

The New World Through Dutch Eyes



Fourth Grade Curriculum Packet Using Primary Documents

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Introduction

The following curriculum was developed* by Mary Capobianco, classroom teacher and Gale Derosia, Art teacher, of Glenmont Elementary School, in consultation with Nancy McClure Zeller of the New Netherland Project. It was made possible by a Local Government Records Management Improvement Fund Grant from the New York State Archives, New York State Education Department.

Although at first it may appear that the curriculum is quite comprehensive, it is not our intention that every lesson be followed. We have tried to include a number of diverse lessons to reinforce each concept. Our main intent is to acquaint students with primary sources and to encourage their use in the teaching of history. We have selected seventeenth century Dutch History as an example of its implementation. The section on primary sources is applicable to any area of historical study.

The primary documents may also be used in various ways. They can be used in a whole-language approach to literature, as a starting point of scientific investigations, humanistic studies...

We maintain the belief that children learn and retain that which they themselves discover. We have tried throughout to ensure students the opportunity for research and discovery. We also hope that students develop the skills and awareness for their own independent research experiences.

It was also our intent for classroom teachers to become aware of the enormous quantity of primary materials and their accessibility.

Above all else, it was our desire to bring to life the documents and to merge the human with the historical.

We hope that these people enter your lives as they have entered ours.

UNIT I

USE OF PRIMARY SOURCES

Unit Objectives

1. Define primary sources, history, prehistory and archeology.
2. Help students understand the distinction between primary and secondary sources.
3. Explain the significance of conserving important pieces of information and the problems inherent in saving and preserving important papers
4. Demonstrate to students the problems involved in reading and interpreting written documents.

Lesson 1

Lesson Objectives	Activities	Resources
1. Students will distinguish between history and prehistory.	1. Discuss meaning of prehistory and history with students. Allow students to define terms.	
2. Students will define history, prehistory and archeology	2. Have students enumerate sources of prehistoric information.	
	3. Define archeology.	
	4. Ask students what the major difficulty is in using archeological material to interpret the past (one cannot confirm <i>absolutely</i> inferences made about the past).	
	5. Have students brainstorm possible sources of information which would be useful in confirming archeological interpretations.	
	6. Chart student responses.	
	7. Using chart compare sources of information in prehistoric and historic studies.	

Lesson 2

Objectives	Activities	Resources
1. Students will be able to define a primary source.	1. Tell students that they have found a 200 year old town. The town consists of a: school town hall general store court house 5 houses No one has been here in 200 years. What kinds of papers, documents and records might be found?	1. Sources of information <i>Haystack, NY</i>
2. Students will be able to enumerate examples of primary sources.	2. Have students brainstorm possibilities in small groups. 3. Discuss and compare answers. 4. Give students source list. In groups, have students distinguish between primary sources and secondary sources. 5. Discuss Answers.	2. Definition list

Lesson 3

Objectives	Activities	Resources
<ol style="list-style-type: none">1. Students will become aware of the history of the Dutch records.2. Students will be able to discern what types of documents were thought important enough to save.3. Students will identify problems in conserving documents.	<ol style="list-style-type: none">1. Brainstorm with students a list of 'papers' from their own lives that they think are important enough to save. Ask what are some possible places that they would store these.2. Discuss problems inherent in saving 'papers' over long periods of time. (For example—family movies, younger siblings colored on, damp basement mildewed, parents threw out, fire.)3. After having read the narrative of the Dutch records the teacher can present the information on the history of the Dutch Records to the students.*4. Discuss with students their reactions to the path of the Dutch Documents from 1600's to today.	<ol style="list-style-type: none">1. History of Dutch records2. Outline for Fourth Grade Social Studies Unit on the New Netherland Project

*Possible field trip to archives to view documents and learn about storage and preservation.

Lesson 4

Objectives	Activities	Resources
1. Students will become aware of the problems inherent in using, interpreting, and translating documents.	<ol style="list-style-type: none">1. Hand out English handwritten letter from Stuyvesant to Gildersleeve. (Don't tell children that it is written in English.)2. Discuss the difficulties emphasizing changes in handwriting, changes in spelling, and unique personal styles.3. Hand out vocabulary* list. Tell students that these are all 17th century English words. Can they recognize any? (Fold on dotted line)4. Hand out transcriptions of letter. Have students read, or read to them.5. Brainstorm and chart ideas they have on the difficulties.6. Hand out Dutch Document #2: Bill of Lading.7. Discuss additional problems of using 17th century documents.	<ol style="list-style-type: none">1. Documents 1A, 1B, and 1C. Letter to Petrus Stuyvesant from Richard Gildersleeve (and translation).2. Vocabulary list.3. Outline of difficulties and problems in using 17th century documents.4. Document #2A, #2B, and #2C: Bill of Lading.

*Teacher may handout Vocabulary list and Document 1B simultaneously and allow students to attempt to define words in context.

Lesson 5

Objectives	Activities	Resources
<ol style="list-style-type: none">1. Students will become aware of handwriting differences in the 17th century.2. Students will use calligraphy pens to write their names using 17th century letters.	<ol style="list-style-type: none">1. Hand out alphabet sheet. Discuss variations in letters with students.2. Distribute calligraphy pens, lettering pens, and ink or quill pens and ink*.3. Have students practice writing their name using 17th century alphabet letters.4. As an enrichment project students can study lettering history. Writing techniques were dependent on materials.<ol style="list-style-type: none">1. Earliest writing was carved into stone, clay, wax and therefore straight edges were easier than curved.2. Calligraphy strokes were dependent on ink release and therefore formation of letters follow a specific sequence.	<ol style="list-style-type: none">1. Alphabet: 17th century Dutch

*Sticks and ink can also be used.

Lesson 6

Objectives	Activities	Resources
<ol style="list-style-type: none">1. Students will become aware of paper-making techniques through history.2. Students can distinguish between paper made today and paper made in the 17th century.3. Students understand processes of decay and deterioration of paper.4. Students will make paper using a variety of ingredients.	<ol style="list-style-type: none">1. Explain to students that historically paper content has varied. Paper in the 17th century had a high rag content and was more durable.2. Have students do a series of tests to compare durability of various papers: i.e. bond, watercolor rag paper, newsprint, etc.<ol style="list-style-type: none">a. Put all in the sun. Note effect on each.b. Put each in vinegar. Note Effect on each.c. Test each with litmus paper to determine acid content.3. Have students become aware of conservation technique to neutralize acidity in paper—mix together 5-10 Philips Milk of Magnesia tablets (crushed) with 2 cups of club soda. Mix until dissolved. Pour into 9"x13" pan. Place a sheet of newspaper in mixture. Let soak for 1 hour. Let dry. This is now neutralized. Repeat tests above with treated and untreated paper.	<ol style="list-style-type: none">1. Information sheet on the history of paper-making.2. Instruction sheet on paper-making. (<i>Making Things</i>)

Lesson 7

Objectives	Activities	Resources
<ol style="list-style-type: none">1. Students will identify ways to research their local town history.2. Students will discover the ways to research a person from early town history.3. Students will be able to chose a name from local town records and trace that name through early town records.	<ol style="list-style-type: none">1. Students can visit local town library. Arrange for a tour to familiarize students with what is available in their town library.<ol style="list-style-type: none">a. What records of early history do they house?b. What official documents, deeds, and maps can be found?2. Students will visit their local <i>Town Hall</i>. What records can be found with the town clerk?<ol style="list-style-type: none">a. Town Board Minutesb. Fire district mapsc. Court recordsd. Building projectse. Highway mapsf. Licensesg. Tax assessmentsh. Permitsi. Deedsj. Title searchesk. Marriage recordsl Birth recordsm. Death notices	Use materials available at your local library or historical society.

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Lesson 7 (continued)

Objectives	Activities	Resources
	3. Students can meet with local town historian for class visit.	Booklets available:
	4. Students can visit a local town cemetery and search for names and dates	Albany County Hall of Records information
	5. Students can visit County Hall of Records to investigate what types of information is available.	NYS Library Brochure
	6. Students can visit (if location is accessible) the State Library.	NY State Archives Brochure
	7. Students can visit the State Archives. (Arrange for a tour)	
	8. Have students write a biography about a local name based upon their historical search.	

Lesson 8

Objectives	Activities	Resources
<ol style="list-style-type: none">1. Students will be able to describe procedure for securing a variety of documents.2. Students will be able to describe possible information available from a variety of sources.3. Students will use documents to trace on early native of the town , research school property or an early historical event in the town.	<ol style="list-style-type: none">1. Ask students if they were going to begin a research project where they would start Ask them what kinds of records they might look for and where they would find them. Discuss what students might want to find out.2. If possible, start with a field trip to the public library and the Town Hall. Ask them to make available the resources they have. An additional trip to the State Library/Archives would also be helpful.3. In groups, or with the class, try to compile as much information as possible on an historical individual or topic or school grounds.	