

Kelly Haass, Colleen Walsh, Laura Stenz,  
Marlena Williams, Heather Dolloway, Sarah Miller

## **Huguenot Street, New Paltz Lesson Plan**

### NYS LEARNING STANDARDS

- Social Studies: standard 1—History of the United States and New York
- English: standard 2, 3, & 4—Language for Literary Response and Expression, Language for Critical Analysis and Evaluation, Language for Social Interaction
- The Arts: standard 1—Creating, Performing, and Participating in the Arts

GRADE: 6<sup>th</sup>, adaptable up to 10<sup>th</sup>

### MATERIALS

1. Paper to take notes on
2. One camera per group
3. Internet access or library books they can use to research

### LEARNING STYLES

- Bodily/Kinesthetic
- Verbal/Linguistic
- Visual/Spatial

### OBJECTIVE

- To help the students learn about life in the 1700s, particularly Huguenot culture.
- Encourage students to put themselves into the place of a person living at this time, while also being able to relate it back to how we live now.
- To gain research experience.

### PROCEDURE

1. In preparation for the field trip the class would be broken up into groups of three or four.
2. Each team will then be assigned a certain family and asked to research that family and see what their lives were like. What kind of jobs did they have? Were they wealthy, middle class, or poor? What was the family unit like: just a husband and wife or did they have kids and if so how many? Etc.
3. When we go on the field trip each team will have at least one recorder and one photographer and they will be responsible for taking notes about the different areas particularly their family's house. They should also get pictures of the house, maybe their family's church pew, and at least one member of the family's tombstone. The children would also be asked to analyze some artifacts from a member of their family.
4. Then the day after the trip the students will get in their groups and work together to put all the information they found online or from the library beforehand, as well as, the firsthand learning they did while at Huguenot Street. They then have to use this information to put together what the life of people at this time was like.

5. The students will then present their family to the class, they can lecture, role-play, show pictures, read from books, anything they think will show what their families contribution to the society was. They should also include in their presentation some kind of connection to today.

### EVALUATION

The children will be evaluated on the information they got beforehand, how much they got from the trip, and mainly on their presentations. The presentation will be looked at according to creativity, the quality of the information included, and how well the group worked together.