

The Art Deco Society of New York
presents:

Documenting DECO

An educational program for
New York City students

Made possible with funding from:

NYC Cultural
Affairs



- Activity Three Lesson Plan - HONOR THE PAST, IMAGINE THE FUTURE

PURPOSE

- Link Art Deco to historical preservation.
- Build knowledge of landmarking buildings with historical significance.
- Help students think about the value of preserving art and architecture from past generations for future generations.

IN THE CLASSROOM

Lesson Development

This lesson encourages students to think about the value of preserving art and architecture. Most students will not know about landmarked buildings or how a building becomes a landmark.

Instructors use charts developed in prior lessons to remind students of the Art Deco Society's *Documenting Deco* contest and the features of Art Deco era architecture. (2-3 minutes)

Instructors connect prior lessons with landmark issues by asking: "While not all buildings may be landmarked, there are many examples of our past/history in our own neighborhoods. Can you identify any historic buildings in your neighborhood that should be landmarked?"

Video clips: Instructors should preview both the *History of the Original Penn Station In NYC* and *That's So New York: How do Buildings Become Landmarked* videos before sharing with the group. Instructors should choose one or both to share with the group. Students use the *Video Organizer* to take notes as they watch the clip.

Sentence Strips: Seat students in groups of four. Distribute a sentence strip worksheets to each student who responds to their own strip.

- It is important to preserve evidence of past generations.
- It is possible to be deprived of the past.
- We must honor the past while we imagine the future.
- The future depends on me.

Optional Activity: Distribute the "How is a New York Building Landmarked?" worksheet and ask the students to work in groups to nominate a building in their neighborhood that they think is worthy of Landmarks status. With your group, initiate the Landmarking process.

Materials

Materials available at ArtDeco.org/Learn

- *History of the Original Penn Station In NYC* (Running time: 2:11)
- *That's So New York: How do Buildings Become Landmarks?* (Running time: 2:30)
- *Video Organizer* handout
- *Four Sentence Strip* handouts
- *How is a New York Building Landmarked?* handout

IMPLEMENTATION NOTES

The video clips on Penn Station and the Landmarks Preservation Commission provide information about landmarking and give students the opportunity to connect their Talk Around opinions and observations with the Landmarks Preservation Commission's work. Instructors can point out that April 2015 was the 50th anniversary of the passing of the New York City Landmarks Preservation Law. Students in groups of four are asked to speak individually, with several short responses to their *Sentence Strip* statement.

The instructor should use the charts developed in prior lessons to remind students about the *Documenting Deco* photography contest and the features of Art Deco architecture. (2-3 minutes)

Lesson Development

Sentence Strip: Divide your students into groups of four. Give each student in the group a different *Sentence Strip*. Students are told to respond to their statement by listing reasons they agree and/or disagree with it for five minutes. (If this is a new activity, the instructor may want to model with another statement on the same topic.)

Talk Around: In the Talk Around, one of four students in the group shares his or her statement and gives one of his or her reactions to it. Then, each student in the group will take turns to share his or her *Sentence Strip* and one thought or response. Round table continues as each student shares one additional item about his or her or another student's sentence.

For more information on the Talk Around exercise see the Appendix.

Group Share: Instructor then assigns a representative from each group to share two or three responses on the class chart. Instructor leads Share Out based on charted responses. Instructor refers back to opening video and asks how does this clip support or not support our ideas from today's discussion?

Handout: Instructor connects prior lessons and concepts with landmark issues. While not all buildings may be landmarked, there are many examples of our past/history in our own neighborhoods. Instructors may want to expand on this concept by having students select a building they think could be landmarked. They can use the *How is a New York Building Landmarked?* handout to better understand the concept.

To give students an opportunity to play a role in the landmarking process your class may want to work together to initiate an evaluation for the site.

NAME: _____ DATE: _____

VIDEO ORGANIZER

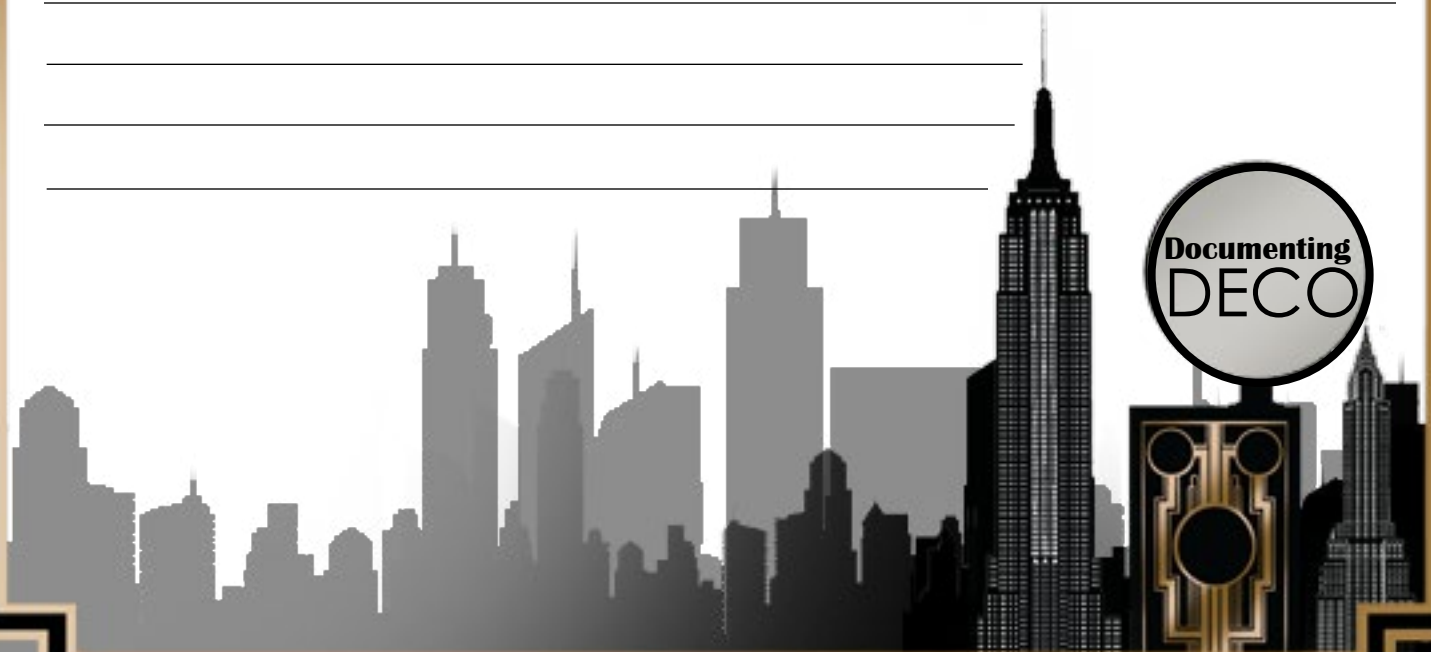
As you view the video, take notes on what you see. A rough draft is acceptable. This is a note-taking tool that will be helpful in our discussions.

Video title: _____

What I see: _____

What I hear: _____

What I have questions about: _____



NAME: _____ DATE: _____

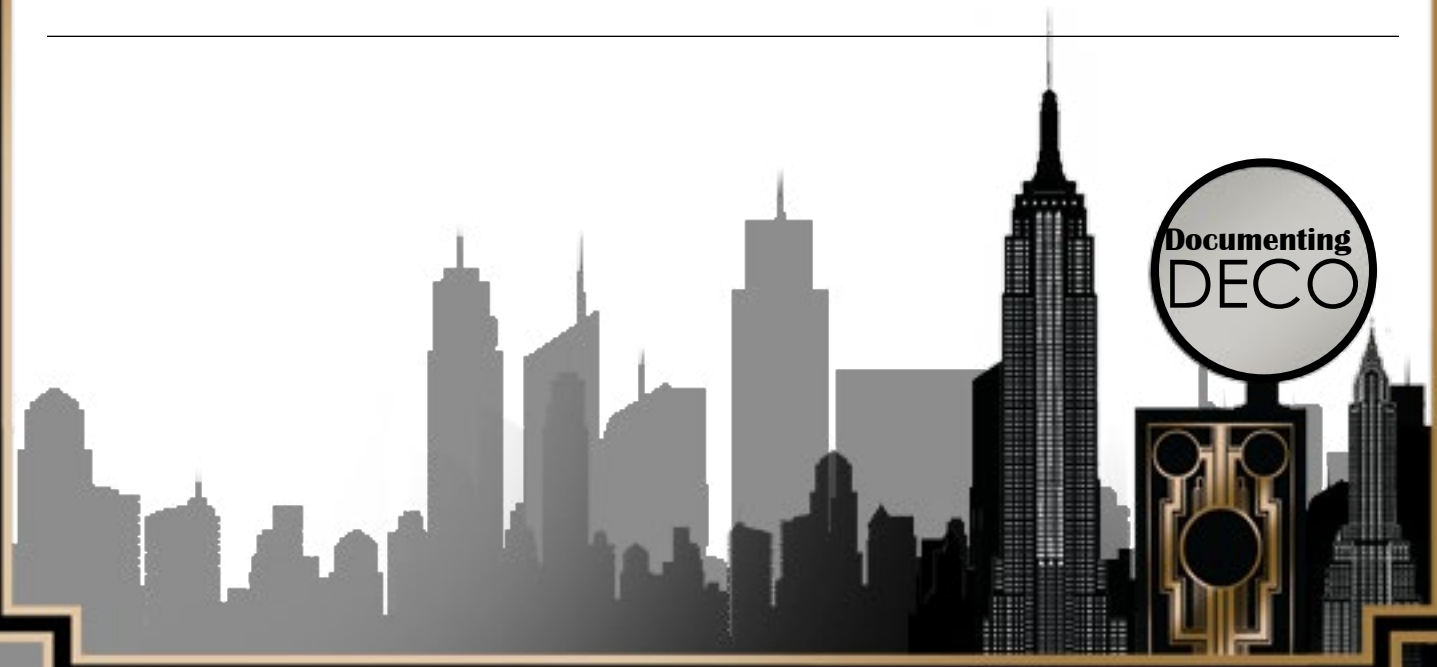
LANDMARKS: HONOR OUR PAST, IMAGINE OUR FUTURE

It is important to preserve evidence of past generations.

1. _____

2. _____

3. _____



NAME: _____ DATE: _____

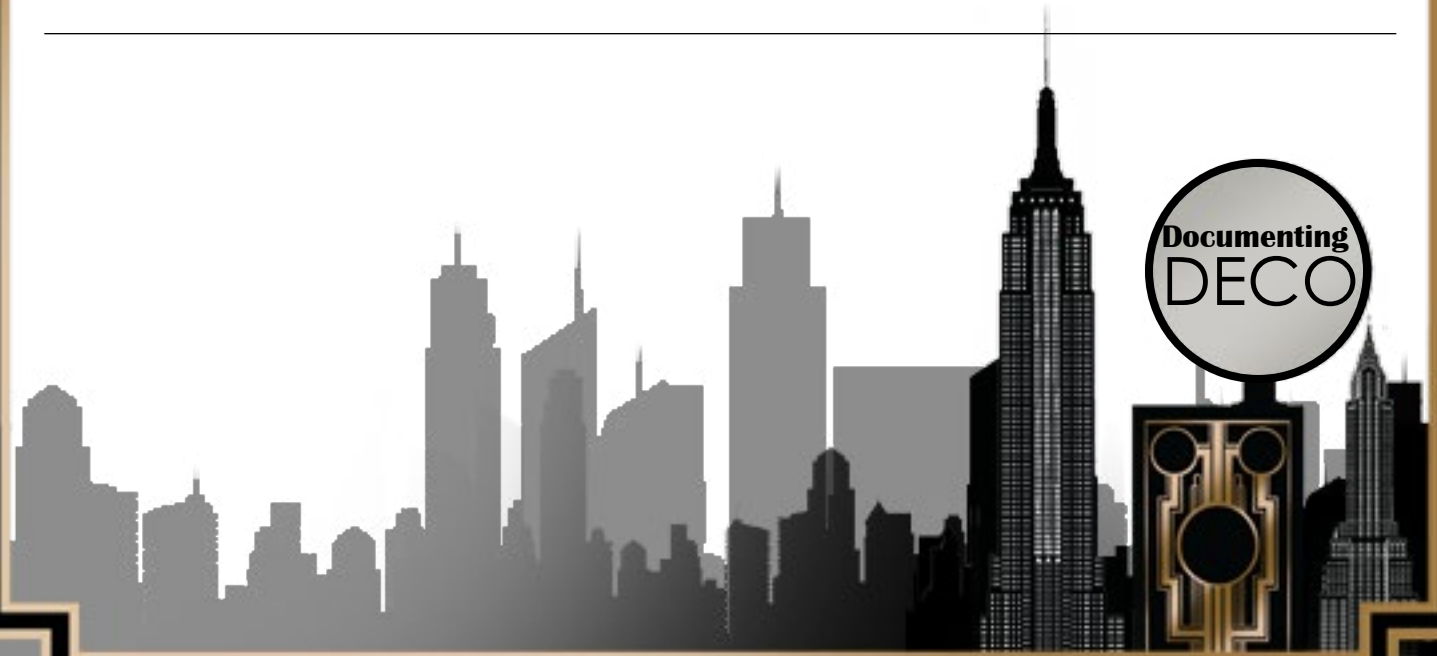
LANDMARKS: HONOR OUR PAST, IMAGINE OUR FUTURE

It is possible to be deprived of the past.

1. _____

2. _____

3. _____



NAME: _____ DATE: _____

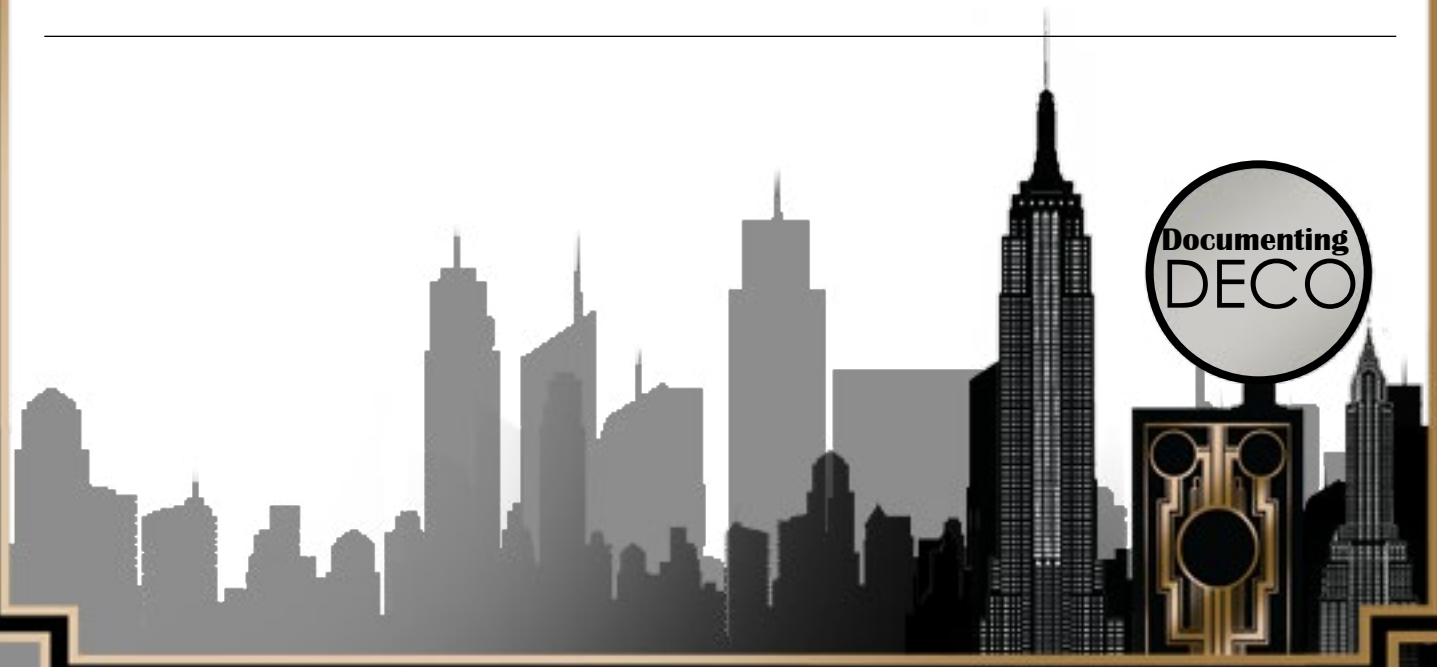
LANDMARKS: HONOR OUR PAST, IMAGINE OUR FUTURE

We must honor the past while we imagine the future.

