

Rosetta Stone[®] Ojibwe

TEACHER'S GUIDE



Level 1 – Unit 5



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The Ojibwe People's Dictionary

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

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

Using the Guide

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

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

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



Using Rosetta Stone Ojibwe in your classroom

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



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

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

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

Setting up your classroom

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

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

The screenshot shows the Rosetta Stone Ojibwe interface. On the left is a sidebar with a progress list: '0 of 6 completed', 'Lesson Objectives', 'Look and Listen' (Skipped), 'Explore', 'Vocabulary' (Skipped), 'Pronounce' (Skipped), 'Practice' (selected), 'Look and Listen', and 'Lesson Summary'. The main area displays a 'Practice' section with the instruction 'Speak the best response.' and a question 'How would you say that this animal is your clan?'. Below the text is a photograph of a 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 5

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Ojibwe



Overview: Amik and Ogimaakwe are looking for things around the house. You'll learn how to talk about possession, location, and different verb types. Finally, you'll learn about the quilting tradition.

LESSON 1: Aaniin giin ezhichigeyan? – *What are you doing?*

Students will:

- ask and tell where something is
- say something is easy or hard
- ask what someone is doing

LESSON 2: Mii o'ow ninibewigamig – *This is my bedroom.*

Students will:

- talk about common household items
- say who things belong to

LESSON 3: Abiiwigamigong – *In the living room*

Students will:

- say where something is
- learn about transitive and intransitive verbs
- learn about animate and inanimate verbs
- use two kinds of we

LESSON 4: Maawandoogwaasonike. – *S/he quilts.*

Students will:

- learn about the quilting tradition

REVIEW





Lesson 1: Aaniin giin ezhichigeyan?

What are you doing?

OBJECTIVES

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

- ask and tell where something is
- say something is easy or hard
- ask what someone is doing

MATERIALS

- Lesson 1 Image Cards (See Printouts A)
- Rosetta Stone Ojibwe
- Smartboard or projector
- Blank index cards
- Computers or tablets
- vai Cards (See Printouts B)
- Bowl or other container

VOCABULARY

1

gichi-bikwaakwad(oon) *basketball(s)*
ni

giigidowin(an) *phone(s)*
ni

waabooyaan(an) *blanket(s)*
ni

2

odaabaaniiwigamig(oon) *garage(s)*
ni

jiibaakwewigamig(oon) *kitchen(s)*
ni

ayaamagad *it is (in a certain place)*
vii

3

onaajiwan *it is beautiful*
vii

wenipanad *it is easy*
vii

zanagad *it is difficult*
vii

4

biindigadoon *bring something inside*
vti

giziibiigazhe *s/he showers*
vai

gashkigwaaso *s/he sews*
vai

izhichige *s/he does something*
vai



Lesson 1: Aaniin giin ezhichigeyan?

What are you doing? (continued)

VOCABULARY

5

giin	<i>you (singular)</i>
aaniin	<i>what</i>

6

naadamaw	<i>help someone</i>
vta	
ozhitoon	<i>make something</i>
vti	
gikinoo'amaw	<i>teach someone</i>
vta	
ganawaabam	<i>watch someone</i>
vta	



ACTIVITY A Aaniindi i'iw...?

Materials

- Lesson 1 Image Cards, one set (See Printouts A, page 24)
- Rosetta Stone Ojibwe
- Smartboard or projector
- Index cards, four per student

🕒 **Estimated time:** 30 minutes

Activity Steps

1. Display the first four Lesson 1 Image Cards.
2. Review **jiimaan** (canoe).
3. Introduce the three new words using Rosetta Stone Ojibwe, Unit 5, Lesson 1, Vocabulary Group 1 or by teaching the words yourself: **gichi-bikwaakwad** (basketball), **giigidowin** (phone), and **waabooyaan** (blanket).
4. Choose one student to close their eyes. Remove one of the pictures, and rearrange the others.
5. Have the student open their eyes and try to identify which picture is missing.
 - When the student is ready, they ask **Aaniindi i'iw (missing item)?** (Where is [missing item]?)
6. Introduce the following classroom objects using the next four image cards: **ozhibii'iganaatig** (pencil), **endazhi-apagijigewebinigeng** (trash can), **apibii'igan** (desk), and **apabiwin** (chair).
 - Write each of these new vocabulary words on the board to assist students, or distribute index cards to have them make new Vocabulary Frames.
7. Repeat the game using all eight image cards.

ONLINE ACTIVITIES

🕒 **Estimated time:**
60 minutes

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

Activity Steps

- Students complete Rosetta Stone Ojibwe Unit 5, Lesson 1 individually or in groups. (See Lesson 1 Script, page 19)



ACTIVITY B

Aaniin ezhichigeyan?

Materials

⌚ Estimated time: 45 minutes

- vai Cards, two sets (See Printouts B, page 26)
- Bowl or other container

Activity Steps

1. Select two students to be the searchers.
2. Distribute one set of vai Cards among the students who were not selected as searchers. Depending on the number of students in your class, some students may have more than one card. Tell these students to think of a way to act out their verb. They may consult with other students to help come up with ideas and be sure they understand their verb.
3. Shuffle the second set of vai cards in a bowl or other container. Have the two searchers draw three cards each. Be sure they count their cards in Ojibwe!
4. While most of the class acts out their verbs, the two searchers roam around the classroom asking their classmates **Aaniin ezhichigeyan?** (*What are you doing?*)
5. Students answer using their vais. A student with one vai would say something like **Imbi-izhaa.** (*I'm coming.*) A student with more than one vai would alternate between the two actions (or try to do them at the same time!) and say something like **Niwiisin miinawaa indaanzikonaye.** (*I'm eating and changing my clothes.*)
6. Once a searcher has identified the classmates doing each of their verbs, they report back to the teacher. Their answer should sound something like **Nazikwe'o a'aw Bineshiinh, gashkigwaaso a'aw Ikwens, miinawaa nooshkachige a'aw Gekek.** (*Bineshiinh is combing their hair, Ikwens is sewing, and Gekek is winnowing wild rice.*)
7. Redistribute words and repeat activity until all students have had the chance to ask **Aaniin ezhichigeyan?**
8. After a round or two, add another step: After finding their target vais, searchers ask either **Wenipanad ina?** (*Is it easy?*) or **Zanagad ina?** (*Is it hard?*)
 - The responding student can choose whether their activity is easy or hard, and respond appropriately, for example, **Eya', wenipanad.** (*Yes, it is easy.*) or **Gaawiin, zanagad.** (*No, it is hard.*)
 - The searchers should describe whether activities are easy or difficult in their reports to the teacher.



Lesson 2: Mii o'ow ninibewigamig.

This is my bedroom.

OBJECTIVES

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

- talk about common household items
- say who things belong to

MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Blank Bingo Cards (See Printouts C)
- Bingo Callout Image Cards (See Printouts D)
- Bowl or other container
- Bingo daubers and/or counters
- Optional bingo prizes

VOCABULARY

1

nibewigamig(oon)	<i>bedroom(s)</i>
ni	

nibaagan(an)	<i>bed(s)</i>
ni	

apikweshimon(an)	<i>pillow(s)</i>
ni	

anaakan(an)	<i>rug(s); mat(s)</i>
ni	

waasechigan(an)	<i>window(s)</i>
ni	

2

diba'igiziswaan(ag)	<i>clock(s)</i>
na	

gaazhagens(ag)	<i>cat(s)</i>
na	



ACTIVITY A This is, That is

Activity Steps

Estimated time: 30 minutes

1. Form students into groups of two or three.
2. Give students a few minutes to brainstorm a description of their own clothes and their partner's clothes.
3. Ask students to describe their own clothes and their partner's clothes to each other. They should use pointer words for nearby things. For example, they might say **Mii o'ow nimakade-wiiwakwaan.** (*This is my black hat.*)
4. Next, they should describe other classmates' outfits. They should be sure to use pointer words for distant things. For example, they might say **Mii iniw omisko-makizinan.** (*Those are her/his red shoes.*)
5. Circulate around the class during pair work to be sure students are accurately using personal prefixes and pointer words.
6. Ask a few students to present descriptions of their own outfit or a classmate's outfit to the rest of the class.



TEACHER'S TIP

Listen for common mistakes with personal prefixes and pointer words. Be sure to model the correct usage and give extra opportunities to practice patterns that students find challenging.

ONLINE ACTIVITIES

Estimated time:
45 minutes

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

Activity Steps

- Students complete Rosetta Stone Ojibwe Unit 5, Lesson 2 individually or in groups. (See Lesson 2 Script, page 20)



ACTIVITY B Vocabulary Bingo

Materials

Estimated time: 30 minutes

- Blank Bingo Cards, one per student (See Printouts C, page 27)
- Bingo Callout Image Cards, one set (See Printouts D, page 28)
- Bowl or other container
- Bingo daubers or counters
- Bingo prizes

Activity Steps

1. Display the following vocabulary words from Unit 5, Lessons 1 and 2 on the board.

gichi-bikwaakwad

giigidowin

waabooyaan

odaabaaniwigamig

jiibaakwewigamig

giziibiigazhe

gashkigwaaso

naadamaw

gikinoo'amaw

ozhibii'iganaatig

endazhi-apagijigewebinigeng

apibii'igan

apabiwin

nibewigamig

nibaagan

apikweshimon

anaakan

waasechigan

diba'igiziswaan

gaazhagens

2. Give each student one Blank Bingo Card.
3. Have students write one vocabulary word from the board at random in each square.
4. Shuffle the Bingo Callout Image Cards in a bowl or other container.
5. Display the callout card to the class.
 - If students don't recognize the card, allow them to ask **Wegonen o'ow?** (*What is that?*)
 - Be sure to keep track of the words you called to confirm Bingos later.
 - For added complexity, do not show the callout card, and instead use the word on the card in a sentence.
6. When a student completes a row, column, or diagonal, they call out "Bingo!" In order to win, students must read off each item in a full sentence using a personal prefix and pointer word. For example, they might say: **Mii o'ow indozhibii'iganaatig.** (*This is my pencil.*)
7. It can be nice to have small prizes for the winners!



