



NATIONAL ENDOWMENT FOR THE

**Humanities**

DIVISION OF EDUCATION PROGRAMS

## Narrative Section of a Successful Application

The attached document contains the grant narrative and selected portions of a previously funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful application may be crafted. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the Landmarks of American History and Culture Workshops application guidelines at <http://www.neh.gov/grants/guidelines/landmarks.html> for instructions. Applicants are also strongly encouraged to consult with the NEH Division of Education Programs staff well before a grant deadline.

Note: The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials.

**Project Title:** The American Skyscraper: Transforming Chicago and the Nation

**Institution:** Chicago Architecture Foundation

**Project Director:** Jean Linsner

**Grant Program:** Landmarks of American History and Culture Workshops for School Teachers

## THE AMERICAN SKYSCRAPER: TRANSFORMING CHICAGO AND THE NATION

### NARRATIVE DESCRIPTION

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#### INTELLECTUAL RATIONALE

Skyscrapers define the physical landscape and shape social life of major cities. High-rise construction is a symbol of innovation, industrial architecture and infrastructure. Chicago's history as a center for development of the skyscraper from the late 19th through mid-20th centuries positions the city as an ideal place to explore the tall building's relationship to urbanization.

In a six-day workshop conducted by the Chicago Architecture Foundation (CAF), educators will investigate the skyscraper as a physical and cultural construct. By examining the significance of the skyscraper in Chicago, the workshop will engage educators in exploring the following questions: How did development of the skyscraper stimulate and reflect change in American life? What does this development indicate about the future of countries that are still building large numbers of tall buildings? The tall building in Chicago will serve as a lens for studying invention and innovation; urbanization; industrialization; labor; gender, particularly the introduction of women to the workplace; and civic identity. Studying the myriad forces that shaped Chicago as a skyscraping city will support educators' investigations and teaching of how people continue to shape an urban nation.

The workshop's landmark study site will be the Loop, Chicago's renowned commercial district, which offers an unrivaled group of buildings—primary sources—that illustrate the skyscraper's development in the 19th and 20th centuries. Through building field studies, primary source documents, and lectures by scholars, educators will gain understanding of the skyscraper and its pivotal role in constructing the modern city and urbanization of the United States. Through the workshop, educators will acquire practical, standards-based activities for engaging grade K-12 students in using place to study American history and culture.

The workshop, *The American Skyscraper: Transforming Chicago and the Nation*, will build upon experience CAF gained conducting Landmarks of American History and Culture Workshops for Teachers on the same subject in summers 2009 and 2010.

### **Themes**

During each of the six workshop days, the skyscraper will be examined from one thematic perspective. Workshop themes and investigations, grounded in current scholarship, supported through selected humanities readings and field studies, and introduced through lively lectures by scholars, will lead participants and students to a deeper understanding of the role of tall buildings in the urbanization of America.

**Myth:** The workshop begins with an introduction to the construction of skyscrapers and construction of meaning by CAF's Vice President of Interpretation and Exhibitions. Gregory Dreicer will challenge educators to define the skyscraper by exploring how widespread misconceptions about invention have formed the basis of skyscraping tales: for example, that there could be a 'first' skyscraper or that one person 'invented' it. Examining humanities ideas about history, nations, evolution, and heroes will prepare educators for work in learning about and then engaging students in understanding tall buildings.

**Geography:** The development of skyscrapers in 19<sup>th</sup>-century Chicago is closely linked to infrastructural innovations that reshaped the city's landscape. By exploiting its geographic conditions and creating systems that linked Chicago with the country and the world, the city attracted waves of migrants and immigrants throughout the late 19th and early 20th centuries. Transportation and communication networks, such as the river/canal, rail, and telegraph, enabled Chicago's growing population to connect to the world. Skyscrapers allowed more people to work within ever-denser areas; increasing land prices encouraged developers to build taller. The lecture and readings will address the relationship between Chicago's geography and its growth as a metropolis and center for skyscraper innovation.

**Urban Culture:** Skyscrapers profoundly changed the physical and cultural landscape of 19<sup>th</sup>-century cities, prompting fierce debates. On one side, some architects and property owners embraced tall buildings as the key to urban modernization. Social reformers and labor supporters viewed skyscrapers as symbols of oppression for immigrant workers. Joanna Merwood-Salisbury will present research on the first skyscrapers in 1890s Chicago within a cultural and social context, outlining intense debate in the popular press of the day. Her approach will examine the rise of the first skyscrapers within the context of building trade strikes, the Haymarket Riots, The World's Columbian Exposition of 1893, and Burnham and Bennett's 1909 Plan of Chicago. Merwood-Salisbury will encourage educators to investigate how skyscrapers helped define urban culture for the people of Chicago and the nation.

**Representation:** Architects communicate the beauty, power, and identity of their designs through sketches, drawings, and photographs. The Chicago Tribune Tower competition of 1922 spurred architects from around the world to design "a new and beautiful home worthy of the world's greatest newspaper." More publicity stunt than design competition, this controversial event is remembered as a turning point in American architecture. Katherine Solomonson's research on the Chicago Tribune Competition will serve as a case study to examine the ways architects represent skyscrapers as visual icons and how such images inform and influence public opinion about architecture, civic pride, and cultural identity.

**Identity:** All buildings were modern once. And no building is intended to be permanent. How does a city's civic identity influence which buildings are built, kept, or torn down? Through two case studies – the Reliance Building (D.H. Burnham & Co, 1895), and the Federal Center (Mies van der Rohe, 1964, 1974) – educators will learn about the painstaking restorations of two iconic Chicago skyscrapers, constructed 70 years apart. Lectures, case studies, and field visits will illustrate how skyscrapers symbolize the constructed narrative about the Chicago School that shaped Chicago preservation and urban renewal movements of the 1950s and 1960s.

**New Landmarks:** In the 1890s, architects came to Chicago to pursue professional opportunities. Today, Chicago architecture firms design super-tall skyscrapers in Asia and the Middle East. The day's theme, lecture, and site visits will compare and contrast the tremendous growth of 19<sup>th</sup>-century Chicago with today's boom towns. Educators will be encouraged to apply knowledge of what made Chicago a hotbed for skyscraper development in the 1890s to today's burgeoning cities, challenging them to consider how the construction of skyscrapers defines urban culture and identity in places separated by half a globe and more than 100 years.

**Intended Impact on Teachers and Their Students:** The goal of the workshop is to assist K-12 educators in acquiring new knowledge, experiences, resources, and tools for teaching about how skyscrapers stimulated and reflected change in American urban life. Additionally, participants will: a) cultivate the ability to incorporate best practices into their teaching, including building explorations, use of primary source documents, and hands-on, standards-based activities; b) enhance their ability to use local architecture, engineering and landscape as multidisciplinary tools for teaching core academic content; c) apply workshop content and best practices to lessons of American history and culture; and d) help students develop a suite of 21<sup>st</sup>-century skills, including visual and information literacy, critical thinking, cultural literacy and global awareness, collaboration, and communication.

## **CONTENT AND DESIGN**

**Workshop Structure:** Each workshop day's instructional design includes a theme, central questions, and a combination of: a) readings and a lecture designed to support and illuminate the theme; b) field studies with first-hand explorations of selected skyscrapers; c) hands-on, standards-based best practice activities and techniques; and d) curriculum project development.

**Expectations of participants:** Workshop participants will be expected to read assigned readings prior to each day's activities and to participate in discussions and planned activities. Participants will also be expected to begin developing a curriculum project while in Chicago, and to complete the project when they return home.

