PRESENTER SCRIPT · GRADE 5 · 5.H.1-5.H.6 · 5.G.5-5.G.10 · 5.E.1

Native Americans, Exploration & the Thirteen Colonies: teacher script

Use with the Lesson presenter (room page -> Lesson presenter). Slides show only student cues; this script has what to say. Students need the printed lesson worksheet and a pencil.

Presenter keys: Right/left arrows change slides. N shows short notes. T pauses the timer. P picks a student. F is fullscreen.

Response routine: Students write each answer on their worksheet, then show it with fingers (1 = A, 2 = B, 3 = C, 4 = D). Scan the room before revealing.

SLIDE 1: TODAY'S TARGET — 1 min

Say	Today's learning target is: "I can compare Native American cultures and the three colonial regions and explain how geography shaped how people lived." Read it with me.
Say	Here is how you will know you have it: the success criteria. You will prove it on the exit ticket at the end of class.
Point to	The agenda and the key vocabulary. Tell students they need their notebook, guided notes page, and pencil.

SLIDE 2: WARM-UP — 0:00–0:08

Say	Turn to Part 2 of your lesson worksheet. Answer the three questions in complete sentences. You have 5 minutes of silent work. Go.
Do	Start the 8:00 timer. Circulate. At 5 minutes say: "Turn to your partner and compare answers for 2 minutes."
Look for	1) Something from nature people use. Examples: corn/farmland, limestone, rivers, forests, coal. 2) For water, food (fish), travel, trade, and fertile soil. 3) Fishing, lumber, shipbuilding, and trade instead of big farms.
Say	Call on 2-3 students for questions 1 and 2, then reveal. Say: "We will come back to question 3 at the end of class."

SLIDE 3: HOOK — 1 min

Say	Read the question on the screen: "You must start a town with rocky soil and long, cold winters. What will most people do for work?" Circle your prediction in Part 3 of your worksheet and write why. Then vote.
Background	Ask: "If you had to start a town with no stores, what would you need first? How would the land around you decide your job?"

Do	Tap +1 for each vote. Do not give the answer. Say: "By the end of the lesson, you will be able to check your prediction."

SLIDE 4: LEARN 1: NATIVE NATIONS ADAPTED — 3 min

Say	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.
Worksheet	Say: "Part 5: fill in the blanks (A), do the task (B), write what your partner said (C), and answer the check (D)." Blank answers: Eastern Woodlands peoples farmed the THREE SISTERS: corn, beans, and squash. Plains nations depended on the BISON. (tap "Show the missing words" after students try.)
Explore	Flip each card only after students guess: Eastern Woodlands = Forests, farming, longhouses; Great Plains = Grasslands, bison, tipis; Southwest = Desert, adobe pueblos. Students do: Match each region to its way of life: Woodlands, Plains, Southwest.
Turn and talk	Say: "How did the environment shape the homes Native nations built? Give one example." Start the 1:00 timer. Then pick a pair to share.
Check	Read the question aloud. Students write, then show fingers. Scan, then reveal. Answer: (A) They could be moved to follow the bison. Tipis are portable for following herds.
If < 80% correct	Go back to the Explore box and model a second example out loud, then re-ask the check with a partner discussion first. See "Misconceptions to watch for" at the end of this script.

SLIDE 5: LEARN 2: WHY EUROPEANS EXPLORED — 3 min

Say	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.
Worksheet	Say: "Part 6: fill in the blanks (A), do the task (B), write what your partner said (C), and answer the check (D)." Blank answers: Europeans explored for GOLD, GLORY, and God. The COLUMBIAN EXCHANGE moved goods and diseases both ways. (tap "Show the missing words" after students try.)
Explore	Students do: List one item that went each way in the Columbian Exchange.
Turn and talk	Say: "The Columbian Exchange helped and harmed. Give one example of each." Start the 1:00 timer. Then pick a pair to share.
Check	Read the question aloud. Students write, then show fingers. Scan, then reveal. Answer: (C) Potatoes and corn. Potatoes and corn came from the Americas.
If < 80% correct	Go back to the Explore box and model a second example out loud, then re-ask the check with a partner discussion first. See "Misconceptions to watch for" at the end of this script.

SLIDE 6: LEARN 3: THREE COLONIAL REGIONS — 3 min

Say	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.
Worksheet	Say: "Part 7: fill in the blanks (A), do the task (B), write what your partner said (C), and answer the check (D)." Blank answers: Geography shaped each region's ECONOMY. The Middle colonies were the BREADBASKET. The Southern colonies grew CASH CROPS. (tap "Show the missing words" after students try.)
Explore	Students do: Copy the three-region chart and fill in the Economy row.
Turn and talk	Say: "If you were a colonist who loved farming, which region would you choose and why?" Start the 1:00 timer. Then pick a pair to share.
Check	Read the question aloud. Students write, then show fingers. Scan, then reveal. Answer: (C) Southern. The warm South had a long growing season for cash crops.
If < 80% correct	Go back to the Explore box and model a second example out loud, then re-ask the check with a partner discussion first. See "Misconceptions to watch for" at the end of this script.

SLIDE 7: LEARN 4: USING EVIDENCE ABOUT REGIONS — 3 min

Say	Historians connect evidence to claims. If a source mentions whaling and shipyards, that evidence points to New England.
Worksheet	Say: "Part 8: fill in the blanks (A), do the task (B), write what your partner said (C), and answer the check (D)." Blank answers: To make a claim about a region, I connect EVIDENCE like jobs and crops to its GEOGRAPHY. (tap "Show the missing words" after students try.)
Explore	Students do: Read this clue and name the region: "Our farms grow wheat to sell in Philadelphia."
Turn and talk	Say: "How can one clue in a letter (like "cod fleet") point to a whole region?" Start the 1:00 timer. Then pick a pair to share.
Check	Read the question aloud. Students write, then show fingers. Scan, then reveal. Answer: (C) Middle. Wheat and Philadelphia point to the Middle colonies.
If < 80% correct	Go back to the Explore box and model a second example out loud, then re-ask the check with a partner discussion first. See "Misconceptions to watch for" at the end of this script.

SLIDE 8: WORKED EXAMPLE (I DO) — 2 min

Say	Watch how I solve this. Write the final answer in Part 9 of your worksheet.
Think aloud	Draw a three-column chart (New England, Middle, Southern) with rows for climate, economy, and daily life. Fill in New England while thinking aloud, then have students help with the Middle column.

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

SLIDE 9: WE DO — 2 min

Say	Now we solve one together in Part 10. Read the problem with me.
Do	Before revealing each step, ask: "What should we do next?" Take one answer, then tap "Show next step."
Steps	Underline the evidence: "plantation," "tobacco," "ships carry it to England." | Plantations and cash crops like tobacco needed a warm climate and a long growing season. | That describes the Southern colonies. | Claim: Southern colonies. Evidence: tobacco and plantations. Reason: warm climate supported cash crops.
Answer	Southern colonies

SLIDE 10: YOU DO — 2 min

Say	Now on your own: Part 11. Solve it with no talking. You have 2 minutes.
Answer	(D) "Our wheat fields feed families across the colonies.". Wheat and grain made the Middle colonies the "breadbasket."
Then	Students who got it: launch the room. Students who missed it: 3-minute reteach at your table, then start the room at the Explorer level.

SLIDE 11: WORK TIME: LOST AT SEA: THE EXPLORER'S ESCAPE — 0:20–0:48

Say	Open Lost at Sea: The Explorer's Escape on your device. Type your name, choose the level I assigned, and begin. Whisper voice with your partner only.
Do	Start the 28:00 timer and leave this slide up. Circulate with the answer key.
Checkpoints	At 10 minutes: stage 2 done. At 20 minutes: stage 4 done; give a 5-minute warning for the final lock and turn-in.
Turn-in	Students tap "Copy my work" and paste it into the Canvas assignment (Text Entry).

SLIDE 12: DEBRIEF — 0:48–0:52

Ask	Which colonial region would you have chosen to live in, and why? | How did geography affect the jobs people had? | Whose perspective is often missing from stories about the colonies?
Say	Back to warm-up question 3 and our hook vote: were our predictions right? What evidence changed your mind?

Answer	Fishing, lumber, shipbuilding, and trade instead of big farms.

SLIDE 13: EXIT TICKET 0:52–1:00

Say	Clear your desk except a pencil. Work silently and on your own. For every answer, write "I know because..." and use evidence.
Do	Hand out the exit ticket. Start the 8:00 timer. Collect and sort with page 3 (Mastered / Approaching / Beginning).

MISCONCEPTIONS TO WATCH FOR

• "All Native Americans lived the same way." Hundreds of nations had different languages, homes, and economies.

• "The land was empty when colonists arrived." Native nations had lived there for thousands of years.

• "All colonists came for religious freedom." Many came for land, money, or were forced (enslaved Africans).