

Earliest Americans and their Environments

Grade level:	3rd grade
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Length of unit:	13 lessons to teach the content (30 or 60 minutes for each lesson) 2 lesson to evaluate (30 to 60 minutes for each lesson) Culminating activity (30 minutes)

I. Abstract

During this unit, students learn about the first people to cross the land bridge into North America. Students will understand the effects of environment on the lifestyles of various tribes. In some lessons, students will learn to extract meaningful information from non-fiction text (Pearson). Students complete several group projects, like completing a matrix of all tribes, making first-aid bags for the Mound Builders, and developing a theory about the fate of the Anasazi tribe.

II. Overview

- A. Concept Objectives
 - 1. Students will understand how environment affects lifestyle.
 - 2. Students will understand why people move from one place to another.
- B. Content from the *Core Knowledge Sequence*
 - 1. 3rd grade American history and geography (page 71)
 - a. Crossing the Land Bridge
 - i. During the Ice Age, nomadic hunters cross what was a land bridge from Asia to North America (now the Bering Strait). Different peoples, with different languages and ways of life, eventually spread out over the North and South American continents. These early people include:
Inuit (Eskimos)
Anasazi, pueblo builders and cliff dwellers
Mound builders
 - b. Native Americans
 - i. In the Southwest
Pueblos (Hopi, Zuni)
Dine (Navajo)
Apaches
 - ii. Eastern “Woodland” Indians
Woodland culture: wigwams, longhouses, farming, peace pipe, Shaman and Sachem
Major tribes and nations (such as Cherokee Confederacy, Seminole, Powhatan, Delaware, Susquehanna, Mohican, Massachusetts, Iroquois Confederacy)
- C. Skill Objectives
 - 1. Students will be able to describe how the earliest Americans came to North America. (*Colorado Model Content Standards for Geography 4.4*)
 - 2. Students will be able to state why life was difficult for the earliest Americans. (*Colorado Model Content Standards for Geography 5.2*)
 - 3. Students will be able to describe what Native Americans need in order to survive. (*Colorado Model Content Standards for Geography 4.1*)

4. Students will be able to describe the ways the Inuit used their environment to survive. (*Colorado Model Content Standards for Geography 4.4*)
5. Students will be able to explain how rain water is important to the Anasazi. (*Colorado Model Content Standards for Geography 5.1*)
6. Students will be able to hypothesize what happened to the Anasazi. (*Colorado Model Content Standard for Geography 5.2*)
7. Students will be able to identify characteristics of the Mound Builders. (*Colorado Model Content Standards for History 1.1*)
8. Students will be able to create natural remedies for disease. (*Colorado Model Content Standards for Geography 5.3*)
9. Students will be able to describe characteristics of the Pueblo tribes. (*Colorado Model Content Standards for History 1.1*)
10. Students will be able to distinguish between human and natural effects on the Pueblo tribes. (*Colorado Model Content Standards for 6.1*)
11. Students will be able to describe where the Eastern Woodland tribes lived, what they ate, and their houses. (*Colorado Model Content Standards for History 1.1*)
12. Students will be able to define what crops are called the Three Sisters. (*Colorado Model Content Standards for 5.1*)
13. Students will be able to list facts about the Inuit, Anasazi, Mound Builder, Pueblo, and Eastern Woodland tribes. (*Colorado Model Content Standards for History 1.1* and *Colorado Model Content Standards for Geography 5.1*)
14. Students will be able to describe how a group of people would use their environment to help them survive. (*Colorado Model Content Standards for Geography 5.1*)
15. Students will be able to compare two tribes they have studied: Inuit, Anasazi, Mound Builders, Pueblo, and Eastern Woodlands. (*Colorado Model Content Standards for History 1.1*)

III. Background Knowledge

A. For teachers

1. Hirsch, Jr. E.D. *What Your 3rd Grader Needs to Know*. New York, NY: Bantam Dell Publishing, 2001. 0-385-33626-8

B. For students

1. American history and geography: Early People and Civilizations (1st grade; page 29)
 - a. The earliest people: hunters and nomads
 - i. Crossing the land bridge from Asia to North America
From hunting to farming
 - b. American history and geography: Westward Expansion (2nd grade; page 59)
 - i. Native Americans
Effect of near extermination of buffalo on Plains Indians

IV. Resources

1. Hirsch, Jr. E.D. (editor). *Pearson Learning Core Knowledge History & Geography: 3rd grade*. Parsippany, NJ: Pearson Learning Group, 2002. 0-7690-5024-7. (Lessons 1, 2, 4, 5, 7, 9, 10, 11, 12, 13, 15)
2. Petersen, D. *The Anasazi*. Chicago, IL: Childrens Press, Inc., 1991. 0-516-01121-9. (Lesson 6)

V. Lessons

Lesson One: Crossing the Land Bridge (60 minutes)

A. Daily Objectives

1. Concept Objective(s)

- a. Students will understand how environment affects lifestyle.
 - b. Students will understand why people move from one place to another.
2. Lesson Content
 - a. Crossing the Land Bridge: During the Ice Age, nomadic hunters cross what was a land bridge from Asia to North America (now the Bering Strait).
 3. Skill Objective(s)
 1. Students will be able to describe how the earliest Americans came to North America. (*Colorado Model Content Standards for Geography 4.4*)
- B. *Materials*
1. student rebus books: 4 blank white pieces of paper stapled with construction paper front and back covers
 2. “The Story of Beringia” and felt board pieces (Appendix A)
 3. Pearson Core Knowledge 3rd grade texts, pages 106 to 108
 4. clay molded to form two mounds (Asia and North America) and connected by a thin strip of clay (the land bridge)
 5. ice cubes
 6. globe
- C. *Key Vocabulary*
1. **land bridge**—A land bridge is land that joins two places.
 2. **Asia**—Asia is a continent in the Northern Hemisphere that contains the countries of Russia and China.
 3. **North America**—North America is a continent in the Northern Hemisphere that contains the countries of Canada and the United States of America.
 4. **Beringia**—Beringia is another name for the land bridge joining Asia and North America.
- D. *Procedures/Activities*
1. Bring students to sit on carpet near a felt board. Ask them, “Who were the first people to come to America?” (Possible answers: Columbus, Native Americans.) “Today I am going to tell you the story about how people first came to be in America. This story may sound familiar to you, but listen carefully for any new information.”
 2. Tell students “The Story of Beringia” using the felt board pieces.
 3. Show students the clay model of the land bridge. (Place the ice cubes on the North American side of the land bridge.) Explain that this is what the land looked like 15,000 years ago. Show them the area of Beringia on a globe. “What is the difference between what it looks like today and what it looked like then?” (Possible answers: The land isn’t touching. There is more water.) “As the Ice Age ended and the temperatures got warmer, the glaciers melted. The water filled up the oceans. We will check on our land bridge later today to see what happens to it. What do you predict will happen to it?” (Possible answers: The ice will melt. The water will cover the clay.)
 4. Introduce students to the Pearson textbook. Guide them to find the Earliest Americans unit by looking in the table of contents. Have them turn to lesson 1.
 5. Read aloud the lesson as students follow along.
 6. After reading the lesson, ask students what they found interesting. Record their ideas on the board.
 7. Pass out the student rebus books. Explain that Native Americans did not keep records with word and letters like we do, because they did not have a written alphabet or paper and pencils. However, they did use pictures to communicate with each other on different mediums. Tell the students that they will keep track of their learning by using word and pictures to make a rebus book. Model

writing a sentence in rebus format: for example, “People crossed the land bridge.” Insert two stick figures for “people” and an arc for a “bridge.” After the example, check for understanding from the students.

