

HOUSES OF THE WORLD

INTRODUCTION

Developing artistic sensibility through cultural awareness		
CONTENT	Drawing	•Picasso and Guernica
	Painting	•Landscapes of the world
	Printing	•Tales and legends: The Pied Piper of Hamelin
	Collage	•Seasonal colours
	Textiles	•Dying techniques (in Africa)
	3 D	•Houses of the world: models
3 rd cycle		Year 5 and year 6
Art and Craft Workshops		Small groups of 10-12
3 or 4 sessions		of 2 hours

This unit is part of a major clil theme called: **Developing artistic sensibility through cultural awareness** aimed at year 5 and 6 of primary education.

We place this unit of work on the art and craft curriculum but we focus above all on the cultural aspects.

The two classes of 11 and 12 year olds are split into three groups to make smaller groups of about 10-12 children.

Three different teachers prepare a workshop each term and the three groups of students do the same activity but in different order.

A workshop can last 3 or 4 sessions depending on the term and each session takes two hours.

One of the three workshops in each term is carried out in English through the three cycles of primary education. Approximately one third of the art and craft curriculum is taught in English in our school.

HOUSES OF THE WORLD	
CONTENT	
Different type of houses in the world	Developing 3 dimensional skills: Making models
<ul style="list-style-type: none"> •Different houses •Use of materials •Geographic location •Weather conditions •Occupations. Way of life 	<ul style="list-style-type: none"> •Use of materials •Shape •Colours •Patterns

TEACHING NOTES

The aim of this topic is to make students aware that some type of houses are built depending on materials being locally available, on weather conditions and on the occupation of their inhabitants and they are not only a mark of their wealth

INTRODUCTION	CLASSIFY THE HOUSES ACCORDING TO STUDENT'S OWN CRITERIA
Aim	Put students in the learning environment of the topic.
Resources. Material	<ul style="list-style-type: none"> •Set of laminated cards with pictures of different houses of the world.
Grouping	<ul style="list-style-type: none"> •Students work in groups of 4
Description of the activity	<ul style="list-style-type: none"> •Students discuss in L1 how to classify the pictures. •Plenary session discussing the different criteria of classification. •The teacher makes a mind map of all the possible classifications in the target language that groups have found. Children realise that houses can share different criteria of classification. <p>Houses can be classified according to:</p> <ul style="list-style-type: none"> •Type of houses •Size •Shape •Building materials •Location •Living style •Occupation of the inhabitants •..... <p>The teacher will introduce the topic of the lesson explaining to the children that they are going to do different activities. They are going to learn many new things but they are also going to do practical things.</p> <p>Learning and doing things</p>
Language	<ul style="list-style-type: none"> •The groups will discuss in L1 first. •Teacher will transfer all the possible classifications in English

INTRODUCTION	<u>POWER POINT PRESENTATION</u>
Aim	To present the topic
Resources Material	A computer and a data projector for the power point presentation
Grouping	Plenary
Description of the activity	<ul style="list-style-type: none"> •The first 9 slides will be showed to introduce activity 1 and 2
Language	<ul style="list-style-type: none"> •Vocabulary of types of houses: house, flat, motor home, hut, tent, igloo, treehouse, stilt house.... •The teacher points to the different houses of slides 4 and 5 and asks: <i>Is it a..... a or a.....?</i> •Slides 6-7-8-9 deal with a classification of houses according to where the houses are located.
Skills	Speaking and reading

<u>ACTIVITY 1</u>	MATCH PICTURES WITH WORDS
Resources. Material	<ul style="list-style-type: none"> •Two sets of laminated coloured cards. One for the pictures and one for the words for each group.
Grouping	<ul style="list-style-type: none"> •Groups of 3 or 4 pupils.
Description of the activity	<ul style="list-style-type: none"> •Students play it as a matching game first and as a memory game later.
Language	<ul style="list-style-type: none"> •Vocabulary: house, flat, hut, treehouse, motorhome, tent, cave, igloo, houseboat, tepee
Skills	<ul style="list-style-type: none"> •Speaking, reading and writing

<u>ACTIVITY 2</u>	CLASSIFY ACCORDING TO WHERE HOMES CAN BE LOCATED
Resources. Material	Worksheets
Grouping	<ul style="list-style-type: none"> •Students do the activity in groups of 3
Description of the activity	<ul style="list-style-type: none"> •They discuss if a house has one or two criteria of classification. The teacher gives a speaking frame to scaffold the activity
Language	<ul style="list-style-type: none"> •Speaking frame Ais a city/country home A is a home in a hot/cold climate A..... is a home on/near water A is a home on/near mountains A.....is aand a
Skills	Reading and speaking

<u>ACTIVITY 3</u>	LABELLING BUILDING MATERIALS
Resources. Material	<ul style="list-style-type: none"> •Boxes with real building materials for each group •Set of laminated labels: brick, stone, straw, wood, rope, wire, grass, sticks, twigs, mud, clay, animal skin •Help sheet with a sentence using the word. •Set of laminated cards with dictionary entries of the building materials, vocabulary for the more advanced students
Grouping	<ul style="list-style-type: none"> •Students do the activity in groups of 3
Description of the activity	<ul style="list-style-type: none"> •The children label the boxes with the building materials so they can check that they know which is which. •If they have a doubt they can use the help sheet. •The group of students who finish faster have to match the name of the material with their meaning (dictionary entries)
Skills	Reading

	<u>POWER POINT PRESENTATION</u>
Aim	To present the topic
Resources. Material	A computer and a data projector for the power point presentation
Grouping	Plenary
Description of the activity	<ul style="list-style-type: none"> •The other slides (10-21) will be showed to introduce the following activities. •The teacher asks questions to the students before the slides show the information •The slides have the following information: Location of the house Building materials Reasons (weather conditions, occupations.
Language	<ul style="list-style-type: none"> •The teacher points to the different houses and asks: <i>Where do you think we can find/see this house?</i>
Skills	Speaking and reading

<u>ACTIVITY 4</u>	WHAT ARE THEY MADE OF?
Aim	•To present different building materials
Resources. Material	•Worksheet
Grouping	•Students work in pairs
Description of the activity	<ul style="list-style-type: none"> •Students have to fill in a chart. •They can revise their task by looking at pictures of the different houses or they can get the information in some books or reading cards.
Language	<ul style="list-style-type: none"> •What aremade of? (Frame) <i>Houses, stilt houses, huts, tepees</i> <i>.....are made of</i>
Skills	Speaking and reading

ACTIVITY 5	WHERE ARE THESE HOUSES IN THE WORLD?
Resources. Material	<ul style="list-style-type: none"> •Laminated cards with information they have to read. (13 reading cards for every group) •Peter's world maps. One for each group •String and pins to fix the houses in the world
Grouping	<ul style="list-style-type: none"> •Students work in groups of 3-4
Description of the activity	<ul style="list-style-type: none"> •The teacher introduces the Peters world map and comments about what's different in the maps compared to traditional ones: <i>Africa is bigger than..../ Europe is smaller than....</i> <i>The traditional maps made Europe more important.</i> •They place the house they are given on the world map. It's a reading card they have to place around the map with the help of a pin and string as an arrow. •Plenary: Discussion where different type of houses can be found.
Language	<ul style="list-style-type: none"> • <i>Where do people live in?</i> <i>Inpeople live in</i>
Skills	<ul style="list-style-type: none"> • Reading and speaking

<u>ACTIVITY 6</u>	READ AND MATCH
Resources. Material	<ul style="list-style-type: none"> •Worksheet with some information and some pictures.
Grouping	<ul style="list-style-type: none"> •Students work individually
Description of the activity	<ul style="list-style-type: none"> •They read the information and they have to know to which house belongs to according to reasons of location or occupations of their inhabitants. •Activity 7: an information gap activity to do in pairs with the same key sentences. Students will be able to check their answers and at the same time they will practice the language.
Language	<p>Different reasons for locating the different houses. Weather conditions, occupations....</p> <ul style="list-style-type: none"> •Living in the river is practical for fishing and for selling the fish they catch. (Picture of a houseboat) •They are built on water because there is not enough room on land (Stilt house on water) •It can get very muddy in the rainy season (stilt house in land) •Nomadic families don't live in one place but move about to find fresh grass and water for their cows (a hut in Africa) •It's warm inside when it is cold outside (a tent of Mongolia) •Small windows keep it cool on hot days (a house in India) •Some skimo people only live in the snow house for a temporary time. (Igloo) •The thick walls help to keep the home cool in summer and warm in winter (cave)
Skills	<ul style="list-style-type: none"> •Reading

<u>ACTIVITY 7</u>	INFORMATION GAP ACTIVITY
Resources. Material	<ul style="list-style-type: none"> •Worksheet for A •Worksheet for B
Grouping	<ul style="list-style-type: none"> •Students work in pairs first and in a plenary session later.
Description of the activity Language	<ul style="list-style-type: none"> •Material: Worksheet for A Worksheet for B •Students work in pairs •They ask each other questions to fill in the grid. <p><i>Why do people live in a.....?</i> <i>Because</i></p>
Skills	<ul style="list-style-type: none"> •Listening, speaking, reading and writing

	PLENARY SESSION: Read and match
Resources. Material	<ul style="list-style-type: none"> •Big laminated pictures cards of a cave, a tepee, a tent, a hut, a houseboat, a stilt house on water, a stilt house on land. •14 big laminated cards with different information. The different reasons of construction in one set of cards and another set with materials the different houses are made of. •At the end a display can be made.
Description of the activity Language Skills	<ul style="list-style-type: none"> •It's an activity to focus student's attention to summarise the main aspects of the unit. •It's a way to recycle the language as well. •Students will have to match the information given in the card with the matching picture fixed on a wall. •It's a revision of the language and the questions to ask are: <ul style="list-style-type: none"> -<i>Why do people live in a</i> -<i>What is amade of.....</i> -<i>Where do people live in a</i> -<i>Is it a hot/ cold climate</i> <p>There are more questions we can add: <i>Where do people live in a?</i> <i>Is it in a hot/ cold climate?</i></p>
Skills	<ul style="list-style-type: none"> •Reading, speaking

ACTIVITY 8 A B	COMPARE THE HOUSES
Resources. Material	Worksheet with language support. A chronometer A piece of paper and pencil to write as many Differences or similarities as possible
Grouping	•Students work in pairs
Description of the activity	<ul style="list-style-type: none"> •They compare different aspects of four different types of houses. A house of Morocco, a hut, an igloo, a tepee •To rise more interest on the task the teacher will ask students to write as many similarities or differences as possible in seven minutes. •The teacher asks: How many differences or similarities have you got? •The students with the most sentences read them aloud.
Language	<ul style="list-style-type: none"> •A.....<i>is different from</i><i>because is made of</i> •A <i>is similar to</i> <i>because is for</i>
Skills	Speaking, reading and writing

<u>ACTIVITY 9</u>	DESIGN A HOUSE
Resources. Material	<ul style="list-style-type: none"> •Worksheet •Crayons or felt pens to colour their ideal house
Grouping	<ul style="list-style-type: none"> •Students work individually •Plenary
Description of the activity	<ul style="list-style-type: none"> •They design the house they would like most to live in. •The teacher will guide the activity with the following steps: <ul style="list-style-type: none"> -Choose a place in the world - Where would you like to live? - Think of the house you would build in that place. •They describe it with the help of a writing frame •Skills: writing •Plenary: students make an individual oral presentation of the house they have designed. •Students will be assessed in this activity
Language	The frame has the following structure: Type of house Description, <i>It's.....</i> Materials <i>It's made of</i> Reasons <i>Because</i> Location <i>It's in</i> Reason <i>Because</i>
Skills	Speaking

<u>ACTIVITY 10</u>	MAKING A MODEL: MATERIALS
Aim	To decide on the materials for making a model.
Resources. Material	<ul style="list-style-type: none"> •Worksheet •Dictionary
Grouping	•Students work individually
Description of the activity	•They read the materials they will use and circle the materials that are familiar to them. They have to look up in the dictionary the new words.
Language	Art and craft material and tools
Skills	Reading, using the dictionary

<u>ACTIVITY 11</u>	MAKING A MODEL: READ THE INSTRUCTIONS
Resources. Material	Cards with separate instructions (13) Each instruction is kept in a different envelope. Pictures of the instructions in case they get stuck.
Grouping	Reading in pairs /individual manual task
Description of the activity	<ul style="list-style-type: none"> •Students read each instruction in pairs to help each other. •When they finish with one instruction they are given another one •They have to follow the instructions carefully. Reading has a very practical purpose here. •Students make the hut individually •The children have a model of the hut previously made by the teacher so they know what the hut looks like when it's finished. •The teacher can provide photos of the instructions If students find too difficult to follow them. The pictures are not in order and they have to match the instructions with the right pictures •As a success criteria the students have the following targets. <p> <i>-I have followed the instructions</i> <i>-I have used the right material</i> <i>-I've read carefully what I had to do.</i> <i>-My hut looks like the model</i> </p>
Language	Verbs of instructions: use, draw, fit, roll out, press, cut, glue, wrap, place, fix, tie.
Skills	Reading

ACTIVITY 12	MAKING ANOTHER MODEL
Resources. Material	<ul style="list-style-type: none"> •Different art and craft materials. Each group will present their model •An assessment grid for the students to evaluate the different groups presentations. (Peer assessment)
Grouping	Group activity
Description of the activity	<ul style="list-style-type: none"> •Students get into groups to make a model of their choice. •They organise themselves to do it in their free time. <p>Homework activity</p> <ul style="list-style-type: none"> •Plenary session to present the models. <p>A group of children present their model and the rest of the class has to listen carefully because they have to fill in an assessment sheet. Listening has a meaningful purpose. The teacher has previously given a frame for the oral presentation.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><i>The name of our house is.....</i> <i>To make our house we have used.....</i> <i>(Materials)</i> <i>because our house is in</i> <i>(place)</i> <i>so it has</i> <i>(description)</i> <i>It's made of</i> <i>(building materials)</i> <i>Because</i> <i>(reasons of construction)</i></p> </div> <p>This activity will be assessed as a final task involving all the content and high thinking skills</p>
Language	As stated in the frame
Skills	Speaking,

ASSESSMENT	
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SELF EVALUATION	
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Students fill in the chart after the unit following the colours of traffic lights.
The self-evaluation sheet gives a sense of achievement and it's a review of what they have learned.

ASSESSMENT	
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ASSESSMENT GRID	
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The teacher will be assessing the students along the lesson.
A tick or a question mark will be used to assess the content but also the teaching and learning process.
Too many question marks on one item would mean a revision or recycling of that aspect.

ASSESSMENT	
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PEER ASSESSMENT	
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The children will assess their classmates' oral presentations as it is mentioned in activity 12.

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A Dorling Kindersley Book
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