

Inquiry Project Design Plan

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Name of Project: Sale of Manhattan: Fact or Fiction	Grade Level: Grades 4, 5, 6
Est Launch Date: September 2023	Est Duration (in weeks): 3 weeks
Disciplines Involved: ELA, Math, Social Studies, Speech	
Problem Statement: How can humans co-exist within their ecosystem and environment while maintaining respect for others?	

STAGE 1: DESIRED RESULTS

Big Idea: Interdependence and Consumption

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Colonial attitudes about government led to a call and battle for independence from European control. ● Ideas and concepts from the past impact and have direct application to our present. ● My actions directly impact my ecosystem and the world around me. ● Native Americans, Lenape, had a cultural value system that emphasize social reciprocity and exchange as a means of establishing and maintaining relationships. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ● How does our past inform our present? <div style="text-align: center; margin: 5px 0;"> How does colonization and Revolution shape our society? </div> ● How do my actions impact my world and my ecosystem? ● To what extent do value systems that emphasize social reciprocity and exchange impact relationships? ● How can I make positive changes within my ecosystem/community? ● To what extent does history repeat itself?
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Science Standards: 3-LS2-1. Construct an argument that some animals form groups that help members survive.

LS2D Social Interactions and Group Behavior

- Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size.

Cross-Cutting Concept: Cause and Effect

- Cause and effect relationships are routinely identified and used to explain change.

☞ **Science and Engineering Process: Construct an argument with evidence, data, and/or a model.**

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Social Justice Standard:

Justice 11 Code JU.3-5.11

Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.

ELA Standards:

- **4R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words.**
- **5R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood.**
- **4W6: Conduct research to answer questions, including self-generated questions, and to build knowledge through investigating multiple aspects of a topic.**
- **5W6: Conduct research to answer questions, including self-generated questions, and to build knowledge through investigation of multiple aspects of a topic using multiple sources.**
- **CCSS.ELA-LITERACY.W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.**
- **CCSS.ELA-LITERACY.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.**
- **CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

Technology Standards:

- **1.2 Digital Citizen - Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.**

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<p>Students will know (SWK):</p> <ul style="list-style-type: none"> • Questions can be answered by research. • Questions can be explored and knowledge is built by investigations. • Information can be found in multiple sources, platforms or medium. 	<p>Students will be able to do (SWBAT):</p> <ul style="list-style-type: none"> • Generate questions on their own and research to find their own answers. • Conduct research. • Identify multiple aspects of a topic as they investigate and build knowledge. • Use multiple sources to investigate topic. • Be able to understand the cultural and economic exchange and relationships between the Europeans and Native American groups during the 17th and 18th century. <p>C. Use Comparison and Contextualization</p> <ul style="list-style-type: none"> • Describe historical developments in New York State with specific detail, including time and place. <p>F. Students will show civic participation.</p> <ul style="list-style-type: none"> • Identify people in positions of power and how they can influence people’s rights and freedom.
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STAGE 2: EVIDENCE & ASSESSMENTS:

Performance Task Narrative:

Why is the history of the Lenape important to us and how can it help us living in our world today?

Goal: To write an argumenative news article to show an understanding of needs and wants showing how this leads to changes within our present day ecosystem.

Role: As an investigative reporter you will go undercover as a Native American (Lenape), Dutch Indies Company Employee, European (Englishman), Spokesperson for day to gather evidence for your article.

**Audience: Multi-age students Grades 4, 5, 6
 Board of Education / Trustees
 City of Yonkers**

Situation: During excavation of a Hudson River site in Yonkers, excavators became trapped and need you to find the key to the portal which will lead them to saftey.

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You are charged with investigating clues which in the end will lead them through the portal door to safety.

Product(s):

- Students will prepare an Argument: Did Native people really sell Manhattan? Construct an argument (e.g., detailed outline, graphic, presentation, or essay) that addresses how differences in cultural values contributed to misunderstandings about the land exchange that led to the “sale” of Manhattan. The tool for typing the argument if they choose to use it can be at:

EXTENSION

- Students, IF THEY CHOOSE, will create a game which demonstrates an understanding of the importance of the reciprocity of exchange understood and practiced by the Lenape and the Dutch West India Company. Game pieces can be designed and printed using the 3D printer and TinkerCad.

Standards (criteria for success):

- 1: History of the United States
- 3: Geography
- 4: Economics
- ELA Rubric
- ELA Writing Rubric (used for newspaper article)

Other Evidence/Assessments:

<https://www.youtube.com/watch?v=mpNScUnKXol> Read Aloud on Arrival of Peter Stuyvesant

<https://www.youtube.com/watch?v=CjbnIX5Mej8> video on Peter Stuyvesant

<https://clever.discoveryeducation.com/learn/videos/9d790b04-ae93-4e95-a0d9-bb168de399a6>
video New Netherlands Discovery Education

Peter Minit New Netherland short clip

<https://clever.discoveryeducation.com/learn/videos/150d0095-a963-4d56-93bc-52c1d524ac14>

Peter Stuyvesant Contribution

<https://clever.discoveryeducation.com/learn/videos/a5a14618-5af0-4cb7-a9cc-6108f71b8880>

New Netherland clip <https://clever.discoveryeducation.com/learn/videos/1566f9b6-0372-4c67-a56e-a3cdf78af8ef>

<https://americanindian.si.edu/nk360/manhattan#staging> (Lesson starter – Beaver Hat)

<https://americanindian.si.edu/nk360/manhattan#sq1> Why Did Exchange Matter to Native People and The Dutch? (Game for definitions)

<https://americanindian.si.edu/nk360/manhattan#sq2> Flow of Trade Goods

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<https://americanindian.si.edu/nk360/manhattan/journey-of-trade/journey-of-trade.cshtml>

Journey of Trade Goods

- Journey of Wampum
- Journey of Dutch Kettle
- Journey of Beaver Fur

<https://americanindian.si.edu/nk360/manhattan/index.cshtml#sq3> The Schaghen Letter – purchase of Manhattan Island

<https://americanindian.si.edu/nk360/manhattan/different-views-land/different-views-land.cshtml> Different Views of Land

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Learning Activities

Week 1

Learning Goals:

- Students will create their own historical narrative based on their research.
- Students may present their historical fiction to a local history museum, and multiple copies may be made for visitors to the museum.
- Students may write a character profile about their main character.
- Students may also include a diagram that depicts the layout of a colonial village where their fictional character might have lived.

Learning Events: CCSS.ELA-LITERACY.CCRA.R.1

<https://americanindian.si.edu/nk360/manhattan#staging> (Lesson starter - Beaver Hat)

1. Identify information from the video that explains why beaver fur brought Native people and the Dutch together in Native New York.
 2. Groups will review who the early settlers were and when they settled in New Netherland, New York. Each section of the book has reflection questions which can be answered in a multi-age group. (Note sheet pdf provided)
- If You Lived in Colonial Times Part 1
 - <https://www.youtube.com/watch?v=q8NNx5-I7j0>
 - Part 2 “What Did People Eat?”
 - <https://www.youtube.com/watch?v=jbAkgvLLsmA>
 - Part 3 “Did Children Go to School?”
 - <https://www.youtube.com/watch?v=jbAkgvLLsmA>
 - Part 4 “What Happened if You were Sick or needed a doctor?”

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- <https://www.youtube.com/watch?v=o8xxFM4E5TA>
- Part 5 “What Did People Do on Sundays and how did people vote and create laws?”
- <https://www.youtube.com/watch?v=cocaJN8YPJA>

Dutch Players of the Time

Groups of students working together will watch videos to gather information about the transition of the Dutch into the New York area.

Peter Stuyvesant - <https://www.youtube.com/watch?v=mpNScUnKXoI>

<https://www.youtube.com/watch?v=CjbnIX5Mej8>

New Netherlands and Henry Hudson <https://www.youtube.com/watch?v=CjbnIX5Mej8>

Equity Considerations:

This lesson illustrates the vibrancy of language and how it can become part of the culture of diverse groups of people. Consider exploring with students if there are examples of similar idioms within your community and opening it up to different examples and languages.

Notes/Resources:

<https://www.youtube.com/watch?v=q8NNx5-l7j0> If You Lived In Colonial Times Part 1

Part 2 <https://www.youtube.com/watch?v=jbAkgvLLsMA>

Part 3 https://www.youtube.com/watch?v=iLPVcjoJ_xM

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Part 4 <https://www.youtube.com/watch?v=o8xxFM4E5TA>

Part 5. <https://www.youtube.com/watch?v=cocaJN8YPJA>

Samuel Eaton's Day (Colonial Boy Life)

<https://www.youtube.com/watch?v=oOrFELaHBs0>

Sarah Morton's Day (Colonial Life)

<https://www.youtube.com/watch?v=17YmnuMd1X4>

Week 2

Learning Goals: 4R4, 5R4

- Gift giving and exchange have long been part of Native cultures.
- Through trade, the Lenape were able to obtain from the Dutch items unavailable to them locally.
- The Dutch discovered that successful transactions depended on maintaining full supplies of goods that Native people valued.
- The fur trade brought together two distinct cultures with very different value systems.

Learning Events: <https://americanindian.si.edu/nk360/manhattan#sq1>

- Introduce the term "idiom" (a phrase, saying or expression that has a hidden meaning). Provide an example such as "The early bird catches the worm." Have students discuss what that means.
- Groups of students will look at two or three idioms written on strips. Using context clues, the students will try and figure out what the meaning of the idiom and write the pair's prediction on the worksheet. They will share predictions with the class. (The sentences, their meanings, and origins are found on the teachers' idiom answer key.)

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- **Groups will discuss their predictions and the actual meanings of the idioms and the origins of the phrases with the whole class.**
- **Flow of Goods and Trades Investigation: How did the use of trade goods show differences in what people valued? (Pdf chart provided)**

<https://americanindian.si.edu/nk360/manhattan#sq2>

- **Discuss how Native people use wampum.**
- **Discuss the importance of a Dutch Kettle to the Native American way of life.**
- **Discuss relationships between the Dutch and the Native Americans including their interdependence on one another.**

Formative Assessments:

Collaborative game play in the group.

Notes/Resources:

Week 3

Learning Goals:

- **Students will produce a News Article using the News Article Creator**
<https://americanindian.si.edu/nk360/manhattan/index.cshtml#summative>

Article will focus on how differences between the Lenape and European Culture of trading effected the “Sale of Manhattan.”

Learning Events:

- **Working as group students will complete the following task using The Independent Observer: Constructing Evidence-Based Arguments link.**

Student Task: Create your own news article that addresses how differences in cultural values contributed to misunderstandings about the land exchange that led to the “Sale of Manhattan.”

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Summative Assessment:

<https://americanindian.si.edu/nk360/manhattan/index.cshtml#summative>

Notes/Resources:

- <https://americanindian.si.edu/nk360/manhattan/pdf/manhattan-rr-timeline.pdf>
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Questions for lessons

How did the use of trade goods show differences in what people valued? Why did exchange matter to Native people and the Dutch? What does a beaver felt hat have to do with Manhattan? How does the past inform our future. Students are tasked with finding solutions to today's problems (locally or globally) after learning from the lessons of the past and applying them to today's world.

Activity note:

Draw conclusions about why exchange mattered to Native people and the Dutch. First use a Venn Diagram to compare what exchange meant to both groups. Then use evidence to support conclusions about why exchanged mattered.

Students could reflect on the extent to which their understanding of the compelling question might have changed as they moved through the inquiry.

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End products: Summative Assessment