

Houston's Diverse Architecture and Culture

Mildred M. Washington

INTRODUCTION

It is utterly amazing to see how different we all are, yet we are woven together by our perception of beauty in architectural designs. Each structure that is designed serves a definite purpose, reflecting the different ways and times in which people live. In this unit, I will address these different cultural influences in Houston's architecture by ways of history, short stories, novels, and structural designs originating from different cultures, as they fulfill the practical requirements of buildings. I will use audio visual aids, trips and many other activities to broaden students' knowledge. The goal of this unit is two-fold: I will explain how and why this topic is being taught and what I intend to teach.

In understanding how this wonderful city was shaped in the late nineteenth-century, students can be helped to make critical links between this historical development of architecture in Houston and English Literature. Since diverse cultures built this city, my students will develop a sense of pride and belonging in the cutting-edge contributions of their cultural ancestors. This human connectiveness will thereby promote a classroom atmosphere conducive to higher learning and elevated goals. This feeling will transcend into a celebration for all students.

America has been characterized as a melting pot since it is populated by many people from various parts of our world. These groups brought their own cultures, including their religious and other beliefs, as well as their very own ideas concerning the building of their homes, churches and other structures. The first settlers usually used architectural styles patterns from ancient buildings in Rome and Greece. However, their buildings were often modified because of availability of space, materials and other limited resources.

As a result of the diversity of the people who were the first Americans after winning their freedom from Great Britain, our country continued to increase its population and either encouraged groups to come to America, or to bring them against their will as slaves.

Since Texas was the largest state for many years and Houston is its largest city, we have a vast number of people from many nations residing here. Different racial groups who came to live in Texas were influenced by the fact that Texas had been under six flags, three of which were foreign countries. These three countries were Spain, France and Mexico. Therefore, these groups contributed to the diversity of early architecture and culture. Spanish, French and Mexicans influenced the architecture of some of our oldest structures, particularly in San Antonio in buildings such as the Alamo and a number of

missions that were built to Christianize the Indians. Therefore, Spain, France and Mexico contributed much to our early architecture and culture.

African Americans, who were usually brought to America as slaves, likewise contributed a great deal to our architecture since they performed much of the work in various parts of our country. The slaves also maintained some of their African culture that can be recognized in our country, state and city today.

Throughout its history, Houston has been an important industrial city in Texas. Because of its resources, industries, surface features and access to international transportation by water, Houston has attracted many large corporations. Since it has become a major international city, it has become home for more than one hundred ethnic groups and cultures. Many groups from various parts of the world have migrated here, therefore, it has become a melting pot of cultures. Many of these groups have chosen to settle in specific parts of our city, bringing with them aspects of their architecture and culture.

Houston's diverse architecture and culture presents historical and current details to show how these factors affected each other. The details presented traced Houston's history from the time the first settlers landed in America to the large beautiful city with its rich diversity of people, architecture, industries, educational and religious institutions and many other attractions it boasts about today. The diversity of Houston's architecture was affected first by the European settlers who brought their architecture and culture with them as they settled on the east coast of America and eventually established the thirteen colonies. Their growth later led to the birth of our nation.

As more groups settled, or were brought to America as slaves, other influences were evident. The Civil War brought about greater unity of culture and architecture. When Texas emerged as an independent country after winning its freedom from Mexico, some of its customs and architecture were accepted. Spain and France had controlled Texas, therefore these countries also contributed to the architecture and culture during and after Texas became a state. Houston became the largest city since it was near the battle at San Jacinto and the area had many resources, including rich land, oil and connection to transportation by water. Therefore, Houston has attracted many people from various parts of the world. These individuals have maintained some elements of their culture in their architecture and way of life. Houston emerged as a "melting pot" which can now be considered a "salad bowl". Our diverse cultures can be seen in every parts of the city.

Our architecture reflects aspects of many different styles due to availability of materials, economic backgrounds, as well as personal desires. In this unit, variations in architecture and culture are emphasized and efforts are made to foster understanding and acceptance of unique features of diversities of others in our city and throughout the world.

Upton (1998) reported, “The architecture in the United States is astonishingly diverse, shaped by a dizzying variety of architectural practices, building processes, regional expressions, and cultures.” If students are provided the opportunity to take a panoramic view of Houston from an aerial distance, they can view many different sizes and shapes of buildings. They can also see special features of areas using a variety of materials and colors. Additionally, they will view lawns, gardens, and other landscapes that display elements of Houston’s culture and the personal desires of many citizens. They will get glimpses of their own homeland intertwined in this rambling, yet beautiful city.

According to Upton (1998), “architecture is a way of defining relationships - of the self to others, of parts of the community to other people, and of people to their physical and cosmic environments.” Therefore, providing students with opportunities to experience seeing, visiting, reading, discussing, and writing about diverse architecture and cultures, will foster greater experiences to bring about more peace and unified environments in our city, state, and nation. These activities will also help students to realize that being different should not be interpreted as being right or wrong, nor inferior or superior. Peace, beauty and unity displayed in cultures can help others to learn to respect each other, get along better, and share the beauties of each other’s unique ways of life. There is so much love in this world and we have to come together to truly enjoy it. We must create an atmosphere of loving, understanding, and belonging, in order to acquire other things more fully.

Architecture is defined as the art, science, and practice of designing and constructing buildings of various types. The term encompasses a broad range of interests and perspectives, from concern for aesthetics to the shapes and arrangements or ornaments, to the consideration of functional aspects of buildings. It also includes the arrangement and accommodation of spaces as well as the structural principles of materials and construction methods (Lounsbury, 1994). Architecture also refers to a particular culture or artistic movement.

An architect is defined as an individual engaged in the design and the supervision of construction of buildings and structures (Lounsbury, 1994). Architecture is not limited only to buildings, but includes the arrangement of surroundings of furniture in homes, offices, or classrooms to make them more attractive, comfortable and functional for specific purposes. Using architectural designs and arrangements, individuals can transform places that may be drab, plain, or unattractive into places of beauty that foster peace, joy, happiness and serenity.

A major goal of this unit is to assist students to acquire knowledge about the uniqueness of Houston’s diversity in architecture and culture. Additionally, the unit will strengthen language arts skills according to school and district guidelines. Students need to be made aware of diversity in the types of architecture used in buildings of various types and how variations in cultural backgrounds are influenced by these differences.

Since a major reason that the early settlers came to America was to assure freedom of their religious beliefs, one of the first public structures built were churches. The early churches usually reflected the architecture of the buildings in their homelands. As different religious groups came from other countries, they often settled in different colonies and established not only their own churches, but schools and other educational institutions. Since educational institutions during this period were usually privately owned by religious groups, the architecture, as well as the characteristics of their culture, were based on religious beliefs and customs from their native lands.

As the colonies grew and became the United States, other areas were annexed or were acquired and continued to use some of the architecture and culture that came from foreign lands. Some variations in homes, mansions, business structures, parks and other buildings differed because of environmental factors such as availability of natural resources, weather, economic factors, and skills of builders. As time passed and educational institutions, both public and private, became more available, changes in architecture became more diverse. Students will compare a number of churches and other buildings giving descriptions about aspects of their characteristics so that they may have first hand experience in seeing their own cultures come to life as they research and study these structures.

Theis (2001) reported that Sixth-Ward in Houston is both the city's most architecturally intact 19th century neighborhood and the most endangered historical district. The oldest homes in the area date back to the 1860's. The area has changed from the modest economic level of European Americans to Hispanics and Asian. Recently, it has become attractive to townhouse developers, since the value of the property has increased considerably. A small number of the buildings with traditional architecture remain, but many are being torn down and replaced by homes, apartments or businesses.

One church in the Heights that still remains is the All Saints Catholic Church. This particular church has a mixed congregation that is predominantly Hispanic, but in earlier years it was predominantly Caucasian. It offers a variety of social services, and welcomes all who come. In addition to its unique structure, it also has a statue of a saint in the middle of its courtyard. It is noted that many of the parishioners grew up in the neighborhood, or have friends and family in the surrounding areas. The church is centrally located in the City of Houston and is recognized by the diocese as a "Mother Church" in a historical neighborhood.

