

Current Trends in Historic Preservation Education at the Primary and Secondary School Levels: A Survey of Online Resources

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Historic preservation education is steadily gaining positive recognition within the educational system of the United States.

Since the passage of the National Historic Preservation Act in 1966, the value of historic preservation education to the school curriculum has gradually increased, and lessons in historic preservation have been implemented in many of the nation's schools. Teachers are familiarizing students with the tangible aspects of their heritage, including the local built environment. Historic buildings enable students to become visual witnesses of their heritage and bring history to life for learners of all ages. The preservation of historic buildings is crucial to the preservation of the nation's heritage, and students taught to value and preserve historic architecture also learn to cherish and celebrate this heritage.

Despite evidence that historic preservation education programs are beneficial to overall learning, however, historic preservation education does not yet have a firm place in state and national curriculums, and teachers typically integrate historic preservation education into existing lesson plans only at their own instigation. Fortunately, historic preservation education has ties to many different topics and is easily woven into most subject studies,¹ and there are many resources teachers may use to incorporate historic preservation education into the classroom; the most readily accessible of these resources are available on the World Wide Web. The goals of this paper are: to summarize current trends in historic preservation education at the primary and secondary school levels, based on a survey of sixteen of these educational resources, and to posit recommendations for furthering the study of historic preservation in the primary and secondary schools.²

HISTORIC PRESERVATION EDUCATION AS A COMPONENT OF HERITAGE EDUCATION

A cursory survey of online resources for historic preservation education at the primary and secondary school levels reveals that the inclusion of historic preservation education in school lesson plans is part of a larger movement to include heritage education in the classroom. There are three primary components to heritage education: historic preservation, archaeology, and cultural landscape studies. This paper focuses on architecture-related education, as this is the dominant form of education within the historic preservation component of heritage education; trends in archaeology and cultural landscape studies in the primary and secondary schools will not be examined.

Heritage education incorporates place- and activity-based learning into civics, history, and social studies; language arts; fine arts; music; science; and mathematics. For example, third-grade students visiting Monticello, the historic home of Thomas Jefferson, can learn about aspects of United States history: political (Jefferson was the third president of the United States); agricultural (Jefferson owned and operated a large plantation and grew many different varieties of fruits and vegetables in his still-operating vegetable garden and orchard); social (Monticello was a gathering spot for the Virginia gentry and their guests from the 1770s through the 1820s, as well as the home of hundreds of slaves of African descent); cultural (Jefferson cultivated the fine arts in his home – he owned many paintings and musical instruments); gastronomical (Jefferson was one of the first Americans to serve ice cream and pasta at home), and many more. Students can learn about geometry and architecture from studying the mansion

Jefferson designed and about archaeology from an onsite archaeological exhibit; students can practice their reading and writing skills by studying the placards placed about the plantation describing plantation life in the early republic and by writing about their visit. These learning experiences constitute a well-rounded lesson in United States heritage.

Some historic sites, such as Colonial Williamsburg in Virginia, Old Sturbridge Village in Massachusetts, and Strawberry Banke in New Hampshire, use costumed actors to portray aspects of daily life in colonial times, including open hearth cooking, spinning and weaving, and historic games and pastimes. Storytelling and folklore can also inspire an appreciation for heritage learning, particularly among young children.⁹

Half of the online resources surveyed for this paper acknowledge the part historic preservation education plays in heritage education. It appears that placing historic preservation education within the larger agenda of heritage education is a current trend in primary and secondary school education.

ARCHITECTURAL EDUCATION IN THE CLASSROOM

Heritage education is not the only vehicle through which architectural education is presented in school curriculums, however. Although historic preservation education is a subset of heritage education, it is part of a wider trend in teaching architecture to grade-school students. The online resources surveyed suggest the existence of four broad goals of architectural education in kindergarten through grade twelve: educating children about their heritage through the study of historic buildings and their preservation (historic preservation education); educating children about their community and training them to be good citizens and stewards of the built environment, both as children and as adults (community education); educating children about and engaging children in the architectural design process (architectural design education); and applying architectural education to a wide variety of subjects (history, language arts, fine arts, mathematics, and science), thereby enhancing the study of these subjects.

