

3rd Grade
Unit 1: Interrelationships: Communities and their
Environments



Essential Question #5: In what ways does community and environment shape human culture?

Lesson Title: Environment & Communities of Early Indigenous People

SS Standard II, Objective 2

Implementation Time: Two 60 minute class periods

Media Resources Needed: *Native Americans: American Heritage*, USOE e-media; 3-5 picture books/readers (teacher choice and discretion) on each of the following six American Indian groups: Northeast Woodlands, Southeast Woodlands, Plains, Southwest, Northwest Coast, and Far North. *Consult the Interconnections third grade book list for some suggested titles*; six laptop computers/computer & LCD projector.

Resources Needed: “Comparing Early Indigenous People” handout & wall chart/bulletin board; “The First Americans” Maps (from Introduction lesson, one per station); any available and appropriate artifacts, pictures, etc. to enhance learning stations

Procedure:

1. Create learning a learning station for each of the six American Indian groups. Stations should include picture books/readers, maps, appropriate DVD clips (projected on laptops, if available), available artifacts, and “Comparing Early Indigenous People” handout.
2. Explicitly explain procedures for moving through learning stations. Take 2-3 minutes for students to practice procedure of moving from station to station appropriately.
3. Divide students into six groups. Explain to students that they will visit each station to gather information about *where* and *how* early indigenous people lived, reading books, looking at pictures, watching a short film clip (if laptops are available; otherwise, have students watch together and use the opportunity to model how to record information). Instruct them on how/where to record the information they uncover as they move from station to station.



4. Allow students to spend approximately 15 minutes at each station, encouraging them to divide tasks among group members as they search for information. Depending on the learning needs of your individual students/groups, you may want to highlight key information with sticky notes or create text “keys” that help students maneuver more difficult text.

Assessment:

Create a large “Comparing Early Indigenous People” chart/bulletin board with large grid squares. Prepare an area in the classroom that can be used as a “talking circle” (your entire class will need to be able to sit around the circle). Choose a short picture book or excerpt from a picture book for each of the American Indian groups and use them as discussion starters in the talking circle. Discuss each of the American Indian groups and their land, resources, homes, clothes, and unique culture. Allow students to share their findings, clarifying misconceptions and answering questions. Post information on the classroom grid. Help students see the connection between environment and community – *where we live influences how we live*. Explain that, while their lives changed after the arrival of Europeans and they live differently today, American Indian groups still maintain many of their cultural traditions.

Extension:

On small strips of paper, assign students to write one complete sentence for each of the boxes on the grid. Have students arrange their sentence strips into a paragraph and then write a topic sentence that explains what their new paragraph is about. Students should be encouraged to write complete sentences that begin with capital letters, end with punctuation, and sentences should begin with different words, when possible. Share paragraphs with a partner/small group.

The First Americans





Comparing Early Indigenous People

Northeast
Woodlands

Southeast
Woodlands

Plains

Southwest

Northwest
Coast

Far
North

Land						
Resources						
Homes						
Clothes						
Unique Culture						