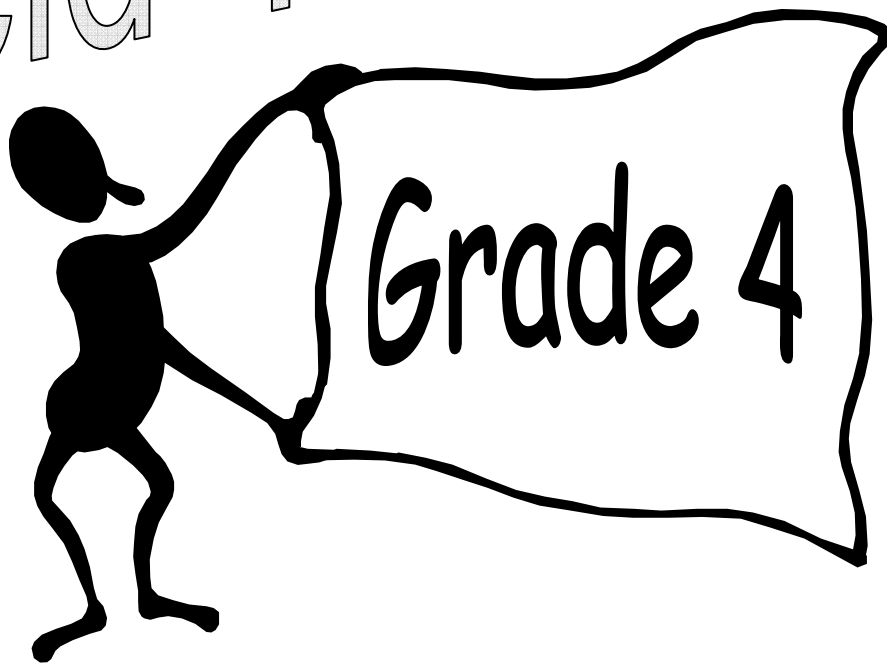


New York City Department of Education
Department of Social Studies

Field-Test Edition



Colonial New York

How Does a Society Address Its Challenges?

A Sample Unit of Study

Teachers contributing to this unit are:

Nancy Welch

Sandy Miller, Nicole Weiss, Pauline Tsang, Libby Hikind

& Seth Flicker

Table of Contents

| | |
|--|-----------|
| <i>Welcome Letter</i> | <i>3</i> |
| <i>Note to the Reader</i> | <i>5</i> |
| <i>ELA and Social Studies Standards</i> | <i>6</i> |
| <i>Unit’s “Brainstorm” of Possible Teaching Points</i> | <i>7</i> |
| <i>Unit’s Essential Question and Supporting Focusing Questions</i> | <i>8</i> |
| <i>Suggested Culminating Project for Students</i> | <i>9</i> |
| <i>Sample Lesson planning and activity grid</i> | <i>10</i> |
| <i>Possible Unit Sequence</i> | <i>12</i> |
| <i>Sample Lesson Plans</i> | <i>17</i> |
| <i>Sample Maps</i> | <i>35</i> |
| <i>Curriculum Unit Resources</i> | <i>39</i> |



THE NEW YORK CITY DEPARTMENT OF EDUCATION

Carmen Fariña, Deputy Chancellor for Teaching and Learning

Elise Abegg, Director of Social Studies
52 Chambers Street New York, New York 10007
(212) 374-7843 eabegg@nycboe.net

Fall 2005

Dear Colleague:

We are proud to share this unit of study developed by New York City teachers. It contains tools for planning and adapting curriculum to meet the needs of your students. Since you know your students best, we encourage you to customize and extend these lessons, building on your students' strengths. Please consider it a working draft to be adapted to accommodate the needs and interests of your students. This and all our units of study have been designed with this in mind. It may also be used as a planning tool for grade-level meetings and professional development.

Clearly, many wonderful things are going on in social studies classrooms around the city, as evidenced by the units of study teachers have shared with us. We invite you to share your own units of study and project ideas with us so we may spread your ideas throughout the city.

The unit reflects the New York State Core Curriculum in Social Studies and makes use of the social studies core libraries offered to all K–8 classrooms in New York City. It also integrates the vast resources of this city, including museums, cultural institutions, and neighborhood walks.

The unit was created using the “backward planning” design process. Backward planning, inspired by the work of Grant Wiggins and Jay McTighe in their book *Understanding by Design*, begins with the desired end in mind. Lessons and activities are created to scaffold the learning for students in order to bring them to that end. Each unit of study is developed around an “essential question,” which serves as an organizing thread for the unit of study.

Looking at the New York State Core Curriculum in Social Studies, one might become overwhelmed by the tremendous volume of content. Using the principles of backward planning, we make decisions about what we will teach, how and to what extent we will teach it, and why. Once we begin to think carefully about what we expect the students to learn, think, and be able to do by the end of a specific unit of study, we can plan efficiently and strategically, and make sure that the appropriate learning experiences are provided.

The first step is to brainstorm around the topic. We have included a sample brainstorming web to illustrate this process. It is not expected that everything on the Web be included in the final unit. It is merely a tool to help the curriculum writers think about possibilities.

The next step is to create an essential question, a question that asks students to think beyond the literal. It should be multi-faceted and lend itself to discussion and interpretation. Some examples are: “What does it mean to be free?” or “What is the role of government?”

Once the essential question is created, we develop a series of focusing or guiding questions. These questions are content-specific. They help frame the unit of study and later serve as guides for lessons and activity development. Focusing questions are related to the essential question.

Then we can develop goals, objectives, and outcomes for student learning. We ask ourselves what we want the students to know, understand, do, or create. We list or assemble appropriate, multi-dimensional, and varied resources including human resources (guest speakers, experts, artists, performers), books (all genres of quality literature related to the unit of study), magazines, articles, videos, DVDs, posters, artifacts, Internet and online resources, and primary documents. We also research possible field trips to cultural institutions, museums, and community organizations, as well as appropriate neighborhood walks related to the unit.

Finally, we design a variety of assessments to meet the needs of all learners. We choose an appropriate celebration or culminating activity to assess, validate, and honor student learning and products/projects. All the lessons and activities should be designed to scaffold the learning of content and skills to bring students to the final project.

We hope that you will use this unit of study as a starting point for your own planning. Where appropriate, connect with your colleagues (arts, science, math, and literacy teachers) to enrich and extend the unit. Please feel free to share suggestions, additions, or comments.

Sincerely,



Elise Abegg
Director of Social Studies

Dear Reader,

Welcome to the fourth grade unit of study on colonial New York. This unit has been designed for teachers *by teachers* as part of a year-long fourth grade social studies curriculum that is aligned with the new K-8 core libraries in social studies. Studying the history of the United States during the colonial period helps our fourth grade students understand that our democracy was founded on struggles and conflict in the pursuit of freedom from oppression. This can in turn highlight the continuing need to struggle for equity and human rights for all. In other words, "*How does a society address its challenges?*"

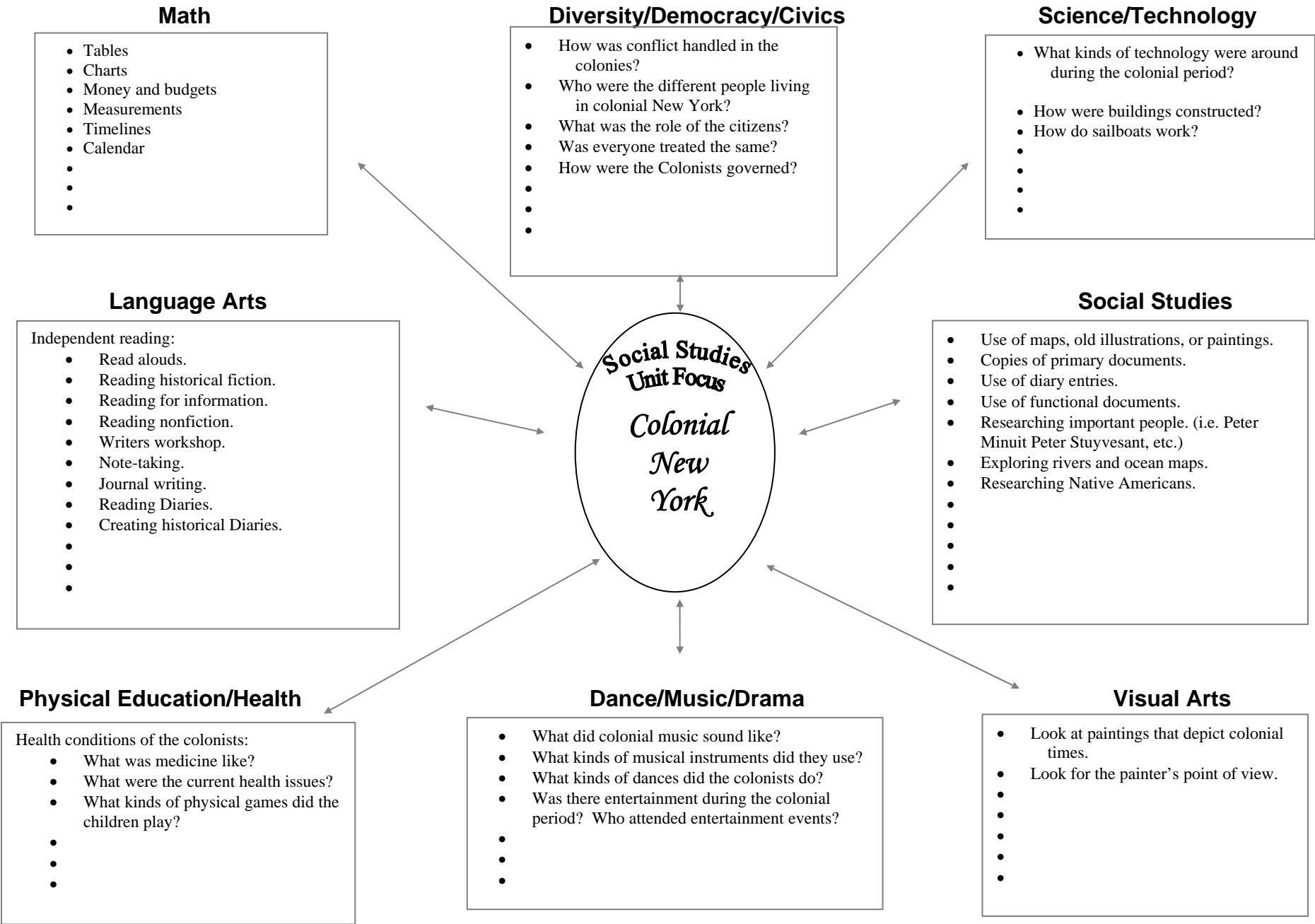
Inside this packet you will find an overarching essential question, some focusing questions, a "*brainstorm of possibilities*," as well as some suggested lessons and resources to support you as you bring this unit alive in your classroom. The lessons are designed so that each teacher can customize and enrich the teaching points to meet the needs and interests of his or her students. We have purposely provided a few *SAMPLE* lesson plans to help you along the way, since there are many ways to help students understand the content and concepts in social studies. In addition, you can find many approaches to using nonfiction in a project-based social studies curriculum. We hope that during your grade-level meetings and/or your extended professional development sessions you will meet with other grade-level teachers to discuss the classroom collections and to create additional lessons, as you help build a culture of professional learning and collegiality in your schools.

Social studies is an essential foundation for our students to be informed and active participants in our communities. Each of us must do our part to help students understand the complexities of our world, and why we need to be involved citizens. With your help, this unit of study will help students gain essential skills and strategies as they immerse themselves in researching content while finding ways to show their understanding.

Learning and Performance Standards

| New York State Social Studies Learning Standards | NYC New Performance Standards in ELA | Sample list of strategies that Social Studies and ELA have in common. Check all that apply and add new strategies below |
|--|--|---|
| <p><i>Circle the one(s) that apply to this specific unit and add specifics below.</i></p> <p>History of the United States and New York State</p> <p>World History</p> <p>Geography</p> <p>Economics</p> <p style="text-align: center;">Civics, Citizenship, and Government</p> <hr/> <p>What <i>specific</i> social studies content will this unit focus on?</p> <p>Colonial Times in New York</p> | <p><i>Circle the one(s) that apply to this specific unit and add specifics below.</i></p> <p>E-1: Reading</p> <p>E-2: Writing</p> <p>E-3: Speaking, Listening, and Viewing</p> <p>E-4: Conventions, Grammar, and Usage for the English Language</p> <p>E-5: Literature</p> <p>E-6: Public Document</p> <p>E-7: Functional Documents</p> <hr/> <p>What <i>specific</i> literacy skills will this unit focus on?</p> <p>Reading nonfiction, note-taking, and journal writing (authentic diary).</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Present information clearly in a variety of oral, written, and project-based forms that may include summaries, brief reports, primary documents, illustrations, posters, charts, points of view, persuasive essays, and oral and written presentations. <input type="checkbox"/> Use details, examples, anecdotes, or personal experiences to clarify and support your point of view. <input type="checkbox"/> Use the process of pre-writing, drafting, revising, and proofreading (the “writing process”) to produce well constructed informational texts. <input type="checkbox"/> Observe basic writing conventions, such as correct spelling, punctuation, and capitalization, as well as sentence and paragraph structures appropriate to written forms. <input type="checkbox"/> Express opinions (in such forms as oral and written reviews, letters to the editor, essays, or persuasive speeches) about events, books, issues, and experiences, supporting their opinions with some evidence. <input type="checkbox"/> Present arguments for certain views or actions with reference to specific criteria that support the argument; work to understand multiple perspectives. <input type="checkbox"/> Use effective and descriptive vocabulary; follow the rules of grammar and usage; read and discuss published letters, diaries, and journals. <input type="checkbox"/> Gather and interpret information from reference books, magazines, textbooks, Web sites, electronic bulletin boards, audio and media presentations, oral interviews, and from such sources such as charts, graphs, maps, and diagrams. <input type="checkbox"/> Select information appropriate to the purpose of the investigation and relate ideas from one text to another; gather information from multiple sources. <input type="checkbox"/> Select and use strategies that have been taught for note-taking, organizing, and categorizing information. <input type="checkbox"/> Support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns. <hr/> <p>What <i>specific</i> social studies strategies will this unit focus on?</p> <p>Use research through fiction/nonfiction texts and primary sources to write a journal that is based on real events and/or problems from colonial New York, and present a problem-solution that is based on historically accurate events and facts.</p> |

Brainstorm of Teaching Possibilities



Essential Question

How does a society address its challenges?



Focusing Questions

- Why did people come to the new world?
- What does it mean to be a colony? What was life like in colonial New York?
- What challenges did these first settlers face? How did they address these problems?
- What were the different roles played by men, women, and children?
- How does studying colonial New York help us to understand some of the issues we face today?

Student Outcomes

Think about what you want the student to know and be able to do by the end of this unit.

| Content | Process | Skills |
|--|---|--|
| <ul style="list-style-type: none"> • Early history of New York as a colony. • New York State has many natural resources. • There were many conflicts during the colonial period. • What makes a colony. • NYS was once known as New Netherlands and NYC was once known as New Amsterdam. • Several important events helped shape the growth of NY. | <ul style="list-style-type: none"> • Participate in reading and writing workshops. • Engage in journal writing. • Conduct independent research. • Use graphic organizers. • Talk in groups about the different roles. • Explore maps and create their own map. • Take on a different perspective. • Write a historically correct diary. | <ul style="list-style-type: none"> • Looking at documents and pictures for information. • Reading maps. • Taking notes. • Using various resources to support a point of view. • Comprehension skills. • Research and writing skills. |

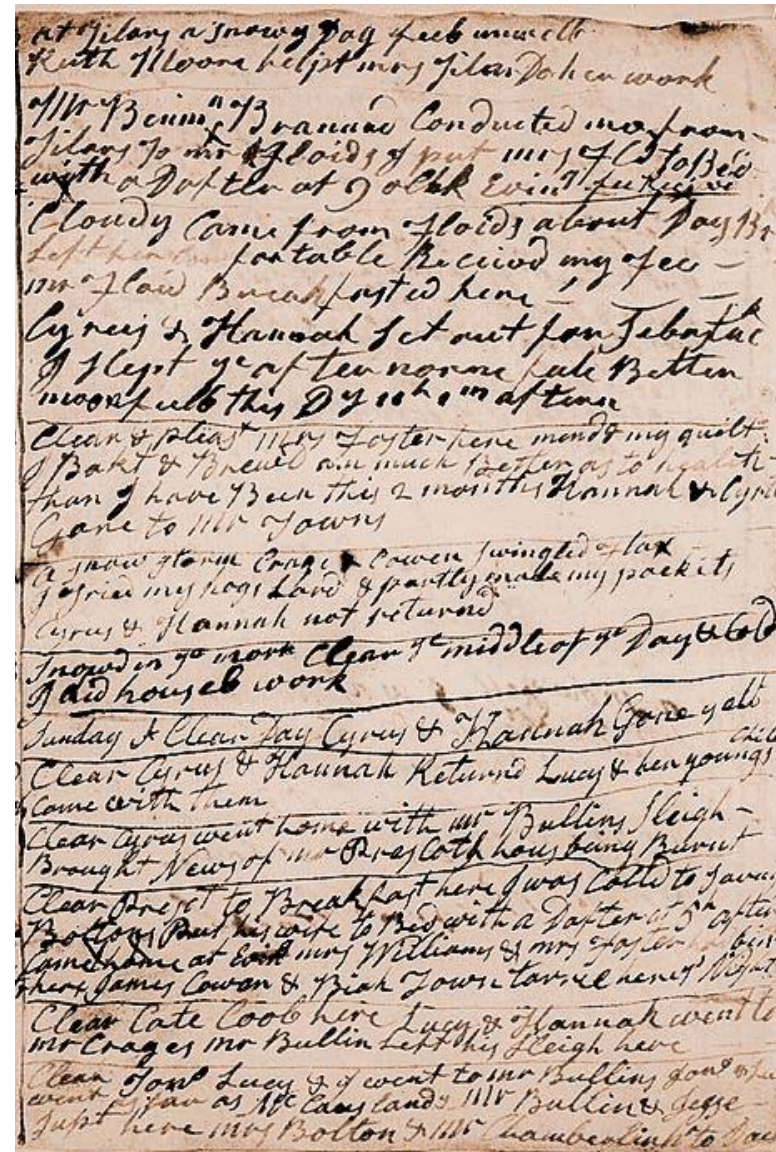
Possible student project:

*Each student creates a **diary** that includes at least two illustrations and one map. The diary can be that of a man, woman, or child who talks about a “**real**” **problem(challenge) of the day** (one that is historically accurate), **his or her solution to the problem**, and **what happened as a result of this solution**.*

About the suggested Final Project

By the end of this unit of study, each student writes an historically accurate **diary** that includes:

- A number of entries in the voice of a colonial character. This could be a diary of a man, woman, or child.
- A clear description of who this character is, including the name, age, and job (if any).
- An historically accurate description of the problem this person is confronting.
- A discussion of the effects of the climate and/or season.
- Descriptive language that gives the context for the problem, why it is a problem, how the individual went about solving the problem, and what happened as a result of the solution.
- At least two illustrations and one map designed to help the reader understand the problem and/or how the problem was solved.



