

Rosetta Stone[®] Ojibwe

TEACHER'S GUIDE



Level 1 – Unit 4



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Page iii
The Ojibwe People's Dictionary

Page 4
Great Lakes Indian Fish & Wildlife Commission, "Goodberry Brochure"
Keller Paap, "Manoominikewin - The Ricing Song"

Page 15
G-WOW Initiative (Gikinoo'wizhiwe Onji Waaban - Guiding for Tomorrow): "Ojibwe Lifeway: Wild Rice Harvesting"

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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 4: 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.

0 of 6 completed

- Lesson Objectives
- Look and Listen (Skipped)
- Explore
- Vocabulary (Skipped)
- Pronounce (Skipped)
- Practice (Active)
- Look and Listen
- Lesson Summary

Practice:
Speak the best response.

How would you say that this animal is your clan?

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 4

Contents



UNIT 4 OVERVIEW	1
LESSON 1: Niibowa manoomin! – A lot of rice!	2
Activity A: Ricing song	4
Online activities	6
Activity B: Order of ricing activities	6
Activity C: A lot of rice!	6
LESSON 2: Wegonen o'ow – What is this?	7
Activity A: Pointer words	8
Online activities	8
Activity B: Zhooshkogaabawing	9
Activity C: Demonstrative worksheet	9
Activity D: Four Corners	10
LESSON 3: Niinawind miinawaa giiawind – Some of us and all of us	11
Activity A: Who is doing what?	11
Online activities	12
Activity B: Study the script	12
Activity C: Charades	13
LESSON 4: Manoominikeng – The Rice Harvest	14
Activity A: Order of activities review	15
Online activities	16
Activity B: Sparkle	16
Activity C: Finish the story	17
REVIEW	18
Test Review	18
Ricing Collage	18
Conversation	19
Reflect	19
SCRIPTS	20
PRINTOUTS	29

Ojibwe



UNIT 4

Ricing

Ojibwe



Overview: In this unit, the family gathers and begins to process wild rice. You'll be introduced to the processes and tools used in preparing wild rice. You'll also learn about future tenses, and be introduced to independent and conjunct verb forms.

LESSON 1: Niibowa manoomin! – *A lot of rice!*

Students will:

- learn about the ricing process
- talk about quantities
- use **dash** as a connector

LESSON 2: Wegonen o'ow? – *What is this?*

Students will:

- use animate and inanimate plural forms
- use pointer words for animate and inanimate things

LESSON 3: Niinawind miinawaa giinawind – *Some of us and all of us*

Students will:

- describe who is doing an action
- use the preverb **daa-**
- talk about things that will happen in the future
- learn about A and B form

LESSON 4: Manoominikeng – *The Rice Harvest*

Students will:

- learn what's needed to go ricing
- identify the steps in processing rice

REVIEW





Lesson 1: Niibowa manoomin! *A lot of rice!*

OBJECTIVES

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

- talk about the ricing process
- talk about quantities
- use **dash** as a connector

MATERIALS

- Rosetta Stone Ojibwe
- Smartboard or projector
- Lesson 1 Image Cards (See Printouts A)
- Ricing Song Audio
- Ricing Song Lyrics (See Printouts B)
- Computers or tablets
- Lesson 1 Script

VOCABULARY

1

boodawe vai	<i>s/he builds a fire</i>
naadinise vai	<i>s/he goes to get firewood</i>
nitaawichige vai	<i>s/he knows how to do something well</i>
misan ni	<i>firewood (plural)</i>

2

niibowa	<i>a lot</i>
mii dash	<i>and then</i>
nawaj	<i>more</i>
eya'	<i>yes</i>

3

akawe	<i>first</i>
waaban vii	<i>it is tomorrow; it is dawn</i>
maajii-	<i>start</i>

4

daga	<i>please</i>
aaniin minik	<i>how many; how much</i>



VOCABULARY

5

booch	<i>it is necessary</i>
moose(g) na	<i>worm(s)</i>
minopogozi vai	<i>it (animate) tastes good</i>

6

bawa'am vai	<i>s/he knocks wild rice</i>
gwaaba'an vti	<i>scoop something up</i>
gidasige vai	<i>s/he parches wild rice</i>
mimigoshkam vai	<i>s/he threshes wild rice</i>
nooshkaachige vai	<i>s/he winnows wild rice</i>

