



Relationship with Family – Instructional Unit

Two Days In The Life of the Blackfoot

Introduction:

In this unit students will explore and discover how the Blackfoot people of the Canadian and American prairies lived and thrived within their environment. The lessons focus primarily on Language Arts and Social Studies outcomes. This unit also contains adapted materials to support a diverse learner group. The unit includes archival images, and historical background on Story Robes and the buffalo.

Students begin the unit by looking at their own lives to help them focus on their basic needs for daily existence. By establishing what their basic needs are, the students will be better able to understand how the Blackfoot people met their basic needs.

Using the Glenbow Museum's Blackfoot web site, the students will explore the history of the Blackfoot people and draw parallels between their own lives and the Blackfoot people to discover common needs of all people.

The unit culminates with the students taking on a role as a member of the Blackfoot people before the Europeans came to the prairies. This activity allows the students to express their understanding in the form of a personal narrative.

This project will allow the students to express:

- their understanding of the life of the Blackfoot people;
- their ability to use the internet for effective research;
- their writing and presentation skills;
- their understanding of specific Social Studies issues and skill objectives.

It should take two to three weeks for a class to successfully work through these activities.

Vocabulary:

A vocabulary blackline master is included with this unit to support understanding of Blackfoot terms used.



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Lesson 1: Introduction - How we meet our basic needs?

Target group: Grade 4 to 6

Objectives:

The students will look at the resources in their lives that they see as being necessary to live every day in different seasons of the year.

Materials:

- a large piece of par (for recording group ideas about basic needs)
- four coloured felt pens (for recording information about different seasons)
- access to a computer and a graphic organizer such as Inspiration©
- computer sign up schedule (see Teacher Computer Sign-up Sheet)
- a chart for keeping daily records of needs and how they are met. (see My Seasonal Needs Retrieval Chart)

Timeline:

- The students will be given a 60 minute class to discuss basic physical needs and record their personal information in their seasonal groups.
- A central class chart will be created to record information. (Use chart paper or an LCD projector and a computer.)
- Students will record personal observations over two days to create a personal diary.

Opening:

Discussion Topics:

- What is a **want** and what is a **need**?
- What are the **basic physical needs** of people all over the world? (Food, shelter, clothing, transportation)
- How we meet our needs through:
 - The community - private enterprise or government
 - The family
 - The individual
- How does our physical geography affect our basic needs?
- How are our needs different from people in other times and places?



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- How do the seasonal changes in Canada affect our basic needs?
- What is the daily existence like for people living on the prairies in modern times?
- What are the physical needs in daily existence like for children?
- What are the physical needs in daily existence like for adults?
- How are the basic needs of food, clothing, shelter and transportation met by modern families?
- What role does each person in a family play in the meeting of these basic needs?

Assignment:

Over two days, the students will keep a record of how their basic needs are met.

Give students the materials for recording their findings. (see My daily needs, My physical needs - Chart)

Note: Assignment recording formats: (accommodating diversity)

Students may also choose to record their comments as PowerPoint journals. These writings will be added to daily or as time allows and then may be presented to the class or teacher for editing and evaluation.

Students may use a graphic organizer (such as **Inspiration**©) to record and present their ideas. **Inspiration**© is a computer program that allows students to record and organize their ideas in an idea web format with accompanying graphics or in a textual form as an outline of their ideas.

As well, students may record their information on **audio tape or video tape**.

This may be a good alternative for students who may have difficulties with writing or keeping their ideas organized in textual form.



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Lesson 2: Basic needs – Discuss, Display and Compare

Opener:

The teacher leads a whole group discussion of what the students discovered about their needs and how they were met.

