

NR 1412, Segment 3 – Giimaadji Ojibwe Language Roundtable

<https://youtu.be/oPyvklG7qkM>

Grade level: 9

MN 9.4.4.18.4 Describe the efforts of individuals, communities and institutions to promote cultural, religious and social reform movements.

Common Core

CCSS.ELA-LITERACY.WHST.9-10.9

Draw evidence from informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Compare Ojibwe language acquisition with that of another culture.

Objectives:

- Synthesize and organize information from multiple sources
- Support your information and opinion with a persuasive essay

Time needed-Two 50 minute class periods

Day 1:

Discussion:

- 1) Why do schools teach a second language?
- 2) Have you seen a different model for learning a language (traditionally 1-2 years in high school)
- 3) Do you feel/think that a second language is important?
  - Why would you need a second language?
  - What helps you choose which second language you want to learn?
- 4) For people who have lost access to their languages, how would you propose they learn and reinforce access to their native languages?
  - What would be the best model to learn the language? Why?
  - What would the best model for continued practice of a different language? Why?

Watch Native Report Season 14 episode 12

Read articles:

[http://carla.umn.edu/immersion/acie/vol10/may2007\\_parentsten.html](http://carla.umn.edu/immersion/acie/vol10/may2007_parentsten.html)

<https://www.npr.org/sections/ed/2016/11/29/497943749/6-potential-brain-benefits-of-bilingual-education>

[http://carla.umn.edu/immersion/acie/vol7/Feb2004\\_Bilingual\\_Reflections.html](http://carla.umn.edu/immersion/acie/vol7/Feb2004_Bilingual_Reflections.html)

[https://cpb-us-e1.wpmucdn.com/blogs.uoregon.edu/dist/8/15685/files/2012/07/forwebpageBenefitsL2\\_ECE1017\\_14.pdf](https://cpb-us-e1.wpmucdn.com/blogs.uoregon.edu/dist/8/15685/files/2012/07/forwebpageBenefitsL2_ECE1017_14.pdf)

Brainstorm a concept map or list of pros and cons of language immersion, include the cultural impact of learning a second language.

Day 2:

Defend your position on language immersion within a short essay. Provide an answer for the following question, How does language immersion support a culture, and is immersion a model something you feel benefits or hinders students. Use supporting evidence from the video and text. Explore more articles for research if needed to examine your position.

\*Note: this will be a draft piece, if you would like to go through the writer's workshop you will need more class time.