

**My Hometown – Your Hometown – Our Hometown of the Future:
It’s All in the Architecture!**

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INTRODUCTION

I teach ninth grade at Sam Houston High School. The students are very inquisitive about many things including their surroundings. Their parents want them to receive a good education and have a better life than what they had. At Sam Houston, we try to provide a positive environment for our students. Our classes are relatively small with about a twenty to one ratio, which makes it possible for our teachers to give one-to-one instruction. Sometimes we meet in group clusters. These groups include teachers who primarily have the same students. We discuss ways to motivate our students and we set up meetings with both the parents and the students. At the meetings, parents have an opportunity to meet all of their child’s teachers. This has proven beneficial to all concerned. In addition to our cluster meetings, we have regular departmental meetings. In our departmental meetings, we discuss how much time we need to devote to our units in History. Many of our students have limited English-speaking skills. This can present a problem, but we work together with the students to overcome it. We use student and adult translators so our students will feel safe, comfortable, secure and ready to learn.

My students at Sam Houston High School are in the ninth grade academy. They are between the ages of thirteen and fifteen years old. All of my students have had some type of learning problem in their middle school grades. It may have been in reading comprehension, math skills, or other academic areas. My students learn on different levels and in different ways.

The goals of my unit and class are to create a strong desire for learning and to motivate the students to overcome their difficulties of the past. I plan to do this in the following ways:

1. By using Bloom’s Six Levels of Taxonomy. This will allow the students to think at different levels. It should be noted that some of my students progress faster than others. The levels include knowledge, comprehension, application, analysis, synthesis, and evaluation.
2. By using Higher Order Thinking as much as possible. This will include both deductive thinking, which is going from the known to the unknown, and inductive thinking, which is going from the unknown to the known.
3. By using educational resources that will enhance my unit and class. This will include print and visual materials.
4. By continually assessing and modifying my unit using different techniques at my disposal. This will include tests, observation, and meetings with my students.

CURRICULUM

My curriculum unit will be an intensive and specific program dealing with two completely different cities: Columbus, Mississippi – my hometown – and Houston, Texas – the hometown of most of my students. We will discuss what our hometown site of the future will be. As you will see, this unit will include many factors to create the interest and enthusiasm of my students. The emphasis will be on the architecture of both cities and how architecture has influenced and played an important role in their growth or decline, the cultures that have influenced the architecture of both cities, the movement of people into and out of the cities, and the future of both cities. I want my students to come away with an understanding of the specific architecture of each city in the late 1800s that has been renovated or restored and is still standing, as well as the modern architecture of each city. We will discuss what the cities might look like in the future. I would like my students to think about whether they would like to live in a small city such as Columbus, Mississippi, or live in a large city like Houston, Texas. I want my students to think about what kind of buildings they would like to work in and the type of homes in which they would like to live.

Growing up and spending most of my life in Columbus, Mississippi gives me a good knowledge of the architecture of the city. Columbus is a progressive small city, but always looking at ways to preserve its past heritage. Antebellum architecture of the Civil War era dominates its past identity. Some of the houses that the students will study have been made into bed and breakfast inns. These are mainly used by tourists and history buffs who visit the area. Each house and building tells a story. The home of playwright Tennessee Williams serves as the welcome center for Columbus. It is an antique house where Tennessee Williams was born and lived for several years. Columbus blends the past with modern facilities and houses.

Houston, Texas was an awesome city to move to after living in Mississippi for most of my life. It took me a few months to adjust to the skyscrapers, huge houses, number of people, traffic congestion, and lack of zoning, things that were foreign to me. Houston does have a unique identity. Similar to many huge cities, Houston has many large suburbs that surround the city, giving people many choices of places to live.

My unit we will be taught over a six-week period to my ninth grade students at Sam Houston High School. The unit will consist of eighteen areas that my students will work with as they do a comparison of a small city in Mississippi (Columbus) with a huge city in Texas (Houston) and of the world. They will be expected to do a booklet that compares all eighteen covered areas of Houston, Texas, and Columbus, Mississippi.

The proper TEKS will be covered. One of the interesting aspects of the unit will be a teleconference with students from Columbus High School and Sam Houston High School. The eighteen areas to be covered are listed as follows:

1. Where Everybody Knows Your Name
2. Who Wants to Be a Millionaire
3. Does Everybody Love Columbus?
4. Houston, We Have a Problem
5. The Weakest Link
6. Survivor Series of the South
7. Sixty Minutes in Houston and Columbus
8. Good Morning America
9. Strike a Pose
10. There Is Nothing Like Seeing It for Yourself
11. In the Beginning
12. Change Is Good, Or Is It?
13. If I Could Change the World
14. Star Trek, The Next Generation
15. The Connection
16. We Are the World
17. Working Together
18. The Nuts and Bolts

BACKGROUND

“Where Everybody Knows Your Name”

Columbus, Mississippi. The Friendly City, an introduction to Columbus, Mississippi with emphasis on early 1800s architecture including antebellum houses and buildings. Columbus is considered a small city by Texas standards, but by Mississippi standards, it is considered fairly large. The city is small enough where most people do know each other and are on a first name basis. This may be one of the deciding factors in deciding where one wants to live.

The era of the 1800s played an important part in the development of Columbus, Mississippi. The annual pilgrimage each spring showcases the antebellum houses and buildings of Columbus. Homeowners open their homes to tourists from around the world. Students participate by wearing antebellum dresses and Civil War type uniforms.

Students will discuss their likes and dislikes of these types of houses and they will begin a comparison of the architecture of these homes to the architecture of similar houses in Houston.

“Who Wants to Be a Millionaire”

Houston, Texas. An introduction to Houston, a large city of many small towns with emphasis on 1800s architectural buildings and houses. This section will deal with the architecture of houses that were built during the 1800s in Houston. The students should

be more aware of these houses, especially those in close proximity to Sam Houston High School. Houston, being the fourth largest city in the United States, does offer its people a much larger variety of ways to make a substantial income. Those opportunities will be discussed with the students along with a comparison to Columbus. I will present to the students specific houses in Houston that were built during the 1800s. The types of architecture and history will be discussed and pictures will be shown. Included will be the Waldo House, houses in the Sixth District Historic Ward, and Woodland Heights.

The students will continue to do a comparison with these houses with the houses in Columbus. They will learn about how many national celebrities are linked to some of these homes. These include the late President Lyndon B. Johnson, Texas Senator John Tower, and the novelist William Goyen.

“Does Everybody Love Columbus?”

A look at the difficulties of living and working in a small city. Does architecture play an important role? This area will allow my students to examine some of the possibilities, both good and bad, of living in a small city like Columbus, Mississippi. The main theme of this area will be on the various types of architecture present in Columbus. The class will look at the following areas: location, climate, K-12 educational opportunities, region, transportation in and out of the city, shopping convenience, cost of living, and economic stability of all the major assets of Columbus, including the Columbus Air Force Base, Weyerhaeuser Corporation, and Mississippi University for Women. An overview of how the architecture developed over the years in Columbus will be presented. In this area, students will use pamphlets, handouts, and a film by the Columbus Historic Society. The class will be divided into cooperative learning groups to study a specific area listed above and to present their opinions to the whole class.

“Houston, We Have a Problem”

An overview of the problems of living in a big city like Houston, Texas with emphasis on transportation, pollution, flooding, crime, resources and cultural diversity. Will these problems cause a decline in the architectural marvels such as downtown skyscrapers, entertainment sites, beautiful houses and huge sports stadiums? People in Houston realize the many problems that living in the nation’s fourth largest city present to its citizens. The class will explore the decline of huge corporations such as Enron, Arthur Andersen, and Dynegy. The initial effects on the image and vitality of the city, as well as the long-range effects will be noted. The students will discuss and rate the progress of all areas listed in this segment. The teacher will use experts to bring this area into focus. Speakers from the Mayor’s Office and the City Council of Houston will be present. The students will take part in a mock debate with one side taking the side that will overcome its problems; the other side taking the position that the many problems that face Houston will lead to a decline.

“The Weakest Link”

Is it Columbus or Houston? The first of two teleconferences between a geography class in Columbus and my geography class at Sam Houston. The students will interact on the following subjects:

- a. Two of their favorite houses in Columbus and Houston, antebellum and Victorian style. The students will do a comparison.
- b. Two of their favorite modern houses in both cities. Same as above.
- c. Two main reasons why they like to live in Columbus – or in Houston.
- d. Two of their favorite buildings, describing architecture and the architects of the building.

Note: Students may use computers as part of the interaction.

