

CARVED IN STONE

The Preamble to the Constitution

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middle level learning



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Also: *The Journal of an Underground Railroad Conductor*

CARVED IN STONE: The Preamble to the Constitution

Steven S. Lapham

Give your students **HANDOUT 1** (on pages 5 and 6) showing photos of six friezes—bas-reliefs sculpted in stone. Ask three questions of the class. Can students guess:

- * *When were these friezes made?*
- * *In what country they are located?*
- * *What are the adults and children (depicted in stone) doing?*

Can students give intelligent reasons for their guesses? In other words, what clues (details) are they looking at? What other images or monuments or icons are they reminded of? What inferences are they making?

These friezes (pronounced “freezes”) are especially American, as they illustrate phrases from the Preamble to the U.S. Constitution. Tell your students,

“In 1937, the Works Progress Administration (WPA) commissioned artist Lenore Thomas to create some sculptures for the planned community of Greenbelt, Maryland. Part of her work consisted of these bas-relief friezes on the side of the Greenbelt Center Elementary School. It’s a sturdy brick building that now serves as the Greenbelt Community Center. The friezes are made of Indiana limestone, and the name of this series is *Preamble to the Constitution*.

“If you visit Greenbelt, Maryland, you’ll see that each frieze has a phrase carved below it. On your handout, however, these captions are missing.”

Matching Images with Words

Now that your students know when and where this art was created, give them a copy of the Preamble on **HANDOUT 2** (page 7) and ask them to work individually and quietly, matching each frieze (labeled A-F, on **HANDOUT 1**) with a phrase (labeled 1–6, on **HANDOUT 2**) of the Preamble.

- * *What phrase from the Preamble belongs with each frieze? What’s your guess?*

For example, does frieze (A) go best with phrase 1, or phrase 2, 3, 4, 5, or 6? Each student should establish a one-to-one correspondence between friezes and phrases. In other words, each frieze gets only one, “best” caption.

Recording a Vote

After students have worked quietly for five minutes, address the whole class, taking a vote on each image.

- * *How did your peers match up words with images? Let’s take a vote.*

Each student can tally the votes using the grid on **HANDOUT 3** (page 8) as you record the same information up on the board, using a similar grid. How many students thought that frieze (A) goes best with phrase 1? With phrase 2? (etc. up to phrase 6.) Record their choices for frieze (A) in the first column of Handout 2, then move on to the next frieze, (B), etc.



ON THE COVER: A detail of the frieze “Insure Domestic Tranquility” from the series *Preamble to the Constitution* carved by Lenore Thomas for the Works Progress Administration in Greenbelt, Maryland, 1937. Visit wpatoday.org/Greenbelt.html for more Greenbelt history and images of Thomas’s sculptures.

Verifying the Vote

If there are inconsistencies with the counting of the vote, this is also of interest, and worth spending some time to investigate. The process of voting seems simple at first, but it is not at all simple.

* *Was the voting fair and accurate?*

For example, are the totals at the bottom of each column equal? They should be. If not, how might the class determine what went wrong? For example, did one student mistakenly match the same phrase with two different friezes? (i.e., Did someone “violate” the one-to-one correspondence “rule”?) How would you determine that error? Even in a simple exercise like this, it may not be easy to keep an accurate and reliable count of a vote. You could ask your students to create a ballot that would minimize errors. What sort of paper ballot would create an “audit trail” that might provide evidence of whether or how an error has occurred during a vote? Could a paper “audit trail” possibly permit a recount and correction “after the polls close?”

Exploring the Meaning

When the voting has concluded, discuss the results. If the voting revealed a great diversity of opinions about the pairing a particular frieze with a phrase, then ask students to explain which details of the sculpture they are looking at, and what they think these clues might mean. For example, frieze C—in which some figures are holding flowers, shovels, and wheelbarrows—might be illustrating the concepts of “domestic tranquility,” or “the general welfare,” or “a more perfect union.”¹ Which details did students emphasize as they decided on the “best” pairings? (Which details had the most salience for the youth in your classroom?)

* *Is it okay if a work of art contains some ambiguities?*

* *Is it okay if different individuals interpret a work of art differently?*

Are students comfortable with the fact that some friezes could serve to illustrate more than one concept? Each limestone frieze actually does have a caption carved below it, but a person could argue that there is no “absolutely correct” way to vote on several of the friezes. Here is the **key**, matching images (on **HANDOUT 1**) with their “captions” carved in stone, which are phrases from the Preamble (as numbered on **HANDOUT 2**):

Students can view each frieze with its carved-in-stone caption by visiting “Greenbelt: A New Deal Community” at wpatoday.org/Greenbelt.html.

Placing Art in Historical Context

During the New Deal, the WPA provided jobs to thousands of writers and artists who might otherwise have been trapped in dire poverty. All across America, you can see their work in public places like schools, libraries, city halls, and national

KEY

IMAGE

A
B
C
D
E
F

PHRASE and NUMBER

Insure domestic tranquility (4)
Establish justice (3)
Promote the general welfare (6)
To form a more perfect union (2)
We the people (1)
Provide for the common defense (5)

parks. On this project, sculptor Lenore Thomas was invited to create any images that she wished for decorating the exterior of this public school.

* *Why might the sculptor have chosen to illustrate a preamble to one of the nation’s founding documents?*

What might this work of art have meant to the people in Maryland in 1937, who were witnessing the worst economic depression in U.S. history? What were they thinking about the role of the federal government, of private industry, and of citizens—the farmers, laborers, judges, soldiers, and teachers depicted in these stone panels?

Creating New Art Today

If sculptor Lenore Thomas were alive today, would she create these same images? How would your students, living in the 21st century, depict the concepts stated in the Preamble to the Constitution?

* *How would you illustrate a phrase from the Preamble?*

Assign students to illustrate one phrase from the Preamble for homework. Alternatively, ask teams of students to create a graphic book together during one classroom period. Students could title their co-illustrated books, “An Illustrated Preamble to the U.S. Constitution.”

Bringing the Constitution to Life

Ask students, “Why have a preamble at all? Why not just list the branches of government and the role that each plays, and leave it at that?” In short,

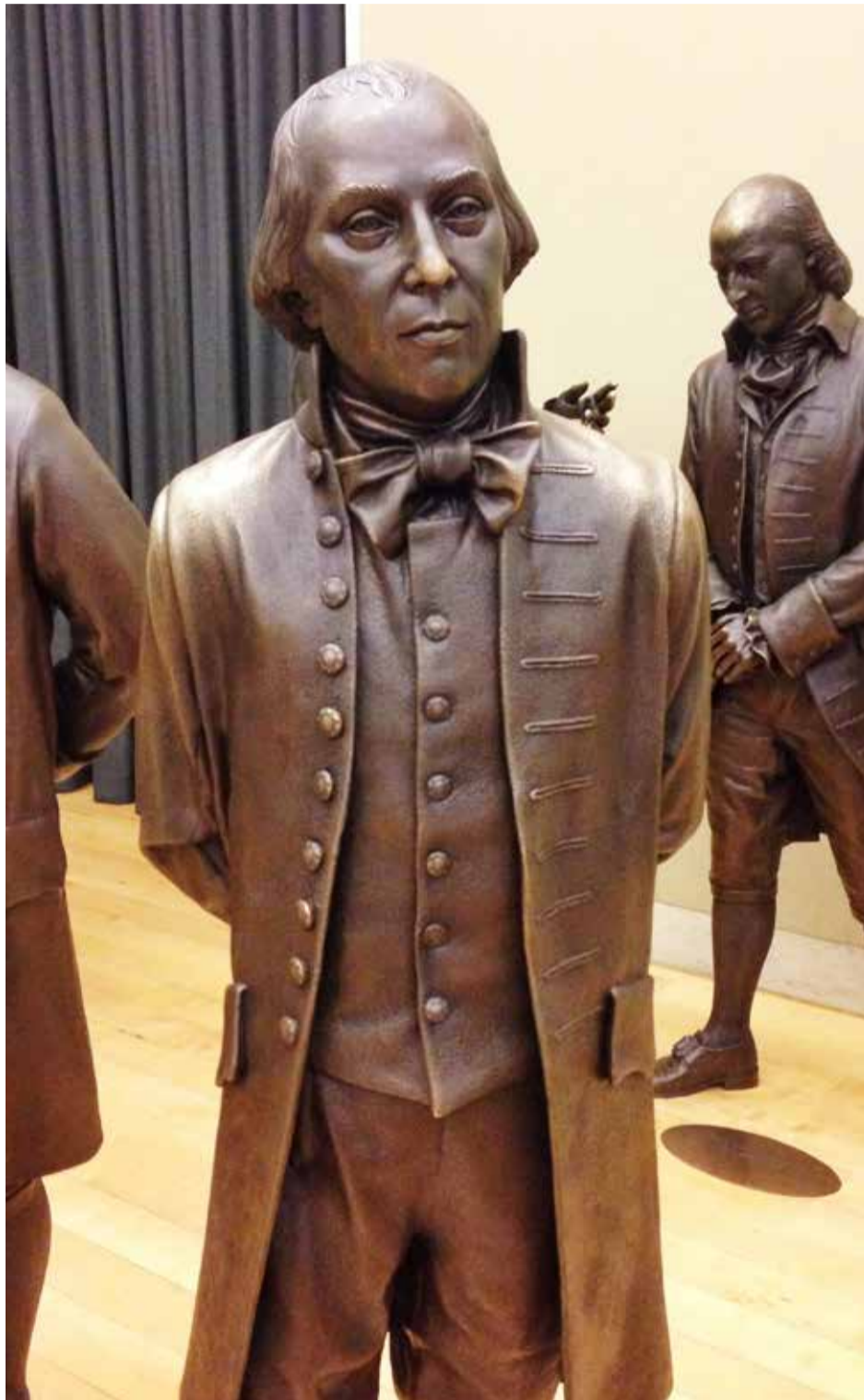
* *What’s the value of a preamble in a document?*

Finally, the class can discuss to what degree the ideals in the Preamble are being realized today.

* *What does the Preamble mean for you today?*

Is the federal government doing its part to bring this “mission statement for the nation” to life in your community? Are your elected officials living up to their duties? It’s your government. What are you doing, as a citizen, to create “a more perfect union?”

STEVEN S. LAPHAM is the editor of Middle Level Learning. NCSS offices in Silver Spring are about 10 miles from Greenbelt, Maryland.



James Madison is known as the father of the Constitution because of his pivotal role in the document’s drafting as well as its ratification. Madison also drafted the first ten amendments—the Bill of Rights. This life-size statue is in the National Constitution Center in Philadelphia.

Sources: “James Madison (1751–1836), constitutioncenter.org/learn/educational-resources/founding-fathers/virginia#madison

“Who’s the Father of the Constitution?” at www.loc.gov/wiseguide/may05/constitution.html.

Explaining the Preamble

We the People, of the United States

A small group of well-educated men drew up a new form of government in 1789, but the rights of this republican government belonged to the citizens. Over the decades, amendments would widen the definition of who was included in the phrase “We the People”—and expand the rights and responsibilities of citizenship.

in Order to form a more perfect Union

This phrase conveys the hope that the new Constitution would produce and uphold a better form of governance than did the Articles of Confederation.

establish Justice

The reasons for revolution against England were still very much in the minds of American citizens. Fair trade and fair trial were paramount.

insure domestic Tranquility

Shays’ Rebellion—an uprising of Massachusetts’s farmers against the repayment of war debts—was one reason the Constitutional Convention was held. Citizens were very concerned with the keeping of peace within our borders.

provide for the common defence

No one state had the military might to defend itself. They would have to work together to defend the nation.

promote the general Welfare

Citizens’ well being would be taken care of to the best extent possible by a federal government.

and secure the Blessings of Liberty to ourselves and our Posterity

Americans had fought long and hard for freedom from a tyrannical government that imposed unjust laws. As free citizens, people can meet, discuss, debate, and vote for their representatives, thus governing themselves.

do ordain and establish this Constitution for the United States of America

We the People have made this government and given it power. No other approval is needed.

Source:

Constitution for Kids, const4kids.forums.commonground13.us/?p=19

Handout 1



Handout 1



PREAMBLE to the U.S. Constitution Philadelphia, Pennsylvania, 1787

PHRASE NUMBER

- 1 We the People of the United States,
- 2 in Order to form a more perfect Union,
- 3 establish Justice,
- 4 insure domestic Tranquility,
- 5 provide for the common defence,
- 6 promote the general Welfare, and
secure the Blessings of Liberty to ourselves
and our Posterity, do ordain and establish this
Constitution for the United States of America.

NOTE: The lower case “d” and spelling of “defence” in the original 1787 Preamble is replicated here. When carving the friezes and their captions in 1937, however, Lenore Thomas chose to use the American spelling “defense,” as seen at wpatoday.org/Greenbelt.html.

View the Constitution of the United States, the historical document, online at www.archives.gov/exhibits/charters/constitution.html.



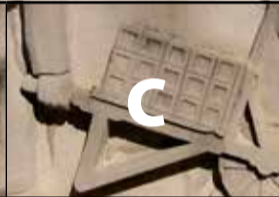


STUDENTS VOTE

Match Frieze with Phrase: Which frieze of the 1937 sculpture goes with which phrase of the Preamble?

To begin, match frieze A with phrase 1, or 2, or 3, ... etc. up to 6. Then move on to frieze B, and match it with a different. Use a hatch mark to mark your vote, like this / . Vote only once for each frieze and phrase. When you are done, you will have voted six times, creating a one-to-one correspondence between images and words.

Then tally how your classmates voted. For example, if eight students raise their hands to indicate that frieze A goes with phrase 3, then you will mark eight hatch marks in that cell (row 3, column A), like this ~~///~~ ///. And if five other students disagree and think that frieze A actually goes with phrase 6, then there will be five hatch marks in that cell (row 6, column A). The total votes (the sum at the bottom of each column) should equal the total number of students in the class, and should be the same for all six columns at the close of voting. In other words, if there are 25 students in the class, the bottom row of cells should read “25” all the way across when all votes are counted.

Frieze A–F

Phrases 1–6	 A	 B	 C	 D	 E	 F
1 We the People						
2 A More Perfect Union						
3 Justice						
4 Tranquility						
5 Defense						
6 Welfare						
TOTAL VOTES						

The Diary of an Underground Railroad Conductor

David Reader, Beth A. Twiss Houting,
and Rachel Moloshok

"No idea is more fundamental to Americans' sense of ourselves as individuals and as a nation than freedom. The central term in our political vocabulary, freedom—or liberty, with which it is almost always used interchangeably—is deeply embedded in the record of our history and the language of everyday life."

This quote from historian and author Eric Foner introduces the website Preserving American Freedom, a digital history project created by the Historical Society of Pennsylvania with the Bank of America that explores the concept of freedom through 50 historic documents.² Some of these documents were created when slavery was a legal institution in our nation, spanning more than seven decades of U.S. history. In this article, we will explore how students may use excerpts from one of these documents—William Still's "Journal C of Station No. 2" of the Underground Railroad—to practice historical thinking skills and meet the criteria of the Common Core standards.

A Conductor's Responsibilities ... and Risks

One of 18 siblings, William Still moved to Philadelphia in 1847 to become a clerk at the Pennsylvania Anti-Slavery Society at the age of 20. His own mother had escaped slavery long before he was born, and Still was keenly interested in abolition. He gradually became more involved with the society, and eventually served as its chairman.

Still had not received a formal education, but he advanced his own reading and writing abilities greatly while working. In 1850, while listening to the life story of a former slave who was seeking help from the society, Still realized that he was talking to his long-lost brother. They shared specific details about their mother that only a family member would know. Still decided that he would preserve written records about fugitive slaves so that members of other families might one day reunite with one another.

William Still recorded details about nearly 900 fugitive slaves whom he helped escape through the Underground Railroad in Philadelphia. The risks of such an enterprise were great for Still himself and for anyone mentioned in his journal. The Fugitive Slave Act of 1850 called for punishments for any person who aided an escaped slave or obstructed the "recovery" of the escapee. Moreover, anyone who found Still's elaborate notes would learn the aliases, former owners, and routes of escape

Historical Society of Pennsylvania



of every fugitive who had passed through Philadelphia. That information would compromise the safety of those listed in his diary. Still understood these risks and kept his journal carefully hidden for years.

Writing with an Eye toward History

When Still began recording the arrivals of fugitive slaves, he likely believed that the institution of slavery would not end in his lifetime, but he hoped that someday his diary would be discovered. Thankfully, emancipation came, and in 1872, Still was able to publish a book, *The Underground Railroad*, drawing from the details in his journal. In some cases, Stills was able to provide updates about how formerly enslaved African Americans were living years after he had helped them escape. Many of these former fugitives sent letters thanking Still for his service.

The narratives and observations in Still's book and journal offer a fascinating perspective on slavery in the 1850s. Even the short journal excerpt presented in this lesson demonstrates a wide variety of experiences of enslavement and differing

motivations for seeking escape. The journal entries also hint at how difficult it was to keep slave families together. Executing an escape from slavery required incredible fortitude. Not only did fugitives risk being captured and punished, but they often faced the impossible decision of seeking their own freedom at the expense of leaving children and spouses behind. To travel in a large group, especially with children, increased the chances of being caught. Still's own mother made that painful choice years before his birth, when she left behind two sons in order to start a new life.

Examining the Evidence

The journal records, for each fugitive slave interviewed by Still, a physical description, the person's names and aliases, where he or she had been enslaved, and an account of how he or she was treated as a slave. The dehumanizing aspects of slavery are evident. For example, on June 11, 1855, Still notes how one man told him of the physical abuse his wife had suffered at the hands of a slave master: "Flogging Females when stripped naked was common with him." Teachers wishing not to expose their students to this passage (page 2 of the Still journal online) can just use the handouts that follow in this article, which feature different pages. Entries relate the abusive treatment slaves experienced, the sorrows of families split apart by slave sales, and the travails of escape and flight. Some accounts wryly note the monetary "worth" that would be assigned to an individual if he or she were sold or caught.

In contrast, the stories of hope and perseverance in the face of suffering can elevate our opinions of humankind. For example, Elias Jasper, who arrived from Newport, Virginia, on June 22, 1855, was obviously a very talented person.⁴ He had learned many trades, including rope making, engineering, chair making, and daguerreotyping, and was able to save some money from being hired out. Though he had listened to the Methodist minister preach obedience to the master, Jasper could not "understand it." He had been beaten and decided to flee. He could not endanger his wife Mary by telling her, however, and so left her behind.

Why do the two journal pages (reproduced on the Handout) have a diagonal line drawn through them? Historians hypothesize that as Still was writing the manuscript of "The Underground Railroad" (1872)—drawing on the notes he had taken in Journal C—he crossed out passages to keep track of his progress.

Historical Documents in Context

Teachers who visit the Preserving American Freedom website will find other documents that give personal meaning to points on the timeline of U.S. history, and that help place Still's journal in historical context. For example, the site features a copy of the Emancipation Proclamation as well as a letter from Lieutenant Nathaniel H. Edgerton, a white officer of a black regiment during the Civil War, in which he praises the bravery of the African American soldiers.⁵

Still's Journal C, the focus of this article, provides an informational text for students to examine up close.⁶ The material in the journal covers most of the themes laid out in National

Curriculum Standards for Social Studies. The Underground Railroad stands as an example of political and social organization and power. The tensions wrought by economic and social differences between North and South are revealed in day-by-day lives of members of those societies. The personal struggles of the African Americans, as recorded by William Still, help us understand the challenges of individual development, of being fully alive in that era—as well as in the present. These questions are still valid today: Who or what is limiting my freedom? How can I effectively resist, escape, outgrow, or overcome those restrictions? And if I am free (as William Still was then), in a society where others are struggling to find or express their freedom, how do I respond to their struggle? 🌍

Notes

1. Eric Foner, "The Contested History of American Freedom," in *Preserving American Freedom: The Evolution of American Liberties in Fifty Documents*, Historical Society of Pennsylvania, digitalhistory.hsp.org/pafirm/section/contested-history-american-freedom.
2. The URL for the Preserving American Freedom website is hsp.org/freedom. To go straight to the excerpt of Journal C discussed in this article, see digitalhistory.hsp.org/pafirm/doc/journalc. To learn more about William Still or the Historical Society of Pennsylvania's digital history projects, visit digitalhistory.hsp.org.
3. "A contextual essay by historian Richard Newman may prove helpful to teachers; see "Liberty, Slavery, and the Civil War," <http://digitalhistory.hsp.org/pafirm/essay/liberty-slavery-and-civil-war>. Other documents on the website provide corroborating evidence about the effects of the institution of slavery, such as the 1838 "Appeal of Forty Thousand Citizens, Threatened with Disfranchisement, to the People of Pennsylvania," digitalhistory.hsp.org/pafirm/doc/appeal.
4. Lt. Edgerton's letter is at digitalhistory.hsp.org/pafirm/doc/edgerton.
5. The images of William Still and the pages from his journal that appear on the following handouts are courtesy of the Historical Society of Pennsylvania.

