

A Place Called Home

Adapted from: "A Place Called Home" by Kate Baker

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Grade Level	1-2
Duration	2 class periods

National Standards

GEOGRAPHY

Element One: The World In Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information.
2. How to analyze the spatial organization of people, places, and environments on Earth's surface.

AZ Standards

ELA

Reading

Key Ideas and Details

1.RI.1 and 2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Writing

Research to Build and Present Knowledge

- 1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a questions.
- 2.W.8 Recall information from experiences or gather information from provided sources to answer a question.

Arizona Social Science Standards

Geography

The use of geographic representations and tools helps individuals understand their world.

- 1.G1.1 Use, explore, and construct maps, graphs, and other geographical representations to support content focus. Key concepts include but are not limited to physical features (rivers, lakes, mountains, landforms, desert) and human features (dams, cities, parks, hospitals, schools, railroad tracks, farms, factories, houses)
 - 2.G1.1 Use and construct maps, graphs, and other geographic representations of familiar and unfamiliar places in the world and locate physical and human features. Key physical features include but are not limited to seven continents, oceans, lakes, rivers, mountain ranges, coasts, seas, and deserts. Key human features include but are not limited to equator, hemispheres, North and South Pole, cities, states, countries, regions, and landmarks.
 - 2.G1.2 Use maps, globes and other simple geographic models to identify and explain cultural and environmental characteristics of places in the world.
- #### Human-environment interactions are essential aspects of human life in all societies.
- 2.G2.1 Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region being studied.

Overview

Homes around the world may differ from one another according to the human and physical characteristics of a place. The availability of natural resources and climate play a large role in how traditional cultures lived in dwellings.

Purpose

In this lesson students will gain a larger perspective of the world around through reading the lift-the-flap book, *A Place Called Home*. They will take a world tour exploring how others live and learn about natural and human characteristics of places.

Key Vocabulary

physical characteristics: natural things found in the environment such as mountains and rivers

human characteristics: things that are made by man such as houses, roads, and bridges

sea: a body of salt water that is not as large as an ocean and often surrounded by land

skyscraper: a very tall building with many stories or floors

jungle: a forest with lots of trees, plants, and animals in a warm part of the world

ger: a round tent like home that can be moved from place to place

Materials

- Vocabulary Cards
- Projection device
- Images 1-3 of places that contain physical and human characteristics
- Physical and Human Characteristics game
- *A Place Called Home* by Kate Baker
- *Optional: YouTubeVideo A Place Called Home (Not in English so turn off sound)* (4:04 min)
<https://www.youtube.com/watch?v=nfzDRCioBlo>
- *Computer, projection device, internet access*
- World map
<https://geoalliance.asu.edu/sites/default/files/maps/World-at.pdf>
- *Optional: World map (6 tiles to be assembled for group work)*
https://geoalliance.asu.edu/sites/default/files/maps/World_tilemap.pdf
- Dot Stickers
- Copy paper or construction paper
- Sticky notes
- Crayons, colored pencils, or markers
- Vocabulary Test

Objectives

The student will be able to:

1. Determine the differences between the human and physical characteristics.
2. Draw and label physical and human characteristics of a place.
3. Locate and label places on a world map with guidance.

Procedures

SESSION ONE

1. Begin the session by passing out and projecting the Vocabulary Cards and discussing them with students. Post the cards on the Word Wall.
2. Explain to students that today they are going to learn about two ways to look at their world: through physical and human characteristics of a place. Project Image 1 and refer to the definition of physical characteristics. Draw a t-chart on chart paper or on the whiteboard. Have students identify the physical characteristics in the image (elephant, grass, soil, air, water, clouds, maybe a mountain in the background, etc.) and write

these on the t-chart. Then project Image 2 and identify the human characteristics and write these on the t-chart (slide, playground, planted trees, trampoline, climbing bars, etc.). Then have them look for any physical characteristics (mountains in background, clouds, sky, soil, etc.) and write any new characteristics in the Physical Characteristics column. Continue in the same way to analyze Image 3. (human characteristics: bridge, buildings, maybe the trees) (physical characteristics: water, sky, maybe the trees)

3. Close the session by telling the students that they are going to play a picture game about physical and human characteristics. Explain that each column has three boxes under the heading Physical Characteristics or Human Characteristics. Instruct students to place the pictures under the appropriate headings. This can be done individually or with partners. If time, project the correct answers so students can check their work.

SESSION TWO

Prior to the Session: Think through how to present the different kinds of dwellings and why they are different in this location. For example, Why are roofs slanted in places with a lot of snow or rain? Why would they build their houses out of _____? Why would they build high off the ground or underground?

Decide if you wish students to do the map work independently or as a small group. If your choice is to use a 6 tiled map for group work, the maps will have to be assembled before this session.

Note: If students had a difficult time with the picture game from Session One, you could begin this session repeating the game to refresh their memories on the two classifications.

1. Introduce the lesson by reviewing the differences between human and physical characteristics of a place.
 2. Explain to students that they are going on a world tour. As you read the book, *A Place Called Home*, you will be stopping so they can discuss the differences and similarities between homes in the book and why homes are different in different places in the world.
- Optional:** Play the YouTubeVideo *A Place Called Home* without sound (4:04 min)
<https://www.youtube.com/watch?v=nfzDRCioBlo>
so students can see enlarged images of the

book as you read. Pause the video to discuss each house and read the flaps.

3. Record their observations on the whiteboard or chart paper.

4. After reading the book, distribute the World map and dot stickers to each student/group. Project your map. Then proceed to find, label, and mark with a dot each country mentioned in the story. Answers are Greenland, New York City-USA, Brazil, Kenya, The Netherlands, Mongolia, and Australia.

5. Next, pass out a two sticky notes to each of the students. Have them label the notes 1 and 2. With a partner have students discuss and write down as many physical characteristics they can remember (from the story or prior learning or background knowledge) on note 1. Give them several minutes and then repeat the procedure. This time have them write as many human characteristics as they can remember from the story on note 2.

6. When the students are done, draw a t-chart on the whiteboard, or on a piece of paper under a doc camera. Write two labels: Physical Characteristics and Human Characteristics. Record students' examples of each.

7. Pass out a plain sheet of paper to each student. First, have the students fold their paper in half vertically. Next, have them fold it in half again bringing the bottom of the paper to the top. Then, have them fold their paper in half, one last time, bottom to top. Last, have them unfold their paper, they should have eight equal boxes.

8. Place a folded paper under a doc camera. Label the top two boxes Physical Characteristics and Human Characteristics. Model drawing and labeling a physical and human characteristic for the students. Explain that you are drawing ones that are not in the book (ex. volcano, park bench). Then, have the students draw and label 3 physical characteristics of places and 3 human characteristics of places from the story. If students are unsure of how to spell a word they

may use dictionaries to look up the word. Early finishers and students that want a challenge can draw and label more characteristics on the backside of the paper.

9. Closure: Discuss the human and physical characteristics of your home. Have students share the human and physical characteristics of their homes orally or in writing.

Assessment

Geography and ELA

The Physical and Human Characteristics game can be graded for accuracy. Mastery will be considered 100%.

The Vocabulary Quiz will be graded to measure language acquisition. Mastery will be considered a score of 80% or higher.

Extensions

Students can compare and contrast two of the homes from the story "A Place Called Home" by Kate Baker using a Venn Diagram.

Students can create a Venn Diagram to compare and contrast their home to one of the homes from the book.

Sources

Baker, K (2020). "A Place Called Home". China: Lonely Planet Global Limited. CRN 55413/ISBN 978-1-78868-934-2 www.lonelyplanetkids.com

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www.pixabay.com