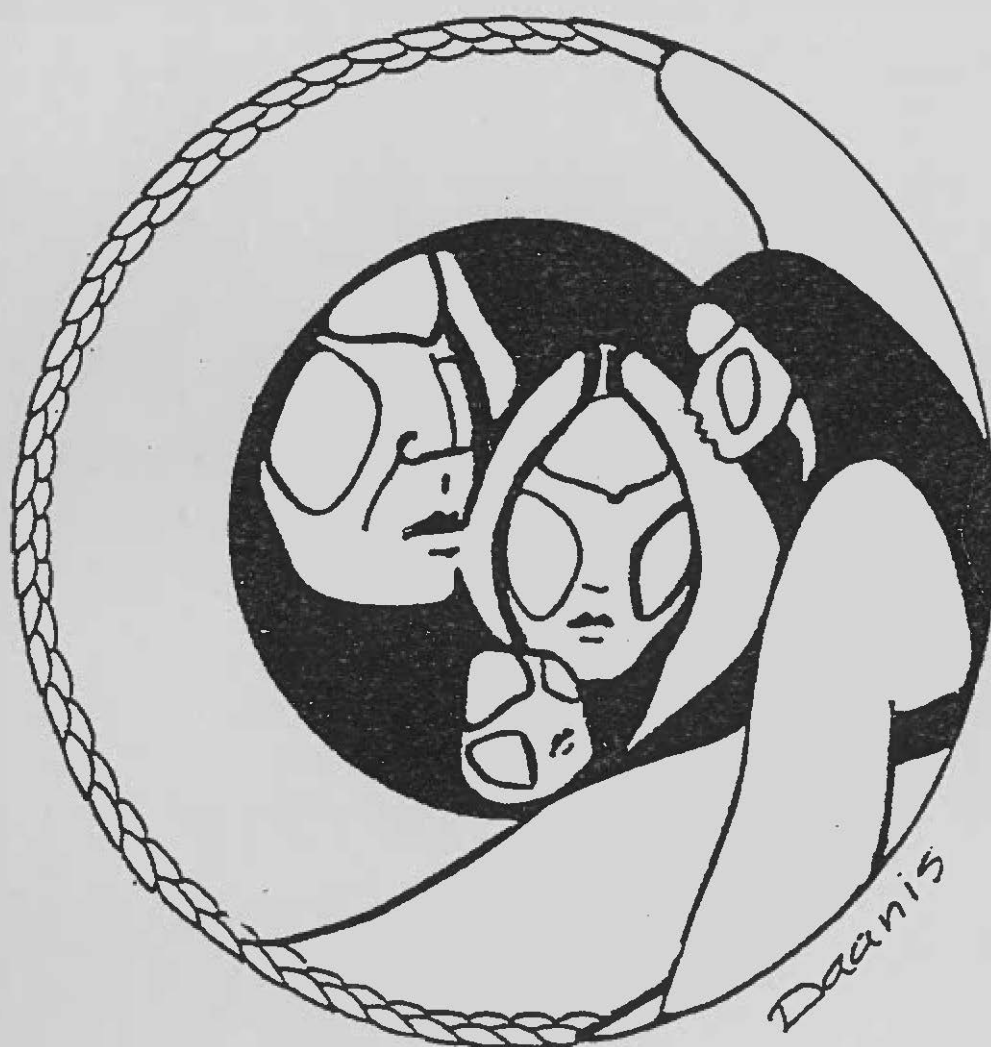


NATIVE LANGUAGE EDUCATION IN ONTARIO



Vol. 5, No. 4
May, 1990

NATIVE LANGUAGE EDUCATION IN ONTARIO is published four times a year by the Native Language Instructors' Program, Lakehead University, Thunder Bay, Ontario. P7B 5E1



Lakehead University
A Northern Vision

CONTENTS

News From Your Coordinator	1
Institute Courses	2
Summer Language Courses	2
Timetable for NLIP 1990	3
Time and Dates to Remember	4
Practicum Information for Native As A Second Language Teacher Certification	5
Helpful Hints for Students	6
How To Improve Your Study Skills	7
Conferences	8
Sharing Section	9 - 15
Resources	16 - 19

News From Your Coordinator

I think spring has arrived. After the rain and threat of snow last weekend, I really wondered whether or not the new season was ever going to arrive. However, it is now sunny and 17 degrees celsius so I think it is safe to say, "Happy Spring"!

On February 3, 4, and 5, I attended the "Esnaa aambe aasgaabwitaadidaa" Conference in Sudbury. The purpose of the conference was to provide a forum for Native Language teachers and educators to come together to share curriculum resources and ideas. Participants brought games, tapes, projects, poster, units, and other resources to share. It was like "old home week" seeing familiar faces from NLIP. Congratulations to Lena and Jeanne for the well organized conference!

The plans for Summer 1990 are almost complete. Instructors have been offered positions and to date I have not heard of any changing in their minds. The following instructors are planning to teach with us this summer: Jim Teskey, Brian Maznevski, Kalvin Ottertail, Reta Sands, Gary Hannam, Jean Shawana, Chuck Fiero, Jackie Daigle, Lena White, Ernestine Buswa, Steve Chase, Randy Valentine, Angela Moore, Larry Beardy, John O'Meara, Sister Catherine, Karen Reynolds, Florrie Sutherland, Jim Pylypiw, Ann Jagger, Freda McDonald and Cheryl Kylander.

Candidates for the position, "Tutor Advisor" will be interviewed at the beginning of June. This person will be responsible for the daily operation of a tutor program and serving the needs of the students. This will involve course monitoring, assisting students to maintain program standards, supporting students in personal and cultural adjustments and in the planning of extra curricular activities. This person will be involved in classes during the morning and be available for students in the evening. I am hoping this person will be kept very busy not only with helping you with your homework but in planning other activities as well.

Through a Federal Government Initiative, S.E.E.D., we will have a "Teacher Assistant." This person will assist in classrooms and in the workroom in the evenings. Interviews will be held in the middle of May.

In collaboration with Native Student Services, an Elders Program is being planned. This will consist of an Elder giving presentations in the evenings, tow nights a week, in a lounge in the residence. Students and other interested persons will be invited to participate. Ruby Slipperjack - Farrell, Coordinator of Native Student Services, is planning several ceremonies for the summer.

Note the activities for the first day, that is July 4th. There will be registration, orientation, tours and a traditional Opening Ceremony. Remember, if you do not have a letter or documentation that you have had a TB Test and/or chest x-ray, you will be sent to Student Health Services to have this done BEFORE registration.

I realize this is a busy time of year for most of you. However, do try to put aside some of your favorite activities, games, lesson plans, and unit plans to bring with you. Whatever you bring will be appreciated by others and helpful for your courses.

TIMETABLE FOR NLIP 1990

NLTC_Yr I ---

NLTC_Yr II ---

NLTC_Yr III ---

NAFL_Yr I ---

NAFL_Yr III ---

INSTITUTE ---

NLIP 1990

	NLTC_Yr I (Western)	NLTC_Yr I (Cent/East)	NLTC_Yr II (Western)	NLTC_Yr II (Cent/East)	NLTC_Yr III	NAFL_Yr I	NAFL_Yr III	INSTITUTE	
8:30 - 9:30	BL Practicum 0190	BL Practicum 0190	RB ED 1572 A Garry Hannam	RB ED 1352 B Jackie Daigle	RB ED 1353 Ernestine Buswa	RB	RB A1 2211 John O'Meara	RB OJ 1012 Chuck Fiero	RB CR 1010/1012 Sister Catherine
9:30 - 10:30	RB ED 1571 A Jim Teskey	RB ED 1351 B Brian Maznevski	BL Practicum 0290	BL Practicum 0290	RB ED 1353 Ernestine Buswa	RB ED 1451 Angela Moore	RB A1 2211 John O'Meara	RB OJ 1012 Chuck Fiero	RB CR 1010/1012 Sister Catherine
10:30 - 11:30	RB ED 1571 A Jim Teskey	RB ED 1351 B Brian Maznevski	RB ED 1572 A Gary Hannam	RB ED 1352 B Jackie Daigle	BL Practicum 0390	BL ED 1451 Angela Moore		RB NL 3551 Randy Valentine	
11:30 - 12:30	RB ED 1351 A Brian Maznevski	RB ED 1571 B Jim Teskey	RB ED 1352 A Jean Shawana	RB ED 1572 B Gary Hannam	RB ED 1573 Steve Chase			RB NL 3551 Randy Valentine	
12:30 - 1:45	LUNCH								
1:45 - 2:45	RB ED 1351 A Brian Maznevski	RB ED 1571 B Jim Teskey	RB ED 1352 A Jean Shawana	RB ED 1572 B Gary Hannam	RB ED 1573 Steve Chase				RB NL 3551 John O'Meara
2:45 - 3:45	RB A1 1212 A Kalvin Ottertail	RB A1 1212 B Reta Sands	RB A1 1232 A Chuck Fiero	RB A1 1232 B Lena White	RB A1 2213 Randy Valentine	RB A1 1210 Larry Beardy	RB ED 1453 Jackie Daigle		RB NL 3551 John O'Meara
3:45 - 4:45	RB A1 1212 A Kalvin Ottertail	RB A1 1212 B Reta Sands	RB A1 1232 A Chuck Fiero	RB A1 1232 B Lena White	RB A1 2213 Randy Valentine	RB A1 1210 Larry Beardy	RB ED 1453 Jackie Daigle		

TIMES AND DATES TO REMEMBER

Registration

Wednesday, July 4, 1990

Time: 10:00 a.m. - 12 noon

Location: Agora, University Centre

Bring your student card, T.B. Test results, tuition if you have not already paid it.

Orientation

Wednesday, July 4, 1990

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

Location: Lecture Theatre, Agora, University Centre.

This will be a time for introduction of the faculty, organization of Student Council, and discussion of the program.

Tours

Wednesday, July 4, 1990

Time: 10:00 a.m. - 12:00 noon and 3:00 p.m. - 4:30 p.m.

Location: Tours will begin from the residence. These tours will include: University campus, Native Student Services, Bookshop, Field House Sports Complex, and the Libraries.

Traditional Opening Ceremony

Wednesday, July 4, 1990

Time: 3:00 p.m.

Location: Bora Laskin Gymnasium

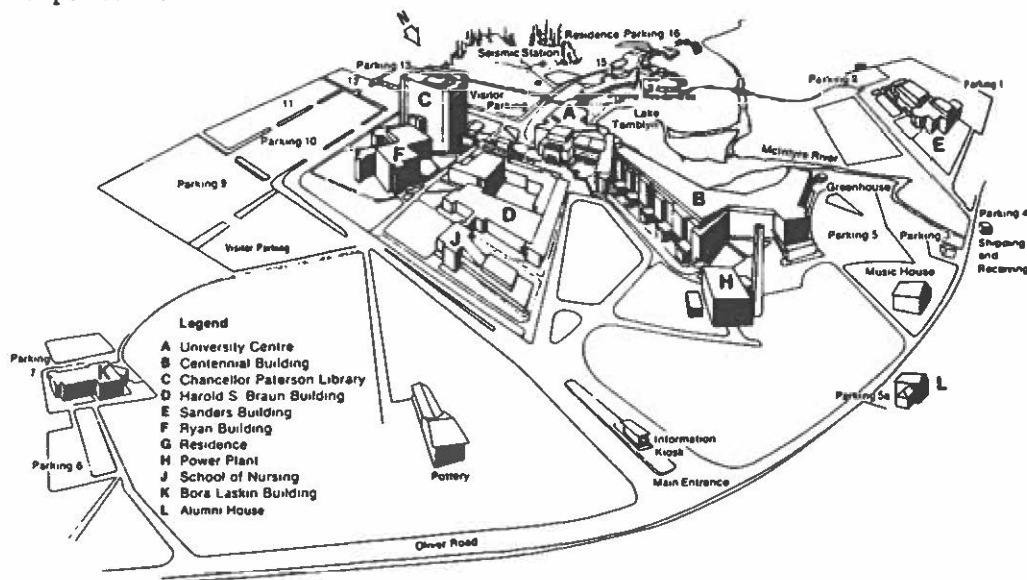
First Day of Classes

Thursday, July 5, 1990

Time: 8:30 a.m. - 4:45 p.m.

Location: Ryan Building and Bora Laskin Building

*If you have banking or personal business to do, plan to arrive early, before your classes begin. Your classes are full of important studies. Students will not be given time off. There will be no special exceptions for early departure.



PRACTICUM INFORMATION FOR NATIVE AS A SECOND LANGUAGE TEACHER CERTIFICATION

The Practicum consists of 4 parts:

- 1) Assembly - In this half-hour, we will meet together as a whole school for presentations pertaining to your professional life as a teacher. Topics will be announced at a later date.
- 2) Practicum A - Each student will teach at least two times during the first three weeks of classes. This should include a pre-conference and post conference with your advisor.
- 3) Practicum B - Students will participate in the preparation of lesson plans, unit plans, and long range plans. Seminars will be included during the last week.
- 4) Workshops - Six hours a day will be spent in workshops.
- 5) Evaluation

Your grade for the work of the practicum week will be P (pass) or (fail). Poor attendance, poor punctuality, or failure to appear for assigned teaching will automatically result in a F grade. Students who attend regularly and promptly and fulfill all assigned requirements are assured of a passing grade.

Equally as important as the grade, however, will be the "professional evaluation" of your work through this week. It will be kept on file at the university and used on your behalf when requests for references are made by employers or by education institutions.

HELPFUL HINTS FOR STUDENTS

To make your stay during the Summer School comfortable, you may want to bring some of these items with:

- | | |
|-------------|----------|
| *towels | *shampoo |
| *soap | *iron |
| *medication | *fan |

Here is another list. These suggested items are materials that will be useful for your course work.

- | | |
|------------------|----------------|
| *notebooks | *stapler |
| *pens | *tape |
| *colored markers | *tape recorder |
- *samples of work: lesson plans, audio-visual materials, children's work, tape recording of music, stories, or lessons, games.
- *a copy of core program guidelines

And lastly ...

- *Residence fees must be prepaid or fees must be paid on arrival
- *Be prepared to pay your tuition on arrival unless you have mailed a sponsors declaration form and have a receipt signed by your course coordinator
- *If taking a taxi from the airport, ask the driver to take you to the Main Residence at Lakehead University. It will cost about \$14.00

For more information call Cheryl Kylander, NLIP Secretary at (807)343-8198

HOW TO IMPROVE YOUR STUDY SKILLS

by
Patrick Brady

For a teacher, returning to school for the summer can be an exciting and rewarding experience. Not only do you have an opportunity to continue your professional development as a teacher, but you also get to see how it feels to be on the other side of the desk for a change. For those Native Language teachers who have been teaching for a few years it is an opportunity to learn new methods which will make your classes more interesting come next September. For students who are just starting the N.L.I. Program, it means learning how to become an effective teacher. In either case sitting in class as a student again will be a different experience. The reason I mention this is that I have recently returned to the university after having been a classroom teacher for ten years. Boy, what a difference it was to be sitting in a class rather than being at the front of it. I quickly learned that the key to success was to become organized and to follow this formula; skills + effort = achievement. Hopefully, some of the following study tips will prove helpful for you this summer.

Establishing Priorities:

Establishing priorities means listing things in order of importance to you. Everyday we are faced with many choices about what we want to do that day. When we establish a list of priorities we list the things that we have to do in order from the most important to the least important. This way the most important things get done before they start to pile up on us. When you get up each day (or the night before) list the things you have to do and decide what order you feel you should do them in and try to stick to this list. A small pocket planner or notebook like the one shown at the end of this article will help you.

Time Management

Time is something everybody always wants more of but never seems to have enough of; so we have to make the best use of what little time we seem to have in a day. The following hints may be of some use to you.

1. Write down all tests, homework and assignments accurately.
2. Write down times and dates to tests and the due dates of all assignments.
3. Check your list and decide which tests and assignments must be studied for and handed in first.
4. Write out a schedule which gives you enough time to complete your assignments before they are due. This will give you a chance to proof read them for mistakes before you hand them in.

Study Tips

1. As much as possible, set aside certain times of the day for studying and try to have a particular place set aside where you keep all your study materials.
2. Make sure your study place has good lighting. A bright desk lamp in a dark room will be hard on the eyes.

3. Avoid distracting noises such as a television or radio. A quiet background noise may help you to study.
4. Make sure your study area is comfortable but not too comfortable. Studying while lying on the floor or bed is not a good idea.
5. Take regular breaks. This will help to refresh you. A schedule such as study for an hour, then a ten minute break, followed by an hour more of study is a good idea.

CONFERENCES

The Tenth Annual International American Language Issues Institute (NALI) "Protecting, Preservation, and Promotion of Native Language: How much will we leave our children?" June 6 - 8, 1990, Holiday Inn West, Oklahoma City, OK. Pre-registration is \$90.00 (U.S. currency) per participant. This includes Institute Sessionals, Institute materials, handouts, exhibits, opening banquet, and the 1990 Institute proceedings.

For registration form, write to:
NALI '90 Planning Committee
P.O. Box 963
Choctaw, OK. 73020

Fourth National Conference of the Canadian Council for Multicultural and Intercultural Education "Multicultural, Intercultural, and Race Relations Education November 24 - 26 1990. Ottawa, Ontario

For registration form, write to:
Andrew J. Krawczyk
Program Chair
Race Relations Consultant
Vancouver School Board
1595 West 10
Vancouver, B.C. V6T 1Z8

World Indigenous Peoples Conference: Education "The Answers Are Within Us: Turongawaewae Marae, Ngaruawakia, Hamilton, New Zealand, December 7 - 12, 1990. Aims and Objectives:

- to share learning experiences with other indigenous peoples
- to share teaching experiences and skills with other cultures
- to foster unity and goodwill between nations

Write to:
1990 Conference Committee, c/- Te Kahanga Reo National Trust Inc.,
11 Lipman Street
Mt. Victoria, Wellington, New Zealand
ph. (04)856913 fax. (04)828204

Record the due dates of your assignments and tests as they are given to you. This way you can budget your time to complete them.

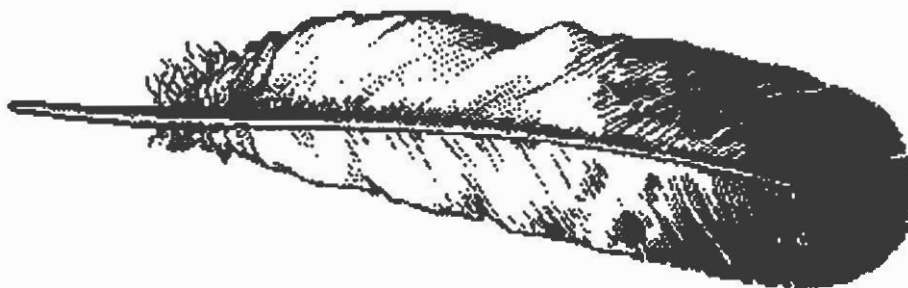
Subjects						
Monday _____						
Tuesday _____						
Wednesday _____						
Thursday _____						
Friday _____						
Date of Next Test						
Next Report Due						

canadian woman studies
les cahiers de la femme
cws/cf

ANNOUNCES A SPECIAL ISSUE

NATIVE WOMEN

A special issue on Aboriginal Women in Canada, with a guest editorial board comprised exclusively of Native women. Articles in this issue reflect the reality of Native women's experience, recounted in their own words/voices. Photographs, poetry and fiction by Native Women is featured. Subjects covered include Native history and tradition; questions of self-government and aboriginal rights; the importance of mothers and grandmothers; projects aimed at the renewal of Native languages and culture; retraining programs for Native women; Native arts and crafts; a book review section devoted entirely to publications by and/or about Native people. The range of contributions extends from all directions: east to west, north to south.



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212 Founders College
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Downsview, Ontario
M3J 1P3

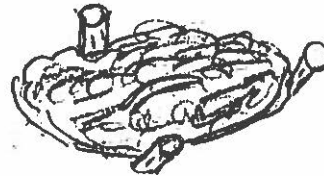
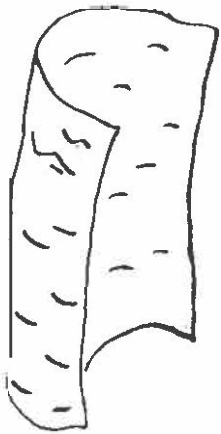
For faster service call (416) 736-5356

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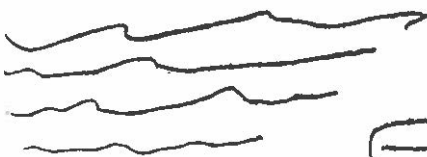
Drawn by: J.I. Beaver

9226. : D. Δ<P>e ΔP>Δe
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 "Δ·bΓL, ΛP·Δ"

PNSobΔe; _____



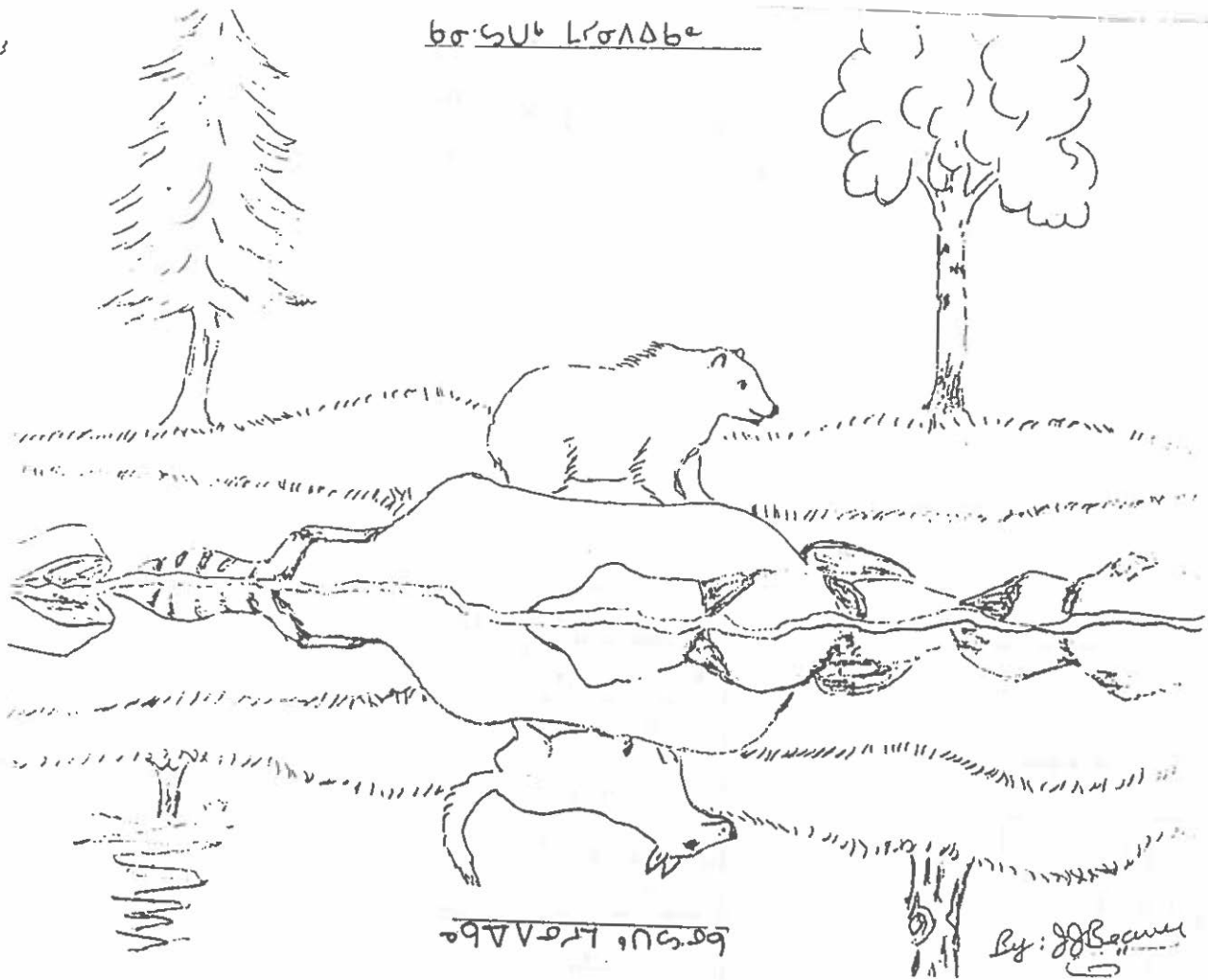
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Δ	·b	h	ρ	p	7
√	▽	ρ	δ	h	Δ
9	Δ	Π	Γ	h	o
p	ρ	Π	b	L	u
Γ	Π	b	Λ	σ	a



drawn by: J. J. J. J.
 J. J. J. J.

This my sharing section; The crossword puzzle,
 The things, we use to make
 A. courses.

60506 L50A56e



Shaving section: The double vision picture,
Students to draw and
colour.

Make sure you turn it up
side down, that shows
other things.

3.) Sharing section; Using the syllabic chart
and english letters
to answer the (syllabic)
(symbol)

PNS σ₁ receptor

+	a	e	o	u	f
a	▽	△	▷	◁	◊
p	∨	∧	>	<	<
t	U	∩	⊃	⊂	<
k	q	p	d	b	b
ch	g	h	j	l	l
m	7	7	7	7	7
n	7	7	7	7	7

+	2	o	o	u	f
g	4	7	7	4	4
sh	2	7	7	4	5
y	4	7	7	4	4
r	u	u	7	4	4
l	7	7	7	4	4
v	7	7	7	4	4
w	7	7	7	4	

ch
+ e
che

m
$+ u$

S
+ O

t
$+ 0$

k
$+ a$

p
$+ u$

Ву: *И. В. Вино*
К. А. Г.

Sharing Section; The "Fill-ins"

Fill in the syllables and words.

90rbU; "Δ Δ" "V ≤"
"Δ <" "▽ ▽"

"< aPh < rCJ ▽ 6
> cfb " " > > < n. 1 6;

pns c b d a; _____.

a ▽ _____ ▽ _____	p _____ ▽ _____
p V _____ > _____	a _____ ▽ _____ ▽ _____
< _____ p b	▽ _____ b
▽ _____ c _____	_____ c r _____ 2
▽ r _____ →	← _____ ▽ o
_____ ▽ e	n _____ p b

By: [Signature] 10/1/16



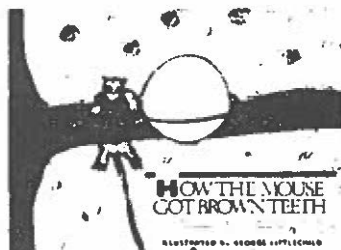
HOW THE BIRCH TREE GOT ITS STRIPES

A CREE STORY FOR CHILDREN

George Littlechild, illustrator

ISBN 0-920079-38-5

\$8.95 paperback



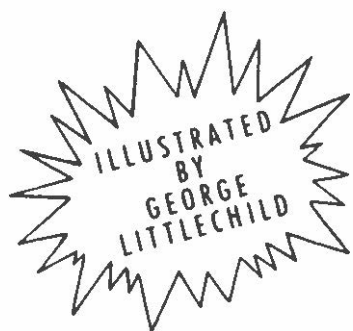
HOW THE MOUSE GOT BROWN TEETH

A CREE STORY FOR CHILDREN

George Littlechild, illustrator

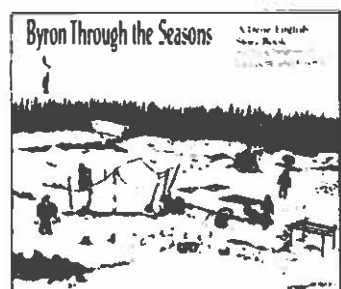
ISBN 0-920079-40-7

\$8.95 paperback



Children will relish the spirituality and the supernatural touches in these two imaginative Native stories. Both are short enough to make a good bedtime book but smart enough for

all children unsatisfied by easy answers. The strong traditions in these stories ably support George Littlechild's hold and exuberant illustrations.



BYRON THROUGH THE SEASONS

THE DENE CHILDREN OF LA LOCHE AND FRIENDS

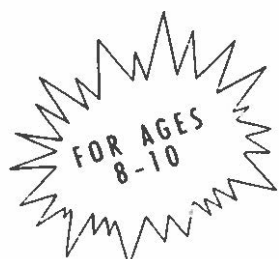
Byron Through the Seasons continues the Byron series which began buoyantly with *Byron and his Balloon*. As before, school children in the northern community of La Loche created the joyful drawings in the book.

In both English and Dene, *Byron Through the Seasons* tells how Dene elders lived in the North a generation ago and how the Dene live today.

The book concludes with supplementary information for adults explaining the homes, meals, jobs and medicine found in northern Dene communities over the last two generations.

ISBN 0-920079-60-1

\$12.95 hardcover



ACHIMOONA

Introduction By
Maria Campbell

A wonderful collection of contemporary stories for children (ages 8 to 12) by Native writers. (*Achimoona* means "stories" in Cree.) The settings range from a northern trapline to the streets of a southern city, and the styles range from realism to fantasy, adventure to allegory.

The stories are complemented by full colour Native art. A separate teacher's guide for the English edition provides a context for each of the stories.

ISBN 0-920079-37-7 (French)

\$15.95 paperback

ISBN 0-920079-36-4 (English)

\$12.95 paperback

ISBN 0-920079-00-0

(English teacher's guide)

\$3.50 paperback



The Land Called Morning



Three Plays

THE LAND CALLED MORNING

THREE PLAYS BY NATIVE STUDENTS

Native plays are more scarce than they should be, but this book has three—one set on a reserve, one set in a Métis community, and one set in the city. All three plays use humour, music, and dream to interpret their world, and all three convey a strong sense of hope.

ISBN 0-920079-24-5
\$7.95 paperback



Tomson Highway

Tomson Highway's ambition in life is to make "the rez" cool, by showing and celebrating what funky folk Canada's Native people really are. He is well on his way to achieving this, having written two boisterous, touching plays that were nominated for Governor General's Awards.

Tomson is now serving his third season as the Artistic Director of Native Earth Performing Arts Inc. in Toronto. Previously, for seven years Tomson worked with Native organizations and Native people all across Canada,

familiarizing himself with Native lives and politics in this country. Not what you might expect from someone with a Bachelor of Music Honours from the University of Western Ontario in London.

Tomson is the eleventh of twelve children and attended Roman Catholic Residential School in The Pas, Manitoba. He was born on his father's trap-line on a remote island on Maria Lake in northern Manitoba in 1951.



THE REZ SISTERS

Tomson Highway

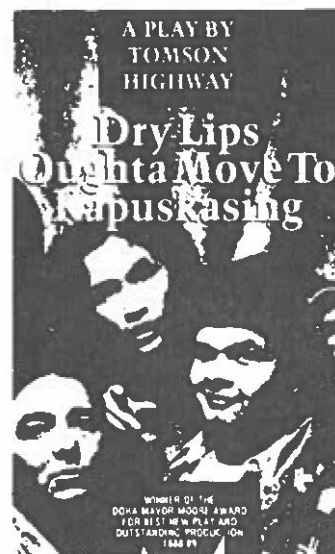
Nominated for a Governor General's Award, Tomson Highway's play is hoisterous, fun, and touching. The play is a powerful and moving portrayal of seven women from a reserve attempting to beat the odds by winning at bingo. (See also *Dry Lips*, right.)

"... powerful, funny, genuine ..."

—Vancouver Sun

GOVERNOR
GENERAL
AWARD
NOMINEE

ISBN 0-920079-44-X
\$9.95 paperback



DRY LIPS OUGHTA MOVE TO KAPUSKASING

Tomson Highway

Macleam's hailed Tomson Highway as "One of Canada's most exciting new playwrights." *Dry Lips* tells another story of the mythical Wasaychigan Hill Indian Reserve, also the setting for *The Rez Sisters* (see left). This time the play focuses on seven "Was" men and the game of hockey. *Dry Lips* is a fast-paced story of tragedy, comedy, and hope.

"... a stunning evening of theatre, filled with ritual, magic, grim realism and the spirit of life ..."

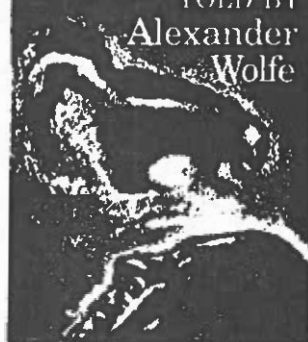
—Toronto Star

ISBN 0-920079-55-5
\$9.95 paperback

GOVERNOR
GENERAL
AWARD
NOMINEE

Earth Elder Stories

TOLD BY
Alexander Wolfe



EARTH ELDER STORIES

Alexander Wolfe

Just out in a new edition. "Neither myth nor legend, these stories are true accounts of Saulteaux life, before and after the coming of the white man." Lloyd Rodwell, Archivist



SOMETHING TO LIVE FOR, SOMETHING TO REACH FOR

STUDENTS OF A NATIVE SURVIVAL SCHOOL

Becky Mackie James

Becky Mackie James's photographic portraits of young Native students growing up in an urban environment are interesting, touching, and ultimately hopeful. The students themselves reveal a further side in honest, one-page autobiographical sketches. Together, these verbal and visual portraits provide a revealing look at the students' attempts to locate themselves within an alien culture.

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NEW
EDITION

CHILDREN'S ACTIVITIES

KEEPERS OF THE EARTH



KEEPERS OF THE EARTH

NATIVE STORIES AND ENVIRONMENTAL ACTIVITIES FOR CHILDREN

Michael J. Caduto and Joseph Bruchac

Keeper of the Earth combines the folk wisdom found in Native stories with specific activities teaching environmental understanding, appreciation, and stewardship. Each activity provokes curious children to a new discovery about their environment and gives them a greater appreciation for the role they play in their surroundings. This is a book parents will want to share with their children and teachers will find to be an excellent teaching tool.

"A sound philosophy, combined with a strong sense of the power of the story, makes Keepers of the Earth a fantastic environmental education guide for children and families alike. It is a refreshing, creative and thoughtful guide to environmental education. This book makes it clear that environmental degradation is as much a social as a physical problem. If we really care about the state of the planet, focusing on how we treat each other is as important to environmental education as learning how to live in a sustainable manner."

—Mary Granskou, Friends of the Earth Canada

A CORE TEXT FOR
GRADES 1 TO 5
ELEMENTARY SCIENCE,
SASKATCHEWAN

ISBN 0-920079-57-1
\$22.95 hardcover

COMMENTS

"Achimoona is a beautifully accomplished book, handsome to look at and fascinating to read."
—David Young, *Quill & Quire*

The Rez Sisters "spurs laughter one moment, bitter rumination the next, but leaves you grateful for the pummeling . . ."
—Winnipeg Free Press

"Inside Out is James Tyman's story, but his experience of racism is shared by every native Canadian . . . James Tyman wrote this book—the first of its kind—while sitting out the latter part of a two-year jail term, as he was beginning to reflect on his life and to wonder how he went wrong. As matter-of-fact as his writing is, what emerges from his reflections is a disturbing question about the place of native Indians in mainstream Canada, making *Inside Out* a book for all Canadians."
—Saturday Magazine, *Toronto Star*

Dry Lips "creates moments that are among the most emotionally riveting that I have seen in this theatre season"
—Ray Conlogue, *The Globe & Mail*

"Prison of Grass is a remarkable book. It is time we looked at our own history and our own society through the eyes of its outcasts. With the publication of this eloquent, passionate and scholarly work, no Canadian can ever again boast that this is a country free from the cancer of racism."
—Pierre Berton

"The Land Called Morning is an important new venture in the publication of Canadian plays."
—Now

"Tyman describes his violent lifestyle in prose that is raw and graphically detailed."
—Maclean's

"George Littlechild speaks powerfully through his art of the sociological experience of the Native people, and their relationship to the white man."
—Trudi Barlow Francis, *Curator, ArtWorks*

"Keepers of the Earth . . . is a book that each classroom, camp program and parent should provide for our young."
—Dr. Cheryl Charles, *director, Project Wild*; Bob Samples, *Independent scholar, author*

"Dry Lips Oughta Move to Kapuskasing is an extraordinary show."
—The Spectator, *Hamilton, Ontario*

"Keepers of the Earth is a fascinating way to learn about our environment."
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