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ABSTRACT

Designed for 7th- and 8th-grade students, five lessons using a block of houses in an urban neighborhood help students learn about the history of a neighborhood, the owners of the houses, and the style and architectural features of the homes. Although this unit has been developed for a specific neighborhood, a similar block study could be conducted in another area. Lesson topics include the following: (1) preparing for a photo study field trip, (2) participating in a photo study field trip, (3) sharing observations and learning from such a field trip, (4) identifying architectural features from photos, and (5) learning to use city directories to locate home ownership information. Appendices include a short bibliography of books on architectural features and style, a sample real estate assessment card, an activity for tracing deed titles, suggestions for organizing a block study, and additional activity suggestions. (LH)

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BLOCK STUDY: LEARNING ABOUT YOUR LOCAL COMMUNITY

by

Catherine Eckbreth

Arlington Public Schools

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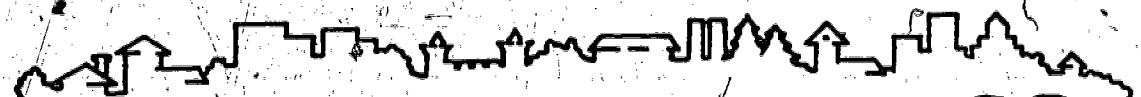


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Our special thanks to the staff at the National Endowment for the Humanities for their support to the Project.



# HISTORY BY THE BLOCK

Arlington Public Schools • 1426 N. Quincy Street Arlington, Virginia 22207

## Project Description

HISTORY BY THE BLOCK is an educational design seeking to strengthen the teaching of history in the Arlington Public Schools by focusing attention on the role of architecture and the design process in American social history. The program will also focus attention on the redevelopment that is taking place in Arlington at the present time, and will help students understand that what is being built in Arlington at the present time will be left to future generations as a record of our society. In looking at the past in our country, students will be able to discover that buildings are as much a record of the past as any other historical evidence and reveal the tastes and values of a particular time.

## Plan of Action

Teacher workshops were held during the summer of 1982 and 1983 to familiarize teachers with architectural concepts and the design process as it fitted into social history. The workshops were followed by writing sessions which translated concepts learned into units of study at several elementary and secondary levels in history and social studies courses. The units written during the summer of 1982 were piloted by several teachers during the 1982-83 school year. They were then evaluated and revised during the summer of 1983. During the same time period experiences in architecture and social history were provided as an inservice program for a much wider group of teachers. The units will be published and distributed widely during the fall of 1983 to all interested teachers.

## Curriculum Units

The following units were produced by the project:

<u>Grade Level</u>	<u>Title</u>
4-5	<u>What Did It Look Like Then?</u> <u>Eighteenth Century Architectural Elements</u>
7-8	<u>Freedman's Village: Arlington, Virginia</u> <u>1863-1900</u>
7-8	<u>Block Study: Learning About Your Local Community</u>
7-8	<u>If These Walls Could Talk!</u> <u>The Story of Arlington House Before The Civil War</u>
11	<u>The Capitol Experience in Washington, D.C.</u>

Each unit includes lesson descriptions and teacher and student materials needed for teaching/learning. In addition, all the visuals and sources are

included. While the units use local Arlington sites and may be construed as local history, the concepts of the units may be adapted to any location. In addition, the units on Arlington House (Custis-Lee Mansion in Arlington National Cemetery) and Freedman's Village in the same location, and on the U.S. Capitol have national significance. The two units on Arlington House and Freedman's Village together provide a unique way to look at the Civil War period. The Freedman's Village unit opens up a long neglected aspect of local and national Black history.

### Skills To Be Learned

Students learning from these units can be expected to acquire the following skills:

1. Be able to identify the major architectural styles used in American towns and cities and understand the historical reasons for the popularity of these styles.
2. Understand the interrelationship between architecture and design and the social history in the growth of American communities.
3. Be able to use the study of architecture as a tool to unlock historical information using visual literacy and critical thinking skills.
4. Understand the ways in which the use of space affects the way people live and work.
5. Understand the forces (political, social, economic) within a community which determine how space within that community is used, and how historically, these forces have been influenced.

### The Results

This unit, Block Study: Learning About Your/Local Community, is a very personal and unique study that can be replicated in any urban setting with students at almost any grade level. Written by Catherine Eckbreth, teacher of 7-8 grade social studies at Swanson Intermediate School, the unit uses a block of houses in the school neighborhood to demonstrate how people live, what they value, and how they are influenced by their neighbors.

Martha Swaim, Project Coordinator  
Seymour B. Stiss, Project Director

September, 1983

## Introduction to a Block Study

This block study has been designed to make use of the local community as the "textbook" in learning about the history of a neighborhood, the owners of the houses, and the style and architectural features of the homes. It has been developed for eighth grade students for their study of urban America. However, students of all academic levels could participate in these or other activities as part of a block study.

The block selected for this study is a two block long portion of 1400-1500 North Jefferson Street, from Washington Boulevard to 16th Street, North, Arlington, Virginia. There are twenty-eight houses on both sides of these two blocks. These houses are in an established neighborhood having been built in the late 1930's to the early 1940's. They are of the style commonly known as "brick colonial," a style prevalent in the older neighborhoods of Arlington.

The source of the map of the block study area is the Plat Book. This resource is available in the local school headquarters and the local government offices. They can be reproduced for use in the lessons relating to a block study.

Although this unit has been developed for a specific neighborhood, with some modifications a similar block study could be conducted in any other area. Depending on the age of the neighborhood and its location, alternative activities could be designed to make local history come alive for students of all ages.

The length of time required to complete the unit will vary depending on the ability of the students to complete the learning activities and the depth of concentration on the block study.

TABLE OF CONTENTS

<u>Title</u>	<u>Pages</u>
Introduction to a Block Study . . . . .	i
Lesson 1 - Preparing for the Photo Study Field Trip . . . . .	1-2
Plat Map of Block Study Area . . . . .	3
Suggestions for Dividing Class into Groups for Photo Study . . . . .	4
Group Assignment: Photo Study Field Trip . . . . .	5
Photo Study for (House Number) . . . . .	6-7
Group Photo Record . . . . .	8
Sample Letter to Residents . . . . .	9
Lesson 2 - Photo Study Field Trip . . . . .	10
Lesson 3 - Sharing Observations & Learning from the Photo Study Field Trip . . . . .	11-12
Sample Questions for Residents of the Block Study Area . . . . .	13
Lesson 4 - Architectural Study . . . . .	14-15-16
Architectural Vocabulary (Student Copy) . . . . .	17-18
Architectural Vocabulary List with Definitions and Sketches (Teacher's Copy) . . . . .	19-22
Architectural Features Seen on Photo Study Field Trip of 1400-1500 North Jefferson Street . . . . .	23
Lesson 5 - Introduction to Use of City Directories to Locate Home Ownership . . . . .	24
Use of City Directories . . . . .	25-26
Plat Map of Block Study Area . . . . .	27
Assignment: Home Owners for Selected Years - Charts for 1955-1982 . . . . .	28-35
Assignment: Analysis of Home Owners . . . . .	36
Teacher Information for Analysis of Home Owners . . . . .	37-38
<u>Appendix</u> Selected Bibliography for Architectural Features and Style . . . . .	39
Using the Real Estate Assessment Office to Locate Data on Property in Arlington County, Virginia . . . . .	40
Sample Real Estate Assessment Card . . . . .	41-42
Tracing Deed Titles in Arlington County, Virginia . . . . .	43
Collection of Documents in Office of the Arlington County Manager . . . . .	44
Suggestions for Organizing a Block Study . . . . .	45
Other Activities Related to a Block Study . . . . .	46

Lesson 1: Preparing for the Photo Study Field TripGoal:

To have students prepare for the field trip to study the houses in the 1400-1500 blocks of North Jefferson Street (or their assigned block).

Objectives:

1. Students will prepare a folder containing materials needed for the field trip.
2. Students will be able to read a map to locate the houses assigned to their group.
3. Students will assume the specific roles for the field trip - photographer, sketcher, recorder for the photographer, group recorder for observations, observers.

Materials:

1. Manila folders for each student.
2. Maps of area of block study for each student.
3. "Photo Study" assignment sheets (2).
4. Plain paper for each folder.
5. Pen or pencil for each student.
6. Cameras and film (4 each minimum).
7. Group Photo Record.

TeacherStudent

- |   |   |
|---|---|
| 1. Distribute manila folder to each student.  | 1. Write name on folder.                            |
| 2. Divide class into 4 groups (or however many is determined.)  | 2. Move to sit with the "group."                    |
| 3. Distribute the maps of area and review purpose of field trip.  | 3. Look at map.                                     |
| 4. Explain where, in relation to the school the blocks are located, how students will get there and the task of each group. | 4. Listens, asks questions, if any.                 |
| 5. Distribute the "Group Assignment: Photo Study Field Trip" to each student.   | 5. Write names of group members on this assignment. |



