

INTRODUCTION TO ROXBURY STUDENT WALKS

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These three tours of Neighborhoods in Roxbury are intended to highlight the Architecture, urban design and built environment for students in grades 3-6. Students will draw, measure, count, make rubbings and find and name various architectural elements along the tour. They will actively engage in the neighborhood through close observation and critical thinking. Students will note changes over time, develop vocabulary to describe building elements, and experience how it feels to be a building! Students will communicate what they are learning about the neighborhood and begin to feel a part of the environment.

Each tour lasts between 60 and 90 minutes. All information the students will need is in the Student Packets. Teacher Pages are included for each tour with more information specific to each tour to help the students complete their packets. The student packet includes a map and locations where students will complete activities. Tours may be shortened or even combined. The Eliot Square Tour is the shortest in distance but the most in depth in terms of activities. The Highland Park tour is the longest from Eliot Square up to Highland Park but has simpler activities. The Dudley Square tour is in a very busy location so it is intended for fewer than 10 students at a time.

Students must be monitored at all times on a walking tour. Make sure you have adequate adult supervision.

Materials needed for the Tours:

- Student packets – 1 per person
- Pencil with eraser – 1 per person
- Clipboard or other stiff board to attach packet to. A clothespin and shirt cardboard (or panel of a cereal box) work well for this.
- Crayons for the rubbings – 1 per person. Larger ones work best
- Small (approx. 5" x 5") pieces of newsprint for the rubbings – 4 per person
- Camera – if you would like to take photos to use back in the classroom



INTRODUCTION TO ROXBURY STUDENT WALKS

These tours were developed by **Learning By Design** in Massachusetts in consultation with Discover Roxbury. Please contact us if you would like assistance in implementing or in leading these tours. www.architects.org/lbd.

Learning By Design in Massachusetts (LBDMA) is a statewide, K-12 architecture and design education program. Our master teachers/architects and volunteer architects engage children, in and out of schools, in hands-on, real world design projects. With collaborating educators and community groups we give children the opportunity to express their ideas about their built environment, about their community, and about themselves. By involving children in community-based design projects, by giving them the tools they need to make informed decisions about their built and natural environments, LBDMA enables young people to become active participants in the shaping of their world.

In the process, these children develop important critical thinking in areas that support Massachusetts Curriculum Frameworks for Science, Technology/Engineering and Mathematics, Arts and Social Studies. Begun in 1999 as a program of the Boston Society of Architects, LBD:MA became its own 501c3 non-profit organization in 2009. Over 17,000 children, educators and designers have worked together in these programs.

LBDMA also partners with Massachusetts organizations and institutions to develop youth architecture and design programs focusing on their own neighborhood or buildings.



Learning By Design in Massachusetts
A K-12 architecture and design education program

ELIOT SQUARE WALKING TOUR

TEACHER PAGE TEACHER PAGE TEACHER PAGE TEACHER PAGE

This tour of Eliot Square will take approximately 60 -90 minutes depending on how much time you allow for drawing. The tour can be shortened or combined with the Highland St. tour.

The major themes of this tour are the buildings that make up a city, changes over time and Architectural vocabulary. At all times, get the conversation going – what do you see? Why is the way it is? What do you think was here before....?

Materials:

- Student packets – 1 per person
- Pencil with eraser – 1 per person
- Clipboard or other stiff board to attach packet to. A clothespin and shirt cardboard (or panel of a cereal box) work well for this.
- Crayons for the rubbings – 1 per person. Larger ones work best
- Small (approx. 5" x 5") pieces of newsprint for the rubbings – 4 per person
- Camera – if you would like to take photos to use back in the classroom

The tour begins in the center of Eliot Square. Have students sit on the benches around the circle and look around. This Square has been the center of the Highland Park neighborhood for over 200 years. It is a place where lots of different things happen. Ask the students to describe what they see and the feeling of the square: is it quiet, busy, noisy, confusing? What do people do here? What kinds of buildings are there in this square? People work, play, learn, create, pray, shop etc. in this square, therefore there are many different types of buildings. Buildings in a city communicate to us what their purpose and function is. We call their walls facades which we can think of as the face of the building. There is a language of architecture that helps us to read the city and navigate it as we go about our day.

If you would like to take the time, have students read the historical markers. *Fun fact: ask the students when the park was laid out? Answer: 2002, there is a brass plack in the brick paving in the circle.*

Before you begin, take a few moments to orient students to the Student Packet and the map on the first page. Show students which way is north on the map and north where you are standing. Point out specific landmarks you see and where they are located on the map.

Location ① Have the students find a symmetrical and asymmetrical building (there are many symmetrical buildings in this square but they look very different from each other). Have students stand up and make their bodies symmetrical and asymmetrical.

Location ② is in front of the Timilty School. The first activity asks students to look closely at the 1937 Timilty School and the 1750 Dillaway House and find 3 things that are the same and 3 things that are different. The buildings look very different but if you look closely, they have a lot in common. Possible similarities include: both are 3 stories, both have rectangular windows, both are symmetrical, both have entrances with an overhang, both have curved sections on the entrance, both have chimneys.



ELIOT SQUARE WALKING TOUR

TEACHER PAGE TEACHER PAGE TEACHER PAGE TEACHER PAGE

The next activity is to find the architectural elements. The gable dormer, the gambrel roof and the fanlight are on the Thomas Dillaway House. The Boston skyline can be seen to the right of the Dillaway house.

Location ③ is around the rear right side of the Dillaway house. There are benches to sit on. The students will use the sides of the crayons to make rubbings. Make sure the students choose only building materials (versus trees etc.): concrete, stone, metal, brick etc. Have students notice that each material has its own texture [and sometimes temperature] and produces very different rubbings. Have the students label their rubbings.

Location ④ has students looking closely at both sides of the street and finding architectural elements along Putnam St. and around the corner onto Dudley St. to location 5. Have students check the boxes of the elements they find. *Note: the word dentil sounds like dentist and dentils look like teeth.*

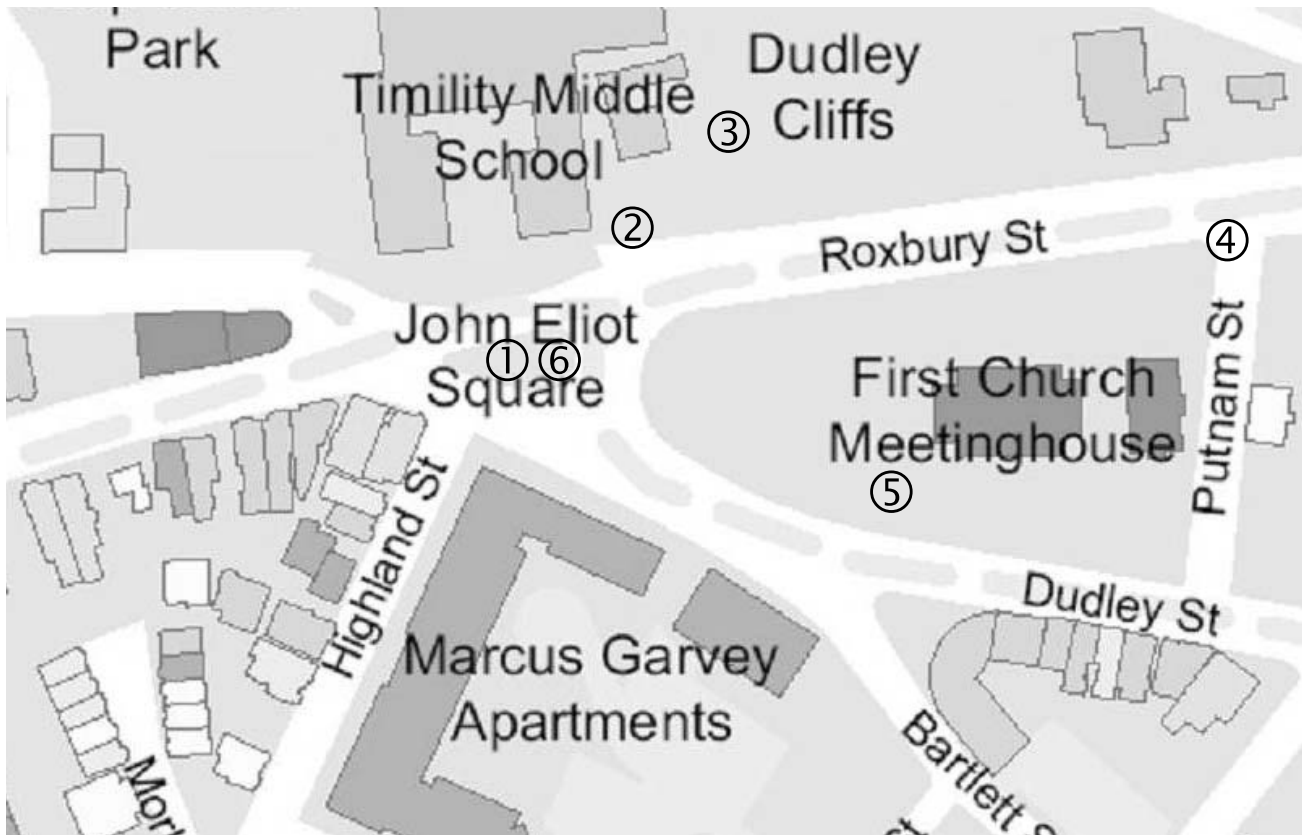
Location ⑤ is in the driveway of the First Church. Have students find a comfortable place to sit so they can take their time. Students are asked to draw the **Façade** of the building. We think of façade as the ‘face’ of the building and therefore we draw it like a face. Straight on as two-dimensional shapes (rather than in perspective or 3D). Begin with the large shapes of the building – the rectangle and triangle of the building itself, the triangle of the entrance, the rectangles and semicircles of the windows. Similar to drawing a face, you begin with the large outside shapes first rather than the eyeballs! Details come last. As students finish, have them label the Architectural Elements that they have drawn from what they learned earlier on the tour.

Location ⑥ is back where we started. Have students first find the structural shapes and then have act out them out. Make sure they lean into the hands of their partner for the arch to really feel the pressure in their hands, arms, back and all the way down their legs. A final stretch to be a column and the tour is complete!



ELIOT SQUARE WALKING TOUR

Name _____



The numbers on the map above correspond to numbers on the pages that follow.

Locations are marked by ①

At each location do the Activity required.

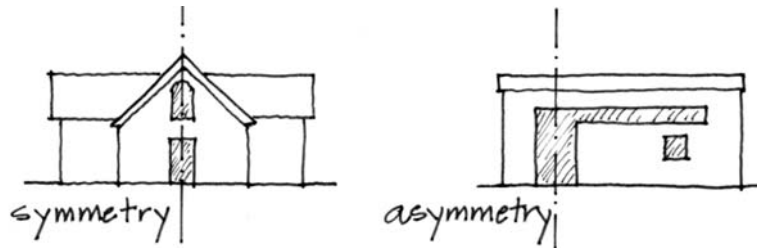
Activities are marked with ❖



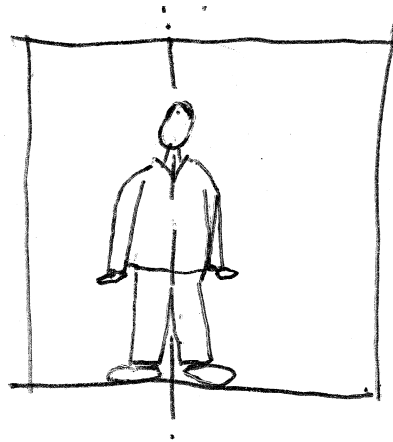
ELIOT SQUARE WALKING TOUR

- ① You are in Eliot Square, the center of the Highland Park neighborhood in Roxbury for over 200 years. Find a comfortable place to sit, look around you and answer the questions and do the activities below.

❖ Buildings have faces just like people. We call them **FACADES**. Many of the buildings in Elliot Square have **SYMETRICAL** facades. That means that if you drew a line down the middle, it would be equal on both sides.



Who can find a symmetrical building? Who can find an asymmetrical one?
Is your body symmetrical? Can you make your body Asymmetrical?

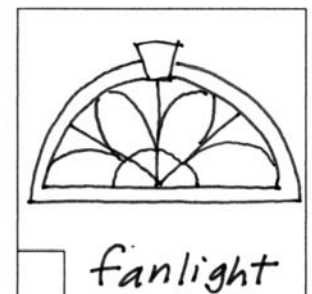


ELIOT SQUARE WALKING TOUR

② ❖ Look closely at the Timilty School and the Dillaway House. List 3 things that are the same and 3 things that are different.

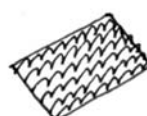
SAME	DIFFERENT

❖ Can you find the following **ARCHITECTURAL ELEMENTS**? When you find them, check off the box in the lower left corner.



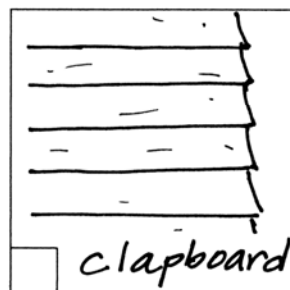
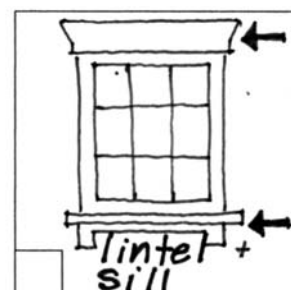
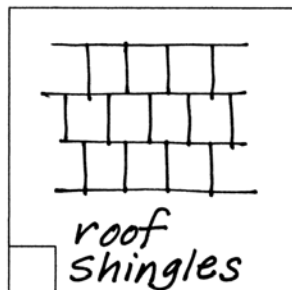
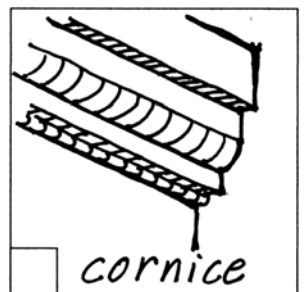
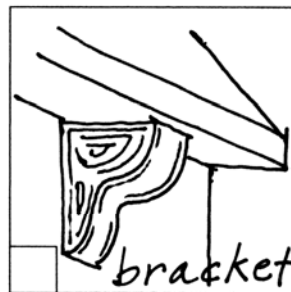
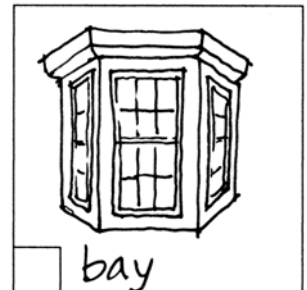
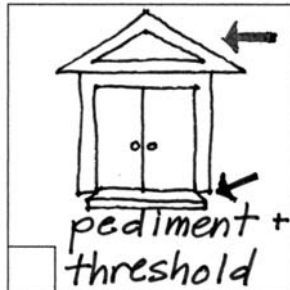
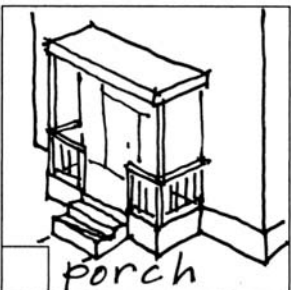
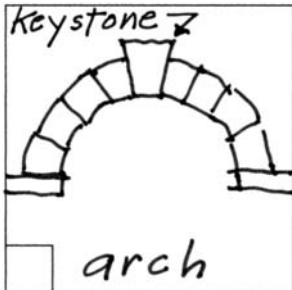
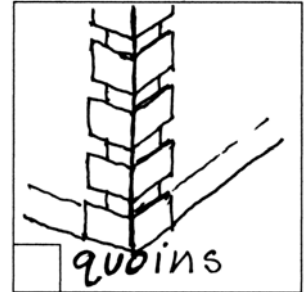
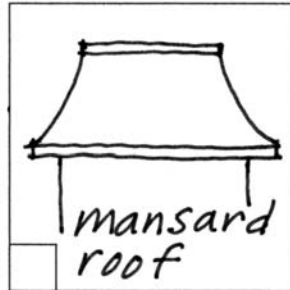
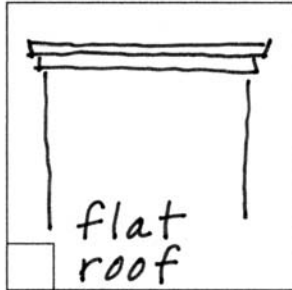
③ ❖ Materials are what buildings are made of. Use the paper and crayons provided to make rubbings of 3 different **BUILDING MATERIALS**.

TEXTURE



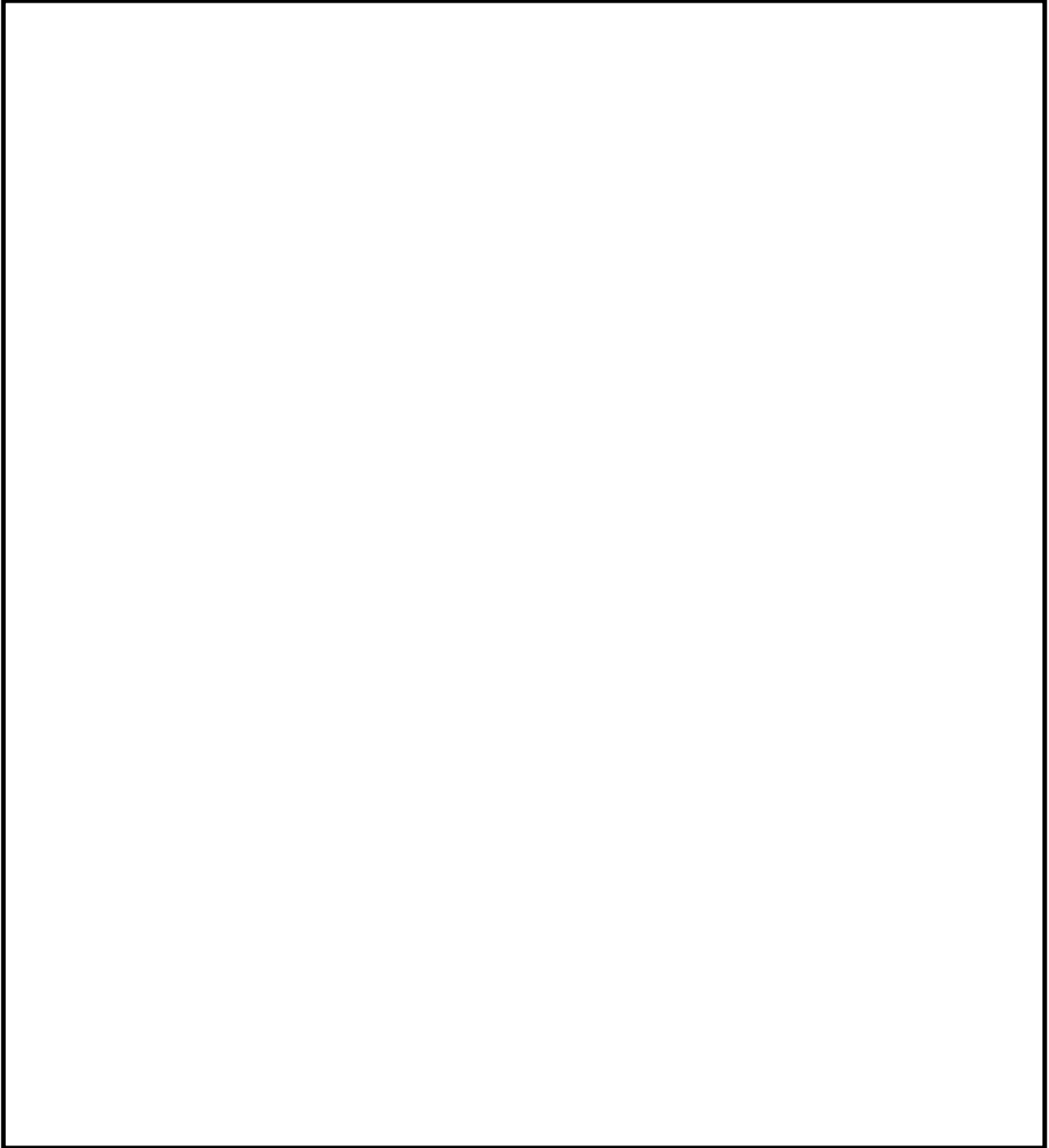
ELIOT SQUARE WALKING TOUR

④ ❖ As you walk along Putnam St., find as many **ARCHITECTURAL ELEMENTS** as you can. Check the box in the lower left corner.



ELIOT SQUARE WALKING TOUR

- ⑤ ❖ In the space below, draw the **FAÇADE** of the First Church (remember that Façade means Face). Start with the biggest shapes.

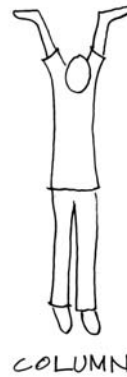
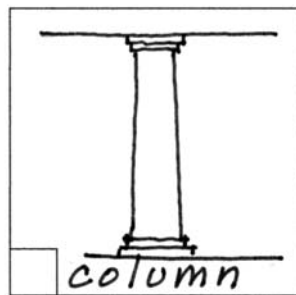
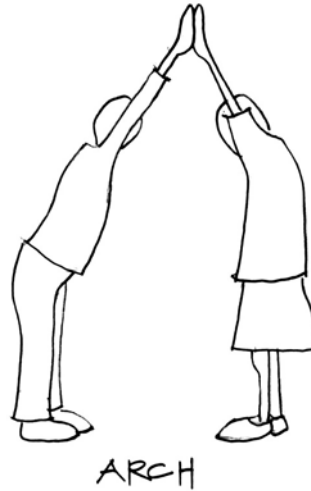
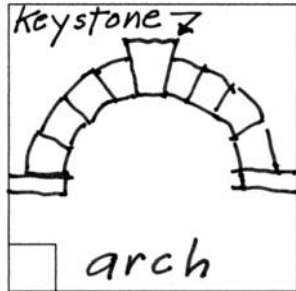


Name of Building _____



ELIOT SQUARE WALKING TOUR

⑥ ❖ We are back where we began. We call the parts that hold up the building the structure. Can you find the following **STRUCTURAL ELEMENTS** and then try them out with as partner as shown below.



HIGHLAND ST. WALKING TOUR

TEACHER PAGE TEACHER PAGE TEACHER PAGE TEACHER PAGE

This tour of Highland St. will take approximately 60 -90 minutes depending on how much time you allow for walking, resting and drawing. It is a moving tour and a somewhat long walk up the hill to Highland Park so allow students time to rest in Kittredge Square and at the end in the park. The tour ends in the park. This tour can be combined with all or part of the Eliot Square tour if you have more time.

The major themes of this tour are residential buildings [houses and housing] and Architectural vocabulary. At all times, get the conversation going – what do you see? Why is the way it is? What do you think was here before....?

Materials:

- Student packets – 1 per person
- Pencil with eraser – 1 per person
- Clipboard or other stiff board to attach packet to. A clothespin and shirt cardboard (or panel of a cereal box) work well for this.
- Crayons for the rubbings – 1 per person. Larger ones work best
- Small (approx. 5" x 5") pieces of newsprint for the rubbings – 4 per person
- Camera – if you would like to take photos to use back in the classroom

Along this walk we see almost all residential buildings, where people live. Have students notice how many different styles, sizes and types of residential buildings there are from the large Marcus Garvey Apartments, to the small wooden cottages. All in the same neighborhood!

Before you begin, take a few moments to orient students to the Student Packet and the map on the first page. Show students which way is north on the map and north where you are standing. Point out specific landmarks you see and where they are located on the map.

If you begin in center park of Eliot Square, take a moment to ask students to describe what they see and the feeling of the square: is it quiet, busy, noisy, confusing? What do people do here? What types of buildings are in this square?

Location ① takes you up the first section of Highland St. and there is a lot to see along the way. Have students check the boxes of the elements they find. Have students draw another one they find.

Location ② is in Kittredge Square. Take a few moments to sit and rest and look around you. How is this Square different from Eliot Square? The students will use the sides of the crayons to make rubbings. Make sure the students choose only building materials (versus trees etc.): concrete, stone, metal, brick etc. Have students notice that each material has its own texture [and sometimes temperature] and produces very different rubbings. Have the students label their rubbings.

The students will next look around them to find the 3 structural elements pictured and then make the structures with their bodies. Make sure they lean into the hands of their partner for the arch to really feel the pressure in their hands, arms, back and all the way down their legs.



