

# Schenley Park

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## **Overview**

One of the most attractive features of Pittsburgh is the considerable amount of “green space” within the city limits. This is not typical of urban areas the size of Pittsburgh, and I think that those of us who have lived in Pittsburgh all our lives often take it for granted. Pittsburgh’s four city parks – Schenley, Frick, Highland and Riverview – have long provided Pittsburghers with a natural setting for a wide variety of recreational activities. The parks are part of Pittsburgh’s culture and history. The very existence of the city parks is part of the story of the growth of the steel industry which is such a big part of Pittsburgh’s unique identity. The same people who were such powerful forces in Pittsburgh’s industrial history were also key figures in the history of Pittsburgh’s system of city parks. By learning more about Pittsburgh’s city parks and their development, we can come to a deeper understanding of the social, historical and economic forces that helped form Pittsburgh.

Schenley Park was Pittsburgh’s first park and is still the “flagship” of the city’s park system. This curriculum unit will take an in-depth look at the history, ecology, and significance of this major Pittsburgh asset, and present a flexible set of activities that will enable students to develop a comprehensive understanding of the importance of Schenley Park in particular and urban public parks in general.

## **Rationale**

This curriculum unit has been designed as an interdisciplinary unit that incorporates a number of Pittsburgh district and Pennsylvania state standards. This unit will provide students with the opportunity to demonstrate proficiency in these standards, and enable them to produce a body of work which will serve as an alternative means of meeting graduation requirements in the event that they are unable to achieve a proficient score on the state-mandated Pennsylvania State System of Assessment (PSSA) tests. The activities in this unit can be adapted to meet the individual learning needs of a student, and allow a student to demonstrate proficiency at his or her ability level. This is particularly important for students with exceptional learning needs. I am a Learning Support teacher at Schenley High School, and teach English and US History to eleventh and twelfth graders who have a wide range of abilities and exceptional learning needs. Most of my Learning Support students are functioning well below grade level in reading, writing and math skills, but are required to take the grade level PSSA tests as part of their graduation requirements.

Listed in the Appendix are the district and state standards addressed specifically in this unit. In the Classroom Activities section of this paper, standards which pertain to a particular activity are referenced.

## **Background**

After the Civil War, Pittsburgh was growing into an industrial giant. Steel, iron, coal, and glass production, along with many other industries, created jobs, wealth and population growth. It also created smoke, pollution, and unsanitary living conditions. A victim of its own success, Pittsburgh was dirty, smelly, and dangerous. In 1868, James Parton wrote that Pittsburgh by day was “smoke, smoke, smoke—everywhere smoke” and by night it was “Hell with the lid taken off,” (Lorant, p. 168), a phrase which ever since has captured the fancy of people who write about Pittsburgh. Civic improvements did not match the pace of industrial growth. “On the river below the Point, passengers still had to cross by means of ferries, and winter ice, summer sand bars, and slow-moving strings of coal barges made ferry travel both hazardous and tedious. As for public parks and playgrounds, the city refused to act at all . . . there were no parks in Pittsburgh until after 1880.” (Lorant, p. 161)

In 1844, Allegheny Cemetery was established in what is now the Lawrenceville section of Pittsburgh. It was part of the rural cemetery movement of the mid-1800s. A pleasant 3-mile carriage ride from the dirty, crowded city, Allegheny Cemetery provided a landscaped natural setting for the hard-working

people of Pittsburgh. People brought picnic lunches and enjoyed walks and carriage rides through the 300 wooded acres.

Although there were some public park-like spaces like Allegheny and Homewood cemeteries,

Pittsburgh had no parks until 1889, when Mrs. Mary E. Schenley donated 300 acres, which is known as Schenley Park, for park purposes to which the City added, by purchase, 134 acres, and later 216 acres additional. Highland Park, containing 366 acres, was purchased, and Christopher L. Magee donated the Zoological Gardens maintained there. The total park acreage in the city at present (1927) is 1329. (Jones, pp. 18-19)

Riverview Park was created from 287 acres purchased by popular subscription in 1898. Land for Frick Park was donated to the City of Pittsburgh by Henry Clay Frick in 1919.

The city's creation of a system of parks between 1867 and 1893 [was] largely through the efforts of Edward M. Bigelow. Bigelow believed that a system of landscaped parks connected by spacious boulevards would make Pittsburgh more attractive. He considered parks, as did Frederick Law Olmsted, as 'breathing spots' and important instruments for 'the elevation of the people.' His [Bigelow's] two greatest achievements were Highland and Schenley parks, both located in the eastern part of the city in the land annexed in 1867. (Hays, pp. 238-239)

### Schenley Park Stories

There are many interesting stories associated with Schenley Park. Some have to do with how the park originated and developed. Some involve the people who helped create Schenley Park. Others have to do with events that occurred there. A few of these stories appear below and are provided as examples of the kind of tales that may stimulate students' interest. The resources listed in the Bibliography will reveal many more.

#### *Mary Schenley Elopes*

NOTE: Much of this story was taken from an article written by Bernice Shine that appeared in the *Pittsburgh Sun-Telegraph* on September 15, 1941. The complete text of the article can be found at the *Bridging Urban Landscapes* website.

Some real-life stories have more intrigue, romance and adventure than anything Hollywood can conjure up. When Mary Schenley's children asked, "How did you meet Daddy?", the answer must have sounded like the plots of "Roman Holiday," "Titanic," and "The Heiress" with a little "Pirates of the Caribbean" thrown in for good measure. In 1842, Mary Croghan was a 15-year-old Pittsburgh heiress, the only surviving child of William Croghan, Jr., and apparently a rather headstrong young woman. She stood to inherit a large fortune, including hundreds of acres of prime Pittsburgh real estate, from her grandfather General James O'Hara. Her father sent her to a boarding school for girls in New York that would provide her with an education appropriate to her station in life and would shelter her from the unwanted attentions of fortune hunters.

The best laid plans of parents often come to naught. The boarding school was run by a Mrs. McLeod, whose brother-in-law was 43-year-old British Captain Edward Schenley. When Mary met Captain Schenley, it was love at first sight. They soon eloped and sailed for England. The newlyweds eluded the pursuers sent by Mary's father to intercept their ship by taking refuge on a Caribbean island.

It was a father's worst nightmare. William Croghan apparently suffered a slight stroke upon hearing of the elopement. Captain Schenley was not only much, much older than Mary, he was a man of little means, and this was his THIRD elopement! One cannot blame Mary's father for thinking the worst of this situation. However, Mary and Edward Schenley had a long and happy marriage that produced several children and ended only with Captain Schenley's death.

Not everyone in this story lived happily ever after, however. The scandal created by Mary's elopement caused Mrs. McLeod's boarding house to close. In her article, Bernice Shine quotes from an item in the Pittsburgh Dispatch of March 4, 1888:

"When the news of Mary's elopement reached Pittsburgh it created a profound sensation in society and other circles. Dr. Upfold denounced the school and the governess that would permit, if not arrange, for elopements, and Mr. Bissell, Mr. Bayard and other Pittsburghers who had their daughters there were not slow in summoning them home. It resulted in the breaking up of the school."

Mary and Edward Schenley did not escape the consequences of their rash, if romantic, act. Mary Schenley had the social status to merit an audience with Queen Victoria, but because of the scandal, for many years, Queen Victoria refused her presentation at court because she had been a disobedient daughter.

Mary's father was given control of her inheritance by special act of the Pennsylvania legislature. Edward Schenley was vilified as "a gentleman of diminished exchequer, traveling on his shape. He was 6 feet in height, of commanding presence, roving in his disposition, and it was said by the critics of that day that:

His eyes had the hard glint  
Of new dollars from the mint."

Mary Schenley eventually reconciled with her father and regained control of her inheritance. Although she spent most of her life in England, her generosity toward her home city is most evident in the creation of Schenley Park from the 300 acres of land she donated to Pittsburgh.

### *Building and Burying the Bellefield Bridge*

I recently took a group of students on a walking tour of the Schenley Park area of Oakland. We spent some time at the fountain near the Frick Fine Arts Building across the street from Carnegie Library. When I finished telling them about the fountain, I said, "Do you know that you're standing on a bridge?" They all began looking around with puzzled looks because there was no visible sign of a bridge. I then told them the story of the Bellefield Bridge.

The Bellefield Bridge was built in 1898 to span St. Pierre's Ravine, a deep cut in the land near the new Carnegie Institute. A stone arch bridge designed by H. B. Rust, it was 100 feet high and 341 feet long. It was built with observation decks apparently to take advantage of the view of the verdant ravine below. It served as an entrance to Schenley Park, and after 1909, baseball fans crossed it on the way to the new home of the Pittsburgh Pirates, Forbes Field. A photograph in the collection of the Carnegie Library taken on July 5, 1909, shows horse-drawn taxis waiting near the Bellefield Bridge to take the patrons of the game home. But as my students discovered, neither the bridge nor the ravine are visible today.

The Bellefield Bridge still stands at the end of Schenley Plaza between Carnegie Institute and Posvar Hall (the former site of Forbes Field). But when Grant's Hill in downtown Pittsburgh was excavated in 1913 to lower the street level 18 feet, much of the debris was transported to St. Pierre's Ravine. This massive alteration of the downtown landscape was necessary because horse-drawn wagons carrying goods and passengers found it very difficult to make the steep climb up Grant's Hill. The project was known as "removing the hump," and was a popular subject of postcards at that time. By 1915, only 17 years after the \$112,000 stone arch bridge was constructed, it was covered over. Not dismantled, not imploded, it was buried alive.

Fredrick Law Olmsted, who designed Central Park in New York City, had wanted the Bellefield Bridge to remain a part of the park entrance. His suggestions were not followed in the redesign of the Schenley Plaza entrance to Schenley Park, but his 1911 report was part of the original plans. Rather than become the grand entrance, the plaza was covered by parking lots. Some attempts have been made to redesign the plaza, but the plans have not yet been realized.

The Frick Fine Arts Building of the University of Pittsburgh was constructed above the south end of the filled-in St. Pierre's Ravine. In 1911, Pittsburgh City Council sponsored a competition to design a memorial to Mary Schenley who had donated the land for the park. In 1918, the sculpture "A Song to Nature" was placed on the location of the now buried Bellefield Bridge. Designed by Victor David Brenner, famous for his 1909 portrait of Abraham Lincoln which appears on the US penny, the memorial depicts Pan and represents the yearly regeneration of plant life.

So, the next time you are standing by the Mary Schenley Fountain in Schenley Plaza, remember, you are standing on the Bellefield Bridge.

### *The Cross-Atlantic Race for Mary Schenley's Land*

Part of the fortune that Mary Schenley inherited from her grandfather, James O'Hara, was a large tract of land in Oakland known as Mount Airy. In 1869, City Councilman William Phillips proposed that a bond be issued to purchase the land, for a park. A long series of debates resulted in a public referendum in which the idea was defeated; opponents claimed it was a political trick and there was no need to create public parklands since most people could easily travel to nearby recreation areas.

Another attempt was made in 1871, but it only served to irritate Captain Schenley who refused to sell. Motions to condemn the property were also defeated.

In 1889, the land was being considered for housing development. Part of it had been used for farming, but due to the deep ravines which crossed the property it had been spared from the building which was beginning to surround it. Upon learning of the possible sale, Edward M. Bigelow, Director of the Department of Public Works and attorney Robert Carnahan raced the real estate agent to New York. The agent was authorized to make an offer to buy the land from Mary Schenley. Bigelow and Carnahan embarked on a boat which departed

ahead of the agent and arrived in London, England two days earlier than he. There they sought a meeting with the coveted land's owner—Mary Schenley.

