

## Fulbright TGC UbD Unit Plan Template

**Prepared by:**  
**Shawnette Brown**

**School/Location:**  
**Beaumont Elementary School**

**Subject:** Social Studies  
**Unit Title:**  
Indigenous Peoples Around the World

**Grade:** Grade 3  
**Time Needed:**  
6 Weeks

**Unit Summary:**  
This unit will allow students to explore the indigenous cultures of six different countries: Hawaii, Australia, Philippines, Korea, China, and Japan. The unit includes interactive lessons where students will work in small groups to study maps, traditional foods, shelters, music, clothing, language, traditions, and arts and crafts of each group. They will learn how indigenous cultures are connected to their environment and how their traditions have been passed down and preserved. The unit emphasizes research, reading, and writing, and aligns with Pennsylvania Social Studies standards, Reading and Writing standards, and a Technology standard. The unit also fosters global competences through exploration of the Sustainable Development Goals (SDGs). By focusing on education (SDG #), climate action (SDG #), land preservation (SDG #), and reducing inequalities (SDG #), students will be able to recognize the resiliency of Indigenous Peoples to lay a foundation of understanding their history. This in turn will help students to foster empathy and interest and encourage and support their roles as global citizens.

### STAGE 1: Desired Results

ESTABLISHED GOALS:	Transfer
	Students will be able to independently use their learning to: 1. <b>Map Skills:</b> Students will locate the indigenous tribes on a world map and explore how geography influenced where these communities developed. This will include identifying the specific indigenous peoples of Hawaii, Australia,
GLOBAL COMPETENCY:	

**Investigating the World:** By studying Indigenous Peoples from Hawaii, Australia, Philippines, Korea, China, and Japan, students learn about the world beyond their immediate environment. They will research how these communities maintain cultural identity in the modern world.

**Recognizing Perspectives:** This unit allows students to understand and appreciate different ways Indigenous cultures interact with their environment, pass down traditions, and protect their rights. They will explore sustainability, and cultural preservation.

**Communication Ideas:** Through group work, presentations, creative projects and reflections, students practice communicating their ideas about indigenous people, their culture, global challenges, and interconnectivity.

**Taking Action:** Students will think about how they can apply Indigenous knowledge to their own lives. Has their respect and appreciation improved since they started their learning? They might show agency in coming up with next steps and ways they can make an impact. For example, they might see

Philippines, Korea, China, and Japan and the regions they live in. Understanding how climate and landscape shaped each tribe's lifestyle is important.

2. **Food:** Focus on traditional staple crops, particularly rice, which serves as a key food source in many of these cultures. Students will research what crops were most important to each tribe, such as taro in Hawaii or millet in India, and how rice connects these communities globally.
3. **Shelters:** Students will explore the different types of shelters used by each indigenous group, comparing similarities and differences. Geography will play a role in why shelters look different and serve various purposes.
4. **Music:** The students will listen to samples of traditional indigenous music from each region. They will research the types of instruments used, such as drums, flutes, and string instruments, and learn how music reflects cultural beliefs and practices.
5. **Clothing:** Students will investigate the traditional clothing worn by each group, including practical reasons for their clothing. For instance, they will learn about warm fur clothing in Siberia and light, flowing garments in Hawaii. They will also explore how clothing styles reflect the environment and resources available to each tribe.
6. **Movement (Isolation or Integration):** Students will study whether each tribe remained isolated or integrated with other groups. They will look at how geography, such as island living in Hawaii, influenced isolation, while places like Korea were influenced by trade with neighboring countries.
7. **Language:** Students will explore the status of the indigenous languages, determining whether they are endangered, being preserved, or widely spoken. They will also learn simple phrases in each language, such as greetings, and discuss efforts to preserve these languages.
8. **Traditions:** Students will examine key traditions passed down by each group, particularly those related to the environment. For example, Hawaiian traditions about respecting the land and ocean, or the Siberian respect for animals in hunting. Students will discuss how these tribes connect with the earth and protect natural resources.
9. **Arts and Crafts:** Students will research and create examples of traditional arts and crafts from each culture. This could include Hawaiian weaving,

value in protecting the environment and support the human rights of indigenous individuals.

#### TECHNOLOGY USED:

- iPads, Internet, PowerPoint, Canva, Schoology, Nearpod.

#### RESOURCES:

- Authentic music samples, cultural documentaries, online language tools, and Indigenous craft kits.

Korean pottery, and Australian Aboriginal dot painting. They will also discuss the significance of these crafts in daily life and in cultural preservation.

#### Meaning

##### UNDERSTANDINGS

Students will understand that:

1. Indigenous cultures are shaped by their geography, environment, and historical interactions.
2. Traditional practices and knowledge offer valuable lessons for sustainability and cultural preservation.
3. Language, art, music, and customs are key to maintaining cultural identity and passing down heritage.

##### ESSENTIAL QUESTIONS:

1. How does geography shape the traditions, food, shelter, and lifestyle of Indigenous communities?
2. Why is it important to preserve the languages, arts, and cultural practices of Indigenous Peoples in a globalized world?
3. What can we learn from Indigenous cultures about living sustainably and protecting the environment?

#### Acquisition

Students will know (content):

1. The geographic locations and environmental influences of Indigenous Peoples in Hawaii, Australia, the Philippines, Korea, China, and Japan.

Students will be able to (skills):

- *Think critically*
- *Research and technological*
- *Problem-solving*

	<ol style="list-style-type: none"> <li>2. Key cultural practices, traditions, and how these reflect the values and beliefs of Indigenous communities.</li> <li>3. The importance of cultural preservation, including efforts to maintain Indigenous languages, arts, and knowledge.</li> <li>4. Indigenous contributions to sustainability and their practices in environmental stewardship.</li> </ol>	<ul style="list-style-type: none"> <li>• <i>Cultural literacy</i></li> <li>• <i>Global competence</i></li> <li>• <i>Collaboration and communication</i></li> </ul>
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## Stage 2 - Evidence

Formative Assessments	Evaluation Criteria (Learning target or Student Will Be Able To)
<ul style="list-style-type: none"> <li>• Exit Tickets</li> <li>• Think-Pair-Share</li> <li>• Surveys</li> </ul>	<p><b>Evaluation Criteria (Learning target or Student Will Be Able To)</b></p> <ol style="list-style-type: none"> <li>1. <b>Exit Tickets:</b> <ul style="list-style-type: none"> <li>○ <b>Purpose:</b> Assess individual understanding of key concepts covered in the lesson.</li> <li>○ <b>Examples:</b> <ul style="list-style-type: none"> <li>▪ Write one thing you learned about an Indigenous tradition today.</li> <li>▪ Name one way geography influences Indigenous cultures.</li> </ul> </li> <li>○ <b>Evaluation Criteria:</b> <ul style="list-style-type: none"> <li>▪ Accurate recall of lesson content.</li> <li>▪ Ability to make connections between geography, culture, and traditions.</li> </ul> </li> </ul> </li> <li>2. <b>Think-Pair-Share:</b> <ul style="list-style-type: none"> <li>○ <b>Purpose:</b> Encourage collaborative thinking and verbal communication of ideas.</li> <li>○ <b>Examples:</b> <ul style="list-style-type: none"> <li>▪ Discuss why preserving Indigenous languages is important.</li> <li>▪ Share one interesting fact about an Indigenous group's shelter or food.</li> </ul> </li> <li>○ <b>Evaluation Criteria:</b> <ul style="list-style-type: none"> <li>▪ Active participation in discussions.</li> <li>▪ Thoughtful responses that reflect understanding of the topic.</li> <li>▪ Respectful listening and engagement with peers.</li> </ul> </li> </ul> </li> <li>3. <b>Surveys:</b> <ul style="list-style-type: none"> <li>○ <b>Purpose:</b> Gather feedback on student interests and understanding.</li> <li>○ <b>Examples:</b> <ul style="list-style-type: none"> <li>▪ Rate how confident you feel about locating Indigenous tribes on a map (1–5).</li> </ul> </li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>▪ Check off the topics you want to explore more: food, music, clothing, etc.</li> <li>○ <b>Evaluation Criteria:</b> <ul style="list-style-type: none"> <li>▪ Completion of survey with clear, honest responses.</li> <li>▪ Demonstration of self-awareness in understanding and interest.</li> </ul> </li> </ul> <hr/>
<p><b>Summative Assessments</b> Group project and presentation</p>	<p><b>Evaluation Criteria (Learning target or Student Will Be Able To)</b></p> <p>1. <b>Group Project and Presentation:</b></p> <ul style="list-style-type: none"> <li>○ <b>Purpose:</b> Assess comprehensive understanding of Indigenous cultures and teamwork skills.</li> <li>○ <b>Examples:</b> <ul style="list-style-type: none"> <li>▪ Create a visual or digital project (e.g., poster, slideshow) highlighting one Indigenous culture, including its geography, traditions, and sustainability practices.</li> <li>▪ Present findings to the class, including key takeaways and reflections.</li> </ul> </li> <li>○ <b>Evaluation Criteria:</b> <ul style="list-style-type: none"> <li>▪ Accuracy and depth of research (e.g., correct geographic location, detailed description of traditions).</li> <li>▪ Creativity and clarity of project (e.g., organized visuals, engaging presentation).</li> <li>▪ Effective teamwork and collaboration.</li> <li>▪ Clear communication of ideas and ability to answer peer questions.</li> </ul> </li> </ul>

## Summative Assessment Rubric: Group Project and Presentation

Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Emerging (1)
<b>Accuracy of Research</b>	Includes highly accurate and detailed information about geography, traditions, and sustainability.	Includes mostly accurate and detailed information with minor omissions.	Some inaccuracies or missing details in the content.	Significant inaccuracies or lack of details.
<b>Depth of Analysis</b>	Demonstrates thorough understanding and analysis of how geography, culture, and sustainability are connected.	Demonstrates a good understanding with minor gaps in analysis.	Limited analysis; connections are unclear or incomplete.	Lacks analysis or understanding of connections.
<b>Creativity and Clarity</b>	Project is visually engaging, well-organized, and creatively presented.	Project is organized and clear with some creative elements.	Project is somewhat organized but lacks clarity or creativity.	Project is disorganized, unclear, or missing creative elements.
<b>Teamwork</b>	All group members actively contributed and collaborated effectively.	Most group members contributed and collaborated well.	Some group members contributed; collaboration could improve.	Minimal group collaboration or unequal contributions.
<b>Presentation Skills</b>	Presentation is engaging, clear, and confidently delivered. Questions are answered thoroughly.	Presentation is clear and adequately delivered. Most questions are answered well.	Presentation lacks clarity or confidence. Questions are answered incompletely.	Presentation is unclear or disorganized. Few or no questions are answered.

**Total Points:** \_\_\_ / 20

**Grade:** \_\_\_

## Creating a Microsoft Form for Student Rubric with QR Code

### Steps to Create:

- 1. Go to Microsoft Forms:**
  - Log in to [Microsoft Forms](#) with your Microsoft account.
- 2. Create the Form:**
  - Click **New Form** and name it "Student Self-Assessment Rubric."
  - Add a brief description, such as: *Use this form to evaluate your group's project and presentation.*
- 3. Add Rubric Criteria:** For each criterion (e.g., Accuracy of Research)

- **Question:** "How would you rate your group's performance on [Criterion Name]?"
- **Scale Labels:** Exemplary (4), Proficient (3), Developing (2), Emerging (1).

4. **Reflection Question:** Add a short-answer question:
  - "What do you think your group did well?"
  - "What could your group improve for next time?"
5. **Generate a QR Code:**
  - After completing the form, click **Share** and select **QR Code**.
  - Download or display the QR code for students to scan.

## Stage 3 - Learning Plan

### Summary of Key Learning Events and Instruction

- Learning Plan
- Research and Presentation

Students will create a PowerPoint presentation on the Indigenous tribes they study, focusing on key aspects such as traditions, environmental connections, and cultural contributions.
- Enrichment/Challenge

Students who seek an additional challenge can independently research and present on a different tribe of their choice.
- Collaboration and Peer Review

Students will work in grade-level partnerships to complete their PowerPoint presentations. Afterward, they will participate in a gallery walk, using QR codes to view and evaluate each other's presentations. This peer feedback will help reinforce their learning and deepen their understanding of Indigenous cultures.
- Support and Differentiation

Students who need additional support will work in small groups with a pre-designed template, which includes fewer slides and scaffolded prompts. A SPED teacher will be available to assist these groups, ensuring they can actively participate and succeed in the project.

### SOCIAL STUDIES STANDARDS:

1. Geography: Human-Environment Interaction

*Standard 7.3.3.A: Describe how people in different regions adapt to their environment.*

*Unit Connection:* Students will explore how Indigenous groups in various regions (Hawaii, Australia, the Philippines, Korea, China,

and Japan) adapt to their natural surroundings in terms of shelter, food, and clothing.

2. History: Cultural Contributions and Influences

*Standard 8.4.5.B:* Describe the cultural contributions of various world groups.

*Unit Connection:* By studying the traditional arts, music, and crafts of each Indigenous group, students will identify and appreciate the unique contributions of these cultures to global heritage.

**English Language Arts (ELA) Standards:**

1. Reading Informational Text: Key Ideas and Details

*Standard CC.1.2.4.B:* Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences.

*Unit Connection:* Students will read informational texts on Indigenous cultures, citing details to support their understanding of cultural traditions.

2. Integration of Knowledge and Ideas

*Standard CC.1.2.5.I:* Explain how information presented in different media contributes to a topic, text, or issue.

*Unit Connection:* By using maps, videos, and images, students will connect information from various sources to form a well-rounded view of each Indigenous culture.

**Writing Standards:**

1. Research to Build and Present Knowledge

*Standard CC.1.4.3.V:* Conduct short research projects that build knowledge about a topic.

*Unit Connection:* Students will conduct research projects on specific aspects of Indigenous cultures, such as traditional foods or art, building knowledge through structured exploration.

2. Production and Distribution of Writing

*Standard CC.1.4.5.F:* Develop and strengthen writing by planning, revising, and editing.

*Unit Connection:* Students will plan, draft, and revise written pieces about Indigenous traditions, enhancing their ability to communicate research clearly.

**Technology Standards:**

1. Digital Citizenship

*Standard 15.4.5.D:* Demonstrate appropriate and ethical behavior while using digital devices.

*Unit Connection:* Students will research Indigenous cultures responsibly, emphasizing respectful and ethical use of digital resources to avoid misrepresentation.

2. Research and Information Literacy

*Standard 15.4.5.A: Use technology tools to gather, evaluate, and use information.*

*Unit Connection: Students will use digital tools to gather and evaluate information on Indigenous cultures, learning how to find credible resources and respect intellectual property.*

## **INDIGENOUS TRIBE SUMMARY**

### **Hawaii: Native Hawaiians (Kanaka Maoli)**

The Native Hawaiians are the Indigenous people of Hawaii, deeply connected to their environment. They developed sustainable agricultural systems, such as *lo'i kalo* (taro patches) and *ahupua'a* (land divisions). Their traditions, like *hula* (dance) and *oli* (chanting), preserve oral history and cultural values. Despite colonization, efforts to revitalize the Hawaiian language and protect sacred lands continue to thrive.

### **Australia: Aboriginal Australians (e.g., Yolngu People)**

The Yolngu people of Northern Australia have a strong spiritual connection to the land, embodied in the concept of *Dreamtime*, which explains creation and guides their cultural practices. They excel in traditional arts, like bark painting, and use sustainable hunting and gathering techniques. Despite historical marginalization, they lead efforts in cultural preservation and environmental conservation.

### **Philippines: Igorot People**

The Igorot are Indigenous peoples from the mountainous regions of Luzon. Known for their remarkable engineering skills, they created the Banaue Rice Terraces over 2,000 years ago, showcasing sustainable agriculture. They celebrate rituals connected to the land, such as *cañao* (feast rituals), and continue to preserve their languages and weaving traditions amidst modern challenges.

