

Social Studies

Intro to a Unit - Native Americans

5th Grade

State Standard(s): Choices have consequences: how do people decide to live?

RI.5.1 Drawing inferences from a text/photo

RI.5.7 Draw on information from multiple sources to locate an answer

Student Learning Objective(s): The students will draw inferences from photographs to determine the impact the environment has on the Native Americans' way of life.

- **Resources and Materials:**

- [Lesson 1 photos](#)
- [Example photos](#)
- [Google Slides](#)
- [Question Sheet](#)
- [Map of regions](#)
- [Reflection slip](#)

- **Lesson:**

Essential Question: How did the environment in which the different Native Americans chose to live affect their way of life/culture?

Anticipatory Set:

I will hand out one picture to each student and they will be given 1 minute to study their picture silently. Once that minute is up, I will have the students flip their photos over.

Input:

I will ask the students what information they already know about Native Americans. And then I will provide a little bit of background knowledge ([Google Slides](#)).

- *Native Americans are NOT called Indians. When Christopher Columbus first landed in what is now America, he thought he and his crew had landed in India. He called the indigenous people he met in 1492 Indians.*
- *They live in groups called tribes. Each tribe has its own culture and language.*
- *They hunted their own food (both plants and animals).*
- *They made their own clothing, homes, and other tools out of resources found in nature.*
- *They lived in many different types of homes including teepees and wigwams.*

Modeling:

I will have some [example photos](#) of modern-day (United States) American lifestyles. I will group my photos by topic or concept (housing, clothing, food, and tools). I will then determine the label or focus of the pictures. Then I will use the map and determine which area/region my photos best fit and briefly explain why I think that. I will then tell the students that they will be doing the same thing with their photos.

- Housing: tall buildings, big city area - **New York or Eastern region**
- Clothing: summer wear, warm area - **California or Southwestern region**
- Food: seafood, close to the ocean - **Oregon or Northwestern/Plateau region**
- Tools: farming and agriculture, midwest area - **Kansas or Great Plains region**

Check for Understanding:

Ask the students what questions they might have before dismissing them to find their groups.

Guided Practice:

The student will then find others in the room whose picture would match theirs, as far as topic or concept. Once the students are grouped, they will observe all the pictures in the group and determine a label or focus of the pictures (ie. housing, food, certain Native American group, etc.).

I will pass out a [question sheet](#) and the [map of regions](#) to each group.

In groups, the students will then answer the following questions.

1. What label did your group decide your photos fit?
2. Compare and contrast each photo in your group - what is similar and what is different?
3. Using the maps, which area/region would your photos best fit? Why?

Be ready to defend your answers!

I will then have each group share their photos with the class and talk about:

1. what they noticed
2. what label their group put on their photos
3. what was similar/different
4. what region they thought each photo represented and why.

**Discuss as a class or question as needed.

Independent Practice:

The students will then independently complete the [reflection slip](#) before leaving.

Closure:

Remind the class that we will be discussing and learning more about the Native Americans over the course of our next unit.