ON THE HALF MOON WITH *Henry Hudson*
A RESOURCE GUIDE FOR THE QUADRICENTENNIAL

NYC Department of Education

Office of Curriculum, Standards and Academic Engagement,
Department of ELA and Department of Social Studies

2009

NYC Department of Education

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ACKNOWLEDGEMENTS

We want to acknowledge the valuable material we accessed to develop this resource guide [please see page 54 for a full listing].Without the depth and variety of resources available to us through our local museums and the Internet, the creation of this guide would not have been possible.

Cover Photo: Replica of Henry Hudson's *Half Moon, Henry Hudson Maritime Museum*

To The Teacher:

The Quadricentennial of Henry Hudson's voyage will be commemorated on September 12, 2009. To mark the four hundredth anniversary of this historic occasion the NYCDOE Department of Social Studies and English Language Arts has created this Teachers Resource Guide.

In addition to the 400th anniversary of Hudson's voyage, New York State is also marking the 400th anniversary of the voyage of French explorer Samuel de Champlain, the first European to discover the waters of the lake that now bears his name, as well as the 200th anniversary of Robert Fulton's maiden steamboat journey up the Hudson River.

In this guide we have included some interesting facts and information about Henry Hudson, suggested activities that you may want to use to engage your students in thinking about this momentous occasion, and lists of additional resources.

Because the State of New York and other government and cultural agencies and institutions are planning many events and activities to celebrate this day, we have also listed some special events that are taking place locally in New York City and throughout New York State. This commemoration provides all New Yorkers with the opportunity to think about and understand the lasting impact that various individuals and events have had on the history of New York City and New York State.

We hope that you will use the enclosed resources to help your students consider important ideas like cultural diffusion, identity and diversity; change over time; consequences of those changes, advancement and exploration; structures, systems and the dynamics of power.

As a final note, we hope that you will encourage your students to use many different kinds of sources to conduct their investigations about Henry Hudson and always challenge them to be critical readers and viewers of historical documentation.

Standards addressed in this unit:

NYSED Core Curriculum

Global History and Geography
Geography
Economics
The First Global Age (1450-1770)
The Encounter between Europeans and the Peoples of Africa, the Americas and Asia
An Age of Revolution (1750 - 1770)
Economic and Social Revolutions

United States History and Government
Geography
The physical and cultural setting of the Americas
The role and influence of geography on historical and cultural developments

New York City Social Studies Scope & Sequence

Grade 2
Unit 1: Our Community's Geography
New York City has unique geographical features (East River, Hudson Rover, Lower New York Bay, Atlantic Ocean, canals etc.)
Waterways are important to New York City

Unit 2: New York City over Time
New York in the 1660s was inhabited by various Native American peoples
Famous explorers arrived in present day New York City (Henry Hudson)

Grade 4
Unit 1: Native Americans: First Inhabitants of New York State
Geographic features of New York State and New York City
Important bodies of water, landforms, mountains, etc. of New York
Location of Iroquois/ Algonquian territories of New York
Role of climate, environment, animals, natural resources in the location and development of Native American cultures in New York State

Unit 2: Three Worlds Meet
Reasons for European exploration of the western hemisphere (gold, alternate route to China, spices)

Major explorers of New York State interact with native populations (Henry Hudson, Giovanni da Verrazano, and Samuel Champlain)
Three worlds interact: European, African and Native American

Grade 7
Unit 1: Natives and Newcomers: A Clash of Cultures
The Americas prior to early explorers and colonial settlement
Native cultures of the Americas
Europeans explore and settle in North and South America
Interactions between Native Americans, Africans and Europeans

SS Concepts:
Change Human Systems Uses of Geography
Choice Culture Identity
Diversity Movement of People and Goods
Empathy Place and Regions
Environment and Societies Power

Skills:
Thinking Skills - Evaluating sources, drawing inferences and making conclusions
Research and Writing Skills - Synthesizing and evaluating information
Sequencing and Chronology Skills - Understanding the concepts of time, continuity, and change, sequencing major events on a timeline
Maps and Globe Skills

English Language Arts Standards & Core Curriculum:

Grade 2
Students will read, write, listen, and speak for
information and understanding

- Read unfamiliar informational texts to collect and interpret data, facts, and ideas
- Compare and contrast information on one topic from two different sources
- Identify and interpret facts taken from maps, graphs, charts, and other visuals
- Use two sources of information in writing a report
- Produce clear, well-organized, short reports to demonstrate understanding of a topic

Students will read, write, listen, and speak for
critical analysis and evaluation

- Judge the accuracy of content, with assistance from teachers and parents/caregivers

- Express opinions and make judgments that demonstrate a personal point of view, with assistance
- Discuss the impact of illustrations and titles in evaluating ideas, information, and experiences

Grade 4

Students will read, write, listen, and speak for
information and understanding

- Collect and interpret data, facts and ideas from unfamiliar texts
- Use text features, such as captions, charts, tables, graphs, maps, notes, and other visuals, to understand and interpret informational texts,
- Make inferences and draw conclusions on the basis of information from the text, with assistance
- Use organizational patterns such as compare/contrast , cause/effect, and time/order for expository writing
- Compare and contrast ideas and information from two sources
- Identify a conclusion that summarizes the main idea

Students will read, write, listen, and speak for
critical analysis and evaluation

- Analyze ideas and information on the basis of new or prior knowledge and/or personal experience
- Judge accuracy of content to gather facts with assistance from teachers and parents/ caregivers
- Use opinions of teachers and classmates to evaluate personal interpretation of ideas, information, and experience
- Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in one or more than one text
- Use details from stories or informational texts to predict, explain, or show relationships between information and events
- Use ideas from two or more sources of information to generalize about causes, effects, or other relationships

Grade 7

Students will read, write, listen, and speak for
information and understanding

- Interpret data, facts, and ideas from informational texts by applying thinking skills, such as define, classify, and infer
- Draw conclusions and make inferences on the basis of explicit and implied information
- Evaluate the validity and accuracy, ideas, themes, opinions, and experiences in text to identify conflicting information
- Use several sources of information, in addition to an encyclopedia, developing research reports
- Cite sources in footnotes and bibliography, using correct form, with assistance

- Connect, compare, and contrast ideas and information from one or more sources

Students will read, write, listen, and speak for
critical analysis and evaluation

- Present subject from more than one perspective by using various resources
- Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, themes, and experiences
- State a hypothesis and predict possible outcomes

Teacher Background

Sept. 12, 2009 marks the Quadricentennial of Henry Hudson's 1609 voyage. Four hundred years ago, the ship Half Moon, carrying a crew of about 20 Dutch and English seamen, explored the river that now bears Henry Hudson's name.

Henry Hudson was hired by the Dutch East India Company. His ship set sail from Amsterdam on April 4th, 1609. The object of the voyage, as stated in Hudson's contract with the company, was to seek a passage to the north (the Northwest Passage), and ultimately reach what is now the Pacific. Of course, Hudson never reached the Pacific nor did he ever find the Northwest Passage. He did, however, explore the length of the Hudson River from Staten Island to Albany.

A log of Henry Hudson's voyage was kept by Robert Jouet, one of the shipmates on the "Half Moon." It is entitled, *"The Third Voyage of Master Henry Hudson, toward Nova Zembla, and at his return, passing from Farre Islands to New Found Land, and along to Fourtie-Foure Degrees and Ten Minutes, and thence to Cape Cod, and so to Thirty-Three Degrees, and along the coast northward to Fortie-Two Degrees and one Halfe, and up the river neere to Fortie-Three Degrees."*

The 1609 journey was not Henry Hudson's first voyage. An experienced captain, Hudson had sailed before (in 1607) for the Muscovy Company. His goal was to reach China by traveling west. Though he started his voyage in April 1607, he was forced to return to England by September of the same year as the arctic ice proved insurmountable.

He sailed the same waters April through August of 1608 only to be forced back again by the ice.

The 1609 voyage, which is commemorated on September 12, resulted in the exploration of the Hudson River. Henry Hudson's last voyage in 1610 (sailing again for the Muscovy Company) resulted in a mutiny. Sadly, Hudson, his young son, and seven other crew members were abandoned at sea in a small boat. How they ended their lives is a mystery. Whether the party made landfall, drowned or froze to death will never be known.

Hudson and Native Americans of the Period

Native American Groups of the Hudson River
Adapted from *Native American Tribes of the Hudson River*
http://www.hhr.highlands.com/native.htm

In 1609 when Henry Hudson sailed up the North (Hudson) River, there were about ten thousand Indians living on either side of the river. According to E.M. Rutterber in *Indian Tribes of Hudson's River to 1700*, on the East bank the Mahicans held land north of Albany to the sea, south to Long Island and east toward Connecticut. On the west bank, they occupied from the Catskills west to Schenectady (where the territory of the Mohawks began). South of the Catskills were the Minsis or Munsees, a tribe of the Lenni Lenapes whose territory extended south to the sea and west to the Delaware River. (The Lenni Lenapes are also known as the Delawares.)

The Mahicans named the great river on which they traveled *Mahicanituck*. Their governmental seat was where Albany now stands and was called Pempotowwuthut-Muhhecanneuw or "fireplace of the Muhheakunnik nation." A sachem or leader was chosen by the nation and he was assisted by counselors who were also elected.

The Lenni Lenape were based in present-day Philadelphia. Their government was based on consensus by all in power. The nation was divided into three tribes, the Unami, the Unlachto and the Minsi. Each tribe had its own chief and counselors. In peace nothing could be done

without the unanimous consent of the council. The chiefs were required to maintain order and to make decisions and settle disputes. They could not punish or command, but only argue their case before the counselors. If a chief didn't act according to the rules, he could be deposed.

Henry Hudson's description of the Indians who met the Half Moon states that they were "clothed in mantles of feathers and robes of fur, the women clothed in hemp, red copper tobacco pipes, and other things of copper they did wear about their necks."

Most of these "River Indians" lived in long houses or wigwams, made from bended saplings covered with tulip tree bark. They planted corn, squash and beans to supplement their diet of fish and game.

Artifacts of Indian life from groups who lived near the Hudson River have been found by brooks and streams. Some of these artifacts can be seen at Constitution Marsh Audubon Center and Sanctuary in Garrison, New York.

Native Americans of New York State

The following information is from http://www.native-languages.org/york.htm, Native Languages of the Americas, by Laura Redish and Orrin Lewis. The site was first created in 1998 and last updated in 2007.

People: The general term "Mohican" has been used to refer not only to the Mahicans and their kin the Wappingers, but also to six or seven other Indian tribes lumped together as Mohegans by early colonists. The confusion between these eastern tribes was worsened by James

Fenimore Cooper's book "Last of the Mohicans," which incorrectly merged the Mahicans and Mohegans into a single, extinct Mohican tribe. In reality the Mahicans and Mohegans have never been the same tribe, and neither group is extinct. (Cooper may have been thinking of the Wappingers, who really had been destroyed as a distinct people by the time he wrote his book--the survivors were mostly absorbed into the Mahican tribe, where their descendents remain today.) The similarity between their names is due to coincidence and European mispronunciation--"Mahican" comes from the word *Muheconneok*, "from the waters that are never still" (the Hudson River), and "Mohegan" comes from the word *Mahiingan*, "wolf." Today there are about 3000 Mahican Indians in Wisconsin, where they were forced to emigrate, and many Mahican descendents scattered throughout New England.

