

Dutch Farm Survey

4th Grade Social Studies – Colonial Immigration

Lesson Title: **Going Dutch**

SAMPLE LESSON PLAN

Statement of Purpose or Intent:

To add pertinent and enjoyable information to 4th-grade studies of colonial Dutch American culture, pursuant to New York State Standard 1, points 1 through 4.

Rationale:

The lesson materials present practices and traditions of early Dutch American farmers that reveal historic life ways and highlight the contributions of Dutch culture to the history and landscape of the Hudson and Mohawk river regions. They investigate buildings, tools, and other material culture of the Dutch farmers, and differentiate them from those of other colonists. The principal module ("A") is designed around a major historic site, the Mabee Farm outside Schenectady, New York, that is well maintained and open to school groups and the general public. Module B directly addresses colonial Dutch history and architecture, and is appropriate either as background information for the teacher or as instructional material for students.

Preparation:

The teacher may customize the lesson using Module A, the "Day in the Life" story and data-based questions, as well as the illustrations and exercises, to teach students about life on a colonial Dutch farm. If a test is needed, the teacher can use the data-based questions at the end of the text, and/or the "matching" exercise. The Module B texts provide general historical background for the teacher and/or students on early Dutch colonization, Dutch houses, and Dutch barns. These are accompanied by many of the same types of auxiliary materials that accompany the "Day in the Life" story, so that they may be used as separate lessons, or combined in various ways with the Module A lesson. The two Module C materials can serve as an additional or separate lesson on colonial ecology. In case the teacher wishes further background information, some websites and hardcopy references are listed at the end of this Lesson Plan. Basic background is supplied by chapters 4-6 of *The New York State Story* (Sesso and Veder, Steck-Vaughn Publishers), the standard text for the 4th grade in New York State.

Sample Lesson:

Introduction: The teacher introduces the topic and gives students selected background information about the exploration and colonization of New York by the Dutch, as well as the subsequent replacement by English governance. Students read the "Day in the Life" story (Module A) out loud, pausing to discuss new terms from the story at the end of each paragraph.

Group Activity: The teacher then breaks the class into small groups, in which students create a list of the terms they learned. In the case of architectural terms, they may attempt to locate these features on the "What Is It?" exercise sheet, or work on other auxiliary materials together.

Body: After a predetermined time, the teacher calls the groups together to generate a list on the board of terms learned from the story. Next students orally inform the teacher of the chores for the Dutch children mentioned in the story, while the teacher writes the chores on the board. At this point students work together as a class while the teacher facilitates and enhances discussion and keeps students focused on task.

Closure: Students use paper, scissors, and glue to build cut-out models of a Dutch house and Dutch barn, and/or work on the auxiliary puzzles and exercises.

Follow Up: This can include classroom and homework activities such as drawing the buildings, creating a cartoon of the "H-frame," or designing a Dutch-style barn to suit their own needs. A test can be based on the data-based questions and "matching" exercise for Module A. Further exploration of Dutch colonization is possible through Modules B and C, and any of the auxiliary materials can be used to extend the students' introduction to the subject.

Teacher's Reflection:

The teacher examines the results of different groups to determine effectiveness and evaluate possible alternatives. Students' understanding of the subject is evaluated using class discussions, homework, and the test.

Materials Needed for Class:

Teacher packet, photocopies for students, board and chalk/markers, scissors, glue.

Websites:

www.dutchbarns.org (Dutch Barn Preservation Society)
www.dutchbarnsurvey.org (Dutch Farm Survey)
www.hollandsociety.org (Holland Society)
www.hvva.org (Hudson Valley Vernacular Architecture)
www.newnetherland.org (New Netherland Museum)
www.nnp.org (New Netherland Institute)
www.nysm.nysed.gov/albany/nnd.html (New York State Museum)
www.threerivershms.com (Three Rivers search engine)

Recommended Reading:

Albany Institute of History and Art — *New World Dutch Studies* (1987, AIHA)
Blackburn, Roderic — *Dutch Colonial Homes in America* (2002, Rizzoli)
Fitchen, John — *The New World Dutch Barn* (2nd edition edited by G. Huber, 2001, Syracuse University Press)
Fradin, Dennis B. — *The New York Colony* (1988, Children's Press; children 4th-8th grade)
Lilly, Melinda — *The Dutch in New Amsterdam* (2002, Rourke Book Co.; children 4th-8th grade)
Reynolds, Helen Wilkinson — *Dutch Houses in the Hudson Valley before 1776* (reprint 1966, Dover Publications)
Shorto, Russell — *The Island at the Center of the World* (2004, Random House)
Staffa, Susan J. — *Schenectady Genesis*, vol. 1 (2004, Purple Mountains Press)
Venema, Janny — *Beverwijck* (2003, SUNY Press)