

Unit 1 Teacher's Guide

Grades 3-5

Unit 1: What Is Home?

Unit Overview

Unit 1 provides students with the foundational understanding of the importance of shelter as a basic human need, both physical and emotional. In Unit 1, students investigate and answer questions about the meaning of a home, essential characteristics of homes, and the difference between wants and needs, particularly as they apply to the places we live. This investigation and exploration includes examining photographs that depict homes throughout the world, creating collages, and writing diary entries from different points of view.

Building these foundational understandings will allow students to better understand the wide ranging effects of homelessness and/or the lack of proper housing; to establish empathy with people living in these situations; and to develop a disposition towards giving back to the community. (Each of these outcomes should be achieved by completing the subsequent units.)

Please note that the terms shelter, home, and housing are often used interchangeably. Habitat for Humanity and other organizations prefer distinct definitions for each:

- Shelter — the concept that humans need a place to live
- Home — the concept of family and social organization that can be fostered by adequate housing
- Housing — the term that encompasses the physical structure to satisfy the need of shelter (e.g., a house or an apartment)

Because it is likely that those distinctions are too subtle and abstract for your students, the unit uses the term “home” to represent both the physical structure and the life inside that physical structure.

Standards Addressed

Curriculum Standards for Social Studies (National Council for the Social Studies)

- Strand 1: Culture – Social studies programs should include experiences that provide for the study of culture and cultural diversity.
- Strand 3: People, Places, and Environments – Social studies programs should include experiences that provide for the study of people, places, and environments.

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Standards Addressed

- Strand 4: Individual Development and Identity – Social studies programs should include experiences that provide for the study of individual development and identity.

Geography for Life: National Geography Standards

- Standard 4: The Physical and Human Characteristics of Places – The student knows and understands the human characteristics of places.
- Standard 6: How Culture and Experience Influence People's Perceptions of Places and Regions – The student knows and understands how to describe the student's own community and region from different perspectives.
- Standard 14: How Human Actions Modify the Physical Environment – The student knows and understands how people modify the physical environment.

2002 NAEP Writing Assessment Framework Objectives

- Students should write for a variety of purposes: narrative, informative, and persuasive.
- Students should write from a variety of stimulus materials, and within various time constraints.

Standards for the English Language Arts (The National Council of Teachers of English and the International Reading Association)

- Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

National Standards for Arts Education (Consortium of National Arts Education Associations)

- (NA-VA.K-4.3) Choosing and Evaluating a Range of Subject Matter, Symbols, and Ideas – Students select and use subject matter, symbols, and ideas to communicate meaning.

Learning Objectives

By completing this unit, students should:

- Recognize that shelter is a basic human need, both physical and emotional.
- Be able to identify common characteristics of a home.
- Be able to express meanings and characteristics of homes through writing and through artwork.

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**Teacher
Preparation Time**

30 minutes

Class Time

1.5 hours

**Materials
Needed**

- Internet access
- Computer for viewing images, or materials to print downloaded images
- Graphic organizer
- Old magazines
- Paper
- Glue

Activity Sheet

Diary Entry Assessment: This unit includes a reproducible that guides students on writing from the point of view of someone in one of the photographs used in the unit. Its guidance includes a rubric of expectations for the diary entry.

Preparation

In preparation for this lesson, review the following short sections of the Habitat Web site that contain photographs and information about housing throughout the world. Choose at least five photographs to use for the unit's activity. To download a photograph, move your mouse to the photograph, right-click (or CTRL-click), and select "Save Picture/Image As ..." Choose a place on your computer (i.e., desktop) to save the image.

<http://www.habitat.org/hw/june-july04/feature3.html> (United States)

<http://www.habitat.org/hw/april-may04/> (United States)

<http://www.habitat.org/hw/april-may04/feature1.html> (United States)

<http://www.habitat.org/hw/april-may04/feature2.html> (United States)

<http://www.habitat.org/hw/april-may04/feature3.html> (United States)

http://www.habitat.org/hw/feb_march04/feature4.html (United States)

http://www.habitat.org/hw/feb_march04/feature6.html (use both photos)

http://www.habitat.org/eca/eca_poverty.html (Europe/Central Asia)

http://www.habitat.org/eca/eca_multimedia.html (montage -- Europe/Central Asia)

http://www.habitat.org/eca/eca_profiles/Kyrgyzstan.html#TopOfPage (Kyrgyzstan)

http://www.habitat.org/eca/eca_profiles/Macedonia.html#TopOfPage (Macedonia)

http://www.habitat.org/eca/eca_profiles/Russia.html#TopOfPage (Russia)

http://www.habitat.org/jcwp/2004/pressroom/veracruz_profile.htm (Mexico)

<http://www.habitat.org/jcwp/2004/homeowner/> (Mexico)

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Lesson Steps

1. Write Home = on the board or overhead. Ask students to think about what “home” equals and then take a handful of answers from them. If their answers all center on the physical characteristics of a home, suggest additional ways to think about a home, such as: family, meals, resting place, comfortable, safe(ty).
2. Building on Step 1, ask students to write down at least three other words or phrases to complete Home =.
3. As a class, review and discuss the photographs you have downloaded. While viewing the images, prompt students with the following questions to foster thinking about homes (the places we live), as well as basic human needs associated with shelter:
 - How would you describe what this home looks like?
 - What things do you see on, in, or around this home?
 - How is this home similar to or different from your home?
 - What do you think life in this home is like?
 - How would you describe the people/family in the photograph?
 - Do you think this home is important to the people in the photograph? Why?
 - Do people need homes? Why?

During the discussion, you may want to use a graphic organizer to help record students' thoughts and ideas. For example, a simple T-chart with one side describing “homes” and the other side describing “home/family life” could be helpful in clarifying students' thoughts and to show that a home is a physical structure, but it is also the life and the relationships inside that structure.

4. Ask students to add three to five more words/phrases to their lists they created in Step 2.
5. After the discussion, have students write a response to the following prompt:
 - Think about your home – what it looks like, how it feels, the things it provides for you, and how you feel when you are in it. Now, think about some of the homes and people from around the world that we have seen today. What things do these homes provide for the people in the photographs?

Write two paragraphs describing what your home means to you and why you think having a home is important to all people around the world.

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Lesson Steps

6. Using old magazines, students (in small groups, pairs, or individually) should now create a collage to illustrate their writing, perhaps under the title: Home =.
7. Have students present their collages to the class. Ask students to find common themes among the collages, should they exist.

Assessment

The collage presentations serve as one form of assessment, but the unit also contains an additional one. Providing the reproducible as a guide, have students write a diary entry from the point of view of one of the people in the photographs they have analyzed.

Extension Activities

- To add more of a focus on geography, students can investigate housing around the world, creating collages using images they find on the Internet, especially Habitat's Web site. This exploration of housing around the world can foster discussion about what is considered simple, decent, and adequate housing in different countries.
- Students can extend the opinions and perceptions of "home" by interviewing others about what home means to them.
- The idea of what Home = can extend into an examination of wants versus needs. Students can create charts that distinguish wants versus needs at the beginning of the lesson and then revisit the chart after the lesson, making changes where appropriate.
- As part of the exploration of what "home" means to others, students can e-mail pen-pals around the United States or world.

Abridged Unit Activity

To abridge the unit, have students analyze fewer images and/or eliminate the writing prompt or the diary entry.

Woke Up, Got Out of Bed...

You have looked at and talked about many photographs of different people at home. Imagine you are one of those people in the photographs. With the help of some questions below and a checklist, you will write a diary entry describing a day in your life as this person.

Use the following pre-writing questions to help you organize your writing. For some of the questions you may know the answers, but for others you will have to make up answers based on what you already know. For example, the first question asks for your name. If you don't know the name of the person in the photograph, what do you think it might be?

1. What is your name?
2. Where do you live?
3. What type of home do you live in?
4. Who lives there with you?
5. Do you go to work or school every day? If you go to work, what do you do? If you go to school, what do you study?
6. What do you do for fun?
7. Do you help around the house? If so, what chores do you have and how do they help yourself and others?
8. Do you share your room with anyone?
9. What is special about your home? How does it make you feel?
10. Do you need your home? Why?

Your answers to these questions should help you brainstorm ideas for your diary entry. Your entry should also include descriptive details of your daily life and home, be well organized, and use correct spelling and appropriate grammar. Use this checklist to help make sure that you write a diary entry that you are proud of!

Student-Teacher Checklist

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My diary entry...

Criteria	Student	Teacher
Answers some or all of the pre-writing questions.	<input type="checkbox"/> Yes <input type="checkbox"/> No Suggestions for improvement:	<input type="checkbox"/> Yes <input type="checkbox"/> No Suggestions for improvement:
Includes descriptive details of the character.	<input type="checkbox"/> Yes <input type="checkbox"/> No Suggestions for improvement:	<input type="checkbox"/> Yes <input type="checkbox"/> No Suggestions for improvement:
Includes descriptive details of the character's daily life and home.	<input type="checkbox"/> Yes <input type="checkbox"/> No Suggestions for improvement:	<input type="checkbox"/> Yes <input type="checkbox"/> No Suggestions for improvement:
Is well organized.	<input type="checkbox"/> Yes <input type="checkbox"/> No Suggestions for improvement:	<input type="checkbox"/> Yes <input type="checkbox"/> No Suggestions for improvement:
Uses correct spelling.	<input type="checkbox"/> Yes <input type="checkbox"/> No Suggestions for improvement:	<input type="checkbox"/> Yes <input type="checkbox"/> No Suggestions for improvement:
Uses appropriate grammar.	<input type="checkbox"/> Yes <input type="checkbox"/> No Suggestions for improvement:	<input type="checkbox"/> Yes <input type="checkbox"/> No Suggestions for improvement: