Lesson Objective:

How does preserving historically significant buildings benefit a community? Renovations and maintenance of historic buildings can educate the community about the past and build stronger bonds between neighbors.

Lesson Description:

Students work on a City of Seattle Neighborhood Matching Fund (see worksheet) grant to support a neighborhood historic preservation project.

Lesson Goals & Assessment Criteria:

Target: Students work as part of a team.
Criteria: Students make decisions together using consensus-building strategies that include voicing opinions, defending ideas and voting on final decisions.

Target: Students gather information relevant to the project.
Criteria: Students use at least two research sources and select facts that are appropriate to the project.

Target: Students write persuasive argument.
Criteria: Students clearly describe project and present information that supports the argument.

Erin Silva/SAF

Integrated Subjects:
Social Studies
Writing/Communications

Suggested Grade Levels:
4th-5th
(See Lesson Adaptations section for use with upper and lower grades)

Essential Academic Learning Requirements (EALRS):
Social Studies: History 2.1
Social Studies: Civics 3.2.1
Social Studies: Civics 4.2.1
Writing 1.2
Writing 2.2
Writing 2

Lesson Duration:
Up to four class periods

MATERIALS:
- *pencil*
- *paper*
- *City of Seattle Matching Grant Application worksheet*
- *Check Your Work for Students Worksheet*
- *Peer Assessment Checklist for Students worksheet (optional)*

THE LESSON:

TEACHER NOTES:

Suggested Pre-Lesson: The following lesson involves research. If your students have not yet learned research skills, you may want to conduct a lesson on the different ways to find information (using the library, the internet, asking an expert, etc.) and distinguishing primary from secondary sources of information. (See Creative Solution! on Research Tips below.)

Day One – What is Historic Preservation?

Teacher: Introduces the concept of historic preservation in the community by leading a discussion with students about why they keep things from their past.

Prompts: Why do you keep toys, books, clothes, or other things that you had when you were younger? How would you feel if your parents replaced a favorite childhood toy with a new toy? Would it be the same? For some of the same reasons that you keep things from your past, communities want to preserve significant buildings. What does 'significant' mean? (important, special, etc.).

Just as the objects you keep might represent special times (such as birthdays, holidays or vacations), a building could represent an important or significant moment in history. Or a building could help us to better understand everyday life during a certain time period, just as a favorite toy could tell you something about you when you were younger. We are going to look at some buildings that people thought were important to preserve and find out why they did.

Students: Respond from personal experience.

**Teacher:** Shows examples of historic preservation projects and defines the criteria for historical significance.

Prompts: Just as you might want to save a favorite toy, why would you want to save a building? What do you think makes a building historic? When people decide whether or not to save a building they use guidelines, which might include such factors as whether the building 1) was where something important in history took place or someone important lived; 2) is a good example of a particular style of architecture; or 3) accurately represents living conditions in a period of history. Once a community decides to preserve a building, it can be used for different functions. Let's look at some examples.

Shows image of Coe Elementary School (see background information) to demonstrate how a building was preserved and updated for use today. Shows example of a building preserved for re-use, such as the Wallingford Center, which was renovated from a school into a retail center. Shows example of a building preserved to replicate the era in which it was built, in order to teach people about life in the past, such as the Panama Hotel.

Students: Respond from personal experience about the example buildings shown.

(As a homework assignment, the teacher can ask students to look around their own neighborhood and determine which buildings they would want to preserve. Alternatively, the teacher can provide information about buildings that are being considered for historic preservation by visiting the websites for Historic Seattle, City of Seattle Archives, HistoryLink.org, or the King Count Historic Preservation Program. Or the teacher can assign this research to the students.)

TEACHER NOTES:
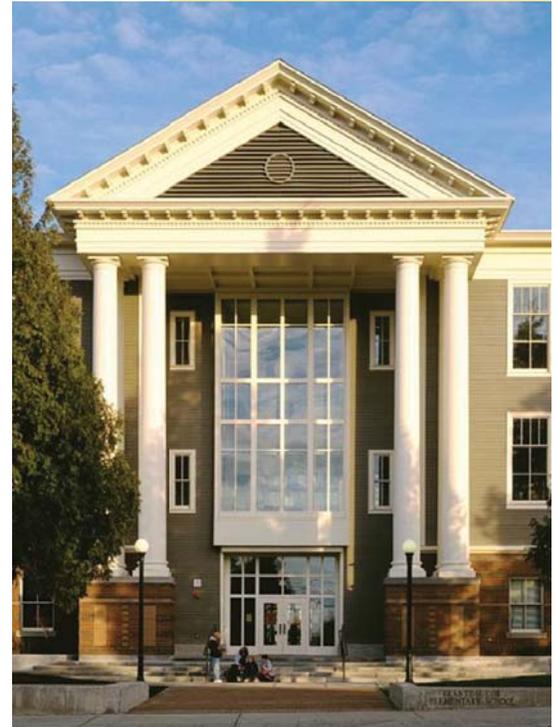
Mahlum Architects/ Benjamin Benschneider

