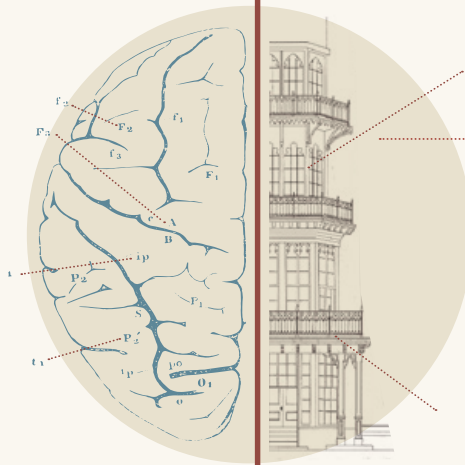


LESSON PLAN

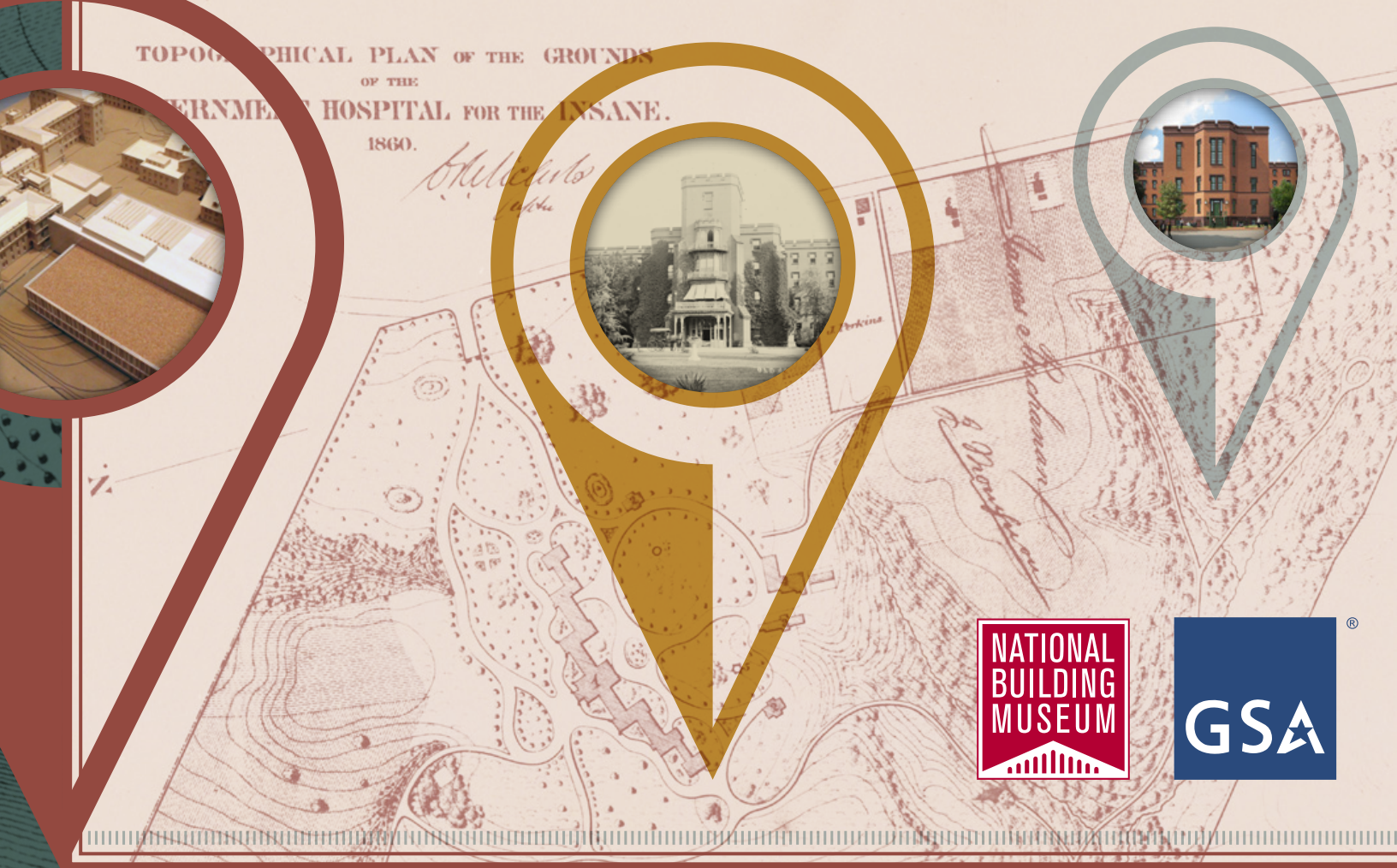


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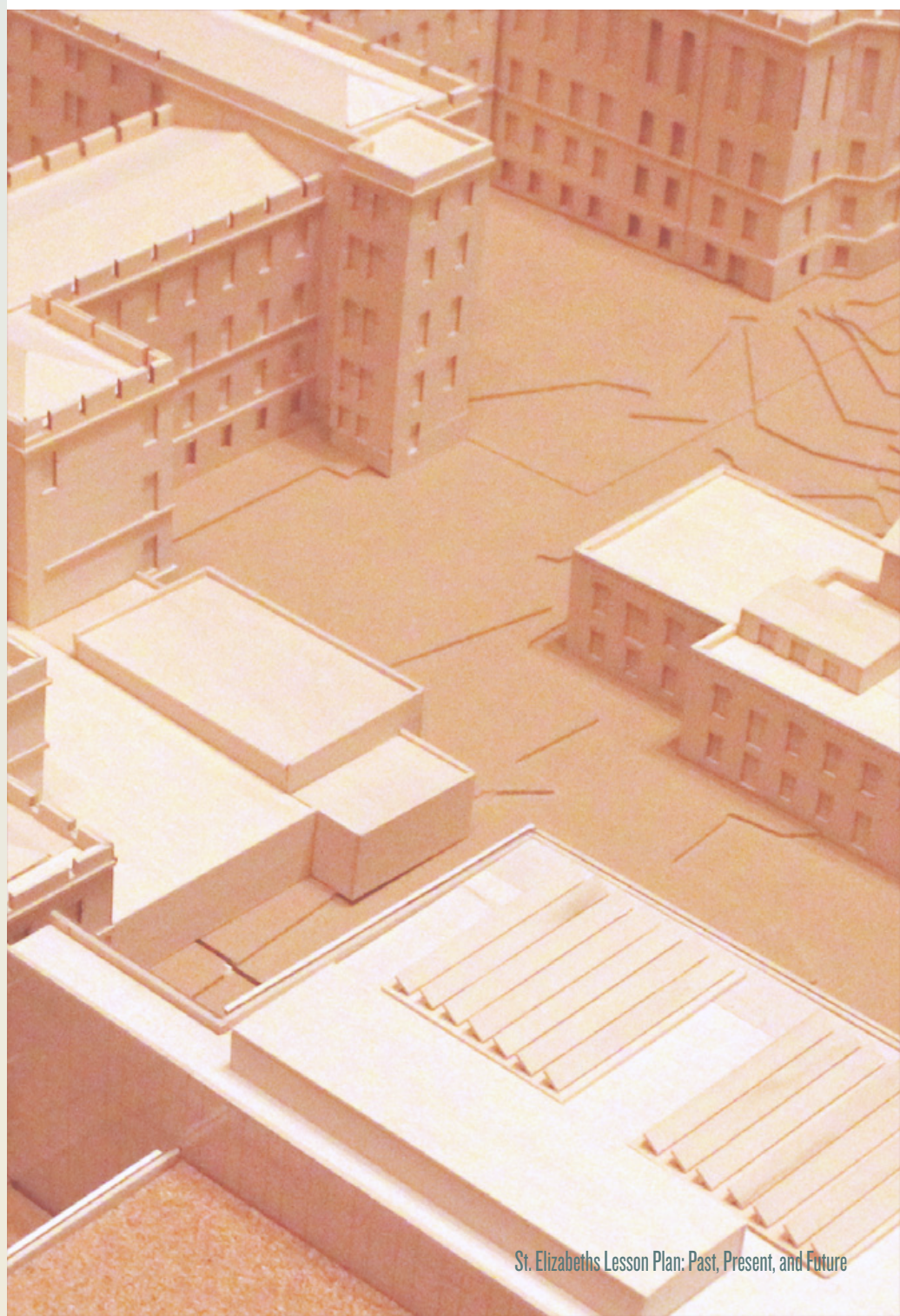
ST. ELIZABETHS 1852-2017

PAST, PRESENT, AND FUTURE



CONTENTS

ACKNOWLEDGEMENTS	03
OUTCOMES AND STANDARD CONNECTIONS	04
TEACHER INTRODUCTION TO ST. ELIZABETHS	05
ACTIVITY: PRIMARY SOURCE RESEARCH	12
ACTIVITY: DESIGN PROCESS AND PROBLEM SOLVING	10
ACTIVITY: CITY PLANNING AND DEVELOPING LAND	12
RESOURCES	14



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ABOUT THE NATIONAL BUILDING MUSEUM

Created by an act of Congress in 1980, the National Building Museum has become one of the world's most prominent and vital venues for informed, reasoned debate about the built environment and its impact on people's lives. Our exhibitions, educational programs, and publications are well regarded not only for their capacity to enlighten and entertain, but also as vehicles for fostering lively discussion about a wide range of topics related to development, architecture, construction and engineering, interior design, landscape architecture, and urban planning. A private, nonprofit institution, the Museum creates and presents engaging exhibitions and education programs, including innovative curricula for teachers.

