Language Arts
4th Grade

Lesson 1: Language Arts: | 30 to 45 minutes each

Activity 1– Basket Story-Vocabulary, Comprehension, & Sentence Structure Worksheets
Activity 2– Cedar Narrative-Worksheet and Journal
Activity 3– American Progress: Visual Art as a Narrative & Differing Perspectives Worksheet
(option: Writing an Opinion Thesis)

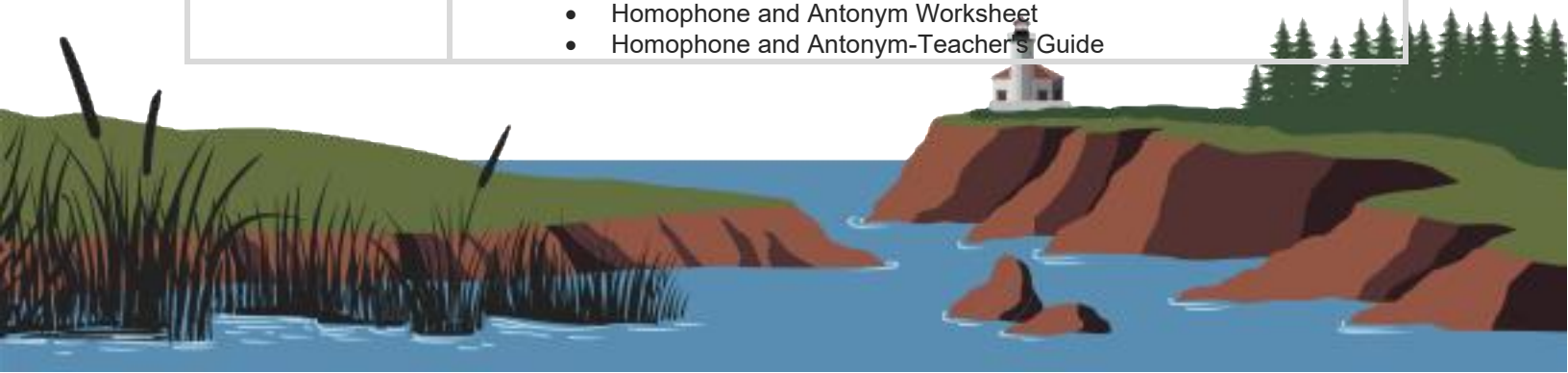
Summary:

Across these activities, students engage with story, informational text, and visual text to explore how knowledge is shared and understood. Through the basket story, cedar narrative, and visual analysis, students consider how communities respond to challenges, how relationships to land and materials are expressed, and how different forms of text communicate meaning and perspective.

Key Discovery:

Stories, informational texts, and images help us understand how people relate to land, make decisions, and respond to change. These texts show both what has been disrupted and what continues over time.

Standards	• Primary: 4.RF.3, 4.RF.3, 4.RF.4, 4.RF.4a, 4.RF.4c, 4.RL.1, 4.RL.2, 4.RL.3, 4.RL.7,4.RI.2, 4.RI.7, 4.W.2, 4.W.3d, 4.L.1, 4.L.1f, 4.L.2, 4.L.2a, 4.L.4a, 4.L.5c,4.SL.1, 4.L.4c, 4.RL.1, (Journal Option) 4.W.1, 4.W.1a, 4.W.1c, 4.W.1d, 4.W.2d, 4.W.2e
Materials	• How Baskets Saved the Beaches Story • Comprehension & Vocabulary Worksheet • Comprehension & Vocabulary-Teacher's Guide • Comprehension & Inferences Worksheet • Comprehension & Inferences-Teacher's Guide • Punctuation, Spelling & Sentence Structure Worksheet • Punctuation, Spelling & Sentence Structure-Teacher's Guide • Cedar Narrative • Cedar Narrative Worksheet • Cedar Journal • American Progress – Teacher Overview • American Progress Perspectives Worksheet • Homophone and Antonym Worksheet • Homophone and Antonym-Teacher's Guide



	• American Progress-Write an Opinion Journal Optional: • Teacher Support-Art as Visual Text to Write an Opinion Paper • Journal Thesis Outline (can be used in conjunction with Social Science, Activity 2)
Vocabulary	• **Headman:** the leader of a clan or Tribe. • **Tsunami:** A long, high sea wave caused by an underwater earthquake, landslide, or volcanic eruption. • **Ocean Monster:** A powerful being in a story that represents forces in the ocean and plays a role in the challenges people face.. • **Erosion:** When earthen materials are worn away or moved by natural forces. • Ecosystem: • **Cambium:** The thin, dividing layers of plant cells located between the wood and the bark of a tree. • **Canoe Bailer:** Historically, made of folded cedar with a handle to bail (remove) water from the bottom of the canoe while using it. • **Twine:** A strong, lightweight cord that is made from twisting or braiding multiple smaller strands together.

Set Up and Logistics

Classroom setting for all activities.
Overhead or Doc Cam for sharing American Progress.

Language Extension:

Phonetic sounds. Have students practice the Coos, Lower Umpqua and Siuslaw words before reading the How Baskets save the Beaches story or the Cedar Narrative.
tques – t' Kowss (Hard K and sounds like cows)
tsenna – tsun-nuh
waga – wah-gah (click the "g" in the back of the throat)
k'ha – K! ha
tautau – tow tow (rhymes with cow cow)
gwennii – gwun-nee
aluudaq – a loo dock
maxmax – mah mah (ah like sounds in father)
K'u'wuts -k oo whats (k with a pop and first u sounds like book)
q'achtii – Kahck tee



tlahalimitl **-** Tlah – high – mi(hl) (this one is more complicated: tlah rhymes with claw, only tl instead of cl; high and then say mi and make the "l" shape on the roof of your mouth, but do not say the "l" sound—only blow air through the sides of your tongue).

Class Flow:

Activity 1— Basket Story and Vocabulary:

Step 1: Introduce the key vocabulary.

- Invite students to explore and practice saying new words connected to How Baskets Saved the Beach Story.

Step 2: Read How Baskets Saved the Beaches

- Read the story aloud or invite the students to read independently.
- Focus questions as students read:
  - What is happening in the story?
  - Who is involved?
  - What issue is emerging?
- Invite the students to:
  - Jot or sketch what they notice
  - Mark moments where characters make decisions or respond to a challenge?
- Teacher Prompts:
  - What do you notice is happening in the village?
  - What problems are the people trying to solve?
  - Who is involved in responding to this challenge?

Step 3: Discussion and Share Understanding

- Invite students to share observations and questions.
- Focus discussions on:
  - Collective problem-solving
  - Community roles
  - Decision-making.
- Teacher Prompts:
  - What do you notice about how people respond to the problem?
  - How do people work together in the story?
  - What kinds of decisions are being made?
  - Can you think of a time when people worked together to solve a problem?
  - What helped that working-together process?

Step 4: Deepen Understanding

- Students complete the How Baskets Saved the Beaches Worksheets.



- You might invite:
  - Individual work, then a brief pair-share
  - Revisiting the text for evidence.
- Educator Note: Encourage students to return to the story rather than rely on memory.

Activity 2 — Cedar Narrative:

Step 1: Introduce the key vocabulary.

- Invite students to explore and practice Coos, Lower Umpqua and Siuslaw key words from the Cedar Narrative.
- Practice sounding out words with phonetic support.
- Briefly connect vocabulary to use and meaning.

Step 2: Read the Cedar Narrative

- Read aloud or invite independent reading.
- Student focus includes:
  - What cedar provides.
  - How cedar is used.
  - What the uses of cedar show about how people depend on and care for the tree.
- Ask students to take notes or highlight important information during the reading.

Step 3: Notice and Discuss Patterns

- Teacher Prompts:
  - What patterns do you notice in how cedar is used?
  - How do these uses show the relationship between people and cedar?
  - What does the phrase, “Cedar is our life,” help you understand?
  - What did you notice about how cedar is cared for and gathered?

Step 4: Think, Talk, Record- A Gallery Walk

Quick Set-up: Post the 4 prompts around the room using chart paper if available.

- Suggested Prompts:
  1. Notice how cedar is used in the text. What patterns stand out, and where have you seen similar uses of materials in your own life?
  2. Think about how people rely on cedar. What other natural materials do people rely on in similar ways, and how are they used?
  3. Notice how cedar is cared for in the narrative. How do people care for materials or places so they can continue to be used?
  4. The narrative shows that cedar is used in the past and today. Where have you seen things continue over time, and why might that matter?
- Divide students into small groups (3-5 students).



- Students rotate through the prompts in small groups every 3-4 minutes.
- At each stop:
  - Think: Read the prompt and revisit the text if needed.
  - Talk: Discuss possible ideas as a group.
  - Record: Write a short response or key idea on the prompt chart paper.
- Sentence supports could be added at each station:
  - We noticed…
  - This shows…
  - This connects to…
- Gallery Walk and Reflection:
  - Invite the students to walk around and read the other groups' key ideas.
  - Reflection Prompt:
    What ideas showed up in more than one station about how people depend on and care for cedar?

Step 5 Cedar Worksheet

- Distribute the Cedar Worksheet.
- Invite students to use ideas from the gallery walk and the Cedar Narrative to complete the Cedar Worksheet in pairs or small groups.

Step 5: Share and Reflect

- Allow students to ask additional questions or thoughts.

Activity 3 - American Progress: Reading a Visual Text

Step 1: Share and Notice the Image

- Distribute the What Do You See worksheet
- Invite students to the first section
- Display American Progress for the class (overhead or document camera).
- Invite students to take a quiet moment to look closely at the image.
- Students might:
  - Jot or sketch what they notice
  - Focus on details, placement, and movement within the image
- Teacher Prompts:
  - What do you notice first?
  - What is happening in different parts of the image?
  - Where do you see movement or change?
  - What details stand out to you?
- Educator Note:
  Encourage students to stay with what they can see, rather than moving quickly to explanation or judgment.



Step 2: From Observation to Meaning

- Invite students to the second section: What might it mean?
- Invite students to begin thinking about what the image might be communicating.
- Invite students to:
  - Re-read their own observations
  - Add interpretations using: “This might show…” or “This could suggest…”
  - Pair-share ideas before whole group discussion
- Teacher Prompts:
  - Based on what you observed, what might this image be showing?
  - What seems important or emphasized?
  - What ideas about land, movement, or change are suggested?
- Educator Note:
  Support students in connecting ideas back to specific visual details (evidence).

Step 3: Consider Perspective

- Invite students to the perspectives section
- Offer a brief framing that images are created from a particular point of view.
- Invite students to think about whose perspective might be represented in the image.
- Students might:
  - Write independently first.
  - Then discuss in pairs or small groups
- Teacher Prompts:
  - Whose perspective do you think is being shown?
  - What in the image makes you think that?
  - Who seems centered or highlighted?
  - Who is less visible or pushed to the margins?
- Educator Note: Keep the focus on how the image communicates perspective rather than evaluating it.

Step 4: Notice What Is Not Shown – A Confederated Tribes of the Coos, Lower Umpqua and Siuslaw Indians Lens

- Connect to prior learning about the Confederated Tribes of the Coos, Lower Umpqua and Siuslaw Indian Tribes' knowledge and relationships to land.
  - The Coos, Lower Umpqua and Siuslaw People have lived in Southwest Oregon since time immemorial.



    - Land is understood through ongoing relationships, caring for, using, and living with plants, animals, water, and place over time (for example: how cedar is gathered, used, and respected).
- Invite students to consider what knowledge or perspectives may not be visible in the image using the What Do You See worksheet.
- Students might:
    - Write individually
    - Engage in small group conversation
- Teacher Prompts:
    - What do you not see that you know is true about this place?
    - What relationships to land are not shown?
    - Whose knowledge or experience is missing or not centered?
    - What might still be continuing, even if it is not visible here?
- Educator Note:
  Ground this step in previously learned content (e.g., cedar narrative, place-based knowledge), supporting students to draw on what they already know rather than speculate.

Step 5: Write About Perspective

- Teacher Prompts:
    - Does this painting show a complete story of the land and people?
    - Use evidence from the image and include what may be missing.
- Students might:
    - Draft independently
    - Encourage students to use earlier sections as evidence
    - Return to the image for evidence as needed
- Educator Note:
  Encourage students to:
    - Ground ideas in what they observed
    - Develop their thinking clearly, without needing to resolve or correct the image

Step 6: Share and Reflect

- Invite students to share ideas in pairs, small groups, or a whole group.
- Students might:
    - Read a portion of their writing
    - Share one idea about perspective or what is missing
- Teacher Prompts:
    - What did you notice about how others interpreted the image?
    - What new ideas did you hear?
    - How did looking closely at the image change or deepen your thinking?



Step 7: Optional Opinion Thesis Writing

- Using the Teacher Guide, introduce Opinion Writing.
- Hand out Opinion Thesis Writing Outline.
- Individually or in pairs, complete the Outline using the previous discussion and observations.
- Invite students to write an Opinion Thesis based on their outline.
- Invite students to share their opinions.

