



Sahaptin

Picture

Dictionary

## ACKNOWLEDGMENTS

This book began with an idea many years ago, and with the help of many people it has converged into this Picture Dictionary. This book is meant for our children and other pupils who are interested in learning the names of objects, animals and things in the Mamachat dialect.

The Mamachat dialect is the one dialect that is spoken and understood by members of the Fourteen Bands of the Yakima Confederated Tribes of the Yakima Indian Reservation.

We want to thank the many people who offered their help and assistance. We thank the Yakima Tribal Education Committee and especially their chairman, Harvey Adams for their monetary support, members of the JOM Consortium and district members being Mt. Adams, Toppenish, Wapato, Klickitat, Granger, Greenwood, Trout Lake, Goldendale and Priest Rapids for their help in editing and many helpful comments. Without these fine groups of co-workers, the work could not have been done.

To Tony Colwash, the printer, who edited, corrected and made the changes when necessary.

To Lena Sohappy Owens for supporting the project by reviewing and correcting the noun and verb usage in accordance with the Language Dictionary. Her knowledge and experience in the proper usage of the Language Dictionary and its contents was a valuable asset in providing assistance.

To Beverly Tallman and Leroy Colfax who produced the illustrations, assisted with the layouts and editing.

Words followed by an astrik (\*) are borrowed from other tribes

### HOW TO USE THE PICTURE WORD DICTIONARY

The purpose of this Picture Word Dictionary is to give students visual clues to the written and spoken Mamachat dialect. The Picture Word Dictionary will be a useful tool for students of all ages as a reference while they continue to expand their vocabulary.

Students should be encouraged to take their dictionary home to share with other members of the family. As new words are added to their vocabulary, the students can increase the dictionary by attaching additional pages. Additional vocabulary and un-illustrated vocabulary words will provide students with the opportunity to illustrate by cutting pictures from magazines or producing original drawings of their own.

The variety of subjects used in the Picture Word Dictionary allows the teacher to develop cross-curriculum lessons to supplement the basic vocabulary introduced.

However, the Picture Word Dictionary is primarily an aid to increase the vocabulary learning of the Mamachat dialect, and lessons are taught purposively, through oral drill and repetition. A creative teacher will also include many other kinds of learning activities to motivate children to learn the language.

Some general suggestions for using the guide include:

1. Use the sections of the guide to introduce new vocabulary words. The words chosen in the picture dictionary were based upon their use and familiarity in daily discussion. Sections are divided into the following topic areas:

numbers  
days of the week  
colors  
clothing  
family  
food  
toys  
parts of the body  
occupations  
shelter  
animals  
weather  
money

2. Additional words can be added to the vocabulary under each section. Some students will be more advanced than others in the skill development. Let these students bring new vocabulary words into the class discussion and add these words to each vocabulary section.
3. Use formal practice and drill sessions each time the vocabulary lesson is taught. Reinforce oral drill and practice sessions, with suggested learning activities and scheduled testing.
4. Use audio-visual materials to introduce lessons and motivate students for additional learning activities. Whenever possible, bring a real object to class for

5. If possible, obtain tape recorders so that students can practice speaking and listening back to themselves as they learn the language.
6. Learning is reinforced when students have opportunities for demonstrating their new knowledge. Plan activities where students perform for parents, families or other students in the school.
7. Planning field trips and bringing in resource people from the Tribe helps motivate students to learn.
8. Regular drill, practice and testing sessions should be of prime concern if students are to progress through vocabulary lessons.

### LESSON FORMAT

#### OBJECTIVES:

The specific objectives under each section are the learning of the new vocabulary words and what these words mean to the culture of the Indian people. Therefore, the primary objective of the curriculum lessons is the oral speaking of the vocabulary and the student's ability to interpret the meaning of the words. There are two primary objectives for each vocabulary lesson:

1. The student will demonstrate his ability to speak the Mamachat words by orally repeating vocabulary words correctly and by speaking the words in sentences and through dialogue with others.
2. The student will demonstrate comprehension of the meaning of the vocabulary words through action, oral

## MATERIALS NEEDED:

Each section of vocabulary words lists some basic materials which the teacher must gather before introducing and teaching the lesson. Teachers will want to add to these suggested materials as they design their lesson plans. The picture dictionary could be used as the only prerequisite to the lessons; however, it is important that teachers attempt to use a variety of media (especially real objects) to motivate learning.

## VOCABULARY LESSON:

For purposes of this guide, the vocabulary lesson shown will include all the words to be learned under each section. However, a single vocabulary lesson may include only the learning of one new word per lesson. Some lessons might include the learning ten (10) new words (numbers one to ten) and following lessons maybe repeat practices and activities to reinforce the learning of the ten new words. Each teacher will need to assess the age/grade level abilities of students being taught and design lessons accordingly.

### 1. Introduce the Word:

Use the picture in the dictionary, a real object, or action or another picture to introduce the new word.

Write the word on the chalkboard. Say the word.

Point to the picture or object. Say the word.

Do the action. Say the word.

Do this three or four times.

### 2. Drill:

Listen as they say the word for correction pronunciation.

Have a student volunteer say the word and do the action.

Have a student write the word on the chalkboard and say it for the class.

Have every student in the class say the word and do the action.

Have students volunteer for dialogue discussion using the new word.

### 3. Practice:

Have students work in pairs as they say the new word and do the action.

Have students practice writing the word. Have them test each other to see if they can write the word without looking at the spelling.

Walk around the room and check student pairs as they work together.

EACH DAY ALLOW TIME TO DRILL AND PRACTICE WORDS WHICH WERE LEARNED DURING THE PREVIOUS LESSON. AS NEW WORDS ARE LEARNED, THEY ARE ADDED TO THE DAILY PRACTICE SESSION. BY THE END OF THE WEEK, STUDENTS SHOULD BE TESTED ON ALL NEW WORDS LEARNED DURING THAT PERIOD OF TIME.

### 4. Testing:

Informal individual tests can be given orally to

pace. It will be necessary to keep a record on each student to chart his/her progress throughout the year.

The teacher will need to designate a certain period of time wherein testing occurs regularly. For example, if lessons are given daily, then the last day of the week could be a day for testing and reinforcing what the student has learned. If the lessons are divided into numbers of weeks (for example, ten words taught every ten day period), then quizzes should be used frequently within a lengthy period and final testing occur as a followup to periodic quizzing.

The teacher should test for oral performance: Can the student say the word? Does he/she pronounce the word correctly?

The teacher should test for comprehension: Does the student know what the word mean?

The teacher could call each student up in private to say all the words learned during the designated period of time. Other students could be working at their desks to write the meaning of each of the words learned from a vocabulary list. That way, students can be tested for comprehension as a group and orally in private with the teacher.

The teacher should design writing and spelling exercises around the Mamachat words as students advance in oral speaking skills with each new word.

Results of all testing should be kept in the student's folder. Student folders would also include group or individual project work and observation notes on student



## QUESTIONS FOR DISCUSSION:

Each section contains questions which the teacher might use to increase student learning and motivation. The questions are designed from simple rote memorization type questions to higher levels of thinking where students must use interpretive and evaluative answers.

The questions given in the guide are only suggested questions and teachers will want to supplement these with their own and with those generated by students in the class.

## SUGGESTED ACTIVITIES:

These activities are designed to increase student interest and to expand vocabulary learning into the broader curriculum areas. Activities may be done by students alone, in small groups or in large groups. Some activities require students to work independently on projects outside the classroom. Some activities encourage students to involve other members of their family in the learning process. All activities are given as suggestions only and much depends upon the availability of time and resources allotted to the teacher of the Mamachat language. The teacher should encourage other teachers in the building to followup student vocabulary learnings with some of the independent or group activities suggested in the guide.

## EVALUATION:

An evaluation process was suggested for use for testing vocabulary comprehension and verbal usage. Other ways for evaluating pupil progress are suggested under each section of the picture dictionary.

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The teacher should keep a folder for each student which includes information regarding student:

oral use of new vocabulary

comprehension of new vocabulary

independent or group project work

classroom behavior and attitude progress

The parents or other members of the student's family should be given periodic reports upon the progress of the student in the language class. The language teacher should work closely with other teachers in the building to share student progress and cooperatively design activities to increase student learning in other areas.

KEY TO THE YAKUTIA PRACTICAL ALPHABET

Sounds

a short a

ám husband

ásham wife

wáshat riding

aa long aa

káatnam long

táak meadow

wáashat Indian religion: dancing

ch soft ch

chíish water

chémui new

íchi this

ch' hard ch

ch'ém sharp

nch'í big, large

ch'íya flicker (a bird)

h aitch

háasht breath

nawléak spirit: abyss: bottomless space

nulí wind

i short i

íak you

íksiks little, small

pípsn bone

ii long ii

íi yes

níipt two

tíin Indian, person

í barred í

ím mouth

áshím come in!

