

Architects in Schools

Sample Residency Planning Form

Grade Level: 5th

Residency Info:

Residency Topic/Focus: Design using volume and aspects of the Revolutionary War

Residency Goals:

- Verbal, written, graphic and physical model development giving students hands-on practice in the process of designing spaces.
- Collaborating with others in a project team.

Standards Addressed:

- 3-5-ETS1-1: Define a simple design problem, reflecting a need or want that includes specific criteria for success and constraints on materials, time, or cost. (Science)
- OR 4.5.1.e: Identify and understand the cause, course and impact of the American Revolution, including the roles of George Washington, Samuel Adams and Thomas Jefferson. (Social Studies).
- 5. SL.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. (Speaking and Listening)

Possible activities in support of residency goals:

- Consider all of the ways that architects and designers impact our world and the variety of jobs they do.
- Learn about the steps that need to be taken to design structures that many different people will use.
- Architects in Schools Curriculum Guide lesson 2.20: Let's face it – The Eyes are in the Middle!
- Design a theme park attraction that teaches visitors about the Revolutionary War and write an essay about the design.

Other resources you plan to use during your residency:

Design a Revolutionary War Theme Park – Lesson Planet -

<http://www.eduplace.com/activity/themepark.html>

Job Spotlight - <https://stemjobs.com/job-spotlight-theme-park-architect/>

Session #1 Info:

Session #1 Date: February 6

Session #1 Time: 12:45 – 2:15

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Session #1 Plan/Details:

Preparation: The teacher will discuss with students what they already know about architecture and generate a list of words that may come from this discussion. They will talk about design and also how to treat a guest in the classroom. They will discuss vocabulary and make the vocabulary part of their spelling words.

Classroom session: The architect will introduce himself, introduce what he does and talk about design and architecture from the viewpoint of a professional. What does an architect actually do? How is design a part of everyday life? What other aspects of life includes design?

Architects in Schools Curriculum Guide lesson 2.9: How to Design a Functional Folder

Conclusion: Students will talk about their design with a partner and if time allows with the group. Students will keep their folder in a special area so they know where to pull them out from when the architect shows up next time.

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 and/or crayons

Teacher follow-up before Session #2:

The students will continue to discuss vocabulary and will review the lesson from last time and review any questions or interesting things that came up. They will also start to discuss the different architectural styles. Discuss styles seen in the local community, and how they differ from styles of other communities. Noticing the differences in design, and why they were designed differently.

Session #2 Info:

Session #2 Date: February 20

Session #2 Time: 12:45 – 2:15

Session #2 Plan/Details:

Classroom session: Practice drawing and working on a more positive attitude about design.

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Architects in Schools Curriculum Guide lesson 2.20: Let's Face it – The Eyes are in the Middle!

Conclusion: Have students compare their first and second drawings. They can discuss the difference with a partner and then put these in their functional folders.

Materials needed for Session #2:

- 8 ½ x 11 unlined paper
- pencils
- 10 to 12 copies of the face drawing with the grid lines outlined in red marker

Teacher follow-up before Session #3:

They will continue to learn vocabulary and architectural styles.

Session #3 Info:

Session #3 Date: March 6

Session #3 Time: 12:45 – 2:15

Session #3 Plan/Details:

Classroom session: Review what we did last time with the faces drawing.

Architects in Schools Curriculum Guide lesson 2.27: Now Let's Try it on a Building

Conclusion: Review drawing with a partner. If time permits, start to discuss final design objectives. What do they need to know to get there?

Materials needed for Session #3:

- copies of the log cabin drawing with the grid lines in red marker placed around the room
- 8 ½ x 11 unlined paper

Teacher follow-up before Session #4:

Continue to go over social studies and the Revolutionary War so they know who their customers are. Continue to support vocabulary.

Session #4 Info:

Session #4 Date: March 20

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Session #4 Time: 12:45 – 2:15

Session #4 Plan/Details:

Classroom session: Who are you building for? We are working individually and as a class – review.

Activity: Planning out their pool design.

Conclusion: What other materials will you need to finish building your pool?

Materials needed for Session #4:

- paper
 - pencils
 - rulers
 - cardstock
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Session #5 Info:

Session #5 Date: April 3

Session #5 Time: 12:45 – 2:15

Session #5 Plan/Details:

Continue building pools

Materials needed for Session #5:

- paper
 - pencils
 - rulers
 - cardstock
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Session #6 Info:

Session #6 Date: April 17

Session #6 Time: 12:45 – 2:15

Session #6 Plan/Details:

Finish individual pools. Ask students: How do they fit into the bigger picture of a theme park for your Revolutionary War clients?

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Materials needed for Session #6:

- paper
- pencils
- rulers
- cardstock