	The Built Environment—An Integrating Theme
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Grade Level:	Middle to Upper Middle Elementary 3-6 grades
Time Allotment:	12-16 hours
Overview:	The local built environment can serve as a visual textbook and a resource to all areas of instruction. Personalizing the curriculum can provide opportunities for students to become actively engaged in their own learning as they investigate, explore, and research different aspects of their community. Students also participate in a variety of learning styles as they work as mathematicians, scientists, historians, photographers, detectives, reporters, and artists. Therefore developing skills needed in the future workplace and developing a broader sense of the world beyond the confines of the classroom. **Suggestions for Developing a Walking Tour** Integrating the built environment into curriculum can involve designing a site-based walking tour of the school neighborhood, a historic area, or a city square. The area should be selected based on the objectives, skills, and outcomes students need to know and perform. Walking tours can include sites such as buildings, landmarks. monuments, art, statuary, fountains, street furniture, geographic formations, and much more. Allow 5-10 minutes, per site, for students to be actively engaged in observing and collecting information. Map out and walk the tour prior to taking students. Consider safety, sidewalks, directional signs, and signals in reaching destinations.

	Plan ahead for transportation of students as well as conveniences during the walking tour, such as restrooms, drinking fountains and so forth. Also plan ahead to provide any special accommodations for physically disabled students. Routes for walking tours may be available from your local historical society, chamber of commerce or architectural foundation. Provide enough staff to adequately supervise small groups of students during the tour.
Subject Matter:	Cross Curricular; Language Arts, Mathematics, Science, Social Studies, Fine Arts
Learning Objectives:	Students will develop a knowledge base of the local built environment. Students will practice and apply skills across the core curriculum as they work to document, record, and present their discoveries and findings. Students will apply this community-based information to various classroom activities to include: • Photo journals and written reports • Drawings and scaled models • Time lines, graphs, charts, maps • Formal and informal discussions • Multimedia presentations.
Standards:	**Missouri Show-Me-Standards** **www.dese.state.mo.us/state.mo.us/standards** **Performance Standards** Students will acquire the knowledge and skills to gather, analyze and apply information and ideas. (Goal 1) Students will acquire the knowledge and skills to communicate effectively within and beyond the classroom. (Goal 2) Students will acquire the knowledge and skills to recognize and solve problems. (Goal 3) Students will acquire the knowledge and skills to make

	decisions and act as responsible members of society. (Goal 4) **Knowledge Standards** Participating in formal and informal presentations of writings, discussions, and ideas. (Communication Arts) Applying math concepts, geometry, and spatial sense involving measurement, estimation, and shapes. (Mathematics) Understanding the impact of science and human activity on resources and the environment. (Science) Applying skills and understanding in the use of tools of social science inquiry (surveys, maps, navigation). (Social Studies) Understanding the interrelationships of the arts to other disciplines. (Fine Arts)
CUBE components:	**Walk Around the Block Curriculum** • Defining the Block. p. 6 • Identifying Landmarks. p. 8 • Map Legends. p. 12-13 • Mapping your Mind. p. 14 • Time Line. p. 74-75 • Bar Graph. p. 70-71 • Photo Record. p. 68-69 • Reading the Streets. p. 54-58 **Visual Imaging in the Classroom** Polaroid Education Program 400 Boston Post Road Wayland, MA 01778 www.polaroideducationprogram.com **Box City Curriculum** Base Model Plan. p. 43 Selecting the Materials. p. 118 The Scale of Buildings. p. 119 Evaluating Box City. p. 143
Materials:	Student clipboards Notebook paper/drawing paper/graph paper Pencil, eraser, drawing materials

	Disposable and digital cameras Tape measures and rulers Navigational compass Magnets
Prep for Teachers:	6-12 hours • Collaboration with additional educators (if needed) • Researching and planning walking tour • Organizing materials (illustration materials, cameras…) • Organizing student groups. • Arranging transportation (if needed)
Introductory Activity:	Students are divided into learning groups or teams based on core curriculum areas. No more then 10 students per team is recommended. Suggested topic areas are: • Historical Team • Journal Team • Photo Team • Art Team • Math & Measurement Team • Navigation Team Other topic areas can certainly be added to best align to curriculum objectives Students are given appropriate tools to best coordinate with their learning area. For example, the **Math and Measurement Team** are given tape measures and rulers; the **Navigational Team** are given compasses and so forth. All student assignments are pre-determined prior to the walking tour. Students are instructed on their "job assignments" and duties during the walking tour. All information collected will be later used in follow-up activities. Additional culminating activities may be obtained from the **Walk Around the Block Curriculum** and the Polaroid Education Program.
Learning Activity:	Some suggested student activities during the walking tour are as follows. The **Math and Measurement Team** will apply skills in measurement and estimation in determining the height and width of all sites. Upon returning to school they will then determine the mass, volume, depth of each site. This

	information may be applied to charts and graphs. Magnets may also be used to determine the magnetic property of some built environment materials. The **Navigation Team** will apply methods and skills in social science inquiry. These skills and tools may be used to outline and navigate the walking tour, map the coordinates, plot directions, and locating significant landmarks. Upon returning to school they will apply this information to creating maps of sites as well as working with the **Photography Team** to create a, photo record. The **Journal Team** will apply skills in recording descriptions of sites and details as well as conducting historical interviews with local merchants and patrons. This information can then be used in written and oral reports as well as compiled with historical information, photos, and artwork to create formal and informal presentations and discussions. The **Historical Team** will apply skills in gathering facts and information in regard to each site. Upon returning to school, students will research the sites by use of library and electronic resources. Students may then compile this information in creating timelines and written journals. The **Art Team** will apply skills and talents in creating illustrations, sketches, and contour line drawings. Students may also create texture rubbings of the building materials. This will provide students with souvenirs of their tour as well as a record of the various sites. The artwork and illustrations may then be used in creating scaled models, posters, brochures, postcards, as well as a landmark calendar. The **Photography Team** will apply skills to recording architectural sites and details, structural principles, angles, points of view, change and deterioration, light and shade… This information may be compiled with illustrations and written information to create photo records, brochures, or be used in various multimedia presentations.
Culminating Activity:	**Box City** Upon completion of the walking tour students can apply their knowledge and skills to constructing a scaled map and 3-D model of buildings, sites, and landmarks visited on their walking

	tour. For more information on **Box City,** visit the Box City Tour at http://www.cubekc.org/box1.htm.
Cross Curricular Extensions:	Students will apply skills across all academic areas to include the core curriculum areas of: • Communication Arts • Mathematics • Social Studies • Science and technology • Fine Arts
Community Connections:	Opportunities may also be provided for students to visit with local design professionals such as architects, engineers, city planners, and preservationists. Students may present the final product at a back-to-school night, an assembly or in written form distributed to each member of the class.