Materials:

- story diaries for students to read from the library (*Diary of Anne Frank*, *Dear Mr. Henshaw*, *Harriet the Spy*)
- illustrations of Blackfoot Story Robes in books or on-line
- large chart paper
- coloured felts
- computer sign up schedule (see Teacher Computer Sign-up Sheet)
- computers and appropriate programs (Word®, PowerPoint®, web authoring tools) for the diary creation
- paper with which to create diaries (as an alternative format)

Timeline:

- The students will be given 60 minutes for discussion and presentation of their ideas. This may become a homework assignment if extra time is needed. They will need an additional two 60 minute periods for preparation of their diary on the computer (see Teacher Computer Sign-up Sheet) and for developing a group presentation.

Activities:

- The students break into groups to discuss and compare their basic physical needs and how the needs were met over the two days.
- Through discussion of personal thoughts and experiences, student groups create large charts that show how the people in their lives help to meet each of their basic needs.



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Discussion topics to consider when creating charts:

- Why are these needs called basic needs?
- How are our needs similar and how were they different?
- Which of our needs is most difficult to meet? Why?
- Which of the needs is the easiest to meet? Why?

- Groups present their charts and give a summary of their findings to the whole group

Challenge Activities/Accommodating Diversity:

Students can use the information in their personal diary/charts to create one of the following and present it to the class:

- a video diary
- an audio diary
- a PowerPoint© presentation
- an Internet journal
- a poster showing their two days as a journey
- a newspaper article
- a poem or song
- a hand written diary
- a picture diary
- a story robe
- a letter



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Lesson 3: How did the Blackfoot meet their year-round needs?

Objectives:

- Students will discuss how the Blackfoot people could have met their basic needs before European settlement on the prairies.
- Students will discuss what was different on the prairies between modern times and pre-European times.
- Students will search the Blackfoot web site and read the files on daily life in the Blackfoot society.
- Students will use their retrieval charts to help find answers to the lesson question.

Materials:

- access to the Blackfoot web site
- retrieval charts for recording information (see Blackfoot Retrieval Charts)
- computer sign up schedule (see Teacher computer sign-up sheet)

Timeline:

- Students will be given time to view the Blackfoot web site to find information for their retrieval charts.
- Students may need two 60 minute periods to collect the information from the web site.

Opener:

Note: The Blackfoot website (from the Glenbow Museum) will guide the students through the seasonal, regional, spiritual and daily lives of the Blackfoot people. It is a resource that can be used as a sole resource for this unit or in partnership with text materials that you may have at your school.

Encourage the whole group to brainstorm how the needs of the Blackfoot may have changed according to the season.



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Activities:

- students, individually or in groups of two, choose questions from the list below (Website questions)
- students explore the Blackfoot website (the retrieval charts will guide and direct the students' enquiries)
- students view the site and add information to the appropriate charts
- view **How we lived with our families**, on the Blackfoot website
- view **How we lived with the buffalo**, on the Blackfoot website
- view **How we lived with the land**, on the Blackfoot website
- students will look for information that can answer the questions that they chose
- students will use the appropriate documents to record their findings
- students will share their questions and answers with the class

Website questions:

- What was daily existence on the prairies like for the Blackfoot people before the Europeans arrived?
- How were the basic needs of food, clothing, shelter and transportation met by the Blackfoot people?
- How did the Blackfoot people view all living and non-living things in their environment?
- Where did the Blackfoot people live in their environment at different times of the year?
- How did geographical changes bring about changes in the daily lives of the Blackfoot people? (record on Blackfoot Physical Areas)
- How did the seasonal changes bring about changes in the daily lives of the Blackfoot people? (record on Blackfoot Seasonal Roles)
- What role did each person play in the meeting of these basic needs? (record on Blackfoot Seasonal Roles)
- What roles did children play in daily life? (record on Blackfoot Seasonal Roles)
- What role did the extended family play in daily life?



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Lesson 4: Comparing Blackfoot Needs and Our Needs

Objectives:

The students will discuss what is similar and different between themselves and the Blackfoot people of the past, using the information gained from the Blackfoot website and their personal diaries.

Materials:

- completed retrieval charts from the Blackfoot website
- completed personal diaries and notes
- chart paper
- colored markers for recording

Timeline:

- students will need a 60 minute class to discuss and record their information
- students will need 30 minutes to present their findings to the class

Opener:

Briefly discuss as a group how the lives of the Blackfoot people and modern people are similar and how they are different.

Activities:

- students, in groups of two or three, choose a topic (below), discuss and then create a **Venn diagram** which shows differences and similarities:
 - between adults and the Blackfoot people of the **past**
 - between adults and the Blackfoot people of the **present**
 - between you and the **children** of the Blackfoot people of the **past**
 - between you and the **children** of the Blackfoot people of the **present**
- groups present their findings to the class



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Lesson 5: Culminating Activity - Blackfoot Life in the Past

Objectives:

- Students will develop a two-day diary for a member of the Blackfoot society from a time before European migration to the prairies.
- Students will use the materials, charts and knowledge that they have gained from the previous lessons to create the two-day diary.
- Students will take on the role of a member of a Blackfoot clan to record the events of two days.
- Students will select an area in Alberta and a season in which to research about how that person lived and met his basic needs over two days.

Materials: (depending on activity chosen)

- materials from the previous sections of this unit
- access to a computer with appropriate presentation software
- a computer sign up schedule (see Teacher computer sign-up chart)
- art supplies for diorama construction
- paper supplies and lessons on antiquing paper
- access to video cameras or digital still cameras
- access to the internet for additional information and graphics

Timeline:

- Students will need different amounts of time according to their ability levels in Language Arts and their skills on the computer.
- Students will need time for presentation of their diaries or multimedia presentations.

Opener:

Outline for the students the possible activities in this lesson. Go over the materials and resources they will need to complete their assignments.

Activities:

1. The students take on the role of a member of the Blackfoot nation in pre-European Alberta and create a two day diary of their life. (They can use a graphic organizer such as Inspiration© to sort and organize ideas.)



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2. The Blackfoot person's life will be researched on the Blackfoot website by reading the articles about the daily lives and duties of the Blackfoot people. (How we lived with the land, the buffalo, our families)
3. Students will use an outline (see *My Blackfoot Role Outline*) to help them organize and research their projects.
4. Since the lives and duties of the people changed as the seasons and the geography changed around them, students will choose a **time of year** and **place** to research from the website. (Information recorded on a chart)
5. Students will research the Blackfoot website to:
 - view the physical sites where they traveled in their yearly passages
 - discover how they were affected by the plants and animals in the various regions of their land
 - view the maps of the areas they visited to see their seasonal routes
 - find out how they were affected by the seasonal changes in the climate
 - see how they had to adapt to the seasonal changes in their environments



Relationship with Family – Assessment

Student Name: _____

Assessment Rubric:

	Above Standards	Meets Standards	Below Standards
Planning and preparation	Has created outline and filled in all areas of basic needs.	Has created outline and has completed most areas of basic needs.	Has only partially created an outline and is missing many of the basic needs.
Spelling and Grammar	Has edited the written work and has less than three errors.	Has edited the written work and has between three and eight errors.	Work has not been edited for errors. Many easily corrected errors exist.
Accuracy of information	Information is correct according to the materials used for research.	Information has only slight errors in accordance with research materials.	Information has many errors in accuracy and content.
Presentation	Project is presented in an interesting way that is easy to follow and covers the expected end result.	Project is presented in an interesting manner. Some material has slight deviations from the expected outcome.	Project is incomplete with missing information and incorrect information. Presentation is difficult to follow.



Relationship with Family – Charts

Name(s): _____ / _____ Date: _____

Regions and Seasonal Needs (Use the Blackfoot Map from the web site)

Write notes to show what happened and which materials were used in different living areas of the prairies and in different seasons.

Season visited by the Blackfoot	Winter	Spring	Summer	Fall
	Area: _____	Area: _____	Area: _____	Area: _____
Materials used: tell what materials were used from your environment				
Events: tell what happened in this area				