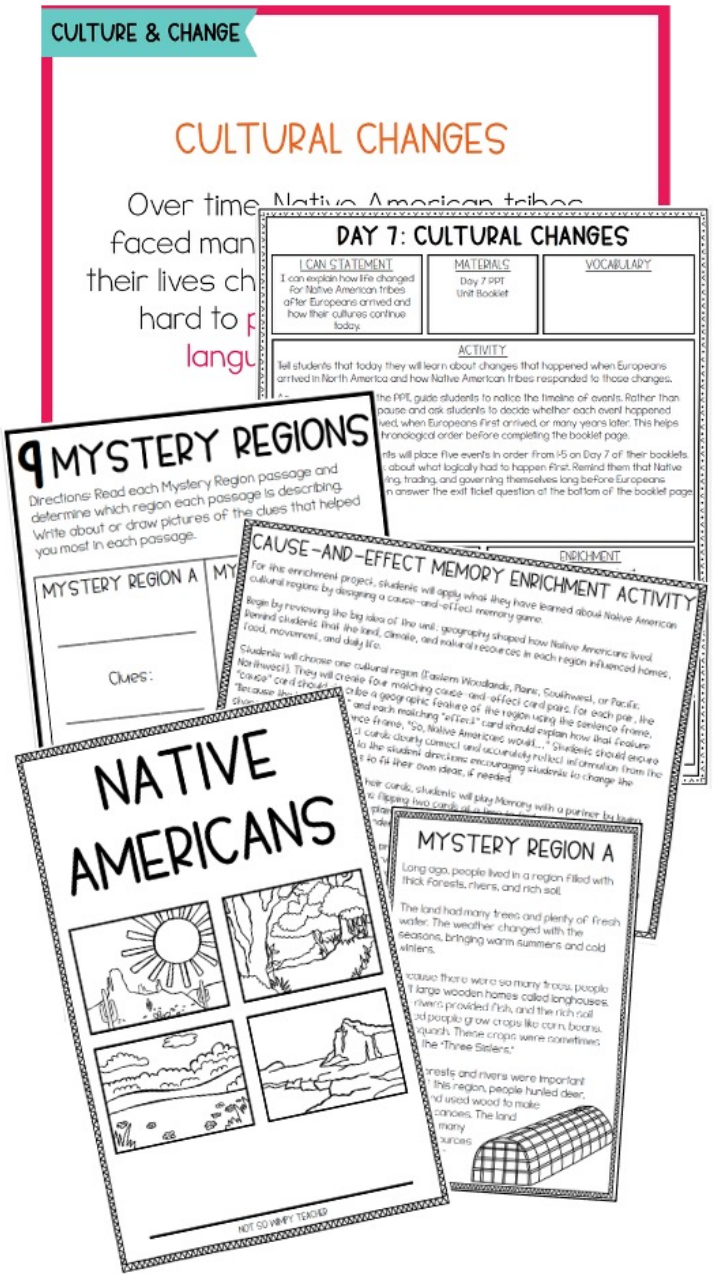
What's Included

- ✓ 7 instructional PowerPoints
- ✓ Vocabulary cards
- ✓ Student booklet with an activity for each day
- ✓ Mystery region passages
- ✓ Cause-and-effect memory enrichment activity
- ✓ Assessment

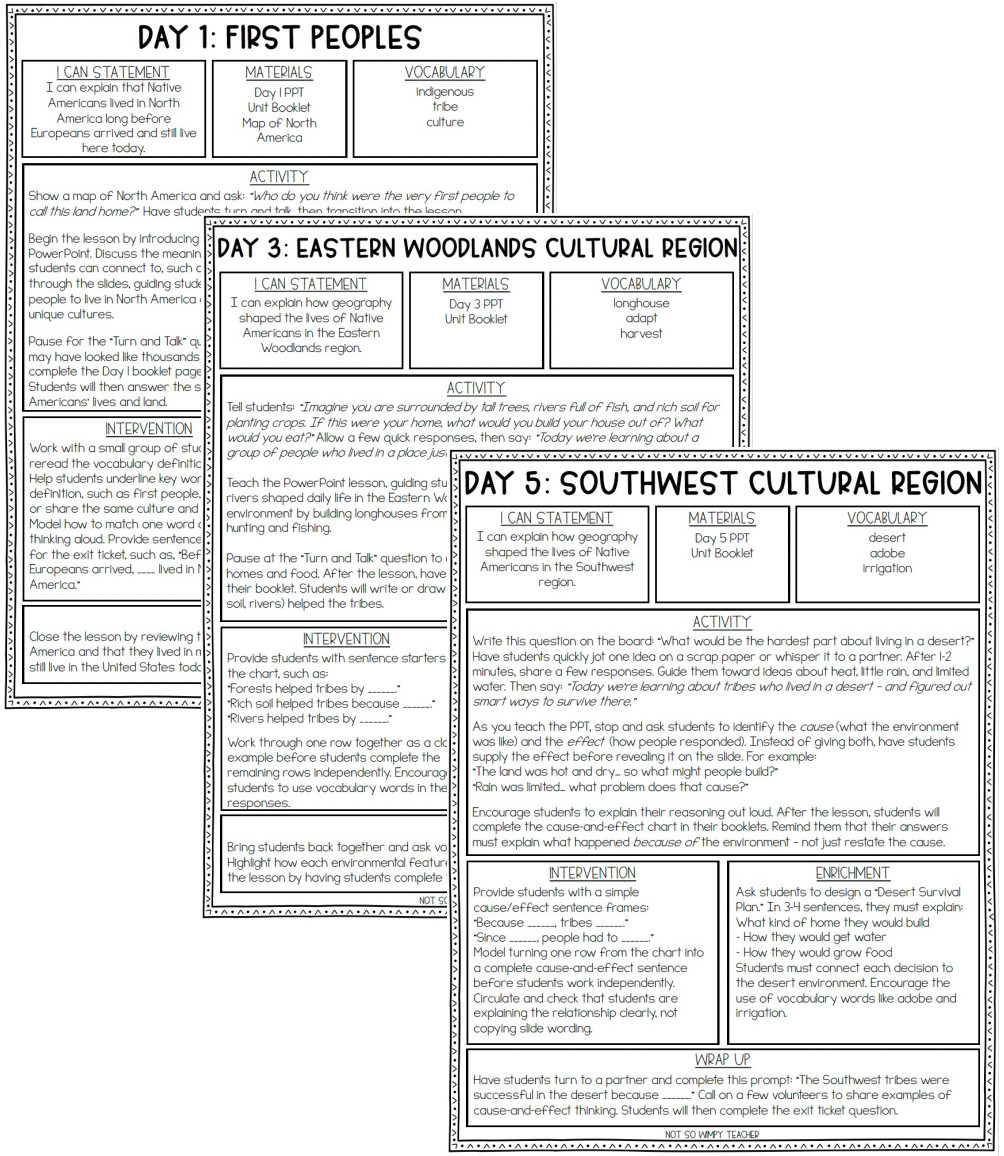


10 Days of Activities

This unit includes seven instructional PowerPoints that teach the concept.

Students will practice the skill using guided booklets, mystery region reading passages, a cause-and-effect enrichment activity, task cards, and vocabulary cards.

This unit comes with an assessment to test student understanding of the material taught.



DAY 1: FIRST PEOPLES

I CAN STATEMENT
I can explain that Native Americans lived in North America long before Europeans arrived and still live here today.

MATERIALS
Day 1 PPT
Unit Booklet
Map of North America

VOCABULARY
indigenous
tribe
culture

ACTIVITY
Show a map of North America and ask: *"Who do you think were the very first people to call this land home?"* Have students turn and talk, then transition into the lesson.

Begin the lesson by introducing
PowerPoint. Discuss the meanin
students can connect to, such c
through the slides, guiding stud
people to live in North America
unique cultures.

Pause for the "Turn and Talk" q
may have looked like thousands
complete the Day 1 booklet page
Students will then answer the s
Americans' lives and land.

INTERVENTION
Work with a small group of stu
reread the vocabulary definitio
Help students underline key wor
definition, such as first people,
or share the same culture and
Model how to match one word
thinking aloud. Provide sentence
for the exit ticket, such as, "Bef
Europeans arrived, ____ lived in
America."

Close the lesson by reviewing
America and that they lived in
still live in the United States tod

DAY 3: EASTERN WOODLANDS CULTURAL REGION

I CAN STATEMENT
I can explain how geography shaped the lives of Native Americans in the Eastern Woodlands region.

MATERIALS
Day 3 PPT
Unit Booklet

VOCABULARY
longhouse
adapt
harvest

ACTIVITY
Tell students: *"Imagine you are surrounded by tall trees, rivers full of fish, and rich soil for planting crops. If this were your home, what would you build your house out of? What would you eat?"* Allow a few quick responses, then say: *"Today we're learning about a group of people who lived in a place jus*

Teach the PowerPoint lesson, guiding stu
rivers shaped daily life in the Eastern W
environment by building longhouses from
hunting and fishing.

