

Paper Houses Lesson Plan



Overview

This lesson plan was developed by members of the Bainbridge Island Museum of Art's (BIMA) Curriculum Collaborative, generously funded by an Arts in Education Partnership grant from ArtsWA, the Washington State Arts Commission.

The Curriculum Collaborative paired Kitsap County elementary school educators with BIMA teaching artists to develop arts-integrated lesson plans that augment learning potential embedded in existing Art in Action videos.

The teaching artists, classroom teachers and lesson plans foreground equity, with an emphasis on one or more of the following areas: Spanish dual-language, special education, social emotional learning (SEL), and/or arts integrated curriculum development.

BIMA is grateful to the following Curriculum Collaborative members for their dedication to high quality experiential education for young learners in Kitsap County and beyond.

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June 2022

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The Bainbridge Island Museum of Art acknowledges that the land on which we gather is within the aboriginal territory of the suq'wábš "People of Clear Salt Water" (Suquamish People). Expert fishers, canoe builders, and basket weavers, the suq'wábš live in harmony with the lands and waterways along Washington's Central Salish Sea as they have for thousands of years. Here the suq'wábš live and protect the land and waters of their ancestors for future generations as promised by the Point Elliot Treaty of 1855.

We pay respects to their elders past and present.

Paper Houses Lesson Plan

What makes a home? A community? Students will learn about homes around the world and how artists have portrayed home, and will create 3-D homes that will serve as a canvas for ideas, words, and pictures about family and home.

Standards

Arts

This lesson plan addresses the following Washington State Arts Learning Standards. [For more information or for grade-level specific performance standards, refer to Washington State Learning Standards: The Arts Learning Standards: Visual Arts by Grade Level \(2017\).](#)

Creating	Performing/Presenting/Producing	Connecting
Generate and conceptualize artistic ideas and work (Anchor Standard 1)	Develop and refine artistic techniques and work for presentation (Anchor Standard 5)	Synthesize and relate knowledge and personal experiences to make art (Anchor Standard 10)
Organize and develop artistic ideas and work (Anchor Standard 2)	Convey meaning through the presentation of artistic work (Anchor Standard 6)	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (Anchor Standard 11)
Refine and complete artistic work (Anchor Standard 3)		

Social Studies

This lesson plan addresses the following Washington State Social Studies Learning Standards. For grade-specific performance standards, refer to [OSPI](#).

Geography
Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth's surface (G1)
Understands human interaction with the environment (G2)

Social Emotional Learning

This lesson plan addresses the following Washington State Social Emotional Learning Standards. For more information, visit [OSPI](#).

Standard 4 - Social Awareness <ul style="list-style-type: none">I can take the perspective of and empathize with others from diverse backgrounds and cultures.	Benchmark 4A: Demonstrates awareness of other people's emotions, perspectives, cultures, languages, histories, identities, and abilities. Benchmark 4B: Demonstrates an awareness and respect for similarities and differences among community, cultural and social groups. Benchmark 4C: Demonstrates an understanding of the variation within and across cultures.
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Mathematics

This lesson plan addresses the following Washington State Arts Mathematics Learning Standards. For additional grade-specific performance standards, refer to [OSPI](#).

Measurement and Data	Geometry
K.MD 1.MD 2.MD	K.G 1.G 2.G 4.G

Session One

Supplies

- [BIMA Art In Action video](#)
- Home Template (download link) or white card stock or (# per student)
- Pencils
- Rulers
- Erasers
- Scissors
- Small, pointed scissors for cutting out windows (optional)
- Glue stick
- White glue
- Materials for decorating paper houses (markers, colored pencils, watercolors/paint, tissue paper, colored/collage paper)

Launch

Create an idea board or slide show with images of homes and houses from all over the world.




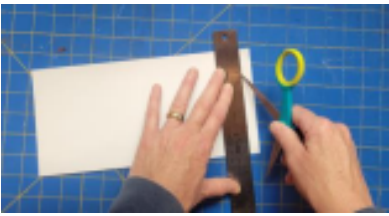

Engage students in a discussion – What do you notice? What is different about these homes? What might be similar?

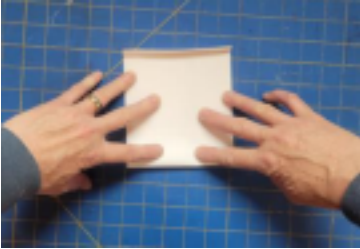

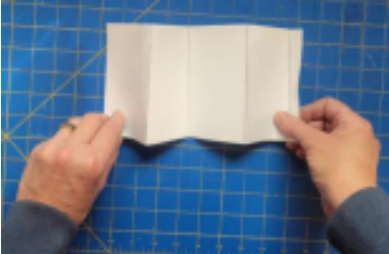

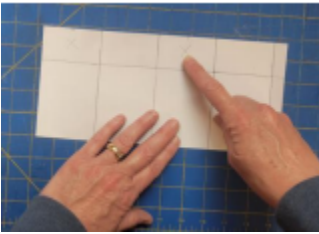

Discussion : What is a house? What makes a house a home? Who lives in your house? Why is a home important to you? How does home make you feel? What colors and shapes do you think of when you think of home? Is a home a human right? What happens when you are homeless? (Note: When you teach this lesson, be sensitive to the reality that not all students may be living in a home with their family.)

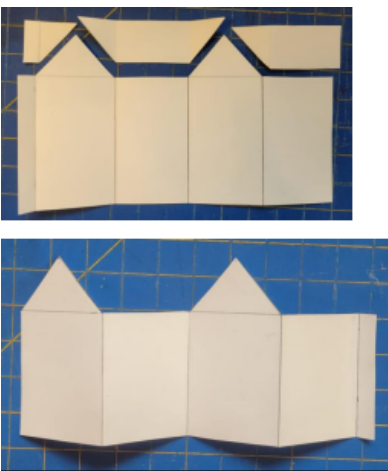
We are going to build paper houses that explore these ideas and feelings. Our house will be like a canvas. We can write on it, paint it, and draw on it before we cut it out and turn it into a house.

Make

[Watch Art In Action Video](#)

1	On white card stock, draw a line vertically 6 inches from the side.	
2	Cut along this line and rotate paper so that it is horizontal.	
3	Mark $\frac{1}{2}$ inch from the end and draw a line. This will create a tab to glue walls together.	
4	Score this line to make a folding line. (Extra time may need to be allotted here if scoring is a new skill being taught or teachers could pre-score the cardboard)	
5	Fold the card in along the scored line.	

6	Fold the rectangle in half, lining up the edge of the card with the tab fold.	
7	Fold in half again, lining up the fold line with the first scored line.	
8	Open the card. It should have four even spaces, which are the four walls of the house, plus a tab on the end.	
Formative Assessment Do students have the four walls folded?		
9	Draw a line 1.5 inches from top of the walls.	
	To create gables, find the middle of each space marked with an X and draw a line connecting this point to the point at the end of the roof.	 

Formative Assessment Do students have gables in the correct location?		
10	Cut out the house along the roof lines	
Formative Assessment Do students have cut out houses?		

Wrap-Up

- Class discussion on the new skills students have learned and discuss how they plan to design and decorate their houses.
- Make sure all cut out houses are labeled with the student's name and stored until the second lesson.

Session Two

Supplies

- [BIMA Art In Action video](#) (optional)
- Student houses from first session
- Materials to decorate houses (color pencils and/or markers are a good choice. You can use watercolor paint or acrylics or tempera, but more time would need to be built into the lesson to allow for the work to dry. It is good to give students the freedom to experiment with materials in their house design concepts).
- Glue stick
- White glue

Decorating Houses

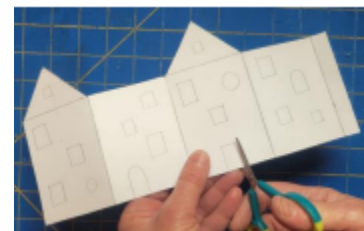
1	Decorate your paper house by drawing windows and doors. Have a group discussion about details that a house may have, such as plants growing up the side of the house, steps, window boxes, mailbox.
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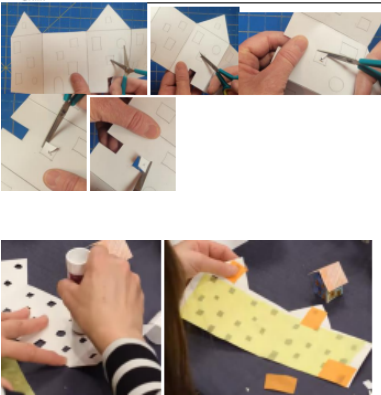


2	<p>Use the cut-out house as a canvas for ideas, words and pictures about family and home based on the launch discussion. Brainstorm the word home and the students could pick out the words they most associate with home.</p>
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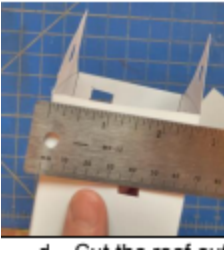
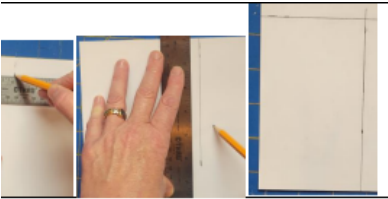


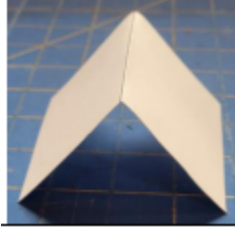
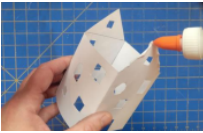


3	Cut out windows and doors with small, pointed scissors as shown in the teaching video. Before cutting out the house students could color their cutout house and could draw their windows on the reverse of the card.
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	<p>Cut doors from the bottom up and around the door.</p> <p>To cut a window, make a hole in the center of the window with a scissors point, then cut out and around the edge of the window.</p> <p>For “stained glass,” lay tissue paper over the house and trace. Cut the tissue paper and glue it over the inside of the windows using a glue stick.</p>	
<p>Formative Assessment</p> <p>Have all students decorated their houses?</p>		

Final Assembly

1	<p>Add glue along the folding tab you created at the beginning. Make sure the tab folds inwards. Carefully stick it together.</p>	
2	<p>Measure the length of each side of the triangle on the gables and add $\frac{1}{4}$" to $\frac{1}{2}$" inch to that measurement, Write down that measurement.</p>	

3	Measure the other side of your roof, adding $\frac{1}{4}$ " to $\frac{1}{2}$ " to this measurement for the roof hang over.	
Formative Assessment Do all students have roof measurements?		
4	Draw a rectangle using these measurements	
5	Cut the roof out and decorate it. (Discuss what roofs can be made of, such as tiles, wood, grass, shingles.) Students may choose to make windows on the roof.	 
6	Fold the rectangle in half to form the roof.	
Formative Assessment Do all students have a roof completed?		
7	Put some white school glue around the edges of the house and attach the roof. <i>Note: To help the roof stay in contact with the house while the glue dries, fold another piece of cardstock in half and put on top of the roof for added weight.</i>	  

8	Completed House	
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Summative Assessment

- Have all students completed their houses? What was easy? Challenging? Fun?
- What changed about the views of home?

Wrap-Up

- Students take a gallery walk and look at each other's houses.
- Students could fill out a self-reflection sheet or peer reflection sheet, offering compliments to themselves and others.

Extension Activity

Classroom Installation

Students could design a street/community layout on large sheets of paper, including green areas, homes, and roads. Students could position their houses in the created landscape and add other three-dimensional elements such as people, trees, and vehicles.

Discuss how collaborative art works, show examples of art installations and how when we work together our art can have a bigger impact on the audience.

Additional Resources

Books About Homes Around the World

- <https://www.booksfortopics.com/houses-and-homes>

- Burton, V. L. (2017). The Little House 75th Anniversary Edition (Anniversary ed.). Clarion Books.
- Caney, S. (2006). Steven Caney's ultimate building book. Running.
- Children Just Like Me: A new celebration of children around the world. (2016). DK Children.
- Ellis, C. (2015). Home (Illustrated ed.). Candlewick.
- Lewis, C. (2014). Homes Around the World. Heinemann.

Homes In Visual Art

- [Roy Lichtenstein's Houses](#)
- [David Hockney's Houses](#)
- [Wayne Thiebaud's Landscapes](#)