Planning and Preparation

The teachers started planning and preparation for the Terrace Town Project in October. They attended orientation sessions and made preliminary plans for the work ahead.

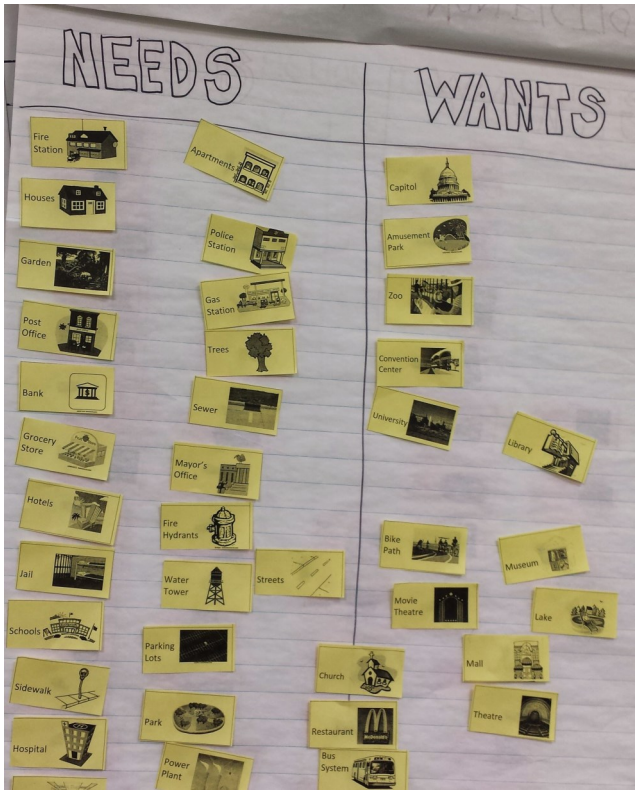
Work with the students began right after Winter Break. Through activities like a walk in the Glendale neighborhood, sorting the features of a city into wants and needs, and exploring the concept of zoning, students began to think about what they wanted their city to look like. Learning was also integrated into language arts. Students read texts about cities and specific features of buildings.

As the pile of recycled materials grew, so did the anticipation!

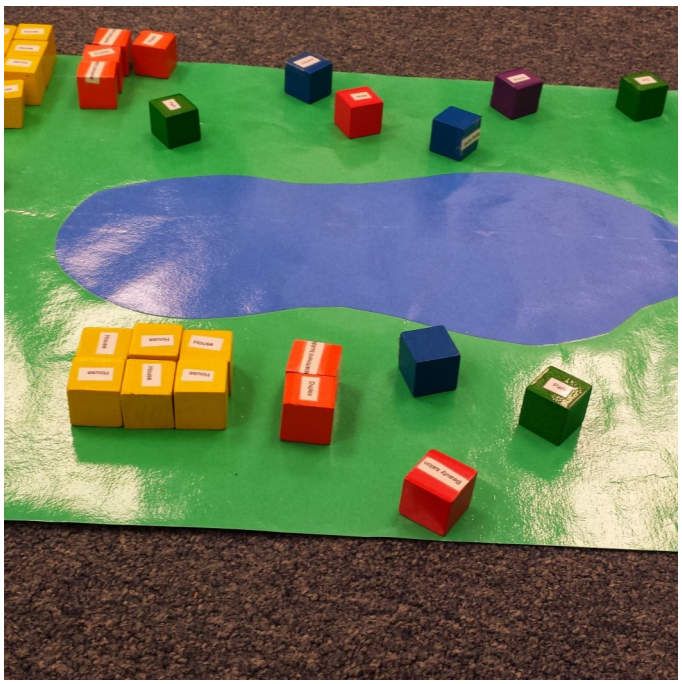
Wants and Needs of a City

The third grade students did an activity to figure out the wants and needs in a city. The teacher gave them bags of cards that showed the features of a city. The kids had to do a sort. They thought about what a city needs. Some examples they decided on were a jail, a fire station, sewers and houses. They decided that wants in a city are things a city would like to have, but not need. Some examples included a capitol, an amusement park and a zoo. Then they had to work with the whole class to sort the wants and needs cards. This activity helped us decide the priorities of what we needed to build in our city.

By Nia and Gerardo



This chart shows the third grade opinions of wants and needs.



The third graders practiced organizing a city using blocks.

Block Activity

One day we organized blocks on a map to think about how to organize a city. First we talked about whether we agreed about where to put the blocks. Then we organized the blocks and we learned that some buildings cannot go together. Third, the buildings need to make sense in the place where we put them. Later we finished organizing and discussing where to put the blocks. We learned how to organize a city.

By Jenni and Jasmin

Zoning

When the third graders started to build their city they realized they had a big problem. They didn't know where to put their buildings. They practiced with blocks to know how to plan a city. They learned about **zoning**. They were really happy when they discovered **zoning** because it helped them plan the city so it would make sense.

By Sol

The third grade students learned about **zoning** by thinking about what makes sense to put together in a city. They started with a map with landforms and put blocks on it that represented places in the city. Next they talked about what would fit together on the map. For example, they thought that homes and schools should be together. **Zoning** helps a city make sense.

By Nia

Zoning is important for a city because you need to know how to organize your city. **Residential** buildings can be by certain other buildings like **commercial**, civic and other residential buildings. It is also nice to have green space near by. **Industrial** buildings should not be near green spaces. That wouldn't make sense because it would make the green space less useful because of pollution and the shade caused by big buildings. These are some of the important things to consider when thinking about **zoning**.

By Gerardo

Zoning– A plan to organize a city

Residential-- Places where people live

Commercial– Places where people work, buy things and/or conduct business

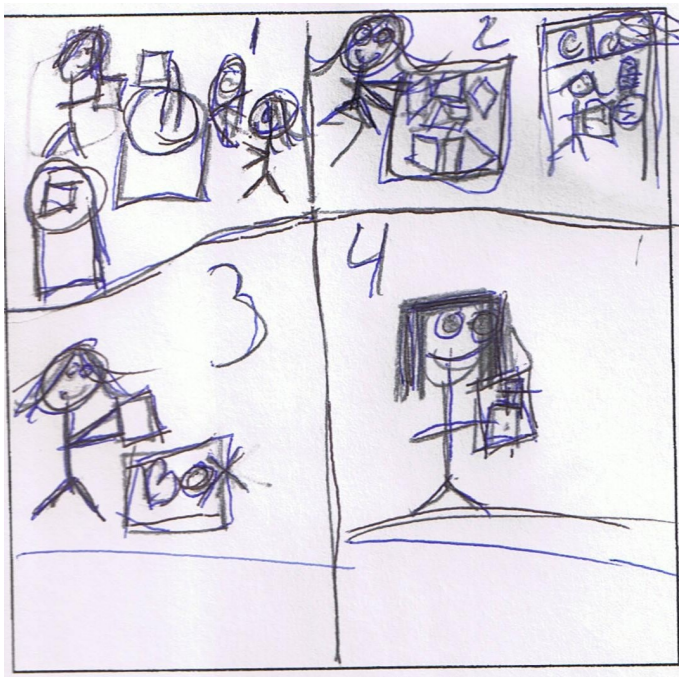
Industrial-- Places where things are made, but not sold

Collecting boxes

In January we began collecting boxes for school so we could do Terrace Town. First the teacher sent a note home so our parents knew about the project and could send boxes to school. Then we collected a big stack of boxes. Later we got together and talked about what we would make with the boxes. We finally had enough boxes and we could hardly move in the classroom. That's when our teacher said we could finally build and everyone was excited.

By Jameson

There were so many boxes in the room that we felt like we could not move.



Washing Milk Cartons

Our class needed a lot of milk cartons to make houses for our city. First we told the little kids to put the milk into a bucket and put the milk cartons into a box. Next we took the box of milk cartons to our classroom and washed the milk out. Last we put them out to dry and the next day we could build houses with them! Since we had a lot of milk cartons, we could make a lot of houses!

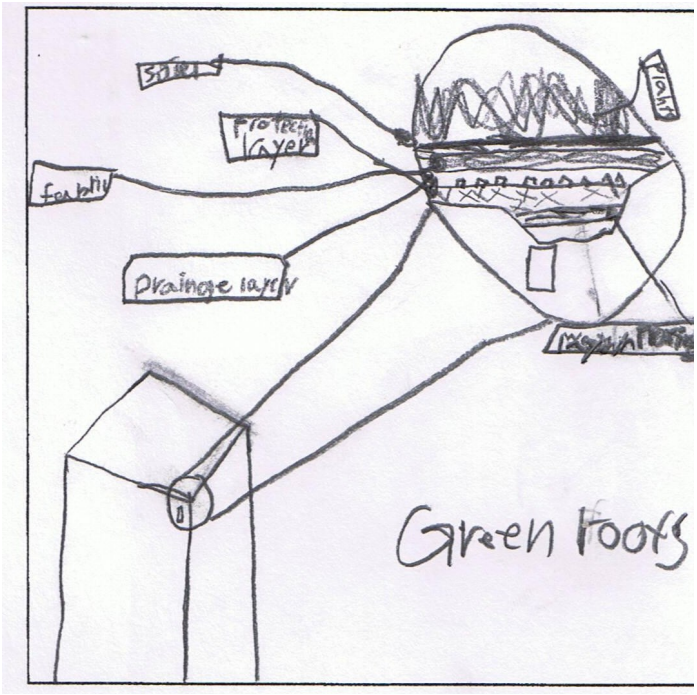
By André

Choosing our map

The third grade classes had a lot of maps to choose from for our city, so they needed to vote. First the teacher talked about the maps and everybody gave compliments of what they liked about them. Then everybody got three tile blocks and put them in the boxes to decide which ones they liked best. Later there were just two maps left. The teachers gave each student one tile block to see which one got the most votes. Finally we picked the best map for our city.

By Xavier

These are the zoning maps the students chose from to build our city.

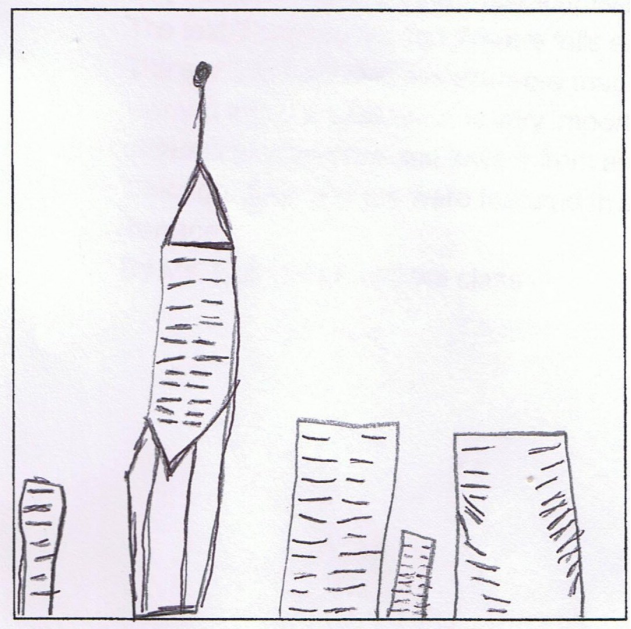


Green Roofs

Some buildings have green roofs. That means architects plan to have plants growing on the roof. There are many differences between green roofs and normal roofs. Green roofs produce fresh air. Normal roofs don't produce fresh air. Some green roofs provide habitat for animals to live in or a space to grow food for humans. Normal roofs are not usually good environments for humans or animals. Green roofs are very expensive compared to normal roofs. Even though they are both roofs, they have differences.

By Irie

Skyscrapers and Towers



The text Skyscrapers and Towers tells about some of the largest structures in the world. The text told how skyscrapers were made in history and how they are built today. We learned that the foundation is very important to build skyscrapers tall and safe. There were different skyscrapers and towers from around the world, like the famous Willis Tower in Chicago. Skyscrapers were featured in some Terrace Town cities we saw at Monona Terrace.

By Ms. Cummings and the students

Did you know?

The students designed potential maps for our city, then voted for them. They also chose the name for our city through a democratic process. From a long list of choices, the students decided on Ciudad Tercera, which means Third City in Spanish.

Building Types

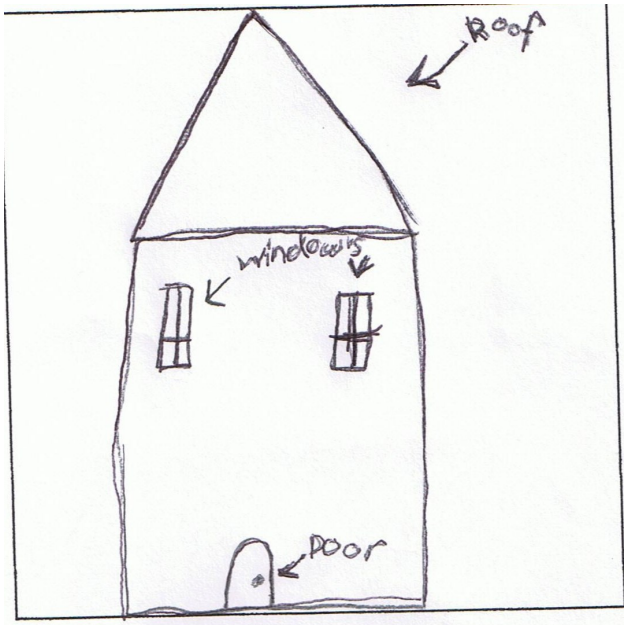
Through a variety activities and experiences in the community, students learned the five basic building types in a city: residential, civic, commercial, industrial and mixed use. They identified several types of green spaces and why they are important.

They also learned how to recognize each building type based on its features, the similarities and differences between them, as well as the variety within each category.

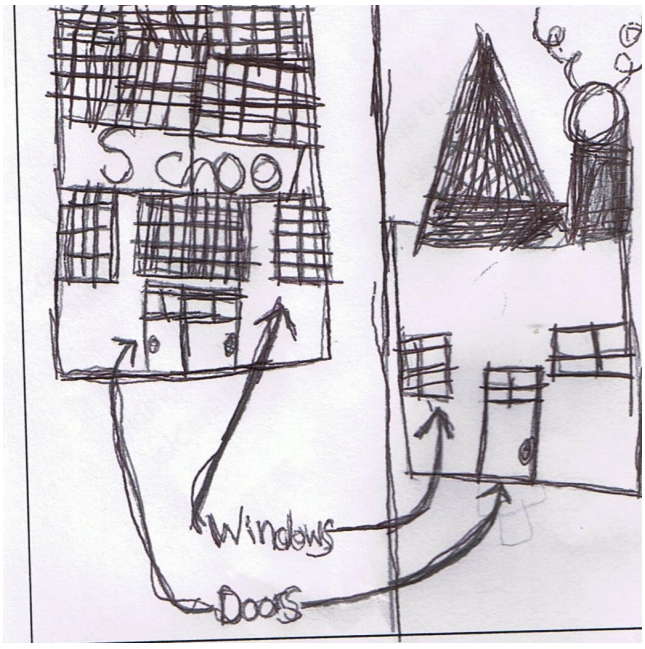
What Makes a House?

What makes a house a house? It has a slanted roof so water can run off it. It has a door and windows to keep out the weather and so that people can get in the house. Houses have a mailbox so that someone can send something to somebody else. All houses don't have to look the same, but they have the same features.

By DJ



Residential and Civic Buildings



We learned how to spot a residential building and a civic building. A civic building is bigger than a residential building. The government owns civic buildings so everyone can go there. A civic building has lots of big windows, and a residential building has fewer windows that are smaller. Civic buildings have more doors, residential buildings have less. Now we both know how to spot a residential building and a civic building.

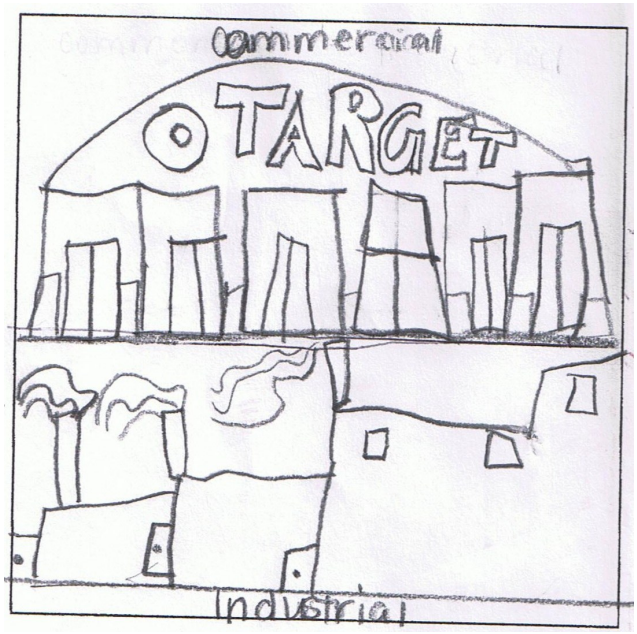
By Jackson

How to Spot an Industrial Building

How do you spot an industrial building? Here are some ways. Look for big doors that can get things in and out. Look for tall smokestacks. Look for smoke coming out of the smokestacks. Sometimes they are unattractive colors. Sometimes they are dangerous and surrounded with a big gate so that people will not get in. These are some ways to spot an industrial building.

By Tylor

Here is an example of an industrial building.



Comercial y industrial

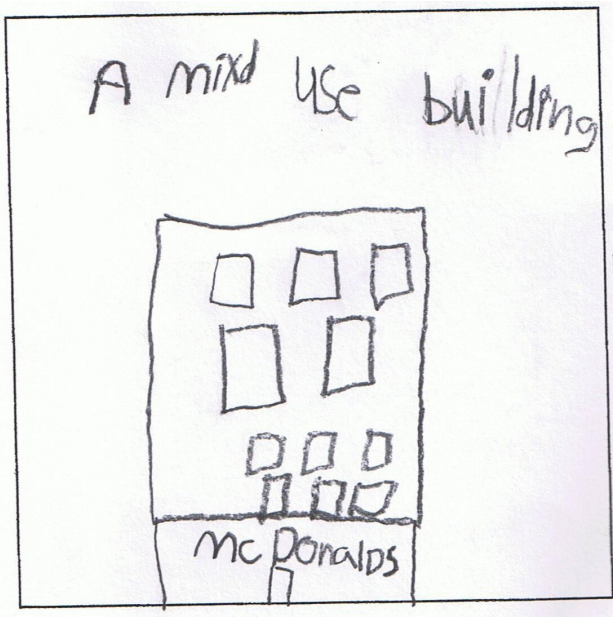
Hay varias diferencias y similaridades entre edificios comerciales y industriales. Un edificio comercial es donde las personas trabajan y venden cosas y cumplen negocios. En un edificio industrial las personas trabajan y hacen cosas. En ambos hay personas que trabajan. En unos edificios comerciales hay muchas ventanas. Un edificio industrial no tiene muchas ventanas. Aunque son diferentes, edificios comerciales y industriales ambos son importantes en una ciudad.

Por Damaris

Mixed-use Buildings

What is a **mixed-use** building? A mixed use building is a building that has two uses: a commercial use and a residential use. One example is that you could have a restaurant on the bottom and apartments on top. Another building could have a bank on the street level and condos on the higher stories. Those were a few examples of mixed-use buildings. Look for some in your neighborhood.

By Irie



Mixed Use– A building that has both residential and commercial / civic uses

Civic– A building owned by the government that houses public services

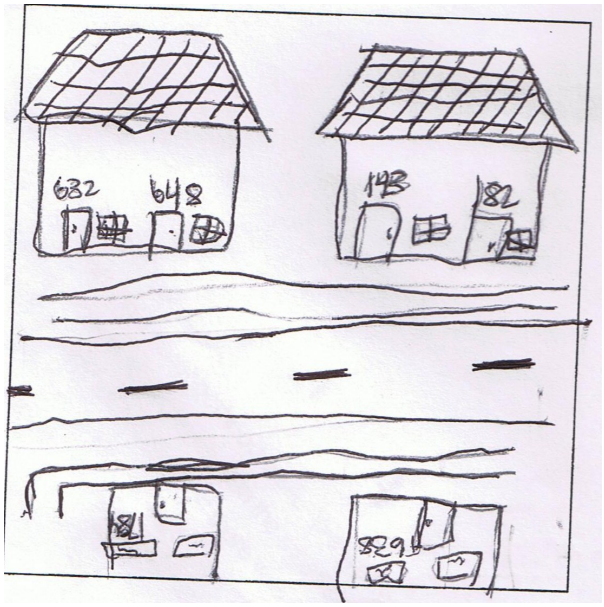
Field Trips

Despite the extremely cold weather and snow of the heart of winter, the students embarked on two field trips to gain first-hand experience with the concepts they were learning in the classroom.

The first field trip was a walk in the neighborhood of our school. Within easy walking distance, they saw a wide variety of single-family and multi-family residential buildings, commercial buildings, high and low traffic streets and even a wind turbine.

The next field trip was a day-long tour of the city of Madison. Students toured industrial, residential and commercial areas as well as the city center.

Glendale Neighborhood Walk



One day my class went on a neighborhood walk. We walked down Camden Road and we saw on one side there were all duplexes. On the other side there was all single family homes. When we turned onto Pflaum Road there was a lot of traffic and commercial buildings. Then we turned onto the frontage road and there were a lot of apartments. That was all there was on that road. Our walk helped us understand what goes together in neighborhoods.

By Casey

Our class explored the Glendale Neighborhood.

The third grade bilingual class went to walk through a neighborhood to learn about the structures. When we passed through the neighborhood there were many parked in the street. There were trees that had fallen down. There were houses and apartments where people can live. We went to learn about Terrace Town.

By Estrella

City of Madison Bus Tour

On January 30, 2014, the second and third grade classes from Glendale School went on a field trip around Madison. We learned a ton about architecture and how buildings are planned for a purpose. We saw lots of commercial, residential, industrial and civic buildings on our trip. We wrote down what we saw and we got ideas for our own town. Each stop helped us add something to our city.

The Sewage Treatment Plant

We arrived at the sewage treatment plant and went inside the conference room. When we got inside we watched a short video about how they clean the water. Then the tour guide gave us a tour. He showed us all the steps to clean water. Finally we got on the bus for the next stop.

Lakepoint Neighborhood

We arrived at Lakepoint neighborhood, grabbed our clipboards and looked out the windows of the bus. We looked for things on our checklist like multifamily and single-family buildings, green spaces and solar panels. We noticed the multi-family residential buildings were clumped together and there were not as many single family homes.

East Towne Mall Area

Next we went to the East Towne Mall area. We saw all commercial buildings and no residential buildings. We noticed that each commercial building had special features that catch your eyes. Some buildings had bright colors and large signs while others had cool shapes. We left the area thinking about what we saw and what we could add to our own buildings.

Oscar Mayer Factory

Next we went to the Oscar Mayer factory. We looked at how the building was structured. One side had windows and another was just all brick. It was big and bulky. It was not very attractive or welcoming. There were tall fences and No Trespassing signs.

Maple Bluff Neighborhood

We arrived at the Maple Bluff neighborhood. It was a fancy residential neighborhood full of single family homes. There were unusually shaped windows, unique doors and interesting colors. It was very different than the other neighborhoods we had seen. As we walked through the neighborhood we took notes on what we saw.

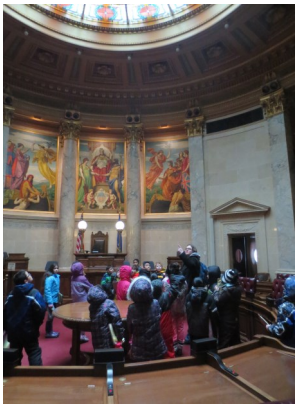
Downtown Madison

Our last stop was Downtown Madison. We got off the bus and started observing all of the commercial and civic buildings. We went to find ideas and designs. We saw a jail, city hall, office buildings and much more. The buildings were much taller and closer together than buildings in other parts of Madison. They also had a lot more windows. Finally we went back to school and discussed what we learned.

Conclusion

We learned a lot. We got ideas for designs, shapes, details and colors. Each stop gave us information and ideas for our own Terrace Town city.

By Valentine



Maple Bluff

Neighborhood Walk

One day my class went on a walk through the Maple Bluff neighborhood. Our purpose was to see all the shapes and textures on the outside of the houses. There were a lot of different shapes of the windows and doors like half-circle, square, rectangle, oval and diamond. There were two garages on some of the houses and others had one garage. The different textures make the houses in Maple Bluff look different.

By Casey

This house has a lot of textures and unique window shapes.

The third grade DLI students went on a walk all around a lot of houses. The walk was very far away from the school. Everyone went there to look at the shapes of the windows to make the Terrace Town project. The walk helped the students learn how to build houses for Ciudad Tercera. There were many different shaped houses.

By Yecenia

This is an example of the houses we saw on our neighborhood walk in Maple Bluff.

Comparing Two Neighborhoods:

Lakepoint and Maple Bluff

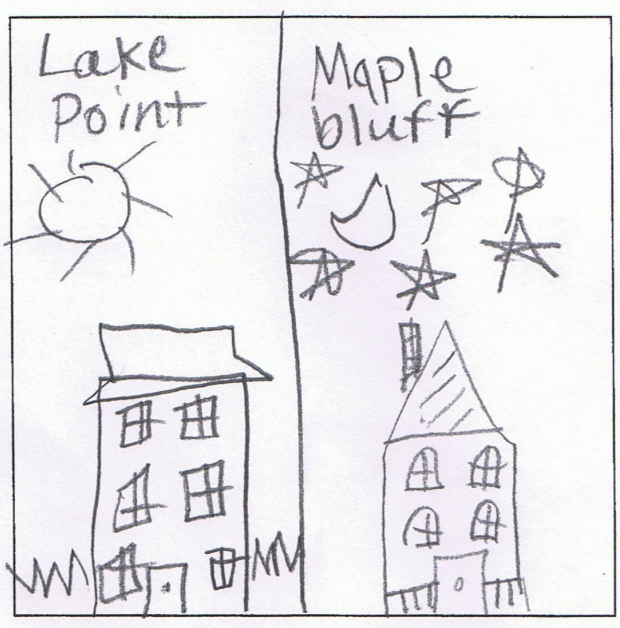
On their field trip the third graders went to two residential neighborhoods. They were called Lakepoint and Maple Bluff. They both have places nearby to shop. Both neighborhoods had interesting and different architecture. Architecture and scale are very important to building residential buildings.

By Sol

The third graders saw a big house with great architecture and different shaped windows.

Here are some differences between the Lakepoint neighborhood and Maple Bluff. Both have windows and roofs and places to shop nearby. Lakepoint has shared green space, parking lots, and no garages. Maple Bluff has private green spaces and garages. There are many different residential neighborhoods in Madison.

By Nia



This is an example of a building from the Lakepoint neighborhood.

The Capitol

The DLI students went inside the Capitol to learn about civic buildings. The Capitol has a lot of symbols of Wisconsin. It has lots of pictures of the past on the walls. The Capitol is a public building, so anyone can go in when it's open. The Capitol is an important building in Wisconsin.

By Charlie

The kids admired the architecture and art in the rotunda.

Downtown Madison

Civic buildings in downtown Madison ha a lot of interesting textures.

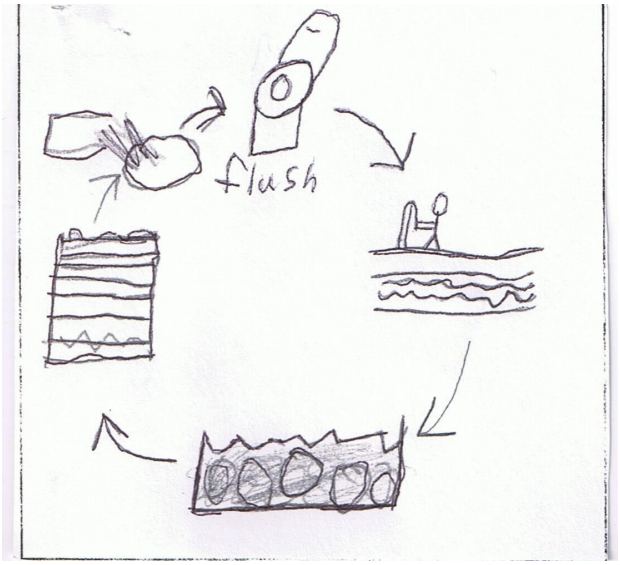
One snowy day, the students visited downtown Madison to look at buildings. The buildings were tall and close together and had public art. The streets were full of cars and there were almost no parking spots. There were awesome commercial buildings that were very tall. Going on this field trip helped with Terrace Town by giving the students ideas for making buildings.

By Maddie

The Sewage Treatment Plant

The 3rd grade DLI students went to the water treatment plant and learned the process of cleaning water. First the workers of the water treatment plant take the solids out. Next they put in bacteria to kill germs and they add bubbles to the water, too. Then they put the water in a big tank where it takes out the dirt and the grit. Then they zap the water with light. Finally they release the treated water into a creek, which drains to a river, which drains to the Mississippi River and eventually dumps into the Gulf of Mexico. The make the water as clean as they can for nature.

By Seth



The students learned about the process used to clean waste water.

The third graders enjoyed their tour of the water treatment plant.

Building Our City

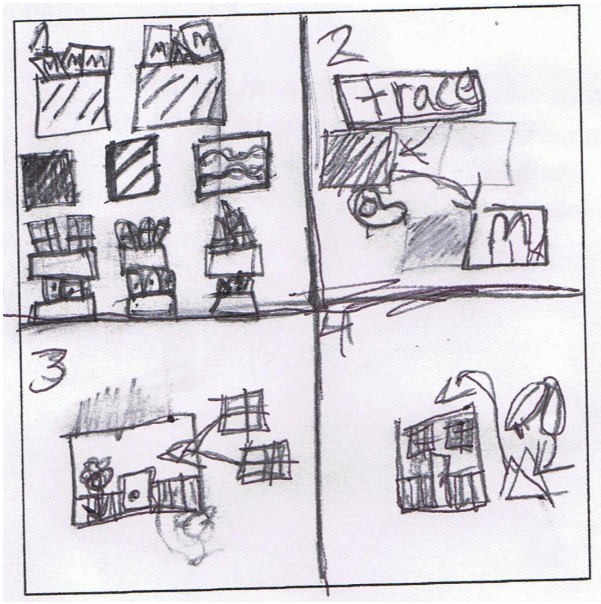
We finally started the process of building our city in early February. Each student built houses, commercial and mixed-use buildings, industrial or civic buildings and helped to create green space for our city.

Students worked for about an hour each day for the first few weeks. During the final push toward the field trip to Monona Terrace, our daily work time increased. Students worked with each other to problem solve and overcome engineering problems.

How to Build Houses

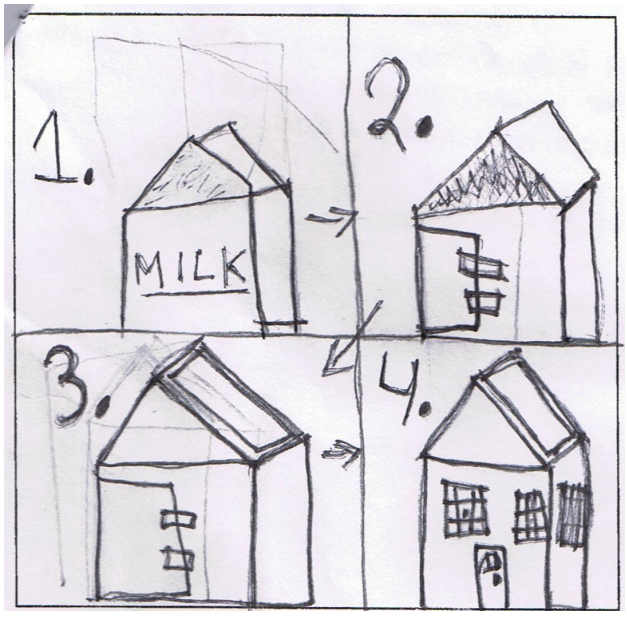
We learned how to build residential houses. First we chose all our materials like our clean milk cartons, paper, windows and doors. Next we traced our paper and put it on our milk cartons with tape. Later we put on the windows and doors and colored it and added decorations. Finally we put on the roof with a stapler. Then we started all over again!

By Nia



There are four steps to build a house. First you pick a milk carton that is dry. Second, pick a color of paper and wrap it around. Then you choose a light or dark brown roof and ask a teacher to staple it. Last you glue on the windows and the doors. That is how you build a house.

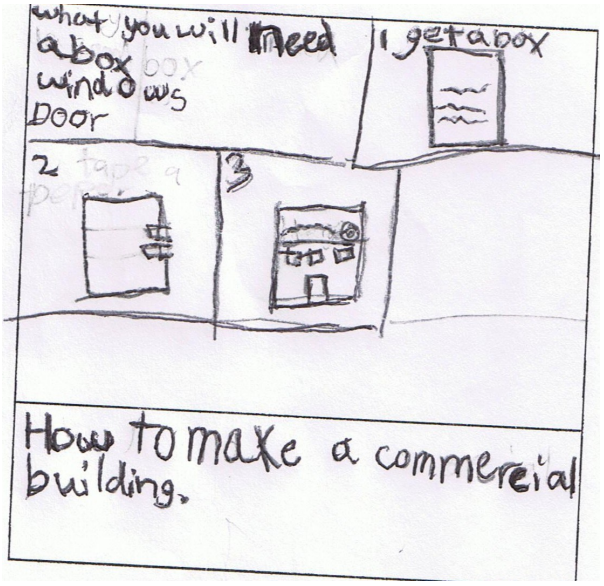
By Oscar



How to Build Commercial and Mixed-Use Buildings

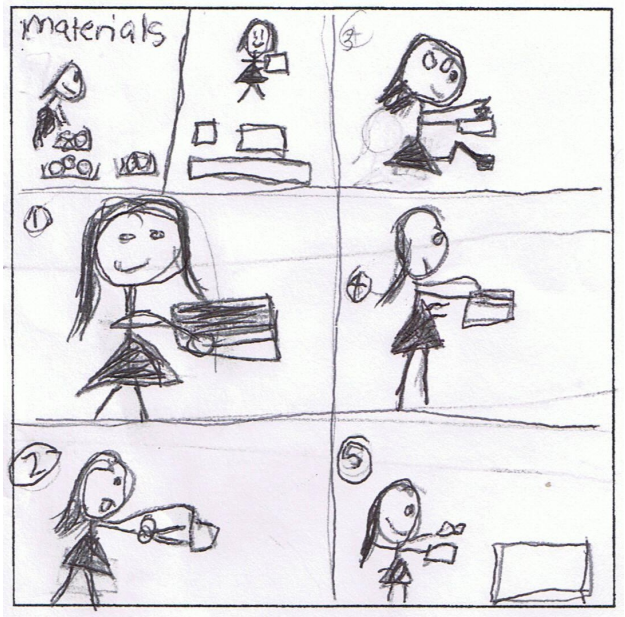
For Ciudad Tercera the third grade DLI classes learned how to build commercial buildings. FIrst, find a good box for you to make a building. Think about what your building will look like. Then grab the tape or paper that you like. After that, wrap the box with the paper or tape. Then you add any other details that you want on your building like windows and doors and then give your building a name. Then you put your building in the box to see if you will pass inspection. Making commercial buildings was a big part of Ciudad Tercera.

By Sophia



You can make a commercial or mixed-use building by following these steps.
Step 1: Get a good box.
Step 2: Then find the right tape for your building.
Step 3: Then tape around the box.
Step 4: Trim windows and doors.
Step 5: Then glue them on.
Step 6: Add details like stripes with tape or sharpies.
Step 7: Make a sign for your building.

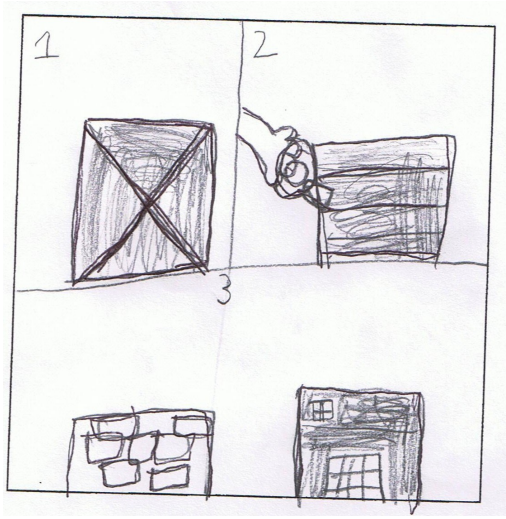
By Kyara

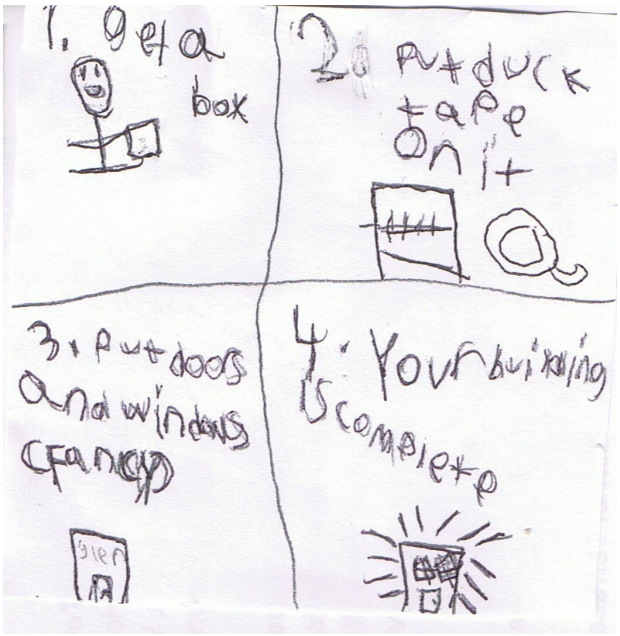


How to Make an Industrial Building

Here is how to make an industrial building. First you need to pick a big box. Second you need to cover it with duct tape or paper. You can add big gates using popsicle sticks and tape. You can also use a paper towel tube to make a smokestack and paper to show smoke coming out. Last but not least you need to put on big doors and windows. That is how to make an industrial building.

By Tylor





How to Make a Civic Building

One of the Terrace Town buildings we had to make was civic buildings. Civic buildings are places like schools, libraries, the Capitol, fire departments and police departments. They have a lot in common with commercial buildings, so sometimes it is hard to tell them apart. Here's how to make a civic building. First get a box. Second, wrap the box in paper or tape. Third, add fancier windows and doors. It is optional to add things like arches and columns. Civic buildings have signs, but they don't have to be as colorful as the signs on commercial buildings. Finally, you can place your civic building in the city near residential buildings, commercial buildings or other civic buildings depending on what kind of building you made.

By Caleb

Our Mentor: Rich Schneider

Classrooms are paired with mentors from the community for the Terrace Town project. Some mentors are planners or architects. The Glendale third graders worked with Rich Schneider, an engineer. He helped the students solve tricky engineering challenges for structures we needed in our city. Students worked on gas stations, wind turbines and solar panels. The students and teachers were very grateful for Mr. Schneider's expertise and guidance.

By Mrs. Milewski

Students work with mentor Rich Schneider to decide how to build a gas station for our city.

Students worked for many days to complete all of the commercial and mixed-use buildings needed for the city.

Interview

Heather Sabin is the key to the success of the Terrace Town project. She coordinates the program and all of the schools on behalf of Monona Terrace.

She took time out of her busy schedule to sit down with some of our third graders to answer a few questions.

Q&A With Heather Sabin, Terrace Town Coordinator

Terrace Town Magazine interviewed Heather Sabin, Coordinator of Terrace Town. She works for Monona Terrace in Madison, Wisconsin. She organizes all of the schools, kids and teachers for the big event at Monona Terrace every two years.

About the event

How many kids participated this year? about 1,400

How many schools participated this year? 16

Why is "Going Green" the theme? It helps the cities stay clean.

How has Terrace Town changed over the years? It has gotten bigger and more kids are participating.

About her participation

How did you feel when you saw the finished cities? I felt really proud and really excited

What is your favorite part of Terrace Town? I love to see the kids and all the cities at the end.

