



Your House My House

Curriculum Guide
Grades K - 6



Developed by the Education Department of
The Children's Museum of Memphis

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Table of Contents

The Your House, My House Exhibit.....	4
Using this Curriculum Guide	6
Activity Grid	6
Home Sweet Home.....	7
My Dream Room.....	10
My House, My Home, My Space, My Things	12
Roaming Homes.....	15
This is My Neighborhood.....	18
Weather or Not	20
Additional Activities	22
Recommended Books	24

The Your House, My House Experience

People live in all kinds of housing – large houses, portable homes, small houses, apartments, houseboats – the list is long. The kind of house we live in is influenced by many factors such as geographical setting, climate, tradition, culture, personal preference, monetary resources, availability of materials and others. The *Your House, My House* exhibit focuses on how the environmental setting of a house influences aspects of the house, such as what it is made of, what the structure is like, and the ways various components of the house function. The concept of environmental setting includes geographical characteristics, climate, available materials, and surrounding culture.

The exhibit presents a variety of houses in photos, models, and life-size sets, with the primary focus being how the design of the house is influenced by the environment in which it is built. Activities include designing, building, and visiting homes to gain an understanding of the various factors that drive their design, including environment, intended use, availability of materials, and culture.

Exhibit Messages

Main message: People around the world live in houses that are influenced by their physical environment and that reflect aspects of their culture.

Additional messages:

- The environment in which a house is built can affect its design.
- People live in diverse types of shelters, which can be compared and contrasted in relation to environmental factors.
- A variety of factors must be considered when designing a home, including its geographical setting, climate and availability of materials.
- There are a number of major categories of housing types and materials, each having its appropriate uses.

Exhibit Goals

1. To show a variety of houses typical of selected environments.
2. To explore variables that determine the kinds of houses people choose to live in.
3. To show the connection between the design/construction of a house and its geographical setting and climate.
4. To explore how availability of construction materials helps shape housing.

5. To encourage visitors to compare and contrast houses among the selections presented.
6. To help visitors make a connection with people from other parts of the world through learning about their houses.
7. To show visitors how selected houses are built.

Exhibit Description

When your students enter the exhibit, the sensation is both familiar and yet a bit exotic. The *My House* area, consisting of life-size and near-life-size walk-in house environments is the focal point and conveys to the children that the structures are houses, but that they are very different from one another and probably from their own. Fun activities in the house settings help the children make connections between what happens in their own houses and what happens in these houses. The houses featured are a Mongolian herder's *ger*, a stilt house typical of a Malaysian fishing village and a seaside *m'bure* from the islands of Fiji.

In *Houses, Houses Everywhere*, a hexagonal structure with six compare-and-contrast stations features world maps and globes for reference. Each side of the structure features a distinct category of homes, with a small model and three photos to illustrate each category. The categories are adobe homes, mobile houses, plant material homes, roofs, round houses and stone houses.

Activities in the *Design Center* allow for creativity with a house design computer program and drafting table. "Design-A-House" is a customized computer program that addresses how to design a house to suit particular environmental conditions.

Build Your Own features a large timber house and tabletop models. The timber house can be built on the floor and is large enough to enter when completed. The three tabletop houses that can be built represent houses made from stone, brick and plant materials.

Using this Curriculum Guide

The concepts presented in the *Your House, My House* exhibit can be connected with all areas of the curriculum. The exhibit was designed primarily for children in grades K-6, with some activities developed for preschool children with age-appropriate materials available.

Each lesson in this guide was developed based on Tennessee curriculum standards.* At the end of each section, the standards addressed are noted. This curriculum guide was developed for use by teachers of primary and intermediate grades (grades 1-6), but activities can be adapted for use by any grade level.

The activities are thematic in nature, with the major topics being culture and environment. You may find connections and other activities in your geography text teacher's edition, activity books, internet web sites and other resources. You may want to design your own unit and pick and choose activities from this guide to support your themes.