TeacherStudent

- |  |  |
|--|--|
| <p>6. Assign the specific houses to each group. (See the suggestions for house assignments enclosed).</p> <p>7. Explain the Group Assignment. Have students read each of the 12 items requested for each house.</p> <p>8. Display camera and demonstrate use. (This may be a prior activity for students by using one camera, one roll of film to photograph the outside of the school. If so, it should be done far enough in advance to have the film processed before this lesson).</p> <p>9. Ask for students in each group who know how to work the camera.</p> <p>10. Help the groups to decide who will assume the following roles: sketcher(s), recorder for the photographer, group recorders for the observations, and group observers. Guide them in dividing the tasks evenly.</p> <p>11. Distribute plain paper to the sketchers, the assignment sheets, "Photo Study for _____" to the recorders for the observations (one set for each house to be studied by the group).</p> <p>12. Distribute the "Photo Record" sheet to each recorder for the photographers of each group.</p> <p>13. Review again the tasks to be accomplished on the Photo Study Field Trip.</p> <p>14. Review logistics for the field trip, what to do if the weather is inclement.</p> <p>15. Select a student who will distribute the "Letter to the Residents" you have prepared.</p> | <p>6. Outline on the map the lots of the houses to be studied.</p> <p>7. Read and ask questions, if any.</p> <p>8. Observe.</p> <p>9. Respond accordingly. These students will be the "photographers."</p> <p>10. Respond accordingly, depending on talent and interest.</p> <p>11. Individual students should put these papers in their folders. Label house numbers on "Photo Study for _____" papers.</p> <p>12. Recorder should study this and place it in his/her folder.</p> <p>13. Listen. Ask questions. One student in each group collect folders, secure together.</p> <p>14. Listen. Ask questions, if any.</p> <p>15. Student agrees to do his task.</p> |
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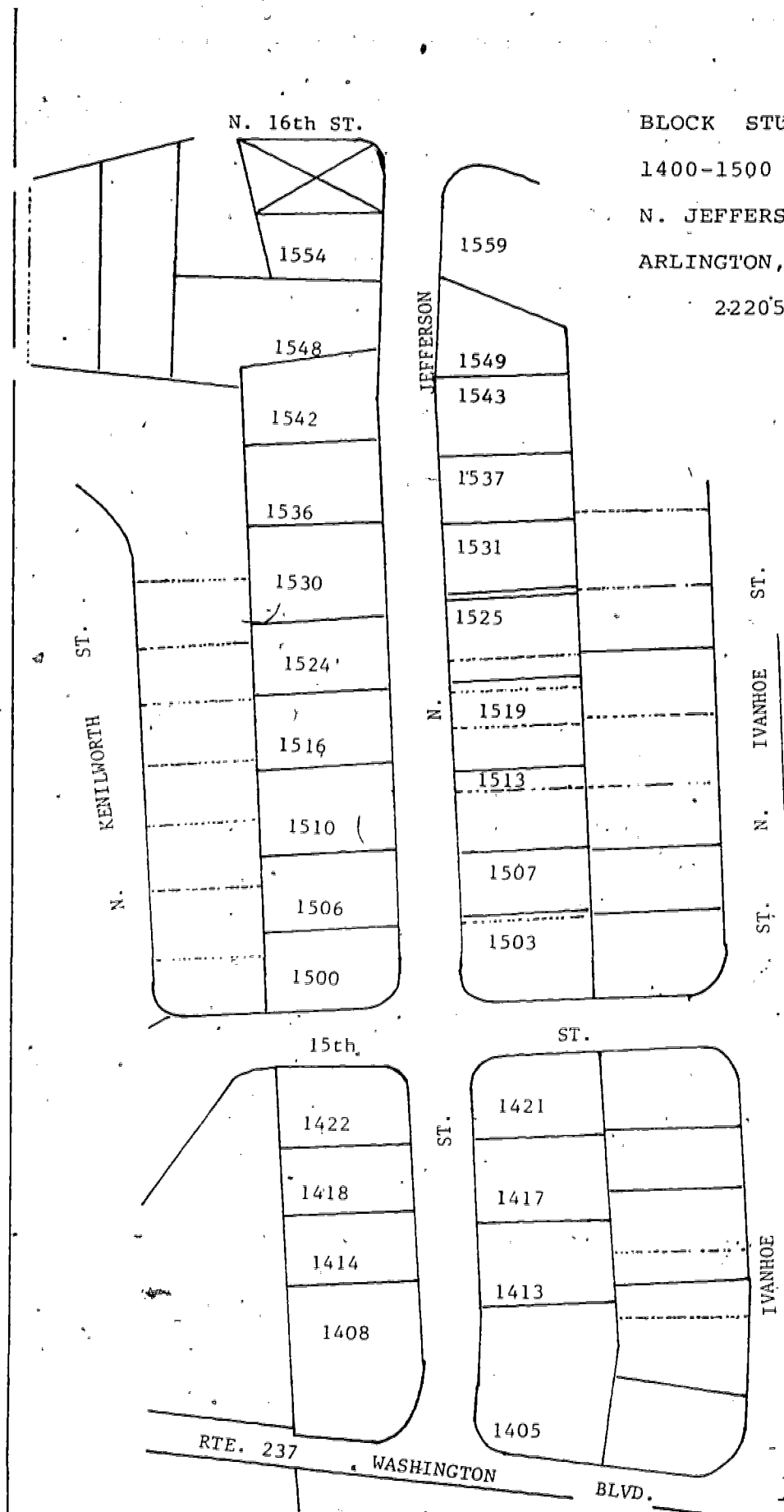
BLOCK STUDY

1400-1500 BLOCKS

N. JEFFERSON STREET

ARLINGTON, VIRGINIA

2220'S



Suggestions for Dividing Class into 4 Groups for Photo Study With House Assignments.\*

Group 1

1405 N. Jefferson Street  
1413  
1417  
1421  
1503  
1507  
1513

Group 2

1408 N. Jefferson Street  
1414  
1418  
1422  
1500  
1506  
1510

Group 3

1519 N. Jefferson Street  
1525  
1531  
1537  
1543  
1549  
1559

Group 4

1516 N. Jefferson Street  
1524  
1530  
1536  
1542  
1548  
1554

\* If more than 4 groups are formed divide the 28 houses by number of groups to determine number of houses each group is to study.

Group Members: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Group Assignment: Photo Study Field Trip

Houses to study: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

For each house listed above complete the following assignment:

1. Photograph the front of each house. Record the number of picture with the house number (for all photos) for identification later.
2. Sketch the front doorway of each house, include any trim work around the doorway.
3. Record evidence of additions to original house, photograph these, or sketch them. Does it look like porches have been closed in?
4. Record materials used in construction (brick walls, wood trim, gables of roof, shingles, siding on house).
5. Sketch or photograph other details of the architecture of the house visible from the street.
6. From the street, record any evidence of interest such as lawn furniture, children's toys, pets.
7. Describe the lawn, trees, shrubbery visible.
8. In the opinion of the group is the house in need of any repairs or well cared for? Explain why?
9. What is the approximate age of these houses? On what did you base this?
10. Decide as a group your favorite house, record reasons for this decision.
11. Photograph this house from an angle so that the sides are clearly visible.
12. If there is unused film take photos of other parts of your houses to use the full roll of film.

Note to the Group: Record this information for each house on a separate paper entitled "Photo Study for \_\_\_\_\_"  
(House Number)

Photo Study for \_\_\_\_\_  
(House Number)

1. Record the number of each photo taken of this house.  
(Example: #1, #6, #13)

\_\_\_\_\_  
\_\_\_\_\_

2. Evidence of: (specify what is seen)

lawn furniture \_\_\_\_\_  
children's toys \_\_\_\_\_  
pets \_\_\_\_\_  
recreational equipment \_\_\_\_\_

3. Additions to original house (list and describe:)

porches closed in - \_\_\_\_\_  
additional rooms (den, etc.) - \_\_\_\_\_  
\_\_\_\_\_

4. Materials used in house and how used.

<u>Materials</u>	<u>Use</u>
brick	_____
iron	_____
_____	_____
_____	_____

5. Lawn description notes:

trees (kind, number) \_\_\_\_\_  
trees (tall, short) \_\_\_\_\_  
shrubs (kind, size, location) \_\_\_\_\_  
flowers (kind) \_\_\_\_\_



6. Improvement needed (specify)

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7. Other observations relating to this house.

- shutters (type) \_\_\_\_\_
- porches \_\_\_\_\_
- decorative trim around doorway (sketch) \_\_\_\_\_
- garage or carport \_\_\_\_\_
- chimney - top \_\_\_\_\_
- type of windows \_\_\_\_\_
- number of panes of glass \_\_\_\_\_
- dormers on roof \_\_\_\_\_

8. Signs of neighborliness

- people talking outside \_\_\_\_\_
- absence of fences \_\_\_\_\_
- decorations of front door \_\_\_\_\_

9. Is this an area with many small children? Explain your answer?

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Notes to Teacher: Duplicate one copy of the Group Assignment Sheet for each student, 30 copies of the "Photo Study for \_\_\_\_\_" (one for each house to be studied) and one copy of the Block Study map for each student.

Group # \_\_\_\_\_ Photo Record

(Record the house number and what is photographed. Example: #1405, porch from the side)

Picture Number

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_
21. \_\_\_\_\_
22. \_\_\_\_\_
23. \_\_\_\_\_
24. \_\_\_\_\_

SAMPLE LETTER TO RESIDENTS

SWANSON INTERMEDIATE SCHOOL  
ARLINGTON, VA.

May 11, 1983

Dear Residents of 1400-1500 N. Jefferson Street,

Today you may have seen some young people on your block observing your houses, photographing them, and sketching them. They are students in my eighth grade class of social studies here at Swanson. They are completing the work which is part of a BLOCK STUDY I prepared during the Summer of 1982 as part of a curriculum project, HISTORY BY THE BLOCK. This project is funded in part by the National Endowment for the Humanities and the Arlington Public Schools. The goal of the project is to incorporate the study of history and social studies with architecture. I selected your two block section because it has houses with specific identifiable styles, common architectural features found in many buildings, both new and old. The block is within easy walking distance of Swanson Intermediate. After the visit to the street, the students will analyze their photos, sketches, and notes to complete a detailed study. They will be involved in tracing the ownership of these homes from 1955 to the present, using resources at the Arlington Central Library. I would like to reassure you that we will not be getting into the tax records which residents may feel to be a private matter.

I have been a teacher in Arlington County for over 20 years so this is a project which is of special interest to me. I have lived in Arlington all my life, my Dad built one of the houses on the street so I plan to use the records he saved from the construction project. We will be using some of these records to compare the cost of construction in 1941 with these same costs in 1983.

If you have any questions, please contact me at Swanson, 536-8300 during school hours and I will return your call. Thank you for having such a lovely street which can be part of our educational program.

Sincerely,

Cathy Eckbreth



Lesson 2: Photo Study Field TripGoal:

To have students take the field trip to study and record the houses in the 1400-1500 blocks of North Jefferson Street.

Objectives:

1. Students will be able to read a map to locate the specific houses.
2. Students will be able to perform their specific tasks as required by their role - to record data, sketch, photograph, and/or observe.

Materials:

1. Folders for each group member (materials enclosed).
2. Pencils or pens.
3. Cameras with film loaded (one per group).
4. Sufficient copies of the "Letter to the Resident" for each house.

Teacher

1. Distribute the folders, camera, and film to each group.
2. Give the packet of "Letters to the Resident" to student who will distribute them to each house.
3. Supervise students in the block study.
4. When assignments have been completed, have the students discuss in their groups the general, approximate age of all the houses in the block study. The students could share their "favorite" house and the reasons with each group.
5. Return to school, collect cameras and film, have the film processed.

Student

1. Review to refresh the tasks to be done.
2. Take the packet. Distribute to houses.
3. Complete the assigned work.
4. Discuss.
5. Return to school, unload cameras, collect group folders. Give these to the teacher for use in future lessons.

Lesson 3: Sharing Observations and Learning from the Photo Study Field TripGoal:

To have students share their observations from the field trip.

Objectives:

1. Students will make a list of general observations on the houses their group studied regarding materials used, additions or modifications to original houses, landscaping, needs for improvement and signs of children and neighborliness.
2. Students will demonstrate knowledge of their houses from the photo study field trip by sharing their observations with the other groups.
3. Students will be able to write a general description of the entire block study area.
4. Students will evaluate the value of the photographs taken on the photo study field trip.

Materials:

1. Group observations from the field trip.
2. Map of the block study area.
3. Notebook paper, pen or pencil.
4. Blackboard, chalk, or large paper and marker.
5. Photographs from the field trip.
6. Poster board tape to attach photographs to the poster board.

