

HERITAGE EDUCATION FOR ELEMENTARY AGED CHILDREN:
HOW TO TEACH AND WHY
by
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(Under the Direction of WAYDE A. BROWN)

ABSTRACT

This thesis describes the physiological reasoning for teaching heritage education to elementary aged children and discusses the importance of learning about heritage education at an early age. A summary of the major theories proposed for cognitive development in children are explored and discussed as they relate to teaching elementary aged children. Freeman Tilden's proposed principles for interpreting heritage education are discussed and correlated to the cognitive development theories. Several existing heritage education programs are discussed and the commonalities and important points are outlined. A survey was developed and issued to several historic preservation organizations. The questions posed in the surveys, a justification for the basis of each question, as well as the responses to these surveys are included. An analysis and conclusion of those survey results is discussed and a correlation developed between the results and the thesis questions posed, why is it important to teach heritage education to elementary aged children and how do we best teach them.

INDEX WORDS: Thesis, Heritage Education, Survey, Cognitive Development, Elementary Aged Children, Freeman Tilden, Heritage Education Programs

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by

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Dedication

My younger sister, Juliet, Ellenberger, has a child with a brain injury. Maddie Ellenberger was born with lissencephaly. Lissencephaly literally means smooth brain, and it means that Maddie was born without the normal convolutions in her cerebral cortex. Without these convolutions, she lacks the surface area and quantity of neurons needed for normal brain function. Around age six months, Maddie was diagnosed and her parents were told that she would essentially be a baby her entire life, and that she would have a significantly shortened life span.

Juliet refused to simply accept the diagnosis and instead searched for ways to improve her daughter's quality of life and to look for options for curing her. Juliet stumbled across an organization entitled the Institute for the Advancement of Human Potential. This organization was founded by a Physical Therapist named Glenn Doman, who partnered with several doctors who held varying specialties (among them was Temple Fay, a renowned neurosurgeon) and who learned through intensive research that the ability to learn is an inverse function of age. Glenn Doman discovered that those with brain injuries as well as those with normally developing brains can more readily learn as children than as adults, and more importantly retain information that they learn as children. Based upon his research, Glenn Doman firmly believes that it is much harder to learn things as an adult than as a child. It was this concept that formed the premise for the question posed in my thesis...is it really important to teach children about heritage education.

Acknowledgements

First and foremost, I credit God for giving me the perseverance to see this through, and for not allowing me to let go of my goal to obtain my master's degree.

I cannot thank enough my major professor, Wayde A. Brown, for not giving up on me. While it took an exceptionally long time for me to complete my thesis, including two formal year-long extension requests, a lot occurred in my life from the time I began my thesis until its completion. My mother passed away, I got divorced and became a single parent, and I received a promotion at work. While the latter in itself was a good thing, the amount of responsibility I held and my work load increased significantly, derailing my plans to complete my master's thesis in a more timely fashion. I appreciate greatly the encouragement and quiet confidence of Wayde, and also of Donna Gabriel, the administrative associate for the College of Environment and Design, who was my silent cheerleader.

My mother, Zuleima Eileen Bailey fostered my love of historic preservation. I always loved the house that I grew up in, 400 White Street, in Huntsville, Alabama, but it wasn't until I attended classes at the University of Georgia that I learned that it was an 1890's Queen Anne Victorian style house. I simply knew that it was a wonderful exploratory playground for a kid, with small cubbies and secret hiding places, claw foot tubs and the most remarkable stone and dirt basement a kid could wish for during tornado season. It also happened to be located across two streets from Maple Hill Cemetery, established in 1822, where I spent many of my afternoons after school doing homework, riding my bicycle or my sister's skateboard. As a teenager, I also

spent many nights there sitting atop the ‘headless angel’ mausoleum with friends, talking into the wee hours of the morning, occasionally scaring an unsuspecting passerby. I appreciate my mother for her nostalgia for historic homes and I only wish she were here to attend my graduation. She always was my biggest fan.

Through Wayde’s eyes, however, I have learned to love modern, mid-century architecture, and to appreciate its subtle details, and while the Victorian style houses will always be my first love, I have had my eyes opened to the other historic treasures that exist in our cities. While I lament that my childhood city of Huntsville, Alabama destroyed many of its historic treasures like so many other cities in the name of progress, I can appreciate the facilities that stand in their stead as fine examples of mid-century modern architecture. I only hope that they too will not fall by the wayside like their predecessors. Until recently, I had not spent much time in Huntsville since moving to Athens, Georgia almost twenty-three years ago. However, a renewed friendship with a childhood classmate, Kenneth Creel, who has remained in Huntsville his entire life, who is also a lover of history and historic resources, has given me new appreciation for many places that I never knew while I was growing up.

Lastly, I wish to express my appreciation to my children, Dominick Jattuso, Kellen Ford and Jessica Ford. They have endured my stress and anxiety and have been patient with me while I finished classwork and spent time away from them in order to complete this program. Some of the sacrifice is theirs, and I know that they are aware of how much I love and appreciate them and their support.

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Chapter 1 – Introduction to Heritage Education

Teach the children so it will not be necessary to teach the adults. ~ Abraham Lincoln¹

Heritage Education is defined by Kathleen Hunter, an educational consultant who has worked with the National Park System during development of their Teaching with Historic Places programs², as “an approach to teaching and learning about history and culture that uses information available from the material culture and the human and built environments as primary instructional resources.”³ It also includes teaching about the preservation of the past so that these instructional resources are available to be used as teaching tools, as well as encompassing teaching with intangible items of the past, such as music, skills, traditional cultural events, etc. Heritage Education can take many different forms and can be taught at any age. Currently, there is no standard Heritage Education program established within the United States. The programs that do exist are inconsistent from state to state and vary in many ways, from the subject matter taught, the format in which they are delivered, and the age group that the programs are geared towards. Heritage Education programs often have guidelines or ideas established at a state level, but they are usually more fully developed and administered on a local level.

¹ <http://www.earlychildhoodeducationzone.com/quotes-about-education/> (accessed 09.09.16)

² <https://www.nps.gov/nr/twhp/wwwlps/lessons/118trail/118ABOUT.htm> (accessed 10.01.16)

³ Kathleen Hunter, “Heritage Education in the Social Studies,” ERIC Digest. <http://www.cool.conservation-us.org/bytopic/misc/heritedu.html>

The questions posed in this thesis are “Why teach Heritage Education to children?” and “What components make for a successful Heritage Education program?” To discover the answers to these questions, the following methodology was used: research was performed using existing literary materials available both through the local library systems and through internet sources, and a survey was created and used to solicit new information regarding existing Heritage Education programs. The literary research was performed to gain an understanding of the child’s brain development and learning techniques. The purpose of this research was to better understand how children learn in order to be better equipped to understand how best to teach them. The survey was created to gather information regarding existing Heritage Education programs as well as the information about them that is not readily available through an internet search. The purpose of gathering this information was to understand how a program is created, funded, sustained and improved upon. Utilizing the internet and the Preservation Directory website yielded many potential survey candidates. Preservation organizations were selected from many different states in different geographical regions in an effort to learn if programs differed from state to state or from region to region. A review of the websites for well over 100 organizations was performed, searching for Heritage Education programs for elementary aged children. The programs offered were reviewed to determine if there were any interesting or unusual program components and also to determine if they had a comprehensive program offering. Many of these organizations were selected at random to be sent a survey, with an emphasis placed on those that listed ‘education’ as part of their mission, but had no visible sign of an education program on their website. Additionally, other organizations were sent surveys that did not offer any

children's programs to understand why these might not be offered. However, finding willing participants to respond to the survey proved to be challenging, and many, many hours were spent on the telephone following up on e-mails that were sent but not responded to, so as to obtain survey responses.

After completing the research components, this thesis was formulated and includes the following chapters beyond the Introduction: Chapter 2 provides literary research regarding the current thinking for children's cognitive brain development and provides insight into their unique educational challenges; Chapter 3 identifies several case studies that detail the heritage education programs offered through various historic preservation and historical society organizations in various states; Chapter 4 lists the questions posed in a survey geared towards discovering many facets of existing heritage education programs, explains the purpose behind the questions and also provides the responses received from the survey participants; Chapter 5 analyzes and summarizes the conclusions reached from the information obtained and answers the thesis questions.

It is hoped that the information presented in this thesis can be useful in developing a strong heritage education program guideline for teaching elementary school aged children and can be beneficial in encouraging the implementation of a structured Heritage Education program in every community.

Chapter 2 – On Teaching Children

“Tell me and I forget. Teach me and I may remember. Involve me and I learn.” ~Benjamin Franklin⁴

How to best approach teaching children has been a subject of study for many years. There are numerous psychologists whose scientific research of children’s brain functions has been documented, studied and further developed to help us understand how children learn. Through this research, which is discussed in this chapter, we have learned that teaching children should be approached differently than teaching adults. A heritage education program designed for children should not look the same as one that is designed for adults. While to some degree, that may seem like common sense, there are actually legitimate psychological and physiological reasons for the differentiation.

Jean Piaget (1896 –1980) created, and for twenty-five years directed, the Center for Genetic Epistemology, an organization dedicated to the study of the origins of knowledge. According to Sue Robson, author of *Developing Thinking and Understanding in Young Children*, Piaget is generally credited with establishing the field of study of cognitive development. His research in developmental psychology and genetic epistemology had one goal: how to determine knowledge growth? Piaget’s answer is that the growth of knowledge is a progressive construction of logically embedded structures superseding one another by a process of inclusion of lower less powerful logical means

⁴ <http://www.earlychildhoodeducationzone.com/quotes-about-education/> (accessed 09.09.16)

into higher and more powerful ones up to adulthood. Therefore, children's logic and modes of thinking are initially entirely different from those of adults. Piaget used his studies of cognitive development in an attempt to change the way people thought about children. At the time he began his field of study, the prevailing view of children was that they were empty vessels expected to receive knowledge from adults. Teaching was largely didactic and focused on rote learning. Piaget viewed children as active explorers, engaged in discovering things for themselves and constructing their own understanding.⁵ This approach was new and challenging. Piaget's concept legitimized the idea of learning through play.

Lev Vygotsky (1896 – 1934), a Soviet psychologist, focused his research on the social nature of learning. Much like Piaget, Vygotsky believed that young children are constructing their understanding from their experiences, but he further studied the field and clarified and concluded that children learn through demonstration and discussion. He stated “the social context in which learning takes place is as important as any specific activity that the child undertakes.”⁶

Susan Isaacs (1885 –1948), former Head of the Department of Child Development at the London Institute of Education, focused on studies in cognitive development that were based upon intertwining children's interests in the physical and human world around them and what she saw as their enthusiastic curiosity about everyday life. She believed that it is vital to support both children's imaginations and

⁵ Sue Robson, *Developing Thinking and Understanding in Young Children*, (New York, NY, Routledge, 2006), 13

⁶ Sue Robson, *Developing Thinking and Understanding in Young Children*, (New York, NY, Routledge, 2006), 26

interest in fantasy and their interest in finding out about the world around them. The two should go hand in hand.⁷

Dr. Urie Bronfenbrenner (1917 –2005), a renowned developmental psychologist who taught at Cornell University in New York for over fifty years, studied the social sphere of children and its impact on the child’s learning. He concluded that the layers of influence on a child’s cognitive development are identified as a series of concentric circles radiating out from the child like a set of Russian dolls, with progressively less direct influence as the circles widen out. The most immediate layer of influence is the home, family and friends, and as the circles spin out, they begin to include the neighborhood, school, and church. As they spread out further, they encompass the general environment and social characteristics of the community. They eventually include the government in some of the more far reaching of the circles. Dr. Bronfenbrenner illustrated that policies and programs can play a major role in shaping these systems, thus potentially promoting human health and well being. This perspective transformed the study of human development. Among other influences, it encouraged more developmental scientists to examine both naturally occurring and deliberately designed experiments in the real world to illuminate the influences of contexts on human development, and particularly on child development.⁸

As the study of cognitive learning has developed, Professor Judith Dunn (1939 -), a professor in the Institute of Psychiatry at the King’s College in London, has performed a significant amount of research that resulted in finding that children often display their

⁷ Ibid, 90

⁸ Cornell University, College of Human Ecology, “Urie Bronfenbrenner,” <https://www.bctr.cornell.edu/about-us/urie-bronfenbrenner/> (accessed 09.09.16)

most advanced reasoning in situations that have the most emotional significance for them. This is because emotion and cognition are connected; pleasure, desire and emotion are powerful motivators of learning and they drive our actions and interactions with others.⁹

Dr. David Whitebread, a “developmental cognitive psychologist and early years specialist, has spent his professional life concerned with children's psychological development and implications for early years and primary education. He has also spent a considerable amount of time focusing on the development of young children's metacognition and self-regulation in relation to a number of areas of development. He has observed and studied children learning through play, quality in early childhood education, evolutionary psychology and the application of cognitive neuroscience to education. His current research focus is concerned with the early development of play and playfulness in young children, and the role of language and self-regulation and in supporting this development.”¹⁰ In his research within the field of cognitive development, Dr. Whitebread illustrated that children actually have developed the capability of logical thinking at age 3-1/2, a much younger age than Piaget suggested.¹¹

Understanding cognitive development in children is important in helping us to understand the best approach to take when teaching Heritage Education to children. Furthermore, understanding why it is important to begin teaching Heritage Education to children is stated clearly by Glenn Doman and Janet Doman in their book, written in

⁹ Sue Robson, *Developing Thinking and Understanding in Young Children*, (New York, NY, Routledge, 2006), 48

¹⁰ <https://www.educ.cam.ac.uk/people/staff/whitebread/> (accessed 10.01.16)

¹¹ Sue Robson, *Developing Thinking and Understanding in Young Children*, (New York, NY, Routledge 2006), 18

1991, *How to Multiply Your Baby's Intelligence*. In this book, they write, "The ability to take in facts is an inverse function of age. The older we get, the harder it is to take in raw facts. The younger one is the easier it is to take in raw facts...the younger you are the easier it is to take in facts and keep them."¹² Glenn Doman founded the Institute for the Achievement of Human Potential. He lived with, studied and worked with children in more than one hundred nations, ranging from the most civilized to the most primitive. His work included studying the brain as well and he began to understand its development and functions. He learned the importance of teaching children beginning from birth, and often used the phrase 'Use it or lose it,' when referring to encouraging education of very young children.¹³ A child's brain is different physically and psychologically than an adult brain, having not yet fully developed.¹⁴ Learning something new as an adult makes it more difficult to retain information. Whereas, learning something new as a child provides you with the basic understanding and insight you need to retain it, and if applicable, to build upon it later.

Using the results of the research performed by psychologists such as Piaget, Vygotsky, Isaacs, Bronfenbrenner, Dunn and Whitebread provides insight into understanding the development of the human brain and how children learn. Children learn best when provided with a creative and playful environment, when taught using demonstration and participation, and when allowed to explore and discover. They also retain information well and should be exposed to as much information as possible at an early age so as to have the best opportunity for retention. Freeman Tilden recognized the

¹² <https://www.iahp.org/about-glenn-doman/> (accessed 09.01.16)

¹³ Glenn and Janet Doman, *How to Multiply Your Baby's Intelligence*, (Towson, MD, The Gentle Revolution Press, 1984), 118

¹⁴ *Ibid*, 134

need to incorporate these approaches in the interpretation of The National Park System's educational resources and more broadly defined these principles to provide guidance for heritage education in general.

Freeman Tilden (1883 - 1980), a well-known reporter, novelist and playwright, who was also revered as a mentor, teacher, and philosopher, authored several books, most of which focused on various aspects of the National Parks. His philosophy included the use of illustrative media, rather than just words, to present the parks to the general public.¹⁵ One of his more well known educational and influential books is entitled *Interpreting our Heritage*, published in 1957, in which he developed six guiding principles of interpretation for the national park system. One of these six principles addressed interpretation for children. Tilden wrote, "interpretation addressed to children (say up to the age of 12) should not be a dilution of the presentation to adults but should follow a fundamentally different approach. To be at its best, it will require a separate program."¹⁶

In order to determine how best to approach children, Tilden clarified that consideration should be given to the "characteristics that are very pronounced in young children."¹⁷ Those characteristics were defined by Tilden as follows:

1. "Delight in the superlative.

¹⁵ National Park Service, "Freeman Tilden," <https://www.nps.gov/bestideapeople/tilden.htm> (accessed 09.09.16)

¹⁶ Freeman Tilden, *Interpreting Our Heritage* (Chapel Hill, NC, University of North Carolina Press, 2007), 76.

¹⁷ *Ibid*, 79.

2. Love of personal examination through the senses (all of them, including touch as the most notable).
3. Children love facts and become sponges, soaking them up. Do not tamper with them.
4. The story of adventure is more important than rote instruction.
5. Children have the ability to see more than adults as their perspectives are fresh, not pre-formed and they are not generally afraid to pose questions.
6. Teachers have found that when students are given prior information before visiting a historic site, they have a more successful learning experience.”¹⁸

In referring to historic architecture, it is important to try to figure out how to present each site as an active representation of its day and not as “seeming to have been frozen at a moment in time when nobody was home.”¹⁹

“The ideal interpretation implies re-creation of the past and kinship with it.”²⁰

Two of the devices frequently discussed are demonstration and participation; demonstration is showing how to milk a cow versus talking about it. Participation is just that, participating in an activity or a scene and results in “the participant regarding something as novel, special and important.”²¹ Another approach to interpretation involves animation, such as having a piano player playing period-appropriate tunes in a house museum or having actors/actresses re-enact scenes or hold conversations that would be period-appropriate as well.

¹⁸ Ibid, 79-83.

¹⁹ Ibid, 102

²⁰ Ibid, 103

²¹ Ibid, 107

Tilden's assessment that the approach for children should be fundamentally different than that approach used for adults is consistent with research undertaken in the field of cognitive development in children. "Cognitive development in children involves the progressive building of learning skills, such as attention, memory and thinking. These crucial skills enable children to process sensory information and eventually learn to evaluate, analyze, remember, make comparisons and understand cause and effect."²²

While his concepts were specifically geared towards interpretation of the resources contained within the National Parks, Tilden's principles can be applied to all types of historic sites. And while Tilden may not have realized it, his approach to interpreting historic resources for children encompasses the fundamental approaches gleaned in cognitive development studies. Because of this, consideration should be given to following his principles of interpretation for children when creating a Heritage Education program. Tilden pointed out very succinctly that children learn differently than adults. Understanding how a child's brain develops and learns is important in understanding how to teach children so that they will retain information. Tilden's approach takes advantage of how a child learns so as to maximize their learning potential.

²² Glencoe Understanding Psychology, "What are Cognitive Skills in Children," <http://study.com/academy/lesson/what-are-cognitive-skills-in-children-development-definition-training.html> (accessed 09.09.16)

Chapter 3 – Heritage Education Methods and Programs

“Education is not a problem. Education is an opportunity.” ~Lyndon Johnson²³

There are two main methods by which community organizations teach Heritage Education. One approach is to teach the teachers so as to enable them, in turn, to teach all of the children that they encounter in their classrooms. The other method is to teach the children directly. This chapter provides information on various Heritage Education programs that are offered through state or local Historic Preservation and Historical Society organizations. Information on these programs was obtained from the websites that were researched through the Internet. In some cases, supplemental information was obtained through telephone conversations with the administrators of those programs. The information obtained is summarized and documented below.

“Give a man a fish and you feed him for a day. Teach a man to fish and you feed him for a lifetime.”

~author unknown

Educating the Educators:

The book *Education and the Historic Environment*, edited by Don Henson, Peter Stone and Mike Corbishley, affirms that “teaching teachers is the most effective way of

²³ <http://www.earlychildhoodeducationzone.com/quotes-about-education/> (accessed 09.09.16)

ensuring that the historic environment is used in teaching.”²⁴ One aspect of this book describes the heritage education’s program as having five main goals: Influence the government’s thinking about the inclusion of the historic environment in published curricula, provide free advice and in-service training courses for teachers, devote large parts of their budget to the publication of a range of resources for teachers and tutors, offer free visits to all the sites in their care to any educational institution, foster concern within the students to think about what kind of environment they want to grow up in.”²⁵

The issue of teaching Heritage Education is more one of awareness. It is necessary to educate the educators to make them aware of the need to incorporate this type of teaching into their planning. Surveys done in the past, such as the one commissioned by the English Heritage Foundation in 2000 show that “98% of the people polled believe that heritage is important for teaching children about the past and that all school children should be given the opportunity to find out about their country’s heritage.”²⁶ These same people who were polled felt that education programs for schools was the most important program to be developed in order to be able to teach the children about their country’s heritage.²⁷

Having a framework to enable the teaching of Heritage Education is a simple method to foster the incorporation of these lessons into an existing curriculum. Providing teachers with easy access to lesson plans that outline what requirements of the National

²⁴ Don Henson, Peter Stone and Mike Corbishley, *Education and the Historic Environment*, (New York, NY, Routledge, 2004), 70

²⁵ Ibid, 70

²⁶ Ibid, 70

²⁷ Don Henson, Peter Stone and Mike Corbishley, *Education and the Historic Environment*, (New York, NY, Routledge, 2004), 68

Standards for Education are being met can help foster the inclusion of Heritage Education into the everyday school curriculum.

Some state and local organizations offer programs for teachers that provide instruction and resources to guide them on how to incorporate heritage education into their curriculum. The adage quoted above provides a good metaphor for that concept. If you teach the teachers, they can reach more children than a community outreach program can without their assistance. If all of the teachers are empowered to teach heritage education, you will reach all of the children. If you only teach the children, you have far less teaching resources and will be unable to reach them all.

One such teacher education program, entitled Talking Walls, was developed by the Georgia Trust for Historic Preservation (GTHP). This program provides teachers with the intellectual tools and training necessary to incorporate heritage education into their everyday lesson plans. It trains teachers to use local historic resources as teaching tools. The program itself is a four day seminar, consisting of a power point presentation entitled “How Buildings Speak to Us,” tours of local historic resources (house museums and cemeteries), lectures including: the introduction to library resources; how to create exercises using historic photographs and maps; potential school projects using historic resources, among others.²⁸ “This program is geared towards educating the educators on how to incorporate teaching Heritage Education into the national standards requirements. This program focuses on how to creatively teach so as to engage the students and to make learning fun with activities that incorporate historic preservation elements. To date, more than 1,765 teachers representing 63 school systems in 54 Georgia counties have been

²⁸ The Georgia Trust, Talking Walls Heritage Education Workshop Agenda, 2004

trained through the Talking Walls program's recertification workshops, which emphasize hands-on activities that encourage learning by doing. In turn, these trained teachers incorporate local historic resources into their lessons, including each of the various subjects. Through these teachers, the program has reached more than 371,950 students.²⁹

The statistics provided are valid as of the year 2012, when the program ceased to formally be supported by the GTHP. According to the program administrator, Kate Ryan, the state modified its requirements for teacher continuing education credits and the interest by teachers in attending the program waned. There are, however, a few local community organizations that still utilize the Talking Walls program, such as Cobb Landmarks and Historical Society located in Marietta, Georgia.³⁰

As is evidenced by the demise of the Talking Walls program, to be the most valuable and appealing to the teacher, the programs offered to them should have some incentive associated with them. While providing continuing education credits was once a viable incentive, providing easily referenced State Standards compliance is another alternative. The State Standards referenced are the individual state guidelines for educational standards. There is no specific national curriculum for the school system in the United States, but there are minimum standards for what each state must teach in order to receive any federal assistance for the public and private school systems.³¹

Identifying what standards the lesson plans are in compliance with makes it easy for a

²⁹ The Georgia Trust, Talking Walls, http://www.georgiitrust.org/what/talking_walls.php (accessed 09.09.16)

³⁰ Kate Ryan, telephone conversation with author, 09.27.16

³¹ Paul E. Barton, "National Education Standards, Getting Beneath the Surface," Policy Information Center, Educational Testing Center, 2009

teacher to justify incorporation of the Heritage Education lesson into their curriculum plan.

