



FINDING HOME

K-6 SCHOOL PROGRAM PACKET

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ROOTS OF KNOWLEDGE
UTAH VALLEY UNIVERSITY



LETTER TO THE EDUCATOR

Welcome to Utah Valley University's *Roots of Knowledge*! We're excited to introduce *Finding Home*, an art-based education program for K-6 students.

Finding Home is a program that invites students and educators to explore the meaning of home via an interactive *Roots of Knowledge* tour and art-making activity. Students will learn about different dwellings around the world and observe how culture and geography shaped homes throughout time. They will also reflect on what home means to them and consider how their environment and heritage influence those beliefs. *Finding Home* honors the living spaces of people past and present while celebrating home in its truest sense: a place where one feels safe, loved, and free to express themselves. Ultimately, *Finding Home* uses visual art to help students cultivate empathy toward diverse peoples and cultures, become informed global citizens, and develop confidence in their unique contributions to the classroom and beyond.

Finding Home is a cross-curricular program that incorporates Utah Core Standards in visual arts, science, social studies, and language arts, nurturing 21st-century skills such as creativity, problem solving, and collaboration. The program caters to the developmental needs and interests of the K-6 community through multimodal gallery and classroom activities, such as writing, discussion, mindfulness exercises, games, and art making. Participating groups receive a school program packet containing pre- and post-visit lessons to supplement the *Roots of Knowledge* field trip. Teachers may use the lesson plans as presented or adapt the activities to suit their needs.

Thank you for choosing *Roots of Knowledge* for your class field trip. We look forward to seeing you soon!

Krisanne Knudsen

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Utah Valley University
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ROOTS OF KNOWLEDGE INTRODUCTION

Roots of Knowledge is a spectacular stained-glass mural representing the history of human achievement—meant to illuminate the imagination and fuel a desire to contribute to the world. A fusion of art, education, and public space, it bridges Utah Valley University (UVU) and the wider community, embodying the university's commitment to lifelong learning.

Holdman Studios created *Roots of Knowledge* for UVU. As a permanent showpiece at the Fulton Library, *Roots of Knowledge* spans 154 feet, comprising 80 windows and approximately 40,000 pieces of stained glass. The exhibition begins and ends with two towering trees: The Tree of Knowledge and the Tree of Hope for Humanity, respectively. Their roots and branches extend through each column, connecting the events of the past with the events of today. Vibrantly colored glass panels chronicle the human quest for intellectual, cultural, and spiritual advancement, highlighting major inventions such as the Mayan calendar and the printing press; important figures such as Joan of Arc and the Kangxi Emperor; and notable world events such as Scotland's Declaration of Arbroath and the American civil rights movement, among many others.

The diverse subjects illustrated in *Roots of Knowledge*—from science and mathematics to linguistics and history—are an homage to human learning and progress, providing visitors with an exciting educational experience, exposing them to new cultures and concepts, and inspiring personal reflection. Ultimately, *Roots of Knowledge* celebrates growth and connectivity between human beings through the knowledge of the present, the wisdom of the past, and the goals of tomorrow.

Roots of Knowledge Mission Statement

With a commitment to student success at UVU, *Roots of Knowledge* facilitates interdisciplinary and multicultural education and inspires investment in the story of humanity. We are ever evolving to meet the needs of our community by enabling dialogue and connection.

KEY INFORMATION

Roots of Knowledge Hours

Monday–Friday 7:00 AM–12:00 AM
Saturday 8:00 AM–7:00 PM
Sunday 1:00 PM–9:00 PM

Contact Information

Roots of Knowledge Office (FL 110): 801-863-ROOT
Website: uvu.edu/rootsofknowledge/
Education Coordinator: kknudsen@uvu.edu

Registration Information

Please register by emailing kknudsen@uvu.edu.

- The three-hour school program includes a one-hour interactive *Roots of Knowledge* tour, a one-hour art-making activity, and an optional one hour of unstructured time, should participants want more time with the installation or to eat lunch in the gallery afterward. The accompanying school program packet includes supplementary lesson plans, background information about *Roots of Knowledge*, and discussion questions. The program and packet are free of charge.
- School programs are offered Wednesday & Friday 10:00 AM–1:00 PM.
- Sessions can accommodate up to 70 students.
- We require at least one chaperone for every 10 students.
- School programs must be scheduled at least four weeks in advance.

A self-guided school tour can be scheduled anytime during gallery hours but does not include gallery or studio art activities. Please register for a self-guided school tour by emailing kknudsen@uvu.edu.

Gallery Manners

- Please do not bring gum, food, or drinks on the tour.
- Please leave your coats, bags, and water bottles in the bin at the gallery entrance.
- Please do not touch the glass.



PROGRAM OVERVIEW

The School Program Packet

The school program packet is a supplement to the *Roots of Knowledge* guided tour and art-making activity. The packet includes two pre-visit and two post-visit lesson plans rooted in Utah Core Standards with images from the installation, discussion questions, lesson prompts, and resources for further study. Educators are free to select which materials in the packet best meet the needs of their classes and may choose to implement activities before and/or after their gallery visit.

Guided Tour of *Roots of Knowledge*

As part of their visit, students will participate in a one-hour guided tour of *Roots of Knowledge*. The interactive tour will emphasize how different peoples and cultures define home.

Art-Making Activity

As part of their visit to *Roots of Knowledge*, students will participate in a one-hour art-making activity inspired by the central themes of home and identity. Students will identify what elements of home are most important to them and create their own ideal home using assorted art supplies and recycled materials.

Gallery Exploration

At the conclusion of the guided tour and art-making activity, students and educators will have an additional, optional hour to enjoy the installation at their leisure, use the scavenger hunts, or gather for lunch in the gallery.

Post-Visit Survey

Reflection is an important step in the learning process and a central value of the *Roots of Knowledge* team. We rely on your feedback to help us recognize our impact and identify areas in need of improvement. All participating educators will receive a link to a *Roots of Knowledge* field-trip survey following their visit. Completed surveys are eligible for a monthly prize drawing.



GRADES K-2 PRE-VISIT LESSON PLAN: ANIMAL HOME SURVIVAL PACK

INTRODUCTION

When you visit *Roots of Knowledge* with your class, you will learn about five types of homes from various cultures around the world, including an ancient Buddhist monastery carved into a rock wall and one of the largest imperial palaces ever constructed. In this lesson, you will look beyond human homes and explore animal homes depicted in *Roots of Knowledge*, including lakes, deserts, and mountaintops. You'll choose one of these animal homes and—using a bit of research and your imagination—create a survival pack of the special tools you'll need to live comfortably in your new environment.

UTAH CORE STANDARDS

Social Studies (Standard 3, Objective 1)—Kindergarten

- Identify and describe physical features (e.g., mountain/hill, lake/ocean, river, road/highway).

Visual Arts (Strand: Create 1.V.CR.2)—Grade 1

- Explore the use of materials and tools to create works of art or design; use art materials, tools, and equipment in a safe way; and identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.

English Language Arts (Writing Standard 8)—Grade 1

- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Science (Standard 2.2.2)—Grade 2

- Plan and carry out an investigation of the structure and function of plant and animal parts in different habitats. Emphasize how different plants and animals have different structures to survive in their habitat. Examples could include the shallow roots of a cactus in the desert or the seasonal changes in the fur coat of a wolf.

DISCUSS

Animals, like humans, need homes to feel safe and happy! Animal homes are part of a creature's habitat. Look at some of the animal homes depicted in *Roots of Knowledge* below and talk about the following questions:

- What natural materials make up this home? Wood, water, sand, etc.?
- How does this home protect animals from predators and weather?
- How do animals eat in this home?

- Where do animals sleep or rest in this home?
- Where do animals make friends in this home?

CREATE

Choose an animal home from the images below. Use some of the questions in the discussion section to research your animal home. Once you've learned more about your animal home, think about what tools—real or imaginary—you'll need to safely live there. If your home is underwater, will you need scuba gear to breathe? If your home is in the treetops, will you need spiked shoes to climb up the trunk? If your home is in the mountains, will you need a fur suit to keep you warm?

On the survival pack worksheet included in the following pages, draw the tools you'll need, along with simple descriptions of how each tool will help you live in your animal home. Finally, create a three-dimensional version of one of your survival pack tools. You can use fabric, clay, recycled materials, or any other medium that you need to create your accessory.

EXPAND

- Write a short story about an adventure you may have in your animal home.
- Draw a portrait of yourself standing in your animal home, outfitted with each of your survival tools.

Learn More

- *If Animals Built Your House* by Rebecca Evans
- *A House in the Sky and Other Uncommon Animal Homes* by Steve Jenkins
- [National Geographic Kids: Habitats](#)
- [DKFindout!: Habitats and Ecosystems](#)
- [Roots of Knowledge Virtual Tour](#)



Beaver, Panel R3



Husky Dogs, Panel M2



Whales & Dolphins, Panel D2



Camels, Panel D2



Wild Goat, Panel S2



Duck, Panel W3



Spider, Panel G1



Sloth, Panel O3



SURVIVAL PACK WORKSHEET

What tools can you put in your survival pack to help you live in your new animal home?
Draw your tools below and describe how you will use them.

ANIMAL HOME: _____

What tool will you need to get food? Draw and describe it below:

What tool will you need to stay warm? Draw and describe it below:

What tool will you need to keep safe from predators? Draw and describe it below:

What's another tool you might need? Draw and describe it below:



GRADES K-2 POST-VISIT LESSON PLAN: HEALTHY-EARTH MURAL

INTRODUCTION

During your field trip to *Roots of Knowledge*, we defined the five elements of home: a place where we can express ourselves, feel peace, celebrate, find shelter, and gather. We talked about different homes throughout the world that incorporate each of these elements. In this lesson, you will brainstorm ways to help protect everyone's home on Earth so that it is always a safe place for self-expression, peace, celebration, shelter, and gathering. From your brainstorms, you will create a healthy-Earth mural to display on your classroom wall.

UTAH CORE STANDARDS

Social Studies (Standard 2, Objective 1)—Kindergarten

- Demonstrate respect for others, leaders, and the environment.

Science (Standard K.2.1)—Kindergarten

- Obtain, evaluate, and communicate information to describe patterns of what living things (plants and animals, including humans) need to survive. Emphasize the similarities and differences between the survival needs of all living things. Examples could include that plants depend on air, water, minerals, and light to survive, or animals depend on other animals to survive.

English Language Arts (Speaking and Listening Standard 1)—Grade 1

- Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and large groups.

Visual Arts (Strand: Connect 2.V. CO)—Grade 2

- Students will relate artistic skills, ideas, and work with personal meaning and external context.

Social Studies (Standard 2, Objective 1)—Grade 2

- Examine civic responsibility and demonstrate good citizenship.

DISCUSS

Planet Earth is home to all living things, and it is our responsibility to take good care of it. Here are some questions to consider as you brainstorm ways to protect the environment:

- Where is your favorite place to go in nature? Beaches, mountains, deserts, your neighborhood park, etc.?
- What animals or humans call your favorite place home? Do dolphins live there? Lizards? Your family?

- What is most harmful to those living in your favorite place in nature? Garbage? Air pollution? Water shortage?
- What are some things you could do to help protect your favorite place in nature and the creatures that live there?
- What materials do you need to help you protect your favorite place in nature?

CREATE

Once you've determined your favorite place to go in nature and some ways you can protect that space for the animals and humans who live there, choose one action you can start doing today to help. You may want to organize a beach cleanup with your family, create a recycling center in your classroom, plant a tree, or take shorter showers.

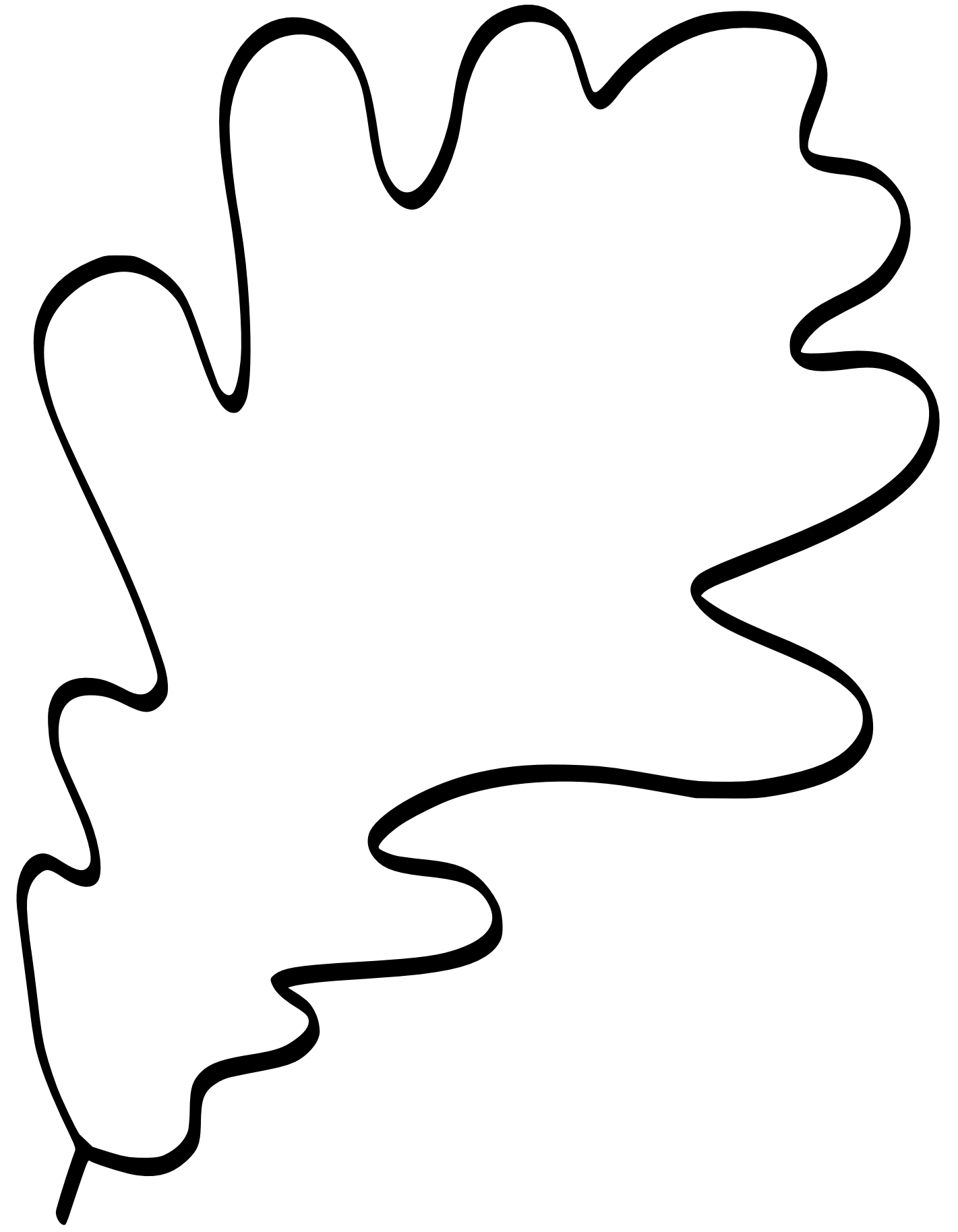
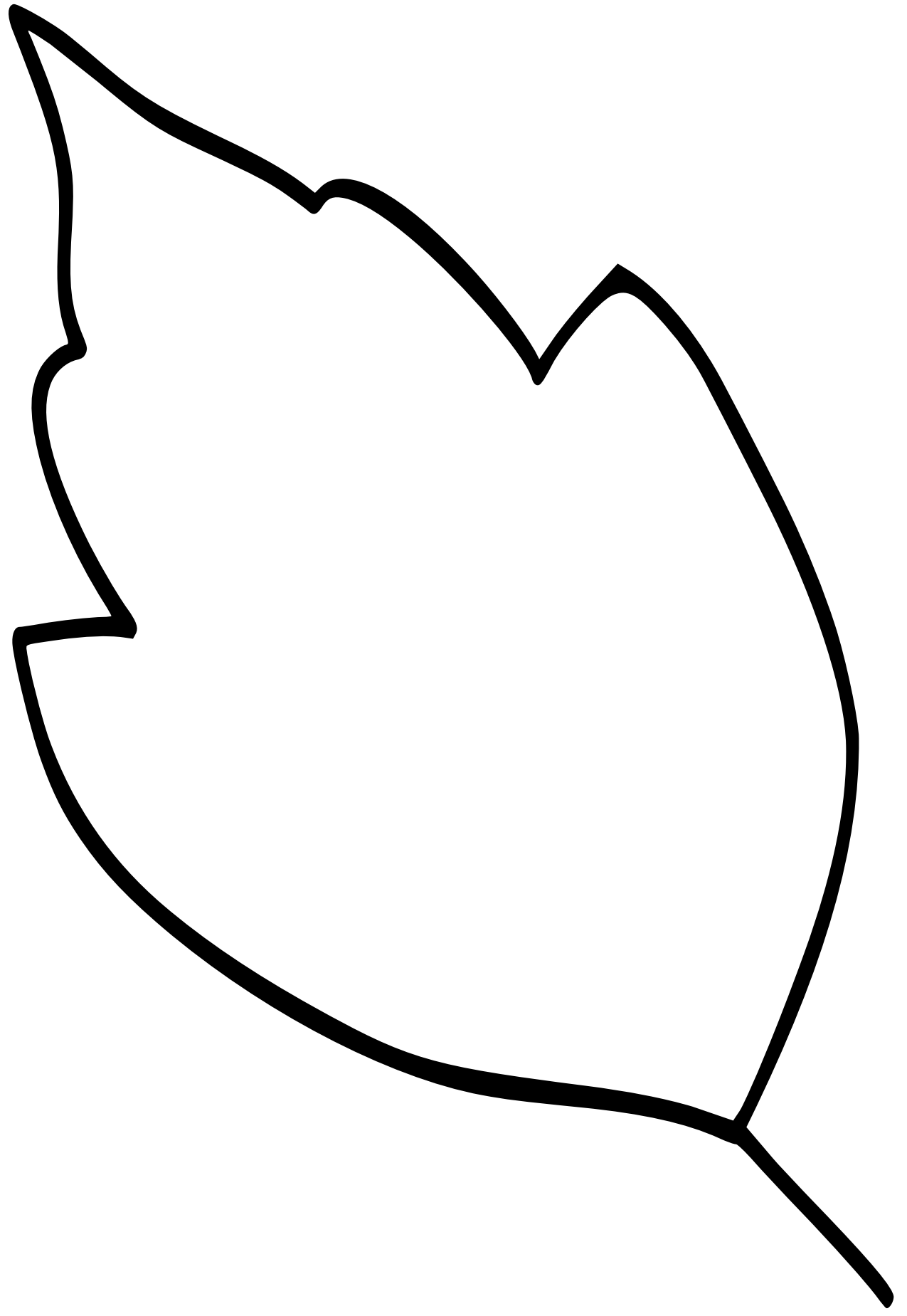
Choose one of the leaf templates on the following page and write down your healthy-Earth goal. You can write "I hope to..." and the date you would like to have your goal completed. Decorate your healthy-Earth leaf with drawings or designs related to your goal. Help your teacher place everyone's healthy-Earth leaves on the classroom wall to create a mural of your intentions!

EXPAND

- Document your healthy-Earth goal for one month. Write about your experience in your journal and share it with your teacher.
- Invite your community or family to participate in your healthy-Earth goal with you.

Learn More

- *We are Water Protectors* by Carol Lindstrom
- *The Hike* by Allison Farrell
- *My Friend Earth* by Patricia MacLachlan
- [National Geographic Kids: How to Save the Planet, a Kids Guide!](#)
- [World Wildlife Fund](#)
- [The Wildlife Trusts: Webcam](#)
- [Roots of Knowledge Virtual Tour](#)





GRADES 3–6 PRE-VISIT LESSON PLAN: HOUSE DETECTIVE

INTRODUCTION

When you visit *Roots of Knowledge* with your class, you will learn about five types of homes from various cultures around the world, including an ancient Buddhist monastery carved into a rock wall and one of the largest imperial palaces ever constructed. For this lesson, you will choose a home depicted in the *Roots of Knowledge* installation and, using context clues, create a profile of the home, including the time period it was built, the objects within, and how it was used.

UTAH CORE STANDARDS

Social Studies (Standard 2, Object 1)—Grade 3

- Identify and explain the interrelationship of the environment (e.g., location, natural resources, climate) and community development (e.g., food, shelter, clothing, industries, markets, recreation, artistic creations).

English Language Arts (Writing Standard 1)—Grade 4

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Visual Arts (Strand: Respond 5.V.R.2)—Grade 5

- Identify and analyze cultural associations suggested by visual imagery.

English Language Arts (Writing Standard 1)—Grade 5

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Common Core: Visual Arts (Strand: Respond 6.V.R.1)—Grade 6

- Identify and interpret works of art or design that reveal how people live around the world and what they value.

Social Studies (Standard 1, Objective 1)—Grade 6

- Explain why physical geography affected the development of early civilizations.

DISCUSS

Homes can offer all sorts of clues about the place, culture, and time in which they were built. Below are some questions to get you thinking about what we can learn from homes:

- What materials were used to build the home? What can those materials tell us about the environment and time in which the home was built?

- What is the style of the home—a palace, a hut, an apartment building? What can the style of the home tell us about who lives there and how it is used?
- How is the inside and/or outside of the home designed? Is it fancy or simple? Colorful or plain? What kinds of objects and furniture might you find inside?
- Are there any structures outside of the home (barns, moats, gardens, walls, etc.)? What do these structures tell us about how the home is used and what types of activities happen within?

CREATE

Choose a home from the images on the following pages. Using the questions in the discussion section and clues from your chosen home image, fill out the house detective worksheet below. Once your worksheet is complete, write an opinion paper on why you think the home profile you created is accurate and include which context clues you used from your chosen image to support your argument.

EXPAND

- Research the actual history of your chosen home. Create a compare-and-contrast chart using the facts you've learned, along with what you hypothesized about your home and how it was used.
- Using your home profile as a guide, create three-dimensional artifacts for your chosen home including objects, furniture, or food you imagine are found within. You can use fabric, clay, recycled materials, or any other medium to create your artifacts.

Learn More

- [A Place Called Home: Look Inside Houses Around the World](#) by Kate Baker
- [This is How We Do It: One Day in the Lives of Seven Kids from Around the World](#) by Matt Lamonthe
- [If You Lived Here: Houses of the World](#) by Giles Laroche
- [Stacker: What Homes Are Like in 25 Places Around the World](#)
- [Kid Cyber: Houses Around the World](#)
- [Roots of Knowledge Virtual Tour](#)



Primitive Shelter, Panel C3



Reconstruction of a Paleolithic Dwelling (Natural History Museum, Vienna)



Peterhof Palace, Panel Q2



Peterhof Palace (Saint Petersburg, Russia)



Mesa Verde, Panel L3



Cliff Palace in Mesa Verde National Park (Colorado)



The Kingdom of Hawaii, Panel R2



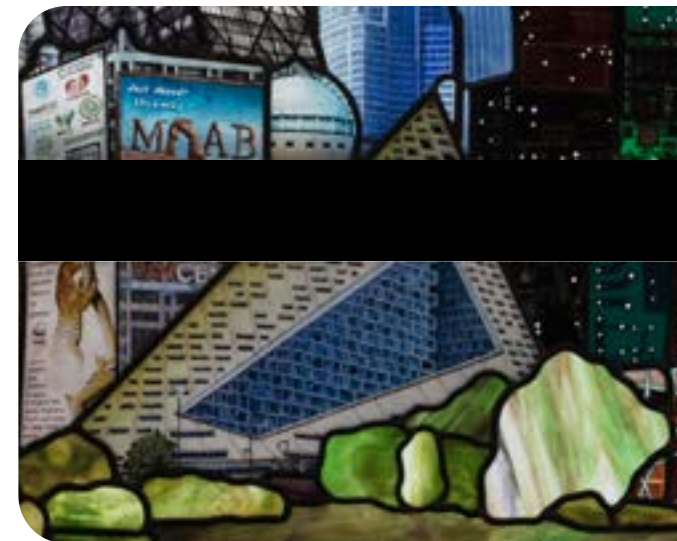
Reconstruction of a Shelter (Lapakahi, Hawaii)



Himeji Castle, Panel P2



Himeji Castle (Himeji, Japan)



Via 57 West, Panel Y3



Via 57 West (Manhattan, New York City)



HOUSE DETECTIVE WORKSHEET

What can you discover about your home? Create a profile of your home using the prompts below.

Glue image of your chosen home here.

What is your home called? (Hint: Each home's title is listed beneath its image on pages 19–20.)

What materials do you think your home is made of?
(Draw and label materials.)

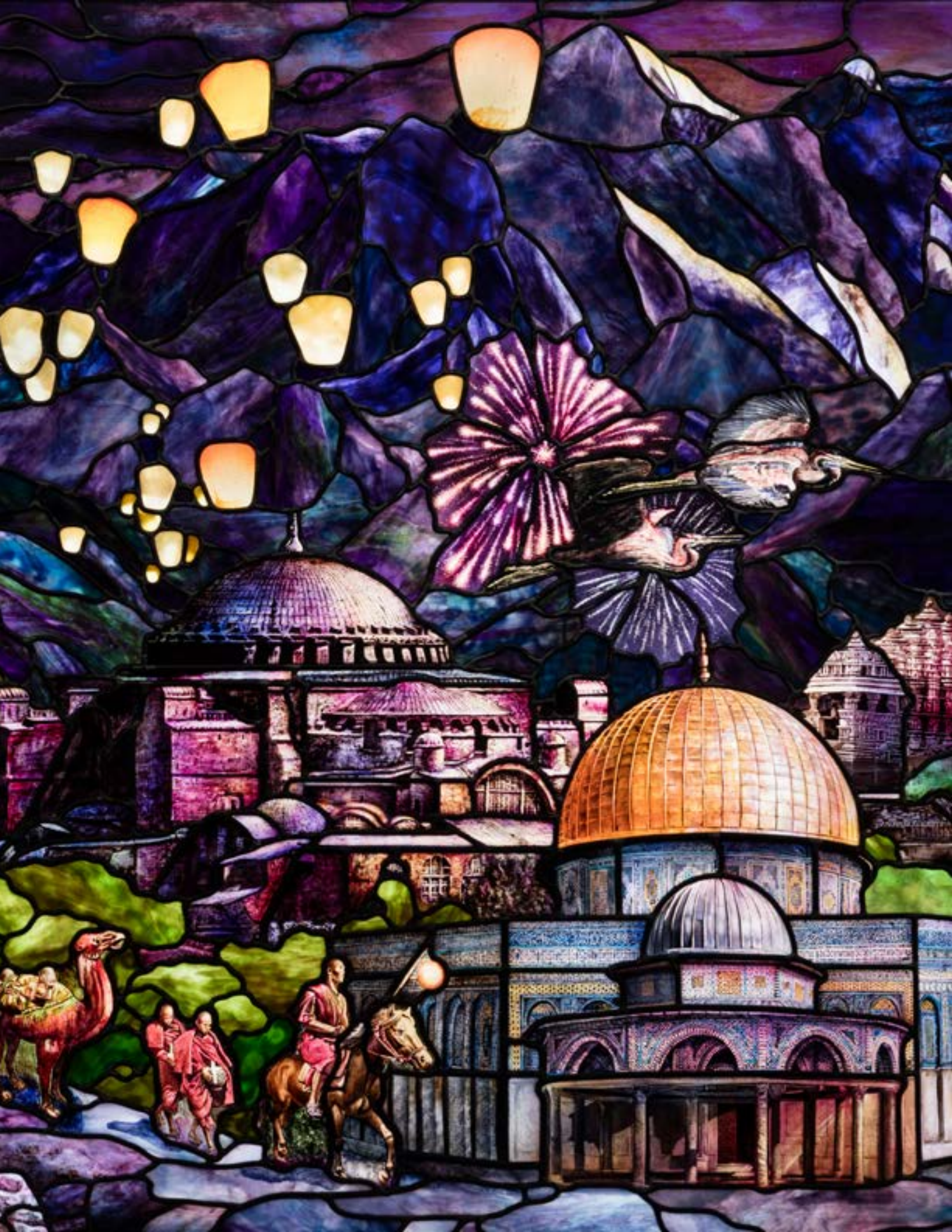
What kinds of decorations or furniture might you find inside?
(Draw and label decorations.)

What kinds of objects might you find in and around this home?
(Draw and label objects.)

What jobs might need to be done in and around this home?
(Draw and label jobs.)

What leisure activities might happen inside?
(Draw and label activities.)

Besides humans, what other creatures might inhabit this home? Pets?
Farm animals?
(Draw and label animals.)



GRADES 3–6 POST-VISIT LESSON PLAN: A HOME FOR THE SENSES

INTRODUCTION

During your field trip to *Roots of Knowledge*, we explored different homes throughout the ages and defined home as a place where we can express ourselves, feel peace, celebrate, find shelter, and gather. We use our senses to experience these five elements of home—we might express ourselves with a brightly painted canvas; listen to peaceful birdsong outside of our window; taste candy sprinkles on our birthday cake; smell a fire burning in the hearth; or hold our family members' hands as we gather around the kitchen table. Our senses help us define home beyond a location and as a collection of smells, sights, sounds, tastes, and textures. In this activity, you will design a home that uses your senses in new and unexpected ways.

UTAH CORE STANDARDS

Visual Art (Strand: Create 3.V.CR.1)—Grade 3

- Elaborate on an imaginative idea and apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.

English Language Arts (Writing Standard 3)—Grade 3

- Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.

Visual Art (Strand: Create 4.V.CR.2)—Grade 4

- Collaboratively set goals and create an artwork that is meaningful and shows the intent of the makers.

Science (Strand 4.1.2)—Grade 4

- Develop and use a model of a system to describe how animals receive different types of information from their environment through their senses, process the information in their brain, and respond to the information. Emphasize how animals are able to use their perceptions and memories to guide their actions. Examples could include models that explain how animals sense and then respond to different aspects of their environment such as sounds, temperature, or smell.

English Language Arts (Writing Standard 3)—Grade 5

- Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.

Social Studies (Standard 1, Objective 4)—Grade 6

- Identify innovations in manmade structures over time (e.g., irrigation, roads, building materials) and their influence on meeting needs.

DISCUSS

Homes throughout the world utilize our senses in novel ways. In South Korea, floors are heated so that your feet feel toasty on cold winter days. In South Africa's Ndebele village, homes' exteriors are painted in vivid, colorful shapes that communicate news about the family, such as a marriage announcement or the birth of a baby. In America, log cabins built with red cedarwood emit a sweet and spicy scent. Even imaginary homes in books like *Charlie and the Chocolate Factory* activate the senses in whimsical ways, including wallpaper that tastes like fruit. Here are some questions to consider as you design your unique, sensory home:

- Which homes from the *Roots of Knowledge* tour or around the world use the five senses in ways that are new to you? Can you take any of those inventions and modify them for your own design?
- Which homes in fairytales, myths, or legends use the five senses in ways that are funny, strange, or surprising? Can you take any of those imaginary elements—both written and illustrated—and modify them for your own design?
- What senses do you value the most? How can you serve those senses the best in your home design?
- What senses do your pets value the most? How can you serve those senses in your home design?

CREATE

Design a home that appeals to your senses in unique and unusual ways. Maybe your home has a floor that sounds like tinkling bells when you walk, a glass ceiling that showcases the stars at night, or a door that smells like peach gummies every time you open it. Your design doesn't have to be practical, but it does have to be creative! Draw a floor plan of your home and identify which elements serve the senses of the people and animals that live within. Then, write a short story about a family who moves into your sensory home and the experiences they have living there. Share your floor plan and story with the class.

EXPAND

- Are there any elements of your sensory home that you could implement in your real home? Try bringing one of your designs to life this week and survey the inhabitants of your home to see what they think of your sensory addition.
- Design a sensory home for someone you know. Maybe they have lost a sense such as their sight, moved here from another country, or is elderly. What kinds of things would serve them well? What would excite and comfort their senses?

Learn More

- [The Five Senses](#) by Hervé Tullet
- [Hello Ocean](#) by Pam Muñoz Ryan
- [If You Lived Here: Houses of the World](#) by Giles Laroche
- [Cooper Hewitt: Why Sensory Design?](#)
- [Childcare Renovation: Create a Sensory-Rich Environment](#)
- [Roots of Knowledge Virtual Tour](#)



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