

Gitxsanimx for Kids



Book 2

Gitxsanimx **for Kids**

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by Vickie Jensen and Edith Gawa

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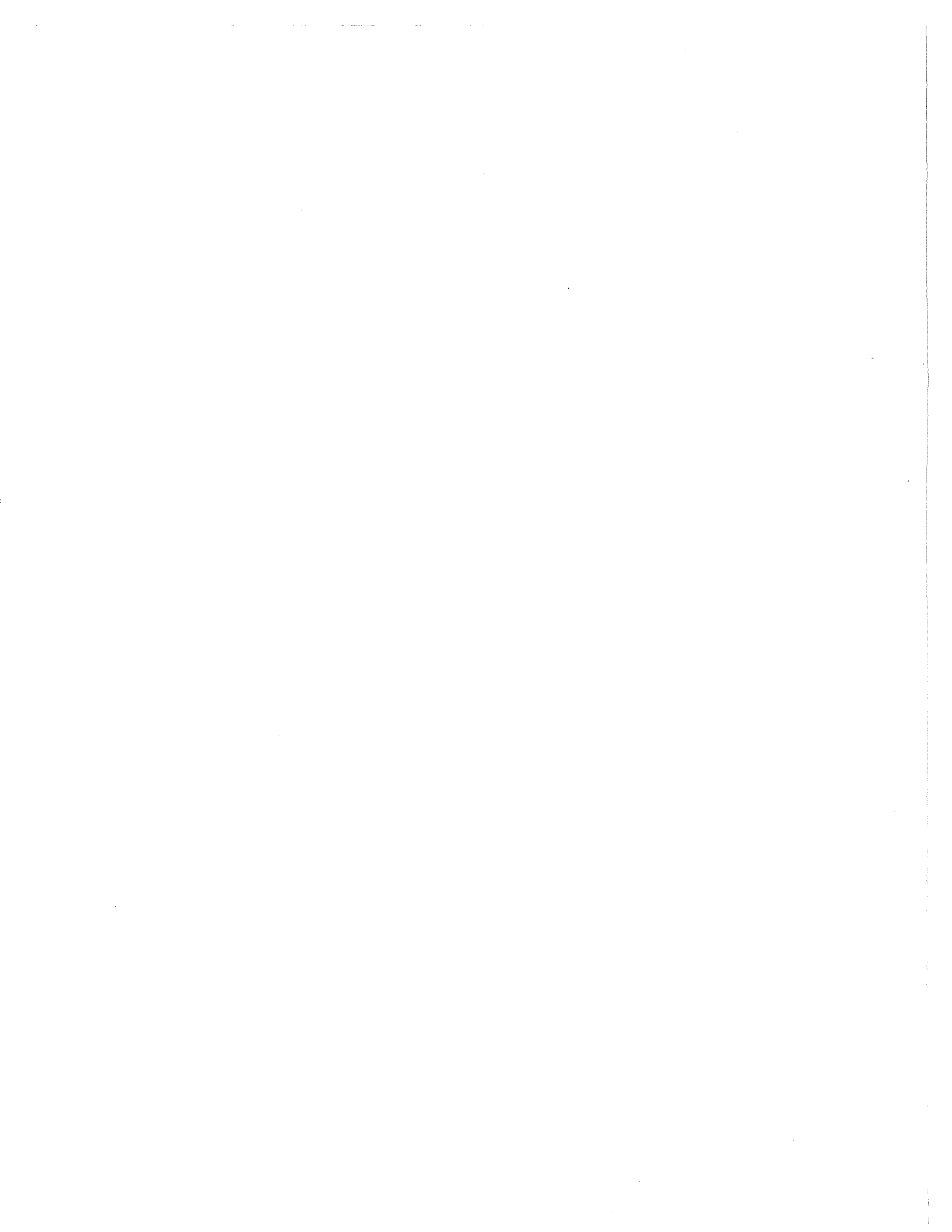


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Note to parents and teachers:

You can help keep the Gitksan language from dying out. Encourage your children to speak Gitksan. Don't laugh at their attempts. Instead correct their pronunciation, teach them new words, and show that you're interested and proud of them.

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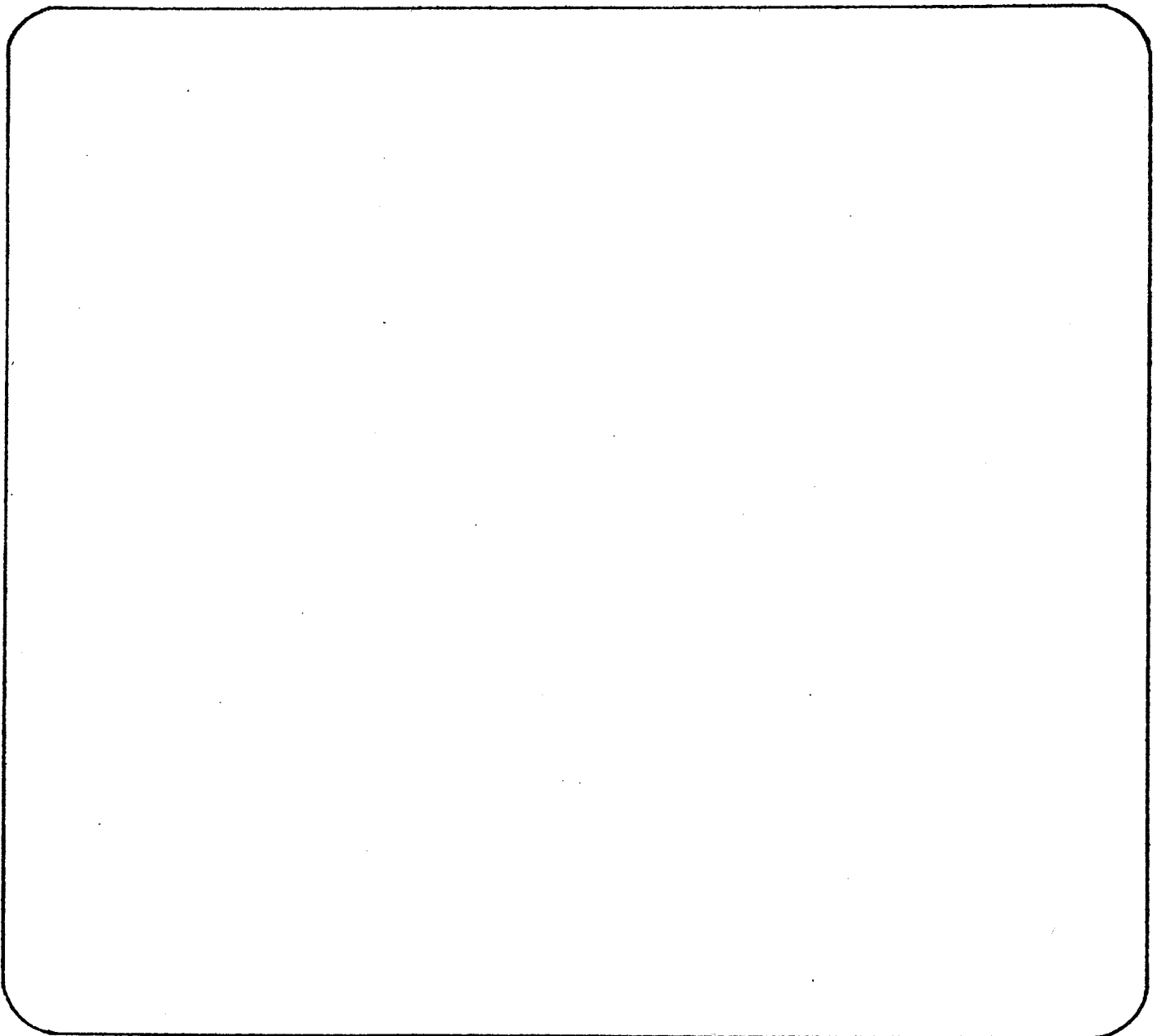
Thanks to Pier, Joe, Richard, Leslie, Brian, Linda, Kirsten, and Sadie for acceptance and enthusiasm in the school; and to Trudy for her generous help. And a warm thank you to all the village for their friendship.

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This book belongs to:

Name _____

Now draw a picture of yourself in the space below.



Sit down

t'an / 'wansim

Pay attention

dim nax'nisxw niin /
dim nax'nisxw nisim

It's time to study **Gitksanimx**



Your Gitksan teacher will help you learn the words and sentences on these two pages. Practice them out loud until you know them.

What is it?

Gwi tun? or Gwi sa?

Say it out.

Daldihl hen.

Did you forget?

(O) t'agina.

Do it without me.

Gyop lip japhl.

Good!

Am

Very good!

Luk'wil am.

Be quiet.

Ts'eekxwan / Gats'eekxw 'nisi'm

Yes

Ee'e

paper

sa'wnsx

How many?

Ndahl gabit?

Say it out louder.

Ts'uusxim daldihl (hen).

Do you remember?

Neem amgooda?

Listen.

Naxnihl / Sim naxnihl

That's not right.

Needi hogyaxt

Repeat it.

Hots'imo hen.

Raise your hand (all of you).

'Min hloohladihl ga anonsim.
(Xsi)

No.

Nee

pencil

gan t'imist

Take out your Indian language book.

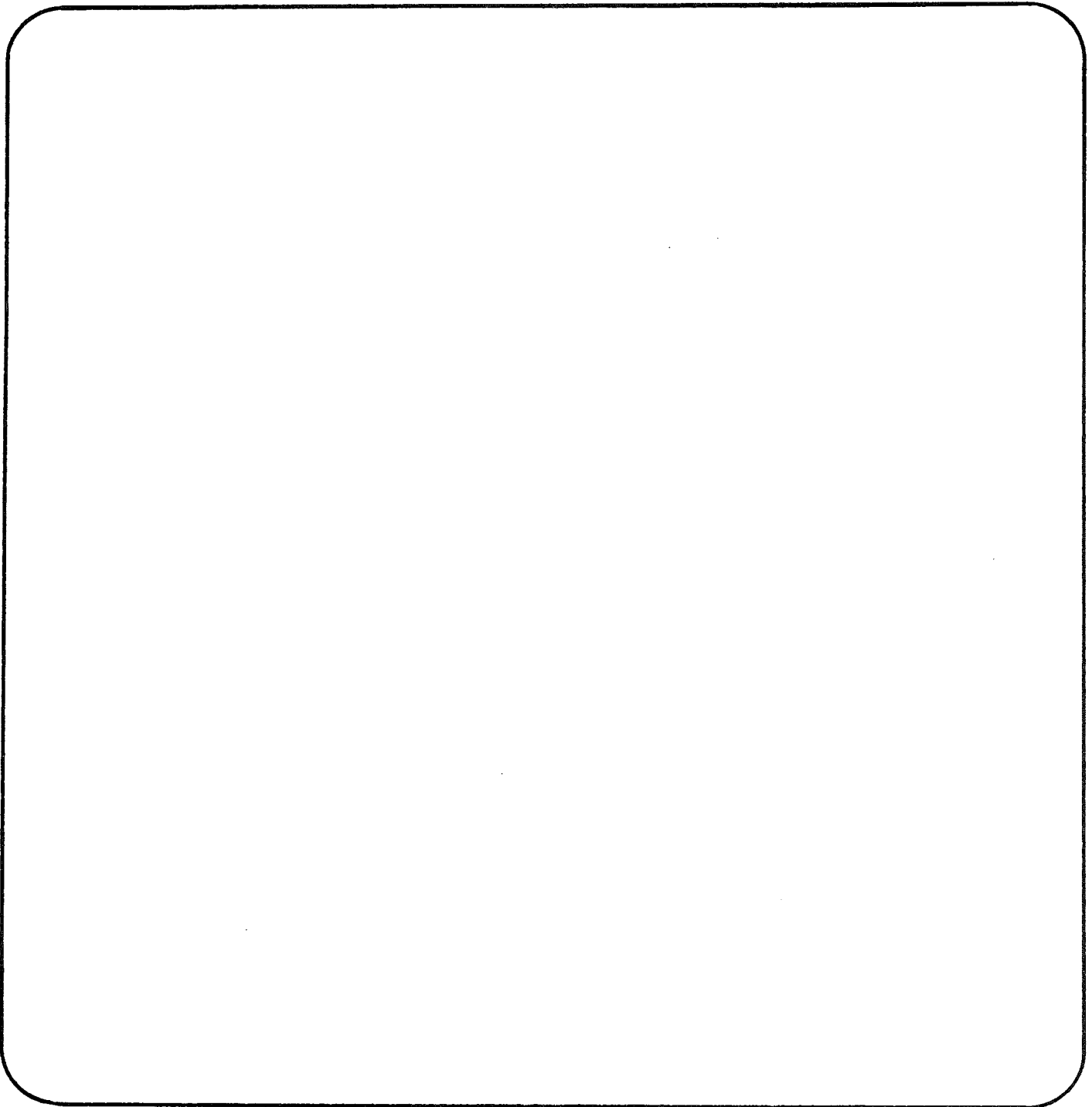
Dim xsa guudnhl buugw'm Gitxsanimgan.

Color the picture.

Dim colordinthl gukxws alt'amtxw.

FAMILY

Draw a picture of all the people who live in your house.



FAMILY WAYS, FAMILY WORDS

Learning the words for members of your family can be very puzzling until you realize that there is a big difference between the way Whites think of their family and the way traditional Gitksan think of their family.

In the Gitksan way of defining family, it is very important to know whether you are talking about your father's side of the family or your mother's side of the family. Your mother's side of the family is the one you inherit from--you get Indian names, your crest, and a seat in the feast house from this side. So there are different words in our language for family members, depending on whether they are from the father's or mother's side of the family and which generation they are.

Practice the family words below. But also ask your Gitksan teacher and your grandparents for help in learning the more complex family words.

ts'iits'

grandmother

ye'e

grandfather

nigwoot

father (formal)

baap

dad (informal)

nox

mother (formal)

naa'a

mum (informal)

gumxti

a girl's brother

xhlgiiikxw

a girl's sister

wakx

a boy's brother

gumxti

a boy's sister

FAMILY PUZZLERS

Try solving these family puzzlers. Read each one through, then write down the addition or subtraction you need to do to get the answer. The first one is already done.

1. If only you live with your gram, how many people live in her house?

$$\begin{array}{r} 1 \\ + 1 \\ \hline 2 \end{array}$$

2. If your uncle and aunt are going to take you to Vancouver, along with their four kids, how many people will be in the car?

$$\begin{array}{r} 2 \\ + 1 \\ + 4 \\ \hline \end{array}$$

3. If your dog had seven pups, but you gave five away, how many are left?

4. If you go fishing with your dad and your brother and your grandfather, how many people will go fishing in all?

5. If there are six kids in your family but three have already moved away, how many kids are still at home?

6. If your dog had a litter of puppies and there is one black puppy, one that is brown and white, one black with white spots, and one white with black spots, how many puppies are there in all?

7. If your Mom remarried and your new father and his son are coming to live with you and your two sisters, how many people will there be in the house?.

8. If there were seven kids playing on a soccer team and then one sprained her ankle and another broke his leg, how many would there be left to play on that team?

Old people, young people

gyat

man

t'axoo'odm gyat

elderly man

tk'ihlxwm gyat

little boy

ay 'mas

teenager

aluugigyat

Indians

hanak

woman

t'axoo'odm hanak'

elderly woman

tk'ihlxwm hanak'

little girl

sii tk'ihlxw

baby

amxsiwaa

Whiteman

SENTENCES

Practice these sentences until you can say them by yourself. Then substitute other words from this page for those underlined.

I know that woman.

Wilaa'yhl hanak tust.

I know that man.

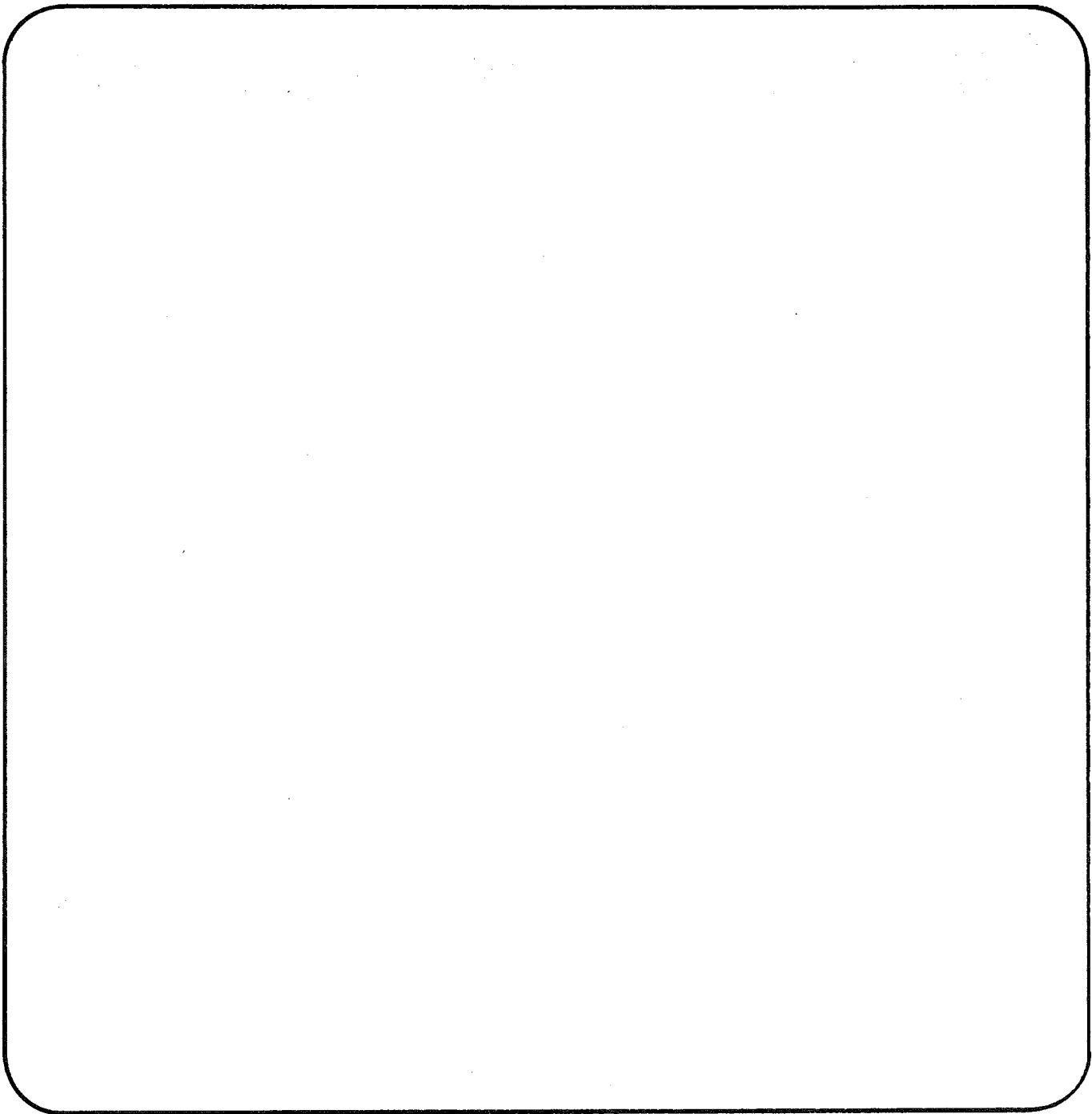
Wilaa'yhl gyat tust.


Look at that little girl.

Gya'ahl tk'ihlxwm hanak' tust.

I like that Whiteman.

Anoogo'yhl amxsiwaa



Draw a picture of your house here  and then color it in.

How many stories does your house have? Does it have a porch or a fence?

Is your dog sitting out in front of your house? Does your dog have a house, too?

Can you find any pictures of what the old houses in Kispiox looked like?

This is MY house...

wilp

house

aats'ap or ptoo'o

door

lax wilp

roof

haahlxan

wall

wilp

old time house

han'ii

window

gan mi'in

chimney

laxt'agan or ha'nii

floor

WORDS FOR ROOMS & FURNITURE

wilp lahl

bedroom

wilp kookxw

kitchen

ha'nii

table

ha'nii

bed

wilp

living room

wilp toast

storage room

ha'nii

chair

Parts of the HEAD



Do you know what old Gitksan game these kids are playing? Ask your Gitksan teacher. She'll teach you how to play it.

Here are some new words for you to learn.



t'im ges
head

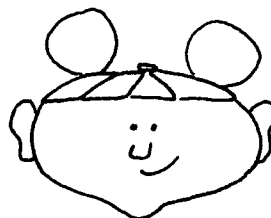
ts'a'a
eyes

ts'ak
nose



ts'im aak
mouth

muxw
ear



'win
teeth

dilx
tongue



ges
hair

ts'a'a
face

Our Gitksan language has a special word for
1 or 2 teeth missing:

k'as 'win

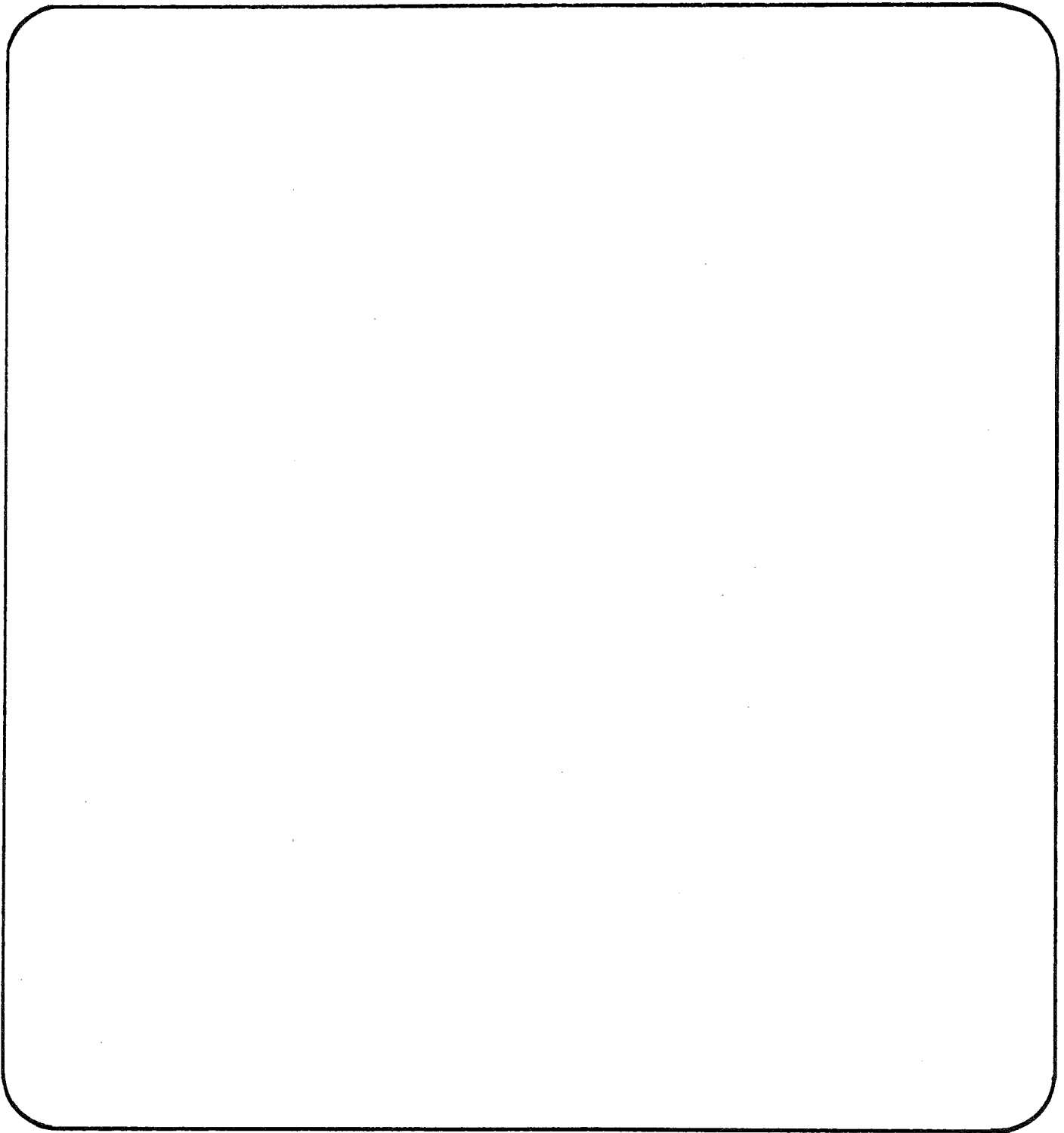
and for "toothless":

k'as magyax

Ask your Gitksan teacher to help you learn the song that children would sing in the old days when they lost a tooth.

DRAW A PICTURE

Do a drawing of your own head in the space below while your Gitksan teacher reads the directions on the next page to you.



DIRECTIONS

1. Draw a circle or egg shape for your t'im ges .
2. Now draw your ts'a'a . Did you remember to draw eyebrows?
3. Put in your ts'im aak . Is it happy or sad?
4. How about drawing your ts'ak . They are hard to draw!
5. Now draw your ges . Is it long or short or medium?
6. Are your humuxw showing?
7. Is your dilx in your mouth, or is it sticking out?
8. Can you draw some 'win ? Sometimes they're really tough to draw.
9. Now look at the ts'a'a you have drawn. Is there anything you have forgotten?
10. When you are all done drawing, color in your picture. What color did you make your eyes and hair?

Parts of the BODY

Practice these words until you get so good you can follow all the directions at the bottom of this page without looking at any one else.

t'im ges
head

t'im k'aax
arm

goot
heart

'on / an'on
hand / hands

keh1x
chest

hak'yo'o
back

silkxw
waist

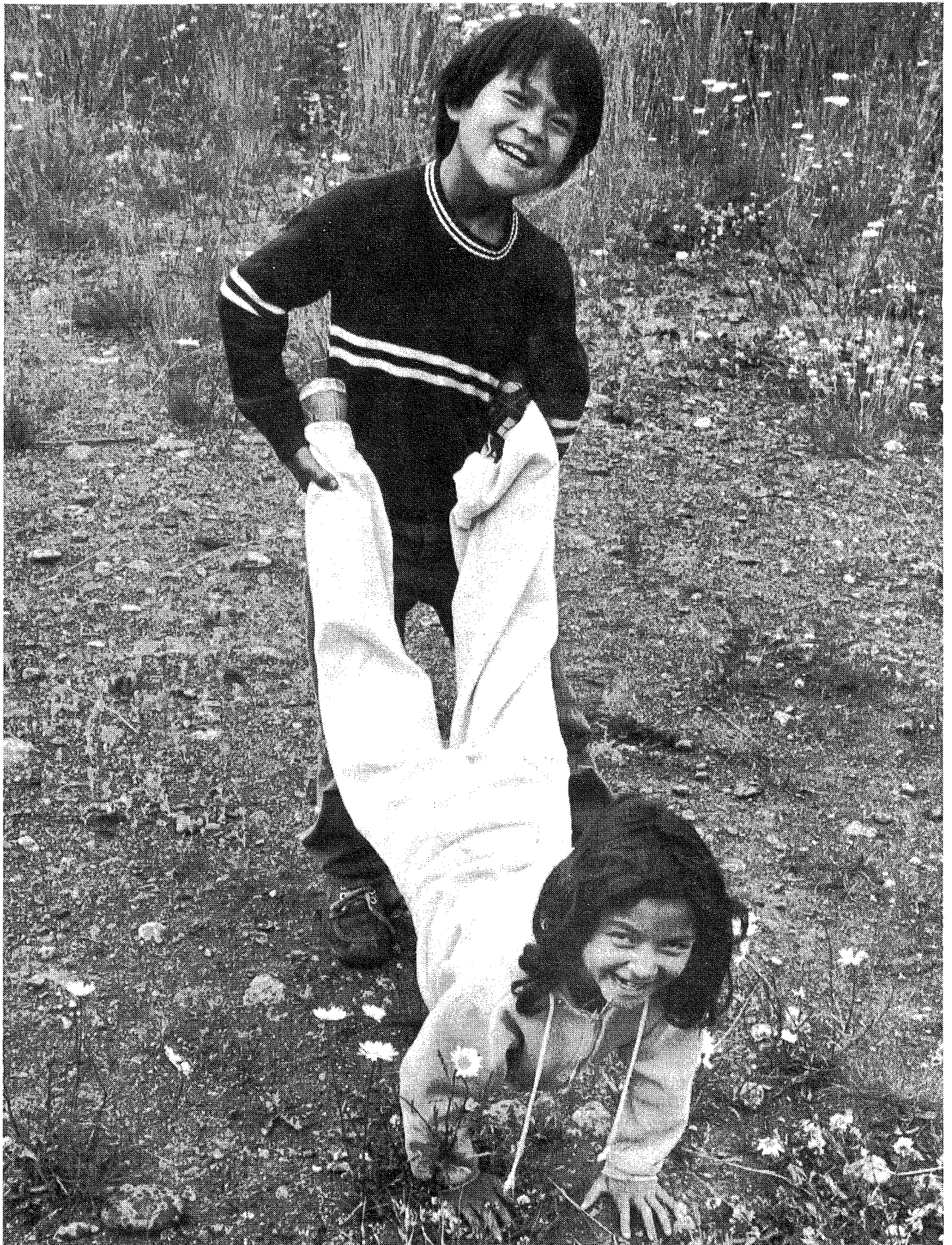
bokx
buttocks

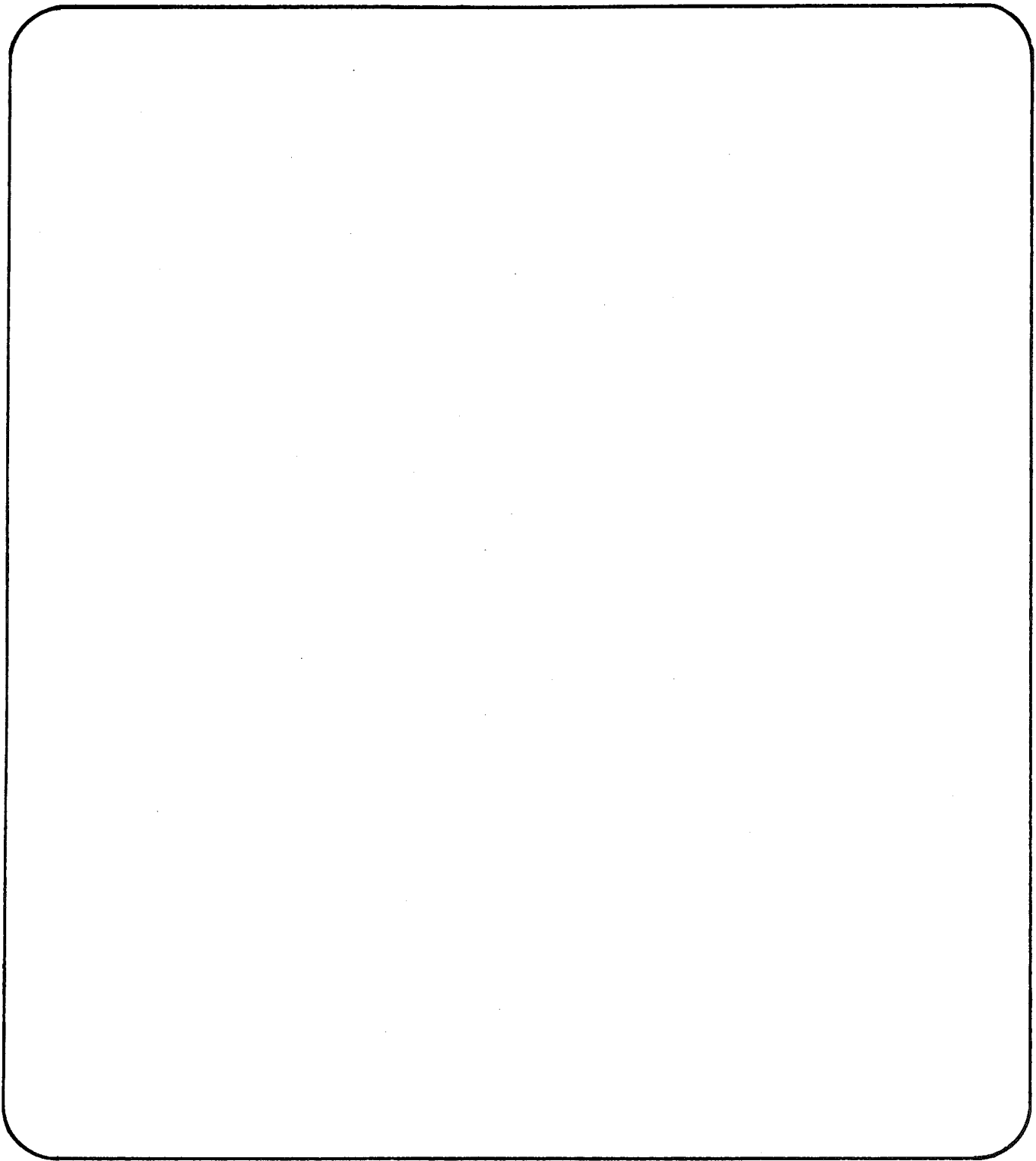
se'e
leg

se'e / sise'e
foot / feet

See if you can follow these directions when your Gitksan teacher reads them to you: Then make up some of your own for the class.

1. Pat your keh1x .
2. Wave your an'on .
3. Touch your hak'yo'o .
4. Shake your t'im ges .
5. Flap your t'im k'aax .
6. Hop on one se'e .
7. Wiggle your bokx .
8. Can you feel your goot ?





Draw a picture of your WHOLE body in the space above. Did you color it, too?

more **BODY** words

t'im lanix
neck

gats 'uwilint
fingers

mat'ux on
left hand

sim on
right hand

mat'ux se'e
left foot

sim se'e
right foot

gats 'uwilint dum se'e
toes

skans
elbow

ban
stomach

t'im k'uukxw
hip

ba'a
thigh

k'esi
knee

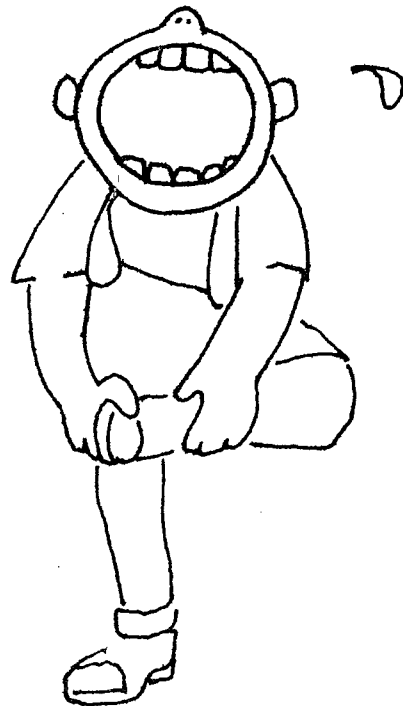
hlots or hooni
calf

gikothl
ankle

In our Gitksan language, there is even a word for the space BETWEEN your toes!

spagayt ligyathl

I don't feel so good



bana t'im ges
headache

bana 'win
toothache

siipxw xwa'me
sore throat

no'o gats'
cut finger

cold

xsilaks
flu

bana
earache

luugahl
sliver

siipxw se'e
sore foot

ihlakt on'y
broken arm

xlilst 'ni'y
cough (I cough)

xsit
vomit

Try these SICK SENTENCES

I feel sick siipxw 'ni'y sipsiipxw 'nuu'm *We feel sick*
You feel sick siipxw 'niin sipsiipxw 'nisi'm *You all feel sick*
He feels sick siipxw 'nit sipsiipxw 'nidiit *They feel sick*

I am tired.

hlabixsxw 'ni'y hliphlabixsxw 'nuu'm
hlabixsxw 'niin hliphlabixsxw 'nisi'm
hlabixsxw 'nit hliphlabixsxw 'nidiit

I have a cold.

siipxwm gwineekxw 'ni'y sipsiipxwm gwineekxw 'nuu'm
siipxwm gwineekxw 'niin sipsiipxwm gwineekxw 'nisi'm
siipxwm gwineekxw 'nit sipsiipxwm gwineekxw 'nidiit

Sick of being sickly? Try this: *I feel better!*

amhl he'y amhl he'm
amhl hen amhl hesi'm
amhl het amhl hediit

NEGATIVES

In our Indian language, one way you can change a positive sentence into a negative one is to use the word *needi* which is a negative marker. Practice it in these sentences, then try it in sentence sets.

Needi siipxw'y.
I'm not sick.

Needi siipxwm gwineekxw'y.
I do not have a cold.

Needi hlabixsxw'y.
I am not tired.

Needi amhl he'y.
I do not feel better.

Get dressed.

haxhooyasxw
clothes

luuxhli xshla'wsxw
undershirt

luuxhli 'maxs
underpants

t'ahliisx
socks

ts'a'waxs
shoes

'maxs
pants

xshla'wsxw
shirt

gwigwinakx
skirt

nakx
dress

gwidats'
jacket or coat

gayt
hat

k'axsduu
headband

iis
necklace

SENTENCES

Get dressed.

Tasxwa ayukwsn.

Tie your shoes.

Ts'iiph1 lilgwasxwn.

Hang up your hat.

'Niiyukwsnh1 gaydn.

Hang up your jacket.

'Niiyukwsnh1 gwidatsn.

Hang up your clothes.

'Niihislisxwh1 haxhooyasxwn.

Where is your hat?

'Ndahl gaydn?

Where is your jacket?

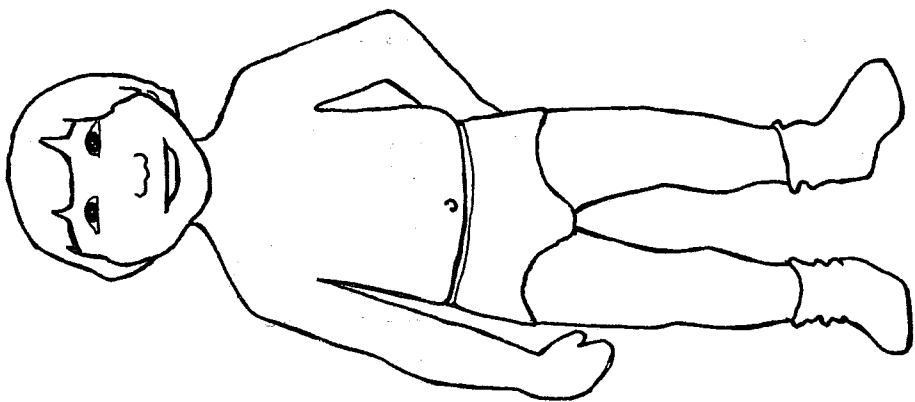
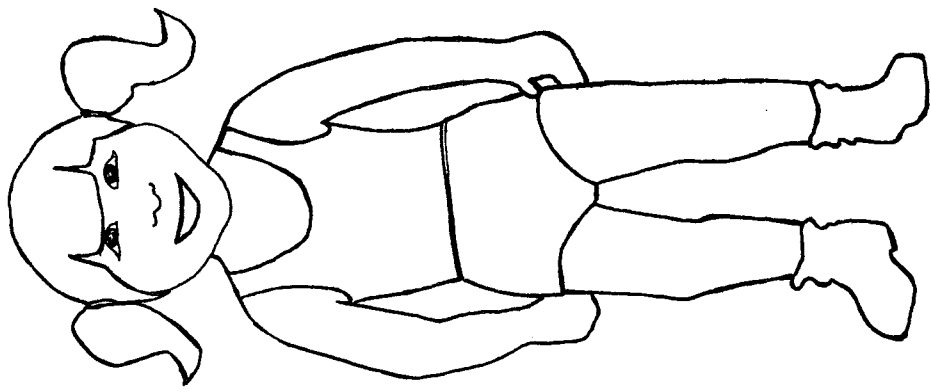
'Ndahl gwidatsn?

After you have practiced these sentences out loud, substitute other clothes words for the ones underlined. Your Gitksan teacher will tell you if they sound right.

Color and
then cut out
this boy and
girl.

If you want
then to
last longer,
glue them to
a piece of
construction
paper and
then cut
them out.

Cut here first

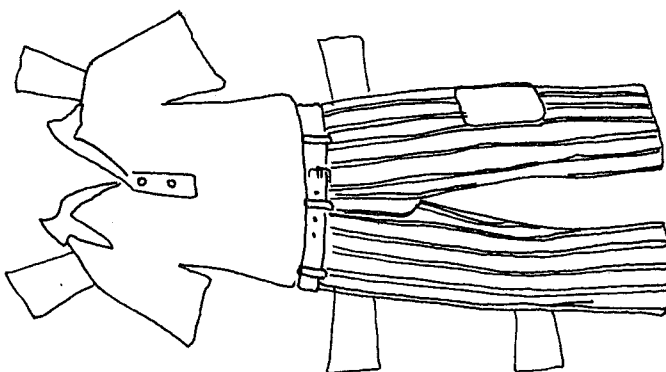
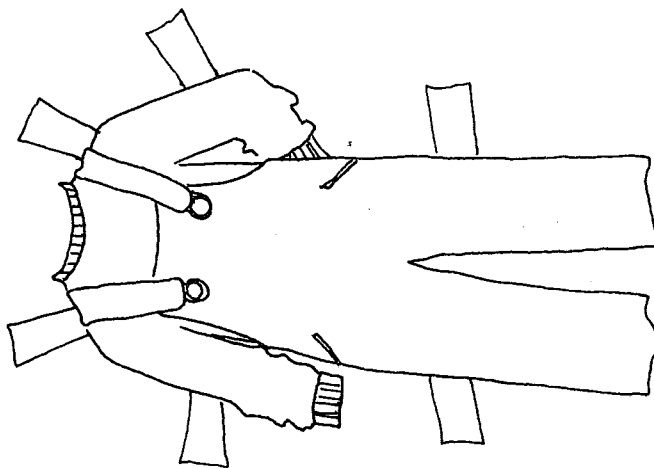
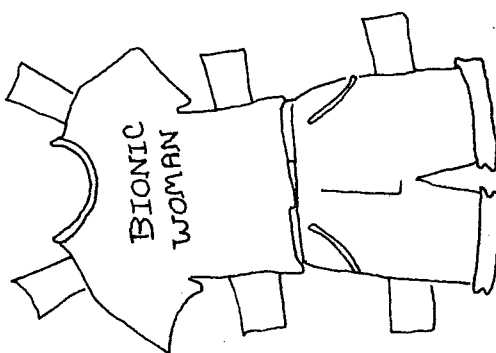
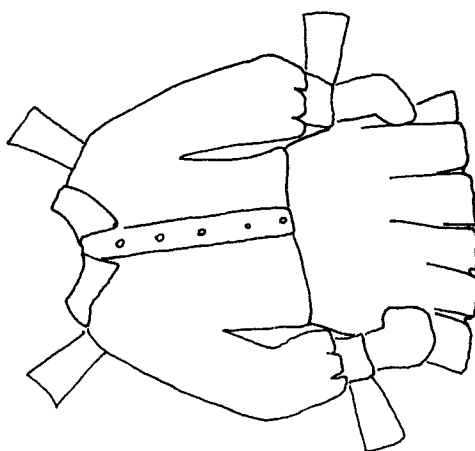


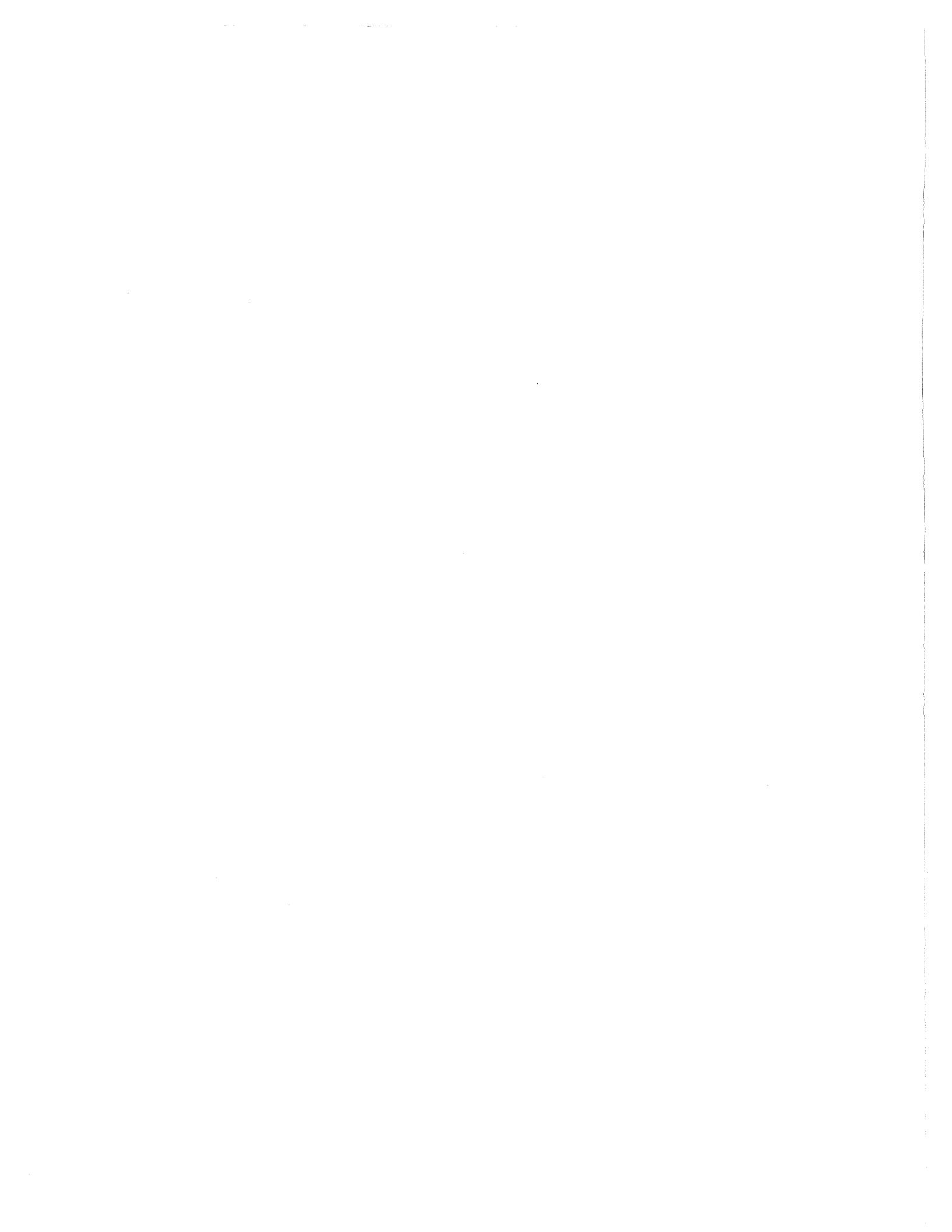
Here are
some clothes
for your
paper friends
to wear.

Color them
first.

Then cut them
out, but be
sure not to
cut off the
tabs. You
will need
them to keep
the clothes
on.

Cut here first





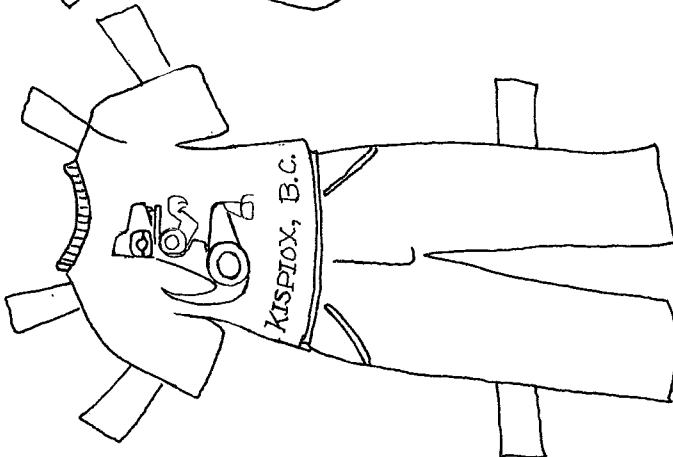
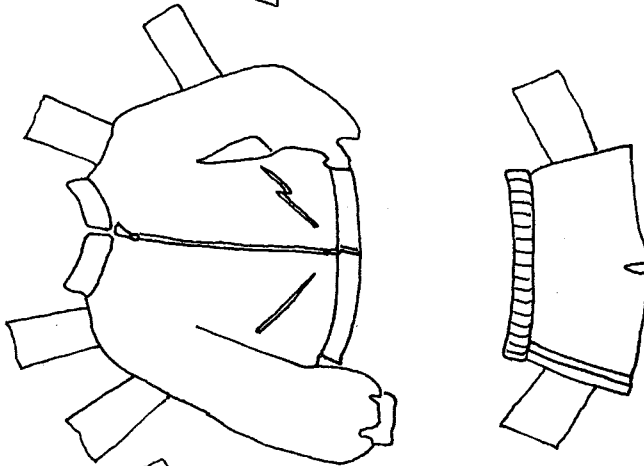
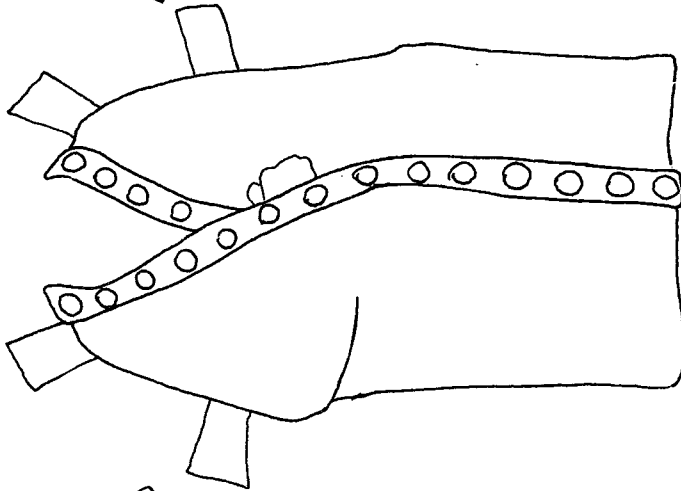
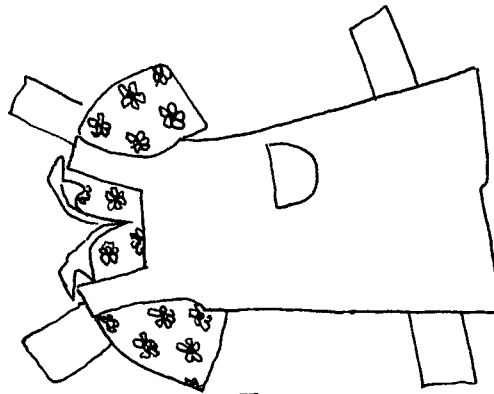
Here are some more clothes to color and cut out.

Remember not to cut off the tabs.

If you want to, you can make some clothes of your own for your paper friends.

Just lay the boy or girl down on a piece of paper and trace the outline of their body. Then draw what you want, using that outline. Don't forget to draw on some tabs and to color the new clothes.

--- Cut here first ---





What did you name your new "friends"?

So they won't be scattered all over your desk, make them and their clothes a place to stay by gluing an envelope onto this page. If you don't have an envelope, you can make one out of a piece of construction paper and then glue it on here



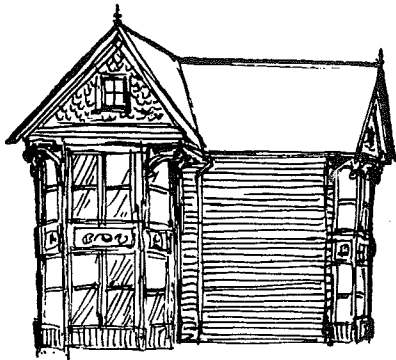
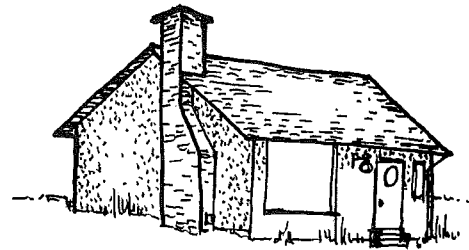
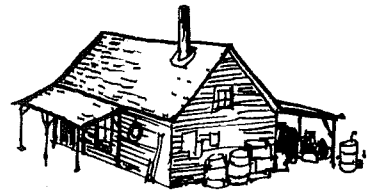
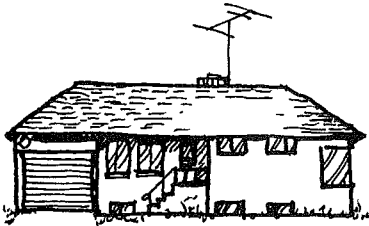
How Many ?

You might think learning to count from 1 to 10 is just for babies, but in Gitksan it's a little more complicated than that. Our Indian language has a special set of words for counting things, for animals, and for people. Here is the counting set for THINGS.

Now when your Gitksan teacher asks "ndahl gabihl?" you can answer in Indian.

1	am k'i'y (k'i'y)
2	gilbil
3	gwla'l
4	tk'alpx (or txalpx)
5	xwsdins
6	k'oo'lt
7	t'ipxoo'lt
8	k'yuxdaa'lt (or gandoo'lt)
9	xwsdimoos
10	k'yap (xbi'l for money)

Practice counting these 10 houses. Say the numbers out loud as a class until you get good enough to do them by yourself. Then color all ten houses.



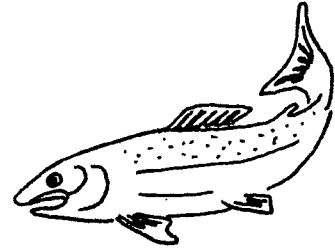
Here is the way to count ANIMALS (and fish and birds) in Gitksan. This set is not so hard to learn because only the first three forms are different.

1	k'eekw
2	t'p <u>x</u> aat
3	gwlan (gwlan <u>t</u>)
4	t <u>k</u> al <u>p</u> x (or t <u>x</u> al <u>p</u> x)
5	xwsdins
6	<u>k</u> 'oo'lt
7	t'ip <u>x</u> oo'lt
8	kyuuxdaa'lt (or <u>g</u> andoo'lt)
9	xwsdimoo <u>s</u>
10	k'yap

In our language, the number comes before the word it numbers, just as in English. For example: *three houses* gwla'1 huwilp
two dogs t'ipxaat os

First practice the numbers by themselves until you have them all memorized. Then practice with numbers AND words. When your teacher holds up a picture of five fish and asks "*ndahl gabihl hon dipun?*" you can answer "*xwsdins hon*".

Now it's your turn. Draw and color ten fish on this page. Make sure they're big enough so you can use them for counting. The first one is done for you.



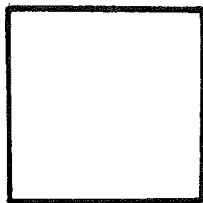
SHAPES

This is a fun page for your eyes and your brain. Take some time and just look around the classroom. What shapes do you see? It might take a while for you to get used to looking for shapes in "real" things but keep trying.

Now look out the window. Can you see any shapes outside? Now look at a person or a dog. Any shapes there? What do your classmates think?

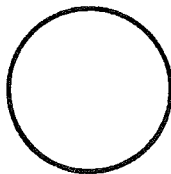
Practice the Gitksan words for shapes. Say them out loud over and over until you know them. Then go to work on the next page.

square



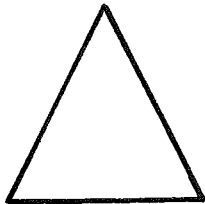
habi engantxw

circle



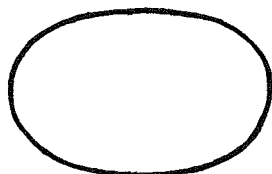
t'aabeekxw

triangle



gwla'l hla'muhut

oval



tkaa sooks

*Draw something that has a
habi engantxw shape.*

*Can you think of anything with
a t'aabeekxw shape?*

*How about a gwla'1 hla'muhut
shape here?*

*Now draw something with a
tkaa sooks shape.*

Colors

Here are the basic colors in our Gitksan language. Unlike English, our language has both a singular and plural form.

t'uutsxw / dist'uutsxw
black

lat'aa / k'almoos
yellow

maaxwsxw / mismaaxwsxw
white

gwisgwoosxw
blue

ihlee'etxw / ihleehlatxw
red

masxw / mismasxw
ochre or brown

mihlatxw / -mihlihlatxw
green

aatxw / aataatxw
grey

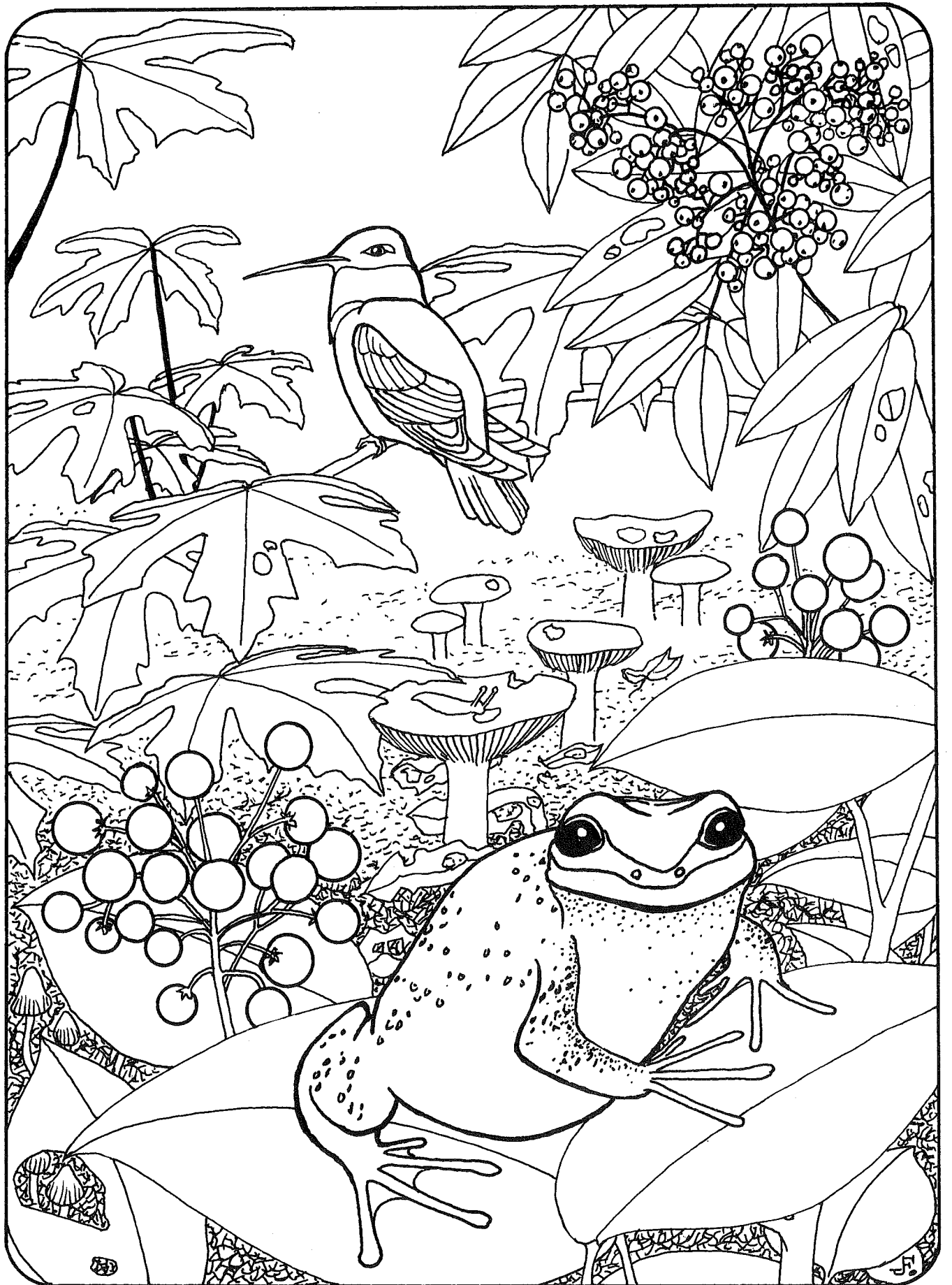
If you want to say something is a shade of blue, we say:

wihl'ap gwisgwoosxwy *almost blue*

Before contact with the Whites, Gitksan people had to invent and make their own paints and dyes for coloring things. What do you suppose they might have used?

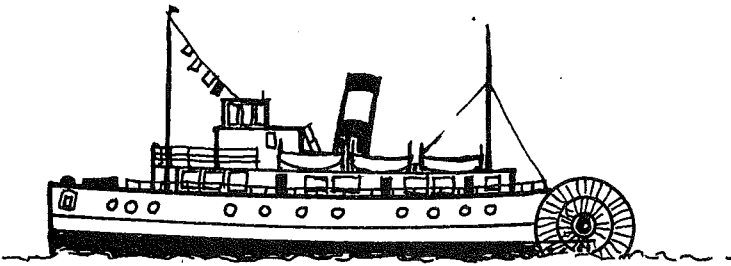
Before you color the picture on the next page, take a white sheet of paper outdoors and find some things that will work for colors. You might try rubbing flowers, leaves, bark, or rocks on the paper. Then save the ones that work the best and bring them into class and color the picture.

You can also compare the things that your friends found to color with. Which ones give the strongest colors? Which ones don't rub off the paper?

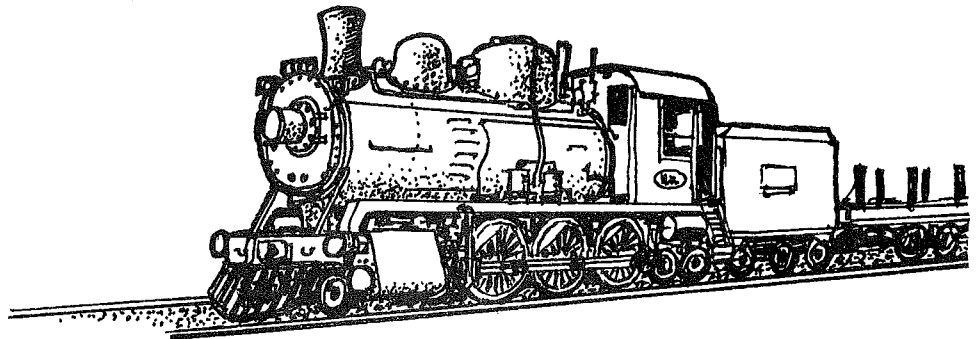


GETTING

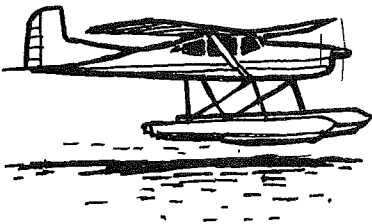
THERE



stinboodm gale aks
steamboat



stinboodm lax yip
railroad

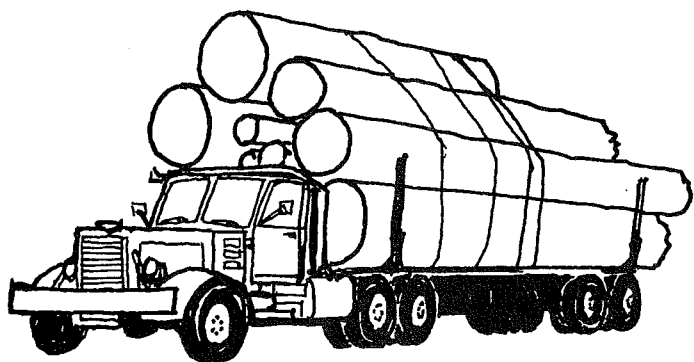


gipaygum stinboot
airplane

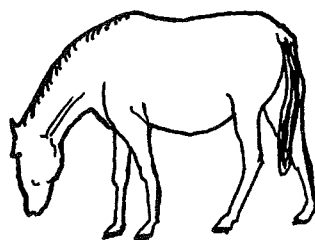


'mal - canoe

The river steamboats were the first mechanized transportation Gitksan people saw. The English word "steamboat" became *stinboo*. Later when words had to be invented for trains and planes, the same idea was used.

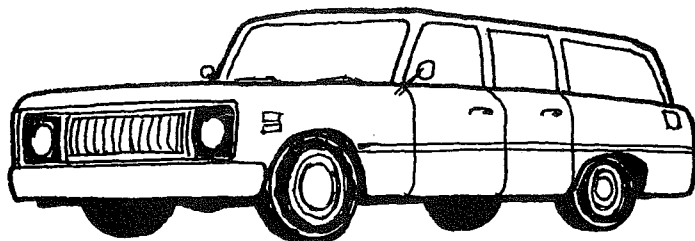


galdim lugum loksit
logging truck



gyoodan
horse

♫



anhooya or ts'ixts'ix
car, vehicle

I'm going to Vancouver.

I'm going to Vancouver.

or

Dim yee 'ni'y goohl Vancouver.

Dim yee 'ni'y giiks.

*I'm going to Vancouver on the
train.*

Dim mukxw 'ni'y lax stinbood
lax

Can I ride with you to town?

Neehl anji mukxw'y loosima?

There is also a game called "I'm going to Vancouver". Ask your Gitksan teacher to teach you how to play it.

Animal Kingdom

We have songs, dances, stories, and designs that tell us about animals, both the ordinary and the supernatural kind.

In the next few pages there are some animal designs by Walter Harris as well as regular drawings for you to color. Each animal also has a story or dance or song to learn from your Gitksan teacher. You may also want to use a NOTES page at the back of this book to write down additional facts you learn about each animal.

Don't forget to learn each animal's Gitksan name and to practice the sentences on this page.

Everyday Animals

os

dog

duus

cat

gyoodan

horse

mismuus

cow

hon

fish

ts'uuts'

bird

Os'n tun?

Is this your dog?

Os'y tun.

This is my dog.

Gyoodantxw'y.

That's my horse.

'Ndahl mismoosxwn?

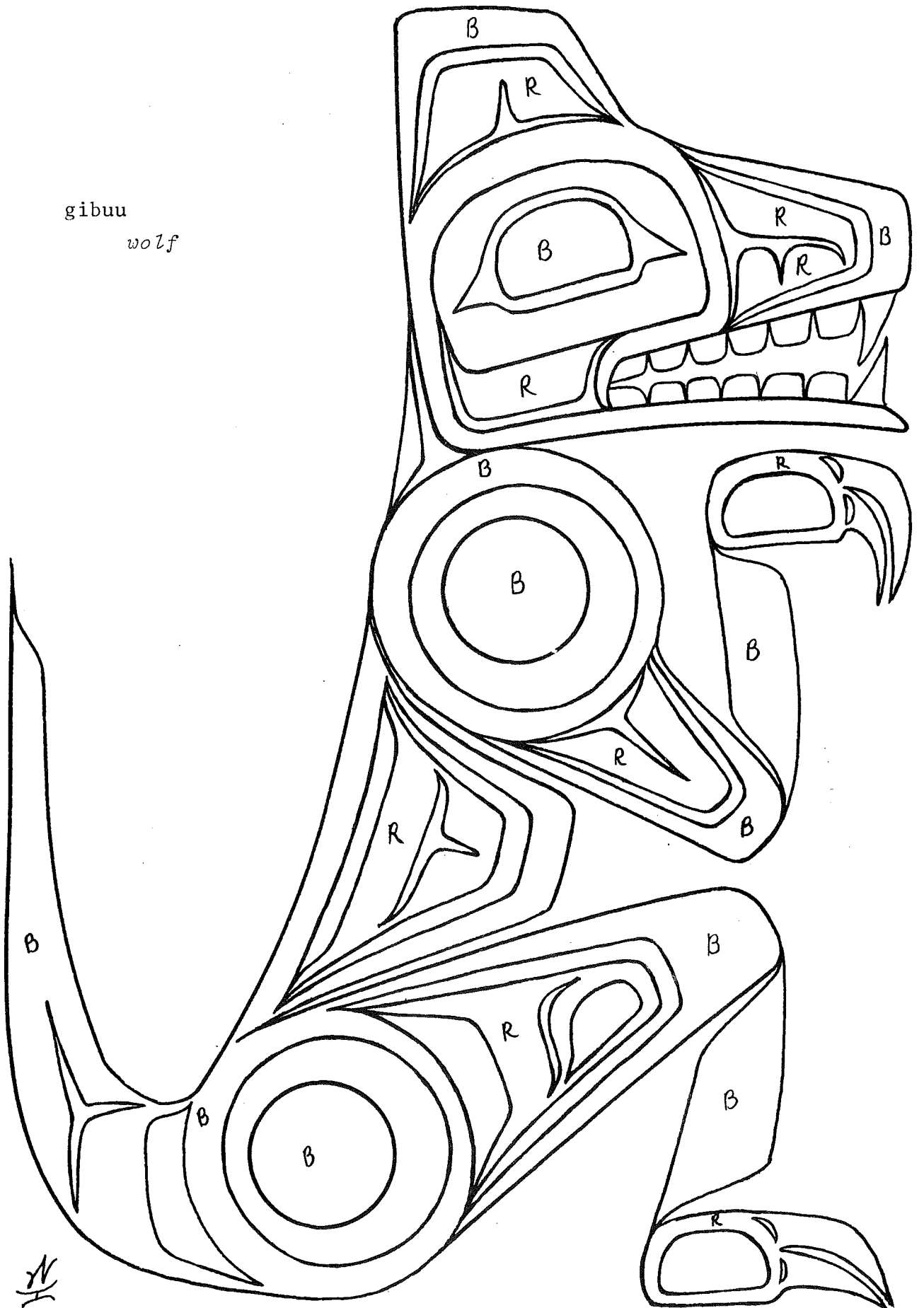
Where is your cow?

Gya'a'yhl duus.

I see a cat.

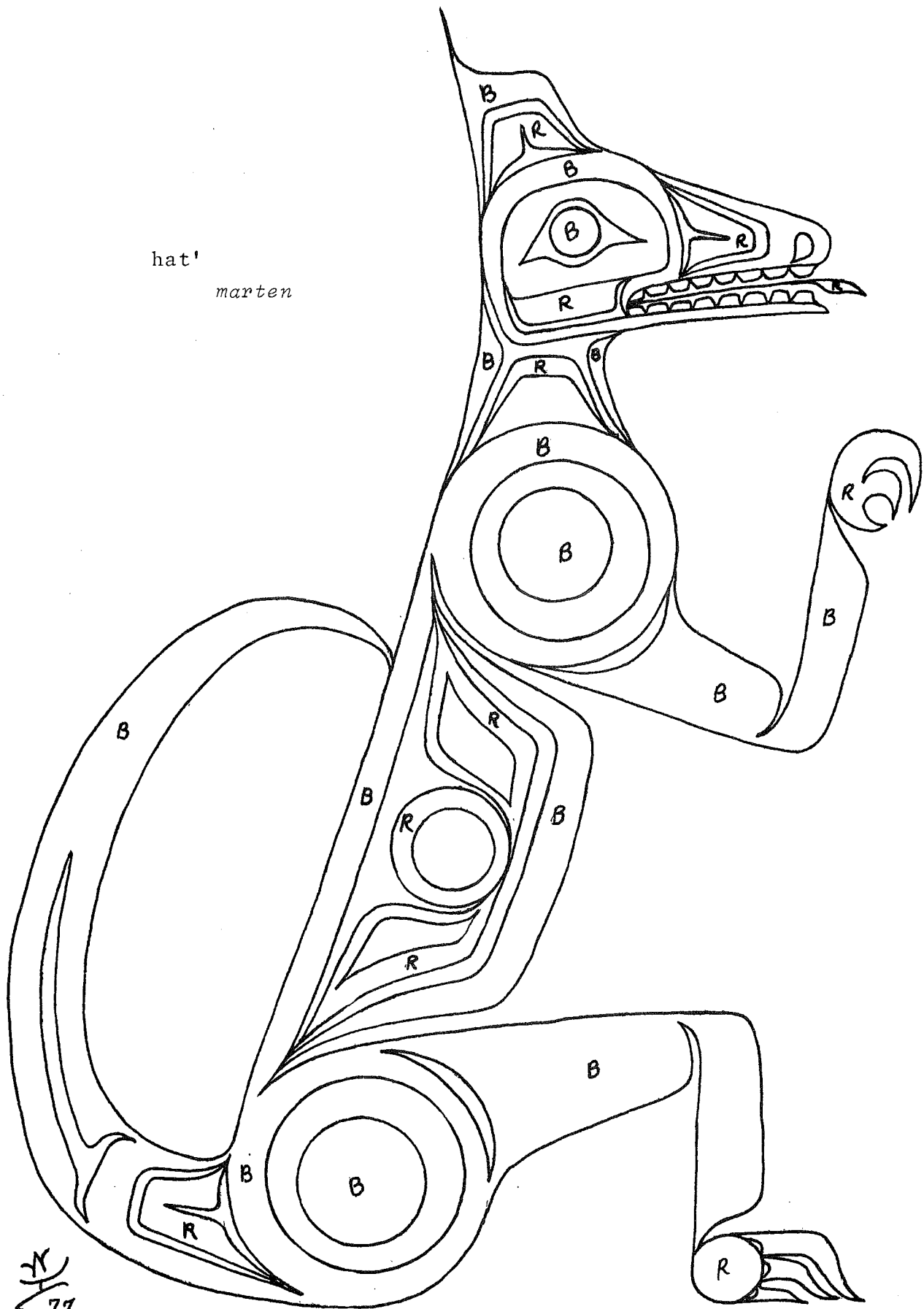
Substitute other animal words for those that are underlined.

gibuu
wolf



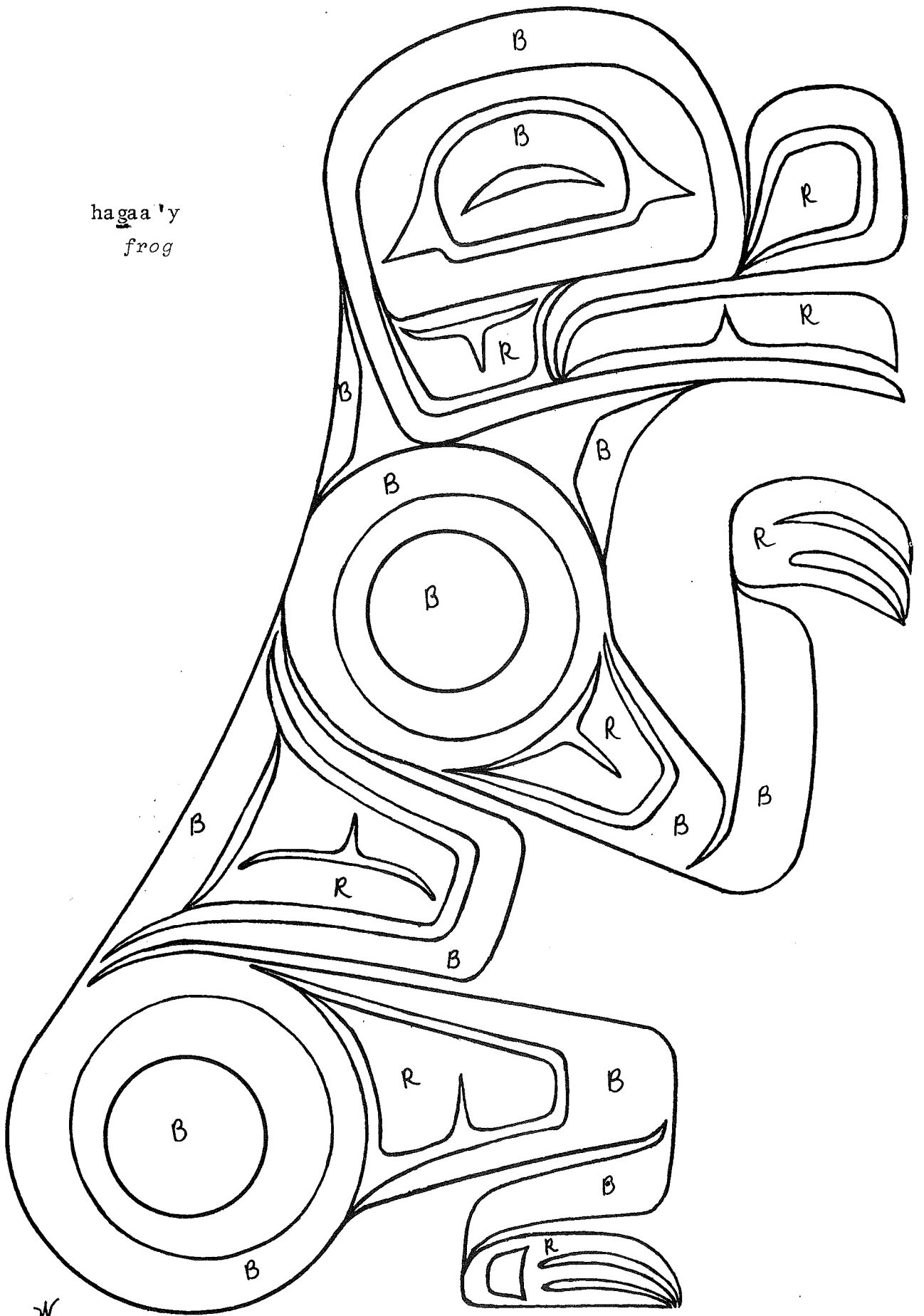
N
1977

hat'
marten

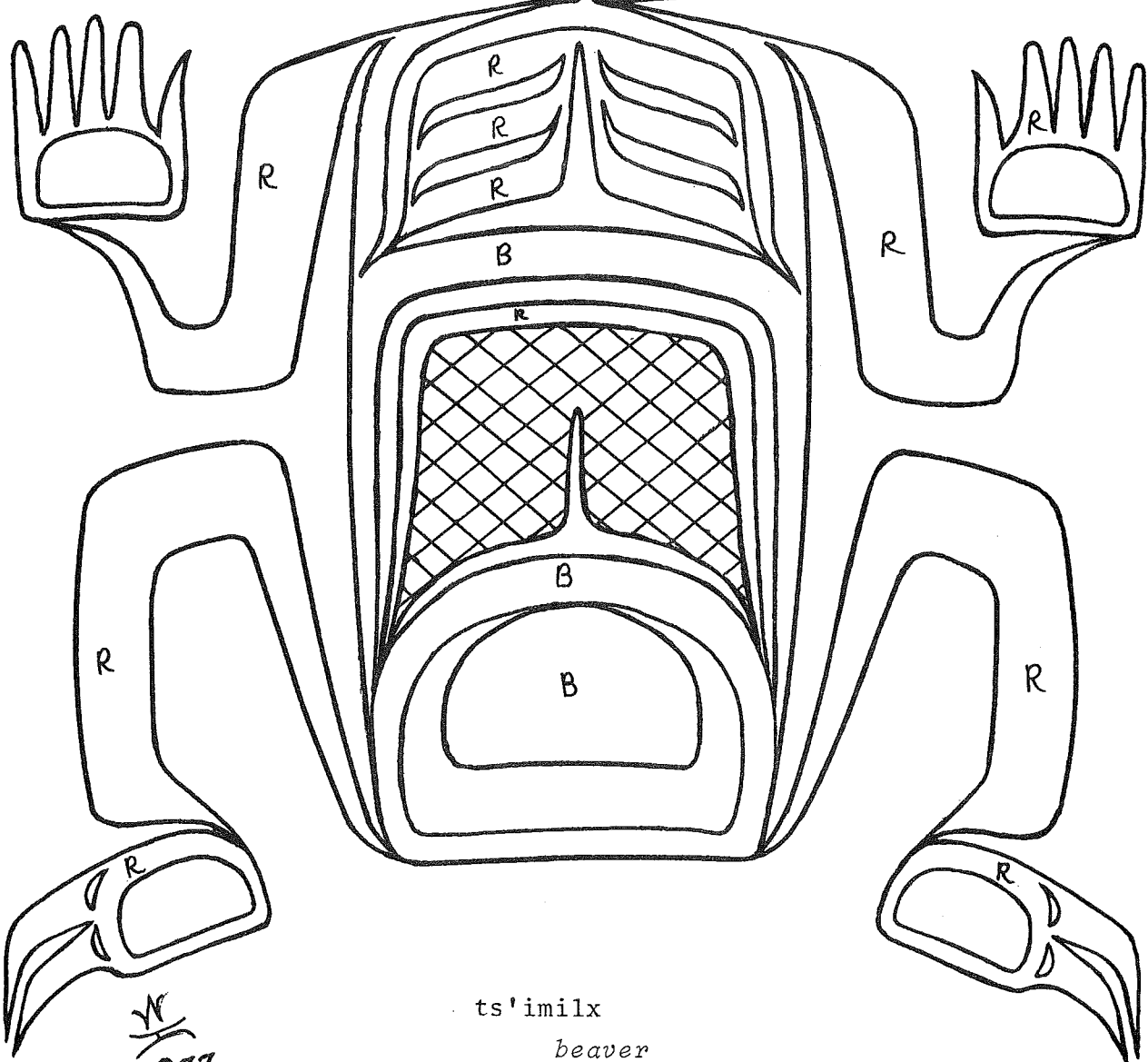


21
1977

hagaa'y
frog

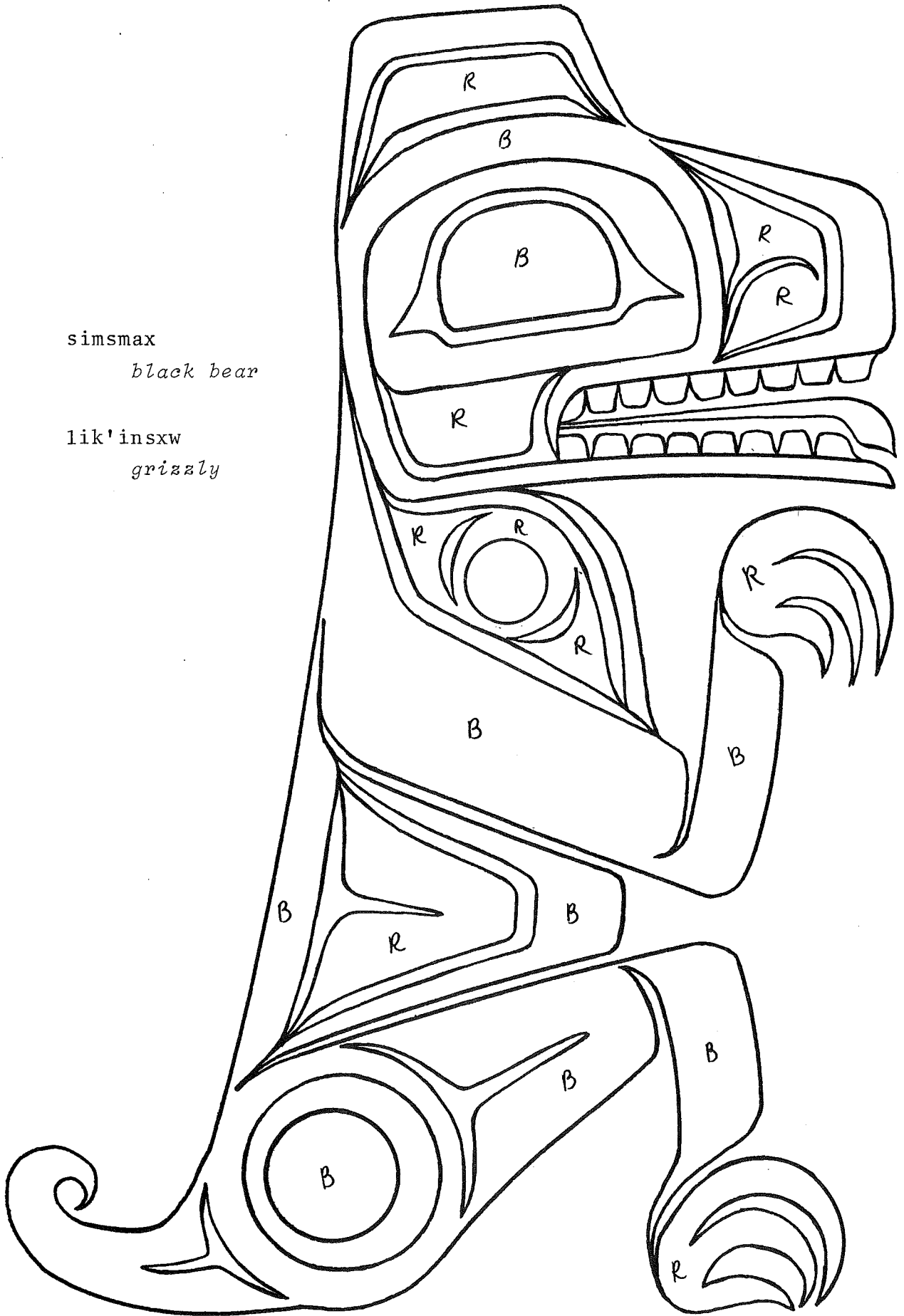


N
1977



W
1977

ts'imilx
beaver



simsmax

black bear

lik'insw

grizzly

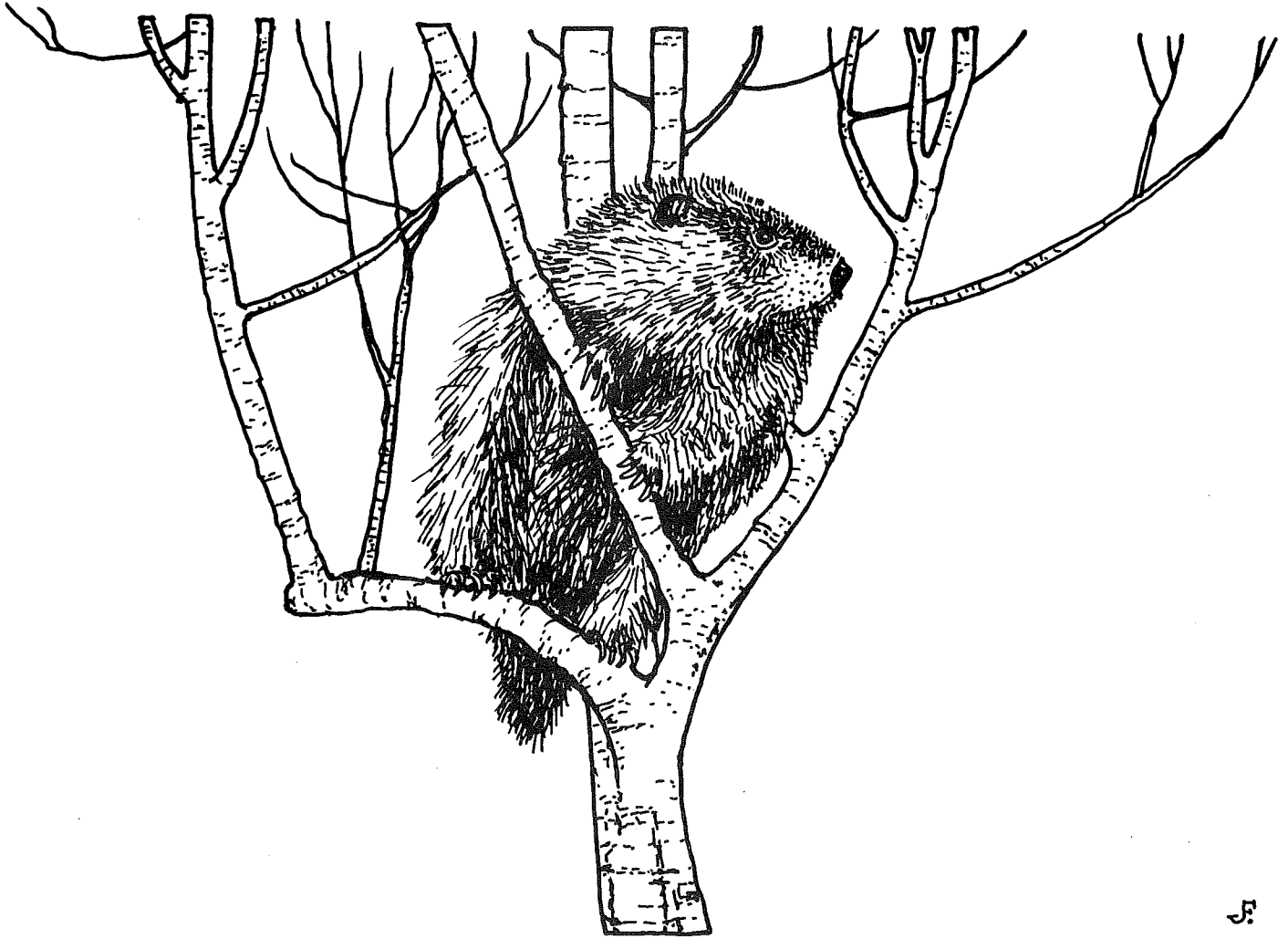
JK
1977

Years ago, rabbits were snared three times during the year: early spring, the fall, and in the winter after the snow had packed. Ten to fifteen snares would be set at a time, each very carefully rigged so as not to make the rabbits suspicious.

The meat was cooked for food, and mothers used the soft skins to wrap around their babies' feet.

gax





5

gwiikxw

The groundhog, or *gwiikxw*, was an important source of meat in the old days. It was good to hunt groundhogs early in September because by late September they were usually hibernating.

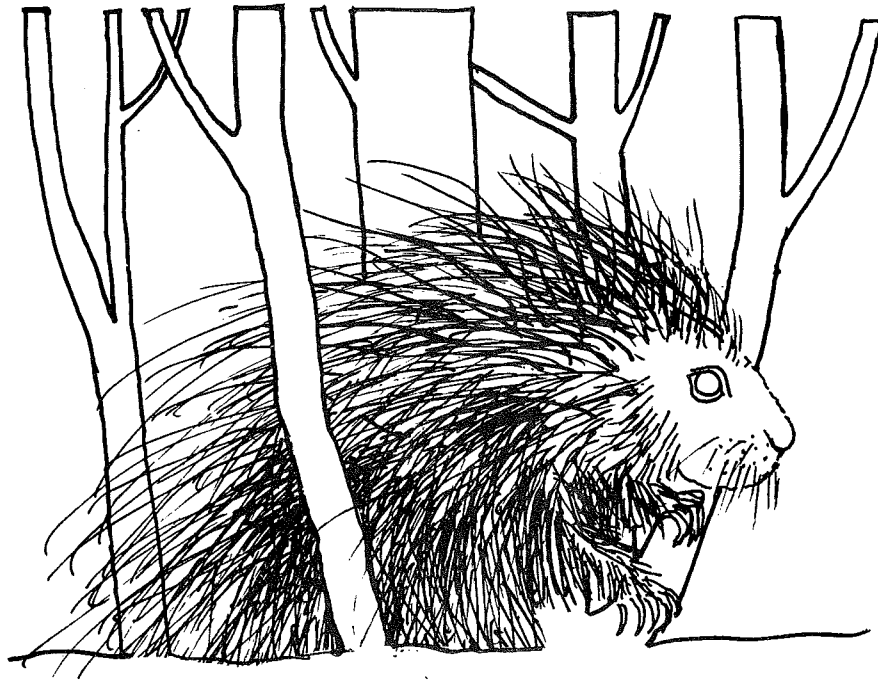
Groundhog skins were especially prized by our people long ago. When the skins were tanned, they became very soft. Several skins would be sewn together with sinew and edged with moose hide to make a strong, warm blanket for the cold nights.

Squirrels, or *ts'inhlikx*, were snared or shot with a bow and arrow. Later on, slingshots were even used. The meat was mostly used for bait. Squirrel pelts once brought 5¢, then 50¢, then nothing.

In the old days, if a young girl ate the tongue of a squirrel it was thought she would chatter too much!

ts'inhlikx





5

axwt.

Watch out for porcupines! Once those quills go in, it's very hard to get them out.

Years ago, porcupines were smoked out of their holes and killed by clubbing them on the head. The quills were then burned off right away since it is much harder to remove them when the meat is cold. The meat was smoked or eaten fresh. The quills themselves were used to pierce ears, but there's a secret to doing it.

Today porcupine is still a special dish at a feast.

Bears were first hunted with bow and arrow or trapped in a deadfall. White traders later brought in huge steel traps and finally guns for hunting bears.

Bear fat was used to make lard. The skins were made into robes, rugs, and mattresses, or used for trade.

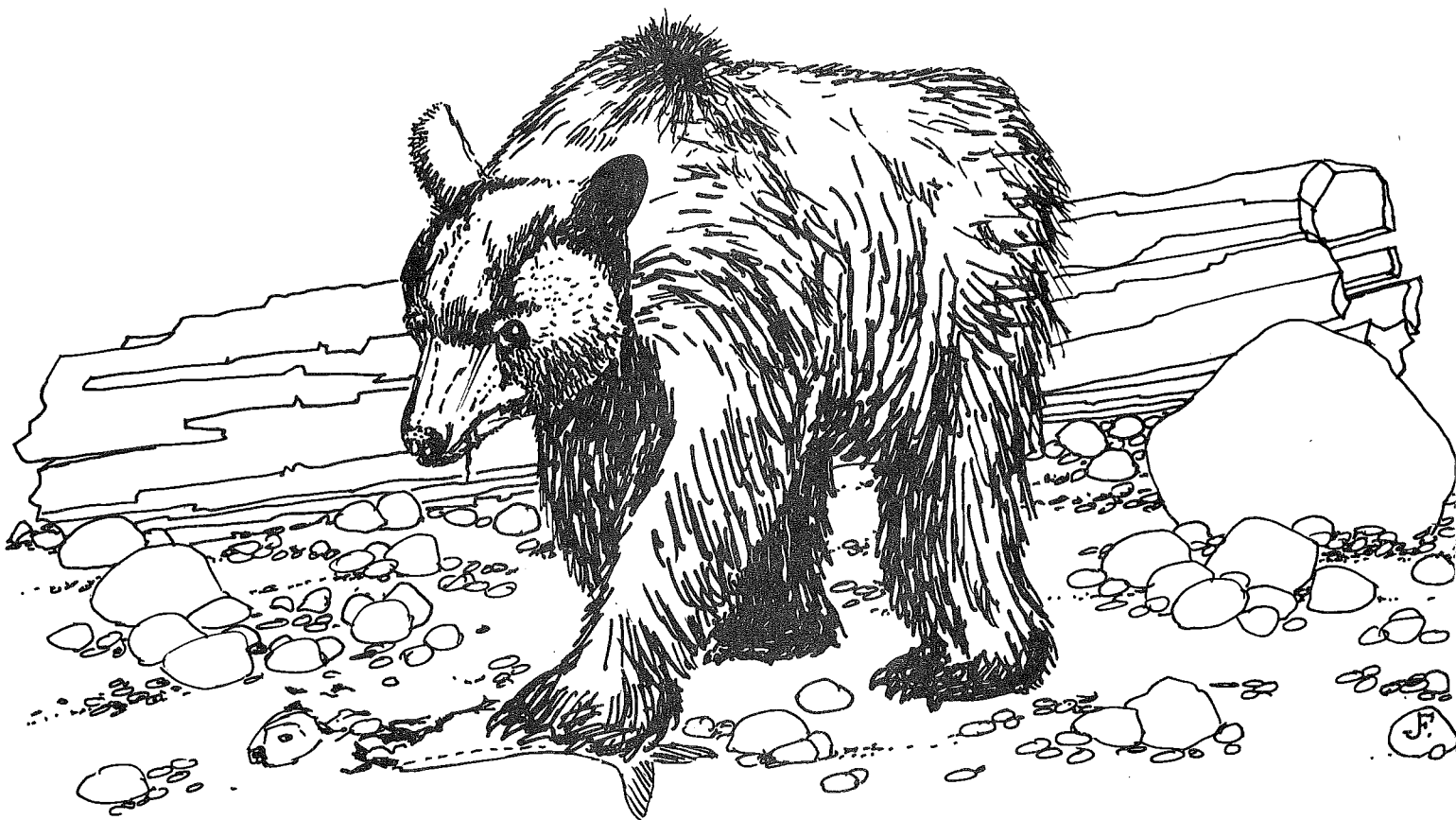
An old Gitksan custom was to rub warmed bear paws on a boy's face so he could later grow a thick beard that would keep him warm in winter.

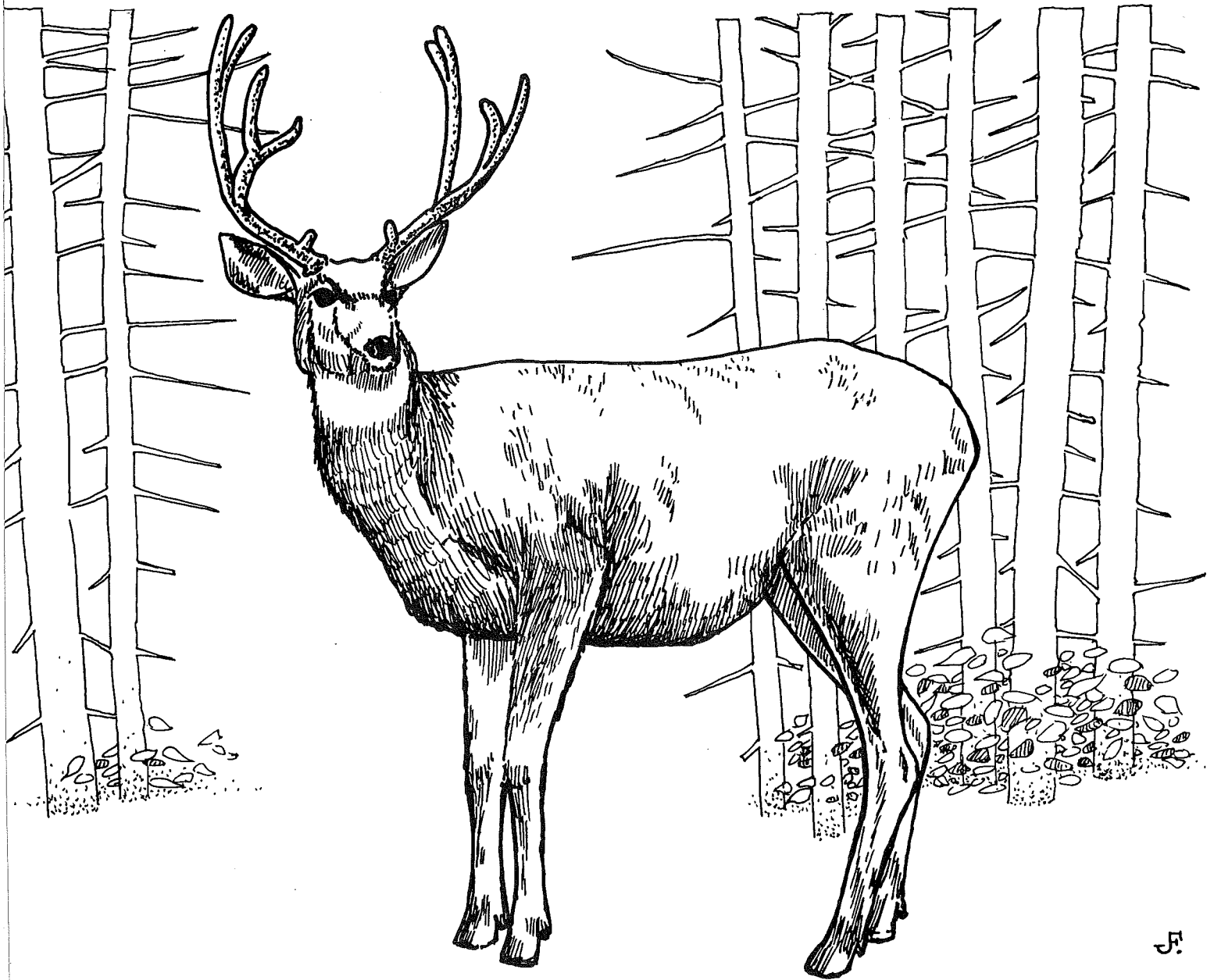
simsmax

black bear

lik'insxw

grizzly





51

wan

Deer, or *wan*, were hunted as an important source of tender meat.

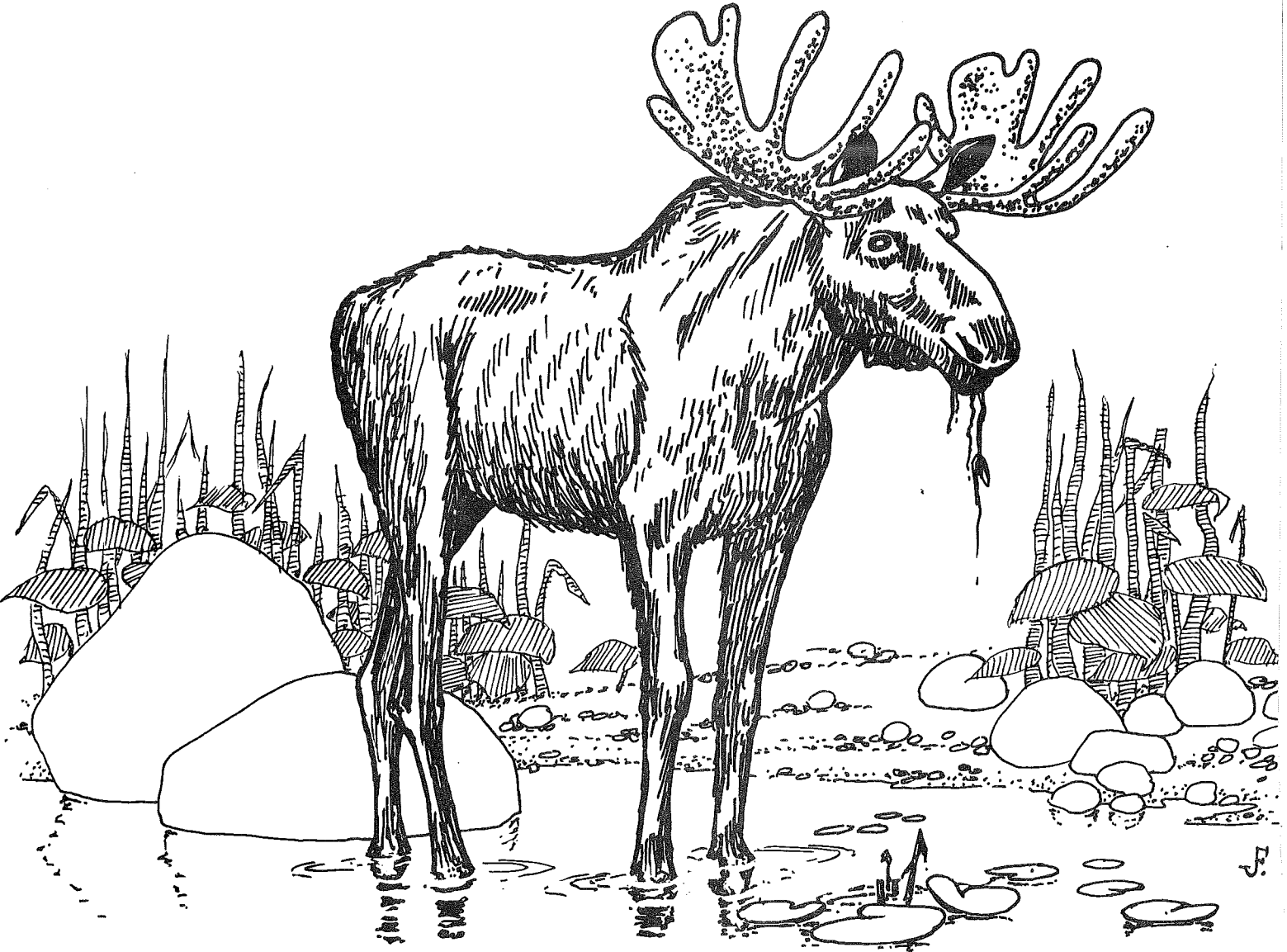
In addition, deer horns were used to make knife and awl handles. Dried deer hooves made a rattling sound when sewn as fringe on a dance apron.

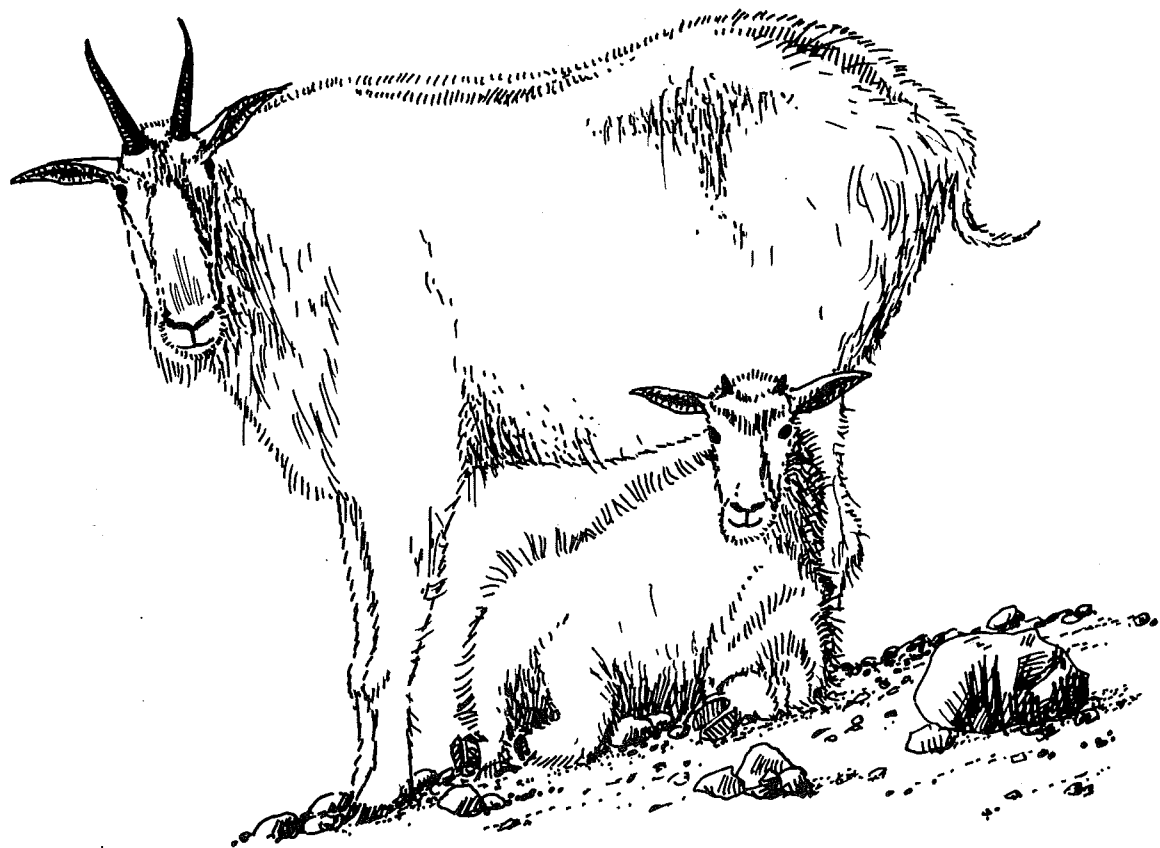
Years ago, moose meat was dried, barbecued, or baked. Sometimes even the whole head would be baked in a pit.

Moose horns were fashioned into handles for knives and awls. Moose sinew came from both sides of the backbone and was used for strong sewing thread.

Before there were moose in this area, caribou supplied meat, skins, horn, and sinew.

xadaa





matx (matxym lax ska'nist)

Mountain goats were certainly useful animals! The meat was very tender. Mountain goat wool was used for weaving blankets and tump-lines. Spoons were made from mountain goat horns, and the hooves were dried to use as rattles on a dance apron.

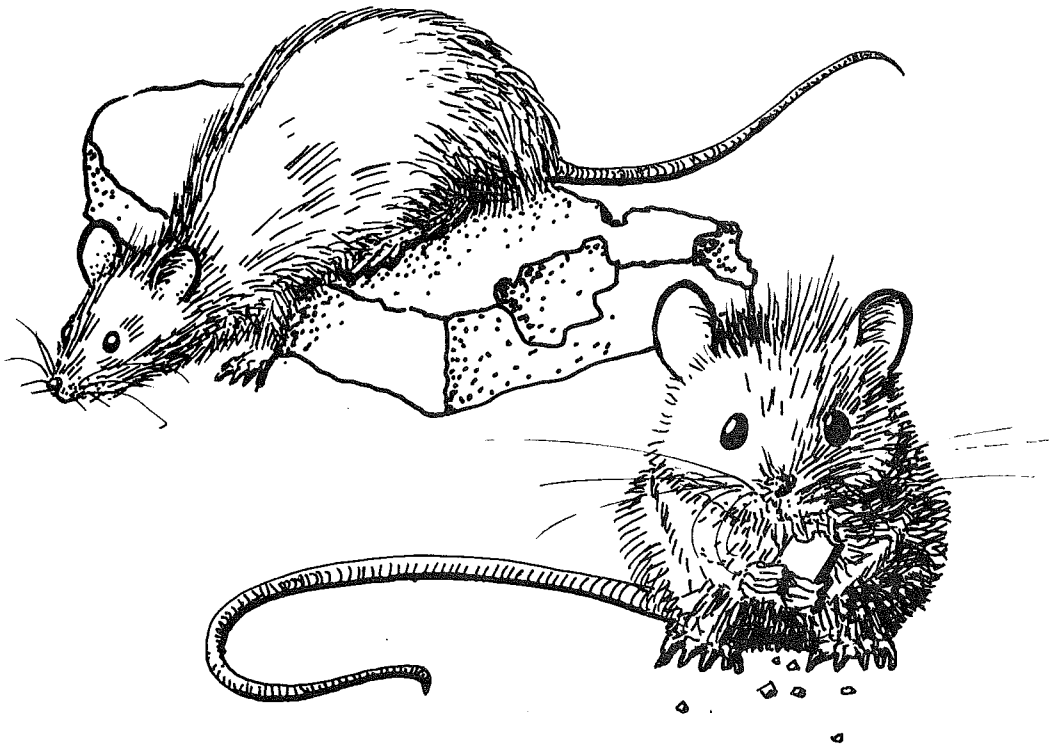
Nowadays, there are hardly any mountain goats left around here.

The 'u'wanjiits, or granny mouse, is a special figure for the old Gitksan. She always gave wise advice, kind of like a fairy or brownie nowadays.

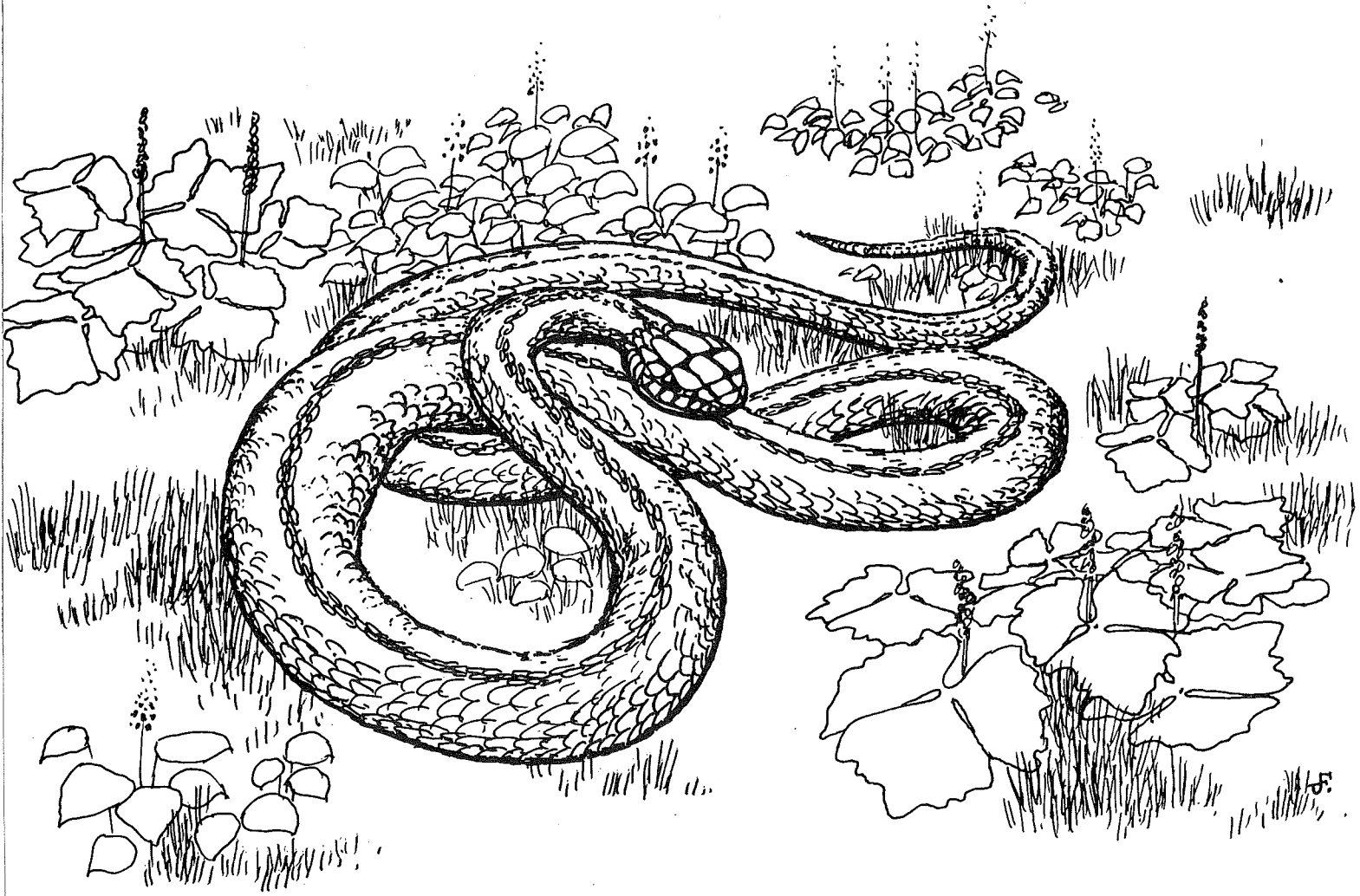
The mouse is one of the animal songs danced in the Animal Kingdom dance. The song is about a mouse chewing holes in a bladder skin.

In the old days, people were careful to try and keep mice from getting into the stored food, just as we do today.

gaakhl



27



lalt

There is also a snake song in the Animal Kingdom dance. The song tells about how the snake twists and curves as it moves.

In the old days, kids were always scared of snakes!

Creepy crawlies

aphleek
spider

'mis'moots
grasshopper

ap
bee

sakanst
inch worm

'wiitagats'agat
mosquito

laldim wis
rain worm

biyoosxw
fly

hisxbilksxwit
caterpillar

ax gabitxwit
no-see-um

mask'ya'woodakh1
butterfly

Sentences to drive you BUGGY

Learn these sentences and then substitute other bugs for the ones that are underlined:

Do you see a spider?

Neem gya'anhl aphleega?

I see a spider.

Gya'a'yhl aphleek.

What is this (picture in the book)?

Gwi tun? or Gwihl wat tun?

That (in the book) is an inchworm.

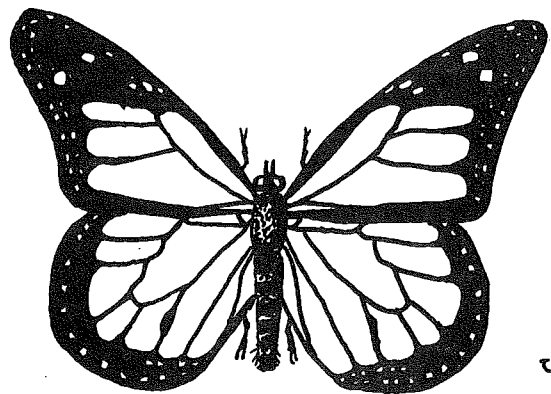
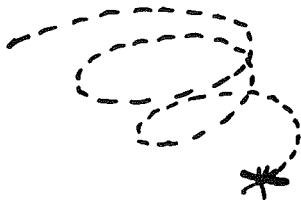
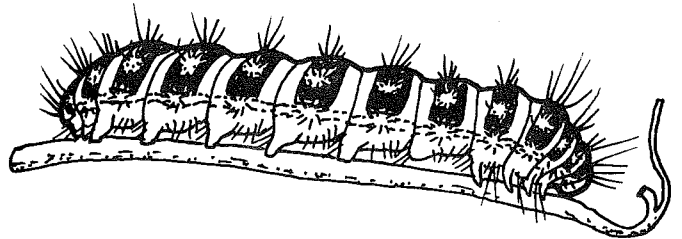
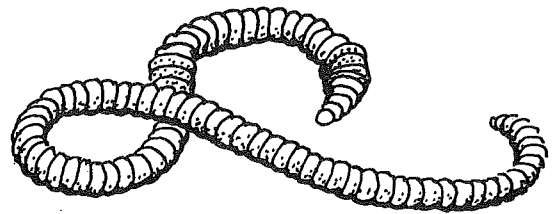
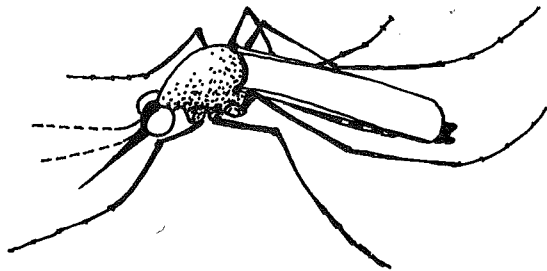
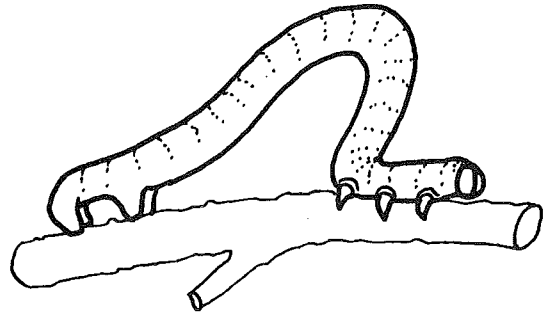
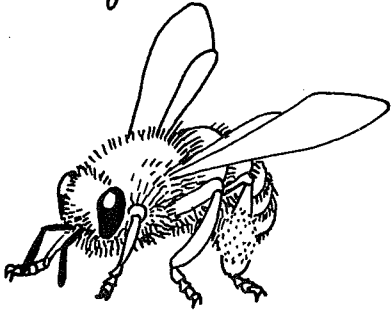
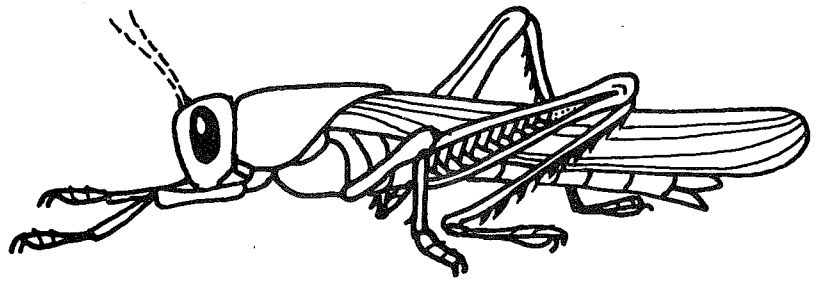
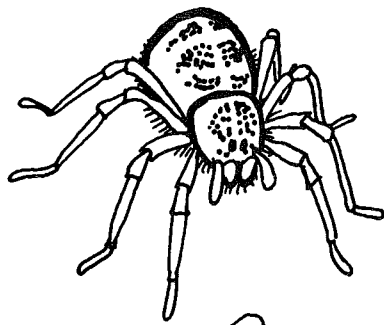
Sakanst tunsa.

My dog ate a grasshopper.

Gubihl os'yhl 'mis'moots.

I swallowed a mosquito!

Hlokxw'yhl 'wiita'gats'agat!



57

It looks like today !

When you have learned a weather word, draw a little picture of that kind of weather beside the word. The "rain" one is already done for you.

hloxws

sun

wis

rain



yeen

cloud, cloudy

bahasxw

wind, windy

maaxws, maadam

snow, snowing

hail

hail

tya'ytxw

thunder

hu'max

lightning

maxmaagay

rainbow

bil'oost

stars

hloxws axw

moon

lax ha or laxa

sky

gyamks
hot (weather)

sakx
cold (weather)

gyamkx
hot (person)

xatxw
cold (person)

gasgos gangan
freezing

SENTENCES

Practice these sentences and then substitute other words for the ones underlined.

It's raining.

Yukwhl wis.

It's snowing.

Yukwhl maadam.

I'm cold.

Xatxw 'ni'y.

I'm soaking wet.

Nuuhlxxw 'ni'y.

We're soaking wet.

Nihlnuuhlxxw 'nuu'm.

It's a hot day.

Gyamk sa tun.

Look at the stars.

Gya'ahl bil'ost.

When you feel MAD



a'lax or yaahl
angry or mad

gyasim goot
jealous

I don't like you.

I'm mad at John.

ax a'lax or halakwsim goot
quick tempered

anhle balkx
enemy

Needi hasaga'y lun. or Needi 'wii 'o'y lun.

Sim a'lax 'ni'y as John.

When you feel GLAD

andamkxw
friend

ansiip'insxw
sweetheart

ts'ahlx
laugh

mumkx
smile

I love you.

Siip'an'y 'niin. or 'Wii'o'y 'niin.

I like you.

Anoogo'y 'niin.



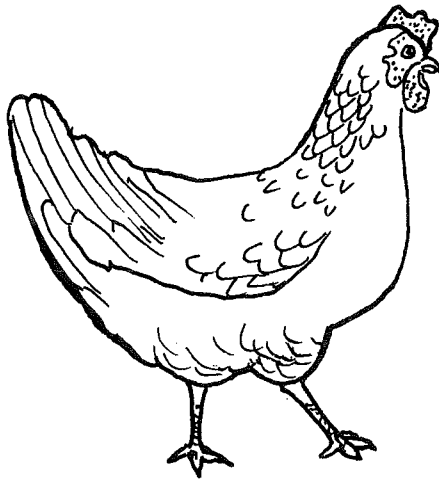
Birds

ts'uuts'
bird

k'aax
feathers

hlgim ha
egg

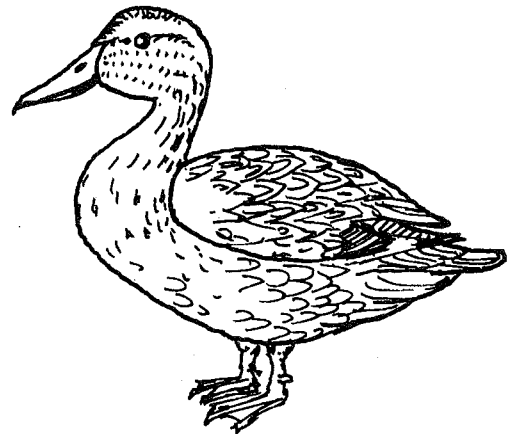
anda hlguahlxw
nest

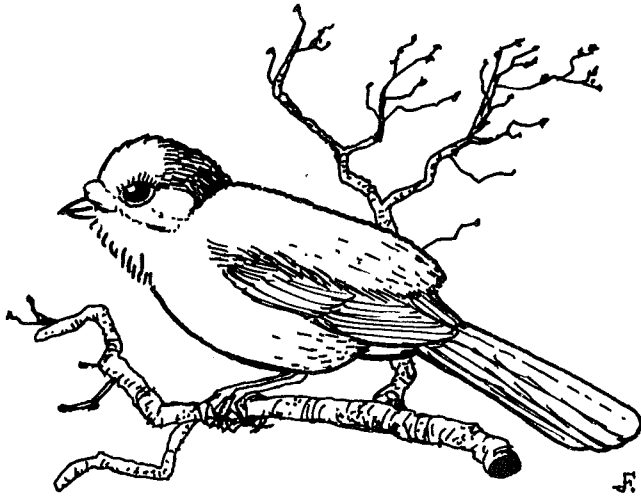


Tsigins (or chickens) were introduced after the White settlers arrived and quickly became a popular source of food since it wasn't necessary to go out and snare them.

Mookaw (or ducks) were a main source of food in the old days. Mallard ducks (*nax naaxt*), found up the valley, were especially prized because they were so fat.

To prepare a duck for cooking, the feathers were plucked out while the body was still warm. Then the fine feathers were singed off over a flame. The duck was barbecued by hanging it beside the fire from a green willow rope and turning it round and round.





The *gwisgwoos* (gray or Canada jay) is both a nuisance and a help to us. It earns the nickname "camp robber" because it is always on the lookout for easy food. In the old days when we dried our meat outdoors by hanging it from drying racks, Canada jays would steal it unless we put pieces of bark over the top of the racks.

But the Canada jay is helpful when it makes a call that sounds like "yoo, yoo, yoo". If a hunter hears this sound we say he will have a successful hunt.

In our language, this "yoo, yoo" sound is the same as our word *yo'yo* which means barbecuing meat or fish.

naxnaaxt

mallard duck

mookxw

duck

xsgyaakx

eagle

gwigwinuxws

owl

gisgangwa'altxw

robin

skiikx

chickadee

gihl 'wints'xw

woodpecker

dilgooga

swan

tsigins

chicken

gwisgwoos

gray or Canada jay

kaw kaw (or gaak)

crow

bisda'y

grouse (willow)

gaak

raven

jin

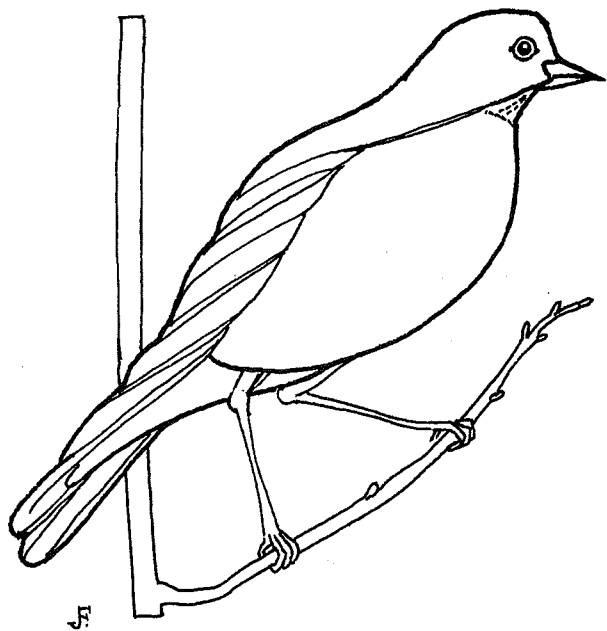
hummingbird

gol

loon

kalidakhl

bluejay



The *gisqangwa'altw* (or robin) reminds us that spring is coming, but they are special birds for another reason. About two weeks after their arrival, they sing a special song: "*Gii gyooks milit, gii gyooks milit, milit*" which means "the stealhead are swimming, the steelhead are swimming, the steelhead." Then we know that the steelhead should be in our rivers.

Bird words for you to practice

A grouse is good to eat.

Axsdahl smaya bisda'y.

A crow is not good to eat.

Needi gupxw smaya gaak.

The eagle is a clan crest.

Ayukwshl laxsee'l xsgyaakx.

A swan can swim.

Wilaa'yhl dilgoogahl gyoo.

Hummingbirds cannot swim.

Neediit wilaaxhl jin gyoo.

I see a grouse.

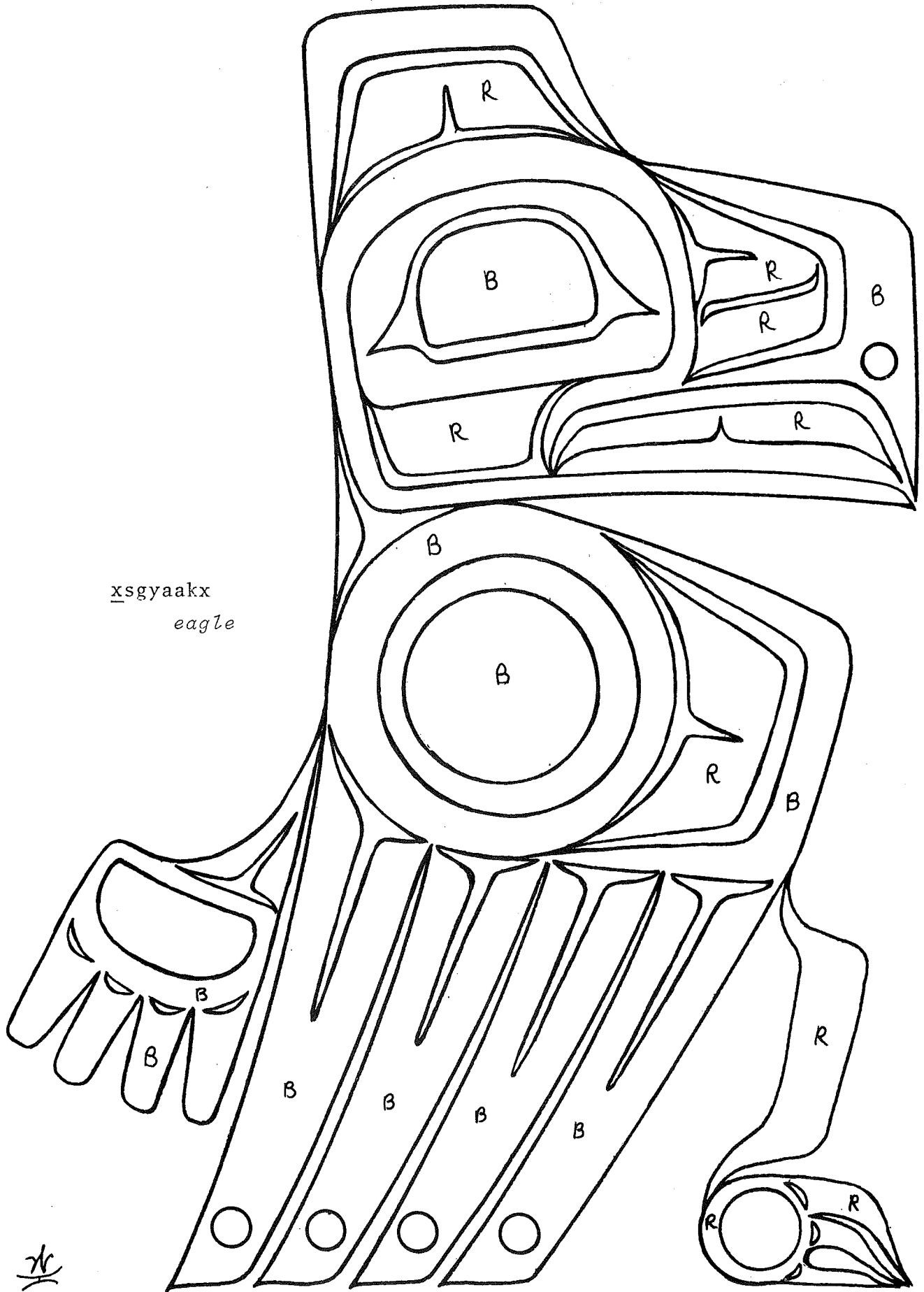
Gya'a'y bisda'y.

I found a feather

Wa'yhl k'aax.

Here are some Gitksan birds that Walter Harris has designed especially for this book. Color them black where you see a "B" and red where you see "R". Leave the areas with no letter white.

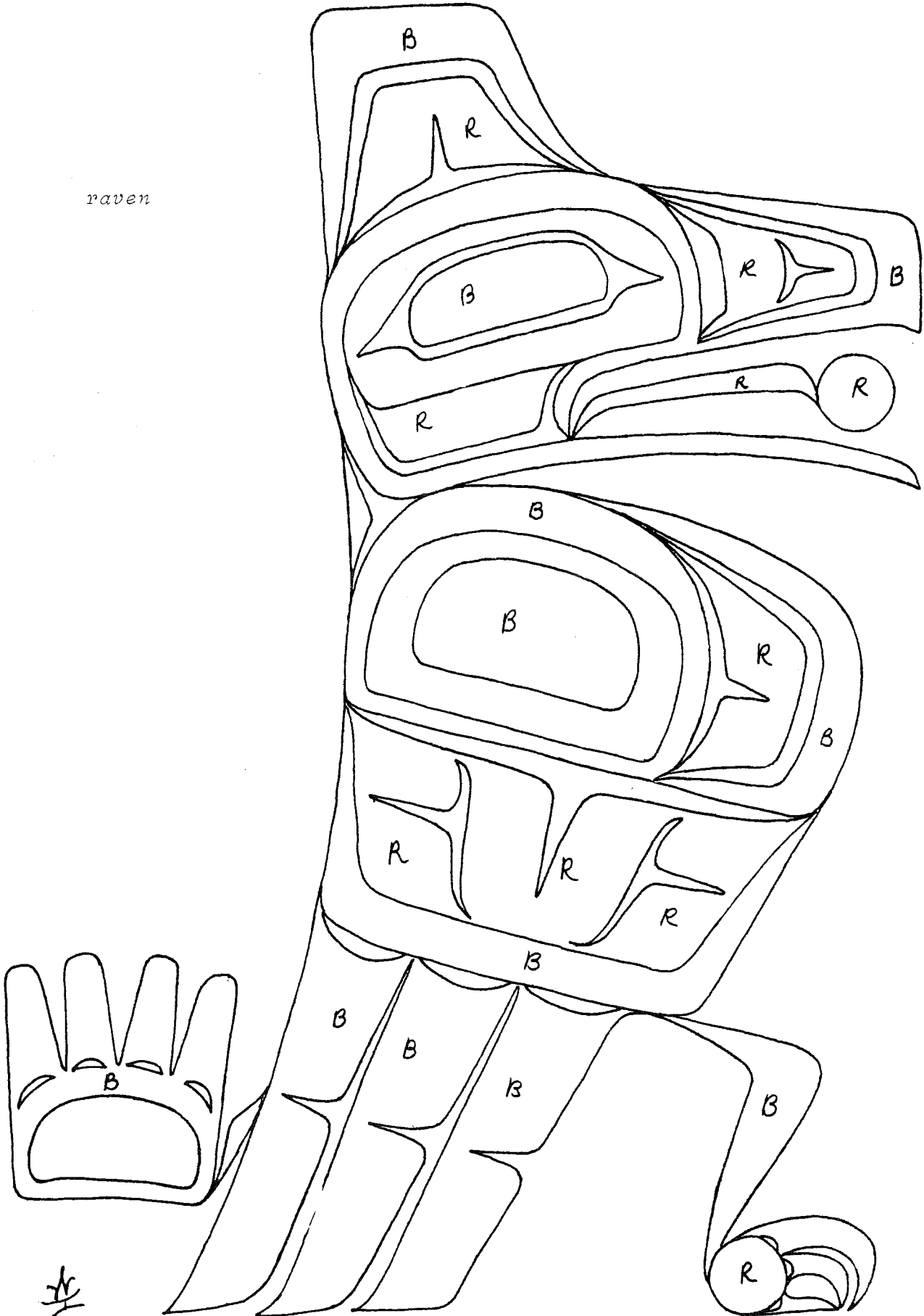
Please note that these designs are still the property of Walter Harris and are not to be copied or reproduced without his permission.



xsgyaakx
eagle

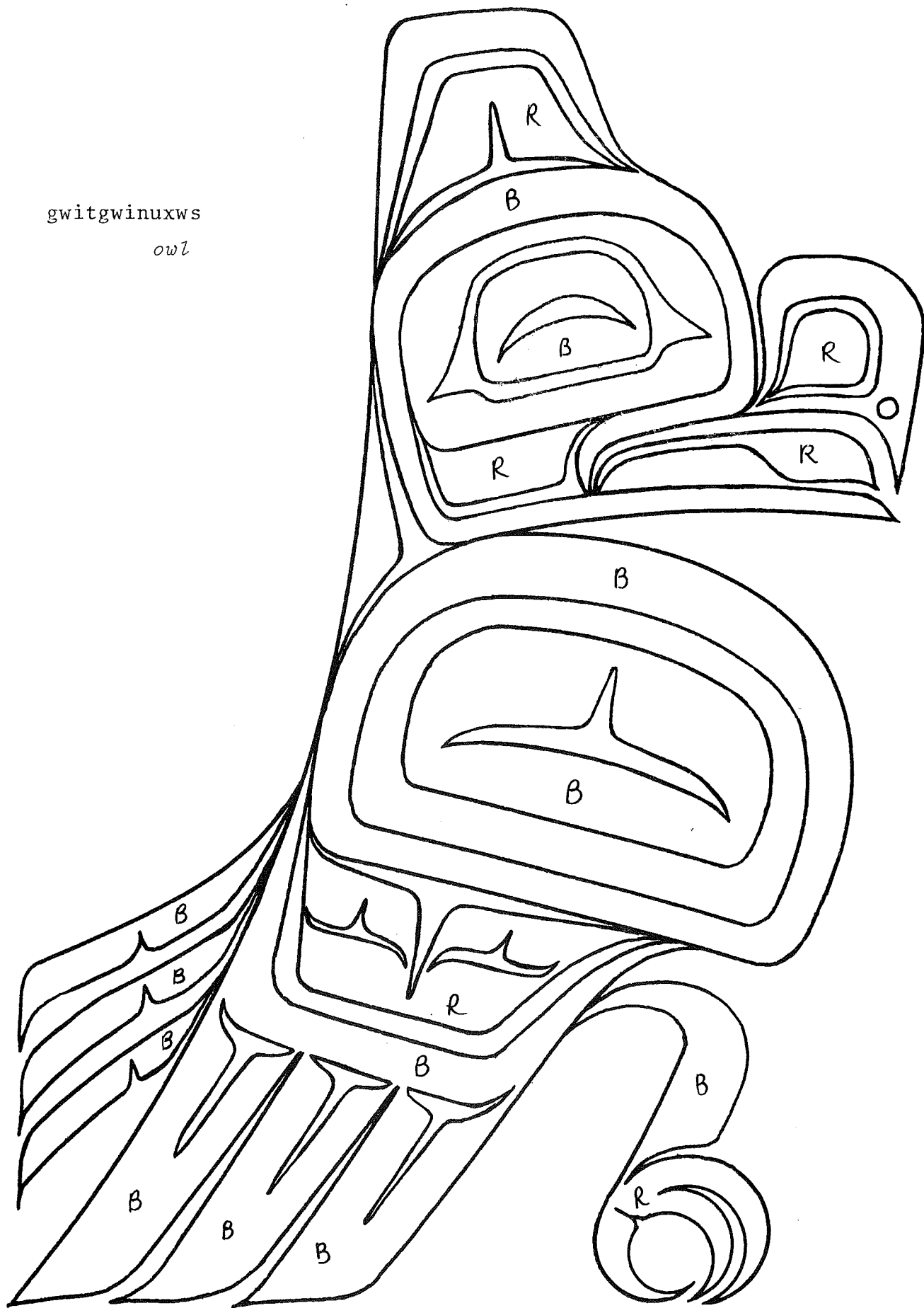
76
1977

raven



1977

gwigwinuxws
owl



20
1977

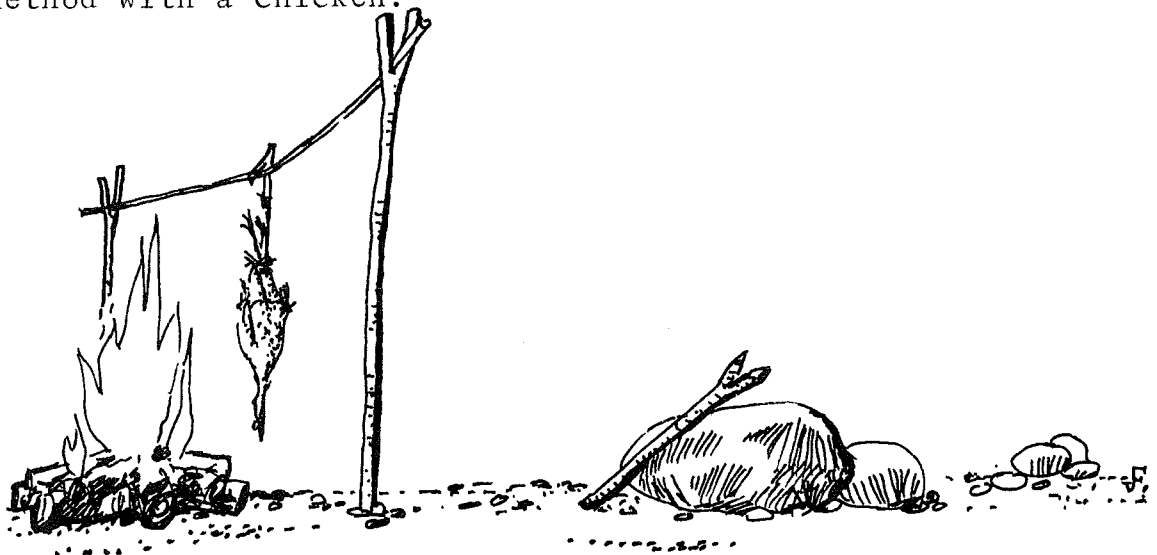
There are actually three kinds of grouse words to learn:

bisda'y	<i>willow grouse</i>
loobats'aw'	<i>grouse with red over its eyes</i>
litsxw maxmek	<i>blue grouse (mountain)</i>

The grouse is a bird our people still eat whenever they can get one. Grouse are snared, as in the old days, or shot. The best time for this is in the fall.

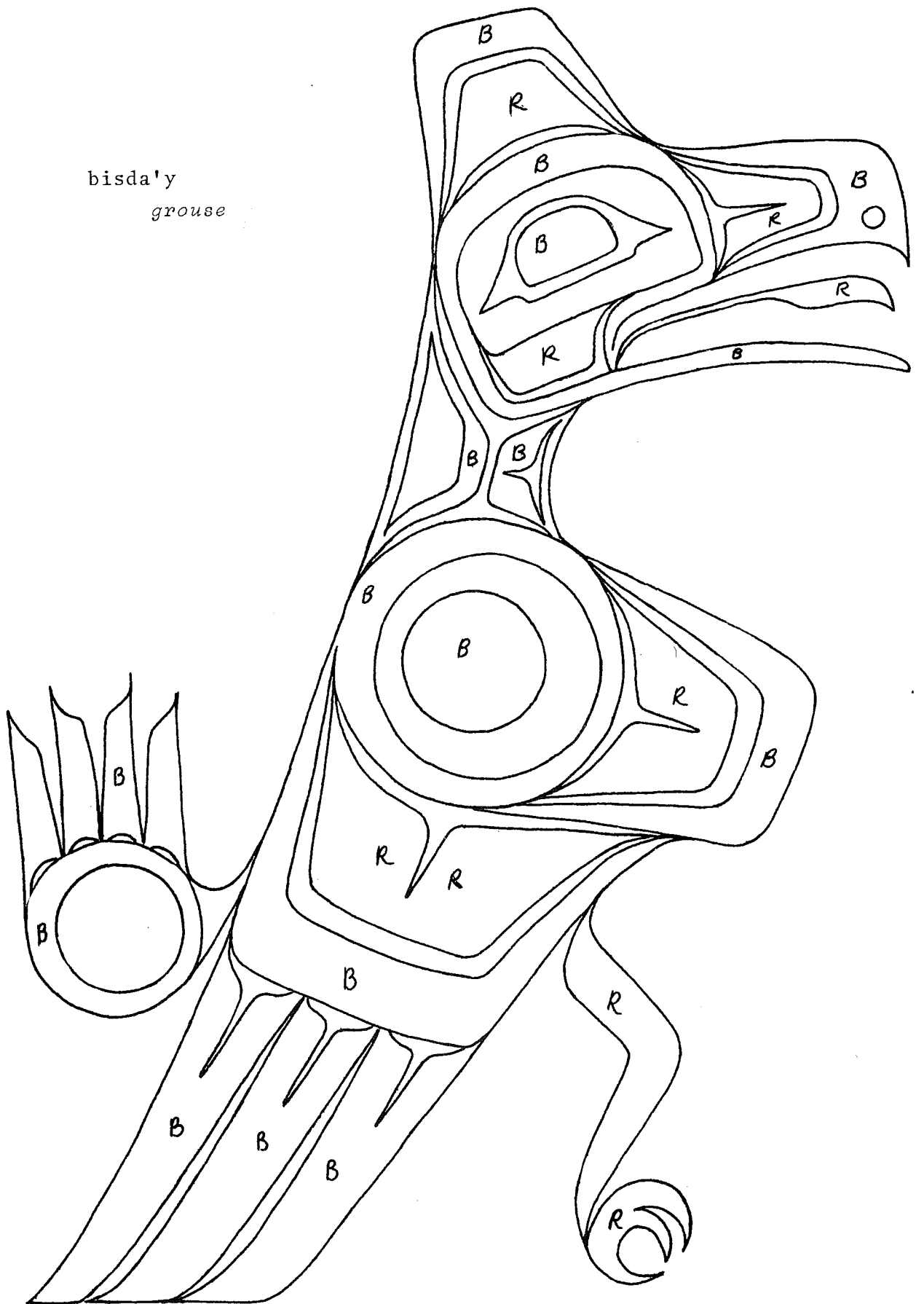
There are many ways to cook grouse, two of them are boiling and barbecuing. With the pots we have nowadays, it's easy to boil them with vegetables and rice. But long ago when there were no pots, Gitksan people boiled grouse by placing the meat in a cedar bent box filled with water. Rocks, heated in the fire, were dropped in the box. This whole process was repeated over and over until the water became so hot it boiled the meat.

Grouse meat was also specially barbecued. The bird was cleaned and hung next to the fire from a green willow rope. The grouse was spun around and around until it was cooked. Today you could try this cooking method with a chicken.



Even the feathers from a grouse were not wasted. Can you guess what they were used for? (to stuff pillows and mattresses)

bisda'y
grouse



jr
1977

I caught one !



'mugw'yhl hon
'mugwnhl hon
'mugwithl hon
'mugw'mhl hon
'mugwisimhl hon
'mukwdiithl hon

*I caught a fish
You caught a fish
He caught a fish
We caught a fish
You all caught a fish
They caught a fish*

KINDS OF FISH

hon

salmon or fish

miso'o

sockeye

gitl'

sockeye in red color phase

eek

coho

gimilak

small coho (red)

ya'a

spring salmon

hlguya

jack spring

ka'et

dog

ganiis

chum (little dog)

sdi'moon (stigya'os)

pink or humpback

milit

steelhead

laaxw

trout

ksimilit

rainbow

'maskayaa'y

bullhead

saabaya

Dolly Varden

hloots'

white fish

When you have learned all these fishy words, go back and review the *I caught a fish* sentence patterns you learned. Say them out loud. Only this time, instead of using the word *hon* in the sentence, put in the kind of fish you caught. For example:

'mugw'yhl miso'o

I caught a sockeye

Berries !

skan maa'y
berry bush

maa'y
berry

xeek
blossom

yanst
leaves

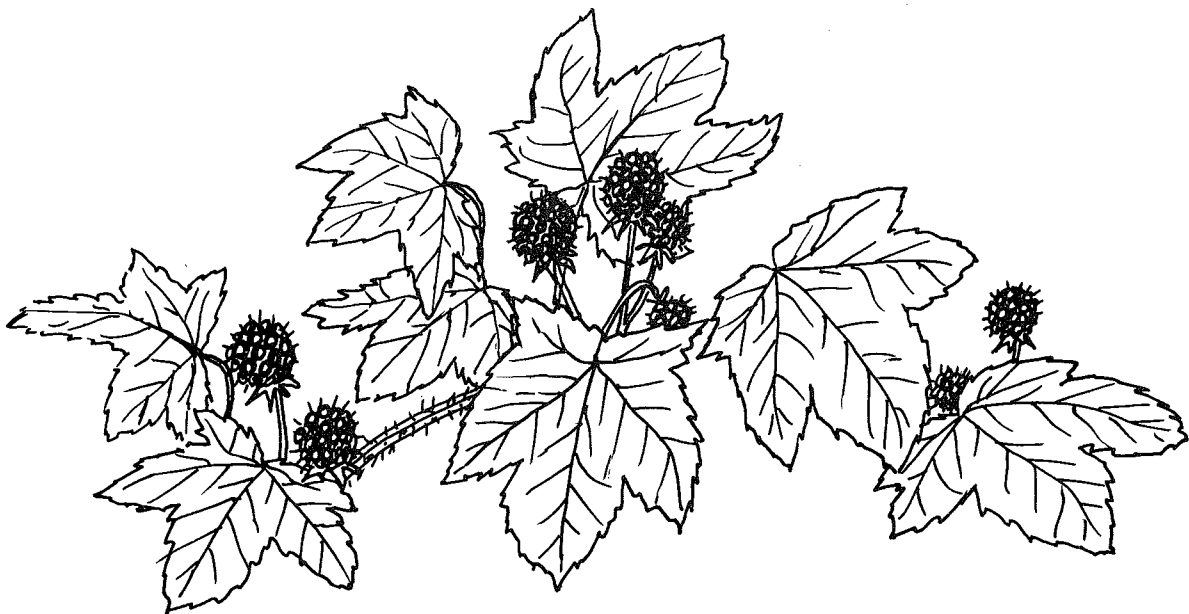
wist
roots

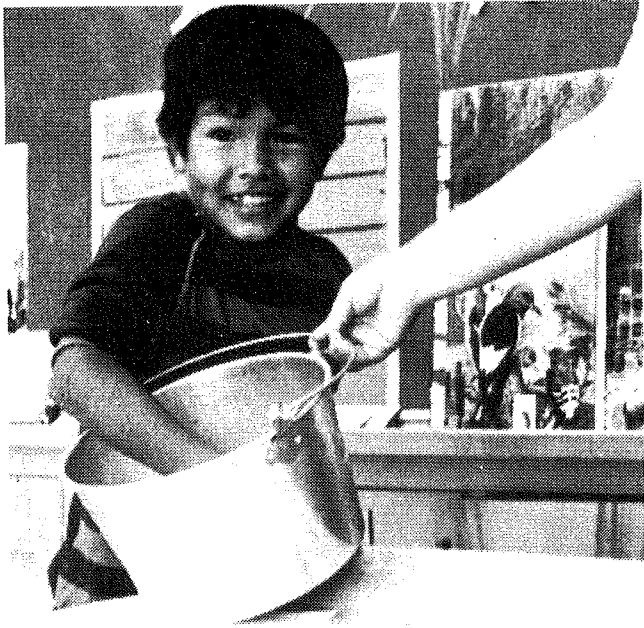
xsuu'w or hat'a'l
inner bark

maas
outer bark

galenkx
cedar bent box

no'o
birch bark basket





Let's make Indian ice cream !

First clean a deep bowl and your hands and arms with soap. Remember any grease or oil means the soapberries won't whip properly. Crush the berries in your hand until you get most of the juice. Throw away the pulp and seeds. Now make your hand into a loose fist and twirl your wrist. Don't stop once you've started! Once or twice you can add $\frac{1}{4}$ to $\frac{1}{2}$ cup of water; too much water and you lose the taste. After 10 minutes, it should be foamy. When the mixture starts to get stiff, add sugar, a little at a time, to suit your taste. Then beat a little while longer. Then it's ready! Of course, you can whip soapberries with a beater, but this is the real old way.

KINDS OF BERRIES

Practice these sentence sets. When you get good at them, try substituting berry words: e.g. t'aahl'yhl gyam.

<i>I pick <u>berries</u></i>	t'aahl'yhl maa'y
<i>You pick berries</i>	t'aahl'nhl maa'y
<i>He picks berries</i>	t'aahl'ithl maa'y
<i>We pick berries</i>	t'aahl'mhl maa'y
<i>You all pick berries</i>	t'aahl'simhl maa'y
<i>They pick berries</i>	t'aahl'diithl maa'y

is <i>soapberries</i>	Ripe in July when berries turn red. May be dried or jarred.
'miigwint <i>strawberries</i>	Ready for picking in June if weather is good; eaten fresh.
<u>ko</u> 'o <i>thimble berries</i>	Picked in August. Leaves are used for drying racks.
naasik' <i>raspberries</i>	Ripe in late July. Long ago only eaten fresh. Also jarred now.
dilawsa <i>goose berries</i>	Ripe in August but can be used when still green.
gyam <i>Saskatoon</i>	Ready in July. Easy to find, often by the roadside.
'miigana'w <i>trailing wild blackberry</i>	Picked in August but hard to find now.

gap 'oyp <i>bunch berry</i>	July. Mixed with soapberries to make dried berries moist.
'mii kooxst <i>salmon berries</i>	Several colors; ripe in early July. Lots near Rupert.
ts'idip'sx <i>high bush cranberry</i>	October. Not many around here now.
'mii'oot <i>bog or swamp cranberry</i>	Picked just before frost, around November.
'miiyah <i>low blueberries</i>	Ripe in mid-August. A real delicacy. Used for flavoring.
'miigan <i>oval leaf (high) blueberries</i>	Not as good to eat; too seedy. Late August, high in the hills.
'mii'isxwat or 'mii wilgan <i>stink currant</i>	Ready in late summer. Not eaten much nowadays.
sim maa'y <i>black huckleberries</i>	Picked higher, near mountains. Late August or early September.
'wihleexs <i>red huckleberries</i>	Same as for black variety. Found from Terrace to Rupert.
ts'axwas <i>salal berries</i>	Picked at Terrace or Rupert in August. Not too good.
t'imi'yt <i>kinnikinnick</i>	Not used much anymore. Low on ground, ripe in September.
loots <i>red elderberries</i>	Roots and inner bark for medicine. Berries cooked or used for wine.
maa'ya gaakx <i>crow (ghost) berries</i>	"Ghost berries"--it's not good to eat these berries.

Notes

Notes

Note to classroom teachers

We wrote GITKSAN FOR KIDS with hope...the hope that the lessons and activities in these pages will encourage the children of Kispiox to continue and expand their use of oral Gitksan. This book is not intended to teach kids how to write or spell Gitksan; they will learn to do that in high school. We hope for a language that gets tried at home, shared with a friend, shouted on the playground.

We think the Indian language program should be a strong, serious part of each child's learning. That cannot happen until both teachers and parents give encouragement and support to their children's attempts. But it is also important for the regular classroom teachers to encourage and help the Gitksan teacher. Often this help will take the form of maintaining order in the classroom during the lesson; traditional Gitksan people are not used to children roaming at will when an adult is speaking. Other times, you can help by jointly planning review activities or by coordinating regular subject lessons with language sessions. Your support is more appreciated by native teachers than you realize.

In the next pages there are suggestions for teaching each lesson. Most of the lessons should be taught over a period of several sessions and then reviewed regularly. Some lessons include several learning activities; others can be expanded and reviewed with flash cards, team challenges, songs, stories, or pictures. Frequent, fun reviews will be the key to remembering.

There are several dialects of Gitksan and, as a result, several ways of pronouncing words. We have attempted to use words most familiar to Kispiox speakers. Occasionally there is also an "old" and "new" form of a word or several ways of saying something. When any of these situations arises, usually alternate words are given separated by the word "or". Singular and plural forms of a word are separated by a slash (/).

In an effort to simplify the problem of ownership of Gitksan stories and songs, we have not printed them in the text of this copyrighted book. Instead there is a blue, supplementary book that is simply a typed transcript of the stories already collected by Susan Marsden and Vickie Jensen from Edith Gawa. These stories are still the property of Mrs. Gawa and should in no way be reproduced for any use without her written permission. There are only eight copies of these collected stories, so please do not "adopt" one permanently. Similarly, the Gitksan designs in these books are the property of Walter Harris and are not to be reproduced.

GITKSAN FOR KIDS is intended to be different than regular school books. Each book belongs to the student and should be "personalized". Encourage kids to color the pictures and photographs, to add their own drawings, and to extend the information given with notes they write in themselves. At the end of the year, these books should go home with the kids.

Teaching Suggestions

The lessons in Book II are arranged according to topic or according to when the lesson would be most relevant during the year (for example, the berries lesson is at the end of the book so as to be studied in the spring). But there is no order in which these lessons must be studied. Since the books span two and three grades, you may not want to teach all lessons to all grades. This book is as adaptable and flexible as you wish it to be.

FAMILY

The text gives a brief explanation of the complexity and specialness of the Gitksan family concept. In class, Gitksan teacher may want to talk about this a bit more. These terms are difficult to explain since sometimes White family terms are now used and sometimes traditional terms are still necessary. Children SHOULD be encouraged to realize that there is a difference. No one way is right or wrong, but the Gitksan family concept is basic to the traditional culture in Kispiox.

Family puzzlers--Emphasis here is on fun and practicality of math. Classroom teachers can easily come up with more puzzlers or let kids make them up.

OLD PEOPLE, YOUNG PEOPLE

Kids should first learn words, then work on sentences, then sentence substitutions. Whenever a word is underlined, other lesson words can be used. Review of terms can easily be done with pictures or hand-made flashcards. Kids can also review people words by using them to identify people in their drawings.

THIS IS MY HOUSE

Practice vocab by using a student's drawing and pointing to various parts of the house and asking for corresponding word.

PARTS OF THE HEAD

These words are first taught in Book I. Teach and review by using pictures and by pointing to part of head and asking for Gitksan term. Kids should also be taught Gitksan "touch of ear" game.

PARTS OF THE BODY and MORE BODY WORDS

First set of body words is introduced in Book I. After kids have a familiarity of body terms, try them with directions such as "raise you an'on". Don't go on to more body words until kids have first set well learned. You may want to alternate reviewing terms by first saying the word and having the class point to what you said on their own body; then point to a body part and let them give the Gitksan word.

I DON'T FEEL SO GOOD

Although there is only two pages to this lesson, it is packed with vocab and sentence sets. It's also a good review of body parts; many terms can be added. When you study negatives, explain that this is only one way of making a negative sentence. Have them practice sentence sets in which "needi" works.

GET DRESSED

After vocab and sentences have been mastered, encourage substitution. Paper friends are explained in text and are arranged so they can be cut out of the book without disturbing other pages. Have envelopes or construction paper to make them so they don't scatter.

HOW MANY

Make sure kids are familiar with "ndahl gabihl", then have them learn and review with fingers, flash cards, pictures, objects, etc. Try team competition.

SHAPES

Text should be self directive. There are additional Gitksan shape and texture words but these are the basics.

COLORS

Once kids have drilled on basic color words, have them search outside for natural colors to bring back inside and use in coloring the picture. Can be used for bulletin board or display.

ANIMAL KINGDOM

Material is first introduced in Book II, repeated in Book III. Before kids go on to individual animal pages, make sure they know "everyday animal" words and sentence groups. Practice substitution. Each page of animals should coordinate with either a story (sometimes more than one) in GITKSAN STORIES or with a song for kids to learn. Have them read animal blurbs aloud for reading practice. Don't plow straight through this section; teach some now, some later.

CREEPY CRAWLIES

This should be fun. In nicer weather, this could even coordinate with a science unit on insects or a collection by class of bugs. Same activity repeated in Book III.

IT LOOKS LIKE RAIN TODAY

Vocab easily blended with sentence sets and substitution.

GETTING THERE

Might be fun to dig up picture of early steamboats. For review, kids can play "I'm going to Vancouver". One student starts by saying the sentence "I'm going to Vancouver in a _____ (filling in blank with a lesson word)." Next student or team must repeat sentence and add another word. Winner is one who can repeat all words "I'm going to Vancouver in a _____ and a _____ and a _____, etc." without forgetting any and with them in order.

WHEN YOU FEEL MAD, GLAD

Sentences are important to learn here if kids are to be able to actually say something in Gitksan. Teacher may also want to talk about emotions--when they are positive and when destructive.

BIRDS

Part of info about birds is actually in the text and can be expanded. Other info and stories are in GITKSAN STORIES book. Again break up the birds, don't lump all the stories together.

I CAUGHT ONE

Learn sentence set, then practice terms through substitution. Kids can also make fishy flashcards for review of fish terms.

BERRIES

Concentrate first on general berry words, then sentence set, then specific berries. Kids should be encouraged to write in information about where to find berries, etc. Good summer project to collect these plants and berries.

Notes