At a more local level, many Historic Preservation organizations and Historical Societies host teacher workshops that offer training and insight regarding how to incorporate heritage education teaching into the classroom. They also offer a variety of lesson plans created for the purpose of providing options for the teachers to incorporate Heritage Education into their lesson plans. Many identify within these lesson plans clear references to the state standards to which it relates. For example, if you refer to the website for the Historical Society of Princeton, located in Princeton, New Jersey, it states clearly on their website which New Jersey State Standards the programs that they offer are addressing.³²

Some programs, such as those offered in Plano, Texas by the Heritage Farmstead Museum, offer tours of historic places, but educate the teacher prior to a field trip or an outreach program. This enables the teacher to host one or more pre-lesson plan and post-lesson plan before and after the field trip or the program. The Heritage Farmstead Museum offers these pre and post lesson plans for their One Room Schoolhouse and their Farrell Wilson House.³³ In this manner, the teacher can continue incorporating the heritage lesson into the general curriculum.

³² <http://www.princetonhistory.org/programs-events/school-programs.cfm> (accessed 10.01.16)

³³ <http://www.heritagefarmstead.org/teacher-resources/> (accessed 10.01.16)

“Education is simply the soul of a society as it passes from one generation to another.” ~G.K. Chesterton³⁴

Educating the Children:

The other method by which community organizations teach heritage education is by offering programs directly to the children. There are numerous existing heritage education programs throughout the United States that are created with a focus on children. The programs are designed to capture children’s attention and to appeal to their senses in the manner described by Tilden.

Programs from several different states throughout various parts of the United States were reviewed and evaluated. A select few of these that seemed representative of the more successful types of programs include the following:

Alabama, The Vulcan Park Foundation, Birmingham

Alabama, Lee County Historical Society, Lee County

Maryland, Heritage Montgomery, Germantown

New Jersey, Burlington County Historical Society, Burlington City

New Jersey, Historical Society of Princeton, Princeton

New Jersey, Montclair Historical Society,

New York, Art Deco Society of New York,

New York, Bayside Historical Society, Bayside

³⁴ <http://www.earlychildhoodeducationzone.com/quotes-about-education/> (accessed 09.09.16)

New York, Bronx County Historical Society, Bronx

Texas, Heritage Farmstead Museum, Plano

Vermont, The Vermont Historical Society in Barre, Vermont

Vermont, The Woodstock History Center in Woodstock, Vermont

Alabama, Vulcan Park Foundation:

At the Vulcan Park Foundation, a field trip to their house museum includes a live theater performance with docents dressed in period costumes, immersing the children in the past, playing a favorite of most children, the game of ‘pretend.’ These field trips teach children about families of the past and how they lived and worked. For their Outreach programs, they have created a History on the Road tour of several different musical and theatrical productions that highlight various aspects of Birmingham’s historical figures and events. They also host a summer camp program entitled Building Birmingham that takes campers on an exploration of Birmingham’s historic architecture and highlights their design elements. It also includes History Mysteries, which encourages campers to solve a historical mystery using clues encountered during the historical walk. These same camp programs are also offered to scouting groups and can be tailored to their specific badge requirements. Thunder on the Mountain is the annual fourth of July event showcasing Vulcan Park. Additionally, there is an annual teacher’s workshop and symposium hosted at the Vulcan Park to provide teacher’s with necessary lesson plans and tools to utilize this historic resource as a teaching tool. While there is no specific birthday party theme

advertised, the programs offered can easily be adapted, but there are no contests hosted through the Vulcan Park Foundation.³⁵

Alabama, Lee County Historical Society:

The Lee County Historical Society in Loachapoka, Alabama, offers field trips of their 1850's village entitled Pioneer Park. This historic site includes eight structures and several associated gardens. The field trips educate students on pioneer life in Alabama in the mid 19th century. The Lee County Historical Society also hosts an annual heritage day, entitled Pioneer Day, as well as their Second Saturdays at the Museum in Loachapoka. The Second Saturdays is a monthly event similar to the annual event, but more low-key. Both events feature a group of history re-enactors who dress in period attire for the 1850s and demonstrate arts and crafts of the appropriate time period. This includes blacksmiths working at the forge, spinners and weavers in the textile room, gardeners in the garden, and someone cooking a meal in the outdoor hearth. There is also a group of musicians, the Whistle Stop Pickers, playing old-time instruments such as dulcimers. Crafts and activities are offered to the children that are also in keeping with the appropriate time period, including attending 'school' in the log cabin located on the museum site. They do not offer outreach programs, scout days, birthday parties, summer camps or contests.³⁶

³⁵ www.visitvulcan.com (accessed 09.06.16)

³⁶ www.leecountyhistoricalsociety.org (accessed 09.06.16)

Maryland, Heritage Montgomery:

Heritage Montgomery in Germantown, Maryland offers several different field trips to their historic facilities. Among them are field trips to the following: the Boyds Negro School, a one-room schoolhouse that served as the public school for African American students from 1895-1936; the Button Farm Living History Center, an underground railroad immersion experience with hands-on programs; the King Barn Dairy MOOseum that affords students the opportunity to learn about the history of dairy farming in Montgomery County. There are several other field trips offered to other historic sites in the area as well. They provide resource links to the teachers to allow them the opportunity to provide outreach programs in their classrooms that include lesson plans from various sources. Additionally, they host a rather elaborate annual Heritage Days Weekend that has been in existence for the past 20 years. During this event, there are over thirty local historic and cultural sites open free of charge to allow families to explore local history and culture. The weekend includes exhibits and demonstrations, history tours, live music and games and crafts for children. They do not host specific scout days, birthday parties or advertise any type of contest related to their programs.³⁷

New Jersey, Burlington County Historical Society:

Field trips include options for guided tours of three historic houses, museum galleries, and if desired, a walking tour of the downtown area. They also provide themed tours which can include a historic character (an actor/actress dressed in period clothing to provide an immersion experience). They offer outreach programs that provide for these

³⁷ www.heritagemontgomery.org (accessed 09.09.16)

historic characters to visit the school or other establishment as may be requested. Possible options include: Captain James Lawrence, Hero of the War of 1812; James Fenimore Cooper, Author of *the Last of the Mohicans*; Benjamin Franklin, one of the founders of the United States. They also offer programs on various themes, such as the Underground Railroad and Colonial life, among others. Scout programs are advertised and offered as a customized option tailored to fit the particular scout badge that is being earned. The birthday party option is an adaptation of their regular programs. For example, as one of their field trip activities, they offer an archeological dig; the birthday party option transforms this into a pirate themed event to search for buried treasure. They do not offer a heritage day or sponsor a heritage themed contest.³⁸

New Jersey, Montclair Historical Society:

At the Montclair Historical Society in New Jersey, three field trip options are available, coupled with five different themes. The field trips include visits to the Charles Schulz House, the Israel Crane House and the Nathaniel Crane House. The themes include Discovering History for Preschoolers, Life in Early New Jersey, The American Foodway, From Farms to Suburbs, The Charles Schulz House – A Preservation Gem. They also offer a program entitled The Roots of Historic Preservation. Scout Days are offered and programs are tailored to suit the specific scout troops badge requirements. Additionally, a summer camp is offered entitled Farm Camp. At Farm Camp, the focus is on learning from the past to make a better future. Young campers visit the Charles Schultz House (also named Evergreens), where the house that was built in 1796 still stands in much the same presentation as it did when it was built. There is a historic farm on the premises as

³⁸ www.burlingtonhistoricalsociety.org (accessed 09.09.16)

well and hands on activities are offered to engage the children in life on the farm in the early 1800s. An annual heritage day program is hosted entitled Harvest Day. During this day in the Fall, families are encouraged to attend and to participate in activities which include museum tours and hearth demonstrations, apple tasting and cider pressing, viewing of historic farm tools and lessons on how to care for farm animals, viewing of the general store exhibit, weaving looms demonstrations, and the historic school room. There are no specific contests offered.³⁹

New Jersey, Historical Society of Princeton:

At the Historical Society of Princeton, various options for on-site field trips are offered, as students become history detectives by exploring three centuries of Princeton history which highlights the town's diverse architectural styles through a walking tour, a museum tour and by handling materials illustrative of this. Children can also engage in a scavenger hunt, play historic games and create a craft to take home. Outreach Programs are offered in which power point presentations are provided in the school classroom for student instruction, including the Princeton: Then and Now program, in which students study the history of Princeton and the changes that have occurred. Upon completion of the program, students create a postcard illustrating the town as they envision it 100 years into the future. They also offer the New Jersey Facts and Firsts option that focuses on the early settlers of New Jersey and the development of the towns and cities. The lesson concludes with a multiple choice game about New Jersey's facts. They also offer a Scout Program which is tailored to fit the individual scout troop and their needs. The Historical Society of Princeton also offers some version of a Heritage Day in the form of an annual

³⁹ www.montclairhistorical.org (accessed 09.06.16)

concert at the historic farmstead, complete with food and entertainment. There are no birthday parties, summer camp programs or contests designed by the Historical Society of Princeton.⁴⁰

New York, The Art Deco Society:

The Art Deco Society of New York has an extensive and very educational photography contest that challenges students to find and photograph Art Deco buildings in their neighborhood. However, entry into the contest is only allowed after completing a series of five lessons that provide them with the tools to understand the history and architectural style of an Art Deco building. These lessons include power point presentations, videos, worksheets and instructional sessions and can be taught during a classroom setting, in an after school program or in a community program. The ultimate goal of this contest is to “provide students with the tools to understand, appreciate and take pride in their surroundings, to discover Art Deco gems in their own neighborhoods, to better understand the importance of preservation and the landmarking process and to be introduced to careers in a variety of related fields.” This program includes elements of the Field Trips, the Outreach Program and the Contests. The program can be adapted for a Scout Badge, but they do not offer Birthday Party events, Summer Camp Programs nor do they host a Heritage Day.⁴¹

⁴⁰ www.princetonhistory.org (accessed 09.06.16)

⁴¹ www.artdeco.org (accessed 09.06.16)

New York, The Bayside Historical Society:

The Bayside Historical Society provides field trip opportunities to explore an antique trunk full of authentic artifacts through which they learn about life in the early 1900s. The contents of the trunk include vintage photographs of children at play, vintage clothing, toys, household items and school books. Children are invited to observe and to play with the items they remove from the trunk. They also offer a Digging up the Past program. This type of program is illustrative of an archeological expedition, allowing the children to dig up and remove artifacts from a large ‘sandbox.’ The children are taught how to analyze, record, preserve and store the artifacts. There are three Outreach programs offered. The first of these, Then and Now – Introducing the Past and the Present, offers students the opportunity to model period clothing, handle artifacts from the past as well as photographs, and learn about life in the past. In School Days – Comparing Past and Present Classrooms, students compare life in a classroom from the past to their current classroom setting, and in the third option, History Detectives, students act as detectives, using primary source documents, letters and photographs to gather information and expand their knowledge of local history. They also provide a scout program that includes a historic afternoon tea event, and while this is not advertised as a birthday party, could also be used as such. The facility hosts at least two annual events that include a Halloween tour and an annual Christmas dinner event. There are no summer camps or contests advertised.⁴²

⁴² www.baysidehistorical.org (09.06.16)

New York, The Bronx County Historical Society:

At the Bronx County Historical Society, field trips include tours of the Edgar Allen Poe Cottage and the Bronx County House Museum. Their Outreach programs include their Map It! Program, which adds an extra twist to a walking tour of one of many Bronx historic neighborhoods by incorporating a follow-up activity. The end product includes a student created exhibit of a map with illustrations and captions describing and documenting the neighborhood history. Additional Outreach programs include guest lecturers who provide information on a variety of topics associated with Bronx history. No specific scout programs, birthday party options, heritage days, summer camps or contests are advertised.⁴³

Texas, Heritage Farmstead Museum:

Heritage Farmstead Museum in Plano, Texas, provides field trips to the farmstead and gears them towards the Science and Social Studies curriculums of the state as well as the Language Arts program. A required reading book in many elementary schools throughout the United States is Patricia Machlachlan's *Sarah Plain and Tall*. The field trip allows the visiting children to pretend that they are visitors to the farm on which the characters in the book lived. They offer several summer camp options, including Creek Camp, Pioneer Camp and Junior Historian Camp. In the Pioneer Camp, campers experience life in the late 1800s when the farm was a working farm and participate in hands-on activities involving farm animals and farm chores. In the Junior Historian Camp, campers learn about the history of the farmstead and participate in archaeological projects associated

⁴³ www.bronxhistorical.org (accessed 09.06.16)

with the farm. The Heritage Farmstead Museum offers both boy scouts and girl scouts the opportunity to earn badges by customizing a program for them, they offer an annual heritage day entitled Farm Day and they also offer the opportunity to win a contest, although it is an animal calling contest as opposed to a heritage activity contest. The Heritage Farm also offers birthday party options. Among them is the Outlaw's Buried Treasure party, which places the party-goers in a 1910 setting of a train robbery. The children are advised that the robbers escaped and have hidden their loot somewhere on the farmstead. The birthday child must lead the rest of the child gang with his treasure hunt map to locate the loot. Following the hunt and the discovery of the loot, the children participate in period appropriate games until the party ends. However, the Heritage Farmstead Museum provides another birthday program option that takes advantage of their specific site. With this party option, children are encouraged to play pretend and to take on the role of pioneers to experience life in the late 1800s. They are put to work taking care of the farm and the animals and learning in a fun way what farm chores were all about during that time frame.⁴⁴

Vermont, Vermont Historical Society:

The Vermont Historical Society offers a field trip to the Vermont History Museum with the option for a hands on unique 'you be the historian' experience in which students are given the opportunity to use the skills and tools of historians, researchers, curators and archaeologists to learn about a 19th century Vermont farm family. History Lending Kits are available for outreach programs and include Abenaki in Vermont, Archeology Alive, Schooling in Early Vermont, Vermont in the Civil War, Vermont in the Revolutionary

⁴⁴ www.heritagefarmstead.org (accessed 10.01.16)

War and Life in Early Vermont. Each kit includes a teacher's guide that provides teaching objectives. Each kit also includes a list of related artifacts, images and stories, activities, background information, and discussion questions. The Vermont Historical Society hosts a Vermont History Day Contest in which students conduct research in libraries, museums, and historical societies and interview experts on their topic. Using their new knowledge and incorporating primary sources, the students develop their projects in the format of their choice: exhibits, websites, documentaries, performances or papers. The Vermont Historical Society does not specifically offer options for scouts, birthday parties, summer camps or a heritage day event.⁴⁵

Vermont, Woodstock History Center:

The Woodstock History Center offers field trips to the Dana House Museum, special historic slideshows, walking tours, scavenger hunts, and artifact workshops. It also provides an enchanting opportunity for children to become a 'Dana Mouse History Explorer.' Children participating in this program are given a punch card and have the opportunity to participate in five activities at the Dana house museum throughout the calendar year in order to earn a Dana Mouse figurine or a figurine of one of Dana Mouse's friends. They also offer six outreach programs using traveling kits that can be provided to teachers to utilize in a classroom setting. These kits include the following lessons: Land Grants – Conflicts in Colonial Vermont (This kit contains copies of original maps showing France's land claims on Lake Champlain, the New Hampshire and New York Grants, a recent map, and a short study guide), Archibits (uses picture cards, slides, puzzles and extensive lesson plans to explain the history embedded in the local

⁴⁵ www.vermonthistory.org (accessed 09.06.16)

architecture), Aaron Hutchinson – A Glimpse into Early Vermont Life (The kit uses probate inventories, artifacts, maps, and other primary source materials, as well as a PowerPoint slideshow to give students a glimpse into what life was like in Vermont around 1800), Full Steam Ahead: Technology, Trade and Travel Aboard the Ticonderoga (The kit also contains a steam-powered model of the tugboat Ticonderoga, an audiocassette containing reminiscences of passengers and employees of the Ticonderoga, a selection of a reproduction newspaper from 1923, and other educational materials), Abenaki in Vermont (This kit provides replicas of Abenaki artifacts, stories about their people, and a variety of other education resources for teachers and students), Talking Pictures: Photographs as Primary Resources (This kit encourages students to explore photographs as primary sources using reproductions of historic photographs taken in Woodstock, Vermont). They host an annual event called the Old Time Fair which includes old fashioned games, a photo booth, hands on crafts and live music. They offer quests which can be used for scouting badges or birthday parties, although they are not advertised as such. No summer camps or contests are advertised.⁴⁶

Summary

In reviewing the aforementioned examples, it seems evident that many of the well-attended and more widely used programs include some or all of the following types of programs: Field Trips, Outreach Programs (bringing the field trip to another location such as a school or event), Scout Days, Birthday Parties, Heritage Days and Festivals, Summer Camps, Contests.

⁴⁶ www.woodstockhistorical.org (accessed 09.06.16)

Typically a **field trip** involves a destination place. It is a house museum, an historic farmstead, a group of historic homes, a walking tour, or other similar place. To make these places educational is not a particularly challenging achievement, given that the material itself is historic and educational. To make the field trip fun and memorable for children is the more difficult part. Many organizations have developed their field trip programs to embrace the children's senses and to provide activity components that appeal to them. Some good examples of this type of field trip include those at the Historical Society of Princeton in New Jersey, the Vulcan Park Foundation in Birmingham, Alabama, the Vermont Historical Society in Barre, Vermont, The Woodstock History Center in Woodstock, Vermont and the Bayside Historical Society in Bayside, New York.

An **Outreach Program** can take on many forms. Some programs simply involve a Power Point presentation of what a child might see on a field trip, with an educator explaining what is on the screen. These can be facilitated by a docent from the house museum, the historic site or by the teacher of the class. However, most outreach programs include an educational program as well as an educational activity. Good examples of Heritage Education Outreach Programs include those from The Historical Society of Princeton in Princeton, New Jersey, and the Bronx County Historical Society of Bronx, New York, Walking tours are a commonly used outreach program tool. In most cases, the facilitator visits the children's school and uses the surrounding neighborhood as their platform for education.

Scout Days are typically field trips focused on a earning a particular scouting patch or badge. The American Heritage Badge can be earned by a child who is a member

of the Boy Scouts of America, and as part of the requirements for earning this badge, a boy scout must select two options that include researching and explaining the National Register of Historic Places, visiting a historic trail or walk, documenting the changes in a neighborhood over the previous 50 years or researching an event/place of historical importance in the area. Earning girl scout patches related to heritage education is also feasible, but a little more difficult to identify, as the recent modifications to the structure of the girl scout program make earning patches less of a focus. However, visiting a historic site or participating in a heritage education program can become a part of what is needed for the completion of the Celebrating Community patch offered to the Girl Scout Daisies. The requirements for this patch include visiting a landmark and making a landmark map. There are also opportunities to develop the requirements for and to create a girl scout patch, and heritage educators can offer this opportunity to girl scouts to earn a custom patch at their facility. The Girl Scouts of Historic Georgia have created a Historic Preservation patch that encourages scouts to explore the concept of preservation and the National Trust for Historic Preservation, to identify the architectural components of a historic building or structure, to have a scavenger hunt to locate key characteristics on historic buildings within a neighborhood, to write about their family history and to document family traditions, to identify preservation efforts by locating historic markers in their town and to share preservation ideas with friends, with the community and to practice preservation by getting involved with a community preservation project.

Birthday Parties are an interesting option, and not as commonly offered.

However, those that do offer them include playful themes to entertain the party attendees.

Typically the birthday party program is an adaptation of one of the regular field trip programs offered by an organization.

Heritage Days and Festivals are very popular events that not only help fund other programs throughout the year, but also serve as a social family event where adults and children alike are welcome. The main theme of these is usually some version of food and fun, coupled with educational activities. The attendees are given the opportunity to learn about historic culture and are provided with a comfortable, educational and entertaining framework in which parents can either simply enjoy their time with their children or can learn about other programs offered for their children. Many historical societies and heritage preservation organizations offer only an annual event. However, other organizations offer more frequent programs. The most famous of this type of heritage day is likely that of Colonial Williamsburg in Williamsburg, Virginia, where every day is a heritage day. In Colonial Williamsburg, visitors are immersed in a living history museum and discover life in the 1700s.

Summer Camps for heritage education are an amazing resource when offered. With the large number of two-income families, and when school is not in session, parents are usually scrambling to find opportunities for their children to participate in something educational, active and enjoyable during the summer time. There are many different options offered for summer camps. The typical day camp incorporates a variety of activities from arts and crafts, water play, games, and movie watching among other activities. In some locales, there are types of camps offered, such as sports camps, art camps, outdoor survivalist camps, to name a few, and yes, heritage education camps.

Contests are a unique way to include children into exploring heritage education. The Hunterdon County Cultural and Heritage Commission hosts an essay contest for a Junior Historian Award for the best essay written on The Most Historic Place in My Town. In Jefferson City, Missouri, the local government through the historic preservation commission hosts an annual celebration and recognition of historic preservation month by offering local landmark awards, historic preservation related essay and art contests to local children. The winners of these awards are recognized at a formal ceremony at the annual heritage day celebration.

Each of these programs outlined above are illustrative of typical programs offered by historical and heritage societies. And while those are the most common offerings of heritage education programs available for the education of children within the historical societies and preservation organizations throughout the United States, there are also some individual programs offered by those organizations **thinking outside the box**. One of the most widely known of these is that of what was originally called the Box City program, but is now called “Cube – Center for Understanding the Built Environment.” This program offers lesson plans for teachers, outlines for field trips and outreach activities and summer camps. Cube’s mission and lesson plans specialize in community-based education which brings together educators, kids and community partners to effect change. Using their award-winning Walk Around the Block and the Box City activity resources, teachers can identify and carry out appropriate community outreach projects, which reinforce the curriculum in relevant ways. CUBE is about community building. There are many lesson plans associated with the CUBE program; among them are those that specifically relate to heritage education including The Built Environment Then and Now,

Creating a Landmark Calendar, Grid It Map It and A Visit to a Historic Site. The CUBE program has successfully been used by many heritage educators and organizations, including its originator in Kansas City, Kansas.⁴⁷

It is worth noting that not every historical association and heritage preservation organization offers children's programs. Some organizations are focused on preservation of local historic resources, on fundraising for such, on social events, or on entertainment rather than on education. Considering that many of the children in those communities will be the adults of those communities in the future, those organizations are missing an opportunity to engage that sector of their population. And unfortunately, that might at some point prove to be detrimental to their mission.

⁴⁷ www.cubekc.org (accessed 09.06.16)

Chapter 4

Heritage Education Survey

“Education is what remains after one has forgotten what one learned in school.” ~ Albert Einstein⁴⁸

Information garnered on the websites of the various Heritage Education programs is enlightening, but often provides only a snapshot of what a program offers or of the people that create and facilitate the programs. For that reason, a survey was created to obtain additional information regarding the various programs available, as well as to discover information that could not readily be obtained on-line. Heritage Education organizations were found through the website www.PreservationDirectory.com.

“Preservation Directory is an online resource for historic preservation, building restoration and cultural resource management in the United States and Canada that fosters the preservation of historic buildings, historic downtowns and neighborhoods, cultural resources and promotes heritage tourism by facilitating communication among historic preservation professionals and the general public.”⁴⁹ From this website, several organizations were selected at random in several different states; they were e-mailed surveys to complete. There were a total of fifty (50) survey requests issued. Of these, only fourteen (14) were returned via e-mail. Because of the poor response received in this

⁴⁸ <http://www.earlychildhoodeducationzone.com/quotes-about-education/> (accessed 09.10.16)

⁴⁹ <http://www.preservationdirectory.com/HistoricalPreservation/Home.aspx> (accessed 10.01.16)

fashion, telephone calls were made to obtain additional survey responses and the results of those conversations were typed into the survey forms. A total of twenty-nine (29) survey responses were obtained and all surveys received are included in Appendix A.

The results of the surveys yielded the information below. The questions on the survey are identified in bold type, an explanation of the purpose of the question follows in parentheses, and a summary of the responses follows.

1. **Does your organization offer historic preservation education programs for children in grades Kindergarten through 5th grade?** (The purpose of this question is to ascertain how available heritage education is to elementary school aged children. If programs are not available, it will be difficult to determine how effective they may or may not be.) Of the surveys received, approximately sixty-five (65) percent of the organizations offer heritage education programs for children.

2. **If yes, please answer the following questions (if no, please skip to question 3):**

a. **What HP Ed programs does your organization offer for this age level (identify name of program and provide a brief description of the program or provide website/flyer where information is available)?** (The purpose of this question is to ascertain what specific programs are available for children as well as to determine how the programs are made available. If the programs are not well advertised, it is possible that they will not be well attended, not for lack of interest, but for lack of awareness.) The programs offered to elementary aged children vary in quantity and quality, but all offer some form

of those programs outlined in Chapter 4: field trips, outreach programs, birthday parties, scout days, heritage days, summer camps and contests. Additionally, many organizations pointed out that they cater to home school groups in addition to the public and private schools.

b. How long has your organization offered these HP Ed programs? (The intent of this question is to determine if the programs have been in existence long enough to determine if they are successful. If the program is just beginning to be implemented, there will not be enough information available to know if the program is truly successful.) The length of time the programs have been offered varied regarding how many years they have been offered, but many seem to have been in existence for a fairly long duration, up to 40 years for the longest running. Some are newer programs, having only recently been implemented based upon a specific grant received to fund them.

c. Are the HP Ed programs taught in your organization's facility? If not, where are they taught (i.e., in the local school system, at an off-site historic resource or building, etc.)? (Understanding where a program is taught is helpful to understanding whether there are special transportation requirements that must be made. Oftentimes, transportation to a site can be a hindrance for a school system that does not have sufficient resources.)

Regarding the locations where programs are offered, the majority of them are taught in the Heritage Educator's facility, either at a local house museum, where their offices are usually located, or at a local school. There are some that are taught in surrounding historic neighborhoods, cemeteries, etc. through

a walking tour. However, the overwhelming majority of them are taught through an on-site field trip. However, as funding for the local school system has become scarce, there are many organizations that have had to modify their programs to accommodate the fact that the schools cannot provide transportation to the sites. Because of this, power point presentations and traveling history kits have been created to accommodate this. This is also the reason more home school groups are being catered to.

d. Were the HP Ed programs that your organization offers developed from existing programs and if so, which programs were they modeled after? If existing resources were not used, how did your organization develop its programs? (The purpose of this question is to ascertain if there is a ‘master program,’ such as Box City or Talking Walls, that the children’s programs at the organization were modeled after. It can be helpful and time-saving to find an existing program and to modify it to fit specific needs in the community rather than to ‘reinvent the wheel.’ It is possible that an organization may not think to search for other organizations that have already created successful programs.) The information regarding how the programs were developed typically centered around lesson plans for state educational standards. In many cases, the organizations worked with local teachers to insure compliance with those standards. Other responses included local individuals creating and tailoring the programs to their particular site, without using anything in particular as the basis for their program.

e. From what source are your organization’s HP Ed programs funded?

(One of the challenges faced by many organizations that might offer Heritage Education programs is funding. Because these types of organizations are typically non-profit organizations, they rely on funding from government entities as well as membership funds and donations from generous benefactors to fund their programs. Frequently, when private funding is obtained, it is provided with strings attached that it be used for a specific purpose. That can potentially be helpful, if education is of particular interest to whomever is providing funding. This question was also posed to discover if there are any potential sources of funding, such as grants, that are geared towards educational programs.) The source of funds for the Heritage Education programs included grants from non-governmental foundations, government grants, membership fees, donations and program fees.

f. Are your organization's HP Ed programs attended by a majority of the children to which they are made available? (Are the HP Ed programs made available to the majority of the children in the territory that your organization covers? This question was asked in an effort to determine how well attended the programs are and whether or not they are taught for a particular sub-set of students or if they are made available to all students. The idea is to discover how far-reaching the programs are within the community in which they are taught.) Regarding whether or not the Heritage Education programs are well attended and whether or not they are available to everyone, the responses varied widely. Many organizations did not attempt to track this information. They made the programs available for a target group of children (4th and 5th

graders, for example) and welcomed any that attended above and beyond that. However, the majority of organizations did not consider it a priority to keep attendance for the programs.

g. Does your organization consider the National Standards for Education when developing its HP Ed programs? (Obtaining a response to this

question helps to determine if tying the Heritage Education program in with the National Standards is an appealing factor or if this makes a difference to the educators in the community.) Regarding the question pertaining to compliance with the National Standards for Education, it appears that maintaining conformance to the State Standards that governs the individual organization's location is a priority for each of the programs offered to children. Compliance with these is an attractive element to the elementary school teachers and influences their desire for their classroom to participate.

h. Does your organization use any type of statistical measuring tool to determine successfulness of the HP Ed programs that are offered and if yes, what measuring tools are used? Please also provide the results of this information to the extent that it is available. (Measuring the success of a

Heritage Education program is difficult to do. Largely, the immediate measure of success is determined by how well attended the programs are. The real measure of success is how much of a difference the programs make in the life of a person; unfortunately, that measurement isn't usually available until the child becomes an adult and their life's work is complete. However, the question was posed in an effort to determine if anyone actually maintains

records, issues surveys or otherwise attempts to obtain some type of metric to measure success.) Measurement of the success seems to be a difficult thing to achieve. The responses received include issuing surveys or evaluation forms to the teachers regarding what they liked and disliked and what should be done differently or improved upon. However, as with any program, what appealed to some did not appeal to others. One survey participant commented that the thank you notes she receives from the children are usually very telling; if the children felt positively about the program, they will identify something in particular that they liked. One other survey participant commented that, following the program, he had the children draw a picture of the house museum. The one thing that appeared in just about every picture was the 'Do Not Touch' sign. He commented that that was a very visible indicator that they needed to somehow change their program to be more interactive for the children. His fear was that their takeaway from the program would be that historic resources are not 'friendly' places and this could in turn translate into a negative feeling towards them.

i. How frequently does your organization review and evaluate the effectiveness of the HP Ed programs that it offers to children in kindergarten through 5th grade? Have these reviews resulted in any significant changes to the programs offered and if so what are the changes that have been made? (While historic resources don't typically change significantly, history being what it is, the field of education does. It seems that the government, in it's never ending pursuit of professed

improvement, modifies its requirements periodically. The purpose of this question is to determine if the Heritage Education programs that exist are keeping up with the changes as well and modifying their programs accordingly to meet the needs of the public education system.) The most common response to this question was related to when the State Standards change. Beyond that, the only other evaluation tool seemed to be attendance; when the programs began to fill and space was not available, the quantity of programs increased.

j. If your organization only had resources available to teach one aspect of its historic preservation education programs, which program would be selected and what are the goals or objectives that your organization is striving to meet with this program? (This question was posed in order to discover what might be the most important program offered. However, the potential concern is that the definition of important might be different from one person to another. Some may see that the most financially beneficial programs are the most important, while others may see that those programs that are most well-attended, but offered free of charge, are the most important.) The majority of the responses included walking tours. Those programs seem to reach the largest audience and seem to be the most well attended.

k. How does your organization advertise or “get the word out” about its historic preservation education programs for children in kindergarten through 5th grade? (Because you cannot attend a program if you are not

aware of it, the purpose of this question is to determine how best to advertise a program to make people aware of its existence. If a community is small enough, word of mouth is often enough to make sure that everyone hears about the programs. However, more frequently, it is necessary to advertise on websites, with flyers, with community newspapers, by sending notices home from school or by some other means.) Communication regarding available programs is communicated largely through e-mail. There are certain school grades (usually 4th or 5th grade) where the State Standards are most closely linked to Heritage Education principles. It is these target audiences that the Heritage Preservation organizations strive to reach, and e-mail is an inexpensive communication method. Aside from issuing purposeful e-mails, other means to notify potential participants of the programs include pamphlets and flyers sent to the schools about the programs. Typically the organization's website also contains the information in the event that the teacher is searching on-line for information related to lesson plans.

3. **If your organization does not offer historic preservation education programs for children in grades Kindergarten through 5th grade, what is the reason programs are not offered for this age level?** (There are many organizations that do not offer any type of education program at all. Their mission may simply be to promote awareness of the historic resources that are available, to provide social events, or to foster some other agenda. However, frequently the reason is lack of resources, such as funds or available personnel to administer the programs. It would be ideal for every heritage preservation

organization to offer educational programs for children and for adults.) The responses included limited resources for the programs (people and funds), both at the Heritage Preservation organization and at the school. Other responses indicated that it is not part of their mission; they focus on adult programs to promote advocacy for historic resources in the community; there does not appear to be any interest within the organization or by the general public.

4. **If your organization had unlimited resources, what additional HP Ed programs would it incorporate into its educational programs for children in grades Kindergarten through 5th grade?** (Frequently a heritage preservation organization is doing all that it can with the resources that it has, but there is often a long wish list of items that they wish they could employ. The purpose of this question is to find out what those organizations have in mind for the future expansion of their programs. It is possible that they may have some novel ideas or that they may simply be trying to incorporate any educational program at all.) The most interesting response was “We don’t think like that.” It is unclear whether they misunderstood the question or whether they just don’t dare to dream. The various responses included providing demonstrations with hands-on work shops by local preservationists and conservationists, providing an introduction to architectural history, creating educational booklets with games embedded into them, a scavenger hunt within a historic house, providing interactive exhibits within the house museums, programs that involve ‘learn by doing’ themes.

5. **Do you think that it is important that children in grades Kindergarten through 5th grade are exposed to historic preservation concepts? Please explain why or why not.** (The purpose of this question is to discover what people’s perceptions are in regards to educating the children. It is hoped that some insight may be able to be provided regarding experiences that the heritage preservation organizations may have had, either by children/parents desiring that programs be added or by children/parents feedback provided on programs already offered and attended.) Without exception, the responses received were all “Yes.” This was true, even of those organizations that did not offer heritage education programs for children. The responses regarding “Why” it is important to teach included: the teachers and students tell us that they understand history so much better after attending one of the programs; the children of today are the voting adults of tomorrow; the more the children are exposed to history and historic structures, the more they will appreciate its value; early exposure helps them develop a preservation ethic in their lives which allows them to appreciate the built and natural environment and to relate to a sense of place; they need to understand that new is not always better; being exposed early to the concepts of historic preservation help them as adults to understand the broader impact on the city.
6. **Were you and your other staff members exposed to the ideas of historic preservation as young children? (Please advise how many were and how many were not.) And if yes, in what manner (i.e., parents were interested in historic preservation, lived in historic house, attended historic**

preservation programs, etc.)? (The purpose of this question was to determine if there is some correlation between being exposed to heritage education as a child and being sensitive to heritage preservation. Most frequently, it appears that those that were sensitive to heritage preservation in some form, a fondness for a historic childhood home, stories from grandparents on the porch of their old farmstead, for example, are those that are more sensitive to heritage preservation as an adult. Granted, there are those that discover heritage preservation as an adult and become enamored with it, but by and large, the perception is that those who grew up with modern surroundings are not as sensitive to heritage preservation as those that grew up with historic surroundings. The purpose of this question is to determine if there is a correlation between the two.) Approximately 70 percent of the people responded that they were exposed to historic preservation. Typically, their exposure related to a field trip that they attended as a child on a school field trip or included a family member's historic home or farmstead that they visited or grew up in.

7. **Are you aware of any other HP Ed programs offered by other organizations that you would consider successful and if yes, what is the name of the organization and the program?** (Asking this question will help determine if there are any 'model programs' available that form the basis for heritage education. Given the many programs that exist in the United States, it is doubtful that many are created from nothing and most likely that they are modeled after something already existing. It would be beneficial to know if

there is a 'standard' by which most organizations develop their programs.) Of all of the responses received, 48 percent indicated that they are not aware of any other organizations, 44 percent indicated only a few local programs of which they are aware, and 8 percent specified a more nation-wide program of which they were aware.

Chapter 5

Analysis and Conclusion

“Learning is more than absorbing facts; it is acquiring understanding.” ~ William Arthur Ward⁵⁰

The questions posed by this thesis, “Why teach Heritage Education to children?” and “What components make for a seemingly successful Heritage Education program?” have been posed in an effort to glean an understanding of the importance of an early years Heritage Education curriculum as well as to provide some guidance as to how to make the curriculum a success. In Chapter 2, the psychological and physiological matters of children’s brains and how they learn and process information was presented. Dr. Bronfenbrenner pointed out that a child’s circle of influence begins first with family and friends, and secondly from their neighborhood, school and church. While it would be ideal for everyone in the country to be sensitive to historic preservation and the teaching of Heritage Education, the reality is that not everyone understands the importance of preserving our nation’s past. As the schools are included in the next line of influence, it seems reasonable and logical to incorporate Heritage Education into a more formal setting in an already established teaching environment. And as Glenn Doman pointed out in his research, children learn and retain information more readily than adults. To have the greatest chance to save our nation’s historic resources, children should be the ones to be brought up with the understanding of the importance of the historic resources in the

⁵⁰ <http://www.earlychildhoodeducationzone.com/quotes-about-education/> (accessed 09.10.16)

community in which they are raised. It is for this reason that Heritage Education should be taught to elementary aged school children.

In Chapter 3, the various components and format for presentation of information to children and their teachers was outlined and summarized. Through all of the information presented, it can be seen that it is worthwhile to provide Heritage Education programs for elementary school aged children. If taught properly, in a manner conducive to learning, children can benefit greatly from what they learn and can carry it forward to adulthood, where it can and will influence their life and how well they preserve and respect their historic resources. It will give them a sense of community and an appreciation for their past. With the increasing emphasis placed upon children in today's society to conserve our natural resources and to reduce our carbon footprint by recycling and re-using existing materials, it is not a stretch to encapsulate the preservation of our historic resources into that same conversation. Re-using an existing building for its original purpose or for an adaptive use eliminates the waste created by demolition of the structure and removal of it to a landfill. It also eliminates the need to harvest new materials (removal of trees for more wood, for example) to be used for construction of the replacement building. Teaching Historic Preservation is an excellent component of how to teach children to conserve our natural resources.

In Chapter 4, additional information regarding the available programs as well as detailed data regarding the availability of programs, their funding sources and more subjective information obtained from Heritage Education program facilitators was provided. Often, as local organizations develop heritage education programs, the initial focus is on fundraising and the programs are designed to attract the interests of those who

might provide financial benefits to the governing historic preservation organization.

While these programs are important to garner interest and to attract potential donors, the reality is that the future of an organization lies in the community's younger generation. Unfortunately, as the economy changes and as public funds become less plentiful, these programs needed for the younger generation become less available and in many cases nonexistent. It is interesting to note that only 65% of survey respondents offer Heritage Education programs for children, and that half of those organizations that don't offer the programs admitted that lack of resources was the reason that programs were not offered. Additionally, when asked if an organization had unlimited resources, what Heritage Education programs would they offer, 10% of the respondents indicated that they just want bus stipends to be able to provide transportation to afford children the opportunity to participate in their programs. Additionally, with so much emphasis on the Proposed National Standards for Education's Common Core requirements (the basic subjects of math, science, social science, technology, fine arts and language arts), advocating for the necessity to teach Heritage Education to children is difficult, particularly when children have so many seemingly more important lessons to learn. As the results of testing for proficiency in the common core subjects becomes increasingly the focus of public education, there is little room left for teaching Heritage Education. The concept that a Heritage Education program needs to be developed to reach and to include children and to capture their interest is crucial to insure that our nation's past does not truly become a 'thing of the past.' Therefore, while teaching Heritage Education is not a specific required component of these Proposed National Standards or of the State Standards, it is interesting to note that it can easily be incorporated into any or all of these basic common

core curricula, and thus can become a subset of the Standards requirements. Similarly, each State Preservation Organization often provides guidelines for programs as well. It is then up to each local organization to take responsibility for the further development of the standards such that they can be incorporated into local community centered learning and achievements. In short, they can gain more personal meaning and connection to the information being learned.

Among the framework of the Social Sciences component of the Proposed National Standards is the basic premise for the teaching of Heritage Education. In fact, 60% of the survey respondents from organizations offering Heritage Education programs take compliance with their State Standards into account when developing their programs. The general description of this category of the Standards includes “gaining an understanding of the world in spatial terms and the human and physical characteristic of places, learning and how culture and experience influence people’s perceptions of places and regions, understanding human systems and their effect on the physical environment, understand how to apply geography to interpret the past and the present and to interpret for the future...”⁵¹ Making those personal connections is an important part of Heritage Education in order to provide a sense of place, of belonging, of commitment to a community. However, it should be noted that while Social Sciences is the most logical platform for introducing Heritage Education, it is not the only platform. Heritage Education can be incorporated into each of the different subjects as well. For example, in Fine Arts, theatrical programs can include productions or plays centered around Heritage Education; Mathematics can cite word problems that incorporate vocabulary from

⁵¹ Curriculum: National and State Standards, <http://www.educationworld.com/standards/> (accessed 09.09.16)

Heritage Education; Language Arts can include stories and or poems, sentences and vocabulary of Heritage Education, Science can incorporate information on the physics and chemistry of the deterioration of building materials, as well as many other possible options. A little creativity can incorporate some portion of Heritage Education into each of these subjects.

Teaching Heritage Education to children provides them with the basic knowledge to build upon such that decisions they make in the future will hopefully be affected by that information they have gained. Children are still learning, still open to outside influences, still allowing their minds and thoughts and opinions to be shaped and molded.

A scuba-diving instructor once remarked that he loved teaching children to dive for this reason: “When you strap scuba gear onto a kid and tell him he can now breathe under water, the child rejoices in this knowledge and without hesitation, jumps into the pool and takes big gulps of air and enjoys his newfound freedom underwater. When you do the same thing to an adult, he immediately hesitates, stalling before he jumps into the pool, asking how sure I am that the equipment works, how recently it was checked, what should he do if the equipment fails and then with great trepidation, he enters the water.”⁵² The diving instructor’s point was this: Children readily accept what they are taught while adults often question and mistrust information that is presented to them. Similarly, if children are not taught Heritage Education, then we as a nation rely upon adults to become self-educated or to pursue further structured education, which is often unlikely to happen. This sentiment is obviously shared by many people, as when polled regarding

⁵² Cliff Proffer, a conversation with the author, 2001

whether or not it is important to teach Heritage Education to children, 100% of the respondents to the survey confirmed that they do.

An added benefit of teaching Heritage Education is that it includes by default teaching our nation how to preserve our natural resources. If heritage preservation is really about preserving our past in the present for our future, there is no better way to accomplish this than by preserving one of our nation's most precious resources, our children and their future...our nation's future. Children add an interesting, creative aspect to the world of Heritage Education. Their imagination and minds allow them to transport themselves mentally elsewhere besides their immediate surroundings so their experiences may have added dimensions not perceived by adults. Aside from a creative aspect however, the practical notions of teaching Heritage Education to children include the fact that the passage of information from each generation to the next affords that next generation the ability to build-upon information already learned and known. As already discussed, children more readily absorb information without pre-conceived notions and doubt. Also, logistically, children are already situated in a school setting where collectively they can be taught and a wider audience reached.

So, what components make for a successful Heritage Education program? To be the most successful, and to have the opportunity to reach a wide audience in order to be the most impactful, Heritage Education should include the following elements: field trips, outreach programs, birthday parties, scout programs, heritage days, contests, home school options. As Tilden, Vygotsky, Isaacs, Dunn and Whitebread discovered through their research, the programs for children should be demonstrative, interactive, involve play and participation. And as Tilden pointed out, children learn differently from adults and

therefore need to have programs designed specifically for them.⁵³ The case study of the Heritage Farmstead Museum in Chapter 2 illustrates the key components of Tilden's principles and how they have been used to create a successful Heritage Education program, created in conjunction with the local school system's educational requirements. One of the local school system's required reading assignments is the book *Sarah Plain and Tall*, authored by Patricia MachLachlan. Tilden emphasized that by providing information to the children prior to visiting a historic site, they can have a more successful learning experience. The teachers use this book as a segue into life in the late 1800s when the farm was an active, working farm to paint a clear picture in the children's minds of what to expect when they arrive at the farm for their visit. Additionally, the Heritage Farm Museum website provides a link to teacher resources for pre-visit information that the teachers use to prepare the children for their visit. Once the children arrive at the farm, they are greeted with an explosion of their senses: sight, sounds, touch, smell and taste. Tilden emphasized the love of personal examination through all of the senses, especially touch. The children participate in hands-on activities associated with working on the farm and can experience both the tangible and the intangible aspects of the historic place and culture. Tilden mentioned that children love facts; the docents of the Heritage Farmstead Museum impart many of them on the children as they explain the history of the Heritage Farm and illustrate a re-creation of daily life on the farm. The programs that the Heritage Farmstead offer includes an animal calling contest, which embraces the children's delight in the superlative, as they attempt to win the contest. Additionally, while learning about life on the farm plays to the story of adventure that

⁵³ Freeman Tilden, *Interpreting Our Heritage* (Chapel Hill, NC, University of North Carolina Press, 2007), 76

Tilden emphasizes is more important to children than rote instruction, it is worth noting that one of the birthday party options includes a search for buried treasure from a train robbery. This sense of adventure provides a sense of excitement to inspire the children and to provide a creative learning environment that will foster the retention of information. Using this case study as an excellent example of a successful program, emphasis should be placed upon the development of Heritage Education programs specifically designed for children. The development of these programs should take into consideration the key components to be taught and in what manner they should be taught.

As learned through the surveys, 100% of the respondents that offer Heritage Education programs for children indicated that they offer field trips either to their facility or to local historic sites, streets or neighborhoods. This was the only component that all organizations offered consistently. The survey results indicated that it may not be practical or possible to offer other components of a Heritage Education program due to lack of resources. For this reason, it appears that the field trip is the most effective single option. It can be created to encompass all aspects of Tilden's principles and therefore, have a profound effect on a child. It also will serve the widest audience and have the most far-reaching effect, considering that not every child is a scout, will hold a birthday party, participate in a contest, attend summer camp or a heritage day. However, with limited exceptions, all children will attend school and be able to participate in the field trips, as these are generally coordinated through the school system. The outreach programs offer the second best alternative to the field trips. According to the survey respondents for those offering Heritage Education programs, 63% of the organizations offer the outreach programs. While these are effective at teaching heritage education, they are not as

effective as field trips, as they are typically taught at the school and lack immersion of the children's senses into the historic environment. Because of this, they provide only a muted sense of adventure. Bringing the children into the actual environment provides a much more real, memorable sense of place than can be obtained just by looking at pictures or handling objects at the school.

And why teach Heritage Education to children? Put simply, as the children grow and become adults, recall of the information learned as children is crucial to helping them make the best decisions for the future of our nation's resources.

Areas for further research:

One of the areas of research that seems to be lacking is a measuring tool for success. Of the organizations that offer Heritage Education programs for elementary aged children, 67% of the survey respondents indicated that they have no quantitative or qualitative method to measure the successfulness of their programs. Of the 33% that do some type of measurement, it is qualitative in nature and very subjective. In general, obtaining metrics for the Heritage Education programs is inconsistent and non-existent. If we want to improve upon the programs that are offered, trying to determine a suitable metric for these could give guidance to the facilitators and perhaps provide an opportunity to vastly improve the programs.

Additionally, one of the things that I had hoped to determine in this thesis was whether or not there was a direct correlation between children exposed to historic preservation and those that were sensitive to historic preservation as an adult. The research that was done in this thesis was not conclusive enough to make that connection,

as only heritage education facilitators were surveyed. Of those, 70% indicated that their staff members were exposed to Heritage Education in some fashion, which would lean towards there being a correlation; however, there are other factors to consider before a conclusion can be drawn. It will likely be necessary to survey a cross-section of the general population, including people from various backgrounds and educations, to accurately make this determination.

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Heritage Education for Elementary Aged Children: How to Teach and Why
 Survey Response Summary
 Quantitative Responses

Survey Question Number	Survey Question	Yes	No	Total	Percent 'Yes'	Percent 'No'	No Response
1	Does your organization offer HP Education programs for children in grades K-5?	19	10	29	65%	35%	0
5	Do you think it is important that children are exposed to HP concepts?	26	0	26	100%	0%	3
6	Were your and your staff members exposed to HP concepts as children?	17	7	24	70%	30%	5
7	Are you aware of any other HP Education programs offered by other organizations?	15	14	29	52%	48%	0
2d	Were your programs offered after existing programs?	7	10	17	41%	59%	2
2f	Are your programs attended by a majority of the children to which they are made available?	13	4	17	76%	24%	2
2g	Does your organization consider the Standards for Education when developing its programs?	9	6	15	60%	40%	4
2h	Does your organization use a statistical measuring tool to determine its success?	5	10	15	33%	67%	4

Heritage Education for Elementary Aged Children: How to Teach and Why
Survey Response Summary
Qualitative Responses

Survey Question Number	Survey Question	Responses	Percent
3	If you do not offer HP Education programs for children, why not?		
	Limited Resources	5	50%
	Not part of mission/no interest	5	50%
4	if your organization had unlimited resources, what HP Ed programs for children in grades K-5 would you offer?		
	No Response	8	28%
	Specific Historic Site/Street Programs	5	17%
	Hands On Demonstrations/Interactive Historic Sites	5	17%
	Bus Stipends	3	10%
	State Standards Compliance	2	8%
	None	2	8%
	Guest Speakers	1	3%
	Mobile Museum	1	3%
	Scout Programs	1	3%
	Summer Camp	1	3%
2a	What types of programs are offered?		
	Field Trips	19	100%
	Outreach Programs	12	63%
	Heritage Days	5	26%
	Summer Camps	3	16%
	Scout Days	1	5%
	Birthday Parties	1	5%
2b	How long has your organization offered these programs?		
	0-10 years	4	21%
	10 - 20 years	2	11%
	over 20 years	9	47%
2c	no response or don't know	4	21%
	Are these programs offered in your facility, if not, where?		
	In our facility	16	84%
	In the local schools/neighborhoods	12	63%
2e	From what sources are your programs funded?		
	internal funds/foundation appropriations	9	47%
	government grants	7	37%
	private donations	6	32%
	program fees	5	26%
	membership dues	5	26%
2i	non-governmental grants	4	21%
	How frequently does your organization review the effectiveness of its programs		
	never	15	79%
	following a program	3	16%
2j	when State Standards change	1	5%
	If your organization only had resources available to teach one aspect of its program, what would it be?		
	interpretive tours	8	42%
2k	interactive exhibits	4	21%
	no response or inconclusive comment	7	37%
2k	How does your organization get the word out about its programs?		
	word of mouth	8	42%
	e-mails/regular mail	6	32%
	organization's website	3	16%
	local publication	3	16%
	no advertisement	2	11%

Historic Preservation Education Survey
Programs for Kindergarten through 5th Grade

1. Does your organization offer historic preservation education (HP Ed) programs for children in grades Kindergarten through 5th grade? Yes
2. If yes, please answer the following questions (if no, please skip to question 3):
 - a. What HP Ed programs does your organization offer for this age level (identify name of program and provide a brief description of the program or provide website/flyer where information is available)? We have one traveling education kit that is dedicated to historic architecture. We also offer a variety of craft workshops (e.g. stenciling, quilting, etc.), facilitate a 4th grade history fair (which at times may integrate elements of historic preservation; a mentor leads a group of 3 or 4 children and use primary resources and present this during a community history program), lead walking/architectural tours for students, etc.
 - b. How long has your organization offered these HP Ed programs? Over 15 years.
 - c. Are the HP Ed programs taught in your organization's facility? If not, where are they taught (i.e., in the local school system, at an off-site historic resource or building, etc.)? Some are taught at our facility and some are taught at the schools and local neighborhoods.
 - d. Were the HP Ed programs that your organization offers developed from existing programs and if so, which programs were they modeled after? If existing resources were not used, how did your organization develop its programs? They were developed within our organization from education coordinators.
 - e. From what source are your organization's HP Ed programs funded? We have a small educational budget and we pinch pennies hard (so they squeak) so we can afford this. Also, in the past, the town gave a line-item appropriation. We get our budget from membership fees, from an endowment, we have rental income from a parking lot and from renting out the back lawn. We also receive donations.
 - f. Are your organization's HP Ed programs attended by a majority of the children to which they are made available? Are the HP Ed programs made available to the majority of the children in the territory that your organization covers? They are made available, yes.
 - g. Does your organization consider the National Standards for Education when developing its HP Ed programs? Yes. One of the standards is to learn about your community and how it was in the past and how it has evolved and also how it will continue to evolve in the future. This is the main focus of our 4th grade history fair.
 - h. Does your organization use any type of statistical measuring tool to determine successfulness of the HP Ed programs that are offered and if yes, what measuring tools are used? Please also provide the results of this information to the extent that it is available. No.
 - i. How frequently does your organization review and evaluate the effectiveness of the HP Ed programs that it offers to children in kindergarten through 5th grade. We don't have a formal process, except when we have special events and then do a specific 'post mortem' for them. We tend to make changes on the fly.
 - j. If your organization only had resources available to teach one aspect of its historic preservation education programs, which program would be selected and what are the goals or objectives that your organization is striving to meet with this program? The fourth grade history fair is our 'flagship' event.
 - k. How does your organization advertise or "get the word out" about its historic preservation education programs for children in kindergarten through 5th grade? We put out press releases and also word of mouth. Because we have a long-standing program, everyone in our community knows about us and our history fair. It is sort of a 'rite of passage.'
3. If your organization does not offer historic preservation education programs for children in grades Kindergarten through 5th grade, what is the reason programs are not offered for this age level? N/A
4. If your organization had unlimited resources, what additional HP Ed programs would it incorporate into its educational programs for children in grades Kindergarten through 5th grade? We would be interested in

Historic Preservation Education Survey
Programs for Kindergarten through 5th Grade

introducing students to all different types of historic preservation from protecting architecturally-significant buildings to hands-on workshops on how to care for textiles, photos, etc.

5. Do you think that it is important that children in grades Kindergarten through 5th grade are exposed to historic preservation concepts? Please explain why or why not. Yes.
6. Were you and your other staff members exposed to the ideas of historic preservation as young children? (Please advise how many were and how many were not.) And if yes, in what manner (i.e., parents were interested in historic preservation, lived in historic house, attended historic preservation programs, etc.)? There are three people in our office, and all three were exposed to historic preservation in subtle ways. Two of us lived in historic homes and were aware of how renovations were done to maintain the historic ambiance and integrity of the homes. The other member of our staff did not live in a historic home, however, he did a school project when he was in elementary school in which he went around and drew the historic homes in his neighborhood and learned about the architectural features.
7. Are you aware of any other HP Ed programs offered by other organizations that you would consider successful and if yes, what is the name of the organization and the program? No.

Historic Preservation Education Survey
Programs for Kindergarten through 5th Grade

1. Does your organization offer historic preservation education (HP Ed) programs for children in grades Kindergarten through 5th grade? Yes, we provide programs for grades K-5. Our programs for students are learning expeditions of around 1.5 or 2 hours, one time a year per class.
2. If yes, please answer the following questions (if no, please skip to question 3):
 - a. What HP Ed programs does your organization offer for this age level (identify name of program and provide a brief description of the program or provide website/flyer where information is available)?
See attached program flyer for titles and descriptions.
 - b. How long has your organization offered these HP Ed programs?
25 years
 - c. Are the HP Ed programs taught in your organization's facility? If not, where are they taught (i.e., in the local school system, at an off-site historic resource or building, etc.)? We offer programs at the East Tennessee History Center in the Museum of East Tennessee History as well as in the classroom.
 - d. Were the HP Ed programs that your organization offers developed from existing programs and if so, which programs were they modeled after? If existing resources were not used, how did your organization develop its programs? We created all programs in-house based on the inquiry method, Tennessee curriculum standards, and the stories and primary sources found in our exhibits and collections.
 - e. From what source are your organization's HP Ed programs funded?
The East Tennessee Historical Society is a 501c3, non-profit entity. Therefore, our educational programs are a line item supported through grants, memberships, private contributions, etc. We do offer admission scholarships that are sponsored by various corporate partners, otherwise the programs are budgeted in the budget generally.
 - f. Are your organization's HP Ed programs attended by a majority of the children to which they are made available? Are the HP Ed programs made available to the majority of the children in the territory that your organization covers? We offer our programs to 36 counties in our service area. There are 10 counties in our immediate area. We would not realistically get responses from a majority of all these schools; however, around 75% of the 6,000 students we serve a year through our programming and outreach are from our headquarters county (Knox County).
 - g. Does your organization consider the National Standards for Education when developing its HP Ed programs? I am not sure what you mean by "National Standards for Education?" Are you talking about Common Core, C3 for Social Studies, etc.? The standards which are our priority and which we must correlate to are the Tennessee state standards. In effect, there are no national standards. The closest we have come are the Common Core standards which Tennessee bought into and has to back off of due to push back and public/political uproar. For organizations, what the state says curriculum wise is the most important thing to address. For best-practices, educators can pull from many different national frameworks, content frameworks/curriculums from other states, and research-based strategies such as 21st Century Skills when they teach and design too. State curriculum is the key for success in definition and promotion though. I hope this makes sense.
 - h. Does your organization use any type of statistical measuring tool to determine successfulness of the HP Ed programs that are offered and if yes, what measuring tools are used? Please also provide the results of this information to the extent that it is available. When we do teacher professional development we often evaluate quantitatively and qualitatively. In conducting programming with students we do not have the opportunity or permission to do so. We host classes one time a year for approximately 2 hours. It is not realistic, and has never proven successful, to ask teachers to do any kind of pre or post assessment and submit it. There is no incentive for teachers to do so. For us to come in and do any kind of assessment, an IRB would be required which no one wants to go through for several programming

Historic Preservation Education Survey
Programs for Kindergarten through 5th Grade

i. How frequently does your organization review and evaluate the effectiveness of the HP Ed programs that it offers to children in kindergarten through 5th grade? Have these reviews resulted in any significant changes to the programs offered and if so what are the changes that have been made? We are constantly assessing our programs from observation internally as well as through gathering feedback from teachers. You can tell clearly what works and doesn't if you give the time to piloting, close observation and through talking with teachers and students. We do collect post-visit surveys, but talking with teachers and building relationships is more successful for gathering info.

j. If your organization only had resources available to teach one aspect of its historic preservation education programs, which program would be selected and what are the goals or objectives that your organization is striving to meet with this program? The two programs teachers request most often are Discovery Boxes and Objects Over Time. They serve the broadest span of grade levels and can be adapted to a broad range of content standards. The gallery programming is also critical, facilitating active learning in the museum itself.

k. How does your organization advertise or "get the word out" about its historic preservation education programs for children in kindergarten through 5th grade? Email list of more than 1,900 teachers and email list of curriculum supervisors/instructional supervisors in each district we serve. Word of mouth and in-service sessions are also important for spreading the word. We also serve around 300 teachers a year in professional development sessions who then bring their students to the museum after they learn about us from that experience.

3. If your organization does not offer historic preservation education programs for children in grades Kindergarten through 5th grade, what is the reason programs are not offered for this age level?
4. If your organization had unlimited resources, what additional HP Ed programs would it incorporate into its educational programs for children in grades Kindergarten through 5th grade? Bus stipends. We provide free admission to students and schools who are challenged economically, but they still have to find money for a bus which is a barrier for many. We have had great response, almost 100% participation which a bit of a bus stipend is offered (can be a match with the school). I know this is not a program, but I would find funds for this before designing yet another program.
5. Do you think that it is important that children in grades Kindergarten through 5th grade are exposed to historic preservation concepts? Please explain why or why not. Yes, makes history personal and relative to the kids and teachers. Encountering primary source materials in an inquiry environment and allowing students to explore and discover the story for themselves through the evidence of the past increases cognition and the retaining of the content learned. They will also look for this evidence in the world around them, try to discover the story, and understand the importance of saving if best practices are taught consistently throughout the year or more of study.
6. Were you and your other staff members exposed to the ideas of historic preservation as young children? (Please advise how many were and how many were not.) And if yes, in what manner (i.e., parents were interested in historic preservation, lived in historic house, attended historic preservation programs, etc.)? Yes, there are two staff members and we were both raised in close families who shared family stories, community history, the saving of property and artifacts in families. Heritage travel was also something we both did growing up and since. One person has MA in History with an Emphasis in Historic Preservation from Middle Tennessee State University (now Public History degree), and the other staff person has BA in Anthropology and practiced as

Historic Preservation Education Survey
Programs for Kindergarten through 5th Grade

7. Are you aware of any other HP Ed programs offered by other organizations that you would consider successful and if yes, what is the name of the organization and the program? No.



EAST TENNESSEE HISTORICAL SOCIETY

..... *Making history personal*

Gallery Program

Voices of the Land: The People of East Tennessee

Through this signature exhibit, students will explore more than three centuries of life in East Tennessee. They will experience the exhibit through identifying and answering questions about key images and artifacts that will take them from frontier life through statehood, the Civil War, post-war industrial growth, into the modern era of TVA, Oak Ridge, and tourism in East Tennessee. The gallery program can be adapted to focus on specific areas within your grade's curriculum standards.

***This museum program is included in every visit.**

This program covers state standards: 3.14, 3.9, 3.26, 3.37, 3.16, 4.2, 4.9, 4.10, 4.20, 4.22, 4.25, 4.34, 4.38, 4.45, 4.51, 4.53, 4.54, 4.55, 4.56, 5.6, 5.7, 5.11, 5.14, 5.15, 5.18, 5.27, 5.37, 5.44, 5.46, 5.47, 5.50, 5.59, 5.65, 5.72, 8.9, 8.12, 8.19, 8.20, 8.21, 8.25, 8.26, 8.29, 8.39, 8.52, 8.54, 8.55, 8.56, 8.75, 8.77, 8.91

Education Programs

Discovery Boxes: Exploring Early Tennessee's People, Culture, and Trade

This group activity consists of eight *Discovery Boxes* and one haversack. The *Boxes* program is designed particularly for intermediate grades (3-5) but can be adapted for primary grades. By working together in small groups, students examine each collection of artifacts and work together to discover the identity of a character from the frontier period in East Tennessee's history. The boxes/bag contain artifacts related to individuals such as a slave, a farmer, a long hunter, a Cherokee woman, an educated man—lawyer, writer, etc., a blacksmith, a farmer's wife, a farmer's child, and a trader. To focus their examination, students are asked to answer a few questions:

- Is the person a man or a woman?
- Is the person an adult or a child?
- What is the person's job?
- What culture is represented?

At the end of a designated discovery period (5-10 minutes), the students will be asked to share their findings and reveal the "identity" of the person they have discovered—justifying their conclusions with clues gleaned from the objects. The museum educator will also work with the students' explanations in such a way as to bring out what the objects tell about the person's unique culture and how economic concepts play into how the individuals acquired or sold/traded their objects.

This program covers state standards: 3.9, 3.14, 3.26, 4.2, 4.10, 4.20, 4.53, 4.61



EAST TENNESSEE HISTORICAL SOCIETY

..... *Making history personal*

Education Programs

Objects Over Time

In this program, students are given an unusual collection of objects and “read” them for answers to questions such as: what is it made of, how was it made, what is its function, and, ultimately, when was it used? The students are then asked to place the object within a tabletop timeline based on clues gathered, with the museum educator guiding them through historical, social, economic, and industrial changes over time. The finished product represents a student-developed artifact timeline chronicling three centuries of Tennessee and American history. This program is designed for students in grades 4-8 (and up).

This program covers state standards: 4.10, 4.53, 4.57, 4.59, 5.27, 5.47, 5.61, 5.65, 8.46

Brother Against Brother

East Tennesseans were fiercely divided over the Civil War. Although strongly Unionist, the region also contained a large pro-secession minority. Politicians stumped the towns and communities, determined to persuade people to their side. With a fast moving script, students engage in an 1861 debate set in East Tennessee. Students role-play Union vs. Secession orators, and by taking their own popular vote, determine how the crowd was swayed.

This program covers state standards: 5.2, 5.6, 5.8, 8.75

Everyday Expressions

In one of our most requested outreach programs, students will explore the ways in which European, African, and Cherokee cultures blended to create the food ways and styles of early 19th century Tennessee. Students will understand how today’s culture is rooted in the traditions of the groups who settled the state. The importance of trade is also discussed. Hands-on items, such as cooking implements, utensils, and examples of foods, are brought into the classroom, as well as reproduction clothing and accessories. This program is only available as outreach in the classroom.

This program covers state standards: 3.9, 3.14, 3.26, 3.37, 4.2, 4.5, 4.10, 4.53, 4.61, 8.9, 8.12, 8.71

Historic Preservation Education Survey
Programs for Kindergarten through 5th Grade

1. Does your organization offer historic preservation education (HP Ed) programs for children in grades Kindergarten through 5th grade? yes
2. If yes, please answer the following questions (if no, please skip to question 3):
 - a. What HP Ed programs does your organization offer for this age level (identify name of program and provide a brief description of the program or provide website/flyer where information is available)?
 - b. How long has your organization offered these HP Ed programs?
 - c. Are the HP Ed programs taught in your organization's facility? If not, where are they taught (i.e., in the local school system, at an off-site historic resource or building, etc.)?
 - d. Were the HP Ed programs that your organization offers developed from existing programs and if so, which programs were they modeled after? If existing resources were not used, how did your organization develop its programs?
 - e. From what source are your organization's HP Ed programs funded?
 - f. Are your organization's HP Ed programs attended by a majority of the children to which they are made available? Are the HP Ed programs made available to the majority of the children in the territory that your organization covers?
 - g. Does your organization consider the National Standards for Education when developing its HP Ed programs?
 - h. Does your organization use any type of statistical measuring tool to determine successfulness of the HP Ed programs that are offered and if yes, what measuring tools are used? Please also provide the results of this information to the extent that it is available.
 - i. How frequently does your organization review and evaluate the effectiveness of the HP Ed programs that it offers to children in kindergarten through 5th grade? Have these reviews resulted in any significant changes to the programs offered and if so what are the changes that have been made?
 - j. If your organization only had resources available to teach one aspect of its historic preservation education programs, which program would be selected and what are the goals or objectives that your organization is striving to meet with this program?
 - k. How does your organization advertise or "get the word out" about its historic preservation education programs for children in kindergarten through 5th grade?
3. If your organization does not offer historic preservation education programs for children in grades Kindergarten through 5th grade, what is the reason programs are not offered for this age level?
4. If your organization had unlimited resources, what additional HP Ed programs would it incorporate into its educational programs for children in grades Kindergarten through 5th grade?
5. Do you think that it is important that children in grades Kindergarten through 5th grade are exposed to historic preservation concepts? Please explain why or why not.
6. Were you and your other staff members exposed to the ideas of historic preservation as young children? (Please advise how many were and how many were not.) And if yes, in what manner (i.e., parents were interested in historic preservation, lived in historic house, attended historic preservation programs, etc.)?
7. Are you aware of any other HP Ed programs offered by other organizations that you would consider successful and if yes, what is the name of the organization and the program?

Historic Preservation Education Survey
Programs for Kindergarten through 5th Grade

1. Does your organization offer historic preservation education (HP Ed) programs for children in grades Kindergarten through 5th grade? Yes
2. If yes, please answer the following questions (if no, please skip to question 3):
 - a. What HP Ed programs does your organization offer for this age level (identify name of program and provide a brief description of the program or provide website/flyer where information is available)? We offer school tours for all third graders in town. Our museum/historic house is available to all area scout and youth groups by appointment. We explain and illustrate historic preservation as well as explore archaeological artifacts with all of our students and visitors.
 - b. How long has your organization offered these HP Ed programs?
 - c. Are the HP Ed programs taught in your organization's facility? If not, where are they taught (i.e., in the local school system, at an off-site historic resource or building, etc.)? Yes, taught at our facility.
 - d. Were the HP Ed programs that your organization offers developed from existing programs and if so, which programs were they modeled after? If existing resources were not used, how did your organization develop its programs? They were developed within our organization.
 - e. From what source are your organization's HP Ed programs funded?
 - f. Are your organization's HP Ed programs attended by a majority of the children to which they are made available? Are the HP Ed programs made available to the majority of the children in the territory that your organization covers? The school tours are offered for all third graders in town.
 - g. Does your organization consider the National Standards for Education when developing its HP Ed programs? The teachers coordinate this with the third grade curriculum.
 - h. Does your organization use any type of statistical measuring tool to determine successfulness of the HP Ed programs that are offered and if yes, what measuring tools are used? Please also provide the results of this information to the extent that it is available. There is no formal measuring statistic used.
 - i. How frequently does your organization review and evaluate the effectiveness of the HP Ed programs that it offers to children in kindergarten through 5th grade
 - j. If your organization only had resources available to teach one aspect of its historic preservation education programs, which program would be selected and what are the goals or objectives that your organization is striving to meet with this program? We would offer the tours for the third graders that works with their curriculum.
 - k. How does your organization advertise or "get the word out" about its historic preservation education programs for children in kindergarten through 5th grade? We work with the school system.
3. If your organization does not offer historic preservation education programs for children in grades Kindergarten through 5th grade, what is the reason programs are not offered for this age level? We would offer more K-5th grade programs if we had more volunteer staff.
4. If your organization had unlimited resources, what additional HP Ed programs would it incorporate into its educational programs for children in grades Kindergarten through 5th grade? With more resources, we would run a week long summer history day camp as well as more one day weekend events.
5. Do you think that it is important that children in grades Kindergarten through 5th grade are exposed to historic preservation concepts? Please explain why or why not. Just like conservation of natural resources, and respect for the environment, historic preservation and appreciation is learned behavior. By learning to treasure, preserve and reuse historic structures and artifacts, children learn about their past and develop an understanding of their surroundings.
6. Were you and your other staff members exposed to the ideas of historic preservation as young children?

Historic Preservation Education Survey
Programs for Kindergarten through 5th Grade

interested in historic preservation, lived in historic house, attended historic preservation programs, etc.)? All of our staff were exposed to historic sites as young children such as Washington Headquarters, Morristown, NJ, Great Falls, Patterson, NJ; Statue of Liberty, NYC; Mt. Vernon, NY; Crane-Phillips House Museum, Cranford, NJ; Williamsburg, VA; Farmers Museum, Cooperstown, NY; Sturbridge, MA; as well as parents and school trips.

7. Are you aware of any other HP Ed programs offered by other organizations that you would consider successful and if yes, what is the name of the organization and the program? Miller-Cory House Museum in Westfield, NJ; Howell Farm, Lambertville, NJ; Fosterfields Living History Farm, Morristown, NJ.

Historic Preservation Education Survey
Programs for Kindergarten through 5th Grade

1. Does your organization offer historic preservation education (HP Ed) programs for children in grades Kindergarten through 5th grade? No.
2. If yes, please answer the following questions (if no, please skip to question 3):
 - a. What HP Ed programs does your organization offer for this age level (identify name of program and provide a brief description of the program or provide website/flyer where information is available)?
 - b. How long has your organization offered these HP Ed programs?
 - c. Are the HP Ed programs taught in your organization's facility? If not, where are they taught (i.e., in the local school system, at an off-site historic resource or building, etc.)?
 - d. Were the HP Ed programs that your organization offers developed from existing programs and if so, which programs were they modeled after? If existing resources were not used, how did your organization develop its programs?
 - e. From what source are your organization's HP Ed programs funded?
 - f. Are your organization's HP Ed programs attended by a majority of the children to which they are made available? Are the HP Ed programs made available to the majority of the children in the territory that your organization covers?
 - g. Does your organization consider the National Standards for Education when developing its HP Ed programs?
 - h. Does your organization use any type of statistical measuring tool to determine successfulness of the HP Ed programs that are offered and if yes, what measuring tools are used? Please also provide the results of this information to the extent that it is available.
 - i. How frequently does your organization review and evaluate the effectiveness of the HP Ed programs that it offers to children in kindergarten through 5th grade?
 - j. If your organization only had resources available to teach one aspect of its historic preservation education programs, which program would be selected and what are the goals or objectives that your organization is striving to meet with this program?
 - k. How does your organization advertise or "get the word out" about its historic preservation education programs for children in kindergarten through 5th grade?
3. If your organization does not offer historic preservation education programs for children in grades Kindergarten through 5th grade, what is the reason programs are not offered for this age level? We are a small institution and we offer individual teachers programming on an as-requested basis. We host programs at the cemetery and at the museum and the archive. Our museum is closed during the winter when school is in session.
4. If your organization had unlimited resources, what additional HP Ed programs would it incorporate into its educational programs for children in grades Kindergarten through 5th grade?
5. Do you think that it is important that children in grades Kindergarten through 5th grade are exposed to historic preservation concepts? Please explain why or why not.
6. Were you and your other staff members exposed to the ideas of historic preservation as young children? (Please advise how many were and how many were not.) And if yes, in what manner (i.e., parents were interested in historic preservation, lived in historic house, attended historic preservation programs, etc.)?
7. Are you aware of any other HP Ed programs offered by other organizations that you would consider successful and if yes, what is the name of the organization and the program? No.

