



Neighborhood Architecture
July 2018

Neighborhood architecture: Our neighborhoods, especially in Philadelphia, have gorgeous details we often overlook in our daily lives. These lessons are an opportunity to look more closely, explore, consider, and dream about the future. These lessons focus on noticing details, describing, considering how architecture has changed, as well as how we might like it to change. The final product is creating and writing a description of a new space for the neighborhood.

Overview	
Student Objectives <i>List the bulleted goals/objectives behind your lesson plan</i>	Students will: <ul style="list-style-type: none"> ● Observe architecture elements on a neighborhood walk ● Describe how architecture varies within the neighborhood ● Identify common elements in the neighborhood ● Examine primary source documents of images of architecture in the neighborhood from a wealthy homeowner ● Compare and contrast the wealthy home to a typical home and with the school ● Create an idea for a new building in the neighborhood, draw and write about the building's use
Grade level	3
Curriculum area	Language Arts
Materials	Clipboard, sheet for recording notes, pencil Chart paper, markers Primary source images of Disston House and Observe, Reflect, Question sheet Venn diagram Drawing paper, art materials: printed images, colored pencils, markers, crayons, lined paper



Standards

Learning Standards by State

Explain in bullet points how each of the Objectives align with state learning standards

CC.1.2.3.J Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

CC.1.4.3.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

CC.1.4.3.C Develop the topic with facts, definitions, details, and illustrations, as appropriate.

CC.1.4.3.V Conduct short research projects that build knowledge about a topic.

CC.1.4.3.W Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

CC.1.5.3.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.

CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

Procedures/Resources

Recommended time frame overview

Example: 6 sessions: 1 30-min group intro / 5 30-min computer-based activity sessions / 1 30-min group wrap-up

6 sessions, first about 90 mins, all following approximately 30-45 mins



<p>List the procedure and resources for—bullet points with resource links for each sessions:</p>	
<p>Session One:</p>	<p>Quick write: From memory, what description can you give about the building and homes on the block around the school, the school, the corner store? Give as much detail as you can. Include anything you think is great as well as elements you do not like. Share out a sentence, phrase, or word from your writing.</p> <p>Neighborhood walk: Take a walk around the block. Find several different buildings to record notes: the school, a typical home, a store, a vacant lot.</p> <p>Exit ticket: Respond: What was most noteworthy to you on today’s walk?</p> <p>Homework: At home, take notes on the same categories regarding the interior of the home. Look for things you may not have noticed before, or things you have wondered about.</p>
<p>Session Two:</p>	<p>In groups:</p> <ol style="list-style-type: none"> 1. Use notes from the day before, along with homework notes, to discuss and record what you observed. Record on each chart paper. Also record any questions. Share out with whole group. 2. Using primary source images of Disston House, first independently for a few minutes record what you notice. Then discuss and record with your group in all three categories: Observe, Reflect, Question. 3. Share out with the whole group. Add details to your notes. 4. Reflect on the process: How is discovering the neighborhood or looking at a picture and discussing different for you than reading a text? Do you have a preference?
<p>Session Three:</p>	<p>Using all the research information we have collected so far- notes, images, questions- work with a partner to complete a Venn diagram about differences and similarities between just two of the building we have observed.</p> <p>How has your thinking about the buildings in your neighborhood changed as a result of the tour and the images?</p>
<p>Session Four:</p>	<p>Create a new building to add to the neighborhood: Think about what kind of building you would like to have in your neighborhood. Where would you want it to be? What would it be used for? Who would use it? Brainstorm ideas with specific possible uses, what the building would look like and how it would benefit the neighborhood. Choose one to write about. Create an image to go with your choice. Use some elements we noticed on our walk.</p>
<p>Session Five:</p>	<p>Write. Use brainstorm details from yesterday along with image to write about the important details of the outside and inside of the building. What</p>



	kinds of rooms will it have? How many? How will they be decorated? What kind of materials will you use?
Session Six:	Final details & Presentation: Partner sharing and revision. Reread. Make any needed changes to reflect feedback and input from partner, add final details. Offer a brief, informal presentation of new building recommendation to class. Share image and read selection.
Evaluation	
	<ul style="list-style-type: none"> Students will be evaluated using.... Descriptive notes on neighborhood tour Participation in class discussion Observe, Reflect, Question document Exit tickets Venn Diagram Presentation of newly designed space School District of Philadelphia writing rubric
Additional Resources	
List any additional resources (example: websites related to lesson plan topic) that students can use for additional information and/or after class exploration	https://tpsteachersnetwork.org/album/42081-tricia-fussaro-disston-house
Accommodations	
Note any accessibility options that might be applied to address student needs	Would be specific to each individual class and specific student needs.



Primary Sources from the Library of Congress

Image Thumbnail	Title	Description	URL
	<p>Disston House, 1530 North Sixteenth Street, Philadelphia, Philadelphia County, PA</p>	<p>Multiple images of the interior and exterior of the Disston House, just a couple of blocks from school from Library of Congress</p>	<p>https://www.loc.gov/resource/hhh.pa3862.photos/?sp=1</p>