8. Teach students the “Land Bridge Song,” sung to the tune of “London Bridge is Falling Down:”

“Fifteen thousand years ago,
Ice age cold, Ice age cold;
There was a bridge that joined two lands,
Asia and North America.”
 9. Give each student a rebus book. Explain that they will use this book each day to record what they learned. Instead of just writing words, explain that they should draw symbols for some words, like corn or run or bridge or snow, etc. Model this on the board, by writing sample sentences in rebus form. *The first people came over a land (draw a simple picture of a bridge) to North America. There was (draw an ice cube) and (draw a snow flake).* Check that the students understand. You might brainstorm possible symbols they might use for today’s lesson. Be sure to explain that the symbol should not be an elaborate picture, but just a simple symbol. Students should record their thoughts about what they learned in today’s lesson in their rebus books.
 10. Be sure to check on the land bridge demonstration later in the day, and discuss how the water covered the clay bridge connecting Asia and North America.
- E. *Assessment/Evaluation*
1. Teacher observes what students write in their rebus books.
 2. Students sharing reflections about what they found interesting in the lesson.

Lesson Two: Moving into North America (60 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand how environment affects lifestyle.
 - b. Students will understand why people move from one place to another.
2. Lesson Content
 - a. Crossing the Land Bridge: Different peoples, with different languages and ways of life, eventually spread out over the North and South American continents.
3. Skill Objective(s)
 - a. Students will be able to state why life was difficult for the earliest Americans. (*Colorado Model Content Standards for Geography 5.2*)

B. *Materials*

1. student rebus books
2. Pearson 3rd grade texts, pages 109 to 110
3. sticky notes
4. questions written on chart paper (Appendix B)

C. *Key Vocabulary*

1. **herds**—A herd is a large groups of animals.
2. **hunter-gatherers**—People who killed animals for food and collected berries, nuts, seeds, and plants to eat.
3. **climate**—The weather patterns of an area are called climate.

D. *Procedures/Activities*

1. Review yesterday’s lesson by signing the “Land Bridge Song.” Ask students what they remember about the land bridge. (People walked across it. It joined Asia and North America. There were glaciers.)

2. Explain that today we are going to read about what happened to the people after they crossed the land bridge. “Our social studies book is a great source of information. Sometimes, it is difficult to sort out what you need to know and what is extra information. Our goal while we are learning about the earliest Americans is to learn how to use this text book. So today while you are reading, you will need to answer some questions. This will help you learn to find information in the text.”
 3. Read the title of the lesson and the introduction (on page 109) together. Think aloud about what you expect to find out in this lesson: “After reading this, I think that I am going to find out about some of the people who first came into North America.”
 4. Show students the chart of questions (Appendix B). Read the first question. “Now, while I read the first paragraph, I am going to look for the answer to this question.” Read the first paragraph out loud to the students. State the answer to the question. Read them the sentence—and have them point to it—where you found the answer.
 5. Do the second question together: read it to the students, read the paragraph chorally, and have them tell you what the answer is and where they found it.
 6. Explain that their job will be to answer the rest of the questions. Put them in groups of 3. Each person has a job: the secretary, the reporter, the manager (who solves problems, talks to the teacher, etc.). They will read the paragraph and answer the question on a sticky note. When their group is ready, they give you a signal (I use two hands on top of your head). When all groups are ready, hear answers from each group. As a class, decide which answers are right and where the right answers came from.
 7. Complete this procedure for each question: give them the question, let them read and answer, take answers from each group, decide which answer(s) is right and where they found the right answer.
 8. After reading the section and answering the question, summarize the selection by asking them questions: “Do you think it difficult to be new to North America? (Yes) What made it difficult? (Looking for food, bad weather, learning how to grow crops) What did you need? (Some people needed to follow herds of animals; some people needed better climates; some people needed better soil for farming.) What did you have (You needed animals to hunt, berries and seeds to gather for food? Some places had good soil for crops)?”
 9. Students record what they learned in their rebus books.
- E. *Assessment/Evaluation*
1. Teacher observes student responses on sticky notes.
 2. Teacher observes what students write in their rebus books.

Lesson Three: Wanted! (30 minutes)

A. Daily Objectives

1. Concept Objective(s)
 - a. Students will understand how environment affects lifestyle.
 - b. Students will understand why people move from one place to another.
2. Lesson Content
 - a. Crossing the Land Bridge
 - i. During the Ice Age, nomadic hunters cross what was a land bridge from Asia to North America (now the Bering Strait).
 - ii. Different peoples, with different languages and ways of life, eventually spread out over the North and South American continents.

3. Skill Objective(s)
 - a. Students will be able to describe what Native Americans need in order to survive. (*Colorado Model Content Standards for Geography 4.1*)
- B. *Materials*
 1. employment want ads from the newspaper
 2. 8 ½ x 11 inch white paper
- C. *Key Vocabulary*
 1. **herds**—A herd is a large groups of animals.
 2. **hunter-gatherers**—People who killed animals for food and collected berries, nuts, seeds, and plants to eat.
 3. **climate**—The weather patterns of an area are called climate.
 4. **crops**—Crops are plants that people farm.
 5. **soil**—Soil is dirt.
 6. **migrating**—Migrating means moving from place to place.
- D. *Procedures/Activities*
 1. Review what the students learned about the first settlers by asking questions: “Why was it difficult to be new to North America? (There were no stores to get things. People had to follow animal herds for food. They had to make all the tools they needed. They had to move a lot.) Would you have liked to live then? (Answers will vary. Most will say no.)”
 2. Discuss what it was that some groups needed (found on page 110 of the Pearson book): climate that was good for farming, soil that was good for farming, animals and plants that were not destroyed by the climate changes.
 3. Show students the employment want ads section. Read one to them; I chose an ad for a teacher. “Why would someone put this ad in the paper?” (They need a teacher, and they don’t have one.)
 4. “Imagine that the first settlers in America could write want ads. They needed good climate, good soil, plants, and animals. If there had been newspapers, they could have written a want ad for what they needed. Your job is going to be to choose one of these things they needed—climate, soil, plants, animals—and write a want ad for it.” Check for understanding of the assignment. Ask students to give examples of what they might write. *We need good soil. The soil must be able to grow corn, rice, beans, and squash. We need animals to eat. Any animal larger than a squirrel may apply for this job.*
 5. Put students in groups of three and give them blank paper to write their ad. (Since there are so many group activities in this unit, I gave students permanent groups, so whoever they were with for this assignment, they stayed with for the whole unit.) Allow them to work for about 10 or 15 minutes.
 6. Gather the students back in their seats. Call each group to the front to present their ad.
 7. Close the lesson by reviewing the things that the first people needed. Ask students how they would find/get what they need. (They would get it by moving/migrating until they found it.)
- E. *Assessment/Evaluation*
 1. Observation of group discussions while preparing want ads.
 2. Observing group presentations of the want ads.

