

Puzzle Pieces of Architectural Elements on Early Huguenot Street

NYS LEARNING STANDARDS

- Social Studies: standard 1—History of the United States and New York
- English: standard 4—Language for Social Interaction

GRADE LEVEL: 5th Grade

MATERIALS

- Bus/Transportation to Early Huguenot Street
- Tour of homes: DuBois Fort, the Jean Hasbrouck House, and the Terwilliger House.
- Cut up pieces of cardboard puzzle pieces (Instructor should have pieces cut up prior to trip).
- Accustomed size cardboard square (used to glue pieces of puzzle on to create the puzzle; the puzzle should fit perfectly on the square piece of cardboard).
- Markers/Crayons
- Glue

LEARNING STYLES

- Bodily/Kinesthetic
- Visual/Spatial
- Auditory

DURATION: Three to four hour trip

OBJECTIVE

- To explore, examine, understand, and remember the architectural elements of homes on Early Huguenot Street in New Paltz. The homes students will be looking at are the DuBois Fort, the Jean Hasbrouck House, and the Terwilliger House.
- To become aware that in New Paltz, Early Huguenot Street has six homes on it that were built before 1720, that are furnished to look like the original 18th century homes.
- To learn about the architectural elements of the DuBois Fort, the Jean Hasbrouck House, and the Terwilliger House.

PROCEDURE

1. All the students will be taken to Early Huguenot Street by some form of transportation. Upon arriving at Early Huguenot Street the tour guide or teacher will point out the six different homes on Early Huguenot Street while providing a brief background on each home. If there is no tour guide the teacher must be prepared to have background information on each home and about the architectural elements in each home.
2. Then, the tour guide or teacher should discuss what homes the students will be exploring. Designate 3 student co-op work groups; they will later have to work

- on a single house together so they should create a team strategy for collecting trivia.
3. The tour guide or teacher should show all the important architectural elements of each home. After visiting each home, the instructor or tour guide should have a small question/answer session
 4. At the end of the tour the teacher should make a circle with the students in a room or outside. First, the teacher should check for understanding. At this point the teacher should introduce his or her activity to the class.
 5. The teacher should pass out the pieces of his or her puzzle and ask students to break up into their teams (each team should concentrate on one of the homes). Together, each group is going to write different facts about the different architectural elements of their home on specific number of puzzle pieces. For example, the DuBois Fort was infamous for its cellar entrance. A student could write on a puzzle piece that the strap hinges, slide bolt, and latch were used to ward off evil spirits.
 6. After all the teams finish writing their facts on all their specified puzzle pieces, student groups or teacher will glue all the puzzle pieces together on the cardboard square.
 7. In the end, the teacher can bring this puzzle back to the classroom and the students will remember their trip to Early Huguenot Street and about all the architectural elements in those homes.

ASSESSMENT

The teacher can assess this activity in several ways. Students can be informally assessed according to participation on the trip and within their respective groups. Students can formally be assessed according to whether they learned enough to complete a whole puzzle with accurate facts or the nature of the comments they write (a more specific comment usually shows that a student paid closer attention to information presented).