**Lesson plan**

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| **Lesson Title (concept)** | Historic Housing Day 1 |
| **Instructor** | Suzanne Young |
| **Suggested grade level/course** | 9-12 |
| **Time suggested** | 45 minutes |
| **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 | 11.5.2 Explain societal and technological trends on periods of architecture and interior design through the ages.  11.5.3 Illustrate the development of architectural styles throughout history. |
| **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? | This lesson is the beginning of the historic housing style unit. I chose to create this time line activity to help the students visualize and remember when these styles started.  This lesson is an opportunity for students to have an insight to future careers such as architects, interior designers, and even homeowners. This timeline activity provides an assignment that leads from the notes and provides responsibility for the students for their own work.  For the students that have special needs, I will provide them with a copy of the PowerPoint notes and pictures of the characteristics for each of the styles. Therefore, the students and I can work together to figure out which picture, that I provided for them, describes with styles their notes explain. |
| **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? | The students will acquire notes during lecture and develop a time line based on their notes that will influence new information or prior knowledge of historic housing. |
| **Assessment:**   * How will you know students can do the above? | I will assign the students to relay their notes to a timeline and visually provide their understanding of the concept by labeling the timeline correctly with characteristics using magazine clippings. |
| **Procedure/activities**   1. Before the class comes in and sits in their assigned seats; I will pour out equal amounts of Lincoln Logs onto all 6 tables of my classroom. 2. Bell ringer- Have students work on their own to create a house out of their Lincoln Logs (8 minutes). 3. After the students have tried their best I will ask them what type of house did you create and explain to them that we are going to discuss housing styles for the next two weeks. I will introduce this week’s topic of historic housing styles by posting the PowerPoint’s first slide and ask the students to take out their notebooks and take notes as we go along (2 minutes). 4. I will present the PowerPoint and describe the characteristics by pointing them out on the slides; as well as defining the bolded vocabulary they should know. As we change styles ask who as seen the styles in the neighborhoods or in other locations. I will play each short video and have discussion about them after to make sure students further their knowledge on each style. (15 minutes) 5. I will stop at slide five (Greek Revival) and while I was introducing one of my assessments, which is a timeline, I will be getting out scissors, markers, magazines and construction paper and placing them on my supplies table for them to get up and get after I gave them instructions. I will provide an example of the timeline outline on the board and handout their rubric for them to read the directions together and ask if they have any questions (2 minutes) 6. Once there are no longer any questions I will have the students come up and collect their supplies and utilize the last (18 minutes) of class to start going through the magazines to find examples of each style and paste them to their timeline. There will not be much work time today, but on Wednesday I will provide them time to complete their time lines. 7. Ticket out- The last 2 minutes of class I will have them clean up and bring all their supplies back to my table and remind them that they are responsible and hold onto their own work and bring it to class tomorrow. | |
| References and resources | <http://www.historicnewengland.org/preservation/your-older-or-historic-home/architectural-style-guide> |