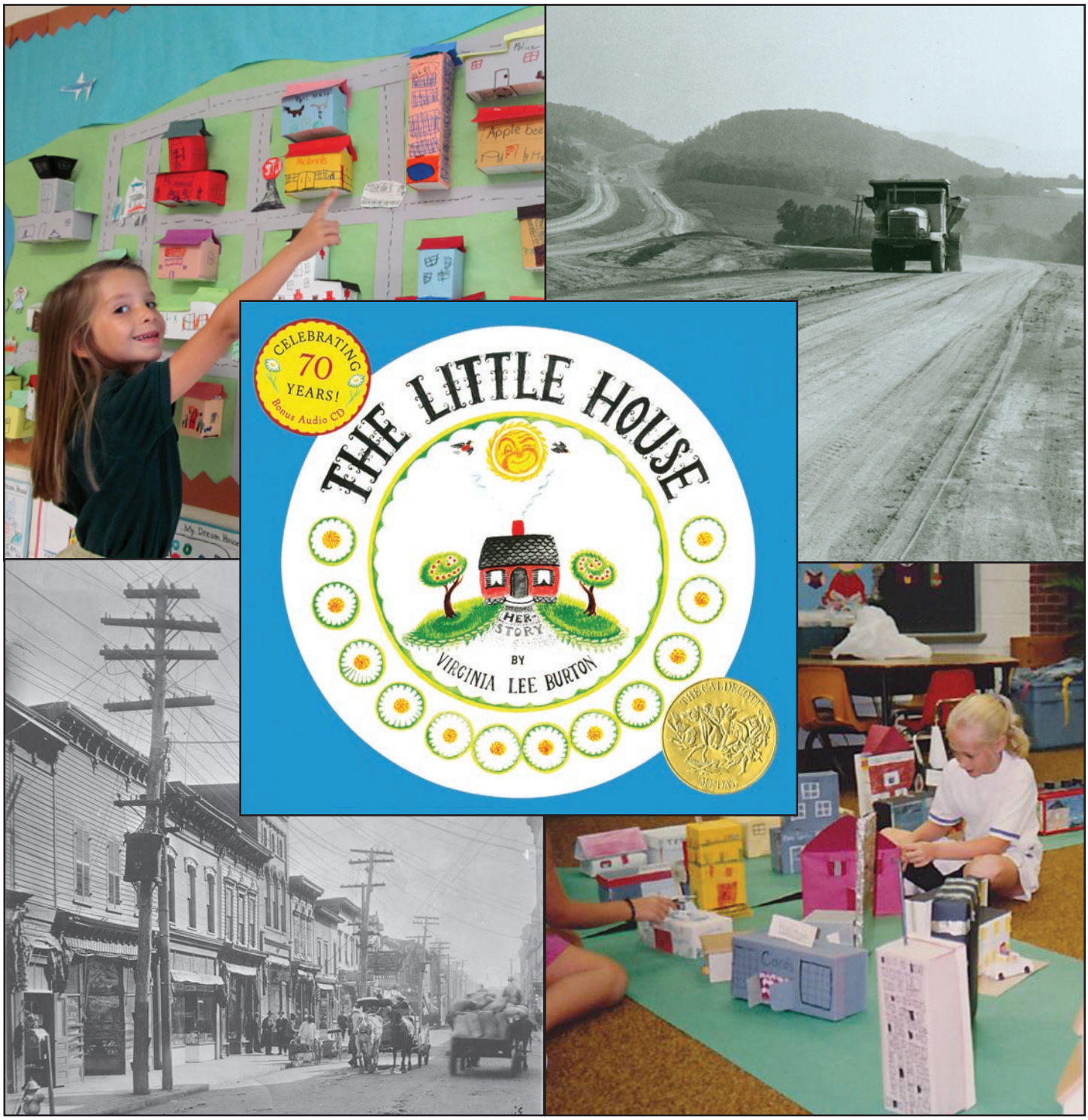
Community Workbook

Teaching community through *The Little House* by Virginia Lee Burton.



Produced through a partnership by

ROANOKE

ROANOKE VALLEY PRESERVATION FOUNDATION
PROTECT • PROMOTE • PROSPER

DHR
Department of Historic Resources

This publication has been financed in part with Federal funds from the National Park Service, U.S. Department of the Interior. However, the contents and opinions do not necessarily reflect the view or policies of the U.S. Department of the Interior. This program receives Federal financial assistance for identification and protection of historic properties. Under Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975, as amended, the U.S. Department of the Interior prohibits discrimination on the basis of race, color, national origin, disability or age in its federally assisted programs. If you believe you have been discriminated against in any program, activity, or facility as described above, or if you desire further information, please write to: Office of Equal Opportunity, National Park Service, 1849 C Street, NW, Washington, D.C. 20240.

Permission is granted to duplicate work from this book for classroom use, with proper credit given to the Roanoke Valley Preservation Foundation, the City of Roanoke, and the Virginia Department of Historic Resources.

First printing 2014.

Table of Contents

1. Introduction....2

2. The Planning Committee....3

3. History of the Roanoke Valley....4

4. Preservation & Conservation Movements....10

5. Lesson Plans....12

   - Lesson Plan #1: Community Evolution....13
   - Lesson Plan #2: Collage Print....17
   - Lesson Plan #3: Stencil Print....19
   - Lesson Plan #4: Compare & Contrast....21
   - Lesson Plan #5: Community Building....23
   - Lesson Plan #6: Changes in Transportation....25
   - Lesson Plan #7: Recycling....27

6. Resources....30

Introduction

Dear Educator,

When accepting the Caldecott Award in 1943 for *The Little House*, author and illustrator Virginia Lee Burton said,

> "Books for children are among the most powerful influences in shaping their lives and tastes. In this sense, these books are an important means of advancing to a better world. For the future lies, to some extent, in the hands of the children today - tomorrow their ideas and their tastes will be the ones that count."

Virginia Lee Burton

Two recent studies, the University of Michigan's Monitoring the Future project and the Higher Education Research Institute's American Freshman project, found that contrary to popular belief today's youth are less environmentally conscious and civic minded than their elders. Many young people have grown up indoors and are often disconnected from their surrounding environment, both built and natural. It is critical to the health of our communities that the rising generation understands and embraces their role as future stewards of the place they call home.

The Little House is an excellent tool for teaching this lesson, and countless others. It brings the concept of how and why communities change over time to a child's level through a compelling story and vivid illustrations. Compiled in this document are easily implemented lesson plans related to The Little House for the second grade classroom. The focus is Standard of Learning (SOL) Grade 2/History and Social Studies #2.3 (communities); however, many of the lessons cover or can be easily adapted for other standards in history and social sciences as well as English, science, and visual arts.

We hope this project fulfills a number of educational goals for your students, including improved literacy, attachment to community, and an interest in the preservation of our historic and natural resources. We also hope it shows our appreciation for the vital work you do for our community. We will be in touch to see if this project was of use to you and how it can be improved. Again, thank you for all you do!

Sincerely,

The Little House Planning Committee

The Planning Committee

The Little House Project Planning Committee consisted of 7 professionals with extensive experience in historic preservation, community planning, and curriculum development.