History: The Mahicans, or Mohicans, were original natives of what is now New York State, along the banks of the Hudson River. Like most Indian tribes of New England, the Mohicans were devastated by warfare and European diseases during the early colonial period, then forced to leave their homelands by Dutch and British expansion. Some Mohicans sought refuge with neighboring tribes, including the Lenape and the Iroquois, but most resettled in Stockbridge, Massachusetts, where they came to be known as the Stockbridge Indian tribe. Soon the Stockbridge Mohicans were deported once again to Wisconsin, where they joined the Munsee Indians on a jointly held reservation. The Munsee and Mohican tribes remain together there to this day.

People: The Lenni Lenape or Delaware Indians are often said to be extinct. This is not true--there are 11,000 Lenape people in Oklahoma, where they were sent by the US government (which only recently stopped incorrectly classifying them as Cherokees), and another 5000 Lenape Indian descendents in New Jersey and Pennsylvania. There are also 3000 Munsee Delawares in Ontario and Wisconsin, and around 1000 Nanticokes in Delaware.

History: Indian oral traditions call the Lenape homeland the original birthplace of the Algonquian tribes, and the Lenape tribe was called "grandfather" by other Algonquian Indian nations on account of this. However, the "walum olum," purported to be a pictographic history of the Lenape people, begins with the Lenapes migrating south from Labrador. Whichever version is correct, by the time of European colonization, the Lenape Indians had been settled in the Delaware River area for centuries. But the Lenapes, like many Native Americans, were decimated by European diseases, and the survivors were driven west by first British and then American expansion. Most Lenape Indians were eventually forced to relocate to Oklahoma in the 1860's, where they entered an uneasy union with the Cherokee Nation and

regained independent tribal status only in 1996. Other Lenape bands remained scattered in their own traditional lands or along the westward routes, where their descendents still live today.

People: The Native American tribes of Connecticut--the Mohican and Mohegan tribes, the Nipmuc, and the Quiripi-speaking tribes like the Quinnipiack, Wampano, Unkechaug, Naugatuck, Mattabesic, Schaghticoke, and Paugussett--were devastated by smallpox and other European diseases. Some Wampano villages suffered more than 90% casualties. Like other Native Americans of New England, the survivors merged together, and many original tribal distinctions were lost. This has caused trouble for their descendents who are trying to seek tribal recognition today; though Schaghticoke, Unkechuag, and Paugusset tribes still exist today, and though no one doubts their Native New England ancestry, they cannot prove a continuous cultural tradition to the federal government because the different bands merged together so much after their heavy population losses.

People: The Narragansett are considered by most historians to be a sub-tribe of the Mohegans, though their language may have been closer to that of the Wampanoag. The Narragansett tribe, like the Niantic, Nipmuc, Montauk, and Pequot, was originally a distinct and independent nation. However, due to heavy population losses and aggressive colonial expansion, the Indian tribes of New England were scattered, merged, and assimilated to such a degree that they lost their languages and much of their individual tribal characters. In particular, the Narragansett, Nipmuc, and Niantic tribes were driven together under the general Mohegan rubric; other Narragansetts took refuge with the Abenakis or Stockbridge Indians, assimilating into those cultures. The Narragansett only regained official tribal status in 1985, though they never stopped practicing their culture within their communities. There are about 2500 Narragansetts in Rhode Island today, including those of Niantic, Nipmuc, and Pequot descent, and 2500 other Mohegans (including some with Narragansett ancestry) in Connecticut and Long Island.

What's the difference between Algonguin and Algonquian?

The Algonquin people live in Canada. They were never in New York. The people who speak about "New York Algonquins" have confused the word Algonquins with the word Algonquians. Algonquian is a general term which is used to refer to dozens of tribes with related languages. Germans speak a Germanic language, but so do English and Norwegian people. In the same way, Algonquin people speak an Algonquian language, but so do Chippewa and Cheyenne people. Algonquian-speaking tribes in New York include the Mohican, Mohegan, and Munsee Delaware tribes listed above. The Cayuga,

Mohawk, Oneida, Onondaga, Seneca, and Tuscarora tribes speak Iroquoian languages, which are very different from the Algonquian ones.

There are seven federally recognized Indian tribes in New York today. Below are the locations of New York's Indian reservations:

1 Cayuga Nation of Indians
2 Oneida Indian Nation
http://www.oneidanation.org/
3 Onondaga Nation
4 St. Regis Band of Mohawk Indians
5, 6 & 7 Seneca Nation
http://www.sni.org/
8 Tonawanda Band of Senecas
9 Tuscarora Nation

Other Indian tribes, bands and communities remaining in New York today include:

- Shinnecock Tribe, Long Island, NY
http://www.shinnecocknation.com/

- Unkechaug Indian Nation of Poospatuck Indians, Long Island, NY

For additional information on the Indians of NYS, Hudson Valley and Dutch documentation of Henry Hudson and his observations of Native Peoples he encountered see
http://www.hrmm.org/halfmoon/natives.htm

Who was Henry Hudson?

Very little is known about the early life of Henry Hudson. His name appears in written records by 1607. Scholars assume that he would have been to sea at a very early age and that he would have learned his craft after many sea voyages. Most of what is known about Henry Hudson comes from the logs maintained on each of his voyages from 1607-1610.

To add to the mystery of Henry Hudson's death is the mystery of his life. Even his physical appearance is somewhat uncertain as all surviving portraits and likenesses of Henry Hudson were created after his death and were based on the descriptions of others. Interestingly enough, historians also assert that the famous ruffled collar portrait so many books attribute as the likeness of Henry Hudson most probably is **not** Henry Hudson.

Henry Hudson Park, Bronx, New York Photo Credit: Jim Henderson

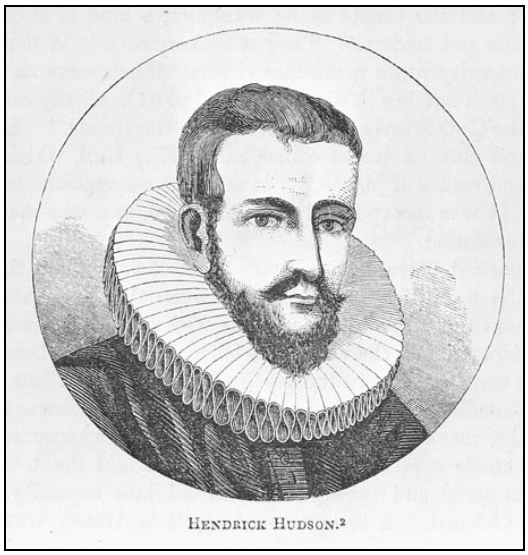
Who was Henry Hudson?

"No portrait of Hudson is known to be in existence. What has passed with the uncritical for his portrait — a dapper-looking man wearing a ruffed collar — frequently has been, and continues to be, reproduced. Who that man was is unknown. That he was not Hudson is certain." - Thomas A. Janvier, biographer of Henry Hudson. The illustration featured here comes from the (presumably uncritical) *Cyclopaedia of Universal History*, 1885

http://www.albanyny.org/_images_content/Government/CityHistory/henry_hudson1.jpg

http://www.gutenberg.org/files/22116/22116-h/images/42.jpg

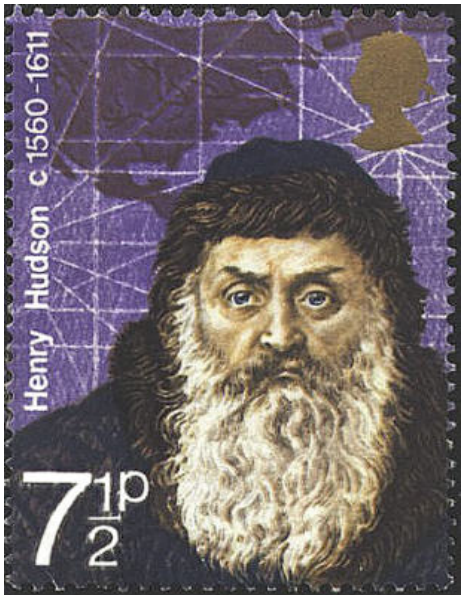
Mutiny image circa 1901
http://images.google.com/hosted/life/l?imgurl=145bf914a5a0a494&q=Henry%20Hudson%20source:life&prev=/images%3Fq%3DHenry%2BHudson%2Bsource:life%26hl%3Den



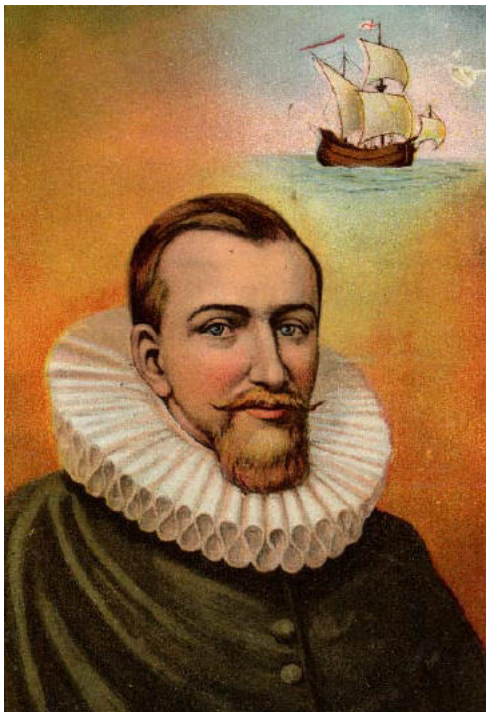
http://data2.collectionscanada.ca/ap/c/c017727.jpg

http://polardiscovery.whoi.edu/arctic/images/timeline-barents.jpg

http://www.britannica.com/EBchecked/topic-art/274681/52124/Henry-Hudson



http://www.ianchadwick.com/hudson/images/hudson.gif



http://www.albanyinstitute.org/info/exhibits/IMAGE46.MG157.PostcardColl.HenryHudsonHalfMoon.JPG

Henry Hudson was probably…

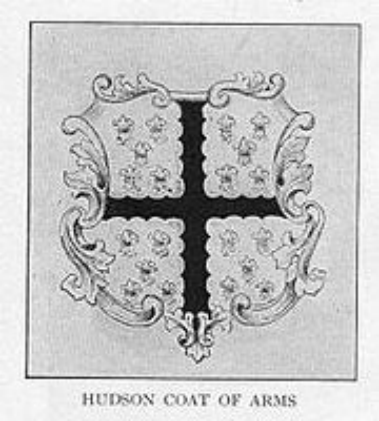
Born during the 1570s.

Some biographers place his family in Hoddersdon, in Hertfordshire, about 17 miles northwest of London.

He may have sailed with John Davis in 1587 on his voyage to discover a northwest passage. On that voyage, Davis named the raging waters now known as Hudson Strait the "Furious Overfall." Based on a suggested birth date of 1570, Hudson would have been 17.

As a young man, he probably served in the offices of the Muscovy Company in London because his family had shares in the company and served as officers in it. A Henry Hudson -- possibly the explorer's grandfather -- is listed in Queen Mary's charter (1555) as one of the founders of the Muscovy Company.

The family coat of arms is an argent (silver) semee of (patterned with) fleurs-de-lis gules (red), a cross engrailed (edged with scallops) sable (black). In other words, a silver background patterned with red fleur-de-lis, with a scalloped black cross.



His family owned a narrow, three-storey brick house near the Tower of London.

