

Topic Title: Where in the World is Henry Hudson?

DATE: July 2007

Grade Level: 9-12

Overview of the Learning Experience:

This exercise is designed as a skills based lesson that can be modified to fit into both the Global History & Geography and the US History & Government curriculum. Students will refine their physical geography skills as they describe the Third Voyage of Henry Hudson to the New World. In addition, students will become familiar with some of the capabilities of Google Earth. This lesson can be adapted to almost any explorer such as Lewis & Clark, Magellan, or Columbus or journey such as the Freedom Riders or troop movements.

Learning Standards:

This lesson fits the Global History & Geography under Methodologies-B, and Unit 4-C, and fits the US History & Government curriculum under Unit 1-A and Unit 2-A.

• **New York State Social Studies Learning Standards**

- » 1.3 - Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.
 - research and analyze the major themes and developments in New York State and United States history
 - understand the interrelationships between world events and developments in New York State and the United States
- » 2.3 - Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.
 - analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities
- » 2.4 - The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.
 - interpret and analyze documents and artifacts related to significant developments and events in world history
- » 3.1 - Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.
 - understand how to develop and use maps and other graphic representations to display geographic issues, problems, and questions
- » 3.2 - Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information.
 - plan, organize, and present geographic research projects

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- locate and gather geographic information from a variety of primary and secondary sources
- select and design maps, graphs, tables, charts, diagrams, and other graphic representations to present geographic information

Essential Question(s):

- Why do people explore?
- How do the terms "discovery," "frontier," and "settlers/ment" reflect a Eurocentric perspective.
- What role has this perspective played in how we think about the past?

Time Allotment (classroom time): This lesson is designed to be completed in one to two 78 minute blocks.

Vocabulary (key terms):

- Latitude
- Longitude
- Henry Hudson
- Robert Juet
- Half Moon
- Google Earth

Materials/Resources: (Please include all documents containing directions for students)

- Students
 - Copy of Robert Juet's Journal *The Third Voyage of Master Henrie Hudson*
 - ▶ online facsimile edition for viewing and download available at <http://www.americanjourneys.org/aj-133/index.asp>
 - Henry Hudson's Third Voyage Worksheet and Google Earth directions
 - Juet's Log Worksheet
- Teachers
 - Student access to computers with Google Earth (free download)
 - Teacher knowledge of Google Earth
 - Other Sources
 - ▶ www.americanjourneys.org
 - ▶ www.ianchadwick.com/hudson/
 - ▶ *Charting the Sea of Darkness: The Four Voyages of Henry Hudson* by Donald S. Johnson
 - ▶ *The Island at the Center of the World: The Epic Story of Dutch Manhattan and the Forgotten Colony that Shaped America* by Russell Shorto

Procedure:

1. Independently students answer the Find Out questions on the *Henry Hudson's Third Voyage Worksheet*.
 - This can be done as a homework assignment a day or two before to save class time.
2. Ask students to respond to the essential question "Why do people explore?"
 - This can be done in a student journal, discussed in pairs or small groups, or as a whole class discussion.

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3. After some time for class discussion ask students why Henry Hudson explored. This should lead into a review of the information students uncovered during the Find Out activity.
 - o Fill in missing/inaccurate information and provide any additional background information you want them to be accountable for.
4. Introduce Juet's Journal and ask students to read the entries and determine the location of the Half Moon at the various dates given on the Juet's Log Worksheet.
 - o Only 23 days of the whole journey are listed.
 - o This part of the lesson can be implemented in a variety of ways; students can work independently, finding all the locations or the task can be broken down and jig-sawed in pairs or small groups depending on class dynamics and teaching style.
 - o Make students aware that the journal is a primary source document that dates from the 17th century. As such, the spelling and usage of some words is different. Most spellings can be figured out phonetically.
Examples:

halfe = half	sayle = sail	Lofoot = Lofoten
wee = we	ilands = island	Farre Iles = Faeroe Islands
cleere = clear	thirtie = thirty	New found Land = Newfoundland
holibut = halibut	sunne = sun	
 - o Also note that Juet started his journal using the Julian calendar "On Saturday the five and twentieth of March, 1609, after the old account we set sayle from Amsterdam..." but quickly switches to the Gregorian calendar "May 5, stilo novo" meaning *new style* noted in the margin.
5. While students are working to identify their locations they can also describe what Juet saw/observed. This could be related to weather, people, or know/unknown places and people.
6. As a whole class review the locations and ask students to give the class a short description of the location based of Juet's journal. In some cases students may have visited these places themselves, like Cape Cod, solicit personal descriptions to add to the class discussion.
7. Next, have students work either independently or in pairs to enter in all the locations into Google Earth using the directions provided.
 - o When they have completed this task they may view their "Flyover"
8. Depending on time, have students answer the Thinking questions in class or for homework. Follow with discussion and refocus on the essential questions.

Assessment:

Much of the work completed in this lesson is subjective as it is based on student participation. The following rubric can be used for students to evaluate their level of participation.

	Whole-Class	Small Group Work		Me, Myself, + I
	Participation	Shared Responsibility	Quality of Interaction	Responsibility

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90+ Exceptional	I enthusiastically participated. I asked questions and offered answers/ideas.	In group responsibility was evenly shared I encouraged everyone to actively engage and stay on task.	I exhibited excellent listening and leadership skills and was aware of others' views and opinions in our discussions.	I accurately and completely filled in all of my places on the log and thoughtfully responded to the "Thinking" questions.
80-90 Admirable	I actively participated. I asked at least one relevant question and presented ideas.	Everyone did something useful but it may not have been even.	I showed adeptness in interacting; lively discussion centered on the task.	I accurately and completely filled in all of my places on the log and thoughtfully responded to the "Thinking" questions.
70-80 Acceptable	I presented a couple of ideas.	Responsibility was half shared. I wasn't really sure what I should do.	I listened attentively and discussion was good.	I filled in all of my places on the log and did the "Thinking" questions.
65-70 Amateur	I only spoke when I was called on.	We relied on one person to do it and then copied.	I didn't talk much. I was disinterested or distracted.	I got most of it done and quickly answered the "Thinking" questions.
50-65 Goof Off	I did not participate.	We just sat together.	I talked about something else.	I played around with Google Earth and only got a little bit done.
My score				
Teacher Score				

Name:

Date:

Henry Hudson's Third Voyage

Directions: Complete the following activities.

1. Find out: Who was Henry Hudson? Where was he from? Who did he work for? What was he hired to do? Why is he remembered today? Who is Robert Juet? What is the Half Moon?
2. Using journal entries from the journal of Robert Juet, identify the location (either a specific place name or approximate location) of the Half Moon on the following dates. You may have to read the previous or following entries to get a good understanding of

the place. I have given you the Latitude and Longitude if you get stuck. Use Google Maps to help if you need to.

3. Once you have identified the place describe what Juet saw/observed. This could be related to weather, people, or know/unknown places.
4. Task: To get a better understanding of where Henry Hudson's Third Voyage went you will plot the locations you just found above using Google Earth

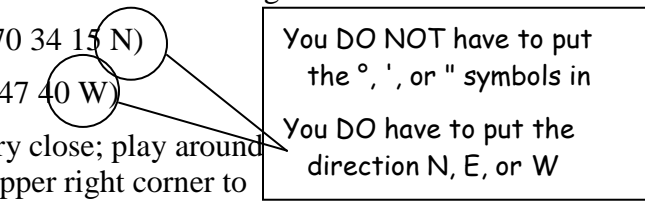
Making your own Google Earth Tour

GETTING STARTED

1. Once Google Earth has loaded check to make sure your workspace is cleared.
 - a. On the left side of the screen you will see a list of places
 - b. Right click and create a new folder under "My places". Label it "Hudson's Third Voyage"
 - c. Make sure none of the other places are checked off. If they are uncheck them.

GOING PLACES

2. Next you will want to be going to enter in your locations.
 - a. At the top left where it says "Fly To" enter in your first place (like "Accord, New York") When you hit the magnifying glass to the right Google Earth will fly you to that location.
 - b. If your location is obscure like "130 miles west-southwest of North Cape" you will have to enter the Latitude and Longitude.
 - i. Do the Latitude first (70 34 15 N)
 - ii. Longitude second (26 47 40 W)
 - c. Google Earth will zoom in very close; play around with the zoom and tilt in the upper right corner to get the best view of an area.
 - d. Some locations will also have pictures that other people have uploaded



You DO NOT have to put the °, ', or " symbols in
You DO have to put the direction N, E, or W

ADDING IT TO YOUR TOUR

3. When you are ready to add this place to your tour
 - a. Double check your coordinates at the very bottom of the window
 - b. If they are right add a place mark by clicking the push pin at the top of the screen
 - i. It will then ask you to give this place a name
 - ii. Feel free to add a description too

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- c. Your place should appear under the folder you created in My Places. If it is somewhere else the contents of the list may be "dragged and dropped" into the right place. *Note - as you add places Google Earth will put them at the top of your places list. You will have to "drag and drop" your new location to the bottom of the list to keep them in date order.

READY TO FLY AWAY?

4. Next you will want to view your tour.
 - a. Double check everything is in the right order
 - b. Click the play at the bottom of the Places menu!

Thinking:

Hudson was hired by the Dutch to find a Northeast Passage to the Far East. Why do you think he changed directed, ignoring his contract, and sailed southwest to the New World?

Your Thoughts:

Henry Hudson and the Half Moon sail back to England at the end of their third voyage. If Hudson was sailing for the Dutch why would he have gone to Dartmouth, England and not back to Amsterdam?

Your Thoughts:

What did Henry Hudson "discover?"

Your Thoughts:

Robert Juet's Log of Henry Hudson's Third Voyage, 1609

Directions: Using Juet's Journal find the missing locations. Some Latitudes and Longitudes have been left blank. Use an atlas or the internet to fill in the missing coordinates.

Date	Place	Latitude	Longitude
April 6, 1609*			
April 8, 1609*		53° 03' 18" N	04° 39' 38" E
May 5, 1609		71° 10' 21" N	26° 47' 40" E
May 19, 1609		70° 30' 00" N	32° 00' 00" E

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May 22, 1609		70° 30' 00" N	20° 15' 00" E
May 24, 1609		67° 54' 59" N	12° 51' 26" E
May 29, 1609		62° 00' 00" N	06° 47' 00" W
July 3, 1609		43° 41' 00" N	50° 15' 00" W
July 8, 1609		46° 33' 53" N	56° 03' 02" W
July 13, 1609			
July 18, 1609		44° 00' 02" N	69° 13' 12" W
August 4, 1609		42° 04' 52" N	70° 10' 13" W
August 17, 1609		37° 27' 15" N	75° 37' 09" W
August 28, 1609		38° 55' 13" N	74° 07' 21" W
September 2, 1609		40° 28' 14" N	77° 00' 48" W
September 3, 1609		40° 35' 34" N	74° 02' 14" W
September 7, 1609		40° 27' 23" N	74° 08' 11" W
September 11, 1609		40° 52' 41" N	73° 55' 46" W
September 18, 1609		42° 25' 44" N	73° 46' 51" W
September 19, 1609		42° 56' 10" N	73° 39' 30" W
October 1, 1609		41° 17' 20" N	73° 56' 11" W
October 4, 1609		40° 36' 23" N	74° 02' 44" W
November 7, 1609			