

TIES 2002

Teachers in Industry for Educational Support

Habitat for Humanity

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Where in the World is Habitat? **Curriculum Unit Overview**

Summary

The students will be given the opportunity to experience “Habitat for Humanity” industry through hands on activities and visual opportunities in the classroom and in the community. Students will become aware of global needs through cultural studies. Students will learn job skills in the area of construction and design, creative thinking and collaborative learning skills, along with business, math, and technology skills. This module is designed for grade 6 with a time period of approximately 4 weeks or 17 days.

Big Picture

The students will take a field trip to an actual Habitat for Humanity construction site where they will experience hands-on job skills needed in the real world.

Preparation for the Unit

Power Point computer skills and internet access will be needed, field trip forms will need to be completed, as well as school library and research materials. Partner family addresses will be needed, as well as envelopes and postage stamps. Rulers, grid paper, construction materials (craft sticks, and glue), real estate magazines, brochures, pamphlets, and advertisements will be needed for research. Also include any other materials that can be recycled for other projects, for example, cardboard, clay, paint, straw, aluminum foil.

Overview

The big picture, “Where in the World is Habitat?”, is designed to integrate technology, social studies, math, language arts, and science skills that correlate to the sixth grade Ohio Proficiency Standards.

Habitat for Humanity Curriculum Unit Summary

Getting to Know Habitat	Spreading the Word	Build It
ALT 1 - Habitat Next Door Field trip to a Habitat for Humanity construction site. Interview Habitat volunteers. Science, Social Studies, Language Arts.	ALT 1 – Dear Pen Pal Write friendly letters to Partner Families in Habitat affiliated countries. Language Arts, Social Studies.	ALT 1 – If You Build It, They Will Come Design blueprint for a habitat. Math.
ALT 2 – Where in the World is Habitat? Locate Habitat affiliated countries using maps and internet. Social Studies, Technology.	ALT 2 – Let’s Advertise Create Power Point presentation advertising Habitat for Humanity. Language Arts, Technology.	ALT 2 – Raise the Roof Create miniature models of habitats using blueprints and a variety of materials. Math.
ALT 3 – Journey through a Habitat Research paper about a Habitat affiliated country. Language Arts, Social Studies, Technology.	ALT 3 – What’s the Diff? Compare and contrast Habitat affiliated countries to home. Reading, Social Studies.	ALT 3 – Where in the World Did All That Money Go? Research the costs involved in building a house. Math, Technology.

Transfer Activity

Students will organize and implement a fund raising activity to benefit Habitat for Humanity. At the end of the year, representatives from Habitat for Humanity will be invited to the school to receive a donation from the class. At this time, the representatives can view the projects and read the research reports generated by the students through this module.

Section One: Getting to Know Habitat

ALT One: Habitat Next Door

Summary

The students will observe and record a variety of information visually, auditorily, and kinesthetically learned through a field trip to a Habitat construction site.

Competencies

Citizenship

1. Describe the role of each factor of production in producing a specific good or service and suggest alternative uses for the resources involved.
2. Identify the factors that influence: consumer decisions to demand goods or services, producer decisions to supply goods or services.

Science

1. Make inferences from observations of phenomena and/or events.
2. Identify the positive and/or negative impacts of technology on human activity.
3. Recognize the advantages/or disadvantages to the use in the operation of simple technological devices.

Time

3 hours

Materials

Paper, pencil, Interview/Question sheets, (optional) camera, video camera

Instructions

1. Take a field trip to a habitat construction site.
2. Have students observe what is going on at the site.
3. Use the question sheet to interview a Habitat worker/volunteer in order to answer specific questions about job skills, tools, materials, etc. used at the site.
4. Class discussion with students about their findings.

Evaluation/Assessment of Student's Competency

The students will complete questionnaire and present their information to the class.

Closure

Class discussion and sharing of information.

Handout ALT One/ Sec. One (Habitat Next Door) (Interview/ Questionnaire sheet)

Section One: Getting to Know Habitat

ALT Two: Where in the World is Habitat?

Summary

The students will use maps to locate countries around the world in which Habitat for Humanity is affiliated.

Competencies

Citizenship

1. Utilize map skills: apply latitude and longitude to locate points on maps and globes- distinguish between relevant and irrelevant information on a map for a specific task.
2. Use maps to North America or the world to identify physical and cultural regions and to show relationships among regions.

Science

1. Analyze behaviors and/or activities that positively or negatively influence human health.

Reading

1. Select information from a variety of resources to support ideas, concepts, and interpretations.

Math

1. Convert, compare, and compute with common units of measure with the same measurement system.

Time

45 minutes

Materials

World maps (text book, internet, wall map), computer, list of countries (Habitat website www.habitat.org), push pins

Instructions

5. Work in small groups of 2-3 students.
6. The students will use the internet to locate countries affiliated with Habitat for Humanity.
7. Choose 10 countries affiliated with habitat for Humanity and read information about them.
8. Use a world map to locate the 10 countries of choice.
9. Use a map scale to determine the distance between the 2 farthest countries.
10. Discuss what the students found and locate the countries on a large classroom world map using push pins.

Evaluation/Assessment of Student's Competency

The students will complete the map activity locating 10 countries and discussion of class maps and countries.

Closure

1. Students will choose one country out of their 10 to write a research paper.

Section One: Getting to Know Habitat

ALT Three: Journey Through a Habitat

Summary

The students will research information about a country affiliated with Habitat for Humanity to create a research paper/report.

Competencies

Writing

Exhibit a logical organizational pattern that demonstrates a sense of completeness.

Communicate clarity of thought.

Use complete sentences.

Demonstrate correct usage, correct spelling of frequently used words.

Time

Five hours of research and writing

Materials

Computer/internet, paper, pencil, encyclopedias, library book (resources), report guide

Instructions

1. Working in groups of 2 or 3, the students will research information about a country affiliated with Habitat.
2. The students can use the internet, library books, encyclopedias etc. to find information.
3. Use the "report guide" as a guide for writing.

Evaluation/Assessment of Student's Competency

The students will write a 9-10 paragraph paper about a country with 85% accuracy.

Closure

The students will present their country reports to the class through an oral report.

Handout: Report Guide

Section Two: Spreading the Word

ALT One: Dear Pen Pal

Summary

The students will write friendly letters to Partner Families within a Habitat affiliated country.

Competencies

Students will:

1. focus on a topic with adequate supporting ideas or examples
2. exhibit a logical organization pattern that demonstrates a sense of completeness
3. exhibit word choice appropriate to the subject, the purpose, and the audience
4. communicate clarity of thought
5. include sentences except where purposeful phrases or clauses are acceptable
6. use complete sentences except where purposeful phrases or clauses are acceptable
7. write legibly using cursive or manuscript
8. demonstrate correct usage, correct spelling of frequently used words.

Time

40 minutes.

Materials

Paper, pencil, list of addresses of Partner Families in another country, computer, internet, list of e-mail addresses, stamps, envelopes.

Instructions

- 1.The students will use paper and pencil, or e-mail, to write a letter to a Partner Family in a country affiliated with Habitat for Humanity.
- 2.The students will include information about themselves and where they live, as well as questions related to Habitat for Humanity and the Partner Families.
- 3.The students will mail the letters, or send the e-mails.

Evaluation/Assessment of Student's Competency

Students will write a friendly letter based on a writing rubric with 80% accuracy.

Closure

Share class letters, have students peer-edit letters, mail letters.

Section Two: Spreading the Word

ALT Two: Let's Advertise

Summary

The students will create a Power Point Presentation advertising Habitat for Humanity or an affiliated country using Power Point.

Competencies

Reading

1. Select information from a variety of resources to support idea, concepts, and interpretations.
2. Critique and evaluate the text for such resources to support ideas, concepts interpretations.
3. Explain how an author uses contents of a text to support his/her purpose for writing.

Writing

1. Focus on the topic with adequate supporting ideas or examples.
2. Exhibit word choice appropriate to the subject/ purpose.
3. Communicate clarity of thought.
4. Use complete sentences except where purposeful phrases or clauses are used.

Time

150 minutes / about 3 class periods

Materials

Paper, pencil, computer with Power Point program, brochures, advertisements (magazines, commercials, billboards, etc.)

Instructions

Work in Cooperative Groups

1. The students will view various advertisements or brochures and discuss the layout, pictures, wording, and etc. found within the advertisement and write down their observations. Share the observations with the class. What makes a good advertisement?
2. Use the observation chart to discuss ideas for an advertisement. Use Power Point program to create a persuasive Power Point presentation advertising Habitat for Humanity or an affiliated country.

Evaluation/Assessment of Student's Competency

The students will create a 3-5 minute Power Point presentation advertising Habitat for Humanity based on the teacher's writing rubric.

Closure

- * Create a commercial for Habitat for Humanity or their affiliated country using a camcorder.
- * Create a Power Point Presentation advertising other products, i.e. Coke, clothes, food etc.

Section Two: Spreading the Word

ALT Three: What's the Diff?

Summary

Students will compare and contrast characteristics of the country that they researched with characteristics of their own Dayton community.

Competencies

Students will:

9. compare gender roles, religious ideas, or class structures in two societies
10. analyze non-fiction text, examining author's use of comparison and contrast, cause and effect, fact or opinion
11. summarize text
12. compare and contrast aspects of non-fiction text
13. select information from a variety of non-fiction sources to support ideas, concepts, and interpretations.

Time

40 minutes.

Materials

Large paper, markers, notes from two habitats being compared and contrasted.

Instructions

The students will work individually to compare and contrast the habitat of the country that they have researched with the Habitat for Humanity site they visited in Dayton. The students will create a Venn diagram showing similarities and differences in the two habitats.

The students will illustrate this Venn on large paper using markers.

Evaluation/Assessment of Student's Competency

Venn diagram.

Closure

Presentation of Venn diagrams to the class.

Section three: Build It

ALT One: If You Build it They Will Come

Summary

The students will use measurement and map skills to design a blueprint for a Habitat dwelling.

Competencies

Math

1. Apply the relation between doubling the side of a regular figure and the corresponding increase in area.
2. Validate and/or generalize solutions and problem-solving strategies.
3. Compute with whole numbers, fractions, and decimals.
4. Visualize and show the results of rotation, translation, reflection, or stretching of geometric figures.
5. Determine the perimeters, areas, and volumes of common polygons, circles, and solids using counting techniques or formulas.
6. Measure angles with a protractor.

Time

60 minutes

Materials

Grid paper, pencil, computer, ruler, examples of blueprints for houses

Instructions

Work in Cooperative Groups

1. Look at house plans (from internet, Habitat, etc.) and discuss the plans.
2. In your group create an outline of the rooms and space needed for your blueprint.
3. Design a blueprint of a house using grid paper, rulers, and pencil.
4. Create a scale to measure the dimensions of the house, and rooms in the house (need the area and perimeter).
5. Share the blueprints with the class.

Evaluation/Assessment of Student's Competency

The students will use measurement tools to create a blueprint/map of a house with 85% accuracy.

Closure

The students will use the internet or real estate magazines to research the price value of their blueprint houses within different areas around their city. Create a graph to show the difference in costs.

Section Three: Build It

ALT Two: Raise the Roof

Summary

The students will use their blueprints to create miniature houses using a variety of materials.

Competencies

Math

1. Apply the relation between doubling the side of a regular figure and the corresponding increase in area.
2. Validate and/or generalize solutions and problem-solving strategies.
3. Compute with whole numbers, fractions, and decimals.
4. Visualize and show the results of rotation, translation, reflection, or stretching of geometric figures.
5. Determine the perimeters, areas, and volumes of common polygons, circles, and solids using counting techniques or formulas.
6. Measure angles with a protractor.
7. Recognize, classify, and/or use characteristics of lines and simple two-dimensional figures including circles; and apply models and properties to characterize and/or contrast different classes of figures including three-dimensional figures.

Time

90 minutes

Materials

Construction materials (cardboard, wood, graham crackers, glue, scissors, recycled paper, aluminum foil, blocks, legos), tape, blueprints.

Instructions

1. The students can work in groups. Use the house blueprints (created in Alt one) to construct a habitat house using a variety of materials.
2. Use the scales and measuring tools to make the houses as accurate to the blueprints as possible.

Evaluation/Assessment of Student's Competency

The students will construct model houses. Model completion and teacher observation.

Closure

*Exhibit models in the school .

Section Three: Build It

ALT Three: Where In The World Did All That Money Go?

Summary

Students are given a budget of \$20,000 with which to build a house. Students will determine amounts of materials and costs of those materials.

Competencies

Apply appropriate strategies to find estimates of sums, differences, products, and quotients of whole numbers and determine whether the estimate is greater than or less than the exact result.

Estimate the sum, difference, product or quotient of decimal by rounding, and the sum, difference, or product of fractions and/or mixed numbers by the fractions to 0 or $\frac{1}{2}$.

Compute with whole numbers, fractions, and decimals.

Recognize, classify, and/or use characteristics of lines and simple two-dimensional figures including circles; and apply models and properties to characterize and/or contrast different classes of figures including three dimensional figures.

Time

135 minutes---3 periods

Materials

Internet access, grid paper and rulers

Instruction

1. Students will determine the materials needed to build the house. Students will find appropriate internet sites to help with calculations.
2. Students will determine the cost of these materials based on calculations and information obtained from the internet.
3. Students will make adjustments in order to stay within budget.

Evaluation/Assessment of Student's Competency

Students will turn in plan, materials list and cost calculations.

Closure

Class discussion about what we need vs. what we want.

Transfer Activity

Summary

The students will organize and implement a fundraising activity to benefit Habitat for Humanity.

Competencies

Social Studies

1. Examine instances of contact between people of different regions of the world and determine the reasons for these contacts.

Math

1. Identify needed and given information in problem situation as well as irrelevant information.

Time

One week

Materials

Items needed for the fund raiser.

Instruction

The students will have a fund raising event to raise money for Habitat for Humanity.

Evaluation/Assessment of Student's Competency

The success of the fund raiser (number of people and amount of money raised)

Closure

Representatives from Habitat for Humanity will be invited to the school to receive a donation from the class. At this time, the representatives can view the projects and read the research reports generated by the students through this module.

