



Minnesota Indigenous Language Symposium V
May 18th & 19th, 2009
Northland Inn, Brooklyn Park



Sunday, May 17th

4:00 p.m.-9:00 p.m.

Registration & Hotel check-in (Northland Inn)

Dinner on your own

Monday, May 18th

7:30 a.m.-10:00 a.m.

Registration

7:30 a.m.-8:30 a.m.

Breakfast *NORTHLAND BALLROOM*

8:30 a.m.-8:45 a.m.

Blessing

8:45 a.m.-9:15 a.m.

Opening by MC; Jim Clairmont (Sicangu Lakota)

Welcome

Cantemaza de miye do (Neil McKay, University of
Minnesota, American Indian Studies Department.

LaVon Lee, Grotto Foundation

9:15 a.m.-10:45 a.m.

Keynote- **How fluent should one really be?**

Te Panekiretanga o te Reo

NORTHLAND BALLROOM

Dr. Timoti Kāretu, Te Wānanga o Aotearoa & Leon Blake,
Te Panekiretanga o te Reo, Te Wānanga o Aotearoa, New
Zealand.

This presentation will focus on the fluency essential for the
successful teaching and transmission of language, with
Maori as the principal exemplar.

Te Panekiretanga o Te Reo – The Institute of Excellence in
the Māori Language is a programme of study whereby
proficient speakers of Māori language throughout New
Zealand are handpicked to be students. The programme
has become the point of reference for quality and
excellence in Māori language and protocols. This
presentation will provide an in-depth look at Te
Panekiretanga o Te Reo including.

10:45 a.m.-11:00 a.m.	Break
11:00 a.m.-11:30 a.m.	Keynote Continued with Q & A
11:30 a.m.-1:00 p.m.	Lunch <i>MINNESOTA BALLROOM</i>
1:00 p.m.-2:30 p.m.	<p>NLRI grantees share a brief overview of their programs and efforts to revitalize Dakota and Ojibwe languages in their communities.</p> <p><i>NORTHLAND BALLROOM</i></p> <p>Leslie Harper: Director of Niigaane Ojibwe Immersion School at Bugonaygeshig Tribal School, Leech Lake Teresa Peterson: Program Director of Dakota Wicohan Inc., Granite Falls, Mn. Monica White: Director of Waadookodaading Ojibwe Immersion Charter School, Hayward Wisconsin Jennifer Bendickson: Dakota Curriculum Assistant at Wicoie Nandagikendan Urban Preschool Language Immersion Project, Minneapolis, MN.</p>
2:30 p.m.-2:45 p.m.	Break
2:45 p.m.-4:00 p.m.	<p>Breakout session I</p> <p>1. Ojibwe Movies <i>NORTHLAND BALLROOM</i></p> <p>Dr. Mary Hermes, Associate Professor University of Minnesota Duluth; Kevin Roach, Multi-media Designer; Nora Livesay, Ojibwe language and technology; Chris Jones, non-profit start up and marketing</p> <p>2. Determining the Effect of Culturally Based Education on Academic Achievement of Native American Students: Preliminary results from Niigaane Ojibwemowin Immersion <i>F. SCOTT FITZGERALD</i></p> <p>Leslie Harper, Director, Niigaane Ojibwemowin Immersion & David Beaulieu, Professor/Director Center for Indian Education, Mary Lou Fulton College of Education, Arizona State University</p>

3. **Grotto Foundation Native Language Revitalization Initiative: Evaluation Talking Circle with current and former grantees**

LAURA INGALLS WILDER

NLRI Evaluation team members

(For current & former grantee's-must reserve a spot, see session descriptions for more details)

4:00 p.m.-6:00 p.m.

Rest

6:00 p.m.-7:30 p.m.

Dinner *NORTHLAND BALLROOM*

Lakota Dictionary, Wilhelm Meya & Tomas Beuachamp, Lakota Language Consortium

7:30 p.m.-9:00 p.m.

Evening Entertainment *NORTHLAND BALLROOM*
Open Mic; for song, dance, music, & poetry sharing.

Tuesday, May 19th

7:30 a.m.-8:30 a.m.

Breakfast *NORTHLAND BALLROOM*

8:30 a.m.-8:45 a.m.

Blessing

8:45 a.m.-9:00 a.m.

Opening by MC; Jim Clairmont (Sicangu Lakota)

9:00 a.m.-10:15 a.m.

Breakout session II

1. In response to the crisis: recordings of remaining MN Dakota elder speakers
F. SCOTT FITZGERALD

Dallas GoldTooth & Teresa Peterson, Dakota Wicohan

2. Teacher Licensing and Language Assessment Protocols

NORTHLAND BALLROOM

Brian McInnes, Doctoral Candidate, University of MN-Duluth Department of Education

10:15 a.m.-10:30 a.m.

Break

10:30 a.m.-11:45 a.m.

Breakout session III

1. Ezhi-Kinomaageyaang Anishinaabemowin: The Way We Teach Anishinaabemowin

F. SCOTT FITZGERALD

Howard Kimewon, University of Michigan-Ojibwe

2. Dakota Iapi Teunhindapi Consortium

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Noella Eagle & Elain Hall-Pratt, Dakota Revitalization

3. Teaching Methods (limit 25-30 people)

LAURA INGALLS WILDER

Lisa Urbonya & Dalian Urbonya, Action Language Learning UW-Colleges

12:00 p.m.-1:00 p.m. Lunch *MINNESOTA BALLROOM*

1:00 p.m. -2:15 p.m.

Breakout session IV

1. McKay Dakota Family Immersion Model

F. SCOTT FITZGERALD

Sheila McKay, Arlene McKay & JoAnn McKay, Manitoba First Nations Education Resource Center & Ruth Norton & Kelly Fontaine, Manitoba First Nations Education Resource Center

2. Maamwizhoozhoshkwade (Skating Together): A Partnership Between the University of Michigan and the Language Advisory Group of Bkejwanong First Nation

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Maaganiit Noori, University of Michigan

3. The Revival of Hebrew as a Spoken Language

LAURA INGALLS WILDER

Jonathan Paradise, Professor Emeritus of Hebrew Department of Classical and Near Eastern Studies

2:15 p.m. -2:30 p.m.

Break

2:30 p.m. -3:45 p.m.

Breakout session V

1. Strategies for teaching Anishinaabemowin One on One

F. SCOTT FITZGERALD

Dan Jones, Mary Moose, Michelle Defoe & Mike Lindahl; Master/Apprentice program Grotto Foundation

2. Hands-on Teaching to Learning; Ojibwe and Dakota Language Immersion Activities and Teaching Strategies

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Betty Jane Schaaf, Curriculum Specialist & Brendan Fairbanks, Language Speaker/Teacher, Wicoie Nandagikendan Urban Preschool Language Immersion Project

3. Grotto Foundation Native Language Revitalization Initiative Evaluation Talking Circle with Native language advocates

LAURA INGALLS WILDER

NLRI Evaluation team members
(This session is for Native elders, fluent speakers, language activists, Native language supporters, and funders. Must reserve spot. See session descriptions for more details.)

3:45 p.m. - 4:15 p.m. Closing *NORTHLAND BALLROOM*

FULL SESSION DESCRIPTIONS

Grotto Foundation: Native Language Revitalization Initiative (NLRI) Grantee Panel Presentation:

In 2001, the Grotto Foundation initiated the Native Language Revitalization Initiative, (NLRI) a 15-year grant-making program for the purpose of supporting the restoration of Native languages in Minnesota and the surrounding region. Serving as a catalyst in the work of Native Language revitalization, the Grotto Foundation recognizes that the renewal of indigenous languages and the preservation and restoration of heritage languages for future generations lies within the community itself. NLRI panelists share their insights, lessons learned, challenges and successes in creating community directed language revitalization programs.

SESSION I:

1. Ojibwe Movies:

After 3 years in the making, Ojibwemodaa is close to being released. This innovative language-learning tool gives learners a complete immersion environment, movies created in the language by first speakers, a complete flash card tool, an extensive grammar reference and many forms of language practice (conversations, pronunciation, games.) At the Minnesota Indigenous Language Conference we will be giving out a free version of the completed software. More modules and movies can be downloaded through our web site, available June 1. In this presentation, we will focus on showing videos of a teacher using the software in a classroom setting and the feedback and achievement test results of the 6th and 8th grade students who used it.

2. Determining the Effect of Culturally Based Education on Academic Achievement of Native American Students: Preliminary results from Niigaane Ojibwemowin Immersion:

Niigaane Ojibwemowin Immersion is located in northern Minnesota on the Leech Lake Reservation. All academic subjects are taught in the Ojibwe language. Niigaane currently serves grades K-4, and will expand to grade 5 in the next school year. As the Niigaane school grows, it is increasingly critical to: 1) develop relevant, valid and reliable assessments of student academic performance in the Ojibwe language, and 2) to articulate the successes and challenges of our teaching and learning methods in order to provide accountability and continue to improve our school. When our indigenous language medium students are assessed in a language other than the language of instruction, then the assessments are not fair or accurate indicators of what is going on within our own educational community here at Leech Lake. As partners in a national research project, Niigaane Ojibwemowin Immersion school community members are developing relevant assessments in the form of

Curriculum Based Measurements (CBMs), and are contributing to the development of a tool to determine the amount of culturally based education present at a school site. Presenters will share preliminary results from Niigaane schools second year of inclusion in this national research partnership, and describe how the experiences lead to the improvement of the Niigaane school site.

3. Grotto Foundation Native Language Revitalization Initiative Evaluation Talking Circle with current and former grantees:

As a part of the evaluation for the Grotto Foundation Native Language Revitalization Initiative (NLRI) the evaluation team will be conducting a talking circle to discuss the strengths, limitations, and future direction of the NLRI. This session is for current and former NLRI grantees ONLY and is limited to eight participants. A small stipend will be provided. If you are interested and available to participate, contact LaVon Lee at the Grotto Foundation at 651-209-8012. The evaluation team will select eight participants that represent the diversity of models and approaches of the NLRI. If you are selected to participate, a member of the evaluation team will contact you prior to the conference.

SESSION II:

1. In response to the crisis: recordings of remaining MN Dakota elder speakers:

Dakota Wicohan, a regional, small grass-roots organization, whose mission is to help revitalize the Dakota language and life ways, realizes the crisis that the Dakota language is in. In response, one of the projects it has undertaken is to record the remaining Dakota elder speakers. Eleven speakers have been identified by the Minnesota Dakota communities and it is imperative that we capture their stories and wisdom. Additional elders have been willing to share their stories, those of the first generation of Dakota to not speak their language. Dakota Wicohan continues to record and have begun the planning to produce this teaching tool so that we may all learn. Come listen to what our Dakota treasures have to share.

2. Teacher Licensing and Language Assessment Protocols:

This seminar will explore contemporary options for language teacher certification in the State of Minnesota and consider the implications of alternative models. Student perspectives on licensing standards and process will be provided, and all participants will be asked to share their thoughts on the vital skills that language teachers need to be both affective and effective in the classroom. Identification of critical language targets and assessment models for teacher candidate language proficiency will also be discussed.

SESSION III:

1. **Ezhi-Kinomaageyaang Anishinaabemowin: The Way**

We Teach Anishinaabemowin:

This presentation will review some of the ways Anishinaabemowin is taught in schools and communities today. It will include discussion of some of the most common approaches, newest approaches, problems and best practices. Teachers and students face many of the same problems across many communities and the more we talk to one another, the more we can learn about curriculum, resources and assessments that really get people speaking in Anishinaabemowin. The presentation will include discussion of new lessons based on existing resources as well as a new book, Anishinaabemowin Maajaamigad.

2. **Dakota Iapi Teunhindapi Consortium:**

The presentation is an overview of the 5 Manitoba Dakota communities and their critical state of the language. The overview includes the Consortium in terms of why the consortium was founded and how the Dakota communities declared the language official in 2005. The Dakota Chiefs endorsed the Consortium in 2007 to assist the 5 communities in addressing language revitalization. The Consortium works with Language Instructors from the 5 communities for networking and resources purposes. The Consortium has a website, www.dakotaconsortium.com that defines who we are and what our goals and objectives in language revitalization. We started an annual conference in 2008 which had over 300 participants from Manitoba, Saskatchewan, Alberta, North Dakota, South Dakota, Nebraska, and Minnesota. We have curriculum to share with others at no cost as we see the importance of cost factors impeding progress in our efforts for language revitalization. The presentation is to share our journey and the trials and tribulations and opportunity for networking of human resources and curriculum.

3. **Teaching Methods:**

In this learning -by-doing class, participants will be introduced to techniques for staying in the target language through active methods. Lisa Li will use Mandarin Chinese to demonstrate some of these approaches. Practitioners, elders, and university students will have hands-on ideas they can use right after the workshop to facilitate language learning. These methods are based on Gardner's theory of multiple intelligences and have proven successful with teachers of Hocak and other world languages. Teaching and learning languages can be both systemic and fun at the same time. Join us while we use music and movement and play while we learn. These techniques have been effective with children from 2-70 years-old!

SESSION IV:

1. **McKay Dakota Family Immersion Model:**

The Dakota Language Workshop held during December 2005 by the political bodies within Manitoba facilitated by the late Ron Hall produced a number of recommendations, one of which was to consider establishing an immersion program as the one started in the McKay family home, in the Sioux Valley Dakota Nation, Manitoba, Canada. Family members provided the process in the implementation of their family immersion program, aside from the hard work and commitment to the revitalization process of the Dakota Language. Each family member has a significant role within the family immersion program and will be discussed in this model. The family immersion model was based on the traditional way of teaching the Dakota language to the children. The language of instruction was in Dakota, reflecting how mothers and grandmothers taught their children what they needed to understand with the concepts, the vocabulary, the kinship terms, household items and other relevant terms all being taught. Teach the language the way it is spoken. The family decided to proceed with starting their own Family Immersion program without funding. The family requested the home school package from the Province of Manitoba.

2. **Maamwizhoozhoshkwade (Skating Together): A Partnership Between the University of Michigan and the Language Advisory Group of Bkejwanong First Nation:**

During this presentation, members of Bkejwanong First Nation and students from the University of Michigan Ojibwe Language and Literature Program will share the way they were inspired to skate and save Ojibwe

“Maamwizhoozhoshkwade” is a project funded by The Global Intercultural Experience for Undergraduates (GIEU) at the University of Michigan. Centered on bringing together students from the University of Michigan and youth from Bkejwanong First Nation, the project is one that calls for revitalization of a language and a lifestyle. U-M students and the youth of Bkejwanong have been sharing and comparing their knowledge of language, skating, and living a healthy active lifestyle while learning more about Ojibwe and Pottawatomi culture and the richly diverse ecosystem of Walpole Island, Ontario, home of Bkejwanong. This presentation will include discussion of how the project was designed and funded; how curriculum for the hockey component was created; how the University was able to partner with the Anishinaabemowin Language Advisory Committee of Bkejwanong; and how the entire group stayed in contact with peers in Aotearoa New Zealand who are working with Maori & Pakeha languages.

3. **The Revival of Hebrew as a Spoken Language:**

What were the challenges, the resources, the battles to fight, and the commitment of the tiny segment of the Jews that determined to make Hebrew a spoken language once again? What were the institutions that they created to help meet the challenges? How were the massive gaps in vocabulary and idiom filled? And today, how successful is Hebrew in withstanding the global hegemony of

English? The issues are religious traditions and resistance, social circumstances, rigid ideology (fanaticism) and others.

SESSION V:

1. Strategies for teaching Anishinaabemowin one on one

There has been many ways to teach the Anishinaabe Language and strategies differ depending on the individual situation. If you are presenting to a large group or presenting to an individual, some methods may be more effective than others. This presentation will highlight the strategy of total immersion when teaching one on one. We shall highlight which methods have been tried and discuss which seem to be more effective than others. We shall have testimonial from two speakers of the language and their apprentices.

2. Hands-on Teaching to Learning; Ojibwe and Dakota Language Immersion Activities and Teaching Strategies:

Presented by the language speakers of the Wicoie Nandagikendan Urban Preschool Language Immersion Project. This session will consist of a short introduction of the Wicoie Nandagikendan Project and then will break up into small groups with a variety of activities shared by the speaker of our program. Speakers will be sharing individual experiences and teaching methods used in our daily programming in a small group format to support a hands-on learning environment. Possible activities will include: using flannel boards, music, Circle Time, technology, sensory play, daily routine, and transitions. Participants will have the opportunity to interact with individual speakers and have a better understanding of the "why, how and when" of language activities used in immersion programming by actually playing the part of a language learning student. Wicoie Nandagikendan will use techniques of Total Physical Response to teach specific curriculum concepts of Total Physical Response. Small group leaning will be incorporated. Please join us for a fun experience.

3. Grotto Foundation Native Language Revitalization Initiative Evaluation Talking Circle with Native language advocates:

As a part of the evaluation for the Grotto Foundation Native Language Revitalization Initiative (NLRI) the evaluation team will be conducting a talking circle to discuss Native language revitalization efforts, models, resources, and direction for Native language revitalization efforts. This session is for Native elders, fluent speakers, language activists, Native language supporters, and funders. A small stipend will be provided. If you are interested and available to participate, contact LaVon Lee at the Grotto Foundation at 651-209-8012. The evaluation team will select eight participants that represent the targeted groups. If you are selected to participate, a member of the evaluation team will contact you prior to the conference.