

~ Culture & Heritage Language Lesson ~

~ Student lessons for the classroom ~

Ichishkiin ~ Warm Springs (from page 8)

Kiksht ~ Wasq'u

2. Implementation:
Pick Up and Set Down:

The teacher will give commands to a small group of students to pick up and put down an object. Repeat until the class can follow the commands easily. Use the following language:

Áwnpnk t́mash.	Pick up the paper.
Átamchashak tkwatatpamápa.	Lay it on top of the table.

Give It to Someone:

The teacher will give commands to get an object and give it to another student. Repeat until the class can follow the commands easily. Use the following language:

Ánik tkwsai Henry-na.	Give the cup to Henry.
Pánim íq'iwit'áwas.	Give me the toy.

Who is Holding It?

The teacher will ask questions about who is holding what object. The class will answer. A one-word answer is just fine.

Tun ipísha Terry?	What is Terry holding?
Ipísha saalit'áwas.	He is holding the scissors.
Shin ipísha íiiktpamá t́mash?	Who is holding the kleenex?

Objects to Use:

Try to use most of the following objects, along with the objects and locations the children have learned in previous lessons. Each time you do this lesson, focus on a different group of objects. If your classroom doesn't have some of these objects, don't use them. You may want to add names of other objects that are common in your classroom but aren't on the list.

alaxauktpamá	crayons
saalit'áwas	scissors
tkwsai	cup
t́mash	paper
wiwanichtpamá t́mash	book
íiiktpamá t́mash	kleenex

nuwáipash	box
k'attpamá	wastebasket
íq'iwit'áwas	toy
shapawach'akáwas	tape, glue, paste
shuup	soap
timat'áwas	pen, pencil, marker

tautaulí	storage can
sap'alúx	doll
sapak'ustikáwas	towel, wiping cloth
shapalálp'at	picture
shapaq'icháwas	hanger, hook
twatimanf	drawing
waanpáwas	tape recorder

3. Closure:

Review the objects the class has studied by pointing to them or holding them up and asking the class what they are.

4. Follow-Up:

Continue with similar lessons until the students have learned the Sahaptin names for the most common objects in the classroom and can follow the commands and answer the questions pretty well.

RESOURCES:

Use the locations and objects that are in your classroom. If you don't have all the objects and locations that are listed in this lesson, don't use those words. If you have other objects or locations that are important to the students, add them to this lesson.

EVALUATION:

There will be an oral test at the end of the year. During the year, the teachers will observe the students and keep a checklist of their accomplishments, according to the Unit Objectives.

UNIT:	ROOTS UNIT	BY:	Gladys Thompson, Madeline McInturff, Valerie Aguilar, Alice Harman
LEVEL:	Beginning	FOR:	Community Classes
LESSON:	Wait Until the Feast	TIME:	15 minutes at a time

GOAL:

To understand the importance of honoring the first roots at the feast. To know not to go digging until after the feast.

OBJECTIVES: The student will be able to:

1. Know that we don't go out and dig roots until after the feast, for conceptual control.
2. Say, read and write four key words that relate to the feast, for partial control.

PROCEDURES:

1. Introduction:

Explain in English the importance of having a feast to thank the Creator and bless the roots. Tell that we wait until the feast to go out and dig roots. Tell the students that they won't learn all the Wasco sentences, but they should understand the values and learn three or four words.

2. Implementation:

Give the "Wait Until the Feast" handouts to the students. Read the English translation first, then the Wasco. Write the missing words onto the blackboard, repeat the sentences, and have the students write in the missing words.

yaniwadix	[ya - ni - WA - dix]	first
k'aya		don't, not
itl≈lém	[it - l≈ - LEM]	food, things to eat
il≈lém	[il - ≈ - LEM]	meal, feast
kanawishan		everybody

Before the Feast:	
K'aya pu alulagaq'ilaba yaniwadix pu dulapx itl≈lém aqduyiludamida.	We shouldn't dig until we have first blessed the dug-up foods.
[a - lu - la - ga - Q'I - la - ba] [du - LAP - x] [aq - du - yi - u - lu - DA - mi - da]	
At the Feast:	
Yaniwadix aq'dugiuludamida dulapx itl≈lém.	First we bless the dug-up foods.
[aq' - du - gi - u - lu - DA - mi - da]	
il≈lém aga ikia≈.	The feast is on.
[i - KI - a≈]	
After the Feast:	
Aga kanawishan alugaq'ilaba.	Now everybody can dig.
[a - lu - ga - Q'I - la - ba]	

3. Closure:

Let the class know that today's way of doing the feast is different from what was done long ago. The old ways have been lost; today's Wasco people didn't learn how their elders prayed for the foods or conducted the feast. What is important is that we still have the value of thanking the Creator for the dug-up foods before everybody goes out to dig for themselves.

4. Follow-Up:

Bring in foods, dishes, etc. and have the class act out a feast.

RESOURCES:

- "Wait Until the Feast" handout

EVALUATION:

The teachers will observe the students and keep a checklist of their accomplishments. The students will also keep a checklist of their own

accomplishments.

LANGUAGE NOTES:

(Teacher's Reference Only):

- it-l≈lém** food, foods, things to eat -- when it has the **it-** prefix, it means things to eat
- i-l≈lém** meal, feast -- when it has the **i-** prefix, it means the whole meal or a feast

~ Confederated Tribes of Warm Springs Culture & Heritage Department ~