These goals are broad in scope, and the resources are typically flexible in content; while a resource may focus on one or two of these goals, it is not usually to the exclusion of others. For example, Learning By Design (Boston Society of Architects) in Massachusetts focuses on community building and enhancing studies in all disciplines through the study of architecture and the built environment, but it does not turn a blind eye to architectural design and historic preservation.

Most of the resources surveyed strive to meet more than one of these goals in their support for architectural education in primary and secondary schools. While eight resources support educating children about their heritage, twelve support educating children about their community; eight, using architecture in the classroom to teach a wide variety of subjects; and six, educating children about the architectural design process. Nine resources include lesson plans; two others include links to other websites' lesson plans. Most of the resources include bibliographies on architecture and on teaching architecture in primary and secondary schools, listings of workshops for teachers and students, and/or useful links to related websites. Three resources contain only bibliographies and useful links; four websites provide information about architecture for teachers, and three include sections especially for students.

WORKING DIRECTLY WITH TEACHERS AND STUDENTS

Nine resources surveyed are websites for programs directed toward teachers and/or students to further heritage and historic preservation education, community building, the use of architecture as a cross-disciplinary educational tool, and the study of architectural design. For example, Architecture in Education, sponsored by the Philadelphia Chapter of the American Institute of Architects, runs eight-week, classroom-based programs in which a team of three—a professional architect, a university architecture student and a classroom teacher—teach kindergarten through twelfth grade, one team per classroom, for one and one-half hours each week, for eight weeks.

Each team teaches a unit designed to parallel other lessons. The Architecture in Education advisory committee assists in planning and evaluating the programs. Many of the lessons are posted on the website, along with feedback from the teaching team. Topics vary from ancient Greece to colonial America.

Similarly, Learning By Design in Massachusetts offers workshops and conferences to help teachers discover the importance of including architecture in school curriculums and integrating architectural education into current lesson plans. Learning By Design demonstrates how teachers can meet state and national standards and enhance classroom learning through architectural education. Teachers' comments posted on the website demonstrate the surprise they experience at discovering how easy, enjoyable, practical, and useful it is to incorporate architectural education into their lesson plans.

Still other programs invite students to spend a day or an afternoon with a museum or city tour guide to learn about the built environment. The National Building Museum in Washington, D.C., offers ten different programs for visiting school groups from pre-kindergarten through ninth grade. The programs cover a wide range of architectural topics, from designing cities, bridges, and geodesic domes, to green building and architectural appreciation. The National Building Museum offers additional programs for middle-school students in community design (CityVision and Investigating Where We Live) and architectural design (Design Apprenticeship Program) and a two-week summer camp. Teacher workshops are also offered throughout the year. Similarly, the Chicago Architecture Foundation offers guided tours of downtown Chicago to groups of high school students, including a guided cruise on the Chicago River.

ARCHITECTURAL TEXTBOOKS

The Chicago Architectural Foundation has also developed two textbooks: *Schoolyards to Skylines: Teaching with Chicago's Amazing Architecture* (Linsner and Masengarb 2002) for kindergarten and grades one through eight and *The Architecture Handbook: A Student*

Guide to Understanding Buildings (Masengarb and Rehbein 2007), a high school architecture curriculum. *Schoolyards to Skylines* contains forty-seven lesson plans in five subjects (science, mathematics, social studies, language arts, and fine arts), with one lesson plan in each subject for each grade level and two bonus lesson plans. This multidisciplinary approach demonstrates the wide applicability of architectural education to the classroom.

