

Lesson Plan I: Why Do Old Buildings Matter?

Date(s):	Materials:

Learning Objectives:

Understand the role of architecture, preservation, and place in society and culture, *i.e.*, “Why Old Buildings Matter.”

- Understand the ways culture has influenced the development of old and historic buildings.
- Understand how cultural and architectural influences interact to affect the daily lives of various groups of people, past and present.
- Understand why some preservation efforts are supported by a culture and why some are not.
- Understand and apply knowledge of major historical events and developments that involved interaction among various groups to understand the impact a historic building can have on a community.

Understand the role of preservationists, architects, and property owners in preserving old buildings in order to promote change or the status quo.

- Understand the impact of important individuals and groups in technological and scientific fields pertaining to architecture and preservation.
- Understand that preservationists, architects, and property owners have had a great impact on history.
- Understand these people play a significant role in maintaining the history of their state.
- Understand how democratic values have been exemplified by these people.

Sequence of Instruction:

____ Discuss: Start by asking your students about buildings in the area. Possible questions include

- What old buildings have you noticed?
- What old buildings are your favorite? What makes them special?
- What do you know about the history of those buildings?
- What do you want to learn?

____ Activity: Based on your discussion, have each student write about one building he or she would like to learn more about. Have the students write about why they’re interested in this building and what makes it special, and ask if they have a special connection to it.

____ Homework: Have students read “Homes in History,” Volume 15, Number 1, of *The*

Goldfinch (available online at <http://ir.uiowa.edu/goldfinch/56/>) and then ask them to use what they learned from the reading to interview a parent, caretaker, or other adult about an old building in the area. Encourage them to use the same questions they answered in their writing activity or to develop new ones.

- What do they like about their favorite old building? Can they explain why?
- What makes those buildings special?
- Do they have any personal connections to it or know anyone that does?

Teacher's Notes:

