

Numu ~ Paiute

PAIUTE LANGUAGE PROGRAM  
LESSON PLAN

UNIT:	SONGS UNIT	BY:	Pat Miller, Shirley Tufti, Alice Harman
LEVEL:	Beginning	FOR:	Home-Based Learning
LESSON:	Jingle Bells	TIME:	15 Minutes at a Time

GOAL:

For the students to learn the sounds of Paiute while they enjoy learning and singing a song, To be able to sing a popular Christmas Song in Paiute language at a community event.

OBJECTIVES: The students will be able to:

1. Sing the song in a group, for full control.
2. Tell what the key words mean, for full control.
3. Move feltboard cut-outs around on a feltboard to show the meaning of the song, for partial control.
4. Fill in the blanks on a handout with missing words, for partial control.

PREVIOUS LESSONS:

Make sure that the students have already learned to sing "Jingle Bells." Use the "Learning a New Song" lesson plan from this unit to do that. Then teach the activities in this lesson.

PROCEDURES:

1. **Introduction:**  
Have everybody sing "Jingle Bells" in Paiute.
2. **Implementation:**  
Give cut-outs to the students and have them arrange them on a flannel board as you say the words.

kawowo'o	bells
nuba	snow
meow	go
pookoo	horse
mahoogena	guide, guiding
no'yoona	everyone
sui'yoona	laughing
pesa sooname	be happy
kate'e	candy

Ring the Bells

Give the students a string of jingle bells. Tell them to ring the bells at the right part of the song (the chorus).

Ya'a kawowo'o.	Here are jingle bells.
Kawowo'o tsakangeo!	Ring them now!
Toesoo!	Wait!

Reading and Fill-In the Blanks

Give the students a handout. Tell them to listen as you sing or say the words, and write in the Paiute words the best they can. Tell them they don't have to be perfect--just to try to write what they hear.  
DO NOT correct their spelling! But, IF the students ask, you can write the words on the board and let them check their handouts.  
Let the students compare their work with each other.

3. Closure:

Sing the song again.

RESOURCES:

- Song handout
- Feltboard
- Feltboard cut-outs:
  - Indian people w/braids & traditional clothes
  - horse
  - sleigh
  - bells
  - snow
- string of jingle bells
- Fill-in the blanks handout

EVALUATION:

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

Ichishkiin ~ Warm Springs ~

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silkslk	cricket	tiyám	fall (season)
snwit	language; speaking; word	tmná	heart
Spilyái	Coyote (in legends)	tmnátmna	seed
stkn	stockings; socks	tmsh	chokecherry
sulátas	leggings; pants	tn	jaw
suspán	wild strawberry	tnan	rimrock; cliff
swátas	sweater	Tnáni	Madras
síwi	salmon backbone	tpsh	cheek
		tsa	son
táimu	news	Ttmailfma	Three Sisters
támachi	leather	ttsh	cricket
tamám	egg	Ttshi	Frying Pan Lake
tamanát	gill-net	tun	what; which; somethin
tamánwit	law; court	tunfnsh	bow (for arrow)
tamanfch	plant	tunís	match (for burning)
támash	barbecue	twin	tail
tamáshmnash	spring (of water)	tíla	mother's father; grand
támyu	hail	tímani	tichám reservation
tanán	person; Indian	tímath	paper; letter; mail
tánwat	neck	tíshpun	black-widow spiderchild
tapintapinpamá	lantern	túskaski	seven
táplash	white clay	túsksha	point to
tápu	bone marrow	tíyasha	laugh
tapútki	buckskin robe or blanket		
taushá	sagebrush	ulf	spring run (of fish)
tautaulí	tin can	ushátsh	socks; stockings
táuw	town	ushúshuwasha	get ready [ ]
tichám	land; earth; ground	útpas	robe; blanket for we;
tikái	dish; plate	útpsha	wrap oneself; wear
tilatalf	pants		garment)
tilíwal	blood		plural subject]
tináinacht	west	wach	watch; wristwatch
tispúltispul	small yellow spider	waláchwich	belt

tense verbs) begin with a prefix that tells us the tense. The prefix that indicates things that just happened is i- before consonants and ig- before vowels. If you look at the words and phrases above you will see examples of this tense.

We will call the past tense marked with the prefix i(g)- the immediate past.  
What about verbs in the present tense, that tell about things happening right now? They do not have any tense prefix. They begin with one or more pronoun prefixes, as we have already seen.

Below we take the verbs from the sentences above and break them down into their component parts:

<u>intransitive verbs:</u>		
inutwit	'I stood up'	i-n-utwit
[i-, immediate past; -n-, 'I' (intransitive subject); -utwit, 'stand up']		
inuya	'I went'	i-n-uya
[i-, immediate past; -n-, 'I' (intransitive subject); -uya, 'go']		
inuáit	'I sat down'	i-n-uáit
[i-, immediate past; -n-, 'I' (intransitive subject); -uáit, 'sit down']		
iyuáit	'he sat down'	i-y-uáit
[i-, immediate past; -y-, 'he' (intransitive subject); -uáit, 'sit down']		
igutwit	'she stood up'	ig-(a)-utwit
[ig-, immediate past; -(a)-, 'she' (intransitive subject; remember: in verbs, a before u disappears); -utwit, 'stand up']		
iguya	'she went'	ig-(a)-uya
[ig-, immediate past; -(a)-, 'she' (intransitive subject); -uya, 'go']		
iguáit	'she sat down'	ig-(a)-uáit
[ig-, immediate past; -(a)-, 'she' (intransitive subject); -uáit, 'sit down']		
<u>transitive verbs:</u>		
inaglga	'I picked it up'	i-n-a-glga
[i-, immediate past; -n-, 'I' (transitive subject); -a-, 'it' (object, referring to ak'ínuámat); -glga, 'pick up']		
iniunuám	'I wrote it'	i-n-i-unuám
[i-, immediate past; -n-, 'I' (transitive subject); -i-, 'it' (object, referring to ičxliu); -anuám, 'write']		
inaxima	'I put it down'	i-n-a-xima
[i-, immediate past; -n-, 'I' (transitive subject); -a-, 'it' (object, referring to ak'ínuámat); -xima, 'put down']		
ičaglga	'he picked it up'	i-č-a-glga
[i-, immediate past; -č-, 'he' (transitive subject); -a-, 'it' (object, referring to ak'ínuámat); -glga, 'pick up']		
ičinuám	'he wrote it'	i-č-i-unuám
[i-, immediate past; -č-, 'he' (transitive subject); -i-, 'it' (object, referring to ičxliu); -unuám, 'write']		
ičaxima	'he put it down'	i-č-a-xima
[i-, immediate past; -č-, 'he' (transitive subject); -a-, 'it' (object, referring to ak'ínuámat); -xima, 'put down']		
igaglga	'she picked it up'	i-g-a-glga
[i-, immediate past; -g-, 'she' (transitive subject); -a-, 'it' (object, referring to ak'ínuámat); -glga, 'pick up']		
iginuám	'she wrote it'	i-g-i-unuám
[i-, immediate past; -g-, 'she' (transitive subject); -i-, 'it' (object, referring to ičxliu); -unuám, 'write']		
igaxima	'she put it down'	i-g-a-xima
[i-, immediate past; -g-, 'she' (transitive subject); -a-, 'it' (object, referring to ak'ínuámat); -xima, 'put down']		

In looking over these verbs, you may have noticed some possible sources of confusion. For instance, in iguya 'she went', the initial ig- is a single prefix, the tense prefix for the immediate past. However, in igaglga 'she picked it up', the initial ig- is two prefixes: the immediate past i- and the pronoun meaning 'she' as subject of a transitive verb -g-. If you see or hear ig- at the beginning of a word how do you know what it represents?

There is no mechanical formula that gives the answer here. One hint, however, is to remember that Wasco verbs are built from the back. In other words whether you are trying to construct a verb yourself or are trying to understand a verb that you read or hear, start from the end. Let's see how this works.  
Let's say we want to say 'she (just) went'. The stem for 'go' is -uya. This is an intransitive verb, so 'she' will be represented by -a-. In a verb, however, a disappears before u, so now we still have -uya. Since we are talking about the immediate past, we will use the tense prefix i(g)-. -uya, of course, begins with a vowel, so we will use the form ig-. Thus, we have the form iguya.

The same process would work if we read this verb and wanted to understand what it meant. Starting from the back, we would see the stem -uya and recognize it as meaning 'go'. A pronoun prefix must immediately precede the stem. At first, we might not see one; but then we recall that in verbs a disappears before u, so that this verb must have a 'hidden' a as subject: 'she'. Nothing but a tense prefix ever comes before a subject pronoun prefix in Wasco. Ig-, then, must be the immediate past prefix as it occurs before a vowel (in this case, u).  
Now let's look at the verb igaglga 'she took it' ('it', of course, being ak'ínuámat). The stem here is -glga-, 'pick up, get, take'. Since this is a transitive verb, there must be two pronoun prefixes, one for the subject and the other for the object, with the subject first and object second. The object pronoun is -a-, here referring to and agreeing in gender and number with ak'ínuámat. The preceding -g-, then, must be the subject pronoun for 'she' as subject of a transitive verb. This leaves i- by itself to be the tense prefix, in this case indicating immediate past.

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walptáikt	song	wáswas	twine
walsákas	legend	watám	lake; pond
walícht	oil; gasoline	watím	yesterday
walím	plain; undecorated	wawachí	acorn
wána	river	wáwatau	antelope
wanáitt	spring (of water)	wilalfkit	rabbit dance
Wanáwaishi	Sidwalder Flat	wilyakí	leggings
wansh	thigh	wisfk	blackberry
wanícht	name; prediction; decree	wsalfísha	hunt
wanítsha	be called; be named	wushí	rat
wápas	side basket	wflaps	sturgeon
wapáwat	outfit; regalia	wínasha	go
wápshash	braid	wíwnu	huckleberry
wáptas	feather	wíyat	far
wáptasi	quail		
wáptu	potato	yápash	grease; fat
pti	grouse	shúwit	lesson
ptptluyái	bluebird	shuu	whiskers
ptyau	mink	siks	friend; pal; partner
pyus	water snake	sinmf	flying squirrel
pyush	snake	skau	brave; powerful; to be feared
pínapt	four	skní	buttercup
pínush	gooseberry	sktks	fringe
pútm	ten things	skúlisha	go to school
		skúlit	school

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