

# LIVING IN A SOD HOUSE

## Objectives:

**Children will know:** Children will learn what life was like in a sod house.

**Children will do:** Children will have a sensory experience of a sod house in their classroom.

## Essential Questions:

- What is a sod house like to live in?
- How do we use our senses in a sod house?

## Standards:

L10. Follows directions.

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

SSC4. Explores family characteristics, communities, and their functions (field trips, family tree, jobs, helpers in community).



## Materials:

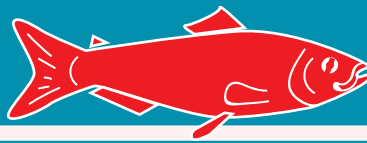
- **Picture of sod house (in kit)**
- **Smoked/Canned Salmon**
- **Tundra Plants**
- **Faux Fur**
- **Dirt**
- **Candles**
- **Generations: An Alutiiq Music Collection**
- **Butcher Paper**
- **Flashlight**

## 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.
- 8. I play a variety of music including Alaska Native music and introduce musical instruments from many cultures including Alaska Native.
- 9. I provide opportunities for children to cook or sample a variety of Alaska Native foods.

## Alaska Native Values:

Show Respect to Others, Know Who You Are, Honor Your Elders



## Engage

If possible engage students in a separate room and then bring them into the room you have transformed into a sod house environment.

"Have you ever wondered what it might be like to live inside a sod house? What do you think it would be like? Would it be light or dark? What would it smell like? We learned that sod houses were partially underground. What would it be like to live underground? Do you think it would be warm or cold? Let's pretend to be inside a sod house and find out for ourselves."

## Explore:

**Activity: 20 minutes**

**Preparation:** Make a sod house environment in a separate room or in the classroom while the students are not present. Darken the windows by closing the blinds and taping dark butcher paper over them. Feel free to get creative if you'd like to leave some light peeking through. Set up an area where students can sit in a circle on the floor. Place candles around the area and use a flashlight to give the illusion of candle light. Set out the faux fur on the ground for students to sit on. Play "Generations: An Alutiiq Music Collection" for background music. Have two containers ready, one with tundra plants inside and one with dirt. These will be used to pass around the circle. Ask a community member if they would like to donate some canned or smoked salmon for this lesson. This will also be passed out to the students to eat. Once finished with the set-up, invite students to come inside.

Have students sit in a circle where you have prepared the items. "This is what being inside a sod house might have been like. Let's use our senses to talk about how we may have felt inside a sod house. What do we see? Is it light or dark?" Have students discuss what they can see. Use the flashlight to illuminate different objects in the room. Make sure the music is playing. "What do you hear?" Have students touch the fur on the ground. "What does this feel like?" Pass around container with dirt in it. Have students touch the dirt and smell it. "What does this feel and smell like?" Have students close their eyes. Walk by every student with the container of tundra plants and ask students to smell it. "What does that smell like? Do you think this house would smell like that?" Have students touch the faux fur. "What does that feel like?" Take the canned salmon. Give each student a piece. "What does this salmon smell like? What does it taste like?"

## Explain:

"This is what it may have felt like to live inside a sod house. We used our five SENSES to experience what that may have been like. What did we see? "What did we smell? What did we touch? What did we hear? What did we taste?" Allow students time to answer each question. "How is a sod house like the house that we live in? How is it different?" Encourage conversation about how life in a sod house would be compared to life in a modern house.

## Center Set Up:

### Whole Group:

Display essential questions. Display pictures of sod house. Describe what it may have been like living in a sod house.

### Scientific Exploration:

Set out some tundra or grass. Have students smell and touch the plants. Tell students this is what it may have smelled and felt like to be in a sod house.

### Art Center:

Set out pictures of sod houses and paper nearby. Have students draw what they would like to have inside sod house.

# EVALUATION

### Emerging:

Student does not participate.

### Developing:

Student participates in discussion but does not complete activity.

### Proficient:

Student participates in discussion and both activities.

### Advanced:

Student participates in discussion, activities, and shares a story.

