

Native Report Season 16 Episode 6

Ojibwe Language Instructor Shares Experience Teaching During Pandemic Times

Watch the Video:

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

YouTube: [Native Report - Remembering Residential Schools, Language Education](#)

Grade level: 10-12

Time needed: 20-30 minutes of one class period (more for inclusion of enrichment activities and/or “Culture Connection”)

Materials Needed:

WDSE’s Native Report Season 16 Episode 6 video *Begin clip at 19:19*
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:

- Express their thoughts and feelings regarding distance learning
- Connect their experiences to college students
- Establish benefits and drawbacks in distance learning with various subjects
- Recognize nuances in learning Anishinaabemowin

Essential Question:

How does distance learning affect students and teachers?

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 - Language Education”

Enrichment Activities:

- Think about all the digital platforms, apps, and resources you've used or your teachers used since Spring of 2020. Which ones worked best for you? Which have been difficult? What's been the biggest challenge for you learning during distance learning? Once back in the classroom for in-person learning which parts of the digital learning continue to work well in your classes? Write a solid paragraph or two explaining your thoughts.
- Research the crisis of endangered indigenous languages. Which ones are at most risk of becoming extinct? What efforts are being made to revitalize endangered languages? Tell about a success story where more people are learning the language keeping it alive.
- Use digital platforms such as Flipgrid, YouTube, Loom, Google Slides, TikTok, Pear Deck.

Name: _____
_____ / 10 points

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

Brian Kingfisher Shares Experience Teaching During Pandemic Times (19:19)

1. The spring of 2020 Covid-19 shut-down affected everyone even at the college level. How was Brian Kingfisher's and CSS students' experiences similar to yours?
2. What were some concerns Brian Kingfisher had for teaching Anishinaabemowin in a digital setting?
3. List a few reasons why it is so important to teach Anishinaabemowin without a mask on.
4. Restate Brian Kingfisher's advice to students and teachers.

Culture Connection

- Look to your own experience with distance learning. Which classes have been challenging? Which ones have been successful? What is it about those classes that made them harder to learn via distance learning? How did you do with the challenges presented by distance learning? Do you think ages, grade level, or postsecondary make any difference as to how well distance learning works? Respond in a solid paragraph or two.