

~ Culture & Heritage Language Lesson ~

Ichishkiin ~ Warm Springs



~ Student lessons for the classroom ~
Ichishkiin ~ Warm Springs

WARM SPRINGS SAHAPTIN BILINGUAL PROGRAM
Language Arts Lesson Plan

UNIT:	ROOTS ALPHABET UNIT	BY:	Sahaptin Language Team
LEVEL:	Beginning	FOR:	4-H Culture Camp, Older Kids
LESSON:	Alphabet Chart, Part A	TIME:	35 minutes

GOAL:
The students will learn the letters of the Warm Springs Sahaptin alphabet. They will be introduced to the sounds and pronunciation of Warm Springs Sahaptin. They will also be introduced to the way Sahaptin looks when it is written.

OBJECTIVES: The student will be able to:

- Copy the letters of the Sahaptin alphabet, for full control.
- Hear and write, read and pronounce the letters a, ch, h, i, k, l, m, n, p, s, sh, t, u, w, y, for partial control.
- Write a stress mark and a glottal mark, for full control.
- Understand that some letters are difficult for English-speakers to tell apart, for conceptual control.

1. Introduction:
Show the Alphabet Chart to the class and tell them that getting comfortable with reading, writing, hearing, and saying the letters of the Sahaptin alphabet is important as a foundation for them to keep on learning.

2. Implementation:
Alphabet Chart:
Go over the Alphabet Chart. Tell the students the name of the letter and how it sounds. Have them listen and repeat. Point out the glottal mark and the accent mark. Write each letter on the board and have the students copy it onto their notes. Show them how to write any difficult letters, like the barred-l, and the hard sounds with glottal marks.

Alphabet Flashcards:
Use the following flashcards: ' , a, ch, h, i, k, l, m, n, p, s, sh, t, u, w, y
Hold up each card, say the name of the letter, and ask the class to pronounce it. Let them listen to your pronunciation of the challenging letters just to get used to knowing that there's a difference.
Pass out the flashcards to the students. Go around the class and have each student show the letter they have, say the name of the letter, and ask the rest of the class to pronounce its sound.

Sapalwit Alphabet Lesson:
Hand out the Sapalwit Alphabet Lesson. Work on Part A. Pronounce each word and have the students repeat. Ask the students if they can figure out the meaning of the words without English translations by matching the words to each picture on the page. Have the students check their guesses with each other, and tell them the answers to the ones they haven't figured out.

chmuk	black
hahán	hahan, root-stem
kúpi	coffee
latítlatit	Indian Celery, latitlatit
napt	two
sapálwit	root feast
sawítik	Indian carrot
tmsh	chokecherry
wíwnu	huckleberry
yápash	grease, fat

3. Closure:
Go around the room and have each student read and say one of the words in Part A.

4. Follow-Up:
Do some activity-based practice for the letters and words in Part A in the next lesson.

Kiksht ~ Wasq'u



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

Wasco Talk #12
3/9/94
Relatives of the same and children's generation

The stem used in Wasco for "child" in the sense of "offspring" is **-XAN**. This stem can be used either for a son or a daughter. If it is used to mean "son," it is, of course, used with the initial prefix **i-**; if it is used to mean "daughter," it is used with the initial prefix **a-**. Here are examples:

ičxán	i-č-xan	my son
agaxan	a-ga-xan	her daughter
ayaxan	a-ya-xan	his daughter
ičaxan	i-ča-xan	her son
amixan	a-mi-xan	your daughter

This stem can also be used to refer to two children, with the dual prefix **iš-**:

išmixan	iš-mi-xan	your two children
išxán	iš-k-xan	my two children

To refer to more than two offspring, the stem **-QUQ** is used. This stem is used with the initial prefix **i-**, but its meaning is plural. Here are examples:

ičquq	i-č-quq	my children
ičaquq	i-ča-quq	her children

To refer to "children" in general (not necessarily as anyone's offspring), the word **itqádutinkš** is used. Thus, a teacher might refer to the children in her class as **itkqádutinkš** (**it-k-qadutinkš**) "my children." If she is talking about her own sons and her daughters, she would more likely say **ičquq**. Today, however, Wasco people sometimes use **itqádutinkš** to talk about sons and daughters.

In talking about siblings and cousins, Wasco distinguishes between those that are older and those that are younger. It does not, however, distinguish between a brother and a male cousin or between a sister and a female cousin; that is, it does not distinguish between siblings and cousins. Here is how the Wasco system of naming these relatives works:

An older brother or sister or older cousin is referred to using the stem -LXT :		
ičlxt	i-č-lxt	my older brother or male cousin
iyálxt	i-ya-lxt	his older brother or male cousin
ičálxt	i-ča-lxt	her older brother or male cousin
aglxt	a-g-lxt	my older sister or female cousin

~ Kiksht classroom lesson continues on 7 ~

Numu ~ Paiute



~ Numu Paiute classroom lesson is on page 7 ~