



Lesson 9: Profile of a Historic Building

In this lesson students assemble the collected information and present an in-depth view of the building.



Spotlight

Building visited on the field trip



Key Concepts

Assembling the evidence

Review of work

Discuss the students' work under headings such as the following.

- What did you find out about the history of the building?
- Are there any stories or legends associated with the building? Are they based on any real events? What is the evidence? What visual evidence did you uncover on the field trip to confirm/contradict this information?
- Were you able to work out how the building stands up?
- What was the most interesting thing about the building?
- What was the most beautiful thing about the building?
- Do you think it is a good building? Does it work well for the people who use it?
- Would a frail or disabled person have any difficulties in this building?
- How does the building look in its surroundings?
- Did you like being in this building? Why/why not?
- Has the design of the building been influenced by architecture of the past? What is the evidence?
- To what architectural style does it belong?



Activity — Present the evidence.

Materials: scissors, Pritt stick, coloured pencils, markers, paper — A2 sheets of cartridge or sugar paper

Divide the class into the groups in which they worked during the field trip — “Outside” or “Inside”. Arrange the desks accordingly. Within each group, the teams who carried out individual tasks should refine their drawings, cut them out and label them. Team leaders should collect the finished drawings, photographs and written records. Remind students to label everything carefully.

Group A — Outside

Use the elevation drawings and photographs as a focal point. Arrange the drawings and written records from all the teams on large sheets of paper. Decide on a format before sticking them in place.



Group B — Inside

Use the floor plans as a focal point. Arrange all the drawings and written records collected. Decide on a format before sticking them in place.

Both groups

Bring the two parts of the project together. Add the story of the building's history to the project. Include folk tales, rubbings and records from head stones and monuments.

Display

Mount your project in the school, in the building which you visited or in the local library etc.

Homework

Write an article for your school newspaper or the local historical society describing the high point of your visit.



Scrapbook

Students dedicate a section of their **Scrapbooks** to **Favourite Buildings**. They should collect images which show their favourite buildings and write a few sentences about each one to explain what they like about it.

Vocabulary File

Update files.

Cross-Curricular Connections

1. Construction Studies — Build a scale model of the building you studied.
2. Art, Craft, Design — Make a clay tile or a lino print based on an important detail from inside or outside the building.
3. Graphic Design — Design a brochure for your local tourist office telling about the history of the building and highlighting points of interest.
4. English — Write a word picture of a building or a space which interests you.
5. English/Design — “Mysterious”, “restrained”, “grand”, “exciting”, “solemn”, “secure”, “scary”, “comforting”. Choose a building to which one or more of these words applies. Describe how the architect achieves this effect.
6. Woodwork/Metalwork — Make a representation in relief of an interesting building facade in your community.
7. Philosophy/Art — I think a particular building is beautiful — but you don't like it. Who is right? Is there any way of deciding? Are there any theories or universal rules about beauty?
8. Design — Make a special study of the use of colour in the building you visited, or in another building of your choice. Propose a new colour scheme, taking account of room proportions, the amount of sun or daylight in the rooms, psychological



BUILDINGS THROUGH HISTORY

response to colour, and ease of maintenance.

9. Art, Craft, Design — Arrange to visit a stained glass studio or another craft workshop. Make drawings or take photographs of the craftsperson at work. Present your findings in a report.
10. Imagine that you are visiting one of the buildings in Information Sheet 31 “Four Modern Buildings”. Taking Worksheet C9 as a guide, and using all you know about architecture, try to analyse the building from the drawings and photographs. Present your report.