

1.1 - Pre-Teaching

Overview

As an introduction to Indigenous Cultures, postcolonial Social Justice, and Cultural Diffusion, this lesson serves to lay the foundation of key terms and historical trends. Students will explore the concepts of distinct culture, indigenous challenges from contemporary culture, and historical examples of indigenous peoples. After brainstorming and activating prior knowledge, students will use active reading to acquire key vocabulary and framework for the remaining lessons of the unit.

Objectives

Students will:

- Define both indigenous and non-indigenous culture.
- Identify challenges in maintaining indigenous identities while living in contemporary society.
- Examine the current status of indigenous cultures in various parts of the world.

Vocabulary

- **Indigenous:** originating or occurring naturally in a particular place.
- **Culture:** the customary beliefs, social forms, and material traits of a racial, religious, or social group; the set of shared attitudes, values, goals, and practices that characterizes an institution, organization, or society, that depends upon the capacity for learning and transmitting knowledge to succeeding generations.
- **Cultural Diffusion:** is the spread of cultural beliefs and social activities from one group to another. The mixing of world cultures through different ethnicities, religions and nationalities has increased with advanced communication, transportation and technology.
- **Genocide:** The deliberate killing of a large group of people, especially those of a particular ethnic group or nation.
- **Assimilate:** To take in (information, ideas, or culture) and understand fully. To absorb and integrate (people, ideas, or culture) into a wider society or culture.

Background Information

Indigenous populations worldwide are experiencing a common set of challenges as they work to adapt to contemporary societies without losing their own identities. Among these common challenges are the following issues:

- Indigenous communities have access to fewer resources and less



Subject

Social Justice

Grade

7th-12th

Time

60 – 90 minutes

Materials

Indigenous Intro Reading Packet

- Vocabulary Sheet
- Reading on Indigenous Youth and Social Justice
- Student Response Sheet

Unit and Lesson Standards

Social Studies:

- HS.7. Analyze the history, culture, tribal sovereignty, and historical and current issues of the American Indian tribes and bands in Oregon and the United States.
- HS.17. Explain how migration, immigration and communication (cultural exchange, convergence and divergence) lead to cultural changes and make predictions and draw conclusions about the global impact of cultural diffusion.HS.35. Examine the pluralistic realities of society (e.g., race, poverty, gender, and age), recognizing issues of equity, and evaluating need for change.
- HS.57. Define, research, and explain an event, issue, problem, or phenomenon and its

wealth than non-indigenous communities.

- Indigenous students graduate at lower rates from high school and college than the general population.
- Indigenous citizens experience higher rates of unemployment, incarceration, abuse, and poverty than non-indigenous populations.

These challenges are rooted in the history of each region, and answering these challenges requires awareness of the paths to power, current rights, and denied rights. Students should first develop their understanding of what indigenous cultures are, why they are in their current status, and explore a few examples that illustrate these ideas.

Classroom Activity (20-25 min)

Begin the lesson with a writing or discussion prompt, “Culture has many different definitions, most of which describe learned behaviors, attitudes, and tastes that are passed from one group of humans to the next. List and describe at least three examples of culture that you have acquired from family or friends.” Give students enough time to brainstorm and phrase their answers, stopping when writing or conversation has run its course.

Use your preferred method of gathering and sharing examples from students, taking examples from a variety of students and adding them to a displayed list of “Student Culture”. Once this list feels varied, decide whether to move deeper into a discussion of what aspects of culture are hardest to change vs. hardest to protect from outside influences, or immediately pivot into a more complete definition of Culture and some examples of distinct cultures. It may help students to throw out some examples of groups they have ready stereotypes available for (i.e. Pirates, Russians, Chess Masters) and have them identify traits or behaviors they would expect to see from these groups. Their answers will almost certainly be examples of Cultures associated with these groups. This discussion should end with a segue into discussion of Indigenous Culture, and the distribution of the Intro Packet.

Informational Input (30-45 min)

Pass out the Indigenous Intro Packet, including the Vocabulary Notes, Reading, and Response. Have students use active reading strategies to complete the packet individually, with partners, or in small groups, according to your preference.

Conclusion (5-10 min)

Use some share-out examples from the Response page of the packet to have students identify some indigenous cultures from around the world. These examples may be useful later in the unit when considering specific political actions, proposals, or subjects for the research project.

If attending the Museum for lesson 1.2, this is also an ideal time to pre-teach the process for completing the notes and discussion posts during the exhibit tour. URL links will guide students to quotes, videos, or discussion pages to further their interaction with the *DIGNITY: Tribes in Transition* exhibit.

significance to society.

- HS.60. Analyze an event, issue, problem, or phenomenon from varied or opposing perspectives or points of view.
- HS.61. Analyze an event, issue, problem, or phenomenon, identifying characteristics, influences, causes, and both short- and long-term effects.