How many Terrace Town projects have you been a part of? 7

How did you feel when you first started Terrace Town? Nervous!

When do you start planning for Terrace Town 2016? I start all over again in the spring of 2015.

By Gerardo, Irie and Sol

Terrace Town Magazine reporters Irie, Gerardo and Sol interviewed Heather Sabin, Terrace Town Coordinator.

going green!

TERRACE TOWN

The Grand Finale

The months of learning and hard work all led up to a field trip on Friday, February 28 to Monona Terrace to display our city alongside the cities built by the other schools.

The following day participating students, their families and the general public were welcome to visit Monona Terrace to view all of the finished cities and participate in fun activities that extended students' learning.

Our Finished City

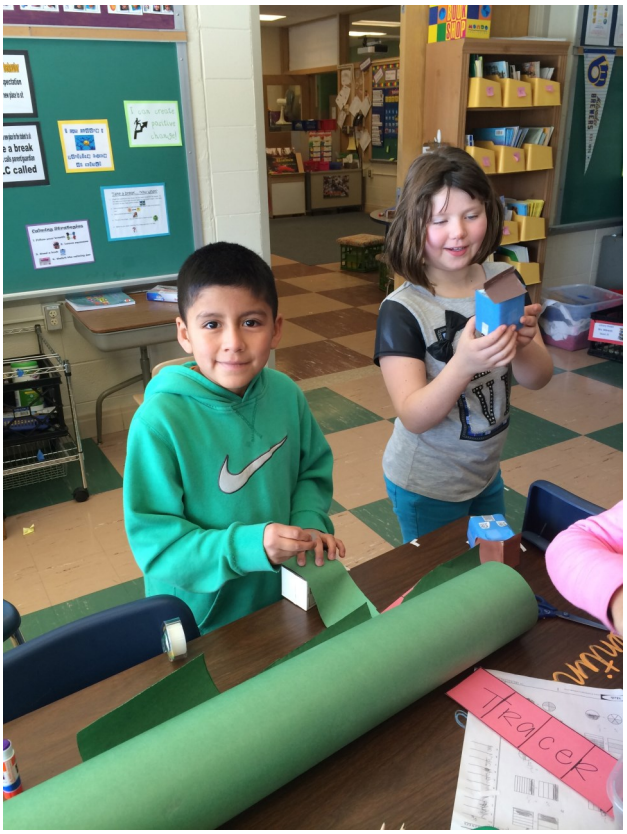
Our finished city is awesome! Our finished city is big and cool. We had a lot of cool things in our city like Game Stop and McDonald's. We used our map to know where everything goes. We all worked really hard to make our city.

By DJ

Our finished city was all put together at the Monona Terrace.

We built commercial, industrial, civic and residential buildings for Terrace Town in our class. Then we made parks. We went to Monona Terrace to set up the buildings. Then we got to look around at other schools' work. The last day we got to bring our families to Monona Terrace for Terrace Town.

By Maddie



Above: Oscar and Maddie build houses for our city.

Left: DJ and Xavier work on commercial buildings.

The Final Field Trip to Monona Terrace

We went to Terrace Town. We put our buildings in our town. We noticed that there were a lot of other schools. Later we went to see all of the other buildings. Some were big, some were small, others were medium. There were many people. We participated in an activity to build large structures. Finally the mayor arrived for the celebration of Terrace Town.

By Alexis

We went to Terrace Town. We put our buildings on the map. We participated in an activity to build structures. We heard a song and we sat down to watch the other schools. Finally the mayor came to cut the ribbon and Terrace Town was open.

By Marco

The third graders put their city together at Monona Terrace.

Other Cities

There were a bunch of cities with a lot of different features at Monona Terrace. There was a city with a bridge, cars, really big wind turbines and a lot of snow. There was a city with a skyscraper. Another city had a church and a helicopter on a big building. There was a city with mountains and a city with a mall. No two cities looked the same.

By Xavier

Students had a chance to look at the cities made by other schools after they set up their own city.

The students used what they learned about building tall structures to create an elephant from cardboard disks.

How to Make an Elephant

After we put our city together, we went to a room where they challenged us to build things out of cardboard disks. First we had to talk about what we were going to make. We all came up with elephant. At first it was hard to make it, but then we remembered that the bottom has to be stable and we started working up.

By Jameson

Saturday at Monona Terrace

Saturday at Monona Terrace families and the public could see the buildings that the kids made. There were activities to do. There were Legos to build with. There was a place to build houses out of cookies. Kids could also make buildings out of boxes, just like we did at school! Later the buildings that kids made could be taken home. Finally the buildings that were left were recycled. It was exciting to see all the cities that other schools made.

By Jenni

On Saturday, March 1 at 10:00 a.m., Terrace Town was open for everyone. You could make a building, a house, a commercial building or a restaurant with boxes. You could build with Legos, too. You could also plan your own house by drawing floor plans first. Saturday at Monona Terrace was awesome!

By Kyara

Extending Our Learning

The Terrace Town project extended well beyond building a box city for Glendale's third grade DLI students.

The bulk of the conceptual teaching and the actual building was completed during social studies time. Texts that reinforced and extended concepts we read in reading. In writing, students wrote informational texts that about their experiences and learning. Those texts eventually became this magazine. Even after the project was completed, we continued to expand on students' understanding of local government by creating ordinances to solve problems that citizens of the community we created might face.

Ciudad Tercera City Council

Once we finished our Terrace Town city, we started a city council. First we picked committees. Our choices were Transportation, Health and Safety, Recreation, Education and Waste Management. Each committee had to solve the problems of our city. Then we had our city council meeting. We had lots of discussion about how to solve the problems. In the end we voted to decide if each new idea should pass or not. We learned that local government has lots of problems to solve to help its citizens.

By Seth

Jasmin, Yecenia and Jenni work together to come up with ideas to solve problems for Ciudad Tercera.

The students debate proposed ordinances in a City Council meeting.