



Protecting Wyoming's Historic Places

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September 20, 2013

Thank you for downloading the Alliance for Historic Wyoming's **More than Mortar Teacher's Resource Kit**. Prepared especially for Wyoming elementary school teachers, this kit provides lesson plans and resource materials for teaching students about their school and community. The materials include content and interactive exercises to teach students about architecture, historic preservation and sustainability while giving them an opportunity to practice reading, writing and math skills.

The activities in this resource kit were designed to comply with the Wyoming state social studies standards as well as the Common Core standards. The resource kit includes interdisciplinary activities suitable for students in grades 3-6, but many activities could be easily adjusted to be used with younger students. All activities require that the students use critical thinking skills.

Exercises include measuring, drawing and researching the history of the student's own school building; a PowerPoint presentation and follow up crossword puzzle teaching about concepts such as architectural design, historic preservation and sustainability; instructions for teaching students to create their own archive; and puzzles that tell a story of one-room schools in Wyoming.

If you are interested in having a hard copy of this kit, which includes printed materials and a jump drive of electronic resources, please contact us at 307-333-3508 or at ExecDirector@historicwyoming.org.

The Alliance for Historic Wyoming (AHW) is Wyoming's only statewide nonprofit historic preservation organization. AHW is dedicated to protecting our historic and cultural resources in both the built and natural environments. The *More than Mortar* Teacher's Resource Kits were made possible by a grant from the Wyoming Community Foundation with additional support from the University of Wyoming American Studies Program.

We hope you will find this kit useful, and welcome any comments you have.

Sincerely,

A handwritten signature in black ink that reads "Mary Humstone".

Mary Humstone
President

Alliance for Historic Wyoming

More than Mortar – Schools Toolkit

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Building Our School Lesson Plan

Time Required: 2 hours

**This activity is suitable for grades 3-8

Wyoming State Standards:

- SS4.1.1: Students describe and apply rights and responsibilities of citizenship.
- SS4.4.2: Students discuss and describe how current events influence individuals, communities, state, country, and/or world.
- SS4.5.2: Students identify their relative location in terms of home, school, neighborhood, community, county, state, country, and continent.
- SS4.5.3: Students locate major landmarks, landforms, and areas/regions in the community and in Wyoming.
- SS4.5.4.: Students describe relationships among people and places, and the environmental context in which they take place.

Common Core Standards:

- CCSS.Math.Content.4.MD.A: 1 Know relative sizes of measurement units within one system of units. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit.
- CCSS.Math.Content.4.MD.A.3: Apply the area and perimeter formulas for rectangles in real world and mathematical problems.

Materials:

- Butcher paper large enough to map your school to a scale created by your class
- Pencils
- Markers or colored pencils
- Rulers and/or meter sticks
- Tape measures (at least 25 foot, preferable 100 foot; one for each group)
- Copies of the student handout and worksheet for each student

Procedures:

1. Read aloud with the students the student handout on the history of school architecture. Discuss the reading with the students answering any questions that the students may have.
2. Handout and review the activity with the students. Explain to the class that they will be working in groups of four or five, but each student must keep record of their findings and must participate.
3. Divide the class into groups of four or five and allow time to complete the first five questions. Determine which part of the school building each group will measure.
4. Take the class outside to conduct their observations and to take their measurements.
5. Once all the groups have finished their measurements, return to the classroom to draw the “blueprint.”
 - a. Explain the importance of scale and how a scale works on a blue print.
 - b. Help the class determine a scale for the blueprint.

- c. Show the students the symbols used in blueprints for doors and windows. The following website is an excellent source for these symbols.
<http://www.construction53.com/2011/09/blueprint-the-meaning-of-symbols/>
 - d. Allow each group to draw the part of the building that their group measured.
 - e. Have the students complete the student worksheet and determine whether you would like the students to complete the FOR FURTHER RESEARCH questions.
6. Post the blueprint for the class to see once it is finished.
 7. Discuss the following questions with the students.
 - a. What impact does the school building make on the environment?
 - b. What impact does the environment make on the school building? Does the weather affect the building? How?
 - c. How does the school building serve the community?
 - d. How does the student body use the school building? Are the students helping to maintain their school for future use?

Extension activities:

Have the students conduct research and write a history of the school building.

