



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 2nd 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.

2nd Grade Social Studies

Standard 1: (Culture): Students will recognize and describe how people within their community, state, and nation are both similar and different.

- Objective 1 Examine and identify cultural differences within the community
- Objective 2 Recognize and describe the contributions of different cultural groups in Utah and the nation.

Standard 2: (Citizenship): Students will recognize and practice civic responsibility in the community, state, and nation.

- Objective 2 Identify individuals within the school community and how they contribute to the school's success.

Standard 3: (Geography): Students will use geographic tools and skills to locate and describe places on earth.

- Objective 1 Identify common symbols and physical features of a community, and explain how they affect people's activities in that area.

Standard 4: (Financial Literacy): Students will explain how the economy meets human needs through the interaction of producers and consumers.

- Objective 1 Describe how producers and consumers work together in the making and using of goods and services.
- Objective 2 Describe the choices people make in using goods and services.

Additional Resources

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

