Lesson Title: Mountains, Rivers, Spirit

Lesson Subject/Focus: ELA, Since Time Immemorial, Yakama Tribe

Grade/Subject: 3rd Grade

Time for Lesson: 3-5 days

Teacher Candidate: Adriana Barcenas, 7/21/2025

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I. Materials, Resources, and Technology

Materials:

- Posters about Salmon (all types) and White Sturgeon (can either be from the internet or created by you).
- Traditional Yakama Dance video
- Videos on traditional Yakama fishing
- Videos/pictures about the First Foods Feast and First Salmon Ceremony
    - https://www.youtube.com/watch?v=h6b8dGVK06Y&t=2s
- Washington State map with markers for map
- Materials for fish project, poster paper, colors

Resources:

- Washington Counties PuzzleMap Point Clues Related to the Yakama, authored by Adrianna B:
    - “A Victim to the Dams”
    - “Honoring the Yakama Nation”
    - “A Sacred Teacher”
    - “Gift Giving Mountain”

Technology:

- Computer and Projector
- Students will need chromebooks for research and finding point clues. If there is no technology available, fish posters can be used for the research part and point clues can be printed out on paper.

II. Central Focus of Learning Segment

Students will work on ELA (reading and writing) skills by learning about the Yakama Tribe. They will show their understanding by conducting a short research project about fish that are important to the Yakama, as well as by creating their own point clue on a topic learned about during the lesson.

III. State Learning Standards

1. CCSS.ELA-Literacy.W.3.7: Conduct short research projects that build knowledge about a topic
2. STI Pathway 1: Stories and Histories of our Place

Learning Targets (Objectives) and Assessments

Learning Target	Language Opportunities	Assessments
I can learn about the Yakama people's connection to sacred mountains, traditional fishing practices, and cultural values.	**Academic Vocab:** Write down new words and talk about definitions and meaning. **Syntax:** Students will write on a sticky note their favorite part of what they learned and discuss. They will use provided sentence structures like " I like ___ because…" **Discourse**: Students turn and talk about some things they learned and what they enjoyed from the lesson.	Students write their favorite part of the lesson on a sticky note. This can help the teacher understand what was most engaging and clear to understand. Also, an exit ticket can be created to ask simple questions about the important take aways from the lesson.
I can research an important fish to the Yakama Tribe using posters and websites, and I can share what I learned through writing and drawing.	**Academic vocabulary:** students will use some vocab words in their presentation (e.g., "traditional fishing" "lifecycle" "sacred") **Syntax:** sentence structures they can use are "the fish I learned about.." "it is important to the Yakama tribe because…" "one interesting fact is.." **Language function:** students can identify what fish were presented. **Discourse:** this would be how they individualized their presentations	Student understanding can be assessed from their presentation.
I can create a point clue about my favorite thing I learned about the Yakama Tribe.	**Academic vocabulary:** Students must utilize some of the vocabulary words talked about in our lesson in writing	Student point clues will provide evidence of their learning and by sharing their point clues with a classmate.

	their own clues. **Syntax, Discourse, Language:** Students will identify their favorite part of the lesson, their clue connects why that area or practice is important to Yakama people.	

IV. Students' prior knowledge or experiences with the content of this lesson:
Students have gone through research lessons before with a lot of scaffolding, they know how to use a chromebook. Students have made posters to share their research in the past.

V. Sequence of Learning Activities

Estimated Minutes	**Teacher Actions**	**Student Actions**
~1 hour	**Day 1:** 1. **Intro**: 5-7 mins - Introduce map & locate Yakama reservation - Introduce first point clue (Pahto) and locate on map 2. **Mountains:** 10 mins - Talk about the importance of mountains to Yakama tribe - Talk about other 2 mountains (point clues) and locate on map 3. **Fishing traditions:** 20 mins - Pictures or videos of traditional fishing - Celilo falls (point clue) locate on map - Importance of fish/salmon (introduce fish posters) 4. **Cultural connections:** 20 mins - First foods feast - First salmon ceremony (video) - Traditional dance video 5. **Exit ticket:** 3-5 mins	- During the lesson, students are actively engaged and participating - Students raise their hand if they have any questions during the lesson - Students participate in exit slip and turn in their own thinking

Estimated Minutes	Teacher Actions	Student Actions
	- Have students turn and talk and then write on a sticky note their favorite part of the lesson (Use motivational language to ensure students are not overwhelmed with information, take time for breaks if needed.)	
~1 hour per day (can do steps 1-3 for one day and if more time is needed, use the next day for steps 3 &4)	**Day 2 (& 3 if needed):** 1. **Intro:** ~5mins - Review: posters and fishing traditions - Introducing project and expectations (make sure to remind students that they have freedom of which fish from the options given as well as how they decide to present) 2. **Pre-project:** ~5-7 mins - Show examples of completed projects (show different examples to encourage students to do it how they want) - Give students a chance to ask any questions - Show examples of research starters they can use 3. **Project time:** 30-40 mins - Give students time to work on their project (use encouraging language, walk around to help if needed or to scaffold. Also remind they can use the web or posters that are in the classroom) - Give reminder to include a picture of the fish they want to talk about 4. **Present:** ~10 mins - Give students space to present their posters.	- Students are engaged and participating - Students ask questions about ideas they might have - Students turn and talk about what fish they want to research - If students need to work in groups, they are all putting their work into the project (can have jobs for each part) - Students will use the web or fish posters to gather their information for their poster - Students will present their posters and listen and engage when peers are presenting - Students will give compliments to the presenter after they finish

Estimated Minutes	Teacher Actions	Student Actions
	- Give them praise and encouragement to be proud of what they researched - Encourage students to give compliments to the presenter	
~1 hour per day (can do steps 1-3 for one day and if more time is needed, use the next day for steps 3 & 4)	**Day 4 (5 if needed)** 1. **Intro:** ~5-7 mins - Talk about point clues that were introduced (go back to map and review locations) - Give options for their point clue (encourage individualization) 2. **Class Point Clue:** ~10-15mins - Create one together as a class (show thinking as you are creating it, scaffold) - Give space for questions 3. **Student Point clue:** ~30 mins - Give them time to create (remind to look at class point clue to see what is expected) - Go around and help/scaffold if needed 4. **Map:** ~5-10 mins - Read point clues and locate on map after each one - Give praise and compliment each one	- Students will participate in class point clue - They will raise their hands and give ideas - Students will turn and talk about what their point clue is about and discuss ideas with partners - Students will create their point clue on computer or paper if more comfortable - Students will listen to the teacher as they read point clues and engage in locating them on the map - Students will give compliments to each point clue

VI. 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.)*
    - Students can work in groups with students who don't need scaffolding for research

- ELL students can write their project in their native language if that is more comfortable for them
- I can include starter sentences for research (e.g., “facts about…”)

- **What are your supporting theories or principles? (Why are you doing what you are doing?)**
  - I think that including a research aspect in this lesson helps develop or improve critical thinking skills and problem-solving skills. It also helps equip students with the ability to locate, organize and evaluate information. They will learn skills that they can go back to in future grades or in their lives.
- **How does this lesson connect with what students have previously learned and the progression of future learning?**
  Students have done previous research projects as a class and in their groups, this lesson encourages more independent research.

VII. Inclusive Design Highlights

UDL Multiple Means for Representation
Make sure to share visuals while talking about the information. Display posters that give information about fish as well as discussing the poster in class. Use videos when learning about the Yakama Tribe’s culture.
UDL Multiple Means of Engagement
Provide students with options and let students pick what kind of the fish they would like to research. Use any of the point clues related to the Yakama People as part of the lesson. When it comes to the students’ presentations and point clues, they can write, type it out, or draw.
UDL Multiple Means of Action/Expression
The students can present their research in different ways, either orally,or just showing what they wrote. Sentence structures and graphic organizers can be provided to guide their research. Be sure to include checklists of what students need to include in their presentation and point clues. Provide text-to-speech support, as needed.
Culturally Responsive Learning Supports
- Try to connect practices or food to their own lives - Multilingual learners can write in their native language or present as well and after in English. - Students can present the information in multiple ways
Explicit Anti-Oppressive/Anti-Racist Content or Skills
- Make sure to include and respect all students’ opinions or questions. - Make sure that students know that their opinion matters and that any questions they have to further their understanding or to help with their projects, will be answered.