- Dr. Ruth A. Doan: Dr. Doan is a retired Hollins University Professor of History. She holds an AB in History and American Studies from Princeton University and a Ph.D in History from the University of North Carolina at Chapel Hill.
- Ms Paige Falls: Ms Falls is a veteran teacher of 24 years and currently enjoys teaching art at Harrington Waddell Elementary in Lexington, Va. She is a graduate of Radford University and also attended Tidewater Community College.
- Ms Linda Harrison: Ms Harrison is a semi-retired Roanoke County Schools Special Education Teacher. She holds a BA in Elementary and Special Education and a MA in Special Education, both from Radford University.
- Dr. Deedie Kagey: Dr. Kagey is a retired Roanoke County Schools Administrator, the author of two local history books, lecturer, and former University of Virginia adjunct professor. She holds a BA in Elementary Education from the University of Florida, a MA of Art and Liberal Studies with a concentration in social sciences and English from Hollins University, a Certificate of Advanced Graduate Studies from Virginia Polytechnic Institute and State University, and an Ed.D in Educational Administration and Supervision from Virginia Polytechnic Institute and State University.
- Dr. Norma Jean Peters: Dr. Peters is a retired Roanoke County Schools Social Studies Supervisor at the elementary and secondary levels and former assistant professor at Hollins University and adjunct professor at the University of Virginia. She holds a BA in History from Trevecca College, a MA in History from Vanderbilt University, and an Ed.D in Educational Supervision from Virginia Polytechnic Institute and State University.

Project Managers:

- Ms Maribeth Mills, AICP: Ms Mills is the Coordinator for the Roanoke Valley Preservation Foundation, and the former Urban Design Planner for the City of Roanoke. She holds a BA in Historic Preservation from the University of Mary Washington and a MA in Urban and Environmental Planning from the University of Virginia. Ms Mills is a certified planner through the American Planning Association.
- Ms Jillian Papa Moore, AICP: Ms Moore is the Zoning Administrator and former Historic Preservation Planner for the City of Roanoke. She holds a BA in Sociology from the University of Michigan and a MA in Historic Preservation from Goucher College. Ms Moore is a certified planner through the American Planning Association.

History of the Roanoke Valley

This section provides a brief history of each time period in the Roanoke Valley's development for teachers. Each time period will address the four components required by SOL 2.3, including transportation, jobs, buildings, and population. A history of the historic preservation and land conservation movements has also been included.

American Indians

As people dispersed across the Americas over thousands of years, some came East to what is now Virginia, settling about 18,000 years ago. Eventually, distinct societies and cultures emerged: the Algonquian-speaking Doeg, the Siouan Monacan, and the Chisca. Like most Eastern Woodlands peoples, they tended to live semi-nomadic lives, hunting and gathering in the winter and planting in the summer.

Housing and moving across the landscape were not static in the lives of Natives. For example, the growing use of axes made of chipped stone around 4,000 BCE increased the building of wood houses (and of fires for warmth and cooking). The axes changed the relationship of people to the landscape, too. They could more easily cut trails and so travel further faster. They also created clearings where new berry bushes and nut trees offered food and an attraction for game: deer, bear, and turkey.

When the encounter with Europeans began, Natives of western Virginia faced more changes related to the Beaver Wars of the Five Nations of the Iroquois than resulting from the settlement at Jamestown. Essentially, the Beaver Wars resulted in the depopulation of this area. Among those who left settlements behind where those who had built Totera Town which some believe was located in present-day Salem. Thus the mountain region became largely a hunting ground rather than a place of settlement. Hunting trails often followed the paths of animals, just as hunters followed deer seeking salt in the area later known as Big Lick.

Totera Town recreation at Explore Park in Roanoke County.
Photograph courtesy of Danny Adams.

European Settlement

English explorers had come to the Roanoke area as early as 1671, but European settlement in the Shenandoah and Roanoke Valleys began in earnest after 1730. Unlike the Tidewater area, populated largely by English and African people, the Valleys saw the migration of people from a variety of German and Scottish (Scots-Irish) descent. English authorities invited these non-English and non-Anglican people into their colony in order to create settlements that would establish English claims to the area and also to provide a buffer -- if Indians attacked, Germans and Scots-Irish would be hit first.

The migrants into this area, that would come to be called the Backcountry, carved out farms and brought a mix of traditions from their homelands and innovation to their ways of life. German settlers, for example, often used horizontal log construction with logs notched near the end. On the other hand, the Scots-Irish, usually accustomed to building with stone or mud, often switched to log homes because trees were so plentiful in North America. In either case, the houses would have been small: two rooms of no more than 500 square feet was the norm.

Horizontal log construction in Southwest Virginia.
Photograph courtesy of the Virginia Room.

Many 18th-century settlers rode in Conestoga wagons from Philadelphia, following what was originally a walking trail that came to be known as the Indian Road, the Wagon Road, and later the Valley Road (Route 11). The road that brought settlers also brought change to their lives. While early settlers lived a largely subsistence life with some local trade, transportation routes combined with rising prices created potential markets for Valley farmers to sell beyond their localities. When they sold wheat, flour, or tobacco, for example, they then had the opportunity to participate in the consumer revolution of the eighteenth century: they could buy rum, buttons, textiles, sugar, and other imported goods. Demand for goods made it worthwhile for merchants to build stores, such as Erwin Patterson's on the James and later the Roanoke River and John Hook's stores in Bedford and Franklin Counties. Hook's store, with a long side facing the street and a door for the office as well as a door to the sales floor, was probably typical for his time and place. Although white men may have been the most frequent customers, women and African-Americans would also have purchased goods there.

The New Nation

The American Revolution brought independence to the United States, but many of the trends in population, economics, transportation, and building had already taken off during the eighteenth century. The early national period (1780s-1820) and the antebellum period (1820-1861) saw the development or incorporation of towns around the Roanoke Valley: Antwerp was founded in 1801 and Gainesborough in 1825; Totero officially became Salem in 1802; Big Lick had been settled in 1796 but would not be chartered until 1874; Old Lick split off in 1834. A person walking down the dirt roads of town passed numerous businesses, including taverns, stables, blacksmith shops, groceries, buggy or wagon repair shops, and clothing stores. Salem even had a race track for horses and a canal navigation company. Thus, the community of farmers had spun off a community of workers in diverse pursuits by the 1800s.

Farmers still lived in modest farmhouses, artisans often lived in (behind or above) their

shops, and a wealthier few developed larger plantations with substantial homes which can still be seen throughout the City of Roanoke including Huntingdon (1819) and Monterey (1845) in the NE quadrant; Buena Vista (1840) in the SE quadrant; Belle Aire (1849), White Corners (1856), and Lone Oaks(1850) in the SW quadrant; and the Bateman-Compton House (1835) in the NW quadrant.

Travel and transportation continued to rely on foot, horse, wagon, and buggy into the nineteenth century, but the antebellum period presaged Roanoke's later development with the arrival of the first railroad: the Virginia and Tennessee arrived in Big Lick in 1852. Such access helped to boost the size and liveliness of the little settlement. By 1880, Big Lick had a population of 669 (290 black people and 379 white people). As historian Clare White noted, the number of occupations had also multiplied. She writes that there were five churches, three hotels, five tobacco factories, one cigar factory, a post office, a bank, a newspaper, two saloons, ten stores, a shoemaker, a harness maker, an undertaker, a druggist, four doctors, and two lawyers in Big Lick on the eve of its transformation into Roanoke.

Huntingdon.
Photograph courtesy of the Virginia Dept. of Historic Resources.

Lone Oaks.
Photograph courtesy of the Virginia Dept. of Historic Resources.

The Railroad and the City

The Civil War had little direct impact on Big Lick and its neighborhood. Instead it was the railroad that brought major change. The Norfolk and Western arrived in 1882 and gave shape to the twentieth-century city. Rail lines crossed the city; the Roanoke Shops built steam locomotives until 1960; the railroad employed laborers, craftsmen, managers, porters, and a range of other workers.

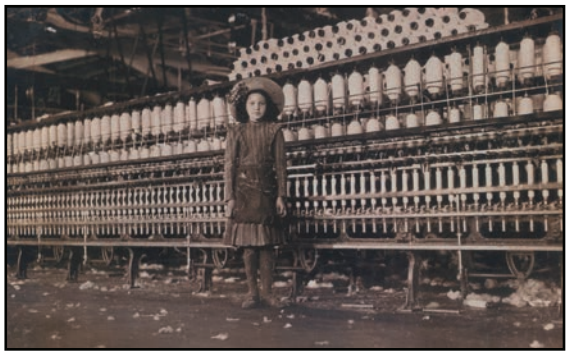
A number of industries, often related to the railroad, emerged in the later 1800s. A worker might toil in an iron works, become the employee of a carriage works, or labor in the steel mills. Industries not as closely tied to the railroad included the Roanoke Cotton Mill, Stone Printing, Griggs Packing Company, and Roanoke Marble and Granite. Although men worked in most industries, women and children provided the labor for the Cotton Mill and the later Roanoke Knitting Mills. Industrial work might pay the handsome sum of two dollars per day, and workers could spend their money purchasing the products of the Virginia Brewing Company or entertainment at the Opera House. Their bosses enjoyed the Academy

of Music and the new Country Club for leisure, while black Roanokers spent their hours outside of work in segregated venues or in the balconies.

Like most nineteenth-century cities, Roanoke became differentiated by neighborhood or at least by block. Work was physically separate from home; workers lived in neighborhoods apart from bosses and managers; people settled close to others like themselves in race and ethnicity. East Roanoke became home to many white workers, while Gainesborough/Gainsboro became an African American enclave. More affluent Roanokers settled in the Southwest section of the city. Housing ranged from lovely Queen Anne-style homes to the "Brick Row" tenements of the Southeast section of the city. By 1940, over 7,000 Roanoke homes were owned by the people who lived there (1113 homes of black Roanokers; 6119 homes of white Roanokers), and more than 10,000 units were rented.

Roanoke's railroad era left a significant imprint on the physical shape of the town. The Hotel Roanoke rose to meet the needs of travelers and business people, and it provided a gathering place for Roanokers as well as strangers. The Norfolk and Western office buildings -- South in 1896, North in 1931 -- raised the skyline of the city. The passenger station, first built in 1905, became a work of art in itself when Raymond Loewy designed its 1949 renovation. The maturation of the city took form in the Municipal Building and Jail, and the Market Building and the Ponce de Leon Hotel helped to give shape to downtown. Places of worship also emerged as landmarks: St. Andrews Roman Catholic Church built in the 1880s and Temple Emanuel built in the 1930s, lent diversity to an otherwise predominantly Protestant town.

Photographs from the turn of the twentieth century remind us that people continued to travel on foot or horseback and in buggies or wagons. The Roanoke Cycle Company offered both bicycles and lessons. By the



Child labor documented by Lewis Hine in 1911 at the Roanoke Cotton Mill.
Photograph courtesy of the Library of Congress.

Academy of Music.
Photograph courtesy of the Virginia Room.

1920s, automobiles became a common sight. The Roanoke Street Railway, founded in 1887, made it possible to travel along Jefferson, Commerce, Campbell, and Church without walking in the mud. The street railway helped to open up the affluent Crystal Spring area to development in the 1890s; the development of suburbs would follow. One transportation innovation that was aimed more at tourism than at commuting was the Mill Mountain Incline. Built in 1910, the incline went hand in hand with the refurbishing of the Rockledge Inn and the new observatory.

Hotel Roanoke in 1917.
Photograph courtesy of the Virginia Room.

Although the hoped-for rush of tourism did not follow the incline, cultural and entertainment opportunities grew to serve the local area. Movie theaters on Campbell and on Jefferson would later be overshadowed by the multiplexes of the malls. The Roanoke Civic Center displaced residents, especially African Americans, in order to offer concerts, plays, and monster truck rallies. Interstate 581 both disrupted lives and gave quick access to and from downtown. The population of the city hit 100,000.

Rockledge Inn on top of Mill Mountain.
Photograph courtesy of the Virginia Room.

Roanoke after the Railroad

Norfolk & Western Railway merged with Southern Railway in 1982 creating Norfolk Southern Corp., and soon the corporate offices of the railroad moved out of Roanoke. The population of the city fell below 100,000 again. The population was among the most racially segregated in the nation: the railroad was gone, but "the tracks" still demarcated sectors of the city. Yet new forms of diversity emerged in the late twentieth and twenty-first centuries: Bantu refugees from Somalia, as well as people from a number of Latin American countries, gave established Roanokers new neighbors.

Taubman Museum of Art
Photograph courtesy of Kay Gaensler Photography.

In the later twentieth and early twenty-first century, Carilion Roanoke Memorial Hospital employed more people than any other employer. Doctors, nurses, technicians, and staff found jobs in a growing number of buildings that carry the Carilion name: hospital, clinic, and medical school, among others. Employment in the service sector offered opportunities in

education (in the public schools and at Virginia Western Community College, as well as in private education).

Although no industry moved in to replace the railroad, the economy diversified to some extent with the growth of Advance Auto Parts and the arrival of new enterprises such as Meridium software developers. Still, retail and government jobs ranked just below the health and social services sector as Roanoke entered the 21st century.

Arts, culture, and tourism added jobs and brought physical changes to the city. The development of Center in the Square in the 1980s brought new energy downtown, and eventually spun off the dramatic (and controversial) Taubman Museum, designed by architect Randall Stout. Young adults and retirees found living downtown in renovated buildings convenient and exciting. Whether living downtown or in the neighborhoods, Roanokers could travel by car or bus, increasingly by bicycle, and even by way of the new rubber wheel trolley.

Roanoke Hospital in 1920 on site of current Carillion Roanoke Memorial Hospital. Note Mill Mountain Incline to the right.
Photograph courtesy of the Virginia Room.

Preservation & Conservation Movements

The historic preservation movement began here in Virginia. The Mount Vernon Ladies' Association of the Union is generally considered the first preservation organization in the United States. Founded in 1853, they approached Congress with a petition asking the Federal government to purchase and preserve George Washington's home for the public. Congress denied the request and the Ladies' Association, lead by Ann Pamela Cunningham, began accepting private donations to acquire and restore Mount Vernon. In 1860, the Association acquired the mansion and two hundred acres which they continue to operate to this day.

Mount Vernon Ladies' Association.
Photograph courtesy of the Mount Vernon Ladies' Association.

Like the efforts of the Mount Vernon Ladies' Association, most early preservation activities were privately funded and focused on landmark buildings with patriotic ties. Large steps were made with the 1906 Antiquities Act which enables the President to declare national monuments (historic and natural) and the 1935 Historic Sites Act which outlines programs for research and inventory of historic sites. However, public and private initiatives were finally linked with the establishment of the National Trust for Historic Preservation, a nonprofit organization, which was signed into legislation through an Act of Congress by President Harry S. Truman in 1949.

The modern day preservation movement did not officially begin until the 1960s. New Yorkers watched in horror as the demolition of Penn Station began in 1963 to make way for Madison Square Gardens. A 1964 editorial in the New York Times read, "Until the first blow fell, no one was convinced that Penn Station really would be demolished, or that New York would permit this monumental act of vandalism against one of the largest and finest landmarks of its age." Locally, Roanokers mourned the loss of the Academy of Music, razed in 1953, along with many other prominent local landmarks. These 'martyrs' of preservation

led to the National Historic Preservation Act of 1966 which created the National Register of Historic Places, established State Historic Preservation Offices, and encouraged the designation of local historic districts among other new preservation concepts.

In contrast to the preservation movement, the conservation of the country's natural resources were largely spearheaded by the federal government. Yellowstone National Park (1872), Civil War battlefield sites, and the Casa Grande ruin in Arizona were some of the first lands preserved. Theodore Roosevelt is probably one of the most prominent conservationists. During his Presidency, he established the United States Forest Service, created five National Parks, proclaimed 18 U.S. National Monuments, and set aside 51 Bird Reserves, four Game Preserves, and 150 National Forests. In total, he placed 230,000 acres under public protection. His primary goal was ensuring the sustainability of our nation's natural resources, which were being exploited at an alarming rate, for future generations.