Good Hope Baptist Church was a unique architectural structure that was located in Fourth Ward. It was one of the earliest Negro churches that acquired great status since Fourth Ward was the first predominately Negro community area in Houston. It was stated that years ago everyone who was among the elite attended Good Hope Baptist Church. Although the original Good Hope no longer exists, the new Good Hope is a building of unique architectural design that is presently located on North McGregor near Brays Bayou and Highway 288. The old church occupied more than three-fourths of a block,

but to my amazement the new church does not appear to be as large. There were high steeples on each end of the old stately building. The old trolley car that ran downtown also ran along the side of the church, making transportation convenient for many.

It is the belief of Doody (1996) that the university campuses in Houston are extremely important both to their architectural and cultural quality of the life of the city. Among the universities in Houston which have contributed much to the city and its culture are a variety of architectural structures located at: The University of Houston, Rice University, St. Thomas University, and Texas Southern University.

These universities still maintain some of the older buildings that clearly depict architectural styles that were common in European countries. Some of the newer buildings at these universities reflect younger architects' designs that utilize materials developed more recently and include variations. The buildings reflect American styles that are unique, colorful, and versatile. Some buildings incorporate old and new styles. These newer architectural styles exhibit an expression of ethnic diversity. They include geographic elements and natural resources that reveal how materials and structural properties can be combined to produce unique works of art. Some of the more recent buildings on these campuses are so different that one would not think that they are truly a part of that campus.

In the *Houston Architectural Guide* by Fox (1999), Ripley House is depicted as a major community center located in a lower income neighborhood. The building, located in a predominately Mexican American area in East End, provides recreation, health services, as well as educational services for many in the neighborhood. It is designed to address the needs of the whole child. In their Bridge/EI Puente program, progress of families who are new immigrants is tracked to ensure healthy beginnings for the children.

A number of collections of parks and special architectural displays have been provided in various parts of Houston to bring about an awareness of various cultures and differences in perceptions of art. One example of these characteristics is located in Third Ward where a group of low-cost houses occupied primarily by African Americans have been turned into "Row Houses" which depict various art forms. People from all over the world now come to see and enjoy the history of these quaint little colorful "Row Houses."

In order to help students recognize differences in architecture and cultural aspects in the school community, they will take a walk within their own school campus. Since many schools are located near a residential area as well as a commercial area, students will be able to see various types of buildings including homes and apartments. They can view different types of businesses that are owned by various ethnic groups who produce or sell products common to their own ancestors. Therefore, students can identify many factors that they can describe, compare, and write essays reflecting their personal experiences during this project.

An assignment will be made for the students to make a tour of several blocks in different directions from their home to determine additional factors concerning the architecture, as well as cultural factors they can identify. On weekends or holidays, while the unit is still in progress, students will also be asked to take a bus ride down town or other areas, or ask parents, relatives or other classmates to accompany them to view certain specific areas that exhibit diversity in several ways. In some instances, students may observe special celebrations of customs observed by specific ethnic groups that may be religious or social. Such activities can broaden students' knowledge about the cultures of others and they can learn to respect, accept, and appreciate diversity more easily.

Students will answer questions such as: how do neighborhoods vary? What constitutes a neighborhood and what do neighborhoods have in common? How big is a neighborhood? They will write a narrative paragraph or graphic organizer, or an illustration to represent the neighborhood. They will interview people that live and visit these areas. They will identify a "man and woman's place in the home. Students will also describe in their own words how people and cultures vary. After thorough discussions they will write or demonstrate how their family cultures are different from the neighborhood they observed. This will enable students to see one another in a whole different light. They will realize that being different does not mean being inferior or superior.