Lesson 3: Abiiwigamigong – *In the living room*

OBJECTIVES

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

- say where something is
- recognize transitive and intransitive verbs
- recognize animate and inanimate verbs
- use two kinds of we

MATERIALS

- Teacher's example floor plan
- Drawing paper
- Colored pencils or markers
- Rosetta Stone Ojibwe
- Computers or tablets
- vai Cards (See Printouts B)

VOCABULARY

1

abiiwigamig(oon)	<i>living room(s)</i>
ni	

jiibaakwewigamig(oon)	<i>kitchen(s)</i>
ni	

nibewigamig(oon)	<i>bedroom(s)</i>
ni	

miiziiwigamig(oon)	<i>bathroom(s)</i>
ni	

2

odaabaaniiwigamig(oon)	<i>garage(s)</i>
ni	

biitoowigamig(oon)	<i>porch(s)</i>
ni	

agidagamig(oon)	<i>roof(s)</i>
ni	



ACTIVITY A My house

Materials

- Teacher's example floor plan
- Drawing paper
- Colored pencils or markers

Estimated time: 60 minutes

Activity Steps

1. Display a plan of your house or apartment, with images representing the living room, kitchen, bedroom(s), bathroom(s), garage, and maybe porch and roof. Include a family member in each room. Point out where your family members are. For example, say **Mii wa'aw nimaamaa**. (*This is my mother*). Model how someone could ask questions, such as **Awenen wa'aw?** (*Who is this?*) or **Aaniindi gimaamaa?** (*Where is your mother?*)
2. Have each student draw a floor plan of their house or apartment including at least four of the rooms introduced in this lesson. They should draw a family member or friend in each room (whether they live there or not).
3. Place students in pairs. Have one student interview the other about where their family members or friends are in the house. After they have asked about everyone in the drawing, they should swap roles, and the respondent becomes the interviewer.

ONLINE ACTIVITIES

Estimated time:
60 minutes

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

Activity Steps

- Students complete Rosetta Stone Ojibwe Unit 5, Lesson 3 individually or in groups. (See Lesson 3 Script, page 21)



ACTIVITY B My room

Materials

Estimated time: 30 minutes

- Students' floor plans from Lesson 3, Activity A

Activity Steps

1. Place students in different pairs than they were in during Lesson 3, Activity A.
2. Repeat the interview from Lesson 3, Activity A, but have students use room names and locatives. For example, they might answer **Jiibaakwewigamigong ayaa nimisenh.** (*My big sister is in the kitchen.*)

ACTIVITY C Some of us, all of us

Materials

Estimated time: 30 minutes

- vai Cards, minimum one card per pair (See Printouts B, page 26)

Activity Steps

1. Remind students that they know how to ask one person what s/he is doing. Ask if anyone knows how to ask more than one person.
2. Introduce **Aaniin ezhichigeyeg?** (*What are you all doing?*) Also introduce **Giinitam.** (*Your turn.*)
3. Split students into pairs, leaving one student out. Distribute one vai Card to each pair of students. The odd student out does not get a vai Card.
4. The odd student out asks a pair of students, **Aaniin ezhichigeyeg?** (*What are you all doing?*)
5. They respond using exclusive we, for example, **Niwiisinimin.** (*We but not you are eating.*)
6. The questioner joins them in their action. The questioner says, *I'm doing the action too*, for example, **Niwiisin gaye.** (*I'm eating too.*)
7. As they all do the action together, they describe what they are doing using inclusive we, for example, **Giwiisinimin.** (*We including you are eating.*)
8. The questioner chooses one member of the pair to be the new questioner by saying **Giinitam.** (*Your turn.*) The new questioner approaches another pair and repeats the pattern.
9. Repeat until all students have had a chance to be the questioner.
 - In a large class, or for an extra challenge, you can have multiple people begin as questioners.



Lesson 4: Maawandoogwaasonike. *S/he quilts.*

OBJECTIVES

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

- talk about quilting

MATERIALS

- Various colors of cotton cloth or blankets
- Rosetta Stone Ojibwe
- Computers or tablets
- Quilt patterns (See Printouts E)
- Multiple fabric options
- Iron(s)
- Quilting ruler(s)
- Rotary cutter(s)
- Cutting mat(s)
- Sewing machine(s)
- Pins
- Needles
- Thread
- Batting

VOCABULARY

1

onjibaa vai	<i>s/he comes from a certain place</i>
maawandoogwaason(an) ni	<i>quilt(s)</i>
gidagiigin(oon) ni	<i>print cotton fabric(s)</i>
minwendan vti	<i>like something</i>
miigiwe vai	<i>s/he gives something (away)</i>
gegaa	<i>almost</i>



ACTIVITY A Quilting background knowledge

Materials

Estimated time: 30 minutes

- Various colors of cotton cloth or blankets

Activity Steps

1. Begin by asking students what they know about quilts and quilting. You might ask:
 - a. Do you have any quilts at home? Who made the quilt or where did it come from?
 - b. Do you know anyone who makes quilts?
 - c. What are quilts and blankets used for in Ojibwe culture?
 - d. Do you know any Ojibwe words for blankets, cloth, etc.?

2. Introduce the vocabulary items **maawandoogwaason** (quilt) and **gidagiigin** (print cotton fabric). Look at the cotton cloth or blankets together and describe them using the color terms from Unit 3.



CULTURE CORNER

Quilts and blankets are an important part of Ojibwe ceremonies, where they are used as offerings to the **manidoog**. When we offer quilts to the **manidoog**, we send them all the spiritual energy used to make the quilts. Quilts can also be given as gifts, including when asking someone to dance with you. Once an individual accepts this gift and invitation to dance, they should reciprocate with a gift of equal value during the next song.

ONLINE ACTIVITIES

 Estimated time:
30 minutes

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

Activity Steps

- Students complete Rosetta Stone Ojibwe Unit 5, Lesson 4 individually or in groups. (See Lesson 4 Script, page 22)



TEACHER'S TIP

If there is someone in your community who makes quilts, invite them to visit your class and share some of their knowledge about quilting and its importance in Ojibwe culture.



ACTIVITY B Fabric selecting, cutting, and ironing

Materials

- Quilt Patterns, one copy of each (See Printouts E, page 33)
- Multiple fabric options
- Iron(s)
- Quilting ruler(s)
- Rotary cutter(s)
- Cutting mat(s)

 **Estimated time:** 60 minutes

Activity Steps

1. Show the three quilt patterns to the class and vote on which pattern to make.
2. Students vote to pick which fabrics will be used.
3. Count out how many squares of each color will be needed to complete the pattern.
4. Assist students to iron the fabric.
5. Model measuring and cutting of fabric.
6. Students cut fabric for the quilt.



TEACHER'S TIP

The age of your students and amount of time you have in class will determine how much students participate in ironing, cutting, and sewing. For younger students, you may need to do more of this for them, while older students may be more independent.



TEACHER'S TIP

Be sure to incorporate language throughout this activity. For example, there may be opportunities to count, use colors, or ask and respond about where something is. You can give instructions such as **Nashke.** (*Look.*), **Waabamishin.** (*Look at me.*), or **Naadamawishin.** (*Help me.*)



ACTIVITY C Sewing

Materials

- Multiple fabric options
- Iron(s)
- Quilting ruler(s)
- Rotary cutter(s)
- Cutting mat(s)
- Pins
- Sewing machine(s)
- Needles
- Thread
- Batting



Estimated time: 60 minutes

Activity Steps

1. Model pinning the squares together and using the sewing machine based on the quilt design chosen in the previous lesson to sew a set of squares into a row.
2. Assist students to use the sewing machine to sew the squares into rows.
3. Once all rows have been sewn, the instructor will model how to sew the rows together. If time allows, finish the quilt with students. If time does not allow, the instructor or a helper will finish the quilt without the students.



TEACHER'S TIP

The completed quilt(s) may be used by the class as gifts for guest speakers, as raffle items for fundraisers, or other purposes.



TEACHER'S TIP

Be sure to incorporate language throughout this activity. For example, there may be opportunities to count, use colors, or ask and respond about where something is. You might also want to sing songs learned in earlier units while working with your hands!



Unit 5 – REVIEW

Ojibwe



OBJECTIVES

- Review Unit 5

MATERIALS

- Rosetta Stone Ojibwe
- Smartboard or projector
- Drawing paper or graph paper
- Colored pencils or markers
- Fabric in various colors and patterns

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 Final Practice, Lesson 3 Practice 2, 3, 4 and 6, and Lesson 4 Final Practice.
 - 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.

Design a Quilt

Materials

- Drawing paper or graph paper
- Colored pencils or markers
- Fabric in various colors and patterns

Estimated time: 45 minutes

Review Steps

1. Tell students that now they can design their own quilt. They should draw their planned quilt, or use fabric to mock up a small version of their quilt.
2. Ask students to prepare a short description of their quilt. They should:
 - a. Introduce the quilt as 'my quilt'
 - b. Describe the colors of fabric they will use
 - c. Describe the patterns on the fabric using **ayaa** or **ayaamagad** and a locative
 - d. Describe where they will put their quilt in their house, using the sentence frame **Da-ayaamagad (room with locative) endaayaan.** (*It will be in [room].*) For example, a student could say: **Mii o'ow nimaawandoogwaason. Mii o'ow misko-gidagiigin, miinawaa mii o'ow makade-gidagiigin. Darth Vader ayaa makade-gidagiigining. Ode'iminan ayaamagadoon misko-gidagiigining. Da-ayaamagad abiiwigamigong endaayaan.** (*This is my quilt. This is red fabric, and this is black fabric. The black fabric has Darth Vader on it. The red fabric has strawberries on it. It will go in the living room.*)
3. Have students present their quilts to the class.



Unit 5 – REVIEW

Ojibwe



Conversation

 **Estimated time:** 30 minutes

Review Steps

1. Divide students into pairs.
2. Have each pair of students come up with a conversation in which they ask and answer questions about where things are located.
 - a. Students must use at least three different objects.
 - b. Students must use at least three different rooms.
 - c. Students must use at least three different actions (verbs).
3. Have students present their conversations to the class.

