

Architectural Elements Give a Place Its Own Unique Character

Lesson Plan

Grades 4-6

Through this project, the teacher will help students learn how to solve problems in the design of a building; to examine America's architectural styles as an expression of ethnic diversity, geography, and natural resources; and to look at how materials and structural properties affect architectural form.

1. Introduction

a. Objective: What do architects do? With whom do they work? What do they think about?

b. Activity:

1. Show pictures or slides of a building under construction, examples of unusual buildings, and historic structures. Explain whom architects work with and show some architect's tools (or pictures of).
2. Students sit in a circle and one at a time are blindfolded. The blindfolded student is given material used in a building—stone, brick, insulation, roofing materials, etc...--and has to guess what it is and what it is used for.

c. Materials:

1. Slides and architectural tools, including templates, t-square, triangles, hard hat, etc...
2. Sample of building materials
3. Scarf or blindfold

d. Homework: Students are to think about what their dream house would be and how it would be furnished.

2. Be an Architect

a. Objective: Students play the role of an architect and begin to think about what they need to design their dream house.

b. Activity:

1. Bring in examples of architectural drawings and spread them out on the floor. Talk about the different drawings and what each one shows.
2. Students write a description of their dream house and exchange descriptions with another student who acts as the architect. Students

Architectural Elements Give a Place Its Own Unique Character 2

then draw their classmate's house from the written description, adding embellishments.

3. Students have 20 minutes to write the description and have no restrictions on the type of drawing to create. They choose the drawing that they think will be communicate their design.

c. Materials:

1. Architectural drawings or old blueprints

3. Living in Another Climate

- a. Objective: Students explore the influences of climate and materials on Native American and Pioneer architecture, discussing cold climates, hot and wet climates, and hot and dry climates.

b. Activity:

1. Divide the class into groups and assign each a different climate—hot and dry, hot and wet, or cold. Tell students that their client now has to live in this different climate and that they have to adapt the specifics of the dream house to respond to the demands of the climate.
2. Bring in books of indigenous architecture and different climate for students to refer to.

c. Materials:

1. Slides, pictures, and/or books to show sample architecture types

4. Building Elements and Architectural Style

- a. Objective: Students learn how different building elements make buildings look different and affect architectural style.

b. Activity:

1. Students work in groups of three or four to draw an elevation of a building (any type of building except a house) showing the building elements and building form. One group does a hospital, one a museum of gargoyles, and one a government building that is later turned into a restaurant and inn.
2. Show pictures, slides, and/or books illustrating windows, doors, roofs, stairs, and other building elements. Students describe how the element shown in each picture makes the building feel and what kind of building the element might be part of.
3. Give students handouts of building elements. The students point out elements that they can find in their own houses and neighborhoods.

- c. Materials:
 - 1. Pictures of building elements
 - 2. Large sheet of paper for building elevations.

- 5. Neighborhood Walking Tour
 - a. Objective: Students find building elements in their neighborhood by doing a scavenger hunt.

 - b. Activity:
 - 1. Spend the class period outside on a walking tour
 - 2. Walking tour worksheet (attached to this lesson plan)

 - c. Materials:
 - 1. Walking tour worksheet (attached to this lesson plan)

- 6. Field Trip to Copshaholm and the Exhibition *Copshaholm: Unseen Treasures of the Oliver Mansion*.
 - a. Activity:
 - 1. Activity sheets for students (throughout this curriculum packet)
 - 2. Make sure students are prepared for a Copshaholm visit by using this curriculum packet.

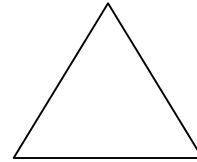
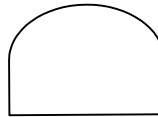
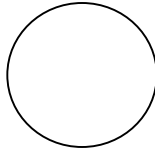
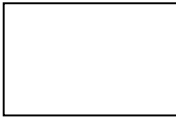
- 7. What's Inside
 - a. Objective: Students use clues of windows and doors from the elevation to draw a section showing the inside of the building.

 - b. Activity:
 - 1. The students continue working on their building elevations and then draw a section of the building to show the interior. The two drawings are pinned next to each other to show the inside and outside together, making sure that where there is a window on the outside, a window is also on the inside. This shows the direct impact of window and door locations.

 - c. Materials:
 - 1. Craft paper for elevations and sections

Neighborhood Walking Tour

Where do you see these shapes?



How are these materials used on the buildings you see?

Stone		Cedar shingles	
Brick		Asphalt shingles	
Metal		Stucco	
Wood		Clapboard siding	
Slate		Wrought iron	
Concrete		Aluminum siding	

Where do you see these building elements?

Chimney		Gutters&downspouts	
Porch		Dormer	
Garden wall		Awning	
Window box		Gable roof	
Gambrel roof		Steps	
Skylight		Fire escape	
Shutters		Railing	
Garage door		Fence	
Flag		Bay window	
Hip roof		Gargoyle	
Column		Louver	

Notice all the different size windows on the buildings. How do they give you clues about what is inside? How are store windows different from house windows?