

BE THE CHANGE

Grade: 2		Topic: Survival and Development	
Curriculum Area: Social Studies: Communities Around the World		Title: Architecturally Yours	
U.N. Rights of the Child Article(s): <ul style="list-style-type: none"> All Children have the right to live with their parents, unless it is bad for them (Article 9) All children have the right to special care and protection if they can't live without their parents (Article 20) All children have a right to good health and good health quality care. All children should have clean water, nutritious food and a clean environment so they stay healthy (Article 24) The Government should help families who cannot afford to provide a decent standard of living for their children, to which they have a right (Article 27) 		Teaching Strategies	
Information Studies: Overall Expectations Inquiry and Research <ul style="list-style-type: none"> Explore information using a variety of group activities Collaborate with others to share findings and ideas Sort information using a variety of organizers and formats Revise product appropriate to purpose, audience an format Information Technologies <ul style="list-style-type: none"> Optional: use Ministry-licensed software to construct a diagram of a wonderful house from around the world 		Session 1 Ask students to close their eyes and visualize their homes. Then ask them to define the concept of “home”. What are the components? (Shelter, care, protection, love). Record the definition you’ve agreed upon. Read aloud My Painted House . Reflect on the following questions: <i>Is this house a home? Make the distinction between the two. What makes this a home?</i> Now ask students to compare the painted house in the story to their own homes. Next, introduce Wonderful Houses Around the World . Begin by browsing as a whole group. Use students’ own family experiences guide you. E.g. <i>Have you, or has someone in your family lived in another country?</i> Leave them with this thinking question: 🤔 <i>What makes your home special?</i>	
<small>For specific grade-level expectations, refer to <i>Information Studies: Kindergarten to Grade 12</i> (OSLA 1999).</small>		Session 2 In this session, students will work in pairs to create a home from another part of the world (out of plasticene, or textured papers, or Appleworks Draw, or GeoSketchpad), using the information they have learned so far. This task requires them to create a home that could exist in a real place on this planet, not an imaginary one. Their creations must show their thinking about the following questions: <i>Which climate is your home suited for? What is it made of? Why did you choose those materials? Who lives here?</i> Students will assess each other’s work using the black line master Architect assessment .	
Resources: <ul style="list-style-type: none"> My Painted House Wonderful Houses Around the World Home – <i>Children’s Rights series</i> Going to School in India A Life Like Mine Children Around the World Let’s Eat Black Line Masters: <ul style="list-style-type: none"> Architectural assessment Architect’s Venn Diagram Professional <ul style="list-style-type: none"> The Treasure Chest Set of primary atlases or one large atlas that all students can see or a world map* Websites: <ul style="list-style-type: none"> Outline Maps National Geographic maps 		Session 3 Briefly revisit Wonderful Houses Around the World . Then invite students to share their work from the previous session, with a particular focus on the questions listed above. Give each pair of students an atlas, and direct them to a world map showing climate. This is a great opportunity to interject some of the map-reading skills from the Grade 2 curriculum. Their task is to determine where the home they created might fit on the map, and they need to be able to give a reason why. Share this information as a whole class, ideally on a <i>Peters’ projection*</i> of a world map. Post-it notes and yarn could be used to connect the information in a rich visual display. Another option would be to create a class book titled More Wonderful Houses Around the World .	
See also Love is a Universal Need		<small>*the Peters’ projection shows the true size of countries, unlike the more familiar, Eurocentric Mercator projection</small> Continued on next page	
BE THE CHANGE... <ul style="list-style-type: none"> Create a postcard using this message – <i>I have learned about every child’s right to a home and I think...</i> Send it to the local newspaper, the school newsletter, the city newspaper (letters to the editor), or a children’s publication like OWL or Chickadee, and don’t forget our prime minister, or our Minister of Education an option for teachers: photograph the powerful visual display which your students created in Session 2, reproduce it, and use it to create the postcard your students send 			

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Teaching Strategies

Session 4

Give each student a copy of one of the following 2-page spreads from **Wonderful Houses**: pp. 36-37, 24-25 or 32-33. Copyright laws allow you to copy no more than 4 pages of this text. Using [the Architects' Venn Diagram](#), students examine and record similarities and differences between their own homes, and those in the diagram. When they have completed this task, invite pairs of students to locate the home they are studying in the student atlas and/or on the world map. Early finishers could peruse **Wonderful Houses Around the World**, and locate other homes as well, using post-it notes. To close this session, gather the whole class and share findings. Invite general observations as you proceed. Prompting students with statements such as *I noticed... I think... I wonder...* will stimulate reflection and deeper thinking.

Session 5

Review the definition of "home" established in Session 1. Ask students: *Do all children have a home? Does every child enjoy protection, safety, care, and love?* Read aloud from the **Home** volume of the *Children's Rights* series – pp. 18, 19 or pp. 22, 23. (You could substitute another story that focuses on a child's right to a home here.) Now read the text again, using the drama strategy *Shape Shifting*. (Treasure Chest, TDSB 1999)

Shape Shifting

Shape Shifting is a form of spontaneous movement improvisation in which students can explore themes, issues or ideas. Arrange students in a seated circle, and invite two students, A and B, who would be willing to participate/perform. As the teacher reads the text aloud, A begins by creating a still shape. B then adds on by creating a new shape. Once B has completed his/her shape, A moves to a different place and creates another shape. B follows and builds on again. The process continues until the teacher finishes reading. You could repeat the process with different students participating, or in 2 circles, if 2 adult leaders are available. (**The Treasure Chest**, Toronto DSB, 1999)

Session 6

Reflect on the stories heard and experienced last session. It is clear from these stories that not all children enjoy the right to a home. Is this fair? Browse **Going to School in India**, which is about children in India asserting their right to an education. Read pages 66 – 71. It is the story of a group of street children who exercise the right to a voice by publishing a newspaper telling their stories. Make the connection to the idea that small people can engage in small actions that can, collectively, have a large impact. Share the words of Mahatma Gandhi: "You must be the change you want to see in the world". Make the connection to the title of this project. Ask students if are ever "the change" in their daily lives. You could use the examples of recycling, showing kindness to someone who is unhappy, or being a peacemaker on the playground. Now invite them to be the change in one more way, in relation to what we have been learning about. See ideas listed under *Be the Change* on p.1