

## SESSION TWO

# Anishinabe History

## *Gaapi Anishinaabe Ihzi Waabaak*

### SUMMARY:

The session's activities focus on learning more about Anishinabe history. We will be learning about how the Anishinabe people lived and survived, and how our traditions were formed. This includes reading about the teachings of our people, talking about the Ojibwe language, learning our creation story, and gaining pride in knowing more about where our people come from.

### SESSION OVERVIEW

- **Welcome and Overview Review**
- **FAMILY: Group Activity**  
Clothing Relay Race Icebreaker  
Anishinabe History Worksheet
- **Video:**  
Ojibwe History DVD
- **YOUTH: Journal Activity**  
Traditional Anishinabe Family
- **PARENT: Group Activity**  
Culture and History Talking Circle
- **FAMILY: Group Activity**  
Anishinabe Creation Activity

### OBJECTIVES

**By the end of the session, we hope participants will:**

1. Know two or three of the seven major Anishinabe prophecies.
2. Know the sacred food (Mahnomen).
3. Be able to express some strengths of Anishinabe people.
4. Know about the Anishinabe creation story.

### MATERIALS:

- |  |  |
|--|--|
| <input type="checkbox"/> Ojibwe History DVD  | <input type="checkbox"/> Mishomis Coloring Books (set of 5)      |
| <input type="checkbox"/> Clothes for Relay Race<br>At least 2 sets: sweatshirts, hats,<br>shorts, slippers, hats, gloves, etc. | <input type="checkbox"/> _____<br><input type="checkbox"/> _____ |

### PREPARATION CHECKLIST:

- Before the session starts, ask an Elder to look through the orange coloring book "The Ojibway Creation Story Coloring Book" and review the answers to the last two pages.
- Have enough copies of the Coloring Books for each family to receive a set of five.
- Review and set up the video – test the video before participants arrive.
- Set out at least two sets of clothes for the Relay Race Icebreaker

## As the Families Arrive

**15 min**



Welcome each family as they arrive. Ask any new family members to fill out a name tag and put them on. If the adult who attended last week is not in attendance, they can use the lanyard from the family folder. Ask any new families to create a family folder and make sure they have workbooks and **Take Home** booklets and write their names on them. Give each returning family their workbooks and lanyards as they check in. Have all participants sign the "Session Sign In and Photo Consent" form. Ask the kids to put a sticker on the family Attendance Chart. Hand out an attendance raffle ticket to each child as they sign in. Write their name on the ticket we keep and put it into the Raffle Jar.

*While we are waiting for all the families to arrive, kids can take a few minutes and look at the pages in the back of your workbook – we are building pages for the scrapbook we will make in Session 13, so if you want to use crayons or colored pencils, you can work on some of those activities.*

## Meal

**30 min**

Once all of the families have arrived, introduce the Guest Elder to the group and thank them for attending. Present tobacco (asemaa) to the Guest Elder and invite him/her to perform an opening prayer and a blessing of the food. After the prayer is complete, let families know where plates, silverware, and beverages may be found and where the garbage cans are located. Remind families to throw away their items and clean up their area after the meal.

Mingle with the families during the meal. Please spread out and sit with the families. After people have finished eating, make sure that the area is cleaned up, and ask others to help if necessary. Set aside any leftover food and redirect the group to their seats.

## Welcome

**15 min**

Introduce yourself to the group, if needed. Welcome families to the session. Reinforce to the families how important their participation is.

*We are happy to have you here for another session. If this is your first session with us, we are excited to have you here and look forward to getting to know one another better over the next 12 sessions of the program.*

Ask if there are any questions from last session or if any of the youth want to share their Sacred Tree drawing. Ask how the Take Home Activities for last session went.

*How many of you were able to find time to put the Sacred Tree Activity together as a family? What did you think of this activity?*

*Parents, were you able to add strengths and areas of improvement to your list?*



Give raffle tickets to the youth who completed their Take Home Activity. Write their name on the ticket we keep and put it into the Raffle Jar.

For those who are new, you may want to refer to Session One "Overview" and explain the session format and the raffle briefly.

## Clothing Relay Race Icebreaker

10 min

Divide families into two teams with equal numbers of participants and give each team a set of relay clothes. Clothing can include items like: sweatshirts, basketball shorts, slippers, hats, gloves, or other fun items. Ask the two teams to split in half and stand at opposite ends of the room facing each other.

At your signal, the first player from each team will put on the outfits and runs across the room toward the other half of the team. Then they will remove the relay costumes as quickly as possible and give them to the next team member. When the last person of a team finishes, he/she lays the costumes in a pile and the entire team sits on the floor to end the game. The first team to get all of its members through the costume relay is the winner of the icebreaker. The kids on the winning team will each receive an extra raffle ticket!



Note: The number of teams may be adjusted to the number of outfits available, but should not drop below 5 members per team. This would be a great time to take pictures for their scrapbooks!

## History of Our People

10 min

Direct adults to **page 8** and youth to **page 6** in their workbooks, labeled "**Anishinabe History**". Ask families to get into groups with their family members and try to answer as many of the questions as they can as a team.

*We will start today's activities by turning to the "**Anishinabe History**" worksheet in our workbooks. I want each family to answer as many questions as they can and then we will go over the answers together as a group after we watch a video on Ojibwe history.*

Give families about 10 minutes to answer the questions, then get their attention for the video.



## VIDEO Ojibwe History

35 min

Have everyone find a seat in the room, facing the television or screen, and explain that the next activity is a video called "**Ojibwe History**," filmed by Wisconsin Public Television. It is about the migration of the Anishinabe, boarding schools and language, and cultural preservation. Begin the Ojibwe History video from the DVD.

After the video ends, give families time to discuss what they learned.

- *How did this video make you feel?*
- *Does it make you feel proud?*
- *Did you learn anything new or interesting?*
- *Did you already know most of the information?*

*We will continue to talk more about Anishinabe History throughout the program. Did anyone notice that the Elder in the video talked about his Anishinabe name as his true name? Anishinabe people have special naming ceremonies and there may be different*

*names for people at different stages of life. If you do not already have an Anishinabe name, you could talk to your parents or talk to an Elder about the naming ceremony.*

*Now let's see how we did on our worksheet!*

Ask the families to go over the answers from the Anishinabe History worksheet.

**1. How has the Anishinabe tradition been passed on throughout the years?**

The Anishinabe have a history that is passed on orally, through songs, stories, and rituals.

**2. What is the original way of life of the Anishinabe people?**

The Midewiwin Lodge

**3. What do we call the learning process that includes meditation and prayer (Hint: sometimes called a Vision Quest)?**

Fasting

**4. The Anishinabe recognize the importance of thinking about our actions. For how many generations into the future should we consider the consequences of our actions?**

Seven Generations

**5. How many major prophecies were given to the Anishinabe people?**

a) Seven Major Prophecies or Seven Fires were given to the Anishinabe people.

b) Can you name three of these prophecies?

- The Search for an island in the shape of a turtle
- The Direction to the sacred shell would be lost
- Finding of a sacred food that grows on water
- The coming of a light-skinned race
- Arrival of missionaries with long robes and hats
- Loss of culture and a new sickness among our people
- At the time of the 7<sup>th</sup> fire a new people will rise up

**6. Where might we find the spirit of the Creator?**

The spirit of the Creator can be found EVERYWHERE in the Universe, including in yourselves! Specific answers might include trees, water, grass, flowers and everywhere in nature.

**7. What are some values and feelings the Anishinabe people have about the land we live upon?**

Respect for the land and a spiritual connection to the land. The Anishinabe recognize the need for harmony with nature and are able to live, eat, find medicine, and create shelter from the land.

## 8. What is the sacred food for the Anishinabe?

Mahnomen or Wild Rice.

## Parent and Youth Breakout Activities - 20 Minutes Total Time

Ask parents to split out into a separate group from their children. Direct them to their individual meetings spaces. Let parents and youth know where they will be moving to and how much time they will be splitting up for, we recommend two adjacent rooms so you can easily check on the other group's progress. One facilitator should be with each group. Ask the Guest Elder to go with the parents for this activity. Adults should move to a different area for the breakout activity.

## YOUTH



### Youth Talking Circle

10 min

*First, let's hold a talking circle to share our thoughts about the video. We will be passing a talking circle symbol or talking stick around to signify who can talk – remember to listen respectfully to the person speaking. When it is your turn, if you don't feel like talking you are free to pass the talking circle symbol without saying anything. For this session, we will be using a \_\_\_\_\_ as our talking circle symbol.*

*Please share in the talking circle:*

- *What did you like best about the video on Anishinabe History?*
- *Was there anything that really stood out for you?*
- *What did you learn? Did you already know a lot of the history in the video?*

After everyone has had a chance to share, ask them to move to tables for the next activity.

### Youth Journal Activity

10 min

Have the youth turn to **page 7 "About Myself"** and **page 8 "Traditional Anishinabe Family"** in their workbooks.

*We have learned about this history of our people and how Anishinabe people lived many years ago. On **page 7** you can draw yourself doing something you like to do. What kinds of things do you enjoy doing? What kinds of fun things do you do with your families? Use this space to tell us or show us more about you!*

*And then on **page 8** you can think about what a traditional Anishinabe family would have looked like. Think about if you had lived 200-300 years ago then and draw what you and your family would have been doing. You can use markers, pens, crayons, pencils, and stickers, too! We have about 10 minutes to complete our pictures.*

## PARENTS



### Anishinabe History and Culture Talking Circle

20 min

Ask the group to form a talking circle to discuss Anishinabe history and culture.

*We will be passing a talking circle symbol or talking stick around to signify who gets to talk – remember to listen respectfully to the person talking. When it is your turn, if you don't feel like talking you are free to pass the talking circle symbol without saying anything. For this session, we will be using a \_\_\_\_\_ as our talking circle symbol.*

Ask the parents to share on the topics below. You may want to go around the circle once for each of the questions, or offer all three as topics for sharing.

*Today we have talked about Anishinabe history and culture. One of the most important parts of our culture is the Ojibwe language. Why do you think language is so important?*

Prompts could include: 1) main form of communication, 2) we are able to share information with each other, 3) praying, 4) singing, 5) talking with each other, 6) sharing concepts which may be hard or impossible to express in English.

*Language is believed to be 90% of a culture. Would you agree?*

Prompts could include: 1) How many people do you know who can speak Ojibwe fluently? 2) How many who speak some? 3) Have you ever tried to learn Ojibwe? 4) Do you ever speak Ojibwe in your home?

*Much of the Ojibwe language is lost. There are very few fluent speakers left. How do you suppose we try to retain our language?*

Prompts could include: 1) use it every day, 2) teach our children what we know, 3) actively learn a little each day and practice using it, 4) ask an Elder for help, 5) buy Ojibwe language audio tapes and books to assist in the learning process.

*Would anyone like to share anything else about our history or culture before we gather back with our children?*

## **Group Gathering**

**5 min**

Gather your families back together to complete the next family activity together.

## **Family Activity**

**20 min**

Pass out “**The Ojibway Creation Story**” (orange Mishomis book) to each of the families. Read the story out loud, asking them to follow along.

After the story is read, ask the families to complete the vocabulary exercise, and the fill in the blank exercise, located on the last two pages of the coloring book.

*Now, let's complete the **vocabulary** and **fill in the blank** activities on the last two pages in our **Coloring Book**.*

## **Coloring Book Answers:**

VOCABULARY: Draw a line from the words to the picture.

Aki – the earth

Wee-gwas – birchbark scrolls  
Gee-sis – the sun  
Anishinabe – original man  
Megis – cowrie shell  
Nee-ba-gee-sis – moon

FILL IN THE BLANK:

Chi-ah-yah-og – Elders  
4 Sacred Directions – North, South East and West  
Great Spirit, Creator of the Sun, Earth and Moon – Gitchie Manito  
One of the Apostle Islands near Ashland, WI – Madeline Island  
Ironwood tree used to protect scrolls – Ma-none  
Tongue, how you speak – Ojibwe

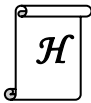
When everyone is done, ask the Guest Elder to review the answers with the group and have families check their answers. If there is time they can also try the **conversation** exercise.

## Announcements and Reminders

**5 min**

Remind families about the “keepsake” scrapbook using materials from the program. Encourage families to take pictures related to this week’s topic.

*For this week’s pictures, find time to take a picture of each of your family members with their favorite words. Get creative! You could color or draw your words, or make words using rocks and sticks and leaves!*



Ask the families to work together during the week a on the **Take Home Activity “Talking Circle Symbols”** on **page 3** of the youth **Take Home** booklet and **page 3** of the adult **Take Home** booklet. Highlight that the families need to bring their special symbols to the next session.

*Next week, part of our session will include special family discussions conducted using a talking circle. Members of the circle take turns speaking, according to which person holds the special symbol. The symbol can be whatever your family decides on. Some people use a talking stick, some use a pipe or a shell. Other examples of these symbols might include a braid of sweet grass, a special stone, or a feather. Whatever you select, it should be something meaningful to your family.*

*Remember to bring your **Take Home** booklets and your special symbol back with you next session so you can get the raffle ticket for completing your assignment!*

## Closing

**5 min**

Tell the families that you appreciate their participation. You may want to ask a family member or Guest Elder to give a closing prayer before ending.

*I just want to tell you how much we appreciate your participation and how excited we will be to have everyone back here next session.*

*We want to especially thank our Guest Elder (Elder's name) \_\_\_\_\_ for being with us!*

*Please be sure to put your workbooks and lanyards in your family folders.*

*Be sure to get your gift cards and sign your receipts!*

*If you can help straighten up the supplies and the room before you leave, we would really appreciate it.*

As people are preparing to leave, be sure to collect the lanyards and the Parent and Youth Workbooks or ask them to put them in their family folder in the plastic facilitator tote.

Have one adult from each family sign the \$20 visa gift card receipt (purple paper) and give them their gift card envelope. Have each eligible child sign the \$10 visa gift card receipt (blue paper) and give them their gift card envelope. Ask the Guest Elder to sign the \$50 visa gift card receipt (white paper) and give them their gift card envelope. Thank participants for their attendance and participation this week.

Complete the brief one-page 'Weekly Session Evaluation' form for your records. Remember to go online to the online fidelity survey <https://tinyurl.com/bzdddeval> to complete the overall weekly session evaluation BEFORE your next session.

Check to make sure that you have picked up all your supplies before leaving. Be sure that the area is clean and tidy. Check all bathrooms and eating areas to be sure that we aren't leaving any messes behind. Turn off lights and locks doors as directed by the facility.