



ARCHI TREKS

ArchiTreks gets kids excited about architecture, science, engineering, and more through fun and educational adventures as they explore and discover their surroundings.

Age Range: Kindergarten - 5th Grade

Subject: Architecture



Lesson 3: Landmarks

[Lesson based on "Architecture: It's Elementary" Fourth Grade Lesson 5 \(pg. 309\)](#)

Lesson Intro:

How many different kinds of landmarks can you find in one neighborhood? Landmarks in a neighborhood act as an "anchor". Just like how an anchor on a ship holds that ship in place and keeps it from drifting away, neighborhood landmarks are designed to serve a purpose, whether it's a school, a hospital, a library, a police station or even just a sculpture or statue.

Lesson Duration: 60 minutes

Video Link:

<https://www.pbs.org/video/dptv-education-architreks-structures/>

Objectives:

- Develop an awareness and understanding of the function of neighborhood landmarks
- Learn that landmarks can be planned or accidental, and what the consequences are of each type
- Develop the ability to produce a drawing expressing student understanding of landmarks.

Materials:

- Student Handouts for each student
- Printout of prominent city landmarks (if possible)
- Access to Google Maps (or other similar resource)
- Pencil
- Coloring Materials

Vocabulary:

- Landmark
- Neighborhood

Lesson 3: Landmarks (continued)

[Lesson based on "Architecture: It's Elementary" Fourth Grade Lesson 5 pg. 309](#)

Activity:

1. Begin with the question, "What is a neighborhood landmark?" Explain that in architectural language, a landmark is a building or prominent object that a community relates to in a given area. For example, when children relate to the location of their home relative to the location of their school, the school is a landmark.
2. Show video (see link above)
3. Take students on a landmark search in your community. This can be done physically, or virtually (by using a digital resource such as Google Maps Street View). Make a list of prominent city landmarks, such as the school, a statue, the water tower, the police station, etc. The teacher can use photos, drawings or a list on the blackboard for examples of landmarks.
4. Discuss with the students the importance of landmarks. Landmarks in a neighborhood act as an "anchor". Just like how an anchor on a ship holds that ship in place and keeps it from drifting away, neighborhood landmarks are designed to serve a purpose, whether it's a school, a hospital, a library, a police station or even just a sculpture or statue.
5. Discuss other landmarks the students are aware of beyond their neighborhoods. Through travel experiences, reading, television or movies, students may be aware of famous landmarks, such as the Eiffel Tower in Paris. Prepare a list of famous landmarks for comparison.
6. Discuss the following questions: How do landmarks make us feel? Safe and secure? Proud? Why?
 - a. Safe and secure (e.g., neighborhood park, shelter)
 - b. Proud (e.g., Statue of Liberty)
7. Discuss landmarks that may be "negative," such as burned-out or abandoned buildings. How do they make us feel about our neighborhood when we see them?
8. Have students choose one of the local landmarks in their community from the list created in Step 3. Have the students will draw a picture of it, including surrounding features such as trees, etc., and describe its importance to the community and how it makes them feel.

Lesson 3: Landmarks (continued)

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Assessment Opportunity:

- A. Analyze the students' artwork for:
 - a. Drawing skills;
 - b. Ability to recognize geometric shapes and elements;
 - c. Use of artistic skills, including aesthetic use of color and drawing from observational techniques;
 - d. Identification and understanding of how neighborhood landmarks affect the immediate environment.

Optional Activity: Have the class assemble a "landmark" photographic montage superimposed on a community street map. This may aid in the understanding of how landmarks impact design, planning, social and cultural activities. The drawings the students create will need to have an appropriate scale. Each drawing can then be added to an available map and assembled into the montage.

Lesson 3: Landmarks

Draw It!

Choose one of the prominent landmarks in our community and draw a picture of it. Include surrounding features such as trees, buildings, parks, etc.



Explain It!

How does this landmark make you feel?

Why is this landmark important to your community?

Glossary

Adaptive Re-Use (noun) - To take an existing building that had one purpose and renovate it to be used for a different purpose

Arch (noun) - A curved structure, as of masonry, that supports the weight of material over an open space as in a bridge, doorway or gateway

Beam (noun) - A piece of wood, metal or stone that spans from support to support and holds the weight of the floor, roof or material above it

Circle (noun) - A plane figure bounded by a simple curved line; every point is equally distant from the point at the center of the figure

City (noun) - In the United States, an incorporated municipality whose boundaries and powers of self-government are defined by a charter from the state in which it is located

Civilization (noun) - Advancement in social culture characterized by relative progress in the arts, sciences and statecraft

Column (noun) - A vertical support for supporting horizontal structural members

Compression (noun) - The state of being pushed together or squeezed together, which results in a decrease in volume

Dilapidation (noun) - The natural deterioration of a building due to neglect

Dome (noun) - A hemispherical roof or one formed by a series of rounded arches or vaults on a round or many-sided base

Domesticate (verb) - To tame, as to tame a wild animal; To accustom to home life

Ecology (noun) - The branch of biology that deals with the relationship between living organisms and their environment

Environment (noun) - All the conditions, circumstances and influences surrounding and affecting the development of human habitat for both shelter and community

Flying Buttress (noun) - An inclined masonry structure outside of the wall of a building; connected to the building by an arch designed to resist the outward pressure imposed by a vault or the building's roof; usually found in Gothic churches

Forces (noun) - Strength, energy, vigor and power

Glossary

Gravity (noun) - The force that tends to draw all bodies in the Earth's sphere toward the center of the Earth

Green Roofs (noun) - A living roof that is partially or completely covered with vegetation, and which provides extra insulation and provides a habitat for wildlife.

Historic (adjective) - Referring to an example from the past

Interrelate (adjective) - To be interconnected

Landmark (noun) - Any prominent object marking a locality, often one of historical interest; Any object on land that serves as a reference point or a destination point

Neighborhood (noun) - A community or district composed of people living near one another

Nomad (noun) - People who travel from place, never permanently settling in one area

Preservation (noun) - Protection from harm and/or damage

Rectangle (noun) - A four-sided plane figure with four right (90-degree) angles; the opposite sides are parallel and equal

Restoration (noun) - The act of returning a building to its original condition

Semicircle (noun) - A circle cut in half

Shape (noun) - That quality of an object which depends on the relative position of all points composing its outline or external surface; physical or spatial form

Square (noun) - A two-dimensional figure having four equal sides and four right angles

Sustainable (noun) - Meeting present needs without preventing future generations from being able to meet theirs; includes respect for the environment and for people

Tension (noun) - The state or condition of being pulled or stretched

Triangle (noun) - A geometric figure having three angles and three sides

Vault (noun) - A masonry covering over an area which uses the principle of the arch