

LET'S MAKE A SOD HOUSE

Objectives:

Children will know: Children will learn how to make a sod house

Children will do: Children will make their own clay model of a sod house.

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.

SSC1. Draws and constructs.

SSC2. Participates in multi-cultural art activities, song, & dance.



Materials:

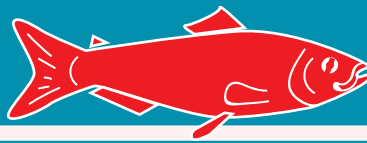
- **Picture of sod house (in kit)**
- **Paper Plate**
- **Clay**
- **Fake turf**
- **Dirt**
- **Grass**
- **Rocks**
- **Glue**

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.

Alaska Native Values:

Know Who You Are, Have Patience, Honor Your Elders



Engage

Preparation: If time allows, make a clay sod house to show students as an example. If an elder or community member has stories about sod houses, invite them to come into the class and share.

“Let’s take a look at a picture of a sod house.” Show picture. “Can you see what this house is made of?” Allow students to look at picture and talk about what materials they see. “Sod is a mixture of plant material and dirt. People used this to build their houses and keep them warm. Let’s use some clay to make our own model sod house.”

Explore:

Activity: 20 minutes

Preparation: Collect grass, dirt, rocks, and tundra plants from outside. You can either do this on your own or with the class.

Set out pre-made example or picture of a sod house. Set out clay, fake turf, and plates. Give each student a ball of clay. Have them roll the clay into a ball and press it onto their plate, making a dome shape. Have students make a doorway by hollowing out a small door on the side of the dome. Students can continue to hollow out the house. When they are finished constructing, have students press objects such as grass, dirt, and rocks onto the house. Let dry overnight. The next day, have students fill in gaps by gluing the fake turf onto the sod house.

Explain:

“We have made our very own sod house using some natural materials just like the people that used to build them. There aren’t a lot of big trees where we live, so people had to use what was around them to make a nice warm house. The sod built up the walls and made the house warm. Driftwood helped make the doorways and frame of the house. Sometimes people even used large bones from whales to make these houses! What do we use to make our houses now?” **Allow students to discuss.** “Is there anything the same about our houses now and sod houses? What is different? Do you have anyone in your family that used to live in a sod house?”

Center Set Up:

Whole Group:

Display essential questions. Display pictures of sod house. Display picture of model sod house.

Scientific Exploration:

Set out some tundra or grass. Have students smell and touch the plants. Set out pieces of driftwood and dirt. Allow students to touch and play with both. Include magnifying glasses.

Sensory Play:

In the table, set out small wooden blocks and pieces of tundra. Allow students to build small sod houses by stacking blocks and placing the sod on their structures.

Art Center:

Set out pictures of sod houses and paper nearby. Have students make pictures by rubbing dirt, grass, and other plants onto the paper.

EVALUATION

Emerging:

Student does not participate.

Developing:

Student participates in conversation, but does not complete a sod house model.

Proficient:

Student finishes activity and partially engages in discussion.

Advanced:

Student finishes activity and engages in discussion.

