

The American Revolution in the Hudson Valley

Lesson Plan

Topic:	Chain Across the Hudson Lesson Plan A Locating the Chain
Time Frame	40 Minutes
Grade Level:	4 th Grade
State Standard(s):	<u>Social Studies</u> 1. Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live – local, national, and global – including the distribution of people, places, and environments over the Earth’s Surface. 2. Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.
Content Area:	History & Geography
Strategy/Strategies:	Inquiry & Cooperative Groups
Material(s):	<u>Map</u> showing the course of the Hudson River with Topographical Features. <u>Map</u> showing location of Forts along the River <u>Letter</u> from Washington to General Putnam - 4 th grade version
Teacher Resources:	<u>Primary Document(s)</u> <u>Letter</u> from General George Washington to General Putnam requesting that he locate and identify to best location for a chain to obstruct the British advance up the Hudson River. <u>Books</u> Diamant, Lincoln. <i>Chaining the Hudson; The Fight for the River in the American Revolution</i> . New York: Citadel Press, 1994.
Objective(s):	1. Students will use available knowledge, the course of the River, topography, and location of the Forts to determine the best place to construct a chain barrier on the Hudson River to stop British ships of war.
Procedure:	
Opening:	1. Students receive a <u>letter</u> from General George Washington requesting them to locate and identify the best location for a chain that would cross the Hudson River and stop the forward advance of British warships. 2. Students receive a map with topographical features, course of river, location of Forts and Iron Works.
Body:	1. Students work in cooperative groups to determine best location for the chain. 2. Students prepare a justification of chosen location. Justification should include reasons for the

choice based on the course of the River, location of Forts, nearness of iron works, and topographical features other than the River.

- Closure:**
1. Each group will share its choice and justification.
 2. Choices will be compared to the actual **historic choice**.
- Follow Up:** **Lesson Plan B**; Calculating Materials and Cost