

# Rosetta Stone<sup>®</sup> Ojibwe

TEACHER'S GUIDE



Level 1 – Unit 7



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Mille Lacs Band of Ojibwe  
43408 Oodena Dr  
Onamia, MN 56359  
<https://millelacsband.com>  
[https://www.culture.aanji.org/  
language/ojibwe-rosetta-stone/](https://www.culture.aanji.org/language/ojibwe-rosetta-stone/)



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[RosettaStone.com](https://RosettaStone.com)

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### **Authors and Editors:**

Chato Ombishkebines Gonzalez  
Michael Migizi Sullivan  
Dustin Gimiwan Burnette

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Page iii  
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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 indicator '0 of 6 completed'. The sidebar items are: Lesson Objectives (blue circle), Look and Listen (grey circle, Skipped), Explore (grey circle), Vocabulary (grey circle, Skipped), Pronounce (grey circle, Skipped), Practice (blue circle), Look and Listen (grey circle), and Lesson Summary (blue circle). The main content area is titled 'Practice' and says 'Speak the best response.' Below this is a question: 'How would you say that this animal is your clan?'. Under the question is a photograph of a grey and black wolf looking to the left.

### Assessment/Evaluation

The goal of these Teacher's Guide activities is to provide students an opportunity to use Ojibwe language, and inspire them to learn more outside the classroom. It's important to conduct evaluations in ways that provide feedback and motivate students to continue learning and speaking Ojibwe. While tests often focus on accuracy and achievement, we encourage you to use assessment practices that recognize growth and effort.



### Different ways of speaking Ojibwe

All languages have variations, and all languages change over time. English spoken in the United States today is different from that in Scotland or Australia, and certainly different from English spoken in 1421 or even 1921. Ojibwe is no exception. There are several major dialects of Ojibwe, and within dialects there are even smaller differences in how people speak.

It is important that we respect the variations of Ojibwe. If a learner knows a different way to say something in Ojibwe than what they see in a lesson, acknowledge it. All are correct, and none is better than another. These differences demonstrate the richness of Ojibwe language and the importance of learning the language in one's community, as well as in the classroom and through Rosetta Stone Ojibwe.

In Rosetta Stone Ojibwe, we introduce some common variants. We encourage learners to pay close attention to how people in their own community speak and to learn from them. You can contribute by talking to speakers in your community, and by inviting them into the classroom.

It's possible that new learners will speak slightly differently from older generations. That is a natural part of language, too. You don't use the same slang as your grandparents or your children! Of course you want learners to use Ojibwe accurately, but you also want them to use the language creatively for purposes that are relevant to them, even if it might be in new or unexpected ways.



### More Resources

Visit the “Getting Started” section for information about the Ojibwe language, the organization of Level 1, and additional resources about the language. An alphabet section models each letter of the alphabet in context. There are also brief introductions to grammar information and references to their detailed explanations within the course. The “Other Resources” section will point you toward additional helpful information.

The Ojibwe People's Dictionary ([ojibwemowin.com](http://ojibwemowin.com)) is one especially helpful resource. You can search in English or Ojibwe, and view cultural collections.

We also encourage you to draw on your community resources—not only Ojibwe speakers, but also those who can teach your students about ricing, hunting, quilting, jingle dresses, and other important Ojibwe cultural elements covered in this course.

# UNIT 7

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Ojibwe



**Overview:** Gimiwan and Waasegiizhigookwe talk about clans in their language class. You'll learn about clans, number verbs used for counting, and fourth person forms.

## LESSON 1: Awenen gidoodem? – *What's your clan?*

Students will:

- learn new pronouns
- learn about clans
- identify their own and others' clans

## LESSON 2: Bezhigo. Bezhigwan. – *There is one.*

Students will:

- use number verbs to count animate and inanimate items

## LESSON 3: Ojibwemowan gaye. – *She speaks Ojibwe too.*

Students will:

- learn when to use personal pronouns
- learn about grammatical person
- recognize fourth-person (obviative) forms

## LESSON 4: Gidoodeminaanig – *Our clans*

Students will:

- learn the seven clans at Mille Lacs
- understand the significance of the Ojibwe clan system

## REVIEW







# Lesson 1: Awenen gidoodem? *What's your clan?*

## OBJECTIVES

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

- use new pronouns
- talk about clans
- identify their own and others' clans

## MATERIALS

- Whiteboard, smartboard, or large display paper
- Markers
- Smartboard or projector
- Rosetta Stone Ojibwe
- Lesson 1 Script
- Character Clan Chart (See Printouts A)
- Computers or Tablets

## VOCABULARY

1

<b>Ominwaasinookwe</b>	<i>a girl's name</i>
<b>Nazhike-awaasanookwe</b>	<i>a girl's name</i>
<b>Misi-zaaga'igan</b>	<i>Mille Lacs Reservation</i>

2

<b>geniin</b>	<i>I too; me too</i>
<b>wiin</b>	<i>she/he; her/him</i>
<b>awenen</b>	<i>who</i>
<b>awegwen</b>	<i>I wonder who; I don't know who</i>

3

<b>odoodemi</b> vai	<i>s/he has a clan</i>
<b>gidoodem</b> nad	<i>your clan</i>
<b>niizhwaachiwag</b> vai	<i>there are seven (animate)</i>

4

<b>migizi(wag)</b> na	<i>eagle(s)</i>
<b>awaazisii(g)</b> na	<i>bullhead(s)</i>
<b>waabizheshi(wag)</b> na	<i>marten(s)</i>
<b>ma'iingan(ag)</b> na	<i>wolf (wolves)</i>
<b>makwa(g)</b> na	<i>bear(s)</i>
<b>makowi</b> vai	<i>s/he is a bear</i>





# Lesson 1: Awenen gidoodem? What's your clan? (continued)

## VOCABULARY

5

<b>gikinoo'amaagan(ag)</b> na	<i>student(s)</i>
<b>noongom onaagoshig</b>	<i>this evening</i>
<b>mewinzha</b>	<i>a long time ago</i>

6

<b>waabam</b> vta	<i>see someone</i>
<b>dazhim</b> vta	<i>talk about someone</i>
<b>mami</b> vta	<i>take something (animate)</i>
<b>izhiwebizi</b> vai	<i>s/he has something happen to her/him</i>
<b>wiindamaage</b> vai	<i>s/he informs people</i>

7

<b>gigishkawaawaso</b> vai	<i>she is pregnant</i>
<b>bakaanizi</b> vai	<i>s/he is different</i>
<b>apiitendaagozi</b> vai	<i>s/he is so important</i>

8

<b>Aaniin enakamigak?</b>	<i>What's up?; What's happening?</i>
<b>Minosemagad.</b>	<i>It goes well.</i>
<b>Mii na geget?</b>	<i>Oh, really?</i>
<b>Mii akeyaa.</b>	<i>That's the way; That's right.</i>



### ACTIVITY A Introducing clans

#### Materials

**Estimated time:** 45 minutes

- Smartboard or projector
- Rosetta Stone Ojibwe
- Lesson 1 Script, one per student (See Lesson 1 Script, page 21)
- Character Clan Chart, one per student (See Printouts A, page 28)

#### Activity Steps

1. Begin by checking students' existing knowledge of clans. Ask what students know about clans and why they matter.
2. Watch the Unit 7, Lesson 1 Look and Listen video in Rosetta Stone Ojibwe together as a class. You may want to distribute copies of the Lesson 1 Script to students to assist in understanding.
3. Introduce the five clans from Vocabulary Group 4: **migizi** (eagle), **awaazisii** (bullhead), **waabizheshi** (marten), **ma'iingan** (wolf), **makwa** (bear).
4. Distribute Character Clan Charts to students.
5. Display the following sentence frames on the board:
  - a. **Awenenan odoodeman a'aw** \_\_\_\_? (*What is \_\_\_\_'s clan?*)
  - b. \_\_\_\_ **odoodeman a'aw** \_\_\_\_\_. (\_\_\_\_'s clan is \_\_\_\_.)
6. Have students work in pairs to practice asking and answering questions about the characters' clans.



#### TEACHER'S TIP

The **-an** ending indicates the fourth person, or obviative. You'll use this ending when you talk about something animate that belongs to someone. This concept is discussed in Unit 7, Lesson 3, Look and Listen and Explanation 3. If students are curious about why they need to use this ending, you can skip ahead or encourage them to peek ahead at those materials.



## ACTIVITY B

## Our clans

## Materials

- Whiteboard, smartboard, or large display paper
- Markers

Estimated time: 30 minutes

## Activity Steps

1. Prepare a table with two columns and 10 rows on the board or a large piece of paper. Label one column *Clan* and the other *Name*.
2. Review the five clans from Vocabulary 4: **migizi** (eagle), **awaazisii** (bullhead), **waabizheshi** (marten), **ma'iingan** (wolf), **makwa** (bear).
3. Write the five clans from Vocabulary Group 4 in the table, as shown. Keep the other five rows open for now.
4. Write your name in the *Name* column next to your clan. Call on students one at a time to add their names to the chart.
5. Add clans (and rows) as necessary.
6. Display the following sentence frames on the board:
  - a. **Awenenan odoodeman a'aw** \_\_\_\_? (*What is \_\_\_\_'s clan?*)
  - b. \_\_\_\_ **odoodeman a'aw** \_\_\_\_\_. (*\_\_\_\_'s clan is \_\_\_\_.*)
7. Ask students to answer the question above. They can use the table to identify the clan, then answer using the sentence frame in b. For example, they might say:
  - a. **Makwan odoodeman a'aw Zhaawanose.** (*Zhaawanose's clan is bear.*)
  - b. **Migiziwan odoodeman a'aw Miskobineshiinh.** (*Miskobineshiinh's clan is eagle.*)



## TEACHER'S TIP

This activity will work best with a class with mostly Ojibwe students who know their own clans.



## TEACHER'S TIP

Keep the table and use it across different classes to identify a count of which clans are represented at your school.




## CULTURE CORNER

All Ojibwe communities have clan systems, but the specifics differ across communities. Rosetta Stone Ojibwe uses the clans that are present on the Mille Lacs Reservation. Different communities have different clans and even different numbers of clans. Ask an elder or other knowledgeable person in your community about clans in your community. You should adapt activities to match clans in your local context.



### ONLINE ACTIVITIES

 **Estimated time:**  
60 minutes

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

#### Activity Steps

- Students complete Rosetta Stone Ojibwe Unit 7, Lesson 1 individually or in groups. (See Lesson 1 Script, page 21)

## ACTIVITY C Who's who?

### Activity Steps

1. Model an introduction using your name and clan. It might sound something like: **Boozhoo! Gimiwan indizhinikaaz. Migizi indoodem.** (*Hello! My name is Gimiwan. My clan is eagle.*)
2. Arrange the students in two circles with equal numbers of students. Students in the inner circle face outward; students in the outer circle face inward.
3. Students introduce themselves using their name and clan to the person standing across from them.
4. After students introduce themselves, students in the outer circle move one step to the right to face the next student.
5. Repeat steps 3-4 until students have made a complete circle.
6. Challenge students to write down as many name and clan combinations as they remember using the full sentence frame \_\_\_\_ **odoodeman a'aw** \_\_\_\_\_. (\_\_\_\_'s clan is \_\_\_\_\_.)
7. After writing, students check with peers for accuracy.
  - a. Compete to see which student can accurately remember the most name and clan combinations.

 **Estimated time:** 30 minutes



### TEACHER'S TIP

This activity will work best in a class of mostly Ojibwe students who know their clans. If many of your students are non-Ojibwe or don't know their clan, you may want to use Lesson 4, Activity A: Clans Video instead.



## Lesson 2: Bezhigo. Bezhigwan. - *There is one.*

### OBJECTIVES

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

- use number verbs to count animate and inanimate items

### MATERIALS

- Smartboard or projector
- Rosetta Stone Ojibwe
- Computers or tablets
- Number Verb Scoot Image Cards (See Printouts B)
- Tape

### VOCABULARY

1

<b>bezhigo</b> vai	<i>there is one</i>
<b>niizhiwag</b> vai	<i>there are two</i>
<b>nisiwag</b> vai	<i>there are three</i>
<b>niiwiwag</b> vai	<i>there are four</i>
<b>naananiwag</b> vai	<i>there are five</i>
<b>ingodwaachiwag</b> vai	<i>there are six</i>
<b>niizhwaachiwag</b> vai	<i>there are seven</i>
<b>ishwaachiwag</b> vai	<i>there are eight</i>
<b>zhaangachiwag</b> vai	<i>there are nine</i>
<b>midaachiwag</b> vai	<i>there are ten</i>
<b>ashi-bezhigowag</b> vai	<i>there are eleven</i>
<b>niishtana dashiwag</b> vai	<i>there are twenty</i>

2

<b>bezhigwan</b> vii	<i>there is one</i>
<b>niizhinoon</b> vii	<i>there are two</i>
<b>nisinoon</b> vii	<i>there are three</i>
<b>niiwinoon</b> vii	<i>there are four</i>
<b>naananinoon</b> vii	<i>there are five</i>
<b>ingodwaachinoon</b> vii	<i>there are six</i>
<b>niizhwaachinoon</b> vii	<i>there are seven</i>
<b>ishwaachinoon</b> vii	<i>there are eight</i>
<b>zhaangachinoon</b> vii	<i>there are nine</i>
<b>midaachinoon</b> vii	<i>there are ten</i>
<b>ashi-bezhigwanoon</b> vii	<i>there are eleven</i>
<b>niishtana dasinoon</b> vii	<i>there are twenty</i>



### ACTIVITY A Plurals

#### Materials

- Smartboard or projector
- Rosetta Stone Ojibwe

**Estimated time:** 45 minutes

#### Activity Steps

1. Review inanimate plurals:
  - a. Watch Unit 3, Lesson 3 Look and Listen together as a class.
  - b. Complete Unit 3, Lesson 3 Explore 1 and Practice 1 together as a class.
2. Write the following words on the board vertically: **giiwewijigan, giigidowin, makizin, azhigan, wiiwakwaan, jiimaan, mashkimod**.
  - a. Students come to the board and write the plurals on to the end of each verb.
  - b. Point out to the students that plural inanimate nouns always end with **n**.
  - c. The plural forms should be: **giiwewijiganan, giigidowinan, makizinan, azhiganan, wiiwakwaan, jiimaan, mashkimodan**.
3. Write the following words on the board vertically: **migizi, awaazisii, waabizheshi, ma'iingan, makwa**.
  - a. Students come to the board and write the plurals on the end of each verb.
  - b. This may be more difficult as it has not yet been fully covered.
  - c. Remind students of the plural family member terms they learned in Unit 1, and encourage them to remember how those ended (with **g**).
  - d. If this is too hard for students, instructors can complete the exercise.
  - e. Point out to students that plural animate nouns will always end with **g**.
  - f. The plural forms should be: **migiziwag, awaazisiig, waabizheshiwag, ma'iinganag, makwag**.
4. Review numbers from one to eleven by playing **Ashi-bezhig** (See Unit 2 Teacher's Guide, Lesson 2, Activity B).
  - a. For this lesson, you don't need to review numbers above 11.

#### ONLINE ACTIVITIES

**Estimated time:**  
60 minutes

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

#### Activity Steps

- Students complete Rosetta Stone Ojibwe Unit 7, Lesson 2 individually or in groups. (See Lesson 2 Script, page 23)



### ACTIVITY B

# Zhooshkogaabawing

## Activity Steps

**Estimated time:** 30 minutes

1. Discuss the differences between the kinds of numbers introduced so far. Begin by asking students to give examples of the kinds of numbers they have learned. They should come up with the following list (though you may have to remind them of some of these):
  - a. Counting numbers, such as **niizh** (*two*).
  - b. Number preverbs such as **Niizhwaaso-diba'iganed**. (*It is two o'clock.*)
  - c. Ordinal numbers, such as **eko-niizhing** (*second*).
  - d. Animate number verbs, such as **Niizhiwag**. (*There are two.*)
  - e. Inanimate number verbs, such as **Niizhinoon**. (*There are two.*)
2. Play **Zhooshkogaabawing**.
  - a. All students line up, single file facing the instructor at the back of the room (not facing the board).
  - b. Instructor (or student) calls out a vocabulary word from this lesson.
  - c. Students will take one step to the right if the word is used for inanimate objects, and one step to the left if the word is used for animate objects.
  - d. Students who take a step in the wrong direction are eliminated.
  - e. Repeat until only one player remains.
  - f. Once students are comfortable with animate and inanimate number verbs, add counting numbers to the game: **bezhig**, **niizh**, **niswi**, **niwin**, **naanan**, **ningodwaaswi**, **niizhwaaswi**, **ishwaaswi**, **zhaangaswi** and **midaaswi**.
  - g. When students hear a counting word they do not step left or right, but instead raise both hands over their heads.





## ACTIVITY C Number Verb Scoot

### Materials

**Estimated time:** 15 minutes

- Number Verb Scoot Image Cards, one set (See Printouts B, page 29)
- Tape

### Activity Steps

1. Use tape to hang the Number Verb Scoot Image Cards around the classroom.
2. Have students create an answer sheet by listing the letters of the Ojibwe alphabet on a piece of paper:  
A AA B CH D E G H I I J K M N O OO P S SH T W Y Z ZH  
There isn't an answer for '.
3. Students move around the classroom and write the appropriate number verb for each image on their answer sheets.
  - a. For example, image A is four strawberries, so they should write **niiwinoon** next to the letter A on their answer sheets.

## ACTIVITY D Word tennis

### Activity Steps

**Estimated time:** 15 minutes

1. Tell students that the goal of this game is to name all the number verbs they can recall.
2. Have two students stand facing each other.
3. One student starts by saying one of the number verbs from this lesson. The next student has three seconds to say a different number word. This process repeats as students go back and forth saying number words.
4. The first student to not think of a number verb in three seconds, or to repeat a number verb that has already been used, is out.
5. The winning student plays again against another student in the class.
6. If students have used all twenty-four number verbs from this lesson, they can infer what higher number verbs would be to continue the game. Here are some examples:
  - **Ashi-niizhinoon, ashi-nisinoon, niishtana ashi-naananinoon, nisimidana dasinoon**
  - **Ashi-niizhiwag, ashi-nisiwag, niishtana ashi-naaniwag, nisimidana dashiwag**



### TEACHER'S TIP

You can set up brackets to involve more students at one time. All students play in the first round, and only winners advance to the next round. Continue until the championship match between two students.



## Lesson 3: Ojibwemowan gaye. *She speaks Ojibwe too.*

### OBJECTIVES

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

- use personal pronouns
- understand grammatical person
- recognize fourth-person (obviative) forms

### MATERIALS

- Large sheet of paper
- Markers
- Verb Worksheet (See Printouts C)
- Rosetta Stone Ojibwe
- Smartboard or projector
- Index cards
- Fly swatters
- Verb Cards (See Printouts D)
- Person Cards (See Printouts E)
- Class Clan Chart (Lesson 1, Activity B)
- Character Clan Chart (See Printouts A)

## ACTIVITY A Who is doing it?

### Materials

**Estimated time:** 60 minutes

- Large sheet of paper (for the vai chart)
- Markers
- Smartboard or projector
- Verb Worksheet, one per student (See Printouts C, page 35)

### Activity Steps

1. Construct a large vai conjugation chart similar to the one shown here. Hang this chart in the classroom for student reference.

vai conjugations			
niin (I)			
giin (you)			
wiin (she/he)			
niinawind (we, not you)			
giinawind (we, including you)			
giinawaa (you all)			
wiinawaa (they)			



### ACTIVITY A Who is doing it? (continued)

2. Complete Rosetta Stone Ojibwe Lesson 3, Explore 1, Practice 1, and Explore 2 together as a class on a smartboard/projector.
3. As you complete Explore 2, have students assist in filling in the class chart for the verbs **inendam** (*s/he thinks a certain way*) and **giziibiiginaagane** (*s/he washes dishes*).
4. Split students into pairs or small groups. Have them use the Verb Worksheet to practice conjugating the following words: **bawa'am**, **izhiwebizi**, **wiindamaage**, and a vai of their choice.
5. Call on student groups to read one of their conjugated word sets. Ask the rest of the class if they agree with the forms the students read aloud. If students came up with alternate forms, discuss until everyone agrees on the correct answer.




#### TEACHER'S TIP

Remember that there is regional variation in some of these forms. While checking answers, be clear about the difference between acceptable variants and mistakes.

Be sure students understand that they don't need to use pronouns in every sentence. Pronouns add extra emphasis or a sense of contrast. This is different from English but similar to other languages your students might be familiar with, such as Spanish.

#### ONLINE ACTIVITIES

 **Estimated time:**  
60 minutes

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

#### Activity Steps

- Students complete Rosetta Stone Ojibwe Unit 7, Lesson 3 individually or in groups. (See Lesson 3 Script, page 25)



### ACTIVITY B

# Mine, Yours, Hers/His

## Materials

**Estimated time:** 30 minutes

- Smartboard or projector
- Rosetta Stone Ojibwe
- Blank index cards, one per student
- Fly swatters (two)

## Activity Steps

1. Review Unit 7, Lesson 3, Explore 3, Practice 3, Explore 4, and Practice 4 in Rosetta Stone Ojibwe together as a class. You may also want to watch the Look and Listen video together.
2. Ask students some questions to check their understanding of fourth person (obviative), such as:
  - a. When do we use fourth person forms?
  - b. In the video, when Gwekigaabaw is speaking, who is the first person? Who is the third person, and who is fourth person?
  - c. When you talk about something inanimate that belongs to someone, what forms should you use? What about when you talk about something animate that belongs to someone?
  - d. Why do you need to use fourth-person forms when you talk about someone's clan?
3. Split students into groups of three, and give each group three index cards.
4. Assign each group one family member term from Unit 1, Lesson 2 Vocabulary. Have students write *my*, *your* and *hers/his* forms of their assigned family member. For example, if a group's word is **nishiime** (*my younger sibling*), they should write the following words (one on each card):
  - a. **nishiime** (*my younger sibling*)
  - b. **gishiime** (*your younger sibling*)
  - c. **oshiimeyan** (*her/his younger sibling*)
5. Collect all index cards and tape them to the board in no particular order.
6. Divide students into two groups.
7. Give each group a flyswatter (tube sock/rolled up construction paper/etc.)
8. Students in each group go to the board one at a time to represent their group.
9. Call out *my/your/her/his family member*. For example, you might call out *your grandmother*.
10. The first student to correctly hit the word on the board, and say it aloud, gets the point for their team.
11. Repeat until one team has ten points.



### ACTIVITY C Charades

#### Materials

⌚ Estimated time: 30 minutes

- Verb Cards, one set (See Printouts D, page 36)
- Bowl or other container
- Person Cards, one set (See Printouts E, page 37)

#### 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 team to conjugate the verb to match their person card.
  - a. For example, if the actors draw **wiisini** and **giinawaa**, they might both act out eating. Their team should guess **giwiisinim**.

### ACTIVITY D Clan review

#### Materials

⌚ Estimated time: 30 minutes

- Class Clan Chart (Lesson 1, Activity B)
- Character Clan Chart (See Printouts A, page 28)

#### Activity Steps

1. Review your Class Clan Chart from Lesson 1, Activity B.
2. Ask students to answer the following question: **Awenenan odoodeman a'aw (student name)?** (*What is [student name's] clan?*)
3. Students use the table to identify the clan, then answer. For example, they might say: **Makwan odoodeman a'aw (student name).** (*[Student name's] clan is bear.*)
4. If many students in your class are not Ojibwe or do not know their clans, complete steps 1–3 using the Character Clan Chart instead of a class clan chart.



## Lesson 4: Gidoodeminaanig – Our clans

### OBJECTIVES

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

- talk about the seven clans at Mille Lacs
- understand the significance of the Ojibwe clan system

### MATERIALS

- Clans Video Response Sheet (See Printouts F)
- Smartboard or projector
- Rosetta Stone Ojibwe
- Students' Family Trees from Unit 1, Lesson 2, Activity D

### VOCABULARY

1

<b>indoodem</b> nad	<i>my clan</i>
<b>awaazisii(g)</b> na	<i>bullhead(s)</i>
<b>name(g)</b> na	<i>sturgeon(s)</i>
<b>ma'iingan(ag)</b> na	<i>wolf (wolves)</i>
<b>waabizheshi(wag)</b> na	<i>marten(s)</i>
<b>makwa(g)</b> na	<i>bear(s)</i>
<b>migizi(wag)</b> na	<i>eagle(s)</i>
<b>bizhiw(ag)</b> na	<i>lynx</i>



### ACTIVITY A Clans video

#### Materials

⌚ **Estimated time:** 45 minutes

- Clans Video Response Sheet, one per student (See Printouts F, page 38)
- Smartboard or projector

#### Activity Steps

1. Distribute the Clans Video Response Sheet. Review the questions together as a class for clarification.
2. Watch the following video (15 minutes) together as a class: [Ojibwe Clans](https://www.youtube.com/watch?v=iP2_TZYq8Y8). ([https://www.youtube.com/watch?v=iP2\\_TZYq8Y8](https://www.youtube.com/watch?v=iP2_TZYq8Y8))
3. Discuss the video and response sheet.
  - a. Discuss students' answers on the Clans Video Response Sheet.
  - b. Make a list of questions on the board that students have after watching this video.
  - c. Discuss these questions and possible answers as a class.
  - d. Come up with ways to find out these answers, such as talking to elders or community members, reading a relevant book, or finding a trustworthy online resource. Investigating further could be a good homework assignment!



#### TEACHER'S TIP

Unfortunately, not all information online that claims to be about Ojibwe culture, traditions, and language is accurate. This might be a good time to discuss how to find trustworthy information online. Encourage students to evaluate resources by considering questions such as:

- Who created the resource?
- What authority does the author have to speak on a topic?
- Where is the resource published? (for example, on a government or academic website as opposed to a personal website)
- What purpose was this resource created for? (for example, educational, governmental, to sell things)
- Does the website accurately identify the community it is talking about?

#### ONLINE ACTIVITIES

⌚ **Estimated time:**  
60 minutes

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

#### Activity Steps

- Students complete Rosetta Stone Ojibwe Unit 7, Lesson 4 individually or in groups. (See Lesson 4 Script, page 26)





### ACTIVITY B Family trees continued

#### Materials

- Students' Family Trees (See Unit 1, Lesson 2, Activity D)

 **Estimated time:** 30minutes

#### Activity Steps

1. Students will use their family trees from Unit 1, Lesson 2, Activity D, to identify the clans of their family members.
  - a. Encourage students to expand the family tree by identifying relatives and their clans as far back as they go on either side.
2. Allow students the opportunity to present their family trees in class upon completion, including information about each family member's clan.



#### TEACHER'S TIP

This activity may not be applicable to all students in your classroom and may be better suited as an extracurricular activity.



# Unit 7 – REVIEW

Ojibwe



## OBJECTIVES

- Review Unit 7

## MATERIALS

- Rosetta Stone Ojibwe
- Smartboard or projector
- Class Clan Chart from Lesson 1, Activity B
- Presentation paper
- Markers

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## 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 1, 2, and 3, and Lesson 4 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.

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## Clan Infographic

### Materials

- Class Clan Chart from Lesson 1, Activity B
- Presentation paper
- Markers



**Estimated time:** 30 minutes

### Review Steps

1. Have students use the Class Clan Chart to identify the total number of individuals belonging to each clan.
2. Students create an infographic showing the number of individuals belonging to each clan.
3. Students will present their findings in Ojibwe using their infographics. Students should use number verbs in their presentation. For example, they could say **Midaachiwag ingiw makwag.** (*There are ten bears*).



# Unit 7 – 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 talk about their, and other people's clans.
  - a. Both students should use questions such as **Awenenan odoodeman a'aw (name)?** (*What is [name]'s clan?*)
  - b. Students must use at least four different clans in their conversations.
  - c. Students must at least discuss *my, your, and her/his clans*.
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. What did you learn about clans in this unit? Why are they important?
  - b. How will you use what you have learned in this unit?
  - c. Have you heard people use the language you learned in this unit? When?
  - d. How did you feel learning Ojibwe in this unit?
  - 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 7

## Scripts



Ojibwe

## Awenen dash Gidoodem? What's your Clan?



Waasegiizhigookwe	<b>Boozhoo, Ominwaasinook.</b> <i>Hi, Ominwaasinookwe.</i>
	<b>Mewinzha gii-waabaminaambaan. Aaniin enakamigak?</b> <i>It's been a long time since I have seen you. What's happening?</i>
Ominwaasinookwe	<b>Boozhoo, Waasegiizhigookwe. Minosemagad.</b> <i>Hi, Waasegiizhigookwe. It's going good.</i>
	<b>Nashke! Gigishkawaawaso nindaanis Ningaabii'anookwe.</b> <i>Guess what! My daughter, Ningaabii'anookwe, is pregnant!</i>
Waasegiizhigookwe	<b>Mii na geget? Howa!</b> <i>Oh, really? Cool!</i>
Nazhike-awaasanookwe	<b>Boozhoo, Gikino'amaaganidog.</b> <i>Hi, students.</i>
Class	<b>Boozhoo, Nazhike-awaasanookwe.</b> <i>Hi, Nazhike-awaasanookwe.</i>
Nazhike-awaasanookwe	<b>Noongom onaagoshig giga-dazhimaanaanig gidoodeminaanig. Niizhwaachiwag omaa Misi-zaaga'iganiing.</b> <i>This evening we'll talk about our clans. There are seven clans here at the Mille Lacs Reservation.</i>
	<b>Mii wa'aw migizi.</b> <i>This is eagle.</i>
Gimiwan	<b>Migizi! Howa, mii a'aw indoodem!</b> <i>Eagle! Cool, that's my clan!</i>
Nazhike-awaasanookwe	<b>Howa! Da-bakaaniziwan dash iniw odoodeman giwiw.</b> <i>Wow! And your wife will be a different clan.</i>
	<b>Waasegiizhigookwe, awenen dash gidoodem?</b> <i>What is your clan, Waasegiizhigookwe?</i>
Waasegiizhigookwe	<b>Awaazisii nindoodem.</b> <i>My clan is bullhead.</i>
Nazhike-awaasinookwe	<b>Howa, awaazisii.</b> <i>OK, bullhead.</i>
Waasegiizhigookwe	<b>Awenen dash giin gidoodem, Nazhike-awaasanookwe?</b> <i>And what is your clan, Nazhike-awaasanookwe?</i>
Nazhike-awaasanookwe	<b>Waabizheshi indoodem.</b> <i>My clan is marten.</i>
Mizhakwad	<b>Howa! Waabizheshi indoodem geniin.</b> <i>Cool! My clan is also marten!</i>
Nazhike-awaasanookwe	<b>Howa! Mii a'aw indinawemaagan!</b> <i>Cool! She's my relative!</i>

## Awenen dash Gidoodem? *What's your Clan?*

Ominwaasinookwe	<b>Booch na gimamaanaan indedeyinaan odoodeman?</b> <i>We take our father's clan, right?</i>
Nazhike-awaasanookwe	<b>Eya', mii akeyaa.</b> <i>Yes, that's right.</i>
	<b>Ominwaasinook, awenen dash gidoodem?</b> <i>What's your clan, Ominwaasinookwe?</i>
Ominwaasinookwe	<b>Migizi indoodem. Ma'iingan dash odoodeman a'aw ninaabem.</b> <i>My clan is eagle. But my husband's clan is wolf.</i>
Waasegiizhigookwe	<b>Onaabeman dash a'aw Ningaabii'anookwe?</b> <i>And what about Ningaabii'anookwe's husband?</i>
Ominwaasinookwe	<b>Makwan wiin odoodeman. Mii dash da-makowid a'aw noozhishenh.</b> <i>His clan is bear. So my grandchild will be bear.</i>
Nazhike-awaasanookwe	<b>Mii iw. Gidaa-dazhimaanaanig ongow miinawaa.</b> <i>Right. We should talk (about clans) some more.</i>
	<b>Awenen dash wa'aw?</b> <i>Who's this?</i>
Class	<b>Waabizheshi.</b> <i>Marten.</i>
Nazhike-awaasanookwe	<b>Eya'. Wa'aw dash?</b> <i>Yes. And this?</i>
Class	<b>Ma'iingan.</b> <i>Wolf.</i>
Nazhike-awaasanookwe	<b>Eya'. Wa'aw dash?</b> <i>Yes. And this?</i>
Class	<b>Makwa.</b> <i>Bear.</i>
Nazhike-awaasanookwe	<b>Eya'.</b> <i>Yes.</i>
Waasegiizhigookwe	<b>Awegwenan ge-odoodemiwaajin noozhishenyag?</b> <i>I wonder what clans my grandchildren will be?</i>
Gimiwan	<b>Waasegiizhigook! Aaniin dash ezhiwebiziyan? Goozhishenyinaanig?</b> <i>Waasegiizhigookwe! What's going on with you? Our grandchildren?</i>
Waasegiizhigookwe	<b>Apiitendaagoziwag gidoodeminaanig.</b> <i>Our clans are very important!</i>
Nazhike-awaasanookwe	<b>Mii go geget. Wiindamaagewag awenen ayaawiyang.</b> <i>That's for sure. They inform us about who we are.</i>

# Aaniin Endashiwaad? Aaniin Endasingin?

## How many are there?

Aaniin endashiwaad ongow? <i>How many are there? (animate)</i>	Aaniin endasingin onow? <i>How many are there? (inanimate)</i>
<b>Bezhigo.</b> <i>There is one. (animate)</i>	<b>Bezhigwan.</b> <i>There is one. (inanimate)</i>
<b>Niizhiwag.</b> <i>There are two. (animate)</i>	<b>Niizhinoon.</b> <i>There are two. (inanimate)</i>
<b>Nisiwag.</b> <i>There are three. (animate)</i>	<b>Nisinoon.</b> <i>There are three. (inanimate)</i>
<b>Niiwiwag.</b> <i>There are four. (animate)</i>	<b>Niiwinoon.</b> <i>There are four. (inanimate)</i>
<b>Naananiwag.</b> <i>There are five. (animate)</i>	<b>Naananinoon.</b> <i>There are five. (inanimate)</i>
<b>Ingodwaachiwag.</b> <i>There are six. (animate)</i>	<b>Ingodwaachinoon.</b> <i>There are six. (inanimate)</i>
<b>Niizhwaachiwag.</b> <i>There are seven. (animate)</i>	<b>Niizhwaachinoon.</b> <i>There are seven. (inanimate)</i>
<b>Ishwaachiwag.</b> <i>There are eight. (animate)</i>	<b>Ishwaachinoon.</b> <i>There are eight. (inanimate)</i>
<b>Zhaangachiwag.</b> <i>There are nine. (animate)</i>	<b>Zhaangachinoon.</b> <i>There are nine. (inanimate)</i>
<b>Midaachiwag.</b> <i>There are ten. (animate)</i>	<b>Midaachinoon.</b> <i>There are ten. (inanimate)</i>
<b>Ashi-bezhigowag.</b> <i>There are eleven. (animate)</i>	<b>Ashi-bezhigwanoon.</b> <i>There are eleven. (inanimate)</i>
<b>Ashi-niizhiwag.</b> <i>There are twelve. (animate)</i>	<b>Ashi-niizhinoon.</b> <i>There are twelve. (inanimate)</i>
<b>Ashi-nisiwag.</b> <i>There are thirteen. (animate)</i>	<b>Ashi-nisinoon.</b> <i>There are thirteen. (inanimate)</i>
<b>Ashi-niiwiwag.</b> <i>There are fourteen. (animate)</i>	<b>Ashi-niiwinoon.</b> <i>There are fourteen. (inanimate)</i>



## Aaniin Endashiwaad? Aaniin Endasingin? *How many are there?*



<b>Ashi-naananawag.</b> <i>There are fifteen. (animate).</i>	<b>Ashi-naananinoon.</b> <i>There are fifteen. (inanimate)</i>
<b>Ashi-ingodwaachiwag.</b> <i>There are sixteen. (animate)</i>	<b>Ashi-ingodwaachinoon.</b> <i>There are sixteen. (inanimate)</i>
<b>Ashi-niizhwaachiwag.</b> <i>There are seventeen. (animate)</i>	<b>Ashi-niizhwaachinoon.</b> <i>There are seventeen. (inanimate)</i>
<b>Ashi-ishwaachiwag.</b> <i>There are eighteen. (animate)</i>	<b>Ashi-ishwaachinoon.</b> <i>There are eighteen. (inanimate)</i>
<b>Ashi-zhaangachiwag.</b> <i>There are nineteen. (animate)</i>	<b>Ashi-zhaangachinoon.</b> <i>There are nineteen. (inanimate)</i>
<b>Niishtana dashiwag.</b> <i>There are twenty. (animate)</i>	<b>Niishtana dasinoon.</b> <i>There are twenty. (inanimate)</i>

# Ojibwemowan Gaye! *She speaks Ojibwe too!*



<b>Narrator</b>	You have learned about first-person forms:
<b>Niizhoogaabaw</b>	<b>Indoojibwem.</b> <i>I speak Ojibwe.</i>
<b>Narrator</b>	You've learned about second-person forms:
<b>Niizhoogaabaw</b>	<b>Gidoojibwem.</b> <i>You speak Ojibwe.</i>
<b>Narrator</b>	You've learned about third-person forms:
<b>Niizhoogaabaw</b>	<b>Ojibwemo.</b> <i>He speaks Ojibwe.</i>
<b>Narrator</b>	Now, let's take a look at fourth-person forms:
<b>Niizhoogaabaw</b>	<b>Ojibwemowan.</b> <i>She speaks Ojibwe (fourth person).</i>
<b>Niizhoogaabaw</b>	<b>Boozhoo. Niizhoogaabaw indizhinikaaz.</b> <i>Hi. I am Niizhoogaabaw.</i>
	<b>Boozhoo, Gwekigaabaw! Aaniin enikamigak?</b> <i>Hi, Gwekigaabaw! What's happening?</i>
<b>Gwekigaabaw</b>	<b>Minosemagad.</b> <i>It's going good.</i>
<b>Niizhoogaabaw</b>	<b>Mii a'aw niitaawis Gwekigaabaw.</b> <i>This is my friend Gwekigaabaw.</i>
	<b>Ojibwemo Gwekigaabaw.</b> <i>Gwekigaabaw speaks Ojibwe.</i>
	<b>Mii iniw owiiwan.</b> <i>This is his wife.</i>
	<b>Ojibwemowan gaye.</b> <i>She also speaks Ojibwe.</i>
<b>Narrator</b>	Gwekigaabaw, third person, is the focus of the conversation here. His wife, fourth person, is also mentioned, but she is less central to the conversation.  See the bolded suffixes on the words that talk about his wife? These refer to a fourth person.
<b>Niizhoogaabaw</b>	<b>Indoojibwem.</b> <i>I speak Ojibwe.</i>
	<b>Gidoojibwem.</b> <i>You speak Ojibwe.</i>
	<b>Ojibwemo.</b> <i>S/he speaks Ojibwe.</i>
	<b>Ojibwemowan gaye owiiwan.</b> <i>His wife speaks Ojibwe too.</i>
<b>Narrator</b>	You'll be learning a lot more about this cool feature of Ojibwe soon.

## Gidoodeminaanig – Our Clans



**awaazisii**  
*bullhead*

**ma'iingan**  
*wolf*

**makwa**  
*bear*

**bizhiw**  
*lynx*

**name**  
*sturgeon*

**waabizheshi**  
*marten*

**migizi**  
*eagle*

**Awaazisiin odoodeman a'aw Waabishkibines.**

*Waabishkibines is bullhead clan.*

**Awaazisiin odoodeman gewiin a'aw Waasegiizhigookwe.**

*Waasegiizhigookwe is bullhead clan, too.*

**Migiziwan odoodeman a'aw Gimiwan.**

*Gimiwan is eagle clan.*

**Migiziwan odoodemiwaan a'aw Amik miinawaa Ogimaakwe.**

*Amik and Ogimaakwe are both eagle clan.*

**Makwan odoodeman a'aw Waabooz.**

*Waabooz is bear clan.*

**Migiziwan odoodeman iniw onaabemibanen.**

*Her husband was eagle clan.*

**Migiziwan odoodeman a'aw Ominwaasinookwe.**

*Ominwaasinookwe is eagle clan.*

**Ma'iingan odoodeman iniw onaabeman.**

*Her husband is wolf clan.*

**Niizhwaachiwag gidoodeminaanig omaa Misi-zaaga'iganiing.**

*These are our seven clans at Mille Lacs.*

**Apiitendaagoziwag geget.**

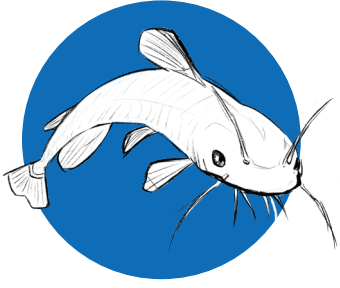
*Our clans are very important.*

# UNIT 7

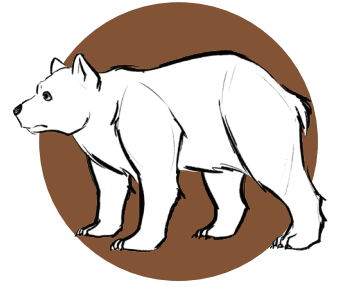
## Printouts



Ojibwe



Waabishkibines



Waabooz



Waasegiizhigookwe



Gimiwan



Ogimaakwe



Baabiiwaash

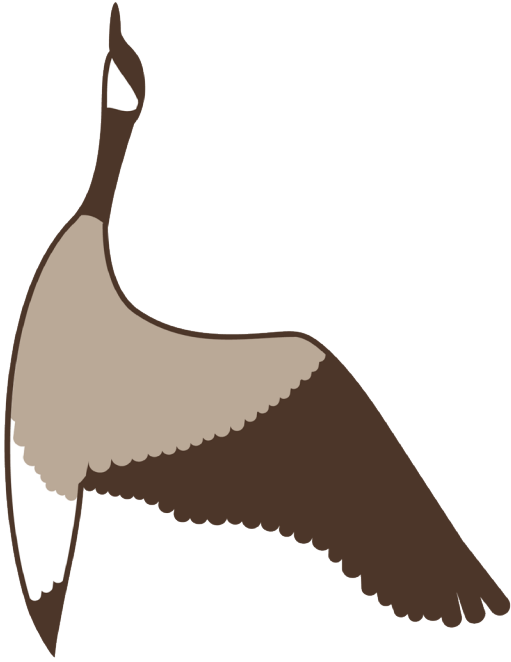


Ominwaasinookwe

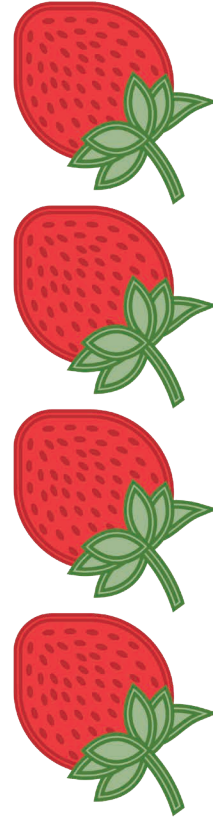


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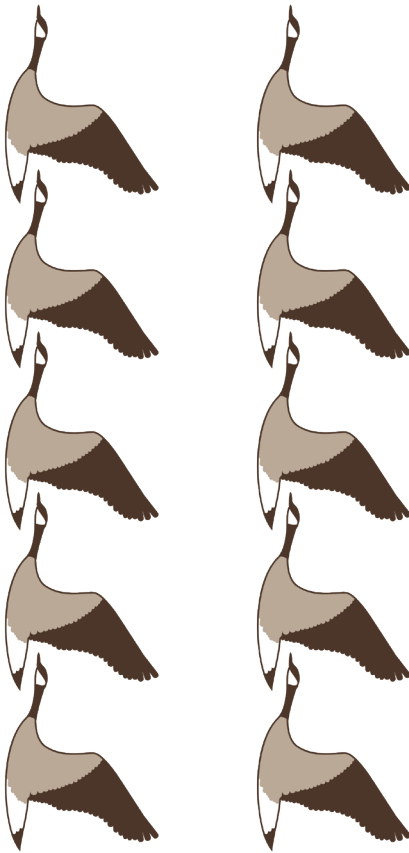




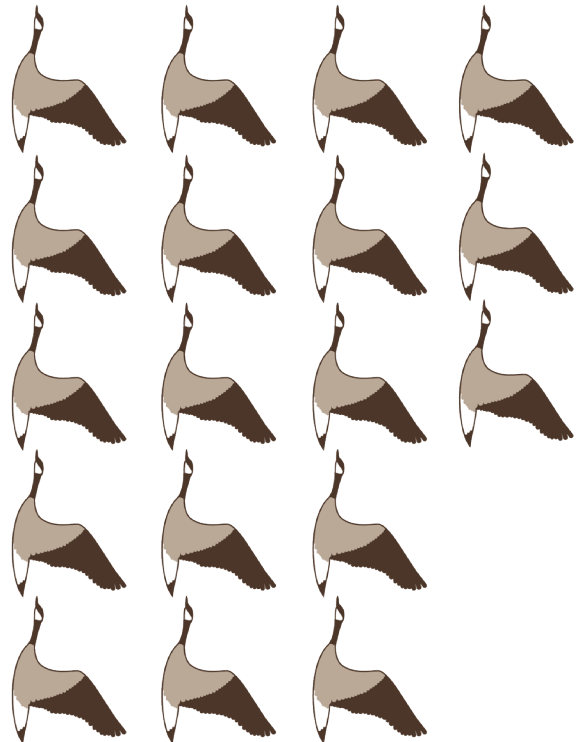
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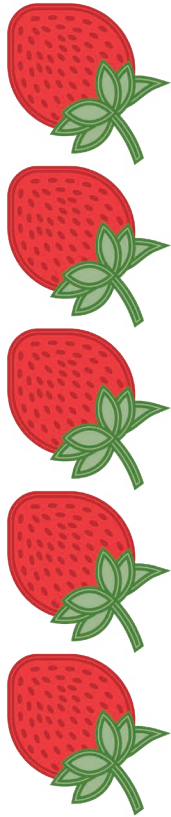


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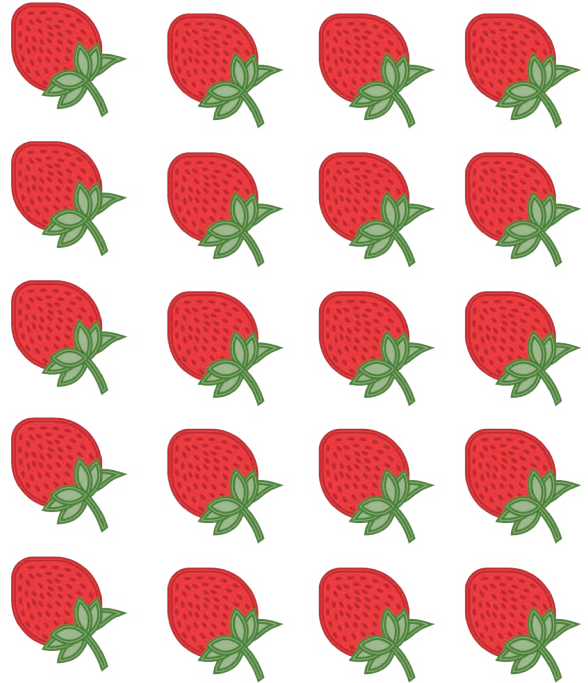


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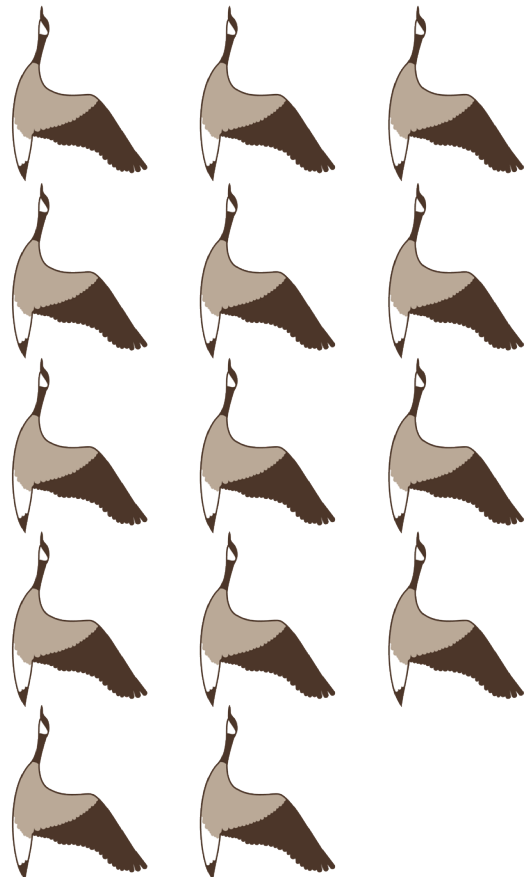
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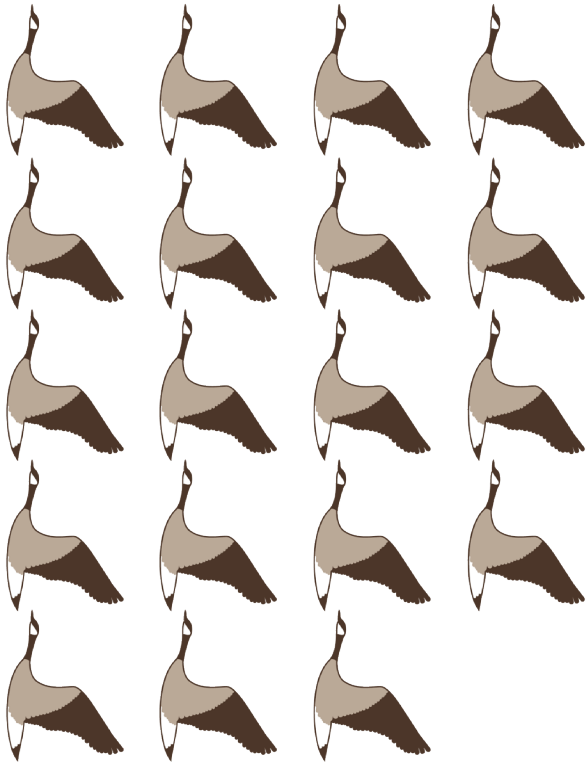


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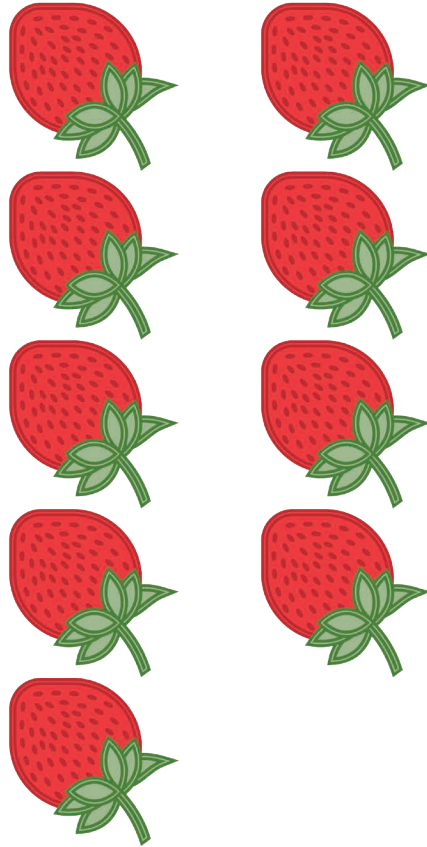


