Instructional Unit Title: State Your Claim With An Architectural **Twist**

Integrated – Social Studies and Visual Arts 3rd grade

The teacher may begin by providing images of families, their homes/dwellings and their personal possessions, their community gathering places, and culture so that students can compare and contrast community cultures, places and spaces.

The teacher may utilize guest speakers (council members, grass roots leaders, etc.) to demonstrate formal and informal means of community involvement in (economic) decision-making so that students can compare and contrast various ways of expressing opinions within the community.

The teacher may bring in an example of a community decision on a public gathering place (park, community center, Boys and Girls Club, major retailer) so that students can begin to connect architecture with specific functions and the needs and wants of the community.

The teacher may engage students in a discussion about a (current) contentious topic in the classroom or school (e.g., school dress code, allotted recess time) so that students can begin to understand the process of negotiation.

The teacher may bring in resources (articles, video clips, etc.) about a development issue (e.g., Union Colony Elementary School) so that students can understand and analyze the competing community values/concerns that often surround economic questions/issues.

The teacher may discuss with students the cause and effect connections between previous location of community gathering place with current location so that students can brainstorm the long-term positive and negative consequences of the architectural change.

The teacher may share architectural examples from their local and surrounding communities so that students can begin to understand how to critique architecture using the artistic critiquing process.

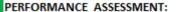
The teacher may show the students examples of a blueprint and an accompanying exterior drawing of a community gathering place, so that students can explain what blueprints and exterior design drawings are and how they relate to each other and a built structure.

The teacher may bring in primary sources depicting artist/architectural renderings documenting placement of a particular public gathering place (e.g., Union Colony Elementary School) so that students can investigate place and space, and how it affects decision making.

The teacher may utilize resources (articles, video clips, etc.) related to a particular building decision (e.g., Union Colony Elementary School) so that students can examine how the community dealt with members critical of the proposal and can identify which perspectives were (and were not) most prominent in the ultimate outcome.



The teacher may show multiple examples and demonstrate how to build a three-dimensional model of a building using accompanying plans to guide the construction of the building with various materials so that students can transfer ideas and designs from two-dimensions to three-dimensions.



You are a member of your community, and someone very interested in its success. You would like to propose to the community the construction of a public gathering place (community center, a park, a Boys and Girls Club, a school, or even a box store) that provides the opportunity to better the community. Use your sketches, floor plans, blue prints, and exterior drawings to create your three-dimensional building that is balanced between being aesthetically pleasing and practical. Create a presentation to show and explain who you are in the community (student, a parent, a homeowner, a business person), and why you think this public gathering place will benefit this community.



(Post-Performance Assessment) The teacher may present examples of writing (e.g., response statement, letter, short story, article, etc.) so that students can use the artistic process (through the lens of making, looking, connecting and transferring) to critically reflect on the final community gathering place proposals.

This unit was authored by a team of Colorado educators. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples.

