

~ Student lessons for the classroom ~

Numu ~ Paiute

PAIUTE BILINGUAL PROGRAM
Cultural Lesson Plan

UNIT:	BEADING UNIT	BY:	Pat Miller, Shirley Tufti, Alice Harman
LESSON:	Colors	FOR:	Community Classes
LEVEL:	Beginning	TIME:	-----

GOAL:

The students will learn about colors and the ways that Paiute people describe different colors. Students will gain an appreciation for the variety of colors used in beading. They will know what the different colors are and how to ask for them, so that they can make a beaded project that looks good.

OBJECTIVES: The student will be able to:

1. Understand and say the words for colors in Paiute, for partial control.
2. Ask and answer the question, "What color is this?", for partial control.
3. Ask and answer the question, "What color do you like?" for partial control.
4. Understand that descriptions of colors sometimes end in a special suffix, "-kwadyadu", for conceptual control.
5. Know that they can understand Paiute language without knowing 100% of the words they hear, for conceptual control.

PROCEDURES:

1. Introduction:

Tell the students that this lesson will teach them the different colors in Paiute. The teacher will put hanks of beads on display in front of the class, using the following colors: red, black, white, red, blue, green, yellow, orange, purple, grey and brown. Teacher will tell the class that they will learn the words for colors in Paiute in this lesson.

2. Implementation:

Look, Listen and Repeat

Give the [Paiute Colors Handout](#) to the students. Say the word for each color and have them listen and repeat. Focus on any special spellings or pronunciations. Go over the handout two or three times, until the students are comfortable with the words.

Match the Colors Handout

Give the students the [Match the Colors Handout](#). Students will work in pairs to draw lines from each colored object on the handout to the word for that color. After everyone is finished, the class will compare their work. The teacher will give the answers if there are any questions.

Color the Design

Give each student a handout with a design on it, in black and white, and the words for the color written in Paiute. The student will select the correct color of crayon and color their design, according to the Paiute words they see on their handout.

When they are finished coloring, they will show their design to the class and say the colors they used.

Conversation: What Color is This?

Write the question "What color is this?" on the board. Have the class practice listening and repeating. Then pick up a hank of beads and ask the class "What color is this?" The class will say the word for the color. Do this with several colors. Then ask the students to work in a group, taking turns picking up something and asking and answering "What color is this?" They can answer with a complete sentence or just the word for the color.

How'oo esoo tabu'a?	What color is this? or How does this look?
Esoo oha-kwadyadu.	This is yellow.
oha	yellow

Conversation: What Color do you Like?

Write the following conversation about "What color do you like?" on the board. Have the class listen and practice repeating it. Then ask the question "What color do you like?" to a student, and have them give the answer, using their favorite color. They can answer with a complete sentence or just the word for the color. Hand them something of that color after they give their answer. Do this with several students.

Then ask the students to work in a group, taking turns asking, answering, and giving the color someone likes to them.

How'oonekoo tabuadu u petzape?	What color do you like?
Nu ka poohe tabuadu petzape.	I like the blue color.
poohe	blue

3. Closure:

Tell the class that now they have learned the basic colors in Paiute. Good job, and Good-bye! See ya!

Pesa'yoo!	Good job!
-----	Goodbye! See ya.

4. Follow-Up:

Students will take their handouts home and post them on the refrigerator for their whole family to enjoy.

RESOURCES:

- Colors Handout
- Match the Colors Handout
- Designs to Color Handout
- Hanks of beads in various colors: red, white, black, blue, green, yellow, orange, brown, purple, grey
- Color crayons, colored pencils, colored markers, etc.

Kiksht ~ Wasq'u

from page 6

idmikšu	beard
itgmikšu	my beard
idmimikšu	your beard
idiamikšu	his beard
itgamikšu	her beard
wačqú	shoulder
ičxú	my arm
imixu	your arm
Iyačgmim ičxú.	My arm hurts.
Iyačgmim či imixu?	Does your arm
iłčát	shirt
aqwášť	blouse
idiawitqwit	his pants
itgawitqwit	her pants
Idiaq'ixumit.	He's stingy.
Idmiq'ixumit.	You're stingy.
Išianxat.	He is wild.
Išianxat ikiutan.	wild horse, the
Dnalmuit.	I'm tired.
Dmalmuit.	You're tired.

!DATGUP IDUIHAMAX IKIAX!

(from page 4)

Students: Student one presents in Kiksht and the other translates, mid presentation. Then they switch their roles and finish the presentation.

Conversations: Conversations A and B: Three pairs of students have a conversation in Kiksht and two students translate. When the pair is done they become the translators and the next pair take the stage, etc.

Animals: One pair of the students have a question and answer about two different animals in Kiksht. Two students take the stage and command one another to choose an animal and ask each other questions about the animal. A second pair of students translates, and when the stage pair is done they become the translators. Then a new pair takes the stage and repeat.

Set a table for the foods: The female students command each other in Kiksht to set the audience table for ‘Feast’ and the male students translate.

Traditional foods: In pairs the female students describe one root in Kiksht. The male students not on stage translate. The audience members have the images of each root and the ladies point out the root parts in Kiksht

Serve the foods: The female students present, in Kiksht, images of the foods discussed, in order, for the audience ‘Feast’ and the male students translate.

AGA SAQW

The plan for the Kiksht Final Showcase Presentation is to have it in our classroom with a small, well-represented, audience. I chose their own classroom because I believe that the ‘home room’ advantage will help with their confidence during their presentation. Also the selected audience will hopefully increase their need for attention to detail and hone their pronunciation/word emphasis skills since they won’t be talking to a nameless faceless crowd but a handful of people just feet from them with total focus on the students and what they are doing... Nothing like healthy stress to improve your abili-

ties.

At one time we had the community of speakers on the Warm Springs Reservation. The different speaking groups knew (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 I.N.K. (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 AT THE CA-SINO!!! (Not if you work there duh!) you definitely squandered your Kiksht learning time! There are three Language classes at the 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 Pacific Northwest 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 maybeeee.... I can meet you half way. I just got the suggestion from somebody in our community that I could try to create casino phrases like, ‘Gramma needs a new pair of shoes!’ Or ‘hit me,’ ‘free spins,’ ‘big hit.’

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.

by Rain Circle