In June 1922 the Chicago Tribune invited architects from around the world to design its new building in celebration of its 75th anniversary. More than 250 responded to the competition and publicity stunt. Tribune officials offered $100,000 in prizes to the architects to create, according to a contemporary advertisement, “surpassing beauty in new home on Michigan Boulevard.” New York architects John Mead Howells and Raymond Hood’s gothic tower design won first prize. The building was erected in 1925. Rocks and fragments of structures brought back from historically significant sites by Tribune reporters were incorporated into the lower levels of the building’s structure.

This is the stone marker designating the erection of the Tribune Tower. It is located above a stone from Edinburgh Castle in Edinburgh, Scotland.
Art and Artifacts

LESSON: WHERE ON EARTH DID THAT COME FROM?

KEY TOPICS
Art, architecture, civilization, culture, diversity, historical inquiry, public art

OBJECTIVES
Students will be able to
a. analyze artifacts to gain knowledge of how primary sources deepen our understanding of the past
b. describe how artifacts can highlight significant features, events, or people in a culture’s past
c. define and identify important artifacts in their communities by creating a collage “wall of culture” to help them to connect to the histories of their own communities
d. create a bibliography to emphasize the importance of proper citation

SUMMARY
Students will receive a packet of images of the stones on the Tribune Tower. Working together, students will analyze the images and draw conclusions about the histories the stones represent. After delivering a brief report on one of the stones, students will create a paper collage wall that represents their ideas of the culture of their school, community, or city. Guiding questions for this unit include:

- How can primary sources and artifacts help us understand the past?
- What does civilization mean and how might a culture’s artifacts represent ideas of civilization?

COMMON CORE STANDARDS MET BY UNIT
CC Grades 6-12: RI 1, 2, 7
CC Grades 6-12: W 1, 2, 3, 4, 6, 7, 8
CC Grades 6-12: SL 1, 2, 4, 6

STATE GOALS AND STANDARDS MET BY UNIT
IL 16: B, D
IL 17: A

This stone from Reims Cathedral in Reims, France, is one of nearly 150 stones or artifacts embedded in the Tribune Tower. As Chicago Tribune architecture critic Blair Kamin noted, although the addition of the stones in the building did not connect to its builders’ drive to make the Tribune Tower into a monument, the fragments “suggested a sense of permanence associated with the landmarks.”

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GETTING STARTED

MATERIALS
- Primary source packets (Images 5.a-5.aa)
- Computers with internet access
- Image analysis worksheet (Worksheet A)
- Optional—“Read an Image” worksheets (Appendix 3.a and 3.b)
- Paper
- Glue sticks
- Markers
- Scissors

SUGGESTED TIME
Activity 1 and Activity 2: One class period
Activity 3: One class period
Activity 4: One class period

VOCABULARY
Artifacts, civilization, culture, community

ACTIVITY 1: BELL RINGER: “WHAT IS CIVILIZATION?”

Day 1
The teacher will put students into small groups. Students will work together to define the word
“civilization.” The teacher will instruct students that all group members have to agree on the definition of
the word that the group will present. After each group has its definition, the teacher will direct students to
post their definitions using the board, white board, or large sheets of paper that have been posted around
the room. After discussing each definition, the class can decide on one definition to use to define the word.
The definition can be one of those that have been offered or a hybrid of any number of the definitions. The
teacher may want to emphasize the following points during the class discussion:

- Who decides what can be called a civilization or what can be called civilized?
- How do cultural values, geography, economics, and people influence our ideas about civilization?
- Are the words civilization and culture interchangeable? Why or why not?

The teacher may want to have a working definition of civilization handy. Merriam Webster’s online
dictionary defines civilization as “a relatively high level of cultural and technological
development; specifically: the stage of cultural development at which writing and the keeping of written
records is attained and the culture characteristic of a particular time or place.” Culture is defined as “the
customary beliefs, social forms, and material traits of a racial, religious, or social group; also: the
characteristic features of everyday existence (as diversions or a way of life) shared by people in a place or
time.”

The teacher will instruct students to keep their definitions in mind as they analyze the artifacts and create
their own culture wall later.
Activity 2: IMAGE ANALYSIS
Distribute the packet to each student or to small groups and have each student take one or two images of artifacts from the wall. The questions can be distributed using Worksheet A in order to facilitate small group work or asked in an open discussion. Students should take written notes to answer these questions. At the end of the worksheet, students will provide three questions that they will use to start their investigation of the artifact.

Artifact from Wawel Castle in Krakow, Poland
Activity 3: MINI RESEARCH PROJECT AND ORAL PRESENTATION

Day 2

Students will choose one artifact to research further. They can start with the three questions they generated on their worksheet. Other questions that students will want to pursue include:

- Where did the artifact come from (geographically and chronologically)?
- What is the significance of the building/structure of which the artifact was a part?
- What does this artifact tell us about the civilization it came from?

After they’ve researched their artifact, students will present a brief oral presentation on their findings. Their report should be written in at least one paragraph and turned in to the teacher as part of the assessment. They will submit a bibliography of their research sources. For homework, students can begin to research what items they would choose to put on their own culture wall.

Shrine of Hibiya Daijingum, Tokyo, Japan
Activity 4: Create a Culture Wall

Day 3

Students will create a wall that represents the culture or civilization of their school community, neighborhood, or city. Using the Tribune Tower wall as a template, students can use images from newspapers, magazines or from the internet to tell the story of the civilization they wish to highlight. Upon completion of their projects, students will hang their walls around the classroom. The teacher can give students the opportunity to browse the walls. Each student should prepare a brief summary of one to two paragraphs of the items they chose to put on their walls and why. They should emphasize why the items symbolize the culture they chose. The summary should include a bibliography of works they used.
Art and Artifacts

ADDITIONAL RESOURCES AND ENRICHMENT ACTIVITIES


Students may choose to explore a photo gallery by the Chicago Tribune on the Tribune Tower (http://www.chicagotribune.com/news/photo/chi-080714-tribune-tower-photogallery,0,3410608.photogallery). Students can brainstorm how the building represents the city today. What other buildings are associated with the city? Why? What does this say about our ideas of Chicago’s culture? Students may even want to take walking tours of the Tribune Tower and other prominent structures in the city.

What other features in the public space highlight ideas of civilization and culture as the Tribune Tower and its rocks do? What do these artifacts tell us? Challenge students to explore sites outside of their communities to see how the structures, buildings, and use of public space tell the story of that community.

Fortress Walls, Cartagena, Colombia
### Worksheet A

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you notice about your images?</td>
<td></td>
</tr>
<tr>
<td>What strikes you after analyzing these images?</td>
<td></td>
</tr>
<tr>
<td>What puzzles you?</td>
<td></td>
</tr>
<tr>
<td>What patterns do you see?</td>
<td></td>
</tr>
<tr>
<td>Do any of these items fit together to tell a story?</td>
<td></td>
</tr>
<tr>
<td>Does any of the information surprise you?</td>
<td></td>
</tr>
<tr>
<td>What is useful? What is not useful? How do you decide?</td>
<td></td>
</tr>
</tbody>
</table>

Choose one artifact to investigate further. Now write three questions that you will use to start your investigation of the artifact.

1.  
2.  
3.  

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Ancient Temple, Hunan Province, China
Ancient Gate, Walls of Suwon, South Korea
Butter Tower, Cathedral of Notre Dame, Rouen, France
Art and Artifacts

IMAGE 5.d

The Holy Door, St. Peter’s, Vatican City, Italy
Tribune Tower Marker and stone from Edinburgh Castle in Edinburgh, Scotland
Old Swedes Church, Wilmington, Delaware
Art and Artifacts

IMAGE 5.g

Bridge, Forbidden City, Beijing, China
Art and Artifacts

IMAGE 5.h

Battlements of Fortress Ehrenbreitstein, Rhineland, Germany

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Art and Artifacts

IMAGE 5.i

Fortress Walls, Cartagena, Columbia

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Shrine of Hibiya Daijingum, Tokyo, Japan
Mark Twain Cave, Hannibal, Missouri (upper right) and Rotunda, Mammoth Cave, Kentucky
Art and Artifacts

IMAGE 5.1

Miraflores Locks, Panama Canal

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Mosque of Suleiman the Magnificent, Istanbul, Turkey

© 2012 by the Chicago Metro History Education Center
Art and Artifacts

IMAGE 5.n

Mount Pentelicus Quarry
Marble used in Parthenon 447 B.C.

Quarry, Mount Pentelicus, Greece
Notre Dame Cathedral, Paris, France
Ancient Temple Hunan Province, China (upper right) and Old General Post Office, Dublin, Ireland
Reims Cathedral, Reims, France
Roman ruins, Leptis Magna, Libya (upper left) and Shrine of Hibiya, Daijingum, Tokyo, Japan
Art and Artifacts

IMAGE 5.s

Winter Palace, Forbidden City, Beijing, China (upper right) and Santa Sophia, Istanbul, Turkey
Santo Domingo Monastery Church, Panama City, Panama
Art and Artifacts

IMAGE 5.u

St. Stephen’s Cathedral, Vienna, Austria
Art and Artifacts

IMAGE 5.v

Stone Cannonball, Pevensey Castle, England

© 2012 by the Chicago Metro History Education Center
Viking Stone, Lake Malar Region, Sweden
Art and Artifacts

IMAGE 5.x

Sydney Opera House, Sydney, Australia

© 2012 by the Chicago Metro History Education Center
Temple, Forbidden City, Beijing, China
Art and Artifacts

IMAGE 5.z

Tower of Tears, Amsterdam, The Netherlands (upper right) and Flodden Field, Northumberland, England
IMAGE 5.aa

Wawel Castle, Krakow, Poland