

ArtReach Curricular Connections & Extensions

(with State Standards)

Community and Home

Language Arts

CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- Have students determine where their homes are in relation to a landmark. Have each student give directions from his or her home to the landmark. Have students draw a map of the area surrounding their home that includes landmarks, the school, their friends' homes, etc.
- Discuss the following questions with students: "What are the different meanings the word home can have?" "How do we describe home, personally, culturally, socially?" "What are the different roles a home can serve?" "What are the different objects, emotions or individuals that create the feeling of home?" "What are the things that are necessary in a home?" Ask students to create a list of answers to the question, "What is a home to you?" Ask students to then create a poem using the items from the list.
- Debate the question of form vs. function. Discuss the importance of homes and objects that look beautiful vs. those that are functional. Is one more important than the other? Why or why not?
- Design a home for a character from a favorite story or fairytale. Have students choose a character and describe a home perfectly suited to that character. For example, the Little Mermaid may have a home that sits partially in the ocean, with furniture shaped like shells and curtains made of seaweed.

Social Studies/History

CCRA.R.7 Integrate and evaluate content presented in diverse media and formats. Including visually and quantitatively, as well as in words.

CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Social Studies Standard 1: History

Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.

Goal 1.8: Build an understanding of the cultural and social development of human civilization.

Social Studies Standard 2: Geography

Goal 2.4: Analyze the human and physical characteristics of different places and regions.

Social Studies Standard 5: Global Perspectives

Goal 5.1: Build an understanding of multiple perspectives and global interdependence.

- Investigate the idea of circular or domed homes, which are and have been used throughout the world. Which societies live in these kinds of homes? (The yurts of Central Asia, igloos, wickiups, tipis, earth lodges, hogans, etc.) Which traditions, environments or beliefs led them to design this style of home? What are some advantages to this style? Disadvantages? Look up the "Homeless USA" project – <http://domevillage.tedhayes.us/> Previously this was a place where a number of Los Angeles' homeless population could live. Discuss ideas about why this project did not survive. Make a math connection by using the lesson plan for Geodesic Domes at <http://www.pbs.org/saf/1304/teaching/teaching2.htm> Or have students budget the cost of a project like Dome Village.
- Research the artists Do-Ho Suh, Kerry James Marshall, Andrea Zittel, and Pepón Osorio. How do their images of home differ? Are the differences related to their cultural background? What else could influence how these artists view home and community? Information on the four artists is available from PBS' "Art in the 21st Century" series, <http://www.pbs.org/art21/learn>
- Discuss the book or movie *Harriet the Spy*, and the reasons the character made the observations she made, how the community felt about the observations she made and how the character's relationship with her community changed over the course of the story. Then equip students with notebooks and pens and have a brief discussion about conducting live observations. "What do you notice as walk through your neighborhood or through the school hallway or through the mall?" "Do you see people, activities, the business interactions, weather, advertisements, litter, art, hear sounds, etc.?" Brainstorm three different times students will have a safe opportunity (in a group, with family members, etc.) to sit quietly and make observations. Assign

a time for all three observation periods to be complete. Follow up with time to review the three entries and to discuss them in pairs or in groups. Finally, assign a writing exercise so students can draw conclusions from their notes. “What new things did you learn and what did you confirm about your community?” “What are the important issues in your community?” “How will you use this knowledge and the observation skills you’ve learned to benefit your community in the future?”

- Discuss architecture through the ages. Find images of homes throughout history and compare and contrast how home design has changed from ancient times to the present. What elements are similar throughout the ages? What are some of the major differences?
- Research an architectural style or famous structure from a particular time period. Have students pretend to be modern architects re-creating the structure today. What would the students change, and what would they keep the same?

Math

Measurement and Data

Geometry

- To reinforce the idea that families and concepts of home are diverse, create a wall-sized bar graph with students’ names along the bottom (the x-axis) and the number of people in a family along the side (the y-axis). Give students squares of paper that are the same size as the squares in the graph (2-4”). Students will draw a small portrait of each member of their family. Glue the portraits vertically to the graph above the students’ names. The portraits will create the bar that indicates the number of people in each student’s family. Research other cultures and how many family members reside in their typical homes. Have students graph this information in a different color. Compare and contrast students’ graphs.
- Measure your own classroom as a class project. Calculate its square footage. Practice taking measurements by recording the size of windows, doors, and other elements within the room. Use these measurements to draw an accurate floor plan of the classroom.
- Create patterns using shapes of specific sizes. For example, use circles that have 2 inch, 4 inch, and 6 inch diameters to create a pattern, or right angle triangles of different sizes. Students can go on to calculate other measurements of their shapes, such as circumference or the length of the hypotenuse of triangles.

Science/ Physics

LS: Ecosystems

LS: Biological Adaptation

ESS: Earth and Human Activity

- Study the ways in which animals adapt to their environments and use their different physical abilities to build homes that suit their individual needs. Suggestions: beaver lodges, different kinds of bird nests, rodent tunnels, tortoise shells, spider webs, bee and wasp nests, crustaceans, etc. Consider reading Bobbie Kalman's *Animal Homes* from the literature list as an introduction.
- Create shapes and forms using toothpicks and mini-marshmallows. Which shapes and forms are structurally the strongest? Which forms are most difficult to construct?
- Use the study of human anatomy to design ergonomic furniture that is also beautiful in form.
- Research environmentally-friendly structures and buildings. How can an architect create a building that helps to protect our natural resources? Some examples could be solar-powered homes, homes made of reconstituted materials, or energy efficient designs.

Related Web Sites

For Teachers

www.architecture.about.com - general architecture information, links to teacher aids, books, etc.

<http://architecture.about.com/od/periodsstyles/ig/Historic-Styles/> - History of Architecture Guide for teachers and parents

For Teachers and Students

<http://www.archkidecture.org> - Archkidecture: Architecture for Children - vocabulary, projects, architecture general information