Accepting the suggestion of Mr. Bigelow, Mrs. Schenley donated 300 acres to the city with the provision that the land be called "Schenley Park" and that it never be sold. Another tract was donated and one other purchased to bring the total to 455 acres.

The following year, landscape architect, William Falconer began the work which in five years transformed the wilderness into a public park. The varied topography allowed for much of the forested areas to remain while setting aside the hilltops for more structured and formal uses. But if Edward Bigelow's proposal had not reached Mary Schenley before the real estate developer's, most of Schenley Park would be dotted with houses and other buildings today.

#### The Pittsburgh Parks Conservancy

Since 1996 the Pittsburgh Parks Conservancy has worked to preserve and restore Pittsburgh's four great city parks. In 1998 the Conservancy formed a public-private partnership with the City of Pittsburgh to restore the parks. On their website, they state their mission as follows:

In partnership with the City of Pittsburgh, the Pittsburgh Parks Conservancy will restore, revitalize and preserve the four great parks of Pittsburgh - Frick, Highland, Riverview and Schenley. Restoration efforts will be conducted with environmental sensitivity and respect for the parks' historic landscape design and the recreational needs of modern users.  
([www.pittsburghparks.org](http://www.pittsburghparks.org))

Originally formed to deal with the problems facing Schenley Park, its area of concern grew to include all four city parks. The Conservancy has developed a Regional Parks Master Plan which calls for a network connecting all four parks, the preservation of the parks' ecology and history and new ideas for recreational uses.

One of the ways the Conservancy has advanced its vision for the city parks is by designing four showcase projects, one for each park, which would raise public awareness of the many facilities and uses the parks have to offer, and of the critical need for public support to maintain and improve the parks. The first showcase project was the restoration of the Frick Park gatehouse in Point Breeze. Next, the Shelter House in Schenley Park was restored as the Schenley Park Visitor Center. The Conservancy has started work on the restoration of Highland

Park's Entry Garden, and the restoration of the Chapel in Riverview Park will complete the showcase projects.

The Conservancy has also developed excellent education programs for both students and teachers to raise awareness of the problems and issues facing the city parks and how citizens can help. Adopting a park restoration site is a popular way for schools and other groups to actively participate in the work of making Pittsburgh's city parks attractive and viable.

## **Objectives**

By completing the activities in this curriculum unit, the learner will:

1. Demonstrate proficiency in PSSA reading, writing and math standards at his or her ability level.
2. Write a persuasive letter asking Mary Schenley to donate some of her land to the City of Pittsburgh for a public park.
3. Create and perform a skit based on historical events.
4. Plan a field trip for 50 students to spend the day in Schenley Park, including group activities and a picnic lunch. A detailed budget and itinerary are required components.
5. Write an informational biographical essay about a person associated with Schenley Park.
6. Develop a plan to restore a site in Schenley Park identified by the Pittsburgh Parks Conservancy.
7. Interview someone about their memories of Forbes Field and write a brief report based on his or her response.

## **Strategies**

### Multiple Paths to Learning

One of the strengths of this curriculum unit is that it provides teachers and students with a number of choices to demonstrate proficiency in a particular skill. Providing multiple paths to learning is especially important for students with exceptional learning needs. Activity 1, A Letter to Mary and Activity 2, A Schenley Park Drama involve similar content, but allow students to demonstrate their learning in different ways. The letter-writing activity focuses on persuasive writing, and the skit allows students to present this information orally.

### Cooperative Learning

Working together cooperatively to achieve a common goal is a vital skill for students to acquire. Breaking a task into smaller, more manageable components

allows each student to have an important role in the learning activity. Activity 3, A Day in Schenley Park and Activity 7, Caring for Schenley Park are particularly well suited to structure as cooperative learning activities.

