

EDUCATORS GUIDE

INTRODUCTION FOR EDUCATORS

The following guide for educators is to coincide with our exhibit on John Nolen: *Design For Living: John Nolen and the Renaissance of New Urbanism*. It includes biographical information on John Nolen, student activities, vocabulary, and a bibliography. Pictures will be included of John Nolen and some of his designs for Venice, Florida. This guide will also be available on the Venice Museum & Archives website at www.venicemuseum.org/education. Teachers are encouraged to plan a field trip to the Museum to explore this exhibit and participate in a hands on, experiential lesson on how to design like an urban planner. Registration material along with field trip information is available on the Museum website.

The educator guide and lessons were prepared by Susan Ionescu, MS Education, Education Coordinator for the Museum. Please direct any inquiries to sionescu@venicegov.com or telephone: 941-486-2487

THE EXHIBIT : *Design for Living: John Nolen and the Renaissance of New Urbanism*

The current exhibition will be running from September 1st 2015 through February 27th, 2016 at the Venice Museum and Archives located at 351 Nassau Street So., Venice, Florida 34285. The Museum adjoins the historic Venezia district designed by John Nolen.

John Nolen designed a plan for the City of Venice in the early 20th century, almost 100 years ago. He had a vision to make Venice an area for living, working, relaxing and playing. He wanted it to be “green” with accessibility to local parks and he wanted it to have architectural significance. The Nolen plan has historical significance in today’s world when compared to the issues surrounding urban sprawl, traffic, pollution and walkability. Hopefully this understanding of our past will assist us as we plan for the future.

Making it Green and Friendly: An Urban Planning Lesson

For the City of Venice, Florida

EDUCATIONAL ACTIVITIES:

Many of the materials included in the student lessons are provided and reproduced with the permission of John Martoni, Planner from his publication *Metropolis, A Green City of Your Own*.

BIG IDEA: How can we design better cities?

FOCUS QUESTIONS:

- How does urban sprawl, traffic, and pollution conflict with early urban designs for better living?
- How has urban sprawl effected our natural habitats, wildlife, and vegetation?
- Why have people become more dependent on means of transportation?
- Why have we become more dependent on fossil fuels?

PRE-ACTIVITY

Background Information: What is the difference between an Urban Planner and an Architect?

- Books – refer to attached bibliography for books available to students
- <http://www.pps.org/places> Project for Public Spaces
- <http://www.youtube.com> Jeff Speck, Ted Talk, *The general theory of walkability*
- Movie- *Venice, Florida: Moving Forward by Looking Back (a PBS Presentation with Jack Perkins)* Copies available by contacting Museum.
- <http://www.youtube.com> *Architecture and Children, Designs 4 Childhood's channel*
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POST-ACTIVITY

- Create an Exhibit: Student groups should be prepared to share their City of Venice designs and express why these are kid friendly, encourage visits to the city, and are “green.”
- Write a letter to the Mayor, John Holic, describing your ideas for a “green” city that is kid friendly. Include a copy of the plan. Invite the Mayor to an exhibit at the Art Center.

A John Nolen Timeline

John Nolen (June 14, 1869-February 18, 1937)

1891

Enrolls in the Wharton School of Finance and Economics at the University of Pennsylvania. Earns a Ph.B in 1893.

1903

Enrolls in Harvard University School of Landscape Architecture and studies under Frederick Law Olmsted noted planner of Central Park in NYC.

1920's

John Nolen branches out into city/urban planning in addition to landscape architecture. Due to the number of Florida projects, he establishes an office in Jacksonville Florida in addition to his national office.

1924

John Nolen is contacted by Dr. Fred Albee informing him that he has acquired land in Venice from Berthe Palmer's heirs. He requests a proposal for developing this property along with his holdings in Nokomis.

1925

Nolen prepares a *Preliminary Study for Venice-Nokomis, Florida* and informs Albee that a *General Plan for the Development of the Venice Beach Section* would cost \$2500.

Dr. Albee constructs a bath house at the Gulf of Mexico as called for in the general plan by Nolen, but limits further construction based on the plan due to the projected expense for the project.

In a July 1925 letter to Nolen, Dr. Albee advises him that his Venice property has been sold to the American Brother of Locomotive Engineers through their investment arm, the Brotherhood Investment Company. They also acquire an additional 25,000 acres. Dr. Nolen recommends John Nolen to complete the city planning design.

In August 1925, the BLE advises Nolen to continue with the sketches for the development of 27,000 acres with completion within 30 days of receiving their engineering reports. They also request that the sketches include at least 1 town site. They agree to pay \$10,000 but will evaluate any expenses over that amount.