at Jilany a snowy day feet unwell
with Mloone helped my Jilany to her work
of Mr Bennth of Branau conducted me from
Jilany to Mr Floids & put me in a bed
with a Poplar at 9 o'clock evening
Cloudy came from floods about day 13th
left here for table received my fees
13th of law Bureau posted here
Cyrus & Hannah set out for Jilany
I slept ye of ten none pale better
moon full this D 10th of after
Clean & pleasant 11th of Jilany here mends my quilt
of Bait & Trencher in much better as to health
than I have been this 2 months Hannah & Cyrus
Came to Mr Jilany
A snow storm came & Cowen swigled a box
of Jilany my bags laid & partly made my pack it
Cyrus & Hannah not returned
Inquired in go more Clean & middle of 7th day of Cold
I did house work
Sunday & Clean day Cyrus & Hannah gone & all
Clean Cyrus & Hannah returned Lucy & her young^{chil}
came with them
Clean Cyrus went home with Mr Bullins Sleigh
brought News of Mr Pines both hours being present
Clean Jones set to break fast here I was called to Jilany
Bolton Paul has come to bed with a Poplar at 9th after
Jilany home at 10th my Williams & my Jilany
here James Cowen & Jilany Town travel never night
Clean late Cook here Lucy & Hannah went to
Mr Crages Mr Bullin left this Sleigh here
Clean Jilany Lucy & I went to Mr Bullins good of
went Jilany as Mr Camy land Mr Bullin & Jesse
Jilany here Mr Bolton & Mr Chamberlain to Jilany

Activity Grid

Essential Question: How does a society address its challenges? Culminating Project: Colonial Diary

| What is the focusing question? | <u>Specific activity</u> | What resources will you need? Books? Web sites? Primary documents? Art materials? | What <i>specific</i> content will be covered? | What <i>specific</i> literacy skills will this activity focus on? <i>What specific strategies will this activity focus on?</i> What critical thinking skills are being used? | How will you integrate the ELA standards (reading, writing, speaking, listening, and viewing)? How might you integrate mathematics, science, and the arts? | Is this an independent, small group, or whole class activity? Please indicate. | How will you differentiate this activity to meet a range of learners? | How will the students exhibit their understanding of this activity? How will this lead to the culminating project? |
|--|---|---|---|--|--|--|---|---|
| Why did people come to the New World? | <i>Read aloud: Read and class discussion; Teacher charts.</i> | <i>Use of one select book from collection: Teacher selects one of the books from the class collection.</i> | <i>Reasons people left their homes and families to go to the new world.</i> | <i>Listening, note-taking: Inquiry sheet completed by each student.</i> | <i>Listening, responding; use of painting for students to appreciate new meanings.</i> | <i>Whole class discussion followed by independent work.</i> | <i>A range of books and materials will be available for independent research.</i> | <i>Fact-finding to collect data for final project.</i> |
| Why did people come to the New World? | <i>Shared painting.</i> | <i>Use of picture supplied in this packet.</i> | <i>Discussion about the purchase of Manhattan.</i> | <i>Active listening; response to the painting (text-self connection).</i> | <i>Focus on viewing and writing; visual arts integration.</i> | <i>Whole class followed by independent work.</i> | <i>Each student has the opportunity to respond in her/his own way.</i> | <i>Begin perspective taking; exploring content and preparation for final project.</i> |
| What does it mean to be a colony? | <i>Read aloud and class discussion.</i> | <i>Select books from collection; map activity.</i> | <i>Talk about the many colonies and how they varied according to governance, need, and resources.</i> | <i>Gaining meaning from maps; interpreting data.</i> | | | | <i>Look at data from maps, helps students think about how they will use a map in their final project.</i> |

| What is the focusing question? | <u>Specific activity</u> | What resources will you need? Books? Web sites? Primary documents? Art materials? | What specific content will be covered? | What specific literacy skills will this activity focus on? What specific strategies will this activity focus on? What critical thinking skills are being used? | How will you integrate the ELA standards (reading, writing, speaking, listening, and viewing)? How might you integrate mathematics, science, and the arts? | Is this an independent, small group, or whole class activity? Please indicate. | How will you differentiate this activity to meet a range of learners? | How will the students exhibit their understanding of this activity? How will this lead to the culminating project? |
|--|---|---|---|--|--|--|--|---|
| What was life like in colonial New York? | <i>Independent reading, group webs, whole class share.</i> | <i>Use of several books from class collection.</i> | <i>Explore different roles during colonial times.</i> | <i>Note-taking; use of sticky-notes.</i> | | | | |
| What were the different roles played by men, women, and children? | <i>Class discussion and then take on different roles; small group work.</i> | <i>Use of several books from class collection.</i> | <i>Historically accurate information about roles during the colonial times.</i> | <i>Reading, researching, note-taking, and illustrating connections via a brainstorm web.</i> | <i>Reading, researching, use of nonfiction and diaries; looking at Web sites and primary documents.</i> | <i>Group, small group and independent activity.</i> | <i>Students self-select topics. Teachers may assist those students who are in need of support.</i> | <i>This will lead to the final project.</i> |
| | | | | | | | | |

SUGGESTED Unit Mapping Guide

Essential Question: How does a society address its challenges?

Culminating Project: Create Diary

Use this suggested planning guide to help sequence lessons. You may want to adjust and shift sequence to meet your needs.

Week 1

READ ALOUD

Select one of the books from the SS Core Collection that you feel introduces the unit to the students.

READING

Bridge from a prior Social Studies unit: Introduce and explain purpose of this unit.

Focus Questions: Why and how did people come over to the New World?

What makes up a community?

- Content: Discuss why and how people came to the New World.**
- Skill: Connect to prior knowledge.**

Suggested minilesson: Teach select comprehension strategies.

Materials: Students select books from fourth grade social studies collection.

WRITING

- Think about one of the people who left their home and family to come to the New World, and write about how that might feel.
- Challenge the students to consider writing from one of the travelers' perspectives: how might they feel? What kind of mixed feelings might they have?

PROJECT

- Interview a recent immigrant in your school community and ask why they came here.
- Use map activity to help students understand where the colonies were and how the colonies were comprised of people with different backgrounds, religions, etc.
- How did the colonists select where to live? (Note: Use selections from Robert Juet's Journal found in the Teacher Resource section.)
- Analyze the seal of New Amsterdam (included in Teacher Resource section) to help students understand the importance of natural resources in the colonies (the beaver).

Week 2

READING

Identify key facts about the time period.

Focus Question: What was it like to live in colonial times?

- Content: Set the stage; understand the setting of the time period. (Find the when and where; immerse students in the literature.)
- Skills:
 - How to ask good questions.
 - Generate list of questions (make sure to include a question about jobs and what people do).
 - Organize questions into big categories (work, home, school, tools, clothing, games, etc.).

WRITING

- Students begin to think about journal writing set in the colonial time period.
- Students write journal entries from a colonial child's perspective.
- Continue to focus on the genre's features and structure.

MAPPING/GEOGRAPHY

- Students begin to explore maps of the colonies, looking for themes, patterns, and information.
- Have students begin to notice patterns and interpret the data on the maps. Model this activity for them.

PROJECT

- Continue work in groups and start independent research.
- Start first journal entries.

Week 3

READING

Answer questions and begin to record information

Focus Questions: What was it like if you were a child in colonial times? What jobs did people have? How was life different for men and women? What was life like if you were a slave?

- Content: Develop a deeper understanding of everyday life (family life, jobs, gender roles, class and race differences, etc.).
- Skills:
 - Utilize nonfiction text features to identify appropriate sources to answer questions (table of contents, index, etc.).
 - Practice recording information (post-its, double-sided note-taking, etc.).
 - Use note-taking strategies.
 - Use paraphrasing.
- Suggested minilesson: Teacher needs to model note-taking strategies. Select one and model it with shared text. Ask students to use similar strategy as they read/research independently.

WRITING/PROJECT

- Students choose a perspective from which to write their culminating project (journal). Perspective includes age, gender, race, class, profession.
- Students focus their research and organize their nonfiction notes from the reading workshop to prepare for journal writing in their chosen perspective.
- Start to take notes and begin journal entries based on independent research.

PROJECT

- Students continue to work on historic diary. This time they may want to include an illustration, sketch, or map that helps describe what this person does.
- Students may start to identify some of the problems that existed during these times.

Week 4 **READING WORKSHOP**

Go deeper with nonfiction comprehension strategies with a focus on primary documents (interpreting texts, relevant vocabulary, etc.).

Focusing Question: What challenges did people face in the New World/New York? How did they solve these problems?

- Content: Develop a deeper understanding of the challenges the colonists faced overall and on a daily basis. Think about cultural conflicts and environmental challenges, etc.
- Skills: Make meaning out of unfamiliar vocabulary; draw conclusions and make inferences from different sources, including primary sources.
- Re-read texts and take notes on the challenges/problems colonists faced. Identify at least one or two problems they had. Look for at least one other book to support your ideas.

WRITING

- Students continue with their journal entries. They may want to try to integrate historic language.

PROJECT

- Students start to create illustrations that they can use in their diary to clarify and explain the living conditions and/or the problem they were facing.
- Students may want to include hand-drawn maps to help the reader understand where they are living and/or where the problem is occurring.
- About problems and solutions (in preparation for student projects): What are some of the problems you face today? How do you deal with them?
- Write a letter back home to the family and/or friends that you left explaining how you feel about your life in New Amsterdam.

| | |
|---------------------------------|--|
| <p>Week <u> 5 </u></p> | <p>READING: Bring closure to this unit by reflecting on contributions made by the various groups.</p> <p><i>Focus Questions: How did the different communities that made up colonial New York get along? (colonists, Native Americans, slaves, indentured servants, people of different religious faiths, etc.)</i></p> <ul style="list-style-type: none"> □ Content: Reflect on how colonial life in New York was different from life in New York today. □ Skills: Compare, contrast, and draw conclusions. <p>WRITING:</p> <ul style="list-style-type: none"> □ Students further develop their crafted writing to include settings and vocabulary indicative of the time period. <p>PROJECT:</p> <ul style="list-style-type: none"> □ Students should continue working on their journal entries. By this time, the students should have both illustrations and a map included in their diary. Challenge the students, as they revise their work, to try to bring in historic language. Remind them that the entries should be historically accurate and descriptive language used so that the reader can “envision” and see “through the colonist’s eyes.” □ You may want to refer to Juet’s Journal and/or historical fiction (diaries) for language use. |
| <p>Week <u> 6 </u></p> | <p>Project Share</p> <ul style="list-style-type: none"> □ Finish revising, editing, setting, and publishing journals. □ Create a class History Celebration with students reading selections of their “project diary” in character (look at Reader’s Theater for suggestions). □ <i>As the class comes to the end of this unit, ask your students: How was colonial life in New York different from today? How is it similar?</i> □ <i>What challenges does NYC face today? Do we address these current problems the same way people did in colonial times?</i> |

[**Note:** Based on the needs of your students and the content you are covering, some units of study may be longer than others.]

