

# Rosetta Stone<sup>®</sup> Ojibwe

TEACHER'S GUIDE



# Level 1

## Units 1–12



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# Contents

## INTRODUCTION

|                          |    |
|--------------------------|----|
| Acknowledgments .....    | iv |
| Welcome Teachers .....   | vi |
| Scope and Sequence ..... | ix |
| Materials .....          | xv |

|                                |     |
|--------------------------------|-----|
| UNIT 1: Family .....           | 1   |
| UNIT 2: Morning Routines ..... | 39  |
| UNIT 3: Getting Dressed .....  | 81  |
| UNIT 4: Ricing .....           | 115 |
| UNIT 5: Home .....             | 158 |
| UNIT 6: Dinnertime .....       | 194 |
| UNIT 7: Language Class .....   | 236 |
| UNIT 8: School .....           | 275 |
| UNIT 9: Friends .....          | 313 |
| UNIT 10: Hunting .....         | 345 |
| UNIT 11: Cooking .....         | 382 |
| UNIT 12: Storytelling .....    | 421 |

Ojibwe





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

**Content:**

Mille Lacs Band of Ojibwe: Any cultural content included in this product has been carefully reviewed and approved by elder community members to ensure that it may be shared for learning purposes. All appropriate permissions have been obtained.

The Ojibwe People's Dictionary <https://ojibwe.lib.umn.edu/>

**Unit 1**

Anton Waagosh Treuer, "Naming Ceremonies (Ojibwe Culture)"

Chato Ombishkebines Gonzalez, "Obizaan on When a child is given an Anishinaabe name"

University of Minnesota, Department of American Indian Studies, Ojibwe Stories: Gaganoodidaa, Larry Amik Smallwood, "What's in a name? Ojibwe Naming Ceremonies"

**Unit 2**

Nay Ah Shing Schools, Mille Lacs Band Education Division, "Asigibii'iganan - Numbers Song" in Baswewe: "Echo."

"Apiitaginjiganan - Vowels" previously recorded on Abinoonjii Nagamonan, 2000.

**Unit 4**

Great Lakes Indian Fish & Wildlife Commission, "Goodberry Brochure"

Keller Paap, "Manoominikewin - The Ricing Song"

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

**Unit 7**

Anton Waagosh Treuer, "Ojibwe Clans"

**Unit 9**

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

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



### Unit 11

Anton Waagosh Treuer, "Ojibwe Clans"

### Unit 12

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

Mille Lacs Band of Ojibwe: "Wenabozho miinawaa Zhiishiibag," as told by Migizi, illustrated by Steve Zhaawan Premo.

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

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

Ojibwe Cultural Foundation, "Nish Tales: Nanabosh Gets Power from the Skunk" and "Nish Tales: Nanabosh Loses the Meat"

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

## Using this 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.

We recommend that you also use the online materials to increase your understanding of Ojibwemowin. You should stay at least one lesson ahead of your students in the Rosetta Stone Ojibwe program.

This guide is organized with activities to support each lesson. Viewing and working through the online program as a class is part of the structure, followed by interactive, fun classroom activities that develop communicative skills. Handouts, flashcards, and other interactive activity materials 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 in determining 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.



This guide may not include every activity that is necessary for your students to meet each lesson's objectives. We encourage you to add note-taking activities, lectures, homework, and other activities to support your students' learning. You may find it helpful to use activities from other units within these guides alongside your favorite teaching strategies.



## 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 you will receive feedback after completing all the test items. You can, however, go back and repeat a whole test.

In addition to the activities 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
- Turn practice or test activities into a game show, with students buzzing in to answer
- 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 smart board 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.

## Assessment/Evaluation

The goal of these Teacher's Guide activities is to provide students an opportunity to use the 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. You may also want to pay attention to and evaluate accuracy of pronunciation.



## Aadizookaanan (*Sacred stories*)

Rosetta Stone Ojibwe incorporates cultural content throughout the curriculum so that learners can grow in their knowledge of both language and culture. One of the culturally significant aspects of the program is the telling of **aadizookaanan** (*sacred stories*), which appear in Levels 1–3.

In the Mille Lacs community, we have been taught to tell **aadizookaanan**, such as Wenabozho stories, only on winter evenings when there is snow on the ground. We offer tobacco to the person who shares the **aadizookaanan** with us.

If possible, we suggest that you and your students go through the lessons with Wenabozho stories at the appropriate time of year and under the appropriate circumstances.

In Level 1, you can find a Wenabozho story in Unit 12, Lesson 4. Note that in order to successfully complete the Unit 12 test, students will need to have worked through the content in the Wenabozho lesson.

## 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 the 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 of the “About Rosetta Stone® Ojibwe” unit for information and additional resources about the Ojibwe 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 is one especially helpful resource. You can search in English or Ojibwe, and view cultural collections. The Ojibwe People's Dictionary can be found online at <http://ojibwe.lib.umn.edu/>.

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 1: FAMILY  |                         |   |   |  |
|---|-------------------------|---|---|--|
| Lesson  | Focus                   | Video   | Objectives  | Topics   |
| <b>1</b><br><b>Aaniin!</b><br><i>Hello!</i>                               | conversation vocabulary | Amik introduces his family while driving to their favorite ricing location. Amik meets Waabishkibines and Gidagigwaneb at the water's edge, and they inform him that the rice is ready. | <ul style="list-style-type: none"> <li>greet others</li> <li>introduce yourself and others</li> <li>identify your family members</li> </ul>   | introductions<br>family members                                      |
| <b>2</b><br><b>Indinawemaaganag</b><br><i>My Relatives</i>                | vocabulary              | Amik introduces his family.   | <ul style="list-style-type: none"> <li>identify more family members</li> </ul>  | family members   |
| <b>3</b><br><b>Indoojibwemomin!</b><br><i>We Speak Ojibwe!</i>            | grammar                 | Slideshow of family members illustrates different forms of the first person possessive prefix   | <ul style="list-style-type: none"> <li>use dependent nouns</li> <li>learn about animate and inanimate things</li> </ul>   | dependent nouns<br>personal prefixes<br>animate and inanimate things |
| <b>4</b><br><b>Asemaake.</b><br><i>He Offers Tobacco.</i>                 | culture                 | An elder describes the importance of tobacco and how to offer it.   | <ul style="list-style-type: none"> <li>learn about the importance of tobacco</li> </ul>   | tobacco offerings  |
| UNIT 2: MORNING ROUTINES  |                         |   |   |  |
| <b>1</b><br><b>Ingliizhiitaa Niin!</b><br><i>I'm Ready!</i>               | conversation vocabulary | The family prepares for a ricing trip.  | <ul style="list-style-type: none"> <li>address your family members</li> <li>talk about getting ready</li> <li>thank someone</li> <li>say goodbye to others</li> </ul>   | address terms for family members<br>useful phrases                   |
| <b>2</b><br><b>Bezhiig, Niiizh, Niswi...</b><br><i>One, Two, Three...</i> | vocabulary              | Animated introduction to counting numbers   | <ul style="list-style-type: none"> <li>use numbers</li> <li>learn number patterns</li> </ul>  | counting   |
| <b>3</b><br><b>Aaniin Endaso-diba'iganek?</b><br><i>What Time Is It?</i>  | grammar                 | Animated introduction to telling time   | <ul style="list-style-type: none"> <li>tell time</li> <li>form commands</li> <li>make negative statements</li> <li>use the preverbs <b>o-</b> and <b>bi-</b></li> <li>describe your own actions</li> <li>learn about prefixes and suffixes</li> </ul> | telling time<br>giving commands<br>describing actions                |
| <b>4</b><br><b>Apiitaginjiganan</b><br><i>Vowels</i>                      | pronunciation           | Animated introduction to the vowels in Ojibwe   | <ul style="list-style-type: none"> <li>recognize and pronounce Ojibwe vowels</li> </ul>   | vowels   |





| UNIT 3: GETTING DRESSED  |                         |   |   |  |
|--|-------------------------|---|---|--|
| Lesson   | Focus                   | Video   | Objectives  | Topics   |
| <b>1</b><br><b>Amik, Wewiib!</b><br><i>Amik, Hurry Up!</i>                         | conversation vocabulary | Amik frantically searches for his clothes, hoping not to be left behind from the ricing trip.                             | <ul style="list-style-type: none"> <li>identify clothing and colors</li> <li>ask where something is</li> <li>talk about morning routines</li> </ul>   | colors<br>clothes<br>asking where something is       |
| <b>2</b><br><b>Misko-azhiganan</b><br><i>Red Socks</i>                             | vocabulary              | Slideshow of clothing items in different colors   | <ul style="list-style-type: none"> <li>identify more clothing and colors</li> </ul>   | colors<br>clothes                                    |
| <b>3</b><br><b>Miskwaa.</b><br><i>It Is Red.</i>                                   | grammar                 | Slideshow demonstrates different ways to talk about colors of singular and plural clothing items                          | <ul style="list-style-type: none"> <li>use plural forms</li> <li>use color verbs and preverbs</li> <li>talk about things that belong to you and others</li> <li>use and understand <b>mii</b></li> <li>ask questions</li> </ul> | color verbs<br>personal prefixes<br>yes-no questions |
| <b>4</b><br><b>Mii go i'iw.</b><br><i>That's It.</i>                               | pronunciation           | Animated introduction to pronunciation of the glottal stop and nasal vowels   | <ul style="list-style-type: none"> <li>recognize and pronounce the glottal stop</li> <li>recognize and pronounce nasalized vowels</li> </ul>  | glottal stop<br>nasal vowels                         |
| UNIT 4: RICING   |                         |   |   |  |
| <b>1</b><br><b>Niibowa Manoomin!</b><br><i>A Lot of Rice!</i>                      | conversation vocabulary | The family returns to shore from their ricing trip. Waabishkibines walks the family through the rice preparation process. | <ul style="list-style-type: none"> <li>learn about the ricing process and ricing vocabulary</li> <li>talk about quantities</li> <li>use <b>dash</b> as a connector</li> </ul>   | ricing   |
| <b>2</b><br><b>Wegonen o'ow?</b><br><i>What Is This?</i>                           | grammar                 | Animated introduction to near and far; singular and plural, animate and inanimate pointer words                           | <ul style="list-style-type: none"> <li>use animate and inanimate plural forms</li> <li>use pointer words for animate and inanimate things</li> </ul>  | pointer words<br>animate and inanimate things        |
| <b>3</b><br><b>Niinawind Miinawaa Giinawind</b><br><i>Some of Us and All of Us</i> | grammar                 | Animated introduction to conjugating an animate intransitive verb (vai)   | <ul style="list-style-type: none"> <li>describe who is doing an action</li> <li>use the preverb <b>daa-</b></li> <li>talk about actions in the future</li> <li>learn about A and B form</li> </ul>                              | vais<br>future tense<br>A and B forms                |
| <b>4</b><br><b>Manoominikeng</b><br><i>The Rice Harvest</i>                        | culture                 | Slideshow introduction to the objects used in harvesting and processing rice  | <ul style="list-style-type: none"> <li>learn what's needed to go ricing</li> <li>identify the steps in processing rice</li> </ul>   | ricing   |





| UNIT 5: HOME   |                         |   |  |   |
|--|-------------------------|---|--|---|
| Lesson   | Focus                   | Video   | Objectives   | Topics  |
| <b>1</b><br><b>Aaniin Giin Ezhichigeyan?</b><br><i>What Are You Doing?</i> | conversation vocabulary | After returning from a ricing trip, Amik is asked to help with the rice while Ogimaakwe puts off taking a shower by asking Waabooz for a sewing lesson.   | <ul style="list-style-type: none"> <li>ask and tell where something is</li> <li>say something is easy or hard</li> <li>ask what someone is doing</li> </ul>  | everyday language   |
| <b>2</b><br><b>Mii o'ow Ninibewigamig.</b><br><i>This Is My Bedroom.</i>   | vocabulary grammar      | Family members point out <i>my</i> , <i>your</i> and <i>her</i> items in a bedroom.   | <ul style="list-style-type: none"> <li>talk about common household items</li> <li>say who things belong to</li> </ul>  | household items<br>personal prefixes  |
| <b>3</b><br><b>Abiiwigamigong</b><br><i>In the Living Room</i>             | grammar                 | A character identifies rooms in his house and describes where inanimate and animate things are in the house.  | <ul style="list-style-type: none"> <li>say where something is</li> <li>learn about transitive and intransitive verbs</li> <li>learn about animate and inanimate verbs</li> <li>use two kinds of <i>we</i></li> </ul>   | locatives<br>verb types<br>yes-no and A-word questions<br>inclusive and exclusive <i>we</i> |
| <b>4</b><br><b>Maawandoogwaas-onike.</b><br><i>She Quilts.</i>             | culture                 | An elder talks about quilting and giving away quilts.   | <ul style="list-style-type: none"> <li>learn about the quilting tradition</li> </ul>   | quilting  |
| UNIT 6: DINNERTIME   |                         |   |  |   |
| <b>1</b><br><b>Niiyo-giizhigad Noongom.</b><br><i>Today Is Thursday.</i>   | conversation vocabulary | The family sits down to enjoy a family meal together. The parents have to rush off to language class while the children are tasked with doing the dishes. | <ul style="list-style-type: none"> <li>talk about eating and enjoying food</li> <li>say goodbye to a group of people</li> </ul>  | everyday language   |
| <b>2</b><br><b>Awenen Nitam?</b><br><i>Who Is First?</i>                   | vocabulary              | Introduction to ordinal numbers   | <ul style="list-style-type: none"> <li>talk about the days of the week</li> <li>use ordinal numbers</li> </ul>   | days of the week<br>ordinal numbers   |
| <b>3</b><br><b>Aaniin Ezhi-giizhigak?</b><br><i>What Day Is It?</i>        | grammar                 | Characters introduce the days of the week and discuss what activities they do on different days of the week.  | <ul style="list-style-type: none"> <li>use A and B forms to talk about days of the week</li> <li>tell someone not to do something</li> <li>form <i>let's</i> commands</li> <li>learn when to use the preverb <b>wii-</b></li> <li>use <i>vti</i> verbs with singular and plural objects</li> </ul> | A and B forms<br>negative and <i>let's</i> commands<br><i>vtis</i>                          |
| <b>4</b><br><b>Niminopidaan Manoomin.</b><br><i>I Like Wild Rice.</i>      | culture                 | A cook teaches how to prepare wild rice.  | <ul style="list-style-type: none"> <li>learn how to cook <b>manoomin</b></li> </ul>  | cooking   |



## UNIT 7: LANGUAGE CLASS

| Lesson   | Focus                                 | Video   | Objectives   | Topics   |
|--|---------------------------------------|---|--|--|
| <b>1</b><br><b>Awenen Gidoodem?</b><br><i>What Is Your Clan?</i>   | conversation<br>vocabulary<br>culture | Waasegiizhigookwe and Gimiwan attend their adult language learning class. They learn about the various clans at the Mille Lacs Reservation and ponder what clans their grandchildren will be. | <ul style="list-style-type: none"> <li>learn new pronouns</li> <li>learn about clans</li> <li>identify your and others' clans</li> </ul>   | clans<br>everyday language                                   |
| <b>2</b><br><b>Bezhigho. Bezhighwan.</b><br><i>There Is One (animate).<br/>There Is One (inanimate).</i> | vocabulary<br>grammar                 | Animated video of geese and strawberries introduces verbs for counting animate and inanimate items.   | <ul style="list-style-type: none"> <li>use number verbs to count animate and inanimate items</li> </ul>  | counting<br>animate and inanimate things                     |
| <b>3</b><br><b>Ojibwemowan Gaye.</b><br><i>She Speaks Ojibwe Too.</i>                                    | grammar                               | Introduction to obviative (fourth person)   | <ul style="list-style-type: none"> <li>learn when to use personal pronouns</li> <li>learn about grammatical person</li> <li>recognize fourth-person (obviative) forms</li> </ul> | personal pronouns<br>first, second, third, and fourth person |
| <b>4</b><br><b>Gidoodeminaanig</b><br><i>Our Clans</i>   | culture                               | Introduction to the seven clans at Mille Lacs   | <ul style="list-style-type: none"> <li>learn the seven clans at Mille Lacs</li> <li>understand the significance of the Ojibwe clan system</li> </ul>                             | clans  |

## UNIT 8: SCHOOL

|   |                                       |  |  |  |
|---|---------------------------------------|--|--|--|
| <b>1</b><br><b>Asemaake Nimishoomis.</b><br><i>My Grandfather Offers Tobacco.</i>       | conversation<br>vocabulary<br>culture | It's the first day back to school. Amik sees old friends, meets his new teacher, and enjoys watching the pipe and bowl ceremony. | <ul style="list-style-type: none"> <li>say what something is called</li> <li>use <b>weweni</b> in different contexts</li> <li>learn some ceremonial language</li> </ul>  | everyday language<br>ceremonial language       |
| <b>2</b><br><b>Giizisoog</b><br><i>Months</i>   | vocabulary<br>culture                 | Introduction to the names of the months of the year  | <ul style="list-style-type: none"> <li>understand the origins of the months of the year</li> </ul>   | months of the year                             |
| <b>3</b><br><b>Aaniin Endasogonag-izid wa'aw Giizis?</b><br><i>What's Today's Date?</i> | vocabulary                            | Introduction to describing dates in a month  | <ul style="list-style-type: none"> <li>identify the months of the year</li> <li>talk about today's date</li> </ul>   | months of the year<br>dates                    |
| <b>4</b><br><b>Madwesin i'iw!</b><br><i>It's Ringing!</i>                               | grammar                               | Introduction to the four verb types: vai, vti, vii, and vta  | <ul style="list-style-type: none"> <li>learn about sentence agreement</li> <li>use <b>mii go</b></li> <li>learn more about verb types</li> <li>recognize related verbs</li> <li>use different command forms</li> </ul> | verb types<br>related verbs<br>plural commands |



## UNIT 9: FRIENDS

| Lesson   | Focus                      | Video   | Objectives   | Topics   |
|--|----------------------------|---|--|--|
| <b>1</b><br><b>Aaniin Enakamigak?</b><br><i>What's Up?</i>                   | conversation<br>vocabulary | It is the first day back to school. Ogimaakwe connects with her friend Anangookwe at her locker while meeting Bezhigoogaabawiikwe for the first time. | <ul style="list-style-type: none"> <li>talk about going somewhere</li> <li>ask what someone did</li> <li>give directions</li> <li>address a group of people</li> <li>compare <b>wegonen</b> and <b>aaniin</b></li> <li>ask for someone's phone number</li> </ul> | back to school<br>everyday language                    |
| <b>2</b><br><b>Aaniin Ezhiwebak Agwajiing?</b><br><i>What's the Weather?</i> | vocabulary                 | Introduction to talking about the four seasons and describing the weather   | <ul style="list-style-type: none"> <li>talk about the four seasons</li> <li>talk about the weather</li> </ul>  | seasons<br>weather                                     |
| <b>3</b><br><b>Mazina'igan Indayaan.</b><br><i>I Have a Book.</i>            | grammar                    | Characters talk about who has a book or books.  | <ul style="list-style-type: none"> <li>review vai and vti verb forms</li> <li>learn new vti verb forms</li> <li>talk about something that happened in the past</li> <li>use locative suffixes to talk about where something is</li> </ul>                        | vai and vti<br>conjugations<br>past tense<br>locatives |
| <b>4</b><br><b>Ziibaaska'-iganagooday</b><br><i>Jingle Dress</i>             | culture                    | A character talks about her jingle dress.   | <ul style="list-style-type: none"> <li>learn about the origins of the jingle dress</li> </ul>  | clans  |

## UNIT 10: HUNTING

|   |                            |   |  |                                    |
|---|----------------------------|---|--|------------------------------------|
| <b>1</b><br><b>Oshki-nitaage.</b><br><i>He Gets His First Kill.</i>         | conversation<br>vocabulary | Amik and Gimiwan spend quality family time together out on a cold autumn deer hunt. | <ul style="list-style-type: none"> <li>talk about hunting</li> <li>tell someone to be careful</li> <li>describe the size of something animate</li> </ul>   | hunting                            |
| <b>2</b><br><b>Gaazhagensag mii-nawaa Animoshag</b><br><i>Cats and Dogs</i> | vocabulary                 | Descriptions of a variety of cats and dogs  | <ul style="list-style-type: none"> <li>use verbs to describe animate things</li> </ul>   | vais                               |
| <b>3</b><br><b>Agaashiinyiwag.</b><br><i>They Are Small.</i>                | grammar                    | Introduction to diminutive forms and their plurals                                  | <ul style="list-style-type: none"> <li>use diminutives</li> <li>use <b>nawaj</b> to make comparisons</li> <li>say if an action is not happening anymore</li> <li>learn about word order</li> <li>learn more about vta verbs</li> </ul> | diminutives<br>comparisons<br>vtas |
| <b>4</b><br><b>Giiwose.</b><br><i>He Hunts.</i>                             | culture                    | A character describes going deer hunting.   | <ul style="list-style-type: none"> <li>learn about hunting traditions</li> </ul>   | hunting                            |



| UNIT 11: COOKING  |                                       |   |  |  |
|---|---------------------------------------|---|--|--|
| Lesson  | Focus                                 | Video   | Objectives   | Topics   |
| <b>1</b><br><b>Gidaa-zagaswe'-idimin.</b><br><i>We Should Have a Ceremony.</i>      | conversation<br>vocabulary<br>culture | The family celebrates Amik's kill by sharing a meal with both grandparents and Gidagigwaneb.                      | <ul style="list-style-type: none"> <li>talk about food</li> <li>express what you think or hope</li> <li>ask someone how they are</li> </ul>  | food<br>everyday language<br>ceremonial language |
| <b>2</b><br><b>Ozisinaaganen!</b><br><i>Set the Table!</i>                          | vocabulary                            | A character describes setting the table.  | <ul style="list-style-type: none"> <li>talk about setting the table</li> </ul>   | setting the table                                |
| <b>3</b><br><b>Minosemagad.</b><br><i>It's Going Well.</i>                          | grammar                               | Short dialogues introduce families of related words.  | <ul style="list-style-type: none"> <li>recognize words with related meanings</li> <li>use B form with more verbs</li> <li>learn about adverbs</li> <li>use reciprocal verbs</li> </ul>   | related words<br>B form                          |
| <b>4</b><br><b>Waawaashkeshiwi-wiyyaas</b><br><i>Venison</i>                        | culture                               | A cook teaches how to prepare venison.  | <ul style="list-style-type: none"> <li>learn how to prepare venison</li> </ul>   | cooking  |
| UNIT 12: STORYTELLING   |                                       |   |  |  |
| <b>1</b><br><b>Aadizookaanan</b><br><i>Sacred Stories</i>                           | conversation<br>vocabulary<br>culture | Waabooz tells a sacred story to Amik, Ogimaakwe, and a sleepy Gimiwan.  | <ul style="list-style-type: none"> <li>learn storytelling vocabulary</li> <li>talk about sacred stories (<b>aadizookaanan</b>)</li> </ul>  | sacred stories                                   |
| <b>2</b><br><b>Awesiinyag</b><br><i>Wild Animals</i>                                | vocabulary                            | Slideshow introduces some wild animals  | <ul style="list-style-type: none"> <li>identify some common wild animals</li> </ul>  | animals  |
| <b>3</b><br><b>Bizindawishin!</b><br><i>Listen to Me!</i>                           | grammar                               | The children ask to hear a sacred story using vta imperatives.  | <ul style="list-style-type: none"> <li>compare vai and vta verbs</li> <li>learn more about vta commands</li> <li>talk about things that might happen using B form</li> <li>talk about things that already happened using B form</li> </ul> | vtas<br>B form                                   |
| <b>4</b><br><b>Wenabozho Miinawaa Zhiishiibag</b><br><i>Wenabozho and the Ducks</i> | culture                               | The first part of the story of <i>Wenabozho and the Ducks</i> . Wenabozho comes up with a plan to kill the ducks. | <ul style="list-style-type: none"> <li>learn about the story <i>Wenabozho and the Ducks</i></li> <li>learn strategies to figure out the meaning of unknown words</li> </ul>  | sacred stories                                   |



In each lesson of the Ojibwe Teacher's Guide, there is a list of materials used for each lesson in a unit. Here is a summary of what you'll need for each unit. Items used in every unit are listed at the top. In addition, printouts of worksheets, flashcards, wordlists and other handouts are provided at the end of each unit with this Guide. Have fun!



## FOR ALL UNITS:

- Rosetta Stone Ojibwe
- Smartboard or projector
- Computers or tablets
- Ojibwe dictionaries
- Whiteboard or smartboard
- Printouts
- Scripts
- Paper and pencils
- Colored pencils or markers

## UNIT 1

- Ball
- Drawing paper, scissors, markers (optional)
- Bowl or other container
- Tobacco (a pinch for each student)
- A new box of tobacco for each student

## UNIT 2

- Index cards
- Counting Song Audio
- Bowl or other container
- Vocabulary frames and/or blank index cards
- Vowel Song Audio

## UNIT 3

- Two flyswatters (or tube socks/rolled up construction paper/etc.)
- Student notebooks

## UNIT 4

- Ricing Song Audio
- Vocabulary frames and/or blank index cards
- Bowl or other container
- Student notebooks
- Student ricing photos

## UNIT 5

- Blank index cards
- Bowl or other container
- Bingo daubers and/or counters
- Optional bingo prizes
- Teacher's example floor plan
- Drawing paper or graph paper
- Various colors of cotton cloth or blankets
- Fabric in various colors and patterns
- Iron(s)
- Quilting ruler(s)
- Rotary cutter(s)
- Cutting mat(s)
- Sewing machine(s)
- Pins
- Needles
- Thread
- Batting

## UNIT 6

- Days of the Week Song Audio
- Calendar
- Stove tops or hotplates
- Kettles/pots
- Spoons (for cooking)
- One-cup measuring cups
- Wild rice
- Salt
- Water
- Bowls
- Spoons (for eating)



## UNIT 7

- Markers
- Tape
- Large sheet of display paper
- Index cards
- Two flyswatters
- Bowl or other container
- Class Clan Chart (Lesson 1, Activity B)
- Students' Family Trees from Unit 1, Lesson 2, Activity D

## UNIT 8

- Highlighters or colored pencils
- Tape
- Blank index cards
- Construction paper
- Magazines
- Tape
- Large blank wall calendar
- Students' Vocabulary Frames
- Large pieces of paper

## UNIT 9

- Blank index cards
- Bowl or other container
- Timer
- Classroom calendar
- Awegonen Ge-biizikamaan Audio
- Large sheet of blank paper
- Tape
- Two flyswatters
- Whiteboard or large piece of paper
- Sticky notes

## UNIT 10

- Highlighters
- Tape
- Two flyswatters
- Learners' family portraits from Unit 3, Review

## UNIT 11

- Timer
- Tape
- Plates
- Bowls
- Napkins
- Tablecloths
- Cups
- Forks
- Knives
- Spoons
- Tape
- Highlighters, one per student
- Vocabulary frames
- Stovetop/hotplates
- Frying pans
- Knives
- Forks
- Bowls
- Flour
- Salt
- Pepper
- Oil

## UNIT 12

- Two flyswatters
- Tobacco
- Gifts for presenters

# UNIT 1



Ojibwe

# UNIT 1

# Family

Ojibwe



**Overview:** Meet the family who you'll see in videos for Rosetta Stone Ojibwe Level 1. They'll introduce themselves, each other, and you'll learn about the importance of tobacco.

## LESSON 1: Aaniin! – Hello!

Students will:

- greet others
- introduce yourself and others
- identify your family members

## LESSON 2: Indinawemaaganag – My Relatives

Students will:

- identify more family members
- form plural animate nouns
- begin constructing a family tree

## LESSON 3: Indoojibwemomin! – We Speak Ojibwe!

Students will:

- use dependent nouns
- learn about animate and inanimate things

## LESSON 4: Asemaake. – S/he Offers Tobacco.

Students will:

- learn about the importance of tobacco
- see the process for offering tobacco modeled by instructors
- be given tobacco
- practice a phrase to use when offering tobacco

## REVIEW







## Lesson 1: Aaniin! Hello!

### OBJECTIVES

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

- greet others
- introduce yourself and others
- identify your family members

### VOCABULARY

The vocabulary codes in these tables provide important information. In the Ojibwe world, everything is divided into one of two categories: animate or inanimate. Which group something belongs to determines how you'll talk about it.

Here are the kinds of nouns you'll see in Rosetta Stone Ojibwe Level 1:

- **na:** *animate noun*
- **nad:** *animate dependent noun*
- **ni:** *inanimate noun*
- **nid:** *inanimate dependent noun*

Family relations are an example of dependent nouns. When you talk about family members, you always have to say who they belong to.

### MATERIALS

- Rosetta Stone Ojibwe
- Smartboard or projector
- Character List (Printouts A)
- Ball

Pointer words, also called demonstrative pronouns, point out something or someone in the world. Pointer words indicate whether something is animate or inanimate, how many there are, and how near or far something is from the speaker. Here are the kinds of pointer words you'll see in Rosetta Stone Ojibwe Level 1:

- animate
- inanimate

Ojibwe is a verb-based language. You might find that Ojibwe uses verbs to express ideas that you expect to be nouns or adjectives. There are four major verb types. They are divided by whether they are transitive or intransitive (that is, whether they involve an action done to some other object or person) and whether they involve animate or inanimate things. Here are the kinds of verbs you'll see in Rosetta Stone Ojibwe Level 1:

- **vai:** *verb animate intransitive*
- **vii:** *verb intransitive inanimate*
- **vti:** *verb transitive inanimate*
- **vta:** *verb transitive animate*



### TEACHER'S TIP

For more about the structure of the Ojibwe language, visit the *Getting Started* unit, which is designed as a resource for you to revisit throughout your teaching and learning journey.



## VOCABULARY

1

|                 |               |
|-----------------|---------------|
| <b>Boozhoo!</b> | <i>Hello!</i> |
|-----------------|---------------|

|                |               |
|----------------|---------------|
| <b>Aaniin!</b> | <i>Hello!</i> |
|----------------|---------------|

2

|             |                     |
|-------------|---------------------|
| <b>Amik</b> | <i>a boy's name</i> |
|-------------|---------------------|

|                  |                      |
|------------------|----------------------|
| <b>Ogimaakwe</b> | <i>a girl's name</i> |
|------------------|----------------------|

|                          |                      |
|--------------------------|----------------------|
| <b>Waasegiizhigookwe</b> | <i>a girl's name</i> |
|--------------------------|----------------------|

3

|                |                     |
|----------------|---------------------|
| <b>Gimiwan</b> | <i>a boy's name</i> |
|----------------|---------------------|

|                     |                     |
|---------------------|---------------------|
| <b>Gidagigwaneb</b> | <i>a boy's name</i> |
|---------------------|---------------------|

|                       |                     |
|-----------------------|---------------------|
| <b>Waabishkibines</b> | <i>a boy's name</i> |
|-----------------------|---------------------|

|                 |            |
|-----------------|------------|
| <b>miinawaa</b> | <i>and</i> |
|-----------------|------------|

4

|                    |                  |
|--------------------|------------------|
| <b>(mii) wa'aw</b> | <i>this (is)</i> |
|--------------------|------------------|

animate

|                   |                  |
|-------------------|------------------|
| <b>(mii) o'ow</b> | <i>this (is)</i> |
|-------------------|------------------|

inanimate

|                      |                       |
|----------------------|-----------------------|
| <b>anishinaabewi</b> | <i>s/he is Ojibwe</i> |
|----------------------|-----------------------|

vai

|                    |                      |
|--------------------|----------------------|
| <b>izhinikaazo</b> | <i>s/he is named</i> |
|--------------------|----------------------|

vai

|                 |                           |
|-----------------|---------------------------|
| <b>ojibwemo</b> | <i>s/he speaks Ojibwe</i> |
|-----------------|---------------------------|

vai

5

|                              |                           |
|------------------------------|---------------------------|
| <b>nimisenh (nimisenyag)</b> | <i>my older sister(s)</i> |
|------------------------------|---------------------------|

nad

|                      |                     |
|----------------------|---------------------|
| <b>nimaamaa(yag)</b> | <i>my mother(s)</i> |
|----------------------|---------------------|

nad

|                    |                     |
|--------------------|---------------------|
| <b>indede(yag)</b> | <i>my father(s)</i> |
|--------------------|---------------------|

nad

|                      |                            |
|----------------------|----------------------------|
| <b>niitaawis(ag)</b> | <i>my friend(s) (male)</i> |
|----------------------|----------------------------|

nad

|                    |                           |
|--------------------|---------------------------|
| <b>noozhishenh</b> | <i>my grandchild(ren)</i> |
|--------------------|---------------------------|

**(noozhishenyag)**

nad

6

|                 |                |
|-----------------|----------------|
| <b>nimishoo</b> | <i>grandpa</i> |
|-----------------|----------------|



## VOCABULARY

7

|                           |                                     |
|---------------------------|-------------------------------------|
| <b>manoomin</b><br>ni     | <i>wild rice</i>                    |
| <b>giizhigin</b><br>vii   | <i>it is fully grown (ripe)</i>     |
| <b>manoominike</b><br>vai | <i>s/he rices; s/he goes ricing</i> |
| <b>asemaake</b><br>vai    | <i>s/he offers tobacco</i>          |
| <b>gego</b>               | <i>don't</i>                        |
| <b>wanendan</b><br>vti    | <i>forget something</i>             |

8

|                   |                  |
|-------------------|------------------|
| <b>Ambe!</b>      | <i>Come on!</i>  |
| <b>Maajaadaa!</b> | <i>Let's go!</i> |



### ACTIVITY A Getting started

#### Materials

- Rosetta Stone Ojibwe
- Smartboard or projector

 **Estimated time:** 15 minutes

#### Activity Steps

1. Watch the Welcome to Rosetta Stone Ojibwe video in the Getting Started online lesson.
2. Discuss with students:
  - Do you know people who speak Ojibwe? How do you feel when you hear someone speak Ojibwe?
  - How do you feel about learning to speak Ojibwe? Why do you want to learn?
  - Why is learning to speak Ojibwe important?

### ACTIVITY B Ojibwe names

#### Materials

- Character List, one per student (Printouts A)

 **Estimated time:** 15 minutes

#### Activity Steps

1. Greet and introduce yourself to the students in Ojibwe. Use your own Ojibwe name. It might sound something like this: **Aaniin! (Name) indizhinikaaz.** (*Hello! My name is [name].*) or **Boozhoo! (Name) indizhinikaaz.** (*Hello! My name is [name].*)
2. Distribute the Character List handout.
3. Explain that these are the names of characters in Rosetta Stone Ojibwe. Ask students if they know anyone with these names.
4. Ask students: Who has an Ojibwe name? Ask them to introduce themselves by using English or by asking **Aaniin ezhinikaazoyan?** (*What is your name?*) Write these names on the board.
5. Ask students about other Ojibwe names they're familiar with in their families or communities. Write these names on the board.
6. Identify some common parts of Ojibwe names on the list, such as:
  - **kwe**
  - **gaabaw**
  - **bines**



#### TEACHER'S TIP

Names and naming are important parts of Ojibwe culture. You should not encourage students to use an Ojibwe name that is not their own. Be sure to conduct this activity in a way that does not exclude students who do not have Ojibwe names by drawing on their knowledge of other Ojibwe names.



### ONLINE ACTIVITIES

 **Estimated time:**  
60 minutes

#### Materials

- Rosetta Stone Ojibwe
- Smartboard or projector

#### Activity Steps

1. Complete Rosetta Stone Unit 1, Lesson 1 together as a class on the smartboard or projector. (Lesson 1 Script)
2. Use the Pronounce activities to model correct pronunciation for students. Play each word for the class, and have them repeat it several times, as a group and individually.

### ACTIVITY C *Mii wa'aw... This is...*

#### Activity Steps

1. Re-introduce yourself, then introduce another person. It may sound something like this: **Boozhoo, Nazhike indizhinikaaz. Mii wa'aw Ogimaakwe.** (*Hi, my name is Nazhike. This is Ogimaakwe.*)
2. Assist the student you introduced to introduce him/herself, then another person in the classroom.
3. Repeat until all students have had a chance to introduce a classmate.

 **Estimated time:** 15 minutes



#### TEACHER'S TIP

The verb **izhinikaazo** (*s/he is called*) should be used for Ojibwe names. If a student does not yet have or know their Ojibwe name, or a student is non-Ojibwe, you can have them use their English name by saying: **(Name) nizhaaganaashiiwinikaaz.** (*My English name is [name].*)



#### CULTURE CORNER

Naming ceremonies are important events for Ojibwe people. The naming ceremony establishes a life-long relationship between the person being named and their namesake. Both people call each other **niiyawen'enh** (*my namesake*). You can learn more about naming ceremonies by watching videos by [Obizaan](#) and [Anton Treuer](#), and listening to a radio interview with [Larry Amik Smallwood](#).



### ACTIVITY D Ball toss name game

#### Materials

- Ball

 **Estimated time:** 15 minutes

#### Activity Steps

1. Ask students to stand in a circle.
2. Call someone's name by saying **Mii wa'aw (name)**. (*This is [name].*) and toss the ball to them.
3. The person with the ball calls someone else's name and tosses the ball to them.
4. Repeat until everyone has tossed the ball and their name has been called.



## Lesson 2: Indinawemaaganag - *My Relatives*

### OBJECTIVES

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

- identify more family members
- form plural animate nouns

### MATERIALS

- Rosetta Stone Ojibwe
- Smartboard or projector
- Computers or tablets
- Word Ending Worksheet (Printouts B)
- Plural Ending Cards (Printouts C)
- Amik's Family Tree (Printouts D)
- Family Tree Template (Printouts E), plus one copy pre-filled by teacher
- Drawing paper, scissors, markers (optional)

### VOCABULARY

1

**indinawemaagan(ag)** *my relative(s)*  
nad

**nimaamaa(yag)** *my mother(s)*  
nad

**indede(yag)** *my father(s)*  
nad

**ingitiziim(ag)** *my parent(s)*  
nad

2

**ingozis(ag)** *my son(s)*  
nad

**indaanis(ag)** *my daughter(s)*  
nad

**nimisenh (nimisenyag)** *my older sister(s)*  
nad

**nisayenh (nisayenyag)** *my older brother(s)*  
nad

**nishiime(yag)** *my younger sibling(s)*  
nad

3

**nookomis(ag)** *my grandmother(s)*  
nad

**nimishoomis(ag)** *my grandfather(s)*  
nad

**noozhishenh (noozhishenyag)** *my grandchild(ren)*  
nad

**ninaabem** *my husband*  
nad

**niwiiw** *my wife*  
nad

4

**nizigozis(ag)** *my mother-in-law(s)*  
nad

**nizinis(ag)** *my father-in-law(s)*  
nad

**nina'aangish(ag)** *my son-in-law(s)*  
nad

**nina'aanganikwe(g)** *my daughter-in-law(s)*  
nad

**ACTIVITY A** Name circles

## Activity Steps

⌚ Estimated time: 15 minutes

1. Have students stand facing each other in two circles, one inside the other.
2. Ask students to introduce themselves to the person they are facing in Ojibwe by saying **(Name) indizhinikaaz.** (*My name is [name].*) or **(Name) nizhaaganaashiwinikaaz.** (*My English name is [name].*)
3. Then ask students to name the person next to them in their circle using **Mii wa'aw (name).** (*This is [name].*)
4. Students change partners when you say **Maajitaag!** (*Start [you all]!*), and the circles move in opposite directions. When you say **Anwaataag!** (*Stop [you all]!*), students stop and are paired with someone new in the opposite circle and introduce themselves and the person next to them.
5. Give the command for circles to rotate again to make new pairs and repeat the activity.

**ACTIVITY B** Family member plurals

## Materials

⌚ Estimated time: 15 minutes

- Word Ending Worksheet, one per student (Printouts B)

## Activity Steps

1. Remind students that they have learned to talk about family members. Tell them that today, they will learn how to talk about more than one family member.
2. Distribute Word Ending Worksheet to students.
3. Write the following words at random on the board or say them aloud. Ask students to pay attention and identify the final sound in each word and then write the words in the correct column on the worksheet.

- **noozhishenh** (*my grandchild*)
- **nimaamaa** (*my mother*)
- **niitaawis** (*my male friend*)
- **nimisenh** (*my older sister*)
- **indede** (*my father*)

| long vowel (written with double vowel or <b>e</b> )                        | <b>nh</b> (nasalized vowel)   | consonant                                  |
|--|---|--|
| <b>nimaamaa</b> ( <i>my mother</i> )<br><b>indede</b> ( <i>my father</i> ) | <b>noozhishenh</b> ( <i>my grandchild</i> )<br><b>nimisenh</b> ( <i>my older sister</i> ) | <b>niitaawis</b> ( <i>my male friend</i> ) |

4. Explain to students that constructing the plural form of these words depends on the last sound in the word.
5. Introduce each category as shown on the chart below in turn. Have students write the plural form on their worksheet.
6. Model pronunciation and have students repeat.





## Unit 1: Lesson 2

Ojibwe



| long vowel: add <b>-yag</b>  | nh: add <b>-yag</b><br>In writing, the final <b>h</b> is removed when adding the plural.          | consonant: add <b>-ag</b>                     |
|--|---|---|
| <b>nimaamaayag</b> ( <i>my mothers</i> )<br><b>indedeyag</b> ( <i>my fathers</i> ) | <b>noozhishenyag</b> ( <i>my grandchildren</i> )<br><b>nimisenyag</b> ( <i>my older sisters</i> ) | <b>niitaawisag</b> ( <i>my male friends</i> ) |

### ONLINE ACTIVITIES

Estimated time: 60 minutes

### Materials

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

### Activity Steps

1. Watch Unit 1, Lesson 2, Look and Listen together as a group (Lesson 2 Script).
2. Examine Unit 1, Lesson 2, Vocabulary 1 as a group. Point out to students that the plural of vocabulary words is shown below the singular form, and that they can listen to the plural.
3. Before moving on to Vocabulary 2, 3, and 4, write the three column headings below on the board or return to the Word Ending Worksheet. Call out the following new family member words, and ask students to use the grammar rules they learned to identify their plurals.

| long vowel: add <b>-yag</b>                           | nh: add <b>-yag</b>  | consonant: add <b>-ag</b>  |
|---|--|--|
| <b>nishiime(yag)</b> ( <i>my younger sibling[s]</i> ) | <b>nisayenh (nisayenyag)</b> ( <i>my older sister[s]</i> )<br><b>noozhishenh (noozhishenyag)</b> ( <i>my grandchild[ren]</i> ) | <b>ingozis(ag)</b> ( <i>my son[s]</i> )<br><b>indaanis(ag)</b> ( <i>my daughter[s]</i> )<br><b>nookomis(ag)</b> ( <i>my grandmother[s]</i> )<br><b>nizigozis(ag)</b> ( <i>my mother-in-law[s]</i> )<br><b>nimishoomis(ag)</b> ( <i>my grandfather[s]</i> )<br><b>nizinis(ag)</b> ( <i>my father-in-law[s]</i> )<br><b>nina'aangish(ag)</b> ( <i>my son-in-law[s]</i> ) |

4. Ask students to come to the board and enter their answers, or write them in the correct column as they call the words out.
5. Students complete Rosetta Stone Ojibwe Unit 1, Lesson 2 individually or in groups. (Lesson 2 Script).



### TEACHER'S TIP

There is one vocabulary word in Unit 1, Lesson 2 that does not follow the rules introduced so far: the plural of **nina'aanganikwe** (*my daughter-in-law*) is **nina'aanganikweg** (*my daughter-in-laws*). You can introduce this one separately as an exception.



## ACTIVITY C

## Three corners

## Materials

- Plural Ending Cards, one set (Printouts C)



Estimated time: 15 minutes

## Activity Steps

1. Post one plural ending card in each corner of the classroom or write the plural endings in large letters: **-yag**, **-ag**, **-g**
2. Gather students in the center of the classroom and shout out one of the nouns from Vocabulary Groups 1, 2, 3, or 4.
3. Students race to the correct plural ending. The last student to get to the correct corner and any student in an incorrect corner has to sit down.

## ACTIVITY D

## Family tree

## Materials

- Amik's Family Tree, one per student (Printouts D)
- Family Tree Template, one per student, plus one pre-filled by teacher (Printouts E)
- Rosetta Stone Ojibwe
- Smartboard or projector
- Computers or tablets
- Drawing paper, scissors, markers (optional)



Estimated time: 60 minutes



## TEACHER'S TIP

You can use the provided Family Tree Template, or have students create their own. There are several ways to construct a family tree on a computer or tablet. You can use SmartArt in Word, the Drawing tool in Google Docs. There are also free websites for this purpose.

## Activity Steps

1. Distribute Amik's Family Tree to students. Discuss the characters and how they are related to each other.
2. Watch Unit 1, Lesson 2, Look and Listen as a model of presenting a family tree.
3. Display your pre-filled family tree. Model delivery of a presentation:
  - a. **Boozhoo. (Name) indizhinikaaz. Mii ongow indinawemaaganag.** (*Hello. My name is [name]. These are my relatives.*)
  - b. For people with Ojibwe names, say: **Mii wa'aw nimaamaa. (Ojibwe name) izhinikaazo.** (*This is my mother. Her name is [Ojibwe name].*)
  - c. For people who don't have Ojibwe names or whose Ojibwe name you don't know, say: **Mii wa'aw indede. (English name) zhaaganaashiiwinikaazo.** (*This is my father. His name is [English name].*)
4. Distribute the Family Tree Template to students. Have students construct a family tree.
  - a. Students should identify at least five relatives in Ojibwe, and use their Ojibwe names when applicable.
  - b. Students may also use their background knowledge or dictionaries to include new family member vocabulary (aunt, cousin, etc.).
  - c. Students may add photos or illustrations to their family trees.
  - d. Students may be given class time to construct family trees or do it for homework. They will present at the end of Unit 1.



## Lesson 3: Indoojibwemomin! *We Speak Ojibwe!*

### OBJECTIVES

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

- use dependent nouns
- recognize animate and inanimate things

### MATERIALS

- Rosetta Stone Ojibwe
- Smartboard or projector
- Computers or tablets
- Character Image Cards (Printouts F)
- Amik's Family Tree (Printouts D)
- Bowl or other container
- Drawing paper, scissors, markers (optional)
- Students' Family Trees from Unit 1, Lesson 2

### ACTIVITY A *My*

#### Materials

- Whiteboard or smartboard
- Markers

 **Estimated time:** 30 minutes

#### Activity Steps

1. Create a graphic organizer on the board with four quadrants. Label the quadrants **ni-**, **n-**, **ind-**, and **in-**.
2. Have students come to the board, one at a time, to write a family member in one of the quadrants, then explain why they wrote it there. For example, **indede** (*my father*) should be placed in the quadrant labeled **in-**.
3. At the end, your board should look something like this:



#### TEACHER'S TIP

There is variation between communities in regards to the form of these personal possessives. This activity is consistent with the Southwest dialect of the Ojibwe language and will be used for Rosetta Stone programming. If students bring up other forms, this can be an opportunity to talk about variation across communities.

| ni-  | n-   |
|--|--|
| <b>nimaamaa</b><br><b>nimisenh</b><br><b>nisayenh</b><br><b>nimishoomis</b><br><b>ninaabem</b> | <b>niitawis</b><br><b>noozhishenh</b><br><b>nookomis</b> |
| in-  | ind-   |
| <b>indede</b><br><b>ingitiziim</b><br><b>ingoziis</b><br><b>indaanis</b>                       | <b>indinawemaagan</b>                                    |



### ACTIVITY A *My* (continued)



#### TEACHER'S TIP

Students might have trouble placing words like **indede** (*my father*) or **niitaawis** (*my male friend*), which could appear to go in a different category. You can help them figure out where each word should go by giving other forms, such as **gidede** (*your father*) to see which part of the word is the prefix and which part is the stem.

4. Once all the vocabulary words have been placed on the display, identify common themes between the words placed in each grouping.

- a. **ni-**: before most consonants
- b. **n-**: before **ii** or **oo**
- c. **in-**: before **d** or **g**
- d. **ind-**: before short vowels



#### TEACHER'S TIP

Students will see **imbaabaa** in the online activities, which will be their first introduction into the use of **im-** as a personal possessive prefix. You can explain **im-** is used with words that begin with **b**.

Note that verbs follow a slightly different pattern than these nouns. For example, the title of this lesson (**Indoojibwemomin!** [*We speak Ojibwe!*]) has **ind-** before a long vowel. This information will be introduced in a later lesson.

#### ONLINE ACTIVITIES



Estimated time: 30 minutes

#### Materials

- Rosetta Stone Ojibwe
- Smartboard or projector

#### Activity Steps

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



### ACTIVITY B Grab bag

#### Materials

⌚ Estimated time: 30 minutes

- Character Image Cards, one set (Printouts F)
- Amik's Family Tree, one per student (Printouts D)
- Bowl or other container

#### Activity Steps

1. Begin by telling students you are going to describe the Rosetta Stone Ojibwe family from Amik's point of view.
2. Put the Character Image Cards in a bowl and mix them up.
3. Have students pick an image card from the bowl and describe the character's relationship to Amik. For example, if a student picks the Gimiwan card, they should say, **Mii wa'aw indede.** (*This is my father.*) They may use Amik's Family Tree as a reference.
4. Repeat from the point of view of other characters.

### ACTIVITY C Family tree

#### Materials

⌚ Estimated time: 30 minutes

- Students' Family Trees from Unit 1, Lesson 2, Activity D

#### Activity Steps

1. Give students time to individually review their family trees and make any necessary changes.
2. Have students practice presenting their family trees to a classmate. Ask them to pay particular attention to personal prefixes.



## Lesson 4: Asemaake. S/he Offers Tobacco.

### OBJECTIVES

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

- begin to learn about the importance of tobacco
- see the process for offering tobacco modeled by instructors
- be given tobacco
- practice a phrase to use when offering tobacco

### MATERIALS

- Rosetta Stone Ojibwe
- Smartboard or projector
- Computers or tablets
- Tobacco (a pinch for each student)
- A new box of tobacco for each student

### VOCABULARY

1

|                              |  |
|------------------------------|--|
| <b>asemaa</b><br>na          | <i>tobacco</i>                               |
| <b>manidoo</b><br>na         | <i>spirit</i>                                |
| <b>manidoowaadizi</b><br>vai | <i>s/he is sacred</i>                        |
| <b>ashi</b><br>vta           | <i>put something (animate)<br/>somewhere</i> |
| <b>nibi</b><br>ni            | <i>water</i>                                 |
| <b>mitakamig</b>             | <i>on bare ground</i>                        |
| <b>miizh</b><br>vta          | <i>give something to<br/>someone</i>         |
| <b>jaagiz</b><br>vta         | <i>burn something (animate)</i>              |



### ACTIVITY A Prior knowledge discussion

#### Activity Steps

🕒 **Estimated time:** 15 minutes

1. Gather students' prior knowledge about tobacco and the **manidoog** (*spirits*). This open conversation will be a good opportunity to get to know each students' prior experience surrounding tobacco, and prepare the instructor and students for the online lesson and additional practice listed below. You might ask:
  - Have you seen someone offer tobacco?
  - When do Ojibwe people offer tobacco?
  - How do Ojibwe people offer tobacco?
  - Who are the **manidoog**? What do you know about them?



#### CULTURE CORNER

You should offer **asemaa** (*tobacco*) when you ask for help or advice from someone, when hunting, or when thanking someone. There are different teachings around what kind of plant to use for tobacco. Many people use the inner bark of the red willow plant, while others use commercial tobacco, or a mix.

#### ONLINE ACTIVITIES

🕒 **Estimated time:** 30 minutes

#### Materials

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

#### Activity Steps

1. Watch Unit 1, Lesson 4, Look and Listen together as a class.  
(Lesson 4 Script)
2. Ask students what they learned from watching the video.
3. Have students complete the rest of Unit 1, Lesson 4 individually or in groups.



### ACTIVITY B Offering tobacco

#### Materials

⌚ **Estimated time:** 15 minutes

- Tobacco (a pinch for each student)
- A new box of tobacco for each student

#### Activity Steps

1. Give a pinch of tobacco to each student. With each student, request that they accept it to work hard on **Ojibwemowin**. After all, the language was given to us **Anishinaabe** as a gift, and it should be well cared for.
2. Gift each student a box of unopened tobacco, which they can use for their own purposes.
3. Bring students out to a fire, a body of water, or a tree to place the tobacco they received a pinch of in Step 1.

### ACTIVITY C Asking with tobacco

#### Activity Steps

⌚ **Estimated time:** 15 minutes

1. Ask students: When is it appropriate to offer tobacco? Come up with a list of scenarios when you might use tobacco, such as:
  - Asking someone to do something for you
  - Asking someone for advice
  - Inviting someone to a feast
  - Thanking someone who has done something for you
2. Model the appropriate way to offer tobacco to someone (out of a box or pouch, hand to hand).
3. Teach and practice the following phrase that can be used when offering tobacco **Gidaa-naadamaw ina?** (*Will you help me?*)



#### TEACHER'S TIP

Consult an elder or knowledgeable community member if you are unsure about how to teach about tobacco. You could invite an elder or other community member to lead this activity.





# Unit 1 – REVIEW

Ojibwe



## OBJECTIVES

- Review Unit 1

## MATERIALS

- Rosetta Stone Ojibwe
- Smartboard or projector
- Learners' family trees from Unit 1, Lesson 2

---

## Test Review

### Materials

- Rosetta Stone Ojibwe
- Smartboard or projector



**Estimated time:** 30 minutes

### Review Steps

1. Divide students into pairs or small groups.
2. Display each practice activity listed below. Give students time to discuss the correct answer together.
  - a. Suggested Activities: Lesson 1 Final Practice, Lesson 2 Final Practice, Lesson 3 Practice 1 and 2, and Lesson 4 Practice.
  - b. You can also use any other practice activities, especially any that your students have found challenging.
3. Rotate among groups to share their answer with the whole class, or have students buzz in to give their answer as on a game show.

---

## Family tree

### Materials

- Learners' Family Trees from Unit 1, Lesson 2



**Estimated time:** 30 minutes

### Review Steps

1. Have students present their family tree to the class, or record a short video of their presentation.



# Unit 1 – REVIEW

Ojibwe



## Conversation

**Estimated time:** 30 minutes

### Review Steps

1. Divide students into pairs.
2. Ask each pair of students to have a conversation in which each one speaks at least three lines. For example:  
Student A: **Aaniin!** (*Hello!*)  
Student B: **Boozhoo!** (*Hello!*)  
Student A: **Ogimaakwe indizhinikaaz.** (*My name is Ogimaakwe.*)  
Student B: **Aaniin Ogimaakwe! Amik indizhinikaaz.** (*Hi, Ogimaakwe! My name is Amik.*)  
Student A: **Giizhigin o'ow manoomin.** (*The wild rice is ready.*)  
Student B: **Ambe, manoominikedaa!** (*Come on, let's rice!*)
3. Have students act out their dialogues for the rest of 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 1

## Scripts



Ojibwe

## Giizhigin o'ow manoomin. *The wild rice is ready.*



**Amik**                      **Boozhoo. Amik indizhinikaaz. Indanishinaabew.**  
*Hi. I'm Amik. I'm Ojibwe.*

**Mii wa'aw nimisenh, Ogimaakwe.**  
*This is my older sister, Ogimaakwe.*

**Ogimaakwe**              **Boozhoo!**  
*Hi!*

**Amik**                      **Mii wa'aw nimaamaa, Waasegiizhigookwe...**  
*This is my mom, Waasegiizhigookwe...*

**Waasegiizhigookwe**      **Aaniin!**  
*Hi!*

**Amik**                      **...miinawaa nindede, Gimiwan.**  
*...and my dad, Gimiwan.*

**Gimiwan**                **Boozhoo!**  
*Hi!*

**Amik**                      **Indoojibwemomin.**  
*We speak Ojibwe.*

**Ambe maajaadaa!**  
*Come on, let's go!*

**Boozhoo, Nimishoo!**  
*Hi, granddad!*

**Waabishkibines**        **Boozhoo, Amik. Mii wa'aw niitaawis, Gidagigwaneb.**  
*Hi, Amik. This is my friend, Gidagigwaneb.*

**Gidagigwaneb, mii wa'aw noozhishenh, Amik.**  
*Gidagigwaneb, this is my grandchild, Amik.*

**Amik**                      **Aaniin, Gidagigwaneb.**  
*Hi, Gidagigwaneb.*

**Gidagigwaneb**

**Aaniin, Amik.**

*Hi, Amik.*

**Giizhigin o'ow manoomin.**

*The wild rice is ready.*

**Amik**

**Ambe manoominikedaa!**

*Come on, let's rice!*

**Gidagigwaneb**

**Gego wanendangegon da-asemaakeyeg.**

*Don't forget to make a tobacco offering.*

**Amik**

**Ahaw.**

*Okay..*

## Enawendaasoyaan *My Relatives*



**Amik**

**Boozhoo. Amik indizhinikaaz.**

*Hi. I'm Amik.*

**Mii ongow indinawemaaganag.**

*These are my relatives.*

**nimaamaa**

*my mother*

**indede**

*my father*

**nookomis**

*my grandmother*

**nimishoomis**

*my grandfather*

**nimisenh**

*my older sister*

**Ogimaakwe**

**Boozhoo. Ogimaakwe indizhinikaaz.**

*Hi. I'm Ogimaakwe.*

**Mii ongow indinawemaaganag.**

*These are my relatives.*

**nimaamaa**

*my mother*

**indede**

*my father*

**nookomis**

*my grandmother*

**nimishoomis**

*my grandfather*

**nishiime**

*my younger sibling*

**Waasegiizhigookwe**

**Boozhoo. Waasegiizhigookwe indizhinikaaz.**

*Hi. I'm Waasegiizhigookwe.*

**Mii ongow indinawemaaganag.**

*These are my relatives.*

**ninaabem**

*my husband*

**indaanis**

*my daughter*

**ingozis**

*my son*

**indede**

*my father*

**nizigozis**

*my mother-in-law*

**Gimiwan**

**Boozhoo. Gimiwan indizhinikaaz.**

*Hi. I'm Gimiwan.*

**Mii ongow indinawemaaganag.**

*These are my relatives.*

**niwiiw**

*my wife*

**indaanis**

*my daughter*

**ingozis**

*my son*

**nimaamaa**

*my mother*

**nizinis**

*my father-in-law*

**Waabooz**

**Boozhoo. Waabooz indizhinikaaz.**

*Hi. I'm Waabooz.*

**Mii ongow indinawemaaganag.**

*These are my relatives.*

**ingozis**

*my son*

**nina'aanganikwe**

*my daughter-in-law*

**noozhishenh**

*my grandchild*

**noozhishenh**

*my grandchild*

**Waabishkibines**

**Boozhoo. Waabishkibines indizhinikaaz.**

*Hi. I'm Waabishkibines.*

**Mii ongow indinawemaaganag.**

*These are my relatives.*

**indaanis**

*my daughter*

**nina'aangish**

*my son-in-law*

**noozhishenh**

*my grandchild*

**noozhishenh**

*my grandchild*

**Mii ongow indinawemaaganag.**

*These are my relatives.*



Indinawemaaganag – *My Relatives*


|            |  |  |
|------------|--|--|
|            | <b>Indinawemaaganag</b><br><i>My relatives</i> |  |
| in- prefix | <b>indede</b><br><i>my father</i>              |  |
|            | <b>indaanis</b><br><i>my daughter</i>          |  |
|            | <b>ingozis</b><br><i>my son</i>                |  |
| ni- prefix | <b>nimaamaa</b><br><i>my mother</i>            | <b>ninaabem</b><br><i>my husband</i>         |
|            | <b>nimishoomis</b><br><i>my grandfather</i>    | <b>nizigozis</b><br><i>my mother-in-law</i>  |
|            | <b>nimisenh</b><br><i>my older sister</i>      | <b>nizinis</b><br><i>my father-in-law</i>    |
|            | <b>niwiiw</b><br><i>my wife</i>                | <b>nishiime</b><br><i>my younger sibling</i> |
| n- prefix  | <b>nookomis</b><br><i>my grandmother</i>       |  |
|            | <b>noozhishenh</b><br><i>my grandchild</i>     |  |
|            | <b>Indinawemaaganag</b><br><i>My relatives</i> |  |

## Asemaa – Tobacco



**Manidoowaadizi a'aw asemaa.**

*Tobacco is sacred.*

**Asemaa iko gidasaanaan.**

*We put down tobacco (as an offering).*

**Nibiikaang gidasaanaan asemaa.**

*We put tobacco in the water.*

**Gimiinaanaan awiya iniw asemaan.**

*We give tobacco to others.*

**Mitakamig gidasaanaan a'aw asemaa.**

*We put tobacco on the ground.*

**Aaningodinong gijaagizwaanaan a'aw asemaa.**

*Sometimes we burn tobacco.*

**Gidapagizomaanaan a'aw asemaa.**

*We offer tobacco to the spirits.*

**Odapiitenimaan iniw asemaan anishinaabe.**

*Tobacco is important to the Ojibwe.*

**Manidoowaadizi a'aw asemaa.**

*Tobacco is sacred.*

# UNIT 1

## Printouts



**Ojibwe**



Amik



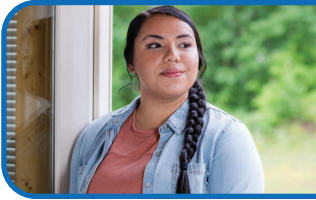
Nazhike-  
awaasanookwe



Ogimaakwe



Anangookwe



Waasegiizhigookwe



Bezhigoogaabawiikwe



Gimiwan



Baabiitaw



Gidagigwaneb



Zhaawanigiizhigookwe



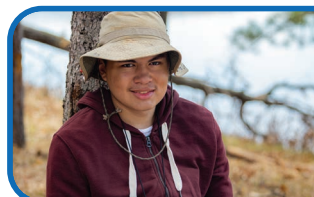
Waabishkibines



Mizhakwad



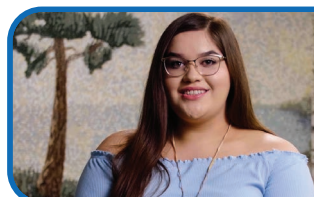
Waabooz



Makwa



Ominwaasinookwe



Bizhikiins

## Words ending in...

| long vowel | nasal vowel (nh) | consonant |
|------------|------------------|-----------|
|            |                  |           |

## Plural endings

| -yag | -ag | -g |
|------|-----|----|
|      |     |    |

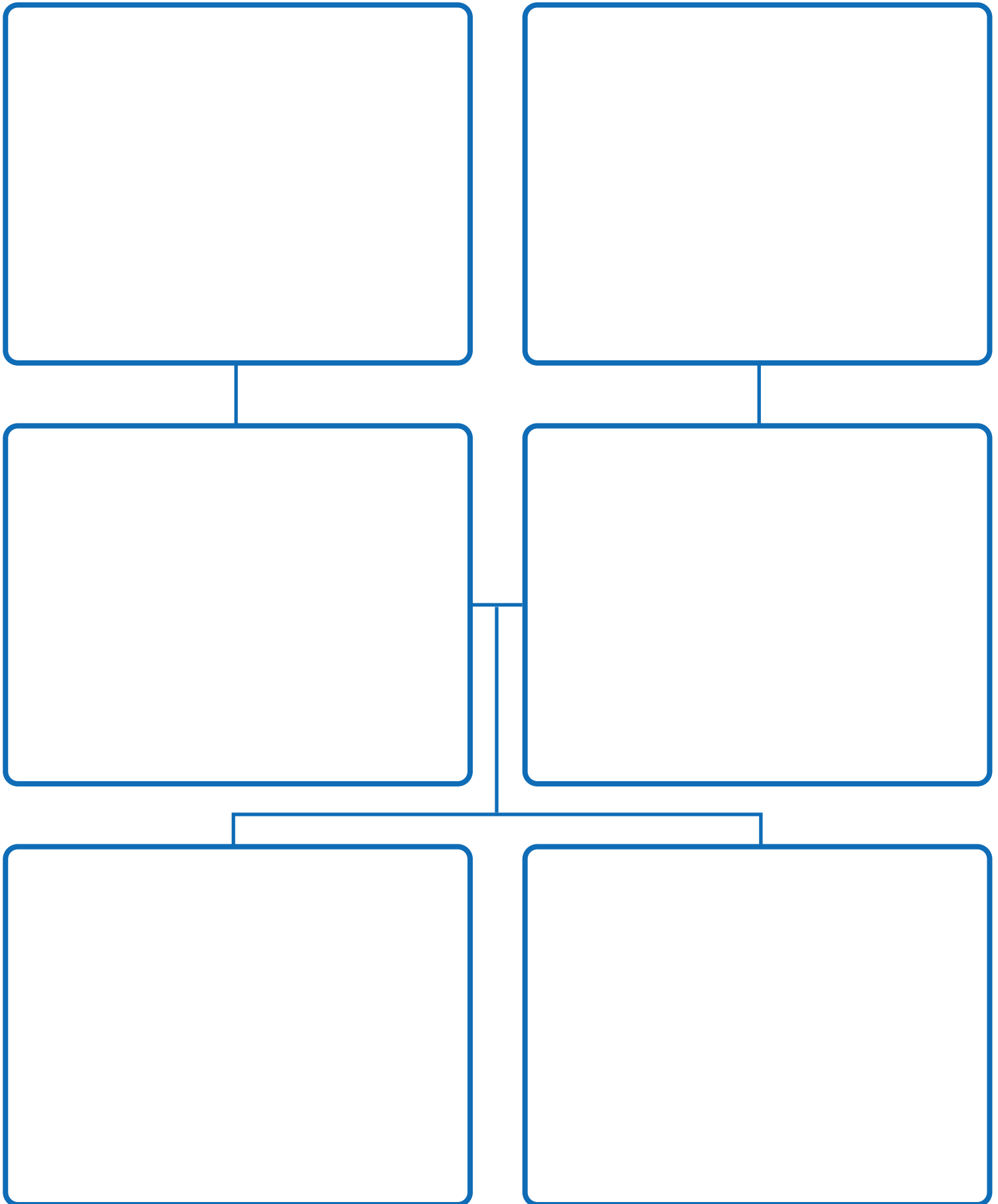
-yag

-ag

-g















# UNIT 2



Ojibwe

# UNIT 2

## Morning routines

Ojibwe



**Overview:** In this unit, Amik and Ogimaakwe are getting ready to go harvest wild rice. They use commands, negative verbs and preverbs. You'll also learn how to read and pronounce Ojibwe vowels.

### LESSON 1: Ingiiizhiitaa Niin! – I'm Ready!

Students will:

- address family members
- talk about getting ready
- thank someone
- say goodbye to others

### LESSON 2: Bezhig, Niizh, Niswi... – One, Two, Three...

Students will:

- use numbers
- recognize number patterns
- learn a numbers song

### LESSON 3: Aaniin Endaso-diba'iganek? – What Time Is It?

Students will:

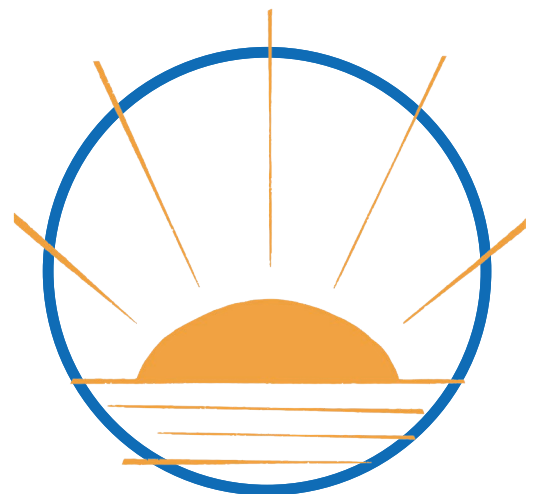
- tell time
- form commands
- make negative statements
- use the preverbs **o-** and **bi-**
- describe their own actions
- learn about prefixes and suffixes

### LESSON 4: Apiitaginjiganan – Vowels

Students will:

- read and pronounce Ojibwe vowels
- learn a song about vowels

### REVIEW





# Lesson 1: Ingiiizhiitaa Niin! *I'm Ready!*

## OBJECTIVES

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

- address family members
- talk about getting ready
- thank someone
- say goodbye to others

## MATERIALS

- Word Ending Worksheet from Unit 1
- Rosetta Stone Ojibwe
- Computers or tablets
- Lesson 1 Script
- Sample Vocabulary Frame (Printouts A)
- Index cards

## VOCABULARY

1

**Waabooz** *a girl's name*

2

**nookoo** *grandma*

**maam** *mom*

3

**bi-izhaa** *s/he comes*  
vai

**wiisini** *s/he eats*  
vai

**aanzikonaye** *s/he changes clothes*  
vai

4

**ayaa** *s/he is (in a certain place)*  
vai

**giizhiitaa** *s/he is done (s/he is ready)*  
vai

5

**dibi** *I wonder where*

**dash** *but; and*

**gaawiin** *no; not*

**ahaw** *okay*

6

**omaa** *here*

**niin** *I; me*

**niizhwaaso-diba'iganed** *it is seven o'clock*  
vii

7

**Bekaa!** *Wait!*

**Mii go i'iw.** *That's it; That's right.*

**Miigwech.** *Thank you.*

**Giga-waabamin gomaapii!** *See you in a while!*



### ACTIVITY A Vocabulary review

#### Materials

- Word Ending Worksheet from Unit 1 (Unit 1, Printouts B)

**Estimated time:** 15 minutes

#### Activity Steps

1. Ask students for vocabulary words they remember from the previous unit. Write the list on the board.
  - a. If students have trouble remembering vocabulary, refer to the Word Ending Worksheet from Unit 1, Lesson 2, or ask students which words they remember that start with **ni-**, **ind-**, **in-** and **im-**.
2. Use the words **nimaamaa** (*my mother*) and **nookomis** (*my grandmother*) from the list to introduce the family address terms **maam** (*mom*) and **nookoo** (*grandma*), which will appear in the first lesson of this unit.



#### TEACHER'S TIP

When introducing **maam** and **nookoo**, use the common English terms *mom* and *grandma*. Point out that while students probably wouldn't introduce their family members as such, these are the words they use to address them. **Maam** and **nookoo** are address (or *vocative*) terms that you'll use when directly addressing someone, not when referring to them. You may want to mention that **nimishoo** (*grandpa*), introduced in Unit 1, Lesson 1, is also an address term.

#### ONLINE ACTIVITIES

**Estimated time:**  
60 minutes

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

#### Activity Steps

- Students complete Rosetta Stone Ojibwe Unit 2, Lesson 1 individually or in groups. (Lesson 1 Script)





### ACTIVITY B

## Where are Amik and Ogimaakwe?

### Materials

- Lesson 1 Script, one per student (Lesson 1 Script)

 **Estimated time:** 60 minutes

### Activity Steps

1. Divide the students into groups of three.
2. Have each student take one of the three main roles (**Amik**, **Ogimaakwe**, and **Waasegiizhigookwe**).
3. Have groups practice reading and acting out the script. Encourage them to act out each line so the meaning is clear.
4. Have each group present their version of the scene to the class.



### TEACHER'S TIP

**Waabooz** and **Gimiwan** each have one line in this script. When students present to the class, the teacher or a student from another group should take on those roles. **Gimiwan's** line is not central to the action, and can be skipped.

### ACTIVITY C

## Vocabulary frames

### Materials

- Sample Vocabulary Frame (Printouts A)
- Index cards

 **Estimated time:** 30 minutes

### Activity Steps

1. Write the vocabulary words from Vocabulary Groups 2, 3, 4, 5, and 6 on the board.
2. Ask students to come to the board one at a time and translate the words they know into English.
3. Translate any remaining words that students did not recall.
4. Tell students that you are going to introduce Vocabulary Frames, a tool for learning and remembering vocabulary. Display the sample Vocabulary Frame as an example.



### ACTIVITY C Vocabulary Frames (continued)

5. Instruct students to complete the following tasks on an index card to make vocabulary frames for the words on the board:
  - a. Write an Ojibwe word (such as **nimaamaa**) on the center of the index card.
  - b. Use the word in a sentence at the bottom.
  - c. Draw a picture of the word in the top left corner.
  - d. Write the English translation in the top right corner.
6. Encourage students to use their frames to review individually or by quizzing a partner.



#### TEACHER'S TIP

Students can use their copies of the Lesson 1 Script to find example sentences or construct their own.



#### TEACHER'S TIP

Students will add to their frames at the end of this unit, so make sure they know where to put the frames to save them for another day. You can have students return to their frames at other times, including as a Do Now activity at the beginning of class or a transitional activity if they finish something early.



## Lesson 2: Bezhig, Niizh, Niswi... One, Two, Three...

### OBJECTIVES

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

- use numbers
- recognize number patterns
- sing a numbers song

### MATERIALS

- Numbers Song Lyrics (Printouts B)
- Numbers Song Audio
- Number Image Cards (Printouts C)
- Counting Image Cards (Printouts D)
- Rosetta Stone Ojibwe
- Computers or tablets
- Bowl or other container
- Blank Bingo Card (Printouts E)

### VOCABULARY

1

|               |              |
|---------------|--------------|
| <b>bezhig</b> | <i>one</i>   |
| <b>niizh</b>  | <i>two</i>   |
| <b>niswi</b>  | <i>three</i> |
| <b>niiwin</b> | <i>four</i>  |
| <b>naanan</b> | <i>five</i>  |

2

|                    |              |
|--------------------|--------------|
| <b>ingodwaaswi</b> | <i>six</i>   |
| <b>niizhwaaswi</b> | <i>seven</i> |
| <b>ishwaaswi</b>   | <i>eight</i> |
| <b>zhaangaswi</b>  | <i>nine</i>  |
| <b>midaaswi</b>    | <i>ten</i>   |

3

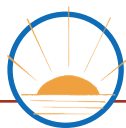
|                         |                  |
|-------------------------|------------------|
| <b>ashi-bezhig</b>      | <i>eleven</i>    |
| <b>ashi-niizh</b>       | <i>twelve</i>    |
| <b>ashi-niswi</b>       | <i>thirteen</i>  |
| <b>ashi-niiwin</b>      | <i>fourteen</i>  |
| <b>ashi-naanan</b>      | <i>fifteen</i>   |
| <b>ashi-ingodwaaswi</b> | <i>sixteen</i>   |
| <b>ashi-niizhwaaswi</b> | <i>seventeen</i> |
| <b>ashi-ishwaaswi</b>   | <i>eighteen</i>  |
| <b>ashi-zhaangaswi</b>  | <i>nineteen</i>  |

4

|                         |                |
|-------------------------|----------------|
| <b>niishtana</b>        | <i>twenty</i>  |
| <b>nisimidana</b>       | <i>thirty</i>  |
| <b>niimidana</b>        | <i>forty</i>   |
| <b>naanimidana</b>      | <i>fifty</i>   |
| <b>ingodwaasimidana</b> | <i>sixty</i>   |
| <b>niizhwaasimidana</b> | <i>seventy</i> |
| <b>ishwaasimidana</b>   | <i>eighty</i>  |
| <b>zhaangasimidana</b>  | <i>ninety</i>  |

5

|                      |                     |
|----------------------|---------------------|
| <b>ingodwaak</b>     | <i>one hundred</i>  |
| <b>niizhwaak</b>     | <i>two hundred</i>  |
| <b>ingodosagoons</b> | <i>one thousand</i> |



### ACTIVITY A Numbers 1–10

#### Materials

**Estimated time:** 45 minutes

- Numbers Song Lyrics (Printouts B)
- Numbers Song Audio ([www.culture.aanji.org/language/ojibwe-rosetta-stone/](http://www.culture.aanji.org/language/ojibwe-rosetta-stone/))
- Number Image Cards, one set (Printouts C)
- Counting Image Cards, one set (Printouts D)

#### Activity Steps

1. Start by taking time to check students' prior knowledge of common numbers. Students who live within an Ojibwe community may be familiar with them.
2. Introduce the **Asigibii'iganan** - Numbers Song. Play the song a few times, then break it down into parts to teach it to students. Have them count along with the song on their fingers.
3. Practice singing the song a few times as a group, then see if any students are ready to try it on their own.
4. Use actual objects, or the Number Image Cards and Counting Image Cards to practice counting. Display a number, image card, or set of objects and ask students to identify how many there are.
5. Write numerals from 1–10 and the Ojibwe words (Vocabulary Groups 1 and 2) on the board.
6. Ask students to identify the common sounds in each of the numbers from six to ten (**-aaswi/-aswi**). Underline each word where the sound **-(a)aswi** starts as shown below. Explain to students that it is helpful to think of this sound as meaning +5.

ningodwaaswi

niizhwaaswi

ishwaaswi

zhaangaswi

midaaswi



#### TEACHER'S TIP

You may want to introduce the phrase **Aaniin minik?** (*How many?*) so you can do this activity fully in Ojibwe. You can use **Mii go i'iw!** (*That's it!*) when a student gets an answer right.



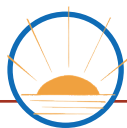
### ACTIVITY A Numbers 1–10 (continued)

6. Ask students if anything in the first part of these words looks familiar. Students should recognize the word **niizh** (*two*) in **niizhwaaswi** (*seven*), and may recognize the sound **ish-** in **ishwaaswi** (*eight*) as relating to the word **niswi** (*three*). Point out that the word **niizhwaaswi** can be thought of as 2 + 5, and **ishwaaswi** as 3 + 5.
7. Introduce the initial sound **ingod-**, which means *one*. This will come up again in this lesson when students count to **ingodwaak** (*100*).
8. Address common mispronunciations by modeling proper pronunciation or playing audio from Vocabulary 1 and 2 of this lesson and having students repeat.
9. If additional practice and explanation is needed, compare number words with non-number words on the board. For example, you could compare the word **niswi** with the word **nishiime**. After pointing out that the words have different final vowel sounds, have students read them aloud and compare the sounds they are making for the final **i** and **e** in each word. It may also help to compare with non-number words that end in **i**, such as **dibi** or **wiisini**.
10. To make this more fun, instructors may take English numbers, write them out, and change a vowel in each word. This is a useful way to show students the implications of mispronunciation. An example may look something like this:
  - a. ine (*one*), twe (*two*), throo (*three*), foor (*four*), fave (*five*), sox (*six*).



#### TEACHER'S TIP

Numbers are commonly mispronounced. Take time now to make sure that the short **i** at the end of many numbers is not being pronounced as an **e**. **Niswi**, for example, is commonly mispronounced **niswe**. Likewise, **ingodwaaswi**, is commonly mispronounced by many students as **ingodwaaswe**. The same problem commonly occurs with the final vowel in the word **naanani**, which is commonly mispronounced as **naanin**.



### ACTIVITY B

# Ashi-bezhig

## Activity Steps

1. Have students stand in a circle.
2. The first student to play says **bezhig** (*one*) or **bezhig, niizh** (*one, two*) or **bezhig, niizh, niswi** (*one, two, three*).
3. The next student picks up and can say one, two or three numbers. For example, if the first student said **bezhig**, the next student can say **niizh** (*two*) or **niizh, niswi** (*two, three*) or **niizh, niswi, niwin** (*two, three, four*).
4. This continues around the circle until a student is forced to say **ashi-bezhig** (*eleven*). The student who says **ashi-bezhig** sits down.
5. The game starts back at **bezhig** with the next student.
6. The last student standing wins.

🕒 **Estimated time:** 15 minutes



## TEACHER'S TIP

Be sure that students master the numbers from one to 10 before moving on to higher numbers. These numbers form the basis for building larger numbers, for telling time (Unit 2, Lesson 3), and for number verbs taught in later units.

There are many ways to use the Counting and Number Cards to reinforce these numbers. For example:

- Give each student a set of Number Cards. Give a simple addition problem, and ask students to raise the correct number card. For example, if you say **niizh miinawaa bezhig** (*two and one*), they should raise the number 3.
- Have pairs of students play Memory: Give each pair a set of Counting Image Cards and Number Cards. They can flip over two at a time. When they do, they have to say the numbers aloud. If the cards do not match, they flip both back over. If the cards match, the player who flipped them over says **Mii go i'iw!** (*That's it!*) and keeps the pair. The player with the most pairs wins.

### ONLINE ACTIVITIES

🕒 **Estimated time:**  
60 minutes

## Materials

- Rosetta Stone Ojibwe
- Computers or tablets

## Activity Steps

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



### ACTIVITY C Numbers 11–20

#### Activity Steps

🕒 **Estimated time:** 15 minutes

1. Review numbers 11–15 with students. Write or ask students to write numerals and written words on the board.
2. Use students' understanding of numbers 1–10 and 11–15 to recall numbers 16–19. Students should be able to use their existing knowledge to correctly identify them as follows: **ashi-ingodwaaswi**, **ashi-niizhwaaswi**, **ashi-ishwaaswi**, **ashi-zhaangaswi** (*sixteen, seventeen, eighteen, nineteen*).
3. Add the number 20 (**niishtana**) to the display to finish the list of 11–20.
4. Play variations on **Ashi-bezhig** (Lesson 2, Activity B). For example, try counting by twos to 20 or by threes to 21.

### ACTIVITY D Numbers up to 100

#### Activity Steps

🕒 **Estimated time:** 30 minutes

1. Review Vocabulary Group 4 with students. Play one more round of **Ashi-bezhig**, counting by 10s to 100.
2. Identify for students, by writing on the board and speaking aloud, how you use the words **niishtana** and **ashi-bezhig** to create **niishtana ashi-bezhig** (21). Repeat the process for 22–25, then speak aloud only for 26–29.
3. Split students into seven equal groups. Assign each group a set of ten numbers: 30s, 40s, 50s, 60s, 70s, 80s and 90s. Have students write out, and prepare to read aloud all ten numbers associated with their group.
  - a. For example, the group assigned the 40s would write out and speak aloud the words **niimidana**, **niimidana ashi-bezhig**, **niimidana ashi-niizh**, etc.
  - b. Have each group, in ascending order, read their numbers aloud to count together as a group to 99!



### ACTIVITY E Number codes

#### Materials

- Number Image Cards, two sets (Printouts C)
- Bowl or other container

🕒 **Estimated time:** 30 minutes

#### Activity Steps

1. Cut out two sets of Number Cards and shuffle them in a bowl or other container.
2. Remove two number cards. Don't show the cards to the class. Read one number, then the other. Students write the numerals down as a two-digit number.
3. Students read back the two-digit number in Ojibwe.
  - a. For example, if you pull 4 then 9 out of the box, you will say **niiwin, zhaangaswi**. Students should write down the number 49, and read it back as **niimidana ashi-zhaangaswi**.
4. Repeat until all numbers have been used.



#### TEACHER'S TIP

As students gain confidence with numbers, you can have them read the individual digits to the class.





### ACTIVITY F Bingo

#### Materials

- Blank Bingo Card, one per student (Printouts E)
- Number Image Cards, two sets (Printouts C)
- Bowl or other container

#### Activity Steps

1. Distribute Blank Bingo Cards to students
2. Have students complete the card using their choice of numbers from 1–99.
3. Have students begin by filling in their free space.
4. Cut out two sets of Number Image Cards and shuffle them in a bowl or other container.
5. Remove two number cards and read the two-digit number. Students who have that number on their card should mark that space.
  - a. Be sure to record the numbers called in order to verify bingos.
6. Continue calling numbers until a student has filled five spaces in a row (horizontal, vertical, or diagonal). Have the student read out the numbers in their bingo to verify that they were the numbers that were called.



**Estimated time:** 45 minutes



#### TEACHER'S TIP

Try a variation of Bingo:

- As students gain confidence with numbers, have students call the numbers out to the class. You could try having the winner of one round become the caller for the next round.
- Have students fill in a blank bingo card with number words. Instead of calling numbers aloud, show the number.
- Pull three number cards at a time and use three-digit numbers.



## Lesson 3: Aaniin Endaso-diba'iganek?

### What Time Is It?

#### OBJECTIVES

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

- tell time
- form commands
- make negative statements
- use the preverbs **o-** and **bi-**
- use prefixes and suffixes
- describe their own actions

#### MATERIALS

- Clock Spinner (Printouts F)
- Rosetta Stone Ojibwe
- Computers or tablets
- Smartboard or projector
- Lesson 1 Script
- Vocabulary Frames
- Paper and pencil

#### VOCABULARY

1

**ingo-diba'iganed** *it's one o'clock*  
vii

**niizho-diba'iganed** *it's two o'clock*  
vii

**niso-diba'iganed** *it's three o'clock*  
vii

**niiyo-diba'iganed** *it's four o'clock*  
vii

**naano-diba'iganed** *it's five o'clock*  
vii

**ingodwaaso-diba'iganed** *it's six o'clock*  
vii

**niizhwaaso-diba'iganed** *it's seven o'clock*  
vii

**ishwaaso-diba'iganed** *it's eight o'clock*  
vii

**zhaangaso-diba'iganed** *it's nine o'clock*  
vii

**midaaso-diba'iganed** *it's ten o'clock*  
vii

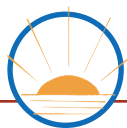
**ashi-bezhigo-diba'iganed** *it's eleven o'clock*  
vii

2

**naawakwe** *it's noon*  
vii

**aabitaa-dibikad** *it's midnight*  
vii

**ashi-aabitaa** *and a half*  
vii



### ACTIVITY A Telling time

#### Materials

- Clock Spinner (Printouts F)

**Estimated time:** 30 minutes

#### Activity Steps

1. Review the numbers 1–11 by playing **Ashi-bezhig** up to 11.
2. Present the vocabulary word **niizhwaaso-diba'iganed** from Lesson 1 on the board. Ask students to identify the differences between the number they've been using (**niizhwaaswi**), and the number as it is seen in this vocabulary word (**niizhwaaso-**).
3. Help the students to identify two differences: the final **o** replacing the final **i**, and a hyphen. Explain that this is a preverb. Preverbs are different from the base number words because they combine with a verb, instead of standing on their own.
4. Ask students to think about other numbers 1–11, and how they might change to be used with the verb **diba'iganed**. Work with students to come up with the preverbs in Vocabulary Group 1.
5. Introduce the three words in Vocabulary Group 2.
6. Use the Clock Spinner to practice saying what time it is. Move the hands to an hour or half hour and ask students to identify the time. You can also reverse this by saying a time and asking students to place the clock hands at the corresponding location.

#### ONLINE ACTIVITIES

**Estimated time:**  
60 minutes

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

#### Activity Steps

- Students complete Rosetta Stone Ojibwe Unit 2, Lesson 3 individually or in groups. (Lesson 3 Script)



#### TEACHER'S TIP

Now that students have learned time words, incorporate these into your classroom management routines. For example, if students are slow to make a transition to the next class period, you can say:

**"Mii i'iw midaaso-diba'iganek! Wewiib!"** (*It's 10:00! Hurry up!*)



### ACTIVITY B Simon says

#### Activity Steps

 **Estimated time:** 30 minutes

1. Have students stand up facing the front of the room.
2. Explain that in this game, they have to follow the directions of the leader. Practice the commands you will use:
  - a. **Wiisinig!** (*Eat [you all]!*): Students act out eating.
  - b. **Aanzikonayeg!** (*Change clothes [you all]!*): Students act out changing clothes.
  - c. **Ojibwemog!** (*Speak Ojibwe [you all]!*): Students speak Ojibwe.
  - d. **Bi-izhaag!** (*Come here [you all]!*): Students come toward the leader.
  - e. Add the preverb **o-** at the beginning of the verb: Students do the action while moving away from the leader.
  - f. Add the preverb **bi-** at the beginning of the verb: Students do the action while moving toward the leader.
3. Play the game: Give students commands. Any student who performs the wrong action (for example, going toward the teacher instead of away) is out.
4. Once students have mastered the basic commands and directional preverbs, add additional challenges:
  - a. Use the first-person or dictionary form of a verb instead of a command form. Since it was not a command, they should not stop their previous action.
  - b. Give singular commands to specific students. Only one student should follow a singular command.
  - c. Choose different students to be the leader and give commands.



## ACTIVITY C *I (verb)*

### Materials

- Rosetta Stone Ojibwe
- Smartboard or projector
- Lesson 1 Script, one per student
- Vocabulary Frames
- Clock Spinner, one copy (Printouts F)



**Estimated time:** 30 minutes

### Activity Steps

1. Review Unit 2, Lesson 3, Explore 5 and Practice 5 in Rosetta Stone Ojibwe.
2. Remind students that the prefixes covered in Unit 1 will work for both showing personal possession and for somebody to talk about what they're doing.
3. Remind students of the patterns they learned in Unit 1, Lesson 3 for personal prefixes:
  - **ni-**: before most consonants
  - **n-**: before **ii** or **oo**
  - **in-**: before **d** or **g**
  - **ind-**: before short vowels
4. Use the Lesson 1 Script that the students acted out to help them identify instances where **ni-**, **ind-**, **in-** and **im-** are used for someone to talk about what they're doing.
5. Update vocabulary frames with */* forms: for verbs, write the conjugated */* form below the main entry. For nouns, add the *my* form under the main entry.



#### TEACHER'S TIP

Dependent nouns, such as family members, are introduced in the *my* form; for example, **nimaamaa** (*my mother*). Explain this to students so they don't double personal pronouns.



#### TEACHER'S TIP

For an added layer, ask students to set the Clock Spinner to a time and announce what time they are doing their action. For example, a student may say, **Niwiisin naano-diba'iganek**. (*I eat at 5 o'clock.*) You can also incorporate command forms by having students tell the next person what to do.

6. Have students stand in a circle. The first one acts out an action and describes what she is doing. For example, she may act out putting on her backpack and getting ready, and announce **Ingiizhiitaa** (*I'm ready*). The next student acts out a different action. This student says he is not doing the thing the previous student was doing, and describes what he is doing. For example, the next student could act out eating and say **Gaawiin ingiizhiitaasiin. Niwiisin**. (*I'm not ready. I'm eating.*)
7. Repeat around the room.



### ACTIVITY D Verb stations

#### Materials

- Paper and pencils



**Estimated time:** 45 minutes

#### Activity Steps

1. Set up five stations around the room. At each station write one of the following instructions.
  - Station A.** Conjugate your verb for first person.
  - Station B.** Modify your verb to be a singular command.
  - Station C.** Modify your verb to be a plural command.
  - Station D.** Conjugate your verb for first person and negate it.
  - Station E.** Add the preverb **bi-** on one of your commands, and **o-** on one of your conjugated verbs.
2. Separate students into four small groups. Assign each group one verb from the list below and one piece of paper.
  - Group 1. wiisini** (*s/he eats*)
  - Group 2. aanzikonaye** (*s/he changes clothes*)
  - Group 3. ayaa** (*s/he is [in a certain place]*)
  - Group 4. giizhiitaa** (*s/he is done; s/he is ready*)
3. Students will rotate through the stations, and write their responses on their papers.
  - a. Start Group 1 at Station A, Group 2 at Station B, etc.
  - b. Have students rotate through the stations in alphabetical order, but wait to complete Station E last.
  - c. When students have completed their stations, check their writing, then repeat with a new verb.
4. When everybody has finished, students can turn their papers in, or share with the class.



## Lesson 4: Apiitaginjiganan – Vowels

### OBJECTIVES

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

- read and pronounce Ojibwe vowels
- sing a song about vowels

### MATERIALS

- Vowel Song Audio
- Rosetta Stone Ojibwe
- Computers or tablets
- Vowel Cards (Printouts G)

### VOWELS

|                     |   |
|---------------------|---|
| <b>a</b> (short a)  | <b>a</b> nishinaabewi<br>ma <b>n</b> oomin<br>da <b>a</b>         |
| <b>aa</b> (long aa) | <b>a</b> aniin<br>ni <b>ma</b> amaa<br>miinaw <b>aa</b>           |
| <b>e</b> (long e)   | <b>e</b> ndaad<br>a <b>se</b> maake<br>ma <b>n</b> oomin <b>e</b> |
| <b>i</b> (short i)  | i <b>z</b> hinikaazo<br>noo <b>zh</b> ishenh<br>wiis <b>i</b>     |
| <b>ii</b> (long ii) | ni <b>i</b> tawis<br>we <b>w</b> e <b>ba</b> naab <b>ii</b>       |
| <b>o</b> (short o)  | <b>o</b> jibwemo<br>niib <b>o</b> wa<br>ge <b>o</b>               |
| <b>oo</b> (long oo) | <b>o</b> odena<br>bo <b>o</b> zhoo<br>ni <b>m</b> ish <b>oo</b>   |



### ACTIVITY A Vowel song

#### Materials

- Vowel Song Audio  
([www.culture.aanji.org/language/ojibwe-rosetta-stone/](http://www.culture.aanji.org/language/ojibwe-rosetta-stone/))

#### Activity Steps

1. Introduce the Vowel Song to students.
2. Add consonants at the beginning of the vowels one at a time.
  - a. **ba, baa, be, bi, bii, bo, boo**
  - b. **da, daa, de, di, dii, do, doo**
  - c. Etc.
3. Continue to add consonants as long as it's relevant and useful for this lesson. More consonants may be added at any time in the future for continued practice.



**Estimated time:** 30 minutes



#### TEACHER'S TIP

Variations on the vowel song can keep the activity fresh and offer additional pronunciation practice. You may eventually want to instead add a consonant following the vowels, use consonant clusters such as **kw**, or include nasal vowels, which you'll learn more about in Unit 3, Lesson 4.

#### ONLINE ACTIVITIES



**Estimated time:**  
60 minutes

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

#### Activity Steps

Students complete Rosetta Stone Ojibwe Unit 2, Lesson 4 individually or in groups.

- Be sure that students pronounce each word several times.
- Encourage students to listen to their own pronunciation to be sure it matches what they hear in the examples.
- You may want to repeat some of the Rosetta Stone Ojibwe activities as a class to double check accurate pronunciation.





### ACTIVITY B Vowel practice

#### Materials

- Vocabulary Frames
- Vowel Cards, one set per student (Printouts G)

 **Estimated time:** 30 minutes

#### Activity Steps

1. Have students review their vocabulary frames. While reviewing each word, they will underline all long vowels (**aa, e, ii, oo**), and circle all short vowels (**a, i, o**).
2. Have students read their vocabulary words aloud to a partner with both partners paying special attention to vowel pronunciation.
3. Give each student a set of Vowel Cards. Ask them to raise the card that corresponds to the vowel(s) they hear. Read aloud both familiar and unfamiliar words, or play audio from Rosetta Stone Ojibwe.
4. Invite students to pronounce Ojibwe words of their choice. Ask other students to raise the vowel card that corresponds to the vowel(s) they hear.



#### TEACHER'S TIP

When asking students to pronounce words, remind them that we start sounds with the consonant, and move into the vowel. For example, when pronouncing the word **giizhiitaa**, it should sound like this, **gii zhii taa**. For a word that starts with a vowel, like **omaa**, make sure that students start the second vowel connected to the consonant. It should sound like this: **o maa**.



## OBJECTIVES

- Review Unit 2

## MATERIALS

- Rosetta Stone Ojibwe
- Smartboard or projector
- Comic Strip Template (Printouts H)
- Colored pencils or markers

## Test Review

### Materials

- Rosetta Stone Ojibwe
- Smartboard or projector



**Estimated time:** 30 minutes

### Review Steps

1. Divide students into pairs or small groups.
2. Display each practice activity listed below. Give students time to discuss the correct answer together.
  - a. Suggested Activities: Lesson 1 Final Practice, Lesson 2 Final Practice, Lesson 3 Practice 2, 3, 4, 5, and 6, and Lesson 4 Practice 1 and 2.
  - b. You can also use any other practice activities, especially any that your students have found challenging.
3. Rotate among groups to share their answer with the whole class, or have students buzz in to give their answer as on a game show

## Getting Ready Comics

### Materials

- Comic Strip Template, one per student (Printouts H, page 41)
- Colored pencils/markers



**Estimated time:** 90 minutes

### Review Steps

1. Have students use the Comic Strip Template to draw a story about getting ready in the morning. They should be sure to mention the time, use commands, include **bi-** or **o-** preverbs, and have at least one negative statement.
2. Have students present their comic strips to the class. If their comic strip has more than one character, they may want to have different classmates read the parts of the different characters.



### TEACHER'S TIP

Encourage students to use their vocabulary frames to get ideas and remember the vocabulary they've learned.

## 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 each one speaks at least three lines, using what they've learned in Units 1 and 2.
3. Have students act out their dialogues for the rest of the class.

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## Reflect

 **Estimated time:** 15 minutes

### Materials

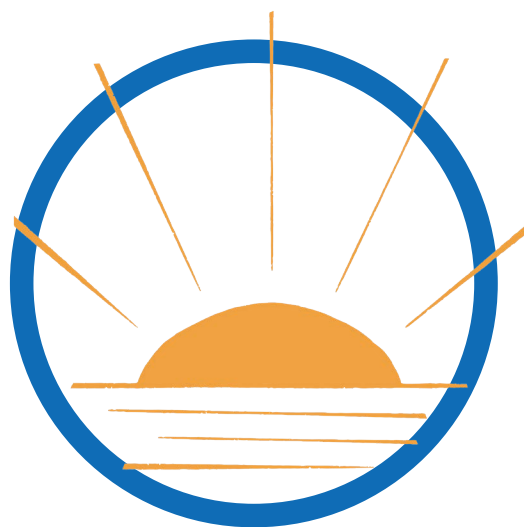
- Student notebooks

### Review Steps

1. Write prompts for reflection on the board:
  - a. How will you use what you have learned in this unit?
  - b. Have you heard people use the language you learned in this unit? When?
  - c. How did you feel learning Ojibwe in this unit?
  - d. What 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 2

## Scripts



Ojibwe

## Dibi Amik Miinawaa Ogimaakwe?

### Where are Amik and Ogimaakwe?

|                   |  |
|-------------------|--|
| Waasegiizhigookwe | <b>Niizhwaaso-diba'iganed. Dibi Amik miinawaa Ogimaakwe?</b><br><i>It's 7 o'clock. I wonder where Amik and Ogimaakwe are?</i>                |
|                   | <b>Amik! Ogimaakwe! Ambe! Mii iw niizhwaaso-diba'iganek! Ambe bi-wiisinig!</b><br><i>Amik! Ogimaakwe! Come on! It's 7 o'clock! Come eat!</i> |
| Ogimaakwe         | <b>Maam! Omaa indayaa!</b><br><i>Mom! I'm here!</i>  |
|                   | <b>Boozhoo, Nookoo.</b><br><i>Hi, Grandma!</i>   |
| Waabooz           | <b>Boozhoo, Ogimaakwe.</b><br><i>Hi, Ogimaakwe.</i>  |
| Amik              | <b>Maam! Inga-bi-izhaa!</b><br><i>Mom! I'm coming!</i>   |
| Waasegiizhigookwe | <b>Amik, o-aanzikonayen!</b><br><i>Amik, go get dressed!</i>   |
|                   | <b>Ogimaakwe, bi-wiisinin!</b><br><i>Ogimaakwe, come and eat.</i>  |
| Ogimaakwe         | <b>Miigwech, Maam.</b><br><i>Thanks, Mom.</i>  |
| Gimiwan           | <b>Ahaw. Mii go i'iw. Giga-waabamin gomaapii!</b><br><i>Okay. That's right. See you soon.</i>  |
| Ogimaakwe         | <b>Ingiiizhiitaa niin!</b><br><i>I'm ready!</i>  |
|                   | <b>Ambe manoominikedaa!</b><br><i>Come on, let's rice!</i>   |
| Waasegiizhigookwe | <b>Giga-waabamin gomaapii, Ogimaakwe.</b><br><i>See you later, Ogimaakwe.</i>  |
| Ogimaakwe         | <b>Giga-waabamin gomaapii, Maam.</b><br><i>See you later, Ogimaakwe.</i>   |
|                   | <b>Giga-waabamin miinawaa, Nookoo.</b><br><i>See you again, Grandma.</i>   |
| Waasegiizhigookwe | <b>Dibi dash Amik?</b><br><i>But I wonder where Amik is?</i>   |
| Amik              | <b>Gaawiin dash niin ingiiizhiitaasiin! Bekaa!</b><br><i>But I'm not ready! Wait!</i>  |

# Asigibii'iganan Numbers



|    |                  |      |                            |
|----|------------------|------|----------------------------|
| 1  | bezhig           | 21   | niishtana ashi-bezhig      |
| 2  | niizh            | 22   | niishtana ashi-niizh       |
| 3  | niswi            | 23   | niishtana ashi-niswi       |
| 4  | niiwin           | 24   | niishtana ashi-niiwin      |
| 5  | naanan           | 25   | niishtana ashi-naanan      |
| 6  | ingodwaaswi      | 26   | niishtana ashi-ingodwaaswi |
| 7  | niizhwaaswi      | 27   | niishtana ashi-niizhwaaswi |
| 8  | ishwaaswi        | 28   | niishtana ashi-ishwaaswi   |
| 9  | zhaangaswi       | 29   | niishtana ashi-zhaangaswi  |
| 10 | midaaswi         | 30   | nisimidana                 |
| 11 | ashi-bezhig      | 40   | niimidana                  |
| 12 | ashi-niizh       | 50   | naanimidana                |
| 13 | ashi-niswi       | 60   | ingodwaasimidana           |
| 14 | ashi-niiwin      | 70   | niizhwaasimidana           |
| 15 | ashi-naanan      | 80   | ishwaasimidana             |
| 16 | ashi-ingodwaaswi | 90   | zhaangasimidana            |
| 17 | ashi-niizhwaaswi | 100  | ingodwaak                  |
| 18 | ashi-ishwaaswi   | 200  | niizhwaak                  |
| 19 | ashi-zhaangaswi  | 1000 | ingodosagoons              |
| 20 | niishtana        | 2000 | niizhosagoons              |

## Aaniin Endaso-diba'iganek?

### What time is it?

**bezhig**  
one

**Ingo-diba'iganed.**  
*It's one o'clock.*

**Ingo-diba'iganed ashi-aabita.**  
*It's one thirty.*

**niizh**  
two

**Niizho-diba'iganed.**  
*It's two o'clock.*

**Niizho-diba'iganed ashi-aabita.**  
*It's two thirty.*

**niswi**  
three

**Niso-diba'iganed.**  
*It's three o'clock.*

**Niso-diba'iganed ashi-aabita.**  
*It's three thirty.*

**niiwin**  
four

**Niiyo-diba'iganed.**  
*It's four o'clock.*

**Niiyo-diba'iganed ashi-aabita.**  
*It's four thirty.*

**naanan**  
five

**Naano-diba'iganed.**  
*It's five o'clock.*

**Naano-diba'iganed ashi-aabita.**  
*It's five thirty.*

**ingodwaaswi**  
six

**Ingodwaaso-diba'iganed.**  
*It's six o'clock.*

**Ingodwaaso-diba'iganed ashi-aabita.**  
*It's six thirty.*

**niizhwaaswi**  
seven

**Niizhwaaso-diba'iganed.**  
*It's seven o'clock.*

**Niizhwaaso-diba'iganed ashi-aabita.**  
*It's seven thirty.*

**ishwaaswi**  
eight

**Ishwaaso-diba'iganed.**  
*It's eight o'clock.*

**Ishwaaso-diba'iganed ashi-aabita.**  
*It's eight thirty.*

**zhaangaswi**  
nine

**Zhaangaso-diba'iganed.**  
*It's nine o'clock.*

**Zhaangaso-diba'iganed ashi-aabita.**  
*It's nine thirty.*

**midaaswi**  
ten

**Midaaso-diba'iganed.**  
*It's ten o'clock.*

**Midaaso-diba'iganed ashi-aabita.**  
*It's ten thirty.*

**ashi-bezhig**  
eleven

**Ashi-bezhigo-diba'iganed.**  
*It's eleven o'clock.*

**Ashi-bezhigo-diba'iganed ashi-aabita.**  
*It's eleven thirty.*

**ashi-niizh**  
twelve

**Naawakwe.**  
*It's twelve o'clock. (noon)*

**Naawakwe ashi-aabita.**  
*It's twelve thirty. (half past noon)*

**Aabitaa-dibikad.**  
*It's twelve o'clock. (midnight)*

**Aabitaa-dibikad ashi-aabita.**  
*It's twelve thirty. (half past midnight)*

## Apiitaginjiganan Vowels



There are seven vowels in the Ojibwe alphabet: **a aa e i ii o oo**. Let's take a closer look.

|                           |                                     |                                  |                                       |                                 |                               |
|---------------------------|-------------------------------------|----------------------------------|---------------------------------------|---------------------------------|-------------------------------|
| <b>dash</b><br><i>and</i> | <b>manoomin</b><br><i>wild rice</i> | <b>Gimiwan</b><br><i>Gimiwan</i> | <b>Maajaadaa!</b><br><i>Let's go!</i> | <b>Aaniin!</b><br><i>Hello!</i> | <b>Bekaa!</b><br><i>Wait!</i> |
|---------------------------|-------------------------------------|----------------------------------|---------------------------------------|---------------------------------|-------------------------------|

There's a short **a**, and a long **aa**. Let's compare them.

These two words mean two different things, so it's important to know how to recognize and pronounce both short and long vowels correctly.

|   |                                      |  |   |
|---|--------------------------------------|--|---|
| <b>akoozi</b><br><i>s/he is a certain height/length</i> | <b>aakozi</b><br><i>s/he is sick</i> | <b>inabi</b><br><i>s/he sits a certain way</i> | <b>inaabi</b><br><i>s/he looks to a certain place</i> |
|---|--------------------------------------|--|---|

Do you hear the difference? The long **aa** is twice as long as the short **a**, and it gets a little more emphasis.

We see the same thing happen with the vowels short **i** and long **ii**.

|  |   |  |
|--|---|--|
| <b>izhinikaazo</b><br><i>s/he is named</i> | <b>nibiing</b><br><i>in the water</i>     | <b>giizhigi</b><br><i>s/he is done growing</i> |
| <b>Amik</b><br><i>Amik</i>                 | <b>niibing</b><br><i>when it's summer</i> | <b>gizhiigi</b><br><i>s/he grows fast</i>      |
| <b>dibi</b><br><i>I wonder where</i>       |   |  |

Can you hear how the long **ii** is twice as long as the short **i**, and gets a little more emphasis? And can you hear how the long and short vowels affect the rhythm and intonation of the word?

There's a short **o** vowel and a long **oo** vowel, too.

|  |                                  |                                     |                                 |
|--|----------------------------------|-------------------------------------|---------------------------------|
| <b>omaa</b><br><i>here</i>                   | <b>gego</b><br><i>don't</i>      | <b>manoomin</b><br><i>wild rice</i> | <b>nookoo</b><br><i>grandma</i> |
| <b>ojibwemo</b><br><i>s/he speaks ojibwe</i> | <b>gegoo</b><br><i>something</i> | <b>Boozhoo!</b><br><i>Hello!</i>    |                                 |

The vowel **e** is a little different. Even though it's written with a single letter, it's a long sound.

|                                       |                                   |   |
|---------------------------------------|-----------------------------------|---|
| <b>Miigwech!</b><br><i>Thank you!</i> | <b>indede</b><br><i>my father</i> | <b>asemaake</b><br><i>s/he makes a tobacco offering</i> |
|---------------------------------------|-----------------------------------|---|

There are even more vowel sounds in Ojibwe, like the one you hear at the end of this word.

**nimisenh**  
*my older sister*

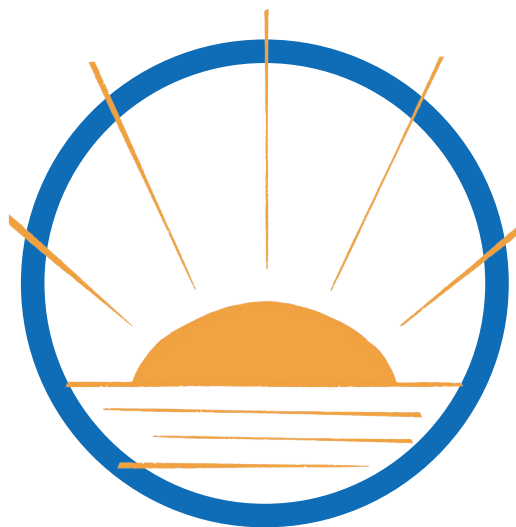
Did you notice that this vowel is said more through your nose?

You'll be learning more about these kinds of nasal sounds later.



# UNIT 2

## Printouts



Ojibwe



my mother

**nímaamaa**

**Mii wa'aw nímaamaa.**

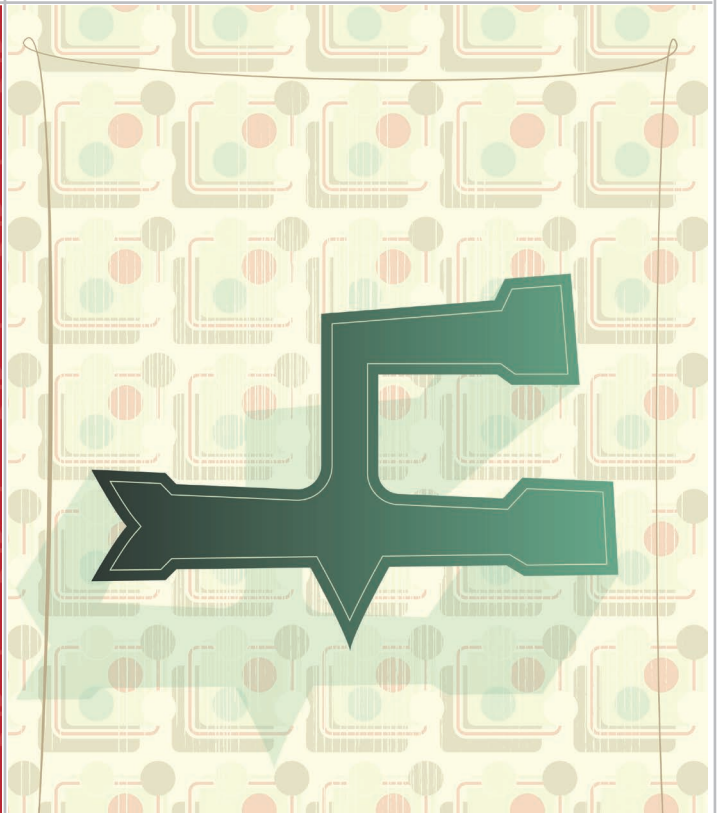
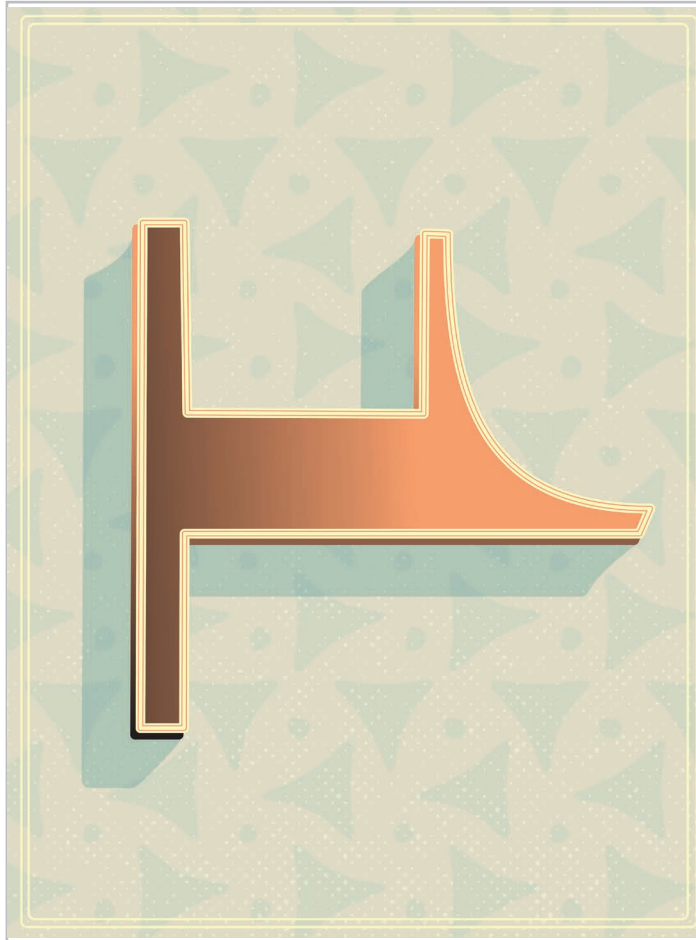
## Asigibii'iganan – *Numbers*

Bezhig, niizh, niswi, niiwin, naanan  
*One, two, three, four, five*

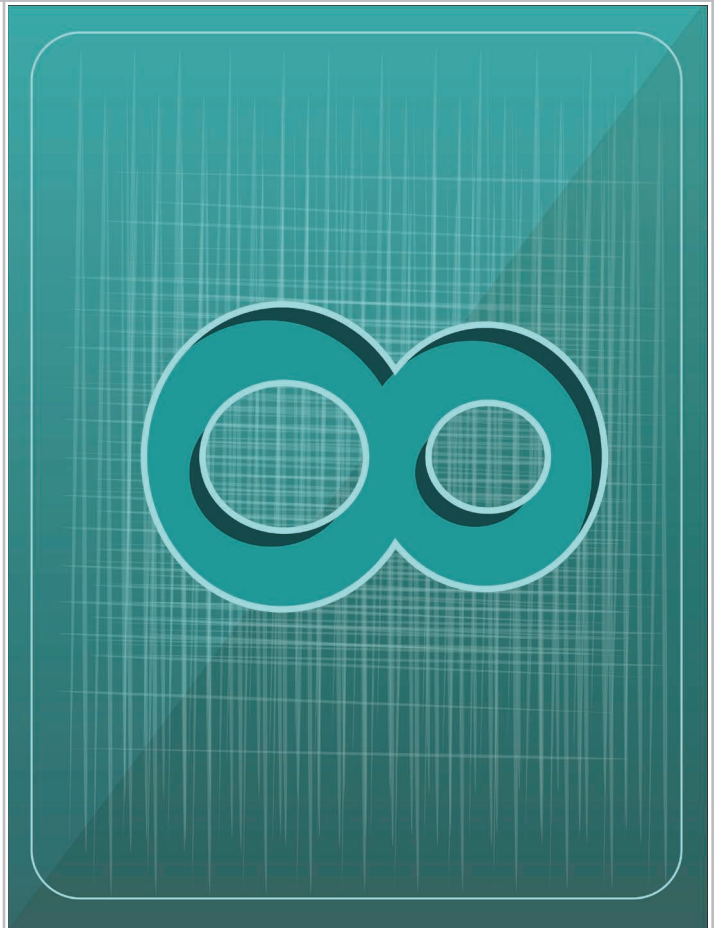
Bezhig, niizh, niswi, niiwin, naanan  
*One, two, three, four, five*

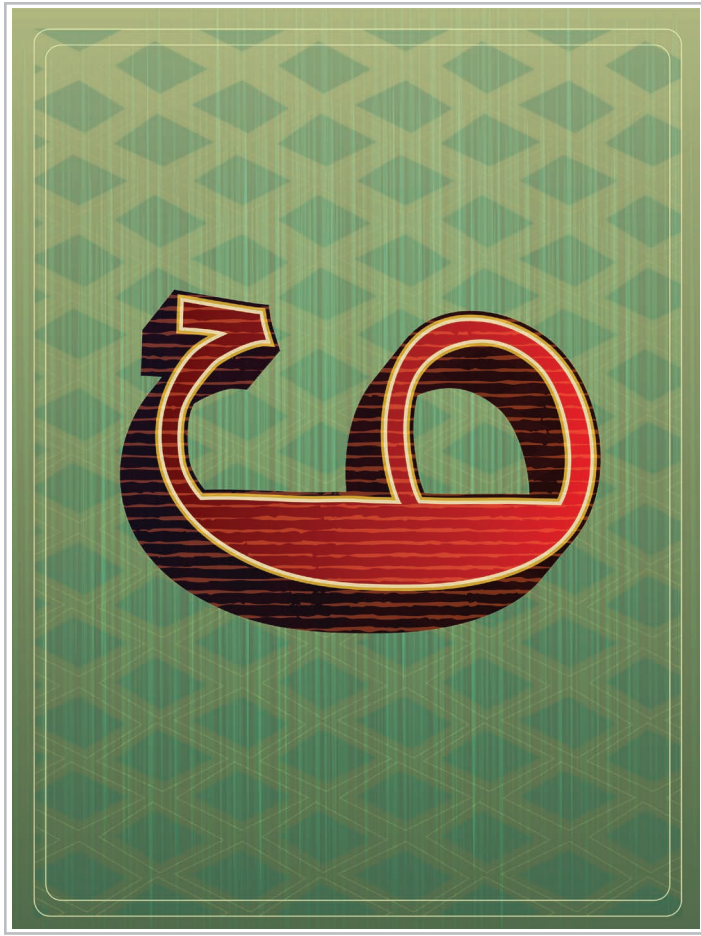
Ingodwaaswi, niizhwaaswi,  
ishwaaswi, zhaangaswi  
*Six, seven, eight, nine,*

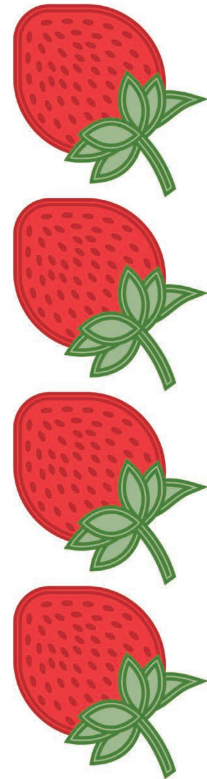
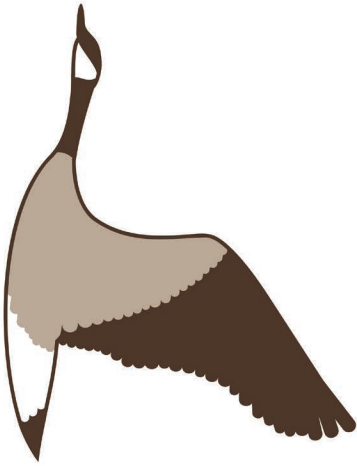
ingikendan midaaswi  
*I know ten*



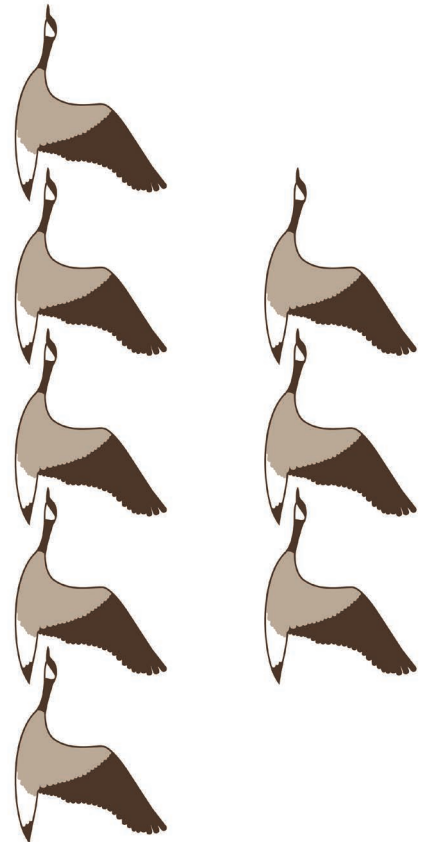
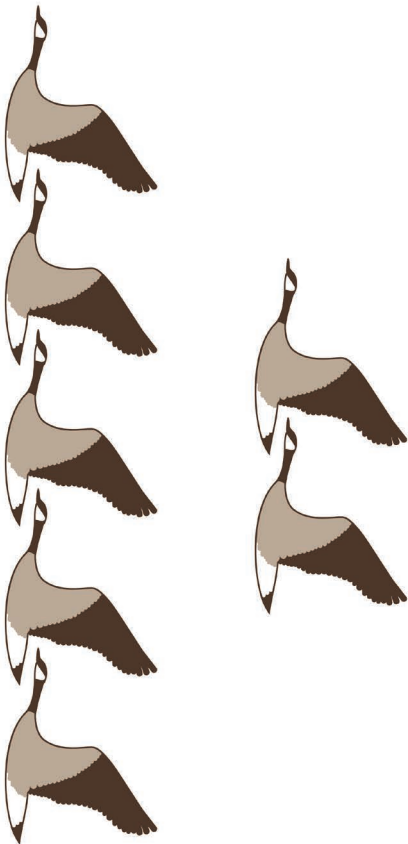
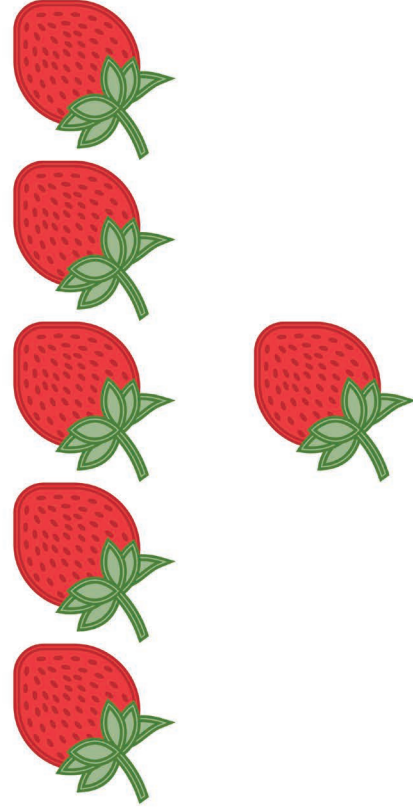




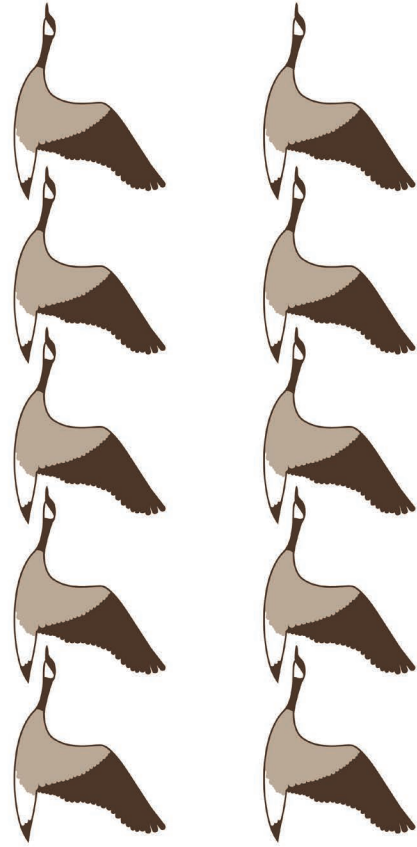
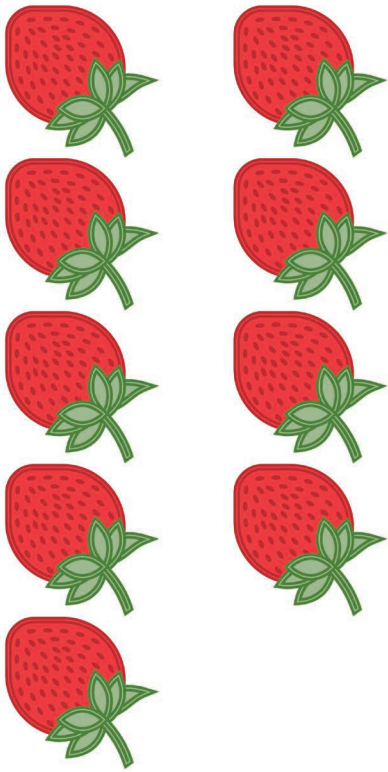




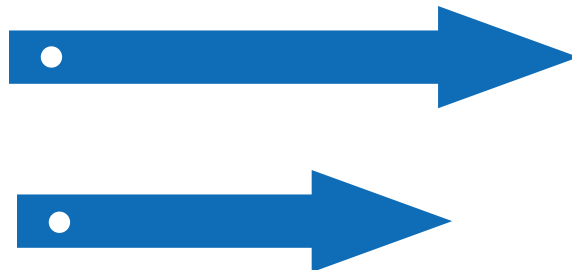
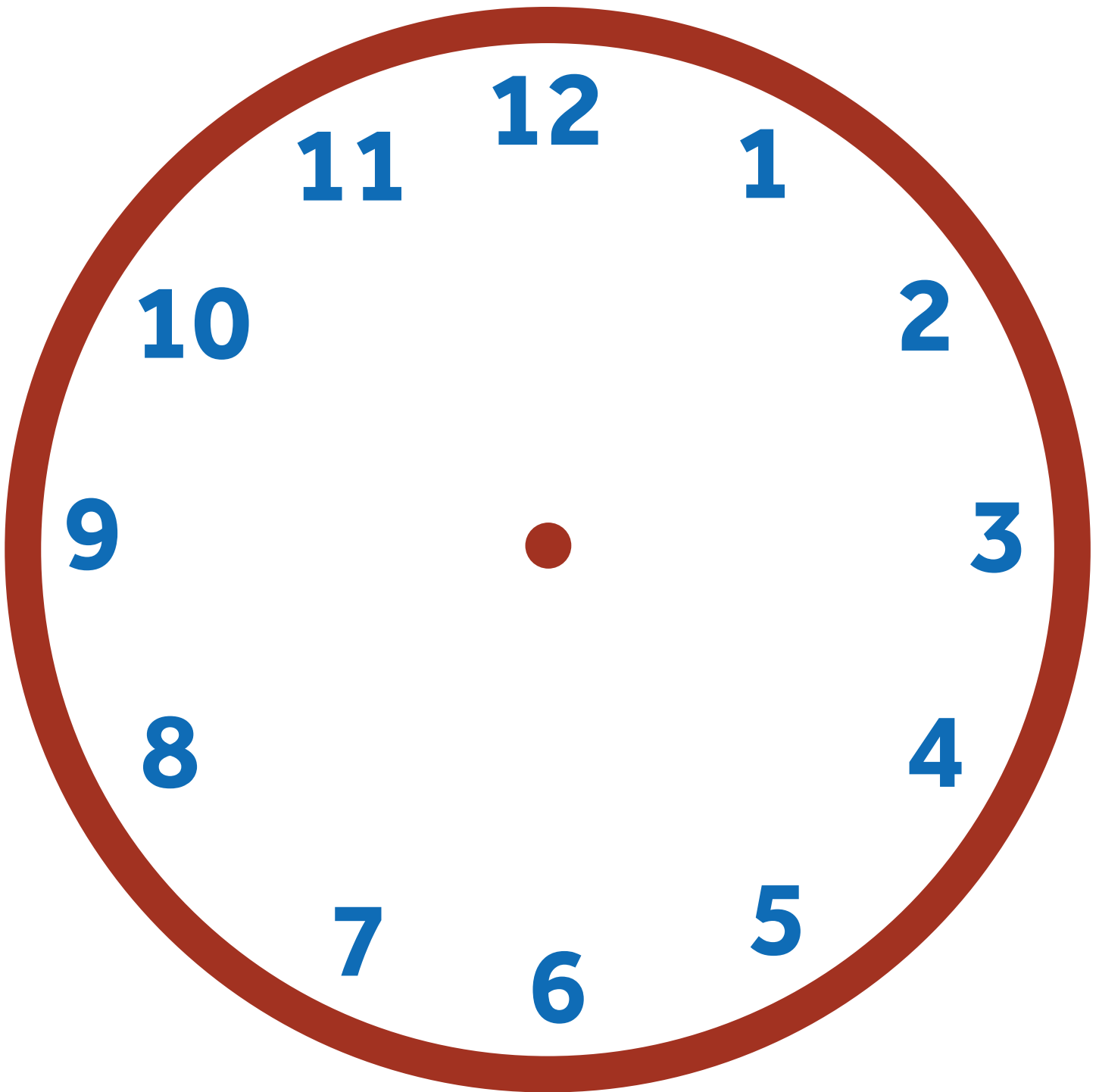








| BINGO |  |  |  |  |
|-------|--|--|--|--|
|       |  |  |  |  |
|       |  |  |  |  |
|       |  |  |  |  |
|       |  |  |  |  |
|       |  |  |  |  |



a

aa

e

i

ii

O

oo

|  |  |
|--|--|
|  |  |
|  |  |
|  |  |

# UNIT 3



Ojibwe

# UNIT 3

# Getting Dressed

Ojibwe



**Overview:** In this unit, Amik is looking for his clothing. He describes his clothes, and Waasegiizhigookwe helps him find them. You'll also learn how to read and pronounce the glottal stop and nasal vowels.

## LESSON 1: Amik, Wewiib! – Amik, Hurry Up!

Students will:

- identify clothing and colors
- ask where something is
- talk about morning routines

## LESSON 2: Misko-azhiganan – Red Socks

Students will:

- identify more clothing and colors

## LESSON 3: Miskwaa. – It Is Red.

Students will:

- use plural forms
- use color verbs and preverbs
- talk about things that belong to you and others
- use and understand **mii**
- ask questions

## LESSON 4: Mii Go l'iw. – That's It.

Students will:

- recognize and pronounce the glottal stop
- recognize and pronounce nasal vowels

## REVIEW







# Lesson 1: Amik, Wewiib! Amik, Hurry Up!

## OBJECTIVES

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

- identify clothing and colors
- ask where something is
- talk about morning routines

## MATERIALS

- Rosetta Stone Ojibwe
- Smartboard or projector
- Computers or tablets
- Lesson 1 Image Cards
- Two flyswatters (or tube socks/rolled up construction paper/etc.)

## VOCABULARY

1

|                                   |                         |
|-----------------------------------|-------------------------|
| <b>azhigan(an)</b><br>ni          | <i>sock(s)</i>          |
| <b>giboodyegwaazon(ag)</b><br>na  | <i>pair(s) of pants</i> |
| <b>makizin(an)</b><br>ni          | <i>shoe(s)</i>          |
| <b>babiinzikawaagan(an)</b><br>ni | <i>jacket(s)</i>        |

2

|                     |                    |
|---------------------|--------------------|
| <b>misko-</b>       | <i>red</i>         |
| <b>ozhaawashko-</b> | <i>blue; green</i> |
| <b>waabishki-</b>   | <i>white</i>       |
| <b>makade-</b>      | <i>black</i>       |

3

|                              |                                   |
|------------------------------|-----------------------------------|
| <b>nazikwe'o</b><br>vai      | <i>s/he combs her/his hair</i>    |
| <b>giziiyaabide'o</b><br>vai | <i>s/he brushes her/his teeth</i> |
| <b>gaye</b>                  | <i>too</i>                        |
| <b>aaniindi</b>              | <i>where</i>                      |
| <b>imaa</b>                  | <i>there</i>                      |

4

|                |                  |
|----------------|------------------|
| <b>Nashke!</b> | <i>Look!</i>     |
| <b>Wewiib!</b> | <i>Hurry up!</i> |



### ACTIVITY A Who's wearing what?

#### Materials

- Rosetta Stone Ojibwe
- Smartboard or projector

**Estimated time:** 30 minutes

#### Activity Steps

1. Watch the Unit 3, Lesson 1 video (Look and Listen) together as a class. (Lesson 1 Script)
2. Complete Lesson 1 Vocabulary and Pronounce exercises as a group. Repeat each Pronounce item three times.
3. Ask students to stand up if they are wearing a clothing item of a particular color. For example, if you ask **Aaniindi makade-makizinan?** (*Where are black shoes?*), all students wearing black shoes should stand up.
  - While students wearing a clothing item are standing up, count the number of people standing using the numbers learned in Unit 2, Lesson 2.
4. Repeat, using different colors and clothing items.

★ **Stretch activity:** After leading this a few times, have students take turns asking the question.



#### TEACHER'S TIP

- If students don't realize they are wearing an item you've called out, say **Nashke!** (*Look!*) to point it out to them.
- If they are not moving quickly enough, say **Wewiib!** (*Hurry up!*).

#### ONLINE ACTIVITIES

**Estimated time:**  
60 minutes

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

#### Activity Steps

- Students complete Rosetta Stone Ojibwe Unit 3, Lesson 1 individually or in groups. (Lesson 1 Script)



### ACTIVITY B Four corners

#### Materials

⌚ Estimated time: 15 minutes

- Lesson 1 Image Cards, one copy (Printouts A1)
- Smartboard or projector

#### Activity Steps

1. Place four Lesson 1 Image Cards in each corner of the room.
  - a. Every corner should have a card with each clothing item and a card with each color.
  - b. You can also use actual clothing items.
2. Have students stand in the center of the room.
3. Call out a card, such as **misko-giboodiyegwaazon** (*red pants*).
  - a. Students run to the corner with the correct card.
  - b. The last student to arrive must correctly name all four cards in the corner. If they cannot, they are eliminated.
  - c. Any student in the wrong corner is eliminated.
4. Repeat until only one student is left.

### ACTIVITY C Flyswatter game

#### Materials

⌚ Estimated time: 30 minutes

- Lesson 1 Image Cards, one copy (Printouts A)
- Two flyswatters (or tube socks/rolled up construction paper/etc.)

#### Activity Steps

1. Write all 16 combinations of vocabulary words from Vocabulary 1 and 2 on the board.  
Leave space between words.
2. Divide students into two groups.
3. Give each group a flyswatter (or tube sock/rolled up construction paper/etc.).
4. Call one student from each group to the board. Show the students a Lesson 1 Image Card. The first student to correctly hit the word on the board and name it aloud gets the point for their team.
5. Count the points in Ojibwe using the numbers from Unit 2.
6. Repeat until one team has ten points.



## Lesson 2: Misko-azhiganan - Red Socks

### OBJECTIVES

- identify more clothing and colors

### MATERIALS

- Lesson 1 Image Cards
- Lesson 2 Image Cards
- Rosetta Stone Ojibwe
- Computers or tablets

### VOCABULARY

1

|                                   |                         |
|-----------------------------------|-------------------------|
| <b>babagiwayaan(an)</b><br>ni     | <i>shirt(s)</i>         |
| <b>wiiwakwaan(an)</b><br>ni       | <i>hat(s)</i>           |
| <b>babiinzikawaagan(an)</b><br>ni | <i>jacket(s)</i>        |
| <b>azhigan(an)</b><br>ni          | <i>sock(s)</i>          |
| <b>makizin(an)</b><br>ni          | <i>shoe(s)</i>          |
| <b>ingoodaas(an)</b><br>nid       | <i>my dress(es)</i>     |
| <b>giboodiyegwaazon(ag)</b><br>na | <i>pair(s) of pants</i> |

2

|                            |                      |
|----------------------------|----------------------|
| <b>makade-</b>             | <i>black</i>         |
| <b>waabishki-</b>          | <i>white</i>         |
| <b>misko-</b>              | <i>red</i>           |
| <b>ozhaawashko-</b>        | <i>blue; green</i>   |
| <b>ozaawi-</b>             | <i>yellow; brown</i> |
| <b>ashkibagong inaande</b> | <i>it is green</i>   |



### ACTIVITY A What am I? Part 1

#### Materials

- Lesson 1 Image Cards, one per student (Printouts A)

**Estimated time:** 15 minutes

#### Activity Steps

1. Give each student one Lesson 1 Image Card. **Students may not look at their cards!**
2. Each student holds or tapes their card to their forehead, with the image facing outward.
3. Students ask each other if their photo is of a clothing item, for example: **Mii na makizin?** (*Is it a shoe?*)
4. Students answer each other with **eya'** (yes) or **gaawiin** (no).
5. Students repeat questions and answers until they identify what's on their card.
6. Students group themselves into jackets, pants, socks and shoes.
7. Repeat the activity, using colors instead of clothing items.

#### ONLINE ACTIVITIES

**Estimated time:**  
60 minutes

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

#### Activity Steps

- Students complete Rosetta Stone Ojibwe Unit 3, Lesson 2 individually or in groups. (Lesson 2 Script)



### ACTIVITY B Describe your outfit

#### Activity Steps

1. Students use nouns and colors from Lessons 1 and 2 to write a list of everything they're wearing.
2. Students present their outfits to the class using **Mii o'ow/Mii onow** (*This is/These are*). For example, they might say: **Mii o'ow waabishki-babagiwayaan.** (*This is a white shirt.*) **Mii onow makade-makizinan.** (*These are black shoes.*)

⌚ Estimated time: 30 minutes



#### TEACHER'S TIP

Remind students that pants are animate, so they will use **Mii wa'aw giboodyegwaazon.** (*This is a pair of pants.*)

### ACTIVITY C What am I? Part 2

#### Materials

- Lesson 2 Image Cards, one per student (Printouts B)

⌚ Estimated time: 15 minutes

#### Activity Steps

1. Repeat Lesson 2 Activity A using the Lesson 2 Image Cards.
  - Increase the difficulty by having students guess both color and clothing item.
  - You may also use the Lesson 1 Image Cards.



## Lesson 3: Miskwaa. *It Is Red.*

### OBJECTIVES

- use plural forms
- use color verbs and preverbs
- talk about things that belong to you and others
- use and understand **mii**
- ask yes or no questions

### MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets

## ACTIVITY A Whose is it?

### Activity Steps

**Estimated time:** 30 minutes

1. Introduce the personal prefixes for *my* (**ni-**) and *your* (**gi-**) on the board. Have students practice applying these prefixes to the following nouns:
  - a. **wiiwakwaan** (*hat*)
  - b. **makizin** (*shoe*)
  - c. **manoomin** (*wild rice*)
  - d. **maamaa** (*mother*)
2. Model the interaction students are about to have: Ask: **Mii na gimazina'igan/gimakizin?** (*Is this your book/shoe?*) and be sure they know the possible answers:
  - a. **Eya', mii i'iw nimazina'igan/nimakizin.** (*Yes, this is my book/shoe.*)
  - b. **Gaawiin.** (*No.*)
3. Collect a notebook, book, or even one shoe from each student.
4. Redistribute the objects to students randomly and without showing the owner's name. Students should not look at the name on the object.
5. Students go from classmate to classmate asking the question, **Mii na gimazina'igan/gimakizin?** (*Is this your book/shoe?*)
6. If the answer is yes, the answering student takes their object. The questioning student returns to their desk.
7. The activity ends when all students have their own objects back.



## ONLINE ACTIVITIES

**Estimated time:**  
60 minutes

### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

### Activity Steps

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

## ACTIVITY B I spy

### Activity Steps

1. One person chooses a clothing item that is visible to everyone and says what they are looking at. For example, they might say **Niwaabandaan misko-babagiwayaan** (*I'm looking at a red shirt.*), or for plurals, **Niwaabandaanan waabishki-azhiganan** (*I'm looking at white socks.*).
2. Students guess the object by asking **Mii na nimisko-babagiwayaan/gimisko-babagiwayaan/omisko-babagiwayaan a'aw Ogimaakwe?** (*Is it my red shirt/your red shirt/Ogimaakwe's red shirt?*)
3. The leader's possible answers are:
  - a. **Eya'.** (*Yes.*)
    - **Eya', mii iw gimisko-wiiwakwaan.** (*Yes, it's your red shirt.*)
    - **Eya', niwaabandaan gimisko-wiiwakwaan.** (*Yes, I'm looking at your red shirt.*)
  - b. **Gaawiin.** (*No.*)
4. Take turns until all students have had a chance to lead the questions.

**Estimated time:** 30 minutes



### TEACHER'S TIP

It's fine if the phrase is only memorized for now; the goal is to have students use plurals with their articles of clothing.





### ACTIVITY C Who's wearing what?

#### Activity Steps

 **Estimated time:** 30 minutes

1. In pairs, students describe their partner's outfit to each other. For example, **Mii o'ow gimisko-wiiwakwaan.** (*This is your red hat.*)
2. After practicing with each other, students describe their partner's outfit to the class. For example, **Mii o'ow omisko-wiiwakwaan.** (*This is her/his red hat.*)
  - a. Remind students that pants are animate:
    - i. For *your pants*, remember to use **Mii wa'aw.**
    - ii. For *her/his pants*, there are additional changes. Prepare your students to either skip talking about pants, or use the following form: **Mii onow ogiboodiyegwaazonan.** (*These are her/his pants.*)



## Lesson 4: Mii Go l'iw. *That's It.*

### OBJECTIVES

- recognize and pronounce the glottal stop
- recognize and pronounce nasal vowels

### MATERIALS

- Rosetta Stone Ojibwe
- Smartboard or projector
- Computers or tablets
- Odd One Out Wordlists (Printouts C)

## ACTIVITY A Group pronunciation practice

### Materials

- Rosetta Stone Ojibwe
- Smartboard or projector

**Estimated time:** 60 minutes

### Activity Steps

1. Watch the Unit 3, Lesson 4 video together as a class. (Lesson 4 Script)
2. Complete all Unit 3, Lesson 4 activities as a class. Repeat every word in Pronounce 1, 2, and 3 several times.
  - Pronunciation of the glottal stop and nasals might be difficult for some students. Practicing as a group allows you to model correct pronunciation for the students.
  - For words with a glottal stop, have students feel their throats while speaking. Doing this will help them feel the catch in their throat and assign a physical movement to represent the glottal stop.
  - Nasal sounds can be especially difficult for new learners. To help students hear the difference between nasal and non-nasal vowels, pronounce each of the following words with the nasal vowel, then pronounce it again without the nasal sound:
    - **nisayenh** vs. **nisaye**
    - **giigoonyag** vs. **giigooyag**
    - **ingodosagoons** vs. **ingodosagoos**

### ONLINE ACTIVITIES

**Estimated time:**  
45 minutes

### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

### Activity Steps

- Students repeat Rosetta Stone Ojibwe Unit 3, Lesson 4 individually or in groups. Encourage students to pronounce every word several times, and listen to their recorded pronunciation, focusing on glottal stops and nasal vowels. (Lesson 4 Script)



### ACTIVITY B Odd one out

#### Materials

- Odd One Out wordlists (Printouts C)

**Estimated time:** 45 minutes

#### Activity Steps

1. Speak the following words aloud: **niswi, nibi, nishiime**.
  - Recall: we compared **nishiime** and **niswi** in Unit 2, Lesson 2, Activity A (Unit 2 Teacher's Guide)
2. Ask students to listen to the final sound in each word. Repeat the words: **niswi, nibi, nishiime**.
3. Ask students to identify the word with a different final vowel from the other two.
4. Write the words on the board and show students that they look different as well as sound different.
5. Repeat using the following words, and ask students to listen to the first vowel: **miizh, niiwin, nimaamaa**.
6. Post the Odd One Out Wordlists around the classroom.
7. Separate students into groups of two or three.
8. Students go from sheet to sheet reading the words aloud and writing down the odd one out in each grouping.
9. When all students have completed this task, ask students to share their lists aloud. Keep track of any differences in the groups, and discuss why they thought differently.



#### TEACHER'S TIP

Many learners will insert a glottal stop where they see a dash between two vowels, as in **bi-izhaa**. Use the set **bi-izhaa, i'iw, wa'aw** to explain that there is not a glottal stop between preverbs and verbs.

#### ★ Stretch activities:

1. Give each student a set of three words with an odd sound out. Have each student read their set out loud to the class. Ask the rest of the class to identify the odd sound out.
2. Have students create their own set of three words with an odd sound out. Have them read to the class or write their words on the board. Ask the rest of the class to identify the odd sound out.



# Unit 3 – REVIEW

Ojibwe



## OBJECTIVES

- Review Unit 3

## MATERIALS

- Rosetta Stone Ojibwe
- Smartboard or projector
- Paper and colored pencils or crayons
- Student notebooks

## Test Review

### Materials

- Rosetta Stone Ojibwe
- Smartboard or projector

⌚ **Estimated time:** 30 minutes

### Review Steps

1. Divide students into pairs or small groups.
2. Display each practice activity listed below. Give students time to discuss the correct answer together.
  - a. Suggested activities: Lesson 1 Final Practice, Lesson 2 Practice 1 and 2, Lesson 3 Practice 3, 4, and 8, and Lesson 4 Final Practice.
  - b. You can also use any other practice activities, especially any that your students have found challenging.
3. Rotate among groups to share their answer with the whole class, or have students buzz in to give their answer as on a game show

## Family Portrait

### Materials

- Paper and colored pencils or crayons

⌚ **Estimated time:** 45 minutes

### Review Steps

1. Students draw a portrait of themselves and their family members or friends, wearing clothing of different colors.
2. Students write a short paragraph describing who is in the drawing and what they are wearing.
3. Have students present their drawing and description to the class, or record a short video of their presentation.



# Unit 3 – REVIEW

Ojibwe



## Conversation

 **Estimated time:** 15 minutes

### Review Steps

1. Divide students into pairs.
2. Have each student ask their partner two questions about colors and clothes. For example, **Aaniindi giwiiwakwaan?** (*Where is your hat?*) Or **Mii na gimakade-makizinan?** (*Are these your black shoes?*)

## Reflect

 **Estimated time:** 15 minutes

### Materials

- Student notebooks

### Review Steps

1. Write prompts for reflection on the board:
  - a. How will you use what you have learned in this unit?
  - b. Have you heard people use the language you learned in this unit? When?
  - c. How did you feel learning Ojibwe in this unit?
  - d. What 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 3

## Scripts



Ojibwe

## Amik, Wewiib! Amik, Hurry Up!

|                   |  |
|-------------------|--|
| Amik              | <b>Maam, aaniindi nindazhiganan? Niwaabishki-azhiganan?</b><br><i>Mom, where are my socks? My white socks?</i>                 |
| Waasegiizhigookwe | <b>Mii na giwaabishki-azhiganan? Nashke, mii omaa.</b><br><i>Your white socks? Look, here.</i>                                 |
| Amik              | <b>Maam, aaniindi ingiboodiyegwaazon? Nindoozhaawashko-giboodiyegwaazon?</b><br><i>Mom, where are my pants? My blue pants?</i> |
| Waasegiizhigookwe | <b>Amik! Nashke, mii imaa. Wewiib!</b><br><i>Amik! Look, there! Hurry up!</i>  |
| Amik              | <b>Oh, nashke. Mii omaa.</b><br><i>Oh, look. Here.</i>   |
|                   | <b>Maam, aaniindi nimakizinan? Nimisko-makizinan?</b><br><i>Mom, where are my shoes? My red shoes?</i>                         |
|                   | <b>Mii omaa.</b><br><i>Ah, here.</i>   |
|                   | <b>Maam, aaniindi nimbabiinzikawaagan? Nimakade-babiinzikawaagan?</b><br><i>Mom, where's my jacket? My black jacket?</i>       |
| Waasegiizhigookwe | <b>Mii na gimakade-babiinzikawaagan?</b><br><i>Your black jacket?</i>  |
|                   | <b>Amik, wewiib!</b><br><i>Amik, hurry up!</i>   |
|                   | <b>Nazikwe'on! Giziiyaabide'on gaye!</b><br><i>Brush your hair! Brush your teeth too!</i>                                      |
|                   | <b>Ambe maajaan! Mii giizhiging iw manoomin!</b><br><i>Get going! The rice is ready!</i>                                       |
| Amik              | <b>Ahaw, Maam, ingiizhiitaa!</b><br><i>Okay, Mom, I'm ready!</i>   |
|                   | <b>Bekaa! ... Ded, bekaa!</b><br><i>Wait! ... Dad, wait!</i>   |

## Biizikiiganan

### Clothing

|   |   |  |
|---|---|--|
| <b>babagiwayaan</b><br><i>shirt</i><br><b>misko-babagiwayaan</b><br><i>red shirt</i><br><b>misko-babagiwayaanan</b><br><i>red shirts</i>                                | <b>wiiwakwaan</b><br><i>hat</i><br><b>ozhaawashko-wiiwakwaan</b><br><i>blue hat</i><br><b>ozhaawashko-wiiwakwaan</b><br><i>blue hats</i>  | <b>makizin</b><br><i>shoe</i><br><b>makade-makizin</b><br><i>black shoe</i><br><b>makade-makizinan</b><br><i>black shoes</i>                         |
| <b>babiinzikawaagan</b><br><i>jacket/coat</i><br><b>misko-babiinzikawaagan</b><br><i>red jacket/coat</i><br><b>misko-babiinzikawaaganan</b><br><i>red jackets/coats</i> | <b>babiinzikawaagan</b><br><i>jacket/coat</i><br><b>ozhaawashko-babiinzikawaagan</b><br><i>blue jacket/coat</i><br><b>ozhaawashko-babiinzikawaaganan</b><br><i>blue jackets/coats</i> | <b>babagiwayaan</b><br><i>shirt</i><br><b>waabishki-babagiwayaan</b><br><i>white shirt</i><br><b>waabishki-babagiwayaanan</b><br><i>white shirts</i> |
| <b>azhigan</b><br><i>sock</i><br><b>misko-azhigan</b><br><i>red sock</i><br><b>misko-azhiganan</b><br><i>red socks</i>  | <b>ingoodaas</b><br><i>my dress</i><br><b>indoozhaawashkogoodaas</b><br><i>my blue dress</i><br><b>indoozhaawashkogoodaasan</b><br><i>my blue dresses</i>                             | <b>azhigan</b><br><i>sock</i><br><b>waabishki-azhigan</b><br><i>white sock</i><br><b>waabishki-azhiganan</b><br><i>white socks</i>                   |
| <b>makizin</b><br><i>shoe</i><br><b>misko-makizin</b><br><i>red shoe</i><br><b>misko-makizinan</b><br><i>red shoes</i>  | <b>wiiwakwaan</b><br><i>hat</i><br><b>makade-wiiwakwaan</b><br><i>black hat</i><br><b>makade-wiiwakwaan</b><br><i>black hats</i>  | <b>ingoodaas</b><br><i>my dress</i><br><b>niwaabishkigoodaas</b><br><i>my white dress</i><br><b>niwaabishkigoodaasan</b><br><i>my white dresses</i>  |
| <b>babagiwayaan</b><br><i>shirt</i><br><b>ozhaawashko-babagiwayaan</b><br><i>blue shirt</i><br><b>ozhaawashko-babagiwayaanan</b><br><i>blue shirts</i>                  | <b>babiinzikawaagan</b><br><i>jacket/coat</i><br><b>makade-babiinzikawaagan</b><br><i>black jacket/coat</i><br><b>makade-babiinzikawaaganan</b><br><i>black jackets/coats</i>         |  |



## Anooj Inaandewan. *They Are Different Colors.*

**Miskwaa.**

*It's red.*

**Miskwaa i'iw babagiwayaan.**

*The shirt is red.*

**Miskwaawan.**

*They're red.*

**Miskwaawan iniw babagiwayaanan.**

*The shirts are red.*

**Miskwaa.**

*It's red.*

**Miskwaa i'iw wiiwakwaan.**

*The hat is red.*

**Miskwaawan.**

*They're red.*

**Miskwaawan iniw wiiwakwaanan.**

*The hats are red.*

**Ozhaawashkwaa.**

*It's blue.*

**Ozhaawashkwaa i'iw babiinzikawaagan.**

*The jacket/coat is blue.*

**Ozhaawashkwaawan.**

*They're blue.*

**Ozhaawashkwaawan iniw babiinzikawaganan.**

*The jackets/coats are blue.*

**Ozhaawashkwaa.**

*It's blue.*

**Ozhaawashkwaa i'iw azhigan.**

*The sock is blue.*

**Ozhaawashkwaawan.**

*They're blue.*

**Ozhaawashkwaawan iniw azhiganan.**

*The socks are blue.*

**Makadewaa.**

*It is black.*

**Makadewaa i'iw makizin.**

*The shoe is black.*

**Makadewaawan.**

*They're black.*

**Makadewaawan iniw makizinan.**

*The shoes are black.*

**Makadewaa.**

*It's black.*

**Makadewaa i'iw ingoodaas.**

*My dress is black.*

**Makadewaawan.**

*They're black.*

**Makadewaawan iniw ingoodaasan.**

*My dresses are black.*

**Waabishkaa.**

*It's white.*

**Waabishkaa i'iw babagiwayaan.**

*The shirt is white.*

**Waabishkaawan.**

*They're white.*

**Waabishkaawan iniw babagiwayaanan.**

*The shirts are white.*

**Waabishkaa.**

*It's white.*

**Waabishkaa i'iw makizin.**

*The shoe is white.*

**Waabishkaawan.**

*They're white.*

**Waabishkaawan iniw makizinan.**

*The shoes are white.*

**Ashkibagong inaande.**

*It's green.*

**Ashkibagong inaande i'iw azhigan.**

*The sock is green.*

**Ashkibagong inaandewan.**

*They're green.*

**Ashkibagong inaandewan iniw azhiganan.**

*The socks are green.*

**Ashkibagong inaande.**

*It's green.*

**Ashkibagong inaande i'iw ingoodaas.**

*My dress is green.*

**Ashkibagong inaandewan.**

*They're green.*

**Ashkibagong inaandewan iniw ingoodaasan.**

*My dresses are green.*

## Gibichibii'igan

### *The Glottal Stop*

Have you noticed this character ' in some words?

It's a letter called a glottal stop.

It comes between the letters **h** and **i** in our Ojibwe alphabet.

It represents a sound something like the catch in your throat when you say uh-oh.

Listen: **uh-oh**

Now try saying "**uh-oh**" with your hand on your throat.

**"Uh-oh"**

Do you hear and feel the catch in your throat?

You'll see the glottal stop in the middle of some words, or sometimes at the end. You'll never see it at the beginning of a word.

Listen to these words.

**wa'aw**

*this (animate)*

**nazikwe'o**

*s/he combs her/his hair*

**eya'**

*yes*

**i'iw**

*that (inanimate)*

Do you hear the glottal stop?

Now try practicing this sound some more. Repeat each word after you hear it.

**wa'aw**

**nazikwe'o**

**eya'**

**i'iw**

And here are a few more to practice with.

**giziiyaabide'o**

*s/he brushes her/his teeth*

**o'ow**

*this (inanimate)*

**aabaji'**

*use something (animate)*

Now that you know what that little letter represents, try saying it whenever you see it!

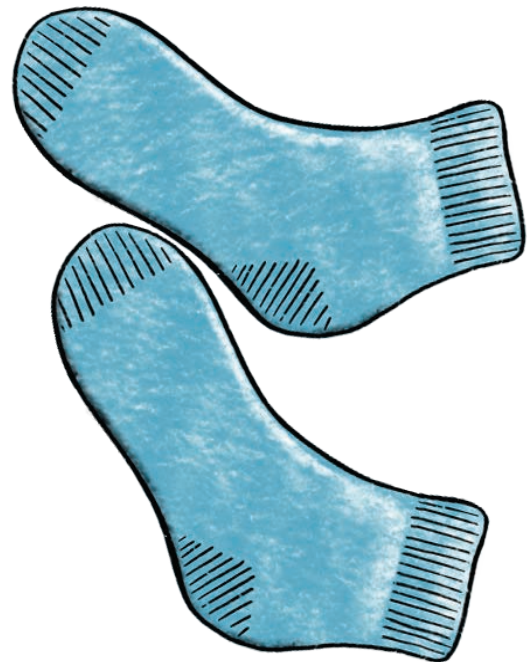
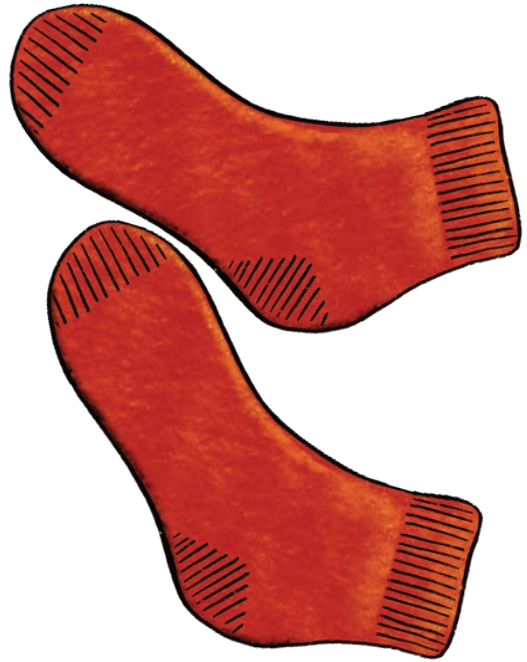
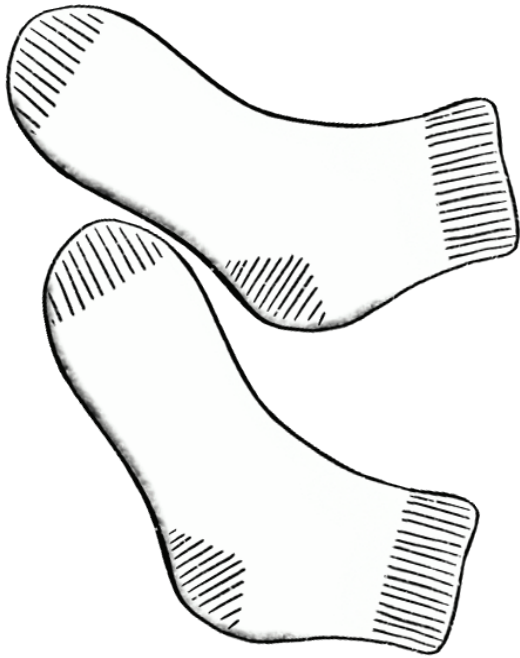
**Good luck!**

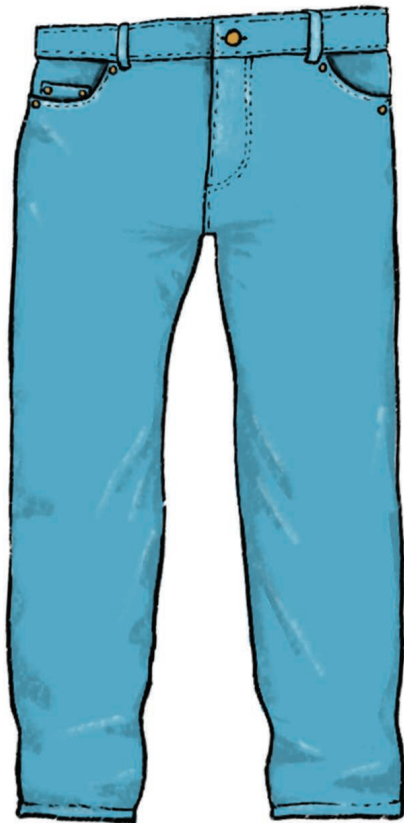
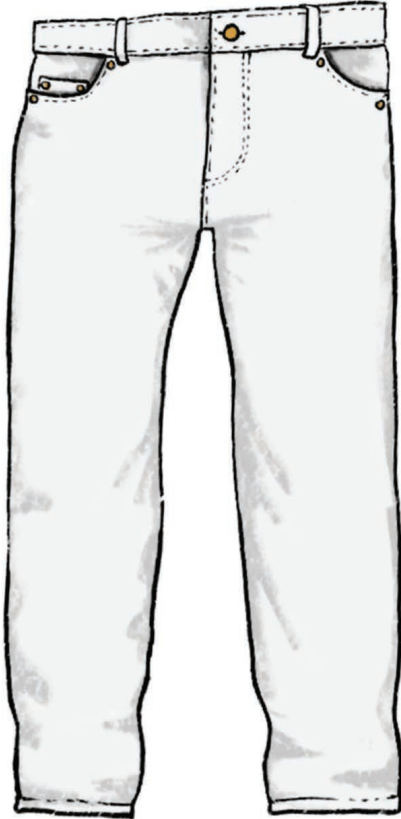
# UNIT 3

## Printouts



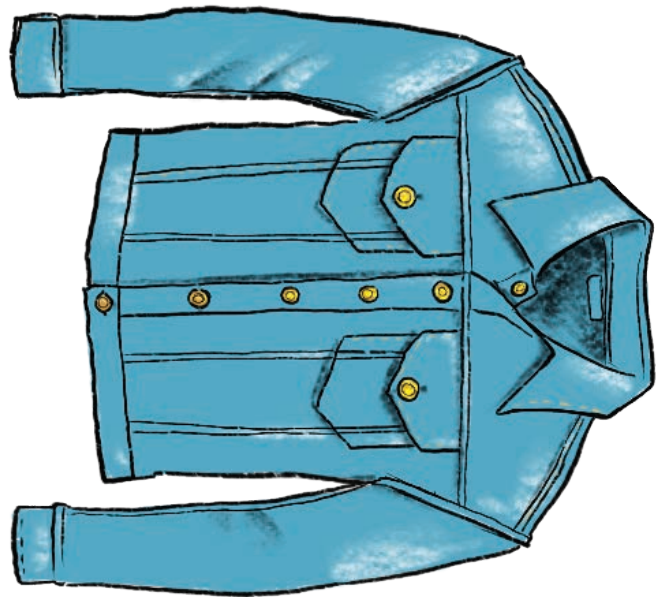
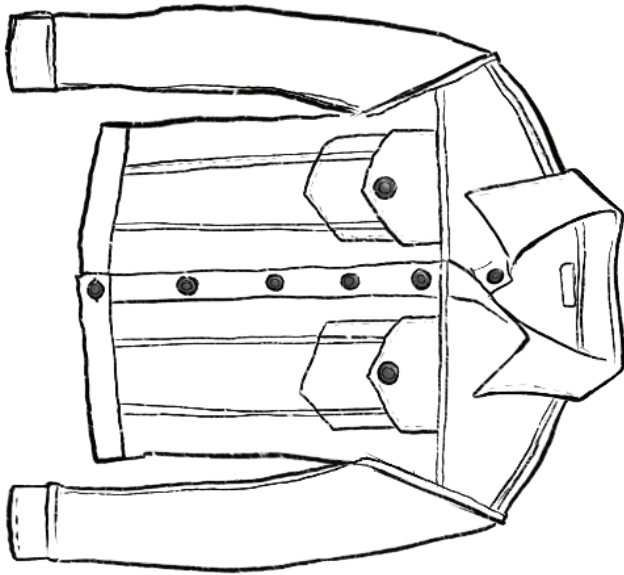
Ojibwe

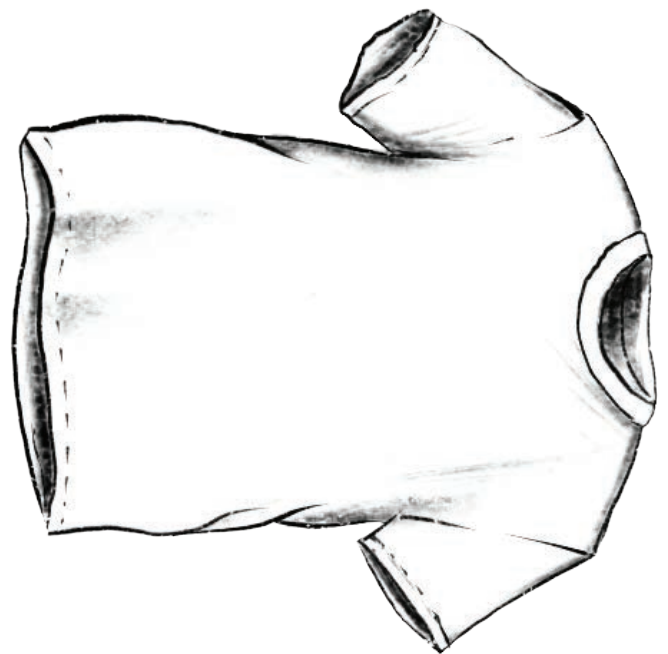
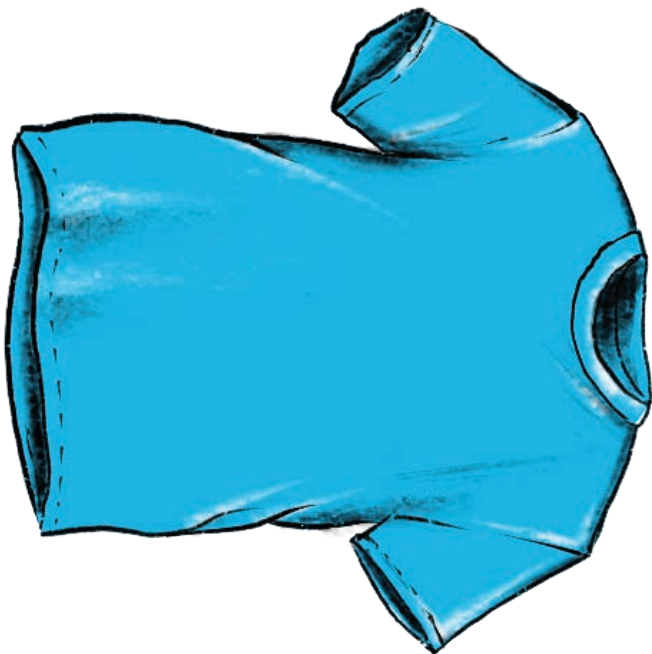
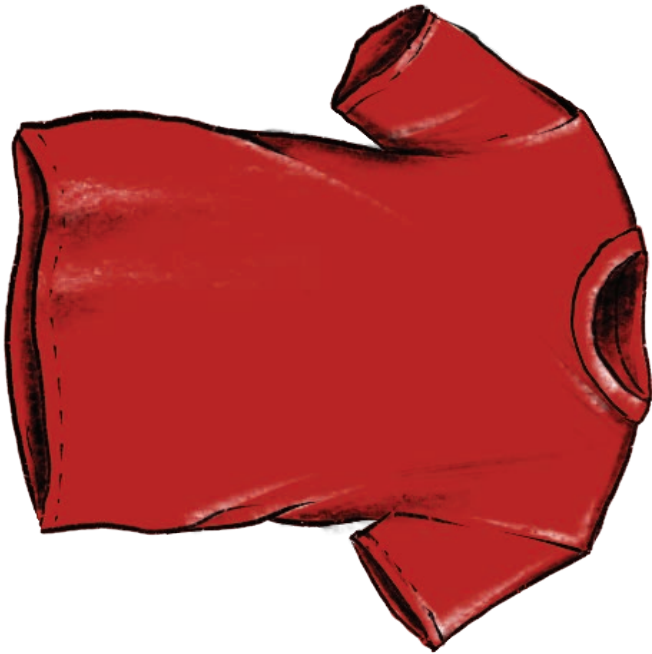




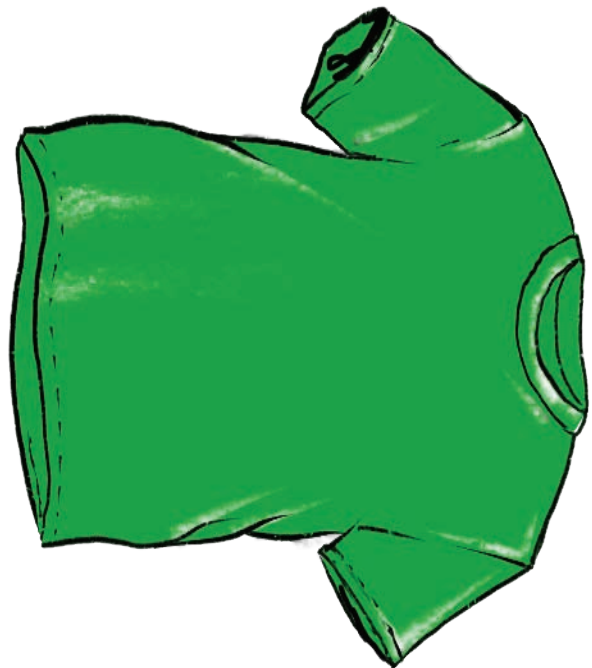
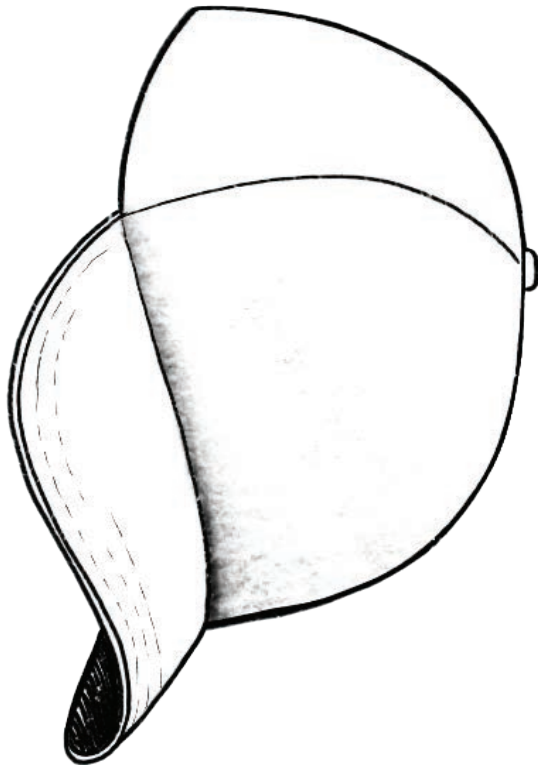
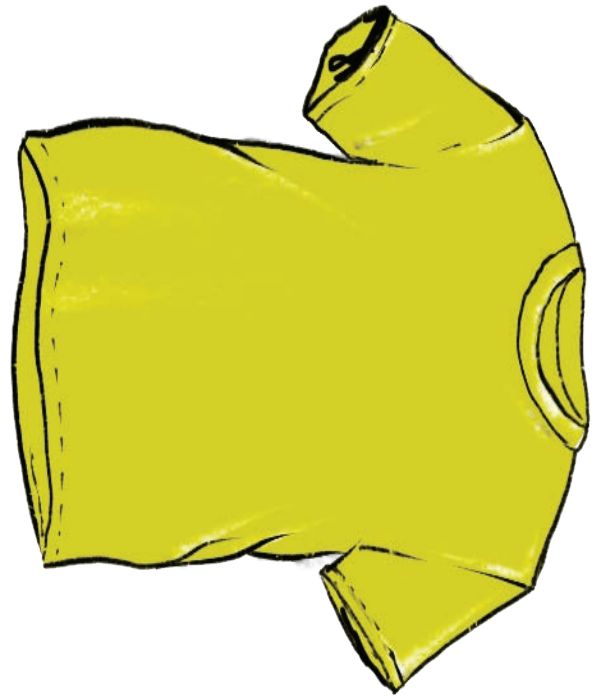
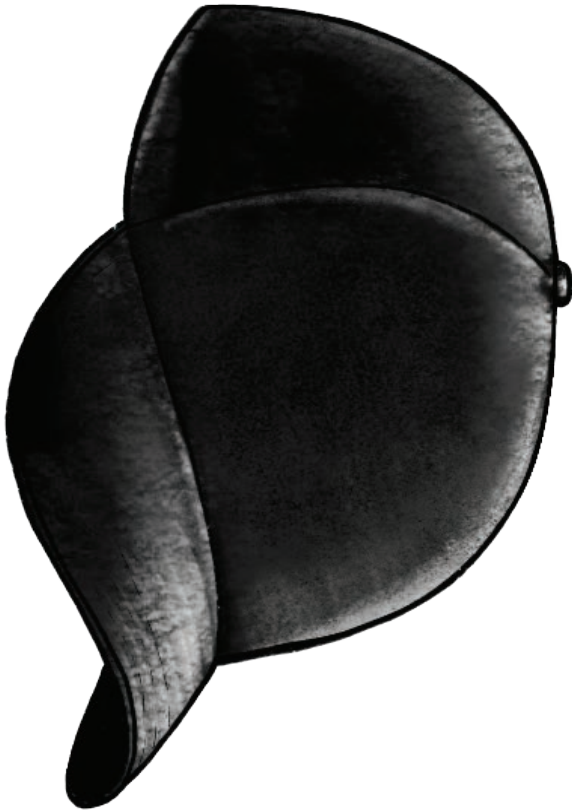


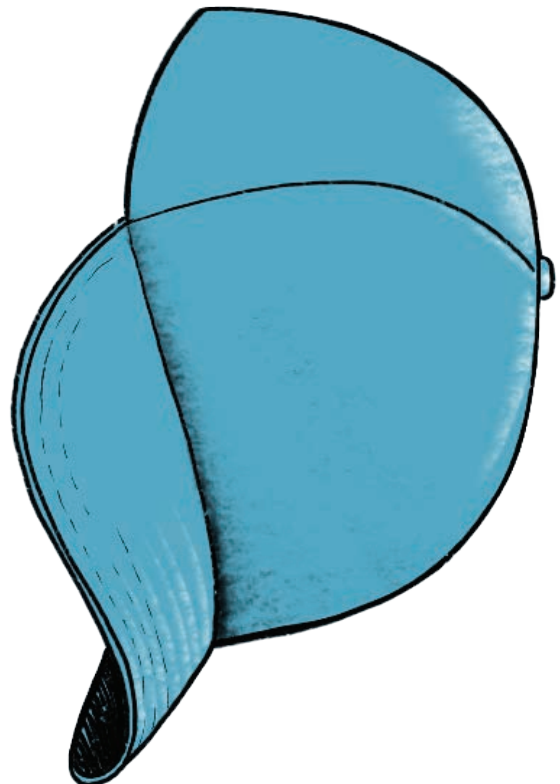
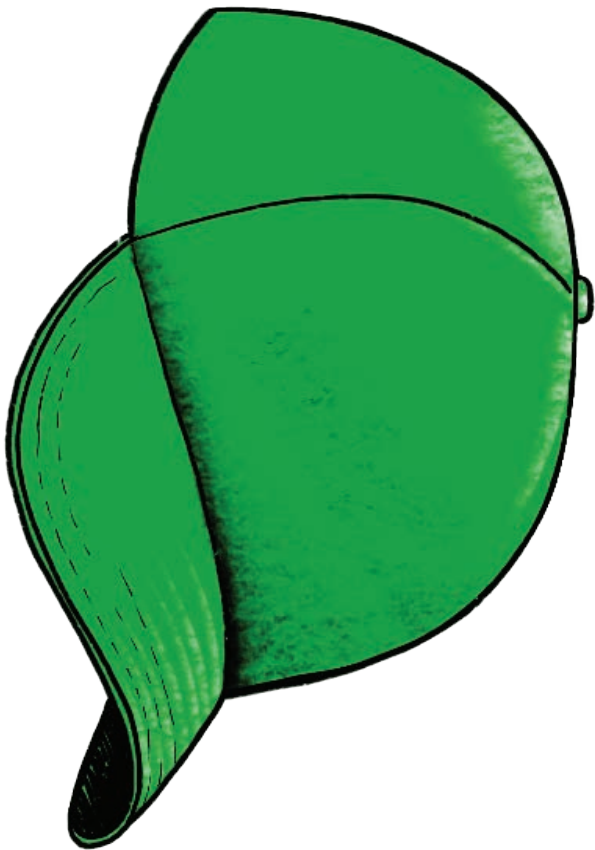
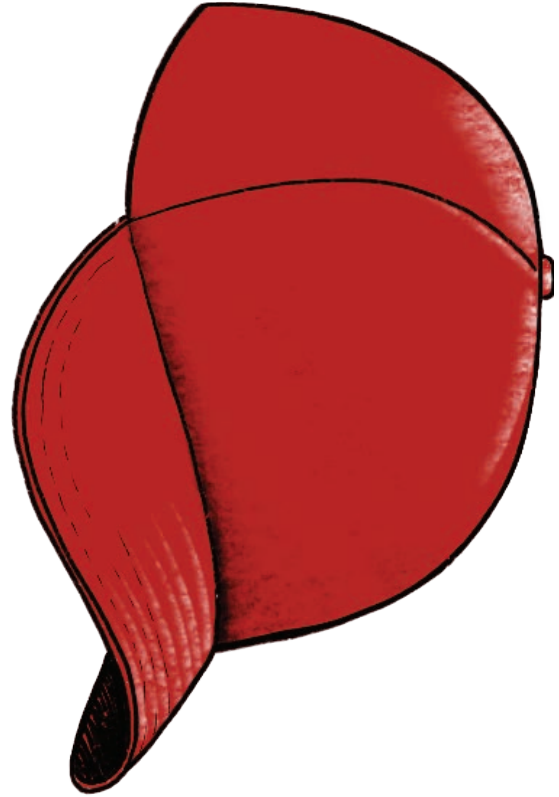
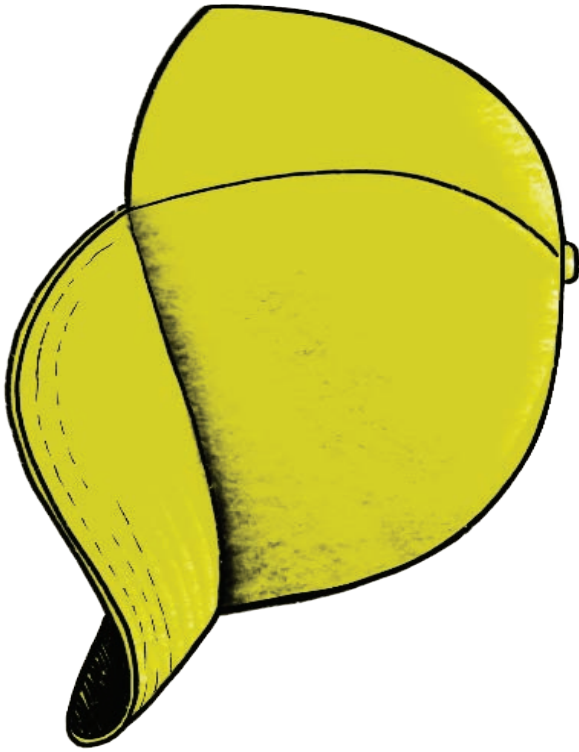


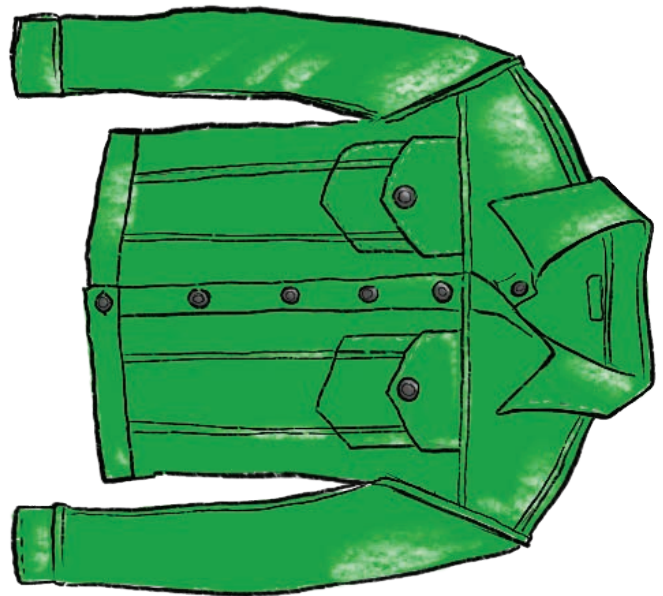
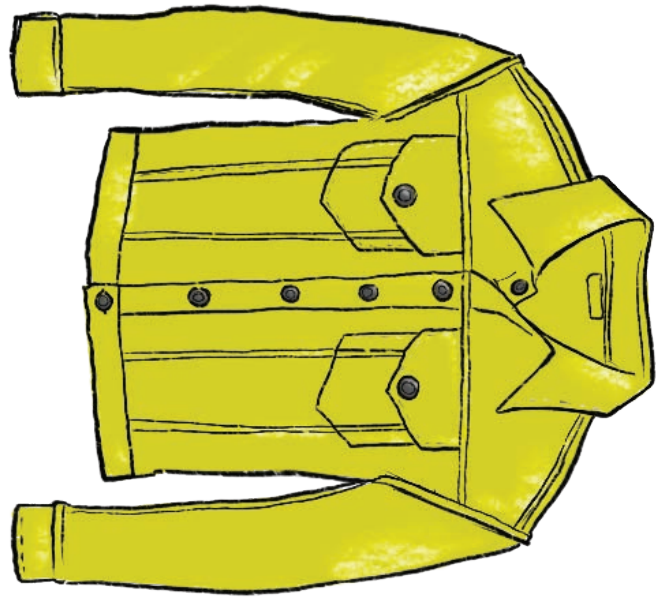
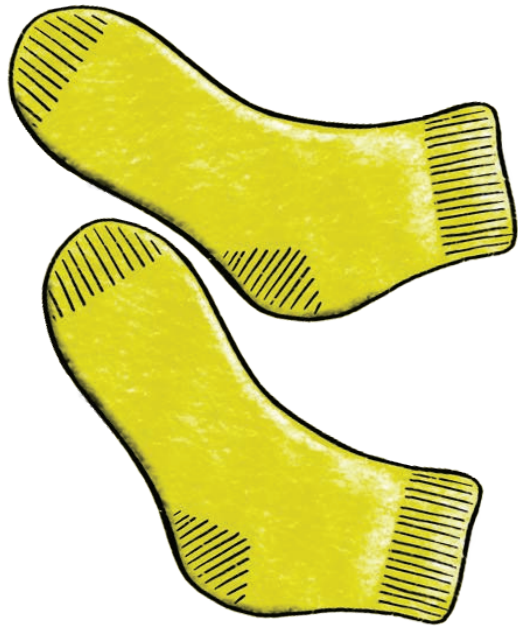




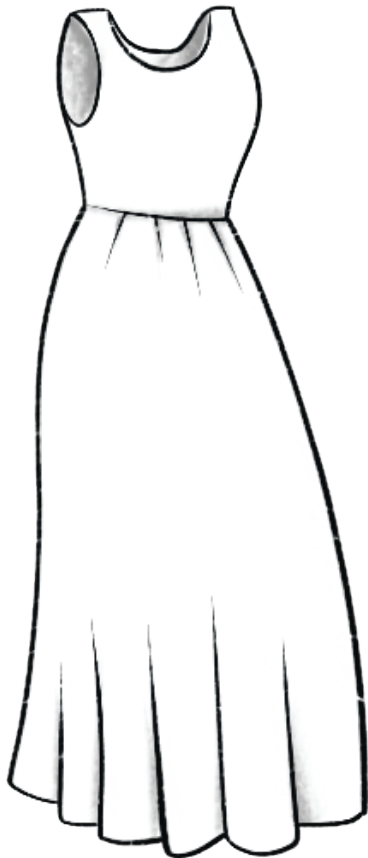


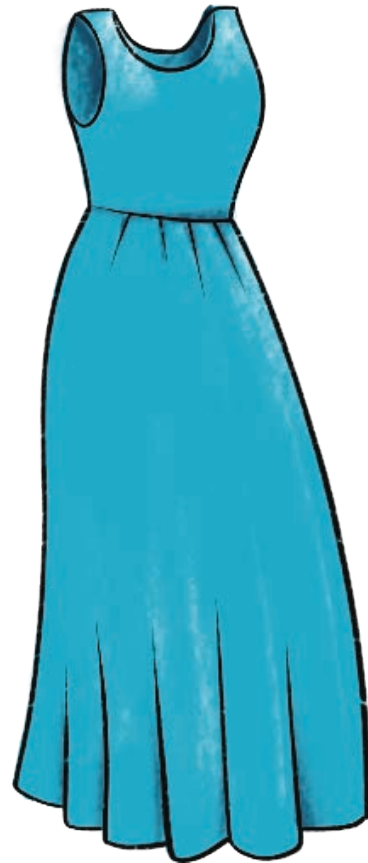
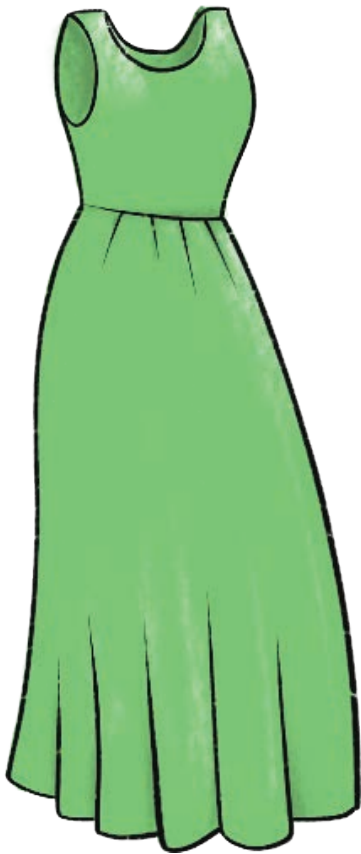
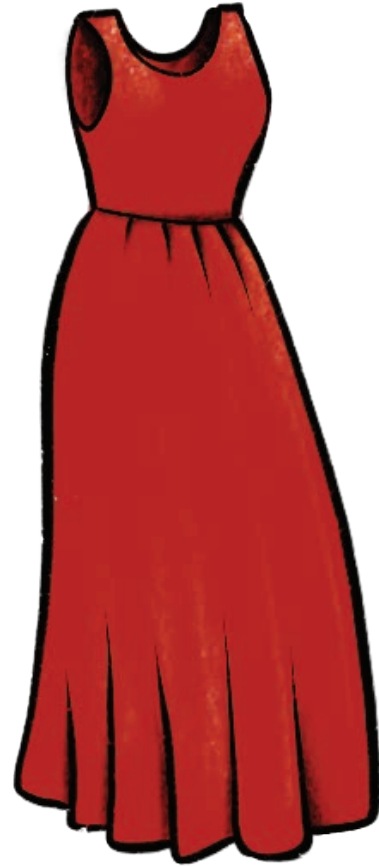
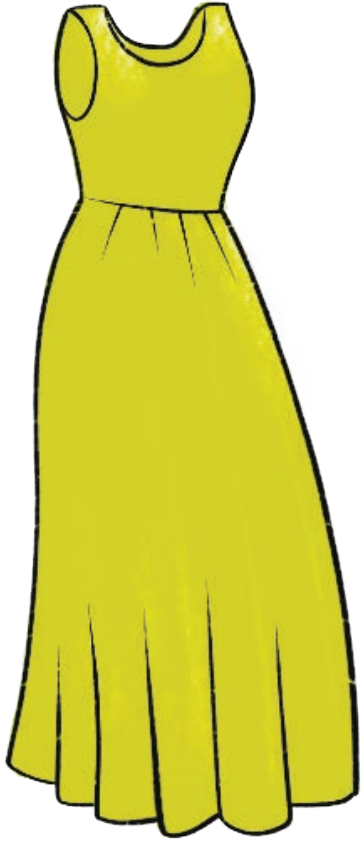


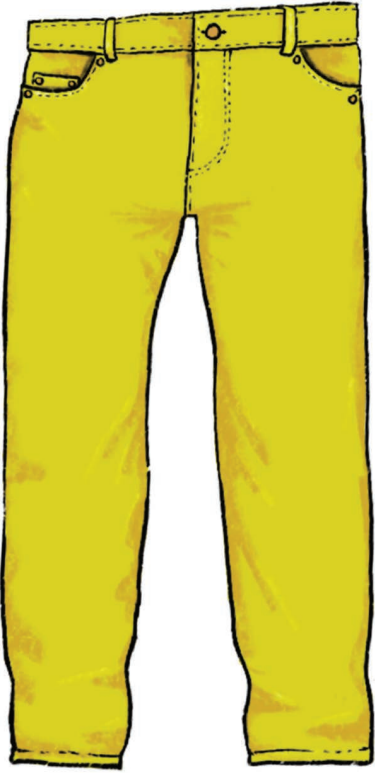












**Final Sound****manidoo****boozhoo****giigoonh****Final Sound****nishiime****nimisenh****indede****Final Sound****noozhishenh****nisayenh****nishiime****Final Sound****niizh****miizh****dash**

**Final Sound**

jaagiz  
waabooz  
miizh

**Middle Sound**

wa'aw  
o'ow  
ashi

**Middle Sound**

bi-izhaa  
i'iw  
wa'aw



# UNIT 4



Ojibwe

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

## LESSON 1: Niibowa Manoomin! – A Lot of Rice!

Students will:

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

## LESSON 2: Wagonen O'ow? – What Is This?

Students will:

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

## LESSON 3: Niinawind Miinawaa Giinawind – Some of Us and All of Us

Students will:

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

## LESSON 4: Manoominikeng – The Rice Harvest

Students will:

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

## REVIEW





# Lesson 1: Niibowa Manoomin! A Lot of Rice!

## OBJECTIVES

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

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

## MATERIALS

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

## VOCABULARY

1

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

2

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

3

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

4

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



## VOCABULARY

5

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

6

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

7

|               |                     |
|---------------|---------------------|
| <b>Aayay!</b> | <i>Ew!</i>          |
| <b>Howa!</b>  | <i>Wow!; Great!</i> |



## ACTIVITY A Ricing song

### Materials

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

**Estimated time:** 30 minutes

### Activity Steps

1. Begin by checking students' existing knowledge about **manoomin** (*wild rice*), including harvesting and processing wild rice. Make connections between their knowledge and the steps of harvesting and processing rice.
2. Watch the Rosetta Stone Ojibwe Unit 4, Lesson 1 Look and Listen video as a class. (Lesson 1 Script)
3. Use the Lesson 1 Image Cards to review what is involved in harvesting and processing rice.
4. Play the Ricing Song ([www.culture.aanji.org/ojibwe-rosetta-stone/](http://www.culture.aanji.org/ojibwe-rosetta-stone/))
5. Practice singing the song as a group. Break the song down into smaller chunks to help students learn. Optional: distribute the lyrics to learners.

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



### CULTURE CORNER

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



### TEACHER'S TIP

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

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



## Unit 4: Lesson 1

Ojibwe



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

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

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



### TEACHER'S TIP

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

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



### ONLINE ACTIVITIES

⌚ Estimated time: 60 minutes

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

#### Activity Steps

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

## ACTIVITY B Order of ricing activities

#### Materials

⌚ Estimated time: 30 minutes

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

#### Activity Steps

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

## ACTIVITY C A lot of rice!

#### Materials

⌚ Estimated time: 60 minutes

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

#### Activity Steps

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



## Lesson 2: Wegonen O'ow? - What Is This?

### OBJECTIVES

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

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

### MATERIALS

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

### VOCABULARY

1

|                          |                 |
|--------------------------|-----------------|
| <b>animosh(ag)</b><br>na | <i>dog(s)</i>   |
| <b>jiimaan(an)</b><br>ni | <i>canoe(s)</i> |

2

|                          |              |
|--------------------------|--------------|
| <b>o'ow</b><br>inanimate | <i>this</i>  |
| <b>i'iw</b><br>inanimate | <i>that</i>  |
| <b>onow</b><br>inanimate | <i>these</i> |
| <b>iniw</b><br>inanimate | <i>those</i> |

3

|                         |              |
|-------------------------|--------------|
| <b>wa'aw</b><br>animate | <i>this</i>  |
| <b>a'aw</b><br>animate  | <i>that</i>  |
| <b>ongow</b><br>animate | <i>these</i> |
| <b>ingiw</b><br>animate | <i>those</i> |

4

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





### ACTIVITY A Pointer words

#### Materials

🕒 **Estimated time:** 45 minutes

- Rosetta Stone Ojibwe
- Smartboard or projector
- Lesson 2 Image Cards, two copies (Printouts C4)

#### Activity Steps

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

#### ONLINE ACTIVITIES

🕒 **Estimated time:** 60 minutes

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

#### Activity Steps

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



### ACTIVITY B **Zhooshkogaabawing**

#### Activity Steps

🕒 **Estimated time:** 15 minutes

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

### ACTIVITY C **Demonstrative worksheet**

#### Materials

🕒 **Estimated time:** 30 minutes

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

#### Activity Steps

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

#### **Demonstrative Worksheet Answer Key**

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



### ACTIVITY D Four corners

#### Materials

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

 **Estimated time:** 30 minutes

#### Activity Steps

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



#### TEACHER'S TIP

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



## Lesson 3: Niinawind Miinawaa Giinawind - *Some of Us and All of Us*

### OBJECTIVES

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

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

### MATERIALS

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

## ACTIVITY A Who is doing what?

### Materials

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



**Estimated time:** 60 minutes

### Activity Steps

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



### TEACHER'S TIP

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



### ONLINE ACTIVITIES

🕒 Estimated time: 60 minutes

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

#### Activity Steps

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

## ACTIVITY B Study the script

#### Materials

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

🕒 Estimated time: 60 minutes

#### Activity Steps

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



#### TEACHER'S TIP

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



### ACTIVITY C Charades

#### Materials

**Estimated time:** 30 minutes

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

#### Activity Steps

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



## Lesson 4: Manoominikeng - *The Rice Harvest*

### OBJECTIVES

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

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

### MATERIALS

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

### VOCABULARY

1

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

2

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



### ACTIVITY A

## Order of activities review

### Materials

- Ricing song ([www.culture.aanji.org/ojibwe-rosetta-stone/](http://www.culture.aanji.org/ojibwe-rosetta-stone/))
- Lesson 1 Image Cards, one set per student (Printouts A)

⌚ **Estimated time:** 45 minutes

### Activity Steps

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



### TEACHER'S TIP

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





### ONLINE ACTIVITIES

**Estimated time:** 45 minutes

#### Materials

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

#### Activity Steps

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

## ACTIVITY B Sparkle

#### Activity Steps

**Estimated time:** 15 minutes

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



### ACTIVITY C Finish the story

#### Materials

**Estimated time:** 15 minutes

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

#### Activity Steps

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



#### TEACHER'S TIP

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



# Unit 4 – REVIEW

Ojibwe



## OBJECTIVES

- Review Unit 4

## MATERIALS

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

## Test Review

### Materials

- Rosetta Stone Ojibwe
- Smartboard or projector



**Estimated time:** 30 minutes

### Review Steps

1. Divide students into pairs or small groups.
2. Display each practice activity listed below. Give students time to discuss the correct answer together.
  - a. Suggested Activities: Lesson 1 Final Practice, Lesson 2 Practice 1, 2, 3, and 4, Lesson 3 Practice 1, 2, 3, 4, and 6, and Lesson 4 Final Practice.
  - b. You can also use any other practice activities, especially any that your students have found challenging.
3. Rotate among groups to share their answer with the whole class, or have students buzz in to give their answer as on a game show

## Ricing Collage

### Materials

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



**Estimated time:** 60 minutes

### Review Steps

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



# Unit 4 – REVIEW

Ojibwe



## Conversation

Estimated time: 15 minutes

### Review Steps

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



### TEACHER'S TIP

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

## Reflect

Estimated time: 15 minutes

### Materials

- Student notebooks

### Review Steps

1. Write prompts for reflection on the board:
  - a. How will you use what you have learned in this unit?
  - b. Have you heard people use the language you learned in this unit? When?
  - c. How did you feel learning Ojibwe in this unit?
  - d. What did you learn about ricing in this unit? Why is wild rice and ricing important to the Ojibwe people and to you?
  - e. What is something that made you feel proud during this unit?
  - f. What was challenging in this unit? How did you face this challenge, and how can you approach similar challenges in the future?
2. Have students answer these questions in their notebooks.
3. Students may share and discuss.

# UNIT 4

## Scripts



Ojibwe

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



**Amik + Ogimaakwe**

**Aaniin, Maam!**

*Hi, Mom!*

**Waasegiizhigookwe**

**Howa! Ginitaawichigem. Niibowa manoomin!**

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

**Amik**

**Eya', niibowa manoomin!**

*Yeah, it's a lot of wild rice!*

**Waabishkibines**

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

*Here. You will scoop the wild rice out.*

**Ogimaakwe**

**Aayay...Mooseg!**

*Ewww...worms!*

**Waabishkibines**

**Eya'. Minopogoziwag gaye ingiw mooseg.**

*Yep. The worms taste good too.*

**Amik**

**Gidaa-maajii-gidasigemin ina?**

*Can we start to parch the rice?*

**Waabishkibines**

**Eya'. Booch da-boodaweyeg akawe.**

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

**Daga, Amik. Onaadinisen.**

*Please go get firewood, Amik.*

**Amik**

**Aaniin minik?**

*How much?*

**Waabishkibines**

**Nawaj! Nawaj misan!**

*More! More wood!*

**Akawe giga-gidasigem.**

*First you will parch the rice.*

---

**Mii dash da-mimigoshkameg.**

*Then you will thresh the rice.*

---

**Mii dash da-nooshkaachigeyeg.**

*Then you will winnow the rice.*

---

**Waabang dash giga-bawa'aam miinawaa.**

*And you will knock more rice tomorrow.*

---

## Wegonen o'ow? What's This?



**jiimaan**

*canoe*

**jiimaanan**

*canoes*

**Wegonen o'ow?**

*What's this?*

**Mii o'ow jiimaan.**

*This is a canoe.*

**Mii i'iw jiimaan.**

*That is a canoe.*

**Mii onow jiimaanan.**

*These are canoes.*

**Mii iniw jiimaanan.**

*Those are canoes.*

**o'ow**

*this (inanimate)*

**i'iw**

*that (inanimate)*

**onow**

*these (inanimate)*

**iniw**

*those (inanimate)*

**animosh**

*dog*

**animoshag**

*dogs*



**Awenen wa'aw?**

*What's this?*

**Mii wa'aw animosh.**

*This is a dog.*

**Mii a'aw animosh.**

*That is a dog.*

**Mii ongow animoshag.**

*These are dogs.*

**Mii ingiw animoshag.**

*Those are dogs.*

**wa'aw**

*this (animate)*

**a'aw**

*that (animate)*

**ongow**

*these (animate)*

**ingiw**

*those (animate)*

**o'ow**

*this (inanimate)*

**wa'aw**

*this (animate)*

**i'iw**

*that (inanimate)*

**a'aw**

*that (animate)*

**onow**

*these (inanimate)*

**ongow**

*these (animate)*

**iniw**

*those (inanimate)*

**ingiw**

*those (animate)*

## Indoojibwemomin! We Speak Ojibwe!



**Ingiizhiitaa.**

*I'm done.*

**Ingiizhiitaamin.**

*We (excl) are done.*

**Gigiizhiitaa.**

*You're done.*

**Gigiizhiitaam.**

*You all are done.*

**Giizhiitaa.**

*S/he is done.*

**Indoojibwem.**

*I speak Ojibwe.*

**Indoojibwemomin.**

*We (excl) speak Ojibwe.*

**Gidoojibwem.**

*You speak Ojibwe.*

**Gidoojibwemom.**

*You all speak Ojibwe.*

**Ojibwemo.**

*S/he speaks Ojibwe.*

**Indoojibwemomin.**

*We (excl) speak Ojibwe.*

## Manoominikeng *The Rice Harvest*



**Giizhigin i'iw manoomin.**

*The wild rice is ready.*

**Giga-aabajitoomin onow:**

*We will use:*

**jiimaan**

*a canoe*

**gaandakii'igan**

*a pole*

**bawa'iganaakoog**

*knockers*

**mashkimodan**

*bags*

**jiishada'igaans**

*a small broom*

**niizh menoominikejig**

*two ricers*

**manoominike-mazina'iganan**

*ricing permits*

**miinawaa zaaga'igan...**

*and a lake...*

**...ayaamagak manoomin**

*...with wild rice*

**Naagaj giga-aabajitoomin onow:**

*Later, we will use:*

**badagwana'igan**

*a tarp*

**misan**

*firewood*

**ishkode**

*a fire*

**gwaaba'igan**

*a scoop*

**okaadakik**

*a trade kettle*

**abwi**

*a paddle*

**gwaaba'aawangwaan**

*a shovel*

**mimigoshkamokizinan**

*buckskin moccasins*

**gizidaashinaanin**

*our feet*

**minjimaakwaanan**

*wood handles to hang onto*

**miinawaa nooshkaachinaagan.**

*and a birchbark winnowing basket.*

**Ambe manoominikedaa!**

*Let's harvest wild rice!*

**Gego wanendangegon da-asemaakeyeg akaawe.**

*Don't forget to offer tobacco first.*

# UNIT 4

## Printouts



Ojibwe













## Ricing song

**Biindaakoojige**

*Offer tobacco*

**Gaandakii'ige**

*Pole the canoe*

**Bawa'am, bawa'am**

*Knock the rice, knock the rice*

**Gidasige**

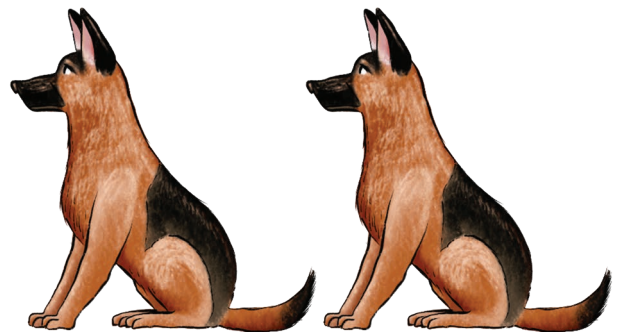
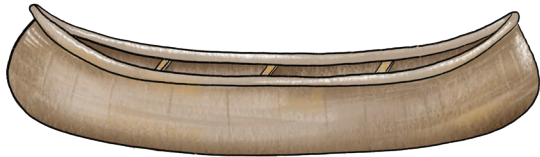
*Parch the rice*

**Mimigoshkam, mimigoshkam**

*Thresh the rice, thresh the rice*

**Nooshkaachige, nooshkaachige**

*Winnow the rice, winnow the rice*




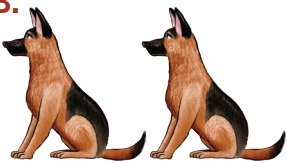






**Part 1:** Circle the pointer word that best completes each sentence.

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

**Part 2:** Rewrite each sentence in the plural.

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

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

|  |  |   |  |
|--|--|---|--|
| <b>A.</b><br> | <b>B.</b><br> | <b>C.</b><br> | <b>D.</b><br> |
| <b>E.</b><br> | <b>F.</b><br> | <b>G.</b><br> | <b>H.</b><br> |

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

**Part 4:** Make sentences

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

o'ow

wa'aw

i'iw

a'aw

onow

ongow

iniw

ingiw

izhinikaazo

manoominike

bi-izhaa

aanzikonaye

nazikwe'o

boodawe

minopogozi

gidasige

nooshkaachige

ojibwemo

asemaake

wiisini

giizhiitaa

giziiyaabide'o

naadinise

bawa'am

mimigoshkam

you

you (all)

I

we

s/he













# UNIT 5



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 (Printouts A)
- Rosetta Stone Ojibwe
- Smartboard or projector
- Blank index cards
- Computers or tablets
- vai Cards (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

|               |                       |
|---------------|-----------------------|
| <b>giin</b>   | <i>you (singular)</i> |
| <b>aaniin</b> | <i>what</i>           |

6

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



## ACTIVITY A Aaniindi i'iw...?

### Materials

- Lesson 1 Image Cards, one set (Printouts A)
- 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. (Lesson 1 Script)





### ACTIVITY B

## Aaniin ezhichigeyan?

### Materials

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

**Estimated time:** 45 minutes

### 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 (Printouts C)
- Bingo Callout Image Cards (Printouts D)
- Bowl or other container
- Bingo daubers and/or counters
- Optional bingo prizes

### VOCABULARY

1

|                               |                       |
|-------------------------------|-----------------------|
| <b>nibewigamig(oon)</b><br>ni | <i>bedroom(s)</i>     |
| <b>nibaagan(an)</b><br>ni     | <i>bed(s)</i>         |
| <b>apikweshimon(an)</b><br>ni | <i>pillow(s)</i>      |
| <b>anaakan(an)</b><br>ni      | <i>rug(s); mat(s)</i> |
| <b>waasechigan(an)</b><br>ni  | <i>window(s)</i>      |

2

|                                  |                 |
|----------------------------------|-----------------|
| <b>diba'igiziswaan(ag)</b><br>na | <i>clock(s)</i> |
| <b>gaazhagens(ag)</b><br>na      | <i>cat(s)</i>   |



### 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. (Lesson 2 Script)



## ACTIVITY B Vocabulary bingo

### Materials

**Estimated time:** 30 minutes

- Blank Bingo Cards, one per student (Printouts C)
- Bingo Callout Image Cards, one set (Printouts D)
- 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 (Printouts B)

### VOCABULARY

1

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

|                              |                   |
|------------------------------|-------------------|
| <b>jiibaakwewigamig(oon)</b> | <i>kitchen(s)</i> |
| ni                           |                   |

|                         |                   |
|-------------------------|-------------------|
| <b>nibewigamig(oon)</b> | <i>bedroom(s)</i> |
| ni                      |                   |

|                           |                    |
|---------------------------|--------------------|
| <b>miiziiwigamig(oon)</b> | <i>bathroom(s)</i> |
| ni                        |                    |

2

|                               |                  |
|-------------------------------|------------------|
| <b>odaabaaniiwigamig(oon)</b> | <i>garage(s)</i> |
| ni                            |                  |

|                           |                 |
|---------------------------|-----------------|
| <b>biitoowigamig(oon)</b> | <i>porch(s)</i> |
| ni                        |                 |

|                        |                |
|------------------------|----------------|
| <b>agidagamig(oon)</b> | <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. (Lesson 3 Script)



### 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 (Printouts B)

#### 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 (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

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





### ACTIVITY A Quilting background knowledge

#### Materials

- Various colors of cotton cloth or blankets

**Estimated time:** 30 minutes

#### 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. (Lesson 4 Script)



#### 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

**Estimated time:** 60 minutes

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

## 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.*), **Ganawaabamishin.** (*Watch 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              | <b>Aaniindi ningichi-bikwaakwad?</b><br><i>Where's my basketball?</i>  |
| Gimiwan           | <b>Odaabaaniwigamigong ayaamagad.</b><br><i>It's in the garage.</i>  |
|                   | <b>Akawe, naadamawishin da-biindigadooyang i'iw manoomin.</b><br><i>First, help me bring in the rice.</i>    |
| Amik              | <b>Aaniindi iw manoomin?</b><br><i>Where's the rice?</i>   |
| Gimiwan           | <b>Jiimaaning ayaamagad.</b><br><i>It's in the canoe.</i>  |
| Ogimaakwe         | <b>Aaniindi ingiigidowin?</b><br><i>Where's my phone?</i>  |
| Waasgiizhigookwe  | <b>Omaa jiibaakwewigamigong ayaamagad.</b><br><i>It's here in the kitchen.</i>                               |
|                   | <b>Daga, Ogimaakwe, o-giziibiigazhen.</b><br><i>Ogimaakwe, please, go shower.</i>                            |
| Ogimaakwe         | <b>Ahaw.</b><br><i>Okay.</i>   |
| Amik              | <b>Boozhoo, Nookoo.</b><br><i>Hi, Grandma.</i>   |
| Waaboos           | <b>Boozhoo, Amik. Boozhoo, Ogimaakwe.</b><br><i>Hi, Amik. Hi, Ogimaakwe.</i>                                 |
| Ogimaakwe         | <b>Boozhoo, Nookoo. Ningiizhiitaamin.</b><br><i>Hi, Grandma. We're done.</i>                                 |
|                   | <b>Aaniin giin ezhichigeyan?</b><br><i>What are you doing?</i>   |
| Waaboos           | <b>Ingashkigwaas.</b><br><i>I'm sewing.</i>  |
| Ogimaakwe         | <b>Howa, onaajiwan i'iw waabooyaan wezhitooyan.</b><br><i>Oh, that's a beautiful blanket you are making.</i> |
|                   | <b>Gidaa-gikinoo'amaw ina da-gashkigwaasoyaan?</b><br><i>Will you teach me how to sew?</i>                   |
| Waaboos           | <b>Eya'. Wenipnad. Ganawaabamishin.</b><br><i>Yes. It's easy. Watch me.</i>                                  |
|                   | <b>Nashke.</b><br><i>Look.</i>   |
| Ogimaakwe         | <b>Gaawiin, zanaganad i'iw!</b><br><i>No, it's hard!</i>   |
| Waasegiizhigookwe | <b>Daga, Ogimaakwe, o-giziibiigazhen!</b><br><i>Ogimaakwe, please, go shower.</i>                            |
| Ogimaakwe         | <b>Aayay!</b><br><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 | <b>Aaniin. Waabooz indizhinikaaz.</b><br><i>Hello. My name is Waabooz.</i>   |
|         | <b>Anishinaabekwe indaaw.</b><br><i>I'm an Ojibwe woman.</i>   |
|         | <b>Omaa Neyaashiing indoonjibaa.</b><br><i>I am from Neyaashiing.</i>  |
|         | <b>Ninitaa-maawandoogwaasonike.</b><br><i>I like to make quilts.</i>   |
|         | <b>Gegaa ozaawegad miinawaa ozhaawashkwegad miinawaa waabishkiigad maawandoogwaason.</b><br><i>This quilt is made of almost yellow cloth, blue cloth, and white cloth.</i> |
|         | <b>Giminwaabandaan ina? Gegaa nigizhiikwaas.</b><br><i>Do you like it? I'm almost done sewing.</i>   |
|         | <b>Ninitaa-maawandoogwaasonike.</b><br><i>I like to quilt.</i>   |
|         | <b>Niminwendam miigiweyaan.</b><br><i>I like to give them away.</i>  |
|         | <b>Inga-miinaa indaanis o'ow maawandoogwaason.</b><br><i>I'm going to give this quilt to my daughter.</i>  |

# UNIT 5

## Printouts







Ojibwe



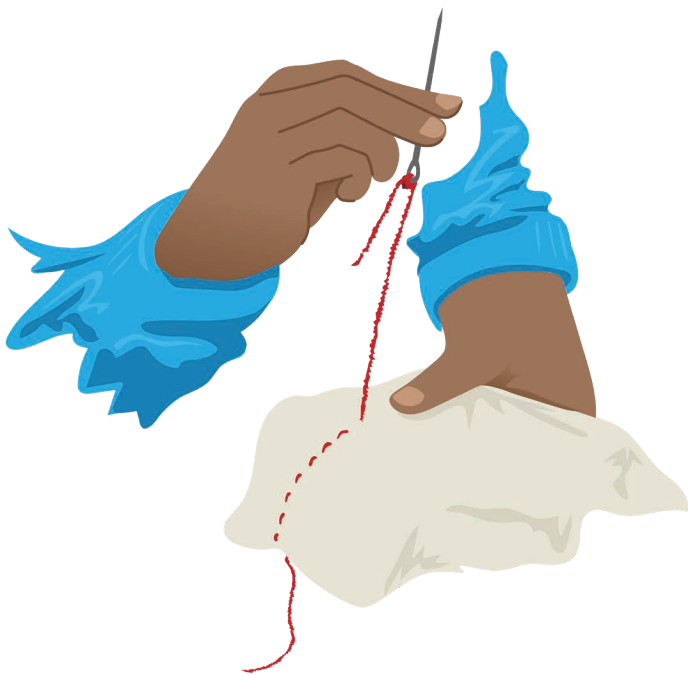


|                       |                      |
|-----------------------|----------------------|
| <b>anishinaabewi</b>  | <b>boodawe</b>       |
| <b>izhinikaazo</b>    | <b>naadinise</b>     |
| <b>ojibwemo</b>       | <b>nitaawichige</b>  |
| <b>manoominike</b>    | <b>minopogozi</b>    |
| <b>asemaake</b>       | <b>bawa'am</b>       |
| <b>bi-izhaa</b>       | <b>gidasige</b>      |
| <b>wiisini</b>        | <b>mimigoshkam</b>   |
| <b>aanzikonaye</b>    | <b>nooshkaachige</b> |
| <b>ayaa</b>           | <b>giziibiigazhe</b> |
| <b>giizhiitaa</b>     | <b>gashkigwaaso</b>  |
| <b>nazikwe'o</b>      | <b>izhichige</b>     |
| <b>giziiyaabide'o</b> |                      |

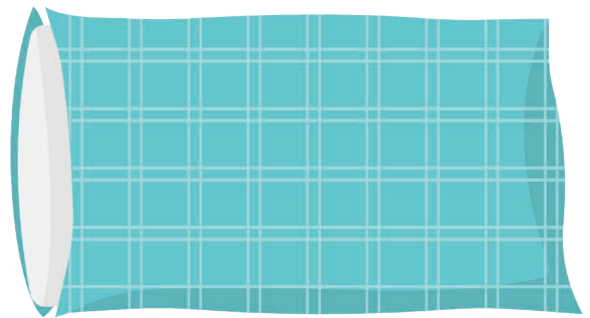
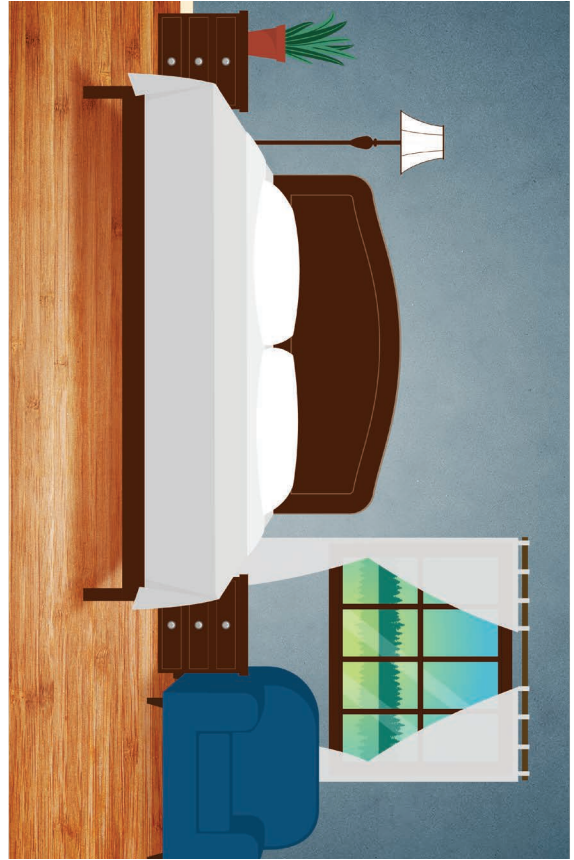
|   <b>BINGO</b>   |  |  |  |  |
|--|--|--|--|--|
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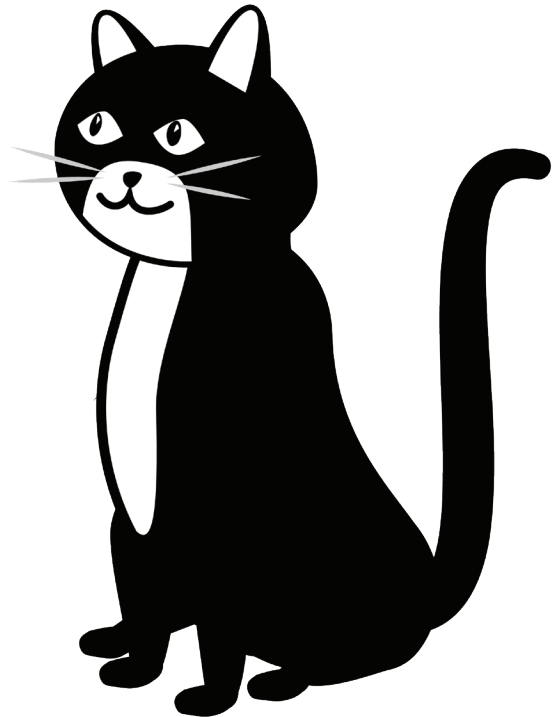




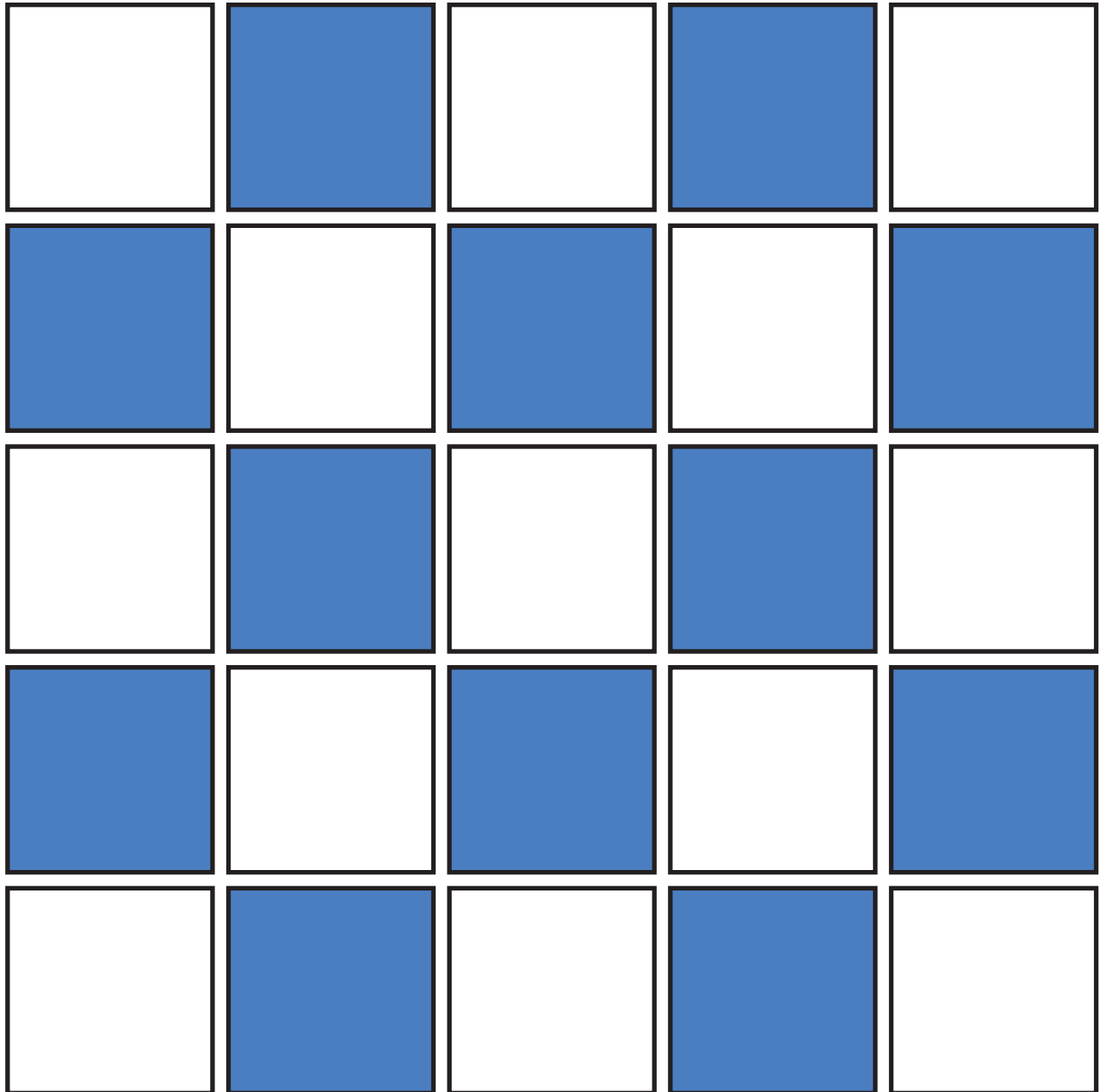




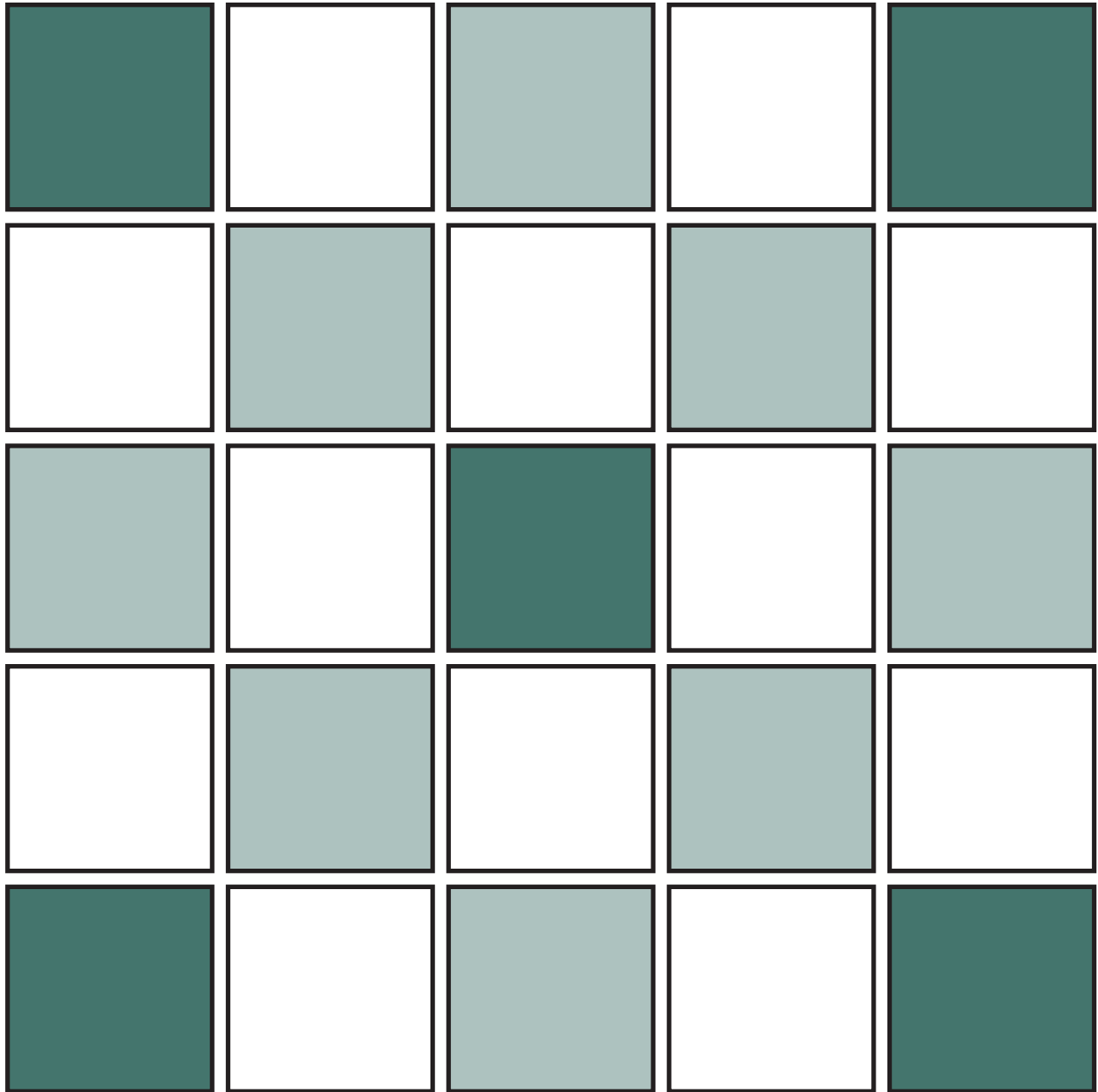




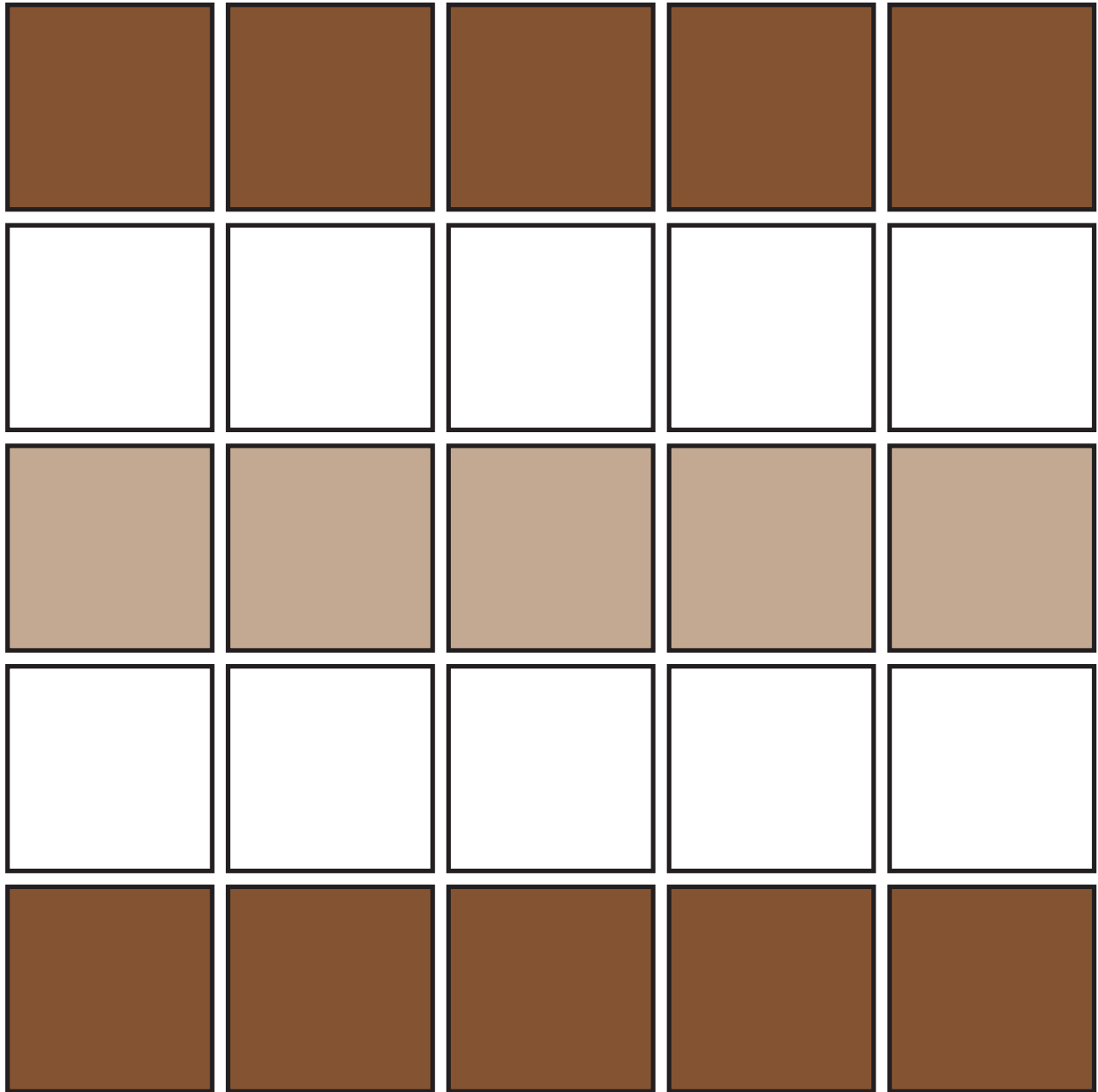
## Pattern A



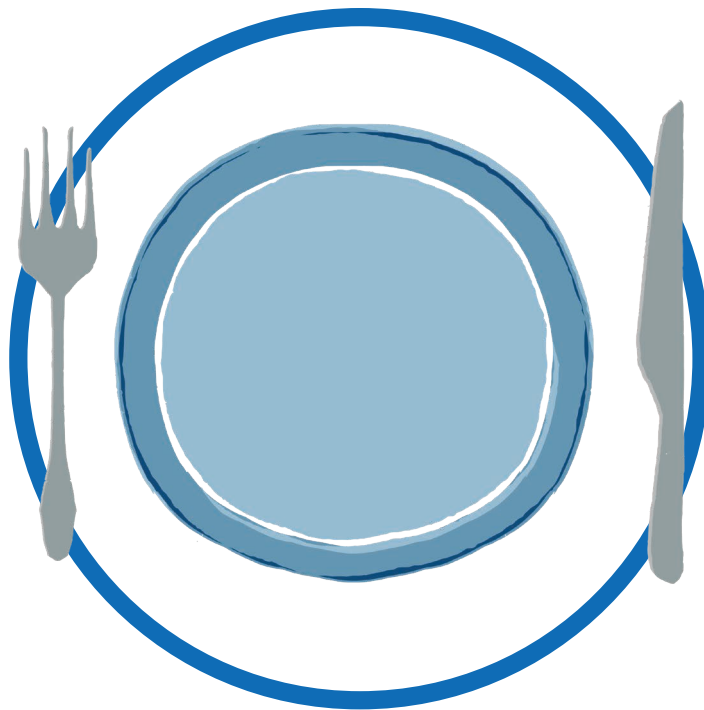
## Pattern B



## Pattern C



# UNIT 6



Ojibwe



**Overview:** The family sits down for dinner and discusses the food they do and do not like. In this unit, you'll learn about the days of the week and ordinal numbers. You'll be introduced to new command forms and learn how to cook wild rice.

## LESSON 1: Niiyo-giizhigad Noongom. – *Today Is Thursday.*

Students will:

- talk about eating and enjoying food
- say goodbye to a group of people
- use an online Ojibwe dictionary to learn new words

## LESSON 2: Awenen Nitam? – *Who Is First?*

Students will:

- talk about the days of the week
- use ordinal numbers

## LESSON 3: Aaniin Ezhi-giizhigak? – *What Day Is It?*

Students will:

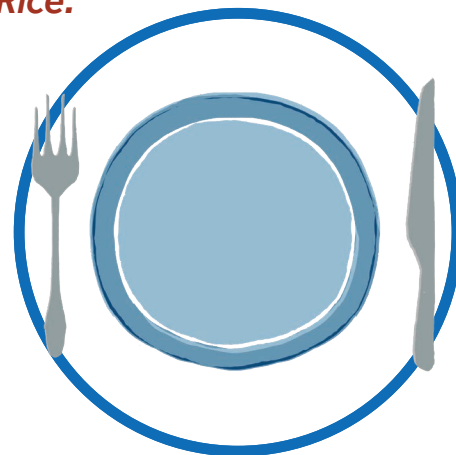
- use A and B forms to talk about days of the week
- tell someone not to do something
- form *let's* commands
- learn when to use the preverb **wii-**
- use *vti* verbs with singular and plural objects

## LESSON 4: Niminopidaan Manoomin. – *I Like Wild Rice.*

Students will:

- learn how to cook **manoomin**

## REVIEW





# Lesson 1: Niiyo-giizhigad Noongom. Today Is Thursday.

## OBJECTIVES

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

- talk about eating and enjoying food
- say goodbye to a group of people
- use an online Ojibwe dictionary to learn new words

## MATERIALS

- Like/Dislike Cards (Printouts A)
- Lesson 1 Image Cards (Printouts B)
- Rosetta Stone Ojibwe
- Computers or tablets
- Lesson 1 Script
- Smartboard or projector

## VOCABULARY

1

|                                    |   |
|------------------------------------|---|
| <b>giigoonh (giigoonyag)</b><br>na | <i>fish (multiple fish)</i>                         |
| <b>okaadaak(oon)</b><br>ni         | <i>carrot(s)</i>                                    |
| <b>ojibwemowin</b><br>ni           | <i>Ojibwe language</i>                              |
| <b>giiwewijigan(an)</b><br>ni      | <i>homework (multiple<br/>homework assignments)</i> |

2

|                               |                       |
|-------------------------------|-----------------------|
| <b>Niiyo-giizhigad</b><br>vii | <i>it is Thursday</i> |
| <b>Naano-giizhigad</b><br>vii | <i>it is Friday</i>   |
| <b>noongom</b>                | <i>today</i>          |

3

|                                 |  |
|---------------------------------|--|
| <b>minopidan</b><br>vti         | <i>like the taste of<br/>something</i> |
| <b>miijin</b><br>vti            | <i>eat something</i>                   |
| <b>giziibiiginaagane</b><br>vai | <i>s/he washes dishes</i>              |

4

|                                |                              |
|--------------------------------|------------------------------|
| <b>nanda-</b>                  | <i>seek</i>                  |
| <b>gikinoo'amaagozi</b><br>vai | <i>s/he goes to school</i>   |
| <b>giizhiikan</b><br>vti       | <i>finish with something</i> |
| <b>maajaa</b><br>vai           | <i>s/he leaves</i>           |



## VOCABULARY

5

**minwaabi** *s/he has good vision*  
vai

**odamino** *s/he plays*  
vai

**wii-** *want to*

6

**geget** *certainly; sure*

**wenda-** *really*

**gegiinawaa** *you (all) too*

7

**Mii go geget.** *That's for sure.*

**minwaabaminaagwad** *it looks good*  
vii

**Sataayaa!** *Oh, no! (said by a male)*



### ACTIVITY A Like it or not?

#### Materials

- Like/Dislike Cards, one set (Printouts A)
- Lesson 1 Image Cards, one set (Printouts B)

**Estimated time:** 30 minutes

#### Activity Steps

1. Introduce the verb **minopidan** (*like the taste of something*).
2. Practice saying **Niminopidaan i'iw.** (*I like that.*) and **Gaawiin niminopidanzin i'iw.** (*I don't like that.*) Use gestures and facial expressions to associate these sentences with the feelings of liking and disliking things.
3. Post the Like/Dislike Cards on opposite sides of the room.
4. Display a Lesson 1 Image Card. Have students move to stand near the sign that reflects their preference.
  - You could also use actual food (for example, candies that students get to keep for answering correctly!).
5. Ask students on each side of the room: **Giminopidaan ina o'ow?** (*Do you like this?*) They should answer with one of the sentences they have learned.



#### TEACHER'S TIP

Be sure to mention that this verb is about liking the taste of something. You'll use different words to talk about other kinds of likes and dislikes.

#### ONLINE ACTIVITIES

**Estimated time:** 60 minutes

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

#### Activity Steps

1. Students complete Rosetta Stone Ojibwe Unit 6, Lesson 1 individually or in groups. (Lesson 1 Script)



### ACTIVITY B Act it out

#### Materials

**Estimated time:** 45 minutes

- Lesson 1 Script, one copy per student (Lesson 1 Script)

#### Activity Steps

1. Divide students into groups of four.
2. Distribute copies of the Lesson 1 Script.
3. Students assign the roles of Ogimaakwe, Amik, Gimiwan, and Waasegiizhigookwe among themselves. (The instructor is cast as Waabooz for each group.)
4. Allow each group 10 minutes to rehearse. Encourage students to use actions, gestures and facial expressions to make the meanings clear.
5. Each group will act out the script to their classmates.
6. Ask students to recall the lines where Gimiwan and Waasegiizhigookwe say goodbye to Ogimaakwe and Amik. Ask students other ways they are familiar with saying goodbye in Ojibwe and list them on the board. If students are unfamiliar, you may offer the following words, which could follow **Giga-waabamin** (*you*) or **Giga-waabamigoom** (*you all*):
  - **baanimaa** (*later*)
  - **miinawaa** (*again*)
7. Ask students why it might be important to have different ways of saying the same thing. If students are having trouble, compare these ways of saying goodbye to the different ways they say goodbye in English.



### ACTIVITY C

# Ojibwe People's Dictionary

## Materials

- Smartboard or projector
- Computers or tablets

**Estimated time:** 60 minutes

## Activity Steps

1. Model use of the Ojibwe People's Dictionary ([www.ojibwemowin.com](http://www.ojibwemowin.com)) on the smartboard.
  - a. Demonstrate how to search for an English word. You might take suggestions from the class or use *fish* as an example.
  - b. Demonstrate how to search for an Ojibwe word. You might take suggestions from the class or use **waabam** as an example.
  - c. Explore an entry together. For example, you might do the following:
    - hover over the vocabulary code
    - click on a speaker's initials
    - listen to audio
    - look at other forms of the word
    - look at and listen to example sentences
    - follow links to related words in the word family
  - d. Have students use computers or tablets to search for and make a list of eight foods: five foods that they like, and three foods they do not like.
2. Students use their list to complete the following sentences:
  - a. **Niminopidaan (food they like).**
  - b. **Gaawiin niminopidanziin (food they dislike).**
3. Have students read their lists to the class one at a time.
  - a. Write a list of the foods on the board as students read, and tally the total number of likes and dislikes for the classroom. This is a good opportunity to practice numbers!



## Lesson 2: Awenen Nitam?- Who Is First?

### OBJECTIVES

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

- talk about the days of the week
- use ordinal numbers

### MATERIALS

- Days of the Week Song Lyrics (Printouts C)
- Days of the Week Song Audio
- Rosetta Stone Ojibwe
- Computers or tablets
- Day of the Week Cards (Printouts D)
- Calendar
- Ordinal Number Cards (Printouts E)

### VOCABULARY

1

|                          |                |
|--------------------------|----------------|
| <b>nitam</b>             | <i>first</i>   |
| <b>eko-niizhing</b>      | <i>second</i>  |
| <b>eko-nising</b>        | <i>third</i>   |
| <b>eko-niiwing</b>       | <i>fourth</i>  |
| <b>eko-naaning</b>       | <i>fifth</i>   |
| <b>eko-ingodwaaching</b> | <i>sixth</i>   |
| <b>eko-niizhwaaching</b> | <i>seventh</i> |
| <b>eko-ishwaaching</b>   | <i>eight</i>   |
| <b>eko-zhaangaching</b>  | <i>ninth</i>   |
| <b>eko-midaaching</b>    | <i>tenth</i>   |

2

|   |                                    |
|---|------------------------------------|
| <b>Nitam-anokii-giizhigad</b><br>vii    | <i>it is Monday</i>                |
| <b>Niizho-giizhigad</b><br>vii          | <i>it is Tuesday</i>               |
| <b>Aabitoose</b><br>vii                 | <i>it is Wednesday</i>             |
| <b>Niiyo-giizhigad</b><br>vii           | <i>it is Thursday</i>              |
| <b>Naano-giizhigad</b><br>vii           | <i>it is Friday</i>                |
| <b>Ishkwaaj-anokii-giizhigad</b><br>vii | <i>it is Saturday</i>              |
| <b>Anwebi-giizhigad</b><br>vii          | <i>it is Sunday</i>                |
| <b>Aaniin ezhi-giizhigak?</b>           | <i>What day of the week is it?</i> |



### ACTIVITY A Days of the week song

#### Materials

**Estimated time:** 30 minutes

- Days of the Week Song Audio ([www.culture.aanji.org/ojibwe-rosetta-stone](http://www.culture.aanji.org/ojibwe-rosetta-stone))
- Days of the Week Song Lyrics (Printouts C)

#### Activity Steps

1. Listen to the Days of the Week song. Optional: Distribute the Days of the Week lyrics to learners.
2. Practice singing the Days of the Week song together.
3. Ask students what parts of the days of the week they recognize. They should recognize some of the number forms. They might also notice that most days end with **giizhigad**.
4. Ask students if they know any other names for these days.
  - a. List student suggestions on the board.
5. Fill in the following alternate words if students do not come up with them:
  - a. **Maadanokii-giizhigad** (*it is Monday; it is the day that starts the work week*)
  - b. **Giziibiigisaginige-giizhigad** (*it is Saturday; it is floor scrubbing day*)
  - c. **Anama'e-giizhigad** (*it is Sunday; it is church day*)

#### ONLINE ACTIVITIES

**Estimated time:** 60 minutes

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

#### Activity Steps

1. Students complete Rosetta Stone Ojibwe Unit 6, Lesson 2 individually or in groups. (Lesson 2 Script)





## ACTIVITY B Days of the week

### Materials

- Day of the Week Cards, one set per group (Printouts D)

**Estimated time:** 30 minutes

### Activity Steps

1. Split students into small groups.
2. Give each group a set of Day of the Week Cards.
3. Explain that you are going to give a day of the week to start with, and they should put their cards in order as fast as they can. When a group is done, they should yell out **Ingiizhiitaamin!** (*We're done!*)
4. Call out a day of the week. Groups race to put the cards in order starting on the day you call out.
5. Repeat, starting on a different day of the week.
6. Repeat as many times as is helpful.

## ACTIVITY C Calendar

### Materials

- Calendar

**Estimated time:** 30 minutes

### Activity Steps

1. Use a calendar to ask the following questions:

**a. Aaniin ezhi-giizhigak?** (*What day of the week is it?*)

- Student answer should be one of the days of the week. For example, they might answer **Niizho-giizhigad** or **Mii iw Niizho-giizhigak**. (*It is Tuesday.*)

**b. Aaniin waa-izhi-giizhigak waabang?** (*What day will it be tomorrow?*)

- Student answer should be **Da-(day of the week) waabang**. (*It will be [day of the week] tomorrow.*) For example, they might answer **Da-aabitoose waabang**. (*It will be Wednesday tomorrow.*)

**c. Aaniin gaa-izhi-giizhigak bijiinaago?** (*What day was it yesterday?*)

- Student answer should be **Gii-(day of the week) bijiinaago**. (*It was [day of the week] yesterday.*) For example, they might answer **Gii-nitam-anokii-giizhigad bijiinaago**. (*It was Monday yesterday.*)



### TEACHER'S TIP

Repeat this activity daily to start or end class.

As students become familiar with this routine, they can take over asking the questions as well as providing the answers.



### ACTIVITY D **Awenen nitam?**

#### Materials

- Ordinal Number Cards, one card per student (Printouts E)

 **Estimated time:** 30 minutes

#### Activity Steps

1. Distribute Ordinal Number Cards to students. They should not look at their own cards!
2. Students hold their cards on their foreheads. (Alternatively, you can tape cards on students' backs.)
3. Students tell each other what number they are and arrange themselves in a line in order from first to last.
4. Ask students to identify who is in different positions in the line. For example, if you ask **Awenen eko-naaning?** (*Who is fifth?*), they should answer with the name of the student who is fifth in line.
5. Next, tell students that they will line up in order of height. Ask **Awenen nitam?** (*Who is first?*) to figure out who should go first, and following numbers to arrange the class.
6. Ask students to identify who is in different positions in the line, as in Step 4.



#### TEACHER'S TIP

If you have more than ten students, you can print multiple copies of the Ordinal Number Cards and have students double up or work in groups. You can also make additional cards for higher numbers.



## Lesson 3: Aaniin Ezhi-giizhigak? *What Day Is It?*

### OBJECTIVES

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

- use A and B forms to talk about days of the week
- tell someone not to do something
- form *let's* commands
- use the preverb **wii-**
- use *vti* verbs with singular and plural objects

### MATERIALS

- Rosetta Stone Ojibwe
- Smartboard or projector
- Blank Week Template (Printouts F)
- Sentence Building Cards (Printouts G)
- Sentence Building Cards Expansion (Printouts H)

### VOCABULARY

1

|                            |                      |
|----------------------------|----------------------|
| <b>jiibaakwe</b>           | <i>s/he cooks</i>    |
| vai                        |                      |
| <b>wiisiniwigamig(oon)</b> | <i>restaurant(s)</i> |
| ni                         |                      |



### ACTIVITY A Weekly calendar

#### Materials

**Estimated time:** 60 minutes

- Rosetta Stone Ojibwe
- Smartboard or projector
- Blank Week Template, one per student (Printouts F)

#### Activity Steps

1. Watch Unit 6, Lesson 3 Look and Listen video together as a class.
2. Write the following sentences on the board:
  - a. **Nitam-anokii-giizhigad.** (*It is Monday.*)
  - b. **Mii iw Nitam-anokii-giizhigak.** (*It is Monday.*)
3. Ask students what they notice about sentences A and B above. They might notice similarities between the sentences, or that sentence A is a full sentence in one word. Guide students to notice these two key differences:
  - a. The last letter of the day of the week changes from **d** to **k**.
  - b. In sentence B, the day of the week follows the phrase **Mii iw** (*It is*).
4. Distribute Blank Week Templates. Ask students to fill in the template with the days of the week and illustrate each day with an activity. They should either use activities they know or use the Ojibwe People's Dictionary to look up activities they want to use.
5. Model a conversation about the week. For example:

Person A: **Aaniin ezhi-giizhigak?** (*What day is it?*)

Person B: **Mii iw Nitam-anokii-giizhigak.** or **Nitam-anokii-giizhigad.** (*It is Monday.*)

Person A: **Aaniin ezhichigeyan?** (*What are you doing?*)

Person B: **Indoodamin gichi-bikwaakwad.** (*I'm playing basketball.*)
6. Have students work in pairs to talk about their week.
7. After all students have had time to work in pairs, ask some students to share with the class. Be sure that students use **d** and **k** endings on the days of the week accurately.



### ONLINE ACTIVITIES

**Estimated time:** 60 minutes

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

#### Activity Steps

1. Students complete Rosetta Stone Ojibwe Unit 6, Lesson 3 individually or in groups. (Lesson 3 Script)

## ACTIVITY B Building sentences

#### Materials

- Sentence Building Cards, one set per group (Printouts G)

**Estimated time:** 60 minutes

#### Activity Steps

1. Split students into small groups. Distribute one set of Sentence Building Cards to each group.

2. Call out a sentence in English that uses only the words listed above. For example, you might say something like:

- a. carrot, eat, I
- b. shoe, make, you
- c. she, like, blanket

3. Students work together to align their index cards to express the sentence in Ojibwe. For the examples above, the target sentences would be:

- a. **Nimijin okaadaak.** (three cards: **ni**, **mijin**, **okaadaak**)
- b. **Gidoozhitoon makizin.** (three cards: **gid**, **ozhitoon**, **makizin**)
- c. **Ominwendaan waabooyaan.** (three cards: **o**, **minwendaan**, **waabooyaan**)

4. When students are finished, have them read their sentences out loud. After a group gives their answer, ask if everyone agrees. If there is disagreement, ask for other options and discuss the differences between these options to determine the best option.

5. Repeat as many times as time allows.



#### TEACHER'S TIP

Tell students that the goal of this activity is to see how the varying parts of our language fit together to form a sentence. Remind students that they need to make changes to some of these words when pronouncing them. When they read the sentences aloud, make sure they double the initial **o** when putting a personal prefix on **ozhitoon**, and elongate the **a** when using a personal prefix on other vtis, such as **ominwendaan**.



### ACTIVITY C Plurals

#### Materials

- Sentence Building Cards, one set per group (Printouts G)
- Sentence Building Cards Expansion, one set per group (Printouts H)



**Estimated time:** 45 minutes

#### Activity Steps

1. Split students into small groups. Distribute Sentence Building Cards and Sentence Building Cards Expansion.
2. Repeat Activity C using the additional cards in the Sentence Building Cards Expansion. For example, you might say:
  - a. basketballs, she, forget
  - b. I, shoes, like
3. Students should add a day of the week card to the end of their sentences. Complete sentences may sound like the following:
  - a. **Gego miijiken okaadaakoon Naano-giizhigak.** (six cards: gego, miijin, ken, okaadaak, oon, Naano-giizhigak)
  - b. **Gaawiin niwanendanziinan makizinan Aabitooseg.** (eight cards: gaawiin, ni, wanendan, ziin, an, makizin, an, Aabitooseg)



#### TEACHER'S TIP

Similar to the preceding activity, this one is helpful for students to see how the varying pieces of our language fit together to form a sentence. Remind students to apply rules for elongating vowels where they apply. Students may also need to drop the final **n** from the words **miijin** and **ozhitoon** when using **-ken**, **-siin**, or **-daa**.

Be sure to include sentences that use the different structures taught in this unit, including:

- negative commands
- *let's* commands
- the preverb **wii-**
- verbs with singular and plural objects



## Lesson 4: Niminopidaan Manoomin. *I Like Wild Rice.*

### OBJECTIVES

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

- cook **manoomin**

### MATERIALS

- Smartboard or projector
- Rosetta Stone Ojibwe
- Stove tops or hotplates
- Kettles/pots
- Spoons (for cooking)
- One-cup measuring cups
- Wild rice
- Salt
- Water
- Bowls
- Spoons (for eating)

### VOCABULARY

1

|                             |                                     |
|-----------------------------|-------------------------------------|
| <b>zhiiwitaagan</b><br>ni   | <i>salt</i>                         |
| <b>akik(oog)</b><br>na      | <i>pot(s)</i>                       |
| <b>ingodonaagaans</b><br>ni | <i>one cup</i>                      |
| <b>onzan</b><br>vti         | <i>boil something</i>               |
| <b>diba'igaans</b>          | <i>minute</i>                       |
| <b>giziibiiginan</b><br>vti | <i>wash something<br/>(by hand)</i> |
| <b>dibagindan</b><br>vti    | <i>measure something</i>            |
| <b>atoon</b><br>vti         | <i>put something<br/>somewhere</i>  |

2

|                              |  |
|------------------------------|--|
| <b>ziiginan</b><br>vti       | <i>pour something</i>                              |
| <b>boodaakwe</b><br>vai      | <i>s/he puts (something)<br/>in the kettle/pot</i> |
| <b>gibaabowe'an</b><br>vti   | <i>cover something<br/>(a liquid)</i>              |
| <b>aatenan</b><br>vti        | <i>put something out;<br/>extinguish something</i> |
| <b>maanoo da-ateg</b><br>vii | <i>let it sit</i>                                  |
| <b>aabajitoon</b><br>vti     | <i>use something</i>                               |



### ONLINE ACTIVITIES

**Estimated time:** 45 minutes

#### Materials

- Smartboard or projector
- Rosetta Stone Ojibwe

#### Activity Steps

1. Complete Rosetta Stone Ojibwe Unit 6, Lesson 4 as a class. (Lesson 4 Script)
  - a. Let students know that they will cook rice in the next lesson. They should take notes to help them remember the process.
2. Ask students if they've prepared rice in any other way. If they are comfortable, have them share with the class.
  - a. Keep a list of different dishes and different methods for cooking rice on the board.

## ACTIVITY A Cooking rice

#### Materials

**Estimated time:** 45 minutes

- One per small group:
  - Stove top or hotplate
  - Kettle/pot
  - Spoon (for cooking)
  - One-cup measuring cup
  - Smartboard or projector
- Wild rice (enough for one cup per small group)
- Salt
- Water
- One per student
  - Bowl
  - Spoon

#### Activity Steps

1. Have students review their notes from the Online Activities.
2. Assign students to small groups (one group per stovetop/hotplate).
3. Review and display the vocabulary words for this lesson.
4. Instructor will model, and students will follow the instructor, and their notes, to prepare and cook wild rice.
  - Give directions and discuss the process using vocabulary from the lesson.
5. Eat and enjoy!



#### TEACHER'S TIP

It may be necessary to work with the kitchen, home economics classroom, or your supervisor to allow permission for hotplates in the classroom to complete this lesson. Depending on the age and number of students in your class, you may have to do some of the cooking as a demonstration rather than as a participatory activity.





# Unit 6 – REVIEW

Ojibwe



## OBJECTIVES

- Review Unit 6

## MATERIALS

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

## Test Review

### Materials

- Rosetta Stone Ojibwe
- Smartboard or projector

**Estimated time:** 30 minutes

### Review Steps

1. Divide students into pairs or small groups.
2. Display each practice activity listed below. Give students time to discuss the correct answer together.
  - a. Suggested activities: Lesson 1 Final Practice, Lesson 2 Final Practice, Lesson 3 Practice 2, 4, 5, and 7, and Lesson 4 Practice 2.
  - b. You can also use any other practice activities, especially any that your students have found challenging.
3. Rotate among groups to share their answer with the whole class, or have students buzz in to give their answer as on a game show.

## Enanjigeyaan

### Materials

- Computers or tablets
- Ojibwe dictionary (e.g., Ojibwe People's Dictionary (online) and/or *A Concise Dictionary of Minnesota Ojibwe*\*)

**Estimated time:** 45 minutes

### Review Steps

1. Students will create presentations with seven slides. Each slide should be labeled as one day of the week.
2. Each slide will show two different foods that the student eats on that day of the week. Students may use a print or online Ojibwe dictionary to find new foods.
3. Students should practice presenting their slides to a partner. For example, for one slide they might say: **Nitam-anokii-giizhigak nimijinan ode'iminan miinawaa okaadaakoon.** (*On Monday, I eat strawberries and carrots.*)
4. Students present their slides to the whole class.



### TEACHER'S TIP

Remind students that they may need to use the plural form of the verb **miijin** (*eat something*) for this exercise. If I am eating one item, I would say **Nimijinan...** (*I am eating [one item]...*) If I am eating more than one item, I would say **Nimijinan...** (*I am eating [more than one item]...*)

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



# Unit 6 – 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 tell someone how to cook wild rice. Students should use as many ordinal numbers as they can in their conversations.
  3. Have students act out their dialogues for the rest of the class.
- 

## Reflect

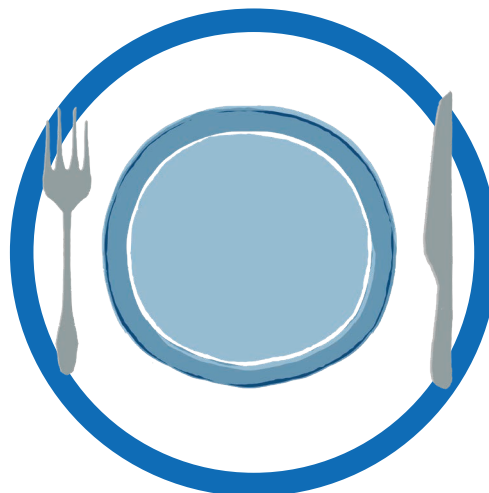
**Estimated time:** 15 minutes

### 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 6

## Scripts



Ojibwe

## Niiyo-giizhigad Noongom. *Today Is Thursday.*



|                          |  |
|--------------------------|--|
| <b>Waasegiizhigookwe</b> | <b>Ambe. Bi-wiisinidaa!</b><br><i>Come on. Let's eat!</i>  |
| <b>Ogimaakwe</b>         | <b>Miigwech, Maam!</b><br><i>Thanks, Mom!</i>  |
| <b>Amik</b>              | <b>Minwaabaminaagwad geget.</b><br><i>This looks good!</i>   |
|                          | <b>Niwenda-minopidaan manoomin miinawaa giigoonh.</b><br><i>I love rice and fish!</i>                          |
| <b>Gimiwan</b>           | <b>Ogimaakwe, Amik.</b><br><i>Ogimaakwe, Amik.</i>   |
|                          | <b>Gego wanendangegon wii-naano-giizhigak waabang.</b><br><i>Don't forget that tomorrow is Friday.</i>         |
|                          | <b>Giga-maajii-gikinoo'amaagozim miinawaa.</b><br><i>You guys will start going to school again.</i>            |
| <b>Amik</b>              | <b>Sataayaa!</b><br><i>Oh, no!</i>   |
| <b>Ogimaakwe</b>         | <b>Eya'! Mii go geget.</b><br><i>Oh, good!</i>   |
|                          | <b>Daga okaadaakoon.</b><br><i>Carrots, please.</i>  |
| <b>Amik</b>              | <b>Aayay! Gaawiin niminopidanzinaan iniw okaadaakoon.</b><br><i>Ewww. I don't like (the taste of) carrots.</i> |
| <b>Waabooz</b>           | <b>Giga-minwaab miijiyan okaadaakoon.</b><br><i>You will have good eyesight if you eat carrots.</i>            |

**Waasegiizhigookwe**      **Mii iw Niiyo-giizhigak. Mii iw noongom da-o-nanda-gikinoo'amaagoziyaang ojibwemowin.**

*It is Thursday. We go to our Ojibwe language class today.*

**Gimiwan**      **Ahaw. Mii iw niizhwaaso-diba'iganek ashi-aabita.**

*Oh, it's 7:30!*

**Booch da-maajaayang. Maajaadaa!**

*We have to go! Let's go!*

**Waasegiizhigookwe**      **Daga giziibiiginaaganeg!**

*Wash the dishes please!*

**Waasegiizhigookwe**      **Giga-waabamigoom gomaapii!**

**+ Gimiwan**

*We will see you (all) later!*

**Amik + Ogimaakwe**      **Gigawaabamigoom gomaapii gegiinawaa!**

*We will see you (all) later too!*

**Ogimaakwe**      **Gaawiin niwii-giziibiiginaaganesiin.**

*I don't want to do dishes!*

**Booch da-giizhiikamaan ningiiewewijigan.**

*I have to finish my homework!*

**Amik**      **Gaawiin niwii-giziibiiginaaganesiin.**

*I don't want to do dishes!*

**Niwii-odamin gichi-bikwaakwad**

*I want to play basketball.*

## Awenen Nitam? Who Is First?



**bezhig**

*one*

**nitam**

*first*

**Mii a'aw nitam.**

*This is the first person.*

**niizh**

*two*

**eko-niizhing**

*second*

**Mii a'aw eko-niizhing.**

*This is the second person.*

**niswi**

*three*

**eko-nising**

*third*

**Mii a'aw eko-nising.**

*This is the third person.*

**niiwin**

*four*

**eko-niiwing**

*fourth*

**Mii a'aw eko-niiwing.**

*This is the fourth person.*

**naanan**

*five*

**eko-naaning**

*fifth*

**Mii a'aw eko-naaning.**

*This is the fifth person.*

**ingodwaaswi**

*six*

**eko-ingodwaaching**

*sixth*

**Mii a'aw eko-ingodwaaching.**

*This is the sixth person.*

**niizhwaaswi**

*seven*

**eko-niizhwaaching**

*seventh*

**Mii a'aw eko-niizhwaaching.**

*This is the seventh person.*

**ishwaaswi**

*eight*

**eko-ishwaaching**

*eighth*

**Mii a'aw eko-ishwaaching.**

*This is the eighth person.*

**zhaangaswi**

*nine*

**eko-zhaangaching**

*ninth*

**Mii a'aw eko-zhaangaching.**

*This is the ninth person.*

**midaaswi**

*ten*

**eko-midaaching**

*tenth*

**Mii a'aw eko-midaaching.**

*This is the tenth person.*



## Aaniin Ezhi-giizhigak? *What Day Is It?*



**Aaniin ezhi-giizhigak?**

*What day is it?*

**Nitam-anokii-giizhigad.**

*It's Monday.*

**Niizho-giizhigad.**

*It's Tuesday.*

**Aabitoose.**

*It's Wednesday.*

**Niiyo-giizhigad.**

*It's Thursday.*

**Naano-giizhigad.**

*It's Friday.*

**Ishkwaaj-anokii-giizhigad.**

*It's Saturday.*

**Anwebi-giizhigad.**

*It's Sunday.*

**Aaniin ezhi-giizhigak?**

*What day is it?*

**Nitam-anokii-giizhigad.**

*It's Monday.*

**Gikinoo'amaagozi Ogimaakwe.**

*Ogimaakwe is at school.*

**Aaniin ezhi-giizhigak?**

*What day is it?*

**Niizho-giizhigad.**

*It's Tuesday.*

**Odamino gichi-bikwaakwad a'aw Amik.**

*Amik is playing basketball.*

**Aaniin ezhi-giizhigak?**

*What day is it?*

**Aabitoose.**

*It's Wednesday.*

**Omiijinaawaa manoomin Amik miinawaa Ogimaakwe.**

*Amik and Ogimaakwe are eating wild rice.*

**Aaniin ezhi-giizhigak?**

*What day is it?*

**Niiyo-giizhigad.**

*It's Thursday.*

**Nanda-gikendamooj ojibwemowin nimaamaa miinawaa indede.**

*My mom and dad are studying Ojibwe.*

**Aaniin ezhi-giizhigak?**

*What day is it?*

**Naano-giizhigad.**

*It's Friday.*

**Jiibaakwe indede.**

*My dad is cooking.*

**Aaniin ezhi-giizhigak?**

*What day is it?*

**Ishkwaaj-anokii-giizhigad.**

*It's Saturday.*

**Gashkigwaaso Waabooz.**

*Waabooz is sewing.*

**Aaniin ezhi-giizhigak?**

*What day is it?*

**Anwebi-giizhigad.**

*It's Sunday.*

**Wiisiniwigamigong wiisiniwag nimaamaa miinawaa indede.**

*My mom and dad are eating in the restaurant.*

## Giizizigaadeg I'iw Manoomin Cooking Rice



**Baabiitawigiizhigookwe**

**Aaniin. Baabiitawigiizhigookwe indizhinikaaz.**

*Hi. I'm Baabiitawigiizhigookwe.*

**Noongom giwii-kikinoo'amoon da-nitaa-giizizaman o'ow manoomin.**

*Today I'm going to teach you how to cook wild rice.*

**Ambe maajitaadaa.**

*Let's start.*

**Giga-wii-ayaan manoomin, nibi, miinawaa zhiiwitaagan.**

*You will need rice, water, and salt.*

**Giga-dibagindaan i'iw manoomin minik waa-aabajitooyan.**

*You will measure the amount of rice you want to use.*

**Inga-aabajitoon ingodonaagaans.**

*I am going to use one cup.*

**Giga-atoon i'iw manoomin imaa akikong.**

*You will put the rice in a pot.*

**Giga-giziibiiginaan i'iw manoomin.**

*You will wash/rinse the rice.*

**Nisonaagaans i'iw nibi giga-ziiginaan imaa akikong.**

*You will add three cups of water to the kettle.*

**Ingodonaagaans, niizhonaagaans, nisonaagaans.**

*One cup, two cups, three cups.*

**Bangii zhiiwitaagan imaa gidaa-boodaakwe.**

*You can add a little salt to the kettle.*

**Giga-onzaan i'iw manoomin.**

*You will boil the rice.*

**Onzan iw manoomin niishtana-diba'igaans ingoji.**

*Boil the rice for approximately twenty minutes.*

**Aatenan i'iw gizhaabikizigan.**

*Turn off the heat.*

**Gibaabowe'an i'iw manoomin.**

*Cover the rice.*

**Maanoo midaaso-diba'igaans da-ateg gibaabowe'igaadeg.**

*Let the rice sit covered for ten minutes.*

**Gwaaba'an iw manoomin.**

*Serve the rice.*

**Miijin iw manoomin.**

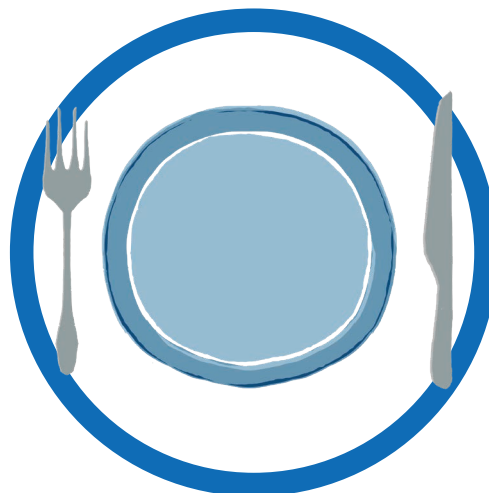
*Eat the rice.*

**Mmmm. Niminopidaan manoomin. Giin dash?**

*Mmmm. I love wild rice. What about you?*

# UNIT 6

## Printouts

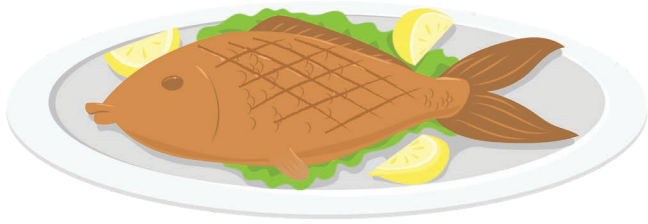


**Ojibwe**





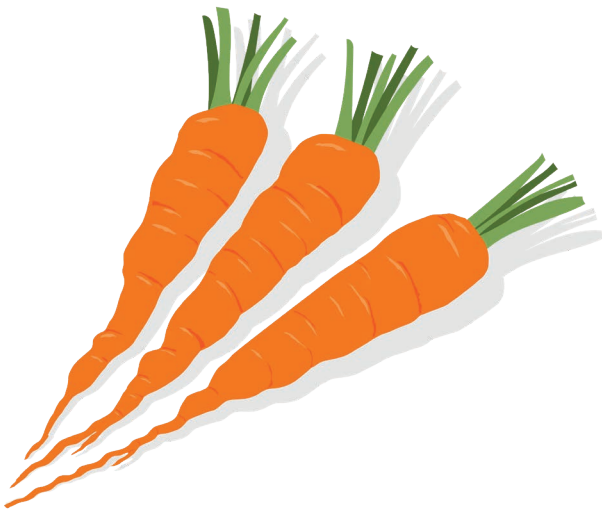




giigoonh



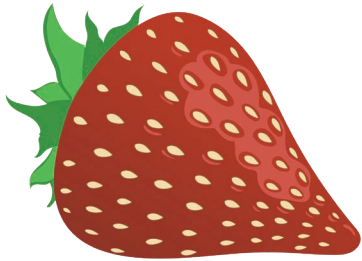
manoomin



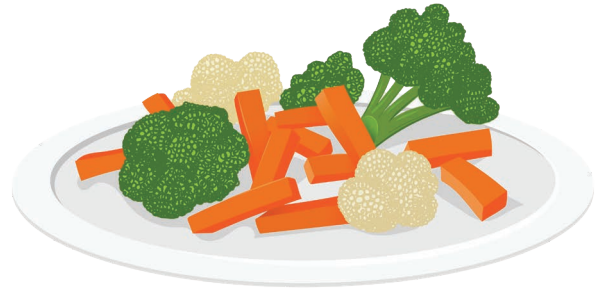
okaadaakoon



waawaashkeshiwi-wiiaas



ode'imín



gitigaanensan



aniibiishaaboo



makade-mashkikiwaaboo

## Ezhi-giizhigak - *Days of the week*

(sing to the tune of the Addams Family)

**Ezhi-giizhigak** (snap snap), **Ezhi-giizhigak** (snap snap),  
*Days of the week, Days of the week*

**Ezhi-giizhigak** (snap snap), **Ezhi-giizhigak** (snap snap), **Ezhi-giizhigak** (snap snap)  
*Days of the week, Days of the week, Days of the week*

**Nitam-anokii-giizhigad, Niizho-giizhigad, Aabitoose, Niiyo-giizhigad**  
*Monday, Tuesday, Wednesday, Thursday*

**Ezhi-giizhigak** (snap snap), **Ezhi-giizhigak** (snap snap),  
*Days of the week, Days of the week*

**Ezhi-giizhigak** (snap snap), **Ezhi-giizhigak** (snap snap), **Ezhi-giizhigak** (snap snap)  
*Days of the week, Days of the week, Days of the week*

**Naano-giizhigad, Ishkwaaj-anokii-giizhigad, Anwebi-giizhigad, izhinikaadewan**  
*And also Friday, Saturday, Sunday*

**Ezhi-giizhigak** (snap snap), **Ezhi-giizhigak** (snap snap),  
*Days of the week, Days of the week*

**Ezhi-giizhigak** (snap snap), **Ezhi-giizhigak** (snap snap), **Ezhi-giizhigak** (snap snap)  
*Days of the week, Days of the week, Days of the week*

Nitam-anokii-giizhigad

Niizho-giizhigad

Aabitoose

Niiyo-giizhigad

Naano-giizhigad

Ishkwaaj-anokii-giizhigad

Anwebi-giizhigad

nitam

eko-niizhing

eko-nising

eko-niiwing

eko-naaning

eko-ingodwaaching

eko-niizhwaaching

eko-ishwaaching

eko-zhaangaching

eko-midaaching

|  |  |
|--|--|
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

|     |           |                  |
|-----|-----------|------------------|
| ni  | minopidan | giwewijigan      |
| ind | miijin    | okaadaak         |
| in  | ozhitoon  | waabooyaan       |
| gi  | gwaaba'an | gichi-bikwaakwad |
| gid | wanendan  | makizin          |
| o   | minwendan | babagiwayaan     |
| od  | an        | an               |



|         |      |                           |
|---------|------|---------------------------|
| gego    | daa  | Nitam-anokii-giizhigak    |
| gaawiin | wii- | Niizho-giizhigak          |
| siin    |      | Aabitooseg                |
| ziin    |      | Niiyo-giizhigak           |
| gen     |      | Naano-giizhigak           |
| ken     |      | Ishkwaaj-anokii-giizhigak |
|         |      | Anwebi-giizhigak          |

# UNIT 7



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 (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;<br/>I don't know who</i> |

3

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

4

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



# Lesson 1: Awenen Gidoodem? What's Your Clan? (continued)

## VOCABULARY

5

|                                  |                        |
|----------------------------------|------------------------|
| <b>gikinoo'amaagan(ag)</b><br>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><br>vta      | <i>see someone</i>                              |
| <b>dazhim</b><br>vta      | <i>talk about someone</i>                       |
| <b>mami</b><br>vta        | <i>take something<br/>(animate)</i>             |
| <b>izhiwebizi</b><br>vai  | <i>s/he has something<br/>happen to her/him</i> |
| <b>wiindamaage</b><br>vai | <i>s/he informs people</i>                      |

7

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

8

|                           |   |
|---------------------------|---|
| <b>Aaniin enakamigak?</b> | <i>What's up?;<br/>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.;<br/>That's right.</i> |



### ACTIVITY A Introducing clans

#### Materials

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

 **Estimated time:** 45 minutes

#### 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. (Lesson 1 Script)

## 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 (Printouts B)
- Tape

### VOCABULARY

1

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

2

|                                  |                         |
|----------------------------------|-------------------------|
| <b>bezhigwan</b><br>vii          | <i>there is one</i>     |
| <b>niizhinoon</b><br>vii         | <i>there are two</i>    |
| <b>nisinoon</b><br>vii           | <i>there are three</i>  |
| <b>niiwinoon</b><br>vii          | <i>there are four</i>   |
| <b>naananinoon</b><br>vii        | <i>there are five</i>   |
| <b>ingodwaachinoon</b><br>vii    | <i>there are six</i>    |
| <b>niizhwaachinoon</b><br>vii    | <i>there are seven</i>  |
| <b>ishwaachinoon</b><br>vii      | <i>there are eight</i>  |
| <b>zhaangachinoon</b><br>vii     | <i>there are nine</i>   |
| <b>midaachinoon</b><br>vii       | <i>there are ten</i>    |
| <b>ashi-bezhigwanoon</b><br>vii  | <i>there are eleven</i> |
| <b>niishtana dasinoon</b><br>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** (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. (Lesson 2 Script)



### 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 (Printouts B)
- 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 (Printouts C)
- Rosetta Stone Ojibwe
- Smartboard or projector
- Index cards
- Two flyswatters
- Verb Cards (Printouts D)
- Person Cards (Printouts E)
- Bowl or other container
- Class Clan Chart (Lesson 1, Activity B)
- Character Clan Chart (Printouts A)

## ACTIVITY A Who is doing it?

### Materials

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

**Estimated time:** 60 minutes

### 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                        |  |  |  |
|---|--|--|--|
| <b>niin</b> (I)                         |  |  |  |
| <b>giin</b> (you)                       |  |  |  |
| <b>wiin</b> (she/he)                    |  |  |  |
| <b>niinawind</b> (we, not you)          |  |  |  |
| <b>giinawind</b><br>(we, including you) |  |  |  |
| <b>giinawaa</b> (you all)               |  |  |  |
| <b>wiinawaa</b> (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 or 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. (Lesson 3 Script)



### ACTIVITY B

## Mine, yours, hers/his

### Materials

**Estimated time:** 30 minutes

- Smartboard or projector
- Rosetta Stone Ojibwe
- Blank index cards, one per student
- Two flyswatters

### 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 (Printouts D)
- Bowl or other container
- Person Cards, one set (Printouts E)

#### 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 (Printouts A)

#### 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 (Printouts F)
- Smartboard or projector
- Rosetta Stone Ojibwe
- Students' Family Trees from Unit 1, Lesson 2, Activity D

### VOCABULARY

1

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



### ACTIVITY A Clans video

#### Materials

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

**Estimated time:** 45 minutes

#### 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. (Lesson 4 Script)



### ACTIVITY B Family trees continued

#### Materials

- Students' Family Trees (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

## 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.

## 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><br><i>Hi, Ominwaasinookwe.</i>  |
|                      | <b>Mewinzha gii-waabaminaambaan. Aaniin enakamigak?</b><br><i>It's been a long time since I have seen you. What's happening?</i>   |
| Ominwaasinookwe      | <b>Boozhoo, Waasegiizhigookwe. Minosemagad.</b><br><i>Hi, Waasegiizhigookwe. It's going good.</i>  |
|                      | <b>Nashke! Gigishkawaawaso nindaanis Ningaabii'anookwe.</b><br><i>Guess what! My daughter, Ningaabii'anookwe, is pregnant!</i>   |
| Waasegiizhigookwe    | <b>Mii na geget? Howa!</b><br><i>Oh, really? Cool!</i>   |
| Nazhike-awaasanookwe | <b>Boozhoo, Gikinoow'amaaganidog.</b><br><i>Hi, students.</i>  |
| Class                | <b>Boozhoo, Nazhike-awaasanookwe.</b><br><i>Hi, Nazhike-awaasanookwe.</i>  |
| Nazhike-awaasanookwe | <b>Noongom onaagoshig giga-dazhimaanaanig gidoodeminaanig. Niizhwaachiwag omaa Misi-zaaga'iganiing.</b><br><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><br><i>This is eagle.</i>  |
| Gimiwan              | <b>Migizi! Howa, mii a'aw indoodem!</b><br><i>Eagle! Cool, that's my clan!</i>   |
| Nazhike-awaasanookwe | <b>Howa! Da-bakaaniziwan dash iniw odoodeman giwiiw.</b><br><i>Wow! And your wife will be a different clan.</i>  |
|                      | <b>Waasegiizhigookwe, awenen dash gidoodem?</b><br><i>What is your clan, Waasegiizhigookwe?</i>  |
| Waasegiizhigookwe    | <b>Awaazisii nindoodem.</b><br><i>My clan is bullhead.</i>   |
| Nazhike-awaasinookwe | <b>Howa, awaazisii.</b><br><i>Okay, bullhead.</i>  |
| Waasegiizhigookwe    | <b>Awenen dash giin gidoodem, Nazhike-awaasanookwe?</b><br><i>And what is your clan, Nazhike-awaasanookwe?</i>   |
| Nazhike-awaasanookwe | <b>Waabizheshi indoodem.</b><br><i>My clan is marten.</i>  |
| Mizhakwad            | <b>Howa! Waabizheshi indoodem geniin.</b><br><i>Cool! My clan is also marten!</i>  |
| Nazhike-awaasanookwe | <b>Howa! Mii a'aw indinawemaagan!</b><br><i>Cool! She's my relative!</i>   |

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



## Aaniin Endashiwaad? Aaniin Endasingin? How Many Are There?

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

|  |   |
|--|---|
| <b>Ashi-naananiwag.</b><br><i>There are fifteen. (animate).</i>      | <b>Ashi-naananinoon.</b><br><i>There are fifteen. (inanimate)</i>       |
| <b>Ashi-ingodwaachiwag.</b><br><i>There are sixteen. (animate)</i>   | <b>Ashi-ingodwaachinoon.</b><br><i>There are sixteen. (inanimate)</i>   |
| <b>Ashi-niizhwaachiwag.</b><br><i>There are seventeen. (animate)</i> | <b>Ashi-niizhwaachinoon.</b><br><i>There are seventeen. (inanimate)</i> |
| <b>Ashi-ishwaachiwag.</b><br><i>There are eighteen. (animate)</i>    | <b>Ashi-ishwaachinoon.</b><br><i>There are eighteen. (inanimate)</i>    |
| <b>Ashi-zhaangachiwag.</b><br><i>There are nineteen. (animate)</i>   | <b>Ashi-zhaangachinoon.</b><br><i>There are nineteen. (inanimate)</i>   |
| <b>Niishtana dashiwag.</b><br><i>There are twenty. (animate)</i>     | <b>Niishtana dasinoon.</b><br><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><br><i>I speak Ojibwe.</i>  |
| <b>Narrator</b>      | You've learned about second-person forms:  |
| <b>Niizhoogaabaw</b> | <b>Gidoojibwem.</b><br><i>You speak Ojibwe.</i>  |
| <b>Narrator</b>      | You've learned about third-person forms:   |
| <b>Niizhoogaabaw</b> | <b>Ojibwemo.</b><br><i>He speaks Ojibwe.</i>   |
| <b>Narrator</b>      | Now, let's take a look at fourth-person forms:   |
| <b>Niizhoogaabaw</b> | <b>Ojibwemowan.</b><br><i>She speaks Ojibwe (fourth person).</i>   |
| <b>Niizhoogaabaw</b> | <b>Boozhoo. Niizhoogaabaw indizhinikaaz.</b><br><i>Hi. I am Niizhoogaabaw.</i>   |
|                      | <b>Boozhoo, Gwekigaabaw! Aaniin enakamigak?</b><br><i>Hi, Gwekigaabaw! What's happening?</i>   |
| <b>Gwekigaabaw</b>   | <b>Minosemagad.</b><br><i>It's going good.</i>   |
| <b>Niizhoogaabaw</b> | <b>Mii a'aw niitaawis Gwekigaabaw.</b><br><i>This is my friend Gwekigaabaw.</i>  |
|                      | <b>Ojibwemo Gwekigaabaw.</b><br><i>Gwekigaabaw speaks Ojibwe.</i>  |
|                      | <b>Mii iniw owiiwan.</b><br><i>This is his wife.</i>   |
|                      | <b>Ojibwemowan gaye.</b><br><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.<br><br>See the bolded suffixes on the words that talk about his wife? These refer to a fourth person. |
| <b>Niizhoogaabaw</b> | <b>Indoojibwem.</b><br><i>I speak Ojibwe.</i>  |
|                      | <b>Gidoojibwem.</b><br><i>You speak Ojibwe.</i>  |
|                      | <b>Ojibwemo.</b><br><i>S/he speaks Ojibwe.</i>   |
|                      | <b>Ojibwemowan gaye owiiwan.</b><br><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.**

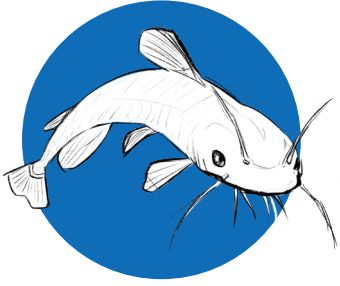
*Our clans are very important.*

# UNIT 7

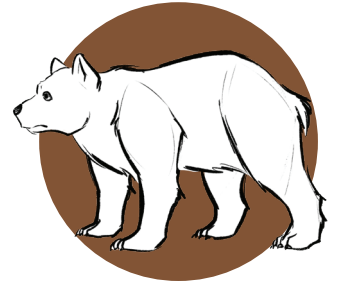
## Printouts



Ojibwe



Waabishkibines



Waabooz



Waasegiizhigookwe



Gimiwan



Ogimaakwe



Baabiiwaash

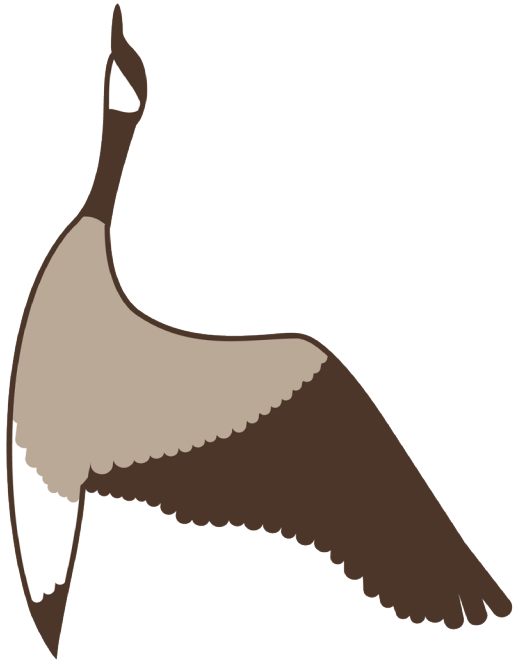


Ominwaasinookwe

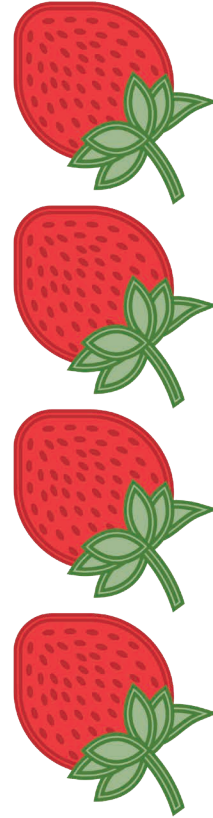


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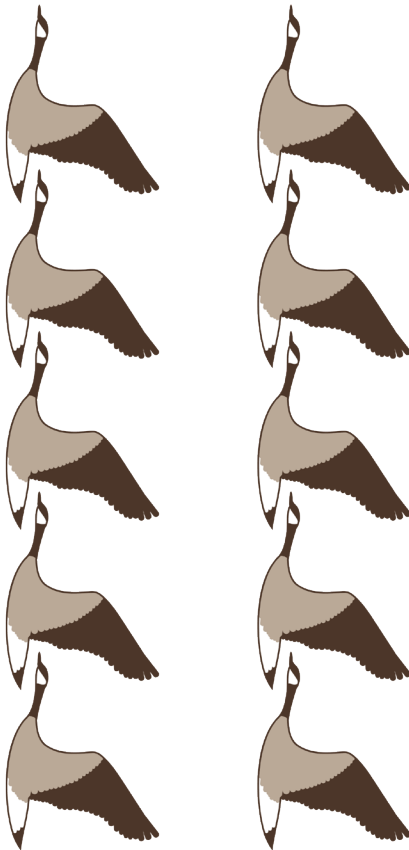




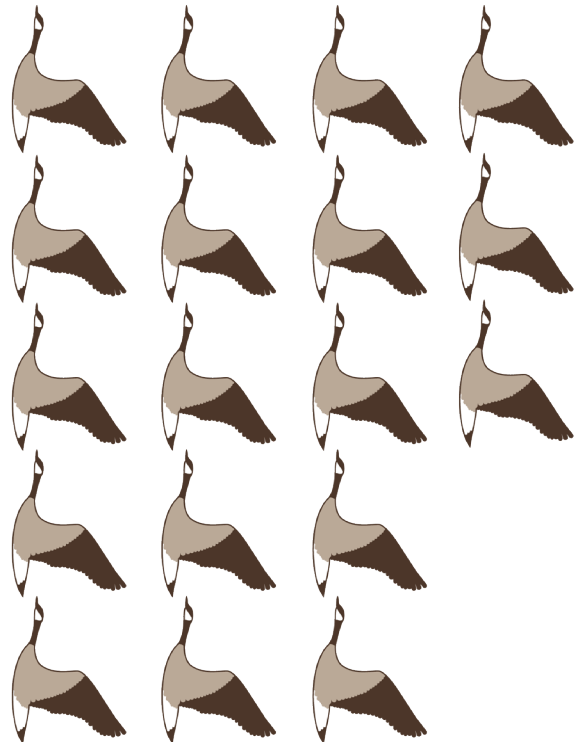
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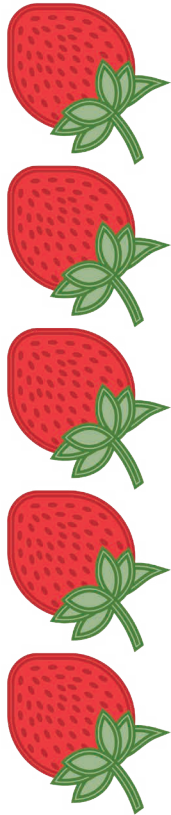


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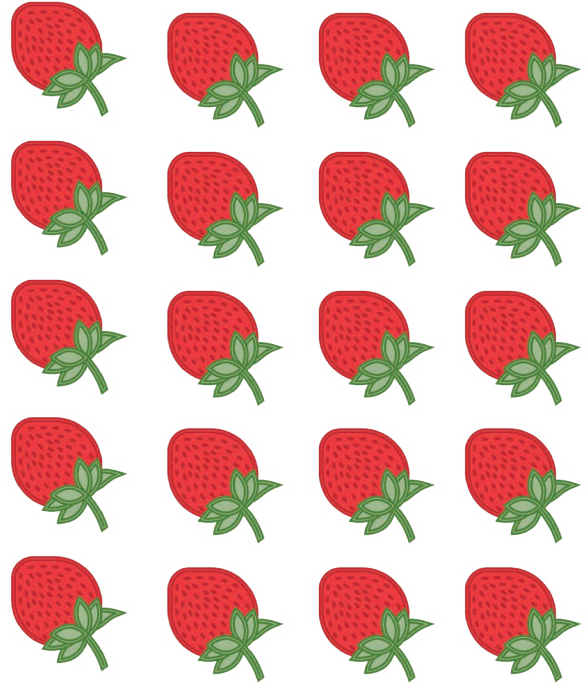


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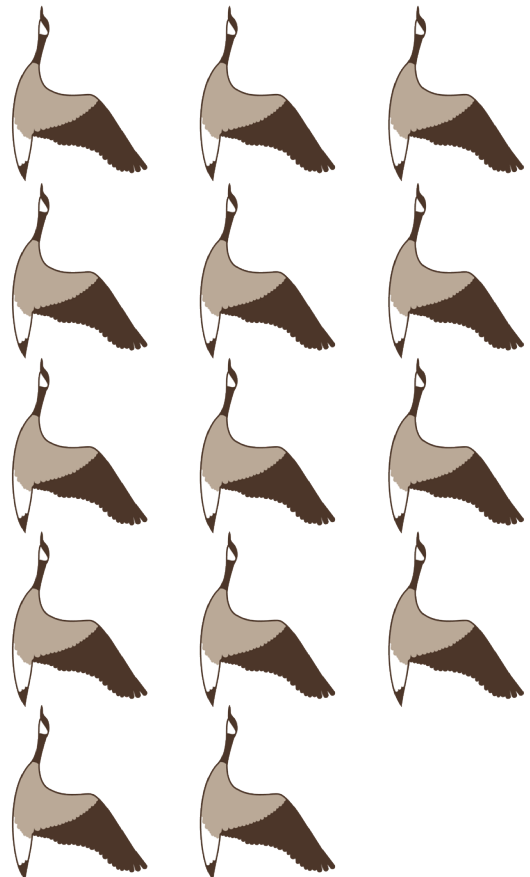
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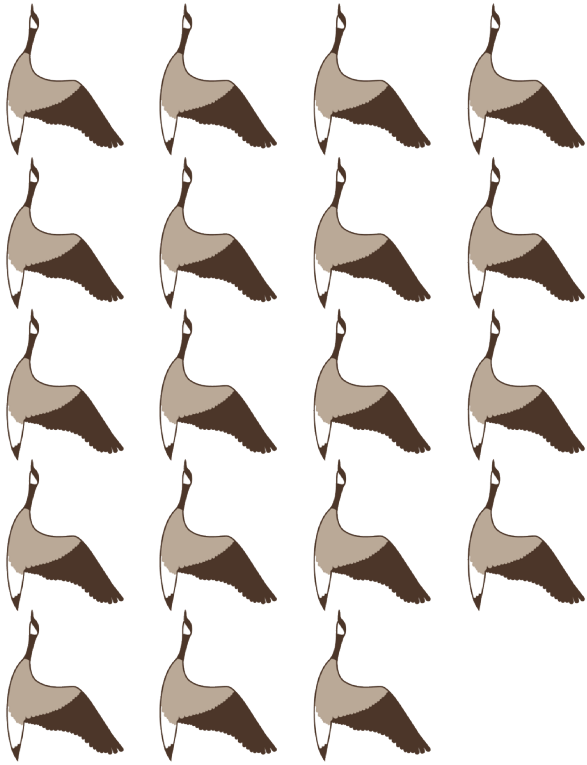


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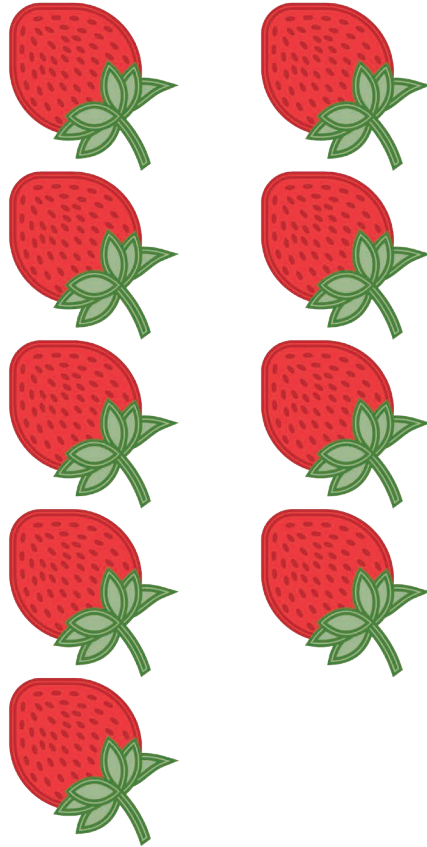


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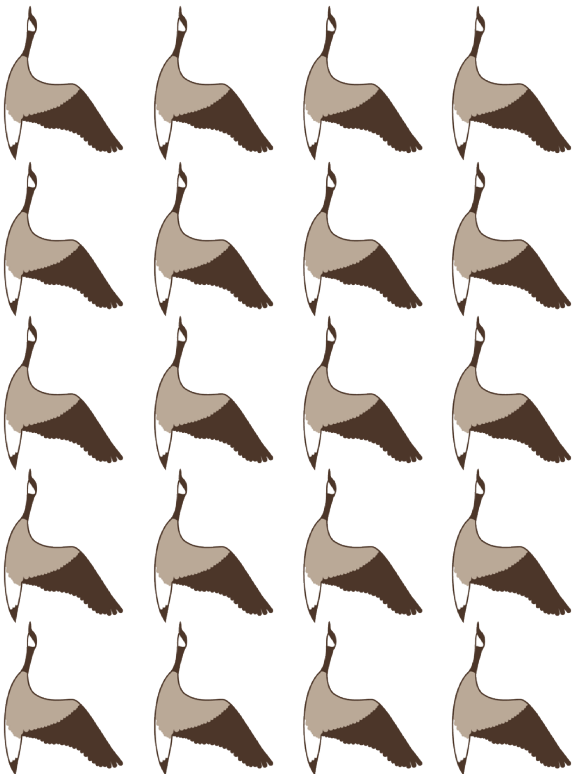




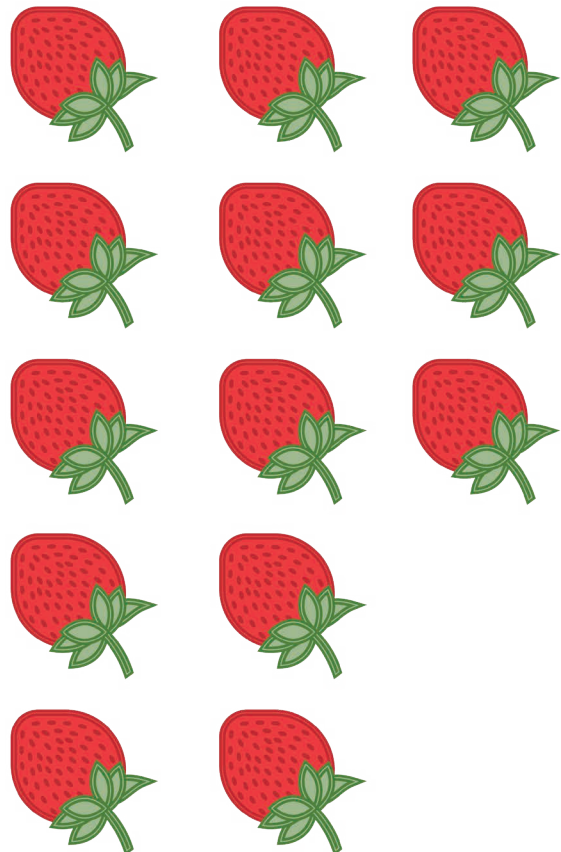
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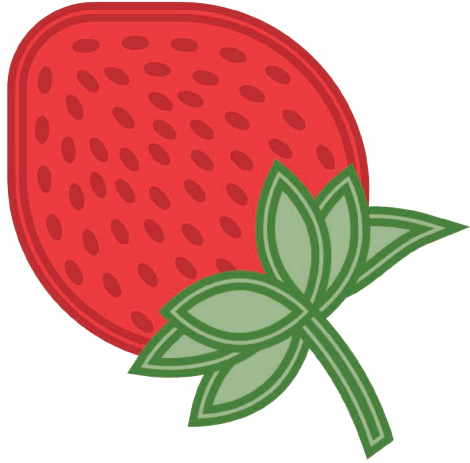
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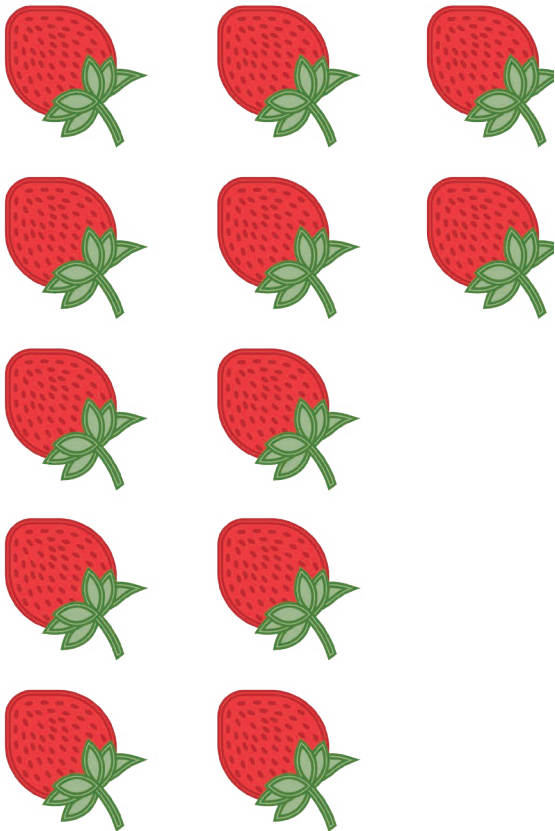
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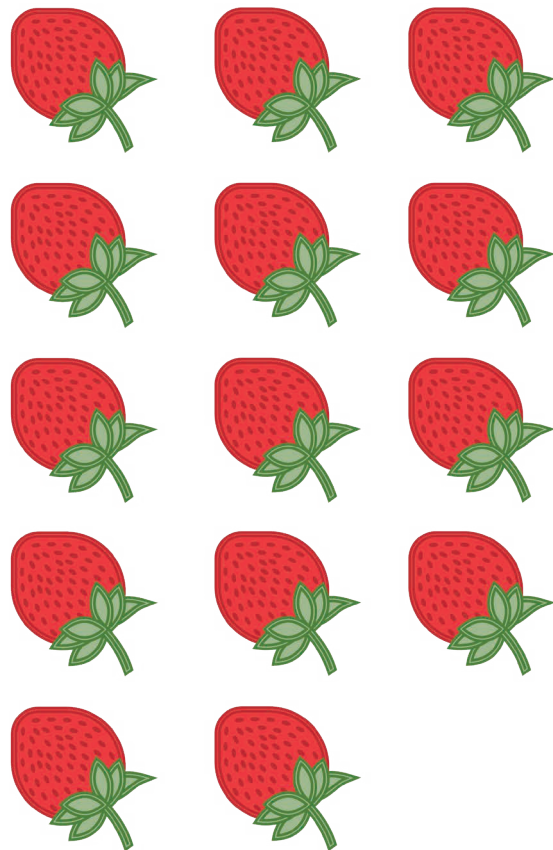
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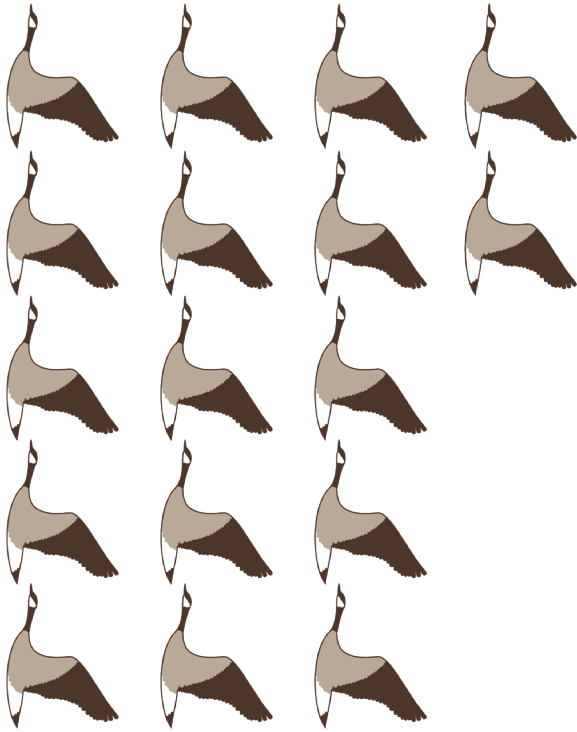
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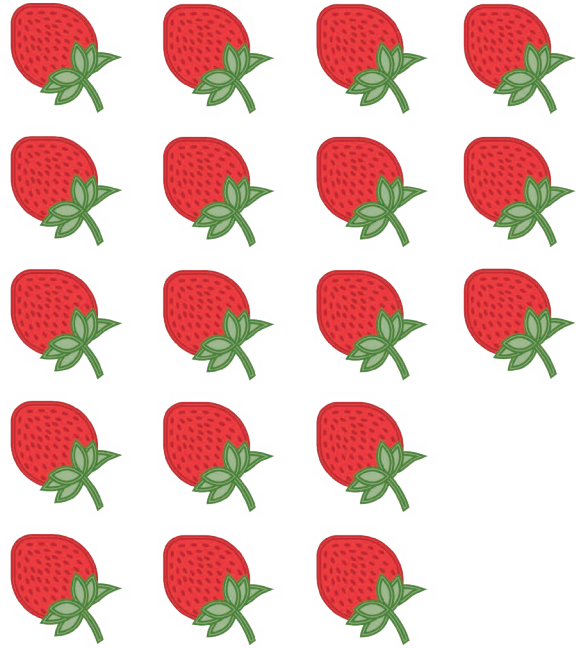
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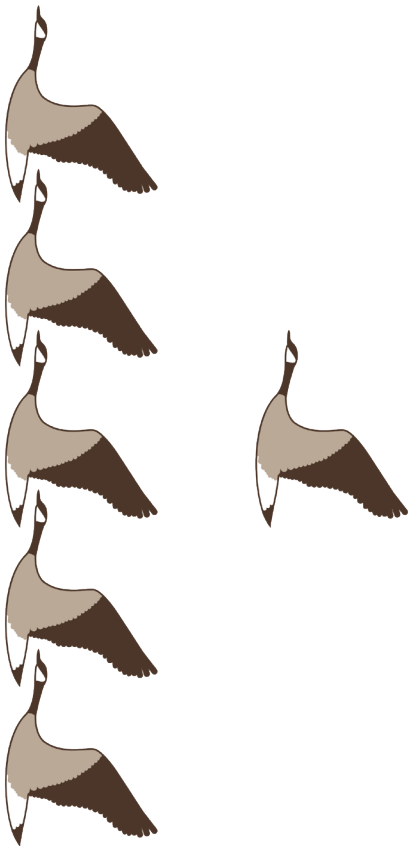
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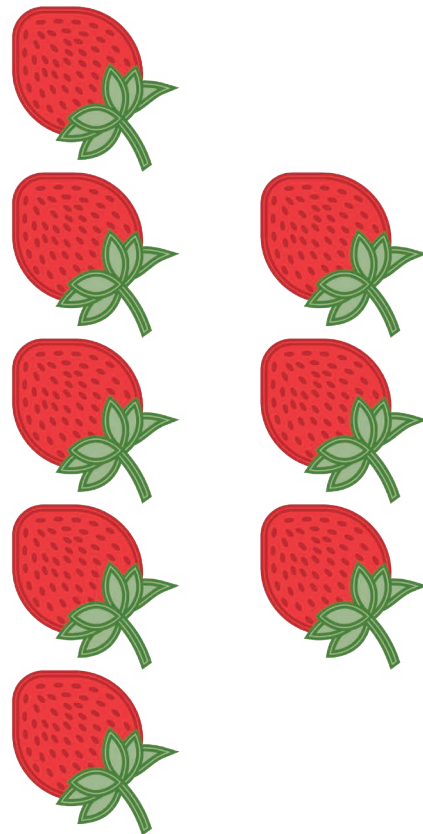
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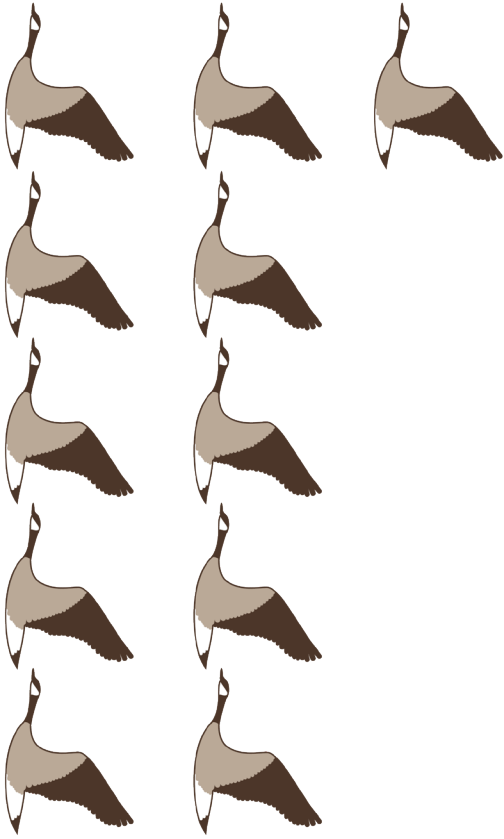
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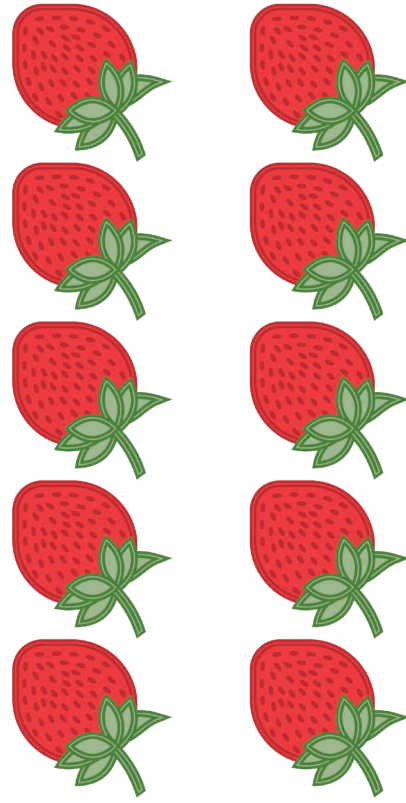
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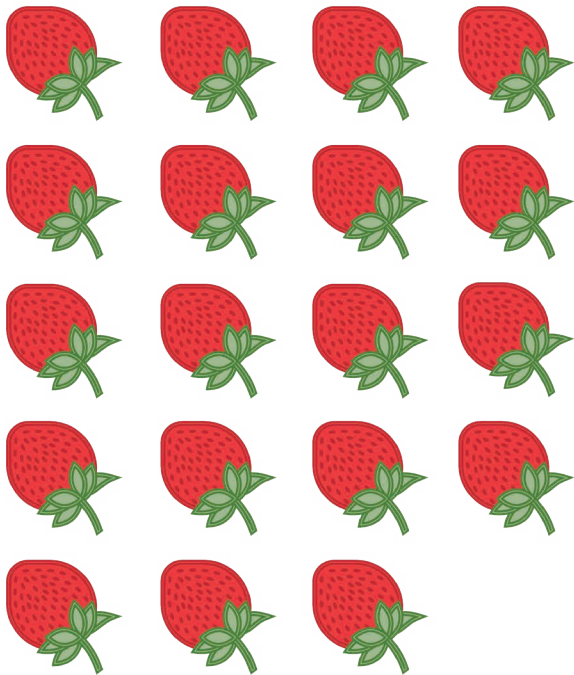
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Y



Z



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><br>( <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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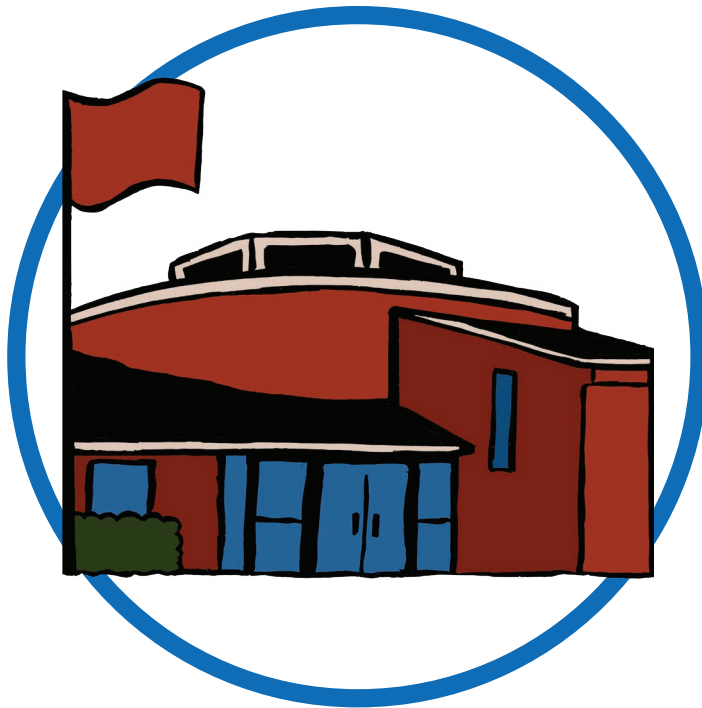
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# UNIT 8



Ojibwe

**Overview:** Ogimaakwe, Amik, and their friends attend a ceremony to start the school year. In this unit, you'll learn about dates and months. You'll also learn more about verb types and new commands.

