

Architects in Schools
Spring Break Camp

My Architect Journal

Your Name: _____

afo

architecture foundation of oregon



How Does My Architect Journal Work?

Everyday, you will work through lessons and activities that will guide you through the Architects in Schools Spring Break Camp. Whenever we mention the “Architect Journal,” we are talking about this document, your personal Architect Journal!

Remember to work through the digital lessons before doing work in your journal. This journal is where you will have space to write, sketch, design, think out loud and develop numerous creative ideas for your future city! If you need more space to write and draw, feel free to use additional sheets of paper. We recommend you print this document.

Have questions that your parent or guardian can't answer? Have them email or call us:

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Let's Get Started!

My Architect Journal

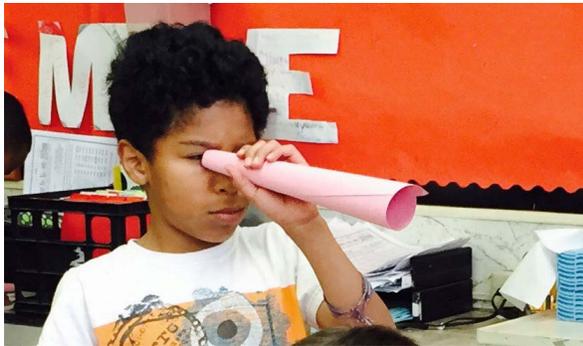
DAY 1

*What is
Architecture
& What Do
Architects Do?*

Today you met Alison, an architect at Mackenzie in Portland, Oregon. She explained a bit about the design process and what it's like to be an architect. She also took you on a tour through Mackenzie Architects' office - how cool! Do you remember the details she pointed out around her office and drew sketches of?

Now it's your turn! Begin by making a telescope. Roll a piece of paper into a cone shape with an opening big enough to see through easily. Tape into place.

Time to go explore! Walk around your house or grab an adult and walk around your neighborhood. Slowly move around as you look through your



telescope. Be aware of details that catch your eye. Some of these details are things you may not have noticed before. Sketch the details you find through your telescope in the boxes on the next page. Think about who designed the things you see along your journey and write your observations below.



My Observations

Write your responses below or on another sheet of paper.

My favorite detail I discovered is: (i.e. door knob, circle window)

I think this detail was created by: (i.e. architect, engineer, contractor)

Something I found through my telescope that I didn't notice before and have questions about is:

Look through your telescope. Draw the details you find around your house or neighborhood in the squares below or on another sheet of paper.



Draw the details you find!

Vocabulary Mix & Match

Draw a line to connect each vocabulary word to the right definition.

Architect	A person or company who furnishes building materials and builds a structure for an agreed upon price
Architecture	A person who is licensed to design the inside of a building including how people move around the building and what it looks like
Contractor	The steps involved in designing something: identify the design purpose, imagine the solution, make a plan and try it out, and improve your plan
Design Process	A person who is licensed to plan and design systems, structures, machines, roads and other infrastructure
Engineer	A person who is licensed to design buildings and spaces
Interior Architect	A person who is licensed to plan and design yards, parks or public outdoor spaces for practical and aesthetic reasons
Landscape Architect	A person who develops plans and designs for the use of space within cities, towns and developments
Urban Planner	The art or practice of designing and constructing buildings

My Architect Journal

DAY 2

Building Types and Structures

*Please complete Day 1 activities
before moving ahead*

Today, Alison taught you how tension, compression and load allow buildings to stand. She also showed you how to build three-dimensional shapes out of paper. How many books were you able to stack on your paper column before it collapsed?

You also learned about different building types and uses. **Choose a building that you think every city needs.** It can be a residential building, like a house or apartment, or a commercial or public building, like a fire station, a restaurant, or a pet adoption center. You will be drawing an elevation or a floor plan of a building of your choice! First, let's think about the building you chose and why you chose it.



My Building Details

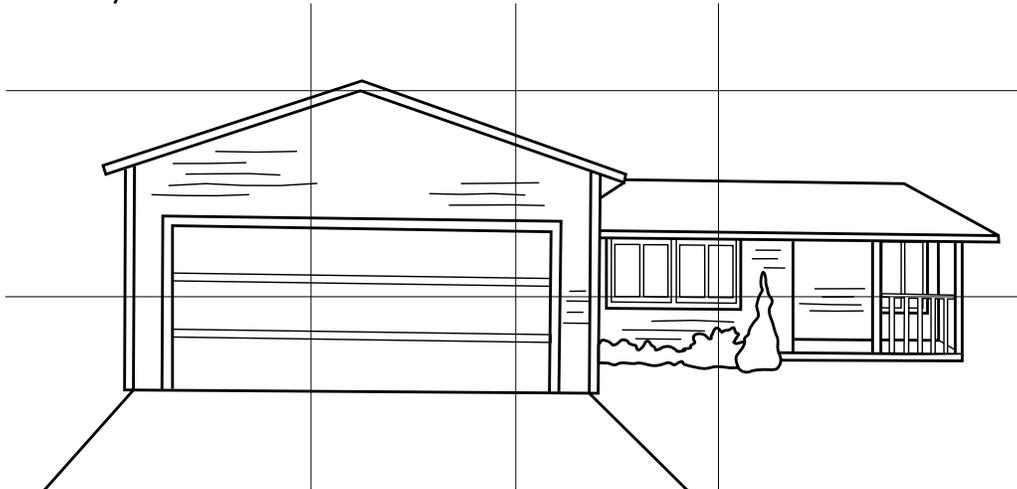
Write your responses below or on another sheet of paper.

The type of building I find interesting and will focus on is:

Why did I choose this building? How does this building make me feel as I move around it? (Think about how different spaces make you feel, like your house, your room, the grocery store, your school, or the library.)

What are some defining characteristics of my building? What design features can be found on the interior and exterior of my building? (For instance, how do you know a building is a house, a school, or a hospital?)

Here is an example of an **elevation** drawing. Remember, an elevation shows the exterior wall or face of a building. In this case, the drawing is of a Snout style house.



Here is an example of a **floor plan**. A floor plan is a drawing of a room or building being viewed from above, similar to a map.

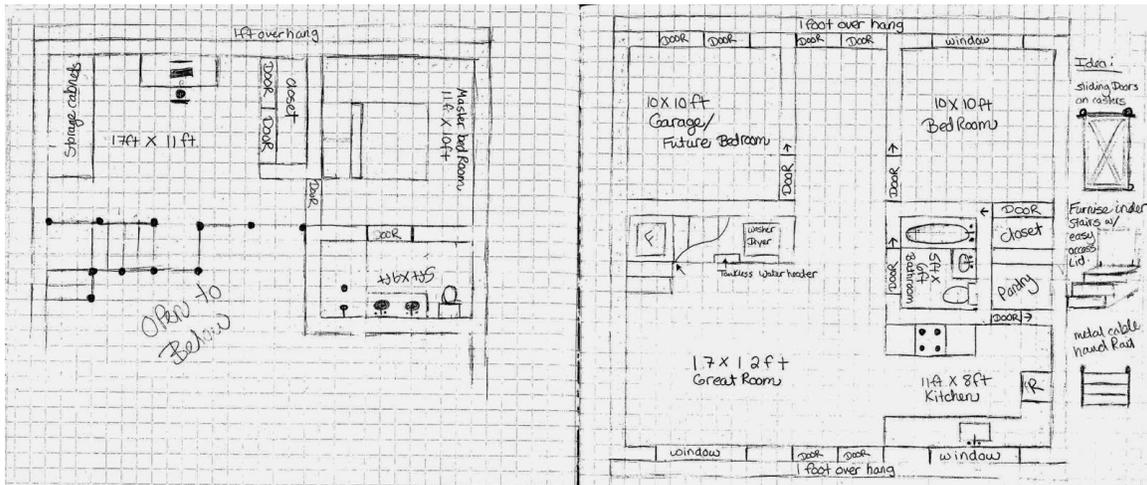


image source: homemadequonset.com

Now you get to draw an elevation or floor plan of a building in your city. Or you can draw both! Refer to the building details you wrote about on page 8. What will your building exterior look like? Show this on your elevation. How will people move around inside your building? Show this on your floor plan.

