



Architecture Walk: Comparing Architecture from the Library of Congress and AP Art History Curriculum Set to Local Architecture

July 2018

Using images from the Library of Congress that reference AP Art History course content, students will observe, analyze and compare local architecture they see during a walk or “virtual” walk. Students will observe images from LOC prior to talking the walk, then photograph and draw buildings in which they find similar architectural features during their walk. Students will follow up by comparing their drawings to the LOC images and creating a written response.

Overview	
<p>Student Objectives <i>List the bulleted goals/objectives behind your lesson plan</i></p>	<p>Students will:</p> <ul style="list-style-type: none"> ● Observe and identify architectural features using images from the Library of Congress of buildings that are in, or referencing, the AP Art History content. ● Use the Library of Congress website to research and view images of “Methodists Churches” or “Presbyterian Churches” and compare to local churches. ● Observe, record, and identify architectural features in local, historic neighborhoods. ● Identify similarities between two buildings they have chosen, one from AP set and one from local walk. <ul style="list-style-type: none"> ○ If doing “virtual walk” using Google Maps, download Google Earth to see the image capture date in the bottom right. ● Create a primary source drawing/painting of local architecture that references images studied. ● Reflect upon architectural comparisons through writing, using observe, reflect and question template and research, from Gardner’s Art Through the Ages and Khan Academy, as a basis.
Grade level	12
Curriculum area <i>Example: Language Arts</i>	Visual Arts/AP Art History
Materials	Images of AP content Images from Library of Congress Website Computer access (chromebooks)



	paper pencils watercolor pencils drawing boards/ clipboards Plastic Sleeves Dry erase markers Gardner's Art Through the Ages textbook
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Standards

Learning Standards by State

Explain in bullet points how each of the Objectives align with state learning standards

9.1.12.C. Integrate and apply advanced vocabulary to the arts forms.

- Incorporate Greek Architectural terms seen in Library of Congress images to drawings of local architecture.

9.1.12.F. Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.

- Analyze Neoclassical architecture by comparing two buildings, one from AP set/ Library of Congress images and one from local walk. Analysis through drawing study of local architecture, research and written reflection.

9.2.12.C. Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).

- Observe and identify architectural features from AP Art History Content.
- Observe and identify architectural features in local, historic neighborhoods.
- Compare classical and neoclassical architecture from LOC images to local architecture.

9.2.12.F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.

- Greek Architectural terms seen in Library of Congress images and local architecture.

9.3.12.A. Explain and apply the critical examination processes of works in the arts and humanities. • Compare and contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments

- Identify similarities between two buildings they have chosen, one from AP set/ Library of Congress images and one from local walk.
- “Observe, Reflect, & Question” template, discuss in groups and reflect in writing.



Procedures/Resources

Recommended time frame overview

Example: 6 sessions: 1 30-min group intro / 5 30-min computer-based activity sessions / 1 30-min group wrap-up

Five, 90 minute class periods: 1 90 min intro session with group discussion, research, and reflection. / 1 90-min historic walk with time for sketching. / 1 90-min class to complete drawing/painting. / 1 90-min class to complete artwork, discussion activities, and begin written component. / 1 90-min wrap-up.



<p><i>List the procedure and resources for—bullet points with resource links for each sessions:</i></p>	
<p>Session One:</p>	<p>Students will be introduced to the following images from the Library of Congress:</p> <ul style="list-style-type: none"> ● Pantheon ● Monticello <p>Students will be given a handout of Greek Architectural terms.</p> <p>Students will be asked to observe the architectural features of the Pantheon and Monticello and describe them using architectural terms but also with shapes, lines, and other descriptions.</p> <p>Descriptions will be written down and then shared in small groups to compare what each student identified.</p> <p>Then, on computers (Chromebooks) students will use Library of Congress website to look up “United Methodist Church” or “Presbyterian Churches” and compare and contrast the images to each other. Students should gather a collection of these churches to print for reference and comparison.</p> <p>Students will use the “Observe, Reflect, & Question” template to record their observations and thoughts about the different churches. Questions/reflections might include: what type of architecture it is, I think it’s similar to...,where it’s located, etc.</p>
<p>Session Two:</p>	<p>Students will take an architecture walk to a local historic town such as Fallsington or Yardley. Students will be asked to observe the architecture and pay special attention to buildings that may include similar architectural elements to the images of the Pantheon, Monticello, as well as the Methodist or Presbyterian churches .</p> <p>Students will be asked to photograph one of the buildings they find that uses elements from these. Students will spend a short period of time sketching on-site.</p>
<p>Session Three:</p>	<p>Students will work on using sketches to create completed drawings/paintings with watercolor pencil in class.</p>



