

CORE COURSES EDUC 233
National Building Museum: Post-lesson
Building Blocks: Creating a Legacy

OUTCOME: After completing the 3-part Collaboration Project lessons, the audience will be better able to:

- a. Develop a definition and understanding of identity and culture to promote both self and community awareness.
- b. Appreciate the depth and value of diversity to advocate for a more cohesive and tolerant world.

OUTPUT: One Post-lesson CP Plan, PowerPoint presentation, Individual “Personal Signatures” activity

PROCEDURE:

A. Identify and embrace audience

The audience consists of roughly 37 African American, Latino and Asian students from varying economic backgrounds and locations within the DC Metro area, who are enrolled in the Museum Studies program at the Duke Ellington School of the Arts (DESA). They range in age from 14-17. There are 16 freshmen, 9 sophomores, 11 juniors and 1 senior. They have a wide range of academic interests including art, history, psychology and English to name a few. While many of them are not necessarily intending to pursue a career in museums, they do share a love of museums as a whole. They also have many interests outside of school including sports, drama, music and socializing. Some have prior knowledge of various forms and types of architecture while others have none.

B. Identify and embrace resources/objects materials

1. PowerPoint Presentation:

This will consist of images and information about various architects and their buildings. The focus will be on how architects add their personal signature/touch to their work.

Examples will include works by Frank Gehry, Frank Lloyd Wright, the Imagineers from Disney World, Norman Foster and Zaha Hadid.

Images:

Guggenheim Bilbao, Spain. (Image). Retrieved November 5, 2007 from Artlex Art Dictionary: http://www.artlex.com/ArtLex/m/images/museu_gug.bilb.1.lg.jpg.

Dancing house Prague Czech Republic. (Image). Retrieved November 6, 2007 from Wikimedia: http://upload.wikimedia.org/wikipedia/commons/thumb/f/fc/Prague_-_Dancing_House.jpg/450px-Prague_-_Dancing_House.jpg.

Dancing house image two. (Image). Retrieved November 6, 2007 from Wikipedia: http://en.wikipedia.org/wiki/Image:Prague_-_Dancing_House.jpg.

Disney concert hall Los Angeles, California. (Image). Retrieved November 8, 2007 from Architecture Week: http://www.architectureweek.com/cgi-bin/awimage?dir=2003/1217&article=design_1-1.html&image=12333_image_1.jpg.

Pritzker pavilion in the day. (Image). Retrieved November 10, 2007 from Ecotecture Blog: http://images.google.com/imgres?imgurl=http://www.ecotectureblog.com/wp-content/uploads/2007/03/chicago_gehry.jpg.

Pritzker pavilion at night. (Image). Retrieved November 10, 2007 from Hometown Invasion: http://www.hometowninvasion.com/photos/470/IMG_2358.jpg.

Guggenheim museum New York, New York. (Image). Retrieved November 13, 2007 from Britannica: <http://cache.eb.com/eb/image?id=8648&rendTypeId=4>.

Fallingwater image one. (Image). Retrieved November 15, 2007 from IgoUgo Travel
Photos: http://photos.igougo.com/photos/journal_photos/fallingWater.JPG.

Fallingwater image two. (Image). Retrieved November 13, 2007 from National Trust:
http://www.nationaltrust.org/npa2006/images/large/Western_Penn_Falling_Water.JPG.

Hidden mickey on haunted mansion gate. (Image). Retrieved November 12, 2007 from
Hidden Mickeys Guide: <http://www.hiddenmickeysguide.com>.

Hidden mickey at Disney hotel. (Image). Retrieved November 19, 2007 from The Disney
Guide: <http://thedisneyguide.org/wp-content/uploads/2007/06/hidden-mickey-5.jpg>

Hidden mickey on carousel horse. (Image). Retrieved November 21, 2007 from Not2Far:
<http://www.not2far.com/media/2003/hiddenmickey/carousel.jpg>

Hidden mickey silhouette. (Image). Retrieved November 21, 2007 from Dabrosis.com:
http://disney.dabrosis.com/images/hidden_mickey_sideview.jpg

London city hall. (Image). Retrieved November 27, 2007 from London Architecture:
<http://www.londonarchitecture.co.uk/Images/SouthBank/LondonCityHall-001.jpg>

30 St. mary axe. (Image). Retrieved November 27, 2007 from Business Week:
http://images.businessweek.com/ss/06/07/wow_green/image/8swissre.jpg

Reichstag. (Image). Retrieved November 27, 2007 from Wikimedia:
http://upload.wikimedia.org/wikipedia/commons/5/5c/Germany_berlin_reichstag-1.jpg

Sage Gateshead. (Image) Retrieved November 28, 2007 from Wikipedia:

http://en.wikipedia.org/wiki/Image:The_Sage_Gateshead.jpg

Vitra fire station. (Image). Retrieved November 28, 2007 from Vitra:

http://www.vitra.com/architecture/images/ar_fe_rechts.jpg

Rosenthal center for contemporary art. (Image). Retrieved November 28, 2007 from
ERCO:http://www.erc.com/projects/museum/lois_rich_1569/images/eur_erc_lois_rich_intro_1_0.jpg

Model of aquatic center for 2012 Olympics in London. (Image). Retrieved November 28, 2007 from Tate Online:

http://www.tate.org.uk/40artists40days/artworks/zaha_hadid/Aquatic_Zaha_Hadid.jpg

Opus retail and commercial shopping center in Dubai. (Image). Retrieved November 28, 2007 from Design Magazine: <http://www.dezeen.com/wp-content/uploads/2007/05/opus-project-004.jpg>

2. Individual Personal Style Activity:

Students will be asked to create an imaginary building of their choice on paper. They will be given markers, crayons, colored pencils, various colored construction paper, graph paper and white paper to create their drawing. They will be asked to imagine that they are an architect and will have to consider and incorporate what their personal signature would be; the thing that makes everyone realize that the building they are looking at is by a certain person, into their design.

3. Art Supplies to complete activity

Markers, paper-white, colored and graph, crayons, and colored pencils.

4. Note cards for the entrance/exit narrative question

5. Educational Theorist Readings:

A) Erik Erikson: Learning Theory-Development of Personality

Elliott, S.N., Kratochwill, T.R., Cook, J.L., & Travers, J.F. (2000). *Educational Psychology: Effective teaching, effective learning* (3rd ed., pp. 71-82). Boston: McGraw-Hill

Erikson, E.H. (1963). *Childhood and society* (2nd ed., pp.247-274). New York: W.W. Norton & Co.

Papalia, D. & Olds, S.W. (1995). *Human development* (6th ed., pp. 28-29). New York: McGraw-Hill.

B) Howard Gardner: Learning Theory-Multiple Intelligences

Gardner, H. (2001) *An Education for the Future: A Foundation of Science and Values*. A paper presented to The Royal Symposium convened by Her Majesty, Queen Beatrix, Amsterdam, March 13, 2001.

Selections from the Project Zero Classroom, HGSE. (2007). *Multiple Intelligences: The Research Perspective*, 48-70.

C) Jean Piaget: Learning Theory-Cognitive Growth

Biehler, R.F. & Snowman, J. (1997). *Psychology applied to teaching* (8th ed., pp 49-59). Boston: Houghton Mifflin.

Elliott, S.N., Kratochwill, T.R., Cook, J.L., & Travers, J.F. (2000). *Educational Psychology: Effective teaching, effective learning* (3rd ed., pp. 31-49). Boston: McGraw-Hill.

Lefrancois, G. R. (2000). *Psychology for teaching* (10th ed., pp. 99-103). Belmont, CA: Wadsworth/Thompson Learning.

Siegel, I. E. (1990) What teachers need to know about human development. In D. D. Dill and Associates (Eds), *What teachers need to know: The knowledge, skills, and*

values essential to good teaching (pp. 76-93). San Francisco: Jossey-Bass Publishers.

D) Lev Vygotsky: Learning Theory-Social and Cultural Influence

Elliott, S.N., Kratochwill, T.R., Cook, J.L., & Travers, J.F. (2000). *Educational Psychology: Effective teaching, effective learning* (3rd ed., pp. 51-57). Boston: McGraw-Hill.

Lefrancois, G. R. (2000). *Psychology for teaching* (10th ed., pp. 103-108). Belmont, CA: Wadsworth/Thompson Learning.

Tudge, J. & Rogoff, B. (1989). Peer influences on cognitive development: Piagetian and Vygotskian perspectives. In M. H. Bornstein & J. S. Bruner (Eds), *Interaction in human development* (pp. 17-40). Hillsdale, NJ: Lawrence Erlbaum Associates

C. Creative title for the experience

Building Blocks: Creating a Legacy

D. List site, day, date and times

DESA: Thursday November 29, 2007 2:00-3:30. The lesson will be taught twice that day.

E. Write a rationale for how each of the educational theories that you have selected (at least 4) are relevant to your particular audience. Support and link each theory's key concepts with specific content/activity in the lesson.

1. Erik Erikson: According to Erikson a person will go through eight different stages as they age through life. Each stage is marked by a conflict, for which successful resolution will result in a favorable outcome. The students at Duke Ellington School of the Arts are primarily in the Identity vs. Role Confusion stage, though some are still in the Industry vs. Inferiority stage. As a result the majority of them are trying to figure out who they are and are very conscious of how their peers and authorities

perceive them. They are also conscious of how they perceive themselves and they form strong perceptions of other people. Those that are in the industry vs. inferiority stage are in need of validation for the work that they do produce. While the students don't always have their homework, they are very eager to receive an "A" for the day from their teachers. **The collaboration project as a whole is a chance for students to think critically about their identity and the identity of others.** They will have opportunity to be creative and to receive praise and will also be able to hand a completed product in which can give them a sense of accomplishment and a chance to receive positive feedback. **In the post-lesson, students will be asked to create a building that reflects a portion of their identity. This will make them think about who they are as individuals. They will be allowed to speak with their peers during this activity and will try to glean who their peers are as individuals as well.**

2. Howard Gardner: According to Gardner everyone possesses at least eight intelligences. However, each person has their own unique strengths and weaknesses within the context of these eight intelligences. The eight intelligences are: Bodily-Kinesthetic, Interpersonal, Intrapersonal, Linguistic, Logical Mathematical, Musical, Naturalist, and Spatial. **During the collaboration project each student will have the opportunity to consider the majority of these intelligences within the context of the combined activities. In the post-lesson students will be thinking critically about identity and how others infuse their identity into their creations. They will also be using the spatial intelligence during the art project portion of the activity.**

3. Jean Piaget: Piaget's theories were focused around his four stages of cognitive development. The four stages are: Sensorimotor, Preoperational, Concrete Operational and Formal Operational. While most of his research centered on small children, the last two stages are applicable to the majority of the Duke Ellington students. Concrete Operational is typically seen between the ages of 7-11 but it can last longer depending on the person. These students require the lesson to be a blend of concrete and abstract information and it helps if the experience is made meaningful to the student. The Formal Operational stage is seen in those who are 11 and above. In this stage students are able to

separate the real from the possible and are very good at information gathering and complex thinking. **In the post-lesson, students will be looking at photographs in the PowerPoint and drawing conclusions about the architect's personal style. They will also think about their identity and personal style and will be asked to incorporate those thoughts into an activity.**

4. Lev Vygotsky: Vygotsky's theories focused on the importance of language, culture, social interactions and play. His theory also includes the idea of "Scaffolding." **Scaffolding will be present throughout the entire collaboration project.** In the pre-lesson students will discuss the definitions of identity and culture and relate those ideas to their personal identity as well as the identity of a city. In the museum visit students will continue to think about cultural identity when they participate in the discussions and activities at the National Building Museum. **After visiting the museum they will take what they have learned in the previous lessons and consider it in the context of architects and architecture around the world in regard to personal signatures. They will then create their own building and put their "personal stamp" on it.**

F. Orchestrate the learning experience/encounter

▪ **Entrance narrative:** (1-2 Minutes) Using a piece of paper and a pencil/pen, take a moment, and think of your favorite building or type of building and why. Please write your answer down on the note care that has been provided for you.

1. Advance organizer: (1-2 Minutes) An outline will be available on the blackboard, but I will also explain to students verbally how the lesson will flow.
 - A. "What do these things have in common?"
 - B. Review (Information in pre-lesson, Museum Visit)
 - C. Architect PowerPoint
 - D. "What's Your Style?" Activity

2. Hook: (2-5 Minutes) While passing out blank sheets of white paper, ask the

following questions: How do you signify or show to others that something belongs to you? If you turn in a paper what do you have to do to let the teacher know that it is yours? By now the students should have some sort of answer in relation to writing your name or creating a signature. Ask them to take the piece of paper and write their signature down twice one below the other. Then ask them to look at their signature and think about how they might make it look different. Ask them to write three new signatures below. Tell them to keep this idea close to them and explain that it is something that will be readdressed later in the lesson.

3. Body: (60-80 Minutes) The beginning of the lesson will include a review of the concepts discussed in the pre-lesson.

What is identity?

What is culture?

What is cultural identity?

There will also be a review of the museum visit. Ask the students the following questions:

What did you see?

What kinds of things did you learn?

Did you see anything that surprised you?

At the beginning of the PowerPoint presentation ask the class these two questions, “What do you think of when you hear the phrase “personal signature?”” “What do you think or when you hear the phrase “personal style?”” From these questions will spark a brief discussion about how people use personal signatures in their work, not just with architecture but also with art, music etc.

After the short discussion, continue the lesson by showing the PowerPoint presentation. The presentation consists of various examples of architects and their work. Discuss how each architect puts his/her personal signature/style into their work. Included in the presentation will be information about Frank Gehry, Walt Disney World’s Hidden Mickeys, Frank Lloyd Wright, Norman Foster and Zaha Hadid. Throughout the presentation, students will be asked to make observations about the images and will be challenged to find connections between the works.

At the conclusion of the PowerPoint presentation, invite the students to participate in the related activity. This is an individual activity in which the student must use paper to create an imaginary building. (Handout A) Keeping the presentation in mind, and what they learned in the pre-lesson about identity and at the National Building Museum, they will be asked to create a building that reflects a part of their identity (e.g. I like theatre, so maybe I draw a theatre, or I like shopping, so maybe I draw a mall). Under their creation they will be asked to explain why they created this building and what their signature would be if they were an architect and wanted to include something in all of their work that people could identify them by. They will be given markers, crayons, colored pencils, various colored construction paper, white paper and graph paper to create their structure. Explain to them that they have 30-35 minutes to complete this activity and that they are welcome to converse with their peers during this time as long as they get the assignment done. When the students are finished, ask for volunteers to share what they have created.

4. Conclusion: (5 Minutes) Conclude the lesson and the entire CP experience overall. You might want to say something along the lines of the following: "In our pre-lesson we talked about the definitions for culture and identity. We discussed them in the terms of you as individuals as well as how they relate to a city or a country. At the museum we talked about different kinds of identity and related them to different places and people in the world. You observed many types of buildings and their architectural features as well as the people who built them. In this lesson we talked about how architects and builders put their personal signatures into their work. In the beginning of the lesson, I asked you to write your signature down. Then I asked you to look at it again and make a change. This is a part of your overall personal identity as it is unique to you and an important part of your everyday life. I also asked you to create a building that represents an important facet of who you are. As you created it you thought about how to make it personal, so that someone could look at it and say "that was obviously designed by ...so and so." All of these things are important as they all shape the world as we see it every day Remember, a person or a place's identity is something that is constantly evolving and it is something that can be represented in numerous ways. Your identity is

unique. It is something that you and others make for you, but it can't be taken away from you and it doesn't have to be like anybody else's. Thank you for giving me the opportunity to work with you and I look forward to seeing your contributions to the world's identity in the future.

- **Exit narrative:** (1-2 Minutes) Using a piece of paper and a pencil/pen, take a moment, and think of your favorite building and why. Please write your answer down on the note care that has been provided for you.
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H. Provide/attach any handouts to be used.

Handout A-This will be attached at the end of the written plan
PowerPoint Presentation-This will be e-mailed to CP Coach and posted on BlackBoard as well as included in paper form at the end of the lesson.

I. Carry out review/reflective practice

Review/Reflective practice will take place in the following forms:

1. Self Review
2. Discussion and Feedback from CP coach during the learning process

Name: _____

What's Your Style?

Take a moment and think about the things that make you unique. What are the things that are important to you? What's your personal style? **On the paper/s that have been provided for you in this packet , please draw/construct a building that represents something that is important to you or something that represents a unique feature of your identity. Think about the following:**

Where would your building be located?

How big would it be?

What is it used for?

What can you do to let people know that this was created by **you**?

Would it be a special shape?

Would it have certain colors?

Would it be out of certain materials? (e.g. wood, stone, marble etc.)

Would it have any special features? (e.g. columns, archways, domes etc.)

After you have drawn your building, please write down why you chose it and what features you put in it to make it unique to you and only you.

Just a reminder, this isn't an art competition, it's just for fun. Try to be as detailed as possible, but nobody is judging you on your artistic talent!