The Chicago Architecture Foundation's high school textbook focuses on the design and construction of residential architecture. The textbook's case study is the F10 house, a sustainable green home in Chicago; ten famous contemporary and historic houses from the United States and around the world are also featured. Using architectural drawings – "The Block Plan," "The Site Plan," "The Floor Plan," "The Elevation," "The Building Section," and "The Design Project" (in which students design their own, ecofriendly houses), the book guides students through architectural concepts. Each of the twenty-three chapters also includes a five hundred-to seven hundred-word primary source reading selection with questions on comprehension and analysis, and ten to fifteen mathematics questions to reinforce the essential skills of reading comprehension and mathematical competency and to demonstrate the applicability of these skills to the world outside the classroom.⁴ Such books are not common; the Chicago Architecture Foundation is among the first to publish an architectural textbook for use in secondary schools (a teacher's guide is available).

TOOLS FOR TEACHING HISTORIC PRESERVATION

These tools allow teachers to add historic preservation education to their curriculums. While historic preservation education is just one facet of architectural education in general, it is a major component of heritage education. The tools through which architecture is taught to children are also applicable to teaching historic preservation and heritage education. Historic preservation is gaining recognition as an important part of children's education in heritage education, as well as in architectural education, and several

resources exist to aid teachers in teaching historic preservation to their students. Historic preservation education ties architectural education and heritage education together and can be accommodated by programs for both.

Unfortunately, the programs and tools available for historic preservation education are not widely used, and they often exist in a vacuum. For example, The Heritage Education Network was formed in 1998 by the Center for Historic Preservation at Middle Tennessee State University in response to a growing need for the evaluation and implementation of programs in heritage and historic preservation education in primary and secondary schools. In 2000, it published a study stating “The absence of a national or series of regional clearinghouses for heritage education materials and ideas results in duplication of work and expense.” The study found that, “In many instances, SHPOs [State Historic Preservation Offices], heritage organizations, school systems, and teachers are working together or independently to develop and use heritage education materials. However, it is clear that opportunities for collaboration and assistance to teachers in the area of heritage education are open in all regions of the country” (Hankins 1997). While many tools exist to aid in historic preservation education, they are not readily available to teachers. “Few schools of education include heritage education as a teaching tool; too many current and future teachers are not aware of [its] possibilities and the techniques” (The Heritage Education Network). Teachers currently implement such programs primarily on their own, or with minimal outside help.

IMPLEMENTATION

Several questions must be answered by a teacher seeking to implement a historic preservation program. The development of the lesson plan aside, teachers often need to defend the very inclusion of such a program in their curriculums. National and state standards of learning, measured both by standardized test scores and by the amount of time students spend in the classroom, require changes to existing curriculums

to be made carefully, particularly within a school system for which education in historic preservation is a relatively new concept.

Yet—with a little creative thinking—architectural education can be woven into existing curriculums. In July 2007, the Boston Society of Architects in Massachusetts, in conjunction with the Boston Society of Architects, hosted its third biennial Teaching By Design conference, at which fifty designers, teachers, and professionals from community organizations gathered to hear overviews of successful programs in historic preservation, heritage, and architectural education for students in kindergarten through grade twelve. These educators designed a community space in a nearby park through models and drawings—discovering in the process how such an activity can benefit classroom learning. The workshop participants concluded that “Even in a world of standardized testing, place-based education serves as a meaningful source of inspiration and life-long learning” (Boston Society of Architects). The activity connected the participants to a place in the community and fostered a stronger awareness of and appreciation for the community.

The teachers participating in the conference realized that activities such as designing a park in a local neighborhood, or even just examining the buildings located around one’s school through an architectural lens, encourage communication, cooperation, and analysis. Working with the existing built environment, students are able to connect these important life and learning skills to familiar settings. As the historic preservation education website for the National Park Service asserts, “Local sites often make a stronger impression on students than those [sites that are] more famous but [which are located] farther away [from the students’ school], thereby sparking their desire to learn more.”

Additionally, the design process utilizes many of the educational skills students need to compete in the world of standardized testing. As one participant in the Boston Society of Architects conference remarked, “At first I thought it would be hard to convince anybody that we have ‘room’ to fit in architecture into our curriculum, but the more I think about it, the more it seems a no-brainer.... So many of the tech/engineering strands

are covered, in such a powerful way, that it would be silly NOT to use architecture in the classroom” (Boston Society of Architects). Another participant remarked, “Just by creating a floor plan, students are using vocabulary, art, math, science, and problem-solving skills. They learn at their own pace and style; and collaboration is encouraged. The work of learning—and succeeding—is the responsibility of the group [collaborating on the design]. It’s great to see how it all ties in together” (Boston Society of Architects). Studies of historic preservation, heritage education, and architectural education connect a student’s skills to a student’s habitat, joining the nascent to the familiar, making it easier for the former to be absorbed. A student’s learning experience is thus enhanced. Historic preservation, heritage education, and architectural education relate, in many different ways, to the major subject areas studied by students; they encourage skills in problem solving and collaboration; and they can, indeed, supplement a student’s core lessons (National Park Service). Teachers may use these arguments to explain the inclusion of historic preservation, heritage, and architectural studies and field trips in their curriculum.

CURRICULUMS

Once a teacher has lobbied successfully to include historic preservation in a curriculum, the teacher has many options as to what sort of lesson plan to implement. As previously discussed, there are several websites that feature lesson plans in historic preservation, heritage education, and architecture education, and teachers may also consult local American Institute of Architects (AIA) chapters, SHPOs, historic preservation organizations, museums, and historical societies for assistance. Historic preservation curriculums are generally featured under the broader headings of heritage education and architectural education.

The National Park Service website Teaching with Historic Places provides dozens of lesson plans focusing on properties listed in its National Register of Historic Places to enliven and enhance studies in history, social studies, geography, civics, and other subjects (The

curriculum meets the National U.S. History Standards for the fifth through the twelfth grades [National Center for History in the Schools], as well as the Curriculum and Content Area Social Studies Standards [isteNets]⁵). These lesson plans are free and ready to use; visiting related historic sites is encouraged but not necessary. Each lesson plan contains an introduction, a discussion of where the lesson fits into the curriculum, objectives and a list of materials for students, information about visiting featured sites, and teaching activities.

These activities include: Getting Started (an inquiry), Setting the Stage (the historical background), Locating the Site (using maps), Determining the Facts (using readings, documents, charts, etc.), Visual Evidence (including photographs and other graphic documents), and Putting it All Together (with several place-based activities). These lesson plans comply with national standards of learning, are ready for immediate classroom use, and can be used by any teacher with access to the internet. They constitute an ideal vehicle through which heritage learning and historic preservation education may be introduced.

Similarly, the website Save Our History, a national program launched by The History Channel in 2004, supports local history education and historic preservation efforts in communities across America. The lessons it provides meet national standards for social studies and are grade-specific. Centered on heritage preservation, they stress the importance of, and the importance of preserving, the documents, landscapes, stories, buildings, and even recipes of the nation’s past. Students learn to record oral history, prepare walking tours of historic neighborhoods, and nominate buildings to the National Register of Historic Places. Although it includes little of the nuts and bolts of historic preservation, the program raises strong awareness for the importance of preserving the nation’s heritage.

For teachers in search of historic preservation-specific activities, the program Architeacher provides many good ideas and sample lesson plans. Architeacher also provides consulting services for teachers interested in founding historic preservation programs in their schools. Founded in 1975, and based upon research funded by the Illinois Arts Council and the National

Trust for Historic Preservation, Architeacher functions both nationally and internationally to train teachers to teach students to value historically significant buildings, beginning at the elementary school level. Its lesson plans encourage students to look at and draw historic buildings (as part of field trips to historic buildings and/or sites), to brainstorm ways to save historic buildings from demolition, and to write about historic buildings (for example, in school newspaper articles and letters to the editor).

Teachers in search of a curriculum about urban design and community development will find the Center for Understanding the Built Environment (CUBE) to be very helpful. On its website, CUBE offers lesson plans based on its Box City program (the full curriculum is available for purchase). The Box City curriculum teaches students of all ages how to plan a city, how to evaluate the quality of a city, and how everyone, including children, can participate in the improvement of the built environment as responsible citizens. The curriculum includes information on architectural styles and structures and touches upon historic preservation topics.

