

Delaware Model Unit

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

Unit Title: Thinking Chronologically
Designed by: Kim Statham
District: Caesar Rodney School District
Content Area: Social Studies
Grade Levels: 4–5

Summary of Unit

This unit uses the historic context of New Sweden to assist students in developing an understanding of creating chronologies using timelines and identifying cause-and-effect factors. In addition, students will examine historical materials related to this early period of Delaware colonization in order to analyze change over time.

Teachers wishing to review the expectations of the History Standards for grades 4–5 may view this online video link from the Delaware State Archives:

http://archives.delaware.gov/outreach/video_primarysources.shtml.

In History Standard One 4-5a, students will add two new features: students learn how to create a chronology based on information given to them, using time frame devices. Secondly, the student uses the chronology to begin to apply the concept of cause and effect. For example: create a chronology of events leading up to the American Revolution and identify logical cause and effect, using timelines and time frames. Did the Boston Massacre cause the Revolutionary War? It happened five years before the war began, but anger over the massacre could have contributed to the ill feeling that eventually did lead to the war. Just because an event precedes another event does not mean that there has to be a relationship between them. Events in history can be like a TV schedule: there may be no connection between a program and the preceding program. Events have two types of causes—immediate and underlying or long-range causes. The immediate is easier to identify. The assassination of the Archduke Francis Ferdinand led to the outbreak of the First World War. But, what was the role of the arms race, the competition for colonies in Asia and Africa, the naval race between England and Germany, the alliance system, and nationalism in the Balkans? It is the long-range causes that usually occupy the interest of historians, because we can never say definitively. And, in another country, their historians will have the list in a different order or even a different list.

History Standard Two 4-5b asks students to apply an understanding of primary vs. secondary sources in order to analyze and to explain historical sources. Students are now expected to be able to arrange sources chronologically and to explain change over time. What changed? What did not change? Why? How do you know? What patterns are there? What links the documents together? Historical sources can be arranged many different ways. This standard asks students to become familiar with using a particular region or society or theme as an organizing scheme to explain change. They trace an activity or idea over a long period and explain why changes took place.

Stage 1 – Desired Results

(What students will know, do, and understand)

Delaware Content Standards

- **History Standard One 4-5a:** Students will study historical events and persons within a given time-frame in order to create a chronology and identify related cause-and-effect factors.
- **History Standard Two 4-5b:** Students will examine historical materials relating to a particular region, society, or theme; chronologically arrange them, and analyze change over time.

Big Idea(s)

- Patterns
- Chronology
- Cause and effect

Enduring Understandings K–12

- History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time.
- The questions a historian chooses to guide historical research will affect which events will go into the chronology and which will be left out. Competing chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand.
- A historian must prove where the information can be found that is the basis for historical conclusions.

Unit Essential Questions(s)

- To what extent does one event *always* lead to another event?
 - How might organizing a chronology in a timeline help us understand to what extent one event leads to another event?
 - How do cause and effect help us understand to what extent one event leads to another event?
- How should historical sources be used to look for change?

Knowledge and Skills

Students will know...

- How to use primary and secondary sources to explain change over time.
- Events leading to the establishment of Delaware as a colony, particularly the rise and fall of New Sweden.
- Content appropriate vocabulary:
 - Chronology
 - Timeline
 - Cause and effect
- Short-range versus long-range causes

Students will be able to...

- Use time frame devices such as a timeline and story map to create a chronology.
- Use a timeline to apply the concept of cause and effect.
- Trace an activity or idea over a long period and explain why changes took place.
- Develop, implement, and communicate new ideas to others.

Stage 2 – Assessment Evidence
 (Evidence that will be collected to determine whether or not Desired Results are achieved)

Transfer Task

This summative assessment is a transfer task that requires students to use knowledge and understandings to perform a task in a new setting or context.

The assessment and scoring guide should be reviewed with students prior to any instruction. Students should do the assessment after the lessons conclude.

Essential Questions Measured By the Transfer Task

- To what extent does one event always lead to another event?
- How should historical sources be used to look for change?

Prior Knowledge	Now that you understand how to create a chronology, can identify cause-and-effect factors, and chronologically arrange historical materials to analyze change over time, you are ready to help students understand the influence that Sweden had on the development of our nation.
Problem	Too few American students understand the contributions Sweden made to the colonization of Delaware and the beginnings of American culture.
Role/Perspective	You are a historian working for the Kalmar Nyckel Foundation.
Product/Performance	<p>The Kalmar Nyckel Foundation expects you to create a product in the form of :</p> <ol style="list-style-type: none"> 1. Brochure; 2. Traveling museum display; 3. Laser talk; or 4. Web page. <p>The purpose of the product is to help students understand how Sweden influenced the colonization of Delaware and the development of America. Regardless of format, the product should include three parts:</p> <p>Part One: The Rise of New Sweden</p> <ul style="list-style-type: none"> • A timeline of events focusing on the rise of New Sweden from 1609 to 1638. (The last event should be the building of Fort Christina.) • On the timeline, short-range causes of the rise of New Sweden should be labeled with an "S," and long-range causes should be labeled with a "L." • A paragraph explaining the reasons for the rise of New Sweden.

	<p>Part Two: The Fall of New Sweden</p> <ul style="list-style-type: none"> • A timeline of events focusing on the fall of New Sweden from 1638 to 1655. (The first event should be Peter Minuit being lost at sea.) • On the timeline, short-range causes of the fall of New Sweden should be labeled with an "S," and long-range causes should be labeled with a "L." • A paragraph explaining the reasons for the fall of New Sweden. <p>Part Three: Researching the Rise and Fall of New Sweden</p> <ul style="list-style-type: none"> • A list of primary sources and an explanation of why they were chosen that students should examine if they want to learn about the rise and fall of New Sweden. • An explanation of one, long-term effect of Swedish colonization.
<p>Criteria for an Exemplary Response</p>	<p>Be sure to include:</p> <p>Part One: The Rise of New Sweden</p> <ul style="list-style-type: none"> • A timeline of events focusing on the rise of New Sweden from 1609 to 1638. (The last event should be the building of Fort Christina.) • On the timeline, short-range causes of the rise of New Sweden should be labeled with an "S," and long-range causes should be labeled with a "L." • A paragraph explaining the reasons for the rise of New Sweden. <p>Part Two: The Fall of New Sweden</p> <ul style="list-style-type: none"> • A timeline of events focusing on the fall of New Sweden from 1638 to 1655. (The first event should be Peter Minuit being lost at sea.) • On the timeline, short-range causes of the fall of New Sweden should be labeled with an "S," and long-range causes should be labeled with a "L." • A paragraph explaining the reasons for the fall of New Sweden. <p>Part Three: Researching the Rise and Fall of New Sweden</p> <ul style="list-style-type: none"> • A list of primary sources and an explanation of why they were chosen that students should examine if they want to learn about the rise and fall of New Sweden. • An explanation of one, long-term effect of Swedish colonization.

Resources to Support the Transfer Task

1. *Brochure*: Brochures are a popular way for museums to share information with the public. Students could create an actual brochure that includes the required information along with graphics. Microsoft Publisher is a tool that can be used to create brochures.
2. *Traveling Museum*: Several museums create traveling museum exhibits for groups who have difficulty traveling to the museum site. Students could create a series of small posters along with a selection of primary sources. Examples of traveling museum exhibits can be found at:
 - The Smithsonian Institution: <http://www.sites.si.edu/>
 - South Carolina State Museum: http://www.museum.state.sc.us/exhibits/traveling_exhibits.aspx
 - Wyoming State Museum: <http://wyomuseum.state.wy.us/Exhibits/Traveling.asp>
3. *Laser Talk* supported by a PowerPoint: Many historians travel and make presentations to audiences about a particular topic. A “laser talk” is one format that a presentation could take which attempts to influence audience members to take action. The action that would be attempted for this task would be persuading audience members that Sweden’s influence on colonization should be understood by not only Delawareans but all Americans. <http://www.nsd.org/standfor/lasertalk.cfm>
4. *Web Page*: The Kalmar Nyckel Foundation has a link on their website for educators at <http://www.kalmarnyckel.org/schooltrips.asp>. Students could create a mock web page that would assist students in understanding the rise and fall of New Sweden.

Transfer Task Rubric

Scoring Category			
This product provides...	Score Point 3	Score Point 2	Score Point 1
a timeline of events focusing on the rise of New Sweden from 1609 to 1638. (The last event should be the building of Fort Christina.)	All events on the timeline are related to the rise of New Sweden and all needed events are included.	Most events on the timeline are related to the rise of New Sweden <u>and/or</u> most needed events are included.	Few events on the timeline are related to the rise of New Sweden <u>and/or</u> few needed events are included.
a timeline demonstrating short-range causes of the rise of New Sweden that are labeled with an “S” and long-range causes labeled with an “L.”	The labels “S” and “L” provide clear linkage between short-range causes/long-range causes and the Rise of New Sweden.	The labels “S” and “L” provide somewhat clear linkage between short-range causes/long-range causes and the Rise of New Sweden.	The labels “S” and “L” do not provide clear linkage between short-range causes/long-range causes and the Rise of New Sweden.

Scoring Category This product provides...	Score Point 3	Score Point 2	Score Point 1
a paragraph explaining the reasons for the rise of New Sweden.	The paragraph explaining the reasons for the rise of New Sweden is thoroughly developed .	The paragraph explaining the reasons for the rise of New Sweden is partially developed .	The paragraph explaining the reasons for the rise of New Sweden is minimally developed .
a timeline of events focusing on the fall of New Sweden from 1638 to 1655. (The first event should be Peter Minuit being lost at sea.)	All events on the timeline are related to the fall of New Sweden and all needed events are included.	Most events on the timeline are related to the fall of New Sweden <u>and/or</u> most needed events are included.	Few events on the timeline are related to the fall of New Sweden <u>and/or</u> few needed events are included.
a timeline demonstrating short-range causes of the fall of New Sweden that are labeled with an "S" and long-range causes labeled with an "L."	The labels "S" and "L" provide clear linkage between short-range causes/long-range causes and the Fall of Sweden.	The labels "S" and "L" provide somewhat clear linkage between short-range causes/long-range causes and the Fall of Sweden.	The labels "S" and "L" do not provide clear linkage between short-range causes/long-range causes and the Fall of Sweden.
a list of primary sources and an explanation of why they were chosen for students to examine to learn about the rise and fall of New Sweden.	The explanation provides well developed reasoning of the primary sources chosen to learn about the rise and fall of New Sweden.	The explanation provides partially developed reasoning of the primary sources chosen to learn about the rise and fall of New Sweden.	The explanation provides minimally developed reasoning of the primary sources chosen to learn about the rise and fall of New Sweden.
the use of content-appropriate vocabulary (chronology, cause, effect, immediate causes, underlying/long-range causes, primary sources, secondary sources).	The content-appropriate vocabulary is well developed and evidence .	There is some evidence of content-appropriate vocabulary.	There is minimal evidence of content-appropriate vocabulary.

Total Score: _____

Above the Standard: 18 to 21
Meets the Standard: 14 to 17
Below the Standard: 7 to 13

Student Self-Assessment and Reflection

When students are required to think about their own learning, to articulate what they understand and what they still need to learn, achievement improves.

– Black and William, 1998; Sternberg, 1996; Young, 2000.

How a teacher uses the information from assessments determines whether that assessment is formative or summative. Formative assessments should be used to direct learning and instruction and are not intended to be graded.

The Checks for Understanding at the end of each instructional strategy should be used as formative assessment and may be used as writing prompts or as small-group or whole-class discussion. Students should respond to feedback and be given opportunities to improve their work. The rubrics will help teachers frame that feedback. An interactive notebook or writing log could be used to organize student work and exhibit student growth and reflection.

Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

Lesson One

Essential Question

- How might organizing a chronology in a timeline help us understand to what extent one event leads to another event?

Instructional Strategies

Strategy 1: Gathering Information

Think/Pair/Share

Post a chart of the school year on the board. Ask students to individually brainstorm regular events that take place in the school throughout the year.

School Year: 2009–2010

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Events											

After students have made their lists, ask them to get together with a partner. The pairs should compare the lists and then add to or delete items from their lists based on the discussion. Students should also begin to categorize the events by month.

After the partners have had an opportunity to share, ask each group to report one event that they think should be included. As the events are reported, add them to the chart on the board. After all of the groups are finished, explain to students that this chart is known in history as a timeline.

Have the pairs then answer the questions:

- What types of events should be included on a timeline focusing on school events?
- Why is it important to have a topic as the focus for a timeline?
- How might a timeline about your life within a school year look different from the classroom created timeline?
- Why does this timeline begin with August and end with June? How might a timeline be organized differently? (At the K–3 level, students are expected to understand the concepts of day, week, month, year, decade, and century.)

Strategy Source: Dr. John Crum, Associate Professor of History, University of Delaware.

Check for Understanding

- ❖ How does a timeline organize time? Support your answer with an example.

Rubric

- 2 – This response gives a valid explanation with an accurate and relevant example.
- 1 – This response gives a valid explanation with an inaccurate, irrelevant, or no example.

For administration of formative assessment see [Student Self-Assessment and Reflection](#)

**Strategy 2: Extending and Refining
Creating Timelines and Concept Mapping**

The teacher should describe major events in his/her life up to that point in time (i.e., graduating from high school and college, getting your first job, moving, getting married, having children, etc.). As these events are described, place them on a timeline on the board.

Date	Event
1970	Born in Dover, DE
Etc...	

Afterward introduce the term **chronology** (the arrangement of facts and events in the order of time). Tell students that the timeline on the board is an example of a vertical timeline, but the chronology can also be expressed using a horizontal timeline. Then distribute a horizontal timeline of these events. An electronic resource to help support this is Time Line Maker available at http://www.teach-nology.com/web_tools/materials/timelines/

Ask students to create a chronology of their lives up to that point in time using either a vertical or a horizontal timeline. Remind students that it is sometimes easier to brainstorm on a sheet of paper first and then place the events on the timeline.

Have students get into pairs and exchange their chronologies. Each student should summarize their partner’s chronology aloud and then share one event that they believed influenced future events.

Have students complete [Handout 1.2](#) to summarize their thinking about the concept of chronology.

Word Wall: Add the terms CHRONOLOGY and TIMELINE to the Word Wall.

Check for Understanding

- ❖ How might organizing a chronology using a timeline help people understand history? Support your answer with an example.

Rubric

- 2 – This response gives a valid explanation with an accurate and relevant example.
- 1 – This response gives a valid explanation with an inaccurate, irrelevant, or no example.

**Strategy 3: Extending and Refining
Creating a Timeline for the Life of Peter Minuit**

Students will create a chronology in the form of either a vertical or horizontal time line for the life of Peter Minuit. First, ask students to individually read the biography ([Handout 1.3](#)) and use selective underlining or highlighting to help them organize events that should be included on the timeline. Suggest that dates could be circled and events could be underlined. Then ask students to individually create a timeline that includes events in the life of Peter Minuit.

Have students get into pairs and exchange their chronologies. The students should compare similarities and differences between the two timelines. Then each student should share one event that he/she believes influenced future events in the life of Peter Minuit.

The class should work to set criteria: How did each pair of students decide what to leave in or take out of the timeline? Why is it important to focus on events in the life of Peter Minuit that influenced future events?

Check for Understanding

- ❖ How did you decide what to leave in or take out of the timeline?
- ❖ How might a timeline help people understand the life of Peter Minuit? Support your answer with an example.

Rubric

2 – This response gives a valid explanation with an accurate and relevant example.

1 – This response gives a valid explanation with an inaccurate, irrelevant, or no example.

For administration of formative assessment see [Student Self-Assessment and Reflection](#)

Strategy 4: Application

Discussion Web

Have students use information from the previous strategy and [Handout 1.4](#) to conduct a discussion web in which they respond to the question:

- How do the events in the chronology of New Sweden help us understand to what extent one event leads to another event?
 - Support your answer with examples of how one event leads to another event.

How to conduct a discussion web:

- A student draws on research conducted in the previous strategy, the class textbook, from previous classroom discussions, and from personal experiences as he/she thinks about the question and discusses with a partner.
- The partners must come up with evidence that supports a response. Opinions are fine as long as they are supported by information from the text or by personal experience.
- Then the partners are paired with another set of partners to form a discussion group. The members of the group share their responses. Together, they reach a consensus on a point of view. Then student groups have the opportunity to share their point of view with the entire class.
- As a follow-up, students might be asked to debate the question, to support and write their individual opinions, or to discuss as a class.

Check for Understanding

Use the personal timeline that you created in Strategy 2 to answer the question below.

- ❖ How might organizing a chronology in a timeline help us understand to what extent one event in your life led to other events? Support your answer with an example.

Rubric

2 – This response gives a valid explanation with an accurate and relevant example.

1 – This response gives a valid explanation with an inaccurate, irrelevant, or no example.

For administration of formative assessment see [Student Self-Assessment and Reflection](#)

Lesson Two

Essential Question

- How do cause and effect help us understand to what extent one event leads to another event?

Instructional Strategies

Strategy 1: Gathering Information Acting It Out

Using an idea from a text or from their own life, students should review the concept of cause and effect by creating a skit which emphasizes the concept of cause and effect.

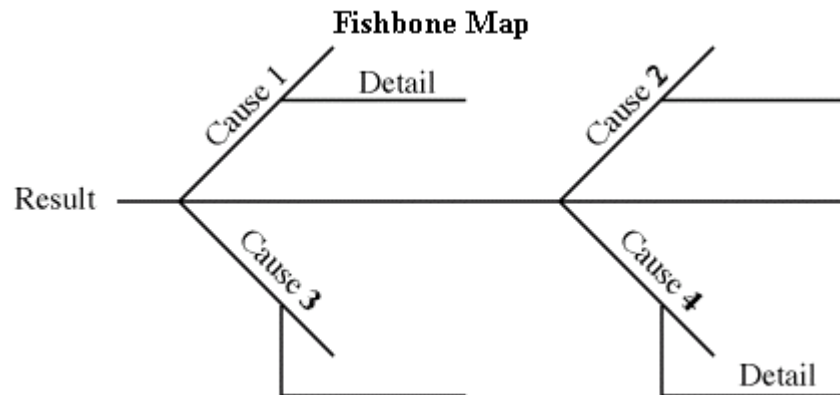
Ideas from texts can be found at:

<http://www.librarything.com/tag/cause%20and%20effectandmore=1>

Resources to support the writing of the skits include:

- Webpage created to assist students in the writing of their play: <http://www.kids-space.org/HPT/1a/11a.html>
- PBS Kids Zoom Playhouse includes examples of plays written by students: <http://pbskids.org/zoom/activities/playhouse/>

After the skit or play is written, students should create a fishbone map or other graphic organizer to show cause-and-effect relationships.



Templates for such graphic organizers can be found at:

http://www.educationoasis.com/curriculum/GO/cause_effect.htm

Check for Understanding

- ❖ How might cause and effect help a reader understand chronology? Support your answer with an example.

Rubric

2 – This response gives a valid explanation with an accurate and relevant example.

1 – This response gives a valid explanation with an inaccurate, irrelevant, or no example.

For administration of formative assessment see **Student Self-Assessment and Reflection**

Strategy 2: Gathering Information Graphic Organizer

Graphic organizers have proven to be a research-based best practice to assist students in organizing information. To better understand the relationship of cause and effect, the analogy of a tree can be used with the roots representing the causes or influence and the branches representing the effects.¹

In *How Students Learn: History in the Classroom*, authors Donovan and Bransford emphasize the question: Could the event have happened without the causes selected to explain it?² The example they provide is as follows:

The cause of a rail disaster is not the fact that the train was traveling at 80 mph but that the rail was broken.... Our ideas about what is normal help us decide what is a background condition and what is a cause.... If students think of causes as discrete events that act to produce results, they have difficulty recognizing that it is the questions we choose to ask about the past that push some factors into the background and pull others to the foreground to be treated as causes...."

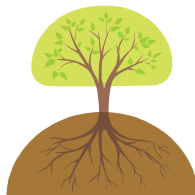
Examples that might be used by students include:

Causes	Effect
<ul style="list-style-type: none"> • Vacation is a family tradition • The family enjoys the beach • The family saves money for the trip every year 	<ul style="list-style-type: none"> • The family goes on vacation to Myrtle Beach • Everyone has fun and gets to relax • Many memories are made
<ul style="list-style-type: none"> • Kim does not pay attention in class • Kim talks when she should be doing her work • Kim does not complete her assignments 	<ul style="list-style-type: none"> • Kim fails social studies • Kim has extra chores at home • Kim has her seat changed away from her friends

After thinking about an event in their own life, such as winning an award or moving from one house to another, students should complete a Cause-and-Effect Tree Graphic Organizer ([Handout 2.2](#)).

Branches and Fruit = Visible Signs and Effects

1. Tim becomes the lead saxophone player and earns the "first chair" seat.
2. Tim gets a solo in the band concert.
3. Tim gets a spot in the County All-Star Band.



¹ Jeff Zwiers; *Developing Academic Thinking Skills in Grades 6-12: A Handbook of Multiple Intelligence Activities*; c. 2004 by the International Reading Association.

² Donovan and Bransford, *How Students Learn: History in the Classroom*; pg. 49-54

Roots = Underlying Causes and Influences

1. Tim practices his saxophone every night.
2. Tim attends all of his band practices.
3. Tim listens during band practices and follows the directions given.

Source: Developing Academic Thinking Skills in Grades 6-12: A Handbook of Multiple Intelligences by Jeff Zwiers. C. 2004 by the International Reading Association.

Word Wall: Add the terms CAUSE and EFFECT to the Word Wall.

Check for Understanding

- ❖ Why might a graphic organizer that uses a tree be a good way to show cause and effect? Explain your answer.

Rubric

- 2 – This response gives a valid reason with an accurate and relevant explanation.
- 1 – This response gives a valid reason with an inaccurate, irrelevant, or no explanation.

For administration of formative assessment see **Student Self-Assessment and Reflection**

Strategy 3: Extending and Refining Graphic Organizer

Using the example from the previous strategy, have students in pairs think about the events that should go into planning a family vacation. After students are finished, each pair should report at least one event.

As a class, the students will determine whether long-range versus short-range causes/factors led to that particular vacation at that time.

Short-Range Causes	Long-Range Causes
<ul style="list-style-type: none">• There is a sale on plane tickets or the hotel.• The family packed their suitcases and is ready to leave town.• The dog was taken to the kennel or Grandma’s house.• The maps or GPS system is in the car, snacks are packed, and the gas tank is full.	<ul style="list-style-type: none">• Do your parents have to schedule certain times of the year? For instance, if you own a toy store or work in one, could you go on vacation in December? If your parents are teachers would it be possible to go on a family vacation in September?• Are there times when it would be better for school-aged children to be able to go?• How long has your family been saving money for the trip?• Is there a tradition from years past of where the family goes for vacation?

Students should then use one of the other examples they used from Lesson Two, Strategy 2 to begin determining short-range versus long-range causes.

For example:

- Tim has a solo in the band concert.

Short-Range Causes	Long-Range Causes
<ul style="list-style-type: none"> • Tim practices his saxophone every night. • Tim attends all of his band practices. • Tim listens during band practices and follows the directions given. 	<ul style="list-style-type: none"> • Tim has always liked music. • Tim is very creative. • Tim’s father is in a symphony and has always invited the entire family to listen to him play.

Word Wall: Add the terms SHORT-RANGE CAUSE and LONG-RANGE CAUSE to the Word Wall.

Check for Understanding

- ❖ Ask the students to interview their parents about why they live in their current home. Why do they live where they do? (For example: closer to work? Larger? Smaller? Less expensive? Relatives nearby?)
- ❖ After the interview, the students should create a T-chart comparing the long-range causes versus the short-range causes.

Strategy Source: Dr. John Crum, Associate Professor of History, University of Delaware.

Rubric

- 2 – This response gives a valid reason with an accurate and relevant explanation.
- 1 – This response gives a valid reason with an inaccurate, irrelevant, or no explanation.

For administration of formative assessment see [Student Self-Assessment and Reflection](#)

Strategy 4: Extending and Refining Graphic Organizer – Using a Story Map

After re-reading [Handout 1.3](#), students will create a story map of the events leading to the rise of New Sweden ([Handout 2.4](#)). Students will then begin to identify cause-and-effect relationships using their story maps.

Strategy Source: Fran O'Malley, Director of the Delaware Social Studies Education Project, University of Delaware.

Check for Understanding

- ❖ Why might using a story map be helpful when analyzing cause and effect? Explain your answer.

Rubric

- 2 – This response gives a valid reason with an accurate and relevant explanation.
- 1 – This response gives a valid reason with an inaccurate, irrelevant, or no explanation.

For administration of formative assessment see [Student Self-Assessment and Reflection](#)

Strategy 5: Extending and Refining

Using Timelines to Determine Cause and Effect – The Fall of New Sweden

After reading [Handout 2.5](#), students will create a timeline of events after the landing of the Kalmar Nyckel and Minuit's disappearance. When the timelines are completed, students should work with a partner in order to identify cause-and-effect relationships (i.e., what key events led to the fall of New Sweden?).

Work with the class to complete a timeline and identify cause-and-effect relationships.

Check for Understanding

- ❖ Why might using a timeline be helpful when analyzing cause and effect? Explain your answer.

Rubric

2 – This response gives a valid reason with an accurate and relevant explanation.

1 – This response gives a valid reason with an inaccurate, irrelevant, or no explanation.

For administration of formative assessment see [Student Self-Assessment and Reflection](#)

Strategy 6: Application

Think/Pair/Square

Students will use the graphic organizer from Strategy 2.3, the story map from Strategy 2.4, and the timeline from Strategy 2.5 to identify the short-range versus long-range causes for the rise of New Sweden. Students should first complete the T-charts independently. Students will then get together with a partner to discuss their findings. Afterward each pair should merge with another pair to create groups of four and share out their findings.

Short-Range vs. Long-Range Causes for the Rise of New Sweden

Short Range	Long Range
<ul style="list-style-type: none">Oxenstierna wanted to expand international trade.	<ul style="list-style-type: none">Minuit was released as the director of New Amsterdam.The King died leaving Oxenstierna to rule since the Queen was so young.

Short Range vs. Long Range Causes for the Fall of New Sweden

Short Range	Long Range
<ul style="list-style-type: none">Stuyvesant and his men invaded New Sweden when the Swedes captured Fort Casimir.	<ul style="list-style-type: none">New Sweden did not have the people or supplies to fight the Dutch.

Check for Understanding

- ❖ How do short-range causes differ from long-range causes? Support your answer with an example.

Rubric

2 – This response gives a valid explanation with an accurate and relevant example.

1 – This response gives a valid explanation with an inaccurate, irrelevant, or no example.

For administration of formative assessment see [Student Self-Assessment and Reflection](#)

Lesson Three

Essential Question

- How should historical sources be used to look for change?

Instructional Strategies

Strategy 1: Gathering Information

KWL Chart

Students should individually complete the first column of a KWL chart focusing on the essential question:

- How can historical sources be used to look for change?
- Questions to help students build to this overarching question might include:
 - How do primary sources differ from secondary sources?
 - What questions should we ask when using primary sources?
 - Why is it important to use several sources to research rather than just one or two?

K What I know	W What I want to know	L What I learned

Check for Understanding

- ❖ Students will revisit the KWL chart prior to Strategy 5 and complete the “L” column.

Strategy 2: Extending and Refining Cooperative Learning

Students will break into groups of three. Each group will analyze artifacts and documents from a different region, society, or theme. For instance, one group might take a look at town maps and photos to show change over time. Another group might look at schools built in Delaware over a long period of time. A third group could analyze changes in transportation. Regardless of theme, all groups will first look at the artifacts individually and answer for each:

1. What can you learn from each artifact and document?
2. What can't you learn from each artifact and document (i.e., what are the limits of what you can learn)?

Then the students should chronologically arrange the artifacts and documents. After they are arranged, the group should answer the following:

- What changed? What did not change? Why? How do you know?

For instance, when looking at pictures of schools built in Delaware over a long period of time ask: “How can you tell which are the most recently built? Size is certainly a factor. The cost of building a school is another. The changing activities in school are another factor. Years ago there were no gym classes nor sports nor driver education. If an addition was ever built to your school, have the students analyze why it was needed.” (Delaware Social Studies Clarifications Document)

- What patterns are there? What links the documents together?

Potential sources for this activity include:

- Library of Congress – Colonial and Early America Primary Source Sets
<http://www.loc.gov/teachers/classroommaterials/themes/colonial-america/set.html>
- Library of Congress – Summertime and Recreation Primary Source Sets
<http://www.loc.gov/teachers/classroommaterials/themes/summertime/set.html>
- Library of Congress – Baseball Cards Collection
<http://memory.loc.gov/ammem/bbhtml/bbhome.html>
- Delaware Public Archives – Photograph Exhibits
<http://archives.delaware.gov/exhibits/photograph/index.shtml>
- University of Delaware – Delaware Postcard Collection
<http://fletcher.lib.udel.edu/collections/dpc/index.htm>

Check for Understanding

- ❖ How did these primary sources help you research change over time? Support your answer with an example.

Rubric

2 – This response gives a valid explanation with an accurate and relevant example.

1 – This response gives a valid explanation with an inaccurate, irrelevant, or no example.

For administration of formative assessment see **Student Self-Assessment and Reflection**

Strategy 3: Extending and Refining Nonlinguistic Representations

Ask students to think about what they know regarding the history of American log cabins. Have students get together and each draw a log cabin. Afterward they should answer:

- What do you think of when you think about log cabins?
- What part of the country do you think of when you think about log cabins?
- Where do you think the idea of log cabins came from when the country was being colonized?
- Where do you think the first log cabins were located in the colonies?

Students will discover that log cabins originated in Finland and that the first log cabins in America were actually built in New Sweden. Students could view these photos of an early Swedish log cabin located in Darby Creek, Delaware County, PA.

<http://memory.loc.gov/pnp/habshaer/pa/pa0400/pa0412/photos/133625pv.jpg>

<http://memory.loc.gov/pnp/habshaer/pa/pa0400/pa0412/photos/133623pv.jpg>

A log cabin is currently situated at the site of Fort Christina; however, it is not original to the site. A photo of the cabin and an explanation of how the cabin arrived at the site can be found at:

<http://www.delawareonline.com/article/20071106/NEWS/71106009/1006/NEWS/The-backstory-on-Fort-Christina>

Other resources to assist in this debriefing include:

- The National Park Service:
 - <http://www.nps.gov/history/nr/twhp/wwwlps/lessons/4logcabins/4facts.1.htm>
 - How log cabins are built: <http://www.nps.gov/history/logcabin/html/construct.html>
- Video clip: <http://www.history.com/classroom/frontierhomes/logcabin.html> (requires software to be downloaded)

Check for Understanding

- ❖ Why do you think few people in America know that log cabins were first built in New Sweden? Explain your answer.

Rubric

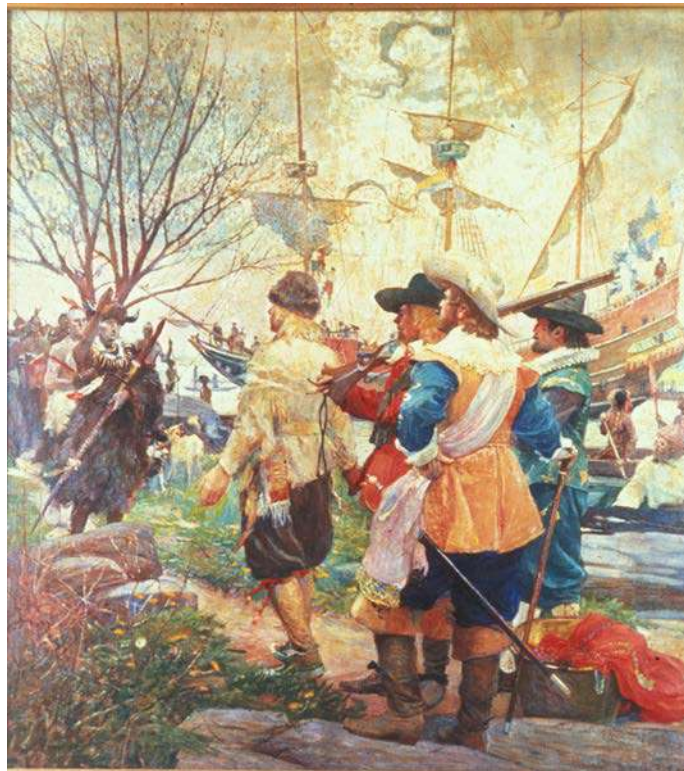
2 – This response gives a valid reason with an accurate and relevant explanation.

1 – This response gives a valid reason with an inaccurate, irrelevant, or no explanation.

For administration of formative assessment see **Student Self-Assessment and Reflection**

Strategy 4: Application Learning with Objects

Stanley Arthur's painting entitled *The Landing of the Swedes* is one of the most well known graphics associated with the colony of New Sweden.



Using the students' previous knowledge from Lessons One and Two, students should complete the Art Analysis Worksheet ([Handout 3.4](#)).

Strategy Source: Adapted from the Photo Analysis Worksheet created by the Education Staff at the National Archives and Records Administration, Washington, D.C.

Note: The painting was also made into a postage stamp. Information about the stamp can be found at: <http://www.junior-philatelists.com/USStampsHistory38.htm>

Check for Understanding

- ❖ Why might a historian use this painting to help students understand how the colony of New Sweden began? Explain your answer.

Rubric

- 2 – This response gives a valid reason with an accurate and relevant explanation.
- 1 – This response gives a valid reason with an inaccurate, irrelevant, or no explanation.

For administration of formative assessment see **Student Self-Assessment and Reflection**

Strategy 5: Application Cooperative Learning

Students will break into groups of three or four. Each group will analyze artifacts and documents found in [Handouts 3.5A to 3.5I](#). All groups will first look at the artifacts individually and answer for each:

1. What can you learn from each artifact and document?
2. What can't you learn from each artifact and document (i.e., what are the limits of what you can learn)?

Then the students should chronologically arrange the artifacts and documents. After they are arranged the group should answer the following:

1. What changed? What did not change? Why? How do you know?
2. What patterns are there? What links the documents together?

Check for Understanding

After students have analyzed the sources as a group and answered the questions, each student should write a brief essay or create a mini-museum display which answers the question:

- ❖ How can the historical sources provided be used to look for change in the history of the site first known as New Sweden?

Resources

Field trip opportunities to the Kalmar Nyckel are encouraged to make this colonization experience come to life for the students. Information can be found at:

<http://www.kalmarnyckel.org/schooltrips.asp>. According to the site:

The Kalmar Nyckel Foundation offers the premier classroom-without-walls experience for students of all ages. A variety of interactive and exciting learning experiences, including [educational sails and tours](#) are available to public and private schools, community groups, nautical and historical organizations. The ship offers 1.5 hour sails on the Christina River, and 2.5 hour sails out of Lewes, Delaware, specifically designed for students. We also can accommodate groups touring the shipyard alone or with the ship when it is here. A tour of the shipyard includes our working sail loft/museum, blacksmith shop, block and tackle demonstration and New Sweden Center Museum. Fort Christina Park is adjacent to our shipyard and can be included in a tour.

<http://www.kalmarnyckel.org/Crew/EdAppeal08Revise20080110.pdf> For more information on any of our educational offerings or to plan a unique educational experience, please contact our Senior Historian/Director of Education, Sam Heed:

Email: sheed@kalmarnyckel.org

Phone: 302-429-7447"

Teaching Tip

Creating a collaborative relationship with a class from Sweden would promote a better understanding for American students of Swedish culture and the contributions that influence us today. For Swedish students this collaboration would promote a better understanding of American culture and the contributions that Sweden has made to American history.

Resources to support this collaboration include: <http://www.epals.com/>

The American Swedish Historical Museum <http://www.americanswedish.org/frames.htm>

Potential Teacher Supplemental Reading

- The Founding of New Sweden
 - C.A. Weslager; *New Sweden on the Delaware, 1638-1655*; c. 1988; The Middle Atlantic Press; Wilmington, Delaware.
 - C.A. Weslager; *A Man and His Ship: Peter Minuit and the Kalmar Nyckel*; c. 1990 1st ed., c. 2007 2nd ed.; Cedar Tree Books; Wilmington, Delaware.
 - Amandus Johnson; *The Swedish Settlements of the Delaware*; c. 1911, reprint 1999; Heritage Books, Inc.; Bowie, Maryland.
 - Amandus Johnson; *The Instructions for Johan Printz, Governor of New Sweden*; 1930; The Swedish Colonial Society; Philadelphia, Pennsylvania.
- The Kalmar Nyckel
 - The Kalmar Nyckel Foundation Guidebook
http://www.kalmarnyckel.org/download/knf_guidebook.pdf

- New Netherland
 - Student Use – Cobblestone Magazine: October 2007 The Birth of New York, The Dutch in America- available for order (\$6.95 per copy)
<http://www.cobblestonepub.com/magazine/cob/cob0710.html>
 - Teacher Use - The New Netherland Institute: <http://www.nnp.org/index.shtml>
 - ♦ Introduction to New Netherland
<http://www.newnetherlandinstitute.org/vtour/index.html>
 - ♦ The South River <http://www.nnp.org/vtour/areas/southeriver.html>
 - ♦ Fort Christina http://www.nnp.org/vtour/regions/Delaware/fort_christina.html#
 - ♦ Delaware River <http://www.nnp.org/vtour/regions/Delaware/delaware.html>
 - ♦ Fort Nassau: http://www.nnp.org/vtour/regions/Delaware/fort_nassau.html
 - ♦ New Amstel http://www.nnp.org/vtour/regions/Delaware/new_amstel.html
 - ♦ Swaanandael <http://www.nnp.org/vtour/regions/Delaware/Swaanendael.html#>
- Background regarding the American Log Cabins
 - Surviving 17th century Swedish log cabin
http://www.swedishcabin.org/html/sc_history.htm
 - C.A. Weslager; *The Log Cabin in America*; c. 1969; Rutgers University Press, the State University of New Jersey; New Brunswick, New Jersey
 - George Ambrose with Photos by Marianne Mackenzie; *The Log Cabins of New Sweden*; c. 2002; available for \$10 at the New Sweden Centre:
<http://www.colonialnews sweden.org/product.php>
 - The National Park Service:
 - ♦ <http://www.nps.gov/history/nr/twhp/wwwlps/lessons/4logcabins/4facts.1.htm>
 - ♦ Video clip: <http://www.history.com/classroom/frontierhomes/logcabin.html>
(requires software to be downloaded)

Design Principles for Unit Development

At least one of the design principles below is embedded within unit design

- **International Education** - the ability to appreciate the richness of our own cultural heritage and that of other cultures in order to provide cross-cultural communicative competence.
- **Universal Design for Learning** - the ability to provide multiple means of representation, expression, and engagement to give learners various ways to acquire and demonstrate knowledge.
- **21st Century Learning** – the ability to use skills, resources, and tools to meet the demands of the global community and tomorrow’s workplace. (1) Inquire, think critically, and gain knowledge, (2) Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge, (3) Share knowledge and participate ethically and productively as members of our democratic society, (4) Pursue personal and aesthetic growth. (AASL, 2007)

International Education

This unit promotes students to better understand how European nations contributed to the establishment of American colonies and American culture. As stated in the teaching tips, this international education could be further enhanced by creating a collaborative relationship with a class from Sweden.

21st Century Learning

- Develop, implement, and communicate new ideas with others
- Work productively with others
- Understand the interconnections among systems
- Frame, analyze, and solve problems

Technology Integration

The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information

- **8th Grade Technology Literacy** – the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st Century. (SETDA, 2003)

