What If There Were No Trees?

Students learn how indigenous people adapt to an environment with no trees.

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Grade Level: Grade 6
Duration: 2 class periods

National Geography Standards
ESSENTIAL ELEMENT: Places and Regions
4. The physical and human characteristics of places.

ESSENTIAL ELEMENT: Environment and Society
15. How physical systems affect human systems.

Arizona Geography Standards
Concept 2 Places and Regions
PO 1 Identify regions studies in Strand 2 using a variety of criteria (e.g. climate, landforms, culture, vegetation).

Other Arizona Standards
SOCIAL STUDIES STANDARD
Strand 1: American History
Concept 2 Early Civilizations
PO 1 Describe the characteristics of hunting and gathering societies in the Americas.

Writing Standards for 6-8 for Literacy in History/Social Studies, Science, and Technical Subjects
6-8WHST.2 Write informative/explanatory texts, including narration of historical events, scientific procedures/experiments, or technical processes.

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? power point
• Great Plains-Inuit Information Sheet
• Teacher Guide for Information Sheet
• Compare-Contrast of Plains Tribes and Inuit worksheet

Objectives
The student will be able to:
1. learn about the cultures of the Plains Tribes and the Inuit.
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 on the board. Then tell students that in
this lesson they will be focusing on just five things: shelter, food, fuel, clothing, and transportation.

2. Distribute the Great Plains-Inuit Information Sheet. Explain to students they will be watching a power point on these two groups and that 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. Note: To assist diverse learners, you may want to give ELL and Special Needs students an Information Sheet that has some of the answers on it but room for them to add more.

3. Show the power point called “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.

4. When the power point is completed, as a class, 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 the Compare-Contrast of Plains Tribes and Inuit paper. Explain to students they will be using their worksheet from the last class period (Great Plains-Inuit Information Sheet) to write a compare-contrast essay about these two groups. Allot time to clarify any questions they may have and then allow them to work on it for the rest of the class period. If needed, it may be completed as a homework assignment.

Assessment
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 would happen to the Inuit way of life if there was a change in their environment such as global warming.

Sources
Primary source photos courtesy of the Library of Congress
Background information from lectures given at the Archives on the Arctic Workshop.