Unit 2: Indigenous Communities

Content Area: **Global Studies**
Course(s): **Global Citizenship**
Time Period: **Week 5**
Length: **4 Weeks**
Status: **Published**

Unit Overview

In this unit, students will become familiar with problems faced by minority indigenous groups around the world and measures taken to help these groups overcome their struggles.

Standards

D2.Civ.2.6-8	Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).
D2.Civ.6.6-8	Describe the roles of political, civil, and economic organizations in shaping people's lives.
D4.6.6-8	Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.
D4.7.6-8	Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.
D4.8.6-8	Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.
SOC.6.1.8.D.1.b	Explain how interactions among African, European, and Native American groups began a cultural transformation.
SOC.6.1.8.CS1	Three Worlds Meet: Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans. European exploration expanded global economic and cultural exchange into the Western Hemisphere.
SOC.K-12.6.2.D.3	Protecting the common good may require sacrificing individual rights. Maintaining that fragile balance is the collective role of all citizens.
SOC.K-12.6.2.E.2	The earth is a global community where the actions of one country can affect lives in other countries.
SOC.K-12.6.2.E.3	The U.S. view of global issues and challenges may not be the same as the views held by other countries and cultures.
SOC.K-12.6.4.A.1	Many cultural traditions and heritages contribute to our state's and nation's diversity.

Essential Questions

- In what way should minority groups be given a voice in a democracy?
- How can minority cultures be preserved?
- Is it important to preserve any and all cultural material? If not, what should be preserved?
- What effect does human productivity have on the environment?

Application of Knowledge: Students will know that...

- A community is considered indigenous when its culture and heritage is tied to a particular territory and its minority status or presence in a larger colonizing nation puts it at risk of oppression, assimilation, or even genocide
- In the United Nations, UNESCO is responsible for and committed to protection of indigenous peoples' rights
- Indigenous communities have a long history of experiencing "civilizing missions," conversions, and relocations
- Several indigenous communities face struggles today because of environmental degradation and poverty
- The United Nations Declaration on the Rights of Indigenous Peoples provides these groups with opportunities to become self-determined and exercise their rights

Application of Skills: Students will be able to...

- Assess the effectiveness and fairness of current approaches to address indigenous rights
- Come up with creative solutions for problems like environmental degradation, underrepresentation, poverty, and land use rights
- Create an original public service announcement to spread awareness of indigenous struggles
- Explain how indigenous rights are addressed in various parts of the world, including but not limited to Australia, the US, Canada, New Zealand, Ecuador, Brazil, Mexico, Papua New Guinea, Finland, and Russia
- Research indigenous communities and their struggles and practices

Assessments

- Infographics or poster projects explaining indigenous protections in a chosen nation
- Group projects addressing possible solutions to a contemporary issue in a teacher-chosen nation
- Informal observations of class discussions on reading the UN Declaration on the Rights of Indigenous Peoples, current events
- Create PSA to spread awareness of indigenous issues and struggles
- Information from this unit will be included on a locally developed, mid-year or end of course benchmark assessment that may take the form of a test, performance based project, or other summative assessment

Suggested Activities

- Read with a partner the UN Declaration on the Rights of Indigenous Peoples, write reflections on country's response to it
- Journal articles reflecting on current events, responses to indigenous struggles

- Speak with a representative from an indigenous advocacy group
- Research information on and resources available for indigenous communities in the US and other countries
- Create an action plan for execution of solutions to indigenous problems

Activities to Differentiate Instruction

Differentiation for special education:

- General modifications may include:
    - Modifications & accommodations as listed in the student's IEP
    - Assign a peer to help keep student on task
    - Modified or reduced assignments
    - Reduce length of assignment for different mode of delivery
    - Increase one-to-one time
    - Working contract between you and student at risk
    - Prioritize tasks
    - Think in concrete terms and provide hands-on-tasks
    - Position student near helping peer or have quick access to teacher
    - Anticipate where needs will be
    - Break tests down in smaller increments
- Content specific modifications may include:
    - Choice of country, easier region to research
    - Visual or oral assessment on human rights issues, knowledge of country
    - Summary of reading ahead of time
    - One-on-one assistance with research

Differentiation for ELL's:

- General modifications may include:
    - Strategy groups
    - Teacher conferences
    - Graphic organizers
    - Modification plan
    - Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: indigenous, ancestral domain, civilizing mission, manifest destiny, Discovery Doctrine

Differentiation to extend learning for gifted students may include:

- choice of country, supplemental readings on the history of indigenous rights
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Integrated/Cross-Disciplinary Instruction

Social Studies: Native American history

Science: environment-human interaction, environmental degradation

ELA: research skills

Resources

- UNESCO indigenous peoples: http://www.unesco.org/new/en/indigenous-peoples/
- Declaration on the Rights of Indigenous Peoples, General Assembly Resolution 61/295
- Lesson on Indigenous Rights in Australia: http://www.globaleducation.edu.au/teaching-and-learning/australian-curriculum.html

21st Century Skills

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.