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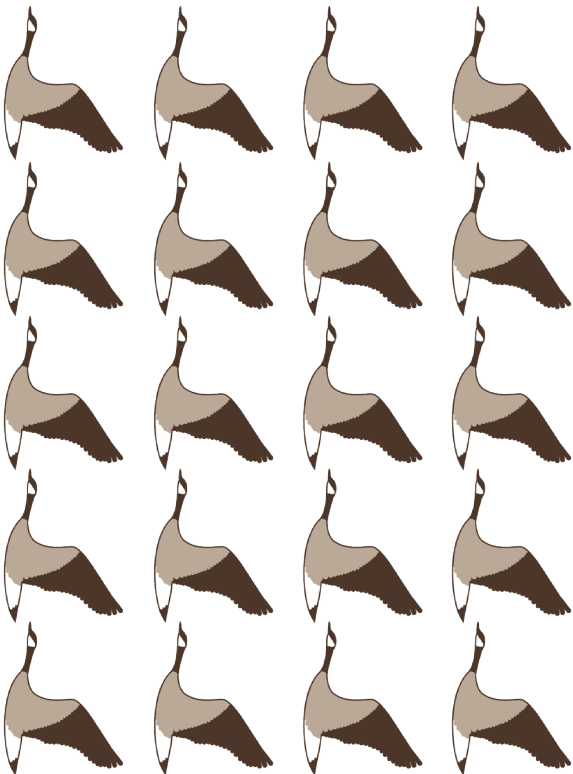




