

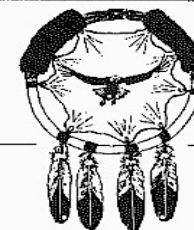


---

## *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](http://www.spps.org)



<b>Language:</b>	Ojibwe
<b>Level:</b>	Novice-Mid
<b>Theme:</b>	Wild Rice Harvesting
<b>Important Question:</b>	Why is harvesting wild rice still an important activity for the Ojibwe?
<b>Authors:</b>	Michele Fairbanks, Amanda Norman, Stephanie Schroeder, St. Paul Public Schools, St. Paul, MN
<b>Topics:</b>	Wild Rice Process
<b>Length of this unit:</b>	approximately 4 weeks

This IPA unit is designed for the Ojibwe Language Program through American Indian Studies at Saint Paul Public Schools. The course includes students who may have previous knowledge of American Indian Culture but will also include students new to the language. Students are introduced to the traditional activities of the Ojibwe people during the late summer/early fall months and explore traditional teachings and the cultural importance that still hold true today. Students will have learned the vocabulary pertaining to the wild rice harvesting process and have learned expressions to communicate about aspects of wild rice harvesting using simple expressions and phrases.

The unit is compatible with the St. Paul Public School benchmarks for world languages at level one.

### **Step 1:**

### **OBJECTIVES**

1. Students will use use simple Ojibwe and learned expressions to:
  - identify and give basic descriptions of instruments, food, plants, and occasions related to wild rice harvesting. (Standard 1.1, 1.2, 1.3)
2. Students will understand:
  - the process of traditional wild rice harvesting and how it has changed today. (Standard 2.1, 2.2)
  - the gender roles various people have while harvesting wild rice. (Standard 2.1, 2.2)
  - at a developmentally appropriate level, the significance the practices that are used before, during and after harvesting wild rice. (Standard 3.1, 2.2))

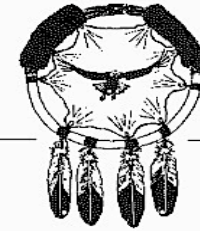
© 2011 St. Paul Public Schools Indian Education Program.

These materials were developed with funding from the Minnesota Humanities Center and are posted with permission on the Virtual Assessment Center of the Center for Advanced Research on Language Acquisition at the University of Minnesota. Permission is granted to duplicate these materials for educational purposes. Permission to reprint must be sought from St. Paul; Public Schools. For more information see: St. Paul Public school at <http://www.spps.org/>

**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](http://www.spps.org)

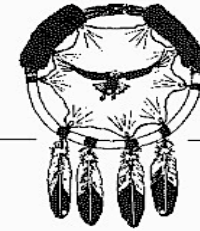


**Summary/Overview of Assessment Tasks**

Communication	Interpretive task	Presentational task	Interpersonal task
<p><b>Performance Assessment</b> (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><u>Elementary school:</u> <i>Waynaboozhoo goes on a fast</i> – Ojibwe legend</p> <p><u>Middle school: Ojibwemowin: Series 1.</u> <i>The Sacred Harvest.</i> <i>Mino-Bimaadiziwin - movie</i></p> <p><u>High school: Bizarre Foods – movie.</u> <i>Ojibwemowin: Series 1.</i></p>	<p><u>Elementary school:</u> Drawings using Kid pix slide show.</p> <p><u>Middle school:</u> Comic Life creation featuring the steps and tools of the wild rice harvesting process.</p> <p><u>High school:</u> imovie creation featuring the steps and tools of the wild rice harvesting process.</p>	<p>Dialogue with a classmate, using visuals. Ojibwe Pictionary Charades in Ojibwe .</p>
<p><b>What are the Cultural Aspects?</b></p>	<p>Students will understand the significance of traditional wild rice harvesting and processing. Students will understand differences in the sound of words in the language from those of English.</p>		
<p><b>What are the Connections to other subjects?</b></p>	<p>History, Food And Consumer Science</p>		
<p><b>What are the language and Cultural Comparisons</b></p>	<p>Students compare sounds of words and the number of words used to say something. Students compare the gestures that may accompany words and how people harvest wild rice.</p>		
<p><b>What are the connections to Communities in and outside of the classroom?</b></p>	<p>Students use the language in the classroom to give and get information about items used and about people who harvest wild rice.</p> <p>Students use the language outside the classroom by participating in an American Indian community even, a community Wild Rice feast.</p>		

© 2011 St. Paul Public Schools Indian Education Program.

These materials were developed with funding from the Minnesota Humanities Center and are posted with permission on the Virtual Assessment Center of the Center for Advanced Research on Language Acquisition at the University of Minnesota. Permission is granted to duplicate these materials for educational purposes. Permission to reprint must be sought from St. Paul; Public Schools. For more information see: St. Paul Public school at <http://www.spps.org/>



**STEP 2: Assessment Tasks 1, 2, 3: what will each task assess, does it mirror the instructional objective for the unit?**

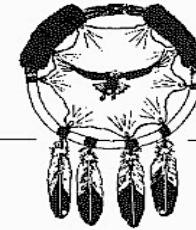
Interpretive task (reading and listening)	What will students need to know to complete the task?
<p><b>Elem:</b> <i>Waynaboozhoo goes on a fast</i> – Ojibwe legend Read story to class, students listen. Younger students indicate their understanding of the language by first drawing faces to show Waynaboozhoo's feelings throughout the story; after teacher checks the drawings of the feelings, students create a feelings chart Older Students create a sequence chart retelling the story.</p> <p><b>Middle:</b> <i>Ojibwemowin: Series 1. The Sacred Harvest. Mino-Bimaadiziwin - movie</i> Readings from books. Writing 5 key terms from reading, why are they important? Lesson 4 fold book drawing the steps. Essay harvesting, cultural significance, processing - assessment</p> <p><b>High:</b> <i>Bizarre Foods – movie. Ojibwemowin: Series 1.</i> Watch the movie. Students create a book with the images in the correct sequence, this can be completed by individuals, in pairs, or in groups.</p>	<p><b>Language Functions:</b> asking questions, noun verb agreements, this is, it is, what is this?</p>
	<p><b>Grammatical Structures:</b> VAI's, NA's, NI's</p>
	<p><b>Essential Vocabulary:</b> biindakoojige, asemaa, gandakii'ige, bawa'am, ombaasaan manoomin, gaapizige, bawishkam, nooshkaachige, wiikonge, manoomin, jiimaan.</p>
	<p><b>Materials for preparation of task:</b> Books, chart paper, images, construction paper, scissors,</p> <p>This task fits best at the beginning of the unit to get students excited about the overall process. Students will receive practice at the beginning of each class period: glue, markers/crayons.</p>



**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](http://www.spps.org)



**Rating Criteria for Interpretive Task**

**TASK: Students listen to a story or watch a movie about wild rice and indicate their understanding of the value of wild rice or the process of harvesting.**

N.B. Your prompt (whether they hear or see) impacts what you will do to assess the students. If they see a video and put pictures in order, to avoid making this a test of their memory (what they saw) and identifying that in pictures, rather than what they heard and understood, great care must be taken in selecting the pictures for the answer sheet. If there is a video, K-2 student can be asked to circle a picture of the first thing they heard in one color and the second in another, etc.

Because these are very beginning students, the rating needs to accommodate their emerging literacy skills. Students can be asked to indicate their understanding by asking them to order pictures or words based on what they hear. In a class discussion, students should be able to indicate their understanding of the process and importance of wild rice harvesting.

Elementary students are asked to put pictures in order in which they appear in the story.

Middle and high school students number the pictures and terms in order of occurrence or answer questions about the process in English on a work sheet.

A checklist can be used to evaluate the interpretive task; e.g., Can arrange pictures/words in correct order:

all

some

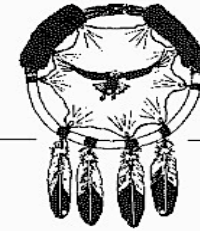
needs much help?

Or the teacher can evaluate according to the number of correct pictures/words circled.

Does not yet meet expectations	Developing	Meets expectations	Exceeds expectations
<p><b>Language:</b> Students struggle to put the wild rice pictures in order and cannot relate them to the Ojibwe terms independently.</p>	<p>Students can put some wild rice pictures in order and relate some Ojibwe terms to the appropriate pictures.</p>	<p>Students can put most of the wild rice pictures in order and match most of the Ojibwe terms to the appropriate pictures.</p>	<p>Students can put all of the wild rice pictures in order. and match the English words to the Ojibwe terms.</p>

© 2011 St. Paul Public Schools Indian Education Program.

These materials were developed with funding from the Minnesota Humanities Center and are posted with permission on the Virtual Assessment Center of the Center for Advanced Research on Language Acquisition at the University of Minnesota. Permission is granted to duplicate these materials for educational purposes. Permission to reprint must be sought from St. Paul; Public Schools. For more information see: St. Paul Public school at <http://www.spps.org/>



**Presentational Task**

**What will students need to know to complete the task?**

Students create a presentation using the tools below to show the steps and tools used for wild rice harvesting, the cultural significance and compare the commercial and traditional aspects. The will present it to the class in an art gallery walk, or possibly to other students in the school or at a family event. Students take turns presenting and being the gallery visitor.

**Elementary:**

Drawings using Kid pix slide show  
Drawing the steps and labeling them in Ojibwe and English.  
Students may record their voices over the images.

**Middle:**

Comic Life creation featuring the steps and tools of the wild rice harvesting process.

**High:**

imovie creation featuring the steps and tools of the wild rice harvesting process. Must also include the cultural significance and the commercial versus traditional aspects.

**Language Functions:** asking questions, noun verb agreements, this is, it is, what is this?

**Grammatical Structures:** VAI's, NA's, NI's

**Essential Vocabulary** bawa'am, ombaasaan manoomin, gaapizige, bawishkam, nooshkaachige, wiikonge, manoomin biindakoojige, asemaa, gandakii'ige, makak, manoominike, bawa'iganaak, wiigob, nooshkaachinaagan, jiiman, biisim-manoomin, mazaan, okaadakik, boodaagan

**Materials for preparation for task:**

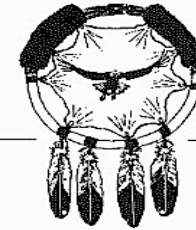
Computers, images on flash drive, video clips of authentic experiences, LCD projector



**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](http://www.spps.org)



**RUBRIC or Criteria for Presentational Task**

**TASK:** Students take a tour of the “art” gallery, read the comics or watch the movies and fill out an information sheet provided by the teacher to record what they have seen and who the “artist” is.

**Needed:** A drawing, comic, or completed movie as a sample: The materials the students developed to tell about the wild rice harvesting

Gallery Walk: Requirements

<p><b>Presenter Roles</b></p> <ul style="list-style-type: none"> <li>• Introduce self to group</li> <li>• Describe your project using at least four sentences</li> <li>• Thank the audience</li> </ul>	<p><b>Audience Roles</b></p> <ul style="list-style-type: none"> <li>• Greet the presenter</li> <li>• Listen – fill in your grid</li> <li>• Thank the presenter</li> </ul>
--	---

**Checklist: Presentational – Speaking, novice**

Student Name	Language Use				Comprehensibility				Awareness of Audience			
	Does the student use the appropriate words to describe the project?				Is the language comprehensible?				Does the student speak loud enough and make eye contact?			
	DMS	D	M	E	DMS	D	M	E	DMS	D	M	E
	DMS	D	M	E	DMS	D	M	E	DMS	D	M	E
	DMS	D	M	E	DMS	D	M	E	DMS	D	M	E
	DMS	D	M	E	DMS	D	M	E	DMS	D	M	E

DMS=Does not meet standard; D=Developing; P= Meets Expectations EP= Exceeds Expectations

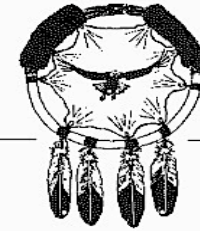
© 2011 St. Paul Public Schools Indian Education Program.

These materials were developed with funding from the Minnesota Humanities Center and are posted with permission on the Virtual Assessment Center of the Center for Advanced Research on Language Acquisition at the University of Minnesota. Permission is granted to duplicate these materials for educational purposes. Permission to reprint must be sought from St. Paul; Public Schools. For more information see: St. Paul Public school at <http://www.spps.org/>

**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](http://www.spps.org)



Students use Ojibwe to ask and answer questions about a picture showing some aspect of the wild rice harvest.

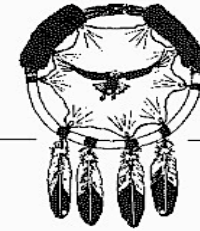
Interpersonal	What will students need to know to complete the task?
<p>Dialogue with a classmate, using visuals.</p> <p>Students work in pairs (they can be assigned randomly) to discuss a picture or some other image that relates to wild rice processing.</p> <p>Teaching and formative assessment activities: Ojibwe Pictionary Students break into teams one person draws the Ojibwe word and the students guessing must use only Ojibwe to answer.</p> <p>Charades in Ojibwe Similar to Ojibwe Pictionary, only students act out the clues.</p>	<p><b>Language Functions:</b> asking questions, noun verb agreements, this is, it is, what is this? Naming objects.</p>
	<p><b>Grammatical Structures:</b> VAI's, NA's, NI's</p>
	<p><b>Essential Vocabulary:</b> bawa'am, ombaasaan manoomin, gaapizige, bawishkam, nooshkaachige, wiikonge, manoomin biindakoojige, asemaa, gandakii'ige, makak, manoominike, bawa'iganaak, wiigob, nooshkaachinaagan, jiiman, biisim-manoomin, mazaan, okaadakik, boodaagan</p>
	<p><b>Materials for preparation for task:</b> Images, drawing paper/marker board, clues written in Ojibwe (for Pictionary)</p>



**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](http://www.spps.org)



**TASK:** Ojibwe Pictionary or Ojibwe Charades

**Needed:** Images, drawing paper/marker board, clues written in Ojibwe

**Checklist: Interpersonal – Speaking, novice**

Teacher observes the students as they play Pictionary or charades

+ = exceeds

✓ = meets

- = does not meet

Student Name	Language Use Does the student use the appropriate words?	Language pronunciation Is the language comprehensible	Questions Does the student ask questions

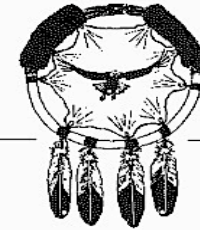




**Indian Education Program**

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

Telephone: (651) 293-5191 • Fax: (651) 293-5193 • [www.spps.org](http://www.spps.org)



**STEP 3 Planning Template for Lesson Plan Frameworks: Preparing for (Interpretive, Presentational, Interpersonal) Assessment**

(Beginning–middle–end) How do I introduce topic, build a middle, wrap up the unit?

Learning Activities /Opportunities for students to practice

	<b>Learning Activities: Description</b>
<b>Beginning</b>	<p>Movie/Books Teacher asks how many students eat rice- maybe Rice Krispies or Rice Krispies bars might be a good starting point and for older students, questions about the local food movement, could be a way to generate interest.</p> <p>Vocabulary introduction and practice with activities such as four corners from Resources: Tips for Teachers <a href="http://www.carla.umn.edu/assessment/VIB/resources.html">http://www.carla.umn.edu/assessment/VIB/resources.html</a></p> <p>Students review/learn “what is this”, “this is” using a variety of objects</p>
<b>Middle</b>	<p>Prior to attending the events below, older students can be asked to research the nutritional value of rice, younger students can ask someone at home and report back and sort the responses</p> <p>Wild Rice tasting event, Field Experience – During Manoomin Days, students explore recipes. Older students look at the commercialization of wild rice and compare how and where wild rice is sold.</p>
<b>End</b>	<p>Interpersonal Task ends the unit. An in class discussion on aspects of wild rice, in English provides a good culminating activity.</p>