7

Aayay!	<i>Ew!</i>
Howa!	<i>Wow!; Great!</i>



ACTIVITY A Ricing song

Materials

Estimated time: 30 minutes

- Rosetta Stone Ojibwe
- Smartboard or projector
- Lesson 1 Image Cards, minimum one card per student (See Printouts A, page 30)
- Ricing Song Audio (See www.culture.aanji.org/ojibwe-rosetta-stone)
- Ricing Song Lyrics, one copy per student (See Printouts B, page 33)

Activity Steps

1. Begin by checking students' existing knowledge about **manoomin** (*wild rice*), including harvesting and processing wild rice. Make connections between their knowledge and the steps of harvesting and processing rice.



CULTURE CORNER

Manoomin, wild rice, was given to the Ojibwe people by the **manidoog**. Centuries ago, Ojibwe people were told to live in a place where food grows on water. That's why they settled where **manoomin** grows on water. Wild rice is a central staple of the Ojibwe people's diet, and is always served at feasts and ceremonies.

2. Watch the Rosetta Stone Ojibwe Unit 4, Lesson 1 Look and Listen video as a class. (See Lesson 1 Script, page 21)
3. Use the Lesson 1 Image Cards to review what is involved in harvesting and processing rice.
4. Play the Ricing Song (www.culture.aanji.org/ojibwe-rosetta-stone/)
5. Practice singing the song as a group. Break the song down into smaller chunks to help students learn. Optional: distribute the lyrics to learners.



TEACHER'S TIP

This pamphlet from the Great Lakes Indian Fish & Wildlife Commission has a helpful summary of the ricing process, and more information about **manoomin** in general: glifwc.org/publications/pdf/Goodberry_Brochure.pdf

This lesson could be a good opportunity to bring in a community member who has experience with ricing.



Unit 4: Lesson 1

Ojibwe



Biindaakoojige	<i>Offer tobacco</i>
Gaandakii'ige	<i>Pole the canoe</i>
Bawa'am, bawa'am	<i>Knock the rice, knock the rice</i>
Gidasige	<i>Parch the rice</i>
Mimigoshkam, mimigoshkam	<i>Thresh the rice, thresh the rice</i>
Nooshkaachige, nooshkaachige	<i>Winnow the rice, winnow the rice</i>



TEACHER'S TIP

This song uses **biindaakoojige** (s/he offers tobacco). In this course, we will usually use **asemaake**. Both mean the same thing. Listen to speakers in your community to know which to use.

Some speakers say **mamigoshkam** instead of **mimigoshkam** (s/he threshes wild rice). Both are equally correct.

6. Display the following vocabulary words on the board and refer to them to assist with pronunciation.

- **bawa'am**
- **gidasige**
- **mimigoshkam**
- **nooshkaachige**

7. Distribute Lesson 1 Image Cards to students and have them hold up the cards when singing the relevant word. You might also have students act out the different steps as they sing. Three of the actions shown on the Image Cards are not included in the song lyrics: **boodawe** (s/he builds a fire), **naadinise** (s/he goes to get firewood), **gwaaba'an** (scoop something up). You can discuss with your class how these fit with the actions described in the song.



ONLINE ACTIVITIES

⌚ Estimated time: 60 minutes

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

Activity Steps

1. Students complete Rosetta Stone Ojibwe Unit 4, Lesson 1 individually or in groups. (See Lesson 1 Script, page 21)

ACTIVITY B Order of ricing activities

Materials

⌚ Estimated time: 30 minutes

- Lesson 1 Image Cards, one set per group (See Printouts A, page 30)

Activity Steps

1. Split students into small groups. Give each group a set of Lesson 1 Image Cards.
2. Ask students to organize the words to show the order of action from first (**asemaake**) to last (**nooshkachige**).
 - If students are having trouble remembering the order, have them use the Ricing Song introduced in the previous activity to guide them.

ACTIVITY C A lot of rice!

