

Green by Design

This lesson was created as a supplement to the *Green by Design* program at the National Building Museum. It is designed to be used in your classroom independently, or as an activity before or after a school program at the Museum. For more information about and to register for the National Building Museum's school programs, visit <http://www.nbm.org/schools-educators/school-visit/>.

The *Green by Design* program helps fourth through ninth grade students understand the issues associated with making environmentally friendly living decisions and the effects of these decisions on their surroundings. It encourages young people to explore how design decisions are made and how they impact the natural and built environment.

National Building Museum

Created by an act of Congress in 1980, the National Building Museum explores, celebrates, and illuminates achievements in architecture, design, engineering, construction, and planning. Since opening its doors in 1985, the Museum has become a vital forum for exchanging ideas and information about such topical issues as managing suburban growth, designing and building sustainable communities, and revitalizing urban centers. A private, nonprofit institution, the Museum creates and presents engaging exhibitions and education programs, including innovative curricula for school children.

Over the past two decades, the Museum has created and refined an extensive array of youth programming. Each year, approximately 50,000 young people and their families participate in hands-on learning experiences at the Museum: 2-hour-long school programs for grades K–9; major daylong festivals; drop-in family workshops; programs helping Cub and Girl Scouts earn activity badges; and three innovative outreach programs, lasting between 30 and 60 hours, for secondary school students. The Museum's youth programming has won the Washington, D.C., Mayor's Arts Award for Outstanding Contributions to Arts Education and garnered recognition from the National Endowment for the Arts.



NATIONAL BUILDING MUSEUM
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Thinking About Home

Often we do not think of the place we live as “shelter.” To us, it is much more -- it is home. Though we often take it for granted, the most important function of a home is to provide shelter, but there are also many other functions for a home. Homes not only fulfill basic physical needs but also reflect our cultural values and ideals. During this activity students will work together to create a definition for the word home. Students then use this definition to analyze their own home and see how it fits their original definition.

OBJECTIVES

Students will:

- Define the word "home"
- Identify the various aspects of the word home
- Analyze and explain how their home functions to address these needs

NATIONAL STANDARDS OF LEARNING

Social Studies 1, 3, 7
Technological Literacy 18,19, 20
Visual Arts 3

DURATION

45-60 minutes, plus homework

MATERIALS

- *Home is Where the . . . Is* worksheets (1 for each student)
- Pencils

TEACHER PREP

- Copy *Home is Where the . . . Is* worksheets (1 for each student)

LESSON PROCEDURE

1. Define home
2. Analyze your home
3. Conclusion

GREEN VOCABULARY

Shelter, Home

LESSON PLAN

1. Define home

In small groups or as a class, ask students to brainstorm the function of a home. Why do we need homes? Have students write down their responses on the *Home is Where the . . . Is* worksheet in the blank spaces of the first column.

Use leading questions to guide students to the following answers: shelter to protect from the weather, animals, strangers; a center for family or social group; a place to store food, personal belongings; a place to sleep, relax, live; a place to feel safe; etc.

2. Analyze student homes

In class or as homework, have students use their *Home is Where the . . . Is* worksheet to analyze whether the building they live in functions well as a “home”.

3. Conclusion

Ask students to discuss their findings. Would their homes still function well in another part of the world? In the desert? In the arctic? In a war zone? What would need to be changed? Do they need to change their definition of what a home is?

Home Is Where the... Is Student Worksheet

NAME:

Often we do not think of the place we live as “shelter.” To us, it is much more -- it is home. Though we often take it for granted, the most important function of a home is to shelter us.

Using this sheet, investigate your home and discover how it functions.

| Aspects of a Home | Your Home (How does it meet these needs?) |
|---|--|
| Shelter from the weather (rain, wind, snow, cold, heat) | |
| Shelter from animals | |
| Shelter from strangers | |
| Gathering space for family & friends | |
| Food Storage | |
| Personal Belongings Storage | |
| Space to sleep | |
| Space to relax | |
| Space to feel safe | |
| Other: | |
| Other: | |
| Other: | |