



DRIVING QUESTION

How do I design a scientific outpost that fits in a particular biome for observation but does not disturb the environment?

PROJECT SUMMARY

Students will work with peer partners in Earth and Environmental Science to select a biome and create an architectural model for a scientific purpose for biome study that “fits” in the environment and does not disturb the ecosystem or its inhabitants.

REAL-WORLD CONTEXT

Outposts are used, but sometimes disturb the environment they're meant to observe. We want to offer sustainable alternatives. Students will use tools to build actual to-scale architectural models.

PRODUCTS & AUDIENCE

Students created school displays for the atrium or the library.

STUDENT REFLECTIONS

- “The most helpful parts of the group contracts I think were the roles and conflict norms. Knowing each others’ roles, we wouldn’t spark up as many disagreements.”
- “Working with another class was helpful. The science students gave me more ideas on how the house could look to make it more natural.”
- “I think that the feedback Mr. Gibbons gave us was really helpful and helped us move forward in the project.”
- “I learned that becoming an architect can be very challenging and a lot of work. With how organized and professional you have to be when making a building, to how even the smallest detail could ruin the whole project.”
- “I grew by learning how to work well with others and make someone’s idea come to life by asking questions and getting feedback from peers, not being embarrassed to talk.”
- “This project made me realize that a lot of real world jobs or other activities use graphs to see certain growth or other things.”

NC PORTRAIT OF A GRADUATE SKILLS GAINED

 COLLABORATION  COMMUNICATION  CRITICAL THINKING
 ADAPTABILITY  LEARNER’S MINDSET

TEACHER REFLECTION

“This will be the third time I have done this PBL, and I feel it goes better each time. Students worked well together, and it was fun to coordinate with another class; students don’t often consider having a connection to art like science. Students seeing and understanding these cross-curricular experiences can be revealing and deepen understanding.”