

## **Celebrate Pittsburgh through Public Sculpture and Architecture**

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This unit, *Celebrate Pittsburgh through Public Sculpture and Architecture*, explores a variety of Pittsburgh's parks, sculptures, landmarks, and buildings that were designed and built within the past two centuries. The unit provides opportunities for children to observe how artists see and design art. The initial exploration features historically and artistically noteworthy landmarks in close proximity to the students' neighborhood and school, and then it extends to architecture and monuments throughout the city. It features places where students and their families and friends go to school, work, and play. Students reflect upon their prior knowledge- their houses, apartments, school buildings, churches, and city skyscrapers- all structures, which are built to provide shelter. They expand upon their personal reality to see how architecture is an avenue to trace history, people's legacies, entertaining stories, and artistic elements about Pittsburgh. Students build their knowledge and understanding of sculpture as they focus on public art and outdoor sculpture ranging from relief sculptures, friezes on buildings, chiseled forms, and statues in parks. The sculptural forms embrace heroes, sports figures, gargoyles, panthers, and even dinosaurs. Children investigate *Dinomite Days*, the temporary sculpture installation in 2003, the new acquisition for the Pittsburgh Convention Center carved by Thaddeus Mosley, and a projected site delegated to be a 19<sup>th</sup> Century Mary Cassatt Impressionist Memorial Garden, to be unveiled on the North Side, in 2005 or 2006.

After students complete their investigation of the parks and monuments, document the process in their art journal, and analyze the unique characteristics each piece of public sculpture, they will begin see how landmarks develop more value in their lives and communities. They will apply their knowledge and

imagination to make judgments and preferences to plan, sketch and make collages, construct paper forms, and create clay sculptures.

During a period of six to nine weeks, third, fourth, and fifth graders will be immersed in art, architecture, and sculpture in their community. Students meet for forty-five minute classes, approximately six times each month. The unit contains activities and lessons that span nine weeks, which may easily be adjusted to meet different needs.

### **Rationale**

The purpose of this unit is to provide students with opportunities in the classroom to expand their knowledge of architecture and sculpture within a historical context. Pittsburgh has always had an interesting relationship with nature and unique architecture. It is well known for its three rivers, the Allegheny, the Monongahela, and the Ohio, which meet at The Point, forming the Golden Triangle. The three rivers and the natural resources made it the “Gateway to the West.” Previously, students have explored the rivers and the design and structure of the bridges in Pittsburgh. They analyzed paintings and photographs, as well as particular artists, who selected the river theme as their subject matter. After much documentation via sketches and photographs, which celebrated Pittsburgh as the City of Bridges, they painted a mural reflecting this motif. This theme, *Celebrate Pittsburgh through Public Sculpture and Architecture*, is a natural progression in art for my children. Although most of the children are from this area, buildings and statues in the community “come alive” when they are given more information about them.

This unit, designed for third, fourth, and fifth grade students, emphasizes and highlights the regional art, sculpture, and architecture, which is already a part of our art curriculum. It provides a fresh perspective for creative experiences that enhance the art curriculum and supports the third, fourth, and fifth grade social studies curricula, *Pittsburgh Our City*, *Around the World*, and *America*. This unit can motivate students to meet state and national standards, which expect them to learn concepts and vocabularies associated with various types of work in the visual arts. It can stimulate their curiosity and desire to learn so that they exhibit their competence at various levels in visual, oral, and written form. With an emphasis on sculpture and architecture, the unit addresses the Pittsburgh Public School’s Content Standards in Art and Humanities, Social Studies, Citizenship, Language Arts, and Technology. Specific topics focus on the importance and value of parks, landmarks, and public sculpture for the purpose of enjoyment and for their historical and aesthetic significance, and their preservation. Topics explore old as well as new landmarks, most of which are still standing, and a few that have been demolished. They suggest a need for maintenance, restoration, and

future preservation. This unit suggests ways to use art and architecture to pay tribute to Pittsburgh and acknowledges reasons why we should celebrate it as Poet Joy Harjo puts forth this notion reminding us that we should “*remember the sky we were born under...remember the plants, trees, animal life who all have their tribes, families, their histories too.*” (Panzer 33)

Since the children will grow up to be the future decision-makers, they will assume the responsibility of preserving the parks and the landmarks. Once students know about the parks and landmarks, and see how they can be appreciated and enjoyed, then they will understand that they need to be taken care of if they are to last. When they learn about the historical significance and realize that their presence can add beauty and interest to the community, they will begin to develop a sense of the need for preservation and protection. Once in 1978, there was a meeting of lawyers, bankers, and The Urban Redevelopment Authority and they were involved in trying to secure money to finance a small shopping center in The Hill. This particular site had been torched in the sixties during the Civil Rights riots in Pittsburgh. The men were trying to secure a grocery store, a library, and some shops. The discussions focused on remember to include some money for art. A log was secured, delivered to Thaddeus Mosley, and *The Phoenix* was carved. Children can view themselves in a broader context. (Lewis 31) *The Phoenix*, with widespread wings, “rises from the ashes to establish a new physical and spiritual life, on Center Avenue and Dinwiddle, overlooking the Pittsburgh skyline. (Lewis 32) A park was built up around the sculpture.

I want my students to revel in the beauty and history of Pittsburgh and to think about the city with pride. Since sculptures and landmarks can serve as a voice to the past, using them as an instructional vehicle can help make the urban spaces in the region come alive with meaning. If children learn about earlier Pittsburghers’ legacies, they can celebrate their achievements. Pittsburgh’s present echoes the past. When I think about this, I realize students can achieve this pride if they know about the various people and events whose legacies live on. Many are commemorated with a sculpture or a historical marker. Much of it is designated public art, that which is designed for a specific reason for a particular group with established criteria, which satisfies the public, the City Council, The History and Landmarks Foundation in the city of Pittsburgh. Why not utilize the architectural landmarks and monuments in Pittsburgh to tell the story? These structures create visual images that students can use to develop pride and respect for their community within the context of the visual arts.

Visual artists have provided insights about our region and its occupants by documenting eras. *Celebrating Pittsburgh Sculpture and Architecture* can provide more exposure for children since it selects and highlights the contributions made by several artists, architects and sculptors whose work has impacted Pittsburgh.

Learners will acquire knowledge and insights; they will strengthen their pride in their heritage and where they live. Not everyone has taken time to pay attention to events in Pittsburgh. This unit selects, suggests, and gives examples of some ways to look at art that reflects the face of Pittsburgh from the eighteenth century to the present. Pittsburgh and Allegheny County have more sculpture in public places than one would suspect. Some sculptures are familiar because they are monuments or landmarks in the city or located in a city parks. Then there are others that are much less known, if known at all to only a handful of citizens, yet they can be delightful to discover.

Pittsburgh has several “firsts” in architectural history such as Forbes Field (1909), the first baseball stadium built in the United States; The Alcoa Building (1953), the first all-aluminum building, a 30-story, 410 foot structure with thin stamped aluminum panels forming the exterior walls; and the Pittsburgh Civic Arena, the first retractable dome roof. The first gas station, designed by J. H. Giesey and built by the Gulf Refining Company, opened at Baum Boulevard and St. Clair Street in East Liberty in 1913. The Nickelodeon, the first theater in the world devoted to the exhibition of motion pictures, was opened by Harry Davis on Smithfield Street in 1905; the first Ferris wheel which stood at 264 feet, carrying more than 2,000 passengers in operation at the World's Fair in Chicago in 1892-1893 was invented by George Washington Gale Ferris (1859-1896), a Pittsburgh native and civil engineer. (Facts<http://pittsburgh.about.com>).

Although everyone acknowledges that he or she has passed by a sculpture while in a car, or on a bus or simply strolled around it on foot or when walking the dog, this does not mean that he or she is familiar with it, or has much information or awareness surrounding its origin and purpose. Yet sometimes they pass by it daily. Wouldn't it be interesting and informative to collect knowledge or learn a story about the piece, about the sculptor who created the form, its age, or its relevance to the community? I was in such awe when I first came to Pittsburgh to live. Everywhere I turned there were quaint old buildings, a remarkable variety of architecture- modern next to gothic, classical, or Romanesque. There were also expansive bridges, the inclines, and buildings including churches with steeples and tall stacked houses side by side perched high up on the cliff overlooking the beautiful rivers.

The purpose of this unit is to provide children with additional opportunities to develop their curiosity about their neighborhood. They live in Allentown, which is south of Downtown, and surrounded by the southern slope of Mount Washington, Beltzhoover, and Knoxville. Allentown is home to the beautiful Grandview Park, adjacent to the school. During the 1860's, the firm of McLain & Maple purchased the Allen and Beltzhoover farms and laid out plots and streets. German immigrant mill workers bought lots there, building houses similar to

those they had known in their homeland. The mill workers had first settled in Birmingham (now known as South Side) to work in the steel, iron, and glass factories. As Birmingham became increasingly polluted and congested, they moved up the hill to Allentown. Allentown came to look like a rustic German town with rows of wooden houses, many with stained glass windows and some with fancy porches. The inclines also were an influence from the Germans (web - Pittsburgh, Three Centuries of Pittsburgh <http://pittsburgh.about.com>). Coal mining in Pittsburgh dates back to 1762 when a coal seam was discovered on "Coal Hill" - now known as Mt. Washington. Today, from school, the children have a spectacular view of the rivers and downtown. When children begin interacting and interviewing family and neighbors to acquire information, they learn and advance their understanding of the art of architecture and sculpture in the neighborhood as well as throughout Pittsburgh.

George Washington was an emissary when he came to Pittsburgh. He wanted the French to evacuate the region. He wrote a report urging that the British construct a fort at the Forks of the Ohio, declaring the site "extremely well-situated for a fort, having command of both rivers." (Three centuries of Pittsburgh History, <http://pittsburgh.about.com>). The city itself is a landmark. "It was the British settlers that built a state-of-the-art fort, Fort Pitt, and named it William Pitt, after the Prime Minister of England. The small village of Pittsburgh soon grew around Fort Pitt and the name was later officially changed to Pittsburgh. Those first British settlers began mining coal from the southern hillside (present-day Mt. Washington) opposite the point in the early 1760s." (Three Centuries of Pittsburgh History <http://pittsburgh.about.com>)

After the Civil War, Pittsburgh was still simply a frontier, the "Gateway to the West." Things were happening in New England, especially in Boston. When coal and steel made Pittsburgh's wealth grow, H. H. Richardson, a prominent man in the history of architecture in the United States, who was promoted in publications in the latter part of the 1800's, accepted an invitation to come to Pittsburgh. He designed a church on the North Side in 1884, Emmanuel Episcopal Church, and then the Allegheny County Courthouse and Jail, which he felt was one of his greatest achievements. (Carlin 4) A chief assistant overseeing Pittsburgh's architectural construction for Richardson was a man named Frank E. Alden. A well-liked gentleman, he was quite successful. In 1895, he formed a group with a few classmates from MIT and started an architectural firm. Three friends, Alexander Wadsworth, Longfellow, Alfred B. Harlow, and Frank E. Alden, played a major role in building our city. They started a firm, Longfellow, Alden, & Harlow. They worked in both Pittsburgh and Boston, and successfully designed over 150 buildings. (Carlin 4) Three friends, Alexander Wadsworth, Longfellow, Alfred B. Harlow, and Frank E. Alden, played a major role in building our city. The booming economy was credited for this demand. In 1896,

they split up but remained friends. Alden & Harlow were chosen by Andrew Carnegie to be responsible for the branch libraries, including Mt. Washington. Richardson preferred medieval style. Although Alden & Harlow selected a few of these elements in their plans, they preferred classicism. Walter Kidney salutes these men and their dominance in Pittsburgh architecture. The term, “proto-modern” is fixed upon this era, and seems to bridge Richardson and modernists like Frank Lloyd Wright. (Carlin 4)

This unit is divided into easy to use sections to see how architects and sculptors were often inspired by influences and events that either beautified or emphasized aspects including Pittsburgh’s natural landscape, heroes, battles and soldiers, leaders and influential residents, the building of its neighborhoods and downtown, the parks, the history of industry, growth and trade, as well as a variety of influences upon daily existence. They were shaped by attitudes and by aesthetics. This unit is designed to show students that there are many ways of looking at, and connecting to, Pittsburgh’s landmarks and just as many ways to react to them.

## **Objectives**

Students will investigate sculpture and architecture as three-dimensional art forms. (A&H Content Standard 1) Students will recognize and determine how shape, materials, form, and space are important to an architect. (Art and Humanities 2) Students will investigate the role of an architect as an artist. (Art and Humanities 3) Students will investigate the role of an artist as a sculptor and look at the tools of the trade. (Art and Humanities 3) Students will investigate, identify, describe, record a date and determine the original purpose or origin of at least six landmarks or sculptures that have historical and artistic significance in their neighborhood and the adjoining neighborhoods. (Reading Writing, and Listening 1, 2, & 8) Students will investigate Grandview Park, which overlooks the Monongahela River, adjacent to the school grounds and document its natural beauty. (Science and Technology 4) Students will identify landmarks around the city of Pittsburgh and review their historical significance. (Art and Humanities 1) Students will investigate animals and gargoyles on buildings, bridges, and in parks. (Art and Humanities 2&3) Students will create a gargoyle using clay. (Art and Humanities 4) Students will create a clay sculpture. (Art and Humanities 4) Students will explore *Dinomite Days* (2003), as an example of a temporary contemporary outdoor sculpture installation. (Art and Humanities 4) Students will research the 19th century impressionistic artist, Mary Cassatt, and the memorial garden projected to open in 2005 on the North Side. (Reading, Writing, and Speaking 1, 2, 3) Students will discuss the need to preserve landmarks for the future. (Citizenship 1)

## **Strategies**

The teaching strategies for this unit will be interdisciplinary in order to engage the students and to meet the needs of the students' diverse learning styles. Collaboration among colleagues will be beneficial because of their added assistance during some of the activities. For example, the librarian will assist with research activities and making resources available for the children to use; the social studies teacher can teach map reading skills so that students can independently locate these neighborhoods on a local city map; and other teachers and staff may have stories and recollections to share. Students will incorporate interviewing techniques to collect information from parents, grandparents and neighbors. The students will be divided into small cooperative learning groups to conduct research and gather information from at least two different sources. The art teacher will guide students as they use technology to conduct research about the landmarks and architecture online. Classes of students will take a walking tour of the neighborhood and they will be given a map to assist them when they venture out with families on weekends and evenings. I will collect books for students to read about the various topics in the unit. Oral presentations will give students opportunities to develop confidence and clarity in their speech. I will prepare visual displays in the classroom that feature landmarks and relevant quotations. Students will participate in hands on activities to make an art journal, sketches, written documentation, photograph images, construct paper forms, make a collage, create a clay gargoyle, create a clay sculpture, draw buildings and make a clay façade. The entire school and the student's families will be invited to an art exhibition featuring the clay sculptures, facades, drawings and photographs. Students will be the docents and share their experiences.

## **Activities**

Sculpture and architecture are three-dimensional art. They rely on form, site, materials and design. Students could use the computer to do research at this web site, <http://www.sanford-artedventures.com/play/arch1/index.html>, for an interactive introduction to architecture. Assign students to work in small cooperative groups. Assign one of these four topics: form, site, materials, and design. Designate a time for students to report orally to the entire class. Suggestions for other topics include: What is the definition of architecture? How do you design a building? How is architecture art?

Students will use books and look at prints to collect information about well-known sculptors including Pablo Picasso, Henry Moore, and Michelangelo. They should view and analyze several masterpieces from each artist. For example: explain how Miro loved to describe the world by using signs and emblems. One day he created a sculpture of a figure cast from a human foot. In Miro's language,

this image reminds us that we belong to the earth and the sky: although our feet are firmly planted on the ground, sometimes we long to escape, like the birds, into the freedom of space.” (Miro10) Miro’s sculptures do not always have compact or solid shape. Share excerpts and review photographs from the book, *The Art of Sculpture* and the *Day in the Life of a Sculptor*. For Example: Students could investigate how Thaddeus Mosley, a contemporary sculptor from the North Side, sculpts out of wood. He was influenced by the Scandinavian figures he saw when he was in the Navy, and this was the inspiration for him to begin carving. Besides being an artist, he was a Postal Worker and worked for The Courier. Direct the students to [http://www.pittsburghlive.com/x/tribune-review/entertainment/s\\_77403.html](http://www.pittsburghlive.com/x/tribune-review/entertainment/s_77403.html).

Students will assemble an art journal to sketch and record information about Pittsburgh landmarks and sculpture. Students can use paper to practice making forms used in buildings. Guide students to the Website [http://www.sanford-artedventures.com/create/tech\\_forms.html](http://www.sanford-artedventures.com/create/tech_forms.html). Students will use paper and scissors, follow guidelines, step by step on the Website, and make a variety of forms. Example: cones, pyramids, etc.

#### *An Architect as an Artist*

Students will investigate the architect, Douglas Cooper, who lives in Pittsburgh and draws Pittsburgh’s landmarks and buildings and creates large murals. He draws on individual panels in graphite pencil and mounts them collectively to span a wall. Douglas Cooper, a trained architect and professor at Carnegie Mellon University, has chosen Pittsburgh as a reoccurring theme in his art. He prefers a two-dimensional process of drawing as a means of expressing himself. Show the book, *Steel Shadows, Murals and Drawings of Pittsburgh*. Read excerpts referring to how he first began coming from Connecticut on the train with his dad to visit his grandmother in Pittsburgh. He said there were elements of Pittsburgh laid out in front of him to inspect, one right after the other—first the hills, then the coal, then the valleys, then the water, then the fire. (Cooper 3) He recalls his initial impressions and stories when he saw the bridges and remembers tales that his father told him, such as when they were pouring the cement during construction, a man fell into the form. (Cooper 4) He drew the old Forbes Baseball field and other landmarks that have since been torn down.

After explaining that Cooper collected ideas and involved senior citizens who possessed varied recollections and memories of Pittsburgh during the 1900’s and used them to provide a tremendous wealth of material for his murals, assign students to interview a relative or grandparent with a question such as *what landmarks did you grow up around?* The students could record the story. When they take a field trip to the Heinz History Museum, direct them to view and analyze the Cooper mural exhibited there. Guide students to search for, label, and

locate a variety of landmarks, bridges, buildings, etc. For example: Forbes Field, Panther Hollow, steel mills, etc. Encourage them to go see another one on a weekend with their parents at the student union building at Carnegie Mellon University in Oakland. To explore more in depth, you could also show the video, *Steel Shadows, Murals and Drawings of Pittsburgh*, and research articles online. Students could select a landmark and do a pencil sketch in their journal.