Reflect

 **Estimated time:** 15 minutes

Review Steps

1. Write prompts for reflection on the board:
 - a. How will you use what you have learned in this unit?
 - b. Have you heard people use the language you learned in this unit? When?
 - c. How did you feel learning Ojibwe in this unit?
 - d. What is something that made you feel proud during this unit?
 - e. What did you learn about quilts and quilting traditions?
 - 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 5

Scripts



Ojibwe

Aaniin giin Ezhichigeyan? What are you doing?



Amik	Aaniindi ningichi-bikwaakwad? <i>Where's my basketball?</i>
Gimiwan	Odaabaaniwigamigong ayaamagad. <i>It's in the garage.</i>
	Akawe, naadamawishin da-biindigadooyang i'iw manoomin. <i>First, help me bring in the rice.</i>
Amik	Aaniindi iw manoomin? <i>Where's the rice?</i>
Gimiwan	Jiimaaning ayaamagad. <i>It's in the canoe.</i>
Ogimaakwe	Aaniindi ingiigidowin? <i>Where's my phone?</i>
Waaswgiizhigookwe	Omaa jiibaakwewigamigong ayaamagad. <i>It's here in the kitchen.</i>
	Daga, Ogimaakwe, o-giziibiigazhen. <i>Ogimaakwe, please, go shower.</i>
Ogimaakwe	Ahaw. <i>OK.</i>
Amik	Boozhoo, Nookoo. <i>Hi, Grandma.</i>
Waaboos	Boozhoo, Amik. Boozhoo, Ogimaakwe. <i>Hi, Amik. Hi, Ogimaakwe.</i>
Ogimaakwe	Boozhoo, Nookoo. Ningiizhiitaamin. <i>Hi, Grandma. We're done.</i>
	Aaniin giin ezhichigeyan? <i>What are you doing?</i>
Waaboos	Ingashkigwaas. <i>I'm sewing.</i>
Ogimaakwe	Howa, onaajiwan i'iw waabooyaan wezhitooyan. <i>Oh, that's a beautiful blanket you are making.</i>
	Gidaa-gikinoo'amaw ina da-gashkigwaasoyaan? <i>Will you teach me how to sew?</i>
Waaboos	Eya'. Wenipanad. Ganawaabamishin. <i>Yes. It's easy. Watch me.</i>
	Nashke. <i>Look.</i>
Ogimaakwe	Gaawiin, zanaganad i'iw! <i>No, it's hard!</i>
Waasegiizhigookwe	Daga, Ogimaakwe, o-giziibiigazhen! <i>Ogimaakwe, please, go shower.</i>
Ogimaakwe	Aayay! <i>Ow!</i>

Indayi'iiman – My things

Gidayi'iiman – Your things

Odayi'iiman – Her/his things

Mii o'ow ninibewigamig.
This is my bedroom.

Mii o'ow ginibewigamig.
This is your bedroom.

Mii o'ow onibewigamig.
This is her/his bedroom.

Mii o'ow ninibaagan.
This is my bed.

Mii o'ow ginibaagan.
This is your bed.

Mii o'ow onibaagan.
This is her/his bed.

Mii o'ow indapikweshimon.
This is my pillow.

Mii o'ow gidapikweshimon.
This is your pillow.

Mii o'ow odapikweshimon.
This is her/his pillow.

Mii o'ow niwaabooyaan.
This is my blanket.

Mii o'ow giwaabooyaan.
This is your blanket.

Mii o'ow owaabooyaan.
This is her/his blanket.

Mii o'ow indanaakan.
This is my rug.

Mii o'ow gidanaakan.
This is your rug.

Mii o'ow odanaakan.
This is her/his rug.

Mii o'ow niwaasechigan.
This is my window.

Mii o'ow giwaasechigan.
This is your window.

Mii o'ow owaasechigan.
This is her/his window.

Mii a'aw indiba'igiiziswaan.
That is my clock.

Mii a'aw gidiba'igiiziswaan.
That is your clock.

Mii iniw odiba'igiiziswaan.
This is her/his clock.

Mii o'ow ingiigidowin.
This is my phone.

Mii o'ow gigiigidowin.
This is your phone.

Mii o'ow ogiigidowin.
This is her/his phone.

Mii a'aw ingaazhagens.
That is my cat.

Mii a'aw gigaazhagens.
That is your cat.

Mii iniw ogaazhagensan.
This is her/his cat.

Endaayaan – Where I live



abiiwigamig

living room

abiiwigamigoon

living rooms

Aaniindi ayaad a'aw gaazhagens?

Where is the cat?

Abiiwigamigong ayaa.

S/he is in the living room.

Aaniindi ayaamagak i'iw giigidowin?

Where is the phone?

Abiiwigamigong ayaamagad.

It is in the living room.

jiibaakwewigamig

kitchen

jiibaakwewigamigoon

kitchens

Aaniindi ayaad a'aw gaazhagens?

Where is the cat?