“Survivor Series of the South”

Houston or Columbus, consisting of the present outlook of both cities. It will also include the influences or air quality, water quality, food quality, and industries on the outlook of the cities. We will deal with the main reasons why architecture might play an important role in the make-up of Houston and Columbus. This area will contrast Columbus and Houston. The students will be able to build on area number four about Houston that the students have been working on. A special part of this area will deal with the overall development of architecture of both cities, and how it might factor into the survival of each city. Charts will be presented by the teacher to explain the comparison of the topics listed and the main developments in architecture of each city.

“Sixty Minutes in Houston and Columbus”

We will have slide presentations and discussions of famous houses, including those of celebrities, and buildings of both cities. The students will deal with why a certain house was built at that particular time and the influences that causes it to be built that way. This area will deal with specific sites and the many influences of architecture in determining the type of house or building at that particular location. Both Columbus and Houston take pride in their heritage and accomplishments over the years in architecture. Students will learn about why the architecture was preserved in some cases and not in others. Celebrations of architecture in each city will be presented. Students will work in cooperative learning groups to discuss these celebrations. Each group will do displays explaining the celebration.

“Good Morning America”

From Houston and Columbus. To include pictures and explanations of famous sites of both cities. Speakers will be arranged.

Examples in Houston:

- Lyndon B. Johnson Space Center
- Memorial Hermann Hospital and surrounding hospitals
- Minute Maid Park
- Hermann Square
- Reliant Stadium
- Museum of Fine Arts

Examples in Columbus:

- Columbus Air Force Base
- Lee Museum
- Columbus Lock and Dam
- Plymouth Bluff Museum

The speakers for this area will be from Houston; therefore, the primary focus will be on our city. The students will get an insight into sites that make Houston a national and global city. I would like the students to realize the impact of these famous architectural sites to the city and the world. People travel worldwide to visit some of the sites of Houston. We will explore why these sites such as the Johnson Space Center, were built in Houston. We will also have class discussions on the type of architecture at this facility and the importance to the city of Houston.

Although students will only get to view pictures, booklets, pamphlets, and books of sites in Columbus, they will readily see the differences in what a large city, Houston, provides as opposed to a small city like Columbus.

We will discuss the cultural and educational impact that these sites have on residents of both cities. In this discussion, we will look at both the economic impact of these sites and the funding mechanism of the cities that allows for these places to be built and to maintain their success.

After the completion of this unit, students will write a narrative, five pages in length. This paper will give their viewpoints of both cities at this time in our Architecture Unit.

“Strike a Pose”

With the college students. Both Columbus and Houston have tremendous educational facilities and opportunities. This unit will concentrate on the sites at University of Houston and Rice University in Houston, and Mississippi University for Women and Mississippi State University in the Columbus area. All universities have some unique buildings and we will discuss one specific site at each university. This lesson will include:

- a. Slides and pictures.
- b. Architectural importance of site to the university.
- c. Opportunities at the universities.
- d. Explanation of how and why the site was built at the college, from an architectural viewpoint.

This area will deal with all the points listed above as well as the architectural impact these universities have on both cities. For example, in Columbus, Mississippi, Mississippi University for Women is located in a prime place of the city. The famous clock tower, the centerpiece of the university, is located at the entrance to the university on College Street. The architecture of this building will create an interest of this university for the students.

In Houston, one site at both Rice University and the University of Houston will be selected to be emphasized in the unit. Both universities are very vibrant institutions and are important to the city of Houston.

Mississippi State University will also be viewed by the students. The old Stephen Lee Building will be spotlighted for the students to look at its architecture and historical importance to the university and city.

It is my desire for my students in this unit to know how educational institutions add so much in architectural beauty and opportunity for the citizens who live in each city. At the conclusion of this unit, the students will work in pairs and select a university that they like and may be interested in attending one day. They will have an opportunity to discuss their reasons for selecting a particular university. We will have interaction between class members on all pros and cons.

“There Is Nothing Like Seeing It for Yourself”

Consisting of a field trip in Houston. The field trip will be arranged in connection with homeowners in Houston. I plan to take the students to see an older home such as the Waldo House at 201 Westmoreland Avenue, which is the oldest occupied house in Houston. Also, we will tour one of the newer houses in River Oaks so that the students can compare the architecture of both eras. We will bring Columbus, Mississippi into the picture by providing the slides and information on Old Waverly Mansion in Columbus and a modern house in Sherwood Forest area. By doing field trips of Houston, and providing pictures and information from Columbus, students will have a better understanding of houses of both eras in Houston and Columbus.

