



# Curriculum

Module 2 – Teaching and Learning Sequence

Indigenous peoples of the Americas

*The Story of the Yanomami People*

Suitable for Upper Primary

Core Learning Outcomes Levels 3 and 4

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## TEACHING AND LEARNING SEQUENCE

<p><b>UNIT TITLE</b> Indigenous People of South America - the Amazon Rainforest</p> <p><b>CONCEPTS</b> Sustainability and social justice</p> <p><b>CONTEXT</b> Brink Expedition in the Amazon</p> <p><b>LEVELS</b> 3&amp;4</p>	<p><b>UNIT FOCUS</b> The indigenous peoples of South America have sought to care for the environment in which they live to ensure sustainability. With contact between non-indigenous &amp; indigenous peoples this sustainability is under threat. We have a moral obligation to recognise that another culture's lifestyle is endangered. By way of a group dramatic presentation, and based on the investigations of the Brink Team, children will present the factors that threaten sustainability and devise a plan they believe can contribute to a peaceful, democratic and socially just way of minimising the impact for all parties particularly the Yanomami whom the Brink Team will attempt to meet).</p>
ROLES FOR LIFELONG LEARNERS/MAIN TASKS	CLUSTERED OUTCOMES
<ul style="list-style-type: none"> <li>▪ <b>Community Contributor</b> who advocates democratic processes, social justice and ecological and economic sustainability in the context of the non-indigenous impact on indigenous tribes of South America</li> <li>▪ <b>Quality Producer</b> who gathers and effectively utilises resources to produce a play that communicates the impact of Non-indigenous people on the indigenous tribes of the Amazon (particularly the Yanomami whom the Brink Team will attempt to meet).</li> <li>▪ <b>Leader and Collaborator</b> who works cooperatively with peers to contribute positively to the accomplishment of a dramatic group presentation outlining the plight of the Yanomami Tribe.</li> <li>▪ <u><b>Designer and Creator</b> who responds to multiple experiences and ideas generated by the Brink Team and their involvement with the Yanomami Tribe and communicates personal meaning in the dramatic presentation.</u></li> <li>▪ <b>Effective Communicator</b> who uses a dramatic group performance to explore and express ideas, thoughts, feelings and understandings about the plight of the Yanomami Tribe.</li> <li>▪ <b>Active Investigator</b> who generates and accesses information based on the Brink expedition and a variety of sources and examines cause and effect relationships in the context of non-indigenous impact on the Yanomami Tribe.</li> <li>▪ <b>Reflective and Self-Directed Learner</b> who critically reflects on the problems and issues relating to the Yanomami Tribe and shapes ideas and solutions that contribute to a peaceful, democratic and socially just way of minimising the impact for all parties.</li> </ul>	<p>PS 3.2,4.2; CI 3.2,4.2; SRP 3.3; EPD 3.2</p> <p>PS 3.1,4.1; PS 3.4; I 3.2,4.2;</p> <p>EPD 3.4,4.4; DR 3.2,4.2;</p> <p>TCC4.5; DR3.2, 4.2; DR 3.3, 4.3;</p> <p>TCC3.4, 4.4; DR 3.2, 4.2</p> <p>PS 3.1,4.1; TCC 3.4, 4.4; CI 3.1; SRP 3.1; LL 3.1; DLL3.5; SS 4.3;</p> <p>I 3.1, 4.1;</p> <p>PS 3.2,4.2; TCC 4.5; CI 3.2,4.2; SS 3.3; DR 3.3;</p>

