

**Pittsburgh Parks and Landmarks
Ask Not What Your City Can Do For You-
But What You Can Do For Your City**

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Overview

It is an all too common complaint among teachers that one of the key obstacles in education is keeping the students interested and excited about what they are learning. Students' first experience with most of the topics and subjects they study are first developed through the teacher's methods of instruction and presentation. This content can be a tremendous opportunity to increase teacher preparation skills for our particular subject area in a way that will promote local community pride and interest in a manner that we may have not explored. Many of us have developed projects and classroom assignments to promote school and class pride, but this is a unique opportunity to extend into the community, city and surrounding area. I hope this local connection will develop a lifetime of awareness to this region and entice my students into an exciting classroom activity.

My subject area is Visual Communications. Visual Communications can be very easily adapted to the study of new topics and themes. An example of this would be to promote Pittsburgh landmarks through brochures, posters, flyers and pamphlets. The students will learn to promote Pittsburgh parks and landmarks through the techniques and skills they will learn and experience throughout the course and class work. Cultivating the students' creative thinking often requires a fresh new idea that will encourage divergent thought, which will also promote a positive classroom atmosphere. The effective use of research and information skills including locating sources of information with traditional and emerging technologies will be used to explore local points of interest in the Pittsburgh communities. I would hope to see a great deal of interest in the communities in

which the students live and that are of interest to the school. I will also encourage students to gather data using qualitative methods from the local community. With the gathered information I will have the students pick a printing or copying procedure they learned in the class and construct a project of their choice. My plans are to institute this lesson with my advanced students (11th and 12th grade) with the possibility of leaving it open to my first year visual communications students because of their classroom printing experience.

The educational program of a community must be based on sound educational philosophy which is concerned with the physical, emotional, and intellectual development of youth as individuals for complete worthy and satisfying membership in society.

Visual communications, as a part of a total program of education, concerns itself with research and practical experiences with the tools, materials, processes, and products of a technological society. Technology education also interprets the socio-economic problems and culture of our industrial world.

This concept of technology education and in particular of visual communication is consistent with the accepted philosophy and principles of modern education of which it is a part. Visual communication has distinct goals which guide the learner, and it stands upon the demonstrated values which it is especially adapted to attain. The greatest contribution to be made by visual communication is attained through coordination, integration, and inter-relation to other subject areas in the development of the total educational process.

This educational concept recognizes that students change physically, mentally, and emotionally from children to adults in varying ways. Actual instruction must support the intent of the objectives by providing learning experiences suited to the needs of individual students. This is why I feel that a developed lesson on Pittsburgh landmarks and parks can be beneficial to students by allowing them to take a prior experience of Pittsburgh and apply it to a new learning activity.

Applying this lesson in a visual communication class has many factors in common with other subject fields, such as content, principles, academic skills, knowledge, and attitudes. Students can apply their knowledge of materials, design, and printing processes to the study of the fine arts. The adapting and combining of design elements in projects will be encouraged. The ability to recognize and appreciate good design and construction will also be developed. This lesson will provide opportunities for creative activity. Also social studies can implement practicing democracy in establishing procedures for shop management. Effective human relations are developed by students participating in

shop management, by working together, and by sharing tools and facilities. Emphasis will be placed on conservation when studying human and physical resources. Industrial material and production methods will also be studied. Knowledge of history, geography, and economics will also be gained through the study of industry. I would hope that technology education (visual communications) would not be considered an isolated subject at the high school level but rather one that contributes to the enrichment of the many areas of experience necessary for the growth and development of the student. It helps in the clarification of concepts encountered in many branches of learning. The activities associated with visual communication center around technology and its relation to child, home, and community. The classroom is the setting where these activities occur and become an integral part of the total program of instruction.

Adapting this unit in my visual communications course appears to be quite a natural progression in the educational process. Visual communications is the process of understanding and being understood through the sense of sight. It is one of the most vital forces affecting the individual's daily activities in the world and in the transmission of knowledge. Visual communications dominate our world. By and large, the world's population, even the education portion, is illiterate in the use and implication of graphic materials. People have not been taught to see to the same degree as they were taught to speak, read, write, and calculate. Therefore, it is of vital importance to improve perception to obtain a better grasp of the visual world and to interpret and communicate more effectively through the visual medium.

My visual communications program of instruction deals primarily with the field of graphic arts and technical drawing. We live in a society which is dominated by visual effects, so our educational programs should place more emphasis on the need to interpret visual experiences. Students receive an increased experience in visual expression, which provides a natural lead-in to this particular unit using the Pittsburgh Parks and Landmarks.

Visual communications in the senior high school should be consistent in every way with our quest for excellence in the total program of the high school curriculum. The primary purpose of the school is to provide learning experiences that will produce the maximum development of each student so they may become all that they are capable of being. Activities within the visual communication area can be expanded and complemented by the addition of general research which provides for the programs of testing and experimenting in nature. Students can engage in a research project of a cooperative learning nature utilizing this approach. Developing this curriculum unit using visual communication and the Pittsburgh parks and landmarks provides a place for students of all abilities within

the structure of education to be successful and identify with a landmark they will remember for the rest of their lives

Rationale

The school and the community would receive invaluable benefits from developing a close working partnership. I believe that creating this curriculum unit is a fantastic opportunity for the school to reach into the Pittsburgh community and enlighten the students to the wonderful offerings that are available for them to experience. If this happens the community would be more willing to publicly support the school, while the school would be ultimately providing more benefits for the children. Making the school and its children a vital part of the community would increase safety and develop a sense of pride and ownership. Also, a close partnership between the school and its community would develop into a positive and beneficial public relations system and program.

I would hope that all schools and communities would consider themselves in a partnership with one another at least to some small degree to enhance the learning of its children. I believe that a powerful partnership between the school and its community will result in a better and more productive educational environment. It is certainly a plus with many benefits to have the community support its school rather than oppose and challenge its intents and motives.

The joint mission and purpose of those involved in the vocation of teaching is not only to help students learn particular content, related outcomes and objectives but also to help students feel good about whom they are as unique individuals in society. Educators must be committed to enhance the growth and development of the “whole” child which includes how the child perceives him or herself and their relationship to the community and others.

The search to find the best method of teaching children to learn most effectively has been going on for years. Today’s educators, more than ever before, are faced with this challenge. We are attempting to educate more children with varying levels of intelligence and diversified cultural backgrounds. Therefore, teaching methods should be very different from approaches used in yesterday’s classrooms. Because of the individual differences among students, I believe that teachers should use a broad range of teaching strategies with their students. This is why I feel this curriculum unit provides a unique opportunity for each student to explore an area of Pittsburgh that they can identify with and in a sense take ownership of that particular location. New learning activities when applied to the classroom help teachers to strategize ways to help learners not only become more

comfortable with their education, but to create activities that will help learners become more flexible in their approaches to learning. No matter what teaching style is integrated into a classroom teaching application, I believe that it is evident that the most effective lesson or unit will incorporate as many learning styles as possible to increase the possibility of increasing the students' level of success.

In the paragraphs above I briefly described why I feel it is often necessary for teachers to add a new lesson or a new approach to an old lesson by introducing a fresh idea or concept into the students learning activities. This adds a unique blend of excitement to me, as the teacher, and hopefully to the students. I believe the students will sense this new level of interest and excitement in my lesson delivery. As a teacher of twenty three years in the Pittsburgh public schools I truly and unequivocally believe that the best way to manage an unruly, uncooperative or unmotivated class is to knock them out (so to speak) with a highly energized, interesting, meaningful lesson. Teaching in the city of Pittsburgh provides us with an opportunity to work with students from all walks of life, and my best lessons can reach all of them when I make the most out of my teaching opportunities.