Little else is known about his life before 1607. However, some authors have placed him on an English ship fighting the Spanish Armada in 1588, and on trading missions to the Mediterranean, North Sea and Africa, trading steel axes for gold, ivory and spices. He was old enough to be an experienced mariner in 1588 when the Armada attacked England. Since he was an experienced mariner on his first recorded voyage, these stories are not outside the realm of possibility.

Katherine Hudson was his wife and they had three sons: Richard, John and Oliver.

John Hudson was with his father on the last voyage in 1610.

Source: Ian Chadwick http://www.ianchadwick.com/hudson/hudson_00.htm

Suggested Student Activities:

The following activities can be adapted to meet the needs of students in grades 2-8.

Geography

- Learn about the voyages of Henry Hudson and other explorers. Find out what motivated these explorations. What were European powers hoping to gain? Encourage students to present their findings in a variety of ways: PowerPoint, posters, reports, brochures, simulated logs, etc.
- Make a glossary of the various terms for water and waterways: bay, river, estuary, salt water, fresh water, brackish water, embankment, etc.
- Research the known world (old and new) at the time by studying old maps.
- Create maps and trace the routes of Henry Hudson's voyages. Research the role of a navigator.
- Learn about latitude and longitude, ocean currents. Create a handbook for sailors in 1609.
- Find out about the tools that sailors and navigators had available to them during the 1600's. Compare and contrast to navigational tools today.
- Research the geography of New York City. Find out about all the boroughs and islands that make up our city. Create maps.

History

- Find out about the history of European nations/kingdoms in 17th century – Who had the power? Why? Make a chart. Provide information about the countries that engaged in exploration.

- Research the voyage of Samuel de Champlain. He and Henry Hudson were exploring North America at the same time, but neither one of them knew of the existence of the other. Why do you think this was so? What does this reveal about the politics/relationships between nations at the time? What is different about ship travel today?
- Which groups were living in NY at the time of Hudson's arrival? Research local Native American peoples like the Lenni Lenape, Montauk, Haudenesaunee, Canarsie, Shinnecock, Massapequa, etc. Find out what Manhattan was like at the time that Henry Hudson arrived on its shores. Go to http://www.wcs.org/sw-high_tech_tools/landscapeecology/mannahatta for images.

Economics

- What role did companies like the Muscovy Company and the East India Company play in exploration of the 17th century?
- Why did people in Europe want to find a route to Asia? What were they hoping to acquire quickly in Asia? What goods were desired but not available to Europeans? Find out why those specific good were desired.
- Find out about the Fur trade. Why was it important? How did it hurt and help the Native Americans?
- Select a job or role that a crewmember would have had on the Half Moon. Research that role and write about it.
- Research the spices that were desired by Europeans. Create a spice chart and use a map to show from which parts of the world the spices originated.

Government/Civics

- Find out about kinds of government systems/structures that existed during the 17th century.

- Investigate the kinds of government structures of the native American groups. Compare and contrast the Lenni Lenape and Eastern Woodland groups and their governing structures.
- Research the roles and hierarchy of those who made the long voyages (example: captain, first mate, doctor, crew, etc.).
- What allowed for the earliest settlers to establish a colony? What rules or laws allowed this? Who granted permission?

English Language Arts

- Read a variety of texts about Henry Hudson. These texts are available online or select from the book list included in this guide.
- Read an epic poem and write poetry about the voyage or about Henry Hudson in the style of an epic or elegy.
- Create a word wall: *Explorer Vocabulary*
- Write and design an 8 page magazine about Henry Hudson or one of his voyages. Use a real magazine as a guide (National Geographic Explorer or Kids Discover are good choices)
- Using the book *You Wouldn't Want to Be an Explorer* as a mentor text, create an informational book or big book titled *"You Wouldn't Want to Sail with Henry Hudson"* or "*You Wouldn't Want to Be an Early Settler*."
- Write a song telling of Henry Hudson's last day on the ship.
- Write letters as if you were Henry Hudson to his wife or to Henry Hudson from his wife, or as Henry Hudson to the Muscovy Company. What would Henry Hudson say about his travels?
- Write a persuasive essay that argues for or against the actions of the mutineers.
- Class debate of the following question: Was Henry Hudson a success or a failure? Why? Form whose point of view would he have been considered a success? A failure? What do you think he considered himself? Why?
- Write and enact a dramatization of what might have occurred when the crew was deciding to mutiny. What might have been said? What different opinions would have been heard? Why?
- Imagine being on the voyage and keep a ship's log for one week. What would you see? Hear?

- Write about a first encounter with a Native American as if you were one of Hudson's crew.
- Write about seeing the Half Moon as if you were a Native American.
- Trial simulation: How should the surviving mutineers be judged once they return to England? Do you think what they did was wrong? Assign roles to class members and conduct a mock trial.
- Write and illustrate a biography of Henry Hudson.
- Create an annotated and illustrated class timeline of Henry Hudson's life and voyages
- Write and illustrate an Explorer's Dictionary.

Science / Math

- Study weather, wind, etc. and their effects on ships crossing the ocean
- Investigate the technology of the time, navigation instruments, etc.
- Find out about the wildlife and seabirds that might have been observed.
- What were some superstitions of the time? Why do you think people held these superstitions? How did they conflict with science?
- Study the shipbuilding, types of ships of the time. Make diagrams and charts.
- Health and disease/ailments: What kinds of diseases were sailors prone to? Why? Create a healthy foods handbook to be use on ships making long voyages.
- Design a handbook of navigational instruments used aboard the Half Moon.
- Determine distance traveled by Hudson using current maps. Compare an ocean crossing in the 17th century with an ocean crossing today
- Make a graph comparing the dimensions of famous boats, such as Half Moon, Nina, Pinta and Santa Maria, Magellan's ship, etc.
- Create an annotated and illustrated class timeline of Henry Hudson's life and voyages

Art

- How has Henry Hudson been portrayed? Why? What do each of the portraits reveal about the man?
- Take a trip to see the Hudson murals at Staten Island Borough Hall.
- Find out about the painters and artists during Henry Hudson's lifetime. What art forms were popular? What symbols were used?
- Study the paintings included in this guide; analyze and interpret them. Write a story inspired by the painting or illustration.
- Use paintings of the 17th century as inspiration for original artwork
- Draw, make models of ships sailed by Henry Hudson
- Create a pop-up book of Henry Hudson's life or voyages
- Design a storyboard showing key scenes from the life or last voyage of Henry Hudson. Be sure to include dialogue and direction.

Technology

- Create a PowerPoint about one of Henry Hudson's voyages.
- Create a voice thread of the mutiny
- Create a digital storyboard of an important moment in Henry Hudson's life. Animate the storyboard.
- Design and create an e-book for children that tells key information about Henry Hudson's life or his voyages
- Start a blog about Hudson and invite classmates to join and respond
- Record dramatizations using still or moving cameras.

Sample Lesson 1: *Getting to Know Henry Hudson*

The text on the following pages (Explorer Fact Sheet) can be used as a read aloud, shared reading activity or you can reproduce the text and students can read the text independently and annotate the text in small groups.

Explorer Fact Sheet
HENRY HUDSON

http://www.eduref.org/Virtual/Lessons/crossroads/sec4/Unit_2/Unit_IIQ2R11.html

Little is known about the life of Henry Hudson before he became an explorer during the period between 1607 and 1611. He and his wife Katherine had three sons, one of whom sailed with him as he searched for a western route to Asia. Hudson made four voyages in search of a new route to the Orient, three flying the flag of England and one for the Dutch.

Hudson's first two voyages were financed by the English Muscovy Company. This was a group of English merchants who traded with Moscow. Hudson was hoping to find a northeast passage to China, Japan and the East Indies. He believed that a route could be found by heading for the Arctic Ocean. Both voyages resulted in the Hopewell turning back. Blocked by ice and heavy winds Hudson returned to England and the English merchants grew discouraged with the venture. The Dutch East India Company heard of Hudson's attempts to find a northeast passage and agreed to supply him with a ship, crew, and provisions in order to continue the explorations for a passage to the Orient.

The Half Moon left Holland in 1609 and started northeast. Hudson again found himself blocked by ice north of Russia. The men, many accustomed to a warmer route, began to grumble and threaten to mutiny. Rather than return to Holland and face the merchants who paid for the expedition, Hudson reversed his course and crossed the Atlantic to look for the passage to the Indies through America. The ship reached the coast and sailed to what is now Chesapeake Bay, then turned north. On September

11, 1609, the Half Moon entered the bay now known as New York Harbor. Hudson became the first European to reach this spot since the visit of Verrazano eighty-five years earlier.

Hudson sailed up the river that is today named for him. This journey was the basis for the Dutch claim to the area now known as New York. The land was beautiful and well suited for settlement. Along the way he found the Indians to be very friendly, of ten rowing out to meet him. They brought green tobacco to smoke and beaver and otter skins to trade for beads, knives, and hatchets. Despite this the crew remained mistrustful. At one point they set ashore and drove a group out of their village. Later , a group of Indians in canoes attacked a small boat of sailors as they explored the bay. The farther north Hudson went he realized that this was not the way to the Pacific. He probably went above where the Mohawk River joins the Hudson before turning back.

The Half Moon returned to England rather than Holland, and landed in November 1609. He sent an account of his voyage to his employers and requested permission to prepare for another voyage. The Dutch merchants ordered him to return to Holland but England refused to let him leave the country. They did not want further voyages to benefit Holland. Hudson's fourth trip to sail northwest in search for a passage to the Orient was funded by English merchants. He left in the ship Discovery, April 1610. During this trip Hudson set out for the American Arctic and sailed through the Hudson Strait and into Hudson Bay. Hudson was convinced that this great sea would extend westward to China.

Hudson explored the waters and after several weeks the crew began to protest. They demanded to head for home but Hudson refused. Winter set in and the ship was stranded. When spring came Hudson wanted to resume the search for the westward water route but the crew had suffered enough hardship. They mutinied and took over command of the ship. They set Hudson, his son John, and six supporters adrift in a small boat and left them to die. They were never seen again. The Discovery sailed for home but several crew members died of starvation before they reached England. The surviving members were not punished for their crime. They were the only men who had sailed the sea that was thought to lead to the Indies. They were too valuable to hang.

Using the Text as Read Aloud

If you are using the text as a read aloud, encourage students to take notes while they listen. They can use a simple T-chart format. On one side they can record important facts and on the other side, they can record any questions they have.

Discuss and distribute copies to students for a second reading. Ask students to read with the purpose of learning information that they did not get during the first reading. They can add new notes and questions to the T-chart.

Students can practice summarizing by using their notes to write a one paragraph summary.

Using the Text for Shared Reading

Read with students and model a think-aloud as you read and take notes about Henry Hudson. Model with the first paragraph or two and then allow students to complete the activity in small groups or on their own. Remind them to read for important facts about Henry Hudson.

Annotating the Text

Read the text aloud to all students. Assign students to groups and provide each group with a paragraph from the text. Ask each group of students to read the paragraph. Tape the paragraph in the center of a large sheet of chart paper. Tell students to take turns commenting on the text by writing their comments on the chart paper. Students can go around twice, once to comment on the text and the second time to respond to the comments made by other students.

Sample Lesson 2: *Pictures of Henry Hudson*

Make transparencies of the portraits of Henry Hudson (on pages 7-8) to display on an overhead, locate the portraits online and use on a Smartboard, or make copies of the portraits for each student. You can do the same with the images below.