Objective:

To help students examine an historic picture.

Materials:

Overhead transparency, copy of enclosed picture for each student.

Time:

About 60 min.

Minilesson:

Talk to the students about how we can learn from paintings. Since no video or camera existed during the colonial times, we must rely on artifacts, primary sources, nonfiction, illustrations, and paintings to help us understand the colonial period. Explain that this painting depicts the purchase of the Manhattan Island.

Group exploration:

- Hand out or project the image of the famous painting of Peter Minuit purchasing Manhattan from the Lenape. Ask students to notice the details of the painting. Offer a few guiding questions:
 - What do you notice in this painting? What do you think this painting is about? (Try to describe it.)
 - What do you think the artist is portraying in this painting?
 - What are the Dutch wearing?
 - What are the Lenape wearing?
 - What are the various characters within the painting doing?

Collect the students' comments about this painting.

Independent work:

- Challenge yourself to develop a point-of-view.
- Consider the different points of view of the Lenape and of the Dutch. Ask the students to write two paragraphs (one from the point of view of the Lenape and another from the point of view of Minuit) describing each point of view. What were the Dutch thinking? What were the Lenape thinking?
- Ask students to reflect on whether they think this purchase was fair. Why or why not? If it wasn't fair, what can be done to right it? How might these ideas be expressed in their journals?



Artist's depiction of Peter Minuit, who led the first permanent European settlers and was most famous for purchasing Manhattan for trinkets valued at \$24.

<http://images.encarta.msn.com/xrefmedia/sharemed/targets/images/pho/t001/T001460A.jpg>

How to Look at an Illustration or Painting for Historical Meaning

**Student
Hand-out**

1. Ask yourself, “What do I see?”

- Look at the title or the caption (words underneath the picture.
- Just as stories have main ideas, so do pictures and illustrations. What is the picture mostly about?

2. Look for details that let you know more about the picture.

- What kind of clothing are the people wearing? Clothing can help the viewer identify when and where the illustration represents.
- What are the people doing?
- How do the people look (happy, sad, tired, angry)?
- What are the objects in the picture (toys, weapons, furniture, medicine, etc.)?
- What do you think the artist’s point of view is?

3. What did I learn from this picture?

- Compare events in picture to your own life. How are the things happening the same or different from my own life or time?
- What do you know now?

4. Write two paragraphs on a separate page.

In one paragraph, describe how the colonists might be feeling in this picture. In the other paragraph, describe how the Lenape Indians might be feeling.

Map Activity: Colonies of People

Objective:

To help students understand that there were 13 colonies along the Atlantic Coast, divided into three regions. Each colony was different.

Materials needed:

- Start by looking at maps from the Nystrom Historical Atlas (pages 22, 23, 26, and 27) from the classroom collection. Sample pages are included in the teacher resource section of this guide: hand out student copies and/or make overhead transparencies.
- Chart paper.

Introduction/minilesson:

As the teacher, you need to decide on the teaching points for each of these maps. By looking at pages 22–23 of the Nystrom “Atlas of Our Country’s History,” you can help students see the different colonies as well as the different ethnicities and religions. Remind your students that maps contain important information that helps the reader. Students need to collect, interpret, and understand data from historic maps.

- Using page 22 of the Atlas, you can inform your students about the 13 colonies, and help them to see where NY is. You can ask the class to determine, by looking at the map, which colony was founded first, and which last. With your class, on chart paper, map out the sequence for earliest to latest colony.
- Hand out copies of the map on page 23 of the Atlas and ask the students to complete the map worksheet. After you hand out the map and the worksheet, ask students to return to their desks/tables and look at the data found on the map.

Independent work:

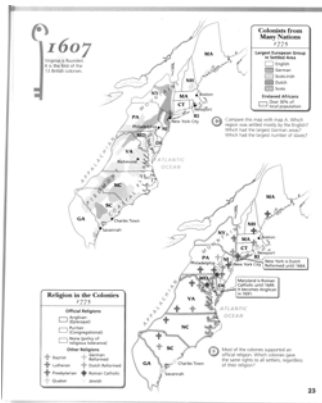
- Students work on map activity in pairs and/or independently.

Group share:

- Teacher calls students together and asks them what they noticed. Have the students share their worksheets.
- Teacher collects themes and big ideas that help describe the colonies.

Understanding Differences by Looking at an Historical Atlas

**Student
Hand-out**



Name: _____

1. Looking at Map “C” (page 23, Nystrom “Atlas of Our Country’s History”), which European group seems to have the most settlers?

2. What is the second largest group?

3. Which groups settled in New York?

4. Looking at map “D”, how many different religions (“official” and other) were present in the colonies?

5. Which colony had the greatest diversity of religions? Why do you think so many people with different religions settled there?

6. What religions were represented in New York?

“ A Day in the Life” of a Colonial American

Objective:

Students will be able to describe colonial American culture in their own words and make connections to the 21st century.

Materials:

- Paper.
- Chart paper (for teacher).
- Pencils.
- Books on colonial America (see attached list), divided thematically and arranged in baskets at different tables.
- Copies of word-webs for each student.

Time:

Two to four days.

Minilesson:

Ask students to imagine that they are time traveling historians who have been given the mission of observing people in colonial New York City (New Amsterdam). As historians, they are charged with the job of investigating the roles of men, woman, and children, as well as the kinds of jobs they held, the tools and technology they used, and the environment they lived in during the colonial period.

The teacher then models how to use a “word-web” to help students understand how to record their research. The teacher may “research” colonial clothing, as an example. By using one or two books, the teachers models first how to use sticky-notes to mark pages (first day), and then (next day) how to use the word-web to record the research.

Group exploration:

Divide class into six research groups with each group responsible for researching a theme (Men, Women, Boys/Girls, Jobs, Tools/Technology, Environment). Each group will eventually teach the rest of the class about what they discovered. Each group will be given a basket of books that includes information about their particular theme. The books should be categorized ahead of time to avoid confusion. Students will individually and collectively browse the books on colonial history, using *sticky-notes* to mark interesting passages and illustrations. Using chart paper or attached templates, each group will create a web based on the information they collected

Share:

Using accountable talk, it is time for the groups to share what they have learned about their particular aspect of colonial life. Students not sharing are engaged in active listening and note-taking.

Assessment:

Each student should contribute to the group’s brainstorm. When asked to write a short paragraph, about ALL they learned around their topic, students should be able to describe at least three (3) items they learned.

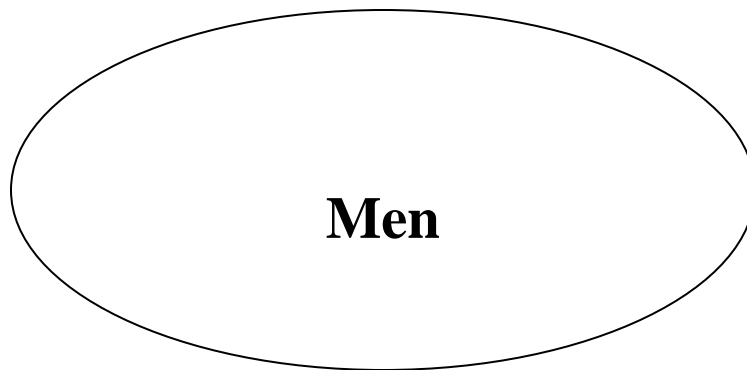
Student Names: _____

Please create a word-web that shows all the things you learned about your topic.



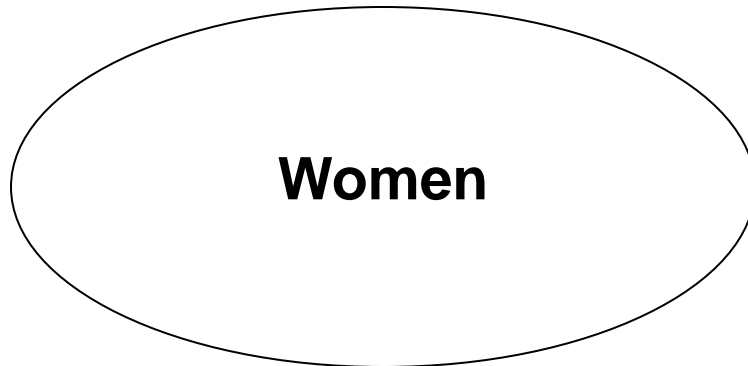
Student Names: _____

Please create a word-web that shows all the things you learned about your topic.



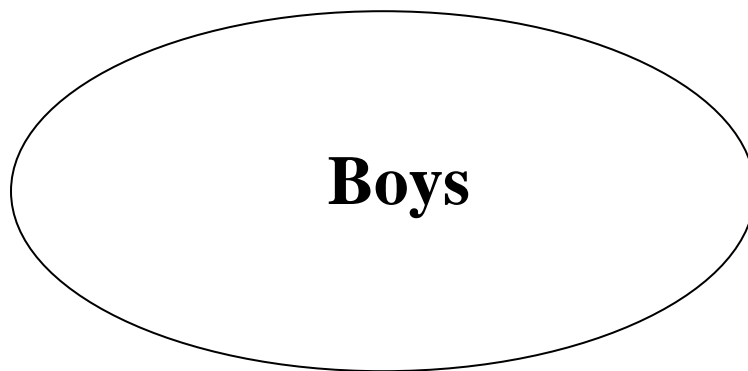
Student Names: _____

Please create a word-web that shows all the things you learned about your topic.



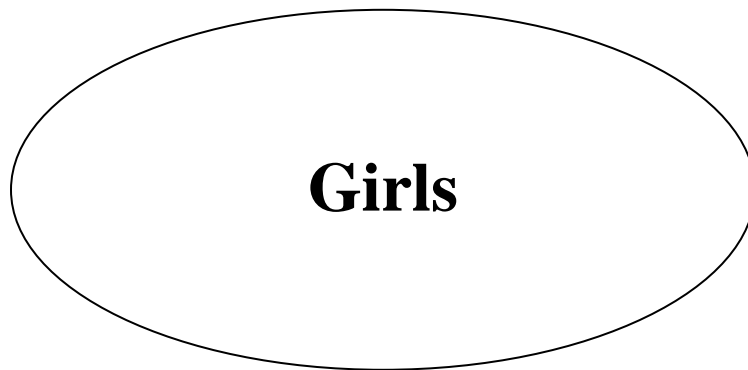
Student Names: _____

Please create a word-web that shows all the things you learned about your topic.



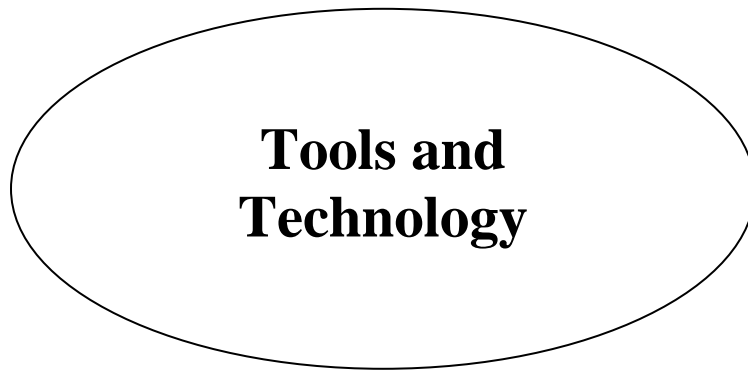
Student Names: _____

Please create a word-web that shows all the things you learned about your topic.



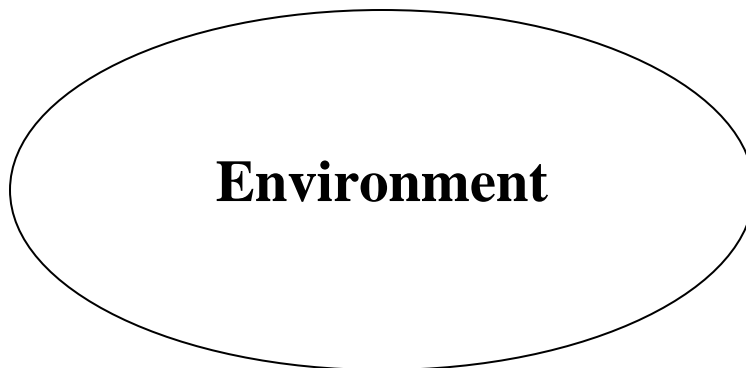
Student Names: _____

Please create a word-web that shows all the things you learned about your topic.



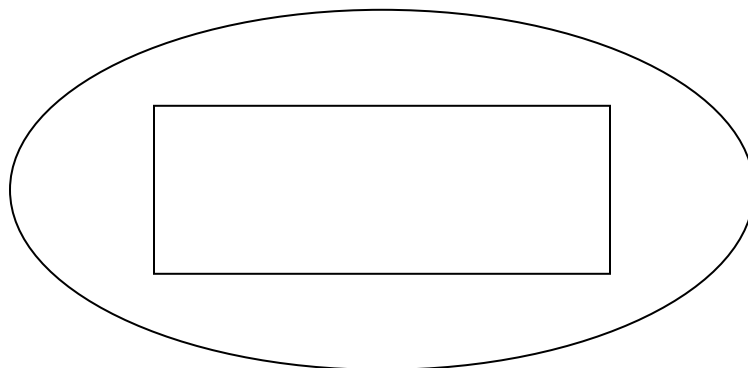
Student Names: _____

Please create a word-web that shows all the things you learned about your topic.



Student Names: _____

Please create a word-web that shows all the things you learned about your topic.



How to Speak and Write in 18th Century English

Enrichment lesson:

Challenge your students to try and integrate some of the spoken and written mannerisms of the colonists of the time. Students will add to their vocabulary and ponder the impermanence of language as they learn how the Colonials spoke to each other?

Active teaching and group work:

- Begin lesson with the question, “Do you think the English language has always sounded the way it does today?” Allow students time to discuss this question with their groups and then discuss as a class. Ask students who said they think the English language has changed to defend their opinion with examples. Chart
- Say, “English as well as all living languages is constantly changing.” Make the distinction between a living and a dead language. Ask the students to discuss and chart in their groups why they think languages change.
- Finally, share the list of 18th century verbs and expressions with the class. (see attached) and encourage them to use the hand-out as a reference as they complete their diary project.

Suggested ways to speak and write in 18th century style

| | |
|---|---|
| <p>Contractions: Tis=It is “Tis a fine cold day.”</p> <p>Twass=It was “Twass a pity you didn’t do your homework.”</p> <p>Twill= It will “Twill be sure to reckon that situation.”</p> | <p>Some common eighteenth century verbs:</p> <ul style="list-style-type: none"> • to amuse • to astonish • to conclude • to endeavor • to expect • to propose • to protest • to repent • to retire (leave room) • to want (to lack) • to weep |
| <p>How to address others:</p> <ul style="list-style-type: none"> • Call men “Sir,” and call women “Madame” or “Mistress.” • Address people according to their relationship to you: Husband, Neighbor, Brother, Sister, Wife, Friend, Cousin, Aunt/Uncle. • Young children call their parents “Papa” and “Mama.” • Older children call their parents “Father” and “Mother.” | <p>Some common folk expressions:</p> <ul style="list-style-type: none"> • to put on airs • to make the best of a bad bargain • to beat about the bush • not worth a button • poor as a church mouse • to be in the dark • to fit like a glove • to be true blue • as clear as day • to be in a pickle • to forgive and forget |

This is adapted from work produced by the
Education Department at Colonial Williamsburg.

Suggested ways to speak and write in 18th century style

**Student
Hand-out**

| <u>Contractions</u> | <u>Common verbs</u> |
|--|---|
| <p>Tis=It is “Tis a fine cold day.”</p> <p>Twass=It was “Twass a pity you didn’t do your homework.”</p> <p>Twill= It will “Twill be sure to reckon that situation.”</p> | <ul style="list-style-type: none"> - to amuse - to astonish - to conclude - to endeavor - to expect - to propose - to protest - to repent - to retire (leave room) - to want (to lack) - to weep |
| <u>How to address others</u> | <u>Some common folk expressions</u> |
| <ul style="list-style-type: none"> • Call men “Sir,” and call women “Madame” or “Mistress.” • Address people according to their relationship to you: Husband, Neighbor, Brother, Sister, Wife, Friend, Cousin, Aunt/Uncle. • Young children call their parents “Papa” and “Mama.” • Older children call their parents “Father” and “Mother.” | <ul style="list-style-type: none"> - to put on airs - to make the best of a bad bargain - to beat about the bush - not worth a button - poor as a church mouse - to be in the dark - to fit like a glove - to be true blue - as clear as day - to be in a pickle - to forgive and forget |

This is adapted from work produced by the Education Department at Colonial Williamsburg.

Saint Paul's Chapel Graveyard and the African Burial Ground

**Suggested
Field Trip**

Focus question:

- How can we keep the past alive?

Materials and resources:

- Chart paper.
- Note paper.
- Inquiry sheets.
- Star graphic organizer.

Pre-visit activity:

Talk with your students about the different people that were part of colonial New York. Remind them that not everyone was treated the same. Discuss what the students have learned thus far. Now discuss the class visit to two cemeteries, which will give students additional information about the people's lives during the colonial period.

Work with your class on how they can learn from visiting a cemetery. Help students create word-webs for the character they selected for their journal project, and tell them that they will be researching and collecting new information for their journal project as they go on this field trip.

Saint Paul's Chapel Cemetery visit:

Teacher explains that the class will be visiting St. Paul's Chapel Cemetery, one of the oldest cemeteries in New York. They are going to explore how people from long ago are remembered. Students will make observations and record their findings. The teacher may group the students according to their journal-project choice, encouraging them to look for personal stories that help history come alive.

Segue:

Now explain that the class is going to visit another cemetery, known today as the African Burial ground. Tell students to remain in their groups and use the same sheets to note their observations. The African Burial Ground is less than 10 minutes on foot from Saint Paul's, and it is important for the emotional effect that the trips be done on the same day and in this order.

At Reade Street, African Burial Ground site:

The African Burial Ground will come as a shock to the students after the visit to Saint Paul's, and that is the point. There are no grave stones, no markers, no pretty church. It is a grassy plot of land, wedged between skyscrapers. Students often become visibly upset at this moment, indignant when they discover that this is it.

At this point the students can be taken inside the federal building for a detailed description of the African Burial Ground project and to view current memorials.

Post-visit:

What is the difference between the African Burial Ground and St. Paul's Cemetery? Students debrief, sharing their observations and completing a star sheet graphic organizer. At the end of the discussion, the teacher notes that although Africans built St. Paul's Chapel and Cemetery, only whites are buried there. What should be included to help us remember?

After discussion, teacher relates that many artists have given their ideas about how the African Burial Ground should be remembered. Some of those remembrances (or memorials) are in the lobby of 260 Broadway, the building that was built on top of the African Burial Ground.

Suggested follow-up activities:

- You may want to ask your students to write about the differences between the two cemeteries. Encourage them to think about how cemeteries tell the stories of individual people, including how they lived.

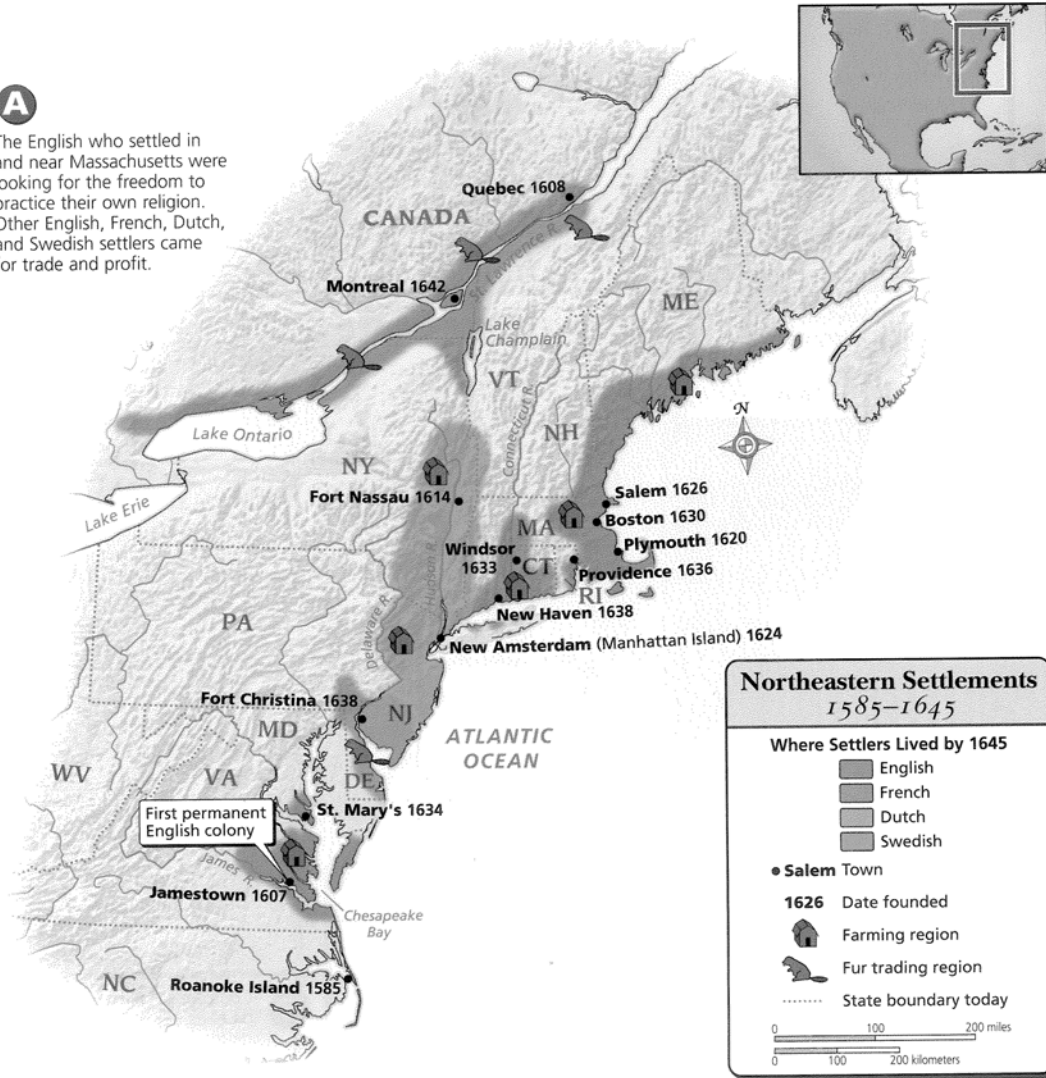
Where did the English and other Europeans settle?

Like Spain, other European countries were eager to colonize the Americas. Early settlers hoped to find gold and silver, but they often made their fortunes in fur and tobacco.

- ▶ The English settled along much of the Atlantic coast. They usually lived in farming communities.
- ▶ The French settled in the North. Unlike the English, they preferred fur trading to farming.
- ▶ Dutch farmers and Swedish fur traders settled along the middle Atlantic coast.

1585
Roanoke Island becomes the first English colony in the Americas. Roanoke settlers vanish by 1590.

A
The English who settled in and near Massachusetts were looking for the freedom to practice their own religion. Other English, French, Dutch, and Swedish settlers came for trade and profit.



Which colonies became the United States?

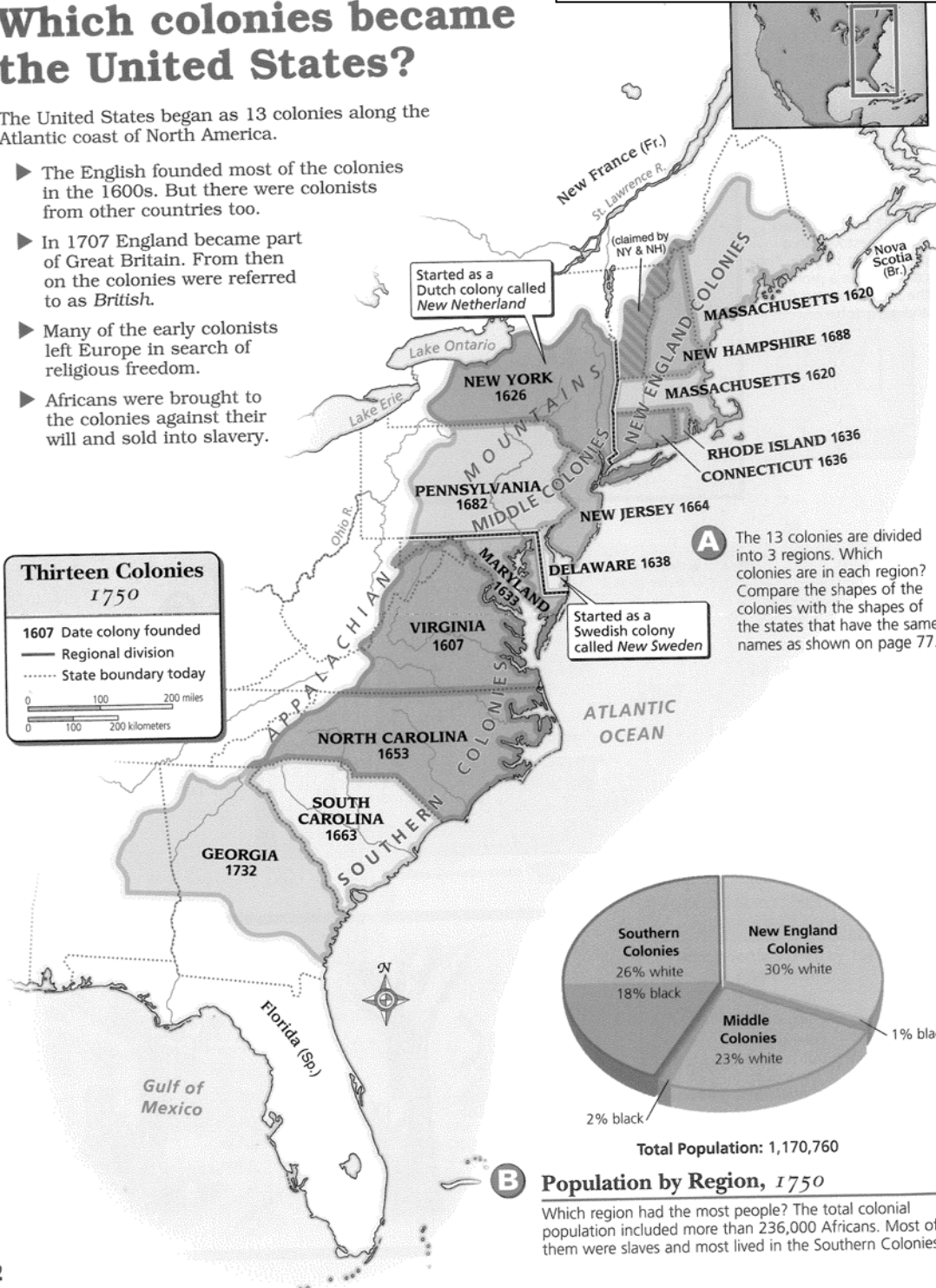
The United States began as 13 colonies along the Atlantic coast of North America.

- ▶ The English founded most of the colonies in the 1600s. But there were colonists from other countries too.
- ▶ In 1707 England became part of Great Britain. From then on the colonies were referred to as *British*.
- ▶ Many of the early colonists left Europe in search of religious freedom.
- ▶ Africans were brought to the colonies against their will and sold into slavery.

