

## **The American Home from the Beginning to the Present**

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“A house is built of logs and stone, of piles and post and piers; a home is built of loving deeds that stand a thousand years.” (Victor Hugo)

### **INTRODUCTION**

When I was a child, I lived up until the age of nine in a series of different apartments. When I was nine, my mother purchased a one-bedroom home one block from my grandmother. We turned the dining room into a bedroom for me. It was a great experience having a home of our own. We now had a backyard where I could play by myself. I could now make my case for getting a dog, which we eventually did. I could leave my bikes and toys in what seemed like a secure environment. My mother and I could now make a garden in our new yard and plant flowers. I feel my mother bought the house so she could decorate it any way she wanted. She spent just about every free minute doing something to that house to improve it. Along with having this freedom to do what you want to with a house you also have the responsibilities of fixing anything that goes wrong with the house on your own. I do remember a few times my mother being very worried that we were not going to have the money to fix something that had broken. I moved out of my mother's house at a very young age. I was just sixteen years old.

I finished high school while living in my own apartment. The time was the sixties and it was still possible at that time for a teenager to have a part time job and pay \$60.00 a month rent. I had my own car, and I drove myself to high school every day my senior year. I lived in a series of interesting apartments. My girlfriend and I rented the upstairs of what used to be a mansion. Our front room in this apartment had previously been a master bedroom and was forty feet by thirty feet in dimension. It was a huge place.

I continued to move around after I joined the army and, choosing to live off of the military bases, I again rented some interesting dwellings. I married a military man and continued to travel throughout the world. When we lived in Germany, we lived in a house that was over five hundred years old. It had been a dairy when it was built, and in later years it had been divided in half and made into house. It was huge. It had three floors, five if you count the basement and the attic. The house had twelve rooms, and it taught me a lesson at the time: that big houses mean a lot of cleaning.

After my family's time in the service, I decided to go back to college and become a teacher. One of my professors was renting a farmhouse on three hundred acres of land right next to the college. He was leaving to take a position in Oregon and suggested that

I might be happy at the farmhouse. I was elated; I had always wanted to live on a farm but having not had one in our family I had never had the chance.

This farmhouse had been built in the 1800s. It was a large structure built of brick, but it had only four large rooms, with a large staircase right in the middle. It had two very large bedrooms upstairs and a kitchen and living room downstairs. All the rooms were the same size. The house was built in a large rectangle and they had basically divided the house into four parts and put the large staircase in the middle. The kitchen was my favorite room. I had never had such a large kitchen. A small bathroom had been added on to the living room, as there had been no indoor plumbing when the house was built.

One day while I was sitting on the front porch, I noticed that the bricks the house was built with were irregular in size, they even were a little different in color. I was confused by this and could not come up with a theory for why this had happened. After doing some research and talking to one of my neighbors, I was told that the bricks were probably made on the spot where the house was built. It was standard practice at the time to make and fire the bricks right on the building site.

I was also amazed at the time it must have taken to build the water well on the property. It had been built at the same time as the house. It was very deep and was built from the bottom to the top with brick and mortar just like the house. I had a renewed respect for this farm house after that. Just the time and effort that it took to build that house and well from scratch were enormous. My experiences in such a wide variety of houses have contributed to my efforts in this unit to encourage students to appreciate the achievements of American homebuilders through the years.

I am currently an elementary art teacher. I not only teach drawing and painting in my classroom, but also a wide variety of crafts including macramé, calligraphy, beading, printmaking, ceramics and more. I have a computer bank of eight computers and sixteen digital cameras donated to my room and I use these to teach digital photography. We also use them to go on virtual tours of art museums and to create artwork. I like to give my students a wide variety of artistic outlets. I hope to give them a positive way to spend their spare time. Although I am glad to help tie in core curriculum subjects with art, I feel that my mission is to give my students a taste of art in hopes that they will develop a love of it. I want to nourish America's new artists. I think that those who are trying to rid our country's schools of the arts are making a big mistake. Art is a civilization's highest form of expression. It not only adds interest to core subjects in school, it helps create and maintain an interest in school itself.

My students come to art class once a week for forty-five minutes. This limits the amount of depth that I can go into in one period. I must have a lesson that is not only entertaining, but can also be retained and picked up the next week. My students are all minority students. Our school is made up of 85% African-American students and 15%

Hispanic students. My school is located in an extremely economically depressed area in Houston's Fifth Ward.

My reasons for creating this unit are to fill my deep need for elementary level history lessons, and to give my students a look at America's past through architecture. I want them to enjoy looking at our past and our future through our homes. I want them to think more about their own homes and how they were built. I want them to be able to compare and contrast photographs of architecture from a particular era with their homes of today. My lessons, except for the first, will rely almost entirely on photographs. I will be giving my students constant verbal information about what they are seeing. I will be asking questions during the entire lesson so I can keep them engaged and thinking about what they are seeing. I will also give them short background information on the photographs they are viewing. I want to keep the lesson smoothly paced and moving to keep their interest.

For my unit's preparation I will spend about 10-15 minutes at the end of a class the week before we start the unit discussing houses and apartments. I will ask them what kinds of materials houses are made of. I will ask them if they have ever drawn a house or apartment in their artwork. I will ask them what the rules for drawing a house in art are (it must touch the ground and be in proportion to things around it). We will then discuss if these are the same rules in reality for a house to be built.

## **UNIT BACKGROUND**

This unit will last six class periods or six weeks. The first four lessons will be instructional and the last two lessons will be studio artwork.

The first lesson will be a 45-minute history lesson covering the discovery of the North American continent by the Europeans. In this lesson we will discuss the fact that there were an estimated 24 million indigenous people living in North America, the Caribbean, and what is now Mexico at the time when Christopher Columbus came upon the new world. These indigenous people represented many large cultural groups and spoke as many as 600 languages. We will discuss the European nations that participated in the slow migration to America, where those immigrants settled, and how their influence is still felt today. We will take a close look at the French influence in the state of Louisiana and Spain's role in Mexico and Texas. This will be of particular interest to my students who have family ties to Louisiana and the Cajun culture and also to all my Mexican students. We will also discuss in this lesson the definition of the words "house" and "apartment." We will discuss what building materials could possibly be used to build them. We will create our own theories of what types of materials the colonists were using to build their homes, and, in later lessons, check our theories using real photographs.

The second lesson will cover American houses from the 1600s and 1700s. We will look at photographs and illustrations of the different types of structures that were being built at that time and what they were being built out of. We will look at a recreated colonial village and at the mud huts the villagers lived in. We will look at Paul Revere's house and several houses that still survive from that period. We will discuss in what part of the United States these first houses were located and what type of weather is in that part of our country. We will discuss how the weather in the colonies was different from our weather here in Houston, and how that difference might have affected the way they built their homes.

The third lesson will cover American houses built in the 1800s. This lesson will place a strong emphasis on America's urban centers, particularly New York, Chicago, and Los Angeles, as there is such a wealth of photographs from this period. I want my students to see how things changed as more and more people moved to America. I want to show them pictures of some of our earliest apartment buildings. We will discuss how, in our large cities, we began to live on top of each other. I will use many photographs of New York City in its beginning to show how things have changed from those buildings we saw in our second lesson from the 1600s and 1700s.

The fourth lesson will cover the period from 1900 through the present. I will cover in this unit trailer parks and housing developments. This should be a fun lesson, as I will discuss possible homes of the future and modern types of homes that have been tried in this period. These will include solar houses, geometric domes and some other building methods. We will discuss where we might be living in the future if we travel in space, and what those dwellings might look like.

For the fifth lesson, the students will be divided into groups. They will be given some examples of architecture that we saw during the four weeks of our unit. They will then decide on their favorite structure as a group. They will be given five minutes to formulate their construction. Then, they will be given a big slab of air-dry clay and will build that structure together as a group.

For the sixth lesson, the students will paint their project and write a short paragraph describing it. They will have to list in what period of time in America this structure was built and in what part of the country it was found.

## **OVERVIEW OF AMERICAN ARCHITECTURE FROM THE 1600s TO THE PRESENT**

It has been estimated that at least 24 million people were living in North America when Christopher Columbus arrived in the New World in 1492. In nearly all areas, except the high plains and the great basin of the west and southwest, individuals lived as part of family groups in extended communal houses. After the Spanish explorers brought horses to North America, some of the plains tribes adopted a nomadic way of life, following

enormous herds of bison on horseback and basing their culture on coexistence with the bison.

In the woodlands of the northeast, Native American dwellings were built with light wooden frames made of saplings and covered with bark or hides. They could easily remove coverings to adapt to the summer months. In the plains they built portable cone-shaped dwellings called tepees, which were covered with tanned hides. In the northwest, large communal houses were built from great split planks of cedar or redwood. In the arid southwest houses were built of stacked stones in the higher elevations and of sun-dried adobe brick along the major rivers.

Nearly all of these house forms were rejected by the new European settlers. The Europeans favored their own building forms and practices. Each group of colonists erected buildings reminiscent of those in its homeland. This resulted in a different type of regional architecture depending on where the settlers had originated.

### **The Spanish Colonies**

Spanish priests erected mission churches in Texas, California and New Mexico. They carried with them the memory of elaborate churches in Spain and Mexico. In San Antonio and along the coastal roads of California, they built mission churches in an attempt to emulate the massive forms of the churches in their native lands. One of the most striking examples of this is the mission church San Xavier del Bac built from 1783 to 1797 near Tucson, Arizona. It is interesting to note that this Spanish church was being created at the same time that, on the eastern seaboard, the American constitution and government were being conceived. Mission Santa Barbara, built from 1815 to 1820, was one of the last mission churches built in what became the United States of America.

### **The French, Swedish, and Dutch Colonies**

Along the Mississippi river, near the town of St. Louis, French settlers built wooden houses surrounded by porches called galleries. Southern landowners later transformed this idea of a large sheltering porch into the two-story Grecian columns with a roof, resulting in the now familiar image of the southern plantation house.

Swedish settlers introduced log construction based on methods used in their native country. With trees so abundant in America, German and Irish settlers also used this method. The Swedish settlers also introduced a form of a roof called a gambrel roof, which had two slopes, the lower steeper than the upper. The English later borrowed this roof shape for their buildings.

In the Dutch colony that was located along the Hudson River, brick construction predominated in the towns. Narrow brick houses presented steep, stepped gables to the street.

## **The English Colonies**

Just like in the other European colonies in America, the English settlers employed building techniques familiar to them from their homeland. Their earliest colonial buildings were Late Medieval in form and detail. The Jonathan Fairbanks house in Dedham, Massachusetts is likely the oldest surviving wooden frame house in the former English colonies. The house was built around 1636. The New Englanders had immigrated to find religious freedom. Their early meetinghouses were plain and unassuming buildings that looked like warehouses for worship.

In the southern English colonies around Chesapeake Bay and in the Carolinas, the first settlers built wooden houses with structural posts placed directly in the earth. These houses were unsuccessful as they were susceptible to rot and termites.

By the start of the 18<sup>th</sup> century, all the colonies along the Atlantic seaboard had come under English control, and a more uniform culture began to develop. Architecture underwent a dramatic change, moving away from ethnic traditions to a stylish imitation of British public buildings and country houses. The wealthiest colonists hoped to show that they were as cultivated as their countrymen in England. Because trained architects were extremely rare in the colonies, educated men created libraries of current books on architecture and trained themselves. This classically based architecture is called Georgian.

Although not normally thought of as an architect, founding father George Washington was a highly knowledgeable, self-educated architectural designer. His great success as a Virginia planter enabled him to acquire books and add on to his house call Mount Vernon.

## **Nationhood and After: The 1700s**

The period following the American Revolution started with fractious squabbling among the 13 states. Some architectural designers made a moderate break from England, whereas others argued for radical change.

Charles Bulfinch, who developed an interest in architectural design when he was young, was among the more conservative designers of this time. Bulfinch's first major design was for a new building type urgently needed by the former colonies which were now independent states: a state house or legislature building. Although he got his design from English sources, Bulfinch established the dome as a feature that remained linked to state capitols for more than 100 years.

Thomas Jefferson took a different view of architecture. He detested the English influence in his new country's architecture. Jefferson put his plantation house on top of hill, departing from the English practice of putting them on the banks of rivers. He

adopted an Italian name for his property, Monticello, and designed it from sketches by the Italian architect Andrea Palladio. When he was in Paris, he saw a book about the restored Maison Carrée, an ancient Roman temple in southern France. His friends in Virginia who knew that he loved architecture asked Jefferson to design the new state capitol for Virginia. He remembered the book he had seen while in Paris and used it to help design the state capitol. The Virginia capitol became the first building since ancient times to be based directly on an ancient prototype, and it marked the beginning of a classical revival in the United States.

### **American Growth and Expansion: The 1800s**

The American Greek revival began in about 1818. It was a direct result of the previous century's use of classical models. Architects even based residences on Greek temples, and even though builders usually used wood to construct these houses, they painted them white to resemble stone. These white wooden temple houses were built across the nation. In the northern states, Grecian houses were often simple boxes with classical ornaments around the windows and doors.

The Gothic revival was also a new style at this time leading to buildings influenced by medieval structures.

American architecture presented its own problems. Sometimes America's rapid industrial development required new buildings for which there were no models in existence. The railroad station was one of these buildings. The question of what railroad stations were and what they were going to look like had to be answered.

With the rapid development of new towns and cities in the Midwest, the traditional ways of constructing small structures had become too slow. With the invention of the mechanized sawmill, lumber became widely available in smaller dimensions and shipped by the new railroads. Carpenters in several different places devised a much faster method of putting up houses. They used closely spaced, vertical studs for walls, which they fastened together not by complex joinery like in the past, but by nailing the pieces to the studs. With the mechanized production of iron nails, this new method of wood frame construction replaced traditional heavy lumber.

The architecture of the United States developed with remarkable uniformity. This phenomenon resulted from the hundreds of builder's manuals and pattern books published in the early 19<sup>th</sup> century. Pioneers going to Oregon in the 1840s took these manuals and books with them so that buildings in the West duplicated those in the East.

### **Innovation and Tradition: The 1900s to the present**

In the early 1900s, American architecture was dominated by academically trained architects, many of whom had studied at the acclaimed École des Beaux-Arts in Paris.

Their knowledge of the history of architecture had not been equaled before and neither has it been equaled since. They matched this knowledge of history with an ability to design buildings that fully accommodated the needs of their time. They received commissions from industrialists who had amassed enormous fortunes before the institution of personal income tax in the United States in 1913. These clients built extravagant residences, including homes in residential neighborhoods of industrial cities and exclusive summer homes in such places as Newport, Rhode Island and Bar Harbor, Maine.

Another entirely new American building type was the suburban, detached single-family residence. This building type became the focus of an architect named Frank Lloyd Wright. He analyzed the needs of the American family and designed a new kind of house adapted to those evolving needs and to the flat landscape of the Midwest. His new design was called the prairie house. A number of his associates, most of them former assistants, used his prairie style in Chicago suburbs and in other Midwestern states, creating what became known as the Prairie School.

In the early 1900s a new architectural movement was developed in Europe. It came to be known as modernism. The style was extremely lean and functionally efficient. It had a limited appeal in America in the beginning, but became more popular as American architects adapted it to meet their own needs. There was a search at this time in history for a truly modern architecture.

One of these modern styles became known as art deco. It was not too modern and it made use of elegant materials, including new materials such as aluminum, stainless steel, and early plastics. Art deco used a great deal of ornament with stylistic motifs such as zigzags and multiple curved forms. The best example of art deco style is the Chrysler building in New York City.

In 1948 a German architect named Mies Van der Rohe designed a pair of apartment towers on Lake Shore Drive in Chicago. He applied the principles of International Style modernism in the design of these apartment towers. The most representative feature of this international style, in which one form serves multiple functions, has been summed up as “form follows function.”

The use of functional architecture in the later half of the 20<sup>th</sup> century was seen in concept house styles such as solar homes and geodome houses usually sold as pre-fabricated kits with all materials and instructions included. Following the success of the geodome, other concept homes such as the umbrella house are being created. The umbrella home is built partially underground with only the front portion of the home exposed to the elements. It incorporates solar power storage through an umbrella type structure on the top of the home. It uses tubes to distribute this energy to different parts of the house. It maintains a constant temperature year round because most of it is buried in the ground.

## **IMPLEMENTATION STRATEGIES**

This unit, with the exception of the first lesson and the last two studio lessons, will be an entirely visual unit. The first lesson will be an overview of the material presented in the unit background. The students will be given reading material which we will read together and discuss the major points. Students will be given a 15-question multiple-choice quiz at the end of this lesson. It will cover the key points in the lesson, and they will be able to use the reading material they were given.

For lessons two, three and four, students will watch from their own tables to a central television where the lesson content will be presented through a slide show. I will quickly go over the behavior rules for the presentation, which will simply be no talking during the presentation unless answering a question or making a statement to the whole class. I will use dialogue to introduce each photograph. I will constantly use questions to keep them engaged, and I will try to keep the lesson moving so as not to lose their interest.

It usually takes about three minutes to get the class in the room, seated, and accounted for with the roll. Then it usually requires another two minutes at the end of class to get everyone lined up and ready to go. I want to have a ten-minute period at the end of each lesson for the students to answer a set of five quick questions I will have already made for them. These questions will reflect on key elements that they should have picked up on during the slide show. I will mention the answer to each one of these questions at least two times in the lesson. The students will answer these questions together in their individual groups. The groups will consist of all of the students at one table.

This leaves twenty-five minutes to present my lesson. I will have the paper and pencils for the question section ready to go at the end of the lesson. I will give them exactly two minutes for each question and have them move on to the next question at the end of each two-minute period. I will make a competition out of this and reward the group with the most correct answers.

## **LESSON PLANS**

### **Lesson Plan 1: Overview of American Architecture from the 1600s to the Present**

#### ***Objectives***

Students will read along with me a handout of the key facts presented in my unit overview. The students will read one paragraph and rotate reading. When I have students read in my classroom I always have them explain in their own words what they just read. I will go over the key points in the lesson that I will test them over while we are doing the reading. Students will work independently for this lesson. Each student will have his/her own handout and will complete the quiz on his/her own.

### ***Materials Needed***

- Reading handout sheet with illustrations
- Quiz sheet with 15 questions (on back)
- Pencil

### ***Procedure***

This lesson will cover the period from the discovery of America by Christopher Columbus until the present time with regard to American architecture. We will read the prepared text, the students will explain the text in their own words, and at the end they will be quizzed on their knowledge. They will be able to retain and use their reading handout to answer the questions on the quiz. The illustrations used in this lesson will be for enhancement only, and the students will not be quizzed on anything related to a particular illustration, as they will be in future lessons. This lesson is the first lesson and is intended to give the student a look at the bigger picture with regard to American Architecture. I feel that relating facts to students in the form of a story, with people and places they can relate to, is always a better way to teach. The story of America is an interesting one. It should be brought forth with a sense of excitement and pride, and should be related to the student personally whenever possible.

### **Lesson Plan 2: Colonial Houses of the 1600s and 1700s**

The unit will be introduced with a short introduction and discussion about who the early settlers were and why they came to America.

### ***Objectives***

Students will see a slideshow on television about the early houses of America. The teacher will explain before the slideshow what the assignment will be following the presentation so that the students can watch for the correct data. Students will be given a paper copy of thumbnail pictures from the slideshow. Students will be given a separate sheet of paper listing the names and dates of the houses. Students will be asked to cut out the names and dates and paste them on the sheet of paper with the thumbnail, matching them correctly. They will work together in groups consisting of all the students at one table.

### ***Materials Needed***

- Television
- Laptop Computer with slideshow (slides listed on back in order)
- Sheet with thumbnail pictures
- Sheet with names and dates
- Blank sheet of white paper
- Scissors
- Glue

### ***Procedure***

The lesson will begin with a discussion about why the European people came to America. We will discuss that the Spanish were among the first. We will discuss the settlers' wish to escape religious persecution. We will discuss the help given to the settlers by the Native Americans. We will discuss how, by the 1700s, enslaved Africans made up a growing percentage of the colonial population. We will also see that by 1770, more than two million people lived and worked in the thirteen colonies.

Students will be shown a slideshow of American houses from the 1600s and 1700s. They will hear a short presentation about each slide including a name and date for each house. They will see and hear about the houses of several famous Americans such as Paul Revere and Thomas Jefferson. The students will then be asked to complete the assignment using the information that they saw and heard in the slideshow.

### **Lesson Plan 3: Studio Art Work**

#### ***Objectives***

Students will now have a chance to construct a structure out of clay. They will use a handout of thumbnail pictures showing some of the structures we viewed during our television slideshow lessons. They will work together as a group to decide which structure they want to construct and come up with a plan for constructing it.

#### ***Materials Needed***

- Handout sheet with thumbnail pictures.
- One blank sheet to write down their plan and assign each group member their particular task.
- Pencils
- Aprons
- Clay tools
- Clay
- Cardboard
- Board Paper to cover tables

#### ***Procedure***

This lesson is a hands-on studio art lesson. Students will assimilate a plan using a visual guide and attempt to create a work of art using their method. Students will first discuss with the teacher how the houses in the pictures were constructed. We will discuss what parts of the house were built first and what parts were built last. We will discuss strategies for using clay to construct a house. The students are already familiar with the media of clay. They know that preplanning is a must for clay, as it doesn't stay fresh long, but becomes hard as more and more moisture comes out through their hands. We will discuss teamwork and delegating tasks. The students will be encouraged to relax and enjoy the experience of creativity.

## APPENDICES

### Lesson Plan 1 Handout Sheet

Name: \_\_\_\_\_ Homeroom Teacher: \_\_\_\_\_

1. Who is credited with discovering America?
2. How many people were estimated to be living on the whole continent of North America when America was discovered?
3. Name two of the colonies discussed in your reading?
4. By the start of what century had all the colonies come under English control?
5. What architect established the use of the dome in government buildings?
6. What made Thomas Jefferson's plantation different from most of the plantations that were built at that time?
7. In what year did the American Greek revival begin?
8. What two things were mechanized to help in building houses fast?
9. What building type became the focus of architect Frank Lloyd Wright?
10. What was his new design for a house called?
11. What was the new architectural movement of the 1900s?
12. What type of style is the Chrysler Building in New York?
13. What is the phrase used to describe when a buildings form serves multiple functions?
14. What is the name of the home built partly underground?
15. If you became an architect what would be your dream to build?