SOSE	SCIENCE	HPE	DEVELOPING CULTURAL LITERACY CULTURE
<p>PS3.1 Students compare how diverse groups have used and managed natural resources in different environments.</p> <p>PS4.1 Students make justifiable links between ecological and economic factors and the production and consumption of a familiar resource.</p> <p>PS3.2 Students create and undertake plans that aim to influence decisions about an element of a place.</p> <p>PS4.2 Students predict the impact of changes on environments by using comparative evidence.</p> <p>PS3.4 Students use and make maps to identify coastal and land features, countries and continents, and climate zones.</p> <p>TCC3.4 Students organise information about the causes and effects of specific historical events.</p> <p>TCC4.4 Students critique information sources to show the positive and negative effects of a change or continuity on different groups</p> <p>TCC4.5 Students review and interpret heritages from diverse perspectives to create a preferred future scenario about a global issue.</p> <p>CI3.1 Students identify the contributions of diverse groups, including migrants and indigenous peoples, to the development of their community</p> <p>CI3.2 Students identify others' perceptions that reflect stereotyping, discrimination or harassment to develop a plan that promotes more peaceful behaviours.</p> <p>CI4.2 Students design an ethical code of personal behaviour based on their perceptions of cultural groups</p> <p>SRP3.1 Students make inferences about interactions between people and natural cycles, including the water cycle.</p> <p>SRP3.3 Students apply the principles of democratic decision-making in co-operative projects.</p>	<p>LL3.1 Students draw conclusions about the relationship between features of living things and the environments in which they live.</p> <p>DLL3.5 Students establish a model environment, which meets the needs of living things within it.</p> <p>SS3.3 Students make predictions about the immediate impact of some applications of science on their community and environment, and consider possible pollution and public health effects.</p> <p>SS4.3 Students present analyses of the short- and long-term effects of some of the ways in which science is used</p>	<p>EPD3.2 Students develop and implement strategies, including codes of behaviour, to promote relationships in various groups and situations.</p> <p>EPD3.4 Students demonstrate communication, cooperation and decision-making skills to collaborate in social, team or group situations.</p> <p>EPD4.4 <b>Students demonstrate skills and actions that support the rights and feelings of others, while adopting different roles and responsibilities in social, team or group activities.</b></p>	<p>What values beliefs and ways of perceiving the world are at the core of the Yanomami tribe? Has the culture changed over time and is it changing today as a result of non-indigenous influence?</p> <p><b>DIVERSITY</b> When indigenous &amp; non-indigenous cultures are contrasted what areas of similarity and difference are noted? Interdependence- In what ways do Yanomami &amp; non-indigenous benefit/ suffer from learning about each others culture?</p> <p><b>IDENTITY</b> How can the rights of indigenous and non-indigenous be affirmed in a blended community?</p> <p><b>RECONCILIATION</b> How can non-indigenous act sensitively and respectfully within the Yanomami culture?</p>

PHASES	FOCUS QUESTION - TEACHING & LEARNING ACTIVITIES Select any or all of the activities to develop the Learning Outcomes in each phase.	CORE LEARNING OUTCOMES & KEY CONCEPTS	ASSESSMENT OPPORTUNITIES
EXPLORING:	<p><b>WHERE AND WHAT IS THE AMAZON RAINFOREST?</b></p> <p><b>1. Rainforest Story “Girl Against the Jungle”</b> After reading the story of “ Girl Against the Jungle” Children complete worksheets: <b>Reading strategies:</b></p> <ul style="list-style-type: none"> <li>• <b>Plot Profile</b> ( After Reading: Text Participant and Text User) (Appendix 3)</li> <li>• <b>Diary/Journal entry:</b> (After Reading Strategy: Text User) (Appendix 3)</li> </ul> <p>Complete a compare and contrast grid ( <b>Appendix 4</b>) as a class activity, looking for similarities and differences between a girl lost in the Australian bush, and the girl in the story.</p> <p><b>2. Mapping</b> Using a map of the world, children discover and mark in the climatic zones of the earth. (<b>Appendix 1</b>)</p> <p>Children become familiar with the map of the continent of South America, by mapping in key features, such as rivers, especially the Amazon and mountains, the Amazon and Yanomami territories (<b>Appendix 2</b>)</p>	<p>PS 3.1 TCC 4.4 Similarities Differences Environment Resources</p> <p><b>PS 3.4 Climate Regions Amazon Continent</b></p>	<p><b>1. Compare and contrast</b> Children will participate in a <b>discussion</b>, looking at similarities and differences between the girl in the story and a child that is lost in the Australian bush, as regards natural features, and animals and plants they would encounter</p> <p><b>2. Students complete a map</b> of the world showing continents, countries and climatic zones, and rainforest regions. They also complete a map of South America, marking in the Amazon region and key features such as rivers and mountains</p>

**EXPLORING**  
*(continued)*

**WHAT LIVES IN THE AMAZON RAINFOREST?**

**3. Plants of the Amazon Rainforest**

*Throughout this section, children will be exposed to videos, stories, magazines and websites to gain knowledge of the plants and animals of the Amazon Area. (Appendix 5)*