Pause at the "Turn and Talk" question to
homes and food. After the lesson, have
their booklet. Students will write or draw
soil, rivers) helped the tribes.

INTERVENTION
Provide students with sentence starters
the chart, such as:
"Forests helped tribes by _____."
"Rich soil helped tribes because _____."
"Rivers helped tribes by _____."

Work through one row together as a cl
example before students complete the
remaining rows independently. Encourag
students to use vocabulary words in the
responses.

Bring students back together and ask vo
Highlight how each environmental featur
the lesson by having students complete

NOT SO

DAY 5: SOUTHWEST CULTURAL REGION

I CAN STATEMENT
I can explain how geography shaped the lives of Native Americans in the Southwest region.

MATERIALS
Day 5 PPT
Unit Booklet

VOCABULARY
desert
adobe
irrigation

ACTIVITY
Write this question on the board: "What would be the hardest part about living in a desert?" Have students quickly jot one idea on a scrap paper or whisper it to a partner. After 1-2 minutes, share a few responses. Guide them toward ideas about heat, little rain, and limited water. Then say: *"Today we're learning about tribes who lived in a desert - and figured out smart ways to survive there."*

As you teach the PPT, stop and ask students to identify the *cause* (what the environment was like) and the *effect* (how people responded). Instead of giving both, have students supply the effect before revealing it on the slide. For example:
"The land was hot and dry... so what might people build?"
"Rain was limited... what problem does that cause?"

Encourage students to explain their reasoning out loud. After the lesson, students will complete the cause-and-effect chart in their booklets. Remind them that their answers must explain what happened *because of* the environment - not just restate the cause.

INTERVENTION
Provide students with a simple cause/effect sentence frames:
"Because _____, tribes _____."
"Since _____, people had to _____."
Model turning one row from the chart into a complete cause-and-effect sentence before students work independently. Circulate and check that students are explaining the relationship clearly, not copying slide wording.

ENRICHMENT
Ask students to design a "Desert Survival Plan." In 3-4 sentences, they must explain:
What kind of home they would build
- How they would get water
- How they would grow food
Students must connect each decision to the desert environment. Encourage the use of vocabulary words like adobe and irrigation.

WRAP UP
Have students turn to a partner and complete this prompt: "The Southwest tribes were successful in the desert because _____." Call on a few volunteers to share examples of cause-and-effect thinking. Students will then complete the exit ticket question.

NOT SO WIMPY TEACHER

PowerPoint Lessons

CULTURAL REGIONS

Vocabulary Review:

Culture: a group's way of life, including food, homes, traditions

FIRST PEOPLES

I can explain that Native Americans lived in North America long before Europeans arrived and still live here today.

EASTERN WOODLANDS

THE THREE SISTERS



Many Eastern Woodlands tribes were farmers. They grew corn, beans, and squash. These three crops are often called the "Three Sisters."

PLAINS

HOMES ON THE PLAINS

Because there were few trees, tribes could not build wooden homes like longhouses.

Instead, many Plains tribes built tipis. Tipis were made from bison hides and could be taken easily.

CULTURE & CHANGE



Members of the Northern Wind Dancers, a dance group made up of members from many tribes

PACIFIC NORTHWEST

TO REVIEW:

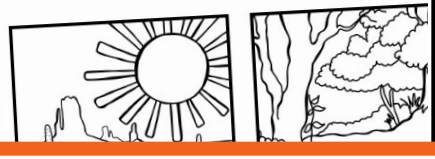
The Pacific Northwest had forests, rivers, and ocean access.

Tribes built plank houses from cedar.

Salmon was an important food source.

Geography shaped d

NATIVE AMERICANS



4 PLAINS REGION

Fill in the chart by explaining how each part of the Plains environment shaped life for Native Americans.

Environment	How it shaped life
Flat grasslands	

2 REGIONS

With the help of the word bank, fill in the blanks with information from the lesson.

WORD BANK

land regions common canoes

geography food wood homes

7 CULTURAL CHANGES

Put the events below in order by numbering them 1-5.

Native American tribes were forced to move from their homelands.

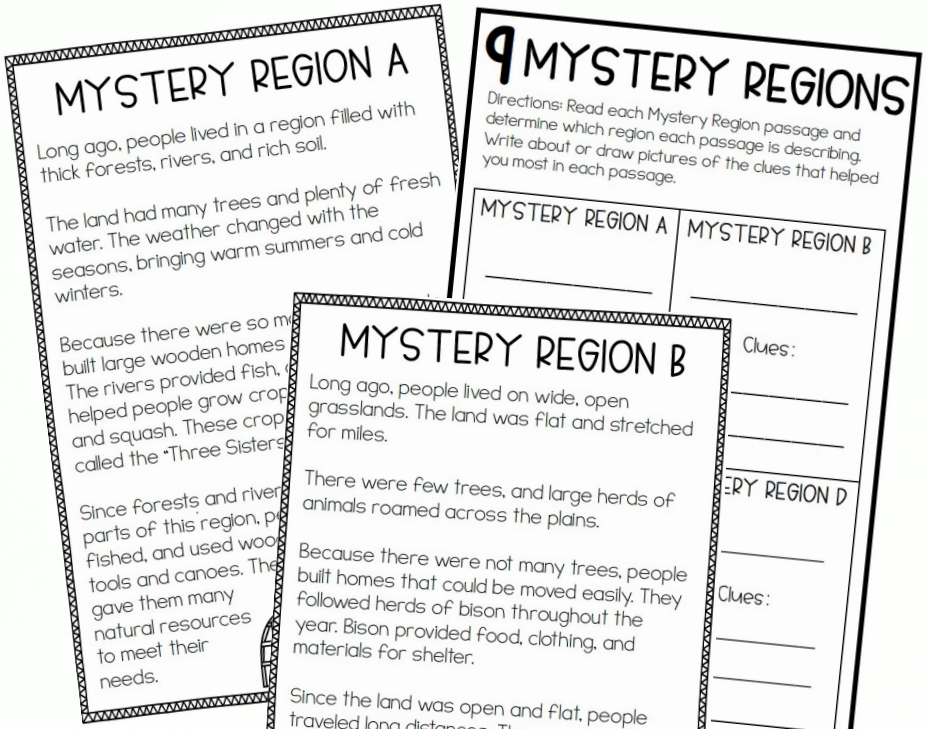
Native American tribes traded with one another across regions.

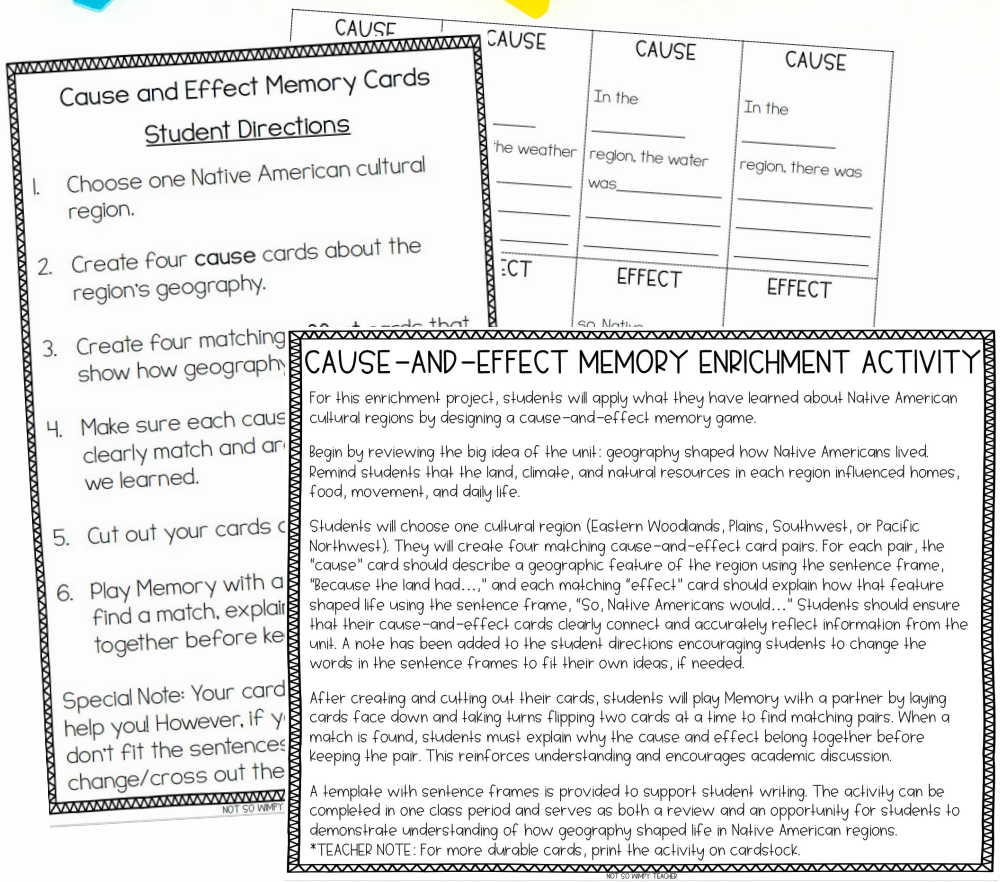
Native American tribes continue to celebrate traditions and govern their communities today.