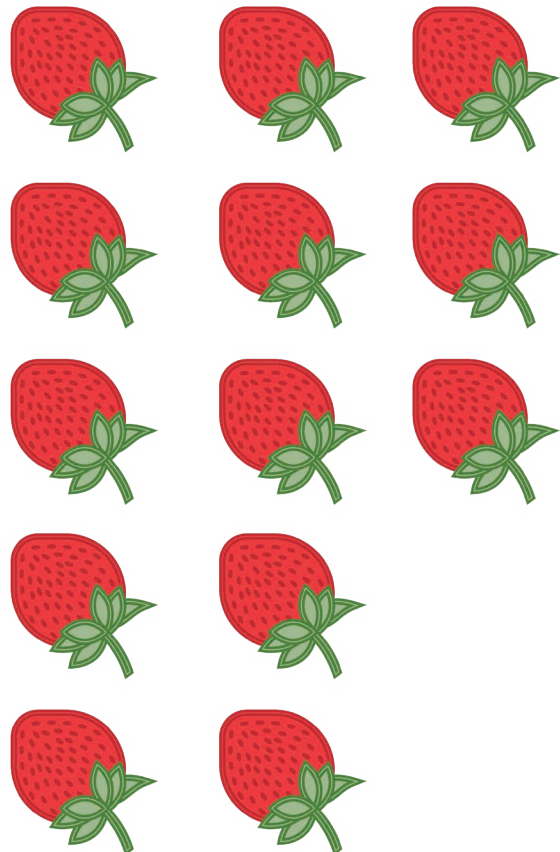
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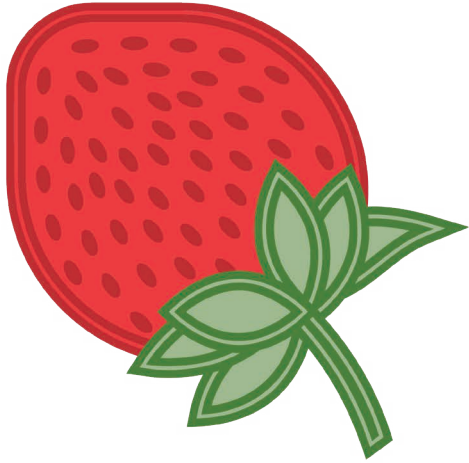
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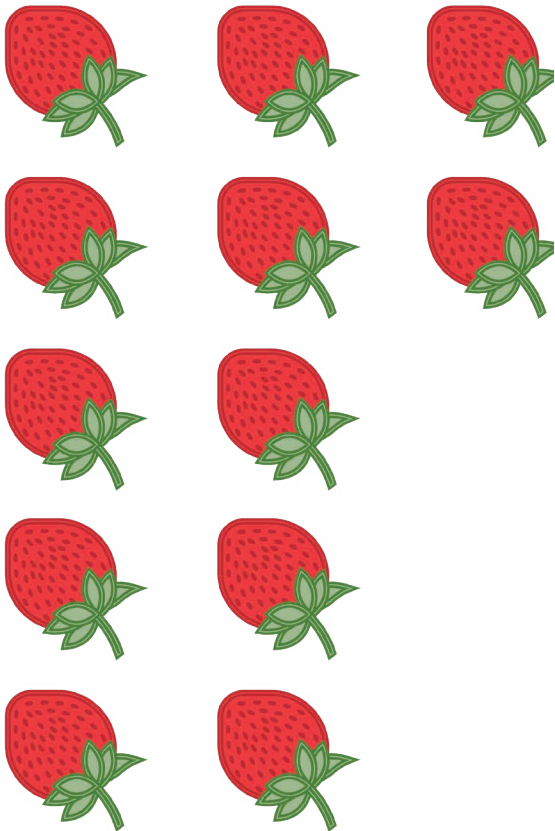
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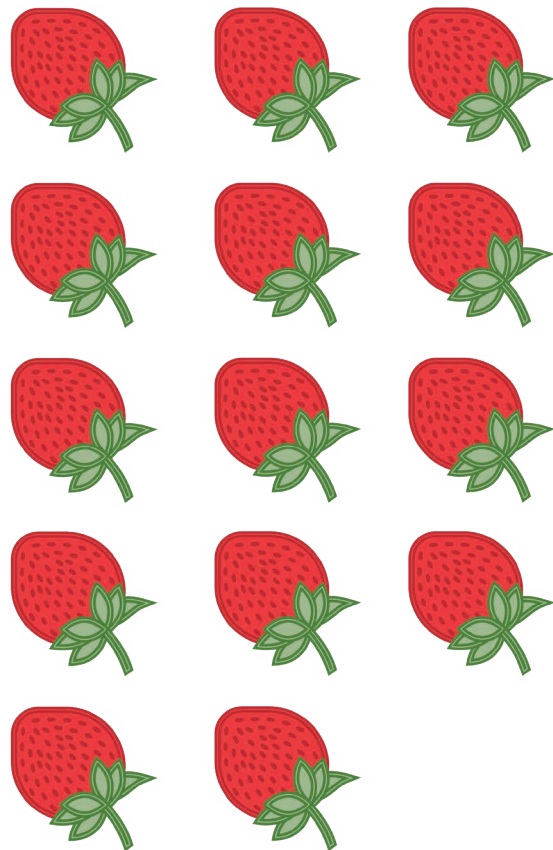
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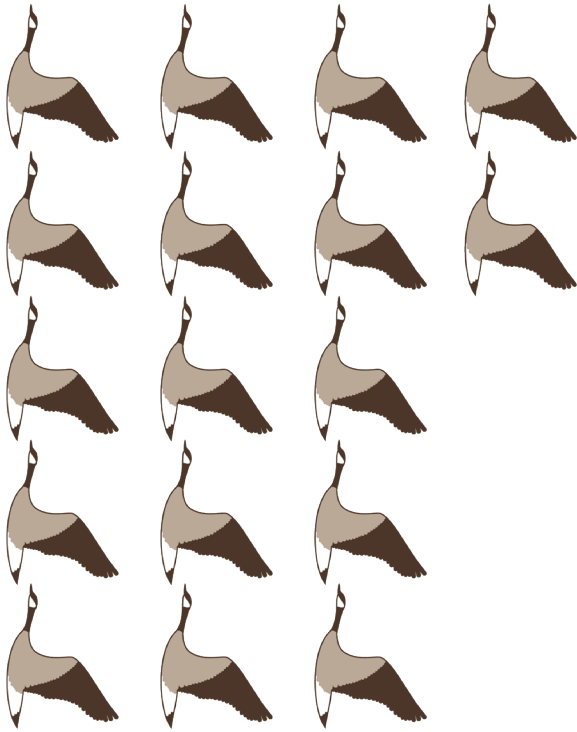
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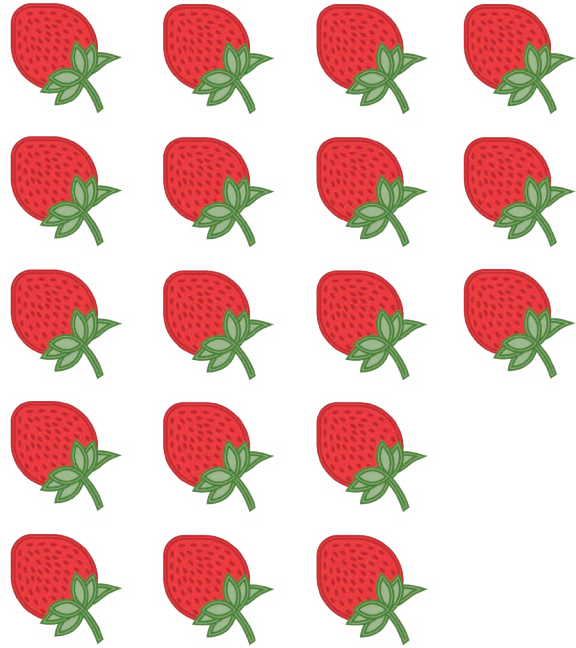
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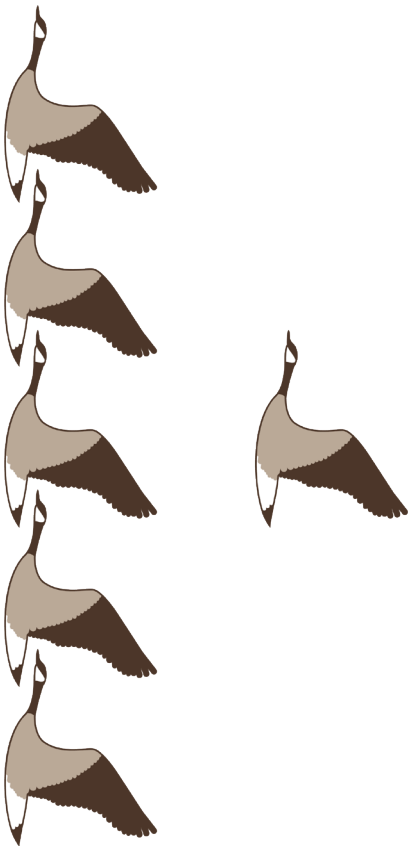
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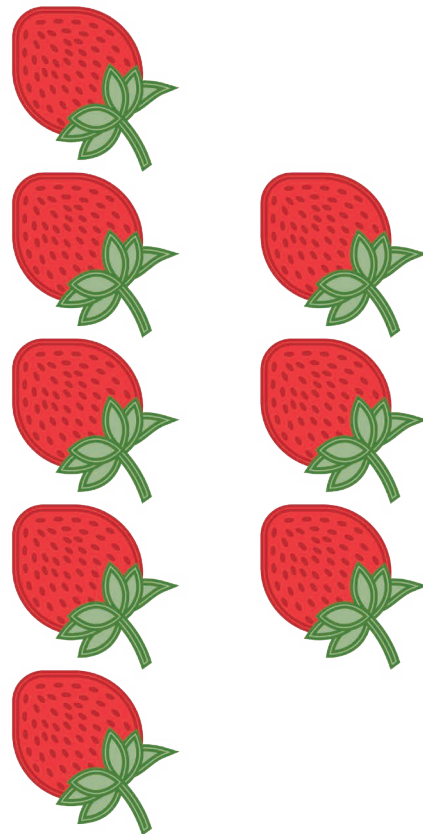
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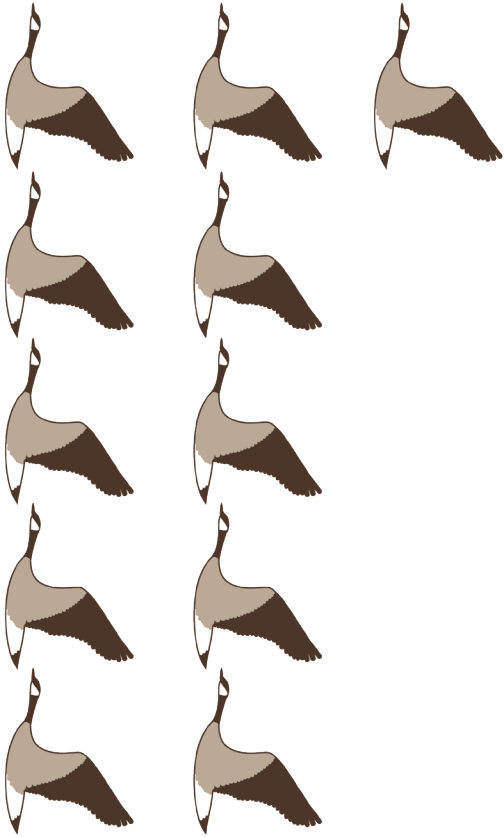
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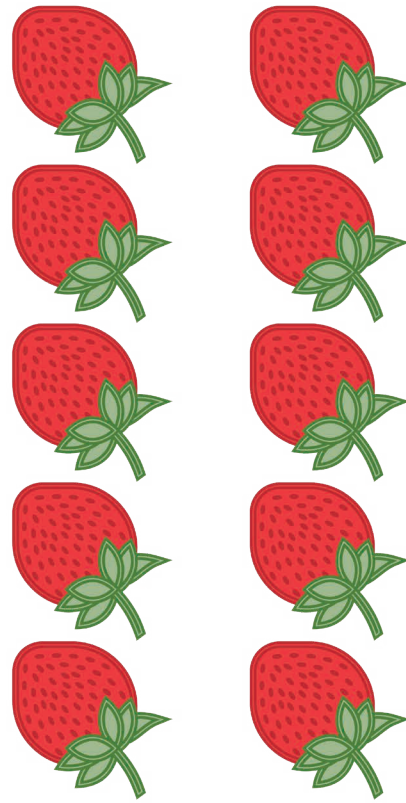
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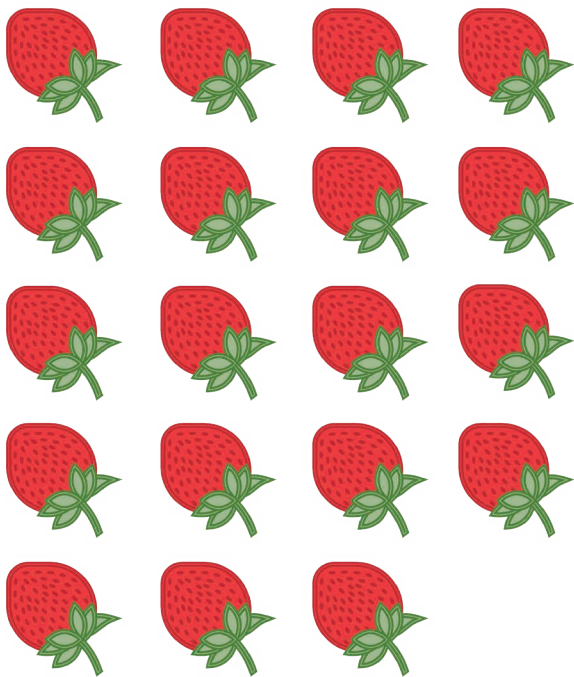
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NH

Verb worksheet						
<b>niin</b> ( <i>I</i> )						
<b>giin</b> ( <i>you</i> )						
<b>wiin</b> ( <i>she/he</i> )		<b>bawa'am</b>	<b>izhiwebizi</b>	<b>wiindamaage</b>		
<b>niinawind</b> ( <i>we, not you</i> )						
<b>giinawind</b> ( <i>we, including you</i> )						
<b>giinawaa</b> ( <i>you all</i> )						
<b>wiinawaa</b> ( <i>they</i> )						

<b>giizhiitaa</b>	<b>manoominike</b>
<b>bi-izhaa</b>	<b>aanzikonaye</b>
<b>nazikwe'o</b>	<b>boodawe</b>
<b>gashkigwaaso</b>	<b>giziibiigazhe</b>
<b>giziibiiginaagane</b>	<b>gikinoo'amaagozi</b>
<b>asemaake</b>	<b>wiisini</b>
<b>maajaa</b>	<b>minwaabi</b>
<b>odamino</b>	<b>wiindamaage</b>
<b>gigishkawaawaso</b>	<b>bakaanizi</b>



**niin**

**giin**

**wiin**

**niinawind**

**giinawind**

**giinawaa**

**wiinawaa**

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

1. What are the rules for clans?

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2. Who are the chief clans?

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3. What clans are listed in the video that we didn't cover in Rosetta Stone Ojibwe?

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4. How are clans passed on for Ojibwe people?

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5. Name some other ways that clans are passed on in other tribes.

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6. What are the adoption clans?

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7. What is one new thing you learned after watching this video?

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8. What is at least one new question you have after watching this video?

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