

SHOULD HISTORIC BUILDINGS BE PRESERVED?

THIS ACTIVITY SHOULD TAKE ABOUT 90 MINUTES. IF LEARNERS ARE ABLE TO REVIEW MEDIA PRIOR TO THE LESSON, ACTIVITY TIME SHOULD BE 45 TO 60 MINUTES.

INVESTIGATE

Read, watch, and listen to the three media resources on the Thinkalong module. Learners can use the Investigate graphic organizer to summarize each piece of media and record new information. Below are summaries of the three pieces of media curated in the Thinkalong module.

COLUMBUS NEIGHBORHOODS: AFRICAN-AMERICAN HISTORIC PRESERVATION

WOSU Public Media | October 6, 2016 | Video
5:23 minutes

Preservation activist Cathy Nelson talks about how African-Americans have been left out of historic building preservation efforts.

- Nelson says that communities on the East Side of Columbus are losing historic buildings for a number of different reasons.
- Communities that are struggling to preserve historic buildings often don't have the money to do so. Nelson notes that preservation costs money, and many communities can't afford to save their buildings.
- Nelson says that African-Americans are usually not at the table with city leaders when decisions about what buildings get destroyed and which buildings are saved are made.
- She urges people to walk through their communities and share histories with their families and friends to help people understand a sense of community and place through the buildings that still stand in their neighborhoods.

WHAT WILL A RECONSTRUCTED NOTRE DAME LOOK LIKE? THE ANSWER IS UP FOR DEBATE

NPR | September 5, 2019 | Audio
3:54 minutes

After a fire severely damaged Notre Dame Cathedral in Paris, France in April of 2019, the cathedral has become one of the most well-known large-scale preservation sites in Europe.

- The fire damaged the medieval building's iconic spire – the thin, elongated, conical structure on the building's roof.
- Although work on its restoration has begun, what the building will look like once the restoration is complete is unknown.
- Several days after the fire, Prime Minister Édouard Philippe announced an architectural competition to determine what the cathedral's new spire would look like – either a new design or a return to the 19th century design that stood until its destruction in the 2019 fire.
- Some of the submitted designs drastically altered the 19th century design, introducing glass, mirrors, and even a swimming pool. However, according to a poll by Odoxa-Dentsu, 55% of people in France believe it should be restored to the condition it was in prior to the fire.

COLORADO HIGHWAY EXPANSION ROUTED OVER ANCIENT NATIVE AMERICAN SITES

NPR | November 7, 2019 | Audio

3:42 minutes

A highway expansion project in Durango, Colorado threatens several Native American archaeological sites.

- In southwest Colorado, a highway expansion project by Colorado Department of Transportation will pave over – and in the process, destroy – seven Native American archeological sites, some of which were discovered during the project.
- One site includes a large pit house from the Pueblo I period. Archaeologist Rand Greubel suspects it was a ritual site approximately 1200 years ago. The CO DOT plans to fill in the site and pave over it after Greubel’s team studies the site.
- The State believes it is necessary to re-route the highway over these sites because the road’s existing route is unsafe.
- While local tribes are not challenging the project in court, Sam Maez of the Southern Ute tribe explains it’s “very hurtful and sad” to see the destruction of Native history and the removal of human remains.

KEY WORDS

Look out for these important keywords in the news stories. Discuss the definitions with your learners and see how they affect the understanding of the story.

- Preservation
- Conservation
- Restoration

CONTEMPLATE

Learners will use media literacy questions to critically engage with news by thinking about its purpose, searching for bias and discussing missing perspectives. They will answer the 5 Key Questions of Media Literacy created by the Center for Media Literacy, which are:

1. Who created this message?
2. What creative techniques are used to attract my attention?
3. How might different people understand this message differently than me?
4. What values, lifestyles and points of view are represented in, or omitted from, this message?
5. Why is this message being sent?

A graphic organizer is included in this guide and the Thinkalong website to help learners answer these five questions about each piece of media.

DEBATE

Use the debate tool on the module webpage to help form evidence-based responses to the debate question.

Thinkalong is designed to help learners engage with real issues that are relevant to their lives. [Structured discussions](#) allow learners to practice their critical thinking skills through evidence-based debate with their peers. Discussions are designed to take about 30 minutes. Educators are encouraged to modify aspects that work best for their learners.

To encourage civil discourse, please review the [Code of Conduct](#) with your learners.

Using public media — video, audio and digital reports — about newsworthy topics, these classroom-based exercises help learners to think critically about media messages, develop informed opinions, and practice how to take a stand.