

# LET'S FIND A SOD HOUSE

## Objectives:

**Children will know:** Children will learn what a sod house is.

**Children will do:** Children will search for old village sites

## Essential Questions:

- What is a sod house made of?
- How do we build a sod house?

## Standards:

L10. Follows directions.

L14. Recalls people, places, objects and experiences and makes connections.

SSC3. Asks questions and finds answers through active exploration of nature.

M5. Understands spatial relationships.



## Materials:

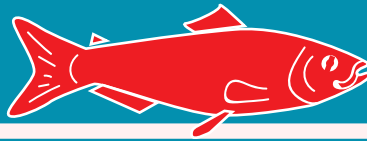
- **Picture of sod house (in kit)**
- **Picture of old village site (if applicable)**
- **Google map printout of village**

## Promoting Culture Self Assessment:

- 1. I display pictures, posters and other materials that reflect the cultures and ethnic backgrounds of children and families served in my early childhood program or setting.
- 6. I encourage and provide opportunities and experiences for children that support Alaska Native culture.
- 7. I plan trips and community outings to places where children can learn about their own cultural or ethnic history.

## Alaska Native Values:

Know Who You Are, Honor Your Elders, See Connections



## Engage

**Preparation:** Find a spot in your town or village that old houses used to be. If you can find ground depressions, that would be best. They typically look like dents in the ground, and are usually located near a river or lake. If you have a map of the village, circle where people used to live. You can also go onto [googlemaps.com](http://googlemaps.com) and use the satellite view to print out a picture of your village.

“Did you know that houses didn’t always look like they do now? Before there were houses like the ones we live in, houses that were here were made out of SOD. What is sod?” “Sod is a mixture of dirt and plants. Let’s take a look at an old sod house.” Show picture of sod house. “People used to live in houses like this here where we live now. Let’s try and find a sod house or an old village site.” Show students some tundra and grass and explain this is sod.

## Explore:

**Activity: 20-30 minutes**

As noted previously in the lesson, make sure to scope out a spot where old village buildings or old sod houses were located. Ask an elder or community member if they would like to join you to talk about the history of the village.

Show a picture of the village map or Google satellite image. Circle the part you will be going to and point it out to students. “[This is our village. Today we are going to this part \(point to circled part\) to find old houses.](#)” Have students get ready and take them to the location. If an elder or community member attends, have them talk to the students about the spot and the history behind it. Have students look for depressions in the ground. Explain that this is all that is left of very old sod houses.

## Explain:

“[This is how people used to live here long ago. What is different about these houses from our own?](#)” “[These houses go underground. Why do you think these houses were built that way?](#)” Have students discuss why houses were built underground. “[People that lived in these houses did not have heat the way we do, the relied on other things such as fires, furs, and the earth to keep them warm. What do you use in your house to keep you warm? Are there any things the same about your house and a sod house?](#)”

## Center Set Up:

### Whole Group:

Display essential questions. Display pictures of sod house. Describe what a sod house was and where they might have been located.

### Scientific Exploration:

**Set out some tundra. Have students smell and touch the tundra. Tell students this is what it may have smelled and felt like to be in a sod house.** Include magnifying glass.

### Art Center:

Set out pictures of sod houses and paper nearby. Have students draw their family inside a sod house.

# EVALUATION

### Emerging:

Student does not visit house site.

### Developing:

Student participates in class trip.

### Proficient:

Student shows interest in searching for house and pays attention to directions.

### Advanced:

Student participates in trip, looks for sod house, and answers questions.

