TABLE OF CONTENTS

	IYS STANDARDS AND LESSON ACTIVITIES	PG 2
INTRODUCTION AND RATIONALE		PG 3
TEACHING NOTES		PG 4
	AND: AN OVERVIEW	PG 6
LESSON #1	HOW in the world did Henry Hudson get to North America?	PG 8
	Activities include recognition of seventeenth century scientific instrumentation, interp source documents, mathematical calculations, mapping and coordinate graphing. (Altern Math, Science, Technology)	retation of primary
LESSON #2	WHERE in the world is New Netherland?	PG 24
	Activities include geographical analysis, map labeling and the comparison of early se European colonial settlements through the use of inset maps. (Alternate Content Area: th	
LESSON #3	WHEN was New Netherland settled?	PG 40
	Activities include the construction and interpretation of period time lines, line graphing and the comparison of early seventeenth century European colonial settlements. (Alternate Content Area: Math)	
LESSON #4	WHY did the Dutch decide to settle New Netherland?	PG 50
	Activities include interpretation of seventeenth century primary source documents using a Constructed- Response Question (CRQ) format and document analysis summation via a graphic organizer. (Alternate Content Area: English Language Arts)	
Lesson #5	WHAT brought the Dutch to New Netherland? Activities include primary source document analysis and graphical data interpretation for an expository essay. (Alternate Content Area: EnglishLanguage Arts)	PG 62 the development of
LESSON #6	WHO were the Dutch of New Netherland?	PG 72
	Activities include interpretation of tabular data, bar graphing, concept mapping as contrasting skills through the use of a Venn diagram. (Alternate Content Areas: Math, So English Language Arts)	
LESSON #7	The Environment of New Netherland – Past and Present Activities include an examination of the technological and environmental development of from past to present, through the use of Constructed-Response Questions, as well as an in d examination of the Dutch village of Beverwijck. (Alternate Content Area: Technology)	a aa
CONSTRUCTED-	RESPONSE QUESTIONS: Aspects of the Dutch and New Netherland Activity includes completion of Constructed-Response Questions dealing with Native As culture, cultural interdependency, colonial aspects of New Netherland, and the <i>Half</i> Content Area: English Language Arts)	
HALF MOON DA	TA ANALYSIS: Current student research on board the Half Moon Activities include examining scientific observations and mathematical calculation student crew members participating in the Half Moon historical recreation student pro Discovery. (Alternate Content Areas: Math, Science)	
Acti char	SED QUESTION: Characteristics of the Dutch Colony of New Netherla ivity includes completion of a Document-Based Question (DBQ), dealing with political, so acteristics of New Netherland. The DBQ is designed as a practice test in preparation for the Ne termediate-Level Social Studies Test and can be used independently from content lessons.	cial and economic
	NOWLEDGEMENTS	PG 165

GLOSSARY/ACKNOWLEDGEMENTS

PG 165