



Lesson: Architective

Time: 1 class period

In this lesson, students broaden their understanding of the importance of preserving historic buildings by analyzing historic buildings in their own neighborhood or community.

Essential Questions:

Why is the preservation of buildings (both historic and modern) important?
Can old buildings be re-used?

Students:

- identify unique characteristics of a historic building
- observe changes over time that have occurred in, or on a building
- identify various primary sources to use for researching historic buildings
- identify reasons why buildings should be preserved
- discuss how old buildings are revitalized and used for new purposes

TEKS:

6th grade Social Studies: 6.5a-b, 6.6a, c, 6.7a-c, 6.18a-d, 6.21a-e, 6.22a-e, 6.23a-b
6th grade Fine Arts: 6.1a-b, 6.3a, 6.4a

Materials:

Architective Student Worksheet

Vocabulary:

Preservation (<i>noun</i>)	The effort of keeping a building intact, free from decay, and safe from destruction
Preservationist (<i>noun</i>)	One who advocates preservation, especially of natural areas, historical sites, or endangered species
Primary source (<i>noun</i>)	A document, recording, or other source of information created at the time being studied by an authoritative source who usually has direct personal knowledge of the events being described
Revitalize (<i>verb</i>)	To give new life or vigor

Step 1

Inform the class that today they will be learning about how to be a detective of architecture - an architective! Distribute the *Architective Student Worksheet*.



Step 2

Students work separately or in groups to complete the *Architective Student Worksheet*. Visit a historic building, or use photographs of local historic buildings for students to analyze. Review student observations of their building.

Step 3

Ask students the following question:

What primary sources do you think could be used to research a building's history?

Use the *Guide to Primary Source Research Documents* to review various sources used to research a building's history. Students then research the history of their building using one or more of the primary sources discussed.

Step 4

Share this information with the class:

What a building is used for can change over time. Old banks might become restaurants; houses might become museums; and old grocery stores on Main Street might become office buildings.

Ask students the following questions:

Do you know of a local building that is being used differently than it had been in the past? Why do you think this change happened?

Review student plans for how to reuse their building in order to save it from being torn down.

Step 5

Ask the students the following question:

Why do you think it is important to preserve historic buildings? Do you know of any local historic buildings that the community is working to preserve?

CONCLUSION

Review with students that preserving artifacts and buildings helps us learn about and remember our history. It is important to preserve modern artifacts and buildings to allow future generations to learn about how people live today.

EXTENSION:

Research other historic preservation projects in your community. Learn more about how you can help preserve historic buildings. Research the Texas Governor's Mansion.

governor.state.tx.us/about/mansion
governor.state.tx.us/about/mansion/education
txfgm.org
preservationnation.org
nps.gov/history/nr/twhp
thc.state.tx.us/index.shtml