You may want to model observing and recording your own observations first so that students know how to proceed. Model a think-aloud as you observe the images and record your thoughts, observations and questions.

Encourage students to view the images and record their observations. You may wish to use a template titled "What I See, What I Think, What I Wonder." This is a simple 3 column chart that students can complete while they are observing the images. You may also want to use the guiding questions below.

Engage in a whole class discussion about what the students observed and the questions they have. Students should be able to explain any conclusions that they made by referencing what they observed. Assign a recorder for the conversation, advising the recorder to note only new statements made. You can also discuss the images using the Socratic Seminar protocol.
http://www.pwcs.edu/curriculum/sol/socratic.htm

Henry Hudson Entering New York Bay

http://www.gutenberg.org/files/24990/24990-h/images/i063.jpg

Guiding Questions for Discussion

Look carefully at the picture and describe what you see.
If the picture could speak, what would it say to you?
What does the picture make you feel? Think of? Why?
From whose perspective is this picture painted?
What might the Native Americans pictured be thinking?
Why do you think this is so?

Henry Hudson Adrift

The two images below illustrate the same event, the day that Hudson's crew mutinied and set him and a small group adrift.

http://www.pbs.org/wnet/colonialhouse/history/images/map_hudson.jpg

Tate Gallery, London

John Collier's painting of Henry Hudson with his son and some crew members after a mutiny on his icebound ship. The boat was set adrift and never heard from again.

Guiding Questions for Discussion

How are the two pictures alike and/or different?

What is the emotion in each picture? What is the mood?

What do you think each artist was trying to say about the event? About Henry Hudson?

THINKING ABOUT IMAGES TEMPLATE

Name of images:

_____

Look carefully at the pictures and complete the chart below.

What I See	What I Think	What I Wonder

Template from *Looking to Write* by Mary Ehrenworth. Used by permission of author

Sample Lesson 3: *Excerpts from the ship's log of Robert Jouet*

Ask the students if they have ever heard of a ship's log. Elicit answers and continue by telling students that they are going to read and interpret the logs of a crewmember that sailed with Henry Hudson.

Depending on the needs and interests of your students, you can provide each student with a selection from the logs, or you may give each group of students one entry to read and interpret. Students can complete this activity in groups, partnerships or independently.

Be sure to tell students that because the log is a primary source – it is written the way people wrote/spoke in the 17th century. Remind them that historians work with primary sources all the time. Tell them that these sources are challenging to read because of the language used (17th century English) and because ship's logs had a very specific purpose so often complete sentences are not used. It is important to make students aware of the reading challenges presented when using and interpreting primary sources.

Ask students to read the log entry once and try to figure out the content (they can discuss with their peers). Students will note that there is some unfamiliar vocabulary. Ask students to list the words that they feel matter to the understanding of the text. (You may want to model how one decides if a new word(s) is(are) important to the understanding of an entire sentence.)

Allow students time to use references to find out the meaning of the unfamiliar terms. Ask students to read the entry a second time and then paraphrase the text.

After students have completed the activity and shared their work, it is helpful to list the vocabulary words that students felt mattered to their comprehension of the text and look for commonalities and differences.

From the collections of the New York Historical Society, Second Series, 1841

Friday, August 28

Fair and hot weather, the wind at south-south-west. In the morning at six o'clock we weighed, and steered away north twelve leagues till noon, and came to the point of the land; and being hard by the land in five fathoms, on a sudden we came into three fathoms; then we bore up and had but ten foot water, and joined to the point. Then as soon as we were over, we had five, six, seven, eight, nine, ten, twelve and thirteen fathoms. Then we found the land to trend away north-west, with a great bay and rivers. But the bay we found shoal; and in the offing we had ten fathoms, and had sight of breaches and dry sand. Then we were forced to stand back again; so we stood back south-east by south three leagues. And at seven o'clock we anchored in eight fathoms water; and found a tide set north-west, and north-north-west, and it rises one fathom and flows south-south-east. And he that will thoroughly discover this great bay, must have a small pinnace, that must draw but four or five foot water, to sound before him. At five in the morning we weighed, and steered away to the eastward on many course, for the more norther land is full of shoals. We were among them, and once we struck, and we went away; and steered away to the south-east. So we had two, three, four, five, six, and seven fathoms, and so deeper and deeper.

Saturday, August 29

Fair weather, with some thunder and showers, the wind shifting between the south-south-west, and the north-north-west. In the morning we weighed at the break of day, and stood towards the northern land, which we found to be all islands to our sight, and great storms from them, and are shoal three leagues off. For we coming by them, had but seven, six, five, four, three, and two and a half fathoms, and struck the ground with our rudder, we steered off south-west one glass, and had five fathoms. Then we steered south-east three glasses, then we found seven fathoms, and steered north-east by east, four leagues, and came to twelve and thirteen fathoms. At one o'clock, I went to the top-mast head, and set the land, and the body of the islands did bear north-west by north. And at four o'clock, we had gone four leagues east-south-east, and north-east by east, and found but seven fathoms, and it was calm, so we anchored. Then I

went again to the top-mast head, to see how far I could see land about us, and could see no more but the islands. And the southern point of them did bear north-west by west, eight leagues off. So we rode till midnight. Then the wind came to the north-north-west, so we weighed and set sail.

Sunday, August 30

In the morning between twelve and one, we weighed and stood to the eastward, the wind at north-north-west, we steered away and made our way east-south-east. From our weighing till noon, eleven leagues. Our soundings were eight, nine, ten, eleven, twelve and thirteen fathoms till day. Then we came to eighteen, nineteen, twenty, and to twenty-six fathoms by noon. Then I observed the sun, and found the height to be 39 degrees 5 minutes, and we saw no land. In the afternoon, the wind came to north by west; so we lay close by with our fore-sail, and our mail-sail, and it was little wind until twelve o'clock at midnight, then we had a gale a little while. Then I sounded, and all the night our soundings were thirty, and thirty-six fathoms, and we went little.

Monday, August 31

Fair weather and little wind. At six'o'clock in the morning we cast about to the northward, the wind being at the north-east, little wind. At noon it fell calm, and I found the height to be 38 degrees 39 minutes. And the streams had deceived us, and our sounding was thirty-eight fathoms. In the afternoon I sounded again, and had but thirty fathoms. So that we found both by our observations and our depths. From noon till four o'clock in the afternoon, it was calm. At six o'clock we had a little gale southerly, and it continued all night, some times calm, and sometimes a gale; we went eight leagues from noon to noon, north by east.

Tuesday, September 1

Fair weather, the wind variable between east and south, we steered away north-north-west. At noon we found our height to be 39 degrees 3 minutes. We had soundings thirty, twenty-seven, twenty-four, and twenty-two fathoms, as we went to the northward. At six o'clock we had twenty-one fathoms. And all the third watch till twelve o'clock at

mid-night, we had soundings twenty-one, twenty-two, eighteen, twenty-two, twenty-one, eighteen, and twenty-two fathoms, and went six leagues near hand north-north-west.

Wednesday, September 2

In the morning close weather, the wind at south in the morning; from twelve until two o'clock we steered north-north-west, and had sounding twenty-one fathoms, and in running one glass we had but sixteen fathoms, then seventeen, and so shoaler and shoaler until it came to twelve fathoms. We saw a great fire, but could not see the land, then we came to ten fathoms, whereupon we brought our tacks aboard, and stood to the eastward east-south-east, four glasses. Then the sun arose, and we steered away north again, and saw land from the west by north, to the north-west by north, all like broken islands, and our soundings were eleven and ten fathoms. Then we luffed in for the shore, and fair by the shore we had seven fathoms. The course along the land we found to be north-east by north. From the land which we first had sight of, until we came to a great lake of water, as we could judge it to be, being drowned land, which made it rise like islands, which was in length ten leagues. The mouth of the lake hath many shoals and the sea breaks upon them as it is cast out of the mouth of it. And from that lake or bay, the land lies north by east, and we had a great stream out of the bay; and from thence our sounding was ten fathoms, two leagues from land. At five o'clock we anchored being little wind, and rode in eight fathoms water, the night was fair. This night I found the land to haul the compass 8 degrees. For to the northward off us we saw high hills. For the day before we found not above two degrees of variation. This is very good land to fall in with, and a pleasant land to see.

Thursday, September 3

The morning misty until ten o'clock, then it cleared, and the wind came to the south-south-east, so we weighed and stood to the northward. The land is very pleasant and high, and bold to fall withal. At three o'clock in the afternoon, we came to three great rivers. So we stood along the northernmost, thinking to have gone into it, but we found it to have a very shoal bar before it, for we had but ten foot water. Then we cast about to the southward, and found two fathoms, three fathoms, and three and a quarter, till we came to the southern side of them, then we had five and six fathoms, and anchored. So we sent in our boat to sound, and they found no less water than four, five, six and seven fathoms, and returned in an hour and a half. So we

weighed and went in, and rode in five fathoms, ooze ground, and saw many salmons, and mullets, and rays very great. The height is 40 degrees 30 minutes.

Friday, September 4

In the morning as soon as the day was light, we saw that it was good riding farther up. So we sent our boat to sound, and found that it was a very good harbour; and four and five fathoms, two cables length from the shore. Then we weighed and went in with our ship. Then our boat went on land with our net to fish, and caught ten great mullets, of a foot and a half long a piece and a ray as great as four men could haul into the ship. So we trimmed our boat and rode still all day. At night the wind blew hard at the north-west, and our anchor came home, and we drove on shore, but took no hurt, thanked be God, for the ground is soft sand and ooze. This day the people of the country came aboard of us, seeming very glad of our coming, and brought green tobacco, and gave us of it for knives and beads. They go in deer skins loose, well dressed. They have yellow copper. They desire clothes, and are very civil. They have great store of maize or Indian wheat, whereof they made good bread. The country is full of great and tall oaks.

Guiding Questions for Discussion:

What did you learn about the voyage? About the writer Robert Jouet? About Henry Hudson? About the land and peoples they encountered?

Make a list of words that you think are not used today. What might they mean?

