May 2006

Education in Transition: An Urban Middle School

Jeremy L. Carlson

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education in transition: an urban middle school

by:

jeremy l. carlson

a terminal project presented to the faculty of the college of architecture at the university of nebraska

in partial fulfillment of requirements for the degree of master of architecture major:

architecture

under the supervision of professor:

wayne drummond

lincoln, nebraska
may, 2006
The main objective of this project is to successfully design a middle school in downtown Omaha Nebraska. With the development of nearly a dozen condominiums in the downtown Omaha area, representing over 400 units, (Omaha World Herald 11-29-2004) there presents a need for a middle school that is currently missing in the downtown area.

Downtown Omaha currently has an elementary school and a high school in the area. A middle school downtown will complete the educational infrastructure in the downtown area.

The majority of the school population will be students living in the area, but also will accommodate those families who have one or more parents working in the downtown area. Schools that incorporate students from the area as well as commuters have not only seen test scores go up, but desegregation is also a consequence of the system.

This school will also investigate alternative ideologies of teaching. The typical middle school classroom is based on the principle of teacher/student, Where the teacher stands in front of the class and lectures the students, then test them on what they have been given. This school instead will investigate ideologies such as:

- **cognitive coaching** which is based on the idea that metacognition—or being aware of one’s own thinking processes—fosters independence in learning. By providing personal insights into the learner’s own thinking processes, cognitive coaching builds flexible, confident problem-solving skills. Plus, it encourages self-efficacy and pride.*

- **instructional technology** which is using computers, CD-ROMs, interactive media, modems, satellites, teleconferencing, and other technological means to support learning. *

- **thematic instruction** which the organization of a curriculum around macro “themes.” Thematic instruction integrates basic disciplines like reading, math, and science with the exploration of a broad subject, such as communities, rain forests, river basins, the use of energy, and so on.*

*(information from www.funderstanding.com/instruction.cfm)
// Research/Analysis

// Conceptual Design

// Process Documentation

// Final Design Documentation

// Acknowledgements and Dedications
programming
core studies team

interchangeable instruction spaces

<table>
<thead>
<tr>
<th>subject</th>
<th>no.</th>
<th>sf area</th>
<th>total</th>
</tr>
</thead>
<tbody>
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<td>english</td>
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<tr>
<td>mathematics</td>
<td>4</td>
<td>650</td>
<td>2600</td>
</tr>
<tr>
<td>foreign language</td>
<td>2</td>
<td>650</td>
<td>1300</td>
</tr>
<tr>
<td>reading</td>
<td>2</td>
<td>650</td>
<td>1300</td>
</tr>
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<td>social studies</td>
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<tr>
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specialized instructional spaces

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<tbody>
<tr>
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<tr>
<td>science storage</td>
<td>2</td>
<td>175</td>
<td>350</td>
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</table>
## core studies team

### team centers

<table>
<thead>
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<th>total</th>
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</thead>
<tbody>
<tr>
<td>team center</td>
<td>2</td>
<td>700</td>
<td>1,400</td>
</tr>
<tr>
<td>team center conference</td>
<td>2</td>
<td>200</td>
<td>400</td>
</tr>
<tr>
<td>team center storage</td>
<td>2</td>
<td>250</td>
<td>500</td>
</tr>
<tr>
<td>team commons</td>
<td>4</td>
<td>1,200</td>
<td>4,800</td>
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</table>

### team support spaces

<table>
<thead>
<tr>
<th>subject</th>
<th>no.</th>
<th>sf area</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td>planning centers</td>
<td>4</td>
<td>575</td>
<td>2,300</td>
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<tr>
<td>planning center conference</td>
<td>8</td>
<td>200</td>
<td>1,600</td>
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</tbody>
</table>
### Fine and Applied Arts Team

#### Music Instruction

<table>
<thead>
<tr>
<th>Subject</th>
<th>No.</th>
<th>SF Area</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instrumental Music</td>
<td>1</td>
<td>1,800</td>
<td>1,800</td>
</tr>
<tr>
<td>Vocal Music</td>
<td>1</td>
<td>1,700</td>
<td>1,700</td>
</tr>
<tr>
<td>Multi-use Room (Shared)</td>
<td>1</td>
<td>1,100</td>
<td>1,100</td>
</tr>
<tr>
<td>Practice Rooms</td>
<td>1</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Storage</td>
<td>1</td>
<td>500</td>
<td>500</td>
</tr>
<tr>
<td>Office</td>
<td>1</td>
<td>220</td>
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</table>

#### Art Instruction

<table>
<thead>
<tr>
<th>Subject</th>
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<th>SF Area</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>2</td>
<td>1,350</td>
<td>2,700</td>
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<tr>
<td>Art Storage</td>
<td>1</td>
<td>250</td>
<td>250</td>
</tr>
<tr>
<td>Kiln Room</td>
<td>1</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Mud Room</td>
<td>1</td>
<td>100</td>
<td>100</td>
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### Programming Information
### Fine and Applied Arts Team

#### Industrial Technologies

<table>
<thead>
<tr>
<th>Subject</th>
<th>No.</th>
<th>SF Area</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Machine Lab</td>
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<td>1,000</td>
<td>1,000</td>
</tr>
<tr>
<td>Instructional Lab</td>
<td>2</td>
<td>1,500</td>
<td>1,500</td>
</tr>
<tr>
<td>Tool Room</td>
<td>1</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Finish Room</td>
<td>1</td>
<td>100</td>
<td>100</td>
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</tbody>
</table>

#### Team Classroom

<table>
<thead>
<tr>
<th>Subject</th>
<th>No.</th>
<th>SF Area</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Classroom</td>
<td>1</td>
<td>750</td>
<td>750</td>
</tr>
</tbody>
</table>

#### Planning Centers

<table>
<thead>
<tr>
<th>Subject</th>
<th>No.</th>
<th>SF Area</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning Center</td>
<td>1</td>
<td>600</td>
<td>600</td>
</tr>
<tr>
<td>Planning Center Conference</td>
<td>1</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>
### Wellness Team

**Health Instructional Spaces**

<table>
<thead>
<tr>
<th>Subject</th>
<th>No.</th>
<th>SF Area</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health</td>
<td>2</td>
<td>800</td>
<td>1,600</td>
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</tbody>
</table>

**Physical Education**

<table>
<thead>
<tr>
<th>Subject</th>
<th>No.</th>
<th>SF Area</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gymnasium</td>
<td>1</td>
<td>12,500</td>
<td>12,500</td>
</tr>
<tr>
<td>Multi-exercise room</td>
<td>1</td>
<td>2,000</td>
<td>2,000</td>
</tr>
<tr>
<td>Locker rooms</td>
<td>2</td>
<td>2,500</td>
<td>5,000</td>
</tr>
<tr>
<td>Office</td>
<td>2</td>
<td>100</td>
<td>200</td>
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<tr>
<td>Storage</td>
<td>1</td>
<td>1,500</td>
<td>1,500</td>
</tr>
<tr>
<td>Pool</td>
<td>1</td>
<td>7,000</td>
<td>7,000</td>
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</tbody>
</table>

### Programming Information
### wellness team

#### business education

<table>
<thead>
<tr>
<th>subject</th>
<th>no.</th>
<th>sf area</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td>keyboarding</td>
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<td>1,000</td>
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</tr>
<tr>
<td>keyboard storage</td>
<td>1</td>
<td>300</td>
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<tr>
<td>business education</td>
<td>1</td>
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<td>800</td>
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</tbody>
</table>

#### home economics

<table>
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<tr>
<th>subject</th>
<th>no.</th>
<th>sf area</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td>life management lab</td>
<td>1</td>
<td>1,000</td>
<td>1,000</td>
</tr>
<tr>
<td>life management/P.E. laundry</td>
<td>1</td>
<td>500</td>
<td>500</td>
</tr>
<tr>
<td>storage</td>
<td>1</td>
<td>200</td>
<td>200</td>
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</tbody>
</table>

#### team support spaces

<table>
<thead>
<tr>
<th>subject</th>
<th>no.</th>
<th>sf area</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td>planning center</td>
<td>1</td>
<td>400</td>
<td>400</td>
</tr>
<tr>
<td>planning center conference</td>
<td>1</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>
library / media center

primary space

<table>
<thead>
<tr>
<th>subject</th>
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<th>sf area</th>
<th>total</th>
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</thead>
<tbody>
<tr>
<td>collection shelving</td>
<td>1</td>
<td>1,250</td>
<td>1,250</td>
</tr>
<tr>
<td>student work areas</td>
<td>1</td>
<td>2,000</td>
<td>2,000</td>
</tr>
<tr>
<td>independent reading</td>
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<td>400</td>
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</tr>
<tr>
<td>computer reference</td>
<td>1</td>
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</tr>
<tr>
<td>circulation counter</td>
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supporting spaces

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<th>total</th>
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<tr>
<td>conference rooms</td>
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<td>300</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>150</td>
<td>150</td>
</tr>
<tr>
<td>telecommunications</td>
<td>1</td>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td>production / processing</td>
<td>1</td>
<td>400</td>
<td>400</td>
</tr>
<tr>
<td>class sets / print resources</td>
<td>1</td>
<td>150</td>
<td>150</td>
</tr>
<tr>
<td>equipment</td>
<td>1</td>
<td>175</td>
<td>175</td>
</tr>
<tr>
<td>library media office</td>
<td>1</td>
<td>100</td>
<td>100</td>
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</table>
## computer laboratories

### computer labs

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<th>subject</th>
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<th>sf area</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td>computer labs</td>
<td>2</td>
<td>1,000</td>
<td>2,000</td>
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</tbody>
</table>
## Student Support Services

### Counseling

<table>
<thead>
<tr>
<th>Subject</th>
<th>No.</th>
<th>SF Area</th>
<th>Total</th>
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<tbody>
<tr>
<td>Counselor work area</td>
<td>3</td>
<td>150</td>
<td>450</td>
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<tr>
<td>Waiting</td>
<td>1</td>
<td>150</td>
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</table>

### Health Offices

<table>
<thead>
<tr>
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<th>SF Area</th>
<th>Total</th>
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</thead>
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<tr>
<td>Work area</td>
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<tr>
<td>Counseling room</td>
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## Programming Information


### Cafeteria and Commons

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<th>Support Area</th>
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<th>Total</th>
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<tbody>
<tr>
<td>Cafeteria</td>
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<td>3,000</td>
<td>3,000</td>
</tr>
<tr>
<td>Student Commons</td>
<td>1</td>
<td>1,500</td>
<td>1,500</td>
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</table>

### Food Service

<table>
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<th>Support Area</th>
<th>No.</th>
<th>SF Area</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kitchen</td>
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<td>3,000</td>
</tr>
<tr>
<td>Store Room</td>
<td>1</td>
<td>700</td>
<td>700</td>
</tr>
<tr>
<td>Manager's Office</td>
<td>1</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Laundry and Locker Room</td>
<td>1</td>
<td>120</td>
<td>120</td>
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</table>
### Administrative Administration Support Area

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<th>No.</th>
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<th>Total</th>
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<tr>
<td>Clerical Room</td>
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<tr>
<td>Reception Area</td>
<td>1</td>
<td>300</td>
<td>300</td>
</tr>
<tr>
<td>Work Room / Records</td>
<td>1</td>
<td>250</td>
<td>250</td>
</tr>
<tr>
<td>Principals Office</td>
<td>1</td>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td>Asst. Principals Office</td>
<td>1</td>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td>Coordinator's Office</td>
<td>1</td>
<td>150</td>
<td>150</td>
</tr>
<tr>
<td>Parent Room</td>
<td>1</td>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td>Conference Room</td>
<td>1</td>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td>Teachers' Lounge w/ Restroom</td>
<td>1</td>
<td>500</td>
<td>500</td>
</tr>
<tr>
<td>Bookstore</td>
<td>1</td>
<td>200</td>
<td>200</td>
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<tr>
<td><strong>Subtotal</strong></td>
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<td><strong>2,700</strong></td>
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</tbody>
</table>

### Programming Information
# general

## general facilities

<table>
<thead>
<tr>
<th>support area</th>
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<th>sf area</th>
<th>total</th>
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</thead>
<tbody>
<tr>
<td>custodial</td>
<td>3</td>
<td>various</td>
<td>900</td>
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<tr>
<td>building rest rooms</td>
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<td>as required</td>
<td></td>
</tr>
<tr>
<td>mechanical equipment rooms</td>
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<td>as required</td>
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<tr>
<td>circulation</td>
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<td></td>
</tr>
<tr>
<td>total</td>
<td></td>
<td></td>
<td>900</td>
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</table>
## Area Calculations

### Core Studies Team

<table>
<thead>
<tr>
<th></th>
<th>SF Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interchangeable Instruction Spaces</td>
<td>14,000</td>
</tr>
<tr>
<td>Specialized Instructional Spaces</td>
<td>4,050</td>
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<tr>
<td>Team Centers</td>
<td>7,100</td>
</tr>
<tr>
<td>Team Support Spaces</td>
<td>3,900</td>
</tr>
</tbody>
</table>

### Fine and Applied Arts

<table>
<thead>
<tr>
<th></th>
<th>SF Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music Instruction</td>
<td>5,370</td>
</tr>
<tr>
<td>Art Instruction</td>
<td>3,150</td>
</tr>
<tr>
<td>Industrial Technologies</td>
<td>2,700</td>
</tr>
<tr>
<td>Team Classroom</td>
<td>750</td>
</tr>
<tr>
<td>Planning Centers</td>
<td>700</td>
</tr>
</tbody>
</table>
### Area Calculations

#### Wellness Team

<table>
<thead>
<tr>
<th>Service</th>
<th>SF Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Instructional Spaces</td>
<td>1,000</td>
</tr>
<tr>
<td>Physical Education</td>
<td>29,800</td>
</tr>
<tr>
<td>Business Education</td>
<td>2,100</td>
</tr>
<tr>
<td>Home Economics</td>
<td>1,700</td>
</tr>
<tr>
<td>Team Support Spaces</td>
<td>550</td>
</tr>
</tbody>
</table>

#### Education Support Services

<table>
<thead>
<tr>
<th>Service</th>
<th>SF Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library/Media Center</td>
<td>5,725</td>
</tr>
<tr>
<td>Computer Laboratories</td>
<td>2,000</td>
</tr>
<tr>
<td>Student Support Services</td>
<td>1,080</td>
</tr>
</tbody>
</table>

#### Building Support Areas

<table>
<thead>
<tr>
<th>Service</th>
<th>SF Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cafeteria and Commons</td>
<td>4,500</td>
</tr>
<tr>
<td>Food Service</td>
<td>3,880</td>
</tr>
<tr>
<td>Administrative</td>
<td>2,700</td>
</tr>
</tbody>
</table>
site analysis

urban middle school

downtown omaha, nebraska

education
1 a: the action or process of educating or of being educated; also a stage of such a process b: the knowledge and development resulting from an educational process
2: the field of study that deals mainly with the methods of teaching and learning in schools

transition
1 a: passage from one state, stage, subject, or place to another : change b: a movement, development, or evolution from one form, stage, or style to another

positives and negatives

site selection
01 - 14th and webster
02 - 10th and capitol
03 - 20th and douglas
04 - illinois central railroad bridge
site: zero one

14th and webster

positives and negatives

- near creighton, business, riverfront
- along major arterial road (cumming)
- program sharing with creighton
- large site to accommodate outside activities
- easy access from interstate and downtown
transition space between art district and business district
transition between creighton university and riverfront
along corridor of existing early childcare development

- proximity to elementary school
- proximity to high school
- location to qwest
- lack of nearby green space
- no convenient public amenities
- high traffic during qwest event
- parking conflict during qwest event
- not in urban context
14th & webster -

The site of 14th and webster was considered as a site due to its strong connection to valuable resources. The site of 14th and webster is near Creighton University and would have the potential to create a strong transition between Creighton University and the rapid developing area on the Riverfront. Not only does this site create the possibility for a strong transition between Creighton and the Riverfront development, but it also can become a strong transition between the ‘art’ district to the north and the Downtown business district to the south. The use of this site would force a strong creation of a strong pedestrian friendly corridor. Along 14th street exist First National Bank Childcare and the newly constructed Union Pacific Childcare. This is one of the largest sites in the consideration, and has the least amount of ‘urban’ development surrounding it.

The site of 14th and webster is close to early education development, however it is distant from an elementary school and a high school. The two schools that this school is meant to be a transition between. Parking at this location would be extremely difficult due to the fact that there is no parking garage within walking distance and that a majority of the surrounding land is taken by the Qwest Center. The proximity to the Qwest Center creates other issues as well. During any performance or conference that is being held at the Qwest center, traffic and parking would be extremely difficult. Qwest has eaten up much of the green space surrounding this site, leaving no safe place to play and educate outside. This location is not located near any resources such as a library, theatre and parks. While its proximity to early childhood development can be considered a benefit, it could also be seen as a negative. Children at this age need guidance and role models, not to the role model. Proximity to higher education would be more beneficial than early development.
site: zero two

10th and capitol

- near residential district
- near business district
- proximity to Gene Leahy Mall
- proximity to parking garage
- large site to accommodate outdoor activities
- easy access from interstate, dodge, and 10th

in heart of entertainment district
proximity to interstate
proximity to west
parking conflict during qwest event
proximity to high school
proximity to elementary school
residential condos occupied primarily by empty nesters

positives and negatives
The site of 10th and capitol is ideal because of its strong location. 10th and capitol is extremely easy to get to, with an interstate on and off ramp within blocks. This site is near residential condos as well as downtown business. This site is near the Qwest Center, Gene Leahy Mall and the Holland Performing Arts. There is one parking garage within proximity to the site, along with parking available along the street. This site is the largest amongst the considerations.

Pros +

10th & capitol

The site of 14th and webster is extremely close to the Qwest Center, Holland Performing Arts and the interstate. With its proximity to the Qwest and Holland Performing Arts, parking and traffic is sure to be an issue. One parking garage will not be sufficient to serve all programs. Its location to the interstate also puts it at risk due to the high traffic and speeding cars. This site is dislocated from any type of eduction, and would probably be better served as some form of entertainment venue.

Cons -
site: zero three

20th and douglas

+ reinforce existing education corridor (20th)
  proximity to available parking
easy access to / from all sides
proximity to Interstate
proximity to available green space
proximity to Joslyn art museum and rose theatre
proximity to YMCA and childrens museum
strong conceptual backing of transition
gateway to downtown
shared facilities with high school
proximity to family based residential
along two arterial roads (douglas / 20th)
transition between elementary school / high school

peak traffic volume
one-way circulation patterns

positives and negatives

site selection
20th & Douglas -

The site of 20th and Douglas lies on an existing education corridor. Central High School (downtowns only high school and extremely over populated) lies on 20th and Dodge while the newly constructed Liberty Elementary sits on 20th and St. Mary’s. With these two pre-existing schools, this site would create a strong transition between elementary and high school. The site is also within proximity to the YMCA and the Omaha Childrens Museum. This site also has easy access from the interstate and as well as from major downtown streets. There is a parking garage directly to the south of the site as well as parking along the street, creating ample amount of parking for visitors. The site also has green space to the south of it as well. This location also becomes the gateway out of downtown heading west along Douglas. At this location a strong perception is made that you are leaving the downtown area.

Pros +

The site of 20th and Douglas has issues with the high traffic volume that both Douglas street and 20th street have. This is the busiest intersection of the considerations. Circulation around and into the site is also difficult due to the fact that both Douglas and 20th streets are one way traffic.
site: zero four
illinois central r.r.

positives and negatives

site selection
The site of Illinois Central Railroad Bridge creates a strong conceptual idea based on the idea of transition. This site was chosen because of the idea behind transition and how the bridge itself transitioned both physically and how it transitioned the United States into what it is today.

The site of Illinois Central Railroad Bridge while theoretically strong leave plenty to be wanted realistically. The site lies over the Missouri river, is limited to one access point, and its closest neighbor is the juvenile detention center.

**pros +**

**illinois central railroad bridge**

**cons -**
s i t e A N A L Y S I S
site selection

amenities

Creighton University
20th and Cass

Central High School
20th and Dodge

YMCA
20th and Howard

Omaha Childrens Museum
20th and St. Mary's

Liberty Elementary School
20th and St. Mary's

Site
20th and Douglas
site selection

traffic study
definitions

social transition (grades 1-12)

4-11 years
12-14 years
15-18 years

cognitive coaching

definition:
cognitive coaching is based on the idea that metacognition (being aware of one’s own thinking process) fosters independence in learning. By providing personal insights into the learner’s own thinking process, cognitive coaching builds flexible, confident problem-solving skills. It encourages self-efficacy and pride.

basic elements:
Cognitive coaching involves modeling self-appraisal and the self-management of cognition by an expert. It also involves learner performance and reflection, internalizing, and generalizing.

In modeling, the instructor explains thinking, reading, and calculating strategies by naming the strategy (such as eliminating alternatives) or “finding the main idea,” then explaining why it should be learned. The instructor also provides explicit steps for using a particular strategy, deciding when it is appropriate, and evaluating it.

dialogue:
Both the part of instructor and student is another prominent aspect of coaching. Teachers and students take turns leading dialogues about texts, asking each other to predict, question, clarify, summarize, and self-appraise.

(definitions found from www.funderstanding.com)

thematic instruction

definition:
Thematic instruction is the organization of a curriculum around macro “themes.” Thematic instruction integrates basic disciplines like reading, math, and science with the exploration of a broad subject, such as communities, rain forests, river basins, the use of energy, and so on.

basic elements:
Thematic instruction is based on the idea that people acquire knowledge best when learning in the context of a coherent “whole,” and when they can connect what they’re learning to the real world. Thematic instruction seeks to put the teaching of cognitive skills such as reading, mathematics, science, and writing in the context of a real-world subject that is both specific enough to be practical and broad enough to allow creative exploration.

Thematic instruction usually occurs within an entire grade level of students. Teachers of all the different subjects taught in that particular grade work together as a team to design curriculum, instruction methods, and assessment around a preselected theme.

Thematic instruction can be a powerful tool for integrating the curriculum and eliminating the isolated, reductionist nature of teaching around disciplines rather than experience.
project Precedence
plain local school district

canton, ohio
perkins + will

- school open up onto exterior courtyard
- commons area has view to outside
- materials are durable and long lasting
- interior / exterior interaction
- welcoming social places
- separation of scales based on individual and whole

international school of beijing

beijing, china
perkins + will

- promenade has welcoming aesthetic
- adequate scale at entrance
- entrance well lit
- vibrant colors
- entrance recessed too far

project precedence
baltimore city public school system
baltimore, maryland
perkins + will

- building brought out to edge of property
- layered facade
- shading device provides nice aesthetic
- facade seems monotone

charter school - chicago
chicago, illinois
perkins + will

- school opens up to courtyard
- commons overlooks exterior courtyard
- well utilized land
- classrooms provide view to exterior courtyard
- school gives nice form and layout through simplicity
l.a. central high school no. 1

los angeles, california
perkins + will

- facade brought to property edge
- layered facade
- vibrant colors
- nice way of accommodating to grade change
- exposed structural elements
- scale seems inadequate and uninviting

l.a. belmont elementary no. 6

los angeles, california
perkins + will

- facade brought out to property edge
- entrance separated by elevation change
- adequate scale at entrance
- dealt with material change through layering
- no waiting area near drop-off / pick-up area

project precedence
sam rampello downtown school

Tampa, Florida
Alfonso Architects

- Center courtyard
- Integrated drop off area
- Alternating facade
- Building pushed to edge of property
- Simple but pleasing
- Adequate scale to surrounding buildings

Harrison Middle School

Harrison, New Jersey
Prisco Group

- Variety of colors and materials
- Open entrance
- Safe and covered drop-off / pick-up area
- Vibrant color
- No apparent cohesion as a whole
primary school de vogels

netherlands
herman hertzberger

- adaptation to site
- view out of classrooms
- exposed structure
- abundant outdoor space
- no clear entrance
- does not appear ‘safe’ for adolescents
cesar chavez elementary school
long beach, california
ipa architects
- clean, crisp lines
- use of solar collecting panels
- green architecture
- sustainable design

lick-wilmerding high school
san francisco, california
pfau architecture
- view to exterior courtyard
- openness of plan
- shading devices
- exposed structural throughout
lycee francais
new york, new york
polshek partnership

- maximizes small space by building down
- gymnasiums in basement
- courtyard in center of school
- roof tops utilized as playgrounds
- double layer glazing provides shading without blocking view out
- entrance scale seems intimidating

project precedence
diamond ranch high school
pomona, california
morphosis

- clean, crisp lines
- use of materials
- angled walls
- unique design
conceptual design
Sequence

**Pronunciation:** /sɪk/; /ɪk/; /kɪk/; /æk/; /eɪk/; /eɪk/; /әк/; /әк/; /әк/; /әк/

**Function:** noun

1. the action or process of educating; or of being educated; also - a stage of such a process b: the knowledge and development resulting from an educational process (as of little education)
2. the field of study that deals mainly with methods of teaching and learning in schools

**Etymology:** Middle English, from Old French; from Latin sequentia

- **Literal:** from Latin sequentia

- **Present Participle of sequitur**

- **Hymn in irregular meter

- **Between the Gradual and Osseus Masses for special occasions as Aster

- **As a continuous or connected series

- **As an extended series of poems united by a single theme or a continuous order of rank c: a succession of repetitions of a melodic phrase or harmonic pattern such as in a new position d: a set of elements ordered so that they can be labeled with the positive integers (1) a succession of related shots or scenes developing a single subject or phase of a film story (2) EPISODE

- **In a progression

- **An arrangement of the tones of successive verbs in a sentence designed to express a coherent relationship especially between main and subordinate parts

- **A consequence/result b: a subsequent development

- **Continuity of progression
1 a : passage from one state, stage, subject, or place to another : CHANGE
b : a movement, development, or evolution from one form, stage, or style to another

- transitive
- transitive
- transitive
- transitive
- transitive
- transitive
- transitive
- transitive
- transitive
- transitive
- transitive
early design ideas
investigation into 20th street as a gateway

second step as 20th street gateway
early design ideas

introduction to mimicking 20th street

placing an icon on 20th and douglas
DESIGN

bus drop-off / entry

south facade

c o n c e p t u a l D E S I G N
introduction to reverence to elementary school and homage to high school

highlighting of circulation space that reverences high school and elementary school
circulation space with overhead glazing in middle

south facade
December 12, 2005
conceptual REVIEW
december 12th review

- project site
- residential
- amenities
  (a) joslyn art museum
  (b) rose theatre
  (c) ymca
  (d) children's museum
- existing schools
  (a) liberty elementary
  (b) central high
  (c) creighton university
“The purpose and functions of exemplary middle schools center on the intellectual, social, emotional, moral and physical developmental needs of young adolescents. Within a few years, young adolescents undergo rapid physical growth, changes in moral reasoning, the onset of abstract thinking, and introduction to a range of social pressures, including sex, drugs, and violence. Simultaneously, the lifelong developmental tasks of forming a personal identity or self-concept, acquiring social skills, gaining autonomy, and developing character and a set of values are begun.”
december 12th review
By definition, a middle school is a place for transition. Middle schools were created to separate adolescents, aged 12-14, from all other age groups. During these few years, adolescents undergo rapid changes. They begin to view and understand concepts on their own, they begin to question authority and begin to rapidly change physically and emotionally.

At this age, adolescents begin to become more socially involved by expanding their social circle of friends. They rely more and more on their peers and less on their family members for guidance. Popularity and cliques formulate as adolescents start to figure out that they have more in common with certain people than others. While they begin to question authority and begin to rely more on their peers, they still look to seniority for what is right and popular.

This school by site location completes 20th Street as an educational corridor. Twentieth Street already houses an elementary school, a high school and a college campus. By site selection, this school exists within transition; it lies on 20th Street in between the elementary and high school.

This middle school accomplishes the needs of these adolescents. Its primary function is to create a positive social environment that allows students to understand where they currently are by understanding where they have been and where they are going.

In plan, the circulation space became the driving force and is also the commons area. The circulation / commons area provides a place for students to interact, teach and learn from each other. The plan provides a mixture of large, medium and small gathering areas, providing a safe and social environment for all personalities.

The plan is also broken up into three parts in section. On the ground level are the community spaces such as gym, auditorium and cafeteria. On the second level lies the 7th grade classrooms and the 3rd floor houses the 8th graders. This gives a hierarchy that matches that of 20th Street.

The circulation path also provides a transition and references 20th Street, the elementary school and the high school. On the community level, the east end opens up to 20th Street and the intersection of Douglas, letting the adolescents understand where they are physically. The 7th grade level opens up on the south east corner looking south toward the elementary school, referring to where one has been. The 8th grade level opens up on the north side framing the high school, referring to where one is going.

The building separates itself from the surrounding buildings and the existing schools by introducing a completely new vocabulary of aesthetics and form. The use of cantilevers, choice of materials and use of colors introduces something new and experimental while still fitting into its urban context. This is intentionally done to play up on the mental and physical transitions that are happening to the students at this age. This school, like the students occupying it, is seeking its own identity in a significant and critical developmental age.
floor plan / 20th street west
second floor

01. Entry  02. Gymnasium  03. Auditorium  04. Cafeteria  
05. Library  06. Exterior Courtyard  07. Classroom  
floor plan / aerial
south facade with screen mesh
south facade with one ribbon over circulation space

exterior perspectives
section looking at exterior courtyard and circulation space

interior perspective looking down corridor on first floor

interior perspectives / sections
section looking at exterior courtyard and circulation space

interior perspective looking down corridor on third floor
site / floor plans
final DESIGN
FIRST FLOOR

outdoor recreation

bus drop off/ pick up

parent drop off/ pick up

alley delivery

floor plans [first / second]
floor plans [third]
exterior perspectives
I would like to thank Dean Wayne Drummond and professor Keith Sawyers for their knowledge, support and belief in me. For all of your knowledge and support, I will always be indebted to you.

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