- 1. _____

- 2. _____

- 3. _____



NAME: _____ DATE: _____

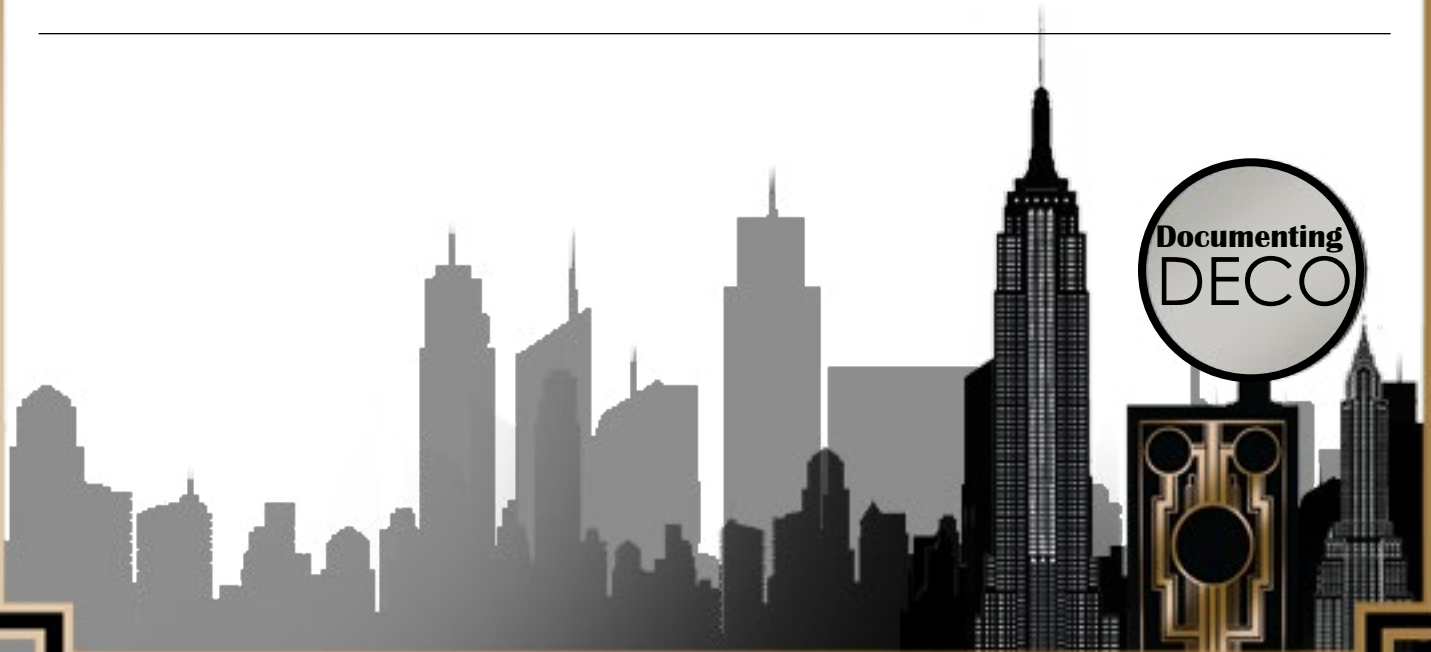
LANDMARKS: HONOR OUR PAST, IMAGINE OUR FUTURE

The future depends on me.

1. _____

2. _____

3. _____



NAME: _____ DATE: _____

HOW IS A NEW YORK BUILDING LANDMARKED?



The Landmarks Preservation Commission (LPC) is the largest municipal preservation agency in the United States. It is responsible for protecting New York City's architecturally, historically, and culturally significant buildings and sites by granting them landmark or historic district status, and regulating them once they're designated.

The agency is made up of a panel of 11 commissioners who are appointed by the Mayor. The commissioners are supported by a staff of preservationists, researchers, architects, historians, attorneys, archaeologists and administrators. These are all professions that students might be interested in learning more about for their future.

There are more than 31,000 landmark properties in New York City. Most are located in 111 historic districts and 20 historic district extensions in all five boroughs. The total number of protected sites includes 1,338 individual landmarks, 117 interior landmarks and 10 scenic landmarks.

Anyone can propose to designate any site or neighborhood as an individual landmark or historic district. To designate a site or neighborhood you can submit a Request for Evaluation (RFE) application, to the Commission's Research Department. The Commission reviews around 200 RFEs each year.

Before submitting a request for evaluation, first see if the property you're interested in is already landmarked. If it is an Art Deco building you can check the New York Art Deco Registry and Map at ArtDeco.org/Registry to find out if the building you are interested in is a landmark.

To begin your own evaluation by the LPC Research Department:

1. Start by downloading a RFE form.
2. After filling out your form, mail it to the Commission along with any information or photos you have of the site.
3. Once your information is received, the Research Department will begin its evaluation.
4. If the staff finds your building appropriate they will conduct further research to determine whether the site you propose meets the Commission's designation eligibility standards.
5. You will be notified about the outcome and next steps in the process once their research is finished.

The Commission only considers proposals that are submitted through an RFE application.



NAME: _____ DATE: _____

TICKET OUT

Before leaving, please respond to the following questions about today's lesson. A rough draft is acceptable. You will only have a few minutes to complete the sheet, which is not a test. Answer as quickly as you can. Make sure to leave the Ticket Out with your instructor, or deposit it in the appropriate place, before you leave the room.

One thing I did: _____

One thing I learned: _____

One question I still have: _____

