



**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 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** 5th 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 or what is their role in the community? (go through one by one)
- How do they work together as a community?
- Where is this artwork from? What visual clues tell you that?
- What story does this artwork tell?
- What other roles do you think are part of this community but aren't shown here?
- 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: a civil war community.

**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**

#### **3rd–6th Grade Visual Arts**

*Strand: CREATE—Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation*

*Strand: PRESENT—Students will analyze, interpret, refine, and select artistic work for presentation. They will convey meaning in the manner in which the art is presented*

*Strand: RESPOND—Students will understand, evaluate and articulate how works of art convey meaning for the observer as well as the creator*

*Strand: CONNECT—Students will relate artistic skills, ideas, and work with personal meaning and external context*

#### **5th Grade Social Studies**

*Standard 1: Students will understand how the exploration and colonization of North America transformed human history.*

- Objective 1 Describe and explain the growth and development of the early American colonies.
- Objective 3 Distinguish between the rights and responsibilities held by different groups of people during the colonial period.

*Standard 2: Students will understand the chronology and significance of key events leading to self-government.*

*Standard 4: Students will understand that the 19th century was a time of incredible change for the United States, including geographic expansion, constitutional crisis, and economic growth.*

- Objective 2 Assess the geographic, cultural, political, and economic divisions between regions that contributed to the Civil War.
- Objective 4 Understand the impact of major economic forces at work in the post-Civil War.

### **Additional Resources**

- UMFA lesson plans from Built Environment:  
[http://centralpt.com/upload/417/17741\\_BuiltEnvironment.pdf](http://centralpt.com/upload/417/17741_BuiltEnvironment.pdf)