

4th Grade Manhattan Purchase Inquiry

What's the Real Story Behind the Purchase of Manhattan?

Staging the Question: Examine the painting by Albert Fredericks that presents the traditional view of the Manhattan purchase. Then read a contemporary article that points out the myths behind that view.

Social Studies Practices

● **Gathering, Using, and Interpreting Evidence**
● **Chronological Reasoning and Causation**
● **Comparison and Contextualization**

Supporting Question 1	Supporting Question 2	Supporting Question 3
Why were the Dutch interested in the region that became known as New Netherland?	How would both the Dutch and the Natives benefit from the sale and purchase of land in Manhattan?	How are the stories told about the sale of Manhattan similar and different?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Develop an advertisement directed at Dutch investors or colonists encouraging them to come to North America.	Create a T-chart that lists what the Dutch and Natives expected to gain from the sale and purchase of Manhattan.	Write one claim with evidence about the similarities across the sources and one about the differences.

Integration of Inquiry Process and Skills

Supporting Question 1	Supporting Question 2	Supporting Question 3
Connect: States what is known about the traditional view of the Manhattan purchase and makes connections to prior knowledge about myths vs. reality.	Connect: Recognizes that questions can be answered by finding information about how both the Dutch and Natives would benefit from the sale and purchase of land in Manhattan. Graphic Organizer: Connect#6	Connect: Generates a list of key words with guidance to research how the stories told about the sale of Manhattan are similar and different. Graphic Organizer: Connect#10
Wonder: Asks questions to clarify topics or details about the region that became known as New Netherland. Graphic Organizer: Wonder#6	Wonder: Predicts answers to inquiry questions based on background knowledge and beginning observation about how both the Dutch and the Natives would benefit from the sale and purchase of land in Manhattan. Graphic Organizer: Wonder#7	Wonder: Predicts answers to inquiry questions based on background knowledge and beginning observation about how the stories told about the sale of Manhattan are similar and different. Graphic Organizer: Wonder#7
Investigate: Uses various notetaking strategies to take notes about the region that became known as New Netherland and about the Dutch interest in the area while reading a secondary account of Dutch colonization and examining both a map bank of the New Netherland region and a set of regulations from the Dutch West India Company.	Investigate: Paraphrase and summarizes information about how both the Dutch and the Natives would benefit from the sale and purchase of land in Manhattan while reading and examining various primary sources surrounding the subject. Graphic Organizer: Investigate#37	Investigate: Uses pre-selected primary and Web sources to gather information about how the stories told about the sale of Manhattan are similar and different. Graphic Organizer: Investigate#36 C3 Resources
Construct: Develops an advertisement directed at Dutch investors or colonists encouraging them to come to North America.	Construct: Identifies facts and details about the benefits the Dutch and Natives expected to gain from the sale and purchase of Manhattan. Graphic Organizer: Construct#11	Construct: Notes similarities and differences in information from the pre-selected primary and Web sources.
	Express: Creates a T-chart that lists what the Dutch and Natives expected to gain from the sale and purchase of Manhattan.	Express: Writes one claim with evidence about the similarities across the sources and one about the differences.
		Reflect: Identifies own strengths and sets goals for improvement. Graphic Organizer: Reflect#7

Summative Performance Task: Argument: Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views. **Extension:** Thinking as a historian-detective, list the questions that remain around the purchase of Manhattan and what evidence would be useful to answer them.