

NEH Hudson River Workshop Lesson Plan 2013

Teacher: Holly Frazier

Subject: History

Grade Level: 9th–12th Grade

Summary:

Students will learn the differences and similarities of the Hudson Valley patroon system and the Chesapeake Plantation System in the 18th and early 19th centuries. Students will learn about individual examples as well as the general lives of the indentured servants and the tenants. Students will work closely with primary and secondary source documents.

LESSON PLAN: The Chesapeake Plantation System vs. the New York Patroon System

OBJECTIVES:

- Identify and compare/contrast the main features of the Chesapeake Virginia plantation system and Hudson Valley New York patroon system;
- Identify and compare/contrast the lives of Chesapeake Virginia indentured servants and Hudson Valley New York patroon tenants in colonial America;
- Use William Byrd II of Virginia and Kiliaen van Rensselear of New York as examples of large plantation and patroon owners, respectively;
- Identify and compare/contrast and lives of Chesapeake Virginia slaves and Hudson Valley New York patroon tenants in 18th and early 19th century America;
- Analyze the reasons for the similarities and differences between the Chesapeake plantation system and the Hudson Valley patroon system

RESOURCES include but are not limited to the following:

- Map of landholdings of both William Byrd II and Kiliaen van Rensselear
 - Rensselaerswyck
 - <http://www.nysm.nysed.gov/albany/im/im1767.html>
 - <http://www.nysm.nysed.gov/albany/na/renselaerswyck.html>
 - Byrd family
- Information on both William Byrd II and Kiliaen van Rensselear
 - William Byrd II
 - http://www.encyclopediavirginia.org/Byrd_William_1674-1744
 - painting of his plantation <http://www.shmoop.com/colonial-virginia/photo-byrd-plantation.html>
 - his ideas <http://pantheon.yale.edu/~thomast/essays/sam/sam1.html>
 - his diary (includes insight into 18th century plantation life) <http://nationalhumanitiescenter.org/pds/becomingamer/economics/text5/williambyrddiary.pdf>
 - Kiliaen van Rensselear
 - Tom Lewis, *The Hudson: A History* pp. 63-74+
 - <http://www.nysm.nysed.gov/albany/bios/vr/kvr5054.html>
 - van Rensselear family
 - family succession <http://www.nysl.nysed.gov/mssc/vrm/h3succession.htm>
 - manor papers <http://www.nysl.nysed.gov/msscfa/sc7079.htm>
 - Lewis, *The Hudson*, Chapters 3 & 4
- Background information on the Hudson Valley New York patroon system
 - Tom Lewis, *The Hudson: A History*, Chapter 3
 - <http://moglen.law.columbia.edu/ALH/settling3land.pdf>
 - <http://international.loc.gov/intldl/awkbhtml/kb-1/kb-1-2-2.html>
- Background information on the Chesapeake Virginia plantation system
 - just about any U. S. History textbook
 - James River plantations <http://www.nps.gov/nr/travel/jamesriver/intro.htm>

- Contracts for indentured servants in colonial Virginia
 - <http://www.virtualjamestown.org/documents1.html>
- Slave laws enacted in the latter half of the 17th century in Virginia
 - <http://www.virtualjamestown.org/slavelink.html>
 - <http://www.swarthmore.edu/SocSci/bdorsey1/41docs/24-sla.html>
 - (VA and MD) <http://www.pbs.org/wgbh/aia/part1/1h315t.html>
- Description of the lives of Chesapeake Virginia slaves
 - <http://www.history.org/almanack/people/african/aaintro.cfm>
 - <http://docsouth.unc.edu/neh/fedric/fedric.html>
- Lives of Hudson Valley New York slaves
 - Lewis, *The Hudson* pp. 115-117+
- Excerpts from legal documents regarding patroon tenants in 17th and 18th century Hudson Valley New York area
 - Lewis, *The Hudson* pp. 175-179
 - <http://moglen.law.columbia.edu/ALH/settling3land.pdf>
- Information on Nat Turner's slave rebellion in Chesapeake Virginia
 - <http://www.pbs.org/wgbh/aia/part3/3p1518.html>
 - <http://docsouth.unc.edu/highlights/turner.html>
 - <http://www.lva.virginia.gov/exhibits/DeathLiberty/natturmer>
- Information on New York Anti-rent revolts along the Hudson Valley of New York
 - Lewis, *The Hudson* pp. 175-179
 - <http://academic.brooklyn.cuny.edu/history/dfg/amrv/montresor.htm>

ACTIVITIES include but are not limited to the following:

- JIGSAW to interpret resources
 - Divide the class into groups and give each group one or two resources to interpret.
 - Have each group interpret its resource(s) with each member ready to be and "expert" who shares the information with other class members.
 - Rearrange the groups so that each new group has an "expert" from each original group. Have each "expert" share his/her information with the new group. Each new group will then create a list of similarities and differences between the Chesapeake Virginia plantation system and the Hudson Valley New York patroon system. Each group will then come up with reasons for those similarities and differences.
 - Each group will choose a spokesperson to share that group's list of similarities and differences as well as the reasons for those similarities and differences.
 - Have the class hypothesize how these similarities and differences affected the political, economic, and social lives of Chesapeake Virginians and Hudson Valley New Yorkers in the 17th, 18th, and early 19th centuries OR use THINK/PAIR/SHARE and have each student complete this activity individually, then each individual share with another student (or two), then each group share with the entire class.

EVALUATION may include but is not limited to:

- (formative) the teacher walking around the classroom listening to what each group is saying and asking questions and/or offering direction as needed;
- (formative) the teacher facilitating the class discussion at the end of either the Jigsaw or Think/Pair/Share activity;
- (summative) Student essays comparing and contrasting the Chesapeake Virginia plantation system with the Hudson Valley New York patroon system, using the objectives for guidance.