



## LESSON 1

# Introduction to the Takelma Language

## LEARNING OUTCOMES

- Students will learn some common Takelma vocabulary words through English translations and express them conceptually through categorical themes and graphic representations (e.g., pictures)
- Students will work with others to collaborate in developing a concept map, grouping words and explaining their reasoning
- Students will create quality products for public display
- Students will reflect on the multilingual nature of the world, the state, and their community

## ESSENTIAL QUESTIONS

- What languages are spoken in Oregon? In our community?
- What does the Takelma language sound like?
- What are some common vocabulary words in Takelma?

## LOGISTICS

- Where does the activity take place?  
*Classroom or open space (e.g., cafeteria, media center)*
- How are the students organized?
  - Whole class     Teams: 3 – 5 and 2 – 4
  - Pairs     Individually

## TIME REQUIRED

2 – 3.5 hours

## Overview

During this activity students will be introduced to the Takelma (pronounced /Da/-/gel/-/ma/) language by exploring specific vocabulary words in several categories, such as people, nature, landscape, numbers, food, fish, colors, and birds. Students should work in groups of three to five to develop these categories using vocabulary “word cards” that include a Takelma word and the English translation. After creating several options, each team will choose one category of words and create a poster showing a Concept Map for the words they have learned for the selected category and a graphic representation of each word. They will then listen to a recording of each word that is on their Concept Map and present the pronunciations of the Takelma words to the class. At the end of the activity, the posters will be displayed in the classroom or around the school, as appropriate, as a visual reinforcement of the vocabulary.

## Background for teachers

As we have been learning in previous lessons, the Cow Creek Umpqua Tribe continues to reconstruct and revitalize its heritage, culture, language, and customs—creating a modern identity for the Tribe that is based in traditional beliefs and ways of knowing. In a spirit of survivance, persistence, and



self-determination, the tribe is recovering the Takelma language after nearly two centuries of external actions by the U.S. government to undermine the ability of the people to maintain their ancestral language. In this lesson, students will begin to learn about the language of the Cow Creek Umpqua Tribe and will consider the relationship between language and community.

## Considerations for teachers

### Assessment: How will you know if students are learning?

- Students will collaboratively organize the vocabulary words into concepts in their small groups. The teacher should listen and monitor for student engagement and correct any misperceptions or bias.
- Students will complete the Concept Map, which indicates accurate student thinking in progress. It can serve as a formative assessment to indicate whether more scaffolding might be necessary.
- Students will present the set of Takelma vocabulary words that are on their Concept Map. The teacher should listen for correct pronunciation based on the MP3 recordings provided.

## STANDARDS

### Oregon social studies standards<sup>1</sup>

Ethnic Studies – 4.10

### Oregon English language arts standards

Writing – 4.W.7

Speaking & Listening – 4.SL.1; 4.SL.4; 4.SL.5

## MATERIALS

### What materials are needed for students to engage in this activity?

- Multiple sets of Takelma vocabulary word cards (one set per student group, approximately five complete sets per class)
- Takelma vocabulary word recordings (MP3 files)
- Approximately five or six devices that can play MP3 files (one per student group) with all related Takelma vocabulary words for students to listen to the pronunciations
- Takelma Language Affinity Mapping protocol
- Takelma Language pronunciation guide
- As needed for graphic representations: scissors, glue sticks, art supplies, crayons
- Concept Map organizer
- Poster paper, poster boards, or pre-cut butcher paper

<sup>1</sup> Oregon is in the process of revising its social studies standards. This document references the draft 2018 standards for grade 4.



**Practices (group roles, classroom routines). This depends on the activity. For instance, how do you rotate roles? Assign computers? Get supplies?**

- *Affinity mapping* – Review the protocol that is provided to prepare for how students should create the vocabulary categories in a structured way.
- *Small group* – Prepare for the management of small group work. Students work in groups of three to five to complete the activity. As the instructor, you can determine whether to preassign groups or allow self-selection.
- *Presentation* – Prepare to scaffold informal presentations by each group as they share their final products (i.e., the poster Concept Map). If you plan to grade or to hold students accountable individually for aspects of the assignment, prepare for that as appropriate.

### Learning targets

- I can pronounce and recognize Takelma vocabulary words using both words and pictures.
- I can understand some basic ideas about why speaking multiple languages can be useful and important.
- I can work with a partner or partners to come up with our best ideas and to decide how to present them.
- I can compare the things I produced and learned to those of others in my class to think about why people sometimes think differently about the same topic.

### VOCABULARY

**Concept map** – A graphic organizer that provides a visual structure for mapping vocabulary terms to a central idea or theme. In this lesson, students will create concept maps that have the category in the center of the diagram and related vocabulary words branching out from there.

**Takelma** – The indigenous language spoken by the Cow Creek Umpqua Tribe.



## Options/extensions

- Student work could be presented to other community audiences. This could be done by choosing a few high-quality presentations or asking for volunteers, although this involves some consideration, as “ranking” students can reinforce negative academic thinking. Options for selecting a few presentations could be anonymous classroom voting or random selection. It could also be done by allowing all students to present in small groups to a few community members each.
- The teacher or school could invite the tribal government office<sup>2</sup> to send one or more knowledgeable local tribal members to speak to the class or to an all-school assembly about a particular set of words and to hear a live presentation and/or storytelling about a related topic. The activity could include an opportunity for students to hear a tribal member pronounce words, have students repeat them, and then have the tribal member provide feedback on correct pronunciation. An extension of this would be to have a tribal member talk about the purpose of various inflections (word endings and what they mean) and intonations (changes in sounds within the word).
- This procedure could also be adapted for English language learning. While completing the poster component each time may not be feasible, the grouping exercise—using the one-page version of the Concept Map—might be useful for teaching students academic vocabulary words that are unfamiliar.

<sup>2</sup>The Tribe prefers that teachers and schools contact the tribal government office for such requests to ensure they are carried out by knowledgeable tribal members and that presentations are consistent with the Tribe’s approved curriculum.

## Reflection/closure

- Review the learning targets.
- Discuss with students what they believe they have learned.
- Have students think-pair-share about questions they might have about what they have learned and that they might explore as part of their culminating project. Prompt for two or more examples, and then let a few groups share their ideas with the whole class.

## Appendix

The following files are associated with this lesson.

- 01.M4\_L1\_Takelma\_Lang\_Languages-Spoken-in-Oregon.docx
- 02.M4\_L1\_Takelma\_Lang\_word cards for categories.docx
- 03.M4\_L1\_Takelma\_Lang\_Affinity Mapping.docx
- 04.M4\_L1\_Takelma\_Lang\_Concept Map.docx
- 05.M4\_L1\_Takelma\_Lang\_Orthography.pdf

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## Activity 1

# Introducing Takelma as one language in Oregon

Time: 15 – 20 minutes

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### Setup

Post the learning targets in a visible place in the classroom. Briefly review them with students, clarifying their meaning and intent as necessary.

### Say:

*Think back to our first lesson on people groups. Most people groups have their own language, place, and culture. With that in mind, take out a piece of paper and list any languages you know of that are different than yours and are spoken in our classroom, school, or community. When you're finished, talk to your neighbors (or table groups) and share the languages you have listed.*

When students are done sharing with their partners/groups, have volunteers share out four or five examples with the whole class. Record responses on the board or a poster paper.

Display a list of common languages (other than English) spoken in Oregon (see Appendix).

### Say:

*This list (point to what is on the board) shows the most common languages in Oregon, but it does not include all languages. As we've learned throughout our unit of study on the Cow Creek Umpqua Tribe, American Indians have their own languages and cultures. Today, we're going to spend some time exploring the Tribe's language, which is known as **Takelma**.*

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## Activity 2

# Reviewing and organizing the words

Time: 20 – 40 minutes

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### Say:

(If teaching tribal members, modify, as you feel is appropriate.) *We're going to work in groups to learn about some key vocabulary words in the Takelma language. Your team will sort the words into categories based on things you think the words have in common. After experimenting with some different ways to group them, you'll be choosing how to design a poster to communicate your choices to others. You'll use a protocol called Affinity Mapping to help you. I'll pass that out in a moment and walk you through each step.*

Organize students in groups of three or four. You can pre-select the groupings or allow students to choose, depending on the makeup of your class and their experience working with others. Have each group take a full set of words and create categories. Use (or modify) the Affinity Mapping protocol to help your students have a structured process for finding and creating categories. The purpose of this activity is to explore the words that are available in the Takelma vocabulary word cards. Students will need to rely on the English version of the words for this activity. Once students have their categories, ask them to group all the related Takelma vocabulary word cards under each category so they have sets of word cards that go together.

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### Activity 3

## Create Concept Map posters

Time: 30 – 45 minutes

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Instruct each of the student groups to select one category of Takelma vocabulary word cards and arrange them so all team members can see them. This may require the groups to sit around a table or floor space depending on classroom layout. Pass out the Concept Map organizer and explain how to create a poster that is a large version of the Concept Map.

#### Say:

*Our goal is to communicate about the Takelma vocabulary words and categories that you created. To do that, there are a few steps your team will consider.*

- 1. Your group needs to choose your favorite category of vocabulary words. If you want to use combinations you thought of after your first three, you can, but you must have a reason, and I will need to see and approve your plan for a different category.*
- 2. You then need to plan a poster layout that uses the Concept Map graphic organizer I have just given you. In the center oval, you will write the category of all the Takelma words you have selected. In each of the boxes, you will place one Takelma vocabulary word card. Use the small version of the Concept Map to plan what you want to include and how to organize it before you start your large poster. You will need to be able to pronounce each word card and have a picture that depicts it. We'll learn how to pronounce the words a little later, so for now, plan how your picture will fit in the Concept Map with each word card. (Have drawing supplies or culturally appropriate images that can be used for the images.)*



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**Activity 3** *(Continued)*

3. *Put your poster together in a way that makes sense to you and that will also make sense to others. Here are a few things to think about:*
  - a. *Put an explanation in the center oval of what each category means.*
  - b. *Use what you know from what we have studied to help communicate the meaning of the Takelma word (e.g., think about any images, maps, and stories we've studied).*
  - c. *In addition to having a picture that represents each word, think about design, artistic additions, or other things that add information or interesting pieces that attract attention. Be careful not to add so much material that it becomes distracting.*
  - d. *Submit your small Concept Map plan to me for a quick approval, then construct your poster to match your plan.*

Provide students with sufficient time to draft the Concept Map plan and create the poster. Monitor and adjust, as needed, to help them stay focused and to balance the teamwork. Suggest options if they seem to be struggling. (Have them hang their posters on the wall when finished if there will be time between this activity and the next.)



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**Activity 4****Learn the pronunciation of each Takelma word on your poster***Time: 30 – 45 minutes*

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Once teams have created their Concept Map posters, provide each group with an MP3 player that has the correct spoken pronunciations for all the Takelma vocabulary words. The files are provided with the unit materials and can be downloaded onto a computer, smartphone, tablet, or other compatible device. Show students how to use the chosen device, as needed, and explain how the words are already grouped into similar categories to make it easier for them to find their words.

**Say:**

*I want you to do the following. As a group, pick the first word card on your poster. Find the word on the MP3 player. Each recording has a pronunciation of the English translation and the original Takelma word. Listen to the recording once. Then, while looking at your word card, play the recording again as a group and copy the recording by chorally saying what the person in the audio says. Say the English word with them and the Takelma word with them. Repeat this by chorally reading the words and playing the recording three or four times. Then repeat this process with the next word card on your poster, and so on, until you have learned how to pronounce all the Takelma words on your poster. Then, assign each word card to someone in your group who will be responsible for pronouncing it for the whole class.*

Give groups sufficient time to work their way through their words. Monitor them as needed. If students are having a difficult time with pronunciation, refer to the Language Pronunciation Guide handout, which explains any difficult spellings and sounds.



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**Activity 5****Present Takelma Concept Map posters**

*Time: 20 – 30 minutes (5 minutes per group)*

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Have each group briefly explain its poster and discuss its graphic representations. Each word should be read in Takelma by the student who picked that word (some students may have more than one word to pronounce). Encourage the class to respect each student as they do their best to pronounce words that may be difficult or contain unfamiliar sounds (i.e., no laughing or corrections are allowed so that everyone is able to take risks and try).

Determine how to display the results. Designate a wall in your room where these Concept Maps can live and then discuss other ways to give life to the words. At minimum, some posters should be left in the classroom to reinforce the language learning. Depending on space and other options, some posters can be posted in hallways, elsewhere in the school, or even in the community. This is highly context dependent, so use your own judgement. You can involve students in brainstorming options, if you like.



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**Activity 6****Reflect on learning some basics of the Takelma language***Time: 10 – 20 minutes*

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Wrap up the lesson with the following discussion. Adapt the questions as appropriate to help your students think about the value of relearning the language of one’s ancestors and the role that language can play in learning to respect and understand another person’s culture and heritage.

**Say:**

*Earlier in our unit and at the beginning of this lesson, we talked about the idea of people groups and the many languages spoken by different people all over the world and here in Oregon. Let’s analyze what we’ve learned and draw some inferences about how understanding language helps us.*

- *Why is it important to consider the history and background of people from different places, including their languages? (Use think-pair-share or small group discussion as a strategy to increase engagement.)*
- *How might studying other people’s languages, cultures, and history enable us to be more kind and understanding when we are with them? (Use think-pair-share or small group discussion as a strategy to increase engagement.)*

