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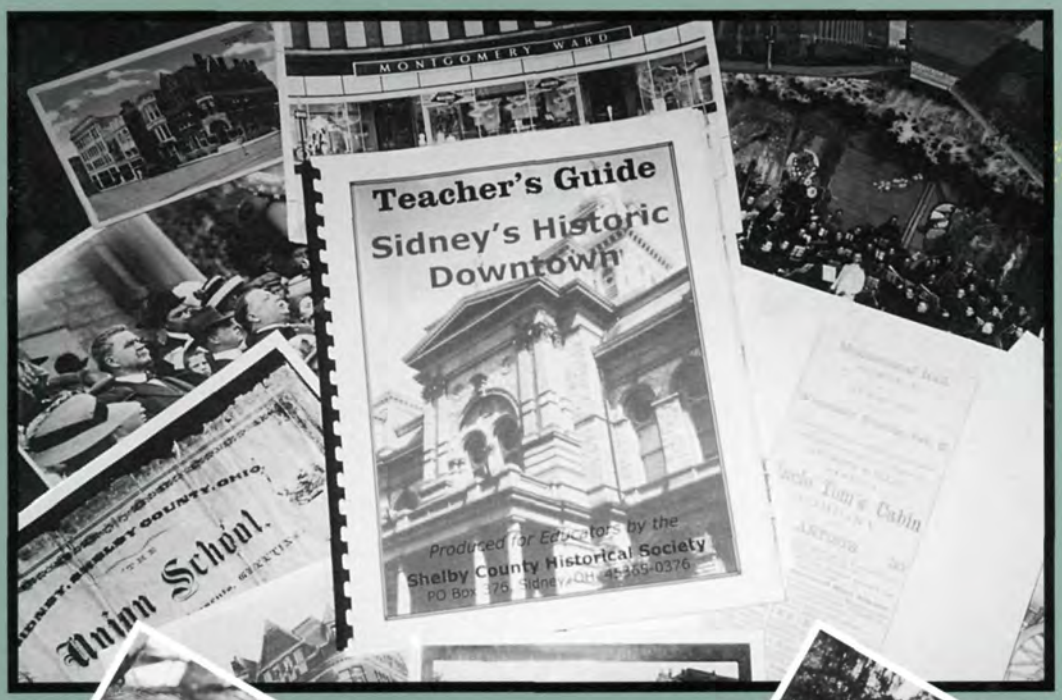
Creative Teaching with Historic Places



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Cover: top, a variety of materials was used to create the teacher's guide, Sidney's Historic Downtown *(Sidney, Ohio), see article p. 12; bottom left, Charles White helps teachers reconstruct the events of April 19, 1775, on Lexington Green, Massachusetts, see article p. 28; bottom right, fourth-grade students participate in archeological study at Ft. Frederica, Georgia, see article p. 39.*

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Carol D. Shull and Beth M. Boland

History in the Hands of Tomorrow's Citizens

A decade ago, amidst widespread interest in the quality of education in America, the National Register of Historic Places began seeking ways to make teachers and others more aware of the educational value of historic places and documentation about them. Formally organized in 1991, Teaching with Historic Places (TwHP) set out to demonstrate how historic places—as both tangible links to the past and also sources of evidence—can help teach academic subjects, raise awareness of available information about places, and foster an appreciation for the value of cultural resources.

Advised of the constraints under which teachers work and the lack of training in using places in the classroom, TwHP heeded the recommendation of a group of educators to develop a series of prototype lesson plans. Workshops and publications to guide people in developing their own educational materials and projects soon followed. The TwHP web site at <http://www.cr.nps.gov/nr/twhp> contains detailed information on the program, lesson plans, ways in which the National Register can assist teachers, and additional features.

Over the years, many have told us how they have implemented or been inspired by TwHP. At the same time, we continue to field questions about how to integrate our lesson plans into the classroom or interpretive programs, and how to adapt our "field studies" and other programs and methods to local needs. In response, we asked a few practitioners to describe how they have applied and benefitted from TwHP. In addition to providing a sample of imaginative ways to use places in education, "Creative Teaching with Historic Places" complements and updates the 1993 *CRM* that introduced TwHP to a wide audience.* While the information in the current issue will appeal primarily to those engaged in teaching and learning, we hope its contents will interest a wider spectrum of those committed to increasing public appreciation and protection of cultural resources.

With some liberties, this issue is organized generally as follows: Early articles discuss the power places have to connect with people, inspire learning, and help meet curriculum requirements. The next section focuses principally on TwHP lesson plans—their creation and evolution in partnership with educators, contribution to the classroom, and use as models. Following articles present a variety of ways in which individuals and organizations have employed TwHP ideas and materials to form partnerships, train teachers, and enhance educational activities. Closing articles place TwHP within the context of broader National Park Service programs and initiatives, including Parks as Classrooms, use of the Internet, outreach to culturally diverse groups, and the National Register of Historic Places.

The NPS and the National Register have been fortunate to collaborate with many valuable partners through TwHP. These include the National Trust for Historic Preservation; the National Council for the Social Studies; the National Conference of State Historic Preservation Officers; the National Park Foundation; the National Archives; National History Day; numerous classroom teachers, curriculum specialists, college and university professors, preservationists, site interpreters; and others. In this we have practiced what we preach: bringing professionals in preservation, history, education, interpretation, and other fields together for their mutual advantage and for the benefit of the young people in whose hands the welfare of our nation's cultural resources will rest in the future.

Note

* *CRM*, volume 16, number 2, 1993, is out of print but is available online at <http://www.cr.nps.gov/crm>; click on "Index of Past Issues."

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James Oliver Horton

On-Site Learning
The Power of Historic Places

A mix of unskilled, illiterate day workers and well-tutored professionals gathered at the African Meeting House on Boston's Beacon Hill in 1863. From the pulpit in the sanctuary, abolitionist, editor, and former slave Frederick Douglass urged black men to answer the nation's call for recruits for the new 54th Massachusetts Infantry. Blacks had demanded the right to bear arms for the nation since the start of the Civil War, but for two years they were refused. Then, after U.S. casualties rose to alarming rates, the Congress and President Abraham Lincoln reversed themselves. African Americans were recruited into military service.

It was fitting that when the call for black troops finally came, Boston's African Meeting House played a major role. This place was a church, school, and political, social, and cultural forum; the hub of Boston's black community. Here in the winter of 1831, radical white abolitionist William Lloyd Garrison gathered with blacks and progressive whites to form the New England Antislavery Society. Here, community meetings planned strategy for the city's underground railroad. And here, angry abolitionists protested the hated Fugitive Slave Law of 1850, vowing that no fugitive would be taken from the city. Today, the African Meeting House remains a special place filled with the spirit of a time when Boston stood as the symbol of antislavery reform and a progressive commitment to freedom. This building is tangible proof of the dedication of many Americans, black and white, who took seriously the words of America's declaration of natural rights and human liberty. Standing in this place 150 years later, the visitor who understands its history is all but overwhelmed by the power of its legacy.

The African Meeting House and the other historic sites along Boston's Black Heritage Trail are marvelous spaces for teaching American history. Recently, Lois Horton and I revisited Boston's Beacon Hill district, the site of the city's 19th-century African-American community, in preparation for the publication of the revised version of our book, *Black Bostonians.* One again, we were struck by the importance of physical location for bringing the past to life. It is much easier and much more meaningful to write about events that shaped history when you can stand in the places where those events occurred. It is easier to understand the people of history when you can be in the spaces that they occupied, the spaces where they lived their lives. Whether in Boston attempting to capture the lives of 19th-century blacks, on the Little Big Horn battleground steeped in Native American resistance to American expansion, or at Pearl Harbor thinking back on the Sunday morning in 1941 that changed the world, historic places give concrete meaning to our history and our lives as no spoken or written word alone can do.

For people of all ages, a visit to a historic site can stimulate interest in history, make it real, and thereby generate learning. In a recent study of the popular uses of history, Roy Rosenzweig and David Thelen explain that most Americans not only care about but are actively engaged in activities that allow them to feel connected to the past. Moreover, Americans tend to feel that connection most when visiting historic places and believe that they are more likely to discover "real" or "true" history at museums and historic sites than in classrooms. Similarly, students seem to learn best on field trips, when they are confronted with the material substance of the past. Rosenzweig and Thelen find that while just over half of those surveyed said that they trusted college professors to tell the truth about history, and just over a third trusted high school teachers, almost 80% had faith in museums. To the general public, the material culture of the past seems more trustworthy than the secondary literature of history.*

Given these findings, the Teaching with Historic Places (TwHP) program of the National Register of Historic Places takes on enormous significance. For almost a decade, this award-winning program has sponsored workshops to help educators and those committed to historic preservation make use of historic places to teach students and the general public about American history. School teachers have been inspired to organize history workshops in their home

schools, and National Park Service (NPS) and other interpreters have found the program a valuable source for broadening their interpretations.

For those classroom teachers and their students who do not have immediate access to the actual historic sites, TwHP provides packages of historical documents that bring students into contact with the primary sources of history. Reading historical sources directly allows students to make their own decisions about the meaning of the past and the intentions of historical characters. As any research historian understands, confronting the primary documents of history and reading the actual words of those who made history are the next best thing to being there. It is not surprising that historic places and primary documents promote curiosity and inspire learning. They are the tangible stuff of the past. Novelists have always recognized the power of painting word pictures and narrative historians attempt to engage reader imagination in telling their historical tales, but nothing can situate a person in history like being in the place where that history happened. This then gives the guardians of historic places special opportunities. They can engage the visitor's imagination and really teach lasting lessons.

In this regard, historical context becomes particularly important. Although furnishings of historic houses, troop movements of a specific battle site, or details of a person's life may be critically important to a place, the value of any specific site goes far beyond the particulars of that site. Grant's Tomb is certainly significant for its direct associations with the death of the former general and president, but it is also a vehicle for teaching about the presidency during a time of crisis, the nation's attempt to negotiate the uncharted waters of post-Civil War Reconstruction, and issues directly associated with the major debates over race and regional loyalty so critical during Grant's administration. As the site of pro-war protest during the Spanish American War, World War I, and World War II, the tomb also can spark discussions about war and protest in the 20th century. NPS interpreters foremost among all educators have access to the audience that needs to understand these complex stories. Yet dealing with complex, sometimes difficult issues in a public setting, with a host of distractions, and a limited time, can be a tall order. Interpreters cannot be expected to provide a comprehensive learning experience to visitors who may stay only a few minutes at any particular site. Interpreters must be familiar enough with the context of their sites to judge the amount of material appropriate for a given audience. Any good historic house guide understands that visitors cannot be expected to absorb all that the guide knows about the subject. Selective presentation is the stock-in-trade of accomplished professional interpreters, as it must be in setting the context for historic sites. The more historically sophisticated the interpreters, the easier it is to tailor a presentation for a specific audience.

The material to master is overwhelming, and none will ever know it all. Yet, interpreters can know enough to provide the context that will explain to visitors the importance of specific sites to the broader national history. Obviously this will never be easy, but that is what accomplished professionals can do. NPS models already in place, such as the TwHP program, point the direction. They must be encouraged and broadened. Historic places provide the opportunity for professional interpreters to teach the public. Practicality demands that the goal not be an exhaustive education, but raising questions that may send visitors in search of their own answers.

African Meeting House, Boston, Massachusetts. Courtesy National Park Service.

Note

* Roy Rosenzweig and David Thelen, *The Presence of the Past: Popular Uses of History in American Life* (New York: Columbia University Press, 1998), 21, 32.

James Oliver Horton is the Benjamin Banneker Professor of American Studies and History at The George Washington University, and Director of the African American Community Studies Project at the Smithsonian Institution's Museum of American History.

Beth M. Boland

Visualizing History

Inquiring Minds Want to Know

Read any good buildings lately? How about landscapes? Or downtown streets, or your neighborhood, or the site of your last vacation? I'll bet you have, although you may not be aware of it. Our minds constantly are processing visual as well as other data. From this information we make assumptions and draw conclusions about the world around us. It is amazing how much we do not really see on a conscious level. And yet, if we focus our powers of observation, we find we know more than we realize.

Teaching with Historic Places (TwHP) offers a variety of workshops on using places in the classroom or in other educational programs for teachers, preservationists, historians, and the general public. These workshops usually begin with our interactive "Power of Place" slide presentation illustrating the nation's rich variety of cultural resources. These images coax our audiences to begin thinking of historic places in their own communities, and they also encourage a process of purposeful observation and inquiry, which can be applied to places back home.

For many people, historic sites mean places like Mount Vernon, Gettysburg Battlefield, and the Chrysler Building. There is no question of the importance these landmarks and other American icons have had in shaping our cultural identity. But while there is only one national capitol; there are 50 state capitols and countless county courthouses, city halls, and municipal buildings. Every state and locale can boast special places embodying the important stories of past people and events. These places are sources of evidence that document how those who came before us lived and died, worked and played, expressed their creativity and beliefs, and governed themselves. We want people to become more aware of their community resources, the places they may walk by every day.

As the slides appear, everyone wants to know where places are located. Often, we will ask the audience to guess the location, or at least the region of the country, based on the physical evidence they see before them. A beautiful Romanesque stone building with spires topped by somewhat lumpy cones offers clues to its location. Those cones are beehives and the building is Salt Lake City's City Hall, in "The Beehive State." A different city hall in another area of the country displays even more provocative symbolism, which we ask the audience to decipher. A locomotive flanked by two very different trees fills a classical pediment bearing the date 1871. We are so used to seeing pictorial carvings on public buildings that we rarely question their meaning. But these images were chosen from infinite possibilities for a reason. What citizens in what place at that time would create this tableau, and to convey what message?

Similarly, we lead participants through a variety of places with differing types of clues. The ruins of a tabby (a material largely made of seashells) slave hospital in Georgia speaks of the regional environment within which early settlers lived, but a 19th-century adobe house in Santa Fe scored and painted to look like brick poses a more difficult puzzle. Chinatowns present obvious clues about ethnicity, but the more subtle terraced Chinese gardens in Idaho's Payette National Forest tell an important story, too. As we proceed, we ask for increasingly more sophisticated observation, analysis, and hypotheses, and ideas about what other types of evidence would complete the story. The picture of an attractive Italianate house elicits little interest until it is paired with a historic aerial photograph showing the house sitting in isolated splendor against a vast background of farmland. The appearance of the second image produces an audible gasp every time. And incidently, how did they get that aerial shot in the 1870s?

When asked, the general public may profess to find history "boring," but as a culture, we have a tradition of revering and memorializing that

What message were the designers and builders of this city hall trying to convey with this imagery? Photo by the author.

history. Think of controversies over the interpretation of artifacts such as the *Enola Gay*, or of sacred places like Civil War battlefields. People place value on the tangible fragments of our past, and even the locations of those remnants. In downtown Chicago, an outline embedded in bustling Michigan Avenue and a nearby plaque identify the site of the pioneer Fort Dearborn. How much more evocative are the very real remains of USS *Arizona* lying beneath its memorial in Pearl Harbor, or the Grandview Cemetery in Johnstown, Pennsylvania, where hundreds of grave markers carry the same terrible date of May 31, 1889.

We always end the presentation with a slide showing an unidentified place and ask participants to guess what it is. Every theory must be supported with some specific evidence from the picture they are inspecting. For one modest building, many suggest a country church or school. When asked why, they may identify the two front doors and speculate that they may have been used for women and men parishioners or white and black students. We answer, "Maybe, but what else do you see that contradicts or supports that hypothesis?" Our most important goal for "Power of Place" is to spark enthusiasm and inquisitiveness about historic places, to help people question the who, what, where, when, and how of places. What do the choices, conscious or unconscious, made by people of the past tell us about who they were and how they lived?

Many of those who attend our workshops are classroom teachers who know that questions lead to a search for answers, which leads to learning, which is their goal for their students. Standards for historical thinking in the *National Standards for History* state,

> True historical understanding requires students to engage in historical thinking: to raise questions and to marshal solid evidence in support of their answers; to go beyond the facts of their textbooks and examine the historical record for themselves; to consult documents, journals, diaries, artifacts, historic sites, works of art, quantitative data, and other evidence from the past, and to do so imaginatively.[1]

That true historical understanding and imaginative examination of evidence ideally result in what many call an empathetic understanding of the past, on its own terms, detached from our modern cultural biases. For as historian David McCullough notes, "The past, after all, is only another name for someone else's present."[2]

Places have stories to tell. But like any good mystery, these tales require some sleuthing. You must look for clues and put them together in the right way to "solve the case." And to get the whole story, you must combine what you have learned from the place itself with information from other sources. By the way, that 1871 city hall pediment with the train and the trees? One tree is a northern pine and the other a southern palm. Louisville, Kentucky, was proclaiming itself an engine of prosperity and reconciliation in the years following the Civil War.

Notes

1 National Center for History in the Schools. *National Standards for History, Basic Edition* (Los Angeles: University of California, 1996), 59. *National Standards for History* is an abbreviated version of the *National Standards for United States History* published in 1994.

2 David McCullough, *Brave Companions: Portraits in History* (New York: Prentice Hall Press, 1992), xiv.

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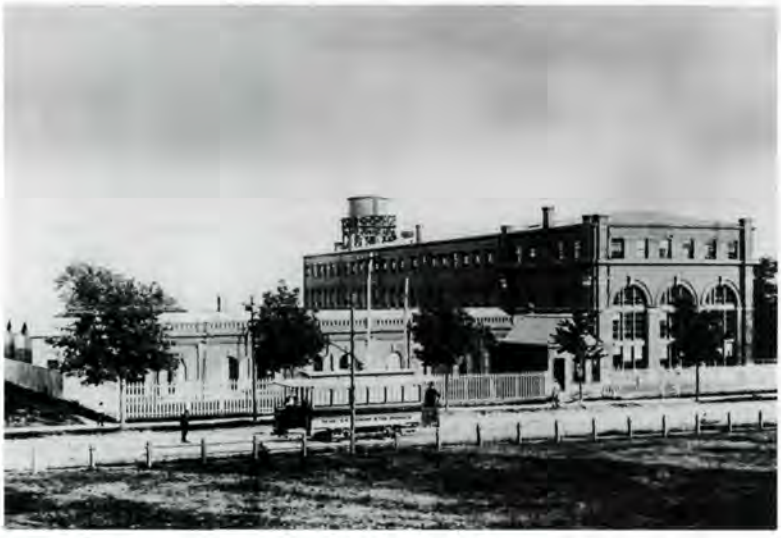
Lee Ann Potter

Sources, Sites, and Standards

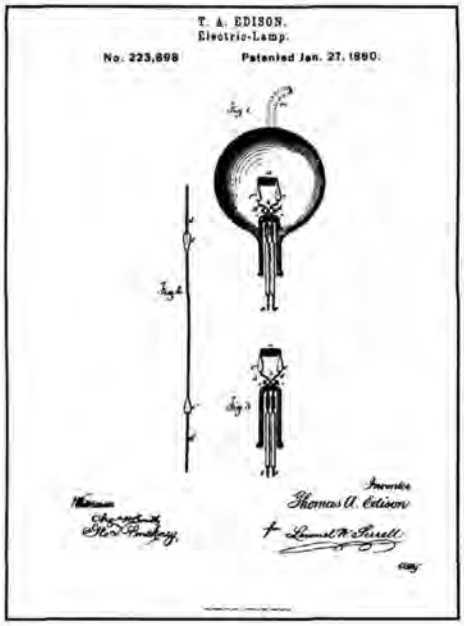
Forget Disney World—growing up, the vacations my family took were to places such as Valley Forge. I never really appreciated this, however, until years later when I was teaching U.S. history at a high school in Houston, Texas, and we were studying the American Revolution. I wanted to convey to my students the commitment of those who fought for independence. One of the ways I thought this could be achieved was by studying the harsh conditions that General George Washington and his troops endured at Valley Forge and asking my students whether they could imagine being so committed to a cause that they would endure similar conditions. Much to my surprise, a few of my students had never actually seen snow, let alone visited Valley Forge or suffered from severe cold. So, asking them to imagine what a Continental soldier was exposed to was like asking them to imagine being on Mars. Fortunately, by studying historical maps, letters, and weather information about Valley Forge—and asking my students to hold on to ice cubes and listen to my description of the historical park—I was able to successfully get my point across.

This experience made it clear that combining analysis of primary source documents and the study of historic places related to major themes in the curriculum gets students excited about history, engages them in direct historical inquiry, and deepens their understanding of the theme. In addition, studying documents and places helps students integrate historical thinking and understanding, which is at the core of the *National Standards for United States History.* Fortunately, the National Archives' education program and the National Park Service's Teaching with Historic Places (TwHP) program make primary source documents and historic places easily accessible to educators.

Documents and places motivate students to study history by engaging them in direct historical inquiry. During a recent conference for professional educators, National Park Service historian Beth Boland and I conducted a workshop entitled "Sources, Sites, and Standards" in which we introduced participants to primary sources from the National Archives and sites in the National Register of Historic Places that related to specific themes identified in the *National Standards for United States History.* Woman suffrage, slavery, westward expansion, and the age of invention were the themes we addressed. In the first activity, we divided the teachers into the four theme groups and distributed to each group a facsimile of a historical document from the holdings of the National Archives (the judgment in the Dred Scott Case, the first Homestead application, an 1871 petition to Congress about woman suffrage, and Edison's patent drawing for the incandescent light bulb). We asked them to identify their document and determine when it was created, who created it, and what topic (or topics) in U.S. history it relates to. There was much activity and enthusiastic discussion among the teachers as they began to analyze the documents. Each group successfully identified its document and generated expansive lists of topics. When we asked representatives from each group to describe their documents and report on their lists of topics, the group with the petition said their document could be used to teach about the First Amendment, woman suffrage, and Reconstruction. In addition, this analysis activity prompted the teachers to ask many questions about the historical content revealed in the docu-



Thomas Edison's laboratories in West Orange, New Jersey, in the 1890s. Courtesy Edison National Historic Site, National Park Service.



Thomas Edison's Electric Lamp Patent Drawing and Claim (Incandescent Light Bulb): Patent No. 223898. Courtesy National Archives and Records Administration.

ments, from the simple, "Is this really Thomas Edison's signature?" to the more complex, "If the judgment refers to the circuit court case, can you explain the relationship between the Supreme Court and the lower courts?"

Succeeding activities illustrated how analyzing documents and places can deepen one's understanding of historical themes. We asked the teachers to use their imaginations to brainstorm places associated with each of the documents they had been studying. The lists they generated were appropriate and in some cases unexpected. For example, the group studying the judgment listed the states and territories associated with Dred Scott, as well as Washington, DC, where the judgment was handed down. They did not, however, include the Old Courthouse in St. Louis, where the case began. Since the courthouse is a National Park Service site, we showed them a photograph of it and described its significance.

In the next activity, we showed the teachers a series of photographs depicting various other historic sites and led them through an analysis of each one, beginning with a photograph of the Johnstown, Pennsylvania, cemetery. Without revealing its location, we asked the teachers to describe the cemetery. Most of the teachers concluded that it was a military site due to the uniformity of the headstones. When we asked them to elaborate on why headstones in military cemeteries are often uniform, they explained that battlefield tragedies result in many unidentified bodies that require expedient burials. When we revealed that the site in the photograph was the "Unknown Plot," in Johnstown's Grandview Cemetery, which holds the bodies of 777 of the 1889 flood's 2,209 dead, there was an audible "aha" from the teachers.

After revisiting the lists of sites generated by the teachers related to the documents they had studied, we explained that we had intentionally paired documents that have been published as teaching materials by the National Archives to sites listed in the National Register of Historic Places about which Teaching with Historic Places lessons had been written. These materials can be found at the following locations:

- The judgment in the Dred Scott Case, available in the National Archives Online Exhibit Hall <http://www.nara.gov/exhall/originals/scott.html>, relates to the Old Courthouse in St. Louis. The TwHP lesson plan about the courthouse is available online from the National Park Service <http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/9stlouis/9stlouis.htm>.
- A *Teaching with Documents* article about Daniel Freeman's Homestead application was published by the National Archives in the October 1997 issue of *Social Education*. TwHP includes a lesson about Adeline Hornbeck's Colorado homestead <http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/67hornbek/67hornbek.htm>.
- The women's petition to Congress is featured online in the National Archives Digital Classroom unit, "Woman Suffrage and the 19th Amendment" <http://www.nara.gov/education/teaching/woman/home.html>. TwHP features a lesson entitled "The M'Clintock House: A Home to the Women's Rights Movement" <http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/76mclintock/76m'clintock.htm>.
- Patent #223,898 is available online in the National Archival Information Locator (NAIL) database <http://www.nara.gov/nara/nail.htm>, and a TwHP lesson studies Edison's laboratories<http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/25edison/25edison.htm>.

As our workshop concluded, we asked the teachers to think about historic places in their communities, consider what related documents might exist, and determine where the documents might be available. We provided the teachers with handouts on locating documents and historic sites, alerted them to Internet resources, and encouraged them to teach with documents and historic places.

We were delighted when one of the participants approached us afterward and told us that the workshop had inspired him to return home to Bartelsville, Oklahoma, and collaborate with officials from the oldest and largest oil field in Oklahoma on a project for his students.

Lee Ann Potter is an education specialist with the National Archives and Records Administration.

Brenda Kelley Olio

Creating Place-Based Classroom Resources

Teaching with Historic Places Lesson Plans

Since its inception in 1991, the Teaching with Historic Places (TwHP) program has created a variety of products that help teachers bring historic places into the classroom. Perhaps best known among these is a series of lesson plans based on National Register properties across the country. These lessons, which explore places connected to a variety of themes in American history, allow students to become historians as they gather evidence from primary sources, historical and contemporary photographs and maps, and other documents. By examining the real places where history happened, students—even those who may not visit these places—can become excited about the past and begin to appreciate the value of the nation's, and their own community's, cultural resources.

TwHP always has relied on input from educators, education specialists, and preservationists to insure that its materials are educationally sound. Fay Metcalf, a nationally recognized social studies educator, developed the lesson plan format, authored the first seven lessons, and served as the series editor. To date, approximately a hundred TwHP lesson plan drafts representing themes such as African-American history, politics and government, the Civil War, and women's history have been created by National Park Service interpreters, preservation professionals, and educators.

Each lesson contains the following sections that collectively reveal the story of the place and lead students from basic to higher-order thinking skills: Introduction (evocative description of the place); Setting the Stage (historical background); Locating the Site (maps); Determining the Facts (readings, etc.); Visual Evidence (historic and modern photographs, drawings, etc); and Putting It All Together (activities). Designed for middle school students, the lessons are adaptable from upper elementary through high school.

Once the format was established, generous grants from Parks as Classrooms, the Cultural Resources Training Initiative, and the American Battlefield Protection Program supported the creation of early lesson plans. TwHP next faced the challenge of getting the word out to teachers. The National Trust for Historic Preservation's Preservation Press designed, printed, and distributed the first 54 lesson plans, but they had limited means of tapping into the educator market. The National Council for the Social Studies (NCSS) helped fill this void by printing the first seven lessons in their journal *Social Education*, which has an estimated distribution of 25,000. *Social Education* continues to feature TwHP lessons periodically and remains a valuable way to increase visibility.

To reach educators and preservationists directly, TwHP began exhibiting and conducting sessions at the annual conferences of NCSS and the National Trust for Historic Preservation. This allows us not only to personally introduce the program to hundreds of people each year, but also to hear feedback from people who use our materials already.

In 1998, the National Park Foundation approached the TwHP staff with a proposal to develop an education kit for one-time distribution at Target Stores' annual Teacher Appreciation Day. Target designed, produced, and gave away to teachers more than 35,000 copies of *Explore Your National Parks: Historic Places*, a curriculum kit containing six reformatted TwHP lesson plans, a teacher's guide, posters, and a video. While the kit is no longer available, much of its content is online at <http://www.cr.nps.gov/nr/twhp/curriculumkit/>.

As beneficial as the curriculum kit was to the program, it did not offer a sustained means of reaching educators. In July 1998, Teaching with Historic Places assembled its third panel of educators, preservationists, and National Park Service education specialists to access the program and consider its future direction. While panel members attested to the soundness of TwHP materials, they challenged us to make them more available and user friendly. With the group's suggestions in mind, TwHP applied for and received a Parks As Classrooms grant to redesign and publish 13 TwHP draft lessons. The program also began an intensive effort to make the lessons available on

the Internet (see the article by Theresa Campbell-Page and William Wright).

Following another suggestion from the panel, TwHP convened a focus group of nine social studies educators representing various grade levels and geographic regions during the 1998 NCSS conference. The meeting's purpose was to provoke a pointed discussion about the strengths and weaknesses of the format and content of TwHP lessons. The participants examined examples of three formats in which TwHP lessons had appeared and offered comments, criticisms, and suggestions. Both the July panel and the NCSS focus group provided invaluable guidance at a critical time in the program's history. Following many of their suggestions has enabled us to enhance the look and usability of our lessons in several ways.

To address the concern that most educators are not accustomed to integrating historic places into the curriculum, new lessons incorporate guidance on how to use TwHP lessons. While a strength of TwHP lessons is that teachers can use individual sections or the entire lesson, depending on time constraints and student skill level, the instructions provide a suggested order for proceeding and give suggestions that may help teachers feel more comfortable with the concept of using places.

After receiving advice that the lessons would benefit from a "grabber" designed to immediately seize the attention of students, TwHP added a section called Getting Started. This section presents a visual image—historic or contemporary—that is related to the lesson's topic but contains no caption or credit. The image is accompanied only by one or two questions that students try to answer based on their observations. For example, in a lesson on Vanderbilt Mansion National Historic Site in Hyde Park, New York, students examine a photograph of the mansion under construction and try to answer the questions, "For what purpose do you think this structure was built?" and "When might it have been constructed?" Without knowledge of the lesson's topic, students must carefully study the photo and form hypotheses.

The Vanderbilt Mansion under construction in Hyde Park, New York, 1895. Courtesy National Park Service.

Rather than serving merely as illustrations, the visual materials in each lesson are documents that help students achieve the lesson's objectives. Because analyzing and extracting information from visuals are not necessarily skills students have developed, new lessons now include a Photograph Analysis Worksheet. The worksheet directs students to describe a photo after looking at it briefly and then again after careful examination. They might be surprised at the information they can gather, or at least surmise, about when and where the photo was taken, the reason the photo was taken, etc. Appropriate for analyzing both historical and modern photographs, the worksheet helps students learn how to "read" visual materials.

Supplementary Resources, another new section, indicates books that students or educators can use to explore the lesson's topic in greater depth. Teachers may decide to offer extra credit to students who delve further into an aspect of the lesson. In the online versions of TwHP's lesson plans, Supplementary Resources provides links to selected web sites with information on related topics.

Teaching with Historic Places has worked hard to provide educators with a means to get their students excited about history, while also offering a convenient and standardized way of introducing the concepts of preservation and stewardship to students and educators alike. By remaining committed to seeking and responding to feedback from educators and preservationists, Teaching with Historic Places hopes to insure that its products enrich classroom instruction as well as promote stewardship of our nation's cultural resources.

Brenda Kelley Olio is an architectural historian with the National Conference of State Historic Preservation Officers and the principal editor for the TwHP lesson plan series.

Sherrie Casad-Lodge

It's History "Just for Kids"

You're getting so much information for us that in the past we've had to search for over a number of years. Thanks to your efforts, the students will have an excellent perspective of their ancestors and community.

City of Sidney elementary school teacher

Such comments help explain why Ohio's Shelby County Historical Society (SCHS) has been recognized as an institution that delivers excellence in its projects, programs, and publications, receiving eight outstanding achievement awards from the Ohio Association of Historical Societies and Museums since 1996. SCHS earned its most recent award in 1999 for JUST FOR KIDS, the culmination of a three-year partnership between the Society, area museums, local historians, and teachers in Shelby County, Ohio. This program was directly modeled after the National Register of Historic Places Teaching with Historic Places (TwHP) program. The Society owes a great deal to this organization for developing the concept of featuring historic places as resources for studying local, state, and national history.

TwHP Provides the Blue Print

Three years ago, the Society learned that proposed changes in the Ohio proficiency test could place a greater emphasis on local history as part of classroom instruction. Local schools asked for the Society's help in compiling relevant information. As a small non-profit organization staffed exclusively at that time by volunteers, SCHS looked to others for ideas on how to tackle this problem. I first learned of Teaching with Historic Places in the Ohio Historical Society's newsletter. Intrigued, I found the organization on the Internet and contacted them requesting more information. The material I received, including an outline for developing lesson plans and copies of printed lessons, ultimately provided the "blue print" for SCHS's own educational program.

Working with Teachers

Using a draft of the schools' Social Studies Course of Study (K-6), I developed a selection of local history topics, which then was reviewed by the Society's newly-formed youth committee and local educators. The final list of eight topics selected by teachers for production were: Black History, Canals, Civil War, Immigration, Indians, Industry, Pioneers, and Sidney's Downtown/Architecture. SCHS was then confronted with the daunting task of researching, writing, and producing guides for each topic to distribute to third and fifth grade teachers in the City of Sidney school system for the upcoming 1997-98 school year.

History is Hard Work

Using TwHP's printed lessons and instructions on developing lesson plans, I wrote and produced the first two guides on Sidney's downtown and pioneers. Volunteers David Lodge and Rich Wallace wrote the remaining guides and I served as editor and publisher. Our research efforts took each of us throughout the community and Ohio, combing the archives at various libraries (including the vast resources of the Ohio Historical Society), visiting museums and local landmarks, and talking with genealogists and area historians. Ranging from 36 to 60 pages, the guides averaged six weeks to produce—from research to final print/distribution to teachers.

Different Content, Same Methodology

While the content of our teacher's guides focuses on Shelby County's history, the style and organization closely follow the TwHP model. Using recommendations outlined by TwHP in "A Guide for Developing Lesson Plans," <http://www.cr.nps.gov/nr/twhp/guide.htm> each of the guides provides a historical overview, student objectives, the history of the topic, readings, visual materials, and exercises. Students are encouraged to "put it all together" by participating in community-based projects or activities. A recommended reading list and bibliography also are included.

The Society expanded the "places" concept of the Teaching with Historic Places program

The author worked with a second-grade teacher to put together a historic building display. The teacher used information from the Sidney's Historic Downtown *teacher's guide to develop a "listening center" for her students. Photo by Bonnie Seffrin.*

and incorporated people and objects relevant to Shelby County's history as well. SCHS's teacher's guides also are greater in length/scope than TwHP's lesson plans. The guides are written for use by K-12 teachers, so each guide includes support materials of varying levels of difficulty. Teachers can choose those activities that best match the abilities of their students and emphasize whatever part of the local history is relevant for the grade level of their class.

Plans for the Future

While the core part of the program has been the development and distribution of the guides to Sidney's schools, the next phase includes expanding the program to include each of the schools in Shelby County, eventually reaching all K-12 teachers. With the basic research published in book form, SCHS is also looking for new and exciting ways to deliver that content to students. Plans in progress include:

- converting the eight guides to interactive CD-ROM programs
- producing a "museum in a suitcase" for each of the eight topics, offering a combination of authentic and replica artifacts that match the content of the guides
- developing an educational speaker's bureau to speak to students in the classroom
- expanding the Society's web site, <www.shelbycountyhistory.org>, which currently contains more than 1,100 pages of local history information
- developing museum exhibits related to guide topics
- working with teachers to develop ways to incorporate local history into other educational areas such as art
- making supplemental teaching materials available such as slides, videos, photographs, and historical documents

In addition, my husband and I have created several educational outreach activities that feature material from the various guides. Intended to further bring to life the content of the guides for students, these activities have included costumed presentations and the development of a brief video centered around the experiences of an 1800s immigrant as well as visits to an exhibit on local transportation with several hundred local fifth-grade students.

History Has a Home in Shelby County

To date, SCHS has secured more than $25,000 in JUST FOR KIDS grant funds and has received numerous inquiries from other school systems that wish to develop a similar program. JUST FOR KIDS has significantly raised the organization's profile and continues to be very successful—not only in the schools, but also in the community—with the group raising the money to open its own museum and research center in January 2000. JUST FOR KIDS also earned a 1998 Leadership in Education Award from the Buckeye Association of School Administrators and a 2000 American Association for State and Local History award. Clearly, the Historical Society found the National Register of Historic Place's TwHP materials to be useful models for developing a framework for educational programs that are easy to modify and use by historians, whether on the local, state, or national level.

Sherrie Casad-Lodge is a former Shelby County Historical Society (SCHS) board member and youth co-chairperson. She earned a Meritorious Award for Outstanding Community Service from the SCHS in 1998. She currently maintains the group's web site.

Dennis H. Cremin

Writing a TwHP Lesson Plan

A View from the Gaylord Building

We have all heard this kind of talk from someone just won over to something new. "You know this bee pollen really gives me more energy. You should put some on your cereal every morning." We roll our eyes and say, "You know, I really should," but with no intention of doing so. Well, at the risk of sounding like that someone, I'm saying, "every site should do a Teaching with Historic Places lesson plan." The program allows you to see other lesson plans and stimulates your thinking about your site. Secondary benefits include the opportunity to better organize the site's material, learn your collection, and foster offsite partnerships. Do I sound like my friend with the bee pollen? "You know this program has given me new energy and a fresh perspective; every site should do a lesson plan."

Teaching with Historic Places

I first heard of the Teaching with Historic Places (TwHP) program at a workshop held at the National Trust for Historic Preservation's 50th Anniversary Conference in Washington, DC, October 1999. I was impressed with the practicality and clear benefits of the program's approach and lesson plans. The program's *How to Teach with Historic Places: A Technical Assistance Sourcebook* provided pragmatic steps for moving ahead.

Canal boats at the Gaylord Building and adjacent to the public landing, Lockport, Illinois, 1880s. Part of the building was used for grain storage (note other grain elevators along the canal). Courtesy Gerald W. Adelmann.

I work at the Gaylord Building, located 32 miles southwest of Chicago in Lockport, Illinois. The Gaylord Building (1838) played a vital role in one of the great enterprises of the 19th century: the digging of the 96-mile-long Illinois & Michigan Canal.

The handsome limestone warehouse was the construction depot for the canal, which linked Lake Michigan and the Illinois River, opening the Midwest to commerce and industry. The canal was also responsible for making Chicago grow into the most important city in the Midwest. In 1848, the canal was completed and the Gaylord Building was modified for grain storage. Over its long history, the building has been adaptively used as a dry goods store, a site for the manufacture of lock fixtures, and a storehouse for plumbing fixtures.

By the 1970s, however, the building stood boarded up, while major industries in the area, such as U.S. Steel and the Texaco Refinery, closed. In 1987 the Gaylord Building reopened after a four-year rehabilitation and features Public Landing Restaurant, the Illinois State Museum Lockport Gallery, and the I&M Canal Visitor Center of the Illinois Department of Natural Resources (IDNR). The Gaylord Building became a National Trust Historic Site in 1997 and is the Trust's shining example of adaptive use as a preservation method.

The National Trust ownership provided an opportunity to review public programs at the site. The National Trust and IDNR entered into a partnership to create a new permanent exhibit, *Illinois Passage: Connecting the Continent*, and to develop a Hands-on-History gallery. One way to strengthen the new partnership was to re-examine existing lesson plans, and jointly draft a new one.

The TwHP format allowed us to tap into a successful program without reinventing the wheel. The lesson plans create a template into which we entered our material. TwHP lessons provide an interesting sample of historic places. I enjoy seeing the U.S. map on each lesson plan with the state of the site filled in. I think of each site as a little star on the map and where there was once a simple constellation of sites, now there is increasingly a galaxy of places. In this view, it becomes possible to see larger patterns of American national and regional themes and the array of what historic places are and can be.

From Within the Process

Going through the process of drafting a TwHP lesson plan provided additional benefits. Helping people increase their level of awareness, whether by a site visit or in a distant learning classroom, was a motivation for writing the lesson plan. We also welcomed the chance to re-evaluate aspects of our programming in an organized way.

TheTwHP lesson plan format breaks the process into achievable tasks, and among the first was finding source material. At the Gaylord Building, our visual information is limited to two 19th-century images, an 1873 lithograph and an 1880s photograph. These will undoubtedly be included in our material. There are also images from the 1980s rehabilitation work. Archeology reports and other historical materials from our storage area provide ample primary sources. This research also reminded us of the importance of organized files.

In drafting our lesson plan, the writing was easily broken down into parts, which made the process less daunting. I enjoyed looking at other lesson plans and was strongly influenced by one that highlighted historical content, but also called on students and educators to think about the importance of historic structures in their communities. These lesson plans demonstrate that people make choices, and call on students to think about these kinds of choices.

The thematic focus of the Gaylord Building's lesson plan is to teach how the Illinois & Michigan Canal served to connect the bustling East Coast to the Midwest, linking New York, via the Erie Canal and the Great Lakes, to New Orleans, via the Mississippi and Illinois rivers. The objectives for students are: to explain the significance of the I&M canal and its role in the westward expansion of the United States, to describe economic change in the United States through the history of the Gaylord Building and the use of primary source documents and the physical structure of a historic site, and to determine if there are any buildings or places in their own communities that can help them better understand that place and its history.

Although the site has strong ties to educators, circulating a draft of the lesson plan bolstered our partnerships. Two colleagues on site looked at the draft. Then, I sent it to two classroom teachers, who provided comments that strengthened its ties to the curriculum. One teacher, whose students visit the site, commented that she was struck by her students' belief that nothing in this part of Illinois dated to the 1830s or 1840s.

Teachers who write a lesson plan will create something that is a useful and tangible product. It is something that they can point to with a measure of accomplishment along with their calendar of successfully completed tours.

Conclusion

At the time of this writing, Char Giardina, site interpreter for IDNR and partner at the site, and I continue to revise our draft. We are working with the supplementary documents to make sure that we have good copies and that the assignments fit the curriculum guidelines. Although the lesson plan is not yet completed, the process has already helped us create a stronger partnership, reconsider our educational programs, and strengthen our partnerships with educators. When the plan is finished, it can be used on site, as part of a pre-visit exercise, or without a physical visit to our site.

Those teachers who have already done a lesson plan probably have already received some of the benefits of this program. For those who have not, here is a call to add even more stars to the constellation of sites that have already been charted by this program. Like a teaspoon of bee pollen, doing a lesson plan is energizing.

Dennis H. Cremin is the Director of Research and Public Programs at the Gaylord Building, a National Trust Historic Site.

Image of the Gaylord Building as the Col. G. B. Martin Store in the 1873 Combination Atlas Map of Will County, Illinois *(Elgin, Illinois: Thompson Brothers and Burr, 1873). Courtesy Gaylord Building, National Trust for Historic Preservation.*

James A. Percoco

A Blast from the Past

Using Historic Sites to Enliven History

The field stands before you, silent and empty; commemorative markers stand guard as timeless sentinels. But on a hot July afternoon in 1863, this field was far from silent. Human witnesses stood toe to toe with each other, clashing in the greatest battle ever fought in the Western Hemisphere, the Battle of Gettysburg. Visitors to the site can let their mind's eye drift back to that tumultuous day, when 12,000-15,000 Confederate infantrymen, a mile to a mile-and-a-half in length, battle flags unfurled, launched Pickett's Charge and marched into history. The modern-day visitor to Gettysburg need only to stand there at the "Angle—the High Water Mark of the Confederacy" while reading eyewitness accounts to see the carnage unfold before them. This is how I work with my students when we make our annual pilgrimage to Gettysburg National Military Park. There is no greater teaching tool than combining the historic memory of a place with the words of the spirits who went before us. Whether visiting Andersonville National Historic Site with my students; participating in the Annual Antietam Battlefield Memorial Illumination; or overlooking the site of the South Fork Hunting and Fishing Club dam, which burst open in May 1889, creating one of the worst calamities in American history, the Johnstown Flood—I have discovered the power of authentic teaching that goes well beyond the textbook or the walls of a classroom. During these visits and at these sites, students come to appreciate the drama of the past in ways that fire the imagination and touch the senses. As I look at my students' faces I can clearly see that what was once an abstraction is now a reality.

The author takes his Virginia high school students to study Gettysburg Battlefield in person. Courtesy the author.

But what if you are a teacher in New Mexico and you want to bring the Civil War alive in your classroom? Most likely you can't visit Gettysburg. What are your alternatives? Today there are over 60 alternatives that you can turn to in order to bring historic sites into your classroom, in the format of the Teaching with Historic Places (TwHP) lesson plans. These thoughtful and compelling lessons developed by classroom teachers and public historians make a superb companion to any history or social studies teacher's repertoire. Teachers and students in Hawaii who want to visit the home and workshop of Thomas Edison in New Jersey now have that option, while classrooms in Vermont can explore the Yukon Gold Rush in the Pacific Northwest and Alaska. Each lesson is set within its proper historical context and matches the numerous standards set by the *National Standards for United States History.* Using these built-in "field trips" can foster a growth and understanding that will inspire students to want to learn more about their past and their place in the always-changing story of humanity.

Of particular interest is the value of using Teaching with Historic Places lesson plans prior to site-specific field trips. For example, several years ago I took 25 students to Andersonville National Historic Site in Andersonville, Georgia. I was able to use the lesson plan developed by park ranger Alan Marsh as a segue to field-trip preparation. By doing so I was able to make my students more familiar with the site prior to our visit. The maps, illustrations, and source readings

in the TwHP lesson proved helpful in making students aware of what they were going to encounter. In addition, I dovetailed slides that I had taken on a previous personal trip into the lessons. A combination of the TwHP lesson plans, my slides, and our visit to Andersonville made both learning and teaching more powerful than any other approach could accomplish.

I was so taken with the lesson plans and their teacher-friendly format that I decided to submit a lesson plan for publication, based on a lesser known national historic site: Saint-Gaudens National Historic Site in Cornish, New Hampshire. Here I was able to take a personal interest—specifically in the life and work of one of America's foremost artists, sculptor Augustus Saint-Gaudens, creator of the Adams Memorial and the Shaw Memorial—and develop a lesson plan that was rich in primary source and visual material. In this lesson, teachers and students encounter the life of this great American artist, his home, and studio workshop, as he created a number of projects during the Gilded Age. While I conducted my own research and developed the lesson, I found a great deal of support and assistance afforded to me both by site superintendent John Dryfhout and lead park ranger Greg Schwarz. My experience proved that there is a wealth of collaborative opportunities to be made between partnerships and alliances of public history institutions and schools. I think what gave me the most pride about my lesson plan was that this particular site—one of the least known in the national park system—received well-deserved extra attention. My lesson plan on Saint-Gaudens National Historic Site was published as part of the TwHP series.

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Kay Kevan Callentine

Teaching with Historic Places in the Classroom

From the Boott Mills of the Industrial Revolution in Lowell, Massachusetts, to the horrors of Andersonville during the Civil War; from the waters of the Mediterranean with Stephen Decatur to the boyhood home of William H. Taft, the Teaching with Historic Places (TwHP) lessons have provided helpful support tools for me in my classroom. The topics mentioned are but a few ready for use by the busy teacher. The lessons available on the Internet have links as well, to help teachers keep up with the growing technological side of education. These resources bring a social dimension to history that is not possible by simply reading a textbook. TwHP makes history current and active as students engage in analyzing documents, search maps and photographs to find answers to questions, and explore elements of history that can provide explanations and examples of why things in history happened as they did.

Curriculum materials are abundant and sometimes they are worthwhile. Such is the case with TwHP lesson plans, which provide a complete lesson plan for each topic. Included are background information, discussion questions, clearly stated lesson objectives, and a variety of student learning activities. The teacher can select desired activities from a variety offered, including those which can be done in a single class lesson, or for homework, outside research, or enrichment, depending on the time available. The several TwHP lessons I have used in a variety of classroom sessions fit well into U.S. history courses, including advanced placement, or in geography classes. I have used TwHP lessons in four basic ways: as whole class readings and discussion; as cooperative learning jigsaws, in which

individual students are responsible for portions of assignments and share their results with each other to form a whole piece; as document analysis practice; and as "destinations" for historical site visitations.

I became aware of TwHP in an issue of *Social Education* while covering a geography lesson in U.S. history several years ago. Desirous of sparking up the students' activities, I used a lesson on naval hero Stephen Decatur. This exercise had maps, photographs, and readings on information about Decatur's life to supplement what I was teaching about the Tripoli War of the early-19th century. As the students read the articles and looked at pictures and maps, we were able to discuss why things are built where they are in cities and the relationships that jobs have to where people lived at the time. For this exercise all the students read the same materials, which enhanced the lesson.

Since that first activity I have used others. While sometimes I put questions on overhead transparencies or worksheets for whole class discussion, the activities also lend themselves well to cooperative learning group jigsaw options. Because the questions offered in the lessons have different levels of difficulty, students can each be given assignments where he or she can be successful. Then group sharing allows everyone to make a contribution in the small group discussions. For this group exercise, I used the TwHP lesson, "Andersonville: Prisoner of War Camp," but each lesson includes a wide variety of activity options.

Most recently I have experimented with TwHP's online resources. As with the paper lesson plans, students engage in activities according to their ability levels or to emphasize content the teacher wishes to reinforce. The web site allows the user to browse topics by location, theme, or time period. For history this is an easy tool to use, especially since this use of the Internet saves time for the teacher, as nothing has to be duplicated. Students can complete the assignments during class time or visit the web site for homework; I have used it both ways. As a home assignment it can count as enrichment or extra credit if all students do not have access to the Internet. Another way TwHP is useful is to introduce a unit by taking a virtual tour of a historic site via the Internet. Several Civil War lessons helped students make broader connections among Civil War battles, events, and issues. The lesson "Remembering Pearl Harbor: The USS Arizona Memorial" enhances student understanding of World War II in much the same way.

The applicability of TwHP activities to a variety of ability levels also makes them appropriate for advanced placement students. These students need a great deal of practice in analytical thinking, and the historical information in TwHP lessons provides just the right amount of reading for them to work on this skill. I use study groups and I ask students in each group to divide readings among themselves, with each member responsible for one document. Students share their findings with the group at their meetings and everyone gains information and practice. I can then evaluate their success by assessing their notes. Presidential lessons I have used for this are "Woodrow Wilson: Prophet of Peace," "Herbert Hoover: Iowa Farm Boy and World Humanitarian," and "Growing Into Public Service: William Howard Taft's Boyhood Home."

A final use I have made of these resources is for virtual tours of historical sites. My U.S. history students are required to visit a historical site each quarter. I want history to be a real experience and visiting places is one way I try to accomplish this. Since our community is limited in the numbers of historical sites it has to offer I have again turned to online sources. I encourage the students to visit one or more places featured in TwHP lesson plans as an alternative to actually traveling to a historical site. With a click or two of the mouse, students can visit national parks, monuments, and battle sites to fulfill the assignment. It's like taking a field trip via the computer.

These documents and historical places add a personal touch to history, bringing it alive for students, giving historical figures out of the history books a more human dimension, and connecting the past to students' real life experiences. They afford students the opportunity to visit places they might never otherwise see, and at a price they can afford! Over the years, I have found that the TwHP materials pique students' interest every time I use them. I look forward to the next additions.

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Patricia Stanley

Arizona Students Learn from a Georgia Civil War Prison

When teaching my seventh-grade students about the Civil War, nothing leaves more of an impression than the story of Andersonville Prison, a Confederate prison in Andersonville, Georgia, which is now preserved as a national historic site. The Teaching with Historic Places (TwHP) lesson plan, "Andersonville: Prison of War Camp," is an excellent tool for bringing this story to life in my classroom. Even though they may not have the opportunity to visit the actual national park in Georgia, my Arizona students can learn exciting and relevant information about it by examining the maps, readings, and historic photographs in the lesson plan.

The clearly stated objectives gave me a quick overview of this lesson and enabled me to discern if it met our district assessments. While the readings and other materials in the lesson were outstanding, the activities presented in the Putting It All Together section were an excellent way of delving further into the lesson's topic as well as meeting several of these assessments.

In the first activity, Empathetic Response, students imagine they are a prisoner in Andersonville as they describe what life was like through diary entries or a letter to a loved one. I was able to tie the book *The Boys War* by Jim Murphy to the activity. When students learned that Civil War soldiers, including some at Andersonville, were sometimes as young as 12 years old, they were able to relate more to the soldiers' experiences. In keeping with this, I modified the activity by having students keep a Civil War journal as if they were a 12-year-old soldier. To complete the activity, they created a timeline of their imaginary military career up to and including the time they became a prisoner at Andersonville.

Rows of headstones dramatically illustrate the high mortality rate at the Civil War prison in Andersonville, Georgia. Photo by Beth Boland.

Activity 2, Family History, asks students to research the life of an ancestor who fought in or lived during the Civil War. I was able to incorporate another district assessment—technology—into the activity by having them conduct genealogy searches as part of a Family Tree Internet project. It was a lot of fun for the students to try different search engines to find family descendants. What proved most interesting was that the students took the information home to their families, who became involved in the searches.

Activity 3, Money in Prison, was a great way to meet our economic standards. As literacy and math are the main focus at my school, it is important for me to be able to incorporate some form of math into my social studies lessons whenever possible. For this activity, I assigned a student the part of the "sutler," a soldier who operated a small store within Andersonville's stockade and sold vegetables and other food. I gave that student some prior information on the role a sutler played in prison life, and he conducted independent research to further his understanding of how he was to operate within the group. Each student "prisoner" was then given a small amount of currency. I wrote certain rules on chart paper that all students would follow when doing this role playing/economic lesson. When the students realized they would have to pay for everything in prison things got interesting. They immediately had strong feelings—either like or dislike—toward the sutler. He tended to favor some prisoners by giving them extra supplies while he made others pay

more for supplies or denied them things altogether. After the activity students wrote in their social studies journals about how they felt about the experience.

Activity 4, The Raiders' Trial, had students reenact the trial of a band of prisoners known as the Raiders who terrorized other prisoners, or act out the trial of Captain Wirz, the commandant of the prison who was ultimately hanged for war crimes. This activity was appropriate because conducting a mock trial is one of our district assessments. The class did research on Captain Wirz and gathered lots of good information about him and the way he ran the prison.

Activity 5, Prisoner of War Camps, and Activity 6, Interviewing a Former Prison of War, fit in with our Kids Voting lessons. Why would Kids Voting have anything to do with war camps and POWs? Part of Arizona's Kids Voting program covers past and current political candidates. John McCain, former Republican presidential candidate and Vietnam POW, is from Arizona. The class did in-depth research about John McCain and his experiences during the Vietnam War. We studied the war and the atrocities the soldiers went through. We combined this activity with a visit to the traveling Vietnam War Wall. Students' journal writing was fantastic; they compared and contrasted the two wars.

I revised the lesson's final activity to meet several math standards and a geography standard as well. I developed a question-and-answer sheet based on a map from the lesson showing the locations of Civil War prison camps. Students then tracked distances from camp to camp and researched different elevations and climates. They were even very vocal about which camp they would rather be at because of year-round temperatures and better overall weather conditions. One group would rather brave the snows and the other would rather have the summer humidity.

The students really enjoy this TwHP lesson plan, and it is extremely teacher friendly. It meets several of our district's standards, and the students walk away with information about the Civil War that they won't soon forget.

Patricia Stanley teaches seventh- and eighth-grade U.S. history and government at Madison Park School, Phoenix, Arizona.

Civil War Prison Camps. Courtesy Andersonville National Historic Site, National Park Service.

1. *Belle Isle—Richmond, Virginia*
2. *Cahaba Prison—Cahaba, Alabama*
3. *Camp Chase—Columbus, Ohio*
4. *Camp Douglas—Chicago, Illinois*
5. *Camp Florence—Florence, South Carolina*
6. *Camp Lawton—Millen, Georgia*
7. *Camp Morton—Indianapolis, Indiana*
8. *Camp Sumter—Andersonville, Georgia*
9. *Castle Pickney—Charleston, South Carolina*
10. *Elmira Prison—Elmira, New York*
11. *Johnson's Island—Sandusky, Ohio*
12. *Libby Prison—Richmond, Virginia*
13. *Old Capitol Prison—Washington, DC*
14. *Point Lookout—Point Lookout, Maryland*
15. *Rock Island—Rock Island, Illinois*
16. *Salisbury—Salisbury, North Carolina*

Bill Gulde

The Community as Classroom

North Central High School is located in the heart of the northern suburban neighborhoods of Marion County, outside Indianapolis, Indiana. Although annexed by the city in 1970, Washington Township has a built environment largely reflective of the postwar building boom of the 1950s and 1960s. Students live in sprawling ranch style homes that sit on large lots or in apartment complexes with names like "Turtle Creek" or "North Willow Farm." They shop at two nearby malls built in the 1970s and 1980s and eat in national chain restaurants along busy thoroughfares. Many students in our fine institution have been all over the country and all over the world, but know little about the history of the looming city to the south of them. It was for this reason that I went on my own personal crusade to educate students about the wonderfully rich architectural heritage in their own backyard.

Students Erika Detmer, Andrew Shelton, and Adam Stankewitz present their project on the Indianapolis Soldiers and Sailors Monument. Photo by the author.

With the assistance of Historic Landmarks Foundation of Indiana, I designed a unit that would take students out of my history class and into the classroom of the city. Indianapolis is a perfect laboratory for above-ground archeological research with its many historic schools, churches, temples, homes, parks, cemeteries, libraries, factories, hospitals, and commercial buildings. Suzanne Stanis, the education coordinator for Historic Landmarks, served as a consultant for my classes, and her help with this project was invaluable. She spent many minutes of her life on the phone with inquiring students, some of whom called her at the last hour. I also lined up many people in the community to serve as resources for the project.

I divided the students into teams of three. They were given a long list of historic sites from which to choose. Many of the sites were listed in the National Register of Historic Places so pupils could make use of our local state preservation office for additional material. It was important that each team have three members as they really had to focus their research on a particular site from a local, state, and national angle. Students researching historic Union Station (1887), the main railway terminal for Indianapolis, would not only examine the history of the building and the site, but they would also be responsible for grasping the importance of rail traffic in Indiana and the nation. As part of the assignment, each team was required to visit its site and interview an expert so students could place the building within a historical context. The culmination of their work would be a public presentation in which parents, members of the community, the faculty, and students would be invited to attend.

Before allowing teams to choose a site, I gave the class a brief history of the built environment of the city. I shared my own personal collection of historic postcards and photographs of Indianapolis. Several students noted that some of those buildings were actually on their list. In order to be fair, I asked students to choose their top three favorites from my list and then we had a lottery as several teams vied for some of the same sites. The Pathology Building (1895) on the grounds of the former Central State Mental Hospital proved to be very popular when students discovered that turn-of-the-century doctors performed autopsies on deceased mental patients. Interest peaked when they learned that brains floating in jars of formaldehyde still rest on the

laboratory shelves. Crown Hill Cemetery (1863), with its Arcadian winding paths, high hills, Victorian tombstones, and famous former residents enchanted several students. Still others sought out sites associated with the city's automobile age, including the Stutz Auto Company (1914) factory building and the Indianapolis Motor Speedway (1908). I guided one group particularly interested in historic homes to the Woodruff Place neighborhood, an 1870s suburb of the city, now almost considered "downtown." These three students had lived their entire lives in Marion County, but had never seen this wonderful Victorian neighborhood with its esplanades, gushing fountains, tall trees, sculptures, and beautifully painted historic homes.

Students took great ownership in their project and many truly prided themselves on their newly found expertise. Pupils researching Crispus Attucks High School (1927), now a middle school, discovered that the building was constructed in the 1920s on the orders of a school board highly influenced by the most powerful organization to dominate the state in that decade, the Ku Klux Klan. The all black high school would later serve as a source of pride for the black community as several of the teachers on the faculty had doctorates. My kids marveled at the quality of teachers and the number of prominent graduates.

Everywhere my students went they were greeted with kindness. At Crispus Attucks, an assistant principal spent several hours after school giving my folks a complete tour of the building. A curator for the Fort Benjamin Harrison Historical Society not only gave that team an extensive tour, but he also loaned them historic photographs for the project and attended their presentation. The education coordinator for the Transportation Museum in Noblesville served as a consultant for the Union Station team, and he met with the crew several times at the site giving them key insight into railroad history. He even provided blueprints and maps. I was humbled by the kindness of these people and grateful for their enthusiasm as it spilled over into my classroom. One girl came back from her Union Station tour in amazement as she had no idea that there were people in the community who were so passionate about history.

After countless hours in local libraries and museums, students prepared for their presentations. Knowing that many "outsiders" had been invited placed additional pressure upon them. I reserved a wonderful lecture room in our school that contains numerous pieces of technology. Students had the option of presenting their findings in any form. One team did an impressive Power Point demonstration on the history of the James Allison mansion (1910) while another group dressed in the costumes of railroad conductors, carried lanterns, and produced a skit on Union Station. Every team had to have several visuals so students took photos, slides, videos, and purchased postcards.

Evaluations from students on the project seemed to validate what I was trying to accomplish. There are some roadblocks and difficulties with the project, however. Finding time to squeeze a significant unit like this into an already crowded curriculum can be daunting. Furthermore, in this day and age of accountability many teachers are putting aside creative projects, fearing that students will not do well on state-mandated tests. I maintain that it is worth the time to create projects that make history more meaningful and allow students to become experts on narrow historical topics. Pupils who researched the Broad Ripple Post Office (c. 1935) documented a Depression-era mural and when it came time to discuss the New Deal, I can tell you that I turned over the discussion of the WPA to these three students. Keeping in mind that it is our job as educators to make history come alive, I encourage teachers to utilize the community as the classroom. Students will find meaning in local history and if we have succeeded then these young people will look at the built environment around them in an entirely different way.

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Marilyn Harper

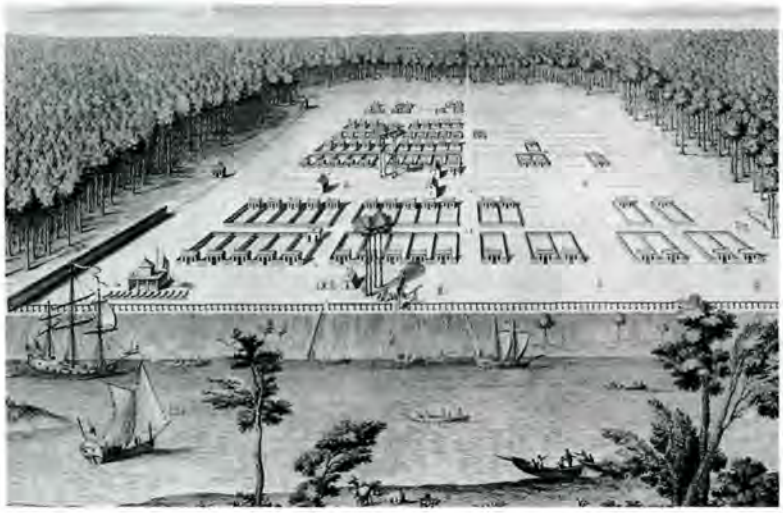
Seeing Is Believing

TwHP Field Studies

Teaching with Historic Places (TwHP) has demonstrated that historic places help students learn even when visits are impossible. Nevertheless, visiting historic places in person gives a special sense of being "in history." Eleven of TwHP's workshops have used walking tours that investigate local historic places to demonstrate how field studies can enrich learning of both content and thinking skills.[1] These studies also have provided exciting confirmation that careful observers can learn much from historic places simply by looking. While our methodology is still evolving, we hope that the seven-step process we follow will help both historic preservationists and teachers create field studies using historic places in their own communities. Each step is outlined below, with an illustration of how it worked for a recent workshop in Savannah, Georgia.

1. Picking the place. The first step is deciding where the field study will go. Ideally the place will be well-documented, visually interesting, and able to tell an important story. Because the TwHP program was created, in part, to demonstrate the richness of the National Register archives, our field studies use only listed properties. We picked the 1819 Owens-Thomas House and the city's distinctive Colonial plan for the Savannah field study.[2]

In 1734, "all the houses of the first forty freeholders [were] of the same size," according to early settler Peter Gordon, who made the drawing on which this engraving was based. Courtesy Library of Congress.



2. Doing the research. Using National Register documentation simplifies this critical phase of planning. Learning about some places may involve doing further research or finding a knowledgeable expert. In Savannah, Register documentation was supplemented by scholarly work on the city plan and by the knowledge of the Owens-Thomas House curator. Research also uncovers documents that help participants test tentative conclusions during the follow-up discussion (see Step 7). In Savannah, these materials included historic maps and views, travelers' descriptions, biographical information on the original owner, floor plans, and photographs.

3. Select a focus. Most historic places have many stories to tell. The best way to determine which story should be the focus for the field study is to identify ties between the place and the content and skills required in local curricula. In Savannah, the focus was on the relationship between the antebellum city and the institution of slavery. Objectives included comparing (skill) early-19th-century Savannah with its appearance in 1734 (content), evaluating (skill) the effect of the introduction of slavery on what was planned as an egalitarian society (content), and analyzing (skill) the Owens-Thomas House for evidence of the role of slavery (content).

4. Planning the tour. The field study must provide the physical evidence participants need to attain the objectives. The planning must be done on site. In Savannah, we mapped the route from the workshop orientation to the Owens-Thomas House to show how the house fit into the city's well-defined plan.

5.Creating worksheets. Field study participants need something to help them look carefully at what they see. In one case, we used a bingo-like worksheet with questions developed for the Center for Understanding the Built Environment's popular "City Game."[3] In others, participants recorded information about each building on data retrieval charts. The Savannah worksheet asked first for general observations and specific details. Subsequent questions asked for tentative conclusions, along with the evidence on which those conclusions were based. Finally, the worksheets asked what couldn't be learned from the site and where that information might be found. Whatever the worksheet, participants inevitably see much more than they are asked for and probably more than they are even consciously aware of seeing. Worksheets are particularly

By 1819, slavery and cotton had transformed Savannah into a sophisticated, cosmoplitan, and very wealthy city, as this view of the Owens-Thomas House illustrates. Courtesy Historic Savannah Foundation.

important when groups go out by themselves. In Savannah, TwHP team members did not join the field study, so that group discussions about interpreting evidence would not be cut short by appeals to authority.

6. Introducing the field study. In addition to establishing work groups, selecting spokespeople, handing out maps and worksheets, etc., introductions sometimes include background information. Providing a historical context before the field study establishes a conceptual framework for subsequent observations. In Savannah, we reduced the amount of background to a minimum, which also has advantages. Observation is not directed by expectations—people look around them as children do, without editing what they see. Also, historical information that answers questions raised by observation is likely to be remembered. Finally, when participants find answers for themselves, they experience some of the excitement of real historical inquiry.

7. Follow-up discussion. This is the most exciting part of our field studies, but also the one where much work still needs to be done. Groups invariably come back excited at what they have seen—detectives who have unearthed important evidence, even though they do not yet know where that evidence leads. It is a challenge to preserve that excitement while still guiding the discussion to meaningful conclusions, to validate observations and let generalizations grow naturally while ensuring that these generalizations fit curriculum needs. It is also difficult to both demonstrate content—what a specific place teaches about history—and also model a process that progresses from looking at places to understanding them.

Effective discussions advance from specific observations to higher-level generalizations. Teaching strategies developed for classroom teachers provide useful models.[4] Our recent discussions have stressed observation—"What did you see?" In Savannah, participants noticed first that the houses facing the squares were larger than those facing the streets, that the Owens-Thomas House featured sophisticated architectural details and advanced technology, and that the slave quarters/carriage house differed greatly from the main house. Putting these observations together, they hypothesized that Savannah had a skilled labor force; that the builder of the house valued social life, prestige, and status; that trade and European connections were important; and that the city was divided into distinct classes. Historic maps, visual materials, and descriptions helped confirm these conclusions.

In addition to developing the above 7-step planning process, which we think will work in a variety of situations, we also have learned two general principles. First, timing is critical. It is difficult to complete an effective field study in less than one day. Secondly, teamwork can both improve the quality of field studies and simplify the process of creating and conducting them. Historians and people knowledgeable about places can locate places for field studies and find appropriate source materials. Teachers can see where the places and the skills involved in learning from them fit into the curriculum. Teachers also know the teaching strategies and questioning techniques that make for good discussions. We believe these groups can work together to create field studies that are exciting learning experiences for participants of all ages.

Notes

1 We prefer the term "field study" to the more common "field trip" because it emphasizes learning over entertainment. See Charles White's article on p. 28.

2 All types of places lend themselves to field studies. Other places TwHP has selected for these workshops include Union Station in St. Louis; downtown Fort Worth, Texas; Chicago's Grant Park; Santa Fe (NM) Plaza; and Antietam Battlefield.

3 "Walk Around the Block: Old East Dallas Architivities Packet," (Prairie Village, KS: Center for Understanding the Built Environment, 1992), 32.

4 See Charles S. White and Kathleen A. Hunter, *Teaching with Historic Places: A Curriculum Framework for Professional Training and Development of Teachers, Preservationists, and Museum and Site Interpreters* (Washington, DC: National Trust for Historic Preservation, 1995), 46-50.

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Patricia L. Duncan

TwHP and Local History

A Positive Partnership

When the National Park Service and the National Trust for Historic Preservation joined forces in 1991 to create Teaching with Historic Places (TwHP), their goal was to make available to teachers of American history the untapped information in National Register files. Some of us feared, however, that focusing on the events of history overlooked a challenge faced by many state historic preservation offices. This issue is the need to inspire children—tomorrow's decisionmakers—to appreciate and preserve the historic structures in their states. Happily, staff at the Louisiana Division of Historic Preservation believed in the TwHP approach and saw that its methodology and lesson plan format could be used to bring life to the state and local history which our historic buildings symbolize.

Although historians concern themselves with events, and preservationists with buildings, the two are often related. In addition, educators have convinced us that studying buildings in a vacuum is ineffective. It takes the history associated with those buildings, combined with the buildings themselves, to excite students. This is why TwHP and local heritage education initiatives such as our own Louisiana Studies Historic Preservation Supplement make such good partners. Our belief in this strategy was so strong that we decided to include a day-long session on TwHP in our first annual Heritage Education Institute. The Louisiana state historic preservation office presented this two-and-one-half day conference in partnership with Northwestern State University and the Louisiana Preservation Alliance in Natchitoches, Louisiana on July 31-August 2, 1996. Our goals were threefold:

- to introduce Louisiana teachers to TwHP, which was then still a fairly new initiative;
- to excite them about the possibilities of using buildings (including the approximately 900 Louisiana properties then on the National Register) as teaching tools in state and local history classes; and
- to assist educators who, for whatever reason, cannot take their students off school grounds. In place of actual field trips, teachers and children can use the information-filled TwHP lesson plans to examine issues, events and places far from the classroom.

The presentation of the "Power of Place" slide program, found in *How to Teach with Historic Places: A Technical Assistance Sourcebook,* opened the Institute and captured the participants' attention in a way nothing else could. This tool uses images of National Register properties from across the nation to illustrate the emotional and intellectual impact which sites can have on people. In our case, the script was made even more powerful by the simultaneous projection of images of Louisiana properties illustrating the same or similar themes.

In her session, Marilyn Harper of the Park Service's National Register staff introduced the TwHP concept and materials to 46 history and social studies teachers, state park interpreters, and museum professionals from across Louisiana. "I am filled with ideas for new activities," one teacher wrote at the end of the day. "This new vision will allow me to use the information that has always been around me (objects, buildings, neighborhoods, etc.) to create innovative lesson plans."

The following year, as part of our second Institute, we invited Charles S. White, a co-author of *Teaching with Historic Places: A Curriculum Framework.* Attendees expressed frustration that their time with White was so limited.

Louisiana's experience shows that teachers and their students are hungry for exciting approaches to history, including information about the buildings and places where events occurred. TwHP provides that approach and can strengthen any local or statewide heritage education initiative. It is our hope that many states will partner with the National Park Service to bring this important teaching tool to educators.

Patricia L. Duncan is an architectural historian with the Louisiana Division of Historic Preservation.

Charles S. White and Deborah J. D. White

Preparing Teachers to Teach with Historic Places

Students in the elementary social studies methods course at Boston University need to be convinced that history ought to be an important part of their teaching. Most confess that history was a deadly bore when they were in school; their experience with university history courses wasn't much better, so they say. These students are becoming teachers because they love children and they are eager to help children learn how to read and write and to have fun learning. History is not really high on the students' agenda. Nor do many elementary schools present strong models for these novice teachers; history and social studies are too often relegated to an occasional late afternoon, if there is time. An increasing number of states, however, are raising standards for history and social studies, and tying those standards to state tests. Testing aspiring teachers as a condition for certification also has helped sharpen the focus on history over the past several years. All too often, though, standards and testing are viewed as the stick in education reform; we are more interested in the carrot.

The carrot is history's intrinsic attraction, often recognized as one develops "a sense of place"—an empathetic understanding of place as a stage on which the lives of real people and events played out, which creates a powerful bond between students and history. This engagement with "the story" is part of what draws people to history and part of the reason we teach history to children (to "learn from the story"). Less obvious, perhaps, is the recognition that history is a collection of stories constructed from pieces of evidence that the historian uses to interpret the past. Historical inquiry—the process historians use to unravel the mysteries of the past—can engage children as well. The curiosity and connection to the past are the carrots that we hope will coax methods students and experienced teachers alike to teach with historic places.

During the field study of Lexington and Concord, teachers use primary documents and current landmarks to reconstruct the events of April 19, 1775. Photo by Deborah J. D. White.

Historic Places in the Preservice Methods Course

Teaching the content of history and the nature and skills of historical inquiry are mainstream components of most social studies methods courses and texts. The role of place in teaching history is usually described in the context of "field trips," but my students have learned that I prefer engaging children in "field studies"—trips to places where historical evidence can be gathered, historical inferences tested, and a sense of place fostered. When I get to the section of the course on methods of inquiry and problem solving, I take my students on a field study.

Some years ago, I was introduced to a historic district in Boston called Piano Row. Its location in the city, near the Boston Common, makes it an ideal setting around which to construct a study of Boston's changing landscape and patterns of human activity. Starting at the Arlington Street Church, a couple of blocks from Piano Row, we begin by orienting ourselves with the help of a map. My students discover that this 1722 map is missing some information. Even

In the kitchen of John and Abigail Adams' home in Quincy, mystery surrounds this upside-down hat-shaped object. Photo by Deborah J. D. White.*

after identifying current landmarks and locating them on this dated map, my students are reluctant to come to the correct conclusion—that where they now stand there was nothing but water in 1722. Suddenly it becomes clear why people call this area the Back Bay. For nearly four years, my students have lived on a university campus in the Back Bay, but only now has it occurred to them that the name has meaning beyond a label. Now I have their attention.

Walking from the church toward the official historic district, we observe the topography and speculate about where we'll make landfall based on where the land rises; the map confirms our speculation. As we enter the historic district, our focus shifts to a later time and the current buildings along Boylston Street (at this point, I haven't told them the nature of the district; that information is the puzzle they need to assemble). Warning that today's signage can be a false clue, I ask what evidence students can see that suggests the original purpose of the building. In the ornamentation of the façade, music instruments appear—as if they had been invisible until that moment. Large display windows on the first floor and smaller windows above hint at a commercial retail use. Over the course of this one session, students have deciphered maps, read buildings, compared the widths of streets, discovered the impact of immigration (Chinatown), and explored the role of taverns in 18th-century Boston.

By the end of the session, students ask how I discovered this. Most of that information, I tell them, comes from the Piano Row nomination at the National Register of Historic Places. From the nomination, I learned the historical background of the area, as well as patterns of visual clues I coax my students to discover. Young children also can be guided to discover patterns around them that have historical significance. The field study was also a good experience in recognizing the kinds of questions teachers should ask and questions students might raise that can be answered, at least tentatively, when they return to their classroom, using primary and secondary sources.

Charles S. White

Professional Development Workshops Using Historic Places

An increasing number of states are placing greater emphasis on teaching and learning history across all grade levels. Professional development for experienced teachers helps promote more and better history instruction. Massachusetts is one state that provides grant funding for "content institutes" to deepen inservice teachers' knowledge of history. As professional development coordinator for the North River Collaborative, which provides professional development services for seven school districts south of Boston, I worked with Charles White to develop and deliver a Teaching with Historic Places (TwHP) institute during the 1999-2000 school year. It proved to be so popular that a second institute, planned for 2000-2001, was over-subscribed even before it was officially announced.

Unlike most one-shot workshops, the TwHP institute spanned six months, from December through May. Through a combination of seminars and field studies, 17 teachers from elementary through junior high school deepened their content knowledge and learned how to integrate historic places into the curriculum in a way that is consistent with the Massachusetts curriculum frameworks.

The typical pattern of the institute involved a Thursday evening seminar followed by an all-day Saturday field study. The purpose of the seminar sessions was twofold: to learn how place could be used to teach history and to prepare specifically for the subsequent field study. For the former, we followed *Teaching with Historic Places: A Curriculum Framework for Professional Training and Development of Teachers, Preservationists, and Museum and Site Interpreters.* Sessions addressed the range of documents relating to place that can support historical inquiry, skills involved in teaching with place, links to the school curriculum, and strategies for developing and implementing TwHP activities in the classroom. For the latter, we introduced teachers to a variety of primary and secondary sources (maps, letters, literature, and readings from the work of historians) to construct the historical context for the field study and generate questions to be pursued at the site. We selected four varied sites in eastern Massachusetts for the field studies: Piano Row in Boston, the Adams National Historic Site in Quincy, several sites in Lexington and Concord, and the Frederick Law Olmsted National Historic Site in Brookline (as well as two of his parks: the Arnold Arboretum and Franklin Park). We also took the opportunity to weave literature into the institute. Our studies of the Old Manse and Orchard House in Concord, the focal point of the Transcendentalist movement in 19th-century America, provided ideal opportunities to draw on the work of Hawthorne, Thoreau, Emerson, and Bronson Alcott.

Each institute participant developed a history-based instructional unit that integrated the teaching of place into their existing curriculum. We encouraged teachers to explore their local communities' history and to connect it to the larger trends and movements in U.S. history. They were assisted by the Massachusetts Historical Commission, which hosted a visit by the institute participants. The teachers' eyes were opened to the extraordinary state and local historical resources preserved by the Commission. Some teachers chose to pursue graduate credit for the institute, offered through Fitchburg State College, for which they each wrote a paper reviewing a work of history related to a site we studied and identifying links to the site and to the state curriculum framework.

Teachers reported a tremendous enthusiasm for the TwHP projects they were doing at the local level. Librarians, members of local historical societies, and community elders were thrilled to discover teachers' interest in the history of their town, and they opened their considerable treasures to benefit the instructional units. Teachers also came to see the potential of place to serve as an important motivator for students' study of history as well as teachers' motivation to teach history in a sustained and engaging way.

Deborah J. D. White

Conclusion

For those committed to preserving historic places in order to pass along our nation's heritage to future generations, public schools must be drawn in as full partners and participants. That partnership will not be cemented unless preservice and inservice teachers come to recognize that place can be a powerful tool in helping their students meet the demands of curriculum standards and testing. Outreach to teacher training institutions and professional development providers is essential, and constitutes one of the greatest challenges and, we hope, one of the highest priorities for stewards of America's historic places.

Resources: Inservice Institute

Poppeliers, John C., Chambers, S. Allen, Jr., and Schwartz, Nancy B.: *What Style Is It? A Guide to American Architecture.* Washington, DC: The Preservation Press, 1983.

Teaching with Historic Places sample lesson plans. National Register of Historic Places, National Park Service.

White, Charles S. and Hunter, Kathleen A.: *Teaching with Historic Places: A Curriculum Framework for Professional Training and Development of Teachers, Preservationists, and Museum and Site Interpreters.* Washington, DC: National Trust for Historic Preservation, 1995.

Note

* The object was used for bathing. You sat on the "seat" or stood in the center while water was poured over you. Then the tub was taken out and the water dumped through the spout under the seat.

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Marla Miller and Bonnie Parsons

Collaboration in Teaching with Historic Places

From unorthodox origins—a scenic byway and the community development section of a regional planning agency—came the Jacob's Ladder Trail Heritage Education Project, an effort that demonstrates the fertility of teamwork among seemingly far-flung collaborators. The project's origin lay in Jacob's Ladder Trail, known since 1910 as the nation's first Great Mountain Crossover. The 35-mile trail connects five rural communities in the hill towns of western Massachusetts. Scenic byway funding was secured in 1993 by community development planners at the Pioneer Valley Planning Commission (PVPC), who realized that, along the way, they had collected a great deal of historical research on the five byway towns' development which should not stay in the back of someone's filing cabinet.

With the enthusiastic support of the byway's corridor management committee, PVPC planner Natalie Bozarth and author Parsons chose the workbook, *How to Teach with Historic Places,* developed by the National Park Service and the National Trust for Historic Preservation, to guide the project. With help from the Massachusetts Foundation for the Humanities (MFH), Bozarth and Parsons teamed with author Miller to develop a proposal.

The proposal embraced the Teaching with Historic Places (TwHP) model and aimed at fifth-grade teachers along Jacob's Ladder Trail. The Massachusetts History and Social Science Curriculum Frameworks requires educators at this level to teach United States history and geography, and encourages them to link the study to American art and architecture and to take advantage of historic sites. The fit seemed perfect.

Three teachers soon signed up: Nancy Keiper, Becket Consolidated School; Rosalyn Cohen, Lee Central School; and Nancy Tobias, Gateway Middle School. The third and last set of collaborators was in place, and we were ready to seek funds to support the project: stipends for the participants, and also funds to publish a resource book. Fortunately, MFH program officer Kristin O'Connell reported that,

> The Foundation was enthusiastic about this project for several reasons: its location in a rural area with a relatively unknown history; its responsiveness to the state's curriculum guidelines; and its plan to create a teacher workbook, a resource with substantial long-term value. We also believed that this effort would enrich the lives of local people, helping them understand how their present-day surroundings reflect a complex and fascinating past. In fact, the project shares one of the Foundation's explicit goals: 'to help people develop more meaningful connections with the places in which they live'. Moreover, another plus for the Foundation was the way it brought together the planning agency, scholars, and the schools. This is just the kind of collaboration that MFH likes to encourage.*

As we got underway, everything seemed straightforward, but by our second meeting some problems had emerged. The state curriculum requires fifth-grade teachers to cover the period 1763 to 1815, and most of our communities—hill towns in far western Massachusetts—did not see extensive construction until the end of that period, only a fraction of which, we came to learn, survives. How could we locate workable buildings that conformed to the time period? Also, while the TwHP program helps educators use buildings whether or not students can physically visit them, we had made direct observation a priority, in order to get students to really see their own built environment. But no school had funds for field trips; students had to be able to visit the buildings on foot.

These limitations proved, not surprisingly, constraining, and occasioned concern among the participating teachers, anxious to develop successful lessons that would meet the sometimes complementary, sometimes competing, criteria set forth by the Frameworks, the TwHP format, the MFH, and the two of us. After several false starts, the teachers wondered whether they'd gotten in over their heads, and we wondered whether we

1920s postcard of Jacob's Spring and Jacob's Log Cabin Inn on Jacob's Ladder. Courtesy Pioneer Valley Planning Commission.

could possibly satisfy everyone's expectations and classroom needs. Collaboration, we began to see, meant compromise, as each of us worked to reconcile her own and her institution's priorities.

Meeting those challenges pointed out the benefits of partnership, as we harnessed our very different skills and perspectives to find solutions. To cite just one example, the c. 1780 one-room schoolhouse selected by Huntington's Nancy Tobias seemed a natural—in the middle of our chronological range and just a short walk from Gateway Regional School. But almost no documents pertaining to the school or to Huntington in that period were known to survive. How could students "determine the facts" if we couldn't ferret them out ourselves? To find the site's potential, each participant brought knowledge and skills from our own discipline to bear. Miller, drawing on her own knowledge of early American laws and statutes, located the 1789 Act to Provide for the Instruction of Youth and for the Promotion of Good Education, which set requirements for the number of Massachusetts schools, added to the required courses, and described the virtues 18th-century educators were instructed to cultivate in their young charges. Parsons drew on her familiarity with other extant schoolhouses within town boundaries to recommend activities in which the students could develop their descriptive abilities and consider the priorities and objectives of the selectmen who commissioned these buildings. Tobias located education legislation from 1647, and proposed activities comparing the small 18th-century structure with her students' present, comparatively-lavish facility. Together, we developed exercises that called on higher-order thinking skills to place the school in its historical context, and to understand the radical transformation of society and education that had occurred between 1647 and 1789, then to bring it to contemporary life with current debates over curriculum, infrastructure, and prayer in schools.

Working together in this way revealed that the project was bigger than any of us had realized. Teamwork was essential; together, we could begin to address the wide variety of questions posed – questions that none of us could have fielded alone. As planners and advisors, we weren't just helping educators learn how to teach from historic buildings; we were conducting mini-tutorials in primary source research, dating architecture by details, using local record centers, and assessing the quality of secondary sources. Meanwhile, the educators were educating us; we learned what middle school teachers need to integrate historic places into the social science curriculum. As we collaborated to forge exciting and engaging lesson plans, each of us learned something about the world that the others inhabit every day.

Midway through the project, we presented our work to the 31st Northeast Regional Conference on Social Studies. One attendee correctly observed the real secret to our success when she wrote, "What I most appreciate from your presentation is the passion with which you have undertaken this project." Passion, it turns out, was the key. Over the last year, we have gained enormous insight into the opportunities and constraints present in public school classrooms, and have been inspired by the enthusiasm and dedication of these teachers. In summer 2000, fifth-grade teachers along Jacob's Ladder Trail received lesson plans and supporting resource kits. As they use and adapt our work, they will become new collaborators in an ongoing, still-unfolding process. While our grant expanded our possibilities, good teamwork does not require external funders; our success results from the commitment to teaching, local history, and the built environment that each of us brought to the project from the start. With thoughtful collaboration and no small amount of passion, integrating local history into the middle school curriculum, it seems to us, is entirely within the reach of any school district.

Note

* Kristin O'Connell to authors, May 13, 2000.

Marla Miller is Assistant Professor, History Department, University of Massachusetts, Amherst, Massachusetts.

Bonnie Parsons is a preservation planner with the Pioneer Valley Planning Commission, West Springfield, Massachusetts.

Rosalyn S. Cohen

Solving Local History's Mysteries

Researching Buildings for Fifth-Grade Teaching

When I was "volunteered" to participate in the Jacobs Ladder Heritage Education Project (see Miller and Parsons, p. 31), I had no idea what would be involved until the contract arrived. But at the first meeting I realized that this was going to be no ordinary curriculum-writing assignment. What had my school system gotten me into?

My husband and I have lived in Berkshire County in western Massachusetts for nearly 30 years, mostly in Lee, a community of about 7,000. I have been a teacher here since 1987, in the same school that my children attended. Lee Central School houses about 600 children in pre-K through eighth grade; the high school serves about 400 students. Rather than join a regional district, we have remained local. Three fifth-grade teachers share a semi-departmentalized arrangement. My primary job is to teach English, but I also teach social studies to my 16-student homeroom.

Our curriculum, driven by the Massachusetts Curriculum Frameworks and Massachusetts Comprehensive Assessment System (MCAS), examines U.S. geography and history before 1810. I believe in building upon and tying the curriculum into the children's personal experiences. Whenever possible, I bring my own experiences and travels into the classroom as well. I have a passion for early American history and love teaching it, but had never studied local history, so this project immediately intrigued me. As a traveler who concentrates on historic sites, I was aware of the National Park Service and the National Trust for Historic Preservation, but unfamiliar with the Teaching with Historic Places (TwHP) program; however, daunting as this project initially appeared, I quickly saw the opportunity to make history come alive for young students. What could be more meaningful than to teach local history through buildings that the children see daily?

Right away, the project was an eye-opener. I was aware, for example, of some colonial-era buildings in town, but I had no idea how many. My understanding of Lee history was that most of the important events and buildings dated from about 1820. I was about to be proven very wrong!

In the beginning, though, it looked like this undertaking would never get off the ground. Most surviving public buildings in Lee date from the mid-19th century, and few 18th-century buildings were within walking distance of our school, a critical point since just one bus trip to even a few miles away required permission slips, chaperones, and several hundred dollars. The oldest building near our school wasn't old enough; another building was too far away to be practical. Besides, we are building a new elementary school in another part of town, so I was looking for someplace walkable from where? Documentary research wasn't any easier. The 1878 town history turned out to be one-stop shopping, but the library's only copy couldn't leave the building. Meanwhile, a 19th-century town hall fire and 20th-century renovations meant the loss of most early records.

But things soon began to look up. A retired teacher, Mary Morrissey, mentioned an inventory of old buildings. A sympathetic clerk in the Assessor's office told me about Charlotte Davis, the acknowledged expert on local history and a walking encyclopedia (or hard drive), who provided a thumbnail sketch of the town's whole story, well into the 20th century. I was fascinated but tried to stay focused on the period in question. She seemed to know everything, and I was writing furiously, trying to get it all down. I even learned that one fifth-grade student descended from one of the town's first families. Even he was not aware of that and thought it was pretty neat.

Back on the phone to Mary, who helped me identify buildings near the new school site that looked promising. Progress at last! At the library, I found the historic site inventory in the librarian's office. Not only that, but some of the books brought up from the basement archives on my initial visit now sat on the reference shelf. The

librarians, fascinated with my project, refused to charge for photocopies, asking only that I donate a copy of my finished product. I was finally getting somewhere!

Eventually, I selected two houses, both walkable from our future school, of the Dimmicks and the Bassetts, two of Lee's earliest families. Shortly thereafter, Mary reported that, while straightening out her files, she found 1973 newspaper articles about one of the properties. Here was a priceless 1920 photograph showing the house in as near to original condition as I could imagine getting. Then a colleague mentioned an early 1970s tag sale of that house's contents. She remembered it well, because she had just gotten her first job and celebrated by treating herself to the spinning wheel and yarn skeiner.

I then visited the Berkshire County Registry of Deeds and found wonderful maps, Lee's petition and charter, and original deeds, which wove a fascinating story of land acquisition and finance during the time of the Revolution. It was like working in the National Archives! The Berkshire Athenaeum's local history room yielded more information. I then gave the Town Hall another try and this time struck gold, locating early Selectmen's minutes along with invaluable vital records. Shortly thereafter, a copy of the 1878 history surfaced right in my school's library. However, the best was yet to come.

A chance comment in the teachers' lounge led to a break that can only be described as miraculous. Henry Bassett Holt, a Bassett descendant, resided in Lee. I nervously called, worrying that he would be annoyed at the intrusion. Quite the contrary; the Holts were excited about my project and promptly invited me over. There began a most amazing, almost surreal, historical journey. As I entered the house, I saw portraits of the very people I was researching. The Holts opened boxes of Dimmick/Bassett memorabilia and said I was welcome to use whatever I wanted. I will always be infinitely grateful for their invaluable assistance and encouragement.

I linked these unique and rare primary source materials—documents, portraits, and houses—to the town's history, in order to give students a view of the lives Lee youngsters might have experienced at this time. What kind of families lived in these homes, and what stories can be told by them? I solicited suggestions from my students, and they had terrific ideas that helped me develop my lessons. My students were incredibly supportive and wanted to hear it all. They were delighted to "pilot" some of the lessons as I drafted them. Their favorite ploy was to get me sidetracked from regular lessons with questions about my project!

An Erastus Salisbury Field portrait of Ancel Bassett from the collection of Mr. and Mrs. Henry Bassett Holt.

At some point, I hope to develop a year-long curriculum, using the TwHP model, that supports the Massachusetts Frameworks. This project has personalized both the town's history and the teaching of it, giving it an aura of excitement that cannot be gleaned from textbooks. The TwHP curriculum format allows us to relate broad topics to our own experiences and situations. Additionally, I hope that this will encourage other districts to develop similar local history curricula.

Lee's buildings have many stories to tell, but to get it all into the hands and minds of children remains challenging. This project has gained a life of its own, and there is much more still out there. I have a much greater appreciation for Lee's unique character and its determination to survive as a rural community. It's hard to drive past buildings in town without putting dates on them and thinking about their roles in history.

Coincidentally, my college's motto was "Who dares to teach must never cease to learn." I am definitely not ceasing to learn!

Rosalyn S. Cohen teaches fifth grade at Lee Central School, Lee, Masssachusetts.

Bob Huggins

The Real Thing in the Right Place

Unlike traditional museums, which often contain real artifacts and icons isolated from their origin; and unlike classrooms where knowledge is conveyed through various media that may describe real artifacts and icons; national parks have the real thing in the right place.

Assuming presentation and accuracy are the same, the Civil War and its associated stories can never be conveyed in a classroom or museum as well as it can standing in the fields at Antietam or Gettysburg. No printed page can teach geology as well as what is depicted on the walls of the Grand Canyon. Even the most jaded students must be moved by the sadness of war as they gaze at the black granite wall of the Vietnam Veterans Memorial. Yellowstone can never really be experienced outside of Yellowstone. Even the finest Ansel Adams photograph can't take the place of standing at Inspiration Point and gazing out at Yosemite Valley on a misty morning. National parks—the real things in the right place.

The national parks have always been viewed as unique classrooms. Robert Sterling Yard produced the first *National Parks Portfolio* in 1916 in which Secretary of the Interior Franklin K. Lane wrote, "It is the destiny of the national parks, if wisely controlled, to become the public laboratories of nature study for the Nation." When Stephen T. Mather became the first director of the National Park Service (NPS) in 1917, one of his first appointments was that of Robert Sterling Yard as the first education chief. In 1923, Mather appointed Ansel Hall the first chief naturalist to head up the now official Education Division, which was located at the University of California, Berkeley. In 1925, the Yosemite School of Field Natural History was developed offering a seven-week summer course designed to train naturalists. Soon, most parks were offering programs designed to interpret the natural history of their resource.

The 1933 reorganization of the NPS incorporated a large influx of historical areas into the national park system. The Historic Sites Act of August 21, 1935, mandated that the NPS "develop an educational program and service for the purpose of making available to the public facts and information pertaining to American historic and archeologic sites, buildings, and properties of national significance."

Most of the educational efforts in the parks focused on the park visitor rather than students or researchers. In some cases the programs were considered more entertainment than educational with "sing-a-longs" around the campfire and slide programs designed to illicit "oohs and ahhhs" from the audience. Working with schools was not a common occurrence and when a ranger was invited to speak to a class, he or she generally just packed up the slide program that was used for campfire talks and presented it to the students.

In the late 1960s and early 1970s, the public was becoming more aware of the effects of the environment on everyday life. The NPS believed that the fate of the environment was dependent on educating youth and it began an extensive environmental education program. Under the National Environmental Education Development (NEED) program, curriculum materials were developed for every grade, teacher workshops were offered, and National Environmental Study Areas (NESAs) were designated in parks throughout the United States. What the NPS had not taken into consideration was that environmental education had not been elevated to curriculum status and was, therefore, not being taught in most schools. An important lesson was learned: any materials that do not relate to the curriculum will not be used.

By 1975-1976, the educational and interpretive effort was focusing on the bicentennial of the nation and environmental education began to wane. By the early 1980s, the NPS had "returned to the basics" of resource interpretation and with a few exceptions, such as Everglades and the large urban parks, formal outreach programs had come to an end.

In 1989, George Bush was sworn in as the president of the United States after running a campaign that promised that he would be the

"Education President." Shortly after that, NPS Deputy Director Herbert Cables called for a task force to re-examine the role of education in the NPS and to make recommendations on how to reconstitute the program. After carefully reviewing the strengths and weaknesses of the former environmental education programs, the task force made the following recommendations:

- Education programs should be locally driven, resource-based, but tied directly to the school's curriculum. The NPS should avoid generating national "generic" educational materials.
- Funding should be made available as seed money to support park educational programs. Parks should not be asked to "do more with less."
- Recognizing that most interpreters are not formally trained in education, training should be offered and paid for by the Washington Office.
- Education programs should encompass all facets of the national park system including natural, cultural, and recreational sites. Programs should be multi-disciplinary going beyond environmental studies to include the arts, humanities, physical science, history and cultural diversity.

In the summer of 1990, NPS Director James Ridenour accepted the recommendations and the Parks as Classrooms program was created. In 1991, the program received $776,000 and the first projects were funded. Since then, over $7 million have been distributed, funding over 550 projects. Almost every park in the system has been touched in some way by the program which has been used as a model by other land managing agencies.

In September 1997, an education symposium was held in Santa Fe, New Mexico. The findings and recommendations resulting from this meeting supported the Parks as Classrooms program, but went beyond school-based programs and provided a broader view of education. The group recommended that the National Park Service:

- Expand the relevance of the national park system to an increasingly diverse population.
- Offer better access to cultural and environmental stories and reach people who may not visit the parks.
- Increase connections between the National Park Service and educators.
- Increase the skills of NPS employees and the effectiveness of NPS programs.
- Help build a national ethic of resource stewardship.

The Parks as Classrooms program easily assimilated these recommendations into its school-based program. The feature that makes Parks as Classrooms unique is its relationship to learning institutions. In order to be funded, a Parks as Classrooms project must be curriculum-based or related to a formal sequence of learning. This usually requires that park staff develop a working relationship with a school or district and an understanding of curriculum needs.

Projects over the years have ranged from simple projects, such as reprinting student worksheets, to complex live interactive electronic field trips that simultaneously reach two million students in 60,000 classrooms across the United States. Over the last nine years we have seen the development of traveling trunks containing teaching aids that introduce students to subjects ranging from westward expansion to biological diversity. Thousands of teachers have participated in workshops and hundreds of teacher guides and student workbooks have been produced. Four TwHP workshops for NPS interpreters produced more than 30 new lesson plans on historic sites in national parks.

While teaching guides, videos, traveling trunks, and teacher workshops may be important, they are only a means to a greater end. The most important product of the Parks as Classrooms program is the opportunity for millions of students to experience a part of their natural and cultural heritage through interactions with the real things in the right place.

Students try their skills at bargaining at a St. Louis, Missouri, fur trading post operated by interpreter Doug Harding. Courtesy Jefferson National Expansion Memorial, National Park Service.

Bob Huggins is the Servicewide Education Coordinator, National Park Service.

Teaching with Historic Places in the Parks

On-Site/Off-Site

Students Learn about Andersonville

One of the most memorable weeks of my National Park Service career took place several years ago in Virginia while attending a workshop to write a Teaching With Historic Places (TwHP) lesson plan for Andersonville National Historic Site. It is rather hard to describe the emotion as I ate, slept, and lived in Montpelier, the home of James and Dolly Madison. In addition, one day during that week was Constitution Day. Although I looked for the ghost of the "Father of the Constitution," James Madison did not appear and the day and night passed without incident. Still, I felt overwhelmed with the realization that I was in a historic place during such a very special time (not to mention feeling a little guilty that others did not have this same opportunity and experience).

During that week of working on the TwHP lesson for Andersonville, I realized that the educational materials that I and fellow workshop participants were developing had the potential to touch many people. I hoped that they would encourage students to learn more about this country's historic treasures, events, and people. For many students in many grade levels, the study of history means sitting in class, listening to a lecture, and memorizing dates. These ways of studying history do have their place, but history is so much more than that. Accolades to the educator who can relate history to the student and make it come alive in the student's imagination!

One tool that can help educators reach this goal is the series of TwHP lesson plans. They are easy to obtain and provide quick reference material on a multitude of historic places. One of the advantages of the TwHP series is that the information can be used in a variety of ways. Educators can use the material to teach students who are unable to visit a historic site, prepare students who will visit the site, or conduct a post-visit "follow-up" or refresher for students who visited a historic site.

The Andersonville lesson* has been used in all three ways mentioned above. Students from as far away as Virginia have used the lesson to examine the Civil War prison camp before visiting. Jim Percoco has brought his Springfield, Virginia, applied history students to Andersonville several times. Because the park staff knows that the students already have made good use of the lesson plan and other information, the staff person who gives the tour of the prison camp and national cemetery can delve beyond the basic story and provide deeper insight into the administration of the prison and prisoner relationships to the guards and each other. Not only has the lesson plan provided students with insight and information regarding the prisoner of war camp, but perhaps just as importantly it has instigated discussions and questions. The students want to learn more, arriving at Andersonville with insightful questions and emotions derived from the knowledge that many individuals, North and South, suffered tremendously at this place. They realize that among the Union prisoners of war buried in the cemetery are young boys, African Americans, American Indians, Caucasians, Hispanics, and even a woman who had concealed her identity. Students realize that everyone faced the same conditions and that survival was more important than background. The students can relate to these individuals. They have a connection with the people who were there.

It is not only important but imperative that we continue to introduce students to the many historic places in this country. TwHP is an ideal avenue for this agenda. This unique series can help keep the history of our historic places fresh in the hearts and minds of today's students. There is an inscription on the Wisconsin Monument at Andersonville which reads: "To Live In Hearts We Leave Behind Is Not to Die." The Teaching with Historic Places series is a positive step to educate students with interesting, pertinent information that will make history mean something to them and perhaps even be enjoyable in the process.

Alan Marsh, Cultural Resources Specialist, Andersonville National Historic Site, Georgia

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* <http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/11andersonville/11andersonville.htm>

Teaching with Historic Places in the Parks

Teaching the Klondike Gold Rush

Five years ago, when I was invited to participate in a Teaching with Historic Places (TwHP) workshop, I was apprehensive—how could I write a lesson plan in just five days? I was never trained as a teacher; I had no idea what to do. Fortunately, the TwHP template is easy to use and can be applied to any historical site, public or private, prehistoric or modern. Attending the workshop turned the process into a collaborative effort, bouncing ideas off my peers, finding out what worked and what did not. With a small assortment of secondary and primary sources pulled from the park's library and vertical files, I was able to write a tightly focused lesson plan that allows students to explore how Seattle was affected by the Klondike Gold Rush. Five years later, the publication and subsequent digitization of the park's lesson plan has given the staff a tool to reach literally thousands of students who are unable to visit the park during the course of a typical school year.

Klondike Gold Rush National Historical Park (NHP) has two units, one in Seattle, Washington and the other in Skagway, Alaska. Because of the great distance between them—approximately 1,000 miles, both units are administered as though they were separate parks. The interpretive programs tell two different parts of the story of the Klondike Gold Rush. In Seattle, the program centers on how miners prepared for their trip in Seattle and how the 1898 gold rush affected the United States. In Skagway, their story revolves around how the gold rush affected southeast Alaska. Skagway controls 2,400 acres of land and about a dozen historic buildings; the Seattle unit is in a storefront in Seattle's oldest neighborhood, Pioneer Square. Because the Seattle unit of Klondike Gold Rush NHP is a small park, with limited staff, a comprehensive, off-site outreach program is beyond what the park can offer. The TwHP lesson plan is used as a tool to bring the park's story into classrooms that are unable to visit the park. In 1997-1998, when the park celebrated the centennial of the Klondike Gold Rush, the lesson plan became one of the key components for an outreach program. A grant from the Parks As Classrooms program allowed the park to purchase nearly every lesson plan that was in the publisher's inventory and distribute them to area teachers for free. In the past few years we have mailed hundreds of lesson plans not only to teachers in the Seattle-Tacoma region, but all over the United States.

The success of Seattle's lesson plan prompted Skagway to write a lesson plan. The author, a park volunteer, did not have the benefit of attending a workshop, but the directions in the TwHP "Guide To Developing Lesson Plans"[1] provided directions for writing a lesson plan according to the established formula. The advantages of having a pair of lesson plans is enormous; we can tell the story of the gold rush in a way that encompasses the resources of both units. Now that both lesson plans are free and available on the web,[2] we hope to reach a wider audience, especially since so many schools now have high speed access to the Internet. While feedback from our clientele has been limited, comments have been generally positive. It is now up to the park to spread the word.

With dreams of striking it rich, hopeful miners ascend the "Golden Stairs" up to Chilkoot Pass on the Chilkoot Trail, Alaska, in 1897. Courtesy Library of Congress.

Marc Blackburn, Education Coordinator, Klondike Gold Rush National Historical Park, Seattle, Washington

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1 <http://www.cr.nps.gov/nr/twhp/guide.htm>

2 <http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/55klondike/55klondike.htm> and <http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/75skagway/75skagway.htm>

Teaching with Historic Places in the Parks

Digging History at Fort Frederica

On the serene, isolated west shore of St. Simons Island, Georgia, the ruins of a once flourishing 18th-century settlement stand. A powder magazine overlooks Frederica River, a reminder of the fort that protected the British colonies against the Spanish during the early-18th-century struggle for control of the southern frontier of English occupation in the New World. The excavated foundations of various structures remind visitors that from 1736-1758, the planned community of Frederica served the military garrison quartered there and housed a civilian population.

So begins the TwHP lesson plan "Frederica: An 18th-Century Planned Community," by Marion Robinson. Georgia curriculum standards require learning about colonial history in the fourth grade and Georgia history in the eighth grade. Fort Frederica National Monument satisfies both these requirements. The lesson plan, consisting of activities, readings, and historic and modern maps of the fort, town, and southeast region, though written at an eighth-grade level, provides supplemental material for an active fourth-grade program.

In 1994, Fort Frederica National Monument established an archeology education program in collaboration with the Glynn County school system. Each year, over 1,100 fourth-grade students excavate artifacts in a disturbed archeological site at the park and analyze the unearthed artifacts in an archeological laboratory located at a nearby school. Teachers use the curriculum, *Discovering Our Past Through Historical Archaeology*, to facilitate the study of archeology to students. Over 20 hours of classroom time is spent on topics ranging from concepts to theory, and from field work and laboratory analysis to report writing and artifact conservation. The TwHP lesson developed on Fort Frederica filled in the missing historical content needed. In 1998, age-appropriate lessons for the fourth grade, entitled *Frederica Families*, were developed and added to the archeology curriculum.

Visitation to Frederica by eighth-grade students and their classes statewide occurs during the spring academic season. "Frederica: An 18th-Century Planned Community" continues to serve Georgia's classrooms. Access via the Internet* has created an opportunity not only for Georgia's teachers and students but also for teachers nationwide to learn about one of our national treasures.

Noelle Conrad, Education Specialist, Boston Support Office, National Park Service; formerly, Interpretive Park Ranger/Education Coordinator, Fort Frederica National Monument, Georgia

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* <http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/31frederica/31frederica.htm>

Fourth-grade students from Golden Isles Elementary School, Glynn County, Georgia, study Fort Frederica National Monument. Photo by the author.

Teaching with Historic Places in the Parks

Training Teachers to Use Historic Places at Fredericksburg and Spotsylvania

I enjoyed attending the workshop. I look forward to looking through the materials and using them in my classroom.

I can use these resources to better teach my students and enrich their knowledge of history.

Two educators who had just completed a teacher workshop at Fredericksburg and Spotsylvania National Military Park (NMP) wrote these comments about their day's experience. Many others who have attended workshops conducted by the park share similar responses to the information and resources that they have received. Among the education programs and materials I describe for the participants is the TwHP program.

I was just beginning to develop an education program at Fredericksburg and Spotsylvania NMP in 1993, when I received an opportunity to participate in a TwHP workshop. The purpose was to develop a lesson plan for our park using historic places to teach about events, themes, people, or issues related to the social studies curriculum. Park historian Elsa Lohman and I teamed together to produce "Chatham Plantation: Witness to the Civil War." This antebellum home, located in Stafford County, Virginia, was the center of military activity between 1862 and 1864. Once the centerpiece of a thriving estate supported by nearly a hundred slaves, it now witnessed the turmoil of war. Nearby, four major battles of the Civil War were fought. The Lacy family of Chatham became refugees like so many other civilians in the surrounding community. Their home became a communication center, headquarters, and later a hospital. President Abraham Lincoln, Walt Whitman, and Clara Barton visited wartime Chatham. Primary sources, maps, and photographs provide students with a sense of time and place.

More than a hundred teachers in the five area school systems have attended our workshops since 1994, eager to learn as much as possible about the Civil War. In this fast-growing part of Virginia, many teachers are new to the area and are unfamiliar with the park and its resources. While an abundance of material exists on the Civil War, teachers do not have time to become historians and sift through history books. Teachers here have the unique opportunity to teach students who live on land upon which armies marched, camped, and fought. They welcome avenues through which to excite students both in and out of the classroom to touch, feel, and experience this momentous time in American history. Students, in turn, can develop an appreciation and sense of stewardship for historical places and become potential champions of preservation.

In my workshop I share a number of curriculum-based programs designed to enrich classroom studies of the American Civil War and help students meet Virginia Standards of Learning for Social Studies. The traveling trunk serves as a mini-museum with reproduction uniforms and equipment for students to handle and examine. The traveling map programs include large canvas maps for a hands-on study of the area geography and battlefields. Park brochures, pamphlets, and teacher packets provide useful information and ideas.

Teacher's participating in a 1999 workshop visit the Sunken Road and learn how Robert E. Lee won his most lopsided victory in the 1862 Battle of Fredericksburg. Courtesy Fredericksburg and Spotsylvania National Military Park, National Park Service.

Our TwHP lesson plan is another avenue available to help teachers link students to their historical community. Educators in Stafford County have particularly appreciated this concise and well-designed lesson, which augments the Civil War curriculum with people, places, and events that happened right in the backyards of many area students. County schools regularly schedule field trips to Chatham as part of an awareness of local history and Chatham's role in the bigger view of the war.

I have found that many teachers are not familiar with TwHP, so I provide workshop participants with a listing of all the lesson plans available from the National Register of Historic Places. Should teachers desire short lessons and information to support other historical and cultural units of study, they will have a handy educational resource for assistance. I even find numerous occasions in the park's visitor centers to offer this and other educational material to visiting teachers.

The staff at Fredericksburg and Spotsylvania has made a striking success in the community by employing cultural resources as points of departure for curriculum-based education programs. None of the park's attempts to secure funding for such programs has met with any success, so all of our endeavors have been wedged into other operations as an intermittent collateral duty. Funding limitations may soon cause our educational programs to evaporate. Those programs, such as the Teaching with Historic Places lesson plans, have proved the rich benefits that can accrue from using historic places as the grist for teaching.

A Stafford County teacher summed up her overall experience in a workshop held in Fredericksburg, August 19, 1999: "Wonderful lesson ideas and plans. Thanks for the information about this untapped source."

Janice Frye, Education Coordinator, Fredericksburg and Spotsylvania National Military Park, Virginia

Patti Reilly

Curriculum Connections

Making the Most of National Park Experiences

What's the first thing you would do at the start of summer break after teaching a full year in the classroom? Most of us would select an activity that was relaxing and probably not related to school. Not so for a dedicated group of educators who participated in the Historic House Explorers Institute this past June. Teachers, museum educators, and content specialists from Massachusetts, New York, South Carolina, and Washington, DC, signed up for a one-week working institute to develop a framework, methodology, and action plan for developing curriculum-based programs that teach seventh- and eighth-grade students to "read" historic homes. Sponsored by the National Park Service (NPS), Society for the Preservation of New England Antiquities (SPNEA), and the National Trust for Historic Preservation (NTHP), the Institute focused on the use of primary sources and issues related to learning styles, standards, content and skill acquisition, and authentic assessment.

This type of collaboration is essential for the development of effective NPS education programs. Although NPS sites have great potential to teach students about concepts, people, places, and events, if programs are not based on the school curriculum, teachers will choose other options to support their course of study. Today's educators are faced with required learning standards, lack of transportation funds, and a host of issues vying for their limited time; they cannot experiment with programs not designed to meet

their needs. Educators at the Explorers Institute recommended that curriculum-based programs should:

- be relevant to what schools teach
- be curriculum-based, to justify the trip
- correlate with standards with a matrix
- include pre- and post-materials for preparation and reinforcement
- be facilitated by trained personnel knowledgeable about learning styles, standards, and developmental stages
- offer a tiered program and provide options
- be accessible to meet a diverse range of physical abilities and learning styles
- incorporate hands-on learning
- utilize a collaborative approach

Both schools and the NPS benefit from this approach. As Kelly Fellner, supervisory park ranger at Longfellow National Historic Site, and a participant at the Institute, stated, "Curriculum-based education programs allow teachers and park educators to speak a common language which results in more enriching experiences for schools and the site."[1]

The Explorers Institute is one example of park efforts to develop more effective education programs. Parks as Classrooms and Teaching with Historic Places offer teachers an array of materials and programs targeted at specific grades and subjects areas. From Acadia National Park's "Carriage Road Explorers," to Boston National Historical Park's People and Places Program, to the Eisenhower Academy: An Institute for Middle and Secondary Teachers, to "Weir Farm: Home of an American Impressionist," we can find interdisciplinary features and a mix of services for teachers and students.

Margaret Piatt leads a discussion at the June 2000 Historic House Institute to identify elements for a meaningful historic house experience for visitors. Courtesy National Park Service.

Understanding what the phrase curriculum-based education programs means is an important first step in the development processes. According to the NPS Servicewide Interpretive Development Program, developed to foster professionalism in interpretation, curriculum-based programs:

- are based on park resources and relevant to park interpretive themes
- link park themes with national and state standards
- involve educators/group leaders in planning and development
- include pre-visit materials that prepare learners for the program
- include post-visit materials that extend learning beyond the program
- address different learning styles
- include an evaluation mechanism
- link learning experiences directly to clear objectives

The NPS Northeast Region's *Road Ahead: A Strategy to Achieve Excellence in Interpretation and Education*, unveiled in 1997, promotes the concept of life-long learning and the development of curriculum-based education programs. Setting a goal for every park in the Region to have a curriculum-based program will result in both stronger partnerships between schools and NPS sites and also more connections among the sites. Stretching from Maine to Virginia and including 22% of the national public school enrollment—approximately 11 million students—the Region has a significant opportunity to reach out and establish ties with diverse communities.

The *Strategy* calls for parks to develop Comprehensive Interpretive Plans (CIP) to guide each park's interpretation and education program. Involving the education community in this process is critical. Understanding the unique aspects and strengths of each site will help avoid competition with other organizations and also suggest possible partnerships. Uncovering untold stories and exploring multiple points of view make the sites more relevant to students. The new (1996) NPS thematic framework <http://www.cr.nps.gov/history/thematic.htm> is an excellent tool available to help educators/park staff develop stories about people, place, and time.

Students participate in "Workers on the Line" at the Tsongas Industrial History Center, Lowell, Massachusetts. Courtesy National Park Service.

Education Centers are an important component of the *Road Ahead* strategy. Centers have special resources that expand a park's capabilities in offering a broader menu of education programs and services. The Tsongas Industrial History Center is a collaborative project of the University of Massachusetts Graduate School of Education and the National Park Service at Lowell National Historical Park. The Center encourages the teaching of industrial history in a hands-on way through on- and off-site education programs for over 50,000 students annually. Dr. Peter O'Connell, director of the Tsongas Industrial History Center, summed up the benefits of curriculum-based programs in the following words:

> If national parks and museums are to be essential educational partners with schools, our educational programs, curriculum materials, and workshops must help teachers do better what teachers have to do—help students attain the curriculum standards mandated by the state as part of education reform. Our education programs also have to satisfy kids' standards as well—they must be engaging, meaningful, involve the use of great objects and historical structures, and be different than what can happen in the classroom. If we are truly curriculum-based and teacher- and student-centered, teachers will want to bring classes every year and students will want to visit national parks with their parents to participate in other experiences not possible on a single school visit.[2]

Building on the Tsongas model, the Northeast Region is planning a new NPS Education Center at Fort Wadsworth, part of Gateway National Recreation Area and a project of the National Parks of New York Harbor. This Center, the largest of its kind in the region, will be a gateway into the national park system for diverse urban audiences.

Taking advantage of new and emerging technologies is a big challenge for schools and parks. Distance learning is an exciting new venue for interactive programs and for reaching students who may not have an opportunity to visit the site. Over 300,000 students tuned into a live satellite broadcast from Gettysburg National Military Park that allowed students to travel back in time to July 2, 1863, the second day of the Battle of Gettysburg. The program also included web-based activities leading up to the live event. In another example, with the support of Virginia's First Lady Roxane Gilmore, George Washington Birthplace National Monument posted the lesson plans for "How Math and Science Changed George Washington's Life" on the state's education web site. Working with state public and private agencies parks can expand the reach of programs, secure additional support to sustain the program, and explore options for future collaborations.

Getting the word out to educators about these and other curriculum-based programs is no easy feat. *Exploring the Real Thing*, a guide to the national park sites in Massachusetts, provides teachers with a description of park education programs, a list of teacher-recommended resources, and descriptions that tie sites to the curriculum, target audience, class size, costs, availability, accessibility, and logistical information. An electronic version of the guide will be posted this year on the NPS web site.

Developing curriculum-based programs is the cornerstone for a solid foundation for park education programs. Providing relevant resource-based experiences for people of all ages will ensure a continuum of opportunities for citizens to support their own learning objectives through the national parks and to find meaning in their national treasures. Offering curriculum-based programs, especially for school age children will help foster stewardship during the formative stages of adulthood and also enhance the quality of public education.

Notes

1 Personal communication

2 Personal communication

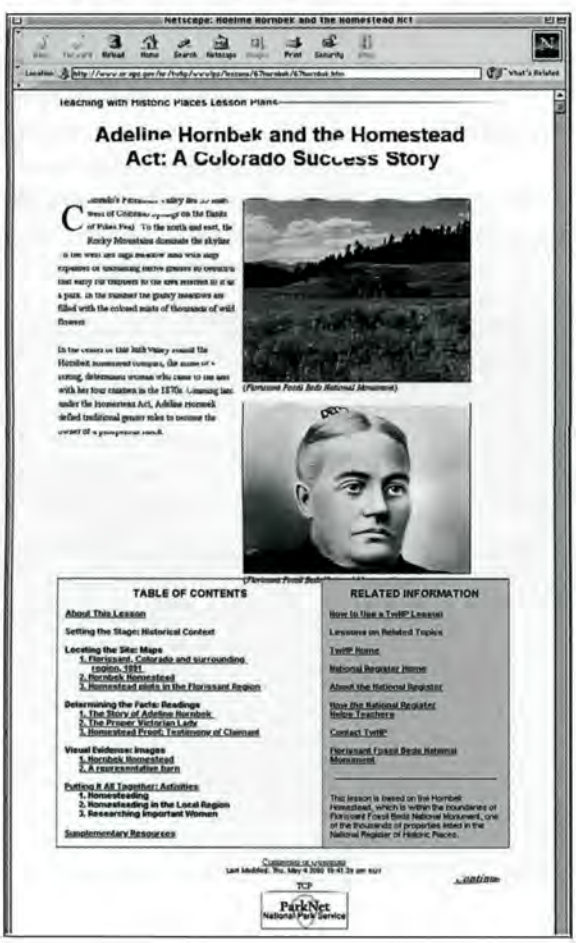
Patti Reilly is the program manager for Interpretation and Education, Boston Support Office, National Park Service.

Theresa Campbell-Page and William Wright

Teaching with Historic Places Makes a Splash on the Web

Teaching with Historic Places (TwHP) posted its first pages on the World Wide Web in 1995 <http://www.cr.nps.gov/nr/twhp>. With our goal to reach the widest possible audience, the web became the fastest, most economical way to disseminate information. That first step launched TwHP into a never-ending process of change and improvement.

TwHP began on the web by taking existing printed materials—introductory flyers and announcements—and coding them in HTML. This produced text-heavy pages that described our material well, but lacked visual appeal or easy navigation. The limitations of this format quickly became evident, particularly when developing the lesson plan section of the site. Visitors could access descriptions of the printed lessons as well as the history of their development, their purposes, and their components, but because the classroom-ready materials were not posted online, teachers could not use the lessons themselves electronically.



Teaching with Historic Places online lesson plan. Courtesy National Park Service.

Realizing these limitations, the program experimented with ways to offer an online sample. In the fall of 1996, the National Register of Historic Places created an online version of its printed travel itinerary, "Along the Georgia-Florida Coast." One of its featured sites, Fort Frederica National Monument, was also the subject of a lesson plan. TwHP posted an Acrobat, or read-only, web version of the lesson to link the two National Register programs. In late 1997, when the Seattle, Washington, travel itinerary was launched, the same technique allowed readers to view the lesson on the Klondike Gold Rush's effect on Seattle.

In 1998, the development of online, downloadable lessons began to materialize in response to our desire to distribute lessons to the widest possible audience for free. That spring and summer, TwHP worked with Target Stores and the National Park Foundation to create a free curriculum kit that Target distributed during its annual Teacher Appreciation Day. The kit included six previously published TwHP lessons, redesigned to fit with the rest of the materials. This new format soon became the basis for web lessons, giving teachers the option to print and distribute to the class, or have students use a lesson online.

Adapting printed lessons to the computer proved challenging. Anyone picking up a paper lesson can quickly flip through its pages and see its various elements. That sort of skimming on the web requires clicking through several screens. As a result, each TwHP web lesson starts with a Table of Contents describing the resources in each section, such as maps and readings. These categories are also links on each page, helping viewers navigate the lesson.

Graphics presented another challenge in adapting lessons to the web. Maps, photographs, and other visuals are integral to helping students achieve the lesson's objectives. Unfortunately, electronic versions of these documents with high enough resolution to reveal important details are often slow to download. To accommodate this limitation, the web lessons offer a low-resolution image, which loads quickly, but links to a high-quality copy.

Although there were initial challenges, placing lessons on the web allowed us to make many useful additions, such as the Supplementary Resource page. Each online lesson includes links connecting users to web sites related to the lesson's topic. All lessons featuring National Park Service sites link to the appropriate park web page. This feature also allows us to link to the National Register travel itineraries; other agencies that can help students, such as the Library of Congress and the National Archives, which have nearly unlimited resources available on almost any historical topic; local museums; and other resources. Another helpful addition to the web lessons is a set of directions on how to use them, available via a link on each page of the lessons.

In an early effort to organize our online lessons, TwHP decided to develop web "features" for African-American and Women's History Months in 1999. Arranging and categorizing lessons in this way continues to be a focus of the program's web site. We are also able to feature lessons that complement and commemorate special occasions like Independence Day. Furthermore, the flexibility of the web allows us to demonstrate the variety of ways our lessons can help fulfill curriculum requirements. The lessons, now indexed by theme, time period, and state, can be categorized in other useful ways such as by the skill students' gain from a particular lesson.

In 2000, TwHP redesigned, updated, and expanded its web site to enhance its visual appeal, improve navigation, and add a variety of other tools to encourage the use of places in teaching. In addition to lesson plans and guidance on using them, the site now includes our author's packet to help others develop their own lessons, worksheets, a brief history of TwHP, and helpful information detailing the many ways in which the National Register can assist educators.

The instant communication afforded by the web has improved our ability to get feedback, as users are able to send TwHP email through our web site. With the comments, reviews, and suggestions received, and the ability to monitor our user sessions via statistical web reports, we can implement new ideas, observe the growing interest in our web site, and determine which lessons attract the most attention.

Comments reveal that not just history and social studies teachers are using our lessons. A high school English teacher wrote, "...please allow me to tell you how impressive the lesson plans are...thank you for an incredible web site." A mother using our lessons to supplement her children's classroom learning said, "wonderful work! ...the information contained in 'When Rice Was King' is invaluable." Also providing important feedback are other web sites that evaluate the TwHP site. Education World called it a "must-see site for any teacher of history, social studies, geography, or civics or anyone with an interest in historical places" and the University of Wisconsin's Internet Scout Project (National Science Foundation-sponsored organization) acknowledged TwHP as one of "the most useful resources, considering the depth of content, the authority of the source, and how well the information is maintained and presented."

The web has helped us pursue our goal of demonstrating the value of using places to teach history. The ability to relay our information and products to a broader audience in new, useful, and up-to-date formats, and the flexibility to update our information as often as needed are just a few of the web's benefits. Further improvements include the ability to publish online lessons that we cannot print, to continually add lesson plans allowing easy access for the public, and to supplement the site with new tools. Now teachers, home schoolers, preservationists, and anyone interested in history can take an alternative field trip on the computer. With our online lessons, students can learn broad historical themes through places they may not be able to visit in person. Finally, the web permits us to reach a whole new generation of computer-literate students who may feel as comfortable using a computer as reading a book.

Theresa Campbell-Page is a historian with the National Conference of State Historic Preservation Officers.

William Wright is a former historian with the National Conference of State Historic Preservation Officers and is currently a graduate student in history at the University of North Carolina at Chapel Hill.

S. Terry Childs

"Links" to Education

One of the primary goals of the National Park Service's (NPS) web site for cultural resources, Links to the Past, <http://www.cr.nps.gov/> is education. The site has been helping Americans and visitors worldwide learn about historic preservation and the cultural resources that are preserved and protected by the NPS for the future enjoyment of the public. Why do national parks have museums and what do NPS collections contain? What are cultural landscapes? How is the Mary McCleod Bethune Council House significant to American history? Which president established the first national park and why? What do archeologists do? Although we now answer these questions and many more for different targeted audiences, our emphasis on creating online educational materials did not develop overnight.

A Brief History

When Links to the Past was inaugurated in March 1995, we were entering the relatively unknown world of the World Wide Web. How do we organize and design a web site? What kinds of information do we include? Who will use the site? Is the web a fad? Individuals representing our cultural resource divisions decided our audience consisted of various folks who had web access. After organizing the site by nine topics, such as Archeology, Grants and Aid, and Historic Places, we uploaded myriad documents created for the print medium, reworked other materials, and set up links to related sites.

Six months later, one-time funding became available to hire professional web site designers to create an overall NPS web site, ParkNet, with Links to the Past an integral component. We identified four key audiences: the public, including teachers and children (now called K-99 since older Americans love to learn), professional colleagues, NPS staff, and Congress. Because education now became a primary goal of the NPS web site, we designed the ParkSmart section of ParkNet to help teachers and students find educational products about parks and NPS resources. On Links to the Past, a similar section called Tools for Teachers provided educational materials on cultural resources. Across ParkNet, efforts turned to creating new, interactive products with high quality content.

Challenges in the 21st Century

Although ParkNet and Links to the Past are now widely acclaimed web efforts of the NPS, constant work to improve them continues. Recent efforts on Links to the Past focusing on our educational mission involve many challenges.

Members of the Cultural Resources Web Team and their partners have developed an impressive array of new educational products for a broad public. In order to inform the public about the significant museum collections that are preserved, protected, and interpreted by the NPS, six graphically captivating exhibits are now available online <http://www.cr.nps.gov/csd/exhibits/index.htm>. The National Register of Historic Places has forged an exciting path into online heritage tourism: travel itineraries with dynamic maps teach about and encourage travel to significant historic places <http://www.cr.nps.gov/nr/travel/>. Other features that interweave historic structures, historic context, and travel include Parkitecture <http://www.cr.nps.gov/habshaer/parkitect/> and The Golden Crescent <http://www.cr.nps.gov/goldcres/>. The online revival of out-of-print books, particularly on the history of the NPS <http://www.cr.nps.gov/history/publications.htm>, is another educational endeavor.

Work on lesson plans, distance learning courses, and timelines target specific age and interest groups. The major effort to transform Teaching with Historic Places lesson plans for effective online use by school teachers has been another success of the National Register <http://www.cr.nps.gov/nr/twhp/>. Early efforts at creating distance learning courses have focused on the needs of particular professional or interest groups. For example, Electronic Rehab <http://www2.cr.nps.gov/e-rehab> is designed for historic preservation professionals and historic building owners who need to better understand the standards of rehabilitation and uses a quiz to test what has been learned in a fun manner. A current challenge, however, is to create distance learning materials for kids, which demand more animation, interactivity, and fun. Another venture into online education is the historic timeline, such as Public Archeology in the United States <http://www.cr.nps.gov/aad/timeline/timeline.htm>, which uses graphics and links to

provide a history lesson for those interested in archeology. An advantage of the web is that a timeline can be continually updated.

A major challenge is to "market" our materials, since the average American does not associate the NPS with active teaching about the significant legacies of American heritage that it preserves and protects. We strive to highlight our educational materials through partnerships; by improving their accessibility on Links to the Past; and through postcards, brochures, and articles in newspapers and magazines.

In 1997, President Clinton charged federal agencies with better educating children by developing high-quality resources on the Internet. The Department of Education (DOE) took the lead of creating a web site to provide access to the diversity of excellent federal educational materials. DOE partnered with NPS and other federal agencies to develop, structure, and design the Federal Resources for Educational Excellence <http://www.ed.gov/free> site (FREE). Inaugurated in 1998, FREE now offers a huge number of resources for students and teachers. Over 100 NPS web products appear in the FREE index, many of which have been prominently featured on the its homepage.

The other "marketing" key is to maximize access to the unique educational products on our large web site. Therefore, we began the second redesign of Links to the Past, concentrating on three things. First, we organized materials under approximately 20 easily understood subjects, such as Cultural Groups, Jobs and Volunteer Opportunities, Laws and Regs., Maritime, and Travel. We created a web page for each subject, accessible from a picklist on the Links to the Past homepage, which links to each related product across our site. Second, we used unique graphic collages to develop a new look to the site while staying within the design template of ParkNet.

Our third marketing effort involved reorganizing the main sections of Links to the Past. Explore America's Past features our best web products about significant Peoples, Places, Objects, and Events of the past. Grants & Assistance provides access to programs and activities extending financial support and other assistance to the public. See What's New highlights our newest materials, including the latest issue of *CRM* magazine, educational products, and news of conferences. The most difficult section proved to be Use Tools for Learning. Recognizing that our diverse audiences may seek information in different ways, we organized our educational products in two groups—one by subject and one by type of learning tool. The latter includes Long Distance Learning, Lesson Plans, Questions and Answers, Databases, Publications, Virtual Exhibits, and Virtual Tours. We are awaiting feedback on this approach.

Another challenge involves enhancing our visitors' learning experiences through interaction with us as experts in cultural resources and historic preservation. All our primary web products provide a contact email address. Specific questions also can be asked at Ask a Question <http://www.cr.nps.gov/history/askhist.htm>, which lists NPS historians by their fields of specialty. At this time, we answer approximately 400 emails a week, often with profuse thanks from the writers as well as comments about our site. This interaction benefits all involved, despite its terrific workload. Typical email from students working on assignments ask for "everything" about a specific topic, such as Mount Rushmore, the underground railroad, or the Battle of Gettysburg. Our dilemma is to provide enough information to stimulate further research and study, but not so much that they can cut and paste our answers into their papers!

A Final Note

Links to the Past currently contains over 15,000 HTML pages and hundreds of documents formatted in PDF (e.g., *CRM* magazine <http://www.cr.nps.gov/crm>). We have received many web-based awards and have been mentioned in many newspaper and magazine articles. Our average number of user visits per day recently has been around 17,000. However, when schools closed for the summer, we dropped to approximately 14,000 user visits per day. Since all indications are that Links to the Past is heavily used by schools and universities across the U.S. and abroad, we view this as a compliment.

S. Terry Childs is an archeologist with the Archeology and Ethnography Program, National Park Service, and leader of the NPS Cultural Resources Web Team.

Antoinette J. Lee

Developing the Next Generation of Preservation Professionals

The Teaching with Historic Places program allows the national historic preservation programs to reach out to new audiences, providing guidance on ways to integrate historic places into the teaching of history, social studies, art, and other subjects. In the process, the program also can implant in the minds of young people that historic preservation and cultural resources stewardship might also be a career to pursue.

Like many of the arts and humanities, historic preservation is often not viewed as a viable long-term career. To an outsider, it may seem to have an uncertain future and to not be as remunerative as other career choices. While young people are encouraged to pursue careers in law, medicine, computer science, and business, few are urged to pursue careers in fields like history, archeology, museum management, historic architecture, and ethnography.

Heritage Matters *publicizes information on the National Park Service's Cultural Resources Diversity Initiative. Courtesy National Park Service.*

Unlike 30 years ago, the professional path to preservation careers today is much better defined. Several dozen undergraduate and graduate programs in historic preservation are available to those who wish to undertake specialized studies in this field. Research and analysis conducted in academic programs help students develop important skills needed to succeed in the field. Internships and other work assignments provide experience in the real world of preservation work. Consequently, many young people enrolled in preservation degree programs develop their resumes and are entering the field at all levels of government and in the private sector.

Meanwhile, new topics, such as diversity studies, computer technology, and land use management, illustrate that historic preservation is greatly influenced by broad societal changes.

As the concerns of the preservation field increasingly address historic properties associated with diverse cultural groups, the need for diverse professionals is all the more critical. Diverse professionals can provide new insights into the preservation and interpretation of historic properties. They can attract new supporters to the national historic preservation program, including political support from people who once regarded the field as an elite, non-diverse one. The participation of diverse professionals also demonstrates the inclusiveness of the preservation field.

In order to address the challenge of diversity, the National Park Service (NPS) established the Cultural Resources Diversity Initiative in 1998. One of its major purposes is to develop ways to attract diverse individuals to historic preservation professions. Providing an introduction to the preservation field as a profession is an important activity. In addition, NPS staff members are working with diverse organizations, colleges and universities, and communities on education and training projects.

The Cultural Resources Diversity Internship Program is an important component in this overall effort. Operated in cooperation with the Student Conservation Association

(SCA) and selected intern sponsors, the diversity internship program began in the summer of 1999 with three diverse interns assigned to work on cultural resources projects in NPS offices. In 2000, 12 diverse interns were hired through SCA to work on projects in NPS offices, national park units, state historic preservation offices, and the U.S. Forest Service. These positions provide the intern with an introduction to the preservation and cultural resources stewardship field. In turn, we hope, the student will consider this line of work for a life-long career.

The bi-annual newsletter, *Heritage Matters*, was established to cover news of the nation's diverse cultural heritage and focus attention on the many diversity-related activities that are occurring nationwide in the NPS, state and local governments, and the private sector. *Heritage Matters* is circulated to the National Park Service's traditional partners and to minority colleges and universities and interested organizations.

New training programs will be conducted in order to increase the access of diverse communities to historic preservation programs and approaches and to assist them with preserving their diverse cultural heritage. NPS is cooperating with the African American Heritage Preservation Foundation, the National Building Museum, and Howard University to expose junior high school and middle school youth in Washington, DC, to issues relating to the revitalization of African-American cultural heritage. In another program, NPS is working with the National Conference of Black Mayors and Howard University to develop a training program for mayors of small, southern communities to assist them with using historic places in urban revitalization efforts. In addition, NPS is cooperating with Delaware State University to develop a training program on researching and preserving underground railroad sites in the mid-Atlantic states. Delaware State is the first historically black college or university to establish a master's level degree program in historic preservation.

The conference, "Places of Cultural Memory: African Reflections on the American Landscape," is another activity of NPS, scheduled for May 9-12, 2001, in Atlanta, Georgia. Cosponsored with the National Park Foundation and the Georgia Trust for Historic Preservation, the conference features distinguished scholars and preservation practitioners who will present scholarship illustrating the influence of African heritage and traditions on the built environment of the Americas, including what is now the United States. It is anticipated that this conference will attract scholars of African and African-American studies to a major NPS program and will introduce preservationists to current scholarship on documenting "Africanisms" in urban and rural areas of the nation.

The activities described here are by no means the only diversity activities of NPS' cultural resources programs. Many other NPS offices and park units are daily identifying and preserving the nation's diverse cultural heritage, interpreting diverse dimensions in historic places, and working with diverse communities to further preservation activities in the nation. When NPS activities are viewed against the backdrop of the burgeoning diversity preservation work being undertaken in cities, towns, rural areas, and suburban communities across the nation, a truly rich mosaic of cultural assimilation and cultural identity is taking shape. Diversifying the preservation profession is an important aspect of this overall effort.

Some wonder how we can attract young people to the preservation profession when many more lucrative careers are competing for new talent. My response is that we are not trying to attract every young person. We are trying to find those who will meet and fall in love with the profession, just as we did many years ago. We want to ensure that every person interested in a career in history and heritage will be aware that historic preservation and cultural resource stewardship is a career that one can prepare for and enter.

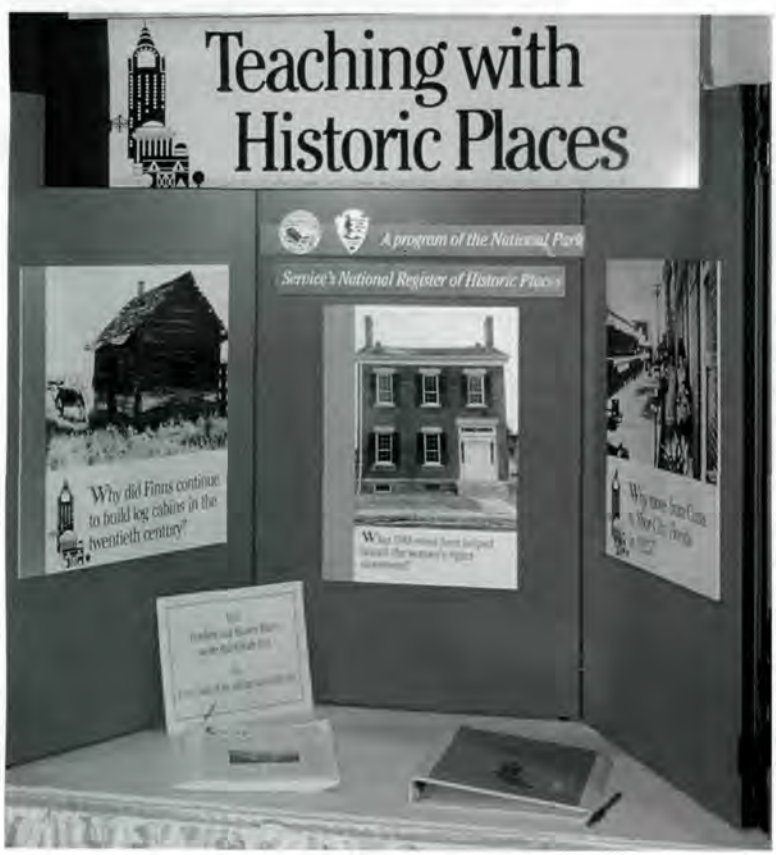
Perhaps a decade from now, the typical historic preservation program in government or in the private sector will address diversity topics as commonly as such programs now address early-20th-century bungalow neighborhoods, late-19th-century industrial historical structures, and the homes of major literary figures. This program also will employ a diverse staff as historians, architectural historians, archeologists, and landscape architects. Only then will the historic preservation field reflect the true promise of the United States as a place where people of all cultural groups work toward the common goal of defining the uniqueness of the American experience.

Antoinette J. Lee is a historian with the National Center for Cultural Resources, National Park Service, and program leader for the NPS Cultural Resources Diversity Initiative.

Carol D. Shull

Teaching with the National Register of Historic Places

The historic preservation movement is rooted in the belief expressed in the National Historic Preservation Act that we must preserve historic places to give a sense of orientation to the American people and for their educational benefits. For those of us who work in the field, the values of historic places are obvious. If that were true for everyone, however, fewer of these places would be disappearing. The National Park Service's National Register of Historic Places provides recognition and assists in preservation. In the Service's National Register files in Washington, DC, is a unique and valuable collection of information about more than 72,000 historic places throughout the nation. Beyond expanding and maintaining the National Register, making information about these places available for public education and enjoyment is our highest priority, as it should be a priority for all of us who want to see this irreplaceable legacy preserved.



Teaching with Historic Places exhibit at the 1998 annual meeting of the National Council for the Social Studies, Anaheim, California. Photo by Beth Boland.

One way we reach out is through our Teaching with Historic Places (TwHP) program. Based on advice from a group of leading educators, preservationists, and interpreters in 1991, the National Register and the National Trust for Historic Preservation set out to produce educational materials teachers could really use. As recommended, we began both to generate curriculum-based lesson plans about registered historic places, which could be used in the classroom even if the students could not go to the sites, and also to develop workshops and publications to train preservationists, site interpreters, and teachers to work together. The Trust published our early lesson plans and continues to publish our *Teaching with Historic Places: A Curriculum Framework* and *How to Teach with Historic Places, A Technical Assistance Sourcebook.* As the previous articles attest, all of these have been used successfully.

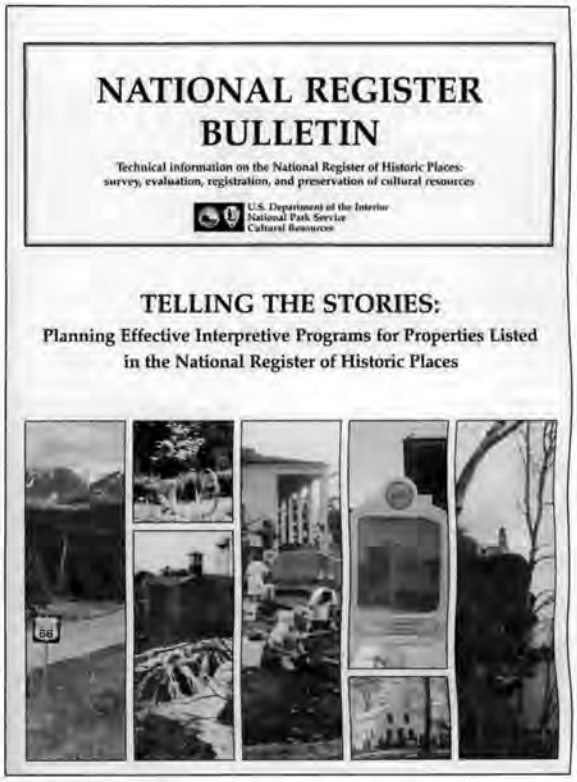
The TwHP program is only one way in which the National Register has sought to attract and strengthen interest in historic places. About the same time we started the TwHP program, we began developing a series of travel itineraries, linking registered historic places, called Discover our Shared Heritage. Our goals are to encourage preservation by assisting revitalization of communities through heritage tourism, and to increase knowledge of and visitation to historic places. We also use the series as a demonstration project to empower communities to prepare their own National Register travel itineraries. The National Park Service and the National Conference of State Historic Preservation Officers formed a partnership in 1992 to help create itineraries. In 1996, the National Park Foundation approached the American Express Company which agreed to be a corporate sponsor and to donate funds to assist in the design and printing of the five travel itineraries.[1] To date, more than 50,000 copies of the five printed itineraries have been distributed.

The National Register Bulletin *on effective interpretive programs is another example of the Register"s efforts to raise awareness of and appreciation for historic places. Courtesy National Register of Historic Places, National Park Service.*

The National Register web site <http://www.cr.nps.gov/nr> has become the most effective means of making both the lesson plans and the travel itineraries available to the largest audience. Both programs have won recognition, praise, and awards from other web sites and reviewers. TwHP placed more than 50 lesson plans online by fall 2000, with more being added regularly. These lessons represent the regional, thematic, chronological, and ethnic diversity of the nation's rich history.[2] Fourteen travel itineraries were online by fall 2000, providing information on nearly 800 registered historic places. The both geographic and historic theme-based online itineraries include tours of registered historic places in Chicago; Seattle; Kingston, New York; central Vermont; along the Georgia-Florida coast; the Virginia Piedmont; underground railroad sites; "Places Where Women made History"; and sites associated with the Civil Rights movement. Numerous itineraries will be added to the ongoing series in partnership with a variety of organizations nationwide. The National Register's web site explains how local sponsors can apply to work in partnership with us to produce itineraries to add to the series.

The program allows communities, which do not have the technical capability or sufficient funds, to showcase their historic places on the Internet and makes good use of the documentation on registered historic places in the National Register files. Each itinerary describes, maps, and pictures national parks and other registered historic places. Itineraries include links to related web sites in the geographic area of the itinerary and beyond, making it easy to find out about community-based efforts to preserve historic places, tourism, and other related information. Itineraries and TwHP lesson plans link to each other when they feature the same places.

The Internet has increased our ability to provide information about historic places exponentially. The National Register web site has grown to more than 2,250 HTML pages with regular features celebrating the diverse historic places of our nation. Recently it has been visited on average by more than 35,000 users weekly. The site features an ever-expanding array of information from the National Register. The National Register Information System (NRIS), the computerized index to National Register listings and determinations of eligibility, is accessible over the web site and allows the public to search


NATIONAL REGISTER BULLETIN

Technical information on the National Register of Historic Places: survey, evaluation, registration, and preservation of cultural resources

U.S. Department of the Interior
National Park Service
Cultural Resources

TELLING THE STORIES:

Planning Effective Interpretive Programs for Properties Listed in the National Register of Historic Places

for National Register properties by name, location, agency and theme. More search capability via the web is planned for the future.

National Register web features have received recent media coverage in the *New York Times*, the *Washington Post*, *Historic Preservation*, *Hemisphere*, the National Center for Heritage Development, and *AAA World* and *Expedia* magazines, to name a few. Links between our web site and others are many and becoming more numerous all of the time. The web site has heightened interest in the National Register records. Last year alone, the National Register staff copied over 176,000 pages of National Register and National Historic Landmark documentation on request. We are seeking funding to begin digitizing National Register and National Historic Landmark records to make them more accessible over the web.

We are also finding that publishers are interested in information from the National Register and National Historic Landmark files. The National Park Foundation has contracted with several publishers on our behalf for books based on National Register and National Historic Landmark documentation. *African American Historic Places*, prepared in partnership with the National Conference of State Historic Preservation Officers, was published in 1995 by the National Trust for Historic Preservation's

Preservation Press and is now made available from John Wiley and Sons. Since then, *Building the National Parks: Historic Landscape Design and Construction* was published by The Johns Hopkins University Press. Several National Historic Landmark theme studies have been picked up by publishers. *America's Treasures: The National Park Foundation's Complete Guide to National Historic Landmarks,* another Wiley publication, came out in 1999. Now Oxford University Press is developing a series of books by prominent historians based on National Register listings.

Historic places need to be interpreted to the public. A battlefield that looks like an open field, a mountain sacred to an American Indian tribe, or a simple vernacular building associated with the underground railroad must have their stories told if they are to be understood. Even a historic main street may go unnoticed. Our newest National Register Bulletin, *Telling the Stories: Planning Effective Interpretive Programs for Properties Listed in the National Register of Historic Places,* includes tips on interpretive planning and showcases examples of ways to tell the stories using case studies describing effective public education initiatives at a variety of sites.

The National Park Service's work to use the National Register of Historic Places more effectively for public education through TwHP, the travel itinerary series, the World Wide Web, additions to the National Register Bulletin series, and publications by independent presses has reaped many rewards. It has brought us new partners and the attention of individuals, organizations, and parts of the media that have not previously focused so directly on historic places. Preservation advocates understand the power of authentic historic places to teach what cannot be learned as well or in the same way if these links to our heritage are lost. We must redouble our efforts to teach with historic places, so that everyone understands their lessons so well that they too become committed to preserving our heritage.

Notes

1 These itineraries are now available for sale through the National Conference of State Historic Preservation Officers and by commercial distributors.

2 For more information on the TwHP web site, see the article by Theresa Campbell-Page and William Wright, p. 44.

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