

**Pioneering Your Art Career in Houston:  
Just Like Our Predecessors, Pursuing Fame, Fortune, Freedom,  
or a Place to Call Home**

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Architecture is the quintessential meter to convince each upcoming civilization on how to rate past cultures, deciding how advanced the examined society has been in this human denominator. Buildings can say a lot about their technical systems, what kind of math they employed, how fine their tools were, their artistic skills, their philosophy of life, their religion, and how far advanced their thinking skills were by how they used materials.

My middle school magnet students are currently studying design and architecture as two separate courses. In architecture, they study about basic materials and touch upon design. In my design course, they get a better idea of what the ramifications are in designing any building by studying other factors. Besides reviewing the basic materials, artistic skills, and tools of the times, students get a better grasp of why a building has been manufactured a certain way. They begin to comprehend what technology, math, life conditions, and culture they are observing. In this unit, my students study an arranged collection of materials that will amplify and enhance their understanding of the culture in the selected time line. Providing the time for research study, plus having them practice reporting about the topic, prepares them in the skills of analyzing the whole. In doing this, as a regular class procedure, I will boost their observation and critical thinking as well. Their discussion skills will improve by sheer practice.

If a building can say all of this, without words, there must be a skill in observation that I need to develop in my students in order for their awareness to surface. How much more could a building say to these students in order to validate their thoughts on their own observations? In addition, if then, one learns about the architectural history of the building being observed, how much more could one learn about building our future cities?

I am a part of a Magnet team of teachers that emphasizes a graphic design and architecture curriculum at Sharpstown Middle School in Houston, Texas. I currently teach the graphic design course. Magnet students at our school get an in-depth look at careers in architecture and design. I also teach Fine Arts as an elective. Believing that it is important to provide the same opportunities to the rest of my fine art students is what prompted me to choose “Reading the City: Houston in Fiction and Non-Fiction” led by Stephen Fox as the topic of choice. In my interest to seek an improvement to complement the existing curriculum, Fox’s seminar allowed me to design a unit that refines the career portion of the course while providing “real life” connections to the architecture portion that my fine arts students study each year.

Houston is a wonderful city to explore. To combine exploration with a healthy dose of reading can only be a winning combination. The middle school years can provide a good foundation for students to open themselves to many possibilities, dreams, and career choices. It is so important to find ways in which to excite and have students get a greater perspective on who they can be. Reading about buildings will be a challenging and fun way to expand young minds to think “Architecture or Design!” as a career path. So many qualified students contemplate being an artist but fail to follow their desires because they do not become specific about which area they

should pursue. All too often, these talents are left behind because they lack knowledge about finding a path to pursue and connect with a mentor. As time goes by life gets in the way; a need for income becomes a random path into some kind of skill developed in another area by happenstance. Not that this is wrong, but it is such a shame when talent and the interest are there in the impressionable early years of adolescence!

Although the unit covers the architectural history of Houston in order to enhance students' knowledge of design, the emphasis will be three fold. First is to open the eyes of my students to design in our city's architecture. Next is to open minds to the many careers possibilities available. Then show specific art careers in design or architecture that students would not ordinarily come across, consider or be aware of in middle school.

By preparing the students to appreciate the more permanent materials used in the last century, types or stylized designs of older architecture in the city, they may come to prefer beauty, permanence and restoration versus easy demolition of what our current city administration would call "old relics." Consequently, they may be led to act more responsibly and knowledgeably when they, in turn, have the right to vote or choose what type of city they want – what kind of buildings they'd like built in their communities and then pass on great traditions to the following generations.

A lot to ask for, you say. Yes, and what better time is there to impress a child with what problems there are to solve in our city? Let them know that they could be the ones to solve them. Impress upon them that they, too, can better their future. Too many times our youth get into trouble because they perceive with idealistic minds, and we do not come up to their standards. What better time to instill a goal, a dream, a path, perhaps a career, and better yet an exposed, informed, and responsible citizen?

This type of unit, based on emphasizing and discovering design in architecture, is not a new or original idea of mine. Many projects promoting decision-making through architectural design have been done throughout many years and in different cities of the United States. In my research, I found that in developing activities that dealt with creating an awareness of the surrounding area or developing future decision-making in regards to their surroundings, these projects concluded that they had similar results when it came to cultivating responsibility. After reviewing a few more books written about teaching children about architecture, I'm convinced that the idea of exposing students of any age expands, reinforces, and forms the ideals that we want our children to acquire. One of those ideals is the cultivation of responsible citizens. It is through informing, exposing, and having children transact as a participatory decision-maker that they get a sense of what responsible, well-informed, thinking citizens do.

A project book called *Design as a Catalyst for Learning*, a joint venture of several authors including Meredith Davis, said this about cultivating responsibility:

The research study revealed many examples in which design activities help students at all levels learn about the processes that control local decision-making and how to play active roles in their own communities...

They build a sense of belonging and purpose. And most of all, they made something for the community that started off as only an idea. (38)

In order to accomplish my objectives, I will need to prepare my students in various ways to learn about the city. From the wild beginnings of Houston's inception, the city's time line, the special characters that molded its maverick style of living, and continuing to modern times, learning about Houston should be surprising and engaging. There are quite a few books written about the subject for researching as well as maps and internet information available. Walking through the city is another great option. Never forget that you can list a few of the essential

reference books and give them to the librarian in your school so that these references can be available to the students.

In having students understand their city, they can examine literature that reveals the spirit of the people of Houston in the many stages that each generation provided. Although there are numerous stages and many events that can be reviewed, topics and times will be related to main events. The unit's purpose is also to have students grasp such concepts as to how the city began; how citizens lived under racial or other kinds of oppressions; how people moved to an area for similar reasons; how some people made their millions, became the elite, and gained their freedom; and how some just settled there calling it home. Other events to be studied include how finding oil affected the city and how the development of NASA led Houston to become known as the "Space City."

The students will read, examine the history of the city, and discover how the existing buildings tell the story. They will write about what they've learned and do presentations about the effects of living in a society that, unlike other larger cities, from its beginnings did not follow a specific plan.

### **HOW DO WE BEGIN**

Who was living there prior to the first town formation of Houston? There is always a student who wonders about the indigenous. Prior to the convergence of the Americans and European immigrants who left to find land in Texas, there were two main Indian nations living near the Houston and Galveston area. Their names were the Karankawa and the Atakapans. These were Indian cultures that weathered having the French, Spanish, Mexicans, and then Americans invade their lands. This information needs to be mentioned in order for students to adjust their thinking on what existed up to then. There they lived upon wet marshes, creeks, and bayous, and endured rainy seasons, warm humid weather, flat land, areas of lush woods, and lots and lots of mud. This will bring students up to speed for visualization. How the founders heard about Texas lands and the dream of creating a city will be done in an exploratory fashion. Many books have been written on this subject and with the assistance of the Internet will help in setting up in my first lesson. Grasping the general history time line will be essential in order to have the students understand, recognize, and discuss how life style, disposition, education, and character can influence what kind of place Houston and its people would become.

Although there will be great emphasis on design, the focus in revolving around knowing Houston's past and present will spin discussions in regards to architectural types, taste, style of the times, and ideas of grandeur to match! Topics like that of having the vision for a great city, the use of materials wisely, and environmental concerns of the day will revolve around why these choices were made by the people who generated their power and money to wheel and deal with what Houston has become. Furthermore having this foundation will increase the student's awareness of what a citizen can do today to influence the kind of city they want Houston to be.

Former Houston Mayor Lee P. Brown was not born in Houston. He moved to this city with the experience of being the police commissioner in New York. He taught at Rice University before was elected in 1997. While mayor of the city he boasted about Houston's character:

"Whatever Atlanta and New York and Washington are going to be, they're already there," he says. "We are still evolving into what we're going to be. That's the excitement of being in Houston." (Landphair 20)

Yes, Houston is exciting in many ways. It does look modern with so many glass skyscrapers around the city. It is the fourth largest city in the United States, but what is it famous for? There is no famous architecture like the Empire State Building or the Chrysler Building, or is there? It doesn't have famous occasions or parades like New Year's at Times Square or the Pasadena Rose

Parade, or does it? It does not have lively entertainment available like that of Broadway or Los Angeles movie makers, it lacks character, it is a city without a plan, and yet I have heard that Houston is a very livable place.

Riddled with stereotypical and verifiable attitudes, Houston and its history seem intent on trying to keep up with the big three (New York, Los Angeles, and Chicago), yet act not at all like the others. Ever since the entrepreneur Allen brothers from New York proposed that there be a town called Houston, people have come by the droves to find what they were searching for. Whether fame, fortune, freedom, or just a place to call home, Houston provided a lot of expectations to settlers. The *Texas Register* in August 30, 1836 carried as an advertisement for the Allen brothers:

There is no place in Texas more healthy, having an abundance of excellent spring water, and enjoying the sea breeze in all its freshness. No place in Texas possesses so many advantages for building, having Pine, Ash, Cedar and Oak in inexhaustible quantities; also the tall and beautiful Magnolia grows in abundance. In the vicinity are fine quarries of stone. (Mc Comb 11, 12)

And come from all over they did! Investors, prospectors, skilled and the unskilled, the troubled and those looking for trouble, the hopeful and hopeless, all looking to take stake in a new town that would surely boom with growth and prosperity. It was a maverick's town, a survivor's town. From the 1820s to 1839 there were structures that were basic, looking much like log houses. Slowly, the houses and town buildings started to blossom in more permanent form and give more stately appearances. In 1840 the editor of the *Morning Star* did not relent in his campaign for civic beautification:

The present season is most favorable for the transplanting of trees and we trust our citizens will improve it to advantage. The small water oaks that are found in great numbers in the woods near the city can be transplanted, probably at less cost than any other trees and they will grow very thriftily in the prairie soil. If the person owning property on the principal streets of the city would transplant a few of these trees to the sidewalks, they would thus not only enhance the value of their property but contribute to secure the health of the city. If rows of trees should be set one on each side of Main Street from the Bayou to the "Old Capitol" it could soon be rendered one to the most beautiful streets of the South. (Houghton 20, 21)

It was with this build-up of consistent promotional advertising that the energy of the town started to become directed into constructing and building big! That is what the wealthy families did then, and curiously that is what is still being done now in order to have what other prominent cities had. To this day, we can still find some examples of earlier models of fashionable taste of the late 1800s and 1900s. Among earlier styles in the city that can still be found are Neoclassical, Victorian, and Colonial Revival. They are among the finest older structures of Houston. In these studies, my student will also discover that many fine houses and buildings did not survive very long because of the wealthy owner's disposition. Apparently, they grew tired of their houses or for the sake of progress, wanted newer styled houses. These marvelous houses were torn down and other houses were re-built on the land. This is sad because the flavor and style of these older buildings, if they were still here today, would rival any of the architecture that has been kept up in other famous cities. They were lush, large, and amazing. It is the control of style, the use of lavish materials, and paying attention to detail that distinguishes the past from modern times. It will be important to cover terminology and style with students at this point. Lesson two will introduce and cover learning about architectural terms and styles.

These marvelous houses were torn down and other houses were re-built on the land. Eventually, the older foliage that was stronger, more resistant to insects, dwindled. Hungry for

creating prominent structures, the city's building boom that started in the early 1900's continued. It made the natural resources that Houston originally had disappear. Houston has continued its growth without many pauses. Students should realize that there has been a progression, from its inception, from using natural materials to using composites. The need to use resources continues and construction has found different measures to comply with the demand. In some cases materials such as iron or steel were used to strengthen the inside of structures in order to have taller sturdier buildings. Yet, most buildings are not as permanent due to the materials used today. Explaining about our natural resources, having the student realize that using a younger wood or composite material renders less permanence in our present buildings will create awareness and concern. I'd like my students to have a discussion about permanence – should architecture be considered disposable just like our cars, computers, clothes, and just about everything? Can we start doing something about it?

Early Houston cannot be considered all beautiful and tranquil. It was the "Wild West." Yes, there were definitely beautiful houses and well to do citizens. But at the start and thereafter, students also need to review our seedy past:

Thieves have a harder time of it. A man accused of larceny was soon found guilty, ordered to pay back \$295, and was sentenced to receive 39 lashes in public and be branded with a "T" for thief in his right hand. Such crime was serious in the commercial town of Houston. The sentence was duly carried out. (J. Davis 9)

There is more to the history of Houston that meets the eye of the casual observer. In reading about the beginnings of this city, you'll also find the ugly side. Slavery existed before the 1830s in Harris County. Slavery in Houston was big business in the 1840s through the 1860s. They had a Slave Mart inside the city offering sale prices as much as \$1500 per slave. Smuggling slaves also became an illicit industry. Slaves were bought cheaply from the West Indies and then smuggled into Galveston for profiting sales in the big cities. At some point in the 1860s there were more slaves in proportion to their white owners!

Free blacks did live in the Harris County area during this time of bondage. They farmed and fewer worked as hired hands. They had a very tough time being a free black working class in any surrounding urban setting. White Houstonians, especially slave owners, shared the attitude that the free blacks would encourage slave workers to revolt or escape in the search for freedom:

Concerned as they were to control their slaves, whites in early Harris County were even more worried about free blacks. Nearly hysterical outbursts against them occupied many pages of the *Houston Morning Star* throughout the spring of 1839. Free blacks were attacked for their alleged ignorance, dishonesty, indolence, and addiction to gambling and petty crime. Annoying as these supposed habits might be, the worst thing about free blacks was their potentially evil effect on slaves. (Beeth 37)

The trend to have a slave labor force for farming and tending livestock shifted towards hiring out slaves to various industries, such as railroads, cotton, processing of goods, and masonry, where they learned various skills. Later on, after slavery was abolished, these newly learned skills assisted Houston's black population in existing in an urban setting, "on the other side of the tracks" ... of course. The years took on very slow changes in attitude until the 1960s. Even though slavery was abolished, the "Uncle Tom Syndrome" and lack of respect from the white population endured. Whether by law or habit, segregation of black citizens was still the expected rule.

The evolution of Houston's African-American population may be of great interest to my students not only because of the percentage that are of African-American decent but also because the history curriculum of Texas requires all students to start learning about slavery and the Civil

War during seventh grade. There are still many buildings that were built in the 1920s and 30s that can bring in more information on what conditions the black population of Houston survived. “Row Houses” and the term “shot-gun” houses can still be found today. Houston’s African American citizens do have many success stories as well. Students will discover that there were many prominent people in their communities, entrepreneurs, and success stories in the past progressing through current day. There are also some interesting places that my students can visit on a fieldtrip. They will learn of famous African Americans such as Ray Charles, Etta James, and T. Bone Walker who played and developed their music and fame in places like the “El Dorado Ballroom” in Third Ward.

The same can be said for my Mexican-American students. Mexicans, Hispanics and Latin Americans moved to Houston as early as the 1880s but the largest population increase came after 1910 and has continued ever since. Through periods of prejudice and hardship, their community continued to grow and become stronger. They will be interested to read excerpts of their former history in the shaping of Houston reading books like *Mexican American Odyssey*. Mexicans like Felix Tijerina, Antonio Reynaga or Aurelio “Chato” Reynosa were entrepreneurs. Tijerina, especially, represented the middle-class Latinos, leading the way as a civic leader who formed the initial Mexican-American organizations that later evolved into what we know now as LULAC today.

Houston is home to one of the largest Latino communities in the nation. Students will learn and see that there are examples of “Spanish Revival” style buildings such as the Julia Ideson Building and a more casual design called “Spanish Bungalow.” These styles came about through the influence of colonial Mexican missions, houses, and churches that were found in the area as well as in Mexico and South America.

By the 1920s at least a dozen skyscrapers were under construction and the population had doubled. Skyscrapers are still popping up! The Museum of Fine Arts was built in 1924, River Oaks in 1925, the Niels Esperson building in 1927, and University of Houston continued building and building! However, building has not necessarily shown a concern for flood control. Referring to 1935:

The next year the most immediate city business was flood control. The drainage to the west could catch enough rain to seriously flood the bayous, not only causing damages to town but also creating shoals in the ship channel. (J. Davis 31)

Houston’s past includes a repetition of the word “maverick city,” and in many ways it still has that quality. In many respects, it has kept its character through the never ending speculative, spirited and enterprising people it attracts. Somewhere between exaggeration, boasting and optimism, Houstonians ignore the mosquitoes, floods and humidity, trudging on like the pioneering heritage that it has earned and should be very proud of. From becoming the largest refiners of oil in the country, medical pioneers, and conquerors of space, Houston’s talented and energetic citizens have forged decades of exciting, diverse and innovative industries.

Trade, as A. C. Allen mentioned in his overstated yarn when promoting the first land sales of Houston’s lots, led him to believe that this town would become the “commercial emporium of Texas”. From Cotton to Space technology, Houston has had an enormous impact and benefits world wide. Just looking at NASA in the 1960s put about 40 million dollars into the local economy and countless of added jobs. The world gained benefits from the space research also. Things like cookware that goes from freezer to oven, pressure-sensitive fasteners and closures, flame proof materials, newer polyurethane products, better methods of sealing, packaging, measuring and designing and much more! A Texan politician who made sure Houston got the location spot to have NASA must have seen that this city was a perfect match of spirit and adventure:

Our greatest need in this hour is to unleash the pioneering spirit and the daring and brilliance of our people and set this nation's course on the pursuit of peace," said former President of the United States, then Senate Majority Leader, Lyndon Baines Johnson in Washington, D.C. on January 14, 1958. (Tucker 326)

In the 1960s NASA was built, in 1967 we see One Shell Plaza goes 28 stories high, Jesse Jones Hall for the Performing Arts is finished, in the 1970s Houston leads the United States in yearly value of building permits and is second in foreign trade, and still, in 2005, Houston doesn't show signs of slowing down.

Currently there is visible change in its building growth. Although Houston's construction is still expanding, it has made a move into the interior of the city. Older buildings are being torn down due to the interest of many citizens in moving back closer to downtown. Some older buildings have been converted to offices and living lofts, but not enough. Students will be shown this current trend and do some activities in lesson three to reflect, create, and respond to all that has been learned. It is my hope that my students gain the awareness to create a great city of worth, a good living, and a home, as well as the awareness that growth is not always necessarily good if you have to tear down the past. They have to give of themselves, learn to preserve and appreciate the past in order to make better choices for their future. To make this point, students will see an example of a solution made by looking at the Museum of Art in the 1970s. The MFA needed to grow by adding a modern appendage to the existing and original building by architect William Ward Watkin. Architect Mies van der Rohe, was asked to keep the original building intact while adding his modern vision. Van der Rohe preserved and kept the original look while marrying it with his modern dynamic form. The building, though having opposing forms and materials, does not look odd or clashing. Students need to be exposed to preservation of heritage and worthy architectural structures.

With this unit it is expected that at minimum, students develop the idea of sensibility, be able to identify major styles of architecture and from all the exposure, become sensitized to the problems and choices they can make in the future. The connections between a career in Art and working here in Houston will be a plus! Lesson Three embraces the where, what, and how of art careers that could be awaiting them. This activity will introduce students to the variety of careers in Art while leading them through the skills of researching their feasible interests.

## **LESSON PLANS**

### **Lesson 1: Introduction to Houston's Past**

Objective: The City is Houston. How was it made? Who were the people that created it? What was it like to live in those early days? What kinds of jobs were available to do if you moved into this new "fangled" city? How would you survive?

Student will research through literature available (given out in class) a given personage of the early years of the city of Houston. From this research the student will create a power point about the person chosen and answer the questions briefly in their presentations.

#### ***Suggested Readings***

Excerpts from:

- *Houston the Unknown City 1836-1946*
- *Black Dixie*
- *Settling the West*
- *Houston, Deep in the Heart*

**Activity A: (2-3 weeks)**

Choose a person from the early years (1836- 1845) in Houston:

a Founder	a new Settler	an Indian
a Mexican	an unmarried Woman	a married Woman
a drunk	a northern businessman	a child of a settler
a gambler	an immigrant from Europe	a child of a founder
	a Black man	

In a power point presentation, answer these questions about how their daily lives must have been: In a narrative form, pretend you are one of the people listed above. Give yourself a name and answer these below in your slide show:

Who are you? Where did you come from? Why did you come to Houston?  
What do you hope to do there? Was this choice to live here or for what reason did you wind up in Houston? What kind of work did you find? Where are you living?  
How is it going to get better? What kind of food are you eating? What are you learning on how to survive here? How much do things costs?  
What kind of hygiene was available? How and where did you sleep?  
How do you feel about living as a Mexican citizen? Do you miss your former home and family?  
Will you ever see them again? What are your hopes and dreams?

**Activity B: (approx. 1-2 weeks)**

Objective

It is amazing that we all know the street named Westheimer. We think nothing of it. But who was Mr. Westheimer? Why did his name go on a street?

Student will research through literature available (given out in class or internet use) a given personage that is currently, in homage to the person, is a city street name here in Houston. From this research, the student will create a power point about the person chosen and answer the questions briefly in their presentations.

**Suggested Books and Resources**

- *A Guide to Hispanic Texas*
- *Houston then and Now*
- *Houston's Forgotten Heritage*
- *Houston Women, Invisible threads in the Tapestry*
- Magazines (since the 50's) *Architectural Record, Architectural Forum, Texas Architect, Progressive Architecture*
- <http://www.buffalobayou.org/bayoumaps.html>
- <http://www.heritagesociety.org/index.html>
- <http://www.houstonhistory.com>
- <http://architecture.about.com>

**Instructions**

Students, you will be given a name of a street, building, or place. Find out whom the person was that graces these objects. Create a short power-point slide show (5 minimum slides with written information) explaining what you've found out.



Harris County  
Elgin Street  
Wheeler Avenue  
Holman Street  
Rice Avenue  
Rice Hotel  
Holcombe Boulevard

Dowling Street  
Hobby Airport  
Hobby Centre  
Westheimer Road  
University of Houston's  
Cullen Building  
Yates High School

Ima Hogg's Home  
Kirby Avenue  
Bering Hardware Store  
Wortham Theatre  
Fondren Street  
Hermann Hospital

### ***Vocabulary***

- philanthropy
- maverick
- entrepreneur
- avenue
- lane
- boulevard
- cul-de-sac
- alley

### ***Suggested Day Field Trips***

Old Downtown Houston, Houston Heritage at Sam Houston Park, Bayou Bend, Buffalo Bayou historical pathway by the Wortham Theatre, and Sesquicentennial Park.

The Heights Boulevard and residence area and houses on South Boulevard (off Bissonett), Project Row Houses and area (changing rapidly – showing old and new)

## **LESSON 2 - ARCHITECTURAL TERMS, MATERIALS & ARCHITECTURAL STYLES**

### ***Objective***

Sometime in one's life you'll hear that there are no "new ideas" they are the re-hashing of another. To some degree, they were right. In order to be creative, one must be exposed to what's been done before. Student will be introduced to the many styles of structures, the architect's concept, the materials and technology used for their time. The students will be introduced to designing and the skills of using perspective. From these ideas create two drawings. The first drawing will be a home of their choice from Houston's past. Next, they will create a home of their own design using some of the ideas and styles introduced previously.

The student will apply reasoning and concept to both works, writing a short paragraph for each. They will explain why they admired the building they chose to draw and why, and elaborate on what their thoughts were when they devised their own designed home.

### ***Vocabulary***

- |            |                |             |                       |
|------------|----------------|-------------|-----------------------|
| • arch     | • quoin        | • x-bracing | • mosaic              |
| • balcony  | • turret       | • yard      | • motif               |
| • eave     | • vent         | • garden    | • repetition          |
| • finial   | • widow's walk | • gazebo    | • pattern             |
| • hinge    | • banister     | • masonry   | • symmetry            |
| • keystone | • alley        | • eave      | • style               |
| • beam     | • capital      | • basement  | • Victorian           |
| • porch    | • mantel       | • neon      | • neoclassical        |
| • ruin     | • urn          | • obelisk   | • Colonial<br>Revival |

**Activity 1: Know your Terms**

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Period: \_\_\_\_\_

From these architectural words below, identify the sample pictures and write in the correct term beside it. Be careful to spell correctly.

Balcony	Eave	Arch	Finial	Keystone
Arch	Victorian	Turret	Widow's walk	Banister
Alley	Mantel	Urn	Capital	Gazebo
Motif	Vent	Neoclassical	Obelisk	Colonial Revival



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## **Activity 2: Using the Past for Future Designing**

### ***Objective***

Students will draw one of their favorite (previously researched) older Houston residence. Next, they will design from styles from the past to create their own version of a future Houston home. They should incorporate one point perspective system.

### ***Materials***

H, #2, and ebony pencil strengths, white eraser, ruler, T-square, triangles, French curves, drawing board, 12x 18 drawing paper and researched copies of Houston home.

### ***Instructions***

- Research from the books and /or internet pictures and look for a photo that has been taken in a 1 point angle. Draw from the photo. Draw the home larger than the photo. Don't rush it, render it carefully, you have 2-3 days time.
- Now, from all the styles that you have learned, draw in 1 pt. perspective, a future home for Houston. Again, do not rush; create your own rendition of what you'd expect to bring in such as beauty, as well as a functional future home.
- Write in your journals what you've learned about Houston's past and what you think should happen in Houston's future.

## **Lesson 3: Re-Inventing the Wheel? Could You Do Better?**

### ***Objective***

Believe it or not some people are single-handedly buying up old buildings, reinventing their uses, and providing new life rather than letting them fall apart and have the city government get rid of them!

Students will be looking for articles or information that shows proof that there are people interested in the conservation of our historic buildings. After a discussion of findings, the students will be given a building to adopt. This building will become a chance for the students to stir their creative juices, think up a new use for the building while conserving its fundamental and historical exterior.

### ***Suggested Resources***

- *Houston, A Historical Portrait*
- *Houston Then and Now*
- *Houston The Bayou City*
- <http://www.artlex.com/ArtLex/a/artcareers.html>

### ***Activity A: (approx.1-2 weeks)***

From this list of buildings or Houston's places, research and find information about what the building or place was originally made to be used for. Find out why they are tearing it down and what the city plans to do with the land afterwards.

Then, think about what you would do with the building instead of tearing it down.

Draw it; modify it to your new concept. Draw a formal drawing of the building after your changes and write a two-paragraph letter to the City of Houston, petitioning that they shouldn't tear it down because they haven't been presented with your solution yet!

Choose From:

- The Astrodome
- Astro World Complex
- Yates High School
- Hattie Mae White Administration Building
- Clinton Park Elementary

**Activity B: (approx. 1-2 weeks)**

There are many art careers that can serve the city of Houston. All careers chosen must serve our city and be situated in Houston. Look up two careers that you may like to consider doing as your own job of the future from the list below:

Architect	Graphic Designer	Photojournalist
Urban Planner	Greeting Card Artist	Pottery Designer
Advertising Artist	Illustrator	<i>Glaze Technologist</i>
Animator Appraiser	<i>medical</i>	Product
Model Making	<i>scientific</i>	Designer/Illustrator
Architectural	<i>industrial</i>	Product Planner
Rendering	<i>fashion</i>	Set Designer
Art Administrator	<i>book</i>	Sculptor
Art Conservator	<i>magazine</i>	<i>portrait sculptor</i>
Art Director	Industrial Designer	<i>mold maker</i>
Art Teacher	Interior Designer	<i>glass carver and</i>
Art Therapist	Inventor/Consultant	<i>etcher</i>
Audiovisual	Jewelry Designer	<i>architectural sculptor</i>
Artist/Designer	Landscape Architect	Sign Painter
Automobile Design	Layout Artist	Silkscreen Artist
Billboard Artist	Leather Goods Designer	Stained Glass Artist
Book Designer	Lithographer	Textile Designer
Calligrapher	Metal Worker	Toy Designer
Cartographer	Motion Picture Animator	Typographer
Cartoonist	Mural Artist	Urban Designer
Costume and Mask	Package Designer	Visualizing
Designer	Painter	Wallpaper Designer
Craftsperson	<i>portraits</i>	Weaver
Curator	<i>color consultant</i>	Window Designer
Display Designer	Photographer	Woodworker
Drafter	<i>advertising</i>	Art Appraisal
Environmental	<i>publishing</i>	Art Conservator
Designer	<i>architectural</i>	Art Critic
Exhibit Designer	<i>portrait</i>	Art Historian
Furniture Designer	<i>scientific</i>	Art Educator
Gallery Owner	<i>corporate</i>	Art Therapist
Glassblower	<i>industrial</i>	Gallery Operator
		Landscape Architect

Here are some good sites to use for researching these careers and follow their links:

- <http://www.artlex.com/ArtLex/a/artcareers.html>
- <http://www.ub-careers.buffalo.edu/cdo/cartcare.htm>
- <http://stats.bls.gov/oco/ocos092.htm>
- <http://www.artschools.com/careers-jobs/>
- <http://www.topten.org/content/tt.AB6.htm>

With those two career choices you will find answer some obvious questions:

1. What would you be doing?
2. In doing this type of career, what skills do you need to know how to do?
3. Would a college career help in art, architecture or other studies help?
4. How do you go about looking for these careers to obtain a job?
5. What kind of courses in high school would help you develop some of these skills?
6. What can you envision doing with these careers here in Houston?

Prepare a presentation that must include three of the choices below:

1. poster illustration- 3 paneled; like that of a science or history project
2. power-point presentation- minimum 10 slides
3. art work- as necessary
4. report- 3 pages
5. taped/or reported interview with someone who is or knows about the career
6. design proto-type product or model (if applicable)
7. photos

## ANNOTATED BIBLIOGRAPHY

### Cited Works

- Beeth, Howard, and Cary D. Wintz, eds. *Black Dixie*. College Station: Texas A&M University Press, 1992.  
The first anthology of Black Houston, full of eyewitness accounts. It discusses four topics: Slavery in Houston, History of black Houston, economic and social development of its black citizens, time of segregation and violence later in the century.
- Davis, John L. *Houston, a Historical Portrait*. Austin, TX: Encino Press, 1983.  
Not only having wonderful photography but a clearly written, sequential history of Houston.
- Davis, Meredith, Peter Hawley, Bernard McMullan, and Gertrude Spilka. *Design as a Catalyst for Learning*. Grafik Communications, LTD, 1997.  
A book about Design and how it helps you learn project funded by the National Endowment for the Arts, geared for students K-12 years of age.
- Houghton, Dorothy Knox Howe, Barrie M. Sardino, Sadie Gwin Blackburn, and Katherine S. Howe. *Houston's Forgotten Heritage*. Houston: Rice University Press, 1991.  
Starting from the 1820's, this is a richly detailed story of Houston home life and culture before World War 1. Domestic life and how it influenced the moral fiber of Houston, full of great illustrations of home interiors, house floor plans, and interior furnishings.
- Landphair, Ted. *Houston, Deep in the Heart*. Singapore: Arches Type Press, 2000.  
Spunky Houston! The city that turned its muddy roads into an entrepreneurial, pioneering, energetic, love of free enterprise, 4<sup>th</sup> largest city thriving in the United States. From mud and tents to a world's finest Medical Center, Art loving community, Energy center, this book tries to show an identity of what makes Houston a great city.
- McComb, David G. *Houston the Bayou City*. Austin, TX: University of Texas Press, 1969.  
Tracing from 1836 to 1956, the book gives a great description of the history and growth of the city of Houston. It's a good source for Teacher research and quality excerpts for students.
- Tucker, Lee, and Marsha Tucker. *Houston, a Sesquicentennial Commemorative*. Houston: Pioneer Publications Inc., 1986.  
A collection of the marvels of what the people of Houston have aspired and gained. Piece by piece, companies

and their advancements stories are told, connecting back to historical Houston beginnings. It is a good and informative commemorative indeed.

### Teacher References

- Barnstone, Howard, Stephen Fox, Jerome Iowa ,and David Courtwright. *The Architecture of John F. Staub, Houston and the South*. Houston: Museum of Fine Arts, 1979.  
John F. Staub was an architect in Houston known for an “eclectic” style. This book has a marvelous collection of the drawing plans and houses he created for the elite of Houston and in the south. Students will be able see and gauge what exclusive houses looked like from the early 1900’s through the late fifties.
- Chapman, Betty Trapp. *Houston Women, Invisible Threads in the Tapestry*. Virginia Beach, VA: The Donning Company Publishers, 2000.  
Community works, charitable organizations, and unquestionable philanthropic investments have delivered Houston from just a “man’s town.” It was women that have made this city “livable.” Stories of many important women of Houston, their quiet works behind the men’s clout and some that went ahead to make their own name!
- Fox, Stephen. *Houston Architectural Guide*. Houston: AIA, Houston Chapter and Herring Press, 1990.  
More than 800 of Houston’s buildings photographed and reviewed. The book is conscientiously described with great detail; by architect’s name, address and materials. It is essential information given for this unit’s lessons.
- Johnston, Marguerite. *Houston, The Unknown City, 1836-1946*. College Station: Texas A&M University Press, 1994.  
A great collection of Houston’s social history, tracing the first families of Houston, their marriages, decedents, and depicts southern life in a gentile town. It Portrays the Houston’s elite family’s style of living; showing philanthropic and business partnerships. Viewpoint from the rich elite in Houston assisting in developing the city and influencing the world!
- Kreneck, Thomas H. *Mexican American Odyssey: Felix Tijerina, Entrepreneur and Civic Leader, 1905-1965*. College Station: Texas A&M University Press, 2001.  
This is the history and story of the Hispanic community from 1905-1965, A story of Felix Tijerina and his accomplished life.
- Simons, Helen, and Cathryn A. Hoyt. *A Guide to Hispanic Texas*. Austin: University of Texas Press, 1996.  
Covering most historical buildings and sites that have Hispanic influence in the state of Texas, this book covers many of Houston’s existing contributions. Great illustrations and special events that lead to these areas enhance the various cities that are spoken about.
- Smallwook, James M. *The Indians Texans*. Houston: University of Texan Culture at San Antonio, Ellwood foundation, 2004.  
A bit like an archeological book but contains very informative knowledge of the “Original Texans” the Kawakawa Indians that lived in the area near Houston and Galveston, as we know it now.
- Welch, Frank D. *Philip Johnson and Texas*. Austin: University of Texas Press, 2000.  
A wonderful way to see good design in skyscrapers! My opinion.
- Wood, Roger. *Down in Houston: Bayou City Blues*. Austin: University of Texas Press, 2003.

### Student References

- Brash, Sarah, ed. *Settling the West*. Alexandria, VA: Time Life Inc., 1996.  
A look at expansion, the people, and what made them travel out into wilderness. Heavily illustrated with pictures and written clearly. It’s a great student reference for the classroom.
- Cannon, Seymour V., et. al. *Capitols of Texas*. Waco, TX: Texian Press, 1970.  
Each chapter covers information gathered about each story of the capitals that Texas has existed. Collections of letters, portraits, photos, and information produce a good sequential book, easy to follow and useful.
- Crosbie, Michael J., and Steve & Kit Rosenthal. *Arches to Zigzags: An Architecture ABC*. New York: Harry N. Abrams, Inc., 2000.  
From A to Z, all you ever want to know about structural parts of architecture and terms to know. It’s excellent information for learning design elements in building structures.
- Gilbert Jr., Charles E. *Houston Today and Tomorrow*. Houston: NP, 1969.  
This is a great little book with concise, clear, and organized history of the city of Houston that is perfect reading for middle school level.
- Iscoe, Louise K. *Ima Hogg, First Lady of Texas*. Austin, TX: Capital Press, Hogg Foundation for Mental Health, 1976.  
It is a small tribute to a great Texan and Houstonian, the story of Ima Hogg and her famous family. A short rendition that is perfect for middle school level reading.

Powell, William Dylan. *Houston then and Now*. San Diego, CA: Thunder Bay Press, 2003.

This coffee table book contains contrasting photographs of the city of Houston. These illustrations show the adventurous changes throughout the years since this city's inception to present day. This is a good reference for students to have available while the unit is being taught.

Viater, Roy, ed. *Houston*. Houston, TX: Marcoa Publishing Inc., Greater Houston Partnership, 1999.

This expansive coffee table style book shows the various vantage points for moving and living in Houston. It is as if the authors were creating a large tour and advertisement for the city. This book would be a good reference for middle-aged students because of the many great illustrations.

Wade, Mary Dobson. *I Am Houston*. New York: Colophon House, 1993.

Perfect book for students to read! The book is about Sam Houston and his life, how he was, felt, and how determined he was about the Republic of Texas.