**Lectures, discussions, and readings:** Invited faculty scholars will contribute insight and expertise on topics that enhance participants' content knowledge and understanding of the development of skyscrapers, with an emphasis on factors that supported the rise of a new American architecture form in Chicago.

**Field studies:** Guided observations of several landmark skyscrapers will demonstrate how to use buildings as primary source teaching tools. In addition to buildings included on CAF's Historic Skyscraper walking tour (see Appendix F), case study buildings will include the Carson Pirie Scott Building (Sullivan, 1899); the Reliance Building (D.H. Burnham & Co. 1895); and Federal Center (Mies van der Rohe, 1964, 1974).

**Best Practices:** The workshop will introduce best practice activities and techniques designed to guide participants in developing lessons that use real buildings, places, and events to support students' critical thinking, observation, research, and evaluation skills. Best practices are taken from CAF's award-winning, standards-based K-12 curricula, *Schoolyards to Skylines: Teaching with Chicago's Amazing Architecture* (K-8) and *The Architecture Handbook: A Student Guide to Understanding Buildings* (9-12). Activities will provide instruction on: 1) techniques for 'reading' a building; 2) using buildings as primary source teaching tools; 3) using timelines to contextualize the skyscraper; 4) designing walking tours and guided observations; 5) developing activities that incorporate ways to represent skyscrapers including sketching, drawing, and photographing; 6) selecting and using readings, including poetry, to heighten appreciation of places; and 7) using photographs of skyscrapers to tell a story. Additionally, the workshop will introduce primary source documents as teaching tools, including current, historic, and fire insurance maps, building plans, current and historic photos, newspaper articles, census data, and building records.

## WORKSHOP SCHEDULE (Expanded Study Plan included in Appendix A)

### Daily Schedule Including Topics of Discussion

#### **Skyscrapers and Myth: Day 1 / Sunday**

**Topic:** History and Invention

**Big Questions:** 1) What is a skyscraper?; 2) What do myths tell us and hide about the historical development of the tall building?

**Scholar / Lecture:** Dr. Gregory Dreicer, *Interpreting the Skyscraper: Five Technological Myths*

**Required Reading:** “The Invention of the Skyscraper: Notes on its Diverse Histories” from *Assemblage No. 2*, Rosemarie Haag Bletter (1987); “The Soul of Chicago” from *Our America*, Waldo Frank (1919); “Skyscraper” from *Chicago Poems*, Carl Sandburg (1916)

**Activities:** Registration and light refreshments at CAF headquarters

**Field Study:** Architecture River Cruise for skyscraper overview and introduction to the city

#### **Skyscrapers and Geography: Day 2 / Monday**

**Topic:** Why Chicago?

**Big Question:** What is the relationship between Chicago’s geography and its growth as a metropolis?

**Scholar / Lecture:** Dr. Henry Binford, *Why is There a City Here?*

**Required Reading:** “Prologue: Cloud over Chicago” from *Nature’s Metropolis: Chicago and the Great West*, William Cronon (1991); “Chicago” from *Chicago Poems*, Carl Sandburg (1916)

**Best Practices:** Timeline activity placing skyscrapers in context of US and Chicago history

**Field Study:** Harold Washington Library for visual analysis (‘reading’ a building) exercise

**Curriculum Development:** Introduction of resources; begin developing new lessons

### **Skyscrapers and Urban Culture: Day 3 / Tuesday**

**Topic:** Skyscrapers in Context

**Big Questions:** 1) In what ways did skyscrapers help define urban culture in the late 19th century?; 2) What did the new building type symbolize for the people of Chicago and the nation?; 3) How did skyscraper technology change cities and American society?

**Scholar / Lecture:** Dr. Joanna Merwood-Salisbury, *Chicago: The Skyscraper and the Modern City*

**Required Reading:** “Building a Skyscraper” from *Skyscrapers and the Men Who Build Them*, William A. Starrett (1928); “A City under One Roof: Skyscrapers, 1880-1895” from *Constructing Chicago*, Daniel Bluestone (1991); “The Female ‘Souls of the Skyscraper’” from *The American Skyscraper: Cultural Histories*, Lisa M. Fine (2005); “Louis Sullivan’s Democratic Architecture and the Labor Movement” from *Chicago 1890: The Skyscraper and the Modern City*, Joanna Merwood-Salisbury (2009)

**Field Studies:** Walking tour of historic Chicago skyscrapers (circa 1885-1935); Tribune Tower

### **Skyscrapers and Representation: Day 4 / Wednesday**

**Topic:** Skyscrapers as Visual Icons

**Big Questions:** 1) How were architects visually representing skyscrapers in the late 19th and early 20th centuries?; 2) How do such images inform and influence public opinion and the design of buildings?

**Scholar / Lecture:** Dr. Katherine Solomonson, *The 1922 Chicago Tribune Tower Competition*

**Required Reading:** “The Chicago Tribune Tower Competition: Publicity Imagines Community” from *The American Skyscraper: Cultural Histories*, Katherine Solomonson (2005); “Built Languages of Class: Skyscrapers and Labor Protest in Victorian Public Space” from *The American Skyscraper: Cultural Histories*, Sarah Watts (2005); “The Tall Office Building Artistically Considered” from *Lippincott’s Magazine*, Louis Sullivan (1896)

**Best Practices:** Teaching cross-curricular lessons with architectural illustrations and competitions; “How to Sketch Like an Architect” exercises

**Field Study:** The Art Institute of Chicago

**Curriculum Development:** Subject-based group discussion on developing place-based lessons



### **Skyscrapers and Identity: Day 5 / Thursday**

**Topic:** Remaking Tradition: What is Modern?

**Big Questions:** 1) How does a city's civic identity influence what buildings are built, kept, and torn down?; 2) If buildings are not intended to be permanent, what costs are acceptable to 'save' structures?; 3) How does the Chicago skyline reflect the 'Chicago School' constructed narrative between preservationists and modernists?

**Lectures:** Douglas Gilbert, AIA, *The Design and Restoration of the Reliance Building*; Paul Steinbrecher, *Mies in Chicago: Why All Glass Boxes are Not Alike*

**Required Reading:** "Preservation and Renewal in Post-World War II Chicago" from *Journal of Architectural Education*, Daniel Bluestone (1994); "The Mechanization of Cladding: The Reliance Building and Narratives of Modern Architecture" from *Grey Room 04*, Joanna Merwood (2001); "Preface," "A First Principle," "A Second Principle," and "A Third Principle" from *The International Style*, Henry-Russell Hitchcock and Philip Johnson (1922)

**Best Practices:** Place-based activity with Sandburg's *Skyscraper* poem; comparison-contrast activities; using primary source images

**Field Study:** Reliance Building; Federal Center

### **Skyscrapers and New Landmarks: Day 6 / Friday**

**Topic:** Skyscrapers in the 21st century

**Big Questions:** 1) How does the tremendous growth of 19<sup>th</sup>-century Chicago compare with growth of cities in 21<sup>st</sup>-century Asia and the Middle East?; 2) How does the presence of skyscrapers define urban culture and identity for Asian and Middle Eastern cities today?; 3) What are current international design and technology trends in tall buildings?

**Scholar / Lecture:** Dr. Antony Wood, *Transformation: Tomorrow's Skyscrapers*

**Required Reading:** *Chicago Tribune* articles from 1968 (John Hancock Center), 1970 (Sears Tower), and 1973 (First National Bank Plaza) by architecture critics Alvin Nagelberg and Paul Gapp; *Chicago Tribune* articles from 2001 – 2010 (Trump Tower, Chicago Spire, Aqua Tower, Burj Khalifa, etc.) by architecture critic Blair Kamin; and from a *New Yorker* article from 2010 (Aqua Tower) by architecture critic Paul Goldberger.

**Best Practices:** Using primary source documents in the classroom

**Field Study:** Tour architectural offices of Goettsch Partners

**Curriculum Development:** Subject-based group discussion on developing place-based lessons

**Curriculum Project Exchange: Day 7/ Saturday**

**Topic:** Concluding discussion and presentation of curriculum projects

**Workshop Resources:** CAF will create and provide participants with a reading packet and copy of Donald Miller's book *City of the Century* prior to the workshop. The reading packet will include three types of readings: 1) readings that offer educators a broad overview of the topic; 2) targeted readings aligned with each day's theme and central questions; and 3) readings that support best practice activities. Participants will receive vocabulary lists and other instructional materials designed by CAF, as well as handouts and resources from faculty scholars.

CAF will provide each participant with a copy of CAF's national award-winning resource:

*Schoolyards to Skylines: Teaching with Chicago's Amazing Architecture* (500 pp, 2002).

CAF will also provide participants with selected Language Arts and Social Sciences lessons from the organization's high school curriculum, *The Architecture Handbook: A Student Guide to Understanding Buildings* (640 pp, 2007). The *Picturing America* image collection will be incorporated into lessons throughout the workshop. CAF's new web-based project, *One Nation Under Construction*, currently in its prototype phase, will also be introduced during the workshop. The website will offer ongoing opportunities for educators to learn about skyscrapers and to use it for teaching purposes. Development of *One Nation Under Construction* was funded in part by the National Endowment for the Humanities.

**Landmark Site:** CAF's headquarters, located in the historic Santa Fe building (D.H. Burnham & Co., 1904), will serve as the base of operations for workshop activities. The Santa Fe building is located in downtown Chicago's commercial and cultural district, an incomparable grouping of 19<sup>th</sup>- and 20<sup>th</sup>-century skyscrapers that will serve as the project's landmark study site.

Chicago's architectural history will come alive for educators as they explore buildings as primary sources in urban, social, and historical contexts. An interpretive architecture river cruise on the first evening will offer educators an overview of the city and its skyscrapers. Early in the week, CAF docents will lead educators on interpretive walking tours of 19<sup>th</sup>- and early 20<sup>th</sup>-century skyscrapers in Chicago's Loop. Several buildings will be investigated individually as part of best practice activities and field studies throughout the week. World renowned buildings designed by William Le Baron Jenney, John Wellborn Root, Daniel Burnham, Charles Atwood, Louis Sullivan, William Holabird, Martin Roche, and Mies van der Rohe will serve as case studies for exploring skyscraper typology in the context of the American urban landscape. (See map of skyscrapers, Appendix E.)

**Curriculum Projects:** Participants will begin developing a curriculum project while in Chicago, where they have access to primary source buildings, workshop leaders, scholars, and new colleagues. They will complete lesson plans by the start of the academic year. The schedule allows participants to explore Chicago and skyscraper resources while in the city, and to return home where they have access to tools and resources to synthesize and further develop and refine workshop content into lessons that reflect workshop content and best practices. The workshop schedule includes three project development sessions where educators will work with workshop colleagues and confer with the master teacher and project leaders. A closing session for sharing preliminary project plans, scheduled for the final day, will provide opportunities for feedback from project leaders and workshop peers. Curriculum projects will be aligned with National Educational Standards and applicable state/local standards. Project leaders and the master teacher will work with participants to guide development of curricular projects that support specific instructional goals.

**Dissemination:** CAF will create workshop web pages on the organization's website to share ideas and resources with educators across the U.S. The webpage will include access to selected participants' curriculum projects, images of participants engaged in workshop best practice activities, workshop resources, and links to related websites.

Participants will also receive a link to a Flickr photo site containing workshop images, which they will be able to use for publicity and presentations to colleagues about their Landmarks experience in Chicago.

**Evaluation:** The workshop will be evaluated at three stages to ensure planned goals are achieved: 1) during the workshop, participants will evaluate sessions using feedback forms designed for each day. Based on participants' responses, staff may make adjustments to schedule, pace, and activities for subsequent days. Observations by project leaders, CAF staff, and docents will determine other mid-course adjustments; 2) at the conclusion of the workshop, in addition to the on-line NEH form, participants will be asked to complete a survey to indicate overall satisfaction, understanding of workshop material, and impact of the experience on their understanding of the subject and how they think about teaching; 3) six months after the workshop, CAF will send participants an electronic survey to gather information about how teachers have implemented best practices, field studies, and workshop learning. To assess workshop impact, the questionnaire will also ask participants to compare levels of activities using the built environment before and after the workshop.

### **What CAF learned from 2009 and 2010 Landmarks Workshops**

As previously noted, NEH awarded CAF funding to conduct *The American Skyscraper: Transforming Chicago and the Nation* workshop in the summers of 2009 and 2010.

Copies of NEH 2010 Summer Scholars' and participants' evaluations are included in the attachments.

Conducting *The American Skyscraper* workshops in 2009 and 2010 clarified the power of teaching about skyscrapers and contextualizing the tall building in Chicago, an experience which engaged and inspired participating educators. It is clear, from anecdotal information shared during workshops and in program evaluations, that educators are eager to learn about the historic and social context for skyscrapers and their role in shaping urban environments. CAF is equally eager to engage new groups of teachers in learning about skyscrapers from a humanities perspective, on which only limited information is available.

Evaluations from 2009 and 2010 demonstrate the effectiveness of place-based learning/teaching, the workshop's instructional design, and participants' satisfaction with workshop activities. Specific feedback from the 160 educators who participated in previous workshops informed the proposed 2012 *The American Skyscraper* workshop, as described below.

**Content:** Prior workshop participants requested instructional materials about labor and gender issues related to the development of skyscrapers and urbanization of cities. Additionally, participants expressed interest in learning about 21<sup>st</sup>-century skyscrapers to support global studies.

**Readings:** Illustrations were included in the reading pack for 2010 to make articles easier to understand. The addition of a 1928 document on building skyscrapers supported teachers' desire to learn more about the construction of skyscrapers.

**Speakers:** The 2010 workshop included a speaker who addressed the skyscraper in 21<sup>st</sup>-century, post-9/11, global society. A site visit to an architecture firm that designs skyscrapers in China added another dimension to workshop activities.

**Schedule:** The schedule reflects participant recommendations for hourly breaks.

**2010 Evaluations:** Positive feedback from 2010 participants reflects a tested schedule, speakers, readings, assignments, and program.

## **FACULTY AND STAFF**

**Project Director:** Jean Linsner, Vice President of Youth Education, joined CAF in 1999. She is responsible for the strategic development of programming for K-12 students, teachers, and families, including professional development, in-service, and pre-service workshops for K-12 teachers designed to model innovative ways to use the local built environment as a tool for teaching the core academic subjects. Linsner is co-author of the award-winning teacher resource, *Schoolyards to Skylines: Teaching with Chicago's Amazing Architecture*. Linsner holds BA degrees in English and Telecommunications from Indiana University, and received an MS in Education, also from Indiana University. She served as Project Director for NEH Landmarks workshops, *The American Skyscraper: Transforming Chicago and the Nation* in 2009 and 2010.

