Materials
for the Teaching of
Muscogee (Creek)
and
Seminole

Year 1

by

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Introduction

These preliminary materials were produced at the Oklahoma Native American Language Development Institute, held in Harrah, Oklahoma in June, 1993. We would like to thank Carl Downing (Director), Akira Yamamoto (Senior Linguist), and the institute staff for organizing the institute. We are also grateful to our fellow students for inspiration and encouragement.

Ideally, classroom teachers using these materials would themselves be native speakers of Muscogee or Seminole. Realistically, however, we know that most classroom teachers using these materials will still be students of the language. We have therefore assumed a collaborative model in which a native speaker visits the classroom for at least twenty minutes each day. We imagine that the native speaker will work with the classroom teacher to develop specific lessons and activities, and that he or she will entertain the students with fluent, lively, living conversation, stories, and games. The classroom teacher will try to incorporate aspects of the day's lesson (vocabulary items, for example, or more depending on the instructor's abilities) throughout the day. If the native speaking instructor introduces names of different kinds of frogs, for example, the classroom instructor might choose to play leap frog as a physical activity, to study the development of frogs from tadpoles in science, or to read a story about frogs or amphibians. In this way, Muscogee or Seminole can be brought into each aspect of the day's lessons without demanding full fluency on the part of the classroom instructors. Of course, we hope that classroom instructors will actively study Muscogee and Seminole, and that native speakers of the language will train to become classroom instructors.

Situations may differ widely from school to school. We hope these materials are flexible enough to be useful elsewhere.

These materials have not yet been tested in the classroom. Some units have been developed in more detail than others. We will continue to work on these over the next year as they are put into use. We welcome comments, additions, and suggestions.

Background

Muscogee and Seminole are closely related dialects of a single language primarily spoken in east-central Oklahoma. Muscogee and Seminole belong to a family of languages called Muskogean, a family that includes Choctaw and Chickasaw, among others. According to the 1990 U.S. census, "Muskogee" (including Muscogee and Seminole) is the seventh largest language in the state of Oklahoma, with 4,092 acknowledged speakers. It is the second largest native language spoken in Oklahoma, (only Cherokee has more, with 6,774 speakers). The two languages are used at ceremonial grounds and in churches, and they continue to play an important role in local communities.
Overview of Topics Covered

YEAR 1

Weeks 1-3  • families
           • 'my' and 'your' with kin terms

Weeks 4-6  • animals
           • clan names

Weeks 7-9  • food items

Weeks 10-12 • colors

Weeks 13-15 • 'my' and 'your' with body parts
              • 'Touch your (nose, etc.)', 'I'm touching my (nose, etc.)'

Weeks 16-18 • senses
              • commands with senses

Weeks 19-21 • hygiene
              • more singular commands
              • review of body parts

Weeks 22-24 • nature
              • review of animals
              • 'Let's (swim, run, etc.)'
              • activities

Weeks 25-27 • clothing

Weeks 28-30 • household items
              • review of family and hygiene

Weeks 31-33 • communities
              • review of family unit and animal unit

Weeks 34-36 • numbers
              • review of body parts
              • 'I have (two eyes, etc.)', 'What do you have?'
Useful expressions for all year: people and things

Classroom objects:

ohhompetv  table
ohliketv  chair
vhaukuce  window
vhauke  door
cukuce  bathroom
uewv, owv, wē wv  water
cokv  paper, book
eshotcickv  pencil
pytakv  pallet, mat, blanket
akkopvnkv ĕ kvnv  playground

School things, school people:

svyoklasketv  swings
ohsoblotkeltv  slide
oktahv 'tohahvwwv  sandbox
pokko takketv  kickball
pokko ĕ kvnv  ball diamond
hompetv cukov  cafeteria
oh-vfastv  nurse
ohhē cv  principal
'mvhhayv  teacher
Useful expressions for all year: commands

Commands for the classroom and playground:

- Letkekot! Don’t run (to one person)!
- Tokorkekot! Don’t run, you two!
- Pefatkekot! Don’t run, y’all!

- Letkvs! Run (to one person)!
- Tokorkvks! Run, you two!
- Pefatkvks! Run, y’all!

- Taskvs! Jump (to one person)!
- Tashokvks! Jump, you two!
- Tasecvks! Jump, y’all!

- Likvs! Sit down (to one)!
- Kakvks! Sit down, you two!
- Vpokvks! Sit down, y’all!

Note: the above are for sitting on chairs—sitting on the ground is different.

- Wakkvs! Lie down (to one)!
- Wakhokvks! Lie down, you two!
- Lomhvks! Lie down, y’all!

- Cayvkvs! Be quiet (to one)!
- Cayvhokvks! Be quiet, you two!
- Cayvhokvks! Be quiet, y’all!

- 'Mapohicvs! Listen to me (to one)!
- 'Mapohicvks! Listen to me (to two or more)!

- A-huervs! Stand up (to one)!
- A-sehokvks! Stand up, you two!
- A-svpaklvks! Stand up, y’all!

- Nekē yekot! Don’t move (to one)!
- Nekē hoyekot! Don’t move (to two or more)!

- Heyv hecvs! Look at this (to one)!
- Heyv hecvks! Look at this, y’all!

- Vtes! Come (to one)!
- Vthokvks! Come, you two!
- Vwvks! Come, y’all!

- Ahwet tak-vpokvks! Y’all come and sit down (on the floor)!

- Tvlvlahket! Line up, y’all!
Useful expressions for all year: 'Let's' expressions

<table>
<thead>
<tr>
<th>Nocicvkē s!</th>
<th>Let's all go to sleep!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Akkopvnvkē s!</td>
<td>Let's all play!</td>
</tr>
<tr>
<td>Hompvkē s!</td>
<td>Let's all eat!</td>
</tr>
<tr>
<td>Ohhonvyvkē s!</td>
<td>Let's all read!</td>
</tr>
<tr>
<td>Yvhikvkē s!</td>
<td>Let's all sing!</td>
</tr>
<tr>
<td>Nak vhayvkē s!</td>
<td>Let's all draw something!</td>
</tr>
<tr>
<td>Vpē yvykē s!</td>
<td>Let's all go!</td>
</tr>
<tr>
<td>Naken hayvkē s!</td>
<td>Let's all make something!</td>
</tr>
<tr>
<td>Vhvmkvvtvkē s!</td>
<td>Let's all count!</td>
</tr>
</tbody>
</table>
Year 1

Weeks 1-3  
•families  
•'my' and 'your' with kin terms

Prepared by Gwyneth Ayres, Linda Harjo, and Rosie Smith.

TOPIC STATEMENT: All children have a family that is special to them. Many children live in extended family homes. Their primary caregivers are their main role models.

GOAL: The family structure for Muscogee and Seminole peoples are unique due to the clan system and all children should be aware of these differences.

CONCEPTS: The primary caregivers are often the parents and/or grandparents. Parents and grandparents fulfill unique roles in the community and home. Also, the structure of the clan system is based upon the mother's clan.

LANGUAGE OBJECTIVES: The learner will be able to recognize the Muscogee words for 'mother', 'father', 'grandmother', and 'grandfather'. The learner will be able to recognize picture word cards representing these terms. The learner will be able to demonstrate pride in their families and their accomplishments. The learner will look through the magazines and find pictures of things that are in the home that their parents use. The learner will take a field trip to identify places in the community where their parents or grandparents work.

SUGGESTED ACTIVITIES:
1. Use picture cards to recognize parents and grandparents.
2. Make sock puppets to symbolize family members and do a skit.
3. Go on a field trip to locate places in the community where parents and grandparents work.
4. Make a picture collage from magazine cutouts of people who look like parents and grandparents.
5. Make a book about all kinds of families.
6. Discuss the concept that family structures can be very different.
7. Read a book about families.
8. Make a big book from large grocery bags about each student's family.
9. Invite some of the students' families to a "family night" in which the students do their skit, etc., and family caregivers are each given an award that the children have made for them.
10. Invite a parent or a grandparent to come and tell the students what it was like in their family when he/she was young.

EVALUATION: The teacher will observe the students while they are doing this unit and students will have a portfolio of each one of their activities for assessment.

MATERIALS AND RESOURCES: Picture cards, socks, magic markers, bus and driver, magazines, scissors, glue sticks, native speakers, parents and grandparents, photographs of family members, construction paper.

RELATED CONTENT AREAS AND COMMUNITY EVENTS: Clans, social studies (introduction to household items and community), art.
Families: Lesson 1

UNIT TOPIC AND GOAL: The learner will be able to recognize the possessed forms of the Muscogee or Seminole words for 'mother', 'father', 'grandfather', and 'grandmother'.

CONCEPTS FOR THIS LESSON: Introduction to families. The student will feel comfortable while listening to a book about Muscogee or Seminole families and will be able to compare the family in the story with their own family. Families are very important to all children.

LANGUAGE OBJECTIVES: The student will listen to and recognize differences in family relationships.

ACTIVITIES/PLAN:

a. Introduction: Introduce the concept of family.

b. Implementation: Read a book about families. Discuss family relationships.

c. Closure: Have children comment about their families.

d. Evaluation: Participation and 'question and answer' session.

e. Follow up: Children will make their own family relationships.


LANGUAGE MATERIALS:

cvcke
cecke
my mother
your mother
cvrke
cerer
my father
your father
cvpuse
cepuse
my grandmother
your grandmother
cvpoca
cepoca
my grandfather
your grandfather

Heyv _____t os. This is _____.

Heyv cvcket os. This is my mother.
Heyv cvpuset os. This is my grandmother.

Heyv _____t owv? Is this ____?

Heyv cerket owv? Is this your father?
Heyv cepocat owv? Is this your grandfather?

RELATED CONTENT AREAS AND COMMUNITY EVENTS: Math, language arts, social studies, art.
Families: Lesson 2

Prepared by Rosie Smith.

UNIT TOPIC AND GOAL: Families: The learner will be able to recognize/say words for immediate family members.

CONCEPTS FOR THIS LESSON: Review the Big Book about families. Children will begin to draw pictures of family members to make their own family books.

LANGUAGE OBJECTIVES: The learner will be able to recognize differences in the Muscogee/Seminole families as compared to other families.

ACTIVITIES/PLAN:

a. Introduction: Review the Big Book from the previous lesson. Prepare to draw pictures of persons in their own families/homes.

b. Implementation: hand out white sheets of construction paper/crayons for kindergarten students to draw family members, always reinforcing the words in Muscogee/Seminole. Make a Family Book of their drawings.

c. Closure: Have children finish drawings of family members. Discuss several drawings (by selection). Participation in question and answer session (approximately five minutes).


e. Follow-up: Children will continue drawings of parents and grandparents.

MATERIALS AND RESOURCES: Big Book, construction paper, crayons.

Year 1

Weeks 4-6 • animals
   • clan names
   • 'I'm (Raccoon Clan, etc.), 'What clan are you?'

Prepared by Cathy Oglesby, Betty Smith, Betty Whitson, Russell Whitson.

TOPIC STATEMENT: All students will learn about the tame and wild animals, and why they are special to us or useful.

GOAL: Students will learn the importance of clans to Muscogee and Seminole cultures.

Note: For those who know their clans, clan membership can be an important aspect of one's identity. Some Muscogee and Seminole students will not know their clans, and will not be familiar with the concept. Since clan membership is inherited from the mother, an older relative on the mother's side of the family may be able to tell the student. Inevitably, many students will not know their clans or will not have clans. As a result, the issue of clans and clan membership needs to be treated sensitively. Differences in the backgrounds of different students should be recognized and respected.

CONCEPTS: Understanding the different animals and their natural habitats, relationships between animals and clans.

LANGUAGE OBJECTIVES: The learner will be able to say the words for 'raccoon', 'bear', 'alligator', 'turtle'. The learner will be able to use pictures of animals and the word cards. The learner will be able to demonstrate to each other.

SUGGESTED ACTIVITIES:

1. Animal books to recognize animals.
2. Flash cards with names of animals.
3. A field trip to a zoo or a farm.

EVALUATION: The teacher will observe the students while doing the activities, and will listen to the children saying the words (if they're ready).

MATERIALS AND RESOURCES: Books, flash cards, native speaker, pictures, scissors, glue.

RELATED CONTENT AREAS AND COMMUNITY EVENTS: Traditional dances, field trips, ranger programs.
Animals: Lesson 1

Prepared by Cathy Oglesby, Betty Smith, Betty Whitson, Russell Whitson.

UNIT TOPIC AND GOAL: The learner will be able to recognize and say animal clans in the Muscogee or Seminole languages.

CONCEPTS FOR THIS LESSON: Animals and habitats, clans.

LANGUAGE OBJECTIVES: animal names and related clan names.

ACTIVITIES/PLAN:

a. Introduction: Introduce the concept 'animals'.

b. Implementation: Read a book on animals. Discuss clans.

c. Closure: Have children discuss their own clans (if they know them).

d. Evaluation: Use flash cards to test for responses (if the children are ready).

e. Follow-up: Children will make animal booklets.

MATERIALS AND RESOURCES: construction paper, glue, pictures.

LANGUAGE MATERIALS:

Useful phrases (these can be passed around from student to student):

(name of clan) owis. I'm (name of clan).

Cemeteliketv naket owa? What's your clan?

OR Nak vlket ontska? What's your clan?

Kerrvks. I don't know.

wotko raccoon
Wotkvlke Raccoon Clan

hvlptv, vlpvtv alligator
Hvlptvvlke, Vlpvtvlke Alligator Clan

eco deer
'Covvlke Deer Clan

fuswv bird
Fuswvlke Bird Clan

nokose bear
Nokosvlke Bear Clan

hotvlē wind
Hotvlklvlke Wind Clan
katcv  tiger
Katcvvlke  Tiger Clan

kono  skunk
Kono  Skunk Clan (discuss this respectfully)

Grammar note for the instructor:  

vlke  is added to nouns to indicate a human group. Here are some more examples:

Maskokvlke, Mvskokvlke  Muscogees
Semvnolvlke  Seminoles
Cahtvlke  Choctaws

Other animals (these aren't clans):

efv  dog
pose  cat
fo  bee
lvmhe  eagle
tvse  bluejay
cufe  rabbit
lucv  turtle
cetto  snake
rvro  fish
yopo-lowake  elephant
cuntv  worm
canv  fly

RELATED CONTENT AREAS AND COMMUNITY EVENTS:  Language arts, cognitive skills, art.
Animals: Lesson 2

Prepared by Betty Smith.

UNIT TOPIC AND GOAL: Animals/Frogs: Students need to have an understanding of numbers because they are used so much in everyday life, they need to be aware of animals because they are so much an integral part of their environment.

CONCEPTS FOR THIS LESSON: Awareness of the numbers 1-10 and words for various types of frogs in Muscogee/Seminole. How these words are used in the natural environment.

LANGUAGE OBJECTIVES: Students will be introduced to numbers in Muscogee/Seminole and the words for types of frogs.

ACTIVITIES/PLAN:

a. Introduction: Reviewing the five different words for types of frogs, using flannel board for Ten Little Frogs. Children will make a frog bean bag.

b. Implementation: Presentation of song "Ten Little Frogs" in Muscogee/Seminole; Frog Bean toss (when you make it into a box, you win a prize); color sheets with ten frogs to color and trace number 10.

c. Closure: Reinforcing the song and the five different frog words.

d. Evaluation: Observation of children singing the song and repeating the words.

e. Follow-up: Reintroduce song, numbers, words for frogs.

MATERIALS AND RESOURCES: Flannel board; flannel story; mimeograph pattern of frog, picture flash cards of the words.

LANGUAGE MATERIALS:

kote  frog
vptvnnv  bullfrog
sopaktv  toadfrog
oskə nhuehkv  tree frog ("calls for rain")
welatahkv  tree frog (another word)
tokyolkv  tadpole

Sopaktucvlke palet ohhvpokvṭē s.
Okyehan pypaket, "Čynpē tē !" makaket, hvnket enhiyiyet aktasiken, sopaktucvlke ostvpaket vhoskvṭē s.

Onkv,

Sopaktucvlke ostvpaket ohhvpokvṭē s.
Okyehan pypaket, "Čynpē tē !" makaket, hvtvm, hvnket enhiyiyet aktasiken, sopaktucvlke cenypaket vhoskvṭē s.
Onkv,

Sopaktuce hokkolet ohkakvěš.
Okyehan pvpaket, "Cvmpê tê!" mahoket,
hvtvm, hvmket enhiiyiet aktasiken,
sopaktuce hvmket vhoskvtěš.

Onkv,

Sopaktuce hvmket ohlikvěš.
Okyehan papet, "Cvmpê tê!" maket,
ohwen, mau enhiiyiet aktasiken,
sopaktuce sepekatěš.

**RELATED CONTENT AREAS AND COMMUNITY EVENTS:**  Science, physical education (leap-frog), art.
Year 1

Weeks 7-9

•food items
•'I like...', 'What do you like?'

Prepared by Cathy Oglesby

TOPIC STATEMENT: All children need to understand how traditional foods and food preparation relate to Muscogee culture.

GOAL: All American Indian groups have traditional foods and methods of food preparation unique to their culture. The Muscogees have several traditional foods that children should be familiar with.

CONCEPTS: It is important for students to learn about our native foods and dishes. They need to develop appreciation for our traditional foods and the ways in which they are prepared.

LANGUAGE OBJECTIVES: The learner will be able to demonstrate understanding of and oral production of short phrases related to basic needs such as, "I am hungry," and "I am thirsty." They will understand and be able to use words related to traditional foods and food preparation: "wild onions", "fry bread", "grape dumplings".

SUGGESTED OBJECTIVES:

1. Use structured dialogues to practice, "I am hungry." and "I am thirsty."
2. Have students practice the dialogues in pairs and respond appropriately with glasses of water and crackers.
3. Teacher will show cards with pictures of traditional foods.
4. Teacher will model names of traditional foods in Muscogee.
5. Teacher will introduce students to recipes.
6. The recipes will contain Muscogee words for traditional food items.
7. The teacher will demonstrate putting together one recipe for cooking with students watch.
8. Students will participate in a recipe activity following the model of the teacher in small groups.
9. Students will draw pictures of their cooking activities showing the steps in sequence.
10. Students will write a composition about their cooking activities.
11. Students will bring in recipes from home and share them with the class.
12. An elder will be invited to come to the class to demonstrate the cooking of a traditional food in a traditional way.
13. Students will write compositions about the elder's visit.
14. Students will write the elder to thank him/her for the demonstration.
15. Students will prepare a class recipe book with recipes brought from home.
16. Students will place all cooking/food activity products in a portfolio.

EVALUATION: The teacher will observe the students while they are doing each of these activities. Peers will take notes on group activities and place the notes in the portfolio. Holistic grading will be used to evaluate the compositions.

MATERIALS AND RESOURCES: Picture cards, books, recipe cards, cooking materials, paper, pencils, crayons, colored paper, scissors, cooking ingredients.
RELATED CONTENT AREAS AND COMMUNITY EVENTS: Social studies, math, art, language arts
**Food items: Lesson 1**

Prepared by Betty Smith.

**UNIT TOPIC AND GOAL:** Food/traditional/corn: Children will need to have an understanding of the word for 'corn' in Muscogee/Seminole, as well as the uses of corn in everyday life.

**CONCEPTS FOR THIS LESSON:** Children will be exposed to the different varieties of corn and its uses.

**LANGUAGE OBJECTIVES:** Children will be exposed to the traditional food in Muscogee/Seminole, as well as words relating to tastes and colors.

**ACTIVITIES/PLAN:**

a. **Introduction:** 1) Children will make sofkey; 2) children will have a tasting party; 3) children will bring favorite corn recipes; 4) children will have elders come in.

b. **Implementation:** Presentation of Story of Corn, lesson about the different ways it's used.

c. **Closure:** Reinforcing the story and its traditional ways.

d. **Evaluation:** Observation of children saying the words for corn, hominy, and sofkey.

e. **Follow-up:** Reinforcement.

**MATERIALS AND RESOURCES:** Flash cards, recipes, samples of food, sofkey corn, Story of Corn.

**LANGUAGE MATERIALS:**

| vce       | corn   |
| afke      | hominy |
| (o)safke  | sofkey |
| vce taklike | cornbread |
| ēcko      | dried corn |
| taklik(e) kvmokse | sour cornbread |

**RELATED CONTENT AREAS AND COMMUNITY EVENTS:** Home, stomp dance, pow-wow.
Food items: Lesson 2

Prepared by Margaret Mauldin and Jack Martin.

UNIT TOPIC AND GOAL: The learner will be able to describe food that she/he likes.

LANGUAGE OBJECTIVES: The 'I like___' construction and the 'Do you like___?' construction, as well as additional words for foods.

ACTIVITIES/PLAN:

a. Introduction: The teacher discusses foods she/he likes, and says why.

b. Implementation: The teacher begins the lesson by saying, "I like (name of food)." The teacher then asks one student, "What do you like?" Each student repeats the exercise with another student.

c. Closure: If there is time, students can draw pictures of their favorite foods.


e. Follow-up:

LANGUAGE MATERIALS:

_____ cvyacē t os.  I like ____.

Svtv cvyacē t os.  I like apples.
Yvlahv cvyacē t os.  I like oranges.

Naken ceyacē t owa?  What do you like?
Estowen?  Why?

svtv  apples
pyrko afke  grape dumplings
tafvmpuce  wild onions
vloso  rice
tvlako  beans
taklik(e) 'sakmorke  frybread
wakv pesē  milk
'tolose  chicken
'custake  eggs
wakv (v)peswv  beef
yvlahv  oranges
pyrko  grapes
tvlak(o) lane  green beans
Year 1

Weeks 10-12  •colors
•'What is (color)?'

Prepared by: Cathy Oglesby

TOPIC STATEMENT: Colors are important in Muscogee culture. They relate not only to
clothing, natural objects and seasons, they also relate to feelings and the four directions.

GOAL: Colors play a unique role in the Muscogee culture and children should be aware
of these roles.

CONCEPTS: Understanding the color names in Muscogee and how they both resemble
and differ from color names in English.

LANGUAGE OBJECTIVES: The learner will be able to recognize the Muscogee words for
'red', 'white', 'black', blue' and 'yellow-green-brown'. The learner will be able to recognize
color charts representing these terms. The learner will demonstrate understanding of
these terms by matching appropriate Muscogee color terms with color charts and by
identifying the appropriate colors of natural objects when questioned by the teacher.

SUGGESTED ACTIVITIES:

1. Discuss the concept that colors are represented by different sets of words in different
   languages.
2. Ask students to divide up color cards based on color words in English.
3. Model color words in Muscogee.
4. Use color cards to represent colors in Muscogee.
5. Ask students to match oral color words in Muscogee spoken by the teacher with the
   appropriate color cards.
6. Ask students to sort color cards according to Muscogee words.
7. Lead class discussion on differences in sorting systems in English and Muscogee.
8. Introduce natural objects and ask students to match Muscogee color names to the
   objects.
9. Have students draw pictures of objects using the natural colors found in the
   environment around them.
10. Introduce the concept of colors and seasons.
11. Have students write stories or color pictures about the seasons using color names.
12. Introduce the concepts of colors and the four directions.
13. Have students create a group story about one color and its relationship to a cardinal
    direction.
14. Have an elder speak to the class about the relationship of colors to directions.
15. Have students write a story or draw a picture about the elder's visit. Or have them
    write a letter of thank-you to the elder telling the elder what they learned.

EVALUATION: The teacher will observe the students while they are doing this unit and
students will make a portfolio of all of their activities related to colors.

MATERIALS AND RESOURCES: Picture cards, color cards, natural objects, paper, art
supplies, scissors, glue, native speakers, tapes, tape recorders.
RELATED CONTENT AREAS AND COMMUNITY EVENTS: Social studies, art (introduction to the four directions and seasons).
Colors: Lesson 1

Prepared by Cathy Oglesby.

UNIT TOPIC AND GOAL: The learner will be able to recognize the Muscogee words for colors.

CONCEPTS FOR THIS LESSON: Introduction to colors in Muscogee culture. The student will feel comfortable sorting objects and pictures by color according to Muscogee color coding system. This system is important to Muscogee culture and should be understood by all children.

LANGUAGE OBJECTIVES: The student will listen to and recognize differences in English and Muscogee color coding systems.

ACTIVITIES/PLAN:

a. Introduction: Introduce the concept of colors in English and Muscogee.

b. Implementation: Engage children in activities requiring sorting by color coding in English and Muscogee.

c. Closure: Have children discuss differences in the two color coding systems.

d. Evaluation: Observation of children's level of participation in all activities.

e. Follow up: Children will draw a picture or write a story about Muscogee colors and how they differ from color names in English.

MATERIALS AND RESOURCES: Pictures, natural objects, construction paper, crayons, glue

LANGUAGE MATERIALS:

Colors:
cate                  red
hvtke                   white
lvste                  black
lane                     yellow, green, brown
holatte                  blue

Objects and Pictures:
svty                      apple
fuscate               cardinal
vmestelepikv             my shoes
vholoce                    clouds
cokv                       paper
wakv pes              milk
pvhe                       grass
eto                        trees
sutv                       sky

Naket _____t owa? What is ____________?
Naket catet owa? What is red?
RELATED CONTENT AREAS AND COMMUNITY EVENTS: Science, Art
Colors: Lesson 2

Prepared by Cathy Oglesby.

UNIT TOPIC AND GOAL: The learner will be able to understand that colors have a special relationship to seasons in the Muscogee language.

CONCEPTS FOR THIS LESSON: Introduction to the relationship between colors and seasons in Muscogee. Seasons are very important in Muscogee and it is important for students to recognize the role that colors take in the identification of seasons.

LANGUAGE OBJECTIVES: The student will be able to match Muscogee colors with various Muscogee seasons.

ACTIVITIES/PLAN:

a. Introduction: Review the color terms and introduce the concept of seasons.

b. Implementation: Complete an exercise on seasons and discuss differences in seasons in English and seasons in Muscogee.

c. Closure: Have children draw a picture or write a story about a season using the appropriate color terms associated with that season.

d. Evaluation: Teacher will observe student's activities and will use a check-list to evaluate the structure of the composition.

e. Follow up: Children will make a season book and illustrate it with crayons.

LANGUAGE MATERIALS:

Colors

cate  red
hvtke  white
lvste  black
lane  yellow, green, brown
holatte  blue

Seasons

RELATED CONTENT AREAS AND COMMUNITY EVENTS: Social studies, art, natural science
Colors: Lesson 3 (SAME AS LESSON 1??)

The teacher begins by asking, "What is (name of a color)?" The student she or he asks must respond with the name of something with that color.

Naket _____ t ow?  
What is _____?

catē  red
hvtke white
lvstē black
lanē yellow, green, brown
holattē blue

Some possible answers:

svtv apple
fuscate cardinal
vholocē clouds
cokv paper
cvnute my teeth
wakv pesē milk
cvkisse my hair
cvturvw my eyes
pvhe grass
eto trees
suv sky
vmelepipv my shoes
mv cokv that book
mv ohhompetv that table
mv ohliketv that chair

Cultural notes: the colors red, white, black, and yellow are associated with the four races:

este-cate red person
este-hvtke white person
este-lvstē black person
este-lane yellow person

Grammatical note for the instructor: in compounds, the final -e is short. In sentences, it's long (-ē).
Year 1

Weeks 13-15

- body parts
- 'Touch your (body part)', 'I'm touching my (body part)'

Goal: The learner will be able to understand the words for body parts.

Cross References: Introduction to hygiene, physical education activities, introduction to senses.
**Body parts: Lesson 1**

Prepared by Linda Harjo.

UNIT TOPIC AND GOAL: Body parts: The learner will be able to identify various body parts. The learner will be able to use these vocabulary words in meaningful sentences in Muscogee/Seminole.

CONCEPTS: Learners will become familiar with body parts in Muscogee/Seminole. Learners will be immersed in auditory comprehension exercises and will be asked to utilize visual skills in recognizing body parts and associating them with Muscogee/Seminole words.

LANGUAGE OBJECTIVES: The learner will be able to pronounce the words for 'hair', 'head', 'eyes', 'nose', 'mouth', 'ear', 'arm', 'hand', 'leg/foot'.

ACTIVITIES/PLAN:

a. Introduction: In group time, these concepts will be introduced by talking about our body parts. Muscogee/Seminole will be used to label these parts.

b. Implementation: The vocabulary words will be modelled by the teacher. Then the words will be reinforced through a Bingo game. The teacher will show a card to the class which has a body part depicted on it. The teacher will say the body part in Muscogee/Seminole. Children will be asked to match the picture and word with the Bingo card on their desk.

c. Closure: The teacher will review the pictures of body parts and the Muscogee/Seminole words for them orally.

d. Evaluation: Learners' ability to recognize body parts and recall one body part at a time will be evaluated through their ability to participate in the bingo game.

e. Follow-up: Learners will construct a book about their own body parts, using self-drawn pictures and labels in Muscogee/Seminole.

MATERIALS AND RESOURCES: Bingo cards, game pieces, body parts on cards, treats.

LANGUAGE MATERIALS:

- cvkisses: my hair
  - cekisses: your hair
- cvkv: my head
  - cekv: your head
- cvturwv: my eyes
  - ceturwv: your eyes
- cvyopo: my nose
  - ceyopo: your nose
- cvcokwv: my mouth
  - cecokwv: your mouth
cvhvcko my ear
cehvcko your ear
cvsakpv my arm
cesakpv your arm
cvnke my hand
cenke your hand
cvlle my leg/foot
celle your leg/foot

Body parts: Lesson 2

Prepared by David Skeeter.

UNIT TOPIC AND GOAL: Body parts: As with all languages, there are names for all the human body parts. These terms are essential for conversation as they are very common in daily usage.

CONCEPTS FOR THIS LESSON: Identifying body parts.

LANGUAGE OBJECTIVES: names of body parts.

ACTIVITIES/PLAN:

a. Introduction: Instructor demonstrates and models identification of own body parts in English. Then the instructor demonstrates and models the same in Muscogee/Seminole. Students are then instructed to identify their own body parts.

b. Implementation: The procedure can be expanded by having students indicate their friend's body parts.

c. Closure:

d. Evaluation: The instructor will observe the students identifying the body parts.

e. Follow-up:

MATERIALS AND RESOURCES:

LANGUAGE MATERIALS:

This is my hand. (Shows HAND)
Where is your hand?

This is cvnke. (Shows HAND)
Where is cenke?

Cvnket os. It's my hand.
Cenketv? How about yours?

RELATED CONTENT AREAS AND COMMUNITY EVENTS:
Body parts: Lesson 3

Based on an idea by Akira Yamamoto.

LANGUAGE MATERIALS:

The instructor begins by saying, "I'm touching my (name of a body part)." She or he then says to one student, "Touch your (body part)." This student then continues with another student.

_____ vcelakis.
Cvnke vcelakis.
Cvyopo vcelakis.

I'm touching _____.
I'm touching my hand.
I'm touching my nose.

_____ vcelakvs.

Touch _____.
vck vcelakis.

my hand
your hand

cvyp cvelakis.
my nose
your nose

cvle cvelakis.
my foot/leg
your foot/leg

cvle-wesakv cvelakis.
my toe(s)
your toe(s)

cvkv cvelakis.
my head
your head

cvkv cvelakis.
my ear(s)
your ear(s)

cvurwv cvelakis.
my eye(s)
your eye(s)

cvcokwv cvelakis.
my mouth
your mouth
Year 1

Weeks 16-18
• senses
• commands with senses

Goal: The learner will be able to understand verbs relating to the senses.

Cross References:
Commands.
Senses: Lesson 1

Prepared by Linda Harjo.

UNIT TOPIC AND GOAL: Senses: The learners will become more aware of their senses and will learn a variety of expressions in the Muscogee/Seminole language for talking about the senses.

CONCEPTS: Learners will use the five senses of: touch, hearing, seeing, smelling, and taste to understand the concepts of the five senses. They will learn how to talk about these experiences in the Muscogee/Seminole language.

LANGUAGE OBJECTIVES: The learner will be able to verbally describe a concrete object using their powers of perception. The concepts will be introduced one at a time starting with touch.

ACTIVITIES/PLAN:

a. Introduction: The children will be introduced to the concept of touch in a group activity. They will be asked to pick an object from a bag with their eyes closed. The teacher will model the Muscogee/Seminole phrase for the word for 'touch' and students will fill in descriptive adjectives after the phrase.

b. Implementation: At snack time the children will be given the opportunity to select a piece of fruit from a bag while they are blindfolded. They will be given the carrier phrase for 'touch' in Muscogee/Seminole and they will be encouraged to describe what they are feeling. The learners will then be asked to describe what they are feeling to the teacher who will record these feelings on the board.

The children will take off the blindfolds and discuss their perceptions of feeling vs. the perceptions of sight.

c. Closure: The children will get to eat the fruit (which will be an introduction to the next unit on taste).

d. Evaluation: The teacher will use observation and a checklist to determine if the learner is able to use the carrier phrase for touch appropriately. The teacher will ask questions about the descriptive words and check off responses of students as to their appropriateness.

e. Follow-up: Reinforce this activity with further touching and tasting activities. Compare and contrast the experiences.

MATERIALS AND RESOURCES: Assorted pieces of fruit in bags, blind folds, chalkboard, other snacks associated with snack time.

LANGUAGE MATERIALS:

Vcelakvs! Feel it (to one)!
Vcelakvks! Y’all feel it!
Celayvs! Touch it (to one)!
Celayvks! Y’all touch it!
Nake owētē? What is it like?

**Senses: Lesson 2**

Based on an exercise by Akira Yamamoto.

**LANGUAGE MATERIALS:**

The teacher has the students close their eyes:

Ceturwvn akhothuecvks!  Close your eyes (to one)!
Ceturwvn akhothuecvs!  Y'all close your eyes!

The teacher then places fruit or other objects in front of each student. The students are told the following (with their eyes still closed):

Emapohicvs!  Listen to it (to one)!
Emapohicvks!  Y'all listen to it!
Naken pohetska?  What do you hear?
Naken pohatska?  What do y'all hear?
Ensé fkvks!  Smell it (to one)!
Ensé fkvks!  Y'all smell it!
Nake owēte?  What is it like?
Naken pohetska?  What do you smell?
Naken pohatska?  What do y'all smell?
Vcelakvs!  Feel it (to one)!
Vcelakvks!  Y'all feel it!
Celayvs!  Touch it (to one)!
Celayvks!  Y'all touch it!
Nake owēte?  What is it like?

The teacher then has the students open their eyes:

Ceturwv hauhicvs!  Open your eyes (to one)!
Ceturwv hauhicvks!  Y'all open your eyes!
Naken hē cetska?  What do you see?
Naken hē cetska?  What do y'all see?

The students can then eat the fruit:

Pvpvs!  Eat it (to one)!
Ppvvks!  Y'all eat it!
Nake owēte?  What is it like?

Additional exercise. Students can try to guess what object is being described. Example:

Poloksēt os.  It's round.
Wepę klosę t os. It's fuzzy.
Kvšą pposę t os. It's cold.
Lanē t os. It's yellow/green/brown.
Cvmposē t os. It's sweet.
Naket owa? What is it?
(Pvkanv) (Peach)

These can be reversed to form poems.
Year 1

Weeks 19-21
- hygiene
- more singular commands
- review of body parts

Goal: The learner will be able to understand commands for good hygiene.

Cross References: Body parts.
Hygiene: Lesson 1

LANGUAGE MATERIALS:

Cenke okkosvs.                  Wash your hands.
Cekisse okkosvs.                Wash your hair.
Cenke kvpe 'sokkosvs.           Wash your hands with soap.
Cenute okkosvs.                 Brush your teeth.
Cekisse kasvs.                  Comb your hair.
Atcvke hvsvthakan vtcvs.        Wear clean clothes.
Aklopvs.                       Take a bath.
Year 1

Weeks 22-24

• nature
• review of animals
• 'Let's (swim, run, etc.)'
• activities

Prepared by Esther Bell, Terri Longhorn, Regina McAfee.

TOPIC/THEME STATEMENT, GOAL, CONCEPTS: Nature: Because children enjoy exploring and learning about nature, there should be a high interest level in learning the Muskogee/Seminole words for nature items. In this unit, children will be exposed to a listening vocabulary and the written form of objects and activities related to natural settings. The lessons will be divided into three subunits which will include "Things on the Ground", "Things in the Sky", and "Growing and Living Things."

LANGUAGE OBJECTIVES: The unit is designed so that all children will be successful as they do activities relating to the Muscogee language. The emphasis will be placed on listening and hearing the rhythm of the language. However, children will not be discouraged from verbalizing what they've learned.

SUGGESTED ACTIVITIES: Activities will include cooking, field trips, drawing, listening to stories, role playing, pretend fishing, seasonal clothing, coloring, singing, painting, tear and paste pictures, puppet making, games, etc.

EVALUATION: Children will be evaluated throughout this unit by their ability to listen to and respond to the language through total physical response.

MATERIALS AND RESOURCES: A native speaker, community and family members, pictures, art supplies, clothing items, nature items, books, games, etc.

Nature: Lesson 1

Prepared by Esther Bell, Terri Longhorn, Regina McAfee.

UNIT TOPIC AND GOAL: Nature: Children will be introduced to hearing Muscogee/Seminole phrases and words dealing with nature as they actively participate in different nature related activities.

CONCEPTS FOR THIS LESSON: Large and small motor skills, social skills, fire safety, respect for nature, listening skills, following directions.

LANGUAGE OBJECTIVES: Students will be able to identify Muscogee/Seminole words for objects in nature as they share in a pretend fishing experience, building a pretend fire, gathering rocks and sticks, and eating.

ACTIVITIES/PLAN:

  a. Introduction: Children will make fishing poles as the teacher talks about a fishing trip children will be taking. Emphasis will be placed on the language for concrete objects children can see, touch, taste, and activities children can do.

  b. Implementation: Children will gather rocks and sticks to build a pretend fire. (The teacher will place rocks and sticks around the school yard or classroom before lesson.) Children will use the fishing poles to fish in a pretend pond. The children may then "roast" their fish over the fire. The teacher will use phrases in the Muscogee/Seminole language as the children go through these activities.

  c. Closure: Children will sit down to eat their "catch". The teacher may wish to have fish crackers ready for the children. The teacher will remind children about fire safety rules as well as respect for nature during appropriate times in the lesson.

  d. Evaluation: As the teacher says the words for fish, rocks, sticks, fire, etc., the teacher will observe whether the children are able to identify the objects. She/He will also observe the child's ability to follow activity directions given in Muscogee/Seminole.

  e. Follow-up: The teacher will instruct students to do a picture writing depicting the fishing trip.

MATERIALS AND RESOURCES: Foil and poster board for the pond; construction paper fish and fire; rocks and sticks for the fire; fishing line, sticks or straws, magnets, and paper clips.

Note: The magnets will be attached to the fishing line to work as weights. Fish hooks made from cardboard may also be attached. The fish in the pond will have paper clips taped on them to be "caught" by the magnet "hooks". Children will gather the rocks to arrange in a circle. Sticks will be placed in the center with construction paper fire.

LANGUAGE MATERIALS:

1. Ground things.

   Mv _____t onko? Isn't that a _____?
   Mv cvtot onko? Isn't that a rock?
   Mv uewvt onko? Isn't that water?
cvto
uewv, owv, wē wv
totkv
etuce
etovlkaten
hvcce
'kvnhvlwe
'kvnhvlwe-rakko
fakke

Fayvkēs!
Aklopvkēs!
Yvkvpvkēs!
Kvco hopvyvkēs!
Cvto vteloyvkēs!
Rvro 'makwiyyvkēs!
Hompvkēs!
Noricvkē s!

Cvtkolēs.
Vnhiyēs.

pvhe tale
e kvrpē cētv
pvhe lvcpe

2. Growing & living things.

pvhe
eto
(e)to-esse
(e)to-lvcce
'kvnhvlwe
'kvnhvlwe-rakko
(en)pakpvkuce
vtakrv
pyrkucose
wasko
(e)to hvrpe
(e)to-yvlunkv
osa enlokce
kvco
pvkanuce
pvkanv
svtv semvnole
etovlkaten

sutv
hvse
hvrē ssē
kucucvmpv
(v)holoce     clouds
oskê          rain
hetotê        snow
oskê entacv   rainbow

RELATED CONTENT AREAS AND COMMUNITY EVENTS: Books about fishing, nature books, films, recipes.
Nature: Lesson 2 (outside activities)

Prepared by Margaret Mauldin and Jack Martin.

UNIT TOPIC AND GOAL: Activities: The student will be able to understand basic verbs and to express the activities they like to perform.

CONCEPTS FOR THIS LESSON: Activities, habits, likes and dislikes.

LANGUAGE OBJECTIVES: Use of the 'like' contraction with infinitival forms of verbs.

ACTIVITIES/PLAN:

a. Introduction: The instructor will begin by saying what she/he likes to do (in Muscogee/Seminole).

b. Implementation: The instructor asks one student what she/he likes to do, and that student continues with another student. The lesson can be followed up by having each student draw their favorite activity.

c. Closure:


e. Follow-up: Children will continue to use the expression relating to activities at playtime.

MATERIALS AND RESOURCES: Paper, crayons.

LANGUAGE MATERIALS:

The teacher will begin by saying, "I like (to cook, play, etc.)." She or he will then ask a student, "What do you like to do?". That student will repeat the drill with another student.

_____ cvyacēs.                  I like _____.

Noricetv cvyacēs.                  I like to cook.

Naken estowetv ceyacē t owa?          What do you like to do?

| noricetv  | to cook             |
| akkopvnnetv | to play             |
| yvhiketv  | to sing             |
| svyoklasketv | to swing            |
| nak vhayetv | to draw             |
| hompetv  | to eat              |
| hetolē-afke hompetv | to eat ice cream |
| vpeletv  | to laugh            |
| eto vcemkvetv | to climb trees     |
| rvro 'makwiyetv | to fish            |
| etcustake noricetv | to cook eggs       |
| takpasetv | to sweep            |
| letketv  | to run              |
omiyetv to swim
ohhonvyetv to read
'tvlof\v vyetv to go to town
pokketcetv to play ball
nak-heckv vyetv to go to the movies
cvpuse encuko vyetv to go to Gramma's house

Year 1

Weeks 25-27  • clothing

Goal: The students will learn different words for items of clothing, and the verbs used with the different types of clothing.

Cross References: Hygiene unit.
Clothing: Lesson 1

Prepared by Esther Bell.

UNIT TOPIC AND GOAL: Clothing: The student will develop an awareness of Muscogee/Seminole language and culture. The native student can feel a sense of pride and develop healthy self-esteem by learning about the necessary items of daily living. The non-native student will learn a new language and will develop an understanding and awareness that Indians are diverse and how their lives vary. The non-native student will also learn how native children are similar in regard to basic necessities.

CONCEPTS: Students will be able to hear the Muscogee/Seminole words describing clothes appropriate for winter season. Students will hear how the clothing words are spoken in functional use and will also hear the rhythm and beauty of the language.

ACTIVITIES/PLAN:

a. Introduction: Speaker will have a variety of winter clothing items showing each one and speaking the Muscogee/Seminole word for that item.

b. Implementation: Speaker will talk about the winter season, describing the elements, using hand motions and intonation. The speaker will then give the same talk again, this time donning appropriate a clothing item appropriate for a winter day. (The clothing item is emphasized as it is being put on.) Next children are grouped in small numbers so cooperative learning can take place. Speaker names a clothing item. A student selects the picture. This activity is repeated for each child in a group to select pictures twice.

EVALUATION: Children are given blank paper and markers. Speaker will name different items of clothing. Children will draw the item on paper.

LANGUAGE MATERIALS:

<table>
<thead>
<tr>
<th>Muscogee</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>honnv</td>
<td>dress</td>
</tr>
<tr>
<td>honnv 'lec'v</td>
<td>skirt</td>
</tr>
<tr>
<td>honnv envce, honnv 'nvce</td>
<td>blouse</td>
</tr>
<tr>
<td>kapv</td>
<td>coat</td>
</tr>
<tr>
<td>'yokkofketa, 'yokkofketa'</td>
<td>shirt</td>
</tr>
<tr>
<td>estellepikv</td>
<td>shoe</td>
</tr>
<tr>
<td>'sohtehkv</td>
<td>boot</td>
</tr>
<tr>
<td>kvtpokv, kpo'votokv</td>
<td>hat</td>
</tr>
<tr>
<td>'stenkehute</td>
<td>glove</td>
</tr>
<tr>
<td>hvtekpi'k</td>
<td>pants</td>
</tr>
<tr>
<td>'svhocackv</td>
<td>sock</td>
</tr>
<tr>
<td>nuckuce</td>
<td>handkerchief</td>
</tr>
<tr>
<td>konawv</td>
<td>necklace (&quot;beads&quot;)</td>
</tr>
<tr>
<td>'stenke 'sakpi'k</td>
<td>ring</td>
</tr>
</tbody>
</table>
Year 1

Weeks 31-33
• household items
• review of family and hygiene

Goal: The learner will be able to use words for items found in the kitchen, bedroom, living room, and bathroom.

Cross References:
Family unit, hygiene unit.
Household items: Lesson 1

Prepared by Regina McAfee.

UNIT TOPIC AND GOAL: Household items: Cooking frybread.

CONCEPTS FOR THIS LESSON: Almost every child loves to cook and share their creations with other people. As the children share the experience of making frybread, they will be actively involved in the aspects of the language needed to make frybread.