Historic Preservation Education Survey
Programs for Kindergarten through 5th Grade

1. Does your organization offer historic preservation education (HP Ed) programs for children in grades Kindergarten through 5th grade? No.
2. If yes, please answer the following questions (if no, please skip to question 3):
 - a. What HP Ed programs does your organization offer for this age level (identify name of program and provide a brief description of the program or provide website/flyer where information is available)?
 - b. How long has your organization offered these HP Ed programs?
 - c. Are the HP Ed programs taught in your organization's facility? If not, where are they taught (i.e., in the local school system, at an off-site historic resource or building, etc.)?
 - d. Were the HP Ed programs that your organization offers developed from existing programs and if so, which programs were they modeled after? If existing resources were not used, how did your organization develop its programs?
 - e. From what source are your organization's HP Ed programs funded?
 - f. Are your organization's HP Ed programs attended by a majority of the children to which they are made available? Are the HP Ed programs made available to the majority of the children in the territory that your organization covers?
 - g. Does your organization consider the National Standards for Education when developing its HP Ed programs?
 - h. Does your organization use any type of statistical measuring tool to determine successfulness of the HP Ed programs that are offered and if yes, what measuring tools are used? Please also provide the results of this information to the extent that it is available.
 - i. How frequently does your organization review and evaluate the effectiveness of the HP Ed programs that it offers to children in kindergarten through 5th grade?
 - j. If your organization only had resources available to teach one aspect of its historic preservation education programs, which program would be selected and what are the goals or objectives that your organization is striving to meet with this program?
 - k. How does your organization advertise or "get the word out" about its historic preservation education programs for children in kindergarten through 5th grade?
3. If your organization does not offer historic preservation education programs for children in grades Kindergarten through 5th grade, what is the reason programs are not offered for this age level? We are in the process of creating a new initiative, the Valle del Oro. The program is still under development in collaboration with the curriculum department and we are hoping we can build in some pieces about the Camino Real that will help support the idea of historic preservation and the teaching of New Mexico history.
4. If your organization had unlimited resources, what additional HP Ed programs would it incorporate into its educational programs for children in grades Kindergarten through 5th grade?
5. Do you think that it is important that children in grades Kindergarten through 5th grade are exposed to historic preservation concepts? Please explain why or why not. Yes.
6. Were you and your other staff members exposed to the ideas of historic preservation as young children? (Please advise how many were and how many were not.) And if yes, in what manner (i.e., parents were interested in historic preservation, lived in historic house, attended historic preservation programs, etc.)?
7. Are you aware of any other HP Ed programs offered by other organizations that you would consider successful and if yes, what is the name of the organization and the program? Try <http://www.nmhistoricpreservation.org>.

**Historic Preservation Education Survey
Programs for Kindergarten through 5th Grade**

1. Does your organization offer historic preservation education (HP Ed) programs for children in grades Kindergarten through 5th grade? We have not had a program in the past, but we are just now beginning to implement one.
2. If yes, please answer the following questions (if no, please skip to question 3):
 - a. What HP Ed programs does your organization offer for this age level (identify name of program and provide a brief description of the program or provide website/flyer where information is available)? We are planning to offer a summer camp program modeled after Savannah's Hands on History program.
 - b. How long has your organization offered these HP Ed programs? We are just now starting one in summer 2017.
 - c. Are the HP Ed programs taught in your organization's facility? If not, where are they taught (i.e., in the local school system, at an off-site historic resource or building, etc.)? The camp will be taught in our facility.
 - d. Were the HP Ed programs that your organization offers developed from existing programs and if so, which programs were they modeled after? If existing resources were not used, how did your organization develop its programs? We are modeling it after Savannah's Hands on History program.
 - e. From what source are your organization's HP Ed programs funded? We held a fundraiser specifically for this. There is a tunnel that goes under the bay called the Wallace Tunnel, and you cannot go through it unless you are sponsored by an organization. As a result, a lot of people want to tour the tunnel, so we hosted a tour and used it as a fundraiser. It was very successful and we plan to host another one soon.
 - f. Are your organization's HP Ed programs attended by a majority of the children to which they are made available? Are the HP Ed programs made available to the majority of the children in the territory that your organization covers? When the program exists, yes, it will be available to everyone in the community.
 - g. Does your organization consider the National Standards for Education when developing its HP Ed programs? We are taking them into account, yes.
 - h. Does your organization use any type of statistical measuring tool to determine successfulness of the HP Ed programs that are offered and if yes, what measuring tools are used? Please also provide the results of this information to the extent that it is available. Not yet.
 - i. How frequently does your organization review and evaluate the effectiveness of the HP Ed programs that it offers to children in kindergarten through 5th grade? Have these reviews resulted in any significant changes to the programs offered and if so what are the changes that have been made? We haven't gotten that far.
 - j. If your organization only had resources available to teach one aspect of its historic preservation education programs, which program would be selected and what are the goals or objectives that your organization is striving to meet with this program? We selected the summer camp option because there is a huge need for that type of program in our community. We have a lot of low income families, and a summer camp program will help them out the most.
 - k. How does your organization advertise or "get the word out" about its historic preservation education programs for children in kindergarten through 5th grade? The school system doesn't allow any type of advertising or distribution of information from outside sources, so we opted to use the summer camp guide that is published and distributed locally in which to advertise our camp program.

**Historic Preservation Education Survey
Programs for Kindergarten through 5th Grade**

3. **If your organization does not offer historic preservation education programs for children in grades Kindergarten through 5th grade, what is the reason programs are not offered for this age level?** We have not offered them previously because our organization has largely been a social organization. Recently, they hired me, and I am the first historian they have actually had on staff, so we are making some changes around here and trying to focus more on historic preservation matters and education.
4. **If your organization had unlimited resources, what additional HP Ed programs would it incorporate into its educational programs for children in grades Kindergarten through 5th grade?** We would like to have a mobile museum to bring into the classrooms. Many of the kids cannot come to us due to financial constraints.
5. **Do you think that it is important that children in grades Kindergarten through 5th grade are exposed to historic preservation concepts? Please explain why or why not.** Yes. We need to target children to get them interested in the building arts. Because there are a lot of low income families in our community, familiarizing them with the art of building and teaching them about craftsmanship in the trades helps educate them and there is also a possibility that a building arts school will be created later on. I have seen too many historic house renovations where they were essentially gutted and then had IKEA furniture put in them. They need to be educated so they will understand what not to do with a historic house when they get older.
6. **Were you and your other staff members exposed to the ideas of historic preservation as young children? (Please advise how many were and how many were not.) And if yes, in what manner (i.e., parents were interested in historic preservation, lived in historic house, attended historic preservation programs, etc.)?** Yes. I grew up on Louisiana where there were amazing plantations, even some that were completely intact with the slave houses. I watched them deteriorate and end up being demolished by neglect and it was very sad.
7. **Are you aware of any other HP Ed programs offered by other organizations that you would consider successful and if yes, what is the name of the organization and the program?** Savannah's Hands on History program.

**Historic Preservation Education Survey
Programs for Kindergarten through 5th Grade**

1. Does your organization offer historic preservation education (HP Ed) programs for children in grades Kindergarten through 5th grade? We used to, but we no longer do. Perhaps in a few more years, when we finish up the programs we are working on. We also don't have many kids in our community any longer.
2. If yes, please answer the following questions (if no, please skip to question 3):
 - a. What HP Ed programs does your organization offer for this age level (identify name of program and provide a brief description of the program or provide website/flyer where information is available)? We used to offer tours of our Kauffman House museum and it had interactive exhibits and we toured children through it. We are currently working with the preschools and having them dress up in period appropriate costumes and we are talking to them a little about our history.
 - b. How long has your organization offered these HP Ed programs? We started in 1973 and offered programs until just a couple of years ago.
 - c. Are the HP Ed programs taught in your organization's facility? If not, where are they taught (i.e., in the local school system, at an off-site historic resource or building, etc.)? We offered tours in our facility but also offered outreach programs in the school system.
 - d. Were the HP Ed programs that your organization offers developed from existing programs and if so, which programs were they modeled after? If existing resources were not used, how did your organization develop its programs? We created them ourselves.
 - e. From what source are your organization's HP Ed programs funded? Funding is based upon private donations and the State Historical Organization funds.
 - f. Are your organization's HP Ed programs attended by a majority of the children to which they are made available? Are the HP Ed programs made available to the majority of the children in the territory that your organization covers? When the program existed, yes, it was available to everyone in the community.
 - g. Does your organization consider the National Standards for Education when developing its HP Ed programs? We relied on the teachers to handle that part of the program if it was important to them.
 - h. Does your organization use any type of statistical measuring tool to determine successfulness of the HP Ed programs that are offered and if yes, what measuring tools are used? Please also provide the results of this information to the extent that it is available. No.
 - i. How frequently does your organization review and evaluate the effectiveness of the HP Ed programs that it offers to children in kindergarten through 5th grade? Have these reviews resulted in any significant changes to the programs offered and if so what are the changes that have been made? We don't do that.
 - j. If your organization only had resources available to teach one aspect of its historic preservation education programs, which program would be selected and what are the goals or objectives that your organization is striving to meet with this program? Well, currently we are working on our Cottage Camp program, preservation of what is believed to be the oldest motel in the country, and that is our main focus and what we want to develop. We could develop some programs around that. Call me again in about 5 years and I'll let you know how we're doing.
 - k. How does your organization advertise or "get the word out" about its historic preservation education programs for children in kindergarten through 5th grade? We are a small town and it is all just done by word of mouth.

**Historic Preservation Education Survey
Programs for Kindergarten through 5th Grade**

3. **If your organization does not offer historic preservation education programs for children in grades Kindergarten through 5th grade, what is the reason programs are not offered for this age level?** N/A. We do offer them when we have children to attend them. Most of our residents are summer residents and not full-time residents.
4. **If your organization had unlimited resources, what additional HP Ed programs would it incorporate into its educational programs for children in grades Kindergarten through 5th grade?** That's hard to answer considering that we don't have the kids to educate!
5. **Do you think that it is important that children in grades Kindergarten through 5th grade are exposed to historic preservation concepts? Please explain why or why not.** Yes.
6. **Were you and your other staff members exposed to the ideas of historic preservation as young children? (Please advise how many were and how many were not.) And if yes, in what manner (i.e., parents were interested in historic preservation, lived in historic house, attended historic preservation programs, etc.)?** Yes, I have always been interested in history. However, we really became interested when there was only one Victorian hotel left in this town, and we all worked together to save it. That is the Kauffman House that I referenced earlier, that is our House Museum.
7. **Are you aware of any other HP Ed programs offered by other organizations that you would consider successful and if yes, what is the name of the organization and the program?** Grand County offers some children's programs that you might be interested in.

**Historic Preservation Education Survey
Programs for Kindergarten through 5th Grade**

1. Does your organization offer historic preservation education (HP Ed) programs for children in grades Kindergarten through 5th grade? Yes.
2. If yes, please answer the following questions (if no, please skip to question 3):
 - a. What HP Ed programs does your organization offer for this age level (identify name of program and provide a brief description of the program or provide website/flyer where information is available)? We have the original Crowley grade school restored and it serves as a house museum and the 3rd graders come through here. We show them how things used to look in this community and then we finish up by touring them through the house.
 - b. How long has your organization offered these HP Ed programs? Since 1994.
 - c. Are the HP Ed programs taught in your organization's facility? If not, where are they taught (i.e., in the local school system, at an off-site historic resource or building, etc.)? Generally taught in our museum, but we do offer outreach programs for anyone who contacts us and wants us to hold one for them.
 - d. Were the HP Ed programs that your organization offers developed from existing programs and if so, which programs were they modeled after? If existing resources were not used, how did your organization develop its programs? We developed them internally based upon the needs of our community.
 - e. From what source are your organization's HP Ed programs funded? Funding is from grants, fees and memorial funds. We use a lot of volunteers too.
 - f. Are your organization's HP Ed programs attended by a majority of the children to which they are made available? Are the HP Ed programs made available to the majority of the children in the territory that your organization covers? They are made available to everyone in the school system in the appropriate grade and they typically attend.
 - g. Does your organization consider the National Standards for Education when developing its HP Ed programs? We don't. We rely on the teachers to handle that if it is something they need to coordinate with.
 - h. Does your organization use any type of statistical measuring tool to determine successfulness of the HP Ed programs that are offered and if yes, what measuring tools are used? Please also provide the results of this information to the extent that it is available. No.
 - i. How frequently does your organization review and evaluate the effectiveness of the HP Ed programs that it offers to children in kindergarten through 5th grade? Have these reviews resulted in any significant changes to the programs offered and if so what are the changes that have been made? We don't. We just set up programs on an as requested basis.
 - j. If your organization only had resources available to teach one aspect of its historic preservation education programs, which program would be selected and what are the goals or objectives that your organization is striving to meet with this program? We really just cater to what the teachers' needs are.
 - k. How does your organization advertise or "get the word out" about its historic preservation education programs for children in kindergarten through 5th grade? The teachers know about our program. We don't advertise it.
3. If your organization does not offer historic preservation education programs for children in grades Kindergarten through 5th grade, what is the reason programs are not offered for this age level? N/A.

Historic Preservation Education Survey
Programs for Kindergarten through 5th Grade

4. If your organization had unlimited resources, what additional HP Ed programs would it incorporate into its educational programs for children in grades Kindergarten through 5th grade? Whatever the teacher's request.
5. Do you think that it is important that children in grades Kindergarten through 5th grade are exposed to historic preservation concepts? Please explain why or why not. Yes. It's like teaching anyone else, just on a simpler basis. They need to learn about history.
6. Were you and your other staff members exposed to the ideas of historic preservation as young children? (Please advise how many were and how many were not.) And if yes, in what manner (i.e., parents were interested in historic preservation, lived in historic house, attended historic preservation programs, etc.)? Yes. A lot of us in this town worked with the mayor here to get grant money to get the Crowley grade school restored.
7. Are you aware of any other HP Ed programs offered by other organizations that you would consider successful and if yes, what is the name of the organization and the program? No.

Historic Preservation Education Survey
Programs for Kindergarten through 5th Grade

1. Does your organization offer historic preservation education (HP Ed) programs for children in grades Kindergarten through 5th grade? Yes.
2. If yes, please answer the following questions (if no, please skip to question 3):
 - a. What HP Ed programs does your organization offer for this age level (identify name of program and provide a brief description of the program or provide website/flyer where information is available)? We offer school programs, scout programs, we have begun to do a lot more home school programs, which require some modification to our regular school programs because they have a multi-age range within their group. We have never done birthday parties as they don't seem related to our mission. We run the Vermont History Museum and we work with the state, and so we handle things as the state organization. We offer tours of our museum, which is located right next to the State House, so usually it's the 4th grade that comes to visit when they are doing their history study in conjunction with that. Currently we are organizing an event to which we will invite the community and plan to use Pokemon Go to highlight some of the historic sites.
 - b. How long has your organization offered these HP Ed programs? Not sure.
 - c. Are the HP Ed programs taught in your organization's facility? If not, where are they taught (i.e., in the local school system, at an off-site historic resource or building, etc.)? Yes, in our facility.
 - d. Were the HP Ed programs that your organization offers developed from existing programs and if so, which programs were they modeled after? If existing resources were not used, how did your organization develop its programs? I don't know.
 - e. From what source are your organization's HP Ed programs funded? Half are funded from state appropriations and half from the fundraising/memberships/grants.
 - f. Are your organization's HP Ed programs attended by a majority of the children to which they are made available? Are the HP Ed programs made available to the majority of the children in the territory that your organization covers? They are offered, but not necessarily attended. We see more home school groups now because of budget cuts to the public school system.
 - g. Does your organization consider the National Standards for Education when developing its HP Ed programs? Yes, but it's difficult because there are changes to them so frequently. They are hard to keep up with.
 - h. Does your organization use any type of statistical measuring tool to determine successfulness of the HP Ed programs that are offered and if yes, what measuring tools are used? Please also provide the results of this information to the extent that it is available. We have done some teacher surveys; we have about 5000 kids per year come through our program, but it's all done by informal measurement.
 - i. How frequently does your organization review and evaluate the effectiveness of the HP Ed programs that it offers to children in kindergarten through 5th grade? Have these reviews resulted in any significant changes to the programs offered and if so what are the changes that have been made? We don't do any formal reviews, but we have done some teacher surveys looking for ways to improve. We also receive thank you notes from the children, and those sometimes give us information about things we need to change.
 - j. If your organization only had resources available to teach one aspect of its historic preservation education programs, which program would be selected and what are the goals or objectives that your organization is striving to meet with this program? We want to add more interactive exhibits. You know, we had a farm set in one of our exhibits, and it wasn't just the kids that played with the sheep figures!
 - k. How does your organization advertise or "get the word out" about its historic preservation education

Historic Preservation Education Survey
Programs for Kindergarten through 5th Grade

programs for children in kindergarten through 5th grade? Mostly by our website and by an education booklet that we print every other year and distribute to the teachers at the local schools.

3. If your organization does not offer historic preservation education programs for children in grades Kindergarten through 5th grade, what is the reason programs are not offered for this age level? N/A
4. If your organization had unlimited resources, what additional HP Ed programs would it incorporate into its educational programs for children in grades Kindergarten through 5th grade? We have historical collections, library and research archives. We want to get the primary source documents (copies of them) into the kid's hands in addition to getting historic objects into their hands. This is the exciting part, seeing real things, looking at real photographs and reading real letters.
5. Do you think that it is important that children in grades Kindergarten through 5th grade are exposed to historic preservation concepts? Please explain why or why not. Yes.
6. Were you and your other staff members exposed to the ideas of historic preservation as young children? (Please advise how many were and how many were not.) And if yes, in what manner (i.e., parents were interested in historic preservation, lived in historic house, attended historic preservation programs, etc.)? Yes. I grew up in Virginia in a super historic town. My school was on a civil war battlefield.
7. Are you aware of any other HP Ed programs offered by other organizations that you would consider successful and if yes, what is the name of the organization and the program? Not any in particular.

Historic Preservation Education Survey
Programs for Kindergarten through 5th Grade

1. Does your organization offer historic preservation education (HP Ed) programs for children in grades Kindergarten through 5th grade? Yes.
2. If yes, please answer the following questions (if no, please skip to question 3):
 - a. What HP Ed programs does your organization offer for this age level (identify name of program and provide a brief description of the program or provide website/flyer where information is available)? We offer a tour of our house museum and a lesson plan in conjunction with that that coincides with the Alabama State Standards.
 - b. How long has your organization offered these HP Ed programs? At least 10 years.
 - c. Are the HP Ed programs taught in your organization's facility? If not, where are they taught (i.e., in the local school system, at an off-site historic resource or building, etc.)? Yes, in our facility.
 - d. Were the HP Ed programs that your organization offers developed from existing programs and if so, which programs were they modeled after? If existing resources were not used, how did your organization develop its programs? Basically, we wait to see if someone asks about a program, and if there is a need for something that we can offer, we fill that need.
 - e. From what source are your organization's HP Ed programs funded? Memberships, rental fees from the 1820's house that they rent as office space, tour fees.
 - f. Are your organization's HP Ed programs attended by a majority of the children to which they are made available? Are the HP Ed programs made available to the majority of the children in the territory that your organization covers? The program is available to everyone. Unfortunately, with budget cuts in the school system, and no transportation with the bus system provided anymore, we don't see as many school groups come through as they did in previous years. Because of this, we now cater more towards home school groups, as those groups have grown and have expressed an interest in our programs.
 - g. Does your organization consider the National Standards for Education when developing its HP Ed programs?
yes
 - h. Does your organization use any type of statistical measuring tool to determine successfulness of the HP Ed programs that are offered and if yes, what measuring tools are used? Please also provide the results of this information to the extent that it is available. No. We just base it off of attendance. If we have good attendance in our programs, we feel that we have been successful.
 - i. How frequently does your organization review and evaluate the effectiveness of the HP Ed programs that it offers to children in kindergarten through 5th grade? Have these reviews resulted in any significant changes to the programs offered and if so what are the changes that have been made? We don't do any formal reviews. We just adapt to what the needs are.
 - j. If your organization only had resources available to teach one aspect of its historic preservation education programs, which program would be selected and what are the goals or objectives that your organization is striving to meet with this program? We would offer the tours of our historic house that we offer now.
 - k. How does your organization advertise or "get the word out" about its historic preservation education programs for children in kindergarten through 5th grade? Via word of mouth from other teachers that have participated in the program before.
3. If your organization does not offer historic preservation education programs for children in grades Kindergarten through 5th grade, what is the reason programs are not offered for this age level? N/A

Historic Preservation Education Survey
Programs for Kindergarten through 5th Grade

4. If your organization had unlimited resources, what additional HP Ed programs would it incorporate into its educational programs for children in grades Kindergarten through 5th grade? We would like to do an interpretive center in the basement of our 15,000 sf Italianate house. We had tours through our facility with the children before and there were lots of signs that said "Do Not Touch." When we finished the program, we had the kids draw pictures of something they saw on the tour. Just about every one of them, somewhere in the picture, drew a "Do Not Touch" sign. This concerned me that they would think of historic buildings as unfriendly places and I want to change that perception.
5. Do you think that it is important that children in grades Kindergarten through 5th grade are exposed to historic preservation concepts? Please explain why or why not. Yes. They need to see something other than the academic side of history.
6. Were you and your other staff members exposed to the ideas of historic preservation as young children? (Please advise how many were and how many were not.) And if yes, in what manner (i.e., parents were interested in historic preservation, lived in historic house, attended historic preservation programs, etc.)? Yes. Visited house museums; they were the 3D version of a history book.
7. Are you aware of any other HP Ed programs offered by other organizations that you would consider successful and if yes, what is the name of the organization and the program? Muscle Shoals has a pretty good program that they offer.

**Historic Preservation Education Survey
Programs for Kindergarten through 5th Grade**

1. Does your organization offer historic preservation education (HP Ed) programs for children in grades Kindergarten through 5th grade? We do not offer any regular programming for that age group. We do tailor programs on an as-requested basis, such as for a girl scout/boy scout troop if they are trying to get a particular badge. We also offer house museum tours and programs through some of our facilities, such as the Lyndon House, but everything is on an as-requested basis.
2. If yes, please answer the following questions (if no, please skip to question 3):
 - a. What HP Ed programs does your organization offer for this age level (identify name of program and provide a brief description of the program or provide website/flyer where information is available)?
 - b. How long has your organization offered these HP Ed programs?
 - c. Are the HP Ed programs taught in your organization's facility? If not, where are they taught (i.e., in the local school system, at an off-site historic resource or building, etc.)?
 - d. Were the HP Ed programs that your organization offers developed from existing programs and if so, which programs were they modeled after? If existing resources were not used, how did your organization develop its programs?
 - e. From what source are your organization's HP Ed programs funded?
 - f. Are your organization's HP Ed programs attended by a majority of the children to which they are made available? Are the HP Ed programs made available to the majority of the children in the territory that your organization covers?
 - g. Does your organization consider the National Standards for Education when developing its HP Ed programs?
 - h. Does your organization use any type of statistical measuring tool to determine successfulness of the HP Ed programs that are offered and if yes, what measuring tools are used? Please also provide the results of this information to the extent that it is available.
 - i. How frequently does your organization review and evaluate the effectiveness of the HP Ed programs that it offers to children in kindergarten through 5th grade? Have these reviews resulted in any significant changes to the programs offered and if so what are the changes that have been made?
 - j. If your organization only had resources available to teach one aspect of its historic preservation education programs, which program would be selected and what are the goals or objectives that your organization is striving to meet with this program?
 - k. How does your organization advertise or "get the word out" about its historic preservation education programs for children in kindergarten through 5th grade?
3. If your organization does not offer historic preservation education programs for children in grades Kindergarten through 5th grade, what is the reason programs are not offered for this age level? We do not have any staff besides myself, and we do not have any volunteers who are willing to champion this program long term. I do not want to get a program kicked off and advertise it and then not be able to sustain it.
4. If your organization had unlimited resources, what additional HP Ed programs would it incorporate into its educational programs for children in grades Kindergarten through 5th grade? I would like to start a program that involves a field trip through the historic streets, such as Prince Avenue, and focuses on architecture, history and activism and discusses and reviews how a neighborhood environment gets shaped.

**Historic Preservation Education Survey
Programs for Kindergarten through 5th Grade**

5. **Do you think that it is important that children in grades Kindergarten through 5th grade are exposed to historic preservation concepts? Please explain why or why not.** Yes. We used to participate in the Talking Walls program so that we could reach the children through the teachers, but unfortunately, we lost the staff person that was spearheading that.
6. **Were you and your other staff members exposed to the ideas of historic preservation as young children? (Please advise how many were and how many were not.) And if yes, in what manner (i.e., parents were interested in historic preservation, lived in historic house, attended historic preservation programs, etc.)?** I don't think I really was. I don't recall it being a cause, per se, but I saw it as a grad program and it struck a chord with me because I have always been interested in people and their stories.
7. **Are you aware of any other HP Ed programs offered by other organizations that you would consider successful and if yes, what is the name of the organization and the program?** No. I haven't really looked at any, but we are planning to have a scavenger hunt with a 2017 celebration of mid-century architecture and we plan to use the Pokeman Go game to find the historic structures.

**Historic Preservation Education Survey
Programs for Kindergarten through 5th Grade**

1. Does your organization offer historic preservation education (HP Ed) programs for children in grades Kindergarten through 5th grade? Yes.
2. If yes, please answer the following questions (if no, please skip to question 3):
 - a. What HP Ed programs does your organization offer for this age level (identify name of program and provide a brief description of the program or provide website/flyer where information is available)? We offer schools tours of historic streets and our historic house museums. We also hold an annual Fall Festival at one of our facilities and do demonstrations of what life was like in the past. The children churn butter, watch cooking on an open hearth, watch weaving and spinning among other things.
 - b. How long has your organization offered these HP Ed programs? At least since the early 1980s, since I joined the organization. I believe they were in existence for a few years prior to that.
 - c. Are the HP Ed programs taught in your organization's facility? If not, where are they taught (i.e., in the local school system, at an off-site historic resource or building, etc.)? Yes, the programs are largely taught at our facilities. However, we do offer some walking tours of local historic streets.
 - d. Were the HP Ed programs that your organization offers developed from existing programs and if so, which programs were they modeled after? If existing resources were not used, how did your organization develop its programs? We did not base our programs off of any other program in particular. I have used my background as a history teacher to enhance them.
 - e. From what source are your organization's HP Ed programs funded? Each child is charged a nominal fee (\$3/child). Chaperones are admitted free. The balance of the funding needed is paid for through memberships and fundraising events, such as the Fall Festival.
 - f. Are your organization's HP Ed programs attended by a majority of the children to which they are made available? Are the HP Ed programs made available to the majority of the children in the territory that your organization covers? The programs we offer are made available to all of the children in our area through each of the schools.
 - g. Does your organization consider the National Standards for Education when developing its HP Ed programs? We do, and we have discussed it several times that we need to be more structured in identifying what standards we comply with. As a history teacher, I have a particular interest in making that happen.
 - h. Does your organization use any type of statistical measuring tool to determine successfulness of the HP Ed programs that are offered and if yes, what measuring tools are used? Please also provide the results of this information to the extent that it is available. We base our success on the feedback that we get from the teachers and also from the information in the thank you notes that the children write.
 - i. How frequently does your organization review and evaluate the effectiveness of the HP Ed programs that it offers to children in kindergarten through 5th grade? Have these reviews resulted in any significant changes to the programs offered and if so what are the changes that have been made? We meet on a regular basis to review all of our programs, not just those for children, and discuss how things are going and any changes that need to be made.
 - j. If your organization only had resources available to teach one aspect of its historic preservation education programs, which program would be selected and what are the goals or objectives that your organization is

**Historic Preservation Education Survey
Programs for Kindergarten through 5th Grade**

striving to meet with this program? I think it is important that children learn about where they come from. I think that the preservation of a skill, an artifact, a building, a language, any of these is important to compare current life to the past.

k. How does your organization advertise or “get the word out” about its historic preservation education programs for children in kindergarten through 5th grade? For the programs that we offer to the schools, we issue a letter to the principal of each school in September to make them aware of our offerings and to encourage them to contact us to get on our schedule. For our Fall Festival, we advertise in the three local papers and we also took out a paid ad in the local newspaper.

3. **If your organization does not offer historic preservation education programs for children in grades Kindergarten through 5th grade, what is the reason programs are not offered for this age level?** N/A
4. **If your organization had unlimited resources, what additional HP Ed programs would it incorporate into its educational programs for children in grades Kindergarten through 5th grade?** Well, we are a very bug-infested area. We have the greenhead season, the gnat season and the fly season. It is difficult to hold a summer camp because of that, so we have explored the possibility of an indoor summer camp, but have not been able to come up with a suitable program for that. We would like to develop that.
5. **Do you think that it is important that children in grades Kindergarten through 5th grade are exposed to historic preservation concepts? Please explain why or why not.** Yes. I think it is important that children are able to view artifacts from the past and compare them to the present ones, to see how people used to live, what life was like then, and how that compares to life today.
6. **Were you and your other staff members exposed to the ideas of historic preservation as young children? (Please advise how many were and how many were not.) And if yes, in what manner (i.e., parents were interested in historic preservation, lived in historic house, attended historic preservation programs, etc.)?** I don't recall that I really was. I think my love of history is just something that was inbred in me. I have a history major and a master's in museum studies.
7. **Are you aware of any other HP Ed programs offered by other organizations that you would consider successful and if yes, what is the name of the organization and the program?** We didn't model our programs off of anything in particular, but I am familiar with some excellent programs at Winterthur and Hegley Museum. Both of these are in Delaware.

**Historic Preservation Education Survey
Programs for Kindergarten through 5th Grade**

1. Does your organization offer historic preservation education (HP Ed) programs for children in grades Kindergarten through 5th grade? Yes.
2. If yes, please answer the following questions (if no, please skip to question 3):
 - a. What HP Ed programs does your organization offer for this age level (identify name of program and provide a brief description of the program or provide website/flyer where information is available)? We own a house museum and provide tours to school children. We used to have a summer camp, but we don't do that anymore. We also do a theme day.
 - b. How long has your organization offered these HP Ed programs? Not sure.
 - c. Are the HP Ed programs taught in your organization's facility? If not, where are they taught (i.e., in the local school system, at an off-site historic resource or building, etc.)? Yes, they are hosted in our facility.
 - d. Were the HP Ed programs that your organization offers developed from existing programs and if so, which programs were they modeled after? If existing resources were not used, how did your organization develop its programs? We came up with them.
 - e. From what source are your organization's HP Ed programs funded? Funding is from Historic Macon's other operations. They support our house museum.
 - f. Are your organization's HP Ed programs attended by a majority of the children to which they are made available? Are the HP Ed programs made available to the majority of the children in the territory that your organization covers? They are made available but usually it's only the private schools that bring their kids through. The public schools don't visit us anymore. I think it has a lot to do with budget issues.
 - g. Does your organization consider the National Standards for Education when developing its HP Ed programs? No.
 - h. Does your organization use any type of statistical measuring tool to determine successfulness of the HP Ed programs that are offered and if yes, what measuring tools are used? Please also provide the results of this information to the extent that it is available. No.
 - i. How frequently does your organization review and evaluate the effectiveness of the HP Ed programs that it offers to children in kindergarten through 5th grade? Have these reviews resulted in any significant changes to the programs offered and if so what are the changes that have been made? We don't.
 - j. If your organization only had resources available to teach one aspect of its historic preservation education programs, which program would be selected and what are the goals or objectives that your organization is striving to meet with this program? Well, we don't want to duplicate efforts, and there are other organizations in Macon that do more for young children. We really try to focus our programs on high school kids and adults.
 - k. How does your organization advertise or "get the word out" about its historic preservation education programs for children in kindergarten through 5th grade? We don't do any advertising for it.
3. If your organization does not offer historic preservation education programs for children in grades Kindergarten through 5th grade, what is the reason programs are not offered for this age level? N/A.
4. If your organization had unlimited resources, what additional HP Ed programs would it incorporate into its educational programs for children in grades Kindergarten through 5th grade? There isn't really anything else that we would like to do.

Historic Preservation Education Survey
Programs for Kindergarten through 5th Grade

5. Do you think that it is important that children in grades Kindergarten through 5th grade are exposed to historic preservation concepts? Please explain why or why not. Yes.
6. Were you and your other staff members exposed to the ideas of historic preservation as young children? (Please advise how many were and how many were not.) And if yes, in what manner (i.e., parents were interested in historic preservation, lived in historic house, attended historic preservation programs, etc.)? Yes, but I didn't know about the term 'Historic Preservation.' I was exposed to historic houses and buildings, and pretty much everyone in our organization was, but it wasn't really referred to as Historic Preservation.
7. Are you aware of any other HP Ed programs offered by other organizations that you would consider successful and if yes, what is the name of the organization and the program? Yes, the Cannonball House (It is called that because a cannonball hit it. Technically it is the Judge Asa Holt House, but everyone calls it the Cannonball House) and the Hay House offer great programs for young children.

Historic Preservation Education Survey
Programs for Kindergarten through 5th Grade

1. Does your organization offer historic preservation education (HP Ed) programs for children in grades Kindergarten through 5th grade?
- No
2. If yes, please answer the following questions (if no, please skip to question 3):
 - a. What HP Ed programs does your organization offer for this age level (identify name of program and provide a brief description of the program or provide website/flyer where information is available)?
 - b. How long has your organization offered these HP Ed programs?
 - c. Are the HP Ed programs taught in your organization's facility? If not, where are they taught (i.e., in the local school system, at an off-site historic resource or building, etc.)?
 - d. Were the HP Ed programs that your organization offers developed from existing programs and if so, which programs were they modeled after? If existing resources were not used, how did your organization develop its programs?
 - e. From what source are your organization's HP Ed programs funded?
 - f. Are your organization's HP Ed programs attended by a majority of the children to which they are made available? Are the HP Ed programs made available to the majority of the children in the territory that your organization covers?
 - g. Does your organization consider the National Standards for Education when developing its HP Ed programs?
 - h. Does your organization use any type of statistical measuring tool to determine successfulness of the HP Ed programs that are offered and if yes, what measuring tools are used? Please also provide the results of this information to the extent that it is available.
 - i. How frequently does your organization review and evaluate the effectiveness of the HP Ed programs that it offers to children in kindergarten through 5th grade? Have these reviews resulted in any significant changes to the programs offered and if so what are the changes that have been made?
 - j. If your organization only had resources available to teach one aspect of its historic preservation education programs, which program would be selected and what are the goals or objectives that your organization is striving to meet with this program?
 - k. How does your organization advertise or "get the word out" about its historic preservation education programs for children in kindergarten through 5th grade?
3. If your organization does not offer historic preservation education programs for children in grades Kindergarten through 5th grade, what is the reason programs are not offered for this age level?
-The City of Abilene is a separate organization from the Abilene Independent School District
4. If your organization had unlimited resources, what additional HP Ed programs would it incorporate into its educational programs for children in grades Kindergarten through 5th grade?
-Educational booklets about specific sites with a preservation message incorporated into the history of the place with fun activities like word search, mazes, word jumbles, crosswords and the like.
5. Do you think that it is important that children in grades Kindergarten through 5th grade are exposed to historic preservation concepts? Please explain why or why not.
I think K-5 are exposed a great deal already to the importance of recycling and the "Green Movement." It is not so much of a mental stretch to also incorporate re-Use of existing buildings and why it is important to preserve historic and cultural resources. It is important to get the message across at an early age.
6. Were you and your other staff members exposed to the ideas of historic preservation as young children? (Please advise how many were and how many were not.) And if yes, in what manner (i.e., parents were interested in historic preservation, lived in historic house, attended historic preservation programs, etc.)?

Historic Preservation Education Survey
Programs for Kindergarten through 5th Grade

-I was raised in a town that was one of the early Main Street programs (Athens, Georgia). During the 1970's preservation was a grassroots movement in town when resources were being lost to development and neglect. I think that even though I was K-5 at the time, the activities of preservation minded citizens made a difference in how I feel about preserving the sense of place in an area with a great number of resources. I did not live in a historic house and my family was not involved in historic preservation, but we did go shopping in the downtown historic district a great deal before strip malls and a large mall were built that the major department stores moved into in the 1980's.

Out of the six people in our planning department, I am the only one that would say that I had exposure to the ideas of historic preservation of the built environment.

7. Are you aware of any other HP Ed programs offered by other organizations that you would consider successful and if yes, what is the name of the organization and the program?

-The Oklahoma Historical Society found here <http://www.okhistory.org/kids/index>

I a program that I feel is successful. They have a good deal of information for both parents and teachers and fun activities for kids in that age range.

The National Trust (United Kingdom) has the kind of programs for families that I would like for organizations in Texas to provide. They have on-site booklets for kids, interactive activities' (related to the resource) and a great number of family oriented activities that allow the parent to decide the level of participation.

Historic Preservation Education Survey
Programs for Kindergarten through 5th Grade

1. Does your organization offer historic preservation education (HP Ed) programs for children in grades Kindergarten through 5th grade?

Answer: No

2. If yes, please answer the following questions (if no, please skip to question 3):
- a. What HP Ed programs does your organization offer for this age level (identify name of program and provide a brief description of the program or provide website/flyer where information is available)?
 - b. How long has your organization offered these HP Ed programs?
 - c. Are the HP Ed programs taught in your organization's facility? If not, where are they taught (i.e., in the local school system, at an off-site historic resource or building, etc.)?
 - d. Were the HP Ed programs that your organization offers developed from existing programs and if so, which programs were they modeled after? If existing resources were not used, how did your organization develop its programs?
 - e. From what source are your organization's HP Ed programs funded?
 - f. Are your organization's HP Ed programs attended by a majority of the children to which they are made available? Are the HP Ed programs made available to the majority of the children in the territory that your organization covers?
 - g. Does your organization consider the National Standards for Education when developing its HP Ed programs?
 - h. Does your organization use any type of statistical measuring tool to determine successfulness of the HP Ed programs that are offered and if yes, what measuring tools are used? Please also provide the results of this information to the extent that it is available.
 - i. How frequently does your organization review and evaluate the effectiveness of the HP Ed programs that it offers to children in kindergarten through 5th grade? Have these reviews resulted in any significant changes to the programs offered and if so what are the changes that have been made?
 - j. If your organization only had resources available to teach one aspect of its historic preservation education programs, which program would be selected and what are the goals or objectives that your organization is striving to meet with this program?
 - k. How does your organization advertise or "get the word out" about its historic preservation education programs for children in kindergarten through 5th grade?
3. If your organization does not offer historic preservation education programs for children in grades Kindergarten through 5th grade, what is the reason programs are not offered for this age level?

Answer: It is not a part of our mission to do historic preservation programming generally. The Virginia Department of Historic Resources is the state's preservation office and they are charged with this responsibility. That said, the department is next door to us and they have an exhibit housed in our building. The exhibit is designed to teach audiences (especially children) about historic preservation and archaeology. We interpret the exhibit, but most of our interpretation pertains to archaeology.

4. If your organization had unlimited resources, what additional HP Ed programs would it incorporate into its educational programs for children in grades Kindergarten through 5th grade?

Historic Preservation Education Survey
Programs for Kindergarten through 5th Grade

Answer: I'm not sure. Because we will never having unlimited resources and historic preservation programming is not our mission, I haven't given this much thought. But if we were to do programming and money was no object, I like to see us do something with vernacular architecture and have kids explore a house looking for clues that suggest something about the occupants' lives.

5. Do you think that it is important that children in grades Kindergarten through 5th grade are exposed to historic preservation concepts? Please explain why or why not.

6.

7. **Answer: I am not sure what the "historic preservation concepts" are but because I think children should be exposed to history, my answer is "yes."**

8.

9. Were you and your other staff members exposed to the ideas of historic preservation as young children? (Please advise how many were and how many were not.) And if yes, in what manner (i.e., parents were interested in historic preservation, lived in historic house, attended historic preservation programs, etc.)?

Answer: I was not.

10. Are you aware of any other HP Ed programs offered by other organizations that you would consider successful and if yes, what is the name of the organization and the program?

Answer: I think The American Institute of Architecture does some good programming, but I don't know if it is historic preservation specific or not.

Historic Preservation Education Survey
Programs for Kindergarten through 5th Grade

1. Does your organization offer historic preservation education (HP Ed) programs for children in grades Kindergarten through 5th grade?

Answer: No

2. If yes, please answer the following questions (if no, please skip to question 3):
 - a. What HP Ed programs does your organization offer for this age level (identify name of program and provide a brief description of the program or provide website/flyer where information is available)?
 - b. How long has your organization offered these HP Ed programs?
 - c. Are the HP Ed programs taught in your organization's facility? If not, where are they taught (i.e., in the local school system, at an off-site historic resource or building, etc.)?
 - d. Were the HP Ed programs that your organization offers developed from existing programs and if so, which programs were they modeled after? If existing resources were not used, how did your organization develop its programs?
 - e. From what source are your organization's HP Ed programs funded?
 - f. Are your organization's HP Ed programs attended by a majority of the children to which they are made available? Are the HP Ed programs made available to the majority of the children in the territory that your organization covers?
 - g. Does your organization consider the National Standards for Education when developing its HP Ed programs?
 - h. Does your organization use any type of statistical measuring tool to determine successfulness of the HP Ed programs that are offered and if yes, what measuring tools are used? Please also provide the results of this information to the extent that it is available.
 - i. How frequently does your organization review and evaluate the effectiveness of the HP Ed programs that it offers to children in kindergarten through 5th grade? Have these reviews resulted in any significant changes to the programs offered and if so what are the changes that have been made?
 - j. If your organization only had resources available to teach one aspect of its historic preservation education programs, which program would be selected and what are the goals or objectives that your organization is striving to meet with this program?
 - k. How does your organization advertise or "get the word out" about its historic preservation education programs for children in kindergarten through 5th grade?
3. If your organization does not offer historic preservation education programs for children in grades Kindergarten through 5th grade, what is the reason programs are not offered for this age level?

Answer: It is not a part of our mission to do historic preservation programming generally. The Virginia Department of Historic Resources is the state's preservation office and they are charged with this responsibility. That said, the department is next door to us and they have an exhibit housed in our building. The exhibit is designed to teach audiences (especially children) about historic preservation and archaeology. We interpret the exhibit, but most of our interpretation pertains to archaeology.

4. If your organization had unlimited resources, what additional HP Ed programs would it incorporate into its educational programs for children in grades Kindergarten through 5th grade?

Historic Preservation Education Survey
Programs for Kindergarten through 5th Grade

Answer: I'm not sure. Because we will never having unlimited resources and historic preservation programming is not our mission, I haven't given this much thought. But if we were to do programming and money was no object, I like to see us do something with vernacular architecture and have kids explore a house looking for clues that suggest something about the occupants' lives.

5. Do you think that it is important that children in grades Kindergarten through 5th grade are exposed to historic preservation concepts? Please explain why or why not.

6.

7. **Answer: I am not sure what the "historic preservation concepts" are but because I think children should be exposed to history, my answer is "yes."**

8.

9. Were you and your other staff members exposed to the ideas of historic preservation as young children? (Please advise how many were and how many were not.) And if yes, in what manner (i.e., parents were interested in historic preservation, lived in historic house, attended historic preservation programs, etc.)?

Answer: I was not.

10. Are you aware of any other HP Ed programs offered by other organizations that you would consider successful and if yes, what is the name of the organization and the program?

Answer: I think The American Institute of Architecture does some good programming, but I don't know if it is historic preservation specific or not.

Historic Preservation Education Survey
Programs for Kindergarten through 5th Grade

1. Does your organization offer historic preservation education (HP Ed) programs for children in grades Kindergarten through 5th grade?

No.

2. If yes, please answer the following questions (if no, please skip to question 3):
- a. What HP Ed programs does your organization offer for this age level (identify name of program and provide a brief description of the program or provide website/flyer where information is available)?
 - b. How long has your organization offered these HP Ed programs?
 - c. Are the HP Ed programs taught in your organization's facility? If not, where are they taught (i.e., in the local school system, at an off-site historic resource or building, etc.)?
 - d. Were the HP Ed programs that your organization offers developed from existing programs and if so, which programs were they modeled after? If existing resources were not used, how did your organization develop its programs?
 - e) From what source are your organization's HP Ed programs funded?
 - f. Are your organization's HP Ed programs attended by a majority of the children to which they are made available? Are the HP Ed programs made available to the majority of the children in the territory that your organization covers?
 - g. Does your organization consider the National Standards for Education when developing its HP Ed programs?
 - h. Does your organization use any type of statistical measuring tool to determine successfulness of the HP Ed programs that are offered and if yes, what measuring tools are used? Please also provide the results of this information to the extent that it is available.
 - i. How frequently does your organization review and evaluate the effectiveness of the HP Ed programs that it offers to children in kindergarten through 5th grade? Have these reviews resulted in any significant changes to the programs offered and if so what are the changes that have been made?
 - j. If your organization only had resources available to teach one aspect of its historic preservation education programs, which program would be selected and what are the goals or objectives that your organization is striving to meet with this program?
 - k. How does your organization advertise or "get the word out" about its historic preservation education programs for children in kindergarten through 5th grade?

3. If your organization does not offer historic preservation education programs for children in grades Kindergarten through 5th grade, what is the reason programs are not offered for this age level?

At present we do not offer any historic preservation programs. We support historic preservation through awards and financial contributions.

4. If your organization had unlimited resources, what additional HP Ed programs would it incorporate into its educational programs for children in grades Kindergarten through 5th grade?

Probably not as we are adult focused.

5. Do you think that it is important that children in grades Kindergarten through 5th grade are exposed to historic preservation concepts? Please explain why or why not.

Historic Preservation Education Survey
Programs for Kindergarten through 5th Grade

Yes. Field trips to historic sites where preservation concepts have been implemented.

6. Were you and your other staff members exposed to the ideas of historic preservation as young children? (Please advise how many were and how many were not.) And if yes, in what manner (i.e., parents were interested in historic preservation, lived in historic house, attended historic preservation programs, etc.)?

Yes. I grew up in Virginia and there were parental and school field trips to Gettysburg, Jamestown and Williamsburg, etc.

7. Are you aware of any other HP Ed programs offered by other organizations that you would consider successful and if yes, what is the name of the organization and the program?

Not at the Kindergarten-5th grade level. I believe the Mississippi Department of Archives and History from time to time sponsors such programs through its Historic Preservation Division.

Gary O'Neal

Secretary, Natchez Historical Society

Programs for Kindergarten through 5th Grade

1. Does your organization offer historic preservation education (HP Ed) programs for children in grades Kindergarten through 5th grade? No
2. If yes, please answer the following questions (if no, please skip to question 3):
 - a. What HP Ed programs does your organization offer for this age level (identify name of program and provide a brief description of the program or provide website/flyer where information is available)?
 - b. How long has your organization offered these HP Ed programs?
 - c. Are the HP Ed programs taught in your organization's facility? If not, where are they taught (i.e., in the local school system, at an off-site historic resource or building, etc.)?
 - d. Were the HP Ed programs that your organization offers developed from existing programs and if so, which programs were they modeled after? If existing resources were not used, how did your organization develop its programs?
 - e. From what source are your organization's HP Ed programs funded?
 - f. Are your organization's HP Ed programs attended by a majority of the children to which they are made available? Are the HP Ed programs made available to the majority of the children in the territory that your organization covers?
 - g. Does your organization consider the National Standards for Education when developing its HP Ed programs?
 - h. Does your organization use any type of statistical measuring tool to determine successfulness of the HP Ed programs that are offered and if yes, what measuring tools are used? Please also provide the results of this information to the extent that it is available.
 - i. How frequently does your organization review and evaluate the effectiveness of the HP Ed programs that it offers to children in kindergarten through 5th grade? Have these reviews resulted in any significant changes to the programs offered and if so what are the changes that have been made?
 - j. If your organization only had resources available to teach one aspect of its historic preservation education programs, which program would be selected and what are the goals or objectives that your organization is striving to meet with this program?
 - k. How does your organization advertise or "get the word out" about its historic preservation education programs for children in kindergarten through 5th grade?
3. If your organization does not offer historic preservation education programs for children in grades Kindergarten through 5th grade, what is the reason programs are not offered for this age level? We provide other historic education programs to children but not about historic preservation. We do not have the funding or staff to present these programs.
4. If your organization had unlimited resources, what additional HP Ed programs would it incorporate into its educational programs for children in grades Kindergarten through 5th grade? Not sure.
5. Do you think that it is important that children in grades Kindergarten through 5th grade are exposed to historic preservation concepts? Please explain why or why not.
6. Were you and your other staff members exposed to the ideas of historic preservation as young children? No. (Please advise how many were and how many were not.) And if yes, in what manner (i.e., parents were interested in historic preservation, lived in historic house, attended historic preservation programs, etc.)?
7. Are you aware of any other HP Ed programs offered by other organizations that you would consider successful and if yes, what is the name of the organization and the program? No

Historic Preservation Education Survey
Programs for Kindergarten through 5th Grade

1. Does your organization offer historic preservation education (HP Ed) programs for children in grades Kindergarten through 5th grade? Yes
2. If yes, please answer the following questions (if no, please skip to question 3):
 - a. What HP Ed programs does your organization offer for this age level (identify name of program and provide a brief description of the program or provide website/flyer where information is available)? (Brochure attached)
 - b. How long has your organization offered these HP Ed programs? Since 1991
 - c. Are the HP Ed programs taught in your organization's facility? If not, where are they taught (i.e., in the local school system, at an off-site historic resource or building, etc.)? In school and field trips
 - d. Were the HP Ed programs that your organization offers developed from existing programs and if so, which programs were they modeled after? If existing resources were not used, how did your organization develop its programs? Developed in conjunction with our educators to conform to New York State and City learning standards for Social Studies, English, Language Arts, and the Arts
 - e. From what source are your organization's HP Ed programs funded? see brochure
 - f. Are your organization's HP Ed programs attended by a majority of the children to which they are made available? No. Are the HP Ed programs made available to the majority of the children in the territory that your organization covers? We invite all public and private elementary schools in New York City.
 - g. Does your organization consider the National Standards for Education when developing its HP Ed programs?
 - h. Does your organization use any type of statistical measuring tool to determine successfulness of the HP Ed programs that are offered and if yes, what measuring tools are used? Please also provide the results of this information to the extent that it is available. Students write letters and teachers fill out evaluation forms.
 - i. How frequently does your organization review and evaluate the effectiveness of the HP Ed programs that it offers to children in kindergarten through 5th grade? Annually Have these reviews resulted in any significant changes to the programs offered and if so what are the changes that have been made? The program has grown from one curriculum to three.
 - j. If your organization only had resources available to teach one aspect of its historic preservation education programs, which program would be selected and what are the goals or objectives that your organization is striving to meet with this program? Difficult to answer
 - k. How does your organization advertise or "get the word out" about its historic preservation education programs for children in kindergarten through 5th grade? Website and mailing
3. If your organization does not offer historic preservation education programs for children in grades Kindergarten through 5th grade, what is the reason programs are not offered for this age level?
4. If your organization had unlimited resources, what additional HP Ed programs would it incorporate into its educational programs for children in grades Kindergarten through 5th grade? We don't think like that.
5. Do you think that it is important that children in grades Kindergarten through 5th grade are exposed to historic preservation concepts? Please explain why or why not. Yes. The students and teachers tell us that they understand history so much better after doing our program.
6. Were you and your other staff members exposed to the ideas of historic preservation as young children? No (Please advise how many were and how many were not.) And if yes, in what manner (i.e., parents were interested in historic preservation, lived in historic house, attended historic preservation programs, etc.)?
7. Are you aware of any other HP Ed programs offered by other organizations that you would consider successful and if yes, what is the name of the organization and the program? Don't know others

GREENWICH VILLAGE HISTORY & HISTORIC PRESERVATION

IS THIS YOUR CHILD?

Since 1991, the **Greenwich Village Society for Historic Preservation (GVSHP)** has offered elementary students an unparalleled opportunity to engage with New York City's past by exploring the diverse culture and architecture of Greenwich Village. We are pleased to invite your class to participate in GVSHP's education program, **Greenwich Village: History and Historic Preservation**, which highlights the uniqueness of Greenwich Village's historic built environment and the importance of preserving and learning from our past.

Led by qualified educators and aligning with New York State and City learning standards for Social Studies, English, Language Arts, and the Arts, **History and Historic Preservation** functions as a wonderful foundation for the study of the history and development of New York City. The program offers **several different program choices** focusing on diverse themes and distinct areas of the Village and is tailored to the needs of your individual class (please see *Program Choices* insert). During each of the **three interactive sessions**, the program provides an introduction to New York City social history and basic architectural features for younger students, while encouraging students in the upper grades to think critically and integrate more advanced social and architectural concepts into a wider historical context.



In **Session 1**, a GVSHP educator will visit your classroom and introduce your students to the history of Greenwich Village and lead them in a history-based activity that demonstrates how the neighborhood has become the historic place it is today. Students will develop their observational and analytical skills as they discover how a city and its neighborhoods change.



You and your class will travel to Greenwich Village for **Session 2**, and explore the neighborhood's unique structures and streets with the GVSHP educator. Using the concepts and vocabulary introduced in Session 1, students will examine the exteriors of homes, businesses, and public spaces and look for clues about how the Village has changed over time.



Back in your classroom for **Session 3**, students will engage in an art project in which they will apply the historical and architectural lessons they have learned. While they integrate concepts inspired by the streetscape of Greenwich Village, your students will create a souvenir that will serve as a reminder of the

ABOUT GVSHP

The Greenwich Village Society for Historic Preservation was founded in 1980 and is dedicated to preserving the architectural heritage and cultural history of Greenwich Village, the East Village, and NoHo. GVSHP is a leader in protecting the sense of place and human scale that define the neighborhood's unique community, developing the City's first children's education program about historic preservation. In addition to children's education programming, we offer public lectures, tours, and exhibitions for adults, technical consultation services in building conservation and community development, and preservation leadership and advocacy. To find out more, please visit our website at www.gvshp.org.

Thank you to Our Funders

History and Historic Preservation is generously funded by: the New York City Department of Cultural Affairs, City Council Speaker Christine Quinn, Borough President Scott Stringer, City Councilmember Rosie Mendez, the Manhattan Delegation of the New York City Council, the New York State Council on the Arts, the Felicia Fund, and GVSHP members.



GREENWICH VILLAGE SOCIETY
FOR HISTORIC PRESERVATION
232 East 11th Street, New York, NY 10003
(212) 475-9585 www.gvshp.org



GREENWICH VILLAGE
HISTORY & HISTORIC
PRESERVATION

AN EDUCATION PROGRAM
FOR GRADES 1 TO 3

Greenwich Village: History & Historic Preservation

**Grades
1–3**

**Program
Choices**

All programs are comprised of three separate sessions: a historic investigation activity, a walking tour, and an art project. All programs conform to New York State and City Performance Standards and are adapted to each grade level.

Greenwich Village Past and Present

Historic Investigation Activity: Students will compare and contrast historic and contemporary photographs of Greenwich Village scenes, examining how a neighborhood changes over time.

Walking Tour: The concept of change is reiterated as the students tour Washington Square Park and the surrounding neighborhood, learning about the history of the park and looking for clues in the architecture about the growth and change the community has undergone through time. Students will also participate in a scavenger hunt, searching for distinctive features in the Washington Square Arch.

Art Project: Students will create a picture frame based on the symbols and stories found in the Arch.

Supplies:

Session 1: overhead projector or digital projector and laptop

Session 2: clipboard and writing implement for each student

Session 3: crayons, colored pencils, glue sticks, scissors

Meeting Place: Washington Square Arch in Washington Square Park. The arch is located at the north side of the park, across the street from the termination of 5th Ave.

Public Transportation: West 4th St./Washington Sq. A, B, C, D, E, F, V or 8th St./NYU N, R, W

Bus Address (when applicable): 20 Washington Square North

Immigration in the South Village

Historic Investigation Activity: Students will listen to an original, illustrated story about Carmela, a young Italian immigrant who comes to live in the South Village with her family in the early twentieth century.

Walking Tour: Students will learn the concept of immigration and the different types of buildings they might find in a city neighborhood, comparing rural and urban life. They will actively observe, count, and draw elements of the neighborhood's architecture.

Art Project: Students will cut, paste, and color a collage booklet of the various building types encountered in the South Village.

Supplies:

Session 1: none required

Session 2: clipboard and writing implement for each student

Session 3: crayons, colored pencils, glue sticks, scissors

Meeting Place: Father Demo Square at the intersection of Bleecker St. and Sixth Ave.

Public Transportation: West 4th St./Washington Sq. A, B, C, D, E, F, V or Christopher St./Sheridan Sq. or Houston St. 1

Bus Address (when applicable): 25 Carmine St.

**Grades
4–6**

**Program
Choices**

All programs are comprised of three separate sessions: a historic investigation activity, a walking tour, and an art project. All programs conform to New York State and City Performance Standards and are adapted to each grade level.

Greenwich Village Past and Present

Historic Investigation Activity: The history of New York City will be explored from the Colonial era to the 19th century through the lens of Greenwich Village architecture in an interactive slide presentation. *Supplies:* Overhead or digital projector and laptop

Walking Tour: Colonial and Revolutionary history is reiterated as the students tour Washington Square Park and the surrounding neighborhood. Students consider the history of the park as farmland, burial ground, and fashionable neighborhood and look for clues in the architecture about the growth and change the community has undergone through time. Students will also participate in a scavenger hunt, searching for distinctive features in the Washington Square Arch.

Bleecker Street: Rural Beginnings

Historic Investigation Activity: Historic Bleecker Street is transformed into a laboratory through which students learn how Greenwich Village evolved from farmland to an urban neighborhood through handling objects and historic photographs.

Walking Tour: Students trace the route of Bleecker Street and discover evidence of the Village's rural beginnings along the way. They will actively observe, sketch, and come to conclusions about the neighborhood's architecture and history.

Art Project: Students will create a folding pop-up streetscape that recalls the architecture of Bleecker Street.

Supplies:

Greenwich Village: History & Historic Preservation CONT.

**Grades
4–8**

**Program
Choices**

All programs are comprised of three separate sessions: a historic investigation activity, a walking tour, and an art project. All programs conform to New York State and City Performance Standards and are adapted to each grade level.

Immigration in the South Village

Historic Investigation Activity: Using maps and historic and contemporary photographs, students will consider how the physical environment of the South Village evolved to accommodate a changing immigrant population.

Walking Tour: Students will learn about the culture and lifestyle of immigrants in the neighborhood and how they transformed the area's architecture from row houses to tenements. They will actively observe, sketch, and come to conclusions about the neighborhood's architecture and history.

Art Project: Students will illustrate a colorful postcard booklet of the various building types encountered in the South Village.

Supplies:

Session 1: overhead projector or digital projector and laptop

Session 2: clipboard and writing implement for each student

Session 3: markers, colored pencils, glue sticks, scissors

Meeting Place: Father Demo Square at the intersection of Bleecker St. and Sixth Ave.

Public Transportation: West 4th St./Washington Sq. A, B, C, D, E, F, V or Christopher St./Sheridan Sq. or Houston St. 1

Bus Address (when applicable): 25 Carmine St.

FAQ

What is the best way to schedule the three sessions?

Our educators are available to schedule your sessions at any time during the school-day, Monday – Friday. Most teachers schedule one session per day about a week or two apart, although most scheduling requests can be accommodated. Each session is approximately one hour and will be adjusted to fit your school's class periods.

What happens after I schedule the program?

Once you set dates with your educator, you will receive a letter confirming your participation and an invoice from GVSHP. Please be sure to inform your school's main office or security guard that you will be expecting a visitor for the dates scheduled in your classroom.

What happens if my educator is late?

Because our educators travel to your classroom for the first and third sessions, there are rare cases in which she/he is delayed. Your educator will be in touch as soon as possible if there has been a delay and may reschedule the session.

What happens if my class is late getting to the walking tour?

Groups arriving late will receive a shortened program, so please make sure to leave enough time to reach Greenwich Village. Be sure to confirm the correct meeting place for your walking tour under your program choice.

What if it is raining or snowing on the day of the walking tour?

All tours take place rain or shine, unless the weather is severe. You and your educator can decide together whether the tour should be rescheduled.

Can my class bring their lunch to the walking tour?

Your class is welcome to bring bag lunches to enjoy prior to or after their tour. Note that there is no place to store lunch bags while taking your walking tour.

May parents participate in the program?

Chaperones are included in the program fee and are encouraged to participate in all three sessions.

What should I do during the program?

We expect that you will actively participate in the three program sessions for your own enjoyment and to help ensure good behavior by your students.

Historic Preservation Education Survey
Programs for Kindergarten through 5th Grade

1. Does your organization offer historic preservation education (HP Ed) programs for children in grades Kindergarten through 5th grade? No
2. If yes, please answer the following questions (if no, please skip to question 3):
 - a. What HP Ed programs does your organization offer for this age level (identify name of program and provide a brief description of the program or provide website/flyer where information is available)?
 - b. How long has your organization offered these HP Ed programs?
 - c. Are the HP Ed programs taught in your organization's facility? If not, where are they taught (i.e., in the local school system, at an off-site historic resource or building, etc.)?
 - d. Were the HP Ed programs that your organization offers developed from existing programs and if so, which programs were they modeled after? If existing resources were not used, how did your organization develop its programs?
 - e. From what source are your organization's HP Ed programs funded?
 - f. Are your organization's HP Ed programs attended by a majority of the children to which they are made available? Are the HP Ed programs made available to the majority of the children in the territory that your organization covers?
 - g. Does your organization consider the National Standards for Education when developing its HP Ed programs?
 - h. Does your organization use any type of statistical measuring tool to determine successfulness of the HP Ed programs that are offered and if yes, what measuring tools are used? Please also provide the results of this information to the extent that it is available.
 - i. How frequently does your organization review and evaluate the effectiveness of the HP Ed programs that it offers to children in kindergarten through 5th grade? Have these reviews resulted in any significant changes to the programs offered and if so what are the changes that have been made?
 - j. If your organization only had resources available to teach one aspect of its historic preservation education programs, which program would be selected and what are the goals or objectives that your organization is striving to meet with this program?
 - k. How does your organization advertise or "get the word out" about its historic preservation education programs for children in kindergarten through 5th grade?
3. If your organization does not offer historic preservation education programs for children in grades Kindergarten through 5th grade, what is the reason programs are not offered for this age level? There has not been any interest from the board or from the public to do so.
4. If your organization had unlimited resources, what additional HP Ed programs would it incorporate into its educational programs for children in grades Kindergarten through 5th grade? It would be great to have a program for the elementary set that could be incorporated into their social studies school programs.
5. Do you think that it is important that children in grades Kindergarten through 5th grade are exposed to historic preservation concepts? Please explain why or why not. Yes definitely. The more educated the public is on preservation, the less likely that buildings will be willfully destroyed for better and new buildings.
6. Were you and your other staff members exposed to the ideas of historic preservation as young children? (Please advise how many were and how many were not.) And if yes, in what manner (i.e., parents were interested in historic preservation, lived in historic house, attended historic preservation programs, etc.)? I lived in an older home (it was 40 years old when I lived in it, not quite historic yet) and went to a wonderful school in a 1910s building. My parents renovated that house before building a new home on the edge of our small town, but I was always in love with what to my little brain was "the really old house".

Historic Preservation Education Survey
Programs for Kindergarten through 5th Grade

7. Are you aware of any other HP Ed programs offered by other organizations that you would consider successful and if yes, what is the name of the organization and the program? Dallas Heritage Village has year round programs for elementary kids. They have buses there all the time.

Historic Preservation Education Survey
Programs for Kindergarten through 5th Grade

1. Does your organization offer historic preservation education (HP Ed) programs for children in grades Kindergarten through 5th grade?

Yes

2. If yes, please answer the following questions (if no, please skip to question 3):

a. What HP Ed programs does your organization offer for this age level (identify name of program and provide a brief description of the program or provide website/flyer where information is available)?

We have a summer camp called Box City. This program focuses on historic neighborhoods and cities. We learn city planning, architecture, real estate, what the Mayor does each day, and so much more.

We also have driving tours and walking tours where we go through historic houses and districts talking about historic preservation.

b. How long has your organization offered these HP Ed programs?

Since we began in 1966, but Box City started about 5 years ago.

c. Are the HP Ed programs taught in your organization's facility? If not, where are they taught (i.e., in the local school system, at an off-site historic resource or building, etc.)?

We do these programs mainly in the local schools but we also have house museums that we also host students.

d. Were the HP Ed programs that your organization offers developed from existing programs and if so, which programs were they modeled after? If existing resources were not used, how did your organization develop its programs?

Box City was started from another organization that is called Cube. They started Box City about 40 years ago.

e. From what source are your organization's HP Ed programs funded?

Our programs are funded by local sponsors, foundations, and schools.

f. Are your organization's HP Ed programs attended by a majority of the children to which they are made available? Are the HP Ed programs made available to the majority of the children in the territory that your organization covers?

They are offered to all students in our county. We probably have about 1000 students a year participate in our programs.

g. Does your organization consider the National Standards for Education when developing its HP Ed programs?

Yes

h. Does your organization use any type of statistical measuring tool to determine successfulness of the HP Ed programs that are offered and if yes, what measuring tools are used? Please also provide the results of this information to the extent that it is available.

How many students attend.

i. How frequently does your organization review and evaluate the effectiveness of the HP Ed programs that it offers to children in kindergarten through 5th grade? Have these reviews resulted in any significant changes to the programs offered and if so what are the changes that have been made?

We change them when standards change, which is pretty frequent lately.

j. If your organization only had resources available to teach one aspect of its historic preservation education programs, which program would be selected and what are the goals or objectives that your organization is striving to meet with this program?

Box City- Our goals would be to teach a sense of community. Making children understand that we can mix the old with the new and without the past we wouldn't have the character in our town that we do today.

k. How does your organization advertise or "get the word out" about its historic preservation education programs for children in kindergarten through 5th grade?

Flyers to schools and out to our membership base.

Historic Preservation Education Survey
Programs for Kindergarten through 5th Grade

3. If your organization does not offer historic preservation education programs for children in grades Kindergarten through 5th grade, what is the reason programs are not offered for this age level?
4. If your organization had unlimited resources, what additional HP Ed programs would it incorporate into its educational programs for children in grades Kindergarten through 5th grade?
We would have architectural tours of the city that incorporate math and history.
5. Do you think that it is important that children in grades Kindergarten through 5th grade are exposed to historic preservation concepts? Please explain why or why not.
Yes, they need to understand that new is not always better. You lose your heritage and history when you tear down the old.
6. Were you and your other staff members exposed to the ideas of historic preservation as young children? (Please advise how many were and how many were not.) And if yes, in what manner (i.e., parents were interested in historic preservation, lived in historic house, attended historic preservation programs, etc.)?
Not at all.
7. Are you aware of any other HP Ed programs offered by other organizations that you would consider successful and if yes, what is the name of the organization and the program?
Not in this area.

Historic Preservation Education Survey
Programs for Kindergarten through 5th Grade

1. Does your organization offer historic preservation education (HP Ed) programs for children in grades Kindergarten through 5th grade? **No.**
2. If yes, please answer the following questions (if no, please skip to question 3):
 - a. What HP Ed programs does your organization offer for this age level (identify name of program and provide a brief description of the program or provide website/flyer where information is available)?
 - b. How long has your organization offered these HP Ed programs?
 - c. Are the HP Ed programs taught in your organization's facility? If not, where are they taught (i.e., in the local school system, at an off-site historic resource or building, etc.)?
 - d. Were the HP Ed programs that your organization offers developed from existing programs and if so, which programs were they modeled after? If existing resources were not used, how did your organization develop its programs?
 - e. From what source are your organization's HP Ed programs funded?
 - f. Are your organization's HP Ed programs attended by a majority of the children to which they are made available? Are the HP Ed programs made available to the majority of the children in the territory that your organization covers?
 - g. Does your organization consider the National Standards for Education when developing its HP Ed programs?
 - h. Does your organization use any type of statistical measuring tool to determine successfulness of the HP Ed programs that are offered and if yes, what measuring tools are used? Please also provide the results of this information to the extent that it is available.
 - i. How frequently does your organization review and evaluate the effectiveness of the HP Ed programs that it offers to children in kindergarten through 5th grade? Have these reviews resulted in any significant changes to the programs offered and if so what are the changes that have been made?
 - j. If your organization only had resources available to teach one aspect of its historic preservation education programs, which program would be selected and what are the goals or objectives that your organization is striving to meet with this program?
 - k. How does your organization advertise or "get the word out" about its historic preservation education programs for children in kindergarten through 5th grade?
3. If your organization does not offer historic preservation education programs for children in grades Kindergarten through 5th grade, what is the reason programs are not offered for this age level? **With our limited resources, we now focus on organizing adult education programs and lecture series. These programs are organized to respond to the interests of the local preservation community most likely to advocate for historic places in Providence. However, we have organized extensive programs for K-5 students in the past, and we are always looking for opportunities to become more active in schools.**
4. If your organization had unlimited resources, what additional HP Ed programs would it incorporate into its educational programs for children in grades Kindergarten through 5th grade? **Providing an introduction to architectural history on a local level has the potential to engage many young students. Along with architectural history, workshops featuring hands-on demonstrations by local preservationists and conservationists may also spark interest from younger students.**
5. Do you think that it is important that children in grades Kindergarten through 5th grade are exposed to historic preservation concepts? Please explain why or why not. **Yes. Creating an awareness of this field early in a student's education is important to building a broad understanding of preservation's impact on a city.**
6. Were you and your other staff members exposed to the ideas of historic preservation as young children? (Please advise how many were and how many were not.) And if yes, in what manner (i.e., parents were interested in historic preservation, lived in historic house, attended historic preservation programs, etc.)?

Historic Preservation Education Survey
Programs for Kindergarten through 5th Grade

Although I went on field trips to historic sites as a child, I was not exposed to preservation as a specific field of study, and I did not understand its importance and connection to smart growth until I was much older.

7. Are you aware of any other HP Ed programs offered by other organizations that you would consider successful and if yes, what is the name of the organization and the program?

Although not solely focused on preservation, both Preserve Rhode Island and the Rhode Island Historical Society serve the K-5 audience.

Programs for Kindergarten through 5th Grade

1. Does your organization offer historic preservation education (HP Ed) programs for children in grades Kindergarten through 5th grade? Not currently
2. If yes, please answer the following questions (if no, please skip to question 3):
 - a. What HP Ed programs does your organization offer for this age level (identify name of program and provide a brief description of the program or provide website/flyer where information is available)?
 - b. How long has your organization offered these HP Ed programs?
 - c. Are the HP Ed programs taught in your organization's facility? If not, where are they taught (i.e., in the local school system, at an off-site historic resource or building, etc.)?
 - d. Were the HP Ed programs that your organization offers developed from existing programs and if so, which programs were they modeled after? If existing resources were not used, how did your organization develop its programs?
 - e. From what source are your organization's HP Ed programs funded?
 - f. Are your organization's HP Ed programs attended by a majority of the children to which they are made available? Are the HP Ed programs made available to the majority of the children in the territory that your organization covers?
 - g. Does your organization consider the National Standards for Education when developing its HP Ed programs?
 - h. Does your organization use any type of statistical measuring tool to determine successfulness of the HP Ed programs that are offered and if yes, what measuring tools are used? Please also provide the results of this information to the extent that it is available.
 - i. How frequently does your organization review and evaluate the effectiveness of the HP Ed programs that it offers to children in kindergarten through 5th grade? Have these reviews resulted in any significant changes to the programs offered and if so what are the changes that have been made?
 - j. If your organization only had resources available to teach one aspect of its historic preservation education programs, which program would be selected and what are the goals or objectives that your organization is striving to meet with this program?
 - k. How does your organization advertise or "get the word out" about its historic preservation education programs for children in kindergarten through 5th grade?
3. If your organization does not offer historic preservation education programs for children in grades Kindergarten through 5th grade, what is the reason programs are not offered for this age level? We don't have the staff/volunteer capacity to offer these programs.
4. If your organization had unlimited resources, what additional HP Ed programs would it incorporate into its educational programs for children in grades Kindergarten through 5th grade? We have two elementary school programs – one about life in the 19th century and one about urban slavery. We also have girl scout and boy scout programs about architecture and community.
5. Do you think that it is important that children in grades Kindergarten through 5th grade are exposed to historic preservation concepts? Please explain why or why not. Yes – understanding architecture and place are important to understanding the places where children live, play, and learn.
6. Were you and your other staff members exposed to the ideas of historic preservation as young children? (Please advise how many were and how many were not.) And if yes, in what manner (i.e., parents were interested in historic preservation, lived in historic house, attended historic preservation programs, etc.)? Not really
7. Are you aware of any other HP Ed programs offered by other organizations that you would consider successful and if yes, what is the name of the organization and the program? Museum of Durham History does a program looking at architectural change over time in downtown Durham.

Historic Preservation Education Survey
Programs for Kindergarten through 5th Grade

1. Does your organization offer historic preservation education (HP Ed) programs for children in grades Kindergarten through 5th grade? *Within past year we provided a walking tour for 5th & 6th graders of a downtown block in conjunction with their teacher's curriculum on history and historic architecture. We also provided resource information and assistance to the teacher. While we hope to do other tours with this school, we do not publicize tours for this age group.*
2. If yes, please answer the following questions (if no, please skip to question 3):
 - a. What HP Ed programs does your organization offer for this age level (identify name of program and provide a brief description of the program or provide website/flyer where information is available)?
 - b. How long has your organization offered these HP Ed programs?
 - c. Are the HP Ed programs taught in your organization's facility? If not, where are they taught (i.e., in the local school system, at an off-site historic resource or building, etc.)?
 - d. Were the HP Ed programs that your organization offers developed from existing programs and if so, which programs were they modeled after? If existing resources were not used, how did your organization develop its programs?
 - e. From what source are your organization's HP Ed programs funded?
 - f. Are your organization's HP Ed programs attended by a majority of the children to which they are made available? Are the HP Ed programs made available to the majority of the children in the territory that your organization covers?
 - g. Does your organization consider the National Standards for Education when developing its HP Ed programs?
 - h. Does your organization use any type of statistical measuring tool to determine successfulness of the HP Ed programs that are offered and if yes, what measuring tools are used? Please also provide the results of this information to the extent that it is available.
 - i. How frequently does your organization review and evaluate the effectiveness of the HP Ed programs that it offers to children in kindergarten through 5th grade? Have these reviews resulted in any significant changes to the programs offered and if so what are the changes that have been made?
 - j. If your organization only had resources available to teach one aspect of its historic preservation education programs, which program would be selected and what are the goals or objectives that your organization is striving to meet with this program?
 - k. How does your organization advertise or "get the word out" about its historic preservation education programs for children in kindergarten through 5th grade?
3. If your organization does not offer historic preservation education programs for children in grades Kindergarten through 5th grade, what is the reason programs are not offered for this age level? *Limited funding resources in our organization AND limited resources at schools.*
4. If your organization had unlimited resources, what additional HP Ed programs would it incorporate into its educational programs for children in grades Kindergarten through 5th grade? *Walking tours of historic districts/neighborhoods*
5. Do you think that it is important that children in grades Kindergarten through 5th grade are exposed to historic preservation concepts? Please explain why or why not.
 - *People of all ages need to be exposed and educated on the benefits of historic preservation especially relating to a sense of place*
 - *Yes! Early exposure helps them develop a preservation ethic in their lives which allows them to appreciate the built and natural environment*

Historic Preservation Education Survey
Programs for Kindergarten through 5th Grade

6. Were you and your other staff members exposed to the ideas of historic preservation as young children? (Please advise how many were and how many were not.) And if yes, in what manner (i.e., parents were interested in historic preservation, lived in historic house, attended historic preservation programs, etc.)?
- *Exposed to historic preservation and didn't know it! Third grade teacher routinely walked us around the town (quintessential New England town with white Congregational Church on the picturesque town green) and taught us of the history of the buildings and their inhabitants. Family would also regularly take "Sunday drives" on Connecticut's country roads*
 - *From an early age I enjoyed history and anything related to preservation. My father used to buy old buildings and renovate them not always to preservation standards. This is when as a pre-teen I first felt things should be done in a certain manner*
7. Are you aware of any other HP Ed programs offered by other organizations that you would consider successful and if yes, what is the name of the organization and the program? *Besides answer to #1 (Melissa Thom, Renzulli Academy, Hartford CT) no.*

Historic Preservation Education Survey
Programs for Kindergarten through 5th Grade

7.

1. Does your organization offer historic preservation education (HP Ed) programs for children in grades Kindergarten through 5th grade? Yes
2. If yes, please answer the following questions (if no, please skip to question 3):
 - a. What HP Ed programs does your organization offer for this age level (identify name of program and provide a brief description of the program or provide website/flyer where information is available)? The SBTHP offers interpretive tours to school children, primarily to those in 3rd and 4th grades. Also, we offer two special living history days, "Early California Day," for selected 3rd grade school children. Please look at our website, www.SBTHP.org/education.htm
 - b. How long has your organization offered these HP Ed programs? SBTHP is 50 years old, as is the El Presidio de Santa Barbara State Historic Park, and we have been offering tours for roughly 40 years. "Early California Day" goes back to the 1997.
 - c. Are the HP Ed programs taught in your organization's facility? If not, where are they taught (i.e., in the local school system, at an off-site historic resource or building, etc.)? We offer tours for school children at El Presidio de Santa Barbara State Historic Park and at the Casa de la Guerra Historic House Museum. "Early California Day" takes place at El Presidio de Santa Barbara State Historic Park.
 - d. Were the HP Ed programs that your organization offers developed from existing programs and if so, which programs were they modeled after? If existing resources were not used, how did your organization develop its programs? Initially, volunteers developed our interpretive tours; then, starting in about 1983, staff tweaked and redeveloped interpretive tours. Now, for about the past 15 years, we have a Director of Education and he/she organizes docent training and information given on tours. "Early California Day" has a similar history; starting in 1997, it was primarily run by volunteers; now it is directed by staff with volunteer help.
 - e. From what source are your organization's HP Ed programs funded? Grants, primarily from non-governmental organizations.
 - f. Are your organization's HP Ed programs attended by a majority of the children to which they are made available? ?? Are the HP Ed programs made available to the majority of the children in the territory that your organization covers? We offer free tours to any class that requests it, whether it be in our county or outside of it. We send out lottery forms to attend "Early California Day" to all school, both public and private in Santa Barbara County; then we select students (120 in the a.m. and 120 in the p.m.) for each day's activities.
 - g. Does your organization consider the National Standards for Education when developing its HP Ed programs? We consider California State Educational Standards.
 - h. Does your organization use any type of statistical measuring tool to determine successfulness of the HP Ed programs that are offered and if yes, what measuring tools are used? Please also provide the results of this information to the extent that it is available. It is always difficult to measure the success of our programs. Often we rely on comments by the teacher; sometimes, although rarely, we can look at illustrated notes from the children that come to our sites. When a 3rd grade student says, "This is the best field trip ever!" I feel like we are reaching our audience ... even if he has only been on three other field trips!
 - i. How frequently does your organization review and evaluate the effectiveness of the HP Ed programs that it offers to children in kindergarten through 5th grade? Have these reviews resulted in any significant changes to the programs offered and if so what are the changes that have been made? We haven't reviewed the effectiveness in a while; as stated earlier, this is a difficult thing to do.
 - j. If your organization only had resources available to teach one aspect of its historic preservation education programs, which program would be selected and what are the goals or objectives that your organization is striving to meet with this program? I probably would continue the interpretive tours; they reach the most people.

Historic Preservation Education Survey
Programs for Kindergarten through 5th Grade

- k. How does your organization advertise or "get the word out" about its historic preservation education programs for children in kindergarten through 5th grade? Each fall, we send out a small pamphlet to all schools with 3rd grade classrooms that explains what we have to offer. Each February, we send out lottery forms for "Early California Day" to the same group.
3. If your organization does not offer historic preservation education programs for children in grades Kindergarten through 5th grade, what is the reason programs are not offered for this age level? N/A
 4. If your organization had unlimited resources, what additional HP Ed programs would it incorporate into its educational programs for children in grades Kindergarten through 5th grade? I think we would offer more "Early California Day" programs; children love to learn by doing.
 5. Do you think that it is important that children in grades Kindergarten through 5th grade are exposed to historic preservation concepts? Please explain why or why not. Definitely! Children today are the voting adults of tomorrow. The more they learn about, and can appreciate, history and historic structures, the more they will see its value.
 6. Were you and your other staff members exposed to the ideas of historic preservation as young children? (Please advise how many were and how many were not.) And if yes, in what manner (i.e., parents were interested in historic preservation, lived in historic house, attended historic preservation programs, etc.)? Speaking from only my perspective, my exposure to historic preservation was limited as a child, but I do remember going on field trips to Sutter's Fort and the State Capitol and being entranced by both radically different buildings. I've always loved history and love the structures in which it takes place.
 7. Are you aware of any other HP Ed programs offered by other organizations that you would consider successful and if yes, what is the name of the organization and the program? There are many different forms of educational programs around the state of California. Perhaps you may wish to speak with someone in the Department of California Parks (DPR); Ann Boggess, State Interpreter I, at La Purisima State Historic Park, does large-scale living history days for children way beyond the county. Her email is: Ann.Boggess@parks.ca.gov Angel Island State Historic Park also has a fascinating living history program that entails an overnight visit. Their website is: www.parks.ca.gov/angelisland.

Historic Preservation Education Survey
Programs for Kindergarten through 5th Grade

1. Does your organization offer historic preservation education (HP Ed) programs for children in grades Kindergarten through 5th grade?

Our organization offers the *More than Mortar* Teacher's Resource Kit, which is a set of lesson plans designed for teachers to use for grades 3-6, but which can be adapted for younger or older audiences.

2. If yes, please answer the following questions (if no, please skip to question 3):

a. What HP Ed programs does your organization offer for this age level (identify name of program and provide a brief description of the program or provide website/flyer where information is available)?

The *More than Mortar* Teacher's Resource Kit is available in hard copy by request or by download at our website at www.HistoricWyoming.org/wp/teachers-resource-kit/. The Resource Kit Prepared especially for Wyoming elementary school teachers, this kit provides lesson plans and resource materials for teaching students about their school and community. The materials include content and interactive exercises to teach students about architecture, historic preservation and sustainability while giving them an opportunity to practice reading, writing and math skills.

The activities in this resource kit were designed to comply with the Wyoming state social studies standards as well as the Common Core standards. The resource kit includes interdisciplinary activities suitable for students in grades 3-6, but many activities could be easily adjusted to be used with younger students.

b. How long has your organization offered these HP Ed programs?

The *More than Mortar* Teacher's Resource Toolkit was designed in 2013 thanks to a grant from the Wyoming Community Foundation with additional support from the University of Wyoming American Studies Program. We hired a teacher to design the lesson plans so that they complied with state standards.

c. Are the HP Ed programs taught in your organization's facility? If not, where are they taught (i.e., in the local school system, at an off-site historic resource or building, etc.)?

We offer these toolkits to elementary teachers around the state, so they are used in the local school system. Based on our current distribution, they are being used in both historic and newer school buildings.

d. Were the HP Ed programs that your organization offers developed from existing programs and if so, which programs were they modeled after? If existing resources were not used, how did your organization develop its programs?

The program was modeled off of courses that several of our board members have taught, and from other lesson plan models that we knew of. Our organization hired a school teacher to design the lesson plans and to research state standards. The lesson plans are based on materials that our organization, our State Historic Preservation Office, and others have developed.

e. From what source are your organization's HP Ed programs funded?

Our program put forth money for the program, and many in-kind hours to provide a match for a grant offered through the Wyoming Community Foundation. The American Studies Program at the University of Wyoming also contributed to the project.

f. Are your organization's HP Ed programs attended by a majority of the children to which they are made available? Are the HP Ed programs made available to the majority of the children in the territory that your organization covers?

Unfortunately, due to the program being just one year old, we do not have much data on which teachers or how many students are currently using the lesson plans. However, we do make an effort to reach the entire state, and to cover more than just grade 5.

g. Does your organization consider the National Standards for Education when developing its HP Ed programs?

**Historic Preservation Education Survey
Programs for Kindergarten through 5th Grade**

1. Does your organization offer historic preservation education (HP Ed) programs for children in grades Kindergarten through 5th grade? Yes.
2. If yes, please answer the following questions (if no, please skip to question 3):
 - a. What HP Ed programs does your organization offer for this age level (identify name of program and provide a brief description of the program or provide website/flyer where information is available)? We have a historic train station that we are very proud of, built in 1875. It is the focal point of our community. Our first graders tour the train station where the mayor would talk about Califon history and the teacher would host the students in her historical home for hot chocolate. Second graders would spend a day at the local one room schoolhouse and would have to dress up in period clothing. The fourth graders must do a report on a historic building in town.
 - b. How long has your organization offered these HP Ed programs? About 20 years.
 - c. Are the HP Ed programs taught in your organization's facility? If not, where are they taught (i.e., in the local school system, at an off-site historic resource or building, etc.)? Yes, they are hosted in our facility.
 - d. Were the HP Ed programs that your organization offers developed from existing programs and if so, which programs were they modeled after? If existing resources were not used, how did your organization develop its programs? A woman from New York moved into town and started the program after something she was familiar with in New York. She moved out of town several years later, but we had enough people interested that they kept the programs going.
 - e. From what source are your organization's HP Ed programs funded? Funding is from donations from the surrounding areas and the community. We also sell items in the train station that raise money (Christmas cards with historic buildings on them, pottery, etc.). Also, the town provides some tax funds for the facility.
 - f. Are your organization's HP Ed programs attended by a majority of the children to which they are made available? Are the HP Ed programs made available to the majority of the children in the territory that your organization covers? We are a small town, and yes, we do have everyone visit.
 - g. Does your organization consider the National Standards for Education when developing its HP Ed programs? I have no idea.
 - h. Does your organization use any type of statistical measuring tool to determine successfulness of the HP Ed programs that are offered and if yes, what measuring tools are used? Please also provide the results of this information to the extent that it is available. No.
 - i. How frequently does your organization review and evaluate the effectiveness of the HP Ed programs that it offers to children in kindergarten through 5th grade? Have these reviews resulted in any significant changes to the programs offered and if so what are the changes that have been made? We have a comment book in the train station and we do read the comments and sometimes that impacts what we do or need to change.
 - j. If your organization only had resources available to teach one aspect of its historic preservation education programs, which program would be selected and what are the goals or objectives that your organization is striving to meet with this program? We would keep the train station as an active museum and think that this best illustrates our town's history.
 - k. How does your organization advertise or "get the word out" about its historic preservation education

**Historic Preservation Education Survey
Programs for Kindergarten through 5th Grade**

programs for children in kindergarten through 5th grade? The teachers just know about the program because they have been teaching there for years.

3. **If your organization does not offer historic preservation education programs for children in grades Kindergarten through 5th grade, what is the reason programs are not offered for this age level?** N/A.
4. **If your organization had unlimited resources, what additional HP Ed programs would it incorporate into its educational programs for children in grades Kindergarten through 5th grade?** It would be nice to have periodic guest speakers to speak about local history and to be able to offer themed craft days, where children could make a period craft depending on the time of year.
5. **Do you think that it is important that children in grades Kindergarten through 5th grade are exposed to historic preservation concepts? Please explain why or why not.** Yes, I believe it helps them to establish a sense of community and pride in their town at an early age. I also feel it is important for children to learn about how their town was established and to learn the importance of preserving historic building and sites for future generations.
6. **Were you and your other staff members exposed to the ideas of historic preservation as young children? (Please advise how many were and how many were not.) And if yes, in what manner (i.e., parents were interested in historic preservation, lived in historic house, attended historic preservation programs, etc.)?** Yes. Many of our members live in historic homes which were built in the early/late 1800s. Our president is, I believe, the fourth generation of his family living in his home. As a child, I visited many historic homes with my parents including Montecello, Thomas Edison's Laboratory, President Eisenhower's Farm, Betsy Ross' home and many more.
7. **Are you aware of any other HP Ed programs offered by other organizations that you would consider successful and if yes, what is the name of the organization and the program?** You can try the public schools and see what they currently offer for their students.

**Historic Preservation Education Survey
Programs for Kindergarten through 5th Grade**

1. Does your organization offer historic preservation education (HP Ed) programs for children in grades Kindergarten through 5th grade? Yes.
2. If yes, please answer the following questions (if no, please skip to question 3):
 - a. What HP Ed programs does your organization offer for this age level (identify name of program and provide a brief description of the program or provide website/flyer where information is available)? We present historically-themed talks to elementary school students upon request. We primarily focus on the general history of Highlands Ranch, including the various land owners, ranches and activities that occurred here. We also present History Trunk exhibits at the annual Highlands Ranch Days. We discuss and display pioneer dress and activities of daily living (milking a cow, churning butter, dressing in petticoats and aprons, etc.)
 - b. How long has your organization offered these HP Ed programs? We started in 1991.
 - c. Are the HP Ed programs taught in your organization's facility? If not, where are they taught (i.e., in the local school system, at an off-site historic resource or building, etc.)? Yes, in our facility, unless we are requested to present a talk elsewhere.
 - d. Were the HP Ed programs that your organization offers developed from existing programs and if so, which programs were they modeled after? If existing resources were not used, how did your organization develop its programs? We organized them at our Ranch.
 - e. From what source are your organization's HP Ed programs funded? We offer public tours for a fee, and we also obtained a grant to purchase the trunks and the contents and to develop the curriculum.
 - f. Are your organization's HP Ed programs attended by a majority of the children to which they are made available? Are the HP Ed programs made available to the majority of the children in the territory that your organization covers? The trunks are made available to all schools throughout the Douglas County School System.
 - g. Does your organization consider the National Standards for Education when developing its HP Ed programs? We established our program in conjunction with the Douglas County School System.
 - h. Does your organization use any type of statistical measuring tool to determine successfulness of the HP Ed programs that are offered and if yes, what measuring tools are used? Please also provide the results of this information to the extent that it is available. No.
 - i. How frequently does your organization review and evaluate the effectiveness of the HP Ed programs that it offers to children in kindergarten through 5th grade? Have these reviews resulted in any significant changes to the programs offered and if so what are the changes that have been made? We don't do any specific reviews.
 - j. If your organization only had resources available to teach one aspect of its historic preservation education programs, which program would be selected and what are the goals or objectives that your organization is striving to meet with this program? Developing the trunks in conjunction with the school system was the program that we wanted to do.
 - k. How does your organization advertise or "get the word out" about its historic preservation education programs for children in kindergarten through 5th grade? We have a website and the schools are familiar with our program.
3. If your organization does not offer historic preservation education programs for children in grades Kindergarten through 5th grade, what is the reason programs are not offered for this age level? N/A.

**Historic Preservation Education Survey
Programs for Kindergarten through 5th Grade**

4. If your organization had unlimited resources, what additional HP Ed programs would it incorporate into its educational programs for children in grades Kindergarten through 5th grade?
5. Do you think that it is important that children in grades Kindergarten through 5th grade are exposed to historic preservation concepts? Please explain why or why not. We are primarily focused on history, and do not focus on historic preservation of any specific building or entity.
6. Were you and your other staff members exposed to the ideas of historic preservation as young children? (Please advise how many were and how many were not.) And if yes, in what manner (i.e., parents were interested in historic preservation, lived in historic house, attended historic preservation programs, etc.)? Yes.
7. Are you aware of any other HP Ed programs offered by other organizations that you would consider successful and if yes, what is the name of the organization and the program? No.

**Historic Preservation Education Survey
Programs for Kindergarten through 5th Grade**

1. **Does your organization offer historic preservation education (HP Ed) programs for children in grades Kindergarten through 5th grade?** Yes. We have programs about local history and our building is located next to an elementary school (grades pre-K through 4) so it is very convenient.
2. **If yes, please answer the following questions (if no, please skip to question 3):**
 - a. **What HP Ed programs does your organization offer for this age level (identify name of program and provide a brief description of the program or provide website/flyer where information is available)?** We have a 4th grade cemetery walk, where after school, the children learn about the settlers and other important townspeople buried there; we have the explorer's club, which is an after school program that meets monthly in Feb, March, April, that has a scavenger hunt in the house for historic items, reading blueprints of the Queen Anne Style House, walking tour of downtown with historic photos of the buildings and showing how the buildings have changed over the years, communication program showing different types of communication over the years. We also offer end of the school year tours. The last 3 years it has been different aspects of agriculture history, antique farm tools and the development of large mechanized farm equipment, how animals and plants are not just for food but for fiber as well, spinning yarn demonstrations, chées factories of the late 1800s and early 1900s, a local Borden's powdered milk plant. We offer December school tours to see holiday decorations and antique toy exhibits.
 - b. **How long has your organization offered these HP Ed programs?** In the mid 1980's the Queen Anne Style House was gifted to our organization and programs were developed from there.
 - c. **Are the HP Ed programs taught in your organization's facility? If not, where are they taught (i.e., in the local school system, at an off-site historic resource or building, etc.)?** Yes.
 - d. **Were the HP Ed programs that your organization offers developed from existing programs and if so, which programs were they modeled after? If existing resources were not used, how did your organization develop its programs?** We created the programs.
 - e. **From what source are your organization's HP Ed programs funded?** membership fees, tourist fees, donations.
 - f. **Are your organization's HP Ed programs attended by a majority of the children to which they are made available? Are the HP Ed programs made available to the majority of the children in the territory that your organization covers?** Yes.
 - g. **Does your organization consider the National Standards for Education when developing its HP Ed programs?** No.
 - h. **Does your organization use any type of statistical measuring tool to determine successfulness of the HP Ed programs that are offered and if yes, what measuring tools are used? Please also provide the results of this information to the extent that it is available.** No.
 - i. **How frequently does your organization review and evaluate the effectiveness of the HP Ed programs that it offers to children in kindergarten through 5th grade? Have these reviews resulted in any significant changes to the programs offered and if so what are the changes that have been made? We don't have a regularly scheduled review.**
 - j. **If your organization only had resources available to teach one aspect of its historic preservation education programs, which program would be selected and what are the goals or objectives that your organization is**

**Historic Preservation Education Survey
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striving to meet with this program?

k. How does your organization advertise or “get the word out” about its historic preservation education programs for children in kindergarten through 5th grade? We are right next to the school so they are aware of our programs and it is very convenient for them to walk over twice a year.

3. **If your organization does not offer historic preservation education programs for children in grades Kindergarten through 5th grade, what is the reason programs are not offered for this age level?** N/A.
4. **If your organization had unlimited resources, what additional HP Ed programs would it incorporate into its educational programs for children in grades Kindergarten through 5th grade?** We would provide bussing for the elementary school in our district that is NOT next door so that they could attend the same programs that the other elementary school takes advantage of. We would also be open more days of the week so that the school could come more often.
5. **Do you think that it is important that children in grades Kindergarten through 5th grade are exposed to historic preservation concepts? Please explain why or why not.** We feel that it is very important because history lessons can cover ALL other subjects, math, science, reading and writing, and give them a perspective on the past. Every child that comes to the Gibby House LOVES visiting. They love the “old stuff.”
6. **Were you and your other staff members exposed to the ideas of historic preservation as young children? (Please advise how many were and how many were not.) And if yes, in what manner (i.e., parents were interested in historic preservation, lived in historic house, attended historic preservation programs, etc.)?** Only slightly through history classes.
7. **Are you aware of any other HP Ed programs offered by other organizations that you would consider successful and if yes, what is the name of the organization and the program?** The Roycroft Campus Corporation in East Aurora, NY does a lot with school programming on their historic landmark campus.