

# Language Reclamation

The Citizen Potawatomi Nation, along with other groups of Potawatomi, works to encourage new language learners from a variety of backgrounds. Currently, there are fewer than 10 speakers of Potawatomi as a first language.

## Building Connections

In the first lesson, students had the opportunity to explore the CHC resources and perhaps even visit the dictionary to learn more about Potawatomi words.

You may want to invite students to revisit the discussion on why the people who made the creation story videos felt it was important to include particular words in Bodéwadmimwen rather than in English.

- Why is it important for a tribe to maintain their language?
- What kinds of influence does language have on culture?

## Activity

Print and cut up the 30 pre-generated cards. Students are invited to use the vocabulary sheet as needed.

Designate one student to be the caller, which can rotate between winners. Encourage the caller to use the vocab sheet to call out the English word, and have players mark the Potawatomi on their cards.

## Optional De-Brief

Invite students to consider the value of using the language in different contexts, outside of prayer and ceremonies.

What challenges might come with language reclamation in the context of a removed tribe?

How has this connected with (if at all) the other language reclamation students have learned about?



# KEDWNEN

# VOCABULARY

Click on the Potawatomi words to view the dictionary entry and hear the pronunciations.

<b>Mamogosnan</b>	Creator
<b>Segmekwé</b>	Mother Earth
<b>Wéch ksenyek</b>	North
<b>Wéch gshaté</b>	South
<b>Wéch mokek</b>	East
<b>Wéch bgeshmok</b>	West
<b>Ke</b>	Earth
<b>Mbish</b>	Water
<b>Noden</b>	Wind
<b>Shkodé</b>	Fire
<b>Nokmes</b>	Grandmother
<b>Dbekgises</b>	(Grandmother) Moon
<b>Gises</b>	(Grandfather) Sun
<b>Neshnabé</b>	Original Man
<b>Mnokme</b>	Spring
<b>Niben</b>	Summer
<b>Dgwaget</b>	Fall
<b>Bbon</b>	Winter
<b>Mo'ewé</b>	Wolf
<b>Séma</b>	Tobacco



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