As a class implement a conservation plan to conserve resources, like water, and to recycle in your school.

The History of American Schools

Terms to know

compulsory: required or enforced

façade: the front of a building

Colonial Revival: a style of architecture based on buildings built during the colonial period in America

Gothic: a style of architecture from the late medieval period

sustainability: using a resource, building, etc. without damaging or depleting the resource

Most children's first teacher was their mother. Children's mothers would teach them basic math and reading skills, but some parents could not compute math or read themselves so they could not teach their children. In 1642 the Massachusetts Bay Company made education compulsory which increased the number of children who could read, write, and compute math. The first schools did not allow girls to attend, only boys were allowed.

The first schoolhouses were typically a one-room building that was multipurpose. In some places the school and the church were the same building in others the school and the town hall were the same building. In most buildings a wood burning

stove would be located in the middle and the students would sit around the stove facing the teacher. Each school would have one teacher who would teach all the students in the surrounding area. The ages of the students would range from 6-16.

In the late 19th and early 20th centuries, as towns and villages became much larger, schools had to grow as well. It was impossible for all the students to fit into one room school buildings, so bigger buildings had to be built. The first large school buildings were built in the city. These first buildings were designed to fit as many students as possible and to maximize classroom space. Originally students were not divided by age and grade, but they were divided by their knowledge. These larger schools focused on reading, writing, and arithmetic (math). Classes in these large city schools were sometimes as large as 125 students! In 1847, the first graded grammar school, Quincy Grammar School-House, was built in Boston, Massachusetts. For the first time students were divided into separate grades and placed into classrooms with students of the same age. Daylight was used to light these much larger buildings.



Windows extended almost to the ceiling and began 3 to 3 $\frac{1}{2}$ feet from the floor. The classrooms in these early schools were very warm in the spring and fall and pretty cold in the winter. The façades of the early school buildings were traditional and represented Colonial Revival, Gothic, and other styles that were popular in the early 20th century.

As the population of the United States continued to grow and our soldiers returned from World War II, the need for more schools increased dramatically. The new school buildings

POPULAR ARCHITECTURAL STYLES

COLONIAL REVIVAL **DOORS IN THE MIDDLE OF THE BUILDING**
SYMMETRICAL
PEDIMENT OR WINDOW OVER THE DOORS

GREEK REVIVAL **COLUMNS, DORIC AND IONIC STYLED AFTER THE GREEK**
NORMALLY PAINTED WHITE OR MADE
FROM SANDSTONE OR MARBLE

GOTHIC **THE POINTED ARCH**
FLYING BUTTRESSES
TALL GRAND BUILDINGS



that were built in the 1950s and 60s were more modern than their counterparts from the 1920s. The new buildings were typically one-story buildings with flat roofs. They were enclosed in glass and metal window wall systems or brick and concrete wall systems and each classroom had direct access to the outside. Builders and architects used new building technologies and lightweight materials to construct these new buildings quickly, but these buildings would not have the life span of the older buildings. These new buildings would have to be replaced sooner than older buildings.

New school buildings are being built with sustainability (to last and be useful for a long time) in mind. Schools are being built with the knowledge that our resources are limited and need to be conserved. Schools are being built to grow with technology and the community.



Today, as these older school buildings continue to age and be replaced, there is a movement to preserve these buildings for future generations. These buildings hold memories and tell the stories of who we are as a community.

References:

- Baker, L. (2012). *A History of School Design and its Indoor Environmental Standards, 1900 to Today*. National Institute of Building Sciences.
- Gislason, N. (2011). *Building Innovation: History, Cases, and Perspectives on School Design*. Big Tancook Island: Backalong Books.

Name _____ Date _____

Building Our School

Student Worksheet

Your class has been asked to provide information about your school building for the Wyoming School Facilities Commission. The School Facilities Commission had a major flooding incident and lost all of the "blueprints" for all the schools in the ENTIRE state. Now they need your help to replace all of their files.

You will need to complete the questions on this sheet first. Once you have completed this sheet you will need to recreate the "blueprint" of your school for the School Facilities Commission. Your teacher will be here to assist you and double check your arithmetic, but be sure to take accurate measurements. Remember it is always better to measure twice.

BEFORE YOU GO OUTSIDE, answer the following questions:

1. What is the name of your school? _____

2. What grades attend your school? _____

3. What is the address of your school? _____

4. In which city is your school located? _____

5. What major landmarks or landforms is your school near? _____

ONCE YOU GO OUTSIDE, BUT BEFORE YOU MEASURE, answer the following questions:

1. Take a step back from your school building and study the building for a few minutes. Write down your observations.

2. Now look around your school and study the things around your school. Write down your observations.

3. What type of materials were used to construct your school building?

NOW BEGIN MEASURING: Remember to measure carefully.

1. What is the length of the outside wall of your assigned section of the school building?
_____feet _____inches
2. What is the width of the first window of the outside wall of your assigned section of the school building? _____feet _____ inches
3. How many windows are along the outside wall of your assigned section of the school building? _____
4. Are all the windows the same width? _____ If not, you must go back and measure the width of each window and put the measurements in the table.
5. Is there a door on the outside wall of your assigned section of the school building?
_____ If so, what is the width of the door? _____ feet _____ inches

WHEN YOU ARE FINISHED: It is now time to go inside to complete your "blueprint" of your school building. Answer the following questions when you finish the "blueprint" using the measurements from the entire class.

1. What is the perimeter of your school building? _____
2. What is the total area of your school building? _____

3. What different shapes does your school building encompass? _____

4. How many different "wings" does your building have? _____

5. Windows are an important feature of your school. Why are the windows placed where they are? Why are the windows important?

FOR FURTHER RESEARCH, answer the following questions:

1. What year was your school building built? _____

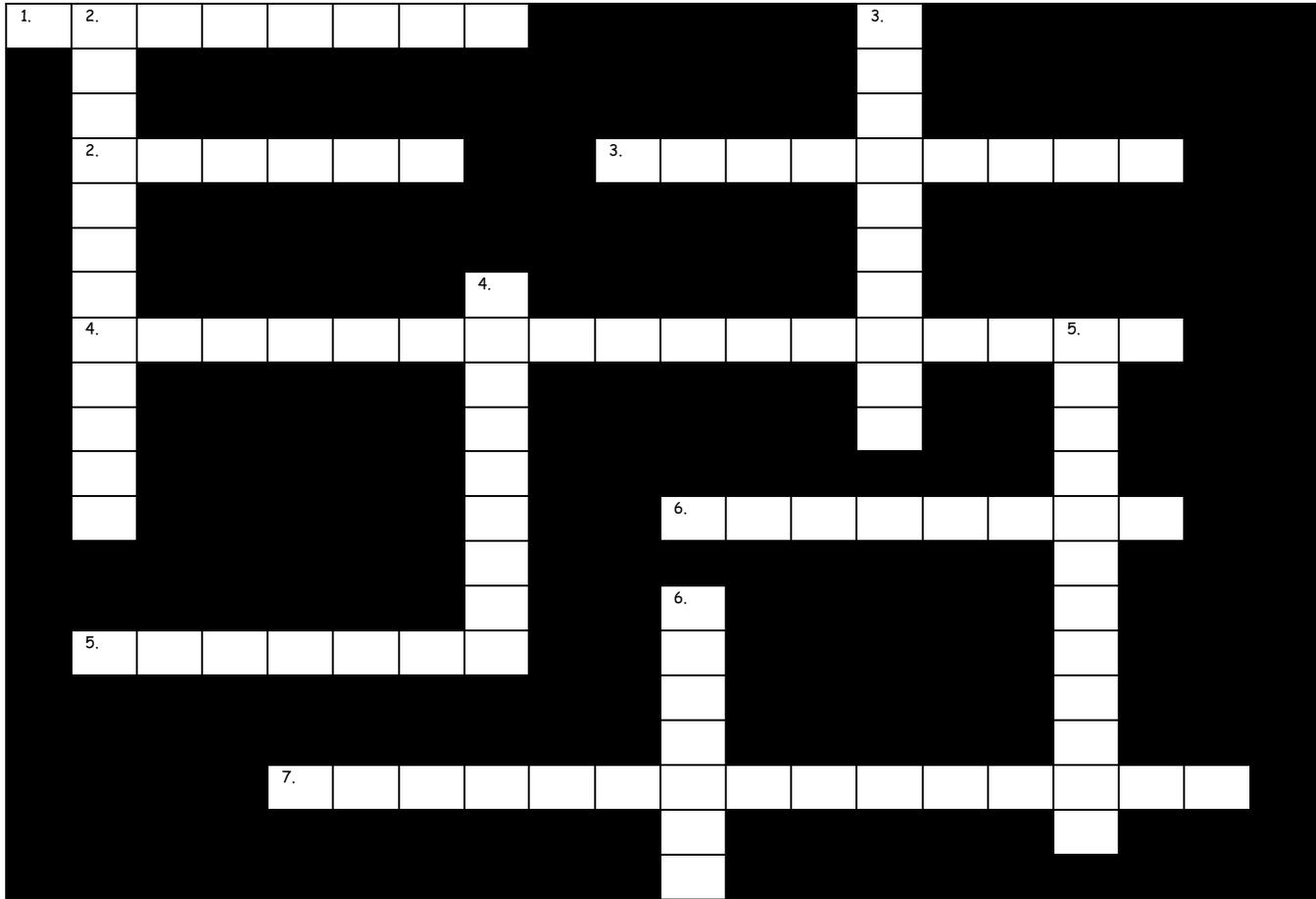
2. What style of architecture was used? _____

3. Does your school building have any features to conserve energy or other resources? If so, what are they? _____

Table for Additional Windows

Name of Window	Location	Width in inches	Width in feet

When Is A School More Than A School?



Across

1. Humans create ____ culture.
2. ____ are an example of cultural landscape.
3. ____ are an example of material culture.
4. All the structures placed permanently on the earth are called ____.
5. People ____ aluminum cans, plastic, and glass.
6. The ____ Historic District is an example of historic preservation in Wyoming.
7. ____ is a good example of repurposing an old building.

Down

2. ____ is the designing and building of a habitable building.
3. An old building can be ____ for a new use.
4. When a house is built and lived in then the house is ____.
5. The act of saving material culture from decomposition and intact is called ____.
6. Mrs. Jones saved the get well card her students gave her because it had ____ meaning.

Puzzling History Lesson Plan

Time Required: 60 minutes

**This activity is suitable for grades 3-12

Wyoming State Standards:

SS4.4.2: Students discuss and describe how current events influence individuals, communities, state, country, and/or world.

SS4.5.4.: Students describe relationships among people and places, and the environmental context in which they take place.

SS8.4.3 Students analyze the impact of historical events and people on present conditions, situations, or circumstances.

Common Core Standards:

CCSS.ELA-Literacy.SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CCSS.ELA-Literacy.SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-Literacy.SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

CCSS.ELA-Literacy.SL.3.1d Explain their own ideas and understanding in light of the discussion.

CCSS.ELA-Literacy.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

CCSS.ELA-Literacy.SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 [here](#) for specific expectations.)

**The Common Core standards for class discussion and preparation for grades above third grade can also be represented using this activity.

Materials:

6 photographs of the schools cut into jigsaw puzzle pieces (provided)

Each photograph puzzle has 15 pieces

Group the pieces into 3 groups; all the pieces in each group connect and the first group begins in a corner

Label the groups of pieces A, B, and C beginning with a corner

Copies of the student primary source worksheet

Digital photographs of the puzzles to project or transparencies of the photographs to project

Procedures:

1. Divide the class into six groups and distribute the student primary source worksheet.
2. Explain to the students that they are going to put together a puzzle and talk about the puzzle as they put it together.
3. Distribute the “A” pieces of the puzzles. Allow the students 5-7 minutes to put the first few pieces together. Once they have completed this portion of their puzzles, the students

are to answer the first set of questions on the primary source worksheet. Allow the students 10 minutes to answer the questions and to discuss their puzzle.

4. Next, distribute the “B” pieces of the puzzles and repeat step 3.
5. Distribute the “C” pieces and repeat step 3.
6. The students should now have the complete photograph of their school building. Have each group prepare a presentation for the class about their building by completing the presentation section of the primary source worksheet.
7. Once the students are prepared, have each group present their school while projecting the photograph for the entire class to see. Discuss each photograph. Use the following questions if needed.
 - a. What similarities are seen in the photographs?
 - b. What differences are seen in the photographs?
 - c. Why are some schools larger than others?
 - d. Why do many of these school buildings look to be in disrepair?
 - e. How can we do a better job in preserving these old school buildings?
 - f. How else can we “recycle” or repurpose these buildings?