The activity grid matches activities, exhibit themes and grade levels and is designed to help you plan and organize units and lessons that support and enhance a visit to the exhibit.

Activity Grid

THEME	GRADES 1 – 3	GRADES 4 – 6
Culture & Community (family, people, objects, rituals, folkways, etc.)	This is My Neighborhood, p. 18	
		My Dream Room, p. 10
		Roaming Homes, p. 15
Environment (geography, place, materials, climate, etc.)	My House, My Room, My Space, My Things, p. 12	
	Weather or Not, p. 20	
		Home Sweet Home, p. 7
Culminating Activity	Mini Museum, p. 22	Mini Museum, p. 22

* Tennessee curriculum standards are available at this link:

<http://www.state.tn.us/education/ci/cistandards.htm>

Home Sweet Home

Grades: 4-6

Theme: Environment

Time frame: 1 week

Overview:

Where does your family live? Why does your family live in that place? It may be for personal reasons or practical reasons. It may be because of the weather or because of the schools in the area. In this lesson the students will decide where they would like to live. They may choose anywhere in the world and they may base their decision on what they feel is important to them. Once the student has made a decision they must give their reasons for choosing that country or area based on information gathered through various resources. At the end of this lesson the students will make a large world map and place their own names on the cities and countries they have chosen.

Objectives:

1. Locate specific places on a map
2. Improve information gathering skills (using computers, magazines, newspapers, television)
3. Increase vocabulary (geographic knowledge and terms)
4. Increase math skills (using a map key)

Materials:

1. Computer, television, magazines, newspapers and other resources
2. Pencils
3. Journals
4. Geography books
5. Atlases
6. Large world map

Preliminary Discussion: To start this discussion ask the students if they could live anywhere in the world, where would it be. Write down all of the responses on the board. Then ask how they know that the place they picked would be the best for them. Once they have given their answers and if no one has mentioned anything that may have included research bring up the point that they might need to investigate a little to make sure that place is right for them.

Activities:

1. Have the students make a list of all the things they like about where they live. Next, have them make a list of places they would like to live and be sure they include reasons why they feel this place is a good choice for them.

2. Once the students have chosen a place have them find the area on the map and calculate the distance between where they live now and the place they chose (use the map key to help calculate the distance).
3. Next, the students must investigate the place they chose. Find out the type of money used. Is the climate different? Must they learn a new language? Etc. This can be done by using the internet, newspaper, magazine, geography books, television, etc.
4. Have a geography bee using the places students have chosen to live.
5. Have students design passports if they chose another country to live in.
6. Use computers or a language guide to get some commonly used phrases if the students chose another country to live in.

At the Exhibit:

1. Discuss with the students the different types of houses found in each of the regions in the exhibit.
2. Have students use the globes to locate where they would like to live.
3. Use the computers to help design their new homes.

Suggested procedure:

Post maps of the county, city, state, country, and the world all around the classroom. Also have travel magazines that the students can use to help them find new places they may not have known about. Have the students brainstorm about places to live. This can be any place near their homes or someplace on the other side of the world. A large colorful world map puzzle with a key guide is a good geography tool for preschoolers. First–third graders can use globes to help strengthen their skills in geography. Inflatable globes are affordable and easy to store. The students can then use the map keys to learn about the areas they find on the maps and globes. Fourth-sixth graders can use maps and globes in this lesson and they can also use National Geographic magazines to learn about other cultures. Also they can have geography bees and map making classes. All of the students can use computers to help them find information on any location they wish to learn more about.

Closing:

Once the students have collected all of the information needed to make their decision on where they would like to live let each one make a short presentation to the class. Next make one large map to show each student’s choice.

Connections to the Curriculum:

Social Studies Grades K-6 Standards

Contents Standards: 3.0

Geography

Geography enables the students to see, understand and appreciate the web of relationships between people, places, and environments. Students will use the knowledge, skills and understanding of concepts within the six essential

elements of geography: world in spatial terms, places and regions, physical system, human systems, environment and society, and the uses of geography.

Learning Expectations:

3.01 Understanding how to use maps, globes, and other geographic representation, tools, and technologies to acquire, process and report information from spatial perspective.

3.03 Demonstrate how to identify and locate major physical and political features on globes and maps.

English/Language Arts Grades K-6

Content Standards: 1.01 The students will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print text.

Learning Expectation: 1.01 Develop oral languages; 1.07 Develop and extend reading vocabulary

Links:

www.nationalgeographic.com

www.enchantedlearning.com

www.inflableglobes.com

www.teachingideals.co.uk/

My Dream Room

Grades: 4-6

Theme: Culture & Community

Time Frame: 1 week

Overview

With this activity the students will concentrate on their own personal experience by putting together their Dream Room. This will involve not only their personal taste but also the use of research tools, and most importantly, their abilities to keep track of a budget.

Objectives

1. The students will talk among themselves about the place they live in, their home, their favorite spaces in the house and their room, exploring the concepts of home, spaces, belongings, objects, comforts and necessities.
2. They will use their imagination, mathematical skills and research tools to create and decorate a new space for their own, their Dream Room.
3. Once their project is ready, and they have visited the exhibit, the students will embark on a discussion on the differences between the way they use spaces and objects and the way other communities/cultures do it.

Materials

Internet (optional), catalogues, magazines, observation.

Spreadsheet program (optional) or hand made budget sheet

Preliminary Discussion

It doesn't matter where you live or what you do for a living, it doesn't matter what age you are or what your interests are, everybody has a favorite space. It can be inside a home or it can be by tree. The fact is that all of us have a favorite spot, and usually that spot is a room in our home. It can be a bedroom or just the TV room; it's a matter of habit, of location, of family members living with you, and of space. Our room is special for many reasons: the light, the size, who we share it with, but most importantly, what we keep in it. Yes, objects in our culture are very, very important: furniture, decorations and appliances, TVs phones, stereos, VCRs CD players, DVDs, and so on.

Let's say that our room is where we keep our secrets, our treasures. It's our own personal museum, where we store our things, our memories, ourselves.

So wouldn't it be nice to make that space as original as possible? A place that represents us, a place to relax, to play, to "hang out?" Using your imagination and a little research you will be able to re-create your Dream Room. You will have \$3000 to spend on your new room. You will have to keep track of every single thing you buy or change. Have fun!

Activity

1. The student will visualize the room of his or her dreams.
2. Student will make a spreadsheet to help calculate the budget. This spreadsheet can be made with a computer program or by hand. Include the name of the item, where it can be purchased (catalog, webpage), what size and color and any other relevant information, and of course how much it cost.
3. The project can last a week; this will give the students a chance to do some research at home/outside the classroom.
4. Once the budgets are finished each student will be asked to tell the others about their room and the budgets.
5. The teacher will lead a discussion on the way they used the research tools and applied them.

At the Exhibit

The teacher will ask the students to keep in mind their own project and some of the definitions of space, homes and rooms, and particularly the budget they came up with, contrasting it with the different homes they are encountering.

Closing

In the classroom, the students will discuss the different types of homes and rooms they saw at the exhibit, the various objects and the different ways to use space in a home. They will explore the possibility of making a new project based on a different way of life. Make a budget for a Fijian or a Mongolian kid, keeping in mind the way their homes are built, where they live and what they need!

Connections to the curriculum

English/Language Arts

Content Standard: Reading 1.0, Writing 2.0, Elements of language 3.0

Social Studies

Content Standard: Culture 1.0, Economics 2.0, Geography 3.0, Individuals, groups and interactions 6.0

Mathematics

Content Standard: Number and operations 1.0, Algebra 2.0, Geometry 3.0, Measurement 4.0

Related links

<http://www.nationalgeographic.com/xpeditions/lessons/03/g68/hometown.html>

<http://www.lessonplanspage.com>

<http://school.discovery.com/lessonplans/>

My House, My Home, My Space, My Things

Grades: K-3

Theme: Environment

Time Frame: 1 hour

Overview

With this activity the students will engage in a discussion of the structure and functions of spaces in a home. They will concentrate on their own personal experience by putting together a drawing plan and filling the spaces with the objects they consider appropriate.

Objectives

1. The students will explore the idea of space in the house, its functions, and its importance.
2. The students will identify their home spaces, the objects in them, and they will justify their use.
3. The student will recreate on paper his or her own home and objects, using the concepts discussed previously.
4. After the visit to the exhibit, the students will compare and contrast the way we use spaces and objects with the way other communities/cultures do so.

Materials

Clip-art or magazine pictures of home furnishings and objects

12"x18" construction paper

Scissors

Crayons

Glue

Preliminary Discussion

All around the world people build their homes to meet their needs. The number of persons living in the house, their activities, their customs, and their social lives -- all of this determines the way their houses are made inside and out. Even though not every home has "rooms," it's appropriate to say that all homes have "spaces." The sleeping space is probably one of the most important spaces in every home. If you sleep on a hammock, you won't need as much space as if you sleep on a king size bed; space also changes if you sleep by yourself in your room or with your five brothers and sisters. The dining spaces are also important: sometimes houses have separate rooms, sometimes families gather around tables in their living area or simply share a plate placed on the ground. These are just a few examples of how your daily life determines the way you make your home. And of course there are your objects. For practical reasons, for comfort, for decorations or just for fun, our objects are the main character of our homes. From furniture,

toys, and TVs to paintings, flower vases, and lamps; all sorts of objects make your home comfortable and your own.

Ask your students about their homes, how many rooms do they have? Do they share them? Ask them about their dining habits, do they eat in the dining room, in front of the TV? Discuss the importance of furniture, decorations and entertainment objects. Talk about the water source (this will be a valuable tool once you are visiting the exhibit): where in the house do they consume water? The light, heat and energy in general are good topics for discussion. Try to include examples of different cultures around the world and how they structure their homes and choose their objects. How do people all over store their food?

Activity

1. Distribute a sheet of construction paper and pictures of home objects (use clip-art or magazines).
2. Have them find and cut out each object in their home or room.
3. Place the objects in the order they want or that is most like their homes.
4. Glue the objects to the construction paper.
5. Place and glue the objects on the plan in the order they want. Making their own objects and adding them is a plus.
6. Stop, and ask them to explain these choices.
7. Color the objects if clip-art was used.
8. Once the students have completed their plan you can exhibit them in the classroom, and let them explore their friends' plans.

At the Exhibit

While at the exhibit encourage the students to observe the inside of the different homes. Ask their opinion on the way the spaces and rooms are structured in the different houses. Point out to them the objects in the exhibit.

Closing

- Following the museum visit, discuss the students' findings. Ask them about specific parts of the exhibit; relate it to their plan.
- Propose a new drawing plan, this time using a ger or a stilt house as their home. What would their lives be like if they were from Fiji or Mongolia? What would their most precious object be? How would they accommodate their family in this new household?

Connections to the curriculum

English/Language Arts

Content Standard: Reading 1.0, Writing 2.0

Social Studies

Content Standard: Culture 1.0, Geography 3.0, Individuals, Groups, and Interactions 6.0

Mathematics

Content Standard: Number and Operations 1.0, Geometry 3.0, Measurement 4.0,

Related links

<http://www.state.tn.us/education/ci/cicurassessedstandards.htm>

<http://www.proteacher.com> (you will find related lesson plans for grades 5-8)

Resources

Scholastic, **Voyages of Discovery: Architecture and Construction**, Scholastic Inc. (1994, New York)

Watts, Franklin, **Timelines: Houses: Habitats & Home Life**, Salariya Book Company Ltd. (1994, New York)

Wilkinson, Philip, **Eyewitness Books: Building**, A Dorling Kindersley Book, Ifred A. Knopf (1995, New York)

Roaming Homes

Grades: 4-6

Theme: Culture & Community

Time Frame: ½ day

Overview: With this activity students will engage in an organized conversation to compare the homes of nomadic and sedentary peoples. They will use their imaginations to hypothesize about the necessary characteristics of a nomadic shelter, and make a comparison using a chart. Finally, students will learn about the Mongolian ger.

Objectives:

1. Explore the differences in the shelters of nomadic and sedentary peoples.
2. Compare the spatial organization inside a mobile Mongolian ger with that of stationary homes in the U.S. (the students can use books or the internet to gather information about Mongolian homes).

Materials:

Worksheet with blank comparison table (p. ??)

Preliminary Discussion:

This time should be used to engage in a discussion of the structure and the many functions of a home. Make note of the responses to these questions for use later in the lesson. Questions that might guide this discussion are:

- What kinds of activities occur inside a home?
- What are the different rooms in your home?
- What are they used for?
- Which of these rooms that you could live without? Which ones could you not?
- If you moved to a different city, would you take the building you live in with you? Why or why not?
- If you moved often, what characteristics would be most useful to have in a home?
- What would happen if all the walls inside your home disappeared? How would this affect your lifestyle?

During this discussion the following necessary vocabulary and concepts should be introduced:

- **Nomadic lifestyle:** A lifestyle in which a group travels throughout a large geographic area settling in various locations but never establishing permanent residence. The patterns of relocation are often based on seasonal changes.

- Sedentary lifestyle: A lifestyle in which a group establishes a permanent residence. This lifestyle developed with the advent of agriculture.
- Nomadic herders pattern their lifestyle around the needs of the livestock they keep.
- Spaces inside a home can be distinguished without using walls.

Main Questions:

1. How and why do the homes of nomadic and sedentary peoples differ physically?
2. How and why do the homes of nomadic and sedentary peoples differ organizationally?

Activity:

Use the students' firsthand familiarity with the sedentary lifestyle as the basis for understanding a nomadic lifestyle. Refer to the list created at the very beginning of the lesson ask the students to identify the qualities of a sedentary home. Have students hypothesize about the qualities of the ideal home of a nomadic group might possess, and discuss how they are both similar and different from those of a sedentary home. As a group, construct a comparison table, possibly like the one shown below that lists the qualities of both types of housing. Include specific categories of characteristics that the students should take note of while at the exhibit. For example: construction materials, means of transportation, size, etc... and leave the final column, referring specifically to the Mongolian ger, empty until following the museum visit.

	Sedentary homes	Mobile Homes Hypothesis	Mongolian ger
Waterproof			
Adequately warm/cool			
Appropriate building materials			
Portability			
(etc...)			

At the exhibit:

While at the exhibit ask the students to note the special characteristics that make the Mongolian ger a good home for people living a nomadic lifestyle. Ask them to remember the categories they had created and to make note of anything surprising that they learn while visiting “Your House, My House.”

Closing:

Following the museum visit, discuss the students' findings, fill in the Mongolian ger column and address any surprising discoveries that had been made while at the exhibit. Discuss how the space inside a ger is organized to meet the needs of spatial distinction. Explain that “ger” is the Mongolian word for home and

refers specifically to the mobile type of home shown in the exhibit. Although the ger does not have walls to create different rooms, distinct spaces do exist. The internal floor plan of the ger is based on the four directions: North, South, East and West. The door always opens to the south. One usually proceeds around the ger in a clockwise direction. The western half of the ger is the male area and the eastern half, the female domain. Men's possessions (riding tack, hunting gear, etc.) are hung on the western wall sections. Men and male guests usually sit on that side. Women's tools, such as pots and pans and looms and felting equipment, are stored on the east side, where women, children and female guests sit. The North is a sacred space and if the family is Buddhist, this is where the altar sits. This is also the place where honored guests are asked to sit.

Have your students research other nomadic cultures to learn about their homes. Discuss how other nomadic homes are like or different from the ger.

Related topics:

Development of agricultural and sedentary communities

Distribution of labor

Specialization of labor

Architectural/structural challenges of constructing a mobile home that fulfills the qualities required of a continuous means of shelter.

Connections to the Curriculum:

English/Language Arts

Content Standard: Reading 1.0

Social Studies

Content Standard: Culture 1.0, Geography 1.0

This is My Neighborhood

Grades: 1-3

Theme: Culture & Community

Time Frame: 1 week

Overview:

The students will demonstrate their understanding of community by building their neighborhood model or box city, including in it their school and home and defining the purpose and importance of each location.

Objectives

1. The student will explore the terms “family,” “community” and “neighborhood.”
2. The student will identify the distribution of businesses, institutions, residences and the location of his school, within his own neighborhood in order to develop a more complex understanding of already familiar places and their particular building pattern.
3. After a visit to the YHMH exhibit, the student will compare and understand the differences between communities around the world and his own.

Preliminary Discussion

As children grow, they move from being family-centered to understanding there is a whole community around them. A neighborhood is a place where people live, work and play. Creating neighborhoods in their artwork can help children realize that people live in all kinds of communities of neighbors and friends.

Opening

- Ask your students to take two minutes to write down all the words or pictures that they think of when you say the words “community” and “neighborhood.”
- Together, try to come to a definition of neighborhood and discuss the importance of a community.
- Talk about the neighborhood to the students, ask questions about it. Discuss with them the location of important buildings, the school, and their homes.

Activity

1. Depending on your students’ ages and levels of understanding, preface the lesson with the storybook by Judith Caseley, *On the town: a community adventure*.
2. Begin the lesson by explaining the activity and forming groups.
3. Talk about the neighborhood and come to an agreement on which buildings will be on their model. In order to give them an idea, you can use

- pictures of the neighborhood, or they can even bring their own pictures to work with.
4. Talk about the materials: the real ones, and the ones you are using for the model. Ask them about their homes: what materials are they built with? Is there a construction pattern between all these houses?
 5. Distribute the materials and give them an example of a model building or house. Show them how to make it and let each group choose one or two buildings that they are familiar with and let them design and build the models.
 6. On a big surface (poster board), let your students place all their creations, in the order they think is the right one, let them justify their choice.

Closing

Once the students have completed their box city, begin a discussion about the similarities and differences they see between their model and their neighborhood. Set your students' models somewhere in the school where other students can appreciate them.

At the Exhibit

While at the exhibit ask the students to keep in mind the preliminary discussion and their definition of neighborhood and community. Let them explore the different homes and come up with their own conclusions as to how these different cultures are communities and what their "neighborhoods" might look like.

Follow Up

Following the museum visit, discuss the students' findings. Propose the making of a new box city based on the cultures and homes they discovered at the museum. A writing description is also a good idea that will encourage writing skills and comparison.

Connections to the curriculum

English/Language Arts

Content Standard: Reading 1.0, Writing 2.0

Social Studies

Content Standard: Culture 1.0, Geography 3.0, Individuals, Groups, and Interactions 6.0

Mathematics

Content Standard: Number and Operations 1.0, Geometry 3.0, Measurement 4.0

Related links

<http://www.nationalgeographic.com/xpeditions/lessons/03>

<http://www.state.tn.us/education/ci/cicurassessedstandards.htm>

<http://school.discovery.com/lessonplans/programs/harlemdiary/>

<http://www.proteacher.com>

Weather or Not

Grades: 1-3

Theme: Environment

Time Frame: 2 weeks

Overview:

Over a period of two weeks the students will observe and collect data about the weather. The students will expand their vocabulary with terms pertaining to the study of weather and learn to interpret their findings.

Objectives:

After completing this lesson the student will be able to:

1. Keep a weather log or journal
2. Learn to collect data
3. Increase vocabulary (weather related terms)
4. Draw conclusions and identify a trend from collected data

Materials:

1. television, radio or computer
2. weather log (note book)
3. pencils
4. wall chart

Preliminary Discussion

When children walk out of the house they immediately notice the weather. Is it sunny or cloudy? Is it warm or chilly? For children studying the weather is a great learning tool because it can lead into the areas of science, math, reading, writing, and computer skills.

Activities:

1. Have students collect weather data daily via the television, radio, or a weather web site.
2. Have the students discuss the data they collect and put the information on a wall chart.
3. Have the students use their observations and the data they have collected to make predictions on upcoming weather.
4. Have a mock weather news station and let the student give weather reports.

At the Exhibit:

1. Discuss with the students the different types of weather found in each of the regions presented in the exhibit. Ask them if they would have to do anything differently if they lived there. Would their houses be different?

2. Have your students use the clues in the exhibit to compare the weather of the regions in the exhibit to the weather where they live.
3. Have students compare their homes' heating and cooling systems to that of the houses on exhibit.

Suggested procedure:

First, you may want to find out what your students know about weather. Next, ask your students what they would like to learn about weather and brainstorm about a lesson plan. Then introduce them to the concepts of collecting data, making weather logs, and introduce weather-related terms. A weather log is a good activity for pre-school students. You can use pictures to represent the different types of weather. First-third graders can do the same activity and you can expand the lesson to include checking and recording daily temperatures and writing brief descriptions of the day's weather. Fourth-sixth graders can write daily description of the weather and also check online to add other weather-related topics such as humidity, air pressure, wind direction, and other related weather topics to their lesson. Also, have a weather quiz or game show to help students retain new vocabulary words learned in this lesson.

Closing:

Once the students have collected all of their data and they have put all of the information on their weather chart, let them compare their findings with other students throughout the school. If the students made predictions as part of the lesson have them compare their predictions to the actual weather of those days.

Connections to the Curriculum:*Science Grade K-6 Standards*

Content Standards: 8.0 Atmospheric Cycles

Learning Expectations: 8.1 Recognize daily and seasonal weather change; 8.2 Realize that weather is associated with temperature, precipitation, and wind conditions and can be measured using tools and instruments.

English/ Language Arts Grade K-6

Content Standard : 1.0 The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation , and appreciation of print and non-print text.

Learning Expectation: 1.01 Develop oral languages; 1.07 Develop and extend reading vocabulary.

Links:

www.nationalgeographic.com

http://isd.cusd10.madison.k12.il.us/Maryville/Web_sites_by_subjects/home_page_sites_by_subject.htm

Mini Museum

Grades: 1-6

Theme: Culminating Activity

Time Frame: up to 1 week

Overview:

The students develop their own exhibit about houses around the world that reflects what they have learned in class and at the *Your House, My House* exhibit and open a mini museum to display the products of their study.

Objectives:

The students will put to use the knowledge and skills they have learned to produce an exhibit for the school.

Suggested Procedure:

- Discuss the YHMH exhibit and any other exhibit the students may have seen. Lead them into a discussion about different types of museums. They may have noticed that some museums encourage you to touch the exhibits while others keep items in glass cases. Decide which type of museum they would like to have and the pros and cons of each.
- Have your students decide on a theme for the entire exhibit or museum or group their objects into themes. Decide on a name for the museum and decide what objects should be displayed.
- Discuss objects that students may have at home that reflect another culture. Perhaps they or members of their family have lived in or come from another place. If practical, include these objects in the exhibit.
- Have your students write labels explaining the objects or artifacts that will be on display. Encourage them to consider their audience when writing labels, possibly using simpler words if the first-graders will be coming to see it.
- Have the students set up the museum in the school library or other public space in the school. Depending on grade level, they could draw up a plan first to decide where the objects will go in the room.
- Let your students practice explaining their part of the exhibit then have them act as docents when the museum is shown to the school.
- Plan a “preview party” for parents and/or teachers before the museum opens to the “public.”