Draw an elevation of your building!

Imagine you are standing on the sidewalk looking at the front exterior or face of your building. What do you see? What kind of materials is your building made of? How many stories tall is it? How do you enter and exit? Where are the windows? Give your building a name! Use the space below or a separate sheet of paper to draw and color in your elevation.



Vocabulary Mix & Match

Draw a line to connect each vocabulary word to the right definition.

Compression	A drawing that shows an exterior wall or face of a building
Elevation	A drawing of a room or building being viewed from above, similar to a map
Exterior	The proportion of a drawing or model in relation to the actual size of an object
Floor Plan	The stretching or straining of a structural member caused by applying a load
Interior	The bending or compressing of a structural member caused by applying a load
Load	The inner or indoor part of a building
Scale	The outer surface or structure of a building
Tension	The weight supported by the structure of a building, wall or beam

My Architect Journal

DAY 3

How are Cities Designed?

*Please complete Day 2 activities
before moving ahead*

Today, you expanded from thinking about individual buildings and neighborhoods to looking at whole cities! You also met Alison's friend, Gabriela, who is a land use planner, a type of urban planner, and learned about her role in designing cities.

Let's put on our urban planner thinking caps! Imagine it is 25 years from now and there are five times more people in the world as there are now. How will you design a city to meet the needs of people in the future? Think about what you've learned so far this week and revisit your past journal responses. Look around you for examples. What do you like about the city or neighborhood you live in? What do you think makes it work and what do you think could make it work better?

Think about the Declaration of Kid's Rights you read today. Keep these in mind as you design your city and remember that everyone in your city has these rights, including you! In addition, think about today's vocabulary words and how you can apply them to the design of your city.



My Ideal Future City

Write your responses below or on another sheet of paper.

What does my city look like? Is it big, small, dirty, clean? Are there trees and parks? Does it have hills or is it flat? Does it have a grid, radial or random street plan?

How do people move around in the city? Where are the paths?

How do people get in and out of the city?

How does the city look as someone comes toward it from a distance? (This is called a "skyline")



My Ideal Future City, continued

Write your responses below or on another sheet of paper.

What and where are the following? (Think about edges, districts and nodes)
Businesses, stores and restaurants:

Schools, churches, museums, libraries:

Parks and special landmarks:

Places to live including houses, apartments, condos, row houses, boat houses, and more:

What do people do for recreation, for fun on days off, or on vacation? Where will people go to do these things?

Why will people want to live in my city? What makes it unique?

In the last year, we've had to stay socially distant from others in order to keep people healthy. How is the city designed to encourage people to stay physically distanced, while also staying connected with each other?

How is the city designed to meet the needs of all people? (Think about different cultures, races, ages, the disabled community, and each community's needs)

What technologies exist in your city that help people? How do they help?

Vocabulary Mix & Match

Draw a line to connect each vocabulary word to the right definition.

Districts	Ways in which people move through spaces and get from one point to another such as streets, walkways, bike paths and rivers
Edges	In reference to a city or town
Landmarks	An area of a country or city that has a common use, such as houses, businesses, manufacturing, waterfront, farms, parks and recreational areas
Nodes	Boundaries between two kinds of activities like a fence, river or freeway, or a place where the kind of activity changes
Paths	Points where something special happens, such as an intersection, a park, a bus station, a school, a library, or a special meeting place
Rural	A mixed use or residential area that is more spread out like rural areas but is in close driving distance to an urban area
Suburban	A special object or place that identifies a certain place, such as a statue, a tower, a sign, or your favorite store.
Urban	In reference to the countryside rather than a city or town

My Architect Journal

DAY 4

*Draw Your
Future City!*

*Please complete Day 3 activities
before moving ahead*

Today, Alison showed you examples of city plans drawn by 3rd graders. Were you inspired by any of their designs? Do you now want to make changes to the ideas you thought of yesterday for your future city? If you want to make changes or add any new features, go ahead! Changing and revising your design is all a part of the design process.

It's time to turn your written ideas into colorful city plans! Reference the ideas you wrote down in your journal yesterday and include any changes you made today. Follow the design criteria.

Think about where the different buildings in your city will go on your plan. Maybe you place the hospital in the center so everyone can access it easily. Maybe you create a bullet train route that will transport people to all corners of the city within five minutes. Where are the paths, roads and bridges? Where do people live? How is your newly designed city influenced by post COVID-19 needs for social distancing? How does it serve people of all cultural backgrounds? What about people with different abilities? Remember, no ideas are bad ideas!



Example future city plan

Future City Design Criteria

Follow this design criteria as you design the layout of your future city

Your city must include Kevin Lynch's "places": edges, nodes, paths, districts, landmarks and new discoveries. *Will you use a grid street plan, a radial street plan or a random path system? How does everything connect?*

Your city must include a river and a way to connect districts from one side of the river to the other. *How and where will people cross the river?*

Your city must include all the necessary support systems for a community to thrive. *What sort of businesses, services and buildings does your city need to be self-sufficient and support the people living there?*

Your city must meet the needs of a culturally diverse population. *How does your city serve Black, Indigenous and communities of color that are often unsupported and under served by city planning?*

Your city must meet the needs of a post COVID-19 world. *How do you make people feel comfortable in public spaces and not at risk of getting a virus? How can technology help keep people healthy?*

Your city must be equitable and accessible for all people. *How will your city serve older people like grandparents? How will it serve people who cannot walk or people who cannot see?*



Vocabulary Mix & Match

Draw a line to connect each vocabulary word to the right definition.

Collective Value	A space that is designed for people of all ages. Spaces should be designed to be accessible and comfortable for people of all generations and should allow people of all ages to come together and learn from each other.
Empathy	The design of buildings, products or environments that incorporate diversity, ability, age and other factors, allowing them to be accessible and enjoyed by all.
Equity	The ability to understand and share the feelings of another person. One's ability to connect with others by building relationships built on mutual trust and understanding. It's important to think about how other people feel, because different people have different feelings.
Intergenerational Design	The commitment to building a loving community that is sustainable and growing. It's the idea that we have to help people when something happens to them, even if it was by accident.
Restorative Justice	Everybody is important and everyone has the right to be safe and happy. We need to design spaces with everyone's needs in mind.
Universal Design	Making sure everyone has access to the resources, opportunities and responsibility they need to reach their full, healthy potential. This includes making changes so unfair differences may be understood, acknowledged and addressed.

My Architect Journal

DAY 5

*Now Let's
Build a Model!*

*Please complete Day 4 activities
before moving ahead*

Today, you will be challenged to construct a three-dimensional model of a building in your city. You can choose the building you drew on Day 2, or choose any other building in your city.

Reflect on what you learned throughout this camp. What makes structures stand up? What materials is your building made of? What does the interior and exterior look like? How do people enter and move around your building? How is your building designed to be accessible and comfortable for people of all cultures, races, ages, and the disabled community? How does it keep people safe and healthy?

The column, beam and pyramid shapes you made out of paper on Day 2 will come in handy today. Feel free to use them or construct new ones for your building. You can also use recycled materials from around your home. Cardboard, toilet paper rolls, cereal boxes, shoe boxes, and plastic bottles are all great building materials. Get creative! **Now, let's get to building!**





My Future City

Write your responses below or on another sheet of paper.

Write a paragraph about your future city or building. *What makes it unique and different from the cities and buildings that exist today? Who lives in the city or uses the building? What are some important things you considered in your design to make your city or building accessible and comfortable for all people? How does your city or building help people stay connected in a post COVID-19 world? How is your city equitable for all people?*

Don't forget to record yourself presenting your future city drawings and models! Send the video to family and friends! We would also love to see your incredible designs from this week. Submit your video presentation and images of your work here: bit.ly/aiscamp2021-submissions

Architects in Schools
Spring Break Camp

CONGRATS!

*You have officially
completed the
2021 Architects
in Schools Spring
Break Camp!*

*See the following page for an official
certificate of completion*

Architects in Schools
Spring Break Camp

Certificate of Completion

The Architecture Foundation of Oregon now declares

print your name

an official student Architect and Urban Planner
and awards a certificate of completion in the
2021 Architects in Schools Spring Break Camp!
Congratulations!

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