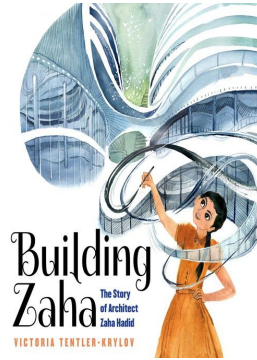


Using *The World is Not a Rectangle* and *Building Zaha* in the K-8 Classroom



Directions: In your small groups, brainstorm possibilities for using this book in the K-8 classroom. After you've shared some ideas with one another, document them here.

Note: To add more boxes, just hit tab on the bottom row of the right column.

| Language Arts | STEAM | Social Studies |
|---|---|--|
| Look up Arabic words | Discussing illustrations and artwork as movement.. | Women and cultures and Zaha's persistence. |
| Writing your own story; goals and how they may change. | After school program and day program as a starting point for arts, crafts and modeling projects. Invite an architect to visit and speak. Have an architecture contest. | Breakout EDUs (reverse breakout rooms) - given passages from the story, find clues within the details of the story (i.e. dates or place names) |
| Illustrations are more accessible for younger children in the first book read. | The World is Not a Rectangle could be an introduction to students as young as 1st grade, and then inspire building projects. A variety of materials would be possible - blocks, sugar cubes, etc. | Can tie this story into the world map. |
| Writing prompts for how Zaha inspires us to live or create like her. Compare books for similarities and differences in a Venn diagram. Discuss how reading can open our eyes to new people and ideas. | Scale models- project based learning | Talking about her religious background and that she was from Iraq (geography) |

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| <p>Illustration to tell the story rather than words -- each group member adds on to the illustration and passes it along to create the story.</p> | <p>Programming- arch. Building - brainstorming, to paper, to building (goal for design - such as weight; focusing on process and goals changing)</p> | <p>Looking up her designs that were built and learning about those areas in which they are located.</p> |
| <p>Look at images of her actual buildings and write/reflect on how those buildings make you feel - since part of Zaha's aesthetic was about the sensibility it gave the people within the space</p> | <p>Challenge kids to build without straight lines - given materials like toilet paper tubes or fabric, things from nature (sea shells, milkweed pods, leaves)</p> | |
| <p>Your imagination can look any way you want. There are no limits to what you can create. Vocabulary - Grit - determination - perseverance Visualizing - how words flow with words in first book Show picture of one of her buildings, clothing, and paintings - have kids write response, poem, etc. Dress like an architect/artist. Skype with class in Iraq</p> | <p>Build, build, build! Lots of different materials. Have challenges - strongest, most creative Add lights to buildings in Makerspace Nature studies Art - draw/design buildings Shape Walk - look for shapes in nature, buildings, etc. (geometry) Make chart/graph Identify Angles in some of her buildings. Design their own buildings using paint program or other app. 3D print models of building</p> | <p>Exploration of Iraq - maps, google earth, find photos of landscape - compare to where you live Grit - determination - perseverance Skype with class in Iraq</p> |
| | <p>Talking about she used math in building</p> | <p>Could tie into Women's History Month/International Women's Day</p> |
| | <p>Art - compare the illustrations and art styles in the two books</p> | |
| | <p>Build houses- fairy houses</p> | |
| | <p>These books emphasize her ability to persevere with engineering projects, longer more challenging projects that we might ask kids to think about.</p> | <p>Story shows that no matter what your background is, these types of careers are attainable</p> |

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| <p>Interactive read aloud</p> <ul style="list-style-type: none"> ● What does it mean by the world is not a rectangle? ● What are ruins? Ancient ruins ● Why did they not want to accept her designs? ● What was your favorite design from the book? <p>Lessons, Takeaways you can apply to your life.</p> | <p>Students design their own buildings.</p> <ul style="list-style-type: none"> - Using different materials like mud, moss, twigs, shaving cream | <p>-Google Earth search to see the actual locations in the world</p> |
| | <p>Research buildings and research her fashion. Research other architects. Have the students do research on the buildings in their own environment.</p> | <p>Her individual style both in her buildings and her fashion are strong models for kids to celebrate their own individual style.</p> |
| | <p>Weight bearing activities, research building materials</p> | <p>Research time period and family background that allowed her to become a woman architect</p> |
| | <p>Engineer activities, create own buildings, bridges, etc.</p> | |
| | <p>Smaller kids could use legos, popsicle sticks for construction projects</p> | |