The 210-page Box City curriculum book provides instructions on how to build a city of boxes at any scale by turning cardboard boxes into buildings and placing the boxes onto a base plan. Students learn how geography, economics, ecology, history, and varying cultural backgrounds affect the development of a community, and they conduct mock town meetings on community development. The Box City curriculum has been used all over the country to great success, and entire schools have joined together to create Box Cities.⁶

The Chicago Architecture Foundation (CAF) is influential nationwide as an indisputable resource for teaching the core subjects of language arts, fine arts, history, mathematics, and science through architecture. The Foundation's book *Schoolyards to Skylines: Teaching with Chicago's Amazing Architecture* (Linsner and Masengarb 2002), discussed earlier, is an excellent resource for teachers of kindergarten through grade eight. For high school students, the Chicago Architecture Foundation's newly published textbook, *The Architectural Handbook: A Student Guide*

to Understanding Buildings (Masengarb and Rehbein 2007) ties core subjects to architectural studies and design and is an excellent tool for secondary school teachers (both texts may be purchased through the website). For primary and middle school teachers, *Schoolyards to Skylines: Teaching with Chicago's Amazing Architecture* may be of use, as may be the lesson plans provided by the Architecture in Education program discussed earlier.

The website Arkitecture, an independent architecture education project that encourages children to explore and participate in the built environment, is a good resource. It is geared towards children but includes a teacher's section, with links to lesson plans in architectural design. The website Architecture and Design Education Network (A+DEN) contains a long bibliography of books on architecture and on teaching architectural design to children. Founded jointly by the Chicago Architectural Foundation and the American Architectural Foundation (AAF), A+DEN holds national and regional conferences to promote innovative architecture and design education for teachers and students of all grade levels.

BUT WHAT ABOUT HISTORIC PRESERVATION?

The resources surveyed for this paper can all be of assistance to teachers in search of ways to incorporate studies of architecture, heritage, community, and architectural design into existing school curriculums. Unfortunately, the mechanics of historic preservation—including studies in restoration, historic building materials, and pre-industrial building techniques, as well as fieldwork in measuring and recording historic buildings—are not completely served by any of these resources. In fact, historic preservation education is not generally available at the primary and secondary school levels, and students must look to undergraduate and graduate schools of architecture and planning to find these programs.⁷

Historic preservation studies should not be restricted to the college level; even primary school students studying about the history of a historic house museum can easily and enthusiastically learn about

the techniques of historic preservation. Such learning most likely does exist sporadically, possibly at historic house museums, where buildings themselves serve as discussion pieces for historic preservation techniques. However, as none of the lesson plans surveyed for this paper addresses historic preservation *per se*, one must conclude that it is either generally overlooked or briefly touched upon by educators in primary and secondary schools.

The development of a curriculum in historic preservation techniques for primary and secondary school students is not difficult; teachers need only build on existing lesson plans. From historic sites, particularly those under the care of historic preservationists, students can learn much about maintaining historic buildings. Historic school buildings can serve as case studies for historic preservation by raising student awareness about the special needs and characteristics of their surroundings.

The Brooklyn High School of the Arts (BHSA), which opened in the fall of 2000 with ninety ninth-grade students, is the first and only high school in the country (Insideschools.org) to use historic preservation as an academic theme. The school has a special interdisciplinary focus on four major areas of study: "preservation arts, fine arts, visual arts, and performing arts [all of which are] combined with an artisan skills training and an internship component" (Brooklyn High School of the Arts). The historic-preservation-based academic curriculum, in which the built environment of New York City serves as a starting point for studies in all subjects (literature, social studies, mathematics, science, etc.), is shared by students of each of the four major areas of study, and preservation arts students pursue "artisan and preservation skills" and an internship in the eleventh and twelfth grades. "Historic preservation thus functions as the 'bridge,' figuratively speaking, that links seemingly disparate academic subjects across disciplines and illuminates their relevance to contemporary preservation practice" (Ottavino 2006). The school is intended to be a local and a national model for hands-on historic preservation education. State and national education standards are met by the school curriculum, and, as of 2006, seventy-nine percent of the students attending the school are

performing above the nationwide average (Ottavino 2006). Surveys conducted by the New York State Department of Education also confirm these findings.⁸

Recruitment in middle schools has proved "essential in identifying potential preservation arts majors" at Brooklyn High School of the Arts. Many of the students do not know what historic preservation is at the time of enrollment, "but they respond favorably once introduced to it" (Brooklyn High School of the Arts). One student commented, "When I came to this school I didn't know what preservation arts meant and now only nine months later, I learned not only the meaning of the word, but also other things like names of things on buildings and history. I am glad I got an opportunity to learn how to preserve [buildings] and find [out] information [about them]" (Brooklyn High School of the Arts). This student went from possessing little knowledge about historic preservation to finding a niche in the field. Another student commented, "You learn a lot of history and it not only benefits your grade – it benefits you later on in life – like in college or applying for a job" (Ottavino 2006). This student grasped the relevance of historic preservation studies to general education, and both students clearly appreciated and enjoyed the curriculum. The fact that these and other students entered the high school without prior knowledge about historic preservation yet became quick converts to the field demonstrates that historic preservation can, indeed, be beneficial to and fun for everyone and that its usefulness as a teaching tool for educational enhancement cannot be ignored.

Brooklyn High School of the Arts is successful in its mission to provide students with exceptional educational opportunities through a preservation-arts-based education. Students, parents, and teachers report healthy and exciting learning environments, and the college acceptance rate is high. As the school is relatively new, however, it is difficult to assess the impact the alumni will have on the field of historic preservation. Even so, the school's emphasis on historic preservation can serve as a role model.

Currently, there are no other high schools in the United States offering a historic-preservation-based curriculum (Insideschools.org). There are, however, a few schools that offer an architectural-design-based curriculum.

The Charter High School for Architecture and Design (CHAD) in Philadelphia was founded in 1999 as the first public charter high school for architecture and design in the nation (Charter High School for Architecture and Design). At CHAD, “design is central to the curriculum” and is used to develop problem-solving skills, visual and spatial literacy and competencies, and an appreciation for and understanding of the built environment. Its successes are many, particularly with students who might otherwise drop out of a traditional school. Historic preservation is not central to the program. Similarly, the Design and Architecture Senior High School (DASH) in Miami was founded in 1990 as a magnet secondary school specializing in the fine arts, including art and design, fashion design, and architectural design (Design and Architecture Senior High School). It is one of the top high schools in the country, but it, too, does not feature a curriculum in historic preservation.

In response to the lack of historic-preservation-specific programs in primary and secondary schools, the Advisory Council on Historic Preservation (ACHP) has recently published recommendations. The ACHP “is an independent federal agency that promotes the preservation, enhancement, and productive use of our nation’s historic resources, and [it] advises the President and Congress on national historic preservation policy” (Advisory Council on Historic Preservation). A special Youth Summit meeting at the ACHP’s 2006 Preserve America Summit convened to discuss the inclusion of historic preservation in primary and secondary school curriculums. The Youth Summit agreed on a five-part call to action for historic preservation education: “build partnerships with museums, sites, and historic societies; let us [the youth] be the historians; let us [the youth] be activists in historic preservation; help us [the youth] participate in history-related events outside the classroom; and provide opportunities for us [the youth] to showcase what we’ve learned in a variety of ways” (Advisory Council on Historic Preservation 2007).

The summit recommended that educators “engage youth in historic preservation by promoting programs that involve them [the youth] in hands-on preservation activities” and by establishing “an ongoing youth summit as part of the Preserve America initiative”

(Advisory Council on Historic Preservation 2007). These recommendations acknowledge the need to focus more attention on historic preservation education in schools and to make concrete suggestions as to how to address this need. This is a step in the right direction.

THE IMPORTANCE OF HISTORIC PRESERVATION EDUCATION

Historic preservation is an important subject of study. Through alliances with heritage education and architectural education, historic preservation is indirectly studied and taught in primary and secondary schools. Teachers can access a wide variety of resources for heritage education and studies in community and architectural design via the internet. However, few programs exist to educate primary and secondary school children specifically about historic preservation. Fortunately, the need for historic preservation education is gaining recognition, as the recent and successful establishment of the Brooklyn High School of the Arts and the recommendations of the 2006 Preserve America Youth Summit attest. Programs such as these can serve as models for smaller-scale lesson plans incorporated into existing classroom curriculums across the country.

Historic preservation education is not yet a mainstream area of study in primary and secondary schools; perhaps in the not-too-distant future it will be as widely studied as art and music. The preservation of our built environment will always be important to our national heritage. Those who learn to value their heritage at a young age will become its lifelong stewards, and civilization as a whole will reap the rewards.

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ENDNOTES

1. This statement is supported by the Chicago Architecture Foundation's publication *Schoolyards to Skylines: Teaching with Chicago's Amazing Architecture*, a teaching manual with lesson plans that relate architectural studies to mathematics, language arts, science, social studies, and fine arts. For more information, including ordering information, please visit the Chicago Architecture Foundation's website, <http://www.architecture.org/> (accessed December 3, 2007).
2. A total of sixteen online resources were surveyed in the preparation of this paper. These resources were chosen not only because they were consistently cross-referenced by one another but also because they were among the few such readily available resources of their type. Keyword internet searches for "historic preservation education," "architecture education," "heritage education," and similar phrases revealed the following online resources with notable frequency:
 - AIA Philadelphia
 - American Architectural Foundation
 - Architeacher
 - Architectural Education Resource Center
 - Architecture and Design Education Network
 - Arkitecture
 - Boston Society of Architects
 - Center for Understanding the Built Environment
 - Chicago Architecture Foundation
 - The Historic Districts Council
 - The History Channel
 - Middle Tennessee State University
 - National Building Museum
 - National Center for Preservation Technology and Training
 - National Park Service
 - Washington Trust for Historic Preservation
3. For more information on these historic museums, please visit their websites: Thomas Jefferson's Monticello, <http://www.monticello.org/> (accessed December 19, 2007); Colonial Williamsburg, <http://www.history.org/> (accessed May 19, 2008); Old Sturbridge Village, <http://www.osv.org/> (accessed May 19, 2008); and Strawberry Banke, <http://www.strawberrybanke.org/> (accessed December 19, 2007).
4. For more information on the Chicago Architecture Foundation and its two architectural textbooks, please visit the Chicago Architecture Foundation's website, <http://www.architecture.org/> (accessed December 3, 2007).
5. The Curriculum and Content Area Social Studies Standards for kindergarten through grade twelve are: I.) Culture; II.) Time, Continuity, and Change; III.) People, Places, and Environments; IV.) Individual Development and Identity; V.) Individuals, Groups, and Institutions; VI.) Power, Authority, and Governance; VII.) Production, Distribution, and Consumption; VIII.) Science, Technology, and Society; IX.) Global Connections; and X.) Civic Ideals and Practices. The letters "iste" stand for "International Society of Technology in Education."
6. The author of this paper has used the Box City curriculum with public schools in New York City and plans to continue to do so with public schools in Washington, D.C., beginning in the fall of 2008.

7. The National Council for Preservation Education lists all accredited undergraduate and graduate programs in historic preservation in the United States in the "NCPPE Guide to Academic Programs in Historic Preservation and Allied Fields," located at <http://www.uvm.edu/histpres/ncpe/chart.html#grad/> (accessed December 27, 2007).
8. These surveys include the "Learning Environment Survey Report 2006-2007: Brooklyn High School for the Arts (14K656)" and the "Quality Review: Final Report, Brooklyn High School of the Arts," both prepared by the New York City Department of Education. For additional progress reports on the Brooklyn High School of the Arts, please visit the links located at <http://schools.nyc.gov/SchoolPortals/15/K656/AboutUs/Statistics/default.htm> (accessed May 19, 2008).
9. The History Channel's Save Our History program sponsored the 2006 Preserve America Youth Summit.

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