## **Lesson Plan 2: Slides**

### ***Houses of the 1600s***

Picture 1: English wigwam dwelling 1600s in northeastern colonies

Picture 2: Reconstruction of Plymouth village, 1600s

Picture 3: Hooper Hathaway House Salem MA, 1682

Picture 4: House of Seven Gables, Salem, MA, 1668

Picture 5: Jackson House, Portsmouth, NH, 1664

Picture 6: John Ward House, Salem, MA, 1684

Picture 7: Paul Revere House, Boston, MA, 1676

Picture 8: More of the Paul Revere House,

Picture 9: Paul Revere House Interior

Picture 10: Old ship Meeting House, Bingham, MA, 1681

Picture 11: Parson Capen house (restored), Topsfield, MA, 1683

Picture 12: Peter Tuft, Cradock House, Medford, MA, 1675

Picture 13: Pierce House, Dorchester, MA, 1650

Picture 14: Whipple House, 1640

Picture 15: Scotch-Boardman House, Saugus, MA, 1686

Picture 16: Rebecca Nurse Farm, Danvers, MA, 1678

### ***Houses of the 1700s***

Picture 1: Charles Bulfinch House, Boston, MA, 1790

Picture 2: Charles Bulfinch House (after restoration)

Picture 3: Jeremiah Lee House, Marblehead, MA, 1768

Picture 4: Jeremiah Lee House (close-up)

Picture 5: No description

Picture 6: Hooper House, Marblehead, MA, 1768

Picture 7: Isaac Royall House, Medford, MA, 1733

Picture 8: Isaac Royall House, west façade

Picture 9: Isaac Royall House, slave quarters

Picture 10: Lady Pepperell House, Kittery, ME, 1769

Picture 11: Macphadres-Warner House, Portsmouth, NH, 1718

Picture 12: Macphadres-Warner House, second view

Picture 13: Thomas Jefferson's house, Monticello, Charlottesville, VA, 1770

Picture 14: Monticello, second view

Picture 15: Monticello, third view

Picture 16: Monticello, fourth view

Picture 17: Vassal Longfellow, Cambridge, MA, 1759

Picture 18: Thomas Hancock House, Boston, MA, 1737

Picture 19: Wentworth Gardner House, Portsmouth, NH, 1760

Picture 20: Wentworth Gardner House, second view

## ANNOTATED BIBLIOGRAPHY

### Teacher Resources

#### *Books*

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- Culbertson, Margaret. *Texas Houses built by the book*. Texas A & M UP, 1999.  
This book provides an introduction to the use of published designs in Texas.
- Gelernter, Mark. *A History of American Architecture*. Hanover, NH: UP of New England, 1999.  
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- Langdon, Philip. *American Houses*. New York: Stewart, Tabori & Chang, 1987.  
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- Packard, Robert. *Encyclopedia of American Architecture*. New York: McGraw-Hill, 1995.  
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- Roth, Leland M. *A Concise History of American Architecture*. New York: Harper & Row, 1979.  
Very good history of American Architecture.
- Whiffen, Marcus. *American Architecture Since 1780*. MIT Press, 1992.  
Good guide for architectural styles.
- Willard, Charlotte. *Frank Lloyd Wright, American Architect*. New York: Macmillan, 1972.  
A good biography of the man.

Wiseman, Carter. *Shaping a Nation: Twentieth-Century American Architecture and Its Makers*. New York: Norton, 1998.

Good book about the men who shaped architecture in America.

### **Web Sources**

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This is a Smithsonian website with a wealth of photographs of buildings.

Gottscho, Samuel and William Scheisner. *Architecture and Interior Design for the 20<sup>th</sup> Century, 1935-1955*. 1998. Library of Congress. June 2003.

<<http://memory.loc.gov/ammem/gschtml/gotthome.html>>.

This is a Library of Congress website. Great for lists of books about specific areas of architecture.

*A History of American Houses*. 1998. Architecture for kids. June 2003. <<http://www.takus.com/architecture>>.

Good selections of photographs of houses from different periods in history.

Architecture for Kids. June 2003. <<http://web.simmons.edu/c~caulfies/arch/>>

Excellent for information in a format for children. Also excellent for photographs of houses from all periods including the 1600s.