Each lesson is designed to be taught in 30 minutes, with all student work completed in their booklets. You can choose to take a daily grade, completion grade, or grade for accuracy.

Reading Passages & Enrichment Activity

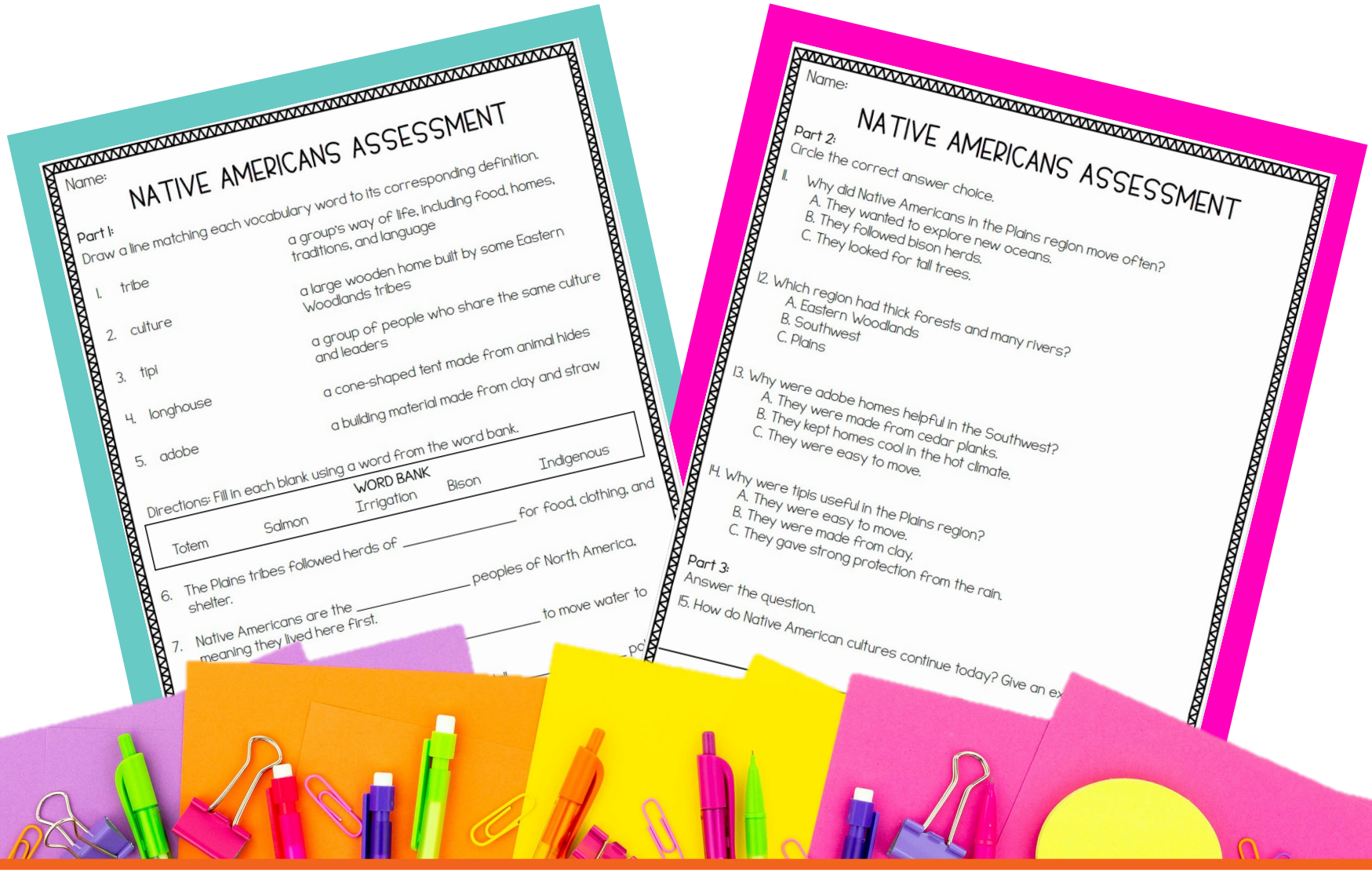






Students will identify mystery regions based off four reading passages. Students may also complete a cause-and-effect memory match enrichment activity.

Assessment



Each unit includes an assessment with answer keys to assess student understanding of the Native Americans.