

TEACHING AMERICAN HISTORY PROJECT

– *Victorian Architecture from Heather Fitzgerald*

Grade – 6th

Length of class period – Two 50 minute class periods

Inquiry – (What essential question are students answering, what problem are they solving, or what decision are they making?)

- Students will be identifying key components of Victorian and Tenement style housing and evaluating the role that social class played in each style.
- Students will be evaluating the role that the Industrial revolution played in the proliferation of Victorian and Tenement style houses during the Industrial revolution.

Objectives (What content and skills do you expect students to learn from this lesson?)

- Discuss and identify different features of Victorian Style Architecture and Tenement Style housing
- Students will identify at least two different features of Victorian Style Architecture or Tenement housing from Victorian homes in their home town.
- Students will discuss and share their findings as a whole class

Materials (What primary sources or local resources are the basis for this lesson?) – (please attach)

- “Features of Victorian Style Architecture” reference sheet (attached)
- “Features of Tenement housing” reference sheet (attached)
- Student photographs taken of the Tenement houses or Victorian houses in their home town.
- Photograph analysis worksheet (attached).

Activities (What will you and your students do during the lesson to promote learning?)

1. The launching section of the lesson will be to familiarize students with the different types of Features of Victorian Style Architecture from the “Features of Victorian Style Architecture” reference worksheet and the “Features of Tenement housing reference “worksheet.
2. Students will then be broken up into two separate groups. The first group of students will be asked to find and photograph examples of houses in their home town that were made in the Victorian era. The second group of students will be asked to find and photograph

examples of tenement housing in their home town. The homework assignment is to photograph a tenement house or Victorian home of their choosing and to fill out the Photograph Analysis Worksheet.

Day 2

1. The launching section of the lesson will be a quick review of the previous lesson.
2. Students will break into small groups to share their photographs.
3. Students will be given extra copies of the Photograph Analysis Worksheet to analyze another student's photograph in the small group setting. By the end of the lesson, each student should have completed two Photograph Analysis Worksheets.
4. Students will discuss their answers in small groups.
5. The class will end with a discussion emphasizing the findings of their analysis.

How will you assess what student learned during this lesson?

Students will be assessed through class discussions, group participation, and the final copies of their Photographs and Photograph Analysis Worksheets.

Connecticut Framework Performance Standards –

- Formulate historical questions based on primary and secondary sources, including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams, and written texts:
- Interpret data in historical maps, photographs, art works and other artifacts:
- Demonstrate an in-depth understanding of selected events representing major trends of world history (e.g., emergence of new centers of agrarian society in the 3rd and 2nd millennia BCE, the Black Death, the Columbian voyages, the French Revolution, World War II);