

Rosetta Stone[®] Ojibwe

TEACHER'S GUIDE



Level 1 – Unit 1



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Welcome to the Teacher's Guide for Rosetta Stone® Ojibwe Level 1. This guide is for teachers who are using Rosetta Stone Ojibwe to complement their instruction. These activities are designed to support learners of various ages and ability levels, and teachers with a range of experience with Ojibwe language and culture. Learning Ojibwe language will bring meaning and purpose to students' past, present, and future. Through this experience, they will understand more about elders, recognize their traditions, and appreciate what it means to be Ojibwe.

By teaching Ojibwe, you and your students are contributing to the vital work of keeping Ojibwe a spoken, living language, and advancing our language and culture forward for future generations. We are excited that you are part of this historically significant effort.

Using the Guide

The purpose of this guide is to help you create an environment where learners can use the Ojibwe language together and have a good time! You don't need to speak Ojibwe to use this guide, just be ready to learn and to create a nurturing learning environment. We recommend staying at least one lesson ahead of students in the Rosetta Stone Ojibwe program.

This guide is organized with plans for each lesson starting with a pre-teaching activity to prepare students for the Rosetta Stone Ojibwe online segment. Class viewing and working together through the program is part of the structure, followed by interactive, fun activities that develop verbal acquisition and communicative skills. Handouts and image cards are provided for your convenience, and may be reproduced to distribute to students.

You should pick and choose the activities that are most appropriate for your classroom environment and students' needs. Because this guide is designed for a wide range of learning situations, you can be flexible to determine what works best for your students. For example, you might divide a longer activity into smaller chunks to fit your schedule, redesign an activity to fit the resources you have, or skip an activity if learners have already mastered the material. A general time estimate for each activity is given and can be adjusted to fit a class session.



Using Rosetta Stone Ojibwe in your classroom

Rosetta Stone Ojibwe is organized into levels, units, and lessons. This guide accompanies Level 1, which is made up of twelve units and centers around the fall season. Each unit contains four lessons and one test. Each lesson begins with a list of objectives, which you can use for making lesson plans. We encourage you to familiarize yourself with Rosetta Stone Ojibwe by exploring its structure and format so you can guide learners in using it effectively.



Within a lesson, you can navigate back and forth to repeat activities or review previous lessons. The exception is the Unit Test. On a test, you have only one opportunity to answer each question, and will receive feedback after completing all the test items. You can, however, go back and repeat a whole test.

In addition to the lesson plans in the Teacher's Guide, there are many ways to use Rosetta Stone Ojibwe in your teaching. For example:

- Watch a video together at the start of a lesson and discuss in class
- Repeat pronunciation items together, in pairs, or individually
- Complete practice activities together as a class, in pairs or small groups, or individually
- Revisit videos to see the vocabulary and grammar you've learned in context
- Assign lessons or activities as homework

Setting up your classroom

Ideally, you will be able to show videos and other Rosetta Stone activities in your classroom on a Smartboard or projector. If these aren't available, use individual laptops or tablets.

Displaying Ojibwe language in your classroom is a great way to create an Ojibwe learning environment and support students' language acquisition. Some activities in this guide ask learners to create materials that you can display in your classroom. You might also create a word wall where learners can post new vocabulary they've learned, or label objects around the room in Ojibwe.

The screenshot shows the Rosetta Stone Ojibwe interface. On the left is a sidebar with a progress list: '0 of 6 completed', 'Lesson Objectives', 'Look and Listen' (Skipped), 'Explore', 'Vocabulary' (Skipped), 'Pronounce' (Skipped), 'Practice' (selected), 'Look and Listen', and 'Lesson Summary'. The main area displays a 'Practice' section with the instruction 'Speak the best response.' and a question 'How would you say that this animal is your clan?'. Below the text is a photograph of a wolf.

Assessment/Evaluation

The goal of these Teacher's Guide activities is to provide students an opportunity to use Ojibwe language, and inspire them to learn more outside the classroom. It's important to conduct evaluations in ways that provide feedback and motivate students to continue learning and speaking Ojibwe. While tests often focus on accuracy and achievement, we encourage you to use assessment practices that recognize growth and effort.



Different ways of speaking Ojibwe

All languages have variations, and all languages change over time. English spoken in the United States today is different from that in Scotland or Australia, and certainly different from English spoken in 1421 or even 1921. Ojibwe is no exception. There are several major dialects of Ojibwe, and within dialects there are even smaller differences in how people speak.

It is important that we respect the variations of Ojibwe. If a learner knows a different way to say something in Ojibwe than what they see in a lesson, acknowledge it. All are correct, and none is better than another. These differences demonstrate the richness of Ojibwe language and the importance of learning the language in one's community, as well as in the classroom and through Rosetta Stone Ojibwe.

In Rosetta Stone Ojibwe, we introduce some common variants. We encourage learners to pay close attention to how people in their own community speak and to learn from them. You can contribute by talking to speakers in your community, and by inviting them into the classroom.

It's possible that new learners will speak slightly differently from older generations. That is a natural part of language, too. You don't use the same slang as your grandparents or your children! Of course you want learners to use Ojibwe accurately, but you also want them to use the language creatively for purposes that are relevant to them, even if it might be in new or unexpected ways.



More Resources

Visit the "Getting Started" section for information about the Ojibwe language, the organization of Level 1, and additional resources about the language. An alphabet section models each letter of the alphabet in context. There are also brief introductions to grammar information and references to their detailed explanations within the course. The "Other Resources" section will point you toward additional helpful information.

The Ojibwe People's Dictionary (ojibwemowin.com) is one especially helpful resource. You can search in English or Ojibwe, and view cultural collections.

We also encourage you to draw on your community resources—not only Ojibwe speakers, but also those who can teach your students about ricing, hunting, quilting, jingle dresses, and other important Ojibwe cultural elements covered in this course.

UNIT 1

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Ojibwe



UNIT 1

Family

Ojibwe



Overview: Meet the family who you'll see in videos for Rosetta Stone Ojibwe Level 1. They'll introduce themselves, each other, and you'll learn about the importance of tobacco.

LESSON 1: Aaniin! – Hello!

Students will:

- greet others
- introduce yourself and others
- identify your family members

LESSON 2: Indinawemaaganag – My Relatives

Students will:

- identify more family members
- form plural animate nouns
- begin constructing a family tree

LESSON 3: Indoojibwemomin! – We Speak Ojibwe!

Students will:

- use dependent nouns
- learn about animate and inanimate things

LESSON 4: Asemaake. – S/he offers tobacco.

Students will:

- learn about the importance of tobacco
- see the process for offering tobacco modeled by instructors
- be given tobacco
- practice a phrase to use when offering tobacco

REVIEW





Lesson 1: Aaniin! Hello!

OBJECTIVES

After completing this Rosetta Stone lesson and the classroom activities, students will be able to:

- greet others
- introduce yourself and others
- identify your family members

VOCABULARY

The vocabulary codes in these tables provide important information. In the Ojibwe world, everything is divided into one of two categories: animate or inanimate. Which group something belongs to determines how you'll talk about it.

Here are the kinds of nouns you'll see in Rosetta Stone Ojibwe Level 1:

- **na:** *animate noun*
- **nad:** *animate dependent noun*
- **ni:** *inanimate noun*
- **nid:** *inanimate dependent noun*

Family relations are an example of dependent nouns. When you talk about family members, you always have to say who they belong to.

MATERIALS

- Rosetta Stone Ojibwe
- Smartboard or projector
- Character List (See Printouts A)
- Ball

Pointer words, also called demonstrative pronouns, point out something or someone in the world. Pointer words indicate whether something is animate or inanimate, how many there are, and how near or far something is from the speaker. Here are the kinds of pointer words you'll see in Rosetta Stone Ojibwe Level 1:

- *animate*
- *inanimate*

Ojibwe is a verb-based language. You might find that Ojibwe uses verbs to express ideas that you expect to be nouns or adjectives. There are four major verb types. They are divided by whether they are transitive or intransitive (that is, whether they involve an action done to some other object or person) and whether they involve animate or inanimate things. Here are the kinds of verbs you'll see in Rosetta Stone Ojibwe Level 1:

- **vai:** *verb animate intransitive*
- **vii:** *verb intransitive inanimate*
- **vti:** *verb transitive inanimate*
- **vta:** *verb transitive animate*



TEACHER'S TIP

For more about the structure of the Ojibwe language, visit the *Getting Started* unit, which is designed as a resource for you to revisit throughout your teaching and learning journey.



VOCABULARY

1

Boozhoo! *Hello!*Aaniin! *Hello!*

2

Amik *a boy's name*Ogimaakwe *a girl's name*Waasegiizhigookwe *a girl's name*

3

Gimiwan *a boy's name*Gidagigwaneb *a boy's name*Waabishkibines *a boy's name*miinawaa *and*

4

(mii) wa'aw *this (is)*
animate(mii) o'ow *this (is)*
inanimateanishinaabewi *s/he is Ojibwe*
vaiizhinikaazo *s/he is named*
vaiojibwemo *s/he speaks Ojibwe*
vai

5

nimisenh (nimisenyag) *my older sister(s)*
nadnimaamaa(yag) *my mother(s)*
nadindede(yag) *my father(s)*
nadniitaawis(ag) *my friend(s) (male)*
nadnoozhishenh
(noozhishenyag) *my grandchild(ren)*
nad

6

nimishoo *grandpa*



VOCABULARY

7

manoomin ni	<i>wild rice</i>
giizhigin vii	<i>it is fully grown (ripe)</i>
manoominike vai	<i>s/he rices; s/he goes ricing</i>
asemaake vai	<i>s/he offers tobacco</i>
gego	<i>don't</i>
wanendan vti	<i>forget something</i>

8

Ambe!	<i>Come on!</i>
Maajaadaa!	<i>Let's go!</i>



ACTIVITY A Getting started

Materials

- Rosetta Stone Ojibwe
- Smartboard or projector

Estimated time: 15 minutes

Activity Steps

1. Watch the Welcome to Rosetta Stone Ojibwe video in the Getting Started online lesson.
2. Discuss with students:
 - Do you know people who speak Ojibwe? How do you feel when you hear someone speak Ojibwe?
 - How do you feel about learning to speak Ojibwe? Why do you want to learn?
 - Why is learning to speak Ojibwe important?

ACTIVITY B Ojibwe names

Materials

- Character List, one per student (See Printouts A, page 29)

Estimated time: 15 minutes

Activity Steps

1. Greet and introduce yourself to the students in Ojibwe. Use your own Ojibwe name. It might sound something like this: **Aaniin! (Name) indizhinikaaz.** (*Hello! My name is [name].*) or **Boozhoo! (Name) indizhinikaaz.** (*Hello! My name is [name].*)
2. Distribute the Character List handout.
3. Explain that these are the names of characters in Rosetta Stone Ojibwe. Ask students if they know anyone with these names.
4. Ask students: Who has an Ojibwe name? Ask them to introduce themselves by using English or by asking **Aaniin ezhinikaazoyan?** (*What is your name?*) Write these names on the board.
5. Ask students about other Ojibwe names they're familiar with in their families or communities. Write these names on the board.
6. Identify some common parts of Ojibwe names on the list, such as:
 - kwe
 - gaabaw
 - bines



TEACHER'S TIP

Names and naming are important parts of Ojibwe culture. You should not encourage students to use an Ojibwe name that is not their own. Be sure to conduct this activity in a way that does not exclude students who do not have Ojibwe names by drawing on their knowledge of other Ojibwe names.



Unit 1: Lesson 1

Ojibwe



ONLINE ACTIVITIES

🕒 **Estimated time:**
60 minutes

Materials

- Rosetta Stone Ojibwe
- Smartboard or projector

Activity Steps

1. Complete Rosetta Stone Unit 1, Lesson 1 together as a class on the smartboard/projector. (See Lesson 1 Script, page 21)
2. Use the Pronounce activities to model correct pronunciation for students. Play each word for the class, and have them repeat it several times, as a group and individually.

ACTIVITY C *Mii wa'aw... This is...*

Activity Steps

🕒 **Estimated time:** 15 minutes

1. Re-introduce yourself, then introduce another person. It may sound something like this: **Boozhoo, Nazhike indizhinikaaz. Mii wa'aw Ogimaakwe.** (*Hi, my name is Nazhike. This is Ogimaakwe.*)
2. Assist the student you introduced to introduce him/herself, then another person in the classroom.
3. Repeat until all students have had a chance to introduce a classmate.



CULTURE CORNER

Naming ceremonies are important events for Ojibwe people. The naming ceremony establishes a life-long relationship between the person being named and their namesake. Both people call each other **niiyawen'enh** (*my namesake*). You can learn more about naming ceremonies by watching videos by [Obizaan](#) and [Anton Treuer](#), and listening to a radio interview with [Larry Amik Smallwood](#).



TEACHER'S TIP

The verb **izhinikaazo** (*s/he is called*) should be used for Ojibwe names. If a student does not yet have or know their Ojibwe name, or a student is non-Ojibwe, you can have them use their English name by saying: **(Name) nizhaaganaashiiwinikaaz.** (*My English name is [name].*)



ACTIVITY D Ball toss name game

Materials

- Ball

 **Estimated time:** 15 minutes

Activity Steps

1. Ask students to stand in a circle.
2. Call someone's name by saying **Mii wa'aw (name)**. (*This is [name].*) and toss the ball to them.
3. The person with the ball calls someone else's name and tosses the ball to them.
4. Repeat until everyone has tossed the ball and their name has been called.



Lesson 2: Indinawemaaganag - *My Relatives*

OBJECTIVES

After completing this Rosetta Stone lesson and the classroom activities, students will be able to:

- identify more family members
- form plural animate nouns

MATERIALS

- Rosetta Stone Ojibwe
- Smartboard or projector
- Computers or tablets
- Word Ending Worksheet (See Printouts B)
- Plural Ending Cards (See Printouts C)
- Amik's Family Tree (See Printouts D)
- Family Tree Template (See Printouts E), plus one copy pre-filled by teacher
- Drawing paper, scissors, markers (optional)

VOCABULARY

1

indinawemaagan(ag) *my relative(s)*
nad

nimaamaa(yag) *my mother(s)*
nad

indede(yag) *my father(s)*
nad

ingitiziim(ag) *my parent(s)*
nad

2

ingozis(ag) *my son(s)*
nad

indaanis(ag) *my daughter(s)*
nad

nimisenh (nimisenyag) *my older sister(s)*
nad

nisayenh (nisayenyag) *my older brother(s)*
nad

nishiime(yag) *my younger sibling(s)*
nad

3

nookomis(ag) *my grandmother(s)*
nad

nimishoomis(ag) *my grandfather(s)*
nad

noozhishenh (noozhishenyag) *my grandchild(ren)*
nad

ninaabem *my husband*
nad

niwiiw *my wife*
nad

4

nizigozis(ag) *my mother-in-law(s)*
nad

nizinis(ag) *my father-in-law(s)*
nad

nina'aangish(ag) *my son-in-law(s)*
nad

nina'aanganikwe(g) *my daughter-in-law(s)*
nad

**ACTIVITY A** Name circles

Activity Steps

⌚ Estimated time: 15 minutes

1. Have students stand facing each other in two circles, one inside the other.
2. Ask students to introduce themselves to the person they are facing in Ojibwe by saying **(Name) indizhinikaaz.** (*My name is [name].*) or **(Name) nizhaaganaashiwinikaaz.** (*My English name is [name].*)
3. Then ask students to name the person next to them in their circle using **Mii wa'aw (name).** (*This is [name].*)
4. Students change partners when you say **Maajitag!** (*Start [you all]!*), and the circles move in opposite directions. When you say **Anwaataag!** (*Stop [you all]!*), students stop and are paired with someone new in the opposite circle and introduce themselves and the person next to them.
5. Give the command for circles to rotate again to make new pairs and repeat the activity.

ACTIVITY B Family member plurals

Materials

⌚ Estimated time: 15 minutes

- Word Ending Worksheet, one per student (See Printouts B, page 30)

Activity Steps

1. Remind students that they have learned to talk about family members. Tell them that today, they will learn how to talk about more than one family member.
2. Distribute Word Ending Worksheet to students.
3. Write the following words at random on the board or say them aloud. Ask students to pay attention and identify the final sound in each word and then write the words in the correct column on the worksheet.

- **noozhishenh** (*my grandchild*)
- **nimaamaa** (*my mother*)
- **niitaawis** (*my male friend*)
- **nimisenh** (*my older sister*)
- **indede** (*my father*)

long vowel (written with double vowel or e)	nh (nasalized vowel)	consonant
nimaamaa (<i>my mother</i>) indede (<i>my father</i>)	noozhishenh (<i>my grandchild</i>) nimisenh (<i>my older sister</i>)	niitaawis (<i>my male friend</i>)

4. Explain to students that constructing the plural form of these words depends on the last sound in the word.
5. Introduce each category as shown on the chart below in turn. Have students write the plural form on their worksheet.
6. Model pronunciation and have students repeat.



Unit 1: Lesson 2

Ojibwe



long vowel: add -yag	nh: add -yag In writing, the final h is removed when adding the plural.	consonant: add -ag
nimaamaayag (<i>my mothers</i>) indededeyag (<i>my fathers</i>)	noozhishenyag (<i>my grandchildren</i>) nimisenyag (<i>my older sisters</i>)	niitaawisag (<i>my male friends</i>)

ONLINE ACTIVITIES

Estimated time: 60 minutes

Materials

- Rosetta Stone Ojibwe
- Smartboard or projector
- Computers or tablets

Activity Steps

1. Watch Unit 1, Lesson 2, Look and Listen together as a group (See Lesson 2 Script, page 23).
2. Examine Unit 1, Lesson 2, Vocabulary 1 as a group. Point out to students that the plural of vocabulary words is shown below the singular form, and that they can listen to the plural.
3. Before moving on to Vocabulary 2, 3, and 4, write the three column headings below on the board or return to the Word Ending Worksheet. Call out the following new family member words, and ask students to use the grammar rules they learned to identify their plurals.

long vowel: add -yag	nh: add -yag	consonant: add -ag
nishiime(yag) (<i>my younger sibling[s]</i>)	nisayenh (nisayenyag) (<i>my older sister[s]</i>) noozhishenh (noozhishenyag) (<i>my grandchild[ren]</i>)	ingozi(ag) (<i>my son[s]</i>) indaanis(ag) (<i>my daughter[s]</i>) nookomis(ag) (<i>my grandfather[s]</i>) nizigozis(ag) (<i>my mother-in-law[s]</i>) nimishoomis(ag) (<i>my grandfather[s]</i>) nizinis(ag) (<i>my father-in-law[s]</i>) nina'aangish(ag) (<i>my son-in-law[s]</i>)

4. Ask students to come to the board and enter their answers, or write them in the correct column as they call the words out.
5. Students complete Rosetta Stone Ojibwe Unit 1, Lesson 2 individually or in groups. (See Lesson 2 Script, page 23).



TEACHER'S TIP

There is one vocabulary word in Unit 1, Lesson 2 that does not follow the rules introduced so far: the plural of **nina'aanganikwe** (*my daughter-in-law*) is **nina'aanganikweg** (*my daughter-in-laws*). You can introduce this one separately as an exception.



ACTIVITY C Three corners

Materials

🕒 **Estimated time:** 15 minutes

- Plural Ending Cards, one set (See Printouts C, page 31)

Activity Steps

1. Post one plural ending card in each corner of the classroom or write the plural endings in large letters: **-yag, -ag, -g**
2. Gather students in the center of the classroom and shout out one of the nouns from Vocabulary Groups 1, 2, 3, or 4.
3. Students race to the correct plural ending. The last student to get to the correct corner and any student in an incorrect corner has to sit down.

ACTIVITY D Family tree

Materials

🕒 **Estimated time:** 60 minutes

- Amik's Family Tree, one per student (See Printouts D, page 34)
- Family Tree Template, one per student, plus one pre-filled by teacher (See Printouts E, pages 35)
- Rosetta Stone Ojibwe
- Smartboard or projector
- Computers or tablets
- Drawing paper, scissors, markers (optional)



TEACHER'S TIP

You can use the provided Family Tree Template, or have students create their own. There are several ways to construct a family tree on a computer or tablet. You can use SmartArt in Word, the Drawing tool in Google Docs. There are also free websites for this purpose.

Activity Steps

1. Distribute Amik's Family Tree to students. Discuss the characters and how they are related to each other.
2. Watch Unit 1, Lesson 2, Look and Listen as a model of presenting a family tree.
3. Display your pre-filled family tree. Model delivery of a presentation:
 - a. **Boozhoo. (Name) indizhinikaaz. Mii ongow indinawemaaganag.** (*Hello. My name is [name]. These are my relatives.*)
 - b. For people with Ojibwe names, say: **Mii wa'aw nimaamaa. (Ojibwe name) izhinikaazo.** (*This is my mother. Her name is [Ojibwe name].*)
 - c. For people who don't have Ojibwe names or whose Ojibwe name you don't know, say: **Mii wa'aw indede. (English name) nizhaaganaashiwinikaaz.** (*This is my father. His name is [English name].*)
4. Distribute the Family Tree Template to students. Have students construct a family tree.
 - a. Students should identify at least five relatives in Ojibwe, and use their Ojibwe names when applicable.
 - b. Students may also use their background knowledge or dictionaries to include new family member vocabulary (aunt, cousin, etc.).
 - c. Students may add photos or illustrations to their family trees.
 - d. Students may be given class time to construct family trees or do it for homework. They will present at the end of Unit 1.



Lesson 3: Indoojibwemomin! *We speak Ojibwe!*

OBJECTIVES

After completing this Rosetta Stone lesson and the classroom activities, students will be able to:

- use dependent nouns
- recognize animate and inanimate things

MATERIALS

- Rosetta Stone Ojibwe and Smartboard or projector
- Desktop computers or tablets
- Character Image Cards (See Printouts F)
- Amik's Family Tree (See Printouts D)
- Bowl or other container
- Drawing paper, scissors, markers (optional)
- Students' Family Trees from Unit 1, Lesson 2

ACTIVITY A *My*

Materials

- Smartboard/whiteboard and markers



Estimated time: 30 minutes

Activity Steps

1. Create a graphic organizer on the board with four quadrants. Label the quadrants **ni-**, **n-**, **ind-**, and **in-**.
2. Have students come to the board, one at a time, to write a family member in one of the quadrants, then explain why they wrote it there. For example, **indede** (*my father*) should be placed in the quadrant labeled **in-**.
3. At the end, your board should look something like this:



TEACHER'S TIP

There is variation between communities in regards to the form of these personal possessives. This activity is consistent with the Southwest dialect of the Ojibwe language and will be used for Rosetta Stone programming. If students bring up other forms, this can be an opportunity to talk about variation across communities.

ni-	n-
nimaamaa nimisenh nisayenh nimishoomis ninaabem	niwiiw nizigozis nizinis nina'aangish nina'aanganikwe
in-	ind-
indede ingitiziim ingozis indaanis	indinawemaagan



ACTIVITY A *My* (continued)



TEACHER'S TIP

Students might have trouble placing words like **indede** (*my father*) or **niitaawis** (*my male friend*), which could appear to go in a different category. You can help them figure out where each word should go by giving other forms, such as **gidede** (*your father*) to see which part of the word is the prefix and which part is the stem.

4. Once all the vocabulary words have been placed on the display, identify common themes between the words placed in each grouping.

- a. **ni-**: before most consonants
- b. **n-**: before **ii** or **oo**
- c. **in-**: before **d** or **g**
- d. **ind-**: before short vowels



TEACHER'S TIP

Students will see **imbaabaa** in the online activities, which will be their first introduction into the use of **im-** as a personal possessive prefix. You can explain **im-** is used with words that begin with **b**.

Note that verbs follow a slightly different pattern than these nouns. For example, the title of this lesson (**Indoojibwemom!** [*We speak Ojibwe!*]) has **ind-** before a long vowel. This information will be introduced in a later lesson.

ONLINE ACTIVITIES

🕒 **Estimated time:** 30 minutes

Materials

- Rosetta Stone Ojibwe
- Smartboard or projector

Activity Steps

1. Students complete Rosetta Stone Ojibwe Unit 1, Lesson 3 individually or in groups. (See Lesson 3 Script, page 26)



ACTIVITY B Grab bag

Materials

⌚ Estimated time: 30 minutes

- Character Image Cards, one set (See Printouts F, page 36)
- Amik's Family Tree, one per student (See Printouts D, page 34)
- Bowl or other container

Activity Steps

1. Begin by telling students you are going to describe the Rosetta Stone Ojibwe family from Amik's point of view.
2. Put the Character Image Cards in a bowl and mix them up.
3. Have students pick an image card from the bowl and describe the character's relationship to Amik. For example, if a student picks the Gimiwan card, they should say, **Mii wa'aw indede.** (*This is my father.*) They may use Amik's Family Tree as a reference.
4. Repeat from the point of view of other characters.

ACTIVITY C Family tree

Materials

⌚ Estimated time: 30 minutes

- Students' Family Trees from Unit 1, Lesson 2, Activity D

Activity Steps

1. Give students time to individually review their family trees and make any necessary changes.
2. Have students practice presenting their family trees to a classmate. Ask them to pay particular attention to personal prefixes.



Lesson 4: Asemaake. *S/he offers tobacco.*

OBJECTIVES

After completing this Rosetta Stone lesson and the classroom activities, students will be able to:

- begin to learn about the importance of tobacco
- see the process for offering tobacco modeled by instructors
- be given tobacco
- practice a phrase to use when offering tobacco

MATERIALS

- Rosetta Stone Ojibwe
- Smartboard or projector
- Desktop computers or tablets
- Tobacco (a pinch for each student)
- A new box of tobacco for each student

VOCABULARY

1

asemaa na	<i>tobacco</i>
manidoo na	<i>spirit</i>
manidoowaadizi vai	<i>s/he is sacred</i>
ashi vta	<i>put something (animate) somewhere</i>
nibi ni	<i>water</i>
mitakamig	<i>on bare ground</i>
miizh vta	<i>give something to someone</i>
jaagiz vta	<i>burn something (animate)</i>



ACTIVITY A

Prior knowledge discussion

Activity Steps

🕒 **Estimated time:** 15 minutes

1. Gather students' prior knowledge about tobacco and the **manidoog** (*spirits*). This open conversation will be a good opportunity to get to know each students' prior experience surrounding tobacco, and prepare the instructor and students for the online lesson and additional practice listed below. You might ask:
 - Have you seen someone offer tobacco?
 - When do Ojibwe people offer tobacco?
 - How do Ojibwe people offer tobacco?
 - Who are the **manidoog**? What do you know about them?



CULTURE CORNER

You should offer **asemaa** (*tobacco*) when you ask for help or advice from someone, when hunting, or when thanking someone. There are different teachings around what kind of plant to use for tobacco. Many people use the inner bark of the red willow plant, while others use commercial tobacco, or a mix.

ONLINE ACTIVITIES

🕒 **Estimated time:** 30 minutes

Materials

- Rosetta Stone Ojibwe
- Smartboard or projector
- Computers or tablets

Activity Steps

1. Watch Unit 1, Lesson 4, Look and Listen together as a class. (See Lesson 4 Script, page, 27)
2. Ask students what they learned from watching the video.
3. Have students complete the rest of Unit 1, Lesson 4 individually or in groups.



ACTIVITY B Offering tobacco

Materials

⌚ **Estimated time:** 15 minutes

- Tobacco (a pinch for each student)
- A new box of tobacco for each student

Activity Steps

1. Give a pinch of tobacco to each student. With each student, request that they accept it to work hard on **Ojibwemowin**. After all, the language was given to us **Anishinaabe** as a gift, and it should be well cared for.
2. Gift each student a box of unopened tobacco, which they can use for their own purposes.
3. Bring students out to a fire, a body of water, or a tree to place the tobacco they received a pinch of in Step 1.

ACTIVITY C Asking with tobacco

Activity Steps

⌚ **Estimated time:** 15 minutes

1. Ask students: When is it appropriate to offer tobacco? Come up with a list of scenarios when you might use tobacco, such as:
 - Asking someone to do something for you
 - Asking someone for advice
 - Inviting someone to a feast
 - Thanking someone who has done something for you
2. Model the appropriate way to offer tobacco to someone (out of a box or pouch, hand to hand).
3. Teach and practice the following phrase that can be used when offering tobacco **Gidaa-naadamaw ina?** (*Will you help me?*)



TEACHER'S TIP

Consult an elder or knowledgeable community member if you are unsure about how to teach about tobacco. You could invite an elder or other community member to lead this activity.