<p>Session Four:</p>	<p>Extra time to complete drawing/paintings and paragraph.</p> <p>Students will revisit the images of the Pantheon and Monticello and list/circle on plastic sleeves with dry erase markers, similarities between their drawings and the Pantheon, Monticello, and/or the church images from the Library of Congress.</p> <p>Students will use the “Observe, Reflect, & Question” template to record their observations and thoughts about the different churches. Questions/reflections might include: what type of architecture it is, I think it’s similar to...,where it’s located, how it is similar and different to the others and the Fallsington or Langhorne Church, why are there similar architectural elements in all of these building.</p> <p>Students should develop at least 3 questions from template above.</p> <p>Students will discuss similarities they found and “Observe, Reflect, & Question” template with small groups and help each other find other similarities/questions.</p> <p>Students will use Gardner’s Art Through the Ages textbook and Khan academy to answer questions they create.</p> <p>Students will then write a paragraph that explains the relationship between the building they drew/painted and architecture from the Library of Congress images.</p>
<p>Session Five:</p>	<p>Extra time to complete drawing/paintings and paragraph.</p> <p>Small group peer review of artwork and writing.</p> <p>Students submit a completed drawing/painting of a local building that incorporates architecture seen in the Library of Congress images as well as written component that compares images in Library of Congress to chosen building.</p>
<p>Evaluation</p>	



<p><i>Note the rubric which will help you evaluate/grade your students</i></p>	<p>Students will be evaluated using a teacher created rubric with following criteria:</p> <ul style="list-style-type: none"> ● Building represented in artwork includes architecture based on one or more images discussed from the Library of Congress. ● Written component includes a discussion of how the chosen building from local historic walk is similar to the LOC images, using visual and contextual descriptions and architectural vocabulary. ● A discussion of why the architectural elements may have been included based on date buildings were created or historical significance should be included.
<h2 style="color: red;">Additional Resources</h2>	
<p><i>List any additional resources (example: websites related to lesson plan topic) that students can use for additional information and/or after class exploration</i></p>	<p>http://www.historiclanghorne.org/langhornelibrary.htm</p> <p>https://www.khanacademy.org/humanities/ancient-art-civilizations/greek-art/beginners-guide-greece/v/the-classical-orders</p> <p>https://www.khanacademy.org/humanities/ancient-art-civilizations/greek-art/beginners-guide-greece/a/greek-architectural-orders</p>
<h2 style="color: red;">Accommodations</h2>	
<p><i>Note any accessibility options that might be applied to address student needs</i></p>	<p>Students who may not have access to a chromebook can share with partners or gain access in the library.</p> <p>Additional accommodations as needed per individual IEPs.</p>



Primary Sources from the Library of Congress

Image Thumbnail	Title	Description	URL
	Richmond-Dresden Union Methodist Church, Pleasant Street, Richmond, Sagadahoc County, ME	. Historic American Buildings Survey Dwight R. Sturgis, Photographer August 1971 EAST (FRONT) ELEVATION -	https://www.loc.gov/resource/hhh.me0128.photos/?sp=1
	Bethel African Methodist Episcopal Church, 419 South Sixth Street, Philadelphia, Philadelphia County, PA	FRONT ELEVATION, TAKEN FROM NORTHWEST -	http://www.loc.gov/resource/hhh.pa1110.photos/?sp=2
	Third Presbyterian Church, 422 Pine Street, Philadelphia, Philadelphia County, PA	GENERAL VIEW AND NORTH (FRONT) FACADE, LOOKING SOUTHEAST -	https://www.loc.gov/resource/hhh.pa0927.photos/?sp=1
	Monticello, the east portico	Created / Published: [1887] Subject Headings: - Monticello (Va.) - Jefferson, Thomas,--1743-1826--Hom	http://www.loc.gov/resource/cph.3c04751/



		<p>es & haunts--Virginia--Charlottesville</p>	
	<p>Second Bank of the United States, 420 Chestnut Street, Philadelphia, Philadelphia County, PA</p>	<p>Contributor Names: Historic American Buildings Survey, creator</p> <p>Strickland, W. Created / Published: Documentation compiled after 1933</p>	<p>http://www.loc.gov/resource/hhh.pa0875.photos/?sp=42</p>
	<p>Architectural detail, City Hall, Philadelphia, Pennsylvania</p>	<p>Contributor Names: Highsmith, Carol M., 1946-, photographer</p> <p>Created / Published: [between 1980 and 2006]</p> <p>Subject Headings: - United States--Pennsylvania--Philadelphia</p>	<p>http://www.loc.gov/resource/highsm.17982/</p>
	<p>Pantheon - Rome</p>	<p>Contributor Names: Bain News Service, publisher</p> <p>Created / Published: [between ca. 1910 and ca. 1915]</p> <p>Subject Headings: - Rome</p>	<p>http://www.loc.gov/resource/ggbain.10183/</p>