

**Richard Hampton Jenrette Foundation**

and the

**Advisory Council on Historic Preservation**



**Richard  
Hampton  
Jenrette  
Foundation**

The background of the cover is a collage of various American landmarks. In the top left is a photograph of a multi-story adobe building with many windows. In the top right is a photograph of the Jefferson Memorial, a large white circular building with a dome. On the left side is a large, light-colored statue of Martin Luther King Jr. holding a book. At the bottom left is a photograph of the Golden Gate Bridge. At the bottom right is a photograph of a space shuttle launching with a large plume of fire. A large, semi-transparent yellow shield is centered over the collage, containing the title text.

**PRESERVATION  
PALS  
TEACHER  
GUIDE  
9-12**



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# INTRODUCTION

**Welcome to the Richard Hampton Jenrette Foundation and ACHP Preservation Pals teacher guide—a resource designed to help high school students explore the importance of preserving our shared cultural heritage.**



**The Richard Hampton Jenrette Foundation was founded in 1993 as the Classical American Homes Preservation Trust by American businessman and philanthropist Richard Hampton Jenrette. Their mission is to advance education, innovation, and stewardship in the fields of historic preservation, decorative arts, and historic landscapes. They do that in myriad ways such as supporting cutting-edge research and collaborating with academic partners; developing digital resources to educate emerging professionals, craftspeople, students, and lifelong learners alike; convening experts, emerging professionals, and stewards of our shared heritage on vital topics; and preserving, protecting, and making available to the public unparalleled examples of historic architecture, landscape design, and decorative and fine arts from the early 19th century.**

**The Advisory Council on Historic Preservation (ACHP) is an independent federal agency that promotes the preservation, enhancement, and sustainable use of the United States' historic resources. Established by the National Historic Preservation Act of 1966, the ACHP advises the President and Congress on national historic preservation policy and works to ensure federal agencies consider the impact of their projects on historic properties. A key part of their role is overseeing the Section 106 review process, which requires federal agencies to identify and address potential effects on historic places before proceeding with projects. The ACHP also supports education, outreach, and partnerships to strengthen preservation efforts across the country.**



# INTRODUCTION

This guide introduces students to the core principles of historic preservation, why it matters, and how they can engage with **history** in meaningful, hands-on ways. Inside, you'll find lesson plans, discussion prompts, interactive activities, and project ideas that align with social studies, civics, and environmental education standards. Whether you're teaching in the classroom or planning a field trip, this guide offers the tools to inspire the next generation of preservationists to recognize the value of the past in shaping a sustainable future.

As you read through the guide, you'll see words in **bold**. These terms are important to **historic preservation**, and they'll be defined and referenced throughout the guide!

## Main Objectives:

- Learn about **historic preservation** and understand why we preserve historic sites and buildings
- Discuss the challenges that experts face and identify ways you can help protect our sites
- Inspire others to learn about **historic preservation**



# WHAT IS HISTORIC PRESERVATION?

Historic preservation is the practice of preserving, conserving, and protecting historic buildings and landscapes.

## WHY IS IT IMPORTANT???

- **Builds a Connection to the Past** - Learning about historic places and preservation helps us understand where we come from and how history shapes our world today. It fosters a sense of pride and belonging.
- **Encourages Respect & Stewardship** - When we learn the value of preserving history, we're more likely to respect and care for historic sites, landmarks, and even our own communities.
- **Develops Critical Thinking Skills** - Exploring historic preservation encourages us to ask questions, analyze changes over time, and think about how decisions impact the future.
- **Promotes Sustainability** - Teaching about saving and repurposing old buildings helps us understand sustainability concepts, like reducing waste and conserving resources.
- **Inspires Creativity & Problem-Solving** - Historic buildings and sites often require creative solutions to restore and repurpose them. Those who learn about preservation may be inspired to think outside the box when solving problems.
- **Encourages Civic Engagement** - When we understand the value of historic preservation, we may become more involved in our communities, advocating for preservation efforts and becoming active citizens.

