

The Algonquin Language



Hook – The Power of Words

Explain to students that preserving languages is very important, because they give us so much information about a culture. For example, the fact that some words exist for very specific definitions (eg: ice melting away from shore) means these concepts, ideas or items were important to a certain way of life. In Innu languages, there are many words for different types of snow because the wellbeing and survival of these people depended on it. It is also true that many languages have words for various items or concepts that others don't.

Explain that today we are going to learn about the Algonquin language through songs, games and discussion.

To introduce the Algonquin language, sing the following songs. Melody downloads are available at: www.thealgonquinway.ca; click on E-BOOKS and find *Algonquin Language Song Book*:

- *Ikidowinnensan (Vowel Song)*
- *Nindijinikaz (My Name Is)*

Classroom and Online Activity: LINGO!

1. Provide each student with two worksheets: *Algonquin LINGO! Building Words*.
2. Ask each student to use the online dictionary and building words to create a unique LINGO! card.
3. Play LINGO!.

Age range: 9 to 12 years

Time: three 60 to 75-minute sessions

Resources:

- class set of song sheets: *The Vowel Song* and *My Name Is*
- class set of worksheets: *Algonquin LINGO! Building Words*, *Blank LINGO! Card*, *What's the Word?*, and *Tipi Template*
- scissors, glue, writing utensils, crayons or markers
- computer lab with Internet access
- *LINGO!* markers (buttons, stones).

Learning Outcome:

Students will become familiar with the Algonquin language by playing LINGO!, browsing an on-line English-French-Algonquin dictionary, investigating the outdoors environment and completing an art project.

Anishinabe is the name chosen by the First Nation people; it means "the people" or "the good beings".

Algonquin is a name given the First Nation people by the French.

Anishinabe consists of three First Nations bands: Algonquin, Cree and Ojibwe. Each Nation shares a similar language base, with many differences (similar to how the English, French and Spanish share Latin as their base).

Algonquin LINGO! Building Words



1. Circle 25 words you would like to use to create your unique LINGO! game card (5 for each column on your LINGO! card).
2. Write one Algonquin word in each blank square of your LINGO! card.
3. Go online to: www.thealgonquinway.ca; click on DICTIONARY.
4. Use the DICTIONARY SEARCH feature to find each word you chose. On your LINGO! card, add the English and French version of each Algonquin word to the square in which it sits.

NOTE: each of these Algonquin words is followed by its phonetic spelling.

ajebi / a-she-beh	kà-shiwang / kaw-she-wang
ashwì / ash-wee	kàmbish / kahm-beesh
amik / ah'-mik	kwekikwen / kwe-kick-wen
apishimon / a-peh-shi-mon	makwa / mah'-kwa
badagonigon / ba-da-go-neh-gon	màmòkone / mah-mow-koo-neh
bebens / be-bens'	màmiwinini / ma-mi'-wi-ni'-nay
bikwanishtigwàn / bik-kwa-nish-teh-gwahn	minis / nàgehì / nah-ge-hee
chibingweni / chee-been-gwe-neh	niskanagwechigan / nee-ska-na-gwe-chi-gan
chigànak / chee-gah-nak	nitam / ni-tam
chigàkwà / chee-gah-kwah dòskwan / das-kwon	nongishka / non-gish-ka
chishàbogo / chee-shaw-bow-go	onawish / o-na-weesh
dànìs / dah'-nis	odamino / oo-duh-min-oo-kah-nahn
dàsòndeh / dah'-soon-deh	odjim / oh'-jem
djojo / joe'-joe	ojigàbawi / oh-she-gah-ba-weh
enh / enh	pakwejigan / pa-kwe-ji-gan
enigòns / e-nig-gohns	padabàbi / pa-da-bah-beh
esimik / eh-si-mick	pinzibiwìn / pin-zeh-bee-win
eko-nijing / eko-nee-jing	pìsegwan / pww-she-gwahn
gagenigwaham / ga-gee-neh-gwa-ham	sàgitawàn / saw-geh-ta-wahn
ganòjiwe / ga-know-she-we	sibing / see-beeng sòngan /
gashkenindam / gash-keh-nin dam	shinawe / shin-na-weh siswewine /
gawishimo / ga-weh-shi-mo	tibik-kizis / ti-bick' key'-ziss
gwìsis / gwiss'-is	tagwàgig / ta-gwah-gig
ikwe / ee'-kway	tatagwà / tuh-tuh-gwah
inini / in-in-nee ishkwàwe / ish-kwah-we	tàshkise / tawsh-keh-se
inànde / in-nahn-de	wàbigan / wha'bi-gon
ishkone / ish-ko-ne	wàw / wahw
ishpà / ish-paw	wìgiwàming / wee-geh-wah-ming
jaganosh / shug-ga-nosh	wìgob / wee-goob
jibihigàns / jib-bee-eh-gahns	wewebizo / we-we-beh-zo

NAME: _____

L I N G O

ROW 1 A to D	ROW 2 E to I	ROW 3 J to M	ROW 4 N to P	ROW 5 S to Z
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Outside and Online Activity: What's the Word?

1. Provide each student with the worksheet: *What's the Word?*
2. Accompany students outside to a natural area, then to the computer lab, to complete the worksheet.
3. Ask each student to choose three of the natural elements they recorded and research their significance within First Nation traditions, teachings and culture.
4. Provide each student with worksheet: *Tipi Template*.
5. Ask them to decorate their tipi incorporating stylized graphics of the above three natural elements, and cut out the shape. On the back or inside of their tipi they should record their research, then assemble.
6. Have students present their finished projects to the class.

Discussion

- Did you find translations for every item you found outdoors? Why or why not?
- Do you see similarities between the same word in the three different languages?
- Do many words sound similar in the three different languages?
- Do all languages have accents?
- Do accents make pronunciation easier?

Extension

Invite have a member of the nearest First Nation community to visit your class and share their language.

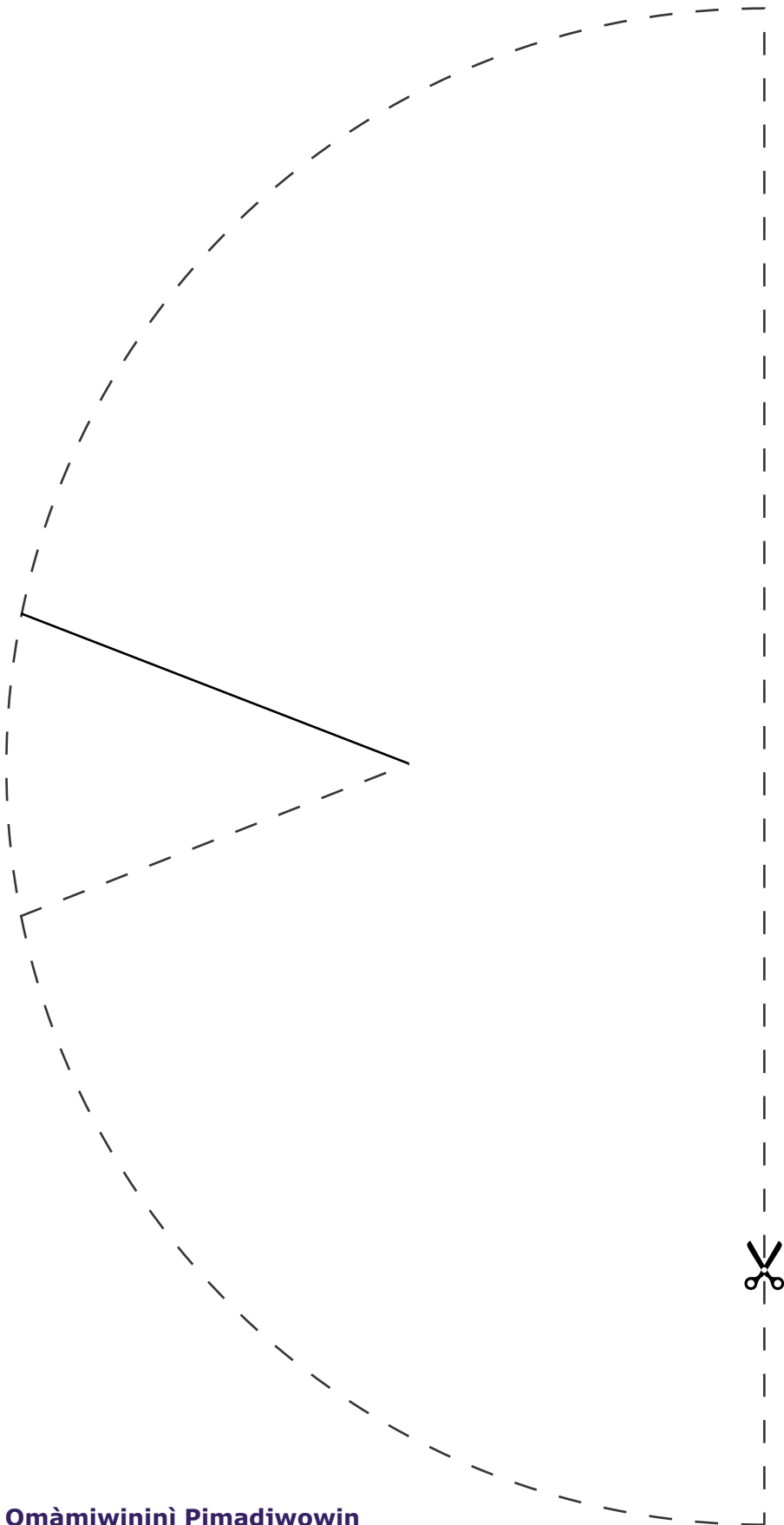
NAME: _____

What's the Word?



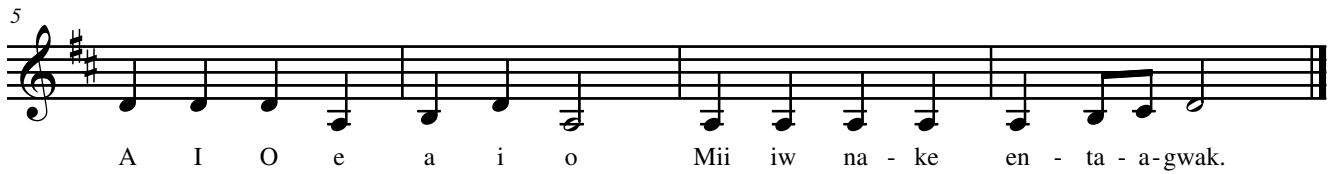
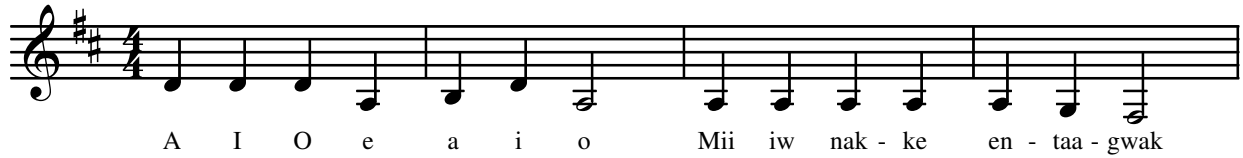
1. Look at the environment around you. In each square record the name of a natural element you see and make a simple sketch of it (example: grass, tree, sky, snow, cloud, sun, flower, water).
2. Visit: www.thealgonquinway.ca; click on DICTIONARY.
3. Use the DICTIONARY SEARCH feature to find each word you recorded and add the Algonquin and French translations.

Tipi Template



Ikidowinnensan (Vowel Song)

Translated by: Irene Snache
Transcription by: L. Davis



Ba bi bo be ba bi bo
Cha chi *cho *che *cha *chi *cho
Da di do de da di do
Ga gi go ge ga gi go
Dja dji *djo *dje *dja *dji *djo
Ka ki ko ke ka ki ko
Ma mi mo me ma mi mo
Na ni no ne na ni no
Pa pi *po pe pa pi po
Sa si so se sa si so
Sha shi sho *she sha shi sho
Ta *ti to te ta ti to
Wa wi *wo we wa wi wo
Ya yi *yo ye ya yi yo
Za zi zo ze za zi zo
Ja ji jo je ja ji jo

Nindijinikaz (My Name Is)

Transcription by: L. Davis



Flute

(Joe) Ni - di - jin - i - kaz - (Joe) Ni - di - jin - i - kaz
My name is Joe My name is Joe.

5

A - - - nin - - - Kin - - - e - jin - i - ka - zo - yan
What is your name?

Mino Kigijebawan (Good morning.)

Mino Kigijebawan

Anin eji-pimadizin (How are you?)

Anin eji-pimadizin

Ni Mino bimadiz (I am fine.)

Ni Mino bimadiz

Kin tash anin ejipimadizin (How about you?)

Ni Mino bimadiz (I am fine.)

Ni Mino bimadiz

Kin tash anin ejipimadizin (How about you?)

Kin tash anin ejipimadizin

Andi wendjiban (Where do you come from?)

Andi wendjiban

Pikwakanagan nindondjiba (I come from Golden Lake)

Andi wendjiban (Where do you come from?)

Andi wendjiban

Pikwakanagan nindondjiba (I come from Golden Lake)

Pikwakanagan nindondjiba