

Comparison of 3 Groups in Early NY Harbor Colonial Period Lesson Plan (using 4th grade
Traveling Trunk materials)

R. Silberman TRT Governors Island

Essential Question: *What motivates people to explore and colonize other lands?* (Exploration 4.3b, NYC DOE K-8 Social Studies Scope & Sequence) and the CCSS for grade 4 ELA (see chart at end)

Enduring Understanding: Students develop an enhanced understanding by the use of texts, various maps and other resources (primary and secondary) that European exploration led to the colonization of the region that became New York. Beginning as early as the 1600s, colonial New York was home to people from many different countries. The elements of this enhanced understanding include:

- Dutch, English and Native American influences in New York
- Establishment of New Amsterdam
- Growth of lower Manhattan
- Differences between British rule of New York and Dutch rule

Inquiry Entry Points: *How can we understand the role the Dutch and British as well as the Lenape played in early history of New York Harbor using Governors Island as a pathway in a case study of early New Amsterdam/New York?* (This lesson plan is designed to be done over the course of 3-5 daily sessions depending on desired level of differentiation and depth of knowledge for students.)

Instructional Objectives: Gathering, Using, and Interpreting Evidence/Comparison and Contextualization

Students will be able to...

- **Recognize, use, and analyze different forms of evidence** used to make meaning in social studies [DOK level 1, 2 & 3]
- **Create an understanding of the past** by using **primary and secondary sources**. [DOK level 4]
- **Describe and compare** New York State **historical events**. [DOK level 2]
- **Describe historical developments** in NY State in **specific detail including time/place**. [DOK level 2]

Teacher resources provided: (*indicates materials that are also utilized in other 4th grade lesson kits)

- Laminated primary and secondary sources documents sets with questions for up to four or five student teams-one set focusing on Dutch & Lenape, the other on Dutch & British [*pre-sorted*] for sessions 2a and 4a
- Laminated image cards of natural resources to be found in the Lower NY Harbor in the 1600s [*pre-sorted*] for session 2a
- "Can you make the grade with trade?" reproducible worksheets (2) for session 2c
- Various objects representing life during the time period of lessons focus (ex. Quahog shells, beaver pelts, wampum, Dutch and British flags, etc.) [*pre-sorted*] for sessions 2a, 2c & 4a

Anchor texts provided: (1 of each unless otherwise noted)

1. "Let's Travel Back in Time..." pages 20-21 [History Puzzle #2 short text 2 pages] for session 1
2. "Let's Travel Back in Time..." pages 33-34 [History Puzzle #3 short text 2 pages] for session 3

3. Laminated primary source "Peter Schagen letter" (session 2) & secondary source "Map of Triangle Trade Route" (session 3)

Domain Specific Vocabulary (words **bolded** indicate included in other 4th grade travel trunk lessons)

<i>trade</i>	<i>value</i>	natural resources	primary sources or documents
<i>colonization</i>	<i>entrepreneurs</i>	<i>economics/economy</i>	<i>commerce/commercial</i>
<i>opportunity</i>	<i>goods</i>		

Differentiated Lesson Sessions: (see notes across for further suggestions on session options)

<p><u>Session 1-Whole class:</u> Introduce the essential question How can we understand the role the Dutch...as well as Lenape... of early New Amsterdam/New York? as focus of lesson on a chart and students <i>independently</i> write in response to it <i>without any other teaching - collect these and save.</i> -Then do a shared reading of anchor text #1. Highlight as a teacher model main ideas and supporting details of text as related to the concept of trade as viewed by both the Dutch and Lenape. Write these text notes onto paper chart or interactive whiteboard for adding to later on. (Possible suggested stopping point at end of first paragraph on page 20.)</p>	<p><i>Notes: if document camera is available, place a copy of text under it for whole group viewing and interactive marking up of text , plus make copies of the anchor text as needed for reading partnerships or individual student copies, if desired</i></p> <p>-Discuss and revisit vocabulary words in context as they arise throughout entire lesson.</p> <p>-Consider the use of supportive organizers, such as a Venn Diagram (either directly supplied to students-more teacher support-OR obtained as a suggestion for them when discussion how to best organize notes on this text-more child-centered). <u>Keep in mind that completing independently a Venn diagram (whether 2 or 3 circle) is the post-performance task for students by session 5.</u></p>
<p><u>Session 1a- Partnerships:</u> Invite student partnerships to try identifying other related details and/or other main ideas & supportive details as read through rest of text. Mark up copies of text with colored markers/pencils. <i>Hint:</i> use different colors to indicate related/connected information</p>	<p><i>Notes: teacher remains working with students who are not yet up to handling the text complexity of the anchor text or has pre-recorded an audio version (on cd, digital device such as an ipod/ipad, etc.) of text for students to listen to while reading rest of text.</i></p> <p>-move around room to touch base with partnerships noting those with significant main ideas and supportive details to share at end of session.</p>
<p><u>Session 1b-Share of findings by partnerships:</u> class reconvenes to share work (method as decided by teacher). Further notes are added to chart on text used earlier during teacher modeling. --Students are asked to then revisit essential question and describe and compare perspectives for historical events as well as recognize relationships or patterns they noticed <i>based upon the text they just read.</i> <i>Encourage students to cite specific text quotes that support their thinking. Add these thoughts, quotes & lingering ?s from discussion to essential question chart at end.</i></p>	<p><i>Notes: -assign a re-reading of text as HW to give students a chance to review main ideas & details</i></p> <p>-assign students to reflect on each session's facts, concepts, new findings and their own lingering questions in their notebooks (as homework or during part of the day) to help them develop a mindset of inquiry and a reflective stance as a historian (<i>on-going</i>) towards the final performance task.</p> <p>-consider having students keep track of the essential question chart in their own notebooks-- whether printing out copies for students if using an interactive board or taking a pic of the chart and posting online for students to reference anywhere or just copied into their notebooks.</p>

