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Structure of the units

Vocabulary building

Word splashes are a great way to introduce students to vocabulary and get them involved in a topic. The word splashes can be given to the students before starting the topic. A word splash is a collection of all the related vocabulary words from the topic. The students have to try to work out what the topic is from the words provided.

Once the subject of the word splash has been discovered, the words can be listed in a K-W-L:

K	W	L
Words I Know	Words I Want to know	Other words I Learned
Students list the words they are familiar with and know the meaning of.	Students list the words they don't know, with the meaning written or drawn beside them.	Students list other new words they find in their study. They write or draw the meaning beside them.

Introduction

A short written introduction to each unit provides a brief overview of the topic. This page may be given to the students or can be used as a teacher resource.

Foundation questions

The answers to these questions form a basis of knowledge about the subject. Just like a building, we need a sound foundation of knowledge. This is usually based on the questions what, where, why, when and who? Students should do all the questions in this section. A few students may know the answers to these questions, most others will have to do research. The best resources for these questions are reference books such as an encyclopedia or general reference book, or the Internet.

Building assignments

Students are presented with a choice of assignments in this section. Just as in a building, once the foundation has been laid, personal choices make the building more unique. The choices require students to do further research. The Internet and more detailed reference books are required for this section. From their research, they will have to create a product that requires them to change the information they have collected into a new product.

Each assignment has a focus on a particular discipline: geography, history, economics, sociology etc. The assignments require higher order thinking and the products are designed with multiple intelligences in mind.

The finishing touches

This final section provides the opportunity for reflection on their learning. This section should be compared to fixtures, painting and other aesthetic design features of a building. Like Section 2 Building assignments, the result will be highly individual.

All students should complete this section. The responses can be done as a written piece or can be part of an interview with the teacher, video-taped or as part of a class panel.



KWL

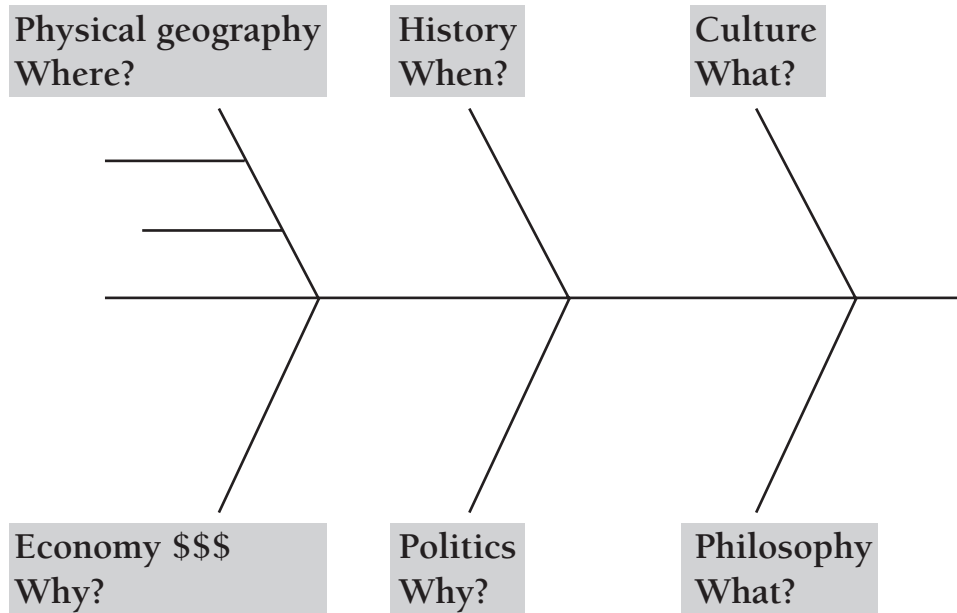
The words from the word splash should now be entered onto the K-W-L. Put the words you know under K, the words you don't know under W. Then find the meaning for the words you don't know and write the meaning next to the word. The final column L is for new words you learn during the unit.

K	W	L
Words I <u>Know</u>	Words I <u>Want</u> to know	Words I have <u>Learned</u>



Building assignment 1

There are many influences that affect the design of buildings. Using the fishbone diagram below, have students explain how each of these aspects may affect the design of a building.



If students are having difficulty thinking of ideas have them consider where to place the following headings in the chart to get them started.

• materials	• technology	• wars
• climate	• power	• money
• religion	• tradition	• beauty

Building assignment 2

Select three buildings the students are familiar with. Examples could include the Opera House, the Eiffel Tower, a nearby house, the school and so on.

Have students rank the influences that have been most important in the architecture of these buildings. Students must be prepared to defend their choices.



Foundation questions

1. What is a nomad?
2. What does the phrase 'hunters and gatherers' mean?
3. Why did people have to be nomadic?
4. Name some of the tools used by primitive people.
5. Find pictures of six different types of shelter used by people who lived a nomadic lifestyle.
6. Make a list of the materials that were used in these early forms of shelter.
7. Compare the advantages and disadvantages of each of the following as a shelter: cave; gunyah (Australian); teepee (North American); igloo (Alaska).

Building assignment 1

Cave painting

You have been transported back in time, and you are living with a group of cave dwellers. Using only natural materials, create your own cave painting to try to show them what the twenty-first century is like.

To do this you will need to:

- Find out how paint was made in early times and try to make some.
- Research famous examples of cave art. The following key words will help your search: Altamira; Lascaux; Chauvet-Pont-d'Arc. Make copies of some examples.
- List the types of things that were painted.

Building assignment 2

A cave story

Your mother will not be happy and your father will be furious ... at you. They went out hunting and left you at home to babysit your little brother, Glug. While you were talking to your friends, Glug has drawn all over your father's best cave painting. Finish the story.

To do this you will need to

- Find out what people painted on caves.
- Find out, or think of, some reasons why people painted on cave walls to explain why your parents will be so angry.
- Research cave life to make your story sound realistic.