



Date: _____

Blackfoot Language: Creating Simple Sentences in Different Tenses.

(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. Use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: a) my community and neighbourhood, b) music, c) domestic animals, d) extended family, e) games. [LC-1.3]
2. Attend to the form of the language in simple sentences using I, you, he/she, subjects and action words in a) declarative statements form, b) noun possession form for animate, c) noun possession form for singular animate and inanimate nouns using: my, yours, his/hers. [LC-1 (1S, 2S, 3S, VAI, NA, NI)]
3. Interpret and produce oral texts; produce and speak simple sentences in guided situations. [LC-2, LC-2.2]
4. Interpret and produce written and visual texts; write simple sentences in guided situations. [LC-3, LC-3.2]


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

 **80 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 learn to use the verb "to drink" in present, past and future using relationship terms and drinks.

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

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 the end of the lesson the learner/student will have background on the following:

1. Vocabulary development - Refer to Blackfoot Language Manual. Provides the basics in beginning to speak and hear the Blackfoot language.
2. Blackfoot language structure: 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

Classes will begin with Blackfoot formal introductions, followed by oral presentations by students from learning done in previous lessons (see lesson plan "Introductions in the Blackfoot Language").

Step 2

BUILDING BLACKFOOT SENTENCES

The Blackfoot words are spelled and pronounced using English phonetics.

BLACKFOOT VERB

EH SIM ME DRINKING (present)

AWK SIM ME IS GOING TO DRINK (future)

AW KAA KIS SIM ME FINISHED DRINKING (past)

MAH DAWK SIM NOT GOING TO DRINK

Step 3

BLACKFOOT NOUN/SUBJECT: RELATIONSHIPS AND DRINKS

Handouts need to be created from the Blackfoot Language Manual (create handouts to photocopy, enough for every student, from pages 37-38 for drinks and pages 44-46 for relationships).

Using the handouts, refer to the Blackfoot terms for relationships and a drink such as coffee, tea, pop, and milk (handout) and build ten sentences using the Blackfoot verb "**EH SIM ME**" ("drinking"). While building your sentence mentally/verbally, repeat the words. When completed, share with language partner.

EXAMPLE: NAH NISS GUN EH SIM ME OH GEE

MY LITTLE BROTHER/SISTER IS DRINKING WATER.

NOTE: A male speaker will refer to their little brother/sister as **NISS GUN**.

A female speaker will refer to their little brother/sister as **NEE SISS**

NAH = my

Step 4

ACTIVITY

Begin your booklets using Blackfoot sentences. Illustrate your sentences. Example, show a little girl/boy drinking water.

Step 5

ASSIGNMENT

Each student's Blackfoot language booklet will be turned in at the beginning of each class. Each student will provide an oral presentation of their booklet in Blackfoot. The Blackfoot language booklet will be used for assessment purposes and can be graded. It is important to complete weekly assignments to get optimum grade and an opportunity to practice Blackfoot sentences.

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.

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. Example, coffee, tea, milk, pop, my dad, my mother, my sister, my brother, my grandparent

CLOSING THE LESSON

Closure of lesson includes giving students/learners 15 minutes to practice with fellow learners/students the assigned words and sentences. Student learners can take turns with the words and phrases they know and practice listening, too.

GAINING PRACTICE

On one's own

It is important to continue to generate sentences independently. In addition to the information taught in this lesson, it is important to review previous lessons. For example, 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.

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:

Student/learner must present at the beginning of each class by demonstrating, verbally, a greeting and introduction in Blackfoot. By acknowledging the class in Blackfoot this will build confidence as speaker for learner/student and is a part of the assessment.

Assessment 1:

Student/learner must present at the beginning of each class a greeting and introduction in Blackfoot. Pronunciation assessment as well as building confidence as Blackfoot speaker for learner/student.

Provides learner/student an opportunity to hear the Blackfoot word, repetition.

Assessment 2:

Each student/learner will have an opportunity to pronounce/translate Blackfoot words as they are introduced. Refer to lesson plan, allowing for learner/student and instructor to assess their progress and where they may require additional assistance.

Assessment 3:

Each Blackfoot lesson will have an assignment that is orally presented at each class, after introductions have been made. Again repetition, repetition.

The Blackfoot language booklet will be turned in at the beginning of each class.



Assessment of Learning:

There is no summative assessment of learning for this individual lesson. Each student will provide an oral presentation of their booklet in Blackfoot. The Blackfoot language booklet will be graded. It is important to complete weekly assignments to get optimum grade and an opportunity to practice Blackfoot sentences. Student/learner is assessed on the lesson assignments as well as the final projects which are the Blackfoot language booklets. This makes for 60% of the final grade and 40% is the final exam which is oral (these percentages are subject to the teacher's discretion).

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: Blackfoot Language Booklet (one per student)	Supplies 
Students have started their Blackfoot Language Booklets in the first lesson, "Introductions in the Blackfoot Language." These are used throughout all four lessons in learning to speak, read and write Blackfoot.	
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 who must/should be a speaker as teaching of the Blackfoot language, includes the teaching of the culture. Elders are also key as they supplement the lessons by sharing the creation and stories of the Blackfoot peoples.

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, *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.

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
Blackfoot Manual	File (Blackfoot Term Book.pdf) 📄
This manual is used for the entire Blackfoot course. It includes language and cultural guidance.	

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

Spiritual Learners

This particular lesson is more practical in nature, focusing less on integrating with lived experience or the intuitive learner.

Emotional Learners

This particular lesson is more practical in nature, focusing less on connecting with feelings and experiences.

Physical Learners

Sign language is used anytime Blackfoot is spoken, example, point to yourself for "Nisto" meaning me. "Gisto" meaning you, point at the learner/student. Additionally, the oral nature of the lessons as well as writing out sentences with illustrations both support tactile (e.g., learning through doing) learners.

Intellectual Learners

Students are encouraged to create sentences independently. Students link their written sentences to images they create, which builds logical thinking. Students reference the Blackfoot manual and are continually learning about how future lessons will progress and how the lessons will be taught providing students with logical information.

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:

Participatory and experiential learning activities
Language and Culture
Relationship with family, ancestors
Connections are made with everyday life
Intergenerational learning with Elders/Knowledge Holders
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

Does this lesson plan meet curriculum expectations and outcomes for Alberta? Yes

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 above are around Grade 3 or 4, however the actual lesson was designed for the Grade 9 classroom.

CONTRIBUTORS

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