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 cultures so that students can compare and contrast community cultures, places and spaces.

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 show architectural examples from their local and surrounding communities so that students can begin to understand how to critique architecture using the artistic critical thinking process.

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.

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 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 resources (articles, videos, 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 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, videos, etc.) related to a particular building decision (e.g., Union Colony Elementary School) so that students can examine the role of citizens in the design process, how they contribute, and the impact of citizens on the ultimate outcome.

**PERFORMANCE ASSESSMENT:**
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, park, Boys and Girls Club, a school, or even a box store) that provides the opportunity to better the community. Use your sketches, floor plans, blueprints, 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 why you are in the community (student, a parent, a homeowner, a business person), and why you think this public gathering place will benefit the 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 visits [http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples](http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples).