

1.2 - Exhibit Experience

Overview

Students will explore the *DIGNITY: Tribes in Transition* exhibit at the Museum of Natural and Cultural History, using prior knowledge, interactive pages and links, and personal reflections to connect the concepts of Indigenous Culture to modern struggles for rights and power.

Objectives

Students will:

- Identify emotions and cultural features presented in exhibit artwork.
- Discuss possible meanings and reactions to the images presented.
- Connect key vocabulary terms to ideas and images.

Vocabulary

- **Portrait:** A representation or impression of someone captured on film.
- **QR Code:** A square barcode that can be scanned with most digital-devices to access links.
- **Padlet:** A customizable website where real-time posts can be shared. Content can be text, photo, audio, or links, and can be organized, revised, or deleted. Great for discussion or collaging.

Background Information

Through 60 stunning and intimate portraits, photographer Dana Gluckstein pays homage to Indigenous Peoples around the world. Taken in Africa, the Americas, the Pacific Islands and beyond, the images tell the stories of imperiled cultures in an age of rapid global change, and shine a light on the profound interconnectedness of all people.

DIGNITY, in association with Amnesty International for their 50th anniversary, helped create the “tipping point” for President Obama to adopt the United Nations Declaration on the Rights of Indigenous Peoples. DIGNITY exhibited at the U.N. in Geneva in 2011. Gluckstein addressed the World Economic Forum, Davos, Switzerland in 2013 on how art can impact the state of the world. The DIGNITY exhibition, which presented at European museums for the past several years, begins a U.S. tour at the Boston University Art Gallery on January 29th, 2015. Gluckstein is currently working in association with Amnesty International USA on a DIGNITY campaign to end discrimination and sexual assaults of Native American Women.

www.danagluckstein.com



Subject

Social Justice

Grade

7th-12th

Time

60 – 90 minutes

Materials

- Exhibit Worksheet
- OPTIONAL: Digital Device (Phone, Tablet, Chromebook, etc.)

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 significance to society.
- HS.60. Analyze an event, issue,

Exhibit Activity (30-45 min)

As students make their way through the portraits of the Dignity Exhibit, along with the images of powerful and captivating humanity, they will find QR codes and Tiny URL links among the images that will guide them through extension activities. Among the links are the introductions to Dignity, written by Desmond Tutu, quotes from various world figures, and links to discussion pages with prompts. These discussions are live, taking place in real-time between students exploring the images, in order to facilitate interaction and on-going dialogue. Some pre-teaching about expectations will improve outcomes, encouraging students to stick to reactions and questions about the exhibit and connected materials.

**If technology is not an option for your group you can use a paper and pencil worksheet to record notes and reactions to the questions. Clipboards are available at the admissions desk of the museum.

Conclusion (5-10 min)

Students should do their best to record impressions, reactions, and questions before leaving the museum. Some notes will be recorded during the tour, in the Digital Discussion pages, or on their personal worksheets, but a concluding paragraph or two could provide crucial notes and future stimulation when returning to the ideas at a later time. As students frequently overestimate both their memory and their ability to accurately phrase their ideas, forcing them to record ideas in writing before departure will help practice both skills.

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.