VNAP)

The goals of this phase of development are twofold: first—in order to satisfy the requirements of the Empire State Development Corporation grant which has funded the development of the model to date—the entire virtual settlement was built out, up to and including the perimeter wall. Second, the model will support curriculum activities developed by American History Workshop with the intent to release the model to educators for evaluation.

Scope of Work

- 1. Create models to populate the entire area of the settlement mapped in the Castello Plan, up to and including the perimeter wall.**

Ground Texture and Elevation Model

A ground texture will be created to cover the area within the Wall, covered by the Castello Plan. The Virtual New Amsterdam Project (VNAP) ground texture created by Len Tantillo and various images of Castello Plan will be used as sources.

The extended context for Phase II uses the Google Earth elevation model just as the current VNAP does. Environmental Simulation Center (ESC) and American History Workshop (AHW) will determine if Broadway's elevation change and the Hudson River escarpment would be significant assets to the 3D model. If so, this task would be undertaken in the next phase of work.

Houses

In order to satisfy the requirements of the Empire State Development Corporation (ESDC) grant and support the "sense of place" of New Amsterdam in the 17th Century, and ultimately provide a portal to the database from every building, the entire settlement up to and including the perimeter wall will be modeled with generic "monopoly houses" that *will not be connected to the Drupal database during this phase of development*. Rather, the houses will provide the larger context for the narratives developed in detail in other parts of the model.

The generic houses will be aligned to particular tax lots and will be appropriate to the socioeconomic or professional status of the occupant, as listed in the database, so that they might be more easily connected under a future phase of work.

Perimeter Wall

A perimeter wall will be modeled and textured, including bastions, to surround the settlement as it existed in 1660.

2. Build detailed models of several buildings that will support curriculum development

Several buildings are identified to be modeled for inclusion in activities for students in grades 4, 7 and 11. Detailed modeling focuses on enhancing one, concentrated area of the model in order to highlight the unique capacity of Virtual New Amsterdam to integrate the 3D model and the database into a complex environment and complete sense of place of the settlement. Given the visually and conceptually rich content of the waterfront (as well as its proximity to the already developed Stone Street and potential connections to the world beyond the settlement), development of a wharf and a waterfront scene includes the following:

- Warehouse buildings
- A seawall

-
- A pier
 - Ocean-going boats
 - Smaller boats and sloops
 - The Fort and all of the buildings contained within it, including the Dutch Reformed Church and the Barracks, as well as the house of Petrus Stuyvesent.

All of the buildings developed in detail are connected to the Drupal database and support curriculum that draws on environmental as well as textual, graphic and numerical data.

3. Make improvements to support the access and content of the Drupal database.

The Drupal database has been improved so that it can be used independently of the model. These improvements include:

- *Creation of a Visitor Login*
- *Creation of a Curriculum Content Type*
- *Creation of an Objects Content Type*
- *Creation of a Documents Content Type*

Exhibits, Programs and Events

To open in 2015, five years after 400th anniversary of the arrival of Henry Hudson, the first (of a projected annual series) Henry Hudson Festival fund-raising event will encourage the public to participate and acknowledge the benefit they receive from increasing their cultural awareness of this important historical period celebrating the beginnings of New York City. Beyond this, Lower Manhattan presents a unique opportunity for public interpretation of the history of New Amsterdam. New York is seen by the world as the locus of market-oriented economy, success based upon merit, the opportunity for immigrants to come penniless and succeed, and tolerance for ethnic, cultural and religious diversity. These are the very characteristics that typified New Amsterdam, and provide a vital ingredient in the story of New York in the context of the modern world.

We believe the New Amsterdam aspects of the on-line collection of NAHC exhibits and videos that have been developed will be an extraordinary experience not only for local visitors but also for a large segment of heritage tourists, and will have a tremendous educational outreach for many years to come. The NAHC will benefit from the fact that several museums in New York State including the Museum of the City of New York, the Roosevelt Center in Hyde Park, and four museums in neighboring states have either committed or have expressed serious interest to host the exhibition. It will bring together the historical resources of major regional museums and historical societies and give these institutions broad publicity and visibility.

The Light on New Netherland exhibit shown at the two six-week periods at the New York State Museum and at Federal Hall during the 2010 period generated 105,000 visitors over twelve weeks, an average of 8,725 visitors a week.

NAHC's Five Dutch Days events that have been filmed and are available on the NAHC Archives site held at Bay Hall have generated an average of 100 attendees for each event over the past five years. A Lower Manhattan walking tour provided by Chris Moore was also well attended.

American History Workshop, in collaboration with the Environmental Simulation Center, Hudson MicroImaging, and Haff Associates, Inc. has developed curriculum for the 4th, 7th and 11th grades, and suggested a social networking strategy to create user interest. (See the American History Workshop Study by Rabinowitz and others).

The following sections provide a summary of the major points covered in the development of the history center concept.

Assessment of Heritage Resources

Artifact Resources: There are opportunities for the long-term loan of artifacts, and for the modeling of working replicas of authentic materials. New Amsterdam materials are located at the Museum of the City of New York. Fort Orange materials are located in the collection of the New York State Office of Parks, Recreation and Historic Preservation, and the South Street Seaport Museum. The collections of the New York State Museum, the artifacts collected by the excavations of archaeological sites in Lower Manhattan, the New York Historical Society, the Museum of the American Indian and various private collections and houses celebrating early Dutch history maintained by the New York City Department Parks and Recreation provide significant resources.

Buildings: The history center is expected to provide a base of **educational materials** that could serve as useful models for the replication of houses and barns, including documentation on the unique features of Dutch farms.

Educational Forums: The history center will explore a range of present-day topics against the background of Dutch Colonial history along the lines of the

Rensselearwyck conferences held by the New Netherland Institute, the Gotham Institute, and the Holland Society.

Study Visits: Teacher-led student study visits to the NAHC will take groups of students back in time more than 350 years.

The Visitor Experience

Programs: Curriculum-related programs will serve various schools, with more general programs for other visitors. Special events and festivals will replicate the Dutch 17th century calendar, with major celebrations in the holiday season each year.

Exhibitions: The on-line History Center (VNAP), opened in 2010, will include permanent and temporary exhibitions. The permanent exhibitions will include an orientation gallery and a thematic gallery illustrating many aspects of Dutch colonial history and its contemporary relevance. An electronic field trip has been developed and broadcast around the world from the museum web site www.newamsterdamhistorycenter.org.

FINANCIAL PROJECTIONS

Assumptions:

Grants: Initial fund-raising efforts for NAHC's starter-campaign have established a general gift goal of \$250,000. Approaches to a variety of corporate sponsors and foundations is expected to be the most viable route for securing donations needed for NAHC operating funds in 2011 to 2020, acknowledged as having some associated risk factors; introductory meetings would lay out a likely sequence of return solicitations. The NAHC virtual reality approach for New Amsterdam has been pre-identified as a "tangible" piece of support that could entice sponsors, and progressive steps of solicitation will be rigorously defined and rehearsed in advance.

Operating Expenses: Derivative of net income from book sales, souvenir sales, and miscellaneous fee income from exhibit entry costs (group tour fees). Approximate 3% annual growth factor assumed.

On-line Costs: Initial cost of \$145,000 is allocated 80% to website design and consultants. Remaining 20% cost for year 2011 is allocated towards developing pages on Facebook, LinkedIn, other social media and downloadable games. Costs are projected at market.

Future expenses of \$75,000 per year are: expected maintenance, further development and refinement. Costs are contract driven.

Educational Outreach: Costs are associated with 4th-, 7th-, and 11th-grade curriculum development, refinement, and costs to produce and publish final products. Expenses in future years are additional curricula (e.g. Native American section). Costs are contract driven.

Exhibits: Costs associated with development and maintenance of permanent and temporary physical exhibits, such as Light on New Netherland. Expense also permits travel of exhibit to alternative location.

Travel: Professional staff travel costs for fund-raising activities, educational outreach, and professional development.

Virtual New Amsteram Project: Expense initially associated with completing current tasks. Expense in subsequent years associated with expansion, improvement, and refinement of database.

Rent: Assumes costs for space beginning in 2013 @ 2,500 sq. ft. and growing to 7,500 sq. ft. by 2015. Cost per sq. ft. at prevailing market rates.

Miscellaneous: Contingency fund for unexpected expenses.

Retained Income:

| | 2011 | 2012 | 2013 | 2014 | 2015 |
|---------------------------------|---------|---------|---------|-----------|-----------|
| REVENUE: | | | | | |
| Events: | 250,000 | 500,000 | 750,000 | 1,000,000 | 1,500,000 |
| Operating expense: | 15,000 | 15,500 | 16,000 | 16,500 | 17,000 |
| Total Revenue: | 265,000 | 565,000 | 766,000 | 1,016,500 | 1,517,000 |
| EXPENSES: | | | | | |
| Online costs: | 145,000 | 75,000 | 75,000 | 75,000 | 75,000 |
| Management: | 65,000 | 100,000 | 150,000 | 200,000 | 250,000 |
| Educational outreach: | --0-- | 150,000 | 200,000 | 250,000 | 350,000 |
| Exhibits: | --0-- | 75,000 | 125,000 | 200,000 | 350,000 |
| Travel: | 5,000 | 10,000 | 15,000 | 15,000 | 25,000 |
| VNAP improvement & maintenance: | 20,000 | 100,000 | 150,000 | 150,000 | 250,000 |
| Rent: | --0-- | --0-- | 50,000 | 100,000 | 200,000 |
| Misc: | 3,500 | 5,000 | 5,000 | 10,000 | 10,000 |

TOTAL

| | | | | | |
|-----------|---------|---------|---------|---------|-----------|
| EXPENSES: | 238,500 | 515,000 | 765,000 | 995,000 | 1,510,000 |
|-----------|---------|---------|---------|---------|-----------|

| | | | | | |
|-------------------------------------|--------|--------|--------|--------|---------|
| Retained income (cumulative): | 23,000 | 73,000 | 74,000 | 95,500 | 102,500 |
|-------------------------------------|--------|--------|--------|--------|---------|

SUMMARY OF FUTURE PLANS

Project Importance to the Redevelopment of Lower Manhattan: NAHC will be the first new history center in nearly 80 years to explore the early colonial history of New York City and the State and its impact on later American life. The NAHC primary exhibit and planned rotating exhibitions and related public programs will celebrate our American heritage. We believe the NAHC will be an extraordinary experience not only for students and local visitors but also for a large segment of heritage tourists with a tremendous educational outreach for many years to come. Both the permanent programs and the traveling exhibits will increase awareness of the pre-Revolutionary War period (17th–18th century), thereby creating a new tourism base, capable of generating new regional heritage tourism dollars and increasing local tourist economies in the Lower Hudson River Valley. The NAHC joined nine museums in New York State and four in neighboring states that hosted the LONL exhibit. NAHC expects to generate revenues from its on-line exhibits and social networking methods. The NAHC expects to capitalize on the widespread interest generated by the NY400 Celebrations and intends to bring together access fees generated from teachers, educational institutions and individual and generate broad publicity and visibility in New York and beyond through its on-going relationships with its partners.

Exhibition themes: The NAHC will offer a comprehensive, detailed look at the colony of New Netherland, with particular focus on New Amsterdam events and people who shaped its history. The NAHC will bring to light the impact of the colony's distinctly New Netherland culture and show the many ways in which its legacy is still visible today. Main themes of the primary exhibit will include the nature and scope of the initial Dutch settlement as it appeared in the Castello Plan of 1660.

Material resources: The Archives of the Collegiate Church has expressed willingness to consider a loan of rare manuscripts, maps, and a unique collection of artifacts which will be the starting point for NAHC material artifacts.

Role of municipal agencies: The NAHC intends to collaborate with the Five Dutch Days events and Manhattan's Downtown Alliance and its annual River Festival. The NAHC exhibit will promote the established annual events of the City of New York, and will tie in to the Downtown Alliance's promotion of Lower Manhattan as a cultural center. The NAHC will create an alliance with New York City based on the celebration of history-based themes (for example, promote the development of: microbreweries and beer

festivals linking to 17th- and 18th-century methods of beer brewing; traditional food contests or festivals; recreation of famous events; traditional arts & crafts cottage industry).

Role of private organizations: The NAHC expects to collaborate with many of the New Netherland-related historic houses in New York City under the auspices of the New York City Parks Department. NAHC already has a relationship with: the Wyckoff House in Brooklyn; the Museum of the City of New York; the Holland Society of New York; and the New York Historical Society.

Organizational team—Consultants—Volunteers: Establishment of a relationship with local schools and educational centers will provide publicity, subsidize publication of written materials, and provide access to student interns.

A highly experienced and motivated team of curators and researchers have expressed continued interest in assisting the NAHC in developing its programs. American History Workshop, Environmental Simulation Center, Haff Associates, Inc., and Hudson Microimaging, has offered to assist the project on a voluntary basis with scholarly or technical advice until additional funding can be obtained.

Dr. Charles T. Gehring, Director of the New Netherland Institute (NNI), has provided scholarly advice. It is also highly anticipated that the NAHC will cross-promote with the New Netherland Institute and deliver contacts and content, with a Manhattan base already established.

Consistency with Lower Manhattan Development Goals: The NAHC will promote the preservation of the Lower Manhattan's natural history, prehistory and European history by providing artifacts and art that show the human occupation of the island and how this human history influenced the development of the island into what it is today. The Center will give an overview of the geography and natural history of the Manhattan area and explain why the early Dutch community began here, where abundant natural resources were available.

The NAHC video documentaries and on-line exhibit show the beauty of the Lower Manhattan's natural landscape and the historical architecture of the New Amsterdam period. These resources are used as an educational resource but also as a promotional tool to stimulate interest in the NAHC as a tourist destination. In addition the video documentary and virtual reality environment can be used to promote the City of New York to future investors and others who are considering locating in this area.

Planning process: A transitional team will be established to carry out the fund-raising and planning process. Fund-raising and marketing strategies will be further developed as the NAHC matures as an institution. Future planning documents will incorporate the following: transition team meetings; consultations with advisory teams, and meetings with curatorial and historical experts; consultation with advisory committee of scholars; exhibition script writing; floor plan and preliminary design development; assembly of an

artifact list; securing of loan agreements and image rights; planning for an exhibit catalogue; introductory video concept planning; and planning for educational programs.

Publicity and economic impact -We estimate that at least 250,000 visitors per year (on-line and in Lower Manhattan) will visit the NAHC due to its strategic location and the experience generated by its sponsoring of the Light on New Netherland Exhibit at Federal Hall, which had an average of 5,000 visitors per week. In addition, 75,000 visitors have investigated its website www.newamsterdamhistorycenter.org over the past three years to understand the contribution to American Heritage of New Netherland and its early settlement of New Amsterdam. It is expected that NAHC will continue to reach a broad and diverse socio-economic audience.

Promotional plans will be made to inform the mass public through, for example: press mailing lists; press kits; brochures at tourist information kiosks throughout the City; and through organizations such as the Downtown Alliance, together with schools, libraries, cultural and community centers, industry associations, businesses, historical organizations and museums. Local media including newspapers, television and radio will also be utilized.

The NAHC exhibitions will target school groups, especially 4th- and 7th-graders and high-school students. The New York State Museum will be contacted to request that they offer their website to distribute information about the NAHC in collaboration with their recently-acquired archaeological artifacts from Lower Manhattan digs.



Appendix A

Memorandum of Understanding

NNI and NAHC

NEW NETHERLAND INSTITUTE
P.O. Box 2536
Empire State Plaza Station
Albany, New York 12220-0536

July 16, 2009

Casey R. Kemper
Trustee
New Amsterdam History Center
C/O Collegiate Church Corporation
500 Fifth Ave. Suite 1710
New York, New York 10110

Dear Casey:

This letter agreement (the “Agreement”), sets forth the terms and conditions for the engagement of the New Netherland Institute (“NNI”) by the New Amsterdam History Center located at 500 Fifth Avenue, New York, New York (“NAHC”), to deliver the Light on New Netherland Exhibit (hereafter “the Exhibit”) to Federal Hall at 26 Wall Street, New York, New York, during the period of August 4, 2009 and September 14, 2009 and confirms that the Exhibit will become the permanent property of the NAHC in 2010, after it meets its traveling exhibit tour.

The Exhibit will be an educational component of the NAHC’s Feasibility Study requirements which are: the NAHC will sponsor the development of prototype products that include the following concepts: • Provide to educators, multi-disciplinary study and training in New Netherlandic History and related social studies, including the classroom use of historic artifacts and documents in teaching; • Integrate the use, into classroom teaching, of a high quality website and on-line learning methods that deliver primary

sources to the classroom; • House a digital library of teaching resources, a bank of computers for teacher use, and a comfortable area for educators to participate in educational offerings and explore new resources with a community of learners; • Offer a variety of professional development programs necessary for teacher re-certification. In addition to workshops the NAHC will provide consultations with “historians-in-residence” and assistance to teachers in their research.

Deliverables

Light on New Netherland Exhibit Deliverable (\$5,000 Cost)

The NNI agrees to provide the Exhibit to the NAHC under the terms specified above, and the NAHC will compensate NNI in the amount of \$5000 for Rental fee, insurance, and shipping for “Light on New Netherland” for exhibition at Federal Hall National Memorial, 26 Wall Street, New York City from August 3 to c. September 14, 2009:

Affirmative Action Policy

The provisions of paragraphs 1) through 4) regarding NAHC's policy of Non-Discrimination and Affirmative Action shall be a part of this Agreement and every subcontract and purchase order with a contracting party, to the same extent as if set forth at length herein.

Please indicate your acceptance of the foregoing Agreement by signing and returning to me a copy of this letter.

Sincerely,

New Netherland Institute

DATE: _____

By:

Title:

ACCEPTED:

New Amsterdam History Center

DATE: _____

By:

Title:

Appendix B

NAHC HSNY MOU



September 10, 2009

Mr. Courtney Haff
Chairperson, Archives Committee
The Holland Society of New York
20 West 44th Street
Fifth Floor
New York, New York 10036

Dear Courtney,

Herein is the NAHC/HSNY Memo of Understanding (MOU) between the New Amsterdam History Center (NAHC) and the Holland Society of New York (HSNY) as it pertains to permissions for use of digital files including images of the de Halve Maen collections at HSNY for you signature.

Background

Mission: The New Amsterdam History Center encourages the public exploration of the early history of New Amsterdam and New York, its diverse peoples, landscapes, and institutions, and its legacy for all the peoples of the world today.

A site that has more descriptive information about the NAHC is:
<http://www.newamsterdamhistorycenter.org>

A workspace site where data being used to develop the 3D model is being shared by a number of researchers working on the project is: <http://www.localarchives.org/nahc/>

The New Amsterdam History Center is developing a 3D modeling project, (the "Virtual New Amsterdam Project or VNAP") intended to eventually create a virtual museum of the settlement of New Amsterdam as it existed in 1660. So far all of the work related to the project centers around the buildings of the Castello Plan, their owners in the year 1660, and the progeny of these people through the year 1950. The NAHC has created the beginnings of a 3D Model of Stone Street within the Castello plan, as it existed in 1660.

Hudson Microimaging has provided scans of thousands of documents relating to NAHC Project, and photo documentation of some exhibits relating to the NY 400 celebrations as they relate to New Amsterdam in the 1600's. It is NAHC's intent to include this documentation and/or portions of the documentation in the websites relating to the NAHC for use by the researchers involved in the NAHC Project and eventually, the general public.

Several other institutions have either donated images to this project, or are in the process of doing so. They include:

The Wyckoff House

The Museum of the City of New York

The Holland Society

Snug Harbor

Smith's Castle

The New Netherland Institute

New York State Archives

New York State Museum

The Southstreet Seaport Museum

Request for permission to use images.

As you know, the NAHC provided full funding of the digitization of the de Halve Maen collection at the HSNY as well as the four volumes of Van Lear's New York Historical Manuscripts: Dutch, whose copyright is held by the HSNY, the full text searchable images are currently available on the website www.localarchives.org/NAHC.

This memo serves to formalize the understanding between the organizations NAHC and HSNY such that the HSNY will reserve the right to charge access fees to the collection as a whole, and that the NAHC will reserve the right to use the images from the collection throughout their database, 3D model, and promotional materials.

The NAHC has created a HSNY section within their research website: www.localarchives.org/hollandsociety that includes back issues of the HSNY's de Halve Maen. HSNY will retain full ownership of these files and have the sole right to market these files to any interested party. NAHC will retain the right to use these files as needed within their 3D model, curriculum development, and databases to promote the scholarship of New Amsterdam.

Benefits to Holland Society of New York

The benefit to the HSNY staff is as follows:

Access to the Drupal database which includes biographical data on many of the original residents of New Amsterdam.

Access to the NAHC workspace site which contains full text searchable versions of a number of important publications and data relating to New Amsterdam including;

Stokes Vol II in lot and block order; Stokes Vol IV – Original Land Grants; Van Laers Historical Manuscripts;

De Halve Maen - BEG date - END date

Spreadsheet information containing genealogical information on a large number of the original settlers of New Amsterdam.

Spreadsheet information containing genealogical information on the progeny of the original settlers of New Amsterdam.

Information on property ownership of the land and buildings of the Castello plan.

Information on occupations, objects, marriages, ships journeys, etc. contained within both the workspace site and the Drupal database.

Documentation of NY400 events including exhibits, lectures, audio recordings, paintings, etc.

Additional materials are added to this site on a weekly basis.

Collaboration –

NAHC is working with staff at the Museum of the City of New York and educators from the New York City Schools Department of Social Studies to help develop curricula for young students that utilizes the 3D model and the Drupal database. These curricula will likely include objects, portraits, and information from the HSNY collections. A member of staff at HSNY would be most welcome to participate in this development process.

Additional Exposure for HSNY Collections – In the Drupal database links to the HSNY site where items are listed will be included so that users of the NAHC site can link back to HSNY. This is not currently possible in the 3D model, but future plans include the ability to link back from the 3D model also.

Additional Exposure for HSNY Publications – The NAHC workspace site and the Drupal database include links to allow users to purchase publications that address specific areas of scholarship.

Please sign this Memo of Agreement and feel free to contact me at Hudson Microimaging with any further questions you may have on how HSNY can benefit from this on-going relationship with NAHC.

Sincerely,

Toya Dubin
Consultant to NAHC

ACCEPTED:

The Holland Society of New York

By: _____
Name: Courtney A. Haff
Chairman, The Archives Committee
Date: September 10, 2009

Appendix C

NAHC MCNY MOU



July 17, 2009

Susan Henshaw Jones
Ronay Menschel Director
Museum of the City of New York
1220 Fifth Avenue
New York, NY 10029

RE: Memorandum of Understanding; Photo Documentation of the Amsterdam/New Amsterdam Exhibition (hereafter "NAHC/MCNY MOU")

Dear Ms. Jones:

I am contacting you to provide a "draft" memorandum of understanding NAHC/MCNY MOU between the New Amsterdam History Center (NAHC) and the Museum of the City of New York (MCNY) as it pertains to the photo documentation of the current Exhibition: *Amsterdam/New Amsterdam, The Worlds of Henry Hudson*, (hereafter "the Exhibition").

Below you will find some information on the NAHC.

Mission: The New Amsterdam History Center encourages the public exploration of the early history of New Amsterdam and New York, its diverse peoples, landscapes, and institutions, and its legacy for all the peoples of the world today.