## DID YOU KNOW??

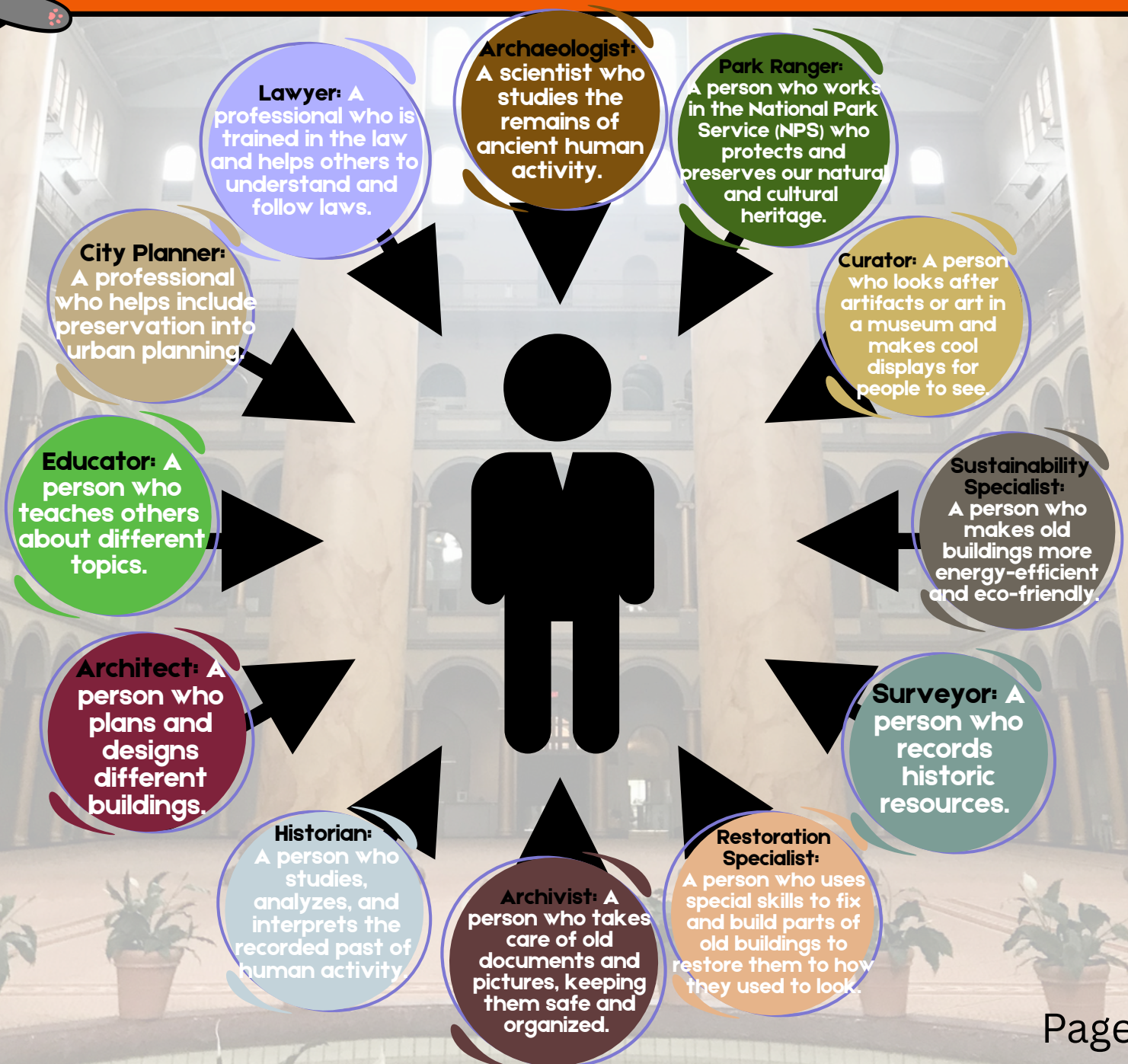
The Mount Vernon Ladies' Association was the first national historic preservation organization and is the oldest women's patriotic society in the United States. Its pioneering efforts in the field of preservation set an important precedent and have served as a model for many.





# CAREER CENTER

Historic preservation is a diverse field that blends history, art, architecture, and community engagement. Individuals interested in preserving cultural heritage and historical structures can pursue a wide range of career paths. Below is a quick look at just a few of the jobs available in historic preservation:





# ORAL HISTORY

Oral history is deeply important to historic preservation, because it provides the human stories, memories, and lived experiences that give places their meaning. While buildings, monuments, and landscapes can be preserved physically, oral histories preserve the why – the emotional, cultural, and social significance behind them.

Here's the breakdown:

## #1 ADDS HUMAN CONTEXT TO PHYSICAL SPACES

- **Reveal how people used a place**
- **Share how it shaped their lives**
- **Capture traditions, events, or struggles associated with it**

## #2 STRENGTHENS COMMUNITY IDENTITY

- **Encourage local advocacy for preservation**
- **Help younger generations understand and value their roots**
- **Reinforce the idea that local history matters – not just famous or national events**

## #3 GUIDES PRESERVATION DECISIONS

- **Decide what is worth preserving (not just “oldest,” but most meaningful)**
- **Understand the impact of changes or demolition**
- **Inspire creative reuse that honors a site's past**

## #4 PRESERVES MEMORY WHEN STRUCTURES ARE LOST

- **Keep the memory of those places alive**
- **Document their role in community life**
- **Be used in digital reconstructions, exhibits, or public art**



# ORAL HISTORY

## Objective:

- Students will learn to collect, preserve, and interpret local history by conducting interviews with community members who have firsthand knowledge of significant places or events.
- Understand the human stories behind historic places.

## Class Time Required:

- Prep & Training: 1-2 class periods
- Conducting Interviews: homework or out of class time
- Presentation & Reflection: 1-2 classes

## Step-by-Step Instructions:

### Step 1: Introduce Oral History

Lesson focus: What is oral history and why is it important in historic preservation?

- Show a few clips from real oral history archives (e.g., from the Library of Congress or StoryCorps)
- Discuss how individual voices can preserve the memory of historic events and places
- Explain how these stories can shape decisions about what we preserve

### Step 2: Choose a Theme or Focus

Help students pick a topic that connects people to places, such as:

- A local school or church that's changed over time
- A business that used to be central to the community
- Changes in a neighborhood, main street, or historic district
- Memories of a local park, monument, or natural landmark

Students can also use this guiding question:

**“What place in your life has a story that deserves to be remembered?”**

### Step 3: Prepare Interview Questions

Work as a class to create a list of 8-10 open-ended questions. Example starter questions:

- “Can you describe what [the place] was like when you were younger?”
- “Why is this place important to you?”
- “What changes have you seen over the years?”
- “Do you think this place should be preserved? Why or why not?”
- “Are there any traditions or events that used to happen here?”

**Tip:** Teach students the difference between open and closed questions, and how to ask follow-ups.

# ORAL HISTORY

## Step-by-Step Instructions:

### Step 4: Interview Training

Teach the basics of respectful, effective interviewing:

- Ask permission to record (written or verbal consent)
- Practice good listening – don't interrupt
- Be mindful of sensitive topics
- Use phones, tablets, or digital recorders (test audio ahead of time)

Practice interviews in class to build confidence.

### Step 5: Conduct the Interviews

Students interview a family member, neighbor, teacher, or local elder.

Format Options:

- Audio-only (preferred for easy archiving)
- Video (for presentations or class exhibition)
- Written (transcripts or short narrative summaries)

Encourage students to take field notes on how the person describes places, emotions, and changes.

### Step 6: Create a Product

Let students present their interviews in one of the following formats:

- A podcast-style audio clip (3-5 minutes)
- A written profile or article with quotes and photos
- A visual "memory map" marking places discussed in the interview
- A slideshow or video presentation with excerpts

### Step 7: Share and Reflect

Options:

- Classroom "Oral History Fair"
- Bulletin board or school website display
- Share with the local historical society or library

Reflection Prompt Ideas:

- "What did you learn about this person's relationship with place?"
- "What surprised you most about their memories?"
- "How do oral histories help us preserve the past?"

Optional Add-Ons you can do with your students:

- Partner with a local senior center or historical society for interview subjects
- Create an archive for future classes or the community
- Invite local preservationists or archivists to discuss how they use oral histories



# WALKING THROUGH HISTORY

## Objective:

Students will create an engaging, historically informed walking tour that guides people through local historic sites, imagining what life was like in the past. The final product can be a physical brochure, a digital map, or a live or recorded tour.

## CLASS TIME REQUIRED:

- Research & Planning: 2-3 class periods
- Writing & Design: homework or out of class time
- Optional Presentations/Tour Day: 1 class period or after school

## Step-by-Step Instructions:

### Step 1: Introduce the Concept

Begin with a discussion or short video on:

- What makes a place "historic"
- The purpose of walking tours and their impact on tourism, education, and preservation
- The role of interpretation: turning facts into engaging stories

Hook: Ask, "If you could walk through your town 100 years ago, what would you see, hear, and feel?"

### Step 2: Choose the Setting

Option A: Class selects one neighborhood or downtown area

Option B: Students choose their own site or building within a defined radius

Ask students to identify 3-5 locations that could be included. These might be:

- Schools, libraries, churches
- Cemeteries, old bridges, or train stations
- Homes or apartment buildings with distinctive architecture
- Former businesses or factories
- Monuments, murals, or community centers

Provide local maps, historical society resources, or help students use [Google Street View](#) or old photographs.

### Step 3: Research Each Stop

Each student (or group) will research one site for inclusion in the tour. They gather:

- Date built and architectural style
- Original and current use
- Significant events or people connected to the site
- Changes over time
- Oral history quotes, if available (from elders, community members)

Encourage use of primary sources: Sanborn maps, newspaper archives, or historical photographs.

# WALKING THROUGH HISTORY

## Step-by-Step Instructions:

### Step 4: Write the Tour Entry

Each student writes a short “tour stop script” in the voice of a time traveler or historical guide. It should be:

- **Descriptive:** What would this place have looked/sounded/smelled like?
- **Narrative:** Tell a story (e.g., “In 1932, a protest march passed right by this building...”)
- **Inviting:** Ask the audience to imagine or reflect (“What would you have done if...?”)

**Target Length:** 150-250 words per stop

### Step 5: Assemble the Walking Tour

Students combine their tour stops into one of the following formats:

- **Physical Brochure**
  - Title & subtitle (e.g., “Downtown Through the Decades”)
  - Hand-drawn or printed map with numbered stops
  - Short entries with photos or illustrations
  - Creative design elements like “fun facts” or “look closer” sections
- **Digital Map or Slideshow**
  - Use Google My Maps, Canva, or PowerPoint
  - Embed photos, text, and voiceover audio
  - Option to turn it into a self-guided digital experience
- **Live or Recorded Tour**
  - Students read or perform their tour stops aloud
  - Consider historical costumes or props
  - Invite parents, community members, or younger students

### Step 6: Present & Reflect

Have students present their section of the tour to the class or as part of a “History Night.”

**Reflection Prompts:**

- What did you learn about your community that surprised you?
- How did it feel to connect a place with a story?
- What do you think should be preserved for future generations?

## **Extensions & Adaptations for your students:**

- Add oral history excerpts to tour stops
- Include augmented reality: overlay past images on current photos
- Partner with a local museum or historical society to create a real-world resource
- Create a podcast version of the walking tour



# THE FOUR TREATMENTS

The Department of the Interior protects and manages the nation's resources and cultural heritage, among other responsibilities. The Secretary of the Interior publishes the Standards for the Treatment of Historic Properties, which outlines four distinct approaches: Preservation, Rehabilitation, Restoration, and Reconstruction. Each treatment has a special purpose – kind of like choosing the right way to fix or care for something important.

1

## PRESERVATION

Keeping a building exactly the way it is.

### GOAL

Protect everything just like it is today.

### WHY IT MATTERS

Shows what the place looked like in the past and keeps all the old stuff in good shape.

2

## REHABILITATION

Fixing up a building so it can still be used, while also keeping its history.

### GOAL

Make it safe and useful while still keeping its historic character.

### WHY IT MATTERS

Helps old building stay a part of our lives, instead of being torn down.

3

## RESTORATION

Bringing a building back to how it looked at a specific time in the past.

### GOAL

Remove anything that was added later and fix it to look exactly like it did long ago.

### WHY IT MATTERS

Helps tell the story of a certain time in history.

4

## RECONSTRUCTION

Rebuilding a place that no longer exists based on good information.

### GOAL

Build a copy of a historic building that was destroyed.

### WHY IT MATTERS

Helps people see and understand what used to be there.

## CHECK THIS OUT!

Sometimes, the four standards are not a suitable method, and other methods are considered, such as adaptive reuse and demolition.

- Adaptive Reuse - The process of repurposing old buildings for new uses while maintaining their historic features
- Demolition - When a building is knocked down and destroyed
- Demolition by neglect - Allowing a historic structure to deteriorate to the point where demolition becomes necessary

### ADAPTIVE REUSE

- is most closely related to Rehabilitation.
- keeping the important historic features of the building but updating it so people can still use it today.

### DEMOLITION

- is not one of the four treatments; it's the opposite of what historic preservation tries to do.
- Preservationists usually try to avoid demolition, unless there's no other choice.

## Objective:

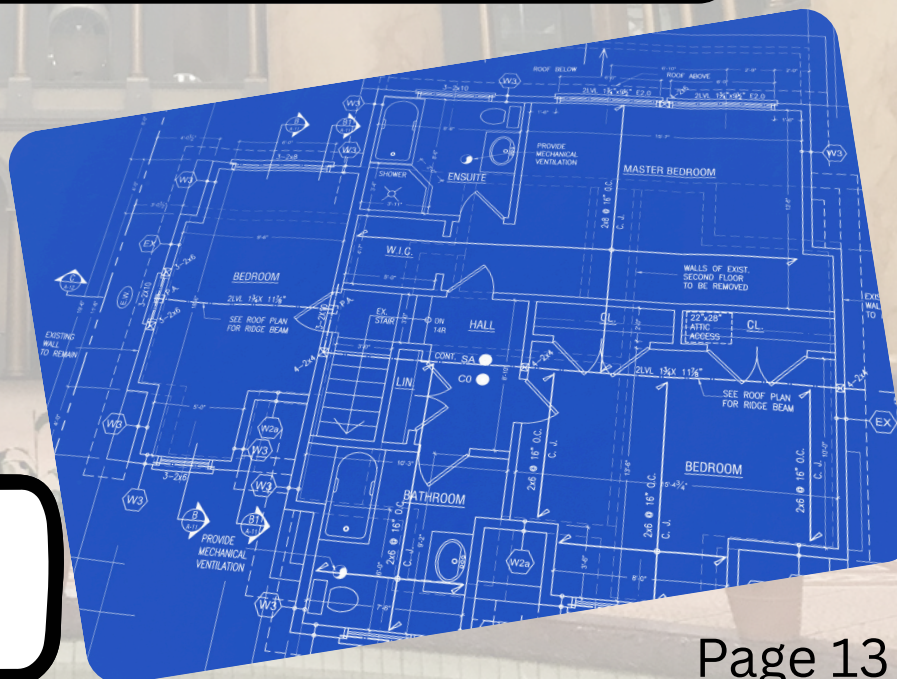
**Students will act as junior preservation architects by observing, analyzing, and sketching floor plans and elevation drawings of a historic building. This helps them understand architectural details, historic design, and what it takes to restore a structure.**

## Materials Needed:

- Clipboards or drawing pads
- Graph paper or blueprint templates
- Rulers, pencils, erasers
- Measuring tape (or estimated step-counting)
- Access to a local historic building or photographs
- Optional: colored pencils for highlighting materials or damage
- Handouts with architectural terms and common historic features

## Class Time Required:

- **Introduction and Observation:** 1 class period
- **Drafting the Blueprints:** homework



**A blueprint is a complete plan that explains how to do or develop something.**



# DIY ARCHITECTURE BLUEPRINTS

## Step-by-Step Instructions:

### Step 1: Choose or Assign a Building

Select a local historic building that is visible from public areas (e.g., old schoolhouse, post office, church, storefront). If field trips are not possible, use detailed photos, 360° virtual tours, or maps.

Have students research the building's:

- Year built
- Original purpose and current use
- Any known renovations or damage
- Key architectural styles or features (windows, roofs, porches, chimneys)

### Step 2: On-Site Observation (or Virtual Tour)

Students should:

- Walk around the building (if possible) or examine photos closely
- Note dimensions by estimating (e.g., "10 paces wide") or using provided scale
- Sketch basic layout from above (floor plan) and side view (elevation)
- Pay special attention to:
  - Entryways
  - Window shapes and placement
  - Roofline
  - Decorative features (columns, cornices, etc.)
  - Areas with damage or decay

Encourage students to take notes on materials (wood, brick, stone) and their condition.

### Step 3: Drafting the Blueprints

Using graph paper or blank templates, students will:

- Create a floor plan of the building
- Add measurements (approximate is fine)
- Label key rooms or features
- Draw an elevation view of the front or side
- Add details like windows, doors, trim, and materials
- Highlight areas needing restoration

Optional: Students can color-code damage, restoration priorities, or features they would preserve.

### Step 4: Reflect and Share

Students can present their blueprints to the class or in small groups.

Discussion questions:

- What was challenging about sketching from observation?
- What architectural features stood out?
- What parts of the building are most at risk?
- If you were restoring it, what would you change – and what would you keep?

# HERITAGE HOT SEAT

Friendly debates about historic preservation can have a powerful and lasting impact on students, both intellectually and socially.

Debating helps quiet students find their voice! It gives all students a platform to express their opinions with purpose and helps boost their confidence!

## 1. Develops Critical Thinking Skills

- Debates push students to examine both sides of complex issues like:
- Should old buildings be preserved or replaced?
- Is preserving a site more important than building affordable housing?
- How do we decide what counts as "historic"?

## 2. Encourages Civic Awareness & Engagement

- Students explore real-life decisions communities face, helping them understand how urban planning, local government, and development work
- Consider the cultural and historical value of everyday spaces
- Think about their role in shaping and protecting community heritage

## 3. Builds Communication & Empathy

- Debates require respectful listening and clear articulation. When done well:
- Students learn to express disagreement constructively
- They develop empathy by defending positions they don't necessarily agree with
- They consider how preservation impacts different stakeholders (residents, developers, historians)

## 4. Makes History Relevant

- Instead of seeing historic buildings as "old stuff," students begin to ask:
- Whose stories are told through these places?
- What happens if they're lost?
- Debating makes history feel alive and connected to current events, decisions, and community identity.

## 5. Fosters Collaboration & Teamwork

- Group debates promote teamwork, as students often collaborate to build arguments, organize evidence, and practice delivery.





## Debate #1: Preservation vs. Progress, TownHall Style

#1 Choose a fictional or real example from your community. (e.g., A historic 1920s movie theater is proposed to be demolished and replaced with a modern apartment complex.)

#2 Create a short background handout that outlines:

- The history and significance of the site
- Arguments for preservation (e.g., cultural value, tourism, architectural style)
- Arguments for redevelopment (e.g., housing shortage, economic growth)

#3 Divide class into small groups or individuals with assigned roles:

- Preservationists (e.g., local historians, preservation societies)
- Developers (e.g., construction company, real estate investors)
- City Council (neutral judges who will vote at the end)
- Concerned Citizens (neighbors, business owners, environmentalists)
- Media (moderator, journalist, recorder)

#4 Have each group research and prep their role's viewpoint.

Provide guiding questions:

- What are your goals?
- What data or stories support your position?
- What compromises might you accept?
- What are the social, environmental, and financial impacts?

#5 Debate it townhall style!

Order of Events:

1. Opening Statements (2 min each): Each group introduces their position.
2. Question & Response Rounds (10-15 min): Moderator asks pre-planned or student-written questions.
3. Public Comment (if using "Concerned Citizens"): Share 1-minute statements.
4. Rebuttals (1 min each): Each group rebuts others' points.
5. Council Deliberation & Vote: The "City Council" votes and explains their reasoning.

#6 Debrief & Reflections

Teacher-led discussion about real-world connections. Have students write a short reflection or exit ticket:

- What did you learn about historic preservation?
- Did your opinion change?
- What would you do if you lived in this community?

## Debate #2: What Would You Save?

#1 Present photos of several historic buildings. Students can only save one.

#2 While the teacher monitors, let students debate in a class-wide discussion on which historic building they will save.

#3 After calling the debate, lead a discussion based on the following question:

What makes something worth preserving? Age, beauty, cultural importance, etc.

#4 Conclude the debate with a written or oral reflection:

- What surprised you?
- Did your views change?
- What does this debate tell us about how preservation decisions are made in the real world?
- Whose voices might be left out in these decisions?

# PRESERVATION BUDGET CHALLENGE

## Objective:

Help students understand real-world conditions where preservation involves hard decisions, limited funds, and competing priorities.

## Scenario:

You are members of the Historic Preservation Task Force of the town of Nonsaintsque Bend. A grant of \$1 million has been awarded to help preserve local history – but it's not enough to save everything. You must decide which sites to preserve and which to let go – and explain why.

## Instructions:

Split class into groups. Give each team or student group a profile sheet describing 6-8 local historic resources.

Each group:

- Reviews the preservation needs and costs
- Has \$1 million total to spend
- Must select a combination of sites to “fund”
- Fills out a budget sheet showing their choices and total spent
- Prepares a brief presentation or poster explaining:
  - Why they chose certain sites
  - What values or history guided their decisions
  - What they had to leave out – and why

Each group presents their decisions and rationale. Then, have a class discussion or vote:

- Did any groups save the same site?
- What values (heritage, community, education, equity, architecture) drove your choices?
- How do real communities decide what's worth saving?
- What happens to the places that are not preserved?



# SITE PROFILE SHEET

<u>SITE NAME</u>	<u>TYPE</u>	<u>COST TO PRESERVE</u>	<u>HISTORICAL SIGNIFICANCE</u>	<u>RISK LEVEL</u>
Nonsalntsqe Bend Train Depot	Transportation	\$300,000	First in the county (1877), now abandoned	HIGH
Liberty Theater	Cultural	\$200,000	Segregated-era Black theater, still used for performances	MEDIUM
Evergreen Cemetery	Commemorative	\$150,000	Burial site of early settlers and veterans	MEDIUM
The Mill House	Residential	\$100,000	Oldest workers' house	HIGH
Oak Grove School	Education	\$400,000	First school for Latino students in town	HIGH
Veterans Mural	Public Art	\$50,000	Created by local students	LOW

# PRESERVATION BUDGET WORKSHEET

Group Name: \_\_\_\_\_

Total Budget: \$1,000,000

Site Name	Cost	Reason for Selection

Total Spent: \_\_\_\_\_

Group Name: \_\_\_\_\_

Total Budget: \$1,000,000

Site Name	Cost	Reason for Selection

Total Spent: \_\_\_\_\_



# PRESERVATION DETECTIVES

## Objective:

Help students learn how to identify risks to historic buildings.

## Class Time Required:

- Research & Planning: 1-2 class periods
- Homework: research & planning
- Presentations: 1 class period

## Step-by-Step Instructions

### Step 1: Choose or Visit a Historic Site

- Teachers may assign a site or let students choose one
- It can be visited in person, explored through photos, or examined using Google Street View
- Take notes or pictures of anything that stands out

### Step 2: Observe & Investigate

Look closely at the building and surrounding area. Ask yourself:

- What materials is the building made of?
- Is it in good shape? Any visible damage or decay?
- Are there new buildings or roads nearby?
- What do the surroundings say about how people treat the place?

Use your **Preservation Detective Checklist** to guide your observations. (See next page)

### Step 3: Complete the Risk Checklist

Use the accompanying checklist to identify potential threats, such as:

- Physical damage (cracks, leaks, broken windows)
- Environmental threats (flooding, storms, pests)
- Human activity (neglect, vandalism, new construction)
- Lack of protection or awareness

Write notes or take photos as “evidence.”

### Step 4: Create a Preservation Case File

Put together your final “case file,” which includes:

- Name & photo of the building
- Brief history (when it was built, what it was used for)
- Top 3 risks to the site today
- Supporting evidence (checklist, photos, notes)
- Your preservation recommendation: What should be done to protect this place?

### Step 5: Present Your Findings

Present your case to the class or display it in a classroom “PreservationHQ.” Consider:

- What surprised you about your site?
- What are the biggest threats?
- Why is it important to preserve this place?

# PRESERVATION DETECTIVES CHECKLIST



## Physical Damage & Deterioration

- ☐ Cracks in walls, foundations, or masonry
- ☐ Leaking roofs or water damage
- ☐ Rotting wood or rusted metal parts
- ☐ Broken or missing windows/doors
- ☐ Peeling paint or surface erosion

Notes:

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## Environmental Hazards

- ☐ Flooding or nearby water issues
- ☐ Storm or weather damage (wind, hail, freeze-thaw)
- ☐ Mold, mildew, or pests (termites, rodents)
- ☐ Climate change effects (rising water, erosion)

Notes:

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## Neglect & Lack of Maintenance

- ☐ Overgrown plants or tree roots damaging the structure
- ☐ Boarded-up or abandoned appearance
- ☐ Trash or debris accumulation
- ☐ Graffiti or vandalism

Notes:

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## Development Pressure

- ☐ Nearby new construction or demolition
- ☐ Plans for road widening, parking lots, or shopping malls
- ☐ Zoning changes that could affect use or appearance
- ☐ Loss of surrounding historic character or context

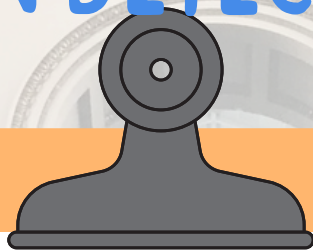
Notes:

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# PRESERVATION DETECTIVES CHECKLIST



## **Economic & Ownership Risks**

- ☐ No funding for repairs or restoration
- ☐ Vacant property or unclear ownership
- ☐ Listed for sale with "redevelopment potential"
- ☐ Owners uninterested in preservation

Notes:

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## **Legal or Protection Issues**

- ☐ Not officially listed as a historic landmark
- ☐ Lack of local preservation laws
- ☐ No signage or interpretation on site
- ☐ Demolition permit possible or already filed

Notes:

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## **Community Engagement & Awareness**

- ☐ People don't know the history of the place
- ☐ No tours, markers, or public access
- ☐ Local debate over the building's value
- ☐ Negative reputation or misunderstandings

Notes:

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## **Final Detective Report:**

- Top 3 risks this site faces:

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- Ideas to protect or preserve it:

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- What surprised you most about this investigation?

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# PAST PLACES, PRESENT STORIES

A historic landmark is a building, district, object, site, or structure that is officially recognized by the U.S. government for its outstanding historical significance.

They tell us something valuable about the past. They can be places where major events happened; where famous people lived; or places that show how people used to live, work, and build. In the United States, some landmarks are recognized and protected by the government because they help us remember and learn from history.

## Why are they important?

- Preserve history and stories we might otherwise forget
- Teach lessons from the past (both good and bad)
- Inspire pride in communities and culture
- Connect us to the people who came before us

EXAMPLE 1: STATUE OF LIBERTY



A SYMBOL OF FREEDOM AND IMMIGRATION

EXAMPLE 2: MESA VERDE



ANCIENT CLIFF DWELLINGS OF THE  
ANCESTRAL PUEBLO PEOPLE

EXAMPLE 3: MOUNT VERNON



PRESIDENT GEORGE WASHINGTON'S  
HOME

## FUN FACT:

The Statue of Liberty was once a different color! When it was first built, it was shiny brown like a penny, because it's made of copper. Over time, it turned green, because of weather and air!



# EXTRA! EXTRA! READ ALL ABOUT IT!

## Objective:

Create a historical newspaper issue from the year a landmark or monument was built. Use real or imagined stories, ads, and features to show what life was like and why the site mattered during that time.

## Class Time Required:

- **Research & Planning:** 2-3 class periods
- **Writing & Design:** homework or out of class time
- **Optional Presentations Day:** 1 class period

## Step-by-Step Instructions:

### **Step 1: Choose Your Historic Site**

Pick a monument, landmark, or historic structure. It can be:

- A school, church, theater, or library
- A bridge, statue, or park
- A historic home or commercial building

Find out what year it was built and what was happening in the world and your town at that time.

### **Step 2: Research the Time Period**

Look into:

- Major national or local events during the building's construction
- What daily life was like (technology, jobs, entertainment, transportation, clothing)
- Who might have lived or worked near the site
- Any known facts or stories about the building itself

Use old photos, newspaper archives, oral histories, and historic maps if available.

### **Step 3: Plan Your Newspaper Sections**

Include at least 5 of the following sections in your newspaper:

- **Front Page News Story:** "Breaking news" about the building's construction or dedication
- **Interview or Oral History:** A fictionalized interview with someone from the time (builder, teacher, resident)
- **Local News:** Stories about nearby businesses, events, or changes in the town
- **Advertisement Section:** Vintage-style ads for stores, jobs, or services from that era
- **Opinion Column or Editorial:** A public opinion about the building (pro or con)
- **Timeline or "This Year in History":** Key events nationally or locally that year
- **Entertainment or Culture:** What movies, music, books, sports, or hobbies were popular?
- **Fun Extras:** Comics, puzzles, weather forecast, fashion feature

# EXTRA! EXTRA! READ ALL ABOUT IT!

## Step-by-Step Instructions:

### Step 4: Write & Design Your Newspaper

- Use authentic-sounding language and old-fashioned tone
- Include headlines, bylines, and sections
- Add images or illustrations (real or hand-drawn)
- Create a newspaper title and dates (e.g., The Main Street Ledger, July 1909)

You can use Google Docs, Canva, PowerPoint, or any site you prefer or draw it by hand


### Step 5: Reflect (Optional extension)

Write a short paragraph answering:

- What did you learn about your community?
- How does this building connect to local or national history?
- Should this place be preserved today?

### Step 6: Presentation Day

- Students present or display their newspapers
- Gallery walk or time travel “press release” presentations



**Newspapers are a type of primary source. A primary source is an original document or object that reflects direct experience of a thing being researched or studied.**



# RAISE YOUR VOICE!



**Advocacy in historic preservation** means speaking up to protect old buildings, landmarks, and places that have cultural or historical significance. It's about making sure history isn't lost to time or replaced by modern development.

**STAND UP  
FOR  
CHANGE**

**Advocacy** is when people work together to convince decision-makers that these sites and places are worth saving—by gathering support, sharing its history, or showing how it could still be useful.



You can raise awareness by talking about historic sites, organizing events, or even writing letters to officials asking them to protect a local landmark. History isn't just something in books—it's all around you, waiting to be saved!



# WHAT'S IT 2 YA?

## OBJECTIVE:

Students (individually or as a group) choose a historic building (local or famous) and research:

- Its history and significance
- Threats it faces
- Possible ways to restore or repurpose it

## CLASS TIME REQUIRED:

- Project Launch: 1 class period
- In-depth Research: 2-3 class periods
- Preservation Analysis: 1 class period
- Product Creation: 2 class periods
- Presentations: 1-2 class periods

## Step-by-Step Instructions:

### Step 1: Choose Your Historic Site or Building

Each student or small group will adopt a building. It can be:

- A historic home, church, school, or civic building
- A business or public space (like a train station, theater, or post office)
- A lesser-known building with interesting architecture or history (Tip: It should be at least 50 years old)

Take a photo of the building or find an image online for your presentation.

### Step 2: Investigate its History

Become a building detective! Research to answer these questions:

- When was it built? Who built it?
- What was its original purpose? Has it changed over time?
- Who lived/worked there? Were they important to local or national history?
- What events happened there?
- What's the building style? What materials were used?
- Is it still in use? What's its current condition?

Use resources like:

- Local libraries and historical societies
- Old newspaper archives or Sanborn Fire Insurance Maps
- City directories and census records
- Oral histories from neighbors or older relatives



# WHAT'S IT 2 YA?

## Step-by-Step Instructions:

### STEP 3: Create a Building Biography

Write a short, engaging "biography" of your building that includes:

- A summary of its life story
- Important dates and events
- Fun facts or surprising discoveries
- A personal reflection: Why did you choose this building?

Add photos, drawings, or maps if you can.

### Step 4: Analyze the Threats AND Importance

- Is the building at risk? From what? (Neglect, development, weather, etc.)
- Is it protected? (Is it a landmark or listed on a historic register?)
- Why is it worth preserving?
- What would the community lose if it disappeared?

Use a simple SWOT analysis (Strengths, Weaknesses, Opportunities, Threats), if appropriate.

### Step 5: Create a Final Product

Choose one of the following project formats to present your work:

#### -Option 1: Presentation

- Slideshow (Google Slides, PowerPoint, etc.)
- Include text, visuals, and a persuasive argument for preservation

#### - Option 2: Poster or Brochure

- "Tourist brochure" that highlights the building's history and importance
- Could be displayed around school or at a local library/museum

#### - Option 3: Creative Project

- Create a model, diorama, or 3D rendering of the building
- Design a fictional "preservation campaign" with posters, a logo, and a slogan

#### - Option 4: Video or PSA

- Record a 1-3 minute persuasive pitch about why the building should be saved

### Step 6: Present to Class

Each group will present their adopted building to the class or school community. Include:

- Key discoveries
- Why it matters
- What should be done to protect it



# HISTORY OF HISTORIC PRESERVATION IN THE UNITED STATES

Public concern grows over destruction of historic buildings.



**1850s**

Mount Vernon Ladies' Association founded to save George Washington's Mount Vernon estate. This is considered the first major private historic preservation effort in the US.



**1853**

Mount Vernon is officially preserved by the Association.



**1860**

Yellowstone National Park established, laying the groundwork for natural and cultural resource protection.



**1872**

First state historic preservation legislation passed in North Carolina.



**1889**

**1906**



President Theodore Roosevelt passes the Antiquities Act, allowing the President to declare national monuments and protect cultural sites on federal land.

**1916**



National Park Service (NPS) established to manage national parks and monuments.

**1935**



Historic Sites Act passed, authorizing the NPS to identify and preserve historic sites.

**1949**



National Trust for Historic Preservation created through an act of Congress. Today it is a private, nonprofit organization to support preservation efforts.

**1960**



National Historic Landmark program initiated to identify buildings, sites, and objects of national significance.



# HISTORY OF HISTORIC PRESERVATION IN THE UNITED STATES

The *National Historic Preservation Act (NHPA)* passed, creating:

- The National Register of Historic Places
- State Historic Preservation Offices (SHPOs)
- Advisory Council on Historic Preservation (ACHP)
- Section 106 review process



1966

The *National Environmental Policy Act (NEPA)* was passed, requiring federal agencies to assess environmental impacts of their actions, including impacts on cultural and historic resources.



1969

Throughout the 1970s, various acts were passed:

- *Executive Order 11593*, 1971
- *Archaeological and Historic Preservation Act (AHPA)*, 1974
- *Tax Reform Act*, 1976
- *American Indian Religious Freedom Act*, 1978
- *Archaeological Resources Protection Act (ARPA)*, 1979



1970s



1970s

Growth in local preservation ordinances and grassroots movements.



1980s–90s

1987



*Abandoned Shipwreck Act* transferred ownership of historic shipwrecks in state waters to the states. Aimed to protect underwater cultural heritage.

1990



*Native American Graves Protection and Repatriation Act (NAGPRA)* provided for the return of human remains and cultural items to Indigenous Peoples and included procedures for handling discoveries on federal and Tribal land.

1992



*National Historic Preservation Act Amendments* were passed:

- Authorized Tribal Historic Preservation Officers (THPOs)
- Emphasized the role of Indian Tribes in preservation
- Called for better protection of archaeological resources.

2003



The *Preserve America Executive Order* authorized funding and recognition for communities that protect historic resources, and encouraged heritage tourism and local preservation planning.

2000s–  
2020s



Digital documentation, GIS, and 3D scanning become preservation tools. Emphasis on sustainability and inclusive histories grows.

# GLOSSARY

- Adaptive Reuse** - the process of repurposing old buildings for new uses while maintaining their historic features.
- Advocacy/advocate** - any action that speaks in favor of, recommends, argues for a cause, supports or defends, or pleads on behalf of others. An advocate is a person who publicly supports or recommends a particular cause or policy.
- Archaeology/archaeologist** - the study of past human activity. An archaeologist is a scientist who studies the remains of ancient human activity.
- Architecture** - the art or practice of designing and constructing buildings. An architect is a person who is qualified to design buildings and to plan and supervise their construction.
- Archive** - A collection of historical documents or records providing information about a place, institution, or group of people.
- Archivist** - a person who takes care of old documents and pictures, keeping them safe and organized.
- Artifact** - an object made or modified by a human being.
- Augmented Reality (AR)** - a technology that overlays real-time 3D-rendered computer graphics onto a portion of the real world through a display, such as a handheld device or head-mounted display.
- Blueprint** - a design plan or other technical drawing.
- Budget** - an estimate of income and expenditure for a set period of time.
- City planner** - a professional who helps include preservation into urban planning.
- Community** - a group of people living in the same place or having a particular characteristic in common.
- Culture** - the customs, arts, social institutions, and achievements of a particular nation, people, or other social group.
- Cultural heritage** - the legacy of human expression and ways of life passed down from previous generations to benefit the future.
- Curator** - a person who looks after artifacts or art in a museum and makes exhibitions for people to see.
- Demolition** - when a building is knocked down and destroyed.
- Demolition By Neglect** - allowing a historic structure to deteriorate to the point where demolition becomes necessary.
- Department of the Interior** - an executive department of the U.S. federal government responsible for the management and conservation of most federal lands and natural resources.
- Educator** - a person who teaches others about different topics.
- Exhibition** - a public display of works of art or items of interest, held in an art gallery or museum or at a trade fair.
- Geographic Information System (GIS)** - a computer system that analyzes and displays data attached to a location.
- Heritage** - features belonging to the culture of a particular society, such as traditions, languages, or buildings, that were created in the past and still have historical importance.
- Historic Preservation** - the practice of preserving, conserving, and protecting historic buildings and landscapes.
- History/historian** - the study of past events, particularly in human activity. A historian is a person who studies, analyzes, and interprets the recorded past of human activity.
- Landmark** - a building, district, object, site, or structure that is officially recognized by the US government for its outstanding historical importance.
- Lawyer** - a professional who is trained in law and helps others to understand and follow laws.
- Memory** - the ways in which groups, collectivities, and nations construct and identify with particular narratives about historical periods or events.
- Monument** - an old building or place that is an important part of a country's history.



# GLOSSARY

**National Historic Preservation Act of 1966** - an act passed in 1966 that established a national preservation program, the ACHP, and a system of procedural protections, which encourage both the identification and protection of historic resources at the federal level and indirectly at the state, Tribal, and local government level.

**National Park Service (NPS)** - an agency of the US federal government within the US Department of the Interior. The NPS manages all national parks; most national monuments; and other natural, historical, and recreational properties.

**National Register of Historic Places** - the US federal government's official list of sites, buildings, structures, districts, and objects deemed worthy of preservation for their historical significance or "great artistic value."

**Oral history** - the collection and study of historical information using sound recordings of interviews with people having personal knowledge of past events.

**Park ranger** - a person who works in the National Park Service who protects and preserves our natural and cultural heritage.

**Preservation (treatment)** - the treatment of maintaining and repairing a historic building's existing materials and structure. The goal is to preserve the building as it is, with minimal intervention.

**Primary source** - an original document or object that reflects direct experience of a thing being researched or studied.

**Reconstruction (treatment)** - involves recreating a building or parts of a building that no longer exist. It focuses on rebuilding a property to match its historic appearance, often based on extensive research and documentation.

**Rehabilitation (treatment)** - involves adapting a building for a new use while retaining its historic character. It's about balancing the need to update a property to meet modern requirements.

**Remote sensing** - the process of detecting and monitoring the physical characteristics of an area by measuring its reflected and emitted radiation at a distance.

**Restoration (treatment)** - the process of restoring a building to its appearance at a specific period in its history.

**Restoration specialist** - a person who uses special skills to fix and build parts of old buildings to restore them to how they used to look.

**Risk** - a situation involving exposure to danger.

**Significance** - why something is special or important.

**Stewardship** - the act of responsible care and management of historic properties for the benefit of current and future generations.

**Sustainability/sustainability specialist** - minimizing environmental impact through the reuse of existing buildings and sites. A sustainability specialist is a person who makes old buildings more energy efficient and eco-friendly.

**SWOT analysis** - a strategic planning technique that involves identifying and analyzing an organization's internal strengths and weaknesses, as well as external opportunities and threats.



**Richard Hampton Jenrette Foundation**

and the

**Advisory Council on Historic Preservation**



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Jenrette  
Foundation



## **Celebrate National Historic Preservation Month in May!**

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