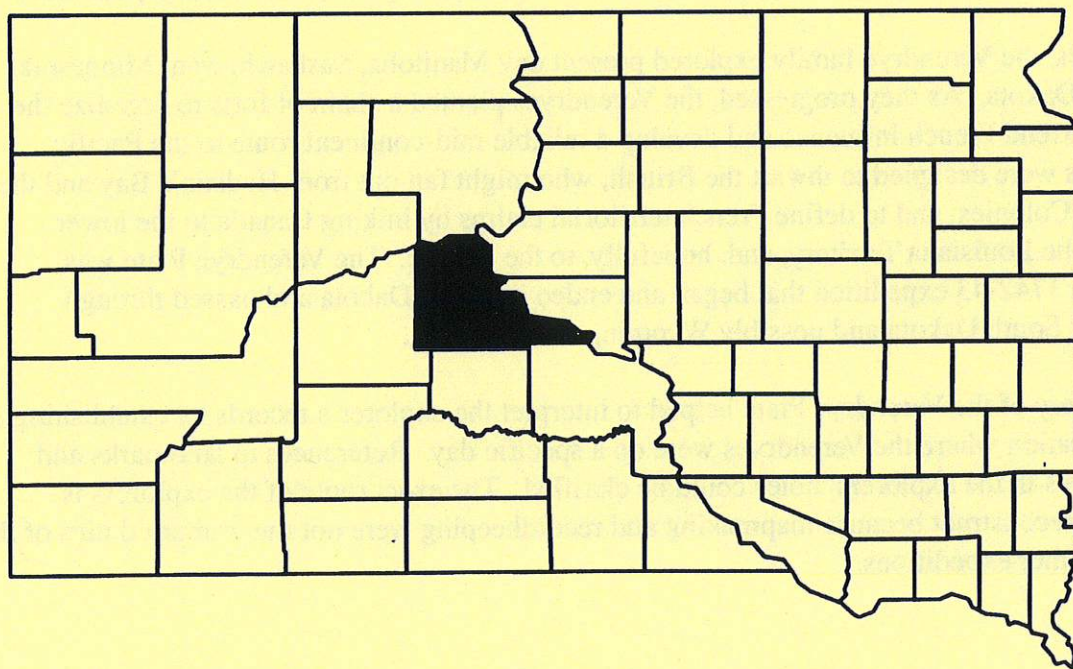


History Activities

Section 4, Lesson 32



Plan an Expedition

Verendrye Site • Fort Pierre Vicinity





PLAN AN EXPEDITION-Verendrye Site

Objective: Improve writing, observing and giving/following directions skills.

Method: Students will design "expeditions" that other students will follow.

Background: The Verendrye Site near Fort Pierre is where a group of schoolchildren found the Verendrye Plate, a lead plaque measuring 6"x 8". Translated, the face of the plate reads:

In the 26th year of the reign of Louis XV,
Most illustrious Lord, the Lord Marquis
of Beauharnois 1741

Pierre Gaultier De La Verendrye placed this.

The back side reads:

Placed by the Chevalier de La V[erendrye]
Lo[uis] Jo[seph] Louis La Londette,
A. Miotte
30 March 1743.

Francois and Louis Joseph de la Verendrye, French explorers of the interior of North America, placed the plate on March 30, 1743, to claim the region for France, 61 years before Lewis and Clark ventured up the Missouri. The Verendryes achievements were dismissed as a failure in their era because they found no Northwest Passage to the Pacific. Their expedition was one of the first recorded efforts by Europeans to explore this portion of the present day United States. The Verendrye Site is significant as a place that can be positively linked with the expedition.

In the 1730s, the Verendrye family explored present day Manitoba, Saskatchewan, Minnesota and North Dakota. As they progressed, the Verendryes planted a chain of forts to organize the fur trade, extend French influence and develop a reliable mid-continent route to the Pacific. These posts were designed to thwart the British, who might fan out from Hudson's Bay and the East Coast Colonies, and to define French territorial claims by linking Canada to the lower portion of the Louisiana Territory, and, hopefully, to the Pacific. The Verendrye Plate was placed on a 1742-43 expedition that began and ended in North Dakota and passed through present day South Dakota and possibly Wyoming and Montana.

The discovery of the Verendrye Plate helped to interpret the explorer's records by establishing a specific location where the Verendryes were on a specific day. References to landmarks and various tribes in the explorers' notes could be clarified. The exact route of the explorers is difficult to reconstruct because mapmaking and recordkeeping were not the primary duties of this and many other expeditions.





Materials: writing materials, art supplies

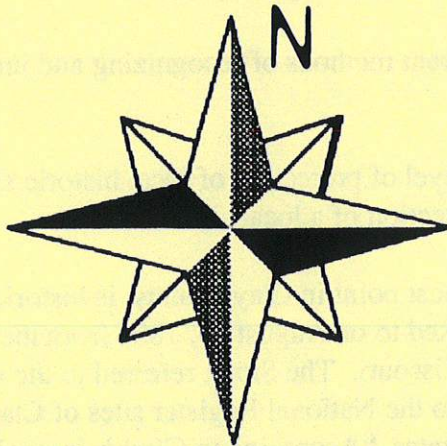
Procedure: This lesson is designed to show students the power of language. Familiarize the students with the story of the Verendrye Expedition and the discovery of the Verendrye Plate. Emphasize that the Verendryes did not have detailed maps to guide them on their journey. None of the landmarks they saw had been named. Also emphasize the importance of the Plate's discovery. It provides a known datum or reference point that places the Verendryes in a known location on a specific date. This information can help identify other landmarks referenced in their notes.

Divide the class into 3 or 4 groups. Each group will make up a set of directions detailing an expedition route. The expedition routes can be laid out on the school grounds or in town depending on the age level of the students. The students will not be able to use proper names or nouns that describe specific locations such as cafeteria, gymnasium, bank, grocery store. They can use compasses and directional clues. See the sample description below. They will have to rely on their descriptive abilities to outline the route. Each route should have at least three stops along the way to the finish. Each group should design markers to be placed at each stop and their own version of the "Verendrye Plate" to be placed at the finish. When each group is finished, have them give their set of directions to another group that will attempt to follow the directions and discover the "Plate". At the end discuss difficulties the students had in following the directions. What types of language made for the clearest and what types made for the most confusing directions?

Sample Description (from classroom to first stop-gymnasium)

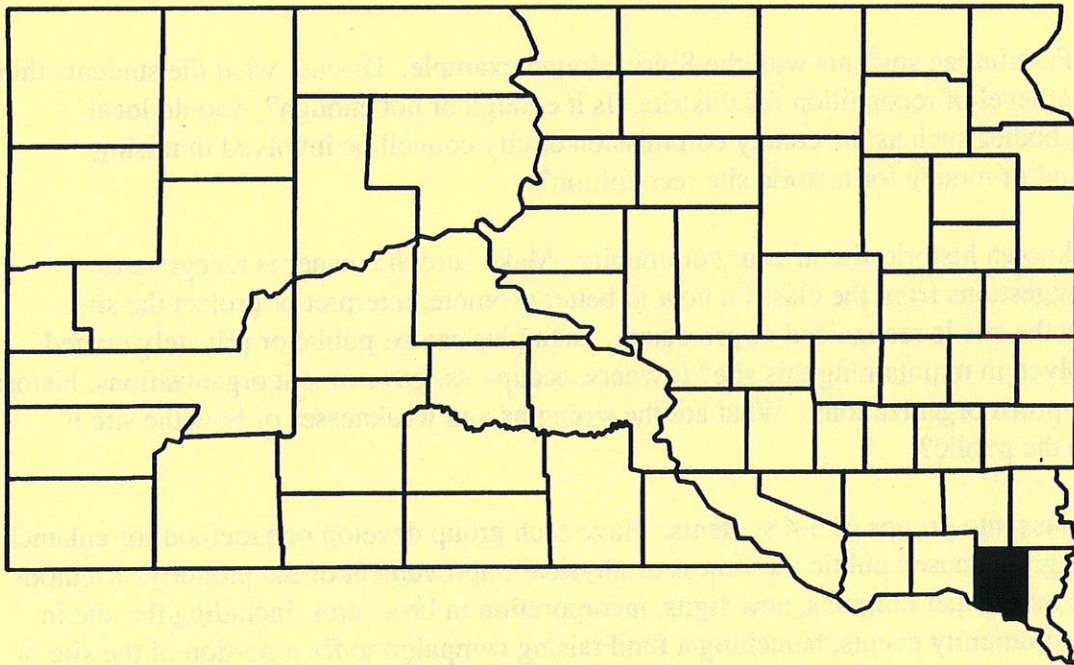
Go left out the classroom door. Walk until you come to another hall. Turn right. Walk straight and go past a large room with long tables where food is served (can't use "cafeteria") and a room filled with books (can't use "the library") until you come to another hall. Turn left and go in the second door on the left. The marker is located midway along the north wall under a wooden structure (can't say "bleachers located in the gym").





History Activities

Section 4, Lesson 33



Lewis & Clark In South Dakota

Spirit Mound





LEWIS AND CLARK EXPEDITION IN SD-Spirit Mound

Objective: Raise awareness of different methods of recognizing and interpreting historic sites and associated issues.

Method: Students will discuss the level of protection of local historic sites and hold a mock city council meeting concerning the protection of a local site.

Background: Spirit Mound, the highest point in Clay County, is historically significant as the spot explorers Lewis and Clark walked to on August 25, 1804 from their camp where the Vermillion River empties into the Missouri. The Sioux referred to the mound as the “mountain of little people or spirits”. A guide to the National Register sites of Clay County published by the local preservation commission states, “According to Clark’s journal, from the top of the mound the men enjoyed ‘a most beautiful landscape: numerous herds of buffalow were seen feeding in various directions’.” Five days later the explorers made their first contact with the Sioux at Yankton. The explorers travelled up the Missouri River in the present day state of South Dakota from August 22-October 13, 1804.

Spirit Mound is historically significant on local, state and national levels because of its association with the Lewis and Clark expedition. Today, Spirit Mound is listed on the National Register of Historic Places and recognized by a state historic marker. Motorists can pull to the side of the road, view the Mound and read the marker. The Mound and surrounding land are privately owned. There is an on-going local effort to raise funds through private donations to purchase Spirit Mound and some surrounding land.

Procedure: Familiarize students with the Spirit Mound example. Discuss what the students think of the current level of recognition for this site. Is it enough or not enough? Should local government bodies such as the county commission or city council be involved in raising awareness and/or money for historic site recognition?

Pick a well known historic site in your community. Make sure the owner is receptive to receiving suggestions from the class on how to better promote, interpret or protect the site. Discuss how the site is recognized or protected. Examples can be public or privately owned. Who is involved in maintaining this site? (owners, occupants, government organizations, historic groups, non-profit organizations) What are the strengths and weaknesses of how the site is presented to the public?

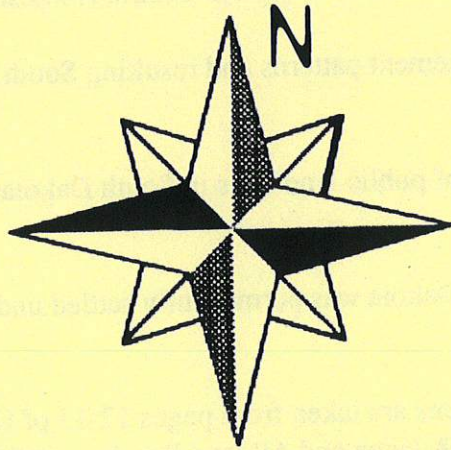
Divide the class into groups of 3-4 students. Have each group develop one method for enhancing the site through increased public awareness or physical improvement of the property. Methods may include newspaper columns, new signs, incorporation in brochures, including the site in established community events, launching a fund raising campaign to fix a portion of the site or making the site a project for service or school groups. Discuss and fine tune the ideas. Some groups may be able to develop a sample brochure or sign for the idea. Invite the property owner to a class presentation of the ideas and suggestions.





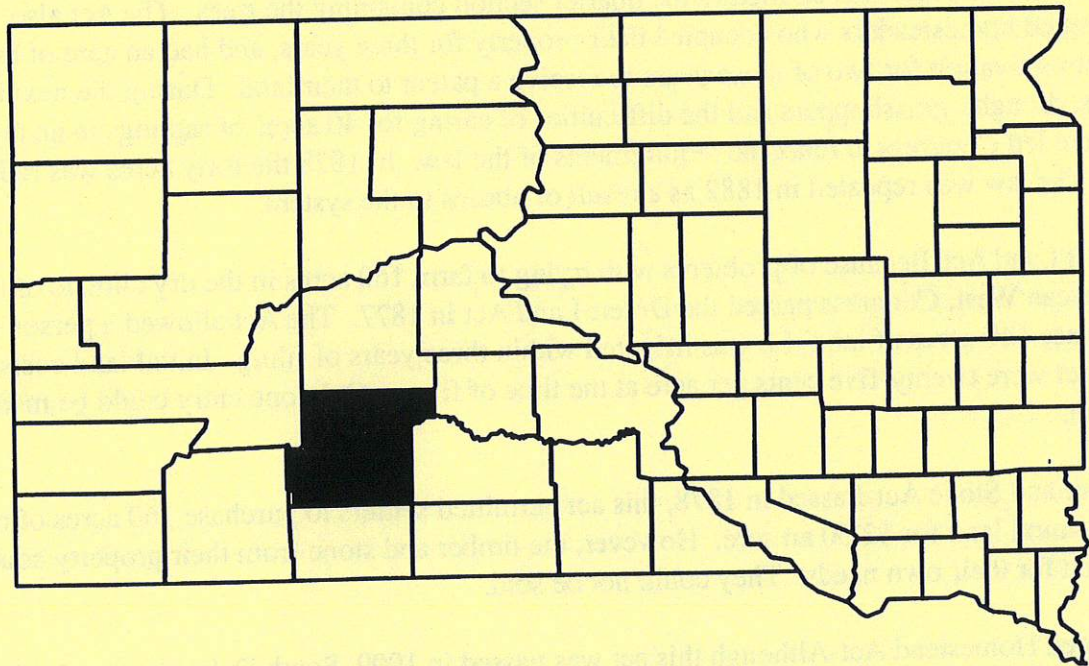
Spirit Mound, an isolated prominence north of Vermillion, was visited by Lewis and Clark on their trip upriver in 1804. Intrigued by an Indian legend which identified the hill as a dwelling place of tiny spirits, the explorers spent a hot August day hiking to its summit. After noting in their journal a magnificent view of buffalo and endless prairie, they returned to their boats on the Missouri. (Photo taken from *Historic Sites of South Dakota - A Guidebook* published by the SD State Historical Preservation Center and USD Business Research Bureau.)





History Activities

Section 4, Lesson 34



South Dakota Settlement Patterns

Prairie Homestead • Jackson County, South Dakota





SOUTH DAKOTA SETTLEMENT PATTERNS-Prairie Homestead

Objective: Make historic settlement patterns and resulting South Dakota landscape easier to understand.

Method: Review summaries of public land laws in South Dakota and complete comparative exercises.

Background: Most of South Dakota was permanently settled under one or several public land laws.

The following reading selections are taken from pages 12-13 of *Homesteading and Agricultural Development Context* by Steph Jacon and Allyson Brooks, published in 1994 by the SD State Historical Preservation Center, Vermillion, SD.

Homestead Act-Under the Homestead Act of 1862, land was made available to any head of family or person over 21, who was a citizen of the U.S. or had filed a declaration to become one. Quarter sections or 160 acres (a section is one square mile or 640 acres) were distributed free provided the property was lived and worked on for a period of five years. There was also an option to purchase the land after six months of residency for \$1.25 an acre.

Timber Culture Act-In 1873 Congress passed the Timber Culture Act encouraging the planting of trees in the arid west. If a settler planted forty acres of timber and fostered their growth for ten years the individual was entitled to the quarter section containing the trees. The Act also permitted homesteaders who occupied their property for three years, and had an acre of trees under cultivation for two of those years to receive a patent to their land. During the next five years, drought, grasshoppers and the difficulties of caring for 40 acres of saplings in an arid climate led Congress to relax the requirements of the law. In 1878 the forty acres was reduced to ten. The law was repealed in 1882 as a result of abuses to the system.

Desert Land Act-Because of problems with trying to farm 160 acres in the dry climate of the American West, Congress passed the Desert Land Act in 1877. The Act allowed a person to purchase 640 acres of land if it was irrigated within three years of filing. Initial land costs under this Act were twenty-five cents per acre at the time of filing. Only one entry could be made per person.

Timber and Stone Act-Passed in 1878, this act permitted settlers to purchase 160 acres of non-agricultural land for \$2.50 an acre. However, the timber and stone from their property could only be used for their own needs. They could not be sold.

Enlarged Homestead Act-Although this act was passed in 1909, South Dakota was excluded from it until 1915. This act permitted acquisition of 320 acres of nonirrigable and non-mineral land that had no marketable timber. In 1912 a further incentive was added to the law by reducing the proving up period from five to three years.





Stock Raising Act-This 1916 act authorized 640 acre homesteads for grazing. Land improvements of \$1.25 an acre were required which could include fences or wells. Settlers possessing claims under earlier acts could use this legislation to increase their holdings to 640 acres.

Materials: Copies of map worksheets for each student

Procedure: To help students develop an accurate picture of the amount of space involved with public land laws, walk to the school athletic fields as a class and ask students to estimate how many football fields it would take to make 160 acres, the standard homestead parcel. Back in the classroom, ask students to calculate the answer. One acre is 4,840 square yards. A football field measures 100 x 53 yards or 5,300 square yards, so the average homestead parcel was equal to 146 football fields. (Above idea from Hal Stearns, social studies chairman at Sentinel High School in Missoula, Montana.)

Using the settlement map-Figure 1 in the BARNES OVER TIME lesson and the rainfall data map in Figure 2, ask students to reason which land legislation was the most popular in each of the regions of South Dakota indicated on the settlement patterns map. They should use the information in the above summaries and the map data to draw their conclusions.

Which land laws do the students think were abused the most and why? What groups or industries had the most to gain from acquiring large tracts of land? (ranching operations, mining)

Have them brainstorm ways that could be used to beat the system.

Prairie Homestead, shown in Figure 1, is a National Register listed site located near the entrance to the Badlands National Park in Jackson County, SD. The homestead parcel was 160 acres. Based on the location and size of the parcel, what year do the students think the land was homesteaded in (1909)? Figure 1 shows the main structure on the site. What does this structure tell about this attempt at homesteading? (the site was probably never successfully farmed on a permanent basis-successful homesteaders usually built a larger, more permanent dwelling that looked more like a traditional farm or ranch house after they had proved up the claim and could afford the materials)



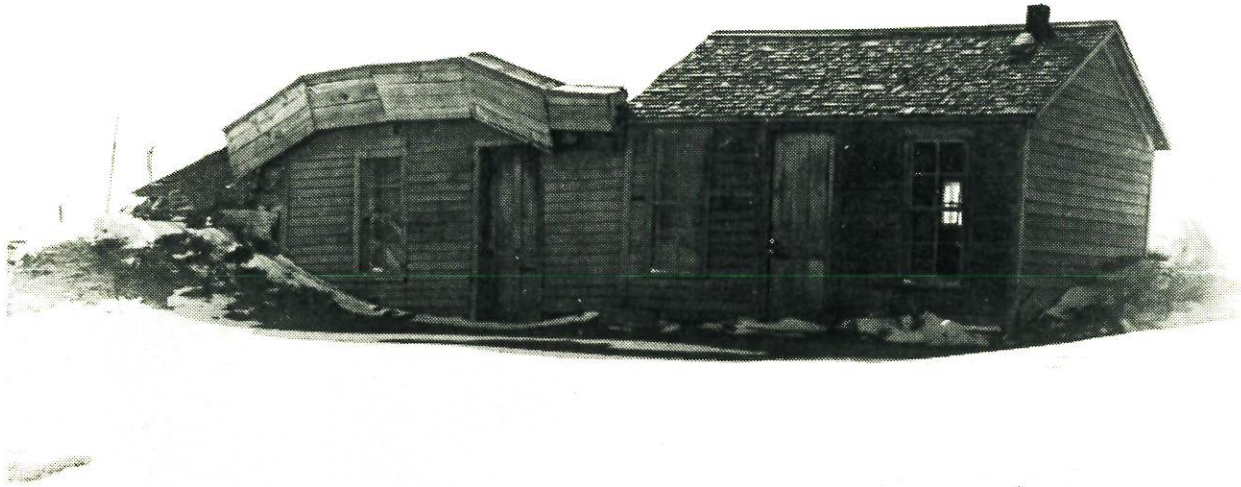


Figure 1-Prairie Homestead

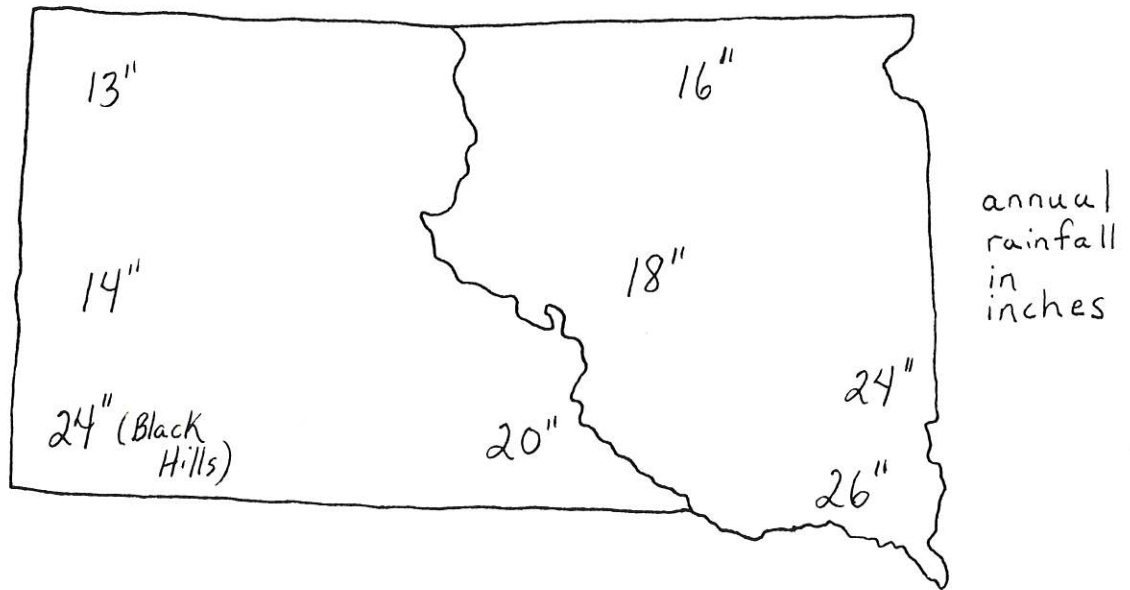
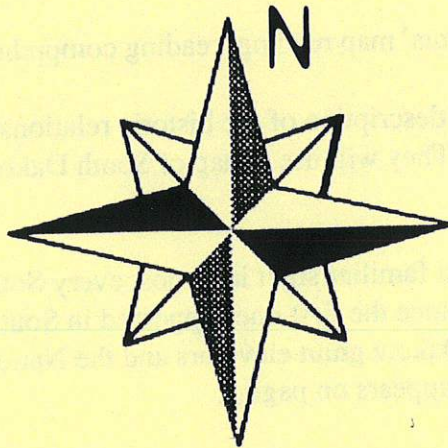


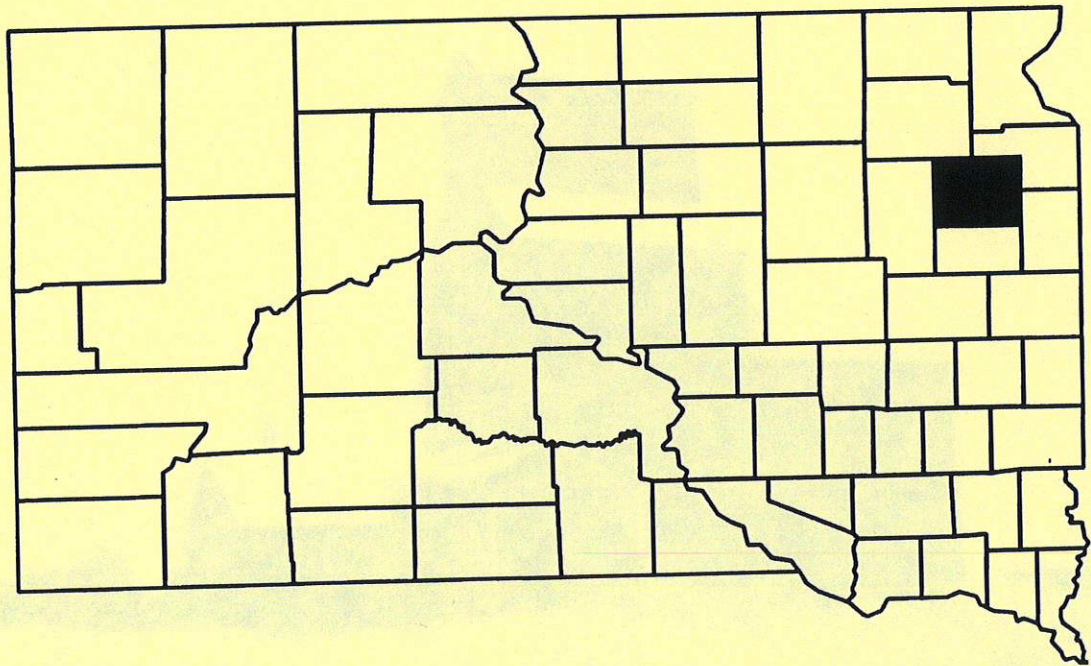
Figure 2-Rainfall in South Dakota, based on data from *South Dakota-An Illustrated Geography* by Edward Patrick Hogan, page 11. Published in 1991 by East Eagle Company, Huron, SD.





History Activities

Section 4, Lesson 35



South Dakota Railroads

Appleby Atlas Elevator • Watertown Vicinity





SOUTH DAKOTA RAILROADS-Appleby Atlas Elevator

Objective: This unit will test students' map reading, reading comprehension and reasoning skills.

Method: Students will read a brief description of the historic relationship between grain elevators and the railroad in South Dakota. They will use a map of South Dakota railroads to answer questions about the reading.

Background: The grain elevator is a familiar sight in almost every South Dakota town. Grain elevators have not changed much since the first ones appeared in South Dakota over 100 years ago. A reading passage on South Dakota grain elevators and the National Register listed Appleby Atlas Elevator (Figure 1) appears on page 2.

Materials: Copies of the attached reading passage/question sheet and rail maps for each student.

Procedure: Have students read the 2 paragraphs and answer the questions. Discuss each answer with the class using a large South Dakota map if possible.



Figure 1-Appleby Atlas Elevator





South Dakota Grain Elevators

The first grain buying centers in the midwest during the 19th century were simple, one story "flat houses" (flat floored warehouses), which at the time permitted the storage and distribution of only sacked grain. Railroad companies found it much easier to handle bulk grain and generally insisted on receiving shipments from facilities where grain could be elevated into bins and from there poured through spouts into railroad cars. Therefore, during the last half of the century, the influence of railroads in the west combined with farmers' growing need for adequate markets caused the construction of many grain elevators alongside newly constructed rail lines. Two types of elevators emerged-the terminal elevator and the country elevator. The terminal elevator is located at a large transportation hub and receives railroad cars full of grain and transports it to larger railroad cars or other units such as barges or ships. The country elevator receives grain in wagon or truck lots and ships it to terminal elevators via the railroad.

The Appleby Atlas Elevator

The Appleby Atlas Elevator (Figure 1) is a wooden grain elevator built in 1883 along the Dakota Central Railroad in the town of Appleby, approximately six miles south of Watertown in Codington County. Although the elevator is all that remains of the town today, Appleby once had a second elevator, a railroad depot, stockyards, a post office and houses. The Appleby Atlas Elevator has both balloon frame and cribbed construction. Balloon frame is the same method used to construct buildings today. Basically, a wood skeleton or framework is erected and the remaining materials such as insulation, sheetrock and siding are anchored to the framework. In cribbed construction wooden planks are laid flat on top of each other with overlapping corners. These walls were more expensive to build because they required more lumber but they withstood prairie wind better. Although after 1900 most grain elevators had metal sheeting applied to the outside for fire protection, the Appleby Atlas Elevator still has wooden siding.

Questions

Why were flat houses only one story high? (Grain did not have to be "elevated" into storage bins as in later grain elevators-it was stored in sacks.)

What type of elevator would you expect to find more of in South Dakota-terminal elevators or country elevators? (South Dakota had far more country elevators-there are many more country elevators located along rail lines that fed into hub cities such as Aberdeen, Watertown, Rapid City or Sioux Falls. Terminal elevators were located in these hub cities.)

Find Appleby on the attached map. Would you expect it to be a country or a terminal elevator and why? (It is a country elevator located on a line that feeds into Watertown.)

Compare the 1889 rail map (Figure 2) and the 1989 rail map (Figure 3). Besides new rail lines, what was added? (Numerous towns-especially West River) What besides rail lines was taken away? (several West River counties)

What types of things on a regular atlas map of South Dakota would be similar to the rail lines shown on the attached map? (Roads-ask students if they can locate roads that follow the rail lines-a prominent example would be Interstate 90)





RAILROADS IN SOUTH DAKOTA AT STATEHOOD 1889

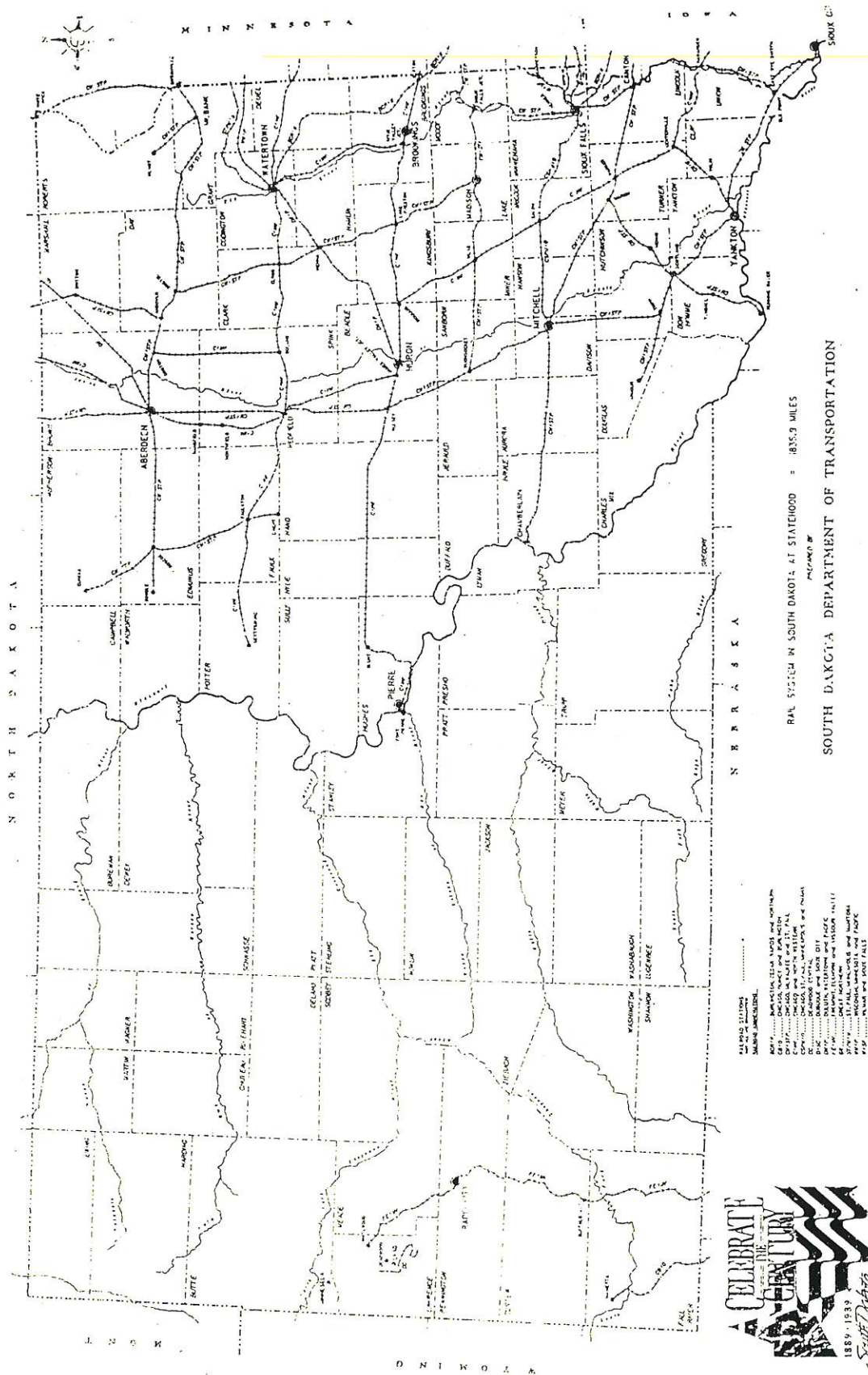
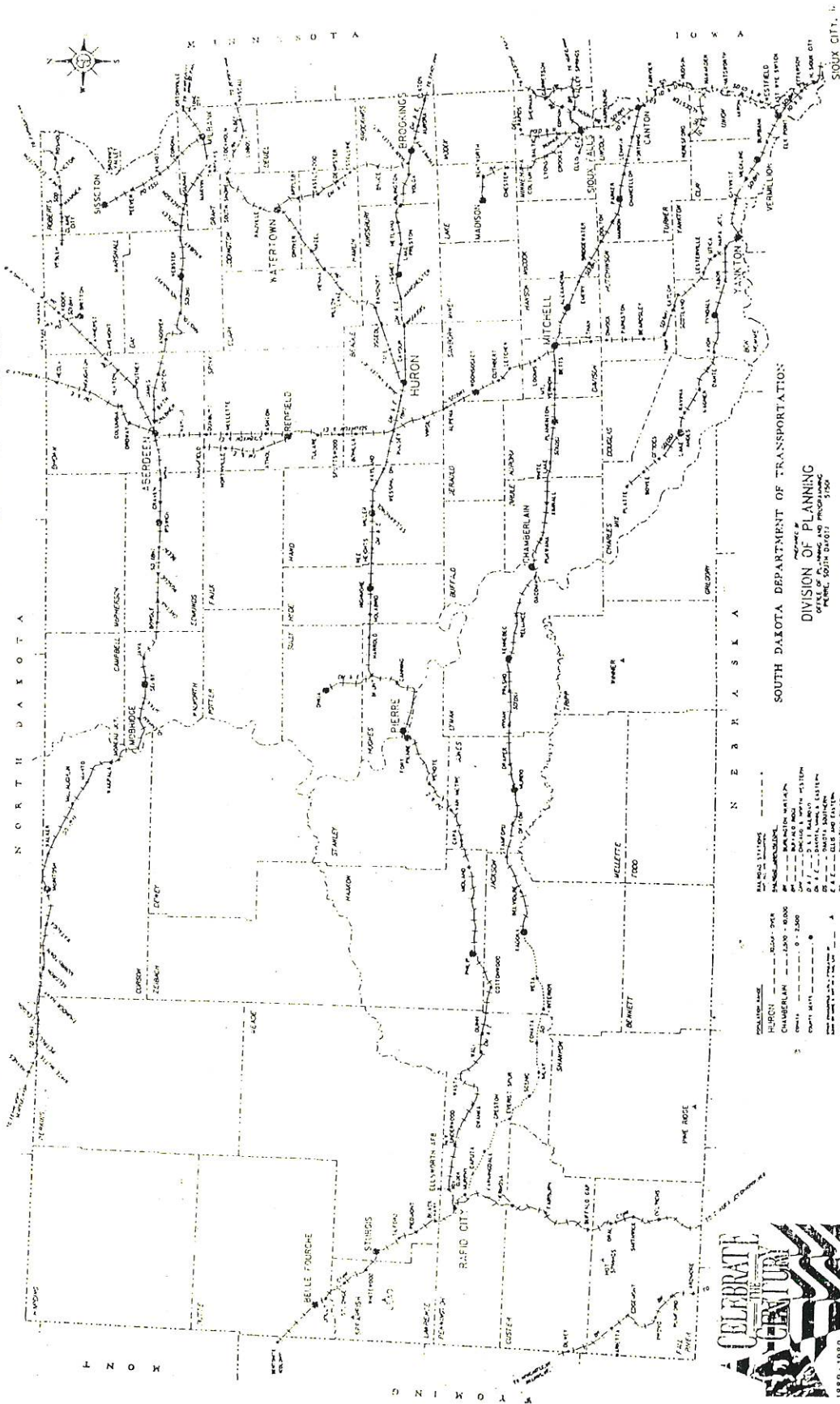


Figure 2





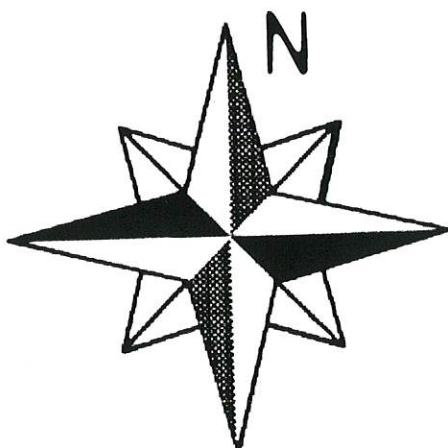
OFFICIAL SOUTH DAKOTA RAIL MAP



SOUTH DAKOTA DEPARTMENT OF TRANSPORTATION
 DIVISION OF PLANNING
 JULY 24, 1989

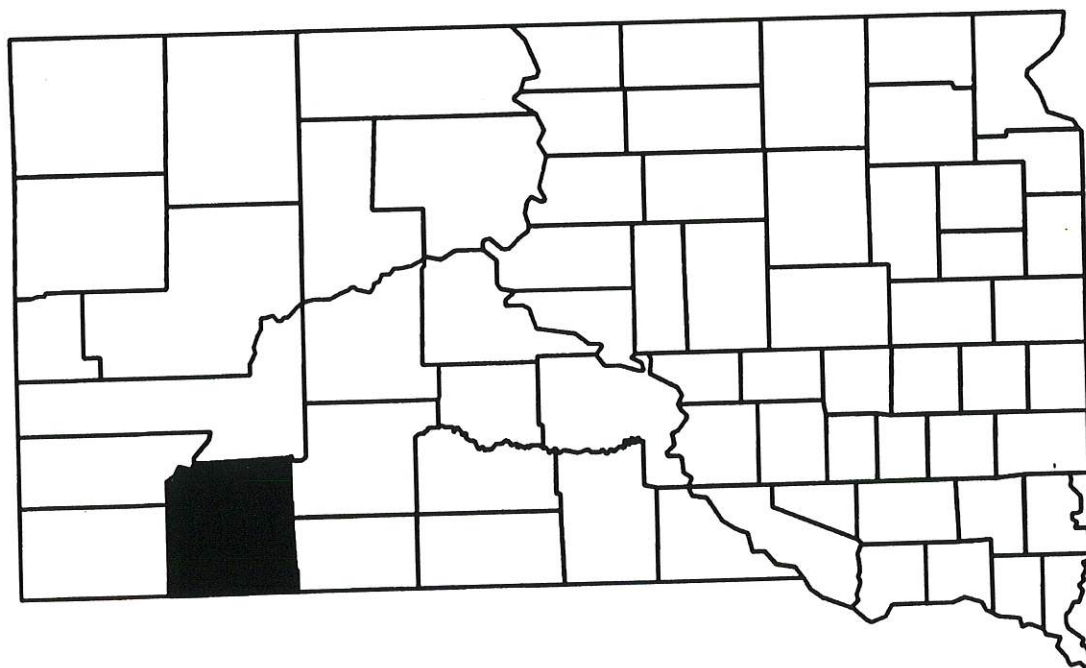
- LEGEND**
- Major Rail Lines
 - Branch Lines
 - Passenger Service
 - Freight Service
 - Limited Service
 - Seasonal Service
 - Abandoned Lines
 - Proposed Lines
 - Station Locations
 - City Limits
 - County Lines
 - State Lines
 - Indian Reservations
 - National Forests
 - State Parks
 - State Game Refuges
 - State Game Preserves
 - State Game Sanctuaries
 - State Game Reserves
 - State Game Lands
 - State Game Lands Class 1
 - State Game Lands Class 2
 - State Game Lands Class 3
 - State Game Lands Class 4
 - State Game Lands Class 5
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 - State Game Lands Class 50





History Activities

Section 4, Lesson 36



Symbols & Historic Eras

Wounded Knee • Wounded Knee, South Dakota



SYMBOLS AND HISTORIC ERAS-Wounded Knee

Objective: Illustrate how historic sites are evidence of historic events; emphasize that local history has its own distinct messages and eras.

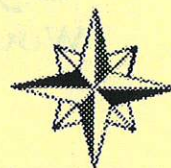
Method: Consider different areas of significance for one nationally important event-apply this technique to local historic and historic places.

Background: This background section adapted from the essay Battle of Wounded Knee Historic Site by John Rau, SD State Historical Preservation Center, August 19, 1987, on file in the Wounded Knee National Register file at the SD State Historical Preservation Center.

The Wounded Knee Historic Site marks the location of the last significant armed encounter between the U.S. Army and Native Americans. This National Historic Landmark located along Wounded Knee Creek in Shannon County on the Pine Ridge Indian Reservation is where 146 Sioux men, women and children and 30 soldiers were killed in a confrontation on December 29, 1890. On that day, a small detachment from the 7th Cavalry surrounded the Minneconjou Sioux band of Chief Big Foot, who had surrendered the day before, and began searching for weapons. Amid confusion and resistance, a gunshot of unknown origin rang out, bringing forth a barrage of fire from the troops and from a nearby battery of light artillery. Bodies from the violent massacre were found scattered along a two mile section of Wounded Knee creek and buried in a mass grave on New Year's Day, 1891.

Wounded Knee represents the culmination of warfare between Native Americans and whites that had been going on for decades in the west. As more and more white settlers entered the Dakotas, demands for land cessions increased. In addition, the Custer Expedition of 1874 confirmed the existence of gold in the Black Hills and started a rush to this region that was already promised to tribes as part of the Great Sioux Reservation. At the same time, the federal government established a policy of peace through civilization and Christianization of the Native Americans and ordered all nomadic groups of Native Americans to report to prescribed agencies. During an effort to round up the Sioux who resisted this order, General George Custer and nearly his entire regiment were killed by a superior force led by Chief Sitting Bull at the Battle of the Little Big Horn. In response, the government sent out reprisal forces and pushed ahead plans to claim the Black Hills, opening the way for white settlement there. From the beginning of the Peace Policy on, there was a continual breakdown of the traditional lifestyle of the Sioux and increasing encroachment on to lands they believed to be theirs forever.

In 1887, the Dawes Indian Allotment Act brought further land cessions creating a corridor between the Black Hills and eastern Dakota Territory. This legislation also provided for the division of tribal lands into small parcels for each family as well as indoctrination of Native Americans into white methods of agriculture, language and ideology. Many older Native Americans leaders had been killed in battle or surrendered, endangering traditional tribal life.





When South Dakota became a state in 1889, railroads had already begun to cross the plains, the buffalo was near extinction. Once self-sufficient people were forced to depend on government food and shelter.

In response to the loss of traditional culture, a revolutionary movement evolved from the teachings of a Native American from the southwest and spread to the Dakotas. According to the movement's founder, Wovoka, the people should dance a special ceremony and the Great Spirit would eventually return, killing the whites, replenishing the buffalo herds and restoring the old way of life. During the dance, participants wore Ghost Shirts that were supposed to protect the dancers from any harm. Government officials feared it would reinstate the bloody fighting of a few years earlier. Particularly frightening to them was that the idea had spread to Sioux country when the new state was weak and the Sioux wanted to return to their traditional way of life. Sitting Bull, Kicking Bear and Short Bull, all respected chiefs, urged their people to participate in the ghost dance rebellion.

As indicated above, there was a great deal of frustration and fear on the part of both the Native Americans and the U. S. Army in the years preceding Wounded Knee. In addition, the Sioux leader Sitting Bull had been killed mysteriously during his arrest by Native American police on the Standing Rock Reservation only a few weeks prior to Wounded Knee. The Ghost Dance movement and the traditional nomadic Sioux lifestyle ended with Wounded Knee. It also marks the real beginning of the modern reservation system.

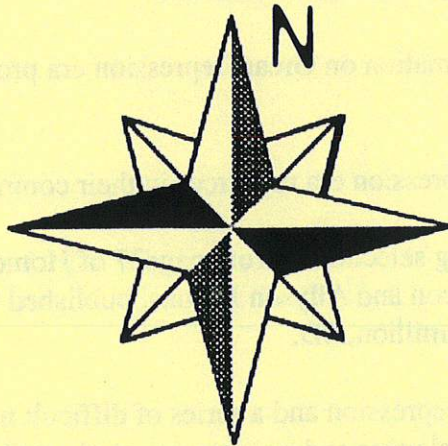
Today the Wounded Knee site looks much the same as it did in 1890. There is a low fence and stone marker at the grave site. Interpretive markers have been erected by both the Oglala Sioux tribe and the SD State Historical Society.