Lesson Four: Inuit (60 minutes)

- A. *Daily Objectives*
 1. Concept Objective(s)

- a. Students will understand how environment affects lifestyle.
 - b. Students will understand why people move from one place to another.
2. Lesson Content
 - a. Crossing the Land Bridge
 - i. During the Ice Age, nomadic hunters cross what was a land bridge from Asia to North America (now the Bering Strait).
 - ii. Different peoples, with different languages and ways of life, eventually spread out over the North and South American continents. These early people included the Inuit (Eskimos).
 3. Skill Objective(s)
 - a. Students will be able to describe the ways the Inuit used their environment to survive. (*Colorado Model Content Standards for Geography 4.4*)
- B. *Materials*
1. student rebus books
 2. sticky notes
 3. Pearson 3rd grade text pages 111 to 113
 4. questions written on chart paper (Appendix B)
 5. map of North America
- C. *Key Vocabulary*
1. **Inuit**—Inuit are a group of early Americans who settled in the Alaska and Canada areas; also known as Eskimo.
 2. **Eskimo**—Eskimo are a group of early Americans who settled in the Alaska and Canada areas; also known as Inuit.
 3. **igloo**—Igloos are Inuit homes made from snow and ice.
- D. *Procedures/Activities*
1. Review what students learned yesterday by asking them to describe some things the earliest people needed to survive (good farm land, a mild climate, and animals to hunt) and how those things were important to their survival (They needed good farm land to grow crops; a mild climate was to help the crops grow and to keep them from freezing; and they needed animals for food, clothing, tools, and shelter).
 2. Read the title of the lesson and the introduction (on page 111) together. Think aloud about what you expect to find out in this lesson: “After reading this, I think that I am going to find out about how the Inuit survive in such a cold and dark place.” Point to the “cold and dark place” on the North American map (the Canada and Alaska areas).
 3. Show students the chart of questions (Appendix B). Read the first question. “Today, you are going to look for answers to questions again. However, this time, you will have to read two paragraphs in order to find the answer.” Read the first paragraph chorally, with the students. Have students raise their hands and give you the answer to the question. Have the student read the sentence where she found the answer.
 4. Explain that their job will be to answer the rest of the questions. Put them in the same groups of 3. Each person has a job, preferably a different job than the day before: the secretary, the reporter, and the manager. They will read the paragraphs and answer the question on a sticky note. When their group is ready, they give you a signal. When all groups are ready, hear answers from the reporter of each group. As a class, decide which answers are right and where the right answers came from.

5. Complete this procedure for each question: give them the question, let them read and answer, take answers from each group, decide which answer(s) is right and where they found the right answer.
 6. After reading the section and answering the question, summarize the selection for the students by asking them questions: “What things in the Arctic environment helped the Inuit survive? What things gave them problems?” (Helpful: animals to hunt, driftwood, plants in the summer, fishing, oil from animal fat. Problematic: climate change 500 years ago; no trees; they can’t farm because it is too cold.)
 7. Students record what they learned in their rebus books.
- F. *Assessment/Evaluation*
1. Teacher observes student responses on sticky notes.
 2. Teacher observes what students write in their rebus books.

Lesson Five: Anasazi (60 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand how environment affects lifestyle.
 - b. Students will understand why people move from one place to another.
 2. Lesson Content
 - a. Crossing the Land Bridge
 - i. During the Ice Age, nomadic hunters cross what was a land bridge from Asia to North America (now the Bering Strait). Different peoples, with different languages and ways of life, eventually spread out over the North and South American continents. These early people include: Anasazi, pueblo builders and cliff dwellers
 - b. Skill Objective(s)
 - i. Students will be able to explain how rain water is important to the Anasazi. (*Colorado Model Content Standards for Geography 5.1*)
- B. *Materials*
1. student rebus books
 2. sticky notes
 3. Pearson 3rd grade text pages 114 to 117
 4. questions for group discussion (Appendix B)
 5. map of North America
- C. *Key Vocabulary*
1. **Anasazi**—Anasazi are a group of Native Americans who lived in the Four Corners region.
 2. **drought**—The lack of sufficient precipitation is a drought.
- D. *Procedures/Activities*
1. Open the lesson by asking the students to recall what they know about the Inuit. (Possible answers: They build igloos. They hunted seals and caribou and whales. They couldn’t grow crops.) Then ask them if they would like to live in the Arctic environment like the Inuit. (Most will probably say no.) Have them orally share why they would or wouldn’t. (Possible answers: It’s too cold. There is no wood to build houses. You can’t grow crops.)
 2. Say to the students, “Today we are going to read about a group of Native Americans who live in a very different environment than the Inuit. We are going to read about the Anasazi, who live in this area of North America.” *Point to the Four Corners area on the map.*

3. “Today we are going to read about the Anasazi and talk about them.” *If you have a second adult in the room (a teacher’s aid, a special education teacher, a student teacher, etc.), then you may wish to divide the class in half, and each adult take half of the class. If you are alone in the classroom, then you may wish to have half of the students read silently for ten minutes while you meet with one half of the class to read and discuss the selection. After ten minutes, switch and have the students who read silently come discuss the text with you and the other students finish reading silently.* Tell the students how you will divide the class, and what their job is to do (if they are to go with an adult or to read silently).
 4. With the small group, begin reading page 114 with the students. Stop after every few paragraphs and ask the students questions (Appendix B). Have a few students share their answers. Continue this process until you finish the section on the Anasazi on page 117 (DO NOT READ THE SECTION ON THE MOUND BUILDERS.). *If you have students reading silently, then stop the group you are with on page 115 at “The Anasazi” section. Have the kids who were with you finish reading silently at their seats. Have the kids who were reading silently come discuss the selection with you.*
 5. Have students return to their seats. They should record what they learned about the Anasazi in their rebus books.
 6. Close the lesson by asking the students to share what they think actually happened to the Anasazi. (They drank all the water. There wasn’t enough rain. Someone killed them all. They got sick.)
- E. *Assessment/Evaluation*
1. Teacher observes student answers during small group discussion.
 2. Teacher observes what students write in their rebus books.

Lesson Six: What Happened to the Anasazi? (30 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand how environment affects lifestyle.
 - b. Students will understand why people move from one place to another.
 2. Lesson Content
 - a. Crossing the Land Bridge
 - i. During the Ice Age, nomadic hunters cross what was a land bridge from Asia to North America (now the Bering Strait). Different peoples, with different languages and ways of life, eventually spread out over the North and South American continents. These early people include: Anasazi, pueblo builders and cliff dwellers
 3. Skill Objective(s)
 - a. Students will be able to hypothesize what happened to the Anasazi. (*Colorado Model Content Standard for Geography 5.2*)
- B. *Materials*
1. Petersen, D. *The Anasazi*. Chicago, IL: Children’s Press, 1991. 0-516-01121-9
- C. *Key Vocabulary*
1. **hypothesis**—A hypothesis is a guess.
 2. **theories**—Theories are ideas or guesses that many people believe.
- D. *Procedures/Activities*
1. Gather students on the carpet near you. Ask them what they remember about the Anasazi. Let several students share their answers. (Possible answers: Anasazi

died. No one knows what happened to them. They lived in Colorado, New Mexico, Arizona, and Utah. They grew corn, squash, and beans.)

2. “Are the Anasazi still alive today?” (No.) “Why not? What happened to them?” (Possible responses: they starved; they ran out of water; the soil couldn’t grow any more food.)
 3. “We don’t really know exactly what happened to them, but scientists have made theories or hypothesis, which mean guesses about what might have happened to them. Listen while I read to you some other ideas about what might have happened to them.” Read from *The Anasazi*, pages 33 to 38.
 4. “Do you think these ideas sound reasonable? (Yes or No) Why? (People really need water to live. You can’t live without food. Sometimes people attack and kill each other.)
 5. “Your job today is to imagine you are an Anasazi. You are going to need to explain what happened to you. You will be in groups of three. There are three questions you need to answer: ‘What happened to you?’ ‘Where did you go?’ and ‘What did you take with you?’ In your groups, you will need to discuss these together, but when it is time to present, each person in the group will answer one question.” Check for students’ understanding of the assignment. Be sure to let them know that you expect a realistic answer, not something like aliens abducted the Anasazi.
 6. Give students their group assignments. Write the 3 questions on the board. Circulate and monitor while students work in groups to come up with their answers.
 7. After about 10 minutes, or when you notice that the groups are finished, gather everyone back at their desks. Have 3 chairs set up in the front of the room like a talk show format.
 8. Call up the first group. Have the students sit in the chairs. Pretend that you are a talk show host. “Thank you for joining us today on the 3rd *Grade Mysteries Show*. I am your host Mrs. McCulloch. Our guests today have waited a long time to join us. We have some survivors of the Anasazi tribe here to explain their strange disappearance to us.” Then ask the students the questions one at a time, allowing a different student to answer each question. When that group has finished, applaud them and send them back to their seats.
 9. Repeat until all groups have presented.
 10. Conclude the lesson by reflecting on the fact that we may never really know what happened to the Anasazi.
- E. *Assessment/Evaluation*
1. Teacher observes students working in groups.
 2. Teacher observes students answers to questions during the talk show.

Lesson Seven: Mound Builders (45 minutes)

A. Daily Objectives

1. Concept Objective(s)
 - a. Students will understand how environment affects lifestyle.
2. Lesson Content
 - a. Crossing the Land Bridge
 - i. During the Ice Age, nomadic hunters cross what was a land bridge from Asia to North America (now the Bering Strait). Different peoples, with different languages and ways of life, eventually spread out over the North and South American continents. These early people include:

Mound builders

3. Skill Objective(s)
 - a. Students will be able to identify characteristics of the Mound Builders.
(*Colorado Model Content Standards for History 1.1*)
- B. *Materials*
 1. map of North America
 2. student rebus books
 3. Pearson 3rd grade text pages 117 and 118
 4. questions for discussion (Appendix B)
- C. *Key Vocabulary*
 1. **disease**—A disease is a sickness.
 2. **mound**—A mound is a small hill.
 3. **temple**—A temple is a building in which people worship the gods.
- D. *Procedures/Activities*
 1. Open the lesson by asking the students to recall what they know about the Anasazi. Ask them what things they used from the environment. (They used the soil to grow crops. They used mud to make adobe which made their houses. They hunted animals. They gathered water from the rain or a creek.)
 2. Say to the students, “Today we are going to read about a group of Native Americans who live in a different environment than the Anasazi. We are going to read about the Mound Builders, who live in this area of North America.” *Point to the Midwest area of the map (Illinois, Indian, and Ohio).*
 3. “Today we are going to read about the Mound Builders and talk about them.” *If you have a second adult in the room (a teacher’s aid, a special education teacher, a student teacher, etc.), then you may wish to divide the class in half, and each adult take half of the class. If you are alone in the classroom, then you may wish to have half of the students read the selection silently while you meet with one half of the class to read and discuss the selection. After you are finished with the first group, switch and have the students who read silently come discuss the text with you and the other students begin to record in their rebus books. Tell the students how you will divide the class, and what their job is to do (if they are to go with an adult or to read silently).*
 4. With the small group, begin reading page 117 with the students. Stop after every few paragraphs and ask the students questions (Appendix B). Have a few students share their answers. Read until the end of page 118. *If you have students reading silently, then stop the group you are with on page 115 at “The Anasazi” section. Have the kids who were with you finish reading silently at their seats. Have the kids who were reading silently come discuss the selection with you.*
 5. Have students return to their seats. They should record what they learned about the Mound Builders in their rebus books.
 6. Close the lesson by having some students share what they wrote in their rebus books.
- E. *Assessment/Evaluation*
 1. Teacher observes student answers during small group discussion.
 2. Teacher observes what students write in their rebus books.

Lesson Eight: First Aid for the Mound Builders (30 minutes)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Students will understand how environment affects lifestyle.

2. Lesson Content
 - a. Crossing the Land Bridge
 - i. During the Ice Age, nomadic hunters cross what was a land bridge from Asia to North America (now the Bering Strait). Different peoples, with different languages and ways of life, eventually spread out over the North and South American continents. These early people include:
Mound builders
 3. Skill Objective(s)
 - a. Students will be able to create natural remedies for disease. (*Colorado Model Content Standards for Geography 5.3*)
- B. *Materials*
1. sandwich size Ziploc bags
 2. 4x6 blank index cards
 3. markers
- C. *Key Vocabulary*
1. **disease**—A disease is a sickness.
 2. **cure**—A cure is something that gets rid of or heals a disease.
 3. **shaman**—A shaman is a medicine man.
 4. **natural**—Natural means coming from nature.
 5. **first-aid**—First-aid is giving medical attention to a sickness or injury.
- D. *Procedures/Activities*
1. Gather students on the carpet near you. “Yesterday we talked about the Anasazi. What happened to them?” (Possible answers: We don’t know; they died from starvation; they ran out of water; they couldn’t grow crops; there were no animals to hunt; other groups killed them.)
 2. “Today we learned about the Mound Builders. We do know what happened to them. What was that?” (They died from germs and diseases that Europeans brought.)
 3. “Why don’t we all die from germs and diseases today?” (We have doctors, medicine, and hospitals.) “The Mound Builders also had doctors called shaman. They were not doctors like we go see today. Our doctors see us then usually give us a pill. The shaman used natural cures and sometimes magic. However, when the Europeans came over, the germs and diseases they brought the shaman did not know how to cure and neither did the bodies of the Mound Builders. It’s sort of like when we get the chicken pox. The first time you are exposed to them, your body doesn’t know how to fight of the germs. So, you get sick. But the next time you are exposed to them, your body is familiar with the germs, so it knows how to fight them and you don’t get sick.”
 4. “The Mound Builders’ bodies had never been exposed to the germs and diseases the Europeans brought, so they could not fight them off, and they died. But, imagine that we could make a kit for the Mound Builders to help them. We could make them a first aid kit. What usually goes in a first aid kit?” (Band-Aids, Neosporin, bandages, a thermometer, peroxide, etc.)
 5. “Now, would the Mound Builders go to the store and buy Band-Aids for their kits?” (No) “So we wouldn’t include those in our kits for them. We would include natural remedies, like the Aloe Vera plant that helps burns. Also, the shaman might have recommended a ceremony or a ritual to cure the person who was ill, like a steam house that is filled with steaming hot rocks. You would go in and sit for a while, and then you might be cured of your disease. These are types of things that we would include in our first aid kits to save the Mound Builders.”