Today, historic preservation and land conservation are strong economic development tools that depend on the carefully balanced relationship of private investment, nonprofit advocacy, and public incentives. Most preservation projects are financially driven by Historic Tax Credits introduced by the 1976 Tax Reform Act to rehabilitate historic buildings for new uses such as offices, shops, restaurants, and housing. Through the preservation of historic buildings, downtown Roanoke has experienced a renaissance, enjoying increased investment, tax revenue, jobs, and tourism. The same can be said for land conservation, with tax credits available to landowners for sustainable land management practices and conservation easements as well as increased revenue for localities from agritourism and the local food movement.

Ann Pamela Cunningham
Photograph courtesy of the Mount Vernon Ladies' Association.

Penn Station.
Photograph courtesy of Wikipedia.

Theodore Roosevelt and John Muir in Yosimete National Park.
Photograph courtesy of Wikipedia.

Lesson Plans

The following lesson plans were contributed by members of the Planning Committee. Feel free to adapt and change as necessary for use in your classroom. Many activities have been tailored to our region to give students real life examples of how their community has evolved over time. Templates for activities may be found on the enclosed disc under the corresponding lesson plan number. Adaptations for students with special needs have also been incorporated into each plan. It is important to make allowances for different abilities with different expectations and modify assessments accordingly.

Lesson Plan #1: Community Evolution

Learning Objectives: Students will learn the difference between rural, urban, and suburban and corresponding changes in transportation, jobs, buildings, and population that created these types of communities.

Standards of Learning:

- History & Social Sciences Standard 2.3: The student will identify and compare changes in community life over time in terms of buildings, jobs, transportation, and population.
- History and Social Science Standard 2.6: The student will demonstrate map skills by constructing simple maps, using title, map legend, and compass rose.

Materials:

1. 'The Little House' by Virginia Lee Burton.
2. Bulletin Board: Create a bulletin board divided into the three community categories: rural, urban, and suburban (see Figure 1.1). Print each historic image on 8.5" x 11" paper, laminate, and mount to bulletin board under corresponding category. Historic photographs have been formatted for ease of printing as a pdf document on the enclosed disc entitled 'Lesson1HistoricPhotoPrint'. Captions under each image may be added pointing out significant features.
3. 11"x17" piece of white paper for each student.
4. Drawing implements of choice (markers, crayons, colored pencils, etc.).
5. Straight edge or ruler for each student.

Lesson Outline:

1. Read 'The Little House' by Virginia Lee Burton.
2. Recap the story and lead into discussion about Roanoke, around the communities' bulletin board. Ask questions such as 'Did you know that where you live did not always look the way it does today?'
3. Discuss the bulletin board beginning with 'Rural'.
   - Example discussion: 'When settlers first came to the Roanoke Valley, they farmed the land. People lived far apart from one another in log structures on enough land to support their families. They grew crops (ask if anyone can define 'crops'), raised livestock (ask if anyone can define 'livestock') and made most of what they needed by hand. It took them a very long time to travel to their neighbor's house or go to the store since their only options were to walk, ride a horse, or drive a buggy.'
   - As you are describing this type of community, show group of historic photographs defined as 'rural' and point out features you discuss.
4. Move on to 'Urban'.
   - Example discussion: 'When the railroad came to Roanoke, things began to change.

People began building houses and stores closer together near the train station, eventually creating a city. City people did not farm, but relied on things they could buy from stores with money earned by working in factories, offices, or shops. People moved to Roanoke so quickly for the jobs created by the railroad that it was called the 'Magic City' because the population seemed to double in size overnight (ask if anyone can define 'population'). Buildings were constructed close together on dirt streets with wooden sidewalks laid out in a grid system (interconnected streets laid out in a uniform pattern). This made it easier for people to walk or ride their horse/buggy to neighbors, work, shops, etc. Streetcars (or trolleys) and automobiles were also introduced which made it even easier for people to get around. However, few people owned a car and they were not very fast only travelling about 8 mph! Almost all houses were built with a front porch which is where families gathered in the summer to enjoy cool breezes and talk with neighbors – there was no air conditioning or television!'

- As you are describing this type of community, show group of pictures defined as 'urban' and point out features you discuss.

5. Finish up with 'Suburban'.
   - Example Discussion: 'Soon, almost everyone had an automobile and they could travel much faster. This allowed people to live further and further away from the city and where they worked. Streets were paved and typically did not have a sidewalk since most people no longer walked to their destinations. Many streets ended in a cul-de-sac (or dead-end) unlike urban street which connected in a grid system. Buildings were constructed away from the street to make room for parking lots. Commercial flights were also introduced and the first airport was constructed in Roanoke.'
   - As you are describing this type of community, show group of pictures defined as 'suburban' and point out features you discuss.
6. You may leave one image off each community type on the bulletin board. You can then ask the class to match the image with the appropriate community based on clues in the picture (e.g. transportation options, building types, etc.).
7. Drawing exercise.
   - Divide each student into one of the three community types: rural, urban, or suburban. Each student (or group) will receive a piece of white paper to create a scene or map that corresponds to their community type. Students may also cut pictures out of magazines that correspond to their community type if they are unable to draw. Historic images and/or a corresponding page from 'The Little House' may be provided for inspiration. Students should include images of buildings, streets, transportation, people working, etc. (see Figure 1.2). This activity can be easily combined with SOL 2.6 (mapping), with students creating maps of the different community types (see Figure 1.3).

Assessment:

1. Understanding of the following terms.
   - Community: A place where people live, work, and play.
   - Rural: A rural community is a place where people live far apart from one another and are surrounded by farms and open land.
   - Urban: An urban community is a place where people live close together and can walk to nearby businesses. Urban communities are also called cities.
   - Suburban: A suburban community is a place where people live farther apart from one another, as compared to a city. Houses are spaced far apart with large yards and people have to drive a car to get to the places they need to go. Houses are often grouped in neighborhoods called subdivisions.
   - Transportation: A way of moving people and things from one place to another.
   - Population: The number of people living in a community.
   - Comprehension that the way people live today is different from the way people lived long ago as a result of new inventions which created changes in jobs, buildings, transportation, and populations of communities over time.
2. Drawing depicts transportation options (vehicle & infrastructure), jobs (or product of work), buildings (including spatial relationship of buildings), and population corresponding to assigned community type. If the mapping option was chosen, a title, legend, and compass rose must be included.

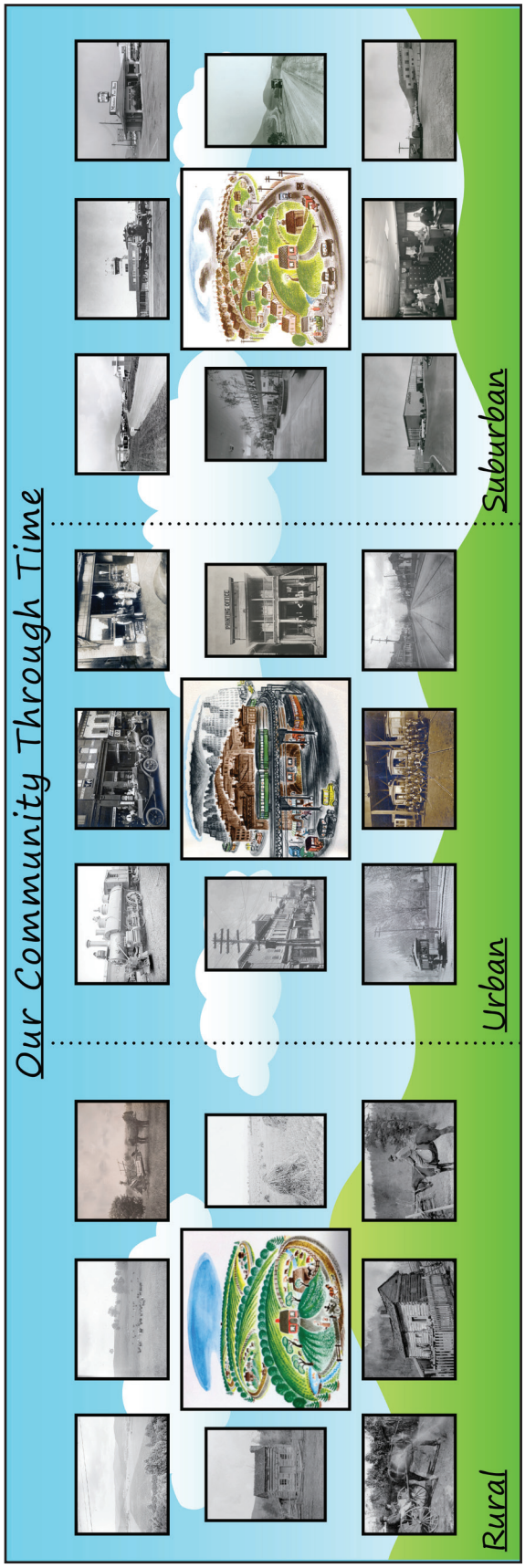


Figure 1.1: Example of community bullitin board using historic images found on associated disc.

Figure 1.2: Example of rural drawing showing housing (including spatial relationship), transportation (horse and rider), and jobs (crops and livestock).

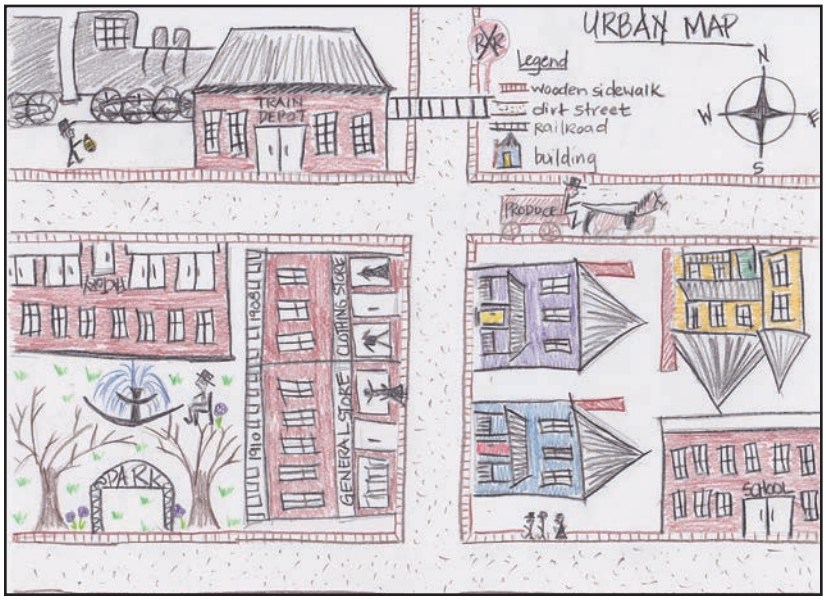


Figure 1.3: Example of urban map showing transportation (grided streets, train, buggy), building types (including spatial relationship), and jobs (conductor and factory).

Lesson Plan #2: Collage Print

Learning Objectives: Students will understand Virginia Lee Burton's contributions in history, literature and art, and demonstrate skill in collage and printmaking. This activity can be used in lieu of an academic activity for students with special needs.

Standards of Learning:

- Visual Art Standard 2.2 The student will use literary sources to generate ideas for works of art.
- Visual Art Standard 2.3 The student will use geometric and organic shapes.
- Visual Art Standard2.4 The student will communicate an environmental or historical theme in a work of art.

Materials:

1. The Little House by Virginia Lee Burton.
2. One 6"x9" mat board scrap or piece of construction paper per child.
3. One 6"x9" white/manila paper for printing.
4. File folder scraps.
5. Scissors (or loop/self-opening scissors).
6. Glue sticks.
7. Brayers and water soluble printing ink.

Lesson Outline:

1. After reading The Little House discuss how Virginia Lee Burton illustrated the passage of time with the moon's phases and the sun's rising and setting, as well as the different seasons shown. Also emphasize her intricate detail, from the country scenes to the city scenes, and speculate how long it might have taken her to complete each illustration. We all agree that Ms. Burton was very deserving of the Caldecott Medal!
2. First, discuss how houses are usually made of geometric shapes; squares, rectangles, and triangles. Demonstrate by using file folder scraps to cut the shapes and then glue them to the mat board. "Build" a house by adding a door, windows, a chimney, etc. Students can use their imaginations to then add a bush, tree, moon, sun, and clouds (see Figure 2.1). Remind them that color does not matter just their shapes. Next, demonstrate printmaking by using the brayer to roll ink onto the collage plate. Teachers will have to do this step for each student. Place the white/manila paper face down on the plate and have the student either roll it with a clean brayer or rub it with their fingers. Carefully pull the print and set aside to dry. These look really good glued onto a 9 x 12 piece of colored construction paper. If time permits students can decorate the borders of the frame with patterns of shapes cut from construction paper. This is a good activity for students waiting their turn to print.

Assessment:

1. Did students depict space by overlapping shapes?
2. Did students use geometric shapes to "build" the house on the collage plate?
3. Can students use the correct vocabulary to describe their art process?

Figure 2.1: Example of collage print with house, shrubs, trees, clouds, and boarder.

Lesson Plan #3: Stencil Print

Learning Objectives: Students will understand Virginia Lee Burton's contributions in history, literature and art, and demonstrate skill in cutting and printing with a stencil. This activity can be used in lieu of an academic activity for students with special needs.

Standards of Learning:

- Visual Art Standard 2.2: The student will use literary sources to generate ideas for works of art.
- Visual Art Standard 2.3: The student will use geometric and organic shapes.
- Visual Art Standard 2.4: The student will communicate an environmental or historical theme in a work of art.

Materials:

1. The Little House by Virginia Lee Burton.
2. One 9 x 12 piece of drawing/manila paper for stencil.
3. One 12 x 18 dark construction paper for printing.
4. White tempera paint.
5. Scissors (or loop/self-opening scissors).
6. Primary paintbrushes (with stiff bristles).
7. Other stencils: stars or star stickers, moon, snowflakes (optional).

Lesson Outline:

1. After reading The Little House discuss how Virginia Lee Burton illustrated the passage of time with the moon's phases and the sun's rising and setting, as well as the different seasons shown. Emphasize her intricate detail, from the country scenes to the city scenes, and we speculate how long it might have taken her to complete each illustration. We all agree that Ms. Burton was very deserving of the Caldecott Medal!
2. First, discuss how houses are usually made of geometric shapes; squares, rectangles, and triangles. Demonstrate drawing several types of houses using these shapes. Students should think of their own living arrangements or someone else's. Is it a house or an apartment? Are they one-story or two-stories? Do they have stairs, a chimney, and what are the shapes of the windows? I remind them that they are not to draw curtains because the windows will be cut out. It's very important to emphasize that the artwork will be the print and the actual stencil will be thrown away. As students draw their houses encourage them to keep it simple and not draw things too small. Next, they cut out the house (students might need help cutting out windows). Then, use a couple of pieces of tape to adhere the stencil to the colored construction paper. Demonstrate stenciling by gently bouncing the brush up and down all around the edges and in all the holes. If time permits I show students how to fold a small rectangle and draw an evergreen tree on the fold.

