

Lesson Plan II: How do I Research an Old Building?

Date(s):	Materials:

Learning Objectives:

Understand the relationships between historical patterns, people, and time frames.

- Understand similarities and differences between architectural styles in relation to varying time periods.
- Understand historical actions and events that posed problems, issues, or dilemmas for buildings as well as the people directly influenced by those buildings within a given time period.
- Understand the causes and effects of historical actions and events.
- Understand differences between past and present day life through the development of history of old buildings.

Understand systems of power, authority, and governance are enacted and recorded in the architecture and maintenance of old buildings.

- Understand how groups of people work together based on personal interests as well as the common good.
- Understand how preservationists can maintain local history and character by working together to preserve historic buildings and places, and why preservationists do so.
- Understand the different perspectives and belief systems that drive preservation efforts as well as those that allow preservationists and developers to decide when a historic place needs to be repaired, rehabilitated, or razed for the good of the community.
- Understand the consequences of preservation and demolition of historic places for local communities, states, and the nation.

Understand that students and non-property owners can also contribute to the maintenance of and have an impact on the history of their state through preservation efforts, advocacy, and research, *i.e.*, "How to Research Old Buildings."

- Understand how individuals can begin researching old and historic buildings of interest to have an impact on their communities.
- Understand what local historical centers, collections, archives, and places will best serve students' research interests.
- Understand the roles of historians and architects in preservation and how they can assist students and other non-property owners in researching and preserving historic buildings.

Sequence of Instruction:

____ Discuss: Ask your students

- What ideas for researching do you have?
- Have you or a family member ever researched your family's genealogy? What stories

did you find? How is researching old buildings like finding an architectural genealogy?

- Have you ever researched the story of your home or other old building? If so, what did you find? If not, what do you think you might find?

____ Activity: For a small research assignment, put students into storytelling teams of 3-4 people per team.

- If you have a computer lab classroom available to use, have students do online research on one local, old building. If you do not have a computer lab, have the students consult a local historian or librarian about a building they're interested in.
- Consider having students use the Smithsonian National Museum of American History's "Within These Walls" website (<http://amhistory.si.edu/house/home.asp>) and guide to researching buildings (<http://amhistory.si.edu/house/pdfs/webhouseguide.pdf>).
- After they've had enough time, have students write out their stories together. Encourage them to use pictures and other available media to make the story more exciting for their listeners. Finally, hold a storyteller session where all groups share the stories they've written with the group.

____ Homework: Have each student use the "Glossary Guide to Old Building Styles and Parks" a resource located in Section 4, to identify the architectural features of an old building or home they are interested in. Have them fill in the corresponding worksheet, "Researching Your Story."

Teacher's Notes:

