



## Marin County Civic Center Pre-Visit Lesson Plan: English/Language Arts

*Grades 3-5*

This lesson will prepare students for their visit to the Marin Civic Center, while also reinforcing basic literacy skills. The lesson is designed to meet Common Core English/Language Arts Standards for Grades 3-5 for Reading Informational Text and Speaking and Listening.

This lesson will take approximately 50 minutes to complete.

### Standards

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (CCSS.ELA-LITERACY.RI.3.1)
- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS.ELA-LITERACY.RI.4.1)
- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS.ELA-LITERACY.RI.5.1)
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3, 4, or 5* topic or subject area. (CCSS.ELA-LITERACY.RI.3.4, 4.4, 5.4)
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3, 4, or 5* topics and texts, building on others' ideas and expressing their own clearly. (CCSS.ELA-LITERACY.SL.3.1, 4.1, 5.1)

### **Advance Preparation**

- Students watch a brief YouTube video to familiarize themselves with the Marin Civic Center. Make arrangements for a computer with Internet access, a projector, and a screen to be available so all students can view the video.

### Materials List

- Copies of the K-W-L chart (1 per student)
- Copies of the reading "All About Architects" (1 per student)
- A computer with Internet access and a projector to show the video

Task Number	Task Description
1	<p><b>Discussion: The World of Your Favorite Movie</b></p> <p>Begin class by asking students to name their favorite movie. Write down some of the most popular suggestions on the board. Then ask students:</p> <ul style="list-style-type: none"> <li>• What do the buildings look like in that world?</li> </ul> <p>Guide students to recognize that the buildings in <i>Star Wars</i>, for example, look different than Hogwarts in <i>Harry Potter</i> or Elsa's castle in <i>Frozen</i> or even modern cities in the <i>Avengers</i> movies. Ask students:</p> <ul style="list-style-type: none"> <li>• Why do those buildings look different?</li> </ul> <p>Answers will vary, but students should be able to understand that buildings look different because they are built in different places and for different purposes. Ask students:</p> <ul style="list-style-type: none"> <li>• What about buildings around us, here in our town? Why do they look different?</li> </ul> <p>Students should recognize that some buildings have different purposes (e.g., a school building looks different from a private house or an apartment building because they have different functions). Support this recognition, but point out that two homes on the same street have the same purpose, but they might look very different. Explain that is because of their <b>architecture</b>.</p>
2	<p><b>Reading and K-W-L Chart: All About Architects</b></p> <p>Distribute copies of the K-W-L Chart to the class. If students have not used one before, review the directions as a class. Give students a few minutes to complete the K (know) and W (want to know) columns.</p> <p>Distribute the reading "All About Architects." Depending on the skill level of the readers in your class, you could:</p> <ul style="list-style-type: none"> <li>• Read it aloud and have students follow along</li> <li>• Divide the class into groups and have them read it aloud in their groups</li> <li>• Have students read it silently.</li> </ul> <p>When students finish the reading, discuss what they learned from it. As appropriate, ask students to ask questions, refer to details, or quote from the reading to support their answers. Review key vocabulary, including <i>architect</i>, <i>function</i>, <i>appearance</i>, and <i>style</i>.</p>
3	<p><b>The Marin Civic Center</b></p> <p>Tell students that they are going to see a brief video, introducing them to the Marin Civic Center, which they will visit for a field trip. The Center was designed by a world-famous architect named Frank Lloyd Wright.</p> <p>Post the following question on the board:</p>

	<ul style="list-style-type: none"> <li>• What do you notice about the appearance of the Civic Center? What gives it a unique style?</li> </ul> <p>Ask students to think about this question as they watch the video.</p> <p>Show students the introductory video available at: <a href="http://bit.ly/2EurzLy">http://bit.ly/2EurzLy</a>. The video is just over two minutes long.</p> <p>When the video ends, invite students to share what they have noticed about the Civic Center's appearance and its style. Write down any key points students bring up. Answers may include: its size, the colors of the Center, the use of round shapes and arches, the pointy spire, lots of windows. Keep in mind that it may be difficult for some students to conceptualize architectural style from a brief video. This is intended as a brainstorming activity, rather than a search for specific answers. Let students know they will learn more about Frank Lloyd Wright's style during their tour.</p> <p>Ask students if they know anything about the Civic Center. Write down any key points they bring up (its location, events that happen there, services inside the building, etc.).</p> <p>If time permits, write the word <i>civic</i> on the board. Ask students if they know what the word means. Explain it means "related to a town, specifically to its administration." Ask students to make predictions about what kinds of things might happen at a Civic Center. Who might work there?</p>
4	<p><b>Preparing for the Civic Center Visit</b></p> <p>Review any specific instructions you have for your students prior to their visit to the Marin Civic Center.</p>

## K-W-L Chart

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Use this chart to help you organize your thoughts as you read. In the first column, write down things you already know about architecture. In the middle column, write down things you want to know about architecture. Then read "All About Architects." As you read, add to the third column with things you have learned.

Know	Want to Know	Learned
<i>Example: I know architecture has something to do with buildings.</i>	<i>Example: I want to know what an architect does.</i>	<i>Fill in this column as you read!</i>

## All About Architects

You spend time inside buildings like your home and your school. You may never wonder how they were built. Each one was designed by an **architect**. An architect is someone who designs structures.

### How an Architect Works

Imagine your school buys land for a new building. They would hire an architect to design it.

The architect would ask questions about the building's **function**. Function is how the building will be used. How many classrooms? How many students in each class? What grades?

The architect also considers the building's **appearance**. Think about the buildings in your favorite movie. Those would look weird on your campus. Students would be too distracted to learn! The architect thinks about what looks right in the neighborhood. If it's full of small houses, the architect won't suggest a 50-story skyscraper.

Appearance and function work together. For example, classrooms benefit from lots of natural light. The architect might design large windows in the school building.

### Style in Architecture

**Style** is how something is done. Stephen Curry is a great basketball player. The NBA has lots of good players, but nobody else plays like Steph. In the same way, there are many excellent architects. Only some of them develop a unique style.

You are going to learn about a local landmark. It was designed by the famous architect Frank Lloyd Wright. Like Steph Curry's three-point shots, Wright had his own unique style.

### Architecture in Your Life

Now that you know what an architect does, take a closer look at the buildings in your neighborhood. What choices did the architect make about the **function** and **appearance** of those structures? Do you see any particular **style**? If you were an architect, what kinds of buildings would you like to build?