Social Science
2nd Grade

Lesson 2 - Social Science: Homelands of the Confederated Tribes of Coos, Lower Umpqua and Siuslaw Indians| 45 minutes

Activity 1: Place and Geography
Activity 2: Cities and Waterways Mapping
Activity 3: Oregon Timeline

Summary:

After students have become familiar with the How Beaver Got His Flat Tail story, this lesson introduces the rivers, waterways, and historical places within the homelands of the Confederated Tribes of the Coos, Lower Umpqua, and Siuslaw Indians. Students also encounter a timeline that highlights historically significant moments connected to the Tribes' homeland.

Key Discovery:

Place includes both historic and contemporary connections to land, rivers, and waterways that continue to shape the lives and histories of the Confederated Tribes of the Coos, Lower Umpqua, and Siuslaw.

Standards	• Primary: 2.G.GR1. 2.G.GR2. 2.G.GR3
Materials	• Know-Wonder-Learn (KWL) Geography Worksheet • Place Narrative • Coos, Lower Umpqua and Siuslaw Homelands Worksheet • Coos, Lower Umpqua and Siuslaw Homelands Map • Coos, Lower Umpqua and Siuslaw Homelands Map Teacher's Guide • Cities Maps Worksheet • Cities Map • Cities Maps Teacher's Guide • Waterways Map Worksheet • Waterways Map • Waterways Map Teacher's Guide • Oregon Timeline (Bubble Format) • Oregon Timeline (Narrative Format) • Oregon Timeline Worksheet • Oregon Timeline Worksheet Teacher's Guide
Vocabulary	• **Abundance:** To have a very large quantity or plentiful supply • **Homelands:** Region where a person or group was born, resides, and feels a deep connection.



	• **Boundary:** A real or imagined line that separates two areas. • **Geography:** The study of Earth's features, landforms, climate, vegetation, and human inhabitants. • **Watershed:** An area of land that channels rainfall and snowmelt into a single, common body of water.

Setup & Logistics:

Prepare the Know-Wonder-Learn Worksheet

Language Extension:

Language Audio to be added soon.

Class Flow:

Activity 1: Know-Wonder-Learn (KWL) Geography and Place of the Confederated Tribes of Coos, Lower Umpqua and Siuslaw Indians

Step 1: Prior Understanding of Place

- Distribute the KWL Worksheet and explain each section.
- Invite the whole group into a discussion about place and homelands of the Confederated Tribes of Coos, Lower Umpqua and Siuslaw Indians.
- Invite the students to complete what they know or wonder about the homelands of the Coos, Lower Umpqua and Siuslaw.

Step 2: Place Through Narrative

- Read aloud, have students read silently to themselves, or invite students to participate in a read-aloud classroom activity.

Step 3: New Understanding of Place

- Return to the KWL Worksheet.
- Invite students to complete things they learned on the KWL Worksheet.
- Ask whether any of their Wonder questions were answered.

Step 4: Curiosity and Questions

- Invite students to volunteer/share something they found interesting or was new to them.
- Ask the students if the Place narrative has made them have more or additional questions.



Activity 2-Mapping:

Step 1: Orientation to Place

- Distribute the Maps Activity Worksheet.
- Invite the students to use the map to become familiar with the general location of the homelands of the Coos, Lower Umpqua and Siuslaw Tribes.
- Share how these homelands relate to the State of Oregon.

Step 2: Representing Rivers, Cities, and Waterways

- Distribute the cities and waterways maps and corresponding worksheets.
- Invite the students to add rivers, waterways, and key places based on the Place Narrative and class discussion.
- This can be done individually, in pairs, or as a whole class.

Step 3: Pair and Share:

- In pairs or small groups, invite students to compare maps and notice similarities or differences.
- Teacher Prompt: Encourage conversations about:
  - Which rivers or places feel most important?
  - What was new or surprising about the map?

Activity 3 – Oregon Timeline

Step 1: Place Over Time

- Review timelines and notice connections to mapped lands and waterways. This can be done by distributing the timelines or sharing on the doc cam.
- Invite students to ask questions or provide thoughts about historical dates and information on the timelines.

Step 2: Organizing Historical Events

- Invite students to work individually or in pairs or small groups to use the timeline to complete the Timeline Worksheet.

Step 3: Share

- Invite students to share dates or events that they find important, interesting, or difficult, and consider why they matter today.

