Lesson Plans for Arkansas Students

Arkansas Historic Preservation Program
Education Program

Historic Architectural Styles
Learning from local and statewide historic places

Queen Anne
J.W. Hill House, Eureka Springs, 1883

Spanish Revival
Ozark Bathhouse, Hot Springs, 1922

Craftsman
4911 Woodlawn Street, Little Rock, 1926

Gothic Revival
Centennial Baptist Church, Helena, 1905

Written by Emily Pennel, Education Outreach Coordinator for the Arkansas Historic Preservation Program

1500 Tower Building • 323 Center • Little Rock, Arkansas 72201 • Phone (501) 324-9880
Fax (501) 324-9184 • TDD (501) 324-9811
Website: www.arkansasheritage.org • Email: info@arkansaspreservation.org

A Division of the Department of Arkansas Heritage
Teaching the “Arkansas Architectural Styles” Lesson

GRADE LEVELS
5-12
(K-4 teachers see page 20)

FOR THE TEACHER
Architecture is one of the most effective and available tools we have to teach across the disciplines and at every grade and capability level.

Buildings have much to tell us about people, history, lifestyle, culture, religion, construction methods, ethnic origins, commerce, economy, commerce and technology. Buildings are very accessible historic artifacts that directly link the past and the present.

Each state and each county has a rich architectural heritage— an individual and unique heritage! Whether your community has log cabins, ornate mansions, farm houses, barns and other outbuildings, commercial buildings, factories, places of worship, or combinations of many types, you can learn more about the story of your place and its people from the buildings.1

OBJECTIVES
✓ The student will be introduced to architectural styles and learn more about the characteristic features of these styles.
✓ The student will learn about the historical events and cultural diffusion that caused architectural styles to become popular.
✓ The student will learn that style can be a clue to determining the age of a building.
✓ The student will learn that styles are an expression of the taste, creativity and values of a society at a particular period in time.
✓ The student will learn to identify architectural styles in their neighborhood and city.

ARKANSAS CURRICULUM CONNECTIONS
Social Studies, Grades 5-8
TCC Standard 1: The student will demonstrate an understanding of chronological order.
TCC.2.2: The student will investigate how cultural diffusion has affected the art of architecture.
PPE.1.5. The student will explore how architecture has contributed to the transmission of culture.
PPE.2.4 The student will identify and interpret cultural diffusion.
PPE.2.5: The student will analyze architectural styles in their local environment. A study of architectural styles involves physical and cultural patterns in “place” and “human-environment interaction.”
SSPS1.1: The student will analyze social science concepts using field study.
SSPS.2.1: The student will use the tool of field study.

Social Studies, Grades 9-12
TCC.1.2. The student will analyze patterns of change by applying the concept of chronology.
TCC.2.1. The student will investigate how historical events caused architectural styles to change.
TCC.2.3. The student will evaluate the role of architecture in continuity and change.
PPE.1.2. The student will evaluate how science and technology has affected architecture.
SSPS.1.2. The student will develop observation skills.
SSPS.1.3. The student will develop the critical analysis skill of cause and effect.
SSPS.1.4. The student will use creative thinking skills.
SSPS.2.6. The student will use the social science tool of field study.

Arkansas History, Grades 4-6
2.1.6: The student will investigate how cultural diffusion, political events and technological changes have affected Arkansas architecture.
3.1.5: The student will explore how architecture has contributed to Arkansas culture.

Arkansas History, Grades 7-12
2.1.9: The student will investigate how cultural diffusion, political events and technological changes have affected Arkansas architecture.
3.1.9: The student will analyze the historical perspectives that have contributed to the development of Arkansas’s culture through architecture.
3.1.13: The student will explore ways that Arkansas’s built environment interacts with culture.

Visual Arts, Grades 5-8
1.1.8: The student will produce art influenced by their exploration of architectural styles.
1.2.9: The student will investigate the career opportunity of architecture.
2.1.13: The student will evaluate the importance of architectural heritage.

Visual Arts, Grades 9-12
1.2.13: The student will analyze architecture relative to cultural and historical influences.
1.2.15: The student will create art influenced by their architectural research.
1.2.18: The student will investigate the career opportunity of architecture.
2.1.17: The student will differentiate and analyze architectural works in terms of history and aesthetics.

1 Caneta Hankins, The Heritage Education Network <www.mtsu.edu/~then/Architecture/page4.html> MTSU Center for Historic Preservation, 1999
**PROCEDURE**

1. Have the students read *What is an Architectural Style* for homework, or read it aloud in class. Have a short class discussion.

2. Hand out copies of *Timeline: Popular Architectural Styles in Arkansas*, duplicate it on the bulletin board/ chalkboard, or post a copy for the students to see.

3. Give each student or group of students a copy of *Historic Architectural Styles Worksheet*, or print the two pages onto transparency paper for easy classroom viewing.

   **For high-quality color transparencies, go to [www.ArkansasPreservation.org](http://www.ArkansasPreservation.org), select the *Education* page, open the PDF file of this lesson plan, and print onto transparency paper.**

4. Make overhead transparencies of the eight *Style* sheets.

   Discuss each style. Allow students to point out the features on the photographs. Note where on the timeline each style occurs. Read the corresponding paragraph from *The History of Architectural Styles in America*.

   Questions for discussion include:

   ✓ Do you like or dislike this style? Why?
   ✓ Would you want to live in a house in this style?
   ✓ What adjectives come to mind when you look at this style?

5. Students will look for the corresponding photo on the *Historic Architectural Styles Worksheet*.

6. As a homework assignment, students should take photos, make sketches or write descriptions of at least five style elements they see in their community. For example, a student may see columns, arched windows, a tile roof, sidelights, or exposed rafters. Remind the students that many buildings are not a “strict” style. Many buildings have elements of several styles.

7. **Optional:** Some historic buildings have fanciful decorative elements under the eaves. Share the photos on page 15, and have students create their own decorative designs for a building.

**EXTENSIONS**

- Learn more about historic properties in your community. See the AHPP lesson plan *Be a Building Detective* for activities and ideas.

  For a listing of properties in your area that are on the National Register of Historic Places, visit our website at [www.arkansaspreservation.org](http://www.arkansaspreservation.org) Go to the *History and Architecture* page, then click on *National Register of Historic Places* to search the database by county, town or property name.

- The student will draw a building modeled after a combination of styles. Students should use their imaginations! For instance, they could draw a house with Greek Revival columns, a Spanish Revival roof, and Art Deco building structure.

- The student will use elements of the Greek Revival style to create a “home” for their favorite mythological being.

- The student will clip photos from mail-order catalogs and magazines to create and furnish a dream home. Look in old Sears catalogs or online for house plans.

- In the mid to late 1800s, wealthy Americans would take European tours that lasted for several months. What architectural styles would they have seen as they traveled to different European countries? Which of these styles did Americans attempt to replicate? Have students make a travel itinerary and map for a *European Architectural Styles Tour*.

- Encourage students to learn more about architects: how to become an architect and what architects do.

- Students can research modern architectural styles.

- Invite an architect to class to discuss his/her profession.

- The non-profit organization CUBE, Center for Understanding the Built Environment, produces an excellent curriculum called *Box City*. *Box City* is a great way to teach students about architecture, city planning, and community. For the culmination of the *Box City* unit, students build a city from boxes. For more information, call CUBE at (913) 262-8222 or visit their website at [www.cubekc.org](http://www.cubekc.org)

- Visit the AHPP website’s Youth Education page for more architecture education websites: [www.arkansaspreservation.org](http://www.arkansaspreservation.org)

---

We would like to know how this lesson plan worked in your classroom or group. Please share with us your experience with using this lesson plan and suggestions for improvement.

Arkansas Historic Preservation Program, Education Outreach Coordinator
1500 Tower Building, 323 Center Street, Little Rock, AR 72201
(501) 324-9880 or info@arkansaspreservation.org
What is an Architectural Style?

Buildings are as individual and interesting as are people. Like people, some buildings are small and delicate, some are tall and thin, and others are large and heavy-looking. Both people and buildings have different features—small or large eyes (windows) and different shaped mouths and noses (doors and projections). Buildings, like people, have different colors, shapes, and features (windows, doors, columns, foundations, decoration, etc.).

The way people dress is another clue to understanding their personalities and the fashion of the times. Buildings can be fancy with lots of jewelry (ornamentation), or plain and neat-looking. Thus, buildings, like people, are decorated differently, making some look grand and important and others plain and ordinary.

Buildings each have a unique history. Like people, buildings age and change with the times. Some buildings are given “surgery” to restore them to their original state; other buildings “die” from neglect, accidents and disease.

A building’s architectural style, like the personality of an individual, is its special look. A building's architectural style is a combination of its shape, age, building materials and ornamentation. Stylistic labels, such as Greek Revival or Craftsman, are a way to explain a building’s appearance. However, you don’t have to put a style label on every building. Some buildings are a mixture of several styles (eclectic) and some are basic buildings with no particular style (vernacular).

Some historic architectural styles found in Arkansas are (in chronological order):

- Greek Revival
- Gothic
- Queen Anne
- Colonial Revival
- Craftsman
- English Revival (Tudor)
- Spanish Revival
- Art Deco
The History of Architectural Styles In America
(The following dates are when the styles were prevalent in Arkansas)

Greek Revival (1830-1875)
After fighting and winning independence from England in the late 1700s, Americans were ready to create a new country. Americans wanted a democratic government that would be ruled by the people. Americans looked to ancient Greece for inspiration, because ancient Greece was considered to have been a “golden age” of democracy. 

In the late 1700s, another thing happened that interested Americans in Greece. English archeologists visited Greece to look for artifacts, and they came home with thousands of ancient artifacts. They published a report about their discoveries, and this report became very popular in America.

In the early 1800s, architects on the East Coast began designing public buildings modeled after Greek architecture. As pioneers moved South and West into the frontiers, they brought the Greek Revival style with them. The Greek Revival style was popular for many years.

Gothic Revival (1870-1900)
Gothic Revival first became popular in Europe. Gothic Revival was inspired by medieval architecture such as castles and cathedrals. This style was very different from earlier styles that were more symmetrical and orderly, such as Greek Revival.

Queen Anne (1880-1910)
The Queen Anne style first became popular in England and was inspired by late medieval architecture. The style worked for both small homes and very large homes with lots of servants. People added their own “flair” to the style with porches, fancy woodwork, stained glass, bay windows, decorative trim and bright colors.

America’s new system of railroads allowed pre-cut architectural features to be shipped across the country, which helped in the diffusion of the Queen Anne style.

Colonial Revival (1895-1940)
In the late 1800s and early 1900s, America faced many changes and challenges. The Industrial Revolution brought new machines and technology to Americans, such as railroads, cars, electricity, telephones, airplanes and motion pictures. While such inventions were exciting, some people felt that the world was changing too fast.

People became nostalgic for America’s past and the “good old days” before the American Revolution and Industrial Revolution. The 1876 celebration of 100 years of independence also encouraged people to think back on America’s past.

Architects, too, looked to the country’s past for inspiration. They began creating designs based on houses built by English, German and Dutch settlers in America’s original thirteen colonies. The Colonial Revival style became very popular, and remained popular through the 1940s.

Colonial Revival houses weren’t as simple as the original colonial houses. Americans liked the Queen Anne porches, and often added them to Colonial Revival houses. Colonial Revival houses were also larger than the originals, with more complicated floor plans.

---

Craftsman (1910-1950)
The Craftsman style originated in California. Two brothers there, Charles and Henry Green, were skilled builders. They enjoyed building houses by hand, using natural materials. Their houses were influenced by Japanese architecture and by the ideas expressed in Craftsman magazine.5 Craftsman magazine expressed the idea that local builders, or "craftsmen," even if they are untrained, should build houses with their own skill and the natural materials found in the local area.

The Greenes’ designs became very popular, and were published in magazines such as Good Housekeeping, House Beautiful and Ladies’ Home Journal.6 The Craftsman style shows a love for material, craftsmanship, and technology.

English Revival (1920-1940)
During World War I, America was allied with England. Many Americans spent time in England during the war and became interested in English buildings. After World War I, American architects began designing houses to look like those found in England. During the period following the war, Americans built many homes in the suburbs (outside the city limits). Many people chose to build an English Revival-style house because they were practical and looked cozy and “homelike.”

Early English houses were made by constructing a frame of heavy logs and filling in the open spaces with stone, brick, plaster or stucco. In later years, houses were no longer constructed of heavy logs. But English people liked the way the old houses looked, so they started decorating their houses to look as if they were made with logs. These log-like designs are called “half-timbering.” 7

Spanish Revival (1920-1940)
While some architects were celebrating America and England’s past, architects on the “new frontiers” of Florida, California and the West looked to another country for architectural inspiration: Spain. In 1915, the Panama-California Exposition was held in San Diego. This exposition displayed Spanish-influenced architecture. After this exposition, architects around the country became interested in Spanish architecture.8

Although the Spanish Revival style spread across the country, it was most commonly found in Florida, California and the western states.9

Art Deco (1925-1950)
In 1925, the Exposition des Arts Décoratifs was held in Paris, France. This was an international display of new designs. The new designs featured elements of Egyptian, Aztec and Mayan art, as well as Cubist-influenced geometric designs (Cubism is a style of art). These new Art Deco designs were used to decorate jewelry, cars, furniture and appliances, as well as buildings.10

The Art Deco style was intended to look modern, and to reflect the new “machine age.” Art Deco designs were added to many skyscrapers and large apartment buildings in America’s larger cities.

In Arkansas, most Art Deco buildings are commercial or institutional. This means that they are used for business or government use, rather than for residential use (houses).

---

Greek Revival
1830-1875

Common Features:

- Low-pitched roof
- Porch surrounded by large square or rounded columns
- Around the front door can be found windows called sidelights (beside the door) and a transom (window above the door)
- Columns support a pediment. The pediment is the triangular structure above the door.
- Some Greek Revival houses have rows of large columns, while others just have a simple pediment supported by four columns.

The Old State House, Little Rock, 1836
Gothic Revival
1855-1900

Common Features:

- Pointed, arched windows with decorative trim
- Often has turrets (towers), battlements (open spaces on top of the turret) and pinnacles
- Sometimes has cloverleaf window
- Steeply pitched roof
- Often asymmetrical

St. Andrews Catholic Cathedral, Little Rock, 1878

First Methodist Episcopal Church South, Ozark, 1909
Queen Anne
1880-1910

Common Features:
- Steep, irregularly shaped roof
- Patterned shingles and decorative trim
- Asymmetrical, irregularly shaped house design (if you folded the house in half, one half would look different from the other half)
- Porch extends around the house
- Usually very colorful. Common colors include pink, burgundy, green and blue.
- Features include: towers, tall chimneys, pavilions, bay windows and stained glass

The Queen Anne style is very colorful and interesting, with fancy decorations. Some people think that Queen Anne houses look like “gingerbread houses” or “dollhouses.”

[Diagram of Queen Anne house with labeled features: Irregularly shaped roof, Patterned shingles, Decorative trim, Porch]

Frederick Hanger House, Little Rock, 1889
Colonial Revival
1895-1940

Common Features:
- The doorway is usually the focal point. Has a portico with a curved underside (a portico is a porch supported by columns)
- Doors often have overhead fanlights (fan-shaped window) or sidelights (windows beside the door)
- Symmetrically balanced windows on the front of the house
- Windows often have shutters
- Dormer windows common (a window that extends out from the roof)

Bishop Brookes House, DeQueen, 1922-1928
Craftsman
1915-1950

Common Features:

- Low-pitched roof with overhanging eaves. The eave is the part of the roof that extends past the wall.
- Roof rafters are exposed. You can see them. Rafters are the support beams under the roof.
- Porch supported by large columns that extend to ground level
- Natural materials, such as stone, tile, brick and redwood are used
- The house is usually painted an “earthy” color, such as blue or tan

Craftsman houses can be one or two stories tall. One-story story Craftsman houses are called “bungalows.”

![Diagram of a Craftsman house with marked features: Low-pitched roof, overhanging eaves, exposed rafters, porch with large supports that extend to ground level.]

325 Fairfax Street House, Little Rock, 1910
English Revival
1920-1940

Common Features:

- Steeply pitched roof
- Often has an arched doorway
- Tall, narrow windows with multi-pane glazing (many small window panes)
- Large chimney
- Multiple gables. A gable is the triangular part of the wall underneath the roof.
- Often has half-timbering on the gables. Half-timbering looks like strips of wood attached to the house.
Spanish Revival
1920-1940

Common Features:

- Tiled roof, usually red or green
- Wide, overhanging eaves (the eave is the part of the roof that extends past the wall)
- Walls are often made of stucco
- Arched doorways and windows
- Often has a balcony with iron rails
- Larger structures often have a balcony or tower

Hotel Seville, Harrison, 1929

Owens Funeral Home, North Little Rock, 1929
Art Deco
1925-1950

Common Features:

- Smooth wall surfaces
- Flat roof with a ledge at the roofline
- Decorated with zigzag or other geometric designs, which are sometimes colorful
- Building is “boxy” in shape
- Towers above the roofline give a vertical emphasis
- Engraving found around doors and windows

North Little Rock High School, North Little Rock, 1928-1930
What Kind of Decorative Elements Would Your Building Have?
Historic Architectural Styles Worksheet – Teacher’s Key

Craftsman Bungalow
711 Spruce Street, Little Rock, 1922

Spanish Revival
Matthews House, North Little Rock, 1928

Art Deco
Rialto Theater
Searcy, 1940

Greek Revival
Col. Wynn House
Garland, 1844

English Revival
Wood-Freeman House
Searcy, 1934

Gothic Revival
First United Methodist Church
Hamburg 1910

Queen Anne
2008 Scott Street, Little Rock, 1895

Colonial Revival
410 Fairfax Street, Little Rock, 1925
Historic Architectural Styles Worksheet
Historic Architectural Styles Worksheet
Timeline: Popular Architectural Styles in Arkansas

- Greek Revival
- Gothic
- Queen Anne
- Colonial Revival
- Craftsman
- English / Spanish Revival
- Art Deco
Architectural Activities for Younger Students *

- Have students look for geometric shapes, such as triangles and circles, in their classroom and school.
- Prepare simple geometric shapes out of white paper. Give each student a selection of shapes to glue onto colored paper to make houses or a streetscape (a row of buildings or houses).
- Put examples of different architectural materials inside a bag, such as wood, sticks, carpet, tile, shingle, plastic, cloth, brick, porcelain, marble or linoleum. Allow students to reach inside the bag, choose one object, and try to guess what it is. Before taking an object out of the bag, the student should describe the object’s texture, weight and size. Discuss why certain materials are used in certain places, and which materials are organic or synthetic. Ask students to look for those building materials in their home or school.
- Ask students to think about their favorite place. It can be inside or outside, in the natural world or built environment. Have students write down the answers to questions such as: Are you inside or outside? Is it light or dark? What do you see there? What can you hear? What textures do you feel? Can you taste anything? What can you smell? What do you do while you are there? How do you get there? Allow students to guess each others’ favorite places. Let them draw their favorite place. Display both the questionnaires and drawings side-by-side.
- Have students investigate their home: its building materials, colors, number of rooms, size of rooms (biggest and smallest), roof shape, number of stairs, etc.
- Ask students to imagine their dream house. First they will write an imaginative essay about it, then they will draw a picture of it. Where would it be? What would it look like (including colors)? How big would it be? How many rooms? How would you use the rooms? What kind of furnishings would it have? Would anyone else (human or animal) live there? What would it smell like? What textures would you feel?
- Talk about facades: the exterior of a house or building. On stiff paper large enough to fit the front of their desks, have each student draw the facade of a house or building (church, firehouse, school, store, etc). Allow them to add color and texture with materials such as yarn, sand paper, tin foil. Students will tape their facades to the front of their desks to make streetscapes.
- Discuss how building materials and styles are related to the natural environment and climate. What type of home would you need in a desert, rain forest, outer space, tropical island, or arctic region? What would you home be made of? What kind of windows and doors would it have? What kind of bed would you need? Where would you make your food? What would you find outside of your home? Students can make drawings or dioramas that describe their assigned home in its natural context.
- Take a walk around your school's neighborhood, or have students take a walk in their own neighborhood. What buildings and street furniture (hydrants, benches, telephone poles, traffic signs) do you see? What kind of parks or green space, if any, do you see? What kind of activities can people do in the green space? Create a mural of your neighborhood or your neighborhood as you would like it to be.
- Discuss the differences between urban, rural, and suburban and historic district. What kind of buildings and landscape features do you find in each area?
- Have your class design a city. What kind of services will your citizens need (doctor, school, pharmacy, restaurant, gas station, etc.)? Each student will select a building and create a model of it. Students need to think about their building’s function, the number of people it needs to accommodate and its building materials. With construction paper, create streets and green spaces for your city. Lay out the streets on a large surface (such as the gym) and place your models onto the streets and blocks to complete your city.