“In the Beginning”

Bayou City versus Possum Town. Dealing with the early history of both cities and explanations will be given on how both cities started and grew. Columbus grew because of the closeness of the Tombigbee and Luxapala Rivers. Houston first grew because of its

closeness to the Gulf of Mexico and the Buffalo Bayou. A.C. and J.K. Allen helped to establish Houston and named it for General Sam Houston, who defeated the Mexicans at San Jacinto. Detailed explanations and summaries will be given to the students about how both cities grew over the years. Areas that will be stressed include:

1. Population
2. Climates
3. Attractions
4. Quality of life
5. Median income in both cities
6. Transportation development
7. How locations of both cities are important

“Change Is Good, Or Is It?”

Addressing architectural changes that have taken place in both cities from the early times to the present. From the homes, sites, and buildings, to the conveniences that both cities offer, some of these changes that have taken place in both cities over the last fifty years include:

- A. Explanation of how the world is a smaller place.
- B. Building materials that have developed over the years for buildings and houses in Houston and Columbus.
- C. Differences in styles and types of architecture that are reflected in both cities.
- D. A look at landscape architecture and its growth over the years in both cities.
- E. How important is historical importance placed on a site or home or is the city more interested in the “bottom line” of money.
- F. A transformation that has occurred in both cities by modern conveniences such as telephones and cell phones, updated computers and technology, banking and ATM service, new advances in television such as high definition and channel availability, transportation including roads, highways, gasoline prices.

“If I Could Change the World”

The effect of nationalities on the architecture and movement of people in both cities. This unit will deal primarily with the nationality make-up of both cities and an analysis to see if there has been any effect on the architecture on any part of Houston or Columbus. For example, students will explore the make-up of specific neighborhoods in the cities and if it has played an important role in the architecture of that area. The students will also explore the reasons why surrounding areas and suburbs outside both cities limits have prospered or not. They will discuss the movement of people into or out of each city and the reasons that caused this to happen.

“Star Trek, The Next Generation”

Houston or Columbus. Students will examine the future possibilities of both cities. Students will be divided in to groups; one for Columbus and one for Houston. We will have a panel discussion and debate over which city will fare the best in the next decade. All possibilities will be explored and students will provide graphs and charts of the future of Columbus and Houston. Students will give their preference of cities based not only on the architectural guidelines, but also on the factors that lead to their important decision of where to live.

“The Connection”

Columbus High and Sam Houston High School. Our final teleconference between the two schools and cities. Students will interact with each other about why they like or dislike their city. Emphasis will be placed on architectural foundations and the future of architecture and its importance to both cities. This teleconference will be important to the overall architectural unit. Student leaders at both schools will be asked to share the most vital information that have learned about their city to the other class. A section of time will be devoted to how the architecture in the cities will look fifty years from now. The following questions will be given to the students to answer:

- a. What is the most outstanding architecture site of their city? Explain why they selected this particular site.
- b. What type of architecture has the greatest cultural impact on their city?
- c. How will the city look in 2052?

Each student will write a summary of the teleconference.

“We Are the World”

Cultural influences on architecture in both cities. This unit will address the impact of past and present cultures on the architecture in Columbus and Houston, and will include the Spanish, French, Greek, Roman, Italian, and any other cultural groups that have affected the way buildings, homes, and areas have been constructed. A slide presentation on the history of the site will be the main focus. Students will be asked to work in small cooperative learning groups to discuss the various cultural types of architecture

“Working Together”

Correlation of architecture with the English and Reading Departments at Sam Houston High School. This portion will be a correlation between my geography unit on architecture and the English and Reading Departments. Students will be asked to express their opinions of architecture in Columbus and Houston. It will include what they like and dislike as well as detailed information on their favorite type or architecture. An

English teacher and a Reading teacher will give instruction on how they want the paper constructed and content requirements. Each teacher will contribute to the grade.

“The Nuts and Bolts”

Correlation with the Math Department. This portion will deal with some of the older designs and the newer designs in architecture. An architect will be the guest speaker to discuss and show students how a drawing of a site or home is started and developed. The Mathematics teacher will also discuss geometric designs and how they relate in various designs of houses and buildings. This final unit will deal exclusively with how a building, house, or a planned site is started and goes to the finished product. Students will learn about the following items:

- a. Blueprints
- b. Soil analysis
- c. How size is determined
- d. Determining factors in deciding building materials
- e. Economic considerations versus the aesthetic consideration
- f. Budget restraints
- g. All city and county deed and zoning requirements such as building permits.