Teacher

1. Have the students form into their field trip groups, select a leader, and a group recorder (or let the group choose these).
2. Ask students to distribute the "Photo Study" assignments from the field trip to all people in their group, except the recorder.
3. Instruct each group to read aloud the observations made for each house their group studied. The recorder should list the information for each category, i.e., materials used, additions or modifications to original structures, landscaping, needs for improvement and evidence of children and neighborliness.

Student

1. Move to sit with the block study group. Select a leader and recorder for the group.
2. Divide the "Photo Study" assignments among the group members.
3. Share the observations from the field trip. The recorder should list information the houses share in common. The leader should direct this activity to be sure all houses are reported.

Lesson 3

Teacher

4. Have each group recorder read their information to the rest of the class for each category, one at a time. List common observations on the chalkboard or large paper attached to the wall.
5. Assign a written description of the entire block study area. Have students assume they are writing it so someone who had not seen the block would be able to visualize these houses.
6. When the film from the field trip has been processed, return each roll to the groups. Instruct the groups to label each photo on the back with the correct house number and other information using the photographer's record completed during the field trip, i.e., 1506 - favorite house.
7. Distribute poster board and tape to each group. Assign the group to prepare a poster of the photos from the photo study field trip. Each photo should be labeled after attaching it to the poster board.
8. When the posters are complete, ask students to help display them in the classroom.
9. Lead the class in a discussion of the value of the photographs in the block study. How do the photographs help to understand the block? What can be learned from the photographs?

Student

4. Copy the information from the chalkboard for the entire block study area.
5. Complete this assignment. Turn it in to the teacher.
6. Sort the photos, label each with house number and other information from the field trip.
7. Prepare a poster displaying the photographs taken by each group on the photo study field trip.
8. Help display the posters.
9. Respond to the value of the photographs in the block study, and how they help to understand the block.

### Sample Questions for Residents of the Block Study Area

Students should ask these questions of some willing residents to gain further knowledge of the block study area.

1. Why did you decide to move to this house? What attracted you to this location?
2. How long have you lived in this residence?
3. What changes, if any, have you made in the house since you have lived here? (Exterior and interior changes).
4. How has the neighborhood changed over the time you have lived here?
5. How is your home heated?
6. Is it air conditioned? Centrally or with window units?
7. If you were to be moving again, would you choose this location? Explain.
8. What is the style of the interior doors, solid or paneled?
9. Are the walls plastered or wall board?
10. What type of flooring is in the house?
11. If you have a basement, how is it used?
12. Do you often walk around your block?
13. How well do you know your neighbors?
14. Are you planning any future changes in the house?
15. Is the house difficult to maintain on the outside? What problems do you have with maintenance?

Lesson 4: Architectural StudyGoal:

To have students learn about the architectural elements seen on the Photo Study field trip of 1400 to 1500 North Jefferson Street.

Objectives:

1. Students will be able to identify at least 6 architectural features from the block study.
2. Students will learn the architecture vocabulary as assigned.
3. Students will be able to write a description of one or more houses using the correct terms for the architectural features.

Materials:

1. Photos and sketches from the Photo Study of Lesson 2 and 3.
2. Books about architecture (see Bibliography).
3. Encyclopedia(s), magazines.
4. Drawing paper
5. History books or other sources with historical homes and buildings.
6. Sketches and drawings from lesson plan (Notes to the teacher).
7. Opaque projection (optional).
8. Architecture Vocabulary List
9. Dictionaries

Teacher

1. Distribute the Architecture Vocabulary list. Instruct students to define the terms and sketch examples of these terms, when possible.
2. Lead a discussion on the meanings of the Architecture Vocabulary, encourage students to share their sketches with the class. Tell students a test will follow the next day.
3. Test the students on the meanings of the Architecture Vocabulary and recognition of the terms from sketches.
4. Evaluate the test, grade and return to students. Discuss possible problem areas.

Student

1. Complete the Architecture Vocabulary assignment.
2. Respond and share sketches with the class. Study for test.
3. Complete the test.
4. Receive graded test, keep this with the notes on the Architecture Vocabulary.

Teacher

5. Using photos and sketches, assign the architectural features seen on the Photo Study field trip to students for research to identify the name of element, general time of origin in America, and use of the feature. (One or more different ones per student).
6. Help students who may have difficulty in identifying the features and the time of origin in America.
7. Allow time for students to prepare a brief oral report. Encourage them to look for pictures of the same architectural features in reference materials. Ask students to note the source and page number of these examples to use in their oral report.
8. Listen to the oral reports. Discuss where these features can be seen.
9. Students may be asked to look for evidence of architectural features in their own neighborhoods. Some new ones may also be sketched for identification later.
10. Lead the class in a discussion of architectural features seen in other "blocks." Ask for examples of unidentified architectural features.
11. Ask the students to make some judgments as to when these houses were built - ask, "What influences these ideas?"
12. Ask students, "Were all these houses built by the same builder?" Have them explain which ones were and why they think so.
13. At this point, if you have received a response from any residents as a result of the Photo Study field trip, you may wish to have the students prepare a list of questions to be asked of a resident. This will provide the class with valuable information unobtainable from other sources.
14. Arrange to have students contact the resident(s) and ask the questions listed by the class.

Student

5. Choose the architectural feature you wish to research.
6. Research the assigned architectural feature.
7. Prepare oral report based on research.
8. Give oral report and listen to other reports.
9. Look for architectural features in their own neighborhood. Make a sketch of unidentified features for research.
10. Discuss the evidence of architectural features found in home neighborhoods. Share unidentified ones.
11. Students respond
12. Students respond.
13. Work as a group or as a total class to prepare a list of questions to be asked of a resident.
14. Individual students should ask the resident(s) the questions prepared by the class.

Teacher

15. Listen to the answers to the questions to the resident(s). Lead a discussion on how the residents became a valuable source of information.
16. Assign students to write a detailed description of one house from the block study. This description should use the correct terms for the architectural features as well as specific information on the construction materials and the landscaping of the house.
17. Read the descriptions, comment on them, and return them to the class. Discuss some strengths and weaknesses.

Student

15. Report to the class the answers to the questions. Respond to the use of the resident(s) as a source of information.
16. Complete the assignment. Turn in to the teacher.
17. Receive the written description. Respond, if you wish.

Architecture Vocabulary List

Directions: Using a dictionary, write the definition of each term listed. Beside the definition, or on separate paper, sketch an example of as many items as you can.

1. arch
2. baluster, balustrade
3. bay (window)
4. bond (in construction)
5. brickwork
6. casement
7. clapboard
8. column
9. cornice
10. dormer
11. double-hung (windows)
12. eaves
13. gable
14. gambrel roof
15. header
16. hip roof
17. jalousie
18. lintel
19. mansard roof
20. masonry
21. pediment
22. pilaster
23. quoins



Architecture Vocabulary List - continued

- 24. sash
- 25. shingle
- 26. sidelights
- 27. siding
- 28. sill
- 29. stretcher
- 30. stucco

Patterns of brickwork

- 31. Common bond
- 32. English bond
- 33. Flemish bond

Architecture Vocabulary List with Definitions and Sketches - For Teacher Use

1. arch - a curved structure able to bear the weight it supports.
2. balustrade (baluster) - a support for a railing; balustrade is a row of balusters and the railing on them.
3. bay (window) - window or set of windows which project out from a wall.
4. bond - a way of arranging bricks or stones.
5. brickwork - building with bricks.
6. casement - window opening on hinges at the sides, like a door.
7. clapboard - thin board, thicker along one edge than other, overlapped to cover the outside of a wall; also called weatherboard.
8. column - a slender, upright pillar used for support.
9. cornice - an ornamental molding that projects along the top of a wall.
10. dormer - an upright window that projects from a sloping roof.
11. double hung (window) - two windows, hung one above the other so one can be raised to open, the other lowered to open.
12. eaves - low edges of a roof projecting beyond the wall of a building.
13. gable - end of a ridged roof, with a triangular piece of wall that it covers.
14. gambrel roof - one having two slopes on each side; the lower slope is usually steeper than the upper.
15. header - brick or stone laid with its length across the thickness of the wall; only the end is visible.
16. hip roof - one with four uniform pitched sides.
17. jalousie - a window or door with shutters made of horizontal slats set at an angle; often made of glass inserted into a metal frame. They open and close for ventilation.
18. lintel - a horizontal beam, stone or brickwork over a window or door to support the structure above it.
19. mansard roof - one with two slopes on each of the four sides.

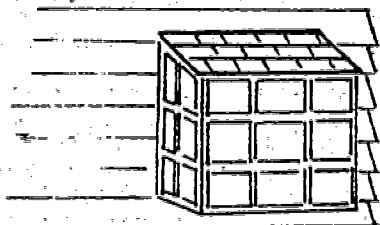
20. masonry - work built by one who lays stone or brick.
21. pediment - decorative triangular part of a building; often over doorways or windows.
22. pilaster - a rectangular pillar projecting from a wall of which it is a part; usually decorative, often beside doorways.
23. quoins - large stone or distinctive brickwork forming an outside angle of a wall. Originally used for support, but more often to accentuate the corner.
24. sash - frame for the glass of a window or door.
25. shingle - a thin piece of building material, often wood or asbestos, laid on overlapping rows to cover a roof or the sides of a building. Usually wooden shingles have one end thicker than the other.
26. sidelights - window at the side of a door or of another window.
27. siding - boards used to form the sides of a wooden building.
28. sill - a piece of wood, stone, or brick across the bottom of a door or window.
29. stretcher - brick or stone laid with its length across the length of the wall.
30. stucco - plaster covering the outside of a building; usually not very smooth.
31. common bond - bricks laid lengthwise in rows, alternating their position each row.
32. English bond - bricks laid in rows alternating one row of headers, one row of stretchers.
33. Flemish bond - bricks laid in rows alternating stretcher and header across the rows.

SKETCHES OF ARCHITECTURE TERMS

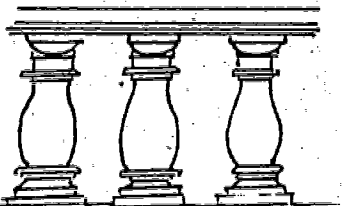
arch



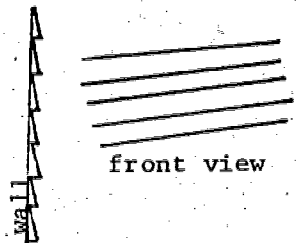
bay window



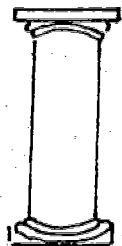
baluster, balustrade



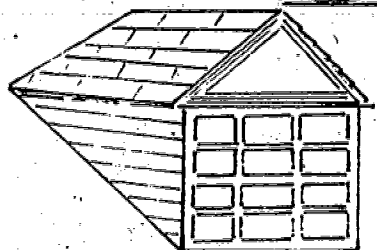
clapboard



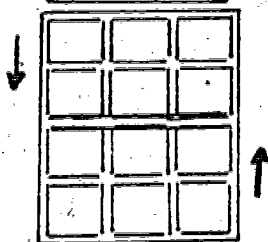
column



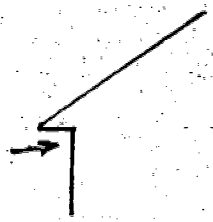
dormer window



double-hung window



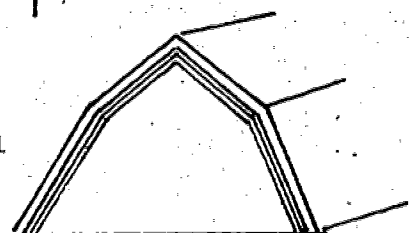
eaves



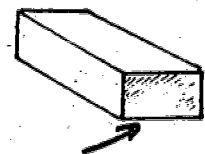
gable roof



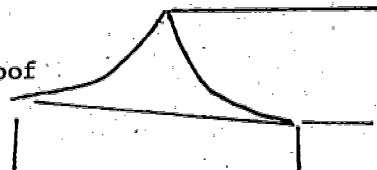
gambrel roof



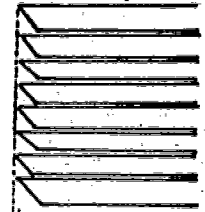
header



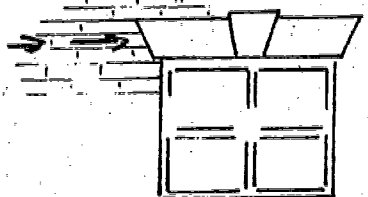
hip roof



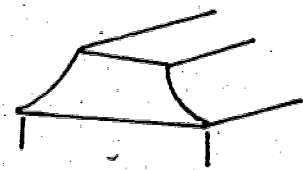
jalousie



lintel

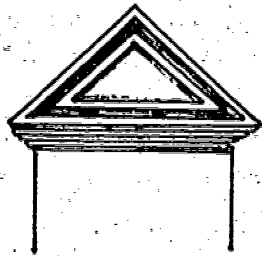


mansard roof



SKETCHES OF ARCHITECTURE TERMS

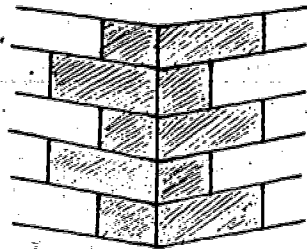
pediment



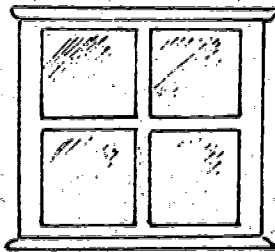
pilaster



quoins



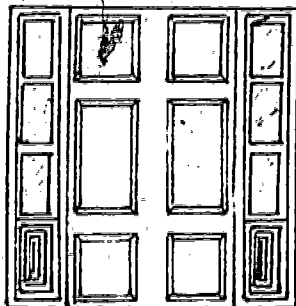
sash



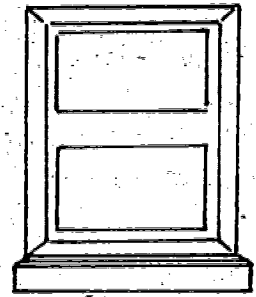
shingle



sidelights



sill



stretcher

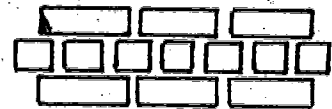


Patterns of Brickwork

Common bond



English bond



Flemish bond



Suggested Architectural Features  
1400-1500 blocks North Jefferson Street  
Arlington, Virginia

1. Dormer windows with pedimented roofs.
2. Palladian pediment (arched) over doorway.
3. Pilasters or columns flank central entry.
4. Louvered shutters, paneled shutters.
5. Window panes in 6 over 6, or 8 over 8 pattern.
6. Decorative moulding at eaves of some houses.
7. Windows and doors symmetrically placed.
8. Paneled doors (exterior and interior).
9. Slate roof (one house only).
10. Central entry flanked by side lights (narrow windows).
11. Two story houses balanced with one story room on each side.
12. Baroque style double "swan neck" pediment over doorway.
13. Federal doorway with top entablature (tablet).
14. Cape Cod with central chimney.
15. Columned entrance portico.
16. "S" shutter brackets.
17. Double hung windows.
18. Casement windows.
19. Jalousie windows.

## Introduction

### Lesson 5: Use of City Directories to Locate Home Ownership

This lesson has been developed for use with the 28 houses located along the 1400-1500 block of North Jefferson Street, Arlington, Virginia. The attached data on home owners of these houses in the years 1955, 1959, 1964, 1970, 1976, 1981, 1982 was compiled from Hills Arlington County City Directory and the Haines Criss Cross Directory. These resources are available at the Central Library, Arlington, Virginia (Virginia Collection), or at libraries in other communities.

The lesson requires the analysis of this data on home ownership in order to determine the stability of a neighborhood. A block would be "stable" if there were fewer changes in ownership over a span of years. In this data, it is observed that of the 28 houses selected for study, 5 have had only one owner, 11 others have had only 2 owners and 7 houses have had 3 owners. It could be concluded that this part of North Jefferson Street is a relatively stable neighborhood. Other areas of Arlington County would prove to be less stable than this particular section.

This lesson could be modified for use with any block(s). Using the street listings in the city directories one can research the owners of homes for any years for which there are directories. In other regions of an area where older settlements exist the lesson could include years prior to 1955.

## Lesson 5: Use of City Directories

Goal:

To have students analyze home ownership over a period of time to determine the stability of a neighborhood.

Objectives:

1. Students will be able to read a city directory in order to determine the ownership of specific homes.
2. Students will be able to draw conclusions on the stability of the blocks under study from the data compiled.

Materials:

1. Map of block study.
2. Assignment paper to record home owners (sufficient copies for each student for each house studied).
3. Home ownership listings for 1955, 1959, 1964\*, 1970, 1981, 1982 in sufficient numbers for students to use or Haines Criss Cross Directory and Hills Arlington County City Directory. (Both available at Arlington County Central Library, Virginia Collection).
4. Assignment - Analysis of Home Owners
5. Assignment - Conclusion of Analysis of Home Owners

\*The 1964 listing of home ownership includes a house listed at 1521 North Jefferson Street as owned by Brian K. Harris. This is interesting since there is no house with that address. Teachers could point out to students that even "official" records can contain errors.



Lesson 5

Teacher

1. Distribute maps of the area of study to each student (or use ones from Lesson 1)
2. Divide class into the same groups as used in Lesson 2, Photo Study.
3. Distribute assignment, "Home Owners for Selected Years 1955-1982," explain what is to be done. Each group should have sufficient copies to prepare one complete set for houses they studied in photo study.
4. Distribute copies of the data on home ownership to each group.
5. Distribute assignment, "Analysis of Home Owners" to each student. Each student should complete this assignment. The groups will report to each other on the totals for their portion of the block study. Students should record these numbers in the appropriate spaces.
6. Distribute assignment, "Conclusion of Analysis of Home Ownership." Review the assignment, allow time to complete in the classroom, or give for homework.
7. Collect assignment. Lead class discussion on the conclusions students drew about the stability of the blocks under study.

Student

1. Review map.
2. Form groups.
3. Read, listen, question.
4. Complete assignment of recording owners name for each year requested for each house your group studied in the photo study.
5. One person from each group will present the answers for the questions to the full class. Each student should record the answers, then total them for all the houses studied.
6. Complete the assignment.
7. Turn in assignment. Participate in the discussion.

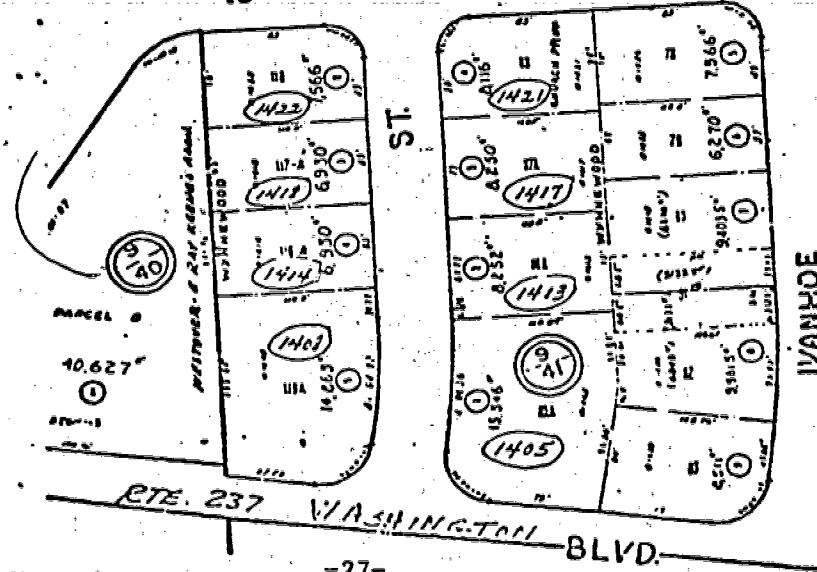
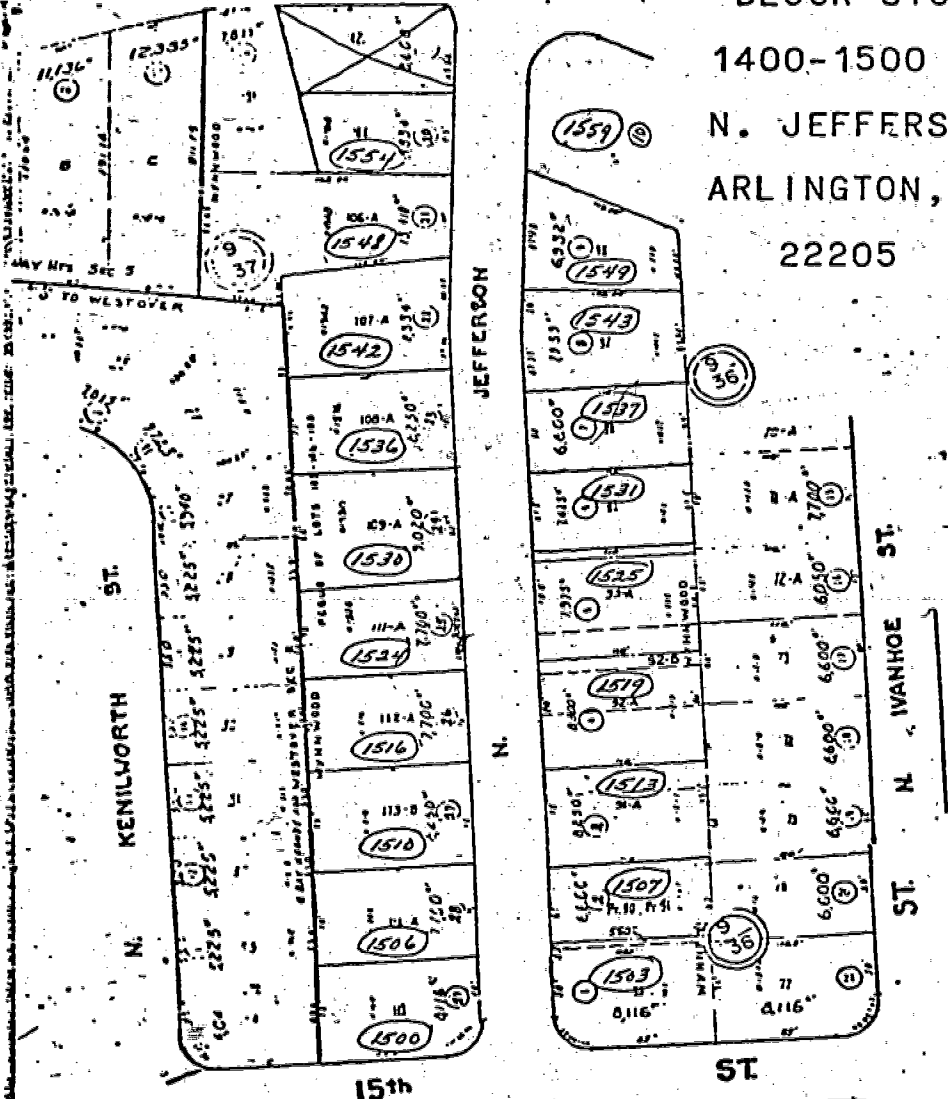
N. 16th St.

