

At home around the world

Third-grade differentiation

■ Reading and discussion tips:

- Have students find the countries on their “Nation location” worksheets as you locate them on a large world map.
- Provide students with a little background information about Indonesia, Mongolia and Côte d’Ivoire before reading the article. It might be helpful to show students pictures of these countries as well.
- You might have students create a simple three-column chart to take notes about the three countries during reading. You might also segment the article and elongate this lesson so that you read about only one country each day of class.
- Pause during reading to define such words as *climate*, *resources* and *affordable*.

■ Activity tips:

- You may wish to select either Project 1 or 2 for all students to create rather than giving students a choice. This way you would be able to be more specific about guidelines for the students to follow when completing the project.
- Assign students the role they will play in their groups rather than allowing them to choose a role. You may also choose to increase the number of students in each group so that there will be fewer groups to manage and more specific objectives for each student to fulfill.
- Complete a sample “Project focus” worksheet beforehand for students to use as a model.

■ Assessment tips:

- Clarify expectations for students. Paraphrase the rubric and share it with students before they begin their work.

■ Optional extension tips:

- As a class, explore the links on the Habitat for Humanity Web site.
- Choose one region together to create a class fact sheet.

Fifth-grade differentiation

■ Reading and discussion tips:

- Have students complete the “Nation location” worksheet for homework the day before you introduce the article. Ask students to research one fact about each of the countries they located. Have them share their facts before reading the article.
- After reading the article, ask students to compare and contrast the housing needs in each of the three countries.

■ Activity tips:

- Allow students time to conduct any further research they may need to complete their presentations. Direct them to the Habitat for Humanity Web site and any other approved sources, such as online encyclopedias, from which to gather information.
- Allow students the opportunity to create a video of their presentation and to show the video to the class on the last day of the lesson. You might need to build more time into the lesson structure if you choose to do this.

■ Assessment tips:

- Provide students with the grading rubric beforehand. During their practice sessions, ask students to evaluate their own project according to the rubric criteria. Hold a brief discussion with each group about what they could do differently to improve the outcome of their project.

■ Optional extension tips:

- In addition to the creative projects, have the groups create a regional fact sheet for one of the other regions Habitat for Humanity serves. Guide students to find appropriate sources of information to help inform their fact sheets. If possible, allow them to use a computer program to create a professional design. Have students distribute their fact sheets to the school community.

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Grade four

Objectives

Students will:

- Read and discuss the article “World homes.”
- Find foreign nations on a map.
- Work in small groups to create a project based on one of the nations they have read about.
- Present their projects to the class.

National content standards

Social studies

- Compare ways in which people from different cultures think about and deal with their physical environment and conditions.
- Describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes, playgrounds, classrooms and the like.
- Interpret, use and distinguish various representations of the earth, such as maps, globes and photographs.

Science

- Students should develop abilities to distinguish between natural objects and objects made by humans.
- Students should develop understanding of types of resources.

Language arts

- Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information).
- 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.

Scope

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

Materials

- **Article:** “World homes.”
- Large world map with all countries labeled.
- Art supplies, including paper and markers.
- **Worksheet:** “Nation location.”
- **Worksheet:** “Project focus.”
- Country profiles.
- Assessment rubric.

Lesson plan

In this lesson, students read about types of housing in different nations, the housing issues faced by these areas of the world, and how Habitat for Humanity has been able to help. In small groups, students generate a creative project on these subjects.

■ Preparation:

Before beginning the lesson:

- Make copies of the article and worksheets for students.
- Visit the Habitat for Humanity Web site for more information regarding housing in the three countries discussed in the article. Print off copies of the country profiles from the following links:

Indonesia

<http://www.habitat.org/intl/ap/95.aspx>

Mongolia

<http://www.habitat.org/intl/ap/136.aspx>

Côte d’Ivoire

<http://www.habitat.org/intl/ame/101.aspx>

■ Procedure:

Day 1 Introduce the topic of housing in different parts of the world.

