

Architects in Schools

Sample Residency Planning Form

Grade Level: 4th

Residency Info:

Residency Topic/Focus:

Central Questions:

- How is design affected by human behavior?
- How does human behavior and culture affect design?
- In what ways is architecture a manifestation of culture?
- What are the components of a successful neighborhood?
- How do you include people of all incomes and cultures into the community?
- How do neighborhoods change in the right way? How do we combat gentrification?

Residency Goals:

By the end of this unit, students will be able to demonstrate their understanding of their own community and what is valuable in a community neighborhood in relation to interior design and architecture.

- Creating the Albina Community “50 years” from now: What does your community need?
- Having students create either alone (for smaller building such as houses) or together in teams (for larger buildings such as schools or hospitals) individual tile pieces with their piece of the neighborhood to collaboratively create their future neighborhood community. (2ft. By 8ft. Max)
- *Framing this with an authentic situation, i.e. “You are a team of neighborhood/town planners”
- *Students will NOT be starting over their neighborhood from scratch without consideration for what is already there. Instead, they will be adding in their additions to a scaled model of their existing neighborhood either in empty lots or as additions (such as bike paths) to what is already there.

Standards Addressed:

- 3-ESS3-1. Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.*
<https://www.nextgenscience.org/sites/default/files/3.ESS3%205.31.13With%20Footer.pdf>
- 3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
- 3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
<https://www.nextgenscience.org/dci-arrangement/3-5-ets1-engineering-design>
- 3-PS2-1. Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.

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<https://www.nextgenscience.org/pe/3-ps2-1-motion-and-stability-forces-and-interactions>

Possible activities in support of residency goals:

- Thinking about what is already here: Neighborhood walks, aerial views of the neighborhood/finding the holes where they could design new spaces/improvements or additions to the neighborhood.
- Talking about how in the past with the memorial coliseum everything was simply wiped away and the ramifications of that.
- *Albina Vision Project: Started with the Trailblazers examining the current Rose Quarter and a little bit further North, in collaboration with the Urban League, Head Start, Community members.
- Has lots of historical images of the Albina neighborhood, can compare photographs
- Possibility of working with Rukaiya, spokeswoman part of Albina Vision
- Field trip to Hennebery Eddy Architects

Other resources you plan to use during your residency:

Research on Albina vision and neighborhood history

Session #1 Info:

Session #1 Date: February 14

Session #1 Time: 1-2pm

Session #1 Plan/Details:

- Icebreaker/Getting to know our professionals, introduction to main idea of the project
- Pre-Assessment: Brainstorm drawing or writing what makes up a neighborhood
- Architects in Schools Curriculum Guide lesson 2.9: How to design a Functional Folder

Materials needed for Session #1:

- one 12 x 18 paper per student
- two 8 ½ x 11 inch paper of varied colors per student
- scissors
- stapler
- tape
- glue
- markers

Teacher follow-up before Session #2:

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Architects in Schools Curriculum Guide lesson 2.4: How do you feel about this environment? Observational skills

Session #2 Info:

Session #2 Date: February 21

Session #2 Time: 1-2pm

Session #2 Plan/Details:

- Architects in Schools Curriculum Guide lesson 4.39: Drawing a floorplan of things that don't move
- Introduction to all the different architectural views
- Examples of construction drawings and floor plans

Materials needed for Session #2:

- Copies of handouts for each student
 - Construction paper
 - Pencils
 - Rulers
 - Floor plan of the school
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Session #3 Info:

Session #3 Date: February 28

Session #3 Time: 1-2pm

Session #3 Plan/Details:

- Introduction of project
- History of the Albina neighborhood, aerial views and different historic photos, pointing out differences and making comparisons
- Introduction of Google Earth
- Potential: Pulling in a community member to talk about the gentrification process?

Materials needed for Session #3:

- PowerPoint presentation

Teacher follow-up before Session #4:

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Architects in Schools Curriculum Guide lesson 4.123: A Special Structure for a Special Client

Session #4 Info:

Session #4 Date: March 7

Session #4 Time: 1-2pm

Session #4 Plan/Details:

- Neighborhood Walk, Observational drawings
- Big brainstorming session of all the improvements/innovations they could add to the neighborhood
- Presentation of the neighborhood model for reference (On free time they could embellish the model)
- They would sign themselves up for the innovation team they would want to be on.

Materials needed for Session #4:

- paper
- clipboards
- pencils
- PowerPoint presentation

Teacher follow-up before Session #5:

- Sketch with your team to create an architectural drawing of their ideas to be ready to present to design professionals
 - Architects in Schools Curriculum Guide lesson 4.20: What is Green Building and Sustainable Design?
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Session #5 Info:

Session #5 Date: March 14

Session #5 Time: 1-2pm

Session #5 Plan/Details:

- Applying their skills and creating their pieces of the community and starting to build after presenting their sketches to the class. (Talking about professionalism)
- What need are they fulfilling?

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- Architects in Schools Curriculum Guide lesson 4.20: What is Green Building and Sustainable Design?

Materials needed for Session #5:

- Paper
 - Pencils
 - Computers
 - PowerPoint presentation
 - Modeling materials
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Session #6 Info:

Session #6 Date: March 21

Session #6 Time: 1-2pm

Session #6 Plan/Details:

Work Session - Continuing to build their creations with the design professional

Materials needed for Session #6:

- Modeling materials