kítu fast, quickly, swiftly

k	soft front k	kápan	<u>diagonalstick</u>
		kálux	<u>blueback salmon</u>
		kayáasu	<u>arrow</u>
k'	hard front k	k'amamul	<u>bald eagle</u>
		k'aywá	<u>short</u>
		k'úsi	<u>horse</u>
k	soft back k	kashkáash	<u>roan horse</u>
		tyískaka	<u>robin</u>
		ikú	<u>heavy</u>
k'	hard back k	k'ayík	<u>colo. calf. elk calf</u>
		k'úxá	<u>knee</u>
		k'shpaií	<u>buzzard</u>
kw	soft front kw	kwíkwu	<u>whistling</u>
		kwyáam	<u>true</u>
		áykws	<u>sottontail rabbit</u>
kw'	hard front kw	kw'ayawí	<u>mounataípa, cougar</u>
		skw'ípa	<u>morning</u>
		íkw'ak	<u>that</u>
kw	soft back kw	ikwátsha	<u>he's stuck</u>
		kwninkwniná	<u>peddler</u>
		pakwétpamá	<u>electric socket</u>
kw'	hard back kw	kw'áshkw'ash	<u>crane</u>
		kw'íit	<u>plain, visible</u>
		núkw'ash	<u>throat</u>

i	eil	lákas	<u>mouse</u>
		latít	<u>flower</u>
		lulúu	<u>smooth</u>
=	barred =	lúkw'i	<u>all day</u>
		lámúx	<u>head</u>
		lk'am	<u>moccasins</u>
"	em	máman	<u>Appaloosa horse</u>
		mímán	<u>love</u>
		niyáwax	<u>chief</u>
"	enn	nawát	<u>belly</u>
		nusúk	<u>salmon</u>
		núshnu	<u>nose</u>
ɔ	soft ɔ	pamtá	<u>toad</u>
		pápsn	<u>fir tree</u>
		plásh	<u>white</u>
ɔ'	hard ɔ	p'íp'i	<u>rats, intestines</u>
		p'íyu	<u>nighthawk</u>
		p'usntáy	<u>hill</u>
s	ess	sawítk	<u>Indian carrot</u>
		Spílyax	<u>Coyote</u>
		asúm	<u>eel, lamprey</u>
sh	ess-aitch	sháxat	<u>raspberry</u>
		shúshaynsh	<u>steelhead</u>
		shwá	<u>forehead</u>

t	soft t	táp'ash	<u>pine tree</u>
		táshtash	<u>canvasback duck</u>
t'	hard t	tiskáy	<u>skunk</u>
		t'íkt'ík	<u>swallow (a bird)</u>
		t'ít'sh	<u>grasshopper</u>
		t'áípt	<u>wampum</u>
tš	soft tee-barred all	tšúpt	<u>jumping</u>
		tšóáak	<u>jagged</u>
		póáak	<u>bitter, pepper</u>
tł'	hard tee-all	tł'áik	<u>blacktail deer</u>
		tł'áaxw	<u>all</u>
ts	soft tee-ess	tł'ítł'émxw	<u>redwing blackbird</u>
		tsawktsáwk	<u>red hot</u>
		páts	<u>your younger brother (a woman's word)</u>
ts'	hard tee-ess	tsníts	<u>your younger sister (a man's word)</u>
		ts'áa	<u>near</u>
		ts'í	<u>sweet</u>
u	short u	ts'uníps	<u>oak tree</u>
		tšpaas	<u>blanket, robe</u>
		núps	<u>fawn</u>
		púsha	<u>father's father</u>
uu	long u	púush	<u>juniper tree</u>
		tłúush	<u>some</u>
		p'úus	<u>cat</u>

w	double-you	wawá	<u>mosquito</u>
		watám	<u>lake</u>
		wilalík	<u>rackrabbit</u>
x	front eks	áwíix	<u>thin</u>
		kawxkáwx	<u>palomino horse</u>
		p'isx	<u>sour</u>
x	back eks	xálish	<u>wolf</u>
		xáukxat	<u>mallard duck</u>
		káwx	<u>shin</u>
xw	front eks-w	kwayxw	<u>basket net</u>
		ts'kwilí	<u>teepee</u>
xw	back eks-w	xwáshxway	<u>bluejay</u>
		xwayamá	<u>golden eagle</u>
		xwán	<u>sucker (a fish)</u>
y	why	yápaash	<u>grease</u>
		yáxa	<u>beaver</u>
		yámasa	<u>mule deer</u>
'	glottal stop	á'a	<u>crow</u>
		áy'ay	<u>maggie</u>
		pu'úú	<u>blind</u>

# NUMBERS

## OBJECTIVES:

1. The student will demonstrate ability to orally repeat and use in sentence dialogue, the Mamachat words for one (1) through ten (10).
2. The student, shown a picture, action or object representing the Mamachat words for numbers one (1) through ten (10), will demonstrate knowledge of the meaning of the numbers through written or oral interpretation or action.

## MATERIALS NEEDED:

Picture dictionary  
Chart with numbers 1 through 10  
Chalkboard or flannel board  
Various objects for counting

## VOCABULARY LESSONS:

<u>Mamachat Word</u>	<u>English Word</u>
náxsh	one
niipt	two
mitáat	three
pínipt	four
páxaat	five
ptáxninsh	six
tuskaas	seven
paxat'umaat	eight
ts'míst	nine
pútímt	ten



Ditto

M A T C H   T H E   W O R D

níipt	one
tuskaas	two
náxsh	three
paxat'umaat	four
píniipt	five
pútímt	six
mítaat	seven
ptáxninsh	eight
ts'míst	nine
páxaat	ten

## DAYS OF THE WEEK

### OBJECTIVES:

1. The student will demonstrate ability to orally repeat and use in sentences and dialogue, the Mamachat words for days of the week.
2. The student shown a picture, action or object representing the Mamachat words for day of the week, will demonstrate knowledge of the meaning of the words through written or oral interpretation or action.

### MATERIALS NEEDED:

Picture dictionary  
Commercial calendar  
Teacher-made calendar with Indian words written for days of the week

### VOCABULARY LESSONS:

<u>Mamachat Word</u>	<u>English Word</u>
Sapálwit	Sunday
Wának'it	Monday
Napłkw'i	Tuesday
Mítáłkw'i	Wednesday
Pinápłkw'i	Thursday
Páxałkw'i	Friday
Tamáts'aakt	Saturday

## QUESTIONS FOR DISCUSSION:

1. Tun iwakw'i? (What is today?)
2. Tun iwata maisx? (What will tomorrow be?)  
Tun iwatcha klawit? (What was yesterday?)
3. Mumkwí pátwin \_\_\_\_\_? (What day follows \_\_\_\_\_?)  
Wat' uisha wanak'itnan \_\_\_\_\_? (What day is before \_\_\_\_\_?)
4. Mum mashwa iminch'a ataw kw'i? (What is your favorite day of the week? Why?)  
mum ataw

## SUGGESTED ACTIVITIES:

1. Play the baseball word game.
2. Have the students write or tell about a day of the week that has special meaning to them.
3. Have students illustrate a booklet or mural showing what they each did every day of the last week.

## EVALUATION:

Compile student folders showing assessments and samples of:

Student participation in oral drill and class discussion.

Results of vocabulary quizzes and tests.

## COLORS

### OBJECTIVES:

1. The student will demonstrate ability to orally repeat and use in sentences and dialogue the Mamachat words for colors.
2. The student shown a picture, action or object representing the Mamachat words for colors, will demonstrate knowledge of the meaning of the words through written or oral interpretation or action.

### MATERIALS NEEDED:

Picture dictionary  
Color chart  
Various colored objects  
Colored paper, paints or crayons

### VOCABULARY LESSONS:

#### Mamachat Word

míxish-piya<sup>pt</sup>

míkił

plás

lámt

míxís

chmúk

luts'á

Lamp<sup>t</sup>

#### English Word

green

yellow

white

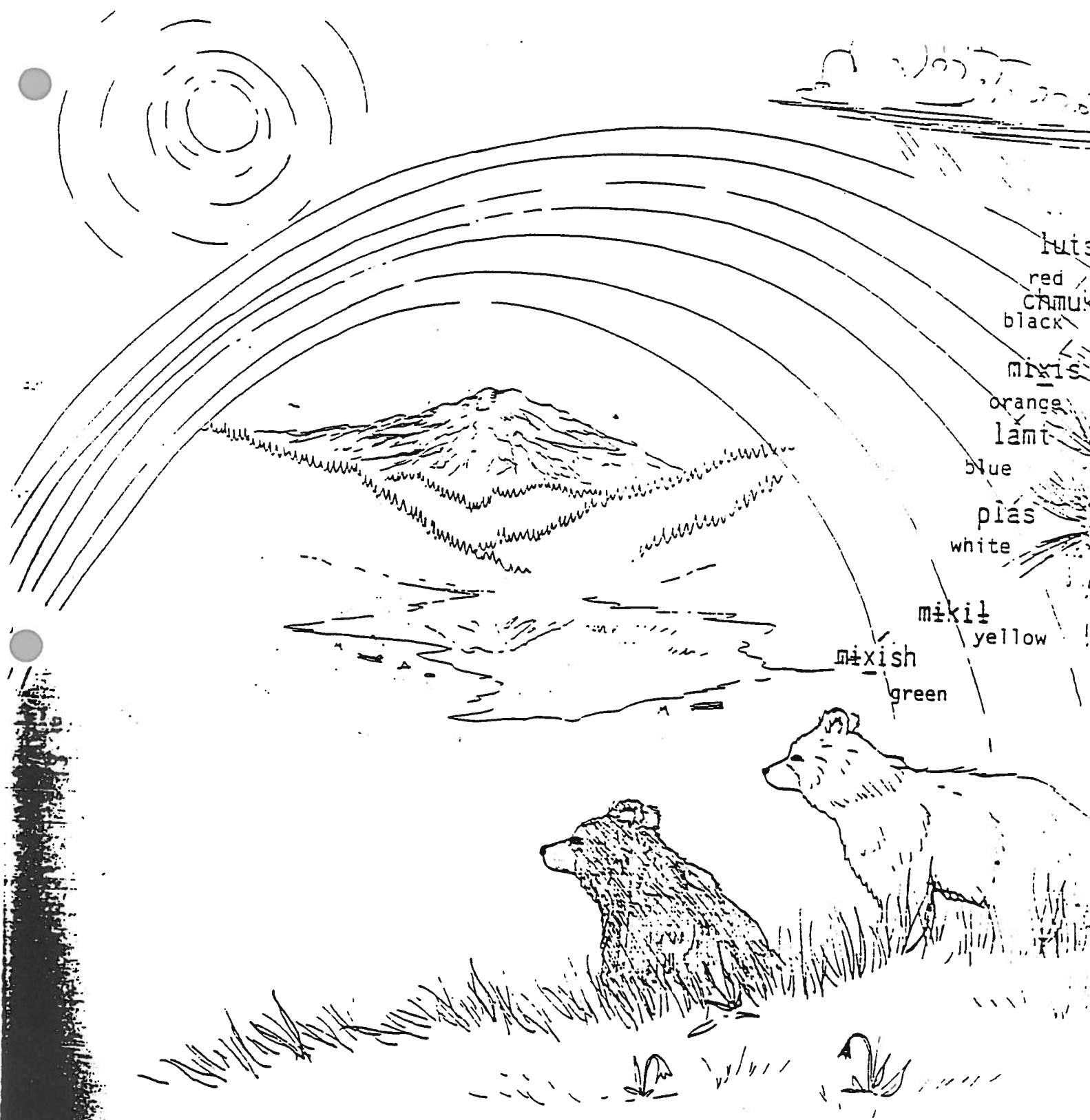
blue

orange

black

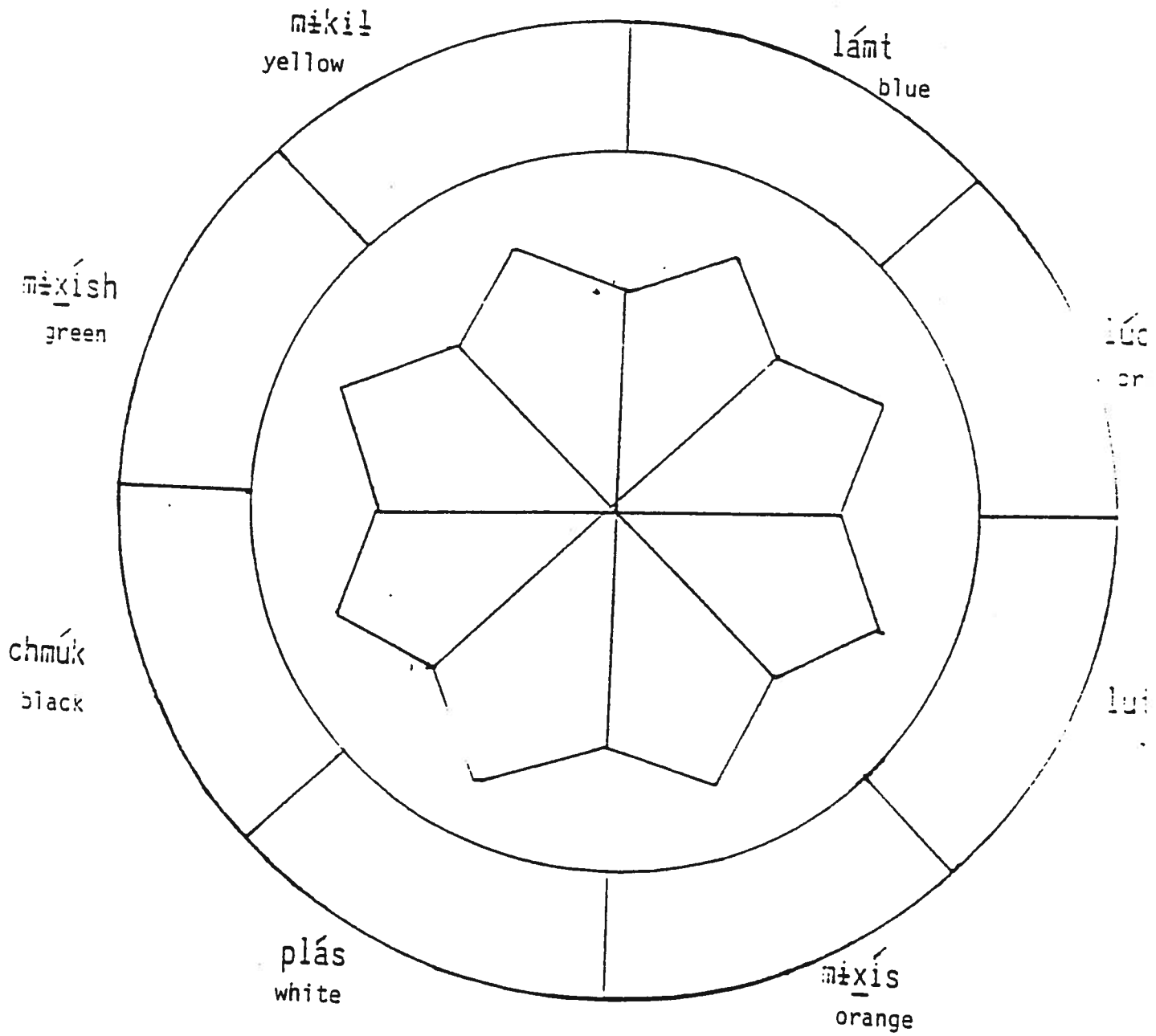
red

Purple



lute  
red  
chamus  
black  
mixis  
orange  
lamb  
blue  
pias  
white  
miki  
yellow  
mixish  
green

Color wheel



## CLOTHING

### Objectives:

1. The student will demonstrate ability to orally repeat and use in sentences and dialogue, the Mámachat words for contemporary clothing and the Mámachat words for traditional Indian clothing.
2. The student, shown a picture, action, or object representing the Mámachat words for clothing, will demonstrate knowledge of the meaning of the words through written or oral interpretation, or action.

### Materials Needed:

Picture Dictionary  
Dolls, including paper dolls  
Boys and girls clothing  
Traditional Indian clothing and ornaments  
Mr. Peabody kit  
Catalogues  
Magazines

### Vocabulary Lessons:

Mamachat word:	English word:
tl'piip	wing dress
shimx	buckskin dress
chátl'umxsh	bandana
patl'aapa	woman's basket hat
tk'ám	moccasins
lishaal	shawl
twanpaas	comb
iwáwish	necklace

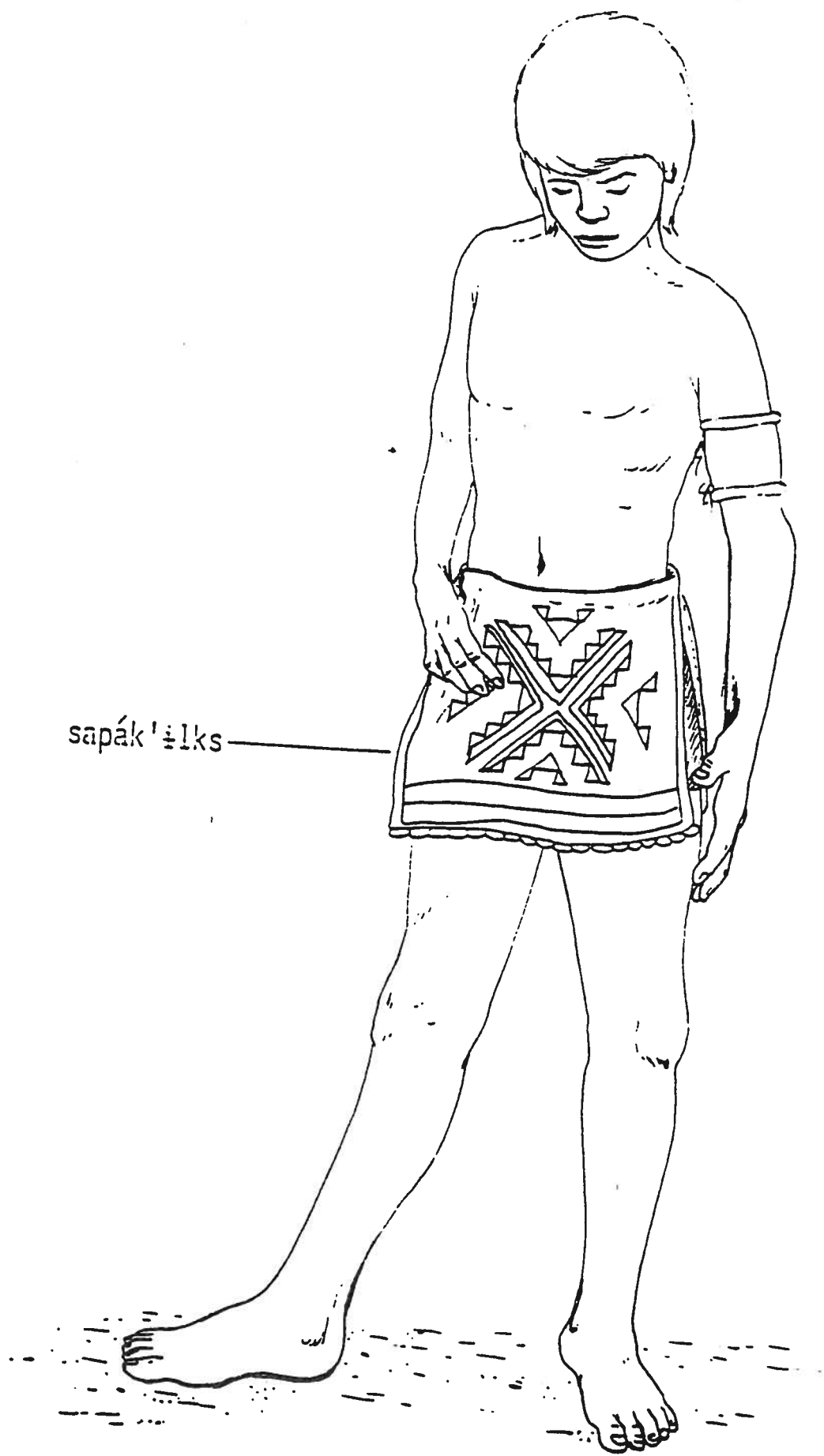
Mamachat Word:

ikw'ik  
wilyaki  
sapak'ilks  
utpaas  
taatpas  
sapk'ukt  
niyach  
kapu  
takmaat  
kayli  
k'wipama  
tapch'ki  
swaata

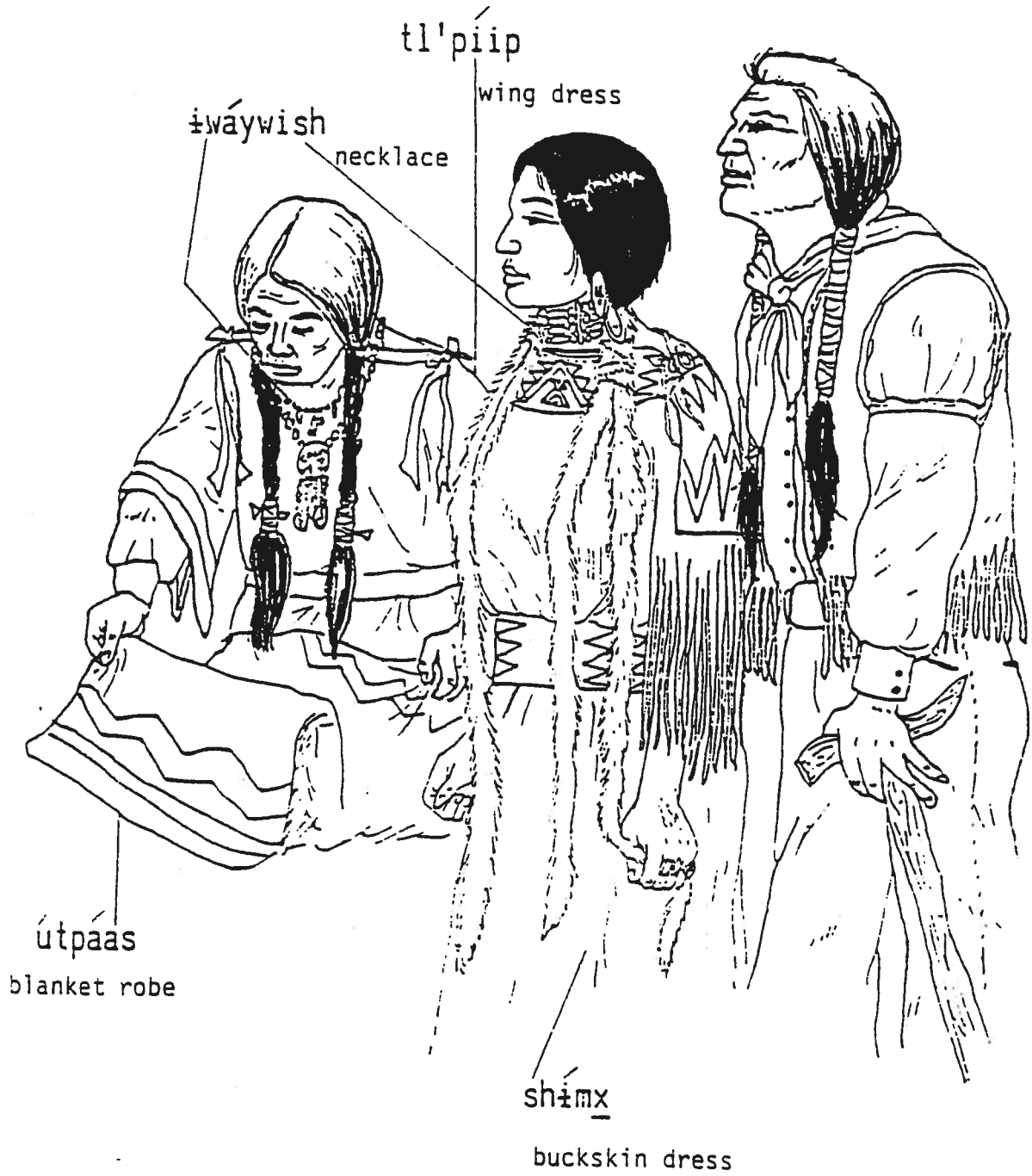
English Word:

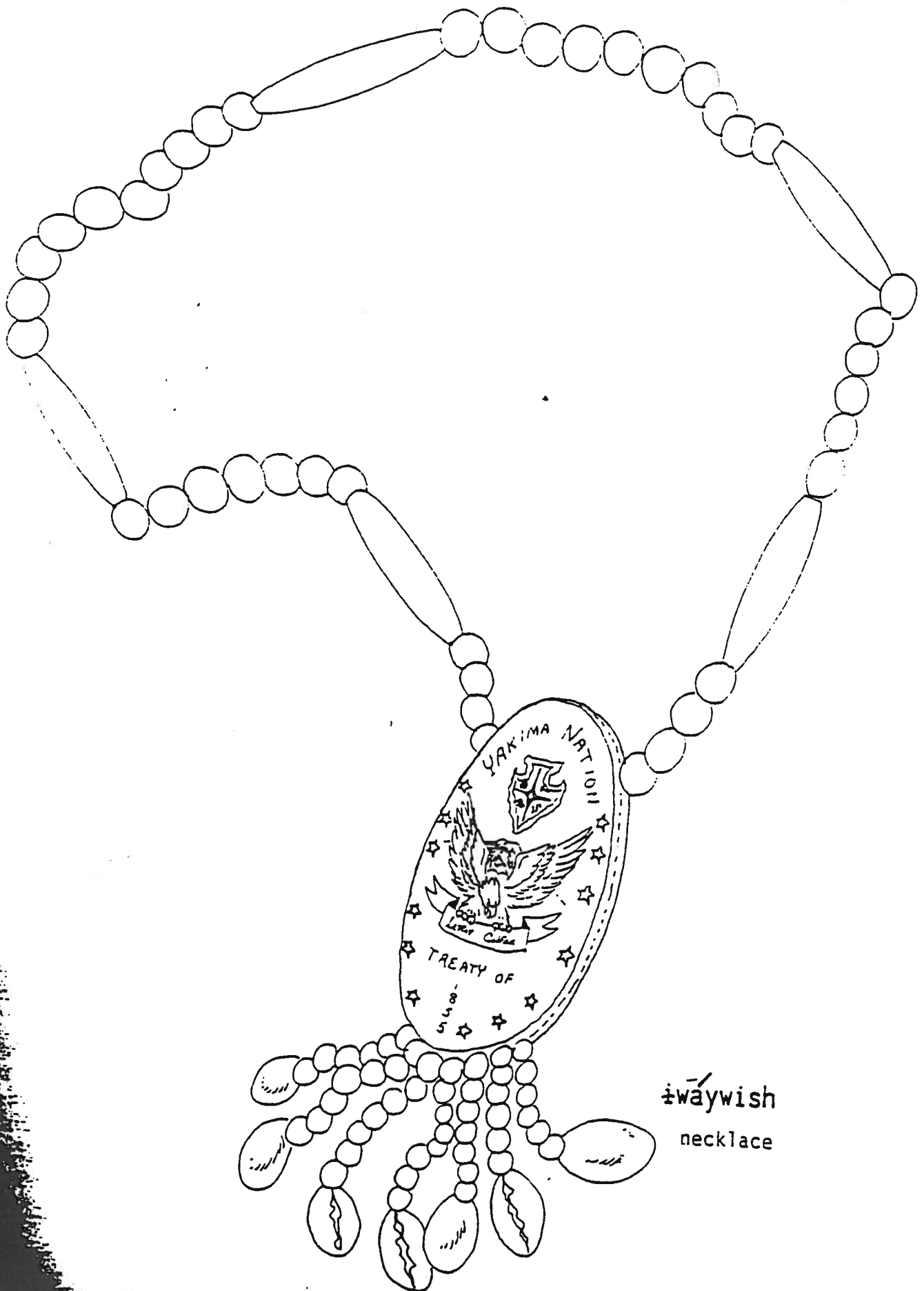
perfume  
chaps  
breechcloth  
blanket robe  
shirt  
woman's handbag  
pants  
coat  
hat  
shoes  
skirt  
dress  
sweater



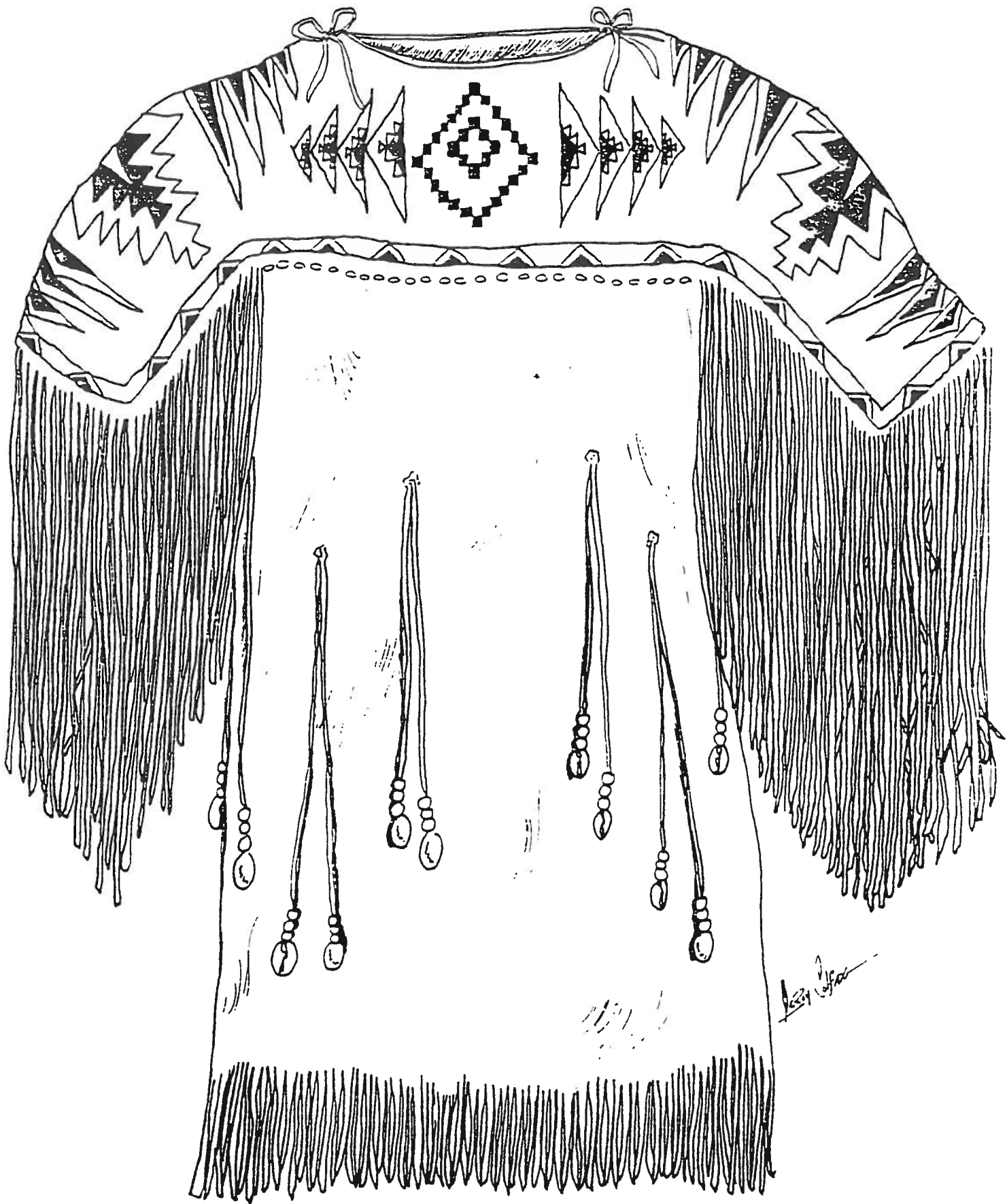


sapák' ÷ lks





waywish  
necklace



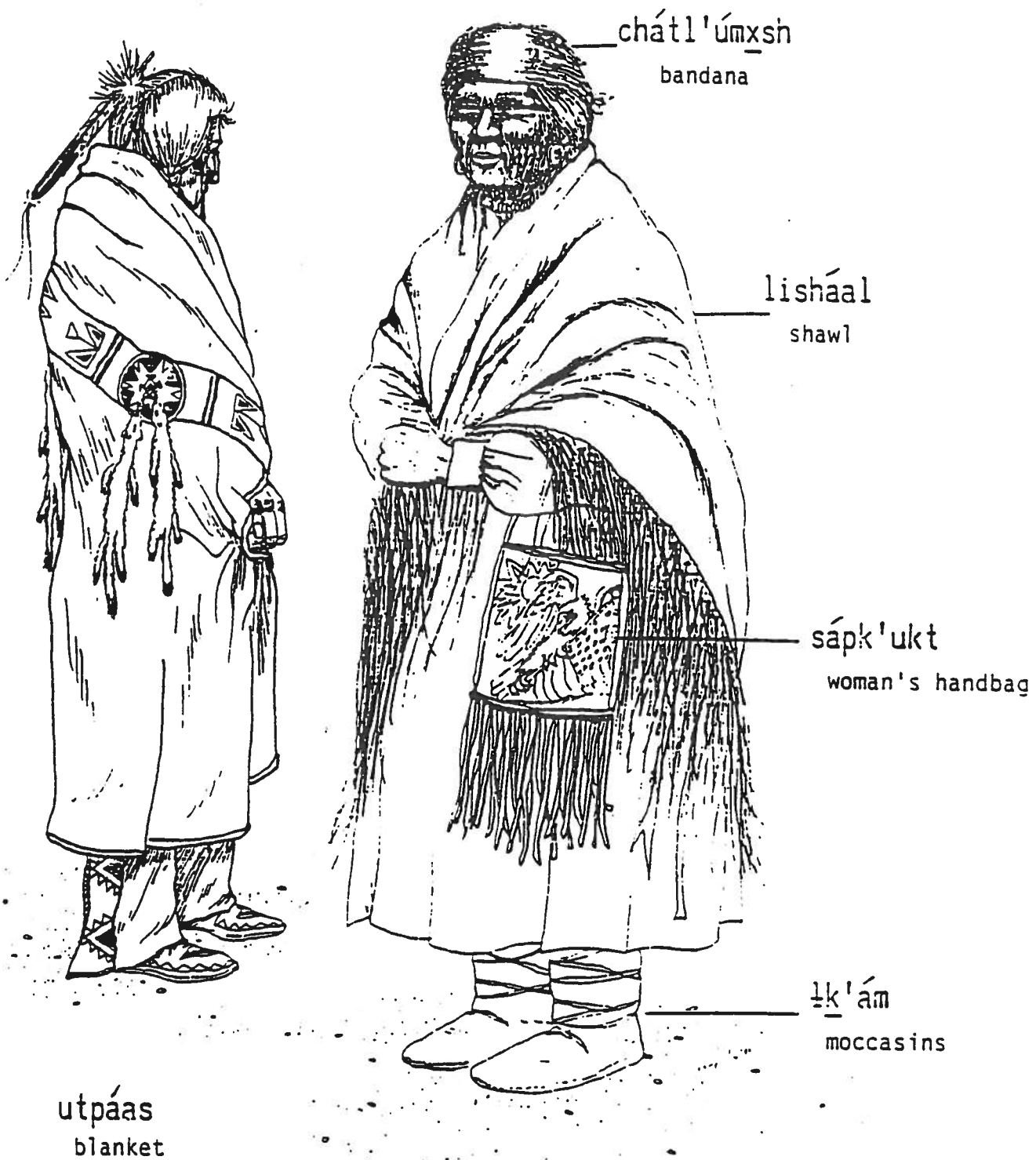
shimx

buckskin\_dress 22



tl'piip

wing dress



chátl'úmxsh

bandana

lisháal

shawl

sápk'ukt

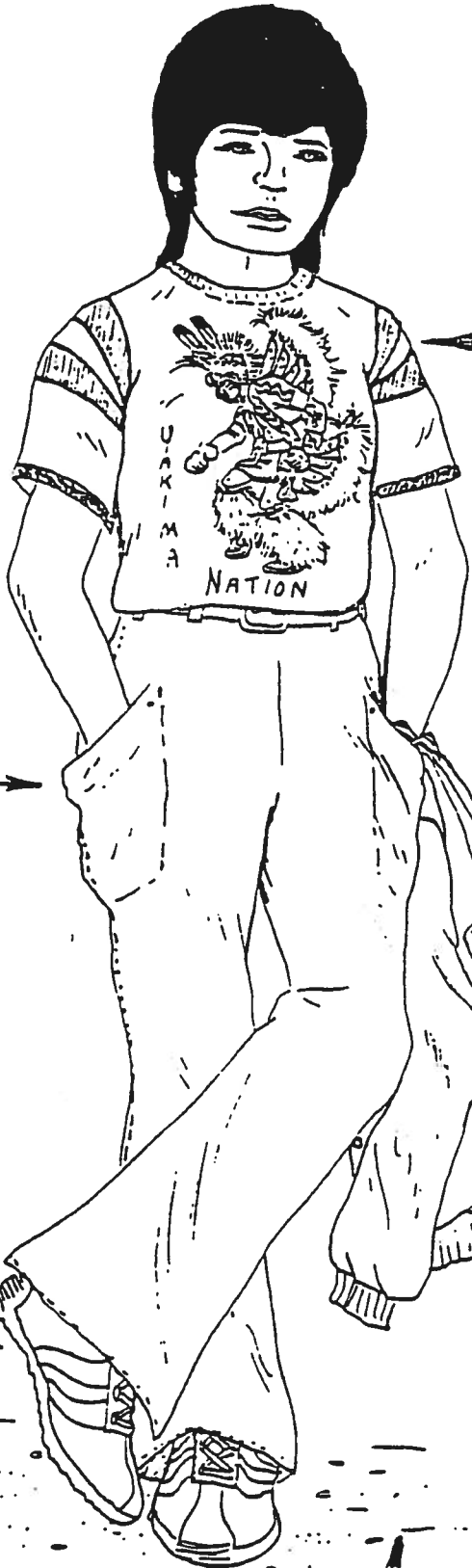
woman's handbag

k'ám

moccasins

utpáas

blanket



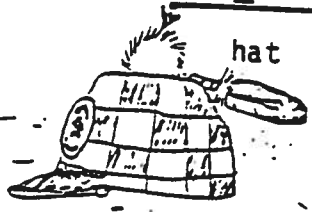
táatpas  
shirt

niyách  
pants

kapú  
coat

kaylí  
shoes

tákmaa!  
hat



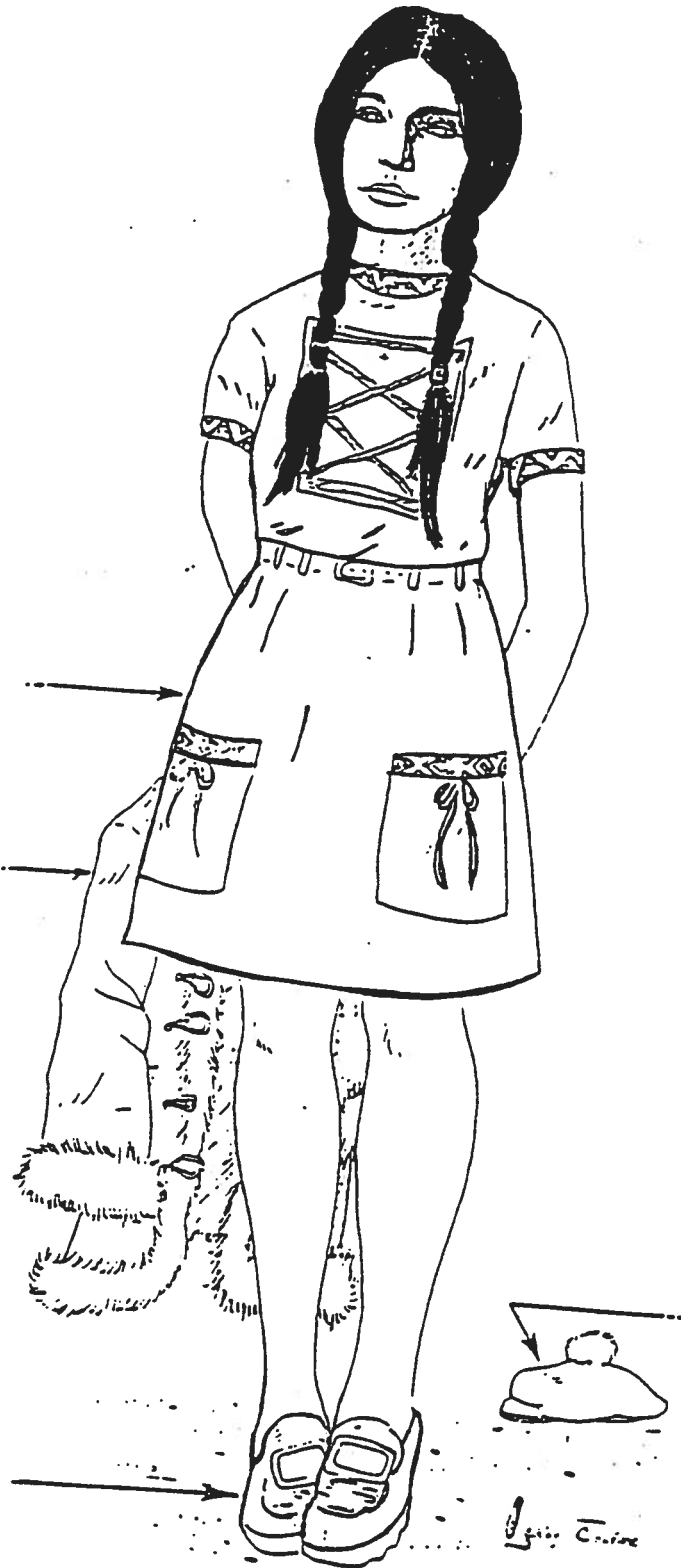
ROY Colfax  
77

k'wipama  
skirt

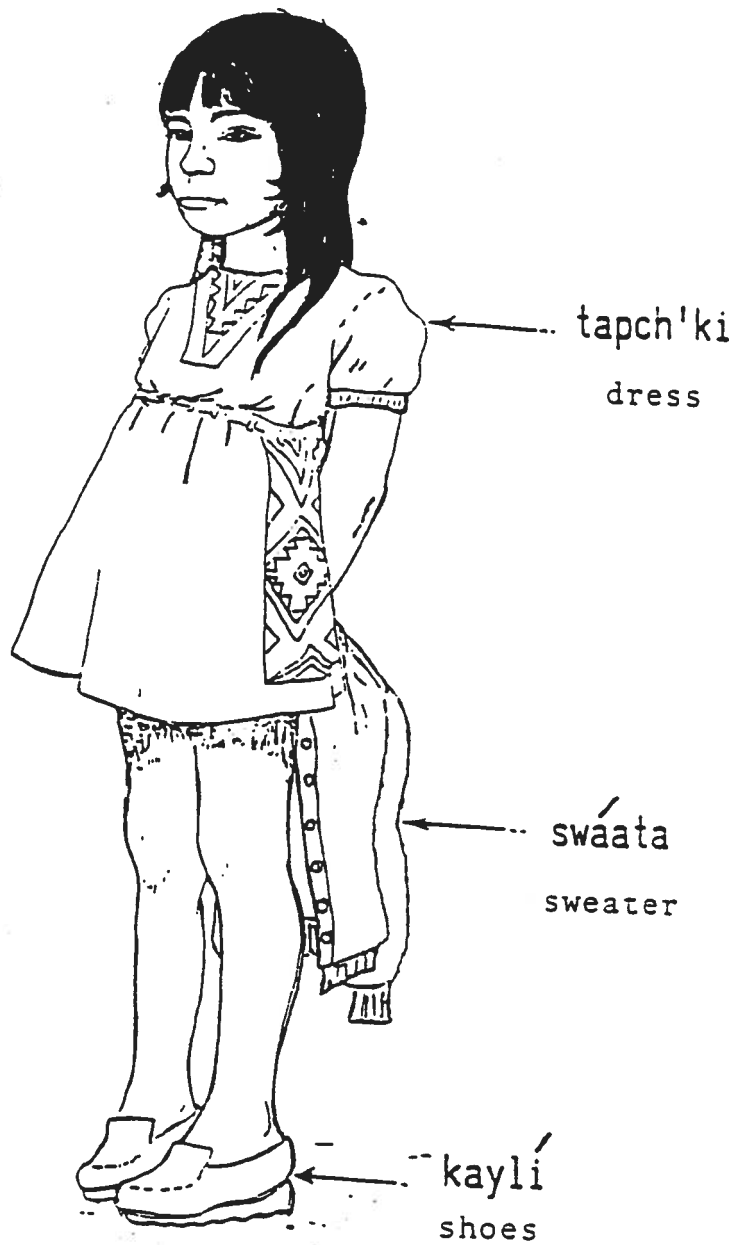
kapú  
coat

kayli'  
shoes

takmaat  
hat







tapch'ki  
dress

swáata  
sweater

kaylí  
shoes

## MOCCASINS

### Materials Needed:

Paper and pencil  
A good pair of scissors  
Buckskin  
Buckskin needle  
Sinew or heavy thread  
Beads and beading needle (optional)

The following pages show you, step by step, how to make a pair of plain moccasins.

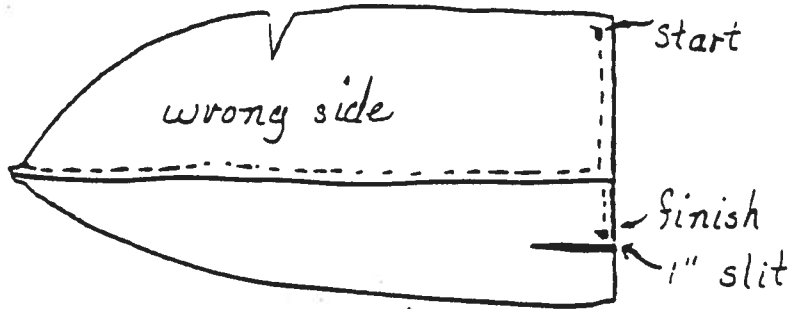
If you want to bead your moccasins, you should do so after you cut them out. This is done before any sewing.

To avoid ruining the buckskin, it is suggested that beginners practice on denim or other heavy material.

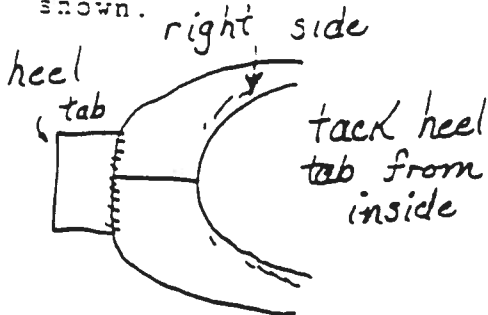
MOCCASIN PATTERN

(cont.)

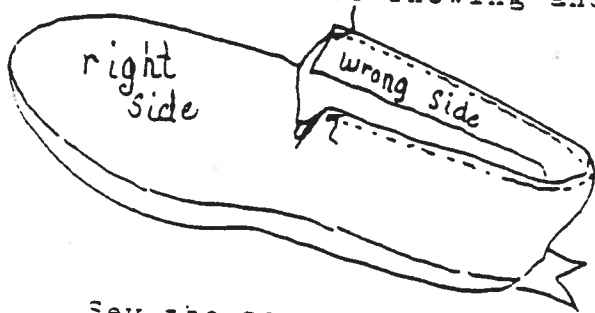
Cut slit across the heel approximately 1" long at the point you finished sewing.



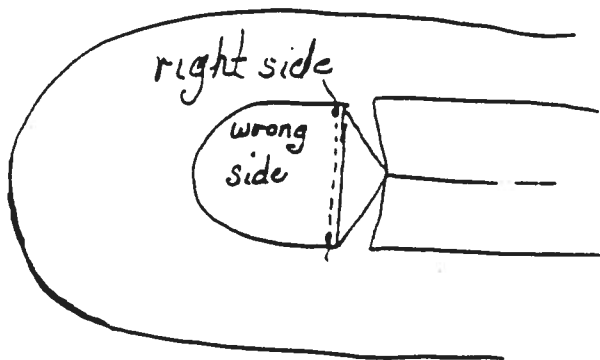
Sew bottom of heel as shown. Various ways of cutting heel tab are shown.



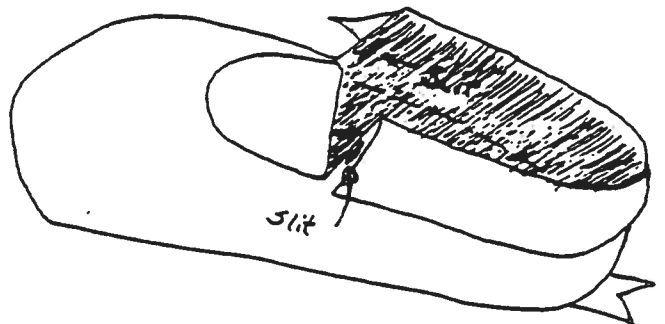
Sew buckskin strips as shown. When they are turned out, the right side should be showing and the seam should be hidden.



Sew the tongue on as shown.

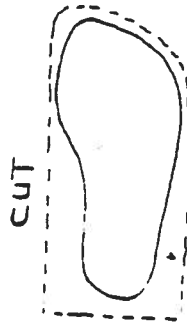


Cut two 12" - 16" long by 3/8" wide buckskin strips for laces. Cut two 3/8" slits in sides as shown and thread laces.

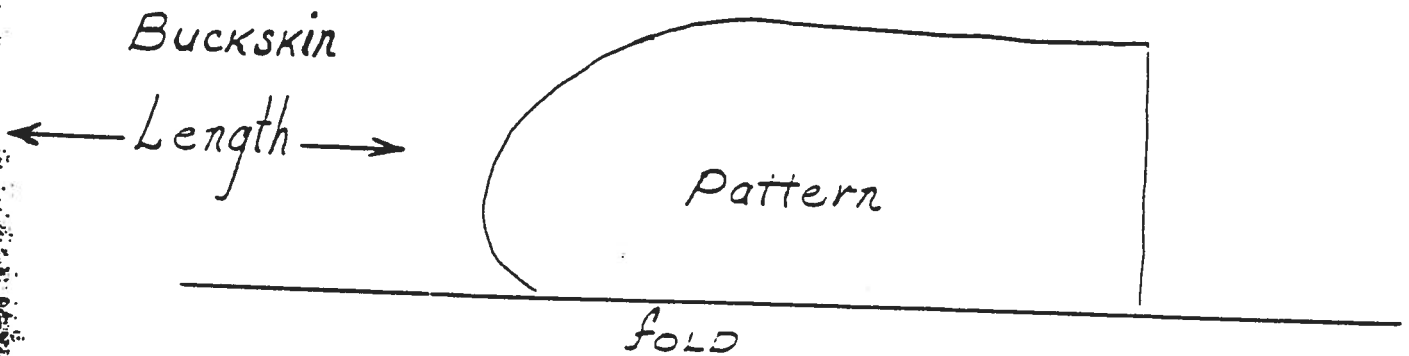


# MOCCASIN PATTERN

Trace outline of right foot on a paper. Cut  $\frac{1}{4}$  inch outside of outline and square the heel. Please be sure to trace foot while standing or the moccasins will be too small.

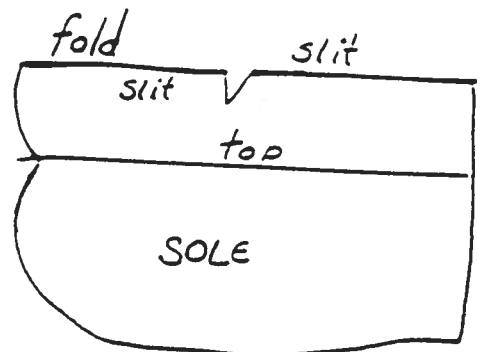
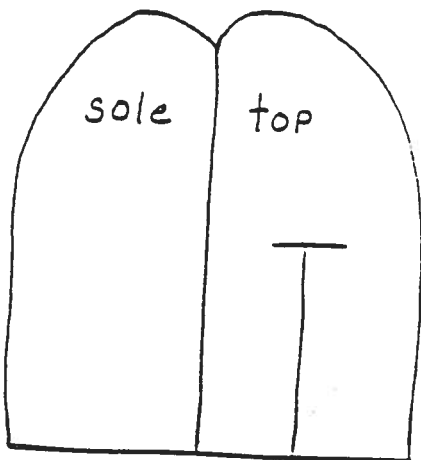


Place pattern lengthwise on the buckskin with the left side on the fold and cut around the pattern. Do this twice.



Cut lengthwise down the center of the top half of the moccasins, approximately halfway.

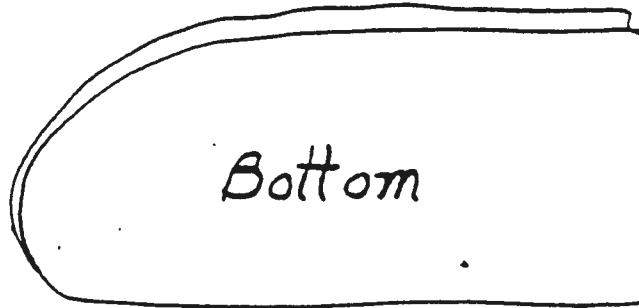
Cut slit around 1" - 2" long, depending on the size of the moccasins. Fold the top of the moccasins in half lengthwise and cut triangle behind slit as shown.



# MOCCASIN PATTERN

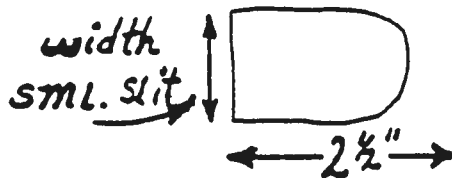
(cont.)

Trim the bottom or sole of the moccasins  $1/4"$  smaller than the top.

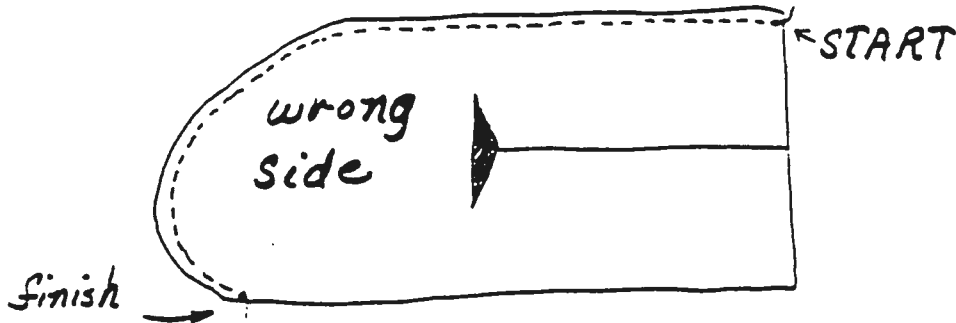


Measure lengthwise slit, multiply by two, add 1". and cut two buck-skin strips approximately  $1-1/2"$  to 2" wide.

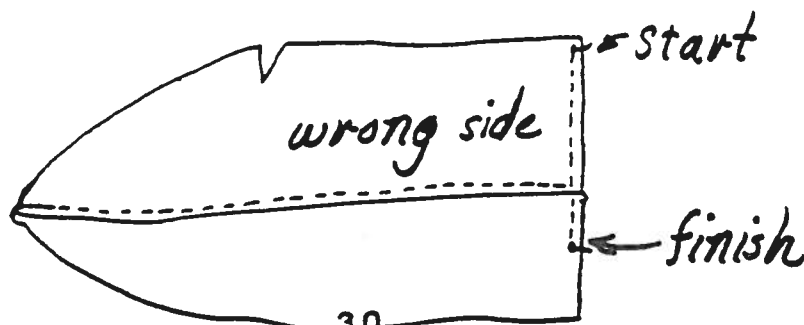
Measure the smaller slit and cut two tongues, about  $2-1/2"$  - 3" long.



You are now ready to sew. Turn the moccasins so the wrong side is out. Start at the heel, using small stitches, sew approximately  $1/4"$  from the end until you finish at the toe.



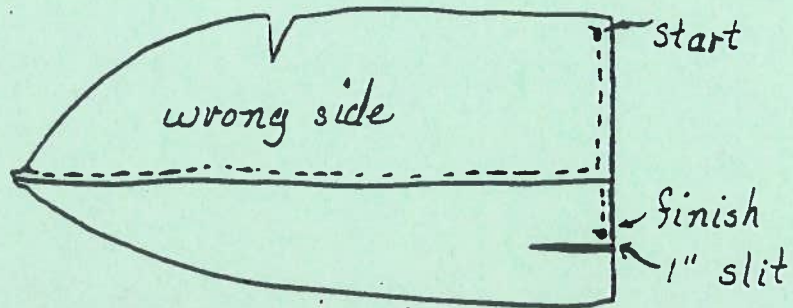
Start sewing at the top of the heel,  $1/4"$  from the end and finish approximately  $3/4"$  from the end. Adjust according to the size of the moccasins.



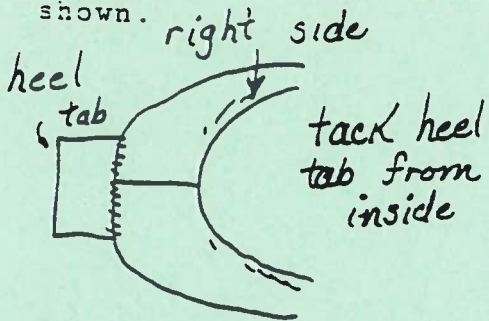
# MOCCASIN PATTERN

(cont.)

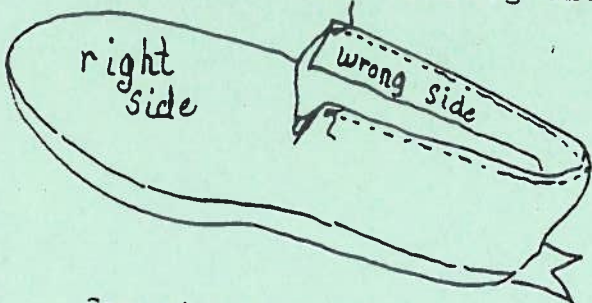
Cut slit across the heel approximately 1" long at the point you finished sewing.



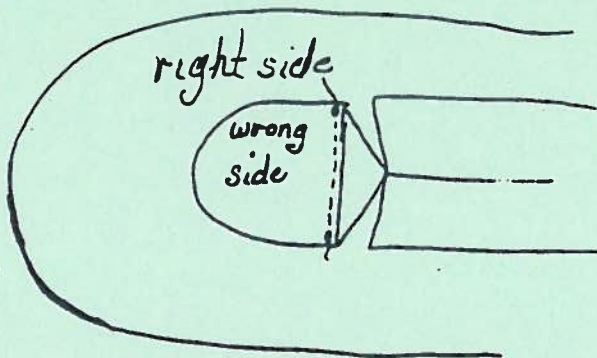
Sew bottom of heel as shown. Various ways of cutting heel tab are shown.



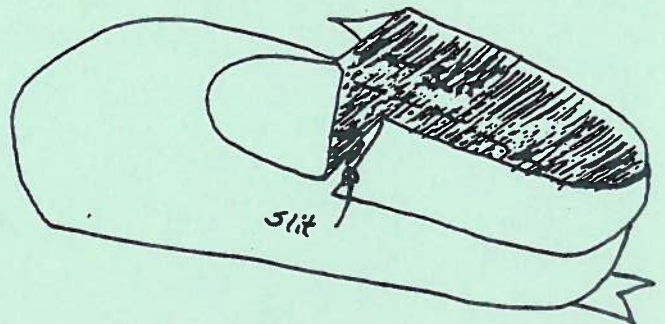
Sew buckskin strips as shown. When they are turned out, the right side should be showing and the seam should be hidden.



Sew the tongue on as shown.



Cut two 12" - 16" long by 3/8" wide buckskin strips for laces. Cut two 3/8" slits in sides as shown and thread laces.



## FAMILY

### Objectives:

1. The student will demonstrate ability to orally repeat and use in sentences and dialogue, the Mamachat words for various members of the family.
2. The student, shown a picture, action, or object representing the Mamachat words for members of the family, will demonstrate knowledge of the meaning of the words through written or oral interpretation, or action.

### Materials Needed:

Picture Dictionary  
Chart showing Mother's family  
Chart showing Father's family  
Picture of Families

### Vocabulary Lessons:

Mamachat Word:	English Word:
íla	mother
káka	mother's brother
xáxa	mother's sister
tíla	mother's father
kála	mother's mother
túta	father

Mamachat word:

máxa

shísha

púsha

ála

yáya

miyaláas

nika

English

father's brother

father's sister

father's father

father's mother

older brother

baby

little brother



FILL IN THE BLANKS WITH MÁMACHAT WORDS FOUND BELOW

1. The word for "mother" in Mámachat is \_\_\_\_\_.
2. My father is called \_\_\_\_\_ in Mámachat.
3. \_\_\_\_\_ is the Mámachat word for my brother.
4. \_\_\_\_\_ is the Mámachat word for my sister.
5. My mother's sister is called \_\_\_\_\_.
6. My mother's brother is called \_\_\_\_\_.
7. My father's sister is called \_\_\_\_\_.
8. My father's brother is called \_\_\_\_\_.
9. My mother's mother is called \_\_\_\_\_.
10. The name for my mother's father is \_\_\_\_\_.
11. The name for my father's mother is \_\_\_\_\_.
12. My father's father is called \_\_\_\_\_.

Mamachat Word:	English word:
íla	mother
túta	my father
yáya	my older brother
nána	my older sister
xáxa	my mother's sister
káka	my mother's brother
shísha	my father's sister
máxa	my father's brother
kála	my mother's mother
tíla	my mother's father
ála	my father's mother
púsha	my father's father



púsha

father's father

túta  
father

áala

father's mother

*Father's side*



káʔa  
mother's mother

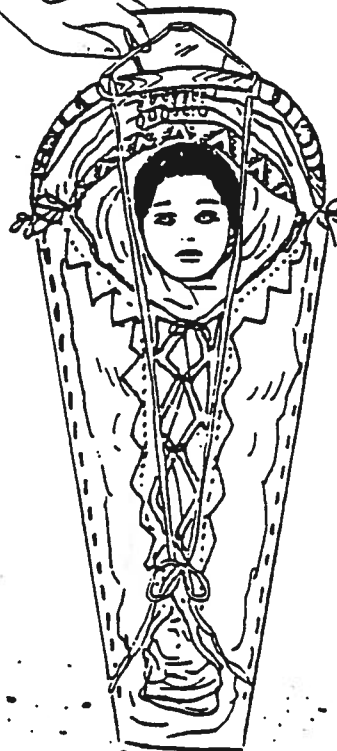
íʔa  
mother

tíʔa  
mother's father

*mother's side*



yayá  
older brother



miyaláas  
baby



nika  
little brother

Natutaas

Piyup

Pchar

lishaal  
'shaw

kiwkiwaas  
drum

my father

older brother

mother

## FOOD

### Objectives:

1. The student will demonstrate ability to orally repeat and use in sentences and dialogue, the Mamachat words for various kinds of food.
2. The student, shown a picture, action, or object representing the Mamachat words for food, will demonstrate knowledge of the meaning of the words through written or oral interpretation, or action.

### Materials Needed:

Picture Dictionary  
Nutrition Chart  
Different kinds of real food  
Mr. Peabody Kit  
Magazines, Pictures  
Encyclopedias

### Vocabulary Lessons:

Mamachat Word:

lipwáa

sít'xwswáakuł

likaláat

sínxw

wáptu

wíwnu

tmaanít

English word:

peas

corn

carrot

silversides salmon

potato

huckleberry

fruit

Mamachat Word:

sasilaw  
ilachxi saplil  
wáwikulkinukut - wawkulkinékæt  
tkwalá  
likúk  
\*kiilákilla  
pichish  
ápils  
milins  
shaak  
piins  
kápich  
tmitus  
nukút - Nækæt  
tmáani  
SUSPAN

English Word:

eggs  
fried bread  
hamburger  
trout  
chicken  
banana  
peach  
apples  
melons  
onion  
beans  
cabbage  
tomatoes  
meat  
picking fruit  
STRAW BERRIES

### Questions for Discussion:

1. What food is this?
2. What are the foods that are used at a first food feast? In what order are they served?
3. What are some Indian foods? How were they preserved yesterday? How are they preserved today?
4. Where do the major sources of food come from?

### Suggested Activities:

1. Research and list all the Indian foods that are native to this country.
2. Make up a recipe book of Indian dishes, i.e., Indian bread, dried corn, smoked salmon, jerky, etc.
3. Have a class project to make jerky by using the oven.
4. Prepare and serve a dish (or meal) using Indian foods.

### Evaluation:

Compile student folders showing assessments and samples of:

- student participation in oral drill and class discussion
- results of vocabulary quizzes and tests
- Individual project work (illustrations of scrapbook) written reports, student logs of field trips, etc.)
- student dittos and worksheets



## JERKY

Jerky may be made from game such as deer, elk, antelope, beef or duck.

Cut meat in thin slices  $\frac{1}{4}$  inch thick. Hang on a rack to dry, turning the pieces until they are thoroughly dried.

Before hanging to dry, the pieces of meat may be marinated in brine made of salt and water solution. Still others may prefer using chili pepper flavoring or salt and pepper flavor.

Students may try making jerky at home by placing strips of meat in the oven and turning the oven temperature to two hundred and fifty degrees and leaving the door ajar, the meat may be left in the oven all day or over night.

Meat may be stored in closed containers for future use or eaten for snacks or lunch.

(using a very sharp knife or an electric knife will make cutting thin slices easier. An electric knife is safely used under Teacher or Adult supervision.)

## ELK BURGER

- 1 lb. ground elk
- 1 lb. bulk sausage
- 4 crushed soda crackers
- 1 egg (whole, unbeaten)
- Salt and pepper to taste
- 2 slices bacon, minced and browned

Mix together with tomato sauce. Form the above ingredients into small balls and brown in bacon fat. Use with any sauce you would usually make for meatballs.

## FRIED BREAD

2 cups flour

1 teaspoon salt

2 teaspoons baking powder

½ cup dried milk

1½ cups of water

Mix together all dry ingredients in a large mixing bowl. Very gently mix into a smooth soft dough. Break into small ball and flatten by hand shaping into round shape much like a doughnut without the hole.

Fry in very hot fat or oil. Turning until each side is golden brown. The oil should be just below the smoking point.

Handle dough very gently. Dough that is kneaded too much will tend to make chewy bread.

## INDIAN DRIED CORN

### Objective:

- Teaching students the Indian way of drying corn.
- The student will appreciate the art of dried corn.
- The student will learn method of drying corn.
- The student will compare old and new methods of freezing and canning corn.

### Preparation:

Outline lecture about the types of corn: Indian corn, sweet corn. The area in which each are grown, the season in which different species are harvested.

### Activity:

Show a set of slides on drying corn to create and arouse interest. Discuss different uses for corn, different nationalities use of corn, Mexico's tamale, and the cornbread for example. Discuss nutritional value. How many have tasted other recipes which are made with corn?

### Resource:

Person can be a student's parent or an elder from the local community. Have resource person demonstrate to class proper procedure and handling of corn.

Students may go on a field trip to pick their own corn, each student may pick from 1 to 6 ears.

Preparation may be at someone's home or school's cafeteria. If the class is large you may demonstrate on one or two ears, then students may be responsible for doing their own at home.

Materials:

- 1 large kettle
- paring knife
- 1 pair tongs or big fork
- 1 large pan
- 1 oversized table cloth
- 1 large table or flat surface

Directions:

Husk and clean corn and place corn in large kettle. Fill kettle with water and place on stove with heat turned on high. Boil corn for 3 minutes and remove immediately. Cut off kernels of corn from all cobs and place on table cloth outside in the sun to dry. Turn frequently during the day to insure even drying. When thoroughly dry, place in large container or clean flour sack and store in a cool place.

Cooking:

Use enough for a meal, or 2 cups. Water to cover and cook slowly until tender, much like cooking beans. Flavor with pieces of bacon or beef (if your an Indian) use dried venison. Salt to taste.



A UNIT ON WÁK'AMU  
PRIMARILY FOR USE IN ELEMENTARY GRADES

The following unit has been planned for elementary grade levels. I would suggest emphasis be on the season and the unit be covered in three weeks. The purpose is to introduce students to one of the edible plant foods, namely the Wák'amu. The knowledge and activities gained from first hand experiences will make the student aware of natural foods, uses in the past and present, techniques of gathering, preparation, preservation, use in rituals and nutritional value.

Long Term Objective:

To help the pupil to realize there are uses and value in the Wák'amu.

To make the pupil conscious of some of the reasons why Indian women placed a high value in the gathering and preserving of Wák'amu.

To help establish a framework in which pupils with different backgrounds and experiences can begin to relate to each other.

Short Term Objective:

To be able to discuss some of the ways in which Wák'amu is used.

To be able to identify the Wák'amu.

To be able to name the Wák'amu by its scientific name.  
Camasiah quamish

1st Week Objective:

To be able to discuss some of the locations and preparation.