### **Korea: Jeju Haenyeo (Women Divers of Jeju Island)**

The Haenyeo, women divers from Jeju Island, represent a unique Indigenous culture focused on sustainable fishing practices. They dive without oxygen tanks to collect seafood, maintaining ecological balance. Their matriarchal society emphasizes resilience and harmony with nature. The Haenyeo tradition, now declining, has been recognized by UNESCO as intangible cultural heritage.

### **China: Yi People**

The Yi people, primarily residing in the Yunnan and Sichuan provinces, have a rich cultural heritage, including traditional music, festivals, and *bimoism* (shamanistic practices). They rely on sustainable farming in mountainous areas and value community cohesion. The Yi New Year and their intricate embroidery are vital elements of cultural preservation.

### **Japan: Ainu People**

The Ainu, Indigenous to Hokkaido and parts of Russia, have a profound relationship with nature, expressed through animistic beliefs. They respect the *kamuy* (spirits) in animals, plants, and natural phenomena. Traditional practices like *ikupasuy* (prayer sticks) and *aynuitak* (oral storytelling) are being revitalized through cultural education and advocacy.

## **INDIGENOUS READ ALOUDS**

**Students will listen to a read aloud and then respond in their Stop-n-Jot journal. Response could be reflective, check for comprehension, or share something new they learned.**

### **1. Native Hawaiians (Kanaka Maoli):**

- **Book:** *Kapaemahu* by Hinaleimoana Wong-Kalu, Dean Hamer, and Joe Wilson; illustrated by Daniel Sousa.

**Summary:** This beautifully illustrated book retells the ancient Hawaiian legend of four extraordinary individuals of dual male and female spirit, known as mahu, who brought healing arts from Tahiti to Hawaii. They shared their gifts with the people of Waikiki, and in gratitude, the islanders erected a monument of four boulders in their honor. Over time, the true story of these stones was forgotten, but the power of the mahu still resonates today.

[Wikipedia](#)

**YouTube Link:** [Kapaemahu Youtube Read Aloud](#)

## 2. Yolngu People (Australia):

- **Book:** *The Rainbow Serpent* by Dick Roughsey.

**Summary:** This classic Australian Aboriginal tale tells the story of the Rainbow Serpent, a powerful being who created the mountains, rivers, and life forms. The story emphasizes the Yolngu people's deep connection to the land and the importance of respecting nature.

**YouTube Link:** [The Rainbow Serpent Youtube Read Aloud](#)

## 3. Igorot People (Philippines):

- **Book:** *The Mats* by Francisco Arcellana; illustrated by Hermes Alegre.

**Summary:** Set in the Philippines, this story revolves around a father who brings home special sleeping mats for each family member, including those who have passed away. The tale reflects the Igorot people's respect for family and ancestors.

**YouTube Link:** [The Mats Youtube Read Aloud](#)

## 4. Jeju Haenyeo (Korea):

- **Book:** *The Ocean Calls: A Haenyeo Mermaid Story* by Tina Cho; illustrated by Jess X. Snow.

**Summary:** This picture book introduces the Haenyeo, the female divers of Jeju Island, through the story of a young girl named Dayeon who learns the traditions and skills of her grandmother, a seasoned diver. The narrative highlights themes of courage, family bonds, and the importance of preserving cultural heritage.

**YouTube Link:** [The Ocean Calls: A Haenyeo Mermaid Story Youtube Read Aloud](#)

## 5. Yi People (China):

- **Book:** *A New Year's Reunion* by Yu Li-Qiong; illustrated by Zhu Cheng-Liang.

**Summary:** While not exclusively about the Yi people, this story captures the essence of Chinese New Year traditions, which are also celebrated by the Yi community. It tells the tale of a little girl whose father returns home for the New Year, and together they prepare for the festivities,

emphasizing family unity and cultural practices.

**YouTube Link:** [A New Year's Reunion Youtube Read Aloud](#)

#### **6. Ainu People (Japan):**

- **Book:** *Yayoi Kusama: From Here to Infinity* by Sarah Suzuki; illustrated by Ellen Weinstein.

**Summary:** This picture book introduces the life and art of Yayoi Kusama, a renowned Japanese artist of Ainu descent. It explores her journey from a young girl in Japan to an internationally acclaimed artist, highlighting her unique artistic vision and cultural heritage.

**YouTube Link:** [Yayoi Kusama: From Here to Infinity YouTube Read Aloud](#)

### **INDIGENOUS ARTS & CRAFTS**

These crafts are engaging and educational, providing students with a hands-on way to connect with the traditions of each Indigenous group.

#### **1. Native Hawaiians (Kanaka Maoli)**

**Craft Activity:** *Tapa Cloth Art (Kapa)*

- **Materials:** Brown paper bags, white paint, sponge brushes, markers or stamps.
- **Instructions:** [Hawaiian bark cloth](#)
  1. Cut brown paper bags into rectangles to resemble tapa cloth.
  2. Use sponge brushes or stamps to create geometric patterns and motifs, inspired by traditional Hawaiian kapa designs.
  3. Let the paint dry and display the cloth as artwork.
- **Connection:** Students will be able to use this activity to mimic the Hawaiian art of making kapa cloth from bark and decorating it with intricate patterns.

## 2. Yolngu People (Australia)

### Craft Activity: *Aboriginal Dot Painting*

- **Materials:** Black construction paper, acrylic paints, cotton swabs or small paintbrushes.
- **Instructions:** : [YouTube](#) of how to make. Follow this guide: [Aboriginal Dot Painting for Kids](#)
  1. Study Aboriginal dot painting examples online for inspiration.
  2. Use cotton swabs to create dots in patterns to form animals, landscapes, or symbolic designs.
  3. Explain the meaning behind the chosen design, as Aboriginal art often tells stories.
- **Connection:** Students will be able to use this dot painting is a signature art form of many Aboriginal groups, reflecting spiritual and cultural stories.

## 3. Igorot People (Philippines)

### Craft Activity: *Mini Rice Terraces Diorama*

- **Materials:** Shoe boxes, green and brown clay, small pebbles, toothpicks.
- **Instructions:** [YouTube](#) of how to draw a rice terrace.
  1. Line a shoebox with green and brown clay to create tiered levels representing rice terraces.
  2. Add pebbles to represent pathways and toothpicks for fencing.
  3. Discuss how the terraces reflect sustainable agriculture.
- **Connection:** Students will be able to use this Banaue Rice Terraces activity to connect with the Igorot People. The terraces are a UNESCO World Heritage Site and symbolize Igorot ingenuity in sustainable farming.

## 4. Jeju Haenyeo (Korea)

### Craft Activity: *Underwater Diver Collage*

- **Materials:** Blue construction paper, tissue paper (various colors), markers, glue.
- **Instructions:**
  1. Use blue paper as the ocean background.
  2. Cut tissue paper into seaweed shapes and glue them at the bottom.
  3. Draw or cut out Haenyeo divers and sea creatures to place in the underwater scene.
- **Connection:** Students will be able to use this activity celebrates the Haenyeo's connection to the ocean and sustainable fishing practices.

## 5. Yi People (China)

Craft Activity: [\*Yi Embroidery Bookmark\*](#)

- **Materials:** Felt fabric, embroidery thread, needles, scissors.
- **Instructions:**
  1. Cut felt fabric into bookmark shapes.
  2. Use embroidery thread to sew simple geometric patterns inspired by traditional Yi designs.
  3. Decorate the edges with colorful stitching or tassels.
- **Connection:** Students will be able to use embroidery, which is an essential part of Yi cultural expression, often showcasing vibrant colors and intricate designs.

## 6. [Ainu](#) People (Japan)

Craft Activity: *Ainu Patterned Headband (Sapanpe)*

- **Materials:** Cardstock, markers, scissors, and glue.
- **Instructions:** [Directions](#)
  1. Cut nature cut outs on potatoes.
  2. Add color using water-based paint
  3. Create stamps to share Ainu traditions.
- **Connection:** Students will create their own stamps inspired by Ainu patterns and symbols, exploring the connection between Ainu art and nature.



