



Date: _____

Introductions in the Blackfoot Language (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. Introduce themselves in Blackfoot.
2. Develop and/or maintain interpersonal relationships about themselves, their family and their community and respond to the talk of others by showing attention and interest. [A-4]
3. Become familiar and or reacquainted to the language: personal pronouns (singular): Niisto, kiisto, na • amo, amoi to distinguish and refer to a specific animate (NA) or to an inanimate (NI) noun • noun possession form for animate (NA) and inanimate (NI) singular nouns indicating "my" (1S). [LC-1]
4. Recognize and pronounce basic sounds consistently; recognize the effects of sounds. Interpret and produce oral texts - understand short, simple oral text in guided situations. Knowledge of past and present - explore kinship and community. [LC -1.1a and b; LC-2a; CM-3.2a]

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
Alberta

Learning Level / Grade
Beginner Language

100 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.

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. In this lesson, students learn to introduce themselves in the Blackfoot language. This also serves as a very general introduction to kinship and protocol with Blackfoot protocol about 'introducing oneself' being explained.

In this lesson, students will identify kinship, family/clan and tribal affiliations. Additionally, the learner/student is introduced to the sound of the Blackfoot language. The importance of listening is emphasized.

A final project for all four lesson plans is a Blackfoot Language Booklet that each student will keep and add to throughout the lesson plan series.

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?

Below are some words in the language that are part of this lesson plan:

Ee dum esk kaw naw dun nee/Happy sunny morning, if the class meets in the morning.

Oki/Hello any other time in the day

Nisto/My

Knee dun nick goo/name is

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. Basic sign language is also used in most of the lessons. Instructor will introduce each of the commands/verbs.

Each lesson is also Task-based, as the follow-up to the lesson is an assignment where the student/learner begins to create their own Blackfoot Booklet. The student/learner is encouraged to share their booklets with family members.

MOTIVATIONAL/ANTICIPATORY SET

Let's learn how to introduce ourselves in Blackfoot! Teacher will demonstrate. Let's go around the room and learn who we are by referring to our names and families. We will then become reacquainted and or reaffirm our relatives/cousins, etc.

(The instructor/teacher must review the Blackfoot Language Manual prepared by Beverly Hungry Wolf, which can be found in the "Materials" section below. The instructor/teacher 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).

STEPS IN THE LESSON

Step 1

Introduce subject matter: Introductions in the Blackfoot language

Instruction really begins at the start of class to engage and introduce subject matter/Blackfoot language. For example, you can discuss how to say the title of this lesson plan in Blackfoot.

Step 2

At the beginning of class the instructor/teacher will greet and introduce themselves in Blackfoot.

For example: "Ee dum esk kaw naw dun nee/Happy sunny morning, if in the am. Oki, hello any other time in the day. Nisto/My Knee dun nick goo/name is: Us san gah gee/Always Singing Woman/Joyce Marie Healy"

Note: Sign language is used anytime Blackfoot is spoken, example, point to yourself for "Nisto" meaning me. "Gisto" meaning you, point at the learner/student.

Step 3

Each learner/student will write their name tag in Blackfoot and will formally introduce themselves in class.

Instructor will provide necessary name tag materials.

Step 4

Instructor informs learner/student that each class will begin with Blackfoot introductions.

Additional information will be added as classes progress such as who their parents, grandparents, maternal and paternal, siblings and tribal affiliation.

Step 5**Sample Process**

1. "Ee dum esk kaw naw dun nee" (translation is Happy sunny morning, if in the am).

Oki, hello any other time in the day.

Nisto/My Knee dun nick goo/name is: Us san gah gee/Always Singing Woman/Joyce Marie Healy

Note: Sign language is used anytime Blackfoot is spoken, example, point to yourself for "Nisto" meaning me. "Gisto" meaning you, point at the learner/student.

2. Who are you? Students will then introduce themselves.

3. Students will then be writing their names in Blackfoot on their name tag.

4. Students will practice introducing themselves in the language repetitively to themselves, to a fellow classmate, to everyone in the classroom including the teacher.

5. Students may also want to share or introduce who their parents and or grandparents are in Blackfoot.

Students' Blackfoot language booklets will be turned in at the beginning of each class. Each student will provide an oral presentation of their Booklet in Blackfoot. The Blackfoot Booklet will be graded. It is important to complete weekly assignments to get optimum grade and an opportunity to practice Blackfoot sentences.

Step 6

Let's ask the students: Why do I want to learn to speak Blackfoot?

This question leads into Part Two of this lesson on 'Introductions' after students learn to introduce themselves. This is more about the background of Blackfoot ways of knowing and being. The Role of Language in Society is foundational in identity. A short discussion can be held on the reason(s) each student/learner wants to learn/speak the Blackfoot language.

Step 7

Another question for discussion: Why is language important?

The instructor can start off the discussion, which will include time for students to participate and share their reflections on this question.

Step 8**Responsibilities to learn the language**

This lesson introduces the responsibility of the learner/student in learning the language. Language cannot be taught; it can only be learned. The instructor's role is to direct the learning process providing the necessary tools and resources in learning the language. It is the responsibility of each learner/student to fully utilize the resources and instruction provided. The importance of the Blackfoot language (any language) is that "language articulates the philosophy, beliefs, principles and concepts of a peoples" (see Blackfoot Language Manual included with this lesson plan). Language articulates the worldview of a peoples. Instructor can expound and give examples, such as Blackfoot vs. European worldview.

Step 9

Language and Culture The instructor explains how language and culture are inter-woven. In learning a language pronunciation is important, however, the meaning of word and/or definition is just as important

Step 10**Language Lab**

Language lab is at the end of each class. Fifteen minutes of practice with language partner ending with one of the following activities, written/oral quiz, charades.

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: my dad, my mother, my sister, my brother, my grandparent.

CLOSING THE LESSON

Closure of lesson is have student/learner ten to fifteen minutes to practice with fellow learner//student introduce themselves and their printed names .

GAINING PRACTICE**On one's own**

Practice will extend beyond the name and introductions. 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 practise talking to someone you feel comfortable with.

Recommended practice time: 10 minutes

In a group

Here are some ideas to further language learning in groups: - A fun activity such as charades. - A luncheon/gathering where everyone brings a food item and each must be able to identify food item in Blackfoot for points. - Making 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 a greeting and introduction in Blackfoot. Assessment of the learning progress of student/learner as well as building confidence as speaker for learner/student.

Assessment of Learning:

By the end of the lesson the learner/student will have background on how to achieve 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 to the quote "language articulates the belief system..." (found in Blackfoot Language Manual).
4. Listening (class and recording device), reading (Blackfoot Language Manual), writing (Blackfoot Language Manual) and speaking (language lab and oral presentations) are achieved through class activities and assignments.

Please note: There is no written formal summative assessment of learning for this individual lesson. Student/learner is assessed on the lesson assignments as well as the final projects which are the Blackfoot language booklets.

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: name tag materials, blank booklets	Supplies 
Equipment: Each student needs a recording device, such as the recording app on their cell phone	Supplies 
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 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 and explain, in this instance, in both Blackfoot and English.

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

Spiritual Learners

Learning how to introduce oneself extends beyond the simple language used and builds on student understanding of kinship in the spiritual sense.

Emotional Learners

As above with spiritual learning, students develop an emotional connection within and with others as they share their names in Blackfoot. This has a much deeper meaning than a typical English name and evokes emotional meaning and identity.

Physical Learners

Sign language is used anytime Blackfoot is spoken; an example: point to yourself for "Nisto" meaning me. "Gisto" meaning you, point at the learner/student. For more information on Sign language, please see the Blackfoot Manual included with this lesson plan. Additionally, the oral nature of the lessons and the formal introductions are a physical embodiment of introductions and naming.

Intellectual Learners

This lesson focuses less on the intellectual learner, but students will learn 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
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

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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