

Native Report Season 16 Episode 2

“Ojibwe language instructor shares experience teaching during pandemic times”

Watch the Video:

Facebook: <https://www.facebook.com/watch/?v=439827531089680>

YouTube: [Native Report - Pandemic Times: Language Learning, Helping Others](#)

Grade level: 10-12

Time needed: 20-30 minutes of one class period (more for inclusion of enrichment activities)

Materials Needed:

WDSE’s Native Report Season 16 Episode 2 video *Begin clip at 10:39*

Student copy of the viewing guide

Minnesota ELA Standards:

9.3.2.1 Adapt speech, writing or communications to a variety of contexts, audiences, tasks, demonstrating command of formal English when indicated or appropriate.

10.2.1.2 Write with command of grammar and mechanics to influence voice and style.

10.3.1.1 Exchange ideas in discussion and collaboration, as listener, speaker, and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities, and cultures like and unlike their own, and B) Expressing one’s own ideas, stories, and experiences.

10.3.3.1 Thoughtfully and safely access, analyze, and create written, oral, and digital content, applicable to task, purpose, audience, and discipline.

Minnesota Social Studies Standards:

17.6.1 Examine surface and deep characteristics of both ways of being (identity) and ways of knowing (culture) from Dakota and Anishinaabe voices.

20.6.2 Describe Dakota and Anishinaabe interactions with each other and other indigenous peoples; and understand how their people understand their own history today.

World-Readiness Standards for Learning Languages:

Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Objectives:

- Challenge yourself to rise to a challenge of learning a new skill
- Relate Ojibwe language learning to other types of language learning
- Recognize that Ojibwe language is living, dynamic, and with regional variations

Essential Question:

Why is learning a second language important?

Activities:

Watch the video.

Complete the guide.

Share and discuss responses with the class.

Distance learners can access an edpuzzle of this episode. Log-in/create account at edpuzzle.com. Search for “Native Report - Pandemic Times: Language Learning, Helping Others”

Enrichment Activities:

- Interview an elder, someone who speaks a second language, about what was an obstacle they encountered when learning the second language. What's their favorite part of the language? What's their favorite word? How has learning a second language enriched their life?
- Share about a time when you faced a challenge and rose to it instead of running away from it? How has that experience impacted your life?
- American English is full of regional variations of words and terms or phrases, such as "pop" and "soda." Research five to ten more terms and present your findings to the class.
- Use digital platforms such as Flipgrid, YouTube, Loom, Google Slides, TikTok, Pear Deck.

Name: _____
_____ / 14 points

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Directions: Watch the video and respond to the following questions in complete sentences.

Brian Kingfisher, CSS Ojibwe Language Teacher (10:39)

1. If Brian Kingfisher thinks languages don't die, what do they do?
2. Who was the first person who told Brian he could learn *anishinaabemowin* if he put his mind to it?
3. T / F Learning a second language can be challenging, so run away from it.
4. How is Ojibwe a "fancy language"?
5. What is the proof that the language is evolving, growing?
6. T / F We need to teach the language in the classroom a certain way yet allow for variations.
7. Where does some of the most important teaching come from?
8. Why does Kingfisher push his students to respond with more than just "I'm tired." or "I'm well."?

Culture Connection

Respond to the following in 3-5 complete sentences.

9. Do you know someone who speaks another language? Interview him or her. Ask about such things as, but not limited to: words that were fun to learn, difficult to directly translate, who do they speak the language with? (3 points)
10. Are you learning a second language? What's your favorite word? What is your most challenging part of learning the language? Why are you learning that language? (3 points)