

~ Student lessons for the classroom ~

Ichishkiin ~ Warm Springs

UNIT:	CLOTHING UNIT	BY:	Sahaptin Language Team
LEVEL:	Beginning	FOR:	2nd Graders
LESSON:	Waashat/Sunday Clothes	TIME:	15 minutes at a time

GOAL:
To learn the proper dress for Waashat, which is our religion, and to learn the words for the dress and regalia.

OBJECTIVES: The student will be able to:
1. Say the name of each piece of regalia for Waashat for both men and women, for partial control.

PROCEDURES:
1. **Introduction:**
Ask the students if they attend Waashat, and if they are familiar with the dress for Waashat.

Míshnam Wáashatyau wínaxa?	Do you go to Waashat?
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2. **Implementation:**
Look, Listen & Repeat
Show the students which is the proper dress for Waashat. Have the students listen and repeat the name of each piece of clothing.

Chi iwá t'piip.	This is a wing dress for Waashat.
Chi iwá nukwshái.	This is the otter furs.
Chi iwá wíq'am.	This is the moccasins.
Chi iwá walách'wich.	This is the belt.
Chi iwá wilyakí.	This is the man's pants.
Chi iwá táatpas winshmf.	This is the man's dress up shirt

Drawing
Have the students draw the different parts of the regalia. Have each student draw a picture of a person in regalia, with the following words.

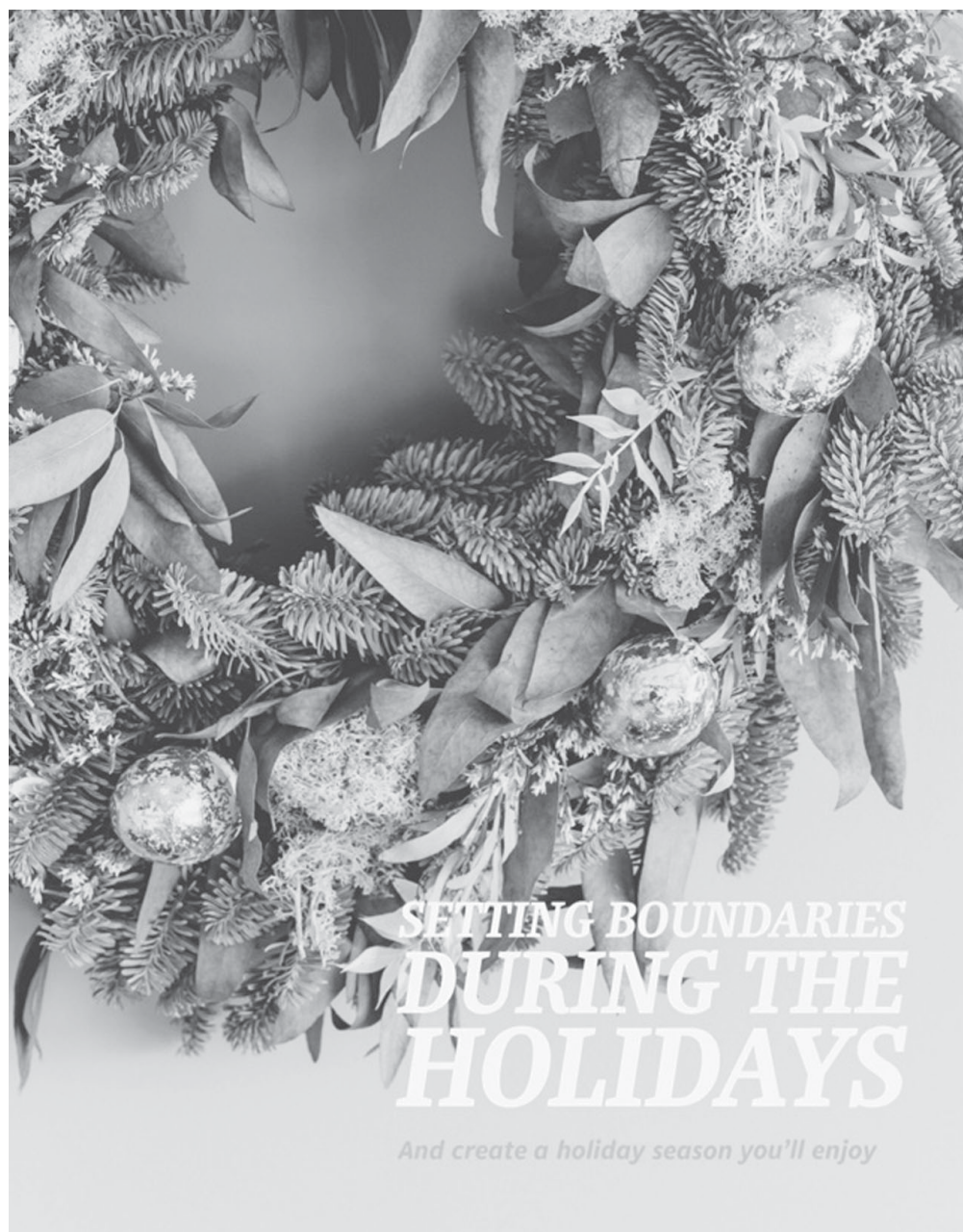
t'piip	wing dress
winshmf táatpas	men's ribbon short
wilyakí	men's blanket pants
wíq'am	men and women's moccasins
walách'wich	men and women's belt
xwshxwshlí	men's or women's yarn belt
nukwshái	otter furs
wapshashpamá	braid ties for women
'stiyaas	bracelet
wáptas awáña pqwá	feather for men, or plume for women.
iwáiwish	necklace
t'aáa iwáiwish	men's breastplate
chatímxwsh	hanky

3. **Closure:**
Review all the parts of the regalia and go over the drawings of the pieces of regalia.

4. **Follow-Up:**
Bring some of the regalia--what ever is available--and have a dress up day in class with all the pieces of regalia.

RESOURCES:
• pictures or flashcards of regalia
• pieces of regalia

EVALUATION:
The teacher will observe the students and keep a checklist of their accomplishments.



Kiksht ~ Wasq'u

UNIT:	FOOD	BY:	Gladys Thompson, Madeline McInturff, Valerie Aguilar, Alice Harman
LEVEL:	Beginning	FOR:	Community Classes
LESSON:	Snacks & Treats	TIME:	15 minutes at a time

GOAL:
To learn the names of some of the traditional snacks and treats, and a few modern ones.

OBJECTIVES: The student will be able to:
1. Name three different snacks or treats, for full control.
2. Ask and answer what they are eating, for partial control.

PROCEDURES:
1. **Introduction:**
Tell the students they will learn about some traditional and modern snacks and treats.

2. **Implementation:**
Put a variety of snacks and treats on the table. Or use flashcards with pictures of snacks and treats. Have the students listen and repeat the words. Then write the words on the board and help the students to sound them out.

aqwíál, itqwíál	nuts (in general), hazelnuts
akapshak, itkapshak	pine nuts
agulul, itgulul	acorns
ikatichk, ikatichk	dried salmon filet slice
axupxúp, itxupxupma≈	biscuits of dried ground biscuit root
ishgakwal isháqt	dried eel

ac'ísablal	cake, pastry
chielbút idudush	ice cream

Eating Snacks & Treats
Let everyone eat some of the snacks. Write the following question and answers on the board. Have students listen and repeat, and explain it. Then have students ask and answer what they are eating.

Dan im≈ila≈?	What are you eating?
In≈ila≈ ikatichk.	I'm eating a dried salmon slice.
An≈ila≈ ac'ísablal.	I'm eating a pastry.
Len≈ila≈ chielbút idudush.	I'm eating ice cream.
Den≈ila≈ itkapshak.	I'm eating pine nuts.
Shen≈ila≈ ishgakwal.	I'm eating dried eel.

3. **Closure:**
Tell the class that in the old days, the traditional snacks made a "midnight lunch", for when the people would sit around and tell stories, and then eat a little bit at midnight. The hazelnuts are the wild ones, smaller than filberts, that grow along the Columbia River.

RESOURCES:
• Snacks and treats, or pictures of them

EVALUATION:
The teachers will observe the students and keep a checklist of their accomplishments.

Note to Teachers:
There are two words for "nuts", and both mean plural. The word **aqwíál** means like a bowl of nuts or hazelnuts. The word **itqwíál** means a bowl or bunch of different kinds of nuts.



Mental Health

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