

~ Student lessons for the classroom ~

Numu ~ Paiute

PAIUTE LANGUAGE PROGRAM
LESSON PLAN

UNIT:	BODY UNIT	BY:	Pat Miller, Shirley Tufti, Alice Harman
LEVEL:	Beginning	FOR:	ECE Teachers
LESSON:	Point, Touch & Scratch	TIME:	90 Minutes

GOAL:

Students will follow directions to point to, touch and scratch parts of their face and their body, and to NOT to. They will get practice listening to and following commands to just one person and to a group of people. They will have an opportunity to speak Paiute in a short conversation and by giving commands.

OBJECTIVES: The student will be able to:

1. Follow directions in Paiute to point to, touch, scratch, and NOT touch or scratch different face and body parts, for full control.
2. Give directions in Paiute, for partial control.
3. Ask and answer "What are you doing?" and "Where is your ____?" for partial control.
4. Understand the difference between commands to one person and to a group of people, for conceptual control.

PROCEDURES:

1. Introduction:

The teacher will tell the students that they will learn and review different body and face parts by following directions. She will tell them to listen to her, watch, and do what she says.

2. Implementation:

Give TPR commands, using the following language with words from one of the following groups.

	Point to your leg.
Mu ka pooe tsamma.	Everybody, touch your eye.
U naka tsawongeo.	Just you, scratch your ear.

Group #1		Group #2	
kowpa	leg	hapodo	back
puta	arm	kuku	foot
tsopuhu	hair	ma'wetsogo	wrist
wo	head	matsehe	elbow
mi	hand	mea	knee
nengaba	chest	tsemoo	hip
tseboodoo	navel	ta'wetzogo	ankle

Group #3	
petoohoo	tailbone
petze'e	breast
sapu	intestines
se	stomach
soabu	shoulder
tsopege	brain

Group #4	
koba	face
naka	ear
poee	eye
tsopuhu	hair
tupa	mouth
tamma	teeth
moobe	nose

Group #5	
wo	head
'aa	forehead
aapuhu	eyebrow
ego	tongue
kamoo	chin
koota	neck
soba	cheek

Student Speakers:

If the students seem comfortable, let them give the directions. You can whisper the directions to them for help, if they want. They can work in pairs or small groups and give directions to the other group, if they like.

Short Conversations:

Write the following conversations on the board. Practice them with the class. Use different body parts and change the conversations. Have students practice them in pairs.

Hemma u hane?	What are you doing?
Ki hemma.	Nothing!
Tsawongewunne!	Scratching!

Hano u tupa?	Where is your mouth?
Ya'a.	Here.

3. Closure:

Dictate three to five words or short phrases. Have the students listen and write. Let them check their answers with each other.

4. Follow-Up:

Repeat this lesson again from time to time.

RESOURCES:

None

EVALUATION:

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

!DATGUP IDUIHAMAX IKIAX!

by Rain Circle

From the Madras High School Kiksht Class, It'ukdi wigwa! Ichachacha ak/min is done and 'the shoulder month' is happening.

As it was... so it is that your White Buffalo Ichishkiin, Kiksht and Numu students are still hard at work in the Native Language room at MHS. The Native Language learning group at the high school is still doing great things and they continue to make long strides.

These kids are still balancing essential required classes with their newest sports changes. They are still juggling their social, home lives and whatever challenges in their daily routine, new and old, on top of learning one of the hardest languages there is to learn, and we haven't lost any learners to dropping the class, expulsion or academic issues, they make me proud. It is important to note that we were only able to utilize 15 of 21 learning days because of the weather last month.

As we are... Over the hump in this school year, you should know that in the beginning we had about 16 days of learning in the education year, we are now down to about 10. See, if you add up the minutes we have in class then divide the answer for hours, your Wasco White Buffalos have 16 eight-hour days to get as much learning done as they can.

It might not seem like a lot but it is concentrated learning and we get a lot done in three quarters of an hour. I try not to give them much time of inactivity until the end of the session. They get about 5-10 minutes

to recover the classroom—put it back how they found it—depending on the work load and subject matter. For example if the day was vocabulary building: memorizing-spelling-using new words, then I try to use a memory game for recalling the words already covered, and give the new stuff time to settle in to long term memory to repeat the process the following week.

If the learning day is more technical—for example, prefix use and combinations or word conjugation—I give them more recovery time at the end of the period to start the long term memory storage earlier, before they have a new school district subject that might push what they just learned in Native Language out and replaced with whatever the next class material, and we can't have that.

Longer sentences, more vocab and review, review, review is where we are in the Kiksht group. I am sure that it would be a much different class if we had new additions to the class this new semester but I am sure that we will adopt a Montessori aspect of learning when that happens.

This method of teaching is vast and the part I am referring to is the 'senior student teaching and tutoring the junior student' aspect.

Most of us learn something from our contemporaries, such as you start a new job and you get shown the ropes by somebody who has been there longer. In a structured education environment, this can be more helpful than just a teacher teaching everyone something. I am the class of 1993. I am from a very different

time in learning than they are, and it helps the process if one's contemporaries assist in the learning.

The environment in which they are coming to age is removed enough from mine that our methods of communicating can be a hindrance vs a benefit. I am over 40 and I think like that. They are in their teens, and they think as such... so who better to teach them in a way they can understand than a peer in age and experience: another teenager (besides, it's how you learned most of the stuff that rules your life and personality anyway, right?).

Why do we look so fondly upon our 'formative years'? Because everything was new and you soaked it up, you had the ability to choose, to some extent, and you chose. You found new friends and interests and they forged your life from then on and you hold them dear... I want Kiksht to be part of these students lives in that way. Their love for the Awawat will lie in the little society they had for four years and their fellow students, senior classes to junior, pass the knowledge they are given with each other and all I have to do is introduce new stuff and ensure that what they teach each other is correct. That is too easy! We aren't there yet but we are definitely OTW there.

With that idea... I believe that Madras High School has the largest Kiksht speaking community in the Pacific Northwest, in any classroom, and quite likely the entire country. Being eight students, they are the only regularly held class of Kiksht speakers I have ever heard of, ever.

I know that our cuzzins north of the Wima/ have a Wishram program, I've met

one of them, but I'm pretty sure they don't have a presence in their high school like we do but I don't know everything and I am primarily focused on this program so, can't say for sure but I'm pretty damn sure.

Tune in next month for a review on what we learned in 'kinship' or family relationship terms. Kiksht has many words on family relationships and that list is extensive. There are words for your aunts on your father's side, 'my father's sister(s)' and your mother's side, 'my mother's sister's' and the same applies to your uncles. There are words in this section that describe the relationship, cannot be completed without being in a sentence and words that would only be used when talking directly to that individual and the beauty of that word structure is that it would be hard to mistake who is related to who when they are using their traditional words... simple.

At one time we had the community of speakers on the WSIR, the different speaking groups knew, or at least some of their neighbor groups lingo but it's not like that anymore.

Our community hasn't taken the time and effort to undo all of the damage the Americans caused in language erasure and we're paying for it now. What this means is that the majority of our elders can't really serve as mentors to languages anymore so their grandchildren have to step-up and be those people.

I am sure that you have had somebody in your family ask you questions about something they needed answers to but today that elder can't even say K'aya enxulxat to them, when the question is their traditional Native language.

This time I speak of

wasn't the 'ancient past' either... my grandmothers' generation could do that, to some extent, and I heard more people 'speakin' ndn' in the 80s (not a lot but more) than I hear now, and so our kids can't even pick up bad words by eves dropping but I am positive with your help, participating and finding others to revitalize Native Language along with you, we can change that. It is just a question of reducing one's own time nursing at the electric teat, that is the internet and all of its forms of delivery. Just start the 'language turn around' by reading the INK (Ichishkiin, Numu & Kiksht) Native Language section in this newspaper.

As before, I want to impart that what I learned as a trainer of soldiers was that people want a challenge. People need a challenge... large or small they want to succeed and they want to have someone to be proud of them in their accomplishments and be cared for. Please, tell our young warriors that you are proud of them as often as you can. Reinforce it by showing up and listening, ask them about their day and just listen. You will find that you have a lot in common and most of your differences are in your head... They are the kids you raised after all and you just might learn something new.

Listen to the Kiksht words they learn, the sentences in our ancient language of the Big River... learn with them. For those of you who say things like, 'I don't have the time to learn Kiksht,' if you were on Facebook? You had time to learn Kiksht... if you were watching TV or if you were on your phone? You have time to learn Kiksht... If you were casino (not if you work there duh!) you definitely squandered your Kiksht learning time!

There are three Language classes at Madras High School and a department dedicated to teaching those languages; so, if you haven't learned your language, it's about allotting the time and making 'the hard-right decision' vs 'the easy-wrong decision'. I have nothing but good feelings about these students and their future in Native Language. They are dedicated, focused and smart. They are going to have their lives expanded and learn to see Warm Springs, Oregon and the greater region in a way that non-speakers won't and that makes me happy for them.

It is hard learning a new language, the rules of Bashtenemt are confusing and infect all aspect of the speaking the Language of the Big River but doing things that are hard is what makes everything we do, worth our time and these kids make it look easy but maybe.... I can meet you half way (thinking face?). I just got the suggestion from somebody in our community that I could try to create casino phrases, like 'Grandma needs a new pair of shoes!' or 'Hit me,' 'Free spins,' 'Big hit.' etc.

Being an Indian is hard. It's hard holding on to our culture and beliefs in a country that actively works against us, and has for centuries. It's hard maintaining our collective identity as Indians in a country that always wants us to assimilate. Kiksht is a hard language to learn; word pronunciation, emphasis, composition, sentence structure are all significantly different from other languages and just similar enough to cause much confusion but, as one of my soldier taught me after her time in Basic Training: "If it isn't hard, it isn't worth doin'" - PVT Erikson/ORARNG.