LANGUAGE OBJECTIVES: Hygiene, nutrition, measuring skills, team-work, and social skills will be reinforced as the children are taught to make frybread and as they are exposed to listening and seeing the Muscogee/Seminole words dealing with cooking frybread.

ACTIVITIES/PLAN:

a. Introduction: Children will talk about their favorite foods. The teacher will ask what kind of kitchen items would be needed to cook their favorite food. What kind of items would be needed to cook frybread. After the discussion, the teacher will introduce the names for the items in Muscogee/Seminole.

b. Implementation: Children will be instructed to wash hands, put on aprons, and help make frybread. These instructions will be given in Muscogee/Seminole. The recipe will be printed on poster board.

c. Closure: Children will eat the frybread. Parents, grandparents, or other students may be invited to share. Other food items may be added to involve sharing an entire meal.

d. Evaluation: The teacher will observe students as they respond to the instructions given in Muscogee/Seminole.

e. Follow-up: The teacher will ask students to bring recipes from home which will be duplicated to make a class recipe book. Copies of this book may be given to each child.

LANGUAGE MATERIALS:

Hompetv hakcukon vpē yvkē s! Let's go to the kitchen (to three or more)!

taklik(e) 'sakmorke frybread

ohpackv ohpacet putting on an apron

Cenke kvpe/sokkoskv 'sokkosvs! Wash your hands with soap!

Note: 'soap' is kvpe in Muscogee, but 'sokkoskv' in Seminole.

Show and name the following items:

hockvtē flour
wakv-pesē kvmokse buttermilk ("sour milk")
vtē hkv bowl
hakkv spoon
'sesketv cup

Recipe

1. Hockvté ʾsesketv fvcke hokkolen vtehhet, flour cup full two put in
   Put in two cups of flour,

2. wakv-pesē kvmoksen ʾsesketv fvcke hvmken vcahnet, milk sour cup full one pour in
   pour in one cup of buttermilk,

3. teyahmet, stir
   stir it,

4. cutkosēn vtahcet, little bit pinch off
   pinch off a little,

5. cenken estypeksihcet, your hands with-flatten
   flatten it with your hands,

6. neha hiyēn aktehhet, oil hot put it in
   put it in hot oil,

7. rakpahlet lvpkuce hvmket mahen, turn over minute one about
   turn it over for about one minute,

8. lahnakosof norvkēt owēs. when brown cooked are
   when they are brown, they're done.

9. Hompaksce!
   Y'all come eat!

Year 1

Weeks 31-33  • communities
            • review of family unit and animal unit

Goal: The learner will be able to use words related to people and places in the community.

Outline of Objectives:

Week 1       Rural life
Week 2       City/Town life.
Week 3       School.

Cross References: Family unit, animal unit.
Communities: Lesson 1

Prepared by Terri Longhorn.

UNIT TOPIC AND GOAL: The learner will be introduced to the sound and rhythm of Muscogee/Seminole with terms related to people and places in their communities. The students will develop an awareness of different communities and the commonality of all communities. They will be introduced to the concept of belonging to more than one "community".

CONCEPTS: The student will become aware of the different communities, and the commonalities of all communities. The student will also become aware of how communities are perceived in Muscogee/Seminole language and culture, and that you can belong to more than one community.

ACTIVITIES/PLAN:

a. Introduction: Labeled pictures will be placed in the room (from book).

b. Implementation: Speaker will read "A Trip to the Farm" (see attached materials).

c. Activity: The children will play "Fuco, Fuco, Sasakwv" (Duck, Duck, Goose).

d. Evaluation: The children should be able to play the game (get up and run when they are called sasakwa 'goose').

e. Follow-up:

MATERIALS AND RESOURCES: "A Trip to the Farm"; labeled pictures.

LANGUAGE MATERIALS:

<table>
<thead>
<tr>
<th>Muscogee</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>cvpofv</td>
<td>field</td>
</tr>
<tr>
<td>'tolose</td>
<td>chicken</td>
</tr>
<tr>
<td>sokhv</td>
<td>pig</td>
</tr>
<tr>
<td>vce</td>
<td>corn, and corn products:</td>
</tr>
<tr>
<td>afke</td>
<td>hominy</td>
</tr>
<tr>
<td>(o)safke</td>
<td>sofkey</td>
</tr>
<tr>
<td>vce taklike</td>
<td>cornbread</td>
</tr>
<tr>
<td>ēcko</td>
<td>dried corn</td>
</tr>
<tr>
<td>vce telekme nak 'seekficetv</td>
<td>cornstarch</td>
</tr>
<tr>
<td>taklik(e) kvmokse</td>
<td>sour cornbread</td>
</tr>
<tr>
<td>teleko</td>
<td>wheat</td>
</tr>
<tr>
<td>pvhe</td>
<td>hay</td>
</tr>
<tr>
<td>cvpofv-vtotkv</td>
<td>farmer</td>
</tr>
<tr>
<td>wakv</td>
<td>cow</td>
</tr>
<tr>
<td>sasakwv</td>
<td>goose</td>
</tr>
<tr>
<td>fuco</td>
<td>duck</td>
</tr>
<tr>
<td>keco</td>
<td>pounding bowl</td>
</tr>
<tr>
<td>kecvpe</td>
<td>pounding stick</td>
</tr>
</tbody>
</table>
RELATED CONTENT AREAS AND COMMUNITY EVENTS: Field trip to a farm; Social Studies, Food items.
**Communities: Lesson 2**

Prepared by Terri Longhorn.

**LANGUAGE MATERIALS:**

<table>
<thead>
<tr>
<th>mekosvpkv cuko</th>
<th>church</th>
</tr>
</thead>
<tbody>
<tr>
<td>neskv cuko</td>
<td>store</td>
</tr>
<tr>
<td>toknaphute</td>
<td>bank</td>
</tr>
<tr>
<td>akkopynkv ē kvnv</td>
<td>park</td>
</tr>
<tr>
<td>fvtcěckv cuko</td>
<td>courthouse</td>
</tr>
<tr>
<td>restaurant</td>
<td>hompetv cuko</td>
</tr>
<tr>
<td>estewvnayv 'mpoketv</td>
<td>police department</td>
</tr>
<tr>
<td>cokv-tvlvmekuko</td>
<td>newspaper office</td>
</tr>
<tr>
<td>taklikevmpv hakcuko</td>
<td>bakery</td>
</tr>
</tbody>
</table>
**Communities: Lesson 3**

Prepared by Terri Longhorn.

**LANGUAGE MATERIALS:**

<table>
<thead>
<tr>
<th>Term</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>ohhē cv</td>
<td>principal</td>
</tr>
<tr>
<td>hompetv hayv</td>
<td>cook</td>
</tr>
<tr>
<td>'mvhayv</td>
<td>teacher</td>
</tr>
<tr>
<td>cuko hayv</td>
<td>secretary</td>
</tr>
<tr>
<td>cuko vfastv</td>
<td>custodian</td>
</tr>
<tr>
<td>'svtohkv</td>
<td>driver</td>
</tr>
<tr>
<td>este oh-vfastv</td>
<td>nurse</td>
</tr>
<tr>
<td>erkenvkv</td>
<td>preacher</td>
</tr>
<tr>
<td>'mvhakv cuko</td>
<td>school</td>
</tr>
<tr>
<td>cuko</td>
<td>house, home</td>
</tr>
</tbody>
</table>
Year 1

Weeks 34-36

• numbers
• review of body parts
• 'I have (two eyes, etc.)', 'what do you have?'

Goal: The learner will be able to understand basic numbers and their position with respect to the counted object.

Cross References: Math, science, body parts.

Flash cards, pictures, beads, counting song, sticks, games, calendar, roll count, line up, reinforcement.
Numbers: Lesson 1

Prepared by Gwyneth Ayres.

GOAL: Children will be able to recognize the numbers from 1-10. It is important for children to recognize numbers because they are an important part of the world around us. Everything in the world comes in a set of numbers.

At the end of this activity the student will be able to: Recognize the numbers from one to ten while lining up to go to recess; jump rope while the teacher is counting to ten; sing "Ten Rabbits" in Muscogee/Seminole.

RESOURCE MATERIALS: bundle of sticks for counting; number pictures or flashcards; jump rope.

PLAN: The teacher will count to ten in Muscogee/Seminole using sticks and will show the flashcards to the students. The teacher will assign a number to the students form one to ten in Muscogee/Seminole and then, in lining up for recess, the teacher will call that number in order and the students will line up. When completing the numbers through ten, start over with a new set of students. When lining up for the cafeteria, the teacher will say the words backwards and the students will line up that way. The teacher will count to ten in Muscogee/Seminole while the students are jumping rope. Each student gets ten jumps and will recognize the word for ten when it is reached and will stop. The teacher will teach the song, "Ten Rabbits" to the children (to the tune of "Ten Little Indians").

EVALUATION PLAN: The teacher will observe the students as they line up for recess and the cafeteria to see if they do it correctly, according to their assigned number. The teacher will also observe the students while they are jumping rope to see if they know when they have counted to ten in Muscogee/Seminole.

LANGUAGE MATERIALS:

hvmken one
hokkolen two
tutcenen three
osten four
cahkepen five
ê paken six
kulvpaken seven
cenvpaken eight
ostvpaken nine
palen ten

"Ten Rabbits"

Hvmken, hokkolen, cufe tutcenen,
Osten, cahkepen, cufe ê paken,
kulvpaken, cenvpaken, ostvpaken,
Cufuce palet os.
Numbers: Lesson 2

Based on a concept by Akira Yamamoto.

GOAL: Children will be able to recognize that body parts commonly occur in sets of numbers. The student will also learn the placement of numbers in relation to the counted object.

RESOURCE MATERIALS: nothing.

PLAN: The teacher points out one thing that she or he has. E.g., "I have one nose." The teacher then asks a student, "What do you have?" That student then asks another.

EVALUATION PLAN: The teacher will observe the students' responses.

LANGUAGE MATERIALS:

_____ hvmken ocis. I have one _____.

  Cvyopo hvmken ocis. I have one nose.
  Cvcokwv hvmken ocis. I have one mouth.

Naken ocetska? What do you have?

cvyopo my nose
cvcokwv my mouth
cvk my head
cvfē ke my heart
cvtolawv my tongue

_____ hokkolen ocis. I have two _____.

  Cvulle hokkolen ocis. I have two feet.
  Cvhvcko hokkolen ocis. I have two ears.

Naken ocetska? What do you have?

cvulle my feet/legs
cvhvcko my ears
cvsakpv my arms
cvnke my hands
cvfolowv my shoulders

Cvulle ostvpaken ocis. I have eight legs.
Estimvt owyya? Who am I?
  (vcokrvnwv, 'stakwvnayv) (spider, octopus)
Slips for pasting around the classroom

ohhompetv  table  ohliketv  chair
  oh-hom-bi-duh

vhaukuce  window  vhauke  door
  uh-hoe-gu-je

cokece  bathroom  uewv  (owv, wē wv)  water
  jō-gu-je

uvčv  book, paper  eshotcickv  pencil
  jō-guh

pvtakov  pallet, mat  pokko  ball
  buh-dah-guh

lvstē  black  catē  red
  lus-tee

hvtkē  white  lanē  yellow, green, brown
  hut-kee

holattē  blue  hvse vkerkv  clock
  ho-laht-tee

svtv  apple  yvlahv  orange (the fruit)
  suh-duh

pvkanv  peach  kē  mulberry
  buh-gah-nuh

yuh-lah-huh

gee
kvco  blackberry  guh-jo
fuswv  bird  foos-wuh
nokose  bear  no-go-ze
yopo-lowake  elephant  yo-bo lo-wah-ge
pakpvkuce  flower  buhk-buh-goo-je
keco  pounding bowl (mortar)  ge-jo
svmpv  basket  suhm-buh
topv  bed  do-buh
kulkè  lights  gool-gee
takpvtakv  rug  dahk-buh-dah-guh
pvrko  grapes  buthl-go
kote  frog  go-de
cetto  snake  jit-toh
katcv  tiger  gaht-chuh
reè  arrow, bullet  thlee
kecvpe  pounding stick (pestle)  ge-juh-be
vce  corn  uh-je
ohwakketv  couch  oh-wahk-kih-duh
'stemponahokv  phone  si-dim-bo-nah-ho-guh
'stakhèckv  mirror  stahk-heech-kuh
<table>
<thead>
<tr>
<th>Word</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>'svlokpickv</td>
<td>tape</td>
</tr>
<tr>
<td>tohahwv</td>
<td>box</td>
</tr>
<tr>
<td>ṕkvntvckv</td>
<td>map</td>
</tr>
<tr>
<td>vhake</td>
<td>ee-gun-duts-kuh uh-ha-ge</td>
</tr>
<tr>
<td>cokv</td>
<td>cokv espvlkv</td>
</tr>
<tr>
<td>'sēkvrpēckv</td>
<td>coko</td>
</tr>
<tr>
<td>kvpe</td>
<td>hiyat</td>
</tr>
<tr>
<td>kvsvppat</td>
<td>vhakuce</td>
</tr>
<tr>
<td>cokv-tvlvm</td>
<td>efvkv</td>
</tr>
<tr>
<td>nak heckuce</td>
<td>'svwahēcetv</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Word</th>
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<tbody>
<tr>
<td>suh-loke-baych-kuh</td>
<td>tape</td>
</tr>
<tr>
<td>doe-hah-wuh</td>
<td>box</td>
</tr>
<tr>
<td>ee-gun-duts-kuh uh-ha-ge</td>
<td>map</td>
</tr>
<tr>
<td>choh-guh is-bul-guh joe-go</td>
<td>coko</td>
</tr>
<tr>
<td>jo-guh see-guthl-beech-guh paper towels</td>
<td>cokv espvlkv</td>
</tr>
<tr>
<td>jo-goo-je in-joe-guh</td>
<td>coko</td>
</tr>
<tr>
<td>guh-be</td>
<td>hiyat</td>
</tr>
<tr>
<td>guh-zuhp-paht</td>
<td>vhakuce</td>
</tr>
<tr>
<td>joe-guh duh-luh-me newspaper</td>
<td>efvkv</td>
</tr>
<tr>
<td>suh-wah-hee-jih-duh</td>
<td>'svwahēcetv</td>
</tr>
</tbody>
</table>
How to use year in a sentence. Definition of year. 1a : the period of about 365\(\frac{1}{4}\) solar days required for one revolution of the earth around the sun. b : the time required for the apparent sun to return to an arbitrary fixed or moving reference point in the sky. c : the time in which a planet completes a revolution about the sun two Mercury years. 2a : a cycle in the Gregorian calendar of 365 or 366 days divided into 12 months beginning with January and ending with December. A year is a long period time which consists of 365 days, or on leap years, 366. It can also be used to signify how much time in school or work you spent. 100 years make a century. A: How long have you been working here? B: Oh, around 8 years. by xxYuli June 24, 2006. 65. 36. Flag. Get the year neck gaiter and mug. Jan 3 trending. 1. Watermelon Sugar. YEAR Meaning: “year,” from Proto-Germanic “jēr” “year” (source also of Old Saxon, Old High German jar, Old Norse ar,â€¦) See definitions of year. Definitions of year from WordNet. year (n.) a period of time containing 365 (or 366) days; in the year 1920. she is 4 years old. Synonyms: twelvemonth / yr. year (n.) a period of time occupying a regular part of a calendar year that is used for some particular activity; a school year. year (n.)