Who We Are:
Identity and Language

Roles and Responsibilities

Anishinaabe Roles and Responsibilities

Activity 1

Instructions

Watch Douglas Sinclair's video entitled *Our Relationship and Responsibilities to the Land*, then answer the following questions in complete sentences.

1. What role did the older Anishinaabe women play prior to the European contact?

2. Explain why harvesting rice was a community event. What role did members of the community play during the harvest?

3. What are some examples Douglas gave on how his people were able to predict changes to the elements and the natural world?

Growing Up: Rites of Passage and Sacred Items

Activity 2

Instructions

Watch Douglas Sinclair's video entitled *Roles and Responsibilities*, then answer the following questions in complete sentences.

1. What was the main role for men? For women? For children?

_____

_____

_____

2. What was (and continues to be) the role of the children in regards to their relationship with their Elders? Where did they learn this?

_____

_____

_____

_____

3. What are some examples of how boys made the transition into manhood? What does Douglas say about the differences in these rites of passage?

_____

_____

_____

_____

_____

4. How are sacred items acquired? What is the reason for acquiring sacred items?

_____

_____

_____

Living and Learning as a Family

Activity 3

Instructions

Watch the Kitchenuhmaykoosib Inninuwug video entitled *Relationships Between Adults and Children*, then answer the following questions in complete sentences.

1. Before European contact, how did children learn? Who were their teachers?

2. What were children expected to learn? Provide examples.

3. What role did the men in the community have? What were they expected to teach the children?

4. What role did the women in the community have? What were they expected to teach the children?

Learning and Relationships

Activity 4

Instructions

Watch John Saylor's videos entitled '*The Family*' and '*Learning and Relationships*', then answer the following questions in complete sentences.

1. What did John say he learned from listening to older people?

_____

_____

_____

2. According to John, what is the difference between sharing and telling? How does it support traditional ways of learning?

_____

_____

_____

3. What does John say people can learn from animals? Explain what you think he meant by that.

_____

_____

_____

4. Priorities are things we need to do first. What does John say was the priority for him when he was young? Why would those things be important to do?

_____

_____

_____

Two Spirit People

Activity 5

Instructions

Watch Sandra Ruffo's video entitled *Gender Identity: Two Spirit*, then answer the following questions in complete sentences.

1. According to Sandra, what does it mean to identify as a *Two Spirit* person?

2. In what way are *Two Spirit* persons valued in their community?

3. How does the community embrace values such as acceptance and inclusiveness?

Language

Learning and Relationships

Activity 4

Instructions

Watch John Saylor's videos entitled *The Family* and *Learning and Relationships*, then answer the following questions in complete sentences.

1. How does speaking Anishinaabemowin (Ojibway) help provide a connection to the land?

2. What does having a common language provide communities?

3. For those speaking the language today, how have things changed in the community?

4. Why did Canada try and take away the languages of Indigenous peoples?

The Significance of Language

Activity 2

Instructions

Watch Douglas Sinclair's video entitled *The Significance of Language*, then answer the following questions in complete sentences.

1. Explain the importance of keeping your original language.

2. What is the importance of preserving the original languages of this land? How do these unique languages help us better understand and relate to this land?

3. The Anishinaabemowin language is one of the original languages of this land. Do you think it should be recognized as an official language the same way the French and English languages are?

4. Efforts have been made to establish laws to protect these original, Indigenous languages. So far, however, these efforts have not been successful. How might students petition the government to support this cause?

The Meaning of River Names

Activity 3

Step 1

The names of several Ontario rivers originate from Indigenous languages. Using the Internet, search for the meaning of each italicized river name. Then write the letter corresponding to the correct river definition in the left-hand column

	Definitions	River Names
	Crooked, bent	A) *Missinaibi* River (Cree)
	Turbulent water	B) *Abitibi* River (Cree)
	Pictured waters	C) *Kapuskasing* River (Cree)
	Woodchuck ***or*** s/he extends her/his arms	D) *Attawapiskat* River (Cree)
	In the middle	E) *Winisk* River (Cree)
	Open and rocky	F) *Mattagami* River (Ojibway)

Step 2

Pick one of the rivers listed above and explain why the Cree or Ojibway name makes sense. You may need to do additional research in order to describe the river and why its meaning is fitting.

The Oneida Language

Activity 4

The Oneida Language has worldwide exposure and is still spoken today. It is at the origin of the name Canada (Kana:ta, meaning town). The Oneida language is a dialect of the Iroquoian language family.

Many of the words in this card set reveal the relationship the Oneidas have with their surroundings. As observant stewards of nature, the Oneidas consider nature as their teacher and nurturer. The Oneida name for water, for instance, ohne:kanus, does not simply translate to water. Instead, the meaning of the word is broken down into parts that describe how water belongs to a cycle that brings life to our consciousness.

The same concept is applied to animal definitions as well. Instead of defining animals merely with sounds, the Oneida language describes what makes the animal distinct. For example, the wolf is called othahyu:ni, which translates into they makes paths. Indeed, anyone who has explored wolf territory will be familiar with this characteristic, since making paths, then repeatedly following precisely these same paths, are very important to wolves.

Pronunciation Key

Vowels of the Oneida Language : A, E, I, O, U *and* &	
A is pronounced *a* as in *far* **E** is pronounced *ey* as in *hey* **I** is pronounced *ee* as in *see*	**O** is pronounced *o* as in *total* **U** is pronounced *oo* as in *moon* **&** is pronounced *u* as in *fun*
Consonants of the Oneida Language: F, H, K, L, N, P, S, T, W *and* Y.	
Consonants are pronounced in their 'hard' state. **K** is pronounced *G*; **S** is pronounced *Z*; **T** is pronounced *D*.	When followed by the letter *h*, **K**, **S**, and **T** will soften: **K** will sound like *c*, while **S** and **T** will sound nominally.

Punctuation	
‘	The apostrophe signals an abrupt glottal stop.
:	A colon signals the vowel it modifies is lengthened.
U	U underlined signals a vowel is silent, and therefore not pronounced.
^	A rising accent signals the vowel is stressed.

Oneida Language Translations

Activity 4

The following is a list of common words used in the Oneida language. Use this page as a reference for activities.

Family

My family	**akhwa:tsile**	Grandmother	**aksotha**	Younger brother	**li'kʌha**
Families	**yukwa'watsile'**	Grandfather	**laksotha**	Aunt	**yuknulha**
Me	**I:**	Older sister	**yuke'kʌha**	Uncle	**lanulha**
Mother	**aknulha**	Older brother	**lake'kʌha**	Female cousin	**yukyalase**
Father	**lake'niha**	Younger sister	**khe'kʌha**	Male cousin	**ukyalase**

Colours

Black	**o'sw^:ta'**
Blue	**olu:ya**
Brown	**athesa'**
Green	**aw^:la':**
Orange	**katsi:nkwalahu':tsi**
Purple	**ohalan^:ta**
Yellow	**otsi:nkwala**
White	**owiskala**

Numbers

One	**uska**
Two	**tekeni**
Three	**ahsʌ**
Four	**kaye:li:**
Five	**wisk**
Six	**ya:yak**
Seven	**tsya:tak**
Eight	**tekehlu**
Nine	**watehlu**

Days of the Week

Monday	**Yautʌta':u**
Tuesday	**Teknihatut**
Wednesday	**Ahsʌha'tut**
Thursday	**Kayelihatut**
Friday	**Wiskatut**
Saturday	**ʌta'ktʌ**

Numbers 10s

Numbers in Tens	
Ten	**oye:li**
Twenty	**tewashʌ**
Thirty	**ahsʌ niwashʌ**
Forty	**kaye niwashʌ**
Fifty	**wisk niwashʌ**
Sixty	**ya:yak niwashʌ**
Seventy	**tsya:tak niwashʌ**
Eighty	**teklu niwash^**
Ninety	**watlu Niwashʌ**
One hundred	**uska teywulawiyote**

Seasons

Spring	**KʌkwiteI'**
Summer	**Kwa'akʌnhe':ke**
Fall	**Kanʌna':ke**
Winter	**Kohsla':ke**

Colour Brainstorm

Activity 4

Instructions: For each of the following colors, select three examples from the natural world (animal, plant, fruit, vegetable etc.), then write or draw each example in the appropriate colour box.

o'sw^:ta'

Black

onikw^htahla

Red

katsi:nkwalahu':tsi

Orange

ohalan^:ta

Purple

olu:ya

Blue

aw^:la':

Green

athesa'

Brown

otsi:nkwala

Yellow

Colour Flash Cards

Activity 4

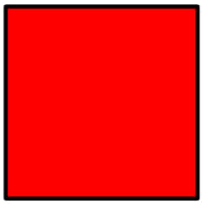
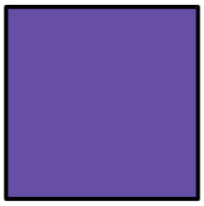
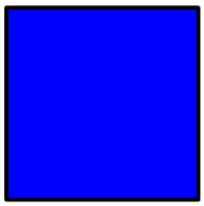
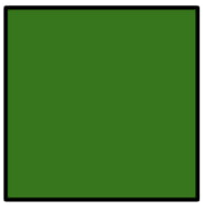
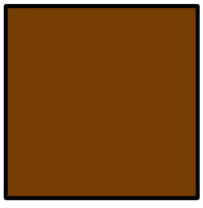
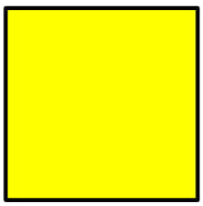
Instructions: Colour the squares on each card with the appropriate colour. Then, cut out each card carefully. With a partner, take turns reading the colour cards to each other, trying to memorize the translation.

o'sw^:ta'	onikw^htahla
Black	***Red***
katsi:nkwalahu':tsi	ohalan^:ta
Orange	***Purple***
olu:ya	aw^:la':
Blue	***Green***
athesa'	otsi:nkwala
Brown	***Yellow***

Colour Flash Cards

Activity 4

Instructions: Cut out each card carefully. Then, with a partner, take turns reading the colour cards to each other.

o'sw^:ta'	onikw^htahla
Black	***Red*** 
katsi:nkwalahu':tsi	ohalan^:ta
Orange	***Purple*** 
olu:ya	aw^:la':
Blue 	***Green*** 
athesa'	otsi:nkwala
Brown 	***Yellow*** 

Numbers 21 to 99

Activity 4

Numbers 1 to 9	
One	**uska**
Two	**tekeni**
Three	**ahsʌ**
Four	**kaye:li:**
Five	**wisk**
Six	**ya:yak**
Seven	**tsya:tak**
Eight	**tekehlu**
Nine	**watehlu**

Numbers in Tens	
Twenty	**tewashʌ**
Thirty	**ahsʌ niwashʌ**
Forty	**kaye niwashʌ**
Fifty	**wisk niwashʌ**
Sixty	**ya:yak niwashʌ**
Seventy	**tsya:tak niwashʌ**
Eighty	**teklu niwash^**
Ninety	**watlu Niwashʌ**

26: tewashʌ ya:yak

51: wisk niwashʌ uska

Instructions: Write out the following numbers.

25:
47:
88:
32:
64:
56:
73:
99:
41:
22: