

Instructional Lesson Plan  
Old Dominion University College of Education

Overview

Lesson Plan Overview

1. **Date:** October 29, 2025
2. **Lesson Title:** *Counting and Comparing What the Land Gives Us*
3. **Lesson Author:** Sinai Pena
4. **Grade Level:** 2nd
5. **Subject Areas:** Social Studies Mathematics
6. **Time Allotted for Lesson:** Approximately 60 minutes
7. **Short Description of Lesson:**

*In this lesson, students will explore how Indigenous peoples used natural resources from their environment by collecting and analyzing data. Using picture cards representing resources used by the Powhatan, Lakota, and Pueblo peoples, students will count, organize, and represent data using pictographs. Students will then analyze which resources were used most or least and explain how geography influenced resource use. This lesson integrates mathematics and social studies by connecting data analysis to Indigenous cultures and land use.*

SOL & Instructional Objectives

8. Lesson Plan Standards & Instructional Objectives

Mathematics

2.PS.1 The student will apply the data cycle (pose questions; collect or acquire data; organize and represent data; analyze data; and communicate results) with a focus on pictographs and bar graphs.

Instructional Objectives:

Students will collect and organize data using tally marks, represent data using a pictograph, and analyze which resources were used most or least.

Social Studies

2.5 The student will use history and social science skills to identify the geographic location, use of resources, and contributions of Indigenous peoples of the past and present, including the Powhatan, Lakota, and Pueblo.

Instructional Objectives:

Students will identify how Indigenous peoples used natural resources and compare how geography influenced resource use across regions.

## 9. Enduring Understandings

### **Mathematics**

Students will understand that data can be collected, organized, and represented to show patterns and comparisons.

### **Social Studies**

Students will understand that people use natural resources from their environment to meet their needs and that geography influences how people live.

## *10. Essential Questions*

- How can we use math to show information about the world around us?
- How did the Powhatan, Lakota, and Pueblo use the land to meet their needs?
- Which resources were used most or least, and why?

## 11. Lesson Set (Preparation Phase)

To begin the lesson, the teacher will display images of the environments where the Powhatan, Lakota, and Pueblo lived. The teacher will ask, “What do you notice about where each group lived?” and guide students in discussing how land and environment might affect the resources people use. The teacher will explain that students will use math today to show which resources were used most and least by each group. A class anchor chart titled *How the Land Helps the People* will be started to record ideas.

**The purpose of this activity** is to activate prior knowledge about geography and prepare students to use data to represent real-world information.

## *12. Rationale*

*This lesson is designed to help students understand how mathematical tools such as pictographs can be used to organize and analyze information. By connecting math instruction to Indigenous peoples and their environments, students are able to see how data relates to real-world contexts. This lesson supports both mathematical reasoning and social studies understanding by showing how geography influenced the resources used by the Powhatan, Lakota, and Pueblo.*

### 13. Techniques and Activities (Teaching of the Lesson- Learning Experience)

#### Whole Group Instruction:

The teacher will introduce resource picture cards representing materials used by each Indigenous group (such as wood, buffalo, clay, and corn). As a class, students will sort the cards and count each resource using tally marks. The teacher will model how to create a pictograph using one symbol to represent one resource.

#### Guided Practice:

Students will help create a class pictograph on chart paper or the Smart Board. The teacher will guide discussion by asking, “Which resource was used the most?” and “Which was used the least?”

#### Independent Practice:

Students will complete their own pictograph using a provided template. Students will color and label the pictograph and write one to two sentences describing what their graph shows using comparison language.

### 14. Lesson Closure (Student Activities to enhance comprehension)

To close the lesson, students will review the class pictograph and share one thing they learned about how the land helped Indigenous peoples live. Students will complete an exit ticket answering the question, “Which resource did your group use the most?”

### 15. Assessment/Evaluation

Students will be assessed through teacher observation during group sorting and graphing activities. Completed pictographs will be reviewed for accurate counting, labeling, and representation. Exit tickets will be used to check student understanding of patterns and comparison vocabulary.

### 16. Student products

Students will create an individual pictograph representing resource use and a written explanation describing which resource was used most or least.

### 17. Supplemental Activities: Extension and Remediation

#### *Extension*

Students may answer challenge questions such as, “What might have happened if the Lakota did not have buffalo?” or compare resource use across groups.

#### *Remediation*

Students who need additional support will receive pre-labeled pictographs, visual supports, and opportunities to explain their thinking orally.

## 18. Adaptations for Diverse Special Learners

### All Learners

- Visual supports such as picture cards, modeled examples, and pre-labeled pictographs will be provided to help students better understand resource use and data representation.
- English Language Learners will be supported through simplified language, visuals, and opportunities to explain their thinking orally rather than solely through written responses.
- Flexible grouping and partner work will allow students to collaborate, share ideas, and receive peer support throughout the lesson.
- Sentence frames and guided practice will be used for students who need additional assistance when describing or interpreting pictographs.
- Students who need enrichment will be encouraged to extend their learning by comparing resource use across Indigenous groups or making predictions about how geography influences available resources.

## 19. Differentiated Instruction

This lesson supports diverse learners through hands-on activities, visual representations, discussion, and written expression. Students demonstrate understanding in multiple ways, allowing all learners to access the content meaningfully.

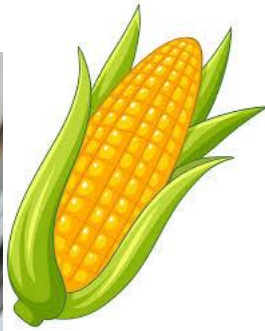
## Resources

---

### 20. Materials and Additional Resources

- Chart paper or Smart Board

- Resource picture cards
- Pictograph templates
- Crayons or markers
- Exit tickets



PICTOGRAPH

Name: .....

Title: .....


Key: .....

Powhatan Fact Card	Lakota Fact Card	Pueblo Fact Card
<b>Location:</b> Eastern Woodlands (Forests and Rivers)	<b>Location:</b> Great Plains (Flat, Grassy Land)	<b>Location:</b> Southwest (Dry Land, Desert Environment)
<b>Main Resources:</b> Fish, Wood, Corn <sup>2</sup>	<b>Main Resources:</b> Buffalo <sup>3</sup> (for food, shelter, tools)	<b>Main Resources:</b> Clay, Corn <sup>4</sup>
<b>Why?</b> Their environment had many rivers for fish and forests for wood <sup>5</sup> .	<b>Why?</b> Their environment had massive grasslands where buffalo herds lived <sup>6</sup> .	<b>Why?</b> Their environment was dry, making clay for homes/pots and corn for food common <sup>7</sup> .

### Analyzing Our Pictograph Data

#### Comparison Words

\* The class used **more** of \_\_\_\_\_ than \_\_\_\_\_.

\* The class used **fewer** of \_\_\_\_\_ than \_\_\_\_\_.

\* The class used the **most** resource, which was \_\_\_\_\_.

\* The class used the **least** resource, which was \_\_\_\_\_.

\* \_\_\_\_\_ and \_\_\_\_\_ were used almost the **same** amount.

#### Connecting to Social Studies

\* The Lakota used \_\_\_\_\_ the most because their **environment** was \_\_\_\_\_.

\* The Powhatan needed \_\_\_\_\_ because they lived by the water.

**Powhatan Fact Card**

**Lakota Fact Card**

**Pueblo Fact Card**

\* All three groups used their **land** to meet their **needs**.