

~ Culture & Heritage Language Lesson ~

Ichishkiin ~ Warm Springs



~ Student lessons for the classroom ~
Ichishkiin ~ Warm Springs

WARM SPRINGS SAHAPTIN
BILINGUAL PROGRAM
Cultural Lesson Plan

UNIT: FAMILY BY: Sahaptin Language Team
LEVEL: Beginning FOR: Community Classes
LESSON: Grandparents EST. TIME: _____

GOAL: The students will recognize that grandparents are very important. They will know that it is proper in Warm Springs Sahaptin culture to introduce yourself by giving your own name and the names and bloodlines of your grandparents. They should feel proud about the heritage that comes from their grandparents. They will be able to promote the use of Sahaptin words for grandparents in the community.

- OBJECTIVES: The student will be able to:
1. Say the Sahaptin word for each of their grandparents, for full control.
 2. Address their grandparents by the appropriate term, for full control.
 3. Ask and answer who their grandparents are, for partial control.
 4. Tell the bloodline of each grandparent, for partial control.

PROCEDURES:

1. Introduction:
The teacher will introduce herself in the Warm Springs Sahaptin way, by giving her name, and the names and bloodlines of each of her grandparents. Then she will tell the students that in this lesson they will learn the Sahaptin language for their grandparents.

2. Implementation:
Grandparent Tree: Names
Draw a grandparent-tree on the board. Talk in Sahaptin as you write the words for the four grandparents. Have the students pronounce each word. Then give the Grandparent Tree Handout to each student. Have them work in small groups to write in the names of their grandparents in the blanks.

tíla, kała	mother's father, mother's mother,
dúsha. ála	father's father, father's mother

Grandparent Tree: Bloodlines
Write the words for several common bloodlines on the board, and have the class practice pronouncing them. Tell the class that for this lesson, they should choose one bloodline for each grandparent, to keep things more simple. Let them ask you how to say the Sahaptin words for other bloodlines that they have in their own heritages. Don't try to teach the whole class all of the bloodlines! They need to know only those that relate to their own grandparents.
Have students write the bloodline of each grandparent in the space on their Grandparent Tree handout.

Tilíwal	Bloodlines
Axmíłá, Mliłá, Millipam, Waam	Warm Springs bloodline
Splíł, Shitáikt	
Nch'í Wanapamá tanánma	Big River people (Sahaptin bloodline)
Wásq'upam, Mnamátmni	Wasco bloodline
Waxpúshpal	Paiute bloodline
Shiyápu	White person's bloodline
Chmáakwli	Black person's bloodline
Spaniúu	Mexican bloodline

Conversation:
Write the following conversations on the board. Have the class practice the questions. Use all four terms for grandparents. Then have the class practice asking each other the questions. Finally, use the Airplane Technique to have students ask and answer these questions with everyone else in the classroom.

Q: Shínmash wa káła?	Who is your grandmother?
A: Iwanísha ai, Jerry.	Her name is Jerry.
Q: Túnmarsh wa tananáwit kalanmí?	What kind of person (bloodline) is your grandmother?
A: Inmí káła iwá Mliłá.	My grandmother is Warm Springs (bloodline).

3. Closure:
The teacher will introduce himself in Sahaptin, giving his name, the name of each grandparent, and the bloodline of each grandparent. Then the teacher will ask for students to introduce themselves in the Warm Springs Sahaptin way. They can work in small groups to do this, or they can introduce themselves in front of the whole class.
4. Follow-Up:
Students will visit with their grandparents or grandchildren. Address each other using the correct Sahaptin word. They will talk with their families about their family background to get more information. They might also want to go to the Vital Statistics Department to get information about the ethnic bloodlines of their grandparents.

Kiksht ~ Wasq'u



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WASCO TALK #3
9/2/93

iladam	table
ič'axwi	paper, book
ilaklí	key
isik'nxat	cornhusk bag
atautauli	(tin) can
ak'ínuimat	pen, pencil, marker
akw'áıq	sally bag
iıčát	shirt
iık'iwax	light
Dauya iladam.	This is a table.
Dauya ič'axwi.	This is paper.
Dauya ilaklí.	This is a key.
Dauya isik'nxat.	This is a cornhusk bag.
Daua atautauli.	This is a can.
Daua ak'ínuimat.	This is a pen (pencil, marker).
Daua akw'áıq.	This is a sally bag.
Dauıa iıčát.	This is a shirt.
Dauıa iık'iwax.	This is a light.
Dauya či iladam?	Is this a table?
Daua či atautauli?	Is this a can?
Dauıa či iıčát?	Is this a shirt?
N, yaxđau iladam.	Yes, that's a table.
N, axđau atautauli.	Yes, that's a can.
N, İaxđau iıčát.	Yes, that's a shirt.
K'aya, axđau alaşıš.	No, that's a chair.

Numu ~ Paiute



~ Numu classroom lesson is on page 9 ~

~ Confederated
Tribes of Warm
Springs Culture &
Heritage Department
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