

# Learning our Why

**Goal:** To find out the question to: Is indigenous knowledge common knowledge? Why are we learning so much about indigenous culture?

**Your assignment:** To interview 3 different people. Each person must be from a different age group (\*Note that if you choose to interview someone under 12 years old, this will count a bonus #4 because they may not have an in depth answer to your questions) Start by introducing yourself, stating the topic and purpose of this assignment. Most importantly, please **do NOT forget** to ask permission to interview and survey this person. It is crucial that you receive verbal consent before proceeding to the interview/survey. (\*Note: Please do not interview anyone from our own English class)

**PLEASE BRING YOUR FINDINGS TO NEXT CLASS : Digital or Paper copy**

## EXAMPLE:

Hello, My name is \_\_\_\_\_ and I'm conducting a quick survey on how much people know about indigenous culture and where they learned it from. Are you able to be a part of our survey?

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## #1

<b>Name:</b> <i>(Can be Anonymous)</i>
<b>Relationship with student conducting interview:</b> <i>friend / parent / guardian / family member / teacher / boss etc.</i>
<b>Age Range:</b> 5-12* / 13-18 / 19-30 / 31-45 / 46 +
1. What do you know about Indigenous history? (Please share any statistics and facts) •
2. Where did you learn this from? (ie: school, socials studies, etc.) •
3. Did you learn about Indigenous history in school? •
4. What do you know about indigenous culture?

•
5. Did you learn or are you learning about Indigenous culture and events on the news/media? •
6. Why do you think it's important for young people to learn about indigenous culture? •

## #2

<b>Name:</b> <i>(Can be Anonymous)</i>
<b>Relationship with student conducting interview:</b> <i>friend / parent / guardian / family member / teacher / boss etc.</i>
<b>Age Range:</b> 5-12* / 13-18 / 19-30 / 31-45 / 46 +
1. What do you know about Indigenous history? (Please share any statistics and facts) •
2. Where did you learn this from? (ie: school, socials studies, etc.) •
3. Did you learn about Indigenous history in school? •
4. What do you know about indigenous culture? •
5. Did you learn or are you learning about Indigenous culture and events on the news/media? •
6. Why do you think it's important for young people to learn about indigenous culture? •

## #3

<b>Name:</b> <i>(Can be Anonymous)</i>
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**Relationship with student conducting interview:** *friend / parent / guardian / family member / teacher / boss etc.*

**Age Range:** 5-12\* / 13-18 / 19-30 / 31-45 / 46 +

1. What do you know about Indigenous history? (Please share any statistics and facts)

•

2. Where did you learn this from? (ie: school, social studies, etc.)

•

3. Did you learn about Indigenous history in school?

•

4. What do you know about indigenous culture?

•

5. Did you learn or are you learning about Indigenous culture and events on the news/media?

•

6. Why do you think it's important for young people to learn about indigenous culture?

•

#### #4

**Name:** *(Can be Anonymous)*

**Relationship with student conducting interview:** *friend / parent / guardian / family member / teacher / boss etc.*

**Age Range:** 5-12\* / 13-18 / 19-30 / 31-45 / 46 +

1. What do you know about Indigenous history? (Please share any statistics and facts)

•

2. Where did you learn this from? (ie: school, social studies, etc.)

•

3. Did you learn about Indigenous history in school?

•
4. What do you know about indigenous culture? •
5. Did you learn or are you learning about Indigenous culture and events on the news/media? •
6. Why do you think it's important for young people to learn about indigenous culture? •

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**In class:**

1. The various age groups are scattered throughout the room. Pick one that you had the chance to survey. With your peers create a chart and provide all the findings you found. (3 ROUNDS)

AGE GROUP		
What?	Where?	History
Culture	News	Why?

**Class Reflection:**

1. What can you see from your findings? And your groups findings?
2. What can you see from the findings of the whole class?
3. Is indigenous knowledge common knowledge?
4. What are the patterns between the different age groups?
5. Is there a difference between from the youth to adults on knowledge and caring?
6. Why do you think it's important to learn about indigenous culture? (and not just history)

## Individual Reflection

### Persuasive Paragraph: (30 minutes --- 3-5 sentences)

Using the statement below, find evidence to support it:

“It is especially important for young people today to learn about indigenous culture”

Follow the structure:

1. Argument/Statement
2. Evidence (from your findings)
3. Explanation of how your evidence connects and proves your argument.

Emerging	Proficient	Extending
	<input type="checkbox"/> Student shows their understanding of the importance of indigenous culture and knowledge, by using the findings they found in their homework	
	<input type="checkbox"/> Has multiple in depth examples as evidence to prove their topic sentence	
	Follows the structure: <ul style="list-style-type: none"> <li><input type="checkbox"/> Argument</li> <li><input type="checkbox"/> Evidence</li> <li><input type="checkbox"/> Explanation</li> </ul>	

Main Criteria	Emerging	Developing	Proficient	Extending
Student shows their understanding of the importance of indigenous culture and knowledge, by using the findings they found in their homework	With support and/or adaptations, can recognize textual elements and their impact on audiences	Recognizes that textual elements can have impacts on audiences	Evaluates the impact of textual elements on the audience	Critically evaluates the impact of textual elements on the audience

<b>Has multiple in depth examples as evidence to prove their topic sentence</b>	Working towards supporting an opinion about the text	Increasingly can support an opinion about the text	Responds to text with a supported and reasoned argument	Responds to text with a well-supported and critical argument
<b>Follows the structure: -Third person P.O.V. -writing is clear -follows the persuasive paragraph structure</b>	With support and scaffolding, is working towards structured and supported writing	Working towards clear structure, style and use of evidence	Demonstrates clear structure, style and use of evidence	Demonstrates excellent structure, style and incorporation of evidence

This is a **persuasive paragraph**:

**Immigration contributes to the overall health of the American economy. Despite recent concerns related to the costs created by illegal and some legal immigration to the United States, this country has largely benefited from the skills, talents, and ambition that immigrants bring with them. American businesses gain from a good source of affordable labor, while town and cities are revitalized by immigrant families who strengthen communities through civic participation the**

**generation of new economic activity. The United States must continue to welcome new arrivals and help those who already here; otherwise, the country will lose the advantages it has over other industrialized countries who compete against us in the global marketplace and seek to recruit from a vast pool of unskilled and skilled global workers.**

This is the paragraph that appeared on the page describing what a paragraph is. Your teacher wrote it. I have an opinion about a particular topic, and in this paragraph I want the reader to accept or consider my position. The persuasive paragraph is, perhaps, the most difficult to write but there is a good method I can show you in order to be successful in writing one.

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