

Oie Woonsp e Kagapi

Grammar

References

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Lesson One

Grammar itself deals with parts of speech and structure of a sentence. The Sioux language is a well organized language.

Noun - A noun labels a person, place, or thing. There are two kinds of nouns.

1. Animate - a. Provides its own motion
b. Possesses life
If a noun fits at least one description, it's animate.
2. Inanimate - can't provide own motion, and does not have life
eg. can - tree (animate) wowapi - book (inanimate)

Verb - Denotes or describes motion

1. Transitive - requires an object to have complete thought
2. Intransitive - does not require an object
eg. Wicašta he mani. - intransitive
Wicašta he wowapi kin icu. - transitive

The English word is:

1. If simple modifier comes last in sentence, there will be no is in the English translation.
eg. Wicašta hanske he - that tall man
Wicašta he hanske. - That man is tall.
2. The adjective that occurs immediately after noun is known as the primary modifier.

Transitive verbs

The direct object will always come after the last modifier of subjective noun and before verb.

- eg. noun - modifier - direct object - verb
Wicašta he sunka wan ape.
That man is hitting the dog.

Remember:

Subject performs the action, and the object receives the action.

Review tips and hints:

1. If the verb can't answer the question "what", the verb is intransitive.
2. Transitive verb - some word should receive the action.
eg. subject object verb
Wicašta he wowapi de wanyanke.

3. An adjective describes, limits, or points out a noun.

eg. <u>Wicašta</u>	<u>hankske</u>	<u>he</u>	<u>iyanke</u>
subject	adjective	adjective	verb
	(primary	limit	
	descriptive)	pronominal	
		simple modifier	

4. Noun has gender:

<u>Noun has to be animate</u>	<u>Inanimate noun</u>
masculine	neuter
feminine	

winyan - feminine

hokšina - masculine

However, some animate nouns can be neuter.

eg. šunka

Adjective

1. Descriptive - tell what kind of noun it's modifying.
It also depicts color.

2. Pronominal

wan (a, an), kin (the) - limiting to one

de, he, ka - demonstrative

wicašta de (this man) - closest

wicašta he (that man) - further away

wicašta ka (that man) - furthest away

Remember:

The nouns, verbs, and adjectives are the major parts of speech.

The noun is the first word in the sentence.

<u>noun</u>	<u>modifier</u> (adjective)	<u>verb</u>
wicašta he		mani
wicašta he		hanske

Review tips and hints

1. In English, modifier comes before the noun; however, this is not the case in Sioux.

2. If noun is animate, sentence can end with either verb or descriptive adjective.

3. If the sentence begins with an inanimate noun, it will end with a descriptive adjective.

Sentence number

A sentence is either singular or plural. Be alert to the subjective noun, which is usually the first word in the sentence.

eg. Singular - Wicašta he (that; one) mani
that man walks

Plural - Wicašta hena (more than one) manipi.
Those men walk.

In Sioux, the subjective noun, the spelling of the word, remain the same. One is able to tell the number of the sentence by its modifiers. When the number of the sentence changes from singular to plural - most important changes with modifiers of the noun. They have to change from singular to plural.

eg. Wicašta hanske he mani. - singular

Wicašta hanskaska hena mani(pi). - plural

Add plural suffix because subject is animate.

If noun is inanimate the plural suffix 'pi' is not added to the verb.

eg. Tipi he hanske. - That building is long.

Tipi hena hanskaska (). - Those buildings are long.

Building (tipi) is inanimate.

However: Hokšina he hanske. - singular

Hokšina he(na) hanskaska(pi). - plural

Hokšina is an animate noun.

Remember:

The plural suffix is not added onto the descriptive adjective, because it doesn't end the sentence; mani ends the sentence.

Add the plural suffix onto the word.

eg. Hokšina hanske he mani. - singular

That tall boy is walking.

Hokšina hanskaska hena mani(pi). - plural

Keep in mind:

Number refers to the singular and plural aspect of sentences.

When the sentence changes in number, the modifiers are the words that change but the noun doesn't change in form.

'pi' used: when sentence is plural
 when subjective noun is animate
 with words and adjectives that end the sentence

Animate noun - descriptive adjective, singular

The noun in each of the below sentences and phrases is singular in form and in meaning because each of its modifiers is singular. The articles kin and wan are singular, the demonstrative pronominal adjective is singular and the descriptive adjective is also singular.

1. mastinča sape - black rabbit

2. pusina kin sape - the cat is black

- | | | |
|-----|--------------------------|---|
| 4. | šunka he sape | - that dog is black |
| 5. | hañaka ke ġi | - this elk is brown |
| 6. | capa kin de ñote | - this beaver is gray |
| 7. | sinkpe kin he ñote | - that muskrat is gray |
| 8. | šunka sape de | - this black dog |
| 9. | wambdi ġi he | - that brown eagle |
| 10. | hna ska wato kin de | - this green frog or this
frog which is green |
| 11. | matoska ska kin he | - that white polar bear or
that polar bear which is
white |
| 12. | wica tamaheca wan | - a skinny racoon |
| 13. | šunkawakan hdeska wan he | - that spotted horse |

Animate noun - descriptive adjective, plural

The noun in each of the below sentences is plural in meaning, (though it is singular in form) because each of its modifiers is plural. The article kin is plural in meaning, the demonstrative pronominal adjective is plural, and the descriptive adjective is also plural.

- | | | |
|-----|----------------------------|---|
| 1. | canonka odotani | - lots of mosquitos |
| 2. | matokin sabasapani | - the bears are black |
| 3. | pusina zizini kin | - they yellow cats |
| 4. | matohota hena ñotñotani | - those grizzley bears are
grey |
| 5. | mağaksica dena cepcepapani | - these ducks are fat |
| 6. | pusina kin dena sabsapani | - these cats are black |
| 7. | zitkana kin hena topi | - those birds are blue |
| 8. | tañca ñiñini dena | - these brown deer |
| 9. | pte hde - hdeğani hena | - those spotted cows |
| 10. | šunka skaskani | - these white dogs or these
dogs which are white |
| 11. | mağa hena ñotñotani | - those grey geese |

Terminal participle - is a word that occurs at the end of the sentence.

1. Wicašta he mani - declarative participle
ye - indicates that sentence is declarative, comes at the end of sentence.
2. Wicašta he mani šni - negative participle
still declarative, but it just adds a negative meaning.
Could also be: Wicašta he manišniye.
That man is not walking.
3. Wicašta he mani kte. - future participle
That man will be walking.
4. Wicašta he mani hwo (male) he (female)? - interrogative participle
Is that man walking?

Another type of interrogative participle - 'ice' -
'isn't it?'

Wicašta he mani ice
That man is walking, isn't it?

Also: Wicašta he mani što - is a rhetorical question,
(not really looking for an answer)

Review two interrogative words:

išto, he
declarative participles: ye, kte, šni

Additional examples:

1. Wicašta he mani kte šni - that man will not walk -
future negative declarative
2. Wicašta he mani šni he - is that man not walking-
negative interrogative participle
3. Wicašta kin hanske he - he is a tall man
Disagree: Hiya, hanske šni - no, he is not
Agree: Han, hanske - yes, he is

The manner that the sentence is answered is by the mood of the question. When answering a question in Sioux, one is either agreeing with the mood of the sentence or disagreeing with the mood.

Change of terminal e

e will change to in when followed by kte or kta.
eg. hanske - Hokšina he hanske kte.
iyanke - Hokšina he iyanke kte.

e will change to a when following consonant is h or p.
eg. hanske he hanske kte.
Hokšina he iyanke kte.

Winvan kin mani kte. If kte is the last participle in the sentence, it will end in e. If it is followed by he it will be kte.

\$ni

\$ni is not used in the reply of a positive answer, but \$ni will be used in a negative reply.

eg. Wicinyanna he ksapa he.

1. Han, wiciyanna he ksape. (positive reply)

2. Hiya, wiciyanna he ksape \$ni. (negative reply)

Winvan kin cepe \$ni he?

Agree: Han, cepe \$ni.

Disagree: Hiya, cepe.

Review session:

1. Noun is usually the first word in the sentence.
The subject performs the action.
2. The noun is followed by at least one modifier.
If one modifier - simple modifier - wan, kin, de, ka, he
3. After last modifier - verb (intransitive) if there is one noun in sentence.
4. The direct object comes after the last subjective modifiers before the verb. The objective noun doesn't always have a modifier.

eg. Hokšina he mazaska icu. (no objective modifier)

Lesson Three

Pronouns

The purpose of pronouns in the Dakota language is to identify who is performing the action in an active verb and to identify who is in a particular state of being or condition in a passive verb.

Two kinds of pronouns:

1. Separate - acts like word by itself. It is apart from verb or descriptive adjective.
eg. Miye mani. - I walk.
2. Inseparable - can't stand by itself. It becomes part of verb or descriptive adjective.
eg. A(wica)ne - objective pronoun - combined, it means "hit them."

Verb phrases originate from the root verb.

A root verb (active or passive) linked with a singular or plural pronoun can become a verb phrase.

Active verb - denotes action or actual motion.

Passive verb - describes a condition or state of being.

Pronoun insert - occurs within the verb as object or subject; building verb phrases - when a pronoun is linked with a verb to form a verb phrase, it can occur as a prefix or an insert.

- eg. owa kihi - I can, I am able
macuwita - I am cold.

Wicašta (object) he a(ya)pe (subject).
You hit that man.

Wicašta (subject) he a(ni)pe (object).
That man hit you.

Wicašta (object) he a(wa)pe (subject).
I hit that man.

Wicašta (subject) he a(ma)pe (object).
That man hit me.

Number - refers to singular, plural, and plural dual

<u>singular</u>	<u>dual</u>	<u>plural</u>
wa - I	un (unk) - we two	un - unkiyepi - we all
ya - you		
- - he		

dual form - maunni - We are walking. (speaker and listener)

plural indefinite - maunhipi - We are walking. (speaker and listeners doing action)

Keep in mind not to use the plural suffix if limiting the number.

eg. miye - I unkiye - we, us
 niye - you niye - you
 iye - he iye - they

singular - Iye mani - He walks.
plural - Iye manipi - They walk.

Review

mani - insert pronoun: mawani - I walk.

separate - class I

inseparable - class II

verb phrase - word that contains in it more than one
distinct meaning

All pronouns have person.

In order to use both classes of pronouns together,
must agree in person.

eg. for emphasis:



miye mawani - I walk. (double pronoun)
niseya mayani - You are also walking.
unkiye manunipi - We are walking.
niye manyani - You are walking.
iye mani - He is walking.

Lesson Four

Communication

Two types of communication: verbal gestures and written:
 In 1752 the basic dictionary of the Sioux language was introduced. In 1882, Stephen Riggs studied the Santee dialect and his dictionary finally evolved.

Long time ago the Winter Count was used. Man had to devise a system of recording sounds. The pictographs were the first kind of writing. Whatever symbol was used represented the image desired.

1. At first when they used the symbol, it represented an image. 
2. Second, it represented ideas and concepts: heat and light 
3. Third, it represented sounds.

The symbol may change, but the sound won't.

There are two categories of symbols - vowels and consonants.

<u>Vowels</u>	<u>Consonants</u>	
1. Regular	1. Soft	4. Integrated
2. Nasal	2. Gutteral	5. Irregular
	3. Explosive	6. Nasal

Unique characteristics of the Sioux - there are no silent letters. In addition, there will always be a vowel in a syllable.

Definitions

descriptive - It is what it is.
 functional - What it does.

Noun

Labels person, place, objects
 descriptive:

person - hokšina
 place - tipi
 thing - wewapi

Proper

Wambdi Ska
 White Eagle

Common

wowapi
 book

Abstract

wowiyukcon
 thought

Descriptive

Gender:

female - winyan
 male - hokšina - wica
 neuter - tiyopa

Functional

Subject - performs action

Object - receives the action

Prepositional noun - locates the action of the subject

subject (prepositional noun adjective modifier preposition)
 Wicaŕta he (canku kin akan) mani.
 (prepositional phrase)
 Wicaŕta he canku kin akan mani. - That man walks on the road.

The prepositional phrase is more easily used with intransitive verb.

The prepositional phrase appears in the sentence - after the last modifier of subject noun and immediately before the verb.

Adjectives - Describes nouns, limits, points out

Describes: condition, shape, color, size

Limits: number (kin)

Demonstrates: (de, he, ka)

Verbs - Indicate action or "being"

There are two types of verbs:

1. Active - Action is quite obvious
eg. mani - walk
2. Passive - Action is not obvious
eg. yawa - read

Pronouns

Functions as a subject and object. Takes the place of noun.

1. Separate - stands apart from verb
 2. Inseparable - can't stand apart from verb
- Verb phrase - combination of inseparable pronoun and verb.
eg. (ma)wa(ni) - I walk.

There are two ways in which pronouns are placed:

1. Insert - placed within, as: ma(wa)ni
2. Prefix - first syllable goes before the word, as:
wadowan - I sing.

How and where to place pronouns

Wherever a syllable occurs, is the position where the pronoun is placed.

Review

Remember: Subject noun is always animate with an active verb.

Verbs used with inanimate noun are passive.

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Drills

Translate the English words into Dakota:

1. Personal pronouns

- a. He is good.
- b. You are Dakota.
- c. You are big.

2.

- a. I am reading. wa bda wa
- b. He is writing he owa.
- c. He is writing a letter. he wowagi owa.
- d. What are they doing? he takto kun he?

Lesson Five

Tuktet

There is a difference in the meaning of the English sentences:

"Where are you going?" and "Where are you?"

One is the idea of locomotion and the other is the concept of location. Dakota also makes a distinction between locomotion and location.

Tuktet un he?

"Where is he?"

Tokiya ya he?

"Where is he going?"

Days of the Week

The Dakota word for day is anpetu. In Dakota the first day of the week is Monday.

Anpetu tokahe - Monday

Anpetu inonpa - Tuesday

Anpetu iyamni - Wednesday

Anpetu itopa - Thursday

Anpetu izaptan - Friday

In Dakota owanka is the word for "floor" and "yuzaza" means "to wash". Thus, the day to wash the floor is Saturday!

Owanka yuzazapi anpetu - Saturday

Anpetu wakan - Sunday (Sacred Day)

Irregular verbs

An example of a regular verb in Dakota and in English is škata or 'to play.'

waškata - I play

unškatapi - we play

yaškata - you play

yaškatapi - you play

škata - he plays

škatapi - they play

An example of an irregular verb in English would be 'to be'.

I am

we are

you are

you are

he is

they are

An important irregular verb in Dakota is ya, 'to go'.

bda - I go

unyanpi - we go

da - you go

dapi - you go

ya - he goes

yapi - they go

Ya will be classified as an irregular verb, because it has more changes than most Dakota verbs.

Structural Drill - Translate the English words into Dakota.

1. Tuktet

a. Where is the dog?

šunKa Tokiya ya he?

b. Where is the brown book?

Wowapi gi tuktet yanKa he?

c. Where is the fat bird?

Zitkana cepe Kig Tokiya he?

d. Where is the little car?

Hemani canpahmi hma cistinna he Tokiya he?

2. Days of the week
- a. On Monday we go to the store!
 - b. On Tuesday we play ball.
 - c. On Wednesday we swim.
 - d. On Thursday we make Dakota costumes.
 - e. On Friday we ride our bikes.
 - f. On Saturday we ride horses.
 - g. On Sunday we visit Grandmother.

- a. Anpetu tokaheya kin otonwahe unyangi kte.
- b. Anpetu Inunpa kin topunskata pi
- c. Anpetu Iyamni unnuwan pi.
- d. Anpetu Itopa kin oihduze unkaqe pi.
- e. Anpetu Iceptay kin caghdeska akanyanke pi
- f. Owanke yuzaza pi kin sunkakan unyanke pi
- g. Anpetu wakan kin kungsi wan yang unyangi kte.

Lesson Six

Kici - Kici is a preposition meaning "with." It only used to indicate with one other being.

eg. Koda wanzi kici - with a friend

Kici is used very often in various combinations with verbs, making verbs often difficult to identify. This word may be infixes or prefixed.

eg. unyanpi kte and kici becomes kici unyanpi kte

Tense

Tense has something to do with time. When speaking of verbs, tense is used at this time. The tense of a verb tells when an action is taking place. In English it is said in this manner:

I am playing - present tense

I will play - future tense

I played - past tense

The future tense is used more often in Dakota than in English. There is usually a helping verb (will) which tells one it is the future tense. Dakota uses the particle kte.

eg. skatani - they are playing

skatapi kte - they will play

Merely add the particle kte (at the end of a sentence) or kta (not at the end of a sentence) to the present form.

Irregular Verbs

The verb ye is irregular in the way it changes to form the future tense. The following is the future tense of verb ye:

Singular

bde kte - I shall

de kte - you shall go

ye kte - he shall go

Dual

unye - we (two) shall go

Plural

unyanpi kte - we shall go

dapi kte - you shall go

yapi kte - they shall go

Cin - verb of the first class, cin - to want

wacin - I want

yacin - you want

cin - he wants

uncin - we want

uncinpi - we want

yacinpi - you want

cinpi - they want

Reduplication

"Doubling syllables and even some dissyllabic words is a peculiarity of the Sioux Indian tongue. Good grammar calls for it in certain cases, and the nature of some words demands it regularly.

Reduplication does not denote degree, nor does it stress the importance of a syllable. Its purpose is to express a plurality within a unit of persons, places, things, times, or a repetition of action, being and condition that the plural form of words does not express. The syllable to be doubled is usually the base or principal syllable, and hence a prime word or stem."

This is a quote from Fr. Buechel's grammar (p. 135) at the beginning of a large section of explanation. In this lesson idadani is a reduplication form dani.

Structural drill

Translate the English words into Dakota.

1.
 - a. On Wednesday we will go to Aberdeen.
 - b. What is he doing today?
 - c. Will you give a speech in Dakota tonight?
 - d. Where are you going tomorrow?

2.
 - a. Five new students came today.
 - b. Do you have a bustle?
 - c. Are you going to the pow-wow next week?
 - d. My cousins are coming this afternoon from Eagle Butte.
 - e. My brother plays basketball.
 - f. Who made your beautiful shawl?
 - g. I want five blue pencils.
 - h. She is making me a necklace.

3.
 - a. They are girls.
 - b. He is tall.
 - c. You are Dakota.
 - d. He is bad.
 - e. Are we good?
 - f. They are tall boys.

Vocabulary test

evening	with
alone	belt
today	morning
store	to want

Lesson Seven

Ob

Ob is a preposition that means "together with." It is used when talking about more than one.

eg. Koda topa ob - with four friends.

Forming units in numbers

In Dakota, the larger always appears before the smaller - in units of thousands, hundreds, and tens.

You are able to form all the tens in Dakota as is shown below:

wikcemna	10
wikcemna nonpa	20
wikcemna yamni	30
wikcemna topa	40
wikcemna zantan	50
wikcemna šakpe	60
wikcemna šakowin	70
wikcemna šagdogan	80
wikcemna napciwanka	90

Relationships

(older brother - cinye, older sister - tanke) These words show relationships between brother and sister. The Indians never had one word for brother or sister. They always said which brother or sister they were talking about, whether it was the oldest or youngest.

1. Boys way of calling sisters
 - a. oldest sister tanke
 - b. youngest sister tanksi
2. Girls way of calling sister
 - a. oldest sister cunwe
 - b. youngest sister mitan
3. Boys way of saying brother
 - a. oldest brother cinye
 - b. youngest brother misunka
4. Girls way of saying brother
 - a. oldest brother tibdo
 - b. youngest brother misunkana

Structural drill

Translate the English words into Dakota

1. Ob, kici
 - a. I will go to the store with five friends.
 - b. She is going to the store alone.
 - c. We are going with father.
 - d. I will go with my older sister.

2. Relationships

- a. She has three sons.
- b. We have five children.
- c. How many children do you have?
- d. How many sisters and brothers do you have?
- e. I have two sisters and four brothers.

Vocabulary test

mother
father
daughter
son
uncle
aunt
sister
brother
with
children

Lesson Eight

Past tense

Previously, we have discussed tense. In Dakota the verb does not indicate tense.

Unškatapi can mean "We played." or "We are playing."

Remember when adding the particle kte it would then mean "We shall play." In Dakota, one uses the same form of the verb for both the present and past tense. By the context of the sentence condition indicated, and so forth, will it be understood that the action took place in the past. The setting, modifiers, phrases and any reference to the time will indicate as to the tense of the verb.

eg. #tanihan wanunyankapi
"Yesterday we saw him."

Imperative mood

Mood refers to the speaker's attitude toward action expressed - command (imperative mood). The imperative mood uses the third person singular or plural form plus a few helping particles.

Men use: wo with the third person singular of all verbs ending in a, an, e, i, in, to express positive command.

eg. škata wo - play

wo with the third person singular of verbs ending in o, on, u, un, to express a positive command.

eg. hecon wo - do that

šni plus wo and the third person singular of any verb to express a command in the negative manner.

eg. hecon šni wo - don't do that

Women use: ye with the third person singular of verbs ending in a, an, e, i, in, to express positive manner.

eg. škata ye - play

ye plus the third person singular of verbs ending in o, on, u, un, to express positive commands.

eg. hecon ye - do that

šni plus ye and the third person singular of any verb to express a negative command.

eg. hecon šni ye - don't do that

Lesson Nine

There are degrees in the comparison of objects when using adjectives and adverbs.

There are three degrees of comparison:

1. Positive degree - hot
2. Comparative degree - hotter
3. Superlative degree - hottest

In Dakota, adverbs are used to compare adjectives. The superlative degree of the adjective is formed by placing adverb iyotan (most) before the adjective.

- eg. iyotan kata - the hottest
iyotan tanka - the biggest

Third class verbs

Verbs of the third class take the inseparable subjective personal pronouns. In the same form, then, they are the same as the objective personal pronoun.

- eg. ma - I
ni - you
un - we

econ

ecamon -- ecamon
ecaon -- ecanon

econ -- econ
ecaunkonpi -- ecunkonpi

When two vowels are pronounced next to one another, after awhile one of the vowels will become weaker than the other in pronunciation. This is called elision. Another verb that belongs in this same class is yanka - to sit or to be.

- | | |
|----------------------|--------------------------------|
| manka - I sit | unyankapi - we sit |
| nanka - you sit | nankapi - you are all sitting |
| yanka - he sits, sat | yankapi - they are all sitting |

Beware as to how ma and ni is shortened to just m and n. This occasionally happens with verbs that begin with a vowel.

Here are some examples of the pronouns of the third class that are prefixed and infix into nouns, adjectives, and prepositions.

- hematanhan - I am from
niDakota - you are Dakota.
mawašte - I am good.
homakšina - I am a boy.

Lesson Ten

Personal pronouns - Separate subjectives

Some languages make a distinction in the plural sense of merely two people talking and then another pronoun for more than two. Dakota is one of the languages that makes this distinction. Thus, there are three numbers in reference to the pronouns. These are known as: singular, dual, and plural. Dual means that only two people are represented.

<u>singular</u>	<u>dual</u>	<u>plural</u>
miye - I	unkiye - we	unkiyepi - we
niye - you	(you and I)	niyepi - you
iye - he		iyepi - they

The restriction placed on the dual is for first person only. It must be used only when one person addresses another.

Observe: eg. Unkiye ptaya unyin kte. - Lets go together.
(One speaker is talking to another - and the other person is included in the activity.)

If one person is only talking about another, although they will be the only two people involved in the action - the plural is used.

eg. Hinhanni kin unyanpi kye.
"Let's go in the morning." - Three or more are going.

The dual always includes just two people. One is doing the speaking and including the listener in the action. Whereas, the plural involves at least three people.

Dual form in verbs

The following is a list of many of the dual forms of many of the Dakota verbs:

unkiye	- we are
unkaga	- we make
unyuha	- we have
unkekiye	- we say to him
unson	- we braid
wanunyanke	- we see
unkowa	- we write
unkeye	- we say
sdodunye	- we know
unyawa	- we read
ecunkon	- we do
unškata	- we play
unye	- we go

To form the plural first person, merely add the suffix pi to the end of the dual and a new form is made.

Structural drill

1. _____ opeton bde kte.

Fill in the blank with the Dakota translation of the English words listed below:

- | | |
|--------------------|------------------|
| a) Some candy | f) A belt |
| b) Two dresses | g) A picture |
| c) A bustle | h) Some beadwork |
| d) A yellow pencil | i) 350 feathers |
| e) A shawl | j) A rug |

2. _____ maku wo.

Fill in the blank with the Dakota translation of the English words below:

- | | |
|---------------------|---------------------|
| a) Some paper | f) All your pencils |
| b) A newspaper | g) A cheap ring |
| c) Some money | h) A yellow cat |
| d) My pen | i) A book |
| e) A Dakota costume | j) Some candy |

Lesson Eleven

Time

When we are talking about time, remember that the Indians did not use clock-time such as today. The Indian followed a natural clock in reference to the weather, passing of the sun, moon, and the season. However, upon the arrival of the whiteman, Indians became more acquainted with "clock-time."

~~Wiyotanhan~~ - 1100 - noon

Wiyotanhan

For the Indians, the most important time was the winter. Winters were rough, thus, the Indians had to prepare for the winter. There was plenty of time during the winter months for the Indian to think in retrospect what occurred in the previous months - since the last winter. These records were used as sort of a calendar and came to be known as a "Winter Count." Thus, even in recording age of someone, the Indian would base it on how many winters they had seen. So to ask one's age in Dakota you would say, Waniyetu nitona he? Winter you how many?

Structural drill

Fill in the blank with the Dakota translation of the English words listed below:

1. _____ ded timahed unye kte.

a) Restaurant	c) Store
b) Drugstore	d) Small house

2. Hiyu wo _____ unye kte.

a. eat	c) write
b) read	d) buy a shirt

3. _____ etkiya.

a) The waiter	c) The student
b) The teacher	d) The younger sister

4. Taku _____ duhapi he?

a) food	c) belts
b) cats	d) costumes

5. _____ ded unyanke kte do.

a) Table	c) Ground
b) Floor	d) Chair

6. _____ ta owyute uncinpi.
a) American c) Mexican
b) Chinese d) Indian
7. Miye _____ wacin.
a) milk c) bread
b) coffee d) meat
8. Wan de _____.
a) the money c) the paper
b) the bill d) your shirt

Lesson Twelve

Word explanations

Note that "p" followed by a vowel often changes to the single letter "b" at the end of the phrase.

eg. topa becomes tob
eniciyapi becomes eniciyab

In addition, the final letter "a" of a word usually changes to "e" at the end of a phrase.

eg. yanka becomes yanke at the end of the sentence.
heca remains the same anywhere in a sentence.

When the verb ends in the letter "a" this often changes to "e" in the future tense before kte.

eg. wota becomes wote kte
iwanka becomes iwanke kte
škata becomes škate kte

Subjunctive mood

Moods are changes in the form or use of a verb that show the particular manner in which an assertion is made. The Dakota verb has only one form to indicate mood. That one form, with the help of certain unchangeable helping particles following the verb, serves to express the various moods.

At this point, we have been using only one mood, the indicative - used to state a fact or ask a question.

eg. Taŋca ša škata. - Red Deer is playing.
Tašunke duta wowapi icage kin yuha he? -
 Does Red Horse have the pencil?

There is another mood which the verb can take, the subjunctive, which presents a thought as uncertain or indicates a wish:

eg. uncertain: I might go.
 wish: I wish I were rich.
 urging: Let's go

A hortatory subjunctive is a large phrase that is used to encourage someone to do something. In order to form this subjunctive, the Dakota use the particles kta or kte with the present tense form of regular verbs.

eg. <u>Unškatapi.</u>	We are playing	(present)
<u>Unškatapi kte.</u>	We are going to play.	(future)
	We will play.	(future)
	Let's play.	(subjunctive)
<u>Unye.</u>	We are going (you and I).	(future)
<u>Unye kte.</u>	We will go.	(future)
	Let's go.	(subjunctive)

You should be aware that the future form is identical with the subjunctive form. This means that the helping particles are very important in the sentence. One particle that is used is iteke. It indicates that the sentence is tentative. Ika is another particle and it suggests that the sentence is rather doubtful.

Lesson Thirteen

Verbs of motion

There are eight action verbs which differ from one another and cannot be interchanged. You've already been introduced to one: ya - to go. Dakotas use this when they mean to be on the way to a place not one's own and while they are away from that place. Here is another: hi - to arrive. Dakota use this when they mean to arrive at a place not one's own and are already at that place:

wahi	- I arrive	unhi	- we arrive
yahi	- you arrive	yahipi	- you arrive
iyehi	- he arrives	hipi	- they arrive

Verbs of the first class

<u>icu</u>	- to take	unkicu	- we take
iwacu	- I take	unkicuni	- we take
iyacu	- you take	iyacuri	- you take
icu	- he takes	icuni	- they take

<u>kawinga</u>	- to turn	unkawinga	- we turn
wakawinga	- I turn	unkawingari	- we turn
yakawinga	- you turn	yakawingari	- you turn
kawinga	- he turns	kawingari	- they turn

<u>asnikiya</u>	- to rest	asniunkiya	- we are resting
asniwakiya	- I am resting	asniunkiyapi	- we are resting
asniyakiya	- you are resting	asniyakiyapi	- you are resting
asnikiya	- he is resting	asniykiyapi	- they are resting

Verbs of the second class

iyuta	- to try	unkiyute	- we try
ibdute	- I try	unkiyutapi	- we try
idute	- you try	idutapi	- you try
iyute	- he tries	iyutapi	- they try

Word explanations

Ya is a causative suffix meaning "to cause", "to make", "to have for", or "to regard as". It is affixed to verbs, adjectives, adverbs, and nouns.

eg. ateya - to have for a father
hiyuya - to cause to come to

Da is a suffix that makes a superlative.

eg. nina šica - very bad
nina cepe - very fat
nina hanhi - very slow

Lesson Fourteen

Sentence Structure

The sentence structure in Dakota is unlike English and less complicated. Knowing the proper sentence structure is also essential to accurate translation.

Dakota sentences can be:

1. one word phrases
 eg. ihdukcan
 iyukcan
 unkiyucan
 unkiyucanpi
 idukcanpi
 iyukcanpi
2. nouns, pronouns, and verbs
 eg. wicašta he mani.
3. nouns and pronouns
 eg. wicašta hanske kin he.
4. nouns, conjunctions, pronouns, verbs, and adjectives
 eg. wicašta ka winyan ptecena kin nupin manipi.

In most Dakota sentences, the noun (subject) is followed by the adjectives, conjunctions, pronouns, and verbs. (Adverbs are placed before the adjective they modify.)

Remember:

Number agreement

Another grammatical aspect, which is just as important to accurate translation as it is to speaking fluency, is the agreement in number of nouns, verbs, pronouns, and adjectives within any type of Dakota sentence.

Disagreement in number of the essential (this is not always true of the verb phrases) parts of any sentence or phrase can result in fragmented sentences, unintended information, or incorrect meanings. Therefore, if the noun is singular, then its related pronouns, verbs, and adjectives should also be singular. If the noun is plural (in meaning or form) then its related pronouns, verbs, and adjectives should also be plural.

Sentence structureanimate nouns

wicašta	(man)
winohinca	(woman)
hokšina	(boy)
wicinyanna	(girl)
wicaŋca	(old man)
wakanka	(old woman)
šunka	(dog)
šunka wakan	(horse)
zitkana	(bird)

transitive verbs

apa	(strike)
icu	(take)
kaga	(build, make)
yutitan	(pull)
apatan	(push)
ode	(seek)
nahtaka	(kick)
yušica	(ruin)
yugan	(open)
eced iyeya	(close)
sdonya	(know)

adverbs

akan	(upon)
itopta	(through)
ikiyena	(beside, near)
mahed	(in)
ekta	(at)
akan	(on)
ehna	(among)
nina	(very)

inanimate nouns

tipi	(house)
canku	(road)
owayawa tipi	(school)
canakanyukanpi	(chair)
okan wowapi	(desk)
wowapi itage	(pencil)
makoce	(land)
owanye	(window)
netizanzan	(lamp)

intransitive verbs

mani	(walk)
iyanka	(run)
iwanka	(lie down)
iyotanka	(sit down)
ia	(talk)
ceya	(cry)
hinhpaya	(fall)
našduta	(slip)
dowan	(sing)
waci	(dance)
iha	(laugh)

descriptive adjectives

hanska	(tall, long)
šica	(bad)
wašte	(good)
ptecena	(short)
ska	(white)
hdeška	(spotted)
onšika	(poor)
ksapa	(wise)
sapa	(black)
cistina	(small)
tanka	(large)
šdušduta	(slippery)

Syllables and words

A word is composed of a series of sounds or syllables, and each syllable is composed of various combinations of consonants and vowels.

Syllable composition

1. vowel
2. vowel - consonant
3. consonant - vowel
4. vowel - nasal N
5. consonant - vowel - consonant
6. consonant - consonant - vowel
7. consonant - vowel - nasal N - consonant
8. consonant - consonant - vowel - consonant

Guidelines for syllablization

1. A nasal N always follows a vowel and when it is used, it usually is the last letter in a syllable.
2. Rarely is there more than one vowel in a single syllable.
3. Rarely do two consonants appear together in the same syllable.

Practice exercise

Divide each of the following words into syllables. (Translations are given to help you begin to build a working vocabulary).

1. wicašta (man, mankind) _____
2. anpetu (day) _____
3. malpiya (sky, cloud) _____
4. wowiyukcan (thought, opinion) _____
5. winan (woman) _____
6. winolinca (woman) _____
7. hanvetu (night) _____
8. iyanka (run) _____
9. hoksina (boy) _____
10. makece (land) _____
11. wicoifage (a generation) _____
12. mani (walk) _____
13. pa (head) _____
14. tipi (house, building) _____
15. mini (water) _____
16. wicago (any writing instrument) _____
17. owanye (window) _____
18. tiopa (door) _____
19. akanwowapi (desk) _____
20. owanka (floor) _____
21. tice (ceiling, roof) _____
22. oyubdaye (page) _____
23. owoapi ska (writing paper) _____
24. owayawa tipi (school) _____

25. owayawa tanka tipi (college or university) _____
26. wohdaka (speak) _____
27. ištima (sleep) _____
28. cistina (small) _____
29. iħa (smile) _____
30. iħata (laugh) _____
31. tanka (large) _____
32. hanska (tall, long) _____
33. ptekena (short) _____
34. mibe (round) _____
35. ša (red) _____
36. obdeton (square, rectangular) _____
37. wankantu (high) _____
38. kuceyena (low) _____
39. wašte (good, well) _____
40. šica (bad) _____
41. to (blue) _____
42. sapa (black) _____
43. ska (white) _____
44. zi (yellow, gold) _____
45. wizica (wealthy) _____
46. onsika (poor, humble) _____
47. ksape (intelligent, clever) _____
48. Wakantanka (God) _____
49. wastodyesni (ingorant, uninformed) _____
50. waonspe (educated) _____
51. wokicante (compassion, love) _____
52. waħtedasni (hate) _____
53. sdoħan (crawl) _____
54. yanka (sit) _____
55. kikta (awaken) _____
56. wota (eat) _____
57. hinħpaya (fall) _____
58. najin (stand) _____

Akiciyuptaeyapi

Dialogue

DIALOGUES

Note to teacher: In the following fourteen dialogues, the students will translate the English to Dakota. The vocabulary list is included to aid the student.

Dialogue One

In the School

Teacher: Good morning!
 Students: Good morning.
 Teacher: Caske, what is this?
 Caske: That is some paper.
 Teacher: What is this?
 Caske: That is a book.
 Teacher: What is this?
 Caske: That is an eraser.

Teacher: Winona, is this a book?
 Winona: Yes, that is a book.
 Teacher: Is this an eraser?
 Winona: Yes, that is an eraser.
 Teacher: Is this some paper?
 Winona: Yes, that is some paper.

Teacher: Caske and Winona, is this an eraser?
 Caske and Winona: No, that is not an eraser.
 Teacher: Is this a book?
 Caske and Winona: No, that is not a book.
 Teacher: Is this some paper?
 Caske and Winona: No, that is not paper, that is a pencil.

Vocabulary list

Wahanna - morning
 he - that, pronoun
 de - this, pronoun
 taku - what, pronoun
 han - yes, adverb
 hiya - no, adverb
 šni - not, adverb

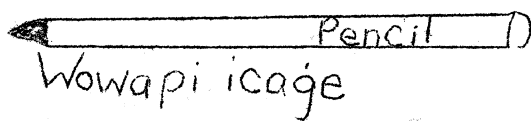
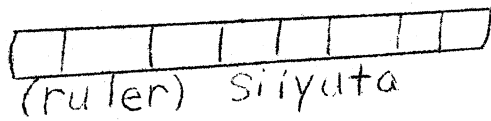
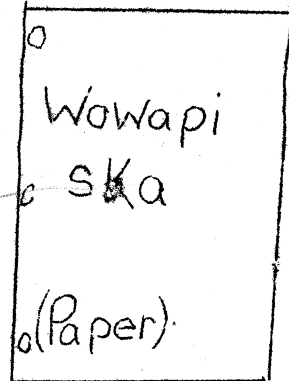
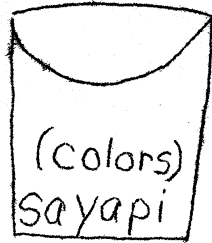
waste-
 " " *Good*
 ipazuzi - eraser - Noun
 wowapi icage - pencil, noun
 wowapi ska - paper, noun
 heca - to be, verb
 wowapi - book, noun
 kin, ki - in, to, preposition
 he, ho - used to indicate a
 question
 onje - some

Vocabulary test

this _____
 book _____
 yes _____
 paper _____

what _____
 no _____
 pencil _____

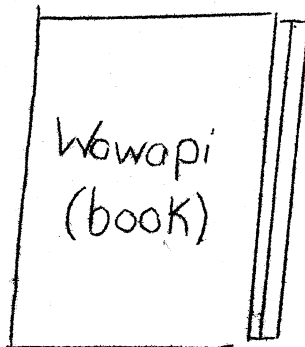
Owayawa Oyanke Ed Taku Hiyeeye



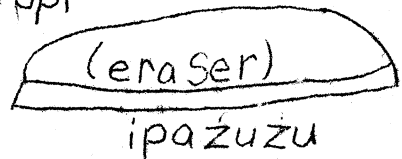
Wowapi
icage
upestapi



iyusda
(scissors)

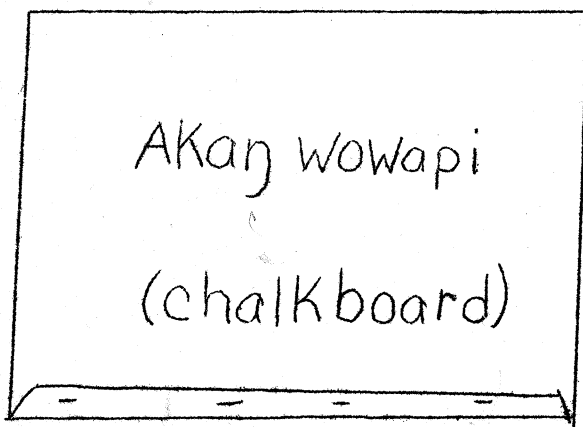


Wowapi
(book)

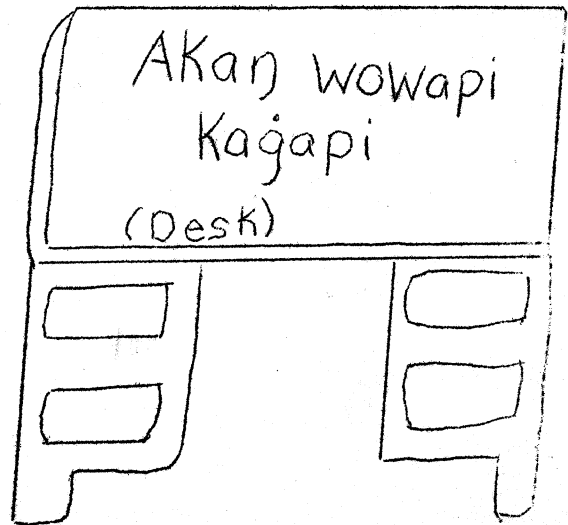


(eraser)

ipazuzu



Akan wowapi
(chalkboard)



Akan wowapi
Kagapi
(Desk)

Dialogue Two

Teacher: Where is the red pencil?
 Student: It is on the paper.
 Teacher: What is this?
 Student: That is a window.
 Teacher: What is this?
 Student: That is a chair.
 Teacher: What is this?
 Student: That is a door.
 Teacher: What is this?
 Student: That is the floor.
 Teacher: Where is the book?
 Student: The book is on the chair.
 Teacher: Where is the eraser?
 Student: The eraser is on the desk.
 Teacher: Now where is the book?
 Student: The book is on the floor now.

Vocabulary list

vana	- now, adverb
akanwowani kagani	- desk, noun
canakanyankapi	- chair, noun
owanve	- window, noun
tiyona	- door, noun
he	- that, pronoun
yanka	- to be, to sit, verb
tukted	- where, in what place, adverb
akan	- on, upon, preposition
canwinza	- floor, noun

Vocabulary test

chair	_____	window	_____
that	_____	to be, to sit	_____
door	_____	now	_____
on or upon	_____	in, on	_____

Dialogue Three

Objects in the Room

Teacher: What is this?
 Student: That is a window.
 Teacher: What is this?
 Student: That is the floor.
 Teacher: Is this a chair?
 Student: No, that is not a chair; that is a desk.
 Teacher: What is that?
 Student: That is a picture.
 Teacher: Are those pieces of paper?
 Student: Yes, those are pieces of paper.

Vocabulary list

dena - these, pronoun
 hena - those, pronoun
 wahnawotapi - table, noun
 iteowapi - picture, noun
 canwinza - floor, noun
 wihivayena - clock, noun
 makasan icage - chalk, noun

on sp. *pieces*

Vocabulary test

picture	_____	pencil	_____
these	_____	clock	_____
chair	_____	yes	_____
that	_____	in, into	_____
now	_____	chalk	_____
book	_____	no	_____

Dialogue Four

Introduction in School

Teacher: Hello.
 Student: Hi.
 Teacher: How are you today?
 Student: I am fine.
 Teacher: What is your name?
 Student: My name is Roger.
 Teacher: Who is that boy?
 Roger: That is Caske.
 Teacher: Where is Caske?
 Roger: He is in the classroom.
 Teacher: Who is that girl?
 Roger: That is Winona.
 Teacher: Where is Winona?
 Roger: Winona is in the classroom, too.
 Teacher: Is that your watch?
 Roger: No, that is not my watch.

Vocabulary list

tuwe - who, pronoun
 toniktuka he - How are you? Interrogative sentence
 timahed - inside, adverb
 waonspekiya - teacher, noun
 wicinyanna - girl, noun
 hokšina - boy, noun
 hou koda - Hello, friend. (male to male), hou is always masculine

Vocabulary test

boy	-	_____	teacher	_____
girl	-	_____	who	_____
hello	-	_____	friend	_____
inside	-	_____	How are you?	_____

*Class room =
 Qwayawa towanke*

Dialogue Five

Labeling Items

Vernell: What is this?
 Gerald: That is a cap.
 Vernell: What are those?
 Gerald: Those are shirts.
 Vernell: What are these?
 Gerald: These are glasses.
 Vernell: Is that a watch?
 Gerald: Yes, that is a watch.
 Vernell: Where is the book?
 Gerald: It's on the paper.
 Vernell: Is that a man and a woman?
 Gerald: Yes, that is a man and a woman.
 Vernell: Where are the boys and girls?
 Gerald: The boys and girls are by the door.

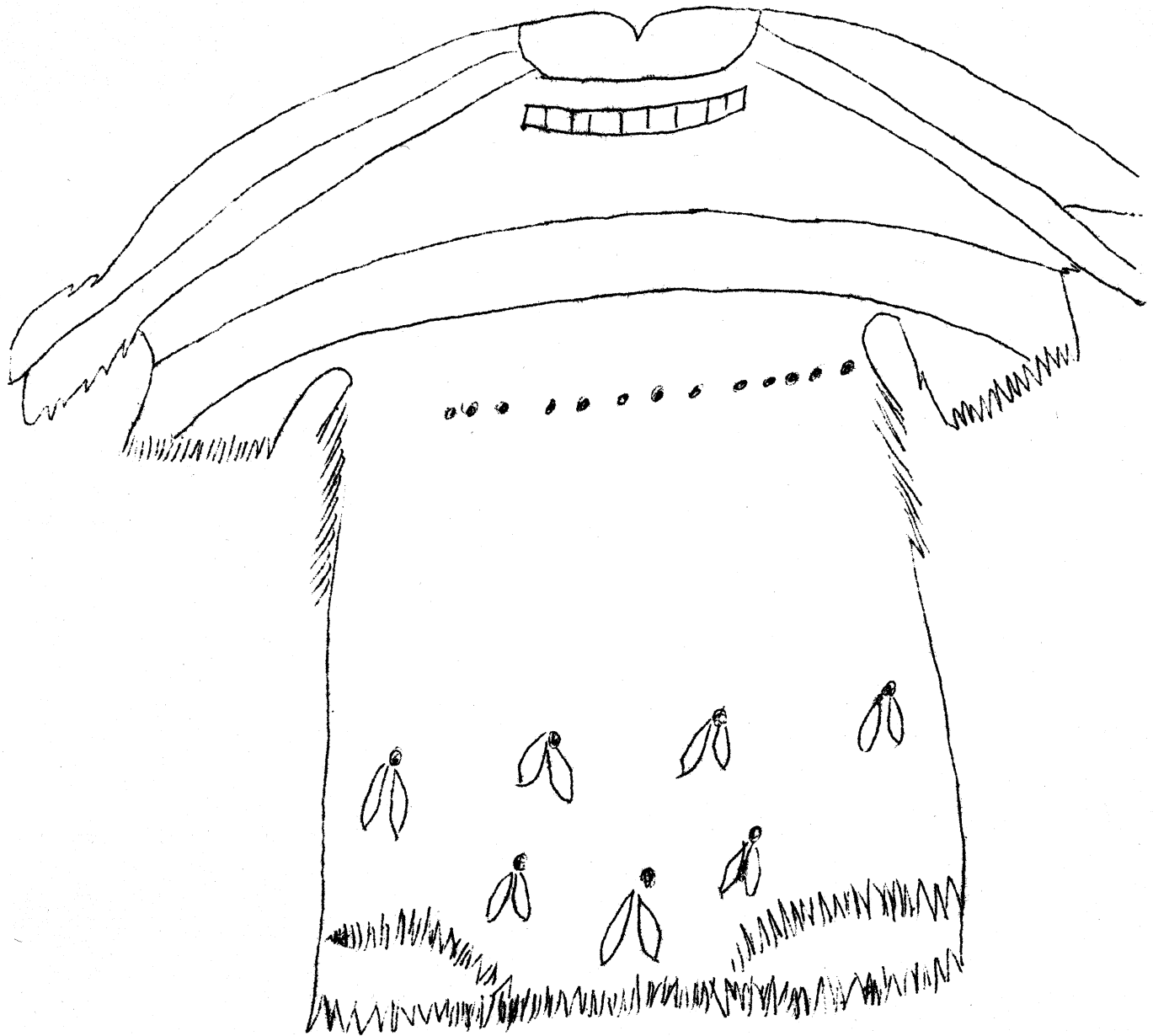
Vocabulary list

kanakun - and, also, conjunction
 kaiš - or, conjunction
 winyan - woman, noun
 wicašta - man, noun
 šunka - dog, noun
 šunkawakan - horse, noun
 pte - cow, noun
 ištamaza - glasses, noun
 wicaunpi - shirt, noun
 wapaha - cap, noun
 ka, kana - that, those, pronoun

Vocabulary test

woman	_____	eye glasses	_____
man	_____	shirt	_____
dog	_____	cap	_____
horse	_____	that	_____
cow	_____	those	_____
and	_____	also	_____
those	_____		

Dakota Sangsannica



Dialogue Six

Making Indian Costumes

Pete: My name is Pete Johnson. What is your name?

Red Deer: My name is Red Deer.

Pete: And what is his name?

Red Deer: His name is Little Bear.

Pete: What are you doing?

Red Deer: We're making Indian costumes.

Pete: What are they doing?

Red Deer: They are beading moccasins.

Pete: What is he doing?

Red Deer: He's working on a bustle.

Pete: Do you have an Indian costume?

Red Deer: Yes, but my brother doesn't.

Pete: Are Dakota costumes expensive?

Red Deer: Usually, beaded Dakota costumes are expensive.

Pete: Your work is very beautiful.

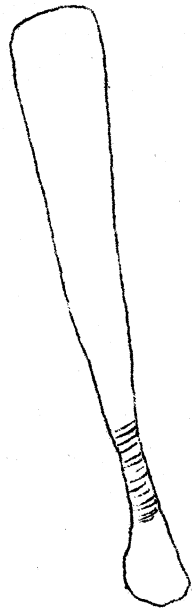
Red Deer: Thank you.

Vocabulary list

- kaga - to make, verb
- emakiyapi - they call me (my name is), verb
- eniciyapi - they call you (your name is), verb
- eciyapi - they call him (his name is), verb
- Dakota - Indian, adjective
- akšu - beaded, adjective
- wacikoyake - costume, noun
- waste - good, adjective
- pidamayaye - thank you, verb
- Dakota - Dakota, adjective

Vocabulary test

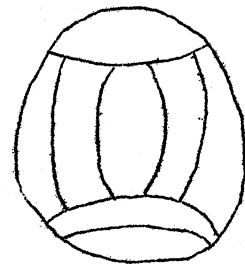
- | | | | |
|-----------|-------|------------|-------|
| kaga | _____ | wacikoyake | _____ |
| emakiyapi | _____ | waste | _____ |
| eniciyapi | _____ | Dakota | _____ |
| eciyapi | _____ | pidamayaye | _____ |
| Dakota | _____ | | |
| akšu | _____ | | |



tabskatapi



Sitapa



hooyusnatabskatapi

Woecon

Dialogue Seven

Activities During the Week

Shirley: Where are you going?

David: We are going to town.

Shirley: Well, I'm going to town, too.

David: Let's go together.

Shirley: Do you go to town quite often?

David: No, I only go on Wednesdays and Saturdays.

Shirley: Do you stay long?

David: We usually stay for a few hours.

Shirley: What do you do the rest of the week?

David: We go to school.

Shirley: Do you play basketball much?

David: Yes, after school on Monday, Tuesday, Thursday, Friday,
and on Sunday.

Dakota Wicoieni

ya	- to go, to start, verb
škata	- to play, verb
ekta	- to, at, preposition
otonwi	- town, noun
tapa	- ball, noun
anpetu	- day, noun
cape	- hour, noun
tokiya	- where, adverb
tohanyan	- how long, adverb
unyekte	- together, adverb

Vocabulary list

Anpetu wakan	- Sunday, noun
Anpetu tokaheya	- Monday, noun
Anpetu inonpa	- Tuesday, noun
Anpetu iyamni	- Wednesday, noun
Anpetu itopa	- Thursday, noun
Anpetu izaptan	- Friday, noun
Owankayužazapi	- Saturday, noun
anpetu wakan wonzi	- week, noun
wi	- month, noun
omaka	- year, noun

Vocabulary test

Sunday	_____	Thursday	_____
Monday	_____	Friday	_____
Tuesday	_____	Saturday	_____
Wednesday	_____	week	_____
month	_____	year	_____

Dialogue Eight

Traveling

Elaine: Where are you going today?
 Robert: This afternoon I'm going to shop in Watertown.
 Elaine: What do you need?
 Robert: I need some shoes.
 Elaine: What time are you leaving?
 Robert: I'm leaving at 2:00 o'clock.
 Elaine: What time is it now?
 Robert: It is 10:00 o'clock.
 Elaine: I need some material.
 Robert: Let's go together.
 Elaine: Are you going anywhere Sunday?
 Robert: Yes, I'll be going to Aberdeen.
 Elaine: Will you be going alone?
 Robert: No, two of my friends will be coming along.
 Elaine: You'll probably be leaving early.
 Robert: Yes, about 11:00 o'clock.
 Elaine: I hope you have a good time.

Vocabulary list

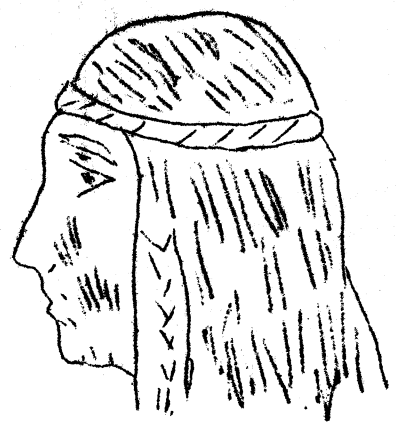
cin	- to want, verb
de anpetu kin	- today, adverb
htayetu	- evening, noun
hanhanna	- morning, noun
mazopiye	- store, noun
canhanna	- shoes, noun
minihuha	- material, cloth, noun
unkiye	- we (dual), pronoun
niyepi	- you (denotes two or more people), pronoun
kici	- with, preposition
tohan	- when, adverb
ishana	- alone, adverb
kta, kte	- indicates future, particle
wahehand	- about, at that time, adverb
tonakeca, tonakca	- how much, how many, adjective
ihunna	- sometimes, adverb

Vocabulary test

evening _____
 morning _____
 to want _____
 alone _____
 with _____
 store _____
 today _____
 when _____



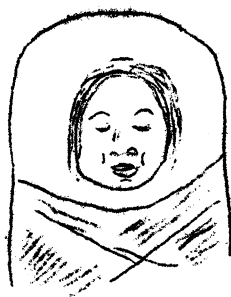
Dekši



Tonwin



Ate



Hokšiyona



Ina



Onɣonna



Kunši

Dialogue Nine

The Family

Elaine: Do you live nearby?
 Gerald: Yes, I live down the road in that yellow house.
 Elaine: Do you live with your mother and father?
 Gerald: Yes, I live with my parents.
 Elaine: Do you have any brothers and sisters?
 Gerald: Yes, I have three brothers and two sisters.
 Elaine: Are any of them older than you?
 Gerald: No.
 Elaine: Are you married?
 Gerald: Yes, I am married.
 Elaine: Do you have any children?
 Gerald: Yes, I have one son.
 Elaine: Where is your wife?
 Gerald: My wife is over there.

Vocabulary list

yukan - to be, there is, verb
 ti - to live (in a dwelling) , verb
 ate - father, noun
 ina - mother, noun
 risunka - my younger brother, noun
 nisunkana - your younger brother, noun
 tanksi - younger sister, noun
 nitanke - your sister, noun
 cinhintku - son, noun
 wakanyeja - children, noun
 tawicu - wife, noun
 tona - how many, adverb
 ob - with (more than one), preposition
 tawicu - (he) has a wife, verb
 hetawicutun - (he) is married, verb
 he isna naon - to be unmarried, verb

Vocabulary test

wife	_____	children	_____
winter	_____	mother	_____
son	_____	how many	_____
father	_____	with	_____
some	_____	live	_____

Sisseton

Wahpeton

Enemy Swim

Old Agency

Lake Traverse Reservation

Buffalo Lake



Long Hollow

Big Coulee

Veblen

Lake Traverse

Sioux

Tribe

Dialogue Ten

Directions

Gerald: Hi, my name is Red Deer. What is your name?

Thompson: My name is Thompson.

Gerald: What town are you from?

Thompson: I'm from Sioux Falls.

Gerald: Have you been here long?

Thompson: I've been here for two days.

Gerald: Did you take Route 81?

Thompson: Yes, I took Route 81.

Gerald: Where are you headed?

Thompson: I'm going to Brown's Valley.

Gerald: Do you know the way?

Thompson: I'm not sure. Do I just continue and go west?

Gerald: No, go straight east.

Thompson: How many miles is it from here?

Gerald: Oh, about thirteen miles, it's not far. Will you be there long?

Thompson: No, I'm going to pick up some friends, then return here.

Gerald: Will you be attending the pow-wow?

Thompson: Yes. My friends are traditional dancers.

Gerald: Hope to see you there.

Thompson: Thank you for the directions.

Vocabulary list

unkis	- we, pronoun
hi	- to arrive, verb
iš	- he, pronoun
icu	- to take, verb
kiya	- towards, suffix
tokeca	- why, pronoun
canku	- road, noun
wiyohpeyata	- west, adverb
waziyata	- north, adverb
itokagata	- south, adverb
catkata	- left, adverb
etapata	- right, adverb

Vocabulary test

right _____
road _____
west _____
why _____

to take _____
north _____
east _____
south _____

Dialogue Eleven

The Months of the Year

- Gerald: How long a vacation do you get?
 Elaine: I have June, July, and August for my vacation.
 Gerald: Then will you start school?
 Elaine: Yes, I will start school in September.
 Gerald: Do you get any breaks?
 Elaine: Yes, I get a break in November and a week and a half in December.
 Gerald: Do you have finals?
 Elaine: Yes, in January then again in May.
 Gerald: Then, do you get a spring vacation?
 Elaine: Yes, in March.
 Gerald: Will you be going to the pow-wow this spring?
 Elaine: Yes, in April I'll be able to attend the pow-wow.
 Gerald: What time of the year is your favorite?
 Elaine: I enjoy October the most. The trees are beautiful and the air is crisp.
 Gerald: My favorite is the spring, when everything is so fresh.

Vocabulary list

yuġan	- to open, verb
asnikiya	- to take a rest, verb
onaka	- year, noun
wetu	- spring, noun
wi	- month, noun
Witeġiwi	- January, noun
Wiċatawi	- February, noun
Ištawicavazanwi	- March, noun
Maġaokadawi	- April, noun
Woġuniwi	- May, noun
Waġuštecaŝawi	- June, noun
Cannasanawi	- July, noun
Wasutonwi	- August, noun
Psinhnaketawi	- September, noun
Taŝnahecahakiktawi	- October, noun
Tahecapŝunwi	- November, noun
Waziyawi	- December, noun

Vocabulary test

yuġan	_____
waniyetu	_____
asnikiya	_____
onaka	_____
wetu	_____

Dialogue Twelve

Planning

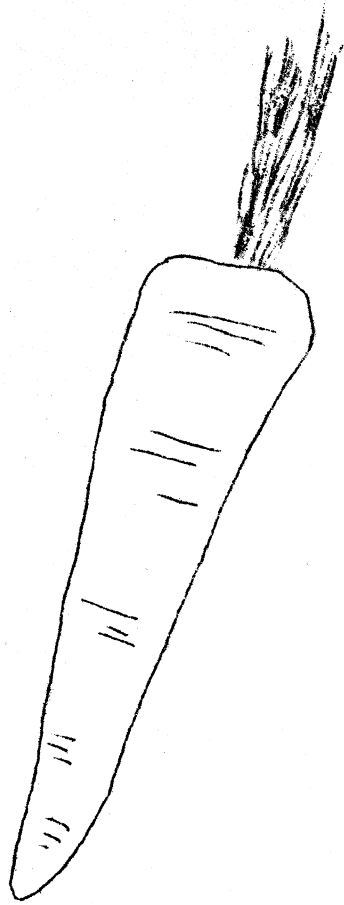
- Elaine: What is the date today?
 Gerald: It is August twenty-fifth. When are you going to Grand Forks?
 Elaine: I'll be going sometime next month.
 Gerald: What will you be doing this week-end?
 Elaine: I'm planning on going to Fort Yates. When I go, do you want to come?
 Gerald: Yes, what time will you be going?
 Elaine: I'll be leaving at four o'clock on Friday afternoon after I go to the post office.
 Gerald: Good, I'll see you then.

Vocabulary list

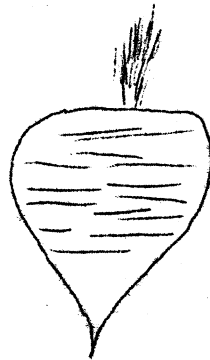
econ	- to do, verb
wowapi ovujuju tini	- post office, noun
ane	- to wait for, verb
u	- to come, verb
iyava	- to be more than, to go over, verb
nakes	- just now, at last, adverb
kohan	- now, meanwhile, adverb

Vocabulary test

unna	_____
ane	_____
takuna	_____
iyava	_____
nakas	_____
wowapi ovujuju tipi	_____



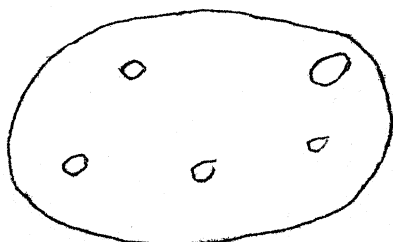
pangizizi



pangisaša



omnica hmiyanjan



bdo

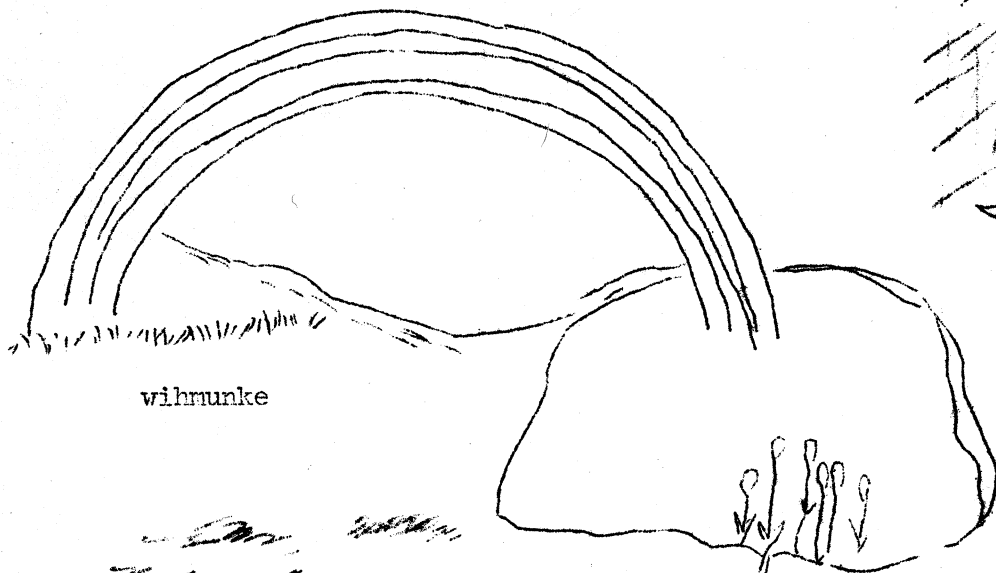
Dialogue Thirteen

Growing A Garden

- Gerald: What are you doing this afternoon?
Elaine: I'm going to have to work in my garden.
Gerald: Is it a very big garden?
Elaine: No, not too big, but it's big enough for me.
Gerald: What kind of vegetables are you growing?
Elaine: I've got some string beans, peas, carrots, squash, onions, lettuce, and radishes.
Gerald: Are the vegetables coming along okay?
Elaine: Yes, they are, but the weeds grow just as fast.
Gerald: I bet it keeps you plenty busy.
Elaine: Yes, it does, but the weather has been good and I enjoy my garden.

Vocabulary list

- | | |
|------------------|----------------------|
| omniča toto | - string beans, noun |
| omniča hmiyanvan | - peas, noun |
| walme yutani | - lettuce, noun |
| wamnu | - squash, noun |
| pašin | - onions, noun |
| pangizizi | - carrots, noun |
| watotoyutani | - vegetables, noun |
| ičaga | - growing, verb |
| oyute wašte | - enjoy, verb |



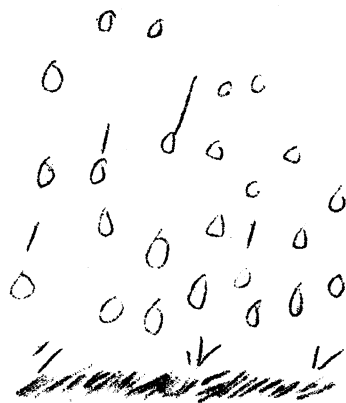
wihrunke



hanwi



wi



maḡazu



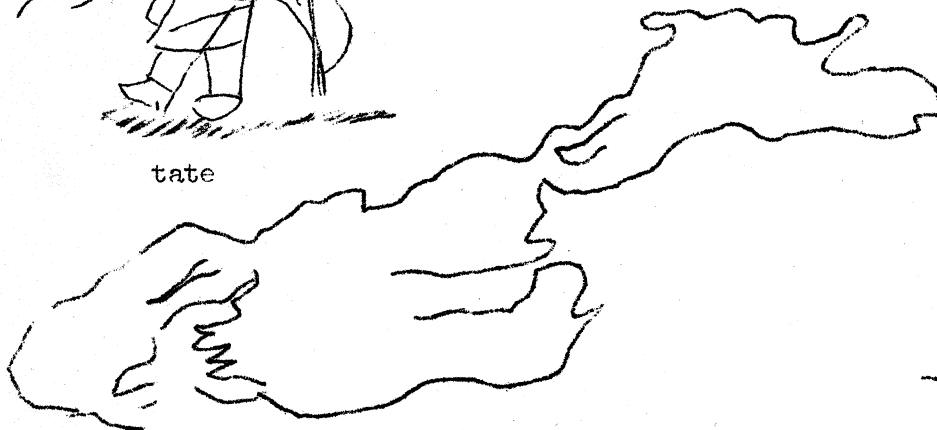
wicanḡni



tate



wḡ



amaḡpiya



maḡpiyato

Dialogue Fourteen

Outside Weather

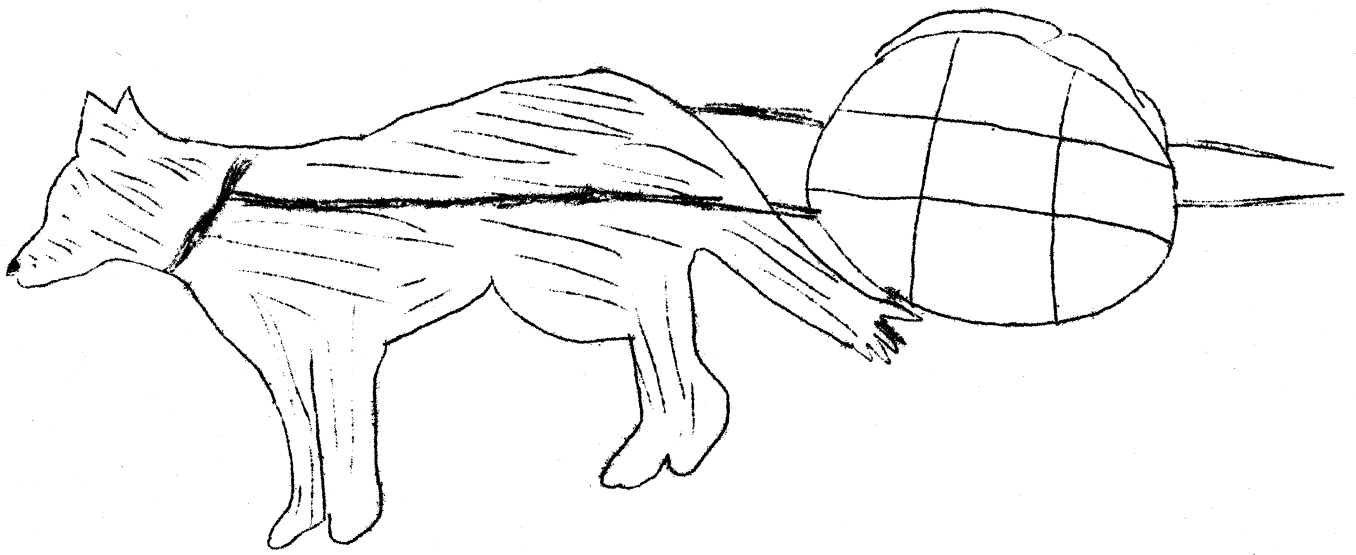
Marie: Let's go for a walk.
Willard: Fine, it is certainly a nice day.
Marie: Yes! It is neither too hot nor too cold.
Willard: Do you think it will rain at all?
Marie: No, because I don't see any clouds.
Willard: Okay, then I won't take my coat.
Marie: No, you won't need a coat today!

Later:

Willard: It certainly became windy all of a sudden.
Marie: I know and look at those thunder clouds coming.
Willard: We better get home before it starts raining.
Marie: It was a nice walk anyway.

Vocabulary list

omani - to walk, verb
tokeca - why, how is it, interrogative adverb
tate - wind, noun
okata - to be warm inside, verb
mahpiya - clouds, sky, noun
spaya - to be wet, noun
heva - to say that, verb
makoncaqe - season, noun
vahca - flowers, noun
iyuskin - to be glad, verb



The dog was very important
for travel.

Dialogues fifteen through twenty-three are written to reinforce grammatical patterns of the Dakota language.

Dialogue Fifteen

- A: Htanihan tokiva yaun he?
Where were you yesterday?
- B: Wowanitipita wabdawa.
I was reading at the library.
- A: Taku dawa he?
What did you read?
- B: Dakota wicoie wowapi.
A Dakota dictionary.
- A: Dakota iani wounsne vahdawa he?
Did you read your Dakota lessons?
- B: Han/Hau, bdawa.
Yes, I read them.

Combine and form Dakota sentences:

some verbs

1. ask - wawiwanga
2. hear - nahon
3. look - etonwan
4. see - wanvake
5. tell - oyake
6. told - okiyake
7. want - cin

transportation nouns

1. airplane - watakinyan
2. bicycle - sihaunnahomnipi
3. boat - wata
4. bus - wicasta toksu
5. car - iyecinkaiyopte
6. horse - sunkawakan
7. train - hemani

Dialogue Sixteen

A: Otonweta bda vacin, amayade kta?
I want to go to town. Will you take me?

B: Han/Hau, aciyete.
Yes, I'll take you.

A: Ake amavahdi kta?
Are you going to bring me back again?

B: Han/Hau, aciku kta.
Yes, I'll bring you back.

Relationship (man speaking)

he <u>ate</u> wave do	'he's my <u>father</u> '
he <u>ina</u> wave do	'she's my <u>mother</u> '
<u>cinva</u> wave do	'he's my <u>older brother</u> '
<u>sunka</u> wave do	'he's my <u>younger brother</u> '
<u>tanke</u> wave do	'she's my <u>older sister</u> '
<u>tanksi</u> wave do	'she's my <u>younger sister</u> '
<u>micinksi</u> ee	'he's my <u>son</u> '
<u>micunksi</u> ee	'she's my <u>daughter</u> '
<u>tahansi</u> wave	'he's my <u>cousin</u> '
<u>hankasi</u> wave	'she's my <u>cousin</u> '
<u>deksi</u> wave	'he's my <u>uncle</u> '
<u>tunwin</u> wave	'she's my <u>aunt</u> '
<u>toška</u> wave	'he's my <u>nephew</u> '
<u>tožan</u> wave	'she's my <u>niece</u> '
<u>takoža</u> wave	'he/she is my <u>grandchild</u> '
he <u>winvan</u> mitawa	'she's my <u>wife</u> '
he <u>wakanka</u> wave	'she's my <u>old woman</u> '
he <u>wicašta</u> mitawa	'he's my <u>husband</u> '
he <u>wicañca</u> wave	'he's my <u>old man</u> '

Dialogue Seventeen

Order of Children

Caske - 1st born boy
Hepan - 2nd born boy
Henj - 3rd born boy
Catan - 4th born boy
Hake - 5th born boy

Winona - 1st born girl
Hapan - 2nd born girl
Wanske - 3rd born girl
Hapstin - 4th born girl
Wihake - 5th born girl

Telenhone Conversation

- A: Tohan yahde kta he?
When are you going to go home?
- B: Ecin wahde kte.
I'm going to go home later.
- A: Tohan Winona hde kta he?
When is Winona going to go home?
- B: Ecin hde kte.
She's going to go home later.
- A: Tohan unhdapi kta he?
When are we going to go home?
- B: Ecin unhdapi kte.
We're going to go home later.
- A: Tohan unhde kta he?
When are we (two) going to go home?
- B: Ecin unhde kte.
We're going to go home later.
- A: Tohan yahdapi kte he?
When are you (all) going to go home?
- B: Ecin unhdapi kte?
We're going to go home later.
- A: Tohan Caske k'a Winona hdapi kta he?
When are Caske and Winona going to go home?
- B: Ecin hdapi kte.
They're going to go home later.

Dialogue Eighteen

Dialogue on forms "to be"

Dialogue 1

A: Hau, Winona.
Hello, Winona.

B: Hau, Caske.
Hello, Caske.

A: Toked yaun he?
How are you?

B: Tanyan waun. Nis?
I'm fine. And you?

A: Mis tanyan waun.
I'm fine also.

Dialogue 2

A: Ivoksidva yaun he?
Are you sad?

B: Hiya.
No.

A: Ivokpiya yaun he?
Are you happy?

B: Han/Hau, iyokpiya waun.
Yes, I'm happy.

Dialogue 3

A: Tokiya yaun kta he? ..
Where are you going to be?

B: Otunwe ekte.
I'll be in town.

Dialogue 4

A: Tukted htayani kta he?
Where are you going to work?

B: Wowanitipi ekta htawani kte.
I'm going to work at the library.

Grammatical patterns

Separate 'to be' forms occur with some Dakota verbs. Compare the following sentences. The second example takes the 'to be' word un.

eg. wotewahda - I'm hungry.

iyokniya - I'm happy.

A suffix - ta added to the place words of this lesson indicate 'to' or 'at' that place. Other location words will be presented later that take a form other than ta.

eg. mazopiyeta - to/at the store

tipiwakanta - to/at the church

Dialogue Nineteen

Questions Involving 'who'

Dialogue 1

A: Tuwe mazopiyeta iyaya he?
Who went to the store?

B: Hapan mazopiyeta iyaye.
Hapan went to the store.

A: Tohni iyaya he?
When did she go?

B: Nakahan iyaye.
She went a short while ago.

Dialogue 2

A: Tuwe mazopiyeta ye kta he?
Who is going to go to the store?

B: Miye mazopiyeta bde kte.
I'm going to go to the store.

A: Tohan de kta he?
When are you going?

B: Ecin bde kte.
I'm going later.

A: He tuwe he?
Who is that?

B: Hapan he ee.
That's Hapan.

A: Hena tuwepi he?
Who are they?

B: Caske k'a Hapan eepi.
They are Caske and Hapan.

'Who' questions in Dakota are introduced by tuwe or tuwaweha.

Dialogue Twenty

Dialogue on present and past tense

Dialogue 1

- A: Heni tokiya iyaya he?
Where did Heni go?
- B: Kinhde.
He left for home.
- A: Tohan ki kta he?
When will he get there?
- B: Hañanna kin ki kte.
He'll get there tomorrow.

Dialogue 2

- A: Itanihan toki yai he?
Where did you go yesterday?
- B: Otonweta wai.
I went to town.
- A: Tohni yahdi he?
When did you arrive home?
- B: Nakehañ wahdi.
I just now arrived home.

Grammatical patterns

The present and past tenses of some Dakota verbs are sometimes marked only by the use of time expression.

- eg. dehan Itawani - I'm working now.
Itanihan Itawani - I worked yesterday.

In some cases, the Dakota past tense requires a special verb form.

- eg. 1. Winona otonweta iyaye.
Winona went to town.
2. Winona otonweta ye kte.
Winona will go to town.

Dialogue Twenty-One

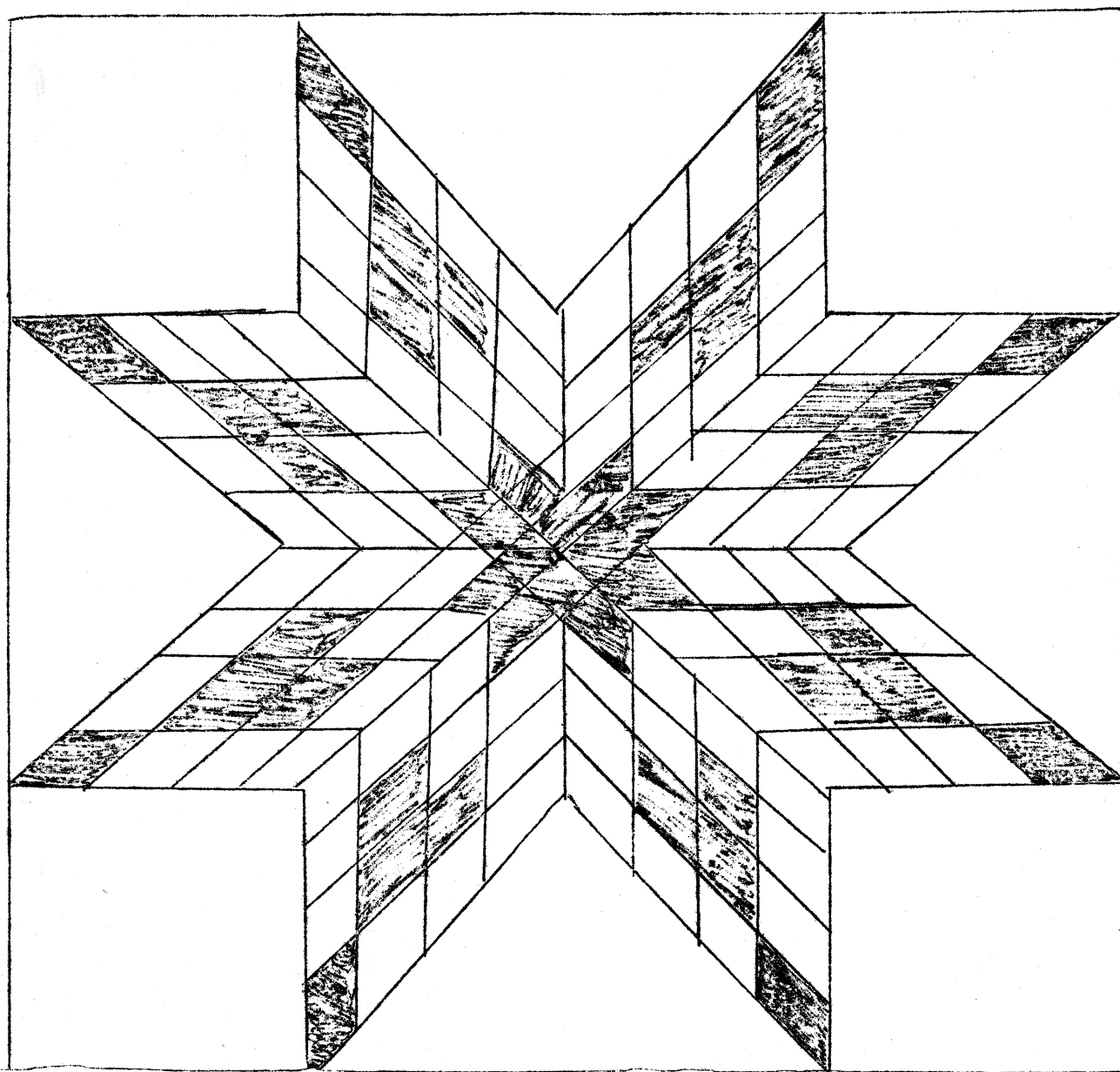
Months

Vocabulary

Witehiwi	- January
Wicatawi	- February
Istavicavazanwi	- March
Maŋaokadawi	- April
Wožuniwi	- May
Wazustecašawi	- June
Canmasanawi	- July
Wasutonwi	- August
Psinhnaketawi	- September
Tasnahecahakikte	- October
Tahecansunwi	- November
Waziyawi	- December
wiyotanhan	- noon
hancokaya	- midnight

Dialogue

- A: Haŋanna kin taktokanun kta he?
What are you going to do this morning?
- B: Wonetun bde kte.
I'm going to go shopping.
- A: Wiyotanhan sampa kin de taktokananun kta he?
What are you going to do this (present) afternoon?
- B: Itawani kte.
I'm going to work.
- A: Wiyotanhan sampa kinhan taktokanun kta he?
What will you do this (future) afternoon?
- B: Oziwakive kte.
I'm going to rest.
- A: Wiyotanhan sarna de taktokanun he?
What did you do this afternoon? (past)
- B: Otonweta wai.
I went to town.



wicahipi owinza

Dialogue Twenty-Two

Dialogue on Foods

A: Taktokanun he?
What are you doing?

B: Wawate.
I'm eating.

A: Taku yata he?
What are you eating?

B: (Wovute) wate.
I'm eating. (Food)

Wovute (food)

tado	- meat
aɣuvani ipilɣapi	- fry bread
waskuva	- corn soup
bdo	- potatoes
pɕin	- onions
psin	- wild rice
psinska	- rice
waɕin	- bacon
witka	- eggs
ornica	- beans

Dialogue 2 On Making Blankets

A: Taktokanun he?
What are you doing?

B: Sina wan wakage.
I'm making a blanket.

A: Taku yakaga?
What are you making?

B: Sina unge wakage kte.
I'm going to make some blankets.

A: Sina tonakca yakage kta?
How many blankets are you going to make?

B: Sina zantan wakage kte.
I'm going to make five blankets.

Dialogue Twenty-Three

Dialogue

- A: Htavyetu kin de taktokanun kta?
What are you going to do this evening?
- B: Dakota wacipi kin heciya bde kte.
I'm going over to the pow-wow.
- A: Tuweweka awicade kta he?
Who are the ones that you're going to take along?
- B: Hepi k'a Hapstin awicabde kte.
I'm going to take Hepi and Hapstin along.
- A: Htavyetu kin de wati kin heciya vau kta he?
Are you going to come to my house this evening?
- B: Han/Hau. Tuwe nakun u kta he?
Yes. Who else is going to come?
- A: Caske he Winona au wasi.
I told Caske to bring Winona.

Vocabulary

- wau - I'm coming
nakun - also
wati - my house
abde - I'm taking him along.

Wicohan Wowapi
Worksheets

Worksheet on Nouns

Nouns

Identify each of the following list of nouns by determining whether they are (1.) animate or inanimate, (2.) common or abstract, and (3.) masculine, feminine, or neuter.

1. caḡa (ice) _____
2. caḡota (ashes) _____
3. can (tree, wood) _____
4. tukiha (spoon) _____
5. canwinḡa (floor) _____
6. sanksanica (dress) _____
7. hevoka (clown) _____
8. hokṡina (boy) _____
9. hugmivan (wheel) _____
10. hu (leg) _____
11. iṡpa (elbow) _____
12. ite (face) _____
13. itowani (picture) _____
14. ivecinkaiyonte (car) _____
15. maḡniva (sky, cloud) _____
16. maḡa (earth, ground) _____
17. mazaska (money) _____
18. isan (knife) _____
19. nape (hand) _____
20. oakanke (chair) _____
21. oceti (stove) _____
22. ohintonkankan (legends) _____

23. oomani (nath) _____
24. paha (hill) _____
25. nahin (hair) _____
26. neii (grass) _____
27. peta (fire) _____
28. sagve (cane) _____
29. šota (smoke) _____
30. šunka (dog) _____
31. tancar (body) _____
32. tatanka (buffalo) _____
33. tiopa (door) _____
34. siceca (children) _____
35. waknana (creek) _____
36. wamašaškan (animal) _____
37. we (blood) _____
38. wicape (fork) _____
39. wicašta (man) _____
40. wicinanna (girl) _____
41. winawizi (jealousy) _____
42. wokazuzu (pay, salary) _____
43. iyokapte (cup) _____
44. wi (sun) _____
45. wowapi (book) _____
46. wovute (food) _____
47. ziktana (bird) _____

Worksheet on Animate or Inanimate Nouns

I. Beside each noun, write whether it's animate or inanimate.

1. wowapi icaḡe _____
2. hanna _____
3. zitkana _____
4. wowivukcan _____
5. winyan _____
6. nane _____
7. istamaza _____
8. mazaska _____
9. wicaḡta _____
10. tiopa _____

II. Beside each verb, write whether it's transitive or intransitive.

1. mani _____
2. wanvanke _____
3. icu _____
4. iyanke _____
5. wutitan _____
6. ape _____
7. onetun _____
8. istinma _____
9. iyotanka _____
10. wohdake _____

Worksheet

I. Translate the following words:

- | | | |
|--------------|-------------|---------------|
| 1. tini | 11. ape | 21. sapa |
| 2. wankakana | 12. šica | 22. wicañcana |
| 3. ša | 13. winyan | 23. tamaheca |
| 4. wankatuya | 14. mani | 24. ñinhaye |
| 5. ntecena | 15. natitan | 25. tiyopa |
| 6. wowapi | 16. wohdake | 26. zi |
| 7. ksape | 17. icu | 27. wicašta |
| 8. iština | 18. mačoce | 28. waci |
| 9. wašte | 19. hokšina | 29. iña |
| 10. ivanke | 20. iñate | 30. ska |

II. Each of the sentences in Part Two uses words from Part One.

The first sentence is in singular form and the second part is in plural form. Translate each sentence and notice carefully how the plural is formed from the singular.

- | | |
|--------------------------|-------------------------------------|
| 1. Tipi kin ska. | 2. Tipi kin hena skaska. |
| 3. Wankakana he mani.. | 4. Wankakana kana manipi. |
| 5. Mačoce de wašte. | 6. Mačoce hena wašteštepi. |
| 7. Hokšina kin iñate. | 8. Hokšina kin iñatapi. |
| 9. Wicinanna wan ivanke. | 10. Wicinanna hena iyankapi. |
| 11. Wicašta he šica. | 12. Wicašta dena šicapi. |
| 13. Winyan kin waci. | 14. Winyan hena wacipi. |
| 15. Tiopa kin ska. | 16. Tiopa [#] dena skaska. |
| 17. Wowapi de ša. | 18. Wowapi ^d hena šaša. |

Practice Exercise

Oral practice pronouncing each of the following syllables:

A.	he	na	ai	ji
	du	ka	si	wi
	ša	ho	na	do
	pe	we	de	cu
	so		ca	be

B.	hde	sde	psi
	hna	koi	sci
	kte	mi	šci
	pta	šda	
	sda		

C.	he	hdi	ko
	hta	hna	ge
	kpa	hmi	ta
	ho		to
	hda		ka

D.	ho	ta
	čo	ku
	te	ks
	ke	ša
	ka	še

E.	"c" denotes explosive sound
	no pe
	ta ka
	ke ci
	ca to

Fun with Numbers

Write the answer in Dakota.

- | | | | |
|-----|-------------------------------------|---------------------------------|---------------------------------|
| 1. | nonpa
+ <u>nonpa</u> | yamni
+ <u>nonpa</u> | topa
+ <u>yamni</u> |
| 2. | šakpe
+ <u>topa</u> | šakowin
+ <u>yamni</u> | napcinwanka
+ <u>wanži</u> |
| 3. | šakowin
+ <u>yamni</u> | yamni
+ <u>yamni</u> | nonpa
+ <u>yamni</u> |
| 4. | šakowin
+ <u>topa</u> | šakpe
+ <u>šagdogan</u> | napcinwanka
+ <u>zaptan</u> |
| 5. | ake nonpa
+ <u>topa</u> | ake šakowin
+ <u>wanži</u> | wanži
+ <u>wanži</u> |
| 6. | ake napcinwanka
+ <u>šakowin</u> | ake šagdogan
+ <u>zaptan</u> | ake šakowin
+ <u>yamni</u> |
| 7. | ake nonpa
- <u>ake wanži</u> | ake wanži
- <u>wikcerma</u> | ake yamni
- <u>ake nonpa</u> |
| 8. | šakowin
- <u>wanži</u> | šagdogan
- <u>nonpa</u> | šakpe
- <u>wanži</u> |
| 9. | nonpa
- <u>nonpa</u> | šakowin
- <u>nonpa</u> | šakowin
- <u>wanži</u> |
| 10. | napcinwanka
x <u>wanži</u> | zaptan
x <u>topa</u> | topa
x <u>yamni</u> |
| 11. | šagdogan
x <u>nonpa</u> | wanži
x <u>wanži</u> | nonpa
+ <u>wanži</u> |
| 12. | šakpe
x <u>nonpa</u> | yamni
x <u>wanži</u> | topa
x <u>yamni</u> |

Dakota Language

Test

Match the following Dakota and English words:

milk	asanpi
paper	nasu or poġe
nose	wowapi
cold	spaya
hot	osni
wet	kata
cat	keva
bird	zitkana
turtle	pusina
head	išta
eyes	pa
mouth	i
car	wata
boat	ivecinkaiyopte
train	hemani
lamb	maza oceti
stove	cega
pail	petizanzan
flower	waŋca
weed	peži, wato
grass	canhdoku
first	ehake
last	tokaheya
fifth	izaptan
one	šakowin
ten	wikcemna
seven	wanži
snake	pte
cow	wamduska
elk	hehaka
door	owanye
window	tipi
house	tiopa
pig	šunkawakan
horse	anpaohotonna
chicken	kukuše

Multiple choice

Circle the letter on the right that is the correct translation for the term on the left.

- | | |
|------------|---|
| 1. three | A. topa
B. yamni
C. zaptan |
| 2. dance | A. skate
B. downan
C. waci |
| 3. father | A. ate
B. ina
C. tibdo |
| 4. all | A. ozu
B. owasin
C. ota |
| 5. kuwa | A. go away
B. come here
C. don't go |
| 6. tate | A. cloud
B. wind
C. rain |
| 7. mazaska | A. sky
B. road
C. money |
| 8. tonwin | A. aunt
B. town
C. uncle |
| 9. ma'niya | A. seven
B. cloud
C. grass |
| 10. cake | A. a'uyani skuva
B. asanpi
C. mazaska |
| 11. salt | A. mnisa
B. mniskuva
C. mnisose |
| 12. tree | A. can
B. canhanni
C. canku |

13. buffalo
 A. tatanka
 B. pte
 C. asanni
- ~ 14. De anpetu nina wašte.
 A. This day is very nice.
 B. The bread is real good.
 C. The morning is very good.
- ~ 15. Hanwi kin hinape..
 A. The sun is up.
 B. The sun is red.
 C. The moon came up.
- ~ 16. Hokšina kin waci kte.
 A. The boy will work.
 B. The boy will sing.
 C. The boy will dance.
17. Tiyata bde kte.
 A. The home is nice.
 B. I will go home.
 C. I want to go home.
- ~ 18. De Anpetu Wakan.
 A. This is Sunday.
 B. This is Monday.
 C. This is Holy.
19. Tuka wacin šni.
 A. But I don't want it.
 B. But I don't care.
 C. But I don't know.
20. Feed the dog.
 A. Šunka kin wašte.
 B. Šunka kin zizi.
 C. Šunka kin he woku.
- ~ 21. I want bread.
 A. Ašuyani wacin.
 B. Ašuyani maku.
 C. Ašuyani wacin šni.
- ~ 22. What do you want?
 A. Taku wacin he?
 B. Taky yacin he?
 C. Toked yaun he?
- ~ 23. I want black coffee.
 A. Pezuta sapa wacin.
 B. Pezuta sapa hca wacin.
 C. Pezi sapa wabdaka.
- ~ 24. I want tea.
 A. Walipe wacin.
 B. Taku yacin.
 C. Wata wacin.
- ~ 25. Where are you going?
 A. Tokida he?
 B. Tokun da he?
 C. Tukte da he?

Translate into English:

- ✓ 1. Toki da he?
 - ✓ 2. Tohan wayawa de kta?
 3. Tipi mitawa he zi.
 4. Deci u qa ivotanka.
 - ✓ 5. Inažin qa wayaka.
 6. U qa iwanka.
 - ✓ 7. Owanka kin akan iwanka.
 - ✓ 8. Taku eya he?
 - ✓ 9. Nayahon he?
 - ✓ 10. Nawahon šni.
 - ✓ 11. Zitkana kin dowanpi.
 - ✓ 12. Odowan waštešte dowanpi.
 - ✓ 13. Ho tankya dowanpi.
 - ✓ 14. Hogitapi.
 15. Anpetu kin de tukte wanži he?
 16. Hahanna wau kte.
 17. Htanihan toke yaun he?
 18. De maga okada wi he?
 19. Ecana maga kin wozubi kte.
 20. Tipi wakan ekta yani.
 21. Anpetu wakan kin ehan wacekiya u nte.
 - ✓ 22. Anpetu kin nina wašte.
 - ✓ 23. Wi hinane qa owastecake.
 - ✓ 24. Htanihan nina tateyampa.
- The following sentence will count as two:
25. Wokiksuye anpetu kin hehan wanagi makoca kin piyapi kte.

Memorial Day Observance

A Tradition of the Sioux Indians Still Observed Today

I remember people made flowers. It meant more by buying materials such as, all kinds of colors of crepe paper, wire and was.

We Dakotas are generous with give-aways. We give humbly, meaning we don't try to out do others. That is why some of the properous people made a lot of flowers and put one on each grave, regardless of relationship.

Give-aways were presented to the pallbearers and to any women and men, boys and girls who were the same age as the deceased. Give-aways were tied in bright colored scarves and crystal bowls in which were items such as fruits, candies, cigarettes, towels, and even clothing and quilts. A give-away was given in memory of the deceased after one year of mourning.

Wicoie Toketu
Tanin Sni Piyapi
Puzzles

Puzzle 1 Word List
Dakota oyate ode

Arikara	- Hewaktokto
Assiniboine	- Waziya wicašta
Aranahoe	- Małniyato
Apache	- Cincakiye
Blackfeet	- Sihasapa
Bloods	- We wicašta
Cree	- Mastinca oyate
Chevenne	- Sahiyena
Crow	- Kangi wicašta
Chippewa	- Małatonwan
Commanche	- Sintełda wicašta
Flatheads	- Natamdeča
Fox	- Besdeka
Gros Ventres - Hidatas	- Hewaktokta
Huna	- Hunkpapa
Iowa	- Ayu-łba
Kansas	- Kanza
Kiowa	- Witapaha
Spirit Lake	- Bdewakantonwan
Mandan	- Mawatadan
Nez Perce	- Połehdoka
Omaha	- Oyate nonpa
Oto	- Hotawa
Osage	- Wałała
Ponca	- Panka, Oyate yarmi
Pawnee	- Scihi, Itokał padani
Pottawatomie	- Dute wata
Shawnee	- Sawala
Sioux	- Dakota
Sisseton	- Sisitonwan
Santee	- Isanyati
Sac and Fox	- (Red Land people) Maka ša oyate
Snakes	- Sinte hda wicašta
Shoshone	- Susuni
Teton	- Titonwan
Wahpeton	- Wałpetonwan
Wahpekute	- Wałpekute
Winnebago	- Hotanke
Yankton	- Sado otonwe
Yanktonais	- Thanktonwan
Zuni	- Yokomi

Puzzle 1
Dakota oyate ode

2

Hewaktokto
Waziya wicašta
Małpiyato
Cincakiye
Sihasapa
We wicašta
Mastinca oyate
Sahiyena
Kangi wicašta
Małatonwan
Sintełda wicašta
Natandeca
Besdeka
Hewaktokta
Hunkpapa
Ayu-łba
Kanza
Witanaha
Bdewakantonwan
Mawatadan
Poęhdoka
Oyate nonpa
Hotawa
Wałaza
Panka, Oyate yamni
Scihi, Itokał padani
Dute wata
Sawala
Dakota
Sisitonwan
Isanyati
(Red Land people) Maka ša oyate
Sinte hda wicašta
Susuni
Titonwan
Wałpetonwan
Wałpekute
Hotanke
Sado otonwe
Ithanktonwan
Yokomi

Puzzle 1
Dakota Oyate Ode

3

hewaktoktospayiaaatsaciwew
aoahuceakedsebystiosotamia
hmtkibakymakcoensusuninayz
aeaakaeihanktonwanicspchai
tomzwatnkauksmctcwhnaatpmy
oipaiayahytawaksiciaasonaina
nytyninopteoowanowksatyoyiw
wapogehdokabdkknanaanaai
apannsakowieeiasdnpkptssttc
npnsnwahpetonwanhtaseisoaa
tdkiwaaaiskakyaiieswakai kks
abamizmnzachtehymtnancytaut
keoakaeaksnanpoankaiialawa
utydczcinhoweepdiswcpaawat
akaacananapaeektasatawzkan
watwankuatwonuendieaietizt
atewastzenpiptahaksahi yena
kiymicneodaekesascizninao
noaomaatgeayatpaodittasnam
aimskaodokzhnsicaehoaphga
wancyoaisaaiakabdoitydneas
noiadtmakasaoyatesiauoawkt
okaaosviatanintoiktthmtaai
taskemtasteohitikeoabwaknn
nmatdakioskeaeicnykuaaktgc
adutewatepteyceoaakiiaoia
kibmoamatgaiobnmtnhwpzpkwo
aduwtamazkdapnpsapaihatiy
wganwatiuainaiakpeantepaca
eaksadanczkodzsakodaaokpat
dsaziaonatatamdecawiakknase
btoyenikunsnonpanenenwusto
obenacwanzitanahapatiwahaat

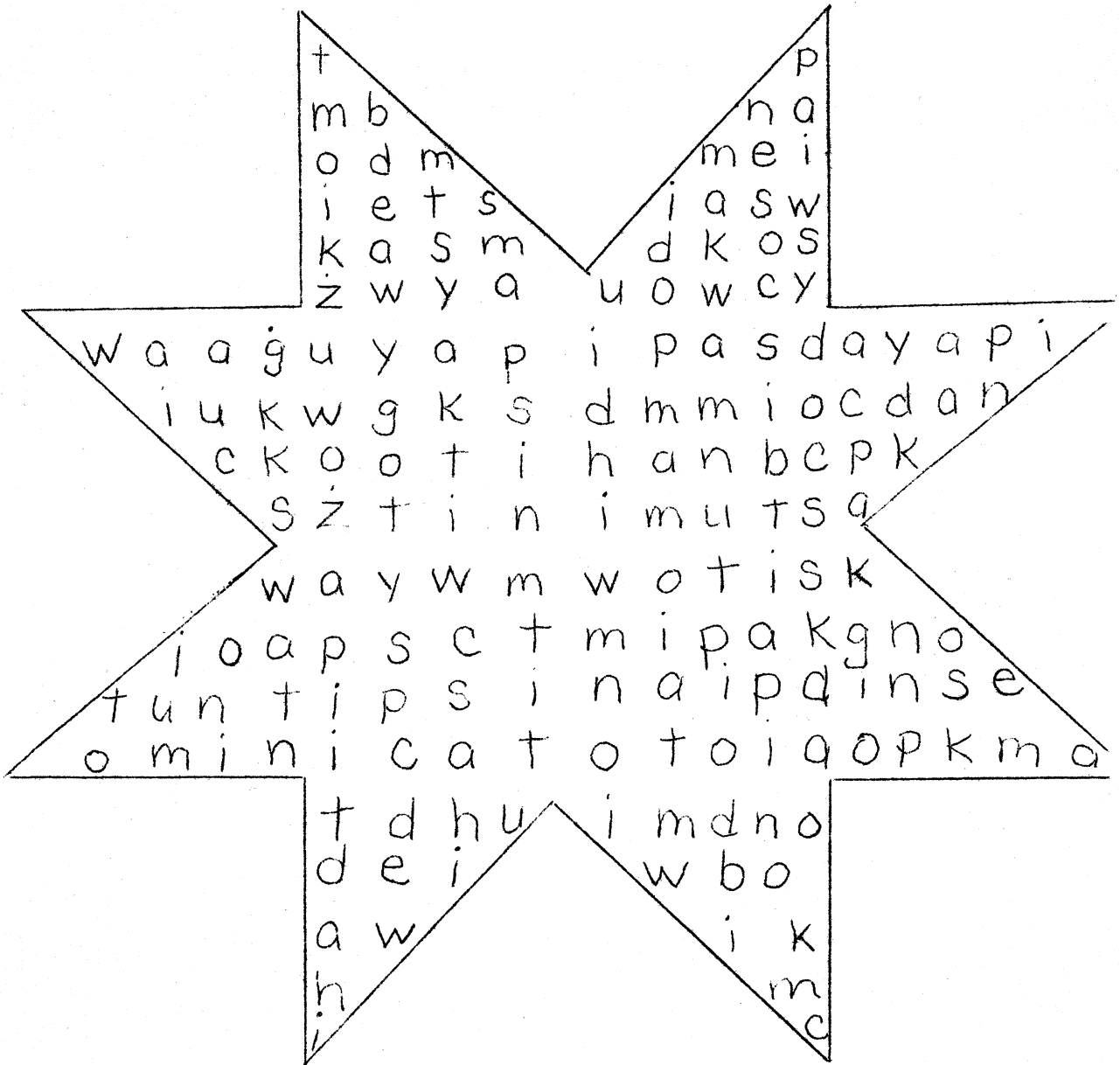
Puzzle 2
Woyute

- aguyani - bread
- omnicatoto - string beans
- psin - onions
- tado - meat
- wamnu - squash or pumpkin
- bdo - potatoes
- wozapi - gravy
- tipsina - turnips
- pasdayani - hominy
- witka - eggs
- wihdi - lard - shortening

Puzzle 2

5

Woyute



aguyapi

bdo

witka

psin

wozapi

wihdi

tado

tipsina

ominicatoto

warnu

pasdayapi

Puzzle 3 Word List Clothing and Materials
Heyake qa Minihuha

6

pants	-	onzeoge	shoes	-	canhanpa
button	-	taspu	boots	-	canhanpahanska
buttonhole	-	taspuhdoka	shirt	-	wicununpi
calico	-	minihuhaqwapi	wool	-	talcahin
cape	-	heyeteakahpe	silk	-	wanmduskahinminihuha
collar	-	tahuokahpe	ribbon	-	sinaapahtate
coat	-	akanunpi	sew	-	wakagege
cap	-	wapaha			
corset	-	cuwiiyuskite			
costume	-	oihduze			
drawers	-	onzeogemahedunpi			
dress	-	saksannica			
garter	-	hunskahe			
gingham	-	minihuhahdeze			
glove	-	anpinkpayugaga			
leather	-	taha			
linen	-	minihuhasuta			
mittens	-	napinkpa			
moccasin	-	hanpikceka			
ruff	-	napeohnaiyeyapi			
muslin	-	minihuhaska			
necktie	-	tahuska			
apron	-	makuakahpe			
socks	-	hunska			

Puzzle 3 Clothing and Materials
Heyake qa Minihuha

17

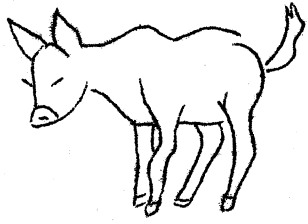
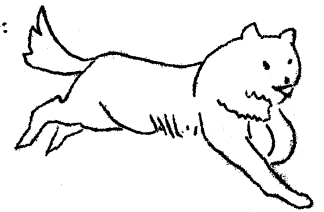
onzeoge	minihuhasuta
tašpu	napinkna
tašpuohdoka	hanpikeka
miniñuhaowapi	napeohnaiyeyapi
heyeteakañpe	miniñuhaska
tahuokañpe	tahuska
akanunpi	makuakañpe
wapaha	hunska
čuwiiyuskite	čanhanpa
oihduze	čanhanpahanska
onzeogemahedunpi	wičununpi
sanksannica	tañcahin
hunskicañe	wanmduškahinminiñuha
miniñuhahdeze	šinaapañdate
napinkpayugaga	wakagege
taha	

Puzzle 3 Clothing and Materials
Hevake qa Minihuha

n a p i n k p a y u g a g a w a c u s i o t i p y a s t
 w a n m d u s k a h i n m i n i h u h a o e n d h n a a
 s e c e a b o p i e h i k m h b k e n o n e m a i s n s
 a p k h s i c d s w o i n o w a n a w z o a h h p e k p
 t h t a h a e o d b p o k o t k o t d m k n a u n i s u
 y a i c i w k p a n y i h n b s y n s u o k h n u n a o
 u k e i t d h t u m h s i o n a z a a k d a e s n e n h
 w a y k b k e u y d e h w k p h n k t m a n h k e c n d
 e u a s m o c t k t a n p o y u a e u b o p z a h n i o
 i h z n n i z o a c k p h p p h p c s d t a w i a d c k
 b a w u w e k z h d z w b a p i e k a i h o g c m w a a
 o t a h u s k a i c a s k e d n o i h b k y h n e o b k
 e b c e g o t k m k a s z p k i h p u t m i k y g k h a
 t a u g b p e n a i n e g h a m n n h i y o u i o w s n
 i i k b u k h g b a d g n a d b a a i c k w z o e h o u
 k b d h i w e h h h i o h k t h i h n s m e t s z i n n
 s a e a u g e a a h k e c a y o y y i a b s b h n a y p
 u w b e e w p h g e m z k e p t e d m c p h d b o d n i k
 y a g b d n u e g z n n z t d a y m o a e i e w z t s k
 i p e g a h d u b u o o y e t g a z d n d c n s i z d o
 i a d h i c e h g d p a w y y o p e h d k o s k y w t a
 w h n n b g i b i h s u e e m h i o a d n t d e p a d i e
 u a i a i u b m g i t h u h k y s i n a a p a h d a t e
 c m i n i h u h a o w a p i o d g e a o k m o a p o w o

Puzzle 4 Word List
Dakota qa Wasicu

- | | | | |
|------------|------------|------------|------------------|
| šunkawakan | - horse | kimamana | - butterfly |
| pte | - cow | taħca | - deer |
| šonšon | - donkey | wauncana | - ape |
| pusina | - cat | hintunkana | - mouse |
| ihru | - tiger | caponka | - mosquito: |
| šunka | - dog | nato | - bear |
| zizica | - turkey | capa | - beaver |
| maštinca | - rabbit | dokšınca | - mink |
| wambdi | - eagle | sinkpe | - muskrat |
| hnaška | - frog | wica | - racoon |
| šiyo | - pheasant | heca | - buzzard |
| kukuše | - pig | piško | - whip-poor-will |
| nağaksica | - duck | zitkana | - bird |
| tatanka | - buffalo | heħaka | - elk |



Puzzle 4 Word List
Dakota qa Wasicu

šunkawakan

kinamana

nte

tañca

šonšon

wauncana

pusina

hintunkana

ihru

caponka

šunka

mato

zizica

capa

naštınca

dokšınca

warbdi

sinkpe

hnaška

wica

šiyó

heca

kukuše

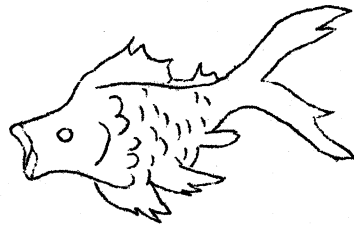
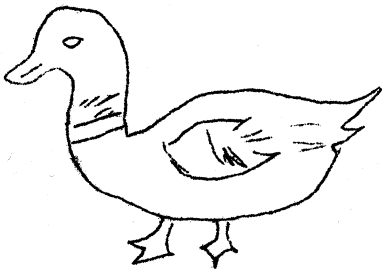
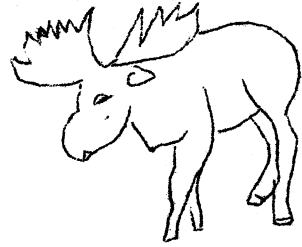
piško

nağaksica

zitkana

tatanka

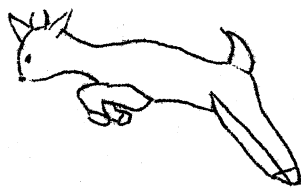
heñaka



Puzzle 4

Wamakoŝkan ka wahupakoza

w c a p a k s a n h s ŝ
a w e t i u d g e i w u
u e o e n k e c i n n n
n a d p t u a i k t k k
c c a o z s d a i u a c
a n g t i e w h m n d i
n i n o T a m e a k i n
u t o m k u h h m a e c
o ŝ ŝ a a m s a a n g a
w a n g n u o k n a a n
a m o a a y s a a a c a
k i ŝ k i o o c t k n s
n d o ŝ n a h h e n i i
a b K i u a d e d o s n
T m s c t o c e g p k k
a a i a z i z i c a o p
t w p u s i n a w c d e



Puzzle 5 Word List

12

mani - walk	maza - iron
naku - chest	anin - with-hold
tezi - stomach	teca - new
apa - to hit	išta - eye
akan - upon or on	akoapa - over there
na - here	aya - take along
aa - moldy	ai - take it there
iha - smile	can - tree
četa - thigh	cepa - fat
waki - take away	anog - on both sides
ohan - expression of agreement	na - here
sni - cold	sdi - hiss
wan - a or an	vica - raccoon
unna - the other	ma - draw attention
dote - throat	onča - mock
stan - purple	tate - wind
hiya - no	paŋ - yell
owe - footprint	owa - write
nape - hand	han - yes
ceya - cry	peži - hay
wita - island	wa - snow
tohan - when	teca - new
kico - invite	oaku - they are coming back

Puzzle 5 Word List continued

13

onna - smell

ina - mother

opi - hem of dress

otonwe - town

su - bring it

on - wear

ta - moose

keya - turtle

unma - the other

ohinni - always

to - blue

noñ - ear

Puzzle 5

14

ACROSS

1. walk
2. chest
4. stomach
6. to hit
7. upon or on
9. here
11. moldy
12. laugh
14. thigh
16. take away
18. expression of agreement
20. cold
21. a or an
22. the other
24. throat
26. purple
28. no
29. footprint
30. hand
32. cry
34. island
35. when
- ~~36. wear~~
38. invite

DOWN

1. iron
3. with-hold
4. new
5. eye
6. over there
8. ear
10. take
- ~~13.~~
- ~~12.~~ take it there
14. tree
15. fat
17. on both sides
19. here
20. hiss
21. racoon
23. draw attention to
25. mock
27. yell
28. yes
29. write
31. hay
33. wind
34. snow
35. moose
- ~~36.~~ wear
37. new

Puzzle 5 continued

15

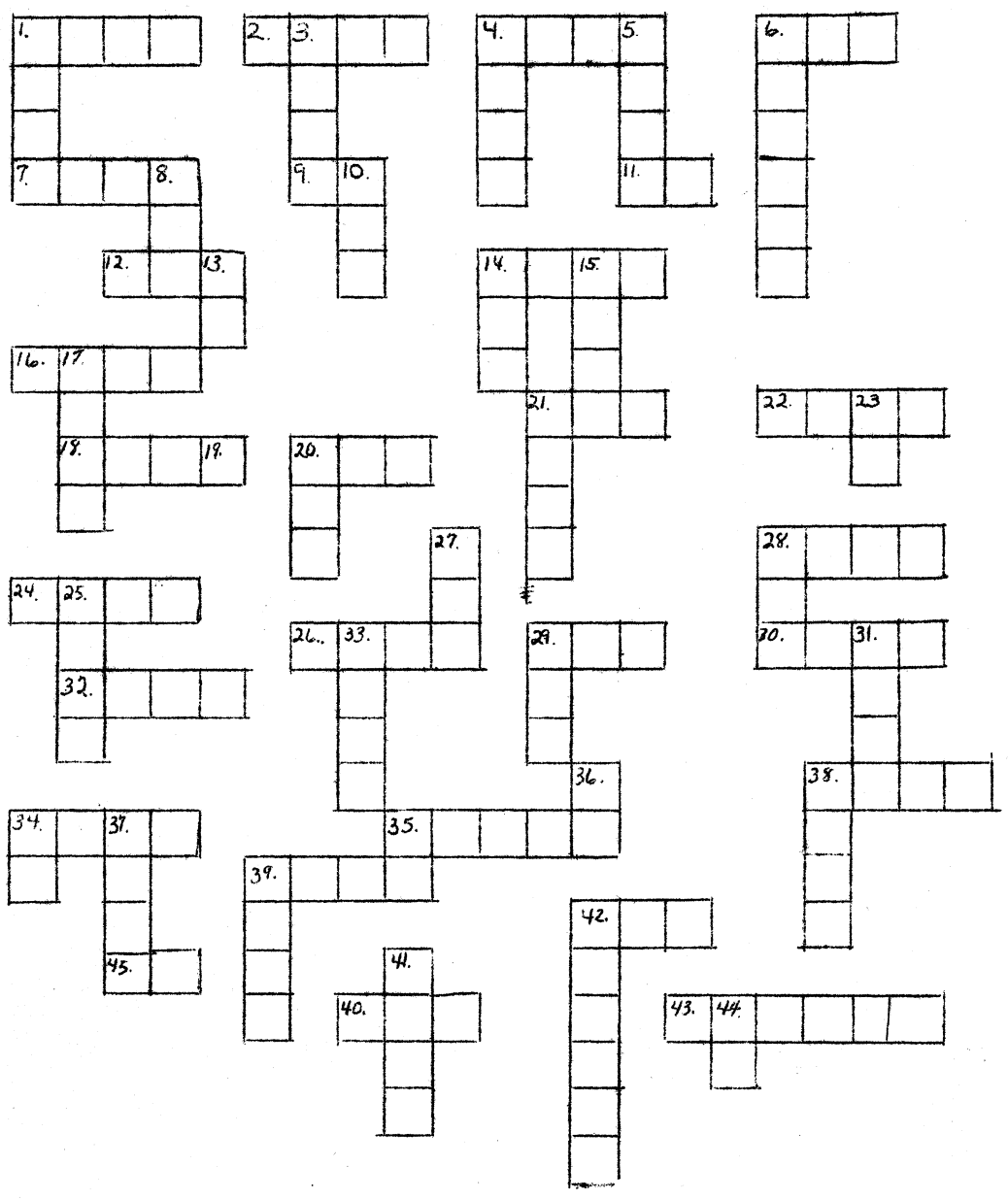
ACROSS

- 39. smell
- 40. mother
- 42. hem of dress
- 43. town
- 45. bring it

DOWN

- 38. turtle
- 39. they are coming back
- 41. the other
- 42. always
- 44. blue

Puzzle 5

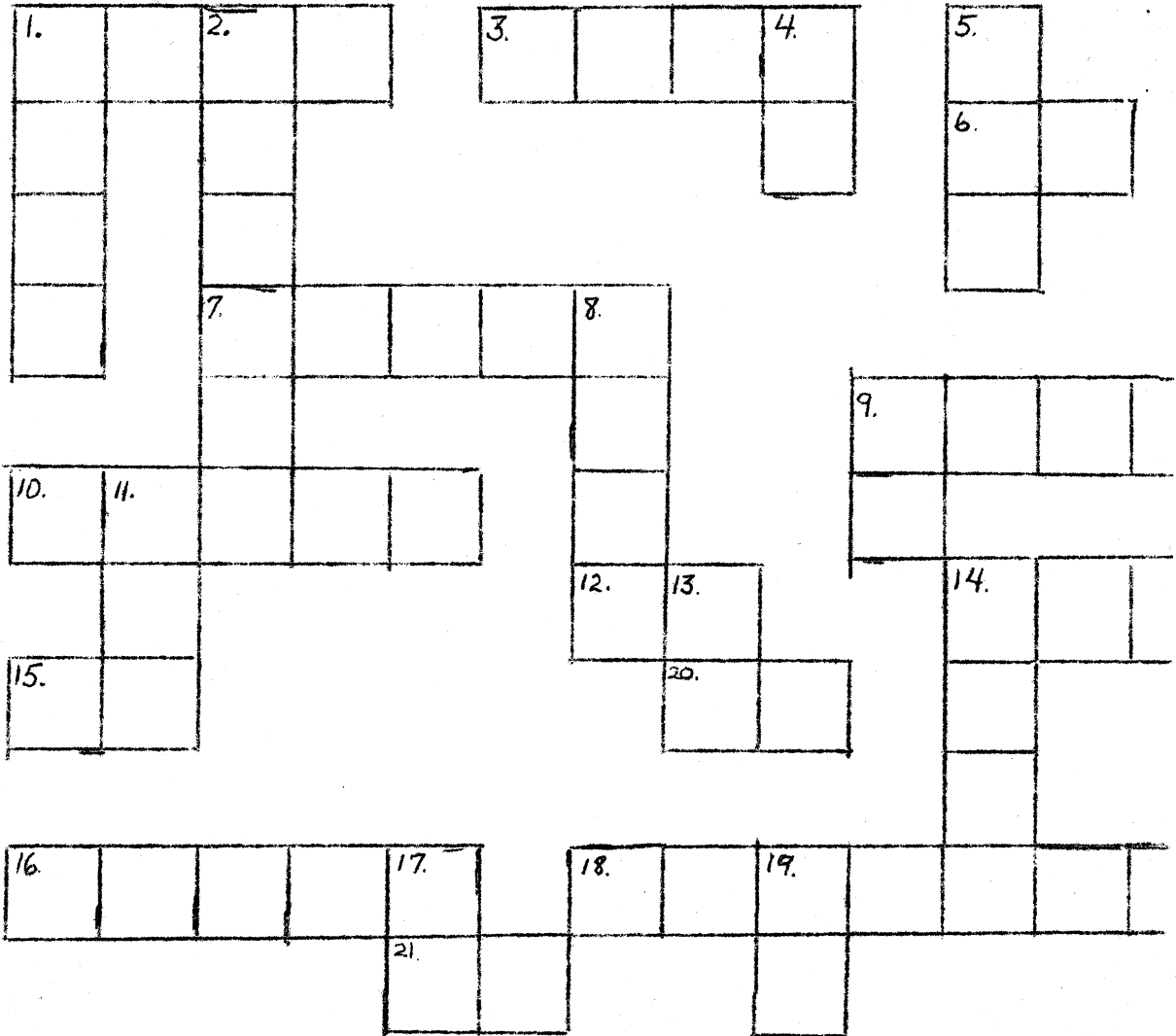


Puzzle 6 Word List

sapa	black
onca	mimic
pe	sharp
adeza	diaper
sica	bad
tiona	door
in	wear
ota	many or lots of
ka	to dig
ehaka	the last
yutokan	move
sipa	toe
patoto	to knead
au	bring
ape	to hit
asni	get well
sa	red
iha	laugh
na	here
opta	across
hed	there
to	blue
ai	arrive
da	ask

Puzzle 6

18



ACROSS

DOWN

- 1. black
- 3. mimic
- 6. sharp
- 7. diaper
- 9. bad
- 10. door
- 12. wear or cover
- 14. many or lots of
- 15. to dig
- 16. the last
- 18. to move
- 20. bring
- 21. ask

- 1. toe
- 2. to knead
- 4. arrive
- 5. to hit
- 8. get well
- 9. red
- 11. laugh
- 13. here
- 14. across
- 17. there
- 19. blue

Puzzle 7 Word List
Makowancaya

meteor	- wakanwohpa
sunrise	- wihinape
cloudless sky	- amahniyaŋni
rain-bow	- wihunke
rain-water	- magaturmi
new moon	- witeca
snow storm	- ibomdu
lightening	- wakinyan tonwanpi
earthquake	- makatancan
cloudy	- amahpiya
snow drift	- wogan
gale	- tatevanpawaŋake
icicle	- cahoi
blowing snow	- waibomdu
tornado	- tateohitika
star	- wicalpi
sun	- wi
full moon	- winibe
rain	- nagaŋu
stormy weather	- kihansica
sunny (after a storm)	- witanin
ice-berg	- miniwancacahwita
clear sky (after a storm)	- kasota

Puzzle 7 Word List continued
Makowancaya

20

frost - hewanke
fog - þo
hail - wasu
sky - maþiva to
rock - inyan
mountain - h 

Puzzle 7 Makowancava

21

ACROSS

1. meteor
3. sunrise
4. mountain
5. cloudless sky
7. rain-bow
10. rain-water
11. new moon
12. lightening
13. snow storm
14. earthquake
16. cloudy
18. snow drift
19. gale
23. icicle
24. drifting snow
25. tornado

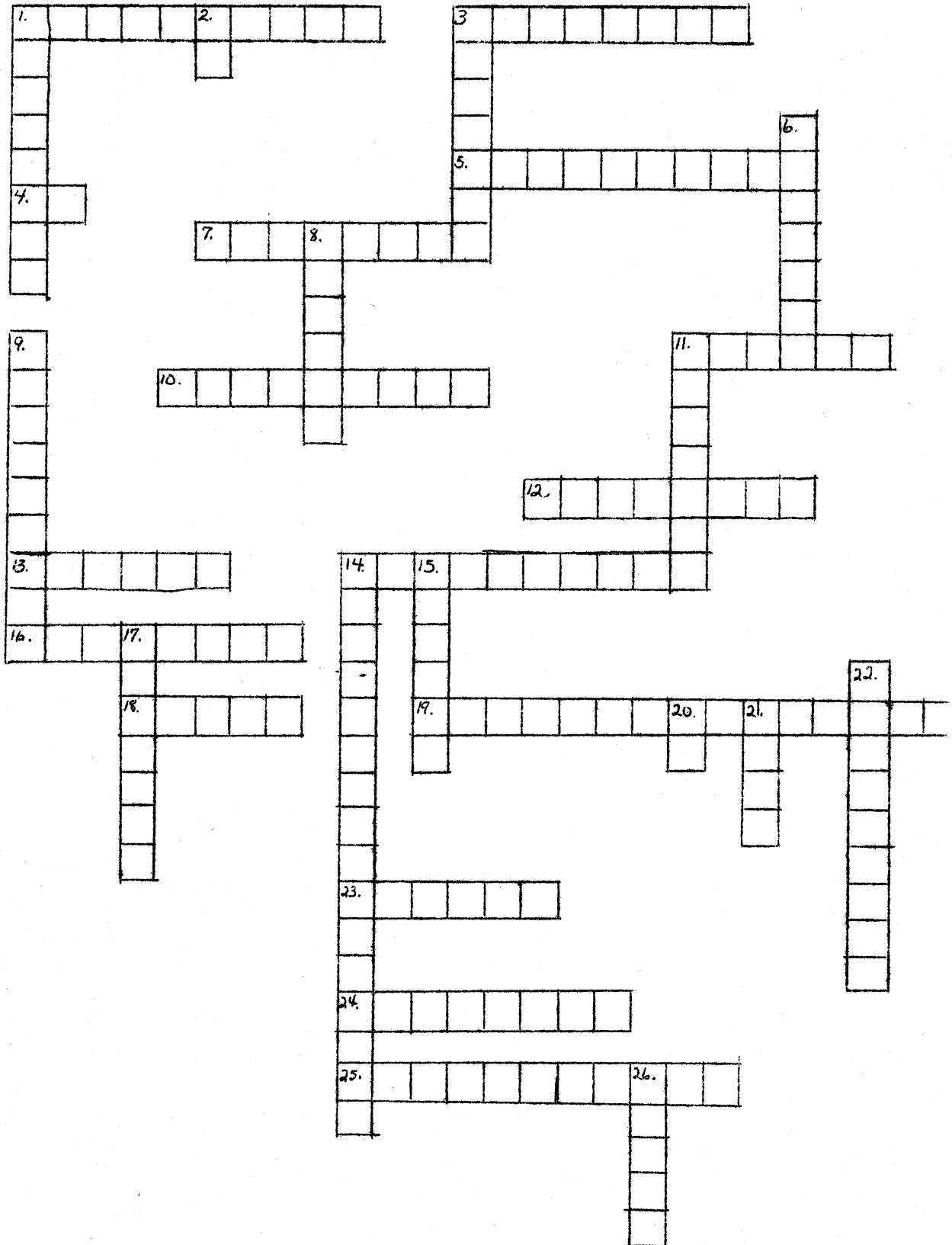
DOWN

1. star
2. sun
3. sunset
6. full moon
8. rain
9. stormy
11. sunny (after a storm)
14. ice-berg
15. clear sky (after a storm)
17. frost
20. fog
21. hail
22. sky
26. rock

Puzzle 7

Makowancaya

22



Puzzle 8 Word List
Tahcan

pa	- head	iškahu	- ankle
pahin	- hair	siha	- feet
ite	- face	sicuha	- sole
ite	- forehead	siyukaza	- toes
nasu	- brain	cuwe	- rib
itsa	- eye	tezi	- stomach
noke	- nose		
i	- mouth		
iña	- laugh		
tanon	- cheek		
hi	- teeth		
iku	- chin		
cehupa	- jaw		
noqe	- ear		
tahu	- neck		
hinvete	- shoulder		
isto	- arm		
a	- armpit		
išpahu	- elbow		
nape	- hand		
napsukaza	- finger		
hu	- leg		
hupahu	- knee		
ceca	- thigh		

Tahcan

c h o t a n u h i g h e
 e i t a h i s p a h u g
 h n e p i t e a c e c o
 u y g o g a e a a h t p
 p e o n t o e z a s c d
 a t n s a n a a i u k i
 g e i n p k g k o u a u
 a o h p u p a u u h n h
 u u a s c e i y g k i a
 s o p z z w u i i t e p
 a o a h u c i s k a h u
 n e t c e h u b a o g h

na
 pahin
 ite
 ite
 nasu
 ista
 poqe
 i
 iha
 tapon
 hi
 iku
 cehupa
 noqe
 tahu

hinyete
 isto
 a
 ispahu
 nape
 napsukaza
 hu
 hupahu
 ceca
 iskahu
 siha
 sicuha
 siyukaza
 cuwi
 tezi

Puzzle 9 Word List
Waskuyeca

taspan	- apple
taspanzina	- lemon
taspanzizi	- orange
kanta	- plum
hastanhanka	- grapes
iyagezizi	- banana
takanheca	- raspberry
wažušteca	- strawberry
taspan hdaħda	- pear
sakavutanizi	- muskmelon
maštinnute	- buffalo berries
canna	- cherries
wipazuka	- June berries
wicaġnaška	- gooseberries

Puzzle 9

26

Waskuyeca

s h a k s a n g a c i w
 o a g i t k a n a y a i
 k s t o t p a k a z a p
 a t z i n p n g u i d a
 y o s a s c e s z t h z
 u n c o t z t i a a a u
 t h t a i e z k y k d k
 a a t z c n a n a a h a
 p n i a a n i y a n n n
 i k d p h c e y c h a t
 z a s e o t o a o e p a
 i a c w o t w a c c s t
 t a s p a n z i n a a e
 m a s t i p u t e e t w

taspan

wazusteca

taspanzina

taspan hda hda

taspanzizi

sakayutapizi

kanta

maštinpute

hastanhanka

canpa

iyagezizi

wipazuka

takanheca

wicagnaška

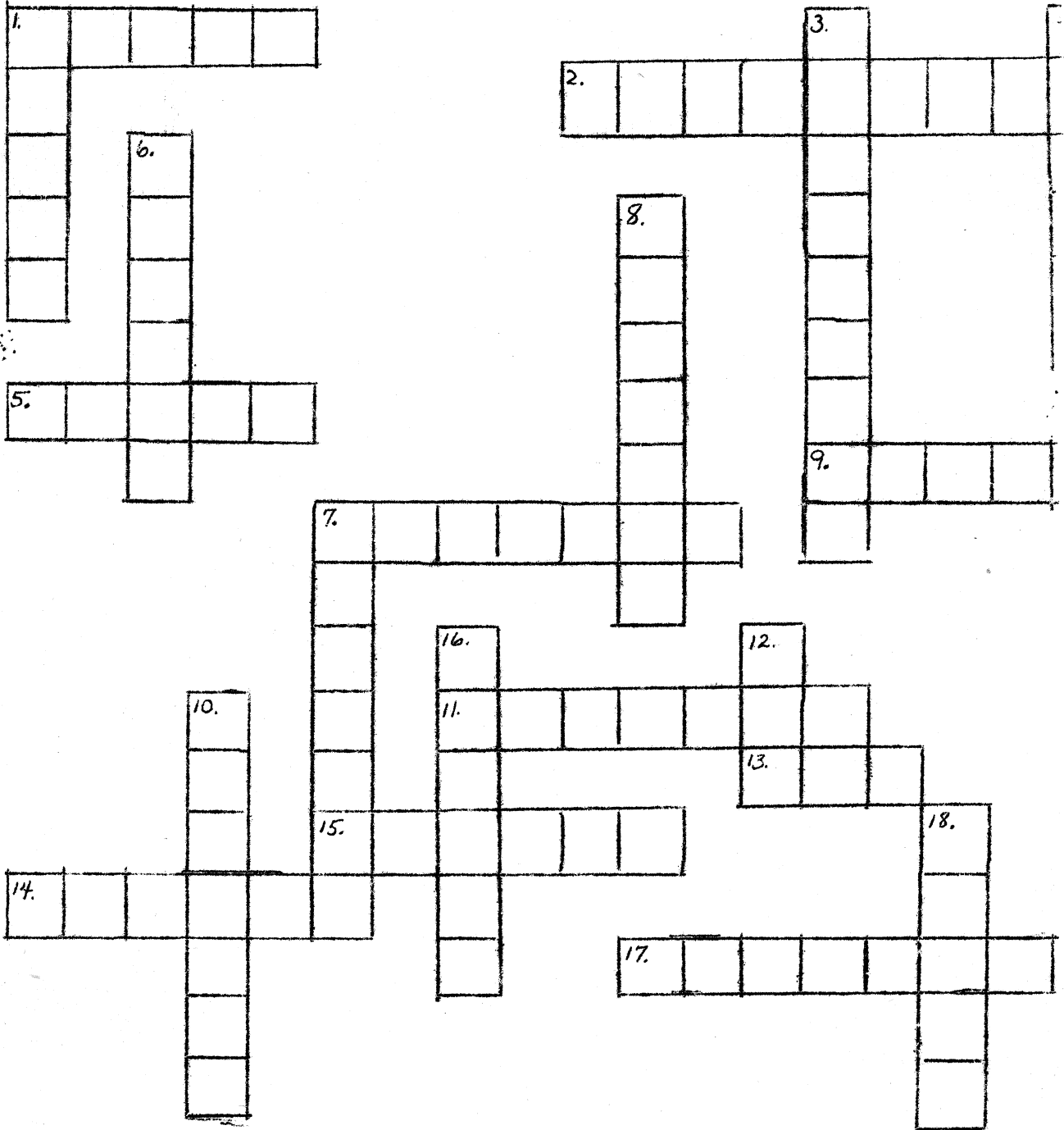
Puzzle 10 Word List

27

hunku	- his mother
kunši	- grandmother
cunwintku	- his daughter
cinhintku	- his son
tunkan	- father-in-law
toʒan	- niece
takoʒa	- grandchild
wiwaoŋa	- daughter-in-law
wicaŋa	- son-in-law
koška	- young man
wicašta	- man
hokšina	- young boy
oŋoŋna	- grandfather
ina	- mother
ate	- father
tonška	- his nephew
tawicu	- his wife
wikoške	- young girl
tonwin	- aunt
deksi	- uncle

Puzzle 10

28



ACROSS

- 1. his mother
- 2. his daughter
- 5. niece
- 7. daughter-in-law
- 9. young man
- 11. grandfather
- 13. father
- 14. his nephew
- 15. his wife
- 17. young girl

DOWN

- 1. grandmother
- 3. his son
- 4. father-in-law
- 6. grandchild
- 7. man
- 8. son-in-law
- 10. young boy
- 12. mother
- 16. aunt
- 18. uncle

Puzzle 11 Word List
Dakota Health Words

yazan	- ache
wavazankawicatoksu	- ambulance
minihuhaiyuskite	- bandage (band-aid)
we	- blood
yuzaza	- cleanse
teziyazanpi	- colic
asniya	- cure
hipiyawicaŝta	- dentist
pezutawicaŝta	- doctor
wavazankaawanyaka	- nurse
kiksuyesniiyaye	- faint
pavazan	- headache
okizi	- heal
wavazankatipi	- hospital
kiunniya	- hurt
pezuta	- medicine
pezuta pŝunka	- pill
wavazanka	- sick
hiyazan	- toothache
owinza	- bed
owinza ska	- sheet
sina	- blanket
istinma	- sleep
ozikiya	- rest

niyani	- respiration
osniiyuta	- thermometer
itipakinte	- towel
zanisni	- unhealthy
wekan	- blood vessel
nyasnihoopapi	- whooping cough
ipahin	- pillow

Puzzle 11
Dakota Health Words

y v s i h n t e o h w a h p e t p e a e v i k o o w
 a a s a u i e i s i n i y a n i e v w a s t e w e a
 i n z b p v z p n p e z u t a t i a a e a c i w g v
 a a a a e a i i i i w b d o a n s y k g i n h b o a
 z n n e n s v t i y a a o d n i s i n o z i o o i z
 a a i t i n a a v a y b g u n a o i u a e y g s p a
 z i s n o i z k u w a y i y p a w n s w a a a n a n
 u n n i i h a n t i z k a n t n i s p a t t a a h k
 v a i k s o n a a c a d y i e i n a a c o n r s i a
 i n r a t h p z d a n c i s z s z y t i e a n e n w
 z a u p i p i a o s k z k u i p a u u n t v i e s i
 i k s i n a z v c t a t i p z i s s z i a i t e s c
 k e a t r u p i a p a y a z a n t k k e y v n s c c a
 o w o i a i i w t o t o o a k s a i p a o s i d a t
 m i n i h u h a i v u s k i t e e k n a z a y i h o
 a k e y n a w a a k n a z a y a w o t o n w e u s k
 b i c m e i b c k z t o n m y a k o e n w u w s w s
 p e z u t a w i c a s t e o c c e k c u e a e a n u

- | | |
|--------------------|----------------|
| wavazankawicatoksu | wayazanka |
| miniuhaiyuskite | hiyazan |
| we | owinza |
| yuzaza | owinza ska |
| teziyazanpi | šina |
| asniya | iština |
| hipiyawicašta | ozikiya |
| pezutawicašta | niyapi |
| wavazankaawanyaka | osniiyuta |
| kiksuyešniiyave | itipakinte |
| pavazan | zanišni |
| okizi | wekan |
| wavazankatipi | niyašnihohpapi |
| kiunniya | ipahin |
| pezuta | pezuta pšunka |
| yazan | |

Puzzle 12 Word List
Tribal Office and Programs

Big Coulee	Iyakaptapi
Buffalo Lake	Canowanasani
Enemy Swim	Tokaniwayapi
Lake Traverse	Bdehdakinyan
Long Hollow	Kaksizahanska
Old Agency	Ateyanitiotanni
Veblen	Meipa
Sica Hollow	Kaksiza sica
ovate tipi	tribal office
ovate itancan	tribal chairman
ovate wowanikaga	tribal secretary
ovate nazaska awanyaka	tribal treasurer
woeconpi ovaka	program
wasagwicaya	nutrition
yuwaste	enrichment
miniwakan	alcohol
anantayuza	control
yuwaste	better
wiconi	life
ovate wapazopi	tribal fair
bdi hecapi	action
wozupi	plant gardens
wiyokihena	flag

Puzzle 12
Tribal Office and Programs

ovatew owapikagah ehagawca
 ovate mazaska awanyaka ogea
 aunzozoniuctag aotaez hatb
 ewainakawinini eougu aeeac
 iapzbd ois iwakannw pptyndf
 ostistaateciceyeiawauaag
 utastwzinaioniyaa pphwkki
 zeyaaigutseanenaniwgaonm
 apuascdikwnaiiknteipston
 htzkiiaeninpanaiahlttato
 eeasindoseukayo onsmeepew
 aksnsctkhnatntypkuoacppi
 twaanaoiiwaiiaaauantkaeha
 oiyvuhksatwnttttsmk sakuary
 kkaakoaksineoseiaa uyeewn
 aoczywnapiw ndiingcmoirni
 naiiouc asa atpataanmipeok
 iwwssitdpke angagkaipidta
 wagkwpoaadcmnaniswtnteed
 acaaadzwkeeioctiiboensh
 yiskooithcwnptakcndctbse
 amaepptikamnua naaieeayid
 pvwiia dipaowaomgarhoymsb
 ieotpbwoyne aipasanawonac

- | | |
|------------------------|-----------------|
| ovate tini | anaptayuz |
| ovate itancan | yuwaste |
| ovate wowapika | wiconi |
| ovate mazaska awanyaka | ovate wapazopi |
| woeconni ovaka | bdi hecapi |
| wasagwicaya | wozupi |
| yuwaste | wiyokihena |
| niniwakan | Kaksizahanska |
| Ivakaptapi | Ateyapitiotanni |
| Canowanasapa | Weipa |
| Tokaniwayapi | Kaksiza sica |
| Bdehdakinyan | |

Puzzle 13 Word List
Oowa varni wicoie

ahi - bring	ite - face
apa - to strike	iye - them
ate - father	kte - shall or will
ava - (command) to take	kta - to wait
ave - to take	kin - the
aze - breast	obe - some
bde - lake	ode - to look for
bdo - potato	oka - dig
can - tree	oku - to lend
cin - want	opa - to get in
ded - here	opi - hem of a dress
eti - already camped	ota - lots of
han - yes	ote - unconscious
hda - rings (sound)	owa - to write
hca - bloom	owe - tracks
hdi - a sore	pan - shout or yell
hed - there	pte - cow
hdo - growl	sbe - deep
hdo - bellow	sda - bald
how - hello	sdi - sound
hba - sleepy	sdo - melt
icu - take	ska - white
ide - lit	sni - cold
iha - laugh	sni - not
iku - chin	una - peanut
ina - mother	wan - a or an

Puzzle 13
Oowa yamni wicoie

35

w i n a i b d e w s a p s e d a
h a o t n h c a t o k e n d n o
y b n e a t a w o i o n i i w d
a s a a b o n i k e d c a a d s
y o b e t h a n u e u n b t e o
e i e w d k t e h t n a p o b t
n w o a n u o h i e y i b e n e
o d b i t y k n e h d o c s d a
a e i o i t e i b e y i k e i t
y d n i i h a b p a n p d i d e
a i h d o e s o h d i o k y h a
k k u i e b b w n i k u a a t z
s m e n i a e e w a o t y o p e
a e b s w s d i k t a e a i y a

ahi	can	hed	iku	ode	owe	sni
apa	cin	hdo	ina	oka	pan	sni
ate	ded	hdo	ite	oku	pte	uma
aya	eti	hou	iye	opa	sbe	wan
aye	han	hba	kte	opi	sda	
aze	hda	icu	kta	ota	sdi	
bde	hca	ide	kin	ote	sdo	
bdo	hdi	iha	obe	owa	ska	

I kapeya

Wocon

Extra Activities

Extra Activities

Poetry in American Indian Culture

Prerequisites: The pupils should have a basic understanding of the following:

1. Poems mean different things to different people.
2. Poetry that combines expressions of traditional and contemporary environments.
3. American Indian poetry also usually appeals to the senses.

Behavioral Objectives

1. Within a 15 minute period, read an Indian poem orally, and tell which of the above categories it would come under.
2. Within a 10 minute period, write a brief resume of your favorite poet.
3. List five other Indian poems you have recently read and write briefly about each. (15 minute time limit.)
4. Read the three selections chosen for you to read by your instructor and tell which sense each appeals to.
5. Within a 15 minute period, write an original short poem of something of interest.

Criterion Measures - The criterion measures for this module will be an open book test composed by your teacher.

1. Select 3 poems that are written about each of the following: (time limit - 10 minutes)

- a. Poetry about poet's native world.
 - b. Poetry combining new culture with the old.
 - c. Poetry about current life and happenings.
2. In a 15 minute period, write a short original poem about anything that is of interest to you. State which of the senses it appeals to.
 3. In a 10 minute period, read orally to the class a poem you have enjoyed, and explain briefly why you selected it.
 4. Time - 10 minutes, write a paragraph about your favorite author.

Learner Activity

1. A booklet of original poems of all the class will be compiled and illustrated with drawings. This will be a group project.

Related Content

1. A display of poetry, books, drawings, artifacts, and any other materials pertaining to poetry module will be available for classroom use and discussion.

Resources

1. Jones, Nettie: The Trees Stand Shining.
2. Allen, Terry; Durham, Mae J.: The Whispering Wind.
3. McGrath, Thomas; Vinz, Mark: Dacotah Territory 5.

Paper

4. Mohawk Nation: Roosevelton, "Akwasasne Notes", N.Y.

Subject: The Three Types of Heat Transportation.

Prerequisites; The students should have a good basic understanding of some science principles, such as the atomic and molecular structure of matter and ability of energy to be in several different shapes and forms. The student should also have a basic understanding of the way of life of the American Indian.

Behavioral Objectives

1. To list the three types of heat transportation used by the American Indians in their daily living.
2. To explain how the type of heat transportation known as conduction was used by the American Indians.
3. To explain how the type of heat transportation known as connection was used by the American Indians.
4. To explain how the type of heat transportation known as radiation was used by the American Indians.

Criterion Measures

1. To list the three types of heat transportation used by the American Indians in their daily living.
2. To explain in 250 words or less, in 15 minutes without aids, how the type of heat transportation known as connection was used by the American Indians.
3. To explain in 250 words or less, in 15 minutes without aids, how the type of heat known as radiation was used by the American Indians.

Related Content Activities

1. The class will be conducted using various approaches. The majority of the material will be received verbally and by reading from resource materials. However, all of the following may be used at one time or another.
 1. Comparative analysis
 2. Experimentation
 3. Reading
 4. Laboratory experience
 5. Lecture
1. Comparative Analysis: This will be a thought process in which the teacher will initiate the description and analysis so as to ascertain and evaluate similarities and differences in the types and uses of heat transportation used by the American Indians.
2. Experimentation: This activity will involve a planned experimental procedure that will enable students to discover the types of heat transportation by means of controlled variations of conditions.

Subject: Importance of the Buffalo to the Plains Indian

Summary Statement: This is a two lesson module from a unit on the buffalo. The purpose of the unit as a whole will be to point out the importance of the buffalo to the Plains Indians. Also, the students would ultimately note that the disappearance of the buffalo coincided with the disappearance of traditional Indian way of life.

Prerequisites: The students' background information should include a sense of geography so that they clearly know where the Plains States are. Previous lessons would have acquainted them with the names of most of the tribes who lived on the plains. Also, pupils would have learned general information about the size, appearance, and habits of the buffalo from earlier lessons.

Specific Behavioral Objectives

1. After a class review of the topic, the students will be divided into groups of 5 or 6 pupils, and will present 2 or 3 minute demonstrations to the class depicting how the early Mandan Indians trapped the buffalo.
2. After a class review, and when presented with a large sheet of paper and crayons, the pupil will draw in a 15 minute period, a picture of one phase of the Mandan buffalo hunt and correctly caption the picture.

3. When presented with 10 statements concerning the Mandan buffalo hunt, the student will within 5 minutes and with 90% accuracy, identify the statements as true or untrue.

Criterion Measures

1. After being divided into groups of 5 and 6 people each, you will be given 10 minutes to prepare a 2 or 3 minute demonstration. Show before the entire class, what you have learned about the Mandan Indians' buffalo hunt.
2. You will be given 15 minutes to draw one of the phases of the Mandan buffalo hunt. You are to write a phrase either near the top or the bottom of the drawing, which tells what the drawing shows.
3. On the sheet of paper the teacher has given you, are 10 statements concerning the Mandan buffalo hunt. Decide whether the statement is true or untrue. Write the word true or untrue in the blank before each sentence. If you find the sentence untrue, cross out the one word that makes the sentence untrue, and write a word above it that makes the sentence true. You will have 5 minutes to complete this task.

Related Content Activities

1. Students will discuss what they think the early Mandan buffalo hunt was like.
2. The teacher will come forward and choose the others he feels he needs to demonstrate his concept of the Mandan buffalo hunt.

3. The teacher will read to the students about the Mandan buffalo hunt.
4. After discussion of how their ideas may have differed from those in the story, pupils will work in groups to accurately demonstrate to the rest of the class information they have about the buffalo hunt.
5. Pupils will draw one phase of the buffalo hunt and caption that picture.

Subject: A Comparative Study of the Indian Nations Prior to
European Civilization

Prerequisites: Prior to this particular module, students will have been divided into groups of 2 or 3, assigned a particular Indian nation for their group, given a number of possible reference materials, and given a number of areas to study.

List of Nations

List of Comparisons

Apache	Customs
Seminole	Dress
Cherokee	History
Chippewa	Traditions
Crow	Dwellings
Delaware	Foods
Nez Perce	Occupations
Navajo	Heroes
Pueblo	Religion
Pima	Rituals
Sioux	Beliefs
Iroquois	Legends
Mohawk	Art
Algonquin	Symbols
Hopi	Geographic Conditions

The students spend the previous two or three modules collecting data on the suggested list of comparisons.

Behavioral Objectives

At the close of this particular module, students will have demonstrated through symbols, responses, and discussion, a knowledge of the various topics in the suggested list of comparisons for their assigned Indian nation.

It is not until the following module, when students have pointed out and discussed the various contrasts and comparisons among the many Indian nations, that the student will be expected to demonstrate some knowledge of the similarities and differences among the Indian nations in relation to their geographical locations.

Criterion Measures

Students will be judged on their symbols depicting the items found on the list of comparisons, their explanation of them, and their ability to handle questions fielded to them from other members of the class. They will all be judged on their knowledge of the location of each Indian nation and its geographic features which affect the life of the inhabitants.

Activities

Prior to this module, students should have completed the task of collecting data on the topics in the list of comparisons for their assigned Indian nation. They should also be able to pinpoint to some extent, the boundaries in which their assigned Indian nations lived just prior to the arrival of the Europeans.

On the day of this particular module, the teacher will have constructed a large wall map of the United States. This can be

done easily by projecting a transparency of a United States map from an over-head projector, to a large piece of paper tacked to the wall and tracing its outline with a magic marker..

When the students arrive, they will break up into their groups and leafing through a number of magazines - find pictures, captions, or symbols to represent the topics in their list of comparisons for their particular Indian nation. After approximately 20 minutes, they will then paste their pictures and symbols in collage form on the wall map, being sure to stay within the location boundaries of their assigned Indian nations. After approximately 10 minutes, one group at a time will begin an interpretation of their section of the collage, collectively answering any questions fielded to them by the rest of the class.

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School of Education

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