



Lesson: My Home Has History!

Time: 1 class period

In this lesson, students broaden their understanding of the importance of preserving historic buildings by identifying places that matter to them and discussing personal reasons for preserving their own homes.

Essential Questions :

Why is the preservation of homes (both historic and modern) important?

Students:

- identify unique characteristics of their own homes
- compare and contrast their homes with others built during the same time period
- create a timeline for when all the homes in the class were built
- identify reasons why their own homes should be preserved
- discuss why historic buildings should be preserved for many of the same reasons students would preserve their own homes

TEKS:

3rd Grade Social Studies: 3a-c, 4b,d, 16a-f, 17a-c, 18a-b

3rd Grade Fine Arts: 1a-b, 2a-c, 3a

Materials:

My Home Has History! Student Worksheet

Sticky Notes

Vocabulary:

Preservation (*noun*)

The effort of keeping a building intact, free from decay, and safe from destruction

Historic (*adjective*)

Dating from or preserved from a past time

Historic Building (*noun*)

A structure created in the past with a lasting importance

Era (*noun*)

A period of time that is memorable because of an important date, event, or prominent figure

Design (*noun*)

The arrangement of decorative details on a structure or work of art

Glass Panes (*noun*)

Glass formed into large thin sheets



Step 1

Inform the class that tomorrow they will be learning about historic places and how to preserve those places. Hand out the *My Home Has History! Student Worksheet* as homework. Have students complete this worksheet before the next class period.

Step 2

Students participate in a stand-up/sit-down activity. Using the homework assignment questions, prompt students with statements. The students show the statement is true or false about their own house by standing or remaining seated. (Example: Teacher may say, "My house has a tin roof!" Students who have a home with a tin roof stand up and say, "That's my house!" and then sit back down. Etc...)

This activity can take as few or as many minutes as necessary to help children understand that their homes have commonalities and differences all of which are important in studying their homes.

Step 3

Share this information with the class:

Houses built in the same era often have similar features. For example, some homes built 150 years ago have working shutters that open and close. Historically, they provided security, protection from weather, privacy, and ventilation. In contrast, many homes built today have shutters that are immovable and attached to the house for decorative purposes. This is a design carried over from older homes that give a house a traditional look even though building technology makes the shutters unnecessary.

Discuss the following question:

Why do older homes look different than newer homes?

Step 4

Students, using questions from the homework assignment, record the date their house was built on a sticky note. Working together as a class, ask students to place sticky notes in order from the oldest to newest home on the chalk board or butcher block paper.

Step 5

From the *My Home Has History Student Worksheet*, review what students and their families do to keep their homes in good repair.

Ask students the following question:

Do you think we should preserve old homes in our community? Why do you think we might save older homes? Are they important places?

Review the reasons students have listed for saving important places.



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