Jiibaakwewigamigong ayaa.

S/he is in the kitchen.

Aaniindi ayaamagak i'iw giigidowin?

Where is the phone?

Jiibaakwewigamigong ayaamagad.

It is in the kitchen.

nibewigamig

bedroom

nibewigamigoon

bedrooms

Aaniindi ayaad a'aw gaazhagens?

Where is the cat?

Nibewigamigong ayaa.

S/he is in the bedroom.

miiziiwigamig

bathroom

miiziiwigamigoon

bathrooms

Aaniindi ayaamagak i'iw giigidowin?

Where is the phone?

Miiziiwigamigong ayaamagad.

It is in the bathroom.

agidagamig

roof

agidagamigoon

roofs

Aaniindi ayaad a'aw gaazhagens?

Where is the cat?

Agidagamigong ayaa.

S/he is on the roof.

biitoowigamig

porch

biitoowigamigoon

porches

Aaniindi ayaamagak i'iw giigidowin?

Where is the phone?

Biitoowigamigong ayaamagad.

It is on the porch.

Maawandoogwaasonikeng – Quilting



Waabooz	Aaniin. Waabooz indizhinikaaz. <i>Hello. My name is Waabooz.</i>
	Anishinaabekwe indaaw. <i>I'm an Ojibwe woman.</i>
	Omaa Neyaashiing indoonjibaa. <i>I am from Neyaashiing.</i>
	Ninitaa-maawandoogwaasonike. <i>I like to make quilts.</i>
	Gegaa ozaawegad miinawaa ozhaawashkwegad miinawaa waabishkiigad maawandoogwaason. <i>This quilt is made of almost yellow cloth, blue cloth, and white cloth.</i>
	Giminwaabandaan ina? Gegaa nigizhiikwaas. <i>Do you like it? I'm almost done sewing.</i>
	Ninitaa-maawandoogwaasonike. <i>I like to quilt.</i>
	Niminwendam miigiweyaan. <i>I like to give them away.</i>
	Inga-miinaa indaanis o'ow maawandoogwaason. <i>I'm going to give this quilt to my daughter.</i>

UNIT 5

Printouts



Ojibwe





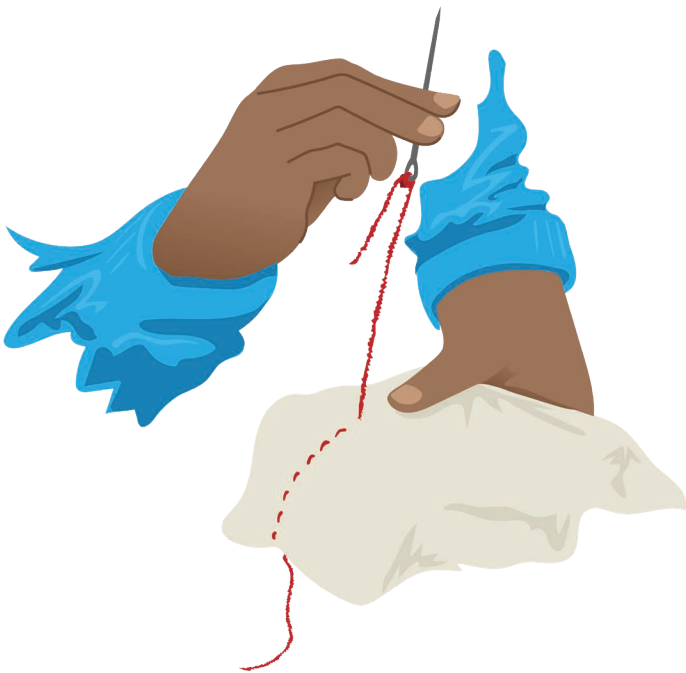
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asemaake	bawa'am
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wiisini	mimigoshkam
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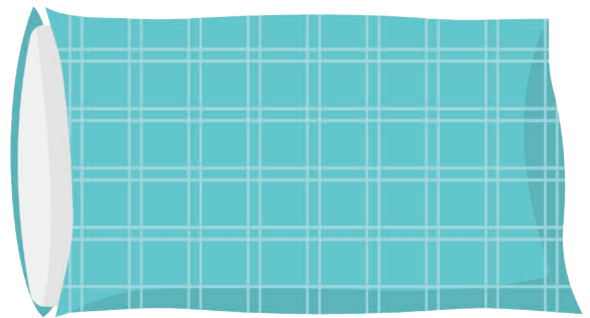
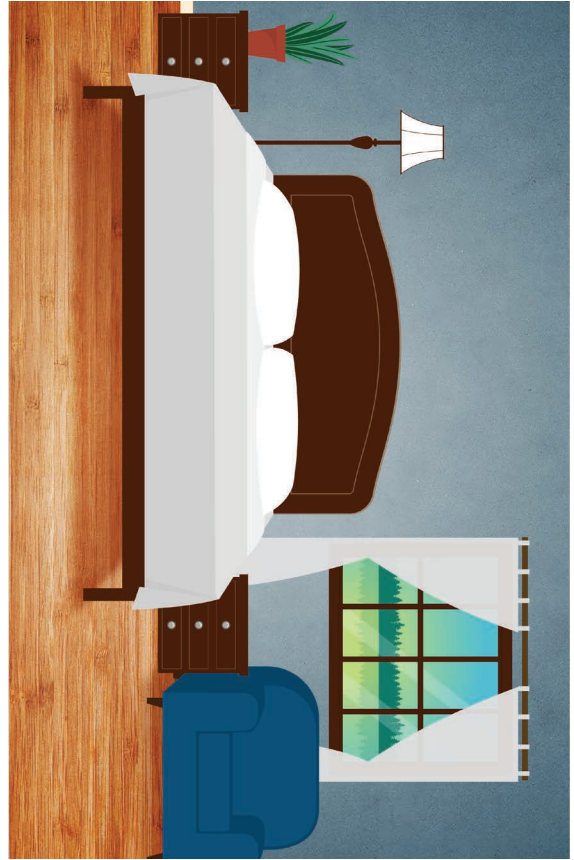
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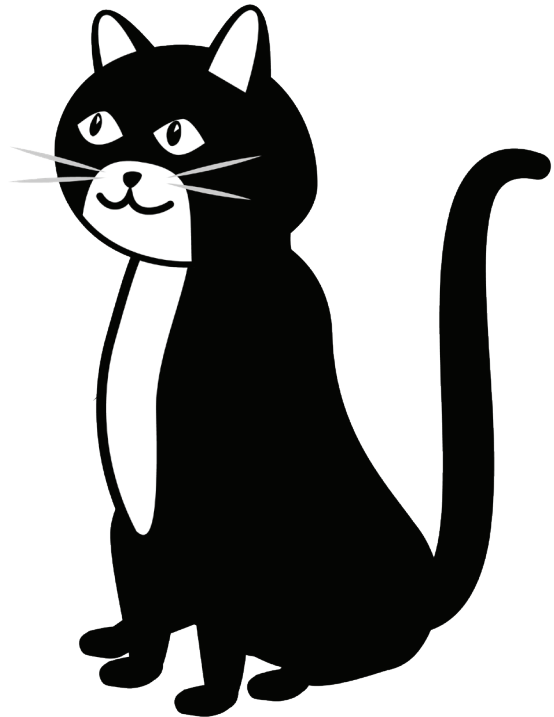




