



Art of Work
Box City: Exploring Community
Structure and Planning

Utah Museum of Fine Arts • www.umfa.utah.edu
Educator Resources and Lesson Plans
Fall 2016

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

Annie Burbidge Ream and Laura Decker

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 6th 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: an ancient Egyptian city.

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

6th Grade Social Studies

Standard 1: Students will understand how ancient civilizations developed and how they contributed to the current state of the world.

- Objective 1 Explain why physical geography affected the development of early civilizations
- Objective 2 Evaluate how religion has played a central role in human history from ancient times to today.
- Objective 4 Analyze how the earliest civilizations created technologies and systems to meet community and personal needs.

Standard 2: Students will understand the transformation of cultures during the Middle Ages and the Renaissance and the impact of this transformation on modern times.

- Objective 1 Explain how physical geography affects economic and cultural expansion.
- Objective 2 Explore the importance of religion in the Middle Ages and the Renaissance and its relevance to modern times.

Standard 4: Students will understand current global issues and their rights and responsibilities in the interconnected world.

- Objective 1 Analyze how major world events of the 20th century affect the world today.

Objective 3 Determine human rights and responsibilities in the world.

Additional Resources

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