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

by

Catherine Eckbreth

Arlington Public Schools

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Supported by a grant from the National Endowment for the Humanities, ES-1930-81
ACKNOWLEDGMENTS

Special appreciations are extended to Dr. Boyd Webb, Associate Superintendent for Instruction, for the constant encouragement and understanding and for his continuing support to the HISTORY BY THE BLOCK Project.

Thanks and appreciations to Renee A. Dunbar, Secretary to the Project; to Eloise Austin who prepared the preliminary and final manuscripts of the units and to Thao Le, student at Washington-Lee High School, for the excellent illustrations in this unit: Block Study: Learning About Your Local Community.

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

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

Plan of Action

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

Curriculum Units

The following units were produced by the project:

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

Supported by a grant from the National Endowment for the Humanities, ES-1930-81
Ancluded. While the units use local Arlington sites and may be construed as local history, the concepts of the units may be adapted to any location. In addition, the units on Arlington House (Custis-Lee Mansion in Arlington National Cemetery) and Freedman's Village in the same location, and on the U.S. Capitol have national significance. The two units on Arlington House and Freedman's Village together provide a unique way to look at the Civil War period. The Freedman's Village unit opens up a long neglected aspect of local and national Black history.

Skills To Be Learned

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

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

The Results

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

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

September, 1983
Introduction to a Block Study

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

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

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

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

The length of time required to complete the unit will vary depending on the ability of the students to complete the learning activities and the depth of concentration on the block study.
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Lesson 1: Preparing for the Photo Study Field Trip

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

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

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

Teacher
1. Distribute Manila folder to each student.
2. Divide class into 4 groups (or however many is determined.)
3. Distribute the maps of area and review purpose of field trip.
4. Explain where, in relation to the school the blocks are located, how students will get there and the task of each group.
5. Distribute the "Group Assignment: Photo Study Field Trip" to each student.

Student
1. Write name of folder.
2. Move to sit with the "group."
3. Look at map.
4. Listens, asks questions, if any.
5. Write names of group members on this assignment.
Teacher

6. Assign the specific houses to each group. (See the suggestions for house assignments enclosed).

7. Explain the Group Assignment. Have students read each of the 12 items requested for each house.

8. Display camera and demonstrate use. (This may be a prior activity for students by using one camera, one roll of film to photograph the outside of the school. If so, it should be done far enough in advance to have the film processed before this lesson).

9. Ask for students in each group who know how to work the camera.

10. Help the groups to decide who will assume the following roles: sketcher(s), recorder for the photographer, group recorders for the observations, and group observers. Guide them in dividing the tasks evenly.

11. Distribute plain paper to the sketchers, the assignment sheets, "Photo Study for _____" to the recorders for the observations (one set for each house to be studied by the group).

12. Distribute the "Photo Record" sheet to each recorder for the photographers of each group.

13. Review again the tasks to be accomplished on the Photo Study Field Trip.

14. Review logistics for the field trip, what to do if the weather is inclement.

15. Select a student who will distribute the "Letter to the Residents" you have prepared.

Student

6. Outline on the map the lots of the houses to be studied.

7. Read and ask questions, if any.

8. Observe.

9. Respond accordingly. These students will be the "photographers."

10. Respond accordingly, depending on talent and interest.

11. Individual students should put these papers in their folders. Label house numbers on "Photo Study for _____" papers.

12. Recorder should study this and place it in his/her folder.

13. Listen. Ask questions. One student in each group collect folders, secure together.


15. Student agrees to do his task.
Suggestions for Dividing Class into 4 Groups for Photo Study With House Assignments.*

<table>
<thead>
<tr>
<th>Group 1</th>
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<tbody>
<tr>
<td>1405 N. Jefferson Street</td>
<td>1408 N. Jefferson Street</td>
</tr>
<tr>
<td>1413</td>
<td>1414</td>
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<tr>
<td>1417</td>
<td>1418</td>
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<td>1421</td>
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<td>1503</td>
<td>1500</td>
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<td>1507</td>
<td>1506</td>
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<tr>
<td>1513</td>
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<table>
<thead>
<tr>
<th>Group 3</th>
<th>Group 4</th>
</tr>
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<tbody>
<tr>
<td>1519 N. Jefferson Street</td>
<td>1516 N. Jefferson Street</td>
</tr>
<tr>
<td>1525</td>
<td>1524</td>
</tr>
<tr>
<td>1531</td>
<td>1530</td>
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<td>1537</td>
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<td>1559</td>
<td>1554</td>
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* If more than 4 groups are formed divide the 28 houses by number of groups to determine number of houses each group is to study.
Group Members: ________________________________________________________________

______________________________________________________________

Group Assignment: Photo Study Field Trip

Houses to study: ___________________________________________________________

For each house listed above complete the following assignment:

1. Photograph the front of each house. Record the number of picture with the house number (for all photos) for identification later.

2. Sketch the front doorway of each house, include any trim work around the doorway.

3. Record evidence of additions to original house, photograph these, or sketch them. Does it look like porches have been closed in?

4. Record materials used in construction (brick walls, wood trim, gables of roof, shingles, siding on house).

5. Sketch or photograph other details of the architecture of the house visible from the street.

6. From the street, record any evidence of interest such as lawn furniture, children's toys, pets.

7. Describe the lawn, trees, shrubbery visible.

8. In the opinion of the group is the house in need of any repairs or well cared for? Explain why?

9. What is the approximate age of these houses? On what did you base this?

10. Decide as a group your favorite house, record reasons for this decision.

11. Photograph this house from an angle so that the sides are clearly visible.

12. If there is unused film take photos of other parts of your houses to use the full roll of film.

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

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

2. Evidence of: (specify what is seen)  
   lawn furniture  
   children's toys  
   pets  
   recreational equipment

3. Additions to original house (list and describe:)
   porches closed in - 
   additional rooms (den, etc.) -

4. Materials used in house and how used.  
   Materials       Use
   brick   
   iron   

5. Lawn description notes:  
   trees (kind, number)  
   trees (tall, short)  
   shrubs (kind, size, location)  
   flowers (kind)
6. Improvement needed (specify).

7. Other observations relating to this house.
   - shutters (type)
   - porches
   - decorative trim around doorway (sketch)
   - garage or carport
   - chimney - top
   - type of windows
     - number of panes of glass
     - dormers on roof

8. Signs of neighborliness
   people talking outside
   absence of fences
   decorations of front door

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

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

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

Picture Number

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

SWANSON INTERMEDIATE SCHOOL
ARLINGTON, VA.

May 11, 1983

Dear Residents of 1400-1500 N. Jefferson Street,

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

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

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

Sincerely,

Cathy Eckbreth
Lesson 2: Photo Study Field Trip

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

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

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

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

Student
1. Review to refresh the tasks to be done.
2. Take the packet. Distribute to houses.
3. Complete the assigned work.
4. Discuss.
5. Return to school, unload cameras, collect group folders. Give these to the teacher for use in future lessons.
Lesson 3: Sharing Observations and Learning from the Photo Study Field Trip

Goal:

To have students share their observations from the field trip.

Objectives:

1. Students will make a list of general observations on the houses their group studied regarding materials used, additions or modifications to original structures, landscaping, needs for improvement and signs of children and neighborliness.

2. Students will demonstrate knowledge of their houses from the photo study field trip by sharing their observations with the other groups.

3. Students will be able to write a general description of the entire block study area.

4. Students will evaluate the value of the photographs taken on the photo study field trip.

Materials:

1. Group observations from the field trip.

2. Map of the block study area.

3. Notebook paper, pen or pencil.

4. Blackboard, chalk, or large paper and marker.

5. Photographs from the field trip.

6. Poster board tape to attach photographs to the poster board.

Teacher

1. Have the students form into their field trip groups, select a leader, and a group recorder (or let the group choose these).

2. Ask students to distribute the "Photo Study" assignments from the field trip to all people in their group, except the recorder.

3. Instruct each group to read aloud the observations made for each house their group studied. The recorder should list the information for each category, i.e., materials used, additions or modifications to original structures, landscaping, needs for improvement and evidence of children and neighborliness.

Student

1. Move to sit with the block study group. Select a leader and recorder for the group.

2. Divide the "Photo Study" assignments among the group members.

3. Share the observations from the field trip. The recorder should list information the houses share in common. The leader should direct this activity to be sure all houses are reported.
Teacher

4. Have each group recorder read their information to the rest of the class for each category, one at a time. List common observations on the chalkboard or large paper attached to the wall.

5. Assign a written description of the entire block study area. Have students assume they are writing it so someone who had not seen the block would be able to visualize these houses.

6. When the film from the field trip has been processed, return each roll to the groups. Instruct the groups to label each photo on the back with the correct house number and other information using the photographer's record completed during the field trip, i.e., 1506 - favorite house.

7. Distribute poster board and tape to each group. Assign the group to prepare a poster of the photos from the photo study field trip. Each photo should be labeled after attaching it to the poster board.

8. When the posters are complete, ask students to help display them in the classroom.

9. Lead the class in a discussion of the value of the photographs in the block study. How do the photographs help to understand the block? What can be learned from the photographs?

Student

4. Copy the information from the chalkboard for the entire block study area.

5. Complete this assignment. Turn it in to the teacher.

6. Sort the photos, label each with house number and other information from the field trip.

7. Prepare a poster displaying the photographs taken by each group on the photo study field trip.

8. Help display the posters.

9. Respond to the value of the photographs in the block study, and how they help to understand the block.
Sample Questions for Residents of the Block Study Area

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

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

Goal:

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

Objectives:

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

Materials:

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

Teacher

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

Student

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

5. Using photos and sketches, assign the architectural features seen on the Photo Study field trip to students for research to identify the name of element, general time of origin in America, and use of the feature. (One or more different ones per student).

6. Help students who may have difficulty in identifying the features and the time of origin in America.

7. Allow time for students to prepare a brief oral report. Encourage them to look for pictures of the same architectural features in reference materials. Ask students to note the source and page number of these examples to use in their oral report.

8. Listen to the oral reports. Discuss where these features can be seen.

9. Students may be asked to look for evidence of architectural features in their own neighborhoods. Some new ones may also be sketched for identification later.

10. Lead the class in a discussion of architectural features seen in other "blocks." Ask for examples of unidentified architectural features.

11. Ask the students to make some judgments as to when these houses were built — ask, "What influences these ideas?"

12. Ask students, "Were all these houses built by the same builder?" Have them explain which ones were and why they think so.

13. At this point, if you have received a response from any residents as a result of the Photo Study field trip, you may wish to have the students prepare a list of questions to be asked of a resident. This will provide the class with valuable information unobtainable from other sources.

14. Arrange to have students contact the resident(s) and ask the questions listed by the class.

Student

5. Choose the architectural feature you wish to research.

6. Research the assigned architectural feature.

7. Prepare oral report based on research.

8. Give oral report and listen to other reports.

9. Look for architectural features in their own neighborhood. Make a sketch of unidentified features for research.

10. Discuss the evidence of architectural features found in home neighborhoods. Share unidentified ones.

11. Students respond

12. Students respond.

13. Work as a group or as a total class to prepare a list of questions to be asked of a resident.

14. Individual students should ask the resident(s) the questions prepared by the class.
Teacher

15. Listen to the answers to the questions to the resident(s). Lead a discussion on how the residents became a valuable source of information.

16. Assign students to write a detailed description of one house from the block study. This description should use the correct terms for the architectural features as well as specific information on the construction materials and the landscaping of the house.

17. Read the descriptions, comment on them, and return them to the class. Discuss some strengths and weaknesses.

Student

15. Report to the class the answers to the questions. Respond to the use of the resident(s) as a source of information.

16. Complete the assignment. Turn in to the teacher.

17. Receive the written description. Respond, if you wish.
Architecture Vocabulary List

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

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

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

Patterns of brickwork
31. Common bond
32. English bond
33. Flemish bond
Architecture Vocabulary List with Definitions and Sketches - For Teacher Use

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

21. pediment - decorative triangular part of a building; often over doorways or windows.

22. pilaster - a rectangular pillar projecting from a wall of which it is a part; usually decorative, often beside doorways.

23. quoins - large stone or distinctive brickwork forming an outside angle of a wall. Originally used for support, but more often to accentuate the corner.

24. sash - frame for the glass of a window or door.

25. shingle - a thin piece of building material, often wood or asbestos, laid on overlapping rows to cover a roof or the sides of a building. Usually wooden shingles have one end thicker than the other.

26. sidelights - window at the side of a door or of another window.

27. siding - boards used to form the sides of a wooden building.

28. sill - a piece of wood, stone, or brick across the bottom of a door or window.

29. stretcher - brick or stone laid with its length across the length of the wall.

30. stucco - plaster covering the outside of a building; usually not very smooth.

31. common bond - bricks laid lengthwise in rows, alternating their position each row.

32. English bond - bricks laid in rows alternating one row of headers, one row of stretchers.

33. Flemish bond - bricks laid in rows alternating stretcher and header across the rows.
SKETCHES OF ARCHITECTURE TERMS

- arch
- bay window
- baluster, balustrade
- clapboard
- column
- dormer window
- double-hung window
- eaves
- gable roof
- gambrel roof
- header
- hip roof
- jalousie
- lintel
- mansard roof

front view
SKETCHES OF ARCHITECTURE TERMS

pediment

pilaster

quoins

sash

shingle

sill

stretcher

Patterns of Brickwork

Common bond

English bond

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

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

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

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

This lesson could be modified for use with any block(s). Using the street listings in the city directories one can research the owners of homes for any years for which there are directories. In other regions of an area where older settlements exist the lesson could include years prior to 1955.
Lesson 5: Use of City Directories

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

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

Materials:
1. Map of block study.
2. Assignment paper to record home owners (sufficient copies for each student for each house studied).
4. Assignment - Analysis of Home Owners
5. Assignment - Conclusion of Analysis of Home Owners

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

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

Student

1. Review map.
2. Form groups.
3. Read, listen, question.
4. Complete assignment of recording owners name for each year requested for each house your group studied in the photo study.
5. One person from each group will present the answers for the questions to the full class. Each student should record the answers, then total them for all the houses studied.
6. Complete the assignment.
7. Turn in assignment.
Participate in the discussion.
### HOME OWNERS FOR SELECTED YEARS 1955-1982

<table>
<thead>
<tr>
<th></th>
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</tr>
</tbody>
</table>

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

**ASSIGNMENT:** HOME OWNERS FOR SELECTED YEARS 1955-1982
<table>
<thead>
<tr>
<th>1955 OWNERSHIP</th>
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<tr>
<td>2313 S Lamar Louisa H Mrs ②</td>
</tr>
<tr>
<td>2322 S Lamar Vacant ②</td>
</tr>
<tr>
<td>2352 S Lamar Ruby L Mrs ②</td>
</tr>
<tr>
<td>2372 S Lamar Florence E Mrs ②</td>
</tr>
<tr>
<td>JEFFERSON N—From Wash St and Old Dominion RY north intersecting 5900 N 3th</td>
</tr>
<tr>
<td>4906 W Wilson Jos T ②</td>
</tr>
<tr>
<td>5126 S Dawson Wm H ②</td>
</tr>
<tr>
<td>5346 S Howell Lawrence X ②</td>
</tr>
<tr>
<td>5566 S Wrights Asa M ②</td>
</tr>
<tr>
<td>5786 S Raymond 24th Rd ②</td>
</tr>
<tr>
<td>5906 S Conner Peter ②</td>
</tr>
<tr>
<td>2136 S Kemp Lawrence W ②</td>
</tr>
<tr>
<td>2356 S Wilber Williams ②</td>
</tr>
<tr>
<td>2576 S Freeman Natalia ②</td>
</tr>
<tr>
<td>2796 S Thompson Gordon W ②</td>
</tr>
<tr>
<td>2916 S Lawrence Gilbert C ②</td>
</tr>
<tr>
<td>3136 S Thompson Gordon W ②</td>
</tr>
<tr>
<td>3356 S Lawrence Gilbert C ②</td>
</tr>
<tr>
<td>3576 S Thompson Gordon W ②</td>
</tr>
<tr>
<td>3796 S Lawrence Gilbert C ②</td>
</tr>
</tbody>
</table>
1959 OWNERSHIP

JEFFERSON N-Contd

116 Ingram Turbert R ©
© JJA7-2320
121 Junkins Edith R Mrs ©
© JJA7-5603
8th Intersects
801 Weaver Roll L ©
© JJA1-0949
802 Hensley Harold ©
© JJA8-6090
811 Dyer Elsie K Mrs ©
© JJA7-7182
512 Caton Donald H © JJA5-1510
815 Glass Omar C © JJA5-5064
516 Adams Marguerite H ©
© JJA7-5485
817 Nugent Thermon ©
© JJA7-5116
823 Merchant Harry W ©
© JJA7-4340
822 Butler Jos C © JJA2-1176
825 Panley Orville ©
© JJA8-7321
8th rd Intersects
13

Wilson blvd Intersects
840 Miller Chas © JJA2-4562
841 Butts Dan L W © JJA2-4755
849 Summer Wm M © JJA2-3219
547 Maubrey Pierre R ©
© JJA7-0168
550 Anglin Wm H © JJA2-2936
551 Miller Thos H © JJA5-2004
554 Evans Wm G © bldg contr
© JJA2-8540
855 Blatt Jacob © JJA5-5003
561 Jewett Mary H Mrs ©
© JJA2-8760
864 O'Conner Walter M © JJA7-6375
565 Schwartz Robt R ©
© JJA2-0932
569 Conner John R © JJA2-1476
570 Morgan Harry J © JJA7-0184
575 Onoroff Hugh C ©
© JJA2-0747
679 Onoroff Edwin C ©
© JJA2-2359
682 Ellis Bertram J ©
© JJA2-9464
683 Onoroff James H ©
© JJA5-0972
685 McGarvey Jas J © JJA5-9514
690 Greenfield Sidney © JJA5-0611
594 Vacant
597 Watson Joe E © JJA4-5100
593 Oelins Lamond © JJA2-7609
597 Vacant
592 Thomas Harry R Hon ©
© JJA7-0333
1000 Hoffs Joe H © JJA5-3768
1001 Franzer R H © JJA7-0179
1004 Curran Kenneth A © JJA5-1166
1007 Baldwin Harry J © JJA5-5172
1008 Vacant
1102 Austin Wenzel J © JJA7-0209
1103 Willis Harry R © JJA5-6036
1106 Mills Bernard M © JJA7-0017
1108 Mclachlan Thos N © JJA4-4054
1111 Warren Saml P © bldg contr
1136 Mahan Lester © JJA5-0129
1142 Vacant
1145 Goodman O M © JJA5-5777
1149 O'Connor Helen K ©
© JJA2-7552
1153 Bradford Wm W © JJA2-5506
1154 Daniel Jas J © JJA7-1017

1200 Davis Albert H ©
© JJA5-0504
1206 Gunter Phyllis Mrs ©
© JJA4-3548
1209 Watters John © JJA8-6480
1211 Underwood
1212 Arminworth Horace D
© JJA2-4394
22

Washington blvd Intersects
1405 John Lawrence © JJA8-6596
1404 Gaskin Jan R © bldg an-©d real
© JJA2-1926
1413 Lautsina B Mrs ©
© JJA2-0947
1414 Winters Clay M © JJA2-6175
© JJA7-2168
1417 Huish Albert A ©
© JJA5-6233
1418 Coley Harry S Mrs ©
© JJA4-1017
1421 Keinarkold D © JJA5-1538
1422 Hovis Wm C © JJA4-5722
1500 Jones John B © JJA2-0401
1506 Merriam John R © JJA7-0163
1506 Millin Polk W ©
© JJA5-3165
1507 Atwood Helen L ©
© JJA2-5770
1510 East Cedric J ©
© JJA2-0291
1513 Askew Donald D ©
© JJA5-1513
1514 Littlefield C © JJA5-5975
1519 Langton Russell S ©
© JJA4-1619
1524 Gadsby Fred W ©
© JJA8-6129
1525 Hatfield Andrew C ©
© JJA2-6175
1530 Lawton Edw Jr ©
© JJA5-1171
1531 Raines Harvey R ©
© JJA7-1504
1536 Gillis Clark
1537 Keats Charles © JJA5-6663
1540 James Audrey A ©
© JJA5-1032
1543 Peacock Jack © JJA2-0340
1544 Earp Carlton © JJA2-0340
1546 Earp Carlton © JJA2-0340
1546 Earp Carlton © JJA2-0340
1547 Earp Carlton © JJA2-0340
1549 Earp Carlton © JJA2-0340
1554 Foster Albert © JJA5-1009
1555 Foster Richard B ©
19th Intersects
1600 Vant
1606 Conkle John S © JJA2-0585
1609 Lyon Wm R © JJA7-2528
1610 Elgar Wm E © JJA7-85-25
1612 Eubanks Francis P ©
© JJA5-6232
1700 Walsh Whit
1701 Winters Faber ©
© JJA2-6596
1709 Weiser Donald
1717 Winters Ben M ©
© JJA7-2992
1712 Custer F Lawrie ©
© JJA2-0564
1713 Custer Court © JJA8-6410
19th Intersects
1800 Sanders Clayton R ©
© JJA7-8911
1805 Sanders Clayton R ©
© JJA7-8911
1807 Sanders Clayton R ©
© JJA7-8911
1809 Sanders Clayton R ©
© JJA7-8911
1811 Sanders Clayton R ©
© JJA7-8911
1813 Sanders Clayton R ©
© JJA7-8911
1815 Sanders Clayton R ©
© JJA7-8911
1964 OWNERSHIP

JEFFERSON ST N FROM

WASHINGTON BLVD INTERSECTS
1405 LA MOLTE CLYDE W •
1408 KISSELL JAMES R •
1413 LYNCH ANN M MRS 536-5681
1414 DAVIS JAMES A • KEE-5666
1417 HUDSON HALBERT A •
536-5772
1418 CUTTER MARY S MRS •
536-5852
1421 KENN MARSHALL D 536-6103
1422 BELLAS JOSEPH • 536-6242
1423 15TH ST INTERSECTS
1500 NORMAN JOHN B • 536-5629
1503 PAT CREED JOHN R • KEE-6170
1506 MCGILLAN ROBERT W MFR
536-6230
1507 MC LEOD MARY L 536-6207
1510 EVANS CEDRIC D • KEE-5610
1513 CARUTHERS DONALD S
536-6040
1515 LINDER KEVIN C 536-6286
1519 LEONE RUSSELL S •
KEE-5835
1523 HARRIS BRIAN K
1524 GANLEY PRESTON W • KEE-5925
1525 HAYES JAMES • 536-5841
1530 LONDRIGAN EDWARD H JR
536-6063
1531 ROEHRMAN HARVEY R •
KEE-5617
1536 ROEHRMAN HENRY H 536-5645
1537 LIVERMORE RICHARD L
532-7935
1543 FARRINGTON C RAYMOND
532-5794
1543 HAYTHORN RICHARD G BLOG
1549 FOULS W • 536-7853
1554 TUTTLE GUS A 536-8775
1559 CORKISH GEO H • 536-7520
1560 16TH ST INTERSECTS
1600 MORRIS JAMES H • 536-2726
1606 FORSYTHE JOHN S • 536-7440
1607 SHAY JEROME W • 536-7061
1611 KAPNISTOS NICHOLAS •
533-5010
1612 KINGSLEY DONALD M
536-6535
1612 17TH ST INTERSECTS
1700 WATTS ROBERT S • 536-8845
1701 HEGGEN KATHRYN M MRS •
536-7321
1706 PENNISTON ALBERT •
KEE-4120
1707 WILLIAMS BEN • 536-8079
1711 NO RETURN
1712 CONNOR F LANHAM 536-6492
1713 CAMP KAISER • KEE-8160
1719 18TH ST INTERSECTS
1600 SANDERS CLAYTON •
536-6742
1601 MARCEY GEORGE A • KEE-7487
1606 LOMBARDO FRANK J • 536-7160
1611 ANDREWS EARL • 536-8019
1614 18TH RD INTERSECTS
1620 WALLACE CHARLES •
536-6603
1621 SYLVIA EA • 536-7590
1625 SYLVIA ROBERT • 536-6616
1626 18TH RD INTERSECTS

12

22
1970 OWNERSHIP

JEFFERSON ST N — FROM

WASHINGTON BLVD INTERSECTS
1403 La Motte Clyde W 536-5842
1408 Goosell James R 536-5526
1413 Gibson Owen 536-5695
1414 Conner Ell T 536-5648
1417 Hudson Halbert A 536-5772
1418 Cutter Richd S 536-5850
1421 Pratt Geo L Rev 536-7096
1422 Snyder Els W 536-4291

15TH ST INTERSECTS
1500 Forrester James E 536-5335
1503 Fete John R 536-0116
1506 Mc Millen John E 536-6226
1507 Smith Henry H 536-4964
1510 Evans Cedric G 536-6251
1513 Caruthers Donald S 536-5460
1516 Chey Harlan L 536-5728
1519 Leone Russell S 536-5625
1524 Granley Fred W 536-5922
1529 Glassoway Harold G 536-6631
1530 Londregan Edw W Jr 536-5603
1531 Roseman Harvey R 536-5817
1536 Dean Benj H 536-8649
1537 Livermore Richd L 536-5697
1542 Olmstead Garnett K Mrs 536-6945
1543 Farrington C Raymond 536-3774
1548 Hawthorne Richd C bldg contr 536-5729
1549 Scudder Jenn E Mrs 536-2672
1554 Hunter James A 536-6279
1555 Cornfield Bedwyn Mrs 536-7520

16TH ST INTERSECTS
1600 Norris James M 536-2726
1606 Menden Ward B 536-2773
Menden Chas 536-2773
1607 Shay Jerome W 536-5379
1611 Kaplunas Nicholas 536-5163
1612 Kingsley Donald M 536-5335

17TH ST INTERSECTS
1700 Maitles Robt S
1701 Heggie Kathryn W Mrs 536-739
1706 Fennington Alonso S 536-4129
1707 Williams Jen N 536-6709
1712 Caster F Lenhum 536-0192
1712 Lecy Earl T Jr

18TH ST INTERSECTS
1800 Sandell Clayton H 536-6742
1801 Morrey Geo A 536-1147
1806 Lombardo Frank J 536-7709
1811 Marcel John R 536-2195

39
Assignment: Analysis of Home Owners

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

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

2. How many other houses had one owner only from 1970 - 1982? (not counting houses in #1 above):
   
   ________ ________ ________ = total ________

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

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

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

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

Conclusion of Analysis of Home Ownership

Directions:

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

Write a paragraph on your conclusions about the stability of these two blocks. Explain your reasons for concluding the blocks were stable (little change in ownership overall) or unstable (much change in home ownership).
FOR THE TEACHER: Analysis of Home Owners in the 1400 - 1500 North Jefferson Street blocks.

<table>
<thead>
<tr>
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<th>Number of owners, 1955-82</th>
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<tbody>
<tr>
<td>1405</td>
<td>3</td>
</tr>
<tr>
<td>1408</td>
<td>1</td>
</tr>
<tr>
<td>1413</td>
<td>2 (vacant since 1976)</td>
</tr>
<tr>
<td>1414</td>
<td>3</td>
</tr>
<tr>
<td>1417</td>
<td>2</td>
</tr>
<tr>
<td>1418</td>
<td>1</td>
</tr>
<tr>
<td>1421</td>
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</tr>
<tr>
<td>1422</td>
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<tr>
<td>1500</td>
<td>3</td>
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<td>1554</td>
<td>3</td>
</tr>
<tr>
<td>1559</td>
<td>3</td>
</tr>
</tbody>
</table>
FOR THE TEACHER: Analysis of Home Owners - Answers to Questions 1 - 6, first assignment.

1. How many houses had one owner only from 1955 - 1982?
   Total = 5

2. How many other houses had one owner only from 1970 - 1982? (Not counting houses in #1 above)
   Total = 9

3. How many other houses had only one owner from 1955 - 1964?
   Total = 10

4. How many houses had 4 or more different owners from 1955 - 1982?
   Total = 5

5. How many houses had only 2 owners from 1955 - 1982?
   Total = 11

6. How many houses had only 3 owners from 1955 - 1982?
   Total = 7
APPENDIX I

Selected Bibliography for Architectural Features and Style


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


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


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


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


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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>Date</th>
<th>Consideration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Munson, William Reed &amp; Grace Smith</td>
<td>404-3rd St., N.</td>
<td>1963</td>
<td>10,000</td>
</tr>
<tr>
<td>General Diversified Enterprises Corp.</td>
<td>2317 Wilson Boulevard</td>
<td>1964</td>
<td>30,000</td>
</tr>
<tr>
<td>J. A. &amp; Dorothy M. Waller</td>
<td>1577/116</td>
<td>1965</td>
<td>44,000</td>
</tr>
<tr>
<td>Walls</td>
<td>1854/757</td>
<td>1974</td>
<td>79,000</td>
</tr>
</tbody>
</table>

**ADDRESS**

<table>
<thead>
<tr>
<th>Year</th>
<th>Value of Land</th>
<th>Value of Improvements</th>
<th>Total Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1951</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1964</td>
<td>1200</td>
<td></td>
<td>-1200</td>
</tr>
<tr>
<td>1965</td>
<td>2200</td>
<td>12,620</td>
<td>13,820</td>
</tr>
<tr>
<td>1966</td>
<td>3400</td>
<td>12,070</td>
<td>15,470</td>
</tr>
<tr>
<td>1967</td>
<td>4200</td>
<td>11,740</td>
<td>16,440</td>
</tr>
<tr>
<td>1968</td>
<td>5000</td>
<td>14,140</td>
<td>19,140</td>
</tr>
<tr>
<td>1969</td>
<td>6080</td>
<td>16,680</td>
<td>22,760</td>
</tr>
<tr>
<td>1970</td>
<td>6000</td>
<td>16,600</td>
<td>22,600</td>
</tr>
<tr>
<td>1971</td>
<td>6000</td>
<td>16,600</td>
<td>22,600</td>
</tr>
<tr>
<td>1972</td>
<td>6000</td>
<td>16,600</td>
<td>22,600</td>
</tr>
<tr>
<td>1973</td>
<td>6000</td>
<td>16,600</td>
<td>22,600</td>
</tr>
<tr>
<td>1974</td>
<td>6000</td>
<td>16,600</td>
<td>22,600</td>
</tr>
<tr>
<td>1975</td>
<td>6000</td>
<td>16,600</td>
<td>22,600</td>
</tr>
<tr>
<td>1976</td>
<td>8120</td>
<td>27,240</td>
<td>35,360</td>
</tr>
<tr>
<td>1977</td>
<td>8120</td>
<td>27,240</td>
<td>35,360</td>
</tr>
</tbody>
</table>
**Back of Sample Real Estate Assessment Card**

**USE**
- **Suit**
- **Service Station**
- **Garage**
- **Stables**
- **Other**

**CONSTRUCTION**
- **1. Wood frame**
- **2. Steel frame**
- **3. Igle-C Blk.**
- **4. Brick**
- **5. Mill**
- **6. Reinf. Conc.**

