



Grade Level: 2  
Subject: ELA

# Let's Go Eeling - Main Idea

## ESSENTIAL UNDERSTANDINGS

- Time Immemorial
- History
- Identity
- Language

## LEARNING OUTCOMES

- Students will be able to state the main idea of the story.
- Students will be able to find supporting details of a story.

## CULTURALLY RESPONSIVE PRACTICES

- Proximity
- Preserving and honoring cultural history
- Student talk, working together and individually

## ASSESSMENT

Students will be assessed on their proficient completion of their Main Idea Basket Worksheet.

## Overview

Students will hear a story about a boy from the Grand Ronde tribe who goes eeling with his family and learns how to traditionally harvest eel and provide for his family. This lesson will also have students practice finding the main idea of a story.

## MATERIALS

- [Home](#)
- [People of the Falls](#)
- Let's Go Eeling [text](#) or [read aloud](#)
- Colored pencils
- Main Idea Basket [worksheet](#)

## LOGISTICS

- Where does this activity take place?  
**Classroom**
- How are the students organized?

**Whole Class**    Teams: 3-5

Pairs                      **Individually**

## TIME REQUIRED

45-60 minutes

## STANDARDS

### Oregon Common Core State Standards: ELA

**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.

### Oregon Social Science Academic Content Standards

**Geography 2.13** Identify the cultural characteristics of my group identity, (including race, culture, and gender) and of the local community.

**Historical Knowledge 2.16** Identify the history and narratives of traditionally included and excluded individuals, groups, and circumstances, that impact the local community including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent; individuals from all religious backgrounds; and individuals from traditionally marginalized groups.

**Historical Knowledge 2.17** Identify and describe community celebrations, landmarks, symbols from a variety of traditions and explain why they are significant to the cultural heritage of members of the community.

## Background for Teachers

Pacific lamprey or eel have been an important species to the Confederated Tribes of Grand Ronde. Pre reservation, many tribes would travel to different streams and waterfalls to harvest eel for both food and medicinal purposes. The story illustrates what it would be like for a family to go to Willamette Falls to harvest eel.

If students have not had any exposure to main idea before, the teacher may want to start off with practicing finding the main idea. This can be done several ways. One way would be to create bags that have a theme. Examples, different sea animals such as sharks, whales, sea turtles, etc. The main idea of this bag would be ocean animals or marine life. Another bag could include things like sunshine, rivers, camping, bikes, to represent summer time. Students will also need the idea of supporting details explained to them. All of the things mentioned above are examples of supporting details that help identify the main idea.

## VOCABULARY

- **Pacific Lamprey-** also known as eel. Lamprey are an anadromous parasitic lamprey from the Pacific coast or North America and Asia.
- **Eeling-** tribal members would go to rivers, mostly waterfalls, to capture pacific lamprey or eel.

## Opening

To introduce students to the setting of the story, show students the videos:

- Home (<https://youtu.be/-K3sihHVPVY>)
- People of the Falls (<https://youtu.be/DKVHh67HF9Y>)

Explain to students that the story they will be hearing today takes place at Willamette Falls, the waterfalls seen in the videos.

## Activity

1. Begin by telling the students that they are going to hear a story about a boy from the Grand Ronde tribe.
2. Let them know while you are reading, you want them to think about the main idea of the story. Tell students to find the supporting details that help support their main idea.
3. At the end of the story, ask for a volunteer to tell what the story was about in one sentence.
4. Pass out Main Idea Basket worksheet to each student. As a group, develop a sentence describing the story's main idea and have students write it in the already made part of the basket.
5. Ask for volunteers to help give details of the story to write on remaining strands of the basket that haven't been woven yet.
6. Ask students about story characters actions, problems and resolution. Write down these details on the remaining strands of the unwoven basket. Talking about these details will help give students insight as to what eeling is and why the tribal people of Grand Ronde find eel so important.

## Closure

Once students have completed their basket allow them to color the basket and draw their own basket design as they wish and display the posters on the wall for reference.

## Differentiation

- Teachers can choose to only show one of the videos in the “Opening” to save time.
- If students feel comfortable with main idea, the Main Idea Basket worksheet can be completed independently.

## Extension

- This lesson can be combined with the following lessons to create a Lamprey Unit.
  - 2.SCI.Who Am I? Lamprey Investigation
  - 2.SCI.Lamprey Habitat
  - 2.SCI.Luna the Eel
  - 2.MTH.Salmon & Eel
  - 2.SS.Let’s Go Eeling - Chinuk Words

## Notes/Other

Jan Michael Looking Wolf’s or Grand Ronde Canoe Family audio tracks can be played as background music while students are working. These audio tracks can be found on Spotify or Apple Music.

Jan Michael Looking Wolf: [Spotify](#) and [Apple Music](#)  
Grand Ronde Canoe Family: [Spotify](#) and [Apple Music](#)

## Appendix

- Home: <https://youtu.be/-K3sihHVPVY>
- People of the Falls: <https://youtu.be/DKVHh67HF9Y>
- Let’s Go Eeling: Available online at the link below or in hard copy by request to the CTGR Curriculum Specialist
  - PDF: <https://drive.google.com/file/d/1lSbSkGL8pKZM1ppT45Mhr9tvTChcdheE/view?usp=sharing>
  - Hard Copy: <https://forms.gle/Nsj41Eh7RRrM3zGNA>
  - Read Aloud: <https://drive.google.com/file/d/1lSbSkGL8pKZM1ppT45Mhr9tvTChcdheE/view?usp=sharing>
- Main Idea Basket Worksheet: <https://drive.google.com/file/d/1SYyNmBV7ftoC4qZwAsXdNeQ9Q9ojKoDc/view?usp=sharing>