# Lakota Nation Invitational

Lakota Language Bowl • Competition Structure • Grades 6–8

| Order of events | Scored as |
|---|---|
| **1. Introductions** | Group — first match vs. later match |
| **2. Song** | Group |
| **3. Vocabulary verb speed round** | Group — first to 10, or ahead at 10 minutes |
| **4. Command activity** | Group — activity drawn from a hat |

## 1. Introductions

First time the team competes. Each student gives a self-introduction in Lakota. Scored as a group. The more information about the self, the higher the score.

Next time the team competes (against a different team). The moderator may ask each student about family: father, mother, grandparents, and so on.

**Scored as a group.**

## 2. Song

The team sings one song together.

**Scored as a group.**

## 3. Vocabulary verb speed round

Use the Grades 6–8 Speed Vocabulary Verbs list.

### How points are won

- The first team to buzz in and answer correctly wins the point.
- If an incorrect answer is given, the opposing team is given the chance to answer.
- The moderator then moves on to the next word.

Scoring: first team to score 10 wins the round. If neither team reaches 10, the team ahead when the 10-minute time limit ends wins the round.

**Scored as a group.**

## 4. Command activity

The two command activities are placed in a hat or container along with the two team names. The moderator draws which activity will be used by the team name drawn. The opposing team performs the other activity.

**Scored as a group.**

## Command activity #1 — Pour a drink into a numbered cup

Props are provided. Ten Styrofoam or paper cups are marked with the numbers 1–10.

### Prep words

| Lakȟótiyapi | English | Lakȟótiyapi | English |
|---|---|---|---|
| **Wíyatke** | cup | **Mní** | water |
| **Asáŋpi** | milk | **Wakályapi** | coffee |
| **Ceyáka** | Lakota mint tea | **Taspáŋ haŋpí** | apple juice |
| **Kapópapi / mnikápopapi** | soda | | |

### Verbs

| Lakȟótiyapi | English |
|---|---|
| **Okáštaŋ** | he/she pours into |
| **Owákaštaŋ** | I pour into |
| **Oyákaštaŋ** | you pour into |

### Cardinal numbers change to ordinal numbers

| # | Cardinal | Ordinal | Cup name |
|---|---|---|---|
| 1 → 1st | **Waŋzjí** | **tokáheya** | wíyatke tokáheya |
| 2 → 2nd | **núŋpa** | **ičínuŋpa** | wíyatke ičínuŋpa |
| 3 → 3rd | **yámni** | **icíyamni** | wíyatke icíyamni |
| 4 → 4th | **tópa** | **icítopa** | wíyatke icítopa |
| 5 → 5th | **záptaŋ** | **icízaptaŋ** | wíyatke icízaptaŋ |
| 6 → 6th | **šákpe** | **icíšakpe** | wíyatke icíšakpe |
| 7 → 7th | **Šakówiŋ** | **icíšakowiŋ** | wíyatke icíšakowiŋ |
| 8 → 8th | **Šaglóǧaŋ** | **icíšagloǧaŋ** | wíyatke icíšagloǧaŋ |
| 9 → 9th | **napcíyuŋka** | **icínapciyuŋka** | wíyatke icínapciyuŋka |
| 10 → 10th | **wikcémna** | **icíwikcemna** | wíyatke icíwikcemna |

## How Activity #1 is run

The moderator selects a participant and gives the command to pour a specific liquid into a specific cup.

| Role | Lakȟótiyapi | English |
|---|---|---|
| Moderator to Joe | **Joe, wíyatke ičínuŋpa kiŋ mní okáštaŋ yo / ye.** | Joe, pour some water into the 2nd cup. |
| Joe | Walks to the table and pours water into cup #2. | |
| Moderator | **Wíyatke ičínuŋpa kiŋ mní oyákaštaŋ he / hwo?** | Did you pour water into the 2nd cup? |
| Joe | **Han, wíyatke ičínuŋpa kin mní owákaštaŋ.** | Yes, I poured water into the 2nd cup. |

ye = female speaker command | yo = male speaker command

## Ask a different student

If Joe was told to pour water into the 2nd cup, the moderator may ask Mary what Joe poured into the 2nd cup.

| Role | Lakȟótiyapi | English |
|---|---|---|
| Moderator to Mary | **Mary, Joe, táku wíyatke ičínuŋpa kin okáštaŋ he / hwo?** | Mary, what did Joe pour in the 2nd cup? |
| Mary | **Joe wíyatke ičínuŋpa kin mní okáštaŋ.** | Joe poured water in the 2nd cup. |

## Command activity #2 — What did you see?

All props are provided. Animal and insect props are used. The moderator selects one prop and places it inside a box. The participant comes up, looks in the box, and returns to their seat.

### Props

| Lakȟótiyapi | English | Lakȟótiyapi | English |
|---|---|---|---|
| **Gnugnúška** | grasshopper | **Šúŋkawakaŋ** | horse |
| **Maštíŋcala** | rabbit | **Iktómi** | spider |
| **Šuŋǧíla** | fox | **Kimímila** | butterfly |
| **Táȟca** | deer | **Tatáŋka** | buffalo |
| **Heȟáka** | elk | **Šuŋgmánitu táŋka** | wolf |
| **Šúŋka** | dog | **Hiŋháŋ** | owl |
| **Igmú** | cat | **Waŋblí** | eagle |

### Verbs

| Lakȟótiyapi | English |
|---|---|
| **Waŋyáŋka** | he/she sees / saw |
| **Waŋbláke** | I see / saw |
| **Waŋláka** | you see / saw |

### Sample exchange — same student

A grasshopper is in the box. The student looks, sits down, then answers.

| Role | Lakȟótiyapi | English |
|---|---|---|
| Moderator | **Táku waŋláka he?** | What did you see? |
| Student | **Gnugnúška waŋ waŋbláke.** | I saw a grasshopper. |

### Sample exchange — different student

If Frank said he saw a grasshopper, the moderator may ask Janet what Frank saw.

| Role | Lakȟótiyapi | English |
|---|---|---|
| Moderator | **Janet, Frank táku waŋyáŋka he / hwo?** | Janet, what did Frank see? |
| Janet | **Frank gnugnúška waŋ waŋyáŋke.** | Frank saw a grasshopper. |

## Moderator reminders

- First match: self-introductions. More personal information can raise the group score.
- Later match against a new team: family questions.
- Speed round lasts 10 minutes or until one team reaches 10 points.
- A miss goes to the other team, then the next word.
- After a command, ask that student, then ask a teammate about that student.