

# Homes Around the World

*A Collaborative 3<sup>rd</sup> grade Social Studies Unit*

*Through the use of various types of maps, globes, and resources students will gain understanding of how geographic concepts affect the relationship between people and their environment.*

## *Standard Course of Study*

- 4.01: Distinguish between various types of maps and globes.
- 4.02: Use appropriate source maps to locate communities.
- 4.03: Use geographic terminology to describe and explain variations in the physical environment as communities.
- 4.04: Compare how people in different communities adapt to or modify the physical environment to meet their needs.
- 5.05: Distinguish and analyze the economic resources within communities.

## *Unit Questions*

- What are the various types of maps and globes you can use to locate places?
- What terms describe the physical environment of communities?
- What is the importance of economic resources within communities?
- How do people in different communities adapt to or modify their environment to meet their needs?

## *Cumulative Final Project*

To complete the study of maps and regions around the world, student groups will be assigned a specific country in the world they must research and then build a house that would survive in the environment of that location. Students will be asked to write and orally defend why and how they built their house for particular environment.

## *Countries*

United Kingdom  
Romania  
Thailand/Laos  
Ethiopia/South Africa  
Israel  
Russia (Siberian area)

Choose countries based on student interests, connections and backgrounds. Consider homes in a variety of regions to provide contrast in climates, economic conditions, natural resources, etc.

<i>Day</i>	<i>Lesson—Activity—Topic</i>
1	Introduce unit using <u>Material World</u> – students question/discuss/make predictions about the geography of the homes from pictures. Mark locations of various pictures on maps. Review how to use globes. Inform students about Homes project and expected outcomes
2	Model how to look at various pictures of houses to draw and describe from a specific location (teacher choice) Split students into groups Instruct students to research through online resources or text resources and draw pictures of houses
3	Review how to write description of house from pictures drawn yesterday Dismiss groups to finish drawing pictures and then writing a description that tell commonalities found between homes
4	Introduce Climate and Climate maps – have students make predictions for what homes may be in specific area (teacher choice) based on climate?
5	Model how to answer questions based on research and give expectation of research Have groups research their location about climate
6	Groups will answer connection question: What connections do you see between climate and homes in your country?
7	Introduce natural resources/environment – have students make predictions for what homes may be in specific area (teacher choice) based on natural resources?
8	Have groups research their location about natural resources
9	Groups will answer connection question: What connections do you see between natural resources and homes in your country?
10	Introduce economics – What are economics? Look at country database of economic resources to make predictions of how economics influence homes
11	Do activity referring back to <u>Material World</u> and new text – <u>If the World Were a Village of 100</u> looking at economic influences
12	Have groups research their location about economics
13	Groups will answer connection question: What connections do you see between economics and homes in your country?
14	Groups will answer final questions: How are homes built in this location? How do they get the materials to build the homes?
15	Introduce planning packet to students Have groups start planning their home with justification
16-22	Groups will work on making their home
23	Groups will work on making their home/Prepare to share
24	Share homes

# Homes around the World

**Name:** \_\_\_\_\_

**Country:** \_\_\_\_\_

Essential Question: How do geography, climate, natural resources, and economics affect how people build their homes?

What you will learn: You will learn about how the environment, land, and weather affect how people build their homes. You will learn how your home is different and the same compared to another place in the world.

Using various sources, draw pictures of the homes in your country.

**What similarities do you see between the houses you drew?**

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**What is the climate in your country?**

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Title: \_\_\_\_\_

Author: \_\_\_\_\_

Title: \_\_\_\_\_

Author: \_\_\_\_\_

**How do you think climate affects homes in this region?**  
**What connections do you see between climate and homes?**

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# Natural Resources

**What are the  
natural resources in your country?**

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Title: \_\_\_\_\_

Author: \_\_\_\_\_

Title: \_\_\_\_\_

Author: \_\_\_\_\_

**How do you think natural resources affect homes in this  
region? What connections do you see between natural  
resources and homes?**

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**What are the economics in your country?**

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Title: \_\_\_\_\_

Author: \_\_\_\_\_

Title: \_\_\_\_\_

Author: \_\_\_\_\_

**How do you think economics affect homes in this region?**  
**What connections do you see between economics and homes?**

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**How are homes built in your country?**  
**How do they get materials to build**  
**homes in this country?**

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Title: \_\_\_\_\_

Author: \_\_\_\_\_

Title: \_\_\_\_\_

Author: \_\_\_\_\_



# STUDENT RUBRIC

Name \_\_\_\_\_

Did I write down the titles and authors of the books and websites I used?

**YES**      **SOMETIMES**      **NO**

Did I write down information that I thought was really important?

**YES**      **SOMETIMES**      **NO**

Did I make connections and inferences on each page?

**YES**      **SOMETIMES**      **NO**

Was I a good team member: listening to others, sharing my ideas, helping others?

**YES**      **SOMETIMES**      **NO**

Which page/topic is most interesting to you? Why?

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Which fact was most surprising to you? Why?

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# Teacher Rubric

Name \_\_\_\_\_

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Sources	Used a variety of sources Cited sources correctly  Always	   Sometimes	   Rarely	   Never
Note Taking	Chose key ideas and facts to record  Always	   Sometimes	   Rarely	   Never
Connections	Made insightful connections  Always	   Sometimes	   Rarely	   Never
Teamwork	Listened, shared, and helped others  Always	   Sometimes	   Rarely	   Never

Additional Notes and Comments

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## **Homes around the World—Building Plan**

**Name:** \_\_\_\_\_

**Country:** \_\_\_\_\_

**1. What will you use to build your house?**

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**How does this relate to your research?**

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**2. What will be the design of your home?**

**What will be the size of your home?**

**How many rooms will your home have?**

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**How does this relate to your research?**

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### **3. Will your home have running water or electricity?**

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### **How does this relate to your research?**

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#### **4. What will be the setting of your home?**

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#### **How does this relate to your research?**

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