

Rosetta Stone[®] Ojibwe

TEACHER'S GUIDE



Level 1 – Unit 10



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The Ojibwe People's Dictionary

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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 gray 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 10

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Ojibwe



UNIT 10

Hunting

Ojibwe



Overview: Amik and Gimiwan go hunting, where Amik gets his first kill. You'll learn about hunting traditions, diminutives, and using verbs to describe animate things.

LESSON 1: Oshki-nitaage. – *He gets his first kill.*

Students will:

- talk about hunting
- tell someone to be careful
- describe the size of something animate

LESSON 2: Gaazhagensag miinawaa animoshag – *Cats and dogs*

Students will:

- use verbs to describe animate things

LESSON 3: Agaashiinyiwag. – *They are small.*

Students will:

- use diminutives
- use **nawaj** to make comparisons
- say if an action is not happening anymore
- learn about word order
- learn more about vta verbs

LESSON 4: Giiwose. – *He hunts.*

Students will:

- learn about hunting traditions

REVIEW





Lesson 1: Oshki-nitaage. *He gets his first kill.*

OBJECTIVES

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

- talk about hunting
- tell someone to be careful
- describe the size of something animate

MATERIALS

- Rosetta Stone Ojibwe
- Smartboard or projector
- Lesson 1 Script
- Highlighters
- Ojibwe People's Dictionary (online) and/or *A Concise Dictionary of Minnesota Ojibwe*
- Computers or tablets
- Lesson 1 Phrase Cards (See Printouts A)
- Tape
- Two fly swatters
- Lesson 1 Image Cards (See Printouts B)

VOCABULARY

1

oshki-nitaage vai	<i>s/he has (her or his own) first kill</i>
mindido vai	<i>s/he is big</i>
manise vai	<i>s/he harvests firewood; s/he cuts firewood</i>
aangwaamizi vai	<i>s/he is careful</i>

2

dakonan vti	<i>hold something</i>
baashkiz vta	<i>shoot something (animate)</i>



VOCABULARY

3

Gaawiin onjida.	<i>I'm sorry.</i>
Bizaan!	<i>Quiet!</i>
Mii go maanoo.	<i>Let it be. Never mind.</i>
Onjida igo.	<i>There is a reason (for it).</i>

4

geyaabi	<i>still</i>
gaawiin geyaabi	<i>not anymore</i>

5

baashkizigan(an) ni	<i>gun(s)</i>
waawaashkeshi(wag) na	<i>deer</i>



ACTIVITY A Verb types

Materials

Estimated time: 45 minutes

- Rosetta Stone Ojibwe
- Smartboard or projector
- Lesson 1 Script, one per student (See Lesson 1 Script, page 19)
- Highlighters
- Ojibwe People's Dictionary (online) and/or *A Concise Dictionary of Minnesota Ojibwe**

Activity Steps

1. Watch Lesson 1, Look and Listen video in Rosetta Stone Ojibwe together as a class.
2. Ask students what parts of Amik and Gimiwan's conversation they understood, if any. Were they able to identify any words they already knew? Could they figure out the meaning of new words using context clues?
3. Give each student a copy of the Lesson 1 script.
4. Have students read through the script and find the words they already know. For verbs, they should identify the verb type:
 - a. circle all vais
 - b. underline all vtas
 - c. highlight all vtis
5. Watch the video again as a class. Ask students what they understood this time, after studying the script.
6. Complete the five Lesson 1 Vocabulary and Pronunciation activities as a group.
7. Have students return to the script to finish identifying the verbs. They should:
 - a. circle all twelve vais
 - b. underline all four vtas
 - c. highlight the one vti
8. For each verb, students should identify the dictionary form. Then they should attempt to identify the other elements of the verb form in the script, such as preverbs, personal prefixes, and suffixes.
9. When students finish, they may work with a partner to check each other's work.



TEACHER'S TIP

Encourage students to use one of their Ojibwe dictionaries to help them identify verbs and verb types.



TEACHER'S TIP

Students may not know the meaning of each piece of the verb forms, but this activity will draw their attention to structures that they will learn about later in the course.

*Nichols, John D. and Nyholm, Earl. 1995. *A Concise Dictionary of Minnesota Ojibwe*. Minneapolis, MN: University Of Minnesota Press.



ONLINE ACTIVITIES

🕒 **Estimated time:** 60 minutes

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

Activity Steps

1. Students complete Rosetta Stone Ojibwe Unit 10, Lesson 1 individually or in groups. (See Lesson 1 Script, page 19)
2. The Vocabulary activities will be a review after completing Activity A. Encourage students to quiz themselves on their knowledge of the vocabulary as they complete the lesson this time.

ACTIVITY B What should I say?

Materials

🕒 **Estimated time:** 30 minutes

- Lesson 1 Phrase Cards, one set (See Printouts A, page 28)
- Tape
- Two fly swatters
- Lesson 1 Image Cards, one set (See Printouts B, page 29)

Activity Steps

1. Tape the Lesson 1 Phrase Cards spread out on the board or a wall.
2. Divide students into two groups.
3. Give each group a fly swatter (or tube sock/rolled up construction paper/etc.)
4. Students in each group go to the board one at a time to represent their group.
5. Display a Lesson 1 Image card.
6. Students race to hit the most appropriate response, and say it aloud. The first student to do both earns a point for their team.
7. After you have used all the image cards you can use English to describe a situation which would elicit one of the responses. For example:
 - Prompt: *I dropped my ice cream!* Response: **Mii go maanoo.** (Let it be.)
 - Prompt: *You dropped my ice cream!* Response: **Gaawiin onjida.** (I'm sorry.)
 - Prompt: *Are you playing the fly swatter game?* Response: **Geyaabi.** (Still.)



TEACHER'S TIP

There are many possible variations on this game. For example:

- Tape the image cards to the board and instead show the phrase card, having students race to identify the correct image.
- Have a student show the vocabulary card to their peers and say the word aloud, allowing teams to race to hit the most appropriate image.



Lesson 2: Gaazhagensag miinawaa animoshag *Cats and dogs*

OBJECTIVES

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

- use verbs to describe animate things

MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Blank paper
- Markers or colored pencils
- Awenen Giin Card (See Printouts C)

VOCABULARY

1

mindido vai	<i>s/he is big</i>
agaashiinyi vai	<i>s/he is little</i>
gichi-aya'aawi vai	<i>s/he is an adult/old</i>
aya'aansiwi vai	<i>s/he is young</i>
biinizi vai	<i>s/he is clean</i>
wiinizi vai	<i>s/he is dirty</i>
nisaabaawe vai	<i>s/he gets wet</i>
bengozi vai	<i>s/he is dry</i>

2

ginoozi vai	<i>s/he is tall</i>
dakoozi vai	<i>s/he is short</i>
wiinino vai	<i>s/he is fat</i>
bakaakadozo vai	<i>s/he is skinny</i>
makadewizi vai	<i>s/he is black</i>
waabishkizi vai	<i>s/he is white</i>



ONLINE ACTIVITIES

🕒 **Estimated time:** 60 minutes

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

Activity Steps

1. Students complete Rosetta Stone Ojibwe Unit 10, Lesson 2 individually or in groups. (See Lesson 2 Script, page 21)

ACTIVITY A Draw a person

Materials

🕒 **Estimated time:** 30 minutes

- Blank paper
- Markers or colored pencils

Activity Steps

1. Have each student draw a person or an animal on a piece of paper that illustrates three or more of the vocabulary words from this lesson. No words allowed. For example, one student might draw a clean, dry, tall man, while another may draw a short, dirty, fat cat.
2. Collect all the drawings, shuffle them, then redistribute one to each student.
3. Give students a few minutes to figure out which of this lesson's vocabulary words describe the drawing they were given. They may also write the vocabulary words on the picture.
4. Select one student at a time to describe the drawing they were given.
5. When all students have described their pictures, they will find who drew it by moving around the classroom and asking **Gigii-mazinibii'aan ina o'ow?** (*Did you draw this?*) They should answer with one of the following phrases:
 - a. **Eya', ingii-mazinibii'aan i'iw.** (*Yes, I drew that.*)
 - b. **Gaawiin niin ingii-mazinibii'anziin i'iw.** (*I didn't draw that.*)
6. When students have their own picture back, they sit down at their desk. The activity is complete when all students are sitting.



ACTIVITY B Awenen giin?

Materials

- Awenen Giin Card, one per student (See Printouts C, page 31)

 **Estimated time:** 45 minutes

Activity Steps

1. Distribute Awenen Giin Cards to each student.
2. Each student secretly circles one character on their Awenen Giin Card.
3. Place students in pairs.
4. Students take turns asking each other about their secret character by using the vocabulary words above. Questions and answers might sound something like this:
 - **Mindido na?** (*Is she big?*)
 - **Eya', mindido.** (*Yes, she is big.*)
 - **Gaawiin mindidosiin.** (*No, she is not big.*)
5. Students cross off characters on their own sheet who don't meet the description of their partner's secret character until they think they've figured out who it is, and make their guess.
6. If they are incorrect, they continue asking questions until they figure it out. If they are the first to guess correctly, the other student continues asking questions.



Lesson 3: Agaashiinyiwag. *They are small.*

OBJECTIVES

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

- use diminutives
- use **nawaj** to make comparisons
- say if an action is not happening anymore
- use more vta verb forms
- understand more about word order

MATERIALS

- Rosetta Stone Ojibwe
- Smartboard or projector
- Running Dictation Prompts (See Printouts D)
- Running Dictation Answer Sheet (See Printouts E)
- Tape
- Computers or tablets

VOCABULARY

1

waakaa'igan(an)	<i>house(s)</i>
ni	

waabigwan(iin)	<i>flower(s)</i>
ni	

odaabaan(ag)	<i>car(s)</i>
na	

aawadaasoowidaabaan(ag)	<i>truck(s)</i>
na	



ACTIVITY A Small sizes

Materials

Estimated time: 30 minutes

- Rosetta Stone Ojibwe
- Smartboard or projector
- Running Dictation Prompts, one set (See Printouts D, page 32)
- Running Dictation Answer Sheet, one per student (See Printouts E, page 36)
- Tape

Activity Steps

1. Watch and complete Lesson 3 Look and Listen, Vocabulary, Pronunciation, and Explore 1 in Rosetta Stone Ojibwe.
2. Write the following diminutive rules on the board as they're introduced in Explore 1:
 - a. Nouns that end in **-i** have the diminutive suffix **-iins**.
 - b. Nouns that end in **-gan** have the diminutive suffix **-gaans**.
 - c. Plural nouns that end in **-iin** or **-iig** have the diminutive suffix **-iins**.
 - d. Plural nouns that end in **-an** or **-ag** have the diminutive suffix **-ens**.
3. Complete Practice 1 as a class. Allow students to use the rules on the board to help complete the practice activities.
4. Play Running Dictation:
 - a. Cut out the Running Dictation Prompts and tape them around the classroom.
 - b. Put students in groups of two. Give one answer sheet to each pair. In each pair, students decide who will start as the Runner and who will start as the Scribe.
 - c. Runners run to a Running Dictation Prompt, memorize it, and then run back to their Scribe and repeat the word.
 - Scribes must choose which column to write the word in. For example, for prompt A, the scribe should write **makizin** (*shoe*) in the Single column and circle or underline it so they know that was the prompt.
 - Scribes must stay seated.
 - Runners can only speak, not write.
 - d. The first scribe should tally the number of words they have completed. After transcribing eight words, students switch roles and complete the dictation.
 - e. Students work together to fill in the additional columns for each word. For example, in row A, students should transcribe **azhigan** (*sock*) and circle it to indicate it was the prompt. Then they should fill in **azhiganan**, **azhiganens**, and **azhiganensan** (*socks, little sock, and little socks*) in the additional columns.



TEACHER'S TIP

To increase the difficulty of this activity, hide the Ojibwe caption and just display the illustration on each prompt.



ONLINE ACTIVITIES

Estimated time: 60 minutes

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

Activity Steps

1. Students complete Rosetta Stone Ojibwe Unit 10, Lesson 3 individually or in groups. (See Lesson 3 Script, page 23)

ACTIVITY B Around the World

Materials

- Rosetta Stone Ojibwe
- Smartboard or projector

Estimated time: 60 minutes

Activity Steps

1. Review Explore 6 and Practice 6.
2. Write **Giwaabamaa**. on the board with the dictionary form **waabam** underlined, or written in a different color.
3. Ask students to identify the different parts of **Giwaabamaa**.
 - a. **Gi-** (you)
 - b. **waabam** (see)
 - c. **-aa** (her/him/it [animate])
4. Ask students what other verbs could replace **waabam** in this sentence structure.
 - a. If students are unable to offer verbs based on prior knowledge, offer some from the list below and have them practice using the verb in the structure.
5. Ask students if they know how to say *I see her/him/it*. They should be able to come up with **niwaabamaa**. Give them hints about other first person forms if they do not figure this out on their own.
6. Next, write **Gidaa-waabamaa**. on the board. Ask students what this means. They should be able to come up with *you should look at her/him/it*. Give hints about what the prefix **daa-** means in other contexts if they need help.



TEACHER'S TIP

Some vtas, like **baashkiz** and **jaagiz**, have an invisible final **w**. This **w** appears when we add additional information to the word. It might be helpful to post these two words, and their sentences on the board before the game



ACTIVITY B

Around the World (continued)

Activity Steps

7. Play Around the World:

- Each student sits at their own desk, or all students sit in a circle.
- One student starts the game by standing behind the person seated to their left. These two students are the first two contestants.
- Say one of the words in the prompt column below to these two students. The first to accurately say it in the sentence structure on the board moves on to play against the next seated student. The student who does not win either stays seated, or takes the winner's seat. The first student to make it all the way around the room and back to an empty chair wins.

Prompts		Correct answers
naadamaw	→	Gidaa-naadamawaa.
gikinoo'amaw	→	Gidaa-gikinoo'amawaa.
ganawaabam	→	Gidaa-ganawaabamaa.
waabam	→	Gidaa-waabamaa.
dazhim	→	Gidaa-dazhimaa.
apagizom	→	Gidaa-apagizomaa.
minotaw	→	Gidaa-minotawaa.
gagwejim	→	Gidaa-gagwejimaa.
baashkiz	→	Gidaa-baashkizwaa.
jaagiz	→	Gidaa-jaagizwaa.
naazhazhen	→	Gidaa-naazhazhenaa.
miigwechiwi'	→	Gidaa-miigwechiwi'aa.
dazhiikaw	→	Gidaa-dazhiikawaa.
zhawenim	→	Gidaa-zhawenimaa.



TEACHER'S TIP

After you have played using this frame, you can use others introduced earlier in this activity. Be sure that students use the correct forms of personal prefixes. You can also add in an extra step of having students act out or translate the word they have called out.



Lesson 4: Giiwose. *He hunts.*

OBJECTIVES

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

- talk about hunting traditions

MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets

VOCABULARY

1

giiwose

s/he hunts

vai

gigizheb

in the morning

miigwechiwi'

thank someone

vta

ondanjige

*s/he gets food from
there*

vai

dazhiikaw

*work on something
(animate)*

vta

gakina

all; every



ACTIVITY A Prior knowledge

Activity Steps

⌚ **Estimated time:** 15 minutes

1. Ask students what Ojibwe words they know that have to do with hunting. They should be able to come up with several words from Lesson 1 and from past units.
2. Ask students what they know about hunting and its place in Ojibwe culture. You might want to write down their thoughts, or start a KWL (Know/Want to Know/Learned) chart.
3. Have students think about what they might want to learn about hunting, or what language they would need to learn to talk about hunting. Record these ideas in the Want to Know section of your KWL chart.

ONLINE ACTIVITIES

⌚ **Estimated time:** 60 minutes

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

Activity Steps

1. Students complete Rosetta Stone Ojibwe Unit 10, Lesson 4 individually or in groups. (See Lesson 4 Script, page 26)
2. If you created a KWL chart in Activity A, have students update the Learned and Want to Know columns after completing this Rosetta Stone Ojibwe lesson.



ACTIVITY B Hunting in your area

Activity Steps

Estimated time: 60 minutes

1. Assign each student the task of preparing a presentation about hunting, by using either personal experience or interviewing someone who hunts. They should include the following information:
 - a. who the person is
 - b. what animal(s) they hunt
 - c. where they hunt
 - d. when they hunt
 - e. why they hunt
 - f. how they use the animal (just the meat, or more?)
2. You may give additional guidelines such as a time limit, a target number of sentences in Ojibwe, or additional information based on the KWL chart created in Activity A.
3. Students present to the class.



CULTURE CORNER

As Anishinaabe people, we are taught to respect everyone and everything, because there is a spirit in everything. Always remember to offer your **asemaa** before you start your hunt. When you offer **asemaa**, you ask the deer to give himself to you for food and other ways the deer supplies you with his body. New hunters should go along with someone who knows how to hunt and who can teach the traditional protocols in your community for killing your first deer.

In Mille Lacs, a common practice is to have a feast, cook part of the breast meat, and spoon feed it to the hunter who made his first kill. Some people will also put a piece of the cooked meat on a stick and feed it to the hunter that way.

Some people also say to give your first deer away. Remember the elders who cannot hunt, the widows, the ones who are grieving who are not able to hunt, and your family.

In some communities, the protocol is to take a bite of the fresh heart while field dressing the deer. These protocols help the hunter build a relationship with the spirit of the deer.

There is no one right way of doing this. The most important thing is to use your tobacco, and treat the animals you kill for food with the utmost respect.



Unit 10 – REVIEW

Ojibwe



OBJECTIVES

- Review Unit 10

MATERIALS

- Rosetta Stone Ojibwe
- Smartboard or projector
- Learners' family portraits from Unit 3 Review

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 5, 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 Portrait Review

Materials

- Learners' family portraits from Unit 3, Review



Estimated time: 40 minutes

Review Steps

1. Have students review their Family Portraits, and prepare to use the Lesson 2 vocabulary and the word **nawaj** to describe each family member. For example, they might describe who is taller or older in their family.
2. Group students in pairs.
3. Have students take turns interviewing each other about their family members.



Unit 10 – REVIEW

Ojibwe



Conversation

 **Estimated time:** 60 minutes

Review Steps

1. Divide students into pairs.
2. Have each pair of students use vocabulary from this unit to create a scene that describes a hunting experience.
 - a. The hunting experience can be something that actually happened or made-up.
 - b. Each student should have at least four lines.
 - c. They should incorporate:
 - a diminutive form
 - a vta form
 - a comparison using **nawaj**
 - a description using vocabulary from Lesson 2
3. Have students write down their dialogues as scripts.
4. Collect the scripts and distribute them so each pair has someone else's script.
5. Students rehearse the script they have been given. They may ask the authors for clarification.
6. Students perform each other's scripts for 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 10

Scripts



Ojibwe

Ded! Ingiikaj! *Dad! I'm cold!*



Amik	Ded! Ingiikaj. <i>Dad! I'm cold.</i>
Gimiwan	Shhh...bizaan! <i>Shhh...quiet!</i>
Amik	Ded! Nashke! <i>Dad! Look!</i>
Gimiwan	Aangwaamizin dakonaman gibaashkizigan! <i>Be careful how you hold your gun!</i>
Amik	Nashke! Waawaashkeshiins ayaa iwidi. <i>Look! There's a little deer over there.</i>
Gimiwan	Eya'. Giwii-ayaawaanaan dash nawaj mendidod waawaashkeshi. <i>Yes. But we want a bigger deer.</i>
Amik	Ded! Niwenda-giikaj gosha! <i>Dad! I'm really, really cold!</i>
Gimiwan	Shhh...bizaan! <i>Shhh...quiet!</i>
Amik	Ded! Nashke! Waawaashkeshiins ayaa iwidi. <i>Dad! Look! There's a little deer over there.</i>
Gimiwan	Shhh...bizaan! Giwii-ayaawaanaan dash nawaj mendidod waawaashkeshi. Bizaan! <i>Shhh...quiet! We want a bigger deer. Quiet!</i>
Amik	Ded! Nashke! Mindido wa'aw waawaashkeshi! <i>Dad! Look! There's a big deer!</i>
Gimiwan	Shhh...bizaan! Aaniin? Aaniindi? <i>Shh...quiet! What? Where?</i>
	Sataayaa. Gaawiin onjida, Ningwis. <i>Oh, no. Sorry, son.</i>

Amik **Mii go maanoo. Onjida igo.**
Let it be. There is a reason for it.

