

1.3 - Extension

Overview

In this lesson, students will explore their various reactions to the *DIGNITY: Tribes in Transition* exhibit, thoughts on Indigenous Culture and rights, and related long-term issues.

The goal of this lesson depends largely on where you are going with this unit: If this marks the end of your exploration of the exhibit and Indigenous Cultures, a Socratic Circle may be the best way to allow students to explore their ideas and hear from their mouths what they know. If you are working towards a Declaration Proposal in Lesson 1.5 or a larger research project, then this lesson can still focus around student discussion, but may include further documents on rights and challenges, looking towards lesson four's United Nations focus.

Objectives

Students will:

- Verbalize their reactions and questions surrounding the Dignity exhibit and indigenous cultures.
- Evaluate the ideas and interactions of peers.
- Deepen comprehension of challenges and actions regarding the preservation of indigenous cultures in contemporary societies.

Vocabulary

- **Socratic Seminar:** a formal discussion, based on a text, in which the leader asks open-ended questions. Within the context of the discussion, students listen closely to the comments of others, thinking critically for themselves, and articulate their own thoughts and their responses to the thoughts of others.

Background Information

Socratic Seminars are a fantastic way for students to engage ideas, both by developing their own framework and articulation of what they think, and by meaningful exposure to the ideas of others. When taught and managed correctly, these discussions are student-driven and create a space for dialogue that is often lacking in our busy curricula.

Classroom Activity (30-45 min)

Introduce the objectives of the day, within the framework of your Unit Target, and encourage students to spend a few minutes revisiting their ideas from the

Subject

Social Justice



Grade

7th-12th

Time

60 – 90 minutes

Materials

- Socratic Circle Rubric (Provided or personal favorite.)
- Exhibit Worksheet (previously completed)
- Printouts or access to Padlet digital discussions from Exhibit Visit

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

Museum tour. Depending on the need for motivation in your class, you may want to introduce ahead of time that students will be expected to verbalize their own opinions and analyze the opinions presented, all the while being observed and scored by others who are also following the conversation. While the preferred method of a Socratic Seminar is always verbal, some students may need to submit a written reaction to the ideas presented after the completion of the discussion, in order to avoid punishing introverts. Still, after some time with previous notes, they should all be ready to give some form of answer to the main driving questions.

Divide the class how you see fit, depending on class size and physical space. One option is to create three groups, with each student assigned a number shared with two other students. That way, each group can speak while two other students observe and score the active student's comments and actions. This requires enough time and content for all three groups to meaningfully engage, so two groups may be more realistic, having each student observed and scored by only one other. You can use a deck of playing cards to assign groups and partners. For example, count out enough paired numbers (black 6's, for example) and distribute one set of numbers to the inside discussion group, then one set to the outside, observer group. Have the discussion members say their number and name aloud in order to give the observers a chance to identify their observation subject. Then, when groups switch, repeat the process. This usually takes about five minutes each group, so feel free to skip the scoring all together if you don't want formative assessment collected along the way or feel your students will perform adequately without any scored framework.

Once groups are set, start with some general questions about the museum visit to jump-start speakers. Some suggested questions are below.

General Questions

- Aside from the DIGNITY Exhibit, what displays or artifacts at the museum got your attention?
- Is the decision by American society, especially universities, to maintain museums and the preserve artifacts a good investment, or a poor use of funds?
- What is something you think should be featured about Oregon, but wasn't seen on your visit? (They may or may not know that exhibits rotate and that far more exist in the collections than they will see on a handful of visits.)

Dignity-Specific Questions

- What emotions did specific images evoke? (Or the general collection.) What do you believe the photographer was hoping to convey to the viewer?
- Why do you think the author wants to draw attention to indigenous peoples? What is her purpose?
- Was there anything in the images that surprised you?
- What common themes did you see among the photographs? If you had to use a few words to describe the whole collection, what would it be?
- How do you react to the idea that a white, American, female Stanford-graduate is the conduit through which these images of Indigenous culture are reaching viewers? Does that matter to you?

significance to society.

- HS.60. Analyze an event, issue, 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.

Indigenous Culture Questions

- What do you believe is the value of indigenous cultures, and what is lost as they disappear or are assimilated into contemporary culture?
- What other actions do you think would help to highlight and preserve the unique features of specific cultures?
- What features of indigenous cultures do you believe are the easiest to preserve? Which are the hardest to preserve?
- What do you believe are the most powerful forces for cultural assimilation? (Basically, what is most influential in getting people to abandon traditional practices and change their personal culture?)

Conclusion (5-10 min)

Dependent on Unit. This could include a wrap-up summary of what has been discussed and applied, or it could be a preview of the Social Justice Action Workshop for the next lessons 1.4 and 1.5, or the Research Project, lessons 1.6-1.8.