

# Some Houses Are Made of Straw, Wood, or Brick but *This House is Made of Mud*

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<b>Grade Level</b>	K-1
<b>Duration</b>	5 class periods

## National Standards

### GEOGRAPHY

#### Element 2: Places and Regions

4. The physical and human characteristics of places.

#### Element 5: Environment and Society

14. How human actions modify the physical environment.

#### Element 6: The Uses of Geography

17. How to apply geography to interpret the past

18. How to apply geography to interpret the present and plan for the future

## Arizona Geography Strand

### ELA

#### Writing

##### Text Types and Purposes

**K.W.2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

**1.W.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

### MATHEMATICS

#### Measurement and Data

**K.MD.B.3.** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

**1.MD.C.4.** Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

## Other Arizona Standards

### GEOGRAPHY

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

**K.G1.1** Use, explore, and construct maps, graphs and other geographical representations to support content focus.

**K.G1.2** Explore locations in stories shared.

**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.

**Human-environment interactions are essential aspects of human life in all societies.**

**1.G2.1** Compare how human activities affect culture and the environment now and in the past.

**Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.**

**1.G3.2** Compare places past and present as it relates to content focus.

## Overview

Through the use of fiction and nonfiction books, students can gain an understanding of the world around them. As children learn more about why people build different types of shelter around the world, they will begin to understand that lifestyles and shelter depend very much on where people live and how they use the resources available to them. They can also learn about homes long ago and in the present.

## Purpose

In this lesson students will learn about shelters around the world.

## Materials

- *This House is Made of Mud*
- Big books or illustrated books showing houses around the world
- *3 Little Pigs* book (any version)

- Drawing paper
- Whiteboard and/or chart paper
- Markers, pencils, crayons
- Images of Kinds of Houses
- Desirable: examples of different materials used to construct dwellings (bamboo, stone, wood, straw, clay bricks, animal skins, mud, grass, leaves, reeds)

## Objectives

The student will be able to:

- Identify similarities and differences among resources and kinds of houses used for shelter in countries around the world.
- Illustrate and write a sentence caption or orally explain a kind of housing.
- Count objects and place them in the right category.

## Procedures

### SESSION ONE

1. Introduce the terms “shelter” and “house.” Put these terms on the word wall.
2. Project and read the story of The Three Little Pigs.
3. Draw a chart on the whiteboard or on chart paper. Create headings: Kind of House, Where Does this Building Material Come From, and Where in the World.
4. Discuss the different uses of materials in the story, and why each pig chose a different resource. (Which resources were necessary for the pig to make bricks? Where might the pig live who used sticks to build with? Where do you get straw? Are any of these materials used today to make houses?) Use the chart to record information about these shelters.

### SESSION TWO

1. Discuss different kinds of houses (houses, condos, trailers, apartments, etc.) in which students may live. Then tell the students that they will be counting the kinds of houses that they live in. Give each student a sticky note.
2. Write the following headings on the whiteboard: Brick, Wood, Straw, and Stucco. Project the Images of Kinds of Houses and explain each one. Explain that stucco is made from a variety of materials: first there is a wooden or metal frame. Then there is a

wire that is hooked to the wood or metal. Then a coat of cement is put on top of the wire.

3. Have students place their sticky note under the right heading for their kind of house.
4. Then have students identify which columns had the most and the least by counting the number of sticky notes in each column.
5. End the class by having students draw a picture of the dwelling in which they live.
6. Grade 1--Write a sentence or two to describe it.

### SESSION THREE

1. Project and read aloud a book about houses around the world. Discuss different shaped houses, different names for shelter, and materials used to construct these houses around the world. Discuss:

- Why do people use the resources they use? (People can only use the raw materials available to them.)
  - How important is climate in building a house? (Little rain--adobe, flat roofs; Lots of rain--pitched roof, waterproof materials; Warm climates--thick walls, windows to catch breeze, windows not in the sun; Cold climate--thick walls, windows positioned to get lots of sunlight, doorways are protected to take off coats and not let in cold breezes; etc.)
  - Why do some people build permanent shelters and others build temporary ones? (Eskimos build igloos while hunting; plains Indians needed to move their tipis; etc.)
2. Add more ideas to the chart from Session One.

### SESSION FOUR

1. Review the chart from Session One.
2. Introduce the book, “This House is Made of Mud”. Show the image of a hogan. Discuss how adobe is made (soil, water, and straw are mixed until the mud can be formed into bricks and dried in the sun).
3. Then take a book walk--looking and talking about images in the book before reading. Project and read the story and discuss. Add more ideas to the chart from Session One.
4. End the session by discussing this statement: People build houses for shelter and safety.

### SESSION FIVE

1. Project and read a different book (or the same book again) about houses around the world.
2. Explain the assessment. Students will fold a piece of paper in half (hamburger style). On the top of the paper, the students will draw their house and describe the materials used to make their house. On bottom, students will draw a house from somewhere else in the world that is different from their house. Again, they should describe what resources were used to build this house.
3. After drawing both images and writing about the houses, the students should be able to explain orally (Kindergarten) or in writing (Grade 1) one way that the houses are the same and one way that they are different.

## Assessment

### Geography

Students can identify one resource used to build a house in the assessment activity. Students can identify 1 way a house is the same or different from their house. Mastery is considered 100%.

### ELA

Students can draw and explain (orally or in writing) how a house is the same or different from their own house. Mastery is considered 100%.

### Mathematics

Students can place their color-coded sticky note in the right place and answer questions about which column had the most or the least sticky notes. Students can also count the number of sticky notes in each column. Mastery is considered 100%.

## Extensions

Students can actually construct models of houses around the world.

Drawings of houses around the world can be hung near a world map. Use strings to link houses to their world locations.

## Sources

Buchanan, Ken. *This House is Made of Mud/Esta Casa Esta Hecha De Lodo*, Libby

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Dorros, Arthur. *This is My House*. Scholastic Publishing, 1992.

Lucca, Mario. *Bricks, Wood, and Stones*. Windows on Literacy, National Geographic School Publishing, 2001.

McGough, Kate. *Wood*. Windows on Literacy, National Geographic School Publishing, 2001.