BLOCK STUDY

1400-1500 BLOCKS

N. JEFFERSON STREET  
ARLINGTON, VIRGINIA

22205



BEST COPY AVAILABLE

BLOCK STUDY: 1400-1500 North Jefferson Street, Arlington, Va.

ASSIGNMENT: HOME OWNERS FOR SELECTED YEARS 1955-1982

House  
Number

1955

1959

1964

1970

1976

1981

1982

House  
Number

1955

1959

1964

1970

1976

1981

1982

House  
Number

1955

1959

1964

1970

1976

1981

1982

# 1955 OWNERSHIP

23130 Sparmer Louise H Mrs @  
 23180 Paddock Sidney L @  
 23d rd intersects

2321 Vacant  
 2324 Spicer John R @  
 2325A Bridge Gardner @  
 2326A Money Aubrey H Jr  
 2330 Fortune Edw M @  
 2332A Erston Carl W @  
 2334 Davis Edw P  
 Lorcom la intersects

JACKSON S—From 3300 S 28  
 south, 1 west of Ivy

200A Wurtz Andrew J Jr @  
 206A Hall Thos K  
 210A Randall Carey A @  
 214A Markey Edw W @  
 215A Lindsay Jos B @  
 218A Hanks Lester @  
 219A Green Harry A @  
 301A Conner Castex P @  
 303A Harrigan Thos L @  
 304 Vacant  
 307A Gaines H Leeland @  
 311A Rice Hilda A Mrs @  
 315A Raer Donald G @  
 319A Stoner Jos H @  
 5th intersects  
 6th intersects

JACKSON VII LEVY — From 5630  
 Wilson blvd north

845A Berg Olaf I @ carp contr-  
 833A Zoll Donald L @  
 Zoll Eugenia R Mrs CSP  
 837A Young Charlie L  
 838A Harsoulas D G  
 862A Campbell D A  
 866A Harry Clarence J @  
 870A Boyd Harry R @  
 874 Harris Ray M @  
 880A Pomponio Arth R @  
 900A Yeonas Steph G @  
 904A Rooney Edw M  
 908 Vacant  
 912A McGibney Arth D  
 916A Klee Sidney M @  
 920A Day John S

JEFFERSON N—From Washn &  
 Old Dominion Ry north inter-  
 secting 5600 N 5th

400A Windsor Jos T  
 5th intersects  
 501A McClemons Tero G @  
 502A Downs Welby W @  
 503A Grever Edsel R @  
 505A Reynolds Riley R @  
 506A Buckroy Robt G @  
 507A Underwood Geo X @  
 509A Arnott Danl A @  
 514A Broughton Danl @  
 518A Parich David J @  
 519A Allen Jas Q @  
 6th intersects  
 600A Abitz Wm H @  
 601A Powell L L  
 602A Rowley Laurence M @  
 606A Ryan Jos J @  
 609A Lovell Paul E @  
 612A Parich Geo S @  
 615A Wright Avon M @  
 616A McCann Ralph H @  
 618 Reynolds Myrtle @  
 619 Dolson Geo R @  
 622 Under construction  
 624A Conner Peter @  
 7th intersects  
 702A Knapp Lawrence W @  
 701A West Clarence @  
 704A Williams Edith @  
 705A Owens Paul T  
 708A Athey Vernon @  
 709A Lincoln Leah V Mrs @  
 711A Higgins Horace A @  
 712A Barrett Frank J @  
 716A Ingram Torbert R @

721A Junkins Edith D Mrs @  
 795 Thompson Arth J  
 8th intersects

801A Weaver Robt L @  
 806A Hensley Harold F @  
 811A Byer Elsie  
 812A Farbaugh Ann E  
 815A Reynolds Hal R @  
 816A Adams Marguerite @  
 817A Nugent Therman @  
 823A Merchants Radio & Telev  
 Serv  
 Merchant Harry W @  
 824A Clark Henry P  
 825A Butler Jos C @  
 829A Crown Bernard J @  
 8th rd intersects

Wilson blvd intersects

840A Miller Chas J @  
 843A Butts Danl W @  
 844A Brodie Tom  
 847A Maubrey Pierre R @  
 850A Dalby Geo C @  
 851A Pentecost Carroll E  
 854A Evans Wm G @  
 855A Bolce Grant  
 861A Jewett Arth L @  
 864A Oliver Jas A  
 865A Schwartz Robt R @  
 869A Comer John H @  
 875A Orndorff Hugh C @  
 879A Orndorff Edw H @  
 883A Orndorff Jas H @  
 897A Brodie Harry @ patr  
 903A Jones Edw E @  
 907A May Clark  
 920A Thomas Harry R Hon @  
 1000A Adams Wm A @  
 1001A Tribe Merrill L @  
 1004A Mahnas Eimer J  
 1007A Neil John S  
 1008A Wortman Volney  
 1012A Austen Wenzel J @  
 1013A Lawrence Martin J  
 1016A Meeks Bernard M  
 1021A Dugan Donl A  
 1111A Prossie Alan B @  
 1148 Vacant  
 1154A Dimel Jas J @  
 1200 Vacant  
 1206 Hall Mervin G  
 1212A Koenig Jos W @

Washington blvd intersects

1405A Jacklin Lawrence A @  
 1408A Gosnell Jas H @ bldr and  
 real est  
 1412A Lynn Harry W @  
 1414A White Clay M @  
 1417A Gage Nathl A @  
 1418A Guiter Mary S Mrs @  
 1421 Vacant  
 1422A Kelly Eliz F Mrs @  
 15th intersects

1500A Norman John R @  
 1503A Tate John R @  
 1504A McMillan Robt W @  
 1507A McLeod Halsey L @  
 1510A Evans Cedric I @  
 1513A Caruthers Donald S @  
 1516A Linger Nell C @  
 1519A Leone Russell S @  
 1524A Ganley Fredk W @  
 1525A Orlin Wm D @  
 1530A Natrella Vito F @  
 1531A Hamrick Wm A @  
 1536A Lynch Wm R Jr  
 1537A Shuler Cyril O  
 1542A Harper Jarvis M @  
 1543A Pearson Jas F @  
 1548C Hawthorne Richd C @ bldg  
 contr  
 1549A Thompson Gordon W @  
 1554A Nones Paul F  
 1559C Lorenz Gilbert G @  
 16th intersects  
 1660A Ellis Weldon T Jr @  
 16675 Silver Saml F @



# 1959 OWNERSHIP

## JEFFERSON N-Contd

716	Ingram Torbert R ☉ AJA7-2310	1200	Durye Albert B ☉ AJA5-0504
721	Jenkins Edith R Mrs ☉ AJA7-5265 8th intersects	1206	Gunnels Phyllis Mrs ☉ AJA4-3048
801	Weaver Robt L ☉ AJA7-0916	1209	Smith John J ☉ AJA8-8548
806	Hensley Harold F ☉ AJA8-0920	1211	Under constn
811	Dyer Elsie K Mrs ☉ AJA7-7182	1212	Aynsworth Horace D AJA2-4394
812	Caton Donald B AJA8-1518		22
815	Glass Omar C ☉ AJA2-8094		Washington blvd intersects
816	Adams Marguerite H ☉ AJA7-5485	1405	Jacklin Lawrence A ☉ AJA8-2585
817	Nugent Thermon E ☉ AJA7-2126	1408	Gosnell Jas R ☉ bldr and real est AJA2-1526
823	Merchant Harry W ☉ AJA7-0439	1413	Lyon Anna B Mrs ☉ AJA2-0947
825	Butler Jos C AJA2-1716	1414	White Clay M ☉ AJA2-7858
829	Possey Orville C ☉ AJA8-7321 8th rd intersects	1417	Hudson Halbert A ☉ AJA8-6233
	13	1418	Culler Mary S Mrs ☉ AJA4-1817
	Wilson blvd intersects	1421	Kehm Harold D AJA5-8598
840	Miller Chas J ☉ AJA2-6462	1422	Hunn Willis H ☉ AJA4-1572 15th intersects
843	Butts Dan L W ☉ AJA2-4755	1500	Norman John B ☉ AJA2-0491
844	Sumner Wm M AJA2-9215	1503	Pale John R ☉ AJA7-8803
847	Maubrey Pierre R ☉ AJA7-0185	1506	McMillan Robt W ☉ AJA8-5165
850	Anglin Wm H ☉ AJA2-8266	1507	McCleod Halsey L ☉ AJA2-5770
851	Biller Thos H ☉ AJA5-2014	1510	Evans Cedric I ☉ AJA2-0291
854	Evans Wm G ☉ bldg contr AJA2-8540	1513	Caruthers Donald S ☉ AJA8-1513
855	Blatt Jacob AJA8-5003	1516	Linger Neil C ☉ AJA8-3875
861	Jewett Mary H Mrs ☉ AJA2-0765	1519	Leone Russell S ☉ AJA4-1619
864	Ousey Walter M AJA7-6375	1524	Ganley Fred W ☉ AJA8-6129
865	Schwartz Robt R ☉ AJA2-0323	1525	Harbott Andrew C J AJA8-3632
869	Connor John R ☉ AJA2-1476	1530	Londregan Edw W jr ☉ AJA5-7171
870	Morgan Harry J ☉ AJA7-9184	1531	Roseman Harvey R ☉ AJA7-1504
875	Orndorff Hugh C ☉ AJA2-4074	1536	Glen Clark
879	Orndorff Edwin C ☉ AJA2-7597	1537	Kerlin Chas R ☉ AJA8-6663
882	Ellis Bertram J ☉ AJA2-9464	1542	Olmstead Norris A ☉ AJA5-1032
883	Orndorff James H ☉ AJA5-8972	1543	Peacocks Jas J ☉ AJA8-240
886	McCurrin Jas J ☉ AJA7-5814	1548	Hawthorne R Carlton ☉ bldg contr AJA7-3095
890	Greenfeld Sidney ☉ AJA5-8611	1549	Mans Robt W AJA2-4607
894	Vacant	1554	Hunter Albert E ☉ AJA5-1698
897	Watson Joe E AJA4-5450	1559	Harrison Richd H ☉ 10th intersects
903	Ozolin Laimons ☉ AJA8-7689	1600	Vacant
907	Vacant	1606	Forsythe John S ☉ AJA2-0585
920	Thomas Harry R Hon ☉ AJA7-2033	1607	Lynch Wm R ☉ AJA7-2028
1000	Botts Jos H AJA5-3768	1611	Jagger Sid W ☉ AJA7-8525
1001	Frazier F B AJA8-0179	1612	Curtis Francis P ☉ AJA8-6054 17th intersects
1004	Carson Kenneth A AJA8-1366	1700	Wallace Itoht
1007	Baldwin Chas H ☉ AJA2-5978	1701	Heggen Herman F ☉ AJA5-5233
1008	Vacant	1706	Wolster Donald
1012	Austen Wenzel J ☉ AJA7-8629	1707	William Ben M ☉ AJA8-7992
1013	Willis Berry D AJA2-8036	1712	Connor F Lanham ☉ AJA8-0564
1016	Necks Bernard M AJA7-8917	1713	Camp Charlar ☉ AJA8-4549 18th intersects
1021	McClung Thos F AJA4-4354	1800	Sanders Clayton R ☉ AJA7-8678
1111	Warren Saml P ☉ bldg contr	1801	Marey Geo A ☉ AJA5-8259
1136	Mihan Lester F ☉ AJA5-0139		
1142	Vacant		
1144	Goodfleisch O M AJA8-5777		
1149	O'Connor Helen K ☉ AJA2-9393		
1153	Bradford Wm E ☉ AJA2-5506		
1154	Daniel Jas J ☉ AJA2-1917		

# 1964 OWNERSHIP

JEFFERSON ST N -FROM

12

22

---WASHINGTON BLVD INTERSECTS

1405 LA MOTTE CLYDE W •  
KE6-5882  
1408 GOSNELL JAMES R •  
KE6-5626  
1413 LYNN ANN B MRS 536-5681  
1414 DAVIS JAMES A • KE6-5666  
1417 HUDSON HALBERT A •  
536-5772  
1418 CUTTER MARY S MRS •  
536-5850  
1421 KEHM HAROLD D 536-6183  
1422 BELLAS JOSEPH J 536-6242  
---15TH ST INTERSECTS  
1500 NORMAN JOHN B • 536-5625  
1503 PATE JOHN R • KE6-6176  
1506 MC MILLAN ROBT W LWYR  
536-6230  
1507 MC LEOD HALSEY L 536-6387  
1510 EVANS CEDRIC I KE6-6251  
1513 CARUTHERS DONALD S  
536-5660  
1516 LINGER NEIL C 536-6286  
1519 LEONE RUSSELL S •  
KE6-5835  
1521 HARRIS BRIAN K •  
1524 GANLEY FREDK W • KE6-5692  
1525 HAYES JAMES H 536-9841  
  
1530 LONDREGAN EDW W JR  
536-6063  
1531 ROSEMAN HARVEY R •  
KE6-5617  
1536 DEAN BENJ H 536-5645  
1537 LIVERMORE RICHD L  
532-7935  
1543 FARRINGTON C RAYMOND  
536-5794  
1540 HAWTHURNE RICHD C BLOC  
CONTR • KE6-5739  
1549 PUJALS H A 536-7853  
1554 TUTTLE GEO A 536-8775  
1559 CORNISH GEO H 536-7520  
---16TH ST INTERSECTS  
1600 MORRIS JAMES H 536-2726  
1606 FORSYTHE JOHN S 536-7646  
1607 SHAY JEROME W 536-7067  
1611 KAPNISTOS NICHOLAS •  
533-0105  
1612 KINGSLEY DONALD M  
536-6535  
---17TH ST INTERSECTS  
1700 WATTLES ROBT S 536-8845  
1701 HEGGEN KATHRYN W MRS •  
536-7321  
1706 PENNISTON ALONZO S •  
KE8-4129  
1707 WILLIAMS BEN M 536-8979  
1711 NO RETURN  
1712 CONNOR F LANHAM 536-6492  
1713 CAMP CAESAR • KE6-8160  
---18TH ST INTERSECTS  
1800 SANDERS CLAYTON R  
536-6742  
1801 MARCEY GEO A • KE6-7487  
1806 LOMBARDO FRANK J 536-7760  
1811 ALMAND IVERSON H 536-8819  
---18TH RD INTERSECTS  
1814 SKINNER ROBT E 536-7733  
1820 WALLACE CHARLES E  
536-8663  
1821 STRUNE CA 536-7598  
1825 SPINK ROBT 536-6616,  
---PATRICK HENRY DR

# 1970 OWNERSHIP

## JEFFERSON ST N -FROM

### WASHINGTON BLVD INTERSECTS

1405 La Motte Clyde W © KE6-5882  
1408 Gosnell James R © KE6-5626  
1413 Gibson Gwen 538-6895  
1414 Conner Eli T © 536-5848  
1417 Hudson Halbert A © 536-5772  
1418 Cutter Richd S 536-5850  
1421 Pratt Geo L Rev © 536-7056  
1422 Snyder Otis W © 536-4261

### 15TH ST INTERSECTS

1500 Forrester James E © 536-5355  
1503 Pate John R © KE6-6176  
1506 Mc Millan Robt W Iwyr © 536-62  
1507 Smith Henry H © 536-6964  
1510 Evans Cedric I © KE6-6251  
1513 Caruthers Donald S © KE6-5660  
1516 Chey Harlan L © 536-5728  
1519 Leone Russell S © 536-5825  
1524 Ganley Fredk W © KE6-5692  
1525 Glassoway Harold G © 536-6631  
1530 Londregan Edw W Jr © 536-6063  
1531 Roseman Harvey R © KE6-5617  
1536 Dean Benj H © 536-5645  
1537 Livermore Richd L © 536-6697  
1542 Olmstead Garnett K Mrs © KE6-5  
1543 Farrington C Raymond © 536-5794  
1548 Hawthorne Richd C bldg contr ©  
536-5739

1549 Scudder Jean E Mrs © 538-2672  
1554 Hunter James A 536-6279  
1559 Cornish Blodwyn Mrs © 536-7520

### 16TH ST INTERSECTS

1600 Morris James M © 538-2726  
1606 Masden Ward B © 538-2773  
Masden Chlo © 538-2773  
1607 Shay Jerome W © 536-7067  
1611 Kapnistos Nicholas © 533-0105  
1612 Kingsley Donald M © 536-6535

### 17TH ST INTERSECTS

1700 Wattles Robt S ©  
1701 Heggee Kathryn W Mrs © 536-731  
1706 Penniston Alonzo S © KE6-4129  
1707 Williams Ben M © KE6-8979  
1712 Connor F Lanham © 536-6492  
1713 Leper Earl T Jr ©

### 18TH ST INTERSECTS

1800 Sanders Clayton R © 536-6742  
1801 Marcey Geo A © KE6-7487  
1806 Lombardo Frank J © 536-7760  
1811 Morell John B © 586-9256

# 1976 OWNERSHIP

JEFFERSON N 205 ARLINGTON

1405	LAHOTTE C	DE W	536-5882
1408	GOSNELL C	OL ANN	536-5823
	GOSNELL J	R	536-5826
1413	XXXX		00
1414	CONNER E	T	536-5848
1417	HUDSON H		536-5772
1418	CUTTER R	ALARD S	536-5850 1
1421	PRATT G	L REV	536-7056
1422	SNYDER D	S W COL	536-4261
1500	SCHECTER E	CHARD P	533-9850 4
1503	PATE JOHN	R HO	536-6176
1506	MCHILLAN	ROBERT W	536-6230
1507	SMITH HENRY	H	536-6964
1510	CORDIN C	MARIE	536-8251 4
1513	CAROTHERS	DONALD S	536-5660
1516	CHENEY H	L PROF	536-5728 2
1519	XXXX		00
1524	GANLEY F	ERICK W	536-5692
1525	ARMSTRONG D	DAVID F	534-7615+6
	PORTNEY A	LENE	534-7615+6
	PORTNEY V	ICK XI	534-7615+6
	SANDLER M	ICHAEL D	534-7615+6
1530	LONDREGAN	ED W JR	536-6007 5
	LONDREGAN	JOHN B	536-6008 5
1531	ROSEMAN M	ARVEY R	536-5617
1536	DEAN BENJ	MINOR CDR	536-5645
1537	SMITH RONALD	O L	536-5811 3
1542	MARSHALL	W RINTON	536-8596 4
1543	FARRINGTON	C R	536-5794 8
1548	HANTHORNE	A CARLTON	536-5739
1549	SCUDDER J	EAN MRS	538-2672 0
1554	RIS CHARLES	H H 30	532-8642+6
1559	GRAVES E	E	536-5138+6
1600	MORRIS J	AH	538-2726+6
1606	LAUSI ANTHONY	NEY	534-9143+6
	SUTTON DEQUIN	NCY	536-4826+6
1607	SHAY JEROME	W W	536-7067
1612	KINGSLEY DONALD	M	536-6535
1700	WATTLES ROBT	S	536-8663 5
1701	HEGGEN HERMAN	L N F MRS	536-7221
1706	PENNISTON	S S	538-4129
1707	XXXX		00
1712	DUDLEY EARL	O C	538-6570 1
1713	XXXX		00
1800	SANDERS CL	YTTON R	536-6742
1801	MARCEY GEO	A	536-7407
1806	LUMBARDO FR	ANK J	536-7760
1811	PORFILL J	D	536-9856 0
1814	SKINNER ROBERT	E	536-7733
1820	WALLACE CHAS	E	536-8643
1821	ALMAND IVER	EDON H	536-8819 1
1825	BROWN PAUL	D	536-6006 8
1806	BLACKBURN	ICENT	532-1058



# 1981 OWNERSHIP

## JEFFERSON N 22205 ARLINGTON

1212	SOMMERGREN RICHARD	536-4717	3
1213	EMMELL FRANK P	525-5986	
1216	CLICHILL W M	536-5894	7
1217	GAFFO VENERANDO J	533-6840	
1405	BUTINAPAO JAMES J	532-1522	+1
1408	GOSNELL CAROL ANN	536-5823	
	GOSNELL JAS R	536-5626	
1413	XXXX	00	
1414	COHRN B	241-1009	0
1417	HUGGON H A	536-5772	
1418	CUTLER RICHARD S	525-5850	
1421	PPATT GEO L REV	536-7056	
1422	WYATT KAREN	522-3515	0
	WYATT MICHAEL K	512-3515	7
1503	SCHLECTER RICHARD P	533-9010	4
1503	FATE JOHN R MD	535-6175	
1506	WALSH THOMAS	532-3742	+1
1507	SMITH HENRY H	536-6911	
1510	COREN C MARIE	536-6251	4
1513	CAROTHERS DONALD S	536-6600	
1516	CHENY H L PROF	526-5729	2
1519	BRUCE JAMES T	533-7733	7
1524	BISHAN RONALD G MD	536-3555	8+
1525	PEACE LEWIS P	533-9846	+1
1530	LONGRIGAN EDW W JR	536-6007	5
1531	ROSEMAN HARLEY R	536-1617	
1536	DEAN BENJ H CDR	536-5845	
1537	CROKE MARK I	534-0846	+1
1542	MARSHALL THORNTON	535-8526	4
1543	COAR NELSON H JR	524-3225	+1
1548	HAWTHORNE R CARLTON	536-5739	
1549	TYLER C J TSGT	538-4086	8
1554	RIS CHARLES H 3D	532-2642	6
1559	GRAVES E E	536-5136	6
1600	MORRIS JAMES M	538-2726	6
1604	XXXX	00	
1606	LAUSI ANTHONY	534-2143	6
1607	SHAY JEROME W	536-7067	0
1612	KINGSLEY DONALD M	536-6535	
1700	WATILES ROBT S	536-8063	5
1701	HEGGEN HERMAN F MISS	535-7321	
1705	PENNINGTON A S	538-4129	
1707	XXXX	00	
1712	RUDLEY EARL C JR	538-6570	7
1713	LOCKARD JAMES R	534-4892	9
1800	LOWENTHAL JMB	533-9828	+1
1801	CARR PAUL E	536-7363	9
1806	LONGARDO FRANK J	536-7760	
1811	AHALT J DAWSON	538-7007	+1
1814	SKINNER ROBERT E	526-7733	
1820	WALLACE PHAS E	536-8693	
1821	ALFARO WILSON H	536-8919	
1825	BROWN PAUL D	536-6026	
1901	XXXX	00	
1905	BOWYER MARK	534-2445	9
1910	ST JOHN JAMES E	241-1158	0
1935	BARSOFF ALDO F	533-8038	+1
1974	ANDERSON CAROLYN	536-2133	+1
	LYE RICHARD	514-3193	+1
1977	XXXX	00	
1978	XXXX	00	
2000	ROSENBERG STEVEN H	514-4081	0
2001	WOOD MARGARET	537-3323	4
2004	ENGLISH EDGAR R	564-2008	+1
2005	EUGEN BERT L M	534-8739	5
2002	LAJOUX CHARLES W	241-8276	9
2009	INGLES J	536-4625	4
2012	WALTON DOUGLAS K	536-2917	
2013	WILSON H	533-2051	7
2016	BRAYN CLIFTON A JR	536-9209	

# 1982 OWNERSHIP

## JEFFERSON N 22205 ARLINGTON

1205	SCHLESINGER H L	241-9165	1
1206	JOHNSTON NANCY	534-4150	9
1209	BERGER EDWARD E	536-7018	42
1212	SOMMEREREN RICHARD	536-4717	2
1213	SMYLL FRANK P	336-4986	
1216	GETCHILL W M	536-5924	7
1217	CAFFO VENERANDO J	538-6640	
1405	BLANCHARD JAMES J	572-1522	42
1408	GOSNELL CAROL ANN	536-5823	
	GOSNELL JAS R	536-5626	
1413	XXXX	00	
1414	COANER B	241-1009	9
1417	HUDSON WA	336-5772	
1418	CUTLER RICHARD S	536-5810	
1421	PRATT GEO L REV	525-7056	
1422	WYATT KAREN	532-3515	0
	WYATT MICHAEL K	532-3515	7
1500	SCHAEFER RICHARD P	533-7950	4
1503	PATE JOHN R MD	536-6176	
1506	WALSH THOMAS	532-3242	1
1507	SMITH HEATY H	535-6504	
1510	CORBIN C MARIE	539-9251	4
1513	CARUTHERS DONALD S	536-1650	
1516	CHEWY H L PROF	536-5725	
1519	BRUCE JAMES T	533-7723	7
1524	BASHIAN RONALD S MD	534-3555	8
1525	REACE LEWIS P	533-9646	1
1530	LONDREGAN EDW W JR	526-6007	5
1531	ROSENBERG HARVEY R	536-5517	
1536	DRAYTON H COP	536-5645	
1537	CROOK FRANK I	532-0346	1
1542	MARSHALL CLUCUM J	771-0959	42
	MARSHALL JOHN S JR	277-3859	42
1543	COOPERSON H JR	534-9225	1
1548	HUMPHREYS R CARLTON	536-1733	
1549	TYLON L B POET	539-4006	6
1554	RIS CHARLES H 3D	532-0642	6
1559	GRAVES E E	536-5108	6
1670	MORRIS JAMES M	535-2726	6
1674	XXXX	00	
1666	LAUSI ANTHONY	534-9143	6
1607	SHAY JEROME W	536-1667	0
1612	KINZELTY DONALD M	536-0935	
1750	WATLES POIT S	536-4663	5
1701	HEGGEN HERMAN F MRS	536-7321	
1705	PENNISTON A S	538-4129	
1707	XXXX	00	
1712	DUDLEY EARL C JR	530-6570	7
1713	LOCKARD JAMES R	534-4892	9
1800	STUART G N	522-2372	42
1801	CARR PAUL E	536-7363	9
1806	LOMPARDO FRANK J	533-7160	
1811	AMALTI J LAWSON	538-7157	1
1814	SANKER ROSEY E	526-7733	
1820	WALLACE CHAS E	536-6493	
1821	ALEXANDER WILSON H	526-6319	
1825	BROWN PAUL D	535-6046	

Assignment: Analysis of Home Owners

Directions: Study the listings of home owners for the seven different years for each house your group studied. Each student in the group should complete this assignment. (Count multiple ownership of one house as one owner). Write the number of houses in your group's portion of the block in the first blank of questions 1-6. When completed, the other 3 groups will report on their portion of the block. Total all 4 quadrants of the block and record this number in the space after the word "total."

1. How many houses had one owner only from 1955 - 1982?  
\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ = total \_\_\_\_\_
2. How many other houses had one owner only from 1970 - 1982? (not counting houses in #1 above):  
\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ = total \_\_\_\_\_
3. How many other houses had only one owner from 1955 - 1964?  
\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ = total \_\_\_\_\_
4. How many houses had 4 or more different owners from 1955 - 1982?  
\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ = total \_\_\_\_\_
5. How many houses had only 2 owners from 1955 - 1982?  
\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ = total \_\_\_\_\_
6. How many houses had only 3 owners from 1955 - 1982?  
\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ = total \_\_\_\_\_

Conclusion of Analysis of Home Ownership

Directions:

Individual Work: Analyze the data for totals to questions 1-6 above. Complete the following assignment:

Write a paragraph on your conclusions about the stability of these two blocks. Explain your reasons for concluding the blocks were stable (little change in ownership overall) or unstable (much change in home ownership).

FOR THE TEACHER: Analysis of Home Owners in the 1400 - 1500 North  
Jefferson Street blocks.

<u>House Number</u>	<u>Number of owners, 1955-82</u>
1405	3
1408	1
1413	2 (vacant since 1976)
1414	3
1417	2
1418	1
1421	2
1422	5
1500	3
1503	1
1506	2
1507	2
1510	2
1513	1
1516	2
1519	2
1524	2
1525	6
1530	2
1531	2
1536	3
1537	4
1542	3
1543	2
1548	1
1549	5
1554	4
1559	3

FOR THE TEACHER: Analysis of Home Owners - Answers to Questions 1 - 6,  
first assignment.

1. How many houses had one owner only from 1955 - 1982?

Total = 5

2. How many other houses had one owner only from 1970 - 1982? (Not counting houses in #1 above)

Total = 9

3. How many other houses had only one owner from 1955 - 1964?

Total = 10

4. How many houses had 4 or more different owners from 1955 - 1982?

Total = 5

5. How many houses had only 2 owners from 1955 - 1982?

Total = 11

6. How many houses had only 3 owners from 1955 - 1982?

Total = 7

APPENDIX I

## Selected Bibliography for Architectural Features and Style

Blumenson, John J., Identifying American Architecture: A Pictorial Guide to Styles and Terms, 1600 - 1945, Rev. Ed., Norton, 1981.

Briefly lists various styles, pictures and picks out particular characteristics by number. A good item to use as an architectural field guide to American architecture.

Foley, Mary Mix, The American Home, New York: Harper and Row, 1980.

A good resource with illustrations of style, explanation of features. Good for contemporary American houses, including the split level.

Kassabaum, Douglas, Good Old Houses Neighborhood, Ann Arbor: Educational Designs, Inc., 1981

An inexpensive booklet of twelve architectural styles presented on black and white illustrations. Brief explanations identify specific features, general location of each style, and color scheme for external decoration.

Poppeliers, John, Chambers, S. Allen, & Schwartz, Nancy B., What Style Is It? Preservation Press, 1977.

An inexpensive, compact survey of American architecture. Photographs of outstanding examples of the various structures and an explanation make this a very helpful resource. A glossary with a few drawings add to the usefulness of this book.

Rifkind, Carole, A Field Guide To American Architecture, New York: New American Library, 1980.

Designed to be a "carry along" guide, this book divides itself into several sections: Residential (architecture), Ecclesiastical, Civic & Commercial, and Utilitarian types. Within each division are historical periods from the Colonial to 20th century. Each section has many pictures, facades, sketches and architectural renderings to illustrate the type and period under discussion. Textual materials are sparse, but plenty for the many illustrations that follow each written explanation.

APPENDIX IIUsing the Real Estate Assessment Office to Locate  
Data About Property in Arlington County, Virginia

The Real Estate Assessment Office, located in the Arlington County Court House, Room 12 (basement) has a complete record of all property in Arlington County. With the house number and the name of the street, a clerk will pull a card for you on any property. These cards (see sample card which follows), tell the history of ownership, assessments, and improvements on the property. These cards were begun in 1951 so it will not be possible to locate assessments prior to that date. The names of all owners after 1951 are readily available. The assessments have been made on a yearly basis since 1975. Prior to 1977, the assessment was 40% of the fair market value, since 1977 they are listed at 100% of the fair market value.

The Real Estate Assessment cards have information about the construction materials, exterior and interior finish, roofing materials and the number of bathrooms. On the back of the card is a record of building permits issued since the initial construction and the purpose of the permit. A house which had been damaged by fire would be noted in the building permits section.

The back of each card has a section headed "Photo." This shows the date, deed book volume and page for property from the dedication of the subdivision to the building of the house (called "Improvements" on this card). If the property was owned prior to 1951, this is the section you would look at for transactions, deed book volume and page to trace the history of ownership.

The information gained from using the Real Estate Assessment cards is invaluable in studying neighborhoods and selected houses within them.

# SAMPLE REAL ESTATE ASSESSMENT CARD

Lot 8 Resub. Parc. A-2  
Resub. Munson's Addn.

3-C

02-084-006

MAP NO.

ACCOUNT

NUMBER

R-10

RECORD OF OWNERSHIP

DB. Pg.

DATE

CONSID-  
ERATION

LAND AREA:

Address

Sq. ft.

10,000

Acreage

Year

Value of  
Land

Value of  
Improvements

TOTAL  
VALUE

MUNSON, WILLIAM REED & GRACE SMITH  
5104 - 37th St., N.  
2667080-061

Resub.  
1531/506 1963

1951

30,000  
w/others

GENERAL DIVERSIFIED ENTERPRISES CORP.  
2317 Wilson Boulevard  
2667080-061

Munson  
1543/274 1964

1964

-1200

=

-1200

WILLS, JAMES H. AND DOROTHY M.  
North, 23207

Gen. Div. Ent. Corp. 1964  
1577/116 1965 44,000

1965

2200

12680

14880

CURRENT OWNER'S NAME

Walls  
1854/757 1974 79,000

1965

3400

12000

15400

ADDRESS

1968

4200

11740

15940

1971

5000

14140

19140

1974

6080

18680

24760

1975

6080

20200

26280

02-084-006

LAND

7,060

IMPR

25,200

1975

TOTAL

32,260

02-084-006

LAND

1,121

IMPR

20,200

1974

TOTAL

21,079

1976

8120

27240

35360

02-084-006

LAND

23,500

IMPR

80,100

1977

TOTAL

103,600

02-084-006 LD

IMPR

20,000

1978 TOTAL

110,000

02-084-006 LD

IMPR

40,800



Resub. Parc. A-1 Resub. Parc. A

BEST COPY AVAILABLE



# Back of Sample Real Estate Assessment Card

12-30-64 LC IMPR

174,000  
148,700

USE	CONSTRUCTION	EXTERIOR FINISH	INTERIOR FINISH	ROOFING	GEN.	1980 TOTAL
Dwelling	1 Wood Frame	1 Wood Siding	1 Plaster	1 Comp. Sh.	1 Year Built	53,800
Store	2 Steel Frame	2 Brick	2 Wall Board	2 Slate	# Rooms	107,300
Service Station	3 Tile-C Bk.	3 Asb. Wood	3 Ceiled	3 Asbestos	# Stories	161,100
Garage	4 Brick	4 C. Bk.	4 Panel	4 Metal	Foundatio.	59,100
Factory	5 Mill	5 Stucco	5 Tile	5 Tar. Grav.	Floors	113,400
Other	6 Reinf. Conc.	6 Other	6 Other	6 Other	Porch	172,500
	Other					

C2-084-006 LC IMPR

1981 TOTAL

02-084-006 L

1982 TOTAL

PHOTO

1963 - Resub. 1514/282  
1959 - Resub. 1367/460  
1958 - Ded. 1343/12



## MAIN BUILDING CALCULATIONS

Building Classification			
Building Dimensions	sq. ft.	Unit Factor	TOTAL
X	---	X	---
X	---	X	---
X	---	X	---
X	---	X	---
Reproduction Cost			
Depreciation			
Obsolescence			
Net Condition			
TOTAL VALUE MAIN BUILDING \$			
ADDITIONAL IMPROVEMENTS			
USE	Construction	Condition	Size or Remarks
Garage			
APPAISED VALUE ADDITIONAL IMPROVEMENTS \$			
APPAISED VALUE ALL IMPROVEMENTS \$			

## APARTMENTS

UNITS	RENTALS	SERVICE FURNISHED
1. Rooms	\$	Heat
2. Rooms		Water
3. Rooms		Lights
4. Rooms		Gas
5. Rooms		Janitor
TOTAL UNITS		

## LAND

Lt.	Bk.	Zoning	Area in Sq. Ft.	Rate Per Sq. Ft.	APPAISED VALUE
		R-10			
TOTALS				Sq. ft.	\$

## BUILDING PERMITS

No.	Date	Kind	Amount	% of Comp.
36058	4/15/64			

## RECAPITULATION

Appraised Value
LAND
BLDGS.
TOTAL



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APPENDIX IIITracing Deed Titles in Arlington County, Virginia

Tracing the ownership history of property can be an interesting and challenging activity for teachers or students. The documents to be used for this study are located in the Arlington County Court House, 1400 North Court House Road, Arlington, Virginia. It is a task that requires time and patience.

First, one should go to the Arlington County Court House, Real Estate Assessment Office, Room 12 (basement). You will need the address (house number and street) of the property. With this information, the clerk in this office will be able to pull for you an assessment card on which is recorded the volume of the deed book and the page on which the deed begins. In addition to this data, the card also has dates and parties involved for each transaction pertaining to this property. Although these cards were begun in 1951, there is information in a section labeled "Photo" of transactions, deed book volume and page number prior to 1951. Copy all the deed book volumes and page numbers for each property from the assessment cards beginning with the most recent and working back in time.

You will then take this information to the Recording of Deeds Office, Room 400, (4th floor), Arlington County Court House. You will find all the deed books arranged in numerical order. There are over eight hundred volumes. You should locate the deed book for the most recent transaction, it will be the highest volume number, turn to the page noted, and find a photostate copy of the deed. You may find reference within a specific deed of another book, not noted on the assessment card. This could refer to a second trust on the property. Working backwards from the present, it is possible to trace the ownership of properties using these documents.

There is a voluminous alphabetical index of deeds, the Grantor Index to Deeds in Room 400. You must know the name of either the seller or buyer in order to use this index. Each volume of the index is divided into sections with an index preceeding each section, listing last names of sellers or buyers and the page of the index on which you will find a more detailed entry noting the deed book volume and the page number. The Grantor Index to Deeds begins at January 1, 1951 and goes to the present.

Tracing the ownership of properties located in Arlington County, Virginia, requires time and a certain amount of strength as the deed books are quite heavy. Their removal and replacement is made easier by the use of a roller-type shelving. One can become so absorbed in reading these deeds that time expires on the parking meter.

APPENDIX IVCollection of Documents in Office of the Arlington County Manager

A collection of documents, reports and information pertaining to the government of Arlington County, Virginia is located in a room adjacent to the office of the County Manager. The office is in Room 204, Arlington County Court House. This collection is in need of further cataloging and organization. The card catalog is arranged by the Library of Congress system, however, it is incomplete. The documents stored in this library are available for teacher use. There is a table and chairs to make researching more comfortable. Facilities for photocopying a limited number of pages is available at no expense. Listed below is a sample of the types of documents shelved in this library:

- Annual Reports from the 1940's to present
- Report of Public Debt
- Reports of Governmental Organization
- Report of Audits - 1933 to present
- Report of Potomac River Basin 1963, Vol. I-VIII
- Proposed County Budgets - 1935 to present
- Adopted County Budgets - 1935 to present
- County Planning
- Annual Reports of County Departments of:
  - Recreation & Parks
  - Inspection
  - Public Utilities
  - Child Care Counselor
  - Libraries
  - Public Welfare
  - Public Service
- Acts of the Virginia General Assembly - 1927 to present

In order to effectively use this collection, a researcher should allow sufficient time to search for information desired. Specific educational activities could be prepared using selected pages from these documents. These activities could enhance the students' understanding of Arlington County's history and development.

### Suggestions for Organizing a Block Study

1. Distribute the field trip permission slips in advance of the field trip. Prepare for at least two alternate dates in case of inclement weather on the first date.
2. Write a letter to the residents of the block(s) to be studied. Explain to them the purpose of the field trip, the objectives your students will achieve, and the process of the block study, from the students' standpoint. You might wish to include some personal information regarding your teaching position. You should include a telephone number at the school for them to respond with comments. Duplicate sufficient copies for distribution on the date of the field trip. (A sample is enclosed).
3. Since the natural human tendency is to look at the houses on both sides of a street, one might consider selecting a block with that in mind. The maps should show the houses on both sides of the street, rather than a single block, or all four of its sides.
4. Before the Photo Study field trip, distribute drawing paper to students and ask them to draw a picture of their own house for homework. This drawing should illustrate the variety of architectural features in the house. This activity will serve two purposes. One, it will help the students to learn to use the vocabulary words and two, it will help to indicate the students with talent in sketching.
5. If cameras are not owned by the school or the school system, students could be encouraged to volunteer to use their own camera with film purchased for them.
6. It is important that accurate records should be kept of the photographs taken. When the film has been processed, the negatives can be confusing to identify without such records as many blocks have houses similar in style.
7. Since it takes longer to sketch a doorway or other architectural feature than to photograph, if possible, have more than one "sketcher" per group.
8. The Architecture Vocabulary list (see Lesson 4) may be changed to reflect specific architectural features found in any block to be studied.

Other Activities Related to a Block Study

1. Have students describe the interior features of their own home for the purpose of establishing an "age" for the house.  
Examples: interior doors, stair rails, stairway trim, molding around ceiling, hardwood flooring, plastered walls, window trim, bathroom tile
2. Students could research the history of their own house or perhaps an old house within their neighborhood. Using city directories and/or the Haines Criss Cross Directory, deed titles, or the real estate assessment records will give them a variety of research experiences.
3. Students could sketch exterior architectural elements of a house and identify it with a specific element of a style period. These could be modern adaptations to older styles.
4. Students could sketch or photograph specific architectural elements of their own home and compare these to similar elements found in famous buildings in their community, in history books, or other locations. For instance, the use of a particular style of column in a home could be compared to a column in the Lincoln Memorial.
5. Students could look in the current newspapers at real estate advertising for the purpose of analyzing these houses for architectural style. A study could be conducted on the "most popular style" house for sale in a local area. Students who have lived in a different location could share information on housing styles they have seen. Photographs of houses in different locations would enrich this activity.
6. A local architect could be contacted to serve as a guest speaker on the influences on architectural style in the community.