



A Framework for Terrace Town Teaching

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In advance of starting the curriculum...

Get books from the LMC about communities, cities, etc.
Introduce vocabulary.

Do a neighborhood walk and have students collect data or sketch what they see.
Think about where your boxes will come from and start collecting if necessary.
Decide on the size of city your students will create: 12 x 16, 12 x 24, 16 x 36.
Acquire a tarp so you can begin to visualize the space the students will fill.

1- 1 week Architecture

- What do architects do?
- How do climate and site impact a building's design?
- How does a building's function affect its design?
- How does a building make you feel?
- How does a building stand up?
- What do our buildings tell us about our culture and history?

Activities Ideas:

- Explore architecture through shape, materials, color and scale.
- "Read" a building nearby.
- Walk around the block and sketch local architecture.
- Identify the differences in the designs of various building types: residential, commercial, industrial, recreational and public buildings.
- Design a floor plan.

Key Decisions: Create a list of architectural features for each of the building types, including size, materials, and shapes.

2- 1 week Sense of Place

- What makes your community special?
- Can you see signs of the past in the built environment?
- What are the community's landmarks?
- What are the students' favorite places?

Activities:

- Look at historical photos and maps of your community.
- Design a bumper sticker or postcard to represent your community.
- Make a map of your neighborhood for visitors that includes kid-friendly landmarks.

Key Decisions:

- Determine what landmark and/or historical buildings you want to include in your city.
- Determine if there are special natural features you want to include in your city.
- Determine if your city will have a special name and history you want to share with people viewing your city.

3- 2 weeks Community Planning and Land Use

- What do planners do?
- What is the difference between city, suburb, and rural communities?
- What are the zoning rules that govern where buildings go?
- How does transportation play a role in city development?
- Are there many types of buildings in the neighborhood or just one or two?
- What about open, green spaces?

Activities:

- "Walk around the block" and survey the school neighborhood.
- Study land use and zoning maps provided by Heather.
- Practice city design with the "Geoblock" exercise.
- Discuss different transportation modes.

Key Decisions:

- After determining needs and wants, finalize a list of what places will go in your city.
- Create a list of rules or design guidelines if it applies.
- Create a "Bill of Rights" for the class that reflects class values.
- Create a land use map for your city.

4- 2 weeks **Livable, Green Buildings and Communities**

- What makes a building green? Does it take advantage of day lighting and cross ventilation?
- Are enhancements like green roofs and solar panels possible?
- What can be done to increase energy and water efficiency in a building?
- Is our community sustainable? Does it accommodate different modes of transportation? Are there public and open spaces that people can enjoy? Is there a mix of building types? Is it accessible to people of different abilities?

Activities:

- Evaluate the school's energy efficiency. Make a plan to work as a class to reduce your energy usage in the building.
- Discuss where to place windows in order to optimize day lighting and cross ventilation.
- Talk about whether one can walk to shop, go to school, and do other activities in the neighborhood, or is driving necessary?
- Use a checklist to evaluate your neighborhood's livability.

Key Decisions:

- Determine various transportation modes you'll represent. Add locations to your land use map.
- Determine what energy sources you might feature: solar panels, wind turbines, etc. Add locations to your land use map.
- Determine what architectural features you'll use to show green building design.
- Determine what spaces will be preserved as park land or nature preserves.

5- 3+ weeks **Building Your City**

- What will be our scale for the model city?
- How will we divide the labor?
- What materials will we use?

Key Decisions:

- Establish a scale for your city. This is often 1/4" (1 inch= 4 feet), or 1/8" (1 inch=8 feet).
- Determine how you will acquire materials and a timeline to do so.
- Consider involving the art teacher in the construction process.
- Document your project with photographs.
- Establish committees for various parts of city design. One example is each student builds a house, and students work in teams to produce larger buildings.

name(s)

date

Content Focus

- Built Environment 2 (Function, Form)
- Art (Elements of Design)

Architecture 101

Function and Form: Activity #1

Look carefully at the buildings below and come up with answers to the questions.

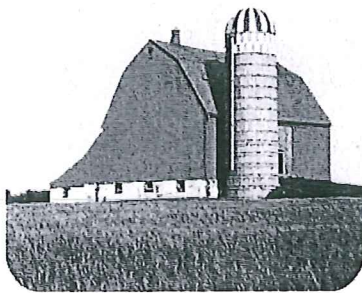


What type of building is this?

What is its **function**? (What is it used for?)

How do you know?

Circle the parts or elements that give you clues to its function.

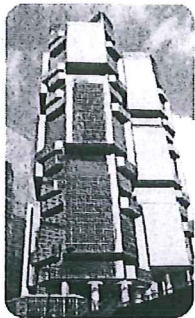


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LESSON PLAN **hack**

“Function and Form” edition

Grade Level: Grades 1-5

Materials: Salvadori’s Function and Form worksheet

Group Size: 1 classroom

Lesson Objectives:

Students will identify architectural features of various building types, including residential, civic, commercial, agricultural and industrial.

Lesson Activity:

1) Select a building from each “building type” (residential, commercial, civic, industrial) that you know quite well and can build a lesson on. Find a photograph or drawing that you can project in front of the classroom.

2) Ask the students to guess its use.

Talking Points and Prompts- *please add your own notes and follow up questions here.*

What were your clues?

How does the function appear in the building’s forms and features?

What features do you think are not necessary to the function of the building but might have been added for decoration?

What features might not have to do with the function of the building but might help the building stand up?

Spend time on windows, doors, roofs, and attachments like porches, garages, etc.