



Quadricentennial History Mystery

Unit: Colonial Life in the Hudson Valley

Destination:

Other

Subject: Social Studies

Grades: 5th Grade, 4th Grade, 3rd Grade

NY State Standards: SST3, SST1

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Lesson Summary: This group activity engages students in a series of researching, decoding, role-playing, and presentation activities. Students role play, acting as cryptographers, captains, first mates, navigators, and cabin boys/girls to help solve a history mystery.

Essential Question(s): Why is Henry Hudson an important person in New York State history? How do explorers, past and present, change history? Why is teamwork important?

Content Understanding(s): Students will learn about the land, resources, and people encountered by Henry Hudson and his crew based on the journal of Hudson's first mate, Robert Juet.

Concept Understanding(s): Cardinal Directions Primary Source Documents Exploration of early New York Quadricentennial

Vocabulary: Quadricentennial journal compass cardinal directions league fathom mystery

Suggested Time Frame(s): One hour

Narrative: How much background you provide before beginning this cooperative group activity, will vary. At minimum, students should know what the Quadricentennial is (see resource list below) and have basic familiarity with primary sources and cardinal directions.

When you are ready to start the activity, organize students into small cooperative groups, giving them input into the roles they will play within their group. Then, tell explain their mission and give them the three attached handouts: mission, Juet's Journal, and clues.

The Mission: Students are hired by the president to solve a Quadricentennial History Mystery. Students will perform their assigned jobs to find the information necessary to complete the mission and answer the vital questions. Students must answer the questions to solve the mystery.

Supplies Used: paper and pencil small envelopes compasses or large copies of a compass rose clipboards three student handouts (see attachments)

What Should Students Know At The End of This Lesson: What is the Quadricentennial The importance of teamwork What a primary source document is What cardinal directions are Details about Henry Hudson's exploration of what is now called the Hudson River, which gave the Dutch claim to the land

What Should Students Be Able To Do at the End of This Lesson: Work as a team Use primary source documents to answer questions

How do you assess student learning?: Completed Quadricentennial History Mystery Mission Questions (See attachments section for worksheet.)

Your observation of discovery process and teamwork

RESOURCES:

Essential

Recommended

Full text of Juet's Journal, from collection New York Historical Society, 2nd Series, 1841 [<http://www.ulster.net/~hrmm/halfmoon/juet.htm>]NYS Department of Education's Quadricentennial website

[<http://www.emsc.nysed.gov/ciai/chf/chf.html>]

Not Recommended

Worksheets & Attachments:

Clues

Juet's Journal

Mission

Questions - History Mystery

Other Lessons In This Unit:

Colonial Journal

Hudson River Cartography

Colonial / Revolutionary War Festival