**TGA Lesson Plan:**



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| **Created by: Jenny Shorten, Evangelical Christian School, Memphis, TN** | | |
| **Grade Level: 3rd** | | **Course Title: World Geography** |
| **State Standard(s)** | | 3.13.How people interact with their environment to satisfy basic needs and how geographic challenges are resolved, including housing. |
| **Resources** | | A Life Like Mine: How Children Live Around the World by DK Publishing (Author)  Houses and Homes (Around the World Series) by Ann Morris (Author),Ken Heyman (Illustrator) |
| **Time Required** | | This lesson could take an entire week. |
| **Slide**  **Number(s)** | **Lesson Outline** | |
| 1 | There are over 7 billion people on our planet. China has the most people, followed by India and the United States. All these people have to live somewhere. A house is defined as a building where people live, but not all people live in buildings. Let’s take a closer look at where the 7 billion people from around the world live. | |
| **2** | Students will draw a picture of the home they live in. They can draw their neighborhood as well. What kind of neighborhood do they live in? Is it near the school? Are there shops nearby? Explain that long ago when people first started to build houses, they had to make sure they were near water and that the environment was safe. Today, we buy houses in areas that are close to where we work or go to school. We also like to be near friends and family. | |
| **3** | Not all people live the way we do. Watch <https://www.youtube.com/watch?v=mVoLH7DLqaI>. | |
| **4-11** | The world is full of houses. Big houses and little houses. Houses that stay in one place and houses that move from place to place. Some houses are made of wood or stone; others are made from mud or straw. But all of them are made for families to live in. As you go through the slides, ask why some houses are built in a particular way. Does climate have anything to do with it? | |
| **12-38** | Just for fun – some very unusual houses. | |
| **39-44** | Igloos – maybe the most fascinating houses of them all. Can you imagine living in a block of ice? How do people keep warm?  Watch “How to Build an Igloo” - <https://www.youtube.com/watch?v=R-x5QOSqP3E>  Read A House of Snow and Ice by Stephen Whitt adapted by Jessica Fries-Gaither. This can be uploaded at  <http://static.ehe.osu.edu/sites/beyond/penguins/downloads/feature-stories/igloo-23-text.pdf>. If you go to  <http://beyondpenguins.ehe.osu.edu/issue/peoples-of-the-arctic/a-house-of-snow-and-ice>, you can also access the electronic version of the book.  Related activities include making a sugar cube igloo and reading comprehension. | |
| 45-47 | Build a milk jug igloo. This activity will take a few weeks of preparation and can involve the whole school. Remember to ask parents to wash the igloos out very well before they hand them in because they tend to smell. The building of the igloo will take a few afternoons – depending on the number of helpers you get!  To learn more, watch <https://www.youtube.com/watch?v=MdHBY2Axqdw>. | |
| 48 | Build an Ndebele hut. This activity does not take long. You can get the students to create the Ndebele patterns for homework and then put the huts together in class. These look most effective if you put them all together on a piece of green paper and create an Ndebele village. Add a river and a few trees and you are set!  Ndebele peoples live in Gauteng, South Africa and consider themselves a nation within the nation of South Africa Their homes are constructed from branches, tree trunks, mud, and dung bricks. The women are responsible for decorating the homes; men are responsible for constructing the homes. Ndebele patterns are always geometric, yet imperfect. Designs are inspired from nature, Roman numerals, texts, and other facets of their ever-changing environments. | |
| Exercise | Read with the students stories from A Life Like Mine: How Children Live Around the World- profiling children from all over the globe leading their lives in different and fascinating ways, including the challenges of nations both developed and developing . Get the students to draw a diagram of three different houses in three different parts of the world. They must compare and contrast the houses, stating why they were built in a particular area and the materials used to build them. | |
| Extension Exercise | Have a class debate. Get students to pick a house from somewhere around the world and argue why that is the best place to live and why those houses are the best for their environment. | |