Materials

⌚ Estimated time: 60 minutes

- Unit 4, Lesson 1 script, one per student (See Lesson 1 Script, page 21)

Activity Steps

1. Divide the students into groups of four. Distribute copies of the Lesson 1 Script.
2. Have each student take one of the four main roles (Amik, Ogimaakwe, Waabishkibines and Waasegizhigookwe).
3. Have groups practice reading and acting out the script. Encourage them to act out each line so the meaning is clear.
 - Students may split Waabishkibines's final description of ricing more evenly among the four actors.
 - Students should be sure to physically act out the steps of the ricing process.
4. Have each group present their version of the scene to the class.



Lesson 2: Wegonen o'ow? - What is this?

OBJECTIVES

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

- use animate and inanimate plural forms
- use pointer words for animate and inanimate things

MATERIALS

- Rosetta Stone Ojibwe
- Smartboard or projector
- Lesson 2 Image Cards (See Printouts C)
- Computers or tablets
- Demonstrative Worksheet (See Printouts D)
- Vocabulary frames
- Demonstrative Cards (See Printouts E)

VOCABULARY

1

animosh(ag) na	<i>dog(s)</i>
jiimaan(an) ni	<i>canoe(s)</i>

2

o'ow inanimate	<i>this</i>
i'iw inanimate	<i>that</i>
onow inanimate	<i>these</i>
iniw inanimate	<i>those</i>

3

wa'aw animate	<i>this</i>
a'aw animate	<i>that</i>
ongow animate	<i>these</i>
ingiw animate	<i>those</i>

4

Wegonen o'ow? inanimate	<i>What is this?</i>
Awenen wa'aw? animate	<i>Who is this?</i>



ACTIVITY A Pointer words

Materials

🕒 **Estimated time:** 45 minutes

- Rosetta Stone Ojibwe
- Smartboard or projector
- Lesson 2 Image Cards, two copies (See Printouts C, page 34)

Activity Steps

1. Watch Unit 4, Lesson 2 Look and Listen video in Rosetta Stone Ojibwe as a class. (See Lesson 2 Script, page 23)
2. Write the inanimate demonstratives on the board (**o'ow**, **i'iw**, **onow**, **iniw**).
3. Place one single canoe card from the Lesson 2 Image Cards near you, and one farther away. Point to the one near you and ask **Wegonen o'ow?** (*What is this?*) Students should answer **Mii o'ow jiimaan.** (*This is a canoe.*) Repeat with the distant canoe using **Wegonen i'iw?** (*What is that?*) and **Mii i'iw jiimaan.** (*That is a canoe.*)
4. Next place one plural canoes card near you and one farther from you. Repeat the process with **onow** and **iniw**.
5. Have students take turns coming to the board to label the four words on the board:
 - a. Underline a near word (**o'ow**, **onow**)
 - b. Circle a far word (**i'iw**, **iniw**)
 - c. Write the numeral 1 next to a singular demonstrative (**o'ow**, **i'iw**)
 - d. Write 2+ next to a plural demonstrative (**onow**, **iniw**)
6. Repeat steps 2-5 using the animate demonstratives (**wa'aw**, **a'aw**, **ongow**, and **ingiw**), the question word **awenen** (*who*) and the dog cards from the Lesson 2 Image Cards.

ONLINE ACTIVITIES

🕒 **Estimated time:** 60 minutes

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

Activity Steps

1. Students complete Rosetta Stone Ojibwe Unit 4, Lesson 2 individually or in groups. (See Lesson 2 Script, page 23)



ACTIVITY B **Zhooshkogaabawing**

Activity Steps

🕒 **Estimated time:** 15 minutes

1. All students line up, single file facing the instructor at the back of the room (not facing the board).
2. Call out one demonstrative from the list below.
 - o'ow
 - i'iw
 - onow
 - iniw
 - wa'aw
 - a'aw
 - ongow
 - ingiw
3. Students take one step to the right if the word is used for near objects, and one step to the left if the word is used for distant objects.
 - a. Begin with a few practice rounds or some practice in English to be sure students understand the game.
 - b. You may want to begin with isolated words and then move to full sentences.
 - c. Students who take a step in the wrong direction are eliminated.
4. Repeat until only one player remains.
5. Play Zhooshkogaabawing again, but have students step left for singular demonstratives, and right for plural demonstratives, or left for animate demonstratives and right for inanimate demonstratives.

ACTIVITY C **Demonstrative worksheet**

Materials

🕒 **Estimated time:** 30 minutes

- Demonstrative Worksheet, one per student (See Printouts D, page 35)
- Vocabulary frames

Activity Steps

1. Distribute Demonstrative Worksheet to students. Tell them they have 10 minutes to complete the worksheet.
 - a. Encourage students to use their vocabulary frames to recall words they have already learned as they come up with as many sentences as they can using demonstratives.
 - b. Students may want to update their vocabulary frames with the demonstratives that they would use with animate and inanimate nouns.
2. After 10 minutes, ask students to check their answers and share their sentences with a partner.
3. After students spend 10 minutes working in pairs, go around the room and ask students to share their sentences. When a student gives an answer, ask the class if everyone agrees with the answer. If there are alternate answers, discuss until everyone understands the best answer(s).

Demonstrative Worksheet Answer Key

Part 1: 1. wa'aw 2. iniw 3. ingiw 4. o'ow
Part 2: 1. Mii onow jiimaan. 2. Mii ingiw nimiseniyag.
 3. Mii iniw nimisko-makizinan. 4. Mii ingiw ingiboodiyegwaazonag.
Part 3: 1. G 2. A 3. C 4. H
 5. B 6. F 7. E 8. D



ACTIVITY D Four Corners

Materials

- Demonstrative Cards, one set (See Printouts E, page 36)
- Lesson 2 Image Cards, one set (See Printouts C, page 34)
- Image cards from previous units



Estimated time: 30 minutes

Activity Steps

1. Place the Demonstrative Cards **wa'aw**, **o'ow**, **ongow**, and **onow** in four corners of the room.
2. Display one of the Lesson 2 Image Cards.
3. Students decide which of the pointer words is appropriate and run to that corner of the room.
4. Students who run to the wrong corner are eliminated.
5. Ask a student in the correct corner to make a sentence using the word on the card and the correct pointer word.
6. The winner is the last person still in the game.
7. Repeat the game using the words **a'aw**, **i'iw**, **ingiw** and **iniw**.
8. You may also want to use image cards from previous lessons, such as family members (Unit 1, Printouts A, page 29), or clothing (Unit 3, Printouts A, page 21, and Printouts B, page 25). Instead of image cards, you can also use actual objects.



TEACHER'S TIP

Remember that non-living things can be animate. For example, pants and clocks are both animate. If you're using a new vocabulary word, be sure to check a dictionary to see if it's animate or inanimate. There is some regional variation about animacy as well, so it can be helpful to check with someone from your community.



Lesson 3: Niinawind miinawaa giinawind - *Some of us and all of us*

OBJECTIVES

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

- describe who is doing an action
- use the preverb **daa-**
- talk about things that will happen in the future
- recognize A and B form

MATERIALS

- Rosetta Stone Ojibwe
- Smartboard or projector
- Unit 4, Lesson 3 Script
- Vocabulary frames and/or blank index cards
- Verb Cards (See Printouts F)
- Computers or tablets
- Unit 4, Lesson 1 Script
- Bowl or other container
- Person Cards (See Printouts G)

ACTIVITY A Who is doing what?

Materials

- Rosetta Stone Ojibwe
- Smartboard or projector
- Lesson 3 Script, one per student (See Lesson 3 Script, page 26)
- Vocabulary frames and/or blank index cards



Estimated time: 60 minutes

Activity Steps

1. Watch the Unit 4, Lesson 3 Look & Listen video in Rosetta Stone Ojibwe as a class. (See Lesson 3 Script, page 26)
2. Distribute Lesson 3 Script to students.
3. Have students draw a box around the dictionary form of each verb in the script. Then ask them to identify the parts of the word that correspond to the meanings *I*, *we*, *you*, and *you all*. They should also notice that the dictionary form is used for *s/he*.
4. Have students add the *I*, *we*, *you*, and *you all* forms to animate intransitive verbs (*vai*) in their existing vocabulary frames, or create new vocabulary frames using blank index cards.
 - Be sure to check verb conjugations for accuracy as students will use these to review later.



TEACHER'S TIP

There are two kinds of *we* in Ojibwemowin. This lesson only uses exclusive *we* (**niinawind**), which includes the speaker and one or more other people, but not the person being addressed. You could translate it as *we but not you*. We will introduce inclusive *we* (**giinawind**) in Unit 5, Lesson 3. For more on this distinction, see the Pronouns and Pointer Words section of the Getting Started unit in Rosetta Stone Ojibwe.