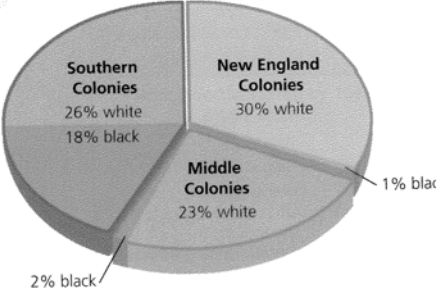
Thirteen Colonies
1750

1607 Date colony founded
 — Regional division
 State boundary today

0 100 200 miles
 0 100 200 kilometers

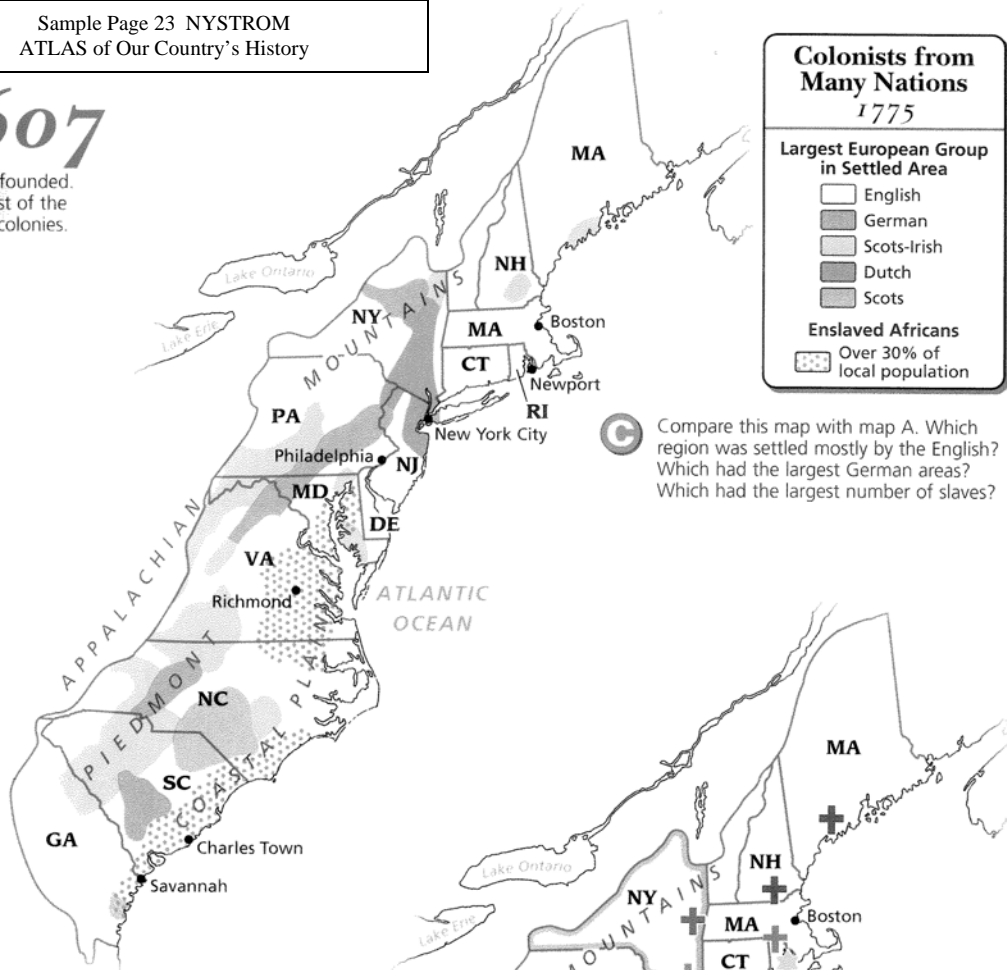


A The 13 colonies are divided into 3 regions. Which colonies are in each region? Compare the shapes of the colonies with the shapes of the states that have the same names as shown on page 77.



B Population by Region, 1750
 Total Population: 1,170,760
 Which region had the most people? The total colonial population included more than 236,000 Africans. Most of them were slaves and most lived in the Southern Colonies

1607
Virginia is founded.
It is the first of the
13 British colonies.



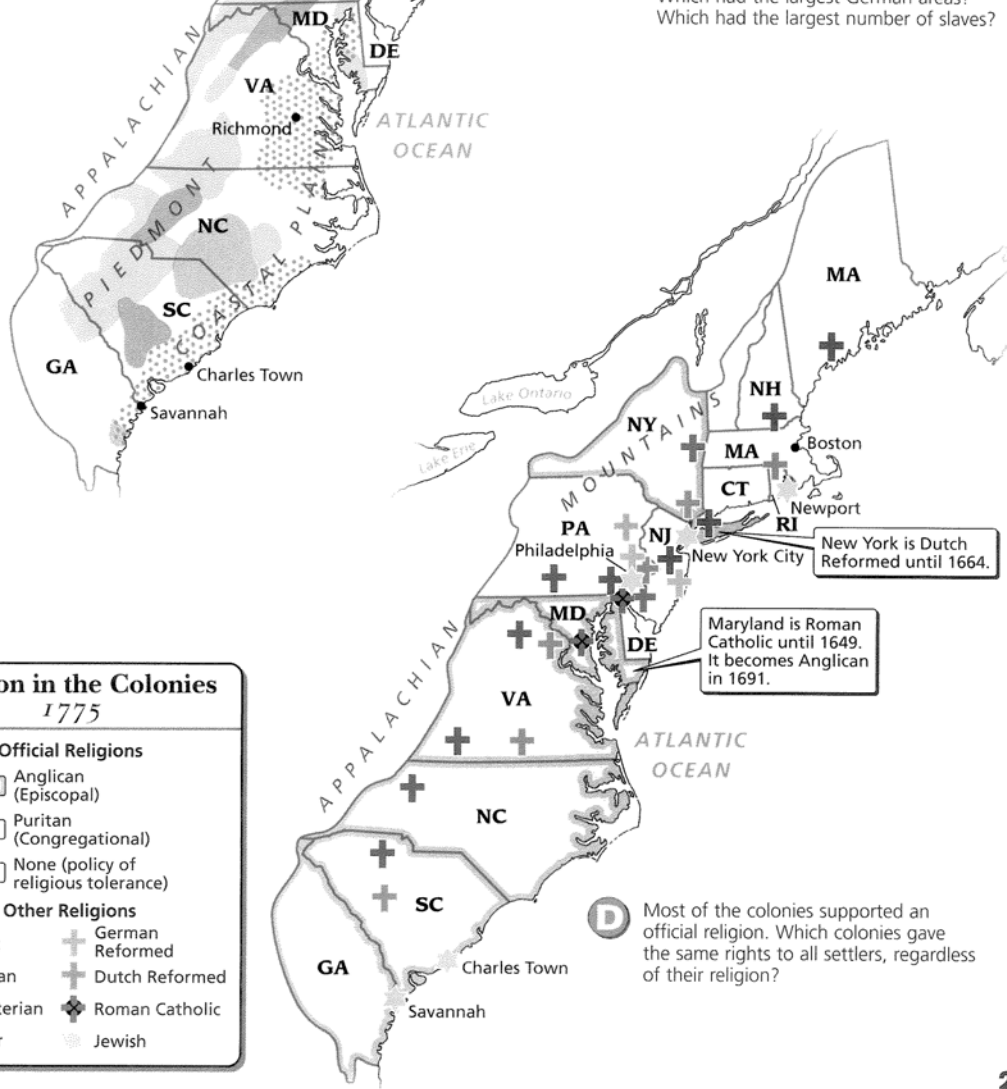
Colonists from Many Nations
1775

Largest European Group in Settled Area

- English
- German
- Scots-Irish
- Dutch
- Scots

Enslaved Africans
Over 30% of local population

C Compare this map with map A. Which region was settled mostly by the English? Which had the largest German areas? Which had the largest number of slaves?



Religion in the Colonies
1775

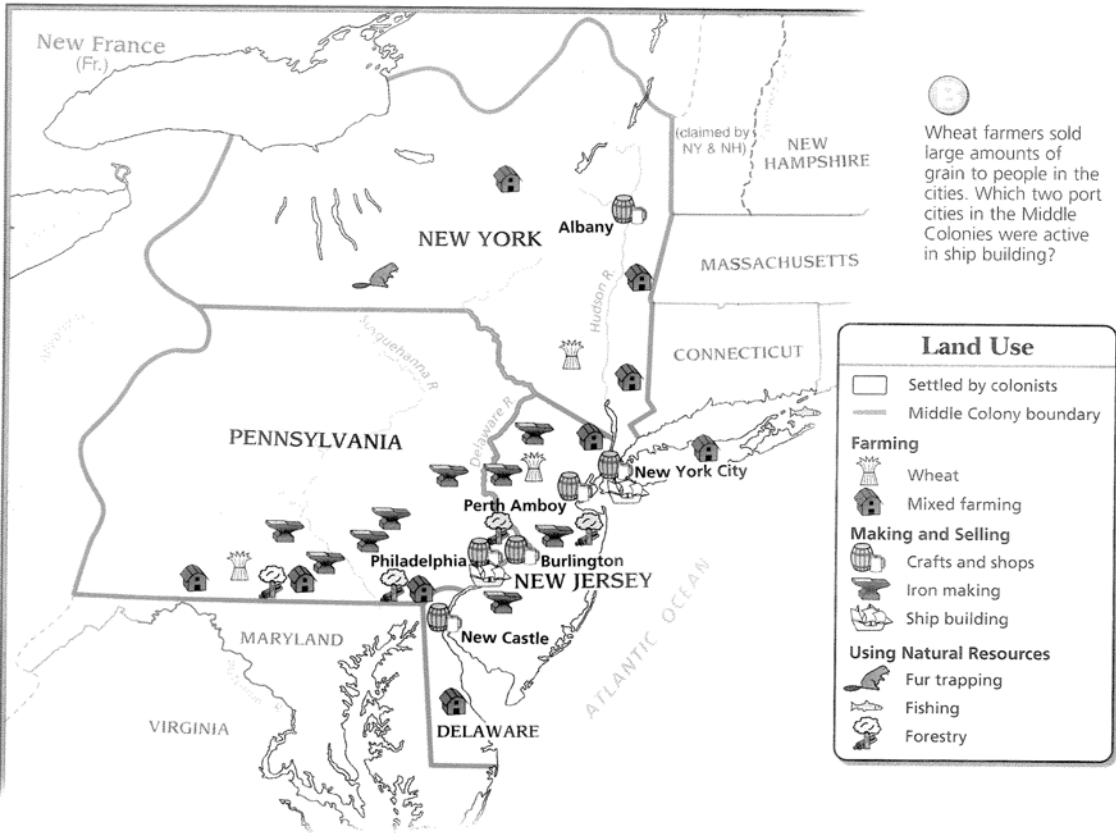
Official Religions

- Anglican (Episcopal)
- Puritan (Congregational)
- None (policy of religious tolerance)

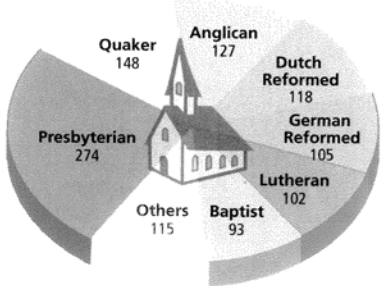
Other Religions

- Baptist
- Lutheran
- Presbyterian
- Quaker
- German Reformed
- Dutch Reformed
- Roman Catholic
- Jewish

D Most of the colonies supported an official religion. Which colonies gave the same rights to all settlers, regardless of their religion?



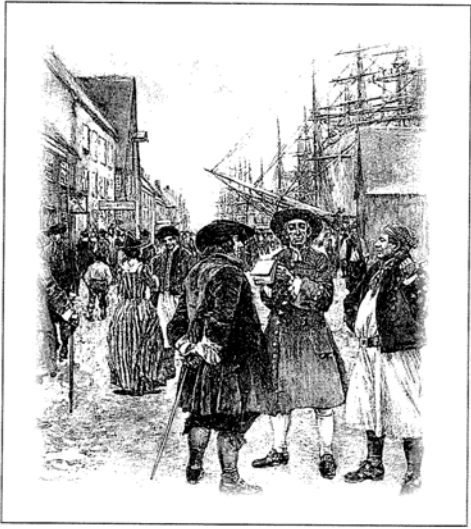
Wheat farmers sold large amounts of grain to people in the cities. Which two port cities in the Middle Colonies were active in ship building?



Total Houses of Worship: 1,082

Religion in the Middle Colonies, 1775

The English made New York officially Anglican, but Dutch settlers belonged to other churches. The other three colonies were tolerant of all faiths. Compare this graph with the one on page 25.



New York, shown here, and Philadelphia were the largest cities in the colonies. Port cities were important centers of trade and manufacturing.

Fourth Grade Resources

| Books for Students | |
|--------------------------------|---|
| AUTHOR or PUBLISHER | TITLE |
| Wade, Linda R | Life in Colonial America |
| Benchley, Nathaniel | Sam the Minuteman |
| Nystrom | Junior Geographer Atlas |
| Nystrom | Atlas of Our Country's History |
| Oxford University Press | The Young Oxford History of African American |
| Kalman, Bobbie | Colonial Times from A to Z |
| Thornton, Jeremy | The Colony of New York |
| McGovern, Ann | If You Lived in Colonial Times |
| Ross, Stewart | The American Revolution |
| Thomas, Mark | Food in Colonial America |
| Thomas, Mark | Fun and Games in Colonial America |
| Thomas, Mark | School in Colonial America |
| Day, Nancy | Your Travel Guide To Colonial New York |
| Masoff, Joy | Chronicle of Colonial Times 1600-1700 |
| Draper, Allison Stark | What People Wore in Early America |
| Rosen Classroom Primary Source | Colonial Life and the Revolutionary War in New York |
| Rosen Classroom Primary Source | Native Americans in New York |
| Rosen Classroom Primary Source | Early Explorers in New York |
| Rosen Classroom Primary Source | New York as a Dutch Colony |
| Rosen Classroom Primary Source | New York as a British Colony |
| Rosen Classroom Primary Source | Early Leaders in Colonial New York |
| Rosen Classroom Primary Source | New York and the New Nation |
| Rosen Classroom Primary Source | The Colony of Virginia |
| Rosen Classroom Primary Source | The Colony of New York |
| Gregory, Kristiana | Five Smooth Stones: Hopes's Diary, Philadelphia, Pennsylvania, 1776, (My America) |
| Gregory, Kristiana | We Are The Patriots |
| Gregory, Kristiana | When Freedom Comes |
| Hermes, Patricia | The Starving Time: Elizabeth's Diary, Jamestown Virginia, Book 2 |
| Hermes, Patricia | My America: Our Strange New Land, Elizabeth's Jamestown Colony, Book 1 |
| Hermes, Patricia | Season of Promise: Elizabeth's Jamestown Colony Book 3 |
| January, Brendan | The Thirteen Colonies |
| Paulson, Timothy | New York: Life in the Thirteen Colonies |
| | |
| | |
| | |
| | |

New York City Historical Houses and Museums
Pertinent to the Study of Colonial History
 For research, documents, and possible field trips

| | |
|---|--|
| <p>The New York Historical Society 170 Central Park West New York, NY 10024 (212) 873-3400 http://www.nyhistory.org</p> | <p>The African Burial Ground Office of Education and Interpretation NY African Burial Ground Project 201 Varick Street New York , NY 10014 (212) 337-2001 http://www.africanburialground.com/</p> |
| <p>Van Cortlandt House Museum Broadway at West 246th Street Bronx, NY 10471 (718) 543-3344 www.vancortlandthouse.org</p> | <p>Fraunces Tavern Museum 54 Pearl Street New York, NY 10004 Ph: 212-425-1778 http://www.frauncestavernmuseum.org/</p> |
| <p>Gracie Mansion Carl Shurz Park East End Avenue at 88th Street New York , NY 10128 (212)570-0985 www.nyc.gov</p> | <p>Museum of the City of New York 1220 Fifth Avenue at 103rd St New York, NY 10029 212.534.1672 Phone 212.423.0759 Fax http://www.mcny.org/</p> |
| <p>Dyckman Farmhouse 4881 Broadway at 204th Street New York, NY 10034 (212) 304-9422 www.dyckman.org</p> | <p>Saint Paul's Chapel and Graveyard St. Paul's Chapel 209 Broadway New York, N.Y. 10007 (212) 233-4164 http://www.saintpaulschapel.org/</p> |
| <p>Morris Jumel Mansion 65 Jumel Terrace at 160th Street New York, NY 10032 (212) 923-8008 www.morrisjumel.org</p> | <p>Brooklyn Historical Society 128 Pierrepont Street Brooklyn, NY 11201 Phone: 718-222-4111 Fax: 718-222-3794 http://www.brooklynhistory.org/bhs.html</p> |
| <p>Queens County Farm Museum 73-50 Little Neck Parkway Floral Park, NY 11004 (710347-FARM www.queensfarm.org</p> | <p>The Wyckoff Farmhouse Museum M. Fidler-Wyckoff Park 5816 Clarendon Road Brooklyn, NY 11203 (718) 629-5400 www.wyckoffassociation.org</p> |

***Selections excerpted from full text of Robert Juet's Journal, from the
collection of the New York Historical Society***

Sept. 4. Our boat went on land with our net to fish, and caught ten great mullets, of a foot and a half long a piece and a ray as great as four men could haul into the ship.

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. They wear deer skins loose, well dressed. They have yellow copper. They are very civil. They have Indian wheat. The country is full of great and tall oaks.

Sept. 6. In the morning was fair weather. Our master sent John Colman, with four other men, in our boat over to the north side. The land was pleasant with grass and flowers, and goodly trees, as ever they had seen, and very sweet smells came from them.

When they came back, they were set upon by two canoes—the one have twelve, the other fourteen men. The night came on and it began to rain. They had one man slain in the fight. It was an Englishman, named John Colman, with an arrow shot into his throat, and two more hurt. It grew so dark that they could not find the ship that night.

Sept 7. By ten o'clock they returned aboard the ship, and brought our dead man with them, whom we carried on land and buried, and named the point after his name. Colman's Point.

Sept. 8. We rode still very quietly. The people came aboard us, and brought tobacco and Indian wheat, to exchange for knives and beads, and offered us no violence.

Sept.11. Very hot weather. We anchored and saw that it was a very good harbour for all winds, and rode all night. The people of the country came aboard of us, making show of love, and gave us tobacco and Indian wheat.

Sept. 19 Hot weather. The people of the country came aboard, and brought us grapes and pompions, which we bought for trifles. Many brought us beavers' skins, and otters' skins, which we bought for beads, knives and hatchets.

Sept. 25. We rode still, and went on land to walk on the west side of the river, and found good ground for corn, and other garden herbs, with great store of goodly oaks, and walnut trees, and chestnut trees, yew trees, and trees of sweet wood in great abundance.

Oct. 2. We anchored in a bay clear from all danger on the other side of the river. We saw a very good piece of ground. There was a cliff that looked of the colour of white green, as though it were either a copper or silver mine. It is on that side of the river that is called Manna-hata. There we saw no people to trouble us.

Seal of New Amsterdam





Social Studies Skills

Comprehension Skills

- Making connections.
- Comparing and contrasting ideas.
- Identifying cause and effect.
- Drawing inferences and reaching conclusions.
- Paraphrasing; evaluating content.
- Distinguishing fact and opinion.
- Finding and solving multiple-step problems.
- Decision making.
- Handling/understanding different interpretations.

Research and Writing Skills

- Getting information; using various note-taking strategies.
- organizing information.
- Identifying and using primary and secondary sources.
- Reading and understanding textbooks; looking for patterns.
- interpreting information
- Applying, analyzing, and synthesizing information.
- Supporting a position with relevant facts and documents.
- Understanding importance.
- Creating a bibliography and Webography.

Interpersonal and Group Relation Skills

- Defining terms; identifying basic assumptions.
- Identifying values conflicts.
- Recognizing and avoiding stereotypes.
- Recognizing different points of view; developing empathy and understanding.
- Participating in group planning and discussion.
- Cooperating to accomplish goals.
- Assuming responsibility for carrying out tasks.

Sequencing and Chronology Skills

- Using the vocabulary of time and chronology.
- Placing events in chronological order.
- Sequencing major events on a timeline; reading timelines.
- Creating timelines; researching time and chronology.
- Understanding the concepts of time, continuity, and change.
- Using sequence and order to plan and accomplish tasks.

Social Studies Skills (continued)

Map and Globe Skills

- Reading maps, legends, symbols, and scales.
- Using a compass rose, grids, time zones; using mapping tools.
- Comparing maps and making inferences; understanding distance.
- Interpreting and analyzing different kinds of maps; creating maps.

Graph and Image

- Decoding images (graphs, cartoons, paintings, photographs).
- Interpreting charts and graphs.

Analysis Skills

- Interpreting graphs and other images.
- Drawing conclusions and making predictions.
- Creating self-directed projects and participating in exhibitions.
- Presenting a persuasive argument.

Notes:

