Topic Title: The Dutch in NY

Grade Level: 7, 11

Overview of the Learning Experience:
This module fits into the American History curriculum under the topics of New York State history, Native Americans and exploration and Colonization.

GOALS:
The goal of this learning experience is to bring a broader understanding of the role that the Dutch played in the economic, social and political development of New York State.

OBJECTIVES:
Prior to lecture students will answer pre-questions with 50% accuracy.
After lecture students will answer post-questions with 80% accuracy.
Students will be exposed to historical inaccuracies and have those inaccuracies corrected.

STANDARDS:
SS1 – History of the US and NY
1. The study of NYS and US history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.
2. Important ideas, social and cultural values, beliefs and traditions from NYS and US history illustrate the connections and interactions of people and events across time and from a variety of perspectives.
3. Study about the major social, political, economic, cultural and religious developments in NYS and US history involves learning about the important roles and contributions of individuals and groups.
4. The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.

Essential Question(s):
Why do we study Henry Hudson? Is that the whole story?
How did the Dutch influence the development of NYS?
Can history be rewritten?

Time Allotment (classroom time): 2-3 43 minute class periods

Vocabulary (key terms): colonization, northeast passage, northwest passage, New Netherland, fur trade, Dutch West India Company, New Amsterdam, Fort Orange, stockade, pelts, caulkers, domestics. Joint stock company
Materials/Resources:
Computer with power point software
Student computers
Smart board or way to project a power point presentation
World map
Pre and post questions
Additional activities

Procedure:
Hand out pre-questions the day before or for homework
Prior to power point presentation do a class KWL about Henry Hudson. This is an activity that allows teachers to correct stereotypes and misinformation through class discussion. Students fill in the first two columns before a lecture or reading activity. At this point a discussion could take place. After the reading or lecture, students fill in the last column.
Lecture using the power point presentation – ask questions for each image – What do you see? What are they doing? Why? How do you know? Is this historically accurate? Why?
Use the world map to point out Hudson’s voyage and places in Africa where slaves were from.
Ask and answer any questions
Handout post questions and go over with class
Ask students to list 1 thing that they learned that they didn’t know before on the KWL chart.

Additional Activities (to do if you have more time):
Draw and label a map of Henry Hudson’s voyage
Read Juet’s journals and create 3 entries of your own
Research the Mahican and Munsee tribes and write textbook entries for each
Make a graph for the number of slaves in NYS in the 1600s
Conduct additional research on Henry Hudson and create a bio-poster
Read “Island in the Center of the World” and discuss in a literary circle or create a movie poster for the book
Create a children’s book of 8-10 pages to explain a more accurate portrayal of Henry Hudson
Research place names in your community that have Dutch and/or Native American origins
Organize a field trip to explore Dutch architecture
Read Rip Van Winkle or Legend of Sleepy Hollow making note of Dutch influence
Research Washington Irving then visit his house

Assessment:
Students will be assessed on the completion of the post questions and how many that they answered correctly.