

~ Culture & Heritage Language Lesson ~

~ Student lessons for the classroom ~

Ichishkiin ~ Warm Springs

UNIT:	CLASSROOM UNIT	BY:	Sahaptin Language Team
LEVEL:	Beginning	FOR	Kindergarten
LESSON:	Stand & Sit	TIME:	15 minutes at a time

GOAL:

To stand up and sit down in various places in the room. To understand that Sahaptin has both formal and informal language.

OBJECTIVES:

- The student will be able to:
1. Follow command to stand up and sit down, for full control.
 2. Follow commands to stand or sit in certain locations, for partial control.
 3. Realize that Sahaptin has both formal and informal language, for conceptual control.

PROCEDURES:

1. Introduction:

Stand up, go to different places in the room, and sit down. Tell the students what you are doing as you move around.

Tútishaash wát'ichni timatpamápa.	I'm standing in front of the blackboard.
Áishaash ckw'ftpa.	I'm sitting in the corner.

2. Implementation:

Give TPR commands to a small group of students at a time. Have them stand up, go to a place in the room, and sit down. After the class can follow the commands well in a group, begin to work with individual students. Choose a small group of students to give the commands to other students.

Standing:	
Tutfti fwáiki.	Stand up slowly.
Tútik ktu.	Stand up quickly.
Auxanáichti.	All rise.
Tútik páchupa kutkut'áwas ku timatpamápa.	Stand between the computer and the blackboard.
Tútik wát'ichni nichtpamápa.	Stand in front of the closet.
Tutfti ckw'ftpa.	Stand in the corner.

Sitting:	
Áichti áushnitshpa wát'ichni aicáwaspa.	Stand on the floor in front of the chair.
Áichnk áushnitshpa c'áac'aa áutukshpa.	Sit on the carpet next to the wall.
Chau áichti tkwatpamápa.	Don't sit on the table.
Tamanáichti.	Be seated.

wát'ichni	in front of
ánachni	behind
c'aa	near
c'áac'aa	next to
páchupa	between
nuwítkni	to the right of
waqacalkni	to the left of
kálawakt	under
mftichni	under, beneath

Special Objects & Locations:

Depending on the classroom you're working in, you may have some of the following objects and locations. Be sure to use these phrases in sentences if you decide to teach them. Teach only the words and phrases that match objects and locations in your classroom:

áushnitshpa kwna wanícht wítimani	on the carpet with names written on it
ksks shapátuti timatpamápa	on the flipchart or small standing writing board
tkwatpamápa wanícht kwna tímami	at the table with names written on it
xa'áu tkwatpamá	colored table
wak'aatkáwas	broom
xa'áp	in the next room

3. Closure:

Get everybody to sit down back in their places.

T'fáaxw skulíháma, tamanáichti.	All students, be seated.
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4. Follow-Up:

Musical chairs activity.

RESOURCES:

Objects and places in the classroom.

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.

Numu ~ Paiute (from page 8)

The teacher will have the students look, listen and repeat what was on the board with the questions and answers. The students will work in partners to converse "where are you from?" to "where do you live?"

Stage 2:

Once done each group will stand in front of the class to present their conversation.

3. Closure:

The teacher will go around the room and pick on the students to get to answer the question the teacher asks them on either "where are you from? Or Where do you live?" but getting to see if the students can answer the questions correctly.

4. Follow-up:

The teacher will observe the students as they participate in the lesson and will keep a checklist of their accomplishments.

RESOURCES:

- "Fill-in" blank handouts
- "matching" handout
- Memory game/matching game
- Word-list and phrase-list in Paiute with key words and phrases

EVALUATION:

The teacher will observe the students as they participate in the lesson and will keep a checklist of their accomplishments.

LANGUAGE LESSON:

(Teacher's Reference Only)

Vocabulary: Key Words	
Hanoo	Where
U	You
Kemma'o	Come from
Nobe	Home/House
Nu	I
Agaitsewatoo	In Warm Springs

Sentences:	
Hanoo watoo u kemma'o?	Where did you come from?
Hanoo u nobekayoo?	Where do you live?
Nu agaitsewatoo kemma.	I came from Warm Springs.
Nu agaitsewatoo nobekayoo.	I live in Warm Springs.
Nu agaitsewatoo kemma noo nolekayoo.	I came from and live in Warm Springs.

Federal summit on Native languages

The U.S. departments of the Interior, Agriculture, Education and Health and Human Services earlier this month held the annual Native Languages Summit. The *Speaking Sovereignty Summit* met in Oklahoma City.

Host this year was the Bureau of Indian Education. The BIE supports Indigenous communities seeking to protect, revitalize and reclaim Indigenous languages, many of which were erased or critically endangered through assimilationist policies, including federal Indian boarding schools. "The cornerstone of

any culture or community is its language," said Deb Haaland, Secretary of the Interior.

"This is how oral histories are passed down, knowledge is shared, and bonds are formed. As part of our commitment to strengthening and supporting Indigenous communities, we are resolute in the efforts to ensuring Native languages are preserved and protected. "The department is proud to help lead this interagency effort to encourage programs and projects to include instruction in and use of Native languages."

Last year, as part of the 2021 White House Tribal Nations Summit, the Interior

Departments launched a new interagency initiative to preserve, protect and promote the rights and freedom of Native Americans to use, practice, and develop Native languages, including in signing a memorandum of agreement to further the Native American Languages Act of 1990.

Topics discussed at this month's Native Language Summit included mentoring and developing teachers, amplifying family and community engagement, and honoring Native people for their contribution to Native languages within Indigenous communities.

W.S. visit from Oregon Community Foundation

The Oregon Community Foundation was in Warm Springs last week. The new president and chief executive officer of the Oregon Community Foundation is Lisa Mensah.

She came to visit the Warm Springs community, meeting with a group of people at the Warm Springs Community Action Team.

They shared about their work, their plans, and their challenges.

"Our challenges are serious nowadays, but they are what make a lot of folks get up in the morning," Ms. Mensah said after the meeting.

"You know we just left this fascinating table on the Warm Springs Reservation to hear from the leaders. And yes, the challenges are huge. But what I heard mostly were these beautiful, hopeful voices around the table," Mensah said.

"This leadership is leaning in and saying, 'We can do this. We don't have to wait. We can create opportunities for our neighbors, for our tribe for our community."

This was the most exciting part of the meeting at the Community Action Team, she said. "These kinds of things are bridges.

"They exist in urban com-

munities and rural communities and indigenous tribal communities. It's people who see a dream of change, and then find the right partners and inspire the partners to come with them on a journey."

Mensah has been at the helm of the Oregon Community Foundation for about four weeks. Warm Springs was one of her first stops getting to know communities that have found support from the foundation.

, which puts donated dollars to work and maximizes impact for the benefit of people across the state. In