Unit 1 – REVIEW

Ojibwe



OBJECTIVES

- Review Unit 1

MATERIALS

- Rosetta Stone Ojibwe
- Smartboard or projector
- Learners' family trees from Unit 1, Lesson 2

Test Review

Materials

- Rosetta Stone Ojibwe
- Smartboard or projector



Estimated time: 30 minutes

Review Steps

1. Divide students into pairs or small groups.
2. Display each practice activity listed below. Give students time to discuss the correct answer together.
 - a. Suggested Activities: Lesson 1 Final Practice, Lesson 2 Final Practice, Lesson 3 Practice 1 and 2, and Lesson 4 Practice.
 - b. You can also use any other practice activities, especially any that your students have found challenging.
3. Rotate among groups to share their answer with the whole class, or have students buzz in to give their answer as on a game show.

Family tree

Materials

- Learners' Family Trees from Unit 1, Lesson 2



Estimated time: 30 minutes

Review Steps

1. Have students present their family tree to the class, or record a short video of their presentation.



Unit 1 – REVIEW

Ojibwe



Conversation

Estimated time: 30 minutes

Review Steps

1. Divide students into pairs.
2. Ask each pair of students to have a conversation in which each one speaks at least three lines. For example:
Student A: **Aaniin!** (*Hello!*)
Student B: **Boozhoo!** (*Hello!*)
Student A: **Ogimaakwe indizhinikaaz.** (*My name is Ogimaakwe.*)
Student B: **Aaniin Ogimaakwe! Amik indizhinikaaz.** (*Hi, Ogimaakwe! My name is Amik.*)
Student A: **Giizhigin o'ow manoomin.** (*The wild rice is ready.*)
Student B: **Ambe, manoominikedaa!** (*Come on, let's rice!*)
3. Have students act out their dialogues for the rest of the class.

Reflect

Estimated time: 15 minutes

Review Steps

1. Write prompts for reflection on the board:
 - a. How will you use what you have learned in this unit?
 - b. Have you heard people use the language you learned in this unit? When?
 - c. How did you feel learning Ojibwe in this unit?
 - d. What is something that made you feel proud during this unit?
 - e. What was challenging in this unit? How did you face this challenge, and how can you approach similar challenges in the future?
2. Have students answer these questions in their notebooks.
3. Students may share and discuss.

UNIT 1

Scripts



Ojibwe

Giizhigin o'ow manoomin. – *The wild rice is ready.*



Amik **Boozhoo. Amik indizhinikaaz. Indanishinaabew.**
Hi. I'm Amik. I'm Ojibwe.

Mii wa'aw nimisenh, Ogimaakwe.
This is my older sister, Ogimaakwe.

Ogimaakwe **Boozhoo!**
Hi!

Amik **Mii wa'aw nimaamaa, Waasegiizhigookwe...**
This is my mom, Waasegiizhigookwe...

Waasegiizhigookwe **Aaniin!**
Hi!

Amik **...miinawaa nindede, Gimiwan.**
...and my dad, Gimiwan.

Gimiwan **Boozhoo!**
Hi!

Amik **Indoojibwemomin.**
We speak Ojibwe.

Ambe maajaadaa!
Come on, let's go!

Boozhoo, Nimishoo!
Hi, granddad!

Waabishkibines **Boozhoo, Amik. Mii wa'aw niitaawis, Gidagigwaneb.**
Hi, Amik. This is my friend, Gidagigwaneb.

Gidagigwaneb, mii wa'aw noozhishenh, Amik.
Gidagigwaneb, this is my grandchild, Amik.

Amik **Aaniin, Gidagigwaneb.**
Hi, Gidagigwaneb.

Gidagigwaneb

Aaniin, Amik.

Hi, Amik.

Giizhigin o'ow manoomin.

The wild rice is ready.

Amik

Ambe manoominikedaa!

Come on, let's rice!

Gidagigwaneb

Gego wanendangegon da-asemaakeyeg.

Don't forget to make a tobacco offering.

Amik

Ahaw.

OK.

Enawendaasoyaan – *My Relatives*



Amik

Boozhoo. Amik indizhinikaaz.

Hi. I'm Amik.

Mii ongow indinawemaaganag.

These are my relatives.

nimaamaa

my mother

indede

my father

nookomis

my grandmother

nimishoomis

my grandfather

nimisenh

my older sister

Ogimaakwe

Boozhoo. Ogimaakwe indizhinikaaz.

Hi. I'm Ogimaakwe.

Mii ongow indinawemaaganag.

