

FACES®

INDIGENOUS GROUPS AROUND THE WORLD

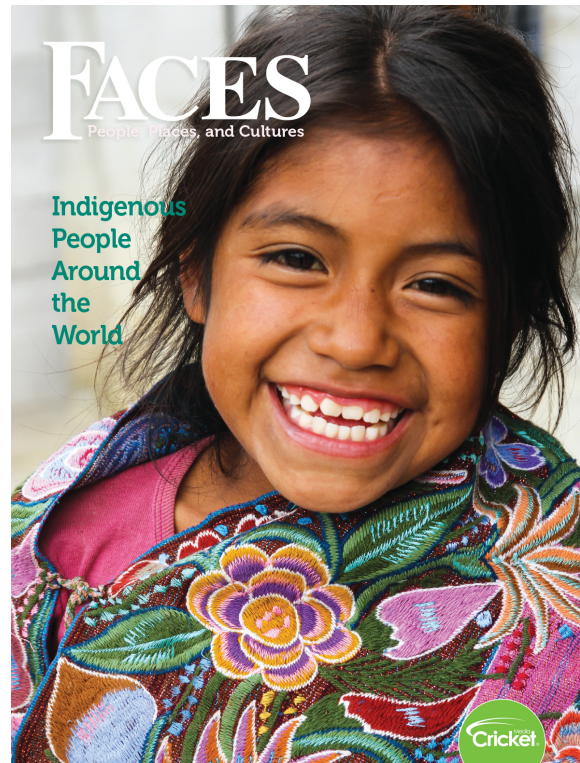
Journey across the globe to explore the ways that different indigenous groups fight to survive in a modern world.

CONVERSATION QUESTION

How do indigenous cultures survive in the modern world?

TEACHING OBJECTIVES

- Students will learn about indigenous cultures.
- Students will describe how the cultural characteristics of places are connected to human identities.
- Students will describe how the physical characteristics of places are connected to human cultures.
- Students will explain how cultural patterns influence the daily lives of people.
- Students will use details from a text to write a story.
- Students will create graphs.
- Students will conduct research using print and digital sources.



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

SELECTIONS

- **The Maya: We Are Here**
Expository Nonfiction, ~1050L
- **The Nenets: Reindeer Herders of Russia**
Expository Nonfiction, ~1050L
- **Imazighen: The Free Men**
Expository Nonfiction, ~950L

The Maya: We Are Here

pp. 12–15, Expository Nonfiction

Explore how the Maya people have fought to preserve their right to equal treatment and to preserve their culture.



OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about indigenous cultures.
- Students will describe how the human characteristics of places are connected to human identities.
- Students will use details from a text to write a story.

KEY VOCABULARY

- **conquistadors (p. 13)** leaders in the Spanish conquests of America, Mexico, and Peru in the 16th century
- **persecution (p. 13)** cruel or unfair treatment because of race or religious or political beliefs
- **eradicate (p. 13)** to remove completely

ENGAGE

Conversation Question: How do indigenous cultures survive in the modern world?

Explain that the Maya are a group of people who have continuously inhabited areas of Central America since before the time of European colonization. Ask students to hypothesize the challenges indigenous people have faced since the arrival of Europeans in the Americas.

INTRODUCE VOCABULARY

Review the vocabulary words and definitions. Then write the following sentences on the board and have students complete them using the vocabulary words. Invite volunteers to share responses. Then remind students to look for these words as they read the article.

- The _____ of the Maya at the hands of the _____ led them to be considered a lesser class of people than the Spaniards.
- The Guatemalan government tried to _____ the Maya, an example of extreme _____.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

1. In what ways are modern Maya treated differently than descendants of the Spanish in Central America?
2. How did efforts to wipe out Mayan culture in the 1970s impact the Maya?
3. In what ways have the Maya succeeded in preserving their culture in the modern age?

SKILL FOCUS: Describe Characteristics

INSTRUCT: Tell students that human characteristics describe the people who live in a place, including their religious practices, language, architecture, land use, political and social belief systems, customs, and dress. Explain that the Maya have distinct human characteristics that they've fought to preserve in order to hold onto their identity.

ASSESS: Have students reread the article and highlight or list the different ways modern Maya have preserved aspects of their identity. Tell students to write a paragraph that summarizes these efforts.

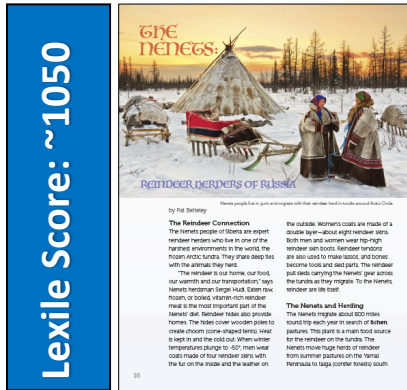
EXTEND

English Language Arts The article mentions several difficult challenges the Maya have faced as they struggle to preserve their culture. Ask students to conduct research using print and digital sources to identify one other indigenous culture in North America that has struggled to survive. Then have them write a one-page story about that struggle.

The Nenets: Reindeer Herders of Russia

pp. 16–19, Expository Nonfiction

Learn how environmental changes threaten the survival of Russia's indigenous reindeer herders.



OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about indigenous culture.
- Students will explain how the physical characteristics of places are connected to human cultures.
- Students will create graphs.

KEY VOCABULARY

- **tundra** (p. 16) a large area of flat land in northern parts of the world where there are no trees and the ground is always frozen
- **migrate** (p. 16) to move from one area to another at different times of the year
- **pastures** (p. 16) large areas of land where animals feed on grass and plants

ENGAGE

Conversation Question: How do indigenous cultures survive in the modern world?

Ask students to think about how climate and weather patterns might affect the ability of indigenous groups to survive. Explain that in addition to catastrophes such as droughts or floods, milder, more gradual changes such as global warming can also impact indigenous people's lives.

INTRODUCE VOCABULARY

Review the vocabulary words and definitions. Then preview the photographs in the article. Have students work in pairs and use the vocabulary words to write three sentences about what they see in these photographs. Invite students to share their sentences. Then remind students to look for the vocabulary words as they read.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

1. How do the Nenets depend on the climate to survive?
2. What are the consequences of unpredictable climate and weather patterns on the Nenets people?
3. How does the discovery of the woolly mammoth indicate the Nenets' environment is changing?

SKILL FOCUS: Analyze Place

INSTRUCT: Explain that environmental characteristics such as climate and weather influence how people live their daily lives. People living in a particular place develop specific, long-standing ways of coping with environmental characteristics. Explain that changes in environmental characteristics can be difficult for people to adapt to. Remind students that environmental and human changes to places can have a significant impact on the survival of people who live there.

ASSESS: Have students reread the article to identify details about the influence of environmental and human characteristics on the Nenets people. Then have them work in groups to discuss long-run implications of environmental and human threats to the Nenets way of life.

EXTEND

Math Remind students that the article discusses how climate change and human activity are impacting the ability of the Nenets to survive. Have students use print and digital sources to research statistics related to climate change and create two graphs from those statistics.

Imazighen: The Free Men

pp. 32–33, Expository Nonfiction

Learn about the challenges faced by the Berbers to maintain their identity in the modern Arab world.



RESOURCES

- Venn Diagram

OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about indigenous culture.
- Students will explain how cultural patterns influence the daily lives of people.
- Students will conduct research using print and digital sources.

KEY VOCABULARY

- **nomadic** (p. 33) moving from place to place instead of living in one place all the time
- **clan** (p. 33) a group of people who are related
- **rural** (p. 33) of or relating to the country and the people who live there instead of the city

ENGAGE

Conversation Question: How do indigenous cultures survive in the modern world?

Ask students to hypothesize the types of challenges that an indigenous group who traditionally move from place to place in search of grazing lands for their herds might face in adapting to the modern world. Have them discuss how settling permanently in one area might affect the cultural identity of such a group.

INTRODUCE VOCABULARY

Review the vocabulary words and their definitions. Then have students work in small groups to create a single sentence that uses all three words correctly. Invite groups to share their sentences. Finally, tell students to look for the vocabulary words as they read the story.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

1. How have the settlement and migration patterns of Berbers changed over time?
2. How are modern Arab and traditional Berber ways of living similar? How are they different?
3. Why might retaining their cultural identity be easier for Berbers living in rural areas than for those living in urban areas?

SKILL FOCUS: Explain Influence

INSTRUCT: Tell students that some cultures develop patterns of behavior that are at odds with how modern society tends to live. Remind them that the article compares the ways modern Berbers live to the ways Berbers lived in the past.

ASSESS: Distribute the *Venn Diagram* and have students use it to compare Berber life in the past and the present. Then have students gather in small groups to compare their diagrams.

EXTEND

Social Studies Remind students that the article describes how Berber groups have adapted over time to the modern world. Some groups have abandoned their traditional ways of living, while others have held onto parts of them but adapted to modern life in some ways. Have students conduct research using print and digital sources to identify an indigenous group of people in the world today and to learn how they have adapted to modern life while retaining some of their traditional ways. Have students create presentations, with visuals, to share with the class.

Name _____

