First Peoples’ Cultural Areas Presentation

**Task:** In pairs, present information about one of the six First Peoples’ Cultural Areas. Only 1 group can research each area.

Arctic Western and Eastern Subarctic Northwest Coast

Plateau Northeastern Woodlands Great Plains

**Product:**

1. A visual presentation in format of your choice (PowerPoint, Prezi, PowToon, etc.) that will teach your classmates about your cultural area

2. A notes page which you will hand out to the class and will act as their ‘class notes’ for this section. Any information on these is free game for tests

**Your product and notes must include:**

1. Environment

2. Major food sources

3. Minor food sources

4. Fishing and Hunting technologies

5. Transportation Technologies

6. Dwelling Engineering

These sections must answer:

1. How did the First Peoples of this cultural area make the most of food sources for nutrition?

2. How did First Peoples of this cultural area use aspects of their environment to engineer fishing and hunting technologies and construct dwellings

3. How does their knowledge of the environment and development of technologies to survive in this environment show many levels of sophistication?

Use the attached chart to write in rough notes and list of recommended websites to research

\*\*You must also cite any sources you use\*\*

Evaluation

Names:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Category | Criteria | Total Points | Score |
| Content | Introduction:  Cultural Area is introduced with a general explanation of the geographical area. | 5 |  |
| Content   * All given categories and questions are present with detailed information/explanations   (Environment, major and minor food sources, fishing and hunting technologies, transportation technologies, dwelling engineering, etc.)   * A deeper understanding of the topic is clear based on the data presented * Content is present in students own words | 50 |  |
| Conclusion:   * Includes a summary of what was learned in the project | 5 |  |
| Products | The product:  Student Directed Study Evaluation Sheet:  The of Physics of Everyday Stuff   * Is easy to follow * Free of any grammatical or spelling errors * Neat, clean and attractive * Uses graphics and/or videos appropriately and with purpose | 10 |  |
| Research | * A variety of CREDIBLE sources have been used   (at least 3)   * Credit is given to the original source and documented properly * Any direct quotes are cited in text | 10 | ` |
| Presentation | Presentation is:   * Voiced clearly * Organized * Practiced (ex. Not just reading directly from the slides, etc.) | 10 |  |
|  | **Total Points** | 90 |  |