



materials for the arts

Social Studies: Henry Hudson

Teacher: Jeanette Pratts

Objectives:

Students will:

- Listen to read aloud a social studies based curriculum text about Henry Hudson
- Demonstrate the ability write complete sentences and provide details about the explorer.
- Learn about the purpose of writing
- Create a paragraph to persuade their writing
- Understand the importance of communicating in those times with the tools they used.
- Apply the art of calligraphy and apply papermaking effects to enhance the development of the theme

Materials:

- Article: Henry Hudson
- Legal sized paper
- Coffee/ Water / bowl
- Ruler / Paper towel
- Calligraphy Alphabet
- Blueberries / Toole/ vinegar /salt
- Straws /heated sand/ reusable small yogurt cups or applesauce cups

Learning standards:

- **Speaking & Listening Grade 4.1:** Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts building on others ideas and expressing their own clearly.
- **Comprehension and collaboration Grade 3.4:** Create engaging stories or poems that demonstrate fluid reading at an understandable pace: adding visual displays when appropriate to emphasize or enhance certain facts or details
- **Blue print:** Recognize that viewers bring prior knowledge and experiences to their interpretations of a work of art. Note the variety of classmates 'interpretations of a single work of art; discuss the diverse responses.



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Procedures:

Title: "Who will be Henry Hudson's shipmate"

1. Students will read a two page article about HENRY HUDSON
2. Students will write to the explorer and (style: persuade) explaining to him why they should go with him on his next voyage and what they are expecting to find using evidence from the text.
3. Students will go over resources given by teacher (materials & instructions) as they learn about the significance of communicating with paper and apply them during discussions giving details about Henry Hudson.

Process:

1. Explanation of the significance of communicating with paper\“ How did people write letters in the old days,” draw maps...” How did their handwriting look like?
2. Students will use materials such as long legal paper dipped in coffee and dried to create the effect of being old..
3. After paper dries: Create writing lines using a ruler and a pencil so they can maintain and figure out spatial layout of their sentences. Then erase the lines after
4. Create the blueberry ink as its crushed in the toole and leaked through onto a bowl to be used as ink then placed into reusable yogurt cups for each student
5. Cut a straw in 45 degree angle dipped in heated sand to harden
6. Use calligraphy chart to write their letters using the blueberry ink
7. Students will have a calligraphy alphabet on their tables so that they may transfer their writing into old style font as they write their persuasion letter to Henry Hudson.
8. Students will demonstrate the use of paper and the time consuming concept of writing calligraphy and how it was done in those times.
9. Students will offer a self assessment of the project.
10. They will receive prompting and verbal cues to expand their sentences and proof read their work. .
11. Students will go into groups and discuss whose “scroll” was the most convincing for Henry Hudson to pick.
12. They will receive prompting and verbal cues to expand their sentences and phrases and state why they enjoyed creating their project and what did they learn from it.

Follow up:

Take a trip to the library and find who else they would like to write to?

References:

- Henry Hudson: Seeking the Northwest passage by Carrie Gleason (2005)
- Article: splashpublications.com

Cultural Connections:

- Society of Scribes: School of Visual Arts Annex, 214 E. 21st Street, Room 701A (between 2nd/3rd Avenues) Free and open to the public.
- Museum: Metropolitan Museum of Art
- Visit the Henry Hudson River on the west side
- Calligraphy classes and workshops