**SEATTLE ARCHITECTURE FOUNDATION**
DESIGN SHAPES PEOPLE + PEOPLE SHAPE DESIGN

## Seattle Architecture Foundation (SAF)

At Seattle Architecture Foundation (SAF), we connect people to the profound influence of design and inspire them to engage in shaping their communities. Design shapes communities on many levels, whether we are conscious of its impact or not. Everything we touch, everything we see in the built environment is a product of the design process. Plazas, public spaces, even things considered natural, like parks and landscaping, are intentionally designed. SAF awakens people to these influences and increases the public's awareness and appreciation of design in the built environment. An architecturally informed population becomes involved in exploring options and is enthusiastic about its choices. Ultimately, the shape of our communities reflects who we are and who we want to be.



Mary Kae McCullough/SAF

## Introducing Places + Spaces: A Tool For Educators

Use the five lesson plans in this guide to teach key concepts in social studies, science, math, visual arts and health, through the lens of architecture and design of the built environment. The lessons offer authentic situations derived from architecture-related professions (including planning, historic preservation, construction, ergonomics, and community activism) to teach critical and creative thinking skills that students can use in their everyday lives. Buildings and open spaces in, and around, Seattle are used as points of inspiration and reference in the lessons.

## An Integrative Curriculum

Each lesson has a distinct theme, moving from more general to more specific aspects of designing and creating the built environment. Each theme integrates at least two different subject areas and meets the Essential Academic Learning Requirements (EALRS) for Washington State in those areas. The themes do not attempt to address all aspects of architecture, but have been selected to provide clear points of integration with subject areas already taught in the classroom. Each lesson is designed to meet the needs of students ranging from Kindergarten through Grade 5, and suggestions are made for adapting the lessons to lower and upper grade levels.

## Using the Lessons

**No prior knowledge or information about architecture, beyond what is already in the lesson plan, is required to teach the lessons.**

We have made the lessons "classroom-ready," knowing how little time teachers have for preparing lessons. Teachers are encouraged to select the sections that work best for them—for example, you may find the prompts helpful, or you may decide to skim them and put the lesson instructions into your own words

The lessons can be implemented any way that fits your teaching style. You can connect certain lessons to other units you are already teaching. For example, you could connect Unit 1 - Nature and Design, with a unit on climate zones. Or you could teach the lessons in sequence to build up to a class project.

*Below are some suggestions for such projects:*

- **Create the Ideal Community** – Each lesson gives students the opportunity to learn actual skills pertaining to an architecture-related profession. After completing all the lessons, students can decide which lesson they enjoyed the most, and the class can design an "ideal community," with students taking on different professions in fields such as architecture, construction, planning, community preservation, and government.

- **Community Design Contest** – Students can develop criteria for "what makes a healthy community", and submit their design plans, essays, and/or models to a classroom or school-wide community design contest.

- **Our Neighborhood Walking Tour** – Students can take what they learn from lessons about building construction and the way communities are formed, to design a walking tour that addresses places and spaces that are both historically and personally important to them.



Seattle Architecture Foundation

*This chart shows how each lesson can be integrated into different subject areas and provides a summary of Washington State EALR concepts and skills that each lesson addresses.*

| SUBJECT AREA | SCIENCE | SOCIAL STUDIES | COMMUNICATIONS | MATH | VISUAL ARTS | HEALTH |
|---|---|---|---|---|---|---|
| **UNIT 1:** Nature and Design | **Concept:** Climate and weather effects <br> **Skill:** Investigative process | **Concept:** Geography - human interaction with environment | | | | |
| **UNIT 2:** Planning Communities | | **Concept:** Geography - human interaction with environment; community History - influence of ideas and technology <br> **Skill:** Geography - maps and charts as information | | Concept: Numerical data collection <br> Skill: Organizing, displaying and interpreting data | | |
| **UNIT 3:** Our Heritage | | **Concept:** History - historical places and time periods <br> **Skills:** Civics- group discussion and cooperation; research | **Concept:** Writing for purpose <br> **Skill:** Steps of writing process | | | |
| **UNIT 4:** People and Design | **Skill:** Problem solving with scientific data | | | **Skill:** Using measurement tools | | **Concept:** Environmental factors of health <br> **Skill:** Gathering and analyzing health information |
| **UNIT 5:** Shapes, Forms and Planes of Space | | | | **Concept:** Geometric sense <br> **Skill:** Using measurement skills | **Concept:** Geometric shapes, forms and space <br> **Skill:** Refining and presenting work; Paper construction | |

## Lesson Format

*Every lesson contains the following sections:*

**LESSON OBJECTIVE:** Provides life applications that go beyond the lesson itself and helps to explain why it matters to teach this lesson for life-long knowledge.

**LESSON DESCRIPTION:** Summarizes the concepts and skills to be taught in the lesson and provides information on how the lesson applies to particular curriculum areas.

**LESSON GOALS & ASSESSMENT CRITERIA:** Describes in specific terms what you want the students to know (concepts) or be able to do (skills) after taking this lesson. Describes the observable traits you should be able to see in the students' work, indicating that they have achieved and understood the lesson goals.

**INTEGRATED SUBJECTS:** Identifies the relevant subject areas for the lesson. See the chart above for information about which subject areas are addressed in which lessons.

**SUGGESTED GRADE LEVELS:** Indicates the suggested grade levels for the lesson. Each lesson can be adapted up or down to meet other grade levels. See the Lesson Adaptations section following the lesson's instructional strategies.

**ESSENTIAL ACADEMIC LEARNING REQUIREMENTS (EALRS):** Identifies the main concepts and skills taught in the lesson, as outlined in the Washington State Essential Academic Learning Requirements.

**LESSON DURATION:** Indicates the suggested number of 45-minute class periods to allocate for the lesson. Instructional Strategies are broken down by days and include brief descriptions of the goal of each day's teaching, enabling you to teach the entire lesson or parts of it.

**MATERIALS:** Specifies any supplies or tools needed and explains how to set them up for your students. All materials are readily available in the classroom or home.

**THE LESSON:** Describes the steps necessary to guide students through the lesson. This includes step-by-step information on what the teacher and student do, insuring that student learning is active at each step of the lesson.

**PROMPTS:** Suggests ways to instruct, explain ideas, or question the students, to help build understanding of the lesson concepts.

**TEACHER NOTES:** Provides space for teacher notes on the lesson.

**CREATIVE SOLUTIONS!:** Explains how the lesson asks students to solve a problem using individual creativity, thereby encouraging them to engage more personally in their own learning.

**LESSON ADAPTATIONS:** Suggests how to adjust the lesson to a higher or lower grade level.

**ADDITONAL LESSON OPTIONS:** Provides ideas for expanding on lesson concepts for subsequent lessons.

**SHAPING OUR COMMUNITIES:** Suggests some ways students can use concepts or skills presented in the lesson in their lives and with their families. Organizations or community projects are listed on the Seattle Architecture Foundation website (www.seattlearchitecture.org) in the Advocacy pages (Shaping Your Community and Links).

**IMAGES & LIST OF IMAGES:** Provides a list of images, which can be downloaded from the SAF website or from an SAF CD. The images can be used as examples of the concepts taught in the lesson.

**BACKGROUND INFORMATION:** Provides brief information on the architect, historical context, or structure for a building.

**VOCABULARY:** Defines the terms, from architecture and other subject areas, that students will learn and use in the lesson.

**ASSESSMENT CHECKLISTS FOR TEACHERS & STUDENTS:** Provides checklists outlining the skills the students are to achieve, according to the assessment criteria. Students are given a check for each skill they demonstrate. Provides a place to include teacher comments about the students' performance or suggestions on how you might teach the lesson differently.

**ACTIVITY SHEETS, GUIDELINES, SAMPLE WORK:** Some lessons include worksheets as part of the lesson or guidelines on how to set up a lesson activity. Other lessons include sample work that can be used as a model for the students to do their own work.