

HISTORIC PRESERVATION COMMISSION WORK SESSION

CITY OF DAVENPORT, IOWA

TUESDAY, MAY 10, 2022; 5:00 PM

CITY HALL | 226 WEST 4TH STREET | COUNCIL CHAMBERS

I. Call to Order

II. Topics for Discussion

A. Subcommittee for Public Education and Community Outreach

III. Adjourn

IV. Next Commission Meeting: June 14, 2022

City of Davenport
Historic Preservation Commission Work Session

Department: Development & Neighborhood Services
Contact Info: Matt Werderitch 563.888.2221

Date
4/12/2022

Subject:
Subcommittee for Public Education and Community Outreach

Recommendation:
Hold the discussion. No formal action can be taken during a Work Session.

Background:
The Historic Preservation Commission established the Subcommittee for Public Education and Community Outreach at its February 8, 2022 meeting. The purpose is to explore opportunities to better educate the community on Davenport's historic properties.

Topics for Discussion:

1. Party in the Park Event
 - Herrington Park June 9th
 - Duck Creek Park July 21st
2. Davenport School District Project

ATTACHMENTS:

Type	Description
▢ Backup Material	Davenport School District Project-Update

REVIEWERS:

Department	Reviewer	Action	Date
City Clerk	Werderitch, Matt	Approved	5/6/2022 - 2:13 PM

Summary of Ideas for Possible HPC/Davenport District Schools Project

Director of Learning & Results, **Lisa Stevenson** was the contact with which I presented the possible collaboration with HPC. With Lisa's direction, I then contacted both **Melissa Trimble**, Curriculum & Instruction Specialist of Social Studies and **Steve Schwaegler**, Davenport District Fine Arts Curriculum & Instruction Specialist, to describe the collaboration of connected students with local historically designated buildings. Steve recommended that we designate some Davenport historic sites to coincide with a yearly event that **3rd and 5th graders (GLOE trips)** attend that includes the **Figge** and the **Adler Theatre**. These would need to be historic example sites that are **within walking distance** from the Figge and the Adler Theatre, which are currently the two sites these grade levels visit every year. (As you can see below, the Adler is actually one of the sites I recommended).

After some research, **I suggested 4 possible places**: 1) Davenport Bank & Trust Company, #47, on 203 & 229 W. 3rd, 2) The Davenport Library, #59, Davenport Public Library-Edward Durrell Stone Bldg., 321 Ne. Main Street, 3) Mississippi Hotel /RKO (now Adler Theater) on 102 & 136 E. 3rd Street, #45 and 4) The Firestone Service Center in the newly designated Davenport Motor Row and Industrial Historic District, 301 E. 3rd Street. (All are on the **City of Davenport website list of historic places**)

Additionally, 1) has an incredible ceiling fresco of the Black Hawk Treaty, ornamentation front doors and architecture, 2) an homage to the Kennedy Center and from the Mid-Century architectural period, 3) example of Art Deco architecture and 4) a gas station/car display room, etc. from the Modernistic, Streamlined Moderne Period. All buildings were for different uses. There is a broad spectrum here within a relatively small area. I also thought these would **appeal to younger students**. I presented these as suggestions and asked that they share if they knew of others that may be within the walking distance requirement. **(I need to find out which site they see as viable for which grade level and if two examples are enough for each of the two grade levels).**

After some time was given for mulling over the project, Steve mentioned that for a culminating art project, art teachers could use **photocopies of these sites** for students to individually look at and interpret into their own art piece. Steve mentioned that a **video or slide show of these sites** or any others that might be **on the student's level** would also pique their interest before their trip and resulting projects. These finished student art works might be able to be displayed, later, at City Hall, the Library, and/or the Figge, etc., written comments from the students concerning the site they chose might also be included. I believe all of the above could connect to the arts and social studies curricula, AND interest the students.

I did send both Specialists some Wikipedia historical information on each of the sites, except for the last example, which is not yet on Wikipedia, just as a beginning of

reference. I did find some brief information to send on the recent National Register Application for #4 of the possible sites.

Steve sent a comment to share: "After several conversations and brainstorming with Diane and Melissa on the development of this partnership with the Davenport Historical Preservation Commission, I am very excited about the possible curricular connections that can be forged in combination with our GLOE Trips. With Davenport HPC resources, Creative Arts Academy students at Sudlow and Central HS could possibly be involved in **Project-Based Learning opportunities to produce media art of the historical sites** for the various GLOE Trips that students would visit in Downtown Davenport. So not only would the **elementary students on the GLOE Trip be learning, but the secondary students preparing the media would also gain knowledge.** Furthermore, the **media created by the CAA students could be shared with the Davenport HPC to post on their website if they wished.** Diane lists sites and additional ideas for expanding the learning at the bottom of this email chain. The opportunities for student engagement with this partnership make this a very exciting collaboration!"

Melissa Trimble, Curriculum & Instruction Specialist of Social Studies stated: "I appreciated the communication about this amazing collaboration with the Davenport Historical Preservation Society and DCSD. Combining existing experiences or field trips our kids take that celebrate art and music with these historical sites is a great start! I look forward to seeing how else this work gets extended with JH and HS down the road."

(Specialists Suggestions for what HPC can do to assist with this project):

As a next step, the afore mentioned Specialists have requesting the HPC provide **virtual photos** of each of the 4 sites I recommended (I have included the #'s for each from the HPC listing of Davenport Landmarks and/or National Register sites: 1) Davenport Bank & Trust Company, #47, on 203 & 229 W. 3rd, 2) The Davenport Library, #59, Davenport Public Library-Edward Durrell Stone Bldg., 321 Ne. Main Street, 3) Mississippi Hotel /RKO (now Adler Theater) on 102 & 136 E. 3rd Street, #45 and 4) The Firestone Service Center in the newly designated Davenport Motor Row and Industrial Historic District, 301 E. 3rd Street.

Specifically, for the visual art part of this project, Steve mentioned that art teachers could use **photocopies of these sites** for students to individually look at and interpret in their own art piece. **Brief print-outs of the background of these buildings and... why they are historically or architecturally important** to receive special designations..National Register or Davenport Landmark. Discussions could then ensue with students as to why it is important to save these buildings, restore and protect, as well. Steve mentioned that a **video or slide show of these sites** or any other that

might be on the student's level would also pique their interest before their trip and resulting projects.

Melissa Trimble concluded: "Our 3rd graders travel annually to the Adler Theater to watch the Nutcracker and the 5th graders travel annually to the Figge each spring as part of the River Currents Tour. I would hope that **videos of the locations (with information given by the HPC, could be made for teachers and students to use prior to visiting the locations.**

As our social studies standards do not reference historical preservation, I feel the **best plan is to capitalize on capturing information about our Historical Sites.** I envision having the historic society create videos at the historical locations with experts discussing their significance and drawing attention to the specific architectural details as well as tie the location to a particular time period in history. That way, our **social studies teachers could use the videos** to accentuate their lessons and connect time periods discussed in history books closer to 'home'. **Perhaps our CAA students could be involved in the making of the videos... and they most certainly can help creating a google site to house and organize all the videos.** Furthermore, I would think the area Visitors Bureau would also be interested in this video library site to offer to visitors to our area - for one, walking tours could be created highlighting our historical buildings for visitors arriving on the new Mississippi River Cruises.

I am excited to see what we can create and use in our classrooms!"

One of the **Davenport Historic Preservation Commission** goals for 2022 is to "Promote public educational programing in historic preservation." For 2023, "Continue to improve online resources."

I believe that introducing students in our area schools to historic preservation by letting them see first-hand what would be lost to our community had not these community historic sites been preserved, is where, true public education in the importance of historic preservation should start. If the resources the older students create are posted on the HPC site, teachers everywhere in our area, can use these in their lesson, even if they cannot visit the sites, first-hand.

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<u>What Could the CAA/students provide?</u>	<u>What Could the HPC/Commissioners provide?</u>
1.) Photos of sites (interior and exterior)	1.) Assistance with original photos showing original appearance of each building
2.) Videos of sites with Student Narrators – create simple student scripts	2.) Assistance with gathering historical background information to create student scrips to narrate sites
3.) Creation of a video library site to post and use on HPC part of city website	3.) Reason why each site was chosen a Davenport/Nat'l Reg. Landmark
4.) Possible CAA high school students as docents for each site location for students	
5.) Equipment for above project	