ONLINE ACTIVITIES

🕒 **Estimated time:** 60 minutes

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

Activity Steps

1. Students complete Rosetta Stone Ojibwe Unit 4, Lesson 3 individually or in groups. (See Lesson 3 Script, page 26)

ACTIVITY B Study the script

Materials

- Unit 4, Lesson 1 script, one per student (See Lesson 1 Script, page 21)

🕒 **Estimated time:** 60 minutes

Activity Steps

1. Distribute copies of the Unit 4, Lesson 1 script to students.
2. In pairs or small groups, have students identify the verbs in the script. They should:
 - a. Circle the dictionary form
 - b. Identify if the action is happening now or in the future
 - c. Look at the personal prefix and suffixes to understand who and how many people are involved
 - d. Use the preverbs to understand how the verb is modified
 - e. Try to identify if the verb is in A or B form



TEACHER'S TIP

While Unit 4, Lesson 3 introduces the idea of A and B form, students are not yet expected to be able to use B-form verbs. For this unit, the goals are to recognize A-form and B-form verbs, and understand some of the contexts where B-form verbs are used.



ACTIVITY C Charades

Materials

Estimated time: 30 minutes

- Verb Cards, one set (See Printouts F, page 38)
- Bowl or other container
- Person Cards, one set (See Printouts G, page 39)

Activity Steps

1. Split the class into two groups.
2. Shuffle the Verb Cards in a bowl or container.
3. The first group sends one person (the actor) to the front of the room.
 - a. Set a one-minute timer.
 - b. The actor draws a Verb Card, and acts out the action while their team tries to guess the verb.
 - c. If the group guesses correctly, the actor can draw another card and repeat the process. This continues until the one-minute timer runs out.
 - d. If the team never guesses correctly, the card may be discarded, or returned to the bowl.
4. The teams alternate turns. The team that makes the most correct guesses wins.
5. Add the Person Cards: Each team sends two actors at a time. In addition to drawing a Verb card, they draw a Person Card. They must act out the verb and get their guessing team to conjugate the verb to match their person card.
 - a. For example, if the actors draw **wiisini** and *you (all)*, they might both act out eating. Their team should guess **giwiisinim** (*you [all] are eating*).



Lesson 4: Manoominikeng - *The Rice Harvest*

OBJECTIVES

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

- talk about what's needed to go ricing
- identify the steps in processing rice

MATERIALS

- Ricing Song Audio
- Lesson 1 Image Cards (See Printouts A)
- Rosetta Stone Ojibwe
- Smartboard or projector
- Computers or tablets
- Lesson 4 Image Cards (See Printouts H)

VOCABULARY

1

zaaga'igan(iin) ni	<i>lake(s)</i>
gaandakii'igan(an) ni	<i>pole(s)</i>
bawa'iganaak(oog) na	<i>knocker(s)</i>
badagwana'igan(an) ni	<i>tarp(s)</i>
manoominike-mazina'igan(an) ni	<i>ricing permit(s)</i>
nooshkaachinaagan(an) ni	<i>winnowing basket(s)</i>

2

ishkode(n) ni	<i>fire(s)</i>
abwi(in) ni	<i>paddle(s)</i>
mashkimod(an) ni	<i>bag(s)</i>
jiishada'igaans(an) ni	<i>small broom(s)</i>
okaadakik(oog) na	<i>trade kettle(s)</i>
gwaaba'aawangwaan(an) ni	<i>shovel(s)</i>



ACTIVITY A

Order of activities review

Materials

⌚ **Estimated time:** 45 minutes

- Ricing song (See www.culture.aanji.org/ojibwe-rosetta-stone/)
- Lesson 1 Image Cards, one set per student (See Printouts A, page 30)

Activity Steps

1. Review and sing the Ricing song from Unit 4, Lesson 1 (See www.culture.aanji.org/ojibwe-rosetta-stone/).
2. Distribute Lesson 1 Image Cards to students and have them hold up the cards when singing the relevant word. You might also have students act out the different steps as they sing.
3. Have students lay out the order of ricing activities and practice describing them. Instruct them to use first person, commands, and *should* (**daa-**).