unit 3

3

Day Two - Selecting a Building in Your Community to Preserve

Teacher: Brainstorms with the students about which buildings in their neighborhood are historic and need preservation. Or discusses which contemporary buildings they would like to have preserved for their own future. Also discusses the pros and cons of preserving buildings.

> *Prompts: What buildings in your community do you think are "historic" and why? Is there a building around today that you want to make sure stays in good shape, so that you can show it to your grandchildren? Do you have any special memories of these buildings? How would you feel if this building was torn down? What might be a reason to NOT preserve this building?*

Students: Make a list of historic buildings in their neighborhood and consider why they should be preserved.

Teacher: Explains that when the people in a community recognize the significance of a building to preserve, they often come together to save the building from destruction. Show the image of the Pike Place Market and explain that the class will work on a grant-writing project to preserve the building.

Robert Purser

> *Prompts: Often in order to save a building, a community will submit an application for a grant. A grant is a form you can fill out to ask for money. In this case, the money will come from the City of Seattle. The money that people pay in taxes helps the City to create programs that aid the community. Grant money can also come from individuals who give away some of their own money to help others. The grant we are working on today will provide money to do a project that may involve anything from educating people about our building to actually re-building it.*

Leads discussion identifying the top three buildings the class would like to preserve. Divides students into three groups and asks each group to decide which building they would like to work on. Explain that students will need to work together as a team to complete their grant application. Introduce/review consensus building strategies: 1) every opinion is voiced and heard; 2) proposals are defended (no "just because"); 3) a vote is taken, and the majority rules.

Students: Decide, as a class, which three buildings to focus on. Decide, in groups, which building to use for the grant application. Apply consensus building strategies to making decisions.

Panama Hotel

Seattle Architectural Foundation

Tonkin Hoyne Lokan Architects

Wallingford Center

Day Three – Writing the Historic Preservation Grant

Teacher: Reviews three main areas of grant guidelines: 1) Background information on the project; 2) Neighborhood Involvement; 3) Community Building (see City of Seattle Matching Grant Application worksheet).

Provides primary and secondary resources and guidance for re-searching (see next page for Creative Solution! on Research Tips) information that will strengthen the persuasiveness of the students' argument. Reviews the criteria for "significant" buildings.

Prompts: When people review our grant, they are going to ask themselves, "Why should we give money for this project?" What can you find out about the history of this building and the people in the community that supports your preservation proposal? Was the building the site of an important event, or did someone important live there? Is it a good example of an architectural style? Is there something you like about the way it looks? Is it different from other buildings in your neighborhood?

Students: Brainstorm ideas with teammates. Research information to support ideas. (Research could be done in class or as a homework assignment.) Draft answers to grant proposal questions.

Teacher: Guides students to check their work by using the self-assessment checklist (Check Your Work for Students worksheet) for the first two criteria.

Prompts: Think about the process your team went through: 1) Did you work as a team and build consensus to come to your decisions? 2) Did you research sources to find information that supports why you want to do this project?

Then has each group exchange its grant proposals with another group, imagining the other team is a "grant review panel." Has groups complete a peer assessment for the last criterion.

Prompt: As you read the other group's proposal, is it clear what their project is? Do they use information to support why they think the building is important and what they plan to do with the building? Do they need to provide more information?

Students: Review own group's work by reflecting on the first two criteria. Review peer groups' work for the third criterion.

Erin Silva/SAF

Day Four – Class Critique of Grant Applications

Teacher: Leads wrap-up discussion by asking about other ways to get involved with what is being built in your community and what is being torn down.

Robert Purser

Prompts: People in your community may be concerned about something being built, such as new roads, parking lots, or the Monorail. What are ways you can get support for a project (sign a petition, write a letter to the editor, protest, hold a public meeting, etc.)?

CREATIVE SOLUTION!

Research Tips

Try researching building information on the websites listed in the resources sections. The websites can be used as secondary sources of information, or they can lead to primary sources. Find a list of buildings that have applied for historic status and ask the students to choose from one of these for their project. Have students conduct interviews with the owners or with people who work in the buildings, and with neighbors who have particular memories about the buildings. Focus on a particular type of building such as schools, libraries or churches. There may be more historical documentation for these types of buildings.

LESSON ADAPATIONS:

For students grades K-3:

Ask students to select a building that is significant to them personally, such as where they live, or where they like to play, shop or go to school. Instead of writing a grant, have the students write a story imagining that they are now grown-up and bringing a young person to visit this place. What would they tell the young person about this place and why it is important to them?

Or, instead of writing a grant, have students participate in a mock community meeting, where some students are presenters making the case to preserve a particular building. Other students can argue against preserving a building or make a case for a different building to be preserved.

For students grades 6-8:

Have the students expand the grant application by developing a budget for their project. Invite an architect who specialize in historic preservation to explain the different categories of materials, labor and services that would be necessary (such as a contractor, an architect, permit fees, building materials). Give each team a budget to work with and use this as a lesson in calculation and estimation.

SHAPING YOUR COMMMUNITY:

• Home / Community References

Students and their families can attend a public meeting about the preservation of a historic building or other community project (such as plans to improve Seattle's park system). For more information about the Pro Parks Levy, which uses tax money to update the parks, visit:

http://www.ci.seattle.wa.us/parks/proparks/.

ADDITIONAL LESSON OPTIONS:

- Visit a senior center in the neighborhood and talk to the seniors about their memories of the neighborhood and how particular buildings have changed or stayed the same.

- Apply the six-trait writing criteria to refine and finalize the proposals.

- Invite an architect specializing in historic preservation to review the grant proposal. Have him or her discuss how the building students chose can be preserved.

- Discuss what aspects of their school building the students would want to stay the same, and what aspects they would want to change if they came back to visit in 50 years.

- Discuss issues of "gentrification," when improvements to a neighborhood might make it too costly for the original inhabitants to continue to live there. Can some improvements hurt a neighborhood instead of help it?

- Be a building detective: Take a trip to a building that has been preserved or restored to its original function, such as the Panama Hotel in the International District or Underground Seattle. What does the architecture tell you about people's daily lives in that time period?

- Learn about the four degrees of historic preservation and re-write the grants to be even more specific about how the students would want to preserve a building

The four degrees of preservation are:

1. **Preservation** – Accurately depicting the form, features and character of a property as it appeared at a particular period of time.

2. **Rehabilitation** – Making possible a compatible use of the property through repairs while preserving historical features.

3. **Restoration** - Accurately depicting the form, features, and character of a property as it appeared at a particular period of time, AND restoring missing historical features.

4. **Reconstruction** – New construction of a no longer existing historical property in order to replicate its appearance at a specific period of time.

BACKGROUND INFORMATION:

Frantz H. Coe Elementary School

In 1999, a renovation and addition to the historic Coe Elementary School on Queen Anne Hill began. Architects worked with students, staff and community toward a restoration. On January 20, 2001, five months before completion, the school was destroyed by fire. The community was brought back together to discuss options and come to a consensus about a new building. As a result, the new building's structure and exterior materials recall the original building, but the interior reflects today's teaching methods and has a neighborhood feeling with an open three-story atrium. All teaching spaces open onto this atrium, encouraging interaction between floors and grades.

Panama Hotel

The Panama Hotel, located in Seattle's International District, was built in 1910 by a Japanese architect. Built as a "workingman's hotel," it has been a home for Japanese immigrants, Alaskan fishermen and international travelers. The building currently houses the only remaining Japanese Bathhouse (sento) in the United States. The bathhouse served Seattle's Japanese community until its doors closed in 1950 and has been preserved to this day. Artifacts from this era can be viewed through plexi-glass coverings in the floor of the tea room above the bathhouse. You can read a Seattle Post-Intelligencer article online to learn more about the Panama Hotel:

http://seattlepi.nwsource.com/local/hotl23.shtml?searchpagefrom=1 &searchdiff=1939

Wallingford Center

Wallingford Center was an effort by the City of Seattle and the Seattle School District to adaptively re-use the original Interlake Public School - a Seattle Historic Landmark listed on the National Register of Historic Places. The three-story, wood-framed structure in the heart of the Wallingford commercial district is a private development that converted a former elementary school into a mixed-use complex. The two lower floors were converted into commercial and retail shops and the upper floor into 24 studio and one-bedroom apartments. In addition, the project includes a variety of interior and exterior community-oriented areas.

List of Images

- *Cobb Building*
- *Frantz H. Coe Elementary*
- *Pike Place Market*
- *Panama Hotel*
- *Wallingford Center*
- *UW Suzallo Library: Arch*
- *Seattle's Union Station*

Images for each unit can be found on the SAF website @ **www.seattlearchitecture.org**

Related Lesson Plans

Historic Preservation, Eighth Grade Social Science Lesson, Schoolyards to Skylines: Teaching with Chicago's Amazing Architecture. Chicago Architecture Foundation, 2002.

Websites

- **Historylink, www.historylink.org.**
- **Historic Seattle, http://www.historicseattle.org/.**
- **Museum of History and Industry Collections and Research, www.seattle-history.org/col_res.cfm.**
- **Seattle Municipal Archives, www.seattle.gov/CityArchives/.**
- **King County Historic Preservation Program, Researching Historic Buildings http://www.metrokc.gov/exec/bred/hpp/faq.htm.**
- **National Trust for Historic Preservation. http://www.nationaltrust.org.**

Pike Place Market

Pike Place Market began in 1907 as a working marketplace where people could shop in the heart of downtown. In the 1960s, there was a plan to tear down the Market's buildings and replace them with high-rise condos, hotels, shops, restaurants, parking and more. Victor Steinbrueck, a local architect and professor of architecture at the University of Washington, recognized the importance of the Pike Place Market. He believed it would be wrong to destroy a place where people, many of whom didn't have much money, could buy their daily necessities. Steinbrueck formed a group called the Friends of the Marketplace. They protested in front of City Hall and gathered signatures to get an initiative on the ballot. In 1971, voters voted in favor of preserving the Market. The buildings were repaired to look much as they did when the Market first opened.

VOCABULARY:

Adaptive Re-Use – To renovate a building so that it retains its original struture but is adapted for a new purpose.

Community – A group of people living within the same neighborhood or region.

Historic – Relating to or important to history.

Preservation – To protect or to keep in perfect or unaltered condition.

Primary Source – First-hand or original material

Renovate – To restore to good condition.

Secondary Source – An account derived from a primary source; not original.

Significant – Meaningful or important.

Date: _____

Student Name: _____

1 - Well below target
2. - Approaching target
3 - Meeting Target
4 - Exceeding Target

Teachers: Indicate assessment in each target area by circling the number that best describes student's participation.

Lesson Goals & Assessment Criteria

Team Work				
Voices opinion	1	2	3	4
Defends ideas	1	2	3	4
Votes on decision	1	2	3	4
TEACHER'S COMMENTS:				

Target: Works in teams.

Criteria: Makes decisions collectively using consensus-building strategies that include voicing opinions, defending ideas, and voting on final decisions.

Research				
Uses two research sources	1	2	3	4
Selects facts that support project ideas	1	2	3	4
TEACHER'S COMMENTS:				

Target: Gathers information relevant to the project.

Criteria: Uses at least two research sources and selects facts appropriate to the project.

Persuasive Writing				
Clearly describes project	1	2	3	4
Uses information to support project idea	1	2	3	4
TEACHER'S COMMENTS:				

Target: Writes persuasive argument.

Criteria: Clearly describes project and presents information that supports the argument.

CHECK YOUR WORK!

Student Name: _____ **Date:** _____

Give yourself a check, if you completed the tasks below to the best of your ability.

Did I .....?   ✔

Help my team build consensus?	
Use two research sources?	
Select facts that support the project ideas?	
Voice opinions – mine and others'?	
Defend ideas – mine and others'?	
Vote on a decision?	

These tasks were the most challenging for me: ✔

Helping my team build consensus.	
Using two research sources.	
Selecting facts that support the project ideas.	
Voicing opinions – mine and others'.	
Defending ideas – mine and others'.	
Voting on a decision.	

CHECK YOUR WORK! - (continued)

These tasks were easy for me: ✔

Helping my team build consensus.	
Using two research sources.	
Selecting facts that support the project ideas.	
Voicing opinions – mine and others'.	
Defending ideas – mine and others'.	
Voting on a decision.	

CHECK YOUR TEAM!

Team Members: _____

_____

_____

_____

_____

Give the team a check for each task completed.

My team: ✔

Clearly described project.	
Used information to support project idea.	

Describe one challenge your team experienced:

Describe one success your team experienced:

CITY OF SEATTLE NEIGHBORHOOD MATCHING GRANT

Answer the following questions. Use what you have learned about the building you chose.

Background Information
Which building do you want to preserve?

1. We want to preserve:

2. The building was originally used as:

3. The building is currently used as:

4. It is important to preserve BECAUSE:

Neighborhood Involvement
Who is this building important to and why?

People
1.
2.
3.

Organizations
1.
2.
3.

Community Building

How will this building benefit the community?

How will this building create bonds between different people?