FACILITATION GUIDE · 60-MINUTE LESSON · GRADE 5 · 5.H.1-5.H.6 · 5.G.5-5.G.10 · 5.E.1

Nations Before Us

Native Americans, Exploration & the Thirteen Colonies: Describe early Native American cultures and European exploration, compare the reasons for colonization, and explain the political, social, and economic organization of the New England, Middle, and Southern colonies.

Learning target: I can compare Native American cultures and the three colonial regions and explain how geography shaped how people lived.

Success looks like: Students use the vocabulary correctly, complete the gallery walk, and score 80% or higher on the evidence-based exit ticket.

Materials: Student devices, the printed lesson worksheet (one per student), projector for the mini-lesson presenter.

LESSON AT A GLANCE — 60 minutes

Time	Part	Teacher does	Students do
0:00-0:08	Warm-up	Project the warm-up. Circulate, then call on 2-3 students. Save question 3 for the debrief.	Answer Part 2 of the lesson worksheet; share with a partner.
0:08-0:20	Mini-lesson	Teach with the 4-step presenter. Run each quick check with the whole class.	Complete worksheet Parts 4-11 as each slide appears; answer checks with fingers.
0:20-0:48	Gallery Walk	Launch Nations Before Us. Assign mission levels; circulate with the answer key.	Play solo or in pairs; record code pieces; complete any written evidence task.
0:48-0:52	Debrief	Ask 2 debrief questions and revisit warm-up question 3.	Finish worksheet Part 13 (prediction check + one thing learned).
0:52-1:00	Exit ticket	Hand out the exit ticket. Collect and sort with the mastery guide.	Answer with evidence independently.

Key vocabulary

Word	Student-friendly definition
Colony	A settlement ruled by a faraway country.
Cash crop	A crop grown to sell, like tobacco or rice.
Indentured servant	A person who worked for several years to pay for passage to America.
Culture region	An area where groups share similar ways of life shaped by environment.
Columbian Exchange	The movement of plants, animals, people, and diseases between the Americas and Europe/Africa after 1492.

1. WARM-UP

0:00–0:08 · 8 min

Warm-up expectations (post these): Answer in Part 2 of the lesson worksheet (or on this sheet). Number each answer to match the question. Answer in complete sentences. For math, show your work. Work silently for 5 minutes, then share with a partner for 2 minutes. Be ready to share one answer with the class.

#	Question	Look for
1	What is a natural resource? Give two examples from Indiana.	Something from nature people use. Examples: corn/farmland, limestone, rivers, forests, coal.
2	Why might people choose to live near a river?	For water, food (fish), travel, trade, and fertile soil.
3	If you were starting a new town with rocky soil and a long, cold winter, how would people earn a living?	Fishing, lumber, shipbuilding, and trade instead of big farms.

2. MINI-LESSON

0:08–0:20 · 12 min

Project the Lesson presenter from the room page. It runs the whole hour: target and agenda, warm-up with timer, hook vote, 4 teaching steps (key idea, interactive tool, turn and talk, check for understanding), I do / we do / you do, a work-time screen with a timer and expectations, debrief, and the exit ticket. Press N for teacher notes, T to pause the timer, and P to pick a student.

Hook (1 min): You must start a town with rocky soil and long, cold winters. What will most people do for work? Class vote: Grow big fields of crops / Fish, build ships, and trade / Mine for gold

Step 1 (3 min): Native nations adapted

Teach	Native nations adapted to their environments. Eastern Woodlands peoples like the Miami farmed the Three Sisters and hunted in forests. Plains nations followed the bison.
Interactive tool	Flip cards: Eastern Woodlands, Great Plains, Southwest
Students do	Match each region to its way of life: Woodlands, Plains, Southwest.
Turn and talk	How did the environment shape the homes Native nations built? Give one example.
Worksheet Part 5A	Eastern Woodlands peoples farmed the THREE SISTERS: corn, beans, and squash. Plains nations depended on the BISON.
Check for understanding	Why did Plains nations use tipis? Answer: (A) They could be moved to follow the bison

Step 2 (3 min): Why Europeans explored

Teach	Europeans explored for gold (riches and trade), glory (fame and power), and God (spreading Christianity). The Columbian Exchange moved plants, animals, people, and diseases across the ocean.
Interactive tool	Board and notes

Students do	List one item that went each way in the Columbian Exchange.
Turn and talk	The Columbian Exchange helped and harmed. Give one example of each.
Worksheet Part 6A	Europeans explored for GOLD, GLORY, and God. The COLUMBIAN EXCHANGE moved goods and diseases both ways.
Check for understanding	Which went from the Americas to Europe? Answer: (C) Potatoes and corn

Step 3 (3 min): Three colonial regions

Teach	Geography shaped the economy. New England: rocky soil, fishing and shipbuilding. Middle: fertile soil, grain, the "breadbasket." Southern: warm climate, plantations of tobacco, rice, and indigo worked by enslaved Africans.
Interactive tool	Board and notes
Students do	Copy the three-region chart and fill in the Economy row.
Turn and talk	If you were a colonist who loved farming, which region would you choose and why?
Worksheet Part 7A	Geography shaped each region's ECONOMY. The Middle colonies were the BREADBASKET. The Southern colonies grew CASH CROPS.
Check for understanding	Which region relied most on plantations? Answer: (C) Southern

Step 4 (3 min): Using evidence about regions

Teach	Historians connect evidence to claims. If a source mentions whaling and shipyards, that evidence points to New England.
Interactive tool	Board and notes
Students do	Read this clue and name the region: "Our farms grow wheat to sell in Philadelphia."
Turn and talk	How can one clue in a letter (like "cod fleet") point to a whole region?
Worksheet Part 8A	To make a claim about a region, I connect EVIDENCE like jobs and crops to its GEOGRAPHY.
Check for understanding	"Our farms grow wheat to sell in Philadelphia." Which region? Answer: (C) Middle

I do: worked example (shown one step at a time)

1. Chart: New England | Middle | Southern.
2. Climate row: cold, rocky | mild, fertile | warm, long growing season.
3. Economy row: fishing, shipbuilding, trade | grain farms ("breadbasket") | plantations of tobacco, rice, indigo.
4. Key idea: geography (land and climate) shaped how people made a living.

What to say on every slide is in the presenter script PDF.

We do: guided practice

Clue: "Our plantation grows tobacco, and ships carry it to England." Which colonial region is this, and what evidence proves it?

1. Underline the evidence: "plantation," "tobacco," "ships carry it to England."
2. Plantations and cash crops like tobacco needed a warm climate and a long growing season.
3. That describes the Southern colonies.
4. Claim: Southern colonies. Evidence: tobacco and plantations. Reason: warm climate supported cash crops.

Answer: Southern colonies

You do: independent check (2 min)

Which clue would MOST likely come from the Middle colonies? (A) "The rocky soil makes farming hard." (B) "Enslaved workers harvest rice in the heat." (C) "We hunt bison on the plains." (D) "Our wheat fields feed families across the colonies."

Answer: (D) "Our wheat fields feed families across the colonies.". Students who miss it: 3-minute reteach at the teacher table, then start the room at the Explorer level.

> **Misconception:** "All Native Americans lived the same way." Hundreds of nations had different languages, homes, and economies.
>
> **Misconception:** "The land was empty when colonists arrived." Native nations had lived there for thousands of years.
>
> **Misconception:** "All colonists came for religious freedom." Many came for land, money, or were forced (enslaved Africans).

3. GALLERY WALK: NATIONS BEFORE US — 0:20–0:48 · 28 min

Launch: project the start screen, read the story aloud, and assign mission levels (Explorer = extra support, Agent = on level, Legend = challenge). Students can open Supports any time for read-aloud, bigger text, a word bank, and a scratch pad.

- Exhibits can be visited in any order, which spreads students out naturally. Encourage them to start at a different exhibit than their neighbor.
- Treat it like a real gallery walk: students record one "I see / I think / I wonder" per exhibit on the viewing guide, and the code piece in Part 12 of the lesson worksheet.
- Pause the class once midway and have two students share their favorite exhibit so far.

Students turn in: the completion code plus their copied "turn in your work" block (Canvas Text Entry).

4. DEBRIEF — 0:48–0:52 · 4 min

1. Which colonial region would you have chosen to live in, and why?
2. How did geography affect the jobs people had?
3. Whose perspective is often missing from stories about the colonies?

Close the loop: return to warm-up question 3. Answer: Fishing, lumber, shipbuilding, and trade instead of big farms.

5. EXIT TICKET

0:52–1:00 · 8 min

Print the exit ticket PDF (page 2 is the key and mastery guide). Every item requires evidence: Part A asks students to justify each choice, Part B asks for an explanation, and Part C applies the standard to a new situation using Historian's Claim (Claim, Evidence, Source, Explain). Sort results into Mastered, Approaching, and Beginning to plan tomorrow's groups.

LESSON RESOURCES

Resource	How it fits the lesson
Warm-up worksheet (PDF)	Optional standalone warm-up (also Part 2 of the lesson worksheet), with a key.
Mini-lesson presenter	Projectable, step-by-step interactive lesson with tools and quick checks (room page).
Lesson worksheet (PDF + key)	One printable packet students complete during the whole lesson: short fill-ins and quick checks in 13 small parts that match the presenter slides.
Nations Before Us (.html)	The gallery walk for Canvas, with differentiated levels, supports, and a turn-in.
Exit ticket (PDF + key)	Evidence-based check with a rubric and a mastery sorting guide.
Library of Congress: Classroom Materials (extra)	Primary source sets on colonial settlement and Native American life. https://www.loc.gov/programs/teachers/classroom-materials/
Smithsonian NMAI: Native Knowledge 360° (extra)	Free lessons written with Native communities. https://americanindian.si.edu/nk360/
Colonial Williamsburg: Learn (extra)	Videos and virtual tours of colonial daily life. https://www.colonialwilliamsburg.org/learn/
Indiana Historical Society (extra)	Resources on Indiana's Native nations, including the Miami and Potawatomi. https://indianahistory.org/

ANSWER KEY: NATIONS BEFORE US

Exhibit A: Eastern Woodlands (code piece: M)
1. What were the "Three Sisters"? -> Corn, beans, and squash
2. Which Native nation lived in the area that is now Indiana? -> Miami
3. What was the Great Law of Peace? -> The constitution that united the Haudenosaunee nations
4. Tap the culture region that includes present-day Indiana. -> Tap Eastern Woodlands

Exhibit B: Great Plains (code piece: A)
1. Match each part of the bison to how it was used. -> Hide = Tipi covers and clothing; Meat = Food; Bones = Tools; Sinew = Thread and bowstrings
2. Why were tipis a good kind of home for many Plains people? -> They could be moved quickly to follow the bison

Exhibit C: Southwest (code piece: I)
1. Why was adobe a good building material in the Southwest? -> Clay was available and thick walls stayed cool
2. How did Southwest farmers grow crops with little rain? -> Irrigation
3. Tap the culture region where people built multi-story adobe pueblos. -> Tap Southwest

Exhibit D: Pacific Northwest (code piece: Z)

1. What natural resource did Pacific Northwest nations use for houses, canoes, and totem poles? -> Cedar trees
2. Why did many Pacific Northwest villages not need to farm? -> They had plenty of fish and wild food

Exhibit E: Arctic (code piece: E)

1. Match each item to the region it comes from. -> Arctic: Kayak, Dog sled | Southwest: Adobe pueblo, Irrigated cornfield | Great Plains: Tipi, Bison hunt
2. What big idea connects every exhibit in this gallery? -> Native nations adapted their homes, food, and tools to their environment
3. Tap the region where people relied on the bison for food, clothing, and shelter. -> Tap Great Plains

Final code: MAIZE