STEAM Through Heritage Preservation is a six-unit experiential curriculum that provides instructors with unique, relevant content and activities that teach middle school standards while igniting students’ interest in heritage preservation, architecture, and engineering.

Target State: INDIANA

The curriculum was created with an equity lens in mind, recognizing the need to commemorate, honor, and conserve the histories of historically neglected and underrepresented communities.

STEAM THROUGH HERITAGE PRESERVATION

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Indiana Curriculum Design Team

SUPPORTED by the Historic Preservation Education Grant from Indiana Humanities and Indiana Humanities and Arts Commission
Proposed six units Curriculum

"It is so rewarding to bring preservation into public schools and watch the next generation begin to explore and question the built environment around them. By introducing preservation as story-telling at a young age, we hope to diversify the minds and voices contributing to preservation conversations in the years to come."

- Helena Currie
Technical Advisor & APTI ARC Co-Chair

Supported by The Historic Preservation Education Grant from Indiana Humanities and Indiana Landmarks

UNIT 1
Understanding Community and the Built Environment

UNIT 2:
Understanding Historic Preservation, Equity, and Significance

UNIT 3:
Architecture and Historic Preservation

UNIT 4:
Structural Engineering and Historic Preservation

UNIT 5 & 6:
Historic Preservation Community-based Projects
Academic Curriculum that Introduces Preservation as Story Telling

What does historic preservation look like?
- Maintaining an item in its original condition.
- Preventing damage or decay.
- Documenting an item prior to removing or replacing it.
- Converting the use and/or appearance of an item to provide more relevance in today's world.

What makes two of these places significant?

- Explain the importance of including evidence and reasoning when making a case about a building being significant.
- Recognizing quantitative vs. qualitative data.
- Distinguishing between factual and emotional arguments.

Supported by the Historic Preservation Education Grant from Indiana Humanities and Indiana Landmarks
Explores how the Built Environment Reflects Local Societal Values

“I am passionate about this program because it creates opportunities for students to engage in STEAM learning, explore their community heritage, and see themselves as difference makers for the future.”

- Brianne Wrede, Director of Academics

Adaptation from Boston Curriculum
Wait! How is this preservation? Despite changing and maintaining the inside, they kept mostly at the historic elements and features. The outside was pretty much left as is (enlarged up a bit), and some exterior landscaping was added to make it more welcoming!

Demonstrates Local Preservation Examples

This program is a wonderful and localized way for middle school students to get introduced to and excited about historic preservation, and I hope to have opportunities to enhance their higher education in this field at Purdue University.

-Ashima Krishna, Program Director
Culminates in a Real-World Adaptive Reuse Project

Introduction/Overview:
As we begin the study of adaptive reuse, we want to introduce this concept to our community and reflect our societal values. This activity offers advantages in preserving existing buildings, whether it be because of the story the building tells or the positive effects on the environment (by saving rather than disposing of existing building materials). Being a building often requires community discussion. This project will involve our local politicians and decision makers with valuable information about historic buildings, undeveloped sites, or otherwise endangered buildings and to create compelling ideas for reuse that will make these buildings more relevant to our community. As students, you will be asked to present your research and make recommendations to the Indiana Landmarks office for historic preservation where we are interested.

Project Outline/Steps:
1. Research: a) Research a building in your neighborhood or local community. b) Research and write a brief report on the building and its history. c) Present your research to a group of local politicians or community leaders.
2. Design: a) Develop a layout for a new use for the building. b) Prepare a presentation of your design to the community.
3. Implementation: a) Determine a budget for the project. b) Obtain necessary permits and approvals.
4. Construction: a) Hire contractors to build the new use for the building. b) Monitor the construction process.

Units 5&6: Email Template

**Dear [Recipient's Name],**

**Introduction:**
My name is [Your Name]. I am a student in the [Grade Level] grade at [School Name].

**Project Proposal:**
I am participating in a project to create a new use for [Building Name]. My idea is to [Proposal Description].

**Why is this building important to our community?**
This building is important to our community because [Reason].

**The community needs [Building Name] because [Reason].**

**Conclusion:**
Thank you for considering my proposal. I look forward to hearing from you.

Sincerely,
[Your Name]
This is an APTI Academics & Research Committee initiative in collaboration with the National Council for Preservation Education (NCPE) and the American Institute of Architects (AIA), Historic Resources Committee (HRC), with continuous input from teachers and experts in the field of preservation education to develop this program.

Thank you!

Partners & Sponsors

It is an outcome of efforts undertaken by the APTI Academics & Research Committee Chairs - Helena Currie and Michael Tomlan, and its members.

*APTI is honored to assist the statewide and local organizations involved in the education of future preservation professionals throughout the world*

- Michael A. Tomlan, FAPTI
  Co-Chair Academics & Research Committee