

9th Grade

**Learning about Adaptive Reuse,
Renovation and Replacement in the
Built Environment**

Curriculum Guide and Tools

Learning about Adaptive Reuse and other options in the Built Environment (9th Grade)

This lesson plan focuses on historic preservation and adaptive reuse as alternatives to the replacement of historic buildings. It aims to show students that buildings do not have to be replaced just because they are old. Sometimes it is necessary because a building is not functional and cannot be adapted. Students should still learn about the value that historic structures bring to a community. An example is the History Center of Lake Forest and Lake Bluff, where the building once served as a church, but now serves as a museum. It could have been torn down and replaced, but the community saw value in keeping the structure. Students will learn about several buildings in their community (or surrounding communities) that were managed differently, whether they were preserved, adapted, or replaced. These examples will prepare students to create their own argument for whether a historic structure should be preserved, adapted, or replaced.

Students will demonstrate their understanding through a mock city council meeting. The class will be divided into three groups. One group will argue for preservation and explain how they plan to accomplish it, one group will argue for adaptive reuse and explain how the building will be used, the final group will argue for the replacement of the building and explain why the building should not be preserved or adapted. They will all provide a cost analysis so that the financial impact will also be clear. At the end of the presentations, the teacher will decide the “fate” of the building based upon which argument he or she found most compelling.

Preservation/Replacement (9th Grade)

Materials Needed:

Teacher:	Student:
Graphic Organizer	Pencils
Local Building “histories”	

Summary:

Students will learn about the processes of historic preservation and adaptive reuse as alternatives to the replacement of historic buildings. The buildings we will focus on will be:

Adaptive reuse:

The History Center (church to museum)
The Gorton Center (school to community center)
Ragdale (home to arts center)

For preservation/renovation:

Lake Forest Library (has added wings to accommodate expansion)
Market Square
Deerpath Inn

Replacement:

Lake Forest Hospital (old building/new building)

Standards:

D2.His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past.

D2.His.2.9-12. Analyze change and continuity in historical eras.

Learning Objective:

Students will be able to analyze arguments for or against the preservation of historic structures. They will be able to evaluate whether the structure should be preserved, adapted, or replaced.

Instructional Procedures:

Teacher	Students	Time
Students will visit LFLB, gaining an understanding of the community themes present in the permanent exhibit.	Walking around the museum and listening to discussion	20 minutes
Foster a conversation of the “value” of history in a place, leading into an explanation of historic preservation and adaptive reuse.	Engaging in class discussion	10 minutes
Pass out graphic organizer. Using the example of the History Center building, complete one column of the graphic organizer as a class.	Sharing their thoughts to complete graphic organizer	10 minutes
Break students into small groups, assigning each group one of the locations on the graphic organizer.	Working with small groups to fill out their portion of the graphic organizer	20 minutes
Call class back together. Have each group share their findings/arguments, allowing for the rest of the class to expand upon pros/cons.	Class discussion	15 minutes
Introduce assessment.	Listening/asking questions	10 minutes

Assessment(s): Mock City Council Meeting:

The students are tasked with arguing whether one historic building in their community should be preserved, adapted, or replaced. They are to approach this as if they are interest groups at a city council meeting.

Students will be split into three groups:

- Preservation
- Adaptive Reuse
- Replacement

During the mock city council meeting, students will have up to 15 minutes to make a presentation about why their option is the best for the building.

If they are preserving the building, they must explain the logistics behind preservation efforts. What will need to be done to preserve it? How will they pay for the preservation?

If they are reusing the building, they must explain what they will be using it for. (Restaurant, Store, Event Space, etc.)

If they are replacing it, they must include what they are replacing it with, and the value that the new building will add to the community.

** For all of these options, they must include a cost analysis. They must explain how much their plan will cost and how they can secure this funding/ pay back a loan.

At the end of the presentations, the teacher will decide the fate of the building based on which team made the most convincing argument.

Adaptations or Accommodations needed:

Learners	Adaptations/Accommodations
Highly Proficient	Have students create posters for their plan.
ELL	Place students in groups with proficient learners. Give a list of definitions in their native language.
Struggling Learners	Place students in groups with proficient learners.

Graphic organizer

	Gorton Center	Ragdale Foundation	Lake Forest Library	Market Square	Deerpath Inn	Lake Forest Hospital
Preservation?						
Reuse?						
Replacement?						
Reasoning						
Pros/ Cons of Change						