

Rosetta Stone[®] Ojibwe

TEACHER'S GUIDE



Level 1 – Unit 12



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Chato Ombishkebines Gonzalez, "Sacred Winter Stories" as told by Lee Obizaan Staples

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Weshki-ayaad, Charles Lippert and Guy T. Gambill. "Freelang Dictionary"

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Jonathan Thunder, animator, and Anna Gibbs, storyteller, "Gaa-Ondinang Dakwaanowed Makwa/How the Bear Got a Short Tail"

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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 12

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Ojibwe



Overview: Grandma gets ready to tell a sacred legend to Amik and Ogimaakwe. The kids, Gimiwan, and Grandma finally decide on *Wenabozho and the Ducks*. You'll be introduced to more wild animals, compare verbs, and learn new uses of the B form.

LESSON 1: Aadizookaanan – Sacred Stories

Students will:

- learn storytelling vocabulary
- talk about sacred stories (**aadizookaanan**)

LESSON 2: Awesiinyag – Wild Animals

Students will:

- identify some common wild animals

LESSON 3: Bizindawishin! – Listen to me!

Students will:

- compare vai and vta verbs
- learn more about vta commands
- talk about things that might happen using B form
- talk about things that already happened using B form

LESSON 4: Wenabozho miinawaa Zhiishiibag – Wenabozho and the Ducks

Students will:

- learn about the story of *Wenabozho and the Ducks*
- learn strategies to figure out the meaning of unknown words

REVIEW





Lesson 1: Adizookaanan Sacred Stories

OBJECTIVES

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

- use storytelling vocabulary
- talk about sacred stories (**aadizookaanan**)

MATERIALS

- Smartboard or projector
- Video Response Worksheet (See Printouts A)
- Rosetta Stone Ojibwe
- Computers or tablets

VOCABULARY

1

waabooz(oog) na	<i>rabbit(s)</i>
zhiishiib(ag) na	<i>duck(s)</i>
Wenabozho	<i>a manidoo</i>
manidoo(g) na	<i>spirit(s)</i>
ishkode(n) ni	<i>fire(s)</i>
jiigishkode	<i>near a fire</i>

2

bakaan	<i>different</i>
maagizhaa	<i>maybe; perhaps</i>



VOCABULARY

3

aadizookaan(an) ni	<i>sacred story (stories)</i>
aadizooke vai	<i>s/he tells a sacred story</i>
aadizookaw vta	<i>tell a sacred story to someone</i>
aadizookaazh vta	<i>tell a sacred story about someone</i>

4

bizaan-ayaa vai	<i>s/he is quiet</i>
bizindan vti	<i>listen to something</i>
bizindaw vta	<i>listen to someone</i>
nishi vta	<i>kill something (animate)</i>
agoozh vta	<i>hang something (animate)</i>
zhawenim vta	<i>take pity on someone; have compassion for someone</i>

5

nibaa vai	<i>s/he sleeps</i>
anwaataa vai	<i>s/he stops doing something</i>
ataage vai	<i>s/he plays cards</i>
babaamaadizi vai	<i>s/he travels about</i>



ACTIVITY A

What are aadizookaanan?

Materials

 **Estimated time:** 30 minutes

- Smartboard or projector
- Video Response Worksheet, one per student (See Printouts A, page 32)

Activity Steps

1. First check for what your students already know about **aadizookaanan**. You might ask if anyone knows the names of some **aadizookaanan**, when these stories are told, why they are important, or some of the characters that show up in these stories.
2. Introduce the new unit through the video *Sacred Winter Stories* on YouTube:
 - a. <https://www.youtube.com/watch?v=juCzE-Nfe8Q>
 - b. Start the video at 3:07 (if you want to start it before that make sure you watch it first to see if it applies to your classroom).
3. After watching the video, give every student the Video Response Worksheet.
 - a. Review the questions on the response sheet as a group to identify what students already recall from the video.
4. Rewatch the video so students are able to complete their response sheets.
5. When students finish, discuss the questions as a group so students can hear their peers' responses.



ONLINE ACTIVITIES

Estimated time: 60 minutes

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

Activity Steps

1. Students complete Rosetta Stone Ojibwe Unit 12, Lesson 1 individually or in groups. (See Lesson 1 Script, page 21)

ACTIVITY B

Verb types

Materials

Estimated time: 30 minutes

- Smartboard or projector
- Rosetta Stone Ojibwe

Activity Steps

1. Review Lesson 1 Vocabulary activities in Rosetta Stone Ojibwe as a class.
 - a. As you go along, write each vocabulary word and definition from Vocabulary 3 (excluding **aadizookaan**), 4, and 5 on the board.
2. Have each student draw a quadrant on a piece of paper (a large “plus sign” that separates the paper into four large sections)
 - a. Have them label the quadrants with the four verb types (vai, vti, vta, and vii).
 - b. Review the meaning of each of the letters in these verb types with your students.
 - c. If you need additional review, rewatch the Unit 8, Lesson 4 Look and Listen video. You can also review Unit 8, Lesson 4 Explore 4, and Practice 4.
3. Students write the vocabulary words from the board into their designated quadrants on their paper.
 - a. If they are having trouble identifying a word, refer them to the definition of the verb.
4. When students have finished, have them exchange their paper with a peer to check their work.
5. Come together as a class and repeat the activity on the board, allowing students to work together to assign the vocabulary words to the correct quadrant.
6. Discuss similarities among the words in each quadrant. Draw students’ attention to similarities in meaning and similarities in form, such as common finals for different verb types.
7. To extend this activity, ask students to include words learned in previous lessons.



Lesson 2: Awesiinyag Wild Animals

OBJECTIVES

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

- identify some common wild animals

MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Ojibwe People's Dictionary (online) and/or *Concise Dictionary of Minnesota Ojibwe*
- Smartboard or projector
- Lesson 2 Image Cards (See Printouts B)
- Lesson 2 Vocabulary Cards (See Printouts C)

VOCABULARY

1

makwa(g) *black bear(s)*

na

waawaashkeshi(wag) *deer*

na

gidagaakoons(ag) *fawn(s)*

na

onijjaaniw(ag) *doe(s)*

na

gidagaa-bizhiw(ag) *bobcat(s)*

na

wiisagi-ma'iingan(ag) *coyote(s)*

na

2

manidoo-waabooz(oog) *cottontail rabbit(s)*

na

esiban(ag) *raccoon(s)*

na

ajidamoo(g) *red squirrel(s)*

na

zhaangweshi(wag) *mink(s)*

na

waagosh(ag) *redtail fox(es)*

na

3

gekek(wag) *hawk(s)*

na

zhiishiib(ag) *duck(s)*

na

ogaa(wag) *walleye(s)*

na

nika(g) *Canada goose (geese)*

na

giigoonh (giigoonyag) *fish (multiple fish)*

na

manidoons(ag) *insect(s)*

na



ONLINE ACTIVITIES

Estimated time: 45 minutes

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

Activity Steps

1. Students complete Rosetta Stone Ojibwe Unit 12, Lesson 2 individually or in groups. (See Lesson 2 Script, page 24)

ACTIVITY A Memory

Materials

Estimated time: 45 minutes

- Lesson 2 Image Cards, one set per pair of students (See Printouts B, page 33)
- Lesson 2 Vocabulary Cards, one set per pair of students (See Printouts C, page 37)

Activity Steps

1. Split students into pairs. Give each pair one set of Lesson 2 Image Cards and one set of Lesson 2 Vocabulary Cards.
2. They may choose to review the vocabulary by matching the Image Cards to the Vocabulary Cards.
3. When they feel ready, play Memory:
 - a. Students shuffle the cards and lay them out face down.
 - b. Students take turns flipping over two cards.
 - Students should say the name of each animal picture they flip over.
 - If the two cards are a match, the student gets to keep the pair. If the cards are not a pair, the student flips them back to be upside down.
 - c. The student with the most pairs of cards at the end of the game wins.



TEACHER'S TIP

You can use the Lesson 2 Image and Vocabulary Cards for many other vocabulary review activities, such as:

- **Mii na...** (Unit 11, Lesson 3, Activity B)
- Running Dictation (Unit 10, Lesson 3, Activity A)
- Word Scoot (Unit 7, Lesson 2, Activity C)
- Vocabulary Bingo (Unit 5, Lesson 2, Activity B)
- Fly Swatter Game (Unit 3, Lesson 1, Activity C)



ACTIVITY B Dictionary review

Materials

Estimated time: 45 minutes

- Ojibwe People's Dictionary (online) and/or *A Concise Dictionary of Minnesota Ojibwe**
- Computers or tablets

Activity Steps

1. Work as a class to come up with a list of animals that live near you that weren't included in this lesson. Write this list on the board.
2. Equally distribute the animals to your students.
3. Students use a dictionary to identify the Ojibwe terms for these animals. When students find the new terminology, they write it on the board next to the English term.
4. When students have finished their searches using the dictionary, there may be certain terms that were not found. This is a great opportunity to introduce the Freelang website:
<https://www.freelang.net/online/ojibwe.php>
 - a. Show students how to conduct searches in either Ojibwe or English on this site.
 - b. Have students use this site to find missing terminology for your class animal list.



TEACHER'S TIP

Freelang is a useful site for finding new vocabulary. It is not vetted like the dictionary is by professional linguists, and is instead open for the public to add to, much like Wikipedia. While this is not as reliable as our dictionary, it is a great secondary option to find some newer, or harder to find, vocabulary words.

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



ACTIVITY C

Gaa-ondinang Dakwaanowed Makwa

Materials

- Smartboard or projector

Estimated time: 45 minutes

Activity Steps

1. Now that students have learned about traditional winter stories and animal names, introduce the story *Gaa-ondinang Dakwaanowed Makwa*, told by Anna Gibbs and animated by Jonathan Thunder. Use the following link to view: <https://vimeo.com/117458136>



CULTURE CORNER

The storyteller of this story, Anna Gibbs, was a well known and deeply respected spiritual leader from the community of Ponemah on the Red Lake Reservation. She was a contributor to several Ojibwe publications, including *Awesiinyensag* and the *Oshkaabewis Native Journal*. Red Lake's flagship immersion program is named in her honor.

2. Watch the video once just to enjoy the story.
3. Before watching again, ask students to keep a list of words or phrases that they are familiar with, including animal names they've learned earlier in this lesson.
4. After viewing again, have the students make a list of all of the animals that were present in the video.
5. Have a short discussion about the moral of this story



CULTURE CORNER

Aadizookaanan help us learn our histories and the histories of animals, plants, and the world around us. While they are entertaining, they also exist to teach us important lessons. Remind students to always pay attention to the teachings in these stories.



Lesson 3: Bizindawishin! *Listen to me!*

OBJECTIVES

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

- compare vai and vta verbs
- use vta commands
- talk about things that might happen using B form
- talk about things that already happened using B form

MATERIALS

- Rosetta Stone Ojibwe
- Smartboard or projector
- Lesson 3 Image Cards (See Printouts D)
- Lesson 3 Caption Cards (See Printouts E)
- Computers or tablets
- vta Command Cards (See Printouts F)
- 2 fly swatters

ACTIVITY A Captions

Materials

Estimated time: 30 minutes

- Rosetta Stone Ojibwe
- Smartboard or projector
- Lesson 3 Image Cards, one set per pair of students (See Printouts D, page 41)
- Lesson 3 Caption Cards, one set per pair of students (See Printouts E, page 45)
- Computers or tablets

Activity Steps

1. Watch Lesson 3 Look and Listen video in Rosetta Stone Ojibwe together as a class.
2. Split students into pairs. Give each pair a set of Lesson 3 Image Cards and Lesson 3 Caption Cards.
3. Ask students to pair the images with the captions.
 - a. If this is too hard, they may want to watch the video again.
4. Ask students to identify on the Image Cards what direction the command is going in. For example, *you* (singular) to *me* (singular).
5. Ask students to identify on the Caption Cards what direction the command is going in and the parts of the Ojibwe verb that show that information.



ONLINE ACTIVITIES

🕒 **Estimated time:** 45 minutes

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

Activity Steps

1. Students complete Rosetta Stone Ojibwe Unit 12, Lesson 3 individually or in groups. (See Lesson 3 Script, page 27)

ACTIVITY B Fly swatter game

Materials

- vta Command Cards, one set (See Printouts F, page 46)
- Two fly swatters (or tube socks/rolled up construction paper/etc.)

🕒 **Estimated time:** 30 minutes

Activity Steps

1. Post all six vta Command Cards on the board. Leave space between words.
2. Divide students into two groups.
3. Give each group a fly swatter (or tube sock/rolled up construction paper/etc.).
4. Call one student from each group to the board. Say a sentence command in English. Be sure to indicate whether the command is to *you*, or *you all*. You may say something like:

- *You, look at me!*
- *You all, help him!*
- *Please, you all, tell us!*

5. The first student to correctly hit the word part on the board and say the full word out loud gets the point for their team.
6. Count the points in Ojibwe using the numbers from Unit 2.
7. Repeat until one team has ten points.



TEACHER'S TIP

To make this game easier, you can begin with only some of the cards on the board, and increase the number as students gain confidence in that set of words. You can also use the Command Cards to play Four Corners (See Unit 3, Lesson 1, Activity B).



ACTIVITY C Script study

Materials

 **Estimated time:** 30 minutes

- Rosetta Stone Ojibwe
- Smartboard or projector
- Lesson 1 Script, optional, one per student (See page 21)

Activity Steps

1. Watch the Lesson 1 Look and Listen video in Rosetta Stone Ojibwe together as a class.
2. Watch a second time, this time pausing after each line. Discuss the verb forms in each sentence with students.
Be sure to ask:
 - a. What kind of verb is this?
 - b. What form of the verb is this?
 - c. What does this form of the verb mean?
3. To make this easier, you may want to distribute copies of the Lesson 1 Script. To make it more challenging, keep the captions off and ask students to transcribe each sentence as well as discuss its form.
4. Be sure to discuss each of the following:
 - a. the difference between vai and vta verbs
 - b. different vta commands
 - c. how to express things that might happen
 - d. how to use B-form verbs in the past tense



ACTIVITY D Do it to us!

Materials

 **Estimated time:** 45 minutes

- Lesson 3 Image Cards, optional, one set per group (See Printouts D, page 41)
- Lesson 3 Caption Cards, optional, one set per group (See Printouts E, page 45)
- Lesson 3 Script, optional, one per group (See page 27)

Activity Steps

1. Place students in small groups.
2. Ask students to come up with their own script, modeled after the Lesson 3 Video.
 - a. You may assign verbs for students to use, or allow them to pick their favorite vta.
 - b. You may want to distribute Lesson 3 Image Cards, Lesson 3 Caption Cards, or the Lesson 3 Script for students to use as reference.
3. Students should write a script and decide how to act it out so that the meaning of each form is clear.
4. Students perform their scripts for the class.



Lesson 4: *Wenabozho miinawaa Zhiishiibag* *Wenabozho and the Ducks*

OBJECTIVES

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

- recognize the story of *Wenabozho and the Ducks*
- use strategies to figure out the meaning of unknown words

MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Smartboard or projector
- Aadizookaan Venn Diagram worksheet (See Printouts G)
- Tobacco
- Gifts for presenters

VOCABULARY

1

zhiishiib(ag) na	<i>duck(s)</i>
zaaga'igan(iin) ni	<i>lake(s)</i>
niimi'idiwag vai	<i>they dance with each other</i>
azhegiwe vai	<i>s/he returns</i>
nishiime(yag) nad	<i>my younger sibling</i>

4

maajii'am vai	<i>s/he starts to sing</i>
biindige vai	<i>s/he enters</i>
wiindamaw vta	<i>tell someone</i>

5

basangwaabi vai	<i>s/he closes her/his eyes</i>
dooskaabi vai	<i>s/he opens her/his eyes; s/he peeks</i>
inaabi vai	<i>s/he looks to a certain place</i>
izhinaagozi vai	<i>s/he looks a certain way</i>

6

wiigiwaam(an) ni	<i>wigwam</i>
bimoonjigan(an) ni	<i>pack</i>
nishkiinzhig(oon) nid	<i>my eye</i>
zhingibis(ag) na	<i>helldiver</i>



ONLINE ACTIVITIES

Estimated time: 60 minutes

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

Activity Steps

1. Students complete Rosetta Stone Ojibwe Unit 12, Lesson 4 individually or in groups. (See Lesson 4 Script, page 29)



TEACHER'S TIP

Aadizookaanan, especially ones about Wenabozho, should only be told during the winter, when there is snow on the ground. If you have reached this lesson at a different time of year, it may not be appropriate to spend time on this story. Instead, you could skip to the review activities and come back to this lesson when it is winter.

ACTIVITY A Venn diagram

Materials

- Smartboard or projector
- Aadizookaan Venn Diagram worksheet, one per student (See Printouts G, page 47)

Estimated time: 60 minutes

Activity Steps

1. Review the Wenabozho story from Lesson 4 Look and Listen in Rosetta Stone Ojibwe.
2. Tell students that they are going to watch two more Wenabozho stories. Ask students to guess what might be some similarities or differences between *Wenabozho and the Ducks* and the new stories.
3. Watch *Nish Tales: Nanabosh Gets Power from the Skunk* using the following link:
<https://www.youtube.com/watch?v=tFyDYqr5rws>
4. Have students work in small groups with their Venn diagrams to note similarities and differences between *Wenabozho and the Ducks* and *Nanabosh Gets Power from the Skunk*.
5. Repeat steps 1-3 using the next video, *Nish Tales: Nanabosh Loses the Meat*:
<https://www.youtube.com/watch?v=cqCN4-4i3RM>.



TEACHER'S TIP

This lesson is based around a story that uses some challenging vocabulary and grammar structures. Use this opportunity to work with students to focus on the gist of a story rather than understanding every detail. You might discuss with them when this skill could come in handy, including when they encounter other stories or ceremonial language. While they are still early in their language learning journeys, they have learned enough to pick out some of the main ideas.



CULTURE CORNER

Traditionally, **aadizookaanan** are told at night. If you are telling or viewing these stories during the day, it would be appropriate to make it as night-like as possible. Turn off the lights and draw the curtains to give the illusion of night. We also use our tobacco when we tell these stories. Before you tell or watch these videos offer tobacco in a fire, on clean ground, or at the base of a tree.



ACTIVITY A Venn diagram (continued)

Activity Steps

6. When small groups have finished their Venn diagrams, work together as a class to construct a whole class Venn diagram. Allow students to make contributions to this Venn diagram to highlight the differences and similarities noted by each small group.
7. Remind students that **aadizookaanan** are not just fun stories, but also contain teachings. Discuss what teachings might be contained in these stories. You might ask students why this tradition uses stories to teach important lessons instead of just saying them directly.

ACTIVITY B Aadizookeng

Materials

- Tobacco
- Gifts for presenters

 **Estimated time:** 60 minutes

Activity Steps

1. Use tobacco and gifts to invite a community member to come to the classroom to tell winter stories.



TEACHER'S TIP

These stories should only be told in the winter, when snow is on the ground. If you are not covering this unit during the winter season, this may not be an applicable activity. However, some presenters may have and be willing to share stories that aren't limited to this season.



Unit 12 – REVIEW

Ojibwe



OBJECTIVES

- Review Unit 12

MATERIALS

- Rosetta Stone Ojibwe
- Smartboard or projector

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, 2, and 5, and Lesson 4 Practice 10-15.
 - b. You can also use any other practice activities, especially any that your students have found challenging.
 - c. Consider including lessons from past units as well, especially any that 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.

Conversation



Estimated time: 30 minutes

Review Steps

1. Have each student think of three questions that they want to ask other students.
2. Students walk around the classroom and ask and answer each other's questions. Students should record their classmates' answers. They may return to their seats after they have talked to everyone in the class.
3. Students write up the results of their questions. Students present what they learned about their classmates to the rest of the class.



Unit 12 – REVIEW

Ojibwe



Write a Story

Estimated time: 60 minutes

Review Steps

1. Have students work individually or in small groups to use all they have learned in Level 1 to write a story.
 - a. Students may choose to write something realistic or fantastic, about people or about animals, and as a narrative or in script form.
 - b. Students should be sure to use many of the grammatical structures they have learned so far, including different types of verbs and different verb forms.
 - c. You may choose to set specific parameters, like the length of the story or a particular theme.
2. Students should exchange their draft stories with another student or group to get feedback on whether the story is clear and on mechanics, such as grammar and spelling. You may give students feedback at this point as well.
3. Students should revise their stories based on peer feedback.
4. Students should present their story to the rest of the class (and maybe even to a wider audience!), using illustrations or acting out.

Reflect

Estimated time: 30 minutes

Review Steps

1. Write prompts for reflection on the board:
 - a. How will you use what you have learned in all twelve units of Rosetta Stone Ojibwe Level 1? How have you used it already?
 - b. How have you felt learning Ojibwe in this course?
 - c. What is something that made you feel proud while studying Ojibwe?
 - d. What was challenging in this course? How did you face this challenge, and how can you approach similar challenges in the future?
 - e. How will you keep learning Ojibwe now that you have finished all twelve units in Level 1?
 - f. What have you learned about Ojibwe culture from this course?
 - g. What is the most useful sentence, phrase, or word you have learned? What is your favorite thing that you learned how to say?



TEACHER'S TIP

We have suggested largely the same reflection prompts at the end of Units 1 through 11. For this final unit of Level 1, you might want to do some things differently. We have suggested some additional questions to use. Ask students to think broadly about their experience across all twelve units. You might also ask students to come up with their own prompts, or instead of giving specific questions, you could ask students to reflect broadly on their language learning journey so far, and their plans to keep learning and using Ojibwemowin.



Reflect (continued)

Review Steps

- What is the most important thing you learned in this course?
 - What was the most surprising thing you learned in this course?
 - If you could go back to the beginning of the course and give yourself a piece of advice, what would it be?
- Have students answer these questions in their notebooks.
- Students may share and discuss.



Congratulations to you and your students on completing Rosetta Stone Ojibwe Level One! Consider having a celebration in recognition of this achievement.

UNIT 12

Scripts



Ojibwe

Wenabozho Miinawaa Zhiishiibag Wenabozho and the Ducks



Amik	Nookoo, daga ataagedaa! <i>Grandma, let's play cards, please!</i>
Ogimaakwe	Bizaan, Amik! Nibaa gidedeyinaan. <i>Quiet, Amik! Dad's sleeping.</i>
	Nookoo, daga aadizookawishin. <i>Grandma, please tell me a sacred story.</i>
	Maagizhaa gidaa-dazhimaa a'aw waabooz? <i>Maybe you can tell me about rabbit?</i>
Waabooz	Ahaw. Inga-dazhimaa a'aw waabooz. <i>OK. I will tell you about rabbit.</i>
Gimiwan	Gaawiin, daga ataagedaa! <i>No, come on, let's play cards!</i>
Ogimaakwe	Amik! Bizaan! Wii-aadizooke nookomis. <i>Amik! Quiet! Grandma is going to tell a story.</i>
Amik	Niwii-ataage gosha! <i>But I really want to play cards!</i>
Gimiwan	Aaniin enakamigak? <i>What's going on?</i>
Waabooz	Inga-aadizookaanaa aw waabooz. <i>I'm going to tell them a story about rabbit.</i>
Gimiwan	Mii na waabooz miinawaa ishkode? <i>The one about rabbit and the fire?</i>
Ogimaakwe	Eya', waabooz miinawaa ishkode! <i>Yes, rabbit and the fire!</i>

Amik	Gaawiin! Bakaan aadizookaan. <i>No! A different story.</i>
Gimiwan	Amik! Ogimaakwe! Anwaataag! <i>Amik! Ogimaakwe! Stop!</i>
	Nookoo, daga aadizookawishinaam Wenabozho miinawaa zhiishiibag. <i>Grandma, tell us the story about Wenabozho and the ducks, please.</i>
Waaboos	Wenabozho miinawaa zhiishiibag? <i>Wenabozho and the ducks?</i>
Amik	Oh. Niminwendaan i'iw, Nookoo. <i>Oh. I like that one, Grandma.</i>
Waaboos	Onyai. Mii iw gii-nisaad Wenabozho iniw zhiishiiban. <i>Oh, yes. When Wenabozho killed the ducks.</i>
Gimiwan	Eya'. Ogii-nisaan iniw zhiishiiban a'aw Wenabozho. <i>Yes. Wenabozho killed the ducks.</i>
Amik	Eya'. Ogii-nisaan iniw zhiishiiban wa'aw Wenabozho. <i>Yes, Wenabozho killed the ducks.</i>
Ogimaakwe	Aaniin dash gaa-izhiwebiziwaad? <i>And then what happened to them?</i>
Waaboos	Mii imaa jiigishkode gii-agoonaad iniw zhiishiiban. <i>He hung those ducks there, near the fire.</i>
Ogimaakwe	Aaniin dash gaa-izhiwebiziwaad? <i>And then what happened to them?</i>
Waaboos	Bizaan-ayaayeg, inga-aadizooke. Inga-dazhimaa Wenabozho miinawaa zhiishiibag. <i>If you guys be quiet, I will tell you a story. I will talk about Wenabozho and the ducks.</i>
Gimiwan	Weweni bizindawik. <i>Listen carefully to her.</i>

Waaboos	<p>Weweni bizindamok. Manidoo endazhimind.</p> <p><i>Listen carefully. A spirit is being talked about.</i></p>
Gimiwan	<p>Miinawaa gego nibaakegon.</p> <p><i>And don't fall asleep.</i></p>
	<p>Gidaa-zhawenimigowaag weweni bizindameg!</p> <p><i>They can take pity upon you if you listen carefully.</i></p>
Waaboos	<p>Mii azhigwa miinawaa babaamaadizid aw Wenabozho. Wenabozho miinawaa baamaadizid...</p> <p><i>Wenabozho was out traveling around again. Out traveling around again Wenabozho was...</i></p>

Awesiinyag *Wild Animals*



makwa

black bear

makwag

black bears

waawaashkeshi

deer

waawaashkeshiwag

deer (plural)

gidagaakoons

fawn

gidagaakoonsag

fawns

onijjaaniw

doe

onijjaaniwag

does

nika

Canada goose

nikag

Canada geese

ogaa

walleye

ogaawag

walleyes

zhiishiib

duck

zhiishiibag

ducks

gidagaa-bizhiw

bobcat

gidagaa-bizhiwag

bobcats

waagosh

redtail fox

waagoshag

redtail foxes

gekek

hawk

gekek wag

hawks

zhaangweshi

mink

zhaangweshiwag

minks

wiisagi-ma'iingan

coyote

wiisagi-ma'iinganag

coyotes

ajidamoo

red squirrel

ajidamoog

red squirrels

esiban

raccoon

esibanag

raccoons

manidoo-waabooz

cottontail rabbit

manidoo-waaboozoog

cottontail rabbits

giigoonh

fish

giigoonyag

fish (plural)

manidoons

insect

manidoonsag

insects

Bizindawishin! *Listen to me!*

Child to adult	Daga aadizookawishin. <i>Please tell me a sacred story.</i>
Adult to child	Ahaw. Bizindawishin. <i>OK. Listen to me.</i>
Child to adults	Daga aadizookawishig. <i>You all please tell me a sacred story.</i>
Adults to child	Ahaw. Bizindawishinaam. <i>OK. Listen to us.</i>
Children to adult	Daga aadizookawishinaam. <i>Please tell us a sacred story.</i>
Adult to children	Ahaw. Bizindawishig. <i>OK. You all listen to me.</i>
Children to adults	Daga aadizookawishinaang. <i>You all please tell us a sacred story.</i>
Adults to children	Ahaw. Bizindawishinaang. <i>OK. You all listen to us.</i>
Child to adult	Daga aadizookaw. <i>Please tell him a sacred story.</i>
Child 1 to Child 2	Ahaw. Bizindaw. <i>OK. Listen to him.</i>
Child to adults	Daga aadizookawik. <i>You all please tell him a sacred story.</i>
Child 1 to Child 2	Ahaw. Bizindaw. <i>OK. Listen to them.</i>
Child to adult	Daga aadizookaw. <i>Please tell them a sacred story.</i>

Child 2 to children

Ahaw. Bizindawik.

OK. You all listen to him.

Children to adults

Daga aadizookawik.

Please you all tell them a sacred story.

Children

Bizaan! Bizindawik.

Quiet! You all listen to them.

Wenabozho miinawaa Zhiishiibag *Wenabozho and the Ducks*



Gaa-ojibwemod Migizi

Told by Migizi

Gaa-mazinibii'ang Steve Premo

Illustrated by Steve Premo

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Aabiding Wenabozho babaamosed, ogii-waabamaan iniw zhiishiiban iwidi zaaga'iganiing.

One time as Wenabozho was walking around, he saw ducks over there at the lake.

Ogii-naazikawaan, gaa-izhi-gagwejimigod aaniindi ezhaad.

He approached the ducks, and they asked him where he is going.

"Iwidi zhaawanong indizhaa da-naadiyaan manidoo-nagamonan," ogii-inaan.

"I am going over there to the south to get my ceremonial songs," he said to them.

Mii dash gii-maajaad, gii-o-gaazod, gaa-izhi-biindashkinadood anooj igo gegoo imaa obimoonjiganing.

And then he took off, he went and hid, and put various things in his pack.

Gii-azhegiwe iwidi gaa-ayaanid iniw zhiishiiban.

He went back over there where the ducks were.

"Ambe, Nichiimedog, niimi'ididaa!" ogii-inaan iniw zhiishiiban.

"Hey little brothers, let's have a dance!" he said to the ducks.

Dabwaa-biindigewaad imaa wiigiwaaming Wenabozho ogii-izhi-wiindamawaan, "Basangwaabig miinawaa niimig nagamoyaan, gego ayinaabikegon."

Before they went into the wigwam Wenabozho told them, "Close your eyes and dance when I sing, don't open your eyes."

Giishpin inaabiyeg, giga-mamishkoshiinzhigwem omaa akiing ani-maajikamigaag."

"If you guys look, you will have red eyes from now on."

Mii imaa gii-piindigewaad gaa-izhi-maajii'amaazod a'aw Wenabozho.

They went inside and Wenabozho started to sing.

"Gego ayinaabikegon...giga-mamiskoshkiizhigwem, yoo we he he he, yoo we he he he!"

"Don't open your eyes...you will get red eyes, yoo we he he he, yoo we he he he!"

Mii iw gaa-ina'ang.

Those are the words he put in the songs.

Geget gii-pasangwaabishimowag ingiw zhiishiibag megwaa nagamod a'aw Wenabozho.

The ducks danced with their eyes closed while Wenabozho sang.

Ayaapii dash Wenabozho ogii-nawadinaan bezhig iniw zhiishiiban, bookogwebinaad apaginaad imaa.

Every now and then Wenabozho would grab a hold of a duck, break his neck and throw him there.

Bezhig dash a'aw zhingibis gii-dooskaabi waabamaad Wenabozhon ezhichigenid.

One helldiver looked and saw what Wenabozho was doing.

Gaa-izhi-biibaagid, mii imaa gii-saagijiba'iwewaad ingiw zhiishiibag.

He yelled, and the ducks ran out.

Wenabozho dash ogii-adimaan iniw zhingibisan zagigwebinaad imaa, wiindamawaad, "Mii iw ge-izhinaagoziyan omaa akiing ani-maajikamigaag."

Wenabozho caught up to the ducks and told them, "That is how you will look from now on while on this earth."

Geget geyaabi mamiskoshkiinzhigwe a'aw zhingibis.

And to this day the helldiver has red eyes.

UNIT 12

Printouts



Ojibwe

1. What time of year can these stories be told?

2. What time of day can these stories be told?

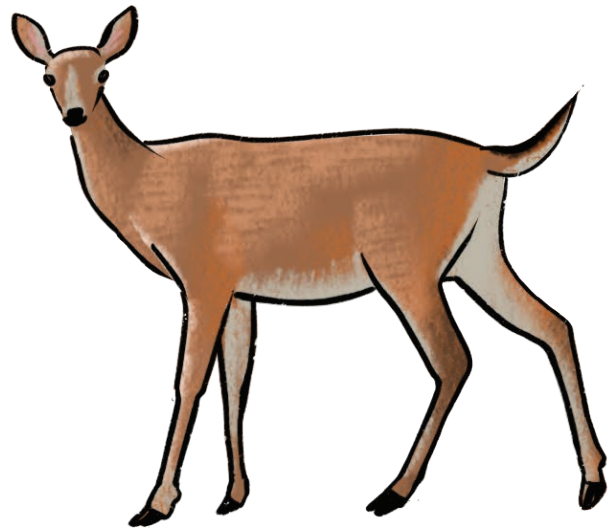
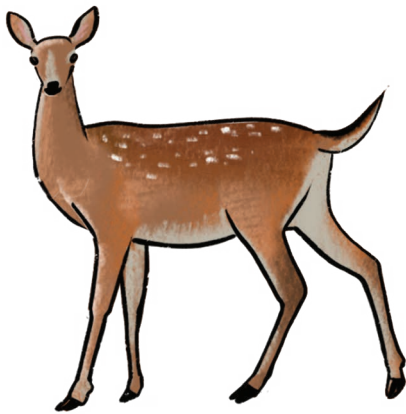
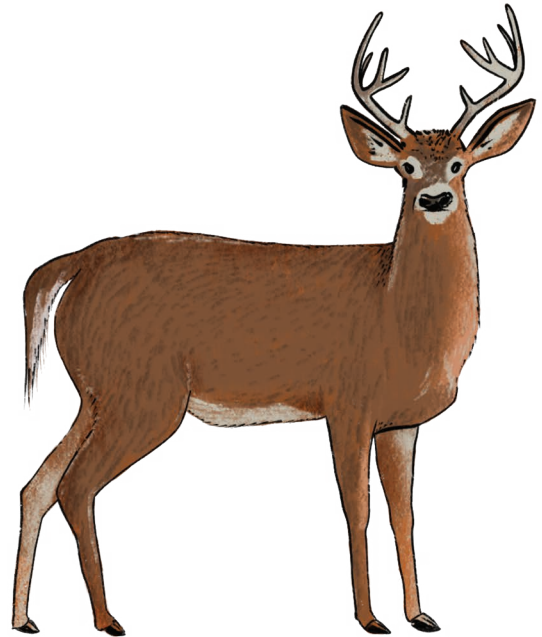
3. What should you do when listening to these stories?

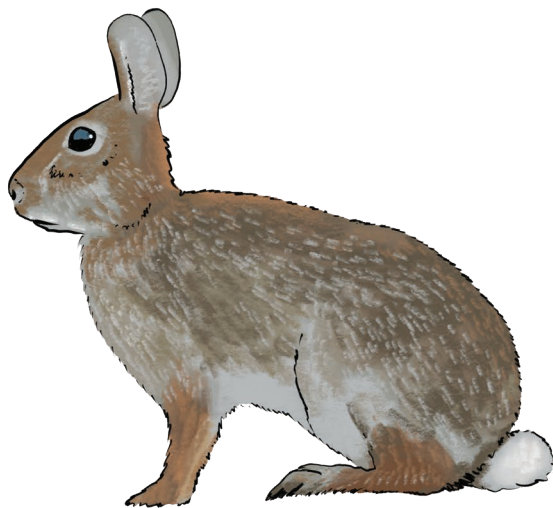
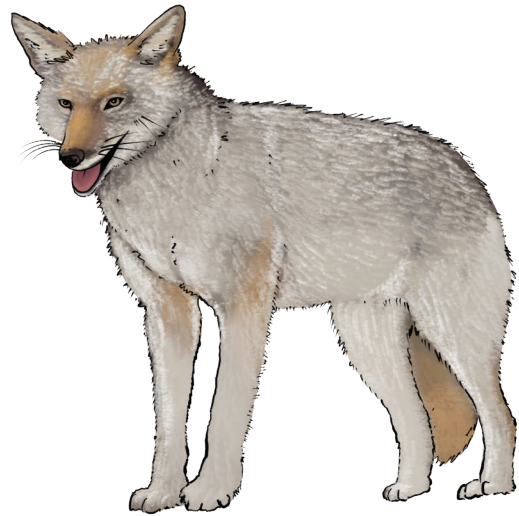
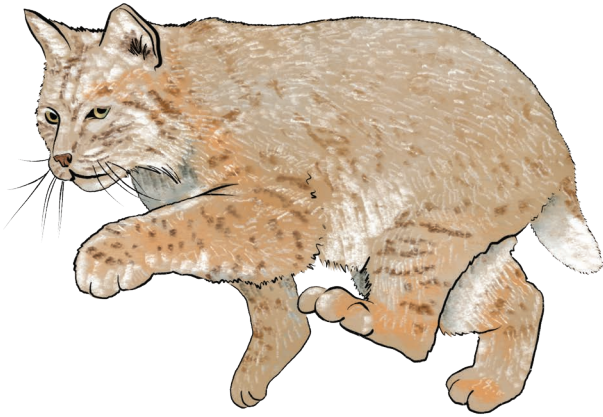
4. What should you not do while listening to these stories?

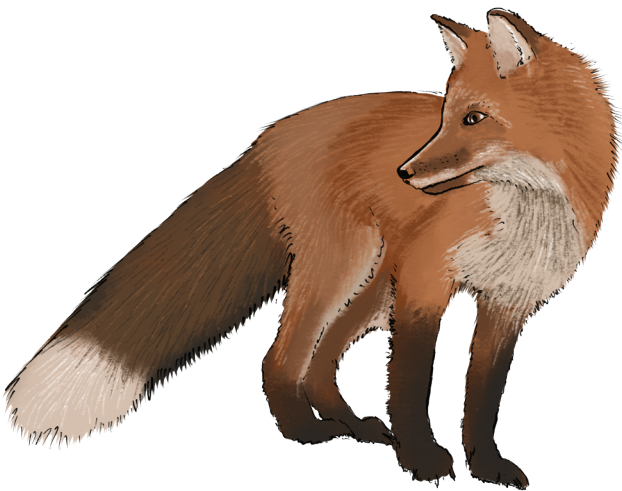
5. How do you ask for one of these stories?

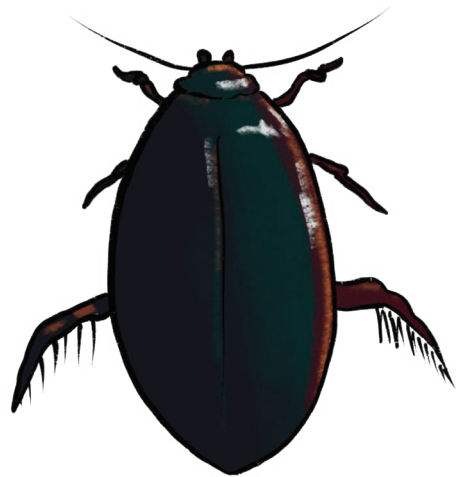
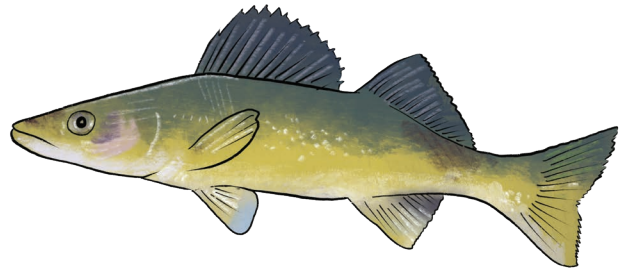
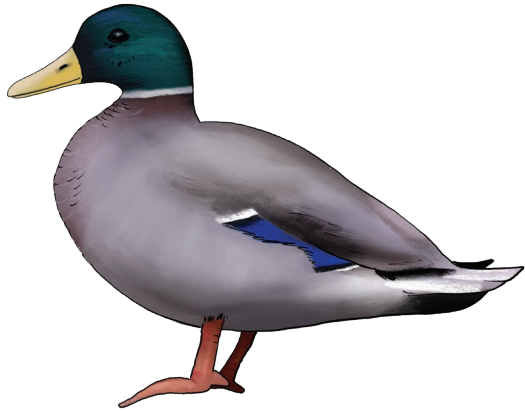
6. Who are some of the characters in these stories? List at least three.

7. Why are these stories important?









makwa

waawaashkeshi

gidagaakoons

onijjaaniw

gidagaa-bizhiw

wiisagi-ma'iingan

manidoo-waabooz

esiban

ajidamoo

zhaangweshi

waagosh

gekek

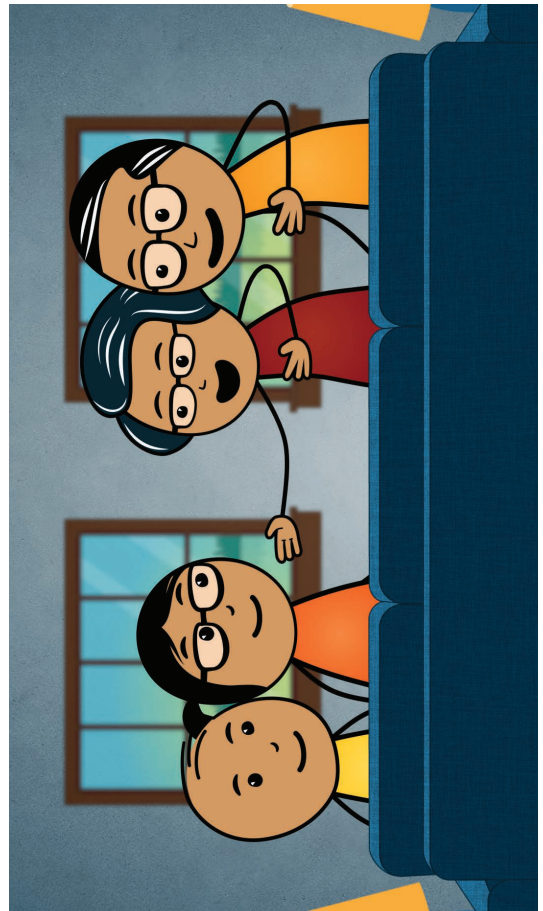
zhiishiib

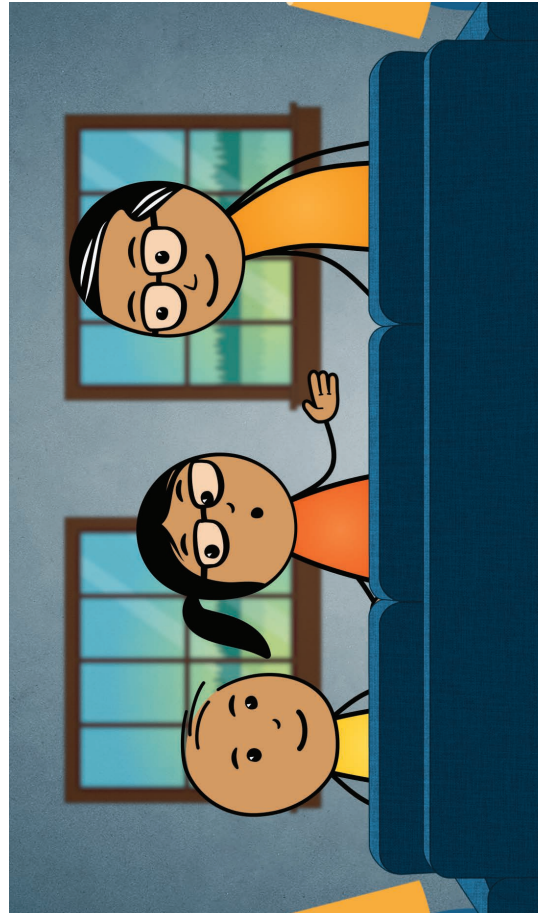
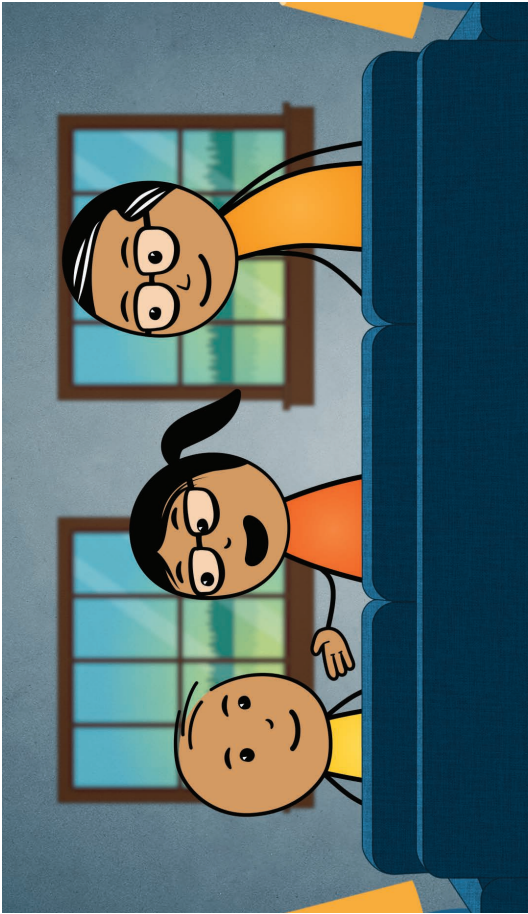
ogaa

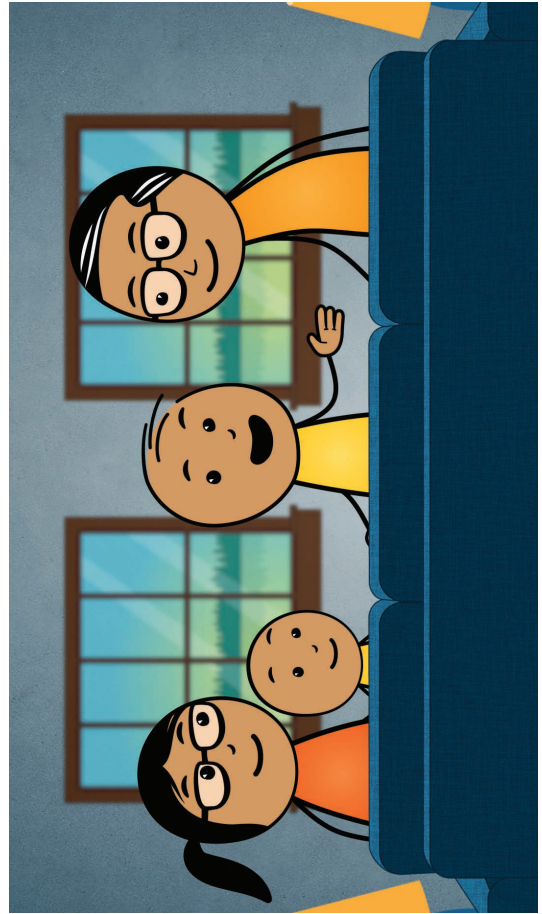
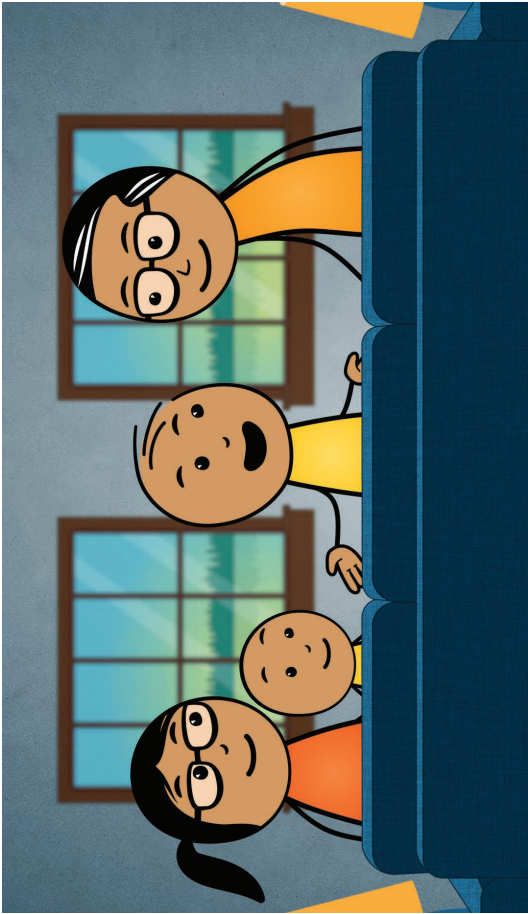
nika

manidoons









Daga aadizookawishin.

Ahaw. Bizindawishin.

Daga aadizookawishig.

Ahaw. Bizindawishinaam.

Daga aadizookawishinaam.

Ahaw. Bizindawishig.

Daga aadizookawishinaang.

Ahaw. Bizindawishinaang.

Daga aadizookaw.

Ahaw. Bizindaw.

Daga aadizookawik.

Ahaw. Bizindaw.

Daga aadizookaw.

Ahaw. Bizindawik.

-ishin

-ishig

-ishinaam

-ishinaang

-ik

dictionary form