Additional Activities

Cool Colors: How does the color of your home affect how hot or cold you are inside?

Materials: 2 identical glasses, black and white construction paper, tape, measuring cup, water, thermometer, pencil, writing paper

1. Cut construction paper to fit around the glasses. Tape the black paper around the glass so that the glass is completely covered. Tape the white paper around the second glass.
2. Put equal amounts of cold water in each glass. Set glasses out in the sunlight. Measure the temperature of each glass and record on the sheet of paper.
3. Record temperature every 10 minutes for 1 hour.

What happened to the water in both glasses? How did the glasses compare at the end of the experiment? Why do people in hotter climates use lighter colors when they build their homes?

Rub-a-dub-dub: Make crayon rubbings of different architectural elements. Go around the school in search of interesting textures such as brick, concrete, tile, columns, capitals, etc.

Materials: tracing paper, crayons

Three Little Pigs: Read and/or act out this familiar story. Discuss how adapting building materials leads to stronger houses.

Try reading *The True Story of the Three Little Pigs* by Jon Scieszka (Puffin Books, 1989) and use it to introduce the concept of point of view.

Discussion: Compare the different types of families. Introduce nuclear, extended, and single-parent households.

Recommended Books

- Adam, Robert (1995). *Buildings: how they work*. Sterling: New York.
- Ajmera, Maya & Anna Rhesa Versola (1997). *Children from Australia to Zimbabwe*. Charlesbridge Publishing: Watertown, MA.
- Dorros, Arthur (1992). *This is my house*. Scholastic, Inc.: New York.
- James, Alan (1987). *Homes in cold places*. Lerner: Minneapolis.
- James, Alan (1987). *Homes in hot places*. Lerner: Minneapolis.
- James, Alan (1988). *Homes on water*. Lerner: Minneapolis
- Kalman, Bobbie (1994). *Homes around the world*. Crabtree: New York.
- Kubler, Annie & Caroline Formby, illus. (1999). *Come home with us!* Child's Play: Sydney.
- MacDonald, Fiona (2001). *Homes*. Crabtree: New York.
- Mayhew, Bradley (2001). *Mongolia*. Lonely Planet Publications: Footscray, Victoria, Australia.
- Menzel, Peter (1994). *Material world: a global family portrait*. Sierra Club Books: San Fransisco.
- Morris, Ann (1992). *Houses and homes*. Mulberry: New York.
- Peoples of the world* (1997). National Geographic Society: Washington, DC.
- Rikard, Graham (1988). *Building homes*. Lerner: Minneapolis.
- Rikard, Graham (1988). *Mobile homes*. Lerner: Minneapolis.
- Scheonauer, Norbert (2000). *6000 years of housing*. W. W. Norton & Co.: New York.
- Scieszka, Jon (1989). *The true story of the three little pigs*. Puffin: New York.
- Shelter* (1973). Shelter Publications: Bolinas, California.
- Shelter II* (1978). Shelter Publications: Bolinas, California.

- Shemie, Bonnie (1990). *Houses of bark*. Tundra Books: Toronto.
- Shemie, Bonnie (1991). *Houses of hide and earth*. Tundra Books: Toronto.
- Shemie, Bonnie (1992). *Houses of wood*. Tundra Books: Toronto.
- Smith, A. G. (2000). *Traditional houses from around the world*. Dover: Mineola, New York.
- Taylor, Barbara (2002). *Arty facts: structures, materials, & art activities*. Crabtree: New York.
- Tremblay, Helene (1988). *Families of the world, volume 1: the Americas and the Caribbean*. Old Bridge Press: Camden East, Ontario.
- Tremblay, Helene (1990). *Families of the world, volume 2: East Asia, Southeast Asia and the Pacific*. Old Bridge Press: Camden East, Ontario.
- White, Sylvia (1995). *Welcome home!* Children's Press: Chicago.
- Wood, Tim (1995). *Houses & homes*. Viking: New York.