#### *Tools That Sculptors Use in Their Trade*

Put out on display some books and prints that can showcase sculptors such as Pablo Picasso and Henry Moore and Michelangelo. Select and highlight a few points in a particular era about sculpture, and relate it to what was happening throughout history, music, theater, science and nature during the same time period, by using *The Art of Sculpture*, referring to the timeline on page 40. For example: In the 20<sup>th</sup> century, Henry Moore was creating sculptures, World War I and World War II were fought, The Wizard of Oz was produced, and the Wright Brothers invented the airplane. Next, on page 35-38, stress the vocabulary and point out the materials and tools that artists select. For example: vocabulary: abstract, bas-relief, capital, patina; materials: alloy, metal, marble, granite; and tools: chisels, (pointed, flat, or toothed), drill, gouge, etc. Direct students to create a word wall and make a list under materials and tools. Example: Students put up a large white sheet of butcher paper and use markers to list the words under each category.

#### *Allentown and Vicinity*

Take students for a walk in the neighborhood to observe, sketch, describe, and/or photograph some of the historical sites. After identifying the sites, tell students to look up the landmark and locate a date as well as determine the purpose or origin and document this in their art journal. Encourage them to continue to explore additional landmarks more closely with the supervision of their parents or grandparents. Provide a map and simple directions for a variety of places in the immediate neighborhood of Allentown and adjacent neighborhoods of Belzhoover, Mt. Washington, and Knoxville. Encourage an adventure with the supervision of a parent. Encourage them to interview family and friends to collect information and record it about these sculptures and landmarks. If students are unable to view the sites firsthand, then provide the Web addresses and guide students to specific sites on the Internet to see photographs and read about the landmarks. Encourage students to document in their journals what they investigate. Include a contour drawing of their favorite building and landmark using pencil.

Students will look at pictures from the past and compare them to the present whenever possible. Show books such as *Pittsburgh Then and Now*. For example,

begin with a photograph of young Pittsburghers up on Mt. Washington, dated 1870, looking out over The Point, a large park that looks out over the natural view of the three rivers, the Allegheny, the Monongahela, and the Ohio. Then, introduce the photo on the opposite page showing The Point from the same spot looking at the Golden Triangle in 1974. The past is depicted in black and white; the updated version is depicted in color. Another source to use is *Discovering Pittsburgh's Past*. Initiate a student discussion using the photographs in *Then and Now*.

#### *Past and Present Photos of the Lady of Enlightenment*

Location: Mount Washington. These ladies carved from granite were originally at the old Post Office, downtown on Smithfield and Fourth Street. After a major ordeal of raising money to cover the huge expense of removing it safely, being stored at a Westinghouse Building for a period, placed at the entrance of a former Mt. Washington restaurant on Grandview Avenue, one allegorical figure, the Lady of Enlightenment, stands alone on Virginia Avenue in front of the Rite Aid Store not far from school. She stands tall and bears one broken limb. As figures were dismantled from the post office, it was concluded that the allegorical figures were modern in style, even though they were from the early 1900's. There were two sets of allegorical groups, including six figures of statuary high up on the building. Show the photograph of The Allegorical Sculpture from the Old Post Office perches and atop crumbling walls. They were draped women, the central one standing and holding her right arm aloft while on either side of her sits another woman. (Kidney 146) One stood for navigation. She was holding a rudder. The other was holding a mold that would have been representative of industry. The main woman was holding a lamp symbolizing enlightenment. There is no doubt that these sculptures were intended for Pittsburgh as representatives of our rivers and mills and perhaps the main figure may have been intended to represent or symbolize illumination. (Van Trump 45) They could be another symbol for the "Gateway to the West." It is believed that the Old Post Office and most likely the statuary were both originally designed in Washington D.C. The Post Office was designed in the office of the Supervising Architect of the Treasury in Washington D.C. The figures are attributed to a Washington sculptor, Eugenio Pedon. They had blackened considerably yet still stood out amongst the decaying structure of the post office. The newspaper reports seemed to indicate some dissatisfaction with the sculptures, more than likely because they were not actually smooth and pretty pieces of academic carving which at that time, was the style that was revered. This lends credibility to the fact that they were much more contemporary. When they were originally viewed from a considerable distance, their flawed surface was minimal. Since they have been exposed to the harsh particles prevalent in the Pittsburgh atmosphere and subject to erosion, their finish has deteriorated. (Van Trump 45)

### *Prospect School*

Location, Mt. Washington. Many of my students will attend sixth through eighth grade at Prospect School. There is a significant frieze sculpted by Charlie Bradley Warren on the exterior of this building dating back 66 years to 1938. Warren completed many friezes for schools and churches. This will definitely be one that students should investigate in the neighborhood. Point out that there are figures and they are stylized and have rather classical characteristics near the exterior entrance to the auditorium and the gymnasium. Point out motifs for music, drama, and sports. Look at the way the figures are posed standing, sitting, or kneeling with exaggerated outlines. (Kidney 150) Students should photograph this one.

### *St. Mary of the Mount Church*

Location: Mt. Washington. This historical building is over a hundred years old. Take a minute to look at the architectural features, especially the steeple which was damaged and replaced after an almost unheard of event, a tornado, hit the area in 1999.

### *Mt. Washington Lookout*

Location: Mt. Washington. This site, originally known as "Coal Hill" on Grandview Avenue, offers a panoramic view. It is 400 hundred feet above the Monongahela River. The first coal was mined on this site and many residents worked in the mines. Coal mining in Pittsburgh dates back to 1762 when a coal seam was discovered on "Coal Hill" - now known as Mt. Washington. Today, this is designated with a commemorative marker near a sidewalk overlooking the Golden Triangle and the three rivers. You should direct students to read the historical marker identifying the site.

### *Mt. Washington Branch of Carnegie Library*

Location: Mt. Washington. In 2004, it was in the process of being considered a historical site by the city. It was founded in 1900. In 1983, the residents in Mt. Washington desperately wanted a library; they organized and opened a reading room and a Library Association. They planned an auditorium (meeting room). The building has the original marble tiling, oak trim, and shelves. Walk out the front entrance, cross the street, and you are at the Grandview observation desk and you can overlook the city. The Pittsburgh History and Landmarks Foundation emphasizes the architectural significance of this building. Look at the brochure, *Protecting Places That Make Pittsburgh Home*, the issue featuring the Carnegie Library of Mt. Washington. Direct students to analyze the black and white photos, and study the paterae that decorate the panel above the pilasters; the arched surround doorway with leaded glass in a fish-scale pattern; the inscribed motto, "*Free to the People*", Andrew Carnegie's philosophy for the branch libraries.

### *Monongahela and Duquesne Inclines.*

Location: Mt. Washington. Inclines were used to transport coal down the cliff from Mt. Washington in the 1800's. In 1870 the Monongahela opened up to transport residents from the cliff to the Station Square area. In 1877, down the road, the Duquesne Incline followed suit. Today, these are the only two inclines still running and they're considered an attraction for all to see in Pittsburgh. At one time, at least 20 were in existence and operating. Students should ride this if possible. The Indian Trail, a winding succession of steps and platforms that climbed the hill up to Mt. Washington is no longer around. (*Pittsburgh Then and Now, 76-77*)

### *Tom Bigham House at Chatham Village*

Location: Mt. Washington. The owner of this house was known as "The Sage of Mt. Washington." He was politically active and served in the House of Representatives from 1864-1884. His home has been documented as a site for the Underground Railroad. After he and his wife passed away, their house was inherited and later sold to the Buhl Foundation. Today it is the clubhouse for Chatham Village. This community of condominiums is nestled in the neighborhood and maintains a wide selection of Pennsylvania native trees and plants. Students could sketch some of the trees when they visit this site. (Evert, contributor for The Pittsburgh History and Landmarks Foundation, *Legacy in Bricks and Stone*)

### *Grandview Park*

Location: Allentown/Mt. Washington. Students walk to Grandview Park, a neighborhood city park adjacent to the school property, on many days. Direct them to search for and sketch several plants and trees. Students will identify the native trees by examining their leaves. Have them research, list and label, with the assistance of their science teacher ones that are native species in Pennsylvania and ones that are invasive. Over a period of time, use a digital camera and photograph the plants during the fall, winter, spring and summer. Make a display in the classroom. Observe, analyze, and discuss the changes that can be observed and document them. Discuss upkeep of the park. Students will create a slogan that discourages littering and graffiti. Students will record signs of neglect such as graffiti, trash, etc. and list ways they can protect their park. Students can create a poster about keeping the park beautiful and litter free.

### *The Point*

Location: Downtown at the Golden Triangle. It boasts about having one of the tallest fountains, right at the tip of the golden triangle, which is fed by a glacial formation and sprays 6,000 gallons of water per minute. On the tip of Pittsburgh's Golden Triangle, Point State Park is a green oasis and an urban park. A National Historic Landmark and one of Pittsburgh's must-see attractions, Point State Park

also houses the Monongahela Bastion, home to the Fort Pitt Museum, which honors Point State Park's strategic role in the French and Indian War. Direct students to brainstorm and compile a list of why they think The Point is significant. Research why it is significant in shaping the history of the United States. Students will compare and contrast several sketches of proposed ideas for the point. If students go to a festival or event there, they should look for the area under the portal bridge at The Point and discover that a fishtail design of carefully graded river stones appears on each side of the portal bridge and around the fountain at the point. This pattern looks good under water as well as without it. Explain that the engineers designed the water to look like a peacock tail. (Alberts 160) Turn and look at the portal, an opening to the west. It is fat and not very tall, yet it offers spectators a chance to gaze at a spectacular framed view of the west. The curving arch is inviting to pedestrians who are walking toward the junction of the rivers. Some folkloric topics for class discussion include: Fort Pitt Museum Damaged in Flood of 1972; Hurricane Agnes Hit and The Point Reopened in 1974; and the painting, *The American Pioneer*, by Nat Youngblood, the artist whom students should recall from *Pittsburgh, The City of Bridges*. Point out the old Blockhouse, unique as the oldest existing structure of authenticated date in Western Pennsylvania. It dates back to 1764 and was to be a shelter to fight off the Indians. Reports state that when The Point was completed, it was determined that for the first time in Pittsburgh's history, everyone came to the park to enjoy the landscape of the city, the hills, and rivers and the bridges at eye level. It was truly made by the people for the people and a great success in an investment in human happiness. (Alberts 6) The park was the crowning achievement of the Pittsburgh Renaissance. The city sought to rid itself of smoke, floods, and ugliness. It wanted a new image. The city fulfilled its goal, which was to build a simple and unified park, monumental in size, "uncluttered by buildings, memorials, and statutes, with open space that is so rare in modern urban areas. The hills and rivers, little changed by man, since the eighteenth century, would provide a majestic memorial far more impressive than any man-made monument. The dramatic view to the West, down to the Ohio River, the nation's first highway to the heartland of America, should be open and unimpeded." (Alberts 8)

Many suggestions had to be considered for the planned park. Perhaps a 100 foot sculpture of Joe Magarac, the legendary steel worker, a carillon bell to ring out the glory of the past; an enormous Calvary Cross; a memorial to President Lincoln; a public auditorium; a hall honoring all the nation's war dead; a library; or shops and restaurants. The preference for an uncluttered clear view was decided upon. The park idea survived with the addition of a fountain navigated by three 250-horsepower pumps capable of driving a column of water into the air to reach 150 feet. Three other pumps create a design of peacock tails in the three quarter acre granite-rimmed basin at the base. (Alberts 8)

## *Heroes and Famous People*

### *Roberto Clemente*

North Side. Just over 25 years ago, Roberto Clemente, a Pittsburgh Pirate baseball player, was killed when the airplane in which he was riding, crashed. In July of 1994, the Pirates unveiled a statue of Clemente outside the Three Rivers Stadium to honor his memory. The statue now stands at PNC Park. Clemente has risen to heroic stature. He was described as a compact-muscle man who could do it all on a baseball field, whether it was Forbes Field or Three Rivers Stadium or some distant outpost in this country or his native Puerto Rico. Although he came from Puerto Rico, Clemente became a big part of Pittsburgh. "In a way, I was born twice," Clemente said when he was honored in special ceremonies on July 25, 1970 at Three Rivers Stadium, his night at the ballpark. "I was born in 1934 and again in 1955, when I came to Pittsburgh. I am thankful I can say that I live two lives." It took his untimely death in an air tragedy on December 31, 1972, one mile off the shores of San Juan Puerto Rico, where he was in the midst of attempting to fly relief supplies to earthquake victims in Managua, Nicaragua to properly focus attention on his marvelous feats, both on and off the playing field. Real fame came to Clemente late in life, and more so when he was gone. ([Web site www.sportshumanitarian.com/Inductees/ROBERTO.HTM](http://www.sportshumanitarian.com/Inductees/ROBERTO.HTM))

### *Stephen Foster's Sculpture*

Oakland. This famous Pittsburgh native was born on the fourth of July in Lawrenceville. When students go on a field trip to the Carnegie Museum, they walk by this sculpture which is near the entrance to Schenley Park. The sculptor, Giuseppe Moretti, made this sculpture, as well as the Panthers in Schenley Park, in his New York studio. Some of the money raised for this sculpture came from donations made by school children and Pittsburgh benefactor, Andrew Carnegie. When this sculpture was completed in 1900, Foster's only living daughter, Mrs. Marion Foster Welsh, came to town from Chicago. It was a major celebration when she unveiled it. Imagine, there was a parade in Highland Park; 3,000 school children from Allegheny City, Pittsburgh, and McKeesport attended and sang Foster's melodies; 50,000 people lined up along the streets; and special guests were the nieces of U.S. President Buchanan, who placed a wreath at the foot of the sculpture. It is a photographic likeness of Stephen Foster, a composer. Ask the children to identify the material used for the sculpture. They should respond "metal", and then explain to them that it is bronze. Explain that the sculpture is naturalistic sculpture. "Why?" Look at the musical instrument in the sculpture. What else do you see? Discuss and explain that the lyre is shaped by bull horns and a tortoise shell, which are symbols of immortality. "Uncle Ned" is inscribed

on the sheet music. When the pencil was taken and the sculpture vandalized, the sculpture found a new home in Oakland in 1944. (Evert 174-175)

#### *Cathedral of Learning*

Location, Oakland. Initiate a class discussion about the *Cathedral of Learning* (*Skyscraper classroom at the University of Pittsburgh*). ([http://www.carnegielibrary.org/exhibit/neighborhoods/oakland/oak\\_n712.html](http://www.carnegielibrary.org/exhibit/neighborhoods/oakland/oak_n712.html)) Retrieve this newspaper article concerning upkeep and discuss some of the maintenance issues. (<http://www.phlf.com/phlfnews/mediaclips/2003/index.html> 7/6/03: [Foes, lack of funds may scrub Cathedral of Learning cleaning](#))

#### *Totem Pole in Highland Park*

Direct the students to investigate Highland Park. Whenever they go to the Pittsburgh Zoo, they will see this carved pole. They should create a line drawing of some of the animals in their journal. Show them a photograph from *Discovering Pittsburgh's Sculpture*.

#### *Carnegie Art and Natural History Museum*

Find Oakland again on the map. This building was built as the main entrance to Schenley Park, which opened in 1895. This happened to be Pittsburgh's first attempt to be *City Beautiful*. The 300 acres of land were donated by Mary Schenley, who wasn't even residing in Pittsburgh, but in London, at the time. This became Pittsburgh's first real park. (Kidney 114-115)

#### *Mary Schenley Fountain*

Erected after the large Bellefield Bridge was buried and a foundation was laid. (Kidney 122-123)

#### *Thaddeus Mosley's Carved Bench*

Downtown. Mosley carved a bench that is part of the collection at the new David Lawrence Convention Center in downtown Pittsburgh.

#### *Kennywood Park Carousel*

Kennywood Park, a national landmark, with a carousel and carved horses that date back to 1926. This is one of the most popular amusement parks in western Pennsylvania.

#### *The Pittsburgh Children's Museum (The Old Post Office)*

Location, North Side. This is a multi-million dollar building, which quickly became a showcase for photographers, artists, and musicians.

### *Kelly Strayhorn Theater*

Location: East Liberty. Landmark whose origin can be traced back to 1917, historically significant since it was the location where silent movies were shown. This is truly a concept from the past. (Kidney, 134-135)

### *Mellon Arena*

Hill District. Mellon arena is the home of the Pittsburgh Penguins (Kidney 104-105). The arena was intended to be a theater that could literally open up under the stars and the skyline of the city. The idea was not the most practical and the roof is no longer utilized this way.

### *J & L's, 1,200 Beehive Coke Ovens*

Location, upriver from the Eliza Furnace near Hazelwood. It is now 2004, and where there were once coke ovens, nothing remains from this original site on the river except a few smoke stacks that tower toward the sky, remaining only as a landmark at The Waterfront Plaza development that houses restaurants, shops, and a trail along the river (Kidney 90-91).

These are examples of landmarks that I selected for my students to investigate in Pittsburgh. Next they will draw the front or façade- an elevation- of a building. It is a way to evaluate what they now know about architecture in the city. When possible, students should sit outside and draw with a sketchpad or use a photo for reference. Remind them to draw face on, directly in front of and not at an angle. That's what makes it an architectural elevation rather than another kind of sketch. Using the drawing and a variety of materials, create a collage of the building. Backgrounds may be added. Example: Cut shapes from colored construction paper, wallpaper, wrapping paper, fabric or other interesting materials, arrange, and glue. When this is completed, direct students to choose one clay activity from the following choices: create a clay façade of a building using the rolled slab method, create and cut out the facade of a favorite building, featuring all of its unique characteristics, or create a model of a clay sculpture that they would like to install in a city park, sculpture in the round, or on the side of a building such as a frieze. Students will write a reflection about their work in their journal using architectural and sculptural terms. Example: arch, dome, and column or sculpture in the round, frieze, etc.

### *Gargoyles, Lions, Panthers, and Other Creatures*

Direct students to explore places where animals, birds, and gargoyles adorn and guard buildings and entryways. Have they ever seen any downtown? Where else? They can investigate gargoyles in Pittsburgh at this Web site, <http://www.phlf.org/dragons/ThePlace/Frame.html>. Pittsburgh History and

Landmarks Foundation. This is a virtual tour of Pittsburgh and the students can interact. Students can do research on basic facts about gargoyles and give an oral report. Suggested sites featuring a contemporary sculptor, Walter S. Arnold, include these Web sites: <http://www.stonecarver.com/gargoyles/indiana.html> and <http://www.stonecarver.com/grotesque.html>.

Students could compare and contrast the gargoyles that they observe from a variety of locations in Pittsburgh with others at the National Cathedral in Washington D.C., and in Europe. Go to the Web and look for Cathedral Sculptures, Walter S. Arnold's site, for a glimpse of these sculptures. <http://www.stonecarver.com/cathedral.html>.

Students can observe a sculptor selecting appropriate tools including a hammer and a chisel. Show the book, *Cutters, Carvers, & The Cathedral* and investigate the ways the sculptor begins with a sketch and proceeds with the process of sculpting a gargoyle. Students can trace the steps a sculptor takes to design, carve, and install gargoyles. List the sequential steps involved in the process. Students should become familiar with the glossary of terms in the book and create a word wall in the art room. Initiate a discussion describing the varied features that are considered and selected to create an imaginative creature. Assign a sketching activity focusing on some gargoyles that they observed. Tell students to draw an original gargoyle and record a description of it in their art journal. Students will individually create a gargoyle using clay.

#### *Lions and Eagles*

Students could investigate a variety of animal and bird sculptures, many of which are found on bridges and in parks. For example, show photographs of the following sculptures: Lions at the Allegheny Court House, (Kidney 93) and Lions at The Dollar Savings Bank, Downtown (Kidney 91) and an Eagle (Kidney 133).

#### *Panthers*

Location, Schenley Park, Panther Hollow Bridge. Giuseppe Moretti was the man who sculpted these panthers, which are a prominent symbol for Pittsburgh. The Panther, popular in Pittsburgh, was adopted in 1909 as the mascot for the University of Pittsburgh. The panther was selected because the panther was the most formidable creature once indigenous to the Pittsburgh area. It had ancient, heraldic standing as a noble animal, according to George M. P. Baird, a Pitt student from the class of 1909. (Baird, Web site <http://www.pittsburghpanthers.com/info/traditions/mascot.asp>)

*Dinosaurs of Distinction, Dinomite Days, Pittsburgh*

In 2003, the city of Pittsburgh was inundated with sculptures of brightly painted stylized dinosaurs. In Chicago and New York there were cows, but in Pittsburgh it was dinosaurs. Dinosaurs are connected to Pittsburgh because the Carnegie Natural History Museum has a world acclaimed reputation and collection, and also because millions of years ago, dinosaurs were in this area. On many a street corner and throughout the parks and business areas, these dinosaur sculptures could be seen. The humor surrounding their motifs had something that could appeal to everyone. Using the catalogue for this exhibit, *Pittsburgh, Dinosaurs of Distinction*, show students how humor and pop culture exist in sculptures that look like a Heinz Ketchup bottle, one plastered with Pittsburgh Pirates, etc. Initiate a class discussion on how the motifs were developed, why some have historical value and others have artistic value.

According to the critics, the history of public sculpture far outweighs issues of beauty. Explain to students that motif, content, and interpretation or response is given more emphasis than beauty. Attitudes, feelings, and ideas surface in the process of learning.

*Impressionistic Memorial Garden Honoring Mary Cassatt*

Location: North Side. This garden is projected to open in 2005 –2006. If students pull up a newspaper article from the Allegheny Historical Society, they can read and discuss a landmark that is one of the latest acquisitions in Pittsburgh. Since Mary Cassatt, whose birthday was 160 years ago, was an impressionistic artist who did live in Pittsburgh at one time, students should investigate who she was and view some of her paintings. On the North Side, where there is a rectangular plot of land marked with just a few small trees, visible only from a car window, there is a creative idea developing about landscaping it. Landscape artists are discussing the possibility of making the garden special and customizing it by first, analyzing and documenting the plants that actually appear in Mary Cassatt's prints and paintings, and then incorporating them into the garden design. The house where Cassatt was born, and where she lived until age 4, was on Rebecca Street, about two blocks south of the intersection of Allegheny and Ridge Avenues on the North Side. When she was growing up, 160 years ago, this was known as Allegheny City. Today, the elevated highway known as Route 65 runs through the site, near Heinz Field, where her father purchased three lots in 1839. (Lowry, Pittsburgh Post Gazette) Direct students to read and document a few facts from Lowry's article in the Pittsburgh Gazette, which provides a vision of what is planned, where it is, what kind of plants will be planted, and who will be responsible for its upkeep. Mary Cassatt is often featured as not only a woman artist but also as an artist who was born in Pennsylvania. Students could look at samples of Mary Cassatt's work and see how she chose her large extended family to be the subject of her portraits, such as her mother's cousin Mary Dickinson

Riddle, subject of the painting "Lady at the Tea Table," from the Metropolitan Art Museum. (Lowry (<http://postgazette.com>))

### *Preservation*

Initiate a discussion with students concerning the need for preservation and focus on why this is valuable for the future. Pittsburgh's present is dependent upon its past. In the 1960's, in the name of revitalization in Pittsburgh, much was demolished. The leaders in the Business and Professional Association (BPA), organized in 1936, had some influence regarding what historic homes and neighborhoods should be preserved. The Pittsburgh History and Landmarks Foundation was founded in 1964 as a nonprofit historic preservation group serving Allegheny County. They want to identify and preserve the architectural landmarks, historic neighborhoods, and historic designed landscapes of Allegheny County.

*"When Frank Lloyd Wright was asked what to do about Pittsburgh, he responded with two words, "Move it!" If America's most famous architect was alive today, he just might want to pay another visit to this oft-maligned city. For among these hills and bridges that make moving around the city a challenge, treasures abound. And for those who persevere, the rewards are rich. Some of the treasures are old gifts rewrapped, such as the dinosaurs at the Carnegie museum of Natural History, the Phipps conservatory and Botanical Gardens, PNC Park. Forget Wright. Pittsburgh with its skyscrapers, tunnels, bridges, barges, slugging along the rivers, inclines creeping up the hills, houses clinging to the hillsides, and cars whizzing around roads carved into the sides of cliffs, unwrap city treasures, relish its gifts." (Web-DeWitt )*

## **Bibliography**

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Cooper, Douglas. *Steel Shadows, Murals and Drawings of Pittsburgh* Pittsburgh. University of Pittsburgh Press, 2000. Interesting because Cooper describes the inspiration for his art, beginning when he was 6 years old. He talks about how his art relates to architecture and the formal qualities of art. Contains double page spreads of Cooper's drawings, his murals, an essay, and excerpts from Pittsburgh writers that share folklore about the city, its structure, and its neighborhoods. Helpful for urban studies and oral histories.

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the Allegheny, the Monongahela, and the Ohio. Much information about the architecture and design. Includes maps of the bridges. Useful index.

Kidney, Walter. *Pittsburgh's Landmark Architecture* Pittsburgh. Pittsburgh History and Landmark Foundation, 1997. Useful chapter on the original Pittsburgh that helps give a view of the past. Also several plates of river landscapes at the turn of the century in 1905.

Kidney, Walter. *The Three Rivers* Pittsburgh. Pittsburgh History and Landmarks Foundation, 1982. Useful collection of black and white photographs of river scenes, steel mills, riverbanks, and variety of vessels that navigated the Three Rivers.

Kidney, C. Walter. *Then and Now* San Diego. Thunderbay, 2004. Excellent collection of photographs showing then and now in Pittsburgh. Shows Mt. Washington in 1817 and what it is like in 2004. The old pictures are in black and white and the way it is now are in color.

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Ladies of the Post Office, the Lions and other Beasts in the city, and information on architectural styles of buildings in the 1800's and 1900's.

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### **Students Bibliography**

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eyes of an art historian and museum educator. Includes a variety of black and white photographs.

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## **Web Sites**

[http://pittsburgh.about.com/cs/aboutpittsburgh/a/facts\\_2.htm](http://pittsburgh.about.com/cs/aboutpittsburgh/a/facts_2.htm) Site for Pittsburgh Facts.

<http://www.pghbridges.com/> Useful to view numerous structures categorized by location, design, name, and use

<http://www.carnegielibrary.org/exhibit/> Online hypertext exhibit of 600 historical photographs, images accompanied by text of Pittsburgh, its bridges, and its neighborhoods

<http://www.pittsburghpanthers.com/info/traditions/mascot.asp> Gives background information about the panther and its connection to Pittsburgh.

<http://www.pa.mag.com/PDcs/pittsburgh.pa.fp>  
Unwrap City Treasures by Bette McDevitt. Includes photographs of places in the city with an easy text.

<http://pittsburgh.about.com/library/weekly/aa051501a.htm> Site is for Pittsburgh, Three Centuries of History.

<http://post-gazette.com/pg/04127/3311671.stm> Big Splash Planned for Mary Cassatt's Birthday by Patricia Lowry.

<http://www.cueartfoundation.org/exhibits/past/mosley/mosley.html> Site for Thaddeus Mosley. Photos and biographical information.

<http://www.sportshumanitarian.com/Inductees/ROBERTO.HTM> Site for baseball player Roberto Clemente.

[http://www.pittsburghlive.com/x/tribune-review/entertainment/s\\_77403.html](http://www.pittsburghlive.com/x/tribune-review/entertainment/s_77403.html)  
Excellent biography of Thaddeus Mosley. Includes photographs of his work.

<http://hirshhorn.si.edu/education/interactive/flash.html> Ideal site for students to construct a sculpture and place it in a setting.

[http://www.smithsonianeducation.org/students/explore\\_by\\_topic/history\\_culture.html](http://www.smithsonianeducation.org/students/explore_by_topic/history_culture.html)  
Site for games from the Smithsonian.

<http://www.phlf.org/dragons/ThePlace/Frame.html> Ideal site for interactive lesson designed for children to investigate dragons and gargoyles in Pittsburgh.

<http://pghbridges.com/alllocation.htm> Useful for visuals on bridges and tunnels.

<http://www.carnegielibrary.org/exhibit/> Somewhat useful for photos of Pittsburgh.

<http://www.42explore.com/arch.html> Site for learning about architecture.

<http://www.sanford-artedventures.com/play/arch1/index.html> Ideal interactive site for children where they can connect art and architecture.

**Periodicals**

The War Street Journal, May 2004, 1. Article about Mary Month of May featuring current Cassatt historical marker dedication.

Carlin, Fact Sheet for The Pittsburgh History and Landmarks Foundation.

## **Appendix 1**

### **Content Standards for Pittsburgh Public School**

#### **Arts and Humanities Content Standards**

All students describe meanings they find in various works from the visual and performing arts and literature on the basis of aesthetic understanding of the art form. (1)

All students evaluate and respond critically to works from the visual and performing arts and literature of various individuals and cultures, showing that they understand important features of the works. (2)

All students relate various works from the visual and performing arts and literature to the historical and cultural context within which they were created. (3)

All students produce, perform, or exhibit their work in the visual arts, music, dance, or theater, and describe the meaning the work has for them. (4)

#### **Reading, Writing, Speaking, and Listening Content Standards**

All students use effective research and information management skills, including locating primary and secondary sources of information with traditional and emerging library technologies. (1)

All students read and use a variety of methods to make sense of various kinds of complex texts. (2)

All students respond orally and in writing to information and ideas gained by reading narrative and informational texts and use the information and ideas to make decisions and solve problems. (3)

All students compose and make oral presentations for each academic area of study that is designed to persuade, inform or describe. (8)

### **Citizenship Content Standards**

All students demonstrate an understanding of major events, cultures, groups and individuals in the historical development of Pennsylvania, the United States and other nations, and describe the patterns of historical development. (1)

All students demonstrate understanding of themes and patterns of geography, know the location of major bodies of water, landmasses and nations, and describe the relationships between geography and historical, economic and cultural development. (2)

All students demonstrate that they can work effectively with others. (7)

### **Science and Technology Content Standards**

All students explain the relationships among science, technology and society. (4)

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