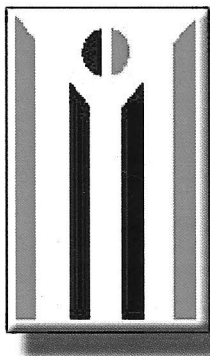


Hiinono' eininoo!
Nuhu' Nenee' Neteenetiit.

I am Arapaho!
This Is My Language.



Student Workbook

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With Special Thanks to our Grantors:

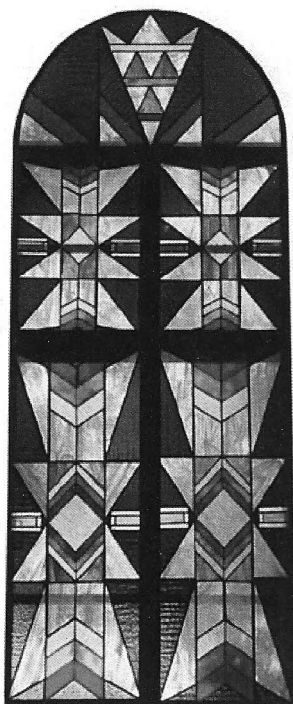
The President's Advisory Council on Minority and Women's Affairs

The Heart of the Healer

American Indian Studies; the University of Wyoming

It is with great thanks to the Arapaho Council of Elders for entrusting this project to the team. The Honor bestowed upon us will never be forgotten.

These workbooks were created with love for the Arapaho people and the Arapaho language. Hohou.



Philosophy

The Arapaho Language and Culture Curriculum at Indian Schools, is culturally and linguistically relevant to stimulate the student's tribal self-identity and tribal culture toward improving self-esteem.

Traditional tribal values and customs are introduced covering basic knowledge and understanding as it applies to everyday situations. Respect toward oneself; to others--- teachers, family, elders, and friends; to the earth; animals; and the universe; are included with lessons on conduct of the Arapaho people. The Arapaho worldview is transmitted to students to gain a better understanding of how many things in their everyday environment---school, home, etc. are related and fit into the natural world, (people, animals, natural resources).

It is important and essential for the Arapaho to maintain their language. Without the language, meanings are lost within all aspects of "life" of the Arapaho. The Arapaho language is the existence of the Arapaho nation. Historical perspectives are given through oral narratives handed down to elders about the past. Utilizing elders in the classroom to share their stories,

songs, and wisdom will reinforce the cultural pride of the students.

Traditional Values and Beliefs of the Old People

Bravery, generosity and sharing, honesty, strength, freedom, love and wisdom were values that were taught to the youth as they progressed from one stage of life to the next.

All children were taught to respect one another. A long time ago, there were restrictions that young people were expected to follow. Brothers and sisters did not talk to one another beginning at about the age of 13 years, but when they became very old, did.

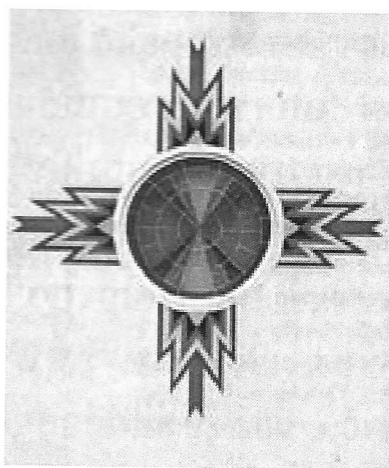
Bravery: A long time ago, it was necessary to be courageous because the Arapaho had traditional enemies. Sometimes it was necessary to fight for hunting grounds and there were warrior societies that existed then. Strength was shown by trying to protect the tribe from enemies and danger. Today, we still try to protect our families from any kind of harm. Many present day warriors are still fighting for our land and water rights for future generations to come.

Generosity and Sharing: The Arapaho have been known to be a giving people. Today, as in the past, Arapaho people will honor their loved ones by having a “give-away”; they may save up gifts and items for a year and plan a day to honor their relative.

Honesty and Freedom: Arapaho people were very honest in their dealings with one another in the past. It was necessary for the welfare of the tribe in getting along. The virtue of freedom was expressed by their whole livelihood; they hunted freely, they practiced their customs and beliefs, and they expressed themselves in their own language. People need to be honest in tribal society today, to get along. Freedom is still achievable by striving to protect our cultural ways and preserve our language. It is a right that Arapaho people have.

Arapaho Cultural Lessons

Respect Yourself: It is important to respect one self and how you conduct yourself in front of your family and friends. We are given a life to live with however way we wish to live it. But there is a strength that makes us different. We are Arapaho, and we have a language and culture. Our ways have been handed down by our ancestors to our parents and grandparents, and it is our responsibility to pass these ways down to future generations. As individuals of the Arapaho Nation, it is important that we try to learn and carry on, and pass on our language and cultural beliefs, so that our race will continue. We must respect ourselves---our minds, bodies, and our spirits, so that we can contribute a sense of health and strength for our families and the rest of the tribe.



Neyooxetisei

Whirlwind Woman

Respect Elders: The Elders are the “Keepers of Tradition”. They know the language, the stories, songs, and values of Indian people. Arapaho elders provide a link to the past; how our ancestors lived and believed. Some of our old people know about past societies and clans that no longer exist today. Their stories are full of adventure and they can tell you about a time when animals could talk and the people could understand. Many of the ways of the Arapaho have been handed down from one generation to the next by means of our elders. They knew about the age grade societies where one achieved status and recognition as a leader or medicine person only by reaching a certain age and undergoing certain rituals. Our elders know

about the spiritual ways of the Arapaho and work toward preserving these ways for future generations. It is important to respect our elders. We must try to learn from them to preserve our language and culture. Today, we have many stories, and songs, but many do not speak the Arapaho language. We need to hold onto what we still have. Someday, we may be elders and depended on for the stories, songs and language.

Respect Your Family: Our extended family relationships are important, as well as our nuclear family---our mother and father, our brothers and sisters. Cousins are brothers and sisters too; aunts and uncles assume roles as parents and you call them mothers and fathers; grand-parents give spiritual guidance and love.

There are certain rules and roles one follows toward respecting family members:

- *You don't use abusive language toward parents.
- *You don't tease cousins, your brothers and sisters.

*You don't walk in front of an old person when they are talking or smoking.

*You listen to parents because they have experienced life in all its goodness and can tell you about it.

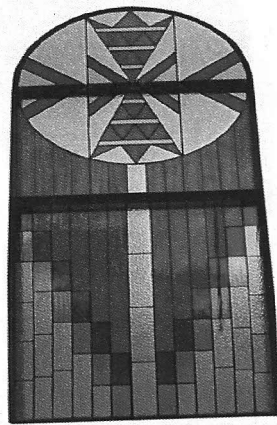
*You love your brothers and sisters because if you do, they will always stand beside you in your lifetime.

*You listen to grandparents. They can guide you and teach you about the traditions and spirituality of your people.

Respect Creation: The earth is like our mother. She gives us shelter, warmth, and protection by providing trees from the mountains and hills, to build and heat our homes. She feeds the animals and fish so that we can use these same animals for food and clothing. She gives us water from the lakes, rivers and streams to grow our crops and to fish. The earth provides roots and herbs for teas and medicines. The earth is good.

Everything in nature is good to us. The sun also gives us warmth, but also feeds the plants. Rain and snow nurture the earth and give back to the lakes, rivers and streams. The wind blows away sickness and moon governs the time of birth for future generations coming.

We must respect everything in Creation. We must not abuse her by destroying the trees, rivers and lakes. We should not take more than we need and we should use what we take. There are laws that govern nature, and we should obey them. By hurting the earth and animals, we hurt ourselves.



Bear Shield

The Elderly: We often forget, in our rush toward contemporary lifestyles, to pay attention to the most threatened people of all---our elderly.

The elderly represent the last link with our traditional society. They are the people who hold in their hearts, the legends and the knowledge of our land, and who understand our relationship with the natural world. They are the guardians of our past, without which we cannot have a positive future. Yet, we often forget to give our elderly the respect they deserve.

If we ignore this link, and if we lose respect for the elderly, then we ignore our foundations. The elderly are the cornerstone of our current society and their contributions to the richness of Indian life cross all boundaries.

We remember, as children, watching our grandparents, touching their silvery hair and deeply wrinkled faces and feeling awed by their beauty. We wanted to be like them, for our hair to turn white with age. There are Arapaho prayers which ask for a long life. Traditionally, we aspired to reach the beautiful age of the elderly, to hold that wisdom that only age brings, and we want our children never to make fun of the elderly, but to be respectful and never be ashamed of them for their physical weakness.

The elderly are a valuable community resource. They should be commended for their contributions and courage. Their viewpoint can provide valuable input into government programs. Take the time to listen to them. Someday we are all going to be old. Each year as our population grows, there are more elderly people. To many, our only lifeline of support is the government--- tribal, state, or federal. But as a people, we should not exclude our

elderly, not underestimate their knowledge. We should reinforce and respect their right to live in dignity and to grow old gracefully.

More than just grandparents, the elderly are the strength and foundation of Indian cultures. They are our passport to a meaningful life and the wisdom and beauty of old age.

Abraham Spotted Elk

Dear Students,

Now that you have read the Philosophy of the Language and Culture Commission please discuss with your teacher, classmates and family how you can be instrumental in reviving the language and culture of the Arapaho people.

Some questions to ask are:

What stories and songs do I know that I can teach younger tribal members?

How do I exhibit bravery and strength in my life?

How do I see others show bravery and strength?

How can I now show bravery and strength?

How am I generous and sharing?

How do I see others acting generously and sharing with others?

How can I now act generously and share with others?

What does honesty and freedom mean to me?

How can I be honest?

What freedoms have been lost?

How can I help the tribe regain their lost freedoms?

How can I regain my lost freedoms?

Do I respect myself and others?

How can I better show respect to myself and others?

How can I help others achieve self-respect and respect for our heritage?

Do I respect my Elders?

How can I show more respect and help my Elders?

Do I show the proper respect taught by the Arapaho culture?

How can I learn this respect?

Do I respect all of Creation; all of 'my relation'?

How can I show respect to all of Creation?

Why does it matter?

Why is it so important to show respect to my Elders?

What can I learn from my Elders?

How can I pass down that knowledge?

This is a lot to think about and I hope you take it to heart. Whether you are a tribal person or a non-tribal person, these lessons are important for all of us.

Notes to myself:

Arapaho Alphabet

There are 16 characters in the Arapaho Alphabet. Arapaho is a member of the Algonquian language family. Related to the Arapaho in language are the Cheyenne, Black Foot and the Gros Ventre.

The Arapaho language is constantly evolving, just as all languages do. New words form as new technology forms. Consider that we no longer talk about 'hitching up the horses' but instead talk about 'putting gas in the car'.

Presently no children speak Arapaho as a first language and the only fluent speakers are over 50. The Arapaho language is beautiful to listen to, even if you do not understand it. But to learn the language and to understand the language is to revive the language and the Arapaho people.

Welcome to the Arapaho language class.

To listen to the sound chart, log on to-----

<http://www.eslbilingualed.org>

another website that can aid in the alphabet-----

<http://www.colorado.edu/csilw/arapahoproject/language/index.htm>

Alphabet Characters

B, C, E, H, I, K, N, O, S, 3, T, U, W, X, Y, and '.

There are 11 consonants, 4 vowels and 4 vowel combinations (diphthongs). There are vowels, vowel combinations and triple vowel combinations.

The consonants are: **B, C, H, K, N, S, 3, T, W, X, and Y.**

The vowels are: **E, I, O, and U.**

The vowel combinations or diphthongs are: **EI, OU, OE,** and **IO'**. The triple vowel combinations are: **EEE, III, OOO,** and **UUU**. Triple vowels are extra long vowels or that are held even longer and usually have a stress at the beginning and the end.

Consonant sound chart---

B—has less sound than the English “b” at the beginning and in the middle of words, but like a “p” (unvoiced, no sound) at the end.

C---is between an English “j” and “ch”. It is more like a “j” at the beginning of words.

H---is like the English “h”, but when at the end of a word or syllable it is breathed (air is forced out slightly).

K---is a blend of “k” and “g”, but more like a “g” at the beginning of words, and more like a “k” at the end.

N---is more or less the same as the English “n” but with a more pronounced nasal sound.

S---is like the English “s” and in “sea”, but is never like a “z” sound as in “trees”.

T---sounds like an English “d” as in “dot” at the beginning of words, but more like a “t” elsewhere.

ʒ---is similar to the unvoiced “th” sound in English as in “thin”, but never like the voiced “th” sound as in “the” or “that”.

W---is the same as “w” in water, but in Arapaho you must also make the “w” rounded lip shape when it is at the end, as in the Arapaho word woow, meaning “now”.

X---does not have a similar sound in English but is guttural, deep in the throat like the “ch” sound in German as in “ach”.

Y---is the same as the English “y” but must be shaped with the mouth at the end of words, too.

'---is a glottal stop. It is made by closing the opening at the back of the throat, or holding the air back on the end of the word.

Vowel sound chart---

e---as in the English word “bet”.

ee---as in the English word “hat”.

eee---an added stressed short “a” sound (as in “hat”) at the beginning and end.

i---as in the English word “it”.

ii---as in the English word “bee”.

iii---an added and stressed “e” sound at the beginning and end.

o---as in the English word “son”.

oo---as in the English word “thought”.

ooo---an added stressed “aw” sound at the beginning and end.

u---as in the English word “flute”.

uu---as in the English word “through”.

uuu---an added stressed long “u” sound at the beginning and end.

ei---as in the English word “hat”, the long “a” sound.

oe---as in the English word “pie”, the long “i” sound.

ou---as in the English word “no”, the long “o” sound.

io'---as in “eeo” with the stop, or “eeo” cutting short the exhale of the syllable “eeo”.

Lesson 1: The Tale of Sharp Leg---

Vocabulary---

Sharpened Leg

Tooxu'oneet

White Man

Nih'oo3oo

Buffalo herd

Hii3einoon

Buffalo bull

Heneecee

Tree

Hohoot

We listened to the story on the DVD, think about the meaning of the story. What do you think it could mean? How does it apply to today?

The story is written on the next page. Please fill in the blanks using the vocabulary above.

The Tale of Sharp Leg

This story is about a man with a sharpened leg. They called this man _____.

This _____ would get really hungry so he would sharpen his leg and then go out to find _____. He would pick out the fattest one and jump up and get it in the shoulder with his sharpened leg. That is what _____ used to do.

One day _____ was sitting on a _____ sharpening his leg and a white man came along. They called him _____. This _____ was watching _____ sharpening his leg and before too long along came _____. _____ caught one in the shoulder and not long after that _____ was frying up a big juicy buffalo steak because he was very hungry.

_____ wanted very badly to do this thing so
looked at _____ and said, "Hey pardner, why don't
you teach me to do this thing?"

_____ said to him, "I will teach you how to do
this thing but you must never kill a buffalo until you need the
meat or are hungry."

_____ promised he would only do this thing
when he needed it or was hungry. So _____ told
_____ to put his leg on a _____. So
_____ put one of his legs on a _____ and
_____ sharpened his leg. _____ told
_____, "Remember you are not to do this thing unless
you need the meat and are hungry."

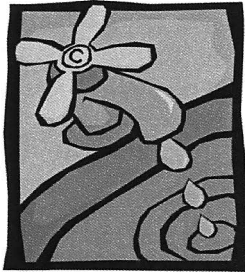
So _____ walked away and soon came to a
_____. _____ saw _____ so he
went and jumped and killed one of them. _____ felt
so good that he was able to do this thing. Soon _____
saw another one and jumped again and killed that one and he

didn't even touch the meat. While that was one was still bleeding he saw another one and he jumped again and killed that one too. He didn't even touch that one either.

So now _____ has killed 3 buffalos and 'oh' he felt so good to do this thing and kill these animals. Just then he was a _____ and so _____ jumped to kill this _____. He pierced him right through the shoulder. Just then his foot grew back from his sharpened leg and he couldn't get loose. So the _____ dragged him all over the prairie. _____ was bleeding all over and he was almost dead when finally he got loose.

_____ killed the buffalo just for fun and for that he was punished.

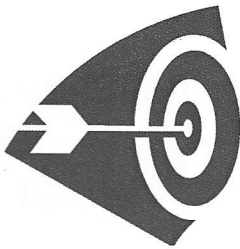
Lesson 2: Short Words



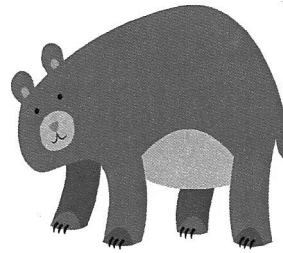
Nec



Bees



Ho3



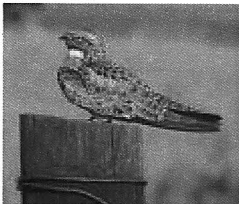
Wox



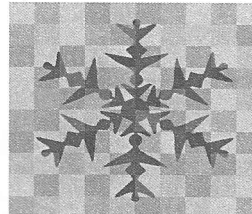
He3



Be'



Cis

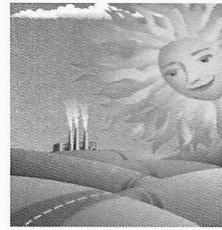


Cec

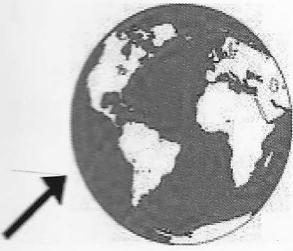


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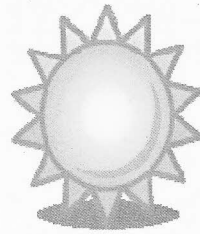
Toot



Hiisi'



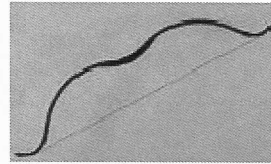
Neh



Hiisiis



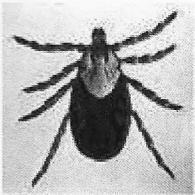
Yeh



Beete'



Koo'oh



Hisi'



Hohoot

Fill in the blanks---

- 1. Water _____
- 2. He3 _____
- 3. Toot _____
- 4. 'Here!' _____
- 5. Day _____
- 6. Beete' _____
- 7. Hohoot _____
- 8. Be' _____
- 9. Bes _____
- 10. Bear _____
- 11. Arrow _____
- 12. Nighthawk _____
- 13. Hiisiis _____
- 14. Koo'oh _____
- 15. Yeh _____

16. Wood tick

17. Winter

18. Tree

19. Bow

20. Neh

21. Oh!

22. Cec

23. Nec

24. Sun

25. Blood

26. Wox

27. Dog

28. Cis

29. Coyote

30. Stick

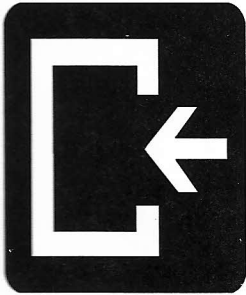
31. Ho3

32. 'Where?'

33. Hisi'

34. Hiisi'

Lesson 3: Simple Commands---



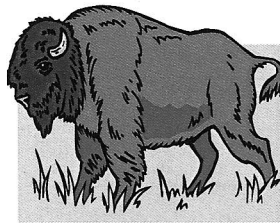
Ciitei



Hii3einoon



Ceenoku



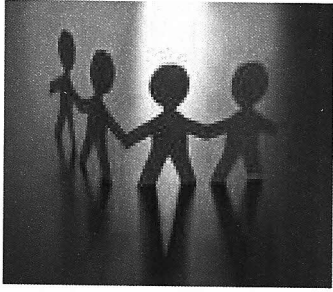
Heneecee



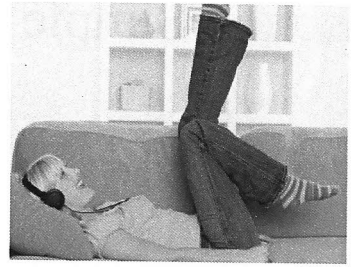
Nei'oohowunee



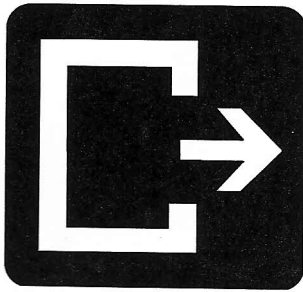
Nihii



3i'ookuu



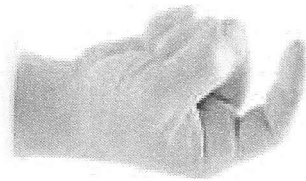
Hiisibi



No'oehii



Kohei'i



Neheic



Hohou



Ciintoo

Fill in the blanks---

1. Come in!

2. Go out!

3. Ceenoku

4. Kohei'I

5. Hiisibi

6. Say it!

7. Hii3einoon

8. 3i'ookuu

9. Come here!

10. Buffalo bull

11. Ciintoo

12. Hohou

13. Look at it!

14. Ciitei

15. Sit down!

16. Nei'oohowunee

17. Herd of buffalo

18. Heneecee

19. Nihii

20. Stand up!

21. No'oehii

22. Neheic

23. Quit!

24. Lie down!

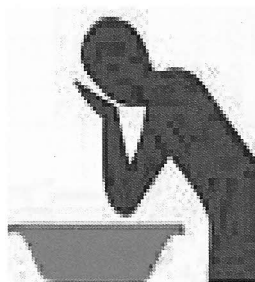
25. Rise, get up!

26. Thank you!

Lesson 4: Hygiene—



Hehiisetinouhu



Hehiisi'ouhu



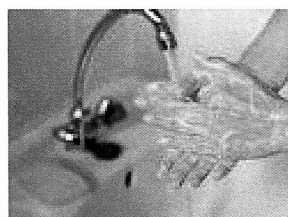
Hehiisetii heicito



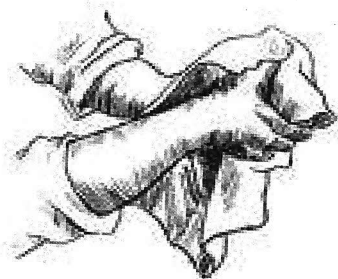
Hehi'eihi



Ni'iibee



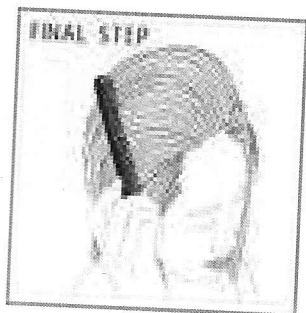
Hehiisi3ee3ouhu



Hehiixoho'oe



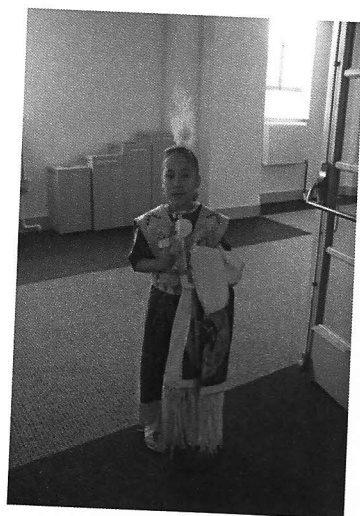
Nii3oote'ei



Cih'ote'eih



Cih'ote'eih



Woow heniise'eno'ouhetin!

Fill in the blanks—

1. Rinse your mouth!
2. Brush your teeth!
3. Wipe your nose!
4. Wash your face!
5. Dry your face!
6. Wash your hands!
7. Dry your hands!
8. Comb your hair!
9. Brush your hair!
10. Braid your hair!
11. You are ready!

Fill in the blanks---

1. Come here! _____
2. Sit down! _____
3. Take you cap off! _____
4. Take your coat off! _____
5. Untie your shoelace! _____
6. Take your shoe off! _____
7. Put your sock on! _____
8. Put your shoe on! _____
9. Tie your shoelace! _____
10. Put your coat on! _____
11. Put your cap on! _____
12. Thank you! _____

Lesson 6: Clothes---



Wote'



Biixuut



Co'te'



Wotoo



Hookoubiixuut



Wo'oh

Fill in the blanks---

1. Wote' _____
2. Co'te' _____
3. Jacket _____
4. Shirt _____
5. Wotoo _____
6. Wo'oh _____
7. Pants _____
8. Hat _____
9. Shoe _____
10. Hookoubiixuut _____
11. Cap _____
12. Biixuut _____

Lesson 7: Colors of Clothing---

Basic facts you should know-----

You might hear a color spoken one way when it is just a color and another way when it is in reference to an object. That is because a shirt is blue but in the precise language of Arapaho it is spoken as the shirt is made up of blue.

Another thing to remember is that blue and green is the same word, just as yellow and orange use the same word in Arapaho.

Other phrases you will hear:

What is this?

Heeyou nuhu'?

This is a.....

Nuhu' nenee'.....

Say it!

3ookunihii!

What color is it?

Tou3oteheinoo?

Hopefully this will help in your studies. Ask your teacher to explain this further.



Wote'

Woo'teenoteheinoo'



Biixuut

Nonookoteheinoo'



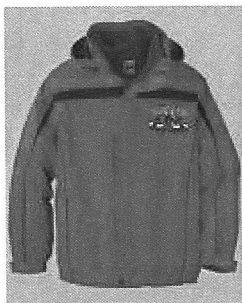
Co'te

Beniihceyoteheinoo'



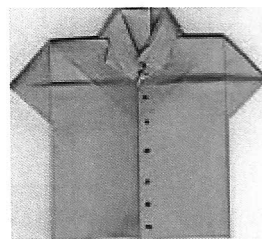
Biixuut

Ceeneeteenoteheinoo'



Hookoubiixuut

Boo'oteheinoo'



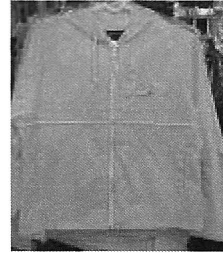
Biixuut

Ceeneeteenoteheinoo'



Biixuut

Ceeneeteenoteheinoo'



Hookoubiixuut

Niihoonoteheinoo'



Wo'oh

Neniico'oteheinoo'



Hookoubiixuut

Ceeneeteeteheinoo'



Wo'oh

Neniisih'oteheinoo'



Wotoo

Niihoonoteheinoo'

Fill in the blanks---

1. Black hat
2. Pink cap
3. Blue jacket
4. Gray shoe
5. Blue shirt
6. Green jacket
7. Yellow pants
8. Brown shoe
9. Yellow jacket
10. White shirt
11. Red jacket
12. Green jacket
13. Green shirt

Lesson 8: Color Review---

Black

It is black.

Woo'oteeyoo'

Woo'teenotoheinoo'

Yellow

It is yellow.

Niihooyoo'

Niihoonotoheinoo'

Brown

It is brown.

Niisih'oo'

Niisih'oteheinoo'

Blue

It is blue.

Ceeneeteeyoo'

Ceeneetenotoheinoo'

Orange

It is orange.

Niihooyoo'

Niihoonotoheinoo'

white

It is white.

Nonoocoo'

Nonookotoheinoo'

Gray

It is gray.

Neniice'ee'

Neniice'otoheinoo'

Green

It is green.

Ceeneeteeyoo'

Ceeneeteenotoheinoo'

Pink

It is pink.

Biiceeyoo'

Beniiceyoteheinoo'

Fill in the blanks---

1. Pink

2. Red

3. Blue

4. Brown

5. Yellow

6. Gray

7. Orange

8. **White**

9. Black

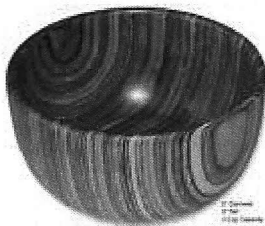
Lesson 9: Tableware & Things to Eat---



Cenihcoo'



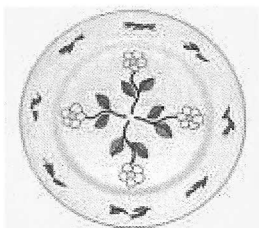
Touyoo



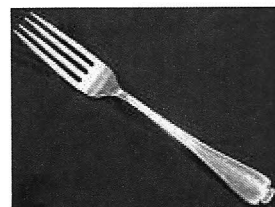
Ce'einoo



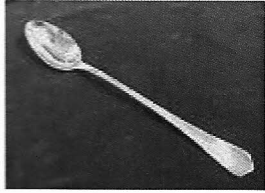
Wooxe



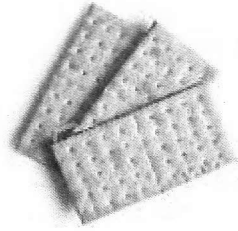
Se'nooo



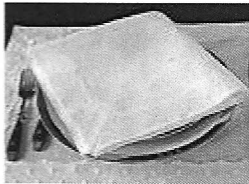
Kokto'owot



Heebiyoo



3ouxosii



Hehiixoo



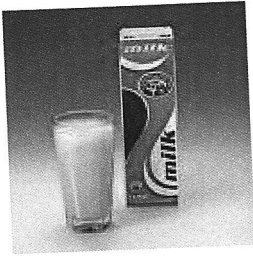
Nihooncebitee



Co'coo



Hoseino'



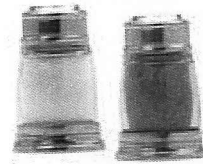
Be3enec



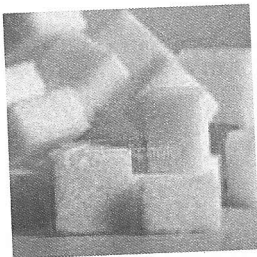
Niico'oowu'



Wo'teenowu'



Niih'oucoo'



Niisiscoo'

Fill in the blanks---

1. Glass

2. Knife

3. Butter

4. Niisiscoo'

5. Hoseino'

6. Heebiyoo

7. Crackers

8. Milk

9. Fork

10. Plate

11. Ce'einooo

12. Touyoo

13. Napkin

14. Bread

15. Salt

16. Niih'oucoo'

17. Wo'teenoo'wu'

18. Pepper

19. Niico'oowu'

20. Sugar

21. Coffee

22. Be3enec

23. Meat

24. Nihooncebitee

25. 3ouxosii

26. Co'coo

27. Ceniicoo'

28. Bowl

29. Se'nooo

30. Cup

31. Wooxe

32. Kokto'owot

34. Spoon

35. Hehiixoo

Lesson 10: Eating Supper---



Henii3oh'owoot
Nihooncebitee



Neniico'owutoot



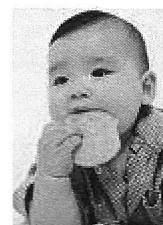
Benii3i' Co'coo



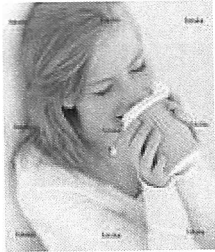
Benii3i'
Hoseino'



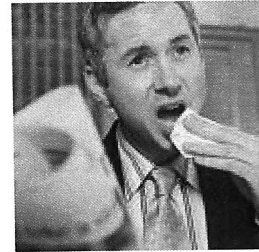
Ciihi'ohowoot



Benii3i'
Sousoxuu



Beebiyeit
Wo'teenowuni'



Heehetneenetit

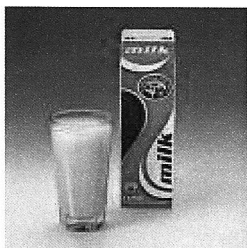


Honookobiyeit
Be3enec

Fill in the blanks---

- 1) Buttering bread _____
- 2) Ciihi'ohowoot hoseino' _____
- 3) Benii3i' hoseino' _____
- 4) Eating crackers _____
- 5) Heehetneenetit _____
- 6) Benii3i' sousoxuu _____
- 7) Honookobiyeit be3enec _____
- 8) Drinking coffee _____
- 9) Using salt _____
- 10) Eating bread _____
- 11) Henii3oh'owoot nihooncebitee _____
- 12) Neniico'ooowutoot _____
- 13) Beebiyeit wo'teenoowuni' _____
- 14) Drinking milk _____
- 15) Wiping mouth _____
- 16) Benii3i' co'coo _____
- 17) Eating meat _____
- 18) Cutting meat _____

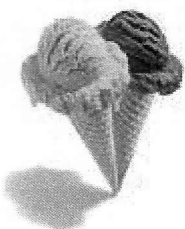
Lesson 11: Foods I Like---



Be3enec



Hokok



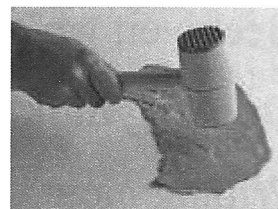
Tooyoowu'



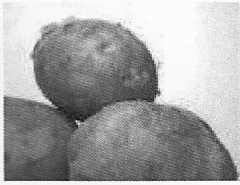
Hoseino'



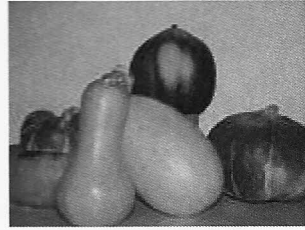
Co'oc



3o'ohcoonoo



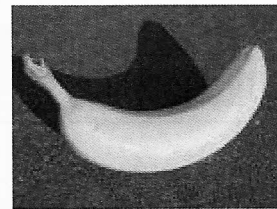
Cee'ei'I



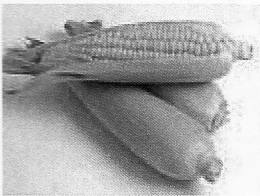
Bee3o'oubeet



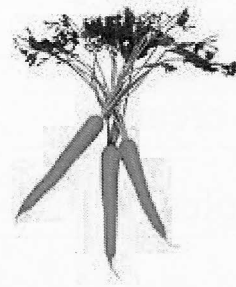
Wonihiiho'



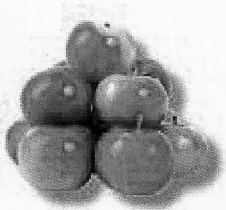
Noohousoo'



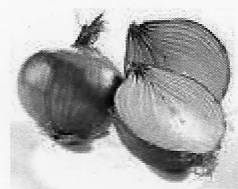
Beskooteeno



Yeneinit



Bee'ic'ei'I



Xouucenii

Fill in the blanks----

*Note phrases: Do you like

Keini'iicet

Yes, I like

Hee, Niini'iicetowoo

- 1) Milk
- 2) Bread
- 3) Hoseino
- 4) Xouucenii
- 5) Carrot
- 6) Ice cream
- 7) Apples
- 8) Beskooteeno
- 9) Hokok
- 10) Pounded meat
- 11) Potatoes
- 12) Noohousoo'
- 13) Bee3o'oubeet

14) Beans

15) Corn

16) Wonihiiho'

17) Bee'ice'ei'i

18) Meat

19) Squash

20) Banana

21) Wonihiiho'

22) Cee'ei'i

23) Soup

24) Co'oc

25) Be3enec

26) Tooyoowu'

27) Onion

28) Yeneinit

29) 3o'ohcoonoo

30) I like ice cream

31) Do you like squash?

32) Hohou

33) Yes

Lesson 12: Wild Animals---



Nisice



Hinenihii



Bih'ih



Hii3einoon



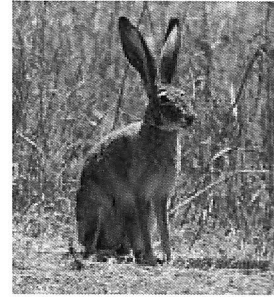
Hiwoxuu



Kokiyote'



Nouu



Nooku



Wox



To'uu3eebexookee



Hooxei

Fill in the blanks---

*Note Phrases:

What is this animal?

Henee'eehek nehe' cese'eihii

It is a

Neneenit

Is it a

Kooneen

Male yes

Hee

Female yes

'oo

No

Hiiko

1) It is an antelope.

2) Is it a buffalo?

3) 'oo, neneenit nisice.

4) Neneenit nooku.

5) Kooneen bih'ih?

6) Hiiko, neneenit hiwoxuu.

7) Neneenit hooxei.

8) Yes, it is a wolf.

9) Is it a bobcat?

- 10) It is a fox. _____
- 11) Hiiko, neneenit hinenihii. _____
- 12) Hee, neneenit wox. _____
- 13) Kooneen kokiyote'? _____
- 14) Yes, it is a bear. _____
- 15) Is it a moose? _____
- 16) Kooneen nisice? _____
- 17) Hiiko, neneenit hii3einoon. _____
- 18) Hene'eehek nehe' cese'eihii? _____
- 19) It is a deer. _____
- 20) No it is a rabbit. _____
- 21) Yes, it is an elk. _____
- 22) 'oo, neneenit nouu. _____
- 23) Is it a bighorn sheep? _____
- 24) Hee, nehe' neneenit bih'ih. _____
- 25) This is an elk. _____
- 26) 'oo, nehe' neneenit to'uu3eebexookee. _____
- 27) Kooneen kokiyote'? _____
- 28) Hiiko, neneenit nouu. _____
- 29) 'oo, neneenit nooku. _____
- 30) Kooneen hii3einoon? _____

Lesson 13: More Wild Animals---



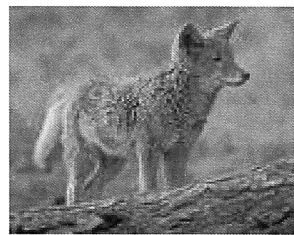
Hii3einoon



Hebes



Who'ooo'



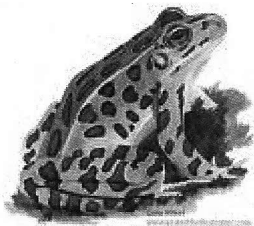
Koo'oh



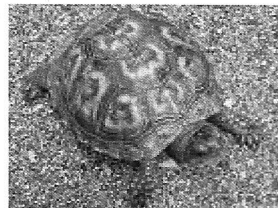
Nouciitoo3eihii



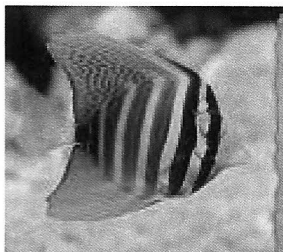
Xouu



Nooxobe'



Be'enuo



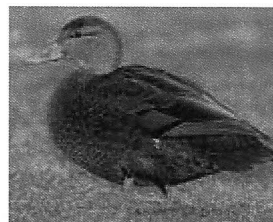
Nowo'



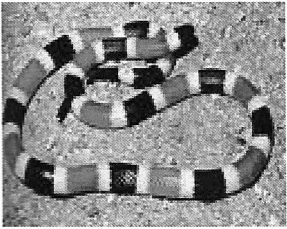
Nouciitoo3eihii



Coo3oni'



Siisiiko'



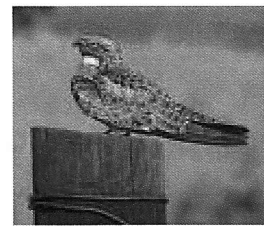
Siisiyei



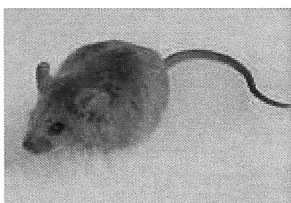
Yeiy



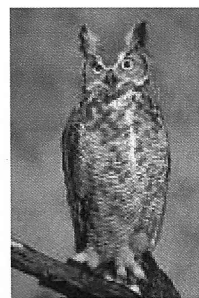
Heetese'eit



Seskout



Hookuu



Bee3ein

Fill in the blanks---

*Note—Some of the animals in this lesson are not on the DVD lesson.

- 1) Henee'eehek nehe' _____
- 2) Is this a snake? _____
- 3) It is a duck. _____
- 4) Kooneen yeiy? _____
- 5) Neneenit koo'oh. _____
- 6) Neneenit hooxei. _____
- 7) 'oo, neneenit hiwoxuu. _____
- 8) No, it is an otter. _____
- 9) Is it a mouse? _____
- 10) Hiiko, neneenit bee3ein. _____
- 11) Kooneen nooku? _____
- 12) Hee, neneenit xouu. _____
- 13) Kooneen Nooxobe'? _____
- 14) No, it is a turtle. _____

15) Neneenit woh'oo'.

16) Neneenit nisice.

17) Is it a buffalo?

18) It is a badger.

19) Hiiko, neneenit nouciitoo3eihii.

20) Hiiko, neneenit xouu.

21) 'oo, neneenit hinenihii.

22) Hee, neneenit nowo'.

23) Yes, it is a nighthawk.

24) No it is an eagle.

25) Is it an owl?

26) Kooneen be'enuo?

27) Kooneen hookuu?

28) Neneenit hebes.

29) Is it an antelope?

30) No, it is a bear.

31) Yes, it is a gopher.

32) Is it a wolf?

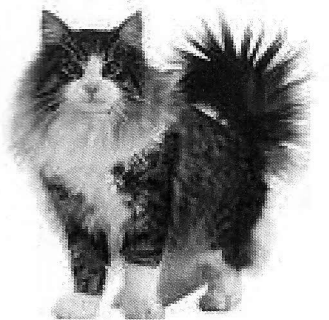
Lesson 14: Domestic Animals---



Woxhoox



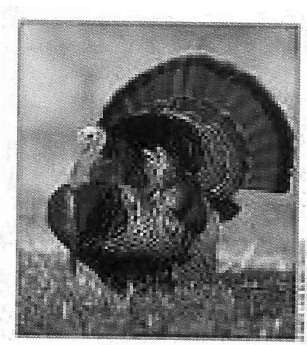
He3



Woh'ooo



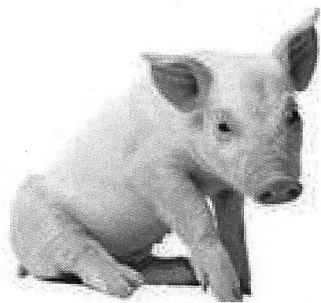
Nih'oo3ounii'eihii



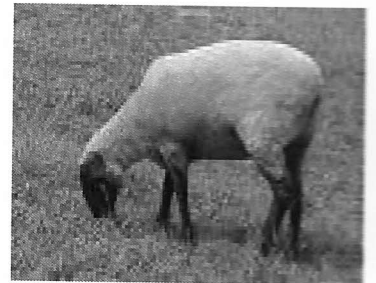
Beescenee



Wookec



Nih'oo3ouwox



Hote'

Fill in the blanks---

- 1) What is this? _____
- 2) Is it a dog? _____
- 3) No, it is a pig. _____
- 4) Kooneen beescenee? _____
- 5) Hee, neneenit hote'. _____
- 6) Hiiko, neneenitwookey. _____
- 7) 'oo, neneenit woh'ooo. _____
- 8) Is this a cat? _____
- 9) No, it is a horse. _____
- 10) Yes, it is a chicken. _____

11) Kooneen woxhoox?

12) Hiiko, neneenit he3.

13) Henee'eehek nehe'?

14) Yes, it is a turkey.

15) No, it is a cow.

16) Is this a sheep?

17) Hee, neneenit nih'oo3ounii'eihii.

18) 'oo, neneenit woxhoox.

19) Hiiko, neneenit nih'oo3ouwox.

20) Kooneen beescenee?

Lesson 15: Coyote Tricks a Man---

Vocabulary---

White man	Nih'oo3oo
Elk	Hiwoxuu
Herd of elk	Hiwoxuuhuu
Meat	Hoseino'
A lot of meat	He'ihnoo3ii3ei'i
Coyote	Koo'oh
One	Ceeseey
Two	Niis
Three	Neeso
Four	Yein
Five	Yoo3on
Six	Niitootox
Seven	Niisootox
Eight	Neesotox
Nine	3io'tox
Ten	Beteetox

Fill in the blanks---

Coyote Tricks White Man

_____ was going down the stream along the bank.
_____ was very hungry at this time. Very soon
_____ came upon _____. Being hungry the
_____ wanted to race with _____. So _____
prepared where they were going to go and where they would
start.

They lined up, _____ and _____ started at the
count of _____. _____, _____,
_____, _____! That's when they started.....
_____.

The _____ did not know there was a cliff on the
other end of the raceway but _____ knew there was a
cliff. That's why _____ chose the race to go in that
direction. Very near going over the cliff himself, _____
stopped. Of course the elk were told, instructed, by _____
to close their eyes at a certain point, which they did and upon
doing so soon the _____ went over the cliff. That's how
they were killed and that's how _____ acquired his
_____. _____ butchered the _____

and had _____. Very soon _____ came into the area also very hungry. _____ made believe he was lame. _____ wanted some of the _____ from _____.

_____ said, "It is all mine. I will not give anything away. I acquired it myself, I got it myself and will not give it away."

The _____ being very tricky wanted to race with _____ for the _____. _____ agreed so they went back to have a race, _____ and _____.

Again _____ said at the count of _____ we will start the race.

_____, _____, _____, _____! And then they started. The _____ was not lame so he got there way ahead of _____. By the time _____ got to the place where the _____ was, _____ had all the _____ eaten up.

The _____ was hungry then because _____ had ate all the _____. That is how the _____ tricked the _____.

Number Review---

1) Ten

2) Seven

3) One

4) Yoo3on

5) Niisootox

6) Ceeseey

7) Beteetox

8) Neesootox

9) Two

10) Four

11) Eight

12) Neeso

13) Three

14) Yein

15) 3io'tox

16) Five

17) Four

18) Six

19) Nine

20) Niitootox

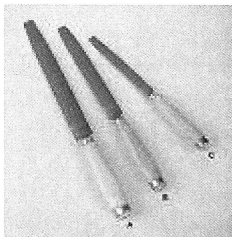
Lesson 16: Tools---



Tonci3oo



Coh'oh'onoox



Hoo'ohu'



To'uut



Hotohoe



Tokohoe



Tebexonoo



Cesiyo'o'ho'oe



Towoeyo'o

*Note phrases:

This is....

Nuhu'

Give me....

Ceitii hinee

- 1) This is a nail.
- 2) Give me the ruler.
- 3) Nuhu' towoeeyo'o.
- 4) Ceitii hinee tonci3oo.
- 5) Cetii hinee tebexonoo.
- 6) This is a hammer.
- 7) Give me hatchet.
- 8) Give me the wrench.
- 9) Ceitii hinee hoo'ohu'.
- 10) Ceitii hinee towoeeyo'o.

11) Ceitii hinee tebexonoo.

12) Nuhu' cesiyoo'oho'oe.

13) Give me the pliers.

14) This is a drill.

15) Ceitii hinee hootohoe.

16) Give me the saw.

17) Nuhu' to'uut.

18) Nuhu' coh'oh'onoox.

19) Give me the file.

20) This is a hatchet.

21) Ceitii hinee cesiyoo'oho'oe.

22) Ceitii hinee towoeeyo'o.

23) Give me the drill.

24) Nuhu' tonci3oo.

25) This is a file.

Lesson 17: Furniture---



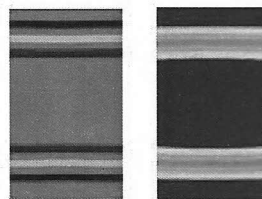
Teesbii3iihiitoo



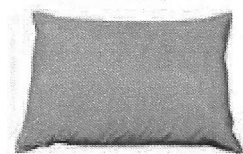
3io'kutooo



Hooo



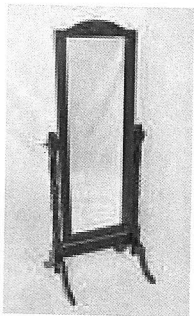
Hou



Be'iitoo



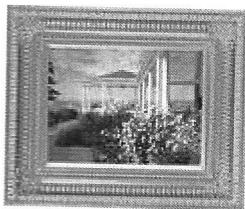
Nokohu!



Hesohobetiiit



Tecenoo



Wo3oninoo'oot



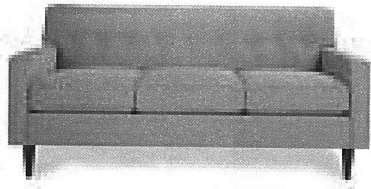
Noh'eihoo



Ce'einox



Teesciiyei'iiit



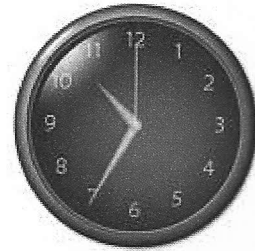
3io'kutooo



Nohoe'3eeyoo



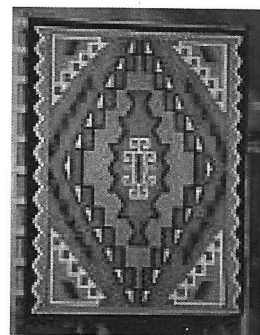
Woteiku3oo



Hee'iyooo



Sitee



So'oo3o

- 1) Table

- 2) Pillow

- 3) Couch

- 4) Sitee

- 5) Ce'einox

- 6) Hooo

- 7) 3io'kutooo

- 8) Nokohu

- 9) Mirror

- 10) Telephone

- 11) Window

- 12) Clock

- 13) So'oo3o

- 14) Nohoe'3eeyoo

- 15) Wo3oninoo'oot

- 16) Door

- 17) Step stool

- 18) Blanket

- 19) Bed

- 20) Chair _____
- 21) 3io'kutooo _____
- 22) Lamp _____
- 23) Suitcase _____
- 24) Stove _____
- 25) Teesbii3iihiitooo _____
- 26) Hou _____
- 27) Hee'iyooo _____
- 28) Picture _____
- 29) Sleep _____
- 30) Be'iitooo _____
- 31) Hesoohobetiit _____
- 32) Tecenoo _____
- 33) Rug _____
- 34) Woteiku3oo _____
- 35) Teesciiyei'iit _____
- 36) Noh'eihoo _____
- 37) Table _____
- 38) Lamp _____

Lesson 18: Full Speed Conversation---

Now that you've heard a conversation of Arapaho did you recognize any of the words?

Can you hear the lilt and rhythm of the language?

Do you see the beauty of the Arapaho language?

Working with your teacher and classmates, write a short script of conversation using the words you have learned.

Practicing with each other until you can understand each other.

Instructions: A word and hand sign will be given for ten words. Write the English word for the Arapaho sign below.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Name: _____

Date: _____

Instructions: Translate the questions and answers below.

1) What's this? _____

2) This is a tepee. _____

3) What is this called? _____

4) This is called a lacing pin. _____

5) What are these? _____

6) These are tepee poles. _____

7) tepee _____

tepees _____

8) door _____

doors _____

9) tepee pole _____

tepee poles _____

10) rope _____

ropes _____

11) ear _____

ears _____

12) lacing pin _____

lacing pins _____

13) stake _____

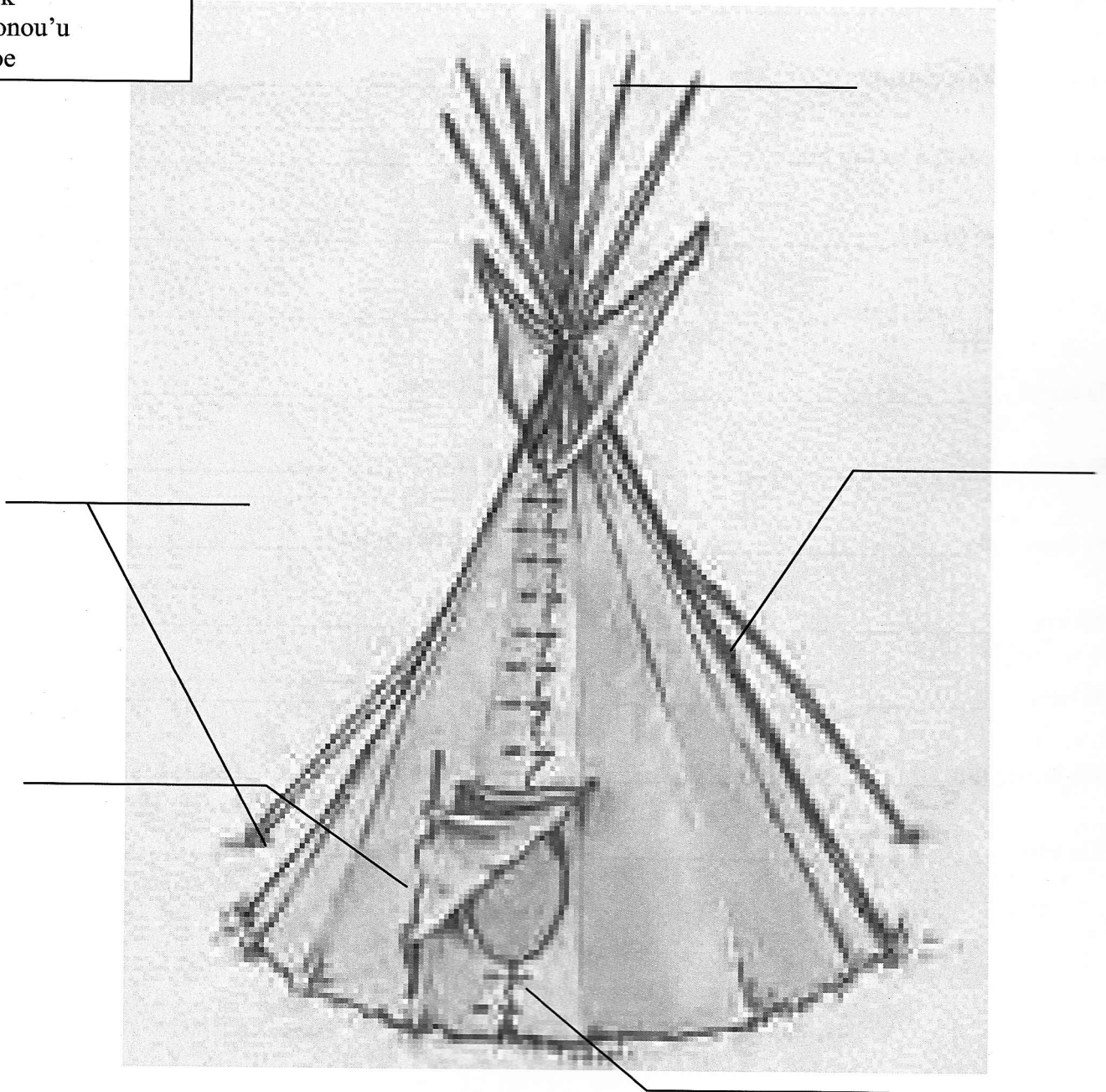
stakes _____

Instruction: Correctly identify the parts of the tepee listed on the lines provided below.

Tepee - Niinon

Word Bank:

tecnoo
hokoox
seenook
wonotonou'u
3iixo'oe





1) big drum _____

2) drum _____

3) round dance drum _____

4) drumstick _____

5) drumsticks _____

6) I am drumming _____

7) He is drumming _____

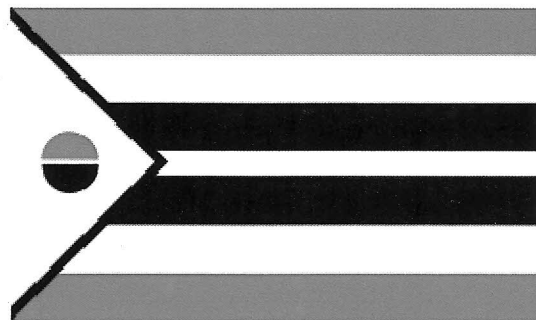
8) I will sing _____

9) He is singing _____

10) song _____

11) Flag Song _____

12) Seth Blackburn _____



Flag Song (In English)

(In Arapaho)

Oh my people
Look at your flag.
It is being raised.
It is raised and flying in the
wind.

Oo huu neit'eino'uu huu
Heinoohootowuu'uu hee niwohoe
niinii hei'ei.
Oo hoonou hou ou huu'
Hoonou te'ii hei'ei noh noo'oo beise'ii
Hei'ii hoe you.

Instructions: Translate the Arapaho phrases into English.

1) Heeyou nuhu'? _____

2) Nuhu' nenee beete' _____

3) Nuhu' beete' neiniisitoot _____

4) Nuhu' nenee ho3 _____

5) Nuhu' neic _____

6) Nuhu' nenee woosoo3 _____

7) Woow heetcobo'wox _____

8) Woow heetcobo' nisice _____

9) Woow heetcobo' nooku _____

10) Woow heetcobo'nii'eihii _____

11) bow _____

bows _____

12) bowstring _____

bowstrings _____

13) quiver _____

quivers _____

14) arrow _____

arrows _____

15) arrowhead _____

arrowheads _____

Instructions: Cut out the cards. Mix them up and place them face down on the table. Flip over two cards at a time trying to match the Arapaho number with the correct amount of arrows on the opposing card. You can learn the numbers by yourself or compete with a partner.

neniiseti' ho3

neniisei'ii ho3ii

neneesei'ii ho3ii

yeneini'ii ho3ii

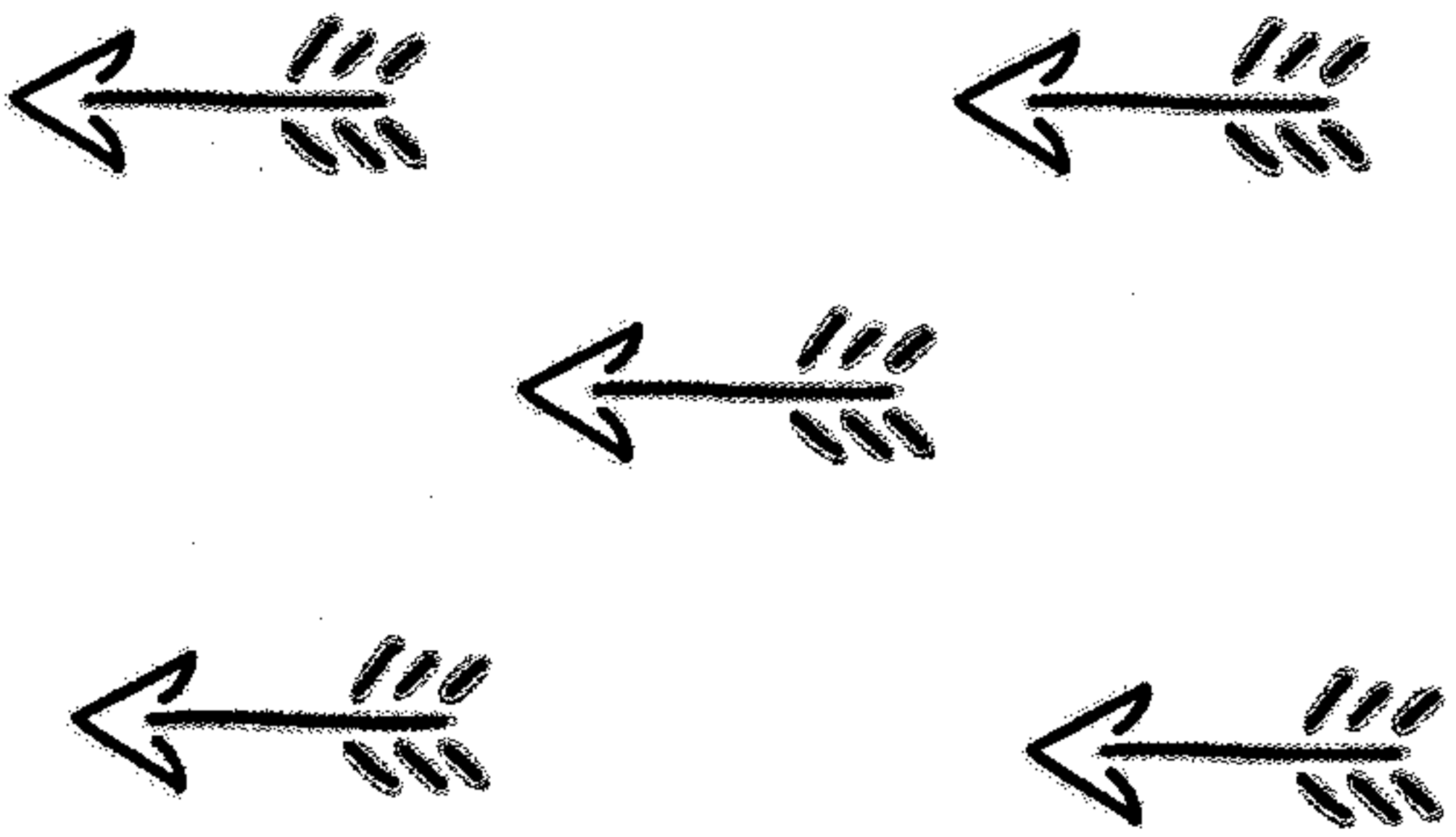
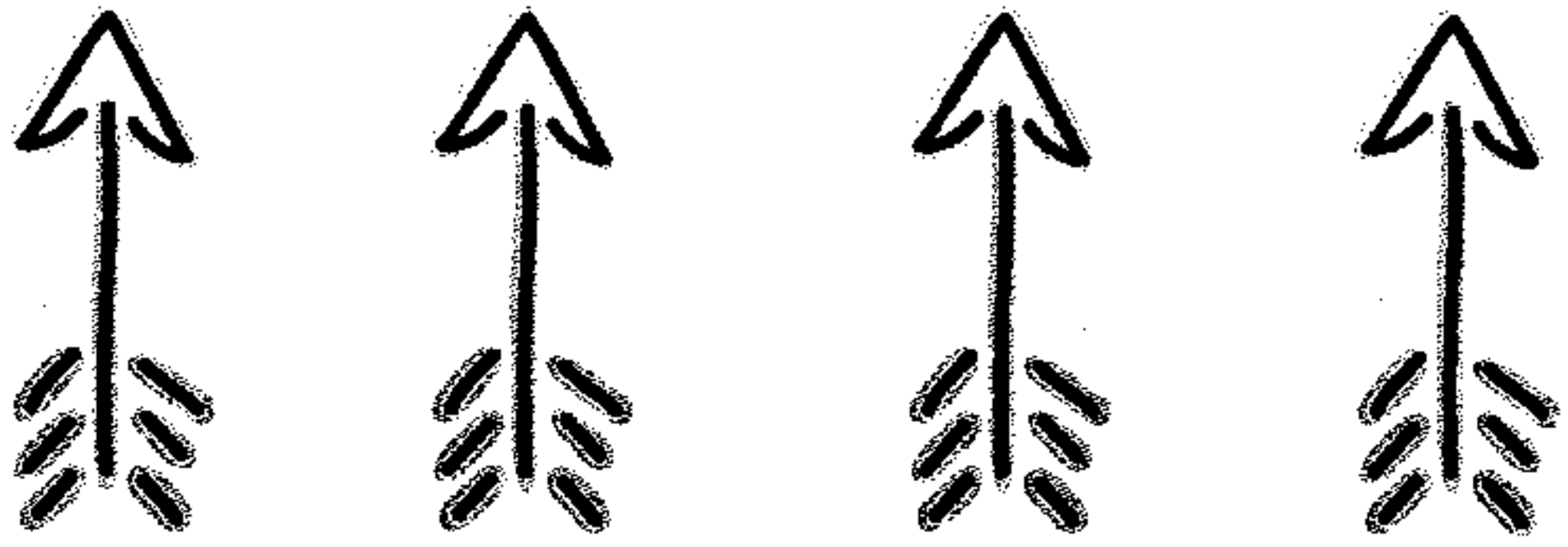
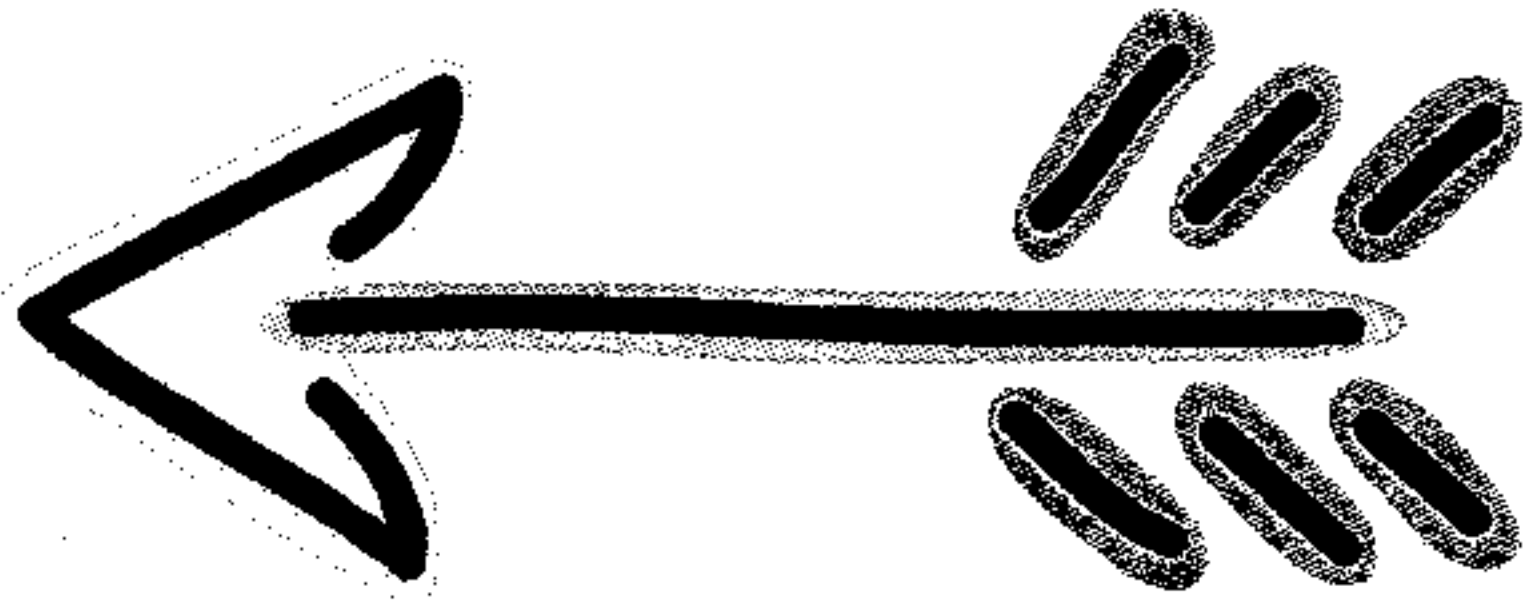
**yoonoo3onei'ii
ho3ii**

**neniitootoxei'ii
ho3ii**

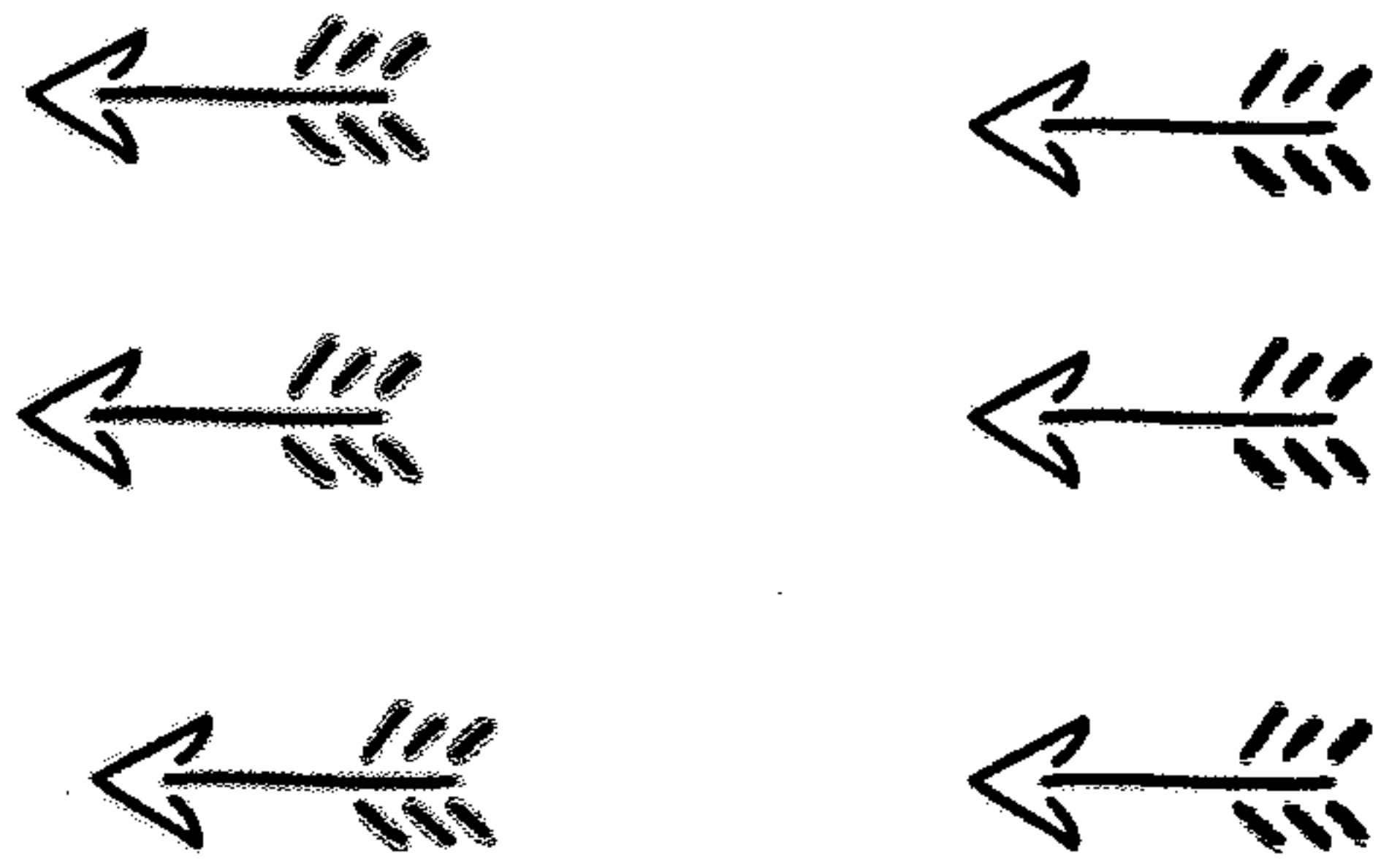
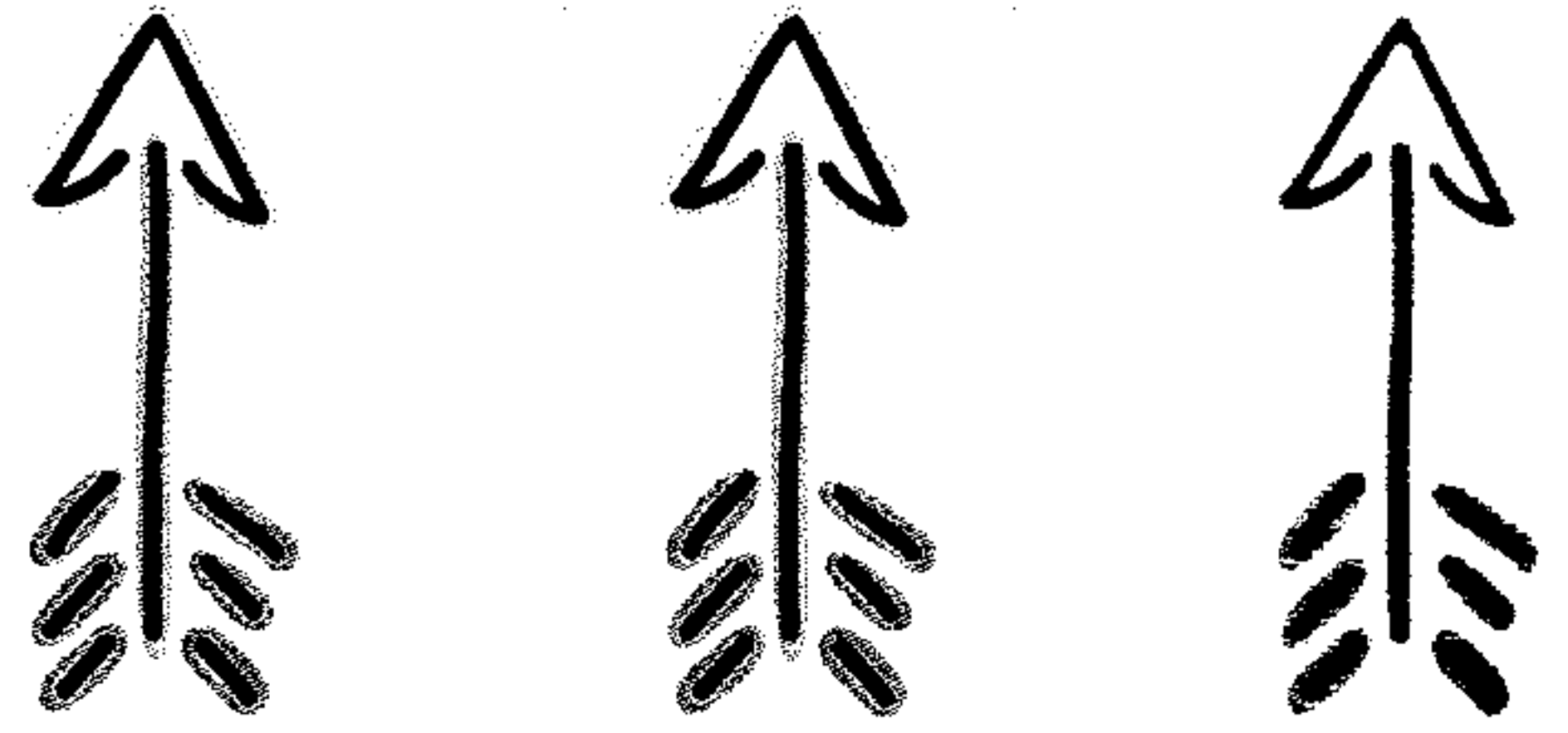
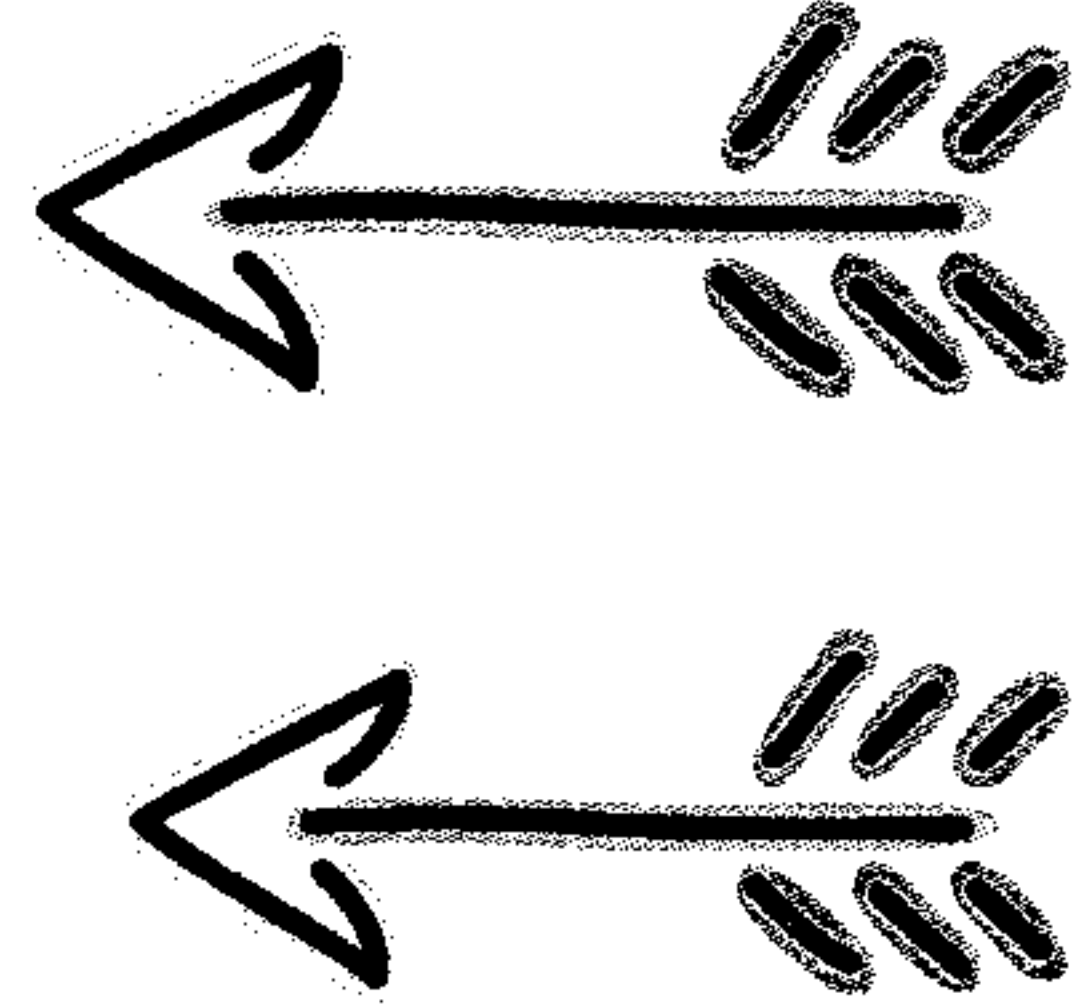
**neniisootoxei'ii
ho3ii**

**neneesootoxei'ii
ho3ii**

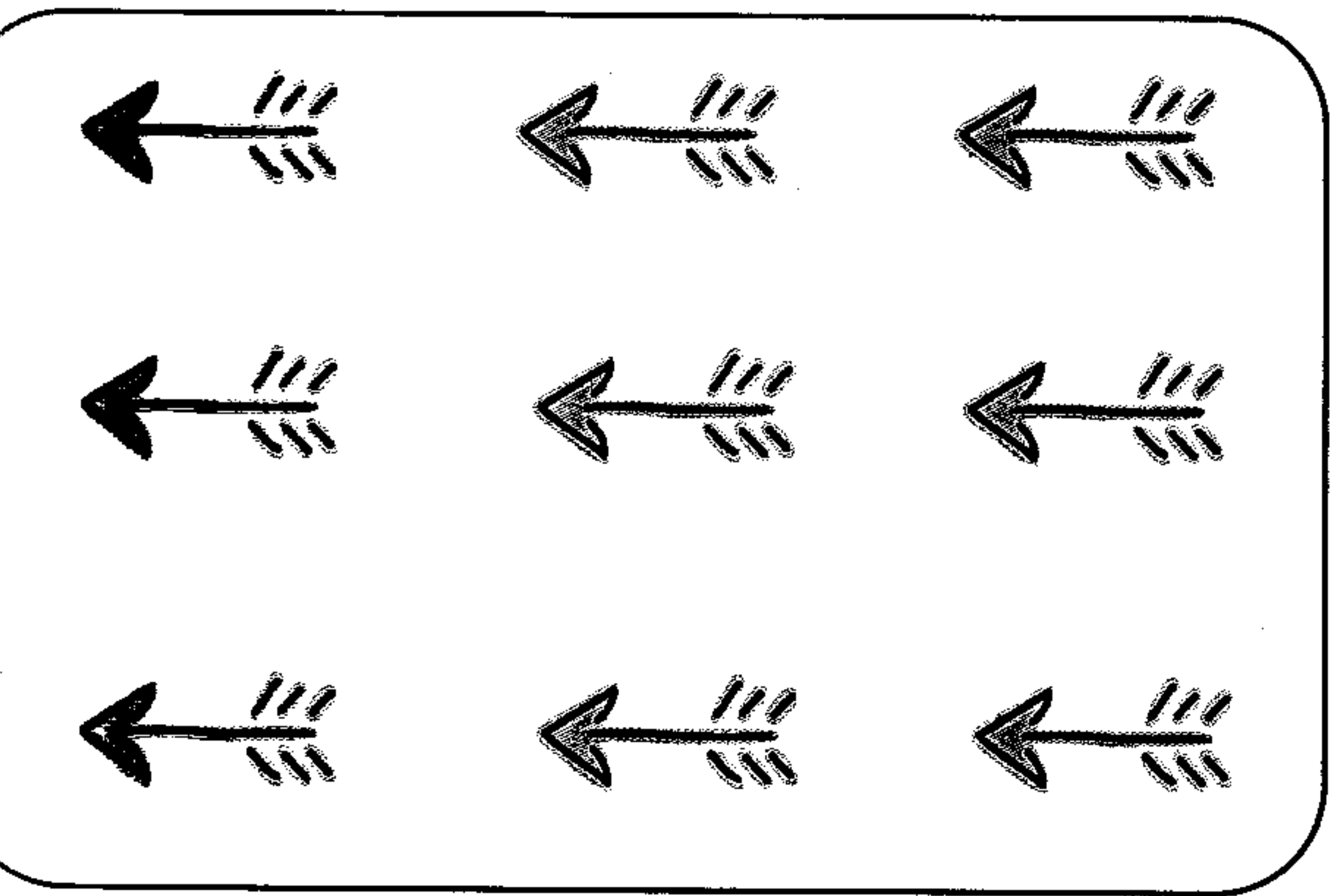
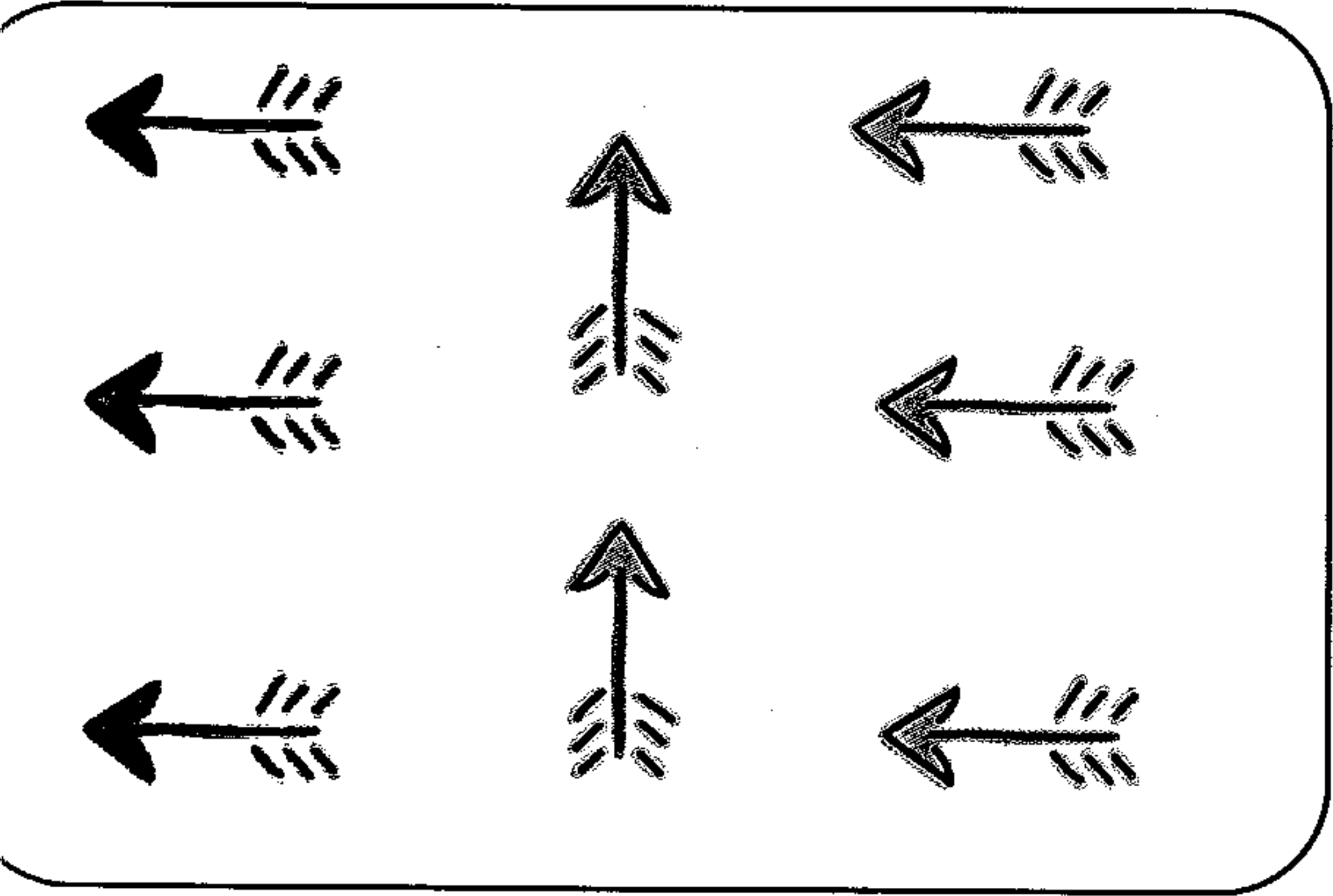
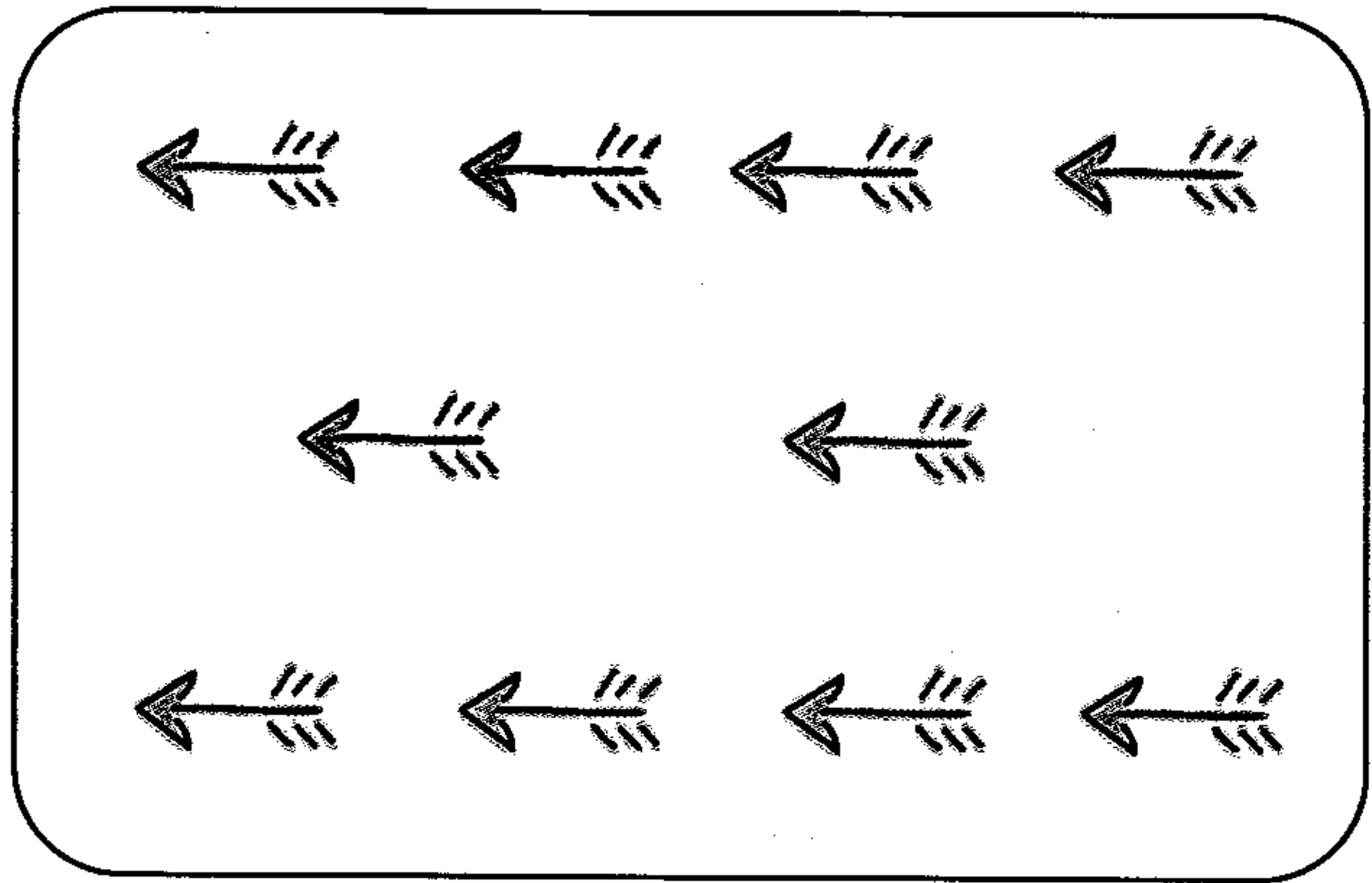
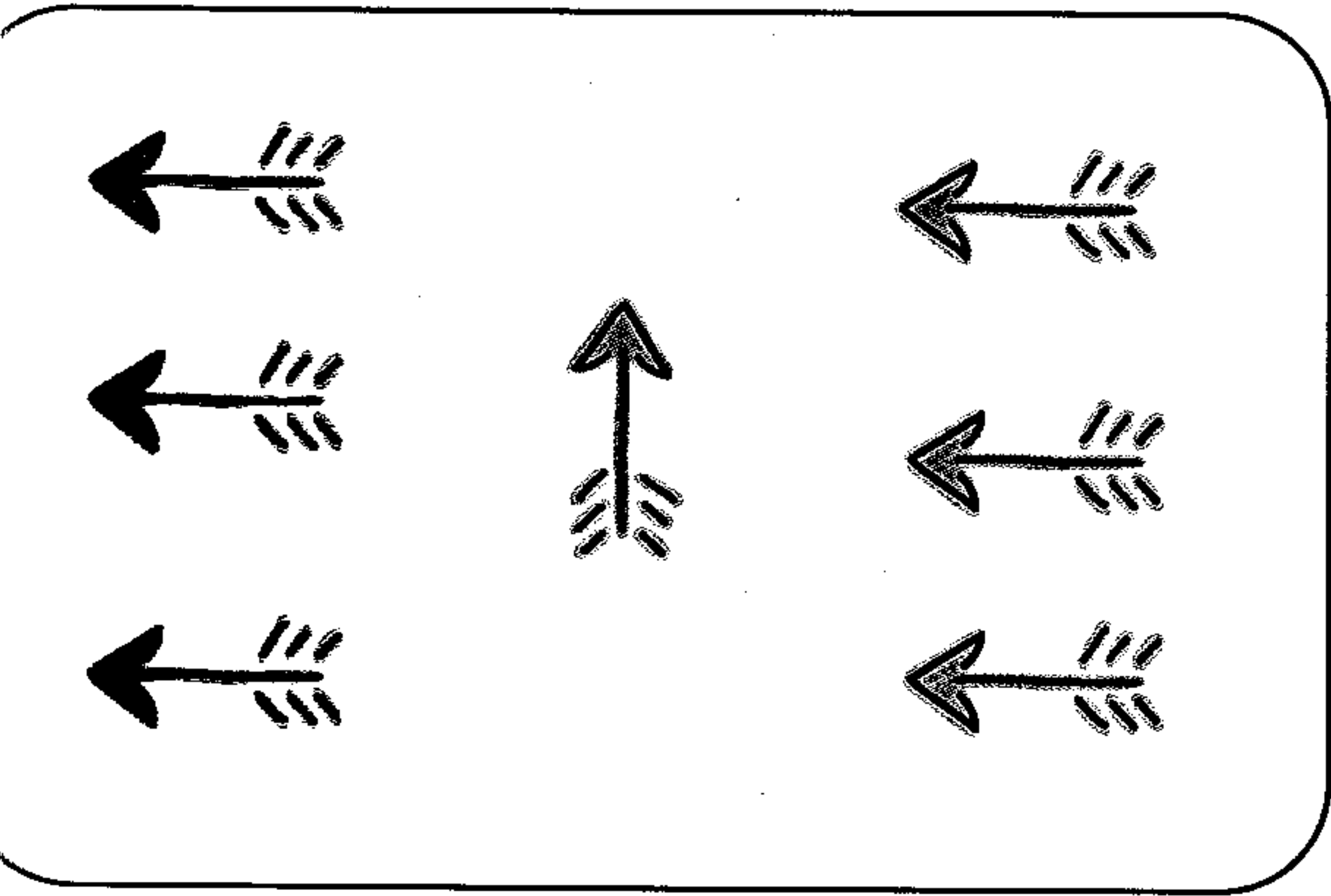
3io'toxei'ii
ho3ii



beeteetoxei'ii
ho3ii



Lesson 22-D - Continued



Translate from Arapaho to English or English to Arapaho

1) winter _____

2) It is during winter _____

3) snow _____

4) snow on the ground _____

5) It is still snowing _____

6) It is cloudy _____

7) tree _____

8) trees standing _____



Describe this winter scene in Arapaho in one or two sentences...



9) niinono _____

10) Nehe' hinen noo'uunoo'eit _____

11) Neniwoo'eit _____

12) Hiinookuunit _____

13) Hooxoubeet _____

14) Nonooxeihit _____

15) Hitoniho' 3onookuheit _____

16) he3 _____

17) hitoniho' _____

Name: _____

Date: _____

Translate from English to Arapaho

1) mountain sheep _____

3) deer _____

5) round dance drum _____

7) I will sing _____

9) quiver _____

11) bowstring _____

13) eight arrows _____

15) trees _____

2) teepees _____

4) buffalo _____

6) drumsticks _____

8) Flag Song _____

10) arrowhead _____

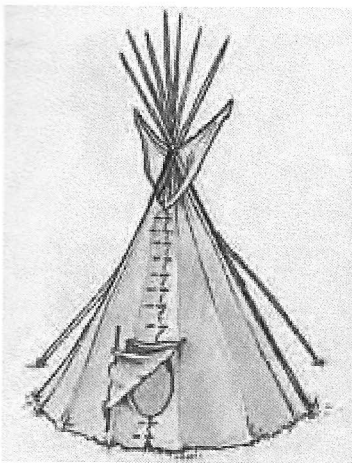
12) one arrow _____

14) winter _____

16) It is cloudy _____

Who wrote the Flag Song? (Arapaho and English name) _____

Identify these parts of the teepee by drawing a line to them



17) ears _____

18) rope _____

19) stakes _____

20) pole _____

Lesson #24

Instructions: Draw a line from the Arapaho word on the left to the correct picture on the right.

1) Beete'



2) Hinen



3) Biixuu



4) Hisei



5) Hoseino'



6) Wooxe



7) Ho3



8) Xowoo'o



9) Niinon

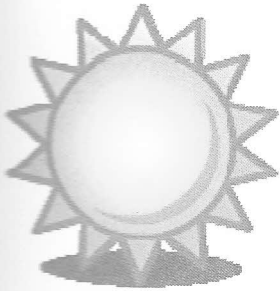


10) Hoh'nookeeno'

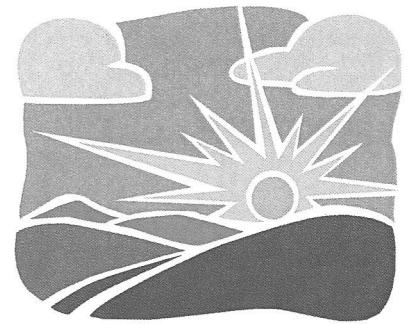


Name: _____

Date: _____



- 1) The sun is rising. _____
- 2) sun _____
- 3) It is morning _____
- 4) It is daytime _____
- 5) It is noontime _____
- 6) It is afternoon _____
- 7) The sun is setting _____



- 8) It is evening _____
- 9) It is dark _____
- 10) The moon is rising _____
- 11) moon light _____
- 12) It is night _____
- 13) Look at that star _____
- 14) Look at the stars _____

Name: _____

Date: _____

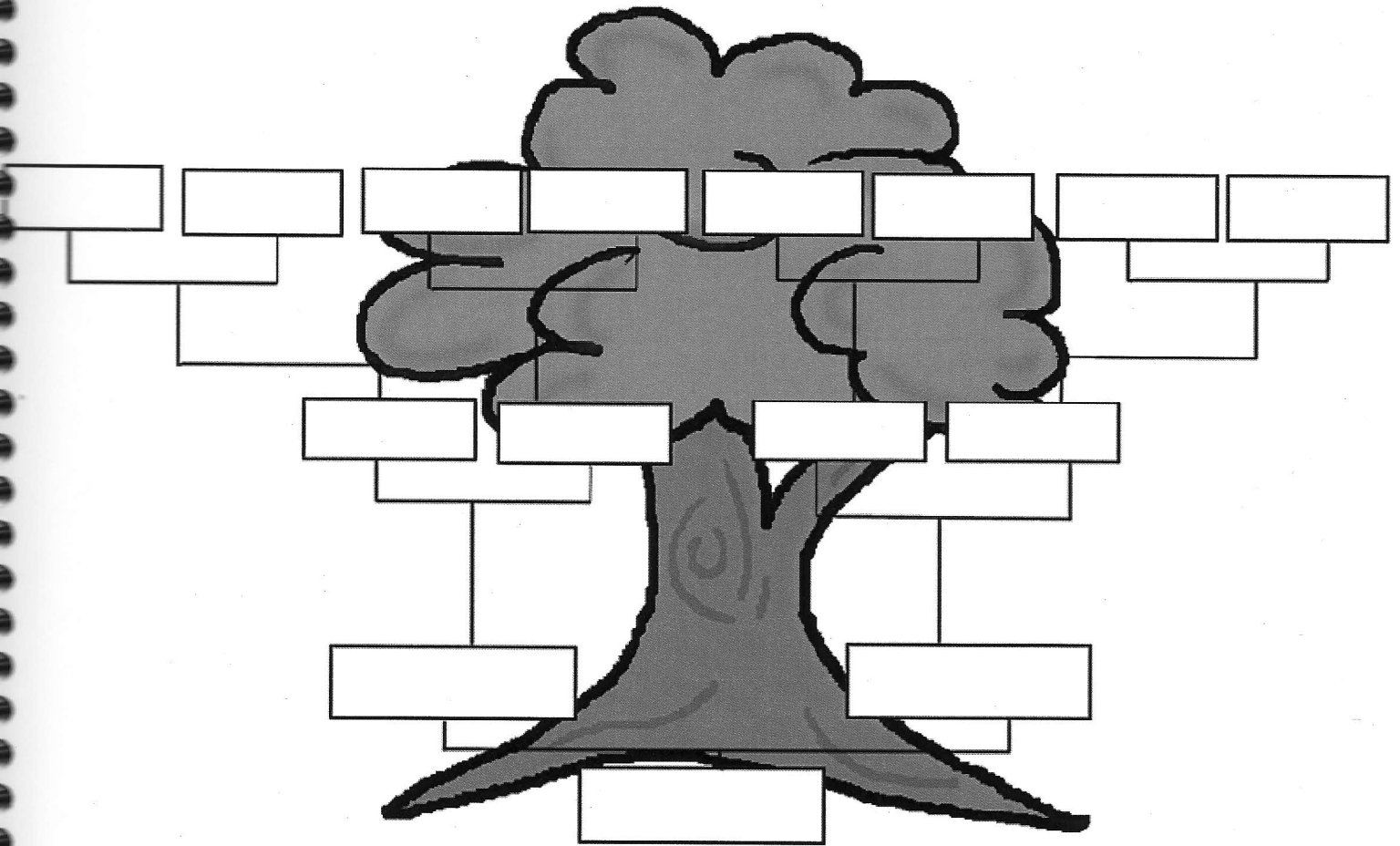
Match the Arapaho word with the English equivalent

- | | |
|-------------------|-------------------|
| beenii'owuuni' | summer |
| biixoxetiit | The leaves fall. |
| koonoukoo' | When it is cold. |
| beniice' | In the fall. |
| nii'esitee' | It is spring. |
| tooyouni' | winter |
| niicenkoo' | The grass is out. |
| ceeciiniini' | There are leaves. |
| ne'nii' toeyo3oo' | It is hot. |

Name: _____

Date: _____

MY FAMILY TREE



Connect the words below in a word chain.

kooh'owu'	koh'owu'	heetec	ni'ec	3iiw
neceecenise'	ceenise'	bih'ih	niici'e	hoh'onooke
hoh'onookeeno'	wo'ow	hiii	boh'oo	ceeekuut
nonookoo'ote'	be'eno	noosooti'	honoosooti'	hoosonec
noyoot				

**k
o
h
'
o
w
u**

kooh'owu'

**i
i
i**

Lesson #28 – Terrain

Name: _____

Date: _____



1) mountains _____

2) pond _____

3) pine tree _____

4) pine trees _____

5) flower _____

6) flowers _____

7) fence _____

8) road _____

9) children _____

10) dog _____

11) hill _____

12) barn _____

13) horse _____

14) house _____

15) barn _____



Quiz #2 (Lessons 24-29)

Name: _____

Date: _____

1) arrow _____

3) rocks _____

5) sun _____

7) It is morning _____

9) winter _____

11) heetec _____

13) noyoot _____

15) see3 _____

17) teexokuunoox _____

19) 3iiw _____

2) meat _____

4) knife _____

6) summer _____

8) It is dark _____

10) my father _____

12) honoosooti' _____

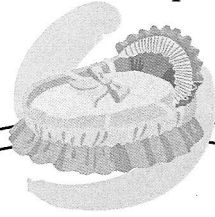
14) booo _____

16) woxhoox _____

18) hotii _____

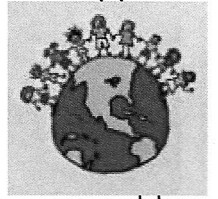
20) cebtoo'ooku3oo _____

Write on the lines provided the Arapaho word for the picture that depicts each stage of life.











=



Identify the Arapaho names for the different parts of the dancer's regalia.



Lesson #31B – Boy and Girl Dancers

Name: _____

Date: _____



1) Which two dances are portrayed in this lesson? _____

2) Describe in two to three sentences in Arapaho and in English what you learned in this lesson. _____

3) What is the Arapaho word for dancer? _____

4) dancers _____

5) thanks _____



Heniisih'it _____

Tou'ou3 _____

LESSON 33: Traditional Clothing

Quiz

1. Awl _____

2. Belt _____

3. Trailing fringes _____

4. Knife sheath _____

5. Beaded dress _____

Heniisih'it _____

Tou'ou3 _____

LESSON 33: Traditional Clothing

Kootoxu' heeyooxu' koyootee wooxohoo niscinonbiixuut

Cihi'ooxu' neeneekootoxu' kokoubei xoono'otoono nonoonoho'xoseibi3ooni'

Knife sheath _____

Awl _____

Beaded _____

Beaded dress _____

Beaded buckskin dress _____

Belt _____

Belt with conchos _____

Trailing fringes _____

Long fringes _____

Short fringes on side and bottom _____

Heniisih'iit _____

Tou'ou3 _____

LESSON 34: Domestic Plants and Foods

Turnip



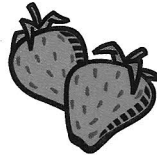
Peanuts



Beet



Strawberries



Grapes



Corn



Tobacco



Maple Syrup



Beans



Tomato



Heniisih'it _____

Tou'ou3 _____

LESSON 34: Domestic Plants and Foods

Quiz

1. Beets _____

2. Strawberries _____

3. Peanuts _____

4. Turnips _____

5. Squash _____

6. Tobacco _____

7. Tomato _____

8. Maple syrup _____

9. Grapes _____

10. Corn _____

Heniisih'it _____

Tou'ou3 _____

LESSON 35: Neighboring Tribes

Arapaho _____

Gros Ventre _____

Sioux _____

Kiowa _____

Comanche _____

Shoshone _____

Ute _____

Crow _____

Cheyenne _____

Cree _____

Heniisih'it _____

Tou'ou3 _____

LESSON 35: Neighboring Tribes

QUIZ

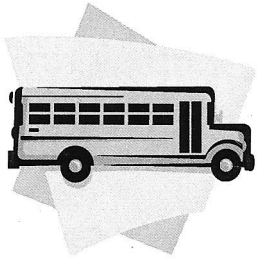
1. Arapaho _____
2. Sioux _____
3. Kiowa _____
4. Shoshone _____
5. Comanche _____
6. Cree _____
7. Gros Ventre _____
8. Ute _____
9. Crow _____
10. Cheyenne _____

Heniisih'iit _____

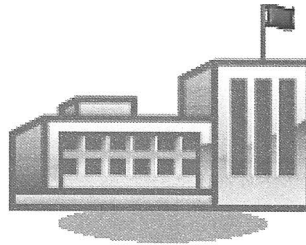
Tou'ou3 _____

LESSON 36: School

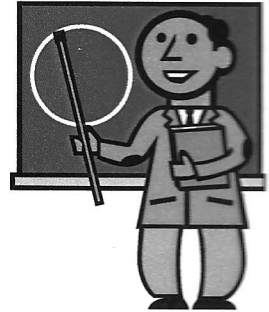
School bus



School



Teacher



Student



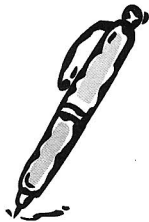
Chair



Pencil



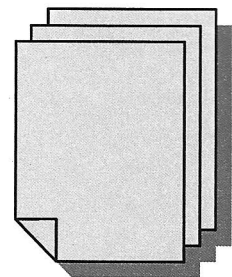
Pen



Books



Paper



Heniisih'iit _____

Tou'ou3 _____

LESSON 36: School

QUIZ

1. School _____

2. School bus _____

3. Teacher _____

4. Student _____

5. Chair _____

6. Pen/pencil _____

7. Paper/books _____

8. Ruler _____

9. Sitting _____

10 . Readings/studying _____

Heniisih'iit _____

Tou'ou3 _____

LESSON 37: Numbers

Base

1. One _____ 11. Eleven _____

2. Two _____ 12. Twelve _____

3. Three _____ 13. Thirteen _____

4. Four _____ 14. Fourteen _____

5. Five _____ 15. Fifteen _____

6. Six _____ 16. Sixteen _____

7. Seven _____ 17. Seventeen _____

8. Eight _____ 18. Eighteen _____

9. Nineteen _____ 19. Nineteen _____

10. Ten _____ 20. Twenty _____

Heniisih'it _____

Tou'ou3 _____

LESSON 37: Numbers

Boys

1. One boy _____
2. Two boys _____
3. Three boys _____
4. Four boys _____
5. Five boys _____
6. Six boys _____
7. Seven boys _____
8. Eight boys _____
9. Nineteen boys _____
10. Ten boys _____
11. Eleven boys _____
12. Twelve boys _____
13. Thirteen boys _____
14. Fourteen boys _____
15. Fifteen boys _____
16. Sixteen boys _____
17. Seventeen boys _____
18. Eighteen boys _____
19. Nineteen boys _____
20. Twenty boys _____

Heniisih'iit _____

Tou'ou3 _____

LESSON 37: Numbers

Girls

1. One girl _____
2. Two girls _____
3. Three girls _____
4. Four girls _____
5. Five girls _____
6. Six girls _____
7. Seven girls _____
8. Eight girls _____
9. Nineteen girls _____
10. Ten girls _____
11. Eleven girls _____
12. Twelve girls _____
13. Thirteen girls _____
14. Fourteen girls _____
15. Fifteen girls _____
16. Sixteen girls _____
17. Seventeen girls _____
18. Eighteen girls _____
19. Nineteen girls _____
20. Twenty girls _____

Heniisih'iiit _____

Tou'ou3 _____

LESSON 37: Numbers

Objects

1. One pen _____
2. Two chairs _____
3. Three tables _____
4. Four belts _____
5. Five arrows _____
6. Six tipis _____
7. Seven spears _____
8. Eight knives _____
9. Nineteen flowers _____
10. Ten papers _____
11. Eleven plates _____
12. Twelve cups _____
13. Thirteen bowls _____
14. Fourteen pens _____
15. Fifteen shirts _____
16. Sixteen napkins _____
17. Seventeen forks _____
18. Eighteen shoes _____
19. Nineteen pencils _____
20. Twenty objects _____

Heniisih'iit _____

Tou'ou3 _____

LESSON 37: Numbers

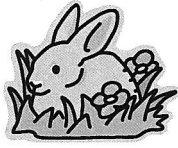
QUIZ

1. One boy _____
2. Two girls _____
3. Three objects _____
4. Four girls _____
5. Five (base) _____
6. Six objects _____
7. Seven (base) _____
8. Eight boys _____
9. Nine girls _____
10. Ten (base) _____
11. Twenty boys and girls _____

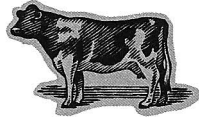
Northern Arapaho Animal Names



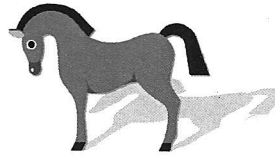
he3



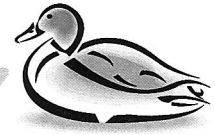
nooku



wokec



woxhoox



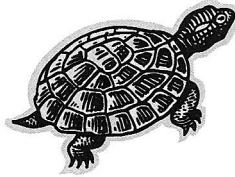
siisiiko'



siisiyei



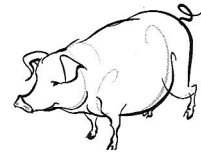
bee3ei



be'eno



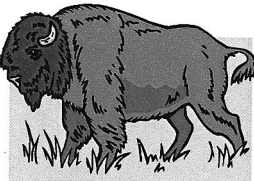
nooxobe'



nih'oo3ouwox



Nih'oo3ounii'eihii



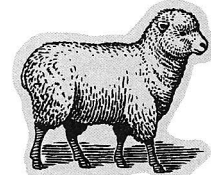
hii3einoon



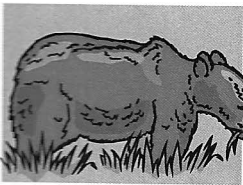
xouu



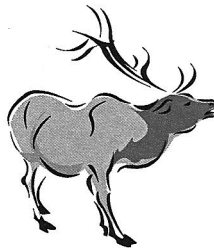
nih'oo3oo



hote'



Wox



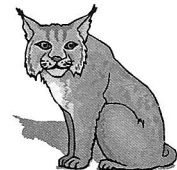
hiwoxuu



hebes



wo'ooo



tohuu beexokee

Northern Arapaho Greetings

Tootousiini'?.....*How are you doing?*

Nii'oo.....*Good.*

Niini'iinii.....*Everything is okay.*

Koo niini'iinii?.....*Is everything okay?*

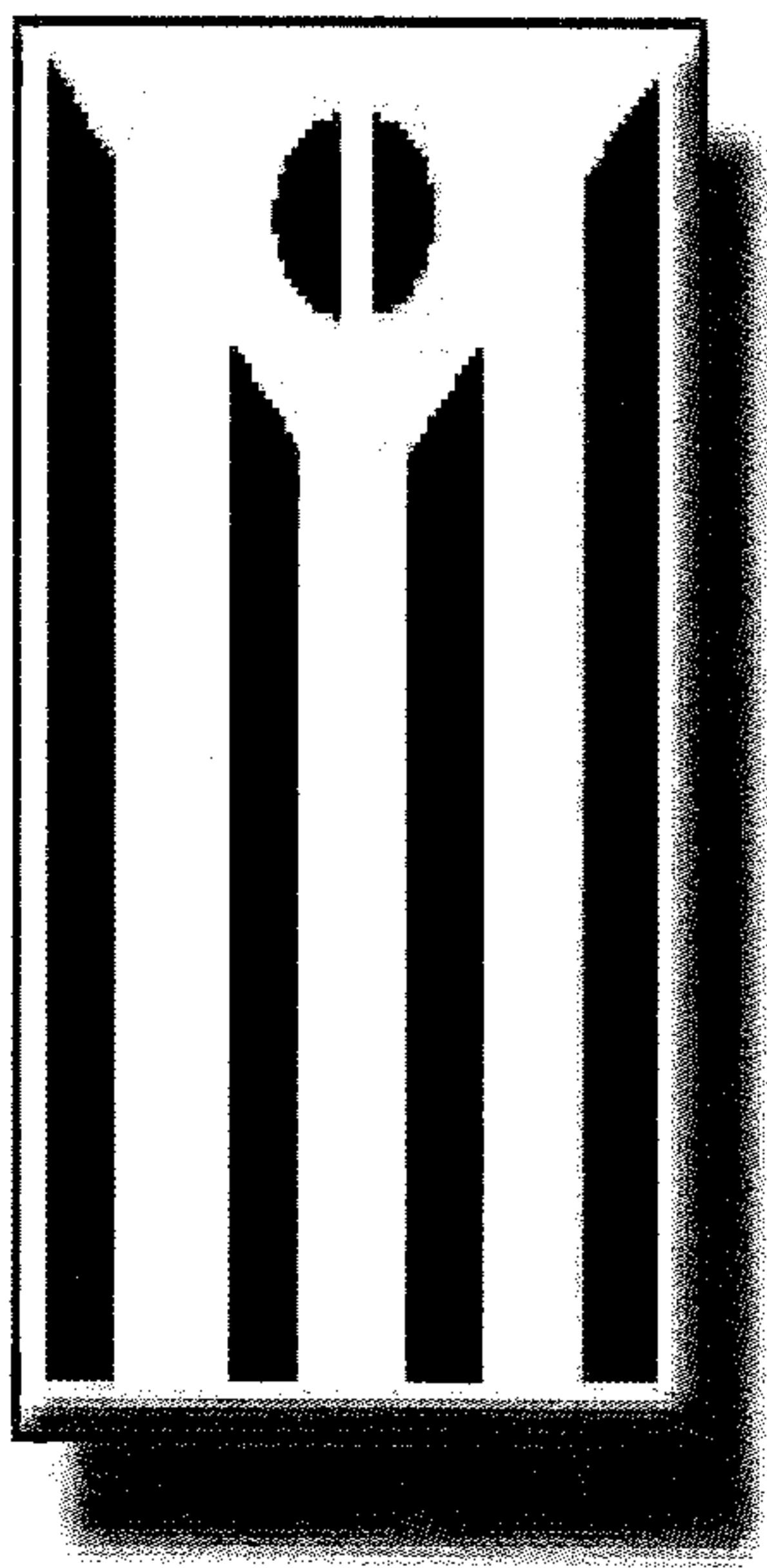
Hee, niini'iinii.....*Yes, everything is okay. (male)*

'Oo, niini'iinii.....*Yes, everything is okay. (female)*

Koo ciwowooyoo?.....*What's new? / Is there anything new?*

Hoowuni.....*Nothing.*

Hotoustoo?.....*What are you doing?*



Property of the Northern Arapaho Tribe

Wind River Reservation

Wyoming