Session 2-Whole class: Gather around the essential question chart from previous session to briefly review and to let students know they will be adding to it today based upon their work with primary sources documents.*

*Ask students what are some examples of these might be to gauge understanding-if students seem to have limited awareness of this, discuss students what makes a primary source when displaying laminated primary source "Peter Schagen Letter" under document camera (a similar document is found in student collaborative materials-see notes). Focus is to create an understanding of the past by using the information found in a primary source by modeling this-including the difficulties- for students.
-Have student partnerships discuss the text. Place students' comments (written on post-its or directly in interactive whiteboard app) where they can be easily seen by others.

Session 2a-Class divided into collaborative teams to compare Dutch and Lenape perspectives

Assign students different collaborative roles-see notes-within their teams (pair up roles if teams are larger than 4 students) to collaboratively develop the group's thinking (see notes for suggestions on roles) to use the modeling as a reference for using evidence from primary sources and recognize, use, and analyze different forms of evidence used to make meaning. Questions accompanying each team's items are to be used to guide their discussion as well as for note-taking.

-Pass images and materials distributed to groups as follows:

Group 1: laminated items-quote from Robert Juet's 1609 Journal; picture of a White Oak tree; object-fish net (may be weighed with stones so remind students to handle carefully)

Group 2: (as needed-see previous session notes) laminated items-letter from Pieter Schaghen; beaver picture; object-sample of beaver pelt

Group 3: laminated items-image of The Signing of the Treaty of Bronck-1642; "Nieuw Amsterdam ofte nue Nieuw Iorx opt" (View of NY), painting about 1664; objects-(rubber)axe head, feather quills

Group 4: laminated items-Cornelius Corneliszoon's 1593 drawing of sawmill and image of a glass bead from Governors Island; object-linen sample

Group 5: laminated items-Dutch settlement in Winter image; elk picture; object-(rubber) tree bark, (rubber) axe head

*as per teacher decision on timing, share answers for document questions with groups, especially if students are stuck or far off on ideas.

Notes: if desired, this lesson can be done during same day as Session 1 as it is a more inactive lesson plan building upon the focus from that session.

-*answers for questions accompanying session documents are found at end of this document

-consider two different color post-its: one to denote evidence from from document, another for students thoughts based upon evidence OR set up post-its onto a T-chart labelled for such.

-if only four student groups are to utilized for next part of session, then the questions found in the student collaborative packet may be used for this whole group activity; if five groups are needed, then use your own guiding questions when discussing Schragen's letter that do not repeat what is already there as whichever student group needs most scaffolding will use those while working with the document themselves.

-Students will need access to own notebooks, folders or other forms for gathering and retaining notes from research materials as well as their group discussions; writing tools-pencils, pens, markers, etc.; post-its).

-Collaborative/cooperative group roles suggestions: There are many ways to have students work collaboratively. Groups should be mixed ability. The purpose is to have tasks equitably distributed as possible, while keeping in mind the differing preferences and capabilities of students (i.e. Gardner's Multiple Intelligences). Simply put, some suggested roles could be:

- **Facilitator** provides leadership and direction for the group leads discussions; makes sure that every voice is heard; focuses work around the learning task.
- **Recorder** keeps a public record of the team's ideas and progress; uses charts, multiple colors, and other techniques to highlight and summarize the ideas of the team says, "I think I heard you say _____...is that right?"
- **Summarizer** restates the group's conclusions and responses; checks for clarity of understanding; says, "Does this accurately reflect what we've done today?"
- **Presenter** regularly contributes to the team's efforts; presents the group's finished work to the class; says, "What is most important of what we discussed that should be shared with the class?"

For more information on collaborative or cooperative group work, please click on the following links: Overview of Collaborative/Cooperative Work in Classes <http://www.dailyteachingtools.com/cooperative-learning.html>

Grouping Strategies <http://www.dailyteachingtools.com/cooperative-learning-grouping.html>

Session 2b - Share of findings by teams: class reconvenes to share work - students are taking notes from others' presentations (see notes for possible share strategy). Add to essential question chart new findings, claims, & any lingering questions. *Be sure to point out again that the increasing importance on trade and economics as key factors in both the growth of New Amsterdam and have them consider then how Governors Island's (Nooten Eylandt) connection to economically-growing New Amsterdam. End with a discussion (see notes) of students' opinions how this island relates to New York City. Add items to essential question chart from Session 1.

*Optional video viewing: Have students now watch (and again after the session 4b) the following video, narrated by National Park Service ranger, Katie Moscovitch, comparing how all three groups studied in this lesson both utilized *and* transformed Governors Island in alignment with each community's differing vision of what was important. Discuss and web out on chart what was learned in the video that adds on to the class' knowledge for the essential question.

Video Dropbox link-- <https://db.tt/d0F0wgzl>

-Discussion share strategy to try: "Save the Last Word for Me" is a discussion strategy that requires all students to participate as active speakers & listeners. Its clearly defined structure helps shy students share their ideas while frequent speakers practice being quiet. Ask students to select an image that stands out to them in relation to the focus or question at hand. Write the name or title of this on front of index card. On the back of card, students explain why they selected this image and what they think it represents or why it is important. Students quickly gather in groups of 3 or 4, labeling one student A, one B, one C (and D if needed). Invite "A"s to show their chosen image. Then students B and C (plus D, if there) discuss the image. What do they think it means? Why is it important? After several minutes, as the A students read aloud the back of their cards to explain why they picked the image having "the last word" for round 1. This process continues with B, then C (and D as applies). Teacher may collect these cards

-consider assigning as HW for students to write (or review) definitions for each of the vocabulary terms. Students may use a dictionary. Then ask each student to prepare two lists, one from a Dutch merchant and one from a Lenape Indian. Each list should contain as many items that they can think of that the Dutch found on and around the Harbor, Mannahatta and Nooten Eylandt that were valuable to them. Create the same kind of list for the Lenape. Ask your students to bring their lists into class the next day.

Session 2c: Class divided in half for Role Play in the "Trade Game"

-Whole class-Write two headings on the board (Dutch and Lenape). Ask students to call out the different trade items they put on the lists they created for homework. Compare and contrast the lists (many of the items will be the same). Ask the question, "What happens when two groups want to have the same items or want to have what the other already owns?"

-Partnerships-Students will complete the two Trade Worksheets (reproducible to be copied "*Can you make the grade with trade?*") through item 3a . Review students responses and guide any necessary adjustments (i.e. beaver skins should be rated as most valuable as well as muskets based upon lesson materials studied thus far). The remaining items will be done after the trade game so students can use their experience trading to better reflect on their responses. (See notes)

-Divide class in half: put students into groups (the Dutch settlers or the Lenape) at the end of the independent activity for game.

-Materials for Trade Game: *items provided in kit

- 2 boxes (one for Lenape, other for Dutch)
- 2 beaver pelts*
- 2 quahog shells*
- 1 bag shells used for wampum
- 5-6 acorns*
- 6 pipe cleaners (to create "fish hooks" & "tools")
- 1 rubberized ax head* (use same from Session 2a)
- 4 Musket balls with explanation cards*
- 2 linen samples* (use same from Session 2a)
- 9 Scenario Trade Cards* (3 each for Lenape tribe & Dutch colony, 3 can be applied to either)

-Governors Island Trade Game:

- Have students review the independent activity together.
- To set up the game, place items on the Materials List (see above) into "Trade Boxes" one representing Dutch settlers and the other Lenape Indians from which students will draw.
- Depending on the items chosen, students will then rank the items for their group according to the value they perceive for each item, from lowest to highest. (The teacher will facilitate this process by letting students know when they have objects in the correct place and encouraging them to rethink placement when objects are not correctly placed.)
- Direct students to select one member of their group to be a Dutch settler and another as a Lenape leader to negotiate a trade with the other group.
- To facilitate the trade, place a set of Scenario Cards in each of two boxes as appropriate. One group will draw from one box, the other group from the second box.
- Direct each group of students to read the Scenario Card to find out the factors that will influence their trade and the "values" of the items they are trading. The Scenario Cards will describe a particular situation in which the trade takes place.
- Explain to each group that they will conduct a *minimum* of two -three trades.

Notes:-consider having students watch the following video* <http://www.youtube.com/watch?v=GyqWszuhdu8> on Dutch Settlement and Beaver Fur to better understand the importance that trade played for New Amsterdam. (*may need to play on a portable device if the site is blocked on desktop). This can be either pre- or post-game as desired.

-another option to have students understand multiple perspectives on the same time and place in NY history is to have students play the Dutch NY game online at http://www.nyhistory.org/kids-games/dutch_ny/dutch_ny.html

-consider as HW for students to (a) complete remaining items on worksheets (items # 4-6) if time runs short as well as the questions below to deepen and connect their understanding through reflection:

1. How can trade items be considered a national treasure?
2. How can trade items sometimes be a source of conflict?
3. Look around your home. What do you consider a highly valuable item that you could use for trading? Why did you choose this item?

Session 3: Whole class session (same procedures as session 1 of lesson, with a shifted focus to comparison of Dutch & British colonies in New York using the second anchor text, Let's Travel Back in Time, pages 33-34. A suggested stopping point for teacher-led initial reading is end of second paragraph, middle of right-hand column.)

-Using a document camera, show the "Map of Triangle Trade Route". Model using the accompanying questions how analyzing this secondary source (discuss difference between primary and secondary sources) helps to recognize and think about relationships among North America, England and the West Indies involved in the trade routes.

Session 3a- Partnerships (Use same procedure as session 1a partnerships with this anchor text.)

Session 3b-Share of findings by partnerships: class reconvenes to share work - students are taking notes from other's presentations. Add to essential question chart new findings, claims, & any lingering questions. *Be sure to point out that due to the importance on trade and economics as key factors in both the growth of New York and also for the need for the defense of it, have them consider then how Governors Island's connection to the need of defense of economically-growing New York. End with a discussion (see notes) of students' opinions how this island relates to New York City. Add items to essential question chart.

*Notes: if document camera is available, place a **copy** of text under it for whole group viewing and interactive marking up of text , plus make copies of the anchor text as needed for reading partnerships or individual student copies, if desired*

-Discuss and revisit vocabulary words in context as they arise throughout entire lesson.

-Consider the use of supportive organizers, such as a Venn Diagram (either directly supplied to students-more teacher support-OR obtained as a suggestion for them when discussion how to best organize notes on this text-more child-centered)

-teacher remains working with students who are not yet up to handling the text complexity of the anchor text or has pre-recorded an audio version (on cd, digital device such as an ipod/ipad, etc.) of text for students to listen to while reading rest of text

-move around room to touch base with partnerships noting those with significant main ideas and supportive details to share at end of session.

-assign a re-reading of text as HW to give students a chance to review main ideas & details

-assign students to reflect on each session's facts, concepts, new findings and their own lingering questions in their notebooks (as homework or during part of the day) to help them develop a mindset of inquiry and a reflective stance as a geographer/historian (on-going).

-consider having students keep track of the essential question chart in their own notebooks-- whether printing out copies for students if using an interactive board or taking a pic of the chart and posting online for students to reference anywhere or just copied into their notebooks.

Session 4a- Collaborative Research Teams: Dutch vs. British (follow same procedures as session 2a collaborative team work).

-Set up students in their collaborative groups. Pass image materials distributed to groups as follows:

Group 1: laminated items- “Petition Not to Fight from People...to Governor Stuyvesant”; objects - sheets of vellum

Group 2: laminated items-images of paintings “The Dutch Surrender to the British”and “The Fall of New Amsterdam”; objects - Dutch & British flags

Group 3: laminated items- text from the Navigation Acts of 1651 (secondary source); objects - linen (cotton) sample from previous sessions, tea brick

Group 4: laminated items-image of print “Leisler’s Rebellion...”; objects - coin bag, quill

Session 4b - Share of findings by groups: class reconvenes to share work - students are taking notes from other’s presentations (see notes for possible share strategy). Add to essential question chart new findings, claims, & any lingering questions. *Be sure to point out again that the increasing importance on trade and economics as key factors in both the growth of New York and also for the need for the defense of it, have them consider then how Governors Island’s connection to the need of defense of economically-growing New York. End with a discussion (see notes) of students’ opinions how this island relates to New York City. Add items to essential question chart.

Notes: -Students will need access to own notebooks, folders or other forms for gathering and retaining notes from research materials as well as their group discussions; writing tools-pencils, pens, markers, etc.; post-its).

-*answers for questions accompanying session documents are found at end of this document

-Collaborative/cooperative group roles suggestions: There are many ways to have students work collaboratively. Groups should be mixed ability. The purpose is to have tasks equitably distributed as possible, while keeping in mind the differing preferences and capabilities of students (i.e. Gardner’s Multiple Intelligences). Simply put, some suggested roles could be:

- **Facilitator** provides leadership and direction for the group leads discussions; makes sure that every voice is heard; focuses work around the learning task.
- **Recorder** keeps a public record of the team’s ideas and progress; uses charts, multiple colors, and other techniques to highlight and summarize the ideas of the team says, “I think I heard you say_____...is that right?”
- **Summarizer** restates the group’s conclusions and responses; checks for clarity of understanding; says, “Does this accurately reflect what we’ve done today?”
- **Presenter** regularly contributes to the team’s efforts; presents the group’s finished work to the class; says, “What is most important of what we discussed that should be shared with the class?”

-Discussion share strategy to try: “Save the Last Word for Me” as down in Session 2b.

Session 5-Independent Post-Performance Task:
 Comparing the information gathered thus far on the three worlds (Dutch, British and the Lenape) interacting in the 1600s New Amsterdam. Students use paper Venn Diagrams or online interactive Venn Diagrams (see notes) to organize/categorize notes & cite pertinent sources in order to compare the three worlds interacting in 1600s New York in crafting a final response to the essential question of this lesson: **How can we understand the role the Dutch and British as well as the Lenape played in early history of New York Harbor using Governors Island as a pathway in a case study of early New Amsterdam/New York?**

-This can be done as an on-demand task to gauge students' learning of the objectives on an individual basis OR as a task spread over several days to use a measure of students' abilities to revise and refine their thinking on the topic.

Notes: To differentiate the task, students may either compare any two (Dutch, British or Lenape) or all three of these - a more complex task in this final performance task -some Venn Diagram sites to use:
 ReadWriteThink.org Venn http://www.readwritethink.org/files/resources/interactives/venn_diagrams/
 Class Tools Venns - choice of 2 or 3 circles http://www.classtools.net/education-games-php/venn_intro

-possible rubrics for assessing Venns: Preview with class before starting performance task!
<http://www.readwritethink.org/files/resources/printouts/VennDiagramRubric.pdf>

http://www.dlt.ncssm.edu/presidents/Lesson_Plans/Jackson_Lesson_Plans/Race_Relations_Andrew_Jackson_LP/Assessment_Rubric_for_Venn_Diagram.doc

-Present students with their initial writing in response to the essential question from the start of session 1 after the post-performance task to have them then self-evaluate further how their understanding of the lesson topic and objectives has progressed.

-the finished product as well as their on-going notebook writing needs to be kept as evidence of learning that can be used towards a portfolio of students' work and/or for later performance tasks in other sessions of series.

CCSS ELA Grade 4 for this lesson

Reading: CCSS.ELA-RI.4.1
 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
 CCSS.ELA-RI.4.2
 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
 CCSS.ELA-RI.4.3
 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
 CCSS.ELA-RI.4.4
 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
 CCSS.ELA-RI.4.7
 Interpret information presented in a variety of formats and explain how the information contributes to an understanding of topic.
 CCSS.ELA-RI.4.9
 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Listening/Speaking/Writing: CCSS.ELA-SL.4.1
 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
 CCSS.ELA-SL.4.2
 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
 CCSS.ELA-SL.4.4
 Report on a topic or text, in an organized manner, using appropriate facts and relevant details; speak clearly at an understandable pace.
 CCSS.ELA-W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. CCSS.ELA-W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. CCSS.ELA-W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
 CCSS.ELA-W.4.9 Draw evidence from informational texts.

Background Information and Answers for Documents Used in Lesson Sessions:

Session 2a-Group 1:

1. How does Robert Juet describe the people he observed during his journey? a. Juet describes the Lenape as “civil” people who traded tobacco for knives and beads and wore loose deerskin clothing.
2. What does his journal tell you about what he and Henry Hudson learned about the Harbor? a. Hudson and his crew discovered a deep harbor with good fishing and a soft, sandy beach. It seemed to be an excellent natural harbor.
3. Why do you think he called the harbor they found a “good Harbour”? a. The harbor's depth and shelter would make it a fine harbor for shipping and commerce, and the plentiful marine life would provide food for those who lived around it.
4. How do you think the Lenape Indians might have viewed the arrival of Henry Hudson, Robert Juet and the Half Moon? a. These may have been the Europeans the Lenape had ever seen. They may have been stunned, scared, curious, or excited. They treated the Europeans with respect and were polite. The Europeans seemed to indicate that they came to the area in peace.
5. How do you think Henry Hudson's discoveries of abundant resources made the Dutch feel? a. Excited! The Dutch already had a large trading empire and were always delighted at the prospect of new markets to enter. An excellent shipping harbor would be a vital piece of a soon-to-come North American colony.
6. Based on your reading, the document and objects, why were Robert Juet's and Henry Hudson's discoveries important? a. The resources of the harbor enticed the Dutch leaders to set up a trade company (The Dutch West India Company) that would be the foundation for their new colony that they would name New Netherland (later New York) and the Harbor area would be the city of New Amsterdam (later Manhattan/New York City).
7. What value did the early Dutch explorers attach to the natural resources in New York Harbor? How did they put them to use? How can trade items be considered a national treasure? a. They realized the importance of the harbor from the beginning, and informed their superiors that this harbor would make an excellent basis for a colony. Fifteen years later, the first Dutch settlers would arrive and make use of Hudson and Juet's advice. The trade items they sought then are national treasures because the local objects (resources of the Harbor) led to the Dutch desire to acquire them which led to a national story - the eventual founding of New Netherland/New Amsterdam.

Background Information and Answers for Documents Used in Lesson Sessions:

Session 2a-Group 2:

1. What does the letter tell you about life of the Dutch colonists in New Netherland in 1626? a. The letter makes life in New Netherland sound good and the colony sound prosperous. While, like on any frontier, the settlers had to grow or hunt their own food, build their own homes, and generally fend for themselves, they also seem to have been able to put together a large number of trade items for shipping back to Europe.
2. What does this letter tell you about how the colonists survived in New Netherland? How did they use the land and its natural resources? a. It tells much about how the Dutch survived in their earliest days in North America. They used the land for agriculture and grew wheat, rye, barley, oats, buckwheat, canary seed, beans, and flax. They also either hunted or traded with the Lenape for beaver, otter, mink, lynx, minks, and muskrat.
3. Does the letter tell you anything about the “value” of the land? What are the importance of its resources to the leaders in the Netherlands? a. While explicit value is never stated, the letter implies that the trade items they had acquired were valuable and that the Dutch were looking to acquire exactly what the settlers had.
4. What does this letter tell you about the purchase of Mannahatta? a. The letter is straightforward. It cost about 60 guilders (which is commonly cited as \$24, but that calculation occurred in the mid-1800s, and 60 guilders is worth about \$1000 in today's dollar) and was 22,000 acres in size. The island seems to be able to support plenty of agriculture, and the Lenape had been farming there. Please explain to the students that this “sale” of Mannahatta may not have been how the Lenape perceived it. Perhaps this was merely viewed as a good faith trade, which allowed the Dutch to use the Lenape's ancestral lands for subsistence, and not an actual sale.
5. Based on your reading, this document and the objects you received, why is this letter important? a. The letter records that the Dutch now believed they owned Manhattan, and that they had been successful in acquiring goods important to the Dutch which led to successful trading between the colony and the mother country. Success in trade is a common theme in the area's history.
6. What value did the early Dutch explorers attach to the natural resources on Governors Island and in New York Harbor? How did they put them to use? How can trade items be considered a national treasure? a. Plenty! This letter shows that the Dutch were successful in acquiring trade items, and thus were living well by selling them back to Europe. The trade items they sought then are national treasures because the local objects (resources of the Harbor) led to the Dutch desire to acquire them which led to a national story - the eventual founding of New Netherlands/New Amsterdam.

Background Information and Answers for Documents Used in Lesson Sessions:

Session 2A-Group 3:

1. What do you observe in this image? a. The image shows Europeans and Native Americans standing around a table. One of the Native Americans is shown signing a document. They look like they may be working together on a document.
2. Can you identify who the people are in this image? a. These are likely prominent members of Lenape and Dutch society in the New Amsterdam area.
3. What are they doing in the picture and what event might be taking place? a. Everyone is standing over a table while one person signs a document on the table. It appears as though an important agreement is being reached between the Lenape and the Dutch.
4. Based on your reading, this document, and the objects you received, can you guess what the Lenape and the Dutch might be talking about? a. Trade is a good guess! The Indians and the Dutch both wanted trade items from each other, and the Dutch especially, coming from legalistic Europe, would likely want to have a formal trading arrangement with their new partners.
5. What object or item of value would the Lenape and Dutch both value and wish to own? a. A great answer is “money.” This took different forms for both peoples—the Lenape used wampum (the colored parts of shells made into beads) as currency, while the Dutch used guilders. However, by bartering for various trade goods (especially beaver pelts), both parties could eventually agree on a mutually agreed upon “value” of the objects and eventually acquire their own forms of money.
6. What value did the early Dutch explorers attach to the natural resources on Governors Island and in New York Harbor? How did they put them to use? How can trade items be considered a national treasure? a. Plenty! This letter shows that the Dutch were successful in acquiring trade items, and thus were living well by selling them back to Europe. The trade items they sought then are national treasures because the local objects (resources of the Harbor) led to the Dutch desire to acquire them which led to a national story - the eventual founding of New Netherlands/New Amsterdam.

