

What If There Were No Trees?

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Grade Level	4-5
Duration	2 class periods

National Standards
GEOGRAPHY Element 2: Places and Regions 4. The physical and human characteristics of places Element 5: Environment and Society 14. How human actions modify the physical environment 15. How physical systems affect human systems 16. The changes that occur in the meaning, use, distribution, and importance of resources Element 6: The Uses of Geography 17. How to apply geography to interpret the past

AZ Standards
ELA Reading Key Ideas and Details 4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Production and Distribution of Writing 4.W.4 and 5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Arizona Social Science Standards
GEOGRAPHY Human-environment interactions are essential aspects of human life in all societies. 4.G2.1 Compare the diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Americas. 5.G2.1 Describe how natural and human-caused changes to habitats or climate can impact our world. Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface. 4.G3.1 Explain how the location and use of resources affects human settlement and movement. 5.G3.1 Use key historical events with geographic tools to analyze the causes and effects of environmental and technological events on human settlements and migration.

Overview

Indigenous peoples live in a variety of environments. Learning how they adapt to those environments will give students a better understanding of the rich cultural mosaic that makes up our world.

Purpose

In this lesson, students will gain a better understanding of how the Plains Tribes and the Inuit created a culture in an environment that was lacking in trees.

Materials

- What If There Were No Trees? PowerPoint
- Great Plains-Inuit Information Sheet and Answer Key
- Compare-Contrast of Plains Tribes and Inuit worksheet

Objectives

The student will be able to:

1. Identify how the cultures of the Plains Tribes and the Inuit lived in an environment without trees.
2. Complete a Venn diagram comparing/contrasting the Inuit with the Plains Tribes.
3. Compose an essay comparing/contrasting the Inuit with the Plains Tribes.

Procedures

Prerequisite Skills: Students should have prior knowledge on how to fill out a Venn diagram and how to write a compare-contrast essay.

SESSION ONE

1. Begin class by having students brainstorm this question, "What do people need from their environment in order to survive?" Record their

responses. Then tell students that in this lesson they will be focusing on five things: shelter, food, fuel, clothing, and transportation.

2. Distribute the Great Plains-Inuit Information Sheet. Explain to students they will be watching a PowerPoint and they are to record on the

Information Sheet on how each group used items from their environment to meet their needs for shelter, food, fuel, clothing, and transportation.

3. Show the PowerPoint entitled “What If There Were No Trees?” Be sure to allow enough time for students to record information and to answer any questions they may have about the images they are viewing. If desired, project a copy of the worksheet and model what to fill in.

4. When the PowerPoint is completed, go over the Great Plains-Inuit Information Sheet to make sure students have accurate data and so they may add any information they may have missed. Tell students to save this paper as they will be using it the next class period for an assignment.

SESSION TWO

5. Distribute and project the Compare-Contrast of Plains Tribes and Inuit Venn diagram. Have students refer to their worksheet from the last class period (Great Plains-Inuit Information Sheet).

6. Have students label the two circles (left—Plains Tribes and right—Inuit). Then have students give characteristics of the Plains Tribes and Inuit. Any that overlap will be in the middle section. Model writing these on the projected worksheet.

7. Instruct students to write a compare-contrast essay about these two groups using the Venn diagram and/or other materials.

8. Remind students that they need a topic sentence. Maybe have students generate several topic sentences as examples. Then model how the students will compare the two groups of people with their differences. Perhaps again have students generate 1-2 examples. Then model how to compare the two groups with statements of how they are similar. And lastly, how the essay will need a conclusion.

Assessment

ELA and Social Science

Student essays may be graded using the 6 Traits of Writing with emphasis on Content and Ideas, and, Conventions. A score of 4 or higher in each trait would be considered mastery.

Extensions

Students could research/explore what will happen to the Inuit way of life when there is a change in their environment.

Sources

Primary source photos courtesy of the Library of Congress

Background information from lectures given at the Archives on the Arctic Workshop.