



Grade Level: 9-10
Subject: Social Studies

Grand Ronde huyhuy

ESSENTIAL UNDERSTANDINGS

- Sovereignty
- History
- Lifeways
- Language

LEARNING OUTCOMES

- Students will be able to analyze the HUYHUY video for meaning.
- Students will be able to interpret historical references in HUYHUY.
- Students will be able to compare and contrast how tribes would trade historically and in the present.

CULTURALLY RESPONSIVE PRACTICES

- Connecting to the lives of students
- Proximity
- Preserving and honoring cultural history
- Student talk, working together and individually

ASSESSMENT

Students will be assessed on their participation in classroom discussions, their Interview Questions for Jordan, and the proficient completion of their Exit Ticket

Overview

Trade has always been an essential part of life for Native American tribes. It allowed them to obtain different and necessary items for everyday life and special occasions. In this lesson, students will explore a short film about tribal trading practices in modern times. The film highlights trading practices from long ago before settlers arrived.

MATERIALS

- [huyhuy Video](#)
- [Investigation Questions](#)
- [Original Indigenous Economies](#)
- [Exit Ticket](#)

LOGISTICS

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

Whole Class

Individually

TIME REQUIRED

50 minutes

STANDARDS

Oregon Common Core Standards: ELA

CCSS.ELA-LITERACY.RH.9-10.1 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Oregon Social Science Standards

Global Economy HS.23 Explain how the global economy has developed and describe the involvement of free trade, comparative advantage, specialization, and interdependence.

Geography HS.44 Assess how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade, land use, and issues of sustainability.

Historical Knowledge HS.59 Analyze and explain the history of the American Indian/Alaska Natives/Native Hawaiians in Oregon and the United States regarding their culture, tribal sovereignty, and issues of concern, past and present

Historical Knowledge HS.62 Identify, analyze, and celebrate the histories and contributions of traditionally marginalized groups and individuals in shaping the cultures of Oregon, the United States, and the world.

VOCABULARY

- **huyhuy-** trade in chinuk wawa
- **chinuk wawa-** Grand Ronde native language
- **dentalium-** tooth shells that were used as money before settlers arrived on Indian land

Background for Teachers

“The people of the Pacific Northwest were involved in a great deal of trade. Chinook tribe members acted as middlemen in the exchange of goods between coastal and Plateau tribes. Small dentalium shells were used as standard objects of barter. Some tribes hosted annual trading festivals, where people of all tribes would come to swap goods. When white seamen discovered the area, a vigorous trade sprang up between the natives and the newcomers. The indigenous people eagerly traded blankets and other commodities for large panels of hammered copper.

-www.ushistory.com

“I can readily discover that they are close dealers, & Stickle for a very little, never close a bargain except they think they have the advantage. .”

-Excerpt from journal of Lieutenant William Clark when referring to the Native American Peoples of the Lower Columbia

“they are great higlers in trade and if they conceive you anxious to purchase will be a whole day bargaining for a handful of roots; ... they invariable refuse the price first offered them... I therefore believe this trait in their character proceeds from an avaricious all grasping disposition.”

-Excerpt from journal of Captain Meriwether Lewis when referring to the Native American Peoples of the Lower Columbia

Opening

Begin the lesson by asking students:

What do you know about Native American trading practices?

Who did they trade with?

Why did they trade?

Activity

1. Explain to students they will start class with a video.
2. Show the HUYHUY video one time through for students to see.
3. Tell students they are going to watch the movie a second time, but this time stopping to have a discussion at certain parts.
4. Play the video a second time. Use the suggested investigation questions as a guide for stopping points in the movie.
 - a. Investigation Questions for Students
 - i. *What is the tone of the movie?*
 - ii. *What language do you think they are speaking?*
 - iii. *Why do the characters seem to be so serious?*
 - iv. *What is it the man buying?*
 - v. *Why do you think the one man asks where the other is from? He refers to upriver as a place? Does that give any clues as to who these people might be?*
 - vi. *The man bringing the goods says this commodity was really hard to get. Can you infer what it might be? What do you think is in the paper bag?*
 - vii. *What do you think the man is searching for in the kitchen?*
 - viii. *What is dentalium?*
 - ix. *Why does the man measure the dentalium? And why would it matter?*
5. After the discussion, show students the next video - Original Indigenous Economies (https://youtu.be/2_ofEKjbCbo)
6. Have students compare and contrast the two videos
 - a. *How was the topic of trade similar between the two videos?*
 - b. *How was the topic of trade different between the two videos?*
 - c. *Although both videos discussed trade - which video did you learn more from? Why?*

Closure

One of the actors in the film, the man with the salmon, is Jordan Mercier, a Grand Ronde Tribal Member. In the Exit Ticket, students will reflect on their feelings towards the video and pose a question that they would ask Mr. Mercier if they were sitting in an interview with him.

**Teachers can send these questions to the CTGR Curriculum Specialist who is currently working on a possible additional video for this lesson.

Differentiation

- Depending on time constraints or personal preference, teachers can choose to only show HUYHUY once and ask the questions as students see the film for the first time.

Extension

- Sky Hopinka, the producer of HUYHUY, has many other Indigenous films and previews on his Vimeo account. Students can explore more of these videos: <https://vimeo.com/skyhopinka>

Notes/Other

- Teachers should be aware that the video contains some adult language. **Please preview the video before showing it to students to deem appropriate.**

Appendix

HUYHUY:

<https://vimeo.com/66542445>

Investigation Questions:

https://drive.google.com/file/d/1Qxomv6f5CJf_2tsxQmwgPnA4bnwXU5vT/view?usp=sharing

Original Indigenous Economies:

https://youtu.be/2_ofEKjbCbo

Exit Ticket:

<https://drive.google.com/file/d/10U6fJDSLBNgOX7GJyLHkl61GATMwx0P6/view?usp=sharing>