
Indian Education Program

St. Andrew's Building • 1028 Van Slyke Avenue • Saint Paul, MN 55103-1095

Telephone: (651) 293-5191 • Fax: (651) 293-5193 • www.spps.org



Language:	Ojibwe
Level:	Novice- Mid
Theme:	Maple Sugaring
Important Question:	How do the Ojibwe people continue their seasonal traditions?
Authors:	Michele Fairbanks, Amanda Norman, Stephanie Schroeder, St. Paul Public Schools, St. Paul, MN
Topics:	Maple Sugaring process

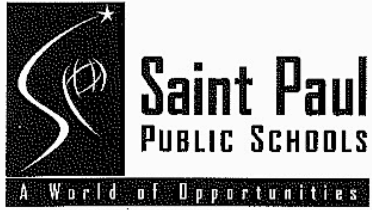
This IPA unit is designed for the Ojibwe Language Program through American Indian Studies at Saint Paul Public Schools. Students may have previous knowledge of American Indian Culture and language but the class also includes students new to the program. This unit introduces students to the traditional activities of Ojibwe people during the late winter/early spring months and explores traditional teachings and the cultural importance the teachings still hold today. They will have learned vocabulary pertaining to the maple sugaring process and expressions to communicate about aspects of maple sugaring in simple Ojibwe. At the novice level, students use mostly memorized language. The unit is compatible with the St. Paul Public School benchmarks for world languages at level one.

Step 1: OBJECTIVES

Students will use Ojibwe to:

1. Understand the maple sugaring song in Ojibwe (visuals of boiling, trough, tobacco, tools, camp-TPR-S) (Standard 1.2)
Understand/interpret a short nonfiction/descriptive text about maple sugaring (Standard 1.2)
2. Describe aspects of the maple sugaring process in Ojibwe.
Design/create/analyze and present A Sugar Bush (Rigby) book in Ojibwe – historical and present photos (Standard 1.3)
3. Ask and answer questions about maple sugaring (Standard 1.1)
Example: Using a list, students can interview each other to ask about some aspect of maple sugaring

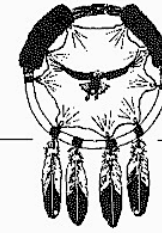
The interpersonal task occurs after their field experience, so students have more to ask about. Their questions will be simple and there will have been a lesson/review on some of the things they saw and did. They are able to use pictures to guide their questions and a list to fill in the answers to questions from their partner such as: Do you like xxx, do you see xxx, is this?, etc.



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The interpersonal task assesses students' ability to use the language as independently as possible but also provide prompts and resources to help them have a topic or object to identify and to ask and answer questions. The interpersonal expectations are not for perfection but for communication. At the novice level, communication will not be perfect and students will need opportunities to practice and scaffolding for their have simple conversations.

4. Students will:

Experience cultural teachings and know and understand what the Ojibwe do in the spring. (Standard 2.1.)

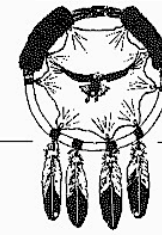
Understand the importance of maple sugaring and engage in the following activities: (Standard 2.2.)

- Analyze-compare/contrast traditional vs. modern
 - Evaluate-value of traditional ways for survival – Ask students-Why is this tradition important?
 - Nanaboozhoo story – why people had to work so hard for the maple sugar (Keepers of the plants)
- Communicate in writing to policy makers (Standard 1.3 for English language)

Service Learning component

Students will use their knowledge and experiences of maple sugaring to benefit the greater American Indian community by participating and presenting their finished technology project at a community event. (Standard 5.1)

5. Students will use technology to document and communicate the maple sugaring process, using Ojibwe. (Standard 5.1)



Summary/Overview of Assessment Tasks

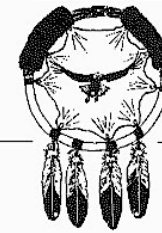
What kind of task will demonstrate that students have learned and can do the objective?

Communication	Interpretive task	Presentational task	Interpersonal task
<p>Performance Assessment: (Note: The performance assessment tasks are integrated throughout the instructional unit; they are not meant to be given as a whole at the end of the unit.)</p>	<p>Interpretive mode – One way, understands and interprets speaking and writing.</p> <p>What counts: Vocabulary and Comprehension (TPR-S?)</p> <p>Elem – Song, story</p> <p>Middle – Song, article, story</p> <p>High – Song, article, story</p> <p>(Photo from text-page 201)</p>	<p>Presentational mode –One-way, audience, formal</p> <p>What counts: Writing, speaking for an audience</p> <p>Present to community at school/city events</p> <p>Students create a slideshow, ppt., video clip of aspects of maple sugaring and present it to an audience</p> <p>Purpose: Students use Ojibwe in a student-directed Q&A presentation and compare/contrast traditional vs. modern processes for maple sugaring</p> <p>Elem. school – slideshow, drawings</p> <p>Middle school – video, ppt</p> <p>High school – edit video in imovie</p> <p>The value of the video is it allows students to use Ojibwe to describe what is happening, in very basic language, single words and phrases.</p>	<p>Interpersonal mode- Two-way, spontaneous, they could in pairs, describe a picture to each other.</p> <p>Students work with a partner to compare a picture(s) taken during the field experience to one of long ago or commercial maple sugar harvesting and sugaring.</p> <p>What counts: Successful communication-not rehearsed</p> <p>Elem – Jeopardy game</p> <p>Middle – Knowledge Bowl</p> <p>High – Jeopardy Game</p>

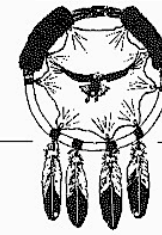
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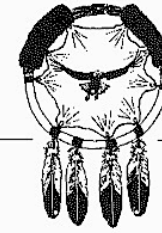


<p>What are the <u>Cultural Aspects</u>?</p>	<p>The creator has gifted us certain things, for example, foods to help us survive in certain seasons of the year.</p>
<p>What are the <u>Connections to other subjects</u>?</p>	<p>Non-fiction –Reading Reading Strategies Healthy eating choices – Health Sustainable Farming – Science How-to Writing – language arts How sap runs through the trees – Science</p>
<p>What are the <u>language and cultural Comparisons</u></p>	<p>How do the New Englanders harvest maple sugar? Process & Cultural? How is maple sugar harvested commercially? How is sugar cane harvesting different? Is there a language comparison – names for the syrup or some other comparison?</p>
<p>What are the <u>connections to Communities in and outside of the classroom</u>?</p>	<p>Where does the maple sugar go once completed? Elders, community feast? Student's personal experience Sharing of experience to community once finished with presentational project. Post pictures around the classroom, with Ojibwe names, etc., and in various locations to continue the learning. Ex: newsletter, posters in the school, display cases.</p>



STEP 2: Assessment Tasks: what will each task assess, does it mirror the instructional objective for the unit?