**EXTERIOR FINISH**
- **Wood Siding**
- **Brick**
- **Asb. Wood**
- **C. Blk.**
- **Stucco**
- **Other**

**INTERIOR FINISH**
- **Plaster**
- **Wall Board**
- **Ceiled**
- **Panel**
- **Tile**
- **Other**

**ROOFING**
- **Comp. Sh.**
- **Slate**
- **Asbestos**
- **Metal**
- **Ter. Grav.**
- **Other**

**GEN. 1960 TOTAL**
- **Year Built**
- **Bathrooms**

**1961 TOTAL**
- **# Rooms**
- **# Stories**
- **Found.**
- **Floors**
- **Porch**

**1962 TOTAL**
- **1963 - Resub.**
- **1959 - Resub.**
- **1958 - Ded.**

**MAIN BUILDING CALCULATIONS**

**Building Classification**

**Building Dimensions**

<table>
<thead>
<tr>
<th>USE</th>
<th>Construction</th>
<th>Condition</th>
<th>Size or Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Garage</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**APPRaised VALUE ADDITIONAL IMPROVEMENTS**

**APPRaised VALUE ALL IMPROVEMENTS**

**APARTMENTS**

<table>
<thead>
<tr>
<th>UNITS</th>
<th>RENTS</th>
<th>SERVICE FURNISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Rooms</td>
<td>$</td>
<td>Heat</td>
</tr>
<tr>
<td>2. Rooms</td>
<td></td>
<td>Water</td>
</tr>
<tr>
<td>3. Rooms</td>
<td></td>
<td>Lights</td>
</tr>
<tr>
<td>4. Rooms</td>
<td></td>
<td>Gas</td>
</tr>
<tr>
<td>5. Rooms</td>
<td></td>
<td>Jambor</td>
</tr>
</tbody>
</table>

**LAND**

<table>
<thead>
<tr>
<th>Lt.</th>
<th>Bk.</th>
<th>Zoning</th>
<th>Area in Sq. Ft.</th>
<th>Rate Per Sq. Ft.</th>
<th>APPRAISED VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>R-10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**BUILDING PERMITS**

<table>
<thead>
<tr>
<th>No.</th>
<th>Date</th>
<th>Kind</th>
<th>Amount</th>
<th>% of Comp.</th>
<th>Appraised Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>36058</td>
<td>4/15/64</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**RECAPITULATION**

**LAND**

**BIDS**

**TOTAL**
APPENDIX III

Tracing Deed Titles in Arlington County, Virginia

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

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

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

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

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

Collection of Documents in Office of the Arlington County Manager

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

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

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

1. Distribute the field trip permission slips in advance of the field trip. Prepare for at least two alternate dates in case of inclement weather on the first date.

2. Write a letter to the residents of the block(s) to be studied. Explain to them the purpose of the field trip, the objectives your students will achieve, and the process of the block study, from the students' standpoint. You might wish to include some personal information regarding your teaching position. You should include a telephone number at the school for them to respond with comments. Duplicate sufficient copies for distribution on the date of the field trip. (A sample is enclosed).

3. Since the natural human tendency is to look at the houses on both sides of a street, one might consider selecting a block with that in mind. The maps should show the houses on both sides of the street, rather than a single block, or all four of its sides.

4. Before the Photo Study field trip, distribute drawing paper to students and ask them to draw a picture of their own house for homework. This drawing should illustrate the variety of architectural features in the house. This activity will serve two purposes. One, it will help the students to learn to use the vocabulary words and two, it will help to indicate the students with talent in sketching.

5. If cameras are not owned by the school or the school system, students could be encouraged to volunteer to use their own camera with film purchased for them.

6. It is important that accurate records should be kept of the photographs taken. When the film has been processed, the negatives can be confusing to identify without such records as many blocks have houses similar in style.

7. Since it takes longer to sketch a doorway or other architectural feature than to photograph, if possible, have more than one "sketcher" per group.

8. The Architecture Vocabulary list (see Lesson 4) may be changed to reflect specific architectural features found in any block to be studied.
**Other Activities Related to a Block Study**

1. Have students describe the interior features of their own home for the purpose of establishing an "age" for the house.

   Examples: interior doors, stair rails, stairway trim, molding around ceiling, hardwood flooring, plastered walls, window trim, bathroom tile

2. Students could research the history of their own house or perhaps an old house within their neighborhood. Using city directories and/or the Haines Criss-Cross Directory, deed titles, or the real estate assessment records will give them a variety of research experiences.

3. Students could sketch exterior architectural elements of a house and identify it with a specific element of a style period. These could be modern adaptations to older styles.

4. Students could sketch or photograph specific architectural elements of their own home and compare these to similar elements found in famous buildings in their community, in history books, or other locations. For instance, the use of a particular style of column in a home could be compared to a column in the Lincoln Memorial.

5. Students could look in the current newspapers at real estate advertising for the purpose of analyzing these houses for architectural style. A study could be conducted on the "most popular style" house for sale in a local area. Students who have lived in a different location could share information on housing styles they have seen. Photographs of houses in different locations would enrich this activity.

6. A local architect could be contacted to serve as a guest speaker on the influences on architectural style in the community.