

Alan Corbiere

Niigaan Gdizhaami Conference

February 28, 2018

www.mchigeeng.ca/anishinaabemowin

The Importance of Anishinaabemowin to Education

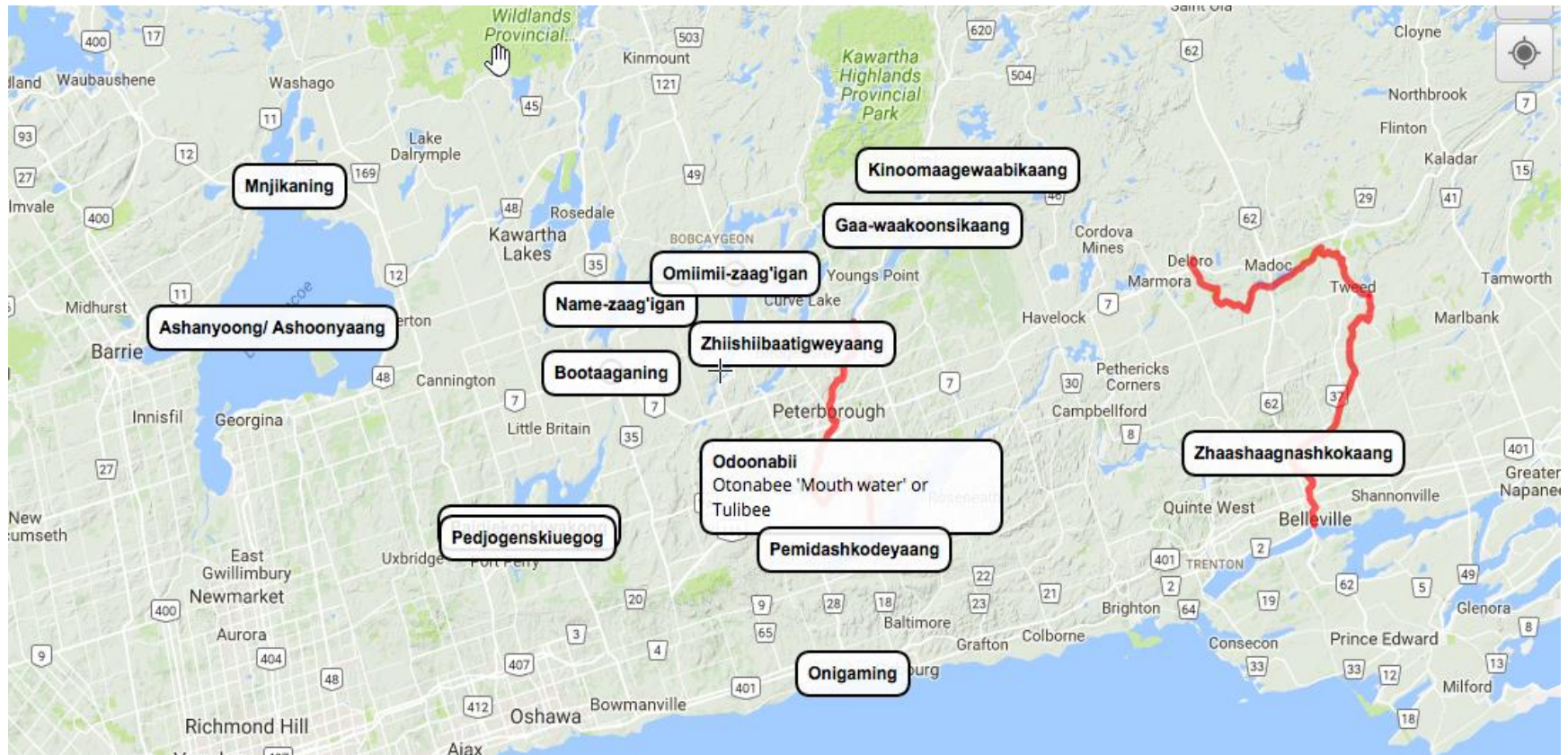
Anishinaabe Identity/ Anishinaabemowin

- Name
- Song
- Clan
- Community/ Land
- Nation

Aki: Michigiwadinong

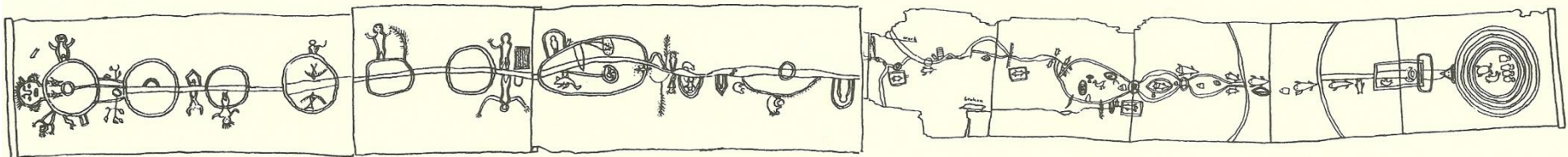
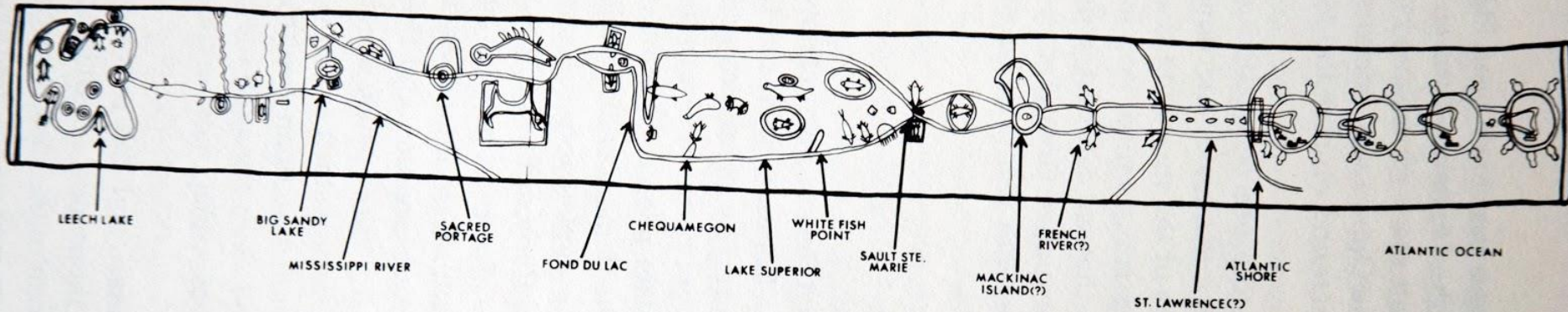
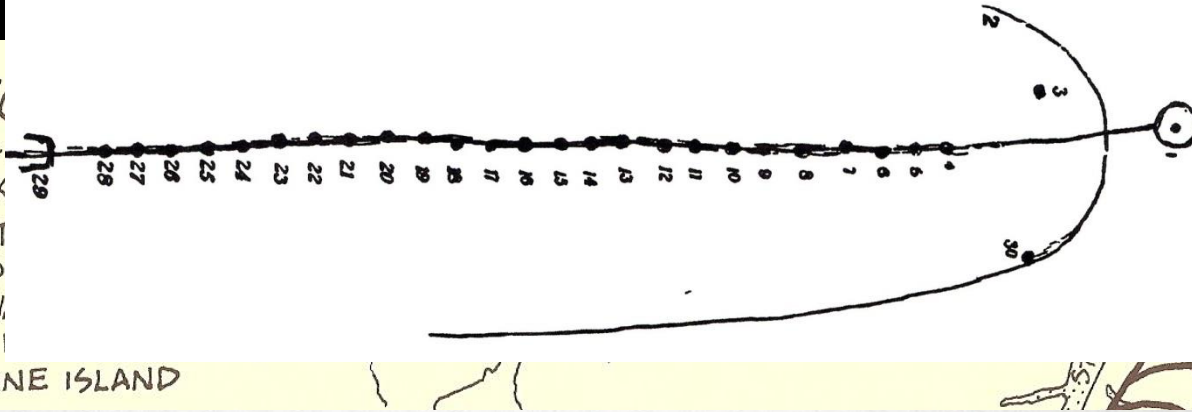


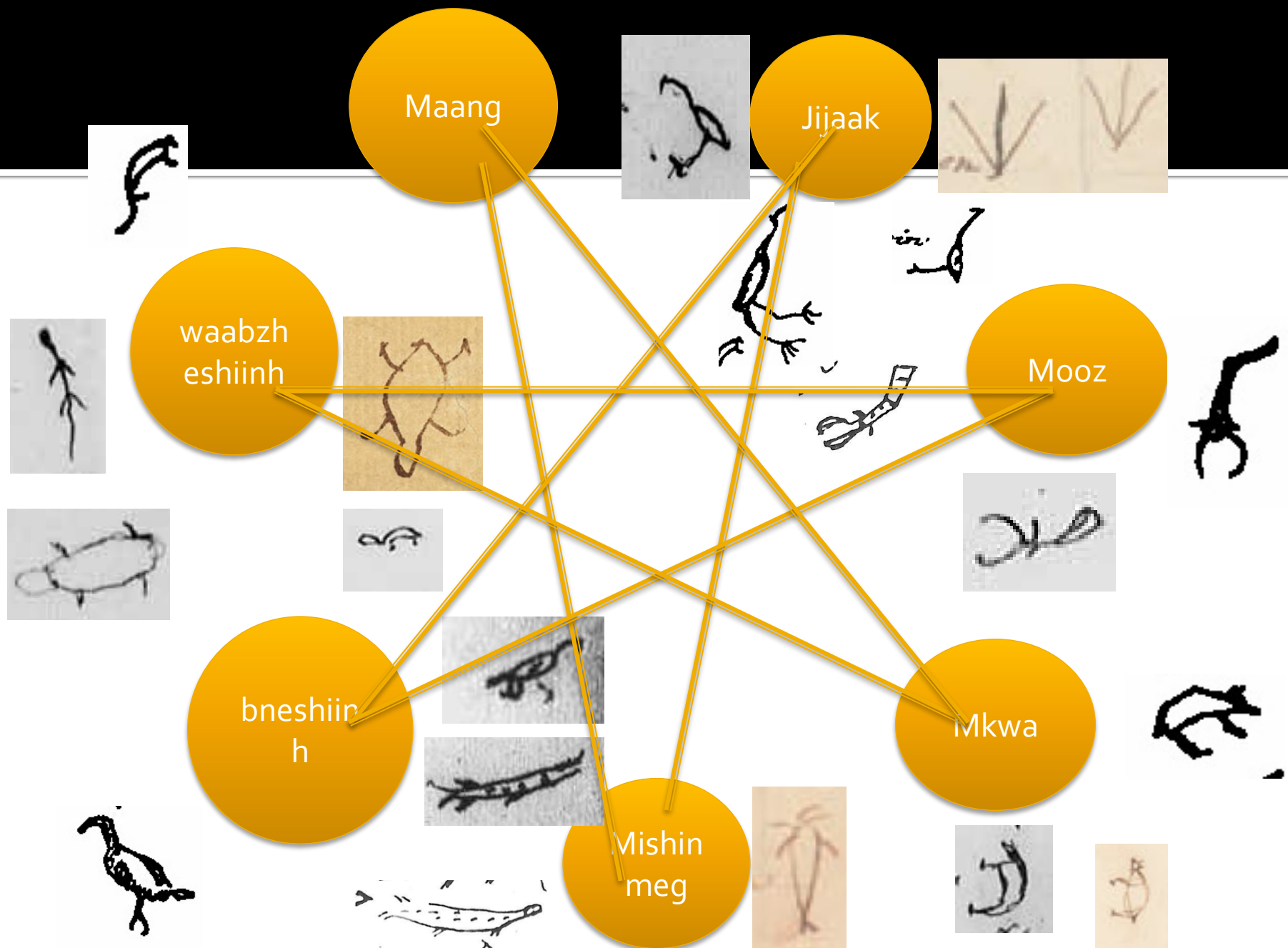
“Our Language Ties us to our Homeland in Sacred Ways”



MAJOR STOPS

- ① TURTLE
- ② KICHI-K
- ③ DETROIT
- ④ MANITO
- ⑤ BAW-W
- ⑥ SPIRIT
- ⑦ MADELINE ISLAND





Animikii/ Binesi



Animikii Noozwin

Compound Noun	Compound Noun	Verb 'vocalize'	Verb 'thunder'
Animkii	Binesi	Naagaanwewidang	Niibaakhom
Ozaawanimkii	Misko-binesi	Baadwewidang	Naawkwa'om
Makadeanimikii	Makade-binesi	Babaamwewidang	Noodinokwa'om
Waabi-animkii	Gichi-binesi	Zhaabwewidang	Ozaawikwa'om