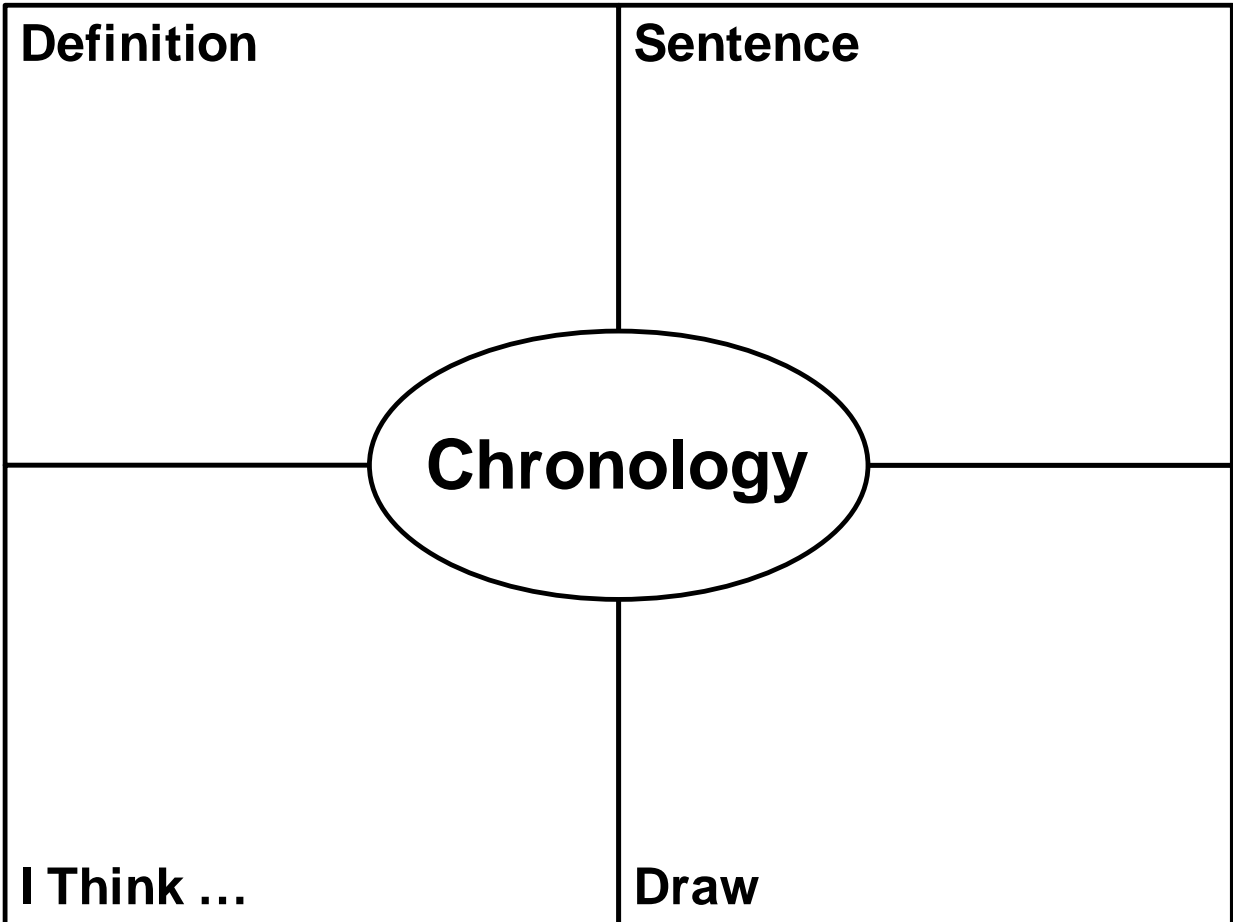
Content Connections

Content Standards integrated within instructional strategies

ELA 2.4b: Students will be able to demonstrate an overall understanding of technical and informative texts by identifying text features and text structures.

Grade 4: Identify text structures in informative/technical texts (e.g., sequence/chronological order, classification, simple definition, simple process, description, comparison, problem/solution, simple cause/effect).

Handout 1.2
Concept Mapping



Handout 1.3 Peter Minuit

Pre-Reading Strategies:

1. **Sketch the Scene:** Select key words from the text that are crucial to understanding. Sketch the important vocabulary, people, or places (e.g., Peter Minuit, the Kalmar Nyckel, and the West India Company).
2. **Text Walk:** Ask students to look for text features.
 - What words are in bold face? What do you think these words mean? What do you think this story is about?
 - Look at the map. Ask students to write in labels of places they already know (e.g., the Atlantic Ocean, Delaware). Label the Netherlands on the map and tell students that this is the same place as "Holland."

Handout 1.3 Peter Minuit

Peter Minuit helped start the colony of **New Sweden**. He was born around 1580. Minuit joined the West India Company in 1625. This company led trade and colonization for Holland. The company started the colony of **New Netherland** by building Fort Orange in present day **New York** in 1621. One of Minuit's first jobs was to explore what they called the North River (Hudson River) and South River (the Delaware Bay). During this trip, Minuit traded for otter and beaver skins with the Native Americans. This was when Minuit first saw the rocks where he would later lead the Swedish ships, the *Kalmar Nyckel* and the *Fogel Grip*.

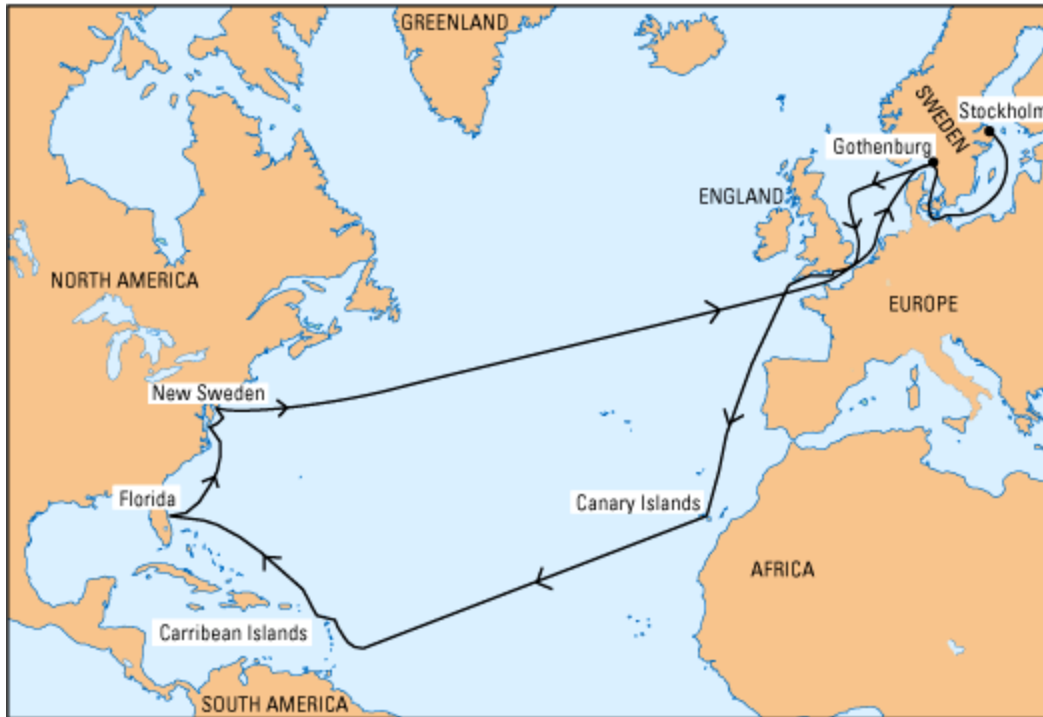
By 1626 Minuit became the leader of **New Amsterdam**, which is now known as Manhattan. Between 1626 and 1629 the colony made money for Holland by sending furs and lumber back to Holland. During that time the company owned all of the land.

Then in 1629 leaders of the West India Company decided to allow individuals to buy land. Wealthy groups of men bought three areas of land. The first was in Lewes, Delaware and was called Swanendael. The second was near Cape May, New Jersey. The third was in New York and now known as Staten Island.

Minuit returned to Europe in the spring of 1633. Minuit next went to work with the leaders of Sweden. They wanted to increase trade with other countries. At first the leaders wanted to get copper from Africa, but Minuit gave them the idea to set up a colony in America. He explained that fur trading could make money for Sweden. He knew a perfect location.

While exploring for New Amsterdam many years earlier, Minuit found a location on the South River that had no Dutch settlements around. It was also located at a cross roads for fur trading with the Lenape and Minquas tribes. This place would become the colony of **New Sweden**. The first ships carried supplies, sailors, and soldiers to start the colony.

The ships known as the *Kalmar Nyckel* and the *Fogel Grip* left late in November 1637. Early in the trip they ran into a storm. Extra time was needed to repair the ships in Holland before crossing the Atlantic Ocean. They arrived to the Delaware Bay in 1638.



Soon after they landed, Minuit purchased land from the Lenape and Minquas tribes. Then the crew began to build Fort Christina and a trade post. They built two Finnish log cabins - the first log cabins in America.

In June of 1638 Minuit left the colony to make a report to the Swedish government. He planned to return with families of settlers. Unfortunately, a stop in the Caribbean to trade wine for tobacco turned into a tragedy. When Minuit landed on the island he was invited by a Dutch friend to board his boat, the *Flying Deer*, for dinner. While on the boat hurricane winds drove the boat out to sea. Neither Minuit nor the boat was ever seen again.

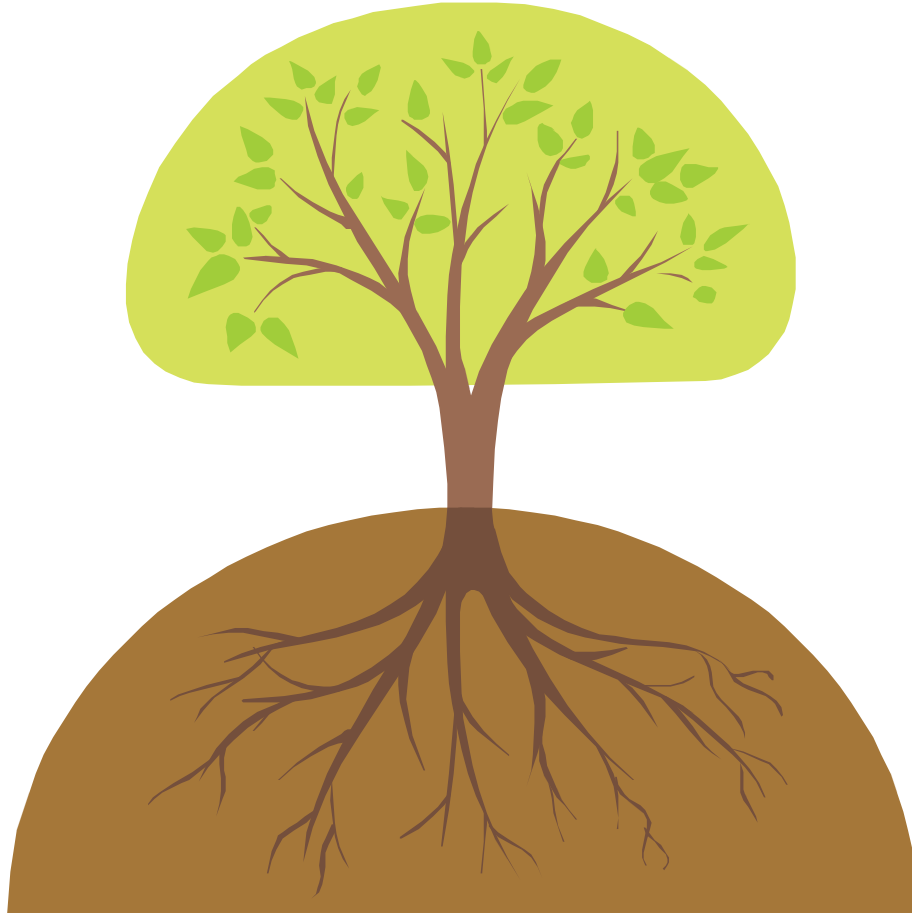
Handout 1.4
A Timeline of New Sweden

YEAR	EVENT
1609	Henry Hudson explores the mouth of the Delaware Bay (Dutch)
1610	Englishman Samuel Argall re-explores the Delaware Bay and names it for Virginia Governor Thomas West, Lord De La Warr (English)
1614	Fort Nassau is built near present day Albany, New York (Dutch)
1624	Fort Orange is built in present day Albany, New York (Dutch)
1626	Peter Minuit becomes Director of New Netherland (Dutch)
1626	Manhattan Island is purchased, Fort Amsterdam is built, and New Amsterdam is settled (Dutch)
1626	Fort Nassau is built (near Gloucester, NJ) (Dutch)
1631	Swanendael is established (Lewes, DE) (Dutch)
1632	Peter Minuit is removed as Director of New Netherland (Dutch)
1635	Samuel Blommaert and Peter Minuit proposed the colony of New Sweden to the Swedish government (Swedish)
1637	Governor Peter Minuit and his crew leave aboard the Kalmar Nyckel and the Fogel Grip to settle New Sweden on the Delaware River (Wilmington, DE)
1638	Fort Christina is built (Wilmington, DE) and New Sweden is established (Sweden)
1638	Peter Minuit is lost at sea in the Caribbean
1639	Anthony, the first black man in Delaware, arrives from St. Kitts in the Caribbean on the Fogel Grip and joins the New Sweden colony
1643	Governor Johan Printz arrives in New Sweden

Handout 2.2 Cause-and-Effect Tree

Branches and Fruit = Visible Signs and Effects

- 1.
- 2.
- 3.
- 4.



- 1.
- 2.
- 3.
- 4.

Roots = Underlying Causes and Influences

Source: Developing Academic Thinking Skills in Grades 6-12: A Handbook of Multiple Intelligences by Jeff Zwiers. C. 2004 by the International Reading Association.

Handout 2.4
Story Map

First

Next

Then

Finally

Handout 2.5 A Brief History of New Sweden

The location of New Sweden was chosen in 1638 by Peter Minuit. He decided that current day Wilmington would be a good location for five reasons:

1. It was off the main channel of the Delaware and hidden from the Dutch and English settlements;
2. It had a huge area of rocks ("the Rocks") that made a good location for sailors to unload the ships easily;
3. It was a location that the Swedes could defend from attack because it was located between the Brandywine and Christina Rivers. The soldiers could see any boats coming up from either river
4. It a location where Native Americans traveled to trade for furs
5. Most importantly, Minuit knew it was a location that the Dutch had never bought from the Native Americans.

After landing Governor Minuit purchased the lands for the colony and led the building of Fort Christina. Unfortunately, since he was lost at sea almost as soon as the colony began a new governor was needed.

Governor Johan Printz arrived at New Sweden in 1643. His family, including his wife and five daughters lived in Fort Christina for a short time. Soon after arriving, he built a home at Tinicum Island and named it Printzhoff. He also moved New Sweden's government offices from Fort Christina to Tinicum Island and built another fort which was named Fort Gothenburg. He believed that the colony needed a third fort for protection on the east side of the river which he named Fort Elfsborg. Fort Christina was remodeled and was used as a storehouse for trading goods and other items. Printz also built log houses in other locations where Swedish and Finish families lived. One was two miles south of Tinicum and called Upland, a second was called Nya Vasa near Kingsessing, and the third was called New Korsholm near the Schuylkill River. In addition a new mill was built and several tobacco plantations were made. In 1646 a log church was built on Tinicum Island. The building of these houses, forts, mills, and plantations meant that by the late 1640's New Sweden had grown and was then located on some of the lands of the present day states of Delaware, Pennsylvania, and New Jersey³.



Printz was able to do a lot during his early years as Governor but after a few years there was little support from Sweden. For instance, he did not have the number of soldiers or supplies that he needed. After the ship *Fama* brought supplies in June of 1644 he did not get any more supplies for trading with the Native Americans until two years and four

³ Weslager; *New Sweden on the Delaware*; 90-100.

months later. The reason that Sweden did not help was because it was at war in Europe. After the war ended Sweden sent some supplies; however, for a variety of reasons over the course of the next eight years the Swedish government did not send the number of supplies or settlers that Printz felt the colony needed.

Another challenge that Printz had was trying to increase the size of the colony without going to war with any of the other European colonies. Both the Dutch and English had lands very close to New Sweden. The Dutch leader, Governor Willem Kieft, met with him soon after he arrived and warned him against building on their territory. Fortunately, when Fort Elfsborg was built the Dutch decided it helped them as well as the Swedes against the English so they did not send soldiers to defend their territory.

By 1650 a few events would change the relationship between the Swedes and the Dutch. The first change took place in 1647 when Governor Kieft left his position and was replaced by Peter Stuyvesant. A year later the Dutch built Fort Beversreed near Philadelphia. Then, in 1651, the Dutch built Fort Casimir in New Castle, DE. Since Printz had few soldiers to protect New Sweden there was little he could do even though he believed that Fort Beversreed was built on Swedish land. In 1654, Johan Printz retired as the Governor of New Sweden due to his frustration about an ongoing lack of supplies and settlers from the Swedish government. Printz did not know that Sweden had by that point taken a new interest in New Sweden and was getting two ships full of supplies of new settlers ready to sail to New Sweden. He was replaced by Johan Rising.



Re-enactors at the New Sweden Centre in Wilmington Delaware show what the Swedish soldiers might have looked like.

Johan Rising (Ree-sing) made a few changes when he became Governor. First, he moved his headquarters back to Fort Christina since Printz's home remained in the hands of his daughter. Second, he focused on taking control of Fort Casimir since the Swedish government believed that it was on Swedish territory. Rising was given orders to argue for the fort without using military power. Fortunately for Rising his men outnumbered the Dutch so they were able to take the fort without a shot fired. It was named Fort Trinity. The Dutch who lived near Fort Trinity were allowed by the Swedes to either take an oath to Sweden and remain or go to New Amsterdam, the main Dutch colony in present day New York.

Governor Stuyvesant did not take action until he learned that peace between England and the Netherlands had taken place on July 16, 1654 in Europe. Before that time the Dutch were always worried about the English trying to take territory from them in North America. Now that the two European countries were at peace the Dutch did not need the Swedes to join them against the English. By 1655 the Dutch had recaptured Fort Trinity and captured Fort Christina. Johan Rising returned to Sweden in defeat. The Dutch ruled the former area of New Sweden for almost ten years until the territory was taken in 1664 by the English.



The New Sweden Centre chose the Coat of Arms above to represent the organization because it focuses on the time period of 1638 to 1776 for its educational tours.

Other symbols include:

HOPOKAHACKING

Lenni-Lenape name for "The Rocks". meaning "Place of the Peace Pipe".

FOUR NATIONS' FLAGS

Represents the area's colonial rulers: Sweden, Holland, Great Britain and the United States.

SHIELD SYMBOLS

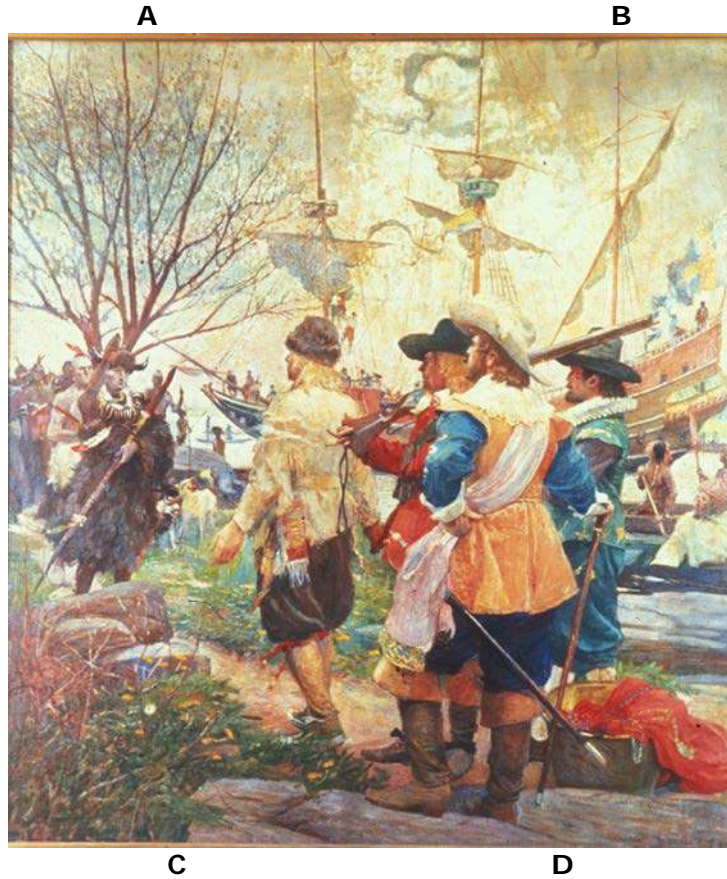
Bow and Arrow - The Native Americans;

Three Crowns - Realms of Kalmar Union;

Hoe and Axe - Delaware Valley settlers' tools;

Anchor - Our important maritime heritage.

Handout 3.4
Stanley Arthur's Painting
The Landing of the Swedes



Step 1: Observation

- A. Study the painting for two minutes. Form an overall impression of the painting. Next, divide the painting into four sections (A, B, C, and D) and study each section.
- B. What is taking place in the painting?

People	Objects	Activities

Step Two: Making Inferences

Based on what you observed in the painting, what inferences can you make?

Step Three: Asking Questions

A. What questions come to mind when you look at this painting?

B. What historical sources might be used to help answer those questions?

This painting is part of the University of Delaware's Special Collections and is being used with permission.

Strategy Source: Adapted from the Photo Analysis Worksheet created by the Education Staff at the National Archives and Records Administration, Washington DC

Handout 3.5A

“Become Something Great” America’s original promise and enduring challenge.

Excerpt from a letter by Peter Minuit to Swedish Chancellor Axel Oxenstierna

As navigation makes kingdoms and countries thrive and in the West Indies [North America] many places gradually come to be occupied by the English, Dutch, and French, I think the Swedish Crown ought not to stand back and refrain from having her name spread widely, also in foreign countries; and to that end I the undersigned, wish to offer my services to the Swedish Crown to set out modestly on what might, by God’s grace, become something great within a short time [emphasis added].

