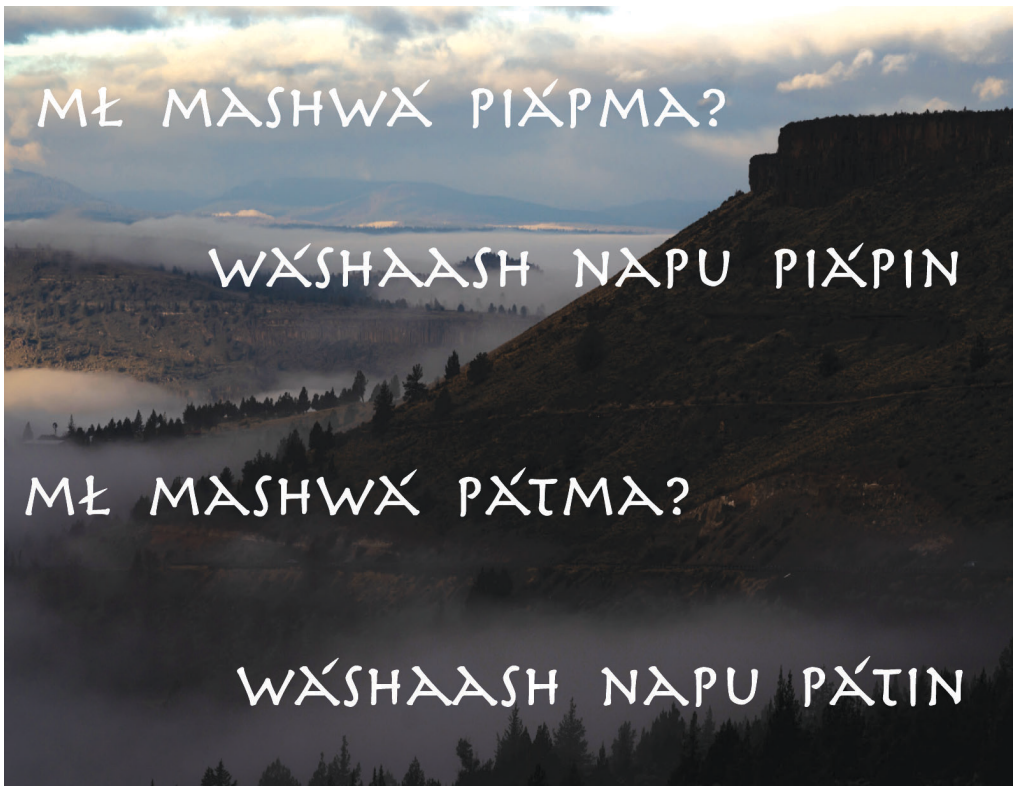


~ Culture & Heritage Language Lesson ~

Ichishkiin ~ Warm Springs



~ Student lessons for the classroom ~
Ichishkiin ~ Warm Springs

WARM SPRINGS SAHAPTIN
BILINGUAL PROGRAM
Cultural Lesson Plan

UNIT: Family Unit BY: Sahaptin Language Team
LEVEL: Beginning FOR: Community Classes
LESSON: How Many Brothers/Sisters? EST. TIME: _____

GOAL:
Students will learn that they have a lot of brothers and sisters when first cousins are included, according to Warm Springs Sahaptin cultural tradition. They will work with their family members to identify all their brothers and sisters, and will appreciate the importance of their large immediate family. They will help to promote the usage of Sahaptin words for family members in the community once again.

OBJECTIVES: The student will be able to:
1. Ask How many [Relationship] do you have? for partial control.
2. Tell how many brothers and sisters they have, for partial control.
3. Be able to refer to brothers and sisters differently, according to whether they are younger or older, male or female, and whether they are related through a man or through a woman, for partial control.
4. Include first cousins with brothers and sisters, for full control.
5. Know that there are suffixes (-in, -ma) for dual and plural human nouns, for conceptual control.

PROCEDURES:
1. Introduction:
The teacher will speak in Sahaptin as he identifies all of his brothers and sisters by name and relationship. Then he will tell how many older brothers, older sisters, younger brothers, and younger sisters he has. The students will listen.
2. Implementation:
Tell students to take a minute to count how many older brothers, older sisters, younger brothers and younger sisters they have. They can refer to materials from other lessons to help them, or work from memory. They can include their first cousins if they wish to follow the traditional Warm Springs Sahaptin ways; or they may choose to include only the brothers and sisters in their immediate nuclear family.
Write the following conversation on the board and have the class listen and repeat. Then have the students work in pairs to practice asking and answering the questions. Finally, use the Airplane Technique to have the whole class practice this conversation.
Be sure to use all of the words for brother and sister. Help the students to know which words to ask to a man and which words to ask to a woman.

- Question:
Mł mashwá piápma? How many older brothers do you have?
- Possible Answers:
Wáshaash napu piápin. I have two older brothers.
Nápuush wa piápin. I have two older brothers.
Chau ashwá tun piáp. I don't have any older brothers.

Ask WOMEN about their: piáp, pat, pacht, asíp
Ask MEN about their: piáp, pat, lka, ac

3. Closure:
Find out who has the most brothers and sisters, total; the most older brothers; the most younger brothers; the most older sisters; and the most younger sisters. Give those people prizes!
4. Follow-Up:
Go home and teach your own brothers and sisters, or your own children, how to refer to each other.

RESOURCES:
• Prizes



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If you have questions or want education materials write us at:

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Attn: Coyote @ C & H Dept.
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Gotta' use a pencil like in the OLDEN DAYS!!

Kiksht ~ Wasq'u



~ Student lessons for the classroom ~
Kiksht ~ Wasq'u

WASCO TALK #10
2/1/94

numbers:		
1	ixt	16 yáxilxam ik'un tɣm
2	makwšt	17 yáxilxam ik'un snmakɬ
3	ɬun	18 yáxilxam ik'un gutɬq
4	lakt	19 yáxilxam ik'un kw'is
5	gwnma	20 mákwštɬiɣaɬ
6	tɣm	21 mákwštɬiɣaɬ ik'un i:
7	snmakwst	22 mákwštɬiɣaɬ ik'un mwšt
8	gutɬqt	30 ɬuntɬiɣaɬ
9	kw'is	31 ɬuntɬiɣaɬ ik'un ixt
10	yáxilxam	40 láktɬiɣaɬ
11	yáxilxam ik'un ixt	50 gwnmatɬiɣaɬ
12	yáxilxam ik'un makwšt	60 tɣmɬiɣaɬ
13	yáxilxam ik'un ɬun	70 snmakwstɬiɣaɬ
14	yáxilxam ik'un lakt	80 gutɬqtɬiɣaɬ
15	yáxilxam ik'un gwnma	90 kw'istɬiɣaɬ
		100 ixt iyak'amnaq

Once you have learned the numbers from one to ten, the rest of the Wasco numbering system is completely logical and regular. Numbers from 20 to 90 are formed by adding -tɬiɣaɬ to the appropriate number: 20=makwšt+tɬiɣaɬ=mákwštɬiɣaɬ; 30=ɬun+tɬiɣaɬ=ɬuntɬiɣaɬ, and so forth. To these numbers digits can be added with ik'un, which is more or less equivalent to "plus." Thus, 34 is ɬuntɬiɣaɬ ik'un lakt; 79 is gwnmatɬiɣaɬ ik'un snmakwst, and 99 is kw'istɬiɣaɬ ik'un kw'is.

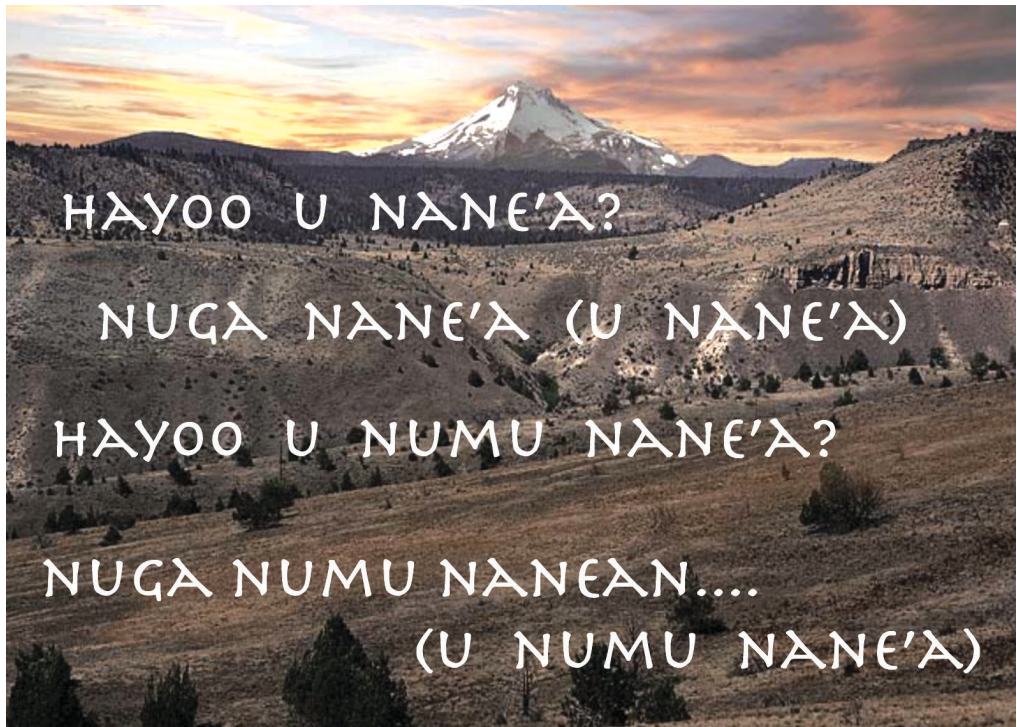
animals:	
idúiha	bull
adúiha	cow
išdúiha	two head of cattle
iduihamax	cattle (more than two)
ikiutan	horse, stallion
akiutan	horse, mare
iškiutan	two horses
itkiudanyuks	horses (more than two)
iɬq'ai	colt
iɬq'aiyukš	colts
ilalik	rabbit
idlalik	rabbis
ilámidu	sheep
idlamidumax	sheep (two or more)
ilikúk	chicken, rooster
alíkúk	chicken, hen
idlikúk	chickens
agwixqwx	duck
itgwixqwxukš	ducks
igušú	pig
igušumax	pigs
ilimil	donkey
idlimilkš	donkeys
itaki	turkey
ittákimax	turkeys
ip'askwal	hide
itp'askwalks	hides

note: Only the words for "cattle" and "horse" have separate dual forms. For the other words given above, the plural is used for two as well as more than two.

Naika nkala. Maika mkala. Dallas ikala. Dallas kwadáu Rudy iškala. Charles kwadáu Garland kwadáu Bill itkalúks. Naika ngagilak. Maika mgagilak. Alice agagilak. Gladys k'aya ikala, Gladys agagilak. Gladys kwadáu Irene išgagilak. Pam kwadáu Joann kwadáu Alice idnmšks. Naika nk'ani. Maika mk'ani. Bill ik'ani. Naika aksq'ú ngagilak. Maika amisq'ú mgagilak. Irene agasq'ú agagilak.	I am a man. You are a man. Dallas is a man. Dallas and Rudy are men. Charles and Garland and Bill are men. I am a woman. You are a woman. Alice is a woman. Gladys is rot a man, Gladys is a woman. Gladys and Irene are women. Pam and Joann and Alice are women. I am a white person. You are a white person. Bill is a white person. I am a Wasco woman. You are a Wasco woman. Irene is a Wasco woman.
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~ Kiksht classroom lesson continues on 7 ~

Numu ~ Paiute



~ Numu Paiute classroom lesson is on page 7 ~