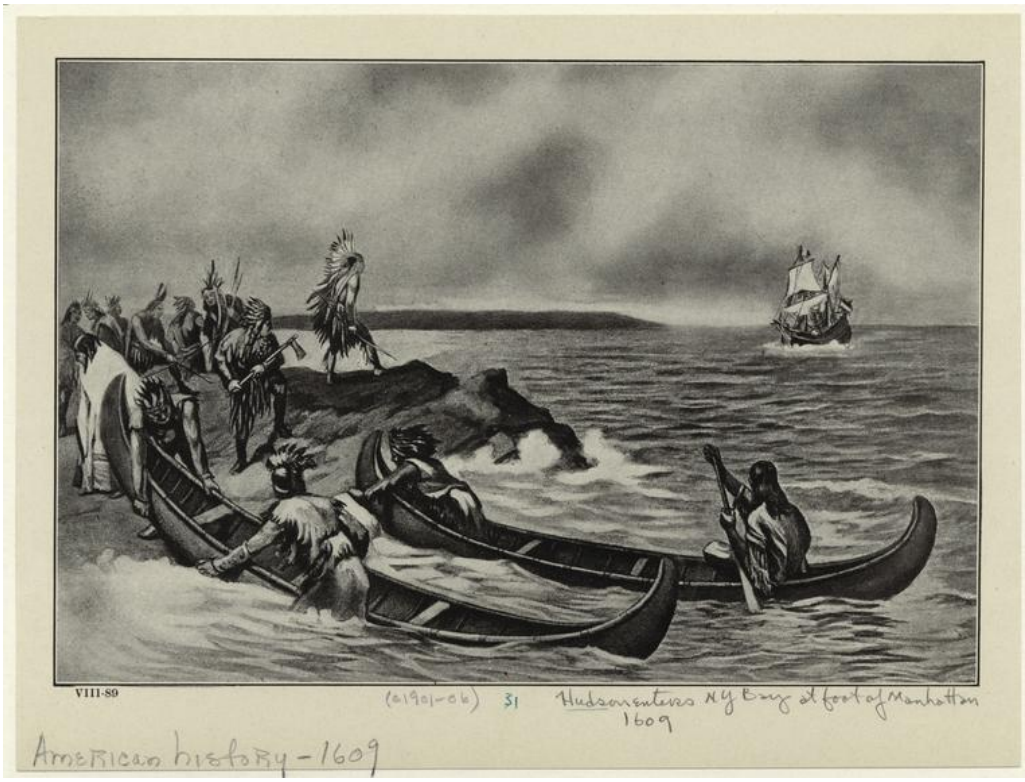
Draw a picture based on the descriptions.

What questions do you have after reading the logs? What questions do you have? What would you like to know more about? How might you find out?

Find out why maintaining a ships' log on a long voyage was an important activity.

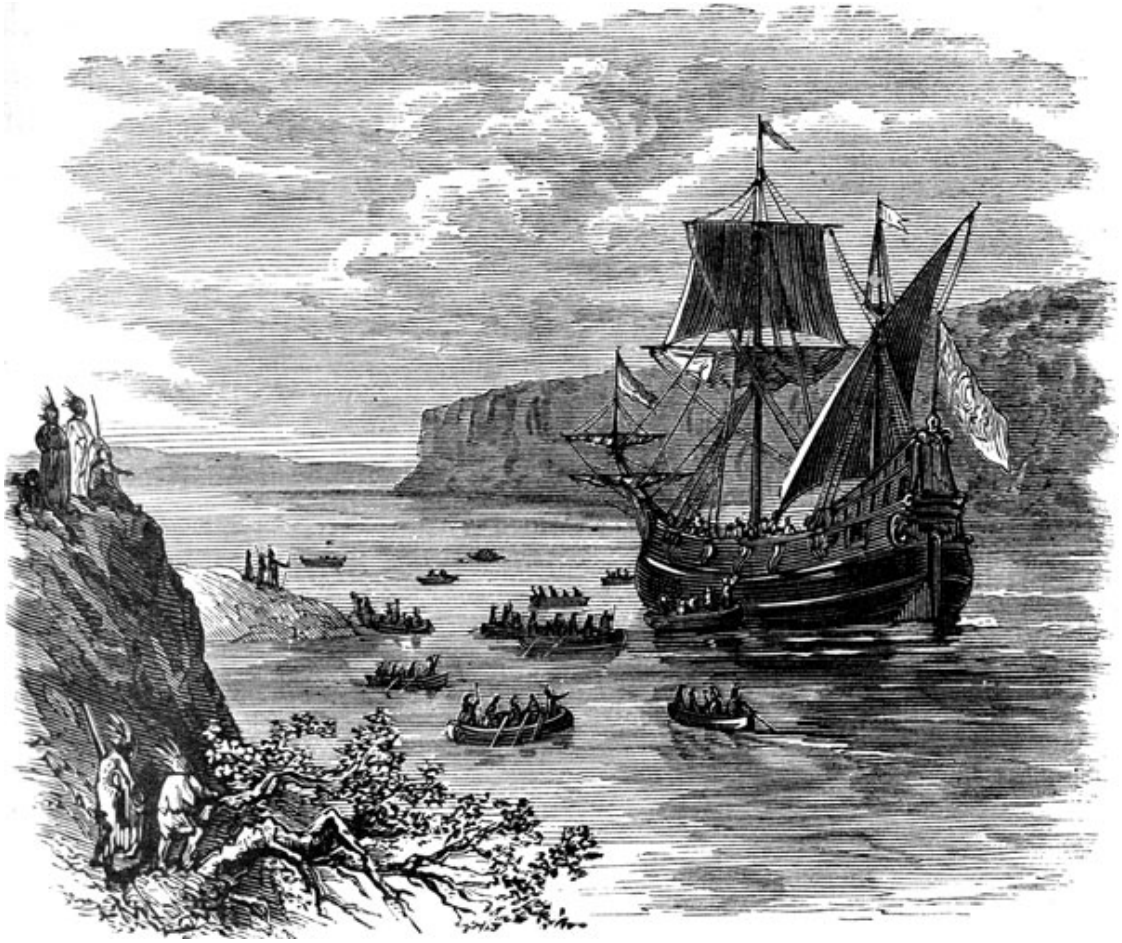
Pretend you were one of Henry Hudson's crew members and try writing an entry for a ship's log.

The pictures that follow show artists' interpretations of Hudson's first encounter with the area's Native Americans:



Hudson enters New York Bay at foot of Manhattan, 1609.] (1901-06)

http://digitalgallery.nypl.org/



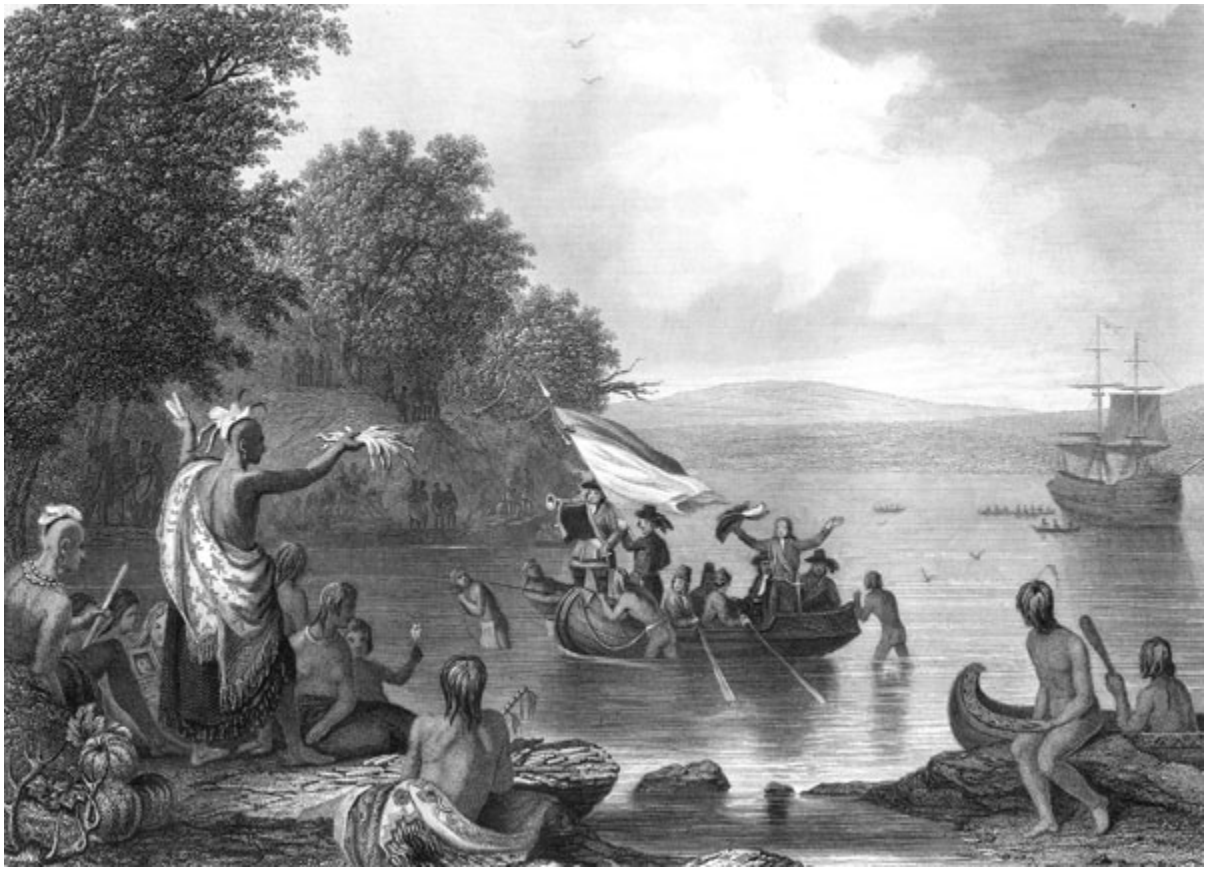
http://ushistoryimages.com/henry-hudson.shtm

The "Half-Moon"

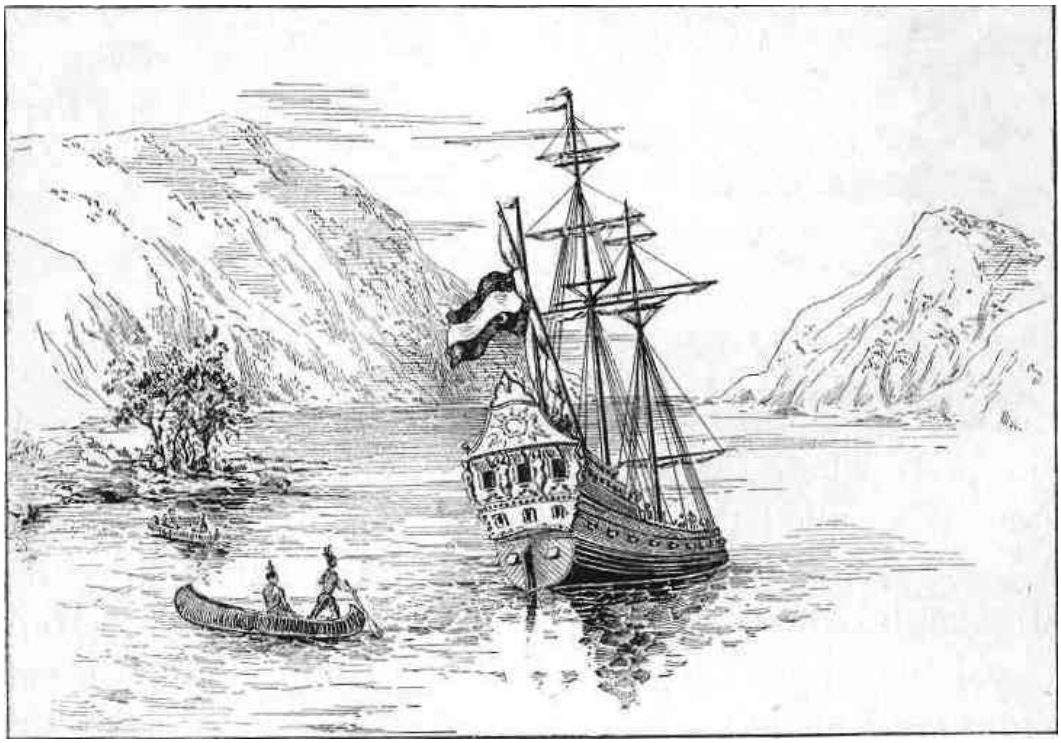
Benson Lossing, 1866

http://images.google.com/imgres?imgurl=http://www.washington-heights.us/history/archives/images/HalfMoon.jpg&imgrefurl=http://www.washington-heights.us/history/archives/the_hudson_from_the_wilderness_to_the_sea_2.html

http://images.google.com/imgres?imgurl=http://imagecache01a.allposters.com/images/pic/NWPPOD/EXPL2A-00054~Henry-Hudson-s-Ship-Half-Moon-Meets-Native-Americans-in-the-Hudson-River-Highlands-c-1609-Posters.jpg

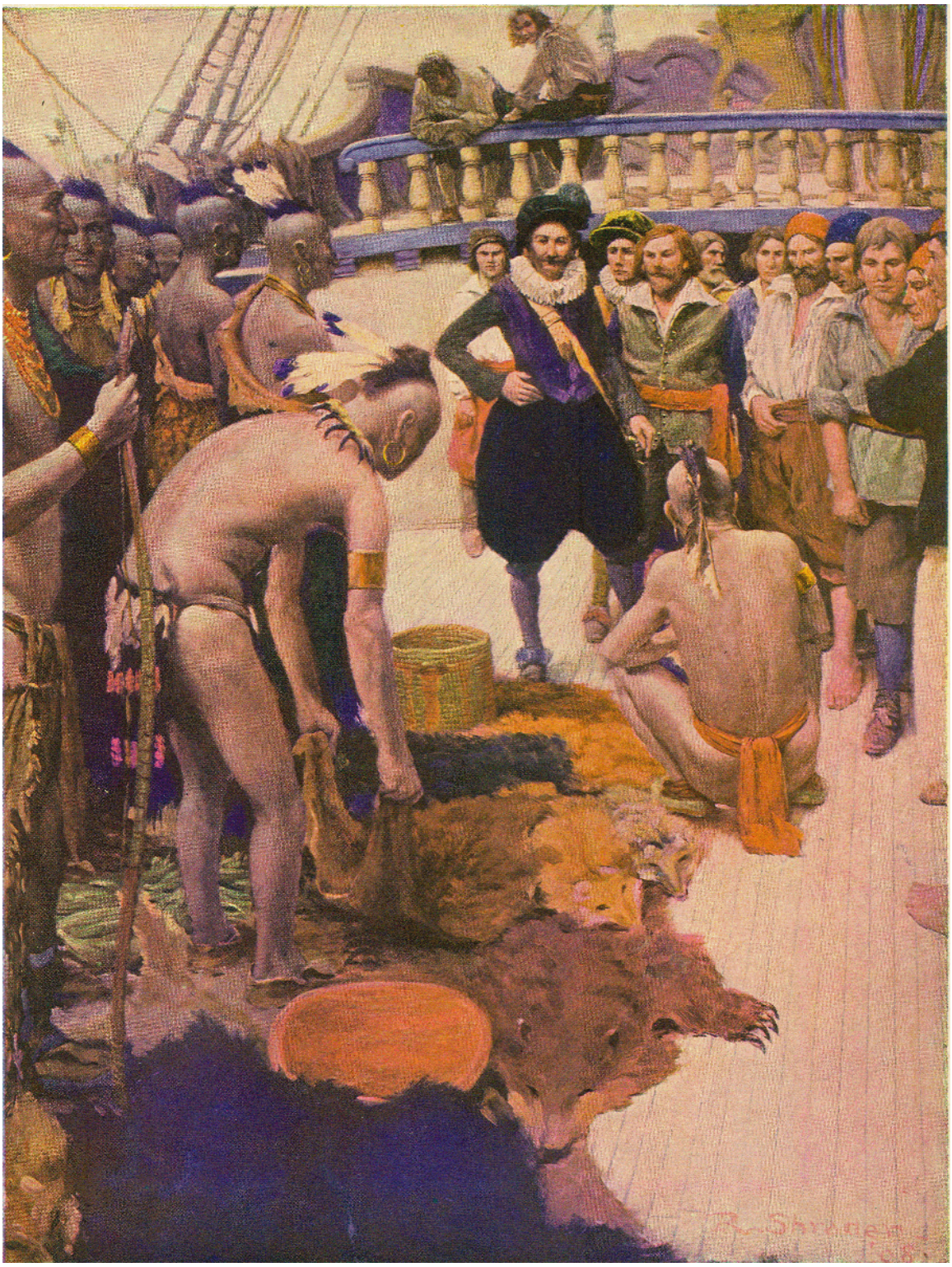


http://ushistoryimages.com/images/henry-hudson/fullsize/henry-hudson-4.jpg



Montgomery, 1893

http://www.gutenberg.org/files/18127/18127-h/images/029hudson.jpg



http://www.heritage-history.com/books/hutchinson/found/zpage120.gif

http://digitalgallery.nypl.org/nypldigital/

The Discovery of the Hudson
http://digitalgallery.nypl.org/nypldigital/

Sample Lesson 4: *Dear Katherine*

Remind the students that in 1610, Henry Hudson searched for the Northwest Passage. Although the passage eluded him, he would not give up. The crew mutinied and Henry and several others were put adrift in the icy Arctic waters. When the writers wrote this song, they tried to imagine how Henry would explain his situation to his wife.

Have students read the lyrics while they listen to the song below by Shawna Audet and The Overlanders. Tell students that when the writers wrote this song, they tried to imagine how Henry would write about his predicament to his wife. The song can be downloaded and played by going to the following website:

http://www.songsforteaching.com/canada/sa/henryhudsonslastletter.htm

The song lyrics follow on the next page.

Gerard Terborch, *Reading a Letter*, 17th century

Imagining Henry Hudson's Last Letter

Dear Kathy, Where should I begin?

The ice is setting in; my luck is running thin

And I'm feeling so alone

Dear Kathy, The winter stole my dreams

There's danger in these waters; these men aren't what they seem

Snow is just like diamonds but it hides the ice below

A mask of dedication, deep down I knew it was a lie

The sum of everything I am has never been enough

Was it really worth the trip?

I couldn't find my way to the thing that was most true

I'd be a richer man if I'd stayed with you

Dear Kathy, I think I pushed too hard

I wouldn't stop the journey when my men were all half-starved

I couldn't find it in myself to ease my iron grip

It was time to cut their losses; they cast me off the ship

And I'm feeling so betrayed

Dear Kathy, You should be proud of John

While others were rebelling, he told them they were wrong

And he stayed strong

But he knew all along

They were right

I thought I was a wise man

The stars were clear to me

I promised you the spices from the Orient

But the bay wouldn't set me free

The sum of everything I am has never been enough

Was it really worth the trip?

I couldn't find my way to the thing that was most true

I'd be a richer man if I'd stayed with you

Dear Kathy, I cannot tell a lie I have no ship,

I have no wings, I know that soon we'll die

And I'm feeling so alone

Guiding Questions for Discussion:

Ask students to tell you what they believe is tone of the song. What emotions does it evoke? Why?

What historical facts did the writer use?

What does the song reveal about the character of Henry Hudson?

Do you agree or disagree with the authors' view of how Henry Hudson was feeling as he wrote the letter? Encourage students to explain their thinking.

Ask students to read the lyrics and listen to the song a second time. What new insights do they have after the second reading?

Writing Activity:

Ask students to write a letter or song in Henry Hudson's voice to his wife or to one of his sons in England.
Imagine how Hudson felt at this tragic point in his life.
What is his state of mind in your letter or song?
Why?
How will your song/letter be different?
Why?
Be sure to use historical facts in the letter/song.
Students can also write a letter from the point of view of Hudson's young son to his mother or brothers, or from the point of view of one of the surviving children.

THINKING ABOUT SONGS TEMPLATE

Name of song: Henry Hudson's Last Letter

Think carefully about the song lyrics and complete the chart below.

What I Hear	What I Think	What I Wonder

Template adapted from *Looking to Write* by Mary Ehrenworth. Used by permission of author

Sample Lesson : *The Mutiny*

The following text passage is good choice for getting students interested in Henry Hudson as they will have many questions about the mutiny. Make a transparency to use with an overhead projector or make copies of the following text for each student. You can use the text for shared reading or you can ask students to read the text silently.

The 1609 journey was not Henry Hudson's first voyage. An experienced captain, Hudson had sailed before (in 1607) for the Muscovy Company. His goal was to reach China by traveling west. Though he started his voyage in April 1607, he was forced to return to England by September of the same year as the arctic ice proved insurmountable.

He sailed the same waters April through August of 1608 only to be forced back again by the ice.

The 1609 voyage, which is commemorated on September 12, resulted in the exploration of the Hudson River. Henry Hudson's last voyage in 1610 (sailing again for the Muscovy Company) resulted in a mutiny. Sadly, Hudson, his young son, and seven other crew members were abandoned at sea in a small boat. How they ended their lives is a mystery. Whether the party made landfall, drowned or froze to death will never be known.

Using the Facts and Questions template, model one fact you learned from the text and a question you have which is related to that fact. Think aloud as you the think about the text, and let student knows why you chose the fact and why you still have a question.

Once students have completed the activity, you can review their facts and questions as a whole class activity or in small groups.

Additional information on the mutiny:

Source: http://www.ianchadwick.com/hudson/hudson_05.htm

Possibly Hudson and his abandoned crew died in that boat on the water, of cold and hunger. Several were already sick when they were set adrift. Possibly they made their way to the shore, to set up camp and await the rescuers they knew would be sent from England to find them. In 1631, Capt. Thomas James found the remains of what may have been a shelter erected on Danby Island - the ship's carpenter was among the abandoned men. During the expedition of 1668-70, Capt. Zachariah Gillian found similar remains supposedly left from an English crew 60 years earlier. But the evidence however tantalizing is inconclusive. Hudson and his abandoned crew vanished from history and no positive proof of their fate was ever found.

Mystery Mutiny
Facts and Questions Ladder

Read about the mutiny. Write one fact and think of a question you have connected to the fact.

FACT:

QUESTION:

FACT:

QUESTION:

FACT:

QUESTION:

Sample Lesson 6: *What kind of waterway is the Hudson River?*

http://www.tug44.org/hudson.river/

The Hudson River is considered a tidal river. It is mostly salt water. It widens and narrows at various points along its length. The early Dutch explorers called it the North River, a name New York City kept for it into the twentieth century. There are small islands in the Hudson River as well as lighthouses along the way. The river is 315 miles from its source in the Adirondacks at Lake Tear of the Clouds to New York City's harbor. There is a great abundance of fish in the Hudson which use this waterway as home or nursery. Over 100 species of fish swim in its waters-from shad and striped bass to eels, anchovies, perch, blue crab, sturgeon, large and smallmouth bass, sunfish and trout. All along the Hudson River are found castles, historic towns and mansions and century-old lighthouses. It is characterized by steep cliffs, rolling hills, highland plains and sandy beaches, thousands of acres of parkland, and tiny hamlets and great cities. Boat captains continue to refer to the Hudson as the North River, even today.

In Henry Hudson's time the river itself was seen as treacherous, especially in the stretch known as the Hudson Highlands. This area begins about 50 miles north of New York City and extends for about 15 miles, between what is now Peekskill and Newburgh. Here the hills rise up more than 1,000 feet along either shore and fierce currents and strong winds made sailing extremely difficult and dangerous. These areas were called World's End and Devil's Horse Race by the Dutch sailors.

http://www.hudsonriver.com/

Student Activities

Find our more information about the Hudson River. List your facts on a poster titled "Facts about the Hudson River." Include pictures.

Take a walk along the Hudson River and imagine what it was like 400 years ago. If you go to the Cloisters you will have a pretty good idea. Take pictures or make sketches. Compile them into a book and write captions for each photo or drawing.

Research the kinds of fish and animals that live in the Hudson River.

Make maps of the Hudson River.

Create a glossary of terms that relate to the Hudson River.

Sample Lesson 6: *What did the sailors eat?*

Provide students with the background information below and then distribute a copy of the Provisions Chart below (or you can reproduce the chart onto chart paper, an overhead transparency or the board).

Ask the students to imagine what kinds of food the sailors needed to pack for the long voyage. Considering the year 1609, ask them to think also about what problems the sailors might have encountered regarding food preservation.

Read aloud: "Most days the crew had a stew or soup of salted beef, salted pork, or dried fish. Peas and beans were used in these stews as well as onions and garlic. Both were used primarily for their flavoring effect, but also for their medicinal properties, such as vitamin C unknown to the sailors of the time, both therefore helped prevent scurvy." Discuss and let students ask questions.

"Scurvy was not a common problem for sailors in the North American area. The journeys from Europe were relatively short, averaging approximately 12 weeks, and traditional food supplies tended to survive better in the more temperate climates." Define the disease of scurvy for students.

Tell students that whenever possible crews would supplement their preserved food with fresh food. The fresh food could not have been brought from England. Robert Jouet's journal mentions that the crew really liked Maine lobsters.

Hudson's sailors drank a type of weak beer called "duun beer" (or sometimes "klein beer") by the Dutch. The weak alcohol content helped to preserve the freshness of the drink, as fresh water would turn bad after a few weeks at sea. Fresh rain water was collected in a barrel.

Distribute the provisions chart that follows on the next page.

Provisions supplied by the Dutch East India Company

1. Meat (Beef)
2. Bacon (Pork)
3. Wine
4. Brandy
5. Oil
6. Klein beer
7. "Good" beer
8. Spanish Wine
9. French Wine
10. Vinegar
11. Water
12. Ham (for officers)
13. Smoked Beef (for officers)
14. Smoked tongue (for officers)
15. Hard tack
16. Groats
17. White peas
18. Gray peas
19. Beans
20. Butter
21. Stock-fish (usually dried cod)
22. Cream Cheese
23. Hard Cheese
24. Salted Pork
25. Salted Beef
26. Pickled Herring
27. Whale Blubber
28. Brandy
29. Salt
30. Mustard Seed

Ask students to read the list and categorize the provisions according to how long the items would be edible. Students can then put the provisions in to the following categories: Better to Eat Now or Better to Eat Later. Students can share their lists and discuss.

Additional Information

Typical Meals:

Breakfast: *Groats* and pickled herring.

Dinner (lunch): The most substantial meal of the day. It would include a stew, or soup of meat or fish with dry beans or peas and flavorings such as onion and garlic.

Supper: Leftovers from Dinner (lunch), sometimes supplemented by cheese.

Once a week, five pounds of *hardtack* and a pound of butter would be distributed for each person. Beer or water was available to be drunk at will.

Source: http://www.hrmm.org/halfmoon/manual.htm

Additional Activities:

Find out about the nutritional value of the foods that Hudson's sailors had. What important nutrients did they have? What important nutrients were missing?

Create a Crew's Cookbook using the food items that were available on the ship.

Find out about the diseases that could be caused by lack of certain foods.

Ask students to find out about the kinds of foods that astronauts take on long flights in space. Ask them to compare with the provisions on the Half Moon. Students can also complete a Venn Diagram.

Sample Lesson 7: *What tools were used for navigation?*

Hudson's most important duty was navigation (how to get the ship from one point to another) and piloting (navigating the vessel along the shore or into a harbor). Hudson was an expert at navigating by keeping track of his ship's position by the courses steered and distances covered (dead reckoning) and by observing celestial bodies (celestial navigation of moon, stars, planets).

To help with these tasks he may have had the following tools:

a) Magnetic Compass
b) Sand Glass
c) Traverse Board
d) Knot Log
e) Lead line
f) Astrolabe
g) Quadrant
h) Cross Staff
i) Sea Charts
j) Waggoners (Rutters)

Student Activities

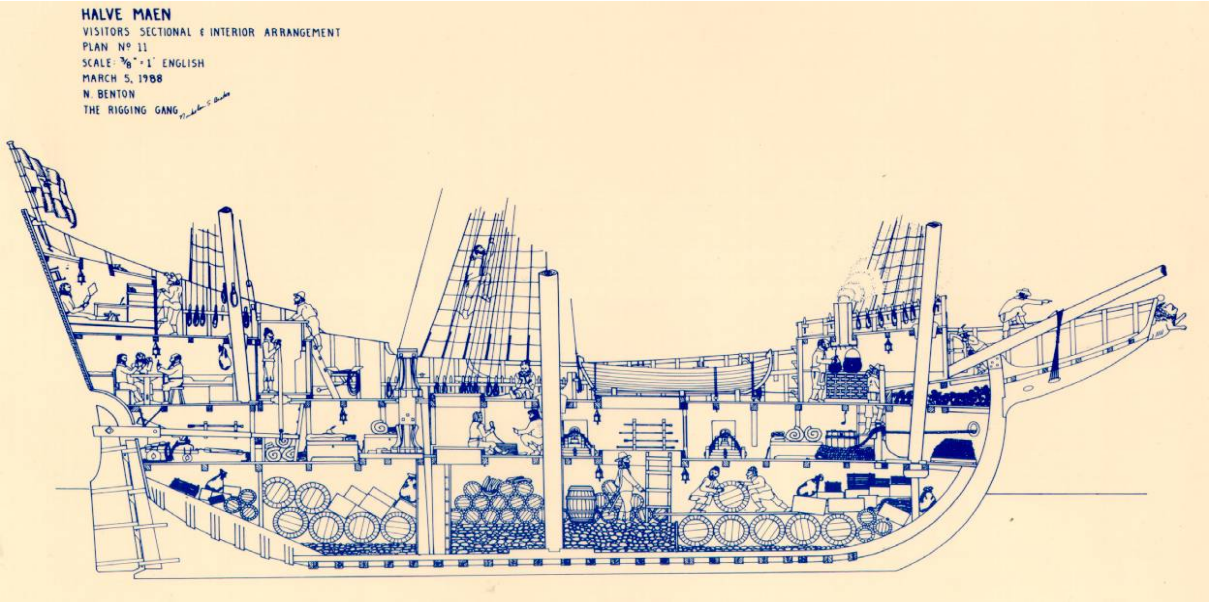
Create a brochure that tells about and pictures all the tools that Henry Hudson used for navigation

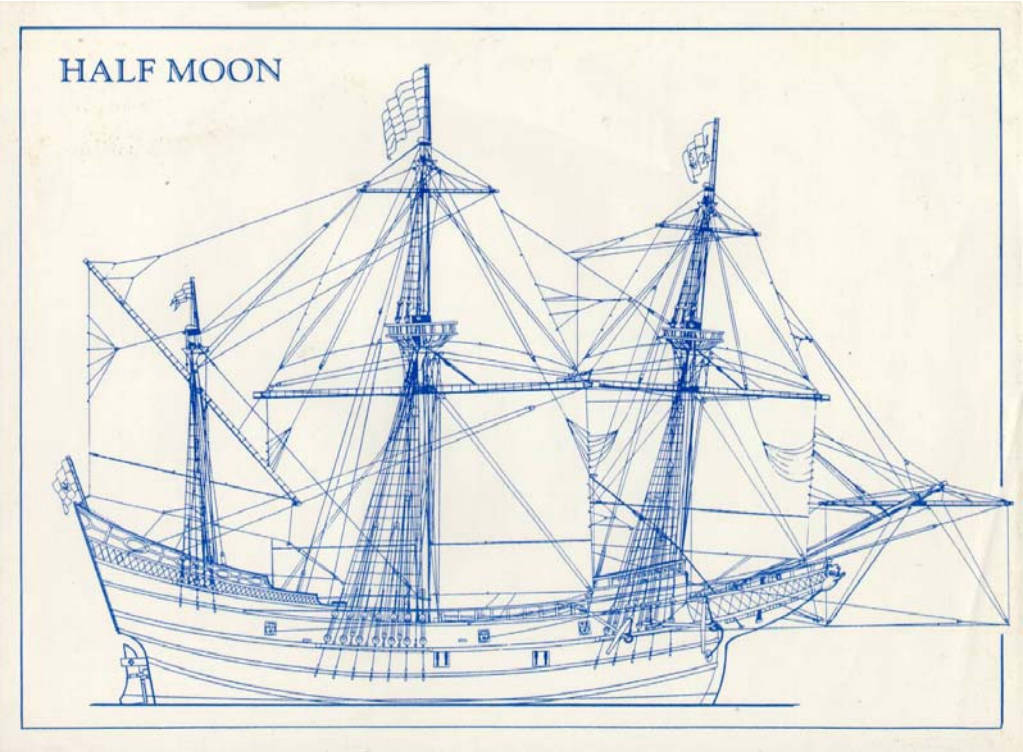
Find out about later inventions that helped ships get from one place to another

Considering the journey and the tools at their disposal, do you think Henry Hudson and his crew were brave? Why or why not?

If you lived at that time, would you have wanted to be a crew member or captain of a ship?

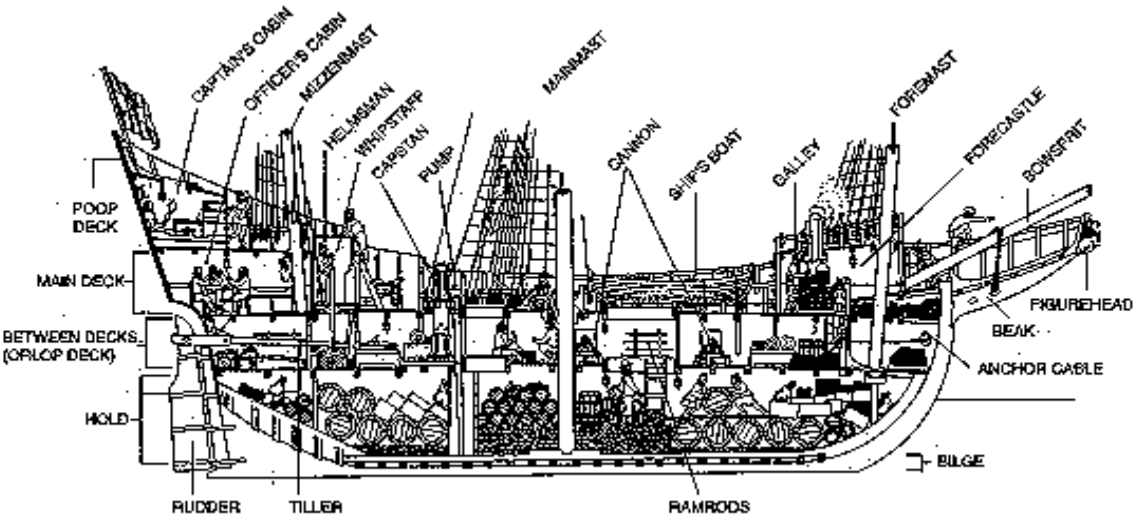
The Half Moon





http://www.newnetherland.org/images/ship7.jpg

Parts of a ship – Half Moon



Flags Flown on the Half Moon

South Holland

United Provinces

City of Amsterdam

Dutch East India Co.

Student Activities

Find out about what the colors/shapes and images in the flags symbolize. What is meant by flying different flags on the Half Moon?

Study the drawings of the ship and pay attention to the parts of the ship, based on your observations what do you think was the ship's purpose?

Find out about the technology behind shipbuilding of the time. Was the Half Moon old for the time, or new? What features did the ship possess that earlier ships did not?

Research ship routes and ocean currents from England/Holland to the United States. What difficulties would the Half Moon have experienced on the voyage? Why? Create a map that shows the routes and explains the currents.

Sample Lesson 8: *How has the Hudson River changed over time?*

Display a map of New York State and have students locate the Hudson River and trace its route through the state. Ask students to predict what natural habitats (plants and animals) they might expect to find in the areas near the river.

Read aloud the first two pages of *Hudson* and display the illustrations. Have students turn and talk with a partner about what was read.

Guiding Questions for Discussion:

What were some of the plants and animals that lived near the Hudson River long ago?

What are some of the words and phrases the author uses to describe the river and the habitats around it?

What do you imagine life was like for the people who lived near the Hudson River long ago?

How do the pictures (illustrations) help to tell the story of the Hudson River?"

Discuss how authors use illustrations to help tell their story. Illustrations help readers deepen their understanding of the text by supporting the words with pictures.

Student Activities

Have students work in small groups to look at a series of illustrations from the book *Hudson* that represent how the river has changed over time.

Have the groups chart their responses to the questions:

What do you observe in the illustration?

What changes do you see in each illustration as you look at each one in the series?

What might be the reasons for the changes in the river over time?

Student groups study the illustrations as a series, describe what they see in each and make inferences about the reasons for the changes in

the river over time. Groups will also make inferences as to the reasons why the changes happened.

Groups share their history of the Hudson River based on their observations and conclusions and explain the process they used including the inferences made and the reasoning used to come to their conclusions.

After each group's presentation, read aloud *Hudson* and have students compare their interpretation of the illustrations to the author's text.

Hudson River looking north from Bear Mountain Bridge. Photo credit:Rolf Muller

Lesson 9 *Henry Hudson in poetry*

Read the poem "*Henry Hudson*" (on the following page) and ask students to list five facts that they learned about the explorer from listening to the poem

Explain that students will work in pairs to read the biography of Henry Hudson. Each pair will develop a list of key dates and events in Hudson's four voyages of exploration. The pairs will then choose one event to describe and illustrate. The descriptions and illustrations will be used later to create a class timeline of the voyages of Henry Hudson.

Students work in pairs to read and discuss the biography of Hudson and choose a key event to describe and illustrate. They share their illustrated descriptions of the key events in the voyages of Henry Hudson.

Students create a timeline of the key events of Hudson's exploration of New York.

Guiding questions for discussion:

What were Hudson's reasons for exploration?

What challenges did Hudson face as he explored the region now known as New York?

What were Hudson's achievements?

Henry Hudson
http://www.kathimitchell.com/explpo1.htm#Hudson

In sixteen hundred and nine
Henry Hudson wasn't at all fine.

On a trip to the northwest
He faced quite a test.

His crew wanted to mutiny
But he convinced them to wait and see.

His ship, the Half Moon,
Reached Maine around noon.

They headed down the coast
But they were unable to boast.

That they had found the passageway
That would have made Hudson's day.

Instead they explored a river and traded for oysters,
Near New York, but not the Cloisters.

Seeing the Tapanzee
Made them happy.

Until they reached Albany and found
That they were not Northwest Passage bound.

Hudson called it a River of Mountains
Even though it had no fountains.

He returned to his English home
But again had to roam.

This time however, his crew set him adrift in the cold
And he was never again seen, it is told.

Special Quadricentennial Events and Activities

Calendar of events can be found at:
http://www.hudson400.com/CalendarOfEvents.aspx

Visit NYC DOE Social Studies Web page for information on the Quadricentennial:
http://schools.nyc.gov/Academics/SocialStudies/EducatorResources/Hudson+Quadricentennial.htm

Visit New York State Education Department's Web page for Quadricentennial calendar of events and teaching materials:
http://www.emsc.nysed.gov/ciai/chf/chf.html

Take a tour of the replica of the Half Moon:

http://www.hudsonriver.com/history/halfmoon.htm

http://www.henryhudson400.com/home.php

TOURS

To make the presence of Dutch Manhattan vivid at street level to the greatest number of people, Henry Hudson 400, with the Dutch National Archives and the National Parks of New York Harbor Conservancy at Federal Hall have joined forces to create the multi-platform, self-guided and Park Ranger-guided walking tour, the NEW AMSTERDAM TRAIL. The Trail opened on April 15, 2009.

EXHIBITIONS

The Island at the Center of the World
South Street Seaport Museum, September 2009-January 2010
This extraordinary exhibition brings together some of the earliest, most important and visually exciting documents of 17th century New York from the Dutch National Archives and other public and private collections. The masterpiece of the exhibition is the now-famous letter, dated November 5, 1626, from Pieter Schagen, an official of the Dutch East India Company, listing, among other items, the purchase of Manhattan for 60 guilders, or $24. The Native Americans saw this transaction as a friendship treaty, not a purchase.

Museum of the City of New York
Mannahatta/Manhattan: A Natural History of New York
May 20-October 12
This exhibit will reveal the island of Mannahatta at the time of Henry Hudson's arrival—a fresh, green new world at the moment of discovery. Through cutting edge multi-media and historical artifacts and maps, Mannahatta/Manhattan will re-imagine the quiet, wooded island at the mouth of a great river that was destined to become one of the greatest cities on Earth.
Amsterdam/New Amsterdam – The Worlds of Henry Hudson: April 4-September 27 This exhibit employs rare 16th– and 17th–century objects, images, and documents from major American and Dutch collections to bring the transatlantic world to life and reveal how Henry Hudson's epic third voyage of exploration planted the seeds of a modern society that took root and flourished in the New World.

New-York Historical Society
Nature and the American Vision: The Hudson River School at the New-York Historical Society (Reopens September 15, 2009)- More than 100 famous paintings by artists of the Hudson River School, including Thomas Cole, Asher B. Durand, John F. Kensett, Jasper F. Cropsey and Albert Bierstadt

A Portrait of the City (Luce Center Installation) - A group of 22 paintings and 2 small sculptures will offer visitors a chronological journey through highlights of the N-YHS's rich collection of New York views, including historical images of the metropolis and richly allusive images of its inhabitants and their lives.

Books on Henry Hudson

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Cantwell, Ann-Marie. Unearthing Gotham: the Archaeology of New York City. Yale University Press, 2001.

Doak, Robin. *Hudson: Henry Hudson Searches for a Passage to Asia.* Compass Point, 2003

Gleason, Carrie. *Henry Hudson: Seeking the Northwest Passage*. Crabtree Publishing, 2005

Kline, Trish. *Henry Hudson*. Newbridge, 2002

Manning, Ruth. *Henry Hudson* (Groundbreakers). Heinemann, 2001

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Molzahn, Arlene. *Henry Hudson: Explorer of the Hudson*. Enslow Elementary, 2003

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Shorto, Russell. *The Island at the Center of the World*. Vintage, 2005

Smalley, Carol Parenzan. *What's So Great About…Henry Hudson*? Mitchell Lane Publishers, 2006

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Curry, Jane L. *Turtle Island: Tales of the Algonquian Nations*. Margaret McElderry Press, 1999.

Englar, Mary. *The Iroquois: The Six Nations Confederacy*. Capstone Press, 2000.

Marsh, Carole. *New York Indians*. Gallopade International, 2004.

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Messinger, Carla. *When the Shadbush Blooms*. Tricycle Press, 2007.

Books on Samuel de Champlain
(whose Quadricentennial is also celebrated in 2009)

MacLeod, Elizabeth. Samuel de Champlain. (Kids Can Read Series) Kids Can Read, 2008

Messner, Kate. Champlain and the Silent One. North Country Books, 2008.

Morganelli, Adrianna. *Samuel de Champlain: From New France to Cape Cod*. Crabtree Publishing, 2005.

Moore, Christopher. *Champlain*.Tundra Books, 2004.

Sherman, Joseph. *Samuel de Champlain: Explorer of the Great Lakes*. Audio CD Brilliance, 2009.

Sonneborn, Liz. Samuel de Champlain. Franklin Watts Publishing, 2002.

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(whose Bicentennial is also celebrated in 2009)

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Ford, Carin. *Robert Fulton: The Steamboat Man*. Enslow Elementary, 2004.

Herweck, Don. *Robert Fulton: Engineer of the Steamboat*. Compass Point Books, 2008.

Kroll, Steven and Bill Farnsworth. *Robert Fulton: From Submarine to Steamboat. Holiday House, 1999.*

Rebman, Renae. *We the People Series: Robert Fulton's Steamboat.* Compass Point Books, 2008.

Whiting, Jim. *Robert Fulton.* (Robbie Readers Series). Mitchell Lane Publishers, 2006

Online Resources

Biography and Timelines http://www.elizabethan-era.org.uk/henry-hudson.htm

Henry Hudson 400. http://www.henryhudson400.com

Curriculum Resources from the New York State Education Department:
www.emsc.nysed.gov/ciai/chf/pdf/Commencement**Hudson**ChangeOverTime.pdf

http://www.emsc.nysed.gov/ciai/chf/commtwoworlds/twoworldcommclass.html

Empire of the Bay, PBS
http://www.pbs.org/empireofthebay/profiles/hudson.html

Explorers of the Millennium
http://library.thinkquest.org/4034/hudson.html

Full text of Robert Jouet's journal
http://www.newburgh-ny.com/hfc/Hudson-2.html

Half Moon Press (online publication of the Historic River Towns of Westchester)
http://www.hudsonriver.com/halfmoonpress/stories/hudson.htm

Henry Hudson, America's Story from America's Library
http://www.americaslibrary.gov/cgi-bin/page.cgi/jb/colonial/hudson_2

Historic Hudson River Towns
http://www.hudsonriver.com/

New York Harbor Parks
http://www.nyharborparks.org/visions/abby-leigh.html

Take a Cyber Tour of the Half Moon
http://www.timesunion.com/halfmoon/

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Mrs. Mitchell's Virtual School, 1999 Explorer Poems <http://www.kathimitchell.com/explpo1.htm#Hudson>

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The Travels of Tug 44 Blog <http://www.tug44.org/hudson.river/>

Virtual Lesson: Contact: Europe and America Meet <http://www.eduref.org/Virtual/Lessons/crossroads/sec4/Unit_2/Unit_IIQ2R11.html>

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Page 11: Jim Henderson Hudson Memorial at Henry Hudson Park
<http://commons.wikimedia.org/wiki/File:Henry_Hudson_column_jeh.JPG>

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Hudson enters New York Bay at foot of Manhattan, 1609. (1901-06)
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The Half-Moon Benson Lossing, 1866
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Gerard Terborch, “Reading a Letter,” The Hermitage, St. Petersburg, Russia. < http://commons.wikimedia.org/wiki/File:Gerard_Terborch_-_Reading_a_Letter.JPG>

Pages 45 and 46: New Netherland Museum
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Page 48:
Hudson River looking north from Bear Mountain Bridge. Photo credit Rolf Muller. Wikimedia.com