

Sahaptin lessons introduces family members

Culture Camp Language Activities
Sápsikw'at Ichishkin snwit
 (Teaching Sahaptin Language)
Monday

Náimuma
 Family



Chiashwá tla ku káfa.
 This is my mother's father and mother.



Chiashwá ála ku púsha.
 This is my father's mother and father.

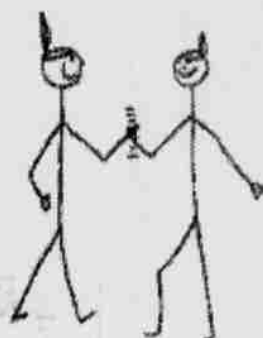
Tuesday
Ikush iwá snwit
 Conversation



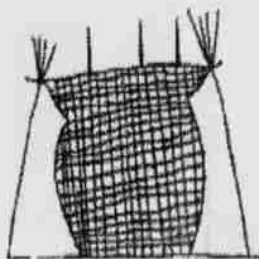
Kw'afani
 Happy



Niix ashwá
 I'm Fine.



Niix máicqi
 Good Morning.



Sápsikw'at wautukt
 Camp of learning.

Wednesday
Sámsikw'at ku Iq'iwit
 Culture Camp Language Activities



Shaláuwishaash
 I'm tired.



Payúwishaash
 I'm sick.



Tunánpash ku kkaásu anít
 Making Bows and Arrows



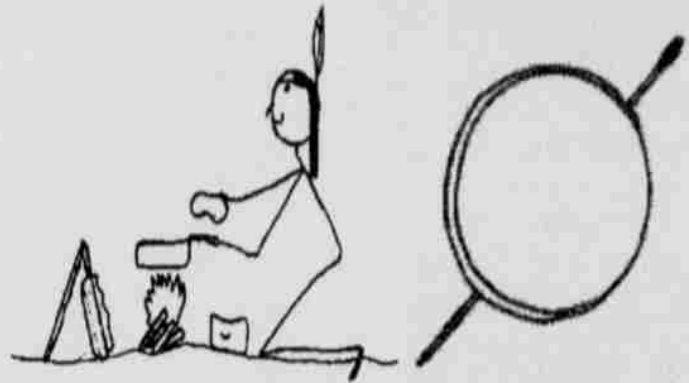
Pipshím tauq'xsh ku
 iwáiwish
 Choker and Breast plate.



Chiashwá natútas ku na'fás.
 This is my father and mother.

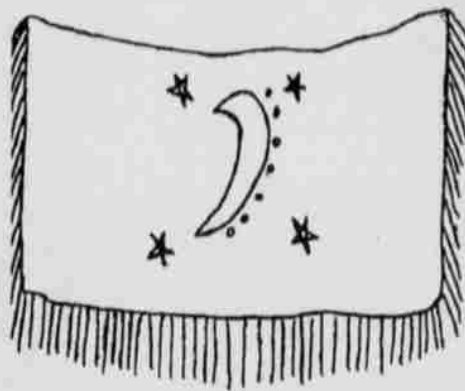


Chiashwá pacht ku pat.
 This is my younger brother
 and older sister.

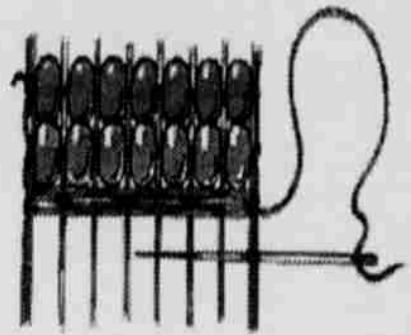


Palaiyíki sapl anít
 Making Campfire Bread

Kiukúlas anít
 Making drums



Lisháal anít
 Making shawls



Wáp'at k'ptki
 Loom beading

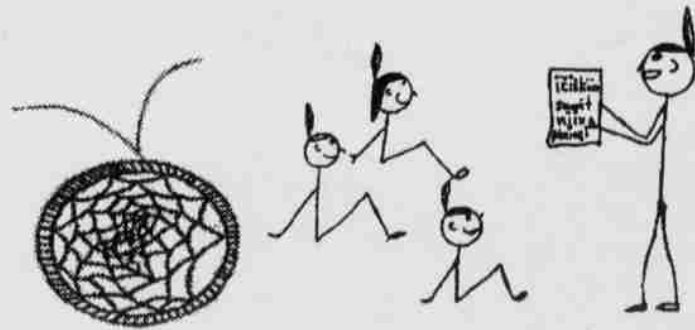
Thursday
Sámsikw'at ku Iq'iwit
 Culture Camp Language Activities



Wisxawasmí wápas anít
 Making twine bags



Páwinat k'ptki
 Lazy Stitch beading



Watáqw'tháuwáchna
 Dream Catchers

Sápsikw'at'ichishkin snwit
 Teaching Sahaptin Language

Culture and Heritage staff attend American Indian Language Development Institute

Five staff from the Culture and Heritage Department attended the American Indian Language Development Institute, in Tucson, Arizona, which is at the University of Arizona, from June 3 to June 27. Attending were: Director Wilson Wewa, Computer Programmer Valerie Aguilar, Paiute Language teachers Shirley Tufti and Pat Miller and Alice Harman, Curriculum Developer.

The Institute has been going for 16 years. In 1995 the Sahaptin Language teachers attended the Institute. Next year the Wasco Language teachers are tentatively scheduled to attend.

There were a lot of Language teachers from all over the United States, Canada, Mexico, Venezuela, Brazil to name a few. Mostly Hopi and Navajo, who had the most experience in teaching Indian Language.

Valerie, Pat and Shirley attended classes in methods and materials in bilingual education and linguistics. In these classes they learned to write, develop curriculum, do lesson plans and thematic units.

Alice and Wilson took sociolinguistics and studied politics and policy in native language development. According to Alice it was

very intense and interesting.

They emphasized the fact that people who spoke Indian language were the experts. It's not important that they have a piece of paper that says they know something, it's what you've known most of your life, your culture, history and the language. The experts are the ones keeping the language alive.

Emphasized also was the fact that in language rejuvenation and language development, decisions should be made by Indian people. Non-Indians can be useful in technical aspects or provide support.

They went to school at 7:45 a.m. in the morning until 4:00 p.m. in the afternoon and attended lectures in the evenings. They did a lot of homework in the evenings also.

Their lectures included speakers of different cultures from Mexico, Hawaii, other Native Americans. They told the story of their language rejuvenation, the methods they used and the current status. They talked of the hurdles and bureaucracy their programs went through.

Some of their lectures included presentations by poets, authors and bilingual teachers.

They learned from lecturers that

the key to keeping any language alive is to start teaching children at a young age. The teaching has to come from the parents, so that children can learn and at the same time use the language with someone in the home.

The lectures also included languages that were never written and the steps that were taken to start an alphabet for that language and eventually write it.

The Paiute Language teachers learned new methods of teaching and shared their own methods with other language teachers. Language teachers were impressed by the methods used in Warm Springs.

Learning how to write their language was new experience for them. The sentence structure of the Paiute language is backwards compared to English. Miller said in Warm Springs she hardly has to write the language.

Going back to school for Pat Miller and Shirley Tufti was "scary," they lacked confidence in themselves. They helped each other and received help from Valerie and Alice in return for help with the Paiute language.

After completion Miller was im-



Language Program attends Language Development Institute in Tucson, Arizona.

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