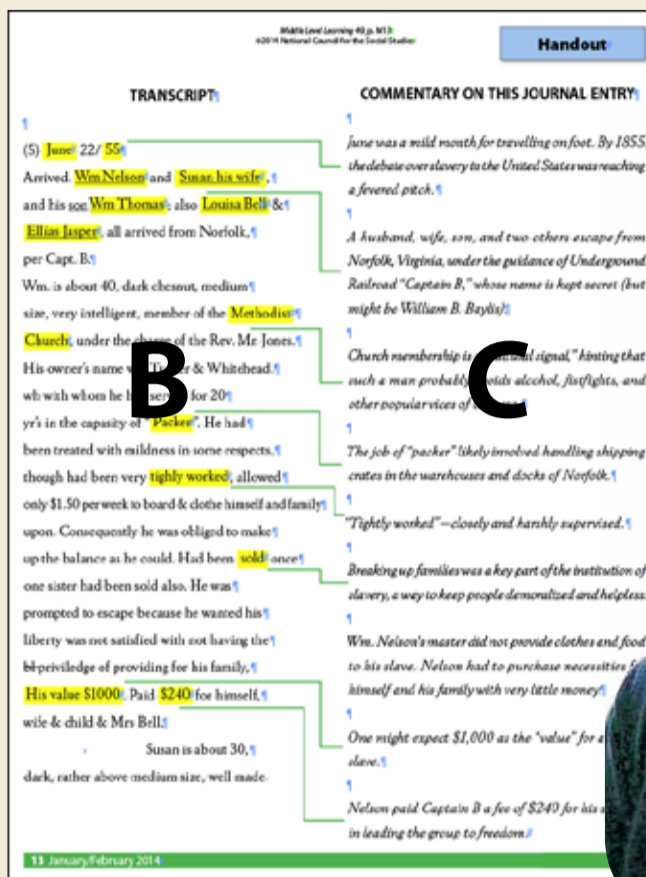
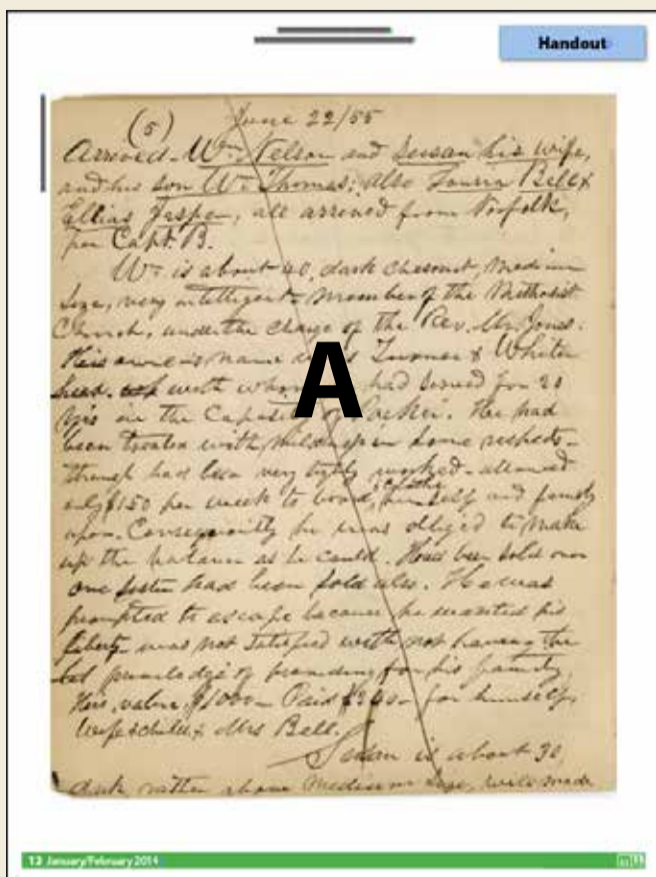
DAVID READER is a History Teacher at Camden Catholic High School in Cherry Hill, New Jersey. He is a Freedom Teacher Fellow of the Historical Society of Pennsylvania

BETH A. TWISS HOUTING is Senior Director of Programs and Services at the Historical Society of Pennsylvania in Philadelphia

RACHEL MOLOSHOK is Manager of the Preserving American Freedom Digital History Project at the Historical Society of Pennsylvania."

Using the Handouts

Students can place the original, handwritten document in position **A**, the transcript of that text in position **B**, and commentary on the text in position **C**. Reading the original script may be tough detective work for students, especially because students are often not taught how to write in longhand, in this age of the computer keyboard. It will help students to read the transcript first, or even the commentary, before tackling William Still's handwriting.



SLAVERY in AMERICA

Teaching in Grades 5–8 with *Middle Level Learning*.
 Lessons at www.socialstudies.org/publications/archive

- Underground R.R. Journal**, Number 49, January/February 2013
- Harriet Tubman**, Number 47, May/June 2013
- Slavery AFTER the Civil War**, Number 44, May/June 2012
- Frederick Douglass and the Constitution**, Number 33, September 2008
- Venture Smith, Runaway**, Number 28, January/February 2007
- Philip Reid and Freedom**, Number 24, September 2005
- Runaway Ads**, Number 20, May/June 2004
- York, Lewis, and Clark**, Number 19, January/February 2004
- WPA Ex-Slave Narratives**, Number 13, January/February 2002
- Build a Freedom Train**, Number 6, September 1999



(5) June 22/55

Arrived - Wm Nelson and Susan his wife,
and his son Wm Thomas; also Lousia Bell &
Elias Jasper, all arrived from Norfolk,
per Capt. B.

Wm is about 40, dark Chestnut, Medium
size, very intelligent - Member of the Methodist
Church, under the charge of the Rev. Mr. Jones.
His owner's name was Turner & White
head. ~~He~~ with whom he had served for 20
yrs in the Capacity of "Packer". He had
been treated with mildness in some respects -
though had been very tightly worked - allowed
only \$150 per week to board, ^{clothe} himself and family
upon. Consequently he was obliged to make
up the balance as he could. Had been sold once
one sister had been sold also. He was
prompted to escape because he wanted his
liberty - was not satisfied with not having the
full privilege of providing for his family.
His value, \$1000 - Paid \$240 - for himself,
wife & child, & Mrs Bell.

Susan is about 30,
dark, rather above medium size, well made

TRANSCRIPT

COMMENTARY ON THIS JOURNAL ENTRY

(5) June 22/ 55

Arrived. Wm Nelson and Susan his wife, and his son Wm Thomas; also Louisa Bell & Ellias Jasper, all arrived from Norfolk, per Capt. B.

Wm. is about 40, dark chesnut, medium size, very intelligent, member of the Methodist Church, under the charge of the Rev. Mr. Jones.

His owner's name was Turner & Whitehead.

wh with whom he had served for 20

yr's in the capacity of "Packer". He had

been treated with mildness in some respects,

though had been very tightly worked, allowed

only \$1.50 per week to board & clothe himself and family

upon. Consequently he was obliged to make

up the balance as he could. Had been sold once

one sister had been sold also. He was

prompted to escape because he wanted his

liberty was not satisfied with not having the

privilege of providing for his family,

His value \$1000. Paid \$240 for himself,

wife & child & Mrs Bell.

Susan is about 30,

dark, rather above medium size, well made

June was a mild month for travelling on foot. By 1855, the debate over slavery in the United States was reaching a fevered pitch.

A husband, wife, son, and two others escape from Norfolk, Virginia, under the guidance of Underground Railroad "Captain B," whose name is kept secret (but might be William B. Baylis).

Church membership is a "cultural signal," hinting that such a man probably avoids alcohol, fistfights, and other popular vices of that era.

The job of "packer" likely involved handling shipping crates in the warehouses and docks of Norfolk.

"Tightly worked"—closely and harshly supervised.

Breaking up families was a key part of the institution of slavery, a way to keep people demoralized and helpless.

Wm. Nelson's master did not provide clothes and food to his slave. Nelson had to purchase necessities for himself and his family with very little money.

One might expect \$1,000 as the "value" for a skilled slave.

Nelson paid Captain B a fee of \$240 for his services in leading the group to freedom.

good looking, intelligent &c, and a member
of the same Church to which her husband belonged.
Was owned by Thos. Bottimore with whom
she had lived for 7 Yrs - Her treatment had been
a part of the time had been mild. The Marriage
of her Master however made a change - after
ward she had been treated badly - Her Master
to gratify his wife constantly threatening to
sell her. 4 of her Sisters had been sold
away to parts unknown years ago. Left
Father & Mother, 3 Brothers & one Sister
still in Virginia. living about 100 Miles
from Norfolk. \$1000 was the demand of
the owner for Susan & her child 22 Mos. old.

Lousia Bell is the wife of
a free man. is about 28 Chesnut color,
good looking, intelligent, genteel, and a
member of no Church. Was owned ~~later~~
by J. Stasson, Confectioner. The lot had
been terrible on account of the continual
threats to sell her. Had once been sold.
had also had 5 Sisters sold besides her
Mother. Lousia was obliged to be

TRANSCRIPT

good looking, intelligent &c, and a member of the same church to which her husband belonged.

Was owned by Thos. Bottimore with whom she had lived for 7 yr's. Her treatment ~~had been~~ a part of the time had been mild, the marriage of her master however made a change, afterward **she had been treated badly**. Her master to gratify his wife constantly threatening to sell her. 4 of her Sisters had been sold away **to parts unknown** years ago. Left Father & mother, 3 Brothers & one sister.

Still in **Verginia**, living about 100 miles from Norfolk. \$1000 was the demand of the owner for Susan & **her child 22 mos. old.**

Louisa Bell is the **wife of a free man.** is about 28 chesnut color, good looking, intelligent, genteel, and a member of no church. Was owned ~~Stassen~~ by L. Stasson, **Confectioner.** [Her] lot had been terrible on account of the continual threats to sell her. Had once been sold, had also had 5 sisters sold besides her Mother. Th Louisa was oblige to leave [two of her children behind. a boy 6 yrs & a girl 2 ½ Yrs, The boys name was Robt. & the girls Mary. Her husband, James Bell, is to come on.]

COMMENTARY ON THIS JOURNAL ENTRY

The conditions of slave life could turn from mild to harsh in a single day. Susan Nelson suffered when her owner married a woman who was cruel to her.

When family members were sold, contact between them was usually lost forever.

Journal author William Still is largely self-educated. He spells "Virginia" incorrectly, but his writing is clear, and most of the spelling is pretty good for that historical period.

A mother and her infant or toddler, might—or might not—be separated during a slave sale. Frederick Douglass was separated from his mother shortly after birth. She would walk miles in the dark to visit her young son.

Marriages between free and enslaved blacks were not uncommon. Louisa Bell, like Harriet Tubman, left her free husband behind when she escaped slavery. Bell also left her own children, but the writer hints that Louisa hopes to be reunited with her husband (and maybe children too) in the not-too-distant future.

Louisa Bell's owner was a candy-maker.

[The bracketed transcript appears on the next page of the journal, and is not shown in the handout at left. It completes the entry about Bell].

Greenbelt, MD: A Planned, New Deal Community



Created by President Franklin D. Roosevelt's Resettlement Administration, Greenbelt was a part of a "green belt" town program. Greenbelt was one of three; the other two are Greenhills outside of Cincinnati, Ohio, and Greendale, outside of Milwaukee, Wisconsin. The three towns were constructed to provide work relief for the unemployed, provide affordable housing for low income workers, and be a model for future town planning in America. Visit greenbeltmuseum.org/history, as well as the Library of Congress, www.loc.gov/pictures (search on the term "Greenbelt") to see photos of Greenbelt, Maryland.

First Lady Eleanor Roosevelt was a strong advocate for this and other resettlement programs and towns, such as Arthurdale, West Virginia. Visit www.gwu.edu/~erpapers/teaching/glossary/arthurdale.cfm.

Are you studying Hinduism this year? What might that have to do with community planning? Think about it. Three main Hindu deities (and the forces they command) are Brahma (creation), Vishnu (preservation), and Shiva (destruction). Now take a look around where you live:

- What parts of your neighborhood were carefully planned before they were created? What things were built without much planning? What occurred randomly (like a crack in the sidewalk) or by a force of nature (like a weedy acacia tree)?
- Now think about maintaining the things you see. What objects need frequent service, repair, or refueling? What things or activities might be unsustainable? What should be preserved, and how would you do that?
- Finally, what objects ought to be demolished or recycled? What will need replacing in five, or ten, or twenty years? What might be "repurposed" (altered and given a new use)?

Make a three-part list of how the "energies of the universe" are at work in your neighborhood.



Middle Level Learning

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