These are my relatives.

nimaamaa

my mother

indede

my father

nookomis

my grandmother

nimishoomis

my grandfather

nishiime

my younger sibling

Waasegiizhigookwe

Boozhoo. Waasegiizhigookwe indizhinikaaz.

Hi. I'm Waasegiizhigookwe.

Mii ongow indinawemaaganag.

These are my relatives.

ninaabem

my husband

indaanis

my daughter

ingozis

my son

indede

my father

nizigozis

my mother-in-law

Gimiwan

Boozhoo. Gimiwan indizhinikaaz.

Hi. I'm Gimiwan.

Mii ongow indinawemaaganag.

These are my relatives.

niwiiw

my wife

indaanis

my daughter

ingozis

my son

nimaamaa

my mother

nizinis

my father-in-law

Waabooz

Boozhoo. Waabooz indizhinikaaz.

Hi. I'm Waabooz.

Mii ongow indinawemaaganag.

These are my relatives.

ingozis

my son

nina'aanganikwe

my daughter-in-law

noozhishenh

my grandchild

noozhishenh

my grandchild

Waabishkibines

Boozhoo. Waabishkibines indizhinikaaz.

Hi. I'm Waabishkibines.

Mii ongow indinawemaaganag.

These are my relatives.

indaanis

my daughter

nina'aangish

my son-in-law

noozhishenh

my grandchild

noozhishenh

my grandchild

Mii ongow indinawemaaganag.

These are my relatives.

Indinawemaaganag – My Relatives



	Indinawemaaganag <i>My relatives</i>	
in- prefix	indede <i>my father</i>	
	indaanis <i>my daughter</i>	
	ingozis <i>my son</i>	
ni- prefix	nimaamaa <i>my mother</i>	ninaabem <i>my husband</i>
	nimishoomis <i>my grandfather</i>	nizigozis <i>my mother-in-law</i>
	nimisenh <i>my older sister</i>	nizinis <i>my father-in-law</i>
	niwiiw <i>my wife</i>	nishiime <i>my younger sibling</i>
n- prefix	nookomis <i>my grandmother</i>	
	noozhishenh <i>my grandchild</i>	
	Indinawemaaganag <i>My relatives</i>	

Asemaa – Tobacco



Manidoowaadizi a'aw asemaa.

Tobacco is sacred.

Asemaa iko gidasanaan.

We put down tobacco (as an offering).

Nibiikaang gidasanaan asemaa.

We put tobacco in the water.

Gimiinaanaan awiya iniw asemaan.

We give tobacco to others.

Mitakamig gidasanaan a'aw asemaa.

We put tobacco on the ground.

Aaningodinong gijaagizwaanaan a'aw asemaa.

Sometimes we burn tobacco.

Gidapagizomaanaan a'aw asemaa.

We offer tobacco to the spirits.

Odapiitenimaan iniw asemaan anishinaabe.

Tobacco is important to the Ojibwe.

Manidoowaadizi a'aw asemaa.

Tobacco is sacred.

UNIT 1

Printouts



Ojibwe



Amik



Nazhike-
awaasanookwe



Ogimaakwe



Anangookwe



Waasegizhigookwe



Bezhigoogaabawiikwe



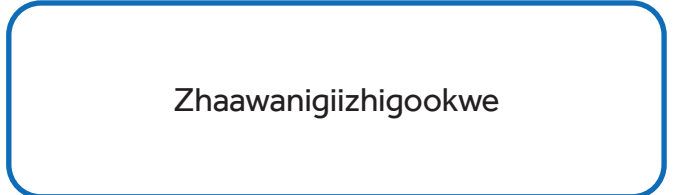
Gimiwan



Baabiitaw



Gidagigwaneb



Zhaawanigiizhigookwe



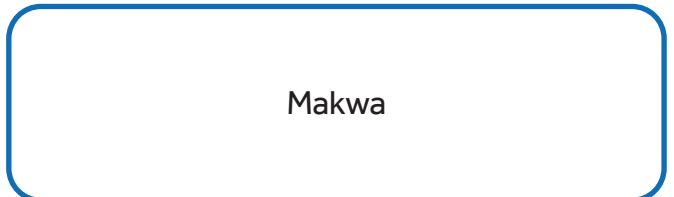
Waabishkibines



Mizhakwad



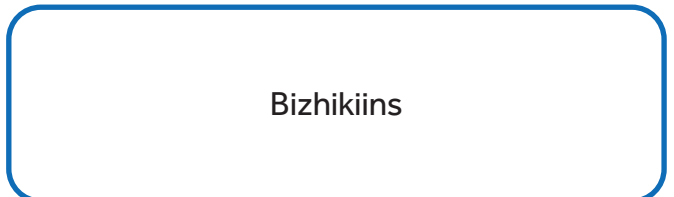
Waabooz



Makwa



Ominwaasinookwe



Bizhikiins

Words ending in...

long vowel	nh	consonant

Plural endings

-yag	-ag	-g

-yag

-ag

-g



