

lilaataweenki (Miami Language)

Learning Centers

For a more indepth experience with the Miami language, create five learning centers where students can work cooperatively. Audio files that accompany the language lesson and learning centers are available on the Eiteljorg Museum website for teacher and student use.

www.eiteljorg.org

Learning Centers:

If at all possible, make a tape of the appropriate Miami words for each learning station for the students to listen to while working on projects.

Link to audio files

Learning Center 1: Count in Miami

While at this station, the students will be making Miami number flashcards.

1. Display Guide Sheet #1 for all students to see.
2. Have students write each of the numbers from 1 to 10 on each of 10 index cards.
3. Draw the correct number of items on the card (5 pencils, 4 shoes, 3 books, etc.).
4. Lastly, write the Miami number on the card (using guide sheet).
5. Make an audiotape of Miami numbers and English translations and encourage students to practice saying the words along with the tape.

Learning Center 2: Miami Animals

This game will allow the students to identify Miami animal words in a matching game.

1. Display Guide Sheet #2 for all students to see.
2. Using the worksheet provided, have students cut out the animal pictures and Miami words separately and glue to cards.
3. Place the cards at the Learning Center. Have students place picture cards and word cards

face down on the table. Students will then need to take turns turning over 2 cards, looking for a picture and Miami word to match it. They can refer to the guide sheet at any time.

4. Make an audiotape of the Miami animals and English translations and encourage students to practice saying the words along with the tape.

Learning Center 3: Construct a Word in Miami

1. Display Guide Sheet #3 for all students to see.
2. After explaining the meanings of each card and how Miami words are made up of pieces that have separate meanings, allow students to construct their own words.
3. Have students record Miami words and English translations on a sheet of paper to turn in. Allow enough time to construct approximately 10 to 15 Miami words.
4. Make an audiotape of the Miami stems and person markers and English translations and encourage students to practice saying the words along with the tape.

Learning Center 4: Animate and Inanimate Miami Words

At this station, the students will be able to begin to understand how the Miami looked at the world around them. They will identify common objects as either animate (living) or inanimate (not living). Note: Animate words in end "a" and inanimate words end in "i."

1. Display Guide Sheet #4 for all students to see.
2. Have students begin by cutting out the objects on the worksheet and placing them in a pile.
3. Create a chart divided into two columns— one for "animate" and one for "inanimate".
4. Students take turns drawing a cutout object from the pile. They must explain why it should be listed as animate or inanimate on the chart.
5. Using the guide sheet, students fill in the chart with the Miami word for each object in the appropriate column.
6. Make an audiotape of the Miami words and English translations and encourage students to practice saying the words along with the tape.

Learning Center 5: Make your own placemat

At this center, the students make their own placemat for meals.

1. Display Guide Sheet #5 for all students to see.
2. Have the students cut out the pieces from the worksheet: plate, bowl, cup, fork, knife, and spoon.
3. Glue each piece in the appropriate place on their 12 x 18 inch construction paper placemat.
4. Label each utensil and dish according to the guide sheet provided with the Miami word. Let students decorate placemat any way they wish and title their mats: *eehi ceenkweepiaani*. Translated, this means "where I sit."
5. Make an audiotape of the Miami words and English translations and encourage students to practice saying the words along with the tape.

Adapting the Lesson:

Grades 3 and Younger: Students should enjoy and be able to carry out the learning center activities.

Grades 4 and 5: Students can carry the activities further by using the guide sheets to create a dictionary of Miami words. Words should be in alphabetical order, include the English translation, and indicate whether an object is animate or inanimate.

Assessment:

Students should be evaluated on the basis of individual work, participation, and cooperation in group activities and discussion. Each student should be able to:

- explain that the Miami People have their own language;
- give one example of how the Miami language is similar to English (Both are complex languages, both have thousands of words, both languages can create new words as needed.);
- give one example of how the Miami language is different from English (Miami has the concept of animate and inanimate objects; Miami words can be constructed from smaller parts.);
- label numbers, everyday items, and animals with their Miami names (using a guide); and
- develop a small dictionary of the Miami words studied in this lesson (Grades 4 and 5).

Background on Miami Language:

For more information on the Miami language, please see the language lesson in the Teacher Resource Guide (available on the Eiteljorg Museum website, www.eiteljorg.org).

Miami Numbers

1	<i>nkoti</i>
2	<i>niišwi</i>
3	<i>nihswi</i>
4	<i>niiwi</i>
5	<i>yaalaanwi</i>
6	<i>kaakaathswi</i>
7	<i>swaahteethswi</i>
8	<i>palaani</i>
9	<i>nkotimeneehki</i>
10	<i>mataathswi</i>

Miami Animal Names

Rabbit *waapanswa*

Bee *aamaawia*

Duck *šiihšiipa*

Dog *alemwa*

Raccoon *eehsipana*

Mouse *koohsia*

Cat *pinšiwa*

Squirrel *anikwa*

Beaver *amehkwa*

Pig *koohkooša*

Construct a Word

Stems

<i>piitoo-</i>	bring it
<i>paapihtoo-</i>	play with it
<i>kyaatoo-</i>	hide it
<i>niilaahtoo-</i>	abandon it, leave it alone

Person Markers

<i>-yani</i>	you
<i>-ka</i>	he or she
<i>-lo</i>	you do (ending used to tell someone to do something)
<i>-ko</i>	you (plural) do (ending used to tell someone to do something)
<i>-taawi</i>	let's do

Examples of word possibilities

<i>paapihtooyani</i>	you play with it
<i>paapihtooka</i>	he/she plays with it
<i>paapihtoolo</i>	you (singular) play with it!
<i>paapihtooko</i>	you (plural—2 or more) play with it!
<i>paapihtootaawi</i>	let's play with it!

Animate and Inanimate

Bee	<i>aamaawia</i>
Spoon	<i>kookaani</i>
Racoon	<i>eehsipana</i>
Dog	<i>alemwa</i>
Duck	<i>šiihšiipa</i>
Cup	<i>mineekwaakani</i>
Ball	<i>paaskoontia</i>
Rabbit	<i>waapanswa</i>
Car	<i>šoohkwaakani</i>
Feather	<i>piiwia</i>
Pencil	<i>wiikahtaakani</i>
House	<i>wiikiaami</i>
Tree	<i>tawaani</i>
Shoe	<i>mahkisini</i>

Clue:

Animate words end in what letter?

Inanimate words end in what letter?

Placemat Items

Plate

alaakani

Bowl

nipoopi alaakani

Cup

mineekwaakani

Knife



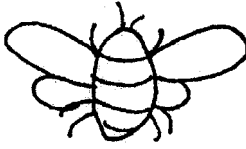

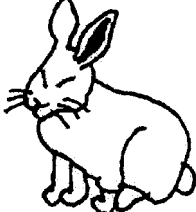
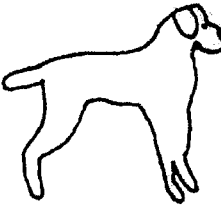

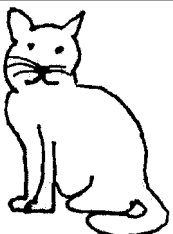
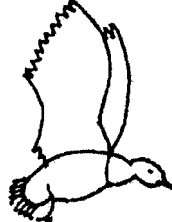

maal

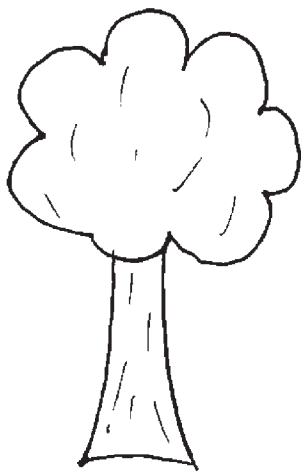
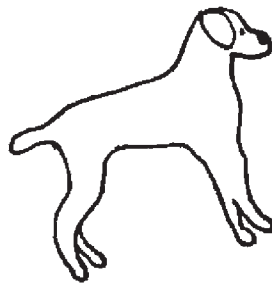
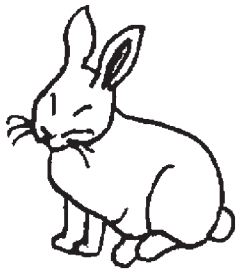
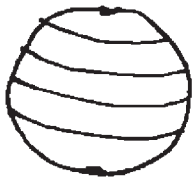
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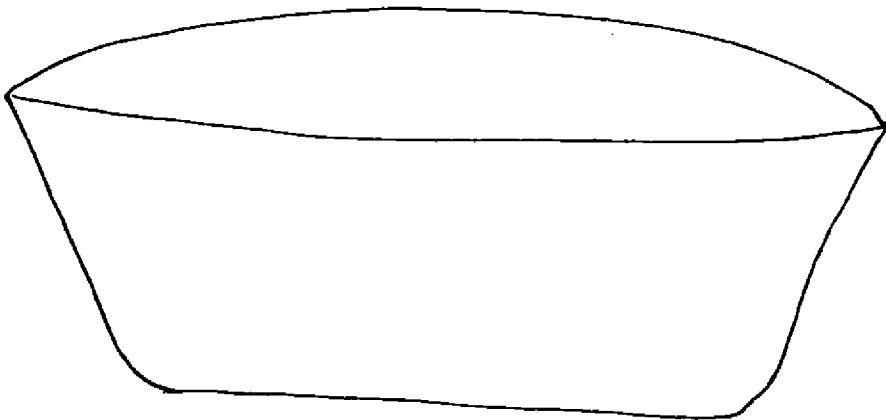
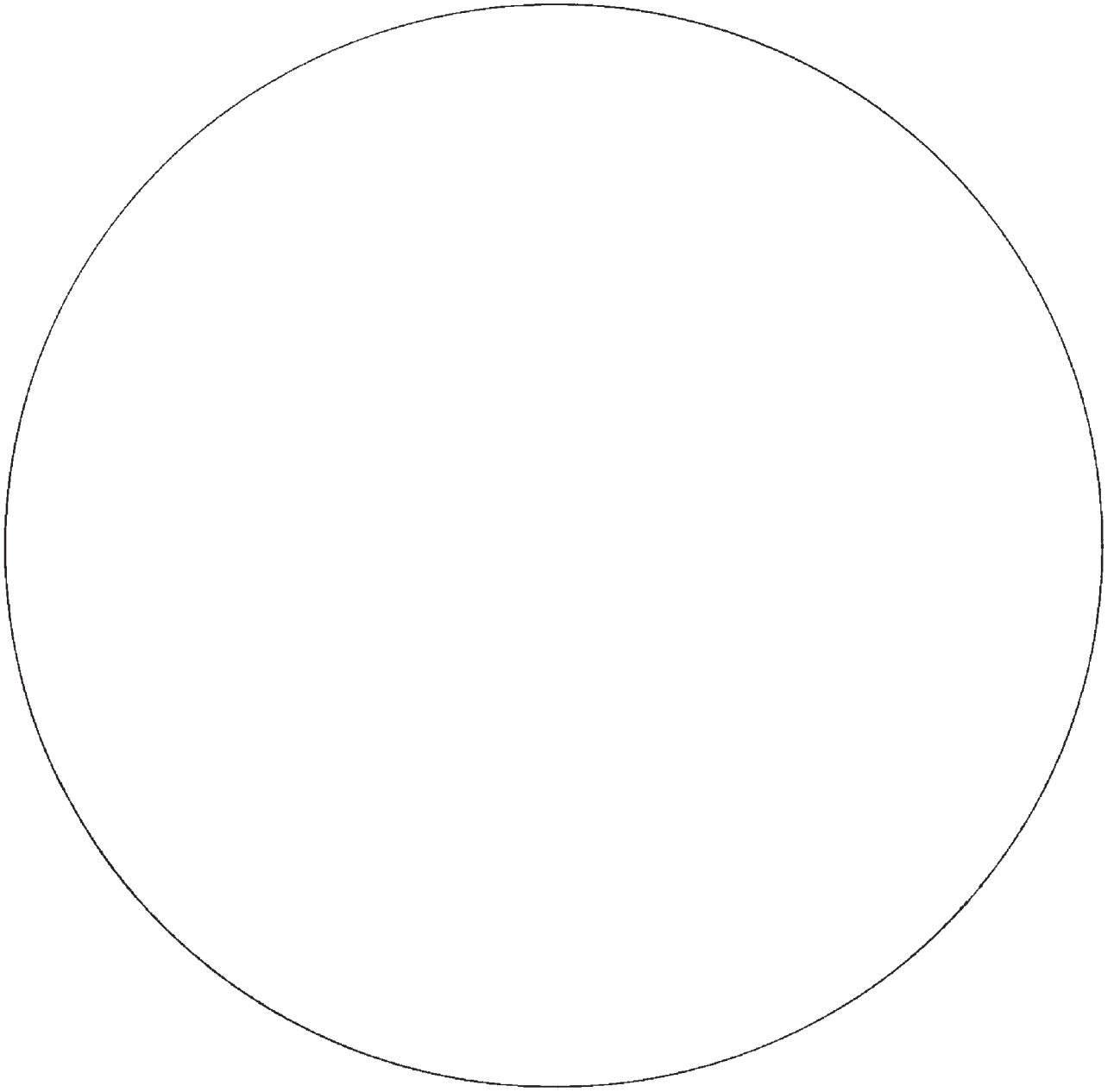
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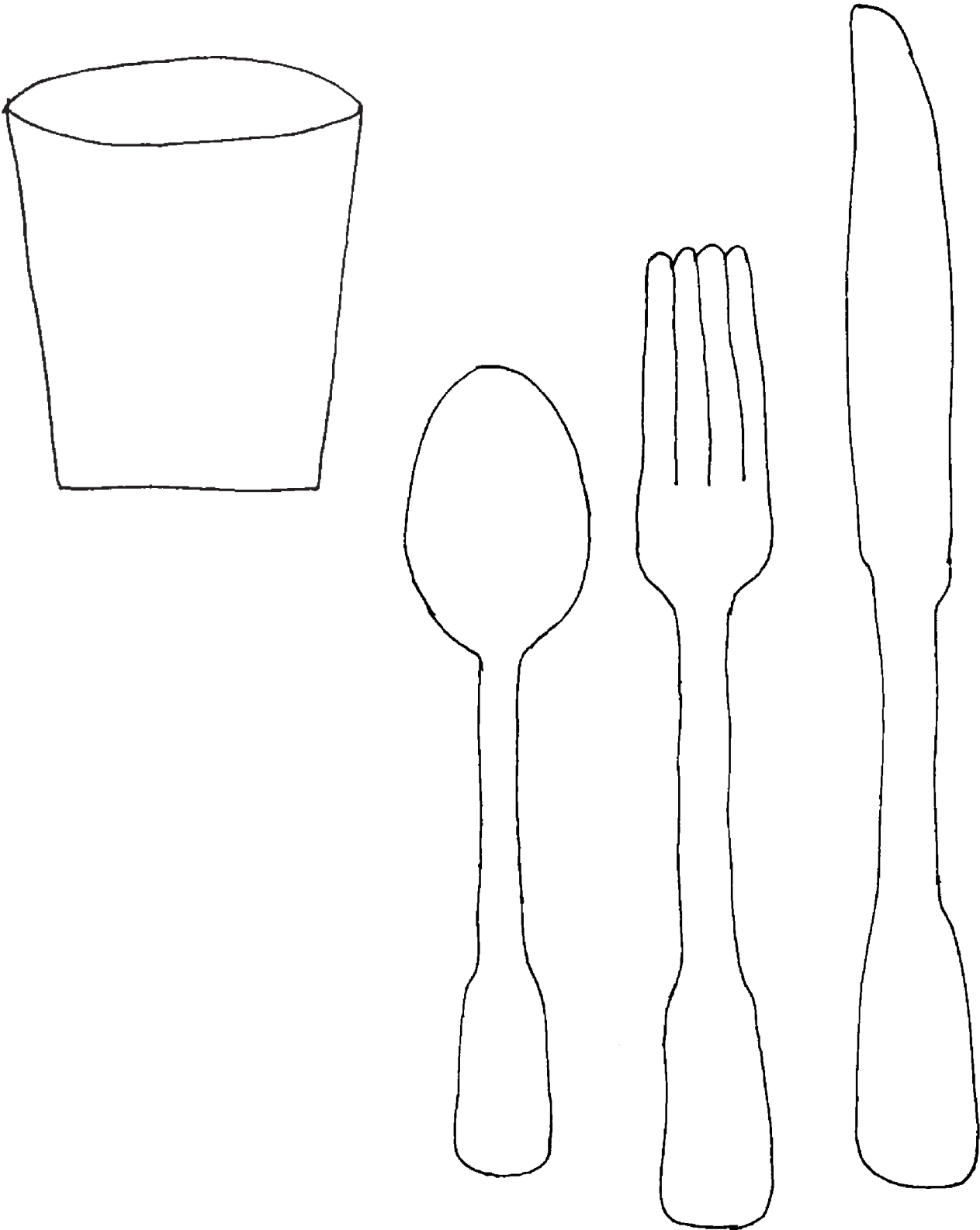
Spoon

kookaani

		<i>aamaawia</i>
		<i>šiihšiipa</i>
		<i>alemwa</i>
	<i>waapanswa</i>	<i>koohkooša</i>
	<i>eehsipana</i>	<i>amehkwa</i>
	<i>koohsia</i>	<i>anikwa</i>
	<i>pinšiwa</i>	







Miami Pronunciation Guide

Consonants

There are 12 consonants in the Miami language

p	péna (potato)	paper
t	tawaáni (tree)	tie
k	akoóka (frog)	keep
c	acíwi (hill)	church
s	sakímia (mosquito)	see
š	šoóli (money)	show
h	neéhi (and)	ahead
m	míimíia (pigeon)	mom
n	nihkáni (my leg)	no
l	piloóhsa (child)	leave
w	waapiki (it is white)	wish
y	yaalaanwi (five)	yarn

Vowels

There are four vowels in Miami but they appear in both a short and long form

a	aníkwa (squirrel)	about
aa	waáwi (egg)	fall
e	alémwa (dog)	bet
ee	neepíka (he is dead)	made
i	nípi (water)	big
ii	níišwi (two)	see
o	ayaaló (you go)	no
oo	šoóli (money)	moose

Preaspirated Consonants

These are unique sounds not found in English. Typically a short breath before the following consonant

hp	iihpíiki (it is tall)
ht	eehteéki (it is located/at)
hk	mahkwá (bear)
hs	noóhsa (my father)
hš	kióhšia (elder man)
hc	moóhci (no/not)

Other Rules

These are some unique standard rules to apply to the Miami spelling system (V=any vowel)

nk	nínkya (my mother)	linger
nt	kinítiwa (golden eagle)	tinder
ns	kinsoóyi (your tail)	frenzy
nc	iilínci (he is told)	conjure
nš	pinšíwa (bobcat)	pleasure
mp	nimpíílaa (I bring him)	lumber
mVs	masaána (thread)	-maz-
nVs	lénaswa (buffalo)	-naz-
mVš	mahkomíši (sumac tree)	-mizh-
nVš	taaniši (how)	-nizh-