Firstly, I have suggested to Mr. Pieter Spiering [Spiring, Swedish Ambassador to The Hague] to make a journey to the Virginias, New Netherland and other places, in which regions certain places are well known to me, with a very good climate, which could be named Nova Sweediae [New Sweden]....

Your Excellency’s faithful servant,

Pieter Minuit
Amsterdam, 15 June 1636

Handout 3.5B
Fort Christina Park 1938

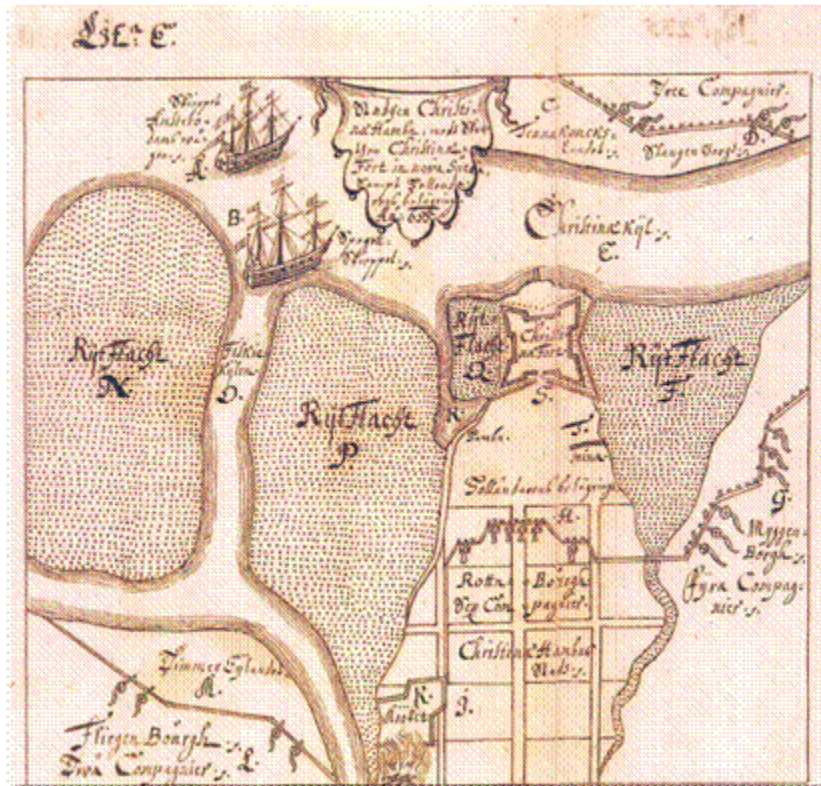
DPA - 2135P



Fort Christina Park, Wilmington, September 28, 1938. #2135.

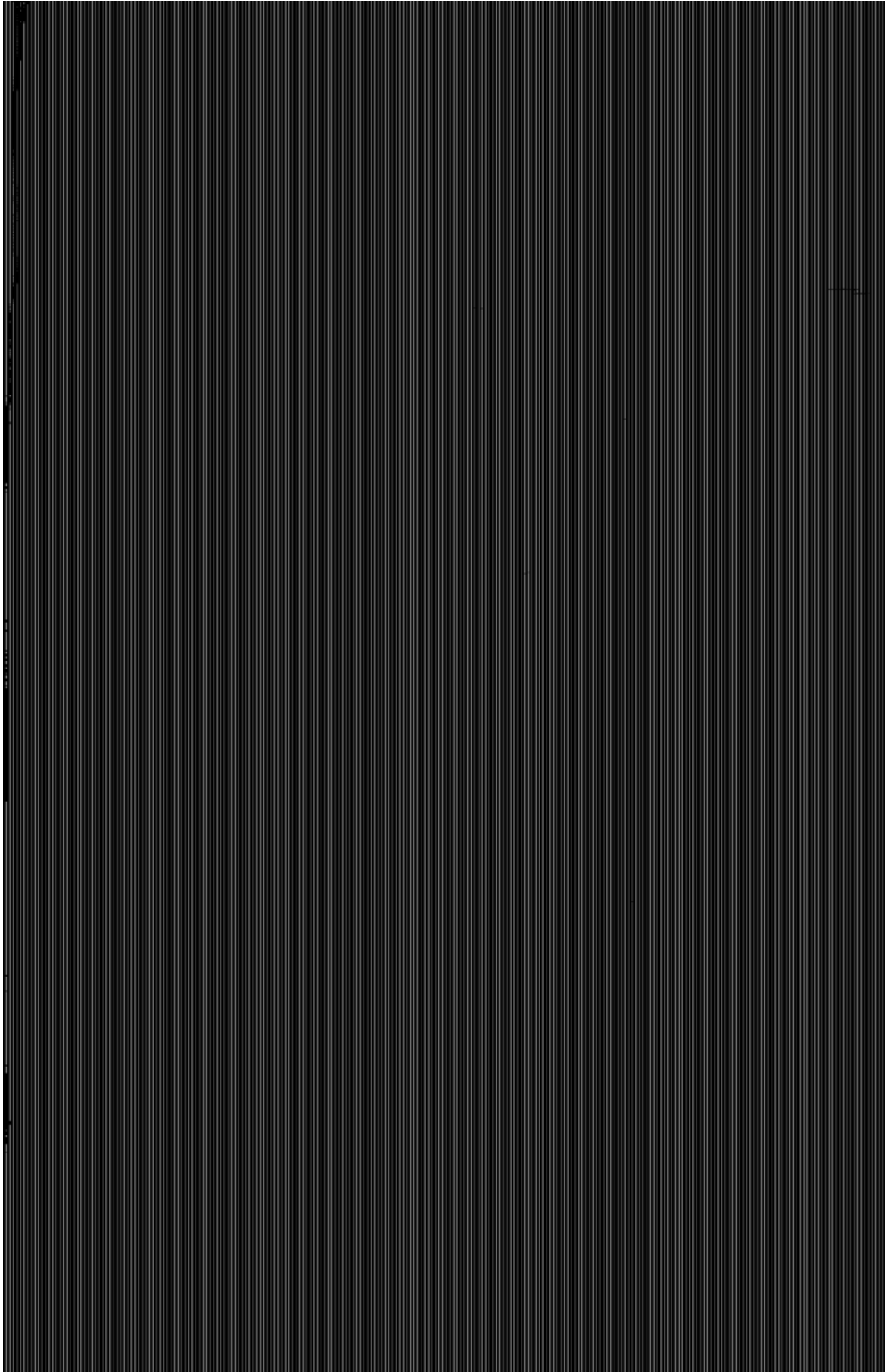
In 1937 the General Assembly directed the State Highway Department to acquire and develop a park at "The Rocks" in accordance with plans furnished by the Tercentenary Commission. The next year the park was an important part of the state's celebration of the three-hundredth anniversary of the landing of the Swedes. In 1962 the park was transferred to the care of the Public Archives Commission.

Handout 3.5C
Map of the Siege of Fort Christina, 1655
Thomas Campanius Holm [c. 1670-1702]



Handout 3.5D

Peter Lindström Map of New Sweden 1655
Courtesy of the Kalmar Nyckel Foundation

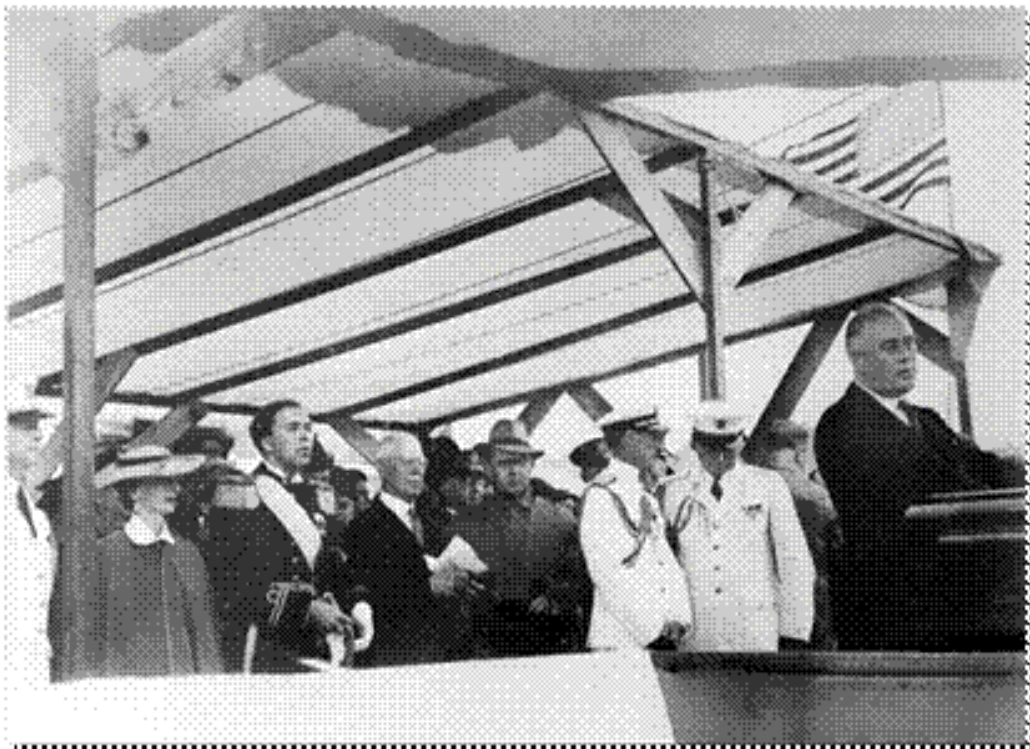


Handout 3.5E

President Franklin Delano Roosevelt is seen here delivering the dedication speech for the opening of Fort Christina Park on June 27, 1938. Also included in the photo are:

Front row, from left to right: Princess Louisa and Prince Bertil of Sweden, U.S. Secretary of State Cordell Hull, holding his keynote address; Carl Milles, sculptor, in fedora hat; U.S. Navy and U.S. Army aides, respectively, in dress white uniforms; FDR at podium.

Courtesy of the Kalmar Nyckel Foundation Archives.



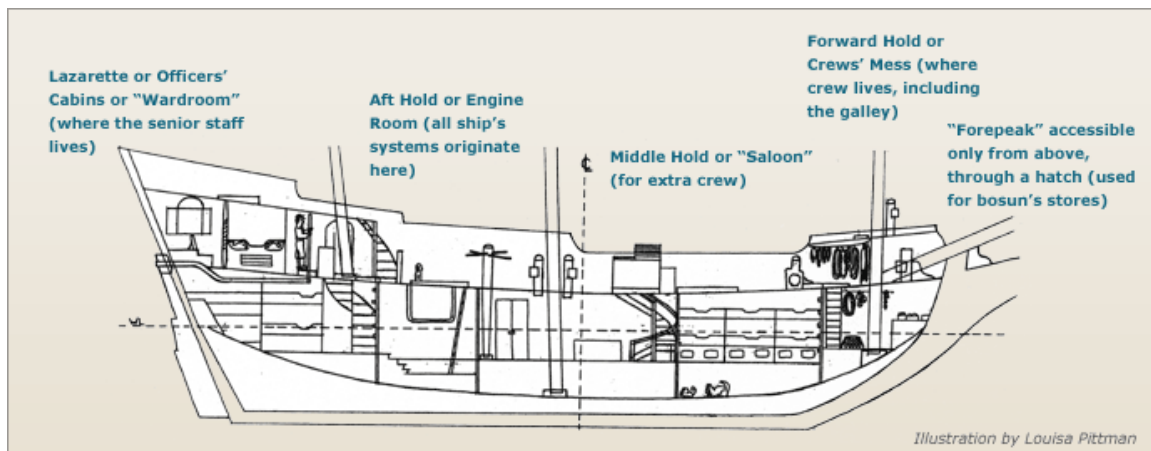
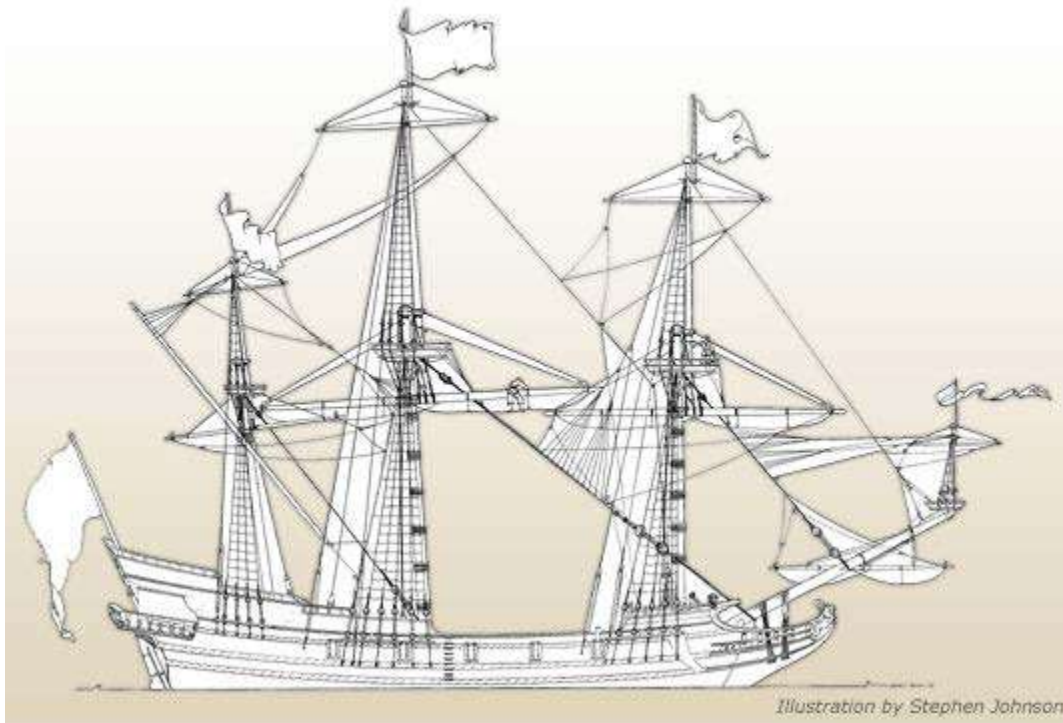
Handout 3.5F

This is a photo of "the Rocks" taken in 1898. In the photo is a three-masted schooner tied up alongside the Rocks. It is not the Kalmar Nyckel. Many of the rocks were taken away when the Christina River was widened.

Courtesy of the Delaware Public Archives, Dover, Delaware.



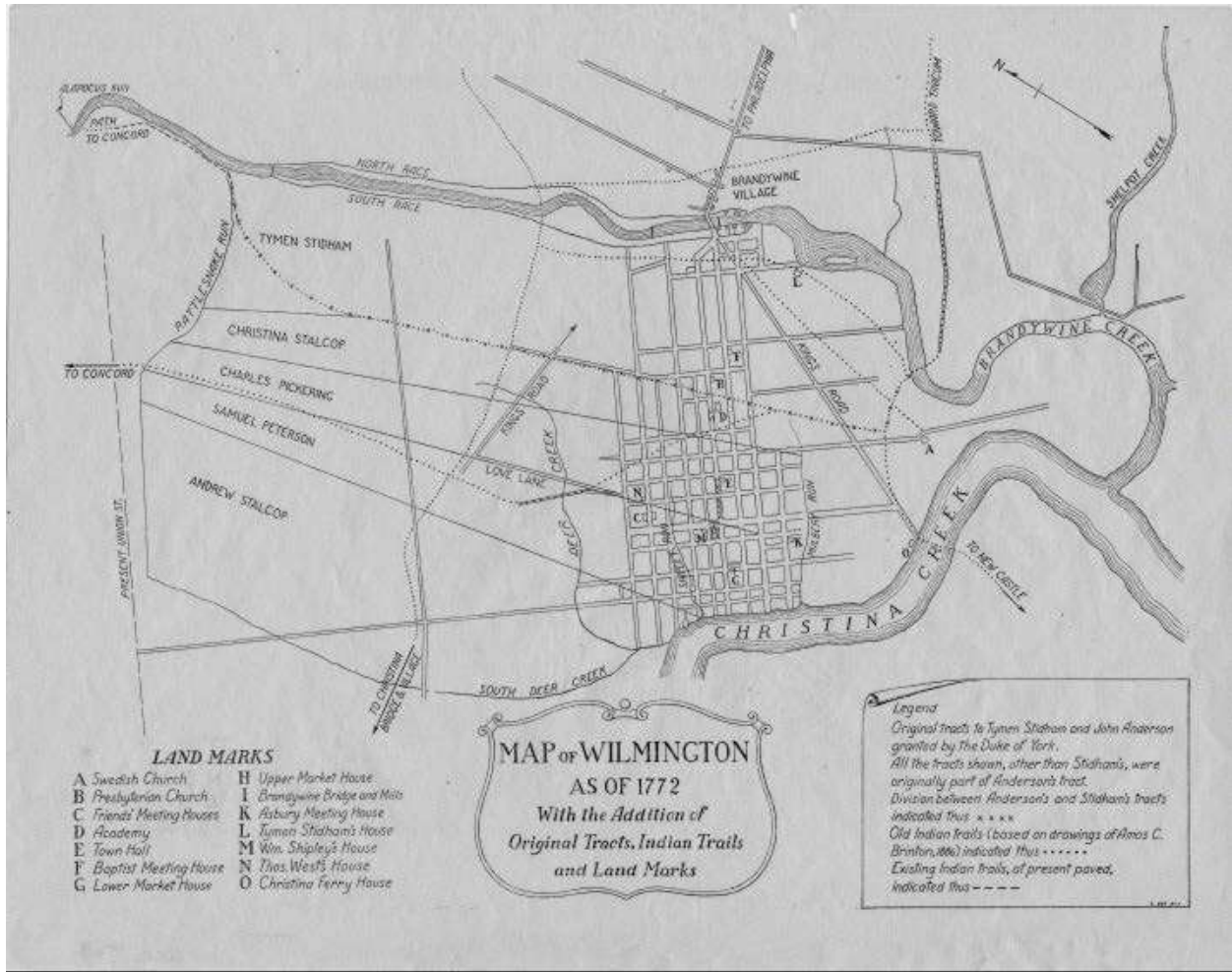
Handout 3.5G



NAME: Kalmar Nyckel
TYPE: 1625, Dutch 200 tonne Pinnacle
BUILDER: Allen C. Rawl, Inc.
BUILT AT: Wilmington, DE
DATE BUILT: September 1997

Sketches Courtesy of the Kalmar Nyckel Foundation

Handout 3.5H Map of Wilmington 1772



Courtesy of Delaware Public Archives – Digital Archives
<http://archives.delaware.gov/exhibits/misc/mapcollection/iiwilmington1772.shtml#TopOfPage>

Handout 3.5I – Leadership for the Colonization of Delaware

Year	Leader	Ruling Nation	Actions
1638	Peter Minuit	Sweden	<ul style="list-style-type: none"> Led the first expedition with the Kalmar Nyckel and The Fogel Grip. Built and named Fort Christina. Was killed in a storm in the West Indies while attempting to trade wine for tobacco for the trip back to Sweden.
1643	Johan Printz	Sweden	<ul style="list-style-type: none"> Moved the seat of government from Fort Christina to Tinicum Island where Fort Gothenburg was built. Lacked men and supplies—did not receive support from Sweden. Returned to Sweden due to frustration.
1654	John Rising	Sweden	<ul style="list-style-type: none"> Moved headquarters for the colony back to Fort Christina By the time Rising was Director there were less than 400 colonists. They were still in need of supplies and people. Seized Fort Casimir (the Dutch fort). This action angered the West India Company and it was decided that the Director of New Amsterdam, Stuyvesant, should respond with force. Returned to Sweden after the Dutch took control of New Sweden.
?	Peter Stuyvesant	Holland (Dutch)	<ul style="list-style-type: none"> Attacked and took control of Swedish territory. Took control back at Fort Trinity (the original Dutch fort) which was renamed Fort Amstel. Did not remain in New Sweden because there was an attack by Native Americans at New Amsterdam.
?	Captain Dirck Smith Jean Paul Jacquet Jacob Alrichs William Beeckman Alexander d'Hinoyossa	Holland (Dutch)	<ul style="list-style-type: none"> The Dutch ruled for about 10 years under the leadership of these men. The lives of the Swedish and Finnish settlers were not seriously affected by the switch to Dutch rule from Swedish rule.
1664	Duke of York	England	
1682-1704	William Penn	England	

Compiled using the work of C.A. Weslager:
New Sweden on the Delaware 1638-1655 and A Man and His Ship.