

House Hunting

Parent Guide

SUMMARY

In this activity children and adults will take a trip to explore the architecture in their communities, hunting for specific features from the Field Guide and using the suggested discussion questions.

WHY

New experiences and places help children understand how ideas connect with the real world. Learning on field trips can spark curiosity and inspire children to ask better questions about the world around them.

TIME

- 30 minutes or more, plus travel

RECOMMENDED AGE GROUP

This activity will work best with children in kindergarten through 4th grade.

GET READY

- Read *Julia Morgan Built a Castle* together. The book tells the story of Julia Morgan, one of America's earliest women architects. Morgan designed almost 800 buildings during her career, including William Randolph Hearst's castle in California. For tips on reading this book together, check out the [Guided Reading Activity](http://americanhistory.si.edu/ourstory/pdf/architect/architect_reading.pdf) (http://americanhistory.si.edu/ourstory/pdf/architect/architect_reading.pdf).
- Read the *Step Back in Time* sheets.

YOU NEED

- *Directions* sheets (*attached*)
- *Step Back in Time* sheets (*attached*)
- *Architecture Field Guide* sheets (*attached*)
- Transportation (*possibly*)
- *Julia Morgan Built a Castle* book (*optional*)
- Camera (*optional*)
- Notebook or other blank paper (*optional*)
- Pens, pencils, crayons or other art supplies (*optional*)

More information at <http://americanhistory.si.edu/ourstory/activities/architect/>.

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Directions, Page 1 of 2

For adults and kids to follow together.

1. Decide on your best opportunity to see a variety of architecture in your community.
 - Most communities contain lots of different building styles. Think about things like the age of the buildings in the area, what the buildings are used for, and what the surrounding environment is like. You might find different features on single-family homes, apartment buildings, government buildings, stores, or shopping malls. Buildings that sit near bodies of water may have different features from ones in fields or on hillsides.
 - Some communities have architecture that has been identified as historic, which may have unique features. To find out if there are any near you, visit the National Parks Service [Register of Historic Places](http://www.nps.gov/nr/). (www.nps.gov/nr/)
 - Use [GoogleMaps](http://maps.google.com) (maps.google.com) or [Panoramio](http://www.Panoramio.com) (www.Panoramio.com) to scout out neighborhoods or business districts for interesting architecture before you leave.

2. If you are going away from your neighborhood to look at architecture, travel to your destination.

3. Take pictures of the buildings that you especially like.

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4. Play a game of “I Spy” using features from the Field Guide.
 - Do the older buildings have features that are different from the newer buildings?
 - What materials are the older buildings made of? What materials are the newer buildings made of? Are they different or the same?
 - Bonus: Can you find any “green building” features? What do you think is the environmental impact of the buildings that you see?

5. After you return to your home, draw a picture of one part of a building that was especially interesting to you.

6. In the buildings you saw, were there any parts that looked like parts of the buildings that Julia Morgan built? Look through your pictures or drawings to compare them with the illustrations from the book.

More information at <http://americanhistory.si.edu/ourstory/activities/architect/>.

Dormer



Hip Roof

Roofs



Mansard Roof



Gable Roof

Windows



Picture Window



Bay Windows



Casement Window

Special Features

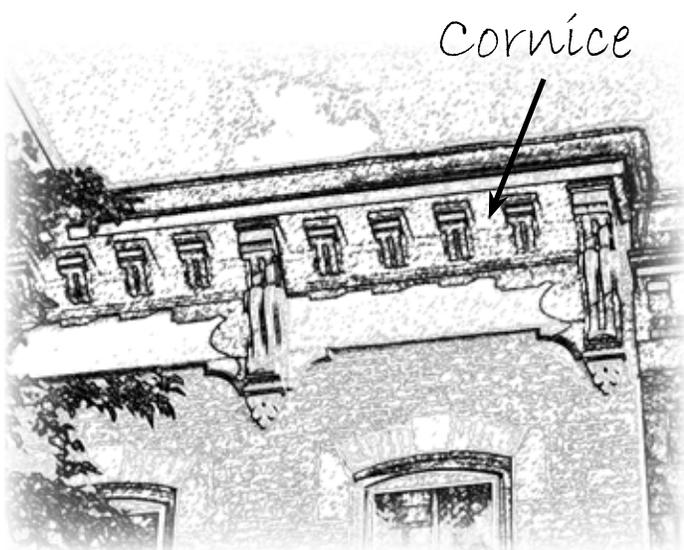


Balcony

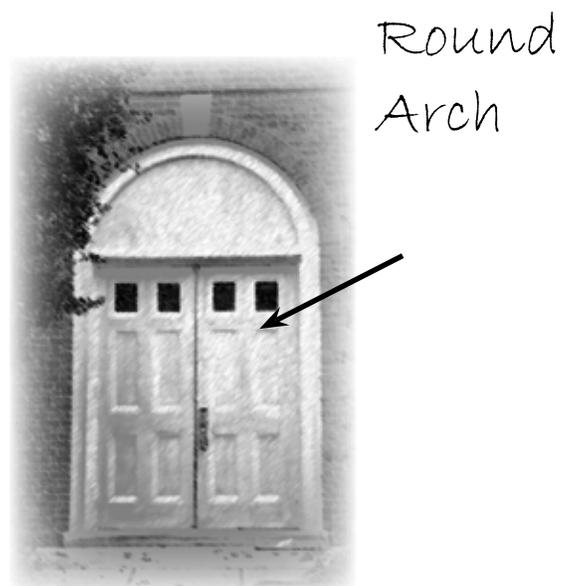
Porch



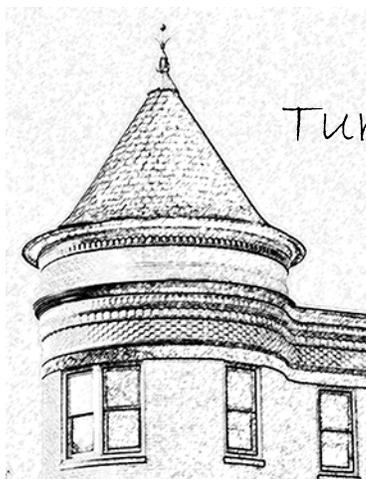
Column



Cornice



Round Arch



Turret

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For more information, visit the National Museum of American History website <http://americanhistory.si.edu/ourstory/activities/architect>.

Architects are people who design buildings. They study math, science, and art to help them design buildings that are strong, useful, and beautiful.

An architect thinks about the place where the building will stand to make sure it will survive the weather and will be sturdy in the ground. The architect also decides the exact measurements for each part of the building to make sure everything will fit together correctly and to decide how much of each building material to buy.



A sketch of the Supreme Court of the United States, by its architect Cass Gilbert [Archives Center, National Museum of American History]

A strong building is only part of the challenge for an architect. He or she will also make sure that the building will be conveniently arranged for the people who will live or work there. To make the building beautiful, the architect will also think about decorations, patterns, and materials that will look beautiful to the people who use the building and see it from outside.

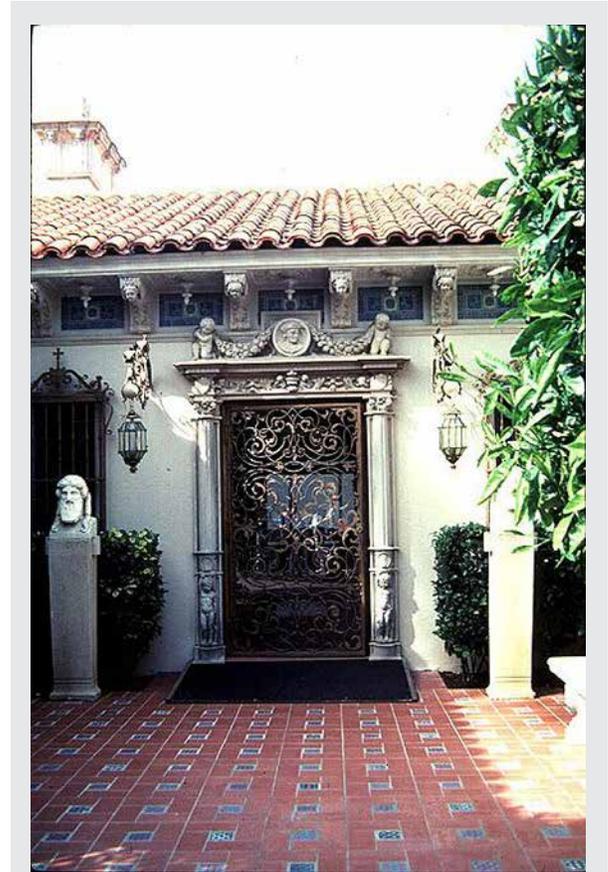
To share their plan for the building, architects make many drawings on paper and sometimes make small models out of cardboard. The architects will then show the papers and models to the people who will use the building. Sometimes architects redo their plans over and over again to make sure they are perfect, because construction workers use those paper plans to make the real building out of materials like stone, metal, wood, plaster, and glass.

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About Julia Morgan:

Until around 1900, almost all architects were men. Women were not admitted to architectural school. However, Julia Morgan and other great women architects have helped change this tradition and now both women and men can become architects.



Photograph of one of the entrances to Hearst Castle, by Eleanor C. Weller [Archives of American Gardens, Smithsonian Institution]

More information at <http://americanhistory.si.edu/ourstory/activities/architect/>.

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Teacher Guide

OBJECTIVES

The students will be better able to:

- Identify the architectural features of buildings.

STUDENT PERFORMANCE CRITERIA

- Accurately identifies examples of specific architectural features.

STANDARDS

NCHS History Standards

K-4 Historical Content Standards

- 2A: The student understands the history of his or her local community.

More information at <http://americanhistory.si.edu/ourstory/activities/architect/>.

