



What's In a Name: Using Digital Humanities to Learn about Dutch Conquest in Taiwan

Rationale: Students will develop a greater understanding of maritime conquest and colonization through the story of the Dutch in Taiwan in the 17th century. Additionally, students will gain greater exposure to the interactive tools and features of digital humanities through utilizing the World Historical Gazetteer (WHG) website and its Atlas of Mutual Heritage, which is located in the WHG's Dutch History Collection.

Prerequisite knowledge: Students will have learned or will be learning about the history of maritime conquest in Taiwan by the Dutch. This lesson could be used in tandem with the "What's In a Name: Maritime Conquest and Place Name Changes" lesson.

Procedures: Students will be directed to the World Historical Gazetteer (WHG) website <https://whgazetteer.org/> and walked through the website's Dutch History Collection to use features of the WHG and to then use the Atlas of Mutual Heritage (AMH) website.

To begin, at WHG website homepage, click on the "Dutch History" collection, and then click the "Browse Data" option. Students can enter the term "An-Ping" into the search bar and will see the location of An-Ping appear on a map of Taiwan as well as place name variants for An-Ping. If students then type in the term "Zeelandia," they will see a listing of many "Zeelandias," which, when clicked on, show the various locations of Dutch presence around the world due to imperial and colonial aspirations. The class may be asked at this point to ponder why there are so many "Zeelandias" on the world map/why did the Dutch have trading bases across the globe, and to do a bit of quick research as to the meaning of the name Zeelandia. (According to [Wikipedia](#), the name "Zeelandia" "honoured the Dutch coastal province of Zeeland ("sea-land").)

Students can then be directed back to the Dutch History Collection summary page, at which point students will see the "Atlas of Mutual Heritage" on the right side of the page under "Datasets." Once on the AMH website, click the round "En" (English option) icon at the top of the page and then enter "Taiwan" in the search bar. When the map of Taiwan appears, there will be an option on the right half of the screen with the tabs "Images," "Forts" and "Posts." Click on "Posts," which will take you to seven locations in and near to Taiwan that played prominent roles in Dutch maritime trade and conquest in and around Taiwan. Have students click on "An-Ping," which will direct them to a page that gives a historical synopsis of the Dutch in An-Ping that students can read and answer questions about (see suggested questions below). After answering and discussing the questions as a class (or as a written, graded assignment for formal assessment), students will then begin to view and analyze the images related to An-Ping by clicking on the "Images" tab. Have students work in groups to view and analyze at least 4-5 of the images using the SOAPPS categorization (see [SOAPStone graphic organizer](#)). Alternatively, students might complete a DBQ based on specific images from the

images tab. **(See sample DBQ on An-Ping under Supporting Files on the WHG website).** This process can be repeated for the other locations cited in the “Posts” tab, and images from those locations can be combined with the images from the An-Ping post to create opportunities for students to compare and contrast and use higher level critical thinking skills in thinking about Dutch maritime trade and conquest in and around Taiwan.

Terms for students to understand:

Formosa–alternate name for Taiwan

Dutch East India Company–Dutch trading company that was sponsored by the Dutch government in its effort to expand Dutch trade and economic power globally. VOC is the acronym for the Dutch words for Dutch East India Company.

Mainland China–term used to describe the landmass known as China

Questions for students to answer after reading about the Dutch in An-Ping text in “Details” tab:

1. What was a major reason that the Dutch wanted to set up a trading base in Taiwan in the 17th century?
2. Where exactly in Taiwan did the Dutch build Fort Zeelandia?
3. What kinds of goods and natural resources did Chinese merchants bring to trade with the Dutch in Taiwan?
4. What kinds of goods and natural resources did Taiwan possess? With whom did the Dutch trade Taiwan’s goods and natural resources?
5. What kind of amenities and infrastructure developed in the town of Zeelandia that abutted Fort Zeelandia? What does this tell you about Dutch settlement in this part of Taiwan?
6. What role did Taiwan (Formosa) play in the Dutch East India Company’s (VOC) desire to expand its trade and influence in Asia?
7. From which country did the bulk of the VOC’s trade come?
8. What kinds of natural resources were grown and cultivated in Taiwan by immigrants from mainland China to the island?
9. To which countries and regions was Taiwan’s sugar exported by the VOC?
10. From where did almost half of VOC income eventually come?
11. When, how, and by whom did Dutch rule in Taiwan come to an end?
12. Make note of the “historical name” section at the bottom of the reading. Can you trace who controlled Taiwan based on the different names of present day Anping (today a district of Tainan, Taiwan).
13. In your own words, assess Dutch rule in Taiwan. How do the terms maritime trade and conquest fit into your assessment?