



Grade Level: 8  
Subject: ELA

# Language - Chinuk Wawa

## ESSENTIAL UNDERSTANDINGS

- History
- Identity
- Language

## LEARNING OUTCOMES

- 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.

## CULTURALLY RESPONSIVE PRACTICES

- Connecting to the lives of students
- Interaction with others through play
- Connecting to students' personal families and family members
- Movement inside and/or outside of the classroom
- Preserving and honoring cultural history

## ASSESSMENT

Students will be assessed on the proficient completion of the Chinuk Wawa History worksheet and their participation in the Chinuk Wawa Object Game.

## Overview

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

- [Language Lesson Read Aloud](#)
- [Map of Languages](#)
- [Language \(Animals\) Video](#)
- [Animal Cards](#)
- [Game Rules/Directions](#)
- [History of Chinuk Wawa Worksheet](#)
- [Worksheet Answer Key](#)
- [Vocabulary](#)

## LOGISTICS

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

**Whole Class      Teams: 3-5**

**Pairs                      Individually**

## TIME REQUIRED

**50 minutes**

# STANDARDS

## Oregon Common Core State Standards: ELA-Literacy

**8.RI.2** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an evidence based summary of the text.

## Oregon Social Sciences Academic Content Standards

**Historical Knowledge 8.22** Evaluate continuity and change over the course of United States history by analyzing examples of class, gender, religious, regional, and racial conflict, compromise, cooperation, interdependence, and the pursuit of social justice from multiple perspectives.

**Historical Knowledge 8.24** Examine the causes of westward expansion, the resulting cultural and physical genocide, and the methods of resistance, change, and adaptation, by indigenous peoples in response to the invasion of their lands.

**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.

## English Language Proficiency Standards

**6-8.2** An ELL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions

## Background for Teachers

*“Chinuk Wawa (historically usually called “Jargon” in local English) is an intertribal hybrid language indigenous to the Pacific Northwest, where it served as a regional lingua franca facilitating communication between speakers of different tribal languages as well as between tribal people and speakers of English and Canadian French. It arose on the lower Columbia River at a time and under circumstances that remain in dispute. Scholars are in agreement that it must have arisen from contact between Chinookan, the tribal languages originally spoken along the Columbia River from its mouth to The Dalles, and people speaking language foreign to the immediate lower Columbia.” -Chinuk Wawa Dictionary Introduction*

*“The circumstances and events surrounding the founding of Grand Ronde Reservation are key to understanding the long survival of Chinuk Wawa there. At the time this reservation was founded, it was the policy of the United States government to consolidate multiple Native groups on single reservations, where they could be controlled and guided towards Euro-American “civilization.” -Chinuk Wawa Dictionary Introduction*

*“Because the peoples had lived near each other and often spoke more than one language for use in trading, after they were grouped together in the 19th century on the reservation, they refined a creole language that became known as Chinook Jargon. Although long forced to speak English, the peoples are working to revive this as a native language named Chinuk Wawa and have produced native speakers through immersion programs for young children.*

*Historically the tribe had peoples speaking 27 distinct languages. Numerous members of these tribes could speak more than one language due to the proximity of many different tribes and their trading relationships. The Oregon Territory had one of the most linguistically diverse regions in the world. But on the reservation, most Native Americans began communicating using Chinook Jargon, the trade language. The Chinook Jargon was widely spoken throughout the Northwest among tribes and newcomers to the region. At Grand Ronde reservation, Chinook Jargon developed as a creole, a first language in most native homes. This language has persisted throughout the history of the tribe and through the termination era (1954-1983). During this period, children were being sent to Indian boarding schools and forced to learn English; all distinct tribal languages at Grand Ronde became extinct as their last native speakers died. In the 1970s, Grand Ronde elders began teaching Chinook Jargon language classes in the community. In the 1990s the Confederated tribes of Grand Ronde regained federal recognition and sovereignty. In this period of renewal, and aided by revenues from the casino, they established a formal language program for children. Chinook Jargon was renamed as Chinuk Wawa (Talking Chinuk). The Grand Ronde tribe’s immersion language program has produced native speakers, joining another half dozen Native immersion language programs in such success. This program begins in preschool classes (Lilu) and continues into Kindergarten. The language program officials plan to expand the immersion program to a pre-8 grade program. This will create speakers of the language to help the language survive into perpetuity.” -NPAIHB*

### Websites:

- [https://www.npaihb.org/member-tribes/grand-ronde-tribes/#:~:text=At%20Grand%20Ronde%20reservation%2C%20Chinook.era%20\(1954%2D1983\).](https://www.npaihb.org/member-tribes/grand-ronde-tribes/#:~:text=At%20Grand%20Ronde%20reservation%2C%20Chinook.era%20(1954%2D1983).)
- <https://www.youtube.com/channel/UCf0URTCz2s5U3AqefuQyIq>

### 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

- **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.
- **Indian Boarding School** - a school where Native children were sent away from the reservations. The Native children were forcibly sent to the boarding schools and lived at the schools throughout the year. They were occasionally allowed to come home during holidays. The children were made to wear European-style clothing and eat European-style food. They were not allowed to speak their Native language or display any pieces of their culture or cultural practices and were punished if they did.
- **Chinuk Wawa** - the common language of the Grand Ronde reservation, used by the Native peoples of the Pacific Northwest to communicate with each other. The language was developed by Native peoples along the Columbia River to communicate with explorers, traders, 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, and fur traders in Salem and Portland.

## Opening

Begin by showing students a video of Chinuk Wawa being spoken (teachers can play both videos or choose one):

- <https://www.youtube.com/watch?v=7yfFdOD6D9A>
- <https://www.youtube.com/watch?v=hzLwoU8ma1E>

Discuss with students.

- *Have you ever heard this language spoken before?*
- *Does it sound like any other language you have heard before?*

## Activity

1. Begin by reading the History of Chinuk Wawa read aloud with students. This can be done as a whole group, small groups, or individually.
2. After students have finished reading, review the vocabulary words. Ask students if they can define the words from the reading prior to giving them the provided definitions.
3. Show students the map of Western Oregon Languages. Ask/Show students where their school sits on the map and identify which language(s) would have been traditionally spoken in their region.
4. Ask students:
  - a. *Why did each of these languages disappear?*
  - b. *How do you think it would have felt to feel your language disappearing?*
  - c. *How would it feel to be told you were no longer allowed to speak your language?*
5. Have students complete the History of Chinuk Wawa worksheet. This can be done as a whole group, small groups, partners, or individually.
6. After most/all students have completed the worksheet, show students the video, “chxi-tənəs-wawa: Animals” from the Chinuk Wawa Education Program YouTube page. As you watch the video, stop after each animal to review and practice the words.  
<https://youtu.be/Ms8YcmO7qOY>
7. After watching the video (possibly multiple times if needed) explain to students that they will be playing a card game using the animals in the video. Read the Rules/Direction aloud to the class prior to passing out the playing cards.
8. Play the video, “chxi-tənəs-wawa: Animals” for the students to start their game. Stop the video after each animal to give students time to flip their cards.

## Closure

Students can play the game as many times as they would like or that time allows. Encourage students to rotate partners. When students are completed, have them name their favorite animal (in Chinuk Wawa) to their partner.

## Differentiation

- Teachers can exclude the History of Chinuk Wawa worksheet if time does not allow for the completion of the worksheet and the playing of the game
- Teachers can play the “chxi-tənəs-wawa: Animals” video as many times as needed for students to hear the sounds/words. Teachers may opt to keep it playing during the game.

## Extension

- Students can explore the Chinuk Wawa Education Program YouTube page to hear more videos in Chinuk Wawa. <https://www.youtube.com/channel/UCf0URTCz2s5U3AgefuDgylg>
- Students can use the Chinuk Wawa app or dictionary (if accessible) to look up more words. <https://www.grandronde.org/services/education/chinuk-wawa-education-program/chinuk-wawa-app/>

## 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

Language Lesson Read Aloud:

<https://drive.google.com/file/d/1KKcJs18q1GDAPLzfCAENZ6J-cgPyIplS/view?usp=sharing>

Map of Languages:

[https://drive.google.com/file/d/1O3mJ4WjE48CqTt3L\\_0ABtSgjcJUcN27t/view?usp=sharing](https://drive.google.com/file/d/1O3mJ4WjE48CqTt3L_0ABtSgjcJUcN27t/view?usp=sharing)

Language (Animals) Video

<https://youtu.be/Ms8YcmO7qOY>

Animal Cards:

<https://drive.google.com/file/d/1YB2t67JFI6XHBNSHd0-swWd6eGrL7039/view?usp=sharing>

Game Rules/Directions

[https://drive.google.com/file/d/1LL4ToRvFSFTrbsOdBHbpKyplib\\_8KLcq/view?usp=sharing](https://drive.google.com/file/d/1LL4ToRvFSFTrbsOdBHbpKyplib_8KLcq/view?usp=sharing)

History of Chinuk Wawa Worksheet:

<https://drive.google.com/file/d/1eqFDnR-K-sAyJq2oYdPjC0YsXYT7TW7B/view?usp=sharing>

Worksheet Answer Key:

[https://drive.google.com/file/d/1k1xvql-\\_zV-YeENZUqWtf5Hv4hFt4GT7/view?usp=sharing](https://drive.google.com/file/d/1k1xvql-_zV-YeENZUqWtf5Hv4hFt4GT7/view?usp=sharing)