

# HONOR THE PAST, IMAGINE THE FUTURE

## Activity Three Lesson Plan

### Purpose

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

### Implementation Notes

This lesson encourages students to think about the value of preserving art and architecture. Most students will not know about landmarked buildings or how a building becomes a landmark. Instructors connect prior lessons with landmark issues by asking: "While not all buildings may be landmarked, there are many examples of our past/history in our own neighborhoods. Can you identify any historic buildings in your neighborhood that should be landmarked?"

Instructors should preview both the *History of the Original Penn Station In NYC* and *That's So New York: How do Buildings Become Landmarked* videos before sharing with the group. The video clips on Penn Station and the Landmarks Preservation Commission provide information about landmarking and give students the opportunity to connect their Talk Around opinions and observations with the Landmarks Preservation Commission's work. The instructor should use the charts developed in prior lessons to remind students about the features of Art Deco architecture if needed. (2-3 minutes)

### Sentence Strip

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

### Talk Around

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

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

### Group Share

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

### Handout

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

To give students an opportunity to play a role in the landmarking process your class may want to work together to create your own Request for Evaluation.

### In the Classroom

#### Video Clips

Instructors should choose one or both videos to share with the group. Students use the Video Organizer to take notes as they watch the clip.

#### Sentence Strips

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

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

#### Talk Around

Students share their answers in their group of four.

#### Group Share

The groups of four share their ideas with the class.

#### Optional Activity

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

### Materials

Materials available at [ArtDeco.org/Learn](http://ArtDeco.org/Learn):

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

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# VIDEO ORGANIZER

As you view the video, take notes on what you see. A rough draft is acceptable. This is a note-taking tool that will be helpful in our discussions. Make sure to leave this sheet with your instructor, or deposit it in the appropriate place, before you leave the room.

**Video Title:** \_\_\_\_\_

**What I see:** \_\_\_\_\_

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**What I hear:** \_\_\_\_\_

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**What I have a question about:** \_\_\_\_\_

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

# LANDMARKS: HONOR OUR PAST, IMAGINE OUR FUTURE

Respond to the below statement by listing reasons you agree and/or disagree with it. Make sure to leave your worksheet with your instructor, or deposit it in the appropriate place, before you leave the room.

**Statement: It is important to preserve evidence of past generations.**

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Name: \_\_\_\_\_

Date: \_\_\_\_\_

# LANDMARKS: HONOR OUR PAST, IMAGINE OUR FUTURE

Respond to the below statement by listing reasons you agree and/or disagree with it. Make sure to leave your worksheet with your instructor, or deposit it in the appropriate place, before you leave the room.

**Statement: It is possible to be deprived of the past.**

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

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3. \_\_\_\_\_

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4. \_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_



Name: \_\_\_\_\_

Date: \_\_\_\_\_

# LANDMARKS: HONOR OUR PAST, IMAGINE OUR FUTURE

Respond to the below statement by listing reasons you agree and/or disagree with it. Make sure to leave your worksheet with your instructor, or deposit it in the appropriate place, before you leave the room.

**Statement: We must honor the past while we imagine the future.**

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Name: \_\_\_\_\_

Date: \_\_\_\_\_

# LANDMARKS: HONOR OUR PAST, IMAGINE OUR FUTURE

Respond to the below statement by listing reasons you agree and/or disagree with it. Make sure to leave your worksheet with your instructor, or deposit it in the appropriate place, before you leave the room.

**Statement: The future depends on me.**

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

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3. \_\_\_\_\_

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4. \_\_\_\_\_

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

# HOW IS A NEW YORK CITY BUILDING LANDMARKED?



## NYC

**Landmarks Preservation  
Commission**

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

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

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

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

## YOU CAN BE PART OF THE LANDMARKING PROCESS!

To begin your own Request for Evaluation by the Landmarks Preservation Commission's Research Department:

1. Before submitting a request for evaluation, first see if the property you're interested in is already landmarked. If it is an Art Deco building you can check the New York Art Deco Registry & Map on the Art Deco Society of New York's ArtDeco.org website to find out if the building you are interested in is a landmark.
2. Start by downloading a digital RFE form from the LPC's website at: [www1.nyc.gov/site/lpc/applications/forms.page](http://www1.nyc.gov/site/lpc/applications/forms.page)
3. After filling out your form, email it to the Commission at [RFE@lpc.nyc.gov](mailto:RFE@lpc.nyc.gov), along with any information or photos you have of the site.
4. Once your information is received, the Research Department will begin its evaluation.
5. If the staff finds your building appropriate they will conduct further research to determine whether the site you propose meets the Commission's designation eligibility standards.
6. You will be notified about the outcome and next steps in the process once their research is finished.

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