A site that has more descriptive information about the NAHC is:
<http://www.newamsterdamhistorycenter.org>

A workspace site where data being used to develop the 3D model is being shared by a number of researchers working on the project is:
<http://www.localarchives.org/nahc>

The New Amsterdam History Center is developing a project (the NAHC Project) intended to eventually create a virtual museum of the settlement of New Amsterdam as it existed in 1660. So far all of the work related to the project centers around the buildings of the Castello Plan, their owners in the year 1660, and the progeny of these people through the year 1950. The NAHC has created the beginnings of a 3-D Model of Stone Street within the Castello plan, as it existed in 1660.

Hudson Microimaging has provided scans of thousands of documents relating to the NAHC Project, and they are beginning to work with several museums to provide photo documentation of other exhibitions relating to the NY 400 celebrations as they relate to New Amsterdam in the 1600's. It is NAHC's intent to include this documentation and/or portions of the documentation in the websites relating to the NAHC for use by the researchers involved in the NAHC Project and eventually, the general public.

The NAHC/MCNY MOU contains the following provisions:

1. The NAHC has hired Hudson Microimaging (HMI) to provide photo documentation of the Exhibition.
2. The NAHC will be allowed to present the resulting photographs of the Exhibition online as part of the NAHC website after permissions are secured by MCNY. All funding for the photo documentation of the Exhibition will be provided by the NAHC.
3. The MCNY will be given a copy of the Exhibition in digital form once it is complete to be placed on the MCNY website.
4. The MCNY will obtain permissions from contributors to the Exhibition as required.
5. The NAHC and MCNY will jointly determine which permissions are "cost effective" to obtain.
6. The work to secure the permissions will be undertaken by MCNY.
7. A photo whose permission is considered non "cost-effective" by MCNY and NAHC will be excluded from the Exhibition.
8. The MCNY will contact the NAHC, on a case by case basis, to determine whether the NAHC wishes to contribute to the cost of making a non "cost effective" photo "cost effective."
9. The MCNY will have approval of the format, content, and design of the digital Exhibition and will be credited in the Exhibition in a form to be mutually agreed upon.
10. The MCNY will retain the copyright to the Exhibition concept, title, content, and text.

Sincerely,

Courtney A. Haff, Project Director



New Amsterdam History Center

Virtual New Amsterdam Project

Appendix D

Educator's Meeting
August 27, 2009
Museum of the City of New York

AGENDA

Many thanks to Franny Kent, Kathy Benson, and the rest of the staff at MCNY for allowing us the opportunity to meet with educators to illicit feedback for use in project discussions leading up to Phase II of the Virtual New Amsterdam Project.

Attending to represent NAHC:

Courtney Haff, PhD. Project Director, New Amsterdam History Center

Toya Dubin, Vice President, Hudson Microimaging

S. Alihan Polat, Project Director, 3D Model, Environmental Simulation Center

Elizabeth Hamby, Research Associate, Environmental Simulation Center

Attending to represent MCNY

Franny Kent, fkent@mcny.org

Stephanie Dueno, sdueno@mcny.org

Jacqueline Longholtz, jlangholtz@mcny.org

Attending to represent NYC Schools

Aaron Eng, aaronengachson@yahoo.com

Maria Diaz, love2teach24@aol.com

Diana Patino, dpatino@schools.nyc.gov

-
1. Brief demonstration of the 3D model and underlying Drupal database – 30 mins.
 2. Question and answer session – 15mins
 3. Request for feedback from the educators: 45 mins.

New Amsterdam History Center

Virtual New Amsterdam Project

Question and Response Form

Participant Name _____ Email _____

Use of Technology in the Classroom, for teaching, and/or for homework – 10 mins:

1. What range of grades or age groups do you instruct?
Responses included:
n/a, 5th grade – 9-10yrs old; grades 3-8; grades K-12; 2nd grade ESL
2. Do you have access to the internet in your classroom? Y/N
Yes, for NYC schools representatives all have access and many have smartboards available.
For MCNY representatives this question was n/a.
3. Does your school have computer labs? Y/N
Yes, for NYC schools representatives all labs, but the access may be limited or difficult.
For MCNY representatives this question was n/a.
4. Do most of your students have internet access at home? Y/N
NYC schools representatives estimated that 20% of their students have access at home.
5. In a public library? Y/N
NYC schools representatives –because these are elementary students, access to public library internet requires parental involvement after work hours and is therefore limited.
For MCNY representatives this question was n/a.
6. How would you rate your own technological proficiency? (i.e., basic word processing, spreadsheets, charting, mapping, social networking, social publishing, blogs, wikis, etc.)

For NYC Schools representatives this ranged from ‘advanced’ to ‘basic’. However, in discussions it was clear that most of the teachers had used a wide range of online tools in their own research for their in school preparation.

For MCNY representatives the majority had engaged in most of these listed online activities.

7. (How) do you currently incorporate IT tools in your social studies curriculum? Other curricula?

NYC Schools:

“Google for research to use in smartboards. Connections may not be reliable in school.”

“Smartboards.”

“I hardly use it.”

MCNY: N/A; “Not at all in Museum Educ programs, but may want to do so in the future within the museum.”

Questions to gain an understanding of New Amsterdam Curriculum as it relates to technology - 35mins:

8. How do you currently teach about New Amsterdam?

NYC Schools:

‘Museum visits, secondary docs, books, hands on projects.’

‘Textbooks, picture books, movies.’

‘Not part of my SS curriculum, but would be good background material for class.’

MCNY:

‘Using objects, maps, quotes, primary sources in the MCNY collections.’

‘Primary/secondary sources, images, objects, galleries at MCNY.’

‘Exhibitions & primary sources at MCNY.’

9. What resources do you currently use? Circle All.
Textbooks? DVDs/Videos/Movies? Books? Music? Other_____

NYC Schools;

All used: Textbooks, DVDs, Videos, Books.

One used music.

Additional resources: picture books, local neighborhood, NARA.

MCNY: N/A

10. Do you currently use Internet Resources like MAAP or Google's Rome in your classroom or homework teaching? (How) do you use online geographic resources? Google Earth? Google Maps?

NYC Schools: One used Google Earth; the others did not use any of these resources although they expressed a great interest in doing so. Connection speed was noted in discussion as an issue.

11. How are you using online technology in general? Are you using Moodle? Wiki's? or other application? If so, what applications are you using?

NYC Schools:
Use of Google, Yahoo, or other search engines to find info on current subjects being taught.

MCNY: N/A

12. Does this educational tool as it currently exists serve your needs in the classroom? Yes/No

NYC Schools:
Yes, with modifications. Zoom, sound, links appropriate for younger students.
Yes.
Yes.

or as a component of a homework assignment? Yes/No

NYC Schools:
No, very few students have access to the internet.
Yes.
No.

13. If not, what kinds of improvements would you like to see?

NYC Schools:
'Zoom, sound, links appropriate for younger students.
Visual tags, early childhood components, audio.'
Discussion of this subject included requests for the following improvements:

-
- Mouse-over functionality that would allow students to see addition information in the 3D model without having to go to the database.
 - Talking avatars were presented as an idea, and the response was very positive, especially if the avatars are age appropriate.
 - Games received very positive comments.
 - o A matching game was discussed where very young students can match objects to words was suggested.
 - o The Fur Trading Game seemed good for older students.
 - o House Building
 - o Interior Decorating
 - o Math Games dealing with building, the Fort, etc.

14. How would you plan to use this kind of tool?

NYC Schools:

‘Research, pre-observation, post-knowledge, visual tool, info for teacher, connections.’

‘I would have to learn how to use these tools and be trained in them.’

‘Smartboard lessons, enrichment activities.’

MCNY:

‘Would be a great pre-visit for classes.’

‘Would be ideal to illustrate New Amsterdam vs. NYC to visiting students to build off our Castello Plan.’

‘In place of galleries & sources that are not accessible we could use this to see objects and documents we can show the students.’

15. What are the most important topics for the model and database to demonstrate from an educator’s point of view?

NYC Schools: Both in written documents and in discussion the following themes were prevalent:

Transportation
Immigration
Communities around the World
Economics
Geography
Architecture
History of NYC
Vocabulary

MCNY:

Views/sounds of the city. Evolution of built environment.
Built environment – perspective – contextualize the information and facts that students learn.
Visual understanding of New Amsterdam.

16. Would you be interested in participating in the development of certain aspects of the model by attending additional meetings (possibly 2-3 meetings) during this coming school year?

NYC Schools:

Yes! I would be interested in providing a ‘guinea pig’ classroom. Maria

Yes. Please consider holiday breaks for meetings. - Aaron

Yes. Just email me. Diana

MCNY:

‘You can always call on me!’

17. Additional questions as they evolve from the above questions.

NYC Schools:

How would the program be available? Is there a fee?

Additional notes from discussion that may not fit into the questions:

1. There was discussion of using USER TAGS or some other methodology to provide age appropriate use of the model. For example: User Tags for K-3, grades 4-6, and 6-8, would allow teachers to easily find information from the database that they could use to create their own narrative paths.
2. Pre-determined narrative paths that are age appropriate were also discussed. In the best of worlds these would be provided by talking avatars that would ‘walk’ a teacher and student through the model and the database information in a pre-programmed lesson plan. In the current iteration this would require written lesson plans with ‘paths’ much like those we utilized for the demonstration. This is likely to be a bit ‘clunky’ for users.
3. Discussion of ‘contests’ to get teachers to write curriculums using the model and/or database.
4. Online community / user group/ forum – Discussion of creating an online community for the model to encourage contributions, curricula,

information exchange, etc. Drupal has this functionality built in, but we can also consider Facebook or other modalities.

Many, many thanks to all of the staff at MCNY and to the teachers for sharing their fantastic ideas with us. Special thanks to Franny Kent for her tremendous support of the project.

Appendix E

MEMO

Date:11-22-09

TO: Courtney Haff

CC: David Voorhees, Alihan Polat

From: Toya Dubin

**RE: Researching New York Presentation Summary
Notes**

RESEARCHING NEW YORK 2009

Preliminary Program

Updated October 9, 2009

THURSDAY NOVEMBER 19, 2009

SESSION II

1:45 - 3:15 PM

The Virtual New Amsterdam Project-A Walk Down Stone Street in 1660

A demonstration and roundtable discussion of the first phase of the New Amsterdam History Center Project to create a virtual 3D museum of the City of New Amsterdam as it existed in 1660.

Courtney A. Haff, Virtual New Amsterdam Project
David Voorhees, the Jacob Leisler Papers Project
Toya Dubin, Hudson Microimaging
Alihan Polat, Environmental Simulation Center

The presentation took place at the Special Collections Room in the Science Library of SUNY Albany. Researching New York is an annual conference that attracts members of the independent research community, funding agencies, scholars, writers, professors, archivists, librarians, and graduate students interested in these fields. The total conference attendance is typically about 100 people. Our session was planned for attendance by approximately 40 people. Total attendance at the session was 62, and library staff was scrambling to bring in additional chairs for everyone. Included in the audience were:

Christine W. Ward, Chief Executive Officer, New York State Archives Partnership Trust
NY State Archivist
Assistant Commissioner for Archives
Grant Reviewer, NEH and NHPRC

Bob Bullock, President, New York State Archives Partnership Trust
Fellow, NY Academy of History
Public Affairs Officer, NY Air National Guard

David Palmquist, NYS Board of Regents

Monica Gray, NYS Archives Archivist and Records Management Specialist II,
Digitization Team

Amy Murrell Taylor, Professor SUNY Albany History Dept.; Documentary Heritage
Program Online Programs Professor; Author

Rochester Public Library, Digital Initiatives Specialist

Brian Keogh, Head, M.E. Grenander Department of Special Collections & Archives

Mark Wolfe Curator of Digital Collections, M.E. Grenander Department of Special
Collections & Archives

Geoffrey P. Williams, SUNY Albany University Archivist and Campus Records Officer

Susan McCormick, Conference Organizer; SUNY Department of History, Professor
History & Media Documentary Studies

We guided the audience through a series of paths demonstrating the full functionality of the 3D model and the Drupal database. In each set of paths, we began at the 3D model, moved from the model to the database, moved throughout the database explaining the links between subjects, content types, images, and the research that supports the model, and then back to the 3D model. Path subjects included Family Life, Tavern Culture, During the presentation, audience members were encouraged to ask questions, provide suggestions for improvements for implementation in Phase II, and provide feedback as to how they might utilize a tool like this. The participants were very engaged and very generous with their feedback. Below are some notes on their suggestions and questions.

1. Sound – A number of audience members suggested that an audio component to the project would significantly enhance the virtual experience for the user. One scholar, whose project Acoustic Hudson involves recreating sounds of the various historic eras of the Hudson expressed an interest in participating in this process. TD explained that there are several museums in the process of requesting permissions to allow the NAHC to include audio files from their NY400 events in the model, and that we intend to add those as MP3 files in Phase II. However, adding a set of 'background sounds' to represent the ambient audio atmosphere of 1660 New Amsterdam has not yet been implemented. Alihan is reviewing the functionality in Google Earth to see if it is possible to include this in Phase II.
2. Discussion of the artistic license necessary to represent some of the people in the model where portraits do not exist or are not currently recognized by scholars. The example given in the presentation was Govert Loockermans, whose portrait is listed as a 'placeholder pending further research'. He is currently represented by a Van Dyck portrait of Frans Snyder, and this fact is noted in the Drupal database. Suggestion by the audience to include links in the website that describe the process of representing these people in the 3D model. What paintings were chosen and why? How did we alter the look of the people from those paintings? Why did we choose a particular character in a painting, etc.
3. Captions – Almost all of the images in the database contain captions explaining their origin. For example painting title, painter, date, etc. However, those

-
- captions are not currently displayed as this functionality is planned for phase II of the project. Members of the audience agreed that they would like to see this functionality implemented. It would help to explain the use of each image as it relates to a subject, a place, or a person.
4. A minor suggestion for correction was provided for the Marriage Contracts page: should read New Netherland, not New Netherlands. This correction will be reviewed throughout the model.
 5. As the demonstration showed the number of links to other historic sites and museums that have provided information for the model, the audience indicated enthusiastic approval of this method and of the concept of cross promotion.
 6. Links to Archeology: Discussion by a number of audience members suggested that we could improve the 3D model by providing links (where available) to images of actual archeological excavation sites for each of the houses in the 3D model. One of the sites mentioned was Unearthing Gotham and the Yarvick Museum in York, England. This is possible in the current implementation functionality, although it is not part of the current scope of work. It could be addressed and improved in Phase II.
 7. Discussion of the Objects Content Type planned for Phase II: Wherever possible the audience indicated that they would like to see links from objects found in archeological sites that relate to a specific house to that house and to the Object Content Type entry. This is already planned for Phase II.
 8. Discussion of a 'Time Slider' functionality: The NAHC team has been discussing the issue of time since early implementation of the project. At this point it is planned as part of a Phase III implementation since the complications of creating entirely new data sets for each year before and after 1660 are outside of the scope of Phase II. However, we do envision using archeological information within this portion of the project in the future.
 9. Members of the New York State Archives suggested including fully developed curriculum for teachers to use in the model and the database.
 10. Primary Documents: Members of the audience suggested that we include more links to primary documents as they relate to a particular house, person, place, or object. This is possible within the current implementation and is planned for Phase II. A closer relationship the New York Historical Society, the Museum of the City of New York and NYS Archives will be extremely helpful here, as the permissions issues surrounding these documents are extremely complex. Images of many of them have already been created, but use of these images is restricted by permissions. We expect of the permissions requested to be approved by the end of 2009 or early 2010.
 11. Books of interest: In the localarchives.org/nahc workspace site we reviewed the materials available for researchers working on the project and those available to the public. An audience member suggested that we grade the books of interest by reading level to assist users.
 12. Discussion of DVD publishing: Because not all users of the internet have fast connections, one audience member suggested that we might consider publishing a set of DVD's containing the model and database. Although this is an interesting idea, it is not clear to the development team how we would accomplish this and still maintain the dynamic quality of the project. For example, a wiki functionality is planned that would allow researchers and the public to submit articles, ideas, information, and suggestions for review by a scholarly committee before inclusion in the model. How will the published DVD's

-
- remain current with an ever changing model? Although interesting, this idea may have to be a consideration for Phase III. It is not currently in the scope of work for Phase II.
13. Weather – One audience member suggested that we should think about how to address weather in the model. It was a significant factor in the life of New Amsterdam, and the model currently shows a clear sky and a sunny day. However, snow and rain played a significant role in the life of the colony. We discussed the possibility of including this functionality as it would link to the Time Slider concept, with snow and rain arriving based on specific dates as they can be found within primary documents, and where they cannot be found, based on scholarly research assumptions. This is a Phase III concept.
 14. Interiors – A question was asked about the floor of the farmhouse. Were the interior floors really clear and clean or were rugs used? David Voorhees explained that rugs were often used on tables in the 1660's, but that further research into this question will be undertaken by the Scholarly Review Committee for other interiors.



Appendix F

New Amsterdam History Center Project

Museum of the City of New York Educator's Meeting

Introductory Remarks

Courtney A. Haff, AICP, Ph.D.

Project Director

August 27, 2009

A. Introduction

What is the NAHC Mission?

The New Amsterdam History Center encourages public exploration of the early history of New Amsterdam and New York, its diverse peoples, landscapes, and institutions, and its legacy for all the people of the world today.

Who are the NAHC's collaborating institutions?

The New Netherland Institute, the Holland Society of New York, Collegiate Archives and New Netherland Museum.

What are the NAHC's educational goals?

The NAHC is sponsoring the development of prototype products that include the following concepts:

- Provide to educators, multi-disciplinary study and training in New Netherlandic History and related social studies, including the classroom use of historic artifacts and documents in teaching;
- Integrate the use, into classroom teaching, of a high quality website and on-line learning methods that deliver primary sources to the classroom;
- House a digital library of teaching resources, a bank of computers for teacher use, and a comfortable area for educators to participate in educational offerings and explore new resources with a community of learners;
- Offer a variety of professional development programs necessary for teacher re-certification. In addition to workshops, the NAHC will provide consultations with “historians-in-residence” and assistance to teachers in their research.

B. NAHC Outreach to the Educational Community

The NAHC has undertaken educational outreach to New York City museums and historical archives to develop a “digital” partnership in professional development activities, rather than NAHC developing its own education department.

NAHC Current Relationships

The current relationships include:

- the New York Historical Society (NYHS);
- the Museum of the City of New York (MCNY);
- the Wyckoff Farmhouse Museum (Wyckoff);
- the Collegiate Archives;
- the Holland Society of New York (HSNY); and
- the New Netherland Institute (NNI).

NAHC Asset Development Progress

The initial success has been with the HSNY, MCNY, NNI and Wyckoff, whereby:

- the MCNY’s current Amsterdam/New Amsterdam exhibit has been digitized;
- the Wyckoff has allowed the NAHC to digitize its artifacts, building and grounds, providing authentic 17th century building form and material culture to the Virtual New Amsterdam Project (VNAP);

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- the HSNY has provided the NAHC access to the full complement of its de Halve Maen magazine articles and selected membership records related to ancestors who lived in New Amsterdam prior to 1664, and digitization by the NAHC is nearly completed; and
 - the NNI has lent the Light on New Netherlaand (LONL) exhibit to NAHC for its installation at Federal Hall, to enable the evaluation of the type of visitor interest the NAHC is likely to gain from having the LONL exhibit, as its permanent exhibit (See Appendix B for details).

C. NAHC Audience Analysis

The audience analysis began on July 1, 2009 and is expected to end on February 1, 2010.

Capture of attendance levels and NAHC asset development from the MCNY exhibit and other exhibits also expected to be opening soon, such as the South Street Seaport and others mentioned above, will provide evidence of the potential interest in the Dutch period by educational institutions, students and the general public. The potential value of the use of these assets over the long term by the NAHC is expected to be evaluated by the measurement of attendance this year. Thus, the NAHC's outreach needs to continue on a timely basis, so that analysis of audience characteristics and attendance levels can be measured while the exhibits and various lectures are being held during 2009 (See Appendix C for MCNY Educator's Meeting Agenda and Survey).

These data will be useful in projecting the level of demand likely to occur at an NAHC site that is delivering these exhibits in digital form after 2009. In summary, NAHC expects to obtain additional visitor information from MCNY, NYHS, South Street Seaport Museum, and others for the exhibits and events held at these institutions during the 2009 Celebration period.

Specific Steps Taken

1. NAHC's On-Line Exhibition (Prototype View)

Initial public viewing of the NAHC's On-line Exhibition provided the beginning of the audience analysis that will be required for decision-making on how best to proceed with the further development of this Exhibition. The exhibit was presented at the August 6, 2009 event at the Down Town Association and afterwards the Light on New Netherland Exhibit was viewed at Federal Hall National Memorial. A survey has been distributed to attendees at the Down Town Association events for their comments.

2. LONL Exhibit

Measures of visitor demand have been developed for undertaking the Audience/Analysis to be applied, for example, to the LONL Exhibit, at locations where the exhibit has been, or will be held, as noted below.

A plan to measure attendance levels at the Federal Hall National Memorial site was prohibited by the National Park Service due to its internal regulations. The NAHC is working with NNI to contact and measure attendance levels at the traveling museum sites such as the New York State Museum, the Connecticut Historical Society and others that have already shown or plan to show the LONL exhibit at their sites. These data will be useful in estimating the potential demand for the LONL exhibit, once it becomes part of the permanent collection of the NAHC.

3. MCNY/NAHC Educational Collaboration

The Frederick A.O. Schwarz Children's Center, Museum of the City of New York, has invited the NAHC to be part of its outreach to the educational community. Discussion has begun with MCNY on the potential relationship between the NAHC and MCNY as we enter Phase II of the development of the 3D model of New Amsterdam. NAHC is currently in the planning stages of a professional development seminar at MCNY that involves the NYC Department of Education, Social Studies Department.

4. NAHC and NY400 Project Collaboration

Roos Kouwenhoven, new media advisor with the Royal Netherlands Embassy and a member of the NY400 Project Team, has been working with the NAHC, to host a description of the NAHC's On-Line Exhibition on their website www.ny400.org under its History category, as shown in the Appendix A below.

The story will be carried on the NY400 website beginning the week of September 1, 2009 and expected to be highlighted during the NY 400 Week Celebration, to be held during the period September 8th through September 13th, 2009, in New York City.

The level of world wide traffic "hits" on the NY400 website to view the story about the New Amsterdam History Center's On-line Exhibition, will be provided to the NAHC by the NY400 Project Team. This information will be incorporated as part of the audience analysis.

D. NAHC ON-Line Exhibition

What is the Model About?

The New Amsterdam History Center's On-line Exhibition is a 3D digital model that presents information and theories about New Amsterdam's appearance in the period prior to 1664, when it was the "capital" of New Netherland.

What were the locational factors that made New Amsterdam Important?

New Amsterdam, now Manhattan, with an ice-free harbor and a central location along the coast of North America situated at the mouth of the Hudson and Mohawk river systems, had a vital influence on the development of New Netherland.

What is the knowledge being transferred?

- The 3D Model uses primary and secondary source documents and articles that have been created by many scholars about the settlement, such as:
 1. I.N. Stokes Iconography of Manhattan;
 2. New York Historical Manuscripts Dutch, Vols. I-IV;
 3. Documentation of events, such as Wills, Marriages, Ship Journeys, Building Contracts, and Surnames, Occupations and Ancestor Roots information.
- It is an attempt to reconstruct digitally the:
 1. topography;
 2. infrastructure (streets, bridges, walls, windmills, docks, ditches);
 3. individual buildings;
 4. gardens;
 5. plants;
 6. animals; and
 7. Fort Amsterdam

as they may have looked in 1660.

Google Earth Implementation

- The above 3-D Model will be available on Google Earth for the world to view, once it has been completed beyond the prototype view, and the all the buildings in the Castello Plan are shown.
- It will highlight themes such as:
 1. native peoples;
 2. slavery;
 3. the Dutch West India Company;
 4. food and drink;
 5. daily life;
 6. people and their families;
 7. trade and occupations;
 8. the local economy;
 9. conflicts of the time.
- Data will be presented in both the 3D model and a linked database.

-
- Users can learn about the built form, natural features, the people, and their material culture.
 - The digital model can easily be updated with new information, such as archaeological discovery.
 - The exhibit is offered to educational institutions who wish to integrate the digital model into classroom use, as well as to the general public, who wish to imagine and discover New Amsterdam.

Appendix A: NAHC On-line Exhibition Demonstration¹



¹ The ESC created the document below with comments from HAI and HMI.

New Amsterdam History Center's Virtual New Amsterdam Prototype

The Virtual New Amsterdam Prototype was created by the Environmental Simulation Center (ESC) in collaboration with Len Tantillo, Hudson Microimaging (HMI and Haff Associates, Inc. (HAI) for the New Amsterdam History Center (NAHC) with funding from the New York Empire State Development Corporation and the Collegiate Church Corporation.

The prototype was conceived as a "proof of concept," demonstrating the capacity to deploy an online virtual 3D environment that can be used to explore the "sense of place" of New Amsterdam in the 17th Century. Once developed, the model will serve as an educational tool for students and teachers of New Amsterdam history.

The emphasis of the model is on creating a sense of daily life in the Dutch settlement and connecting the physical environment to historical documents and research. The prototype focuses on Stone Street and includes 28 buildings modeled by noted historical painter Len Tantillo, as well as a garden and an interior modeled by ESC, featuring typical 17th Century Dutch objects that might have belonged to a resident of New Amsterdam. The model also has a lively street scene of people engaged in everyday activities drawn from 17th Century Dutch Paintings.

The application was developed using Google Earth and the Drupal open source content management system. It offers a spatial framework that can house knowledge about the settlement as it is currently understood. Potential connections between the 3D Model of the settlement and present-day Lower Manhattan, as well as database and external websites such Wikipedia, situate it within the context of current historical, curricular, ancestral, archeological, geological and other forms of research.

The following images offer a glimpse of the prototype in its current phase, including: a view of the whole prototype area from the Castello Plan, an eye-level streetview, the interior of a farmhouse on Stone Street, and the underlying Drupal database.



Castello Plan View

The opening view of the prototype is an aerial perspective, modeled on the Castello Plan, an early map of New Amsterdam, created by the surveyor, Jacques Cortelyou. Each tax lot is tagged with a number corresponding to its description in I.N. Phelps Stokes' *Iconography of Manhattan Island*. Clicking on a tag links the user to the database containing corresponding information about the tax lot, including the use of the tax lot (i.e., brewery, mill, house, etc.) and the related ancestors, as well as a PDF of the tax lot's listing in the Stokes *Iconography* and other related resources.



Eye-Level View

A user can select "Eye Level" view to virtually walk down Stone Street to gain a sense of daily life in the Dutch settlement. On the way, users encounter figures extracted from 17th Century Dutch paintings, and can visit a fully modeled period garden based on Joel Grossman's *Human-Landscape Interventions in the 21st Century*. Users can also peek into the window of a tavern and see the lively scene inside. Tax lots are displayed and clickable, so that users can click between the 3D model and the database.



Farmhouse Interior

The modeled farmhouse interior can be accessed by clicking the label on the top of the screen, or by walking in from Stone Street. The interior features everyday objects such as a barrel, a cradle and a hearth modeled in 3D based on photographs from the Wyckoff Farmhouse Museum and other sources. The user can visit New Amsterdam residents engaged in domestic activities, further enhancing their sense of daily life in the settlement.



Database View

The Drupal database that is connected to the 3D model contains linked information about the people and places of New Amsterdam. The database allows users to deepen their understanding of the settlement by learning more about specific inhabitants, occupations and property types.

The NAHC expects to complete the full 3D imagery of New Amsterdam in the 1660 period by July 31, 2010.

Questions or comments regarding the Virtual New Amsterdam Prototype, or if you wish to be a member of the project's user group, please email us at nahc.vnap@gmail.com.

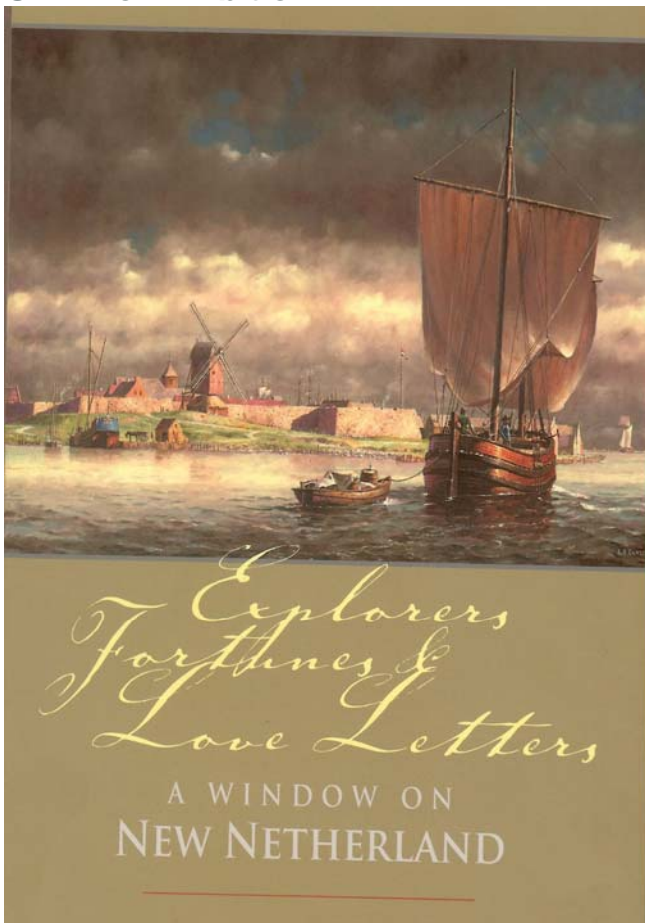
Additional information on the project is available at:
<http://www.newamsterdamhistorycenter.org/>.

Appendix B: Announcement on the NY400 Website

New Amsterdam History Center August 6 Events

Thursday • August 6 • 6:00 PM TO 7:00 PM By Invitation Only
Down Town Association, 60 Pine Street, New York, New York

**Light on New Netherland Illuminates the Life in New Amsterdam:
Themes In Support of the New Amsterdam History Center
On-Line Exhibition**



The New Amsterdam History Center (NAHC), in collaboration with the New Netherland Institute, is arranging the discussion and exhibit at Federal Hall.

The Light on New Netherland Exhibit, created by the New Netherland

In 1609 the sailors aboard Henry Hudson's ship the *Half Moon* laid their eyes upon the entrance to what would come to be known as the Hudson River, and within 15 years the Dutch began to settle the newly discovered land, creating the colony of New Netherland. The Light on New Netherland Exhibit and its companion book *Explorers, Fortunes and Love Letters: A Window on New Netherland* (Mount Ida Press, 2009), together, present aspects of the fascinating story of this diverse and enterprising colony and its enduring cultural impact. Join **Charles T. Gehring, Ph.D.**, translator and director of the New Netherland Project that makes the Dutch records available in English translation, and **Len Tantillo**, New York's premiere painter of historical subjects, for a dialogue on how the themes of the Light on New Netherland Exhibit illuminate the life in New Amsterdam. The discussion is moderated by **Courtney A. Haff, AICP, Ph.D.**, recent author of *Imagine New Amsterdam* (Booksurge, 2009) and Project Director of the Virtual New Amsterdam Project.

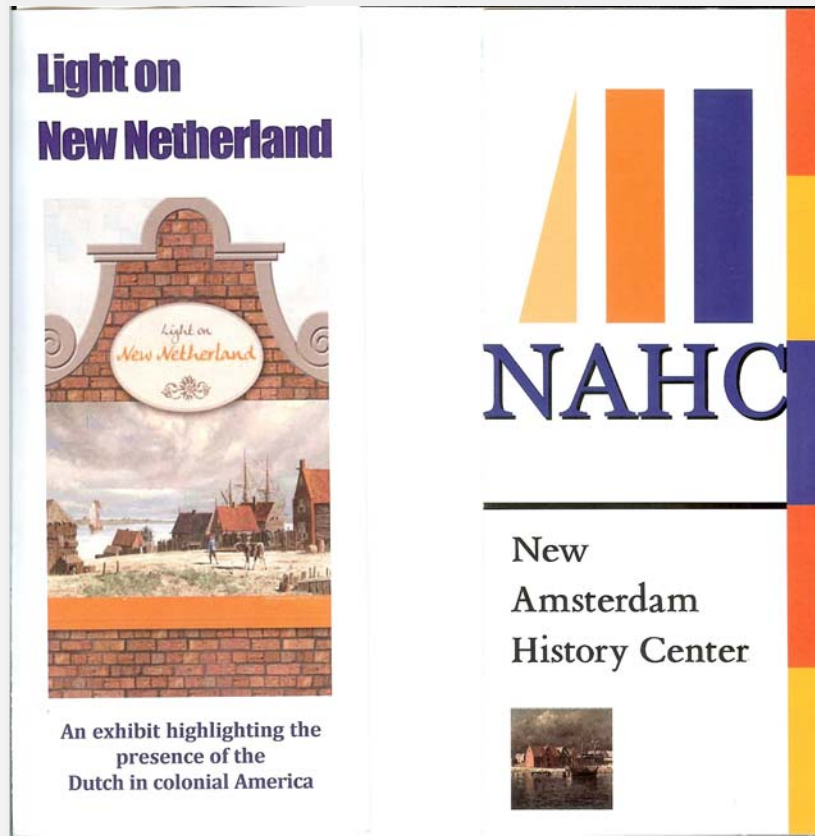
Afterwards meet Charles T. Gehring and Len Tantillo, this same evening at the official

Institute, is to be a Permanent Exhibit of the NAHC in 2010.

opening of the exhibit at
Federal Hall. Open to the Public
August 6 • 7:00 PM to 8:00 PM

PERMANENT EXHIBIT OPEN TO THE PUBLIC
From August 4 Through September 14, 2009
the **Light on New Netherland** exhibit will be at
Federal Hall, 26 Wall St, New York, New York

To mark the anniversary of Henry Hudson's 1609 voyage to the area now called New York, the **Light on New Netherland** exhibit explores the colony of New Netherland and its dynamic New Amsterdam. It reveals the character of the young settlement's economy, culture, politics, and built environment through a series of panels that begin with Henry Hudson's exploration in 1609 and cover topics such as the fur trade, relations with the Indians, people of New Netherland, religious toleration, slavery, family life and education, among others. Presented in partnership with the New Netherland Project and assisted in the arrangements with National Park Service by the National Parks of New York Harbor Conservancy.



Appendix G



TO: Casey R. Kemper
FROM: Courtney A. Haff, AICP, Ph.D.
SUBJECT: New Amsterdam History Center Workspace Sites
DATE: August 3, 2010

Materials described herein are assembled for the benefit of the NAHC Board of Trustees in fulfillment of the terms of the Haff Associates, Inc. contract amendment to document and make available all materials developed by HAI for the NAHC under the terms of the HAI contract with NAHC.

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Funding for this project has been provided by the New York Empire State Development Corporation and Collegiate Church Corporation as well as on-going personal contributions from HAI. The personal contributions from HAI have been for maintenance fees over the past four years of the New Amsterdam History Center website, www.newamsterdamhistorycenter.org.

Courtney Haff, President of Haff Associates, Inc., www.haffassociates.vpweb.com/ as Project Director for the NAHC Project, has identified and created much of the archival information presented below.

NAHC's initial website <http://www.newamsterdamhistorycenter.org/> currently supported by and maintained by Haff Associates, Inc. is linked to NAHC's website by clicking on the News category in the above website address. The material placed on the website, www.localarchives.org/nahc supported by Hudson Microimaging has for the most part, been created by Courtney Haff and serves as the NAHC's primary Archive

and data repository in support of the 3D Model and its interrelated and interactive Drupal Content Management System.

The archives includes access to the **VNAP 3D Model in Beta phase** - <http://nahc.simcenterdev.org/home> which has been developed and is supported by the Environmental Simulation Center on a server they provide to the NAHC.

Section I.

Virtual New Amsterdam Prototype

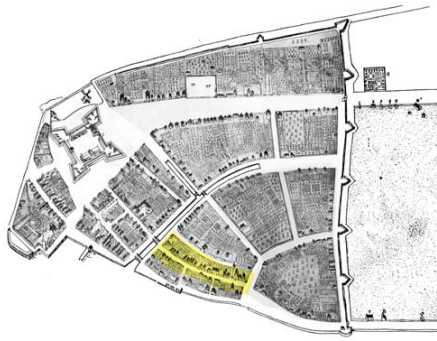
Environmental Simulation Center will support the scope of work for the Virtual New Amsterdam Prototype (VNAP) for the New Amsterdam History Center (NAHC). It is the product of series of communications between George Janes, Courtney Haff, and Len Tantillo.

Background

Shortly after the meeting of the experts on New Amsterdam history in December 2006, which validated the concept of virtual New Amsterdam, the Project team met to determine how the NAHC virtual New Amsterdam exhibit should be developed.

Rather than spending a good deal of time and money building all of New Amsterdam, the team determined that a small, but near fully functional prototype of the exhibit should be developed as quickly as possible so that the board and advisory committees could provide feedback on the content, visual appearance and functionality. Once the design is finalized and implemented for the functional prototype, it would act as the foundation of the exhibit, capable of supporting additional portions of New Amsterdam as they came on-line.

The area selected for the VNAP is defined as the highlighted area below:



This area is both sides of modern day Stone St. between Old Slip and Broad St. This is the area selected because it is historically interesting, while still being fairly architecturally typical for New Amsterdam

Scope of work

The scope of work is separated into two distinct parts: The first is the development of the digital 3D models of New Amsterdam, terrain, façade textures, gardens, trees and historically appropriate “street furniture” that visually recreate the historic scene. The second is the development of a relational database, human interface, interactive 3D runtime, overview map, and client/server architecture which links 3D models to archival information.

Both portions will draw on the experience of the previous work of Tantillo’s historically inspired art and the Environmental Simulation Center’s previous 3D virtual exhibits.

Part 1: Developing the 3D models

The 3D portion of the VNAP will be developed in the following steps:

- A. Creation of a 17th century New Amsterdam Material and Texture Library: All surface textures will be hand drawn and digitally colored. These surfaces will include building materials, brick, stone, construction lumber, thatch, pan tiles, glass etc. and natural materials grass, bark, leaves, gravel, garden vegetation etc.
- B. Digital Models for Predefined Residential Sites: Approximately 30 models representing objects in the residential area described above will be modeled. These objects will include houses, barns, sheds, outbuildings, fences, the ground plane, gardens and others.
- C. Fitting Textures and Structures: The material library will be used to develop and fit appropriate textures to the digital mesh models, creating a complete and renderable building site and its immediate surroundings. Also structures will be so located as to reflect the general layout of the Castello Plan.

The texture library and some of the houses will be developed to be reused elsewhere in virtual New Amsterdam once the project moves beyond the prototype area.

Part 2: Developing the technical architecture

A technical infrastructure and human interface for the 3D model of New Amsterdam will be developed for the prototype. The interface and the database will be an interesting and engaging exhibit that will be used to both walk through the 3D model and query and access the historical archives. The technical infrastructure built during this phase will be the foundation upon which the final exhibit is built.

We propose developing this interface as follows:

- A. The 3D runtime: A 3D runtime will allow users to move through the 3D model created in Part 1 and interact with objects in a 3D scene. This 3D runtime will allow both freedom of movement and also support pre-recorded tours that allow users to freely look around, but stay on a pre-determined path. Objects within the 3D scene will also support links and audio that would allow users to listen to guided tours or follow hyper-links to internal or external websites.
- B. The overview map: A window within the interface will support an overview map, which will help keep the user from getting lost in the 3D scene. While most likely unnecessary for this small prototype, the map will still be functional and will be designed to be expanded to include GIS information from other eras to allow the possibility of relating specific places and events in 1660 Manhattan to current conditions.
- C. The database: The archival database will be a relational MySQL database. A database schema, uploading and interface scripts will be developed to support maintenance and querying. Scripts will be support the client/server architecture (e.g. PHP, Java, JavaScript) and multi-user modes. The database will be populated with enough information to show design functionality, but it will not be fully populated with archival information for the prototype.
- D. The Human-Computer Interface: The human computer interface to the 3D information will be captured within the runtime environment. Most of the interaction will be through a mouse within the scene or to set options. The interface to archival information will be developed in Flash, Java, HTML or other standard that supports client/server technology. It will be designed to support both professional users' queries and casual users' non-hierarchical exploration.
- E. The technical architecture: While it is still in the prototype phase, Virtual New Amsterdam is expected to exist on a stand-alone machine. Its architecture will be built using client/server technology, however, and function using a web server (Apache). In the case of the prototype the same machine will function as both the client and the server. This technology architecture will allow an easier transition to the web--should the exhibit eventually be put on the web as expected--or to support multiple users within the facility itself.

The VNAP system would be then installed on the NAHC computers and training on use and updating would be provided. Developed as a fee-for-service (rather than licensed application) the VNAP would be an asset that the NAHC can modify and even assign to another party.

Section II.

New Amsterdam History Center On-Line Exhibition User Guide

HOW TO USE THE SITE



The Virtual New Amsterdam Prototype was created by the Environmental Simulation Center (ESC) in collaboration with Hudson Microimaging and Haff Associates for the New Amsterdam History Center (NAHC) with funding from the New York Empire State Development Corporation (ESDC) and the Collegiate Church Corporation.

The NAHC presents this re-creation of New Amsterdam as a lens into 17th Century colonial life in the period of 1660, before New Amsterdam became

New York. The New Amsterdam History Center On-line Exhibition website, since its inception in 2005, offers visitors a powerful tool that has demonstrated the ability to combine a randomly accessible 3D immersive environment with text, numerical information, static images and primary sources, allowing users entry into the rich social, economic and physical form of New Amsterdam in the 17th Century. The visualization and spatial interpretation of New Amsterdam provides an innovative way to learn and teach about the many issues and events of the period.

This web-based environment is built using Google Earth and the Drupal Content Management System (CMS) and contains digitized primary sources, such as I.N. Phelps Stokes *Iconography of Manhattan Island, Volume 2*, previously unavailable in digital form.

Technical Requirement

You will need the most recent version of Google Earth installed on your computer in order to undertake the exploration of the 3D Model. The virtual New Amsterdam site is best viewed by accessing the internet with Internet Explorer 8 or Firefox, rather than accessing the site from your email provider.

User Log-On to Site

Click on the site VNAP 3D Model : <http://nahc.simcenterdev.org/home>

Type User Name: reviewer test

Type Password: testing123

Click “LogIn”

Under Site Navigation Home, Click “3d Model”

Note: It is likely to take a few minutes for the model to load into your computer.

Site Navigation

The heart of the website is the 3-D re-creation the Castello Plan, the pre-eminent visual image of New Amsterdam in the 1660 period. **The navigation sections** take you, the visitor, into the virtual environment where you can roam freely among the 310 building sites that have digitally re-created descriptions, drawn from Stokes Vol. II.

There are white tags on 28 of the buildings in the Stone Street Prototype area that provide immediate detailed information about each site. While in the 3-D space, when viewing and “clicking” on a white tag, any related documents in the CMS archive appear. You can also use the “Select” button, Control Panel key in the upper right hand corner of the screen that is always available on the screen, to find information on properties that don’t have a white tag. You must, first click on any white tag and then “click” on the underlined words [View Database Page](#) that will bring you to the CMS database.

By moving your mouse left and right and up and down, you can move around the various views in the 3D model. By clicking “tags” indicated by white square flag such as “N1” you will access the vast amount of archival information displayed in the CMS.

Close-up views will reveal much of what a 17th century resident of New Amsterdam might have experienced.



Points of View: Sights of New Amsterdam

The 3D Model features detailed models of several significant buildings in New Amsterdam including the Fort, the windmill, the house of Peter Stuyvesant, and the wharf area as well as the Stone Street Pilot Area of Virtual New Amsterdam. These sights enrich the model and enhance users' experience of the settlement, serving as reference points and landmarks as a user navigates the 3D environment. The model also features ships donated by Docema, the historical film company that produced *Broadside: Emerging Empires Collide*, which are clickable and connected to information in the Drupal Content Management System.

The following images offer a glimpse of the prototype model, including: a view of the whole area of the Castello Plan, an eye-level streetview of Stone Street, the interior of a farmhouse on Stone Street, and the underlying CMS database.



Castello Plan's Stone Street View

The opening view of the prototype is an aerial perspective, modeled on the Castello Plan, an early map of New Amsterdam, created by the surveyor, Jacques Cortelyou. Each tax lot is tagged with a number corresponding to its description in I.N. Phelps Stokes' *Iconography of Manhattan Island*.

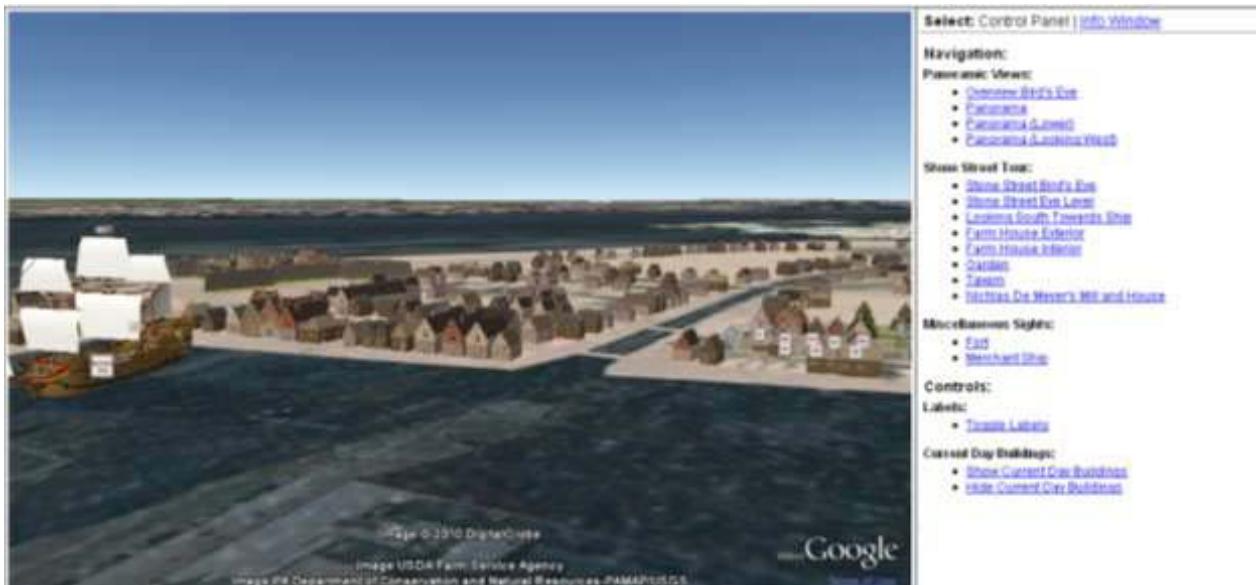
Clicking on a tag links the user to the database containing corresponding information about the tax lot, including the use of the tax lot (i.e., brewery, mill, house, etc.) and the related ancestors, as well as a PDF of the tax lot's listing in the Stokes *Iconography* and other related resources.



Eye-Level View

A user can select "Eye Level" view to virtually walk down Stone Street to gain a sense of daily life in the Dutch settlement. On the way, users encounter figures extracted from 17th Century Dutch paintings, and can visit a fully modeled period garden based on Joel Grossman's *Human-Landscape Interventions in the 21st Century*. Users can also peek into the window of a tavern and see the lively scene inside. Tax lots are displayed and clickable, so that users can click between the 3D model and the database.

The views above shows detailed models of Stone Street within the broader context of the settlement. Notice the difference in level of detail between the Stone Street buildings and the other, more generic buildings. This “visual cue,” as well as the Tax Lots that are tagged to each Stone Street building, indicates to a user that there is something to see on Stone Street, and invites them to take a closer look.



Points of View: Panoramic Views and Control Panel

Inspired by 17th Century Dutch Genre Painting and capitalizing on the build-out of the settlement, a sequence of selected Panoramic Views of New Amsterdam have been incorporated into the main Navigation Page of the model. Views allow a user the ability to navigate freely within the model, as well as choosing pre-defined points of reference from the Control Panel to the right of the main Google Earth Window.

The Control Panel allows the visitor to “Explore the Site” through navigation from the perspective of panoramic views, a Stone Street Tour, and miscellaneous sights in the following way:

Panoramic Views:

- [Overview Bird's Eye](#)
- [Panorama](#)
- [Panorama \(Lower\)](#)
- [Panorama \(Looking West\)](#)
- [Castello Plan View](#)

Stone Street Tour:

- [Stone Street Bird's Eye](#)
- [Stone Street Eye Level](#)
- [Looking South Towards Ship](#)
- [Farm House Exterior](#)
- [Farm House Interior](#)
- [Garden](#)
- [Tavern](#)
- [Nichlas De Meyer's Mill and House](#)

Miscellaneous Sights:

- [Fort](#)
- [Fort Interior Looking At Church](#)
- [Merchant Ship](#)
- [Canal](#)

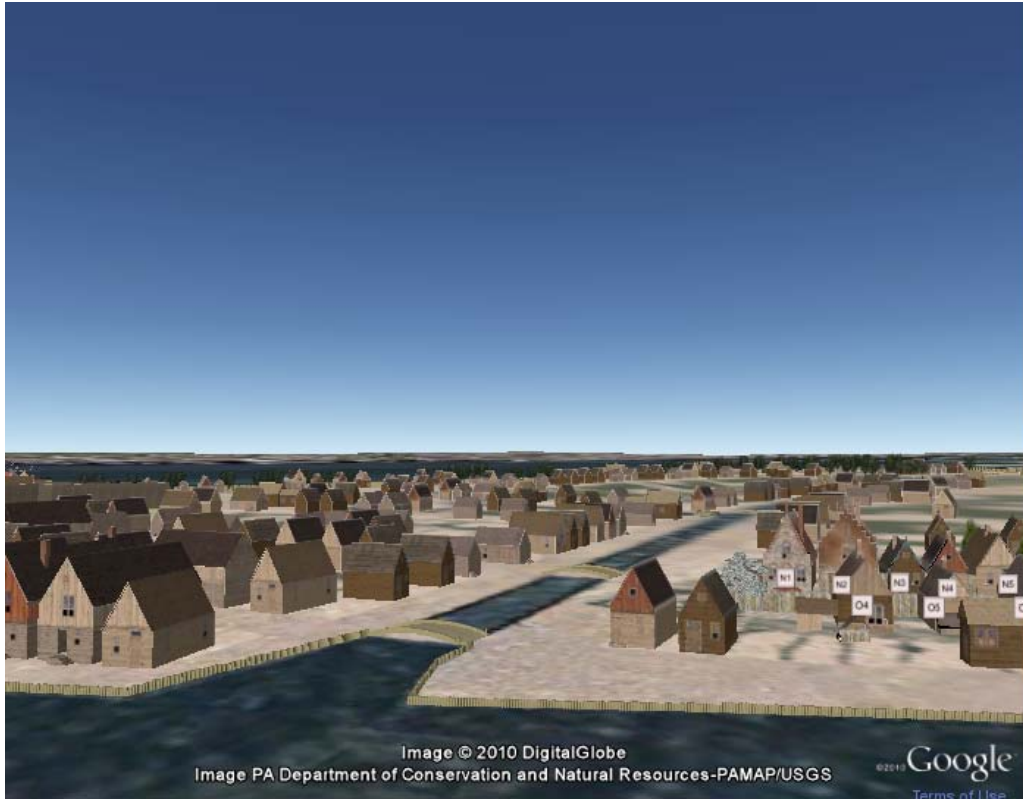
The model features the entire Castello Plan up to and including the wall modeled in various levels of detail in 3D, as well as detailed models of ships, the fort, the windmill, warehouses and a wharf populated with people, objects and animals. Several areas of the model, including the Stone Street Pilot Area, modeled in detail for the previous phase of development, are “clickable” and connected to the Drupal Content Management System.



Pier with Weigh House



View of Fort Amsterdam and the Harbor



Canal with Bridges



Street Scene with Pigs



Wall with Gate



Windmills



The Church in the Fort



Dutch West India Company Barracks in the Fort

The Drupal Content Management System (CMS) is an open source software that provides the framework for organizing, storing, and linking the diverse forms of digital information that have been gathered and created for Virtual New Amsterdam. It is a powerful tool that has allowed the NAHC to create different user “roles” that have access to and ability to edit varying levels of

information. Development of the VNAP features two inter-related goals that will support users' ability to explore the model and take advantage of the rich, multi-media content it contains.

First, this area will support a waterfront trade-based activity (such as the curriculum designed by American History Workshop (AHW) for 11th grade students. The CMS connects the activity to the Stone Street Pilot Area modeled in detail, as well as the Fort and the Windmill. The proximity of these areas provides the capacity to experience, at eye level, a significant portion of New Amsterdam in detail and supports ease of navigation and exploration within the model.

Second, the model has been tailored to support the curriculum related activities developed by AHW for the purpose of releasing the model to educators for evaluation. In addition to the detailed modeling of the wharf area (as explained above) three additional content types are available to the user (Documents, Objects/Object Types, and Curricula) in the CMS.

In summary, the Virtual New Amsterdam website is composed of a replication of the Castello Plan as developed in 1660 that enables the user to explore New Amsterdam in a 3D environment;

Database View

The CMS database that is connected to the 3D model contains linked information about the people and places of New Amsterdam. The database allows users to deepen their understanding of the settlement by learning more about specific inhabitants, occupations and property types.

Explore the On-line Exhibit



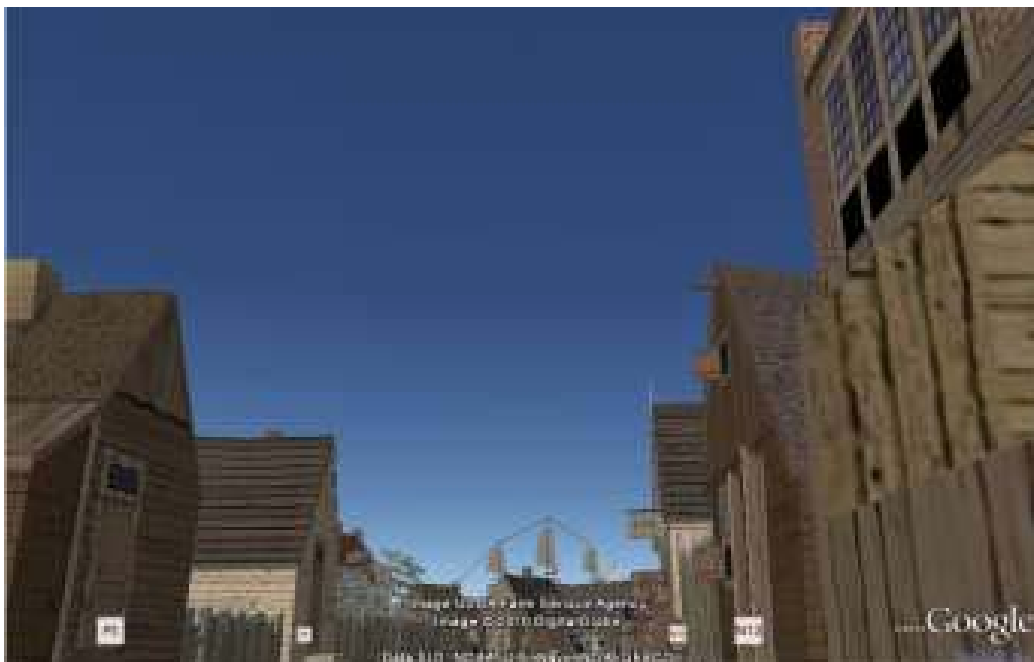
Stone Street Ground Level View of the ship in the harbor



Ground level view looking South towards the harbor



Upper Story view of the ship in the harbor



Upper story view of the ship and buildings

Points of View: Context

The full buildout of the model results in a virtual 3D an environment that offers the viewer the opportunity to explore the colony of New Amsterdam in its formative years.

For example, the views above were taken from the perspective of someone looking out from a second story window of a house on Stone Street (upper views) and from ground-level (lower views) looking south towards the harbor and the ship. Notice the difference in scale between the ship and the buildings in the settlement.





Points of View: Streets for People, Streets for Pigs

The current iteration of the Virtual New Amsterdam Prototype features a detailed wharf scene populated by people and animals. The scenes above, captured from the working Sketchup model of Virtual New Amsterdam uses images of people captured from 17th Century Dutch Genre Paintings, as well as a variety of species of pigs. By walking down this bustling street, a

user senses the richness of the everyday experience of being in New Amsterdam.



Interior View of Tavern on Stone Street



Interior View of House on Stone Street

Points of View: Interiors

Virtual New Amsterdam offers users a glimpse into the public and domestic life of the everyday people of the settlement. The current iteration of the

model features two ways of seeing interior spaces. The first, shown here in the upper image, is simply a painting (*Princes Day*, by Jan Steen, 1665), that is “wrapped” around the interior space.

The lower view presents a modeled interior. It features everyday objects such as a barrel, a cradle and a hearth modeled in 3D based on photographs from the Wyckoff House and other sources. By visiting New Amsterdam residents engaged in domestic activities, a user further deepens their sense of daily life in the settlement.

Information about these objects (such as the cradle pictured here) is included in the Drupal Content Management System, and is accessible from the Information Window to the right of the Google Earth view, or can be explored within the Content Management System.

Access to Information

Virtual New Amsterdam supports the integration of visual, textual, and numerical information in the 3D environment. By clicking on “More Information” compelling opportunities to think about ways to capitalize on the rich connections between the model and database are available in the CMS . Once the visitor seeks more information or desires to “Search the Archive,” the Dupral Content Management database of primary documents is the source of 10 related content types:


- [Tax Lots](#)
- [Ancestors](#)
- [Spouses](#)
- [Objects](#)
- [Places](#)
- [Marriages](#)
- [Ship Journeys](#)
- [Surnames](#)
- [Occupations](#)
- [Object Types](#)
- [Curricula](#)
- [Documents](#)


Stone Street Pilot Area 3D Model

View

Revisions

View:
[Castello Plan](#)
[Eye Level](#)
[Farm House Exterior](#)
[Farm House Interior](#)
[Garden](#)
[Tavern](#)
Labels:
[Toggle Labels](#)
[Show Current Buildings](#)
[Hide Current Buildings](#)





Tax Lot: N10

Property Was Used For:

- House

Related Ancestors:

- Nicholas de Meyer

Date Occupied: 1656-00-00 (circa)

[More information...](#)

For example, by selecting **Tax Lot:** [N10](#) the following info appears



Property Type(s):

- [House](#)

User Tags:

- [Residential](#)

And then under Residential, click on the Property Type, “House” below

Residential

Type: NAHC Property Type

- [Boarding House](#)
- [Great House](#)
- [House](#)
- [Houses - Attached](#)

to view the Video: The Dutch Room at the Met

In celebration of the 400th anniversary of Henry Hudson's voyage to the place that would become New York, Philippe de Montebello of SundayArts interviews Peter Kenny, the Curator of Decorative Arts at the American Wing at the Metropolitan Museum of Art. Discover the history of the room and what features define it as Dutch.

<http://www.thirteen.org/dutchny/video/video-the-dutch-room-at-moma/102/>

Several ways of looking at info under tax lots can be obtained by for example specifying the Property Type and Lot Number

Selecting Property Type:

Houses - Attached ▼

Lot Number (starts with):

D9

Tags:

beer ▼

Apply

Which obtains:

Related Book Page: [View Stokes Page for Tax Lot D9](#) (*opens in new window* )

Property Was Used For:

- [Houses - Attached](#)

Related Ancestors:

- [Isaac de Forest](#)

Date Occupied: 1653-10-15

About this Property:

D8 and D9 were double attached houses made of brick.

By exploring **Related Ancestors** and **Place**, additional information can be obtained.

- by clicking on **Related Ancestor** for [Isaac de Forest](#) delivers from the CMS

User Tags:

- [beer](#)
- [HSNY](#)

Alternate Name: Issac

Related Modern Surnames:

- [De Forest/De Freest](#)

Born: [Leyden, Holland](#)

Arrived: [1637-03-04](#) from [Texel, Netherlands](#)

Occupation(s):

- [Brewer](#)

Ancestor Notes:

Notes from HSNY state arrived in New Amsterdam 1631-00-00.
Subsequent information lists: 1637-03-04

Biographical Notes:

De Forest arrived in New Amsterdam on March 4, 1637 on the Rensselaerswyck ship. Kiliaen van Rensselaer and Gerard de Forest each had a half interest in the ship. This journey is shown as 1636 despite the arrival date in 1637.

See Emily J. de Forest, a "Walloon Family in America, Vol. 1 ", p. 80
<http://www.archive.org/details/awalloonfamilyi00foregoog>
<http://books.google.com/books?id=41VmAAAAMAAJ&oe=UTF-8>

Below is also a link for Volume II:

<http://www.archive.org/details/awalloonfamilyi00foregoog>

and Van Rensselaer Bowier MSS, pp. 323, 328, 360

<http://www.archive.org/details/vanrensselaerbo00rensgoog>.

Clicking on the place of departure Texel, Netherlands

Place: Texel, Netherlands

[\(View Places List\)](#)

- [About This Place](#)
- [What Links Here](#)

User Tags:

- [Old World](#)

Texel is a municipality and an island in the Netherlands, in the province of North Holland.

More information at Wikipedia: <http://en.wikipedia.org/wiki/Txel> (*opens in new window* )

Clicking on the above link for Texel in wikipedia provides a description of Texel.

In the upper right hand corner type in Leyden and click on the insert which provides a description of the history of Leyden, Holland

- [1 History](#)
 - [1.1 Siege of 1420](#)
 - [1.2 16th and 18th centuries](#)

Clicking on the above 16th and 18th centuries “link” provides the following images and textual material on the history of Leiden and its relationship to New Amsterdam



[Otto van Veen](#): **Relief of Leiden** (1574), Inundated meadows allow the Dutch fleet access to the Spanish infantry positions.



17th-century houses along the Herengracht.



Koornbrugsteeg

Leiden flourished in the 16th and 17th century. At the close of the 15th century the [weaving](#) establishments (mainly [broadcloth](#)) of Leiden were

very important, and after the expulsion of the Spaniards Leiden [cloth](#), Leiden [baize](#) and Leiden [camlet](#) were familiar terms. In the same period, Leiden developed an important printing and publishing industry. The influential printer [Christoffel Plantijn](#) lived there at one time. One of his pupils was [Lodewijk Elzevir](#) (1547–1617), who established the largest bookshop and printing works in Leiden, a business continued by [his descendants](#) through 1712 and the name subsequently adopted (in a variant spelling) by contemporary publisher [Elsevier](#).

In 1572, the city sided with the Dutch revolt against [Spanish](#) rule and played an important role in the [Eighty Years' War](#). [Besieged from May until October 1574](#) by the Spanish, Leiden was relieved by the cutting of the [dikes](#), thus enabling ships to carry provisions to the inhabitants of the flooded town. As a reward for the heroic defence of the previous year, the [University of Leiden](#) was founded by [William I of Orange](#) in 1575. Yearly on 3 October, the end of the siege is still celebrated in Leiden. Tradition tells that the citizens were offered the choice between a university and a certain exemption from taxes and chose the university. The siege is notable also for being the first instance in Europe of the issuance of [paper money](#), with paper taken from prayer books being stamped using coin dies when silver ran out.^[2]

Leiden is also known as the place where the [Pilgrims](#) (as well as some of the first settlers of [New Amsterdam](#))^{[3][4]} lived (and operated a printing press)^[5] for a time in the early 17th century before their departure to Massachusetts and New Amsterdam in the [New World](#).^[6]

In the 17th century, Leiden prospered, in part because of the impetus to the textile industry by refugees from [Flanders](#). While the city had lost about a third of its 15,000 citizens during the siege of 1574, it quickly recovered to 45,000 inhabitants in 1622, and may have come near to 70,000 circa 1670. During the Dutch Golden Era, Leiden was the second largest city of Holland, after Amsterdam.

From the late 17th century onwards Leiden slumped, mainly because of decline of the cloth industries. In the beginning of the 19th century the baize manufacture was altogether given up, although industry remained central to Leiden economy. This decline is painted vividly by the fall in population.

The Curricula and Documents tabs support materials for teaching and learning.



Support for Curricula: Information Window


The information window to the right of the Google Earth Viewing Pane contains descriptive text as well as links to the Drupal Content Management System. For example, the 4th Grade Curriculum designed by American History Workshop includes a lesson called, “Meet the Neighbors” in which student s gather information about the families of New Amsterdam by walking down the street. Further, “visual clues” such as those listed above include, This building is a “brewery”. Notice the beer barrels stacked outside. The large doors make it easy to move supplies in and finished beer out.” As a visitor moves through the model, a user develops visual literacy skills that helps one to read the environment in a more fluent manner.



Support for Curricula: Related Tax Lots

Another function developed during this phase is the “Related Tax Lots” function, shown here, using the house, mill and other property of Nicholas de Meyer. According to Stokes, there are quite a few property owners who owned more than one property in the settlement. This function allows a user to see each of the properties associated with a particular property owner, without leaving the 3D environment.

[About This Taxlot](#)
[What Links Here](#)



User Tags: beer, family life, wood

3D View:

- [View in Google Earth interface](#)

Related Book Page: [View Stokes Page for Tax Lot N2](#) (opens in new window)

Property Was Used For:

- [Brewery](#)

Related Ancestors:

- [Govert Loockermans](#)

About this Property:

Home of Govert Loockermans (151), a wealthy brewer who became a major landholder in New Amsterdam. Described in Stokes as 'house and brewhouse', it is later described in Stokes as "the great stone brewhouse".

Related Documents:

- [NAHC VNAP Theme First Families.pdf](#)

Support for Curricula: View in Google Earth

The connection between the 3D Model and the Drupal Content Management System, provides an option to “View in Google Earth Interface” which returns a user to a view of the tax lot in the model.

For example, a seventh grade student who is using American History Workshop’s lesson, “ Building a Community” from the curriculum, “Justice, Courage and Community: Dutch Settlers in New Amsterdam , circa 1641,” might return to the 3D model to demonstrate their understanding of the relationship between their household and the greater context of the settlement.



Support for Curricula: Dropdown Boxes

To make the information contained in the Drupal CMS more easily sortable and accessible to users at a variety of skill levels and experience, dropdown boxes are implemented for several content types (Tax Lots, Ancestors and Objects). These boxes demonstrate the capacity to customize the display information in the CMS to the particular needs of a user. For example, Within the Ancestors Content Type, a user can sort by Modern Surname, Tags, Occupations or Birthplace. Teachers, can download the files below for a complete lesson plan and background paper.

Under Documents:

- [Historical Bkgnd-Imports Exports Maika.doc](#)

is an overview essay that enumerates the specific exhibits, documents, and lessons that pertain to topics commonly taught in U.S. history courses. This essay can help instructors familiarize themselves with the site and create student assignments related to their teaching needs.

- [NAHC Grade 11 Lesson Plan revised.doc](#)

Section III

NAHC Archives Site

Clicking on the website address <http://www.localarchives.org/nahc/> provides access to the complete NAHC Archives site.

Click on any of the underlined categories below will bring you on-line to the NAHC site to view in detail one of the following eight categories of information:

- (1) **3D Model Data, Additional Finding Aids and Documents**
- (2) **Source Materials for the 3D Model & Databases**
- (3) [Documentation of Quadricentennial Events \(NY400 Events\)](#)
- (4) [Maps, Images and Useful Links](#)
- (5) **Books of Interest**
- (6) [Books, Videos, and Paintings on New Amsterdam and New Netherlands currently in publication and available for purchase](#)
- (7) [Documents, Finding Aids and/or Databases of Interest From other websites](#)
- (8) [Websites we admire](#)

The User Guide to the Virtual New Amsterdam 3D Interaction Model is included herein as Appendix A:

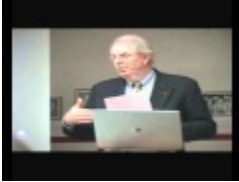
3D Model Data, Additional Finding Aids and Documents

This category includes the following information created by Courtney Haff

[NAHC Audience Analysis Update August 2009.pdf](#) created by Courtney Haff

[NAHC Workshop 1 Videography](#) Movie created by Courtney Haff

New Amsterdam History Center - Workshop 1, 2007 organized by and videos produced by Courtney Haff



9:47

[Workshop-1_chapter01.avi](#)



9:47

[Workshop-1_chapter02.avi](#)



9:30

[Workshop-1_chapter03.avi](#)

1 views



9:44

[Workshop-1_chapter04.avi](#)



9:51

[Workshop-1_chapter05.avi](#)



9:28

[Workshop-1_chapter06.avi](#)



9:42

[Workshop-1_chapter07.avi](#)



8:02

[Workshop-1_chapter08.avi](#)



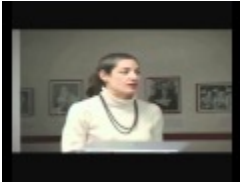
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[Workshop-1_chapter09.avi](#)



9:42

[Workshop-1-2_chapter1.avi](#)



9:25

[Workshop-1-2_chapter2.avi](#)



8:34

[Workshop-1-2_chapter3.avi](#)



8:46

[Workshop-1-2_chapter4.avi](#)



9:02

[Workshop-1-2_chapter5.avi](#)



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[Workshop-1-2_chapter6.avi](#)



8:49

[Workshop-1-3_chapter1.avi](#)



9:52

[Workshop-1-3_chapter2.avi](#)



8:43

[Workshop-1-3_chapter3.avi](#)



9:24

[Workshop-1-3_chapter4.avi](#)



8:21

[Workshop-1-3_chapter5.avi](#)



9:01

[Workshop-1-3_chapter6.avi](#)



8:58

[Workshop-1-3_chapter7.avi](#)



8:26

[Workshop-1-3_chapter8.avi](#)



9:59

[Workshop-1-4_chapter1.avi](#)



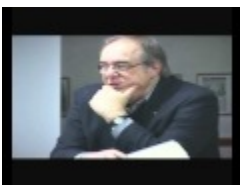
9:46

[Workshop-1-4_chapter2.avi](#)



8:43

[Workshop-1-4_chapter3.avi](#)



9:58

[Workshop-1-4_chapter4.avi](#)



9:41

[Workshop-1-4_chapter5.avi](#)



8:41

[Workshop-1-4_chapter6.avi](#)

Workshop One

Summary Comments



Workshop One Summary

Summary recommendations from the successful Workshop One participant comments funded by Collegiate Church Corporation have established the basis for moving forward with the Virtual New Amsterdam Project specifications. Comments from Jaap Jacobs and Charly Gehring reflect the general positive reaction to the workshop.

