

Native Report Season 16 Episode 2

“Language: Meet the creator of ‘Ojibwe Word of the Day’”

Watch the Video:

Facebook: <https://www.facebook.com/watch/?v=416164699443491>

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 and/or “For Further Thought”)

Materials Needed:

WDSE’s Native Report Season 16 Episode 2 video *Begin clip at 1:00*
Student copy of the viewing guide

Optional Materials:

Subscribe to James Vukelich’s YouTube channel.

[The Ojibwe People's Dictionary](#)

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:

- Learn an Ojibwe word a day
- Identify best method for Ojibwe language learning based on learner’s age
- Recognize that Ojibwe language is living, dynamic, and with regional variations that should be celebrated

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 a teacher of a world language. Which format do they use for which age? Why does it work well? What are obstacles to teaching another language? What is their favorite part about teaching another language?
- Subscribe to James Vukelich's YouTube page. Watch several videos. After a week present not just the Ojibwe words you have learned to the class; also present the meanings behind the words.
- Use digital platforms such as Flipgrid, YouTube, Loom, Google Slides, TikTok, Pear Deck.

Name: _____
_____ / 22 points

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

Meet the creator of Ojibwe Word of the Day (1:00)

1. James Vukelich begins with a traditional Ojibwe protocol greeting which includes what three parts in addition to name?
2. What does Vukelich feel is the best way for children to learn a second language?
3. What tools does Vukelich use instead of total immersion for adults?
4. Identify a benefit to using audio literature.
5. How did Vukelich come up with the idea for "Ojibwe Word of the Day"?
6. What is something about the language that should be celebrated?
7. Adults learning language alongside children can give great opportunities to do what?

Culture Connection

9. Find five words in a second language you already know and compare them to Ojibwe words. Vukelich's site and [The Ojibwe People's Dictionary](#) are useful sites. How do they translate? Are there differences in (levels of) meaning such as with "good-bye"? Present your findings to class. (5 points)
10. Create multilingual signs for items around the room. Use Ojibwe, English, and one of your choosing. (for example: waasechigan, window, fönster - Swedish) (10 points)