TEACHER'S TIP

You can make connections between **manoomin** and many other subjects! The **Gikinoo'wizhiwe Onji Waaban** (*Guiding for Tomorrow*) Initiative has resources and lesson plans to connect wild rice with climate science and service learning on their website: www.g-wow.org/en-us/wildrice/default.aspx.



ONLINE ACTIVITIES

🕒 **Estimated time:** 45 minutes

Materials

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

Activity Steps

1. Check your students' existing knowledge about processing rice. Ask them what has to be done to prepare rice after it has been harvested.
2. Watch Unit 4, Lesson 4 Look & Listen video in Rosetta Stone Ojibwe together as a class. (See Lesson 4 Script, page 27)
3. Discuss the steps involved in processing rice.
4. Students complete Rosetta Stone Ojibwe Unit 4, Lesson 4 individually or in groups.

ACTIVITY B Sparkle

Activity Steps

🕒 **Estimated time:** 15 minutes

1. Students line up side-by-side facing the instructor.
2. Instructor says one vocabulary word from any of the Unit 4 vocabulary, including conjugated forms.
3. Students spell the word, one letter at a time, moving down the line.
 - a. If a student misspells, they are eliminated from the game.
 - b. When the last student has spelled, resume at the beginning of the line.
4. Repeat using new vocabulary words until there is one player left.



ACTIVITY C Finish the story

Materials

⌚ Estimated time: 15 minutes

- Lesson 1 Image Cards, minimum one card per student (See Printouts A, page 30)
- Lesson 4 Image Cards, minimum one card per student (See Printouts H, page 40)

Activity Steps

1. Give each student one image card.
 - a. If there are fewer students than image cards, you may want to only use one set of image cards, or give some students cards for two consecutive steps.
2. Ask students to arrange themselves in order.
 - a. They can use **akawe** (*first*), **mii dash** (*and then*), and **naagaj** (*later*) as they sort themselves out.
3. Tell students they are about to tell a story about ricing. Each student will contribute a sentence about the activity shown on their image card.
4. Give students time to brainstorm a few sentences that they could use, depending on how the story goes. Emphasize that while they can be creative, they should be sure their sentences make sense together as a story.
 - a. Encourage students to use connecting words like **akawe**, **mii dash**, and **naagaj**.
5. Begin the story with **Giizhigin i'iw manoomin** (*The wild rice is ready*). The next action should be **asemaake** (*offer tobacco*).
6. Write the story as students tell it on the board or a piece of chart paper.
7. After everyone has contributed, read the whole story aloud, or ask a student to read it. Students can suggest changes to fix grammatical errors, or just to make a better story.



TEACHER'S TIP

There are several ways to build on this activity. You can use the story that the class came up with as the basis for future assignments like making an illustrated story or acting out the story. You can also try telling stories from different points of view, which will require using different verb forms. For example, if the first story was told about Amik, you could write another version from Amik's point of view using first person verbs, or from Waabishkibines's point of view using command forms as he tells Amik what to do next.



Unit 4 – REVIEW

Ojibwe



OBJECTIVES

- Review Unit 4

MATERIALS

- Rosetta Stone Ojibwe
- Smartboard or projector
- Paper and colored pencils or markers
- Lesson 1 Image Cards (See Printouts A)
- Lesson 4 Image Cards (See Printouts H)
- Student notebooks

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 Practice 1, 2, 3, and 4, Lesson 3 Practice 1, 2, 3, 4, and 6, and Lesson 4 Final 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

Ricing Collage

Materials

- Paper and colored pencils or markers
- Lesson 1 Image Cards, one set per student (See Printouts A, page 30)
- Lesson 4 Image Cards, one set per student (See Printouts H, page 40)
- Student ricing photos (optional)



Estimated time: 60 minutes

Review Steps

1. Have students create a collage representing the ricing process. They can create their own drawings, use photos of their own, or use the image cards from earlier in the unit. They should label the steps of the ricing process and indicate the order in which they take place.
2. Students present their collages to the rest of the class.



Unit 4 – REVIEW

Ojibwe



Conversation

Estimated time: 15 minutes

Review Steps

1. Divide students into pairs.
2. Ask students to come up with a conversation of at least eight lines. The conversation should include at least one question; use verbs with at least three subjects (*I, we, you, you all, s/he*) and with at least three different preverbs (e.g., **da-**, **ga-**, **daa-**, **maajii**, **bi-**, **o-**, time preverbs, color preverbs). There should be at least one question, one command, and one comparison of quantity using **nawaj** (*more*).
3. After students have prepared their conversation, have the groups trade scripts. Each group will practice acting out a conversation prepared by a different group.
4. Have groups perform each other's scripts for the rest of the class.



TEACHER'S TIP

For forming the future tense, students may find it hard to remember when to use **da-** or **ga-**. The easy trick to remember this is that **ga-** follows a personal prefix like **in-** or **gi-**. If there isn't a personal prefix (third person or B form), you use **da-**.

Reflect

Estimated time: 15 minutes

Materials

- Student notebooks

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 did you learn about ricing in this unit? Why is wild rice and ricing important to the Ojibwe people and to you?
 - e. What is something that made you feel proud during this unit?
 - f. 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 4

Scripts



Ojibwe

Niibowa Manoomin! – *That's a Lot of Rice!*



Amik + Ogimaakwe

Aaniin, Maam!

Hi, Mom!

Waasegiizhigookwe

Howa! Ginitaawichigem. Niibowa manoomin!

Wow! You guys did a good job. That's a lot of wild rice!

Amik

Eya', niibowa manoomin!

Yeah, it's a lot of wild rice!

Waabishkibines

Nashke. Giga-gwaaba'aan i'iw manoomin.

Here. You will scoop the wild rice out.

Ogimaakwe

Aayay...Mooseg!

Ewww...worms!

Waabishkibines

Eya'. Minopogoziwag gaye ingiw mooseg.

Yep. The worms taste good too.

Amik

Gidaa-maajii-gidasigemin ina?

Can we start to parch the rice?

Waabishkibines

Eya'. Booch da-boodaweyeg akawe.

Yes. You guys will have to build a fire first.

Daga, Amik. Onaadinisen.

Please go get firewood, Amik.

Amik

Aaniin minik?

How much?

Waabishkibines

Nawaj! Nawaj misan!

More! More wood!

Akawe giga-gidasigem.

First you will parch the rice.

Mii dash da-mimigoshkameg.

Then you will thresh the rice.

Mii dash da-nooshkaachigeyeg.

Then you will winnow the rice.

Waabang dash giga-bawa'aam miinawaa.

And you will knock more rice tomorrow.

Wegonen o'ow? – What's This?



jiimaan

canoe

jiimaanan

canoes

Wegonen o'ow?

What's this?

Mii o'ow jiimaan.

This is a canoe.

Mii i'iw jiimaan.

That is a canoe.

Mii onow jiimaanan.

These are canoes.

Mii iniw jiimaanan.

Those are canoes.

o'ow

this (inanimate)

i'iw

that (inanimate)

onow

these (inanimate)

iniw

those (inanimate)

animosh

dog

animoshag

dogs

Awenen wa'aw?

What's this?

Mii wa'aw animosh.

This is a dog.

Mii a'aw animosh.

That is a dog.

Mii ongow animoshag.

These are dogs.

Mii ingiw animoshag.

Those are dogs.

wa'aw

this (animate)

a'aw

that (animate)

ongow

these (animate)

ingiw

those (animate)

o'ow

this (inanimate)

wa'aw

this (animate)

i'iw

that (inanimate)

a'aw

that (animate)

onow

these (inanimate)

ongow

these (animate)

iniw

those (inanimate)

ingiw

those (animate)

Indoojibwemomin! – We speak Ojibwe!



Ingiizhiitaa.

I'm done.

Ingiizhiitaamin.

We (excl) are done.

Gigiizhiitaa.

You're done.

Gigiizhiitaam.

You all are done.

Giizhiitaa.

S/he is done.

Indoojibwem.

I speak Ojibwe.

Indoojibwemomin.

We (excl) speak Ojibwe.

Gidoojibwem.

You speak Ojibwe.

Gidoojibwemom.

You all speak Ojibwe.

Ojibwemo.

S/he speaks Ojibwe.

Indoojibwemomin.

We (excl) speak Ojibwe.

Manoominikeng – The Rice Harvest



Giizhigin i'iw manoomin.

The wild rice is ready.

Giga-aabajitoomin onow:

We will use:

jiimaan

a canoe

gaandakii'igan

a pole

bawa'iganaakoog

knockers

mashkimodan

bags

jiishada'igaans

a small broom

niizh menoominikejig

two ricers

manoominike-mazina'iganan

ricing permits

miinawaa zaaga'igan...

and a lake...

...ayaamagak manoomin

...with wild rice

Naagaj giga-aabajitoomin onow:

Later, we will use:

badagwana'igan

a tarp

misan

firewood

ishkode

a fire

gwaaba'igan

a scoop

okaadakik

a trade kettle

abwi

a paddle

gwaaba'aawangwaan

a shovel

mimigoshkamokizinan

buckskin moccasins

gizidaashinaanin

our feet

minjimaakwaanan

wood handles to hang onto

miinawaa nooshkaachinaagan.

and a birchbark winnowing basket.

Ambe manoominikedaa!

Let's harvest wild rice!

Gego wanendangegon da-asemaakeyeg akaawe.

Don't forget to offer tobacco first.

UNIT 4

Printouts



Ojibwe







Ricing song

Biindaakoojige

Offer tobacco

Gaandakii'ige

Pole the canoe

Bawa'am, bawa'am

Knock the rice, knock the rice

Gidasige

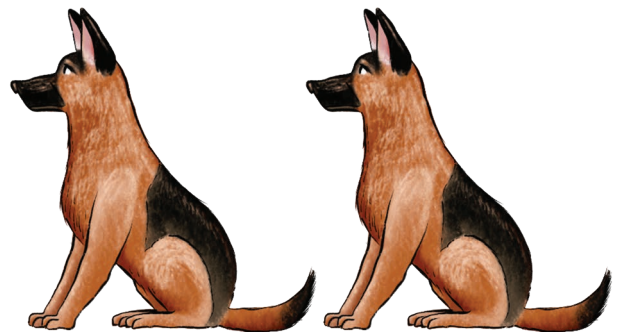
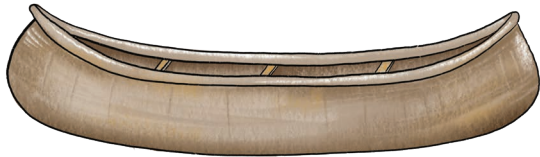
Parch the rice

Mimigoshkam, mimigoshkam

Thresh the rice, thresh the rice

Nooshkaachige, nooshkaachige

Winnow the rice, winnow the rice




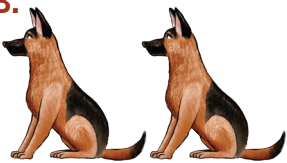






Part 1: Circle the pointer word that best completes each sentence.

1. Mii o'ow / wa'aw nimaamaa.
2. Mii i'iw / iniw jiimaan.
3. Mii ingiw / a'aw animoshag.
4. Wagonen a'aw / o'ow?

Part 2: Rewrite each sentence in the plural.

1. Mii o'ow jiimaan. _____
2. Mii a'aw nimisenh. _____
3. Mii i'iw nimisko-makizin. _____
4. Mii wa'aw ingiboodiyegwaazon. _____

Part 3: Write the number of the picture next to the word or sentence that it matches.

A. 	B. 	C. 	D. 
E. 	F. 	G. 	H. 

1. Mii a'aw animosh. _____
2. Mii onow jiimaan. _____
3. Mii ongow animoshag. _____
4. Mii iniw jiimaan. _____
5. Mii i'iw jiimaan. _____
6. Mii o'ow jiimaan. _____
7. Mii ingiw animoshag. _____
8. Mii wa'aw animosh. _____

Part 4: Make sentences

Write as many sentences as you can think of using different pointer words.

o'ow

wa'aw

i'iw

a'aw

onow

ongow

iniw

ingiw

izhinikaazo

manoominike

bi-izhaa

aanzikonaye

nazikwe'o

boodawe

minopogozi

gidasige

nooshkaachige

ojibwemo

asemaake

wiisini

giizhiitaa

giziiyaabide'o

naadinise

bawa'am

mimigoshkam

you

you (all)

I

we

s/he