Background Information and Answers for Documents Used in Lesson Sessions:

Session 2A-Group 4:

1. How is this drawing related to Dutch settlement of Nooten Eylandt and Mannahatta? a. This is Cornelius Corneliszoon's 1593 patent drawing of a wind-powered sawmill. It is a rendering of an early example of a sawmill that was built by the Dutch and used in New Amsterdam and Nooten Eylandt (Governors Island) at the time of early Dutch exploration.
2. What do you think this invention did and why is it useful? a. This device was invented to saw timber and wood more quickly and easily. This freed up settlers to work on other tasks because they no longer needed to spend as much time cutting wood.
3. Does the paragraph give you clues that help you understand Nooten Eylandt's early Dutch history? a. Yes, it tells the reader that there must have been trees on the island that could be cut down to use to build structures. Nooten Eylandt translates to nut island which is derived from the Lenape word Pagganack, which means island of nut trees. The Dutch did cut down the trees from the island, which in turn were used to build some of the first structures in New Amsterdam.
4. Why is the discovery of the glass bead on Nooten Eydlant important? What do you think this bead would have been used for at this time? a. This glass trade bead showed that trade may have occurred on Nooten Eylandt and not just New Amsterdam (Mannahatta). However, it is more likely that the trade did not occur on the island. Perhaps someone who worked at the mill or visited the island dropped this bead on the island. The bead was one of a few forms of currency used by the Dutch to trade with the Lenape.
5. Based on the reading, the documents and objects you received, why would these objects have been important to Dutch settlers arriving in Mannahatta? a. Just as the Lenape did, the Dutch took much from the land and valued the rich resources of the area. The mill and the glass bead found on Nooten Eylandt (Governors Island) show some of the artifacts that made up the material culture found locally during this time period.
6. What value did the early Dutch explorers attach to the natural resources and trade items on Governors Island and New York Harbor? Why are discoveries like these national treasures? a. Plenty! The Dutch were successful in acquiring trade items, and thus were living well by selling them back to Europe. The trade items they sought then are national treasures because the local objects (resources of the Harbor) led to the Dutch desire to acquire them which led to a national story - the eventual founding of New Netherlands/New Amsterdam.

Background Information and Answers for Documents Used in Lesson Sessions:

Session 2A-Group 5:

1. What is happening in this painting? a. This painting shows several Dutch settlers clearing lumber and warming themselves at a fire. It is very cold outside, and the men wear large coats, hats, and boots.
2. What can this picture tell you about how people survived in this region? a. By hard work! In order to survive the winter, the settlers needed heat from fire. This meant they needed firewood, which came from trees they had to chop down.
3. How does this image reflect the way the Dutch used natural resources? a. It shows that the Dutch depended on the natural resources surrounding them. It also demonstrates that as part of the process of using natural resources, these resources are often destroyed.
4. What other resources might the Dutch settlers have used? a. Many! Especially animals in the area, as many of their pelts were valuable as trade items, to make clothing and their meat allowed them to eat.
5. Based on your reading, this document and the objects you received, why would timber and forests have been important to Dutch settlers arriving in the harbor? a. They provided a ways to keep warm – fire and shelter. The cabin in the rear of the scene is made of the same sort of wood they are cutting down in the foreground.
6. What value did the early Dutch explorers attach to the natural resources on Governors Island and in New York Harbor? Why are discoveries like these national treasures? a. The local trees not only helped to keep the settlers warm, they built structures with them, which provide homes for the early European settlers, allowing the colony to grow, which led to the national story – the eventual founding of New Netherland/New Amsterdam.

Session 3 Map of Triangle Trade map (during whole class session):

1. What do you think these arrows represent? a. The arrows show the flow of trade from different parts of the world, and show which locations received the most trade.
2. What three-sided shape can you draw between all these locations? a. A triangle. This diagram represents the Triangle Trade Route.
3. What role might New York have played in connecting the colonies to trade around the world? a. New York was a central port in the Triangle Trade Route. It provided a trading hub for molasses, rum, timber, iron, and, grimly, enslaved peoples.
4. Why are the more arrows pointing towards England than anywhere else? a. England was the largest consumer of these trade goods, and as the motherland, enforced numerous rules ensuring that it received as much money and trade as possible.
5. Why might trade and the people involved locally in it be considered a national treasure? a. The trade and traders that transformed New York into an important port laid the foundation for the modern city, which is still an economic center today.

Background Information and Answers for Documents Used in Lesson Sessions:

Session 4-Group 1:

1. What is this document about? Who do you think wrote it? a. Colonists from New Netherland wrote this text to Governor Peter Stuyvesant and his council in order to convince him to surrender to the British.
2. What can you tell about how the writers were feeling when they wrote it? a. The writers believe that the British attackers are powerful, yet fair, and that in order to best preserve their way of life, they must not defend themselves and allow themselves to become British subjects.
3. Who is the “foe” mentioned in the document? a. The British, who wish to take New Netherland for themselves.
4. What can you tell about the Dutch military, compared to this foe's military, by reading the document? a. The citizens of New Netherland do not think they would win a battle against the British. Their military is weaker than the British military.
5. How did the writers' feelings affect American history on a local level? a. By choosing not to resist the British, the people of New Amsterdam were able to preserve many of their cultural traditions which persist in New York to this day: a strong tradition of commerce and toleration.
6. How might those who played a part in the peaceful transition from Dutch to British rule be considered a national treasure? a. By creating history in their time, they have informed much of New York's history and modern story. This makes them national treasures.

Background Information and Answers for Documents Used in Lesson Sessions:

Session 4-Group 2:

1. Describe what is going on in the image. a. British soldiers surround a Dutch leader (Peter Stuyvesant) as the Dutch surrender New York to the British.
2. Based on your reading, who is the main figure in this picture? a. Peter Stuyvesant, the Dutch Governor of New York.
3. Who are the people surrounding him? Why do you think they are there? a. British soldiers stand at attention around Peter Stuyvesant. They are listening to Stuyvesant as he surrenders on behalf of the Dutch. Peter Stuyvesant was willing to take up arms to fight, but the Dutch people, wishing to maintain their trade and commerce and believing that they were outnumbered by the British, petitioned NOT to take up arms.
4. Imagine you are one of the members of the group surrounding this person. What might you say to him, and why? a. Most citizens of New Netherlands would probably say “Thank you for listening to us” to Peter Stuyvesant. Some dissenters might accuse him of treachery to the Dutch crown.
5. How might those who played a part in the peaceful transition from Dutch to British rule be considered a national treasure? a. By creating history in their time, they have informed much of New York's history and modern story. This makes them national treasures.

Background Information and Answers for Documents Used in Lesson Sessions:

Session 4-Group 3:

1. How did the British affect trade in New York colony based on this document? a. This Act made it so very little foreign trade could occur in New York. All trade happened via English ships, and later, all trading vessels had to stop in England on their way to other ports. This crippled trade in New York, which had previously done business with other European nations, the West Indies, and Africa.
2. How do you think these kinds of restrictions impacted the colonies? Do you think these rules would have helped or hurt the colonist in their goals to build their economy and business? a. These restrictions made trade more difficult and more expensive, and threatened to decrease the importance of New York (and the other North American colonies) on the world economic stage. This Act certainly had a negative impact on the colonies.
3. How do these British rules reflect that the colonies' business and trade was now global? a. The Act proves that England was concerned that the colonies were profiting for themselves rather than for the motherland. This concern was justified: New York saw ships from dozens of national and colonial flags prior to the Navigation Act.
4. What other Acts passed by the British Parliament to control the colonies contributed to growing resentment that might have paved the way for rebellion? a. The Sugar and Molasses Act is a good example. Other Acts that might be listed include the Stamp Act and the Intolerable Acts.
5. There is a relationship between the conflicts between the Dutch and Lenape and the conflict that was brewing between England and the colonists. What are these people fighting over? a. All of these groups are fighting over land the resources found within. New York was an especially valuable area due to its harbor, and many groups have sought to control it over the years.
6. Why would the Navigation Acts be considering a national treasure in America and New York's history? a. This Act set the stage for many later events that caused the eventual Revolution. It is an important key in the series of events that led to independence.

Background Information and Answers for Documents Used in Lesson Sessions:

Session 4-Group 4:

1. What does this illustration show? Who is the man on the right side of the picture? a. This illustration shows a group of well-dressed men, possibly colonists, surrounding a drum and signing a piece of paper. The central figure, Leisler, is watching them sign a declaration in support of his new government replacing the officials currently in office.
2. What are the people doing in this image and why? a. They are signing an important document that would cause the government of the New York colony to change.
3. Do you think a small group of people can make a change in the colony? a. Yes! A relatively small group of colonists participated in Leisler's Rebellion, but it changed the leadership of the colony.
4. How does this story of a local event connect to America history happening on a national scale? a. Many times throughout history, small groups have caused large changes. Examples include women's suffrage and the civil rights movement, although there are many others.
5. How might those who participated in early rebellion against the British be considered national treasures? a. The people who agitated early in the history of the American colonies set the stage for the events that would come later, ultimately resulting in U.S. independence.