They cut that out and stencil that onto the picture plane as well. Allow them to add stars, crescent moon, and snowflakes using premade stencil (see Figure 3.1, 3.2, and 3.3). Note: Some students found it frustrating to draw their own house and chose to draw the "Little House" from the book.

Assessment:

1. Did students use geometric shapes to draw their house?
2. Can students use the correct vocabulary to describe the art process?
3. Did students depict space by overlapping shapes?
4. Did students use geometric shapes to "build" the house on the collage plate?
5. Can students use the correct vocabulary to describe their art process?

Figure 3.1: Student showing her complete stencil print.

Figure 3.2: Student completing stencil print.

Figure 3.3: Complete stencil print.

Lesson Plan #4: Compare and Contrast

Learning Objective: Students will identify physical differences and relate emotional feelings that are experienced through our surroundings.

Standards of Learning:
- History & Social Sciences Standard 2.3: The student will identify and compare changes in community life over time in terms of buildings, jobs, transportation, and population.
- English Standard 2.8: The student will read and demonstrate comprehension of fictional texts.

Materials:
1. The Little House by Virginia Lee Burton.
2. White board.
3. Drawing/writing paper.
4. Drawing implement of choice (crayons, colored pencils, markers).

Lesson Plan Outline:
1. Read The Little House by Virginia Lee Burton.
2. Review what the class has learned by doing a compare and contrast exercise about *The Little House*. Students will be paired by the teacher and work together as they pretend to be the Little House. Each pair of students will make a list of all the things they like to smell, hear, see, and feel as the Little House in the country and then in the city. Their list should be compiled in two columns on paper or on the computer. The teacher will review lists for correctness.
3. With their partner, the student will then draw a picture of the Little House in the country and one in the city, showing the differences the house feels in each setting (see Figure 4.1 and Figure 4.2). Use paper and drawing implement of choice or a white board. Have teacher, art teacher, and/or special education teacher evaluate work for correctness.
4. Have groups share their work with the class.
5. Relate this activity and knowledge to other situations when appropriate in other lesson plans.

Assessment:
1. Ability to listen, compare and contrast how things relate to one another.
2. Ability to relate emotional and physical feelings that are experienced in our surroundings.
3. Define or give examples of:
   - Trolley cars
   - Elevated train
   - Subway

- Tenement housing
- Cellars
- Orchards

Figure 4.1: Example drawing of the Little House feeling happy in the country because she can see the sun, seasons change, and children playing.

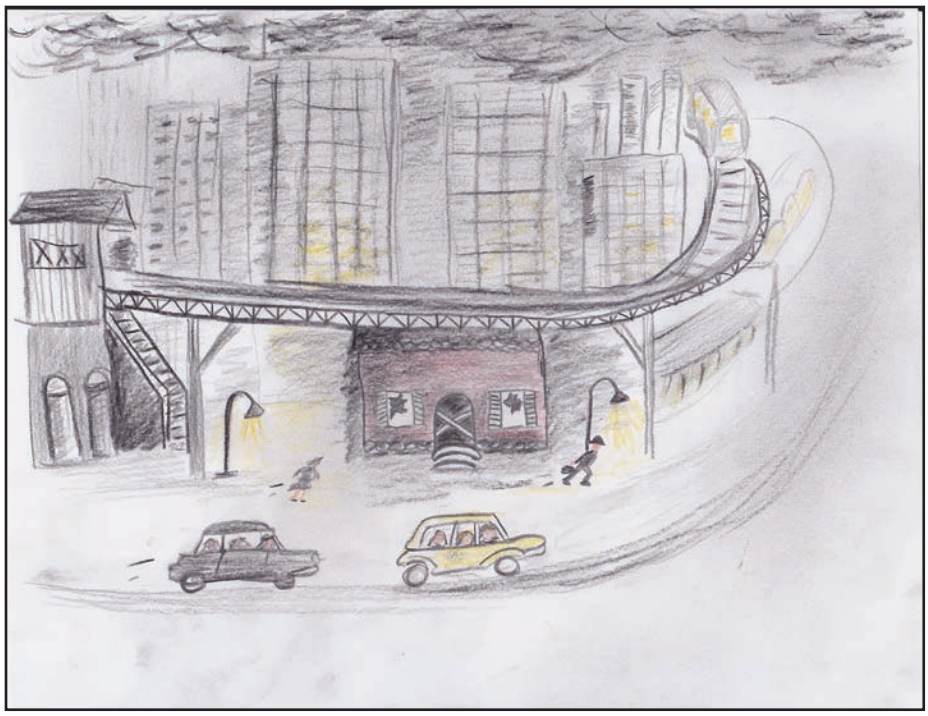


Figure 4.2: Example drawing of the Little House feeling sad because the City is dirty, people move too fast, the elevated train rattles her foundation, and tall buildings block out the sun.

Lesson Plan #5: Community Building

Learning Objective: Students will take a walking tour and create a model of their community based on observations they make about building types, transportation options, and people they see.

Standards of Learning:

- History & Social Sciences Standard 2.3: The student will identify and compare changes in community life over time in terms of buildings, jobs, transportation, and population.

Materials:

1. The Little House by Virginia Lee Burton.
2. One teacher, two instructional assistants, and parents, as necessary.
3. One digital or disposable camera per group.
4. Saved milk cartons, toilet paper rolls, paper towel rolls, bulletin board paper, construction paper scraps, glue sticks, Elmer's glue, Popsicle sticks, toothpicks, magic markers, pens, pencils, or any other unique materials suited to the task.

Lesson Plan Outline:

1. Read The Little House by Virginia Lee Burton.
2. Part one:
   - The students and adults will take a walking neighborhood field trip. Assuming a second grade class is approximately 22 students, one teacher, two instructional assistants, and parents will accompany the class by dividing the children into groups of 4-6. The students will be asked to photograph buildings (banks, retail, drug stores, businesses, residences), transportation options (streets, cars, busses, bikes, pedestrians), and people at work while. A picnic lunch might also be part of the walk at an appropriate time in a park. The cafeteria can fix picnic lunches if it is easier than having parents plan to pack a picnic lunch. These can be packed into one cooler and driven to a specified location at a certain time by another staff member or parent.
   - A series of questions using critical thinking skills will be initiated by the teacher after the walk has been completed. The students will share orally their observations during the walk. If they don't want to respond orally, they could draw a picture or show the pictures they took with the camera. Photographs could also be used to create a bulletin board of their community. It is important to ask them what they knew about their neighborhood before the walk and how it might be different than they first thought. A good compare/contrast model graphic could be used. The teacher could also use words the children have noted and do a semantic web map graphic.

3. Part two:
   - In their same groups from the walk, students will build a neighborhood model which can be presented to the class. A lot of cooperative learning will be required, which will allow the teacher to see how the students are working together. The students will plan and construct their neighborhood/community using available materials (see Materials). They will plan together soliciting ideas from each other as they arise. One child may want to be the recorder of these ideas.
   - Following the building of their neighborhood, each group will have an opportunity to present it to the entire class. Each child in each group will share one facet of their construction. If they are a shy, they could do it as a pair. Ideally, 3-4 groups will be able to have their models on a table or a part of the classroom floor that won't be disturbed (see Figure 5.1). Models can even be mounted on bulletin boards (see Figure 5.2). The rest of the class will be asked to participate by stating something they really liked about each group's model. The teacher could list these constructive comments on chart paper or white board for each group.

Assessment:
1. Neighborhood model and digital photographs.
2. Oral presentations.
3. Compare and contrast observations.

Figure 5.1: Community model assembled on classroom floor depicting buildings, transportation systems, etc.

Figure 5.2: Community model attached to a bulliten board depicting buildings, transportation systems, etc.

Lesson Plan #6: Changes in Transportation

Learning Objective: Students will identify changes in transportation over time.

Standards of Learning:

- History & Social Sciences Standard 2.3: The student will identify and compare changes in community life over time in terms of buildings, jobs, transportation, and population

Materials:

1. The Little House by Virginia Lee Burton.
2. Overhead projector or active board.
3. Drawing/writing paper.
4. Scissors (or loop/self-opening scissors).
5. Drawing implement of choice (crayons, colored pencils, markers).
6. Pencil.

Lesson Plan Outline:

1. Read The Little House by Virginia Lee Burton.
2. Using the inside cover of the book, have students answer and discuss the following questions. Magnify the image with an overhead projector or active board if available.
   - What changes in transportation did the Little House see?
   - What is meant by horseless carriage?
   - What other changes can you see?
   - Are there some other changes you would add to the pictures?
3. Make a time line for the bulletin board using the inside cover of the book. A jpeg image of the inside cover has been included on the enclosed disc entitled 'Lesson6Timeline'. Have students draw pictures, or cut images out of magazines, of other changes they learned from reading the book and place them on the time line.
4. Print the inside cover (provided as a pdf formatted to 11"x17" size paper for printing on enclosed disc entitled 'Lesson6LittleHouseInsideCover') for each student. Have them cut along the dotted lines. Then ask them to put the pieces back in the correct order based on advances in transportation, buildings, technology, and people (see Figure 6.1).

Assessment:

1. Ask students to list changes in transportation that took place in written or oral form.
2. Have students write three sentences explaining how things changed for the Little House. These can be done individually or in small groups.

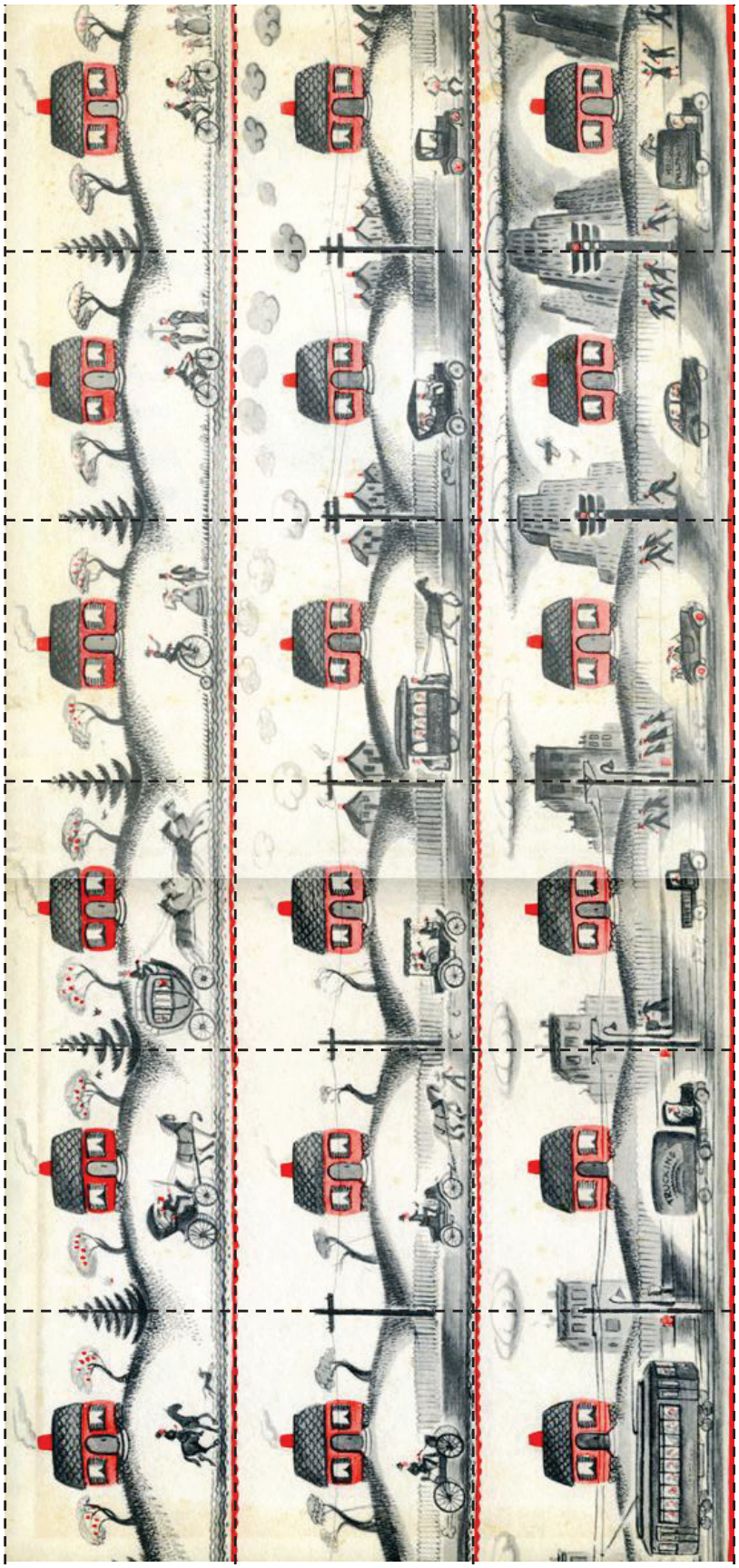


Figure 6.1: Print copies of the inside cover for each students. Have them cut along the dotted line and reassemble the timeline based on advances in transportation.

Lesson Plan #7: Recycling

Learning Objective: Students will learn that the rehabilitation of historic buildings for a new use is a form of recycling by preserving the energy and materials that went into its construction.

Standards of Learning:

- History & Social Sciences Standard 2.9: The student will explain that scarcity (limited resources) requires people to make choices about producing and consuming goods and services.

Materials:

1. The Little House by Virginia Lee Burton.
2. Whiteboard.
3. Laminated 8 ½" x 11" images with magnet attached to back from pdf entitled 'Lesson 7RecyclingPrint' on enclosed disc.

Lesson Plan Outline:

1. Read *The Little House* by Virginia Lee Burton.
2. Discuss how the Little House was described as 'well built' by the movers, and how even after years of being vacant she was just as good as ever. All she needed was for her windows and shutters to be repaired and new coat of pink paint to make her happy again. Ask students if they have ever seen an old building that just needed someone to care for it and give it a new use? Did they know that fixing up an abandoned building and giving it a new use is similar to recycling a can?
3. Make two columns on the whiteboard, one side for an aluminum can and the other side for a historic building. As you discuss the similarities, place a picture in the appropriate column (see Figure 7.1).
   - Full, unopened aluminum can = newly constructed Lindsay Robinson Company, a corn and feed warehouse built in 1903 on Salem Avenue in downtown Roanoke.
   - Empty, crushed aluminum can = Abandoned, deteriorating Lindsay Robinson Company warehouse.
   - Recycling process = renovation process.
   - New aluminum baseball bat made from recycled aluminum cans = restored Lindsay Robinson Company warehouse, now the Lofts at West Station consisting of 71 apartment units, a movie theater with stadium seating, and Virginia Tech Head Football Coach Frank Beamer's restaurant!
4. Reiterate that resources are limited. By recycling the can, new aluminum did not have to be mined. Similarly, by renovating the warehouse, the brick walls and wooden piers and floor joists could all be reused. Both reduce the amount of materials used to create

something new, preserving our natural resources.

Assessment:

1. Ability to define the following terms.
   - Recycling: Taking an item that has been used and through processing turns that product into a new one.
   - Reusing: Taking an item that has been used, and then use it again, in either the same way or a new way.
   - Reducing: To limit the amount of product or resource one uses.

Figure 7.1: Recycling comparisons.

Aluminum Can

Historic Building

Resources

Books:

1. Burton, Virginia Lee. Mike Mulligan and his Steam Shovel. Houghton Mifflin Co., 1967.
   - Highlights many forms of transportation systems (highways, canals, airports, and train tracks), building types (skyscrapers), advances in technology, community types (urban, rural), jobs, etc.
2. Burton, Virginia Lee. Katy and the Big Snow. Houghton Mifflin Co., 1974.
   - Katy the snowplow must dig out her town after a blizzard so people can get to their very important jobs. Highlights different forms of transportation, building types, and jobs.
3. Fear, Sharon. Ana's Gift. Scott Foresman, 2000.
   - A little girl wants to draw a picture of her grandparent's hometown for their anniversary present.
4. Michelson, Richard. Tuttle's Red Barn – The Story of America's Oldest Family Farm. Penguin Group, 2007.
   - America's history as seen through the eyes of one family.
5. Weitzman, David. Model T: How Henry Ford Built a Legend. Crown Books for Young Readers, 2002.
   - When Henry Ford built the Model T roadster, he changed the face of American labor and gave middle- and working-class Americans unimagined mobility, socially as well as geographical.
6. Woolridge, Connie Hordhielm. Just Fine the Way They Are: From Dirt Roads to Rail Roads to Interstates. Calkins Creek/Boyds Mills Press, 2011.
   - A look at how the dirt roads of the early 1800s evolved into the present-day U.S. Highway system. Highlights advances in transportation and jobs.

Websites:

1. National Parks Service. Teaching with Historic Places. http://www.cr.nps.gov/nr/twhp/.
2. United States Department of Agriculture, Natural Resource Conservation Service. Conservation Education – Tidbits for Teachers and Students. http://www.nrcs.usda.gov/wps/portal/nrcs/detail/national/newsroom/features/?cid=nrcs143_022018.
3. Virginia Department of Conservation and Recreation. Environmental Education. http://www.dcr.virginia.gov/environmental_education/index.shtml.
4. Virginia Department of Historic Resources. Teaching Archaeology. http://www.dhr.virginia.gov/arch_DHR/archaeo_teach.htm.
5. Virginia Historical Society. Educator Resources. http://www.vahistorical.org/collections-and-resources/educator-resources.

DVDs:

1. Virginia Lee Burton: A Sense of Place. United States: Red Dory Productions & Searchlight Films, 2008. DVD, 87 min.
   - Highlights Burton's life and body of work.

Museums:

1. Botetourt County Historical Society
   - 1 West Main Street
     Fincastle, Virginia 24090
   - Phone: 540.473.8394
   - Email: info@bothistsoc.org
   - Website: www.bothistsoc.org
   - Collection of artifacts that tell the story of Botetourt County.
2. Frontier Culture Museum
   - 1209 Richmond Road
     Staunton, Virginia 24401
   - Phone: 540.332.7850
   - Website: www.frontiermuseum.org
   - The Frontier Culture Museum is an outdoor, living-history museum with ten permanent, outdoor exhibits comprised of original and reconstructed farm buildings from West Africa, England, Ireland, Germany, and Virginia. The Museum's exhibits are designed to increase public knowledge of the diverse Old World origins of early immigrants to America, how these immigrants lived in their homelands, how they came to America, and how the way-of-life they created together on the early American frontier has shaped the success of the United States.
3. History Museum of Western Virginia
   - Center in the Square
     1 Market Square SE, Third Floor
     Roanoke, Virginia 24011
   - Phone: 540.342.5770
   - Education Coordinator: Alaina McKee
   - Email: education@vahistorymuseum.org
   - Website: www.vahistorymuseum.org
   - The Migrations at Crossroads of History permanent exhibit reveals 10,000 years of our region's cultural heritage through artifacts that span the whole human experience from prehistoric times to the present day. The Education Coordinator can also bring educational programs fulfilling a number of SOLs to the schools.

4. O. Winston Link Museum
   - 101 Shenandoah Ave NE
     Roanoke, VA 24016
   - Website: www.linkmuseum.org
   - Collection of O. Winston Link's photographic, audio and video works of the last days of steam along the Norfolk and Western Railway.
5. Salem Museum & Historical Society
   - 801 East Main Street
     Salem, Virginia 24153
   - Phone: 540.389.6760
   - Email: info@salemmuseum.org
   - Website: www.salemmuseum.org
   - Exhibits dedicated to the rich history of Salem and the Roanoke Valley.
6. Vinton History Museum
   - 210 East Jackson Avenue
     Vinton, Virginia 24179
   - Phone: 540.342.8634
   - Email: info@vintonhistorymuseum.org
   - Collection of artifacts from Vinton's history.
7. Virginia Historical Society
   - 428 North Boulevard
     Richmond, Virginia 23220
   - Senior Education Specialist: Evan Liddiard
   - Phone: 804.342.9689
   - Email: eliddiard@vahistorical.org
   - Webiste: www.vahistorical.org
   - Solving History's Mysteries: The History Discovery Lab is an interactive exhibition that focuses on what we can find out through historic architecture and archaeology. After experiencing the exhibit, visitors will be able to look with fresh eyes at what is around them in their communities. If you can't visit the museum, there are a number of virtual teaching tools available through the website.
8. Virginia Museum of Transportation
   - 303 Norfolk Avenue
     Roanoke, Virginia 24016
   - Phone: 540.342.5670
   - Education Coordinator: Courtney Plaster
   - Email: info@vmt.org
   - Website: www.vmt.org

- The Museum's collection includes locomotives and other rail cars, automobiles, planes, buses, and other artifacts.

This publication was paid for in part through a Certified Local Govermnet grant awarded to the City of Roanoke by the Virginia Department of Historic Resources.

ROANOKE VALLEY PRESERVATION FOUNDATION

PROTECT • PROMOTE • PROSPER

P.O. Box 1366
Roanoke, Virginia 24007
info@roanokepreservation.org
www.roanokepreservation.org

The RVPF is dedicated to the preservation of the historic, natural, and cultural resources of the Roanoke Valley. Since its inception in 1988, the RVPF annually lends its technical expertise to a variety of bricks and mortar projects; produces educational programs, publications, and tours; monitors legislative actions to ensure preservation friendly laws and land use decisions; announces an annual list of endangered site threatened by deferred maintenance, demolition, or incompatible development; and presents awards for outstanding preservation efforts. Consistent involvement and advocacy has resulted in increased public awareness and successful preservation projects and policies.

ROANOKE

Noel C. Taylor Municipal Building
215 Church Ave., S.W., Rm. 166
Roanoke, Virginia 24011
(540) 853-1730
planning@roanokeva.gov
www.roanokeva.gov/pbd

The Planning Building and Development Department of the City of Roanoke ensures a sustainable balance of growth, public safety, quality urban design, and environmental responsibility through long range community development planning, housing programs, and administration of land development codes for the City's neighborhoods, the City as a whole, and the region. The City of Roanoke is a Certified Local Governement by the Virginia Department of Historic Resources, having implemented key elements of a sound preservation program including adoption and implementation of a historic district ordinance, continued survey of local resources, and public participation in heritage stewardship.

DHR

Department of Historic Resources

2801 Kensington Avenue
Richmond, VA 22802
(804) 367-2323
www.dhr.virginia.gov

The Virginia Department of Historic Resources (DHR) is the State Historic Preservation Office. Their mission is to foster, encourage, and support the stewardship of Virginia's significant historic architectural, archaeological, and cultural resources. The DHR oversees the Certified Local Government Program in Virginia created by the National Historic Preservation Act of 1966 (as amended in 1980).