[Hawaiian Kapa Cloth Art](#)



Aboriginal Dot Art  
[Aboriginal Dot Painting for Kids](#)

[Hawaiian bark cloth](#)



[Haenyeo Divers images](#)



Embroidery Bookmark



Rice Terrace



Potato Nature Stamp

## INDIGENOUS MUSIC

Indigenous music is engaging and educational, provide students with a hands-on way to connect with each of the Indigenous group.

### 1. Native Hawaiians (Kanaka Maoli):

- **Traditional Hawaiian Music Playlist:** This playlist features authentic Hawaiian songs performed by local artists, showcasing the rich musical heritage of Hawaii.

[Traditional Hawaiian Music - YouTube](#)

## 2. Yolngu People (Australia):

- **Yothu Yindi - "Treaty":** Yothu Yindi, a band consisting of Yolngu and non-Indigenous musicians, blends traditional Aboriginal music with contemporary styles. "Treaty" is one of their most famous songs, promoting Indigenous rights.

[Yothu Yindi - Treaty \(Official Video\)](#)

## 3. Igorot People (Philippines):

- **Hudhud Chants of the Ifugao:** The Hudhud chants are traditional epic narratives of the Ifugao people, part of the larger Igorot group. These chants are performed during rice sowing and harvest seasons.

[Hudhud Chants of the Ifugao - UNESCO](#)

## 4. Jeju Haenyeo (Korea):

- **Haenyeo Work Song:** The Haenyeo, female divers of Jeju Island, sing traditional work songs before and after diving. These songs reflect their unique culture and camaraderie.

[Jeju Haenyeo Work Song](#)

## 5. Yi People (China):

- **Pipa – Dance of the Yi People :** This traditional Yi song showcases the unique musical style of the Yi people, featuring their language and cultural themes.

[Amei's Love Song - Yi Folk Song](#)

## 6. Ainu People (Japan):

- **All-girl Choir of Yi Ethnic Group:** This video features traditional Ainu music, including the use of the mukkuri (mouth harp) and upopo (group singing), highlighting the rich cultural heritage of the Ainu people.

[All-girl Choir of Yi Ethnic Group](#)

## INDIGENOUS LEADERS

### 1. Native Hawaiians (Kanaka Maoli):

- **King Kamehameha I:** Unified the Hawaiian Islands into a single kingdom in 1810, establishing a legacy of leadership and governance.  
[Wikipedia](#)
- **Queen Lili‘uokalani:** The last reigning monarch of Hawaii, she was a composer and advocate for her people's rights during the overthrow of the Hawaiian Kingdom.

[Hawaii Magazine](#)

- **Haunani-Kay Trask:** A Native Hawaiian academic and activist, she was an influential figure in the Hawaiian sovereignty movement and served as the first full-time director of the Center for Hawaiian Studies at the University of Hawai‘i at Mānoa.

[Hawaii Magazine](#)

### 2. Yolngu People (Australia):

- **Munggurrawuy Yunupingu:** A respected Yolngu leader and artist, he played a significant role in the 1963 Yirrkala bark petitions, advocating for Indigenous land rights.  
[National Museum of Australia](#)
- **Galarrwuy Yunupingu:** Son of Munggurrawuy, he continued his father's legacy as a prominent leader in the land rights movement and was named Australian of the Year in 1978.
- **Djawa Yunupingu:** A current Yolngu leader, he emphasizes nurturing new Indigenous voices and guiding communities toward a better future.

## The Australian

### **3. Igorot People (Philippines):**

- **Macli-ing Dulag:** A Kalinga chieftain who led opposition against the Chico River Dam Project in the 1970s, advocating for Indigenous land rights.
- **Victoria Tauli-Corpuz:** An Igorot leader and former United Nations Special Rapporteur on the Rights of Indigenous Peoples, she has been a global advocate for Indigenous rights.
- **Wang Od Oggay:** The last traditional Kalinga tattoo artist (*mambabatok*), she has gained international recognition for preserving the ancient art of hand-tapped tattoos.

### **4. Jeju Haenyeo (Korea):**

- **Kim Ok-ja:** A renowned Haenyeo diver who has been diving for over 60 years, she is recognized for her contributions to preserving the Haenyeo culture.
- **Yang Eun-sook:** A leader among the Haenyeo community, she has worked to gain UNESCO recognition for the Haenyeo as intangible cultural heritage.
- **Ko Chun-ja:** An elder Haenyeo who has been featured in documentaries, sharing insights into the life and traditions of Jeju's women divers.

### **5. Yi People (China):**

- **Jidi Majia:** A prominent Yi poet known for his works that reflect Yi culture and traditions, he has received international literary acclaim.
- **Luo Meizhen:** Claimed to be the world's oldest person at 127 years, she was a member of the Yi ethnic group, bringing attention to the community's longevity.
- **He Yi:** A Yi woman who became a national model worker in China, representing the contributions of Yi people to the country's development.

### **6. Ainu People (Japan):**

- **Shigeru Kayano:** An Ainu activist and politician, he was instrumental in preserving Ainu culture and language, and served in Japan's House of Councillors.
- **Debo Akibe:** A renowned Ainu musician and dancer, she has worked to revive traditional Ainu performing arts.
- **Umehara Takeshi:** A scholar who, though not Ainu himself, dedicated much of his work to studying and promoting Ainu culture and history.

## INDIGENOUS YOUTHS

These young individuals exemplify the resilience and cultural pride of their communities, actively working to preserve and promote their Indigenous heritage in the modern world.

### 1. Native Hawaiians (Kanaka Maoli):

- **Name:** Kānaka Maoli Youth Leaders
- **Summary:** In recent years, young Native Hawaiians have been at the forefront of movements to protect sacred lands, such as the protests against the construction of the Thirty Meter Telescope on Mauna Kea. These youth leaders emphasize the importance of preserving their cultural heritage and natural resources for future generations.
- **Link:** [Mauna Kea Protests](#)

### 2. Yolngu People (Australia):

- **Name:** Baker Boy (Danzal Baker)
- **Summary:** Born in 1996, Baker Boy is a Yolngu rapper, dancer, and actor from Arnhem Land. He performs in both English and Yolŋu Matha, promoting Indigenous language and culture through contemporary music. Recognized as Young Australian of the Year in 2019, he inspires Indigenous youth to embrace their heritage.
- **Link:** [Baker Boy Official Website](#)

### 3. Igorot People (Philippines):

- **Name:** Jannine Weigel
- **Summary:** Born in 2000, Jannine is a singer, actress, and model of Thai and German descent, with Igorot heritage from her mother's side. She has gained international fame through her music and acting career, often highlighting her diverse cultural background.
- **Link:** [Jannine Weigel Official Website](#)

### 4. Jeju Haenyeo (Korea):

- **Name:** Kim Jin-hee
- **Summary:** Born in 1995, Kim Jin-hee is one of the youngest Haenyeo divers on Jeju Island. She chose to follow in her grandmother's footsteps, embracing the traditional practice of free-diving to harvest seafood. Jin-hee advocates for the preservation of Haenyeo culture amidst modernization.
- **Link:** [Jeju Haenyeo](#)

- ["Last of the Sea Women"](#)

## 5. Yi People (China):

- **Name:** Long Mei
- **Summary:** Born in 1998, Long Mei is a Yi ethnic minority singer from Sichuan Province. She gained national attention after participating in a popular Chinese singing competition, where she showcased traditional Yi songs, bringing her culture to a broader audience.
- **Link:** [Long Mei Performance](#)

## 6. Ainu People (Japan):

- **Name:** Marerew
- **Summary:** Formed in 2008, Marerew is an all-female Ainu musical group consisting of young artists dedicated to revitalizing traditional Ainu songs called "upopo." They blend ancient melodies with contemporary sounds, aiming to preserve and promote Ainu culture among younger generations.
- **Link:** [Marerew Official Website](#)

# ONLINE RESOURCES

These additional resources will help create a comprehensive visual representation of the Indigenous tribes across these countries, highlighting both their locations and cultural heritage.

## 1. Native Hawaiians (Kanaka Maoli):

The Native Hawaiians, or Kanaka Maoli, have a rich cultural heritage deeply connected to the land ('āina) and sea. Traditional practices include:

- **Hula:** A sacred dance accompanied by chant (*oli*) or song (*mele*), used to tell stories, honor deities, and preserve history.  
[Go Hawaii](#)
- **Aloha Spirit:** A philosophy emphasizing love, respect, and compassion, guiding social interactions and community relationships.  
[Go Hawaii](#)

- **Ahupua'a System:** A land division method that extends from the mountains to the sea, promoting sustainable resource management and communal responsibility.

#### [Hawaii Humpback Whale Conservation](#)

Another resource: [Hawaiian Culture & History](#)

### **2. Yolngu People (Australia):**

The Yolngu people of northeastern Arnhem Land in Australia maintain traditions that reflect their deep connection to the land and ancestral beings:

- **Bunggul:** Ceremonial song and dance performances that convey stories of ancestral journeys and laws.

#### [Dhimmuru](#)

- **Kinship System:** A complex social structure dividing society into two moieties, Dhuwa and Yirritja, dictating relationships, marriage, and responsibilities.

#### [National Museum of Australia](#)

- **Art and Craft:** Creation of bark paintings, weaving, and carvings that depict ancestral stories and are integral to ceremonies.

#### [Nomadic Tribe](#)

### **3. Igorot People (Philippines):**

The Igorot, Indigenous peoples of the Cordillera region in the Philippines, uphold traditions that emphasize community and harmony with nature:

- **Bayanihan:** A communal spirit of cooperation, often seen in collective activities like building homes or farming.
- **Cañao:** A ritual feast involving animal sacrifice, dancing, and music, performed to mark significant events such as harvests, weddings, or healing ceremonies.
- **Rice Terracing:** Construction and maintenance of the Banaue Rice Terraces, showcasing sustainable agricultural practices passed down through generations.

Another resource: [Igorot Culture and Traditions](#)

#### 4. Jeju Haenyeo (Korea):

The Haenyeo, female divers of Jeju Island, have a unique culture centered around sustainable fishing practices:

- **Free-Diving:** Diving without breathing apparatus to harvest seafood, a practice passed down matrilineally.
- **Sumbisori:** A distinctive breathing technique used during dives, characterized by a whistle-like sound upon surfacing.
- **Community Cooperatives:** Organized groups that manage diving schedules, share profits, and support each other, reflecting strong communal bonds.

Another resource: [Haenyeo: Women Divers of Jeju Island](#)

#### 5. Yi People (China):

The Yi people, primarily residing in China's southwestern provinces, maintain traditions that highlight their rich cultural heritage:

- **Torch Festival:** An annual event featuring torchlight parades, wrestling, and horse racing, symbolizing the Yi's reverence for fire.
- **Bimoism:** A shamanistic religion led by priests called *bimo*, who perform rituals, exorcisms, and divinations.
- **Traditional Dress:** Colorful attire adorned with intricate embroidery, often worn during festivals and ceremonies.

Another resource: [Yi People](#)

#### 6. Ainu People (Japan):

The Ainu, Indigenous to Japan's Hokkaido region, have traditions deeply rooted in animism and respect for nature:

- **Iyomante:** A bear-sending ceremony where a captured bear is honored and released to the spirit world, reflecting the Ainu's reverence for animals.
- **Traditional Crafts:** Creation of textiles, wood carvings, and embroidery featuring unique patterns, often used in daily life and rituals.
- **Oral Literature:** Transmission of stories, songs, and epics (*yukar*) that convey history, beliefs, and moral lessons.

Another resource: [Ainu](#)

## INDIGENOUS PEOPLE LOCATION

Creating a world map that highlights the Indigenous tribes from Hawaii, Australia, the Philippines, Korea, China, and Japan, along with representative images for each, provides a visual understanding of their geographical locations and cultural identities.

### 1. Native Hawaiians (Kanaka Maoli):

- **Location:** Hawaii, USA

### 2. Yolngu People:

- **Location:** Arnhem Land, Northern Territory, Australia

### 3. Igorot People:

- **Location:** Cordillera Region, Luzon, Philippines

### 4. Jeju Haenyeo:

- **Location:** Jeju Island, South Korea

### 5. Yi People:

- **Location:** Sichuan, Yunnan, Guizhou, and Guangxi provinces, China

### 6. Ainu People:

- **Location:** Hokkaido, Japan

To visualize this information, you can use interactive mapping tools like [Native Land Digital](#), which provides detailed maps of Indigenous territories worldwide. By entering specific locations, you can explore the traditional lands of these tribes and view associated images.

Additionally, the [National Geographic](#) offers resources and articles with maps and photographs that can enhance the students' understanding of these

Indigenous cultures and their geographical contexts.

Photos of the Indigenous People



Australia: Yolngu



Korea: Jeju Haenyeo



Japan: Ainu



Philippines: Igorot



Hawaiian: Native Hawaiians



China: Yi

### 1. Native Hawaiians (Kanaka Maoli):

- **Traditional Clothing:** Historically, Native Hawaiian men wore the *malo* (loincloth), and women wore the *pā'ū* (skirt), both made from *kapa* (bark cloth). The *kīhei*, a rectangular shawl, was also common. In modern times, garments like the *mu'umu'u* and *aloha shirts* are popular.

### 2. Yolngu People (Australia):

- **Traditional Clothing:** The Yolngu people often wear minimal clothing due to the tropical climate. Body paint, known as *rarrk*, is significant in ceremonies, featuring intricate designs that represent clan identities and ancestral stories.

### 3. Igorot People (Philippines):

- **Traditional Clothing:** Igorot men traditionally wear the *wanes* (loincloth), while women wear the *lufid* (wrap-around skirt). Both garments are often woven with vibrant patterns and colors.

#### 4. Jeju Haenyeo (Korea):

- **Traditional Clothing:** The Haenyeo, female divers of Jeju Island, traditionally wore cotton diving suits called *mulot*, which were later replaced by rubber wetsuits. They also use tools like the *taewak* (flotation device) and *bitchang* (hook) during dives.

#### 5. Yi People (China):

- **Traditional Clothing:** Yi traditional attire is known for its bright colors and intricate embroidery. Women often wear layered skirts and jackets adorned with silver ornaments, while men wear tunics and trousers with embroidered details.

#### 6. Ainu People (Japan):

- **Traditional Clothing:** Ainu traditional garments, called *attus*, are made from woven fibers of the inner bark of trees. These robes are decorated with unique patterns and are often accompanied by accessories like beaded necklaces and embroidered sashes.

## LANGUAGE

These phrases offer a glimpse into the rich linguistic heritage of each Indigenous group.

#### 1. Native Hawaiians (Kanaka Maoli):

<b>Aloha:</b> Hello / Goodbye	<b>Mahalo:</b> Thank you	<b>‘Ohana:</b> Family
<b>Keiki:</b> Child / Children	<b>Pono:</b> Righteousness / Balance	

*Sources:*

- [Hawaiian Language Guide](#)
- [35 Popular Hawaiian Words and Phrases](#)

## 2. Yolngu People (Australia):

<b>Nhe:</b> You	<b>Yaka:</b> No	<b>Bala:</b> Later
<b>Djama:</b> Work	<b>Gurrutu:</b> Kinship	

Sources:

- [Yolngu Matha Dictionary](#)
- [Yolngu Languages](#)
- [Yolngu Language Word Mat](#)

## 3. Igorot People (Philippines):

*Note: The Igorot people consist of various ethnic groups with distinct languages. Here are phrases in Kankanaey, one of the Igorot languages:*

- **Maphod ta umali ka:** Welcome
- **Kastoy:** Like this
- **Inmali ak:** I have arrived
- **Mangan tako:** Let's eat
- **Agyamanak:** Thank you

Sources:

- [Kankanaey Language Resources](#)
- Kankanaey Phrases

## 4. Jeju Haenyeo (Korea):

*Note: The Haenyeo speak Jeju-eo, a distinct language from standard Korean:*

- 하영 반갑수다 (Hayeong bangapsuda): Nice to meet you
- 감사합서 (Gamsahapseo): Thank you
- 어디 갑수꽈? (Eodi gamsukwa?): Where are you going?
- 밥 먹었수꽈? (Bap meogeossukwa?): Have you eaten?
- 잘 자십서 (Jal jasipseo): Good night

*Sources:*

- [Jeju Dialect Dictionary](#)
- [Jeju Language Youtube](#)

## 5. Yi People (China):

*Note: The Yi people have several dialects. Here are phrases in Nuosu, a widely spoken Yi language:*

- (Nop): Hello
- (Nge hxit): Thank you
- (Nge hni): I love you
- (Nge hni nge hni): Goodbye
- (Nge hni nge hni): Good night

*Sources:*

- [Nuosu Language Overview](#)
- [Nuosu Phrases](#)

## 6. Ainu People (Japan):

- Irankarapte: Hello
- Iyairaykere: Thank you

- **Apunno:** Goodbye
- **Eiwanke ya:** How are you?
- **Unukar:** Friend

*Sources:*

- [Ainu Language Overview](#)
- [Ainu Language Lessons](#)

## SHELTERS

These descriptions provide insight into the traditional shelters of each Indigenous group, reflecting their unique adaptations to their environments and cultural practices.

### 1. Native Hawaiians (Kanaka Maoli):

- **Traditional Shelter:** The *hale pili* is a traditional Hawaiian house constructed using natural materials such as pili grass, wood, and thatch. These houses were designed to suit Hawaii's tropical climate and were integral to village life. The *hale pili* provided shelter for families and was also used for specific purposes like canoe storage or ceremonial gatherings.
- **Source:** [Hale Pili - Hawaii Alive](#)



- **Image:**

### 2. Yolngu People (Australia):

- **Traditional Shelter:** Yolngu people traditionally built shelters called *gunyas* or *wetj*, which were made from bark and branches. These temporary shelters reflected their semi-nomadic lifestyle, allowing them to move easily and adapt to seasonal changes. The lightweight construction provided necessary protection from the sun and rain.
- **Source:** [Yolngu Shelter - The Australian Art Network](#)



### 3. Igorot People (Philippines):

- **Traditional Shelter:** Igorot houses, known as *binangyan*, are made of wood and elevated on stilts to protect against flooding and pests. The houses are topped with steep thatched roofs, which are ideal for shedding rain in the mountainous regions. These homes demonstrate the Igorot people's ingenuity and harmony with their environment.
- **Source:** [Igorot Native House - Alamy](#)



### 4. Jeju Haenyeo (Korea):

- **Traditional Shelter:** The Haenyeo divers of Jeju Island used communal stone spaces called *bulteok*. These structures served as gathering spots for the divers to prepare for and recover from their sea expeditions. The design of the *bulteok* reflects the community-focused lifestyle of the Haenyeo, emphasizing collaboration and support.
- **Source:** [House of Haenyeo - Entree Kibbles](#)



## 5. Yi People (China):

- **Traditional Shelter:** The Yi people traditionally lived in *tuzhangfang*, which are earth-wood structures with thick walls and flat roofs. These houses are well-suited to the mountainous terrains and varying climates of southwestern China. The sturdy construction provided insulation and durability, ensuring comfort year-round.
- **Source:** [Tuzhangfang of the Yi People - Inf News](#)



## 6. Ainu People (Japan):

- **Traditional Shelter:** The Ainu people built homes called *chise*, made from bamboo, thatch, and bark. These rectangular structures featured a central fireplace and were oriented to face the east, which held spiritual significance. The *chise* served as a center for family and cultural activities, reflecting the Ainu's deep connection to their traditions.
- **Source:** [Traditional Ainu House - Alamy](#)



- **Image:**

## FOOD

These dishes highlight the rich culinary traditions of each Indigenous group, deeply connected to their environments and cultural practices.

### 1. Hawaii - Native Hawaiians (Kanaka Maoli)

- **Poi:** A staple in the Native Hawaiian diet, poi is made by mashing cooked taro root until it reaches a smooth, sticky consistency. It is often eaten as a side dish and holds cultural significance in Hawaiian traditions.  
[Culture Trip](#)
- **Laulau:** This traditional dish consists of pork, fish, or chicken wrapped in taro leaves and then steamed. The taro leaves impart a unique flavor, and the steaming process results in tender, flavorful meat.  
[This Hawaii Life](#)
- **Kalua Pig:** Prepared in an underground oven called an *imu*, kalua pig is a slow-cooked pork dish that is tender and smoky. It is commonly served at luaus and family gatherings.  
[This Hawaii Life](#)

### 2. Australia - Yolngu People

- **Damper:** A traditional Australian soda bread, damper is made from wheat flour, water, and sometimes milk, then baked in the coals of a campfire. It has been a staple for Indigenous Australians, including the Yolngu people.
- **Bush Tucker:** This term refers to various native Australian foods, such as kangaroo, emu, and bush fruits like quandong and bush tomatoes, traditionally hunted and gathered by Indigenous communities.
- **Magpie Goose:** A significant food source for the Yolngu, magpie goose is hunted and cooked over open flames, often during communal gatherings.

### 3. Philippines - Igorot People

- **Pinikpikan:** A traditional Igorot chicken dish prepared by lightly beating the chicken before cooking, resulting in a unique flavor. It is often served during special occasions and rituals.  
[Igorotage](#)
- **Etag:** Known as Igorot smoked meat, etag is pork that has been salted and air-dried or smoked, imparting a distinct flavor. It is used in various dishes or eaten on its own.  
[Igorotage](#)
- **Tapey (Tapuy):** A traditional rice wine made from fermented glutinous rice, tapey is often served during celebrations and rituals, reflecting its cultural importance.  
[Igorotage](#)

### 4. Korea - Jeju Haenyeo

- **Sea Urchin Seaweed Soup (Seongge Miyeokguk):** A local delicacy of Jeju Island, this soup combines fresh sea urchins harvested by Haenyeo divers with seaweed, resulting in a nutritious and flavorful dish.  
[My Seoul Box](#)
- **Abalone Porridge (Jeonbokjuk):** Made with abalone caught by Haenyeo, this porridge is a luxurious and nutritious meal, often enjoyed for its delicate flavor and health benefits.  
[The Calm Chronicle](#)
- **Grilled Mackerel (Godeungeo Gui):** Freshly caught mackerel, grilled to perfection, is a common dish in Jeju cuisine, reflecting the island's rich fishing culture.  
[Modern Pepper](#)

### 5. China - Yi People

- **Buckwheat Noodles:** In the mountainous regions inhabited by the Yi, buckwheat is a staple crop. The noodles made from buckwheat flour are often served with spicy sauces, reflecting the local palate.
- **Cured Meat:** The Yi people prepare various cured meats, including pork and beef, which are salted and air-dried, then used in stews or eaten as snacks.
- **Potato Pancakes:** Potatoes are another staple in Yi cuisine. Grated potatoes are mixed with spices and fried to make crispy pancakes, commonly eaten as a side dish.  
[Yi People and Their Food](#)

### 6. Japan - Ainu People

- **Ohaw:** A traditional Ainu soup made with fish or meat and a variety of vegetables, seasoned with salt and animal fat, reflecting the Ainu's reliance on natural resources.
- **Rataskep:** A dish made from boiled potatoes and millet, often mashed together, showcasing the Ainu's agricultural practices.
- **Sito:** Traditional Ainu dumplings made from millet or wheat flour, sometimes filled with meat or sweet fillings, and steamed or boiled.

[Ainu food and cuisine](#)

[Ainu Shaman](#)

## FAMILY LETTER

[Your School's Name]

[Your Address]

[City, State, ZIP Code]

[Date]

Dear Parents,

As part of our celebration of Asian American and Pacific Islander (AAPI) Heritage Month, we are excited to invite you and your family to participate in a special video project that celebrates the diverse traditions and cultures in our community.

We encourage families to create a short video sharing your family traditions, a cherished recipe, or a cooking demonstration in your kitchen. You can also include a presentation of your family dressed in traditional attire, sharing the cultural significance and connection to your heritage. This is a wonderful opportunity for your family to help foster appreciation and understanding of AAPI cultures.

Here's how you can participate:

1. **Create Your Video:** Record a video of your family showcasing a tradition, preparing a recipe, or sharing a cultural story.
2. **Dress in Traditional Attire (Optional):** If possible, upload photos of traditional clothing and share its meaning and significance.
3. **Upload to Flipgrid:** Submit your video through the Flipgrid link provided below.

**Flipgrid Link:** [Insert Flipgrid Link]

**Deadline:** [Insert Deadline Date]

The videos will be shared during our AAPI Celebration Week, where students will have the opportunity to learn about and appreciate the rich cultural heritages within our community.

If you have any questions or need assistance with Flipgrid, feel free to reach out to [Your Name] at [Your Contact Information].

Thank you for helping us celebrate diversity and for sharing your family's story with our school community.

Sincerely,

[Your Name], [Your Title]

## COMMUNITY LETTER

[Your School's Name]

[Your Address]

[City, State, ZIP Code]

[Date]

Dear Community Members,

We are thrilled to invite you to be part of our school's Asian American and Pacific Islander (AAPI) Heritage Month celebration by participating in a unique cultural video project.

We are asking families and community members to create short videos that highlight their family traditions, recipes, or cultural practices. Whether it's preparing a beloved dish, sharing the meaning behind traditional clothing, or telling a story about your heritage, your contribution will help us build a richer understanding and appreciation for AAPI cultures.

How to Participate:

1. **Create a Video:** Showcase a tradition, recipe, or cultural story.
2. **Dress in Traditional Attire (Optional):** Share the significance of the clothing and its connection to your heritage.
3. **Upload Your Video:** Submit your video using our Flipgrid platform at the link below.

**Flipgrid Link:** [Insert Flipgrid Link]

**Submission Deadline:** [Insert Deadline Date]

These videos will be shared with our students and families during our AAPI Celebration Week, fostering a sense of appreciation and connection within our community.

We hope you'll take this opportunity to share your story and inspire others to learn more about the diverse traditions that make up our world. For any questions or support, please contact [Your Name] at [Your Contact Information].

Thank you for your valuable contribution to this meaningful project.

Warm regards,

[Your Name], [Your Title]

## Unit Overview with Six Lessons

This unit focuses on developing students' understanding of Indigenous peoples from Hawaii, Australia, the Philippines, Korea, China, and Japan. Students will explore geography, food, shelter, clothing, music, language, traditions, and arts and crafts. Through group work, students will create posters and present their findings to the class.

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### Lesson 1: Map Skills and Food Exploration

**Essential Question:** How does geography influence the cultural practices and food of Indigenous peoples?

**Objective:**

- Students will identify the locations of Indigenous peoples on a world map and analyze the connection between geography and traditional foods.

**PA ELA Standard:** CC.8.5.6-8.A - Cite specific textual evidence to support analysis of primary and secondary sources.

**Activities:**

**1. Map Skills Activity:**

- Students locate Hawaii, Australia, the Philippines, Korea, China, and Japan on a world map and label areas where Indigenous groups reside.
- Groups discuss how geographic features (e.g., islands, mountains) influence available food resources.

**2. Food Exploration:**

- Provide images and descriptions of foods like poi, magpie goose, and pinikpikan.
- Groups create a chart linking foods to regions and discuss their cultural significance.

**Discussion/Reflection Questions:**

- How does the physical environment shape the food practices of Indigenous peoples?
- What similarities and differences did you notice between the foods of different groups?

**What Did You Know/What Did You Learn:**

- *What did you know?* Write down your prior knowledge of how geography influences food.
- *What did you learn?* Explain one way the environment has shaped the diet of an Indigenous group.

**Writing Prompt:**

- "Explain how the geography of one Indigenous group you studied impacts their food practices and share why this connection is important."

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**Lesson 2: Shelter and Clothing**

**Essential Question:** How do the environment and culture influence the design of shelters and clothing?

**Objective:**

- Students will analyze traditional shelters and clothing and their cultural and environmental significance.

**PA ELA Standard:** CC.1.4.6.A - Write arguments to support claims with clear reasons and relevant evidence.

**Activities:****1. Shelter Analysis:**

- Groups examine images of shelters (e.g., hale pili, gunyas) and discuss how materials and climate influenced their construction.

**2. Clothing Exploration:**

- Explore images of traditional clothing like Hawaiian kapa and Ainu attus.
- Groups sketch a design for shelter or clothing, adding notes on practicality and cultural meaning.

**Discussion/Reflection Questions:**

- How do the materials used for shelters reflect the environment of each Indigenous group?
- What can clothing tell us about the values and traditions of a culture?

**What Did You Know/What Did You Learn:**

- *What did you know?* Write what you know about how people use natural resources to create shelters and clothing.
- *What did you learn?* Describe one new fact about the connection between clothing or shelter and culture.

**Writing Prompt:**

- "Choose a traditional shelter or clothing item from one Indigenous group and explain how it reflects both the environment and the culture."

---

**Lesson 3: Music and Language**

**Essential Question:** How do music and language preserve and express cultural identity?

**Objective:**

- Students will explore traditional music and learn basic phrases in the languages of Indigenous peoples.

**PA ELA Standard:** CC.1.5.6.A - Engage effectively in a range of collaborative discussions on grade-level topics, texts, and issues.

**Activities:****1. Music Listening:**

- Play traditional music samples (e.g., hula chants, Yolngu didgeridoo).
- Groups analyze how music conveys stories or emotions.

**2. Language Practice:**

- Teach basic phrases in languages like Hawaiian, Kankanaey, or Jeju-eo.
- Groups create a short skit incorporating the phrases.

**Discussion/Reflection Questions:**

- Why is it important to preserve traditional music and language?

- How does learning simple phrases in a new language change your perspective about a culture?

#### **What Did You Know/What Did You Learn:**

- *What did you know?* Write what you already know about how music or language connects to culture.
- *What did you learn?* Describe one way music or language preserves a group's identity.

#### **Writing Prompt:**

- "Explain the role of music or language in maintaining the cultural identity of an Indigenous group you studied."

---

### **Lesson 4: Traditions and Arts & Crafts**

**Essential Question:** How do traditions and arts & crafts reflect the values of a culture?

#### **Objective:**

- Students will analyze the significance of traditions and create an art piece inspired by Indigenous crafts.

**PA ELA Standard:** CC.8.6.6-8.A - Conduct short research projects to answer a question, drawing on several sources.

#### **Activities:**

##### **1. Traditions Discussion:**

- Groups research one tradition (e.g., Hawaiian respect for the land, Ainu bear-sending ceremony) and present to the class.

##### **2. Arts & Crafts Activity:**

- Groups create an art project inspired by Indigenous crafts, such as dot painting (Yolngu) or weaving (Native Hawaiians).

#### **Discussion/Reflection Questions:**

- How do traditions teach us about a group's values and relationship with their environment?
- Why are arts and crafts important for preserving culture?

#### **What Did You Know/What Did You Learn:**

- *What did you know?* Write what you know about how traditions or crafts reflect culture.
- *What did you learn?* Explain one tradition or craft that stood out to you and why.

**Writing Prompt:**

- "Describe one tradition or art form from an Indigenous group you studied and explain what it teaches us about their values."

---

**Lesson 5: Group Presentations (Day 1)**

**Essential Question:** How can we share knowledge to build appreciation for cultural diversity?

**Objective:**

- Students will present their findings and projects, demonstrating understanding of the topics studied.

**PA ELA Standard:** CC.1.5.6.B - Present claims and findings, emphasizing salient points in a focused, coherent manner.

**Activities:**

**1. Group Presentations:**

- Each group presents their research and projects (poster, skit, art piece) to the class.

**2. Audience Reflection:**

- Students use a peer evaluation form to record what they learned from each presentation.

**Discussion/Reflection Questions:**

- What did you learn from your peers' presentations?
- How can understanding different cultures improve our community?

**What Did You Know/What Did You Learn:**

- *What did you know?* Write what you expected to learn from the presentations.
- *What did you learn?* Share one new fact or perspective you gained.

**Writing Prompt:**

- "Reflect on one group's presentation and describe how their findings helped you better understand an Indigenous culture."

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**Lesson 6: Gallery Walk and Reflection**

**Essential Question:** How can showcasing cultural projects promote respect and appreciation?

**Objective:**

- Students will participate in a gallery walk and reflect on their learning experiences.

**PA ELA Standard:** CC.1.4.6.S - Draw evidence from informational texts to support analysis, reflection, and research.

**Activities:****1. Gallery Walk:**

- Groups display their posters outside the classroom. Students rotate to view and take notes on each group's work.

**2. Class Discussion and Reflection:**

- Students discuss their favorite parts of the gallery walk and the importance of celebrating diversity.

**Discussion/Reflection Questions:**

- What is one cultural practice you found fascinating during the gallery walk?
- How does seeing everyone's work help you understand the diversity of cultures?

**What Did You Know/What Did You Learn:**

- *What did you know?* Write what you expected to see in the gallery walk.
- *What did you learn?* Share one new perspective or idea from the gallery.

**Writing Prompt:**

- "Reflect on the gallery walk and explain how the projects you saw helped you appreciate the cultural contributions of Indigenous peoples."

## ADDITIONAL RESOURCES

10 kid-friendly resources for each of the Indigenous groups mentioned, designed to engage students and enhance their understanding of these cultures.

### 1. Native Hawaiians (Kanaka Maoli):

- **Museum Link:**
  - [Bishop Museum](#): Explore Hawaiian culture and history through interactive exhibits and educational programs.
- **Article Link:**
  - [National Geographic Kids – Hawaii](#): Discover facts about Hawaii's geography, wildlife, and culture tailored for young readers.
- **Tourism Link:**
  - [Go Hawaii – Hawaiian Culture](#): An overview of Hawaiian traditions, customs, and history suitable for children.

### 2. Yolŋu People (Australia):

- **Museum Link:**
  - [National Museum of Australia – The Yolŋu](#): Insights into Yolŋu culture, history, and their connection to the land.
- **Article Link:**
  - [National Geographic – First Australians](#): An article exploring the traditions and modern challenges of Aboriginal Australians, including the Yolŋu people.
- **Tourism Link:**
  - Northern Territory – East Arnhem Land: Information on visiting Yolŋu lands, including cultural experiences and community visits.

### **3. Igorot People (Philippines):**

- **Museum Link:**
  - Museo Kordilyera: A museum dedicated to the cultures of the Cordillera region, including the Igorot people.
- **Article Link:**
  - National Commission for Culture and the Arts – The Igorot People: Insights into the history and culture of the Igorot communities.
- **Tourism Link:**
  - Philippines Tourism – Cordillera Administrative Region: Information on visiting the Cordillera region, home to the Igorot people, including cultural sites and experiences.

### **4. Jeju Haenyeo (Women Divers of Jeju Island, Korea):**

- **Museum Link:**
  - Jeju Haenyeo Museum: A museum dedicated to the Haenyeo culture, showcasing their history and traditions.
- **Article Link:**
  - [National Geographic – Haenyeo: Women of the Sea](#): An article exploring the lives and traditions of the Haenyeo divers.
- **Tourism Link:**
  - Visit Jeju – Haenyeo: Information on experiencing Haenyeo culture, including performances and museum visits.

### **5. Yi People (China):**

- **Museum Link:**
  - [Yunnan Nationalities Museum](#): A museum showcasing the cultures of various ethnic groups in Yunnan, including the Yi people.
- **Article Link:**

- China Highlights – The Yi Ethnic Group: Information on the Yi people's customs, festivals, and lifestyle.
- **Tourism Link:**
  - Yunnan Adventure – Yi Minority: Insights into visiting Yi communities, including cultural experiences and festivals.

## 6. Ainu People (Japan):

- **Museum Link:**
  - Upopoy National Ainu Museum and Park: A national center dedicated to the revival and development of Ainu culture.
- **Article Link:**
  - [National Geographic – Ainu Culture](#): An article exploring the traditions and modern challenges of the Ainu people.
- **Tourism Link:**
  - Japan National Tourism Organization – Ainu Culture: Information on experiencing Ainu culture, including museums and cultural centers.

<p><u>Lesson Title:</u> Map Skills and Food Exploration of Indigenous Peoples</p> <p><u>Subject:</u> Social Studies <u>Prepared by:</u> Shawnette Brown</p> <p><u>Materials Needed:</u></p> <ul style="list-style-type: none"> <li>• Internet</li> <li>• iPads</li> <li>• Photos of indigenous foods</li> </ul> <p><u>Global Competency:</u></p> <p>Where is the lesson going? (Learning Target or SWBAT)</p>	
<u>Hook:</u>	<u>Tailored Differentiation:</u>
<p><b>“What is your favorite food, and how do you think the place where you live might impact the types of food you eat?”</b></p> <p>Show a short video of <a href="#">traditional foods from around the world</a>. Use this to spark interest and curiosity.</p>	<ul style="list-style-type: none"> <li>• <b>Entering ELLs:</b> Provide a labeled map template and a simplified word bank for foods and regions.</li> <li>• <b>Emerging ELLs:</b> Encourage creating a collage that pairs foods with regions using pre-printed images and short captions.</li> <li>• <b>Advanced learners:</b> Research an additional Indigenous group and present findings to the class.</li> </ul>
<u>Equip:</u>	
<p><b>Activities:</b></p> <ol style="list-style-type: none"> <li><b>Map Skills Activity:</b> <ul style="list-style-type: none"> <li>○ Students locate Hawaii, Australia, the Philippines, Korea, China, and Japan on a world map.</li> <li>○ Identify the continent of these countries.</li> <li>○ They label areas where Indigenous groups reside and discuss how geographic features (e.g., islands, mountains, forests) influence food resources.</li> </ul> </li> <li><b>Food Exploration:</b> <ul style="list-style-type: none"> <li>○ Provide descriptions and images of foods (poi, magpie goose, pinikpikan).</li> </ul> </li> </ol>	

<ul style="list-style-type: none"> <li>○ Students work in groups to create a chart linking foods to regions, discussing how the environment impacts the ingredients and methods of preparation.</li> </ul>		
<p><b>Rethink and revise:</b></p> <p>Facilitate a group discussion where students compare charts and share insights.</p> <p>Encourage students to ask questions like:</p> <ul style="list-style-type: none"> <li>• What surprised you about the connection between geography and food?</li> <li>• Are there similarities between Indigenous foods and modern dishes you know?</li> </ul>		
<p><b>Evaluate:</b></p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• <b>Formative:</b> Observe group discussions and review completed charts.</li> <li>• <b>Summative:</b> Students write a response to the prompt below and create a visual collage.</li> </ul> <p><u>Entering Els:</u> Students will create a collage to represent their identity and write about their collage using words, phrases, or short sentences.</p> <p><u>Emerging Els:</u> Students will create a collage to represent their identity and use the collage to create a poem or personal narrative.</p> <p><b>Reflection</b></p> <p><b>What Did You Know/What Did You Learn?</b></p> <ul style="list-style-type: none"> <li>• <b>What did you know?</b> Write down prior knowledge of how geography influences food.</li> <li>• <b>What did you learn?</b> Describe one way the environment shapes the diet of an Indigenous group.</li> </ul>		

**Writing Prompt**

“Explain how the geography of one Indigenous group you studied impacts their food practices and share why this connection is important.”

**Collage Activity**

Students create a collage that pairs foods with the regions they explored.

- Include images, symbols, or drawings representing geography, traditional foods, and cultural significance.
- Display collages in the classroom to celebrate diverse Indigenous cultures and environments.

**Notes:**

**Organization:**