- **Construction of Bulletin Board**  
Children investigate the 3 different layers of the Amazon rainforest (Appendix 6)  
Using craft, art and construction materials, they will begin to develop a 3D display of the Amazonian rainforest on the classroom wall/s.
- **Rainforest in a Bottle (Appendix 7)**  
Children create a rainforest environment in a soft drink bottle (clear) to demonstrate the water and nutrient cycle of the Tropical rainforest.
- **Craft activity making a Bromelaid (Appendix 7)**
- **Foods of the Rainforest**  
Children identify and investigate products that originate in the Amazon rainforest. (Appendix 8)  
Children will also investigate how the rainforest foods are harvested and how “sustainable” this method is for the particular forest area.  
In doing this, children will then choose 2/3 rainforest products to use in a simple recipe, explaining how the foods were harvested and the sustainability of the method used. (Appendices 9, 10, and 11)

**Science:**  
**LL 3.1**  
**DLL 3.5**  
Layers  
Understorey  
Emergent  
Forest floor  
canopy

**DLL3.5**  
Ecosystem  
Temperature  
Nutrients

**PS3.1**  
Sustainability  
Harvested  
Product  
**PS 4.1**

**3 a )** Students participate in an **ongoing class construction** of a Rainforest Environment on the bulletin board using **craft** materials, this should show their understanding of the rainforests’ plants and the different layers of the rainforest.

**3b)** Students **create** a rainforest environment in a soft drink bottle to **discover** the effect of temperature on the rainforest environment.

**3c)** Students **participate in a discussion** to compare and contrast choices about rainforest products

**3d)** Students **demonstrate a simple recipe** using one or two rainforest foods, **explaining** how the food has been harvested and whether the method used promotes **sustainability**.



**INVESTIGATING**

**DIVERSITY:** When one culture is compared to another, what are the similarities and differences?

In which similar and different ways do different cultures provide for basic human needs?

**CULTURE:** “What are the visible signs of a culture?”

**INTERDEPENDENCE:** What can we learn from these cultures that will help us in our culture?

*The Key concepts of Cultural Literacy can be infused particularly well in this area of the module.*

**(Resource: Cultural Literacy Across the Curriculum : Support Package)**

**5. We are all different: Differences and Similarities**

Children complete Activity Sheet (**Appendix 14**) to list the differences and similarities between children in our class.

Extend this to people we have not met. If children have penpals, discuss differences and similarities (BRINK website offers the opportunity for children to find penpals in South America at this time)

**6. Characteristics of Culture**

**Together, as a class, children will look at one particular culture that is familiar to them (eg: Australian Aborigines) and discuss the following:**

- : What are visible signs of their culture?
- : How has their culture changed, or been forced to change over time?
- : What beliefs and values are at the core of this culture?
- : Is there a relationship between language and culture?

**\* Children then take a culture that is familiar to them, or the one discussed and complete a symbol cube. (Appendix 15)**

**7. Indigenous / Tribal people**

**What is Indigenous?**

Discuss the meaning of Indigenous and **brainstorm (Reading Strategy: Text Participant and User)** and list issues that are relevant to these peoples in Australia and around the world. Eg : Land rights, Loss of Identity, Loss of Resources.

Look at things that children associate with tribal or indigenous people eg: **symbols (totems) actions (spear and arrow killing) clothing, (hardly any or loin cloths) words (speaking in own dialect or in simple broken English)**

**Culture Diversity Inter-Dependence Reconciliation CI 3.2**

**CI 4.2 Beliefs Value Behaviour Language Identity CI 3.1**

**Indigenous Tribal Indians Issues CI 3.2**

**5 .** Teacher observes student participation in discussion where aspects of CULTURE are identified.

**6.** Children complete a **symbol cube** that represents different aspects of a culture that is familiar to them. Eg: Food, Celebrations, Clothes, greetings.

**7.** Children participate in a **discussion** on Indigenous people and **list issues** that may be relevant to these people, here in Australia, and around the world.

