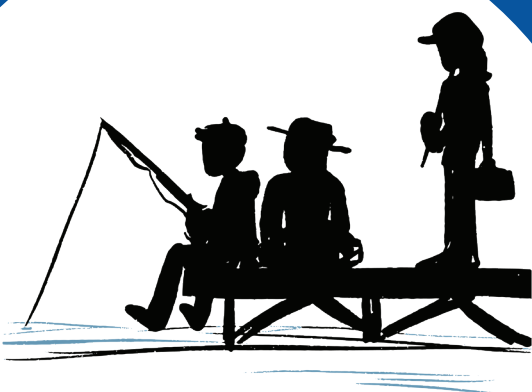


Rosetta Stone[®] Ojibwe

TEACHER'S GUIDE



Level 1 – Unit 9



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The songs featured in Level 1 are commonly used in Ojibwe language classes.

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The Ojibwe People's Dictionary

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Nay Ah Shing Schools, Mille Lacs Band Education Division, "Awegonen Ge-biizikamaan - What Will I Wear?"
in *Baswewe*: "Echo."

Page 16

Mille Lacs Band of Ojibwe, "The Jingle Dress Tradition"

Please see our Acknowledgements video for all those who contributed to this project, including the cast of actors,
at <https://www.culture.aanji.org/ojibwe-rosetta-stone/>



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.' Below this is a question: 'How would you say that this animal is your clan?'. A photograph of a wolf is shown below the question.

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 9

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Ojibwe



Overview: Ogimaakwe goes back to school and catches up with her friends. She also meets a new student and helps her find her class. You'll learn more about verb types, tenses, and questions. Finally, you'll learn about the origins of the jingle dress.

LESSON 1: Aaniin enakamigak? – What's up?

Students will:

- talk about going somewhere
- ask what someone did
- give directions
- address a group of people
- compare **wegonen** and **aaniin**
- ask for someone's phone number

LESSON 2: Aaniin ezhiwebak agwajiing? – What's the weather?

Students will:

- talk about the four seasons
- talk about the weather

LESSON 3: Mazina'igan indayaan – I have a book.

Students will:

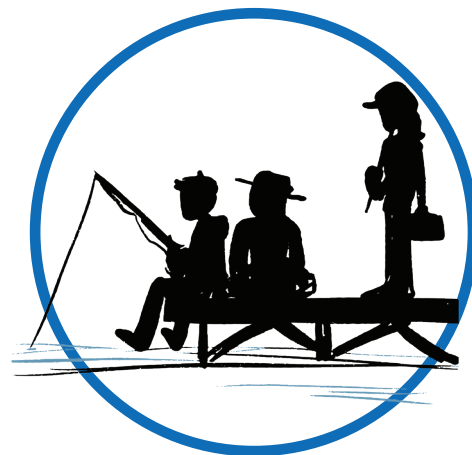
- review vai and vti verb forms
- learn new vti verb forms
- talk about something that happened in the past
- use locative suffixes to talk about where something is

LESSON 4: Ziibaaska'iganagooday – Jingle Dress

Students will:

- learn about the origins of the jingle dress

REVIEW





Lesson 1: Aaniin enakamigak? *What's up?*

OBJECTIVES

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

- talk about going somewhere
- ask what someone did
- give directions
- address a group of people
- compare **wegonen** and **aaniin**
- ask for someone's phone number

MATERIALS

- Ojibwe People's Dictionary (online) and/or *A Concise Dictionary of Minnesota Ojibwe*
- Blank index cards
- Rosetta Stone Ojibwe
- Computers or tablets
- Charades Cards (See Printouts A)
- Bowl or other container
- Timer
- Person Cards (See Printouts B)

VOCABULARY

1

Anangookwe	<i>a girl's name</i>
-------------------	----------------------

Bezhighoogaabawiikwe	<i>a girl's name</i>
-----------------------------	----------------------

2

niibin	<i>it is summer</i>
---------------	---------------------

vii	
-----	--

izhaa	<i>s/he goes (to)</i>
--------------	-----------------------

vai	
-----	--

minawaanigozi	<i>s/he has a good time</i>
----------------------	-----------------------------

vai	
-----	--

wewebanaabii	<i>s/he fishes with a hook and line</i>
---------------------	---

vai	
-----	--

niimi	<i>s/he dances</i>
--------------	--------------------

vai	
-----	--

niimi'idiwag	<i>they dance with each other</i>
---------------------	-----------------------------------

vai	
-----	--



Lesson 1: Aaniin enakamigak? *What's up?* (continued)

VOCABULARY

3

chi-oodena(wan) ni	<i>city (cities)</i>
bimibatoowigamig(oon) ni	<i>gym(s)</i>
ziibaaska'iganagooday(an) ni	<i>jingle dress(es)</i>
asigibii'igan(an) ni	<i>number(s)</i>
ikwezens(ag) na	<i>girl(s)</i>

4

gaawiin gegoo	<i>nothing</i>
iwidi	<i>over there</i>
akeyaa	<i>that way</i>
anooj	<i>various</i>
daga	<i>Excuse me.</i>

5

oshki-	<i>new</i>
wegonen	<i>what</i>
azhigwa	<i>now</i>

6

ganoozh vta	<i>call someone</i>
ayaan vti	<i>have something; own something</i>
waabandan vti	<i>see something</i>



ACTIVITY A What did you do last summer?

Materials

- Ojibwe People's Dictionary (online) and/or *A Concise Dictionary of Minnesota Ojibwe**
- Blank index cards

⌚ **Estimated time:** 45 minutes

Activity Steps

1. Introduce two questions: **Aaniin gaa-izhichigeyan gii-niibing?** (*What did you do this summer?*) and **Giin dash?** (*What about you?*)
2. Give students time to think of three activities they did over the summer. Students may use dictionaries to identify new vocabulary.
3. Have students form pairs. One student begins the conversation by asking **Aaniin gaa-izhichigeyan gii-niibing?** The other student describes their summer, and finishes by asking **Giin dash?** The initial asker responds to the question.
4. After students have completed this exchange, they change partners and repeat the conversation.
5. Repeat until students feel comfortable with this exchange.
6. Ask students to share their responses with the class. You may want to tally the responses and count how many students did each activity.
7. Distribute blank index cards and have students make Vocabulary Frames for the new vocabulary they learned in this activity



TEACHER'S TIP

Remind students that the form they'll use to describe their own actions is not the dictionary form of a verb. Dictionaries may not show first person forms. Students may have to use the patterns they know already to make the correct form. The verbs students have used most often are *vais*; if they want to use *vtas* or *vtis* to describe their activities, they will have to include an object in their sentence along with the verb.

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



ONLINE ACTIVITIES

Estimated time:
60 minutes

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

Activity Steps

- Students complete Rosetta Stone Ojibwe Unit 9, Lesson 1 individually or in groups. (See Lesson 1 Script, page 20)

ACTIVITY B Charades

Materials

Estimated time: 30 minutes

- Charades Cards, one set (See Printouts A, page 26)
- Bowl or other container
- Timer
- Person Cards, one set (See Printouts B, page 27)

Activity Steps

1. Split the class into two groups.
2. Shuffle the Charades Cards in a bowl or container.
3. The first group sends one person (the actor) to the front of the room.
 - a. Set a timer for a set length of time, such as one or three minutes.
 - b. The actor draws a Charades Card and acts out the word 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 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 three actors at a time. In addition to drawing a Charades card, they draw a Person Card. They must act out the word and, if it is a verb, get their guessing team to conjugate the verb to match their person card.
 - a. For example, if the actors draw **wiisini** and **giinawaa**, they might all act out eating. Their team should guess **giwiisinim**.



TEACHER'S TIP

If you want to review vocabulary from earlier units, feel free to make new cards or reuse cards from previous units. Unit 4 Verb Cards (Printouts F) and Unit 7 Verb Cards (Printouts D) are two good options.



Lesson 2: Aaniin ezhiwebak agwajiing? - What's the weather?

OBJECTIVES

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

- talk about the four seasons
- talk about the weather

MATERIALS

- Classroom calendar
- Weather Image Cards (See Printouts C)
- Rosetta Stone Ojibwe
- Computers or tablets
- Awegonen Ge-biizikamaan Audio
- Awegonen Ge-biizikamaan Lyrics (See Printouts D)
- Ojibwe People's Dictionary (online) and/or A Concise Dictionary of Minnesota Ojibwe
- Large sheet of blank paper
- Markers

VOCABULARY

1

biboon *it is winter*

vii

ziigwan *it is spring*

vii

niibin *it is summer*

vii

dagwaagin *it is fall*

vii

2

noodin *it is windy*

vii

ningwakwad *it is cloudy*

vii

zoogipon *it is snowing*

vii

gimiwan *it is raining*

vii

zakaate *it is sunny*

vii

3

gizhizo *s/he is hot*

vai

giikaji *s/he is cold*

vii

gizhaate *it is hot (outside)*

vii

gisinaa *it is cold (outside)*

vii

Aaniin ezhiwebak agwajiing? *What's the weather outside?*



ACTIVITY A Calendar work

Materials

- Classroom calendar
- Weather Image Cards, one set (See Printouts C, page 28)

 **Estimated time:** 30 minutes

Activity Steps


1. Use your classroom calendar to talk about the month, day of the week, and date.
2. Introduce asking about the weather to your calendar work by asking **Aaniin ezhiwebak?** (*What is the weather like?*)
3. Have students answer using Weather Image Cards.



TEACHER'S TIP

Add this question to your daily calendar routine. Add more weather verbs as they're needed.

ONLINE ACTIVITIES

 **Estimated time:**
60 minutes

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

Activity Steps

- Students complete Rosetta Stone Ojibwe Unit 9, Lesson 2 individually or in groups. (See Lesson 2 Script, page 22)



ACTIVITY B

What should I wear?

Materials

Estimated time: 30 minutes

- Awegonen Ge-biizikamaan Audio (See www.culture.aanji.org/ojibwe-rosetta-stone)
- Awegonen Ge-biizikamaan Lyrics, one copy per student (See Printouts D, page 29)
- Ojibwe People's Dictionary (online) and/or *A Concise Dictionary of Minnesota Ojibwe*

Activity Steps

1. Introduce the song **Awegonen Ge-biizikamaan?** (*What will I wear?*) by listening to the recording.
2. Distribute copies of the lyrics and look closer.
 - a. The weather term in the first half of the verse can be replaced with any weather term from this lesson. Make sure to use the B form of the verb by adding a **-g** to the end.
 - b. For the reply, choose one article of clothing, which is the interchangeable aspect in the first set of brackets, and repeat the B-form weather term from the prompt.

- c. Here is an additional set of useful clothing words for different weather:

1. **gimiwanoowayaan** (*raincoat*)
2. **bibooni-babiinzikawaagan** (*winter coat*)
3. **wiiwakwaan** (*hat*)
4. **minjikaawanag** (*mittens*)
5. **gizhoopizon** (*scarf*)



TEACHER'S TIP

Have the students offer other suggestions and use a dictionary to add more vocabulary!



ACTIVITY C Seasonal language

Materials

- Large sheet of blank paper
- Markers

 **Estimated time:** 30 minutes

Activity Steps

1. Hang a large blank piece of paper divided into four quadrants in your classroom.
2. Use the new vocabulary words **biboon**, **ziigwan**, **niibin**, and **dagwaagin** (*winter, spring, summer, and fall*) to label each quadrant.
 - a. Call on students to write the name of a month into one of the quadrants. Repeat until all twelve months have been assigned.
 - b. Repeat this step for weather vocabulary.
 - c. Offer students a chance to write other words that they associate with these seasons into the quadrants. For example, they might write **manoomin** (*wild rice*), **niimi'idiwin** (*powwow*), or other words associated with particular times of year. Have students explain their reasoning for these associations.



TEACHER'S TIP

Instead of doing this as a whole class, you could split the class into four groups and assign each group a season. They can present the final product to the class, or have a gallery walk in which students walk around to look at each other's weather posters.



Lesson 3: Mazina'igan indayaan. *I have a book.*

OBJECTIVES

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

- use previously learned vai and vti verb forms
- use new vti verb forms
- talk about something that happened in the past
- use locative suffixes to talk about where something is

MATERIALS

- Blank Bezhigo Cards (See Printouts E)
- Special Bezhigo Cards (See Printouts F)
- Rosetta Stone Ojibwe
- Computers or tablets
- Person Cards (See Printouts B)
- Tape
- Two fly swatters
- Smartboard or projector

VOCABULARY

1

mazina'igan(an)

book(s)

ni

ayaan

have something

vti



ACTIVITY A Bezhigo

Materials

Estimated time: 45 minutes

- Blank Bezhigo Cards, one set per student (See Printouts E, page 30)
- Special Bezhigo Cards, one set (See Printouts F, page 31)

Activity Steps

1. Give each student a set of blank Bezhigo cards.
2. Instruct students to choose a vai verb and write the following forms of it on their cards: **niin, giin, wiin, niinawind, giinawind, giinawaa, wiinawaa**.
3. Collect the cards and shuffle them, along with the Special Bezhigo Cards.
4. Give seven random cards to each student. The rest of the cards go in the draw pile.
5. Flip over the first card from the draw pile to begin the discard pile.
6. The player may play a card that is the same verb or the same person as the card on top of the pile. For example, if the starting card is **niwiisin**, the next player could play **wiisiniwag** or **niwewebanaabii**, among other options.
 - a. Wildcards may be played at any time. When playing a wildcard, the player must state what conjugated verb it is. For example, they could say **giikaji**. The next player would have to play a form of **giikaji** or another **wiin** form of a verb.
 - b. If the player has no cards that can be played, they say **Gaawiin gegoo indayaanziin**. (*I don't have anything.*) and draw a card from the draw pile. If that card can be played, they can play the card immediately. Otherwise, they add the card to their hand.
7. Play continues until one player has only one card left and says **Bezhigo**. (*There is one.*) If they can play their remaining card on the next turn, they win!
 - a. If a player does not say **Bezhigo** when they have only one card and someone else notices, they draw two cards as a penalty.
8. The first person to use all their cards wins!



TEACHER'S TIP

While the goal of this game is to focus on vai conjugations, be sure to incorporate Ojibwemowin throughout the game, such as when counting. There are many ways to adapt this game: You can add in a step of translating or acting out a verb to check for comprehension. You can add additional verb cards, or create additional special cards. Adapt the rules to make them work for your class!



ONLINE ACTIVITIES

Estimated time:
60 minutes

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

Activity Steps

- Students complete Rosetta Stone Ojibwe Unit 9, Lesson 3 individually or in groups. (See Lesson 3 Script, page 23)

ACTIVITY B Swat the vti

Materials

Estimated time: 30 minutes

- Person Cards, one set (See Printouts B, page 27)
- Tape
- Two fly swatters

Activity Steps

1. Tape Person Cards on the board or wall with plenty of space between cards.
2. Divide students into two groups.
 - a. Give each group a fly swatter (or tube sock/rolled up construction paper/etc.).
 - b. Students in each group go to the board one at a time to represent their group. Call out a conjugated form of **ayaan**, **waabandan**, or **aabajitoon**. The first student to correctly hit the associated Person Card on the board gets the point for their team.
 - For example, if you say **indayaan**, students should hit **niin**; for **giwaabandaamin** they should hit **giinaawind**, or for **odaabajitoon** they should hit **wiin**.
 - Give students the opportunity to earn a bonus point by translating the verb form.
 - c. Repeat until one team has 10 points. Be sure to count points in Ojibwe.



ACTIVITY C

I have a book

Materials

- Lesson 3 Script, one copy per student (See page 23)

 **Estimated time:** 45 minutes

Activity Steps

1. Distribute copies of the Lesson 3 Script.
2. Read through the script to be sure students understand each line.
3. Place students in pairs or small groups.
4. Have students create their own version of the script using a different vti and inanimate object. For example, they might choose to use **miijin** and **okaadaak**. They should write a script that uses each singular and plural form of the verb, following along with the script.
5. Have students create visual aids to assist in acting out their script. These may be physical objects, drawings they create, or image cards from this or previous lessons.
6. Students perform their new scripts for the class.



TEACHER'S TIP

It's important to practice these verb forms until they are automatic, rather than something that students have to think through every time. You may want to adapt activities from previous lessons, including Word Tennis or Four Corners to further practice vai and vti forms from this lesson.

ACTIVITY D

Flip the script

Materials

- Lesson 1 Script, one copy per student (See page 20)
- Smartboard or projector
- Rosetta Stone Ojibwe

 **Estimated time:** 60 minutes

Activity Steps

1. Distribute copies of the Lesson 1 Script. You may also want to watch the Lesson 1 Look and Listen video in Rosetta Stone Ojibwe again as a class.
2. Give students time to read over the script individually. Ask them to identify the following:
 - a. Each verb: the verb type and form (for example, vti, **niin**, singular object)
 - b. Any place with a locative ending: the place and the form of the locative ending
3. After giving students some time to work individually, ask them to compare answers and complete the task in small groups.
4. Now it's time to flip the script: for each verb, students should put it in a different form. For each place with a locative ending, they should change the location. While their new versions might be funny or unexpected, they should make sure the new version makes sense. For example, instead of going to the cities over the summer, Ogimaakwe could say she went to Mille Lacs.
5. Have students present their new version of the script to the class. Ask the performers and audience questions to be sure they understand the new version.



Lesson 4: Ziibaaska'iganagooday – Jingle Dress

OBJECTIVES

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

- talk about the origins of the jingle dress

MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Smartboard or projector
- Whiteboard or large piece of paper
- Sticky notes

VOCABULARY

1

ziibaaska'iganagooday(an) ni	<i>jingle dress(es)</i>
ziibaaska'igan(an) ni	<i>jingle(s)</i>
agwa'igaade vii	<i>it is sewn on</i>
indaangoshenh (indaangoshenyag) na	<i>my friend(s)</i> <i>(female to female)</i>
wijishimotaadiwag vai	<i>they dance</i> <i>(with each other)</i>
apiitendan vti	<i>be proud of something</i>
nitaa-	<i>know how to do</i> <i>something; frequently</i> <i>do something</i>



ONLINE ACTIVITIES

 **Estimated time:**
45 minutes

Materials

- Rosetta Stone Ojibwe
- Computers or tablets

Activity Steps

- Students complete Rosetta Stone Ojibwe Unit 9, Lesson 4 individually or in groups. (See Lesson 4 Script, page 24)

ACTIVITY A Sparkle

Materials

- Rosetta Stone Ojibwe
- Smartboard or projector

 **Estimated time:** 60 minutes

Activity Steps

1. Review Lesson 4 vocabulary and pronunciation activities in Rosetta Stone Ojibwe as a class.
2. Play Sparkle:
 - a. Students line up side-by-side facing the instructor.
 - b. Instructor says a vocabulary word.
 - c. Students spell the word, one letter at a time, moving down the line.
 - i. If a student misspells, they are eliminated from the game.
 - ii. When the last student has spelled, resume at the beginning of the line.
 - d. Repeat using new vocabulary words until there is one player left.



ACTIVITY B Jingle dress tradition

Materials

Estimated time: 60minutes

- Whiteboard or large piece of paper
- Sticky notes, one per student

Activity Steps

1. Create a KWL (Know/Want to Know/Learned) chart on a large piece of paper.
2. Ask students what they already know about jingle dresses and jingle dress dancing.
 - a. Either allow students to write their contributions in the Know column or write them yourself.
 - b. You might want to ask specific questions, such as:
 - Do you know any jingle dress dancers?
 - What do jingle dresses look like?
 - What do you know about making jingle dresses?
 - When do people usually dance wearing jingle dresses?
 - Do you know anything about the history of jingle dresses and jingle dress dancing?
3. Hand each student one sticky note.
 - a. Each student writes one thing they want to know about jingle dresses or jingle dress dancing.
 - b. Each student puts their sticky note in the Want to Know section.
 - c. Read the questions in the Want to Know section aloud. You may want to group related questions together.
4. Watch the video *The Jingle Dress Tradition* together:
<https://www.youtube.com/watch?v=gk7Cha5BVUc>
5. After watching the video, ask students to share whether or not they can answer any of the questions in the Want to Know section. If they can answer the questions, they may write the new information in the Learned section.
6. Offer students the chance to add additional new information into the Learned section.
7. Discuss where students may be able to find the answers to the remaining questions in the Want to Know section. Learning more may be a good homework assignment!



CULTURE CORNER

Jingle dresses and jingle dress dancing originated in Mille Lacs, but it's now a popular style across the country. Jingle dress outfits and dancing are a little different in Mille Lacs than some other places. We don't wear feathers in our hair, leggings, or extravagant colors. We wear short moccasins and the traditional colors of dresses: yellow, red, blue and green. We only dance forward, not in circles, backwards, or counter clockwise. In many families, there is a teaching of holding a feast before a new dress is worn for the first time. The best way to learn more about traditions in your community is to find a jingle dress dancer who can speak with you and your students.



Unit 9 – REVIEW

Ojibwe



OBJECTIVES

- Review Unit 9

MATERIALS

- Rosetta Stone Ojibwe
- Smartboard or projector
- Classroom calendar

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 3, 5, and 6, 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.

Present Your Birthday

Materials

- Classroom calendar



Estimated time: 45 minutes

Review Steps

1. Introduce the verb **dibishkaa** (*s/he has a birthday*), and two useful sentences:
 - a. **Inga-dibishkaa (date).** (*My birthday is [date].*) For example, **Inga-dibishkaa ashi-zhaangasogonagizid a'aw Gashkadino-giizis.** (*My birthday is November nineteenth.*)
 - b. **Aaniin gaa-izhichigeyan gii-dibishkaayan?** (*What did you do on your birthday?*)
2. Students will prepare a presentation about their birthday. They should:
 - a. show when their birthday is on the calendar
 - b. give the month and date of their birthday
 - c. say the season their birthday is in
 - d. say what the weather was like on their last birthday
 - e. describe at least two things they did on their last birthday, using one vai and one vti, both in past tense
 - f. explain where they were, using a locative
 - g. address the class using **-dog** (for example, **anishinaabedog** [*Anishinaabe people*] or **niiji-gikinoo'amaaganidog** [*my fellow students*])
 - h. end by asking another student what they did on their birthday



Unit 9 – 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 of at least four lines each in which they talk about the weather during different seasons. They may also want to include:
 - a. the months associated with each season
 - b. the clothing they would wear in that season
 - c. activities they do during that season
 - d. food they like to eat during that season
 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 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 9

Scripts



Ojibwe

Aaniin Enakamigak? What's Up?



Ogimaakwe	Boozhoo, Anangook! <i>Hey, Anangookwe!</i>
Anangookwe	Boozhoo, Ogimaakwe! <i>Hey, Ogimaakwe!</i>
Ogimaakwe	Aaniin enakamigak? <i>What's up?</i>
Anangookwe	Gaawiin gegoo. Aaniin dash gaa-izhichigeyan gii-niibing? <i>Nothing. What did you do this summer?</i>
Ogimaakwe	Oh, ingii-wenda-minawaanigoz. <i>Oh, I had so much fun.</i>
	Chi-oodenaang ingii-izhaamin. <i>We went to the cities.</i>
	Ingii-wewebanaabiimin gaye. <i>We also went fishing.</i>
	Giin dash? <i>And you?</i>
Anangookwe	Anooj niimi'iding ingii-izhaamin. <i>We went to some powwows.</i>
	Gigikendaan na gii-maajii-niimiyaan? <i>Did you know I started dancing?</i>
	Indayaan oshki-ziibaaska'iganagooday azhigwa. <i>I have a new jingle dress now!</i>
	Giwii-waabandaan ina? Nashke! <i>Want to see it? Look!</i>
Ogimaakwe	Howa, wenda-onaajiwan. <i>Wow, it's so beautiful.</i>
Anangookwe	Miigwech. <i>Thanks.</i>
Bezhigoogaabawiikwe	Daga. Gigikendaanaawaa na aaniindi i'iw bimibatoowigamig? <i>Excuse me. Do you know where the gym is?</i>
Ogimaakwe	Eya'. Iwidi akeyaa ayaamagad. <i>Yes. It's over there.</i>
	Boozhoo, Ogimaakwe indizhinikaaz. Aaniin ezhinikaazoyan? <i>Hi, my name is Ogimaakwe. What's your name?</i>

Aaniin Enakamigak? *What's Up?*

Bezhigoogaabawiikwe	Bezhigoogaabawiikwe indizhinikaaz. <i>My name is Bezhigoogaabawiikwe.</i>
Anangookwe	Howa! Anangookwe indizhinikaaz. <i>Cool! My name is Anangookwe!</i>
	Wegonen gidasigibii'igan ge-ganooninaambaan? <i>What's your number so I can call you?</i>
Bezhigoogaabawiikwe	Naanan naanan naanan - niswi niiwin naanan ningodwaaswi. <i>555-3456</i>
Ogimaakwe	Bimibatoowigamigong indizhaamin gaye. Ambe maajaadaa! <i>We're going to the gym, too. Let's go (together)!</i>
Makwa	Aaniin, Ikwezensidog! Awegonesh iniw asigibii'iganan? <i>Hi, girls! What are those numbers again?</i>

Aaniin Ezhiwebak Agwajiing? *What's the Weather?*

Ziigwan.

It's spring.

Gimiwan.

It's raining.

Gimiwan iko ziigwang.

It's rainy in the spring.

Niibin.

It's summer.

Zakaate.

It's sunny.

Gizhaate.

It's hot (outside).

Gizhaate iko niibing.

It's hot in the summer.

Gizhizo a'aw inini.

The man's hot.

Dagwaagin.

It's fall.

Ningwakwad.

It's cloudy.

Noodin.

It's windy.

Noodin iko dagwaaging.

It's windy in the fall.

Biboon.

It's winter.

Zoogipon.

It's snowing.

Gisinaa.

It's cold (outside).

Gisinaa iko biboong.

It's cold in the winter.

Giikaji a'aw ikwe.

The woman is cold.

Mazina'igan Indayaan. / I Have a Book.

mazina'igan
book

Mazina'igan indayaan.
I have a book.

Mazina'iganan indayaanan.
I have books.

Mazina'igan indayaamin.
We (excl) have a book.

Mazina'iganan indayaamin.
We (excl) have books.

Mazina'igan gidayaan gaye giin.
You have a book too.

Mazina'iganan gidayaanan gaye giin.
You have books too.

Mazina'iganan gidayaanaawaa.
You all have a book.

Mazina'iganan gidayaanaawaan.
You all have books.

Mazina'igan gidayaamin azhigwa!
Now we (incl) have books!

Mazina'iganan gidayaamin azhigwa!
Now we (incl) have books!

Mazina'igan odayaan.
S/he has a book.

Mazina'iganan odayaanan.
S/he has books.

Mazina'igan odayaan gaye wiin.
He has a book also.

Mazina'iganan odayaanan gaye wiin.
He has books also.

Mazina'igan odayaanaawaa gaye wiinawaa!
They have a book too!

Mazina'iganan odayaanaawaan gaye wiinawaa!
They have books too!



Mazina'igan indayaan.

Mazina'igan indayaamin.

Mazina'igan gidayaan.

Mazina'igan gidayaanaawaa.

Mazina'igan gidayaamin.

Mazina'igan odayaan.

Mazina'igan odayaanaawaa.



Mazina'iganan indayaanan.

Mazina'iganan indayaamin.

Mazina'iganan gidayaanan.

Mazina'iganan gidayaanaawaan.

Mazina'iganan gidayaamin.

Mazina'iganan odayaanan.

Mazina'iganan odayaanaawaan.

Inziibaaska'iganagoodaas *My Jingle Dress*



Boozhoo! Niizhoobinesikwe indizhinikaaz.

Hi! I'm Niizhoobinesikwe.

Indayaan oshki-ziibaaska'iganagooday.

I have a new jingle dress.

Zoogipo lkwe ogii-ozhitoon.

Zoogipo lkwe made it.

Ozhaawashkwaa.

It's blue.

Niibowa ziibaaska'iganan gii-agwa'igaadewan.

It has a lot of jingles on it.

Onaajiwan geget.

It's beautiful.

Ozaawaani ogoodaas a'aw nimaamaa eyaang.

My mother has a yellow jingle dress.

Nitaa-niimi a'aw.

She is a good dancer.

Odayaanaawaan ziibaaska'iganagoodayan indaangoshenyag gaye wiinawaa.

My friends have jingle dresses too.

Miskwaani, ozaawaani, miinawaa ashkibagong inaandeni ogoodaasiwaan.

Their dresses are red, yellow, and green.

Niwijishimotaadimin.

We dance together.

Niminawaanagozimin niimiyaang.

We have a good time dancing.

Niminotaanan iniw ziibaaska'iganagoodayan.

I like how jingle dresses sound.

Odapiitendaanaawaan iniw ziibaaska'iganagoodayan anishinaabeg.

Jingle dresses are very important to the Anishinaabe.

UNIT 9

Printouts



Ojibwe

niibin	niimi
minawaanigozi	waabandan
izhaa	ikwezens
wewebanaabii	gaawiin gegoo
anooj	azhigwa
bimibatoowigamig	asigibii'igan
daga	ganoozh
ziibaaska'iganagooday	chi-oodena

niin

giin

wiin

niinawind

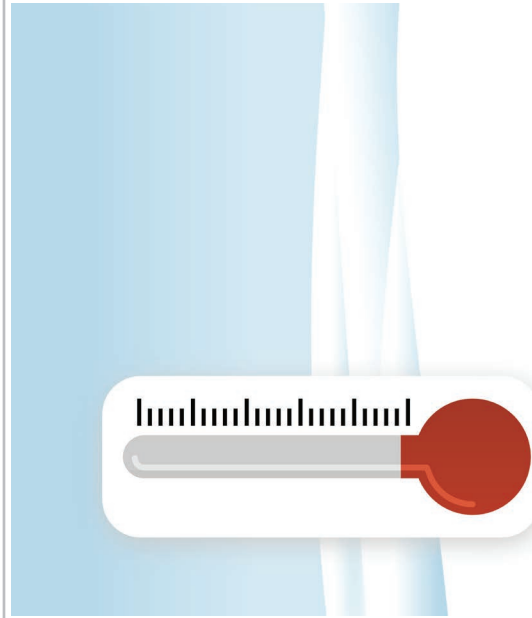
giinawind

giinawaa

wiinawaa



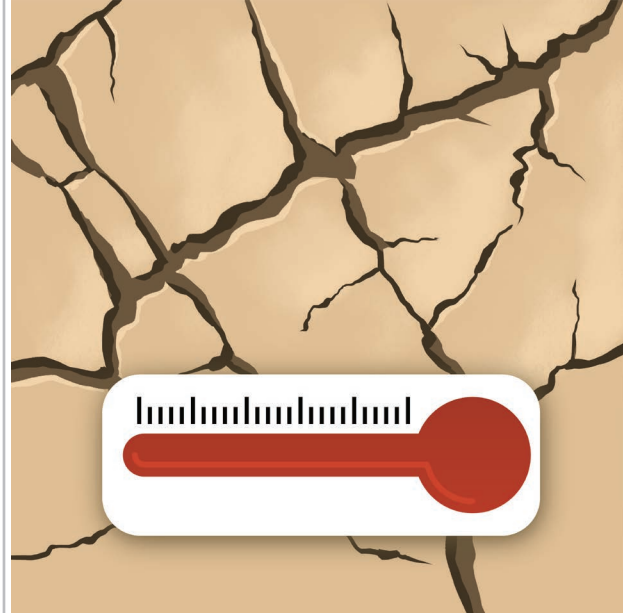
gimiwan



gisinaa



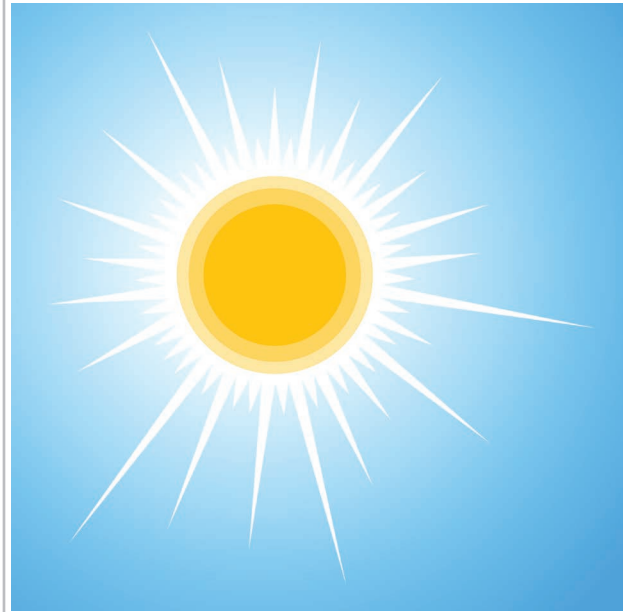
zoogipon



gizhaate



ningwakwad



zakaate

To the tune of Here We Go Round the Mulberry Bush

Awegonen ge-biizikamaan, ge-biizikamaan, ge-biizikamaan?

Awegonen ge-biizikamaan [gimiwang]?

[Niwiwakwaan] nimbiizikaan, nimbiizikaan, nimbiizikaan.

[Niwiwakwaan] nimbiizikaan [gimiwang].

What will I wear, will I wear, will I wear?

What will I wear when it's [raining]?

I wear [my hat], I wear, I wear,

I wear [my hat] when it's [raining].

Awegonen ge-biizikamaan, ge-biizikamaan, ge-biizikamaan?

Awegonen ge-biizikamaan [zoogipog]?

[Minjikaawanag] nimbiizikawaag, nimbiizikawaag, nimbiizikawaag.

[Minjikaawanag] nimbiizikawaag [zoogipog].

What will I wear, will I wear, will I wear?

What will I wear when it's [snowing]?

I wear [mittens], I wear, I wear.

I wear [mittens] when it's [snowing].

Awegonen ge-biizikamaan, ge-biizikamaan, ge-biizikamaan?

Awegonen ge-biizikamaan [gisinaag]?

[Giizhoopizon] nimbiizikaan, nimbiizikaan, nimbiizikaan.

[Giizhoopizon] nimbiizikaan [gisinaag].

What will I wear, will I wear, will I wear?

What will I wear when it's [cold]?

I wear [a scarf], I wear, I wear.

I wear [a scarf] when it's [cold].

niinawind

wiin

giin

niin

wiinawaa

giinawaa

giinawind

Wildcard

Wildcard

Wildcard

Wildcard

Reverse

Skip

Draw Two

Draw Four