Over the past three decades, the Museum has created and refined an extensive array of youth programming. Each year, approximately 60,000 young people and their families participate in hands-on learning experiences at the Museum through 2-hour-long school programs for grades K–9, daylong festivals, drop-in family workshops, and multi-visit programs for teens, and exhibitions. The Museum's youth programming has won the Washington, D.C., Mayor's Arts Award for Outstanding Contributions to Arts Education, National Arts and Humanities Youth Program Award, and garnered recognition from the National Endowment for the Arts.

The members, trustees, and staff of the National Building Museum share a belief that the world we build is a reflection of the aspirations, achievements, and conflicts that shape our society. Furthermore, because we believe that every American can play a part in the continual improvement of our built environment, we strive not just to illuminate the past and present, but to give professionals, laypeople, and children the intellectual raw materials with which to construct the best possible future.

Visit us online at www.nbm.org

The National Building Museum is located in a historic landmark structure at 401 F Street, NW, Washington, DC 20001.

ABOUT THE U.S. GENERAL SERVICES ADMINISTRATION

GSA's Public Buildings Service is the civilian federal government's landlord. GSA acquires space on behalf of the federal government through new construction and leases and acts as a steward and caretaker for federal properties across the country. The National Capital Region of GSA provides services for federal office buildings in Washington and the area.

The St. Elizabeths campus is a National Historic Landmark and is significant to the history of the nation in architecture, landscape, medicine, the Civil War, and for persons and events associated with the establishment of St. Elizabeths in the 1850s as the Government Hospital for the Insane.

This lesson plan and the museum exhibit, *Architecture of an Asylum: St. Elizabeths 1852-2017*, on display at the National Building Museum from March 25, 2017 through January 15, 2018, were developed by the National Building Museum in coordination with GSA in partial fulfillment of GSA's commitments under Section 106 of the National Historic Preservation Act to develop and provide opportunities and educational information to the public about the history of the St. Elizabeths campus.

OUTCOMES AND STANDARD CONNECTIONS

The lesson plans in this packet extend opportunities to engage with the history and development of the St. Elizabeths campus. Through these activities and discussions, students will:

- ▶ Improve skills in reading, analyzing, and deciphering maps, architectural drawings, and similar primary sources of information.
- ▶ Increase their understanding of the connection between a space's design and how people use and interact in it.
- ▶ Learn how to use design and the design process to observe, plan for, and make change in the built world around them.

COMMON CORE: ENGLISH LANGUAGE ARTS STANDARDS » HISTORY/SOCIAL STUDIES

KEY IDEAS AND DETAILS

CCSS.ELA-LITERACY.RH.9-10.1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CRAFT AND STRUCTURE

CCSS.ELA-LITERACY.RH.9-10.7

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-LITERACY.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

INTEGRATION OF KNOWLEDGE AND IDEAS

CCSS.ELA-LITERACY.RH.9-10.7

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-LITERACY.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

TEXT TYPES AND PURPOSES

CCSS.ELA-LITERACY.W.9-10.1 / CCSS.ELA-LITERACY.W.11-12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

RESEARCH TO BUILD AND PRESENT KNOWLEDGE

CCSS.ELA-LITERACY.W.9-10.7 / CCSS.ELA-LITERACY.W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

ST. ELIZABETHS: PAST, PRESENT, FUTURE

MORAL TREATMENT

Moral treatment was a mental health treatment philosophy that rose to prominence in the 19th century.

Advocates for this treatment believed that people with mental illnesses needed to be treated in specialized facilities rather than relying on almshouses, jails, and more punitive treatment. Moreover, people with mental illnesses should be treated by medical professionals who considered both the mind and the body of the patient. Practitioners believed that negative routines at home caused and exacerbated issues of mental health. By removing patients from their homes to the organized and regimented order of the hospital, doctors thought they could adjust behaviors and instill healthy, new routines. This treatment involved a regimen of rest, exercise, healthy food, and productive work.

The foundation and expansion of St. Elizabeths, originally called the U.S. Government Hospital for the Insane, from 1853 through the 1930s reflects the various ways medical professionals approached the treatment of people with mental illness. The designers of St. Elizabeths hospital and others like it across the country aimed to use the built environment and building design to cure people with mental illness. The strategies they used to accomplish this evolved, affecting how the campus grew and developed.

St. Elizabeths is prominently sited on high ground overlooking the confluence of the Potomac and Anacostia Rivers. Archaeological records show that native populations quarried quartz and quartzite for stone tools in this area. The native populations here were part of an expansive series of settlements for several thousand years that took advantage of the fish, game, and opportunities for travel and trade in the region. With the arrival of European colonizers to this area in the early 1600s, some native populations moved to other tribal areas, while many died of disease or in armed conflict with the incoming settlers. As more Europeans moved into the region, they established large plantations and farms to take advantage of area's fertile soils, springs, and proximity to the rivers. The name St. Elizabeths (no apostrophe) came from the original 17th-century land grant and was the name for the property used by people living in the area from that time forward. Congress made it official in 1916 as the formal name of the hospital.

These same features that were attractive to agriculture—proximity to waterways and roads, farmable land, natural water springs on site, and a location on high ground with fresh air and scenic vistas—were attractive to the founders of St. Elizabeths. The location met the specifications set out by Dr. Thomas Story Kirkbride (1809–1883) for hospitals designed to treat people with mental illness. Dr. Kirkbride codified a series of design principles and managerial practices that would create an environment where, he believed, patients could separate themselves from negative environments that caused mental illness and focus on becoming well.

These guidelines stipulated everything from the placement of the facility itself in the landscape, the design of the landscape around the buildings, the ideal number of patients, the arrangement and layout of the rooms, and the types of therapeutic activities the patients should practice. The goal was to design an environment that was a calm and peaceful place for the patients where access to heathy air and natural light, opportunities for recreation and constructive work on the hospital grounds, and separation from their families and previous lives could give them an environment to recover.

In 1852 Dorothea Dix, a fierce advocate for the humane treatment of people with mental illness, lobbied the United States Congress to establish and fund St. Elizabeths hospital as a model federal institution for mental health treatment. Through her efforts, Congress appropriated \$100,000 for the construction of the facility. Dorothea Dix took part personally in locating the best site for the hospital and in convincing the owner of the land to sell. Thomas Blagden, the farmer who owned much of the land that became the historic hospital and today's St. Elizabeths campus, wrote that only Dorothea Dix's impassioned advocacy for the cause convinced him to sell the land.

Securing this location provided many of the features essential to the Kirkbride hospital plan, namely having land for farming and production, providing access

KIRKBRIDE PLAN

Design principles for a Kirkbride hospital

LOCATION

- ▶ At least 100 acres available for farm land, woods and forests, parks and walking paths
- ▶ Access to a river and water for bathing and water therapies
- ▶ Land should be on a hill and provide pleasant views of nature
- ▶ Near, but not in, a city or town for access to materials and work staff

BUILDINGS

- ▶ Made of local materials (many of the bricks in the Center Building were made on site)
- ▶ Large central building that has branching wings for patient rooms
- ▶ Segregated by gender and race
- ▶ Separated by diagnosis. Rooms farther from the center of the main building are for patients with more severe cases of mental illness
- ▶ Hospital administrator and family live with patients
- ▶ Should house no more than 250 patients

to nature and water sources, and being close to a town or city. Dr. Charles Nichols (superintendent from 1852 to 1877), the first superintendent of St. Elizabeths, said of the area:

Nothing gratifies the taste, and spontaneously enlists the attention, of so large a class of persons, as combinations of beautiful natural scenery, varied and enriched by the hand of man; [...] The shifting incidents of the navigation of the Potomac, the flight of railroad cars to and from the city, the operations at the Navy Yard will continually renew and vary the interest of the scene.¹

The plan of a Kirkbride hospital is a long building with stepped back wings forming a shallow V. A central administrative area in the main hub of the building contained the superintendent's office and residence and common areas with kitchens and meeting rooms. From that main hub there were stepped wings of individual patient rooms and treatment facilities. The patient areas were offset in order to allow light and air into each wing from the windows at the ends of the corridors. The stepped layout also allowed hospital administrators to create different zones for varying ill patients. The most ill patients resided in the outer most wings of the building, farthest from the central hub. Each area contained spacious rooms, bath facilities, and other amenities to make the patients comfortable. The design of the institution itself was intended to help cure the patients who lived there.

Dr. Nichols wanted the hospital to be aesthetically beautiful as well as functional. He wrote to the United States Senate that "the institution itself will be one of the most conspicuous ornaments of the District, and will be visible to more people, and from more points, than any other structure, excepting perhaps the Capitol and Washington Monument when complete."² Nichols gave his sketches for the layout of the hospital to architect Thomas U. Walter so that he could consider how to make the building visually pleasing and functional for both patients and hospital staff. Walter was the chief architect for the federal government and was later responsible for the design and construction of the U.S. Capitol dome.

