Social Emotional Growth through Teamwork
2nd Grade

Language Arts, Social Science, Math, Science, Health, Art

Social Emotional Growth Through Teamwork

Overview

Beavers are often featured in Indigenous stories and images because they model important ways of living together. In this unit, the story, How Beaver Got His Flat Tail serves as the central anchor for learning about teamwork, responsibility, and social-emotional growth. Through Beaver's experiences, students explore how individual actions affect others, how mistakes can cause harm, and how working together, listening, and helping one another are essential when challenges arise

As students engage with the story across subject areas, they practice Social Emotional Learning by building shared understanding, cooperating in groups,

ESSENTIAL UNDERSTANDINGS

☒ Since Time Immemorial

☒ Sovereignty

☒ History

☐ Tribal Government

☒ Identity

☒ Lifeways

☒ Languages

☐ Treaties

☐ Genocide, Federal Policy, and Laws

ESSENTIAL QUESTIONS:

- How do our actions affect others when we are part of a group?
- Why is working together important when problems are hard?
- Why is where we live important to who we are?

LEARNING OUTCOMES

Students will develop an understanding of social-emotional growth through teamwork, including shared responsibility and cooperation.



and reflecting on the importance of trust, belonging, and collective problem-solving. The Beaver Story also introduces students to how animals, people, and places are connected, providing a meaningful context

Throughout these lessons, students are introduced to the ancestral homelands of the Confederated Tribes of Coos, Lower Umpqua, and Siuslaw, including river systems and historical events that shaped Tribal life. This place-based learning supports students in understanding that teamwork and responsibility are rooted in relationships, with one another and with the lands and waters that sustain community life.

Background for Teachers

Throughout these lessons, you will see the use of our Tribal names for ourselves alongside the English names. In our languages, we do not capitalize our proper names or other proper nouns. English names are written following standard English conventions. Our Tribes have four (4) distinct languages: Coos (***miluk*** [mill uk] and ***hanis*** [hah nis], Lower Umpqua (***quuiich*** [qwa each]), and Siuslaw (***sha'yuushtl'a*** [shaw yoo stlaw]).

Who are the Confederated Tribes of Coos, Lower Umpqua and Siuslaw:

The People of the Confederated Tribes of Coos (***miluk*** and ***hanis***), Lower Umpqua (***quuiich***), and Siuslaw (***sha'yuushtl'a***) have called

LEARNING OUTCOMES (CONT.)

Language Arts

- Utilize self-awareness to identify with the story characters and their experiences.
- Read and comprehend the story lessons and animal characteristics.
- Identify that this is a traveled ***miluk*** Coos story that remains relevant in contemporary life.
- Identify characters and lessons to write and develop their own story.

Math & Numeric Reasoning:

- Count with one-to-one correspondence in organized sets.
- Using addition and subtraction with non-standard measurements in problem-solving activities.

Social Science

- Identify the geography of southwestern Oregon.
- Recognize that place, rivers, and boundaries are important to how communities live and work together.
- Become familiar with a timeline of share historical dates in the Tribes' homeland.

Science

- Construct a model of a beaver lodge through collaborative design and building.

The Arts

- Engage in set design through construction and the use of classroom tools.
- Develop and represent the characteristics of assigned roles.
- Work together to understand the importance of each role, recognizing that all contributions are necessary to a shared outcome.



southwestern Oregon home since time immemorial. Their lives have been, and continue to be, closely tied to the lands, rivers, and the Pacific Ocean.

The geography and climate of this region provide an abundance of resources that support community life. These include cedar trees used for houses, canoes, and clothing; large and small land animals; fish and shellfish; and seasonal vegetables and fruits for food. Rain, lakes, rivers, and streams provide plentiful fresh water and shape how people live and move across the landscape.

The lands of the Coos, Lower Umpqua, and Siuslaw Peoples have historically been identified by geographic boundaries. Our ancestral homelands extend from the forested slopes of Oregon's coastal mountain range in the east to the sand dunes and rocky shorelines of the Pacific Ocean in the west, encompassing nearly two million acres.

These lands include the Siuslaw watershed, the western Umpqua watershed, and the Coos watershed. Utilize other SW Oregon maps for additional information and compare and contrast geography.

Cultural Notes:

Traveled Stories, Living Knowledge, and Engineering Design

SUPPLIES

Media & Primary Sources:

Blog: Stories Travel – by Tribal Language Preservationist Patty Phillips. Link: *https://shichils.wordpress.com/2015/02/10/stories-travel/*

hanis Coos

- https://www.oregonencyclopedia.org/articles/hanis-coos-kowes/

miluk Coos

- https://www.oregonencyclopedia.org/articles/miluk-coos/

General History (Storyboard)

- https://ctclusi.org/history/

Court of Claims Case (5/2/1939)

- https://maint.loc.gov/law/help/statutes-at-large/70th-congress/session-2/c70s2ch300.pdf

Standing Out in the Surf (David Beck)

- https://www.jstor.org/stable/20615930
- https://davidrmbeck.wordpress.com/wp-content/uploads/2017/09/beck-ohq-article-coos.pdf

Beaver Misconceptions" (3:55) (YouTube Link

Brilliant Beavers: Cultivating Climate Resistance https://www.youtube.com/watch?v=qb3f0vtVXyQ

ODNA Link for Beaver



Social Emotional Growth through Teamwork
2nd Grade

For Indigenous Peoples, stories are more than entertainment. Stories teach lessons about how to behave (and how not to behave), explain the natural world, describe why animals look and act the way they do, share how landmarks came to be, and guide how people live responsibly in their homelands. Stories are a primary way knowledge is created, protected, and passed on across generations.

Story Ownership and Respectful Use
Indigenous stories are generally owned by the storyteller, and permission must be received to use or retell them.

After many years of consideration, the teller of How Beaver Got His Flat Tail chose to commit this story to written form and extend it for educational use. Teachers and students are welcome to re-share and use this story for classroom learning. Please do not post any portion of the story, written or video, on any platform.

This guidance reflects an important cultural value: knowledge is shared with care and responsibility. Stories are treated as living knowledge, not materials for unlimited distribution.

LOGISTICS

Where does the activity take place?
Classroom Setting

How are the students organized?
☒ Whole Class ☒Teams: 2-3

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 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.

Stories as Truth and Living Lessons
Students often ask, "Is this a true story? From an Indigenous perspective, the answer is yes. Indigenous Peoples believe that the stories we tell are true. This story is told in the present tense so that it remains a contemporary lesson, not something locked in the distant past. The events take place in the time before humans walked the earth, a time when animals helped shape the world and taught lasting lessons about behavior, balance, and responsibility.

What is a Traveled Story?
Many years after telling and committing How Beaver Got His Flat Tail to written form, the storyteller learned of a very similar story from the Ojibwe Peoples of the Great Lakes region. Through reflection and research, the storyteller came to believe this story was passed down



through her family, likely told by her great-grandmother to her grandmother, and then to her, before her family migrated west. As the family moved, the story appears to have traveled with them. Over generations, it was told and retold, gradually adapting to reflect the culture, history, environment, and values of the ***miluk*** Coos People. This process created a version of the story that belongs within ***miluk*** Coos storytelling tradition, even though it shares roots with an Ojibwe story. Stories that move with People and adapt to new homelands are called “traveled stories.” Traveling stories show how knowledge stays alive by responding to place, community, and lived experience.

Engineering Knowledge Through Culture and Community

The Coos, Lower Umpqua, and Siuslaw Tribes have been developing engineering practices since time immemorial. These skills can be seen in wooden fishing platforms, fishing weirs, basketry, canoe building, and homes. Engineering knowledge is deeply rooted in cultural knowledge, relationships with nature, sustainability, and community-based solutions.
It is taught through:

- Storytelling and oral tradition
- Observation and hands-on experience
- Community participation and shared responsibility
- Cultural Values That Guide Engineering Design
- Our Tribes' engineering philosophies reflect key cultural values that connect naturally to storytelling:
- Place-based solutions that honor cultural, environmental, and spiritual relationships
- Respect for natural resources as precious, using locally sourced materials suited to their purpose.
- Balance and care, using all parts of a resource and wasting nothing
- Community-based problem solving, where knowledge is collectively held and shared

Stories and engineering design are deeply connected. Stories teach how to think, observe, and learn from the world, skills that are essential to both literacy and engineering.



Language Exposure:

Language Audio to be added soon.

Options/Extensions

- Field trips. (Can you find a beaver dam area nearby?)
- Can you identify a beaver lodge in your area to share or refer students?
- Students can take field trips to local museums to see other local history.
- Can the play be presented at an assembly, to other classrooms, or at a parent night?

Appendix

The following activities are applicable across the entire grade spectrum. Available for use as needed.

- Beaver Dot to Dot
- Beaver Maze
- Beaver Maze Guide
- Beaver Word Search
- Coloring Page



Lesson 1 - Language Arts: How Beaver Got His Flat Tail | 40 minutes

Activity 1: Story and Know, Wonder, Learn Worksheet
Activity 2: Comprehension, Sentencing, and Vocabulary Worksheets
Activity 3: Writing Journal

Summary:

Using the story How Beaver Got His Flat Tail, this lesson introduces students to ***miluk*** Coos history, culture, and storytelling traditions. Through shared reading and discussion, students explore how characters' actions, behaviors, and choices affect others and shape community life. As students connect the story's lessons to their own experiences, they learn how stories carry teachings across time and place. This lesson emphasizes that traditional stories help us understand relationships, responsibility, and the importance of working together.

Standards	• Primary: 2.RF.3c, 2.RF.4, 2.RF.4c, 2.RL.1, 2.RL.2, 2.RL.3, 2.RL.4, 2.RL.5, 2.RL.6, 2.W.1, 2.W.2, 2.W.3, 2.RI.4, 2.RI.4a, 2.RI.5, 2.RI.6, 2.L.1e, 2.L.1f, 2.L.4a • Secondary: TH.2.CR2.2, TH.9.RE3.2
Materials	• How Beaver Got His Flat Tail Story • Vocabulary and Sentencing Worksheet • Vocabulary and Sentencing Worksheet Teacher's Guide • Story Comprehension Worksheet • Story Comprehension Teacher's Guide) • Writing Journal Worksheet • Beaver Lodge Power Point • Writing-Create Your Own Story Worksheet (Optional)
Vocabulary	• **Bragging:** To boast or talk proudly. • **Concentrate:** Look at or focus on an issue or problem. • **Decision:** A conclusion or final choice made. • **Moment:** A very short period of time. • **Scamper**: To run with quick steps.



Lesson 2 - Social Science: Homelands of the Confederated Tribes of the 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 become familiar with the story How Beaver Got His Flat Tail, this lesson deepens their understanding of place and community through ***miluk*** Coos history in southwestern Oregon. Students explore historical places, rivers, and homelands, and consider how waterways and land boundaries shaped daily life and relationships over time. As they learn about important locations and a Tribal timeline, students build shared understanding through discussion and learning together. This lesson emphasizes that knowing where we live, and how ***miluk*** Coos people have long been connected to place, helps us understand community, belonging, and working together

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.



Lesson 3 – Math: Beaver Math | 30 minutes each

Activity 1: Beaver Map Math
Activity 2: Make a Bar Graph

Summary:

In this lesson, math is used as a shared way to make sense of information from the Beaver story and from place-based learning. Students explore numbers, measurement, and representation as tools for problem-solving and communication. Working together, students practice organizing ideas, comparing quantities, and making meaning from data. This lesson emphasizes that math is not only about numbers, but also about thinking together, explaining ideas, and supporting one another's understanding.

Standards	• Primary: CCSS.MATH.CONTENT.2.MD.D.10
Materials	• Beaver Math Map Worksheet • Beaver Math Map • Beaver Bar Graph Worksheet • Beaver Story Bar Graph PowerPoint • Make a Bar Graph
Vocabulary	• **Map Math:** A way of calculating distances in map measurement form. • **Map Scale:** Defines the ratio between the distance on a map to corresponding distances on the ground. • **Bar Chart/Bar Graph:** A chart or graph that presents categorical data. • **Vote:** An official choice on some specific question or issue. • **Majority Vote:** The highest number of votes received.



Lesson 4 – Science: Beavers and Ecosystems | 130-145 minutes

Activity 1: Animals and Ecosystems Science Cards
Activity 2: Build the Beaver Lodge with Teamwork

Summary:

In this lesson, students explore how beavers create structures that meet the needs of a community. Using the Beaver story as context, students consider how natural materials, design, and cooperation come together to solve problems. As students work in groups to think through structure and function, they learn that building something meaningful requires listening, sharing ideas, and adjusting plans together. This lesson highlights how collaboration and shared responsibility are essential when people work toward a common goal.

Standards	• Primary: 2.ETS1.2, 2.PS1.1, 2.PS1.2
Materials	• Various building materials (e.g., twigs, craft sticks, pipe cleaners, modeling clay, fabric, cardboard, tape, glue, etc.) • Trays to construct the lodges on – 1 per team (e.g., rigid cardboard, cookie sheets, lunch trays) • Large sheets of paper for sketching plans • Markers or pencils • Printed copies of the “Beaver Lodge – Student Sheet” handout • Student worksheets for stations and teamwork steps
Vocabulary	• **Adaptation**: A characteristic of a living thing that helps it survive in its environment. • **Habitat:** A place where an organism makes its home. • **Predator:** An organism that hunts and kills other organisms for food.



Lesson 5 - Health: Identifying Emotions | 20 minutes

Activity 1- Identifying Emotions Worksheet

Summary:

In this lesson, students engage with the Indigenous story How Beaver Got His Flat Tail to learn how emotions, words, and actions shape relationships within a community. Through Beaver's experiences, students consider how unkind behavior causes harm and how reflection, responsibility, and respectful communication help restore balance. This lesson works alongside the Language Arts discussion about character actions, behavior choices, and cultural teachings embedded in the story.

Standards	• Primary: 2.HRVP.2, 2.HRVP.6
Materials	• How Beaver Got His Flat Tail Story • Identifying Emotions Worksheet
Vocabulary	• **Bragging:** To boast or talk proudly. • **Teasing:** Making fun of or annoying someone. This can range from fun to cruel. • **Kind words:** Gentle, caring and compassionate expressions to support or praise others. • **Hurtful words:** Expressions or comments that cause emotional pain, distress, or damage to another person.



Lesson 6 – Art: Theater Art and Visual Art | varied times

Activity 1: Theater Art: Beaver Story Play
Activity 2: Visual Art: Build a Beaver Dam

Summary:

Students will present a play using How Beaver Got His Flat Tail, including set and costume design, role development, and presentation. Teamwork and decision-making skills will be utilized. Hands-on construction of a dimension beaver lodge, using a variety of materials, based on a common design

Standards	• Primary: VA.1.CR1.2(1), VA.1.CR1.2(1), VA.1.CR1.2(3), VA.2.CR2.2(2),VA.3.CR3.2(3), VA.7.RE1.2(1), VA.7.RE1.2(2), TH.1.CR1.2(1), TH.1.CR1.2(2), TH.1.CR1.2(3), TH.2.CR2.2(2), TH.3.CR3.2(1), TH.3.CR3.2(2), TH.3.CR3.2(3), TH.4.PR12(1), TH.4.PR1.2(2), TH.5.PR2.2(1), TH.5.PR2.2(2) TH.6.PR3.2(1), TH.8.RE2.2(1), TH.9.RE3.2(1), TH.9.RE3.2(2), TH.10.CO1.2(1), TH.11.CO2.2(1)
Materials	• Beaver Story • Beaver Play • Costume Instructions • Masks Templates and Instructions for Animals • Beaver Lodge Power Point • 1-Dimensional, 2-Dimensional, 3-Dimensional Construction Instructions • Beaver Lodge Worksheet • Color a Beaver Lodge
Vocabulary	• **Teamwork:** A group working together to maximize skills for a shared goal. • **Design:** To plan, create or arrange objects to make a structure or goal. • **Acting:** To pretend to be a character, using one's voice and emotions. • **Dimensional:** The size and scope of a physical measurement of an object.



Standards

Language Arts	Primary: • 2.RF.3c - Decode regularly spelled two-syllable words with long vowels. • 2.RF.4 - Read with sufficient accuracy and fluency to support comprehension • 2.RF.4c - Use context to confirm or self-correct word recognition and understanding, rereading as necessary. • 2.RL.1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. • 2.RL.2 - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. • 2.RL.3 - Describe how characters in a story respond to major events and challenges, including identifying the characters' feelings, the plot or problem, and how it is resolved. • 2.RL.4 - Describe how words and phrases supply rhythm and meaning in a story, poem, or song. • 2.RL.5 - Describe the overall structure of a story, including describing how the beginning introduces the story, how the middle progresses the action, and the ending concludes the action. • 2.RL.6 - Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. • 2.W.1 - Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section. • 2.W.2 - Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas and information clearly. • 2.W.3 - Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. • 2.RI.4 - Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. • 2.RI.5 - Know and use various text features to locate key facts or information in a text efficiently. • 2.RI.6 - Identify the main purpose of a text, including what the author wants to answer, explain, or describe. • 2.L.1e - Use adjectives and adverbs and choose between them depending on what is to be modified. • 2.L.1f - Produce, expand, and rearrange complete simple and compound sentences.



	• 2.L.4a - Use sentence-level context as a clue to the meaning of a word or phrase. Secondary: • TH.2.CR2.2 - Examine how historical context or cultural background shapes a play or performance. • TH.9.RE3.2 - Use props to describe characters or settings
Social Science	• 2.G.GR1 - Use the information on maps and other geographic tools to locate, identify, and describe the physical and human features of the community. • 2.G.GR2 - Utilize maps and globes to investigate and identify the world's physical geography. • 2.G.GR3: - Utilize maps and globes to investigate and identify the world's political geography.
Math	• CCSS.MATH.CONTENT.2.MD.D.10 - Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.
Science	• 2.ETS1.2 - Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. • 2.PS1.1 - Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties (e.g., color, texture, hardness, and flexibility). • 2.PS1.2 - Analyze data obtained from testing different materials to determine which materials have properties best suited for an intended purpose.
Health	• 2.HRVP.2 - Demonstrate how to effectively identify and communicate needs, wants, and feelings in healthy ways. • 2.HRVP.6 - Recognize bullying, cyberbullying, and teasing in multiple types of relationships and the need to tell a trusted source that can help
Art	• VA.1.CR1.2(1) - Make art with various materials and tools • VA.1.CR1.2(1) - Make art with various materials and tools • VA.1.CR1.2(3) - Collaboratively brainstorm multiple approaches to a problem • VA.2.CR2.2(2) - Demonstrate safety for using tools and cleaning space • VA.3.CR3.2(3) - Utilize personal reflection and feedback to refine capability • VA.7.RE1.2(1) - Distinguish between different types of art • VA.7.RE1.2(2) - Compare images that represent the same subject in different media • TH.1.CR1.2(1) - Propose new details



	• TH.1.CR1.2(2) - Collaborate with peers to conceptualize scenery • TH.1.CR1.2(3) - Identify ways that voice and sounds can be used • TH.2.CR2.2(2) - Contribute ideas and make decisions as a group to advance the story • TH.3.CR3.2(1) - Contribute to the adaptation of dialogue • TH.3.CR3.2(2) - Use and adapt sounds and movement in a guided drama • TH.3.CR3.2(3) - Generate multiple representations of a single object • TH.4.PR12(1) - Interpret story elements • TH.4.PR1.2(2) - Alter voice and body to expand characters • TH.5.PR2.2(1) - Demonstrate relationship between body and voice • TH.5.PR2.2(2) - Explore technical elements • TH.6.PR3.2(1) - Contribute and share with peers in experience • TH.8.RE2.2(1) - Explain how personal preferences and emotions affect responses • TH.9.RE3.2(1) - Collaborate on a scene • TH.9.RE3.2(2) - Use props to describe characters or settings • TH.10.CO1.2(1) - Relate character experience to personal experiences • TH.11.CO2.2(1) - Identify similarities/differences from stories of multiple cultures

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