**Lesson plan**

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| **Lesson Title (concept)** | Housing Exterior Basics |
| **Instructor** | Chrystin Clark |
| **Suggested grade level/course** | High School (9-12) |
| **Time suggested** | 45 minute class period |
| **National Standards addressed:**   * State the entire objective, not just the number   **State and/or local standards addressed:**   * State the entire objective, not just the number | 11.5 Analyze influences on architectural and furniture design and development. |
| **Rationale for the lesson:**   * Where does it fit into the unit plan? * Why are you choosing this activity/strategies? * How will you plan for differentiation? | -Fits into the beginning of the lesson plan because it is giving students the basic understandings of housing exterior/architecture vocabulary.  -This activity is a fun and easy way to learn vocabulary terms  -I can print off PowerPoint for anyone who needs one, or do the chalk drawing the next day if there is not time. |
| **Content objective:**   * What will students know and be able to do at the end of the lesson? * Is the information or concept new to the students? | -Students will be able to identify and explain specific examples of housing exterior architecture.  -Most of the information will be new to students. |
| **Assessment:**   * How will you know students can do the above? | -I will know that the students have learned the exterior architecture of a house by viewing what and how they drew the example using the chalk. |
| **Procedure/activities**  -Start by handing out the worksheet to students and explain that they are to draw/explain each architecture example while I go through the PowerPoint.  -As I go through the PowerPoint I will be sure to stop and make sure students are getting what information they need on their worksheet.  -We then will head outside where I will have the students draw an architecture example using chalk. Students will get their example by drawing a slip of paper out of a hat or bowl.  -Each student will do up to five different drawings. After which we will walk around and view everyone’s drawings to make sure they are correct. | |
| References and resources | PowerPoint and worksheet adapted from Utah Education Network |