

Teaching American History Grant: Learning Experience 2007-2008
Christina Tantillo, Highland Middle School
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Topic Title: Henry Hudson and the Clash of Cultures
Grade Level: 7

DATE: May 13, 2008

Overview of the Learning Experience:

Students will use the diary kept by Henry Hudson's first mate, Robert Juet to explore the interaction between Hudson and the local Native Americans in the Hudson River Valley.

Learning Objectives:

- Students will be able to read and understand Juet's journal
- Students will be able to identify that Hudson believed the Hudson River may have been the Northwest passage
- Students will be able to identify which tribes were in the Hudson River Valley at the time of the encounter and their perception of Europeans
- Students will be able to describe the significance Hudson's journey up the Hudson River from a European, Munsee, and Mahican perspective

New York State Social Studies Learning Standard(s) addressed:

Standard 1: History of the United States and New York State

Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives

Standard 2: World History

The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.

Essential Question(s):

How does culture affect the way that people view the world?

Topical Question(s):

How did the cultural differences and goals of Hudson and the Munsee and Mahican Indians shape the interaction between the groups?

Time Allotment (classroom time): 2 Days

Vocabulary (key terms): Munsee, Mahican, Half Moon, Northwest Passage, Culture

Materials/Resources:

- Do Now Map Activity
- Do Now Alien Activity
- Worksheet: *The Half Moon Journal*
- Worksheet: *The Other Half*

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- Video: *Conquest of America: The Northeast*
- Video Questions Sheet
- Several Copies of the Juet's full journal (available at Newsday.com)

Procedure:

DAY 1

- Do Now: Map Activity (5-minutes)
- Teacher will distribute *The Half Moon Journal* and read the Introduction, students will take turns reading Juet's Journal and putting the passage in their own words (15-minutes)
- Students will work with partners to answer the questions (5-minutes)
- Teacher will distribute the Video Questions sheet and watch the documentary (10-minutes)

DAY 2

- Do Now: Alien Activity (5-minutes)
- Whole Class Review of questions that went with Documentary (5-minutes)
- Teacher will distribute *The Other Half*
- Teacher will discuss with students how to write the journal and possible answers to the questions. Students will work on journals (remainder of class)

Assessment:

Assessment will be based on letter

CATEGORY	4	3	2	1
Historical Accuracy	All historical information appeared to be accurate and based upon Juet's journal	Most historical information appeared to be accurate and based upon Juet's journal	Some of the historical information was accurate and based upon Juet's journal	Very little of the historical information was accurate and/or based upon Juet's journal
Role	Point-of-view, arguments, and solutions proposed were consistently in character.	Point-of-view, arguments, and solutions proposed were often in character.	Point-of-view, arguments, and solutions proposed were sometimes in character.	Point-of-view, arguments, and solutions proposed were rarely in character.
Knowledge Gained	Can clearly explain several ways in which his/her character "saw" things differently than Europeans and can clearly explain why.	Can clearly explain several ways in which his/her character "saw" things differently than Europeans.	Can clearly explain one way in which his/her character "saw" things differently than Europeans.	Cannot explain one way in which his/her character "saw" things differently than Europeans.
Required Elements	Student included more information than was required.	Student included all information that was required.	Student included most information that was required.	Student included less information than was required

Teaching American History Grant: Learning Experience 2007-2008
Christina Tantillo, Highland Middle School

Name: _____

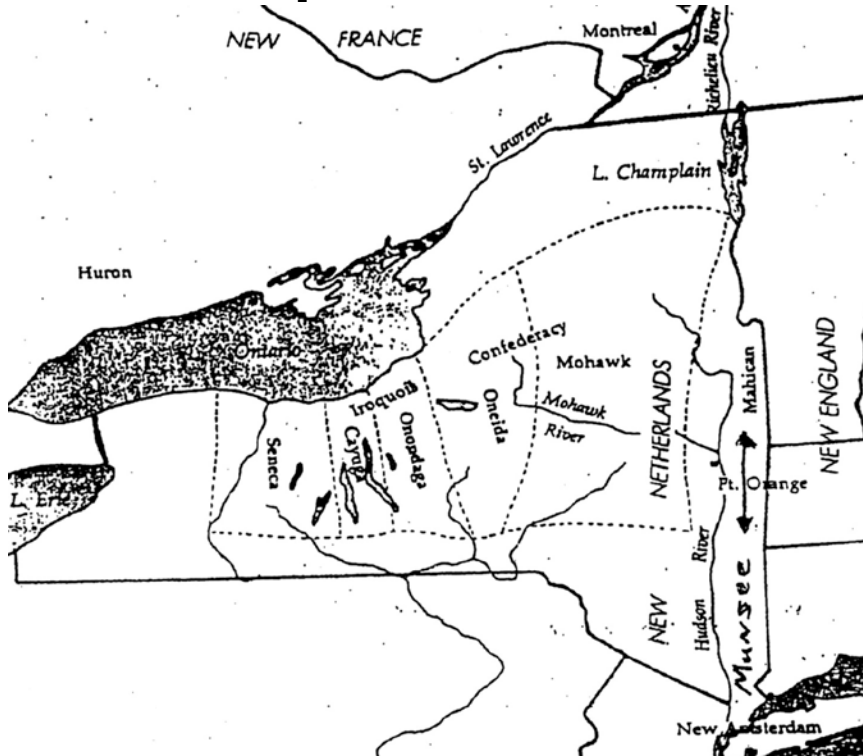
Date: _____

Social Studies/Tantillo

Period: ____

NATIVE AMERICAN LOCATIONS

Directions: Using the map below of the location of Native American Tribes in New York State, answer the questions that follow



1. According to this map, what five tribes made up the Iroquois Confederacy?

2. Henry Hudson believed that the Hudson River might have been the Northwest Passage – it is very deep by New York City. As he explored the River – which two Native American tribes was he likely to encounter?

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Social Studies/Tantillo

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Alien Invasion

Do Now

Pretend that you are home alone on a Saturday afternoon. You look out in your backyard and see an alien spaceship land and a green goey alien get off the spacecraft.

1. Are you afraid of this alien? Why?
2. Is this alien afraid of you? Why?
3. What items might you want to get from this alien?
4. What items might the alien want to get from you?

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The Half Moon Journal

PART I

DIRECTIONS: Henry Hudson's first mate Robert Juet kept a written record of everything that happened on the ship. Read his story in the left column, re-write what was happening in your own words on the left. The first one is done for you as an example. Then answer the questions that follow.

JUETS JOURNAL	IN YOUR WORDS
<p style="color: blue;">Sept. 4.</p> <p>...This day the people of the country came aboard of us, seeming very glad of our coming, and brought green tobacco, and gave us of it for knives and beads...</p>	<p>Native Americans came on board Henry Hudson's ship, the Half Moon. The Native Americans gave green tobacco to Hudson's crew in exchange for knives and beads.</p>
<p style="color: blue;">Sunday, Sept. 6.</p> <p>...Our master sent John Colman, with four other men in our boat... they were set upon by two canoes [full of Munsee Indians], the one have twelve, the other fourteen. The night came on and it began to rain so that [Coleman's] match went out; and they had one man slain in the fight which was an Englishman, named John Colman, with an arrow shot into his throat, and two more hurt.</p>	
<p style="color: blue;">Sept. 11.</p> <p>...The people of the country came aboard of us, making show of love, and gave us tobacco and Indian wheat, and departed for that night; but we durst not trust them.</p>	
<p style="color: blue;">Sept. 21.</p> <p>...our master and his mate determined to try some of the chief men of the country, whether they had any treachery (evil) in them. So they took them down into the cabin and gave them so much wine... In the end one of them was drunk... and that was strange to them... So he slept all night quietly.</p>	
<p style="color: blue;">Sept. 22.</p> <p>... This night at ten o'clock, our boat returned in a shower of rain from sounding of the river, and found it to be at an end...</p>	<p>Was the Hudson River the Northwest Passage?</p>

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PART II: THE OTHER HALF

Select one day from Juet’s journal. Pretend that you are a member of the Munsee or Mahican tribe. Write a journal entry from the perspective of the Native American. Your journal entry can include pictures and diagrams and must be at least one page in length. Be sure to answer the following questions.

1. What tribe are you from?
2. What geographic features exist near you?
3. What do you know about Europeans?
4. What did the crew of the Half Moon look like to you?
5. What happened during the interaction with Hudson’s crew? Was it friendly? Violent? Why?
6. What items were important for your tribe to get from the Europeans? Why?
7. What items did you think that the Europeans would want to get from you? Why?

Grade will be based upon rubric below:

CATEGORY	4	3	2	1
Historical Accuracy	All historical information appeared to be accurate and based upon Juet’s journal	Almost all historical information appeared to be accurate and based upon Juet’s journal	Most of the historical information was accurate and based upon Juet’s journal	Very little of the historical information was accurate and/or based upon Juet’s journal
Role	Point-of-view, arguments, and solutions proposed were consistently in character.	Point-of-view, arguments, and solutions proposed were often in character.	Point-of-view, arguments, and solutions proposed were sometimes in character.	Point-of-view, arguments, and solutions proposed were rarely in character.
Knowledge Gained	Can clearly explain several ways in which his character "saw" things differently than Europeans and can clearly explain why.	Can clearly explain several ways in which his character "saw" things differently than Europeans.	Can clearly explain one way in which his character "saw" things differently than Europeans.	Cannot explain one way in which his character "saw" things differently than Europeans.
Required Elements	Student included more information than was required.	Student included all information that was required.	Student included most information that was required.	Student included less information than was required