

Creating Ojibwe Lesson Plans:

A White Ally's Contribution to Restorative Justice

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Accepted as a Plan B paper in partial fulfillment of the Requirements for the Master of Arts in TESOL for Higher Education, Second Language Education, Department of Curriculum & Instruction

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Abstract

This paper details the creation of 10 Ojibwe lesson plans based on the *Ojibwemodaa Morning Movie: Cooking* (Grassroots Indigenous Multimedia, 2009). My work contributes to language revitalization by engaging with an already existing curriculum creation project based in activist research methods; the project is a collaboration between the teachers of a local tribal school, Melissa Engman and Mary Hermes from the University of Minnesota. Following the curriculum development outline of Graves (1996), this paper begins with a needs assessment of Ojibwe revitalization. The needs assessment reveals three overarching curriculum needs: support for student language development, support for teacher language development and pedagogical instruction for the teachers. I then identify learning goals and objectives to address each of the three needs. Because of the overarching need for increased oral proficiency and more daily speaking of Ojibwe, the goals target communicative competence and increased fluency. Therefore, the content of the lesson plans targets speaking and listening activities taught through Communicative Language Teaching methods. The larger curriculum I am contributing to is organized as a situational syllabus using activities such as information gaps and TPR. Language learning will be assessed by a variety of formative and summative assessments. Our curriculum also includes pedagogical information and language support for the teachers leading these activities because many Ojibwe teachers are also Ojibwe learners and may be untrained as language teachers. Therefore, the overall success of the curriculum will be assessed by how widely used it is in Ojibwe classrooms to support teachers in contributing in the revitalization goal to return to intergenerational transmission (Fishman 1991).

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Introduction

Hand, Hankes and House (2012) summarize the history of genocide and the attack by the United States government on the indigenous peoples of the country and name the obvious truth that “Indigenous Nations share a legacy of colonial domination that has affected every dimension of their lives” (Hand, Hankes & House, 2014, p. 454). The underlying motivation for this project is therefore situated in restorative justice, which aims to restore balance, peace and healing to everyone affected by past crimes (e.g. Yazzie, 1994; Zion & Yazzie, 1997). Restorative justice underlies many indigenous practices (e.g. Meyer, 1998; Mirsky, 2004; Peat, 1996; Schweigert, 1999; Ulrich, 1998) and is directly in conflict with the Western system of punitive justice in that the focus moves from punishing the act to finding the way back to balance for everyone involved, including the victims, the perpetrators and their descendants (Hand et al., 2012).

As a White ally who has lived on land saturated with ongoing hate crimes and oppression in the wake of attempted genocide, I know that the responsibility for change and healing belongs to all of us because we are all damaged by past crimes against indigenous peoples. The European colonization of North America began destroying Native American communities starting in the 1400s and institutionalized racism has targeted them ever since (e.g. Gresczyk, 2001; Hermes & Bang, 2014). Because of the connection between language and culture transmission, the U.S. government specifically tried to stop the speaking of indigenous languages, including Ojibwe, by violence and kidnapping, and forced enrollment in boarding schools (e.g. La Flesche, 1963; McBeth, 1983; Noori, 2011). This produced a “missing generation” of people unable to speak their

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language to their children (Hinton, 2011). The population of native speakers of Ojibwe is now only about 500 to 700 in all of the United States and Canada (King & Hermes, 2014).

The purpose of this project is thus to develop usable lesson plans to teach Ojibwe in the larger revitalization community by contributing to the project currently underway by Melissa Engman and Mary Hermes. Growing up on the Leech Lake Indian Reservation, I personally studied Ojibwe as a second language for the majority of my elementary and middle school years. Last semester, I returned to Ojibwe language study in a graduate-level class on activist research methods in language revitalization at the University of Minnesota-Twin Cities. This project is thus motivated by a tragedy that I have been aware of since I was a child and founded on my academic background as a second language teacher and the 60 hours of Ojibwe language study that I did for my class project last semester.

In this paper I theoretically and practically justify the 10 lesson plans and accompanying materials I created (see appendix) for use by Ojibwe teachers. My non-expertise with the language and my identity as a White academic will clearly produce blind spots in this curriculum; however, the intention is that this curriculum will be revised and improved by its users. Furthermore, I used an activist research model and collaborated with a community in order to try to overcome some of my blind spots. Following Graves's (1996) course development approach, I implemented a needs assessment to determine the learner needs; a selection section to describe the syllabus type, the goals and objectives, and the target language; a sequencing section to justify the

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progression through each lesson plan; a presentation section to justify how the lesson plans will be taught; a teacher support section to overview the content included to support new teachers, and an evaluation section to explain how the success of the curriculum will be determined.

2. Needs Assessment

The purpose of this section is to articulate the needs of the students and teachers who will be learning from these lesson plans. My assessment of the needs of this population is based in the principles of activist research methodology. Therefore I begin with an overview of activist research methodology and how it intersects with Ojibwe language revitalization.

2.1 Activist Research Methods and Language Revitalization

The underlying philosophy of activist research methods is that there is no such thing as a neutral stance when it comes to research and scholarly writing (Haraway 1988). Choosing to remain “unbiased” or “neutral” is in fact a political lens, and Hale (2008) observes that to those who have experienced injustice, “claims of objectivity [in research] are more apt to sound like self-serving maneuvers to preserve hierarchy and privilege” (p.3). When we stop denying the influence of how we are situated as researchers, the potential of our research increases. Hale (2008) argues that “research and political engagement can be mutually enriching” (p. 2) and that people “putting scholarship to the service of their own communities’ empowerment and well-being...” (p. 3) is a natural and necessary addition to academic research processes, which have so long privileged the Western model of a good researcher being an outsider who claims no

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connection to the issues and no political stance. Because of that, validating counter-narratives and non-academic perspectives in academic research is vital if we want to actually serve the needs of communities; doing this provides a space for linguistic social justice as there is more participation by voices besides those familiar with and acknowledged by the Western scientific method.

However, the question remains as to how academics can include counter-narratives without objectifying or victimizing the populations that they are studying (e.g. Haraway, 1988). The answer lies in the methodology of activist research, which gives autonomy to community members as collaborators in research and validates qualifications outside of academic achievement, such as lived experiences (Hale, 2008). Fundamentally, activist research “helps us to better understand the root causes of inequality, oppression, violence and related conditions of human suffering...[and] is carried out, at each phase from conception to dissemination, in direct cooperation with an organized collective of people who themselves are subject to these conditions” (Hale, 2001, p. 13). In other words, the community in question, along with supplemental past literature and research, is one of the main sources of the goals, needs and objectives. This decenters the individual “expert” academic and instead emphasizes collaboration, brainstorming and sharing in an ongoing dialogue. Furthermore, the product of activist research must be “used, together with the people in question, to formulate strategies for transforming these conditions...” (Hale, 2001, p. 13) because creating a practical product that will bring needed change is as important as creating an academic product targeted at an academic audience.

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In language revitalization, this tension between the goals of academics and the community has been a major source of dissatisfaction in the communities of speakers. It has too often been the case that outsider linguists come into the community to collect theoretical data and then leave without providing anything that assists with the revitalization efforts (e.g. Czaykowska-Higgins, 2009; Hoffmann, 2009). Perley (2012) discusses the complicated history that Native American tribes have with linguists and emphasizes the need to “shift the focus of language experts...to include ‘saving’ communicative practice” (p. 146). Documentation should not be framed as simply collecting as much data as possible for future reference as though the language will inevitably die. Clearly, there is a need for collaboration between language researchers and communities to ensure that the final product of research has value for all involved.

Furthermore, Perley (2012) critiques linguists’ use of standing metaphors like *dying*, *endangered* and *extinct* because they relegate languages and cultures to the graveyards of history. This negative terminology undermines individual learners and revitalization efforts because one of the greatest challenges to learners of indigenous languages is maintaining a positive outlook on language learning. The language that we use to engage with revitalization should create and reflect an ideology of success.

2.2 Ojibwe Revitalization

This section applies the above theories to ongoing Ojibwe revitalization resource development. When I started this project, there was already a strong base of collaboration between the University of Minnesota students and faculty and local Ojibwe revitalization projects. Ojibwe (also known as Chippewa or Anishinaabem) is a polysynthetic language

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that is part of the Algonquian language family. In 1995 fewer than 500 fluent speakers were found in Minnesota, Wisconsin and Michigan, where the dialect known as Southwestern Ojibwe is spoken. Revitalization is growing, however, and there are more and more education programs that offer Ojibwe (Hermes, n.d.). Dr. Hermes, the advisor of this project, has done extensive work in uniting academic work and grassroots involvement through ongoing projects with revitalization communities and schools (e.g. Hermes, 2000; Hermes, 2004; King and Hermes, 2014). Specifically at local tribal schools she has built relationships as “a student teacher, middle school teacher, gifted and talented coordinator, community member and researcher” (Hermes, 2000, p. 387). As both an Ojibwe teacher and faculty at the University of Minnesota, she is well positioned to combine academic resources with the knowledge of the community and has used both to create the software resource *Ojibwemodaa*.

2.3 Ojibwemodaa

Ojibwemodaa was based in a fundamental need for increased Ojibwe oral proficiency. Oral proficiency is vital for progress in all language revitalization movements (Hinton, 2003) since in revitalization it is extremely challenging to hear or practice the language in everyday contexts (Hermes, n.d.) but also essential that children return to learning the language from their parents, a process called intergenerational transmission (Fishman 1991). Since stable, self-regulatory languages are passed along by families, not schools, intergenerational transmission must be restored to create language stability in revitalization efforts (Fishman 1991). For this to occur, there must be general oral proficiency to converse about everyday topics within families.

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To increase oral proficiency for daily conversations, learners need to be exposed to language in context; therefore, documentation of Ojibwe needs to go beyond documenting language in isolation and include actual conversations and interactions (Hermes, n.d.). Since Ojibwe conversations had not been included in previous language documentation, Hermes began a project to document Ojibwe conversations using community input, the expertise of a software company, Transparent Language, and the support of a federal grant (Hermes et al., 2012). The project produced the language learning software *Ojibwemodaa*, which includes nineteen 1-3 minute unscripted videos of native Ojibwe speakers talking to each other in everyday situations; flashcards, games and scripts based on the movies are also included to target reading, writing, fluent speaking, listening comprehension and pronunciation (Hermes & King, 2013). The videos of the conversations are intended to provide complex interactive language data for curriculum development and are available to the general public on YouTube and open source in the University of Minnesota Digital Conservancy (University of Minnesota, n.d.).

2.4 My project

The *Ojibwemodaa* software was completed in 2009, and since then the question has been how to maximize the value of the *Ojibwemodaa* content in revitalization; of particular interest to Hermes was how to make the videos more useful to teachers of Ojibwe in their classrooms. Melissa Engman, a Ph.D. student at the University of Minnesota in Second Language Education, was already in the process of developing pilot lesson plans from the first two *Ojibwemodaa* Morning Movies (movies set around family

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activities in the morning) when I joined the ongoing dialogue on developing Ojibwe curriculum. In line with the activist research principle of collaboration and community-defined needs, I began my project by going to a professional development meeting at a local tribal school.

2.4.1 Connecting with the community. On February 5th, 2016, I attended a professional development seminar at a local tribal school with four Ojibwe teachers led by Hermes and Engman. The purpose of the professional development was first, to introduce the teachers to the *Ojibwemodaa* software for use in the classroom, and, second, to introduce them to the lesson plans that Engman was in the process of designing to see if that curriculum would be useful in incorporating the videos in the classroom. (Although this school was one of my sources of information about the Ojibwe revitalization community needs, these lesson plans ideally will be applicable in many schools.)

The Ojibwe teachers explained that every grade level receives 45 minutes of instruction a day in Ojibwe. Creating materials and assessments to teach is one of the teachers' responsibilities. The classes are organized only by grade level and not by language level, so students who are new to the school and beginners in Ojibwe might be in class with more advanced speakers. For that reason, even the teachers of middle and high school students were primarily interested in lesson plans that targeted beginners. Because of the lack of consistent access to the computer labs and laptops, the teachers also preferred that the lessons assume the students would not have access to individual computers.

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Regarding the pilot lessons, the Ojibwe teachers wanted materials that would get their students talking more in class, so they liked the communicative focus of Engman's lesson plans. They also liked that Engman's pilot lessons included content to support knowledge of pedagogy and Ojibwe language development for the teachers themselves since they did not always know the language that they needed in the classroom. Therefore, we determined that I should develop lesson plans for a third Morning Movie by following the structure of Engman's pilot lesson plans to help create a Morning Movie curriculum for middle and high school beginner students.

Based on this collaboration, there are two practical needs that my lesson plans should meet: supporting beginner learners in language development, and supporting Ojibwe teachers, both in language development and applying second language teaching pedagogy.

2.4.2 Need for student language support. The learners that this curriculum is designed for are beginners; however, some of them may have additional knowledge beyond what the Morning Movie lesson plans have introduced. For the purposes of design, the learners are assumed to be beginning heritage speakers of Ojibwe, although each program and learner will have different knowledge, experiences and background. As I examine the objective and subjective needs of learners, I do not intend to homogenize the needs of all the individuals engaged in learning Ojibwe or claim expert knowledge of anyone. Rather, I am articulating the needs as I perceive them, based on my personal interactions, discussions and research, to justify the decisions that I made in curriculum development. This is not a perfect assessment of all communities, or even any

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community; it is instead me using the context of one program as a starting point for creation of materials that I hope will be useful in some regard to as many teachers as possible.

Richards (2001) notes that *needs* is not an easy concept to define. One way to categorize student needs is as *objective* or *subjective* needs (Richterich, 1980). Objective needs refer to the factual information about learners including their proficiency, when and where they use the language, and what specific challenges they face in learning (Brindley, 1989). Subjective needs on the other hand refer to more internal factors such as confidence, identity, attitude towards the language, learning style, and so on (Brindley, 1989).

Heritage language learners of threatened languages like Ojibwe are uniquely positioned with regard to objective and subjective needs compared to the wider population of L2 learners. In terms of objective needs, Ojibwe is not *required* to function in their daily lives. In fact, one of the challenges in learning Ojibwe is finding situations and speakers to practice with. In contrast, the subjective needs of these heritage learners are much more pronounced because knowing a heritage language and positive cultural identity are so linked (e.g. Hampton, 1995; Hebert, 1995; Stairs, 1995).

One step towards returning to intergenerational transmission is creating more objective need, i.e. need for students to use Ojibwe in different domains of their daily lives. The fact that the *Ojibwemodaa* movies are of modern, everyday situations was based in the fact that it is important that curriculum be based on “practices and theories that assume “cultures” are living, that is, cultures are able to influence and be influenced

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without losing their substance, cohesion, and distinctiveness...” (Hermes, 2000, p. 389).

Littlebear (1999) claims that while it can be difficult to accept language change, it is important that revitalization efforts are not focused on speaking with perfect grammar or pronunciation from the beginning but rather communication.

The intense and unique subjective needs of revitalization are based in historical trauma from the targeted attacks on Native American language and culture. For example, Heart (2000) identifies shared historical trauma in the Lakota people related to massacres and mandatory attendance at federal boarding schools and relates it to the traits of massive group trauma across generations identified in Jewish Holocaust descendants. How the effects of historical trauma specifically affect language acquisition has not been studied to my knowledge. However, historical trauma is clearly fundamental to defining subjective needs given the demonstrated effects of historical trauma on culture and its place in oppressive education practices. Zembylas and Bekerman (2008) argue that “hegemonic powers work tremendously hard to sustain powerful traumatic memories” (p. 127), such as those of the Holocaust, and state that these events “unavoidably affect the social and cultural sphere of the communities and nations involved” (p. 126). Foucault (2003) claims that despite the fact that the history underlying curricula and educational pedagogies is often viewed as the truth, state-produced materials are created to promote certain ideological practices. Zembylas and Bekerman (2008) discuss the need to remember historical trauma in healing education practices and suggest that under some circumstances this can create openings for new identities since education can create new solidarities without ignoring past traumas. Specifically regarding the attacks on Native

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Americans, Heart (2000) showed that “transcending the trauma included...coping strategies, healing and transforming the trauma” (p. 253) through a collective survivor identity and a return to traditional values and healing practices. Overall, traumatic historical events were the original cause of language loss and to this day directly impact indigenous family culture (e.g. Heart, 1999), which is the base of intergenerational transmission (Fishman 1991). Therefore, to truly understand Ojibwe language learner needs, there must be awareness and acknowledgement of historical trauma.

2.4.3 Need for teacher language and pedagogical support. One of the key issues in teaching Ojibwe as a second language in English-medium schools is the “struggle to find teachers who are both certified to teach and have proficiency in the Ojibwe language” (Hermes, Bang, & Marin, p. 387). Because of this, it is a common phenomenon to have Ojibwe teachers who are also learners of Ojibwe, like the teachers I met with. This is due to the deliberate and violent attacks by the United States government on Indigenous language and culture; as mentioned above, one example was the kidnapping of children who were forced into boarding schools, isolated and punished violently for speaking their language (e.g. La Flesche, 1963; McBeth, 1983). Since the boarding schools eradicated Ojibwe from so many generations, there are now few native speakers left to teach, so teachers of Ojibwe are often low level speakers with histories of extreme trauma (see, for example, Hermes 1995). Because the need for speakers is so great, many programs hire teachers who have any language proficiency even if they have not had pedagogical training. Hinton (2003) provides an overview of the teacher learner

common in revitalization and gives practical suggestions for these teachers to achieve success in the classroom, as referenced below in section 4.2.

3. Selection of Content and Structure

3.1 Syllabus Type

Because my lesson plans were based on the specific situations that the *Ojibwemodaa* videos addressed, this syllabus is best defined as situational, a type of analytical syllabus (Wilkins 1974). Krahnke (1987) defines a situational syllabus as “one in which the content of language teaching is a collection of real or imaginary situations in which language occurs or is used” (p. 10) and adds that the most common way to introduce a situation is through a dialogue at the beginning of the lesson or unit; situations include things like ordering food in a restaurant (Krahnke 1987) meeting new people, going to the dentist and going to the movies (Rajae, 2012), which aligns well with the organization of the *Ojibwemodaa* movies. Situational syllabuses are beneficial for practicing material in realistic ways and creating opportunities for discourse (Krahnke 2012). In the case of this project, the *Ojibwemodaa* Morning Movies in general are organized around getting ready in the morning and the one I am addressing, *Cooking*, is about the situation of making breakfast at home. Common classroom activities for situational syllabi are role plays and enacting scenarios (Krahnke 1987; Rajae, 2012).

In general, analytical syllabuses have been critiqued for being very artificial, not authentic, in their presentation of language (e.g. Krahnke, 1987; Long & Crookes 1992; Wolfson & Judd, 1983). (While defining *authentic* is very subjective, the use of complex, unmodified language in the classroom has been widely advocated (e.g. Brown & Lee,

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2015; Nunan, 1998).) However, since *Ojibwemodaa* morning movies are made up of language that occurred “outside the classroom, with few artificial constraints...rather than contrived or artificial situations devised simply to exemplify linguistic structures” (Krahnke, 1987, p. 43), the language is categorized as “real” rather than only “realistic” language according to Taylor (1982) and is associated with a communicative view of language learning (Krahnke, 1987).

3.2 Goals and Objectives

The purpose of this section is to transform identified language learning needs into language learning goals and objectives that will ultimately provide the justification for the content included in the final lesson plans and a means of assessing the effectiveness of this curriculum. I will refer to learners throughout the remainder of this paper to include both students and teacher learners. Again, I do not mean to imply that all students and teachers share a language level or the same goals or even that any learner would fit this profile or agree with this list of goals; this is simply my best effort at articulating how I understood the situation as I made decisions about how to approach this project.

King and Hermes (2014) summarize the need to critique and fight against the ideologies of failure that permeate the discourse on revitalization both at the community and individual level. Fundamentally, the goals of this curriculum are rooted in the need to create language learning success as the first steps to rebuilding intergenerational transmission; learners must also be explicitly aware of their own success to build motivation and belief that revitalization can succeed and intergenerational transmission can again be the way that Ojibwe is learned. Language learning success will be defined in

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terms of communicative competence because too many revitalization language classes focus on structuralist-grammatical approaches when revitalization goals are primarily socio-cultural (Hebert 1995). This mismatch between the goals and the resources and approaches lead to ideologies of failure which subtract from motivation (Corbiere, 2000). Therefore, both students and teachers need to spend more time in communication and the classroom needs to provide language that allows immediate communication (Hinton, 2003).

Given the overarching goals and the situational syllabus structure, the specific language goals and objectives of this project will be based in Communicative Language Teaching (CLT) methodology. CLT emphasizes communicative competence in the target language by combining grammatical, lexical, contextual and social knowledge; in other words, CLT is based in the idea that in order to identify what a given utterance means, it is necessary to understand the social context in which it was uttered (Larsen-Freeman & Anderson, 2011). This approach supports the fundamental subjective need of learners to speak their heritage language and works well with the documented conversations of *Ojibwemodaa*. For this reason I based both the teacher and student language goals in CLT.

3.2.1 Goals for learner language. Putting student goals into two different categories, *proficiency* and *affective* (Stern 1992), can help with the transition from the general speaking and listening goals to specific learning objectives. Proficiency goals refer to goals that target mastery of the four skills (reading, writing, listening and speaking) as well as mastery of good communication strategies in the L2 (discussed below in section 6.2.1). Proficiency goals are the foundation of the objectives for each lesson plan because they are assessable and directly related to language acquisition.

Since the primary revitalization need is for increased oral proficiency and therefore CLT, I will focus on language goals related to increased proficiency in speaking and listening. Speaking goals will include developing communication strategies and fluency, while listening goals will include developing active listening and comprehension of complex speech. The proficiency goals for this project do not focus on reading and writing because the need is for oral proficiency; reading and writing are included in the lesson plans only to support goals related to speaking and listening. The student language proficiency goals include:

- Increase listening comprehension of authentic dialogue centered on making breakfast
- Increase knowledge of vocabulary needed talk about actions involved in making breakfast
- Increase fluency of speech when talking about actions involved in making breakfast with target vocabulary
- Increase ability to communicate meaningfully about topics related to making breakfast, including developing strategies for meaningful communication and communication breakdown

In contrast, affective goals refer to the emotional state of the learner, including having a positive attitude about the target language and confidence in one's language

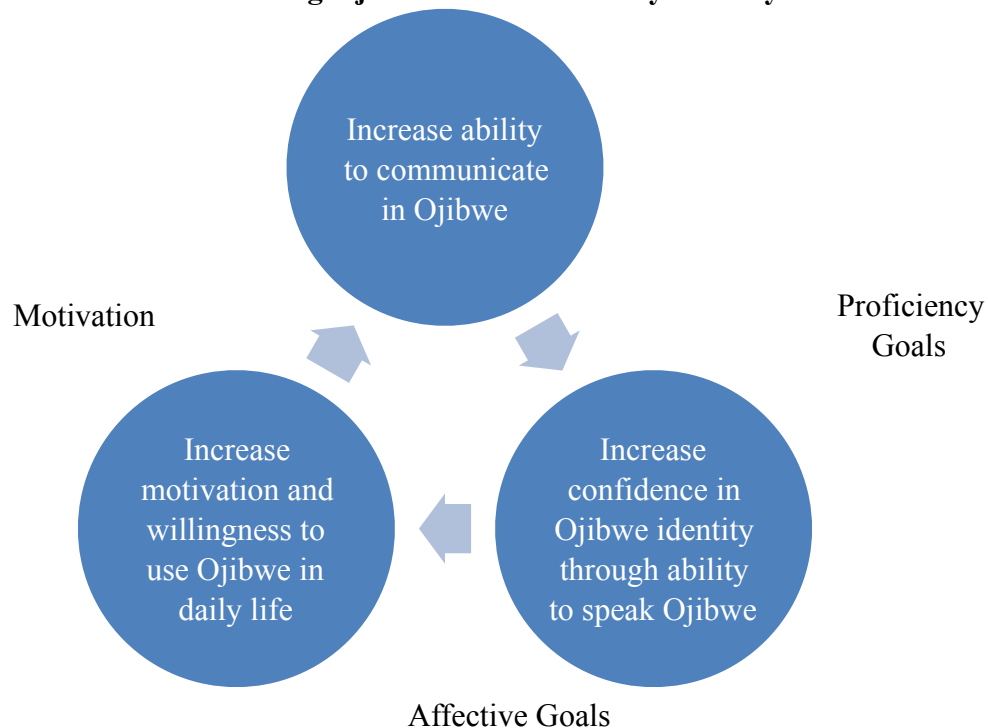
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abilities. These are harder to measure and therefore not specifically articulated in the objectives of each lesson plan nor the teacher language support and teacher tips. The student affective goals for this project include:

- Increase confidence in ability to communicate in Ojibwe, including ability to discuss topics that require use of new or unknown vocabulary through successful completion of communicative activities
- Increase confidence in Ojibwe identity through developing language proficiency
- Increase confidence in ability to learn more Ojibwe through noticing progress

Fundamentally, success with the proficiency goals should lead to success with affective goals by increasing motivation to practice the language, which in turn leads to further success with the proficiency goals (illustrated in Chart 1). Success with proficiency and affective goals ultimately should lead to success with the longterm goal of rebuilding intergenerational transmission.

Chart 1: Rebuilding Ojibwe Oral Proficiency in Daily Life



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3.2.2 Learning objectives for learner language. Using the proficiency goals, I developed specific student learning objectives based in CLT. Brown and Lee (2015) note the importance of clearly stating what students should gain from the lesson. They explain that objectives should be verifiable (i.e. not vague or based on verbs like “understand” or “know” that are hard to measure) and focused only on what the student will be able to do by the end of that lesson so the teacher can assess whether each lesson was successful.

Overall, I aligned the objectives with the overall goals of listening comprehension, communication and fluency and I tried to use those key words as much as possible. I tried to write objectives that were verifiable and concrete, for example: *Students will assess their fluency by number of words produced in 30 seconds and increase their fluency the second time.* This provides the teachers with a concrete measure (number of words produced) to determine if the objective was met. In addition, to be sure that the objectives were assessable by the end of the class, I tried to tailor them very closely to the activity of the day, for example: *Students will be able to identify target vocabulary word(s) spoken in a natural speech context at least once; students will be able to identify images of people having breakfast by using target vocabulary and communication strategies; and students will demonstrate comprehension of partner’s language by identifying differences in images.* Therefore, these objectives will also support teachers in being able to articulate the pedagogical purpose of each activity. A full list of learning objectives can be found in the lesson plans in the appendix.

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Now I will turn to the teacher goals and objectives that these lesson plans will address. In general, these lesson plans are intended to support teacher learners in the affective goal of feeling confident and comfortable as an Ojibwe teacher by helping them to achieve their language proficiency goals and apply pedagogical knowledge.

3.2.3 Goals for teacher language. Teachers who are learners of Ojibwe share the objective and subjective needs of learners, and therefore the language proficiency and affective goals in the previous section. Here I will focus only on three additional aspects of language support that many teacher learners want in addition to the goals of the target student population: accuracy in speaking, metalinguistic knowledge of the language, and classroom management vocabulary in Ojibwe. While beginner student goals are based in communicative competence and fluency, many of the teacher learners will have more advanced language, at least in some regards, and will want to increase their accuracy in speaking. Teacher learners likely will also want to learn the language needed to discuss grammar for purposes of collaboration in professional development and course planning. So, in addition to the general learner proficiency goals above, teacher learner proficiency goals for these lesson plans include:

- Increase knowledge of metalinguistic concepts related to Ojibwe grammar
- Increase knowledge of Ojibwe vocabulary needed for classroom management
- Increase accuracy of Ojibwe when talking about making breakfast and when managing classroom activities

The language objectives for the teacher learners are that they will be able to:

- Reference the forms and vocabulary needed to lead and complete the activities, especially verb conjugations, in the language support of the lesson plans in order to self-assess and improve accuracy and vocabulary

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- Speak more Ojibwe in both classroom management and when facilitating activities by using the target vocabulary and suggested language on the lesson plans

Unlike the student goals, the goals for teacher learners are not articulated in the lesson plans in specific learning objectives.

3.2.4 Goals for teacher pedagogical development. Regarding pedagogical goals, this curriculum supports teacher learners so that they will be able to:

- Incorporate the *Ojibwemodaa* Morning Movies into their classrooms
- Encourage students to speak more Ojibwe in the classroom
- Implement pedagogically sound lessons
- Explain the pedagogical purpose of given games and activities as needed
- Use prep time to adjust and perfect lesson plans for their classes, rather than beginning with nothing every day
- Provide pedagogically founded feedback to their students in formative assessments
- Encourage students to take ownership of their own learning through self-assessment
- Through meeting the other goals, contribute to the revitalization movement's larger goal of rebuilding identity and restoring intergenerational transmission

Of course, some teachers are not learners and do not share these needs; even the ones who are learners all have very different backgrounds and language skills. Not all teacher learners will require all aspects of this support or share these goals.

3.3 Selection of Language from Video

Because the purpose of this project is to develop curriculum using interactive language data produced by expert speakers (as justified above in section 2.3 *Ojibwemodaa*), the new language content of my 10 lesson plans is built entirely from the language used in the third *Ojibwemodaa* Morning Movies video, “*Cooking*” (see lesson

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plans in appendix for link to the video) while the review content is pulled from the first two Morning Movie units designed by Engman.

Since beginner learners require extensive vocabulary review to build confidence in the language and prevent forgetting, I specifically reviewed the following 5 verb roots and 10 nouns from previous Morning Movie lessons in a variety of activities throughout the lesson plans. I also included general review activities to allow classes to review other words students know.

| | |
|--------------------------|----------------------------|
| 1. Ginibaa | <i>you are sleeping</i> |
| 2. Gigoshkoz | <i>you are awake</i> |
| 3. Gidoonishkaa | <i>you are getting up</i> |
| 4. Giminikwen | <i>you are drinking it</i> |
| 5. Gidoozhitoon | <i>you are making it</i> |
| 6. Makade-mashkikiwaaboo | <i>coffee</i> |
| 7. Aniiibiish | <i>tea</i> |
| 8. Nibi | <i>water</i> |
| 9. Waashkobaagamig | <i>soda pop</i> |
| 10. Mishiiminaaboo | <i>apple juice</i> |
| 11. Doodooshaaboo | <i>milk</i> |
| 12. Inini | <i>man</i> |
| 13. Ikwe | <i>woman</i> |
| 14. Gwiiwizens | <i>boy</i> |
| 15. Ikwezens | <i>girl</i> |

Given classroom time constraints, not all of the new vocabulary from the third Morning Movie video could be taught, so I had to make decisions about which new vocabulary to teach. Due to the fact that many indigenous languages are polysynthetic,

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Hinton (2003) claims that revitalization efforts should focus on verbs in the classroom so students can more effectively communicate. This is directly in contrast to language research that has shown the importance of nouns over verbs in beginner language acquisition (e.g. Gentner, 1982; Liu, 2007).

Despite those findings, I decided to focus on verbs for several reasons. First, two of the foundational principles of activist research methodology are to engage with the work that is already underway and to value the expressed needs of the community. Based on collaborative communication and development decisions that were made before I began this project, Engman had designed the structure of the lesson plans around verbs; that is what the community insiders wanted since Ojibwe verbs are notoriously complex and teachers are intimidated by how to teach them and tend to focus on nouns. Second, the new vocabulary in my lesson plans was predominantly verbs because the key nouns related to having breakfast had already been introduced in Engman's lesson plans. Giving the students more verbs that work with the nouns they already have allows them to both review and engage in more extensive interactions, hopefully increasing motivation and confidence. Finally, including a wide range of materials makes the curriculum more flexible; given that the curriculum overall is an even balance of nouns and verbs and that it is intended to serve a wide range of communities, teachers will have a choice of nouns or verbs to focus on depending on what their students already know.

Therefore, I began by assembling the 17 verb roots used in the video (*the bolded verbs are the ones I selected for the lesson plan target vocabulary*):

1. Onda – it boils

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2. **Aabajitoon** – s/he uses it
3. **Giizizo** = s/he is done cooking
4. **Ozaawaakiz** = s/he is toasting it brown
5. **Jaagiz** = s/he burns it up
6. **Ate** = it is in a certain place
7. **Inaabi** = s/he looks to a certain place
8. **Naadin** = s/he goes over to get it
9. **Noondese** = s/he is running low
10. **Minikwe** = s/he drinks it
11. **Nandawaabandan** = s/he looks for it
12. **Ashi** – s/he puts it in a certain place
13. **Maajjikaman** – s/he works on it
14. **Giizhigamide** – it finishes boiling
15. **Amo** = s/he eats it
16. **Minwenim** = s/he likes it
17. **Niisaandawe** = s/he is coming

Because of the complexity of Ojibwe verb conjugations, the limited classroom time and potentially low-level of teachers and students, I decided to choose only six or seven of these 17 verbs to introduce as new vocabulary over the ten lesson plans. However, this limited number of verbs will still be too extensive for some Ojibwe classrooms and might be extended into a 4-week curriculum or simplified in some classrooms. After I eliminated the verbs that had been already introduced in the previous lesson plans, I chose new verbs that semantically worked well together and with past vocabulary to support activities in which the students could discuss something in depth, rather than produce sentences or questions in isolation. I considered choosing verbs based on frequency of use in the videos, but decided not to, as that measure aligned less strongly with the communicative goals of the classroom and because only four verbs were used more than once and only one verb was used more than twice. I also considered

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selecting verbs based on shared lexical syntax and conjugation patterns to make grammatical patterns more salient, but decided not to as it strayed from the communicative goals of the lesson plans and situational, not structural, organization (see Organization section).

Since the first part of this video is about preparing and consuming food and drinks, I decided to use that theme for the first mini unit. I included the verb *amo*, which is one of the ways to say *s/he eats something* and can be used with the noun *bakwezhigan* (*bread*). Therefore, I also decided to include *ozaawaakizwaa* (which means *s/he toasts*) so that the students can discuss preparing and eating bread. Regarding drinks, the students already know how to say *mikiwen* (*s/he drinks*) with various beverages from the past lessons, so I decided to also include *aabaajitoon* (roughly *s/he uses*) because that is the verb that is used to talk about what one takes in tea or coffee (e.g. she takes milk and sugar in her tea).

The second part of the video is about looking for something in the kitchen that is not there. My choices of verb relating directly to that content were *naadin* (*s/he goes to get*), *inaabi* (*s/he looks to a certain place*), *noondese* (*s/he is running low*), *nandawaabandan* (*s/he looks for something*), and *atemagak* (*it is in a certain place*). I eliminated *atemagak* because this verb is syntactically difficult to use and semantically aligns more with having or finding something, while the others are focused on not having or finding. Since there are also easier ways to express that one has found something, this verb did not seem necessary.

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As an additional note related to *noondese* (*s/he is running low*), I considered excluding this verb based on the criteria that its meaning did not fit well with the command forms that are fundamental to several key classroom activities, including the game Boozhoo Boozhoo Boozhoo. It would be odd to command someone to “run low!” on something. Ultimately, I decided to leave this decision to the individual preferences of the teachers. I included the imperatives for *noondese* in the lesson plans and added a note to make salient the conflict between using realistic language and introducing verbs in a consistent way and provide an alternative to the awkward imperatives:

When it comes to meaning, commanding someone to “Run low” is odd. For that reason, you may consider teaching this verb in a different format than the TPR activity and/or leaving it out of Boozhoo Boozhoo Boozhoo. For example, you could explain the situation to your students and instead teach them the forms:

Ginoondese

“You are running low.”

Noondese

“S/he is running low.”

Since Ojibwe is a language of complex verbs (Hinton 2003), I incorporated additional verb conjugations for all these verbs in addition to whichever forms were used in the video. However, I limited my focus to only the imperatives and the first, second and third person singular verb conjugations. This is because those were the forms included in the lesson plans previous to mine. Due to the fact that this is only approximately a 3-month curriculum, it seemed overwhelming to try to include more conjugations than that, especially since there are four different categories of verbs as well. This is still a rather extensive list of content; however, the goal is not grammatical perfection and because we hope this curriculum will be adapted for use in a wide range of

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classrooms with a variety of levels, we assume that not all teachers will include all the activities and some, of course, will supplement with other language.

The seven verbs discussed provide the majority of the content in the present lesson plans. I only added two nouns, *zinizbaakwad* (sugar) and *bakwezhigan* (bread) because they are possible direct objects of the transitive verbs *aabajittoon* (s/he uses it), *amo* (s/he eats it) and *ozaawaakiz* (s/he is toasting it) and were useful in the information gap activities targeting those verbs. Possible direct objects for the other transitive verbs had already been included in the previous Morning Movie lesson plans by Engman (shown in the list of review vocabulary at the beginning of section 3.3) so I did not need to include them as target vocabulary.

4. Sequencing of Lesson Plans

Graves (1996) states the importance of defining an organization system when creating a course and notes that “Systems can focus on the lesson level (the organization of each lesson) and on the course level (the overall organization of the course” (p. 28). Here I will outline the daily organization of this course.

4.1 Extending Knowledge: Building and Recycling

Graves (1996) introduces two organization alternatives for extending knowledge in classroom activities, building and recycling. Building refers to using basic language and skills to advance from simple tasks to more complex ones. For example “building from the simple to the complex in a writing course may mean learning how to write narrative prose before developing an argumentative paper” (p. 28). In contrast, recycling refers to taking language and skills and applying them in new areas, for example

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“material encountered in a listening activity may be recycled in a writing exercise” (p. 29). In the context of this curriculum development project, both themes of building and recycling are applied in different ways. For example, the vocabulary that is introduced in the earlier Morning Movie videos is built upon, as well as recycled into new types of activities.

4.2 Cycling Approach

Graves (1996) also discusses two ways to organize a course day by day, cycle and matrix. A cycle approach follows a consistent sequence across days, weeks or units. In a matrix approach, “the teacher works with a set of possible activities for a given time frame and, as the course progresses, decides which activities to work with” (p. 29).

Although the matrix approach allows for greater teacher flexibility when responding to the dynamic needs of their students, my lessons are designed in a cycle because teacher learners with little pedagogical training are looking for structure to support their classroom routine and will benefit from opportunities to use repetitive language (Hinton 2003).

For this reason, I organized my 10 days of lesson plans into two 5-day blocks. (Engman and Hermes had already previously determined that each video should provide two weeks of lesson plans so that even if teachers did not want to use all of the materials, they could still have about a week of content.) On Days 1 and 6, the students begin with active listening and a TPR activity to learn the target vocabulary. They are then introduced to additional verb conjugations so that they can practice communicative activities and then demonstrate their knowledge through a role-play or script at the end of

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the block (Days 5 and 9). Days 3 and 4 incorporate more information gap activities while Days 7 and 10 focus more on self-assessment and fluency, but this is only because of the limited amount of time to address all of the learner and teacher goals; otherwise the 5-day blocks would have been even more parallel.

5. Presentation

The purpose of this section is to answer 3 questions: How and with what will the course be taught? What is the teacher's role? What are the students' roles? (Graves 1996). The first question is fundamental to revitalization because there is so little in the way of developed curriculum; while I know that the specific activities I have developed to answer this question can be improved on in many ways, I hope that they provide a foundation for developing better, more culturally relevant and more effective Ojibwe language curriculum in the future. Likewise, the student and teacher roles that I am suggesting may not be appropriate for all classrooms. Still, they are a starting point for understanding how I see the curriculum could be used.

5.1 Activities

As noted above, the methodology behind this course is CLT and so the activities are focused on increasing communicative competence. The activities that I designed fall into three basic categories that overlap: *listening comprehension*, *communication*, and *vocabulary building*.

5.1.1 Listening activities. Pre-listening, listening and post-listening has been widely discussed in teaching pedagogy (e.g. Brown and Lee, 2015; Underwood, 1989). This progression was put into place in order to promote active listening strategies that

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would allow students to access what might otherwise be an incomprehensible flow of input. Priming, or activating the students' background knowledge before engaging in comprehension tasks, has been widely advised (eg. Carrell and Eisterhold, 1983; Brown and Lee, 2015; Zwiers 2008) because it capitalizes on the students' background knowledge and prepares them for active listening by giving them a set of expectations similar to what listeners have in authentic conversations outside the classroom. When it comes to priming students for listening, Vandergrift (1999) notes that a purpose for listening is essential for the students to "know the specific information they need to listen for and/or the degree of detail required. Using all the available information, students can make predictions to anticipate what they might hear." (p. 172)

Therefore, I included questions for the teachers to ask students as a pre-listening strategy in my lesson plans; I also suggest assigning tasks for the listening portion to encourage active listening, such as counting how many times a certain verb was mentioned. As a post-listening strategy, I suggest in the lesson plans that the teachers return to their pre-listening questions and predictions after the first listening and ask the students to note which were correct. These techniques assist with the top-down approach to listening that requires the students to listen to complex speech that they will not be able to parse fully.

Total Physical Response (TPR) first developed by Asher (1977) is another method that can help listeners practice comprehension. TPR drills listening comprehension by linking commands in the target language with an action. The teacher gives short commands in the second language and provides the students with an action to accompany

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the word. TPR supports the bottom-up approach that provides students the opportunity to show comprehension of short, accessible chunks of language, as well as allowing teachers and students to practice simple speech. Larsen-Freeman and Anderson (2011) provide an overview of the history of this method over the past decades; the idea began to gain popularity in the 1960s and 70s and was based in the premise that students should work on comprehension before production. Hinton (2003) describes the utility of TPR in the revitalization classroom because of the focus on comprehension and the low-pressure nature of the activity, which is why I included TPR activities in my lesson plans.

5.1.2 Communicative activities. I included several different types of activities to motivate students to focus on and engage in communication, including games like Boozhoo Boozhoo Boozhoo, (on multiple days) drama and role play (Days 5 and 9), and information gaps (Days 2, 3, 4, 8), with information gap activities being primary. These types of group work are outlined in Brown and Lee (2015) as effective ways to encourage students to interact with each other in the classroom. Role play is an engaging and stimulating CLT activity that targets listening comprehension, fluency, and communicative competence; because students are taking on a different role they are less likely to be inhibited in speaking than in some other types of fluency practice (Parrish 2004). Brown and Lee (2015) state that information gaps “include a variety of techniques in which the objective is to convey or request information” and emphasize “information and not...language forms and...the necessity of communicative interaction in order to reach the objective” (p. 279). I wrote several information gap activities, including

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information gaps based on images (Days 3 and 4) and information gaps based on text (Day 2).

5.1.3 Vocabulary building activities. An important part of these lessons is developing familiarity with the target vocabulary, putting the verbs in different forms, using target vocabulary in the information gap activities, brainstorming relevant vocabulary, reviewing past vocabulary, and self-assessment of vocabulary development. Richards (1976) was one of the first to note that vocabulary is often neglected in the L2 classroom, despite the fact that students feel that learning vocabulary is very important (Leki & Carson, 1994). Oxford and Scarcella (1994) advocate for teaching students strategies for learning vocabulary in the L2 classroom. This method emphasizes explicitly teaching and memorizing words in beginner classrooms, rather than simply acquiring new words from input. The present curriculum draws on this in that it has teachers specifically pull target vocabulary from the movies to focus on in class.

Lewis (1993) proposed the Lexical Approach, which suggests an emphasis on listening for beginners, the importance of extensive and comprehensible input, and teachers reacting more to the content of student production than the form. We drew on this when we incorporated TPR, the Boozhoo Boozhoo Boozhoo game, and the emphasis on communication over accuracy in the information gap activities (e.g. Days 3 and 4). Nation (1994) provides a practical list of activities for teaching vocabulary and vocabulary development skills in the L2 classroom, which I used as the basis for my vocabulary self-assessment (Introduced Day 4).

5.2 Participant Roles

5.2.1 Teacher role. What is the teacher's ideal classroom role in a curriculum that is based in CLT? Brown and Lee (2015) list five possible roles that teachers can play in the classroom: teacher as controller, teacher as director, teacher as manager, teacher as facilitator and teacher as resource (p. 261). This list is not exhaustive, but provides a starting point for understanding the choices teachers make it not only what they do, but how they do it.

In all classrooms, teacher play a variety of roles and this is reflected in my lesson plans. However, I tried to eliminate anything that required the teacher to function as controller, "in charge of every moment of a lesson" (p. 260) and to minimize the parts of the lesson that required the teacher to function as the director or manager, more controlling rolls that likely require more rigid language use and might discourage teacher learners from trying new pedagogy. In contrast, I emphasized both the role of facilitator, which can "allow students, with...guidance and gentle prodding, to find their own pathways to success..[and] capitalizes on allowing students to discover language through using it pragmatically" (p. 261), as well as the role of resource, which is the least directive role for the teacher, who is "available for advice and counsel when the student seeks it, but generally...[can] take a back seat and allow the students to proceed with their own linguistic development" (p. 261). These two roles are the most conducive to communicative learning because the teacher does as little as possible and lets the students work at communication at whatever level they are at with whatever skills they can use.

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This approach is both beneficial to teachers who are learners and to classrooms that have students of various levels.

5.2.2 Student role. Like teachers, students will play a variety of roles in the classroom based on their personalities, the activity, the teacher, their language level, and a multitude of other factors. For maximum communication, however, it is ideal that they play interactive roles, which largely means engaging in group work including pair work (Brown and Lee, 2015). There are many advantages to group work that directly address the proficiency and affective goals of the students, including that interactive language is generated, a comfortable environment is created in which learners are more willing to try speaking, learner responsibility and autonomy are promoted, and more individualized language development is possible (Brown and Lee 2015). Because of that, my lesson plans focus on student directed activities in which students engage with each other for a purpose, for example with the information gap activities described above.

6. Teacher Support

6.1 Content to Support Teacher Language Goals

In the previous Morning Movie lesson plans, Engman included a wide range of teacher language support, including overviews of verb conjugations, how to form yes-no questions, inanimate and animate nouns, pluralizing nouns, categories of verbs, and vocabulary to support students asking for help and taking turns. She laid the groundwork for the curriculum overall. I then applied her ideas to my lesson plans to be sure that all the language needed for the activities was included and translated, past vocabulary from

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previous Morning Movies was reincorporated, and metalinguistic knowledge was not assumed.

In the third Morning Movie *Cooking* lesson plans, I included all the language needed by the students to complete the cooking activities (see Table 1 below), for example singular and plural commands, verb type and second and third person singular conjugations for all the target verbs. These forms were the basis of all the classroom activities and the intention is that the teachers will not have to look words or phrases up to complete the activities. Along those same lines, for the open-ended communicative activities I included a list of possible language, including reminders of past vocabulary and the target verbs in various constructions, and for the more controlled activities I included answer sheets. Every target word is also translated into English so that teacher learners do not have to look up the meaning of unfamiliar words. Finally, I did not include any additional vocabulary in these lesson plans that was not in the previous Morning Movie lesson plans.

In order to capitalize on teacher knowledge and maximize opportunities to reuse language the teachers were familiar with, I incorporated vocabulary from the past morning movies into the activities wherever possible. I also emphasized familiar grammar from Engman's lesson plans, for example creating activities that required yes-no questions with the new vocabulary.

Finally, I tried to avoid any assumption of metalinguistic knowledge by discussing language structures in non-technical ways. For example, we referred to the second person

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singular conjugation of verbs as “*you*” form and the third person singular conjugation of verbs as “*s/he*” form, shown in Table 1.

Table 1

Sample Teacher Language Lesson (Day 1)

| 1 st person (“I”) | 2 nd person (“you”) | 3 rd person (“she/he”) |
|---|---|--|
| nindaabajitoon (“I am using it.”) | gidaabajitoon (“You are using it.”) | odaabajitoon (“S/he is using it.”) |
| indamwaa (“I eat it.”) | gidamwaa (“You eat it.”) | odamwaan (S/he eats it.”) |
| indoozaawaakizwaa (“I toast it brown.”) | gidoozaawaakizwaa (“You are toasting it brown.”) | ozaawaakiz (“S/he is toasting it brown.”) |

6.2 Content to Support Teacher Pedagogical Goals

In the lesson plans for the first Morning Movie, Engman provided pedagogical information to the teachers that covered a wide range of topics; for example, she described the importance of including the language of first speakers in the classroom, she explained and justified TPR, formative assessment, and information gap activities, and she reviewed listening for a purpose and schemata activation, inductive and deductive learning, scaffolding, and learners learning from each other by negotiating for meaning.

I decided to elaborate on teaching communication strategies, fluency and active listening because they are directly related to the fundamental goals of this curriculum. In addition, I included information on self-assessment as a type of formative assessment because self-assessment can lead to increased motivation and perception of progress,

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which helps achieve the affective goals of learners. Finally, I included information on error correction because I believe awareness of error correction is key for successfully leading activities that are intended to target communication strategies and fluency and because these lesson plans are targeted at beginners, who do not have enough language developed to make extensive grammar correction productive.

Below I will provide the specifics of the Teacher Tips and a list of which of the pedagogical goals these Teacher Tips are intended to address; they are all intended to help teachers to: *Use prep time to adjust and perfect lesson plans for their classes, rather than beginning with nothing every day; and contribute to the revitalization movement's larger goal of rebuilding identity and restoring intergenerational transmission.*

6.2.1 Teacher tip: communication strategies. The Teacher Tip on communication strategies is on the Day 3 lesson plan in conjunction with an information gap activity. It reads as follows:

Teacher Tip: Communication Strategies

As students try to communicate, there will be words and structures that they are unsure of. This is great opportunity for them to practice communication strategies including:

- *Making up a new word*
- *Describing the word they want*
- *Using a similar word*
- *Asking for help*
- *Using a gesture or action*

As long as the students are not simply giving up or switching to English, these are all valuable strategies in communication and should be encouraged! It is important to push students to see how much they can do with their language and resourcefulness.

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This Teacher Tip is intended to support the learners in meeting their proficiency and affective goals by helping the teachers with the following goals: *Encourage students to speak more Ojibwe in the classroom; provide pedagogically founded feedback to their students in formative assessments; explain the pedagogical purpose of given games and activities as needed; and implement pedagogically sound lessons.*

The theoretical base of this Teacher Tip is that research has shown the importance of focusing on meaning as well as form in the L2 classroom (e.g. Doughty 2001; Lyster 2007; Mackey 2007). When learners are engaged in a task because it is meaningful, they will be more motivated to develop the skills they need to accomplish the task and their learning objectives (Zwiers, 2008).

Developing communicative strategies is one of the smaller goals that makes up the larger goal of communicative competence. When students are trying to express meaning, there will inevitably be instances of communication breakdown. Interactional modification refers to what students do in a conversation when that breakdown has happened, for example modification of speech or asking for clarification (Tarone & Swierzbin, 2009). Tarone and Swierzbin (2009) provide an overview of how negotiation to establish common understanding is important because it allows students to get the benefits of things like more comprehensible input (Long, 1996 and Pica 1996 as cited in Tarone & Swierzbin, 2009), processing more deeply (Swain 1996, 2000 as cited in Tarone & Swierzbin, 2009), scaffolding each other and receiving corrective feedback (Long 1996 as cited in Tarone & Swierzbin, 2009).

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A key part of negotiation for meaning is using communication strategies; communication strategies refer to the ways learners with limited language find to express concepts that they do not have the words for (Tarone 1980). These strategies include coming up with a new word (word coinage), describing characteristics of the entity (circumlocution), using a word with a similar, but more general meaning (approximation), switching languages for the target word, asking for help, miming the action or entity, or avoiding the topic or dropping the subject (Tarone 1980). Clearly, some of these strategies are better than others in supporting communication. Overall, I believe that this is something that is very important to tell teachers who are not trained in the language classroom because I personally did not know how to help students develop communicative competence rather than accuracy when I began teaching.

6.2.2 Teacher Tip: fluency. The Teacher Tip on fluency was on the Day 7 lesson plan in conjunction with a fluency drill that required narrating a movie. It read as follows:

Teacher Tip: Fluency

Level of speaking depends on three things: grammar, fluency (no long pauses), and complexity (using challenging vocabulary and structures). It is important that students don't focus only on perfection, because this will cause them to pause extensively, be self-conscious about their speaking and use only very simple words. When students focus on fluency, their grammar and complexity will be worse. When they practice complexity, their fluency and grammar will be worse. This is normal and can help students identify specific strengths and weaknesses of their own language!

This Teacher Tip is intended to support the learners in meeting their proficiency and affective goals by helping the teachers with the following goals: *Incorporate the Ojibwemodaa movies into their classrooms; encourage students to speak more Ojibwe in the classroom; explain the pedagogical purpose of given games and activities as needed;*

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provide pedagogically founded feedback to their students in formative assessments; and encourage students to take ownership of their own learning through self-assessment.

The theoretical justification for this Teacher Tip is found in the range of possible goals to increase speaking proficiency; these goals can be categorized and assessed in three different ways: complexity, accuracy and fluency (Skehan, 1998). Complexity refers to variety in the syntactical and lexical choices the learner makes. Accuracy, or correctness, is measured by the number of errors made, while fluency refers to the speed of speech and length and appropriateness of where the learner pauses while speaking. Housen and Kuiken (2009) note the difficulty in clearly defining and measuring these terms, especially complexity, because they are multidimensional and multifaceted concepts. The relationship between these concepts and how focusing on one leads to a decrease in the other two for learner production has also been widely studied (e.g. Ellis 1994, 2008; Towell 2007).

Since the target learners are beginners, grammatical complexity is less relevant to the goals, and as noted above, accuracy has been too often the focus of the revitalization classroom, which can lead to feelings of failure as a learner. Therefore, the primary proficiency goal for learners at this stage should be to develop fluency and build lexicon. I found this point important to emphasize because the history of valuing accuracy in the classrooms will likely have lead both students and teachers to severely neglect and disvalue fluency practice.

6.2.3 Teacher tip: active listening. The Teacher Tip on active listening is on the Day 1 lesson plan in conjunction with the first viewing of Morning Movie: *Cooking*. It read as follows:

Teacher Tip: Pre-listening

Students will learn more from listening to complex language if they know something about the context and have expectations about what they will hear and see. The more that they are predicting what will happen, the more likely they are to identify language that they recognize. This helps students with “top-down” listening, or listening to complex speech to try to understand the fundamental meaning. “Bottom-up” listening, or listening to simple speech (as in TPR activities), is also useful.

This Teacher Tip is intended to support the learners in meeting their proficiency and affective goals by helping the teachers with the following goals: *Incorporate the Ojibwemodaa movies into their classrooms; explain the pedagogical purpose of given games and activities as needed; and provide pedagogically founded feedback to their students in formative assessments.*

The terminology *top-down* and *bottom-up* techniques related to processing listening came from Morley (1991); Brown and Lee (2015) note that “Bottom-up techniques typically focus on...breaking language into component parts and giving them central focus” while “top down techniques are more concerned with the activation of schemata, with deriving meaning, with global understanding...” (p. 333).

The theoretical justification for this teacher tip is that listening comprehension is the backbone of the communicative goals and very important for beginners. Gary (1975) notes that immediately focusing on production overloads the cognitive abilities of

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beginner learners and prevents them from attending to the meaning of the input. In other words, setting listening comprehension as a primary goal allows students to think about something other than accuracy and prevents them from feeling “on the spot” in way that can be detrimental to their confidence in their Ojibwe.

One of the steps in developing listening comprehension is to develop active listening skills. Brown and Lee (2015) note that listening is often misconstrued as a one-way, passive process. They show that successful listening is both active and interactive. For example, the function of the speech act (e.g. persuade, request, deny, pleasantry, *etc.*) must be determined by the listener. Listeners must engage with what they know about the subject and the context (Zwiers 2008), or activate schemata, in order to parse the intended meaning and sort out the relevant information. They must decide if the purpose of the speech is referential, transmissional (to convey factual information) or interpersonal (to develop social relationships); all of this information is key to develop an appropriate response, or in the classroom, successfully take notes, complete the activity, *etc.* Because the listeners must interact with speech in this way, Brown and Lee (2015) argue that successful listening is not a passive or one-way transmission. I found this an important point to highlight because I personally had no idea how to help students work on listening when I first began teaching other than to expose them to speech; for me, it was not intuitive to show students how to practice being active and engaged in learning to listen.

6.2.4 Teacher tip: self-assessment. The Teacher Tip on self-assessment is on the Day 4 lesson plan in conjunction with the activity of writing down and rating familiar words from the Morning Movie: *Cooking* on days 4, 7 and 10. It reads as follows:

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Formative Self-Assessment

Completing self-assessment in class can help student motivation and encourage them to take ownership of their learning. Adding words and checkmarks to their list on Days 6 and 10 will show them the progress that they have made. This is also a way for the teacher to assess what the students know informally.

This Teacher Tip is intended to support the learners in meeting their proficiency and affective goals by helping the teachers with the following goals: *Incorporate the Ojibwemodaa movies into their classrooms; explain the pedagogical purpose of given games and activities as needed; provide pedagogically founded feedback to their students in formative assessments; and encourage students to take ownership of their own learning through self-assessment.*

I included this Teacher Tip because I believe that assessment is a key part of every teacher's role that is too rarely associated with student autonomy. Assessment is often considered synonymous with testing, but actually should be considered a way to teach language as well (Zwiers, 2008; Leahy et al. 2005).

Self-assessment is one form of assessment that can help teach language as well as provide the students with agency. The students rate themselves on a questionnaire or rubric, ideally the same one that the teacher will use for summative assessment. (I made this suggestion on Appendix C Assessment suggestions.) This allows learners to understand and focus on their own strengths and challenges and therefore leads to a differentiated approach. Ultimately self-assessment helps students gain autonomy in the classroom that makes them feel that they are working with the teacher instead of jumping through obstacles. (Harris 1997).

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Self-assessment can also help make the process of assessment more transparent to students. Leahy, Lyon and William (2005) state that when students perform poorly on assessments, it is often because they do not understand what is required. They advocate using learning goals to communicate clearly about assessment and writing rubrics in student-friendly language or even letting the students assist with writing the rubric.

Self-assessment is a type of formative assessment, which helps students monitor their progress and engage with their learning in a low-stakes way. Formative assessment includes everything teachers do to determine how their students are doing in the classroom, including asking comprehension questions, monitoring students as they work, providing feedback on drafts, providing corrective feedback, etc. Teachers can then use that information to modify their instructional approach, content, pace and summative assessments. Many researchers have noted that formative assessment is essential in the classroom and helps assure student achievement (e.g. Black and William, 2010; Gottlieb, 2006; Wiggins & McTighe, 2006; Zwiers, 2013). Zwiers (2013) describes ongoing assessment as a bridge between teaching and final assessment that prepares students for success with summative assessments. Gottlieb (2006) notes that formative assessment measures language development, provides a diverse perspective on student achievement, informs the teacher of appropriateness of the content compared to proficiency level, and allows for incorporation of all the multicultural strengths and experiences students bring to the classroom. That is why I suggested that the teachers collect the vocabulary self-assessment sheets and use them to monitor student progress and modify their instructional approach.

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6.2.5 Teacher Tip: corrective feedback. The Teacher Tips on corrective-feedback are on the Day 3 (noticing) and Day 4 (error correction) lesson plans in conjunction with a communicative information gap activity. They read as follows:

Teacher Tip: Noticing

As students focus on communicating meaning in this lesson, they will probably make more mistakes with their grammar. Teachers don't need to correct all of these mistakes; it is important for students to learn to value other speaking skills besides grammatical accuracy. When you do decide to correct their grammatical errors, pay attention to how you correct them. Students may not understand that you are correcting them if you simply restate the grammatical sentence. In order to be sure that they notice that you are correcting and not simply affirming, you could:

- *Have a common error pattern written on the board and point to it every time that error pops up*
- *Use a gesture, like a clap, every time you reform an ungrammatical sentence*
- *Use a gesture instead of saying anything or interrupting the student*
- *Make short videos of the students to analyze together*

Teacher Tip: Error Correction

As the information gap tasks become more complex with more differences, students are likely to make more grammatical mistakes, even with grammar that they are quite familiar with. This is both normal and necessary for language learning. As long as students are using Ojibwe, allow them to collaborate together without making corrections.

These Teacher Tips are intended to support the learners in meeting their proficiency and affective goals by helping the teachers with the following goals:

Encourage students to speak more Ojibwe in the classroom; explain the pedagogical purpose of given games and activities as needed; and provide pedagogically founded feedback to their students in formative assessments.

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I included these Teacher Tips because I believe that teachers are often unaware of how they provide feedback and because I believe that this information is key to implementing lesson plans that are truly focused on communication and fluency, rather than accuracy. While Behaviorism advocated against letting students make any mistakes in accuracy (e.g. Skinner, 1957), making errors has been shown to be very important in successful language learning (e.g. Allwright, 1986; Edge, 1989; Lyster, 2001). Edge (1989) even renamed errors “learning steps” to reflect the necessity of making errors in language learning.

In general, feedback is “information provided by an agent regarding aspects of one’s performance or understanding” (Hattie & Timperley, 2007, p. 81). In other words, feedback is the response students get on their work and performance in class. Feedback includes praise, punishment, recasts, cues and corrective feedback (Hattie & Timperley, 2007).

How and when to give corrective feedback is one of the most challenging and important aspects of the teacher’s role. Corrective feedback includes a wide range of ways for teachers to correct or clarify word choice, morpho-syntax, pronunciation and semantics. Recasts, or repeating the learner’s utterance with one or more corrections, have been extensively studied because teachers produce recasts more than any other type of corrective feedback, often without even being aware of it (summarized in Lightbown & Spada, 2013); however, recasts are often not recognized by learners as corrective feedback because teachers so often repeat student comments for other reasons, including affirming or clarifying the meaning of the utterance (e.g. Lyster 1998). This is related to

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Schmidt's (1990; 1994; 2001) Noticing Hypothesis, which claims that learners must consciously notice corrective feedback in order for uptake to occur. In other words, if students are not aware that teacher recasts are corrections, then they will not correct their incorrect assumptions.

6.2.6 Content of the lesson plan appendices. Before I conclude the section on content that was included to support the teacher pedagogically, I want to address the lesson plan appendices. Appendix A provides the teachers with a written transcript of Morning Movies: *Cooking* so they can quickly and easily review the content; it also includes a list of verb roots in the video and highlights the target vocabulary. Appendix B provides the teachers with an explanation of the game Boozhoo Boozhoo Boozhoo and a link to a YouTube demonstration of the game. Appendix C provides a potential rubric for summative assessment of this unit (discussed in the following section).

7. Evaluation

The purpose of this section is to address how student learning will be assessed in this course, and, more broadly, how the overall success of the course will be assessed (Graves, 1996).

7.1 Student Learning Assessment

There are two main ways that student learning can be assessed, formatively and summatively. Formative assessment was explained and justified above in section 6.2.4 as it related to teacher pedagogical support in the Teacher Tips and student self-assessment content. Suggestions on summative assessment are included in Appendix C. We believed that it was important to make the unit assessments feel accessible to all teachers and also to make it clear that teachers can and should adapt assessment to suit their classes. For that reason, we did not provide rigid guidelines. Rather, we suggested a model rubric (see Table 2 below) that suggests how to incorporate more than written accuracy into an assessment. The rubric includes listening comprehension, accuracy, fluency and communication strategies. Even though accuracy was not a goal of the course, we wanted to show that it could still play a role in the assessment to make the rubric more appealing to a wide range of teachers and to make the pedagogical shift to communicative assessment less abrupt for the teachers.

Table 2

Sample Rubric for Morning Movie 3 Unit

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| | Learner exceeds expectations 4 | Learner meets target forms and pronunciation 3 | Learner misses some target forms 2 | Learner fails to complete activity 1 |
|--|-----------------------------------|---|---------------------------------------|---|
| Listening Comprehension of Vocab: Can s/he perform the correct gesture for the 7 target verbs of this unit? | | | | |
| Accuracy: Can s/he conjugate 7 target verbs to ask “you” form questions and report “s/he” form information? | | | | |
| Fluency: Can the learner produce _____ number* of words to describe a 30-second video segment? | | | | |
| Communication strategies: Can s/he get the message across when describing images of the 7 target verbs (this can involve nonverbal communication)? | | | | |

I also included this support for the teachers in Appendix C:

It is important for student assessments to match not only the content that students have been learning, but also the modes of language use that the students have been engaged in.

You could have students replicate one of the in-class activities with you for assessment. For example, you could show them a segment of the Morning Movie Cooking on mute and have them narrate what they see, or record themselves for you to review together.

In general, having the students assess themselves during the unit helps them to track progress and understand what the assessments will target. You can also let the students help you write the final rubric; this encourages them to articulate their own language goals and helps them understand the requirements. When students do a practice assessment with the same rubric and rate themselves, that can also help them to understand your expectations.

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Since we are assuming that this curriculum will be used a wide variety of ways, I wanted to stress that teachers should match the assessment to the activities they had done in class. I also wanted to be sure that the link between the summative assessment and formative assessment strategies described in the lesson plans was clear so that teachers could see both how formative assessment can help them prepare for summative assessments and how summative assessments can build on the knowledge that teachers and students have gained in class. This is to stop the “test” from being seen as a written accuracy assessment separate from the class activities, which is something that I struggled with in my classrooms when I first began.

7.2 Curriculum Assessment

As I consider what would make this curriculum a successful one, my thought is that will be determined by the Ojibwe learners who use these materials. In the professional development portion of my needs assessment, Engman provided examples of her lesson plans and demonstrated some of the activities. The Ojibwe teachers there felt that the structure was useful and they could use those in the classroom, which is why we moved forward. The success of the final curriculum will be based on the same assessment: do teachers want it and can they use it? If any Ojibwe teachers are able to teach another semester without becoming burned out by creating materials, this will have been a success. If any teachers and students leave the classroom feeling more confident in their Ojibwe speaking and therefore their identity, this will have been a success. If any teachers are able to better understand what works in their classrooms and therefore propose revisions that will improve this curriculum, this will have been a success. There is a lot of potential for success with this curriculum as an ongoing work because it is a step towards creating unified, comprehensive Ojibwe learning materials. Overall, the more teachers who want to use this curriculum to work towards a return to

intergenerational transmission, the more successful it will be, because more use and input will allow for further improvement, and ultimately better Ojibwe curriculum.

8. Looking Forward

Since I began this project, I have been humbled by the generosity, the collaboration and the passion that is driving the creation of this curriculum. I am thankful and honored to have been allowed this opportunity to contribute something to the Ojibwe revitalization movement. I would not have been able to accomplish this if not for the initial and ongoing work of Hermes, Engman, Ojibwe teachers and the larger revitalization community. There is so much need, but also so much being provided. Together we are beginning to implement restorative justice for the atrocities of the past, and I hope that my lesson plans will be used by anyone who can find any benefit in them, whether as a whole or taken as separate activities.

One of my main regrets is that I did not have the time to bring my work back into the community to test it out with Ojibwe teachers and learners before completing this paper. That is one of the fundamental steps of activist research methods and I can only say that I hope that will be part of the ongoing work done on this curriculum, which is still being developed and improved.

Finally, I know that creation of Ojibwe curriculum by a White beginner learner who has never taught Ojibwe is in some ways an arrogant undertaking. In the writing of this paper and the lesson plans, I often found myself stopping to critique my own language, approach and assumptions which are based in my Western education and language teacher training. This curriculum is not perfect and may not even be usable in

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this exact form by any teachers. Certainly, not all teachers or researchers will agree with the decisions that I made in design and it is not as polished a product as many of the resources available for other languages. That said, it is too often the case that it's considered anti-racist action when White people simply name White privilege (Lensmire et al. 2013) when what we need instead is everyone to contribute what they can to restorative justice and making changes. This curriculum is a step in filling a gap, a gap in Ojibwe language materials, academic attention for minority languages, and valuing activist research methods based in collaboration and communication. I invite any and all future teachers, linguists and researchers to take my work and build upon it, discard ineffective pieces and improve on the parts that are helpful.

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Bezhig (1)

Overview Nitamising

Day 1 introduces 3 verbs that are essential in the Ojibwemodaa Morning Movie: “Cooking”. Learners connect language to body movement and watch the movie for the first time.

Objectives

- Students will be able to embody the meanings of the target vocabulary: *aabajitoon, amo, ozaawaakiz*
- Students will be able to identify target vocabulary word(s) spoken in a natural speech context at least once

Prep + Materials

- DVD - Morning movies: “Cooking!” or <https://www.youtube.com/watch?v=USYtpGV03ho&index=3&list=PL96D1AA08E37A3A11>
- 1 Bezhig TPR Script¹
- 6-8 prompts from Boozhoo Boozhoo Boozhoo game list (Appendix B)

Teacher Language Lesson

Additional conjugations for *aabajitoon* (VTI), *amo*** (VTA), *ozaawaakiz*** (VTA).

| 1 st person (“I”) | Singular command (“you”) | Plural command (“y’all”) |
|---|---|---|
| nindaabajitoon (I am using it.) | aabajitoon! (Use it!) | aabajitoog! (Use it!) |
| indamwaa (I eat it.) | Amo! (Eat it!) | Amog! (Eat it!) |
| indoozaawaakizwaa (I toast it brown.) | ozaawaakiz! (Toast it brown!) | ozaawaakizog! (Toast it brown!) |

**The English translations of these verbs use “it” e.g. *I am eating it; I toast it brown*. Because they are VTA (followed by animate nouns), a more literal translation is *I am eating him/her; I toast him/her brown*, etc.

¹ If you are already comfortable with the language and conjugations of this lesson, the script is not needed.

Lesson Plan

- (1) 5-7 minutes **TPR Warm-Up**
Use “1 Bezbig TPR Script” (or your own variation of it) to introduce vocabulary in a way that teaches language through *embodiment*.
- (2) 5 minutes **Pre-listening**
Students have seen the previous 2 Morning Movies so take the opportunity to capitalize on their familiarity with this task. Ask them questions to help them prepare for active listening and increase their comprehension. For example:
This is a cooking video. What do you think they will be making? What words that you already know could be in this video? What might happen at the end?
- (3) 15 minutes **Engaged Listening: Raise Your Hand**
This is the first time the learners will watch this movie. Assign 1 (or 2) target vocabulary word(s) to each student before starting the movie. As they watch, they should raise a hand each time they hear any variation of their assigned word(s). Have the students count how many times they hear their assigned words. How many times was each root said? *Aabajitoon (6 times) Noondese (1 time) Ozaawaakiz (1 time) (See Appendix A for transcript)*
If the students don’t agree on the answers, have them listen again to verify. Alternatively, have the students listen again and write down all the words they recognize, including past vocabulary. Which team can find the most?
- Summarize:** Return to the priming questions. Which predictions/expectations were accurate?
- (3) 15 minutes **Boozhoo Boozhoo Boozhoo game**
As described for first Morning Movie “They like to Sleep” and Appendix B
Let the students come up with actions for the new words, including both plural and singular commands.
- Provide prompts for your students so they can respond with embodied actions or appropriate language. When a student fails to respond properly, they will need to move to the middle, replacing the teacher as “caller”.*

Pre-listening Activation

Students will learn more from listening to complex language if they know something about the context and have expectations about what they will hear and see. The more that they are predicting what will happen, the more likely they are to identify language that they recognize. This helps students with “top-down” listening, or listening to complex speech to try to understand the fundamental meaning. “Bottom-up” listening, or listening to simple speech (as in TPR activities), are also useful.

*Boozhoo Boozhoo Boozhoo

You may find that your weakest students consistently end up in the middle. Adapt the game as needed for your class. For example, the caller in the middle could have a “cheat sheet” reminder of the vocab words. In a large group, two people could be in the middle, diminishing the pressure. Alternatively, students could rotate into the middle in a set order, regardless of who made the error. Having a one minute time limit could also prevent one caller from getting stuck in the middle for too long.

1 Bezhig TPR script

Morning movies: “Cooking”

Target vocabulary:

aabajitoon, amo, ozaawaakiz

Overview

The teacher asks the class to stand up, as they are about to act out some Ojibwe verbs. The teacher encourages the students to speak as much as possible. The teacher follows the script and acts out each verb, encouraging the students to do the same when s/he uses the command forms.

Script

- Teacher: **nindaabajitoon doodooshaaboo.**
 ((pretend to add milk to a mug))
 I am using milk.
- Teacher: **aabajitoon doodooshaaboo!**
 ((command one student to use milk))
 Use milk! (1 person)
- Teacher: **aabajitoog doodooshaaboo!**
 ((command all students to use milk))
 Use milk! (more than 1 person)
- Teacher: **indamwaa bakwezhigan.**
 ((pretend to eat bread))
 I am eating bread.
- Teacher: **amo bakwezhigan!**
 ((command one student to eat bread))
 Eat bread! (1 person)
- Teacher: **amog bakwezhigan!**
 ((command all students to eat bread))
 Eat bread! (more than 1 person)
- Teacher: **indoozaawaakizwaa bakwezhigan**

Teacher Tips

- (1) We advise teachers to do this in repetition and in a different order until the teacher is comfortable that the students recognize the roots.
- (2) We suggest that teachers may want to allow students to try being ‘the caller’, in any order they choose. This gives students the opportunity to practice speaking too.

(pretend to put bread in a toaster)
I am toasting this bread brown.

Teacher: **ozaawaakiz bakwezhigan!**
(command one student to toast bread)
Toast this bread brown! (1 person)

Teacher: **ozaawaakizog bakwezhigan!**
(command all students to toast bread)
"Toast bread!" (more than one person)

Niizh (2)

Target vocabulary:

amo, aabajitoon, ozaawaakiz, zinzibaakwad, bakwezhigan

Overview

Day 2 reviews the 3 verbs from Day 1. Students practice communication with target vocabulary. Language support: "you" and "s/he" forms

Objectives

- Students will be able to ask and answer meaningful yes-no questions in "you" form using the target vocabulary to complete an information gap activity
- Students will be able to report information about what their classmates are doing using the target vocabulary

Prep + Materials

- DVD - Morning movies: "Cooking!" or <https://www.youtube.com/watch?v=USYtpGV03ho&index=3&list=P L96D1AA08E37A3A11>
- 6-8 prompts from Boozhoo Boozhoo Boozhoo game list
- Sugar packets and a mug
- *Gidamwaa na?* Handout and Verb lists

Teacher Language Lesson

Additional conjugations for *aabajitoon* (VTI), *amo*** (VTA), *ozaawaakiz*** (VTA).

| 1 st person ("I") | 2 nd person ("you") | 3 rd person ("she/he") |
|---|--|---|
| nindaabajitoon (I am using it.) | gidaabajitoon (You are using it.) | odaabajitoon (S/he is using it.) |
| indamwaa (I eat it.) | gidamwaa (You eat it.) | odamwaan (S/he eats it.) |
| indoozaawaakizwaa (I toast it brown.) | gidoozaawaakizwaa (You are toasting it brown.) | ozaawaakiz (S/he is toasting it brown.) |

*Ina?

There is no direct English translation for the Ojibwe word *ina*. This is technically referred to as a "discourse particle," and it works as a question word to indicate that the speaker is asking a yes/no question.

Ina is always placed as the second word in a sentence no matter how many other words are in that same sentence. Look at these examples from the Ojibwe People's Dictionary¹:

- [Giinitamawind ina giga-o-bawa'aamin manoomin?](#) (*Is it our turn to go knock rice?*)
- Geget **ina?** / Mii na? (*Is that right?*)

As you can see, no matter how many words there are in a question sentence, *ina* goes second. For both of these examples, you could answer with a simple *eya'* (yes) or *gaawiin* (no). *Written by Melissa Engman

**The English translations of these verbs use "it" e.g. *I am eating it; I toast it brown*. Because they are VTA (followed by animate nouns), a more literal translation is *I am eating him/her; I toast him/her brown*, etc.

¹ <http://ojibwe.lib.umn.edu/>

Lesson Plan

- (1) 10 minutes **Boozhoo Boozhoo Boozhoo game**
Review the new vocabulary gestures from yesterday. Clarify the different actions for singular and plural commands with the students. Since *zinzibaakwad* “sugar” and *bakwezhigan* “bread” are new vocabulary for today, you may want to add them to the game.

- (2) 10 minutes **Introduce new verb forms for activity**
Teacher points to self and uses “I” form “*nindaabajitoon zinzibaakwaad.*” while pretending to pour sugar into mug. Teacher then asks a student “*gidaabajitoon ina zinzibaakwad?*” offering the student sugar. Teacher repeats the second form conjugation for the class, then gestures to a student and tells the class “*abajitoon (student name) zinzibaakwad.*” Students repeat out loud. Teacher repeats with *ozaawaakiz* and *amo*, seeing if the students can guess the “you” and “s/he” forms before providing them.

- (3) 20 minutes **Handout: Gidamwaa ina?**
Teacher provides each student with a handout and an activity. Students complete chart in pairs and check answers as a class. Students then circulate through the room asking each other questions and answering each other.

Summarize: Have the students report back to the class on the activities that their classmates were engaged in. As they say each verb, have them do the appropriate gesture to demonstrate comprehension.

Niizh (2) Verb slips (Gidamwaa na?)

Gidamwaa na? Verb Slips

Cut up the following verbs and give each student one:

gidaabajitoo zinziibaakwad

gidamwaa bakwezhigan

gidoozaawaakizwaa bakwezhigan

gidaabajitoo zinziibaakwad

gidamwaa bakwezhigan

gidoozaawaakizwaa bakwezhigan

gidaabajitoo zinziibaakwad

gidamwaa bakwezhigan

gidoozaawaakizwaa bakwezhigan

gidaabajitoo zinziibaakwad

gidamwaa bakwezhigan

gidoozaawaakizwaa bakwezhigan

gidaabajitoo zinziibaakwad

gidamwaa bakwezhigan

gidoozaawaakizwaa bakwezhigan

gidaabajitoo zinziibaakwad

gidamwaa bakwezhigan

gidoozaawaakizwaa bakwezhigan

gidaabajitoo zinziibaakwad

gidamwaa bakwezhigan

gidoozaawaakizwaa bakwezhigan

gidaabajitoo zinziibaakwad

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gidaabajitoo zinziibaakwad

gidamwaa bakwezhigan

gidoozaawaakizwaa bakwezhigan

gidaabajitoo zinziibaakwad

gidamwaa bakwezhigan

gidoozaawaakizwaa bakwezhigan

gidaabajitoo zinziibaakwad

gidamwaa bakwezhigan

gidoozaawaakizwaa bakwezhigan

Gidamwaa na?

Everyone has been assigned an “action”. The verb that the teacher secretly assigns to you is your action.

Your job is to track what each person’s action is by asking an “*ina?*” (yes/no) question.

To do this, we need to know how to do 3 different things with the verb.

- (1) put a verb in its “you” form to ask the question
- (2) put a verb in its “I” form to answer the question
- (3) put a verb in its “s/he” form to report back to the class at the end

| Verb | “you” form | “I” form | “s/he” form |
|------------|------------|----------|-------------|
| amo | | | |
| ozaawaakiz | | | |
| aabajitoon | | | |

Niizh (2) Handout (Gidamwaa na?)

Blank

Questions: Gidamwaa na bakwezhigan? (*Are you eating bread?*)
 Gidoozaawaakizwaa ina bakwezhigan? (*Are you toasting bread?*)
 Gidaabajitoon na zinzibaakwad? (*Do you use sugar?*)

Answers: Gaawiin. / Eya'. (*No. / Yes.*)
 Indamwaa bakwezhigan (*I am eating bread*)
 Indoozaawaakizwaa bakwezhigan (*I am toasting bread*)
 Nindaabajitoon zinzibaakwad. (*I use sugar.*)

| Izhinikaazowin | Gidamwaa na? |
|--------------------|---|
| <i>ex.: Migizi</i> | <i>ex.: Gaawiin. Ozaawaakizwaa bakwezhigan.</i> |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

Report back to the class:

Ozaawaakizwaa bakwezhigan.

Gidamwaa na?

Everyone has been assigned an “action”. The verb that the teacher secretly assigns to you is your action.

Your job is to track what each person’s action is by asking an “*ina?*” (yes/no) question.

To do this, we need to know how to do 3 different things with the verb.

- (1) put a verb in its “you” form to ask the question
- (2) put a verb in its “I” form to answer the question
- (3) put a verb in its “s/he” form to report back to the class at the end

| Verb | “you” form | “I” form | “s/he” form |
|-------------------|-------------------|-------------------|---------------|
| amo | Gidamwaa | Indamwaa | odamwaan |
| ozaawaakiz | Gidoozaawaakizwaa | Indoozaawaakizwaa | ozaawaakizwaa |
| aabajitoon | Gidaabajitoon | Nindaabajitoon | aabajitoon |

Questions: Gidamwaa na bakwezhigan? (*Are you eating bread?*)
 Gidoozaawaakizwaa ina bakwezhigan? (*Are you toasting bread?*)
 Gidaabajitoon na zinzibaakwad? (*Do you use sugar?*)

Answers: Gaawiin. / Eya'. (*No. / Yes.*)
 Indamwaa bakwezhigan (*I am eating bread*)
 Indoozaawaakizwaa bakwezhigan (*I am toasting bread*)
 Nindaabajitoon zinzibaakwad. (*I use sugar.*)

Niizh (2) Handout (Gidamwaa na?)

Answers

| Izhinikaazowin | Gidamwaa na? |
|-----------------------|---|
| <i>ex.: Migizi</i> | <i>ex.: Gaawiin. Ozaawaakizwaa bakwezhigan.</i> |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

Report back to the class: *Ozaawaakizwaa bakwezhigan*

Note: if students use their classmates' names when they report VTAs, like “*Ozaawaakizwaa Migizi bakwezhiganAN*”, then *bread* will need to be “obviated” (add *-an*)

Niswi (3)

Overview Eko-Niising

Day 3 continues with the 3 verbs introduced on Day 1. Learners review the target vocabulary and then continue practicing communication.

Objectives

- Students will be able to identify images of people having breakfast by using target vocabulary and communication strategies
- Students will show comprehension of target vocabulary by identifying differences in images

Prep + Materials

- DVD - Morning movies: “Cooking!” or <https://www.youtube.com/watch?v=USYtpGV03ho&index=3&list=PL96D1AA08E37A3A11>
- 6-8 prompts from Boozhoo Boozhoo Boozhoo game list
- A/B Activity handouts, Teacher outline, Activity Example

Teacher Language Lesson

Additional conjugations for *aabajitoon* (VTI), *amo** (VTA), *ozaawaakiz** (VTA).

| 1 st person (“I”) | 2 nd person (“you”) | 3 rd person (“she/he”) |
|---|--|---|
| nindaabajitoon (I am using it.) | gidaabajitoon (You are using it.) | odaabajitoon (S/he is using it.) |
| indamwaa (I eat it.) | gidamwaa (You eat it.) | odamwaan (S/he eats it.) |
| indoozaawaakizwaa (I toast it brown.) | gidoozaawaakizwaa (You are toasting it brown.) | ozaawaakiz (S/he is toasting it brown.) |

*The English translations of these verbs use “it” e.g. *you eat it*; *you are toasting it brown*. Because they are VTA (followed by animate nouns), a more literal translation is *you eat him/her*; *you are toasting him/her brown, etc.*

Lesson Plan

- (1) 10 minutes **Boozhoo Boozhoo Boozhoo game**
Review the new vocabulary gestures. You may want to provide a “cheat sheet” for the prompter if your students are self-conscious or unsure.

- (2) 10 minutes **Introduce Information Gap Activity**
Hand out the Example Activity to the students. Explain the task and let them ask questions as needed. Ask students to brainstorm vocabulary and questions they could use for this activity, either on the board or on paper. Compare answers as a class. Emphasize that this activity is about communication, not about grammatical perfection.

- (3) 15 minutes **Information Gap Activity**
Put learners into pairs and give each pair one A handout and one B handout. Remind them not to let each other see the paper. As long as students are not using English, let them work independently to see what they can communicate. You will likely notice a wide range of tactics and skill levels from basic vocabulary and gesturing to complete questions.

Optional: Have students audio record themselves on phones or other recording devices so they can review progress at the end of the unit.

- (3) 5 minutes **Summarize**
Ask students to reflect on the activity. Were they able to complete the task in Ojibwe? What language and strategies did they use? What was hard? Were they surprised by anything? If you heard a lot of basic speech, elicit longer sentences that they could have used. Emphasize the benefits of students practicing communication instead of perfection and that completion of this task without any English is a big success.

Teacher Tip: Noticing

As students focus on communicating meaning in this lesson, they will probably make more mistakes with their grammar. Teachers don't need to correct all of these mistakes; it is important for students to learn to value other speaking skills besides grammatical accuracy. When you do decide to correct their grammatical errors, pay attention to how you correct them. Students may not understand that you are correcting them if you simply restate the grammatical sentence. In order to be sure that they notice that you are correcting and not simply affirming, you could:

- Have a common error pattern written on the board and point to it every time that error pops up, e.g. gidamo → gidaamwaa
- Use a gesture, like a clap, every time you reform an ungrammatical sentence
- Use a gesture instead of saying anything or interrupting the student
- Make short videos of the students to analyze together

Teacher Tip: Communication Strategies

As students try to communicate, there will be words and structures that they are unsure of. This is great opportunity for them to practice communication strategies including:

- Making up a new word
- Describing the word they want
- Using a similar word
- Asking for help
- Using a gesture or action

As long as the students are not simply giving up or switching to English, these are all valuable strategies in communication and should be encouraged! It is important to

push students to see how much they can do with their language and resourcefulness.

3 Niswi_Teacher Outline

Information gap activities push students to meaningfully communicate as much as they can with the words that they know. Since the task requires getting information that they don't have from a partner, students are motivated to use Ojibwe. In this case, finding the difference between their images requires students to explain their image using verbs and nouns that they already know, both from this Morning Movie and past Morning Movies, and ask questions of their partners.

Pre-Activity Worksheet:

The purpose of this example is to make sure that the students understand the task and to help them review the language they will need. In this example, the difference between the photos require the students to identify *who* is toasting the bread.

Question 1:

Give each student a copy of the pre-activity worksheet. Explain the task and give them a few minutes to do (1) *brainstorm vocabulary* alone or in pairs, then compare as a group. If you prefer, students can brainstorm out loud rather than writing. This may stop them from becoming focused on spelling and grammar.

Note: students will need to know the words **inini** *man* and **ikwe** *woman*. If all of your students don't know these words, review them and write them on the board. You could also add these words, and other nouns, to your Boozhoo Boozhoo Boozhoo games if you want.

Possible answers: *ozaawaakiz, inini, ikwe, bakwezhigan*

Questions 2 and 3:

Then give students a few minutes to complete questions (2) and (3), either by discussing or writing their answers. They will need to remember the third person singular from Day 2. They may want to ask yes-no questions. Review as necessary.

Possible answers:

Student A: *Gaawiin; eya'; Ozaawaakiz ikwe bakwezhigan; Ozaawaakiz na inini bakwezhigan?*

Ozaawaakiz na ikwe bakwezhigan?

Student B: *Gaawiin; eya'; Inini ozaawaakiz bakwezhigan; Ozaawaakiz na inini bakwezhigan? Ozaawaakiz na ikwe bakwezhigan?*

Activity:

Put students in pairs to determine what their partner's image is.

Variation: Students could work in groups of four, with two students to a team. Useful for classes where students are self-conscious or hesitant to make mistakes.











Variation: One pair of students could do each question while other students observed. Useful for small classes or classes where the students consistently use English/show each other the images.

Students confirm correct answers with their partners as they go.

Variation: Students write (in Ojibwe) what they believe their partner's images are as they go. Students compare with each other at the end. Useful if students are comparing with each other before asking enough questions. (See optional handout).

Activity Key:

| | Student A | Student B |
|---|--|--|
| 1 |  <p>Possible language: Nindaabajitoon doodooshaaboo; aabajitoon doodooshaaboo; doodooshaaboo, makademashkikiwaaboo</p> |  <p>Possible language: Nindaabajitoon zinzibaakwad; aabajitoon zinzibaakwad; zinzibaakwad, makademashkikiwaaboo</p> |
| 2 |  <p>Possible language: Inini, ozaawaakiz bakwezhigan Students may also try to ask questions, e.g.: Ozaawaakiz na bakwezhigan? odamwaan na bakwezhigan?</p> |  <p>Possible language: Inini, odamwaan bakwezhigan</p> |
| 3 |  <p>Possible language: Ikwe, odamwaan bakwezhigan</p> |  <p>Possible language: Ikwe, ozaawaakiz bakwezhigan</p> |

| | | |
|----------|--|--|
| <p>4</p> |  <p>Possible language: Ikwe, makademashkikiwaaboo, aniibiishaaboo, minikwe, aabajitooon zinzibaakwad</p> |  <p>Possible language: Inini, makademashkikiwaaboo, aniibiishaaboo, minikwe, aabajitooon zinzibaakwad</p> |
| <p>5</p> |  <p>Possible language: Ikwe, odamwaan bakwezhigan</p> |  <p>Possible language: ikwe, minikwen aniibiishaaboo/ makademashkikiwaaboo</p> |
| <p>6</p> |  <p>Possible language: Inini, ozaawaakiz bakwezhigan</p> |  <p>Possible language: Ikwe, makademashkikiwaaboo, aniibiishaaboo, minikwe, aabajitooon zinzibaakwad</p> |
| <p>7</p> |  <p>Possible language: ikwe, minikwen aniibiishaaboo/ makademashkikiwaaboo</p> |  <p>Possible language: Inini, odamwaan bakwezhigan</p> |
| <p>8</p> |  <p>Nindaabajitooon zinzibaakwad; aabajitooon zinzibaakwad; zinzibaakwad, makademashkikiwaaboo</p> |  <p>Possible language: Inini, makademashkikiwaaboo, aniibiishaaboo, minikwe, aabajitooon zinzibaakwad</p> |

3 Niswi_Pre-Activity Worksheet

Student A sees this picture:



Student B Sees this picture:



Student A and student B need to figure out the difference(s) between their pictures by talking in Ojibwe.

1. List Ojibwe vocabulary words that you know related to these pictures:

2. What could Student A say?

3. What could Student B say?

Student A

What is the difference(s) between the image you see and the image your partner sees? Find out by talking to each other in Ojibwe. You should find out both who is doing the action and what the action is for each picture.

1)



2)



3)



4)



Student A

5)



6)



7)



8)



Student B

What is the difference(s) between the image you see and the image your partner sees? Find out by talking to each other in Ojibwe. You should find out both who is doing the action and what the action is for each picture.

1)



2)



3)



4)



Student B

5)



6)



7.)



8)



Optional Written Portion, Day 3 Activity

Write Answers in Ojibwe

My partner's image is of:

| Question | Who? (<i>ikwe, inini,...</i>) | Doing what? (<i>ozaawaakizwaa bakwezhigan, nibaa...</i>) |
|----------|---------------------------------|--|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |
| 8 | | |

Optional Written Portion, Day 3 Activity_Teacher Answer Key

Teacher Language Lesson

Additional conjugations for *aabajitoon* (VTI), *amo* (VTA), *ozaawaakiz* (VTA).

| 1 st person ("I") | 2 nd person ("you") | 3 rd person ("she/he") |
|---|--|---|
| nindaabajitoon ("I am using it.") | gidaabajitoon ("You are using it.") | odaabajitoon ("S/he is using it.") |
| indamwaa ("I eat it.") | gidamwaa ("You eat it.") | odamwaan (S/he eats it.) |
| indoozaawaakizwaa ("I toast it brown.") | gidoozaawaakizwaa ("You are toasting it brown.") | ozaawaakiz ("S/he is toasting it brown.") |

My partner's image is of:

| Question | Who? (<i>ikwe, inini,...</i>) | Doing what? (<i>ozaawaakizwaa bakwezhigan, nibaa...</i>) |
|----------|--|--|
| 1 | Awegwen (we don't know who) | Student A sees: Nindaabajitoon doodooshaaboo Student B sees: Nindaabajitoon zinzibaakwad |
| 2 | Student A sees: Inini Student B sees: Inini | Student A sees: ozaawaakiz bakwezhigan Student B sees: odamwaan bakwezhigan Note: if students try to put full sentences together with VTAs (<i>eat</i> and <i>toast</i>) like " <u>The man</u> toasts <u>bread</u> " then <i>bread</i> will need to be "obviated" (add <i>-an</i>): "ozaawaakiz inini bakwezhiganAN". |
| 3 | Student A sees: Ikwe Student B sees: Ikwe | Student A sees: odamwaan bakwezhigan Student B sees: ozaawaakiz bakwezhigan |
| 4 | Student A sees: Ikwe Student B sees: Inini | Student A sees: aabajitoon zinzibaakwad Student B sees: aabajitoon zinzibaakwad |
| 5 | Student A sees: Ikwe Student B sees: ikwe | Student A sees: odamwaan bakwezhigan Student B sees: minikwen aniibiishaaboo/ makademashkikiwaaboo |
| 6 | Student A sees: inini Student B sees: ikwe | Student A sees: ozaawaakiz bakwezhigan Student B sees: aabajitoon zinzibaakwad |

| | | |
|---|---|--|
| 7 | Student A sees: ikwe Student B sees: inini | Student A sees: , minikwen aniibiishaaboo/ makademashkikiwaaboo Student B sees: odamwaan bakwezhigan |
| 8 | Student A sees: Awegwen Student B sees: inini | Student A sees: Nindaabajitoo zinzibaakwad Student B sees: aabajitoo zinzibaakwad |

Niiwin (4)

Overview

Day 4 continues with the 3 verbs introduced on Day 1. Learners self-assess their comprehension of the target vocabulary and then continue practicing communication.

Objectives

- Students will be able to identify differences in images using “s/he” form by using target vocabulary and communication strategies
- Students will show comprehension of target vocabulary by successfully identifying partner’s images

Prep + Materials

- DVD - Morning movies: “Cooking!” or <https://www.youtube.com/watch?v=USYtpGV03ho&index=3&list=PL96D1AA08E37A3A11>
- 6-8 prompts from Boozhoo Boozhoo Boozhoo game list
- A/B Activity handouts, Pre-Activity Handout, Teacher Outline, Vocabulary self-assessment

Teacher Language Lesson

Additional conjugations for *aabajitoon* (VTI), *amo** (VTA), *ozaawaakiz** (VTA).

| 1 st person (“I”) | 2 nd person** (“you”) | 3 rd person** (“she/he”) |
|---|--|---|
| nindaabajitoon (I am using it.) | gidaabajitoon (You are using it.) | odaabajitoon (S/he is using it.) |
| indamwaa (I eat it.) | gidamwaa (You eat it.) | odamwaan (S/he eats it.) |
| indoozaawaakizwaa (I toast it brown.) | gidoozaawaakizwaa (You are toasting it brown.) | ozaawaakiz (S/he is toasting it brown.) |

*The English translations of these verbs use “it” e.g. *I eat it; I toast it brown*. Because they are VTA (followed by animate nouns), a more literal translation is *I eat him/her; I toast him/her brown*, etc.

Lesson Plan

- (1) 15 minutes **Vocabulary Self-Assessment***

Teacher gives each student a Vocab Self-Assessment handout and plays Morning Movie “*Cooking*” twice through. Students write down all the words that they recognize. After the movie is completed they rate their understanding of each of the words they wrote down. Teacher collects and saves Self-Assessments for Days 7 and 10.
- (2) 10 minutes **Introduce Information Gap Activity**

Hand out the Example Activity to the students. Explain the task and let them ask questions as needed. Ask students to brainstorm vocabulary and questions they could use for this activity, either on the board or on paper. Compare answers as a class. Emphasize that this activity is about communication, not about grammatical perfection.
- (3) 15 minutes **Information Gap Activity**

Put learners into pairs and give each pair one A handout and one B handout. Remind them not to let each other see the paper. As long as students are not using English, let them work independently to see what they can communicate. You will likely notice a wide range of tactics and skill levels from basic vocabulary and gesturing to complete questions.

Optional: Have students audio record themselves on phones or other recording devices so they can review progress at the end of the unit.
- (3) 5 minutes **Summarize**

Ask students to reflect on the activity. Were they able to complete the task in Ojibwe? What language and strategies did they use? What was hard? Were they surprised by anything? If you heard a lot of basic speech, elicit longer sentences that they could have used. Emphasize the benefits of students practicing communication instead of perfection and that completion of this task without any English is a big success.

*Alternatively, teachers can use Boozhoo Boozhoo Boozhoo or another game as a warmup on some or all of the days that the vocabulary self-assessment is included. Students could also work as a class to make a list of vocabulary to post on the wall and update during the unit.

Teacher Tip: Error Correction

As the information gap tasks become more complex with more differences, students are likely to make more grammatical mistakes, even with grammar that they are quite familiar with. This is both normal and necessary for language learning. As long as students are using Ojibwe, allow them to collaborate together without making corrections.

Formative Self-Assessment

Completing self-assessment in class can help student motivation and encourage them to take ownership of their learning. Adding words and checkmarks to their list on Days 6 and 10 will show them the progress that they have made. This is also a way for the teacher to assess what the students know informally.

4 Niiwin_Teacher Outline

Information gap activities push students to meaningfully communicate as much as they can with the words that they know. Since the task requires getting information that they don't have from a partner, students are motivated to use Ojibwe. In this case, determining which image their partner has requires students to explain their image using verbs and nouns that they already know, both from this Morning Movie and past Morning Movies, and ask questions of their partners.

Pre-Activity Worksheet:

The purpose of this example is to make sure that the students understand the task and to help them review the language they will need. This is a complex task—be sure to remind students that the goal of this activity is **not** perfect grammar! Encourage them to try new words and have fun with it!

Question 1:

Give each student a copy of the pre-activity worksheet. Explain the task and give them a few minutes to do (1) *brainstorm vocabulary* alone or in pairs, then compare as a group. If you prefer, students can brainstorm out loud rather than writing. This may stop them from becoming focused on spelling and grammar.

Note: students will need to know the words **gwiwizens** *boy* and **ikwezens** *girl*. If all of your students don't know these words, review them and write them on the board. You could also add these words, and other nouns, to your Boozhoo Boozhoo Boozhoo games if you want.

Possible answers: *inini, ikwe, gwiwizens, ikwezens, minikwen, doodooshaaboo, nibi, waashkobaagamig*

Question 2:

Then give students a few minutes to complete questions (2) and (3), either by discussing or writing their answers.

Possible answers: Doodooshaaboo na ominikwen? Doodooshaaboo na ominikwen wa'aw ikwe?

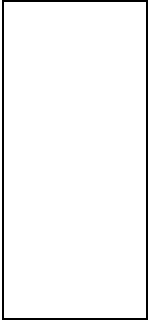
Minikwe na gweiwizens?

If your class is more advanced, you could also provide them with these verbs to use in statements and yes-no questions:

| |
|------------------------------------|
| ininiwi = he is a man |
| ikwewi = she is a woman |
| <u>gwiwizensiwi</u> = he is a boy |
| <u>ikwezensiwi</u> = she is a girl |

Activity Key:

| Question | Student A | Student B |
|----------|---|---|
| 1 |  |  <p data-bbox="1068 625 1511 737">Possible language: <i>ozaawaakiz, bakwezhigan, odamwaan, ikwezens, gwiwizens</i></p> |
| 2 |  <p data-bbox="354 1102 938 1173">Possible language: <i>ozaawaakiz, bakwezhigan, doodooshaaboo, minikwen, ikwe, inini</i></p> |  |
| 3 |  |  <p data-bbox="1084 1415 1495 1520">Possible language: <i>ozaawaakiz, bakwezhigan, odamwaan, inini, ikwe</i></p> |
| 4 |  <p data-bbox="316 1879 980 1948">Possible language: <i>aniibiish, doodooshaaboo, ikwe, odamwaan, ozaawaakiz</i></p> |  |



4 Niiwin_ Pre-Activity Handout

Student A has these four pictures:



Student B has this picture. Student A has to figure out which picture Student B has by asking questions.



1. What Ojibwe vocabulary words could you use to discuss these images?
2. What could Student A ask Student B?

Student A

Note: The purpose of this activity is to practice communicating using only Ojibwe. It is okay to make mistakes!

1. Your partner has ONE of these four images. Find out which picture your partner has by asking questions in Ojibwe.



-
- 2) Your partner has four pictures. One of them is the one you see below. Your partner needs to figure out which one by asking you questions in Ojibwe.



Student A

- 3) Your partner has ONE of these four images. Find out which picture your partner has by asking questions in Ojibwe.



- 4) Your partner has four pictures. One of them is the one you see below. Your partner needs to figure out which one by asking you questions in Ojibwe.



Student B

Note: The purpose of this activity is to practice communicating using only Ojibwe. It is okay to make mistakes!

1. Your partner has four pictures. One of them is the one you see below. Your partner needs to figure out which one by asking you questions in Ojibwe.



-
2. Your partner has ONE of these four images. Find out which picture your partner has by asking questions in Ojibwe.



Student B

3. Your partner has four pictures. One of them is the one you see below. Your partner needs to figure out which one by asking you questions in Ojibwe.



4.

-
- 4) Your partner has ONE of these four images. Find out which picture your partner has by asking questions in Ojibwe.



Naanan (5)

Overview

Day 5 summarizes the first part of this unit. Students direct each other to complete actions and demonstrate listening comprehension of target vocabulary.

Objectives

- Students will be able to direct each other in acting out a morning routine using target vocabulary in "you" form
- Students will show comprehension by acting out the meaning of target vocabulary as directed by classmates
- Students will be able to ask and answer questions on what they drink in the morning using the verbs *aabajitooon* and *minikwen*

Prep + Materials

- DVD - Morning movies: "Cooking!" or <https://www.youtube.com/watch?v=USYtpGV03ho&index=3&list=PL96D1AA08E37A3A11>
- 6-8 prompts from Boozhoo Boozhoo Boozhoo game list
- Write the script Handout

"you" forms of verbs used in Morning Movies

| | |
|-------------------|----------------------------|
| Gidaabajitooon | <i>you are using it</i> |
| Gidamwaa | <i>you are eating it</i> |
| Gidoozaawaakizwaa | <i>you are toasting it</i> |
| Ginibaa | <i>you are sleeping</i> |
| Gigoshkoz | <i>you are awake</i> |
| Gidoonishkaa | <i>you are getting up</i> |
| Giminikwen | <i>you are drinking it</i> |
| Gidoozhitooon | <i>you are making</i> |

Lesson Plan

- (1) 5- 10 minutes **Warm up: How do you like your coffee?**
Teacher asks questions about students' personal morning beverage preferences. "*Giminikwen na makademashkikiwaaboo?*" Follow up with how they like it: "*Gidaabajitoon na doodooshaaboo?*" Have students find out what 2 neighbors drink in the morning and report back to the class. Students who don't drink coffee or tea can answer with previous vocab.
- (2) 10 minutes **Review Morning verbs**
Review verbs from any of the first three Morning movies with students, for example *nibaa*, *goshkozi*, *onishkaa* using TPR, Boozhoo game, letting students write words on board, etc.
- (3) 10 minutes **Write a Morning Script**
Divide students into two teams. Students write down or orally discuss a morning script for the other team using any of the verbs they know. Students write verbs in "you" form: "*Gidamwaa bakwezhigan.*" Encourage students to have fun with this—who sleeps in late? Who drinks coffee and who drinks milk? For example, students could tell 5 classmates in row *Gidoonishkaa* (you are getting up) and then tell the last one *Ginibaa* (you are sleeping).
- (4) 10 minutes
Alternatives: students can write the script in plural command form or "s/he" form, depending on what the teacher wants them to practice.

Enact scrip

Team 2 stands up to act. Team 1 directs by reading their script aloud and gesturing to the designated "actor" who will perform the action for each time.

Alternative: All Team 2 actors perform the actions at the same time as Team 1 reads. Then have the teams switch roles.

5 Naanan_Write a Morning Script

Make up a script. What are your classmates on the other team doing at each time of the morning? Use any verbs you know. Use “you” form. When you are finished, your classmates will act this script out as you narrate.

| | |
|---------|-----------------------|
| 5:00am | e.g. Ginibaa, Migizi. |
| 6:00am | |
| 6:30 am | |
| 7:00 am | |
| 8:00 am | |

Ingodwaaswi (6)

Morning Movies #3: “Cooking”

Target vocabulary:

naadin, inaabi, noondese,

nandawaabandan

Overview

Day 6 introduces 4 verbs that are essential in the Ojibwemodaa Morning Movie: “Cooking”. Learners connect language to body movement and listen for these verbs for the first time.

Objectives

- Students will be able to embody the meanings of the target vocabulary: *naadin, inaabi, noondese, nandawaabandan*
- Students will be able to identify target vocabulary word(s) spoken in a natural speech context at least once

Prep + Materials

- DVD - Morning movies: “Cooking!” or <https://www.youtube.com/watch?v=USYtpGV03ho&index=3&list=PL96D1AA08E37A3A11>
- 6 Ingodwaaswi TPR Script¹
- 6-8 prompts from Boozhoo Boozhoo Boozhoo game list

*Since the form *indinaab* is not used, it was replaced with: *ninganawaab*

Teacher Language Lesson

Additional conjugations for *naadin* (VTI) *inaabi* (VAI) *noondese* (VAI), *nandawaabandan* (VTI)

| 1 st person (“I”) | Singular command (“you”) | Plural command (“y’all”) |
|---|--|--|
| ninganawaab* (I am watching.) | inaabin! (Look!) | inaabig! (Look!) |
| ninaadin (I am going to get it.) | naadin! (Go get it!) | naadig! (Go get it!) |
| ninoondese (I am running low/running out.) | *noondesen! (Run low!) | *noondeseg! (Run low!) |
| ninandawaabandaan (I am looking for it.) | nandawaabandan! (Look for it!) | nandawaabandamok! (Look for it!) |

**Note: When it comes to meaning, commanding someone to run out of something is odd. For that reason, you may consider teaching this verb in a different format than the TPR activity and/or leaving it out of Boozhoo Boozhoo Boozhoo. For example, you could explain the situation to your students and instead teach them the forms:
Ginoondese
“You are running low.”
Noondese
“S/he is running low”

¹ If you are already comfortable with the language and conjugations of this lesson, the script is not needed.

Lesson Plan

- (1) 10 minutes **TPR Warm-Up**
Use “5 Naanan TPR Script” (or your own variation of it) to introduce vocabulary in a way that teaches language through *embodiment*.
- (2) 2 minutes **Pre-listening**
Ask them questions to remind students of the video content and help them prepare for active listening and increase their comprehension. For example:
What do you need to make breakfast? What were they making? What do you think they might be looking for?
- (3) 15 minutes **Engaged Listening: Raise Your Hand**
As students watch, they should make the TPR gesture each time they hear a target word. Have the students listen twice. If the task is too difficult, prompt them. If it is easy, have them try to incorporate the gestures they know from past lessons too. (*See Appendix A for transcript*)
- Summarize:** Return to the priming questions. Which predictions/expectations were accurate?
- (3) 15-20 minutes **Boozhoo Boozhoo Boozhoo game**
As described for first Morning Movie “They like to Sleep”
Let the students come up with actions for the new words, including both plural and singular commands. You may want to teach the new verbs paired with a noun, e.g. *nandawaabandan aniibiish*.

Provide prompts for your students so they can respond with embodied actions or appropriate language. When a student fails to respond properly, they will need to move to the middle, replacing the teacher as “caller”.

6 Ingodwaaswi TPR script

Overview

The teacher asks the class to stand up*, as they are about to act out some Ojibwe verbs. The teacher encourages the students to speak as much as possible. The teacher follows the script and acts out each verb, encouraging the students to do the same when s/he uses the command forms.

Script

- Teacher: **ninganawaab**
((shade eyes with hand and look to the side))
I am watching.
- Teacher: **inaabin!**
((command one student to look in a certain direction))
Look! (1 person)
- Teacher: **inaabig!**
((command all students to look in a certain direction))
Look! (more than 1 person)
- Teacher: **ninaadin**
((take a few steps and pretend to grab something))
I am going to get it.
- Teacher: **naadin!**
((command one student to go get something))
Go get it! (1 person)
- Teacher: **naadig!**
((command all students to go get it))
Go get it! (more than 1 person)
- Teacher: **ninoondese**

Morning movies: “Cooking”

Target vocabulary:

*naadin, inaabi, noondese,
nandawaabandan*

*Useful language:

Bazigwiig! (stand up!)

Teacher Tips

- (1) We advise teachers to do this in repetition and in a different order until the teacher is comfortable that the students recognize the roots.
- (2) We suggest that teachers may want to allow students to try being ‘the caller’, in any order they choose. This gives students the opportunity to practice speaking too.

(pretend to look in an empty container, turn upside down)
I am running low.

Teacher: **noondesen!**
(command one student to run low)
Run low! (1 person)

Teacher: **noondeseg!**
(command all students to run low)
Run low! (more than one person)

Teacher: **ninandawaabandaan**
(pretend to be looking for something)
I am looking for it.

Teacher: **nandawaabandan!**
(command one student to look for something)
Look for it! (1 person)

Teacher: **nandawaabandamok!**
(command all students to look for something)
Look for it! (more than one person)

Target vocabulary:

*naadin, inaabi, noondese,
nandawaabandan*

Niizhwaaswi (7)

Overview

Day 7 continues with the 4 verbs introduced on Day 6. Learners self-assess their progress with vocabulary and practice fluency in speaking.

Objectives

- Students will show increased listening comprehension by extending their vocabulary lists by at least one word
- Students will assess their speaking fluency measured by number of words produced in 30 seconds and increase fluency the second time

Prep + Materials

- DVD - Morning movies: "Cooking!" or <https://www.youtube.com/watch?v=USYtpGV03ho&index=3&list=PL96D1AA08E37A3A11>
- 6-8 prompts from Boozhoo Boozhoo Boozhoo game list
- Vocabulary Self-Assessment Handout from Day 4

Teacher Language Lesson

Additional conjugations for *naadin* (VTI) *inaabi* (VAI) *noondese* (VAI), *nandawaabandan* (VTI)

| 1 st person ("I") | Singular command ("you") | Plural command ("y'all") |
|---|--|--|
| ninganawaab (I am watching.) | inaabin! (Look!) | inaabig! (Look!) |
| ninaadin (I am going to get it) | naadin! (Go get it!) | naadig! (Go get it!) |
| ninoondese (I am running low/running out.) | *noondesen! (Run low!) | *noondeseg! (Run low!) |
| ninandawaabandaan (I am looking for it.) | nandawaabandan! (Look for it!) | nandawaabandamok! (Look for it!) |

Lesson Plan

- (1) 15 minutes **Boozhoo Boozhoo Boozhoo game**
Review the new vocabulary gestures from yesterday. Clarify the different actions for singular and plural commands with the students.

- (2) 10-15 minutes **Vocabulary Self-Assessment**
Teacher returns the Vocabulary Self-Assessment handout to students from Day 4 and plays Morning Movie “*Cooking*” twice through. Students add new words that they recognize. After the movie is completed they rate their understanding of each of the words they wrote down, adding checkmarks if their understanding has increased. Teacher collects and saves Self-Assessments for Day 10.

- (3) 10 minutes **Fluency Practice**
Teacher puts students into pairs. Teacher plays a short segment of Morning Movies *Cooking*: 30 seconds to 1 minute. One person of each pair describes what s/he sees while the partner counts the total number of words (repeated words count every time). The goal is for the speakers to use as many words as possible without pausing, even if they are only repeating and not completing full sentences, e.g. “*ikwe, ikwe, bakwezhigan, ikwe, ozaawaakizwaa, inini...*” would count as six words. Since all the speakers are talking at once and focusing on the number of words produced rather than perfect grammar, this a fun, low-pressure way to get students speaking.

Repeat so that each partner has a chance to speak twice for the same amount of time. You can select different sections of the Morning Movie, or repeat with the same selection.

Optional: Students record themselves on phones or other recording devices while they speak for comparison on Day 10.

- (4) 5 minutes **Summarize:** Ask students how many words they produced in the time limit. See if they can tell you why this type of speaking drill is important. Let them know that producing without long pauses can be more effective for communication than pausing for extended periods while trying to come up with the perfect sentence. Ask them if they are stronger in fluency or grammar.

Teacher Tip: Fluency

Level of speaking depends on three things: grammar, fluency (no long pauses), and complexity (using challenging vocabulary and structures). It is important that students don't focus only on perfection, because this will cause them to pause extensively, be self-conscious about their speaking and use only very simple words. When students focus on fluency, their grammar and complexity will be worse. When they practice complexity, their fluency and grammar will be worse. This is normal and can help students identify specific strengths and weaknesses of their own language!

Target vocabulary:

*naadin, inaabi, noondese,
nandawaabandan*

Ishwaaswi (8)

Overview

Day 8 continues with the 4 verbs introduced on Day 6. Learners practice using target vocabulary to communicate. Language Support: “S/he” and “you” forms of target vocabulary

Objectives

- Students will be able to request and retrieve objects by using the target vocabulary
- Students will show listening comprehension by answering correctly and providing each other with the correct objects

Prep + Materials

- DVD - Morning movies: “Cooking!” or <https://www.youtube.com/watch?v=USYtpGV03ho&index=3&list=PL96D1AA08E37A3A11>
- 6-8 prompts from Boozhoo Boozhoo Boozhoo game list
- Teacher Activity Outline, Pre-Activity handout, beverage cards

Teacher Language Lesson

Additional conjugations for *naadin* (VTI) *inaabi* (VAI) *noondese* (VAI), *nandawaabandan* (VTI)

| 1 st person (“I”) | 2 nd person (“you”) | 3 rd person (“she/he”) |
|--|---|--|
| ninganawaab (I am watching.) | gidinaab (You are looking in a certain direction) | inaabi (S/he is looking in a certain direction.) |
| ninaadin (I am going to get it) | ginaadin (You are going to get it.) | onaadin (S/he is going to get it.) |
| ninoondese (I am running low.) | ginoondese (You are running low.) | noondese (S/he is running low.) |
| ninandawaabandaan (I am looking for it.) | ginandawaabandan (You are looking for it.) | onandawaabandaan (S/he is looking for it.) |

Lesson Plan

- (1) 10 minutes **Boozhoo Boozhoo Boozhoo**
Review the vocabulary gestures from Day 6 and past units. Clarify the different actions for singular and plural commands with the students.
- (2) 5 minutes **Introduce new verb forms for activity**
Teacher points to self and uses “I” form “*Indinaab.*” while looking to the left. Teacher then tells a student to look in a certain direction: *inaabin*. When the student looks, teacher tells class “*inaabi* (student name),” then tells the student “*gidinaab.*” Students repeat out loud. Teacher repeats with *naadin*, *noondeese* and *nandawaabandan*, seeing if the students can produce the 2nd and 3rd person conjugations before providing them.
- Pre-Activity Handout**
(3) 10 minutes Teacher provides students with pre-activity handout for “you” form and “s/he” form. Students fill in the handout in pairs or as a group. Discuss as a class or fill in answers on the board.
- 8 Activity**
(4) 15 minutes Teacher gives half of the class one of the symbol cards of beverages. The teacher tells the other half of the class what s/he is looking for: e.g. “*Indawaabandan doodooshaaboo. Naadig.*” The Seekers circulate around telling the Card-holders what the teacher is looking for: “*onandawaabandaan doodooshaaboo*” and asking them if they drink that: “*Giminikwen na doodooshaaboo?*” Card-holders respond and give seekers the correct cards. Teacher can direct students using “*Inaabin/Inaabig*” as they circulate. After first round, teacher appoints a student to be the director and Seekers and Card-holders switch roles.

8 Ishwaaswi_ Teacher Outline for Activity

Give half of the class one or more of the beverage cards each. Students should keep their card secret. The other half of the class are the seekers. Assign one person to be the director (either the teacher or a student).

If students are hesitant, you can give them a copy of the suggested language below for the first few rounds until they get the idea:

Director:

- Decides which beverage s/he is looking for from the symbol list: *doodooshaaboo, makade-mashkikiwaaboo, aniibiish, waashkobaagamig, nibi, mishiiminaaboo*
- Tells seekers what s/he is looking for: “Ninoondese _____./Indawaabandan _____”.
- Asks seekers to fetch it: “Naadig.”
- Can also make suggestions about where to look: “Inaabig” (*and point*)

Seekers:

- Tells the Card-holders what the director is looking for: “Onandawaabandaan _____.”/”Noondese _____.”
- Asks the card-holders if they are drinking that beverage: “Giminikwen na _____?”

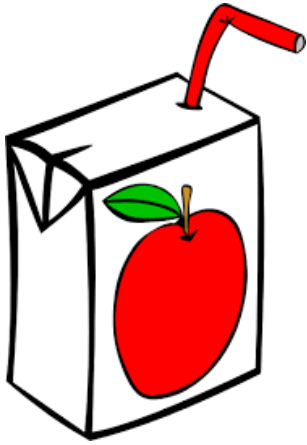
Card-holders

- If the answer is no: “Gaawiin. Ninoondese _____.”
- Can also suggest where to ask next: *Inaabig/Naadig* _____.”
- If the answer is yes: “Eya’. Niminikwen _____” and gives the seeker the card.

When every card holder has been asked and all of the director’s beverages have been collected, a new director can step in and card-holders and seekers switch roles.

Variations: In a large class, there can be two or more directors.

From Engman: Niizhwaaswi (7) Symbol cards

| | |
|---|---|
|  |  |
|  |  |
|  |  |

From Engman: Niizhwaaswi (7) Symbol cards

Nandawaabandan nibi

Half of the class will have one beverage card each. The other half will try to find the right beverages for the director by asking the students with cards.

To do this, we need to know how to do 3 different things with the verb.

- (1) put a verb in its "you" form to ask the question
- (2) put a verb in its "I" form to answer the question
- (3) put a verb in its "s/he" form to report back to the class at the end

| Verb | "you" form | "I" form | "s/he" form |
|-----------------------|-------------------|-----------------|--------------------|
| Naadin | | | |
| Inaabi | | | |
| Noondese | | | |
| Nandawaabandan | | | |

Nandawaabandan nibi

Half of the class will have one beverage card each. The other half will try to find the right beverages for the director by asking the students with cards.

To do this, we need to know how to do 3 different things with the verb.

- (1) put a verb in its "you" form to ask the question
- (2) put a verb in its "I" form to answer the question
- (3) put a verb in its "s/he" form to report back to the class at the end

| Verb | "you" form | "I" form | "s/he" form |
|-----------------------|-------------------|------------------|--------------------|
| Naadin | ginaadin | ninaadin | onaadin |
| Inaabi | Gidinaab | indinaab | inaabi |
| Noondese | ginoondese | ninoondese | noondese |
| Nandawaabandan | ginandawaabandaan | inandawaabandaan | onandawaabandaan |

Zhangaaswi (9)

Morning Movies #3: “Cooking”

Target vocabulary:

*naadin, inaabi, noondese,
nandawaabandan, amo, aabajitoon,
ozaawaakiz*

Overview

Day 9 synthesizes the 7 target verbs from Days 1 to 8 and allows students to incorporate past vocabulary. Learners prepare and act out short, interactive morning scenarios.

Objectives

- Students will be able to create a dialogue for and act out a morning scenario by using target vocabulary
- Students will be able to report information about what their classmates are doing in the scenarios using the target vocabulary in s/he form

Prep + Materials

- DVD - Morning movies: “Cooking!” or <https://www.youtube.com/watch?v=USYtpGV03ho&index=3&list=PL96D1AA08E37A3A11>
- 6-8 prompts from Boozhoo Boozhoo Boozhoo game list

Lesson Plan

- (1) 15 minutes **Mini-Scenarios**

Teacher puts students into groups of four. Each group comes up with a brief morning scenario to act out using target vocabulary and old vocabulary. Every student must have a speaking part. Teacher can provide required vocabulary words from 7 target unit verbs.

- (2) 10 minutes **Act out Scenarios**

Each group performs their scenario while the other students watch. Teacher pauses scenarios at various points and asks “What is ____ doing?” (or yes-no questions: is ___ toasting bread?) Viewers respond using “s/he” forms of target verbs.

Optional: Teacher can ask questions like “Who is toasting bread?” or “Who toasted the bread” afterwards to practice listening comprehension.

- (3) 15-20 minutes **Boozhoo Boozhoo Boozhoo game**

Review the vocabulary gestures from Day 6 and past units. Take time to make note of the increasing number of vocabulary words students are successfully using in the game and to congratulate them on that success!

Midaaswi (10)

Morning Movies #3: “Cooking”

Target vocabulary:

*naadin, inaabi, noondese,
nandawaabandan, amo, aabajitoon,
ozaawaakiz*

Overview

Day 10 synthesizes the 7 target verbs from Days 1 to 8 and allows students to incorporate past vocabulary. Learners self-assess vocabulary and fluency to mark their progress during the unit.

Objectives

- Students will demonstrate increased listening comprehension by extending their vocabulary lists by at least one word
- Students will assess their fluency by number of words produced in 30 seconds

Prep + Materials

- DVD - Morning movies: “Cooking!” or <https://www.youtube.com/watch?v=USYtpGV03ho&index=3&list=PL96D1AA08E37A3A11>
- 6-8 prompts from Boozhoo Boozhoo Boozhoo game list
- Vocab self-assessment sheets from Days 4 and 7

Lesson Plan

- (1) 10 minutes **Vocabulary Self-Assessment**

Teacher returns the Vocab Self-Assessment handout to students from Days 4 and 7, and plays Morning Movie “*Cooking*” twice through. Students add new words that they recognize. After the movie is completed they rate their understanding of each of the words they wrote down, adding checkmarks if their understanding has increased.
- (2) 5 minutes **Summarize**

Teacher leads discussion of vocabulary progress throughout the unit and asks students which words are the easiest, which are the most difficult and what they would like to continue working on in the future.
- (3) 10 minutes **Repeat Fluency Practice from Day 7**

Teacher puts students into pairs. Teacher plays a short segment of Morning Movies *Cooking*; 30 seconds to 1 minute. One person of each pair describes what s/he sees while the partner counts the total number of words (repeated words count every time). The goal is for the speakers to use as many words as possible without pausing, even if they are only repeating and not completing full sentences, e.g. “*ikwe, ikwe, bakwezhigan, ikwe, ozaawaakizwaa, inini...*” would count as six words. Since all the speakers are talking at once and focusing on the number of words produced rather than perfect grammar, this a fun, low-pressure way to get students speaking.

Repeat so that each partner has a chance to speak twice for the same amount of time. You can select different sections of the Morning Movie, or repeat with the same selection.
- (4) 5 minutes **Summarize Fluency Practice:** Ask students how many words they produced in the time limit. Was it more or less than last time? What improvement do they see? What do they still want to work on in their speaking?

Optional: Have students record themselves on phones or other recording devises and compare with Day 7 fluency drill.
- (5) 10 minutes **Summarize the Unit:**

You could do this by playing Boozhoo Boozhoo Boozhoo, revisiting one of the tasks that students enjoyed, discussing the upcoming test/assessment, or having them listen to their speech recordings from earlier in the Unit/year.

Appendix A

The target vocabulary for lesson plans is bolded

Transcript

Zhaangweshi: Mii na azhigo ondeg?

Niib: Gaawiin mashi.

Zhaangweshi: Gaa mash...

Niib: ...wayiiba go. Wayiiba go. **Gidaabajitoon na ziinzibaakwad?**

Zhaangweshi: Eya', **nindaabajitoon ziinzibaakwad.**

Niib: Doodooshaaboo na dash?

Zhaangweshi: Gaawiin.

Niib: Gaawiin? Mii go nayenzh **niin ezhi-aabajitooyaan** imaa makade-mashkikiwaaboong.

Zhaangweshi: Oo. Bangii eta go **nindaabajitoon ziinzibaakwad.** Biisa...

Niib: Mii go gegaa ondeg wiin o'o.

Zhaangweshi: Mii na go iw?

Niib: Eya'.

Zhaangweshi: Mii go gaye wa'aw gii-kiizizod. **Ngii-ozaawaakizwaa wa'aw bakwezhigan.**

Niib: Oo.

Zhaangweshi: Gegaa go naa ninjaagizwaa.

Niib: Dibi go iw mashkimodens aniibiish atemagak?

Zhaangweshi: Dibi iidog...

Niib: Dibi?

Zhaangweshi: Daga iwidi **inaabin.**

Niib: Maazhaa maa.

Zhaangweshi: Gaawiin gegoo.

Niib: Gaawiin gaye go.

Transcript of *Morning Movies: Cooking!*

Transcription

Transcribing someone else's talk is an interpretive undertaking, especially when the talk is unscripted.

You will find some errors and false starts in this Appendix because it is a transcription of real and unscripted talk. People don't typically speak in sequences of perfect sentences. We are always thinking and reacting as we talk (in any of our languages) which results in production that is not always grammatically perfect, though it is perfectly natural.

List of Verbs used in *Cooking*:

(Target vocabulary for lesson plans bolded)

Onde – it boils (VII)

Aabajitoon – s/he uses it (VTI)

Giizizo = s/he is done cooking (VAI)

Ozaawaakiz = s/he is toasting it brown (VTA)

Jaagiz = s/he burns it up (VTA)

Ate = it is in a certain place (VII)

Inaabi = s/he looks to a certain place (VAI)

Zhaangweshi: Mii sa go dibi iw?

Niib: Maazhaa...

Zhaangweshi: Iwidi na go giin?

Niib: Maazhaa adaawewigamigong **ninga-o-naadin**.

Zhaangweshi: Mhmm. **Ginoondesem** sa go na?

Niib: Gaawiin. Maagizhaa aniibiish gidaa... makade-mashkikiwaaboo gidaa-minikwen... gaawiin gegoo...

Zhaangweshi: Ah, bangii ninga-minikwen.

Niib: Ahaw. Eya'.

Zhaangweshi: Ayi'ii **ninandawaabandaan** abwewinaaganens. O'o wii-asag **bakwezhigan**.

Niib: Oo, dibi?

Zhaangweshi: Omaa ninga-azhe-asaa, wa'awe. Da-baaso.

Niib: Aapiji go maa maajiikamaan, wayiiba da-giizhigamide.

Zhaangweshi: Omaa ina?

Niib: Eya'.

Zhaangweshi: Ono. Mii go **waa-aabajitood**.

Niib: Oo. Eya'. Mii **aabajitoon**.

Zhaangweshi: Mii ji-asag **bakwezhigan**. Gaye giin ina aanind **giwii-amwaa**?

Niib: Gaawiin aa... gaawiin aapiji niminwenimaasiin.

Zhaangweshi: Gaawiin?

Niib: Gaawiin.

Zhaangweshi: Mii sa niin eta iidog **ji-amwag**.

Niib: Eya', giin igo.

Zhaangweshi: Mashi na ge **abinoojiinhyag**? Gii-pi-niisaandawewag ina?

Naadin = s/he goes over to get it (VTI)

Noondese = s/he is running low (VAI)

Minikwe = s/he drinks it (VTI)

Nandawaabandan = s/he looks for it (VTI)

Ashi – s/he puts it in a certain place (VTA)

Maajiikaman – s/he works on it (VTI)

Giizhigamide – it finishes boiling (VII)

Amo = s/he eats it (VTA)

Minwenim = s/he likes it (VTA)

Niisaandawe = s/he is coming (VAI)

Appendix B

Boozhoo Boozhoo Boozhoo

will include YouTube link

*For this game, the class stands in a circle, facing the teacher who is in the middle. Before starting the game, the teacher and students agree on which prompts will be used, and which responses will be considered acceptable answers to those prompts.

Provide prompts for your students so they can respond with embodied actions or appropriate language. When a student fails to respond properly, they will need to move to the middle, replacing the teacher as “prompter”.¹

All prompts require three students to respond. With singular commands, the students on either side “help” the person commanded. With plural commands, all three students complete the action (see video and suggestions below).

Start with only a few prompts at a time. Introducing more than 6 or 7 prompts will likely overwhelm the students. However, as the game becomes more familiar, you can add new prompts (reflecting new vocabulary words) to your growing list.



It might feel stiff at first, but your students will loosen up if they see the teacher having fun with it. Allow this activity to be a low-stakes, high-engagement way to play with language together.

¹ Acting as “caller” may be too much for some students, especially in the beginning. Teachers know their learners best and should feel free to modify this activity to suit their learners’ needs and personalities.

Prompts for playing the
Boozhoo Game with *Morning Movies: Cooking!*

Variations

You may find that your weakest students consistently end up in the middle. Adapt the game as needed for your class. For example, the prompter in the middle could have a “cheat sheet” reminder of the vocab words. In a large group, two people could be in the middle, diminishing the pressure.

Alternatively, students could rotate into the middle in a set order, regardless of who made the error. (With this variation, the student who made the error could be asked twice in a row and so immediately have a chance to succeed.) Having a one minute time limit could also prevent one prompter from getting stuck in the middle for too long.

**Description written by Melissa Engman*

Potential prompts

| Prompt | Desired response |
|----------------------------|---|
| Boozhoo boozhoo boozhoo | “Boozhoo!” ((person who was addressed must say ‘boozhoo’ before the caller finishes saying it three times)) |
| Aabajitoon doodooshaaboo!* | I person pretends to hold a mug while the person on either side “helps” by pretending to pour milk into it |
| Aabajitoog doodooshaaboo! | Person addressed and the person on either side all pretend to pour milk into a mug |
| Amo! | I person pretends to eat something while the person on either side “helps” by handing the addressee something to eat |
| Amog! | Person addressed and the person on either side all pretend to eat something |
| Ozaawaakiz! | I person pretends to put bread in a toaster while the person on either side “helps” making a toaster with their hands |
| Ozaawaakizog! | Person addressed and the people on either side all pretend to put bread in a toaster |
| Inaabin! | I person looks left while the person on either side “helps” by pointing left |
| Inaabig! | Person addressed and the person on either side all look left |
| Naadin! | I person takes a step backward and pretends to grab something and hand it to the people on either side, who are waiting with hands cupped together to take the object |
| Naadig! | Person addressed and the person on either side all take a step backward and pretend to grab something |
| Noondesens! | I person pretends to look for something on the floor while the person on either side pretend to hide something behind their backs |
| Noondeseg! | Person addressed and the person on either side all pretend to look for something on the floor |

*If you want to make the game more difficult, you can match these verbs with different nouns, for example by having a different action for “Aabajitoon doodooshaaboo!” (use *milk!*) and “Aabajitoon zinzibaakwad!” (use *sugar!*)

Appendix C

Sample Assessment Rubric

Morning Movies 3: “Cooking”

| | Learner exceeds expectations 4 | Learner meets target forms and pronunciation 3 | Learner misses some target forms 2 | Learner fails to complete activity 1 |
|--|-----------------------------------|---|---------------------------------------|---|
| Listening Comprehension of Vocab: Can s/he perform the correct gesture for the 7 target verbs of this unit? | | | | |
| Accuracy: Can s/he conjugate 7 target verbs to ask “you” form questions and report “s/he” form information? | | | | |
| Fluency: Can the learner produce ____number* of words to describe a 30-second video segment? | | | | |
| Communication strategies: Can s/he get the message across when describing images of the 7 target verbs (this can involve nonverbal communication)? | | | | |

*This number based on the number of words your students produced during the in-class activities.

Assessment

It is important for student assessments to match not only the content that students have been learning, but also the modes of language use that the students have been engaged in.

You could have students replicate one of the in-class activities with you for assessment. For example, you could show them a segment of the Morning Movie *Cooking* on mute and have them narrate what they see, or record themselves for you to review together.

In general, having the students assess themselves during the unit helps them to track progress and understand what the assessments will target. You can also let the students help you write the final rubric; this encourages them to articulate their own language goals and helps them understand the requirements. When students do a practice assessment with the same rubric and rate themselves, that can also help them to understand your expectations.