



Art of Work
Box City: Exploring Community
Structure and Planning

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Educator Resources and Lesson Plans
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Lake Titicaca (Titiqaqa) embroidery, Peru



Lake Titicaca is a deep lake in the Andes Mountains on the border of Peru and Bolivia and is the largest lake in South America. The Andean people who lived here thousands of years ago thought that Lake Titicaca was the birthplace of the sun. Do you see anything in this object that tells that story? The main types of work here are farming and agriculture. What kinds of crops do you think they are planting? What other food do they get from the lake? Notice all of the people in this image. How does work bring them together? What tools are they using? What do they do for fun?

Peru
Lake Titicaca (Titiqaqa) embroidery
Textile
Late 19th / early 20th century
ED 2006.2.184

Box City: Exploring Community Structure and Planning

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Overview

Students will identify all the different roles and work in a community they are studying in class and make a group “box city” model of that school, community, town, state, country.

Objectives

Using *Lake Titicaca* as inspiration, students will:

1. Identify different roles in the communities the class is studying: firefighters, police officers, teachers, construction, doctors, farmers, etc, at a grade and subject-appropriate level.
2. Analyze locations of buildings and discuss planning of a community.
3. Work collaboratively to construct a “box city.”
4. Participate in group conversations and activities at grade-appropriate levels.

Intended Audiences/Grade Levels 1st grade

State Core Links (see State Core Links at the end of this lesson plan)

Duration 60 minutes construction. Research can be done as homework.

Materials

1. *Lake Titicaca embroidery*, ED2006.2.184, or reproduction
1. Brown paper bags
2. Stapler
3. Construction paper
4. Scissors
5. Glue
6. Markers

Vocabulary/Key Terms

Work to have a job

Job something someone does, often to make money

Community a group of people, often who live or work together

Urban planning designing a community

Activity

Introduction: Begin by looking at *Lake Titicaca* together as a class. Some ideas for discussion include:

- What are these people doing? How do you know that?
- What do you think each of these people do for work? (go through one by one)
- How do they work together as a community?
- What story does this artwork tell?
- Review different roles in the community. Different grade-levels will focus on different types of communities.

Lesson Part 1: Looking at the community part 1 (done as homework): Why does our community look the way it does?

- Students will bike or walk around their community (teacher determines area) and look at the different buildings and think about the people who work in them.
- Why do those buildings look the way they do and why are they in that place in the community?
 - What does a community need to survive? What does it need to thrive?

Lesson Part 2: Looking at the community part 2 (in-class or as homework): How are communities the same and how are they different?

Discuss as a class, or as a written assignment, how students' communities are similar and different from other communities you are studying in class. For example: how is your neighborhood set up similarly to and differently from the neighborhood close to school?

Art activity: Make a "box city" model of a community you are studying in class.

- Brainstorm a list of the types of buildings and jobs in the community.
- Divide up the community buildings, one for each student.
- Have students recreate the building out of the materials provided.
- As a class, line up the buildings as they would be in the community.
- Optional: add roads, signs, etc. to complete the community.

Wrap-up:

- Look at your "box city" as a class.
- Why do you think each of the buildings were built where they were? For example: why is the police station across the street from the fire station?
- What story does this diagram tell about a community?

Method(s) for Assessment

1. Grade-level appropriate recognition of different roles in the community.
2. Grade-level appropriate collaborative work.

State Core Links

K-2 integrated core: developing a self of self and community

Standard 1: Students will develop a sense of self.

- Objective 2 Develop and demonstrate skills in gross and fine motor movement.
- Objective 3 Develop and use skills to communicate ideas, information, and feelings.

1st Grade Social Studies

Standard 1: (Culture): Students will recognize and describe how schools and neighborhoods are both similar and different.

- Objective 1 Recognize and describe examples of differences within school and neighborhood.
- Objective 2 Recognize and identify the people and their roles in the school and neighborhood. Explain how these roles change over time.

Standard 2: (Citizenship): Students will recognize their roles and responsibilities in the school and in the neighborhood.

- Objective 1 Describe and demonstrate appropriate social skills necessary for working in a group.
- Objective 2 Identify and list responsibilities in the school and in the neighborhood.

Standard 3: (Geography): Students will use geographic tools to demonstrate how symbols and models are used to represent features of the school, the neighborhood, and the real world.

- Objective 1 Identify and use geographic terms and tools.

Standard 4: (Financial Literacy): Students will describe the economic choices people make to meet their basic economic needs.

- Objective 1 Explain how goods and services meet people's needs.
- Objective 2 Recognize that people need to make choices to meet their needs.

Additional Resources

- UMFA lesson plans from Built Environment:
http://centralpt.com/upload/417/17741_BuiltEnvironment.pdf