#### Small groups or pairs

Many students often work more effectively with a partner or small group of students. Thoughtful grouping allows each student to contribute to the learning activity through his or her strengths as a learner and to be supported by peers in areas of need.

#### Use of Technology to Advance Student Learning

One of the District standards addressed by this curriculum unit is Science Standard 9 which states, “All students demonstrate basic computer literacy, including word processing, software applications, and ability to access the global information infrastructure using current technology.” This unit offers many opportunities for students to use computer technology to achieve their learning objectives. The online resources listed in the Bibliography provide valuable information about the topics students need to research to complete the activities in this unit. In addition, students may choose to use word processing or PowerPoint to present their final projects.

#### **Classroom Activities**

The following list of activities is intended to be a menu that teachers and students can choose from to address selected standards and objectives. Most students will not complete every activity. The activities are intended to be flexible and accessible to students with a wide range of learning abilities and needs.

##### 1. A Letter to Mary

You are a lawyer on a ship bound for London, England. You have been sent by Edward M. Bigelow to meet with Mary Schenley and persuade her to donate some of her land to the city of Pittsburgh for use as a city park. The Atlantic crossing will take several days, so you decide to spend your time writing a letter to Mrs. Schenley.

In your letter, explain to Mrs. Schenley that Mr. Bigelow wants her to donate 300 acres of land for a public park. Give her at least three reasons why she should do this. Explain the need that Pittsburgh has for a park, and list the benefits a park will bring to its citizens. Keep in mind that another person is also headed for London to try to persuade Mrs. Schenley to sell her land for private development.

Give her at least one reason why she should not sell her land to real estate developers.

Use information from the material we have used in class or from your own research. Remember, the future of Pittsburgh's city parks depends on you. Good luck!

District Standards: Ci-1, 2; Co-1, 2, 3, 4; ST-9

Pennsylvania Academic Standards: Reading Standards 1.1, 1.2, 1.3; Writing Standards 1.4, 1.5, 1.8

## 2. A Schenley Park Drama

Work with two or three other students to write and perform a skit based on Edward Bigelow's acquisition of Mary Schenley's land for Schenley Park. Your skit must have three characters: Edward Bigelow, Mary Schenley and the rival real estate buyer. You may include other characters. The setting is Mary Schenley's home in London, England.

This will be a work of historical fiction, because while it is based on a historical event and has historical people as characters, these three people were probably never in the same place at the same time.

Your skit should help your audience understand why Edward Bigelow thought it was important to develop a park system for Pittsburgh. Use information from the material we have used in class or from your own research.

District Standards: Ci-1, 2, 3; Co-1, 2, 3, 4, 8; ST-9

Pennsylvania Academic Standards: Reading Standards 1.1, 1.2, 1.3; Writing Standards 1.4, 1.5, 1.8; Speaking and Listening Standards 1.6

## 3. A Day in Schenley Park

Your task is to plan an all day field trip to Schenley Park for a group of about 50 Schenley students. Your trip must include all of the following:

1. You will spend the whole day in the park (8:30 to 3:00).
2. You must make arrangements for a picnic lunch from noon to 1:00.
3. Include at least two "educational" activities.
4. Plan at least two group "fun" activities.
5. Develop a budget.
6. Organize fundraising events.
7. Plan a detailed itinerary.

District Standards: Ci-7, 8; Co-2, 4; M-1, 2; ST-9; WF-6

Pennsylvania Academic Standards: Reading Standards 1.1, 1.2, 1.3; Writing Standards 1.4, 1.5, 1.8; Math Standards 2.1, 2.2, 2.5

#### 4. Schenley Park Timeline

Create a timeline showing significant events and changes in Schenley Park (including Schenley Plaza) since the city acquired the land from Mary Schenley in 1889. Include at least 10 events.

