Lesson Title: Cowlitz Investigators: Reading Clues!

Lesson Subject/Focus: Since Time Immemorial, Social Studies

Grade: 2nd Grade

Time for Lesson: 45 min

****

I. Materials, Resources, and Technology

Materials:

- Pencils, paper, graphic organizers

Resources:

- **PuzzleMap on Washington Counties:** Clues focused on Cowlitz Tribe
- **Handouts:** Print enough copies. (Backup: Project digital copy, write on board.)
- **Writing Tools:** Check supply/ink. (Backup: Borrow from students/stash.)
  Projector/Smartboard: Test it. (Backup: Whiteboard/markers, printouts.)
- **Computer/Laptop:** Charge it, test software/internet. (Backup: USB/cloud files, printouts.)

Technology:

- Projector/smartboard and possible computer/ipads

II. Central Focus of Learning Segment

The overarching learning outcomes for this lesson aim to equip students with fundamental skills in both reading comprehension and social studies understanding.

State Learning Standards

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. Explain characteristics of a community (e.g., jobs, rules, physical features, history, culture).

Learning Targets (Objectives) and Assessments

Learning Target	Language Opportunities	Assessments
I can find important facts about the Cowlitz Tribe by reading our articles.	Describing	Comprehension questions
I can describe what makes the Cowlitz Tribe special, like	Explaining	

their history and way of life.		

III. Students' prior knowledge or experiences with the content of this lesson: Reading and writing skills

IV. Sequence of Learning Activities

Estimated Minutes	Teacher Actions	Student Actions
10	Introduce, hook, explore clue points	Listen, Collaborate, explore, Collaborate, explore
25	Guide, scaffold, Guide, scaffolde	Read, highlight, answer
10	Revisit learning target	Share information learned, exit reflection

V. Learning Activity Review

How will you differentiate instruction and outcomes to meet specific student needs?(Include if appropriate: Universal design, grouping, ELL Strategies, IEP or 504 accommodations, student interests, culturally responsive supports, etc.: First, I'll apply

- **Universal Design for Learning (UDL)** principles, giving students multiple ways to learn (e.g., reading articles, listening to them read aloud), varied materials (e.g., text, pictures, maps), and different options for showing what they know (e.g., writing answers, drawing, speaking). I'll use **flexible grouping**, pairing students with different strengths for partner work or pulling small groups for targeted support. For All students, I'll pre-teach key words with visuals, provide simpler articles, and offer sentence frames for speaking and writing. For students with **IEPs or 504 plans**, I'll ensure specific accommodations are met, such as offering extended time, breaking tasks into smaller chunks, or allowing verbal responses instead of written ones.

What are your supporting theories or principles? (Why are you doing what you are doing?)

- **Constructivism & Sociocultural Theory:** Students will actively build their own understanding by reading, discussing, and creating. Learning is a social process, so prioritize group work, peer interaction, and scaffolding (like sentence starters) to support their learning journey.
- **Differentiated Instruction & Universal Design for Learning (UDL):** Plan varied ways for students to engage with the material (e.g., listening to articles, reading them), process information (e.g., graphic organizers, discussions), and show what they've

learned (e.g., drawing, writing, presenting). This includes specific accommodations for ELL and IEP/504 students, ensuring all can access the lesson.
- **Culturally Responsive Teaching:** The lesson will honor and connect to students' own cultures while respectfully exploring the Cowlitz Tribe. Use authentic materials, challenge stereotypes, and emphasize the vibrant, continuing presence of Indigenous communities, making the learning relevant and affirming for all.

How does this lesson connect with what students have previously learned and a progression of future learning?

- **Deeper Historical Inquiry:** It provides a **foundational understanding of Native American tribes**, preparing them for more complex historical studies of Washington State and Indigenous peoples.
- **Advanced Informational Reading:** Practicing identifying specific details from articles is a direct step towards developing more sophisticated **research skills** and synthesizing information from multiple sources.
- **Global & Civic Understanding:** Learning about the Cowlitz Tribe fosters **cultural empathy** and an appreciation for human diversity, which are vital for future global studies and becoming an **informed, respectful citizen**.

VI. Inclusive Design Highlights

UDL Multiple Means for Representation
UDL Multiple Means for Representation: ● **Provide visuals:** Maps, photos (historical/contemporary Cowlitz), picture-based word wall. ● **Offer auditory input:** Teacher read-alouds, audio versions of texts. ● **Vary text:** Core articles with potential simplified versions or highlighted vocabulary.
UDL Multiple Means of Engagement
● **Make it relevant:** Connect Cowlitz culture to students' own lives/communities. ● **Offer choice:** Students choose how to read (independent/partner/listen) or explore specific cultural aspects. ● **Promote collaboration:** Use flexible groups for discussion and shared discovery. ● **Spark curiosity:** Frame lesson as "Cowlitz Kid Investigators."
UDL Multip Means of Action/Expression

- **Diverse response options:** Students can write answers, draw/label, speak explanations, or create booklets.
- **Scaffolding:** Provide sentence frames for both written and oral responses.
- **Use organizers:** Graphic organizers for note-taking and structuring answers.

Culturally Responsive Learning Supports

- **Authentic resources:** Prioritize materials from Indigenous sources; avoid stereotypes.
- **Challenge misconceptions:** Facilitate respectful discussions to address stereotypes.
- **Highlight contemporary culture:** Show the Cowlitz Tribe as a vibrant, living community today.
- **Affirm identity:** Connect learning to students' own cultural backgrounds and foster respect for diversity.

Explicit Anti-Oppressive/Anti-Racist Content or Skills

- **Challenge Stereotypes:** Directly correct common myths (e.g., not all lived in tipis; Indigenous people live diverse lives today). Foster critical thinking about media portrayals.
- **Highlight Resilience & Sovereignty:** Emphasize the Cowlitz Tribe as a strong, living, self-governing nation with continuous cultural practices.
- **Prioritize Authentic Voices:** Center the Cowlitz people's perspectives through accurate resources and, if possible, their own narratives.
- **Promote Respectful Language:** Explicitly teach and model accurate terminology (e.g., "Cowlitz Tribe," "Indigenous Peoples"), avoiding outdated or offensive terms.