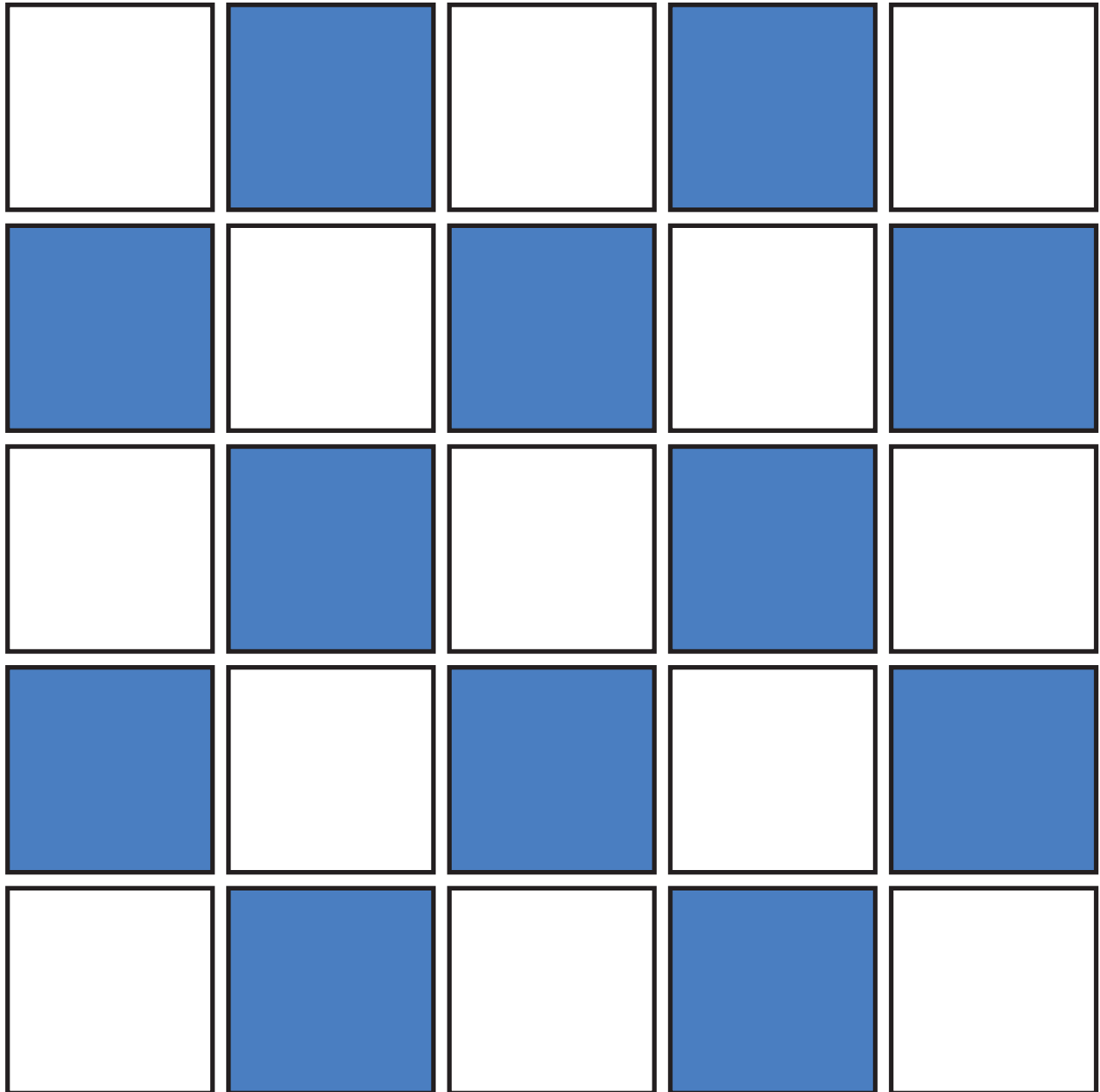