District Standards: Ci-1; Co-1, 2, 4; M-1

Pennsylvania Academic Standards: Reading Standards 1.1, 1.2, 1.3; Writing Standards 1.4, 1.5, 1.8; Math Standards 2.1, 2.2

#### 5. All Things Schenley

Use street maps, phone directories and other references to make a list of all the places and things in Pittsburgh that bear the name Schenley.

District Standards: Co-1, 2; ST-9

Pennsylvania Academic Standards: Reading Standards 1.1, 1.2, 1.3

#### 6. Schenley Park Biographies

Many people have been associated with Schenley Park over the years. Write a biography of one of these people. Tell about their role in Pittsburgh history, and explain their connection to Schenley Park. Your biography may be presented orally as well as in writing.

- Mary Schenley
- Edward Bigelow
- Andrew Carnegie
- Captain Edward Schenley
- Stephen Foster
- Christopher Magee
- Bill Mazerowski
- Henry Clay Frick
- George Westinghouse
- Colonel Hawkins
- Henry Phipps
- William Falconer
- Frederick Law Olmsted

District Standards: Ci-1, Co-1, 2, 4, 8

Pennsylvania Academic Standards: Reading Standards 1.1, 1.2, 1.3; Writing Standards 1.4, 1.5, 1.8; Speaking and Listening Standards 1.6

## 7. Caring for Schenley Park

Work with the Pittsburgh Parks Conservancy staff to identify an area of Schenley Park which needs restoration. Restoration will involve four phases:

- Erecting deer enclosure fencing
- Controlling water erosion
- Identifying and removing invasive and non-native plants
- Planting native plants

Write a plan to accomplish these tasks, including a timetable, resources needed, people involved and the roles of those participating.

NOTE: This activity is an excellent choice for a Graduation Project.

District Standards: Ci-7, 8, 10; Co-1, 4, 7; EE-2, 3, 4; M-6; ST-9

Pennsylvania Academic Standards: Reading Standards 1.1, 1.2; Writing 1.4, 1.5; Speaking and Listening 1.6; Math Standards 2.4

## 8. Forbes Field Memories

Forbes Field was the home of the Pittsburgh Pirates from 1909 until 1970. Many Pittsburghers have fond memories of the time they spent there. Interview someone who has a memory of Forbes Field and write a report about it. The memory may be about a specific game or play, such as Bill Mazeroski's game-winning home run in the seventh game of the 1960 World Series, or it may be about something more general like the sights, sounds and smells of an afternoon or evening at the ballpark. Use the information you get from the interview to write a report on Forbes Field Memories.

District Standards: Ci-1; Co-1, 4, 7

Pennsylvania Academic Standards: Writing Standards 1.4, 1.5; Speaking and Listening Standards 1.6

## Annotated Bibliography/Resources

### Books

Ashworth, Ralph. *Greetings from Pittsburgh: A Picture Postcard History*. Lanham, MD: The Vestal Press, Ltd., 2000.

*This book features over 200 vintage postcards of Pittsburgh. Detailed descriptions of the each postcard offer insights into the history of Pittsburgh in the early decades of the 20<sup>th</sup> century.*

Bear, David, et. al. eds. *Walking Oakland: The Ultimate Tour of Oakland and Surrounding Areas*. Pittsburgh: Pittsburgh Post-Gazette, 2003

*This guide not only tells you how to get to some of the most interesting sites in Oakland, but tells you why you should go there. The maps are useful, not only for following the recommended tours, but for planning your own.*

Crouch, Stanley. *One Shot Harris: The Photographs of Charles "Teenie" Harris*. New York, NY: Harry N. Abrams. Inc., 2002.

*Charles "Teenie" Harris was one of Pittsburgh's finest photo-journalists. During his long career with the Pittsburgh Courier, he took thousands of photographs documenting life in Pittsburgh's black communities. This book presents some of his best work.*

Hays, Samuel P., ed. *City at the Point: Essays on the Social History of Pittsburgh*. Pittsburgh: University of Pittsburgh Press, 1989.

*City at the Point provides an historical examination of a city that has often served as a case study for measuring social change. The book synthesizes the literature and assesses how that knowledge relates to our broader understanding of the processes of urbanization and urbanism.*

Jones, Mrs. Edward A. *A Brief History of Pittsburgh, 1728-1927*. Pittsburgh, 1927.

*This small booklet provides a concise review of early Pittsburgh history. There are some interesting details and statistics that are not readily available from other sources.*

Lorant, Stephan. *Pittsburgh: The Story of an American City*. Lenox, MA: Authors Edition, Inc., 1964, 1975.

*This classic history of Pittsburgh contains hundreds of images from Pittsburgh's past..*

Smith, Arthur G. *Pittsburgh Then and Now*. Pittsburgh: University of Pittsburgh Press, 1990.

*Smith has taken a selection of vintage Pittsburgh photographs and shown them side by side with photographs of the same site as it appeared in the late 1980s. Students can use his work as a model of how to produce “then and now” pairs or sequences of images.*

Toker, Franklin. *Pittsburgh: An Urban Portrait*. State College, PA: Penn State University, 1986.

*This book gives historical background and descriptions of the architecture of Pittsburgh’s distinctive neighborhoods. Students may find it especially helpful when constructing a timeline of a particular building or area.*

Wilson, Janet, Ed. *Pittsburgh Revealed: Photographs Since 1850*. Pittsburgh, PA: Carnegie Museum of Art, 1997.

*This book contains many early photographs of Pittsburgh and documents the various changes that have occurred.*

## **Websites**

*Bridges and Tunnels of Allegheny County.* <http://pghbridges.com>

*This labor of love gives descriptions, details and images of almost every bridge that exists or ever existed in Allegheny County.*

*Bridging the Urban Landscape.* <http://www.clpgh.org/index.html>

*Carnegie Library, in collaboration with Common Knowledge Pittsburgh, has created this online hypertext exhibit of some 600 historical photographs and images, accompanied by text, of Pittsburgh, its bridges and its neighborhoods. Drawn from the unique resources of the Library’s Pennsylvania Department, this ongoing exhibit was initially made possible by a grant from the National Telecommunications and Information Administration (NTIA). Although this site is still a work in progress, several sections are complete and contain a number of images that students may find useful for the activities in this unit.*

*Forbes Field Forever.* <http://www.forbesff.unomaha.edu/home.html>

*This website is dedicated to the preservation of memories of Forbes Field, home of the Pittsburgh Pirates from 1909 to 1970. It includes contributions from readers of their favorite Forbes Field memories. Students can find Forbes Field facts and details, and use the narratives as models for their own memories or for interviews.*

*Historic Pittsburgh.* <http://digital.library.pitt.edu/pittsburgh/>

***Historic Pittsburgh** is a digital collection that provides an opportunity to explore and research the history of Pittsburgh and the surrounding Western Pennsylvania area on the Internet. This website enables access to historic material held by the University of Pittsburgh's University Library System the Historical Society of Western Pennsylvania at the Heinz History Center, and the Carnegie Museum of Art. The project represents a model of cooperation between libraries and museums in providing online access to their respective materials.*

## **Community Resources**

### Photo Antiquities Museum

531 East Ohio Street  
Pittsburgh, PA 15212  
412-231-7881

<http://www.photoantiquities.com/>

*Photo Antiquities is dedicated to the preservation, presentation and education of the history of photography. The museum's collection includes images, cameras and accessories that capture the earliest days of photography. They offer several educational programs, and also make school visits. This is a great "secret" Pittsburgh site that you shouldn't miss.*

### Pittsburgh History and Landmarks Foundation

One Station Square, Suite 450  
Pittsburgh, PA 15219-1134  
412-471-5808

[www.phlf.org](http://www.phlf.org)

*Founded in 1964 as a nonprofit historic preservation group serving Allegheny County, the Pittsburgh History and Landmarks Foundation is dedicated to identifying and preserving the architectural landmarks, historic neighborhoods, and historic designed landscapes of Allegheny County and educating people about this region's architectural heritage and urban landscape design history. They offer educational programs for all grade levels, tours and special events (including the very popular Downtown Dragons tour), educational materials, and other valuable resources.*

### Pittsburgh Parks Conservancy

2000 Technology Drive  
Suite 300  
Pittsburgh, PA 15219  
412-682-7275

[www.pittsburghparks.org](http://www.pittsburghparks.org)

*The Pittsburgh Parks Conservancy is a nonprofit organization dedicated to preserving, enhancing and restoring the city's four great parks – Frick, Highland,*

*Riverview and Schenley. In 1998, the Conservancy formed a public-private partnership with the City of Pittsburgh to identify key projects and build momentum on behalf of park restoration. The Conservancy continues to care for the parks, educate the public, and organize volunteers to help maintain Pittsburgh's parks as great city assets. Their staff is extremely knowledgeable, friendly, and very willing to work with anyone interested in the city parks.*

The Senator John Heinz Pittsburgh Regional History Center  
1212 Smallman Street  
Pittsburgh, PA 15222  
412-454-6000

<http://www.pghhistory.org>

*In addition to displaying permanent and changing exhibits related to Pittsburgh history, the History Center has an excellent library which is available to the public. The Center offers docent-led tours of its exhibits, and will customize tours to suit individual needs.*

## Appendix B: Standards

### District Standards

#### *Citizenship (Ci)*

1. All students demonstrate an understanding of major events, cultures, groups and individuals in the historical development of the United States.
7. All students demonstrate their skills of communicating, negotiating, and cooperating with others.
8. All students demonstrate the ability to work effectively with others.
10. All students demonstrate an understanding of the various roles they can play as citizens through participation in a community service project.

#### *Communication (Co)*

1. All students use effective research and information management skills, including locating primary and secondary sources of information with traditional and emerging library technologies.
2. All students read and use a variety of methods to make sense of various kinds of complex texts.
3. 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.
4. All students write for a variety of purposes, including to narrate, inform and persuade, in all subject areas.
8. All students compose and make oral presentations for each academic area of study that are designed to persuade, inform or describe.

#### *Environment and Ecology (EE)*

2. All students analyze the effects of social systems behaviors and technologies on ecological systems and environmental quality.
3. All students think critically and generate potential solutions to environmental issues.
4. All students evaluate the implications of finite natural resources and the need for conservation, sustainable agricultural development and stewardship of the environment.

#### *Mathematics (M)*

1. All students use numbers, number systems, and equivalent forms (including numbers, words, objects and graphics) to represent theoretical and practical situations.

2. All students compute, measure and estimate to solve theoretical and practical problems, using appropriate tools, including modern technology such as calculators and computers.

6. All students evaluate, infer and draw appropriate conclusions from charts, tables and graphs, showing the relationships between data and real-world situations.

#### *Science and Technology (ST)*

9. All students demonstrate basic computer literacy, including word processing, software applications, and the ability to access the global information infrastructure, using current technology.

#### *Wellness and Fitness (WF)*

6. All students demonstrate leadership skills and the ability to work cooperatively in team sports or other developmentally appropriate games.

### Pennsylvania State Academic Standards

#### *Reading Standards*

1.1 Learning to Read Independently

1.2 Reading Critically in All Content Areas

1.3 Reading, Analyzing and Interpreting Literature

#### *Writing Standards*

1.4 Types of Writing

1.5 Quality of Writing

1.8 Research

#### *Speaking Standards*

1.6 Speaking and Listening

#### *Math Standards*

2.1 Numbers, Number Systems and Number Relationships

2.2 Computations and Estimations

2.3 Measurements and Estimations

2.4 Mathematical Reasoning and Connections

2.5 Mathematical Problem Solving and Communications