

Responding to a growing demand for global curriculum, **Link TV, an independent television channel dedicated to presenting diverse international perspectives**, is proud to launch the **Global Link of World Educators (GLOWE)** pilot initiative. The **GLOWE** project uses **Link TV** programming to develop global cultural understanding and media literacy. The initiative brings Link TV's international media and perspectives to American schools, encouraging student engagement and promoting global citizenship. All media is delivered **free of charge**, **online** or via DVD, and accompanied by standards-based, participatory learning guides.



**LATIN
PULSE**



INDIGENOUS PEOPLE OF LATIN AMERICA

LEARNING GOAL:

Who are the indigenous peoples of Latin America, where do they live, and what are they fighting to protect?

GRADES: 9-12 **SUBJECTS:** Social Studies, World History

TIME REQUIRED: 3 class periods

MATERIALS: Online media (www.linktv.org/teachers) or GLOWE Curriculum DVD, TV/ DVD Player, copies of handouts, board or chart paper, markers. Students will need access to TV and/or internet for assignment.

Overview: This 25 minute program highlights how indigenous peoples of Latin America are demanding equal treatment and equal rights. Resentment has been brewing for five hundred years, but now the pendulum seems to be swinging the other way as indigenous people take a more active role in the politics and the economies of their countries.

Prerequisite Knowledge: None.

THIS CURRICULUM UNIT IS A PARTNERSHIP OF LINK TV AND MIND POWER COLLECTIVE

THINK, SHARE AND EXPERIENCE: INDIGENOUS PEOPLE

LEARNING PROCESS | SESSION ONE

1. THINK, WRITE NOW PROMPT [5 minutes] Students 'free write' on the following

Prior to class, write the following short definition on the board or on chart paper, and read it out loud before asking students to reflect on the following question prompt.

***"Indigenous Peoples are the historical descendants of a territory overcome by conquest or settlement."* – United Nations**

What kind of problems do you think Indigenous People have today? Where do you think Indigenous People live? What kind of lifestyle do you think they have?

2. SHARE OUT [5 minutes] Share out of Think, Write Now reflections

Facilitate a quick classroom share; leave enough time to watch the entire video.

3. MEDIA EXPERIENCE [25 minutes] Show "**Indigenous People**" Latin Pulse clip

Ask students to document observations on the handout as they are watching the Latin Pulse episode.

4. ASSIGNMENT *[5 minutes] Provide following assignment, due before the next lesson.*

Define words they didn't know and name at least one tribe and indigenous issue for each country mentioned on the map.

THINK, PUZZLE AND INVESTIGATE: INDIGENOUS PEOPLE

LEARNING PROCESS | SESSION TWO

1. SEE, THINK, WONDER [15 minutes] Discussion to prepare for investigation.

Facilitate a classroom discussion about the Latin Pulse episode, ask students to take out notes from their Media Experience. If possible have a large map of the world in view, and be prepared to document their answers on the board or on chart paper.

What countries did you **see** mentioned in the episode? Where are they? (If available, have students point out the location of the countries on the displayed map).

Why do you **think** there is a lack of media coverage about indigenous issues?

What do you **think** it means to be an activist? What does advocacy mean?

What do you **wonder** about some of the problems and issues you heard and saw in the video? (Document the issues/problems students bring up.)

2. PUZZLE OUT [10 minutes] Assign weeklong research/investigation of tribal issues.

Puzzle out (break up) class into groups of four students to become “research advocates” on the following indigenous ISSUES of a particular COUNTRY. Have students break into their groups (either assigned or on their own, by country). Then each student will either be assigned to, or pick, an INDIGENOUS ISSUE to advocate.

Country Choices: [Students break into groups by country.]

BOLIVIA, PERU, GUATEMALA, EQUADOR, MEXICO, VENEZUELA, BRAZIL

Indigenous Issues: [Each student chooses a different issue within their group.]

