

# Rosetta Stone<sup>®</sup> Ojibwe

TEACHER'S GUIDE



Level 1 – Unit 11



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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.



## Unit 11: Welcome Teachers

Ojibwe



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.' Below this is a question: 'How would you say that this animal is your clan?' followed by 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](http://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 11

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Ojibwe



# UNIT 11

# Cooking

Ojibwe



**Overview:** Amik and Gimiwan return home with Amik's first kill. The family excitedly contacts Gidagigwaneb and prepares for a ceremony. In this unit, you'll learn more about B-form verbs, how to talk about doing something to yourself, and get a lesson in cooking venison.

## LESSON 1: Gidaa-zagaswe'idimin – *We should have a ceremony.*

Students will:

- talk about food
- express what they think or hope
- ask someone how they are

## LESSON 2: Ozisinaaganen! – *Set the table!*

Students will:

- talk about setting the table

## LESSON 3: Minosemagad. – *It's going well.*

Students will:

- recognize words with related meanings
- use B form with more verbs
- learn about adverbs
- use reciprocal verbs

## LESSON 4: Waawaashkeshiwi-wiiyaas – *Venison*

Students will:

- learn how to prepare venison

## REVIEW







# Lesson 1: Gidaa-zagaswe'idimin. *We should have a ceremony.*

## OBJECTIVES

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

- talk about food
- express what they think or hope
- ask someone how they are

## MATERIALS

- Rosetta Stone Ojibwe
- Smartboard or projector
- Guess the Word Cards (See Printouts A)
- Timer
- Computers or tablets
- Parts of Speech Cards (See Printouts B)
- Lesson 1 Blank Script (See Printouts C)
- Lesson 1 Script, optional

## VOCABULARY

1

<b>onaagan(an)</b> ni	<i>plate(s)</i>
<b>badaka'igan(an)</b> ni	<i>fork(s)</i>
<b>mookomaan(an)</b> ni	<i>knife (knives)</i>
<b>ozisinaagane</b> vai	<i>s/he sets the table</i>

2

<b>aniibiishaaboo</b> ni	<i>tea</i>
<b>wiiyaas</b> ni	<i>meat</i>
<b>zaasagokwaan(ag)</b> na	<i>frybread(s)</i>
<b>ashi</b> vta	<i>put something (animate) somewhere</i>





## Lesson 1: Gidaa-zagaswe'idimin. *We should have a ceremony.* (continued)

### VOCABULARY

3

<b>bi-dagoshin</b> vai	<i>s/he arrives</i>
<b>bakade</b> vai	<i>s/he is hungry</i>
<b>mino-ayaa</b> vai	<i>s/he is well</i>
<b>namadabi</b> vai	<i>s/he sits</i>
<b>nitaage</b> vai	<i>s/he kills game</i>

4

<b>apegish</b>	<i>I hope that</i>
<b>eniwek igo</b>	<i>pretty good</i>
<b>ganabaj</b>	<i>I think that</i>
<b>giniigaaniiming</b>	<i>your future</i>
<b>apane</b>	<i>always</i>

5

<b>nakomewizi</b> vai	<i>her/his prayers are answered</i>
<b>zagaswe'idiwag</b> vai	<i>they have a ceremony</i>
<b>wiikom</b> vta	<i>invite someone to a feast</i>
<b>wawaanaji'</b> vta	<i>have a lot of something (animate)</i>



### ACTIVITY A Guess the word

#### Materials

⌚ **Estimated time:** 90 minutes


- Rosetta Stone Ojibwe
- Smartboard or projector
- Guess the Word Cards, one set (See Printouts A, page 27)
- Timer

#### Activity Steps

1. Complete Lesson 1 Vocabulary, Pronunciation, and Practice activities together as a class.
2. Divide the class into two groups.
3. Each team selects one student to read first. Teams take turns.
4. Explain to students that the goal is for the reader to get the rest of their team to say the Ojibwe word at the top of the card. They cannot say their target word or the associated words below it. They should also follow the rules listed below. Anyone who breaks the rules forfeits the rest of their turn.
  - No abbreviations
  - No past, present, or future tense of the target word
  - No initials
  - No spelling
  - No letters
  - No "sounds like"
  - No "rhymes with"
5. The first group's reader draws a Guess the Word Card and tries to get their team to guess it within a minute.
  - a. If their minute runs out, they use the word on the card, or they break a rule, the opposing team has one minute to try that word.
  - b. If the reader is able to get their team to say the word within one minute, that team receives a point and they can draw another card to repeat the process until the minute is over.
6. When all of the Guess the Word Cards have been used, the game is over. The team with the most points wins.



### ONLINE ACTIVITIES

 **Estimated time:**  
60 minutes

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

#### Activity Steps

- Students complete Rosetta Stone Ojibwe Unit 11, Lesson 1 individually or in groups. (See Lesson 1 Script, page 20)

## ACTIVITY B Verb or noun?

### Materials

 **Estimated time:** 15 minutes

- Parts of Speech Cards, one set per student (See Printouts B, page 28)

### Activity Steps

1. Discuss parts of speech with your class. You might ask:
  - a. What are the parts of speech you know in Ojibwe?
  - b. How can you tell what part of speech a word is?
  - c. What are the different kinds of verbs? Of nouns?
  - d. What kinds of words are there that are neither verb nor noun?
  - e. Why is it helpful to know what part of speech a word is?
2. Distribute Verb, Noun, and Something Else from the Parts of Speech Cards. Save Adverb for Lesson 3.
3. Call out vocabulary words from this lesson or earlier lessons.
4. Students raise the Part of Speech Card that they think matches, with their answer facing the teacher.
  - a. If everyone gets the correct answer, confirm that they are correct. You might also ask students to use the word in a sentence.
  - b. If there are different opinions, lead a discussion until everyone agrees on the correct answer. You might ask students why they answered the way they did, or to try to use the word in a sentence to see if that helps them understand what kind of word it is.
5. Repeat as many times as seems useful, or try one of the variations in the Teacher's Tip.



### TEACHER'S TIP

There are many variations you can use with this activity. Instead of giving each student a set of cards, you could post them in different corners of the classroom and have students race to reach the correct sign, with the last to reach the corner eliminated from the game. You could also have students call out the prompts, or hold up images instead of calling out words. You can use inflected forms of words; for example, by choosing forms used in the Lesson 1 script.

This activity will be useful for students to recall when completing the Unit 11 Review.



### ACTIVITY C Transcribing

#### Materials

- Computers or tablets
- Rosetta Stone Ojibwe
- Lesson 1 Blank Script, one per student (See Printouts C, page 29)
- Lesson 1 Script, optional (see page 20)

 **Estimated time:** 60 minutes

#### Activity Steps

1. Split students into pairs. Give each student a copy of the Lesson 1 Blank Script.
2. Encourage students to review the Lesson 1 Vocabulary and Explore activities in Rosetta Stone Ojibwe.
3. When they feel confident about the Lesson 1 Vocabulary, students should listen to and transcribe the Lesson 1 Look and Listen video. Be sure they have the captions off!
4. When students have finished transcribing, have them check their work with another group. You may also want to distribute copies of the Lesson 1 Script for students to check their answers.
5. Lead a discussion about what students noticed or were surprised by in conducting this transcription. For example, were there any words that were not spelled as they expected?



#### TEACHER'S TIP

Transcribing spoken language can help students with listening and writing skills. You can conduct similar exercises with any of the videos in Rosetta Stone Ojibwe, using the scripts in these Teacher's Guides as answer keys. It is important to have students reflect on what they learned or noticed in transcribing, so that they can learn more about spoken and written Ojibwe.



## Lesson 2: Ozisinaaganen! - Set the table!

### OBJECTIVES

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

- talk about setting the table

### MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Lesson 2 Image Cards (See Printouts D)
- Tape
- What Do You See Answer Sheets (See Printouts E)
- Plates
- Bowls
- Napkins
- Tablecloths
- Cups
- Forks
- Knives
- Spoons
- Lesson 2 Script

### VOCABULARY

1

<b>adoopowin(an)</b> ni	<i>table(s)</i>
<b>adoopowiniigin(an)</b> ni	<i>tablecloth(s)</i>
<b>onaagan(an)</b> ni	<i>plate(s)</i>
<b>giziidoone'on(an)</b> ni	<i>napkin(s)</i>
<b>boozikinaagan(an)</b> ni	<i>bowl(s)</i>
<b>atoon</b> vti	<i>put something somewhere</i>

2

<b>mookomaan(an)</b> ni	<i>knife (knives)</i>
<b>emikwaanens(an)</b> ni	<i>spoon(s)</i>
<b>badaka'igan(an)</b> ni	<i>fork(s)</i>
<b>onaagaans(an)</b> ni	<i>cup(s); drinking glass(es)</i>
<b>apabiwin(an)</b> ni	<i>chair</i>



### ONLINE ACTIVITIES

**Estimated time:**  
45 minutes

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

#### Activity Steps

- Students complete Rosetta Stone Ojibwe Unit 11, Lesson 2 individually or in groups. (See Lesson 2 Script, page 22)

## ACTIVITY A What do you see?

### Materials

**Estimated time:** 30 minutes

- Lesson 2 Image Cards, one set (See Printouts D, page 31)
- Tape
- What Do You See Answer Sheets, one per student (See Printouts E, page 33)

### Activity Steps

1. Tape the Lesson 2 Image Cards around the classroom.
2. Distribute What Do You See Answer Sheets to students.
3. Allow students to move around the classroom and examine the images.
  - a. Students will match the images to their associated descriptions on the Answer Sheet. Students will write the letter associated with the image to its matching description.
4. When students have finished, call on individual students to list the objects in each image. Other students may take this time to check their work.



### TEACHER'S TIP

For a more challenging version of this activity, have students make their own answer sheets by writing the Ojibwe alphabet from **A** to **H** (skipping 'I') and write down the objects in each image instead of using the answer sheet provided.

You could also use these prompts for a Running Dictation exercise. See Unit 8, Lesson 1, Activity B for Running Dictation instructions.



### ACTIVITY B Set the table

#### Materials

⌚ **Estimated time:** 60 minutes

- Table settings (enough for each group to have at least one of each item)
  - Plates
  - Bowls
  - Napkins
  - Tablecloths
- Lesson 2 Script, one copy (See page 22)
- Forks
- Knives
- Spoons
- Cups

#### Activity Steps

1. Distribute the plates, bowls, napkins, tablecloths, cups, forks, knives, and spoons to students.
  - a. Depending on how many table setting items you have, you may want to put students in small groups.
2. Give students instructions for how to set their table. You may want to use the instructions from the Lesson 2 Script, or come up with your own.
  - a. For an added twist, call out some negative commands. Students should not set out the item you call out.
3. Keep track of the instructions you have called out. At the end of your instructions, check which groups have the correct set of items on their table.

### ACTIVITY C Show your table

#### Materials

⌚ **Estimated time:** 60 minutes

- Table settings (enough for each group to have at least one of each item)
  - Plates
  - Bowls
  - Napkins
  - Tablecloths
- Forks
- Knives
- Spoons
- Cups

#### Activity Steps

1. Distribute the plates, bowls, napkins, tablecloths, cups, forks, knives, and spoons to students.
2. Split the class into small groups, each with a table or group of desks pushed together to serve as a table.
3. Each group sets their table and prepares a presentation where they will show the class the following:
  - a. the items on their table and how many there are.
    - Remind students to use plural endings and verbs as necessary.
  - b. where they placed each item (using **atoon**)
  - c. the colors of their items.
  - d. how each member of the group participated in setting the table
4. Groups take turns presenting their tables to the class.





## Lesson 3: Minosemagad. *It's going well.*

### OBJECTIVES

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

- use more B-form verbs
- use adverbs
- use reciprocal verbs
- use familiar patterns to learn new words

### MATERIALS

- Rosetta Stone Ojibwe
- Smartboard or projector
- Lesson 3 Script, optional
- Computers or tablets
- Blank paper
- Markers or colored pencils
- Lesson 3 Image Cards (See Printouts F)
- Tape
- Parts of Speech Cards, one set per student (See Printouts B)
- Unit 8 Lesson 1 Script
- Highlighters, one per student
- Vocabulary frames

## ACTIVITY A Word roots

### Materials

- Rosetta Stone Ojibwe
- Smartboard or projector
- Lesson 3 Script, optional, one per student (See page 23)
- Computers or tablets
- Blank paper
- Markers or colored pencils

**Estimated time:** 45 minutes

### Activity Steps

1. Watch Lesson 3 Look and Listen video in Rosetta Stone Ojibwe together as a class.
2. Display the Ojibwe People's Dictionary ([www.ojibwemowin.com](http://www.ojibwemowin.com)) entry for **minomaagwad**. Navigate to the Word Parts section at the bottom of the entry to show how **minomaagwad** is made up of the parts **minw-** (*good*) and **maagwad** (*it has a smell*).
3. Follow the link to the **minw-** entry. Look for some familiar words on this list, and maybe follow the links to some other words.
4. Ask the class if they can think of other word parts that form the root of several words. They should at least come up with **wiin-** and **giziibiig-** from the video, but they might have other ideas from earlier lessons.
  - Note that the **wiin-** word part is different from the word **wiin** (*she or he*).



### TEACHER'S TIP

The Ojibwe People's Dictionary has a brief introduction to word stems, word parts, and word families under the Language Help menu. Depending on the age of your students, you might encourage them to read this section.



### ACTIVITY A Word roots (continued)

5. Divide the class into small groups, each with at least one computer or tablet. Have students investigate a word part. They should create an image that shows this root and several of the words that share this root. The diagram should include information about each word's parts of speech, a sentence using each word, and an illustration of the word's meaning. If your students need help coming up with roots to use, you can suggest:

- |              |          |
|--------------|----------|
| • minw-      | • giizh- |
| • wiin-      | • naad-  |
| • giziibiig- | • -aabam |
| • -nikaazo   | • biind- |

6. Students present their root image to the class. Discuss with the class how knowing and recognizing roots like this can help them understand and learn more Ojibwemowin.



### TEACHER'S TIP

Ojibwemowin is a *polysynthetic* language. That means that words are made by combining many parts in a specific structure, making long words with complex meanings. Those long words can seem difficult for learners, but by learning the meaningful pieces (or *morphemes*) that make up those words, and the patterns that they combine in, learners can master even the longest words, and make their own complex words. Rather than thinking of Ojibwemowin as a difficult language, it might help to think of it as very different from English.

### ONLINE ACTIVITIES

 **Estimated time:**  
45 minutes

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

#### Activity Steps

- Students complete Rosetta Stone Ojibwe Unit 11, Lesson 3 individually or in groups. (See Lesson 3 Script, page 23)



### ACTIVITY B Mii na...?

#### Materials

**Estimated time:** 30 minutes

- Rosetta Stone Ojibwe
- Smartboard or projector
- Lesson 3 Image Cards, minimum one card per student (See Printouts F, page 34)
- Tape

#### Activity Steps

1. Review Lesson 3 Explore 3 and Practice 3 in Rosetta Stone Ojibwe as a group.
2. Give each student one Lesson 3 Image Card. If there are more than 10 students, use duplicate cards, or use image cards from previous units.
3. Each student tapes their card to their forehead, with the image facing outward. Students should not look at their own cards.
4. Students work their way around the classroom and ask each other **Mii na (object)?** (*Is it a [object]?*)
  - a. Students answer each other with **Eya', mii iw (object).** (*Yes, it is [object].*), or **Gaawiin.** (*No.*)
5. Students repeat questioning and answering until they've been able to identify what's on their card and group themselves with any other students who have the same image card.
6. Collect the cards, shuffle them, and repeat the exercise as many times as is useful.

### ACTIVITY C Verb, noun, or adverb?

#### Materials

**Estimated time:** 15 minutes

- Rosetta Stone Ojibwe
- Smartboard or projector
- Parts of Speech Cards, one set per student (See Printouts B, page 28)

#### Activity Steps

1. Review Lesson 3, Explore 6 and Practice 6, and the parts of speech discussion you had in Lesson 1, Activity B.
2. Distribute Parts of Speech Cards to each student, this time including all four cards.
3. Call out vocabulary words from this unit or earlier units. Be sure to include some or all of the following adverbs: **nawaj, dibi, apegish, ganabaj, gaye, weweni**
4. Students raise the Part of Speech Card that they think matches, with their answer facing the teacher.
  - a. If everyone gets the correct answer, confirm that they are correct. You might also ask students to use the word in a sentence.
  - b. If there are different opinions, lead a discussion until everyone agrees on the correct answer. You might ask students why they answered the way they did, or to try to use the word in a sentence to see if that helps them understand what kind of word it is.



### ACTIVITY D A- & B-form verbs

#### Materials

- Rosetta Stone Ojibwe
- Smartboard or projector
- Unit 8, Lesson 1 Script (See Unit 8, page 21)
- Highlighters, one per student
- Vocabulary frames

 **Estimated time:** 60 minutes

#### Activity Steps

1. Review Lesson 3 Explore 4 and Explore 5 in Rosetta Stone Ojibwe together.
2. Use the examples from Explore 4 and Explore 5 to make a list of B-form endings on the board.
3. Split the class into pairs or small groups.
4. Distribute copies of the Unit 8, Lesson 1 script.
5. Each group will use a highlighter and a pencil to complete the following tasks:
  - a. Circle all B-form verbs.
  - b. Underline all A-form verbs.
  - c. Highlight all command forms.
6. When students have finished, have them compare their script with another group.
7. Students who finish early may update their vocabulary frames with the B forms of verbs that they have learned.
8. When all students have finished, review any tricky sections or repeat the activity as a group on the smartboard.



#### TEACHER'S TIP

We suggest using the Unit 8, Lesson 1 script here because it has some good examples of B-form verbs. All Lesson 1 scripts have some B-form verbs, though, so you can repeat this with scripts from different lessons, or assign each group a different script and have students share what they find in those scripts with each other.



## Lesson 4: Waawaashkeshiwi-wiiyaas – Venison

### OBJECTIVES

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

- prepare venison

### MATERIALS

- One per student group
  - Stovetop/hotplate
  - Frying pan
  - Knife
  - Fork
  - Bowl
- Flour
- Salt
- Pepper
- Oil

### VOCABULARY

1

**waawaashkeshiwi-wiiyaas** *venison*  
ni

**gaa-wiisagang** *pepper*

**bibine-bakwezhigan** *flour*  
na

**bimide** *oil*  
ni

**abwewin(an)** *frying pan(s)*  
ni

**gitigaanens(an)** *vegetable(s)*  
ni

2

**giizizan** *cook it*  
vti

**inizhan** *cut it a certain way*  
vti

**abizan** *heat it*  
vti

**gwekiwebinan** *flip something over*  
vti

**ozaawaakizan** *brown something*  
vti



### ACTIVITY A How to cook venison

#### Materials


- Rosetta Stone Ojibwe
- Smartboard or projector

 **Estimated time:** 45 minutes

#### Activity Steps

1. Ask students what they know about cooking venison, including what steps are involved and different ways that venison can be prepared.
2. Keep a list of different dishes, and different methods for cooking venison on the board.

#### ONLINE ACTIVITIES

 **Estimated time:**  
45 minutes

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

#### Activity Steps

- Students complete Rosetta Stone Ojibwe Unit 11, Lesson 4 individually or in groups. (See Lesson 4 Script, page 25)
- Tell students that they will cook venison in the next lesson. They should take notes to help them remember the process.



### ACTIVITY B Cooking venison

#### MATERIALS

- One per student group
  - Stovetop/hotplate
  - Frying pan
  - Knife
  - Fork
  - Bowl
- Flour
- Salt
- Pepper
- Oil

 **ESTIMATED TIME:** 45 MINUTES

#### Activity Steps

1. Have students review their notes, and the online activities for Lesson 4 if necessary.
2. Review and display the vocabulary words for this lesson.
3. Assign students to small groups (one group per heat source).
4. Instructor will model, and students will follow the instructor and their notes to prepare and cook venison. Be sure to use the language taught in this lesson to provide instructions.
5. Eat and enjoy!



#### TEACHER'S TIP

This lesson will require the instructor to provide venison. You may be able to find a community member to provide this for you every year. If not, you may be able to find it at your local meat shop.



#### CULTURE CORNER

As Anishinaabe people, we are always taught to respect everyone and everything, because there is a spirit in everything. Treat the animals killed for food with the utmost respect. When you have venison, remember to share with the elders who cannot hunt, the widows, the ones who are grieving who are not able to hunt, and your family.



#### TEACHER'S TIP

It may be necessary to work with the kitchen, home economics classroom, or your supervisor to allow permission for hotplates in the classroom to complete this lesson.





# Unit 11 – REVIEW

Ojibwe



## OBJECTIVES

- Review Unit 11

## MATERIALS

- Rosetta Stone Ojibwe
- Smartboard or projector
- Review Word Cards (See Printouts G)

## 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.
  - Suggested activities: Lesson 1 Final Practice, Lesson 2 Practice 2, Lesson 3 Practice 5 and 6, and Lesson 4 Practice 1 and 2.
  - 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.

## Classification

### Materials

- Review Word Cards, one set per small group (See Printouts G, page 37)

 **Estimated time:** 30 minutes

### Review Steps

1. Split students into small groups.
2. Give each group a set of Review Word Cards. (You can have them cut out their own cards).
3. Students group the vocabulary words as follows: Nouns, Verbs, Adverbs, Something else.



### TEACHER'S TIP

For additional practice, have students group these vocabulary words in other ways and justify their classifications. For example, students may group foods into one category, dishes into another, and utensils into another. You might also ask students to group words that share some word part.



# Unit 11 – REVIEW

Ojibwe



## Cooking Show

 **Estimated time:** 60 minutes

### Review Steps

1. Divide students into pairs.
2. Have each pair of students come up with the script of a cooking show which walks the viewer through the steps of cooking some dish. Their script should include the following:
  - a. The actors greeting each other and saying they are doing well
  - b. At least three kinds of food
  - c. At least three kinds of kitchen utensils
  - d. Verbs in B form and command form
  - e. Saying that their food looks, smells, and/or tastes good
  - f. At least three adverbs
3. Have students act out their cooking shows for the rest of the class.



### TEACHER'S TIP

Encourage students to bring in props, including edible props, for acting out their cooking show!

## 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 11

## Scripts



Ojibwe

## Asemaakawind a'aw Waawaashkeshi – Ceremony for the Deer

Ogimaakwe	<b>Aaniin, Amik. Aaniin, Inded! Ginakomewizim ina?</b> <i>Hi, Amik! Hi, Dad! Did you guys get what you prayed for?</i>
Amik	<b>Eya'!</b> <i>Yes!</i>
Ogimaakwe	<b>Howa, nashke!</b> <i>Oooh, look!</i>
	<b>Howa. Mindido wa'aw! Ginitaawichige geget, Amik!</b> <i>Wow. It's big! Great job, Amik!</i>
Amik	<b>Miigwech, Ogimaakwe.</b> <i>Thanks, Ogimaakwe.</i>
Waabishkibines	<b>Wayahay! Gidaa-zagaswe'idimin azhigwa.</b> <i>Wow! Now we should have a ceremony!</i>
Gimiwan	<b>Eya', gidaa-wiikomaanaan Gidagigwaneb. Inga-ganoonaa.</b> <i>Yes, we'll invite Gidagigwaneb to the feast! I'll call him.</i>
Amik	<b>Wiiyaas, manoomin, zaasagokwaan, miinawaa okaadaakoon.</b> <i>Meat, rice, frybread, and carrots.</i>
	<b>Onaaganan, badaka'iganan, mookomaanan, miinawaa aniibiishaaboo.</b> <i>Plates, forks, knives, and tea.</i>
Waabooz	<b>Amik. Weweni omaa ozisinaaganen.</b> <i>Amik. Set the table nicely here.</i>
Gimiwan	<b>Ningwis. Gidaa-asaa a'aw asemaa iwidi akeyaa.</b> <i>Son. You can put the tobacco over there.</i>
Ogimaakwe	<b>Bi-dagoshin Gidagigwaneb. Gigiizhiitaamin ina?</b> <i>Gidagigwaneb is arriving. Are we ready?</i>
	<b>Boozhoo, Gidagigwaneb!</b> <i>Hello, Gidagigwaneb!</i>
Gidagigwaneb	<b>Aaniin, Ogimaakwe.</b> <i>Hi, Ogimaakwe.</i>
Waasegiizhigookwe	<b>Miigwech bi-izhaayan.</b> <i>Thank you for coming.</i>
Gidagigwaneb	<b>Miigwech gegiin, Waasegiizhigookwe.</b> <i>Thank you too, Waasegiizhigookwe.</i>
Waabishkibines	<b>Aaniin, Gidagigwaneb. Niminwendam waabaminaan miinawaa. Apegish mino-ayaayan.</b> <i>Hi, Gidagigwaneb. I'm happy to see you again. I hope you're well.</i>

## Asemaakawind a'aw Waawaashkeshi – Ceremony for the Deer



Gidagigwaneb	Eniwek igo. Miigwech. <i>Pretty good. Thanks.</i>
Waasegiizhigookwe	Ingiizhiitaamin ganabaj. Bi-namadabig. <i>OK. I think we're ready. Come sit.</i>
Gidagigwaneb	Booch giga-asemaakawaanaan iniw waawaashkeshiwan gaa-oshki-nisaajin a'aw Amik... <i>We have to make a tobacco offering to the first deer that Amik killed...</i>
Ogimaakwe	Mmmm. Wiyaas, manoomin, zaasagokwaan...Mii na okaadaakoon? <i>Mmmm. Meat, rice, frybread...Are those carrots?</i>
Amik	Eya', niminopidaan an okaadaakoon. Nimbakade! <i>Yup, I like carrots! I'm hungry!</i>
Gidagigwaneb	Miigwech, Amik, oshki-nitaageyan. <i>Thank you, Amik, for your first kill.</i>
	Apegish nawaj nitaageyan giniigaaniiming apane da-wii-wawaanaji'ad a'aw waawaashkeshi. <i>I hope that you're able to kill more in your future, and that you will always have plenty of deer meat.</i>

## Ozisinaaganeng – Setting the Table



### Ozisinaaganeng!

*Set the table!*

#### adoopowin

*table*

### Adoopowining atoon i'iw adoopowiniigin.

*Put the tablecloth on the table.*

#### adoopowiniigin

*tablecloth*

### Adoopowining atoon iniw apabiwinan.

*Put the chairs at the table.*

#### apabiwin

*chair*

### Adoopowining atoon iniw onaaganan.

*Put the plates on the table.*

#### onaagan

*plate*

### Adoopowining atoon iniw giziidoone'onan.

*Put the napkins on the table.*

#### giziidoone'on

*napkin*

### Adoopowining atoon iniw boozikinaaganan.

*Put the bowls on the table.*

#### boozikinaagan

*bowl*

### Adoopowining atoon iniw mookomaanan.

*Put the knives on the table.*

#### mookomaan

*knife*

### Adoopowining atoon iniw emikwaanensan.

*Put the spoons on the table.*

#### emikwaanens

*spoon*

### Adoopowining atoon iniw badaka'iganan.

*Put the forks on the table.*

#### badaka'igan

*fork*

### Adoopowining atoon iniw onaagaansan.

*Put the glasses on the table.*

#### onaagaans

*glass*

### Mii gii-ozisinaaganeng.

*The table is set.*

# Ojibikan – Roots



<b>Narrator</b>	You've learned a little about related sets of words in the past, but let's take a closer look at different kinds of patterns now. Listen carefully for similar sounds in each of the following examples.
<b>Speaker 1</b>	<b>Aaniin enakamigak?</b> <i>How's it going?</i>
<b>Speaker 2</b>	<b>Minosemagad.</b> <i>It's going well.</i>
	<b>Minomaagwad.</b> <i>It smells good.</i>
	<b>Minonaagwad gaye!</b> <i>It looks good too!</i>
<b>Speaker 1</b>	<b>Aaniin enakamigak?</b> <i>How's it going?</i>
<b>Speaker 2</b>	<b>Minosemagad.</b> <i>It's going well.</i>
	<b>Minomaagwad.</b> <i>It (inanimate) smells good.</i>
	<b>Minonaagwad gaye!</b> <i>It looks good too!</i>
<b>Narrator</b>	Did you hear a similar sound throughout this dialogue? What do you think <b>mino</b> means? If you guessed <i>good</i> , then you're right!
<b>Speaker 1</b>	<b>Giminopidaan ina manoomin?</b> <i>Do you like the taste of rice?</i>
<b>Speaker 2</b>	<b>Eya'. Minopogwad.</b> <i>Yes. It tastes good.</i>
<b>Speaker 1</b>	<b>Giminopwaa ina baaka'aakwenh?</b> <i>Do you like the taste of chicken?</i>
<b>Speaker 2</b>	<b>Gaawiin. Gaawiin minopogizisiin!</b> <i>No. It doesn't taste good!</i>
<b>Speaker 1</b>	<b>Giminopidaan ina manoomin?</b> <i>Do you like the taste of rice?</i>
<b>Speaker 2</b>	<b>Eya'. Minopogwad.</b> <i>Yes. It tastes good.</i>



## Ojibikan – Roots



Speaker 1	<b>Giminopwaa ina baaka'aakwenh?</b> <i>Do you like the taste of chicken?</i>
Speaker 2	<b>Gaawiin. Gaawiin minopogizisiin!</b> <i>No. It doesn't taste good!</i>
Narrator	Were you able to understand what's being said in these conversations, even if some of the words were new to you? You can often use your knowledge of related words to help you figure out the meaning of unknown words.
Speaker 1	<b>Niwiiniz. Inga-giziibiigazhe!</b> <i>I'm dirty. I'm going to bathe.</i>
Speaker 2	<b>Wiinad o'ow emikwaanens. Inga-giziibiiginaan.</b> <i>This spoon is dirty. I'm going to wash it.</i>
	<b>Wiinadoon onow onaaganan. Inga-giziibiiginaagane.</b> <i>These dishes are dirty. I'm going to wash the dishes.</i>
Speaker 1	<b>Niwiiniz. Inga-giziibiigazhe!</b> <i>I'm dirty. I'm going to bathe.</i>
Speaker 2	<b>Wiinad o'ow emikwaanens. Inga-giziibiiginaan.</b> <i>This spoon is dirty. I'm going to wash it.</i>
	<b>Wiinadoon onow onaaganan. Inga-giziibiiginaagane.</b> <i>These dishes are dirty. I'm going to wash the dishes.</i>
Narrator	Did you notice how all the words for dirty are related? The words to talk about washing or bathing are also related. Keep looking for patterns like these as you continue your language-learning journey

## Giizizigaadeg Waawaashkeshiwi-wiyyaas – Cooking Venison



**Boozhoo! Bizhikiins indizhinikaaz.**

*Hi! My name is Bizhikiins.*

**Noongom giwii-gikinoo' amoon da-nitaa-giizizaman i'iw waawaashkeshiwi-wiyyaas.**

*Today I'm going to teach you how to cook venison.*

**Giga-wii-ayaan: abwewin, waawaashkeshiwi-wiyyaas, mookomaan, bibine-bakwezhigan, zhiiwitaagan, gaa-wiisagang, miinawaa bimide.**

*You are going to want: a frying pan, venison, a knife, flour, salt, pepper, and oil.*

**Aabitawinaagaans i'iw bimide giga-ziiginaan imaa abwewining. Giga-abizaan i'iw bimide.**

*You will put about a half cup of oil into the frying pan. You will heat the oil.*

**Aayaabitooninj giga-inizhaan i'iw wiyyaas.**

*Cut the venison into thick pieces.*

**Aabajitoo badaka'igan da-bapagone'aman i'iw wiyyaas da-nookada'aman i'iw.**

*Use a fork to poke holes in the meat to make it tender.*

**Atoon i'iw bibine-bakwezhigan imaa boozikinaaganing.**

*Put some flour in a bowl.*

**Gidaa-dagonaan i'iw zhiiwitaagan naa gaa-wiisagang imaa bibine-bakwezhiganing.**

*You should add salt and pepper to your flour.*

**Gidaa-zinigosidoon i'iw wiyyaas imaa bibine-bakwezhiganing.**

*You should rub the meat in the flour.*

**Mii dash ge-izhi-atoyamban i'iw waawaashkeshiwi-wiyyaas imaa gezhaagamideg bimide.**

*Then you will put the meat in the hot oil.*

**Azhigwa ani-ozaawaakideg i'iw waawaashkeshiwi-wiyyaas giga-gwekiwebinaan i'iw.**

*When the meat turns brown you will flip it over.*

**Mii imaa da-ozaawaakizaman i'iw akeyaa gaye.**

*You will brown that side too.*

**Mii imaa da-atooyamban manoomin miinawaa gitagaanensan.**

*You could put wild rice and vegetables to eat with your meat.*

**Da-minopogwad.**

*It will be delicious.*

# UNIT 11

## Printouts



Ojibwe

onaagan	aniibiishaaboo	badaka'igan	wiiyaas
plate bowl eat table	tea coffee mug drink	fork spoon knife eat	meat venison beef steak
mookomaan	zaasagokwaan	ozisinaagane	apegish
knife fork spoon cut	frybread Indian taco butter honey fluffy	set table plate bowl	hope wish want fear
bakade	ganabaj	namadabi	giniigaaniiming
hungry thirsty food eat	think opinion suppose feel	sit stand chair table	future your past present
nitaage	apane	zagaswe'idiwag	mino-ayaa
kill game hunt shoot	always never sometimes forever	ceremony feast celebrate tobacco	well good healthy bad

**Noun**

**Adverb**

**Verb**

**Something  
else**

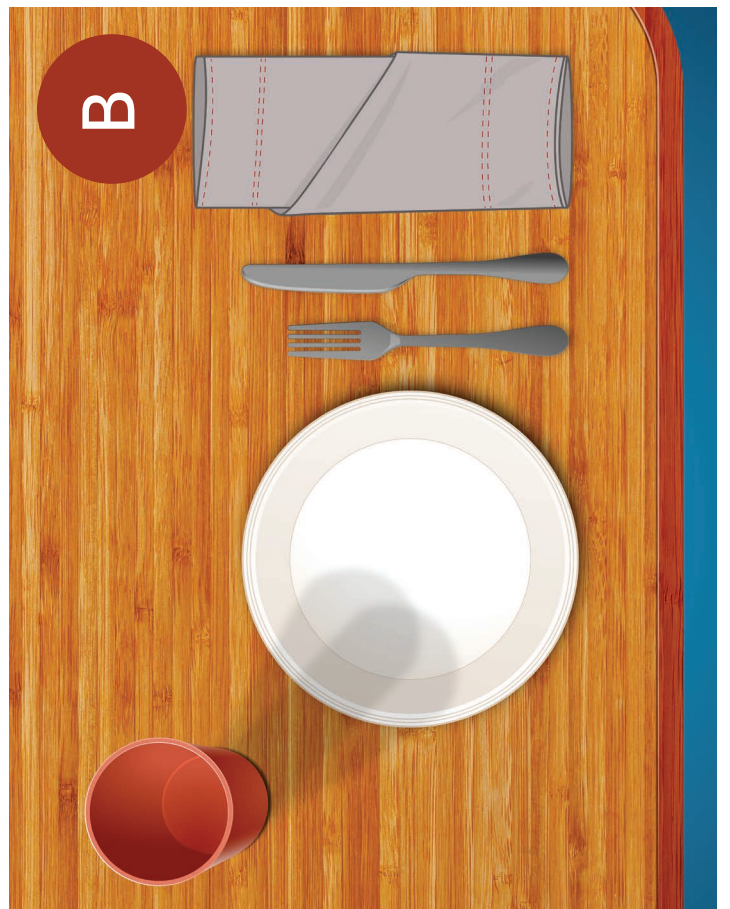
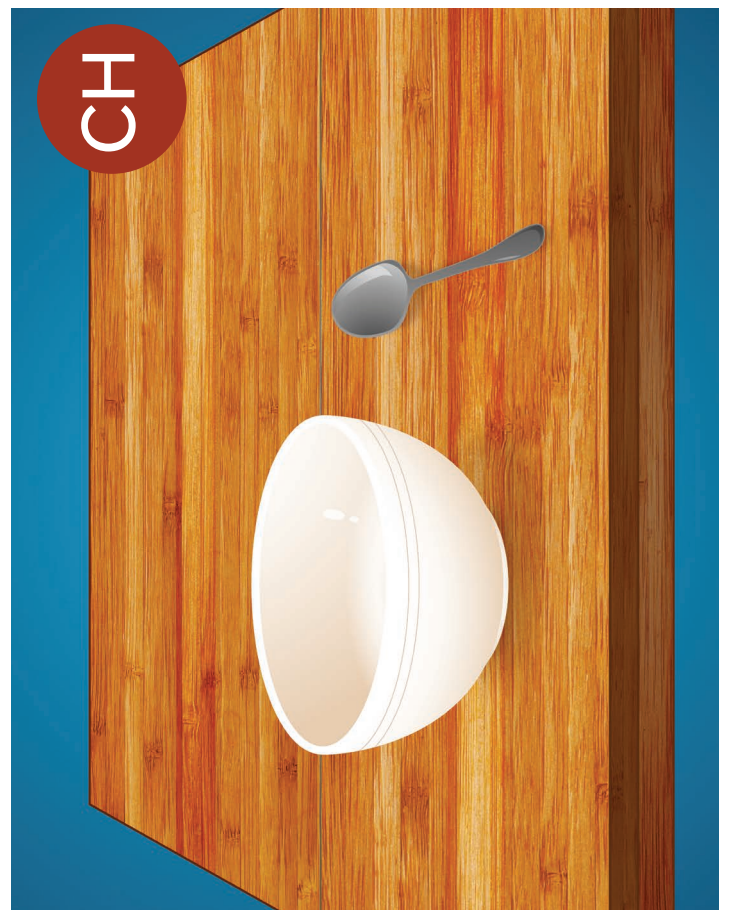
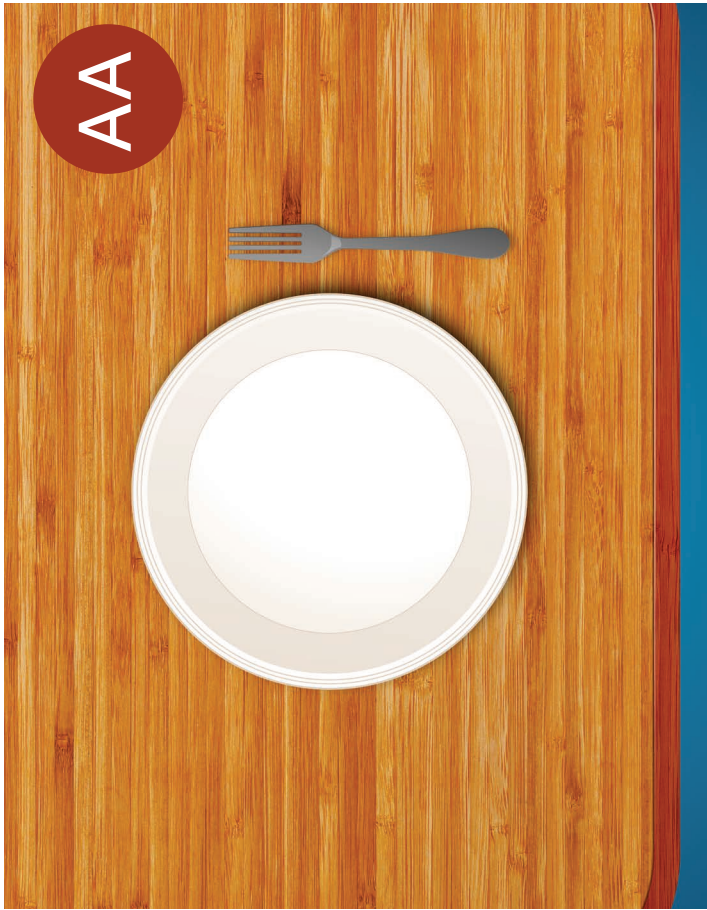
## Asemaakawind a'aw Waawaashkeshi – Ceremony for the Deer

Ogimaakwe	
Amik	
Ogimaakwe	
Amik	
Waabishkibines	
Gimiwan	
Time passes. Amik is kneeling on the floor laying out the food for the meal.	
Amik	
Waabooz	
Gimiwan	
Ogimaakwe	
Ogimaakwe goes to greet Gidagigwaneb at the front door.	

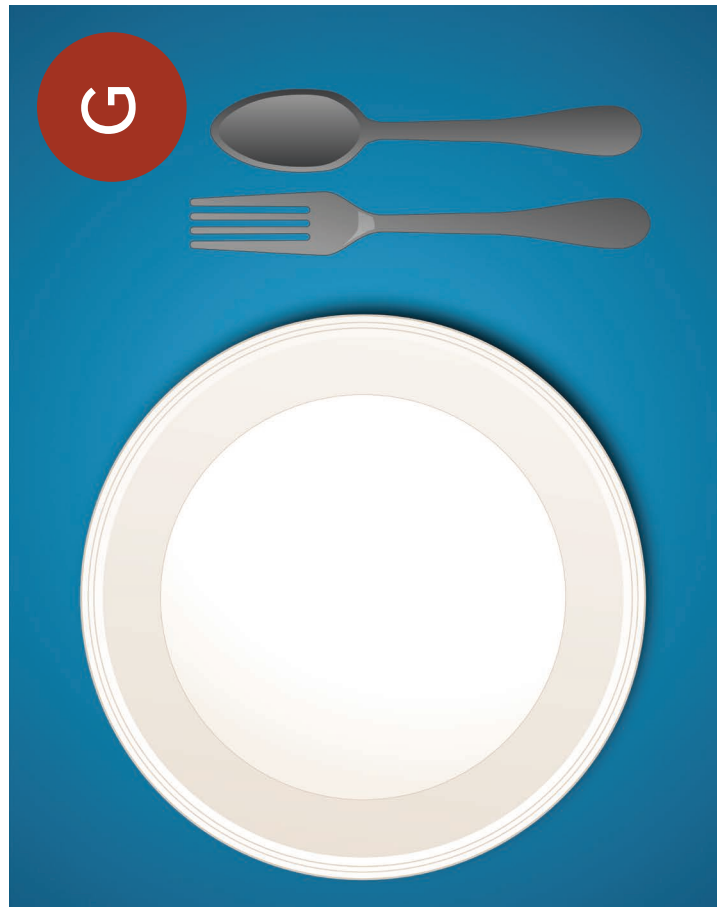
## Asemaakawind a'aw Waawaashkeshi – *Ceremony for the Deer*

Ogimaakwe	
Gidagigwaneb	
Waasegiizhigookwe	
Gidagigwaneb	
Waabishkibines	
Gidagigwaneb	
Waasegiizhigookwe	
Gidagigwaneb	
Ogimaakwe	
Amik	
Gidagigwaneb	









Name: \_\_\_\_\_

\_\_\_\_\_ boozikinaagan, badaka'igan, mookomaan, onaagan, giziidoone'on, adoopowin

\_\_\_\_\_ adoopowin, onaagan, badaka'igan

\_\_\_\_\_ adoopowin, giziidoone'on, onaagaans, onaagan, mookomaan, badaka'igan

\_\_\_\_\_ adoopowin, boozikinaagan, emikwaanens

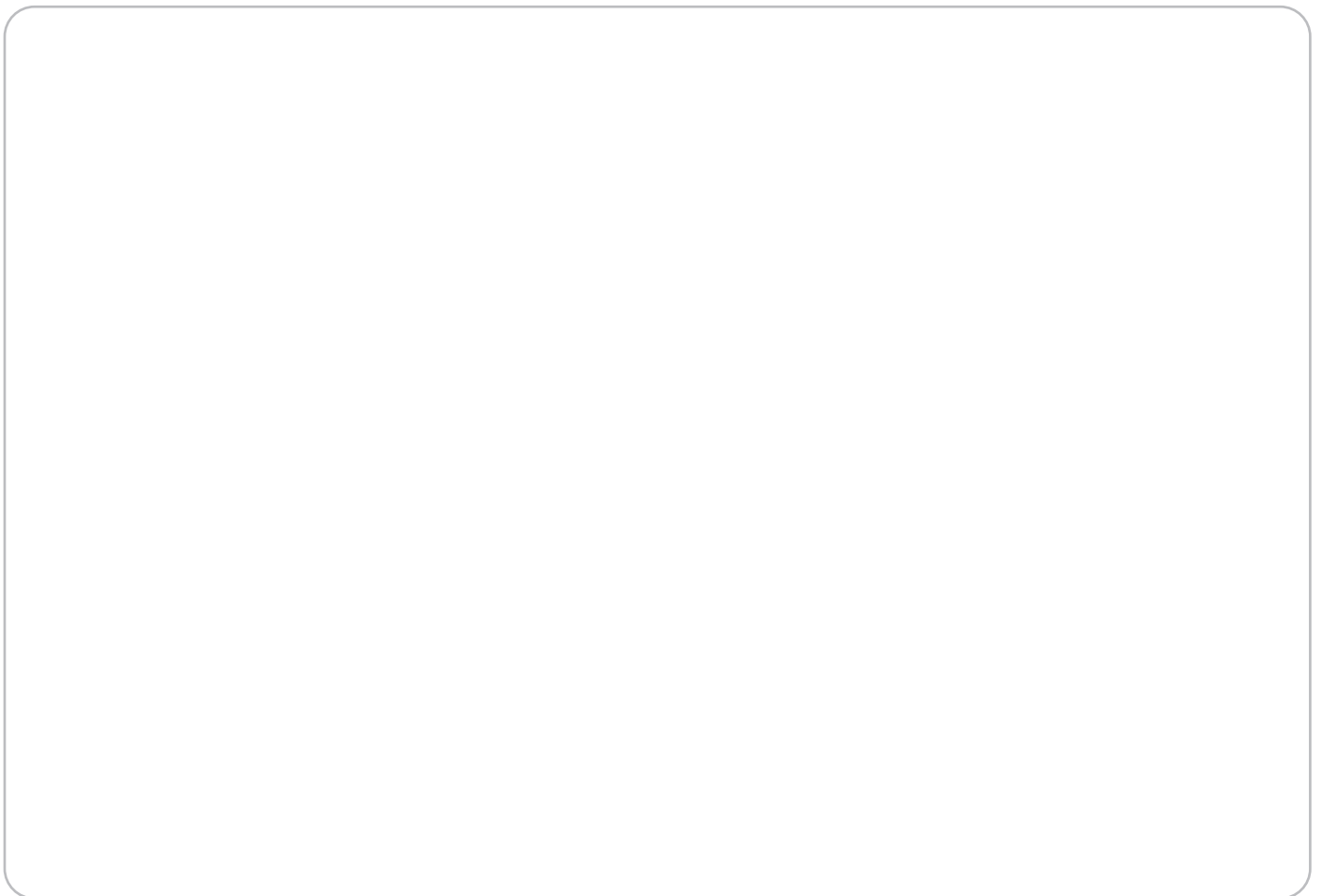
\_\_\_\_\_ adoopowin, onaagaans, onaagan, badaka'igan, mookomaan, giziidoone'on, apabiwin

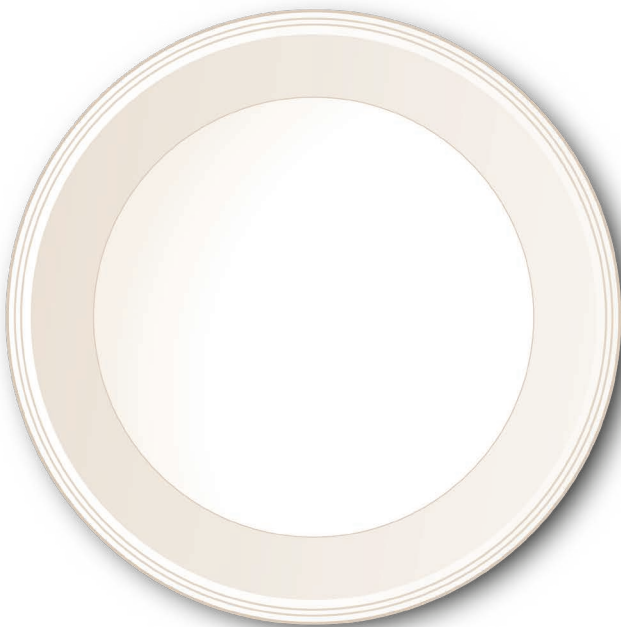
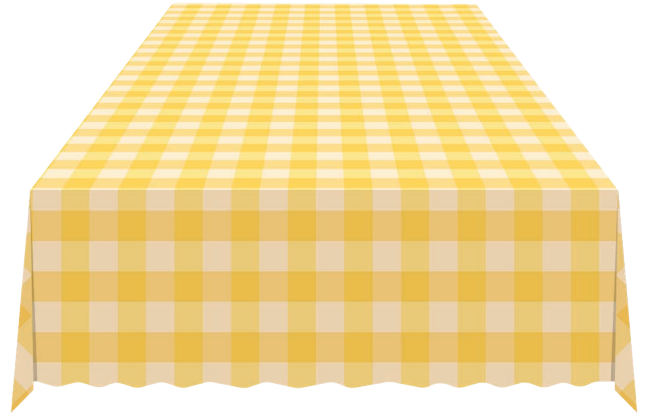
\_\_\_\_\_ adoopowiniigin, emikwaanens, giziidoone'on, boozikinaagan, onaagan

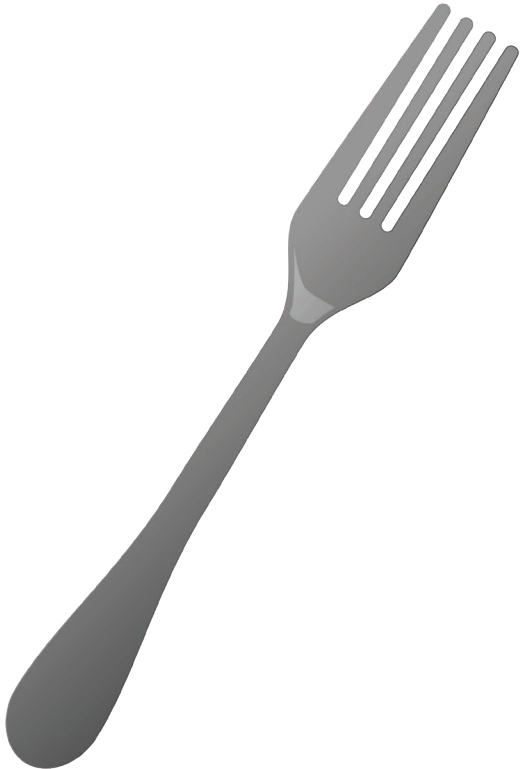
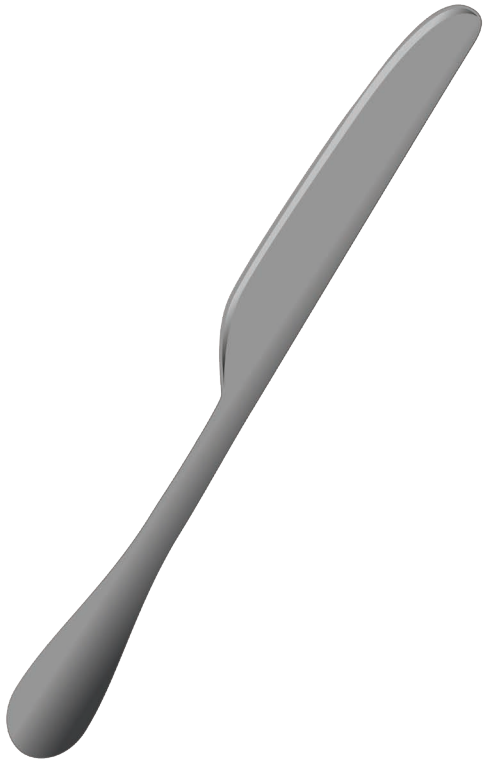
\_\_\_\_\_ onaagan, emikwaanens, badaka'igan

\_\_\_\_\_ adoopowin, apabiwin, onaagan, mookomaan, badaka'igan

Draw a table setting below, and ask a friend to label it:









<b>onaagan</b>	<b>badaka'igan</b>	<b>mookomaan</b>
<b>ozisinaagane</b>	<b>aniibiishaaboo</b>	<b>wiinyaas</b>
<b>zaasagokwaan</b>	<b>ashi</b>	<b>bi-dagoshin</b>
<b>bakade</b>	<b>mino-ayaa</b>	<b>namadabi</b>
<b>nitaage</b>	<b>apegish</b>	<b>eniwek igo</b>
<b>ganabaj</b>	<b>giniigaaniiming</b>	<b>apane</b>
<b>nakomewizi</b>	<b>zagaswe'idiwag</b>	<b>wiikom</b>



<b>wawaanaji'</b>	<b>adoopowin</b>	<b>adoopowiniigin</b>
<b>giziidoone'on</b>	<b>boozikinaagan</b>	<b>atoon</b>
<b>emikwaanens</b>	<b>onaagaans</b>	<b>apabiwin</b>
<b>wiinyaas</b>	<b>gaa-wiisagang</b>	<b>bibine- bakwezhigan</b>
<b>bimide</b>	<b>abwewin</b>	<b>gitigaanens</b>
<b>giizizan</b>	<b>inizhan</b>	<b>abizan</b>
<b>gwekiwebinan</b>	<b>ozaawaakizan</b>	<b>waawaashkeshi</b>