The fictional story, "Lion King," with its setting in Africa, reflects upon differences in culture through the use of animals. Students will be assigned to read this story and analyze differences in characteristics. Also, they will have to determine the moral of the story, which will help them to see how foolish man can be when people are judged by the color of their skin or their cultural differences. Further discussion of the realities in the culture of Africa reveals why their architectural styles are different from other countries.

In an attempt to give students a deeper insight into the different architectural styles and origins, they will research the different architectural ages to gain additional knowledge on how culture dominated the designs of buildings. Group assignments will be given on Mesopotamian Architecture, which is seen evident in the photographs of the White Temple dating back to the 3000's. The Mesopotamians used brick and clay which did not prove to be durable. Additionally, students will study Asian Architecture that include Chinese, Indian, Islamic, and Japanese. In conjunction, Pre-Columbian Architecture will be studied, highlighting the contributions of the Aztec, Toltec, Maya, and Incas. To broaden their knowledge of architecture and culture, students will also be asked to research Classical Architecture, which is a style developed by the ancient Romans and Greek. The Romans used many different styles due to traditions, and the Greeks used formulas to determine height and width. Medieval Architecture, which is structures that were built in Europe during the Middle Ages, will also be included in this study. This was a period when Christian Architects frequently borrowed from the Romans using arches and vaults in designing their churches. Baroque Architecture which

features are unique and highly dramatic reflecting curved forms and paintings with beautiful colors will also be included in their study. This should be very interesting to young students in that they love color and uniqueness. Baroque began in Rome and spread to Italy and other parts of Europe. Included in their assignments will be a study of architecture from the late 1800's, giving them the opportunity to study the Greek and Gothic revival period. My students will now enter the age of Modern Architecture where they will be required to use visual aids and identify some features during their presentations. I will also bring pictures from the home section of the newspapers to see if students are able to identify different architectural styles. After thorough discussions of the styles, students will be asked which ones they prefer and why. The culminating activity for this assignment will be a matching of styles with descriptions to determine acquired knowledge.

Field trips or individual tours will involve trips to observe Asian culture in an area near George R. Brown Convention Center east of downtown where a number of businesses are located. An Asian area is also located southwest of Main Street where there are businesses and city signs which have been given Asian names along with their original names. This area is unique and the shop owners always make you feel welcome. Students will enjoy touring this area and discussing how the characteristics are different, yet so similar to their very own environment.

During the unit, visits to specific institutions and neighborhoods will help students to see differences in architectural and cultural factors. These experiences will help to bring about an awareness to students of the fact that many cultural groups helped to make Houston the unique city it is today.

Fox (1999) identified a number of the outstanding members of the American Institute of Architects of the Houston Chapter. They were elected to the College of Fellows in recognition of outstanding contributions to the profession. The following list identifies only a few of those who received this honor: Barry Brace, John Chase, Ben Cunningham, John Kirksey, and James B. Thomas. A selected group of students will research the styles, cultures, and descriptions of their work along with other architects.

Fox (1999) in his book identifies buildings of various types, their architects, years built and descriptions of their structure.

BACKGROUND OF MY STUDENTS

As a tenth grade English teacher at Madison High School, my students are part of the total population of one thousand, nine hundred eighty-nine students. The racial breakdown of the students include: 1,312 African Americans, 641 Hispanics and European Americans and 16 Asian Americans. Most of the 150 students I teach are minorities whose language backgrounds include foreign or non-standard English. Most of my students are from low income and primarily one-parent families. A large number of

the students in the total population have been classified as at risk of dropping out of school, have low self-esteem, and low aspirations for their future.

BENEFITS MY STUDENTS SHOULD ACQUIRE FROM THIS UNIT

A major benefit of the unit is to assist students to understand, accept or tolerate the beliefs and cultures of diverse groups. This unit is designed to increase students' knowledge about diverse groups and their environment using the theme, "Houston's Diverse Architecture and Cultures". Another benefit is that students will be able to recognize contributions from architects and related fields made by some of their ancestors who helped to make our country, state and city what it is today. This factor should help to raise the level of their self-esteem and help them to realize that they have potentials that can be developed to become successful.

Another benefit of this unit is that it can foster curriculum ideas into the schools that offer students a true reflection of the real world. The unit should enable students to become more interested in the real world by exposing them to architecture and cultures of people in our own city. The unit will provide experiences and activities that will give them a panoramic view of the past, present and future values of architecture and culture on our local, state and national society.

"Houston's Diverse Architecture and Culture" is also designed to assist students in recognizing the melting pot theory concerning the diversity of our environment. However, the unit will help students to realize that the "melting pot" theory is being challenged by some groups who believe that it should be replaced by the idea of a "salad bowl." This belief is based on the principle that instead of cultures being mixed where they resemble mostly the dominant culture, individuals and groups can maintain their individuality as long as they do not interfere with the rights of others. Cultural groups, including architects, can utilize their own beliefs and styles as long as they maintain rules and laws stipulated by local, state and national governments. These groups must also consider the privileges of others to maintain their moral, spiritual, and educational values that are in accord with equality.

The unit will be beneficial to students because it will address the need to ensure that they can realize that they are an integral part of our great city. It takes into consideration that some students feel that they, nor their ancestors, played a major role in building this wonderful country in which we live. Some students are withdrawn or feel misplaced, whereas others feel superior and express resentment toward others who are not fully aware of their ancestors' contributions to building this great city. In this unit, we will conduct extensive research of Houston's architectural institutions and other points of interest. These experiences will assist in closing gaps in relationships and bring about cohesiveness and feelings of belonging for all students. This will afford my students greater chances to make connections between community/city and the contributions of

diverse culture in architecture. They will actually have the opportunity to see with their own eyes the beauty of all cultures and architectural styles.

OVERALL GOAL

This unit is designed to provide learning experiences that will maximize language arts skills stipulated in the Project CLEAR guidelines for tenth grade students. Project CLEAR (Clarifying Learning to Enhance Achievement Results) is an instructional planning tool used by teachers in the Houston Independent School District. This particular tool dictates what is to be taught and assessed and contains state curriculum requirements. Following the guidelines of Project CLEAR and unit based lessons, the students will receive a broader and more comprehensive understanding of Houston's architecture and culture.

The theme "Houston's Diverse Architecture" will be utilized to ensure that learning experiences and activities provided will enhance higher order thinking skills (Bloom's Taxonomy) to foster critical thinking skills. These methods used will assist students in understanding the role culture and architecture play in fostering knowledge, understanding and unity in our diverse society in Houston and throughout the world. Many oral, written, audio visual aids and observation activities will also be utilized in this unit to ensure that students learn the relationship between architecture and culture and to appreciate and respect the diversities of others.

An assessment will be provided at the end of the unit to determine the success of my purpose, which is to give the children a true reflection of the real world, and to bring about a consciousness of the fact that we are all one in the same. We must learn to appreciate one another, love one another, help one another, and be fair with one another. We can and we must learn to "celebrate diversity for all people!"

My intent is not only to help students see the need to become one, but also for my co-workers to take an active part in doing what is necessary to make all people know that they are an integral part of this universe through whatever means necessary.

LESSON I

Early Development Of Architecture In America

Objective: The students will:

- Strengthen language arts skills
- Gaining knowledge of the background of Houston's architecture and culture.

Prior Knowledge Needed: None

- A. Influence of Early Explorers and Settlers
 - 1. Europeans' claim of land
 - a. Spanish and Mexican buildings in San Antonio
 - b. New England Colonies established bought their culture and architecture
 - c. African Americans were brought as slaves to work.
 - 2. Americans won their Independence.
 - a. U. S. states expanded and citizens built according to their traditions, needs, available resources and desires.
 - b. Cultures differed according to homelands and ancestors.

- B. Characteristics of Architecture in the Early Periods
 - 1. Architecture was often very decorative.
 - 2. Use of different shapes in roofs and other parts of the structure
 - 3. Differences in materials sometime were used based on availability.
 - 4. Styles varied according to climate, space and economic factors.