With twenty-three years of teaching experience, I also have nineteen years of coaching experience in some capacity. I believe that coaches and teachers can motivate and raise an athlete or student to levels of higher achievement by demanding excellence and asking each individual to be the best that they can be. As I developed this curriculum unit I wanted to introduce it in a way that would make an impact on the students immediately from the start. I stumbled across my introduction to this unit by accident on a beautiful Sunday morning in March at the local flea market in Bridgeville, Pennsylvania (Trader Jacks). As I mentioned before, being a coach, I am always looking for inspirational phrases, posters, plaques and gadgets to make an impact to motivate young people to do their best. My story begins with me at a vendor's booth looking at his wall hangings and plaques when I noticed a famous portrait of John F. Kennedy the 35th president of the United States of America. At the bottom of the plaque was the famous quote from his inaugural address on January 20, 1961 where he said "And so, my fellow Americans: ask not what your country can do for you—ask what you can do for your country." I read it and walked away. Nothing happened I just walked away and I was nearly at the end of the vendor's aisle when the light bulb went off in my head and there it was my introduction, "ask not what your city can do for you—ask what you can do for your city." I can use a social studies approach and use our 35th president to introduce a visual communications lesson on researching a Pittsburgh park or landmark. I want to tie this into a historic background that the students can identify with and bring into their lives in a meaningful approach that

will make them proud of their city and take ownership and carry a pleasant life long memory.

Talking with students I am amazed at how many times I hear them say that they can't wait to get out of here (meaning Pittsburgh), this place sucks. That disturbs me because I love this city and region. I grew up only forty miles from the actual city limits of Pittsburgh. Some of my most fond memories of growing up were when my family would come to Pittsburgh. At that time it seemed like it was a major trip and destination. I want this curriculum unit to help change that attitude. This place does not suck. I had two college friends (now a married couple) that came to visit last summer from Maryland and they wanted to see the lookouts at Mt. Washington and to ride the incline. They could not believe the view of the city. I want our young people of this area to appreciate this metropolis as much as visitors to this region. Pittsburgh is a fantastic place with tremendous sites and full of history for our young people to enjoy.

As mentioned before, my coaching background directs my attention to the rich sports history and ball parks of this region. Many of the ball parks are landmarks and some have been demolished due to modern progress. My interests provide an example for the students to choose a landmark of their liking and passion. I would like the students to see my interest in Pittsburgh by giving them examples of Forbes Field. I can remember going to the ballpark as a young boy with my dad to watch the Pirates. I also remember his telling me that when he was a young boy on his visits to Pittsburgh to see family, they would walk from Polish Hill to play outside the outfield wall during Pirate games.

Forbes Field stood at the entrance to the city's Schenley Park and provided a picturesque setting that was unique to Major League Baseball. Forbes Field survived far longer than many of her critics thought she would. She opened her doors during the 1909 season that saw the Pirates become crowned as World Champions. Sixty-one years later, she closed her gates as the Pirates were driving towards their first Eastern Division flag in 1970. Lady Forbes had plenty of baseball tales to tell about her days in the sun.

There were several Major League "firsts" and interesting events at the ballpark. Forbes Field was the National League's first ballpark constructed of concrete and steel. The first games at Forbes Field were on June 30, 1909. The Bucs lost to the Chicago Cubs 3-2. On July 17, 1914, Rube Marguard of the Giants beat Babe Adams of the Pirates 3-1, in a 21 inning game with both pitches going the distance. Forbes Field was the host for the last triple header in the Major Leagues (October 2, 1920 vs. Cincinnati). In the 1920's cars were repaired and sold

beneath the left field bleachers. The first radio broadcast of a major league baseball game took place from Forbes in 1921.

During the 1938 season, when it appeared that the Bucs might make a run for the pennant, Forbes Field had a set of third deck seats installed. The “crow’s Nest” could be reached by an elevator, the first in the Major Leagues. The Bucs were also the first team to install green foam rubber crash pads on their outfield wall. Forbes Field hosted the World Series four times (1909, 1925, 1927, 1960) and the All-Star Game twice (1944, 1959); including the first night All-Star Game in 1944. The all Alu outfield was used by the San Francisco Giants at Forbes on September 15, 1963 when Felipe, Jesus, and Matty took the field for the Giants. One final interesting fact, there was never a no-hitter thrown at Forbes Field in its sixty-one year history.

A few odd elements from this ballpark include the following: a hard infield that was feared by many Major League infielders; the fans in the upper corner of the leftfield bleachers could not see the plate, because the third base stands were in the way; in the outfield, the bottoms of the light towers and the flag pole were in play.

The right field roof was an eighty-six foot high target for many Major League sluggers through the years. Eighteen homers were launched over the roof by ten different players. Willie Stargell led the charge with seven round trippers. Babe Ruth was another legendary long ball hitter to clear the roof. As he finished his career with the Boston Braves, on May 25, 1935, Ruth hit three home runs against the Bucs. His last four-bagger, number 714, cleared the right field roof. He was the first to launch one over the roof.

Forbes Field was sold to the University of Pittsburgh in 1958. Her closing was long anticipated. The final games at Forbes Field were played on June 28, 1970. The Pirates swept a double header from the same Chicago Cub team that opened the park almost sixty-one years before to the day. Forty thousand nine hundred eighteen fans said goodbye to the old ball park.

Today, there are still a few physical reminders of the great ball park. The Honus Wagner statue that was erected in 1955 in Schenley Park was moved to Three Rivers Stadium. In the University of Pittsburgh’s Forbes Quadrangle, home plate still sits, encased in glass. Outside on the sidewalk, a plaque marks the spot where Bill Mazeroski’s 1960 World Series winning home run left the park, and a portion of the left-center outfield wall still stands.

A few more interesting tidbits about Forbes Field. Beer was never sold at the stadium, but fans could carry it into the ballpark with them. Many fans would buy an extra seat to the ballgame, so they would have a place to set their case of beer. After 1960, alcohol was not allowed in the park. The park also hosted many different events. Football was played there by the Steelers, Duquesne, Carnegie Tech and the University of Pittsburgh. It was also the site of political rallies, benefit shows, basketball, soccer, the circus, concerts, wrestling matches, and boxing events.

In closing the rationale, I will reiterate that I will use Forbes Field as my illustration for the classroom lecture and as a model to demonstrate the lesson. I will complete my example of Forbes Field by designing a brochure or pamphlet and duplicating it to use as a classroom hand-out. I would hope that my illustration and lesson delivery will inspire the students to become excited and willing to put forth the effort to appreciate Pittsburgh in a new way and to some degree have a special place in our City that they feel is very extraordinary to them.

Objectives

The search to find the best method of teaching children to learn most effectively has been going on for years. Today's educators, more than ever before, are faced with varying levels of intelligence and diversified cultural backgrounds. Therefore, teaching methods should be very different from approaches used in yesterday's classrooms. According to Rita and Kenneth Dunn (1978), to bring children into a confining environment and group them in a way that makes educational sense is impossible unless we examine each individual to identify exactly how he or she is likely to learn most effectively.

The joint mission and purpose of those involved in the vocation of teaching is not only to help students learn particular content, related outcomes and objectives but also to help students feel good about who they are as unique individuals in society. Educators must be committed to enhancing the growth and development of the "whole" child which includes how the student perceives himself or herself and his/her relationship to others.

A student's perception of self will also determine how he evaluates experiences as well as determine personal goals and expectations. If a student believes he/she is able to be successful at a particular task, and has been encouraged by others in the

past to be successful and diligent, it is more likely that he/she will attain the goal at hand.

Although it is essential that a teacher choose personalized approaches for students, there is no single formula for motivation. Specific efforts to support the development of a positive self-image can enhance student attitude, interest, effort, and desire to learn.

Every teacher can learn skills that enhance the desire to learn. It is a day-to-day and moment-to-moment commitment. It requires a variety of skills and strategies. However, one must be cautious not to use too much variety and lack of structure. This may distract the learner. Encouraging student interests and involvement through a supportive approach, sincere concern, and attention can make a big difference.

Many factors influence the student's success, including home influences, confidence, basic skill level, past experiences, future aspirations, available help, needs, feelings, and the ability to influence their own destiny. It's important to develop the strengths of each student and assist them to master the course objectives. Positive self- image is a supporting factor in student achievement and interest in learning.

A student's self-esteem affects effort, which in turn affects success. Self-esteem is a by product of accomplishment. Success breeds success and so does effort and hard work. The students must be held to high standards academically and behaviorally, and then given encouragement and assistance to meet the standards. This will assure high positive self-esteem.

My overall goal for the students is to provide them with an opportunity to broaden their knowledge and perspective about Pittsburgh's parks and landmarks. In this curriculum unit they will develop an appreciation and background for what is in their community and city as they choose an area of interest. So many times, points of local interest go without being noticed until a study of its origin and development are further observed. Hopefully this will spark the interest of the students in a way for them to take ownership of a particular part of Pittsburgh.

Throughout the course of this particular unit and assignment, the students will be exposed to the following content standard and objectives. In technology education problem solving is one of the first points of interest. Students are given a problem and asked to solve it after considering the resources (people, information, materials, energy, tools, time and machines). Before they can go into the process

stage, they have to do research and development. This is the most important stage of solving any problem. If the proper amount of thought is not given to possible alternatives and if the plans are not well thought out, then the students will not solve their problems to the best of their abilities.

Time is one of the resources to be considered when solving any real-world problem. Classroom projects are assigned and are to be completed within a given time frame.

The students will use effective research and information management skills, including locating primary and secondary sources of information with traditional and emerging library technologies. Also, the students will analyze and make critical judgments about all forms of communication, separate fact from opinion, recognizing propaganda and statements of bias, recognizing inconsistencies and judging the validity of evidence.

The students will communicate appropriately in business, in work and other applied stations. Also, the students will demonstrate their skills of communicating, negotiating and cooperating with others while working effectively within a group. Two are better than one, because they have a good reward for their work. If one falls down, his friend can help him up. But pity the man who falls and has no one to help him up... a cord of many strands is not quickly broken. (Ecclesiastes 4:9-12) Cooperative learning has a rich history of actual classroom use. I find it very interesting and quite appropriate in the above passage that was written approximately in the tenth century B.C. by King Solomon in the Old Testament of the Bible. The scriptural passage easily applies to modern educational practices which have guided cooperative learning in today's schools. The efforts result in the students striving for mutual benefit so that all group members benefit from each other's effort.

In conclusion, my main objective for the students will be to develop a greater appreciation and understanding of a local Pittsburgh landmark or park. However, during the fulfillment of this requirement, the students will be completing a classroom requirement needed for the satisfactory completion of copying, printing or duplicating a brochure for visual communications.

Strategies

In my visual communications class, I will have introduced a variety of teaching methods and strategies in order to accommodate students with a variety of learning styles. I plan on using this curriculum unit in my advanced visual communication classes. These particular classes consist primarily of juniors and

seniors. The reason I am choosing my advanced classes is to provide them with an assignment that gives a solid purpose for printing and copying the assignment which is a brochure or pamphlet.

Most of the printing and duplicating procedures that the students need will have been taught throughout the course prior to this lesson. I will use this lesson as a culminating activity for many of the small printing assignments that were completed as a basic introduction to the many printing procedures.

This lesson will begin with my introduction of using a brochure to describe the history and highlights of a Pittsburgh landmark. The particular landmark that I will use to highlight the lesson will be Forbes Field. I hope that my passion and fond memories of this ball field will inspire the students to discover a landmark of their liking.

The students will first demonstrate and use basic computer and literacy skills including word processing, software application and the ability to access the global information infrastructure using current technology. They will also be able to use the library to effectively research primary and secondary sources of information. The students will also use the classroom internet connections to further develop and gather the needed information to properly complete the assignment.

With the gathered information and research the students are then going to create the layout for their particular brochure or pamphlet. Well designed printed material should attract the reader's attention, be easy to read and understand, and have a lasting effect on the reader. Printed matter is worthless if no one is attracted to it or reads it. It is wasted if no one remembers its message.

In order that the finished printed job may be exactly what is desired and acceptable, a full-sized plan or layout of the contemplated work must be drawn before the actual production work is to be done. Before attempting a full-size layout, a number of small "thumbnail" sketches are made exploring various arrangements until one is finally chosen. Working from the selected thumb-nail sketch, a full-size "rough" layout will be made to show how the finished job may look in full size. The full-size rough draft also gives some idea of the proper sizes of type to use, and the required size of the illustrations. This is also where the students must properly use the "elements of design" such as proportion, balance and form.

When the rough layout seems promising, a "comprehensive" layout will be made. This layout will resemble, as closely as possible, the desired finished job. I will

have the students mark off the exact finished (trimmed) size sheet of paper stock to be used. The layout is to be made on this sheet, indicating the display lines of type, the body type, and any hand art or illustrations. The exact space to be occupied by an illustration will be indicated on the layout by a rectangle on the layout of the desired size, or by a profile outline. To improve the layout, the illustration can be sketched in the allotted space, or a proof of it may be pasted in the space. A more convincing layout is achieved if color is used to simulate the job as it will appear when printed. I will also require that all type faces, sizes and length of line must be indicated. Also, all margins must be indicated and identified to show how much white space will remain at the top and next to the folds. In short, this layout should look as much like the finished work as possible. Yet, while still in the planning stage, individual changes can be shifted, added, or eliminated without much trouble. Once this “comprehensive” is approved, the brochure can be made up, and production can start.

The last step before reproduction is proofreading. Proofs of all composition must be carefully read for errors, and the errors corrected. I recommend that the “reader” read aloud from the original typewritten copy to the person following along on the proof, detecting each error. The marked proof is returned to the compositor for correction of the type matter. Now the brochure or pamphlet can be taken to the copier or duplicator for completion of the printing process.

Classroom Activities

For better or worse, printing technology greatly affects our lives. Before the invention of the printing press, only the wealthy could afford the luxury of owning books or printed materials. Knowing this, I want my students to take advantage of the opportunity to use visual communications to better equip themselves as contributors in our modern day society. So my strategies to implement this curriculum unit will incorporate a true layout and design lesson using the various design principles to produce an effective brochure or pamphlet.

My students will begin by choosing several ideas that they would like to possibly research. They will then gather and locate information using the library and its primary and secondary sources of technology. The students will use the Internet and traditional library resources to gather the information and knowledge. I will also encourage the students to gather data and information using qualitative methods from members of the community. After a brief evaluation of the gathered facts and data, they will narrow their research to one topic. This is where the students will need to decide on what information they will include in the brochure. I will schedule this library time for the class in advance to assure the availability of the facility. I will designate one week of classroom time for the

students to research and develop their topic. With this information, they will now begin to design the layout for the classroom project. The students will now return from the library and complete the project in the visual communications room.

The next step in the development of this project is to show the students examples of completed brochures. I have gathered a tremendous number of brochures to use as examples from museums, hotels and travel agencies. The students will have to decide on the use of bi-fold, tri-fold, and quad-fold brochures so they can choose the model that best fits their need. Brochures come in two standard sizes, 8 ½ x 11 and 11x 17.

My next classroom lesson will be on the fundamentals needed to design and lay out attractive printed materials. I want the students to be aware of the many things that must be kept in mind when designing. A well designed printed product should attract the reader's attention, be easy to read and understand, and also have a lasting effect on the reader. An additional follow-up lesson will be the guidelines to be used and considered when designing printed work.

Lesson three on design will include a description of unity, emphasis, balance, and proportion. Unity is a quality of design that ties the parts of a whole together. Using one family of style of type helps unite the parts of a design. Unrelated typefaces create a hodgepodge and prevent the reader from getting the message. Emphasis makes one of the elements stand out and creates interest and attracts attention. Balance is placing the element of the brochure in a manner that is pleasing to the eye. And lastly proportion refers to the size of objects and how they relate to each other in a layout. Larger objects demand more attention and objects that are too small can't be easily seen or read. Proportion of objects can also affect the balance of the layout directly.

My next classroom activity will be a discussion of what is good content for the brochure and what should be included in the overall message of the project. All interesting content is a blend of text and graphics, making it informative and entertaining. Information without graphics is boring and monotonous, and graphics alone without some explanation of the purpose is confusing. The overall message in any layout has to always be more important than the graphics or style of text. Even if the message is completely visual, it has to tell a story to have a purpose.

The students will now begin the actual design to their brochure. The first step will be to create a number of small "thumb-nail" sketches exploring various arrangements until both the layout and design are acceptable and approved by the instructor. The second step will be to create a "rough draft" working from the

selected thumb-nail sketch. A full size rough-draft layout is made to show how the finished job may look in full size. This will also give some idea of the proper sizes of type to use and the required sizes of the illustrations.

When the students have created a rough-draft that seems promising a “comprehensive” layout is to be made. This layout will resemble, as closely as is possible, the desired finished job. This comprehensive is made on the same paper as the finished copy and to the exact finished size. Once this layout has been approved by me, it will be ready for duplication on the printing press. I am hoping to designate two or three weeks for the completion of this classroom activity.

Annotated Bibliography/Resources

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Church, Samuel Hardin. *Short Story of Pittsburgh 1758-1908* New York. Divine Press, 1908.

Cogoli, John E. *Photo Offset Fundamentals* McKnight Publishing Co.1973. This is a book for the beginner in the visual communications field. The reader can gain a fundamental working knowledge of printing and duplicating methods. It contains a chapter related to the principles of design.

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Hampster, John W. *Western Pennsylvania Historical Survey Western Pa* University of Pittsburgh Press, 1938. This contains a collection of pen and ink drawings of early Pennsylvania.

Kagy, Frederick D. *Graphic Arts* Goodheart-Willcox Company, Inc. 1981. The purpose of this book is to help you explore graphic arts and visual communications. It will acquaint you with composition fundamentals, basic mechanics of all types of printing and the essential elements found in all printed pieces.

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

Kidney, Walter. *The Three Rivers* Pittsburgh History and Landmarks Foundation, 1982. A useful collection of black and white photographs of river scenes, steel mills and riverbanks.

Miller, Edward K. *Pittsburgh's Many Landscapes* Western Pa History, Spring

2002. Contains examples of colorful folk art with landscapes.

Pittsburgh Revealed: Photographs Since 1850 Pittsburgh Carnegie Museum of Art, 1997. This is a collection of photographs that is useful for looking at early Pittsburgh.

Roak, Elisabeth. *Western Pennsylvania History "Picturing Pittsburgh, The Catherine R. Miller Collection at Chatham College"*. Winter 2001-2002. Useful for information about a local collection of art.

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Wallach, Paul I. *Drafting* American Technical Society 1979. This book is part of a integrated series of Technology Education textbooks designed to teach basic skills to beginning students. Its main objectives are to develop visual perception, knowledge of industry, and fundamental drafting abilities.

Annotated Children's Bibliography

Balderose, Nancy Ward. *Pittsburgh, Our City* Pittsburgh. School District of Pittsburgh, 1991. Useful background information on Pittsburgh.

Cogoli, John E. *Photo Offset fundamentals* McKnight Publishing Co. 1973. This is a book for the beginner in the visual communications field. The reader can gain a fundamental working knowledge of printing and duplicating methods. It contains a chapter related to the principles of design

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Student Resources and Web Sites

<http://www.phlf.org> This site is committed to neighborhood restoration and historical property preservation.

<http://www.carnegielibrary.org> Site connected to the Carnegie Library of Pittsburgh

<http://www.pghhistory.org> Site committed to Western Pennsylvania History.

<http://www.imagemediaprint.com/brochures.asp> Web Site committed to the size and layout of brochures.

<Http://www.home.mindspring.com/~gearhard/stadiums.html> Fun facts about Pittsburgh's ballparks.

Appendix-Content Standards

Reading, Writing, Speaking and Listening

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 analyze and make critical judgments about all forms of communication, separate fact from opinion, recognizing propaganda, stereotypes and statements of bias, recognizing inconsistencies, and judging the validity of evidence.
3. All students communicate appropriately in business, in work and other applied stations.

Arts and Humanities

1. All students produce, perform or exhibit their work in the visual arts, music, dance or theater, and describe the meanings their work has for them.

Citizenship

1. All students demonstrate their skills of communicating, negotiating and cooperating with others.
2. All students demonstrate that they can work effectively with others.

Science and Technology

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

Career Education and Work

1. All students understand and demonstrate the importance of relating their academic and vocational skills-for example, interviewing, creative thinking, decision making, problem solving, understanding and giving written and oral instructions-their ability to seek, obtain, and change jobs.