

2012

Cultural Environment: Native American Peoples in North America

Erin Boydston

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Recommended Citation

Boydston, Erin, "Cultural Environment: Native American Peoples in North America" (2012). *Open Educational Resources*. 85.

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Cultural Environment: Native American Peoples in North America

Erin Boydston – School not available

Grade Level (Req.): 3rd-5th grade	Content Area (Req.): Human Geography, American History, English	Unit (Opt.): Native Americans
Connections to Other Disciplines (Opt.): <ul style="list-style-type: none"> • • • 		
Time Frame (Req.): One to two class periods	Goal (Req.): Students will know the different Native American regions.	
	Objective (Req.): Students will use pictures to compare and contrast the cultural environment of Native Americans in their regions.	
Materials Needed (Req.): <ul style="list-style-type: none"> • A variety of pictures showing Native American homes, transportation, and people in varying regions – needs to be attached? • Similarities and Differences recording sheet (attach) • Map of Native American tribes (attach) • “Native Americans” by Leigh Hoven • • • 	New Vocabulary (Opt.): <ul style="list-style-type: none"> • • • • • 	
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): Introduce the new unit – Native Americans. Place a picture of a teepee and what it is made of. Where do Native Americans live if they don't have buffalo hides to make a teepee?		
Instructional Sequence/Procedure (Req.): <ol style="list-style-type: none"> 1. Place the U.S. map with Indian tribes on the overhead. Explain that each tribe has a separate culture. Not all Native Americans live in a teepee. Not all Native Americans carve totem poles. 2. Explain that students will be viewing pictures of Native Americans and their environment. 3. Show students an example. Read aloud each caption. 4. Ask students to brainstorm how the two pictures are similar and different. What do the pictures show about the Native Americans environment? What types of resources do they have around them? 5. Divide students into groups of three. Each student will receive one piece of construction paper with two pictures mounted on it. 6. Distribute photos, one per group. Create a “passing” order where one photo will be handed to the next group after 3-5 minutes. Students view one photo at a time and complete their data recording sheet. 7. After each picture has been to every group, finish the lesson with a discussion. Discuss the environment of each of the pictures. Which pictures show a picture from a cold environment? Which picture shows an environment with a lack of trees? Which has an abundance of trees? 		

8. Allow students to brainstorm with region of the United States each picture goes into based on the environment.
9. Extension activities: Continue the lesson with pictures of environments from around the world; compare and contrast those environments and predict which continent each picture came from. Have students take on the role of one of the Native American in the pictures; write a dialogue or journal entry about their environment; What were some benefits? Hardships?. Create models of Native American houses.
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- 20.

Formative Evaluation (Req.): Observing students during in class work and brainstorming.

Assessment (Req.): Have students write a paragraph describing which region they predict each picture fits with and why.

Iowa Core Curriculum Standards Used (Req.):

- Geography, grade 3-5: Understand how geographic and human characteristics create culture and define regions
- Geography, grade 3-5: Understand how physical processes and human actions modify the environment and how the environment affects humans.
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Common Core Curriculum Standards Used (Opt.):

- Speaking and Listening, grade K-5, Participate in collaborative conversations with diverse partners about specific grade level topics and texts, building on others' ideas and expressing their own clearly.
- Writing, grade 3-5: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
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NGS Standards Used (Req.):

- The physical and human characteristics of places
- That people create regions to interpret Earth's complexity
- How physical systems affect human systems
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<ul style="list-style-type: none"> • • • • • 	
<p>Five Themes of Geography Used (Req.):</p> <ul style="list-style-type: none"> • Location • Place • Human-Environmental Interaction • Movement • Region 	<p>School District Standards and Benchmarks (Opt.):</p> <ul style="list-style-type: none"> • • •
<p>21st Century Universal Constructs (Opt.):</p>	
<p>Other Disciplinary Standards (Opt.):</p> <ul style="list-style-type: none"> • • • • • 	
<p>Other Essential Information (Opt.):</p>	
<p>Other Resources (Opt.):</p> <ul style="list-style-type: none"> • Source for the pictures: “Macmillan Encyclopedia of Native American Tribes” by Michael Johnson (ISBN 0-00-286349-9). Be sure to get the publishers’ permission before copying. • Hoven, Leigh. “Native Americans”. Teacher Created Materials, Inc., 1990. • • 	

Cultural Environment

Native American Peoples in North America

SIMILARITIES	DIFFERENCES
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
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