

Chapter 19 Lesson Plan

Constructing Buildings

Chapter Resources		
Textbook Activity	Teacher CD	Online Learning Center
Use Construction Tools Give a presentation on the proper use and maintenance of a construction tool.	Lesson Plan Flash® Presentation <i>ExamView®</i> Chapter Test	Chapter Activities Chapter Quizzes

FOCUS

Chapter 19 tells the story of how a construction project progresses from the initial clearing of the site to the post-construction phase.

Objectives

- Compare and contrast the ways to clear a site for construction.
- Explain how foundations and superstructures are constructed.
- Describe how interiors are finished.
- Identify post-construction tasks.

Tying to Previous Knowledge

Most processes have a recognizable sequence. For example, if one were to build a simple wood project, there are several logical steps that would take place in sequence for a better result. Have the class suggest what those steps might be; list them on the board for display and discussion.

TEACH

1. **Simulation.** Acquire a transit and “survey” the classroom. Have students sketch the resulting survey map.
2. **Video.** Show a video of a demolition event. The explosion technique is particularly interesting as the structure typically collapses straight down, creating the least amount of collateral damage.
3. **Display.** Try to get a core sample from a local soil engineering firm. Display the sample and discuss with the class how the sample can be used to analyze the ground’s ability to support weight.
4. **Demonstration.** Have the students construct a small model of a typical building frame. Test it for strength. Note how much the frame can support in addition to its own weight.

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Constructing Buildings (continued)

ASSESS

Have students complete Chapter Test 19. Chapter tests are found in the *ExamView*® Assessment Suite on this Teacher Resource CD-ROM.

Reteach

1. On a bulletin board, post pictures of a construction project as it progresses through various stages. A local contractor or architect may be able to furnish you with pictures of a recent project. Ask your students if any of their families have recent pictures showing their home being built. (Have copies made so that the originals are not damaged. Making copies also allows you to have enlargements made so that they will make a more visible bulletin board display.)
2. If possible, take your class on a field trip to a construction site. If you can find a nearby site, your class could visit it several times during the construction process to observe and photograph the progress. Different classes could visit the site on different days or weeks. Small groups of students from the visiting class could report on the progress to the other classes.

Enrich

1. Invite a female construction worker to speak to your class. Students of both sexes tend to stereotype the construction trade as male only. The construction worker might be willing to discuss both the positive and negative aspects she has experienced.
2. How does a floor installer know the best base upon which to place the flooring? Does it vary with the type of floor (ceramic tile, wood planking, or carpet)?

REFLECT

How are certain ratings, such as those for insulation or drywall, established for the building code? Do such requirements change over time?