Though intended for the specific purpose of treating patients with mental illness, the facility was used during the Civil War by convalescing Union soldiers and sailors. Although the hospital was still under construction, almost 1,900 men stayed at St. Elizabeths during the war, mostly for non-battle related illness such as pneumonia and typhoid. The injured soldiers and sailors who came to St. Elizabeths often had limbs amputated. In 1863 hospital officials opened a prosthetics limb shop to accommodate these patients' needs. Overall the presence of the military at St. Elizabeths strained the hospital's resources, as the administrators had cared for the men using their farm land and buildings with little compensation. Dr. Nichols also noted an increase in "violent" patients over the course of the war.

When Dr. Nichols left the hospital in 1877, St. Elizabeths was overcrowded despite the expansion efforts. In the decade following the Civil War, Dr. Nichols undertook a campaign of building more facilities and buying more land. He acquired the East Campus across the road (now Martin Luther King, Jr. Avenue, SE) to increase land for farming and livestock.

1. Report of the Secretary of the Interior, Communicating, in Compliance with a Resolution of the Senate, Information as to the Steps Taken to Establish a Lunatic Asylum in the District of Columbia, 32nd Cong., 2d sess., December 30, 1852, S. Doc. 11, 3

2. Senate. Ex.Doc 11(32-2), serial660; quoted in Yanni, "The Architecture of Madness," 68.

Subsequent superintendents continued to expand the facility as the patient population grew and the existing buildings reached capacity. Superintendent Williams Godding (superintendent 1877-1899) broke away from the rigid design principles of the Kirkbride Plan to try other housing methods. He initiated a building program of smaller structures called “cottages” for patients. These structures were smaller and more affordable to construct. Dr. Godding also believed that smaller, more home-like structures would be more beneficial than the large, institutional structure of the Kirkbride plan hospital. Between 1900 and 1940, the next three directors expanded residential buildings onto the East Campus. At its height St. Elizabeths housed approximately 7,000 patients, a far cry from the original 250 patients planned for the hospital.

Despite the growth and expansion of the campus, the curative power of architecture and setting was not achieved. Architecture that provides sunlight and fresh air in building interiors and access to nature can be therapeutic and beneficial to people’s mood and physical health. But it was not until the rise of pharmacological based treatment that medical practitioners began to understand the ways to alter chemical differences in patients’ brains to address issues of mental health. In reality, the mental health facilities at St. Elizabeths became overcrowded as more people were admitted and few patients left.

By the 1950s treatment for people with mental illness began to shift to drug therapy and community-centered solutions for outpatients rather than large centralized residential institutions like St. Elizabeths. Compounding that, the federal government became less involved in providing services for treating mental illness. The Omnibus Budget Reconciliation Act in 1981 formally ended the federal government’s involvement in providing services to patients with mental illness. State and local governments assumed these responsibilities. As the resident population at the hospital declined, the buildings on the St. Elizabeths campus fell into disuse and disrepair as methods for treating patients evolved and fewer people lived and worked there. To document and recognize the significance of St. Elizabeths and to help protect and preserve it, the 350-acre hospital campus (both West and East) was designated a National Historic Landmark in 1990 by the U.S. Department of the Interior.

In 2009 the U. S. General Services Administration (GSA) which owns the St. Elizabeths West Campus on behalf of the federal government, created a master plan to build a headquarters and national operations campus for the U.S. Department of Homeland Security (DHS). The west campus contains 173 acres and will be redeveloped with both new buildings and rehabilitated, historic hospital buildings. The poor condition of the abandoned historic buildings has led to difficulties in adaptively using and preserving the buildings for new office uses. In the case of the Kirkbride Center Building, the severe state of decay in the building (with some sections now over 150 years of age) have added complexity to the task of transforming it into the headquarters for the DHS Secretary.

In adapting the the Kirkbride plan hospital building on St. Elizabeths West Campus, GSA preserved the exterior façade of the 900-foot-long building and rebuilt and rehabilitated the interior to accommodate the needs of DHS, including controlled access, security, and the functions of modern offices, as well as structural strength and long term viability. GSA salvaged and reinstalled many of the exterior and interior features and repaired or replicated others so as to retain as much of the character of the historic building as possible. For example, the building’s 1,300 window sashes were repaired or replicated and reinstalled. The salvage and reinstallation of original architectural features helps to make the building’s history visible.

The East Campus, which is owned by the District of Columbia Government, will be developed over the next several decades. There are plans for mixed use development, which are buildings that can combine residential, commercial, and recreational spaces. Development plans include a practice and game facility for the Wizards and Mystics basketball teams. Other proposed developments in the area, such as the 11th Street Bridge Park, new commercial buildings in the Anacostia Historic District, and new residential structures above the Congress Heights Metro Station, promise even more changes to come for the neighborhoods surrounding St. Elizabeths campus.

PRIMARY SOURCE RESEARCH

ACTIVITY

DURATION

- ▶ 1-2 sessions (55 min)

STUDENT LEARNING OUTCOMES

- ▶ Make connections between the theory of moral treatment and the design of spaces meant to treat mental illness.
- ▶ Interpret primary sources of information, including writings, photographs, and architectural drawings.

MATERIALS

- ▶ Photos of St. Elizabeths campus
- ▶ Excerpts from Doctor Kirkbride's book
- ▶ Photograph of Doctor Thomas Kirkbride
- ▶ Map of Washington, D.C.

PHOTOS

- ▶ PHOTO 1: Woman looking towards Capitol
- ▶ PHOTO 2: Civil War tents
- ▶ PHOTOS 3-4: Buildings on St. Elizabeths campus
- ▶ PHOTO 5: Photo of patients and staff
- ▶ PHOTO 6: Aerial view of current buildings

Primary sources provide firsthand information about events in the past. These can include writings, photographs, newspapers, maps and drawings, even objects and digital media. These sources of information are not unbiased; they reflect the beliefs of the time in which they were created. Studying primary sources of information allows students an opportunity to understand the intention of the creator and to form more informed answers to questions about the past.

ANALYZING HISTORICAL PHOTOGRAPHS

- ▶ Please observe and look closely at the following photographs from the Resource Packet:



- What do they notice first? What people, places, or objects are shown?
- Where do they think the image was taken? How do they relate to each other?
- What words or writing do they see? What other details can you see?

REFLECT AND CONSIDER THE CONTEXT

- ▶ Why do they think this image was made?
- ▶ What do they think is happening in the image?
- ▶ When do they think it was made?
- ▶ Who do they think would look at or use this image when it was made?
- ▶ What can they learn from examining this image?
- ▶ What do they wonder about these images, contents, and why they were made?
- ▶ What else do they want to know about this image and what is happening?

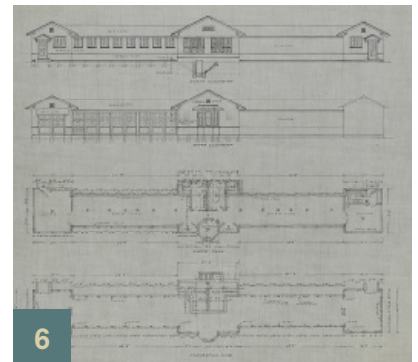
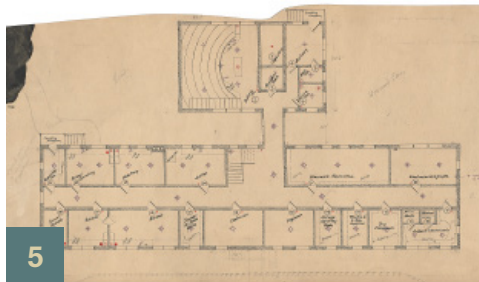
KIRKBRIDE'S WRITINGS AND ST. ELIZABETHS CAMPUS PLAN

- ▶ Working with a partner or small group, students read the excerpt.
- Who was the intended audience of this excerpt and the book? What do they think Doctor Kirkbride was trying to accomplish with this book?
- What design features did he write are crucial for treating and curing mental illness?

STUDY THE ST. ELIZABETH CAMPUS

DISCUSSION QUESTIONS

- ▶ How does the physical design of the main building and landscape reflect to Doctor Kirkbride's plan for hospital design? How did the St. Elizabeths campus and the Kirkbride Center Building follow the design and planning principles?
- ▶ Which of the buildings in these drawings are not from the first phase of construction on St. Elizabeths campus? How is their design different from the original buildings on the campus? Why do they think hospital administrators used different designs for these buildings?
- ▶ Why do they think the hospital was built at this location in Washington, D.C.?



RESOURCES

- ▶ **RESOURCE 1:** Plan of Kirkbride plan hospital and grounds
- ▶ **RESOURCE 2:** 1895 site map
- ▶ **RESOURCE 3:** Topographical map of St. Elizabeths campus
- ▶ **RESOURCE 4-7:** Drawings and plans of buildings on St. Elizabeths campus

DESIGN PROCESS AND PROBLEM SOLVING

ACTIVITY

DURATION

3-4 sessions (55 min)

STUDENT LEARNING OUTCOMES

- ▶ Make connections between the theory of moral treatment and the design of spaces meant to treat mental illness.
- ▶ Interpret primary sources of information, including writings, photographs, and architectural drawings.

MATERIALS

- ▶ Tools to document in the school (cameras, sketchpads, pencils, etc.)
- ▶ Drawing paper or basic modeling supplies for design solutions

ARTICLES

- ▶ [How to Support Mental Health Through Urban Planning](#)
- ▶ [Center for Urban Design and Mental Health](#)
- ▶ ["Spaces within the home" section of Design for Mental Health: Housing Design Guidelines](#)
- ▶ Computers/internet access for research

Kirkbride believed that the physical design of the hospitals that followed his plan could lead to a cure for people with mental illness. While this was not ultimately true in the case of 19th-century asylums designed for patients with mental illness, it is true that the design of spaces and landscapes can influence how people feel and how they interact with each other and with their environment.

Students will explore their classroom, school, or surrounding grounds to identify and document design challenges they face on a daily basis. They will propose solutions to these challenges that will make their school a better place to study, learn, and interact. Individuals or teams can work on this challenge.

BACKGROUND

- ▶ Each student thinks of a place (at home or in the city) where they are comfortable, happy, or productive. What specifically about the physical space makes this happen?
- ▶ Working individually, students choose at least one resource about design and health to read and research.
- ▶ Share out and record specific strategies they researched for designing spaces that improve well-being.
 - What do they notice first? What people, places, or objects are shown?
 - Where do they think the image was taken? How do they relate to each other?
 - What words or writing do they see? What other details can you see?

DESIGN CHALLENGES AT SCHOOL

- ▶ Students work in pairs or small groups to brainstorm challenges they face during their school day that make the building a less pleasant place to be.
 - Sort these challenges into "design challenges" (E.g., "The hallway is always crowded." Or "Our lockers are too small.") or "policy challenges" (E.g., "We have too much homework.").

EXPLORE AND DOCUMENT CHALLENGES AT SCHOOL

- ▶ Each student group votes on one design challenge they want to explore further.
- ▶ Each group discusses specifically where they can go to document evidence of the challenge.
 - Does the challenge happen in a specific place or at a specific time? Whom specifically does this challenge impact at the school?
 - They can photograph, sketch, or conduct interviews to gather evidence and more information about their design challenge.

EXPLORE AND DOCUMENT CHALLENGES AT SCHOOL

- ▶ Review evidence they gather and assess how it informs their understanding of the design challenge.
 - Did they learn anything new or surprising about this challenge? Is the challenge more or less pervasive than they anticipated?
 - What other influences or causes of this challenge can they think of now? What else does this challenge impact at their school?

BRAINSTORM AND PRODUCE A SOLUTION

- ▶ Establish class rules for brainstorming effectively (Eg: don't interrupt; don't shoot down ideas; go for volume of ideas).
- ▶ Student groups should focus on producing a broad and diverse range of solutions to their challenge before narrowing down to a solution. Groups should refer to the research they did previously if they need inspiration.
- ▶ Each group decides on the design solution they think will solve the challenge best and produces a visual means of communicating their solution (drawing, small scale model, ad or commercial, etc.).

PRESENT SOLUTIONS AND CALL TO ACTION

- ▶ Agree upon ways of providing constructive feedback as a group (Eg: no personal attacks; ask questions before you assume anything; provide feedback on things the group can improve upon).
- ▶ Each group shares out their design process (the challenge, exploration, brainstorm process) and design solution with the whole class. The rest of the class provides feedback on the design ideas and asks clarifying questions.
- ▶ Reflect in groups about what was successful and challenging about this experience.
 - What feedback did they receive that could improve their design solution? How can they record that feedback on their visuals or models for future reference?
- ▶ Give students a call to action. How can we make these changes to the school? Write a letter to the principal or PTA? Make an ad campaign or commercial?
- ▶ Prompt each team to consider how they would make their design solution a reality. Alternatively, the class can vote on a single idea they want to move forward with.

CITY PLANNING AND DEVELOPMENT

ACTIVITY

DURATION

- ▶ 2-3 sessions (55 min)

STUDENT LEARNING OUTCOMES

- ▶ Understand land use and how spaces in a neighborhood can complement each other.
- ▶ Analyze the points of view of various stakeholders involved in developing land in Washington, D.C.

MATERIALS

- ▶ Access to computers for online/ database research
- ▶ Land use maps of St Elizabeths East Campus

ARTICLES

- ▶ [Plan For Wizards And Mystics Facility Has Some In Southeast D.C. Playing Defense](#) WAMU. May 16, 2016.
- ▶ [Is D.C. Transforming From A Government Town Into A Tech Hub?](#) WAMU. Nov 14, 2012.
- ▶ [Twelve Colleges Want a Part of St. Elizabeths](#) Washington City Paper. Aug 1, 2013.
- ▶ [Microsoft eyes St. Elizabeths east for 'Innovation Center.'](#) Washington Business Journal. Oct 3, 2013.
- ▶ [Hotel Conference Center Planned for St. Elizabeths East Campus.](#) East of the River News. 2015.

The land of the St. Elizabeths East Campus is one of the few large parcels of land left for development in Washington, D.C. (Others such parcels include Reservation 13 in Hill East, McMillian Reservoir in Bloomingdale, and Walter Reed on Georgia Avenue.) Residents and the District of Columbia Government both have ideas about how to use this land. These same debates and conversations happen for smaller amounts of land or underused buildings all across the city. Paying attention to which land is develop and which land is left undeveloped reveals patterns of population growth and displacement, economic opportunities, and social and cultural interaction.

LAND USE AND DEVELOPMENT NEAR ST ELIZABETHS EAST CAMPUS

- ▶ Explain that city planners use “land use” categories to talk about how a city is organized:
 - RESIDENTIAL (YELLOW):** Places where people live (houses, apartments, condominiums)
 - COMMERCIAL (RED):** Places where people buy goods or services (grocery or clothing stores, banks, movie theaters)
 - PUBLIC SPACE (GREEN):** Places where people go to relax, enjoy nature, or play (parks, plazas, nature preserves)
 - INSTITUTIONAL (BLUE):** Places where people go to learn, get help, or receive government services (schools, museums, courthouse, religious buildings, library)
 - INDUSTRIAL (PURPLE):** Transportation hubs or places where things are produced, processed, or disposed of (Airports, train stations, streets, factories, power plants, water treatment facilities, trash transfer stations)
 - MIXED USE:** When two or more land use categories are in the same space or neighborhood (Apartment building with a convenience store on first floor, a neighborhood that has a variety of uses within walking distance)
- ▶ Discuss the benefits and drawbacks of each type of land use. Which types might they want more of in their neighborhoods? Which ones less? Why? What buildings are essential to a neighborhood or city? Which ones are nice to have, if not essential?
- ▶ Study the existing land use map of the area around the St. Elizabeths campus (Resource 9). Observe and discuss what the primary land use categories are for the area. Use Google Maps or firsthand knowledge to determine and record specific uses of the commercial, institutional, public space, or industrial spaces in the neighborhood.
- ▶ Study the future land use maps of the areas around the East and West campus of St. Elizabeths (Resource 10). What differences do you see between these maps? What new types of uses do you see? What uses are there more of? What impact do you think these changes in land use would have on people living in these areas?
 - NOTE:** The future land use maps are from the DC Office of Planning's Comprehensive Plan for the city. They represent a broad vision of how the city government intends land to be used in the future.

EXPLORE AND DOCUMENT CHALLENGES AT SCHOOL

- ▶ Read article(s) that cover proposed or actual development ideas for the St. Elizabeths East Campus. As students read the article(s), record the various points of view between different stakeholders: government officials or agencies, residents, business interests, and other groups as appropriate.
 - What are the possible benefits and drawbacks of the proposed development plans. What impact do you think this development would have on Congress Heights and the Anacostia Historic District? On the city as a whole?
- ▶ Write about or debate with the whole class. After hearing about the variety of development proposals, which development plans will benefit the neighborhood the most? Which might benefit the whole city? Why?

LAND USE IN YOUR NEIGHBORHOOD

- ▶ Each student draws a map of their neighborhood as it is now that shows what they consider most important in their community.
 - What are the boundaries of the neighborhood? Where do people gather? How do people get around, to, and from the neighborhood?
- ▶ Students color code or label their map to see land use patterns of their neighborhood.
- ▶ Students decide on a development plan for their neighborhood.
 - What types of development do they believe are most beneficial to their neighborhood?
 - Consider where there are vacant or underused buildings or plots of land.
 - Consider housing stock and where people would live. How can you ensure that current residents are able to stay in the neighborhood as new people and amenities move in?
 - Consider the types of commercial uses. What is the difference between a large, big box store versus smaller locally owned businesses?
 - Consider the types of institutional services. Do people have access to the educational, cultural, and government services they need?
 - Consider green and public space. Do residents have access to nature and free opportunities for recreation?
 - Consider the distribution of industrial spaces and infrastructure needs.
- ▶ Create an annotated land use map (paper or digital) that explains the land use patterns and types of developments students want in their neighborhood.
 - Make sure to consider the needs of people already living in the neighborhoods in addition to future development opportunities. How you can balance these needs?
- ▶ Write a community benefit plan that explains how this land use pattern and the proposed development will help the community grow and thrive.

RESOURCES

- ▶ Direct students to [US Census website](#) or the mapping resources listed below to get specific information about the city and their neighborhoods.
 - [The Place Database by Lincoln Institute of Land Policy](#)
 - [Census Information](#)
 - [Density Website](#)
 - [District Mobility](#)