



Date: _____

Blackfoot Language for the Morning (Blackfoot)

ACKNOWLEDGEMENT

Please read this Acknowledgement before the start of this lesson to respect the knowledge that is being shared and the Land of the People where the knowledge originates.:

The original signatories for The Articles of Treaty 7 include the Blackfoot, Blood, Peigan, Sarcee, and Stoney nations as well as Her Majesty the Queen of England on behalf of Canada. Treaty 7 was signed on September 22, 1877. This document describes the expansive lands exchanged for benefits promised into perpetuity to the descendants of the signatories which include health care, schools and reserved land. The Treaty is a living document, all people living in Treaty 7 territory are treaty members bound with mutual responsibilities to support peaceful co-existence.


LEARNING OUTCOMES

Upon successful completion of this lesson plan, students will be able to:

1. Share factual information by describing series or sequences of events or actions (in this case, his/her morning routine). [A-1, A-1.1]
2. Use the language creatively, for imaginative purposes and personal enjoyment and for creative/aesthetic purposes by creating a picture story with captions. [A-6, A-6.2]
3. Attend to the form of the language with simple sentences using I, you, he/she, and subjects and action words in declarative statements. [LC-1 [1S, 2S, 3S, VAI]]
4. Form positive relationships with others; e.g., peers, family, and Elders. [CM-2.1]


TEACHING NOTES

Words/Phrases to review from previous lessons	Words/Phrases to introduce this lesson	Words/Phrases to use that lead students from one concept or topic to another (language scaffolding)

 **Indigenous Language**

Origin
Kainai First Nation
Alberta

Learning Level / Grade
Beginner Language

 **130 mins**

Cross-Curricular (Related) Subjects
Indigenous Ways of Knowing & Being

DESCRIPTION

Note: This lesson plan requires a Blackfoot speaker to be involved in teaching this lesson.

In this lesson, students will learn "morning" words and phrases by identifying their own morning routines and tasks. They will practice verbally the needed and practical words and phrases that describe what they do in the morning when they wake up. Then, when students have gained enough proficiency, they will teach this 'material' to younger students.

This language lesson is part of a series of four lesson plans. One lesson introduces students/learners to Kainai land and culture (Kainai Land Learning). The other lesson plans focus on teaching the Blackfoot language.

REINFORCING THE LANGUAGE

Here are some tips to use in class, supporting students in learning the language:

- Create an environment where it is safe to make mistakes
- Create a routine built on repetition
- Involve a fluent/proficient speaker in the classroom; they are 'living libraries'
- Relate the language to land and philosophy; this is where identity flourishes
- Flood the learner with vocabulary, images, and written language
- What words/phrases of encouragement can you repeat regularly to positively engage students and reinforce learning? For example, how do you say 'Well done' or 'Excellent' in your language?

INSTRUCTION METHOD

Teaching the Blackfoot language utilizes a combination of teaching methods. Total Physical Response is utilized when introducing the commands/verbs. Approximately fifty (50) commands are included in the manual (see page 9). Charades and basic sign language are used in most of the lessons. Instructor will introduce each of the commands/verbs by acting/charades.

Each lesson is also Task-based, as the follow-up to the lesson is an assignment which is the beginning of student/learner Blackfoot booklet. The student/learner is encouraged to share their booklets with family members.

MOTIVATIONAL/ANTICIPATORY SET

Students warm up by discussing what they do each morning with their families. Students think of this individually and then share with a partner or in groups to establish a common routine. This routine can be represented with picture cards, ideally created by the students.

*The instructor/teacher must review the Blackfoot Language Manual prepared by Beverly Hungry Wolf and must be prepared to teach the Blackfoot Language using the International Phonetic Alphabet system with some modifications/adaptations. The Blackfoot Language key, section one addresses the modifications/adaptations.

The Blackfoot Language Manual is introduced as a key resource for all Blackfoot language lessons. Phonetics is used to teach the language. The rationale is that "if you speak English you already understand and use phonics in your daily speech. However, at the beginning of the manual a key for pronunciation has been developed and is essential to properly sounding out the Blackfoot word. This is important for pronouncing the Blackfoot words properly.

By using the manual, the learner/student will have background on the following:

1. Vocabulary development - Refer to Blackfoot Language Manual, which provides the basics in beginning to speak and hear the Blackfoot language.
2. Blackfoot language structure and grammar - Refer to Blackfoot Language Manual, which provides examples.
3. Blackfoot culture and the words associated with the Blackfoot belief system, philosophy, can refer quote "language articulates the belief system...".
4. Listening (class and recording device), reading (Blft Language manual), writing (Blft Language manual) and speaking (language lab and oral presentations) achieved through class activity and assignments.

STEPS IN THE LESSON

Step 1

Students start the lesson with their introductions (see lesson "Introductions in the Blackfoot Language").

Then, the teacher and students warm up by discussing what they do each morning with their families. Students think of this individually and then share with a partner or in groups to establish a common routine. This routine can be represented with picture cards, ideally created by the students.

Step 2

Students review the phrases that align with the routines established above. For example:

MORNING CONVERSATION

E DAAM MIXS GAH NAW DOON NEE Happy Morning

NEE DAWK GAH MAH DO SIM I will make incense (pray).

NEE BOO WATT Get up

ISS SIS GEAT TSIT TSAH DHOU MAH DWISS SEAST TSIT

Wash your face or go take a bath.

GHEE DAWK STAY SIMS BAH NEEAT DAP BEH SIXS KSEE GIM MEE

Will you drink Coffee

SIXS E GIM MEE

Tea

OON NEE GISS

Milk

GHEE DAWK STEAKS SKUN NOU SPAH

Will you eat breakfast.

NIT DOUGH YOUSE EH KSIN NOOSE SUCK GHEE GHEE OOH WEH

I am cooking Bacon and eggs

IST TOH SKEAT DANN

Pan cakes

BICK GHEE AWK SIN

Porridge

MAH GAH BICK KSIST TSEE MAAT

Make your bed.

NEE GAWE GOO DAAP BOOT DUCK

I am going to work.

GHEE DAWK GOO DWISS KSIN NIM MAAT TSWO GOOH

You are going to school.

NEE DAWK SEAST DUCK

I'm going to wash

Step 3

Students play charades in small groups. Pairs pick images or written sentences from the list of routine items and other pairs in the group need to guess which phrase should be used.

Step 4

Students identify which parts of the morning are their most favourite and least favourite part of the day. They share these with the group in Blackfoot and then discuss how this makes them feel and how it helps them or doesn't help them start their day.

Step 5

Students can create small booklets for teaching younger students in the school. In future lessons, the students can go to visit younger students and repeat the lesson with these students, acting as teachers.

Step 6

After the lessons visiting with younger children, students reflect on how teaching others supported their own language learning and how speaking Blackfoot with one another builds relationships in the school community.

Step 7

To continue, students can explore afternoon and evening routines.

ALTERNATIVES AND ADAPTATIONS**Alternative Instruction Method**

Teaching the Blackfoot language utilizes a combination of teaching methods. Total Physical Response is utilized when introducing the commands/verbs. Approximately fifty (50) commands are included in the manual. (Refer to page) Charades and basic sign language are used in most of the lessons. Instructor will introduce each of the commands/verbs by acting/charades.

Each lesson is also Task-based, as the follow-up to the lesson is an assignment which is the beginning of student/learner Blackfoot booklet. The student/learner is encouraged to share their booklets with family members.

Alternative Step 1

Depending on the students this can be done orally or in written form, whichever suits the individual students.

Adaptations to Consider for Different Learner Levels/Different Learning Styles

Student/learner is required to have a recording device. Blackfoot words will be recorded, which addresses the learner/student whose preference may be memorization, hearing the Blackfoot word over and over again.

The tactile, artistic learner/student can supplement their learning of the language in the illustration of their Blackfoot booklets. The visual learner/student can supplement their learning of the language by posting at home/workplace the Blackfoot word for object, an excellent way of learning nouns. See the references to practicing in groups and at home for other ideas.

CLOSING THE LESSON

Students can reflect on the experience of teaching the information to younger students. How did this deepen their own understanding of the language?

GAINING PRACTICE**On one's own**

As students go through their morning ritual they can practice the phrases learned in class. The Blackfoot Language Manual has a conversation section for morning, afternoon, and evening. Student/learner is encouraged to take approximately 5 to 10 minutes to practise these sentences, appropriate to the time of day. Once confident, practice talking to someone you feel comfortable with.

Recommended practice time: 20 minutes

In a group

Students can use charades to encourage one another to build sentences as outlined in the lessons above.

To build on previous lessons, here are some additional ideas: 1) a luncheon/gathering where everyone brings a food item and each must be able to identify food item in Blackfoot for points; 2) building a lodge and all the items must be identified in Blackfoot.

Recommended practice time: 15 minutes

At home with family/relatives

Student/learner is encouraged to share the lesson with family/friends as well as engage them in the learning of the Blackfoot Language. They also become the teachers in their home environment. The use of "posties" described for the visual learner as well as listening to the pronunciation of the Blackfoot word through recording devices for accuracy. Setting up a "Help-line", identifying a family/community member fluent in the Blackfoot language to assist you in learning the language. Singing the words out like Ee dum esk kaw naw dun nee/Happy sunny morning. Wake up, Wash your face. Reading illustrated booklets with family members and friends where each of them gets an opportunity to read.

Recommended practice time: 15 minutes

ASSESSMENT**Assessment for Learning:**

Students will continually use morning greetings with one another and the teacher each day. Additionally, students will act out or draw out their morning routine as outlined in the lesson steps.





Assessment of Learning:

Students will choose to draw out or act out their morning routine, outlining the steps in their routine using descriptive sentences accordingly. Students will also create booklets for younger students and will teach the lesson to younger students. This is both practice and assessment.

VIDEOS, AUDIO FILES, DOCUMENTS, ETC.

Click the 'Link' to open and view videos.

To open and print files, please go to the 'files' folder accompanying this downloaded lesson plan.

Resource Title	Type
Supplies: Picture Cards	Supplies 
The teacher will need to find pictures of tasks done in the morning, for example: eating, drinking, dressing, waking up, brushing teeth, bathing, etc.	
Supplies: Blackfoot Language Booklets (one per student)	Supplies 
Each student writes and draws in these booklets in each lesson.	
Equipment: recording device - one per student (app on cell phone or digital recorder)	Supplies 
Each student will need a recording device (or app) to record the language so they can practice.	
Blackfoot Manual	File (Blackfoot Manual.pdf) 
This manual is used for the entire Blackfoot course. It includes language and cultural guidance.	

TEACHERS' GUIDE**People and Place**

Is this a land-based course, held in the classroom, taken into the community, or a combination? Is there an opportunity to invite other language speakers, including Elders, to teach part of the lesson?

The learning can take place in any environment. The key is the instructor must/should be a speaker, as teaching the Blackfoot language includes the teaching of the culture. Elders are also key as they supplement the lessons by sharing the creation and other stories of the Blackfoot peoples. To deepen the connection to the land, students could explore the morning routine of the land.

Additional Information

- Information on the history and culture of the Blackfoot peoples can be accessed through the internet, written publications and film. The Blackfoot Language Manual, authored by Beverly Hungry Wolf, is key. Beverly Hungry Wolf is also a published author of the book, *The Ways of My Grandmother*, which provides additional insight into the world of the Blackfoot Peoples.
- Teaching is about knowing your subject matter, being able to articulate, in this instance, in both Blackfoot and English.
- Other than the Blackfoot language, the rest of the lesson is intuitive as students already regularly "live" this routine.

How does this lesson plan relate to learners with different learning styles?

Spiritual Learners

Building this language into everyday life integrates the learning with students' lived experiences each day and ties the vocabulary to the individual routine. Also, by teaching younger students, this helps build community both inside and outside the school. It also allows students to focus on the parts of the day that are tied to spiritual development, such as NEE DAWK GAH MAH DO SIM - I will make incense (pray).

Emotional Learners

Students connect with one another and with younger students. Also, by identifying their most and least favourite parts of the routine they relate to their feelings and learn about one another's emotional connections to their daily routines.

Physical Learners

By creating booklets and teaching the lesson to younger students, they will learn by doing. Additionally, using the phrases each day as they get up and sharing them with their families will support the physical learner.

Intellectual Learners

In addition to learning the phrases, students will sequence their activities in the morning, linking to the logical learner. Also, teaching younger students will help develop their independence.

HOLISM AND ALL OUR RELATIONS

This lesson plan has been developed with an Indigenous lens that is holistic in nature, a way of being and knowing that

acknowledges our relationships with 'all our relations', including plants and animals, other human beings, the water, land, wind, sun, moon, stars, and more - everything seen and unseen. With 'all our relations' in mind, this lesson plan has been developed with a focus on:

Relationship with the land
Participatory and experiential learning activities
Language and Culture
Relationship with family, ancestors
Connections are made with everyday life
Intergenerational learning with Elders/Knowledge Holders
Ethics in the classroom: care, truthfulness and trust, respect, integrity
Different learning styles; attention given to mind, body, and spirit
Healthy relationship with self and identity
Personal reflection time (connecting with thoughts and feelings)

OTHER INFORMATION

At this time, students are not learning at the level expected in the Alberta standards, which have been designed with learning in more of an immersion setting. For this reason, Grade 9 students are not learning according to the Grade 9 Blackfoot Language standards. Many of the outcomes identified in this lesson are around Grade 3 or 4, however the actual lesson was designed for the Grade 9 classroom. The connection to younger learners, helps ensure that younger learners will meet the expected outcomes when they reach Grade 9.

CONTRIBUTORS

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