New Amsterdam History Center

Summary document as requested at the NAHC Development Workshop One:
Building a Virtual 3D New Amsterdam Exhibit

Jaap Jacobs

The idea of a 3D Virtual Model of New Amsterdam based on the Castello Plan as a starting point for the New Amsterdam History Center is in itself sound. The technical side is quite convincing and the artwork of Len Tantillo is magnificent. Although there

are some problems with the reliability of the Castello Plan, I believe that it can be used to depict New Amsterdam as accurate as possible. While the feasibility study, the results of the grant proposal with the LMDC, and the outcome of the negotiations with the MTA, all critical factors in determining the future of the NAHC, are awaited, some decisions need to be made on the actual development of the 3D Virtual Model.

While the first workshop worked reasonably well as a brainstorming session, the phase in which the actual work is being done requires a structured organisation and outlined procedures. Next to a board of trustees, a board of recommendation, numerous freelance contractors, and several committees dealing with facilities management, collections policy, community engagement, brand strategy, promotional strategy, pricing strategy, technical website development, and commercial activities, a scholarly advisory committee is required.

In my view a scholarly advisory committee is the best means to ensure that any products of the NAHC can stand the test of criticism from the scholarly community. While that scholarly community is obviously not the main target audience, its disapproval, if voiced in the media, would damage the project as it would diminish its credibility. Thus, any popular approach insufficiently grounded in scholarly research should be avoided. Too great an emphasis on for instance New Netherland being the cradle of tolerance, diversity (the famous eighteen languages), the issue of St. Nicolaas/Santa Claus should be avoided. That is not to say that the use of these is anathema. But when indicating that New Netherland was more tolerant than for instance New England, the limits of tolerance and its context should be highlighted. When mentioning the diversity of New Netherland, it should be made clear that we do not actually know to which eighteen languages this remark by Willem Kieft refers. Nor should geographical origin be equated with culture and seventeenth-century individuals be draped in modern conceptions of nationalism and affiliation with specific nation-states. And as to St. Nicolaas, he was not an inhabitant of the former New Netherland area until well after the American Revolution.

Similarly, while in a exhibit located in the financial district the focus should be New Amsterdam, the fact that this city was ‘merely’ the capital of the much larger colony of New Netherland should be made clear. New Netherland in its turn was part of the colonial empire of the Dutch Republic, along with several other areas at different times: the Caribbean islands of Aruba, Bonaire, and Curaçao, as well as St. Martin, St. Eustatius and Saba; the colonies along the Guyana coast, foremost Suriname; the conquest New Holland, Dutch Brazil, and, of course, the Dutch forts on the coast of West Africa, among which Elmina, the important nexus of the Dutch slave trade. For a correct interpretation of New Netherland, it needs to be assessed within the context of its European origin, as a component of Dutch expansion worldwide and of the gradual development of the American colonies.

It would be the task of the scholarly advisory committee to set standards of quality of the NAHC material and to maintain those. I envision my own role to be that of a member of this committee. It will advise on all matters related to content as it sees fit and give advice on specialists to be used for specific tasks (unless a research coordinator,

reporting to the committee, is employed, see below.) The scholarly advisory committee will have the power to approve or reject all material produced by the NAHC prior to its becoming public. To execute its task the committee needs five members, large enough to cover all relevant areas of expertise (history, architecture, archaeology), but small enough so as not to become cumbersome. As members I suggest Firth Fabend as chair, and Charles Gehring, Jeroen van den Hurk, Joel Grossman, and Jaap Jacobs. Other possibilities are David Voorhees and Joyce Goodfriend, who both have a thorough knowledge of New York in the seventeenth century. With good communication via e-mail and other means, regular meetings may not be required.

My own expertise is not limited to the themes assigned to me for Workshop One (commerce, trade, WIC, Stuyvesant). My book *New Netherland: A Dutch Colony in Seventeenth Century America* (Leiden, Boston: Brill Academic Publishers, 2005) covers New Netherland's early history, population, government and justice, economy, religion, status, material culture, and daily life. I wouldn't call myself an expert on architecture, food, or gardens, but I have a detailed insight into New Netherland as my research specialty, based on a thorough knowledge of the history of the Dutch Republic and its colonies.

The task of the scholarly advisory committee will not be to produce content material, although individual members can in specific cases act as freelance consultants. When commissioning research or specific texts, the NAHC should ensure that it acquires the copyright as well. For freelance historic research or editing, I suggest Martha Shattuck. Apart from writing a dissertation on Beverwijck, which is now being turned into a book, and several articles, Martha was content editor on New Netherland and colonial New York entries for the recently published *Encyclopedia of New York State*, and has been an editor and researcher on the New Netherland Project since 1988. She has a thorough knowledge of the Dutch history of New York, both city and state, a working knowledge of the Dutch Republic, and has a very extensive network among both historians, ethnographers, and archaeologists. If the work load starts growing she would be an excellent research coordinator.

The scholarly advisory board will need to develop a guideline for research, to be applied by anyone submitting material to the NAHC. Obviously, all material needs to contain references indicating the origin of the information. Generally speaking, for any question on New Amsterdam or New Netherland, the first option will be the most recent scholarly literature. Much of the literature prior to 1980 is unreliable, and also some after that date should be consulted only with caution. The second option is translated New Netherland documents. Researchers need to be aware of the pitfalls, as some older translations cannot be fully relied upon. The third option is untranslated documents, either located in the US or in the Netherlands. Special research skills are then required. If the answer to a specific question cannot be found in literature or in documents directly to New Netherland, then the fourth option, a comparative approach, is required. There are three general areas that can be drawn upon: the Dutch Republic, its other colonies, and the English colonies in North America. In all three cases caution is warranted. Any

assumption that for a specific research question New Netherland is similar to another area needs to be corroborated and made convincing.

Charly Gehring Comments

It was good to have the chance to participate in the group assembled at the Marble Church. Len Tantillo and I had plenty of time to discuss matters on the train both coming and going. On the way back to Penn Station we had something to eat with Jaap Jacobs who was returning to Cornell by bus. We discussed various aspects of the "brainstorming" session, agreeing that it was a worthwhile exercise. We agreed that the subject matter is extremely complex. In fact, we feel that an advisory panel or committee be established to vet any content submissions. We need to avoid both the virtual and physical site from becoming a Fibber McGee's closet of questionable historical detritus.

First and foremost New Amsterdam and New Netherland need to be placed in their historical and geographical contexts. The former is important first of all because most people fail to understand the extent of New Netherland in the New World (from the Connecticut River to Delaware Bay) and its significance for commercial activities in the 17th century; and secondly because most Americans do not understand the extent of the West India Company's operations in the Atlantic region. The former indicating that New Netherland is more than Manhattan and the latter that New Netherland is but a small part of WIC operations in the early years. Geographically it needs to be clearly demonstrated that New Netherland lay astride the most important watersheds south of the Saint Lawrence river system, making it possible for the Dutch to establish a fur-trading operation second to none in the New World. Both themes work well in the opening phases of introduction to both virtual and physical sites.

I have just read Jaap Jacob's summary and am in total agreement with his analysis of matters. Over dinner on the 7th we argued about the name New Amsterdam and whether it should more accurately be New Netherland. However, after some discussion I came to the conclusion that Jaap's argument that New Amsterdam was more familiar to New Yorkers and should be retained was correct. I believe that Len still feels that New Netherland should replace New Amsterdam.

I am also in agreement with the development of themes suggested by Len to devolve from the general to the specific. The various aspects of household themes, for example, need to be prioritized and carefully vetted in order to prevent trivial matters from obscuring what is important and noteworthy. I look forward to the next phase.

Workshop Two Curriculum Development



The New Amsterdam History Center sponsored a workshop that addressed the identification of potential projects suitable for funding under the recent grant received from the Empire State Development Corporation.

The NAHC grant funding is to be utilized to support the following:

(1) Virtual New Amsterdam: The primary purpose of the 3D modeling project is to spatialize and present information and theories about how New Amsterdam looked in the period of 1660 as the “capital” of New Netherland. The spatialization and presentation involve two forms of communication: • knowledge that we have about the settlement will be used to reconstruct digitally how its topography, infrastructure, (streets, bridges, walls) and individual buildings and fort may have looked; and • whenever possible, the sources

of archaeological information and speculative reasoning behind the digital reconstruction will be made available. Thus the virtual project, or digital model, will be a representation about the present state of knowledge about the settlement as we currently know it. Beyond this primary purpose, it can be used to teach students or the general public about how it looked. It can be used to collect data about the built form, the natural features and cultural phenomenon. Finally, a digital model can easily be updated with new information or archaeological discovery.

(2) The NAHC will sponsor the development of prototype products that include the following concepts: • Provide multi-disciplinary study and training in New Netherlandic History and related social studies, including the classroom use of historic artifacts and documents in teaching; • Integrate the use, into classroom teaching, of a high quality website and on-line learning methods that delivers primary sources to the classroom; • House a digital library of teaching resources, a bank of computers for teacher use, and a comfortable area for educators to participate in educational offerings and explore new resources with a community of learners; • Offer a variety of professional development programs necessary for teacher re-certification. In addition to workshops the NAHC will provide consultations with “historians-in-residence” and assistance to teachers in their research.

Purpose

The NAHC plans to offer professional development opportunities for educators and provide documents and exercises for classroom use that will result in a sustainable history center. Plans include the on-line offering of a variety of resources dealing with the New Netherland period in American History, to assist teachers, students and historians in the New York City area and beyond as demand increases. The NAHC wishes to pioneer new models of virtual history that, combined with complementary on-line curriculum and exhibits, can prove to be successful as measured by interest from primary/secondary schools and programs, and demonstration of methods of improved information dissemination.

Online resources are expected to include:

- Virtual New Amsterdam/Visual Imagery
- Digital documentation for classroom use
- Major topics in the New Netherland period of American History
- Primary source documents from its digital documentation to include images, deeds, bios, wills and locational related information
- Curriculums for classroom use including methods for creating digital historical documentaries prepared by students
- Traveling exhibitions
- Podcasts
- Walking tours

A qualitative field-based study evaluation methodology involving observations, interviews, document collection, and surveys of teachers and students will be performed subsequent to Workshop Two to assist in allocation of grant resources.

The evaluation will be research-based, and provide comparative case study examples of innovative American History programs designed to improve teaching and learning, where teachers, students, school systems, and program developers have achieved success. The evaluation will be used to create a baseline of standards enabling the NAHC Collections Committee to make resource allocation decisions.

For example, the existing curriculums of both the New Netherland Institute and New Netherland Museum have been implemented but need to be evaluated as to their success and failures as well as their potential for new methods of distribution that will take advantage of new instructional technology and media for learning.

[NAHC Workshop 2 Videography - Holland Society of New York](#) Movie created by Courtney Haff



9:32

[Workshop-2 Part1-chapter1.avi](#)



9:56

[Workshop-2 Part1-chapter2.avi](#)



9:31

[Workshop-2 Part1-chapter3.avi](#)



9:54

[Workshop-2_Part1-chapter4.avi](#)



3:59

[Workshop-2_Part1-chapter5.avi](#)



9:29

[Workshop-2_Part2-chapter1.avi](#)



6:44

[Workshop-2_Part2-chapter2.avi](#)



8:50

[Workshop-2_Part2-chapter3.avi](#)



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[Workshop-2_Part2-chapter4.avi](#)



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[Workshop-2_Part2-chapter5.avi](#)



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[Workshop-2_Part2-chapter6.avi](#)



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[Workshop-2_Part2-chapter7.avi](#)



7:43

[Workshop-2_Part2-chapter8.avi](#)

[NAHC Business Plan February 2009 Revised.pdf](#) Authored by Courtney Haff

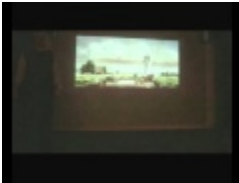
[NAHC Five Dutch Days Virtual New Amsterdam Themes.pdf](#) Courtney Haff
presentation on November 17, 2007 covering the framework for a Virtual New
Amsterdam

[Five Dutch Days 2008 Presentation: Len Tantillo, Firth Haring Fabend](#) – Videography and
movies created by Courtney Haff for the New Amsterdam History Center



8:40

[Len-Tantillo-chapter1.avi](#)



8:50

[Len-Tantillo-chapter2.avi](#)



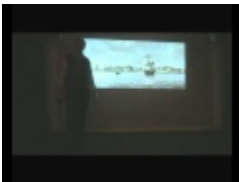
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[Len-Tantillo-chapter3.avi](#)



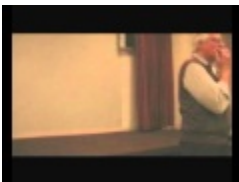
9:33

[Len-Tantillo-chapter4.avi](#)



9:57

[Len-Tantillo-chapter5.avi](#)



8:54

[Len-Tantillo-chapter6.avi](#)



5:00

[Len-Tantillo-chapter7.avi](#)



9:09

[Land-So-Fair-chapter1.avi](#)



8:10

[Land-So-Fair-chapter2.avi](#)

[Five Dutch Days 2009 Presentation: Digging New Amsterdam with Ann-Marie Cantwell and Diana Wall](#) – videography and movie created by Courtney Haff



9:13

[Digging-New-Amsterdam-chapter1.avi](#)



9:27

[Digging-New-Amsterdam-chapter2.avi](#)



9:37

[Digging-New-Amsterdam-chapter3.avi](#)



9:44

[Digging-New-Amsterdam-chapter4.avi](#)



9:53

[Digging-New-Amsterdam-chapter5.avi](#)



6:32

[Digging-New-Amsterdam-chapter6.avi](#)



4:34

[Digging-New-Amsterdam-chapter7.avi](#)

Current Working Versions

[MasterIndexofNewAmsterdamNames_2008_Cross Referenced to Castello Plan 2010-06-15.xls](#)

[MasterList Occupations 2009-11-08-FinalTD.xls](#)

[MasterList Property Types 2009-11-06 FinalTD.xls](#)

[MasterList Locations 2010-02-18.xls](#)

[MasterList Surnames 2009-11-08.xls](#)

[MasterList Spouses 2010-06-10.xls](#)

Additional Documents

[Stone Street-Owners-in-1660 cross referenced to household objects-2009-08-25.xls](#)

[NAHC Virtual New Amsterdam Prototype.doc – MS Word Format](#)

[Phase 1A Archaeological Documentary Study Stone Street Historic District - PDF Format](#)

[Street Plan of New Amsterdam and Colonial New York Manhattan - PDF Format](#)
[History of the City of New York in the 17th Century - PDF Format \(44MB\)](#)

3D Model Files for Buildings, Textures, etc. – Phase I completed in 2009

[Google Earth files \(.kmz\)](#)

[Google SketchUp files \(.skp\)](#)

Articles and Links Relating to General Themes of the 3D Model

[The African American Experience](#)

<http://maap.columbia.edu/place/30.html> The Land of the Blacks

[NAHC Goodfriend Blacks in New Netherland.pdf](#)

[MAAP_ Place Detail_ Land o...pdf](#)

[NAHC Black Landowners in New Amsterdam.pdf](#)

[NAHC Christoph Blacks in New Amsterdam.pdf](#)

[Building](#)

[Building Contract References in Dutch Colonial Manuscripts.doc](#)
[Building Contracts in Dutch Colonial Manuscripts.doc](#)

Created by Courtney Haff for the NAHC Archives website

Presented at the Annual Meeting of the Friends of New Netherland , Jan. 26, 2002

“ [Conversing with each other, among other things of the sale of houses](#) ”

Buying and Selling Real Property in New Amsterdam

by [Adriana E. van Zwieten, Ph. D.](#)

Presented at the Annual Meeting of the New Netherland Institute, January 21, 2006

“ [From Gothic Window to Kloosterkozijn. The Importance of Primary Sources in Understanding the Material Culture of the Settlers of New Netherland](#) ”

by [Jeroen van den Hurk, Ph. D.](#)

Family Life

PDFs

[de halve Maen Voorhees article1-31-2008.pdf](#)

[VNAP Theme First Families.pdf](#)

[Sex and the City: Relations Between Men and Women in New Netherland, by Firth Haring Fabend.doc](#)

Farming

PDFs

[New Amsterdam Early Settlement-Courtney Haff.pdf](#), Images related to New Amsterdam early settlement drawn from photos taken by Courtney Haff at Plimouth Plantation as well as photos from Plimouth Plantation Archives.

Native Americans

PDFs

[VNAP New Amsterdam Native American Trails and Sites.pdf](#) – created by Courtney Haff
[Lenapes in the Hudson River Valley.pdf](#)

Power Point

[Native People and European Story.ppt](#), Images related to Native Peoples in the Colonial era drawn from photos taken by Courtney Haff at Plimouth Plantation as well as photos from Plimouth Plantation Archives and postcards.

Religious Tolerance – Identified by Courtney Haff

[VNAP Theme Russell Shorto Flushing Remonstrance.pdf](#)

[VNAP Theme Toleration.pdf](#)

[VNAP Theme Voorhees Flushing Remonstrance DV.rtf](#)

Ships, Journeys, and Ship Building Identified by Courtney Haff

[Ship Design W A Baker Collection.pdf](#)

Tavern Culture identified and created by Courtney Haff

[VNAP Theme Tavern Culture.pdf](#)[VNAP Theme Smoking Drinking and Games.pdf](#)

Trade Identified by Courtney Haff

[Jan Rodrigues New Amsterdams First Merchant Jan.pdf](#)

[Rink New Netherland Trade.pdf](#)

[Wilcoxon Dutch Trade wth New England.pdf](#)

General

PDFs

[VNAP Theme New Amsterdam on the Hudson.pdf](#)

[Jacob Steendam Bio.pdf](#)

[Articles](#)

Links

<http://maap.columbia.edu/place/8.html> The Great Dock 1664

<http://maap.columbia.edu/place/17.html> Wall Street

<http://maap.columbia.edu/place/31.html> Fort Amsterdam

Power Point

[Museum of Natural History Old New York.ppt](#), Photos by Courtney Haff

[New Amsterdam Archaeology Part One.ppt](#) Photos and Power Point created by Courtney Haff

[New Amsterdam Archaeology Part Two.ppt](#)

[New Amsterdam Archaeology Part Three.ppt](#)

[New Amsterdam Tulips.ppt](#), These are photos taken and power point produced by Courtney Haff at Smith College of an exhibit curated by Anna Pavord, author of "The Tulip, The Story of a Flower that has Made Men Mad."

Below are short thematic statements authored by Christopher Moore, NAHC Trustee as part of his article "A World of Possibilities: Slavery and Freedom In Dutch New Amsterdam" in Ira Berlin and Leslie Harris, *Slavery in New York*, The New York Historical Society, 2005 and other authors. These articles have been selected by Courtney Haff and presented to Hudson Microimaging for posting on the NAHC Archives website

- (1) [New Amsterdam 's First Merchant](#)
- (2) [Black Landowners in New Amsterdam 1643-1664](#)
- (3) [New Amsterdam 's Poet Laureate, Jacob Steendam](#)
- (4) [MAAP | Mapping the African American Past](#)
- (5) [Christoph, Blacks in New Amsterdam](#)
- (6) [Voorhees, The Story of the Holland Society's Journal, de Halve Maen](#)
- (7) [Goodfriend, Blacks in New Netherland](#)
- (8) [Rink, New Netherland Trade](#)
- (9) [VNAP New Amsterdam Native American Trails and Sites](#)
- (10) [Wilcoxon, Dutch Trade wth New England](#)

Len Tantillo – Images of 1660 Manhattan Island

[Aerial View](#)
[Backyard 1](#)
[Backyard 2](#)
[Street Scene 1](#)
[Street Scene 2](#)

Source Materials for the 3D Model & Databases

The materials were provided by the Holland Society of New York through the efforts of its Chairman of the Archives Committee, Courtney Haff

An Album of New Netherland - Dilliard

Van Laer's New York Historical Manuscripts: Dutch
[Volume I: Register of the Provincial Secretary, 1638-1642](#)
[Volume II: Register of the Provincial Secretary, 1642-1647](#)
[Volume III: Register of the Provincial Secretary, 1648-1660](#)
[Volume IV: Council Minutes, 1638-1649](#)

Stokes Materials

[Stokes Volume II](#)
[Stokes Volume IV](#)

Holland Society Files

Database Fields and Info

[Holland Society Membership Files DatabaseInfo 2008-09-15 - MS Excel Format](#)

Holland Society Membership Records

[Search the Holland Society Membership Records](#)

de Halve Maen

Publication

Liber A - 1628-1700 of the Collegiate Churches of New York

Documentation of Quadricentennial Events (NY400 Events)

[American Museum of Finance Actien Handel Brochure.pdf](#)

[NAHC NY400 Week Schedule.pdf](#)

[The Onrust Exhibition Short Version.pdf](#) Photos and power point created by Courtney Haff

[Light on New Netherland Exhibit](#) - on exhibit at Federal Hall, NYC and will become a permanent exhibit of the NAHC.

The New Amsterdam History Center's Project Director, Courtney Haff, has arranged for the exhibit to appear at Federal Hall through the cooperation of the New Netherland Institute, the National Park Service, Collegiate Church Corporation and a grant from the New York Empire State Development Corporation.

Light on New Netherland Exhibit at Federal Hall

26 Wall Street, New York, New York

August 3, 2009 to September 14, 2009



New Netherland - the Dutch province that stretched from today's New York State to parts of Delaware, New Jersey, Pennsylvania, and Connecticut - existed for 55 years and its legacy lives on. Just two years after the founding of the first permanent English colony at Jamestown in 1607, and eleven years before the Pilgrims landed at Plymouth Rock, the Dutch were in New Netherland. And, although their hold on that part of North America was tenuous and brief, the influence of the Dutch was both impressive and long term.

Light on New Netherland, a traveling exhibit consisting of 26 two-dimensional panels, introduces adults and children to important, but not well-known aspects of this part of the American history and culture.

