

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

- |                    |   |
|--------------------|---|
| <b>Weeks 1-3</b>   | <ul style="list-style-type: none"><li>•families</li><li>•'my' and 'your' with kin terms</li></ul>   |
| <b>Weeks 4-6</b>   | <ul style="list-style-type: none"><li>•animals</li><li>•clan names</li></ul>  |
| <b>Weeks 7-9</b>   | <ul style="list-style-type: none"><li>•food items</li></ul>   |
| <b>Weeks 10-12</b> | <ul style="list-style-type: none"><li>•colors</li></ul>   |
| <b>Weeks 13-15</b> | <ul style="list-style-type: none"><li>•'my' and 'your' with body parts</li><li>•'Touch your (nose, etc.)', 'I'm touching my (nose, etc.)'</li></ul> |
| <b>Weeks 16-18</b> | <ul style="list-style-type: none"><li>•senses</li><li>•commands with senses</li></ul>   |
| <b>Weeks 19-21</b> | <ul style="list-style-type: none"><li>•hygiene</li><li>•more singular commands</li><li>•review of body parts</li></ul>                              |
| <b>Weeks 22-24</b> | <ul style="list-style-type: none"><li>•nature</li><li>•review of animals</li><li>•'Let's (swim, run, etc.)!'</li><li>•activities</li></ul>          |
| <b>Weeks 25-27</b> | <ul style="list-style-type: none"><li>•clothing</li></ul>   |
| <b>Weeks 28-30</b> | <ul style="list-style-type: none"><li>•household items</li><li>•review of family and hygiene</li></ul>  |
| <b>Weeks 31-33</b> | <ul style="list-style-type: none"><li>•communities</li><li>•review of family unit and animal unit</li></ul>   |
| <b>Weeks 34-36</b> | <ul style="list-style-type: none"><li>•numbers</li><li>•review of body parts</li><li>•'I have (two eyes, etc.)', 'What do you have?'</li></ul>      |

# Useful expressions for all year: people and things

## Classroom objects:

ohhompety  
ohlikety  
vhauke  
vhauke  
cukuce  
uewv, owv, wē wv  
cokv  
eshotcickv  
pvtakv  
akkopvkv ē kvnv

table  
chair  
window  
door  
bathroom  
water  
paper, book  
pencil  
pallet, mat, blanket  
playground

## School things, school people:

svyoklasketv  
ohsolotketv  
oktahv 'tohavwv  
pokko takketv  
pokko ē kvnv  
hompety cuko  
oh-vfastv  
ohhē cv  
'mvhayv

swings  
slide  
sandbox  
kickball  
ball diamond  
cafeteria  
nurse  
principal  
teacher

# Useful expressions for all year: commands

## Commands for the classroom and playground:

Letkekot!  
Tokorkekot!  
Pefatkekot!

Don't run (to one person)!  
Don't run, you two!  
Don't run, y'all!

Letkvs!  
Tokorkvks!  
Pefatkvks!

Run (to one person)!  
Run, you two!  
Run, y'all!

Taskvs!  
Tashokvks!  
Tasecvks!

Jump (to one person)!  
Jump, you two!  
Jump, y'all!

Likvs!  
Kakvks!  
Vpokvks!

Sit down (to one)!  
Sit down, you two!  
Sit down, y'all!

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

Wakkvs!  
Wakhokvks!  
Lomhvks!

Lie down (to one)!  
Lie down, you two!  
Lie down, y'all!

Cayvkvs!  
Cayvhokvks!  
Cayvhokvks!

Be quiet (to one)!  
Be quiet, you two!  
Be quiet, y'all!

'Mapohicvs!  
'Mapohicvks!

Listen to me (to one)!  
Listen to me (to two or more)!

A-huervs!  
A-sehokvks!  
A-svpaklvks!

Stand up (to one)!  
Stand up, you two!  
Stand up, y'all!

Nekēyekot!  
Nekēhoyekot!

Don't move (to one)!  
Don't move (to two or more)!

Heyv hecvvs!  
Heyv hecvks!

Look at this (to one)!  
Look at this, y'all!

Vtes!  
Vthokvks!  
Vwvks!

Come (to one)!  
Come, you two!  
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

Nocicvkēs!

Let's all go to sleep!

Akkopvkvkēs!

Let's all play!

Hompvkēs!

Let's all eat!

Ohhonvyvkēs!

Let's all read!

Yvhikvkēs!

Let's all sing!

Nak vhayvkēs!

Let's all draw something!

Vpēvyvkēs!

Let's all go!

Naken hayvkēs!

Let's all make something!

Vhvmkvtkēs!

Let's all count!

# 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.

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

### LANGUAGE MATERIALS:

cvcke  
cecke

my mother  
your mother

cvrke  
cerke

my father  
your father

cvpuse  
cepuse

my grandmother  
your grandmother

cvpoca  
cepoca

my grandfather  
your grandfather

Heyv \_\_\_\_\_t os.

This is \_\_\_\_\_.

Heyv cvcket os.  
Heyv cvpuset os.

This is my mother.  
This is my grandmother.

Heyv \_\_\_\_\_t owv?

Is this \_\_\_\_\_?

Heyv cerket owv?  
Heyv cepocat owv?

Is this your father?  
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.

ACITIVITIES/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).

d. Evaluation: Participation/finished drawings for portfolio (Family Books).

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

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

RELATED CONTENT AREAS AND COMMUNITY EVENTS: Math, Language Arts, Art.

# 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.
4. Make an animal book.

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)t 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 Wotkvlke	raccoon Raccoon Clan
hvlpvtv, vlpvtv Hvlpvtvlke, Vlpvtvlke	alligator Alligator Clan
eco 'Covlke	deer Deer Clan
fuswv Fuswvlke	bird Bird Clan
nokose Nokosvlke	bear Bear Clan
hotvlē Hotvlkvlke	wind Wind Clan

katcv  
Katcvlke

tiger  
Tiger Clan

kono  
Kono

skunk  
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  
Semvnolvlke  
Cahtvlke

Muscogees  
Seminoles  
Choctaws

Other animals (these aren't clans):

efv  
pose  
fo  
lvmhe  
tvse  
cufe  
lucv  
cetto  
rvro  
yopo-lowake  
cuntv  
canv

dog  
cat  
bee  
eagle  
bluejay  
rabbit  
turtle  
snake  
fish  
elephant  
worm  
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. Implementatinon: 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  
vpvtvnv  
sopaktv  
oskēnhuehkv  
welatahkv  
tokyolkv

frog  
bullfrog  
toadfrog  
tree frog ("calls for rain")  
tree frog (another word)  
tadpole

Sopaktucvlke palet ohhvpokvtē s.  
Okyehan pvpaket, "Cvmpē tē!" makaket,  
hvnket enhiyiyet aktasiken,  
sopaktucvlke ostvpaket vhoskvtē s.

Onkv,

Sopaktucvlke ostvpaket ohhvpokvtē s.  
Okyehan pvpaket, "Cvmpē tē!" makaket,  
hvtvm, hvnket enhiyiyet aktasiken,  
sopaktucvlke cenvpaket vhoskvtē s.

Onkv,

Sopaktuce hokkolet ohkaktē s.  
Okyehan pvpaket, "Cvmpē tē!" mahoket,  
hvtvm, hvnket enhiyiyet aktasiken,  
sopaktuce hvnket vhoskvē s.

Onkv,

Sopaktuce hvnket ohlikvtē s.  
Okyehan papet, "Cvmpē tē!" maket,  
ohwen, mau enhiyiyet aktasiken,  
sopaktuce sepekatē s.

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  
afke  
(o)safke  
vce taklike  
ēcko  
taklik(e) kvmokse

corn  
hominy  
sofkey  
cornbread  
dried corn  
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.
- d. Evaluation: Individual performance, pictures.
- e. Follow-up:

### LANGUAGE MATERIALS:

\_\_\_\_\_ cvyacēt os.

I like \_\_\_\_\_.

Svtv cvyacēt os.

I like apples.

Yvlahv cvyacēt os.

I like oranges.

Naken ceyacēt owa?  
Estowen?

What do you like?  
Why?

svtv  
pvrko afke  
tafvmpuce  
vloso  
tvlako  
taklik(e) 'sakmorke  
wakv pesē  
'tolose  
'custake  
wakv (v)peswv  
yvlahv  
pvrko  
tvlak(o) lane

apples  
grape dumplings  
wild onions  
rice  
beans  
frybread  
milk  
chicken  
eggs  
beef  
oranges  
grapes  
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

hvtke

lvste

lane

holatte

red

white

black

yellow, green, brown

blue

Objects and Pictures:

svtv

fuscate

vmestelepikv

vholoce

cokv

wakv pese

pvhe

eto

sutv

apple

cardinal

my shoes

clouds

paper

milk

grass

trees

sky

Naket \_\_\_\_\_t owa?

Naket catet owa?

What is \_\_\_\_\_?

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 owa?  
What is \_\_\_\_?

catē  
hvtkē  
lvstē  
lanē  
holattē

red  
white  
black  
yellow, green, brown  
blue

Some possible answers:

svtv  
fuscate  
vholocē  
cokv  
cvnute  
wakv pesē  
cvkisse  
cvturwv  
pvhe  
eto  
sutv  
vmestelepikv  
mv cokv  
mv ohhompety  
mv ohlikety

apple  
cardinal  
clouds  
paper  
my teeth  
milk  
my hair  
my eyes  
grass  
trees  
sky  
my shoes  
that book  
that table  
that chair

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

este-cate  
este-hvtke  
este-lvste  
este-lane

red person  
white person  
black person  
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 onebody 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:

cvkisse  
cekisse

my hair  
your hair

cvkv  
cekv

my head  
your head

cvturwv  
ceturwv

my eyes  
your eyes

cvyopo  
ceyopo

my nose  
your nose

cvcokwv  
cecokwv

my mouth  
your mouth

cvhvcko  
cehvcko

my ear  
your ear

cvsakpv  
cesakpv

my arm  
your arm

cvnke  
cenke

my hand  
your hand

cvlle  
celle

my leg/foot  
your leg/foot

RELATED CONTENT AREAS AND COMMUNITY EVENTS: Health, Language Arts, Art, Self-Awareness, Basic Math.

## 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.  
Cenketv?

It's my hand.  
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 \_\_\_\_\_.

cvnke  
cenke

my hand  
your hand

cvyopo  
ceyopo

my nose  
your nose

cvlle  
celle

my foot/leg  
your foot/leg

cvlle-wesakv  
celle-wesakv

my toe(s)  
your toe(s)

cvkv  
cekv

my head  
your head

cvhvcko  
cehvcko

my ear(s)  
your ear(s)

cvturwv  
ceturwv

my eye(s)  
your eye(s)

cvcokwv  
cecokwv

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!  
Vcelakvks!

Feel it (to one)!  
Y'all feel it!

Celayvs!  
Celayvks!

Touch it (to one)!  
Y'all touch it!

Nake owē tē?

What is it like?

RELATED CONTENT AREAS AND COMMUNITY EVENTS: Science, Language Arts, Visual Arts.



## Senses: Lesson 2

Based on an exercise by Akira Yamamoto.

### LANGUAGE MATERIALS:

The teacher has the students close their eyes:

Ceturwvn akhothuecvvs!	Close your eyes (to one)!
Ceturwvn akhothuecvks!	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):

Emapohicvvs!	Listen to it (to one)!
Emapohicvks!	Y'all listen to it!

Naken pohetska?	What do you hear?
Naken pohatska?	What do y'all hear?

Ensē fkvvs!	Smell it (to one)!
Ensē fkvks!	Y'all smell it!

Nake owētē?	What is it like?
-------------	------------------

Naken pohetska?	What do you smell?
Naken pohatska?	What do y'all smell?

Vcelakvvs!	Feel it (to one)!
Vcelakvks!	Y'all feel it!

Celayvvs!	Touch it (to one)!
Celayvks!	Y'all touch it!

Nake owētē?	What is it like?
-------------	------------------

The teacher then has the students open their eyes:

Ceturwv hauhicvvs!	Open your eyes (to one)!
Ceturwv hauhicvks!	Y'all open your eyes!

Naken hē cetska?	What do you see?
Naken hē catska?	What do y'all see?

The students can then eat the fruit:

Pvpvvs!	Eat it (to one)!
Pvpvks!	Y'all eat it!

Nake owētē?	What is it like?
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Additional exercise. Students can try to guess what object is being described. Example:

Poloksēt os.	It's round.
--------------	-------------

Wepę klosēt os.

It's fuzzy.

Kvsą pposēt os.

It's cold.

Lanēt os.

It's yellow/green/brown.

Cvmposēt os.

It's sweet.

Naket owa?

What is it?

(Pvkany)

(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.

Cekisse okkosvs.

Cenke kvpe 'sokkosvs.

Cenute okkosvs.

Cekisse kasvs.

Atcvke hvsythakan vtcvs.

Aklopvs.

Wash your hands.

Wash your hair.

Wash your hands with soap.

Brush your teeth.

Comb your hair.

Wear clean clothes.

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 Muskogee 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.

**RELATED CONTENT AREAS AND COMMUNITY EVENTS:** Social Studies, Math, Music, Art, Language Arts, Social Skills, Science, Health, and community events.

## 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?

Mv cvtot onko?

Mv uewvt onko?

Isn't that a \_\_\_\_\_?

Isn't that a rock?

Isn't that water?

cvto  
uewv, owv, wē wv  
totkv  
etuce  
etovlkatēn  
hvcce  
'kvnhlwe  
'kvnhlwe-rakko  
fakke

Fayvkēs!  
Aklopvkēs!  
Yvkvpvkēs!  
Kvco hopvyvkēs!  
Cvto vteloypvkēs!  
Rvro 'makwiypvkēs!  
Hompvkēs!  
Noricvkēs!

Cvtkolēs.  
Vnhiyēs.

pvhe tale  
ē kvrpē cetv  
pvhe lvcpe

## 2. Growing & living things.

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

## 3. Sky things.

sutv  
hvse  
hvrē ssē  
kucucvmpv

rock  
water  
fire  
sticks  
forest  
river  
hills  
mountains  
dirt

Let's hunt!  
Let's go swimming!  
Let's go walking!  
Let's look for blackberries!  
Let's gather stones!  
Let's fish!  
Let's eat!  
Let's cook!

I'm cold.  
I'm hot.

wilted grass  
to dry oneself  
wet grass

grass  
tree  
leaves  
branches  
hills  
mountains  
flowers  
weeds  
possum grapes  
chiggers  
tree bark  
tree roots  
poke berries  
blackberries  
plums  
peach  
persimmon  
forest

sky  
sun  
moon  
stars

(v)holocē  
oskē  
hetotē  
oskē entacv

clouds  
rain  
snow  
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' construction 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:
- d. Evaluation: Participation/finished drawings for portfolio.
- 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.

\_\_\_\_\_ cvyacē s.

I like \_\_\_\_\_.

Noricetv cvyacē s.

I like to cook.

Naken estowetv ceyacē t owa?

What do you like to do?

noricetv

to cook

akkopvnetv

to play

yvhiketv

to sing

svyoklasketv

to swing

nak vhayetv

to draw

hompstv

to eat

hetotē-afke hompstv

to eat ice cream

vpeletv

to laugh

eto vcemketv

to climb trees

rvro 'makwiyetv

to fish

etcustake noricetv

to cook eggs

takpasetv

to sweep

letketv

to run

omiyetv  
ohhonvyetv  
'tvlofv vyetv  
pokketcetv  
nak-heckv vyetv  
cvpuse encuko vyetv

to swim  
to read  
to go to town  
to play ball  
to go to the movies  
to go to Gramma's house

RELATED CONTENT AREAS AND COMMUNITY EVENTS: Physical education, Hygiene, Health.

# 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 fo 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:

honnv	dress
honnv 'lecv	skirt
honnv envce, honnv 'nvce	blouse
kapv	coat
ēyokkofketv, 'yokkofketv	shirt
estellepikv	shoe
'sohtehkv	boot
kvtvpokv, kvpotokv	hat
'stenkehute	glove
hvtekpikv	pants
'svhocackv	sock
nuckuce	handkerchief
konawv	necklace ("beads")
'stenke 'sakupikv	ring

# 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  
'sesketv

spoon  
cup

*Recipe*

1. Hockvtē 'sesketv fvcke hokkolen vtehhēt,  
flour cup full two put in  
Put in two cups of flour,
2. wakv-pesē kvmoksen 'sesketv fvcke hvmken vcahnet,  
milk sour cup full one pour in  
pour in one cup of buttermilk,
3. teyahmet,  
stir  
stir it,
4. cutkosē n vtahcet,  
little bit pinch off  
pinch off a little,
5. cenken estvpeksihcet,  
your hands with-flatten  
flatten it with your hands,
6. neha hiyē n 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!

RELATED CONTENT AREAS: Language Arts, Social Studies, Science, Math.

# 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:

cvpofv  
'tolose  
sokhv  
vce

afke  
(o)safke  
vce taklike  
ēcko  
vce telekme nak 'scekficetv

taklik(e) kvmokse  
teleko  
pvhe  
cvpofv-vtotkv  
wakv  
sasakwv  
fuco  
keco  
kecvpe

field  
chicken  
pig  
corn, and corn products:  
hominy  
sofkey  
cornbread  
dried corn  
cornstarch  
sour cornbread  
wheat  
hay  
farmer  
cow  
goose  
duck  
pounding bowl  
pounding stick

RELATED CONTENT AREAS AND COMMUNITY EVENTS: Field trip to a farm; Social Studies, Food items.

## Communities: Lesson 2

Prepared by Terri Longhorn.

### LANGUAGE MATERIALS:

mē kosvkv cuko  
neskv cuko  
toknaphute  
akkopvkv ē kvnv  
fvteē ckv cuko  
restaurant  
estewvnayv 'mvpoketv  
cokv-tvlvme cuko  
taklikcvmv hakcuko

church  
store  
bank  
park  
courthouse  
hompetv cuko  
police department  
newspaper office  
bakery

### **Communities: Lesson 3**

Prepared by Terri Longhorn.

#### LANGUAGE MATERIALS:

ohhēcv  
hompētv hayv  
'mvhayv  
cuko hayv  
cuko vfastv  
'svtohk  
este oh-vfastv  
erkenvk  
'mvhakv cuko  
cuko

principal  
cook  
teacher  
secretary  
custodian  
driver  
nurse  
preacher  
school  
house, home

# 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 from 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
ēpaken	six
kulvpaken	seven
cenvpaken	eight
ostvpaken	nine
palen	ten

### "Ten Rabbits"

Hvmken, hokkolen, cufe tutcenen,  
Osten, cahkepen, cufe ēpaken,  
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.  
Cvcokwv hvmken ocis.

I have one nose.  
I have one mouth.

Naken ocetska?

What do you have?

cvyopo  
cvcokwv  
cvkv  
cvfē ke  
cvtolaswv

my nose  
my mouth  
my head  
my heart  
my tongue

\_\_\_\_\_ hokkolen ocis.

I have two \_\_\_\_\_.

Cvlle hokkolen ocis.  
Cvhvcko hokkolen ocis.

I have two feet.  
I have two ears.

Naken ocetska?

What do you have?

cvlle  
cvhvcko  
cvsakpv  
cvnke  
cvfolowv

my feet/legs  
my ears  
my arms  
my hands  
my shoulders

Cvlle ostvpaken ocis.  
Estimvt owvya?  
(vcokrvnwv, 'stakwvnayv)

I have eight legs.  
Who am I?  
(spider, octopus)

## Slips for pasting around the classroom

**ohhompety** table

oh-hom-bi-duh

**ohlikety** chair

oh-lay-gi-duh

**vhaukuce** window

uh-hoe-gu-je

**vhauke** door

uh-hoe-ge

**cokuce** bathroom

jo-gu-je

**uewv** (owv, wēwv) water

oy-wuh, oh-wuh, wee-wuh

**cokv** book, paper

jo-guh

**eshotcickv** pencil

is-hot-cheych-kuh

**pvtakv** pallet, mat

buh-dah-guh

**pokko** ball

bok-ko

**lvstē** black

lus-tee

**catē** red

jah-dee

**hvtkē** white

hut-kee

**lanē** yellow, green, brown

lah-nee

**holattē** blue

ho-laht-tee

**hvse vkērkv** clock

huh-ze uh-geethl-guh

**svtv** apple

suh-duh

**yvlahv** orange (the fruit)

yuh-lah-huh

**pvkanv** peach

buh-gah-nuh

**kē** mulberry

gee



**kvco** blackberry  
guh-jo

**fuswv** bird  
foos-wuh

**nokose** bear  
no-go-ze

**yopo-lowake**  
yo-bo lo-wah-ge elephant

**pakpvkuce** flower  
buhk-buh-goo-je

**keco** pounding bowl (mortar)  
ge-jo

**svmpv** basket  
suhm-buh

**topv** bed  
do-buh

**kulkē** 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

**rē** arrow, bullet  
thlee

**kecvpe** pounding stick (pestle)  
ge-juh-be

**vce** corn  
uh-je

**ohwakketv** couch  
oh-wahk-kih-duh

**'setempona-  
hokv** phone  
si-dim-bo-nah-ho-guh

**'stakhēckv** mirror  
stahk-heech-kuh

'svlokpickv tape  
suh-loke-baych-kuh

tvlelennv flag  
duh-li-lin-nuh

'tohahwv box  
doe-hah-wuh

'sesketv cup  
sis-kih-duh

ēkvntvckv  
vhake map  
ee-gun-duts-kuh uh-ha-ge

cokv espvlkv  
cuko library  
choh-guh is-bul-guh joe-go

cokv  
'sēkvrpēckv  
jo-guh see-guthl-beech-guh paper towels

cokuce  
encokv toilet paper  
jo-goo-je in-joe-guh

kvpe soap  
guh-be

hiyat hot (on the faucet)  
hi-yaht

kvsvppat cold (on the faucet)  
guh-zuhp-paht

vhakuce rules  
uh-hah-goo-je

cokv-tvlvme  
joe-guh duh-luh-me newspaper

efvkv vine  
ee-fuh-guh

nak heckuce TV  
nock hich-goo-je

'svwahēcetv radio  
suh-wah-hee-jih-duh