Procedure: Have the class read the above selection or discuss the events at Wounded Knee. Besides being the physical site of an important historical event, Wounded Knee also marked the beginning and end of historical eras of national importance. As a result, it has taken on a symbolic meaning for many groups of people. Ask the class to list the eras that began and ended with Wounded Knee. Ask the class what they think Wounded Knee means to different groups of people.

In groups or as a whole, ask the class to think of sites that signalled the beginning and/or end of an era at the state and local level of significance. Tell what the situation or site was like both before and after the historic event. What is the site like today? Is there any on-site interpretation of the events through markers, etc? Have students design a marker with both text and graphics (maps, historic photos, contemporary illustrations, etc.) for one of the sites.

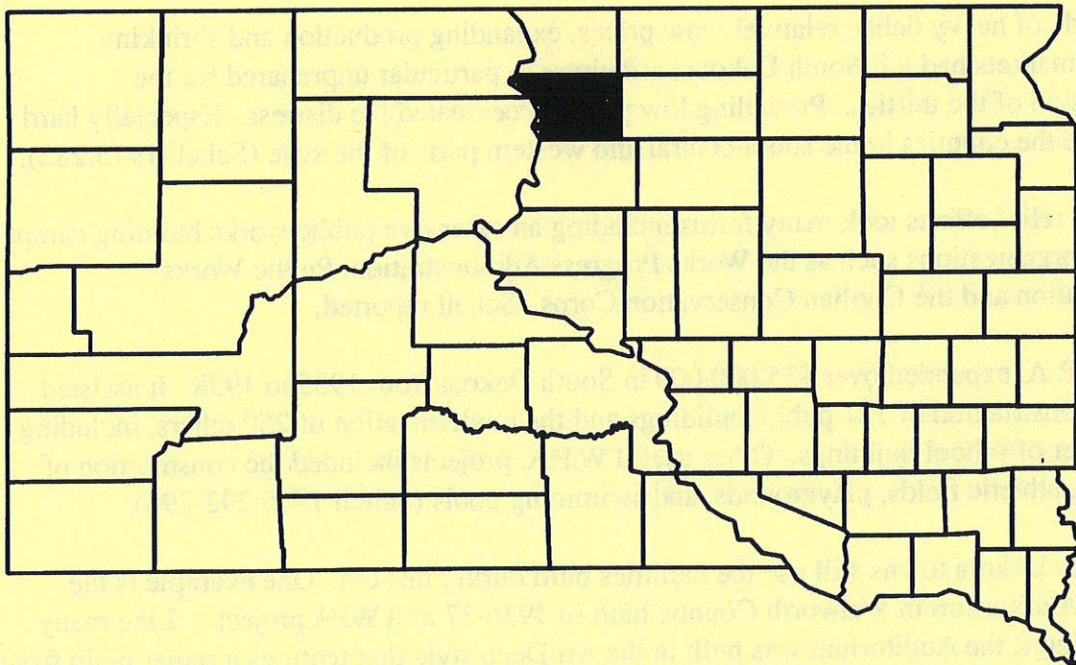
Extension: See the Rock Art lesson plan for an extension concerning the Wounded Knee site.





History Activities

Section 4, Lesson 37



Depression Era Buildings
Mobridge Auditorium • Mobridge, South Dakota





DEPRESSION ERA BUILDINGS-Mobridge Auditorium

Objective: Provide historical information on Great Depression era programs and architecture in South Dakota.

Method: Students will explore Depression era resources in their community.

Background: The following reading selection is from page 27 of *Homesteading and Agricultural Development Context* by Steph Jacon and Allyson Brooks, published in 1994 by the SD State Historical Preservation Center, Vermillion, SD.

The economic woes of the Great Depression and a series of difficult natural conditions including drought, dust storms, grasshopper plagues and severe winters plagued South Dakota during the 1930s. From 1929-32 statewide crop revenue dropped from \$17 million to \$6 million and livestock revenue went from \$150 million to less than \$45 million. Foreclosures on farm land were common. In the 1930s, South Dakota suffered the greatest population loss in the nation (7% of the state's total population) and had the highest one-time percentage nationwide of residents who received public assistance, 39% in December, 1934 (Schell 1975:292). Many former rural residents who did not leave the state moved to urban areas where the net population gain for the decade was 20% (SDSU Census Data Center 1988:3).

South Dakota historian Herbert Schell commented on the state of South Dakota during the early 1930s,

A decade of heavy debts, relatively low prices, expanding production and shrinking export markets had left South Dakota agriculture in particular unprepared for the depression of the thirties. Prevailing low prices accentuated the distress. Especially hard hit were the counties in the south-central and western parts of the state (Schell 1975:282).

Federal relief efforts took many forms including an extensive public works building campaign involving organizations such as the Works Progress Administration, Public Works Administration and the Civilian Conservation Corps. Schell reported,

The W.P. A. expended over \$35,000,000 in South Dakota from 1935 to 1938. It assisted in the construction of 131 public buildings and the modernization of 250 others, including a number of school buildings. Other useful W.P.A. projects included the construction of bridges, athletic fields, playgrounds, and swimming pools (Schell 1975:292-293).

Many South Dakota towns still use the facilities built during this era. One example is the Mobridge Auditorium in Walworth County, built in 1936-37 as a WPA project. Like many WPA buildings, the Auditorium was built in the Art Deco style that features a rather plain front facade adorned with stylized details such as columns and decorative panels. Another common





feature of WPA buildings was a public art component. The Mobridge Auditorium contains an outstanding example of public art, a series of ten murals painted in 1941-42 by noted Sioux artist Oscar Howe. Five murals along the south wall depict “Ceremonies of the Sioux” and five murals along the north wall depict “History Along the Missouri River”.

Schell, Herbert

1975 *History of South Dakota*. University of Nebraska Press, Lincoln.

SDSU Census Data Center

1988 *Droughts Past and Present*. Vol. 3(5) SDSU Data Center, Brookings, SD.

Materials: drawing supplies

Procedure: Provide the class with a brief explanation and approximate dates of the Great Depression era. Review descriptions of the Art Deco architectural style with the class. Using local sources such as county history books, the local historic preservation commission or the local historical society, identify resources in your town constructed during the Great Depression. Typical Depression era projects include city auditoriums, parks and associated improvements, sports facilities, courthouses and city halls. Bring the class on a tour of these sites and several other public facilities. At each stop, challenge the class to find the construction date and determine if it was part of a Great Depression work relief project. Good places to look for construction dates and building information are cornerstones, lobby plaques or monument/statue inscriptions. Draw students’ attention to any public art in these buildings. What is the subject matter? Would this art look different or have a different subject matter if it were made today? Have students pick one public building and design a public art project for it.

