

Third-grade differentiation

■ Reading and discussion tips:

- Use visuals to begin the discussion on Day 1 about students' concept of "home." Show students pictures, either collected from print or online resources, of various homes around the world.
- Students may struggle with keeping the details straight when reading the interview with three interviewees. Explain that the *interviewer* asked each person, or *interviewee*, the same question, so that is why each interviewee's response is listed under the same question. Draw a three-column chart on the board. Title each column with the name of one of the interviewees. Read the interviewee background information aloud to students. Write down the details about each interviewee on the chart. Pause during the reading of the interviews to add details attributed to each interviewee to your chart.
- Rather than introducing the topic of "rights" versus "privileges" during your discussion, simply restate Habitat's mission.

■ Activity tips:

- If possible, bring in a quilt or pictures of quilts to show students how individual patches fit together to make a larger work of art.
- You may wish to design your own quilt patch to give students an example.
- When it comes to assembling the quilt, place students into small groups. Have each small group decide an order for their quilt patches and tape them together to make a row. Have one member of each small group bring their quilt row to the board or large sheet of paper for you to affix.

■ Assessment tips:

- Simplify the assignment. Do not grade students' quilt patches on *Skill* and *Composition*.
- Clarify expectations for students. Paraphrase the rubric and share it with students before they begin their work.

Fifth-grade differentiation

■ Reading and discussion tips:

- Have students read the interviews for homework. Begin the initial day of instruction with a discussion of the interviews. The increased expectations of the activity (see "Activity tips" below) may require students to spend more time on the quilt patches themselves.
- If you choose to read the interviews in class, you might try assigning students roles and have them read the interviews in the form of a play in front of the class.
- During the discussion of "rights" versus "privileges," have students come up with the examples of rights and privileges and state the differences between them. Ask students to generate reasons that are in support of housing being a right, not a privilege.

■ Activity tips:

- Have students write three questions of their own for the interview.
- When students meet in pairs to discuss the interview results, have them compare and contrast each other's results by completing a Venn diagram.
- Have students create quilt patches using computer graphics programs rather than art supplies, or allow students to experiment with mixed media to create their patches.

■ Assessment tips:

- Have students present their patches to the class. Ask them to tell the class why they chose the images they did and what the images represent. Include this presentation in the overall assessment of the project.

■ Optional extension tips:

- Have students share what they learn about Habitat for Humanity. Specifically, direct them to read the interviews from children around the world at http://www.habitat.org/youthprograms/ages_9_13/streetteam_map.aspx. Ask students if their concept of "home" has changed after reading this information.

Grade four

Objectives

Students will:

- Read interviews from people who live in Habitat for Humanity homes and one family that rents a home to explore what home means to them.
- Write interview questions.
- Conduct brief interviews about the meaning of home.
- Express their own ideas about home by designing and creating quilt patches.
- Work cooperatively with classmates to put together a class quilt.

National content standards

Language arts

- 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.
- Students adjust their use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Social studies

- Give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference.
- Describe ways in which language, stories, folk tales, music and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture.

Scope

- Three class periods (30 to 45 minutes each).

Materials

- **Interviews:** “Making a house a home.”
- **Worksheet:** “Defining home.”
- **Worksheet:** “Your quilt patch.”
- Simple supplies, such as crayons, colored pencils, paint, collage materials and glue.
- Large art paper for paper quilt.
- Tape or stapler to mount the quilt.
- Assessment rubric.

Lesson plan

In this lesson, students read and discuss interviews on the concept of *home*. Students interview subjects outside the classroom to gather more ideas about what home means to different people. Then they plan and create a paper quilt that represents the theme of home.

■ Preparation:

Before beginning the lesson:

- Make copies of the interview and worksheets for students.
- Prepare a bulletin board or a large wall space to display your class quilt.

■ Procedure:

Day 1 Introduce the topic of home.

1. Lead a discussion about the meaning of home.

- Ask students what they think of when they hear the word *home*. Write their responses on the board. Explain that *home* can be another word for the building you live in. Home can be a house, a trailer or an apartment. It can be a city or town or even a country. Home can be anywhere you are with the people you love. Ask: *Does home have to be a building or a place?* Guide students to the understanding that *home* can also be a feeling, such as the one you get when you are with family and friends.
- Write the following on the board: “Home might look very different to different people. But we can all agree that we feel most at home when we feel safe being just who we are.” Ask students to share their reflections on the quote.

2. Read the interviews “Making a house a home.” Prepare students to conduct their own interviews.

- Have student volunteers read the interviews in “Making a house a home” aloud in class. Tell students that two of these interviewees own Habitat for Humanity homes. Explain that Habitat for Humanity is an organization

that is trying to put an end to substandard housing. It builds safe and low-cost homes for people and urges the government to support laws to make housing affordable and adequate for everyone. In order to own a Habitat home, the families have to apply for it, work on it themselves, and agree to make the payments on their loans.

- Compare and contrast the homeowners' ideas of home to the Planter family, who rents their home. Ask students if there are any differences between the families' attitudes toward the idea of "home."
- Discuss the last question in the interview. Tell students that Habitat for Humanity believes that decent housing is a "right" not a "privilege." Discuss the meaning of the word *privilege*, and write a few examples of privileges on the board. Ask students to share their opinions on the matter.
- Introduce the worksheet "Defining home." Explain that each student will choose one person, a friend or family member, to interview outside the classroom about the meaning of home. Read the interview questions together, and then have students write one question of their own. Have volunteers share their question in order to check appropriateness and to help struggling students.
- Remind students of proper interviewing etiquette, including being polite, listening carefully to responses, and having all questions ready beforehand. Perform a short skit of a mock interview in order to show students what to do and not to do during an interview.

Day 2 Share interview results. Create patches for class quilt.

1. Invite students to share.

- Have students meet in pairs to share who they interviewed and one surprising or interesting thing they learned during their interviews.
- Encourage students to compare and contrast their own ideas of home with those of the interviewees.

2. Introduce the class quilt project.

- Explain that you will be making a class quilt based on the theme of home.
- Define and discuss quilts and their role in the culture of the United States. Help students understand that quilts have both practical and artistic uses: They keep people

warm, but they are also beautiful to look at, like art. In the past, people often created quilts out of materials that made them remember good times, such as a special dress or jacket. Today, some artists make quilts to hang on walls and display like paintings in art museums.

3. Students design and create quilt patches.

- Distribute the worksheet "Your quilt patch." Provide art materials to students. Encourage students to create patches that express their ideas and feelings about home with images, words, colors and designs.
- As students work on their patches, create a patch with the word *Home* on it to place at the center of the quilt.

Day 3 Plan and assemble your class quilt.

1. Lay out the quilt patches in rows.

Encourage student involvement as you decide together what arrangement of patches looks best. If the quilt seems too small, you might suggest that students volunteer to make a patterned border or additional patches to fill out the quilt.

2. Mount the quilt on the bulletin board or wall space you have prepared.

Affix the large sheet of art paper on the wall. Direct students to work cooperatively to mount the individual patches of the quilt on the large sheet of paper.

3. Deliver the quilt to a local affiliate of Habitat for Humanity.

If possible, deliver the quilt to a local Habitat for Humanity affiliate to display in its offices after you have had a chance to show it in your classroom.

■ Assessment:

Evaluate students' quilt patches according to the rubric on Page 6.

■ Optional extension:

Learn more about Habitat for Humanity.

Have students read information or play games to discover more about Habitat for Humanity. Direct them to visit Habitat's youth programs page at http://www.habitat.org/youthprograms/ages_9_13/ages_9_13_default.aspx. Your students can read information or play games to discover more about Habitat.

Interviews: Making a house a home

Grace Johnson* is 33 years old. She lives with her two children in a duplex built by Habitat for Humanity.

Roberto Alvarado* is 36 years old. He lives in a Habitat for Humanity house with his wife and their two children.

Julia Planter* is 40 years old. She lives in a house with her husband and their four children. They rent their house from a landlord.

What do you think of when you hear the word *home*?

Grace: Relaxation, peace, and joy.

Roberto: Family. That's the first thing that came to my mind, a place to raise our children.

Julia: Home is a safe, warm, loving place where you share your life, struggles and victories with the people you love most in the world.

Where do you feel most at home? What makes you feel at home there?

Grace: I feel most at home at my house. When I was a kid, my family moved around a lot. We didn't stay in one place long enough for me to get comfortable and call anywhere home. I feel joy knowing that this is a stable place for my children. This is a goal I have achieved for my family. Our home is a place where my children can feel safe.

Roberto: There is no other place like home. My wife and my two children make me feel I'm at home.

Julia: I feel most at home when I'm with my husband and children, no matter where we are. I feel at home with them because I am loved and cherished even though I have many flaws and weaknesses.

What has been your favorite home so far in your life? What made that place so special?

Grace: The home I live in now is my favorite home. I put my heart, soul, sweat and tears into getting it. I worked

very hard to achieve this goal for my children. To see the happiness on their faces makes me feel happy.

Roberto: My favorite home is the one that we have now. We love it so much because it is ours. We own it.

Julia: My favorite home was in Corona, California. It was the first home my husband and I bought together. It is also the home where we were first blessed with children.

Did you ever have trouble finding a place to live where you felt at home? How did the experience affect your life?

Grace: Yes. That experience just made me want to work harder to get my own place. There's nothing better than having a place of your own that you can call home!

Roberto: Yes, when I was in my homeland, in Honduras. My family had to move a couple of times from one place to another. I loved those old homes, but my family did not own them. When I came to the United States, my goals were to make some money and to go back to my country. But then I met my wife, and we started a family. Now we are four, because we have two wonderful children. That changed our goals. To own a home became something we wanted very much.

Julia: It was difficult for me to feel at home growing up as a child. The experience made me determined to raise my own children in a warm, loving household.

Do you think good housing is something all people deserve?

Grace: Yes.

Roberto: Yes, I do, but that is just what I feel. Becoming a homeowner is not so easy.

Julia: The simple answer is yes. I believe it is the right thing for us to make sure that all people have a healthy and safe place to live.

**Names have been changed.*

Defining home

Directions: Read the questions about home. Write one question of your own. Then choose a person—a friend or family member—outside your class to interview. Ask that person the questions about home, and write down his or her answers.

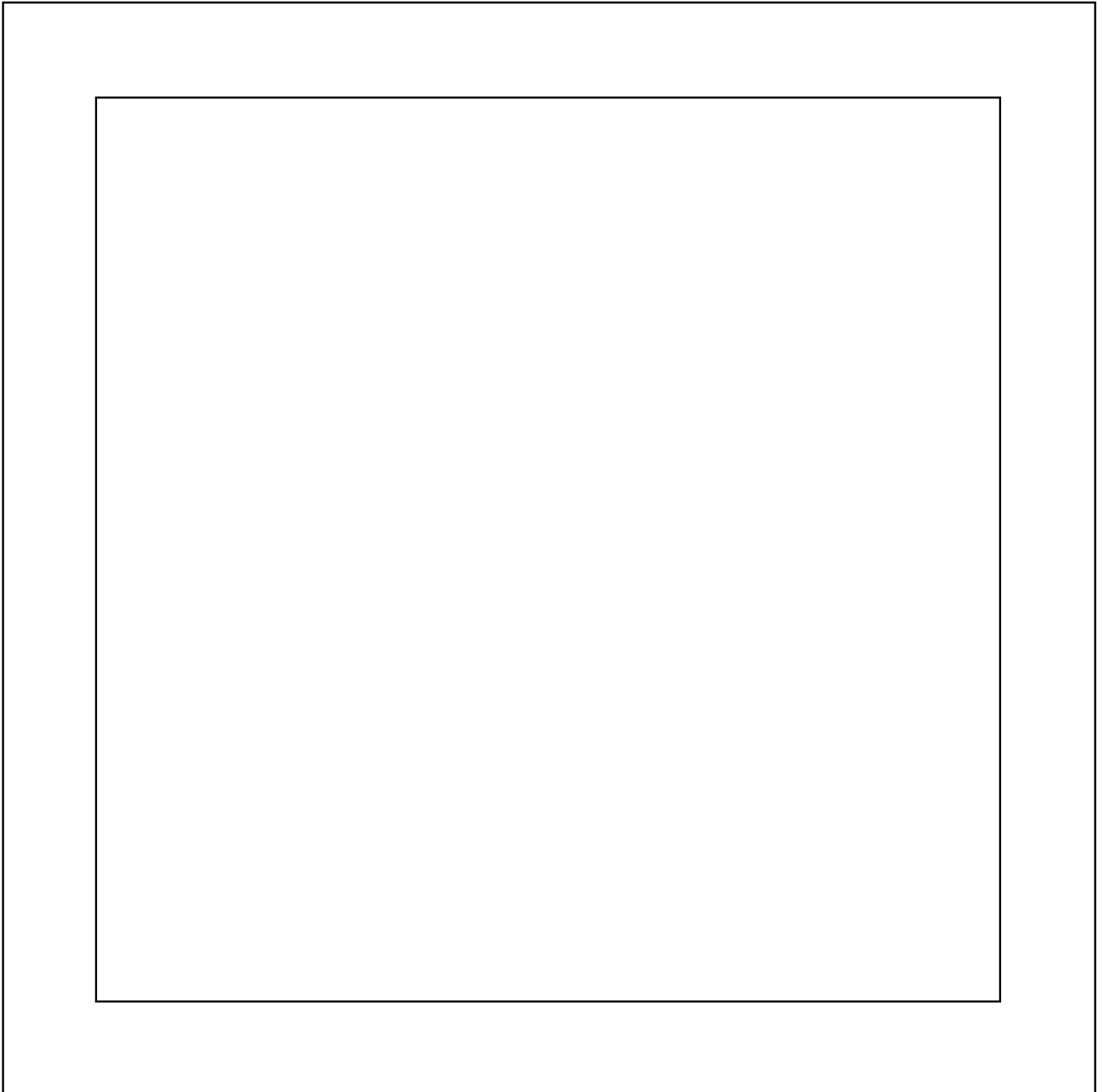
1. What do you think of when you hear the word *home*?

2. Where do you feel most at home? How do you feel there and why?

3. Write your question here: _____

Your quilt patch

Directions: Create your quilt patch using the square below. Your patch should express your ideas and feelings about home.

A large, empty square frame with a thin black border, intended for students to draw their quilt patch. The square is centered on the page and occupies most of the lower half of the document.

Rubric: What is home?

	5	4	3	2	1
Fulfills assignment	Student project reflects complex understanding of assigned theme.	Student project reflects understanding of assigned theme.	Student project is somewhat focused on assigned theme.	Student project is complete, but does not show an understanding of assigned theme.	Student project is incomplete or does not reflect assigned theme.
Creativity	Student project expresses thoroughly developed, original ideas and emotions.	Student project expresses original ideas and emotions.	Student project expresses some original ideas and emotions.	Student project shows little originality and emotions.	Student project is incomplete or does not show creativity.
Skill	Student displays understanding and control of media.	Student displays appropriate control of media.	Student displays some appropriate control of media.	Student does not use media appropriately.	Student project is incomplete.
Composition	Student project displays a striking use of unity, proportion and pattern.	Student project displays unity, proportion and pattern.	Student project displays some elements of unity, proportion or pattern.	Student project displays little grasp of unity, proportion or pattern.	Student project is incomplete or displays no sense of unity, proportion or pattern.
Work habits	Student is highly focused and completes project and cleanup independently.	Student is focused and completes project and cleanup independently.	Student is somewhat focused and completes project and cleanup with some help.	Student must be reminded often to focus, complete work and clean up.	Student does not complete project or is not focused on the work at hand.