



# Los Angeles Conservancy

## Kids' Guide to Broadway

### Activities for Kids and Teachers

#### Activity 1

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## Share and Compare

*Curriculum Link: Language Arts; Using Graphic Organizers;  
Comparing and Contrasting*

After your visit to Broadway, take some time with your students to reflect on their experience. Encourage them to share their observations and responses to the trip, and invite them to talk about the elements of the trip that were unusual or surprising.

- ❖ Challenge your students to recall specific details of the buildings they saw. Have them talk about which buildings they liked best, and encourage them to describe the elements that they found appealing.
- ❖ Have each student choose two buildings from the tour and create a comparison chart (below) to compare and contrast them. Invite students to share their graphic organizers with each other and discuss what made these buildings similar or different.

Name \_\_\_\_\_

**Kids' Guide to Broadway**  
**Comparing and Contrasting**  
**Graphic Organizer**

Think of two buildings that you saw on your tour of Broadway. Think of the things that made them similar and different. List your ideas below. You may also add drawings, if you wish!

Building #1:

\_\_\_\_\_

Building #2:

\_\_\_\_\_

How they are similar	How they are different



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## Learn About L.A. in the Old Days

*Curriculum Link: Social Studies; Los Angeles History;  
Language Arts; Making Inferences*

Enhance your students' appreciation of the Broadway and Los Angeles' downtown district by giving them a "feel" for the old days. Use internet resources to download and print out images of Los Angeles in the early 20<sup>th</sup> century.

- ❖ Choose some images from [A Visit to Old Los Angeles](http://www.csulb.edu/~odinThor/socal7.html) (<http://www.csulb.edu/~odinThor/socal7.html>) and print them out. Divide students into groups of two or three, and give one picture to each group.
- ❖ Have each group examine its picture closely and respond to questions on the [Old L.A. Worksheet](#) (below). Use the completed worksheets as a springboard for discussion about how our city has changed and how students would like to see our city in the future.

Name \_\_\_\_\_

**Kids' Guide to Broadway**  
**A Visit to Old Los Angeles**  
**Group Reflections**

Look closely at your group's picture of Old Los Angeles. Then work together to answer the questions below. Be ready to talk about your ideas with the class.

1. Think about how Broadway looks today. What is the same? What is different?

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2. What forms of transportation do you see? How is this similar or different to the way we get around today?

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3. If there are people in your photograph, look closely at them. What makes them look different from people today? Use specific details in your answer.

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4. Which Broadway do you like better: today's Broadway, or Broadway from 100 years ago? Why?

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**Los Angeles Conservancy**  
**Kids' Guide to Broadway**  
Activities for Kids and Teachers  
*Activity 3*

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## **Write Your Own Tour Book**

*Curriculum Link: Social Studies; Language Arts; Research Skills;  
Reading and Writing Non-fiction*

Extend your students' knowledge of Los Angeles' downtown district by having students do research and create entries for a class tour book.

- ❖ Use the internet resources ([http://www.laconservancy.org/kids/broadway\\_resources.shtml](http://www.laconservancy.org/kids/broadway_resources.shtml)) to print out information about buildings from the Broadway tour, in addition to other downtown landmarks, such as Angels Flight, the Central Library, Biddy Mason Park, and the Biltmore Hotel. Divide the class into small groups, and help each group to read and highlight important details. Have each group write a one-paragraph description of their site and create a color illustration. Bind the pages together to create a class tour book, and encourage each group of students to share its information with the class.
- ❖ Extend the "tour book" theme, and have your class create a tour book of their own community. Have students work together to create a list of "must see" sites, and have small groups write and illustrate descriptive entries.



# Los Angeles Conservancy Kids' Guide to Broadway Activities for Kids and Teachers *Activity 4*

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## Try a Terrazzo

*Curriculum Link: Math; Symmetry; Patterns*

Focus on terrazzo, one of the architectural elements featured in the tour. Help students to see the mathematical connections to patterns and symmetry as they create their own terrazzo designs.

- ❖ Print out the [terrazzo photos](#) (below) and share the images with your class. Remind students that terrazzo is made when colored rock is crushed, arranged in a pattern, and then ground smooth. Invite students to look closely at the pictures and to determine what they have in common. Help students to see repeating patterns and lines of symmetry in each of the designs.
- ❖ Have students use pattern blocks to create their own terrazzo designs. Point out that many terrazzos had some unique element, such as the name of the theater on the terrazzo of the Roxie, or the images of Los Angeles outside Clifton's Brookdale Cafeteria. Challenge students to come up with some element in their terrazzos that reflects their interests or personalities.
- ❖ Have students trace and color in their designs, and invite them to share their artwork with their classmates.













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## Build Broadway

*Curriculum Link: Social Studies; Mapping*

Have students review and synthesize the information they learned on the Broadway tour by challenging them to build a model of the streetscape using recyclable materials.

- ❖ Over a few weeks, ask students to collect and bring in recyclable materials, such as clean plastic bottles, cardboard boxes, and paper towel tubes.
- ❖ Lead an all-class discussion where you map out Broadway and the buildings you plan to include in your model. Decide as a group on a general scale for your project: for example, if you all agree that the tall buildings in your model, such as the Eastern Columbia Clocktower, will be about one foot high, then students can adjust their own building plans accordingly.
- ❖ Divide students into small groups to construct the buildings using the recyclables along with paint, markers, and glue. Print out photos from the web tour for students to use as a reference as they build.
- ❖ Set aside room in your class for students to “assemble” Broadway. Have them use the tour map as a guide for placing the buildings. Remind students that a streetscape needs additional elements, such as lamps, mailboxes, and benches. Have students break into small groups to complete their “finishing touches.”
- ❖ Invite students from other classes into your room for a Broadway tour. Have students act as docents, sharing what they know about the buildings and the history of the area.



# Los Angeles Conservancy Kids' Guide to Broadway Activities for Kids and Teachers *Activity 6*

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## Teach About Architecture

*Curriculum Link: Social Studies; Los Angeles History*

Teach your students some basic architectural terms and review with a short follow-up activity.

- ❖ Provide students with the definitions of the following terms, and use photographic examples from the web tour to illustrate each one:
  - **column:** a supporting pillar, usually found at the front of a building
  - **frieze:** a decorative panel found below the cornice
  - **pediment:** a triangular decorative panel, usually found above a doorway
  - **lintel:** a supporting piece found above a window or door, usually made of wood or stone
  
- ❖ Print out the [architecture worksheet](#) (below) and have kids put their knowledge to the test. Invite kids to share their answers, and use the page as a springboard for discussion about where students might see some of these architectural details in their own community. Does your school have any of these elements? Do the places where they live have any architectural details?

Name \_\_\_\_\_

## Kids' Guide to Broadway Architectural Terms

Take a look at these architectural definitions:

**column:** a supporting pillar, usually found at the front of a building

**cornice:** the decorative top of a building, where roof and wall come together

**frieze:** a decorative panel found below the cornice

**pediment:** a triangular decorative panel, usually found above a doorway

**lintel:** a supporting piece found above a window or door, usually made of wood or stone

Now take a look at the building below. Can you match each term with an element on the building? Fill in each of the blanks below.