- C. Students will recognize differences in aspects of diversity
 - 1. Students will exchange some simple words in each other's language such as foods, animals, parts of the body and expressions that are needed to communicate special requests.
 - 2. Students will discuss specific customs and rituals in their religions.
 - 3. Students will discuss and display articles of clothing foods and specific types of activities used during special ceremonies.
 - 4. Students will clarify values such as honesty, good study habits, respect for family members and specific gifts and costumes.

- D. Texas became a country of its own, and then changes occurred.
 - 1. Ruled under six flags
 - 2. Architecture and customs
 - 3. Texas becomes a state
 - a. Houston became an important area in the battle of San Jacinto.
 - b. Houston became an industrial city.

Activities And Experiences

- 1. Discussion of American history and the changes that occurred in Texas.
- 2. Display pictures of buildings and homes that characterize variations of early architecture.
- 3. Have students identify different customs and architecture shown in stories previously read in their textbook.
- 4. View video and film strips that show architecture and customs.

5. Have students report on the culture of their ancestors.
6. Invite resource persons whose cultures are the same as some students and encourage them to interact and ask questions about them.
7. Make comparisons of architectural styles.

Materials And Equipment

1. Pictures of types of architecture and aspects of various cultures
2. Film strips
3. Models of architectural samples
4. Books and Photostats of related designs and aspects of culture
5. Computer/Internet/Word Processing

LESSON II

The Diversity Of Cultures In Houston

Objective: The students will:

- Identify characteristics of the largest minority groups in Houston, their similarities and differences (the same characteristics will be addressed for each of the three groups identified which include Mexican Americans, African Americans, and Asian Americans).

Prior Knowledge Needed: Students must have acquired knowledge of how and who built this country.

- A. Major Areas of Residence
- B. Special features of the communities
- C. Language spoken
- D. Music
- E. Dances
- F. Foods
- G. Clothing for special occasions
- H. Religion
- I. Holidays and Celebrations
- J. Heroes
- K. Family status
- L. Aspirations
- M. Average economic level of family
- N. Most common educational levels of relatives

Activities And Experiences

1. Personnel interviews of relatives and/or other classmates
2. Written autobiography
3. Photographs of family activities
4. Demonstrations of music, dances
5. Skits of various activities and celebrations, using some native language
6. Description of samples of special foods
7. Comparison of customs for discipline problems and other issues and rules
8. Discussions of stereotypes
9. Identification
10. Comparison of family structure and how decisions are made
11. Discussions of perceptions of customs viewed on TV's and movies
12. Essays on special heroes
13. Have resource person visit classroom

Materials And Equipment

1. Special displays of real articles of clothing, games, art and photographs
2. TV programs, movies and videos
3. Cameras
4. Small instruments commonly used in their music
5. Books concerning culture and architecture
6. Computer/Internet/Word Processing

Lesson III

Relationship Of Cultural Diversity And Architecture

Objective: Students will:

- Analyze the results of the experiences in this unit to determine if involving architecture and cultural diversity have contributed to understanding, acceptance or tolerance of others, as well as increase their self-esteem.

Prior Knowledge: Students must have gained mutual respect for one another

- A. Discuss the following positive perceptions concerning how this unit could be beneficial and illicit responses from students as to whether they agree or disagree:
 1. Beauty and effectiveness in architecture do not have to be very expensive.
 2. Some architects in recent times use unique figures, shapes and colors, as well as some inexpensive materials to build beautiful and stable architectural structures.

3. Individuals who have not been reared in large mansions or beautifully designed homes can learn to appreciate their beauty but not be embarrassed by the places where they live. Many have usually been victims of circumstances.
4. Students from culturally deprived areas should realize that they will achieve success and be able to acquire comfortable and attractive homes when they attain training and stable employment as adults.
5. Students should become aware that they will overcome deficits they have experienced in school and achieve on levels similar to their peers.
6. Students should set high goals for their future and take advantage of opportunities to improve their skills, accept assistance offered, and advice from teachers, parents, counselors and heroes, as well as others who offer help.
7. Students should recognize that they can receive assistance for pursuing college if they wish.
8. Students should learn that differences in cultures should not limit their capabilities if they are willing to put forth extra efforts.
9. Students should realize that understanding the culture of others fosters unity, acceptance and positive relationships that can lead to becoming well-rounded, productive citizens.
10. Students should understand that although their parents may have experienced problems and some injustices, they can make wise choices and achieve on educational, economic, and social levels similar to their peers from majority levels.

B. Conclusions

Using the five ways identified that my students will benefit from this unit, I will have them complete the following checklist:

1. I now recognize the early influences of architecture on my culture.

Yes_____ No_____

2. I can recognize the variety of cultures and architecture in Houston.

Yes_____ No_____

3. I realize the need for understanding the culture of others.

Yes_____ No_____

4. I now recognize that learning about architecture of others will foster understanding, acceptance and appreciation of others' culture.

Yes_____ No_____

5. I now see that Houston is a beautiful and unique city to grow, work and live.

Yes_____ No_____

Activities And Experiences

1. Reexamine architectural pictures, photographs, models, collages, and special displays and city maps.
2. Discuss experiences including field trips, walks through neighborhood, discussions, skits and interactions with resource persons.
3. Debate on issues regarding cultural backgrounds, as well as types of architecture.
4. Discuss summary points identified and determine whether agreement or disagreement was justified.
5. Complete the benefit list provided.

Materials And Equipment

1. Final reports, displays, photographs and models
2. Collages and pictures of various places showing different types of architecture
3. Pamphlets from special sites visited
4. Maps of various parts of Houston
5. Computer/Internet

ANNOTATED BIBLIOGRAPHY

Abernethy, F. E. *Built in Texas*. Waco, Tex.: E. Heart Press, 1979.

This book describes how and why buildings in Texas were constructed and the materials used in various locations.

All Saints Catholic Community. *All Saints Catholic Community*. Schiller Park, Ill.: J.S. Paulch Company, 2002.

The pamphlet presents a history and vision of the church and its programs.

Dewan, Shaila. Teaching an Old Neighborhood New Tricks. *Architecture* 88 (January 1999): 1, 47.

This article describes how a Houston neighborhood revitalizes an old neighborhood in Fifth Ward.

Fox, Stephen. *Houston Architectural Guide*. Houston: The American Institute of Architects/Houston Chapter, 1999.

This book presents a comprehensive description of various types of architecture in Houston, the location of each, and maps to use to visit them.

Houston Architectural Survey. Vol. 2. City of Houston, 1980.

This publication describes historical buildings including churches and presents pictures to clarify their architecture.

Lounsbury, C.R. *Glossary of Early Southern Architecture and Landscape*. New York: Oxford University Press, 1994.

This book prints a comprehensive description of terms, pictures and architecture in the United States.

Nieto, Sonia. *Affirming Diversity*. White Plains, N.Y.: Longman Publishing Group, 1992.

A book that clarifies cultural issues and their impact on learning.

Robinson, Willard B. *The People's Architecture*. Austin, Tex.: University of Texas Press, 1983.

The booklet presents drawings and descriptions of various special municipal buildings in Texas.

Roth, Leland M. *A Concise History of American Architecture*. New York: Harper and Row, 1980.

This book presents numerous descriptions of homes and other buildings in America, which represent specific types of architecture.

Theis, D. "Past Imperfect." *Cite 51* (Summer 2001): 26-29.

In this article, Theis describes how architectural styles have been mixed in some buildings in sections of Houston. He discusses how modern houses changed due to economic and other factors.

Upton, Dell. *Architecture in the United States*. Oxford, N.Y.: Oxford University Press, 1998.

This book presents characteristics of types of architecture in the United States and shows pictures of various types and how they were built.

Webb, Todd and Robinson, Willard. *Texas Public Buildings of the 19th Century*. Austin, Tex.: University of Texas Press, 1974.

This book presents pictures and descriptions of architectural structures built during the nineteenth century. Details are presented as to the type of architecture, how they were built, materials used, location, and who were the architects.