6. “Today, your job is to create a first aid bag for the Mound Builders. You will be working in your groups from yesterday. You need to discuss with each other what you plan to put in the bag, because we don’t want a bag filled with 3 Aloe Vera plants. When you decide what you want to put in the bag, you will draw it on your index card. Then, write a sentence describing what it is and what it cures. When everyone in your group finishes, put it in your Ziploc bag. When we are all finished, we will present our bags to the class.” Check for student understanding of the assignment.
 7. Allow students to get supplies and work in groups. It should take about 10 minutes for them to all finish. Early finishers can design more than one item to go in their bag.
 8. When all groups appear to have finished, have one group at a time present their bag, each student sharing his or her own card.
 9. Conclude the lesson by having the students reflect on natural remedies they use at their house.
- E. *Assessment/Evaluation*
1. Teacher observes students as they present their first aid bags.

Lesson Nine: Pueblos (60 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand how environment affects lifestyle.
 - b. Students will understand why people move from one place to another
 2. Lesson Content
 - a. Native Americans
 - i. In the Southwest
 - Pueblos (Hopi, Zuni)
 - Dine (Navajo)
 - Apaches
 3. Skill Objective(s)
 - a. Students will be able to describe characteristics of the Pueblo tribes.
(*Colorado Model Content Standards for History 1.1*)
- B. *Materials*
1. map of North America
 2. student rebus books
 3. sticky notes
 4. Pearson 3rd grade text pages 119 to 121
- C. *Key Vocabulary*
1. **game**—Game are animals that people hunt.
 2. **Spanish**—Spanish means from or of Spain.
 3. **enemies**—People who fight against you are enemies.
- D. *Procedures/Activities*
1. Open the lesson by asking the students to recall some of the ways the previous tribes used things available in their environment. (They grew crops; they hunted animals; they gathered plants; they used mud to make adobe and snow to make igloos.)
 2. Say, “Today we are going to meet a group of tribes called the Pueblo. The Pueblo have several different tribes that all fall under the name of Pueblo. These tribes all lived in the southwestern area.” *Point to the Arizona, New Mexico, Colorado, Utah area on the North American map.*

3. “While you are reading today, you are going to react or think about what you’ve read. During the time that you are reading, you are going to be thinking of four things: Does this remind me of something? Do I already know this? Do I understand this? Is this something I find really interesting? As you are thinking of these things, you are going to mark your thoughts with sticky notes. You will use the following symbols for each thought:

! I found this interesting.

* I already knew about this.

? I have a question about this or I don’t understand.

TR This reminds me of something.”

Write these symbols and what they mean on the board, so students can refer to them. Stop and check that students understand the symbols and how to code their thoughts.

4. Put students in pairs, and allow them to read and mark their thoughts with the sticky notes. Students should respond to every paragraph. Circulate and monitor the students as they read. Talk to students about their sticky notes, especially if you see a ? or a TR.
5. Students will finish at different times, so have them record what they learned in their rebus books.
6. After all groups have finished, have students offer to share their reflections about the text. Say, “Who has a reflection they would like to share on page 119?” *Do one page at a time. Have the students read the sentence(s) that made them have the reaction, and then have them tell the reaction (the sticky note code).*
7. Close the lesson by having the students reflect on how the environment affected the Pueblo. (They made adobe houses; they grew corn, squash, beans, and melons; they hunted animals; they migrated to follow the climate changes and find more or better land; they used sheep wool, horses, and buffalo.)

E. *Assessment/Evaluation*

1. Teacher observes partners reading.
2. Teacher observes students’ sticky notes.
3. Teacher observes what students write in their rebus books.

Lesson Ten: Environment vs. Man (30 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand how environment affects lifestyle.
 - b. Students will understand why people move from one place to another
2. Lesson Content
 - a. Native Americans
 - i. In the Southwest
 - Pueblos (Hopi, Zuni)
 - Dine (Navajo)
 - Apaches
3. Skill Objective(s)
 - a. Students will be able to distinguish between human and natural effects on the Pueblo tribes. (*Colorado Model Content Standards for 6.1*)

B. *Materials*

1. 8 ½ x 11 inch white paper
2. Pearson 3rd grade text pages 119 to 121

C. *Key Vocabulary*

1. **natural**—Natural means from nature.

2. **man**—Man refers to all humans.
 3. **Pueblo**—Pueblo are tribes of the southwestern United States.
- D. *Procedures/Activities*
1. Ask students questions about the Pueblo tribes to begin the lesson. “Where did the Pueblo live? (In the southwestern part of what is today the United States) What are some things we know about them? (They lived on mesas; they made adobe houses; they spoke different languages.) How did they get along with each other? (Most of them fought with each other.) What were some of the tribes of the Pueblo? (Navajo, Apache, Zuni, Comanche, Hopi)”
 2. Remind students that we have been studying how the environment affects each tribe. Read the last paragraph on page 120 of the Pearson text to the students that talks about how the Spanish bringing the sheep to North America helped the Navajo. “How did the Navajo use the sheep?” (They used their wool to make blankets and rugs.) “Are sheep something from the environment?” (Yes) “Did the sheep always live near the Navajo?” (No, the Spanish brought them after 1600.) “Although sheep are something natural that lived in the environment. The reason why the sheep were in North America is because the Spanish people brought them here. So, man also affects what happened to the Native American tribes.”
 3. “The Pueblo tribes had lots of things that affected them that were from the environment and lots of things that affected them that were due to man. Your job—in your groups—is to look through the reading that we did today on the Pueblo and decide what things from the environment affected them and what things from man affected them. You will have a blank piece of paper. Divide it into 2 parts by drawing a line down the center. Label one side ‘Man’ and one side ‘Environment.’ Write down the things you find in the text on one side or the other.” Check if the students understand the assignment.
 4. Give each group one sheet of paper. The students will need about 15 minutes to find several examples of each one. Circulate and assist as necessary.
 5. Gather students back at their seats. Call each group to the front to present their work.
 6. Close the lesson by asking the students which side—man or environment—was more helpful to the Pueblo. Then ask them which side was more harmful. (“Man” side) Have several students explain their reasoning.
- E. *Assessment/Evaluation*
1. Teacher observation while students work in groups.
 2. Teacher observation of group presentations.

Lesson Eleven: Woodland Tribes (60 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand how environment affects lifestyle.
2. Lesson Content
 - a. Native Americans
 - i. Eastern “Woodland” Indians

Woodland culture: wigwams, longhouses, farming, peace pipe, Shaman and Sachem
Major tribes and nations (such as Cherokee Confederacy, Seminole, Powhatan, Delaware, Susquehanna, Mohican, Massachusetts, Iroquois Confederacy)
3. Skill Objective(s)

- a. Students will be able to describe where the Eastern Woodland tribes lived, what they ate, and their houses. (*Colorado Model Content Standards for History 1.1*)
- B. *Materials*
1. map of North America
 2. student rebus books
 3. Pearson 3rd grade text pages 124 to 127
 4. sticky notes
- C. *Key Vocabulary*
1. **Three Sisters**—The Three Sisters are corn, beans, and squash.
 2. **creeks**—Creeks are running bodies of water, smaller than a river.
 3. **Great Lakes**—The Great Lakes are five lakes on the Canada-U.S.A. border.
- D. *Procedures/Activities*
1. Open the lesson by asking the students to recall the tribe names of the Pueblo. (Hopi, Zuni, Navajo, Apache, Comanche) Ask them to share anything they remember about the tribes. (They fought a lot; they lived in adobe houses; they were affected by the Spanish; they spoke different languages.)
 2. Say, “Today we are going to meet a group of tribes who live far away from the Pueblo. The tribes of the Eastern Woodlands lived in the northeast part of what today is the United States of America.” *Point to the area from Lake Superior to the Atlantic coast on the North American map.*
 3. “Today when we read about the Eastern Woodland people, you are going to react or think about what you’ve read, just like yesterday. While you read, you are going to be thinking of four things: Does this remind me of something? Do I already know this? Do I understand this? Is this something I find really interesting? As you are thinking of these things, you are going to mark your thoughts with sticky notes. You will use the following symbols for each thought:
 - ! I found this interesting.
 - * I already knew about this.
 - ? I have a question about this or I don’t understand.
 - TR** This reminds me of something.”

Write these symbols and what they mean on the board, so students can refer to them.
 4. Put students in pairs, and allow them to read and mark their thoughts with the sticky notes. Students should respond to every paragraph. Circulate and monitor the students as they read. Talk to students about their sticky notes, especially if you see a ? or a TR.
 5. Students will finish at different times, so have them record what they learned in their rebus books.
 6. After all groups have finished, have students offer to share their reflections about the text. Say, “Who has a reflection they would like to share on page 119?” *Do one page at a time. Have the students read the sentence(s) that made them have the reaction, and then have them tell the reaction (the sticky note code).*
 7. Close the lesson by having the students reflect on how the environment affected the Eastern Woodlands. (They fished in rivers and ponds; they used the forest trees to build homes and make fires; they hunted; they could farm because the soil was rich.)
- F. *Assessment/Evaluation*
1. Teacher observes partners reading.
 2. Teacher observes students’ sticky notes.
 3. Teacher observes what students write in their rebus books.

Lesson Twelve: The Three Sisters (30 minutes)

A. Daily Objectives

1. Concept Objective(s)
 - a. Students will understand how environment affects lifestyle.
2. Lesson Content
 - a. Native Americans
 - i. Eastern “Woodland” Indians
 - ii. Woodland culture: farming,
3. Skill Objective(s)
 - a. Students will be able to define what crops are called the Three Sisters.
(Colorado Model Content Standards for 5.1)

B. Materials

1. popcorn
2. dried beans
3. yellow construction paper
4. blue, white, or green construction paper
5. markers
6. glue
7. Pearson 3rd grade text page 124 and 125

C. Key Vocabulary

1. **Three Sisters**—The Three Sisters are corn, beans, and squash.
2. **crops**—Crops are plants that people farm.

D. Procedures/Activities

1. Ask the students to recall what three crops most of the tribes we’ve learned about grow. (Corn, beans, and squash) “What did the Eastern Woodland people call these three crops?” (The Three Sisters)
2. Read the three paragraphs about the Three Sisters on page 124 and 125 to the students. *Or you may choose to have the students each have a book and read aloud the paragraphs.* Think aloud about how you visualize the crops being arranged based on the text. “It says that the corn seed were planted on step apart, and the beans were planted in between the corn seeds.” *Draw on the chalkboard as you talk.* “The squash was between the hills, so the corn and beans must be on the hills.” *Draw the squash and hills on the board.*
3. “This is just what I imagine it looked like based on what I read. Your job today is to create how you visualize it. You will be using construction paper—blue, white, or green—for the background. You will have popcorn seeds to represent corn, dried beans to represent beans, and you’ll tear yellow construction paper to represent the squash. You may use crayons, markers, or colored pencils to draw in the hills or any other background that you need to draw.” *Check that students understand the assignment.*
4. Pass out supplies. Allow students to create their Three Sisters picture.
5. After students have finished, clean up supplies and put papers in a place for the glue to dry.
6. Close the lesson by asking the students how the Three Sisters are important to the Eastern Woodlands and all of the tribes that grew these crops. (They could make many meals from these crops; the crops could grow in lots of different environments.)

E. Assessment/Evaluation

1. Teacher observes students’ pictures.

Lesson Thirteen: Comparing Tribes (60 minutes)

A. Daily Objectives

1. Concept Objective(s)
 - a. Students will understand how environment affects lifestyle.
 - b. Students will understand why people move from one place to another
2. Lesson Content
 - a. Crossing the Land Bridge
 - i. During the Ice Age, nomadic hunters cross what was a land bridge from Asia to North America (now the Bering Strait). Different peoples, with different languages and ways of life, eventually spread out over the North and South American continents. These early people include:
 - Inuit (Eskimos)
 - Anasazi, pueblo builders and cliff dwellers
 - Mound builders
 - ii. Native Americans
 - iii. In the Southwest
 - Pueblos (Hopi, Zuni)
 - Dine (Navajo)
 - Apaches
 - iii. Eastern “Woodland” Indians
 - Woodland culture: wigwams, longhouses, farming, peace pipe, Shaman and Sachem
 - Major tribes and nations (such as Cherokee Confederacy, Seminole, Powhatan, Delaware, Susquehanna, Mohican, Massachusetts, Iroquois Confederacy)
 - b. Native Americans
 - ii. In the Southwest
 - Pueblos (Hopi, Zuni)
 - Dine (Navajo)
 - Apaches
 - iii. Eastern “Woodland” Indians
 - Woodland culture: wigwams, longhouses, farming, peace pipe, Shaman and Sachem
 - Major tribes and nations (such as Cherokee Confederacy, Seminole, Powhatan, Delaware, Susquehanna, Mohican, Massachusetts, Iroquois Confederacy)
3. Skill Objective(s)
 - a. Students will be able to list facts about the Inuit, Anasazi, Mound Builder, Pueblo, and Eastern Woodland tribes. (*Colorado Model Content Standards for History 1.1 and Colorado Model Content Standards for Geography 5.1*)

B. Materials

1. large sheet of white butcher paper prepared with a matrix (Appendix C)
2. markers
3. 3x5 index cards
4. various sources of information on the tribes studied: may be information from the Internet or trade books
5. Pearson 3rd grade texts

C. Key Vocabulary

1. **location**—A location is a place.
2. **homes**—Homes are what people live in.
3. **food**—Food is what people eat.
4. **problems**—A problem is something that causes distress and/or change.

D. Procedures/Activities

1. Explain to students that we have finished learning about all of the tribes we are going to study. Ask them to name all of the tribes. (Inuit, Anasazi, Mound Builders, Pueblo (may give specific names of tribes), Eastern Woodlands (may give specific names of tribes))
2. “Today, we are going to look at what we have learned about all of the tribes. We are going to make a matrix of our knowledge. A matrix is a way to organize information that looks like a table.” *Show the blank matrix you have prepared on white butcher paper.*

3. “Using the Pearson text or what you remember, you are going to be in a group that is responsible for providing information about each category on the matrix: location—or where they lived, house—or what they lived in, food—what they ate, either plants or animals, and any problems that they had. To find the answers, you can look in the text if you forget. For the section called New Information, your group will be responsible for looking in books about the tribes and finding new things to share with the rest of the class. You will write your answers to each category on an index card. Then, when the time is up, each group will present their index cards, and we will tape them to the matrix. You will only be responsible for finding answers for one group of Native Americans. You will have about 15 minutes to do this job.” *Check that students understand their assignment. You may want to do one tribe to model for them. Divide students into five groups or four groups (if you chose one group to model). I let students choose their own groups for this. I let the groups of students choose what group of Native Americans to study based on a first-come-first-serve basis.*
 4. Have children gather their supplies—index cards, books, markers to write with—as they form groups and choose a Native American group to study. Circulate and assist or monitor as needed. I found that two or three books/Internet information was needed for each group of Native Americans, so that several children could be working at one time.
 5. After 15 minutes (or longer if you see that most groups are not finished), gather the students back at their seats. Call groups up to present their note cards. They should present one category—location, homes, food, problems, and new information—at a time. Tape the note cards to the matrix as they finish reading them.
 6. After all groups have presented, the matrix should be complete.
 7. Close the lesson by asking the students how they notice that the tribes are different or similar to each other. (They all lived in different places; most of them ate corn, squash, and beans; their homes were all different because they had to use the materials available to them, etc.)
- E. *Assessment/Evaluation*
1. Teacher observes students working.
 2. Teacher observes groups presenting information from their index cards.

Lesson Fourteen: Evaluation (60 minutes for part 1; 45 minutes for part 2)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand how environment affects lifestyle.
 2. Lesson Content
 - a. Crossing the Land Bridge
 - i. During the Ice Age, nomadic hunters cross what was a land bridge from Asia to North America (now the Bering Strait). Different peoples, with different languages and ways of life, eventually spread out over the North and South American continents. These early people include:
 - Inuit (Eskimos)
 - Anasazi, pueblo builders and cliff dwellers
 - Mound builders
 - b. Native Americans
 - i. In the Southwest
 - Pueblos (Hopi, Zuni)
 - Dine (Navajo)

Apaches

ii. Eastern “Woodland” Indians

Woodland culture: wigwams, longhouses, farming, peace pipe, Shaman and Sachem

Major tribes and nations (such as Cherokee Confederacy, Seminole, Powhatan, Delaware, Susquehanna, Mohican, Massachusetts, Iroquois Confederacy)

3. Skill Objective(s)

- a. Students will be able to describe how a group of people would use their environment to help them survive. (*Colorado Model Content Standards for Geography 5.1*)

B. *Materials*

1. a copy of “Help the People Survive!” project for each child (Appendix D)
2. art supplies (construction paper, yarn, grass, sticks, rocks, paint, crayons, markers, tape)
3. scissors
4. glue

C. *Key Vocabulary*

1. **survive**—To survive means to continue living.
2. **environment**—The environment is the natural surroundings.

D. *Procedures/Activities*

Part One

1. Say to the students, “Throughout our study of the earliest Americans, we have been looking at how their environment affects them. For example, the Anasazi and Pueblo made their houses from adobe because there was not a plethora of trees to build wood houses. The Eastern Woodlands, however, did have a lot of trees, so they built some houses out of wood.”
2. “Today, your job is to show me what you know about using things in your environment.” Pass out a copy of the “Help the People Survive!” project to each child. Read through it together. “To complete your assignment, you may write about it, build it, or draw it. This afternoon you will present your project to the class. While you are presenting, I will grade it.” *Stop to check that students understand the assignment. My students asked to use things from outside, like rocks, grass, and sticks. These materials made for very creative projects.*
3. If the students understand the project, then have them begin working. If they don’t understand, go over the directions again and answer questions before they begin working.
4. As students work, circulate, assist, and monitor as needed. I gave the students the remainder of the hour to complete the project after I finished explaining it. You should remind students of the time passing. For example, “Ten minutes has passed. You should have completed making their house now.” “Twenty minutes has passed. You should have written a menu plan and finished the house by now.” Some students may want to write their thoughts on index cards to prepare for the presentation.
5. When time is up, have the students clean up their area. Put the projects in a safe place until they present them.

Part Two

1. Let students know that it is time to present their projects. Go over the rubric again, so they remember the three parts they need to talk about during their presentation. Also, go over the expectations for the audience members.

2. Call students up individually to present their project. They should give up the project description/rubric before they present, so you can grade them during the presentation.
 3. Allow all students to present. For a class of 18, it takes about 45 minutes.
- E. *Assessment/Evaluation*
1. Teacher observes students while they are working.
 2. Teacher grade the students' projects with the "Help the People Survive!" rubric while they present their projects.

Lesson Fifteen: Evaluation (30 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand how environment affects lifestyle.
 - b. Students will understand why people move from one place to another
 2. Lesson Content
 - a. Crossing the Land Bridge
 - i. During the Ice Age, nomadic hunters cross what was a land bridge from Asia to North America (now the Bering Strait). Different peoples, with different languages and ways of life, eventually spread out over the North and South American continents. These early people include:
 - Inuit (Eskimos)
 - Anasazi, pueblo builders and cliff dwellers
 - Mound builders
 - ii. Native Americans
 - i. In the Southwest
 - Pueblos (Hopi, Zuni)
 - Dine (Navajo)
 - Apaches
 - ii. Eastern "Woodland" Indians
 - Woodland culture: wigwams, longhouses, farming, peace pipe, Shaman and Sachem
 - Major tribes and nations (such as Cherokee Confederacy, Seminole, Powhatan, Delaware, Susquehanna, Mohican, Massachusetts, Iroquois Confederacy)
 3. Skill Objective(s)
 - a. Students will be able to compare two tribes they have studied: Inuit, Anasazi, Mound Builders, Pueblo, and Eastern Woodlands. (*Colorado Model Content Standards for History 1.1*)
- B. *Materials*
1. a copy of Venn Diagram Checklist for each child (Appendix E)
 2. blank white paper
 3. Pearson 3rd grade text
 4. student rebus books
- C. *Key Vocabulary*
1. **Venn diagram**—A Venn diagram is two overlapping circles used to compare and contrast topics.
- D. *Procedures/Activities*
1. Tell students that they have shown you that they understand how Native Americans interact with their environment. "Now, you are going to show me how you can think about the specific tribes we have studied."

2. “You are going to draw a Venn diagram and compare two of the tribes we’ve studied. At the top of the Venn, you need to label the two tribes you are comparing. Then, you need to identify at least 3 ways they are similar and at least 3 ways that each is different.” *Draw a model of this on the board. Check that the students understand. If they are not familiar with a Venn diagram, you may need to explain this also.*
 3. If students understand, then you should pass out supplies: white paper and the Venn Diagram Checklist. “If you would like to use your rebus book or the Pearson book, you are welcome to do that. Don’t forget to check off the things you have done on your rubric before you turn it in to me.” Answer any questions the students may have.
 4. Allow the students time to work. Answer any questions they may have.
- E. *Assessment/Evaluation*
1. Teacher grades Venn diagrams with Venn Diagram Checklist.

