

Journey into Mohawk Country in the Social Studies Curriculum

History of the United States and New York

2.3. Study about the major social, political, economic, cultural and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.

Students will:

- Compare and contrast the experience of different ethnic, national and religious groups, including Native American Indians, in the United States, explaining their contributions to American society and culture.
- New York State is rich with Native American history, giving students ample opportunity to learn from our past. By understanding how Native Americans contributed to United States history and culture, students will demonstrate an appreciation and respect for diverse ethnic and religious groups.

Geography

3.1. Geography can be used to analyze important historic, geographic, economic, and environmental questions and issues.

Students will:

- Understand how to develop and use maps and other graphic representations to display geographic issues, problems, and questions.
- Understand the development and interactions of social/cultural, political, economic, and religious systems in different regions of the world.
- Students will use maps while reading *Journey into Mohawk Country* to track van den Bogaert's journey as he traveled west through the tribes. Because geographic locations' names change throughout history, it would be beneficial to go over the cities' previous names in the back of the book. (Fort Orange = Albany, etc.)

Economics

4.1. The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.

Students will:

- Analyze the effectiveness of varying ways societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources.
- Understand the nature of scarcity and how nations of the world make choices which involve economic and social costs and benefits.
- Students must understand that the purpose of van den Bogaert's journey was to trade with the Native's for their beaver pelts in hopes of keeping Fort Orange and other Dutch colonies afloat. Students may role-play and reenact a bartering scene, considering supply and demand.