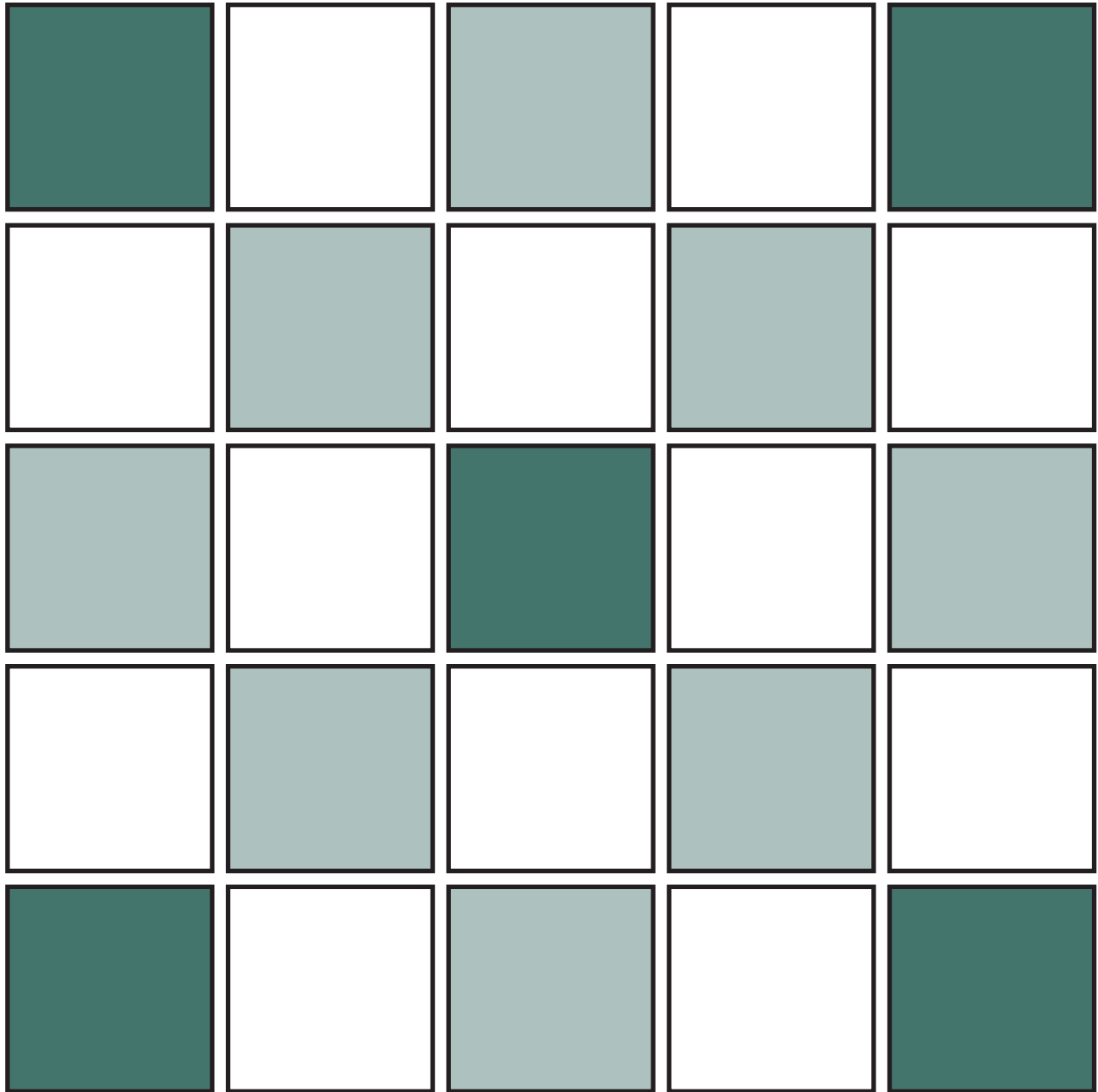




Pattern A



Pattern B



Pattern C