LAND RIGHTS, NATIVE LANGUAGES, MEDICINE, EDUCATION

3. INVESTIGATIVE TEAM MEETING [15 minutes] Group meeting to plan advocacy.

Using relevant aspects of the United Nations Declaration on the Rights of Indigenous Peoples [found at <http://www.un.org/esa/socdev/unpfii/en/drip.html>], each team must create an advocacy presentation as if they are a delegation at the United Nations. They will work together and identify which parts of the Declaration of Indigenous Rights they will use, and make a cohesive presentation. Students should use multiple sources, and be as creative as possible in their presentation to answer: **“Why is this issue important? What does the UN Declaration of Indigenous Rights say about it? What can be done to help resolve it?”**

You may use the following criteria for individual work:

- ✧ Each issue/person submits a one-minute speech, in writing.
- ✧ At least three sources are quoted.
- ✧ At least two images (pictures) are used as reference, such as photographs from the internet or books, their own diagrams, or drawings.

PERFORM AND DISCUSS: INDIGENOUS PEOPLE

LEARNING PROCESS | SESSION THREE

NOTE: IF POSSIBLE, RECOMMEND STUDENTS SUBMIT A DRAFT OF THEIR SPEECH 3 DAYS IN ADVANCE OF THIS LESSON FOR ESSENTIAL FEEDBACK, THEN PROVIDE 1+ DAY TO REVISE.

1. EXPERIMENT AND REHEARSE [15 minutes] Classroom rehearsal of presentations

Facilitate a classroom “rehearsal”. Listen and provide critical, last minute feedback to students as needed, encourage students to help each other out.

- a. Ask students to break into their teams, and to share their speeches with each other, providing feedback for last minute changes.
- b. They must decide the order of their presentations.

2. ADVOCACY PRESENTATIONS [25 minutes] Group advocacy presentations

Each group will get 5 minutes: 1 minute for each member, and 1 minute for clarifying questions. It is advised to create, or remind students of, classroom ground rules for respectful listening of each other’s speeches.

It may help to write the original questions up. (“**Why is this issue important? What does the UN Declaration of Indigenous Rights say about it? What can be done to help resolve it?**”) You can also ask them aloud at the beginning of class.

3. INQUIRY DISCUSSION [10 minutes] Group debrief on learning process

Facilitate a classroom discussion on their process of learning about indigenous peoples and advocacy research.

What did we **learn** in our advocacy research and investigation process?

Why and how do you **think** advocacy for indigenous people is needed?

What can we do to **help** these causes?

4. EXPLORE EXTENSION [Depends on class] Students act on their issue area.

Students can take their advocacy research and turn it into some tangible action!

Implement one of the ideas they researched, particularly if it’s simple and local.

Create a petition gathering local support for indigenous rights in your own community or state. Remind students that there are indigenous peoples throughout this country, and there are certainly ways we can help advocate for them, too. Learn about the most pressing issues facing local (or geographically closest) indigenous populations..

Write your congressperson to support indigenous rights. Ask students to write letters to their congressperson about the indigenous issues they are most concerned about.

GLOBAL PULSE CURRICULUM UNIT: “INDIGENOUS PEOPLE” STANDARDS COVERED: NATIONAL McREL AND CALIFORNIA CONTENT

NATIONAL STANDARDS FROM McREL

The National Standards were taken from McREL (Mid-Continent Research for Education and Learning). For full list of McREL standards, go to: <http://www.mcrel.org/compendium/browse.asp>.

Geography

Standard 1. Understands the characteristics and uses of maps, globes, and other geographic tools and technologies; Topic: Maps, globes, and atlases

Standard 10. Understands the nature and complexity of Earth's cultural mosaics

Topics 1. Cultural regions; 2. International diplomacy and relations: Benchmark 3. Understands how evolving political and economic alliances may affect the traditional cohesiveness of world culture regions.

Topics 1. Cooperation and conflict; 2. Convergence and divergence of cultures: Benchmark 4. Knows the role culture plays in incidents of cooperation and conflict in the present-day world.

CALIFORNIA LANGUAGE ARTS CONTENT STANDARDS

World History, Culture, and Geography: The Modern World CONTENT STANDARDS

Standard 10.10

Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, **Mexico and other parts of Latin America**, and China.

1. Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.

2. Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.

3. Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.

GRADE 9-12

Historical and Social Sciences Analysis Skills

Chronological and Spatial Thinking

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

2. Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.

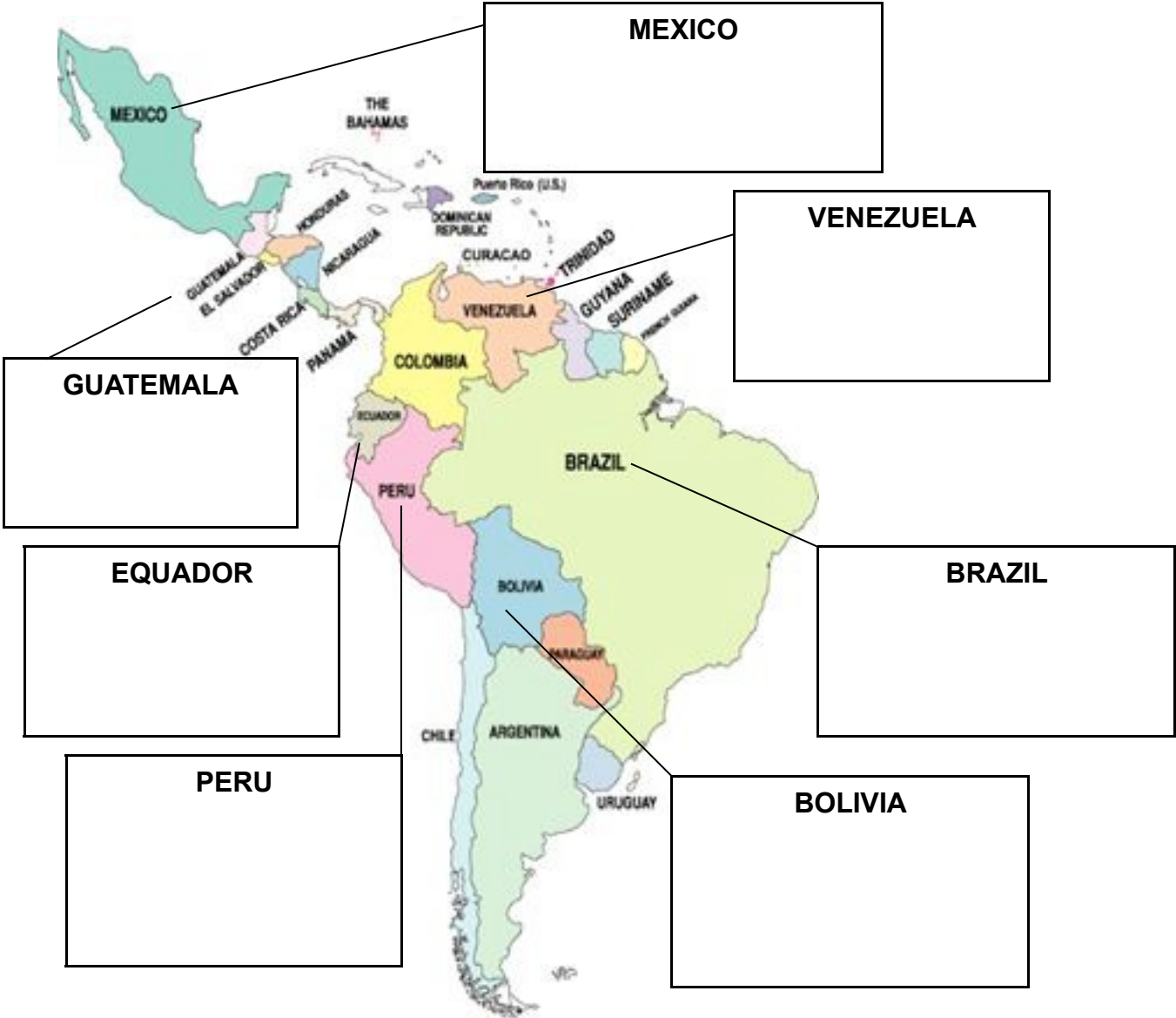
4. Students relate current events to the physical and human characteristics of places and regions.

Historical Research, Evidence, and Point of View

3. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.

4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

GLOBAL PULSE INDIGENOUS PEOPLE: MAP OF LATIN AMERICA



IDENTIFY TRIBES, LANGUAGES, AND SOCIAL ISSUES OF EACH COUNTRY AS YOU ARE WATCHING THE EPISODE.

Something I've Never Thought About	
Words I Don't Know	
MY GROUP'S COUNTRY:	MY INDIVIDUAL ADVOCACY ISSUE IS: