

Names blocked on purpose by Lin Lin

December 3, 2009

EDU 378-Cultural Universal Unit Lesson Plan

<b>Unit Lesson Plan: Shelter</b>
Lesson 1: <i>What is a Shelter? Is it a Necessity to Live?</i>
Lesson 2: <i>What Makes a Shelter a Home?</i>
Lesson 3: <i>How Has Shelter Changed Over Time? (History, Time, Continuity, and Change) <b>Cait Smith</b></i>
Lesson 4: <i>How to Build a House &amp; How Much Do They Cost? (Economics) <b>Erica Reichard</b></i>
Lesson 5: <i>Under Privileged People Lack of Shelter</i>
Lesson 6: <i>Government Involvement (Civics, Citizenship, &amp; Government)</i>
Lesson 7: <i>Why Do People Switch and Change Their Shelters?</i>
Lesson 8: <i>Shelters in Different Parts of The World (Geography) <b>Erica Wissman</b></i>
Lesson 9: <i>Shelters in The Future</i>
Lesson 10: <i>Build Your Own Shelter!</i>

## **EDU 378: The Social and Academic Curriculum I:**

### **Cultural Universal Unit: LESSON 8**

**Name:** Erica Wissman  
**Date of Lesson:** November 21, 2009 **Time:** 10am-11am  
**Lengths of Lesson:** 90 minutes  
**Curriculum Area:** Social Studies  
**Content Area:** Cultural Universal  
**Title of Lesson:** Shelter  
**Age/Grade Level:** Grade 3

#### **1. Learning Objectives**

- Students will be able to understand how people around the world adapt, through shelters, the physical conditions in the place that they live
- Students will be able to recognize the different shelter constructions in different regions across the continents
- Students will be able to understand the development of shelter and the cultural aspects that go along with it.

#### **2. Assessment**

(a) Learning outcomes of previous lesson related to this topic:

- Refer to Unit Lesson Plan: Previous lessons 1-7 will thoroughly introduce Shelters Around The World
- Students will already understand the aspects of a shelter such as what it is, how shelters have changed over time and economic factors that contribute to the design of the shelter.

(b) Focus of assessment in this lesson

- Students can define shelter and be able to recognize different types of shelters as shelters.
- Students will be able to understand why people live in different shelters
- Students can explain why people live in different shelters and what factors contribute to that.

(c) Method of assessment used in this lesson (attached)

- Assessment 1: exemplified through completed student charts on the different types of shelter across the world.
- Assessment 2: Students interest in question asking during and after the story read

- Assessment 3: Students completed journal entry of colored picture and paragraph about their favorite type of shelter
- Assessment 4: Presentation to the Class of their favorite type of shelter

(d) Differentiation (of expected outcomes)

Visual learners can learn this lesson through visiting the WebQuest to attain information. Auditory learners may have their partners read to them if they have difficulty comprehending the given information on the WebQuest. Tactile learners will be the most difficult to tackle. In this specific lesson the only hands on task they will be doing is writing the information for each shelter down. Also they will place where they think the region of their shelter is on the map. There is not much tactile other than that but in the last lesson of the unit, tactile learners can really utilize this when they build their own shelter.

As far as the disadvantaged student, I will have easier expectations. They will not have to fill out the entire chart of the shelters around the world. I will make sure that they understand and realize of the different shelters around the world however by reading the information to them and having them point out the characteristics of that shelter. The Journal activity can be modified by having them simply just draw a picture of their favorite shelter around the world and then just verbally tell you about it rather than writing a paragraph. Students who have social disabilities will not have to present.

### 3. New York State Learning Standards

- **Social Studies Standard 2: World History**

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

*Key Ideas:* The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.

*Performance Indicator:* study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions.

- **Social Studies Standard 3: Geography**

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national,

and global—including the distribution of people, places, and environments over the Earth’s surface.

*Key Idea: Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements, include: the world in spatial terms, places and regions, physical settings, human systems, environment and society, and the use of geography.*

*Performance Indicator: investigate how people depend on and modify the physical environment.*

- **English Language Arts Standard 2: Language for Literary Response and Expression**

*Key Idea: Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation*

#### **4. Materials**

- Computer
- WebQuest
- Shelters Across The World Chard (attached)
- Rubric (Attached)
- Book
- Colored Pencils/Markers/Crayons
- Pen or Pencil

#### **5. Lesson Process**

**(a) Introduction** 5 minutes

Introduction to Shelters Across The World will begin by me introducing the topic of shelters across the world by telling the students that not all shelters are the same around the world. I will then provide them with the WebQuest Website where we will then go to the computers to log on and go there. The rest of the lesson will be through student-centered inquiry on their own.

- Web site: <http://sites.google.com/site/sheltersaroundtheworld/home>

**(b) Learning procedures relating to objectives 85 minutes**

Shelter is a form of protection, which helps people survive in the world. The reason we live in shelters is to shield us from harm such as extreme weather conditions like wind, snow, and rain, as well as protection from animals. Also, we use shelters to store our possessions and typically we grow as a family in our shelters. Without shelter, survival would be difficult.

First, I will read a book “The Village of Round and Square Houses” by Ann Grifalconi to the students. We will talk about why people live in different types of shelters and I will answer any of the questions the students may have.

Next, this WebQuest will explore the different types of shelters around the world and why they appear as they do. Students will work with a partner to explore the websites that I have provided found on The Process page to fill out a chart about the different shelters across the continents. I handed this chart out in class but if students cannot find it, they can find it attached below to print another one. They may also look in our National Geographic Collection to see if they can find any images or information about shelters around the world.

After partners finish filling out the chart, each of them will receive 5 small post-it notes. On these post-it notes, they will need to write the top 5 shelters you found most interesting by writing the location of that shelter and then find it on the map with your partner. They will stick your post-it note to the map, if you cannot find it, please go back onto the computer and go to [www.google.com](http://www.google.com). Next, type in the name of where the shelter is and click on the MAPS tab. If students zoom out, they will be able to see what region the shelter is located in. If they still cannot figure out what region their shelter is in, you may ask me for help.

Lastly, students will choose a shelter around the world that they found most interesting and will draw it in their journal. After students draw and color this picture, they will write information about the shelter that they learned through this WebQuest. If they do not finish on day of lesson, they may take it home to finish it for homework.

Tomorrow, the partners will present their favorite type of shelter that they learned about it and give us all the information about it

**(c) Conclusion 10 minutes/Checking for understanding**

- Wrap-Up conclusion page on WebQuest will be read by all students
- Students will present their favorite world shelter to the class

## 6. “If time”/ extensions

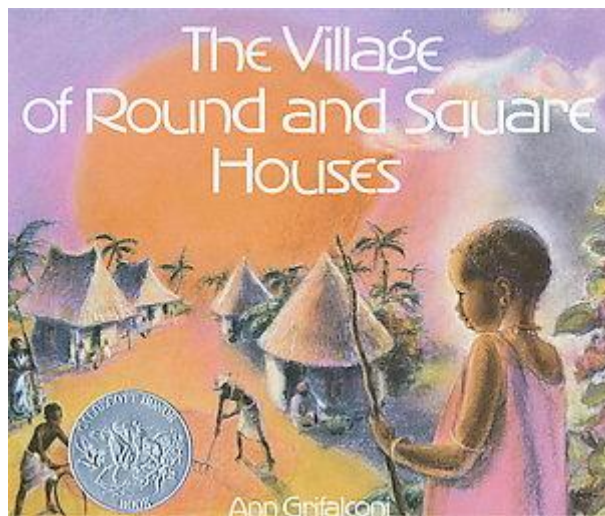
If time: Students will finish their journals

Extensions: Please tell your family members about this activity and for homework, finish your journal and prepare for presentation.

## 7. References (sources used in creating lesson plan)

Haga Library INC. (2008, November 8). *Houses around the world*. Retrieved from <http://www.hagafoto.jp/templates/hagahaga/topics/house/house-e.html> on 2009, November, 21.

Shelter Publications. (2003). *Wonderful houses around the world*. Retrieved from [http://www.shelterpub.com/wonderful\\_houses/wh-toc.html](http://www.shelterpub.com/wonderful_houses/wh-toc.html) on 2009, November, 21.



The Village of Round and Square Houses by Ann Grifalconi

**EDU 378: The Social and Academic Curriculum I:**

**Cultural Universal Unit: LESSON 3**

**Name: Caitlin Smith**

**Date of Lesson: 12/1/09**

**Length of Lesson: 35 minutes**

**Curriculum Area: Social Studies**

**Content Area: History, Time, Continuity and Change**

**Title of Lesson: “*How Has Shelter Changed Over Time?*”**

**Age/Grade Level: Third Grade**

**1) Learning Objectives:**

- 1) Students will be able to identify that shelters have changed over time in America.
- 2) Students will understand the reasons behind the changes in shelter throughout history.

**2) Assessment:**

(a) **Prior to this lesson**, students will have knowledge about the definition of shelter and why it is a necessity to live.

(b) **Focus of assessment in this lesson:**

- Students will have a group discussion about the changes in shelter over time.

(c) **Method of Assessment:**

- The method of assessment will be both formal and informal.
- Students will take a quiz on some basic concepts about shelter
- The students will be assessed on their ability to discuss the changes in the different types of housing and the students will also be assessed based on their journal entries of what type of housing that they would like to live in and what they feel that shelters in the future will look like.

**(d) Differentiation:**

For students with **poor fine motor skills**, they will be able to use the computers in the classroom in order to type up their journal entries so that they can be read. Students can also Google images of houses and modify them on the computer while doing their journal entry.

For students with **visual impairment**: They can sit towards the front of the classroom and they can have the photos of the houses handed to them so that they can have the pictures right in their line of vision. Magnifying glasses can also be provided depending on the degree of impairment and/or the quality of the picture.

For students with **hearing impairment**: The student can sit next to the teacher so that they will be able to clearly hear. All of the students talking can be instructed to speak slowly, clearly and a little louder. The teacher could also wear a microphone that could connect to an earpiece for the student or to a speaker in the classroom.

**3. New York State Learning Standards:**

**Standard 1- History of the United States and New York**

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, **developments**, and turning points in the history of the United States and New York.

*Key Idea 2: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.*

*Performance Indicators--Students will distinguish between near and distant past and interpret simple timelines*

**4. Materials:**



\*Students involvement.

\*For the activity: Enough for each student-

- *popsicle sticks, cardboard rolls, pebbles, and play dough (for the extend project)*
- *crayons/markers/colored pencils*
- *glue (for the extend project)*
- *plain white paper*
- *scissors*

## **5. Lesson Process:**

### **(a) Introduction (10 minutes)**

- The introduction will take approximately ten minutes.
- Students will all gather together on the reading rug, while the teacher sits in a chair. The students would have been previously asked to bring in pictures of their homes. The teacher would give an introduction stating that shelters have changed over time and what shelters have looked like have also changed over time. The teacher would then say that some students may live in older homes and some students may live in newer homes. Even in the past 100 years the look of shelters has changed. The students will, one at a time, hold up their pictures of their houses. As a group the students will decide if they think the house is a newly made house or if they feel that the house looked like it was made a while ago. (The students, when evaluating the pictures will be the ones who will determine the time lapse of what is new and what it means to be built a while ago).

### **(b) Learning Procedures (20 minutes)**

- This section will take approximately twenty minutes.
- After the class discussion to access prior knowledge about what it means to make a shelter a home and when the students think that they can decide if a house is newly made or was made further in the past I would talk to the students about the way that shelter has changed over time.
- The way that I would address the changes in shelter over times is I would first ask the students what type of shelter Native Americans lived in. The students will say that Native Americas lived in tepees. We would discuss the reasons why people would live in shelters such as tepees. We would talk about how tepees are the type of shelter that supports the hunting and gathering lifestyle. Next, we would talk about life in the south. How in the past most of the homes were very large, mansion-type homes on plantations due to the fact that most people long ago had slaves in order to produce the goods needed for income. Finally, we would talk about homes of the past in the North. Many people were trying to live the urban lifestyle in order to make money so many people lived in small, apartment types homes in the cities in order to have a job. We can talk about how now many of the larger homes of the south are no longer spread apart due to the fact that there are no more plantations and we would talk about how in the north homes are more spread out also. In the north the jobs are no longer all focused towards industrial work and so people were able to move to more suburban areas with bigger houses and more

land. I will show the students a timeline of different types of home from the past to the present day.

**(c) Conclusion(5 minutes)**

- We will wrap up the discussion by having a review of the reasons why people lived in the homes that they lived in long ago versus why they are able to live in the types of homes that they live in currently.
- Students will take a quiz on the information.

**6. If Time Extension:**

If there is extra time, ask the students to go back to their desks. Have the students open up their notebooks to the house that they drew of what they feel that a house in the future would look like. The students will now be able to create these future homes out of any supplies of their choice. The students could use the available Popsicle sticks, cardboard rolls, pebbles, play dough. The students would also write a sentence or two on an index card about the reasons why they feel that a home in the future would look this way.

## **EDU 378: The Social and Academic Curriculum I:**

### **Social Studies Lesson Plan: LESSON 4**

**Name:** Erica Reichard

**Date of Lesson:** TBA

**Time:** TBA

**Lengths of Lesson:** 1 hour 30 minutes

**Curriculum Area:** Social Studies

**Content Area:** Shelter

**Title of Lesson:** Building a House- How to and How Much?

**Age/Grade Level:** 3<sup>rd</sup> grade/ 7 to 9 yrs old

Differentiation of activity is to be provided throughout the lesson plan to ensure that children's individual learning needs are met.

#### **2. Learning Objectives**

- Students will be able to teach the sequence of constructing a building.
- Students will be able to teach standard construction names for materials in the home.
- Students will be able to understand different materials that are used in building.
- Students will obtain knowledge of the increasing cost of homes.

#### **2. Assessment**

(a) Learning outcomes of previous lesson related to this topic:

- Movable versus non-movable items in the house
- The components of a house or the parts of a house such as doors and windows

The teacher will ask children to name different rooms in the house and tell what was built in (non-movable) and what was bought (movable items). Explain the preparation. This exercise will help students remember or notice what part of the house had to be constructed and what was brought in.

(b) Focus of assessment in this lesson

At the end of the lesson the learner will demonstrate an understanding of the process of building a house by naming materials and general steps in constructing a building.

Process sequence:

- Readyng the site
- Building the foundation
- Erecting the walls
- Putting on the roof
- Selecting pictures of items used in building,
- Examples- pipes, wires, lumber, nails, shingles, etc

Students will be able to determine how much a house costs based on the features of the house and will be.

(c) Method of assessment used in this lesson

Assessment will be made by how well the students act out their skit from the book The Three Little Pigs. Students will be assessed by their ability to match words with materials and their ability to sequence the steps in building a house.

(d) Differentiation (of expected outcomes)

Students with visual disadvantages and auditory disadvantages are addressed through teaching interaction, explanations, and demonstrations. Students with tactile disadvantages will be able to hold the different supplies that are used to build a house.

### 3. New York State Learning Standards

Standard: 4- Economics

*Key ideas:* Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.

*Performance indicator:* Collect economic information from newspapers

Make hypotheses about economic issues and problems

### 4. Materials

- Chalk
- Story, "The Three Little Pigs"
- Heavy cardboard for pictures
- Cut out people and tools from previous lesson.
- Wall area for developmental instructional display

## Building Materials

- wood, pipe, wire, nails
- paintbrushes (smaller ones can be used at easel)
- plastic tools or commercially purchased child-size
- tool set (include trowels, screwdrivers, wrenches, pliers, etc.)
- blocks, Styrofoam, wooden, or purchased cardboard "bricks"
- Styrofoam with Velcro glued on for constructing plastic connecting blocks, such as Legos, Bristle Blocks, Constructs, etc.
- nuts and bolts
- scrap pegboard
- task cards and pattern page designs children can copy
- Tinkertoys
- wooden logs such as Lincoln Logs
- plastic pipe pieces and connectors
- safety goggles (can be made from 6-pack rings), hard hat,
- heavy gloves, etc.
- toy construction vehicles
- old house plans or blueprints
- simplified plans to use for patterns
- puzzles
- sandpaper
- sequential order pictures of buildings

## **5. Lesson Process**

### **(a) Introduction** (30 minutes)

The teacher will read the story of The Three Little Pigs and have the children act out the story. Explain that for the next several days they will learn construction, exactly how a house is built. The teacher will explain the term "construction" using pictures and examples of how they "construct" projects for art.

### **(b) Learning procedures relating to objectives** (80 minutes)

The teacher will: Show different building materials such as brick, pieces of wood or lumber, wire, nails, pipe, several shingles, etc. Relate materials to tools used and show pictures of how they are used. Have children name and discuss each item. Correct invalid concepts. Write names for materials or have written on word cards. After reinforcing allow children to match words with materials. Read story Building a House by Bryon Barton. Discuss the sequence of building.

- Bulldozer clears space.
- Foundation poured.
- Walls are put up.
- The roof is built.
- Install fireplace.
- Plumbing is put in.
- Wiring for electricity is installed.
- Doors and windows are put in.
- Inside and outside are painted.

Show YouTube video on how to build a house

(<http://www.youtube.com/watch?v=HH1rvr54nzU>). Have students retell the story.

Develop an instructional display board using each step in the above building process. Allow the children to add people and materials. Have children assemble blocks using designs from laminated sheets printed with simple small block patterns. Discuss each material, where it goes, and what it does in a house. Have children name areas in the classroom where these materials can be found. Discuss safety around electricity, wires, plumbing, nails, etc. Have students determine sequential order by numbering pictures.

Next introduce to students how much a house costs by comparing the cost of a house when Abraham Lincoln was alive and how much a house costs now. Show the students pictures of current houses. These can be obtained by the students and teacher as they bring in pictures of their own home or pictures from magazines and newspapers. After looking at the current houses, the teacher will display the Lincoln house and ask the following questions:

How many chimneys are on the houses? Do all houses have a design around the roof? (The Lincolns' roof has brackets and dentils [the decorative band around the top of the house]). How many windows do the Lincolns have in the front of their house? How are the windows aligned? Why do you think the Lincolns had a fence? (The Lincolns and most families' houses had fences around their homes to keep animals out.) Why do houses today have fences? Draw a line down the center of the Lincoln house. This divides into two equal sides. Can houses today be divided into two equal sides? Are the windows of your house lined up top and bottom like the Lincoln house? Have the students each draw a picture of a house. The selling price of the Lincoln house was \$1,500. Tell the students to look through newspapers and find the different costs of houses. Have students discuss with the class the different costs that they found. How much do you think a home like the Lincolns' would cost today? Hand out an outline of a house and have the children finish drawing or constructing the house. After they finish the construction of the house have the students figure out a listing price of the house and have them explain why it would be that price based upon the features they displayed on the house.

**(c) Conclusion** (20 minutes)

The students will write (dictate) and illustrate a story telling what they learned about the building process. If possible, schedule a carpenter, electrician, painter, etc. to come in for the class to meet.

#### **6. “If time”/ extensions**

The students that complete their constructions early can complete a puzzle at their desk (reinforces the concept of construction), build a house using cardboard pieces, logs, or various blocks, or make edible house from peanut butter and crackers. If the lesson is taught during Christmas time the students can build a gingerbread house as an extension.

#### **7. References**

Johnson, L. (2000, April 28). *Building a house*. Retrieved from

<http://www.contractor.edu/buildhouseelp/buildhouseelp.html>

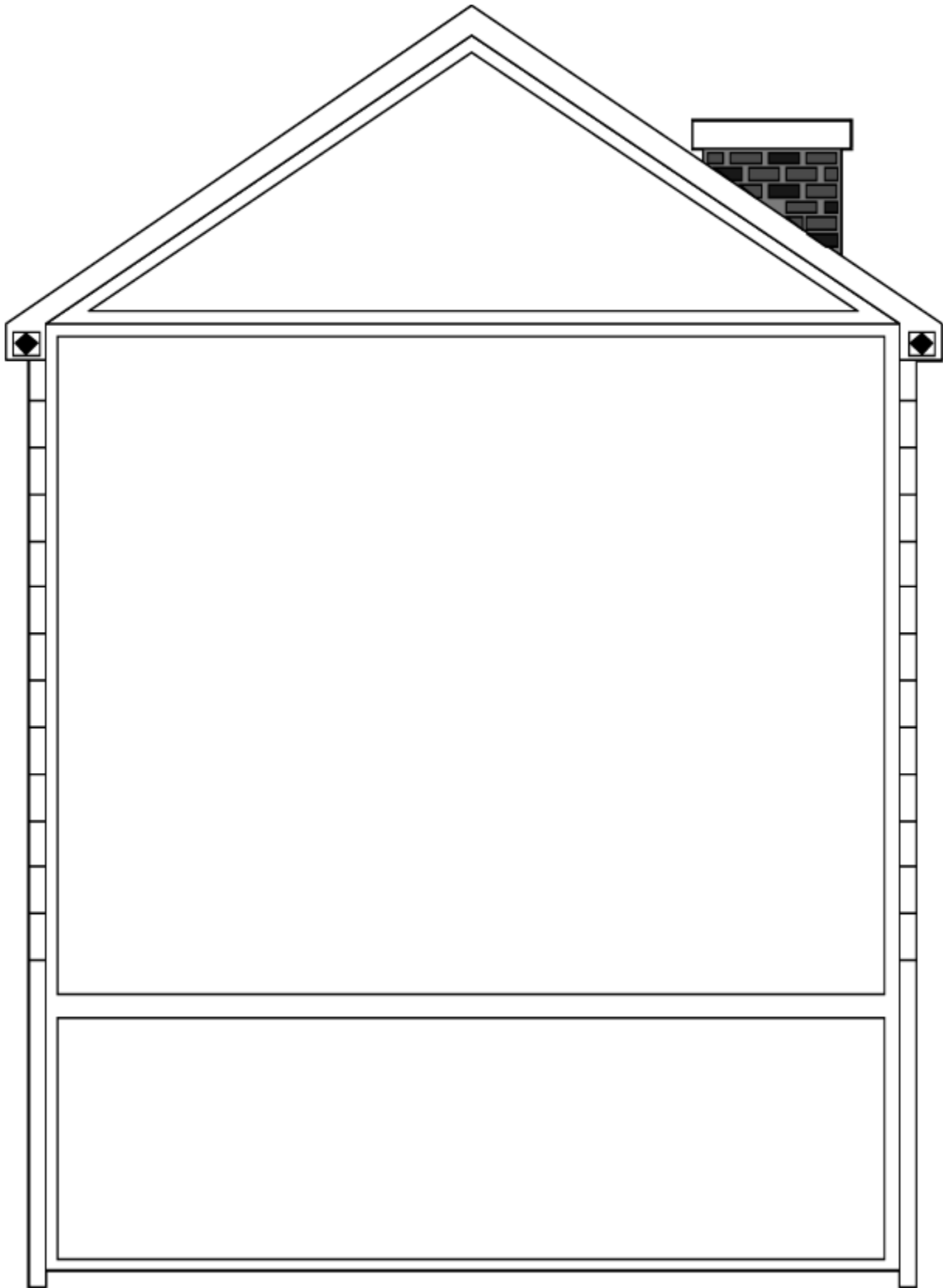
Kinzer, B. (2001, March 12). *Teaching museum collections*. Retrieved from

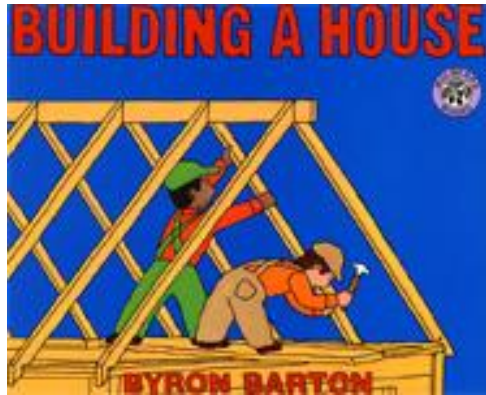
<http://www.nps.gov/liho/forteachers/upload/TMC%20Lincoln%20Home.pdf>



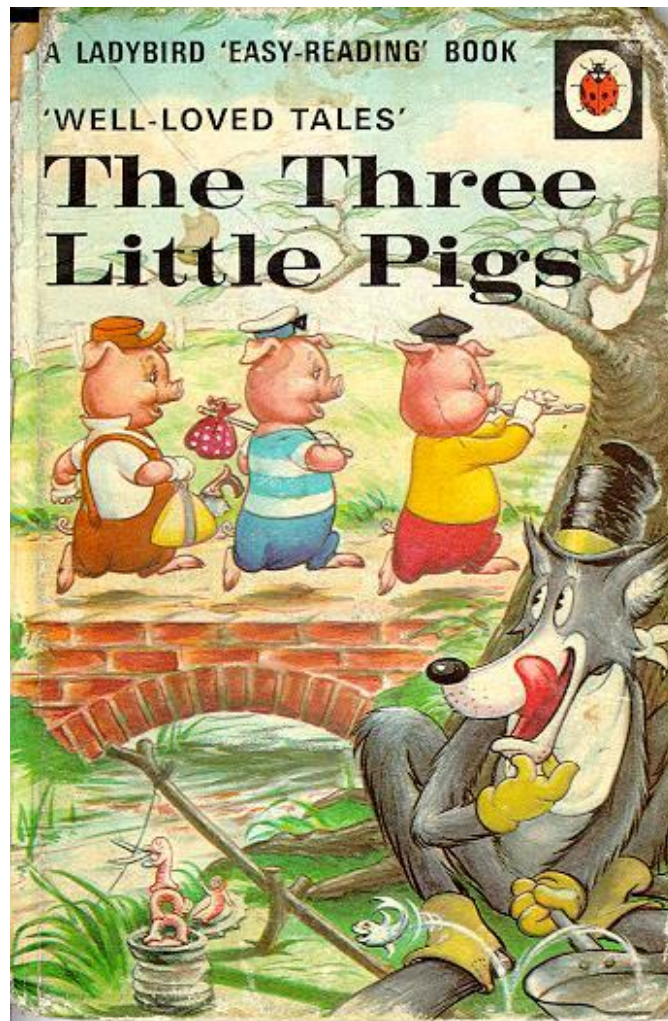
Abraham Lincolns House







Building a House by: Byron Barton



The Three Little Pigs