Hiinono’eininoo!
Nuhu’ Nenee’ Neteenetiit.

I am Arapaho!
This Is My Language.

Student Workbook
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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.
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](image)

**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


There are 11 consonants, 4 vowels and 4 vowel combinations (dipthongs). 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 dipthongs 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---

<table>
<thead>
<tr>
<th>Letter</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>B</td>
<td>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.</td>
</tr>
<tr>
<td>C</td>
<td>is between an English “j” and “ch”. It is more like a “j” at the beginning of words.</td>
</tr>
<tr>
<td>H</td>
<td>is like the English “h”, but when at the end of a word or syllable it is breathed (air is forced out slightly).</td>
</tr>
<tr>
<td>K</td>
<td>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.</td>
</tr>
<tr>
<td>N</td>
<td>is more or less the same as the English “n” but with a more pronounced nasal sound.</td>
</tr>
<tr>
<td>S</td>
<td>is like the English “s” and in “sea”, but is never like a “z” sound as in “trees”.</td>
</tr>
</tbody>
</table>
T---sounds like an English “d” as in “dot” at the beginning of words, but more like a “t” elsewhere.

3---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 “eoo” with the stop, or “eoo” cutting short the exhale of the syllable “eoo”.
Lesson 1: The Tale of Sharp Leg---

Vocabulary---

Sharpened Leg                      Tooxu’ooneet
White Man                         Nih’oo3oo
Buffalo herd                      Hii3einoon
Buffalo bull                     Heneecce
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

Ho3

He3

Cis

Bees

Wox

Be'

Cec
Toot
Neh
Yeh
Hisi'
Hiisi'
Hiisiis
Beete'
Koo'oh
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

Heneecce

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
Hehiixo’oe

Nii3oote’ei

Cih’ote’eihi

Cih’ote’eihi

Woow heniiise’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 your 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’tė’
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.
Biixuut
Ceeneeteenoteheinoo'

Hookoubiixuut
Niihoonoteheinoo'

Wo'oh
Neniico'oteheinoo'

Hookoubiixuut
Ceeneeteeoteheinoo'

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

Woo’oteeyoo’

It is black.

Woo’teenotoheinoo’

Yellow

Niihooyoo’

It is yellow.

Niihoonotoheinoo’

Brown

Niisih’oo’

It is brown.

Niisih’oteheinoo’

Blue

Ceeneeteeyoo’

It is blue.

Ceeneeteenotoheinoo’
Orange

Niihoooyo'o
Niihoonotoheinoo'

white

Nonooocoo'

Gray

Neniice'ee'

Green

Ceeneetteeyoo'

Pink

Biiceeyoo'
Beniiceyoteheinoo'

It is orange.

It is white.

Nonookotoheinoo'

It is gray.

Neniice'otoheinoo'

It is green.

Ceeneeteenotoheinoo'

It is pink.
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
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’einoo
12. Touyoo
13. Napkin
14. Bread
15. Salt
16. Niih'oucoo'
17. Wo'teenooowu'
18. Pepper
19. Niico'oowu'
20. Sugar
21. Coffee
22. Be3enec
23. Meat
24. Nihooncebitee
25. Souxosii
26. Co'coo
27. Cenihoocoo'
28. Bowl
29. Se'nooo
30. Cup
31. Wooxe
32. Kokto'owot
33. Spoon
34. Hehiixoo
Lesson 10: Eating Supper---

Henii3oh’owoot
Nihooncebitee

Neniico’oowutoot

Benii3i’ Co’coo

Benii3i’
Hoseino’

Ciihi’ohowoot

Benii3i’
Sousoxuu

54
Beebiyeit
Wo’teenoowuni'

Heehetneenetit

Honookobiyeit
Be3enee
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’tenoowuni’
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

Woniihiho’

Noohousoo’

Beskooteeno

Yeneinit

Bee’ic’ei’I

Xouucenii
Fill in the blanks----

*Note phrases: Do you like

Yes, I like

Keini’iicet

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
<p>| | |</p>
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</thead>
<tbody>
<tr>
<td>14) Beans</td>
<td></td>
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<tr>
<td>15) Corn</td>
<td></td>
</tr>
<tr>
<td>16) Woniihiho’</td>
<td></td>
</tr>
<tr>
<td>17) Bee’ice’ei’i</td>
<td></td>
</tr>
<tr>
<td>18) Meat</td>
<td></td>
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<tr>
<td>19) Squash</td>
<td></td>
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<tr>
<td>20) Banana</td>
<td></td>
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<tr>
<td>21) Woniihiho’</td>
<td></td>
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<td>22) Cee’ei’i</td>
<td></td>
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<td>23) Soup</td>
<td></td>
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<tr>
<td>24) Co’oc</td>
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<tr>
<td>25) Be3enec</td>
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<td>26) Tooyoowu’</td>
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<tr>
<td>27) Onion</td>
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<tr>
<td>28) Yeneinit</td>
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</tbody>
</table>
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’eihi
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 hiwooxuu. __________________
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
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’enoo?
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?
33) It is a mouse.
34) Is it a skunk?
35) Yes, it is an otter.
36) Neneenit siisikiyei.
37) Kooneen seskout?
38) Kooneen siisiiko’
39) Neneenit heetese’eit.
40) Is it a nighthawk?
41) No, it is an eagle.
42) Is it a badger?
43) No, it is a prairie dog.
44) Yes, it is a mole.
45) Neneenit kokiyote’.
46) Neneenit hinienihii.
47) Kooneen nouu?
49) Henee’eheke nehe’ ces’eihii?
50) What is this animal?
Lesson 14: Domestic Animals---

Woxhoox

He3

Woh'oo

Nih'oo3ounii'eihii
Fill in the blanks---

1) What is this?  

2) Is it a dog?  

3) No, it is a pig.  

4) Kooneen beesenee?  

5) Hee, neneenit hote’.  

6) Hiiko, neneenitwookec.  

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             Hiwoxuułuu
Meat                    Hoseino’
A lot of meat           He’ihnoo3ii3ei’i
Coyote                  Koo’oh
One                     Ceesey
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) Ceesey
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
*Note phrases:

This is....
Give me....

Nuhu'
Ceitii hinee

1) This is a nail.

2) Give me the ruler.

3) Nuhu' towoeeyo'o.

4) Ceitii hinee tonci3oo.

5) Ceitii 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 pliars.
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---

Teesbii3iihiitooo

3io’kutooo

Hooo

Hou

Be’iitooo

Nokohu!
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) Teesbii3iihiitoo
26) Hou
27) Hee’iyooo
28) Picture
29) Sleep
30) Be’iitoo
31) Hesoohobetiit
32) Tecenoo
33) Rug
34) Woteiku3oo
35) Teesciyiie’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.
Lesson #19 – Animals and Sign Language Game

Name: __________________________

Date: __________________________

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. _____________________________
Lesson #20-A
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 ______________
Lesson #20-B – Tepee

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

**Tepee - Niiinon**

**Word Bank:**
tecenoo
hokoox
seenook
wonotonou’u
3iixoe’oe
Lesson #21 – Drums and Songs

Name: ______________________
Date: ______________________

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)

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

(In Arapaho)

Oo huu neit’eino’uu huu
Heinoohootoowuu’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.
Lesson #22-A – Bows and Arrows

Name: _______________________

Date: _______________________

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 wooso3

7) Woow heetcobo’wox

8) Woow heetcobo’ nisice

9) Woow heetcobo’ nooku

10) Woow heetcobo’nii’eihli

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.
Lesson #22-C--Continued

3io'toxei'ii
ho3ii

beeteetoxei'ii
ho3ii
Lesson #23 – Winter Scene

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) niiinono ____________________________

10) Nehe’ hin en noo’uunoo’eit ____________________________

11) Neniiwoo’eit ____________________________

12) Hiinookuunit ____________________________

13) Hooxoubeet ____________________________

14) Nonooxeihit ____________________________

15) Hitoniho’ 3onookuheit ____________________________

16) he3 ____________________________

17) hitoniho’ ____________________________
Quiz #1 (For Lessons 19-23)

Translate from English to Arapaho

1) mountain sheep ______________________
2) teepees ____________________________
3) deer ________________________________
4) buffalo _____________________________
5) round dance drum ____________________
6) drumsticks __________________________
7) I will sing __________________________
8) Flag Song __________________________
9) quiver ______________________________
10) arrowhead __________________________
11) bowstring __________________________
12) one arrow __________________________
13) eight arrows ________________________
14) winter ______________________________
15) trees ______________________________
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) Xowo’o

9) Niiinon

10) Hoh’nookeeno’
Lesson #25-A – Times of Day and Seasons

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 ____________________________
Lesson #25b – Seasons

Match the Arapaho word with the English equivalent

beenii’owuuni’

biixoxetiit

koonoukoo’

beniice’

nii’esitee’

tooyouni’

niicenkoo’

ceeciiniini’

ne’nii’ toeyo3oo’

summer

The leaves fall.

When it is cold.

In the fall.

It is spring.

winter

The grass is out.

There are leaves.

It is hot.
Lesson #26a – Family Relations

Name: ______________________
Date: ______________________

MY FAMILY TREE

[Diagram of a family tree with labeled boxes for relatives]
Lesson #27 – Water in Nature

Name: ____________________________
Date: ____________________________

Connect the words below in a word chain.

| koo'h'oowu' | koo'h'owu' | heetec | ni'ec | 3iiw |
| neceecenise' | ceenise' | bih'ih | niici'e | hoh'onookeee |
| hoh'onookeeno' | wo'ow | hiii | boh'oo | ceeekuut |
| nonookoo'ote' | be'enoo | noosooti' | honoosooti' | hoosoonec |
| noyoot |

k
 o
 h
  'o
 w
 u

koo'h'oowu'
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 ______________________
In one column place all of the Arapaho words that describe modes of transportation using wheels or rails and in the other column place the words that indicate transportation by foot. Use the word bank below for assistance.

| beniitoobeeet | heso’oonotii | cebtoo’ooku3oo | woxhoox |
| niimih’ohuunoo’ | hiixoosotii | biiyo3ou’u | 3iwi |
| hotii | hotiiwo | he3 | teexokuunoox |

**Transportation with Wheels**

________________________
________________________
________________________
________________________
________________________
________________________
________________________

**Without Wheels**

________________________
________________________
________________________
________________________
________________________
________________________
________________________
________________________
Quiz #2 (Lessons 24-29)

1) arrow __________________________
2) meat __________________________
3) rocks __________________________
4) knife __________________________
5) sun ____________________________
6) summer _________________________
7) It is morning ____________________
8) It is dark ________________________
9) winter __________________________
10) my father _______________________
11) heetec _________________________
12) honoosooti' _____________________
13) noyoot _________________________
14) booo __________________________
15) see3 ___________________________
16) woxhoox _________________________
17) teexokuunoox ____________________
18) hotii __________________________
19) 3iwr __________________________
20) cebto0'ooku3oo ___________________

Name: _____________________________
Date: _____________________________
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: _________________________
Lesson #32 – Dancing

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 ____________________
LESSON 33: Traditional Clothing

Quiz

1. Awl

2. Belt

3. Trailing fringes

4. Knife sheath

5. Beaded dress
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__________
LESSON 34: Domestic Plants and Foods

Turnip  Peanuts  Beet  Strawberries  Grapes

Corn  Tobacco  Maple Syrup  Beans  Tomato
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
LESSON 35: Neighboring Tribes

Arapaho

Gros Ventre

Sioux

Kiowa

Comanche

Shoshone

Ute

Crow

Cheyenne

Cree
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 ___________________
LESSON 36: School

School bus
School
Teacher

Student
Chair
Pencil

Pen
Books
Paper
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
LESSON 37: Numbers

Base

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

Heniiisih’iit

eou3
Northern Arapaho Animal Names

he3
nooku
wookec
woxhoox
siisiiko'
siisiyi
bee3ei
be'enoo
nooxobe'
nih'oo3ouwox
Nih'oo3ounii'eihi
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 ciiwowovoo?..........................What’s new? / Is there anything new?
   Hoowuni..............................Nothing.

Hotoustoo?..............................What are you doing?
Property of the Northern Arapaho Tribe

Wind River Reservation

Wyoming