Gulf View Section (West and East) is the first subdivision platted.

1926-1927

The BLE Realty Co. requests changes and additions to Nolen's *General Plan for Venice*:

- Venice Florida, General Plan East Half* (addition) is combined with the original General Plan
- The combined plan includes an integrated road system which provides beach access to residents who live east of Us 41 Bypass.

Nolen completes *Plan Showing Location of BLE Realty Corp. Development Venice, Florida*

The BLE continues to request changes to the General Plan:

- a canal is drawn connecting Venice (Roberts) Bay to Lemon Bay. This change impacts the design for a Railroad Station Plaza.
- BLE Realty requests a plan for all the BLE's holdings: *Venice, Florida, Regional Plan of Venice and Environs*.

Nolen prepares additional regional plans that are never implemented: *The Map of Venice and Environs to Englewood* which includes a "Negro Village", "Citrus Community", "Amusement Park", the "Lido", "Hotel Site and Golf Courses", "Artist's Colony", and "Industrial Harbor."

Nolen also prepares a plan for:

- the *Farm Tracts Arrangements* for farming development east of the Venice townsite.
- the *Study for Waterfront Development-Hotel Sites and Beach Features* for development from present day Venice Jetties to the Venice airport along the Gulf of Mexico.
- a *Preliminary Sketch for Water Front at the Termination of Venice Avenue*.
- a *Study for Venice Harbor*
- a *Study for the Treatment of the Railroad Station Plaza*.
- a *Sketch Showing a Proposed Treatment of Civic Center-Auditorium, City Hall, Library, and Fire Station Locations and the Recreation Park*. (Only the Music Pavilion and Shelter were built. After WWII the site was used for government buildings.)

Edgewood Section (subdivision) is platted (1926) but undergoes a major replat (1927)

Venezia Park Section (subdivision) is platted (1926)

*South Gulf View Section (subdivision) and North Edgewood Section (subdivision) are
platted (1927)*

LESSON:

Lessons will be conducted by Susan Ionescu, Education Coordinator, M.Ed Gifted Ed, the Education Coordinator for the Venice Museum & Archives. The lessons are interactive and will engage students in thinking about creative urban design. All necessary materials will be provided by the Venice Museum & Archives.

Goal:

In this lesson, students will be asked to think like an urban planner and develop an ideal design for the City of Venice that is “green” and also “kid” friendly.

URBAN PLANNING

1. What is an urban planner?
 - Students will understand the role of an urban planner in city design.
 - Definition: Urban planners work to design cities that are safe, enjoyable and safe.

CITY SPACES

Students will work in teams of 3 to complete activities

Materials: Paper, markers, crayons, scissors, glue

1. Define and discuss a favorite space in your city?
 - Discuss what makes this space special and enjoyable?
Draw a picture or map that shows why this space is special.
2. Define and discuss a least favorite space?
 - Discuss what makes this space your least favorite.
 - Draw a picture or map that shows why this space is undesirable.
3. How can you change your least favorite space to make it more desirable?
 - Draw your ideas

THINK GLOBAL, ACT LOCAL! Sprawling cities around the world are threatening our health and damaging our environment!

EDGES

Cities do not have to sprawl. Compact cities are better for the environment and better for kids who do not drive.

What are edges? (rivers, mountains, roads, walls)

What edges does the City of Venice have?

Why are edges important?

- Urban sprawl is when cities spread out so far they don't have clear edges.

What are the edges for your design?

City edges can be: • Bodies of water (such as an ocean, river, or lake) • Landforms (such as mountains and hills) • Manmade structures (such as buildings, railroad tracks, walls, or highways) • Arbitrary lines that people make up

Activity:

Students will draw edges on their paper leaving a 1 inch margin. Leave the space in the middle of the paper empty. Go over lines with a black marker.

DISTRICTS

Districts or neighborhoods add to the cultural identity and heritage of the people who live there.

1. Definition: DISTRICTS ARE SMALL PARTS OF A CITY THAT HAVE A SPECIAL IDENTITY.
2. Each district should have mixed uses (places for the activities of day-to-day life such as housing, grocery stores, a doctor's office, a post office, a school, etc.) A district can also have architectural or historical importance: The John Nolen District; the Venezia District. Your district should eliminate the need for a car, which adds to pollution since people can walk to these districts.

Activity:

In your design, include 3 districts. Give each district a name. Use a marker to highlight and define the district. Be sure the districts are “harmonious.”

Do they have characteristics that unify the district?

PUBLIC SPACES

City and neighborhood sites that enticing and inviting to people discourage sprawl.

1. People want spaces that are welcoming and a fun place to “hang out.”
2. These public spaces should be entertaining, unusual, attractive, inviting and fun.
3. What public spaces do you like in your city? Dislike? How can they be changed?
4. Public spaces are not businesses. A mall is not a public space. Its main mission is to earn money.
5. A public space welcomes everyone and you do not have to pay to get in. They can be for socializing, reading, picnics, farmers markets, musical events, speeches or educational events.
6. Public spaces can be Green.

Activity:

In each district, draw a public space and give it a name. Include as much detail as possible.

LANDMARKS:

Landmarks are important because they highlight a city’s distinct heritage. They can be of any size and in any location that draws our attention.

Activity:

Design a landmark for the city which should be located in a public space. Create an elevation or straight on view of the landmark.

TRANSPORTATION:

Our main means of transportation today is the car. This is not kid friendly since kids cannot drive.

Activity:

Design a transportation path that includes walking and biking.

Connect all the districts, public spaces and landmarks. If you use any special symbols or lines for the transportation, explain them in the map key. Use a marker or crayon to go over the transportation lines.

WALKING TOUR – (Optional)

Students will be taken on a walking tour of the Venezia District just adjoining the Museum. A map will be provided. Students will have the opportunity to sketch what they observe.

FOCUS QUESTION:

Why is this district relevant or not relevant to the design of Venice?

POST ACTIVITIES:

1. Walk around your neighborhood and make a list of places that are not kid-friendly or “green”. Take pictures and write a report that you can present to your class.
2. Conduct a survey: Ask classmates, family and neighbors about their favorite and least favorite places in the neighborhood. Tally results and display in a graph.
3. Choose a problem place you have identified and propose a solution. Present your ideas using a map, video, song, as a play or a report to your classmates.

FLORIDA STANDARDS ADDRESSED: (Lessons can be adapted for grades 3-12)

SS.3.G.2.5 Identify natural and man-made landmarks in the United States.

SS.8.G.4.5 Use geographic terms and tools to analyze case studies of the development, growth and changing nature of cities.

SS.912.G.4.5 Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers

SS.912.S.6.10 Propose a plan to improve a social structure, and design the means needed to implement the change

SS.912.S.7.8 Design and carry out school and community based projects to address a local aspect of a social problem.

SS.912.S.6.10 Propose a plan to improve a social structure, and design the means needed to implement the change.

SS.6.G.2.5 Interpret how geographic boundaries invite or limit interaction with other regions and cultures.

SS.7.G.5 Understand how human actions can impact the environment.

LAFS.3.SL.1.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

LAFS.3.RI.1.3 Describe the relationship between a series of historical events...or steps in technical procedures in a text using language that pertains to time, sequence and cause/effect.

LAFS.3.RI.3.7 Use information gained from illustrations (maps, photographs) and the words in a text to demonstrate understanding of the text (e.g. where, when, why and key events occur.)

LAFS.3.SL.1.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

LAFS.4.SL.1.3 Identify the reasons and evidence a speaker provides to support particular points.

LAFS.4.RI.1.3 Explain events, procedures, ideas or concepts in a historical, scientific, or technical text, including what happened and why?

LAFS.4.RI.3.7 Interpret information presented visually, orally, or quantitatively (charts, diagrams, etc.) and explain how the information contributes to an understanding of the text in which it appears.

LAFS.5.SL.1.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

LAFS.5.SL.1.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

LAFS.5.SL.2.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

LAFS.5.SL.2.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

G.K12.5.3.4c Demonstrate the ability to work with peers from a variety of cultures and ability levels respecting individual strengths, talents, and learning styles.

SP.PK12.US.3.2a Use appropriate social skills and strategies to interact with peers and adults across settings, such as cooperative learning, participating in small and large groups, accepting feedback, and resolving conflicts.

VOCABULARY:

Urban Planner	People who design cities
Edge	Boundaries between the city and its surroundings
Districts	Small parts of a city that have a special identity
Landmarks	Located next to public spaces and celebrates history and culture of a city
Public spaces	Places in cities where all people are welcome for recreation, or socialization
Urban	relating to a city or town
Suburban	relating to the suburbs of a city or town
Sprawl	spread out or extended in an irregular way
Transportation	Systems that connect different parts of cities
Zoning	an area or district in a city or town that can be residential, commercial, industrial, farming
Mixed uses	the blending of a combination of urban, suburban, cultural, commercial or village development
Sustainable	a system that allows for continual re-use

