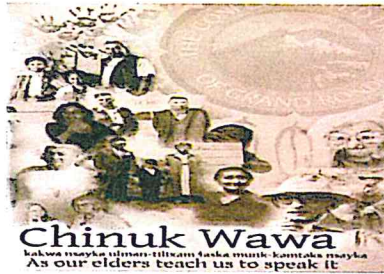


Language

Chinuk Wawa



Goals: Students will become familiar with the history of Chinuk Wawa and the various sounds used in Chinuk Wawa.

Oregon Common Core Standards:

- 6-8.RH.2 Determine the central idea or information of a primary or secondary source; provides an accurate summary of the source distinct from prior knowledge or opinions.
- 6-8.RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Oregon Social Sciences Academic Content Standards:

- Historical Knowledge 8.1 Evaluate continuity and change over the course of United States history by analyzing examples of conflict, cooperation, and interdependence among groups, societies, and nations.
- Historical Knowledge 8.4 Evaluate the impact of different factors, including gender, age, ethnicity and class on groups and individuals during this time period and the impact these groups and individuals have on events of time.
- Geography 8.10 Interpret maps to identify growth and development of the United States.
- Social Science Analysis 8.27 Examine the various characteristics, causes, and effects of an event, issue, or problem

Objectives:

- Students will be able to identify the various components of the Chinuk Wawa language
- Student will be able to explain why Grand Ronde has revitalized the Chinuk Wawa language.
- Students will be able to demonstrate how to say select words and/or phrases in Chinuk Wawa.

LESSON PLAN

Unit: Grand Ronde Tribal History

Lesson Title: Language- Chinuk Wawa

Rational: This lesson will introduce students to the language of Chinuk Wawa, the native language of the Grand Ronde Community and give students the opportunity to practice the language.

Goals: Students will become familiar with the history of Chinuk Wawa and the various sounds used in Chinuk Wawa.

Oregon Common Core State Standard(s) Met:

- 6-8.RH.2 Determine the central idea or information of a primary or secondary source; provides an accurate summary of the source distinct from prior knowledge or opinions.
- 6-8.RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Oregon Social Sciences Academic Content Standard(s) Met:

- Historical Knowledge 8.1 Evaluate continuity and change over the course of United States history by analyzing examples of conflict, cooperation, and interdependence among groups, societies, and nations.
- Historical Knowledge 8.4 Evaluate the impact of different factors, including gender, age, ethnicity and class on groups and individuals during this time period and the impact these groups and individuals have on events of time.
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- Social Science Analysis 8.27 Examine the various characteristics, causes, and effects of an event, issue, or problem.

Objectives:

- Students will be able to identify the various components of the Chinuk Wawa language.
- Students will be able to explain why Grand Ronde has revitalized the Chinuk Wawa language.
- Students will be able to demonstrate how to say select words and/or phrases in Chinuk Wawa.



LESSON PLAN

Materials Needed:

- ✓ Language Lesson Read Aloud
- ✓ Map of languages spoken in Western Oregon digital document
- ✓ Language PowerPoint
- ✓ Object Cards
- ✓ Game rules/directions
- ✓ History of Chinuk Wawa worksheet
- ✓ Worksheet answer key
- ✓ Vocabulary sheet

Time: 50 minutes

Anticipatory Set: *Note: Before beginning this lesson make enough copies of the object cards for each pair of students to have. They will also need to be cut out individually so it may be helpful to also do this ahead of time. Begin the lesson by cutting the read aloud into three different pieces. Ask for three volunteers to read a section. Stop after each section and ask students questions.

➤ Lesson Steps:

1. Once the read aloud is finished, ask students their definitions of the vocabulary words. Work with them through group discussion to arrive at a definition that relates to the one given on the vocabulary sheet.
2. Show students the map of Western Oregon that indicates the different languages spoken. Ask/Show them where their school is on the map.
3. Ask students how all of these different languages disappeared.
4. Next, have the students complete the short worksheet in order to assess their understanding of the history of Chinuk Wawa.
5. Then, open up the Language PowerPoint. Explain to students that they will getting the opportunity to hear and practice some Chinuk Wawa.
6. As you go through the PowerPoint, let the recording say the word then have the students repeat the word. Repeat this process 2-3 times for each Chinuk Wawa word.
7. After completing the PowerPoint, group students into pairs for the game that they will be playing to practice Chinuk Wawa.
8. Explain the rules of the game before passing out any materials.
9. Pass out a pack of object cards to each table and have them lay the cards face up in the center so that they are all able to see the pictures on each card.
10. Then, turn the projector off so that the students are unable to see the pictures on the projector.



LESSON PLAN

11. Use the PowerPoint to have the words read aloud until all words have been used. Do not play the words in the same order that the students practiced them in.
12. When the game has been completed, have the students read the cards that they have “won” aloud, in Chinuk Wawa, to their partner along with the English word for the object as well.

Differentiation: Students may work in partners during the worksheet in order to complete it faster if time is limited or to allow for more discussion of the questions.

Early Finisher Activities: Students can use iPads and explore the Chinuk Wawa app. Another fun activity at the end of the lesson is to play around the world with the students. Have one student volunteer to go first. That student will stand next to another student and they will compete. The teacher will hold up a card showing a picture and whoever says the correct Chinuk word first moves onto the next student.

Assessment:

	Yes	No	Notes
Student was able to complete the Chinuk Wawa history worksheet with a 90% accuracy rate			
Student participated in game and demonstrated how to say common objects in Chinuk Wawa			

Notes/Other: If you would like students to keep this knowledge with them or bring it home to share, you could make copies of the PowerPoint to hand out to each student at the end of the game. Another fun activity to play with the game cards is Around the World.

Attachments:

- Language Lesson Read Aloud
- Vocabulary sheet
- Map of languages spoken in Western Oregon



LESSON PLAN

- History of Chinuk Wawa worksheet
- Worksheet answer key
- Language PowerPoint
- Object cards
- Game rules/directions





Vocabulary

Chinuk Wawa

Band

Boarding school

Chinuk Wawa

Columbia River

Tribe

Definitions:

Band- a group of native people joined in a common purpose; to unite as a group – the band is usually a smaller part of a tribe.

Boarding school- A school where Native children were sent that was away from the reservation. The native children were forcibly sent to the boarding school and the children lived at the school throughout the year and they only came home on vacations. The children were made to wear clothes like European people and eat food like them as well. They were also not allowed to speak their Native language. In fact, they were punished if they spoke it.

Chinuk Wawa- the common language of the Grand Ronde reservation used by the native peoples to communicate with each other – at Grand Ronde it became a first language in the households of most tribal members – the language was developed previously by Native people along the Columbia River, to communicate with traders, explorers, and settlers. For a time the language was the most common language of communication between all of the peoples in the region, Tribes, settlers, explorers, fur traders in places like Portland and Seattle.

Columbia River- A river that flows through Oregon, Washington, and Canada - largest river in the Pacific Northwest region of North America – 1,243 miles long. The river was home to the Chinookan peoples on the lower river and many other tribes on its upper branches. A major salmon fishing river for all of the people.

Tribe: refers to a group of indigenous people that share similar culture, social, political and/or economic characteristics – tribes are sovereign nations and are able to sign treaties and possess rights to land and resources.

Chinuk Wawa Read Aloud-

There were over 30 bands and tribes of people who were brought to the Reservation at Grand Ronde. Each band and tribe spoke their own language. The first common language of the reservation was not English but a Native language called Chinuk Wawa. Chinuk Wawa was earlier developed by Native people along the Columbia River, to communicate with traders and foreigners. This became the first language that people on the reservation used to communicate with each other. When people got married they usually wouldn't marry someone from their tribe. They would usually marry someone from another tribe who spoke a different language. Most often they would use Chinuk Wawa to communicate. This Chinuk language was spoken in the home and the first language that many children would hear and learn.

When they brought the Native people to the reservation at Grand Ronde, they wanted the Natives to live like the European people. They started forcing the Native people to send their children to boarding school. A boarding school meant that the children lived at the school and they only came home on vacations. The children were made to wear clothes like the European people and eat food like they did as well. They were also not allowed to speak their Native language. In fact, they were punished if they spoke it. However, Chinuk Wawa continued to be used with older people in the community, with the result that Chinuk Wawa survived far longer than the reservation boarding school did.

During termination many Tribal members moved away to find work. The number of Chinuk Wawa speakers continued to decline. In the late 1970's and early 1980's a few elders conducted community classes in Chinuk Wawa, trying to keep it alive. Also at that time, there was a scholar who came through and he recorded elders speaking the language. He also learned to speak it. In 1997 The Confederated Tribes of Grand Ronde hired a language specialist who organized a program to revive Chinuk Wawa. He began teaching community classes and getting more people to speak the language. He worked together with the scholar who had come through earlier, to create curriculum and lessons for these classes. In 2000 they helped start a preschool immersion class at Grand Ronde. An immersion Kindergarten started in 2004. A 1st grade class was added in 2012. There is even a high school class located in the school district nearest to Grand Ronde. Many community classes are held in order to get as many people as possible speaking the language.

The Confederated Tribes of the Grand Ronde community of Oregon Native Languages In Western Oregon



Legend

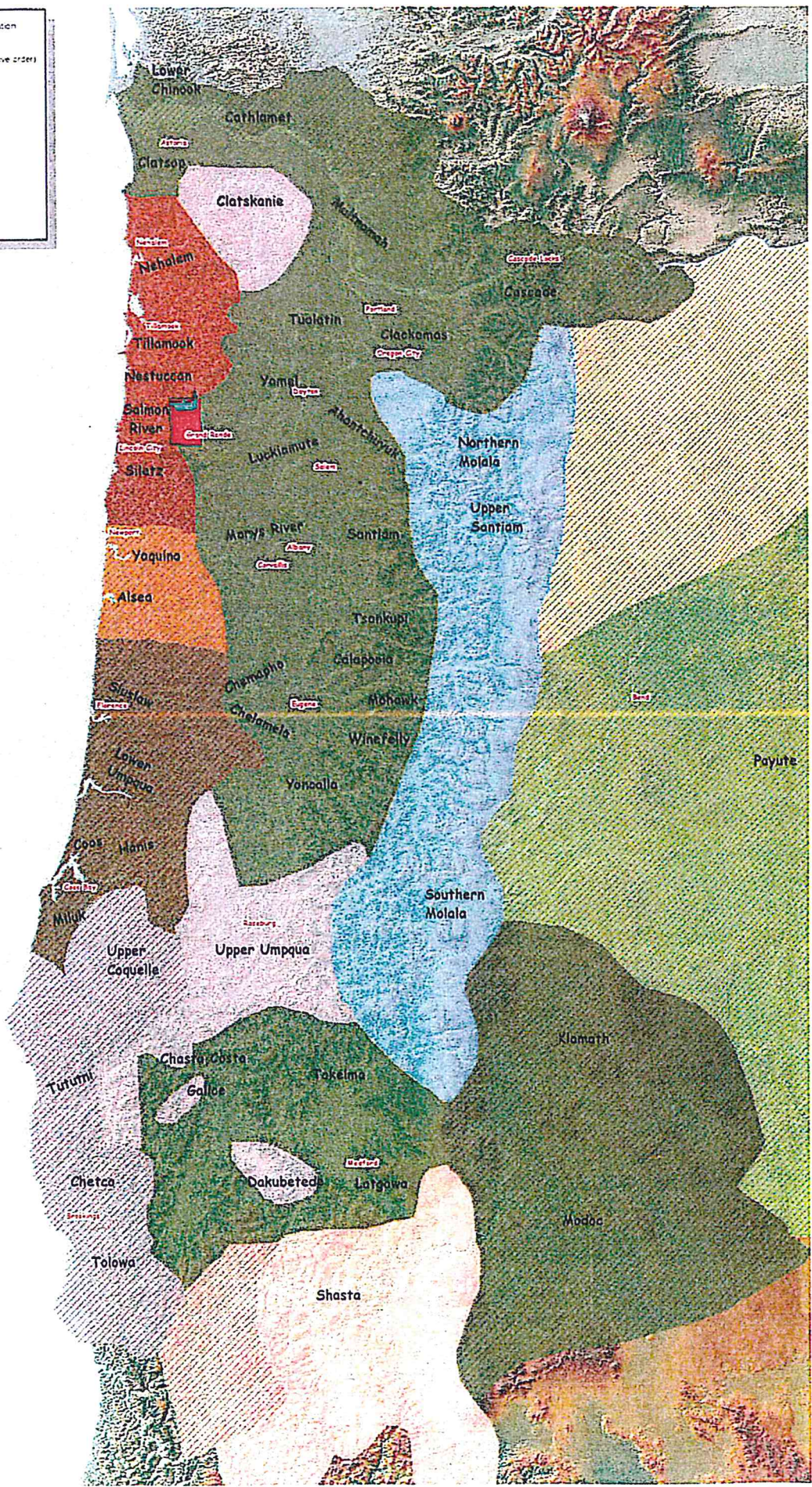
Diagonal lines: Tribes not moved to Grand Ronde Reservation

Blue box: Current Grand Ronde Reservation

Red box: Historic Grand Ronde Reservation (executive order)

Languages

- Salishan
- Pendian, Takelma
- Alekan
- Sustawian, Kusan
- Athapascan
- Hokan
- Molala
- Sahastan
- Shoshonean



Source: Confederated Tribes of the Grand Ronde Community of Oregon, 1990. Map by [Name].

Name: _____

Date: _____

Questions

1. What was the first common language of the reservation?

- a. Walla Walla
- b. Cayuse
- c. Chinuk Wawa
- d. none of the above

2. When they brought the Native people to the reservation at Grand Ronde, they wanted the Natives to live like the European people.

TRUE

FALSE

3. Fill in the blank:

A _____ meant that the children lived at the school and they only came home on vacations.

4. During termination many Tribal members _____.

- a. were able to stay in Grand Ronde to work
- b. worked in factories
- c. both a and b
- d. moved away to find work

5. What do you think it would have been like to be forced to leave your family, your home and be told you cannot speak your native language anymore?

Name: _____

Date: _____

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- a. Walla Walla
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- c. Chinuk Wawa
- d. none of the above

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TRUE

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A _____ boarding school _____ meant that the children lived at the school and they only came home on vacations.

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- b. worked in factories
- c. both a and b
- d. moved away to find work

5. What do you think it would have been like to be forced to leave your family, your home and be told you cannot speak your native language anymore? (Teacher discretion)

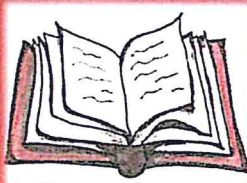
Chinuk Wawa

LANGUAGE LESSON

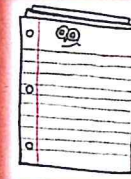
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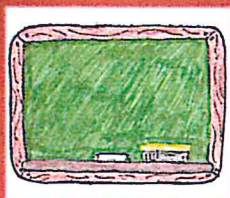
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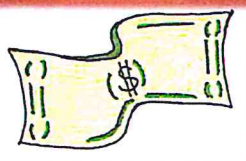
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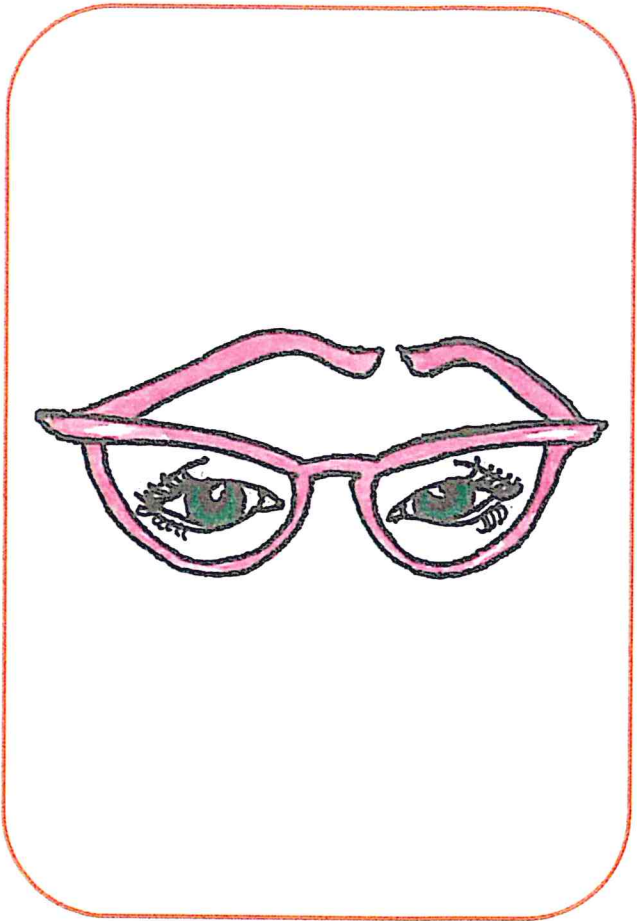
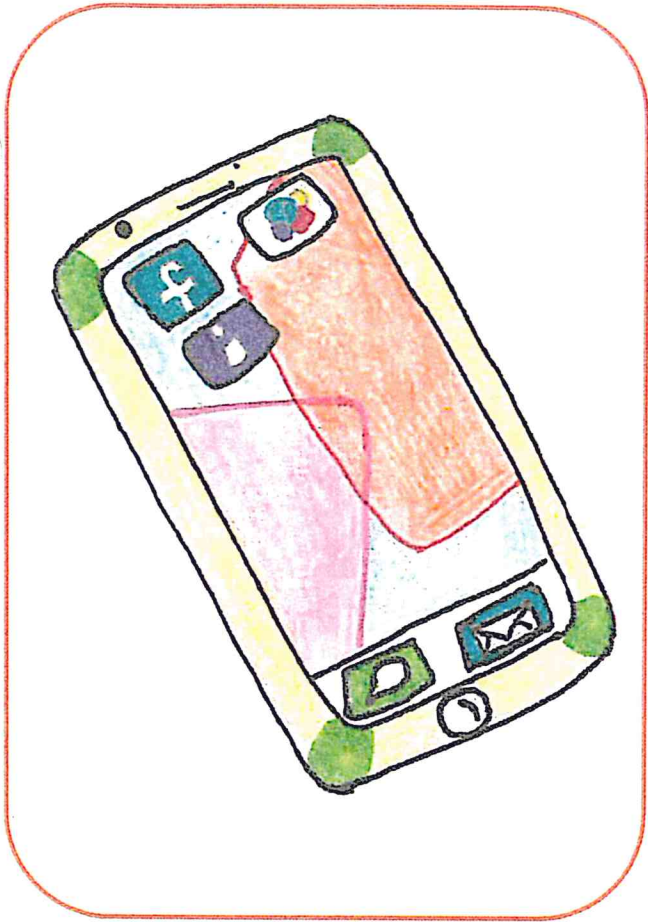
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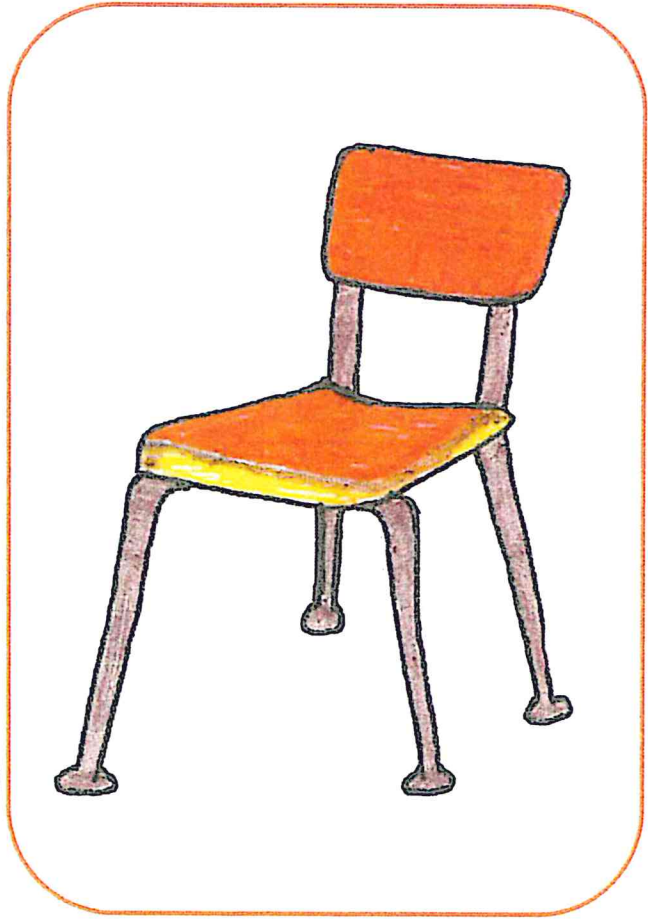
Game Directions

1. Partners
2. Spread out object cards face-up
3. Listen to the computer recording as it says a word in Chinuk Wawa
4. Once it has finished saying the word, find the picture card that matches the word. Remember, you are racing your partner.
 - a. For example: If the computer says "dala" you will hurry to pick up the card that has a picture of a dollar bill.
5. If a student picks up an incorrect card, they must return it to the pile and the other students in their group have an opportunity to grab the correct card.
6. Once you find the word, put it face-down in front of you.
7. Continue this process until all of the words have been spoken.
8. Once all the words have been spoken, each student will go through their cards and say the Chinuk Wawa word for each object.
9. The person who is able to remember the most names of their objects, wins the game

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