

Exploration 10

Synthesis: Bringing the Sites and Ideas Together

Materials:

- Images of Ft. Necessity, Mt. Washington Tavern, Addison Toll House
- Documentation from Level I, II, and III activities
- Something to write and draw on
- Something to write or draw with

Objective:

Using information they have generated from the previous three Explorations, students will compare and contrast their data to make decisions about the following: their personal preferences, a building's relationship to its site, the rationale for a building's design and construction, an architect's role in the design of the building, and the building as an artifact.

Standards:

- Arts: NA-VA 1, 2, 3, 6
- English: NL-ENG 6, 7
- Mathematics: NM-DATA 1, 4; NM-PROB.CONN 3; NM-PROB.REP 2
- Science: NS 1, 4, 5, 6
- Social Studies: NSS-USH 3, 4, 5, 6; NSS-G 1, 4, 5, 6

Procedures:

- As a pre- or post-visit activity, ask students to use all 3 buildings and sites that they have analyzed and discussed, consider the following:

1. Context

- a. What setting do you like best? Why?
- b. If you had to locate another building on each site, where would you locate them? Why?
- c. What kind of building would you choose? Why? Would this change the function of the other buildings on site? Would you have to add to or remove anything from the context? What and why?

2. Materials

- a. If you had to build a house out of the same materials of one of these buildings, which would you choose? Why?

- b. Create a drawing of this house showing the materials you chose. Imagine being in your house. Describe how you feel—what you hear, smell, and see.

3. Structure

- a. Why do you think the “architect” chose the methods and materials to build the structure this way?
- b. What, if anything, could you do to make each building stronger?

4. Circulation

- a. Would you ever want to make one of these buildings harder to get into? Harder to exit? Why or why not?
- b. Which building is easier to move through? Why?

5. Function

- a. If you could use these buildings for anything, what would you use them for? Why? For how many people? Who are they? What do they do here? Where do they come from? Where are they going?
- b. Do you think the building had an architect? Who was the client?
- c. Does the building have any secrets? How can you tell? What are they?

6. Appearance

- a. If you had to redesign one of the buildings, which one would it be? What function would you give it? How would that change its appearance? Would you add to or remove anything from the building or its site? How would the changes give you a clue to what happens inside? Do you know how to enter? How to exit? Which side is the front? How many windows does it have? How are they organized? Why?
- b. Do you think archeologists one thousand years from now will find evidence of any of these buildings? If so, which ones? What do you think the evidence will be? How do you think the archeologists will interpret it? What will they think?

Exploration 11

Sharpening Your Questioning Skills

You can try this exercise while visiting a site, or before a site visit using photographs, the site's website, or informational brochures. The more people that participate, the better, but you can also do it by yourself.

Materials:

- Something to write and draw on
- Something to write or draw with

Objective:

While visiting a site/using visual representations of a site, students will "read" the site and will generate and respond to questions based on their visual and spatial understanding of it.

Standards:

- Arts: NA-VA 4, 6
- English: NL-ENG 4, 6, 7
- Science: NS 1

Procedures:

- Have one person look at the site and writes down 4 questions about it.
- On the same piece of paper, ask the next person to write down 4 more questions, each one different from the ones above it.
- End when everyone has submitted 4 questions or when you have reached a predetermined number of questions.
- Next, as a group, review the questions and try to answer them. Can all the questions be answered by observation? Do some require reading, prior knowledge or other information? Is it possible to rewrite all the questions so that they can be answered solely from observation?
- Look at the questions to see if they require different kinds of learning—comparison and contrast, analysis, judgment, generalization, hypothesis, etc. and if there are some questions that relate to the emotional or affective component as well.