



Grade Level: 2
Subject: Social Studies

Let's Go Eeling - Chinuk Words

ESSENTIAL UNDERSTANDINGS

- Time Immemorial
- History
- Identity
- Language

LEARNING OUTCOMES

- Students will be able to demonstrate how a person would catch an eel using an eeling stick.
- Students will be able to match the chinuk word with the english word.
- Students will be able to identify the native language spoken by the Confederated Tribes of Grand Ronde.

CULTURALLY RESPONSIVE PRACTICES

- Proximity
- Higher level thinking: application
- Movement inside and/or outside of the classroom
- Preserving and honoring cultural history
- Student talk, working together and individually

ASSESSMENT

Students will be assessed on their participation in group activities and discussions.

Overview

Students will learn about the Grand Ronde tribe eeling process and how it's still practiced today, while also learning about the Tribal language of chinuk wawa and a few of the terms from the book in this language.

MATERIALS

- Let's Go Eeling [text](#) or [read aloud](#)
- Chinuk Wawa Vocabulary [Presentation](#)
- Exit Ticket

LOGISTICS

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

Whole Class Teams: 3-5

Pairs Individually

TIME REQUIRED

35-45 minutes

STANDARDS

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.

Historical Thinking 2.21 Explain how people and events of the past influence the present.

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.

Teachers should review the History of Chinuk Wawa informational text prior to teaching the lesson.

Additional Resources:

Websites:

- [Grand Ronde Tribes – NPAIHB.](#)
- [Chinuk Wawa Education Program - YouTube](#)
- [Chinuk Wawa 'Chinook Talk' or Chinook Jargon](#)
- [chinuk wawa: Native American Indian Language | Crystal Starr Szczepanski | TEDxMcMinnville](#)
- [Chinook Wawa](#)

Books:

- Chinuk Wawa Dictionary: As our elders teach us to speak it.
Order Here:
<https://www.grandronde.org/media/2341/chinuk-wawa-book-order-form.pdf>

VOCABULARY

- **skak^hwəl-** eel



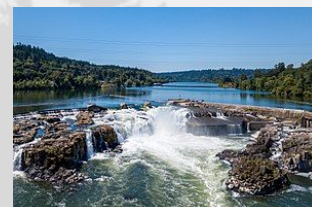
- **skak^hwəl-ik^hik-stik-** eeling stick



- **upqwəna-** basket



- **təmwata-** waterfall



Opening

Play the video The Four Ages - chinuk wawa

- <https://youtu.be/hDAgHKxAr84>

Discuss with students what they hear in the video.

- Have they heard this language before?
- Does this language sound like any other language they have heard?
- Where do they think this language is from?

Explain to students that the language they are hearing in the video is chinuk wawa - the Tribal language for the people of The Confederated Tribes of Grand Ronde. Read the passage below to the students.

As the common language of the Northwest, Chinuk Wawa served as the language of communication between speakers of different regional languages – tribal and non-tribal. It is a blend between the Chinookan language, Native languages spoken along the Columbia River, Native languages from the lower Columbia, and European languages from traders. When settlers began to arrive in Oregon, there was roughly 18-25 languages spoken. When the Grand Ronde Reservation became home to many different Native groups and peoples during the removal and relocation of Tribes in the winter and spring of 1856. Native peoples were forced to create a new community and way of life.

Activity

1. Tell students they are going to learn a few words in chinuk and then hear a story that uses those words.
2. Review the Chinuk Wawa Vocabulary Presentation with students.
 - a. Show them the slide
 - b. Give students the opportunity to guess at the pronunciation of the word
 - c. Play the audio recording with the proper pronunciation. Play 2 times.
 - d. Allow students the opportunity to say the word aloud
 - e. Play the recording once more
3. After working through the Chinuk Wawa Vocabulary Presentation, begin to read the story.
 - a. When the teacher arrives at a page with one of the chinuk wawa terms, read the term aloud and then allow students to repeat. Clarify with students what the term means.
 - b. When the teacher gets to the page that explains how an eeling stick is used, have students stand up and practice casting an eeling stick, by pulling it back hand over hand, and then pulling the eel off and putting it in the basket.
4. Finish the story.

Closure

Have students answer the following questions on an exit ticket:

- What is one thing you learned from the lesson today?
- What is one thing you are still wondering after today's lesson?

Differentiation

- To engage students further - develop motions or actions to accompany the four chinuk wawa words. Each time the teacher reads that word in the story, allow students the opportunity to do the associated movement. The teacher can make the movement up beforehand to save time or students can get in small groups and make up their own movements.

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.ELA.Let's Go Eeling - Main Idea Lesson Plan

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

- 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>
- Chinuk Wawa Vocabulary Presentation: <https://docs.google.com/presentation/d/1ux7kyPPyf0O4xzHSlGyowrUXMWVmb0xNTrRdiJ7a2wA/edit?usp=sharing>
- Exit Ticket