



Curriculum

Module 2 – Teaching and Learning Sequence

Indigenous peoples of the Americas

Survivor – The Yanomami – A Race Against Time!

Suitable for Lower Secondary

Core Learning Outcome Level 5

Developed by: Leanne O’Keefe and Sheridan Rutherford

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TEACHING AND LEARNING SEQUENCE

FOCUS QUESTIONS	CORE LEARNING OUTCOMES AND KEY CONCEPTS	ACTIVITIES	RESOURCES
1. Where is the Amazon?	PS 5.4 <i>Environment</i> <i>Bio-diversity</i>	<ol style="list-style-type: none"> 1. <u>Brainstorm</u> what the students know about the Amazon region – whole class brainstorm on board. 2. Mapping (South America – focusing on Amazon) – Using an Atlas students to mark in places and key features 3. Exploring the Tropical Rainforest 	<ul style="list-style-type: none"> • Map instructions (Resource 1) • Blank Map (Resource 2) • “Exploring the Tropical Rainforest” Worksheet (Resource 3) – Utilising webpage: http://mbgnet.mobot.org/sets/rforest/index.htm
2. What is the value of the Amazon area?	PS 5.4 <i>Bio-diversity</i> <i>Environment</i>	<ol style="list-style-type: none"> 1. Travel Brochure OR 2. “Preparing for Survivor” How would you prepare yourself? 	<ul style="list-style-type: none"> • “Survival in the Amazon” instruction sheet (Resource 4) • Web sites for survivor activity (Resource 5)
3. What activities have impacted on the Amazon area?	TCC 5.2 <i>Environment</i> <i>Impact</i> <i>Sustainable Communities</i> <i>Economic system</i> <i>Indigenous tribe</i> <i>Colonisation</i> <i>Exploitation</i>	<ol style="list-style-type: none"> 1. Discuss key concepts with students prior to viewing video. 2. View video “The Amazon” Part 1. Students to answer questions and discuss responses in class. 3. View Video “The Amazon Part 2” Students to answer questions and discuss responses in class. 4. Students go to other sources of information (Internet and library sources) to compare and add to information gained from the video. By the end of activity students should have a list of the central causes of the destruction of the Amazon. 5. “What do you think” activity – students evaluate the issues related to development in the Amazon, coming up with their own opinion which will then be compared with their opinion at the end of the module. 	<ul style="list-style-type: none"> • Video worksheet (Resource 6 and 7) • Video (see bibliography) • Research Table (Resource 8) • “What do you think” worksheet (Resource 9)

<p>4. Who are the indigenous people of the Amazon area?</p>	<p>TCC 5.2 PS 5.4</p> <p><i>Culture Indigenous Tribe Land Rights/Ownership Colonisation</i></p>	<ol style="list-style-type: none"> 1. Students participate in a Round Robin brainstorming activity. They are to list as many aspects of culture as they can. Each group then must develop a definition for culture. 2. Discuss the meaning of 'indigenous' and brainstorm the issues relevant to indigenous peoples in Australia and across the world. 3. Display map of Indigenous people in Amazon <ul style="list-style-type: none"> • Why are there so many indigenous groups in the Amazon? • What are indigenous reserves? • Using topographic maps in an atlas, students compare distribution of indigenous population with topographic features. 4. Interpreting table: Students to read table and answer questions. 5. Using the information in the table students to draw bar graph of indigenous population of each Amazonian country. 	<ul style="list-style-type: none"> • Description of Round Robin activity (Resource 10) • Map of Indigenous Communities (Resource 11) • Atlas • Table Worksheet (Resource 12)
<p>5. Who are the Yanomami?</p>	<p>TCC 5.2</p> <p><i>Culture Indigenous Tribe Land Rights/Ownership</i></p>	<ol style="list-style-type: none"> 1. OHT Yanomami 2. Expert Jigsaw on Yanomami Culture 3. Students to complete table comparing Yanomami culture to their own. 4. Gouimor, a child from a Yanomami village, has written a letter to the student. Using the information from this activity, students are to write a letter to her responding to her questions. 	<ul style="list-style-type: none"> • Yanomami Outline (Resource 13) • Expert Jigsaw activity description (Resource 14) • Information Cards for Expert Jigsaw (Resource 15) • Table (Resource 16) • Letter from Gouimor (Resource 17)

<p>6. What events have led to the breakdown of the Yanomami culture?</p>	<p>TCC 5.2 SRP 5.1</p> <p><i>Government Justice Impact Land Rights/ Ownership Colonisation Exploitation Economic Systems Garimperios</i></p>	<ol style="list-style-type: none"> 1. Read interview by David Kopenawa on the web and answer the question sheet. 2. Woolly thinking – students make links between the effects of gold mining in the Amazon on the Yanomami 3. Students to read the time line of the Yanomami and create a brief encyclopedia entry which outlines the events that lead to the breakdown of Yanomami culture. 	<ul style="list-style-type: none"> • David Kopenawa interview: http://www.culturalsurvival.org (then search for “Kopenawa” – an interview) • http://www.amanakaa.org/yanomami/xawara.htm • Question sheet on interview (Resource 18) • Woolly thinking description (Resource 19) • Effects cards (Resource 20) • Information sheet “History of the Yanomami” (Resource 21)
<p>7. What actions have the governments of Brazil and Venezuela taken to manage development of the Amazon area? Who has benefited from this management?</p>	<p>SRP 5.3 SRP5.1</p> <p><i>Multi-national corporations Government Economic systems Sustainable communities Justice Impact Land rights/ownership Environment</i></p>	<ol style="list-style-type: none"> 1. Table matrix – Students must record the likely responses of each group to government decisions and legislation of the past. Use the timeline from previous activity to find government decisions 2. Students are to choose one government policy and undertake a SWOT analysis of the policy. 	<ul style="list-style-type: none"> • Table Matrix (Resource 22) • Use timeline to find out government policies. (Resource 21)

<p>8. What management strategies are being offered by interested parties?</p>	<p><i>Multi-national corporations</i> <i>Government</i> <i>Economic systems</i> <i>Sustainable communities</i> <i>Justice</i> <i>Impact</i> <i>Land rights/ownership</i> <i>Environment</i></p>	<p>1. Role play – public meeting and whole class vote.</p>	<ul style="list-style-type: none"> • Role play cards with instructions (Resource 23) • Role play activity description (Resource 24)
<p>9. What can an individual in Australia do to create a positive outcome for this issue?</p>	<p>SRP 5.3</p>	<ol style="list-style-type: none"> 1. Brainstorm ideas to answer questions and then students use one of their ideas for their assessment 2. Diamond Ranking – rank the effectiveness of solution in a diamond form 3. Values Continuum. Students to compare their opinion at the end of the module to their opinion in the “what do you think activity”. 	<ul style="list-style-type: none"> • Diamond ranking activity description (Resource 25) • Values continuum activity description (Resource 26)

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