TEACHING CONSIDERATIONS AND APPROACHES

There will be many considerations that I will take into account in presenting this unit to my class. The growth and development of the students will be a major consideration. Students will be at different levels and I will have to be flexible in determining the appropriate instruction. In addition, I will have to take into account the various learning domains such as cognitive, social, emotional, and aesthetic.

High expectations will be explained to the students. No matter what level the student is at, he or she will be asked to do his or her best. Students will be required to demonstrate discipline, self-control, and responsibility. The learning styles that are best for each student is another major consideration. Some students do better working in groups while other work better alone. Some students learn better by hearing or seeing, while others like to physically take part in the lesson.

It is my goal to get full participation by the students. To accomplish this, the students must feel secure and willing to take risks in class without worrying about being embarrassed in front of their peers. The architectural unit will be a new concept to most of my students and I know to obtain the desired results, I will have to be patient.

Students will be allowed to work at their own pace without any pressure. The end result is for the students to have fun with architecture and have a much better understanding of the homes and buildings of the cities of Houston and Columbus.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS CORRELATION

Objectives to be covered in this unit:

Objective 1: The student will demonstrate an understanding of issues and events in United States history.

Objective 2: The students will demonstrate an understanding of geographic influences on historical issues.

Objective 3: The student will demonstrate an understanding of economic and social influences on historical issues and events.

Objective 4: The student will demonstrate an understanding of political influences on historical issues and events.

Objective 5: The student will use critical thinking skills to analyze social studies information.

Objective 6: The student will understand the impact of geographic factors and major events.

Objective 7: The student will understand the effects of migration and immigration on American society.

Objective 8: The student will understand the relationship between population growth and modernization on the physical environment.

Objective 9: The student will understand domestic and foreign issues related to United States growth.

Objective 10: The student will understand the relationship between the arts and the times during which they were created.

Objective 11: The student will understand how people from various groups, including racial, ethnic, and religious groups, adapt to life in the United states.

Objective 12: The student will communicate in written, oral and visual forms.

Objective 13: The student will apply critical thinking skills to organize and use information acquired from a variety of sources including electronic technology.

Objective 14: The student will use problem-solving and decision-making skills, working independently and with others, in a variety of settings.

Objective 15: The student will understand the political, economic, and social changes in the United States.

SAMPLE LESSON PLANS

(9) “Strike a Pose”

Subjects: Architecture, Geography, History

Grade level: 9

Time required: 1 hour, 15 minutes

Objectives

1. To make students familiar with four universities.
2. To show students unique sites at the universities.
3. To have students become aware of the opportunities at the universities.
4. To locate the universities on a map.
5. To establish the main theme or architectural description of the university.

Learning Experience

1. Using a slide presentation of the sites being described at the universities.
2. Having pamphlets of the universities (an overview) to give out to students.
3. Asking the students to discuss their opinions of the topics in their cooperative learning groups.
4. Having each group make a presentation to the class.

Evaluation

1. Participation in learning groups.
2. Oral presentation by groups on sites at the university.

Materials Needed

1. Slides of sites.
2. Pamphlets of universities

(6) “In the Beginning”

Subjects: Architecture, Geography, History

Grade level: 9

Time required: 1 hour, 15 minutes

Objectives

1. To teach the students about the early beginnings of each city.
2. To show how and why each city developed.
3. To show how the different types of architecture developed in each city.
4. To have students measure the significance of population, climate, attractions, quality of life, median income in both cities, transportation development, and locations of both cities.

Learning Experiences

1. Dividing students into cooperative learning groups to work on reports on their specified city.
2. Asking groups to draw pictures of locations.
3. Having groups do a detailed chart of the progress of each city.

Evaluation

1. Grading of reports and charts from each cooperative learning group.
2. Evaluation of pictures developed by each group.

Materials Needed

1. Textbooks of the early beginnings of both cities.
2. Modern, up-to-date books on present statistics of each city.
3. Magazines that are relevant to each city

(18) “Nuts and Bolts”

Subjects: Architecture, Geography, History

Grade level: 9

Time required: 1 hour, 15 minutes

Objectives

1. To familiarize students with technical architectural drawings.
2. To make students aware of the important factors that go into the decision-making process for a home or building.
3. To have students demonstrate various geometric designs.
4. To make students aware of building restraints in the building process.

Learning Experiences

1. Having an architect go over the many considerations of buildings and homes.
2. Having a math teacher explain mathematical concepts related to architecture.
3. Asking each group of four do a design and drawing of the finished product.

Evaluation

1. Cooperative group participation.
2. Active participation in question and answer discussion.

Materials Needed

1. Set of architectural drawings
2. Geometrical design
3. Drawing pencils and colors
4. Architectural paper

ANNOTATED BIBLIOGRAPHY

American Automobile Association. *Tourbook Texas*. 2002 Edition. American Automobile Association Publishing, 2001.

This is a valuable book on Houston's history and sites. It also gives explanations of why certain changes occurred.

Bloom, B. *Human Characteristics and School Learning*. New York: McGraw-Hill, 1976.

This book gives the various levels of learning for students. It gives teachers an insight into proven teaching strategies.

Brown, Frank E. *Roman Architecture*. New York: George Braziller, 1961.

This book explains the thinking and development behind Roman Architecture. The book expands many years from ancient Britain to the Valley of the Euphrates.

Bryant Pratt, Paula. *Architecture*. San Diego, Calif.: Lucent Books, 1995.

This book gives the documentation and important dates in the history of architecture. It also contains quotations that might prove to be useful in my project.

Fletcher, Bannister. *A History on the Comparative Method*. Revised by R.A. Cordingley. 17th ed, New York: Scribners, 1967.

This book deals primarily with Renaissance Architecture and Baroque Architecture. It also covers Belgian, Dutch, Chinese, Indian, Japanese, and Muslim architecture. It is another useful tool for me.

Fox, Stephen. *Houston Architectural Guide*. 2nd ed. Houston: The American Institute of Architects, Houston Chapter and Herring Press, 1999.

This is an excellent book on sites, homes, and buildings of Houston. It includes the history and interesting pictures. The updated version brings the reader to the present time in Houston.

Freiberg, H.J. and A. Drescoll. *Universal Teaching Strategies*. Boston, Mass.: Allyn and Bacon, 1992.

This is a useful reference for teachers in planning the classroom material to be used in lesson preparation.

Higginbotham, Sylvia. *Reflections*. Columbus, Miss.: Columbus Historic Foundation, 2001.

This is a unique book on the history of antebellum homes and cottages in Columbus, Mississippi. Mark Coffey adds excellent photography throughout the book.

Moneo, Rafael. *Audry Jones, Beck Building - The Museum of Fine Arts, Houston*. 2000 ed. Houston: Design Axel Menges, 2000.

This book has both details and pictures of the Museum of Fine Arts. The information and pictures are unique about one of the landmarks in Houston.

Scully, Vincent. *Architecture, The Natural and the Manmade*. New York: St. Martin's Press, 1991.

This book is a narrative of architecture through the years. It demonstrates that architecture is the reflection of human response to the natural world. A very useful book in developing a historical perspective.

Speck, Lawrence W. *Landmarks of Texas Architecture*. 1st ed. Austin, Tex.: University of Texas Press, 1986.

This book describes and shows many of the architectural sites in the state of Texas. Several buildings of Houston are included with their influences and development.

Speises, Werner. *Oriental Architecture in Color*. New York: The Viking Press, 1965.

This book explains the circumstances in which different styles in architecture originated and evolved. It stresses Eastern Architecture and is colorfully illustrated.

Watterson, Joseph. *Architecture – A Short History*. New York: WW Norton and Company, 1967.

This book explains the influences of the Egyptians, Greek, Roman, Italian, French and Spanish on architecture in all parts of the world. This book seems to be very helpful in researching the past influence on architecture in Houston and Columbus.

Pamphlets

“Discover The Past” – *2002 Columbus Pilgrimage Guide*, 2002.

“Columbus, Mississippi” – *Strolling Through History 2002* – Columbus Convention and Visitors Bureau.

Web Sites

<http://www.houstonhistory.com/landmarks/historyy9c.ltm>

<http://www.galvestonhistory.org/lec-hht-menard.ltm>

<http://www.history-columbus.org/reflections.html>

<http://ebicom.net/cleda/tours.html>