

# What is History: Philipsburg Manor, Visit 2

## Unit: From Barter to Big Business

### Destination(s)

Philipsburg Manor

381 N Broadway

Sleepy Hollow, NY 10591

<http://www.hudsonvalley.org/content/view/14/44/>

### County

Westchester

### Grades

4th Grade

### Author

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### Summary

Over the last several years, Philipsburg Manor has been reinterpreted from the perspective of the enslaved Africans who made it work. In a second visit to Philipsburg, students can explore what we mean by "history" and how interpretations change over time. They will also seek answers to questions they have developed since the first visit and will take more pictures. It is helpful to do the reading photos lesson in this unit first.

### Question

- What is history?
- What are some reasons that our understanding of historic periods and events may change over time?

## **Content Understanding(s)**

Why and how activities and interpretations have changed at Philipsburg Manor.

## **Concept Understanding(s)**

- Historians use facts, documents, and other evidence to develop theories about what happened and why.
- As historians get new information or develop new ways of understanding existing evidence, our understanding of history may change.
- All people, not just those in leadership positions, leave evidence that can affect our views of history
- The way we think about, understand, and interpret history may depend on whose perspective we are viewing it from.

## **Suggested Time Frame(s)**

This field trip and the suggested pre- and post-activities will take one full school day.

## **Narrative**

**Before leaving school, divide students into groups,** give each group a small journal or notebook, and give them the following tasks:

1. Prepare lists of questions to be answered at Philipsburg. Questions might focus on life at the manor or the time period being studied.
2. Review thumbnail sheets of photos taken during the first visit, and list any pictures you want to take during the second visit.
3. Choose a photographer and a recorder for the visit. (They should not be the same students who had these roles during the first visit.) Designate a third student to begin conversations with site staff about the group's questions. Be sure the student photographer knows how to use the camera.

## **Site experiences:**

1. The trip begins with the site interpreters discussing history and what it is. Site staff will describe how the interpretation of the Manor has changed over the last 50 years or so.
2. The students are divided into groups, each with a site interpreter, who discusses the Manor based on current interpretation. Each group of students should ask the questions they prepared.

## **Post-Visit Activities:**

1. After site visits where students experience life in another time, it is natural to discuss differences. Students can respond in writing to such questions as: What did you like best? What was most interesting? What differences are there between your life and that of a tenant farmer? ...an enslaved African? ...Mr. Philipse's family? If you could choose to be a person on the Manor, who would it be and why?
2. Use students' pictures from the trip for subsequent activities including those associated with the lesson, Timeline of New York State. With digital pictures, it is recommended that "thumbnail" sheets (one per camera) be prepared for students to use when they look for pictures to illustrate their writing. Record which trip and camera each sheet represents for ease in locating individual pictures in the future.

### **Supplies Used**

Notebooks for students and digital cameras (1 per group)

### **What Should Students Be Able To Do at the End of This Lesson**

Students should be able to discuss their findings verbally and in writing.

### **How do you assess student learning?**

- Participation in discussion.
- Writing assignments.
- Effective group behavior and process.