## LESSON 1: Asemaake Nimishoomis. – *My Grandfather Offers Tobacco.*

Students will:

- say what something is called
- use **weweni** in different contexts
- learn some ceremonial language

## LESSON 2: Giizisoog – *Months*

Students will:

- understand the origins of the months of the year

## LESSON 3: Aaniin Endasogonagizid Wa'aw Giizis? – *What's Today's Date?*

Students will:

- identify the months of the year
- talk about today's date
- tell someone their age

## LESSON 4: Madwesin l'iw! – *It's Ringing!*

Students will:

- learn about sentence agreement
- use **mii go**
- learn more about verb types
- recognize related verbs
- use different command forms

## REVIEW





# Lesson 1: Asemaake Nimishoomis. *My Grandfather Offers Tobacco.*

## OBJECTIVES

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

- say what something is called
- use **weweni** in different contexts
- understand some ceremonial language

## MATERIALS

- Lesson 1 Script
- Highlighters or colored pencils
- Smartboard or projector
- Rosetta Stone Ojibwe
- Computers or tablets
- Running Dictation (Printouts A)
- Tape

## VOCABULARY

1

**gikinoo'amaadiwigamig(oon)** *school(s)*  
ni

**wiisiniwin** *food*  
ni

**asemaa** *tobacco*  
na

**Neyaashiing** *District 1 of Mille Lacs  
Reservation*

2

**minwendam** *s/he is happy;*  
**vai** *s/he is glad*

**azhegiwe** *s/he returns*  
**vai**

**maajitaa** *s/he starts doing*  
**vai** *something*

**ozhigaabawi** *s/he lines up*  
**vai**

**minotaagozi** *s/he sounds good*  
**vai**

3

**weweni** *take care; properly*

**achigaade** *it is put down*  
**vai**

**izhinikaade** *it is called*  
**vii**

4

**apagizom** *throw something (to*  
**vta** *the spirits) by use of*  
*words*

**gagwe-** *try*

**gikendan** *know something*  
**vti**

**minotaw** *like how s/he sounds*  
**vta**

**gagwejim** *ask someone*  
**vta**



### ACTIVITY A Script read-through

#### Materials

- Lesson 1 Script, one per student
- Highlighters or colored pencils, three per student
- Blank index cards
- Smartboard or projector
- Rosetta Stone Ojibwe

**Estimated time:** 45 minutes

#### Activity Steps

1. Distribute copies of the Lesson 1 Script. Be sure each student has three different colored highlighters or colored pencils.
2. Have students read the script and highlight the form of each verb in a different color. For example, they might choose to use the following colors:
  - First person - red
  - We inclusive - yellow
  - Third person - blue
3. When students have completed this task, they work with a partner to check each other's work.
4. Students who finish early may work on creating vocabulary frames for new vocabulary in the script.
5. Address any questions the class may have about conjugations and/or content in the script.
6. Watch the Unit 8, Lesson 1 Look and Listen video as a group. Students may follow along using their scripts.



#### TEACHER'S TIP

The Ceremony MC's line in the Lesson 1 script uses more advanced language than your students have mastered. Encourage your students to figure out what they can in this line but not be discouraged if they don't understand every word or form. They are still early in their language learning journeys!



#### CULTURE CORNER

This video shows a ceremony for the beginning of the school year. In this ceremony, the MC offers food and tobacco to the **manidoog** (*spirits*). He uses his words to send the tobacco to the spirits. Ceremonies like this must be conducted in Ojibwemowin. That's one important reason to learn the language!



### ONLINE ACTIVITIES

**Estimated time:** 60 minutes

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

#### Activity Steps

1. Students complete Rosetta Stone Ojibwe Unit 8, Lesson 1 individually or in groups. (Lesson 1 Script)

## ACTIVITY B Running dictation

#### Materials

**Estimated time:** 30 minutes

- Running Dictation, one set (Printouts A)
- Tape

#### Activity Steps

1. Tape Running Dictation prompts to the wall around the classroom.
2. Have students make an answer sheet by writing the Ojibwe alphabet from **A** to **K** (skipping the glottal stop):  
**A AA B CH D E G H I II J K**
3. Put students in groups of two. In each pair, students decide who will start as the Runner and who will start as the Scribe.
4. Runners run to a Running Dictation Prompt, memorize it, and then run back to their Scribe and repeat the sentence.
  - a. Scribes must stay seated.
  - b. Runners can only speak, not write.
5. When students reach a time limit that you have set, the Runner and Scribe switch roles. Base the time limit on how long you think students will need to complete the exercise. There should be enough time for them to complete about half the sentences. This will depend on the proficiency of your students, but we suggest starting with ten-minute timers.
6. Allow students to continue the activity in their new roles until the next time limit is reached.
7. Go around the room to read sentences aloud and see which pairs completed the most accurate sentences.



## Lesson 2: Giizisoog Months

### OBJECTIVES

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

- understand the origins of the months of the year

### MATERIALS

- Ojibwe Month Descriptions (Printouts B)
- Rosetta Stone Ojibwe
- Smartboard or projector
- Computers or tablets
- Construction paper
- Markers/Colored Pencils
- Magazines
- Tape

### VOCABULARY

1

|                            |   |
|----------------------------|---|
| <b>giizis(oog)</b><br>na   | <i>month(s)</i>                         |
| <b>gichi-</b>              | <i>great; big</i>                       |
| <b>namebin(ag)</b><br>na   | <i>sucker (fish)</i>                    |
| <b>onaabanad</b><br>vii    | <i>there is a crust on<br/>the snow</i> |
| <b>iskigamizige</b><br>vai | <i>s/he boils down sap</i>              |
| <b>zaagibagaa</b><br>vii   | <i>it buds; the leaves<br/>come out</i> |
| <b>ode'imin(an)</b><br>ni  | <i>strawberry(s)</i>                    |

2

|                           |  |
|---------------------------|--|
| <b>aabita</b>             | <i>half</i>                                |
| <b>manoominike</b><br>vai | <i>s/he rices; s/he<br/>goes ricing</i>    |
| <b>waatebagaa</b><br>vii  | <i>there are bright<br/>leaves</i>         |
| <b>binaakwii</b><br>vii   | <i>it (a tree) has its<br/>leaves fall</i> |
| <b>gashkadin</b><br>vii   | <i>it freezes over</i>                     |
| <b>manidoo(g)</b><br>na   | <i>spirit(s)</i>                           |



### ACTIVITY A

# Why are the months named the way they are?

## Materials

**Estimated time:** 45 minutes

- Ojibwe Month Descriptions, one per student (Printouts B)
- Rosetta Stone Ojibwe
- Smartboard or projector

## Activity Steps

1. Distribute Ojibwe Month Descriptions to each student.
2. Give students time to read the month descriptions and fill in their best guesses for the English month names.
3. Have students work in pairs or small groups to discuss their answers. They should also discuss their answers to the questions in the month descriptions.
4. Watch Unit 8, Lesson 2 Look and Listen video in Rosetta Stone Ojibwe together as a class. Pause the video after each month to discuss the meaning of the month's name.
5. Ask students to share any new information that surprised them.
6. Ask students if they have any additional questions about the month names.



## CULTURE CORNER

Month names give lots of information about the natural world and how Ojibwe people interact with it. This is a good opportunity to talk about activities like tapping for maple sugar and gathering different kinds of food. You might also consider how the meaning of the months have changed over time. There used to be thirteen months in a year that aligned with the moon cycles, instead of the twelve we are introducing now. Weather patterns and seasons might also be different now than when these months were named. There have also been influences from other cultures. Your class might find it interesting to talk to an elder or other knowledgeable person about the meanings behind the month names and how they have evolved.



### ONLINE ACTIVITIES

 **Estimated time:** 45 minutes

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

#### Activity Steps

1. Students complete Rosetta Stone Ojibwe Unit 8, Lesson 2 individually or in groups. (Lesson 2 Script)

## ACTIVITY B Classroom calendar prep

#### Materials

 **Estimated time:** 30 minutes

- Ojibwe Month Descriptions (Printouts B)
- Construction paper
- Markers or colored pencils
- Magazines
- Tape

#### Activity Steps

1. Separate students into twelve groups.
2. Assign one month to each group.
3. Each group will make a Calendar display for their month which includes the name, description, and images representing the description.
  - a. Students may want to refer to the Ojibwe Month Descriptions printout.
  - b. Students may draw images, print images, use magazine images, etc.
4. Use these displays for your classroom calendar work as you progress through the school year (Lesson 3, Activity A for more on calendar work).





## Lesson 3: Aaniin Endasogonagizid Wa'aw Giizis? What's Today's Date?

### OBJECTIVES

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

- identify the months of the year
- talk about today's date
- tell someone their age

### MATERIALS

- Large blank wall calendar
- Ojibwe Month Names (Printouts C)
- Rosetta Stone Ojibwe
- Computers or tablets
- Smartboard or projector

### VOCABULARY

1

**Gichi-manidoo-giizis**      *January*  
na

**Namebini-giizis**      *February*  
na

**Onaabani-giizis**      *March*  
na

2

**Iskigamizige-giizis**      *April*  
na

**Zaagibagaa-giizis**      *May*  
na

**Ode'imini-giizis**      *June*  
na

3

**Aabita-niibino-giizis**      *July*  
na

**Manoominike-giizis**      *August*  
na

**Waatebagaa-giizis**      *September*  
na

4

**Binaakwe-giizis**      *October*  
na

**Gashkadino-giizis**      *November*  
na

**Manidoo-giizisoons**      *December*  
na



### ACTIVITY A Calendar review

#### Materials

**Estimated time:** 30 minutes

- Large blank wall calendar
- Ojibwe Month Names, one set, preferably laminated (Printouts C)

#### Activity Steps

1. Introduce a daily routine with your students of looking at the calendar, if you haven't done so already.
2. Post a blank calendar or grid in your classroom. Store Ojibwe Month Names nearby.
3. Number the calendar appropriately to represent the dates of the current month.
4. Review the days of the week by singing the Days of the Week song. (Unit 6, Printouts C and [www.culture.aanji.org/language/ojibwe-rosetta-stone](http://www.culture.aanji.org/language/ojibwe-rosetta-stone))
5. Review the question **Aaniin ezhi-giizhigak?** (*What day of the week is it?*) with the students.
6. Use the classroom calendar to ask the following questions:
  - a. **Aaniin ezhi-giizhigak?** (*What day of the week is it?*)
    - Students should answer one of the days of the week. For example, they might answer **Niizho-giizhigad.** (*It is Tuesday.*) or **Mii iw Niizho-giizhigak.** (*It is Tuesday.*)
  - b. **Aaniin waa-izhi-giizhigak waabang?** (*What day will it be tomorrow?*)
    - Students should answer **Da-(day of the week) waabang.** (*It will be [day of the week] tomorrow.*)  
For example, they might answer **Da-aabitoose waabang.** (*It will be Wednesday tomorrow.*)
  - c. **Aaniin gaa-izhi-giizhigak bijiinaago?** (*What day was it yesterday?*)
    - Students should answer **Gii-(day of the week) bijiinaago.** (*It was [day of the week] yesterday.*)  
For example, they might answer **Gii-nitam-anokii-giizhigad bijiinaago.** (*It was Monday yesterday.*)



## ONLINE ACTIVITIES

**Estimated time:** 45 minutes

### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

### Activity Steps

1. Students complete Rosetta Stone Ojibwe Unit 8, Lesson 3 individually or in groups. (Lesson 3 Script)

## ACTIVITY B

# Calendar months and dates

### Materials

- Smartboard or projector

**Estimated time:** 45 minutes

### Activity Steps

1. Introduce the following verbs using the Ojibwe People's Dictionary ([www.ojibwemowin.com](http://www.ojibwemowin.com)):

**a. agoojin** (*s/he hangs; s/he is in the sky [e.g., a star, sun, or moon]*)

**b. dasogonagizi** (*s/he is a certain day of the month; s/he is a certain number of days old*)

**c. nisogonagizi** (*it is the third of a month; s/he is three days old*), **niiyogonagizi** (*it is the fourth of the month; s/he is four days old*), **naanogonagizi** (*it is the fifth of the month; s/he is five days old*), etc.

2. Click on each word, and explore the word parts, example sentences, and audio clips for each. Ask students how these might apply to talking about the day of the month.

3. Introduce the following questions on the board.

**a. Aaniin ezhinikaazod wa'aw giizis noongom egoojing?** (*What month is it? What is the name of the month that's hanging today?*)

**b. Aaniin endasogonagizid wa'aw giizis noongom egoojing?** (*What is today's date? How many days old is the month that's hanging today?*)

4. Ask students to identify components they recognize from each question. Assist students in understanding the components they do not understand.

5. Explain that the question **Aaniin endasogonagizid wa'aw giizis?** (*What is today's date?*) is a shorter version of question b above.



### TEACHER'S TIP

Remember that months, or moons, are animate, so you will need to use animate verbs to talk about them.



## ACTIVITY B

## Calendar months and dates (continued)

## Activity Steps

6. Use the classroom calendar as a reference to ask students to answer the questions listed above. Here are some example answers:

- a. **Namebini-giizis izhinikaazo wa'aw giizis.** (*It is February.*)
- b. **Gashkadino-giizis izhinikaazo wa'aw giizis noongom egoojing.** (*It is November.*)
- c. **Zhaangasogonagizi wa'aw giizis noongom.** (*Today is the ninth.*)
- d. **Niishtana dasogonagizi wa'aw giizis noongom.** (*Today is the twentieth.*)

7. Add talking about yesterday's and tomorrow's dates to your calendar work routine. Ask **Aaniin waa-tasogonagizid wa'aw giizis waabang?** (*What day of the month will it be tomorrow?*) or **Aaniin gaa-tasogonagizid wa'aw giizis bijiinaago?** (*What day of the month was it yesterday?*)

8. Use the classroom calendar as a reference to ask students to answer the questions listed above. Here are some example answers:

- a. **Da-niizho-giizhigad waabang.** (*Tomorrow will be Tuesday.*)
- b. **Gii-ishkwaaj-anokii-giizhigad bijiinaago.** (*Yesterday was Saturday.*)
- c. **Da-midaasogonagizi waabang.** (*Tomorrow will be the tenth.*)
- d. **Gii-ashi-ishwaasogonagizi bijiinaago.** (*Yesterday was the eighteenth.*)



## TEACHER'S TIP

Did you notice that the first letter in **dasogonagizi** changed from a **d** to a **t** in the questions in Step 7? After certain preverbs, the first consonant in a verb will change to a similar sound. We will discuss this pattern in Level 2 of Rosetta Stone Ojibwe. For now, it might be worth pointing out that while this looks confusing if you look at the written words, saying the words out loud can help you notice the similarity between the sounds **d** and **t**, which can help you identify what the original verb is.



### ACTIVITY C How old are you?

#### Materials

- Smartboard or projector
- Computers or tablets

**Estimated time:** 45 minutes

#### Activity Steps

1. Introduce the following verbs using the Ojibwe People's Dictionary ([www.ojibwemowin.com](http://www.ojibwemowin.com)):
  - a. **biboonagizi** (*s/he is a number of years old*)
  - b. **daso-biboonagizi** (*s/he is a certain number of years old*)
  - c. **ingo-biboonagizi, niso-biboonagizi, midaaso-biboonagizi** (*s/he is one year old, s/he is three years old, s/he is ten years old*)
2. Search for each word, and explore the word parts, example sentences, and audio clips for each. You may also choose to divide the class into groups and assign each group a word to investigate.
3. Write the question **Aaniin endaso-biboonagiziyan?** (*How old are you?*) on the board.
  - a. Ask students to take a moment to reflect on the words **ingo-biboonagizi** (*s/he is one year old*), **niso-biboonagizi** (*s/he is three years old*) and **midaaso-biboonagizi** (*s/he is ten years old*) to assist them in expressing their own age in Ojibwe. Make sure students remember to conjugate each of these verbs for first person. Here are some examples:
    - **ashi-naano-biboonagizi** → **Indashi-naano-biboonagiz.** (*s/he is fifteen years old* → *I am fifteen years old.*)
    - **niishtana daso-biboonagizi** → **Niniishtana daso-biboonagiz.** (*s/he is twenty years old* → *I am twenty years old.*)
    - **nisimidana ashi-niizho-biboonagizi** → **Ninisimidana ashi-niizho-biboonagiz.** (*s/he is thirty-two years old* → *I am thirty-two years old.*)
4. Have students work their way around the classroom asking each other **Aaniin endaso-biboonagiziyan?** and answering in Ojibwe.



## Lesson 4: Madwesin l'iw! *It's Ringing!*

### OBJECTIVES

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

- understand sentence agreement
- use **mii go**
- understand more about verb types
- recognize related verbs
- use different command forms

### MATERIALS

- Smartboard or projector
- Rosetta Stone Ojibwe
- Students' Vocabulary Frames
- Computers or tablets
- Plural Agreement Cards (Printouts D)
- Index cards
- Tape
- Large pieces of paper
- Ojibwe People's Dictionary (online) and/or *A Concise Dictionary of Minnesota Ojibwe*

### VOCABULARY

1

|                                    |                                |
|------------------------------------|--------------------------------|
| <b>bimose</b><br>vai               | <i>s/he walks</i>              |
| <b>gimiwan</b><br>vii              | <i>it is raining</i>           |
| <b>naazhazhen</b><br>vta           | <i>pet something (animate)</i> |
| <b>makade-mashkikiwaaboo</b><br>ni | <i>coffee</i>                  |

2

|   |                                |
|---|--------------------------------|
| <b>amo</b><br>vta                               | <i>eat something (animate)</i> |
| <b>baaka'aakwenh</b><br>(baaka'aakwenyag)<br>na | <i>chicken(s)</i>              |
| <b>waawan(oon)</b><br>ni                        | <i>egg(s)</i>                  |
| <b>minopogwad</b><br>vii                        | <i>it taste good</i>           |

3

|                             |   |
|-----------------------------|---|
| <b>nibaa</b><br>vai         | <i>s/he sleeps</i>                            |
| <b>ganawaabandan</b><br>vti | <i>watch something;<br/>look at something</i> |
| <b>madwesin</b><br>vii      | <i>it rings</i>                               |



### ACTIVITY A Verb types

#### Materials

- Smartboard or projector
- Rosetta Stone Ojibwe
- Students' Vocabulary Frames

 **Estimated time:** 30 minutes

#### Activity Steps

1. Check for prior knowledge: Ask students if they know what the different kinds of verbs are, what they know about the different types of verbs, and if they can give examples of different kinds of verbs.
2. Watch the Unit 8, Lesson 4 Look and Listen video in Rosetta Stone Ojibwe together as a class (Lesson 4 Script). Discuss each example to be sure students understand why it fits into the category it does.
3. Ask students to think of four verbs besides the ones in the video, one for each category of verbs, and come up with a sentence using each of their verbs. They may want to use their vocabulary frames for reference.
4. Ask students for examples of their sentences. Write them on the board in quadrants labeled for the four verb types (vai, vii, vta, vti).
5. Ask students if they see any patterns or similarities among the verbs. They may come up with various examples. Be sure that you talk about common verb endings for different verb types, and verbs with shared stems but different verb types (like **waabam** and **waabandan**).
  - You may want to look through Lesson 4, Explore 4 in Rosetta Stone Ojibwe together as a class for examples of related verbs from different verb types.



#### TEACHER'S TIP

The overall goal of this course is to get students to feel excited and confident about using Ojibwemowin. Knowing grammar terms like *animate* and *intransitive* is helpful for learning and using more advanced language, but not as important as actually speaking the language. It's important to keep the mood light and encouraging while introducing grammar lessons like this one. Be sure to emphasize that your students already know and use all four kinds of verbs. You might want to break up the grammar lesson with fun activities like any of the games or songs from this unit or earlier units.



### ONLINE ACTIVITIES

 **Estimated time:** 45 minutes

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

#### Activity Steps

1. Students complete Rosetta Stone Ojibwe Unit 8, Lesson 4 individually or in groups. (Lesson 4 Script)

### ACTIVITY B

## Plural agreement

#### Materials

 **Estimated time:** 30 minutes

- Smartboard or projector
- Rosetta Stone Ojibwe
- Plural Agreement Cards, one set per group (Printouts D)

#### Activity Steps

1. Review Lesson 4, Explore 2 and Practice 2 as a class.
2. Discuss the parts of the sentence that need to match when you have one or multiple items: the verb, the noun, and the pointer word.
3. Divide the class into small groups. Give each group a set of Plural Agreement Cards.
4. Have each group use all of their cards to make six sentences.
5. Groups write down the sentences they created using their cards. Then, they switch each sentence from singular to plural, or plural to singular.
6. Groups can try to create additional sentences using their cards, and switch these new sentences from singular to plural or vice versa.
7. When all groups have completed the task, students read their sentences to the class.





### ACTIVITY C vai and vii

#### Materials

**Estimated time:** 60 minutes

- Large piece of paper
- Ojibwe People's Dictionary (online) and/or *A Concise Dictionary of Minnesota Ojibwe*\*
- Index cards, two per student
- Vocabulary frames
- Tape

#### Activity Steps

1. Prepare a T-chart on a large piece of paper or on the board. Label the two sides vai and vii as in the example.
2. Pass out two index cards to each student.
3. Allow students enough time to use their prior knowledge, vocabulary frames, or a dictionary (physical or online) to identify one vai and one vii. Students write these words in large print on their index cards.
4. Students tape their index cards in the appropriate column on the T-chart.
5. Discuss the words on either side of the T-chart with students. Try to identify any similarities or differences in each column.
6. Ask students to come up with sentences using one of the verbs on the board. Encourage them to use as many forms as they can think of, including A and B forms, negatives, different people, and imperatives.



#### TEACHER'S TIP

Discuss with students why they haven't learned imperative forms for viis by thinking about what such a form would mean.

| vai | vii |
|-----|-----|
|     |     |

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



### ACTIVITY D vta and vti

#### Materials

 **Estimated time:** 30 minutes

- Large piece of paper
- Ojibwe People's Dictionary (online) and/or *A Concise Dictionary of Minnesota Ojibwe*
- Index cards, two per student
- Vocabulary frames
- Tape

#### Activity Steps

1. Repeat Activity C, but using vta and vti.
2. When making sentences, draw students' attention to the kinds of objects used with each kind of verb, and to agreement for singular and plural forms.



# Unit 8 – REVIEW

Ojibwe



## OBJECTIVES

- Review Unit 8

## MATERIALS

- Smartboard or projector
- Rosetta Stone Ojibwe
- Blank Calendar (Printouts E)

## Test Review

### Materials

 **Estimated time:** 30 minutes

- Smartboard or projector
- Rosetta Stone Ojibwe

### Review Steps

1. Divide students into pairs or small groups.
2. Display each practice activity listed below. Give students time to discuss the correct answer together.
  - a. Suggested activities: Lesson 1 Final Practice, Lesson 2 Final Practice, Lesson 3 Final Practice, and Lesson 4 Practice 1, 2, and 5.
  - b. You can also use any other practice activities, especially any that your students have found challenging.
3. Rotate among groups to share their answer with the whole class, or have students buzz in to give their answer as on a game show.

## Make Your Own Calendar

### Materials

 **Estimated time:** 30 minutes

- Blank Calendar, one of each page per student (Printouts E, page 35)
- Computers or tablets

### Review Steps

1. Distribute a Blank Calendar to each student.
2. Have students label the months and the days of the week.
3. Students identify seven important dates on their calendars, such as birthdays, vacations, or holidays. They may need to use a dictionary to find new words.
4. Students present the important dates on their calendar to the class in Ojibwe. For each date, they must identify the month name, day of the month and day of the week.



# Unit 8 – REVIEW

Ojibwe



## Conversation

Estimated time: 30 minutes

### Review Steps

1. Divide students into pairs.
  2. Have each pair of students interview each other. They should learn at least their partner's name, clan, age, something they're wearing, and what they like to eat.
  3. Give students time to write an introduction to their partner.
  4. Students introduce their partners to the class.
- 

## Reflect

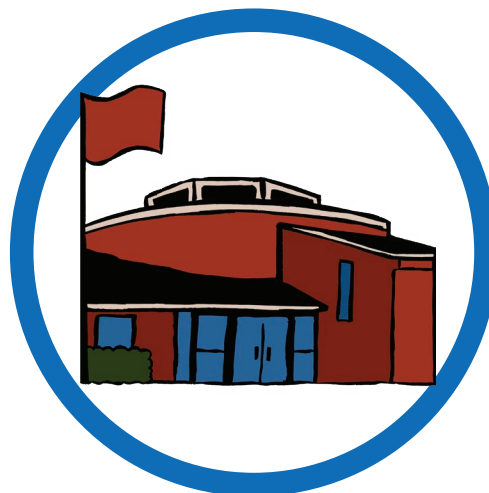
Estimated time: 15 minutes

### 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 8

## Scripts



Ojibwe

# Inga-gagwejimaa Nimishoomis

## I'll Ask My Grandpa



|                      |   |
|----------------------|---|
| Ogimaakwe            | <b>Giga-waabamin gomaapii, Amik!</b><br><i>See you later, Amik!</i>   |
| Amik                 | <b>Eya', weweni!</b><br><i>Yeah, take care!</i>   |
|                      | <b>Boozhoo, Zhaawanigiizhigook!</b><br><i>Hey, Zhaawanigiizhigookwe!</i>  |
| Zhaawanigiizhigookwe | <b>Boozhoo, Amik!</b><br><i>Hi, Amik!</i>   |
| Amik                 | <b>Aaniin, Makwa!</b><br><i>Hi, Makwa!</i>  |
| Makwa                | <b>Aaniin, Amik!</b><br><i>Hi, Amik!</i>  |
| Amik                 | <b>Boozhoo, Nazhike-awaasanookwe!</b><br><i>Hi, Nazhike-awaasanookwe!</i>   |
| Nazhike-awaasanookwe | <b>Boozhoo, Amik! Boozhoo, Gikinoos'amaaganidog!</b><br><b>Nazhike-awaasanookwe indizhinikaaz.</b><br><i>Hi, Amik! Hello, students! My name is Nazhike-awaasanookwe.</i>  |
| Class                | <b>Boozhoo, Nazhike-awaasanookwe!</b><br><i>Hello, Nazhike-awaasanookwe!</i>  |
| Nazhike-awaasanookwe | <b>Niwenda-minwendam bi-azhegiweyeg omaa miinawaa.</b><br><b>Neyaashiing gikinoos'amaadiiwigamig izhinikaade.</b><br><i>I'm happy you're back here again at Neyaashiing school.</i>   |
|                      | <b>Weweni giga-maajitaamin gikinoos'amaagoziyang</b><br><b>da-asemaakeyang miinawaa wiisiniwin da-achigaadeg.</b><br><i>We are going to start our schooling off properly by offering our tobacco and putting down food.</i> |
|                      | <b>Daga ozhigaabawig omaa.</b><br><i>Line up here, please.</i>  |

|             |   |
|-------------|---|
|             | <p><b>Ahaw, maajaadaa!</b></p> <p><i>Okay, let's go!</i></p>  |
| Ceremony MC | <p><b>Ahaw, indapagizomaa wa'aw asemaa akina ingiw manidoog namadabiwaad. Mii imaa da-bi-naadamaagoowiziyang sa omaa maajitaayang omaa Neyaashiing gikina'amaadiiwigamig.</b></p> <p><i>I'm sending the tobacco to where all the spirits sit, asking them properly for us to be helped as we start off again at Neyaashiing school.</i></p> |
| Amik        | <p><b>Minotaagozi wa'aw. Niminotawaa. Niwii-gagwe-gikendaan ge-apagizomag wa'aw asemaa.</b></p> <p><i>He sounds good. I like how he sounds. I want to try and learn how to speak for tobacco.</i></p>   |
| Makwa       | <p><b>Eya'. Mii go geniin. Zanagan dash. Aaniin ge-izhichigeyaambaan da-nanda-gikendamaan?</b></p> <p><i>Yes. Me too. But it's hard. What could I do to learn?</i></p>  |
| Amik        | <p><b>Ninga-gagwejimaa nimishoomis.</b></p> <p><i>I'll ask my grandpa.</i></p>  |

## Giizisoog Months



### **Gichi-manidoo-giizis**

*January: Great Spirit Moon*

### **Namebini-giizis**

*February: Sucker Fish Moon*

### **Onaabani-giizis**

*March: Crust-on-the-Snow Moon*

### **Iskigamizige-giizis**

*April: Sap-boiling Moon*

### **Zaagibagaa-giizis**

*May: Budding Moon*

### **Ode'imini-giizis**

*June: Strawberry Moon*

### **Aabita-niibino-giizis**

*July: Halfway-through-summer Moon*

### **Manoominike-giizis**

*August: Wild Rice Harvesting Moon*

### **Waatebagaa-giizis**

*September: Leaves Changing Moon*

### **Binaakwe-giizis**

*October: Falling Leaves Moon*

### **Gashkadino-giizis**

*November: Freezing Moon*

### **Manidoo-giizisoons**

*December: Little Spirit Moon*



## Aaniin Endasogonagizid Wa'aw Giizis? *What's Today's Date?*



**Aaniin endasogonagizid wa'aw giizis?**

*What's today's date?*

**Maadaginzo a'aw Gichi-manidoo-giizis noongom.**

*Today is January first.*

**Aaniin endasogonagizid wa'aw giizis?**

*What's today's date?*

**Niishtana ashi-niizhogonagizi Manoominike-giizis noongom.**

*Today is August twenty-second.*

**Aaniin endasogonagizid wa'aw giizis?**

*What's today's date?*

**Ashi-bezhigogonagizi Binaakwe-giizis noongom.**

*Today is October eleventh.*

**Aaniin endasogonagizid wa'aw giizis?**

*What's today's date?*

**Ishwaasogonagizi Gashkadino-giizis noongom.**

*Today is November eighth.*

**Aaniin waa-tasogonagizid waabang?**

*What's tomorrow's date?*

**Da-zhaangasogonagizi Gashkadino-giizis waabang.**

*Tomorrow is November ninth.*

**Aaniin endasogonagizid wa'aw giizis?**

*What's today's date?*

**Ishkwaaginzo Manidoo-giizisoons noongom.**

*Today is December thirty-first.*

**Aaniin waa-tasogonagizid waabang?**

*What's tomorrow's date?*

**Da-maadaginzo a'aw Gichi-manidoo-giizis waabang.**

*Tomorrow is January first.*

**Aaniin waa-tasogonagizid waabang?**

*What's tomorrow's date?*

**Da-ashi-niizhwaasogonagizi a'aw Onaabani-giizis waabang.**

*Tomorrow is March seventeenth.*

**Aaniin waa-tasogonagizid waabang?**

*What's tomorrow's date?*

**Da-niishtana ashi-ishwaasogonagizi Aabita-niibino-giizis waabang.**

*Tomorrow is July twenty-eighth.*

## Niiwin Dinowa Ikidowinan

### Four Word Types



Let's take a closer look at the four types of verbs:

- verb animate intransitive
- verb inanimate intransitive
- verb transitive animate
- verb transitive inanimate

**vai** **Bimose.**  
*He is walking.*  
The subject is animate, and there is no object.

**vii** **Gimiwan.**  
*It is raining.*  
The subject is inanimate, and there is no object.

**vta** **Onaazhizhenaan iniw gaazhagensan.**  
*He is petting the cat.*  
There is an object, and it is animate.

**vti** **Odoozhitoon makade-mashkikiwaaboo.**  
*She is making coffee.*  
There is an object, and it is inanimate.

**vai** **Wiisini.**  
*He is eating.*

**vta** **Odamwaan iniw baaka'aakwenyan.**  
*She is eating chicken.*

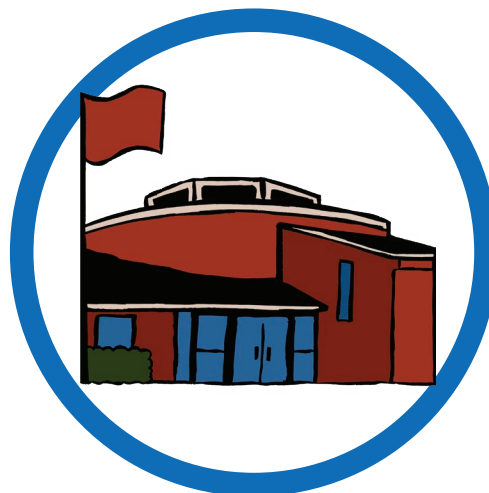
**vti** **Omiijinan waawanoon.**  
*She is eating eggs.*

**vii** **Minopogwad!**  
*It tastes delicious!*

|            |   |
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| <b>vai</b> | <b>Nibaa.</b><br><i>She is sleeping.</i>  |
| <b>vta</b> | <b>Oganawaabamaan iniw oshiimeyan.</b><br><i>She is watching her younger sibling.</i> |
| <b>vti</b> | <b>Oganawaabandaan ogiigidowin.</b><br><i>She is watching her phone.</i>              |
| <b>vii</b> | <b>Madwesin i'iw!</b><br><i>It is ringing!</i>  |

# UNIT 8

## Printouts



Ojibwe

A Minotaagozi a'aw.

AA Niwii-gagwe-gikendaan da-apagizomag a'aw asemaa.

B Inga-gagwejimaa nimishoomis.

CH Mii go geniin.

D Aaniin ge-izhichigeyaambaan da-nanda-gikendamaan?

E Niwii-gagwe-gikendaan da-apagizomag a'aw asemaa.

G Niwenda-minwendam bi-azhegiweyeg omaa miinawaa.

H Ahaw, maajaadaa!

I Boozhoo, Gikinoo'amaaganidog!

II Niminotawaa.

J Neyaashiing gikinoo'amaadiwigamig izhinikaade.

K Daga ozhigaabawig omaa.

Near the end of the winter, the sun melts the snow as it warms up during the day, but it freezes again overnight, making a crust. This month is named for the crust on top of the snow. What are some other signs that the winter is almost over?

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This month is halfway through the summer. It includes the longest day of the year: the summer solstice. Traditionally, this moon started on the summer solstice. What do you like to do in the middle of summer?

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This month is named for the suckerfish, which spawns during this time of year. Lots of suckerfish swim upriver at the same time, which makes it easy to catch them. What times of year do you or people you know go fishing?

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This is one of two months named for the spirits. But this one has a special ending on the name of the month that tells us it is a small month. It happens at the time of year when the nights are longest, and the days are the shortest. What do you like to do in winter?

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This month is named for one of the first berries to ripen every year. Imagine if you spent the whole winter eating food that you saved from the year before. How would you feel when you saw the first fruit of the year?

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After the leaves turn bright colors, they fall to the forest floor. This is the month when the trees go from having brilliant colors to having bare branches. What else happens in the natural world at this time of year?

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This is the time of year when we go out in canoes to knock wild rice. This is when the **manoomin** is ready to be harvested. Do you remember all the steps of harvesting and processing wild rice?

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This is the month when the lakes and rivers start to freeze. This month is named for the thin layer of ice that forms on top of the water. What are some other signs of the start of winter?

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This is the time of year when trees and plants grow new leaves and flowers. This is a beautiful time of year, but there is beauty in the world around us all the time. What is beautiful in the natural world right now?

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This is one of two months named for the spirits. This one has a word part that means big or great. What other words or phrases do you know that talk about something great or big?

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This is the month when we notice the bright colors of the leaves. The days begin to get shorter and the nights get colder. This is the beginning of autumn. What are other signs that autumn is about to start?

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Early in spring, we tap maple trees for their sweet sap. Then we boil down the sap to make it into delicious maple syrup. For the sap to run, the temperature at night needs to be under freezing, but during the day it needs to be above freezing. Do you or people you know collect maple syrup?

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Gichi-manidoo-giizis

Iskigamizige-giizis

Namebini-giizis

Zaagibagaa-giizis

Onaabani-giizis

Ode'imini-giizis

Aabita-niibino-giizis

Binaakwe-giizis

Manoominike-giizis

Gashkadino-giizis

Waatebagaa-giizis

Manidoo-giizisoons

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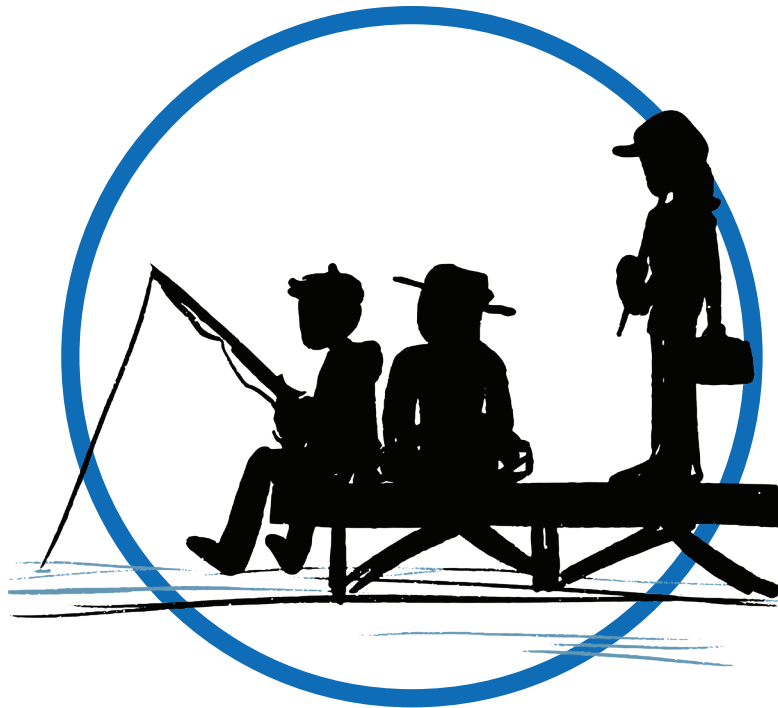
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# UNIT 9



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:

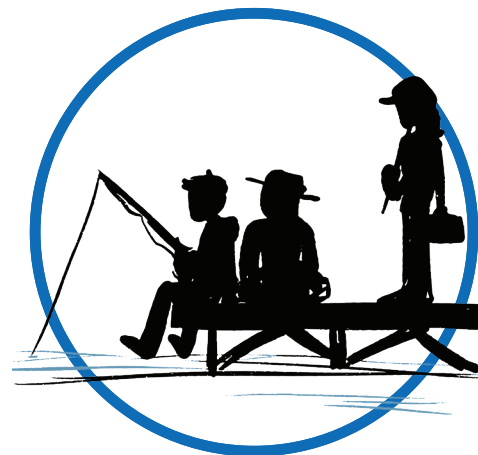
- review vai and vti verb forms
- learn new vti verb forms
- talk about something that happened in the past
- use locative suffixes to talk about where something is

## 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 (Printouts A)
- Bowl or other container
- Timer
- Person Cards (Printouts B)

## VOCABULARY

1

|                             |                      |
|-----------------------------|----------------------|
| <b>Anangookwe</b>           | <i>a girl's name</i> |
| <b>Bezhighoogaabawiikwe</b> | <i>a girl's name</i> |

2

|                             |   |
|-----------------------------|---|
| <b>niibin</b><br>vii        | <i>it is summer</i>                     |
| <b>izhaa</b><br>vai         | <i>s/he goes (to)</i>                   |
| <b>minawaanigozi</b><br>vai | <i>s/he has a good time</i>             |
| <b>wewebanaabii</b><br>vai  | <i>s/he fishes with a hook and line</i> |
| <b>niimi</b><br>vai         | <i>s/he dances</i>                      |
| <b>niimi'idiwag</b><br>vai  | <i>they dance with each other</i>       |



# Lesson 1: Aaniin Enakamigak? *What's Up?* (continued)

## VOCABULARY

3

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

4

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

5

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

6

|                         |  |
|-------------------------|--|
| <b>ganoozh</b><br>vta   | <i>call someone</i>                      |
| <b>ayaan</b><br>vti     | <i>have something;<br/>own something</i> |
| <b>waabandan</b><br>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. (Lesson 1 Script)

## ACTIVITY B Charades

### Materials

**Estimated time:** 30 minutes

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

### 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 (Printouts C)
- Rosetta Stone Ojibwe
- Computers or tablets
- Awegonen Ge-biizikamaan Audio
- Awegonen Ge-biizikamaan Lyrics (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 (Printouts C)

**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. (Lesson 2 Script)



### ACTIVITY B

# What should I wear?

## Materials

**Estimated time:** 30 minutes

- Awegonen Ge-biizikamaan Audio ([www.culture.aanji.org/ojibwe-rosetta-stone](http://www.culture.aanji.org/ojibwe-rosetta-stone))
- Awegonen Ge-biizikamaan Lyrics, one copy per student (Printouts D)
- 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 class-room 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 (Printouts E)
- Special Bezhigo Cards (Printouts F)
- Rosetta Stone Ojibwe
- Computers or tablets
- Person Cards (Printouts B)
- Tape
- Two flyswatters
- Smartboard or projector

### VOCABULARY

1

|                       |                |
|-----------------------|----------------|
| mazina'igan(an)<br>ni | book(s)        |
| ayaan<br>vti          | have something |



### ACTIVITY A Bezhigo

#### Materials

**Estimated time:** 45 minutes

- Blank Bezhigo Cards, one set per student (Printouts E)
- Special Bezhigo Cards, one set (Printouts F)

#### 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. (Lesson 3 Script)

## ACTIVITY B Swat the vti

### Materials

**Estimated time:** 30 minutes

- Person Cards, one set (Printouts B)
- Tape
- Two flyswatters

### 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 flyswatter (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

⌚ **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
- 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

|  |  |
|--|--|
| <b>ziibaaska'iganagooday(an)</b><br>ni                 | <i>jingle dress(es)</i>  |
| <b>ziibaaska'igan(an)</b><br>ni                        | <i>jingle(s)</i>   |
| <b>agwa'igaade</b><br>vii                              | <i>it is sewn on</i>   |
| <b>indaangoshenh</b><br><b>(indaangoshenyag)</b><br>na | <i>my friend(s)</i><br><i>(female to female)</i>                             |
| <b>wijishimotaadiwag</b><br>vai                        | <i>they dance</i><br><i>(with each other)</i>                                |
| <b>apiitendan</b><br>vti                               | <i>be proud of something</i>   |
| <b>nitaa-</b>  | <i>know how to do</i><br><i>something; frequently</i><br><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. (Lesson 4 Script)

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

|                      |  |
|----------------------|--|
| Ogimaakwe            | <b>Eya'. Iwidi akeyaa ayaamagad.</b><br><i>Yes. It's over there.</i>   |
|                      | <b>Boozhoo, Ogimaakwe indizhinikaaz. Aaniin ezhinikaazoyan?</b><br><i>Hi, my name is Ogimaakwe. What's your name?</i>    |
| Bezhighoogaabawiikwe | <b>Bezhighoogaabawiikwe indizhinikaaz.</b><br><i>My name is Bezhighoogaabawiikwe.</i>                                    |
| Anangookwe           | <b>Howa! Anangookwe indizhinikaaz.</b><br><i>Cool! My name is Anangookwe!</i>  |
|                      | <b>Wegonen gidasigibii'igan ge-ganooninaambaan?</b><br><i>What's your number so I can call you?</i>                      |
| Bezhighoogaabawiikwe | <b>Naanan naanan naanan - niswi niiwin naanan ningodwaaswi.</b><br><i>555-3456</i>                                       |
| Ogimaakwe            | <b>Bimibatoowigamigong indizhaamin gaye. Ambe maajaadaa!</b><br><i>We're going to the gym, too. Let's go (together)!</i> |
| Makwa                | <b>Aaniin, Ikwezensidog! Awegonesh iniw asigibii'iganan?</b><br><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'igan gidayaanaawaa.**

*You all have a book.*

**Mazina'iganan gidayaanaawaan.**

*You all have books.*

**Mazina'igan gidayaamin azhigwa!**

*Now we (incl) have a book!*

**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**

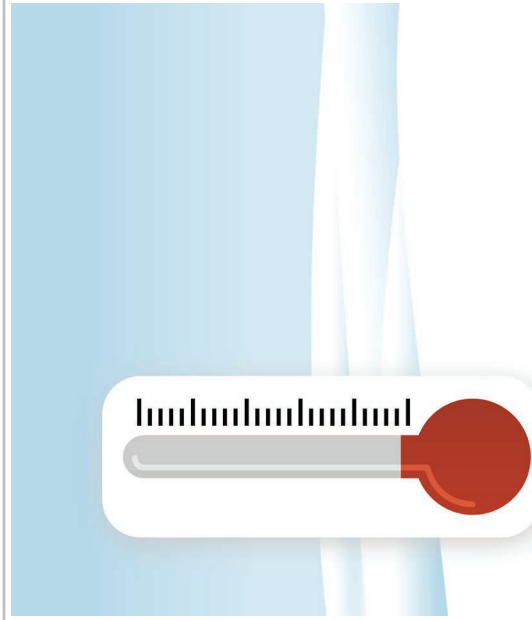
**giinawind**

**giinawaa**

**wiinawaa**



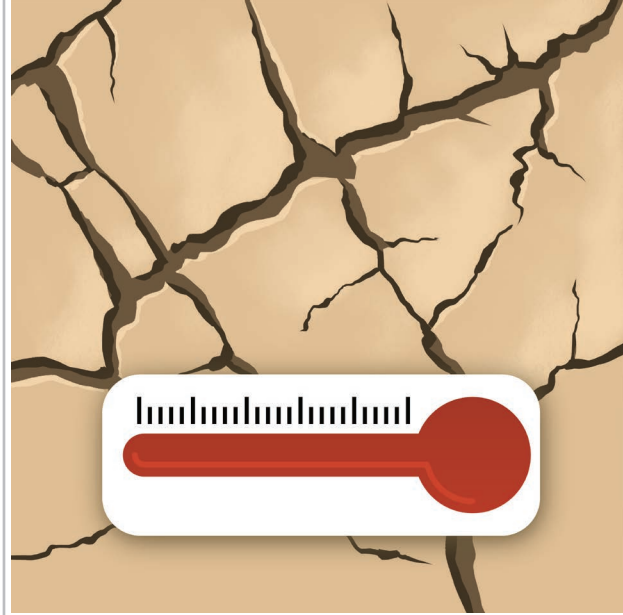
**gimiwan**



**gisinaa**



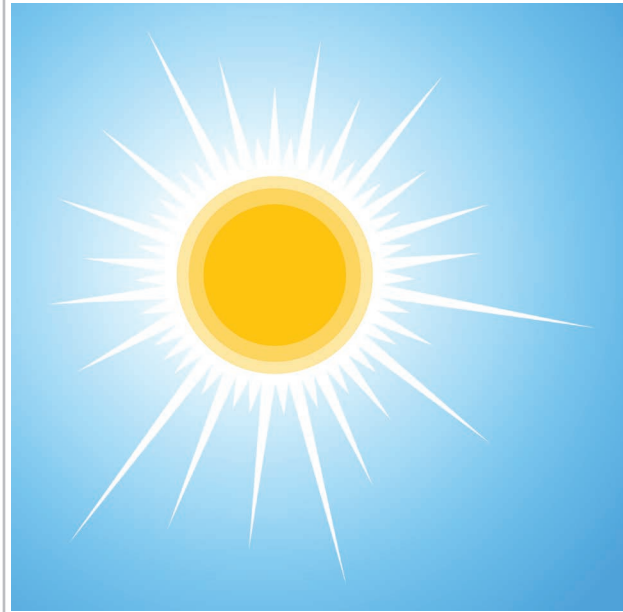
**zoogipon**



**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]?**

**[Niwiiwakwaan] nimbiizikaan, nimbiizikaan, nimbiizikaan.**  
**[Niwiiwakwaan] 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



UNIT  
10



Ojibwe

**Overview:** Amik and Gimiwan go hunting, where Amik gets his first kill. You'll learn about hunting traditions, diminutives, and using verbs to describe animate things.

## LESSON 1: Oshki-nitaage. – *He Gets His First Kill.*

Students will:

- talk about hunting
- tell someone to be careful
- describe the size of something animate

## LESSON 2: Gaazhagensag Miinawaa Animoshag – *Cats and Dogs*

Students will:

- use verbs to describe animate things

## LESSON 3: Agaashiinyiwag. – *They Are Small.*

Students will:

- use diminutives
- use **nawaj** to make comparisons
- say if an action is not happening anymore
- learn about word order
- learn more about vta verbs

## LESSON 4: Giiwose. – *He Hunts.*

Students will:

- learn about hunting traditions

## REVIEW







# Lesson 1: Oshki-nitaage. *He Gets His First Kill.*

## OBJECTIVES

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

- talk about hunting
- tell someone to be careful
- describe the size of something animate

## MATERIALS

- Rosetta Stone Ojibwe
- Smartboard or projector
- Lesson 1 Script
- Highlighters
- Ojibwe People's Dictionary (online) and/or *A Concise Dictionary of Minnesota Ojibwe*
- Computers or tablets
- Lesson 1 Phrase Cards (Printouts A)
- Tape
- Two flyswatters
- Lesson 1 Image Cards (Printouts B)

## VOCABULARY

1

|                             |   |
|-----------------------------|---|
| <b>oshki-nitaage</b><br>vai | <i>s/he has (her or his<br/>own) first kill</i>       |
| <b>mindido</b><br>vai       | <i>s/he is big</i>                                    |
| <b>manise</b><br>vai        | <i>s/he harvests firewood;<br/>s/he cuts firewood</i> |
| <b>aangwaamizi</b><br>vai   | <i>s/he is careful</i>                                |

2

|                        |                                      |
|------------------------|--------------------------------------|
| <b>dakonan</b><br>vti  | <i>hold something</i>                |
| <b>baashkiz</b><br>vta | <i>shoot something<br/>(animate)</i> |



## VOCABULARY

3

|                 |                                    |
|-----------------|------------------------------------|
| Gaawiin onjida. | <i>I'm sorry.</i>                  |
| Bizaan!         | <i>Quiet!</i>                      |
| Mii go maanoo.  | <i>Let it be. Never mind.</i>      |
| Onjida igo.     | <i>There is a reason (for it).</i> |

4

|                 |                    |
|-----------------|--------------------|
| geyaabi         | <i>still</i>       |
| gaawiin geyaabi | <i>not anymore</i> |

5

|                          |               |
|--------------------------|---------------|
| baashkizigan(an)<br>ni   | <i>gun(s)</i> |
| waawaashkeshi(wag)<br>na | <i>deer</i>   |



### ACTIVITY A Verb types

#### Materials

 **Estimated time:** 45 minutes

- Rosetta Stone Ojibwe
- Smartboard or projector
- Lesson 1 Script, one per student
- Highlighters
- Ojibwe People's Dictionary (online) and/or *A Concise Dictionary of Minnesota Ojibwe*\*

#### Activity Steps

1. Watch Lesson 1, Look and Listen video in Rosetta Stone Ojibwe together as a class.
2. Ask students what parts of Amik and Gimiwan's conversation they understood, if any. Were they able to identify any words they already knew? Could they figure out the meaning of new words using context clues?
3. Give each student a copy of the Lesson 1 script.
4. Have students read through the script and find the words they already know. For verbs, they should identify the verb type:
  - a. circle all vais
  - b. underline all vtas
  - c. highlight all vtis
5. Watch the video again as a class. Ask students what they understood this time, after studying the script.
6. Complete the five Lesson 1 Vocabulary and Pronunciation activities as a group.
7. Have students return to the script to finish identifying the verbs. They should:
  - a. circle all twelve vais
  - b. underline all four vtas
  - c. highlight the one vti
8. For each verb, students should identify the dictionary form. Then they should attempt to identify the other elements of the verb form in the script, such as preverbs, personal prefixes, and suffixes.
9. When students finish, they may work with a partner to check each other's work.



#### TEACHER'S TIP

Encourage students to use one of their Ojibwe dictionaries to help them identify verbs and verb types.



#### TEACHER'S TIP

Students may not know the meaning of each piece of the verb forms, but this activity will draw their attention to structures that they will learn about later in the course.

\*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

1. Students complete Rosetta Stone Ojibwe Unit 10, Lesson 1 individually or in groups. (Lesson 1 Script)
2. The Vocabulary activities will be a review after completing Activity A. Encourage students to quiz themselves on their knowledge of the vocabulary as they complete the lesson this time.

## ACTIVITY B What should I say?

#### Materials

🕒 Estimated time: 30 minutes

- Lesson 1 Phrase Cards, one set (Printouts A)
- Tape
- Two flyswatters
- Lesson 1 Image Cards, one set (Printouts B)

#### Activity Steps

1. Tape the Lesson 1 Phrase Cards spread out on the board or a wall.
2. Divide students into two groups.
3. Give each group a flyswatter (or tube sock/rolled up construction paper/etc.)
4. Students in each group go to the board one at a time to represent their group.
5. Display a Lesson 1 Image card.
6. Students race to hit the most appropriate response, and say it aloud. The first student to do both earns a point for their team.
7. After you have used all the image cards you can use English to describe a situation which would elicit one of the responses. For example:
  - Prompt: *I dropped my ice cream!* Response: **Mii go maanoo.** (Let it be.)
  - Prompt: *You dropped my ice cream!* Response: **Gaawiin onjida.** (I'm sorry.)
  - Prompt: *Are you playing the flyswatter game?* Response: **Geyaabi.** (Still.)



#### TEACHER'S TIP

There are many possible variations on this game. For example:

- Tape the image cards to the board and instead show the phrase card, having students race to identify the correct image.
- Have a student show the vocabulary card to their peers and say the word aloud, allowing teams to race to hit the most appropriate image.



## Lesson 2: Gaazhagensag Miinawaa Animoshag *Cats and Dogs*

### OBJECTIVES

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

- use verbs to describe animate things

### MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Blank paper
- Markers or colored pencils
- Awenen Giin Card (Printouts C)

### VOCABULARY

1

|                              |                             |
|------------------------------|-----------------------------|
| <b>mindido</b><br>vai        | <i>s/he is big</i>          |
| <b>agaashiinyi</b><br>vai    | <i>s/he is little</i>       |
| <b>gichi-aya'aawi</b><br>vai | <i>s/he is an adult/old</i> |
| <b>aya'aansiwi</b><br>vai    | <i>s/he is young</i>        |
| <b>biinizi</b><br>vai        | <i>s/he is clean</i>        |
| <b>wiinizi</b><br>vai        | <i>s/he is dirty</i>        |
| <b>nisaabaawe</b><br>vai     | <i>s/he gets wet</i>        |
| <b>bengozi</b><br>vai        | <i>s/he is dry</i>          |

2

|                           |                       |
|---------------------------|-----------------------|
| <b>ginoozi</b><br>vai     | <i>s/he is tall</i>   |
| <b>dakoozi</b><br>vai     | <i>s/he is short</i>  |
| <b>wiinino</b><br>vai     | <i>s/he is fat</i>    |
| <b>bakaakadozo</b><br>vai | <i>s/he is skinny</i> |
| <b>makadewizi</b><br>vai  | <i>s/he is black</i>  |
| <b>waabishkizi</b><br>vai | <i>s/he is white</i>  |



### ONLINE ACTIVITIES

🕒 **Estimated time:** 60 minutes

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

#### Activity Steps

1. Students complete Rosetta Stone Ojibwe Unit 10, Lesson 2 individually or in groups. (Lesson 2 Script)

## ACTIVITY A Draw a person

#### Materials

🕒 **Estimated time:** 30 minutes

- Blank paper
- Markers or colored pencils

#### Activity Steps

1. Have each student draw a person or an animal on a piece of paper that illustrates three or more of the vocabulary words from this lesson. No words allowed. For example, one student might draw a clean, dry, tall man, while another may draw a short, dirty, fat cat.
2. Collect all the drawings, shuffle them, then redistribute one to each student.
3. Give students a few minutes to figure out which of this lesson's vocabulary words describe the drawing they were given. They may also write the vocabulary words on the picture.
4. Select one student at a time to describe the drawing they were given.
5. When all students have described their pictures, they will find who drew it by moving around the classroom and asking **Gigii-mazinibii'aan ina o'ow?** (*Did you draw this?*) They should answer with one of the following phrases:
  - a. **Eya', ingii-mazinibii'aan i'iw.** (*Yes, I drew that.*)
  - b. **Gaawiin niin ingii-mazinibii'anziin i'iw.** (*I didn't draw that.*)
6. When students have their own picture back, they sit down at their desk. The activity is complete when all students are sitting.



### ACTIVITY B Awenen giin?

#### Materials

- Awenen Giin Card, one per student (Printouts C)

 **Estimated time:** 45 minutes

#### Activity Steps

1. Distribute Awenen Giin Cards to each student.
2. Each student secretly circles one character on their Awenen Giin Card.
3. Place students in pairs.
4. Students take turns asking each other about their secret character by using the vocabulary words above. Questions and answers might sound something like this:
  - **Mindido na?** (*Is she big?*)
  - **Eya', mindido.** (*Yes, she is big.*)
  - **Gaawiin mindidosiin.** (*No, she is not big.*)
5. Students cross off characters on their own sheet who don't meet the description of their partner's secret character until they think they've figured out who it is, and make their guess.
6. If they are incorrect, they continue asking questions until they figure it out. If they are the first to guess correctly, the other student continues asking questions.



## Lesson 3: Agaashiinyiwag. *They Are Small.*

### OBJECTIVES

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

- use diminutives
- use **nawaj** to make comparisons
- say if an action is not happening anymore
- use more vta verb forms
- understand more about word order

### MATERIALS

- Rosetta Stone Ojibwe
- Smartboard or projector
- Running Dictation Prompts (Printouts D)
- Running Dictation Answer Sheet (Printouts E)
- Tape
- Computers or tablets

### VOCABULARY

1

|                        |                 |
|------------------------|-----------------|
| <b>waakaa'igan(an)</b> | <i>house(s)</i> |
| ni                     |                 |

|                       |                  |
|-----------------------|------------------|
| <b>waabigwan(iin)</b> | <i>flower(s)</i> |
| ni                    |                  |

|                     |               |
|---------------------|---------------|
| <b>odaabaan(ag)</b> | <i>car(s)</i> |
| na                  |               |

|                                |                 |
|--------------------------------|-----------------|
| <b>aawadaasoowidaabaan(ag)</b> | <i>truck(s)</i> |
| na                             |                 |





### ACTIVITY A Small sizes

#### Materials

 **Estimated time:** 30 minutes

- Rosetta Stone Ojibwe
- Smartboard or projector
- Running Dictation Prompts, one set (Printouts D)
- Running Dictation Answer Sheet, one per student (Printouts E)
- Tape

#### Activity Steps

1. Watch and complete Lesson 3 Look and Listen, Vocabulary, Pronunciation, and Explore 1 in Rosetta Stone Ojibwe.
2. Write the following diminutive rules on the board as they're introduced in Explore 1:
  - a. Nouns that end in **-i** have the diminutive suffix **-iins**.
  - b. Nouns that end in **-gan** have the diminutive suffix **-gaans**.
  - c. Plural nouns that end in **-iin** or **-iig** have the diminutive suffix **-iins**.
  - d. Plural nouns that end in **-an** or **-ag** have the diminutive suffix **-ens**.
3. Complete Practice 1 as a class. Allow students to use the rules on the board to help complete the practice activities.
4. Play Running Dictation:
  - a. Cut out the Running Dictation Prompts and tape them around the classroom.
  - b. Put students in groups of two. Give one answer sheet to each pair. In each pair, students decide who will start as the Runner and who will start as the Scribe.
  - c. Runners run to a Running Dictation Prompt, memorize it, and then run back to their Scribe and repeat the word.
    - Scribes must choose which column to write the word in. For example, for prompt A, the scribe should write **makizin** (*shoe*) in the Single column and circle or underline it so they know that was the prompt.
    - Scribes must stay seated.
    - Runners can only speak, not write.
  - d. The first scribe should tally the number of words they have completed. After transcribing eight words, students switch roles and complete the dictation.
  - e. Students work together to fill in the additional columns for each word. For example, in row A, students should transcribe **azhigan** (*sock*) and circle it to indicate it was the prompt. Then they should fill in **azhiganan**, **azhiganens**, and **azhiganensan** (*socks, little sock, and little socks*) in the additional columns.



#### TEACHER'S TIP

To increase the difficulty of this activity, hide the Ojibwe caption and just display the illustration on each prompt.



### ONLINE ACTIVITIES

Estimated time: 60 minutes

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

#### Activity Steps

1. Students complete Rosetta Stone Ojibwe Unit 10, Lesson 3 individually or in groups. (Lesson 3 Script)

## ACTIVITY B Around the world

#### Materials

- Rosetta Stone Ojibwe
- Smartboard or projector

Estimated time: 60 minutes

#### Activity Steps

1. Review Explore 6 and Practice 6.
2. Write **Giwaabamaa**. on the board with the dictionary form **waabam** underlined, or written in a different color.
3. Ask students to identify the different parts of **Giwaabamaa**.
  - a. **Gi-** (you)
  - b. **waabam** (see)
  - c. **-aa** (her/him/it [animate])
4. Ask students what other verbs could replace **waabam** in this sentence structure.
  - a. If students are unable to offer verbs based on prior knowledge, offer some from the list below and have them practice using the verb in the structure.
5. Ask students if they know how to say *I see her/him/it*. They should be able to come up with **niwaabamaa**. Give them hints about other first person forms if they do not figure this out on their own.
6. Next, write **Gidaa-waabamaa**. on the board. Ask students what this means. They should be able to come up with *you should look at her/him/it*. Give hints about what the prefix **daa-** means in other contexts if they need help.



#### TEACHER'S TIP

Some vtas, like **baashkiz** and **jaagiz**, have an invisible final **w**. This **w** appears when we add additional information to the word. It might be helpful to post these two words, and their sentences on the board before the game



## ACTIVITY B

## Around the world (continued)

## Activity Steps

## 7. Play Around the World:

- Each student sits at their own desk, or all students sit in a circle.
- One student starts the game by standing behind the person seated to their left. These two students are the first two contestants.
- Say one of the words in the prompt column below to these two students. The first to accurately say it in the sentence structure on the board moves on to play against the next seated student. The student who does not win either stays seated, or takes the winner's seat. The first student to make it all the way around the room and back to an empty chair wins.

Prompts

naadamaw

→

gikinoo'amaw

→

ganawaabam

→

waabam

→

dazhim

→

apagizom

→

minotaw

→

gagwejim

→

baashkiz

→

jaagiz

→

naazhazhen

→

miigwechiwi'

→

dazhiikaw

→

zhawenim

→

Correct answers

Gidaa-naadamawaa.

Gidaa-gikinoo'amawaa.

Gidaa-ganawaabamaa.

Gidaa-waabamaa.

Gidaa-dazhimaa.

Gidaa-apagizomaa.

Gidaa-minotawaa.

Gidaa-gagwejimaa.

Gidaa-baashkizwaa.

Gidaa-jaagizwaa.

Gidaa-naazhazhenaa.

Gidaa-miigwechiwi'aa.

Gidaa-dazhiikawaa.

Gidaa-zhawenimaa.



## TEACHER'S TIP

After you have played using this frame, you can use others introduced earlier in this activity. Be sure that students use the correct forms of personal prefixes. You can also add in an extra step of having students act out or translate the word they have called out.



## Lesson 4: Giiwose. *He Hunts.*

### OBJECTIVES

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

- talk about hunting traditions

### MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets

### VOCABULARY

1

|                            |                                    |
|----------------------------|------------------------------------|
| <b>giiwose</b><br>vai      | <i>s/he hunts</i>                  |
| <b>gigizheb</b>            | <i>in the morning</i>              |
| <b>miigwechiwi'</b><br>vta | <i>thank someone</i>               |
| <b>ondanjige</b><br>vai    | <i>s/he gets food from there</i>   |
| <b>dazhiikaw</b><br>vta    | <i>work on something (animate)</i> |
| <b>gakina</b>              | <i>all; every</i>                  |



### ACTIVITY A Prior knowledge

#### Activity Steps

 **Estimated time:** 15 minutes

1. Ask students what Ojibwe words they know that have to do with hunting. They should be able to come up with several words from Lesson 1 and from past units.
2. Ask students what they know about hunting and its place in Ojibwe culture. You might want to write down their thoughts, or start a KWL (Know/Want to Know/Learned) chart.
3. Have students think about what they might want to learn about hunting, or what language they would need to learn to talk about hunting. Record these ideas in the Want to Know section of your KWL chart.

#### ONLINE ACTIVITIES

 **Estimated time:** 60 minutes

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

#### Activity Steps

1. Students complete Rosetta Stone Ojibwe Unit 10, Lesson 4 individually or in groups. (Lesson 4 Script)
2. If you created a KWL chart in Activity A, have students update the Learned and Want to Know columns after completing this Rosetta Stone Ojibwe lesson.



### ACTIVITY B Hunting in your area

#### Activity Steps

 **Estimated time:** 60 minutes

1. Assign each student the task of preparing a presentation about hunting, by using either personal experience or interviewing someone who hunts. They should include the following information:
  - a. who the person is
  - b. what animal(s) they hunt
  - c. where they hunt
  - d. when they hunt
  - e. why they hunt
  - f. how they use the animal (just the meat, or more?)
2. You may give additional guidelines such as a time limit, a target number of sentences in Ojibwe, or additional information based on the KWL chart created in Activity A.
3. Students present to the class.



#### CULTURE CORNER

As Anishinaabe people, we are taught to respect everyone and everything, because there is a spirit in everything. Always remember to offer your **asemaa** before you start your hunt. When you offer **asemaa**, you ask the deer to give himself to you for food and other ways the deer supplies you with his body. New hunters should go along with someone who knows how to hunt and who can teach the traditional protocols in your community for killing your first deer.

In Mille Lacs, a common practice is to have a feast, cook part of the breast meat, and spoon feed it to the hunter who made his first kill. Some people will also put a piece of the cooked meat on a stick and feed it to the hunter that way.

Some people also say to give your first deer away. Remember the elders who cannot hunt, the widows, the ones who are grieving who are not able to hunt, and your family.

In some communities, the protocol is to take a bite of the fresh heart while field dressing the deer. These protocols help the hunter build a relationship with the spirit of the deer.

There is no one right way of doing this. The most important thing is to use your tobacco, and treat the animals you kill for food with the utmost respect.



# Unit 10 – REVIEW

Ojibwe



## OBJECTIVES

- Review Unit 10

## MATERIALS

- Rosetta Stone Ojibwe
- Smartboard or projector
- Learners' family portraits from Unit 3 Review

## Test Review

### Materials

- Rosetta Stone Ojibwe
- Smartboard or projector



**Estimated time:** 30 minutes

### Review Steps

1. Divide students into pairs or small groups.
2. Display each practice activity listed below. Give students time to discuss the correct answer together.
  - a. Suggested activities: Lesson 1 Final Practice, Lesson 2 Final Practice, Lesson 3 Practice 1 and 5, Lesson 4 Practice.
  - b. You can also use any other practice activities, especially any that your students have found challenging.
3. Rotate among groups to share their answer with the whole class, or have students buzz in to give their answer as on a game show.

## Family Portrait Review

### Materials

- Learners' family portraits from Unit 3, Review



**Estimated time:** 40 minutes

### Review Steps

1. Have students review their Family Portraits, and prepare to use the Lesson 2 vocabulary and the word **nawaj** to describe each family member. For example, they might describe who is taller or older in their family.
2. Group students in pairs.
3. Have students take turns interviewing each other about their family members.



# Unit 10 – REVIEW

Ojibwe



## Conversation

 **Estimated time:** 60 minutes

### Review Steps

1. Divide students into pairs.
2. Have each pair of students use vocabulary from this unit to create a scene that describes a hunting experience.
  - a. The hunting experience can be something that actually happened or made-up.
  - b. Each student should have at least four lines.
  - c. They should incorporate:
    - a diminutive form
    - a vta form
    - a comparison using **nawaj**
    - a description using vocabulary from Lesson 2
3. Have students write down their dialogues as scripts.
4. Collect the scripts and distribute them so each pair has someone else's script.
5. Students rehearse the script they have been given. They may ask the authors for clarification.
6. Students perform each other's scripts for 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  
10

# Scripts



Ojibwe

## Ded! Ingiikaj!

### Dad! I'm Cold!

|         |  |
|---------|--|
| Amik    | <b>Ded! Ingiikaj.</b><br><i>Dad! I'm cold.</i>   |
| Gimiwan | <b>Shhh...bizaan!</b><br><i>Shhh...quiet!</i>  |
| Amik    | <b>Ded! Nashke!</b><br><i>Dad! Look!</i>   |
| Gimiwan | <b>Aangwaamizin dakonaman gibaashkizigan!</b><br><i>Be careful how you hold your gun!</i>  |
| Amik    | <b>Nashke! Waawaashkeshiins ayaa iwidi.</b><br><i>Look! There's a little deer over there.</i>  |
| Gimiwan | <b>Eya' . Giwii-ayaawaanaan dash nawaj mendidod waawaashkeshi.</b><br><i>Yes. But we want a bigger deer.</i>                             |
| Amik    | <b>Ded! Niwenda-giikaj gosha!</b><br><i>Dad! I'm really, really cold!</i>  |
| Gimiwan | <b>Shhh...bizaan!</b><br><i>Shhh...quiet!</i>  |
| Amik    | <b>Ded! Nashke! Waawaashkeshiins ayaa iwidi.</b><br><i>Dad! Look! There's a little deer over there.</i>                                  |
| Gimiwan | <b>Shhh...bizaan! Giwii-ayaawaanaan dash nawaj mendidod waawaashkeshi. Bizaan!</b><br><i>Shhh...quiet! We want a bigger deer. Quiet!</i> |
| Amik    | <b>Ded! Nashke! Mindido wa'aw waawaashkeshi!</b><br><i>Dad! Look! There's a big deer!</i>  |
| Gimiwan | <b>Shhh...bizaan! Aaniin? Aaniindi?</b><br><i>Shh...quiet! What? Where?</i>  |
|         | <b>Sataayaa. Gaawiin onjida, Ningwis.</b><br><i>Oh, no. Sorry, son.</i>  |

**Amik**                      **Mii go maanoo. Onjida igo.**  
*Let it be. There is a reason for it.*

**Gimiwan**                **Ambe. O-manisedaa.**  
*Come on. Let's go get firewood.*

**Amik**                      **Ded! Nashke! Giwaabamaa ina?**  
*Look! Dad! Do you see him?*

**Gimiwan**                **Gidaa-baashkizwaa, Amik.**  
*You should shoot him, Amik.*

**Ginitaawichige, Ningwis. Gidooshki-nitaage!**  
*You did a great job, son. You got your first kill!*

**Amik**                      **Nashke! Onjida go!**  
*See. There was a reason!*

**Gimiwan**                **Geyaabi na gigiikaj?**  
*Are you still cold?*

**Amik**                      **Gaawiin geyaabi ingiikajisiin!**  
*I'm not cold anymore!*

## Gaazhagensag Miinawaa Animoshag *Cats and Dogs*



**gaazhagens**

*cat*

**animosh**

*dog*

**Makadewizi a'aw animosh.**

*The dog is black.*

**Waabishkizi a'aw animosh.**

*The dog is white.*

**Nisaabaawe a'aw gaazhagens.**

*The cat is wet.*

**Bengozi a'aw gaazhagens.**

*The cat is dry.*

**Mindido a'aw animosh.**

*The dog is big.*

**Agaashiinyi a'aw animosh.**

*The dog is little.*

**Aya'aansiwi a'aw gaazhagens.**

*The cat is young.*

**Gichi-aya'aawi a'aw gaazhagens.**

*The cat is old.*

**Wiinizi a'aw animosh.**

*The dog is dirty.*

**Biinizi a'aw animosh.**

*The dog is clean.*

**Wiinino a'aw gaazhagens.**

*The cat is fat.*

**Bakaakadozo a'aw gaazhagens.**

*The cat is skinny.*

**Ginoozi a'aw animosh.**

*The dog is tall.*

**Dakoozi a'aw animosh.**

*The dog is short.*

## Egaasaamagakin Miinawaa Egaashiinyijig

### Diminutives (When They Are Small)



**jiimaan**

*canoe*

**jiimaanan**

*canoes*

**jiimaanens**

*little canoe*

**jiimaanensan**

*little canoes*

**makizin**

*shoe*

**makizinan**

*shoes*

**makizinens**

*little shoe*

**makizinensan**

*little shoes*

**waakaa'igan**

*house*

**waakaa'iganan**

*houses*

**waakaa'igaans**

*little house*

**waakaa'igaansan**

*little houses*

**waabigwan**

*flower*

**waabigwaniin**

*flowers*

**waabigwaniins**

*little flower*

**waabigwaniinsan**

*little flowers*

**odaabaan**

*car*

**odaabaanag**

*cars*

**odaabaanens**

*little car*

**odaabaanensag**

*little cars*

**aawadaasoowidaabaan**

*truck*

**aawadaasoowidaabaanag**

*trucks*

**aawadaasoowidaabaanens**

*little truck*

**aawadaasoowidaabaanensag**

*little trucks*

**animosh**

*dog*

**animoshag**

*dogs*

**animoons**

*little dog*

**animoonsag**

*little dogs*

**waawaashkeshi**

*deer (singular)*

**waawaashkeshiwag**

*deer (plural)*

**waawaashkeshiins**

*little deer (singular)*

**waawaashkeshiinsag**

*little deer (plural)*



# Giiwose

## Hunting Deer



|             |   |
|-------------|---|
| Gezhiiyaash | <p><b>Gezhiiyaash indizhinikaaz. Ninitaa-giiwose.</b><br/><i>I'm Gezhiiyaash. I like to hunt (deer).</i></p>  |
|             | <p><b>Apane gii-kiiwose a'aw Anishinaabe da-ondanjiged.</b><br/><i>Ojibwe have always hunted deer as a source of food.</i></p>                                      |
|             | <p><b>Apane asemaake a'aw Anishinaabe dabwaa-giiwosed.</b><br/><i>Ojibwe always offer tobacco before they hunt.</i></p>   |
|             | <p><b>Nimaajii-giiwose dagwaagig.</b><br/><i>I start to hunt deer in the fall.</i></p>  |
|             | <p><b>Chi-gigizheb iko ingiiwose.</b><br/><i>I go out early in the morning.</i></p>   |
|             | <p><b>Gisinaa. Ingiikaj iko giiwoseyaan.</b><br/><i>It's cold. I get cold when I hunt.</i></p>  |
|             | <p><b>Ninandawaabamaa a'aw waawaashkeshi ge-zhawenimid.</b><br/><i>I look for a deer who will give themselves to me.</i></p>  |
|             | <p><b>Nimiigwechiwi'aa waawaashkeshi gii-miizhid owiiyaw da-ondanjigeyaan.</b><br/><i>I thank the spirit of the deer for giving himself to me so I can eat.</i></p> |
|             | <p><b>Indazhiikawaa a'aw waawaashkeshi.</b><br/><i>I prepare the meat.</i></p>  |
|             | <p><b>Mii go gakina minwendamaang i'iw waawaashkeshiwi-wiiyaas.</b><br/><i>We all like deer meat.</i></p>   |
|             | <p><b>Nimaamiinaag iko indinawemaaganag aanind i'iw wiiyaas da-maamijjiwaad gewiinawaa.</b><br/><i>I give the meat away to family and friends.</i></p>              |
| Elder       | <p><b>Miigwech.</b><br/><i>Thank you.</i></p>   |

UNIT  
10

# Printouts



**Ojibwe**

Mii go maanoo

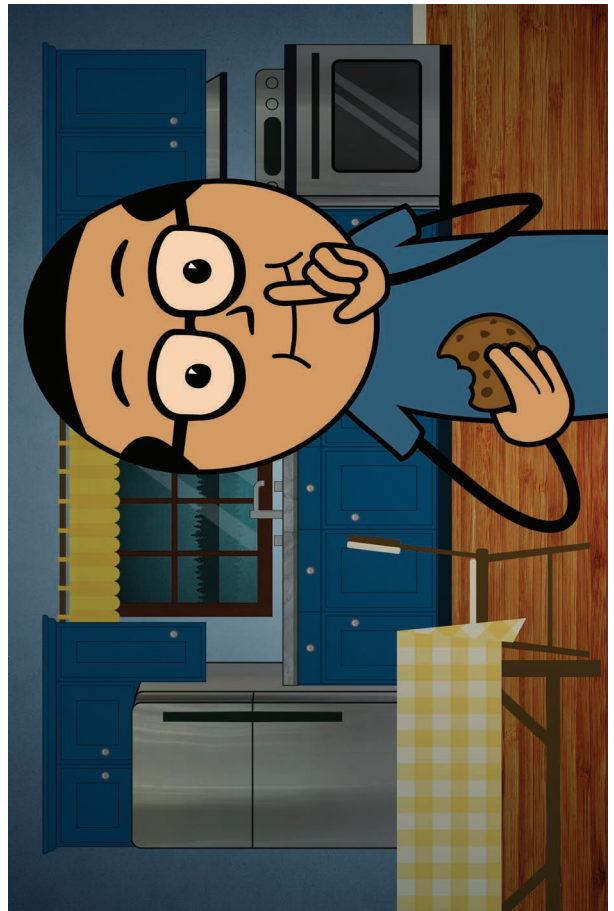
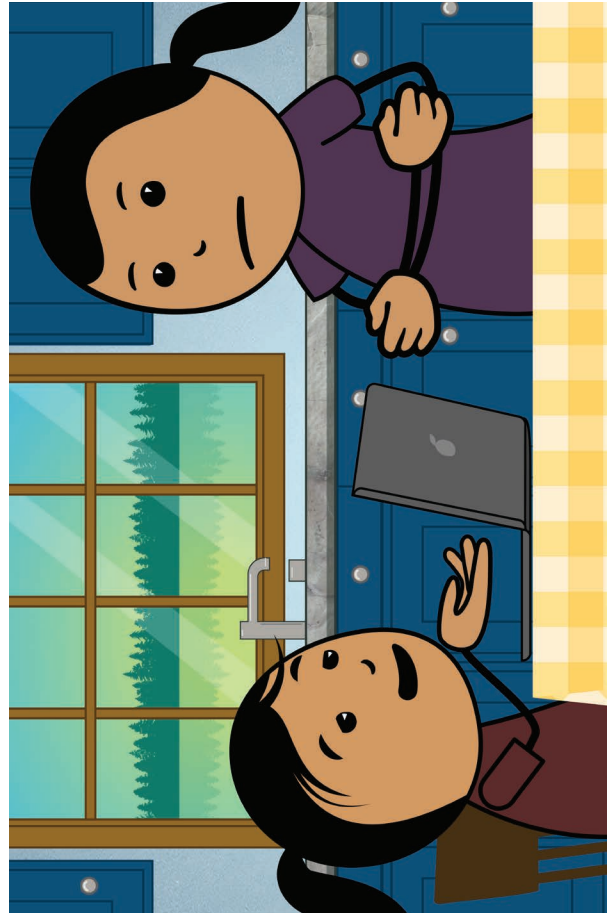
Onjida igo

Gaawiin onjida

Bizaan

Geyaabi

Gaawiin geyaabi





A



AA



B



CH



D



E



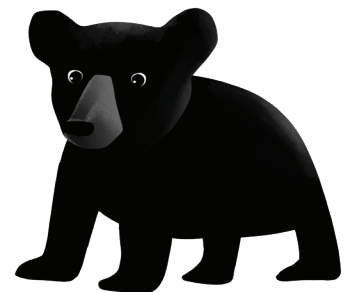
G



H



I





A



azhigan

AA



makizinan

B



giigidowin

CH



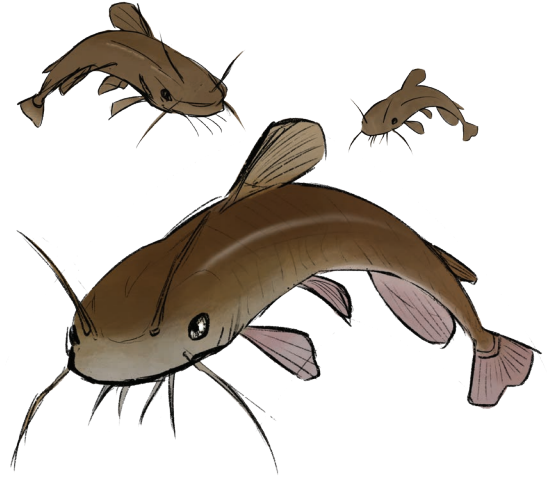
mazina'iganan

D



migiziins

E



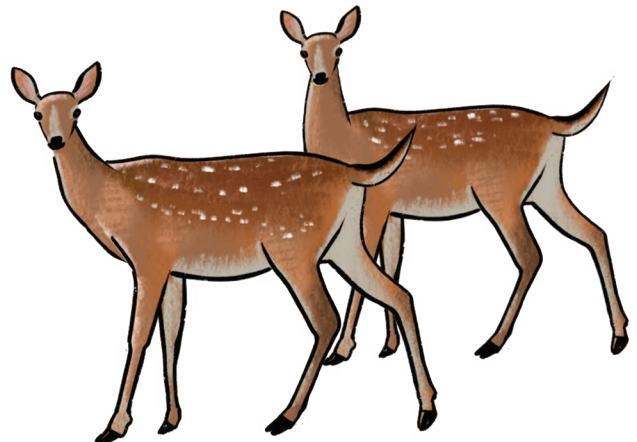
awaazisiig

G



waabizheshi

H



waawaashkeshiinsag



I



giboodiyegwaazon

II



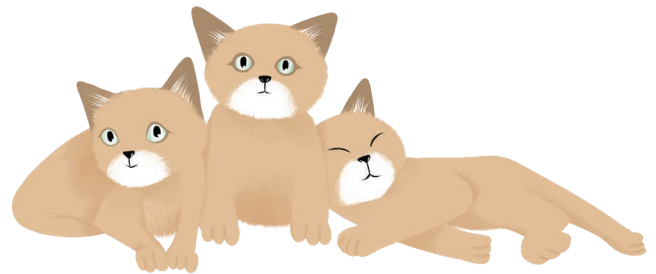
jiimaan

K



ma'iingan

J



gaazhagensag

N



diba'igiiziswaan

M



waabigwan

o



waakaa'igaansan

oo



odaabaanens

| Prompt | Single | Plural | Diminutive | Diminutive plural |
|--------|--------|--------|------------|-------------------|
| A      |        |        |            |                   |
| AA     |        |        |            |                   |
| B      |        |        |            |                   |
| CH     |        |        |            |                   |
| D      |        |        |            |                   |
| E      |        |        |            |                   |
| G      |        |        |            |                   |
| H      |        |        |            |                   |
| I      |        |        |            |                   |
| II     |        |        |            |                   |
| J      |        |        |            |                   |
| K      |        |        |            |                   |
| M      |        |        |            |                   |
| N      |        |        |            |                   |
| O      |        |        |            |                   |
| OO     |        |        |            |                   |

# UNIT 11



Ojibwe

# UNIT 11

# Cooking

Ojibwe



**Overview:** Amik and Gimiwan return home with Amik's first kill. The family excitedly contacts Gidagig-waneb and prepares for a ceremony. In this unit, you'll learn more about B-form verbs, how to talk about doing something to yourself, and get a lesson in cooking venison.

## LESSON 1: Gidaa-zagaswe'idimin – *We Should Have a Ceremony.*

Students will:

- talk about food
- express what they think or hope
- ask someone how they are

## LESSON 2: Ozisinaaganen! – *Set the Table!*

Students will:

- talk about setting the table

## LESSON 3: Minosemagad. – *It's Going Well.*

Students will:

- recognize words with related meanings
- use B form with more verbs
- learn about adverbs
- use reciprocal verbs

## LESSON 4: Waawaashkeshiwi-wiiyaas – *Venison*

Students will:

- learn how to prepare venison

## REVIEW





# Lesson 1: Gidaa-zagaswe'idimin. *We Should Have a Ceremony.*

## OBJECTIVES

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

- talk about food
- express what they think or hope
- ask someone how they are

## MATERIALS

- Rosetta Stone Ojibwe
- Smartboard or projector
- Guess the Word Cards (Printouts A)
- Timer
- Computers or tablets
- Parts of Speech Cards (Printouts B)
- Lesson 1 Blank Script (Printouts C)
- Lesson 1 Script, optional

## VOCABULARY

1

|                              |                            |
|------------------------------|----------------------------|
| <b>onaagan(an)</b><br>ni     | <i>plate(s)</i>            |
| <b>badaka'igan(an)</b><br>ni | <i>fork(s)</i>             |
| <b>mookomaan(an)</b><br>ni   | <i>knife (knives)</i>      |
| <b>ozisinaagane</b><br>vai   | <i>s/he sets the table</i> |

2

|                               |  |
|-------------------------------|--|
| <b>aniibiishaaboo</b><br>ni   | <i>tea</i>                                   |
| <b>wiiyaas</b><br>ni          | <i>meat</i>                                  |
| <b>zaasagokwaan(ag)</b><br>na | <i>frybread(s)</i>                           |
| <b>ashi</b><br>vta            | <i>put something<br/>(animate) somewhere</i> |



## Lesson 1: Gidaa-zagaswe'idimin. *We Should Have a Ceremony.* (continued)

### VOCABULARY

3

|                           |                        |
|---------------------------|------------------------|
| <b>bi-dagoshin</b><br>vai | <i>s/he arrives</i>    |
| <b>bakade</b><br>vai      | <i>s/he is hungry</i>  |
| <b>mino-ayaa</b><br>vai   | <i>s/he is well</i>    |
| <b>namadabi</b><br>vai    | <i>s/he sits</i>       |
| <b>nitaage</b><br>vai     | <i>s/he kills game</i> |

4

|                        |                     |
|------------------------|---------------------|
| <b>apegish</b>         | <i>I hope that</i>  |
| <b>eniwek igo</b>      | <i>pretty good</i>  |
| <b>ganabaj</b>         | <i>I think that</i> |
| <b>giniigaaniiming</b> | <i>your future</i>  |
| <b>apane</b>           | <i>always</i>       |

5

|                              |  |
|------------------------------|--|
| <b>nakomewizi</b><br>vai     | <i>her/his prayers are answered</i>      |
| <b>zagaswe'idiwag</b><br>vai | <i>they have a ceremony</i>              |
| <b>wiikom</b><br>vta         | <i>invite someone to a feast</i>         |
| <b>wawaanaji'</b><br>vta     | <i>have a lot of something (animate)</i> |



### ACTIVITY A Guess the word

#### Materials

⌚ **Estimated time:** 90 minutes

- Rosetta Stone Ojibwe
- Smartboard or projector
- Guess the Word Cards, one set (Printouts A)
- Timer


#### Activity Steps

1. Complete Lesson 1 Vocabulary, Pronunciation, and Practice activities together as a class.
2. Divide the class into two groups.
3. Each team selects one student to read first. Teams take turns.
4. Explain to students that the goal is for the reader to get the rest of their team to say the Ojibwe word at the top of the card. They cannot say their target word or the associated words below it. They should also follow the rules listed below. Anyone who breaks the rules forfeits the rest of their turn.
  - No abbreviations
  - No past, present, or future tense of the target word
  - No initials
  - No spelling
  - No letters
  - No "sounds like"
  - No "rhymes with"
5. The first group's reader draws a Guess the Word Card and tries to get their team to guess it within a minute.
  - a. If their minute runs out, they use the word on the card, or they break a rule, the opposing team has one minute to try that word.
  - b. If the reader is able to get their team to say the word within one minute, that team receives a point and they can draw another card to repeat the process until the minute is over.
6. When all of the Guess the Word Cards have been used, the game is over. The team with the most points wins.





### ONLINE ACTIVITIES

 **Estimated time:**  
60 minutes

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

#### Activity Steps

- Students complete Rosetta Stone Ojibwe Unit 11, Lesson 1 individually or in groups. (Lesson 1 Script)

## ACTIVITY B Verb or noun?

### Materials

- Parts of Speech Cards, one set per student (Printouts B)

 **Estimated time:** 15 minutes

### Activity Steps

1. Discuss parts of speech with your class. You might ask:
  - a. What are the parts of speech you know in Ojibwe?
  - b. How can you tell what part of speech a word is?
  - c. What are the different kinds of verbs? Of nouns?
  - d. What kinds of words are there that are neither verb nor noun?
  - e. Why is it helpful to know what part of speech a word is?
2. Distribute Verb, Noun, and Something Else from the Parts of Speech Cards. Save Adverb for Lesson 3.
3. Call out vocabulary words from this lesson or earlier lessons.
4. Students raise the Part of Speech Card that they think matches, with their answer facing the teacher.
  - a. If everyone gets the correct answer, confirm that they are correct. You might also ask students to use the word in a sentence.
  - b. If there are different opinions, lead a discussion until everyone agrees on the correct answer. You might ask students why they answered the way they did, or to try to use the word in a sentence to see if that helps them understand what kind of word it is.
5. Repeat as many times as seems useful, or try one of the variations in the Teacher's Tip.



### TEACHER'S TIP

There are many variations you can use with this activity. Instead of giving each student a set of cards, you could post them in different corners of the classroom and have students race to reach the correct sign, with the last to reach the corner eliminated from the game. You could also have students call out the prompts, or hold up images instead of calling out words. You can use inflected forms of words; for example, by choosing forms used in the Lesson 1 script.

This activity will be useful for students to recall when completing the Unit 11 Review.



### ACTIVITY C Transcribing

#### Materials

- Computers or tablets
- Rosetta Stone Ojibwe
- Lesson 1 Blank Script, one per student (Printouts C)
- Lesson 1 Script, optional

 **Estimated time:** 60 minutes

#### Activity Steps

1. Split students into pairs. Give each student a copy of the Lesson 1 Blank Script.
2. Encourage students to review the Lesson 1 Vocabulary and Explore activities in Rosetta Stone Ojibwe.
3. When they feel confident about the Lesson 1 Vocabulary, students should listen to and transcribe the Lesson 1 Look and Listen video. Be sure they have the captions off!
4. When students have finished transcribing, have them check their work with another group. You may also want to distribute copies of the Lesson 1 Script for students to check their answers.
5. Lead a discussion about what students noticed or were surprised by in conducting this transcription. For example, were there any words that were not spelled as they expected?



#### TEACHER'S TIP

Transcribing spoken language can help students with listening and writing skills. You can conduct similar exercises with any of the videos in Rosetta Stone Ojibwe, using the scripts in these Teacher's Guides as answer keys. It is important to have students reflect on what they learned or noticed in transcribing, so that they can learn more about spoken and written Ojibwe.



## Lesson 2: Ozisinaaganen! - *Set the Table!*

### OBJECTIVES

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

- talk about setting the table

### MATERIALS

- Rosetta Stone Ojibwe
- Computers or tablets
- Lesson 2 Image Cards (Printouts D)
- Tape
- What Do You See Answer Sheets (Printouts E)
- Plates
- Bowls
- Napkins
- Tablecloths
- Cups
- Forks
- Knives
- Spoons
- Lesson 2 Script

### VOCABULARY

1


|                                 |                                    |
|---------------------------------|------------------------------------|
| <b>adoopowin(an)</b><br>ni      | <i>table(s)</i>                    |
| <b>adoopowiniigin(an)</b><br>ni | <i>tablecloth(s)</i>               |
| <b>onaagan(an)</b><br>ni        | <i>plate(s)</i>                    |
| <b>giziidoone'on(an)</b><br>ni  | <i>napkin(s)</i>                   |
| <b>boozikinaagan(an)</b><br>ni  | <i>bowl(s)</i>                     |
| <b>atoon</b><br>vti             | <i>put something<br/>somewhere</i> |

2

|                              |                                       |
|------------------------------|---------------------------------------|
| <b>mookomaan(an)</b><br>ni   | <i>knife (knives)</i>                 |
| <b>emikwaanens(an)</b><br>ni | <i>spoon(s)</i>                       |
| <b>badaka'igan(an)</b><br>ni | <i>fork(s)</i>                        |
| <b>onaagaans(an)</b><br>ni   | <i>cup(s); drinking<br/>glass(es)</i> |
| <b>apabiwin(an)</b><br>ni    | <i>chair</i>                          |



### ONLINE ACTIVITIES

 **Estimated time:**  
45 minutes

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

#### Activity Steps

- Students complete Rosetta Stone Ojibwe Unit 11, Lesson 2 individually or in groups. (Lesson 2 Script)

## ACTIVITY A What do you see?

### Materials

- Lesson 2 Image Cards, one set (Printouts D)
- Tape
- What Do You See Answer Sheets, one per student (Printouts E)

 **Estimated time:** 30 minutes

### Activity Steps

1. Tape the Lesson 2 Image Cards around the classroom.
2. Distribute What Do You See Answer Sheets to students.
3. Allow students to move around the classroom and examine the images.
  - a. Students will match the images to their associated descriptions on the Answer Sheet. Students will write the letter associated with the image to its matching description.
4. When students have finished, call on individual students to list the objects in each image. Other students may take this time to check their work.



### TEACHER'S TIP

For a more challenging version of this activity, have students make their own answer sheets by writing the Ojibwe alphabet from **A** to **H** (skipping 'I') and write down the objects in each image instead of using the answer sheet provided.

You could also use these prompts for a Running Dictation exercise. See Unit 8, Lesson 1, Activity B for Running Dictation instructions.



### ACTIVITY B Set the table

#### Materials

⌚ **Estimated time:** 60 minutes

- Table settings (enough for each group to have at least one of each item)
  - Plates
  - Bowls
  - Napkins
  - Tablecloths
  - Forks
  - Knives
  - Spoons
  - Cups
- Lesson 2 Script, one copy

#### Activity Steps

1. Distribute the plates, bowls, napkins, tablecloths, cups, forks, knives, and spoons to students.
  - a. Depending on how many table setting items you have, you may want to put students in small groups.
2. Give students instructions for how to set their table. You may want to use the instructions from the Lesson 2 Script, or come up with your own.
  - a. For an added twist, call out some negative commands. Students should not set out the item you call out.
3. Keep track of the instructions you have called out. At the end of your instructions, check which groups have the correct set of items on their table.

### ACTIVITY C Show your table

#### Materials

⌚ **Estimated time:** 60 minutes

- Table settings (enough for each group to have at least one of each item)
  - Plates
  - Bowls
  - Napkins
  - Tablecloths
  - Forks
  - Knives
  - Spoons
  - Cups

#### Activity Steps

1. Distribute the plates, bowls, napkins, tablecloths, cups, forks, knives, and spoons to students.
2. Split the class into small groups, each with a table or group of desks pushed together to serve as a table.
3. Each group sets their table and prepares a presentation where they will show the class the following:
  - a. the items on their table and how many there are.
    - Remind students to use plural endings and verbs as necessary.
  - b. where they placed each item (using **atoon**)
  - c. the colors of their items.
  - d. how each member of the group participated in setting the table
4. Groups take turns presenting their tables to the class.



## Lesson 3: Minosemagad. *It's Going Well.*

### OBJECTIVES

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

- use more B-form verbs
- use adverbs
- use reciprocal verbs
- use familiar patterns to learn new words

### MATERIALS

- Rosetta Stone Ojibwe
- Smartboard or projector
- Lesson 3 Script, optional
- Computers or tablets
- Blank paper
- Markers or colored pencils
- Lesson 3 Image Cards (Printouts F)
- Tape
- Parts of Speech Cards, one set per student (Printouts B)
- Unit 8 Lesson 1 Script
- Highlighters, one per student
- Vocabulary frames

## ACTIVITY A Word roots

### Materials

- Rosetta Stone Ojibwe
- Smartboard or projector
- Lesson 3 Script, optional, one per student
- Computers or tablets
- Blank paper
- Markers or colored pencils

**Estimated time:** 45 minutes

### Activity Steps

1. Watch Lesson 3 Look and Listen video in Rosetta Stone Ojibwe together as a class.
2. Display the Ojibwe People's Dictionary ([www.ojibwemowin.com](http://www.ojibwemowin.com)) entry for **minomaagwad**. Navigate to the Word Parts section at the bottom of the entry to show how **minomaagwad** is made up of the parts **minw-** (*good*) and **-maagwad** (*it has a smell*).
3. Follow the link to the **minw-** entry. Look for some familiar words on this list, and maybe follow the links to some other words.
4. Ask the class if they can think of other word parts that form the root of several words. They should at least come up with **wiin-** and **giziibiig-** from the video, but they might have other ideas from earlier lessons.
  - Note that the **wiin-** word part is different from the word **wiin** (*she or he*).



### TEACHER'S TIP

The Ojibwe People's Dictionary has a brief introduction to word stems, word parts, and word families under the Language Help menu. Depending on the age of your students, you might encourage them to read this section.



### ACTIVITY A Word roots (continued)

5. Divide the class into small groups, each with at least one computer or tablet. Have students investigate a word part. They should create an image that shows this root and several of the words that share this root. The diagram should include information about each word's parts of speech, a sentence using each word, and an illustration of the word's meaning. If your students need help coming up with roots to use, you can suggest:

- |              |          |
|--------------|----------|
| • minw-      | • giizh- |
| • wiin-      | • naad-  |
| • giziibiig- | • -aabam |
| • -nikaazo   | • biind- |


6. Students present their root image to the class. Discuss with the class how knowing and recognizing roots like this can help them understand and learn more Ojibwemowin.



### TEACHER'S TIP

Ojibwemowin is a *polysynthetic* language. That means that words are made by combining many parts in a specific structure, making long words with complex meanings. Those long words can seem difficult for learners, but by learning the meaningful pieces (or *morphemes*) that make up those words, and the patterns that they combine in, learners can master even the longest words, and make their own complex words. Rather than thinking of Ojibwemowin as a difficult language, it might help to think of it as very different from English.

### ONLINE ACTIVITIES

 **Estimated time:**  
45 minutes

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

#### Activity Steps

- Students complete Rosetta Stone Ojibwe Unit 11, Lesson 3 individually or in groups. (Lesson 3 Script)



### ACTIVITY B Mii na...?

#### Materials

**Estimated time:** 30 minutes

- Rosetta Stone Ojibwe
- Smartboard or projector
- Lesson 3 Image Cards, minimum one card per student (Printouts F)
- Tape

#### Activity Steps

1. Review Lesson 3 Explore 3 and Practice 3 in Rosetta Stone Ojibwe as a group.
2. Give each student one Lesson 3 Image Card. If there are more than 10 students, use duplicate cards, or use image cards from previous units.
3. Each student tapes their card to their forehead, with the image facing outward. Students should not look at their own cards.
4. Students work their way around the classroom and ask each other **Mii na (object)?** (*Is it a [object]?*)
  - a. Students answer each other with **Eya', mii iw (object).** (*Yes, it is [object].*), or **Gaawiin.** (*No.*)
5. Students repeat questioning and answering until they've been able to identify what's on their card and group themselves with any other students who have the same image card.
6. Collect the cards, shuffle them, and repeat the exercise as many times as is useful.

### ACTIVITY C Verb, noun, or adverb?

#### Materials

**Estimated time:** 15 minutes

- Rosetta Stone Ojibwe
- Smartboard or projector
- Parts of Speech Cards, one set per student (Printouts B)

#### Activity Steps

1. Review Lesson 3, Explore 6 and Practice 6, and the parts of speech discussion you had in Lesson 1, Activity B.
2. Distribute Parts of Speech Cards to each student, this time including all four cards.
3. Call out vocabulary words from this unit or earlier units. Be sure to include some or all of the following adverbs: **nawaj, dibi, apegish, ganabaj, gaye, weweni**
4. Students raise the Part of Speech Card that they think matches, with their answer facing the teacher.
  - a. If everyone gets the correct answer, confirm that they are correct. You might also ask students to use the word in a sentence.
  - b. If there are different opinions, lead a discussion until everyone agrees on the correct answer. You might ask students why they answered the way they did, or to try to use the word in a sentence to see if that helps them understand what kind of word it is.





### ACTIVITY D A- & B-form verbs

#### Materials

- Rosetta Stone Ojibwe
- Smartboard or projector
- Unit 8, Lesson 1 Script)
- Highlighters, one per student
- Vocabulary frames

 **Estimated time:** 60 minutes

#### Activity Steps

1. Review Lesson 3 Explore 4 and Explore 5 in Rosetta Stone Ojibwe together.
2. Use the examples from Explore 4 and Explore 5 to make a list of B-form endings on the board.
3. Split the class into pairs or small groups.
4. Distribute copies of the Unit 8, Lesson 1 script.
5. Each group will use a highlighter and a pencil to complete the following tasks:
  - a. Circle all B-form verbs.
  - b. Underline all A-form verbs.
  - c. Highlight all command forms.
6. When students have finished, have them compare their script with another group.
7. Students who finish early may update their vocabulary frames with the B forms of verbs that they have learned.
8. When all students have finished, review any tricky sections or repeat the activity as a group on the smartboard.



#### TEACHER'S TIP

We suggest using the Unit 8, Lesson 1 script here because it has some good examples of B-form verbs. All Lesson 1 scripts have some B-form verbs, though, so you can repeat this with scripts from different lessons, or assign each group a different script and have students share what they find in those scripts with each other.



## Lesson 4: Waawaashkeshiwi-wiiyaas – Venison

### OBJECTIVES

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

- prepare venison

### MATERIALS

- One per student group
  - Stovetop/hotplate
  - Frying pan
  - Knife
  - Fork
  - Bowl
- Flour
- Salt
- Pepper
- Oil

### VOCABULARY

1

**waawaashkeshiwi-wiiyaas** *venison*  
ni

**gaa-wiisagang** *pepper*

**bibine-bakwezhigan** *flour*  
na

**bimide** *oil*  
ni

**abwewin(an)** *frying pan(s)*  
ni

**gitigaanens(an)** *vegetable(s)*  
ni

2

**giizizan** *cook it*  
vti

**inizhan** *cut it a certain way*  
vti

**abizan** *heat it*  
vti

**gwekiwebinan** *flip something over*  
vti

**ozaawaakizan** *brown something*  
vti



### ACTIVITY A How to cook venison

#### Materials


- Rosetta Stone Ojibwe
- Smartboard or projector

 **Estimated time:** 45 minutes

#### Activity Steps

1. Ask students what they know about cooking venison, including what steps are involved and different ways that venison can be prepared.
2. Keep a list of different dishes, and different methods for cooking venison on the board.

#### ONLINE ACTIVITIES

 **Estimated time:**  
45 minutes

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

#### Activity Steps

- Students complete Rosetta Stone Ojibwe Unit 11, Lesson 4 individually or in groups. (Lesson 4 Script)
- Tell students that they will cook venison in the next lesson. They should take notes to help them remember the process.



### ACTIVITY B Cooking venison

#### MATERIALS

- One per student group
  - Stovetop/hotplate
  - Frying pan
  - Knife
  - Fork
  - Bowl
- Flour
- Salt
- Pepper
- Oil

 **ESTIMATED TIME:** 45 MINUTES

#### Activity Steps

1. Have students review their notes, and the online activities for Lesson 4 if necessary.
2. Review and display the vocabulary words for this lesson.
3. Assign students to small groups (one group per heat source).
4. Instructor will model, and students will follow the instructor and their notes to prepare and cook venison. Be sure to use the language taught in this lesson to provide instructions.
5. Eat and enjoy!



#### TEACHER'S TIP

This lesson will require the instructor to provide venison. You may be able to find a community member to provide this for you every year. If not, you may be able to find it at your local meat shop.



#### CULTURE CORNER

As Anishinaabe people, we are always taught to respect everyone and everything, because there is a spirit in everything. Treat the animals killed for food with the utmost respect. When you have venison, remember to share with the elders who cannot hunt, the widows, the ones who are grieving who are not able to hunt, and your family.



#### TEACHER'S TIP

It may be necessary to work with the kitchen, home economics classroom, or your supervisor to allow permission for hotplates in the classroom to complete this lesson.



# Unit 11 – REVIEW

Ojibwe



## OBJECTIVES

- Review Unit 11

## MATERIALS

- Rosetta Stone Ojibwe
- Smartboard or projector
- Review Word Cards (Printouts G)

## 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 Practice 2, Lesson 3 Practice 5 and 6, and Lesson 4 Practice 1 and 2.
  - 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.

## Classification

### Materials

- Review Word Cards, one set per small group (Printouts G)

 **Estimated time:** 30 minutes

### Review Steps

1. Split students into small groups.
2. Give each group a set of Review Word Cards. (You can have them cut out their own cards).
3. Students group the vocabulary words as follows: Nouns, Verbs, Adverbs, Something else.



### TEACHER'S TIP

For additional practice, have students group these vocabulary words in other ways and justify their classifications. For example, students may group foods into one category, dishes into another, and utensils into another. You might also ask students to group words that share some word part.



# Unit 11 – REVIEW

Ojibwe



## Cooking Show

 **Estimated time:** 60 minutes

### Review Steps

1. Divide students into pairs.
2. Have each pair of students come up with the script of a cooking show which walks the viewer through the steps of cooking some dish. Their script should include the following:
  - a. The actors greeting each other and saying they are doing well
  - b. At least three kinds of food
  - c. At least three kinds of kitchen utensils
  - d. Verbs in B form and command form
  - e. Saying that their food looks, smells, and/or tastes good
  - f. At least three adverbs
3. Have students act out their cooking shows for the rest of the class.



### TEACHER'S TIP

Encourage students to bring in props, including edible props, for acting out their cooking show!

## 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 11

## Scripts



Ojibwe

## Asemaakawind a'aw Waawaashkeshi

### Ceremony for the Deer

|                   |  |
|-------------------|--|
| Ogimaakwe         | <b>Aaniin, Amik. Aaniin, Inded! Ginakomewizim ina?</b><br><i>Hi, Amik! Hi, Dad! Did you guys get what you prayed for?</i>  |
| Amik              | <b>Eya'!</b><br><i>Yes!</i>  |
| Ogimaakwe         | <b>Howa, nashke!</b><br><i>Oooh, look!</i>   |
|                   | <b>Howa. Mindido wa'aw! Ginitaawichige geget, Amik!</b><br><i>Wow. It's big! Great job, Amik!</i>  |
| Amik              | <b>Miigwech, Ogimaakwe.</b><br><i>Thanks, Ogimaakwe.</i>   |
| Waabishkibines    | <b>Wayahay! Gidaa-zagaswe'idimin azhigwa.</b><br><i>Wow! Now we should have a ceremony!</i>  |
| Gimiwan           | <b>Eya', gidaa-wiikomaanaan Gidagigwaneb. Inga-ganoonaa.</b><br><i>Yes, we'll invite Gidagigwaneb to the feast! I'll call him.</i>                               |
| Amik              | <b>Wiiyaas, manoomin, zaasagokwaan, miinawaa okaadaakoon.</b><br><i>Meat, rice, frybread, and carrots.</i>   |
|                   | <b>Onaaganan, badaka'iganan, mookomaanan, miinawaa aniibiishaaboo.</b><br><i>Plates, forks, knives, and tea.</i>   |
| Waabooz           | <b>Amik. Weweni omaa ozisinaaganen.</b><br><i>Amik. Set the table nicely here.</i>   |
| Gimiwan           | <b>Ningwis. Gidaa-asaa a'aw asemaa iwidi akeyaa.</b><br><i>Son. You can put the tobacco over there.</i>  |
| Ogimaakwe         | <b>Bi-dagoshin Gidagigwaneb. Gigiizhiitaamin ina?</b><br><i>Gidagigwaneb is arriving. Are we ready?</i>  |
|                   | <b>Boozhoo, Gidagigwaneb!</b><br><i>Hello, Gidagigwaneb!</i>   |
| Gidagigwaneb      | <b>Aaniin, Ogimaakwe.</b><br><i>Hi, Ogimaakwe.</i>   |
| Waasegiizhigookwe | <b>Miigwech bi-izhaayan.</b><br><i>Thank you for coming.</i>   |
| Gidagigwaneb      | <b>Miigwech gegiin, Waasegiizhigookwe.</b><br><i>Thank you too, Waasegiizhigookwe.</i>   |
| Waabishkibines    | <b>Aaniin, Gidagigwaneb. Niminwendam waabaminaan miinawaa. Apegish mino-ayaayan.</b><br><i>Hi, Gidagigwaneb. I'm happy to see you again. I hope you're well.</i> |



|                          |   |
|--------------------------|---|
| <b>Gidagigwaneb</b>      | <b>Eniwek igo. Miigwech.</b><br><i>Pretty good. Thanks.</i>   |
| <b>Waasegiizhigookwe</b> | <b>Ingiizhiitaamin ganabaj. Bi-namadabig.</b><br><i>Okay. I think we're ready. Come sit.</i>  |
| <b>Gidagigwaneb</b>      | <b>Booch giga-asemaakawaanaan iniw waawaashkeshiwan gaa-oshki-nisaajin a'aw Amik...</b><br><i>We have to make a tobacco offering to the first deer that Amik killed...</i>                                      |
| <b>Ogimaakwe</b>         | <b>Mmmm. Wiiyaas, manoomin, zaasagokwaan...Mii na okaadaakoon?</b><br><i>Mmmm. Meat, rice, frybread...Are those carrots?</i>  |
| <b>Amik</b>              | <b>Eya', niminopidaan an okaadaakoon. Nimbakade!</b><br><i>Yup, I like carrots! I'm hungry!</i>   |
| <b>Gidagigwaneb</b>      | <b>Miigwech, Amik, oshki-nitaageyan.</b><br><i>Thank you, Amik, for your first kill.</i>  |
|                          | <b>Apegish nawaj nitaageyan giniigaaniiming apane da-wii-wawaanaji'ad a'aw waawaashkeshi.</b><br><i>I hope that you're able to kill more in your future, and that you will always have plenty of deer meat.</i> |

## Ozisinaaganeng *Setting the Table*

### Ozisinaaganen!

*Set the table!*

#### adoopowin

*table*

### Adoopowining atoon i'iw adoopowiniigin.

*Put the tablecloth on the table.*

#### adoopowiniigin

*tablecloth*

### Adoopowining atoon iniw apabiwinan.

*Put the chairs at the table.*

#### apabiwin

*chair*

### Adoopowining atoon iniw onaaganan.

*Put the plates on the table.*

#### onaagan

*plate*

### Adoopowining atoon iniw giziidoone'onan.

*Put the napkins on the table.*

#### giziidoone'on

*napkin*

### Adoopowining atoon iniw boozikinaaganan.

*Put the bowls on the table.*

#### boozikinaagan

*bowl*

### Adoopowining atoon iniw mookomaanan.

*Put the knives on the table.*

#### mookomaan

*knife*

### Adoopowining atoon iniw emikwaanensan.

*Put the spoons on the table.*

#### emikwaanens

*spoon*

### Adoopowining atoon iniw badaka'iganan.

*Put the forks on the table.*

#### badaka'igan

*fork*

### Adoopowining atoon iniw onaagaansan.

*Put the glasses on the table.*

#### onaagaans

*glass*

### Mii gii-ozisinaaganeng.

*The table is set.*

## Ojibikan Roots

|                  |  |
|------------------|--|
| <b>Narrator</b>  | You've learned a little about related sets of words in the past, but let's take a closer look at different kinds of patterns now. Listen carefully for similar sounds in each of the following examples. |
| <b>Speaker 1</b> | <b>Aaniin enakamigak?</b><br><i>How's it going?</i>  |
| <b>Speaker 2</b> | <b>Minosemagad.</b><br><i>It's going well.</i>   |
|                  | <b>Minomaagwad.</b><br><i>It smells good.</i>  |
|                  | <b>Minonaagwad gaye!</b><br><i>It looks good too!</i>  |
| <b>Speaker 1</b> | <b>Aaniin enakamigak?</b><br><i>How's it going?</i>  |
| <b>Speaker 2</b> | <b>Minosemagad.</b><br><i>It's going well.</i>   |
|                  | <b>Minomaagwad.</b><br><i>It (inanimate) smells good.</i>  |
|                  | <b>Minonaagwad gaye!</b><br><i>It looks good too!</i>  |
| <b>Narrator</b>  | Did you hear a similar sound throughout this dialogue? What do you think <b>mino</b> means? If you guessed <i>good</i> , then you're right!  |
| <b>Speaker 1</b> | <b>Giminopidaan ina manoomin?</b><br><i>Do you like the taste of rice?</i>   |
| <b>Speaker 2</b> | <b>Eya'. Minopogwad.</b><br><i>Yes. It tastes good.</i>  |
| <b>Speaker 1</b> | <b>Giminopwaa ina baaka'aakwenh?</b><br><i>Do you like the taste of chicken?</i>   |
| <b>Speaker 2</b> | <b>Gaawiin. Gaawiin minopogizisiin!</b><br><i>No. It doesn't taste good!</i>   |
| <b>Speaker 1</b> | <b>Giminopidaan ina manoomin?</b><br><i>Do you like the taste of rice?</i>   |
| <b>Speaker 2</b> | <b>Eya'. Minopogwad.</b><br><i>Yes. It tastes good.</i>  |

|           |   |
|-----------|---|
| Speaker 1 | <b>Giminopwaa ina baaka'aakwenh?</b><br><i>Do you like the taste of chicken?</i>  |
| Speaker 2 | <b>Gaawiin. Gaawiin minopogizisiin!</b><br><i>No. It doesn't taste good!</i>  |
| Narrator  | Were you able to understand what's being said in these conversations, even if some of the words were new to you? You can often use your knowledge of related words to help you figure out the meaning of unknown words. |
| Speaker 1 | <b>Niwiiniz. Inga-giziibiigazhe!</b><br><i>I'm dirty. I'm going to bathe.</i>   |
| Speaker 2 | <b>Wiinad o'ow emikwaanens. Inga-giziibiiginaan.</b><br><i>This spoon is dirty. I'm going to wash it.</i>   |
|           | <b>Wiinadoon onow onaaganan. Inga-giziibiiginaagane.</b><br><i>These dishes are dirty. I'm going to wash the dishes.</i>  |
| Speaker 1 | <b>Niwiiniz. Inga-giziibiigazhe!</b><br><i>I'm dirty. I'm going to bathe.</i>   |
| Speaker 2 | <b>Wiinad o'ow emikwaanens. Inga-giziibiiginaan.</b><br><i>This spoon is dirty. I'm going to wash it.</i>   |
|           | <b>Wiinadoon onow onaaganan. Inga-giziibiiginaagane.</b><br><i>These dishes are dirty. I'm going to wash the dishes.</i>  |
| Narrator  | Did you notice how all the words for dirty are related?<br>The words to talk about washing or bathing are also related.<br>Keep looking for patterns like these as you continue your language-learning journey          |

## Giizizigaadeg Waawaashkeshiwi-wiiyaas Cooking Venison



**Boozhoo! Bizhikiins indizhinikaaz.**

*Hi! My name is Bizhikiins.*

**Noongom giwii-gikinoo' amoon da-nitaa-giizizaman i'iw waawaashkeshiwi-wiiyaas.**

*Today I'm going to teach you how to cook venison.*

**Giga-wii-ayaan: abwewin, waawaashkeshiwi-wiiyaas, mookomaan, bibine-bakwezhigan, zhiiwitaagan, gaa-wiisagang, miinawaa bimide.**

*You are going to want: a frying pan, venison, a knife, flour, salt, pepper, and oil.*

**Aabitawinaagaans i'iw bimide giga-ziiginaan imaa abwewining. Giga-abizaan i'iw bimide.**

*You will put about a half cup of oil into the frying pan. You will heat the oil.*

**Aayaabitooninj giga-inizhaan i'iw wiiyaas.**

*Cut the venison into thick pieces.*

**Aabajitoo badaka'igan da-bapagone'aman i'iw wiiyaas da-nookada'aman i'iw.**

*Use a fork to poke holes in the meat to make it tender.*

**Atoon i'iw bibine-bakwezhigan imaa boozikinaaganing.**

*Put some flour in a bowl.*

**Gidaa-dagonaan i'iw zhiiwitaagan naa gaa-wiisagang imaa bibine-bakwezhiganing.**

*You should add salt and pepper to your flour.*

**Gidaa-zinigosidoon i'iw wiiyaas imaa bibine-bakwezhiganing.**

*You should rub the meat in the flour.*

**Mii dash ge-izhi-atoyamban i'iw waawaashkeshiwi-wiiyaas imaa gezhaagamideg bimide.**

*Then you will put the meat in the hot oil.*

**Azhigwa ani-ozaawaakideg i'iw waawaashkeshiwi-wiiyaas giga-gwekiwebinaan i'iw.**

*When the meat turns brown you will flip it over.*

**Mii imaa da-ozaawaakizaman i'iw akeyaa gaye.**

*You will brown that side too.*

**Mii imaa da-atooyamban manoomin miinawaa gitagaanensan.**

*You could put wild rice and vegetables to eat with your meat.*

**Da-minopogwad.**

*It will be delicious.*

# UNIT 11

## Printouts



Ojibwe

| onaagan                          | aniibiishaaboo                                       | badaka'igan                               | wiiyaas                           |
|----------------------------------|--|---|-----------------------------------|
| plate<br>bowl<br>eat<br>table    | tea<br>coffee<br>mug<br>drink                        | fork<br>spoon<br>knife<br>eat             | meat<br>venison<br>beef<br>steak  |
| mookomaan                        | zaasagokwaan   | ozisinaagane                              | apegish                           |
| knife<br>fork<br>spoon<br>cut    | frybread<br>Indian taco<br>butter<br>honey<br>fluffy | set<br>table<br>plate<br>bowl             | hope<br>wish<br>want<br>fear      |
| bakade                           | ganabaj  | namadabi                                  | giniigaaniiming                   |
| hungry<br>thirsty<br>food<br>eat | think<br>opinion<br>suppose<br>feel                  | sit<br>stand<br>chair<br>table            | future<br>your<br>past<br>present |
| nitaage                          | apane  | zagaswe'idiwag                            | mino-ayaa                         |
| kill<br>game<br>hunt<br>shoot    | always<br>never<br>sometimes<br>forever              | ceremony<br>feast<br>celebrate<br>tobacco | well<br>good<br>healthy<br>bad    |

**Noun**

**Adverb**

**Verb**

**Something  
else**

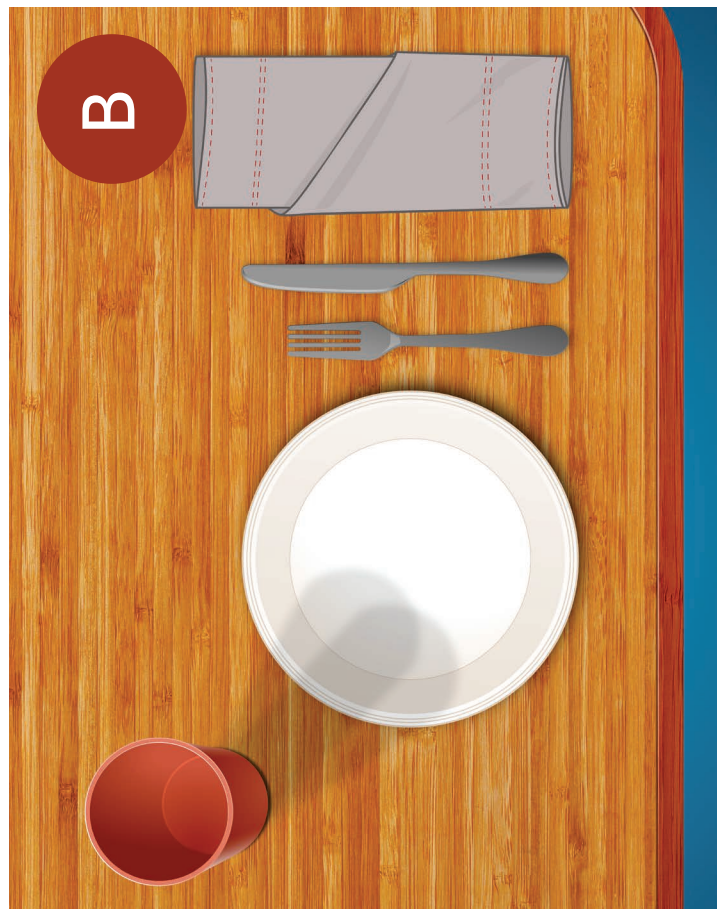
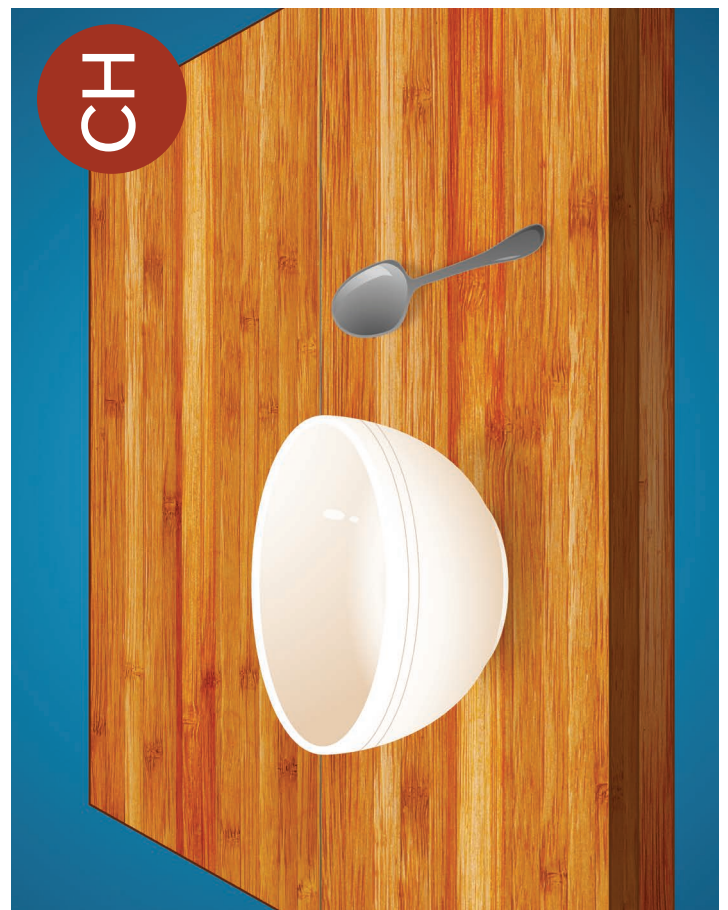
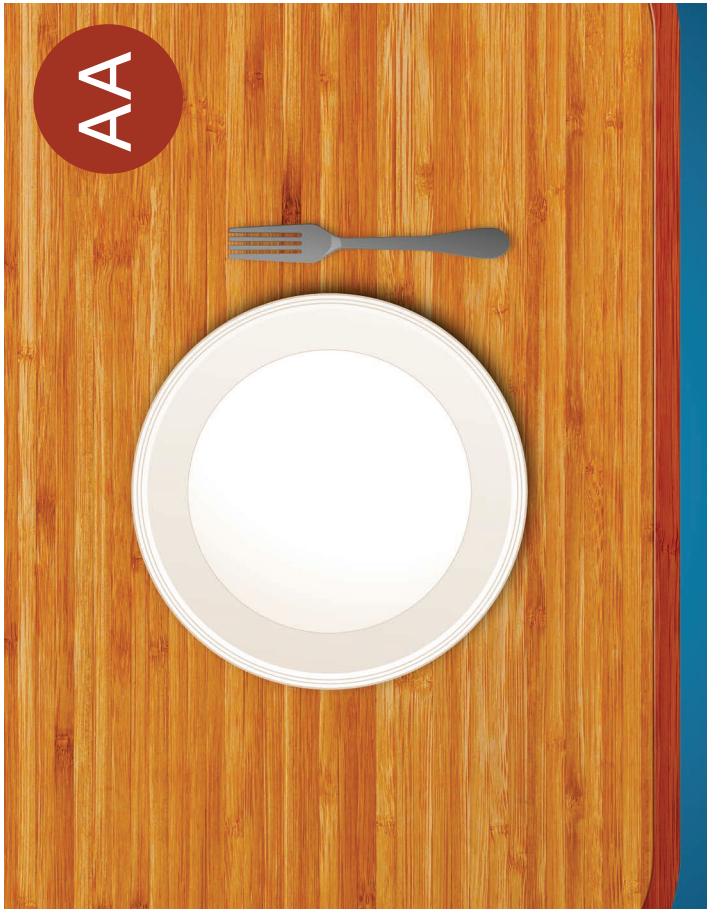


## Asemaakawind a'aw Waawaashkeshi – Ceremony for the Deer

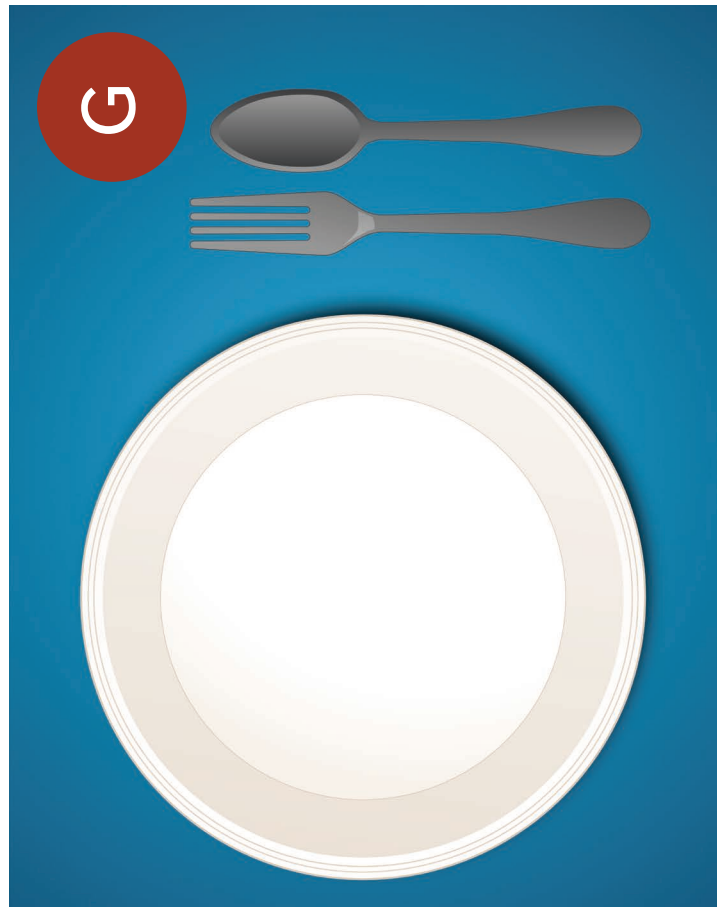
|  |  |
|--|--|
| Ogimaakwe  |  |
| Amik   |  |
| Ogimaakwe  |  |
| Amik   |  |
| Waabishkibines   |  |
| Gimiwan  |  |
| Time passes. Amik is kneeling on the floor laying out the food for the meal. |  |
| Amik   |  |
| Waabooz  |  |
| Gimiwan  |  |
| Ogimaakwe  |  |
| Ogimaakwe goes to greet Gidagigwaneb at the front door.                      |  |

## Asemaakawind a'aw Waawaashkeshi – Ceremony for the Deer

|                   |  |
|-------------------|--|
| Ogimaakwe         |  |
| Gidagigwaneb      |  |
| Waasegiizhigookwe |  |
| Gidagigwaneb      |  |
| Waabishkibines    |  |
| Gidagigwaneb      |  |
| Waasegiizhigookwe |  |
| Gidagigwaneb      |  |
| Ogimaakwe         |  |
| Amik              |  |
| Gidagigwaneb      |  |







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

\_\_\_\_\_ boozikinaagan, badaka'igan, mookomaan, onaagan, giziidoone'on, adoopowin

\_\_\_\_\_ adoopowin, onaagan, badaka'igan

\_\_\_\_\_ adoopowin, giziidoone'on, onaagaans, onaagan, mookomaan, badaka'igan

\_\_\_\_\_ adoopowin, boozikinaagan, emikwaanens

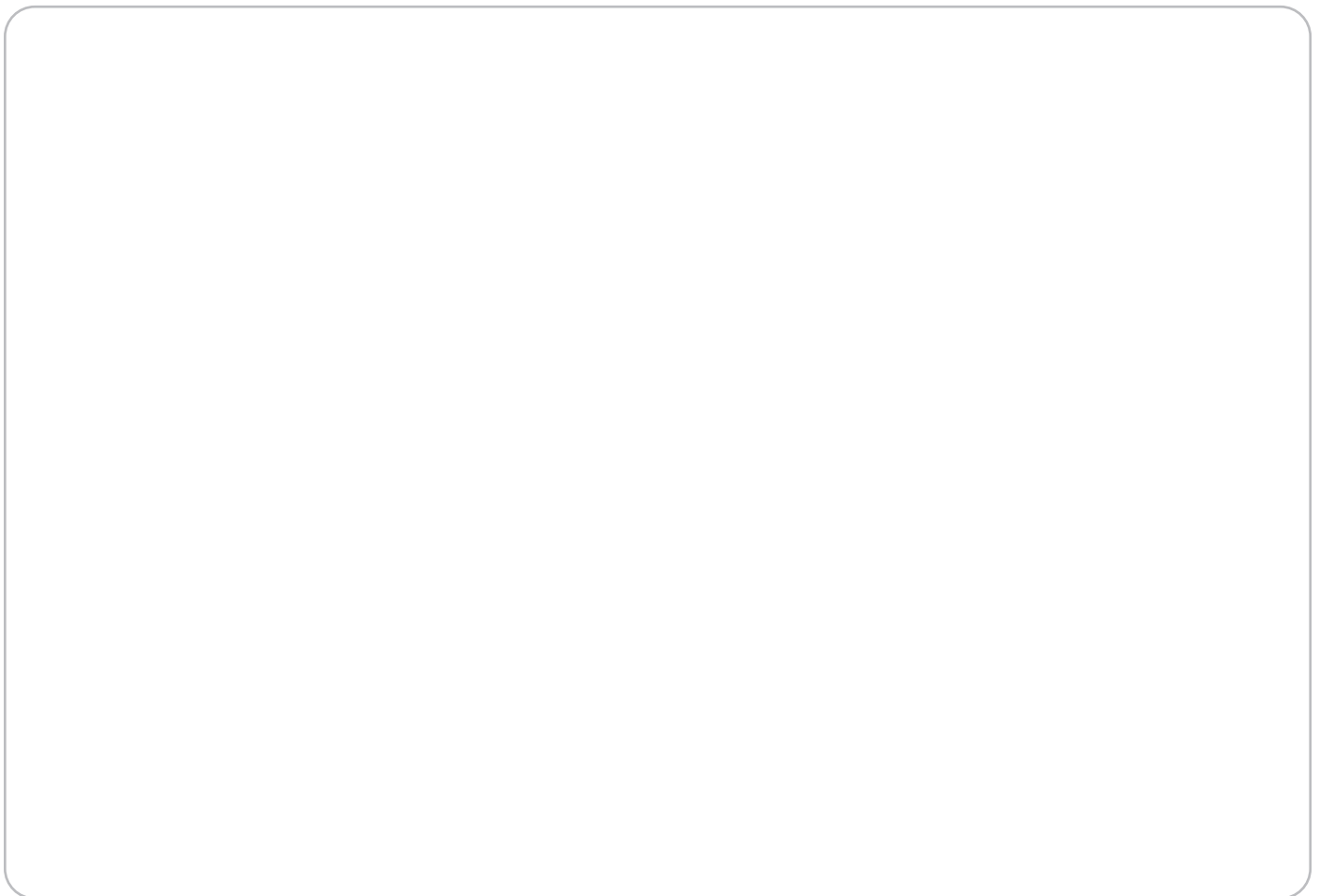
\_\_\_\_\_ adoopowin, onaagaans, onaagan, badaka'igan, mookomaan, giziidoone'on, apabiwin

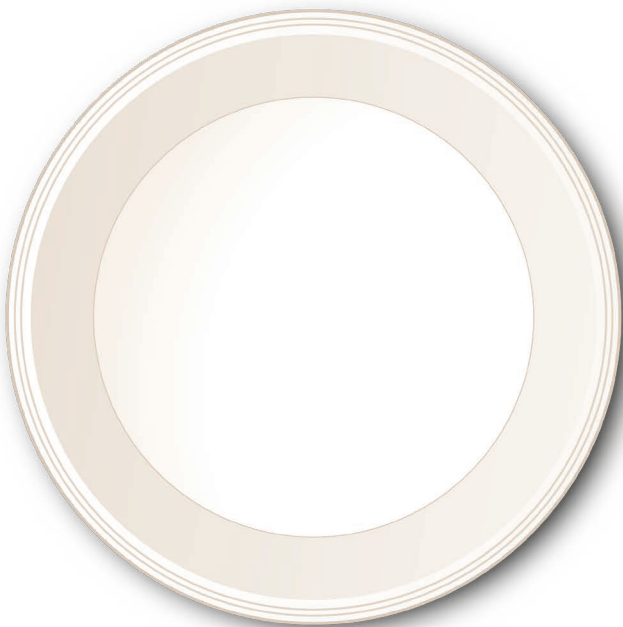
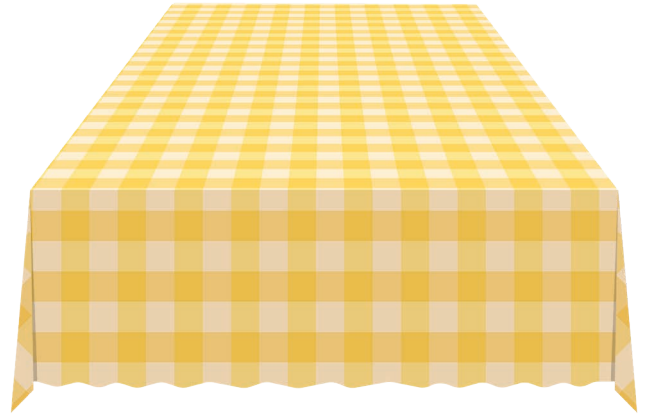
\_\_\_\_\_ adoopowiniigin, emikwaanens, giziidoone'on, boozikinaagan, onaagan

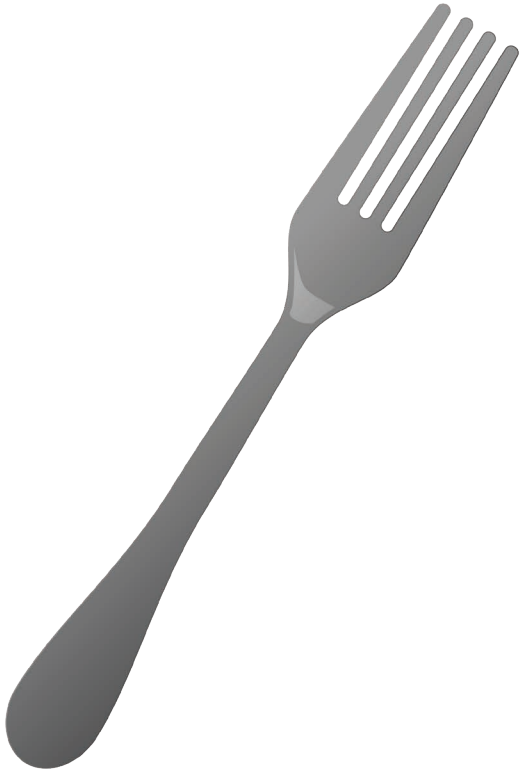
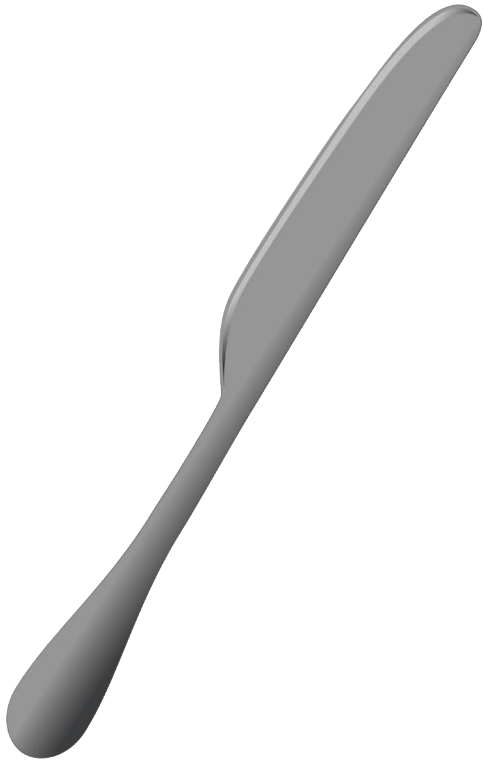
\_\_\_\_\_ onaagan, emikwaanens, badaka'igan

\_\_\_\_\_ adoopowin, apabiwin, onaagan, mookomaan, badaka'igan

Draw a table setting below, and ask a friend to label it:







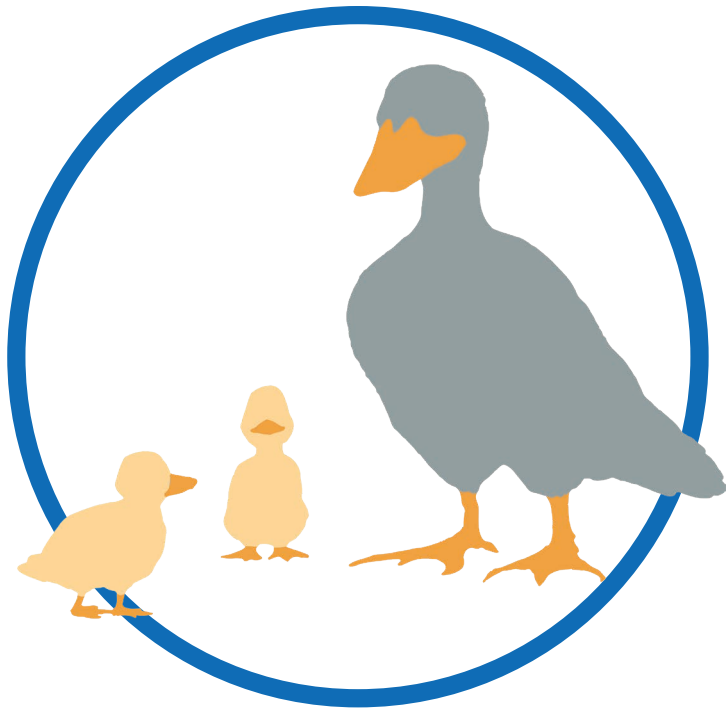




|                     |                        |                    |
|---------------------|------------------------|--------------------|
| <b>onaagan</b>      | <b>badaka'igan</b>     | <b>mookomaan</b>   |
| <b>ozisinaagane</b> | <b>aniibiishaaboo</b>  | <b>wiinyaas</b>    |
| <b>zaasagokwaan</b> | <b>ashi</b>            | <b>bi-dagoshin</b> |
| <b>bakade</b>       | <b>mino-ayaa</b>       | <b>namadabi</b>    |
| <b>nitaage</b>      | <b>apegish</b>         | <b>eniwek igo</b>  |
| <b>ganabaj</b>      | <b>giniigaaniiming</b> | <b>apane</b>       |
| <b>nakomewizi</b>   | <b>zagaswe'idiwag</b>  | <b>wiikom</b>      |

|                      |                      |                                |
|----------------------|----------------------|--------------------------------|
| <b>wawaanaji'</b>    | <b>adoopowin</b>     | <b>adoopowiniigin</b>          |
| <b>giziidoone'on</b> | <b>boozikinaagan</b> | <b>atoon</b>                   |
| <b>emikwaanens</b>   | <b>onaagaans</b>     | <b>apabiwin</b>                |
| <b>wiiyaas</b>       | <b>gaa-wiisagang</b> | <b>bibine-<br/>bakwezhigan</b> |
| <b>bimide</b>        | <b>abwewin</b>       | <b>gitigaanens</b>             |
| <b>giizizan</b>      | <b>inizhan</b>       | <b>abizan</b>                  |
| <b>gwekiwebinan</b>  | <b>ozaawaakizan</b>  | <b>waawaashkeshi</b>           |

# UNIT 12



Ojibwe

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

## LESSON 1: Aadizookaanan – Sacred Stories

Students will:

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

## LESSON 2: Awesiinyag – Wild Animals

Students will:

- identify some common wild animals

## LESSON 3: Bizindawishin! – Listen To Me!

Students will:

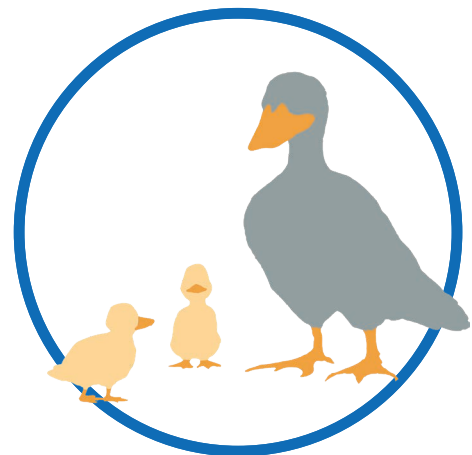
- compare vai and vta verbs
- learn more about vta commands
- talk about things that might happen using B form
- talk about things that already happened using B form

## LESSON 4: Wenabozho Miinawaa Zhiishiibag – Wenabozho and the Ducks

Students will:

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

## REVIEW





# Lesson 1: Adizookaanan Sacred Stories

## OBJECTIVES

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

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

## MATERIALS

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

## VOCABULARY

1

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

2

|                  |                       |
|------------------|-----------------------|
| <b>bakaan</b>    | <i>different</i>      |
| <b>maagizhaa</b> | <i>maybe; perhaps</i> |



## VOCABULARY

3

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

4

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

5

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



### ACTIVITY A

# What are aadizookaanan?

## Materials

**Estimated time:** 30 minutes

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

## Activity Steps

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



### ONLINE ACTIVITIES

**Estimated time:** 60 minutes

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

#### Activity Steps

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

## ACTIVITY B Verb types

#### Materials

**Estimated time:** 30 minutes

- Smartboard or projector
- Rosetta Stone Ojibwe

#### Activity Steps

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





## Lesson 2: Awesiinyag Wild Animals

### OBJECTIVES

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

- identify some common wild animals

### MATERIALS

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

### VOCABULARY

1

**makwa(g)** *black bear(s)*

na

**waawaashkeshi(wag)** *deer*

na

**gidagaakoons(ag)** *fawn(s)*

na

**onijjaaniw(ag)** *doe(s)*

na

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

na

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

na

2

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

na

**esiban(ag)** *raccoon(s)*

na

**ajidamoo(g)** *red squirrel(s)*

na

**zhaangweshi(wag)** *mink(s)*

na

**waagosh(ag)** *redtail fox(es)*

na

3

**gekek(wag)** *hawk(s)*

na

**zhiishiib(ag)** *duck(s)*

na

**ogaa(wag)** *walleye(s)*

na

**nika(g)** *Canada goose (geese)*

na

**giigoonh (giigoonyag)** *fish (multiple fish)*

na

**manidoons(ag)** *insect(s)*

na



### ONLINE ACTIVITIES

**Estimated time:** 45 minutes

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

#### Activity Steps

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

## ACTIVITY A Memory

#### Materials

**Estimated time:** 45 minutes

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

#### Activity Steps

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



#### TEACHER'S TIP

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

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



### ACTIVITY B Dictionary review

#### Materials

**Estimated time:** 45 minutes

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

#### Activity Steps

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



#### TEACHER'S TIP

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

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



### ACTIVITY C

# *Gaa-ondinang Dakwaanowed Makwa*

## Materials

- Smartboard or projector

**Estimated time:** 45 minutes

## Activity Steps

1. Now that students have learned about traditional winter stories and animal names, introduce the story *Gaa-ondinang Dakwaanowed Makwa*, told by Anna Gibbs and animated by Jonathan Thunder. Use the following link to view: <https://www.youtube.com/watch?v=tULWwZp6edY>



### CULTURE CORNER

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

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



### CULTURE CORNER

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



## Lesson 3: Bizindawishin! *Listen To Me!*

### OBJECTIVES

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

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

### MATERIALS

- Rosetta Stone Ojibwe
- Smartboard or projector
- Lesson 3 Image Cards (Printouts D)
- Lesson 3 Caption Cards (Printouts E)
- Computers or tablets
- vta Command Cards (Printouts F)
- Two flywatters

## ACTIVITY A Captions

### Materials

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

 **Estimated time:** 30 minutes

### Activity Steps

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



### ONLINE ACTIVITIES

🕒 Estimated time: 45 minutes

#### Materials

- Rosetta Stone Ojibwe
- Computers or tablets

#### Activity Steps

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

## ACTIVITY B Flyswatter game

#### Materials

- vta Command Cards, one set (Printouts F)
- Two flyswatters (or tube socks/rolled up construction paper/etc.)

🕒 Estimated time: 30 minutes

#### Activity Steps

1. Post all six vta Command Cards on the board. Leave space between words.
2. Divide students into two groups.
3. Give each group a flyswatter (or tube sock/rolled up construction paper/etc.).
4. Call one student from each group to the board. Say a sentence command in English. Be sure to indicate whether the command is to *you*, or *you all*. You may say something like:
  - *You, look at me!*
  - *You all, help him!*
  - *Please, you all, tell us!*
5. The first student to correctly hit the word part on the board and say the full word out loud gets the point for their team.
6. Count the points in Ojibwe using the numbers from Unit 2.
7. Repeat until one team has ten points.



#### TEACHER'S TIP

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



### ACTIVITY C Script study

#### Materials

**Estimated time:** 30 minutes

- Rosetta Stone Ojibwe
- Smartboard or projector
- Lesson 1 Script, optional, one per student

#### Activity Steps

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



### ACTIVITY D Do it to us!

#### Materials

 **Estimated time:** 45 minutes

- Lesson 3 Image Cards, optional, one set per group (Printouts D)
- Lesson 3 Caption Cards, optional, one set per group (Printouts E)
- Lesson 3 Script, optional, one per group

#### Activity Steps

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





## Lesson 4: *Wenabozho Miinawaa Zhiishiibag* *Wenabozho and the Ducks*

### OBJECTIVES

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

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

### MATERIALS

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

### VOCABULARY

1

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

4

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

5

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

6

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

**ONLINE ACTIVITIES** **Estimated time:** 60 minutes**Materials**

- Rosetta Stone Ojibwe
- Computers or tablets

**Activity Steps**

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

**TEACHER'S TIP**

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

**ACTIVITY A** **Venn diagram****Materials**

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

**Estimated time:** 60 minutes**Activity Steps**

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

**TEACHER'S TIP**

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

**CULTURE CORNER**

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



### ACTIVITY A Venn diagram (continued)

#### Activity Steps

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

### ACTIVITY B Aadizookeng

#### Materials

- Tobacco
- Gifts for presenters

 **Estimated time:** 60 minutes

#### Activity Steps

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



#### TEACHER'S TIP

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



# Unit 12 – REVIEW

Ojibwe



## OBJECTIVES

- Review Unit 12

## MATERIALS

- Rosetta Stone Ojibwe
- Smartboard or projector

## Test Review

### Materials

- Rosetta Stone Ojibwe
- Smartboard or projector



**Estimated time:** 30 minutes

### Review Steps

1. Divide students into pairs or small groups.
2. Display each practice activity listed below. Give students time to discuss the correct answer together.
  - a. Suggested activities: Lesson 1 Final Practice, Lesson 2 Final Practice, Lesson 3 Practice 1, 2, and 5, and Lesson 4 Practice 10-15.
  - b. You can also use any other practice activities, especially any that your students have found challenging.
  - c. Consider including lessons from past units as well, especially any that students have found challenging.
3. Rotate among groups to share their answer with the whole class, or have students buzz in to give their answer as on a game show.

## Conversation



**Estimated time:** 30 minutes

### Review Steps

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



# Unit 12 – REVIEW

Ojibwe



## Write a Story

**Estimated time:** 60 minutes

### Review Steps

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

## Reflect

**Estimated time:** 30 minutes

### Review Steps

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



### TEACHER'S TIP

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



## Reflect (continued)

## Review Steps

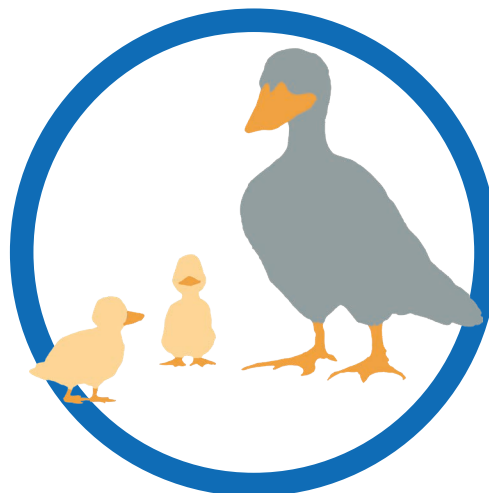
- h. What is the most important thing you learned in this course?
  - i. What was the most surprising thing you learned in this course?
  - j. If you could go back to the beginning of the course and give yourself a piece of advice, what would it be?
2. Have students answer these questions in their notebooks.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



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

# UNIT 12

## Scripts



**Ojibwe**

# Wenabozho Miinawaa Zhiishiibag

## Wenabozho and the Ducks



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



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

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

## Awesiinyag Wild Animals



**makwa**  
*black bear*

**makwag**  
*black bears*

**waawaashkeshi**  
*deer*

**waawaashkeshiwag**  
*deer (plural)*

**gidagaakoons**  
*fawn*

**gidagaakoonsag**  
*fawns*

**onijjaaniw**  
*doe*

**onijjaaniwag**  
*does*

**nika**  
*Canada goose*

**nikag**  
*Canada geese*

**ogaa**  
*walleye*

**ogaawag**  
*walleyes*

**zhiishiib**

*duck*

**zhiishiibag**

*ducks*

**gidagaa-bizhiw**

*bobcat*

**gidagaa-bizhiwag**

*bobcats*

**waagosh**

*redtail fox*

**waagoshag**

*redtail foxes*

**gekek**

*hawk*

**gekek wag**

*hawks*

**zhaangweshi**

*mink*

**zhaangweshiwag**

*minks*

**wiisagi-ma'iingan**

*coyote*

**wiisagi-ma'iinganag**

*coyotes*

**ajidamoo**

*red squirrel*

**ajidamoog**

*red squirrels*

**esiban**

*raccoon*

**esibanag**

*raccoons*

**manidoo-waabooz**

*cottontail rabbit*

**manidoo-waaboozoog**

*cottontail rabbits*

**giigoonh**

*fish*

**giigoonyag**

*fish (plural)*

**manidoons**

*insect*

**manidoonsag**

*insects*

# Bizindawishin!

## Listen To Me!

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

---

Child 2 to children

**Ahaw. Bizindawik.**

*Okay. You all listen to him.*

---

Children to adults

**Daga aadizookawik.**

*Please you all tell them a sacred story.*

---

Children

**Bizaan! Bizindawik.**

*Quiet! You all listen to them.*

---

## Wenabozho Miinawaa Zhiishiibag *Wenabozho and the Ducks*



**Gaa-ojibwemod Migizi**

*Told by Migizi*

**Gaa-mazinibii'ang Steve Premo**

*Illustrated by Steve Premo*

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

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

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

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

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

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

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

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

**Gii-azhegiwe iwidi gaa-ayaanid iniw zhiishiiban.**

*He went back over there where the ducks were.*

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

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

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

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

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

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

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

*They went inside and Wenabozho started to sing.*



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

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

**Mii iw gaa-ina'ang.**

*Those are the words he put in the songs.*

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

*The ducks danced with their eyes closed while Wenabozho sang.*

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

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

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

*One helldiver looked and saw what Wenabozho was doing.*

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

*He yelled, and the ducks ran out.*

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

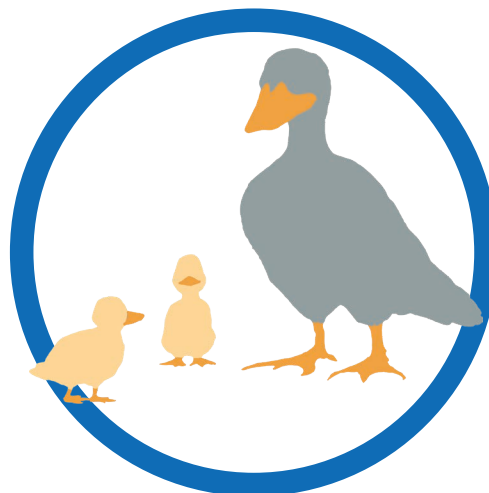
*Wenabozho caught up to the ducks and told them, "That is how you will look from now on while on this earth."*

**Geget geyaabi mamiskoshkiinzhigwe a'aw zhingibis.**

*And to this day the helldiver has red eyes.*

# UNIT 12

## Printouts



**Ojibwe**

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

---

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

---

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

---

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

---

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

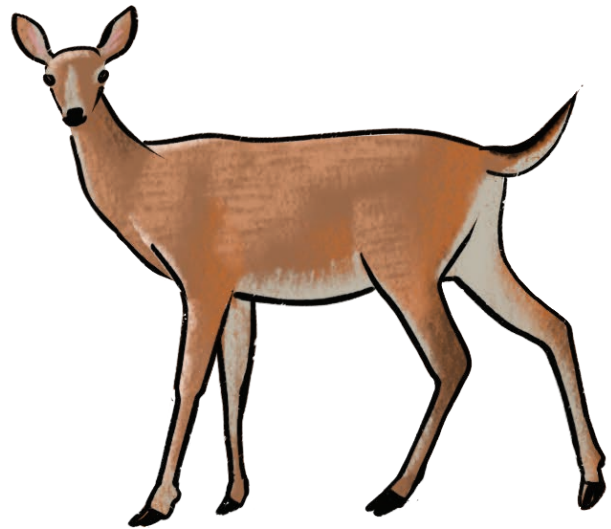
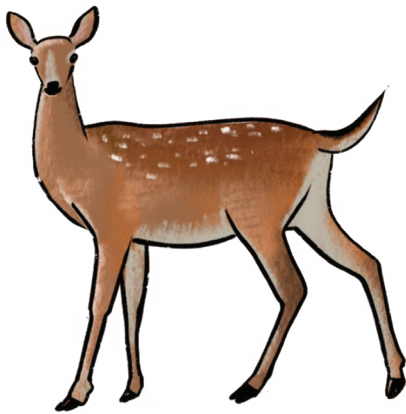
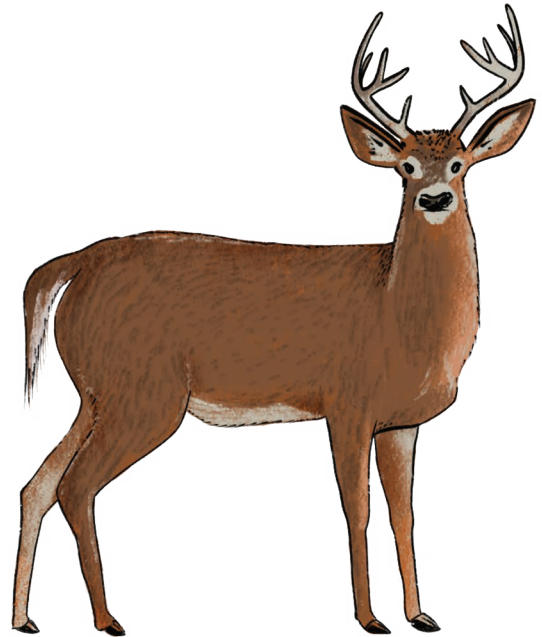
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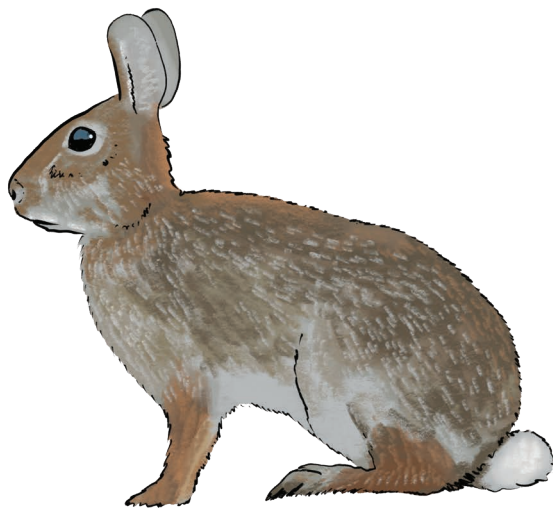
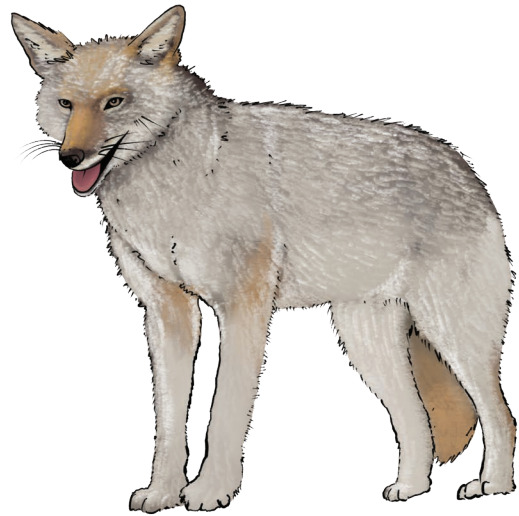
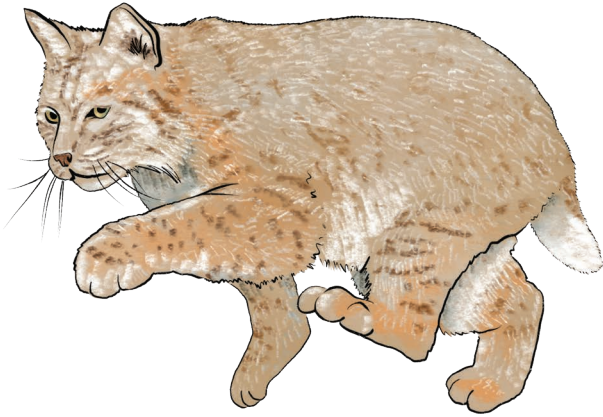
6. Who are some of the characters in these stories? List at least three.

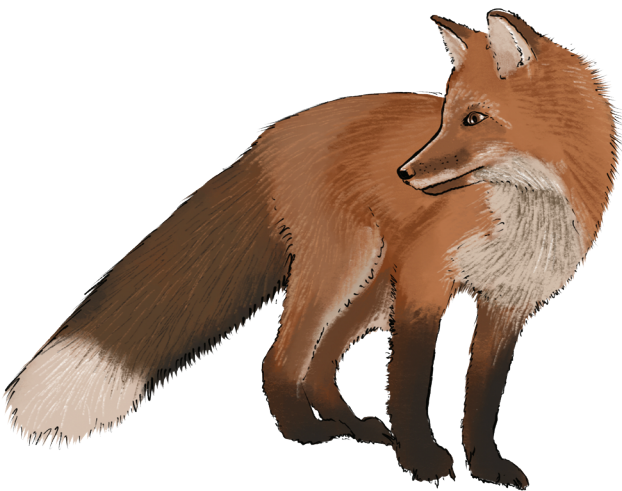
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7. Why are these stories important?

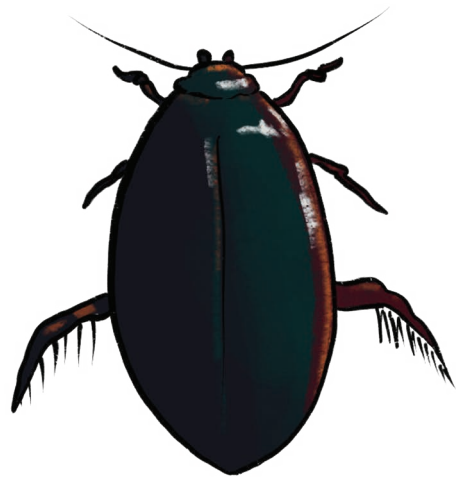
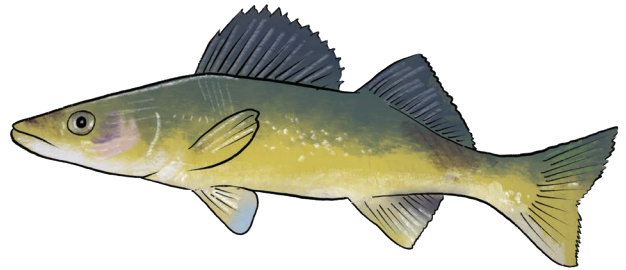
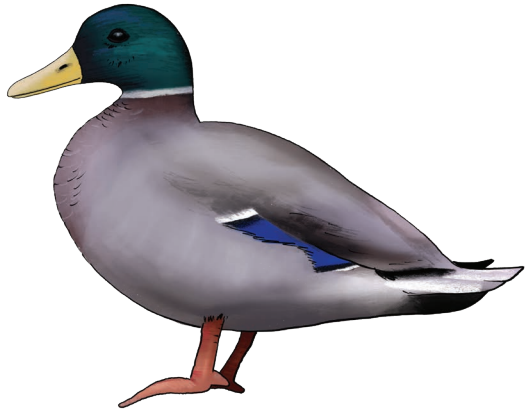
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makwa

waawaashkeshi

gidagaakoons

onijjaaniw



gidagaa-bizhiw

wiisagi-ma'iingan

manidoo-waabooz

esiban

ajidamoo

zhaangweshi

waagosh

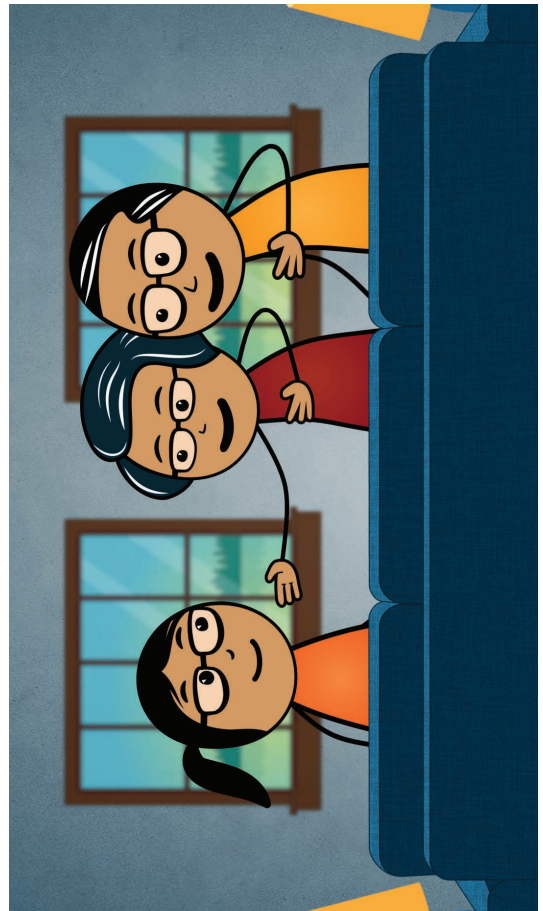
gekek

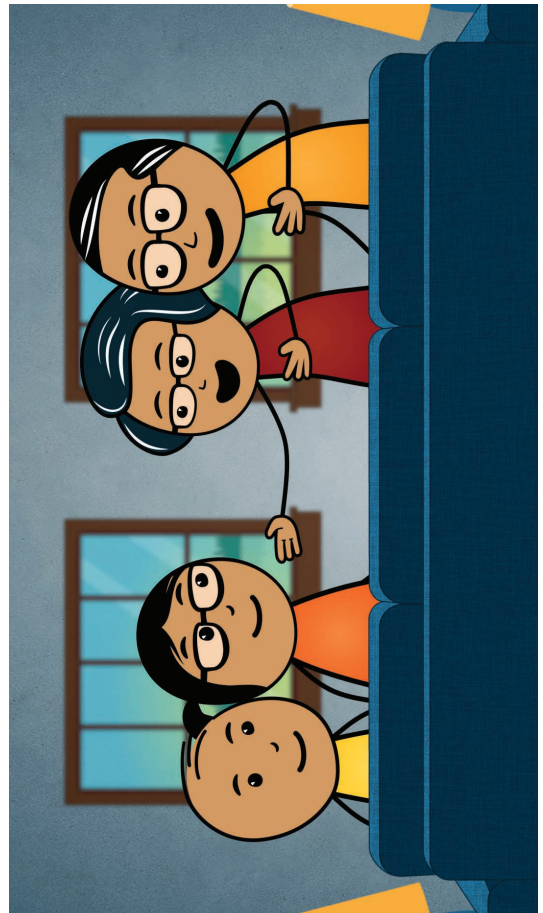
zhiishiib

ogaa

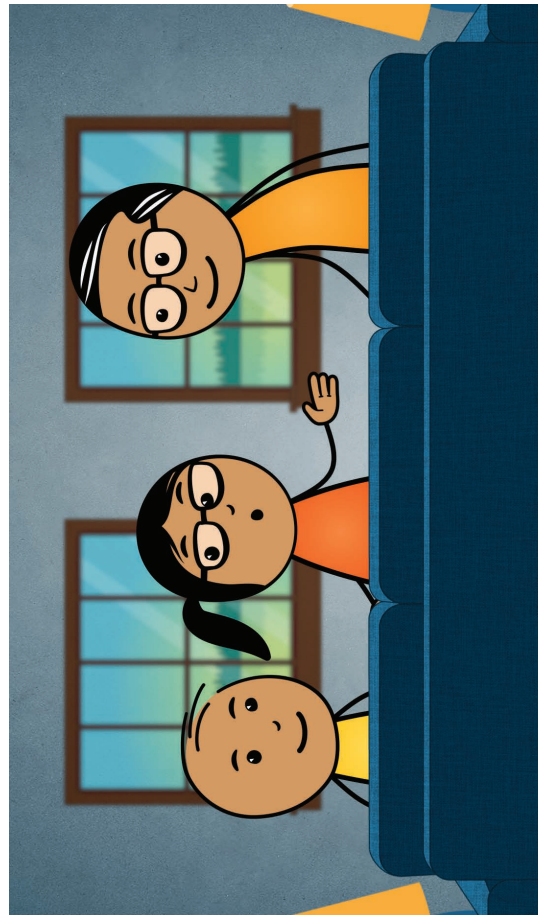
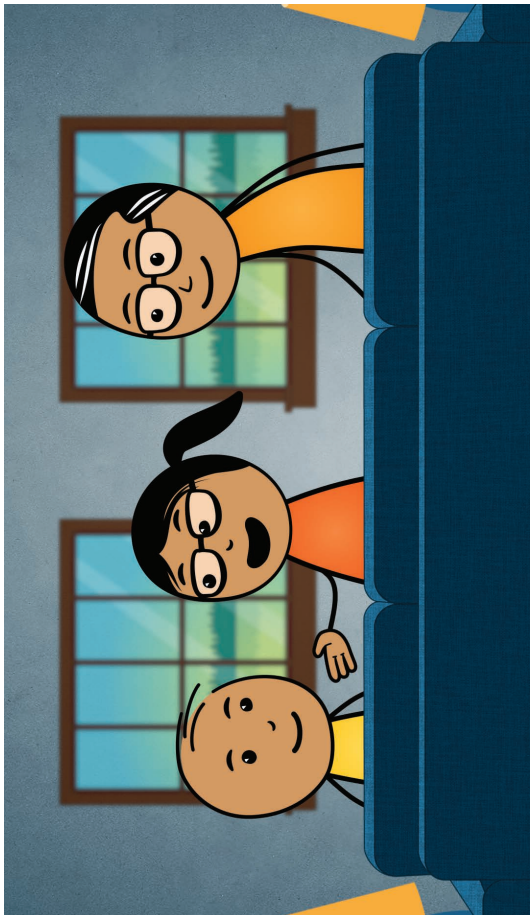
nika

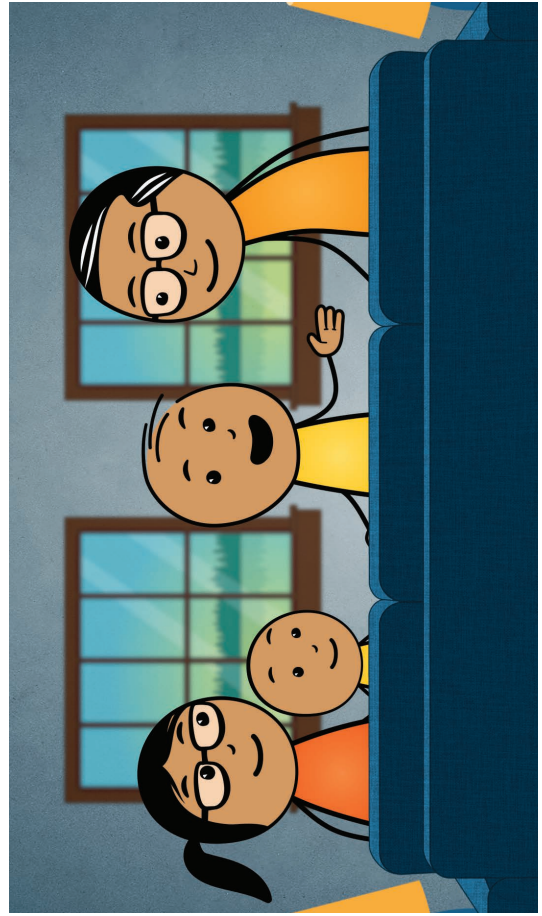
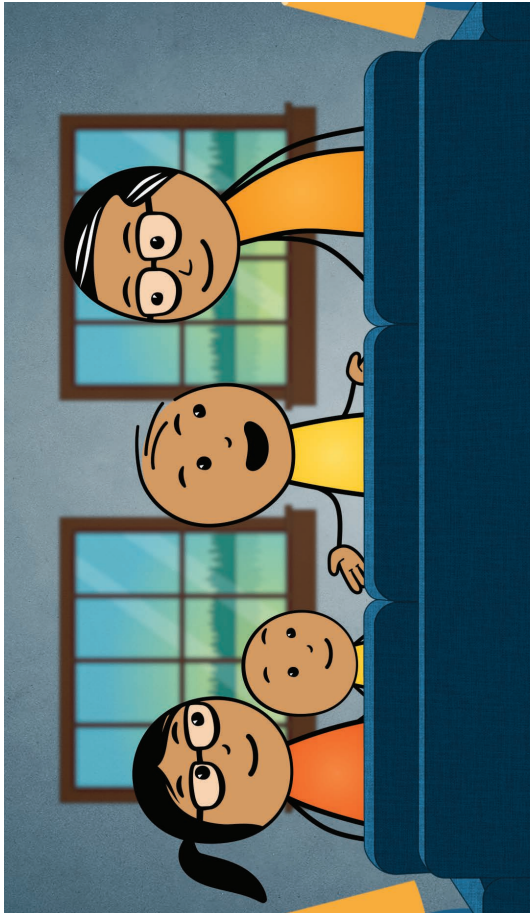
manidoons











Daga aadizookawishin.

Ahaw. Bizindawishin.

Daga aadizookawishig.

Ahaw. Bizindawishinaam.

Daga aadizookawishinaam.

Ahaw. Bizindawishig.

Daga aadizookawishinaang.

Ahaw. Bizindawishinaang.

Daga aadizookaw.

Ahaw. Bizindaw.

Daga aadizookawik.

Ahaw. Bizindaw.

Daga aadizookaw.

Ahaw. Bizindawik.



-ishin

-ishig

-ishinaam

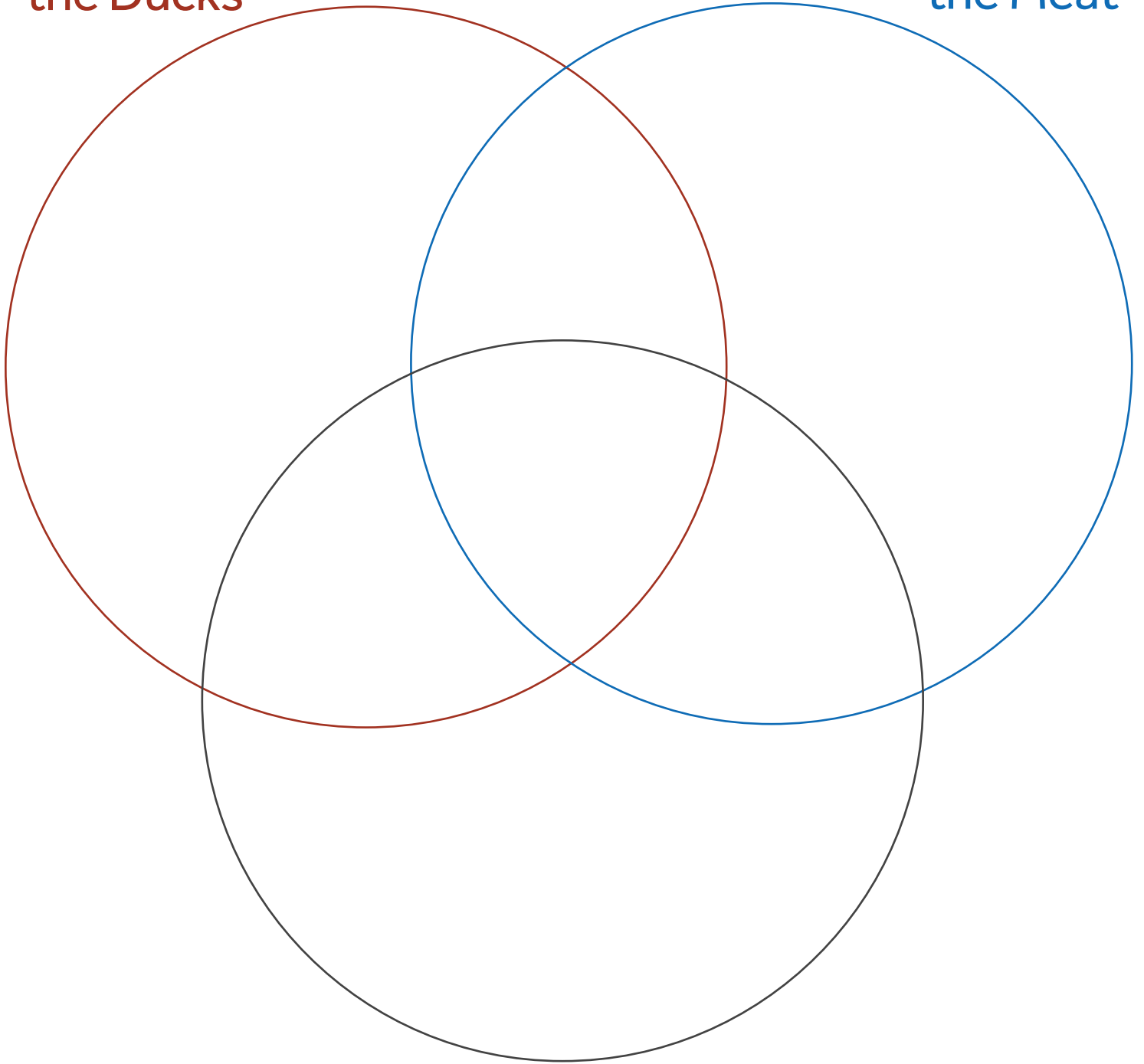
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dictionary form

Wenabozho and  
the Ducks

Nanabosho Loses  
the Meat



Nanabosh Gets Power  
from the Skunk