Gimiwan **Ambe. O-manisedaa.**
Come on. Let's go get firewood.

Amik **Ded! Nashke! Giwaabamaa ina?**
Look! Dad! Do you see him?

Gimiwan **Gidaa-baashkizwaa, Amik.**
You should shoot him, Amik.

Ginitaawichige, Ningwis. Gidooshki-nitaage!
You did a great job, son. You got your first kill!

Amik **Nashke! Onjida go!**
See. There was a reason!

Gimiwan **Geyaabi na gigiikaj?**
Are you still cold?

Amik **Gaawiin geyaabi ingiikajisiin!**
I'm not cold anymore!

Gaazhagensag Miinawaa Animoshag *Cats and Dogs*



gaazhagens

cat

animosh

dog

Makadewizi a'aw animosh.

The dog is black.

Waabishkizi a'aw animosh.

The dog is white.

Nisaabaawe a'aw gaazhagens.

The cat is wet.

Bengozi a'aw gaazhagens.

The cat is dry.

Mindido a'aw animosh.

The dog is big.

Agaashiinyi a'aw animosh.

The dog is little.

Aya'aansiwi a'aw gaazhagens.

The cat is young.

Gichi-aya'aawi a'aw gaazhagens.

The cat is old.

Wiinizi a'aw animosh.

The dog is dirty.

Biinizi a'aw animosh.

The dog is clean.

Wiinino a'aw gaazhagens.

The cat is fat.

Bakaakadozo a'aw gaazhagens.

The cat is skinny.

Ginoozi a'aw animosh.

The dog is tall.

Dakoozi a'aw animosh.

The dog is short.

Egaasaamagakin Miinawaa Egaashiinyijig *Diminutives (When They are Small)*



jiimaan

canoe

jiimaanan

canoes

jiimaanens

little canoe

jiimaanensan

little canoes

makizin

shoe

makizinan

shoes

makizinens

little shoe

makizinensan

little shoes

waakaa'igan

house

waakaa'iganan

houses

waakaa'igaans

little house

waakaa'igaansan

little houses

waabigwan

flower

waabigwaniin

flowers

waabigwaniins

little flower

waabigwaniinsan

little flowers

odaabaan

car

odaabaanag

cars

odaabaanens

little car

odaabaanensag

little cars

aawadaasoowidaabaan

truck

aawadaasoowidaabaanag

trucks

aawadaasoowidaabaanens

little truck

aawadaasoowidaabaanensag

little trucks

animosh

dog

animoshag

dogs

animoons

little dog

animoonsag

little dogs

waawaashkeshi

deer (singular)

waawaashkeshiwag

deer (plural)

waawaashkeshiins

little deer (singular)

waawaashkeshiinsag

little deer (plural)

Giiwose Hunting Deer



Gezhiiyaash	Gezhiiyaash indizhinikaaz. Ninitaa-giiwose. <i>I'm Gezhiiyaash. I like to hunt (deer).</i>
	Apane gii-kiiwose a'aw Anishinaabe da-ondanjiged. <i>Ojibwe have always hunted deer as a source of food.</i>
	Apane asemaake a'aw Anishinaabe dabwaa-giiwosed. <i>Ojibwe always offer tobacco before they hunt.</i>
	Nimaajii-giiwose dagwaagig. <i>I start to hunt deer in the fall.</i>
	Chi-gigizheb iko ingiiwose. <i>I go out early in the morning.</i>
	Gisinaa. Ingiiikaj iko giiwoseyaan. <i>It's cold. I get cold when I hunt.</i>
	Ninandawaabamaa a'aw waawaashkeshi ge-zhawenimid. <i>I look for a deer who will give themselves to me.</i>
	Nimiigwechiwi'aa waawaashkeshi gii-miizhid owiiyaw da-ondanjigeyaan. <i>I thank the spirit of the deer for giving himself to me so I can eat.</i>
	Indazhiikawaa a'aw waawaashkeshi. <i>I prepare the meat.</i>
	Mii go gakina minwendamaang i'iw waawaashkeshiwi-wiiaas. <i>We all like deer meat.</i>
	Nimaamiinaag iko indinawemaaganag aanind i'iw wiiaas da-maamijiwaad gewiinawaa. <i>I give the meat away to family and friends.</i>
Elder	Miigwech. <i>Thank you.</i>

UNIT
10

Printouts



Ojibwe

Mii go maanoo

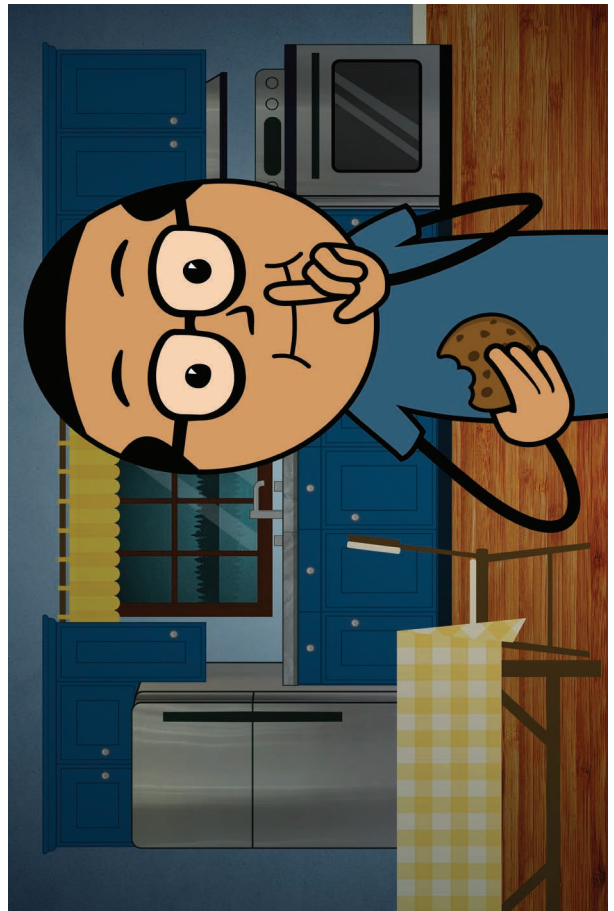
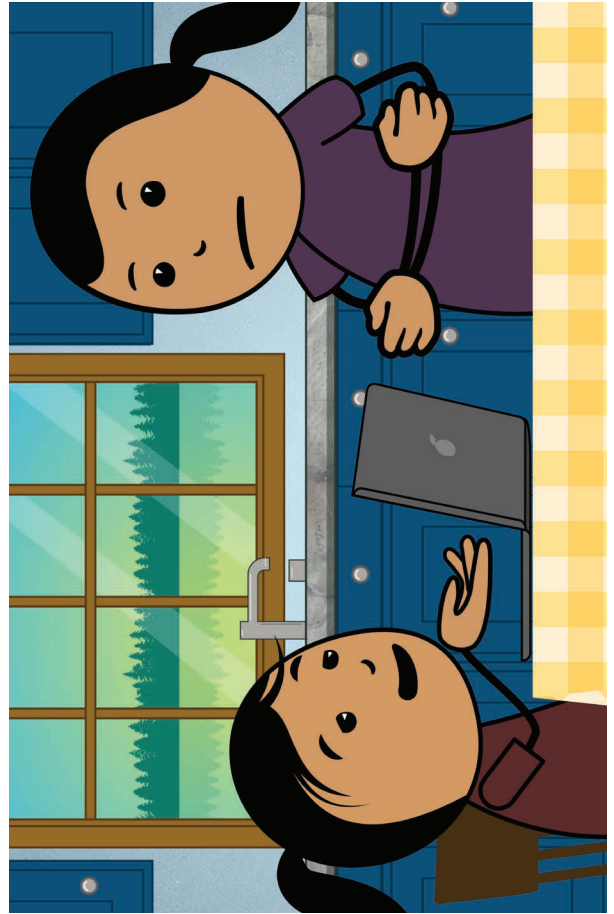
Onjida igo

Gaawiin onjida

Bizaan

Geyaabi

Gaawiin geyaabi





A



AA



B



CH



D



E



G



H



I



A



azhigan

AA



makizinan

B



giigidowin

CH



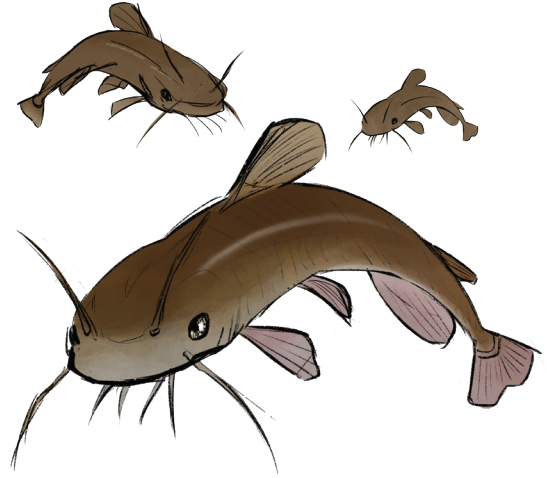
mazina'iganan

D



migiziins

E



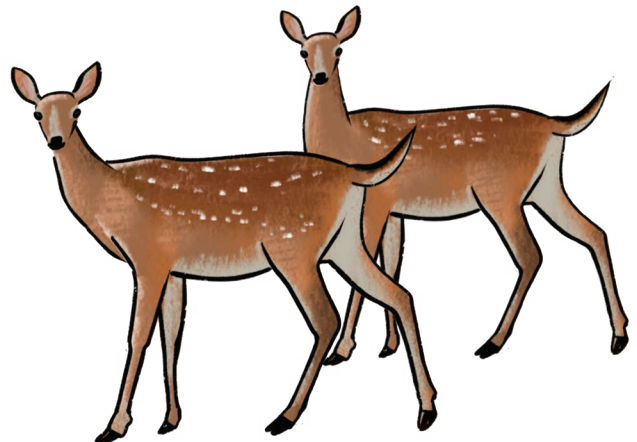
awaazisiig

G



waabizheshi

H



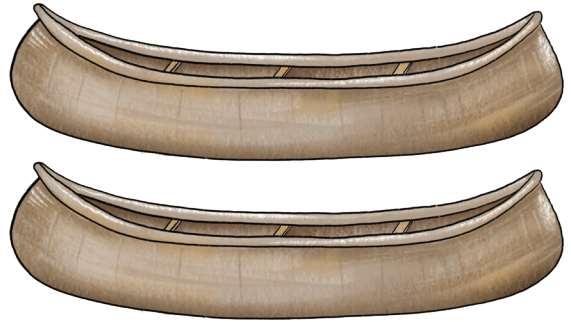
waawaashkeshiinsag

I



giboodiyegwaazon

II



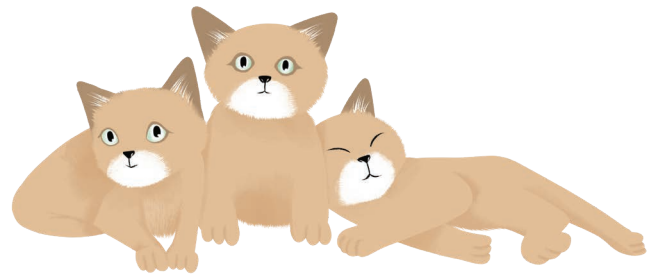
jiimaan

K



ma'iingan

J



gaazhagensag

N



diba'igiiziswaan

M



waabigwan

o



waakaa'igaansan

oo



odaabaanens

Prompt	Single	Plural	Diminutive	Diminutive plural
A				
AA				
B				
CH				
D				
E				
G				
H				
I				
II				
J				
K				
M				
N				
O				
OO				