Extension activities:

Have the students do further research about the six school buildings represented in this activity to see what has happened to the building and what the future plans are for the building.

As a class adopt an older school building in your school district and write a history of the building. Include photographs of the building, drawings, and a floor plan of the building.



Photo courtesy of Mary Humstone



Photo courtesy of Mary Humstone



Photo courtesy of the Wyoming State Historic Preservation Office (WSHPO)



Photo courtesy of Mary Humstone



Photo courtesy of the Wyoming State Historic Preservation Office (WSHPO)



Save Our Building Lesson Plan

Time Required: 1 hour

****This activity is suitable for grades 5-12**

Wyoming State Standards:

- SS4.1.1: Students describe and apply rights and responsibilities of citizenship.
- SS4.4.2: Students discuss and describe how current events influence individuals, communities, state, country, and/or world.
- SS4.5.2: Students identify their relative location in terms of home, school, neighborhood, community, county, state, country, and continent.
- SS4.5.4.: Students describe relationships among people and places, and the environmental context in which they take place.
- SS8.4.3 Students analyze the impact of historical events and people on present conditions, situations, or circumstances.
- SS8.5.3 Students demonstrate an ability to organize and process spatial information.

Common Core Standards:

- CCSS.ELA-Literacy.SL.6.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- CCSS.ELA-Literacy.SL.6.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- CCSS.ELA-Literacy.SL.6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- CCSS.ELA-Literacy.RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- CCSS.ELA-Literacy.RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- CCSS.ELA-Literacy.RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Materials:

- Reference materials
- Computers with internet
- Copies of the activity handout for each student

Procedures:

1. Divide the class into three groups. One group will represent the school board with 5-7 students. The rest of the class can be divided evenly into two groups.
2. Explain the scenario to the students.
 - a. The school board has made the decision to close (YOUR SCHOOL). The decision to close the school was not very controversial. The building is in disrepair and the students can all be enrolled in neighboring schools without any problem. There is, however, great controversy surrounding the decision of whether to demolish the building to build a new parking lot. The city desperately needs a new parking lot. It is very difficult to find parking anywhere around the school and the school's lot would provide a good location for the parking lot. Many members of the community are arguing that the school is a part of the city's

history and should not be demolished. But there are many other members of the community who would rather see the money that would be invested in repairing the school be invested in a parking lot for the community.

3. Explain to the students that their job is to prepare a compelling argument supporting their group to present to the school board. Allow the students to work in preparing their arguments.
4. When all groups are prepared, prepare the classroom for your school board meeting, with desks or a table for the school board members. Divide the other desks into two groups, facing the school board.
5. Conduct your school board meeting.
6. In a ballot vote, have the school board vote whether to save the building or to build the parking lot.

Extension activities

Have the students attend a school board, city council, or county commission meeting.

As a class choose a historic building in your town/city that may be in danger of being torn down and work to save the building.

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**Historic
Wyoming**

Name _____ Date _____

Save Our Building

The school board has made the decision to close your school. The decision to close the school was not very controversial. The building is in disrepair and the students can all be enrolled in neighboring schools without any problem. There is, however, great controversy surrounding the decision of whether to demolish the building to build a new parking lot. The city desperately needs a new parking lot. It is very difficult to find parking anywhere around the school and the school's lot would provide a good location for the parking lot. Many members of the community are arguing that the school is a part of the city's history and should not be demolished. But there are many other members of the community who would rather see the money that would be invested in repairing the school be invested in a parking lot for the community.

Demolish for Parking: This group is in support of tearing down the school building and building a parking lot for the community. They are tired of not being able to find a place to park and would prefer a parking lot. This group must persuade the school board to demolish the old building and to sell the land to the city for the parking lot to be built. The school district will need to pay \$300,000 to demolish the school building and cover the expense of dumping the demolished building and the landfill. The school district will make \$882,000 from the sale of the land that will be used to purchase computers and supplies for the students.

Save the Building: This group is against the demolishing of the school building. Their proposal is to sell the building to a construction company in town. The construction company plans to repurpose the building into residential apartments. The construction company is willing to purchase the building for \$882,000 after the school district tears down all non-supporting walls inside the building. Tearing down these walls will cost the district \$17,500 for disposal fees and labor. This group must persuade the school board to accept their proposal and save the building.

THE SCHOOL BOARD: In order for the members of the school board to make a valid decision they must understand both sides of the issue. Their job is to discuss both options listed above before the meeting and then vote for one option after the discussion at the end of the meeting.

Remember it is okay to do additional research before the meeting, but the vote will be conducted at the end of the meeting leaving no time for research at the end of the meeting.

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We Are History, TOO! Lesson Plan

Time Required: 90 hours (Suggest two blocks of 45 minutes)

Wyoming State Standards:

SS4.5.4 Students describe relationships among people and places, and the environmental context in which they take place.

SS8.4.1 Students identify people, events, problems, conflicts, and ideas and explain their historical significance.

SS.11.4.3 Students evaluate the impact of technology and how it has shaped history and influenced the modern world.

Common Core Standards:

CCSS.ELA-Literacy.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

CCSS.ELA-Literacy.W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

CCSS.ELA-Literacy.W.3.1b Provide reasons that support the opinion.

CCSS.ELA-Literacy.W.3.1c Use linking words and phrases

(e.g., *because, therefore, since, for example*) to connect opinion and reasons.

CCSS.ELA-Literacy.W.3.1d Provide a concluding statement or section.

CCSS.ELA-Literacy.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-Literacy.W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

CCSS.ELA-Literacy.W.3.2b Develop the topic with facts, definitions, and details.

CCSS.ELA-Literacy.W.3.2c Use linking words and phrases

(e.g., *also, another, and, more, but*) to connect ideas within categories of information.

CCSS.ELA-Literacy.W.3.2d Provide a concluding statement or section.

Materials:

Computers

Printer paper

Crayons

Markers

Colored pencils

Procedures:

1. Using the method that works best for your students, introduce them to the following terms:
 - a. Archives: noncurrent records preserved because they have value, examples journals, diaries, photographs, music, postcards, letters, etc.; the building where archival material is located.
 - b. Archivist: a professional who is responsible for the selection, preservation, or use of archived material.
 - c. Collection: an accumulation of archived materials about a person or from a person; or all the archived material about an event or idea.
 - d. Document: recorded information regardless of form or medium.
 - e. Records: all recorded information gathered and maintained by an organization.

2. Explain to the students that they are all going to build an archive for their class and classroom that will be shared with researchers, teachers, and future students. Explain that archives allow researchers, teachers, students, etc. to learn about past events and the attitudes of the people that lived during a time period.
3. Have students draw their favorite place in the school. They could choose the playground, music room, cafeteria, gym, classroom, etc.
4. Then have the students write their own account of life at their school. You may want to include the following questions for students to answer within their writing as a guide.
 - a. What do you like about school?
 - b. What do you dislike about school?
 - c. What does your school look like? What materials were used to build your school? Brick? Concrete? Do you think your school will last for a very long time? Will your school still be here in 100 years? Why?
 - d. What is the playground like? Is it large or small? Does it have a basketball court, soccer field, football field, etc.? What is your favorite part of the playground? Why is this your favorite part of the playground?
 - e. What is your favorite place in the school? Why is this your favorite place?
 - f. How do you feel about your school?
5. When the students have completed their work compile their work into a collection that can be saved as part of the classroom archives.
6. As the school year continues, have the students become archivists and determine which projects, assignments, photos, etc. will become part of their class archive. Encourage students to look beyond the classroom for material. Newspaper articles, lunch menus, the school yearbook, etc. can all be part of your archive. Remind your students that these documents will be saved for a very long time and will be used by others in the future that they are creating a record of their school year for others to study.
7. At the end of the school year, have the students create a descriptive list of the materials in the class archive. This would be a list of contents for your students' collection.

When Is A School More Than A School?

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More Than Mortar Presentation
Alliance for Historic Wyoming

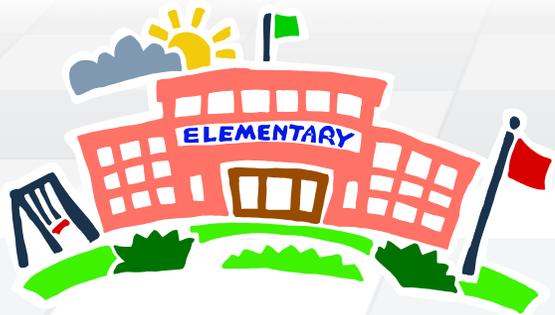
The Things We Humans Make

- All the things that humans create are called material culture.
- Material culture is important because it tells the story about who we are.
- All these things are material culture.



Buildings? Are they material culture too?

- Yep, buildings are material culture too
- Buildings also fit into another category called cultural landscape
- Cultural landscape is the structures that humans place permanently on the earth
- All of these things are cultural landscape



Architecture...the birth of a building

- Architecture is the designing and building of a habitable building.
- A habitable building is one in which can be used by humans for the reason it was built.
- Are buildings important pieces of material culture? Do buildings hold memories?

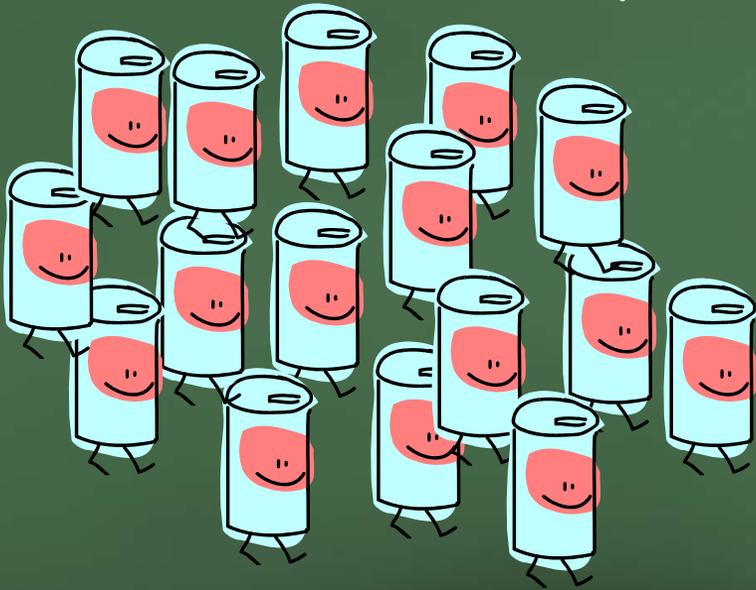
What is preservation...why does it matter?

- Preservation is to keep things from decomposition, harm, decay, and intact.
- There are many reasons to preserve material culture.
 - Because the object is nice to look at
 - Because the object works well
 - Because the object holds a special meaning
- We all work to preserve the Earth by recycling.
- Preservation is just like recycling. We preserve material culture to be used for new purposes or to be repaired to continued to be used for its original purpose.



What happens when buildings are demolished? Mmm...

- Imagine that we demolish just one building. One building that is 25 feet wide and 120 feet long.
- How does that affect our recycling in our community?
 - Demolishing the one building has wiped out the environmental benefit of recycling 1,344,000 aluminum cans



TO THE DUMP!!

What can we do with an "old" building?

- Buildings can be recycled.
- Older buildings can be repaired and repurposed for new uses.
- Why might people be interested in building a new building instead of buying or reusing an old building?



This was Churchill Elementary School in Cheyenne. The building has been repurposed and now houses medical offices that serve the community of Cheyenne.

Historic Preservation in Wyoming

- Historic Governor's Mansion, Cheyenne
- Ferris Mansion, Rawlins
- J. C. Penney Historic District, Kemmerer
- Union Pacific Railroad Depot, Cheyenne
- Historic Mansion House Inn, Buffalo
- Boulder School House, Boulder
- Territorial Prison, Laramie



Ferris Mansion, Rawlins, Wyoming. Photo by
Jenniffer Blaylock

Be preservationist!

The school board has decided that they are closing your school and now has to decide whether to demolish the building or preserve it.

Work in groups of three or four and answer the following questions:

1. Would you want the building to be preserved? Why?
2. What are some of the special features of the building that you would like to save?
3. What other activities could take place in your school?
4. What other kinds of businesses could use the school building to conduct their business?

Now take a vote. How many students in your class would vote to save your school?