<p><b>INVESTIGATING (continued)</b></p> <p><b>INTERDEPENDENCE:</b> How do the Amazonian Rainforest tribes contribute to modern knowledge of particular areas?</p> <p><b>IDENTITY:</b> How do the Indians learn their culture?</p> <p><b>RECONCILIATION:</b> How do we reflect on our learning about tribes and their culture, in order to understand and contribute to our own culture?</p>	<p><b>8. <u>Indigenous tribes of the Amazon Rainforest</u></b> <b>Word Search:</b> Children find the names of some indigenous tribes of the Amazonian Rainforest in a Word Search Matrix. <b>(Appendix 16)</b></p> <p>FACT SHEET: <b>Appendix 17</b></p> <p><b>9. The Shaman's Apprentice</b> <b>Investigating the Indigenous' relationship with the Amazonian rainforest.</b></p> <p><b>Read</b> the story "The Shaman's Apprentice" by Lynne Cherry and Dr Mark Plotkin. <b>Identify</b> ways in which the Indians use the Rainforest. <b>Reading Strategies used to interpret the text:</b> <b>Using the 3 Level Guide (During and After Reading) (Appendix 18)</b> <b>Timeline (Appendix 19)</b> <b>After Reading Strategy: Text User and Participant</b> Students construct a time line that indicates the events of this story in sequence. <b>Sort and Match:</b> Students identify the different plants used by the Indians in the story and match them with their use. <b>(Appendix 20)</b></p> <p><b>WHO ARE THE YANOMAMI?</b></p>	<p><b>Shaman Relationships Culture Non-Indigenous CI 3.1</b></p> <p><b>Contrast Compare</b></p> <p><b>TCC4.4</b></p> <p><b>PS 4.2</b></p> <p><b>Decision Making</b></p>	<p><b>8.</b> Children locate names of indigenous communities of the Amazon in a <b>Word Search.</b></p> <p><b>9.</b> Using the <b>websites</b> listed, children complete a <b>worksheet</b> identifying the different ways in which the Indigenous tribes of the Amazon use the Rainforest.</p>
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**INVESTIGATING**

**10. Yanomami Culture:**

**Webquest and Book Study Yanomami People/**

Using the photos, and information gathered on the websites on **Appendix 21, and after reading the book “The Jungle Adventures Alex Winters” by Hudson Talbot.** ( Penguin 1996),

children complete a **Think/Pair /Share Activity Sheet, as regards our culture’s first impressions versus that of a Yanomami village: Look at in terms of:**

- Housing
- Food
- Celebrations
- Illnesses Activity Sheet (**Appendix 21 compare and contrast**)
- Decision Making within the Tribe
- Interdependence with the rainforest
- Family
- Games
- Beauty and Body Decoration

**(Appendix 21: Yanoquest on Beauty: Compare and contrast how we make ourselves beautiful)**

**WHAT PROBLEMS DO THE YANOIMAMI PEOPLE HAVE, AND WHAT EVENTS LED TO THE BREAKDOWN OF THEIR CULTURE?**

Children could develop a picture sequence, by illustrating aspects of one part of the Yanomami culture and compare it with something similar in our society Eg: How to build a house, how to play a simple game,

**How to apply make-up.**

**Using the data base,** children look at how the Yanomami use the rainforest to fulfil their daily needs for food shelter and clothing.

**Letters from Guiomar, (Appendix 22):** a child from a Yanomami

CI 3.2  
Epidemic

<p><b>INVESTIGATING (continued)</b></p>	<p>village has sent fictitious letters to the children, describing some aspects of traditional Yanomami culture. Children read and discuss, and record details from her letters, so that they may reply to her letters, responding to her many questions. Children can write to Guiomar by emailing her at <a href="mailto:ecris@survivalfrance.org">ecris@survivalfrance.org</a></p>	<p><b>TCC 3.4 TCC 4.5 CI 3.1</b></p>	<p><b>10. Letter Writing: After gathering information</b> from Guiomar's letters, Children reply to Guiomar, responding to her questions and requests.</p>
<p><b>SYNTHESISING</b></p>	<p><b>WHAT CAN WE DO TO HELP?</b></p> <p><b>11. Problems of the Yanomami Timeline of Events:</b>  <b>Reading Strategy: Cause and Effect: Text Participant and User : After Reading Strategy)</b> Children read a timeline of events in the Yanomami culture to identify ones which have led to the breakdown of the Yanomami culture.  Children become a human timeline, forming a tableau, and “coming to life” to briefly retell the event in Yanomami History, in chronological order.  <b>(Appendix 23)</b>  <b>Reading Strategy During Reading of the Timeline</b>  <b>Focus Questions – Text Participant, user and Analysts</b>  Focus Questions:  “What types of events have led to the breakdown of the Yanomami Culture?”  “Who – which groups of people have been involved?”</p> <p><b>.What makes me happy? Think, Pair , Share.</b>  Children THINK of 10 things that make them and others truly happy and list them.  In PAIRS, children discuss these things and narrow their list to 5 each.  Come back to the class, and SHARE their findings and as a class, identify <b>5</b> common things that make us happy.  Can we apply these to the Yanomami People?  Use these as <b>CRITERIA</b> for the next session for role-playing a problem and a solution in the Yanomami Culture.</p> <p><b>WHAT PROBLEMS DO THE YANOMAMI FACE TODAY?</b></p>	<p><b>Garimperios Timeline</b></p> <p><b>TCC 3.2</b></p> <p><b>Happiness PS 3.2</b></p> <p><b>Peace Sustaining Future</b></p>	<p><b>11 . T imeline:</b> Children's <b>participation</b> and <b>response</b> when called upon to represent an event in a “frozen” tableau moment in the Yanomami timeline of historical events.</p> <p>Children participate in a <b>Think, Pair , Share</b> session. Teacher <b>observation</b> will determine how much individual input is given.</p>

<p><b>SYNTHESISING</b> (continued)</p>	<p><b>WHAT POSSIBLE SOLUTIONS CAN WE PUT FORWARD? WHAT CONSEQUENCES WILL THESE POSSIBLE SOLUTIONS HAVE?</b></p> <p><b>12. Trying to fix the problem: Retrieval Chart</b> Children look at their previous list of Criteria for happiness. This list could include such criteria as</p> <ul style="list-style-type: none"> <li>• <b>Family</b></li> <li>• <b>Health</b></li> <li>• <b>Homes</b></li> <li>• <b>Resources/materials</b></li> <li>• <b>Independence./Peace</b></li> </ul> <p>As a class, take each of the criteria, and complete a Retrieval Chart, (<b>Appendix 24</b>), looking at how each of these elements of the Yanomami Culture has been broken down over the years. Look at <b>who</b>, or <b>what</b> is responsible, and investigate possible solutions for each, especially in regards for the promotion of a peaceful and sustainable future for the culture . <b>Reading Strategy : Cause and Effect</b> (:During and After Reading : Text User and Participant)</p> <p><b>HOW DO THE THINGS WE DO IN OUR COMMUNITY IMPACT ON</b></p>	<p><b>SRP 3.3</b></p> <p><b>TCC3.4</b></p> <p><b>TCC 4.4</b></p> <p><b>Solutions Mining</b> <b>De – Forestation Loss</b> <b>CI 4.2</b> <b>TCC 3.4</b> <b>TCC 4.5</b></p>	<p><b>12.</b> Children complete a <b>Cause and Effect Retrieval Chart</b>, investigating problems faced by the Yanomami people, that affects their happiness for a future that is both peaceful and sustainable.</p>
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<p><b>SYNTHESISING</b> (continued)</p>	<p><b>THE INDIGENOUS PEOPLE OF THE AMAZON?</b> <b>HOW CAN WE SHARE WHAT WE HAVE LEARNT WITH OTHERS?</b></p> <p><b>13. Dramatic Presentation:</b> The children will be involved with a group dramatic presentation that will tell the story of the Amazon Rainforest and its people. The presentation will identify the different periods of time and will address the changing face of the rainforest through time. Through narration, mime and role-play, the children will tell the story of the animals, plants and people that belong to this area: their interdependence and the sustainability that they have enjoyed. Through this presentation, children will identify the <b>problems</b> that have occurred through the years and the <b>consequences</b> of these events by taking on different roles of people that have played a part in the problems faced by indigenous people. Eg: miner, logger, government officials, Shaman of the village, Guiomar etc..... In groups, children will be given a specific period of time and a scenario to act out. They may decide how best to do this: role play with narration, mime, sound effects, etc...They will identify the problem occurring in their given timeframe, role play the people involved, and possibly offer a solution to this identified problem. All groups will come together to present this story to another class. <b>Resources:</b> Music of the Rainforest (CD) Craft Materials and backdrop from classroomwork. <b>See English Teaching Focus for criteria sheet indicators.(Appendix 25)</b></p>	<p><b>DR 3.1</b> <b>DR 3.2</b> <b>Dr 3.3</b></p>	<p>13. In groups, children will act out a situation that is part of the Amazon Rainforest story. Teacher can observe and record on Criteria Sheet if the student has been involved in a process to <b>identify the problem in the rainforest in their given timeframe</b>, the <b>people</b> involved, why it is occurring, and <b>offer a possible solution</b> that promotes <b>peace</b> and <b>sustainability</b> for the Yanomami Culture.</p>
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## EVALUATION

Did the main tasks of the unit facilitate the demonstration of core learning outcomes selected?

Was the criteria nominated in the 'Criteria for Successful Demonstration of Learning' sheets appropriate for making judgements of student demonstration of the selected core learning outcomes?

Did the significant tasks and the teaching and learning strategies effectively contribute to the development of the nominated Roles for Lifelong Learners?

Was the context an appropriate one for the demonstration of these core learning outcomes?

What was the effectiveness of the inquiry approach selected for this unit?

How appropriate and effective were the resources used?

Where to from here for teacher and learners?