Interpretive task	What will students need to know to complete the task?
<p>Students hear /read a teacher created story about maple sugaring and show their understanding of the main points using a worksheet by circling or numbering pictures or in high school or middle school, students can read and number words.</p> <p>Learning Activities</p> <p><u>Beginning</u> Ask who likes maple cookies/syrup on pancakes? Introduce Objects Flashcards – teacher and student made-photos, images, drawings Song: “Iskigamizige” Play “Fly swatter” game and/or Word hunt Read “The Sugar Bush” & “Manaboozhoo and the Maple Trees” Ojibwemowin Series 1 Chapter 14</p> <p><u>Middle</u> Retell, “The Sugar Bush” & “Manaboozhoo and the Maple Trees” Two-way Question and Answer Video – “Dirty Jobs: Maple Sugar Making” Student artwork of Tradition and Modern techniques “Iskigamizigan (Sugarbush) A sequel to Growing Up Ojibwe” Mazina’igan Supplement – Great Lakes Fish & Wildlife Commission “Ininitig’s gift of Sugar” -Book Jeopardy Field Experience</p> <p><u>End</u> Presentations</p>	<p>Functions (Asking questions, describing process, senses, feelings narrate; etc.) Describe Maple Sugar: vocab, Sequencing, Ask and respond to questions Compare/contrast traditional and modern</p> <p>Structures (Verbs, adjectives, adverbs) What are the essential words needed? Verbs: Anokii – Working, Bimose – walking, Akwaandawe - climbing, iskigamizige - boiling, naadoobii - gathering, wiisinii - eating, anwebi - resting, ozhiga’ige - tapping, boodawe - builds a fire, wiikonge – feast, nase’an - stirs Nouns: Aandeg - Crow, asemaa - tobacco, wiigwaasii makak –birchbark basket, negwaakwan - tap, ishkode - fire, ininitig – maple tree, goon - snow, waabanong – to the east, zhaawanong – to the south, ningabi’inong – to the west giiwedining – to the north Conjugate past and present, animate and inanimate and personal pronouns Vocabulary What are additional words that are nice to know? Awegogn l’iw - What is that? Aaniin waa-izhigigeyan? - What do you want to do? Aaniin ezhichigeyan? - What are you doing? Indaa-ayaawaa na? – Can I have it (animate) Indaa-ayaan ina? – Can I have it (inanimate) Gidaa-waabanada’ ina? – Can you show me? Gidaa-wiidookaw ina? – Can you help me?</p> <p>Materials Pictures, stories, online resources, videos, games Laptop, LCD, PowerPoint, books as listed</p>



Teacher Reflection: What worked, what needed more review?

Rating Criteria for Interpretive Task

TASK: Mini quiz related to concepts not just vocabulary

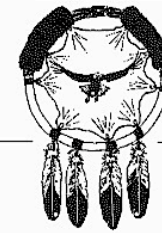
Teacher reads a short (possibly teacher made) story about an aspect of maple sugaring; e.g.; A child who goes with a grandparent or an aunt to help with the process for the first time and asks the grandfather/aunt why are they going and what will they do there. The story can include the vocabulary words learned and some of the structures – questions – what is this – and answers – this is a pail, etc., and why are we doing this. Students don't need to understand every word or phrase, as the questions are on main points and concepts as in the task description. Teachers can also record the story and play it for the students. (or the story could be recorded as a conversation between an elder and a teacher, telling the story using simple language. The recording provides a permanent record of elder speaking).

Rating

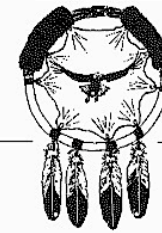
- Teacher asks questions in Ojibwe. Students circle the correct picture on a sheet for elementary students. Older students can number the pictures to show the sequence of events or the correct answer (or written word for middle and high school students).
- Teachers can use a checklist to document student performances and the number correct for the evaluation. If needed, there can be additional teaching activities to reinforce the vocabulary and expressions the students need to learn.

Students listen to the story/dialogue and answer questions on main points:

1. What is (name of boy/girl) going to do?
2. Who are the people talking / in the story?
3. Tell two things you heard (you can use English).



Presentational Task	What will students need to know to complete the task?
<p>Presentational mode –One-way, audience, formal What counts: Writing, speaking for an audience Present to community at school/city events Purpose: student directed Q&A-Ojibwe process-Ojibwe, compare/contrast traditional vs. modern Students prepare a presentation on their field experience with a Partner or in a group depending on the size of the class Elementary school – comic life, kidpixs presentation about maple sugaring field experience Middle school – edit video in imovie –students make a video presentation after the field experience High school – edit video in imovie –students make a video presentation after the field experience Learning Activities Beginning: Simon says of verbs Storyboards Simulated Interview Learning about technology Middle: Field Experience End: Editing video/power point/presentation Formal Presentation of project (classmates, community audience)</p>	<p>Functions (Asking questions, describing process, senses, feelings narrate; etc.) Questions and possible responses –simulation in class Ojibwe questions on laminated sheet Awegogn l’iw - What is that? Aaniin waa-izhigigeyan? - What do you want to do? Aaniin ezhichigeyan? - What are you doing? Indaa-ayaawaa na? – Can I have it (animate) Indaa-ayaan ina? – Can I have it (inanimate) Gidaa-waabanada’ ina? – Can you show me? Gidaa-wiidookaw ina? – Can you help me?</p> <p>Structures Verbs, adjectives, Verbs-I see, I think, I feel This is.... Questioning words</p> <p>Vocabulary What are the essential words needed? What are additional words that are nice to know?</p> <p>Materials Storyboard prep computers Technology Equipment Question list</p>



RUBRIC or Criteria for Presentational Task: (Number of criteria depends on level, task and purpose of the assessment task).

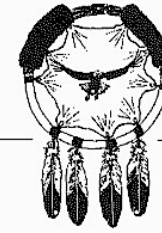
TASK: Formal Presentation of project created after the field experience (video, power point or presentation)

Non-negotiables:

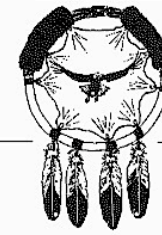
- Introduce self in Ojibwe
- Questions and responses in Ojibwe
- Correct sequence of process
- ____ number of slides/clips
- Storyboard draft peer and teacher evaluation (Graduation with Distinction expectations)

Novice-mid presentational rubric

Criteria	Exceeds expectations	Meets expectations	Approaching expectations
Organization	Organization is logical and enhances understanding of the process	Organization makes overall sense	Organization interferes with understanding
Content	The project is an excellent representation of the maple sugaring process and its features. Content reflects in-depth understanding and interpretation of information from course work and field experience.	The project adequately represents the maple sugaring process and its features. Content reflects a limited understanding and interpretation of the information from course work and field experience.	The project does not fully represent the maple sugaring process. The content reflects minimal understanding of the information. Description does not match actual information.
Language Use	Excellent control of language features, excellent and appropriate use of vocabulary, meaning is successfully communicated.	Good control of language features, limited but appropriate vocabulary use, meaning is communicated most of the time.	Weak control of language features, minimal vocabulary use, difficult to understand at times.
Creativity	The project shows thought to design and placement of pictures and information. Presentation looks unified.	The project shows some thought to design and placement of pictures and information. Presentation is somewhat unified.	The project shows minimal thought to design and placement of pictures and information. Presentation is not unified.



Interpersonal Task	What will students need to know to complete the task?
<p>Using a visual from their experience, students will ask one another questions about the activities and then make comparisons to photographs from long ago.</p> <p>Reflection of Field Experience and Traditional verses Modern Techniques in the process of Maple Sugar Making.</p>	<p>Functions (Asking questions, describing, telling likes and dislikes, narrate; etc.)</p> <p style="text-align: center;">See the interpretive and presentational tasks</p>
	<p>Structures Verbs, adjectives, adverbs Comparison phrases</p>
	<p>Vocabulary What are the essential words needed? What are additional words that are nice to know?</p>
	<p>Materials Pictures, stories, online resources, videos, games</p>



RUBRIC or Criteria for Interpersonal Task

TASK: Reflection about your experience

Ask your partner(s) about specific parts of the field experience. Listen for their answers and answer their questions. Answer questions with as much as you can say. Let your partner know if you don't understand.

Non-negotiables:

- Be kind to one another
- Ask and answer at least three questions
- Be sure to let your partner know if you don't understand

	S	U	E	Grade
Student 1	+	+	✓	B
Student 2	+	✓	✓	B-/C+
Student 3	✓	✓	✓	C
Student 4	✓	+	✓	C-

*Blaz, D. (2001). A collection of performance tasks and rubrics. NY: Eye on Education.

S = Success- Did the student perform the task

U = Was the student understood and did s/he understand

E = Did the student make an effort