



**Manitoba Indigenous
Cultural Education
Centre Inc.**
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Learning and Teaching Anishinaabemowin Through Immersion

Kit for Intermediate Adults

ACKNOWLEDGEMENT

Doing Immersion Differently is a project of the Manitoba Indigenous Cultural Education Centre.

These language learning kits were created in collaboration with Anishinaabemowin language teachers, Anishinaabe language learners, MICEC Staff and a team of consultants and experts. We wanted to create a functional take-home resource for language teachers and students that is accessible for both online and in-person learning.

This project took place from 2020-2021 and demonstrates an immersion-learning philosophy through videos, activities, and language learning games and also includes video, audio and visual aids.

These language-learning kits were developed in the spirit of passing down Anishinaabemowin to future generations. Please feel free to share these kits with your kids, families and communities at no cost. Our goal is to provide and highlight resources that enable every language speaker to become a teacher and for every language learner to become a language speaker.

We give thanks to all of the committed teachers, speakers and learners who guided and inspired the work of this project.

Please visit micec.com to learn more about this project and gain access more language learning resources.

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Intermediate Adults Kit Overview

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The overview serves as a starting point for using this kit. It contains an explanation about who this kit is intended for as well as an overview of the materials included, a statement about MICEC's immersion philosophy, and a list of further resources

Developing Conversation Skills Video

Available at <https://youtu.be/8TrWI5qVA3o>

In this video, Pebaamibines and Waapishki Kiisis Ikwe demonstrate how they work with a cohort of students to take them from beginner to intermediate speakers of Anishinaabemowin over four weeks.

Transcripts & Translations

Download at www.micec.com

We include transcriptions and English translations to follow along with the Developing Conversations Skills Video.

Where are we Going? Activity

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In this activity, learners will acquire and use sentence patterns to ask and answer simple and complex questions about where people are going. It includes multiple levels and variations for the activity as learners progress.

Where are we Going? Google Slides

Download at www.micec.com

These four google slide presentations guide learners through the words and phrases used in the Where are we Going? Activity.

Where are we Going? Jamboard

Download at www.micec.com

These 3 Jamboard documents allow learners to build simple and complex questions and responses used in the Where are we Going? Activity.

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Where are we Going? Vocabulary

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This vocabulary provides a word and phrase list that supports the Where are we Going? activity for teachers and learners of Anishinaabemowin.

INTERMEDIATE ADULTS KIT OVERVIEW

This language learning kit was created in collaboration with Pebaamibines (Dennis Jones), Waapishki Kiisis Ikwe (Mindy Meyers), the language learners they have been working with, and the MICEC Language Development Team. The activity in this kit was inspired by the methods shared that Pebaamibines and Waapishki Kiisis Ikwe shared with us, Roger Roulette's workbook, Gidinwewin and lesson 14 in Patricia Ningewance's Grassroots Language Teaching book, Reclaiming Our Territory, Word by Word. The **Where are we Going? Activity** is designed to be a functional take-home resource for language teachers and students that is accessible for both online and in-person learning.

This kit is for intermediate teachers and learners of any age. Intermediate learners know basic Anishinaabemowin words and phrases and are learning to use the language in conversation. They are learning to understand and respond to fluent speakers without relying on English. They also benefit greatly from opportunities to engage and respond to each other, especially with the guidance of a first language speaker.

Materials included in this kit are immersion-learning philosophy, an intermediate level language learning activity, plus both audio and visual aids. This activity includes a suggested time-frame, a list of materials needed, goals of the activity, learning objectives, steps to follow, adaptations and scaffolding. Watch the Developing Conversation Skills Video to see seasoned intermediate learners demonstrating the methods they learned from Pebaamibines and Waapishki Kiisis Ikwe. These learners have worked together with their teachers and each other and are now able to engage each other in conversation on a limited number of topics.

Immersion learning is a language-learning philosophy that emphasizes the importance of immersing the learners in the target language as much as possible in order to enhance the learners' fluency and comfort in the language. In immersion learning, Anishinaabemowin is more than the subject of the lesson, it is the language of instruction. Creating and maintaining immersion contexts is challenging. Due to colonization and sustained attacks on indigenous languages, indigenous language learners increasingly outnumber language speakers. This kit utilizes immersion language philosophy encouraging teachers to give instructions in the language as much as possible, in order to build student confidence and efficacy in the language.

These language-learning kits were developed in the spirit of passing down Anishinaabemowin to future generations. Please feel free to share these kits with your kids, families and communities at no cost.

INTERMEDIATE ADULTS KIT OVERVIEW

When we learn our language, we develop a strong sense of self and we ensure that the knowledge of our ancestors is passed down to future generations. We wish you the best on your language learning journey!

FURTHER RESOURCES

Pebaamibines, Dennis Jones, Daga Anishinaabemodaa - Let's Speak Ojibwe: Ojibwe Word List and Phrasebook (Minneapolis, Minn.: Wiigwaas Press, 2011), illustrated by Aza Erdrich. The audio that accompanies this book is available on soundcloud from **Wiigwaas Press**.

<https://soundcloud.com/wiigwaas-press/sets/daga-anishinaabemodaa-lets>

Daga Anishinaabemodaa Parts 1 & 2, Pebaamibines introduces learners to his book “Daga Anishinaabemodaa - Let's Speak Ojibwe”. In Anishinaabemowin, Pebaamibines demonstrates participants ways in which they can use the book to learn or to teach Anishinaabemowin. Available on **Waking Up Ojibwe Anishinaabemodaa's** YouTube channel

<https://youtu.be/6rn7JcTwE5w> & <https://youtu.be/Tqmdl8yzC8Q>

Dennis Jones, “The World Needs a Spiritual Way of Living” August 21, 2017, featuring an episode of Ojibwe Stories: Gaganoonididaa, produced by KUMD and the the Department of American Indian Studies at UMD, with funding provided in part by the Minnesota Indian Affairs Council, and The Minnesota Arts and Cultural Heritage Fund, originally aired November 21, 2016.

<https://www.kumd.org/arts-culture/2017-08-21/ojibwe-stories-gaganoonididaa-the-world-needs-a-spiritual-way-of-living>

Pat Ningewance and Roger Roulette, Anishinaabemodaa: becoming a successful Ojibwe eavesdropper (Winnipeg: Aboriginal Languages of Manitoba, 1995). This text is accompanied by a cassette recording.

Leanne Hinton, Matt Vera, Nancy Steele, How to Keep Your Language Alive: A Commonsense Approach to One-on-One Language Learning (2002: Heyday Books, Berkeley, CA) describes a master-apprentice language program, a one on one approach that has been remarkably successful in ensuring new speakers will take the place of those, often elderly, who are fluent in an endangered language.

Roger Roulette, Gidinwewin: Your Language (Winnipeg: Manitoba Indigenous Cultural Education Centre, 2019). A step by step workbook for learning and teaching the Ojibwe language. Students are able to understand, speak, read and write in basic Ojibwe using this workbook. This workbook is accompanied by an audio CD voiced by Roger Roulette, a first language speaker and educator from Manitoba.

FURTHER RESOURCES

Patricia Ningewance, *Reclaiming our Territory, Word by Word: Grassroots Language Teaching* (Canada: Mazinaate Inc., 2020). A book of stand alone lesson plans designed to help any fluent speaker to teach family and friends to learn oral language in an informal setting. The methods shared in this book support the teaching of any language. In particular, they support indigenous people who are learning their language to reclaim a sense of identity and a link to their family and community.

Wii Chiiwaakanak Learning Centre has created a series of Ojibwe Learning Videos, these include Ojibwe language lessons, some that are at an introductory level, an intermediate level and an advanced level translated and demonstrated by first language speakers and learners from Manitoba. Many of these videos also include a crafting tutorial, including how to make split toe moccasins, a ribbon skirt, with pockets, a jingle dress pattern and a cradleboard.

<https://www.uwinnipeg.ca/wiichii/ojibwe-video-lessons.html>

Waking up Ojibwe Anishinaabemodaa is a partnership between Seven Generations Education Institute and Rainy River District School Board that supports students, teachers, and families in their journey of learning and speaking Anishinaabemowin. In addition to identifying the many programs available to learners as educational institutions, Waking up Ojibwe provides videos of their online workshops that guide learners through vocabulary, grammar patterns and using the language. Make sure to check out their Videos and PD links <http://www.wakingupojibwe.ca/pathways/learners/>

The Ojibwe People's Dictionary is a searchable online dictionary with audio recordings, images and other resources established by faculty and students in the Department of American Indian Studies at the University of Minnesota in collaboration with the Minnesota Historical Society. The database is searchable by Ojibwe and English keywords. The advanced search function allows users to search by the beginning, middle or end of the word. Users can also scroll to the bottom of an entry and search for related words by their word parts. <https://ojibwe.lib.umn.edu>

The **Anishinaabemowin Ojibwe Language** site is home to dictionaries, lessons, texts and other materials. Of particular use to intermediate language learners are the grammar materials, especially the Ojibwe Verb Paradigm section, containing more than 60 charts of verb conjugations organized by verb type and order and mode. Learning to navigate such charts supports users who want to build sentences. http://weshki.atwebpages.com/oj_verbs.html

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.

Vocabulary List:

Where are we Going?



noopimi

the forest

noopimiing

at/on/in/to the forest

ziibii

the river

ziibiing

at/on/in/to the river

oodena

the town

oodenaang

at/on/in/to the town

eya'

yes

miinange

certainly

gaawiiin

no

Izhaa.

She/he/wiin is going.

Ndizhaa.

I am going.

Gidizhaa.

You are going.

na indicates a yes/no question

Giwii-izhaa na waabang? Are you going to go tomorrow?

Noongom na izhaa? Is she going today?

Ngii-izhaa na bijiinaago? Did I go yesterday?

Nwii-izhaa waabang. I am going to go tomorrow.

Noongom izhaa. He is going today.

Gigii-izhaa bijiinaago. You went yesterday.

Gaawiin izhaasii noopimiing. She is not going to the forest.

Gaawiin ndizhaasii ziibiing. I am not going to the river.

Gaawiin gidizhaasii oodenaang. You are not going to town.

Gaawiin ina izhaasii noopimiing? Is he not going to the forest?

Gaawiin ina ndizhaasii ziibiing? Am I not going to the river?

Gaawiin ina gidizhaasii oodenaang? Are you not going to town?

waabang tomorrow

noongom today

bijiinaago yesterday

Giwii-izhaa na waabang? Will you go tomorrow?

Noongom na izhaa? Is he going today?

Gigii-izhaa na bijiinaago? Did you go yesterday?

Nwii-izhaa waabang. I will go tomorrow.

Noongom izhaa. She is going today.

Gigii-izhaa bijiinaago. You went yesterday.

Gaawiin wii-izhaasii waabang. He is not going to go tomorrow.

Gaawiin noongom ndizhaasii. I am not going today.

Gaawiin gigii-izhaasii bijiinaago. You did not go yesterday.

Gaawiin ina wii-izhaasii waabang? Is she not going to go tomorrow?

Gaawiin ina ndizhaasii noongom? Am I not going today?

**Gaawiin ina gigii-izhaasii
bijiinago?**

Did you not go yesterday?

Giwii-izhaa na waabang?

Are you going to go tomorrow?

Noongom na izhaa?

Is he going today?

Ngii-izhaa na bijiinaago?

Did I go yesterday?

Nwii-izhaa waabang.

I am going to go tomorrow.

Noongom izhaa.

Today she went.

Gigii-izhaa bijiinaago.

He went yesterday.

**Gaawiin wii-izhaasii
waabang.**

She will not go tomorrow.

Gaawiin noongom ndizhaasii. I am not going today.

**Gaawiin gigii-izhaasii
bijiinaago.**

You did not go yesterday.

**Gaawiin ina wii-izhaasii
waabang?**

Is she not going to go tomorrow?

**Gaawiin ina ndizhaasii
noongom?**

Am I not going today?

**Gaawiin ina gigii-izhaasii
bijiinago?**

Did you not go yesterday?

aandi

where

Aandi ezhaayan?

Where are you going?

Aandi ezhaad?

Where is he/she/wiin going?

Aandi ezhaayaan?

Where am I going?

**Aandi gaa-izhaayan
bijiinaago?**

Where did you go yesterday?

awenen

Who

aanapii

When

Awenen ezhaad noongom?

Who is going today?

**Aanapii waa-izhaayaan
ziibiing?**

When am I going to go to the river?

**Ngii-izhaa noopimiing
bijiinaago.**

I went to the forest yesterday.

**Gaawiin oodenaang giwii-
izhaasii waabang.**

You are not going to go to town tomorrow.

Izhaa Mary noongom.

Mary is going today.

Ziibiing waabang giwii-izhaa. You are going to go to the river tomorrow.

**Gaawiin ndizhaasii
noopimiing.**

I am not going to the forest.

gichi-oodena

the city

gichi-oodenaang

in the city

ishkonigan

the reserve

ishkoniganing

on the reserve

biindig

inside

agwajiing

outside

awasinaago

day before yesterday

awasiwaabang

day after tomorrow

This Where are We Going? Vocabulary sheet is from the Intermediate Adults Language Teaching Kit, part of Doing Immersion Differently: Teaching and Learning Anishinaabemowin through Immersion, a project of the Manitoba Indigenous Cultural Education Centre.

If you have a suggested edit, variation or addition, please email us at info@miccec.com and let us know. We want our resources to support indigenous language immersion teaching and learning, especially across Manitoba.