[American Colonies: New Amsterdam](#) - Learn about the early history of New York, which was originally called New Amsterdam by the Dutch settlers.

[National Gallery of Arts "Pride of Place" exhibition](#) (7mb) - Painting in the Dutch Golden Age, A Profile of the Seventeenth Century selected and presented to the NAHC by Courtney Haff



[New York State Archives and New Netherland Institute's 1609 Exhibit](#)

[Amsterdam/New Amsterdam : The Worlds of Henry Hudson](#) - on exhibit April 4 - September 27, 2009 at Museum of the City of New York, images provided courtesy of Museum of the City of New York. The images were created by Toya Dubin of Hudson Microimaging

[The Wyckoff House, Brooklyn, NY](#) - Photographs of the interiors and exterior of the Wyckoff House taken in 2009 in cooperation with The Wyckoff House and Association, 5816 Clarendon Road, Brooklyn, NY 11203-5444, (718) 629-5400. The images were created by Toya Dubin of Hudson Microimaging

[New Netherland: A Dr. Charles Gehring and Dr. Jaap Jacobs Event at the Museum of the City of New York April 11, 2009.](#) Videography by Hudson Microimaging

[Why America Begins in New York - Videography](#) and Movie created by Courtney Haff at Federal Hall

Ranger Stories, podcasts from National Parks of New York Harbor
<http://nyharborparks.org/podcasts/rangerstories.xml>

[RS01 Getting Wild in the City.mp3](#)
[RS02 Hawking on the Harbor.mp3](#)
[RS03 Journey Through Ellis Island.mp3](#)
[RS04 The First Roosevelt.mp3](#)
[RS05 Alexander Hamilton's Unlikely Rise.mp3](#)
[RS06 Nieuw Amsterdam to New York \(Part 1\).mp3](#)
[RS07 Nieuw Amsterdam to New York \(Part 2\).mp3](#)

[NAHC VirtualNewAmsterdamPrototypeInfoSheet 2009-08-28.doc](#)

[New Amsterdam Trail](#)

Dutch New York , a documentary film. <http://www.thirteen.org/dutchny/video/video->

[dutch-new-york/34/](#)

[Fort Crailo \(Video\)](#)

[Fort Crailo JPG images](#)

[West End Collegiate Church Service - 911 Remembrance](#)

[Vermeer's Masterpiece *The Milkmaid*](#)

On Exhibit at the Metropolitan Museum of Art, September 10, 2009–November 29, 2009

[Images and Audio from the Exhibit at the Metropolitan Museum of Art](#)

[Dutch New York Between East and West: The World of Margrieta van Varick; Bard College](#)

[Bard College Margrieta van Varick Exhibit](#)

[Down Town Association Event, August 6, 2009 - Dr. Charles Gehring, Len Tantillo, Courtney Haff, Elizabeth Hamby and Toya Dubin provide a tour of the Virtual New Amsterdam project by the New Amsterdam History Center at the end of Phase I. Click here for Videography.](#) Arranged by Courtney Haff

<http://legacy.www.nypl.org/research/chss/shoreline/introduction.html> - New York Public Library Exhibit - Mapping New York's Shoreline, 1609-2009, On view September 25, 2009 through June 26, 2010

[THE DUTCH ENDING TO 2009's Hudson 400 Celebration](#)
[The last Official Event of the 400th Anniversary](#)

Maps, Images and Useful Links

Castello Plan Images

[Castello Plan by Johannes Vingboons after Jacques Cortelyou 1665-1670](#)

[Castello Plan Redrawn in 1913](#)

[Castello Plan from the Legend of New Amsterdam](#)

["New Amsterdam in 1660" by Henry Stoessel. 1983.043.0001.](#)

Gift of Janet Schaefer. Photographs of the painting are courtesy of the South Street

Seaport Museum , New York , New York

<http://maps.yahoo.com/mapmixer?lid=77c9df17&pg=view> --Redraft of the Castello Plan
New Amsterdam in 1660

<http://www.ekamper.net/newamsterdam> Dr. Peter Ekamper, affiliated with the
Netherlands Interdisciplinary Demographic Institute in the Netherlands is currently
working on a virtual map of the Castello Plan. Information from this workspace site has
been utilized in some of his data. Visit the link for more info. To reach Dr. Ekamper
email: ekamper@castelloplan.net.

[The World of Peter Stuyvesant](#) - Panorama
Published by the Museum of the City of New York
1220 Fifth Avenue
New York, NY 10029
In Co-operation with the New York State Council on the Arts
Photography made possible by a gift from Firth Haring Fabend

Images of New Amsterdam

<http://www.lftantillo.com/> - Paintings by Len Tantillo

Related Maps and Images

[http://digitalgallery.nypl.org/nypldigital/dgkeysearchresult.cfm?keyword=%22New+Net
herland%22&x=11&y=7](http://digitalgallery.nypl.org/nypldigital/dgkeysearchresult.cfm?keyword=%22New+Net+herland%22&x=11&y=7)

[http://digitalgallery.nypl.org/nypldigital/dgkeysearchresult.cfm?word=Manhattan%20%
28New%20York%2C%20N%2EY%2E%29%20%2D%2D%20Maps%20%2D%2D%20Early%2
0works%20to%201800&s=3¬word=&f=2](http://digitalgallery.nypl.org/nypldigital/dgkeysearchresult.cfm?word=Manhattan%20%28New%20York%2C%20N%2EY%2E%29%20%2D%2D%20Maps%20%2D%2D%20Early%20works%20to%201800&s=3¬word=&f=2)

[http://collections.frick.org/OBJ*1\\$9197*814423](http://collections.frick.org/OBJ*1$9197*814423) -- Dutch Paintings at the Frick.

www.maap.columbia.edu --Mapping the African American Past. The site uses audio,
and maps and images to show historic sites in NYC related to African American history,
starting in 1632. We hope it helps to generate ideas on presentation options for the
Virtual New Amsterdam.

<http://www.library.fordham.edu/maps/maps.html>

<http://beatl.barnard.columbia.edu/rothschild/1.htm> - Archaeology of New Amsterdam

[New Amsterdam , Johannes Vingboons](#)

Books of Interest

Books of Interest

[NAHC Holland Dames First Records.pdf](#)

[NAHC Internet Archives website Digital Books.doc](#)

Internet Archive website

Updated 7-07-09

www.archive.org

Below are the website locations identified and catalogued by Courtney Haff for additional New Amsterdam related books on the settlement patterns, Fort Amsterdam, City Hall (Stadt Huys), streets, families, schools, slavery, native Americans, topography, religion, taxation, community status, probate law and practice, record of New Amsterdam, history of New Netherland, and index of New York Colonial Manuscripts: Dutch

<http://www.archive.org/details/dutchnewyork01sing>

Title: Dutch New York

Author: [Singleton, Esther, d. 1930](#)

Volume: 1

Subject: [Dutch Americans -- New York \(State\) New York](#); [New York \(N.Y.\) -- Social life and customs To 1775](#); [New York \(State\) -- History Colonial period, ca. 1600-1775](#)

Publisher: [New York : Dodd, Mead](#)

Possible copyright status: NOT_IN_COPYRIGHT

Language: [English](#)

Call number: 10094128

Digitizing sponsor: [Sloan Foundation](#)

Book contributor: [The Library of Congress](#)

Collection: [americana](#)

<http://www.archive.org/details/historyofcityofn00vanr>

Title: History of the City of New York in the Seventeenth Century

Author: [Van Rensselaer, Schuyler, Mrs., 1851-1934](#)

Subject: [New York \(N.Y.\) -- History Colonial period, ca. 1600-1775](#); [New York \(State\) -- History Colonial period, ca. 1600-1775](#)

<http://www.archive.org/details/manhattan00rensgoog>

Title: Manhattan, 1624-1639

Author: [Edward Van Winkle , Joan Vinckeboons , Kiliaen van Rensselaer](#)

Publisher: [s.n](#)

Year: [1916](#)

Possible copyright status: NOT_IN_COPYRIGHT

Language: [English](#)

Digitizing sponsor: [Google](#)

Book contributor: [University of Michigan](#)

Collection: [americana](#)

Notes: Appendices: A. Van Rensselaer manuscript, 1630 (photographic copy)--B. Vingboom map (photographic reproduction)--C. English translation of the Van Rensselaer manuscript.--D. Full-size copy, with English translation, of the Vingboom map.

<http://www.archive.org/details/fortamsterdamind00goods>

Fort Amsterdam in the days of the Dutch, (1897)

Author: [Goodwin, Maud Wilder, 1856-1935](#)
Publisher: [\[New York, The Knickerbocker press](#)
Possible copyright status: NOT_IN_COPYRIGHT
Language: [English](#)
Call number: 9627766
Digitizing sponsor: [Sloan Foundation](#)
Book contributor: [The Library of Congress](#)
Collection: [americana](#)
Scanfactors: 1

<http://www.archive.org/details/oldstadthuysfne02gera>

Title: The old Stadt Huys of New Amsterdam : a paper read before the New York Historical Society, June 15th, 1875

Author: [Gerard, James W. \(James Watson\), 1823-1900](#); [New-York Historical Society](#)
Volume: 2
Subject: [Stadt Huys \(New York, N.Y.\)](#); [Dutch -- New York \(State\) New York](#); [New York \(N.Y.\) -- History Colonial period, ca. 1600-1775](#)
Publisher: [New York : F.B. Patterson](#)
Possible copyright status: NOT_IN_COPYRIGHT
Language: [English](#)
Call number: 7723670
Digitizing sponsor: [Sloan Foundation](#)
Book contributor: [The Library of Congress](#)
Collection: [americana](#)
Scanfactors: 3

<http://www.archive.org/details/oldstreetsofnewy00gera>

Title: The old streets of New York under the Dutch. A paper read before the New York historical society, June 2. 1874

Author: [Gerard, James W. \(James Watson\), 1823-1900](#); [New-York Historical Society](#)
Subject: [Streets](#)
Publisher: [New York, D. Taylor, printer](#)
Possible copyright status: NOT_IN_COPYRIGHT
Language: [English](#)
Call number: 5900516
Digitizing sponsor: [Sloan Foundation](#)
Book contributor: [The Library of Congress](#)

Collection: [americana](#)
Scanfactors: 3

<http://www.archive.org/details/halfmoonseriespa02goodiala>

Title: Half moon series : Papers on historic New York, Vol. 2

Author: [Goodwin, Maud Wilder, 1856-1935](#); [Royce, Alice Carrington](#); [Putnam, Ruth, 1856-1931](#); [Brownell, Eva Palmer](#)

Volume: 2

Subject: [New York \(N.Y.\) -- History Colonial period, ca. 1600-1775](#)

Publisher: [New York ; London : G.P. Putnam's Sons](#)

Possible copyright status: NOT_IN_COPYRIGHT

Language: [English](#)

Call number: SRLF:LAGE-1453455

Digitizing sponsor: [MSN](#)

Book contributor: [University of California Libraries](#)

Collection: [americana](#); [cdl](#)

Description:

v. 2., no. 1. Slavery in New York / by E. V. Morgan. 1896. -- no. 2. Tammany hall / by T. Williams. 1898. -- no. 3. Old prisons and punishments / by E. D. Lewis. 1898. -- no. 4. The New York Press and its makers / by C. M. Martin and B. E. Martin. 1908. -- no. 5. Bowling Green / by S. Trask. 1898. -- no. 6. New Amsterdam family names and their origin / by B. Fernow. 1898. -- no. 7. Old taverns and posting inns / by E. B. Cutting. 1898. -- no. 8. The doctor in old New York / by F. H. Bosworth. 1898. -- no. 9. Early schools and school-masters of New Amsterdam / by E. Van Vechten. 1898. -- no. 10. The battle of Harlem Heights / by W. R. Shepherd. 1898. -- no. 11. Origin of Breucklen / by H. Putnam. 1898. -- no. 12. The "Neutral ground" / by C. Pryer. 1898

<http://www.archive.org/details/recordsofdomineh00sely>

Title: Records of Domine Henricus Selyns of New York, 1686-7

Author: [Selyns, Henricus, 1636-1701](#); [Abeel, Garret, b. 1734](#); [Brower, William Leverich](#); [Van Winkle, Edward, b. 1879](#)

Subject: [New York \(N.Y.\) -- Genealogy](#); [New York \(N.Y.\) -- History Sources](#)

Publisher: [\[Columbus, O., The Champlin Press\]](#)

Possible copyright status: NOT_IN_COPYRIGHT

Language: [English](#)

Call number: b4217180

Digitizing sponsor: [MSN](#)

Book contributor: [New York Public Library](#)

Collection: [americana](#)

<http://www.archive.org/details/affairsmenofnewa00paul>

Title: Affairs and men of New Amsterdam : in the time of Governor Peter Stuyvesant. Compiled from Dutch manuscript records of the period. 1843

Author: [Paulding, J](#)

Subject: [Taxation -- New York \(State\) New York](#); [New York \(N.Y.\) -- History Colonial period, ca.](#)

[1600-1775](#); [New York \(N.Y.\) -- Biography](#); [New York \(N.Y.\) -- Directories](#)

Publisher: [New York : C. C. Childs](#)

Possible copyright status: NOT_IN_COPYRIGHT

Language: [English](#)

Call number: b4216867

Digitizing sponsor: [MSN](#)

Book contributor: [New York Public Library](#)

Collection: [americana](#)

Notes: Faded pages.

<http://www.archive.org/details/minutesoforphanm00newy>

Title: The minutes of the Orphanmasters of New Amsterdam, 1655 to 1663, (1902)

Author: [New York \(N.Y.\). Orphanmasters](#); [Fernow, Berthold, 1837-1908](#); [Van der Veen, Waleyn](#)

Subject: [Probate law and practice -- New York \(State\) New York](#); [New York \(N.Y.\) -- History Colonial period, ca. 1600-1775 Sources](#); [New York \(N.Y.\) -- Genealogy Sources](#)

Publisher: [New York : F.P. Harper](#)

Possible copyright status: NOT_IN_COPYRIGHT

Language: [English](#)

Call number: b4219727

Digitizing sponsor: [MSN](#)

Book contributor: [New York Public Library](#)

Collection: [americana](#)

Description:

[v. 1] The minutes of the Orphanmasters -- [v. 2] Minutes of the executive boards of the Burgomasters of New Amsterdam and the records of Walewyn van der Veen, notary public, 1662-1664

<http://www.archive.org/details/recordsnewamste05ygoog>

Title: *The Records of New Amsterdam from 1653 to 1674 Anno Domini, Vol. 1 1653 to 1655*

Key words and phrases

[Netherland](#), [Burgomasters and Schepens](#), [Petrus Stuyvesant](#), [guilders](#), [Steendam](#), [Fort Amsterdam](#), [Schout](#), [wampum](#), [Willem Jansen](#), [apostilled](#), [Jan Jacobsen](#), [Fort Orange](#), [Allard Anthony](#), [Jan Jansen](#), [burghers](#), [City Hall](#), [Thomas Stevenson](#), [Cornelis Schut](#), [tobacco](#), [Gheel](#)

More details

The Records of New Amsterdam from 1653 to 1674 Anno Domini

By New York (N.Y.), Edmund Bailey O'Callaghan

Published by Pub. under the authority of the city by the Knickerbocker press, 1897

Item notes: v.1

Original from the New York Public Library

Digitized Dec 19, 2005

<http://www.archive.org/details/recordsnewamste11ygoog>

***Title: The Records of New Amsterdam from 1653 to 1674
Anno Domini, Vol. 2, 1656 to 1658***

Key words and phrases

[Netherland](#), [deft](#), [Silla](#), [guilders](#), [Cornelis Schut](#), [Steendam](#), [apostille](#), [Fort Amsterdam](#), [Fort Orange](#), [Burgomasters and Schepens](#), [tobacco](#), [Allard Anthony](#), [Petrus Stuyvesant](#), [van Tienhoven](#), [Cornelis Dircksen](#), [Court orders](#), [City Hall](#), [Jacob Strycker](#), [Oloff Stevensen](#), [beavers](#)

More details

The Records of New Amsterdam from 1653 to 1674 Anno Domini
By New York (N.Y.), Edmund Bailey O'Callaghan
Published by Pub. under the authority of the city by the Knickerbocker press,
1897

Item notes: v.2

Original from the New York Public Library
Digitized Dec 20, 2005

<http://www.archive.org/details/recordsnewamste07ygoog>

***Title: The Records of New Amsterdam from 1653 to 1674
Anno Domini, Vol. 3, 1658 to 1661***

By New York (N.Y.), Edmund Bailey O'Callaghan

More details

The Records of New Amsterdam from 1653 to 1674 Anno Domini
By New York (N.Y.), Edmund Bailey O'Callaghan
Published by Pub. under the authority of the city by the Knickerbocker press,
1897

Item notes: v.3

Original from the New York Public Library
Digitized Dec 20, 2005

<http://www.archive.org/details/recordsnewamste10ygoog>

***Title: The Records of New Amsterdam from 1653 to 1674 Anno Domini, Vol.
4***

By New York (N.Y.), Edmund Bailey O'Callaghan
Published by Pub. under the authority of the city by the Knickerbocker press,
1897

Item notes: v.4
Original from the New York Public Library
Digitized Dec 20, 2005

<http://www.archive.org/details/recordsnewamste09ygoog>

***Title: The Records of New Amsterdam from 1653 to 1674
Anno Domini, Vol. 5 1664-1666***

Key words and phrases

[sewant](#), [Dirck Storm](#), [Burgomasters and Schepens](#), [Richard Nicolls](#), [Apostille](#), [Claas](#), [demands from deft](#), [Petrus Stuyvesant](#), [Jan de Witt](#), [defft](#), [Jan Sluyter](#), [Allard Anthony](#), [Aldermen](#), [Janzen](#), [Tymotheus Gabry](#), [Ady as above](#), [Arien](#), [Willet](#), [stivers](#), [Jan Bos](#)

More details

The Records of New Amsterdam from 1653 to 1674 Anno Domini
By New York (N.Y.), Edmund Bailey O'Callaghan
Published by Pub. under the authority of the city by the Knickerbocker press,
1897

Item notes: v.5
Original from the New York Public Library
Digitized Dec 20, 2005

<http://www.archive.org/details/recordsnewamste06ygoog>

***Title: The Records of New Amsterdam from 1653 to 1674
Anno Domini, Vol. 6, 1666 to 1673***

More details

The Records of New Amsterdam from 1653 to 1674 Anno Domini
By New York (N.Y.), Edmund Bailey O'Callaghan
Published by Pub. under the authority of the city by the Knickerbocker press,
1897

Item notes: v.6
Original from the New York Public Library
Digitized Dec 20, 2005

<http://www.archive.org/details/recordsnewamste08ygoog>

**Title: The Records of New Amsterdam from 1653 to 1674 Anno Domini, Vol.
7 (Index)**

Key words and phrases

[Schout](#), [apostilled](#), [Netherland](#), [guilders](#), [Jan Jansen](#), [der Spiegel](#), [Willem Jansen](#), [City Hall](#), [Burgomasters and Schepens](#), [Allard Anthony](#), [sum of fl](#), [Amsterdam in N](#), [Burgo](#), [Present the Heeren](#), [Nicasius](#), [Fort Amsterdam](#), [Thomas Taylor](#), [Fort Orange](#), [Pietersen](#), [appears in Court](#)

More details

The Records of New Amsterdam from 1653 to 1674 Anno Domini
By New York (N.Y.), Edmund Bailey O'Callaghan
Published by Pub. under the authority of the city by the Knickerbocker press,
1897
Item notes: v.7 (Index)
Original from the New York Public Library
Digitized Dec 20, 2005

[http://books.google.com/books?id=33F3db4E7UQC&Source=gbs
viewAPI](http://books.google.com/books?id=33F3db4E7UQC&Source=gbs_viewAPI)

History of the City of New York

By William Irving Paulding, David Thomas Valentine
Compiled by William I. Paulding, though published under the name of D.T.
Valentine--Cushing, Initials and pseud., p. 292; Sabin, v. 14, no. 59219.

Subjects

[New York \(N.Y.\)/ History/ Colonial period, ca. 1600-1775](#)

More details

History of the City of New York
By William Irving Paulding, David Thomas Valentine
Published by G. P. Putnam, 1853
Item notes:
Item notes:
Item notes:
Original from the University of Michigan
Digitized Feb 17, 2006
808 pages

<http://www.archive.org/details/indextovolumeso00offigoog>

Title: *Index to Volumes One, Two and Three of Translations of Dutch Manuscripts: In*

Author: [Edmund Bailey O 'Callaghan, New York \(State\), Secretary's Office](#)

Publisher: [Weed, Parsons & Co., Printers](#)

Year: [1870](#)

Possible copyright status: NOT_IN_COPYRIGHT

Language: [English](#)

Digitizing sponsor: [Google](#)

Book contributor: [New York Public Library](#)

Collection: [americana](#)

Notes: *The official papers of the colony of New York were arranged and bound about 1850 in 103 volumes, the first 21 containing Dutch mss. A list of these papers is found in "Calendar of historical manuscripts in the office of the secretary of state, Albany, N.Y." 1865-1866. v. 1-3, containing the register of the provincial secretary 1638-1662 were translated by O'Callaghan. The translation has not been printed.*

<http://www.archive.org/details/registerofnewnet00ocalrich>

Title: *The Register of New Netherland, 1626 to 1674*

Author: [O'Callaghan, E. B. \(Edmund Bailey\), 1797-1880](#)

Subject: [New York \(State\) -- Registers](#); [New York \(State\) -- History Colonial period, ca. 1600-1775 Sources](#)

Publisher: [Albany, N.Y. : J. Munsell](#)

Possible copyright status: NOT_IN_COPYRIGHT

Language: [English](#)

Call number: [nrlf_ucb:GLAD-67438636](#)

Digitizing sponsor: [MSN](#)

Book contributor: [University of California Libraries](#)

Collection: [americana](#); [cdl](#)

<http://www.archive.org/details/narrativesofnewn00jame>

Title: *Narratives of New Netherland, 1609-1664*

Author: [Jameson, J. Franklin \(John Franklin\), 1859-1937](#)

Publisher: [New York : Charles Scribner's Sons](#)

Possible copyright status: NOT_IN_COPYRIGHT

Language: [English](#)

Call number: [9625752](#)

Digitizing sponsor: [Sloan Foundation](#)

Book contributor: [The Library of Congress](#)

Collection: [americana](#)

Notes: after 420 picture in the gutter

Scanfactors: 82

<http://www.archive.org/details/topographyphysic00viel>

Title: *The topography and physical resources of the state of New York.*

Author: [Viele, Egbert L\[udovickus\] \[from old catalog\]](#)

Publisher: [New York, E.S. Dodge & co.](#)

Possible copyright status: **NOT_IN_COPYRIGHT**

Language: [English](#)

Call number: **13938865**

Digitizing sponsor: [Sloan Foundation](#)

Book contributor: [The Library of Congress](#)

Collection: [americana](#)

Scanfactors: **3**

<http://www.archive.org/details/firstrecordbooko00soci>

Title: *First record book of the Society of the daughters of Holland dames, descendants of the ancient and honorable families of the state of New York*

Author: [Society of Daughters of Holland Dames, Descendants of the Ancient and Honorable Families of New Netherland; Velazquez, Mariana; Holbrook, Viola Vowers](#)

Subject: [Dutch -- New York \(State\); New York \(State\) -- History Colonial period, ca. 1600-1775 Societies](#)

Publisher: [\[New York\] Pub. by the order of the Society \[The Grafton press\]](#)

Possible copyright status: **NOT_IN_COPYRIGHT**

Language: [English](#)

Call number: **5872393**

Digitizing sponsor: [Sloan Foundation](#)

Book contributor: [The Library of Congress](#)

Collection: [americana](#)

Scanfactors: **30**

<http://www.archive.org/details/newyork01roosgoog>

Title: *New York, Historic Towns*

Author: [Theodore Roosevelt](#)

Publisher: [Longmans, Green](#)

Year: [1891](#)

Possible copyright status: **NOT_IN_COPYRIGHT**

Language: [English](#)

Digitizing sponsor: [Google](#)

Book contributor: [Harvard University](#)

Collection: [americana](#)

<http://www.archive.org/details/storynewamsterd00shepgooq>

Title: *The Story of New Amsterdam*

Author: [William Robert Shepherd](#)
Year: [1917](#)
Possible copyright status: **NOT_IN_COPYRIGHT**
Language: [English](#)
Digitizing sponsor: [Google](#)
Book contributor: [New York Public Library](#)
Collection: [americana](#)

<http://www.archive.org/details/collectionshugu00amergoog>

Title: *Collections of the Huguenot Society of America*

Author: [Huguenot Society of America](#)
Publisher: [The Society](#)
Year: [1886](#)
Possible copyright status: **NOT_IN_COPYRIGHT**
Language: [English](#)
Digitizing sponsor: [Google](#)
Book contributor: [Harvard University](#)
Collection: [americana](#)

<http://www.archive.org/details/indiansofmanhatt00lcskin>

Title: *The Indians of Manhattan Island and vicinity, 1915*

Author: [Skinner, Alanson, 1886-1925](#)
Subject: [Indians of North America -- New York \(State\) New York](#); [New York \(State\) -- Antiquities](#)
Publisher: [\[New York, The Museum\]](#)
Possible copyright status: **NOT_IN_COPYRIGHT**
Language: [English](#)
Call number: 9647823
Digitizing sponsor: [Sloan Foundation](#)
Book contributor: [The Library of Congress](#)
Collection: [americana](#)
Scanfactors: 4

<http://www.archive.org/details/indiansofgreater00skin>

Title: *The Indians of Greater New York*

Author: [Skinner, Alanson, 1886-1925](#)
Subject: [Indians of North America -- New York \(State\) New York](#); [New York \(State\) -- Antiquities](#)
Publisher: [\[New York, The Museum\]](#)
Possible copyright status: **NOT_IN_COPYRIGHT**
Language: [English](#)
Call number: 9647823
Digitizing sponsor: [Sloan Foundation](#)
Book contributor: [The Library of Congress](#)
Collection: [americana](#)
Scanfactors: 4

http://books.google.com/books?id=gccWAAAAYAAJ&printsec=titlepage&ie=ISO-8859-1&output=html&source=gbs_summary_r&cad=0 -- **Story of New Amsterdam** treatise published by the Holland Society of New York in its 1917 Yearbook and available on Google books as of March 2008.

http://books.google.com/books?id=rH_RS8Cjk2EC&ie=ISO-8859-1&output=html -- Edmund O. Callaghan, **History of New Netherland** , 1855

<http://quod.lib.umich.edu/cgi/t/text/text-idx?c=moa;cc=moa;view=toc;idno=AFJ8243.0001.001> --- **Revised history of Harlem (City of New York)** : its origin and early annals, prefaced by home scenes in the fatherlands, or, notices of its founders before emigration. : Also, sketches of numerous families, and the recovered history of the land-titles ... / by James Riker ..., Univ. of Michigan Library , 2005

<http://books.google.com/books?id=IbMLAAAAYAAJ&ie=ISO-8859-1> -- **Calendar of Historical Manuscripts in the Office of the Secretary of State ...** By New York (State). Secretary's Office, New York (State). Secretary of State, Edmund Bailey O'Callaghan

<http://dlxs2.library.cornell.edu/cgi/t/text/text-idx?c=nys;cc=nys;rgn=main;view=text;idno=nys150> -- A 1909 book is available on the Cornell University Digital Library collection entitled: **The early history of the Jews in New York , 1654-1664** . Some new matter on the subject. Printed for the author and for the Publications of the American Jewish Historical Society, no. 18 (1909)

New Amsterdam and its People by J.. H. Innes - available for download at this link:
<http://ia341328.us.archive.org/0/items/newamsterdamitsp01inne/newamsterdamitsp01inne.pdf>

Books, Videos, and Paintings on New Amsterdam and New Netherlands currently in publication and available for purchase

Many of the authors listed below have been most generous in contributing their expertise and their permission to use scholarly articles or quotes from their books in the 3D model and this website. We wish to thank them and encourage interested readers to consider purchasing their books to encourage further scholarship.

Books

A Dutch Family in the Middle Colonies, 1660-1800

by Dr. Firth Haring Fabend

<http://www.amazon.com/Dutch-Family-Middle-Colonies-1660-1880/dp/0813526906>

<http://members.authorsguild.net/fhfabend/>

Land So Fair

by Dr. Firth Haring Fabend

http://www.amazon.com/Land-Fair-Firth-Haring-Fabend/dp/0595473164/ref=sr_1_1?ie=UTF8&qid=1249245236&sr=8-1

<http://members.authorsguild.net/fhfabend/>

Imagine New Amsterdam (Paperback) by [Courtney Alfred Haff Ph.D](#) (Author)

[http://www.amazon.com/Imagine-Amsterdam-Courtney-Alfred-](http://www.amazon.com/Imagine-Amsterdam-Courtney-Alfred-Haff/dp/1439231095/ref=sr_1_1?ie=UTF8&qid=1249245310&sr=8-1)

[Haff/dp/1439231095/ref=sr_1_1?ie=UTF8&qid=1249245310&sr=8-1](http://www.amazon.com/Imagine-Amsterdam-Courtney-Alfred-Haff/dp/1439231095/ref=sr_1_1?ie=UTF8&qid=1249245310&sr=8-1)

The Colony of New Netherland: A Dutch Settlement in Seventeenth-century America (Paperback)

by [Jaap Jacobs](#) Jaap Jacobs (Author)

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[Settlement-Seventeenth-](http://www.amazon.com/Colony-New-Netherland-Settlement-Seventeenth-century/dp/0801475163/ref=sr_1_1?ie=UTF8&qid=1249245549&sr=8-1)

Explorers, Fortunes and Love Letters (Mount Ida Press) (Hardcover) by [New](#)

[Netherland Institute](#) (Author)

[http://www.amazon.com/Explorers-Fortunes-Letters-Mount-](http://www.amazon.com/Explorers-Fortunes-Letters-Mount-Press/dp/0962536857/ref=pd_sim_b_6)

[Press/dp/0962536857/ref=pd_sim_b_6](http://www.amazon.com/Explorers-Fortunes-Letters-Mount-Press/dp/0962536857/ref=pd_sim_b_6)

Food, Drink and Celebrations of the Hudson Valley Dutch (Paperback)

by [Peter G. Rose](#) (Author)

[http://www.amazon.com/Drink-Celebrations-Hudson-Valley-](http://www.amazon.com/Drink-Celebrations-Hudson-Valley-Dutch/dp/1596295953/ref=sr_1_1?ie=UTF8&qid=1249245503&sr=8-1)

[Dutch/dp/1596295953/ref=sr_1_1?ie=UTF8&qid=1249245503&sr=8-1](http://www.amazon.com/Drink-Celebrations-Hudson-Valley-Dutch/dp/1596295953/ref=sr_1_1?ie=UTF8&qid=1249245503&sr=8-1)

Mannahatta: A Natural History of New York City (Hardcover)

by [Eric W. Sanderson](#) Eric W. Sanderson (Author)

› [Visit Amazon's Eric W. Sanderson Page](#) Find all the books, read about the author, and more.

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http://www.amazon.com/Mannahatta-Natural-History-York-City/dp/0810996332/ref=pd_sim_b_1

The Island at the Center of the World: The Epic Story of Dutch Manhattan and the Forgotten Colony That Shaped America (Paperback)

by [Russell Shorto](#) Russell Shorto (Author)

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See [search results](#) for this author Are you an author? [Learn about Author Central](#) (Author) http://www.amazon.com/Island-Center-World-Manhattan-Forgotten/dp/1400078679/ref=pd_bxgy_b_img_c

A Description of New Netherland (The Iroquoians and Their World) (Hardcover)

by [Adriaen van der Donck](#) Adriaen van der Donck (Author)

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Are you an author? [Learn about Author Central](#) (Author), [Charles T. Gehring](#) (Editor), [William A. Starna](#) (Editor), [Diederik Willem Goedhuys](#) (Translator), [Russell Shorto](#) (Foreword) http://www.amazon.com/Description-Netherland-Iroquoians-Their-World/dp/0803210884/ref=sr_1_1?ie=UTF8&qid=1249245624&sr=8-1

Kerry Buckley, the Director of the Historic Northampton Museum

[Kerry W. Buckley, ed., *A Place Called Paradise: Culture & Community in Northampton, Massachusetts, 1654-2004* \(Amherst: University of Massachusetts Press, 2004\)](#)

Paintings and Prints

Paintings by Len Tantillo, historical painter and designer of digital imagery for the NAHC 3D model: <http://www.lftantillo.com/>

Videos and other

Broadsides – a film about a significant naval battle in the 17 th century:
<http://www.broadsidethefilm.com/index.php>

Documents, Finding Aids and/or Databases of Interest From other websites

Special Instructions for Cryn Fredericksz Regarding the laying out of Fort Amsterdam
April 22, 1625 - <http://www.rootsweb.ancestry.com/~nycoloni/huntdoce.html>

List of Dutch Land Grants 1630 – 1664
<http://www.rootsweb.ancestry.com/~nycoloni/nlindex2.html>

[New Netherland 1621-1664](#), Immigrants, First Settlers with biographical information
<http://www.rootsweb.ancestry.com/~nycoloni/daimm.html>

Websites we admire

Websites we admire for their structure, design and the way they present material:

<http://www.1654society.org/>

<http://themannahattaproject.org/>

http://www.gilderlehrman.org/institute/era_founding.php The Gilder Lehrman Institute – This site may serve as a model for future aspects of the NAHC's educational components.

[Bard College, Graduate Center for Arts and Design](#)

[Broadsides – a film about naval battle in the 17th Century](#)

[Historic Northampton Museum and Education Center](#)

<http://legacy.www.nypl.org/research/chss/shoreline/introduction.html> - NYPL - Mapping New York's Shoreline, 1609-2009

<http://ngm.nationalgeographic.com/2009/09/manhattan/miller-text> - National Geographic's Online September 2009 Issue with Article "Before New York" and interactive "Beneath New York"

<http://www.lostmuseum.cuny.edu/home.html> - Virtual world exploration

<http://www.ashp.cuny.edu/fivepoints/> - Database exploration

Websites we admire for the way they present information to children:

<http://www.plimoth.org/education/olc/intro.html> - Plimoth Plantation's Thanksgiving History Search for Children

<http://www.nga.gov/kids/zone/dollhouse.htm> - The National Gallery of Art's Dollhouse Game

[Department of Education](#)

[Teachers Guide Half Moon and Henry Hudson.pdf](#)

[Teaching Guide OntheTrailofHenryHudsoninAmsterdam2.pdf](#)

Websites we admire for their content as it relates to the NAHC mission:

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

<http://www.nysm.nysed.gov/IroquoisVillage/>

<http://www.nysm.nysed.gov/albany/grapharch.html>

<http://www.billsbrownstone.com/walks/index.asp> - Bill Greer, the author of a recent historical novel "The Mevrouw Who Saved Manhattan, A Novel of New Amsterdam" has written interesting descriptions of various residents, streets and sites of New Amsterdam including Stone Street, our prototype area. He is treasurer of the New Netherland Institute

<http://www.tug44.org/udson.river/>

<http://www.hhr.highlands.com/default.html>

[Half Moon 2009 Voyage of Discovery](#)

<http://www.halfmoon.mus.ny.us/2008fallvod/2008vodlog.htm>

[The Onrust Project](#)

[Peter Stuyvesant's Ghost](#)

<http://www.planning.org/tuesdaysatapa/2009/mar.htm> - American Planning Association - This website from a Chicago Museum is an interesting combination of audio with a link to a presentation document. It is possible that this method could be used for professional development in the future.

<http://dutchbarnsurvey.org> -A Survey of Dutch New World Cultural Resources

Appendix G

Animating the Stories of New York's Beginnings

Interpretive Planning

for the
NEW AMSTERDAM HISTORY CENTER

in connection with its
Virtual New Amsterdam 3D Model and Accompanying Database

by

American History Workshop

Dr. Richard Rabinowitz, Project Director
Dr. Dennis J. Maika, Historical Consultant
Cory Munson, Educational Consultant
Chris Lawrence, Consultant on Social Media
Mirla Morrison, Curriculum Adviser

in collaboration with

Haff Associates
Hudson Microimaging
Environmental Simulation Center

September 20, 2010

The Urgency and the Opportunity

Discovering who we are

The history of New York has often been a history of forgetting, of leaving behind ancestral homelands and terrible experiences of persecution and enslavement. It's often only the grandchildren or great-grandchildren who return to the port and countryside of departure in Europe, Africa, and Asia, and reconnect to a family's torn past. The immigrant herself seldom looks back.

We New Yorkers are a people of new beginnings – re-inventing ourselves, starting out on new adventures. We learn one another's languages, we share one another's foods and social customs. Sometimes we give one another a wide berth. But what we mostly share is a taste for risk-taking. This is not a city for the faint of heart. Well-trained engineers from Seoul or lawyers schooled in Bamako are willing to start anew, at the steering wheel of a delivery truck or behind a grocery counter, in order to make a better life for their children. Those New York children grow up in the wake of these courageous self-transformations and are themselves challenge-seekers.

Oddly enough, or perhaps not so oddly, that was as true of the men and women who peopled Peter Stuyvesant's New Amsterdam as it is of Michael Bloomberg's New York. Shirking the privileges of their lives in Leiden, Hamburg, Hull, or Bergen, leaving behind the people who knew them best (and who served as their "safety nets"), they came here to venture. Every skill they had, from felling trees to stitching garments, was a trade they could practice. Always a part of a broader Atlantic community, they brought their connections to the world with them. They needed survival skills, but they aimed at a more ambitious economic role for their Atlantic outpost.

In New Amsterdam the European and the native American and the African converged, and began a new life together. The Atlantic creoles who came to New Amsterdam in slaves' chains knew from their days in Loango and Elmina in Africa and Cartagena in South America how a trading outpost worked. Their labors built the dock and the canal, the fort and the wall. Their service in protecting the little settlement earned them land and half-freedom from the Dutch governors. Some merged with the native peoples up the

island or across the great river to form new communities that survive to this day.

At the tip of Manhattan, the amalgam of Europeans – often fugitives from the wars of Dutch independence and the Thirty Years War on the Continent – tried to link themselves into the rapidly growing shuttles, triangles, and quadrilaterals of maritime commerce of the Atlantic world. Fur pelts from beyond the river's falls, wheat from Hudson Valley plantations, dried cod from the New England coast, tobacco from the Chesapeake, packed beef from the margins of Long Island Sound – all these, plus shrewdly purchased goods of Caribbean islands, constituted the cargo of vessels that would justify the dreams of these emigrants to the American shore.

We can all recognize this story. Its lineaments are still visible in the day-to-day lives of our city.

We, too, occupy this astonishing and fortuitous landscape of islands, bays, and rivers. Perhaps for the first time in 150 years, New Yorkers are re-attaching themselves in our generation to shorelines and water-views, as parkland replaces the forests of masts and the hulks of warehouses along our coasts.

We, too, occupy a community of people from everywhere, united chiefly in their aspirations for success.

And we, too, occupy a city of ceaseless enterprise, an engine of economic possibility for development here and everywhere else in the world. New York has always been a global city.

The Importance of This History

Most New Yorkers do not know much of this history. Our city hasn't enshrined its past in a single preserved historic precinct, like Philadelphia. We don't have an easily mapped chain of historic landmark buildings, like Boston's Freedom Trail. We can't observe the original plan of our city very easily, as one can in L'Enfant's Washington. We do have many preserved landmarks now, and wonderfully evocative historic districts, but they don't tell the basic story of how New York began and how it developed.

Nor have our schools done a very good job. The "beginnings" of American history are frequently identified with Jamestown in Virginia and Plymouth in Massachusetts. Now

some point to St. Augustine, Florida, as an earlier starting-point, or to outposts of New Spain like Santa Fe, New Mexico. *Heroic as these ventures were, they were the roads not taken in our national development.*

Unlike these places, the city of New York still occupies the very same terrain - though much changed. Here one can still discover archeological treasures, a ship or even the remains of hundreds of African men and women, beneath the places where thousands of us still live and work everyday. Wall Street is still exactly where the Dutch wall of the 1650s was built.

But even more important, New York's history is the clue to many of the essential elements of modern American life. Our ignorance of that history puts blinders on our ability to understand our lives today. When we teach American history without focusing on the New York story, we avert our gaze from critical aspects of the American political, social, and economic story.

We did not evolve as a country filled with many tiny utopian refugee settlements, as the Plimoth Plantation might have predicted. We didn't wind up as a company-sponsored agricultural and mining venture, as the original Jamestown might suggest. Americans are now an urban people, living with astonishingly diverse neighbors, seeking our own individual family fortunes through labor and capital investment. We do come together to create a political system that promotes the well being of the whole, much as the Dutch did before us.

Colonial New Amsterdam, then, is the almost-secret key to the American destiny. Because the Dutch lost the colony, and because few Americans could read and translate the colonial records of New Netherland, our historians have found it easier to locate the interesting narratives of our history in the archives of Massachusetts and Virginia, Pennsylvania and the Carolinas.

Fortunately, the records of the 17th century have survived political upheaval, revolution, frequent relocation of the provincial and state capital, and a devastating fire in the state archives. A century ago, the Castello Plan, a map of New Amsterdam in the year 1660, was discovered in an Italian villa. It was first published in 1916. The plan provides us with an amazing window into the physical geography of the town - the only such early guide to a colonial town in North America. Around the same time, the

antiquarian I.N.P. Stokes painstakingly traced every land transaction to provide a genealogy of the development of New Amsterdam and collected every extant image of the colony in his superb six-volume *Iconography of Manhattan Island*.

Since 1922, the Holland Society of New York has published the quarterly journal *de Halve Maen*. Now under the editorship of David Voorhees, the well-illustrated magazine is a popular vehicle for new research illuminating the Dutch contribution to American history. That research, undertaken by historians and archeologists on every continent, has included editions of many original archival collections relating to the Dutch settlement of this region and its 17th-century context.

The most ambitious of these editorial efforts has been the work of Charles Gehring and Janny Venema, associated with the New Netherland Project based in Albany, to complete the transcription, translation, and publication of all Dutch documents in New York repositories relating to the 17th-century colony of New Netherland. The New Netherland Institute, which organizes support for the translation project, also sponsors an important annual scholarly seminar and a variety of public educational endeavors. In New York City, the Collegiate Church Corporation, heir to the original Dutch church in New Amsterdam, has also been a steward of this history, creating an archival and publication program for church and ministerial records and materials.

In the years leading up to the 2009 celebration of the quadricentennial of Henry Hudson's voyage, a growing awareness of this Dutch-American legacy sparked historical activities throughout the Hudson Valley. Russell Shorto's *The Island at the Center of the World: The Epic Story of Dutch Manhattan and the Forgotten Colony That Shaped America* (2004) was greeted with critical and popular acclaim. And, finally, in 2005, the NEW AMSTERDAM HISTORY CENTER was established to strengthen the public's awareness, on a long-term basis, of this crucial chapter in our national history.

Enter the New Amsterdam History Center

For the purpose of creating a public interpretive and educational center, the Collegiate Church Corporation and others fostered the establishment of the New Amsterdam

History Center [NAHC] a nonprofit institution, chartered by the Board of Regents of the University of the State of New York.

The mission of NAHC is to encourage public exploration of the early history of New Amsterdam and New York, its diverse people, landscapes, and institutions. It is the Center's intention to collaborate with existing historical sites and museums in Manhattan, Brooklyn, Staten Island, New York State and New Jersey.

The NAHC aims to perform a unique service for New Yorkers and visitors through its creative public presentations of the enduring influence of the Dutch settlement of New York. The center will encourage patrons to explore the historic past, from 17th-century New Amsterdam to the 21st-century metropolis that New York is today.

NAHC's programs will employ a wide variety of media, including:

- (1) The development of classroom curricula in history, social studies, and other relevant disciplines; distribution through in-service and other training opportunities for teachers and supervisors; a web-based center for teaching and learning about New Amsterdam and early New York.
- (2) Performances, presentations, lectures, concerts, media programs, self-guided and guided tours, and other events offered independently and in conjunction with other historic sites and partner institutions.
- (3) The creation and operation of a visitor center in Manhattan, offering interpretive exhibitions, orientation to self-guided and guided tours of historic sites, facilities for school visit programs; space for distributing teaching and learning materials; and a gift shop.

Each of these initiatives is committed to employing the most sophisticated and economical state-of-the-art technologies, the most thoughtful pedagogical strategies, and the best management and promotional techniques to attract and benefit the broadest and most inclusive public possible. The NAHC believes strongly that its core narrative – ***the establishment of a multicultural, dynamic, and progressive colonial outpost in this magnificent setting*** – is a story that belongs to every American and

every visitor to New York, whether they arrive in person or via cyberspace.

Virtual New Amsterdam

The first challenge facing the NAHC was to fashion a conceptual “container” for all of the rich historical material – documentary, physical, visual, archeological, folkloric – that could be assembled by students of early New Amsterdam and New York. Volumes of translated texts, collections of original archival materials, folders of visual materials, carefully labeled boxes of material gathered from hundreds of excavations and digs, centuries of historical scholarship – all these are overwhelmingly daunting to the uninitiated.

The Castello Plan, however, offered a remarkable tool for organizing this array of resources and for making New Amsterdam’s history into a coherent whole that could more easily be investigated by anyone. If all the data collected by Stokes in his *Iconography*, or by genealogical researchers, or by the editors of *de Halve Maen* over the years, could be linked to locations on this map, and accessible by clicking on map sites, and if the map could be turned into a virtual, three-dimensional world, then it might be possible for visitors to explore the history and meanings of this remarkable place house by house, street by street, story by story.

With funding from the New York Empire State Development Corporation and the Collegiate Church Corporation, NAHC embarked upon the creation of the Virtual New Amsterdam Prototype. For this work, NAHC enlisted the professional talents of the Environmental Simulation Center and Hudson Microimaging. **Error! Reference source not found.** of Haff Associates coordinated the project.

Creating a 3D model of New Amsterdam in 1660

Since 2005, the Environmental Simulation Center of New York (ESC) has taken the lead in designing and developing the Virtual New Amsterdam project (VNAP). The computer-interactive program combines a randomly accessible three-dimensional immersive environment with text, numerical information, static images, and primary sources, allowing users entry into the rich social, economic and physical form of New Amsterdam in the 17th century. This non-hierarchical web-based environment was built using Google

Earth and the Drupal Content Management System and contains digitized primary sources, such as Volume IV of Stokes's *Iconography*, which were previously unavailable in digital form.

The current iteration of the model features the entire Castello Plan, up to and including the wall, modeled in 3D in various levels of detail, as well as detailed models of ships, the fort, the windmill, warehouses and a wharf populated with people, objects and animals. Several areas of the model, including the Stone Street Pilot Area, are "clickable" and connected to the Drupal system.

Drupal is an open source software that provides a framework for organizing, storing, and linking the diverse forms of digital information that have been gathered and created for the VNAP. This powerful tool has allowed NAHC to create different user "roles" that can view, access and/or edit varying levels of information.

Documenting the Life and Times of New Amsterdam in 1660

Courtney Haff of Haff Associates was the major force behind the conceptualization and execution of the VNAP. He brought the Environmental Simulation Center and Hudson Microimaging into the project, managed the grant-proposal and reporting functions of the project, and coordinated the relationship with the board of the NAHC. His was the most important contribution in getting the project off the ground. He worked with the NAHC Scholarly Review Committee to gather resources, check facts, and review the images used to represent people and places in the VNA.

Hudson Microimaging took responsibility for populating the model with information about the inhabitants and activities of New Amsterdam in the era of the Castello Plan, assisting in the development of the 3D model, and helping to define the functionality of the Drupal database.

Over the course of more than three years, HM has scanned thousands of documents and defined a database that allows users to explore the factual world beyond the 3D representation of the VNA. Additional sources of data came from Stokes's *Iconography*, Arnold Van Laer's *New York Historical Manuscripts*, and published works by Charles Gehring, Jaap Jacobs, Marine Gosselink, Firth Haring Fabend, and many others. This data set will allow future users to create additional curricula, to research individuals, families, places, objects, or specific themes

in a manner that is significantly more user friendly than any currently in place for this subject.

The Curriculum Project: Translating Data into Narrative

American History Workshop, under the direction of its president, Dr. Richard Rabinowitz, was brought aboard the project in February 2010 to strengthen and demonstrate the utility of the Virtual New Amsterdam 3D model and database. For researchers and genealogists, the prototype was already a wonderful asset in visualizing and locating historical names, activities, and events on the Castello Plan, an extraordinarily accurate and contemporary representation of New Amsterdam in 1660.

VNA and Database as Tools

For teachers and the general public, more was needed. Such users might be fascinated by the Google Earth platform and the illustrations of the Stone Street streetscape. But a highly focused inquiry required three additional elements – motivating questions, clearly demarked pathways through the data, and satisfactory rewards at the end. In other words, the map as a *resource* needed to become a *process*. Or a story.

Initial meetings among veteran designers of computer-interactive materials for classrooms and for museum visitors made it clear that the VNA model had to be understood as a tool. For educational purposes, the best tools must be developmentally age-appropriate. They employ the learning capabilities and address the issues most meaningful for children at particular stages of their lives. Upper-elementary students are, for example, beginning to explore how they can contribute to the survival and well being of their families or social groups. They are concerned with orderliness. Middle-school students worry over issues of fairness. High schoolers get excited by seeing how systems work (and may not work!).

After conducting several wide-ranging discussions with teachers, curriculum developers, historians, marketing specialists, NAHC leaders, and collaborators in the creation of the VNAP.² AHW decided it would embark on three

² Rachel Magni of American History Workshop conducted the meetings. Among the participants were Stanlee Brimberg, Bank Street School; Bill Tally, Center for Children and Technology; Jill Fruchter, an

parallel curriculum-development projects, aiming to produce a three- or four-day lesson plan for fourth-grade students, and others in grade seven and eleven. These projects could demonstrate the utility and feasibility of the VNA model as a resource for teachers and students, and point the way for needed improvements and modifications.

Choosing the themes or scenarios for these demonstration curricula involved asking these questions,

1. What aspects of the story of New Amsterdam might be most compelling to children at different ages? Without this, it would be difficult to motivate students (and teachers).
2. What kind of big, open-ended questions – questions about the shape of our ordinary lives in the past and the present – could be raised as the framework for these lessons? Memorable lessons make connections that students can see in the world around them.
3. How could this curriculum fit into the constraints of school technologies, the organization of classroom time, teachers' priorities, and, just as important, state learning standards? The potential acceptability of the program depended upon its adaptability to the current situation of educators.
4. How could we provide historical materials, beyond those already collected for the data base, that might be interesting to children, help them with their inquiries, and be within children's capabilities? The database had been created with adult users in mind. Could we create and mix in "mocuments," or educational resources that were derived from historical research and had the form and appearance of real documents, but were not actual primary sources?

From Themes to Scenarios to Curricula and Lesson Plans

Early in April, a central theme was defined: **GETTING BY AND GETTING AHEAD IN NEW AMSTERDAM**. With the participation of a team of experienced classroom teachers led by an experienced

independent designer of educational materials for the Web; Leah Potter, American Social History Project, CUNY; Chris Lawrence, New York Hall of Science; Jeff LeBlanc, software developer, Potion Design, New York; **Error! Reference source not found.**, an independent scholar on the advisory committee for the VNA model; Casey Kemper and **Error! Reference source not found.** of the NAHC board; Courtney Haff of Haff Associates; Michael Kwartler, Elizabeth Hamby, and Alihan Polat of ESC; Toya Dubin of HM; and Richard Rabinowitz, Lynda B. Kaplan, and Flora Boros of AHW.

secondary school teacher and curriculum developer, Mirla Morrison of Ossining, New York, a highly participatory pedagogical approach was developed. Students would role-play members of households in the VNA database and work in teams to solve problems facing families and the community in historic New Amsterdam.

Cory Munson, a museum education consultant at AHW, then defined **three framing questions**.

For the 4th grade: How will you obtain enough cordwood to heat your house for the winter?

For the 7th graders: Was Manuel de Gerrit de Reus (Giant Manuel) treated justly in being sentenced to death for being one of the eight men who confessed to murdering Jan Premero?

For the 11th graders: Why will your proposed cargo and destination reap the greatest benefit for the ship captain and for New Amsterdam?

Each of these became the core of a **scenario**, which outlined the historical issues, provided actual historical documents and "mocuments," and suggested how teachers might lead their students through the process of resolving the framing question. Toya Dubin of Hudson Microimaging then produced a user scenario that translated these pedagogical instructions into modifications of the existing software program of the VNA model.

At this point, Toya Dubin and the ESC team initiated further modifications of the model to support the scenarios, particularly adding details of the major public spaces of the colony, so that teachers and students could navigate through the town as they went through the exercises of these curricula. Toya offered useful explanatory links, content listings and tags to help organize the data, and supplemental documents and maps. To insure historical accuracy, Toya regularly solicited the advice of several New Netherland scholars.

In mid-May, a team of educators was brought in to construct **lesson plans** based on the scenarios. Mirla Morrison organized the creation of the lesson plans by selecting three teachers (one for each curriculum area) and guided their work by offering a specific template design, one that is typically used by and easily accessible and understandable to educators. All lesson plans included an

essential question(s), clarification of relevance to specific elements of the New York State Standards in Social Studies, specific activities and procedures, and suggestions for assessments and culminating activities. As the lesson-writing process was underway, Dr. Dennis Maika (high school teacher and New Netherland scholar) evaluated the historical accuracy of new material being added to VNA, assessed the lesson plans, and created **historical summaries**—short historical background papers that could be useful to teachers who would be using the lesson plans.

The lesson plans completed by the three teachers are included in the Appendices to this report.

The author of the 4th-grade lesson plan, Diane Mallett of the Todd School in Briarcliff Manor, N.Y., expanded on Cory Munson's wood-gathering scenario to take a wider look at daily life and everyday struggles in New Amsterdam; the unit's essential question was "Could settlers survive and thrive in New Amsterdam?" (See Appendix I, Part A.) Three separate lessons were created, each requiring one to three days. The first of these, on Peter Stuyvesant as a "man for his times," set the stage for future activities and gave students an opportunity to explore VNA. In the second lesson, on how occupations affected daily life, students completed exercises that would prepare them for their final task (during the third lesson) of resolving the 17th-century need to secure wood for individual households. The three lessons incorporated most of Cory Munson's suggestions for student activities but added new writing tasks in the form of "extension" and "optional" activities. The teacher also included additional resources that would provide background for other teachers as well as students.

Like her 4th-grade colleague, Mikki Shaw, the educational consultant who created the 7th-grade lesson plan, translated Cory Munson's activities into an effective three-day series of tasks that would help students answer the essential question "What factors shaped the concepts of justice, courage, and community in the early Dutch settlements of New Amsterdam?" (See Appendix II, Part A.) Day One's activities encouraged students to get to know the people who lived in New Amsterdam's households by exploring the VNA model, and then speculate on how they might think about the religious, political, economic, and ethical dimensions of their society. Special focus would be given to understanding slavery in this context. The "Dispatches from New Amsterdam," a "mocument" created by Cory Munson, was

integrated into these activities. On Day Two, the actual scenario involving the murder of the slave Jan Premero and the subsequent confessions of Manuel de Gerrit de Reus and other slaves was introduced. Students were to test and apply their perceptions from the previous day to this real historical event. As the lesson ended, the students were informed of the actual verdict in the case and were encouraged to form preliminary conclusions. On Day Three, students were to consider the scenario's aftermath by examining excerpts from actual documents as well as other material in VNA. As a final assessment, students were to write first-person narratives describing their opinion on the essential question; the narrative could take different forms but needed to include specific references to the VNA database and primary sources.

The 11th-grade lesson offered a more radical but appropriate modification of Cory Munson's original scenario. The teacher-author, Greg Varley of Lakeland (N.Y.) High School, created a "New Amsterdam History Project," that encouraged high school juniors to think like historians and use the VNA to research the essential question "Were the key requirements of a successful commercial society available to the New Amsterdam colony?" (See Appendix III, Part A.) As designed, this exercise could last from several days to several weeks, depending on the instructor's goals. Students would be challenged with a series of research questions that put New Amsterdam in the context of both Dutch and Atlantic World history. Their research tasks would be to access and evaluate primary sources from VNA, establish "critical components" useful in answering the essential question, then apply these criteria to what had been learned about New Amsterdam. Working individually or in teams, students would then present the results of their research to their classmates. In order to facilitate the research emphasis of this activity, the author included a "Link Set," a series of references available outside the VNA database that would be useful for student research.

Overall, the Curriculum Project produced three meaningful learning experiences for students at different grade levels. The teacher-authors were given valuable professional development experiences that made them aware of the richness of New Netherland history and gave them a chance to examine topics not often discussed in typical classrooms e.g. slavery in New York, Dutch history, and Atlantic history.

The project also revealed much about the ways in which teachers would naturally approach VNA. All the teacher-authors relied on and expanded on the "scenarios" presented to them. Clearly, these "narrative pathways" were essential for using VNA to create lesson plans and would be invaluable for future applications. Also, teachers naturally sought to stimulate critical thinking in their lesson plans but also sought to develop writing and research skills. Thus, as work on VNA moves forward, the ways in which teachers would use the resource should be guide the future collection of data and development of the visual components.

Expanding the Education Plan

To exemplify this approach, Dr. Dennis Maika has authored these suggestions for proceeding with the educational effort of the NAHC.

Initiative 1: Begin to firmly establish a web-based presence that would serve educators and students.

These resources should include support for teaching. The following recommendations could be added to a redesigned website for the New Amsterdam History Center.

- A. Create a "Doc Box," a **Document Resource Catalog** (for seventeenth-century Dutch history, as well as New Amsterdam / New York history).

Building upon the current "Content Type - Documents" area of the database, NAHC should invite New Netherland, New York, and Dutch scholars to identify a specific document they feel reveals something significant in the history of New Amsterdam/New Netherland and/or the United Provinces of the Netherlands in the 17th century. These should be critical features in history and should also be clearly and directly related to New York State or National Social Studies Curricula and Standards. A short historical context piece could be provided by the historian, and the complete document could be included. A selected educator (grade 4, 7, or 11) could then excerpt the document for classroom use, offer a specific exercise, and review these activities with the historian. (The

Gilder Lehrman Institute has provided an excellent model for this. See <http://www.gilderlehrman.org/collection/online/>

- B. Create an "Image Box," a **Visual Resource Catalog** (for seventeenth-century Dutch history as well as New Amsterdam / New York history).

Most teachers find visuals (maps, illustrations,) to be useful in their classes. A start on such a resource has been made with the "Content Type - Documents" area of the database. This should be expanded in a way that is parallel to the Document Resource Catalog.

- C. Offer the Lesson Plans created for the VNA 3D model

These need to be field-tested and perhaps revised. At the same time, the model must be made publicly available before these can be effectively deployed in the classroom.

- D. Offer links to relevant sites.

These need to be reviewed for historical accuracy before they are included. In the spirit of cooperation with other New Netherland entities, links to other educational websites should be included. These will need to be updated regularly, as external sites evolve.

- E. Develop an "interactive component" to the website

Consider soliciting lesson plans for teachers who already teach New Amsterdam / New Netherland / Dutch history. Invite them to submit their lesson plans for review by a historian and eventual publication on the website. Blogs, list-serves, and other interactive elements could be developed later.

- F. Create a "This Week in New Amsterdam History" segment.

- G. Create an "Events Calendar" offering items of interest .

Initiative 2. Redesign the NAHC website.

Emphasize the items listed above and make the site "user-friendly" to educators and students. This must be developed as a "state of the art" design.

Initiative 3. Continue development of the Virtual New Amsterdam 3D Model and Database.

Complete the work necessary for the newly created lesson plans and begin new development based on specific "scenarios" or "narrative pathways" suggested by historians. Relevant documents and information related to these scenarios could be collected and added to the model. These scenarios could eventually be used as the basis for other lesson plan development.

As these scenarios evolve into curricular units, the model itself will be elaborated, perhaps to include more and different interior scenes, activities, and object-related imagery.

Initiative 4. Coordinate with other New Netherland curriculum development projects already underway

Investigate and collaborate with efforts being undertaken at the New Netherland Institute, the New Netherland Museum, New-York Historical Society, Museum of the City of New York, New York State Museum, and the Bank Street School curriculum (Sam Bryan, developer). When a specific goal has been ascertained, consider a meeting/workshop of representatives of these various groups. A common initial activity might involve lobbying the New York State Board of Regents to place more emphasis on the history of New Netherland.

Initiative 5. Engage local educators and university education programs to help design professional development opportunities and projects for teachers at all levels.

This activity, however, should only begin in earnest after basic resources have been collected and a plan is underway.

Beyond Schools: Enlivening New Amsterdam History in the Contemporary City

The Virtual New Amsterdam model is only a beginning. It can help the NEW AMSTERDAM HISTORY CENTER discover the most interesting and engaging questions for contemporary audiences. But the greatest asset of the NAHC, of course, is the historic cityscape itself. Nothing exceeds in excitement the sense that one can traverse the same streets, look out on the same harbor, and mingle with our own versions of the polyglot populace who shared the little town four centuries ago.

As with the VNA model, the key to making the historic city come alive is to introduce narrative, to dramatize this as a landscape where "things took place." Visitors spending an hour or a day in lower Manhattan can feel that they are participating in a story or even writing a story.

American History Workshop has imagined two different forms for introducing this narrative quality.

A Visitors Center

The first is the creation of a physical visitors center that can serve as the jumping-off point, "a base camp," for explorations of the historic city. Visitors can start and end their journeys at the visitor center. For school and college groups, and for family visitors as well, the visitors center can offer opportunities for hands-on and computer-interactive learning. They can try their hands at making cookies, decoding Dutch documents, or role-playing key moments in colonial history. In one space within the center, the VNA model can be projected very large, enough to become a setting for immersive experiences.

In the long run, a physical center is very important. Program sponsorship is useful, an engaging presence on the Web is very valuable. But a powerful institutional presence, partnership with other cultural institutions, improved fund raising (especially among private and corporate supporters), and public notice often comes only with having a recognizable site in the public landscape.

Creating the New Amsterdam History Center through Social Networking

Just as the Virtual New Amsterdam 3D and its accompanying database employ cutting-edge technologies to animate the

archival records of the colony, so too the NAHC can take advantage of new methods of institutional development through social networking. Just as the VNA model visualizes New Amsterdam as an exotic place plunked down amid the Google Earth landscape of 21st-century New York City, the social networking program imagines the modern city as a game board, on which it is possible to move, dig beneath the contemporary surface, interact with historical materials and other players, and learn a good deal of history in an emotionally compelling way. These programs, using handheld devices and existing or customized "apps," are particularly relevant to attracting potential stakeholders in their 20s and 30s – a group that has been hard for most cultural institutions to reach.

Chris Lawrence, a long-time consultant on interactive media approaches for American History Workshop, has developed five possible directions for initiating social networking programs around the theme of New Amsterdam history. These social games or mobile adventures scenarios and a social media strategy would leverage the popularity of social networks and introduce the rich early history of New Amsterdam to informal learners. They explore the city with geo-locative devices that are mapped to the geographic locales of the old city. A recent *Washington Post* article about social games described the players of such games:

The demographic profile of today's gamers cuts across genders and age groups, People play at work, on their commutes, at lunch, on the couch, in their pajamas-plowing crops, waiting on tables, building words, often in bursts lasting no longer than five minutes.

The popularity of social networks such as Facebook and Twitter, along with the penetration of smart phones, has offered a rich playing field open to the public to both play and innovate their own games and narratives in a social context around historical content.

Program 1. Establish a social network identity for the New Amsterdam Society

Begin seeding popular existing social networks to build a content-rich network while activating an early adopter community of interest. Establish a page on Facebook, begin a Twitter stream, and populate a Flickr account with high-quality images with tags and detailed captions. Exhibit designer Jim Spadaccini calls this activity the

"colonization of social web 2.0 spaces" and he advocates creativity in cheaply leveraging these open-ended platforms to advance institutional missions.

Program 2. Develop New Amsterdam on Four Square

Four Square (<http://foursquare.com/>) is a popular website and mobile app that allows users to "check-in" at various locations utilizing the GPS function of web or mobile apps. Users may then push out their pathways and messages to friends within the game or to other platforms such as Facebook and Twitter. Those who check in most frequently at a location become "mayors." Users compete for this honor. Users also collect "badges" that signify activities unlocked like "five check-ins in a day" or "longest distance covered." Points are also awarded and score is kept among all players and sorted by various factors like your "friends," "near you," or even in citywide competitions. The game also gives users the functionality to create locations and geo tag them. Using the database and 3D model as a guide, an NAHC team would create "locales" in lower Manhattan and leave historical content that can be read at "check-in." So while in the modern world you may actually be at J&R Music World, you could check-in on Four Square and have arrived at an identified New Amsterdam residency, tavern, or merchant's shop. Badges could be created for players to receive within the New Amsterdam context like "Trader" or "Power Broker." Messages and questions can also be pushed through the system alerting players who check in about lectures, exhibition openings, or other noteworthy activities around the themes of New Amsterdam history.

Program 3. Mobile Phone Adventures

Create a narrative based mobile adventure game that utilizes cell phone capabilities like SMS, MMS, GPS, digital photography, and audio. There are two companies that provide authoring tools for institutions to create scenarios that then are pushed out for anybody to access and play. Players could choose from a number of scenario game narratives like "Recent Immigrant," "Beaver Trapper Looking to Trade" or "Ship Captain." The game scenarios would leave geo-located challenges, clues, puzzles, and instructions, while leading the player through a learning journey of New Amsterdam history. The database and other historical documents would provide the details and content for rich and authentic game play experience.

One company, SCVNGR (<http://www.scvngr.com/>) offers an excellent platform with the lowest technological bar of entry with games and tours based solely on SMS text, a feature in almost all cell phones. SCVNGR also has richer interactive features as well. The second tool is through a Dutch Company called 7 Scenes (<http://7scenes.com/>), which has built a dynamic mobile game-authoring tool designed for urban exploration and incorporating rich multimedia capability.

Program 4. QR Tagging Fan Fiction

This concept seeks to combine the dissemination of historical information into the architecture of lower Manhattan, while inviting users to create historical fiction narratives to overlay on top of this real and virtual network using QR codes. QR code is a matrix barcode (or two-dimensional code), readable by QR scanners, mobile phones with cameras, and smartphones. The code consists of black modules arranged in a square pattern on white background. The information encoded can be text, URL, or other data (http://en.wikipedia.org/wiki/QR_Code). They are easy to create with online tools that will turn URLs, images, and other data into the QR code (<http://qrcode.kaywa.com/>). The NAHC, using the database and other online resources, would seed lower Manhattan and other relevant locales with QR codes that users could then access with mobile devices to learn about New Amsterdam history and drive traffic to dynamic NAHC web content. Additionally, a portal would be created in which users are invited to create historical fictional characters based on New Amsterdam archetypes and historical information from the VNA database. Users are invited to craft their narratives and then convert the URLs to QR codes and post them to New Amsterdam signposts distributed through lower Manhattan. Users would then both interact with the New Amsterdam and "read/write" narratives throughout the city with mobile devices. While this concept requires a higher degree of engagement than some of the others, it yields a dedicated user base with a highly creative and multi-modal experience.

Fan fiction is a fast growing leisure activity where writers use existing narrative landscapes to create new stories and characters. Popular source materials are Harry Potter and Star Trek, although many media fiction narratives have spawned fan fiction communities. While a

historical record offers different source material from popular culture, there is still rich material and open-ended exploration for those who would want to combine a love of history and historical fiction writing. The narratives would be built as web content, secret codes in the city landscape, and, of course, NAHC assets such as the database and the VNA model.

Media scholar Henry Jenkins calls this "Transmedia Storytelling" and defines it as a mixed-media storytelling format. He describes the combination of Fan Fiction and Transmedia Storytelling as:

The encyclopedic ambitions of transmedia texts often results in what might be seen as gaps or excesses in the unfolding of the story: that is, they introduce potential plots which can not be fully told or extra details which hint at more than can be revealed. Readers, thus, have a strong incentive to continue to elaborate on these story elements, working them over through their speculations, until they take on a life of their own. Fan fiction can be seen as an unauthorized expansion of these media franchises into new directions which reflect the reader's desire to "fill in the gaps" they have discovered in the commercially produced material.

Or, in our case, in the historical documentation we are collecting.

Program 5. Facebook Game: New Amsterdam:

Facebook has become one of the most popular online platforms for gaming. The fast growth in adoption and popularity can be explained by its encouragement of the social elements of game play that are inherent in social networks. Games such FarmVille, Mafia Wars, and Scrabble connect players and offer game experiences that can take place in both synchronous and asynchronous formats. Using questing/status-building games like Mafia Wars and Restaurant City as models, a game could be developed that sets the narrative, quests, and achievements in the context of New Amsterdam and the Age of Exploration in the 17th century. In a way similar to that described in the Four Square and Mobile Game ideas, above, players must acquire, trade, purchase, and scheme to "level-up" by completing tasks based on a character and motivations

they choose. While the players obviously have some control of their moves, the entire game proceeds in a historically accurate context and contains narrative elements drawn from the historical record.

For a recent Washington Post article on social games see this link: http://www.washingtonpost.com/wp-dyn/content/article/2010/08/02/AR2010080203336_2.html?sid=ST2010080203373