Lesson Title: Food Through the Seasons: How the Columbia Plateau Tribes Collected Food

Lesson Subject/Focus: Social Studies/Since Time Immemorial

Grade: 4th grade

Time for Lesson: 55 minutes

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I. Materials, Resources, and Technology

Materials: Slideshow, seasonal rounds on paper

Resources: Students can access library books and research online

Technology: The teacher needs a computer and to be able to project on a white board. Students need writing materials and Chromebooks for research.

Central Focus of Learning Segment:
Students will learn about the Confederated Tribes of Umatilla Reservation, know where they live, and understand what are the traditional foods of the Columbia Plateau .

Students will be able to understand how food was collected and what traditions are kept alive to this day.

State Learning Standards:
H1.4.3 Explore and construct an explanation of how the growth of major tribes helps to define the history of the Pacific Northwest prior to 1889.

H2.4.3 Analyze and explain how technology and ideas have affected the way people live and change their values, beliefs, and attitudes in Washington.

II. Learning Targets (Objectives) and Assessments

[1] Learning Target	[2] Language Opportunities	[3] Assessments
Who are the Confederated Tribes of Umatilla?	Vocab includes: reservation, Sahaptin, confluence, Walla Walla treaty	Students will have to answer an oral check for understanding.
How did the tribes survive off the land?	Seasonal round, wildlife resources, mountains foothills	Students will create a seasonal round and give examples, showing understanding of seasonal foods.

III. Students' prior knowledge or experiences with the content of this lesson:

Ideally, students will already know there are Native Tribes in Washington State and that, in the past, most of them were semi-nomadic. They will know their traditional way of life was very different before anglo-saxons arrived.

IV. Sequence of Learning Activities

Estimated Minutes	Teacher Actions	Student Actions
5 min	The teacher will introduce the lesson topic: "Do you know about any Native Tribes living close to Richland"? How do you think they survived when there were no shops or grocery stores?	Answering the teacher's questions and demonstrating previous knowledge.
30 min	The teacher will present the slides, explaining new words and concepts along the way. Frequently check for understanding by asking the students questions.	Students will listen to the presentation, answering questions and asking questions if they need to.
5 min	At the end, the teacher will do an oral "check for understanding" by asking students to summarize what they learned and by refocusing on the learning targets.	Students write their answers down on a sheet of paper.
15 min	The teacher will hand out the seasonal round papers and explain the task. Students should write down what kind of food can be found in the Columbia Plateau Region at each time of year.	Students will work on completing a seasonal round, writing down what kind of food can be found at each time of the year.

V. Learning Activity Review

How will you differentiate instruction and outcomes to meet specific student needs?
(Include, as appropriate: Universal design, grouping, ELL Strategies, IEP or 504 accommodations, student interests, culturally responsive supports, etc.)
Students who want to dig deeper into the subject will have the possibility to write an "article" including the seasonal round as an illustration. Multilingual learners can include a translation of important key terms in their native language.

What are your supporting theories or principles? (Why are you doing what you are doing?)
My supporting theory is that interactions between students and teachers are a big part of the learning process. Students will have opportunities to ask questions and exchange ideas.

How does this lesson connect with what students have previously learned and a progression of future learning?
Between kindergarten and grade 3, according to the *Since Time Immemorial* curriculum, students will have learned "about the natural history, climate and geography of this place (K-3)."

Through the Environmental & Sustainability Education (ESE) Curriculum, they have worked on understanding how the health of ecosystems determines natural and human sustainability of local, regional, national, tribal, and global communities.

VI. Inclusive Design Highlights

UDL Multiple Means for Representation
The presentation will be done on a powerpoint but students with accommodations or who prefer a paper support will have access to a printed version of it.
[4] UDL Multiple Means of Engagement
Students will have the possibility to discuss ideas and to make comments. They will brainstorm their ideas to complete the assessment.
UDL Multiple Means of Action/Expression
Students will have to demonstrate oral participation and the lesson will end with a written production.
Culturally Responsive Learning Supports
Explicit Anti-Oppressive/Anti-Racist Content or Skills

VII. Additional Ideas

It may be helpful to find videos of fishing parties or people gathering roots and berries to provide additional visual and meaning-making support. The lesson can be extended by inviting students to make connections to the food they can find at the supermarket and by talking about the benefits of buying non-processed, seasonal food.