HIGHLAND ST. WALKING TOUR

TEACHER PAGE TEACHER PAGE TEACHER PAGE TEACHER PAGE

Location ③ Students continue up the hill to the Park finding elements. The ‘Egg & Dart’ is in the arched door frame of the apartment buildings at 75 Highland St. *Note: the word dentil sounds like dentist and dentils look like teeth.*

Location ④ In the park take a moment to orient students and read the historical markers in the park describing its history. Students can see the skyline of Boston and the surrounding neighborhood. The standpipe building is filled with triangular shapes, count them all! Have students stretch out by making more structural shapes in the grassy area of the park.



HIGHLAND ST. WALKING TOUR

Name _____



The numbers on the map above correspond to numbers on the pages that follow.

Locations are marked by ①

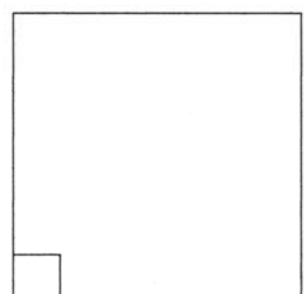
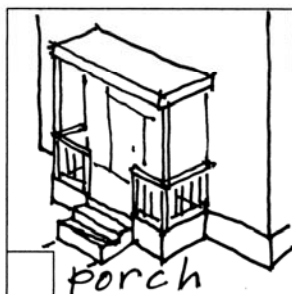
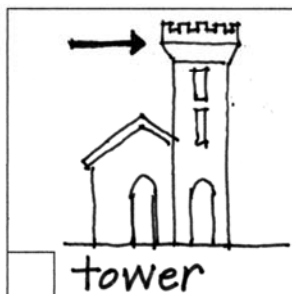
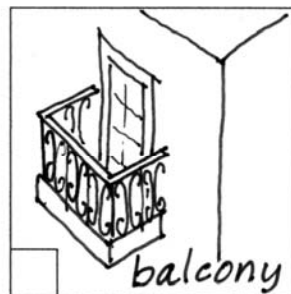
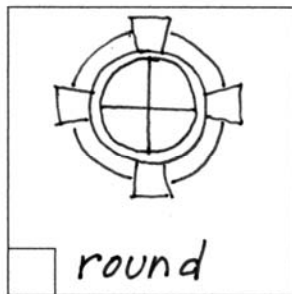
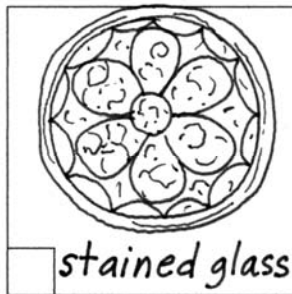
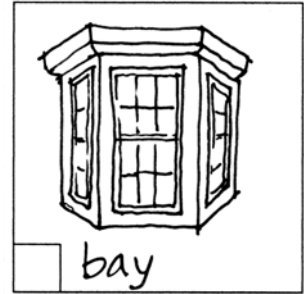
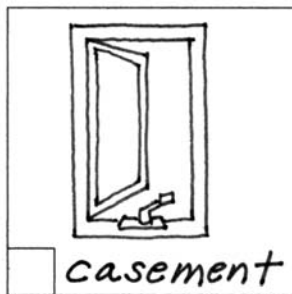
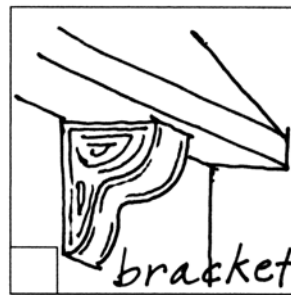
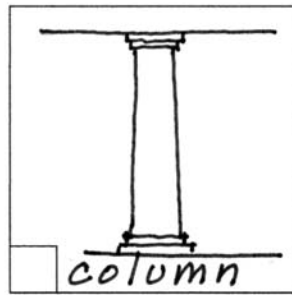
At each location do the Activity required.

Activities are marked with ❖



HIGHLAND ST. WALKING TOUR

① As you walk along Highland St. pay attention to the buildings that line the street. All of them are where people live but houses can be very different from each other. Find the **ARCHITECTURAL ELEMENTS** below. Check the box on the lower left of each element as you find it.



❖ Draw your own architectural element in the space

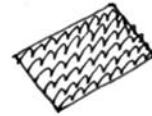
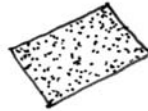


HIGHLAND ST. WALKING TOUR

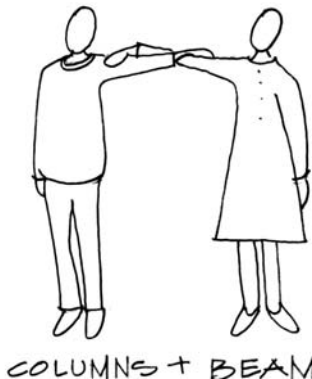
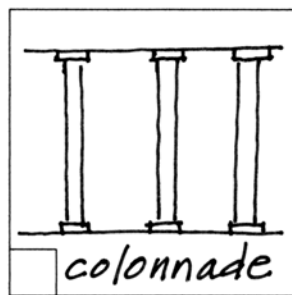
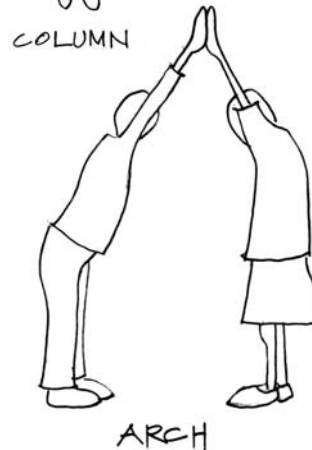
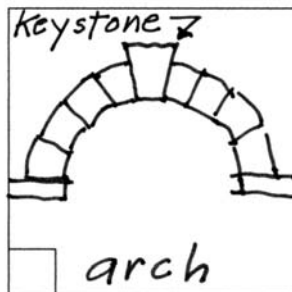
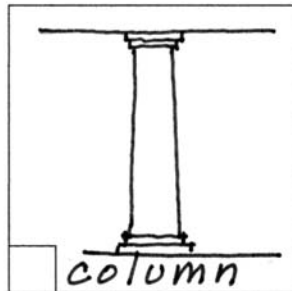
② Take a rest in Kittredge Square. Sit in the park and notice how this Square feels different from Eliot Square.

❖ Materials are what buildings are made of. Use the paper and crayons provided to make rubbings of 3 different **BUILDING MATERIALS**.

TEXTURE



❖ We call the parts that hold up the building the structure. Can you find the following **STRUCTURAL ELEMENTS** and then try them out with a partner as shown below.

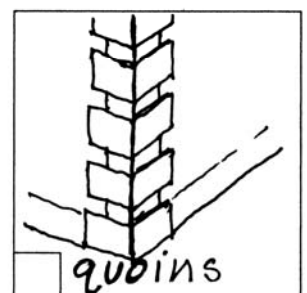
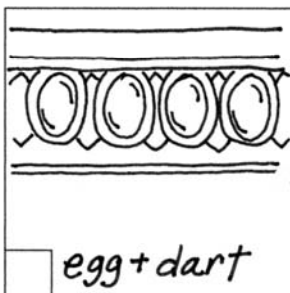
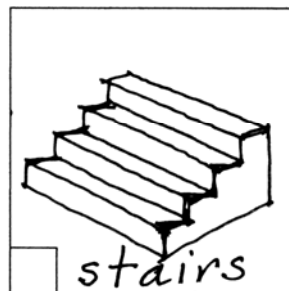
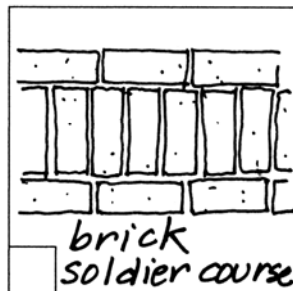
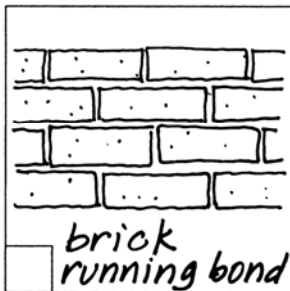
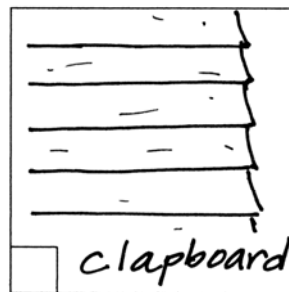
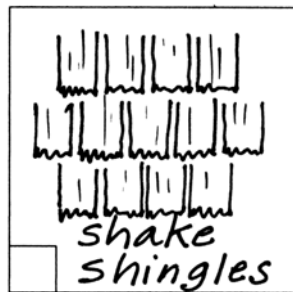
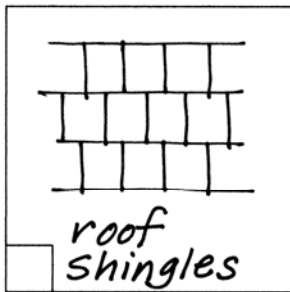
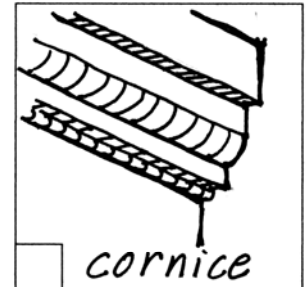
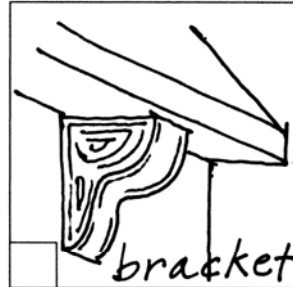


HIGHLAND ST. WALKING TOUR

③



As you continue you walk along Highland St. find as many of **ARCHITECTURAL ELEMENTS** as you can:



HIGHLAND ST. WALKING TOUR

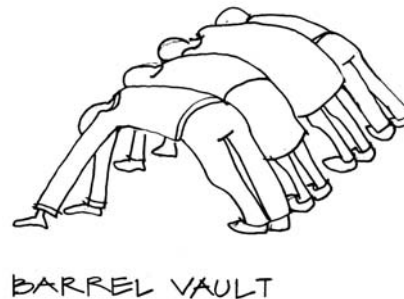
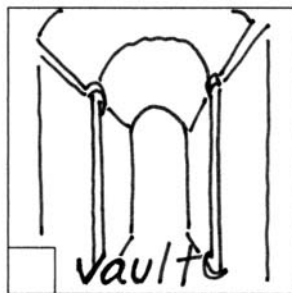
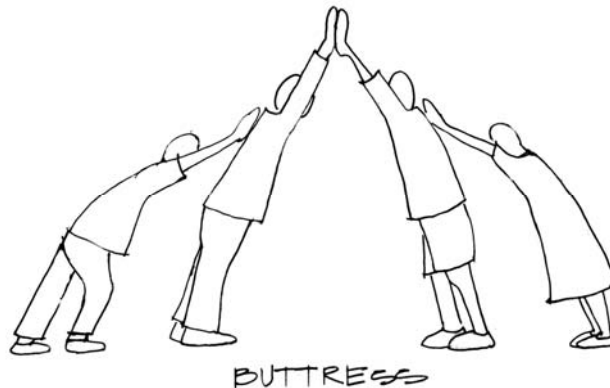
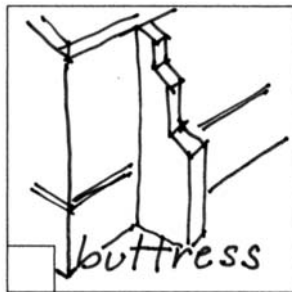
④

You are standing in Highland Park, one of the highest points in Boston.

❖ Count how many triangles you can see on the standpipe building and that you see in the distance and write the number in the space provided:

△ _____

❖ Act out the following structures:



DUDLEY SQUARE WALKING TOUR

TEACHER PAGE TEACHER PAGE TEACHER PAGE TEACHER PAGE

This tour of Dudley Square will take approximately 60 -90 minutes depending on how much time you allow for the students drawing. It takes place in a VERY exciting and BUSY part of the city and we recommend it for fewer than 10 students at a time. There are buses, cars, trucks and lots of people! Please be aware of the traffic at all times and have students stay together.

The major themes of this tour are: transportation and transportation buildings, structure and changes over time. At all times, get the conversation going – what do you see? Why is the way it is? What so you think was here before....?

Materials:

- Student packets – 1 per person
- Pencil with eraser – 1 per person
- Clipboard or other stiff board to attach packet to. A clothespin and shirt cardboard (or panel of a cereal box) work well for this.
- Crayons for the rubbings – 1 per person. Larger ones work best
- Small (approx. 5" x 5") pieces of newsprint for the rubbings – 4 per person
- Camera – if you would like to take photos to use back in the classroom

Before you begin, take a few moments to orient students to the Student Packet and the map on the first page. Show students which way is north on the map and north where you are standing. Point out specific landmarks you can see and where they are located on the map.

Location ① is in the grassy area of Dudley Square plaza. Have the students sit down and look around them. Use the packet to begin a discussion of what they see. You may ask them what jobs people are doing and what types of buildings they see in addition to the packet activity. Have students locate the Architectural Elements before moving on.

Location ② is under the beautiful shed in Dudley station. Have students look up! The shapes are amazing. It is very busy and noisy in here so find a place to sit. The West side is quieter and may allow room for students to act out the structural shapes. Make sure they lean into the hands of their partner for the arch to really feel the pressure in their hands, arms, back and all the way down their legs.

Location ③ has the students looking closely at two very different buildings. They will find many difference but also similarities. Possible differences: materials, color, size and shape of windows, height. Possible similarities: shape of building, both have a base (the ground floor is different from the upper floors), both have a prominent entrance (on arched, one with a canopy), both have cornices (projections from the face of building where it meets the sky), they align (are parallel).

Location ④ takes place in the plaza of the Citizens Bank building where there is lots of room to make rubbings. Make sure the students choose only building materials: concrete, stone, metal, brick etc. Have students notice that each material has its own texture [and sometimes temperature] and produces very different rubbings. Have the students label their rubbings.



DUDLEY SQUARE WALKING TOUR

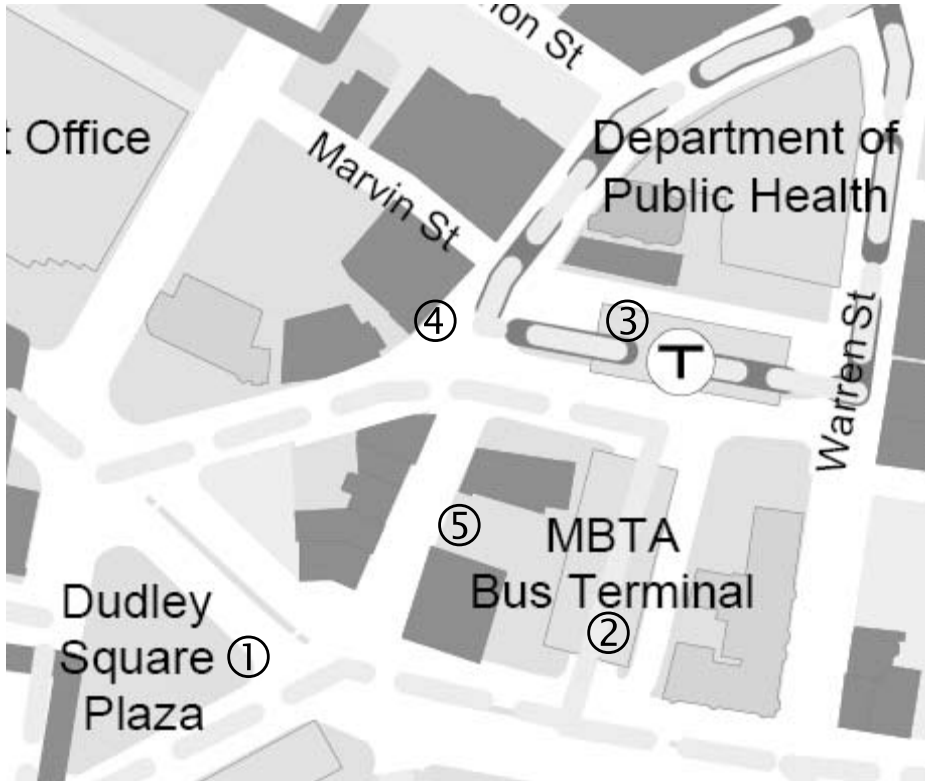
TEACHER PAGE TEACHER PAGE TEACHER PAGE TEACHER PAGE

Location 5 has the students drawing the very sweet Giant Liquor store. Have the students stand in the Bank of America parking lot. Students are asked to draw the **Façade** of the building. We think of façade as the ‘face’ of the building and therefore we draw it like a face. Straight on as two-dimensional shapes (rather than in perspective of 3D). Begin with the large shapes of the building – the rectangle of the building itself, the triangle of the entrance, the rectangles of the windows. Similar to drawing a face, you begin with the large outside shapes first rather than the eyeballs! Details come last. As students finish, have them label the Architectural and Structural Elements that they have drawn from what they learned earlier in the tour.



DUDLEY SQUARE WALKING TOUR

Name _____



The numbers on the map above correspond to numbers on the pages that follow.

Locations are marked by ①

At each location do the Activity required.

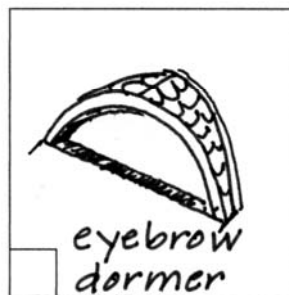
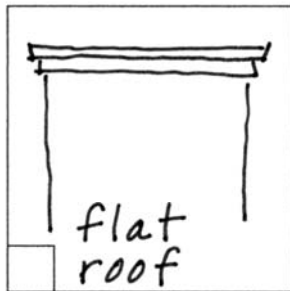
Activities are marked with ❖



DUDLEY SQUARE WALKING TOUR

- ① You are sitting in a very busy part of Roxbury. People get to Dudley Square in many different ways. List all the different types of transportation you see in the space below:

❖ There are many different kinds of buildings in this square. Find the **ARCHITECTURAL ELEMENTS** below. Check the box on the lower left of each element as you find it.



DUDLEY SQUARE WALKING TOUR

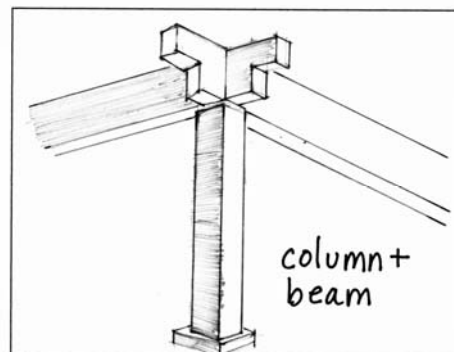
② You are sitting in main section of Dudley Station. It is an open structure for buses and people to be able to get in and out of easily.

❖ If you look up, there are many different SHAPES in the building. Draw four of them in the spaces below.

SHAPE □ ○ △

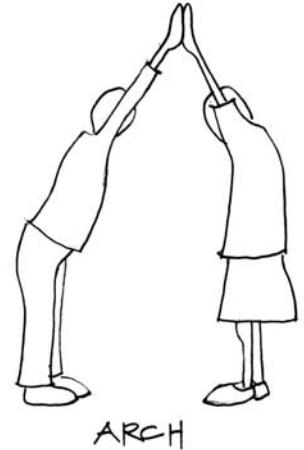
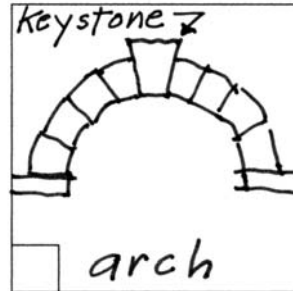
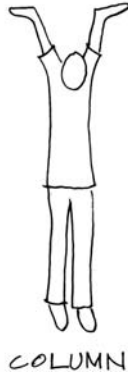
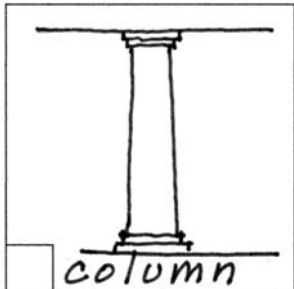


❖ We call the parts that hold up the building the structure. In this building, the structure was inspired by nature.



DUDLEY SQUARE WALKING TOUR

Can you find the following **STRUCTURAL ELEMENTS** and then try them out with a partner as shown below.

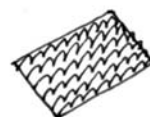
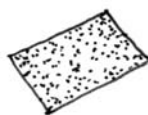


③ Look closely at the Citizens Bank Building and the Elder Services building. List 3 things that are the same and 3 things that are different.

SAME	DIFFERENT

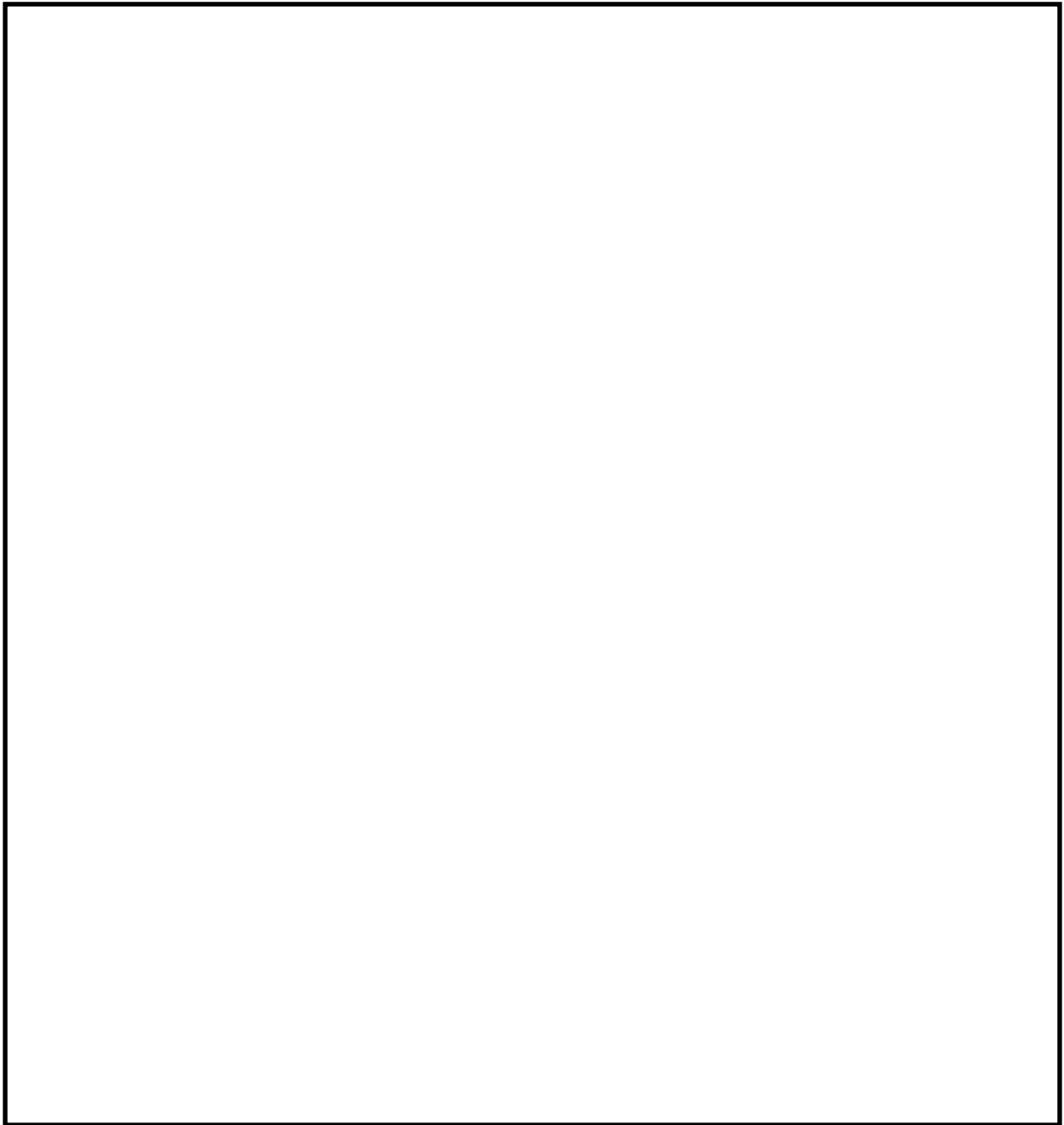
④ ❖ Materials are what buildings are made of. Use the paper and crayons provided to make rubbings of 3 different **BUILDING MATERIALS**.

TEXTURE



DUDLEY SQUARE WALKING TOUR

- ⑤ ❖ In the space below, draw the *FAÇADE* of the Giant Liquor building (the word Façade refers to the face of a building). Start with the biggest shapes.



Name of Building _____