1. Complete the worksheet “Nation location.”

- Distribute copies of the worksheet to students. Provide students with crayons or markers. Tell the class that they will read an article about housing in three different nations: Indonesia, Mongolia and Côte d’Ivoire.
- Have volunteers locate the three nations on a large world map. Then ask students to locate, color and label the nations on the “Nation location” worksheet.
- Have students make predictions regarding the types of housing in each nation based on the location of the nation, taking into consideration its proximity to natural features, such as water resources, and any prior knowledge they might have about these regions of the world.

2. Read the article.

Distribute copies of “World homes.” Read the article aloud with students. During reading, pause to have students answer the questions in the text boxes.

3. Lead a discussion about housing in different countries.

Be sure to cover the following main ideas in your discussion:

- Housing depends on climate, available resources and lifestyle.
- The housing in foreign countries has both differences from and similarities to housing in the students’ home country.
- Human-made materials have often replaced natural resources in modern housing.
- Many nations worldwide have trouble providing safe, healthy, affordable housing for all of their citizens. Habitat for Humanity has been able to improve conditions for many people affected by such issues.

4. Introduce creative project assignment.

- Tell students that they will be creating a group project based on the housing they read about in “World homes.” Divide students into small groups. Assign each group one of the countries from the article.
- Tell students that the project must cover the types of housing, the housing issues faced by their assigned country, and how Habitat for Humanity has been able to help these nations. Allow students to choose their project format from these two options:

Project 1: A report with a visual aid, such as illustrations, photos or diagrams.

Project 2: A skit, such as a talk show, television commercial or short play.

- Explain that each student will have at least one role to play in completing the project. Roles include idea generator, organizer, writer, and speaker or performer. Explain the duties of each role. Students may decide among themselves which role or roles they will play.
- Distribute the worksheet “Project focus.” Explain that the guidelines and questions on the worksheet will help groups focus and plan their projects. Read through the worksheet together, and clarify wherever necessary.

- Have students work together to plan their projects with the help of the worksheet.

Day 2 Facilitate student work on their projects.

- Provide student groups with the country profiles from the Habitat for Humanity Web site. Spend a few moments with each group highlighting some of the important details included in the profiles. Guide student comprehension of the information by rephrasing and summarizing when necessary.
- Students should use the remaining class time to generate the projects. Provide students with art supplies if necessary.
- As students work, move from group to group to clarify the assignment, make sure projects are appropriate, assist with problems, and encourage active involvement of all group members.

Day 3 Students present creative projects.

Encourage effective presentation and listening skills as groups present.

■ Assessment:

Evaluate student projects according to the rubric on Page 8.

■ Optional extension:

Research Habitat for Humanity’s role in offsetting the worldwide housing crisis.

Have students use print, online and human resources to gather information about the other regions of the world in which Habitat for Humanity is actively serving, including North America, Latin America and the Caribbean, and Europe and Central Asia.

Encourage students to visit the World Explorers portion of the Habitat for Humanity Web site at http://www.habitat.org/youthprograms/ages_9_13/streetteam_map.aspx. Students can click on the regions of the world to read factual information about housing issues and Habitat for Humanity’s role in alleviating some of those problems in addition to interviews with children who live in such regions. Students may use their findings to create regional fact sheets.

World homes

Wherever people live, they need water and food. They also need shelter. The kind of shelter a person lives in depends upon many things. In climates where the weather is cold, people must have shelter that keeps them warm. In wet climates, shelter must keep people dry. People build shelter using the resources found in the area in which they live.

For many people, finding good shelter is difficult. The best housing is safe, healthy and affordable. But it can be costly. There are many poor people in the world. They do not have the money to buy good housing.

Read about housing in Indonesia, Mongolia and Côte d'Ivoire. Think about how it is the same as the housing where you live. Think about how it is different from the housing where you live. Learn what housing problems exist in each nation. Find out how the organization Habitat for Humanity is trying to solve these problems.

Indonesia

Indonesia is a group of islands. It is part of Asia. It is located in the Indian Ocean, between Asia and Australia. Indonesia is close to the equator. It never gets cold there. Every day, the temperature is between 70° and 90° F. It rains every day. Indonesia is covered with tropical rainforests.

Rainforests contain many trees. For many years, Indonesians have used wood to build their homes. Most of the older houses have wooden frames, walls and floors. But too many trees have been cut down in Indonesia over the years. People have cleared land for farming. Loggers have cut down miles of trees. They have sold the wood to other countries. Now there is a shortage of trees. New housing is often built with human-made materials, such as cement.

In Indonesia's rural areas, many of the houses are built on stilts. Stilts raise the houses up. They keep animals from the rainforest out of the home. They keep the living area off the wet soil. Stilts keep the houses from flooding during the rainy season. Some Indonesians who fish for a living build stilt houses on the beach. The stilts keep the water out when the high tide comes in.



This Indonesian home is being built with concrete.

In Indonesian cities, more and more people live in modern apartment buildings. It is hard for people to find good housing, though. The electricity often goes out throughout whole buildings. The buildings are crowded. Landlords do not want to rent property to poor people. Banks do not want to lend them money to buy homes.

In rural areas, some people still live in houses with only one room. Some of these houses do not have electricity or running water. The people who live there barely make a living farming. They cannot afford to improve their housing.

In Indonesia there are floods and droughts. There are earthquakes and forest fires. These events destroy buildings. They leave people homeless. Natural disasters are common in Indonesia because of its location. Storms blow in from the oceans. Tsunamis flood the coasts. Plates shift under the ocean, and the earth shakes. These events affect people in the city and in the country.

Why have many Indonesians built their homes from human-made materials?

How are some Indonesian homes made to fit the natural area in which they are located?

What housing problems exist in Indonesia?

Mongolia

Mongolia is a country in central Asia. It is located between Russia and China. Mongolia covers a large area. Parts of Mongolia are desert. Parts are grassland. Parts are taiga, or evergreen forest, and parts are covered with mountains. The climate is harsh in Mongolia. The winters are cold, snowy and windy. The summers are short and hot.

Mongolia's capital city is Ulaanbaatar. About 1 million people live there. In Mongolian cities, most homes are built with mud bricks. Soil is mixed with water to make mud. Then the mud is shaped into bricks, which are dried in the sun. The bricks that make the structures are held together with mortar made of mud and sand.

Some buildings in Mongolian cities are made of special blue bricks. These bricks are made from clay found in the soil. The blue bricks are baked in a special oven called a kiln to dry them. The clay is less common than plain soil. As a result, fewer dwellings are made from blue bricks. Even fewer buildings are made of stone. Stone is much rarer in Mongolia than soil or clay.

The frames and doors of houses in Mongolia are made of wood. Since there are not many trees in the country, wood usually has to be brought from far away. Most of the wood used in Mongolian homes comes from the taiga in the far northern part of the country. Mongolia also imports some wood from other countries, such as Canada. Canada has large areas of taiga.



The walls of this Mongolian house were filled with concrete blocks made with straw. This helps to keep the cold air out. Also, the entranceway is placed outside of the house to reduce heat loss.

In Mongolia, more people used to live in rural grassland areas rather than in cities. They raised animals, such as sheep, and would have to move around often

to find grass for the animals to eat. These people lived in homes called “gers.” A ger is a portable house, which means it can be taken apart, moved and put together again easily. The frame of a ger is made of wooden poles set in a circle. A wooden wheel, called a crown, is set on top of the poles. The frame is then wrapped with a thick cloth called felt, which is made from sheep's wool. The felt cloth keeps the people who live inside the ger warm.

Over the past 10 years, drought has made life hard for Mongolians on the grasslands. This drought has caused rural people to leave their herds. It has forced them to move to the cities. There are not enough houses and apartments in the cities for all of the people who come there. People have set up their gers outside Ulaanbaatar and other cities. But there is no sewer system, which is unhealthy. There is no electricity. The smoke from heating and cooking fires pollutes the air.

What resources do Mongolian people use to make their shelters?

Why would drought force rural Mongolians to move to the cities?

Côte d'Ivoire

Côte d'Ivoire is a country in West Africa. It is located between Liberia and Ghana. Its southern border is the Atlantic Ocean. Côte d'Ivoire means Ivory Coast in French. The French ran the government in Côte d'Ivoire for many years. The nation's official language is French.

The coast of Côte d'Ivoire is a tropical rainforest. Farther north, it is a savanna, or a type of grassland. The country has three seasons. The weather is warm and dry from November to February. From March to May, it is hot and dry. From May to October, the rainy season, it is hot and wet.

Côte d'Ivoire has many natural resources that other nations want to buy. Its first export long ago was ivory. Ivory comes from elephant tusks. The tusks are used to make expensive jewelry. Today, the nation exports wood from the rainforest. It exports cocoa, coffee and palm oil.

As a result of these resources, Côte d'Ivoire was once a rich country. The government used this wealth to build roads. It used the money to build modern cities like Abidjan.

But civil war has changed Côte d'Ivoire. In 2000, two groups in Côte d'Ivoire began to struggle for control. Since then, the country has become a violent place. The war interrupted trade with other countries. The government lost money. Buildings and roads began to fall apart.

People have come to the cities of Côte d'Ivoire to escape such violence and to find work. But there are not enough jobs for everyone. There are not enough houses or apartments. Some people are lucky enough to live in buildings made from human-made materials such as steel and concrete. These materials are more costly than natural materials, though. Other people are forced to make crude shelters out of scrap wood and metal. They build shelters wherever they can. The shelters are not clean or safe.

People in rural areas build their homes out of natural materials. They pack mud over a wood frame. Some have grass roofs. But they have their own housing issues. Mud walls have fallen apart after heavy rains. The grass roofs are a home for bugs. These bugs often carry diseases that make people sick. The people living in rural areas do not have running water or electricity in their homes.

Whether in the cities or the rural areas, many people in Côte d'Ivoire are in need of help. The shelters they have



This home in Côte d'Ivoire is made out of mud.

been living in are not safe. They are not healthy. They need to put an end to poverty housing—but how?

How has the civil war in Côte d'Ivoire affected the country?

What resources do rural people in Côte d'Ivoire use to build their homes?



Habitat for Humanity built this house in Indonesia.

Help is on the way

Around the world, Habitat for Humanity helps people buy their own homes. They provide loans that people can afford to pay back. They provide materials and volunteers to build houses. The volunteers build small, affordable houses.

Habitat built many new houses in Ulaanbaatar, Mongolia, to help people displaced by drought.

Habitat built new houses in Aceh Province, Indonesia, after a tsunami in 2006. They will build more houses for people left homeless by the severe earthquake in 2009.

Habitat for Humanity has also helped people build houses in Côte d'Ivoire. They have provided safe, dry, healthy homes built out of mud bricks for people in the city. These houses allow families to move out of the slums. They have also built houses for village and farm families.

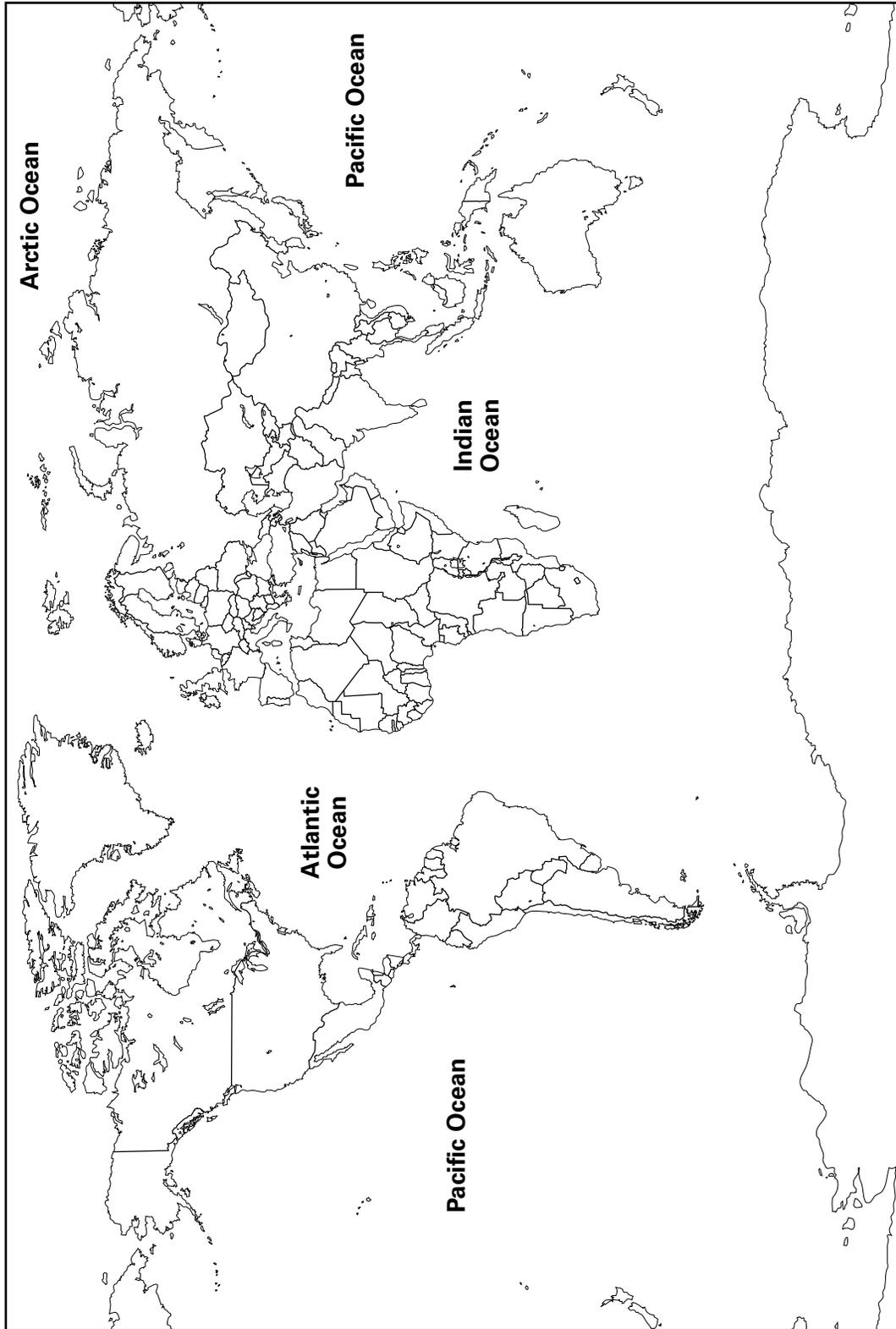
People all over the globe face different challenges in finding simple, decent, affordable housing. Habitat for Humanity is one organization helping to make sure all people have safe shelter.

Do you think all people deserve safe, healthy, affordable housing? Why or why not?

What can communities do to provide safe, healthy, affordable shelter to their citizens? What can you do?

Worksheet: Nation location

Directions: Use a map or globe to find the nations you learned about in “World homes.” Color or shade in each nation on the world map below. Label the nations.



Worksheet: Project focus

Directions: Answer the questions below to help you create your project.

1. Which nation were you assigned?

2. What do your classmates need to know about the people of _____?

What do your classmates need to know about how the environment affects the way they live?

3. What are three important facts your classmates need to know about housing in _____?

4. Describe your project in the space below.

5. How will your group make your project interesting or creative?

Rubric: At home around the world

	5	4	3	2	1
Content	Project shows understanding and analysis of reading materials.	Project shows understanding of reading materials.	Project shows some understanding of reading materials.	Project shows little understanding of reading materials.	Project shows no understanding of reading materials, or student does not complete project.
Organization	Ideas are arranged in a highly logical order with a strong feeling of connection between them.	Ideas are arranged in a logical order.	Ideas are sometimes arranged in a logical order.	Ideas are rarely arranged in a logical order.	Ideas are never arranged in a logical order, or student does not complete project.
Creativity	Student approaches project eagerly and with original thought.	Project displays original thought.	Project shows some original thought.	Project shows little original thought.	Student shows little interest in creating an original project.
Presentation	Delivery is confident, clear and engaging. Student shows high awareness of audience.	Delivery is clear and engaging.	Delivery is clear, but student does not always seem able to keep audience's attention.	Delivery is unclear, and the student shows little awareness of the audience.	Student shows little interest in presentation or does not take part in presentation.
Group work	Student is highly focused and takes an active, clear role in group work.	Student is focused and takes an active role in group work.	Student is somewhat focused and sometimes takes an active role in group work.	Student is unfocused and has difficulty finding a role in group work.	Student shows little interest in or does not participate in group work.