

# Educator Overview

John R. Henderson



<b>Audience</b>	Grade levels 9-12 ▾	Subject Social Studies ▾	Topic: Architecture and Black History
<b>Guiding Questions</b>	1. How did the historical context shape John R Henderson and his actions?	2. Why is John R Henderson's work important both historically and presently? How would you describe John R. Henderson's legacy?	3. What influenced John R Henderson's work and how may his work have influenced his community?
<b>Background Knowledge</b>	<p>Activity 5:</p> <p>For this activity, please read the passage first and give students about 5 minutes to complete the 3-2-1 activity. This routine helps students understand their own process of learning by considering their conceptions of a topic before and after a learning experience and how their conceptions changed.</p> <p>-Look for words such as buildings, architecture, landscape, Denver, race. -Look for thoughts such as “how was Denver built”, “who influenced Denver’s landscape”. -Look for learning goals surrounding what it means to be an architect and what it takes to become an architect. Additionally, learning goals can include learning about John R. Henderson’s life and the intersection between race and the architecture industry.</p> <p>ACTIVITY 5:</p> <p>For this activity, students can familiarize themselves with the terms <b>plan</b>, <b>elevation</b> and <b>section</b>.</p>		

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<b>Guiding Question #1 Activities</b>	<p>ACTIVITY 2:</p> <p>For this activity, allow students to think about or turn and talk to their classmates to address the question “<b><i>Given the time period, which historical event(s) may have contributed to inadequate resources for John R. Henderson?</i></b>”</p> <p>Answer: Segregation, Jim Crow Laws</p> <p>ACTIVITY 3:</p> <p>For the following questions, please allow students to answer independently before sharing aloud with the class. When sharing, guide students into drawing connections between each other's answers.</p> <p><b><i>What do you think John R. Henderson may have believed or felt during this time?</i></b></p> <p>Answers: John R. Henderson may have felt fear to pursue his dreams during a time when Black people were prevented from being successful in a variety of fields, constrained by the options available to him, determined to reach his goals despite adversity.</p> <p><b><i>How might you and John R. Henderson be similar?</i></b></p> <p><b><i>How might you and John R. Henderson be different?</i></b></p> <p><b><i>What questions would you ask John R. Henderson about this experience?</i></b></p>
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<b>Guiding Question #2 Activities</b>	<p>ACTIVITY 4:</p> <p>For this activity, students are able to share in pairs or groups about their thoughts.</p> <p><b><i>How can witnessing John R. Henderson's success despite political and social adversity inspire or inform others?</i></b></p> <p>Answer: Witnessing John R. Henderson's success can inspire others to pursue a career that they have wanted to, inspire them to potentially try architecture, and can inspire them to learn about other successful BIPOC professionals throughout history in their chosen field. John R. Henderson's success can also inspire others to persevere despite their challenging circumstances.</p> <p>See the article below for more information on John R. Henderson's life.</p> <p><a href="https://www.historycolorado.org/story/2021/02/15/john-r-henderson-collection-colorados-first-licensed-black-architect">https://www.historycolorado.org/story/2021/02/15/john-r-henderson-collection-colorados-first-licensed-black-architect</a></p> <p>ACTIVITY 8:</p> <p>For this activity, give students 10-15 minutes to fill out their answers in each square using the 'Text Box' feature on the left side. They may refer to their words or phrases from Activity 7 to answer the questions.</p> <p>For the ME and WE squares, it would be helpful to students to model potential answers by sharing your personal reflections first.</p> <p>ACTIVITY 9:</p> <p>For this activity, students may use any of the features on the left hand side to create a plan, elevation or section mock up of their dream house. It is recommended that they begin with utilizing the 'Shapes' feature. After they are finished, they may download their picture and save it to their computer or print.</p>
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<b>Guiding Question #3 Activities</b>	<p>ACTIVITY 6:</p> <p>For this activity, students may work independently for an allotted amount of time, and write down their answers.</p> <p>Answer:</p> <p>Drawing 1 = Elevation</p> <p>Drawing 2 = Elevation</p> <p>Drawing 3 = Plan</p> <p>Drawing 4 = Elevation</p> <p>Drawing 5 = Section</p> <p>Drawing 6 = Plan</p> <p>Drawing 7 = Plan</p> <p>ACTIVITY 7:</p> <p>For this activity, students may list any words or phrases that come to mind on a separate sheet of paper. This will be helpful to complete Activity 8.</p>
<b>Reflection</b>	<p>ACTIVITY 10:</p> <p>For this activity, students may refer back to Activity 1 to see their initial answers. They may want to copy and paste their initial answers in the 'Initial Response' square. They may use the 'Text Box' feature on the left hand side to fill out their answers in the 'New Response' square. Once completed, students may fill out the 'Bridge' square where they make connections between their initial and new thinking, explaining how and why their thinking shifted. Explain to students that their initial thinking is not right or wrong; it is just a starting point.</p>
<b>Other Notes</b>  (Supplies needed,	

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independent vs. whole class engagement)	
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