



HOME

- ✓ Students draw floor plans for their homes and discuss the similarities and differences. The goal is to discover and compare different ways people organize and use shelter.
- ✓ Each student is given a large piece of paper and asked to draw a floor plan of his/her house, including some major pieces of furniture.
- ✓ This exercise gives students a chance to talk about something familiar and personal while beginning to see that culture has a definite role in how we define and create *home*.
- ✓ Teacher might do their own floor plan and present it as a model for others to follow.
- ✓ If a class is composed of immigrant students, it might be a good idea to ask them to draw two floor plans: one of their home as it was in the native country and one of their home in this country.
- ✓ Each student is given a limited amount of time to show and describe their house. If a class is large, it might be a good idea to group students in 4s or 5s.
- ✓ Teacher should try to help students get beneath a superficial description by asking them to include information about what happens in each room:
 - Which rooms seem to be central?
 - Which rooms serve more than one function?

- How does the house reflect the need for privacy?
- Who uses the different rooms?
- ✓ Teacher asks students to identify similarities and differences among their drawings. It might be helpful to put some of the responses on the board to focus the upcoming discussion.
- ✓ Teacher asks each student to look for something unique in his own floor plan and something that seems unique in some of their classmates' plans. Also, students are asked to speculate on the reasons for the unique features they picked.