

~ Student lessons for the classroom ~

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Numu ~ Paiute

PAIUTE LANGUAGE PROGRAM LESSON PLAN			
UNIT:	BODY UNIT	BY:	Pat Miller, Shirley Tufti, Alice Harman
LEVEL:	Beginning	FOR:	ECE Teachers
LESSON:	Faces in the News	TIME:	90 Minutes

GOAL:
For students to learn the words for the basic face parts by listening, reading, and finding and cutting out face parts from the newspaper. For students to listen and repeat and glue face parts together to make a whole face. To have some fun and laugh while learning Paiute, and get comfortable with each other and with the teacher in the Paiute language class.

OBJECTIVES: The student will be able to:

- Follow directions in Paiute to find, cut out, and glue pictures of face parts, for full control.
- Repeat the words for face parts in Paiute, for full control.
- Read and say Paiute words for face parts, for full control.
- Identify the basic face parts in Paiute, for full control.

PROCEDURES:

- Introduction:**
Tell the students they will learn the Paiute words for face parts by finding them in the newspaper, cutting them out, and glueing them onto a paper. Choose ONE of the groups of face parts to focus on, and use those.

Group #1		Group #2	
koba	face	wo	head
naka	ear	‘aa	forehead
pooe	eye	aapuhu	eyebrow
tsopuhu	hair	ego	tongue
tupa	mouth	kamoo	chin
tamma	teeth	koota	neck
moobe	nose	soba	cheek

2. Implementation:
Newspaper
Show the newspaper to the students. Point to various face parts while you tell the students what they are. Use the following language:

Ya'a pepo.	Here is the newspaper.
Ya'a suzu.	Here is the scissors.
Ewetoo tamme eka ma'yukwe.	We are going to find these in here.
Oyise tamme oo tsadyakwe.	And then we are going to cut them out.

Cut Out Face Parts
Divide the class into groups of about 6 students each. Put slips of paper with the body parts written on them into a container. Pass the container around each group, and have each student take one.
Give a newspaper and scissors to each group. Tell them to look for and cut out the body part that is on their slip of paper.
Speak in sentences, but repeat the words for face parts more than once. Let the class repeat after you. Use the following language:

Tamme ka pepowitu ka koba tsedya'akwe.	We are going to cut out face parts from these papers.
Ewetoo sumuoo pepo kwuoo.	Take one slip of paper.
Hemma u kwuoo?	What did you get?
Ka pepowitu oo mayuoo.	Find it in the newspaper.
Yise oo tsedya'a.	Now cut it out.
Ka koba tsedya'a.	Cut out the face.
Ka moobe tsedya'a.	Cut out the nose.

Put Together the Face
Give directions to the class to glue a face part on their paper. Cover all the face parts.

Mow, yise tamme ekooba a hanekwe!	Now we will paste these parts onto this paper!
Ka tupa ekooba matsapeku.	Paste the mouth on this.
Ma'a sumuoo naka matsapeku.	Paste one ear on there.
Ya'a tea'a oosoo oonakwatu naka.	Here is the other ear.

3. Closure:
When the class is finished, let everybody look at the pictures from each group. Have a good laugh!

4. Follow-Up:
Repeat this lesson, using the other group of words for face parts. Give the Face Part Matching handout to the students and have them match the word to the drawing.

RESOURCES:

- Newspaper
- Scissors
- Blank Paper
- Glue sticks or tape
- Match Words and Pictures handout
- Crossword Puzzle handout
- Slips of paper with words for face parts written on them
- Container for slips of paper

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

~ Confederated Tribes of Warm Springs Culture & Heritage Department ~



Lesson in the Classroom ~

Kiksht ~ Wasq'u

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iłaiłbalmit iłśát	bright-red shirt
Iłaiłbalmit iłśát.	The shirt is bright-red.
Dałlál iłkśát.	My shirt is black.
Dałbál iłmiśát.	Your shirt is red.
Datgúp Mike iłiaśát.	Mike’s shirt is white.
Daptcāx Biff ayagabu.	Biff’s coat is green.
--Ašumax č̣i Lori agagabu?	--Is Lori’s coat new?
--K’aya, yagašbama agagabu.	--No, her coat is last year’s.
--Ašumax č̣i Hank ayagabu?	--Is Hank’s coat new?
--K’aya, yaxadwılxbama ayagabu.	--No, his coat is from the year before last.
--Iłšumax č̣i iłmiśát?	--Is your shirt new?
--N, iłšumax iłkśát.	--Yes, my shirt is new.
Tiktıgmax akgabu.	My coat is full of holes.
Ičagáitł ištámx ayagabu kIWaba ištámx iyagáitł ikała.	The chief’s coat is big because the chief is a big man.
Iyaq’áic dauya iladam kIWaba iyaq’áic ik’aškáš.	This table is small because the boy is small.
Iyamís č̣i ištámx?	Is the chief shy?
Ičamís aq’iyuqt.	The elder woman is shy.
Imimís č̣i maika?	Are you shy?
ganwit	sure
ixtmaxix	once in a while
Qanč̣ix gamagitga amigabu? Yagaš áwač̣i yaxadwılx?	When did you get your coat? Last year or the year before last?
gángadix	long ago
Algiušima idala.	We’ll use (spend) money.
iyat’ıłx idala	lots of money
łablát idala	lots of money
Iyat’ıłx iyadala ilxaštámx.	Our chief has lots of money.
Iłat’ıłx iłialáiš ilxak’ani.	Our honky has lots of rice.

10-Year national plan on Native American language revitalization

At this month’s Tribal Nations Summit in Washington, D.C., the Departments of the Interior, Education, and Health and Human Services released a 10-year National Plan on Native Language Revitalization.

The plan outlines a comprehensive, government-wide strategy to support the revitalization, protection, preservation and reclamation of Native languages.

The plan, a joint effort of the agencies, charts a path to help address the U.S. government’s role in the loss of Native languages across the continental United States, Alaska and Hawaii.

The National Plan on Native Language Revitalization is part of the work to confront the systematic and deliberate campaign by the United States to forcibly assimilate Indigenous peoples and eradicate Native languages and cultures—a campaign extensively documented by Secretary Deb Haaland’s Federal Indian Boarding School Initiative.

“Indigenous languages are central to our cultures, our life ways, and who we are as people,” Secretary Haaland said.

“They connect us to our ancestors, to our homelands, and to our place in the world. This ambitious plan represents the administration’s commitment to address the wrongs of the past and restore what has been taken from us.”

Secretary of Education Miguel Cardona added: “I always say: ‘multilingualism is a superpower’—and that includes Native American languages.

“During my time as Secretary of Education, I’ve been fortunate to travel through Indian Country and learn beautiful words in Oneida, Dakota, and Nakota languages. One thing was crystal clear: when young people reclaim their native languages, they reconnect deeply with who they are and where they come from.

“But Native peoples have suffered from shameful policies that aimed to eradicate these languages and cultures for too long. I am hopeful that this national plan is a start to the federal government’s remediation of its participation in those policies.

“And I am hopeful we can all choose to keep fighting for a future where Native communities have the tools and support to keep their languages alive and their cultures thriving.”

Secretary of Health and Human Services Xavier Becerra commented: “We use language to write history, share knowledge, map the future, and pass down traditions.

“Investing in language revitalization strengthens communities and contributes to their resiliency. HHS is a proud and critical contributor to this coordinated effort and the benefits it will deliver.”

Plan aspects

The plan addresses a chronic under-investment in Native language revitalization to date.

The Bureau of Indian Education, the BIE, funds 187 schools for American Indian and Alaska Native students and is tasked with providing Indigenous students with a culturally-relevant high-quality education—yet it received no dedicated funding for language revitalization until 2017 and annual appropriations have not exceeded \$7.5 million for any one budget year in the years since.

The plan released today calls for a \$16.7 billion investment for Native language revitalization programs for federally recognized tribes and the Native Hawaiian Community.

Developed in consultation with Tribal Nations, non-profit organizations, subject-matter experts, and key stakeholders, the plan calls for:

Expanding access to immersion language environments by:

Supporting 100 language nests, educational programs, that provide childcare and instruction in a Native language for children under the age of seven.

Funding: 100 new k-12 Native language immersion schools, educational institutions where at least 50-percent of instruction is conducted in a Native language.

Supporting 37 centers dedicated to language preservation, instruction and cultural studies to revitalize and support language and culture, including those at Tribal Colleges and Universities.

Providing scholarships for families to support language and culture.

Bolstering community-led revitalization efforts by:

Supporting 100 mentor-apprentice programs—initiatives pairing fluent speakers with adult learners for intensive language transmission.

Restructuring the way federal funds are allocated to support Tribal sovereignty and self-determination through a flexible funding model that flows money directly to Tribes and Native Hawaiian Organizations. Among many aspects.