

Lesson Plan #3: Landscape Design and Archaeology-Staatsburg and Hyde Park

Objectives:

Students will be able to:

- Understand the historiography of the families who owned Mills Mansion and the Hyde Park Estate.
- Utilize skills that are practiced by archaeologists and historians.
- Compare and contrast a landscape image from the past and today.
- Recreate the archaeological process of using a grid system to identify changes over time.
- Create a Venn diagram containing information gathered from observation of images.
- Assume the role of an archaeologist writing an article for a local paper.

Standards:

Social Studies Standard 1: History of the United States and New York

Key Idea 4: The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.

Performance Indicator - Consider different interpretations of key events and/or issues in history and understand the differences in these accounts.

Teacher Resources:

- *The Hudson River Valley Review* articles:
 - **STAATSBURG:**
 - [“Regional History Forum - Staatsburgh State Historic Site” by Sarah Gunner](#)
 - [“Landscape Archaeology at the Mills Estate in Staatsburg” by Christopher Lindner](#)
 - [“Sifting For Reflections: Research Preliminary to Excavation of the Mills Mansion Greenhouse Complex” by Barbara Deyo Majovski](#)
 - [“Picturing the Past at Mills Mansion Greenhouse Complex” by Mary Gregorie Burns](#)
 - [“Digging in the Garden: Historical Excavations at Mills Mansion - Second Season” by Amy Foster](#)
 - [“Cultivating the Greenhouse Complex at Mills Mansion” by Christopher Pryslopsi](#)
 - **HYDE PARK:**
 - [“Wilderness to Landscape Garden: The Early Development of Hyde Park” by Robert M. Toole.](#)

Materials:

- Before and after pictures of a property
- Scanner or copier machine

- Ruler, pencil, paper
- Copies of a Venn diagram
- Overhead projector/Smart-Board

Procedures:

1. After learning more about the Mills Mansion and Hyde Park Estate owners from the articles, and prior research, the teacher will briefly discuss the role of the archaeologist.
2. Gather [pictures of the property](#) in the past and present. (Primary teachers may use the same pictures for the whole class.)
3. Teacher provides increments to be used. Teachers may model how to create the grid system on the overhead or Smart-Board.
4. Students make observations in each increment box and take notes on how it is similar and different using the Venn Diagram.

Assessment:

Students use the information collected to write an article from the perspective of an archaeologist reporting his or her findings.

Enrichment:

➤ Students may:

Option A:

- Interview a family member about a piece of property, asking how the property has changed over time. Using the skills above, they may conduct their own archaeological analysis of the property.
- Create a 3-D diorama of the property as it existed in the past.
- Create a time-line of usage based on the interview or a series of photographs taken during a span of years.
- Use data collected from their interview to explain the changes identified.

Option B:

- Research online or take a field trip to see each estate currently and note differences between the descriptions in the articles and how the properties look today.
- Create a poster with a timeline illustrating all of the changes to each property.
- Make a comparison between two sites and their owners or a timeline of changes and historical events over time.
- Write an article presenting the findings from the research.