

# Early Spanish and Iroquois Housing: Similarities and Differences

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**Grade Level** 4 and 7  
**Duration** 2 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

15. How physical systems affect human systems

16. The changes that occur in the meaning, use, distribution, and importance of resources

#### Element 6: The Uses of Geography

17. How to apply geography to interpret the past

## AZ Standards

### MATHEMATICS

#### Measurement and Data

4.MD.A.3. Apply the area and perimeter formulas for rectangles in mathematical problems and problems in real-world contexts including problems with unknown side lengths.

#### Geometry (Grade 7 Extension)

7.G.B.4. Understand and use the formulas for the area and circumference of a circle to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.

#### Standards for Mathematical Practice

4.MP.1. and 7.MP.1 Make sense of problems and persevere in solving them.

## Arizona Social Science Standards

### GEOGRAPHY

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

4.G2.1 Compare the diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Americas.

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

4.G3.1 Explain how the location and use of resources affects human settlement and movement.

7.G3.2 Analyze how relationships between humans and environments extend or contract patterns of settlement and movement.

### HISTORY

**The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.**

4.H1.1 Utilizing a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas.

## Overview

Historically, homes reflected the materials available in the environment (stone, wood, bricks, thatch, etc.) near to the homesite. Today, building materials may come from anywhere in the world.

## Purpose

In this lesson students will compare several historic homes that exemplify the use of the natural resources of the area for building materials. They will explore the similarities and differences between the

types of housing by looking at the building materials, size, functionality, and design.

## Materials

### 4<sup>th</sup> Grade

- Iroquois Longhouse reading and Diagram
- Image and description of a Spanish Adobe Homes reading and Image
- Plan of a Traditional Adobe House image [https://geoalliance.asu.edu/sites/default/files/maps/Adobe\\_House.pdf](https://geoalliance.asu.edu/sites/default/files/maps/Adobe_House.pdf)
- Longhouse and Spanish Adobe Homes Assessments and Answer Keys

## Early Spanish and Iroquois Housing: Similarities and Differences

- Comparison Assessment and Answer Key
- Grading Rubric for Mathematics

### 7<sup>th</sup> Grade

- Celtic Round Houses reading
- Celtic Round House image  
[https://geoalliance.asu.edu/sites/default/files/maps/Celtic\\_Roundhouse.pdf](https://geoalliance.asu.edu/sites/default/files/maps/Celtic_Roundhouse.pdf)
- Native American Tipi image  
[https://geoalliance.asu.edu/sites/default/files/maps/Native\\_American\\_Tipi.pdf](https://geoalliance.asu.edu/sites/default/files/maps/Native_American_Tipi.pdf)
- Native American Tipi reading
- Celtic Round House Assessment
- Native American Tipi Assessment
- Answer Keys to Celtic Round House and Tipi Assessments

### 4<sup>th</sup> and 7<sup>th</sup> Grades

- The United States map (states unlabeled)  
<https://geoalliance.asu.edu/sites/default/files/maps/US.pdf>
- The United States map (states labeled)  
<https://geoalliance.asu.edu/sites/default/files/maps/US-NAMES.pdf>

## Objectives

The student will be able to:

1. Compute the perimeter and area of a rectangle. (4<sup>th</sup> grade)
2. Identify similarities and differences between the homes.
3. Locate where the two types of homes are found on a map.
4. Compute the circumference and area of a circle. (7<sup>th</sup> grade)

## Procedures

*Prerequisite Skills: Students should have experience computing area and perimeter (4<sup>th</sup>) and circumference (7<sup>th</sup>).*

### SESSION ONE

1. Begin the lesson by discussing what are the standard parts to a home in your area (kinds of roofs, # of rooms, garage or no garage, kinds of building materials, etc.). Then explain that historical houses reflected the building materials that were close by (in the environment).
2. Distribute or project the readings: Iroquois Longhouse and Spanish Adobe Homes (4<sup>th</sup>) or Native American Tipi and Celtic Round House.
3. Read the information in the readings as a class. Discuss the images of the houses.

4. Distribute and project the U.S. map. Have students recall where these kinds of houses were found in the U.S. Have students color or circle these areas and label them with the kinds of houses found there. (Note: Celtic houses are not to be found on U.S. map.)
5. Discuss the similarities and differences between the two types of homes. Include a discussion of the materials used and the house design.

### SESSION TWO

7. Review the similarities and differences of the two homes.
8. Administer assessments.

## Assessment

### Social Science

The Assessments can be graded for accuracy in social science knowledge.

- First 5 questions of the Longhouse and the Adobe Assessments (4<sup>th</sup>)
- Questions 1-3 and 6-7 of the Celtic and Tipi Assessments (7<sup>th</sup>)

Mastery will be considered a score of 80% or higher.

The Comparison Activity Sheet can be graded for accuracy. Mastery will be considered a score of 80% or higher.

### Mathematics

Use the Grading Rubric for Mathematics to score Questions 6-8 on the Longhouse and Adobe Assessments. Students who obtain 9 out of the possible 12 points have mastered the math. (4<sup>th</sup>)

Score Questions 4-5 and 8-10 of the Celtic and Tipi Assessments. Mastery will be considered a score of 80% or higher. (7<sup>th</sup>)

## Extensions

Have students compare all four kinds of houses in terms of building materials, design, functionality, etc., regardless of grade level.

## Sources

None of these websites are currently available but were used in the creation of the lesson.  
[www.nysm.nysed.gov/IroquoisVillage/constructiontwo.html](http://www.nysm.nysed.gov/IroquoisVillage/constructiontwo.html)  
[www.peace4turtleisland.org/pages/longhouse.htm](http://www.peace4turtleisland.org/pages/longhouse.htm)  
[www.cr.nps.gov/nr/twhp/wwwlps/lessons/96ranchos](http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/96ranchos)

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[www2.cr.nps.gov/tps/briefs/brief05.htm](http://www2.cr.nps.gov/tps/briefs/brief05.htm)

[www.nmcm.org/features/hfae/adobe/intro/index.htm](http://www.nmcm.org/features/hfae/adobe/intro/index.htm)