

Teaching American History Grant: Learning Experience 2007-2008  
(Heidi Coffey – Ulster BOCES, Alternative Ed.)

**Topic Title: The Dutch in NY**

**DATE: 10/24/07**

**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

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**Materials/Resources:**

Map source – [www.nps.gov/nr/travel/Kingston/colonization.htm](http://www.nps.gov/nr/travel/Kingston/colonization.htm)  
Africa map source - [http://www.lib.utexas.edu/maps/africa/africa\\_pol\\_2003.jpg](http://www.lib.utexas.edu/maps/africa/africa_pol_2003.jpg)  
Images – Digital gallery at the New York Public Library -  
<http://digitalgallery.nypl.org/nypldigital/index.cfm>  
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.