

The Teachers' Guide  
To  
Urban Animals

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Teachers' Guide by

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## INTRODUCTION

**Urban Animals** invites the reader to examine the architectural details of a variety of urban buildings using photographs and rhyming text. Each architectural detail contains a close-up of an animal that is part of the building itself. The reader quickly assimilates definitions of terms such as brackets, reliefs and bands. Simple in its design, the book delivers powerful messages to teachers dealing with a media drenched student body requiring new literacy skills. Today's students must not only be able to interpret, analyze and create information from print but also from sources filled with images, video and sound. As their teachers we must empower them not only to look but to *SEE*. To be informed citizens they must be able to interpret the tone, point of view and objectivity of these media messages. **Urban Animals** fosters these skills. Each page demands that the reader embraces his environment and reflects on the interaction of his surroundings with historical and contemporary concepts of beauty, functionality, time and place. The book has natural extensions to curriculum in art, math, science, social studies, technology and the language arts. In the broadest sense, this text helps to address issues of global understanding:

Why do people in other parts of the world build homes and workplaces so differently?

What monuments and buildings define the global community and what can be seen as strictly American?

Why are their differences in American architectural design?

What will the future architectural environments both globally and nationally look like and why?

What is architecture really?

As the photographer Edmund Teske said of the great American architect Frank Lloyd Wright, "We are both poets. He was not first of all an architect, he was first of all a poet, expressing himself in terms of architecture and so a building becomes a poetic statement."

### [Frank Lloyd Wright—An American Portrait \(Getty Museum\)](#)

We are both **poets**. **Frank Lloyd Wright** was not first of all an architect, ... In 1936, **Edmund Teske** spent several weeks at architect **Frank Lloyd Wright's** ...

[www.getty.edu/art/gettyguide/artObjectDetails?artobj](http://www.getty.edu/art/gettyguide/artObjectDetails?artobj)

## Organization of This Teachers' Guide

Suggested grade levels: 1-6

**Urban Animals'** photographic design and simple rhyming text make it accessible to students on a variety of grade levels with different learning styles and abilities. It can be used to provide basic architectural definitions, elements and principles of construction so that students will *SEE* buildings and their environment with increased awareness of their ability to affect emotional and physical well being. For the more sophisticated student it can be a springboard for analyzing architecture as a reflection of social, political, cultural and technological forces as well as from the engineering and artistic point of view.

The units of study are based on three major themes. Each theme is designed to meet specific learning objectives as well as to provide activities for students to become more skillful in interpreting, applying and communicating information through individual and group efforts and seeing the links between a variety of disciplines. Whenever possible the activities will have a suggested grade level.

### Themes of Urban Animals

#### 1. Architectural Primer

This theme will explore basic architectural definitions, elements and principles of construction. It will examine the origin and need for buildings, the historical evolution of architectural styles and major architects associated with those movements. Careers in architecture and related trades will be discussed.

#### 2. Guidebook to Your Home, Community, State and Nation

This theme will look at the design of the student's home, important buildings in their community and their state from the standpoint of architectural detail and historic, social, economic and technological implications. It will also examine buildings that are symbols of American spirit and prestige. Student involvement in community planning and its relationship to an empowered citizenship will be discussed.

#### 3. Architecture for Global Understanding

This theme will explore current housing conditions in various parts of the globe.

The types of housing and the changing economic and climate conditions influencing basic services will be highlighted. Changes in land use and its effect on the environment will be linked to issues of world cooperation and peace.

## THEME 1: ARCHITECTURAL PRIMER

### FOCUS: ARCHITECTURAL GLOSSARY

#### Objectives:

To recognize the elements of a glossary and its importance in understanding subject matter.

To use a variety of print and non-print materials to research information and compare and contrast the value of each.

To engage in group activities that invite problem solving, enhance student communication and heighten social and emotional development.

To create an architectural glossary to be used as reference material.

To present information in a variety of print, non-print, and electronic formats.

#### Background:

Urban Animals is designed to highlight the many features of architectural design and construction. The Architectural Glossary provided at the back of the book enriches the architectural experience by giving the reader the background knowledge to really SEE the architectural design.

#### Materials:

##### Books

Hill, Isabel, **Urban Animals**. Star Bright Books, New York, 2009

Fleming, John, **Dictionary of Architecture**, Penguin Books, London, England, 1995

Taylor, Anne, **Architecture and Children**, School Zone Institute, Seattle, Washington, 1991

##### Web Sites

How House Construction Works ([www.howstuffworks.com/house.html](http://www.howstuffworks.com/house.html))

General Architecture Web Site (<http://architecture.about.com>)

#### Periodicals

Magazines containing glossaries

#### Activity:

**Suggested Grade Levels: 1-6**

**Curriculum Connections: Social Studies, Language Arts, Art, Technology**

This activity can be done individually, in small groups or as a whole class discussion depending on the grade level and ability of students..

Students examine the architectural glossary found in **Urban Animals**. They examine other books and periodicals containing glossaries.. They list the features of each.

They discuss what a class, group or individual architectural glossary should contain.

Students research print and non-print materials containing architectural terms and add them to their glossary.

They compare their listings to others in their group or class.

The completed glossary can be an individual, group or class product containing architecture terms. Illustrations can be added to support the text. It can be done as a book, chart, or using a computer program such as Power-Point.

Sample buildings illustrating architecture terms defined in the glossary can be constructed using legos, clay, or other materials.

## THEME 1: ARCHITECTURAL PRIMER

### FOCUS; HISTORICAL JOURNEY

#### Building Form and Function

##### Objectives:

1. To evaluate the relationship between the architectural style of a building and its function and form.
2. To examine the relationship of the location of a building and its function and form..
3. To examine the proportions of the building including its size, shape and scale and its relationship to its function and form.
4. To examine the ornamentation of a building and its relationship to its function and form.
5. To be able to use print and non-print materials to locate and apply information.
  6. To display information in a variety of print and non-print formats.
  7. To engage in group discussion and team building
  8. To communicate information in a variety of formats and for a variety of purposes.
9. To connect social studies, science and literature to architecture and building ornamentation.
10. To produce student books.

##### Background:

Architectural styles and appearances of buildings are determined by a number of factors. Building function is largely responsible for the size, shape, scale, materials, and ornamentation used. Building location and climate are major factors also. **Urban Animals** displays architecture in an urban environment and therefore provides opportunities to discuss how the form of the building and its construction is influenced by its location, climate, and use. Using **Urban Animals** as a model, students can explore what kind of buildings would be described in a book entitled *Rural Animals, Suburban Animals or Arctic Animals*. **Urban Animal's** page "Animal Habitats" not only names the buildings photographed but details the date of construction. It enables the reader to place the building in a time frame of architectural style and development. In addition, examining the animal ornamentation chosen to decorate each building provides opportunities to look at the function of the building and compare it to the animal's characteristics. The Kings County Savings Bank has a squirrel—squirrels save for the winter. The Maritime Exchange Building has a sea horse. The apartment buildings at Garfield Place, Brooklyn and East 73<sup>rd</sup> Street, Manhattan have a boar and owl respectively. Perhaps the architect wanted to convey the need for fierce protection as well as having an animal on night patrol. What do you think?

The activities that follow enable the students to *SEE* their architectural surroundings locally, nationally and internationally in new ways. It will direct them to think of buildings not only as utilitarian objects but objects of beauty and complexity. It should encourage students to take active roles in changes in their architectural landscape.

##### Materials:

##### *General Reference Materials:*

Aesop's Fables

Poetry books containing examples of Concrete and Cinquain poems

Almanacs

Dictionaries

Telephone Books

## ***Books***

Bahamon, Alejandro and Agata Losantos, *New York Historical Atlas of Architecture*, Black Dog & Leventhal Publishers, New York, 2007

Brown, David J. *The Random House Book of How Things Were Built*. Random House, New York, 1992

Glenn, Patricia Brown, *Under every roof; a kids' style and field guide to the architecture of American houses*. Preservation Press, Washington, D.C., 1993.

Hill, Isabel. *Urban Animals*. Star Bright Books, New York, 2009

Nardo, Don, *Architecture*, Lucent Books, California, 2008.

## ***Web Sites:***

The Great Buildings Collection

[http:// www.greatbuildings.com](http://www.greatbuildings.com)

National Building Museum

<http://www.nbm.org/families-kids>.

<http://architecture.about.com>

## ***Teacher Produced Materials***

A chart labeled **Architectural Knowledge**

**Building Form and Function Activity A:**

**Suggested Grade Levels: 3-6**

**Curriculum Connections: Art, Social Studies, Language Arts, Science**

1. The teacher displays a chart entitled **Architectural Knowledge**. Students are told that the class will be completing this chart **with** the information they learn in this study of architecture.
2. The teacher shows the class examples of a variety of buildings from a variety of time periods and demonstrating a variety of **forms and functions**. Dwellings, houses of worship, workplaces, amusement facilities, educational institutions such as schools and museums are samples. **(Refer to sources listed under *Materials*. *New York Historical Atlas of Architecture has buildings in categories and is particularly helpful for this exercise.*)**
3. The teacher directs attention to how the **form** of the building is influenced by the **function** –its use. The class discusses how the proportions, location, size and design of the buildings shown indicates its function. Read **Urban Animals** as an example.
4. Students define the term **building**. Students can use dictionaries, architectural books or refereed web sites. A class definition is generated and added to the chart **Architectural Knowledge**.
5. Students create categories of buildings i.e. dwellings, houses of worship, workplaces, amusement facilities,

educational institutions such as schools and museums, (**Refer** to sources listed under *Materials*. *New York Historical Atlas of Architecture has buildings in categories and is particularly helpful for this exercise.*) Add categories to the **Architectural Knowledge** chart.

6. In small groups or as whole group instruction the class creates a list of why buildings are needed i.e. shelter, religious observance, work, amusement, to acquire and display knowledge, Add to the chart **Architectural Knowledge**.

7. Students place the buildings described in **Urban Animals in the appropriate categories**. See the **Animal Habitat page in Urban Animals for guidance**. Then students list as many buildings in their community, state, nationally and internationally that fit in each category. They can use almanacs, state reference books, web sites, telephone books. They should share their lists in small groups and then groups can report to the whole class. Add to **Architectural Knowledge** chart.

8. Students can draw, photograph, and use pictures from the web to illustrate as many buildings from each category as possible. Students use their glossary as well as the web sites and reference books listed under *Materials* to define the special architectural features of the buildings .Use **Urban Animals** as an example.

9. Information gathered can be displayed as a chart, book, mobile, collage, diorama, mural, class museum exhibit and/or a computer display done as a class, group or individually. .

*Variant: Student chooses a building that is important to them. They create a model, mural, sculpture of that building describing its significance to them. They present their representation of that building and its special features to the class as an oral and/or written report or as a cinquain or concrete poem.*

## **Building Form and Function Activity B**

**Suggested Grade Levels: 4-6**

**Curriculum Connections: Social Studies, Language Arts, Math**

1. The teacher shows examples of different buildings within each building category i.e. buildings that are used for shelter, religious observance, work, amusement, to acquire and display knowledge.

2. The teacher asks the class to focus on some of the similarities and differences between the architectural styles of buildings in each category. In the amusement category, for example, how is the architectural design of a rock hall different from that of a symphony hall.

3. Students look at the different building categories and meet as groups to determine the similarities and differences of buildings within each category. Under houses of worship, for example, how is the design of churches, cathedrals, mosques, synagogues the same and how is it different. Students consider the materials and techniques used in the ornamentation, the size, shape and scale of the buildings Students use reference materials to reach conclusions. Students should be able to account for the similarities and differences within the given categories.

The class is divided into groups. Each group takes a building category and researches the materials, techniques, ornamentation, size, shape and scale of several buildings in that category. They add their findings to the **Architectural Knowledge** chart. The groups present their findings to the class using models, sculptures or student paintings of buildings,

*Variant: The student chooses a building that is particularly significant to them. They create a model, mural, sculpture of that building. They present their representation of that building and its special features to the class as an oral and/or written report or as a cinquain or concrete poem.*

### Activity C:

**Suggested Grade Levels: 3-6**

**(See Modification for Grade 1- 2)**

**Curriculum Connections: Art, Social Studies, Language Arts, Science**

*The following exercises can be used in the Theme: Guidebook to Your Home, Community, State and Nation.*

Students define the meaning of “rural” and “suburban”. If they live in a rural or suburban area they should take a class or family tour of their neighborhood and town.

If students live in an urban area the teacher should try to take students on a field trip to a rural and/or suburban area in their state. If that is not possible students can use web sites and other reference materials for information.

Students photograph and/or draw significant buildings in their rural and/or suburban neighborhood and town. Contacting the Visitor’s Bureau and the town library can be helpful in obtaining information about community landmarks and history.

Students may find *Under Every Roof; a kids’ style and field guide to the architecture of American Houses* by Patricia Brown Glenn very helpful in isolating the important features of home design including number of stories, plan shape, roof type, roof material, wall and sidings ,brick patterns, door and window trim, porches and other details.

Students create individual or group books entitled Rural Animals and Suburban Animals modeled after **Urban Animals**. They illustrate their books using their own drawings, illustrations from periodicals, web sites or their own photographs. The books show the rural and suburban architectural forms in their areas as well as buildings with the appropriate animals as ornamentation.

If buildings can’t be found displaying animals, students research animals found in their communities and add them to their buildings. Schools that have animal mascots may choose to use them as building ornamentation.

Books should include a title page with author, illustrator, copyright and publisher information. Use **Urban Animals** as an example.

Students choose one building that is important to them. They create a cinquain or concrete poem about the building.

### **Suggested Grade Level: 1-2:**

*\*The following exercises can be used in the Theme: Guidebook to Your Home, Community, State and Nation.*

- \*1. This should be a teacher directed activity. After reading **Urban Animals** the teacher asks the class to define urban, rural and suburban communities.. Students are asked what category best describes their community.
2. Students are asked to draw or photograph their homes and to point out as many architectural features as possible. They should label the features. The teacher assists using **Urban Animals**, *Under Every Roof; a kids' style and field guide to the architecture of American Houses by Patricia Brown Glenn* , web sites, periodicals, student glossaries to isolate important architectural features.
3. Students should take a class or family tour of their neighborhood and town. Prior to the visit they should contact the Visitor's Bureau and the town library to see what information can be found about community landmarks and history.
4. Students photograph and/or draw significant buildings and try to locate buildings with animal ornamentation. If none can be found students research animals found in their communities and add them to their buildings.
5. Students are asked to present their illustrations of their homes and community to the class. The class can vote on which community buildings are significant and should be included in a class book about their community. Books should include a title page with author, illustrator, copyright and publisher information. Use **Urban Animals** as an example
6. Students choose one building that is important to them. They create a cinquain or concrete poem about the building

### **Building Form and Function Activity D:**

**Suggested Grade Levels: 1-6**

**Curriculum Connections: Social Studies, Language Arts**

1. The teacher reads samples of Aesop's Fables.
2. Students select animals from **Urban Animals** and write a fable telling why that animal is on that building.
3. Students share their fables with their class. Fables may be illustrated and made into student books. Students may select fables to dramatize as a class project.
4. \*Students select an animal found in their community and/or state and write a fable showing how this animal's characteristics represents their feelings about their community and/or state. Students share their fables with their class. . Fables may be illustrated and made into student books. Students may select fables to dramatize as a class project.  
*\*This exercise can be used in the Theme: Guidebook to Your Home, Community, State and Nation.*
5. The teacher shares examples of concrete poetry and/or cinquain poetry. Students select an animal found in **Urban Animals** and write a poem using this form. Poems can be made into class books or shown as a Power-Point presentation.

6.\* The teacher shares examples of concrete poetry and/or cinquain poetry. Students select an animal found in their community and/or state and write a poem using this form. Poems can be made into class books or shown as a PowerPoint presentation

*\*This exercise can be used in the Theme: Guidebook To Your Home, Community, State and Nation*

## ARCHITECTURAL PRIMER

### FOCUS: HISTORICAL JOURNEY

#### Architecture Timeline

##### Objectives:

- To build background knowledge of the features of architecture movements from prehistoric times until the present.
- To build background knowledge of architects and/or builders associated with each time period and movement.
- To identify characteristics of each architectural period.
- To connect architecture to movements in art, music and technology.
- To create timelines.
- To evaluate buildings using a student developed rubric
- To build models of buildings.
- To create a museum exhibit.
- To read, write and speak for a variety of purposes.

##### Background:

Architecture has been closely tied to the development of human society and the quest for beauty as well as function. Looking at architecture from the building of the pyramids to contemporary times, one can see the shifting patterns of society, economics, technology and the arts. In **Urban Animals**, the architecture spans the Art Nouveau period (1890-1914), the Beaux Arts Period (1895-1925) the Neo-Gothic period (1905 -1930) and Art Deco period (1925-1937). The reader, in most cases, only gets a glimpse of a portion of the building and is left to imagine what the rest of the building must look like. Looking at architecture encourages the individual to *SEE* different views of beauty and function and to question what types of buildings fulfill their own ideas of these concepts for their homes, community and nation. In the activities that follow students will be asked to explore the evolution of architecture and to consider the engineering and aesthetic nature of each and the fashions that influenced their design..

##### **Materials:**

##### ***Books:***

Bahamon, Alejandro and Agata Losantos, *New York Historical Atlas of Architecture*, Black Dog & Leventhal Publishers, New York, 2007

Fleming, John, *Dictionary of Architecture*, Penguin Books, London, England, 1995

World Almanacs

##### ***Other Reference Materials:***

Teachers' Guide: Architectural Styles and buildings useful in the study of Urban Animals and related topics of architecture

***Teacher prepared folders*** containing examples of buildings from each time period with brief outline of facts about the buildings

### *Web Sites*

The architecture.about.com web site has many informative links and photographs  
<http://architecture.about.com/cs/historicperiods/a/timeline.htm>

### **Architecture Timeline Activity A**

**Suggested Grade Levels: 4-6**

**\*(See Modification for grades 1-3)**

**Curriculum Connections: Art, Science, Social Studies, Language Art, Math**

Students read **Urban Animals** in groups and/or pairs. They are asked to create a list of features of the buildings described including the name of the building and its age. (Use the page *Animal Habitats* which identifies each). Each group reports to the class what they have discovered about the architectural features of the buildings, the time period of their construction and other interesting facts. Each group develops a list of questions about the buildings that remain unanswered. If time permits students can do further research on each building and report to the class what they have learned. The New York Public Libraries and the Library of Congress are good reference sources.

The teacher tells the class that buildings change in design, function, and form over time. As a class we will be exploring buildings that span a variety of architectural movements including the Art Nouveau period (1890-1914), the Beaux Arts Period (1895-1925) the Neo-Gothic period (1905 -1930) and Art Deco period (1925-1937 and that each movement has specific architectural features.

Students discuss buildings they are familiar with such as the Pyramids, the Empire State Building, Coliseum and consider when they think they were built. Students develop a class list of buildings and dates. The teacher distributes the folders with examples of architecture from prehistoric times to the current day. Students select a time period of architecture and using the information found in the teacher prepared folders, the web site <http://architecture.about.com/cs/historicperiods/a/timeline.htm>, and other reference materials each student will prepare an *Architecture Timeline Chart* with the following features:

### **Architecture Timeline Chart**

**Note: Architectural Periods are listed in sequential order**

**Name of Architectural Period**—i.e. Ancient Egypt, Classical, Early Christian and Medieval, Romanesque, Gothic Architecture, Renaissance Architecture, Baroque Architecture, Rococo Architecture, American Colonial Architecture, Georgian Architecture, Neoclassical Architecture/Federalist/Idealist, Greek Revival Architecture/Victorian Architecture, Arts and Crafts Movement, Art Nouveau Architecture, Beaux Arts Architecture, Neo-Gothic Architecture, Art Deco Architecture, 20<sup>th</sup> century trends in architecture

## Suggested Topics for Research:

**Time Period**

**Features of the Architectural Style**

**Architects Associated with this style**

**Typical Building and Features**

**Materials Used**

**Technology Advancement making building possible**

**Social, political and artistic forces associated with this style**

**Opinion of building: Class determines the rating criteria**

Students complete and share their charts.

Students prepare a class architectural timeline with dates, notable architectural style and a notable building representing that style.\* (**The book *New York Historical Atlas of Architecture* can be a model for this activity**)

**Class Museum Exhibit:** Students select a notable building representing a specific architectural style and create a model, painting, sculpture or other visual display of that building. They should examine typical museum exhibits of architecture such as those at the Metropolitan Museum of Natural History and Art in New York and others in their state and create a class museum exhibit.

### **\*Activity A Architecture Timeline (Modification for grades 1-3)**

**Curriculum Connections: Art, Science, Social Studies, Language Art, Math**

1. The class reads **Urban Animals individually or as a whole group**. The teacher directs students to the *Animal Habitat* page in **Urban Animals** which describes the Name, Time Period and Architect of each building. The teacher explains that architecture has been influenced by a number of factors and asks the students to brainstorm those factors i.e. technology and materials available, money, political and economic forces, art and music and fashion.
2. The teacher works with students to list buildings that they know ( Pyramids, Coliseum, Parthenon, Pantheon, Empire State Building).
3. Using periodicals, library resources, and online resources, the teacher creates a list of famous buildings with pictures of each. (The Almanac and the web site <http://architecture.about.com/cs/historicperiods/a/timeline.htm> are very useful) The teacher asks students to select a building and asks the class to develop questions for research. Such as:

**Time Period**

*When might this building have been made?*

**Features of the Architectural Style****Architects Associated with this style****Social, political and artistic forces associated with this style****Typical Building and Features**

*Did you notice that most schools look the same? How about hospitals? Why do you think that is?*

**Materials Used**

*What has this building been made of? Why do you think they chose that?*

**Technology Advancement making building possible****Opinion of building: Class determines the rating criteria**

4. Students share their chart.
5. They prepare a class architecture timeline with dates, notable architectural style and a notable building. .\*  
**(The book *New York Historical Atlas of Architecture* can be a model for this activity)**
6. **Class Museum Exhibit:** Students work together to build a model of the building, create a painting or sculpture of the building or other visual display. They should examine typical museum exhibits of architecture such as those at the Metropolitan Museum of Natural History and Art in New York, the Smithsonian as well as local and state museums and create a class exhibit.

## THEME 1: ARCHITECTURAL PRIMER

### FOCUS: HISTORICAL JOURNEY

#### Careers

##### Objectives:

To identify the features of a career in architecture including the nature of the work, training required, employment outlook and earnings potential

To prepare students for the world of work.

To read, write and speak for a variety of purposes.

To be able to use print and non-print information to locate and apply information.

##### Background:

**Urban Animals** introduces students to the world of architecture. On its **Animal Habitats** page it identifies beautiful buildings with the architects responsible for their development. Students, therefore, have an opportunity to explore architecture as a career possibility. The activity below enables students to understand what architects do as well as the training and employment potential. This exercise gives students the tools to explore careers with the key terms necessary for successful research.

##### Materials:

##### Web Sites

Bureau of Labor Statistics- Occupational Outlook Handbook

<http://www.bls.gov/oco>

##### Books:

Beatty, Andrea, Iggy Peck, Architect, Abrams Books For Young Readers, New York, 2007 ( Primary Ages 4-8)

Architecture and Building (Ferguson's Careers in Focus), Ferguson Publishing, New York, 2007 (Reading Level Grades 6-12)

#### **Activity A: Careers**

**Curriculum Connections: Language Arts, Social Studies**

**Suggested Grade Levels: 4-6**

The students read **Urban Animals**. The teacher asks students to list what they think an architect does. The teacher compiles the class responses in one list. The teacher asks the class what else do students have to know before deciding if they want to be an architect. (i.e. nature of the work, training, required, employment outlook and earnings potential).

The teacher directs students to web sites and books dealing with careers in architecture to locate the information.

Students create a book about a career in architecture highlighting these features. Books should have a minimum criteria of a title page, copyright information, publisher and index.

Students explore a career of their choosing and create a book about that career.

Students interview their parents and/or other adults and create a book about that career.

Students share books with their class and they become part of the class library. Books may be donated to the school library.

### **Activity A: Careers**

**Curriculum Connections: Language Arts, Social Studies**

**Suggested Grade Levels: 1-3**

Students read **Urban Animals individually or as a whole class**. The teacher asks students what they would like to learn about the job of being an architect. The teacher compiles a list of the responses and makes sure it includes the nature of the work, training required, employment outlook and earnings potential.

The teacher directs students to age appropriate books dealing with a career in architecture.

Each student is assigned one feature of an architectural career to find information about. There will be groups of students researching the same feature.

Students are told that their research will be used to create several class books dealing with careers in architecture.

Students meet in groups to compile their texts. Student books will include a title of their book, title page, copyright information and publisher.

Students share books with their class and they become part of the class library. Books may be donated to the school library.

*Variant: Students interview their parents and/or other adults and create a book about that career.*

## THEME 2: ARCHITECTURAL GUIDEBOOK TO YOUR HOME, COMMUNITY, STATE AND NATION

### FOCUS: HOME

#### Objectives:

To identify and label the architectural features of houses.

To identify geometric shapes used in the construction of houses.

To compare and contrast houses in neighborhoods and communities.

To examine artists' renditions of houses and compare and contrast the colors and techniques used.

To develop a tool for evaluating art.

To use art to explore feelings about houses.

To write in a variety of formats to demonstrate a personal connection to the definition of the word "home."

To research the history of the family home and its connections to American family patterns past, present and future.

#### Background:

**Urban Animals** highlights the architectural features of buildings in a city landscape. The reader is left to imagine what it would be like to live on one of those streets and in one of the apartment buildings. Home means many things to many people. The architectural details often influence how we feel about where we live. When we examine the room layout of houses it allows us to define the changing nature of American society. Older homes frequently have clearly designated spaces for entertainment and food preparation. More modern homes frequently blend these two areas for a more casual lifestyle. The exercises that follow ask students to examine their homes from an architectural, artistic and personal view. Students are asked to SEE their homes from a variety of perspectives.

#### Materials:

##### **Urban Animals**

Glenn, Patricia Brown, *Under Every Roof*; a kids' style and field guide to the architecture of American Houses, Preservation Press, Washington, D.C., 1993

Paintings by Jacob Lawrence "This is Harlem"

Illustrations by Faith Ringgold from her book "Tar Beach"

National Gallery of Art in Washington, D.C.

Local Museums and Historic Societies

*Activities Note: See Theme: Architectural Primer, Historical Journey: Building Form and Function as well as Theme: Architectural Primer, Historical Journey: Architectural Timeline for additional activities*

## Activity A:

### Suggested Grade Levels 1-6

### Curriculum Areas: Art, Math, Language Arts, Social Studies

Students read **Urban Animals** individually or as a whole class.

Students are directed to the author's drawing of buildings on a city street.

(This page faces the Architectural Glossary page)

The students are asked to identify the geometric shapes displayed in this city drawing. This can be done as a whole class, in groups or individually.

The class prepares a chart of geometric shapes identified and are instructed to add shapes as they found while completing this project.

The teacher displays different views of the city using Jacob Lawrence's painting "This is Harlem" and illustrations from "Tar Beach" by Faith Ringgold.

Students are asked to identify the similarities and differences between the two views of the city. They are asked to develop criteria for deciding which one they like best and why. This can be done as a whole class, small groups or individually.

The class creates one evaluation tool for the art. This is displayed in the class.

The students are told to draw two (2) pictures of their home. One with as many labeled geometric shapes as possible. The second one should be drawn using whatever colors, design etc. that reflect their view of their homes.

The teacher displays different paintings of houses. *Artists such as Childe Hassam can be examples.*

Students write an explanation of their artistic rendering

Students meet in groups to share their drawings and paintings and the written explanation of their artistic rendering.

11. Students give an oral presentation about their work. Then the work is displayed in the class or as part of a student portfolio and/or as a class book including title, author, copyright, publisher.

12. Students write a concrete and/or cinquain poem about their home. Poems are read. A class book is created including title, author, copyright, and publisher.

13. Students interview their parents and/or other family relations and try to determine when their house was built, who designed it, how it compares to where the parents lived as children and/or grandparents. Students gather information and share as a class. What does this information show about American society past and present? Ask students to consider whether they want to remain in their current homes, change communities and why. Students should write compositions about these issues and share with the class.

## THEME 2: ARCHITECTURAL GUIDEBOOK TO YOUR HOME, COMMUNITY, STATE AND NATION

### FOCUS; COMMUNITY

#### Objectives:

To create a map of the community highlighting services such as hospitals, fire stations, places of worship, amusement facilities, stores and shopping, libraries, residential areas.

To identify the architectural history of the community including historical landmarks and recent changes.

To identify the architectural style of buildings in their community.

To identify building codes in their community.

To identify the political process in directing the future development of the community.

To connect architecture to fables and poetry.

Background:

**Urban Animals** directs the reader to buildings and streets in an urban environment. The architectural design of the buildings delight the reader with their intricacy, beauty and detail. The reader is left to imagine where community services such as hospitals, fire stations, places of worship, amusement facilities, stores and libraries might be located. Without this information it would be difficult to decide if this would be the place one would want to live. The following activities direct the reader to consider not only the beauty of their architectural environment but the features of a community that make it a home.

**Materials:**

**Urban Animals**

**Sample Atlases**

Local historical societies reference materials

Visitor's Bureau reference materials

Civic Organizations

Local Telephone Books

**Web Sites** dealing with the local area including a search of the National Park Service government site [www.nps.gov](http://www.nps.gov) to see if buildings in the area are registered as National Historic landmarks

Speakers from the community such as the mayor or local representative

**Activities Note:** *See Theme: Architectural Primer, Historical Journey Building Form and Function as well as Theme: Architectural Primer, Historical Journey, Architectural Timeline for additional activities*

**Activity A:**

**Suggested Grade Levels 1-6**

**Curriculum Areas: Art, Math, Language Arts, Social Studies**

Students are asked to consider what services are needed to keep their community safe and economically viable.. The class considers what is available for recreation and spiritual well being.

Students can do this as a whole class, in groups or individually. The class can refer to categories of buildings arrived at in the *Theme 1: Architectural Primer: Historical Journey: Building Form and Function: Activity A*. The class arrives at a list that contains educational institutions, amusement facilities, houses of worship, workplaces, medical service availability etc.

Students are shown examples of community maps and instructed in the various features of map design. Students are asked to draw a map of their community with community services labeled. Younger students may require a ready made map and asked to do a minimum of labeling.

Maps are displayed around the classroom.

**Activity B:**

**Suggested Grade Levels 3-6**

**Curriculum Areas: Art, Math, Language Arts, Social Studies, Science**

Students are asked to research the history and architectural landmarks in their community. They are asked to develop a list of research questions relating to these topics..

Experts on local history can be invited as guest speakers. Libraries, historical societies and the government registry of historical buildings can be used as sources of information.

Students should use the glossary they have developed in Theme 1: Architectural Primer: Glossary for reference

in identifying the features of buildings in their community.

Students take a class or family tour of their community

5. They photograph and/or draw significant buildings labeling the features of the buildings. Students may find *Under Every Roof; a kids' style and field guide to the architecture of American Houses* by Patricia Brown Glenn very helpful in isolating the important features of home design including number of stories, plan shape, roof type, roof material, wall and sidings ,brick patterns, door and window trim, porches and other details.

6. Books, periodicals and web sites listed under **materials** can be used for additional reference material..

7. Students create individual books about their community's history and landmarks including appropriate text and labeled illustrations. . Books should include a title page with author, illustrator, copyright and publisher information. Use **Urban Animals** as an example

8. Books are shared within the class and become part of the class library.

9. Students choose one building that is important to them. They create a cinquain or concrete poem about the building.

10. **Class Museum Exhibit:** Students display community buildings by creating models, paintings or sculptures of the building or other visual displays. They should examine typical museum exhibits of architecture such as those at the Metropolitan Museum of Natural History and Art in New York and others in their state and local areas and create a class museum exhibit.

## **Activity B:**

### **Suggested Grade Levels 1-2:**

### **Curriculum Areas: Art, Math, Language Arts, Social Studies, Science**

This should be a teacher directed activity. After reading **Urban Animals** the teacher asks the class to define urban, rural and suburban communities. Students are then shown images representing each community type. Students are asked what category best describes their community.

Students take a class or family tour of their neighborhood and community. Prior to the visit they should contact the Visitor's Bureau and the town library to see what information can be found about community landmarks and history.

Students photograph and/or draw significant buildings in their community.

The teacher assists using **Urban Animals**, *Under Every Roof; a kids' style and field guide to the architecture of American Houses* by Patricia Brown Glenn , web sites, periodicals, student glossaries to isolate important architectural features.

Students are asked to present their illustrations of community landmarks to the class. The class can vote on which community buildings are significant and should be included in a class book about their community.

Books should include a title page with author, illustrator, copyright and publisher information. Use **Urban Animals** as an example.

Students choose one building that is important to them. They create a cinquain or concrete poem about the building. Poems can be made into class books or shown as a PowerPoint presentation.

**Class Museum Exhibit:** Students can display community buildings by creating models, paintings or sculptures of the buildings or other visual displays. They should examine typical museum exhibits of architecture such as those at the Metropolitan Museum of Natural History and Art in New York and others in their state and locally and create a class museum exhibit.

### **Activity C:**

**Suggested Grade Levels: 1-6**

**Curriculum Connections: Social Studies, Language Arts**

The teacher reads **Urban Animals** directing student attention to the animal ornamentation on the buildings. The teacher asks students to consider why there are squirrels on one of the bank buildings, lions and owls are some of the apartment buildings, a boar on a building stoop. (See *Animal Habitats* in **Urban Animals**) For banks, for example, squirrels personify saving. For apartment buildings lions and owls symbolize protection at night, and a boar is a fierce animal protecting his territory.

Students select an animal found in their community and/or state and write a fable showing how this animal's characteristics represents their feelings about their community and/or state. Students share their fables with their class. Fables may be illustrated and made into student books. Students may select fables to dramatize as a class project.

The teacher shares examples of concrete poetry and/or cinquain poetry. Students select an animal found in their community and/or state and write a poem using this form(s). Poems can be made into class books or shown as a PowerPoint presentation.

### **Activity D:**

**Suggested Grade Levels 1-6**

**Curriculum Areas: Art, Math, Language Arts, Social Studies, Science**

Students are instructed that they will be interviewing adults who have lived in the community for a long while as well as individuals from civic organizations..

Students will develop questions addressing issues such as what the adults liked about the community in the past, what they like about it in the present and what improvements would they like in the future.

The interviews can occur in the classroom and/or students can be taken to senior citizen venues and organization sites.

Students compile the information about the community derived from the interviews and have a class discussion about their findings.

The class decides on one community improvement issue they would like to focus on.

The teacher asks the students to research the methods for presenting improvements to the community officials.

Students prepare individual and/or class improvement proposals and present to community boards in writing and/or with class appearances or as letters to the editor in their local newspapers.

Students prepare a written response about what they have learned about creating change in their community.

The compositions are shared in the classroom.

## THEME 2; ARCHITECTURAL GUIDEBOOK TO YOUR HOME, COMMUNITY, STATE AND NATION

### FOCUS: STATE

#### Objectives:

- To learn the geography, climate, history and important architectural landmarks of the state.
- To learn the features of maps.
- To read, write in a variety of formats and for a variety of purposes.
- To display information in a variety of formats.
- To heighten oral communication skills.

#### Background:

Urban Animals displays the architectural design and materials typical of an urban setting in the Northeast of the United States. It shows a city landscape where residential as well as business and community service buildings are tightly placed so that land use is maximized. In the activities that follow students will be asked to examine their urban settings and SEE how it compares and contrasts with the one offered in **Urban Animals** Factors such as climate, economics, and location will be considered.. In addition, students will look at their state architectural landmarks, analyze their features and decide which one symbolizes their feelings about their state.

#### Materials:

##### Urban Animals

Almanacs

Dictionaries

Atlases

Visitor Guidebooks about the state

Pamphlets and brochures about the state

Web Sites about the state

National Historical Landmark Sites such as

<http://www.nps.gov/history>

#### Activity A:

##### Suggested Grade Levels: 1-6

##### Curriculum Connections: Art, Social Studies, Language Arts, Science

Students read **Urban Animals** individually or as a whole class instruction

Using the information presented in **Urban Animals** students define **urban**.

Students check the dictionary definition of **urban**. (**A lesson can be given in dictionary use if needed.**)

Students compare the student and dictionary definition of urban and derive a class definition. The class definition is displayed.

The teacher presents several maps of the state indicating different features including major cities, urban areas, climate and population.

Students are directed to create their own maps of the state highlighting major cities. They can use the reference materials listed under materials or other information that is useful. This can be done individually, in groups or as a whole class activity.

**Younger students can be given map prototypes as instructional aids.**

Using their maps, students select one city or several depending on the age of the students and the length of time available. They look for the following information:

Name of the city, the location, the geography and climate of the area, history, economy as well as illustrations and names of prominent buildings .

*(Students should search the national park service web site to see if historic landmarks are in their state and cities <http://www.nps.gov/history>)*

9. **Grades 1-3** should gather information as a whole class or in small groups and present their reports to the class orally with labeled illustrations of building design.

**Grades 4-6** prepare individual or group reports with the information making sure to label the *architectural features of the buildings, architectural period, represented, architect associated with the design and significant history*. . (They should refer to Urban Animals Glossary as well as their own glossary created in Theme 1: Architectural Primer: Glossary as well as Theme 1: Architectural Prime: Historical Journey)

11. The students present their reports to the class.

12. The class develops an evaluation tool for rating the buildings as significant and important considering the *architectural features of the buildings, architectural period, represented, architect associated with the design and its connection to state history*.

13. A chart entitled **building evaluation tool is displayed in the classroom**

Students reexamine the buildings they have reported on and rank the buildings using the evaluation tool. A class chart displaying the ranking of the buildings is displayed.

Students select a state building and write a composition with the following details:

What is the the name of the building?

Where is it located?

Why or how is it important to you?

Students share compositions with the class. A class book or individual books can be created with title, author, illustrator, publisher and publication date included.

**Class Museum Exhibit:** Students can display state buildings by creating models, paintings or sculptures.

They should examine typical museum exhibits of architecture such as those at the Metropolitan Museum of Natural History and Art in New York and others in their state as suggested guidelines..

## THEME 2: ARCHITECTURAL GUIDEBOOK TO YOUR HOME, COMMUNITY, STATE AND NATION

### FOCUS: NATION

#### Objectives:

To understand how the White House, the U.S. Capitol and Supreme Court buildings symbolize the power and prestige of America.

To build background knowledge of the architectural design of these buildings.

To read, write in a variety of formats and for a variety of purposes.

To display information in a variety of formats.

To heighten oral communication skills.

#### Background:

Urban Animals presents buildings reflecting the architectural concepts of beauty, power and utility for an urban setting, during the time period. (1868-1930) The White House, the U.S. Capitol and Supreme Court were built as enduring symbols of American democracy, prestige and power. The design of these buildings was heavily influenced by Americans such as Thomas Jefferson who wished to link our buildings to those of ancient civilizations. The designs, therefore, show the influence of Roman and Greek temples and ancient architecture. Since that time America's architectural journey has reflected our growing confidence in our own sense of identity and purpose. The activities that follow ask students to *SEE* American government buildings from this perspective.

#### Materials:

Almanacs

Encyclopedias

Pictures of the White House, Capitol Building and the Supreme Court

Pictures of the Parthenon, Pantheon, Ancient Greek and Roman Temples

#### Books:

Sandak, Cass R. *The White House*, RaintreeSteck-Vaughn, Austin, Texas, 2000

#### Web Sites

[www.whitehouse.gov](http://www.whitehouse.gov)

[www.bensguide.gpo.gov](http://www.bensguide.gpo.gov)

#### Activities A:

**Suggested Grade Levels 1-6**

**Curriculum Connections: Art, Social Studies, Language Arts**

The teacher shows pictures of the Parthenon, Pantheon, and Ancient Greek and Roman Temples and pictures of the White House, Capitol Building and the Supreme Court. Students are directed to compare and contrast the similarities and differences of the buildings. *(If students have completed Theme 1: Architectural Primer: Historical Journey they can share their Architecture Timeline with examples of this architectural style)*

Students can do this as a whole class, in groups or as individuals.

Students meet as a class to share their findings.

A class chart is created displaying the similarities and differences of the Parthenon, Pantheon and Ancient Greek and Roman Temples and of the White House, Capitol Building and the Supreme Court.

Students are asked to consider why the founding fathers would have been influenced by Greek and Roman ancient architecture..

The teacher holds a class discussion about this issue. Students should understand that America's educated individuals were very few at the time of our nation building and the standards of beauty, dignity and power were those of the European elite who were classically educated. Our founding fathers reflected this view.

Students select one of the buildings, the White House, Capitol Building or the Supreme Court for further research.

Students determine the architectural style, when it was built, the architect responsible for the design, materials used and other important and unusual historical facts..

Students create a model of the building labeling it with architectural details, year of construction and the architect responsible for the design. Models should have a written report attached highlighting historical and unusual facts.

Models can be displayed to create a class museum exhibit. Prototypes for museum exhibits can be found at sites such as the Metropolitan Museum of Art and Natural History in New York and/or at other museums in the state or of local interest.

Students select one of the buildings and write how this building makes them feel about being an American.

Students write a concrete and/or cinquain poem about one of the buildings.

## THEME 3: ARCHITECTURE FOR GLOBAL UNDERSTANDING

### FOCUS: THE WORLD AS AVILLAGE

#### Objectives:

To build background knowledge of how geography, climate, social conditions and global warming affect housing in various parts of the world.

To learn the features of an atlas and to be able to use it for a variety of reference purposes.

To make maps with legends and keys.

To see the world as a global village and the need for cooperation.

To read, write and speak in a variety of formats and for a variety of purposes.

To engage in group discussion and team building.

To evaluate information and display information in a variety of formats and for a variety of purposes..

To learn the process for making positive global change.

#### Background:

**Urban Animals** engages and empowers the reader to *SEE* architecture as an essential part of the human experience. Through the book's photography and rhyme one SEES how architecture provides beauty, is an indication of fashion and style and is a reflection of a country's culture, economy and geography. Looking at different regions of the world and the effects of global warming, population growth and political conditions on housing, enables us to SEE how important it is for the world community to address these issues. The activities that follow encourage students to SEE how people in various geographic locations build and live and to use this knowledge to create a better world.

#### Materials:

#### Books:

##### **Urban Animals**

D'Aluisio, Faith, *What the World Eats*, Tricycle Press, Berkeley, Ca.,,2008

Smith, David J., *If the World Were A Village*, Kids Can Press, Towanda, New York, 2002

Books about the countries of the world

World Almanac and Book of Facts

#### **Web Sites, Periodicals and News Shows**

United Nations pamphlets found at <http://www.un.org>

The Central Intelligence Agency World Factbook, Washington, D.C. <http://www.odci.gov/cia/publications/factbook>

*Periodicals such as National Geographic and National Geographic World and current Newspapers*

## ***Atlases***

National Geographic, *Our World: A Child's First Picture Atlas*, National Geographic, Washington, D.C., 2000.

National Geographic, *World Atlas For Young Explorers*, National Geographic, Washington, D.C., 1999

### **Activity A:**

**Suggested Grade Levels: 1-6**

**Curriculum Connections: Social Studies, Language Arts, Science, Art. Technology**

The teacher displays a world map in a prominent place in the classroom.

Students are asked to determine what types of information the map provides about the world and individual countries. i.e. major bodies of water, continents, borders with other countries, cities etc. Students can do this as a whole class, in groups or as individuals.

The teacher displays a variety of Atlases with a variety of features.

Students are asked to determine what types of information atlases provide about the world and individual countries. Students can do this as a whole class, in groups or as individuals.

Students should identify features such as location, land formations, water access, climate, rainfall, land that can be used for food production.

The class discusses the information found in atlases and creates a class chart **Atlas Features**.

The teacher reads *If the World Were A Village* by David J., Smith

Students consider how world geography affects the housing, economy, culture and access to utilities such as fuel and electricity of people globally.

The teacher reads **Urban Animals**. The students consider what the buildings show about the people and culture inhabiting those structures. Students should conclude that the people had wealth because they could afford stone buildings with ornamentation as well as money for entertainment. (*Bunny Theater*)

**Grades 1-6** The teacher divides the class into groups according to continents. Each student in the group takes a different country to research. Students are told to use a variety of reference materials to gather information (see *Materials*) as well as to listen to the news and locate newspaper articles about their country to gather the following information:

**Variant for Grades 1-3** The teacher provides assistance with prototypes of maps, limiting the countries researched and arriving at the information as a whole class research project:

Name of the country

Map of the country showing cities, rivers, mountains and the bordering countries

Typical houses and other buildings of architectural interest

Language spoken

Population growth

Access to education and degree of literacy

The climate, the resources, the cities, animal and plant life,

Changes because of global warming

Access to water, electricity and food

Type of government

Wars in and/or around the country

Students prepare a written report of the country illustrated with drawings and/ photographs highlighting geography, housing styles, typical architecture and living conditions. Students prepare models of typical homes and

architecture. Models can be dioramas, mobiles, sculptures, murals or other visual displays.

The students give an oral report of their findings showing illustrations and the models of typical homes and architecture.. They explain how this research assignment has helped them to understand how people in other parts of the world live and why. Reports and models are displayed in the classroom and/or donated to the school library. Parents as well as other classes in the school should be invited to hear student presentations.

If possible students should become pen pals with students in other countries through email or snail mail.

The class can vote to engage in fund raising to assist children in one or several countries that they have determined need assistance.

Architectural styles and building useful in the study of architecture

### Architectural Style Historical View

<i>Architectural Style</i>	<i>Example</i>	<i>Location</i>	<i>Built</i>
Egyptian	Pyramid of Cheops	Giza, Egypt	2723-2563 B.C.
Classical Greek	Parthenon	Athens, Greece	447-436 B.C.
Classical Roman	Coliseum	Rome, Italy	70-82 A.D.
Early Christian	San Vitale	Ravenna, Italy	526-547 A.D.
Early Islamic	Great Mosque of Samarra	Iraq	848-852 A.D.
Romanesque	Tower of London	London, England	1078-1090 A.D.
Gothic	Notre Dame Cathedral	Paris, France	1163-1250 A.D.
Renaissance	Pazzi Chapel	Florence, Italy	1400 A.D.
Baroque	Santa Maria del Salute	Venice, Italy	1631-1682 A.D.
Neoclassic	Massachusetts State House	Boston, Mass.	1793 A.D.
Gothic Revival	Houses of Parliament	London, England	1840-1860 A.D.
Metal Construction	Crystal Palace	London, England	1851 A.D.
Baroque Revival	Paris Opera House	Paris, France	1861-1864 A.D.
International	Melinikov's House	Moscow, Russia	1927 A.D.
Art Deco	Chrysler Building	New York, New York.	1928-1930 A.D.
Art Moderne	Hotel New Yorker	Miami Beach, Florida	1940 A.D.
High Tech	Hongkong and Shanghai. Banking Corp. Headquarters	Statue Square. Hong Kong	1986
Neo-Expressionism	Acrosanti	Cordes Junction, Arizona	1970-ongoing
Twenty First Century	Hearst Tower	New York, New York.	2006
Twenty First Century	American Folk Art Museum	New York, New York.	2001

