

---

# "NEIGHBOURHOOD WALK"

## TO THE TEACHER:

Community neighbourhoods are the most accessible and revealing resource available. Residential architecture illustrates the lifestyle, values, culture and economic status of a particular family, neighbourhood or community. Commercial and public buildings also offer information about building materials, technology, construction methods, ethnic origins, economy, industry, and commerce.

This activity uses tours of local neighbourhoods to discover what kinds of structures make up a community. "Neighbourhood Walk" is designed to be flexible so it may adapt to any type of neighbourhood (though it is suggested to concentrate on neighbourhoods with historic or heritage value). The worksheets provided in this section are here as guides and may be used as is or adapted to fit the classroom needs.

The "Neighbourhood Walk" works best if the class has the chance to visit the area more than once. This way they can discuss what they have seen and have the chance to pick out more detail on subsequent visits.

## LEARNING OBJECTIVES:

- explore the differences/similarities between old & new buildings
- gain an appreciation of architecture and it's role in the community
- discover that not all neighbourhoods are the same
- learn that neighbourhoods and communities change

## WHAT YOU WILL NEED:

- clipboard & pencil or pen
- "My Neighbourhood" (1-3) & "Things To Look For" (4-7) worksheets
- parental supervision

## ACTIVITY:

(grades 1-7)

Step 1

Pick a walking tour route. For younger groups the teacher should have the route planned out ahead of time. For older students, post an up-to-date map of the community in the front of the class and have them plan the course for their walking tour.

## NOTE:

*when planning the tour route try to include as many different structures (bridges, buildings, parks, fences, rivers) and neighbourhoods as possible along the way. Also, try to include a good mix of historic and modern buildings. If the tour will take you on private property, ask permission of the owners in advance.*

---

Have the students draw maps of what they might see in the neighbourhood they are going to visit. If the class is unfamiliar with map making, have them visualize themselves flying over their neighbourhood and then record what they might see. Have the class examine the various kinds of symbols used to indicate things (e.g. schools, parks, roads). Let them have fun dreaming up new symbols.

- Step 2 Visit the neighbourhood for the first time. Have the students note items that are easy to identify such as street names, types of buildings (public, residential, etc.), house/building numbers—are they odd or even, colours and parks.
- Step 3 Upon returning to the school have the class re-examine their maps. How accurate were they? Did they miss anything? Did they add things that shouldn't be there?
- Step 4 Make another trip (if able) to the same neighbourhood and make a more detail analysis of the environment and buildings using the "My Neighbourhood" (grades 1-3) and "Things to Look For" (grades 4-7) worksheet.

**HINT:** *it may be easier to record the information if the class splits up into smaller groups (of 4 or 5) to explore the neighbourhood. If this is the case, then make sure there will be proper supervision-especially for the younger students who may need help expressing what they see.*

- Step 5 **Suggestions for walking tour discussion** (grades 3-7):
1. How does the physical landscape affect the placement, look and function of buildings and structures in the neighbourhood?
  2. Does the function of the building or structure affect how it looks (e.g. a train station has wide eaves to protect the waiting passengers from rain or snow)?
  3. Are there distinctive features from different time periods on the buildings? What does this say about building construction (possible influx of new styles, ideas, builders, or materials)?
  4. Are building materials from local resources or were they imported? Does this tell you something about the community's economic situation at the time of construction?

- 
5. If the tour covers an old part of town and a new part of town, ask the class to list differences and similarities between the two (e.g. buildings look different, old part of town is more people friendly, has less traffic, is a tourist spot)

**MORE THINGS TO DO:**

**A. Model Town & Desk Facades (grades K-7)**

Try either "Model Town" or "Desk Facades" as a follow-up project which incorporates the information gathered during the neighbourhood walk into a fun activity.

**B. Architectural Dictionary (grades 5-7)**

Although an illustrated glossary is provided with this kit, suggest that the students make a booklet of their own. First have the class assemble a booklet with blank pages (8 1/2 by 11 sheets of paper folded in half and stapled) and as they learn architectural styles and terms, they can draw them in the booklet.

---

---

# "THINGS TO LOOK FOR"

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

1. Examine 3 different buildings or structures in the neighbourhood and answer the following questions.

a. What is each building or structure used for (office space, daily living, other)?

Building 1: \_\_\_\_\_

Building 2: \_\_\_\_\_

Building 3: \_\_\_\_\_

b. What materials is the outside of each building or structure made of (brick, stucco, wood, stone, other)?

Building 1: \_\_\_\_\_

\_\_\_\_\_

Building 2: \_\_\_\_\_

\_\_\_\_\_

Building 3: \_\_\_\_\_

\_\_\_\_\_

c. Using the back of this page, do a quick sketch of the front of each building or structure. Try to include interesting or unusual elements (fancy woodwork, porch, stained glass windows, large doors, etc.).

---

---

2. Study the street you are on. What do you think influences the way a building faces (nice view, sunlight, shade, noise, other)?

---

---

---

---

3. Find an older building and a new building.

a. Do they look the same or different? \_\_\_\_\_

b. What are the similarities and/or differences you can see?

---

---

---

---

---

c. Look at the features on the front of each building. Do these features have a function (e.g. train station-has wide eaves to keep rain away from the building and keep waiting passengers dry) or are they just for decoration (e.g. fancy woodwork or patterns in brick).

---

---

---

---

---

---

---

# "MY NEIGHBOURHOOD"

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

1. Some neighbourhoods or homes have names, and, even nicknames, like people. Does your neighbourhood or house have a name? Check one of the blanks.

Yes \_\_\_\_\_ No \_\_\_\_\_

If you said "Yes" what is that name? \_\_\_\_\_

If you said "No" make up a name for your neighbourhood or house.

\_\_\_\_\_

2. Some neighbourhoods have changed a lot. Have you seen a clue or clues in your neighbourhood that says "I've changed!?" What are they?

\_\_\_\_\_

\_\_\_\_\_

3. Some neighbourhoods have little change. What is your favourite older building?

\_\_\_\_\_

Where is it located? \_\_\_\_\_

What do you like best about it? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Streets are often named after important people or events. Is there a street in the neighbourhood you are in named after a person or event?

What is it called? \_\_\_\_\_

Why do you think this name was chosen? \_\_\_\_\_

\_\_\_\_\_

---

---