WELCOME!

Teaching with Primary Sources across Tennessee, administered by the Center for Historic Preservation at Middle Tennessee State University, engages learners of all ages in using primary sources to explore major issues and questions in many different disciplines.

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FEATURE ARTICLE: ARCHITECTURE AS A PRIMARY SOURCE

Contributed by Dr. Carroll Van West, Co-Director, Teaching with Primary Sources across Tennessee and Director, Center for Historic Preservation, MTSU

The theme for this month’s issue is Architecture and Architectural Landscapes, a subject which lends itself well to lessons in math, physics, and engineering, as well as history, art, and sociology. The study of architecture is also one of the main goals of the Center for Historic Preservation at MTSU. Visit the CHP Web site, and its affiliated site, The Heritage Education Network (T.H.E.N.), for more resources on how to look at architecture in preservation and in classroom teaching.

Some of the most interesting primary sources at the Library of Congress are documents and photographs about historic American architecture and engineering. The Library has a huge online collection of historic drawings, field notes, and photographs of (continued on p. 2)

“AWESOME” SOURCE OF THE MONTH

Turkey, Ankara. Temple of Augustus Caesar Monumentum Ancyranum. [1935]

The walls of this Roman temple, built around 13 C.E., are filled with inscriptions that praise the deeds of Emperor Augustus. What American buildings or structures are inscribed with important speeches, poems, or memorials?

News

Several teachers have responded to our call for lesson plans with interesting, solid submissions that thoughtfully use Library of Congress primary sources to bring subjects alive for their students. Thanks very much to those of you who have shared your lesson plans with us! In honor of this month’s newsletter theme, we’d like to particularly encourage all you math and science teachers out there to take advantage of our lesson plans-stipends offer. STEM subjects are currently underrepresented among Library of Congress lesson plans, though TPS-TN is attempting to change this! (See p. 3 for lesson ideas.)

UPCOMING EVENTS:

- August 5 (Dayton)- Rhea County teacher in-service, 9:30—11:20 a.m.
- August 6 (Memphis)- Memphis City Schools teacher in-service, workshop in conjunction with Tennessee History Day, 12:30 p.m.—2:45 p.m.
- August 29 (Murfreesboro)- “America’s Best Idea in Middle Tennessee” workshop for 8th-12th grade teachers, Stones River National Battlefield, 8:30 a.m.—4 p.m. For a detailed description of this exciting workshop, click here.
- September 9 (Murfreesboro)- Rutherford County Schools in-service, 3:30 p.m.—5:30 p.m., RCS Bldg., 2240 Southpark Blvd.; register through School Station

Teaching with Primary Sources is a program of the Library of Congress, and is administered in Tennessee by the Center for Historic Preservation at Middle Tennessee State University.
ARCHITECTURE AS A PRIMARY SOURCE

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some of the most important landmarks of American history. These properties range from such famous structures as Monticello and the Statue of Liberty to places important in their own right in Tennessee communities, such as Cumberland Homesteads at Crossville, historic Jonesborough, and historic bridges from across the state (see pages 3-4 for examples).

The most important collection of architectural primary sources on the Library of Congress Web site was developed by the Historic American Building Survey (HABS), the Historic American Engineering Record (HAER), and the Historic American Landscapes Survey (HALS), all of which are government programs started in 1933 and continuing today (see link at upper right). These architectural primary sources are useful tools for allowing students to explore the diversity of Tennessee’s landscapes, to study state history, and to explore the homes of some of its most famous citizens, from Andrew Johnson to Andrew Jackson. Students can begin, for example, with a category like "schools" and explore how school design has changed, from one-room log buildings in the Smokies to modern-styled concrete buildings in our cities. Students also can explore the "math" of building and engineering by comparing the measured drawings of many properties. (See the Architecture Lesson Plan on the next page!) When did historic buildings start to have indoor bathrooms? How many square feet do you find in a 1930s kitchen? These questions, and many more, test visual skills, history skills, and math skills, while engaging students with the kinds of buildings and structures that fill their landscapes both at school and at home.

LESSON IDEAS—LIVING IN THE SUBURBS

This idea comes straight from Collection Connections!

The photos in the collection Architecture and Interior Design for 20th Century America, 1935-1955 emphasize the culture and social patterns of the middle and upper classes in New York City and environs over a 25-year period. This period of American history is characterized by the development of suburbs and the expansion of cities.

The collection includes photographs of suburbia and suburban homes as well as construction projects in the city, which provide visual clues to aspirations and values. Images of suburban development can also lead to an analysis of such timely issues as the costs and benefits of growth, land use, and the need for city planning and zoning regulations.

Suggest that students search for "Levittown houses" and the names of towns such as “Dobbs Ferry” or “Port Chester” to discuss what the images of homes, gardens, businesses, and recreational facilities in these places reveal about middle and upper class life. Have students compare their impressions to today's social climate. Search “housing developments,” “Sunny Brook houses,” and “Calvert houses” to locate examples of the expanding suburbs.

Students might discuss the following questions:

- How do suburbs affect a town and the areas around it?
- How does suburban housing differ from housing in town?
- How has this suburban trend affected the landscape of Tennessee?

This idea can be adapted to meet state curriculum standards for high school U.S. History (Eras 9 & 10).

IMPORTANT LINKS:

- Built in America: HABS/HAER/HALS, 1933-Present
- American Landscape and Architectural Design, 1850-1920
- Frank Lloyd Wright: Designs for an American Landscape, 1922-1932
- Small Town America: Stereoscopic Views from the Robert Dennis Collection, 1850-1920
- Temple of Liberty: Building the Capitol for a New Nation
- Browse by Topic: Architecture & Design
- Architecture Images from Prints & Photographs
Lesson Ideas— Be Your Own Architect

Do you have students who want to be architects? Have students pick one of the many architectural drawings and plans available from American Memory to research. The collections American Landscape and Architectural Design, 1850-1920 (search plans, maps, and models) and Built in America: Historic American Buildings Survey/Historic American Engineering Record/Historic American Landscapes Survey, 1933-Present (search by keyword “drawings”) are the best places to start.

Students should research the drawings as if they were the architects in charge. Students then should present their plans to the community (the rest of the class) and be prepared to answer questions from the audience. Community members should ask questions like: How long will this building last?, How will it be used?, and Who will use it?

This idea can be adapted to meet state curriculum standards for grades 6-8 English (Standards 2 and 4).

Lesson Ideas— Bridges

Bridges are important for many reasons, plus many are architectural and engineering marvels! To see some of the interesting bridges in Tennessee, enter “bridges Tennessee” into the American Memory search box. After showing students images of several bridges, ask them the following questions:

• Why are bridges important? What problems do they solve? What are the functions and purposes of bridges?
• How have bridges changed over the years? How have the materials to build bridges changed?
• How do the designs of bridges reflect the eras in which they were built (technology, city’s needs, resources, political situation, etc)?

For more fun, see if your students can create toothpick or popsicle stick replicas of any of these bridges!

This idea can be adapted to meet state curriculum standards for grades 3-8 Science (Embedded Technology & Engineering).

Check This Out!— Architecture Lesson Plan

Want to incorporate primary sources in your math lessons? Check out our “Finding the Area and Volume of Buildings Using Architectural Drawings” lesson plan! This plan examines architectural drawings from the Netherland Inn in Kingsport, Rock Castle near Hendersonville, and the State Capitol in Nashville. It makes a great basis for a field trip to one of these important Tennessee historic sites.

This lesson plan is recommended for grade 5. You can find it listed as the “Awesome Lesson Plan of the Month” on the Lesson Ideas & Units page of our TPS-TN Web site. The same lesson, in a less formal “activity” format, is also available (click here), which includes links to the Netherland Inn, Rock Castle, and the State Capitol Web sites.
Fallingwater, State Route 381 (Stewart Township), Ohio—pyle vicinity, Fayette County, PA.

What does this image reveal about the relationship between architecture, landscape, and the environment? Read more about the architect Frank Lloyd Wright at America’s Story here.

Entrance to the National Cemetery, Chattanooga. [c. 1902]

How does the landscape architecture of this cemetery reflect the place’s atmosphere and purpose?

This photograph was made by William Henry Jackson (1843-1942), a famous American landscape photographer. To see more of his work at the Library of Congress, click here.

The Builder’s Dictionary. [Available from myLOC]

Thomas Jefferson used this book while building Monticello. Jefferson was a believer in the philosophy of the Enlightenment, which meant that educated people should be somewhat familiar with all areas of knowledge. How does Jefferson’s interest in The Builder’s Dictionary reflect his belief in Enlightenment?

Elizabethton Covered Bridge, Hattie Avenue, Elizabethton, Carter County, TN.

Why are some bridges covered and some not? What do they protect? Would covered bridges make better sense in some parts of the state or the country than in others?