



Grade Level: 5
Subject: ELA

The History of Chinuk Wawa

ESSENTIAL UNDERSTANDINGS

- History
- Identity
- Lifeways
- Language

LEARNING OUTCOMES

- Students will be able to summarize the history of the chinuk wawa language.
- Students will be able to explain the origins of the chinuk wawa language.
- Students will be able to teach and learn words in chinuk wawa.

CULTURALLY RESPONSIVE PRACTICES

- Connecting to the lives of students
- Higher level thinking: creating
- Preserving and honoring cultural history
- Student talk, working together and individually

ASSESSMENT

Students will be assessed on the participation and contributions to their group projects.

Overview

In this lesson, students will become familiar with the history of the tribal language, Chinuk Wawa, and the sounds commonly used/heard in this language. This language was developed on the Grand Ronde Reservation as a common language for all Native Peoples brought to the Reservation.

MATERIALS

- Color Song [video](#)
- [Oregon Languages Map](#)
- [History of Chinuk Wawa Informational Text](#)
- Paper - Poster and Standard
- Art Supplies
- Access to Internet
- chxi-tənəs-wawa: family [video](#)

LOGISTICS

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

Whole Class Teams: 3-5

Pairs Individually

TIME REQUIRED

2-3, 45 minute periods

STANDARDS

Oregon Common Core Standards: ELA

5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Oregon Social Science Academic Standards

Geography 5.10 Identify and analyze the implications and cultural ramifications for Native American Tribes of the movement of people, goods, ideas, and cultural patterns to what became the United States, considering past, present, and future trends.

Historical Knowledge 8.25 Evaluate the impact of the intersectionality of what constitutes identity including, including but not limited to, gender, age, race, ethnicity, religion, physical and mental disability, and class on the living histories and experiences of peoples, groups, and events.

Background for Teachers

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

- **Pre-Colonization** - the period of time before the process of settling among and taking control over the indigenous people of an area
- **Band** - a group of Native people joined by a common purpose; to unite as a group - the band is usually a smaller part of a tribe.
- **Tribe** - a group of indigenous people that share a similar culture, social, political, and/or economic characteristics - tribes are often sovereign nations, are able to sign treaties, and possess rights to lands and resources.
- **Chinuk Wawa** - the common language of the Grand Ronde reservation, used by the Native peoples of the Pacific Northwest to communicate with each other.
- **hybrid language** - a language created by blending two or more other languages
- **Traders** - a person who buys and sells goods
- **Pidgen** - a simplified form of a language, used for communication between people not sharing a common language
- **Creole** - a language descended from a pidgin that has become the native language of a group of people
- **Termination** - the immediate withdrawal of all federal aid, services, and protection, as well as the end of reservations
- **Revitalization** - to make (someone or something) active, healthy, or energetic again

Opening

Begin the lesson by playing the video Color Song (https://youtu.be/6s_uzbDRcQk)

Encourage students to notice:

- Sounds
- Letters
- Repetitive words

Ask students:

- Do you have any guesses at what language is being spoken in this video?
- Where do you think this language is spoken?

Explain to students that the language they hear in this video is “chinuk wawa” and it is the language of the Native peoples from The Confederated Tribes of Grand Ronde. In this lesson they will be learning more about the history of this language and where the language is going today.

Activity

1. Show students the Oregon Native Languages map attached to this lesson. Explain to students that this map shows the languages that would have been spoken by the Native American people in Oregon before contact with European people and settlers from the Eastern-side of the United States. This is often called pre-colonization. During this time there was over 100 Native languages spoken throughout Oregon.
2. Next, distribute the History of Chinuk Wawa informational text. This can be read aloud as a whole group, small groups, partners, or individually. Prior to reading, teachers may choose to review the vocabulary terms listed on [page 2 of this lesson plan](#). Students should also be prepared to highlight or underline/circle important facts as they read, This can be done with teacher assistance or on their own.
3. After students have finished reading the History of Chinuk Wawa informational text, divide students into four equal groups. Assign groups the following tasks:
 - a. GROUP ONE - Create a Map: Using the Oregon Native Languages Map and the map in the informational reading, create a large map showing the places that chinuk wawa came from. Make sure students include the Grand Ronde Reservation, the Columbia River, Celilo Falls, and major mountain ranges on their map.
 - b. GROUP TWO - Visual Vocabulary: Using the included vocabulary information, draw descriptions for each of the vocabulary words. Create a matching game with two sets of paper cards - one card with the written definition and one card with the drawing.
 - c. GROUP THREE - Color Poster: Using the video shown in the opening, create a poster for the classroom that includes the colors shown in the video. Make sure to include the chinuk wawa word, the English word, and the color. (BONUS - Also include the color in a different language such as Spanish, German, Russian, Hawaiian, etc.)
 - d. GROUP FOUR - Teach Us: Using the video chxi-tənəs-wawa: family, teach the class chinuk wawa. Create a poster or activity to help the class learn the terms for different family members.

Closure

Allow groups time to present their projects to the rest of the class.

Differentiation

- Teachers can choose only one of the assessment projects and have students work on this activity individually.
- Teachers can allow students to choose their assessment activity.
- Teachers may create a vocabulary handout for students to access during and after the reading.

Extension

- The Confederated Tribes of [Grand Ronde Chinuk Wawa Education YouTube](#) has numerous age-appropriate videos that students can explore. Encourage students to listen to one of the stories or virtual field trips on one of these pages. Can they find a story that they already know in English? Do they hear any terms that they know?
- The Confederated Tribes of [Grand Ronde Cultural Education YouTube](#) page contains one of Grand Ronde's creation stories in both [English](#) and [Chinuk Wawa](#). Have students listen to both videos and answer the questions below:
 - Which version of the story do you prefer? Why?
 - Why is it important for Grand Ronde's creation stories to be heard in their Native language of chinuk wawa?

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

- Color Song video: https://youtu.be/6s_uzbDRcQk
- Oregon Languages Map:
<https://drive.google.com/file/d/1XIBDBudw2RlrTnumkg6Y7lz3ijd0sVnG/view?usp=sharing>
- History of Chinuk Wawa Informational Text:
https://drive.google.com/file/d/1yuwS288vAArK6KV7FAKEhM3cEwW_UN4e/view?usp=sharing
- chxi-tənəs-wawa: family video: <https://youtu.be/Sr3TI2BKwa0>