Anishinaabe Identity/ Anishinaabemowin

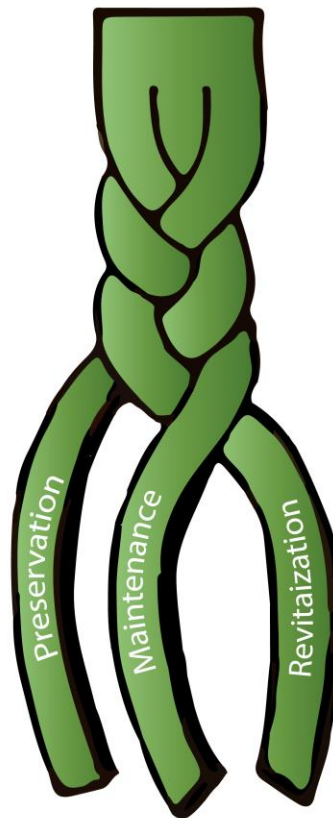
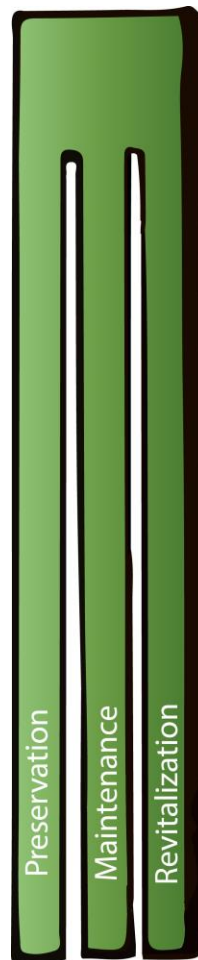
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Braiding Three Strands

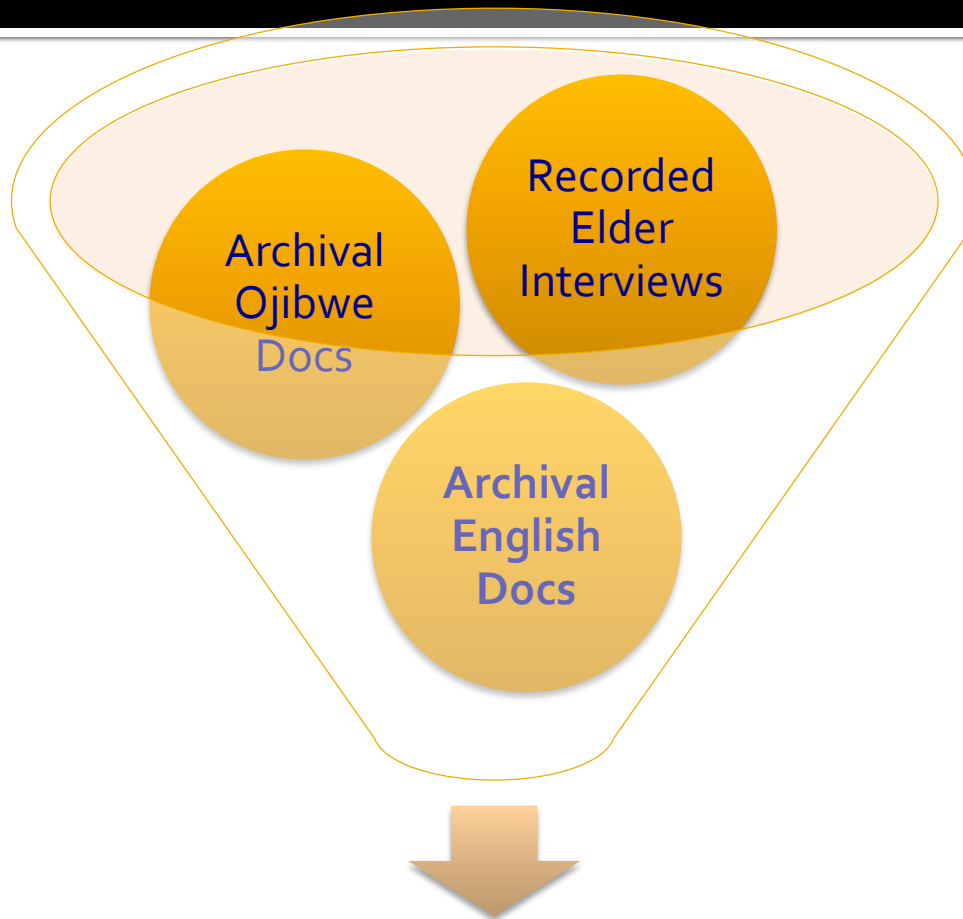
Preserve: Record your speakers, correctly document their words, create a database of topics

Maintain: SPEAK your language, WRITE your language

Revitalize: Create new words, create new spaces to use your language, compose new stories



The “Well”

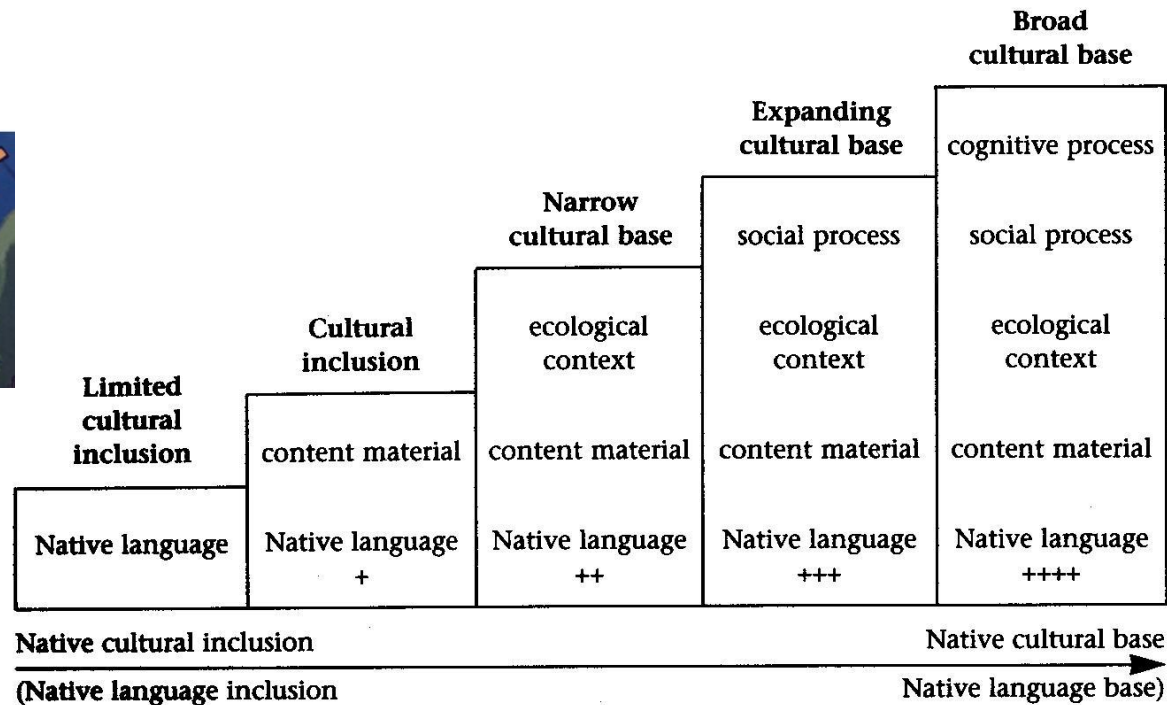


Local Cultural Resources

Arlene Stairs 1995

Figure 7.1

The cultural basis of learning and teaching in Native education

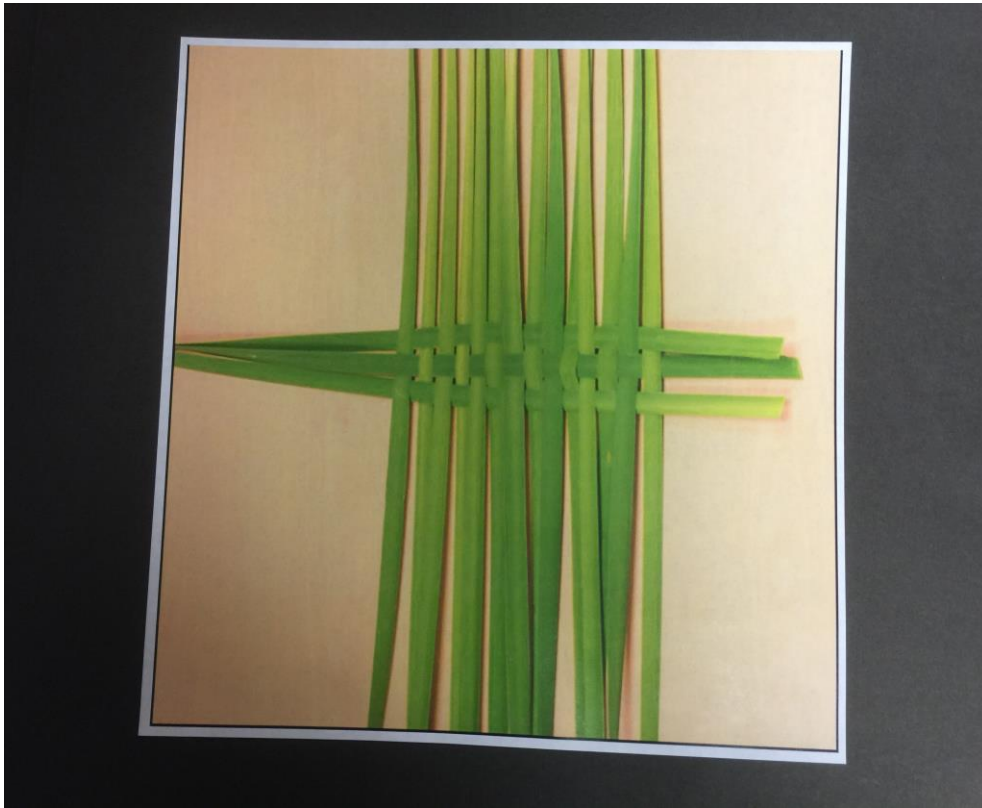


Naaknashk: An Analogy



These bullrushes are found in our natural environment. They represent thematic units based upon the months of the year (Sept Back 2 School; Oct Thanksgiving or Tasewang; Nov Remembrance day, etc)

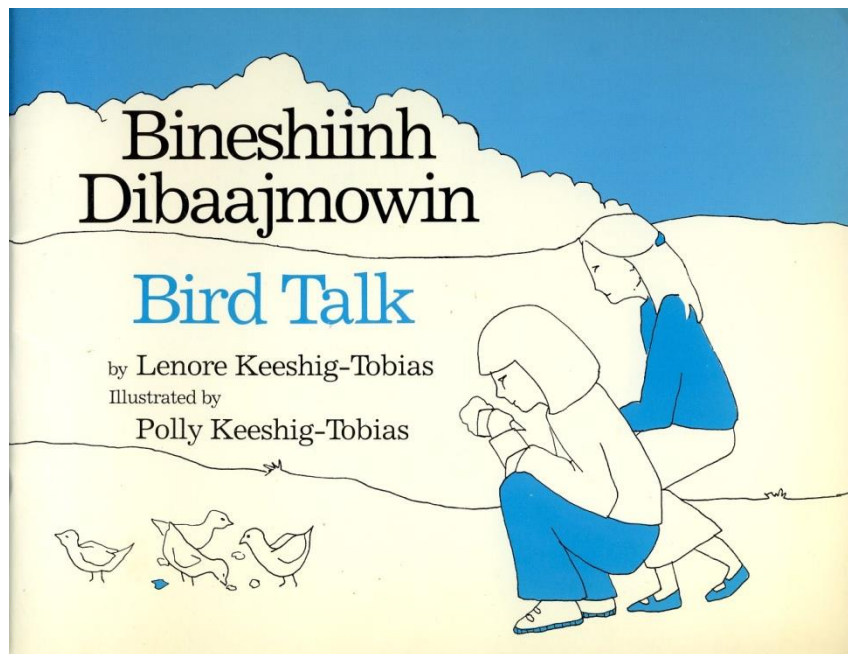
An Analogy...



The methodology of the Anishnaabemowin Revival Program is to take these individual thematic strands and weave grammatical concepts and high frequency vocabulary throughout to create a mat, thus binding thematic cultural units with language to create a mat of Anishinaabemowin retention.

Model: Established Mainstream

ALL NATIVE TEAM



AGE SUITABILITY INDICATED

Bineshiinh Dibaajmowin/Bird Talk is the warmly told story of a Native child who hears at school, " 'If you're Indian why don't you come from India?'where's your feathers then?' ". She is strengthened by her mother's support which includes stories of Mishomis and the real facts about Christopher Columbus.

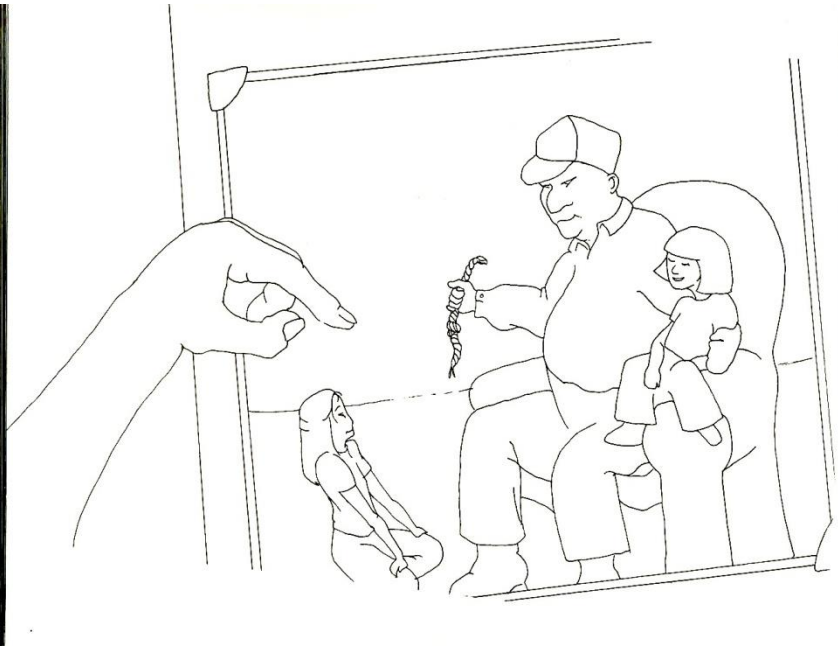
Ages 4-8

 *Sister Vision*
Black Women and Women of Colour Press

Model: Bilingual same page

POLLY KEESHIG ILLUSTRATOR

LENORE KEESHIG WRITER
SHIRLEY WILLIAMS
TRANSLATOR



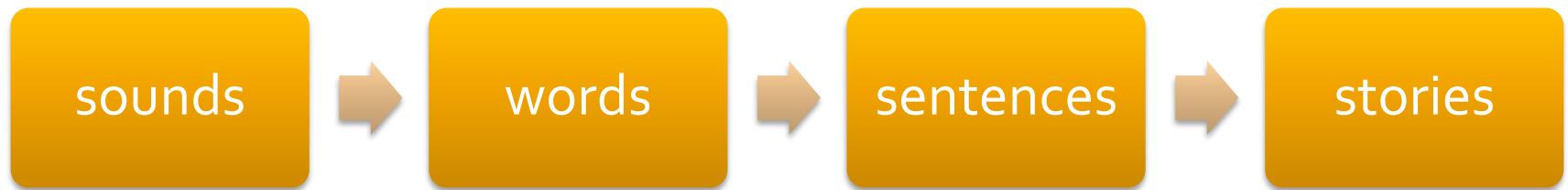
“Gminjmendaan na shkwaaj shkwanganing gii-giiweyang,” dinaan sa ngashi. Mii gwa naa gewii ezhnikaadang ngashi shkwanganing endaayaang. Mii gweta gii-jaajaangaakwenyaang, “gmishoomsiwaa gweji dkobji-naabiisjigeba kidwinan wi pii.”

Mii geniinwi ekidiyaang aankinootamaageyaang. Aapji genii ngii-bshigendaan noondwag aankinootang dkobdood miinwaa aabskobdood aankinootang nishnaabe-giigdown. Mii gweta gii- daapnang kidwinan, gii-gaachnaan anind kidwinan mii dash miinwaa gii-ni-aankinootang bezhig kidwin zhaagnaashiisidood.

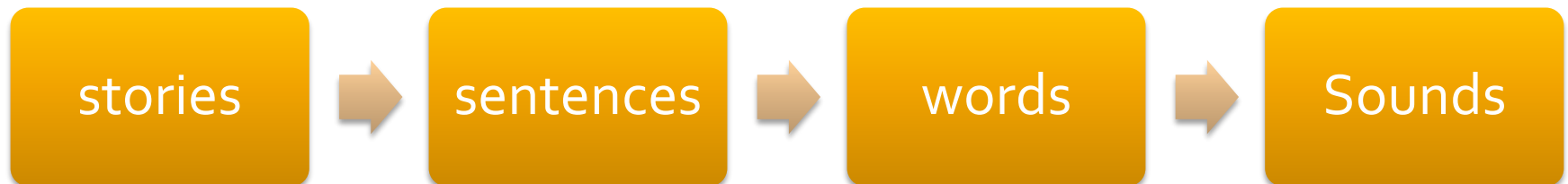
“Do you remember the last visit home?” she asked. Momma always calls the reserve “home”. Me and Polly shook our heads. Mishomis was tying language together that time. Tying language together means interpreting or translating. I love to hear him tie up the language and untie it. He takes words from our language, makes them into smaller words and then tells what each word means in English.

Orientation: Additive + Reductive Approach

SOUNDS TO WHOLE LANGUAGE



STORIES ARE THE FOUNDATION TO CULTURE-KNOWLEDGE-LANGUAGE



Anishinaabe Kendaaswin



ANISHINAABE
KENDAASWIN
PUBLISHING



THE CREATOR'S GIFT

Written by: Rhonda Fox

Artwork by: Daanis



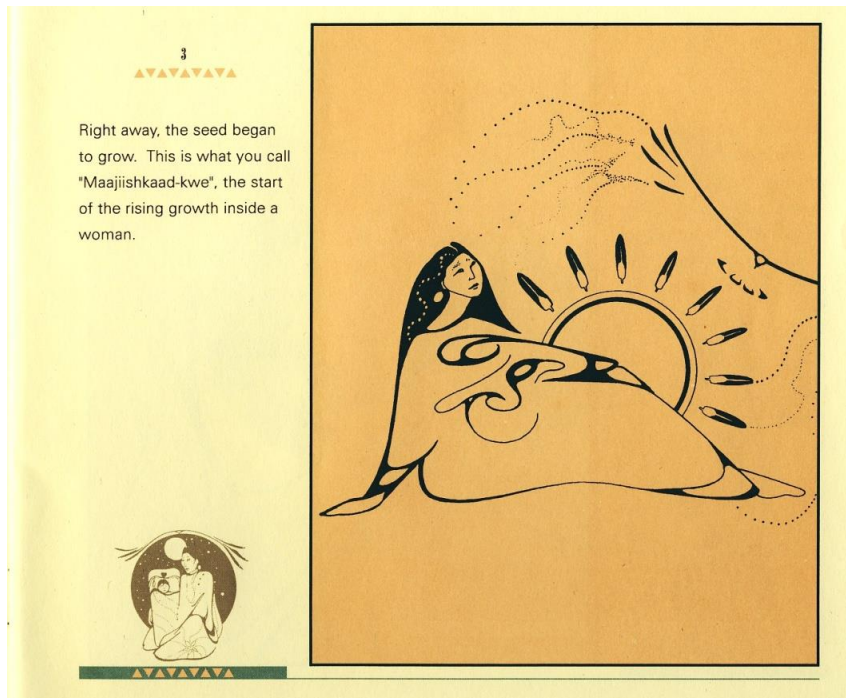
DEBENJIGED GAASHI-MIIGWED

Written by: Rhonda Fox

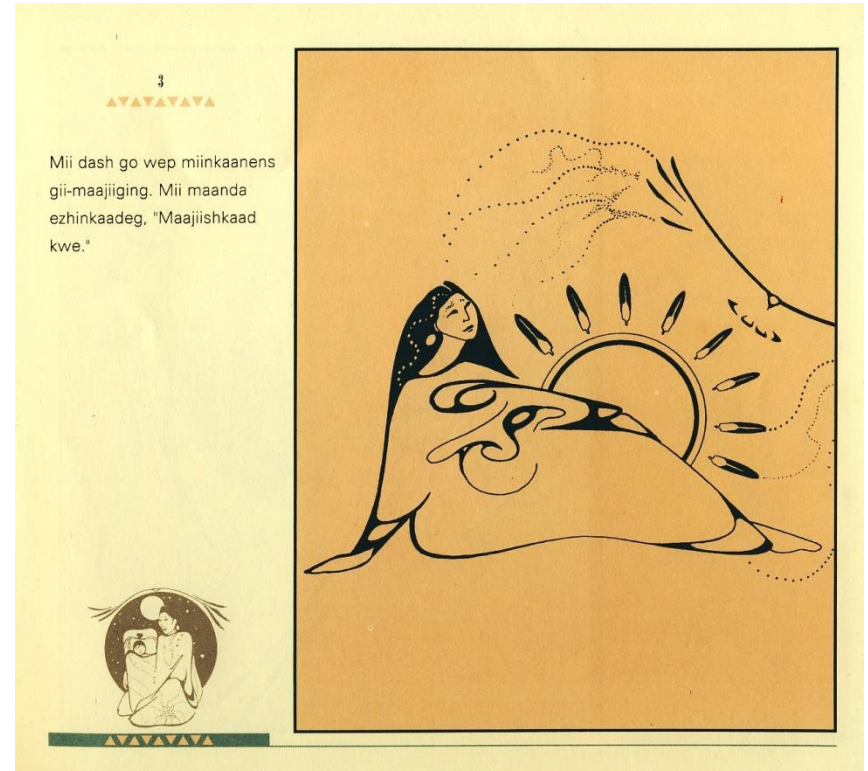
Artwork by: Daanis

Model: Two sets of books

ENGLISH



ANISHINAABEMOWIN



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Animikii Noozwin

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