**Project Faculty:** Jennifer Masengarb, Senior Manager of Educational Research, joined CAF in 2000. She is the primary author of *Schoolyards to Skylines* and *The Architecture Handbook*, and is currently working on a digital curricular project, DiscoverDesign.org. Masengarb develops and conducts professional development for K-12 teachers, and teaches courses about the built environment for adult learners. Masengarb served as lead faculty for NEH Landmarks workshops, *The American Skyscraper: Transforming Chicago and the Nation* in 2009 and 2010.

**Faculty Advisor:** Gregory K. Dreicer, Ph.D. is Vice President of Interpretation and Exhibitions at CAF. Dreicer has curated more than 20 exhibitions including *Between Fences*, a Smithsonian Institution Traveling Exhibition Service; and *Chicago Model City*, featuring a large-scale model of downtown Chicago. His research focuses on international development of the industrialized construction strategies that led to the skyscraper. Dr. Dreicer's lecture will explore the inseparability of the construction of buildings and the construction of meaning.

### **Faculty Scholars**

**Henry Binford, Ph.D.** is an Associate Professor of History and Urban Affairs at Northwestern University specializing in the 19th century evolution of subcommittee's within cities and suburbs and redevelopment efforts of cities in the 20th century. He is the author of *The First Suburbs: Residential Communities on the Boston Periphery, 1815-1860* (University of Chicago Press, 1985) as well as numerous entries in *The Encyclopedia of Chicago*. Dr. Binford's lecture will outline six stages of Chicago history and explore the relationships between people, geography, and growth of the city.

**Joanna Merwood-Salisbury, Ph.D.** is Assistant Professor and Director of Academic Affairs in the School of Constructed Environments, at Parsons The New School for Design where she teaches courses focused on 19th century architecture and urbanism in the United States. She is the author of *Chicago 1890: The Skyscraper and the Modern City* (University of Chicago Press, 2009). Dr. Merwood-Salisbury's lecture will explore what skyscrapers meant to Chicagoans who designed, built, and worked in them.

**Katherine Solomonson, Ph.D.** is Associate Dean of Academic Affairs in the College of Design at the University of Minnesota where her teaching and scholarship address the complex roles built environments play in the production of values, identities, and social relations. She is the author of *Cass Gilbert in the West* (University of Minnesota Press, forthcoming) and *The Chicago Tribune Tower Competition: Skyscraper Design and Cultural Change in the 1920s* (University of Chicago Press, 2003). Dr. Solomonson's lecture will explore the impact of the 1922 Chicago Tribune Tower Competition on the architectural community and citizens of Chicago.

**Mary Woolever** is Art and Architecture Archivist at the Ryerson & Burnham Libraries at the Art Institute of Chicago where she is responsible for acquisition, organization, research, and exhibition of the architecture and art archival collections. In 1989, Woolever directed the completion of the Burnham Index to Architectural Literature. For the Landmarks workshop, Woolever will introduce educators to sketches, photographs, and architectural drawings from some of the most significant buildings in Chicago, examining how these primary source documents were created to conceptualize, create, document, or persuade.

**Joel Berman, AIA** is Principal Architect at Joel Berman Architecture & Design. Berman has extensive architectural design experience in retail, institutional master planning, and health care projects. Since 1997, he has also served on the faculty of Columbia College Chicago and The School of the Art Institute of Chicago, teaching architectural sketching and color rendering. He also leads sketching courses for adult learners at CAF. For the Landmarks workshop, Berman will discuss how illustrations influence the way buildings are perceived and lead educators through drawing techniques suitable for beginners and classroom use.

**Doug Gilbert, AIA** is Principal Architect of his own architectural practice in Oak Park, Illinois. With more than 15 years of experience in preserving and restoring historic structures, he has served as Project Architect for the preservation or restoration of Chicago landmarks including: the Reliance Building/Hotel Burnham (D.H. Burnham & Co. 1895); the Carson Pirie Scott Building/Sullivan Center (Louis Sullivan, 1899); and S.R. Crown Hall (Mies van der Rohe, 1956). Gilbert's lecture will explore the restoration of the Reliance Building and how this historic structure is seen as an important 'proto-modern' building in American architecture.

**Paul Steinbrecher, AIA** is Principal Architect at Design Eight Architects (IDEA) in Chicago, Illinois. Steinbrecher has more than 20 years of experience in new construction and preservation projects throughout the Midwest. Current projects include restoration of the façade at the Federal Center buildings in Chicago (Mies van der Rohe, 1964, 1974), Milwaukee, and Cleveland. Recently he served as Project Manager for construction of the new Modern Wing at the Art Institute of Chicago. For the workshop, Steinbrecher will discuss modernism, Mies' life and built works, and Chicago's reaction to the midcentury glass and steel box.

**Antony Wood, Ph.D., RIBA**, is Executive Director of the Council on Tall Buildings and Urban Habitat (CTBUH) and Studio Associate Professor in the College of Architecture at Illinois Institute of Technology. Since 2006, Wood has been responsible for day-to-day operations of the CTBUH, the world's leading body in the field of tall buildings and recognized source arbiter of the criteria upon which tall building height is measured. Dr. Wood's lecture will discuss current international design and technology trends in tall buildings, including the hundreds of skyscrapers being constructed in Asia and the Middle East.

**Master Teacher and Support Staff:** Master teacher Teresa Laslo holds an MA in Special Education and has 30 years of teaching experience. Laslo taught middle school Social Sciences, and has served as a Social Sciences coach for high school and elementary teachers, as well as a Standards-Based Instruction coach for the Chicago Public Schools. Deb Rodak, Education Associate, joined the Education staff in 2008, where she coordinates student field trip and family programs. Rodak is a trained CAF volunteer docent.

## **SELECTION OF PARTICIPANTS**

CAF will publicize Landmarks workshops to a national audience of K-12 educators. Outreach efforts will include a detailed description of the workshop with images from past workshops on the CAF website, targeted announcements to individual teachers, principals, and schools through its educator email lists, including 160 past Landmarks educators located in 43 U.S. states and the Virgin Islands, Illinois Humanities Council educator lists, and press releases. Similar outreach efforts in 2009 and 2010 yielded more than 275 applications submitted for 80 slots available for each Landmarks workshop.



A selection committee comprised of the Project Director, CAF lead faculty member, and master teacher will review applications and select a diverse group of educators representing a range of geographic locations, teaching experiences, grade levels, and subject areas. In addition to the NEH selection criteria and guideline to give preference to first-time applicants, CAF will seek applicants whose essays demonstrate enthusiasm for the subject coupled with a clear statement about how they will use knowledge gained in the workshop in their teaching practice. Because the workshop requires that educators participate in walking tours and other outdoor activities, a detailed description of required activities will be included with application information. Reasonable accommodations will be made whenever possible to ensure full participation of all workshop attendees.

### **PROFESSIONAL DEVELOPMENT**

Participants who complete the workshop will receive a signed letter of completion indicating the number of workshop hours and a workshop description with syllabus. Participants may use the documents to receive continuing education credits. Continuing Professional Development Unit forms for Illinois teachers will be made available.

### **INSTITUTIONAL CONTEXT**

Founded in 1966, CAF is a national and international leader in and model for public education about architecture and design. The organization is an interpreter Chicago's landscapes, focusing on public exploration of city building, architectural and infrastructural innovation, the construction of livable communities, and design as a learning activity. CAF is the largest organization in the U.S. serving as a forum for multidisciplinary public learning and engaging in dialogue about the built world.

CAF programs, which served nearly half a million individuals in 2010, include: the *Tour Program*: 458 trained volunteer docents conducted 8,000 departures of 80 tours for 234,000 individuals; *Public Programs*: exhibitions, symposia, lectures—most of which are free of charge and open to the public—and adult education courses; and *Youth Education Programs*: award-winning curricular materials, including the K-8 resource, *Schoolyards to Skylines: Teaching with Chicago's Amazing Architecture*, and high school curriculum, *The Architecture Handbook: A Student Guide to Understanding Buildings*; student field trips; and professional development workshops for teachers. CAF Youth Education programs reach more than 25,000 students and teachers annually. In 2008, CAF was selected by NEH to conduct a three-day workshop for recipients of the *Picturing America* image collection. CAF received funding from NEH in 2009 and 2010 to present the *Landmarks of American History and Culture* workshop, *The American Skyscraper: Transforming Chicago and the Nation*.

**Workshop Facilities:** The workshop will be presented in the historic Santa Fe building on South Michigan Ave., where CAF's offices, gallery spaces, city model, learning studio, lecture hall, and retail center are located. The building is across the street from the Art Institute of Chicago and two blocks from Millennium Park and the Harold Washington Public Library Center, Chicago's central library. The Lecture Hall in the Santa Fe building offers Internet access and multimedia capabilities to support workshop presentations.

**Housing Facilities and Meal Options:** Workshop participants will stay amid south-Loop skyscrapers in 4-person apartment suites at the University Center, located a short walk south of CAF headquarters. University Center is an upscale college dorm during the school year and converts to a conference center in the summer. Room rates are approximately \$99 per person per night and include full breakfast, kitchen facilities, access to a fitness center, and Internet access. A range of low-cost, healthy meal options is available within five blocks of the University Center. Both the Santa Fe building and the University Center are located near public transportation, including direct routes to both Chicago airports and the Amtrak train station.

The Santa Fe building is located within easy walking distance of Lake Michigan and lakefront jogging and bike paths, cinemas, live theater, jazz and blues clubs, major league baseball, and dozens of world-class museums. A map indicating the location of CAF, case study buildings, and housing is included in Appendix E.

## APPENDIX A: EXPANDED STUDY PLAN

CHICAGO ARCHITECTURE FOUNDATION

### **The American Skyscraper: Transforming Chicago and the Nation** *Landmarks of American History and Culture Workshop for Teachers*

#### **Required Pre-Workshop Reading:**

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“Stories in Stone and Steel” from *City of the Century: The Epic of Chicago and the Making of America*, Donald L. Miller (1996)

#### **Skyscrapers and Myth: Day 1 / Sunday**

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**Topic:** History and Invention

#### **Big Questions:**

- 1) What is a skyscraper?
- 2) What do myths tell us and hide about the historical development of the tall building?

#### **Required Reading**

“The Invention of the Skyscraper: Notes on its Diverse Histories” from *Assemblage No. 2*, Rosemarie Haag Bletter (1987)

“The Soul of Chicago” from *Our America*, Waldo Frank (1919)

“Skyscraper” from *Chicago Poems*, Carl Sandburg (1916)

#### **Schedule**

**2:30 pm**

#### **Introductions / Reception**

Arrival at the Chicago Architecture Foundation, 224 South Michigan Avenue; registration, reception

**3:30 pm**

#### **Lecture / Discussion**

*Interpreting the Skyscraper: Five Technological Myths*  
Greg Dreicer, Chicago Architecture Foundation

Dreicer will explore how the construction of buildings and the construction of meaning are inseparable activities. He will also discuss invention skyscraper mythmaking and the relative impermanence of buildings. Dreicer will also outline the challenges in both defining the skyscraper and identifying a lone inventor.

**5:30 – 7:00 pm**

#### **Field Study:** Architecture River Cruise

Walk to the CAF dock at the Michigan Avenue bridge for a 90-minute cruise along the main stem and the north and south branches of the Chicago River. A CAF docent will provide an overview of historic and modern skyscrapers, as well as a brief history of the river.

## Skyscrapers and Geography: Day 2 / MONDAY

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### Topic

Why Chicago?

### Big Question

1) What is the relationship between Chicago's geography and its growth as a metropolis?

### Required Reading

"Prologue: Cloud over Chicago" from *Nature's Metropolis: Chicago and the Great West*,  
William Cronon (1991)

"Chicago" from *Chicago Poems*, Carl Sandburg (1916)

### Schedule

**9:00 am**

**Expectations / Introduction of theme / Review of readings**

**10:15 am**

[11:00 – 11:15 am break]

**Lecture / Discussion**

*Why is There a City Here?*

Henry Binford, Northwestern University

Through geographic perspective, Binford will outline six stages of Chicago history with an emphasis on the time period of most dramatic growth, 1830 – 1914, and address the obstacles to putting a city here and how the obstacles were overcome.

**12:00 – 1:00 pm**

Lunch on your own

**1:15 pm**

**Best Practices**

Skyscraper timeline activity and presentation; connections to population growth, milestone dates in US and Chicago history, and the development of the skyscraper

[3:00 – 3:15 pm break]

**3:15 pm**

**Field Study:** Harold Washington Library

How to read a building activity at the Harold Washington Library, taken from CAF's resource book for teachers, *Schoolyards to Skylines*.

[4:00 – 4:15 pm break]

**4:15 pm**

**Curriculum Development Projects**

Introduction of resources, including *Schoolyards to Skylines*. Begin developing new lessons plan ideas that incorporate the built environment.

**6:00 – 6:30pm**

Walk to Millennium Park for group photo; dismiss from park

**Topic**

Skyscrapers in Context

**Big Questions**

- 1) In what ways did skyscrapers help define urban culture in the late 19th century?
- 2) What did this new building type symbolize for the people of Chicago and the nation?
- 3) How did skyscraper technology change cities and American society?

**Required Reading**

“Building a Skyscraper” from *Skyscrapers and the Men Who Build Them*, William A. Starrett (1928)

“A City under One Roof: Skyscrapers, 1880-1895” from *Constructing Chicago*, Daniel Bluestone (1991)

“The Female ‘Souls of the Skyscraper’” from *The American Skyscraper: Cultural Histories*, Lisa M. Fine (2005)

“Louis Sullivan’s Democratic Architecture and the Labor Movement” from *Chicago 1890: The Skyscraper and the Modern City*, Joanna Merwood-Salisbury (2009)

**Schedule**

**9:00 am**

**Introduction of theme / Review of readings**

**9:30 am**

**Field Study:** Historic Skyscrapers

Walking tour of Chicago historic skyscrapers (circa 1885-1935), including those designed by William LeBaron Jenney, John Wellborn Root, Daniel Burnham, Louis Sullivan, William Holabird, and Martin Roche.

**12:00 – 1:00 pm**

Lunch on your own

**1:15**

[2:00 – 2:15 break]

**Lecture / Discussion**

*Chicago: The Skyscraper and the Modern City*

Joanna Merwood-Salisbury, Parsons The New School for Design

Merwood-Salisbury will explore what skyscrapers meant to Chicagoans who designed and built them, worked inside their walls, and gazed up at their facades. Using case study examples of Louis Sullivan, Daniel Burnham, and John Wellborn Root, she will explore how skyscrapers fostered an urban culture that spread across the country.

**3:30 – 4:30 pm**

**Field Study:** Tribune Tower

Walk to the Tribune Tower, as a preview for Day 4 lesson and lecture; dismiss from North Michigan Avenue

**Topic**

Skyscrapers as Visual Icons

**Big Questions**

- 1) How were architects visually representing skyscrapers in the late 19th and early 20th centuries?
- 2) How do such images inform and influence public opinion and the design of buildings to follow?

**Required Reading**

“The Chicago Tribune Tower Competition: Publicity Imagines Community” from *The American Skyscraper: Cultural Histories*, Katherine Solomonson (2005)

“Built Languages of Class: Skyscrapers and Labor Protest in Victorian Public Space” from *The American Skyscraper: Cultural Histories*, Sarah Watts (2005)

“The Tall Office Building Artistically Considered” from *Lippincott’s Magazine*, Louis Sullivan (1896)

**Schedule**

<b>9:00 am</b>	<b>Introduction of theme / Review of readings</b>
<b>9:15 am</b>	<b>Curriculum Development Projects</b> Subject-based group discussion on developing classroom lessons that focus on place-based education and hometown built environment.
<b>10:15 am</b>	<b>Field Study:</b> The Art Institute of Chicago A visit to the archives to view sketches, plans, drawings, and other primary source documents of skyscrapers by several renowned Chicago architects.
<b>11:30 pm – 12:30 pm</b>	Lunch on your own
<b>12:45 pm</b> [1:30 – 1:45 pm break] [2:30 – 2:45 pm break]	<b>Lecture/Discussion</b> <i>The 1922 Chicago Tribune Tower Competition</i> Katherine Solomonson, School of Architecture, University of Minnesota  Solomonson will explore the impact the 1922 <i>Chicago Tribune</i> Tower Competition had on the architecture community and on the citizens of Chicago through a presentation and discussion of the competition drawings.
<b>2:45 pm</b>	<b>Best Practices</b> How to teach with architectural illustrations and competitions in social sciences, language arts, and fine/visual arts classes; use a lesson on the Tribune Tower competition from <i>Schoolyards to Skylines</i>
<b>3:15 pm – 5:15 pm</b>	<b>Best Practices</b> <i>How to Sketch Like an Architect</i>  Joel Berman, Joel Berman Architecture & Design, Ltd. Architect Joel Berman will discuss how illustrations influence the way we perceive buildings; sketching activities to introduce drawing techniques for classroom use.

## Skyscrapers and Identity: Day 5 / THURSDAY

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### Topic

Remaking Tradition: What is Modern?

### Big Questions

- 1) How does a city's civic identity influence what buildings are built, kept, or torn down?
- 2) If buildings are not intended to be permanent, what lengths /costs are acceptable to 'save' structures?
- 3) How does the Chicago skyline reflect the 'Chicago School' constructed narrative between preservationists and modernists?

### Required Reading

"Preservation and Renewal in Post-World War II Chicago" from *Journal of Architectural Education*, Daniel Bluestone (1994)

"The Mechanization of Cladding: The Reliance Building and Narratives of Modern Architecture" from *Grey Room 04*, Joanna Merwood (2001)

"Preface," "A First Principle," "A Second Principle," and "A Third Principle" from *The International Style*, Henry-Russell Hitchcock and Philip Johnson (1922)

### Schedule

**9:00 am**

**Introduction of theme/ Review of assigned readings**

**9:30 am**

[10:15 – 10:30 am break]

**Lecture / Discussion**

Case Study 1: *The Design and Restoration of the Reliance Building*  
Douglas Gilbert, AIA, principal

As the project architect on the restoration team of the historic Reliance building, Gilbert will discuss the restoration and how this building with its unusually thin curtain wall, is often seen as an important 'protomodern' building in American architecture.

**11:15 am**

**Field Study:** Reliance Building

Walk to the Reliance Building for guided tour with CAF docents

**12:30 – 1:30 pm**

Lunch on your own

**1:30 pm**

[2:15 – 2:30 pm break]

[3:15 – 3:30 pm break]

**Lecture / Discussion**

Case Study 2: *Mies In Chicago: Why All Glass Boxes are Not Alike*  
Paul Steinbrecher, AIA, InterActive Design, Inc.

As a member of the renovation team of Mies van der Rohe's Federal Center, Steinbrecher will discuss modernism and Mies' life and work in particular, as well as Chicago's reaction to the glass and steel box.

**3:30 – 5:00 pm**

**Best Practices / Field Study:** Fisher Building

Place-based activity with Sandburg's *Skyscraper* poem

**Best Practices / Field Study:** Federal Center

Guided observation, comparison contrast, and using primary source images



## Skyscrapers and New Landmarks: Day 6 / FRIDAY

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### Topic

Skyscrapers in the 21st century

### Big Questions

- 1) How does the tremendous growth of 19th century Chicago compare and contrast with growth of cities in 21st century Asia and the Middle East?
- 2) In what ways is the appearance of skyscrapers defining urban culture and identity for Asian and Middle Eastern cities today?
- 3) What are the current international design and technology trends in tall buildings?

### Required Reading

*Chicago Tribune* articles from 1968 (John Hancock Center), 1970 (Sears Tower), and 1973 (First National Bank Plaza) by architecture critics Alvin Nagelberg and Paul Gapp; *Chicago Tribune* articles from 2001 – 2010 (Trump Tower, Chicago Spire, Aqua Tower, Burj Khalifa, etc) by architecture critic Blair Kamin; and from a *New Yorker* article from 2010 (Aqua Tower) by architecture critic Paul Goldberger.

### Schedule

9:00 am

**Introduction of theme / Review of assigned readings**

9:30 -11:00 am

**Field Study / Tour:** Offices of Goettsch Partners

Travis Soberg, AIA, Associate Principal and Director of Sustainable Design  
James Zheng, AIA, Partner, Director of Asian Operations

Goettsch Partners is an international firm that is well known for its work in designing tall buildings in Chicago and throughout China. Soberg and Zheng will introduce the firm's work and provide a glimpse into the challenges of designing a 21st century skyscraper for the other side of the globe.

11:15 – 12:30 pm

**Lecture / Discussion**

*Transformation: Tomorrow's Skyscrapers*

Antony Wood, Exec Director, Council on Tall Buildings and Urban Habitat

Wood will discuss the work and mission of the CTBUH. He will also explain current international design and technology trends in tall buildings, including the hundreds of skyscrapers being built in Asia and the Middle East.

12:30 – 1:30 pm

Lunch on your own

1:45 – 3:00 pm

**Best Practices: Primary Source documents**

View a 1929 film of the Chicago Board of Trade Building (Holabird & Root) under construction; examine the use of other primary source documents for place-based and change over time activities in the classroom.

3:15 pm – 4:15 pm

**Curriculum Development Projects**

Subject-based group discussion on developing classroom lessons that focus on place-based education and your local built environment.

5:30 pm – 7:30 pm  
*optional*

**Field Study (optional, \$16)**

*Happy Hour architectural walking tour: Modern Skyscrapers; ends with a free drink at 17 West at the Berghoff Restaurant.*

**Topic**

Concluding Discussion and Presentation of Curriculum Projects

**Schedule**

9:00 am – 12:00 pm  
[10:15 – 10:30 break]

**Curriculum Development Project:** Sharing / Discussion / Feedback

**Round 1**

Participants are divided into groups to respond to the question: ***How has this week changed how you are thinking about using architecture in your classroom?*** An assigned scribe will capture the discussion and report to the entire group on themes, trends, and discussion highlights. CAF workshop leaders, staff and master teacher will help facilitate discussions at tables.

**Round 2**

Continuing in groups, participants will respond to the question: ***What are you going to do with what you have learned this week?*** Participants will report to the entire group.

**Review / Wrap Up Discussion**

Slide show of photos taken during the week's activities. Wrap-up discussion will explore the power of place-based teaching. The day will conclude with final evaluations and details for completing and turning in final projects.

CHICAGO ARCHITECTURE FOUNDATION

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*Landmarks of American History and Culture Workshop for Teachers*

**Pre-Workshop Readings:**

In the months prior to the workshop, participants will be mailed a copy of Miller's *City of the Century*, which provides an overview of Chicago's dramatic growth from the 1830s until 1900. "Stories in Stone and Steel," the chapter on architectural innovators and skyscrapers as a new building type will be required reading.

Miller, Donald L. "Stories in Stone and Steel." *City of the Century: The Epic of Chicago and the Making of America*. New York: Simon & Schuster, 1996. 301-353.

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**Skyscrapers and Myth**  
**Day 1 / SUNDAY**

Bletter's article on the invention of the skyscraper explores the inherent challenges of defining a skyscraper as well as pinpointing the "first" such building. Frank's reading provides a first-hand account of one 19th century visitor's impression of the city and this new building type. CAF staff will introduce Sandburg's poem on Sunday and reuse the poem on Thursday in an interactive activity that explores place-making and writers' attempts to personify buildings.

Bletter, Rosemarie Haag. "The Invention of the Skyscraper: Notes on its Diverse Histories." *Assemblage 2*. (February 1987): 110-117.

Frank, Waldo. "The Soul of Chicago" from *Our America*. In *As Others See Chicago: Impressions of Visitors, 1673-1933*. Ed. Bessie Louise Pierce. New York: Liveright, Inc., 1919. 478-483.

Sandburg, Carl. "Skyscraper." *Chicago Poems*. New York: H. Holt, 1916.

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## Skyscrapers and Geography

### Day 2 / MONDAY

Cronon's prologue describes the intricate relationships between people, geography, and the growth of the city. Sandburg's "Chicago" poem is commonly referenced in high school US history courses and will be discussed in class as a way to connect architecture with the Industrial Revolution.

Cronon, William. "Prologue: Cloud over Chicago." *Nature's Metropolis: Chicago and the Great West*. New York: W.W. Norton & Co., 1991. 5-19.

Sandburg, Carl. "Chicago." *Chicago Poems*. New York: H. Holt, 1916.

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## Skyscrapers and Urban Culture

### Day 3 / TUESDAY

Tuesday's readings explore several key ideas in the design of skyscrapers: the relationships between neighborhood factories on the industrial periphery and the company's city-center headquarters; the impact of women on the design of skyscraper office space; new amenities expected by 19th century first-class office workers; the relationships between the architects and the labor movement; and the masculine culture of engineers and construction workers building skyscrapers.

Bluestone, Daniel. "A City under One Roof: Skyscrapers, 1880-1895." *Constructing Chicago*. New Haven: Yale University Press, 1991. 104-151.

Fine, Lisa M. "The Female 'Souls of the Skyscraper.'" *The American Skyscraper: Cultural Histories*. Ed. Roberta Moudry. Cambridge: Cambridge University Press, 2005. 63-82.

Merwood-Salisbury, Joanna. "Louis Sullivan's Democratic Architecture and the Labor Movement." *Chicago 1890: The Skyscraper and the Modern City*. Chicago: University of Chicago Press, 2009. 38-54.

Starrett, William A. "Building a Skyscraper." *Skyscrapers and the Men Who Build Them*. New York: Charles Scribner's Sons, 1928. 63-75.

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## **Skyscrapers and Representation**

### **Day 4 / WEDNESDAY**

Solomonson's essay on the history of the Tribune Tower Competition – and the 263 architects that submitted entries – is contrasted with Sullivan's 19th century manifesto on the design and iconography of the American skyscraper. Watt's essay explores how various images of one New York skyscraper were used by both the building developers and the labor movement to further their unique causes.

Solomonson, Katherine. "The Chicago Tribune Tower Competition: Publicity Imagines Community." *The American Skyscraper: Cultural Histories*. Ed. Roberta Moudry. Cambridge: Cambridge University Press, 2005. 147-164.

Sullivan, Louis H. "The Tall Office Building Artistically Considered." *Lippincott's Magazine* March 1896.

Watts, Sarah. "Built Languages of Class: Skyscrapers and Labor Protest in Victorian Public Space." *The American Skyscraper: Cultural Histories*. Ed. Roberta Moudry. Cambridge: Cambridge University Press, 2005. 185-200.

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## **Skyscrapers and Identity**

### **Day 5 / THURSDAY**

Bluestone's article explores the use of the identifier: 'Chicago School' by preservationists and modernists arguing for the either the restoration or demolition of certain 19th century Chicago skyscrapers. In contrast, Merwood's essay investigates narrative constructed by mid-20th century modernists that the Reliance Building was a precursor to modernism. Hitchcock and Johnson's seminal text lays out the principles of the International Style that would come to dominate American skyscraper design in the 20th century.

Bluestone, Daniel. "Preservation and Renewal in Post-World War II Chicago." *Journal of Architectural Education* 47.4 (May 1994): 210-223.

Merwood, Joanna. "The Mechanization of Cladding: The Reliance Building and Narratives of Modern Architecture." *Grey Room* 04 (Summer 2001): 52-69.

Hitchcock, Henry-Russell, and Philip Johnson. "Preface," "A First Principle," "A Second Principle," and "A Third Principle." *The International Style*. New York: W.W. Norton & Co., 1922. 27-32, 55-89.

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## Skyscrapers and New Landmarks

### Day 6 / FRIDAY

A collection of newspaper and magazine articles from the mid-20th century to the present day, explores such topics as: skyscraper construction technology, the role of the plaza, the aesthetics of the façade, the relationship between the economy and skyscraper design, the role of women architects in the 21st century, and the changing nature of tall buildings in Asia and the Middle East.

Nagelberg, Alvin. "Hancock Center Represents Breakthru for Construction." *Chicago Tribune*, 5 May 1968.

Nagelberg, Alvin. "Sears Tower: New Heights of Design Will Blend Advanced Concepts." *Chicago Tribune*, 2 August 1970.

Gapp, Paul. "The First plaza that pleases... and others that pain." *Chicago Tribune*, 1 July 1973.

Kamin, Blair. "Note to the Donald: It's the quality, stupid." *Chicago Tribune*, 20 July 2001.

Kamin Blair. "Scaling aesthetic heights; Skyscraper adapts to our world in a stunning new way." *Chicago Tribune*, 31 July 2005.

Kamin, Blair. "A new twist on Calatrava's tower; This version full of subtle, crucial improvements." *Chicago Tribune*, 19 March 2006.

Kamin, Blair. "Great curves! But how to wash the windows?; Architects debate 21st Century icons." *Chicago Tribune*, 29 October 2006.

Kamin, Blair. "How to build today's Supertalls; Elegance, not machismo, is behind Chicago's unprecedented reach for the sky." *Chicago Tribune*, 19 August 2007.

Kamin, Blair. "Our skyline on pause: Tribune architecture critic Blair Kamin sees Chicago's soaring artistry stall as money woes leave Spire, other towers short." *Chicago Tribune*, 3 November 2008.

Kamin, Blair. "A Noble Oz: Burj Dubai — the world's tallest building — stands strong, yet humble thanks to a classic Chicago synthesis of architecture and engineering." *Chicago Tribune*, 4 January 2010.

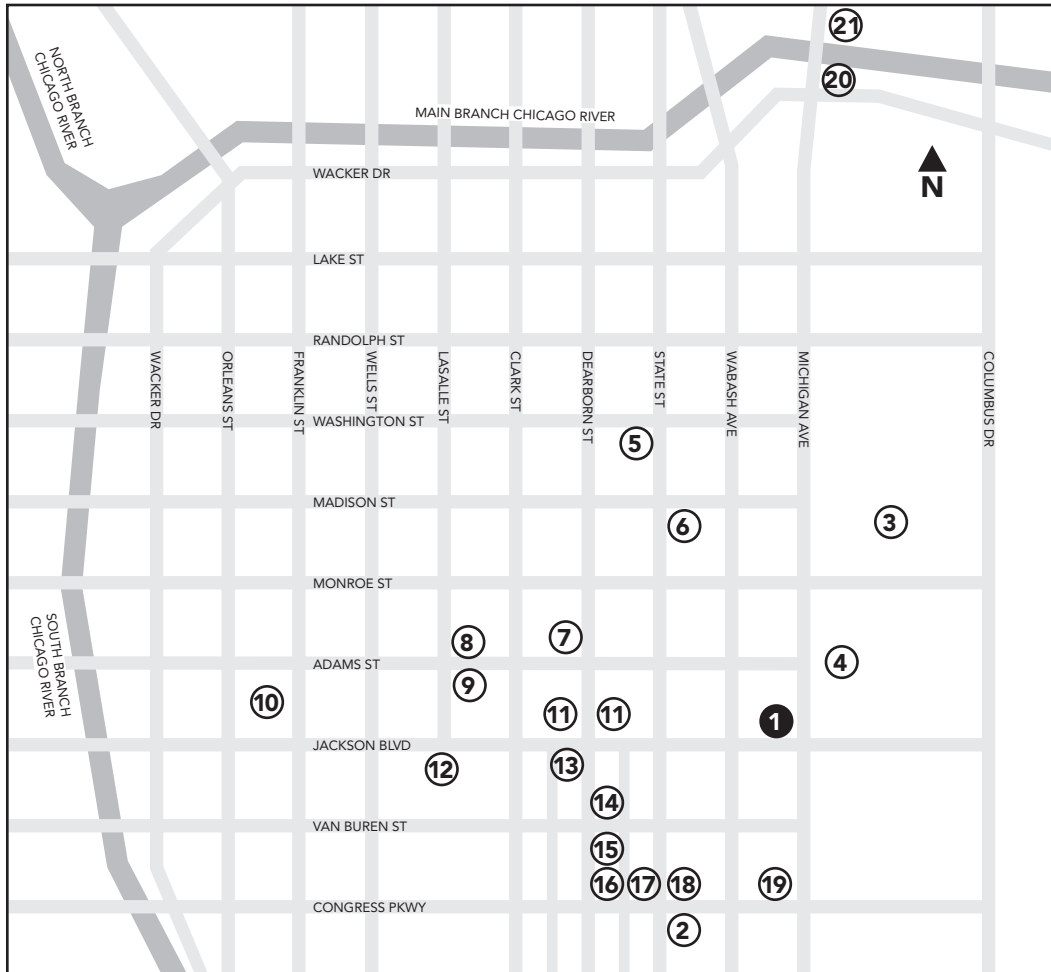
Kamin, Blair. "Dubai stands tall as skyscraper debuts: Renamed Burj Khalifa opens, tops record for world's tallest by more than 1,000 feet." *Chicago Tribune*, 5 January 2010.

Kamin, Blair. "Off by a mile: Was Wright's design for a supertall skyscraper the inspiration for the Burj Khalifa? Hardly." *Chicago Tribune*, 24 January 2010.

Goldberger, Paul. "The Wave Effect: Jeanne Gang and the architecture's anti-divas." *The New Yorker*, 1 February 2010.

# The American Skyscraper: Transforming Chicago and the Nation

## NEH LANDMARKS OF AMERICAN HISTORY AND CULTURE



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| <ul style="list-style-type: none"> <li>1 Santa Fe Building / Chicago Architecture Foundation headquarters<br/>224 South Michigan Avenue</li> <li>2 University Center<br/>525 South State Street</li> <li>3 Millennium Park<br/>Michigan Avenue, Monroe Street, Columbus Drive, and Randolph Street</li> <li>4 Art Institute of Chicago<br/>111 South Michigan Avenue</li> <li>5 Reliance Building<br/>32 North State Street</li> <li>6 Sullivan Center (formerly Carson Pirie Scott Building)<br/>1 North State Street</li> <li>7 Marquette Building<br/>140 South Dearborn Street</li> <li>8 135 South LaSalle<br/>(formerly Field Building/LaSalle Bank Building)</li> <li>9 Rookery Building<br/>209 South LaSalle Street</li> <li>10 Willis Tower (formerly Sears Tower)<br/>233 South Wacker Drive</li> <li>11 Federal Center<br/>Clark Street, Jackson Boulevard, Dearborn Street, and Adams Street</li> </ul> | <ul style="list-style-type: none"> <li>12 Chicago Board of Trade<br/>141 West Jackson Boulevard</li> <li>13 Monadnock Building<br/>53 West Jackson Boulevard</li> <li>14 Fisher Building<br/>343 South Dearborn Street</li> <li>15 Old Colony Building<br/>407 South Dearborn Street</li> <li>16 Manhattan Building<br/>431 South Dearborn Street</li> <li>17 Harold Washington Library<br/>400 South State Street</li> <li>18 Leiter II Building<br/>403 South State Street</li> <li>19 Auditorium Building<br/>403 South Michigan Avenue</li> <li>20 Chicago Architecture River Cruise Dock<br/>Southeast corner of Michigan Avenue bridge at Wacker Drive (blue awning)</li> <li>21 Tribune Tower<br/>435 North Michigan Avenue</li> </ul> |
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## APPENDIX F: HISTORIC SKYSCRAPERS TOUR ROUTE

CHICAGO ARCHITECTURE FOUNDATION

**The American Skyscraper: Transforming Chicago and the Nation**  
*Landmarks of American History and Culture Workshop for Teachers*

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**Santa Fe Building** (1904, D.H. Burnham and Co.)  
224 South Michigan Avenue

**Art Institute of Chicago** (1893, Shepley, Rutan & Coolidge)  
Michigan Avenue and Adams Street

**Marquette Building** (1895, Holabird & Roche)  
140 South Dearborn

**135 South LaSalle Building** (1934, Graham, Anderson, Probst & White)  
*(originally the Field Building)*

**The Rookery** (1888, Burnham & Root)  
209 South LaSalle Street

**Chicago Board of Trade Building** (1930, Holabird & Root)  
141 West Jackson Boulevard

**Monadnock Building** (1891, Burnham & Root; 1893, Holabird & Roche)  
53 West Jackson Boulevard

**Old Colony Building** (1894, Holabird & Roche)  
407 South Dearborn Street

**Fisher Building** (1896, D.H. Burnham and Co.)  
343 South Dearborn Street

**Manhattan Building** (1891, William LeBaron Jenney)  
431 South Dearborn Street

**Leiter II Building** (1891, William LeBaron Jenney)  
403 South State Street

**Harold Washington Library Center** (1991, Hammond, Beeby & Babka)  
400 South State Street

**Auditorium Building** (1889, Adler and Sullivan)  
430 South Michigan Avenue