

Where Are We Going? Activity

OVERVIEW

This lesson will engage intermediate learners in using common sentence patterns in Anishinaabemowin. Learners will be introduced to a limited vocabulary and will learn to use that vocabulary in a variety of ways. As learners progress through different levels on the same topic, they will learn to ask, understand and answer questions. Learners will conjugate verbs, build sentences and apply grammar patterns, all while using familiar vocabulary.

LEARNING GOALS

- Learners will hear the pronunciation of words from first language speakers.
- Learners will acquire new vocabulary.
- Learners will practice using these words and phrases.
- Learners will learn to make simple statements, simple yes/no question and complex, open ended questions in the language.
- Learners will use the language to ask and answer everyday questions such as “Where are you going?”, “Are you going to town?” and “Where did they go?”.
- Learners will practice staying in the language as much as possible.

MATERIALS

- Paper
- Pens/Pencils
- “Where are we going?” Google Slides
- “Where are we going?” Jamboards

TIME REQUIRED

20 Minutes a day

LEVEL 1

1. Begin this activity with learners listening and speaking before reading.
2. Introduce the first three place names - noopiming, ziibiing and oodenaang.
3. Practice pronunciation of the words - say the first word and have the learners repeat after you. Repeat this word four times and have the learners repeat it each time. Have each learner say the word once. Do this for each of the three words.
4. Show the “Where are we Going? Level 1” slides and explain the locatives at the end of the word - they can mean in, at, to, on a place, whichever makes the most sense.
5. Show the “Where are we Going?” slide pictures for noopiming, ziibing and oodenang. Ask the students to first translate the Anishinaabemowin words to English, and then vice versa until they are comfortable with these words.
6. Identify a destination for each person, by changing their screen name if they are online or by giving them a name tag or a place card if they are in person.
7. Introduce each of the words in our script - eya’, gaawiin, ndizhaa, gidizhaa and na. Use physical modeling - nod your head yes for eya’, shake your head no for gaawiin, indicate yourself for nidizhaa, indicate one person you are speaking to for gidizhaa and shrug your shoulders like there is something you want to know for na.
8. Practice pronunciation of the words - say the first word and have the learners say it after you. Repeat this word four times and have the learners repeat. Have each learner say the word once. Do this for each of the five words.
9. Show the script on Slide 37.
10. Continue the “Where are we going? Level 1” slides, reinforcing the words and phrases the class will be using. Ask learners to first translate the Anishinaabemowin phrases to English, and then vice versa.
11. Ask them each if they are going to the forest, to the river and to town and give them an opportunity to answer appropriately, given their choice.

LEVEL 2

1. Show the “Where are we Going? Level 2” slides. Review the three place names and phrases we learned in Level 1. Encourage the learners to translate.
2. If playing in person, have each person write a place name as part of their name tag. Example: “Christine Oodenaang”. If playing over Zoom, have people change their Zoom names by clicking the three buttons in the top right hand corner of their picture box and selecting “rename”.
3. Show the “Where are we Going? Level 2” jamboard. Introduce the jamboard and build questions and answers together. N- is for niin, gi- is for giin, for wiin we use the base form of the verb, sometimes we use o- for wiin, but not now. N- can also be ni or nin, depending on the speaker and sometimes the word.
4. Engage learners in building the questions and answers from Level 1. Let them add the pieces they need. We use “d” for niin and giin when the verb starts with a vowel, like ndizhaa. We use “o” (as well as the d) for niin and giin when the verb starts with an o, like ndoonjii. We use m with “ni” for niin when the verb starts with a b, like nimboogid. We use “na” to turn a sentence into a yes/no question (and “ina” if the verb ends in a vowel). The rules we will learn over time, we don’t need to know them all to start making sentences and be understood.
5. Engage learners in building questions and answers on page 2. To make a sentence negative, use gaawiin and -sii on the end of the verb. Continue until learners are comfortable asking whether niin, giin and wiin are going to the places we learned.
6. Review ndizhaa, gidizhaa, izhaa with hand signals, review negative statements too.
7. Invite groups of three to demonstrate these with each other. In person they can move their chairs together, on zoom they can take turns being spotlighted or put into zoom rooms with two other people. Have each person talk to the others saying, “ndizhaa...” “gidizhaa...” and “Christine izhaa oodenaang”, depending on who is talking and who is being talked to.
8. Return to the group and ask one learner if they are going to the forest/river/ town (gidizhaa na...). Give them an opportunity to answer in the affirmative or negative, given their choice. Have them ask the next person a similar question and continue until everyone has had a turn asking and answering. Start another round of questions asking the person you are talking to about whether you are going somewhere (ndizhaa na...?).

LEVEL 3

1. Show the “Where are we Going? Level 3” slides.
2. Introduce the new vocabulary “waabang, noongom and bijiinaago”.
3. Practice pronunciation of the words. Say the first word and have learners repeat after you. Repeat this word four times with learners repeating after you each time. Have each learner say the word once. Do this for each of the three words.
4. Reinforce new words and phrases with hand signals for future, present and past tense. Wii- is future and goes with waabang wii-izhaa. Izhaa is present tense and goes with noongom. Gii- is past tense and goes with bijiinaago.
5. Continue the “Where are we Going? Level 3” slides asking the learners to translate the Anishinaabemowin words to English, then vice versa until they are comfortable with these phrases.
6. Show the “Where are we Going? Level 3” jamboard. Introduce the jamboard and build questions and answers together. They are familiar with most of the parts on this board. The new parts are the tenses that come after ni, or gi and before the verb. This time we are using times rather than places in our sentences.
7. Ask them to pick one of the three words, and write it down on a piece of paper.
8. Find out when they are going by asking them yes/no questions until you find out. Have them use full sentences in their responses. If they are really comfortable with this, you could have them ask each other these questions.

LEVEL 4

1. Show the “Where are we Going? Level 4” slides reviewing vocabulary. Review the vocabulary and encourage learners to translate the phrases together. Introduce the two new places, “gichi-oodenaang” and “ishkoniganing”.
2. Ask learners to pick three of the five places we know and to write them down on a piece of paper, one for where they went yesterday, one for where they are going today and one for where they are going tomorrow.
3. Review what we know. We know how to make positive and negative statements about niin, giin and wiin, in the past, present and future tense. We can make these statements into simple yes/no questions.

4. Just like we use verbs with gi- and n- to make statements or yes no questions, we can use another set of sounds on the end of a verb to ask complex questions that are open ended and need more than a yes or no answer. We can use -yaan, -yan or -yin, and -d. Use hand signals to indicate the suffixes and prefixes for niin, giin and wiin.
5. Show the “Where are we Going? Level 4: Jamboard”.
6. Engage learners in building complex questions and answers. Let them add the pieces they need. Start with Aandi or where. We use “-yaan” for niin and “-yan or -yin” for giin and “-d” for wiin. For complex questions, we also have to change the first vowel sound. This means “gii-” becomes “gaa-” and “wii- becomes “waa-” if we are using tense markers. If not, we change the first “i” in izhaa to an e, as in “Aandi ezhaayaan”, Where am I going?, “Aandi ezhaayan?”, Where are you going? and “Aandi ezhaad?”, Where is wiin going. The rules we will learn over time, we don’t have to learn them all to make sentences and be understood.
7. Engage learners in building complex questions and simple statements in response. Continue until learners are comfortable asking where niin, giin and wiin are going, have gone or are going to go.
8. Introduce the new words on the jamboard: “Aanapii”, when and “Awenen”, who.
9. With a small group, demonstrate having a conversation about where people went, when they went, asking who is going to go somewhere. Break into small groups and encourage learners to have similar conversations with each other. Let them know the goal is for them to continue the conversation for as long as they can in the language.

ADAPTATIONS

1. Use these formats to work on different verbs, locations and tenses: Where am I? Where will he live? Where are you from? Are you coming here?
2. Use these formats to work on plural forms starting with building sentences and asking questions about niinawind, giinawind and giinawaa.