

Minnesota Writing Project

--- Demonstration Lesson Template ---

Title of lesson: Writing in Social Studies: An Ojibwe Naming Project

Suggested grade/age: 5-7

Approximate time needed to complete lesson: 45-50 minutes

Learning objective(s) and significance of lesson:

(Why is this lesson important in the development of your students' skills or knowledge? What do you want students to learn or be able to do? What "best practice" does this lesson incorporate?)

Students are able to emulate creative writing after reading an article based on a historical account of how tribe members are named in the Ojibwe culture. After reading the article, students will take their new prior knowledge and come up with their own naming scheme and explain their creative writing process.

Brief summary/outline of lesson:

(What steps do you take to implement this lesson in your classroom? Where is this lesson located in the school year or unit—beginning, middle, end? Does this lesson scaffold or build to a culminating assessment or demonstration of learning?)

This lesson is incorporated in the first quarter of the school year when we are learning about American Indian history in the state of Minnesota. The lesson is typically introduced with a hook about how different cultures have different naming schemes, in addition to relating it to local history. Interestingly enough, Ojibwe history was not recorded with written language, but through oral history. Bridging this gap when teaching about the culture and writing itself brings up some very interesting class discussions regarding how we use writing throughout history and how it has changed.

Related Resources:

(What technology, articles, books, or supplies do you recommend?)

Students will need a writing utensil and colored pencils to make a drawing of their name.

Additionally, they will need access to the article "Ojibwe Name-giving Tradition" by Amik (Larry Smallwood), Mille Lacs Band Elder

Ojibwe language translator: <http://www.freelang.net/online/ojibwe.php>

Ojibwe name pronunciations: http://www.native-languages.org/ojibwe_guide.htm

Possible extensions or adaptations for different purposes/student needs:

This can be adapted to include other tribes and their naming traditions - looking at the writing focus of this lesson, the important part is allowing students the opportunity for creative writing when choosing their names.

If manual writing is difficult for a student, this can be adapted to be used with word processing software on a tablet or desktop.

For additional information, contact:

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