VI. Handouts/Worksheets

- A. Appendix A: The Story of Beringia
- B. Appendix B: Questions and Answers for Lessons 2, 4, 5, and 7
- C. Appendix C: Matrix of Earliest American Tribes
- D. Appendix D: Help These People Survive! Rubric
- E. Appendix E: Venn Diagram Checklist

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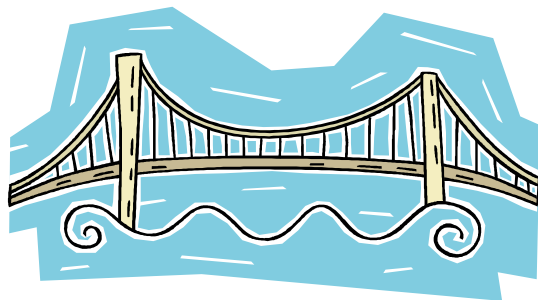
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Appendix A: The Story of Beringia

The Story of Beringia

Adapted from *Pearson Learning Core Knowledge History and Geography* for 3rd grade

Appendix A (continued)



Asia North America

Appendix B: Questions and Answers for Lessons 2, 4, 5, 7

Lesson 2: America's First Settlers

Page 109

Paragraph 1: From whom did most Native Americans descend?
(They descended from the people who lived in Beringia during the Ice Age.)

Paragraph 2: Why couldn't people move very far into North America?
(Huge ice sheets blocked the way into North America.)

Page 110

Paragraph 1: Where did people move into first as they came into North America?
(People first moved into the area that is now Alaska and Canada.)

Paragraph 2: How far did the Native Americans travel?
(They traveled as far south as the southern tip of South America.)

Paragraph 3: Why was the ice melting?
(Ice melted because the climate got warmer.)

Paragraph 4: Name an animal the Native Americans hunted to extinction.
(They hunted mammoths, camels, and wild horses.)

Paragraphs 5 and 6: Why couldn't all Native Americans farm crops?
(Some Native Americans lived in areas where the climate or soil was not good for farming.)

Lesson 4: Inuit—People of the Far North

Page 111

Paragraphs 1 and 2: Why might the Arctic be a difficult place to live?
(The winters are dark and cold, and in the summer, the sun never sets.)

Paragraphs 3 and 4: How many years ago did the relatives of the Arctic people come to North America?
(Ancestors of the Arctic people came around 2500 years ago.)

Paragraph 5: What does Eskimo mean? What does Inuit mean?
(Eskimo means "eaters of raw flesh." Inuit means "the people.")

Paragraphs 6 and 7: What are some ways the Inuit used their environment to help them survive?
(The Inuit used driftwood to make things they needed, they gathered plants to eat, they hunted seal, caribou, and polar bears.)

Page 112 Living in the Arctic

Paragraphs 1 and 2: What problem did the Inuit face about 500 years ago?
(The climate got colder.)

Page 113 A Year in the Life of the Inuit

Paragraphs 1 and 2: Name one difference in the lives of the Inuit between winter and summer.
(They gathered plants in the summer; they lived in igloos in the winter and tents in the summer; they ate saved meat in the winter.)

Appendix B: Questions and Answers for Lessons 2, 4, 5, 7 (continued)

Paragraphs 3 and 4: How did the Inuit use the animals they hunted?

(They ate them; they used them for their skins; they burned their oil)

Paragraph 5: How are the Inuit tied to the land, the sea, and the animals?

(They hunt, use, and eat animals; they fish and hunt in the sea; they gather plants and use the snow to make igloos)

Lesson 5: Anasazi

Page 114

Paragraphs 1 and 2: What are some of the jobs Anasazi people did?

(They gathered water; they ground corn; they hunt and trade; they farm and gather crops)

Dry Years

Why are a dry summer and a dry winter a problem for the Anasazi?

(There won't be sufficient water for crops to grow or for animals to drink.)

What are some ways that the Anasazi used the environment around them?

(They hunt; they farm; they gather water; they build adobe houses; they hide their houses in the cliffs.)

Page 115 The Anasazi

How come the Anasazi decided to make permanent villages?

(They learned how to farm, so they didn't have to follow herds.)

What did the women do? What did the men do?

(Men hunted and traded. Women farmed and gathered wild plants.)

Do you think the Anasazi benefited from knowing how to grow corn? Why or why not?

(Answers will vary.)

Page 116 Anasazi Villages

How were Anasazi villages like our towns today?

(Their houses are like apartments; they had places for eating, for meetings, for religion; they had roads.)

What Happened to the Anasazi?

What do you believe happened to the Anasazi?

(They died from starvation or dehydration; they moved.)

Lesson 7: Mound Builders

Page 117 The Mound Builders

Why would the Mound Builders settle around the rivers?

(They need to use water to drink, bath, wash, cook, and grow crops.)

How were the Mound Builders like the Anasazi?

(They were farmers; they grew corn, beans, and squash; they made roads; they traded.)

Appendix B: Questions and Answers for Lessons 2, 4, 5, 7 (continued)

Page 118 Building a Town

List 3 steps the Mound Builders used to make a town.

(Collect dirt in baskets; put it into piles; build houses on the piles or mounds.)

What could the Mound Builders have done to help them fight the germs and diseases from the Europeans?

(Answers will vary. Possible answers: they could have moved; they could have stayed away from the Europeans; they could have used medicine.)

Appendix C: Matrix of Earliest American Tribes

Earliest Americans

	Inuit	Anasazi	Mound Builders	Pueblo	Eastern Woodland
Location					
Homes					
Food					
Problems					
New Information					

Note: Create this matrix onto chart or butcher paper, so it is large enough to tape index cards into the boxes.

Appendix D: Help These People Survive! Rubric

Help These People Survive!

The problem: A group of Native Americans have just moved into a new environment. The environment has lots of **pine trees**. There are wild animals such as **bears, birds, wolves, rabbits, and snakes**. The weather is mild now, but soon it will be winter, with **snow and cold winds**. The soil will grow some plants like **potatoes, corn, and berries**. It isn't warm enough to grow bananas, sugarcane, or coconuts.

Your job: You need to do 3 things. First, describe or design a **house** in which they can live. Second, make some suggestions about what they might eat. Suggest at least **3 meals** they might have. Third, describe what you recommend they do to survive the **winter** that is coming.

Rubric:

The house is designed to be made with materials available to these people.

yes no

You planned 3 meals, all of which include food available to the people.

yes no

There are at least 2 suggestions about how the people can survive the winter. Both suggestions connect with the clues about their environment.

yes no

Scoring:

Secure.....3 "yes" Developing.....2 "yes" Beginning..... 1 or 0 "yes"

Help These People Survive!

The problem: A group of Native Americans have just moved into a new environment. The environment has lots of **pine trees**. There are wild animals such as **bears, birds, wolves, rabbits, and snakes**. The weather is mild now, but soon it will be winter, with **snow and cold winds**. The soil will grow some plants like **potatoes, corn, and berries**. It isn't warm enough to grow bananas, sugarcane, or coconuts.

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Scoring:

Secure.....3 "yes" Developing.....2 "yes" Beginning..... 1 or 0 "yes"

Appendix E: Venn Diagram Checklist

Venn Diagram Checklist

	<i>Did I do it?</i> <i>I check</i>	<i>Did I do it correctly?</i> <i>Teacher checks</i>
I labeled the names of the tribes I compared.		
I have at least 3 things that are the same.		
I have at least 3 things that are different for each tribe.		

Secure: 3 checks

Developing: 2 checks

Beginning: 1 or 0 checks

Venn Diagram Checklist

	<i>Did I do it?</i> <i>I check</i>	<i>Did I do it correctly?</i> <i>Teacher checks</i>
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Venn Diagram Checklist

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