

2012

## Indigenous Amazon Tribes

Joe Nekvinda  
*Wayne High School*

*Let us know how access to this document benefits you*

Copyright ©[2012?] Joe Nekvinda



This work is licensed under a [Creative Commons Attribution 4.0 License](https://creativecommons.org/licenses/by/4.0/).

Follow this and additional works at: <https://scholarworks.uni.edu/oermaterials>



Part of the [Geography Commons](#)

---

### Recommended Citation

Nekvinda, Joe, "Indigenous Amazon Tribes" (2012). *Open Educational Resources*. 145.  
<https://scholarworks.uni.edu/oermaterials/145>

This Lesson Plans is brought to you for free and open access by the Open Educational Resources at UNI ScholarWorks. It has been accepted for inclusion in Open Educational Resources by an authorized administrator of UNI ScholarWorks. For more information, please contact [scholarworks@uni.edu](mailto:scholarworks@uni.edu).

## Indigenous Amazon Tribes

Joe Nekvinda, Wayne H.S.

Grade Level (Req.): 9-12	Content Area (Req.): Cultural Geography	Unit (Opt.): Latin American unit or World conflict lesson
<p>Connections to Other Disciplines (Opt.):</p> <ul style="list-style-type: none"> <li>• Current Events</li> <li>• Economics</li> <li>• Government</li> </ul>		
Time Frame (Req.): 3-6 class days, depending on outside of class time expectations.	Goal (Req.): To help students understand how the practices of modern peoples are causing the cultural destruction of various indigenous peoples.	
	Objective (Req.): Students will learn to describe various causes and effects of the problem, analyze needs on both sides of the conflict, and form opinions about possible solutions to the conflict.	
<p>Materials Needed (Req.):</p> <ul style="list-style-type: none"> <li>• U-tube video: "How many isolated tribes still exist today?" (4 minutes)</li> <li>• U-tube video: "Uncontacted Amazon tribe: 1st ever footage" (4 minutes)</li> <li>• World Geography text pages 263-69 on the history, culture, and resource development of the amazon basin.</li> <li>• Mobil computer lab for internet access.</li> <li>• Power point lecture notes.</li> <li>• Resource list of articles/web sites on the subject for students to choose from.</li> </ul>		<p>New Vocabulary (Opt.):</p> <ul style="list-style-type: none"> <li>• Indigenous</li> <li>• Manioc plant</li> <li>• Subsistence farming</li> <li>• Latifundia</li> <li>• Minifundia</li> </ul>
<p>Anticipatory Set/Introduction [Inquiry Question is required] (Req.): Students will discuss: "Are there any indigenous peoples in the world today that have no connection to the modern world?" "Should modern peoples try to contact and "help" indigenous hunter-gathering tribes, or try to preserve the areas they inhabit and their cultures?" "Do the land and resource needs of our modern society necessitate the harvesting of natural resources from the Amazon region?"</p>		
<p>Instructional Sequence/Procedure (Req.):</p> <ol style="list-style-type: none"> <li>1. Start the first class by presenting the inquiry questions above. Allow students about 5 minutes to discuss the questions with an elbow partner.</li> <li>2. Have a class discussion about the questions with students voicing their ideas to the group.</li> <li>3. Show the U-tube video "How many isolated tribes exist today"</li> <li>4. Hand out and discuss a fact sheet with data on the numbers of amazon people in areas threatened by encroachment; a vocabulary list including the words above; and a list of common resources from the region used by modern humans.</li> <li>5. Show the u-tube video "Uncontacted Amazon tribe; 1st ever footage"</li> <li>6. Divide students into 4 groups for a project. 1. Native rights 2. Modern economic needs 3. U.S. /world viewpoints positive for preservation 4. U.S. /world viewpoints for modern economic</li> </ol>		

can be in a power point, story board, editorial, original short story, skit, or other pre-approved format.

8. At least 2 partial class periods will be used for student collaboration time to work on projects, and research primary sources. Some out of class time could also be required.
9. The 4 student groups will present their project to the rest of the class.
10. After the presentations, have a class discussion on the pros and cons of each position, and poll students on their opinions of the conflict. Possible solutions to the problem should be brainstormed.

Formative Evaluation (Req.): Students will turn in vocabulary definitions, and respond to questions during the lecture/discussion.

Assessment (Req.): Students will be graded on discussion participation, group project involvement, and the quality of the group project.

Iowa Core Curriculum Standards Used (Req.):

- GE 1. Understands the use of geographic tools to locate and analyze information about people, places, and environments.
- GE 3. Understand how human factors and the distribution of resources affect the development of society and the movement of populations.
- GE 6. Understand how culture affects the interaction of human populations through time and space.
- BS 5. Understands how social status, social groups, social change, and social institutions influence individual and group behaviors.
- HI 8. Understand cause and effect relationships and other historical thinking skills in order to interpret events and issues.

- 
- 
- 

Common Core Curriculum Standards Used (Opt.):

- Reading standards for informational text (RI)
- Writing standards for literacy in History/Social Studies (WHST)
- 
- 

NGS Standards Used (Req.):

- 1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
- 2. How to use mental maps to organize information about people, places, and environments in a spatial context.
- 6. How culture and experience influence peoples perceptions of places and regions.
- 13. How the forces of cooperation and conflict among people influence the division and control

of Earth's surface.

- 18. How to apply geography to interpret the present and plan for the future.

Five Themes of Geography Used (Req.):

- Human-Environment Interaction
- Movement
- Region
- Location
- Place

School District Standards and Benchmarks (Opt.):

21<sup>st</sup> Century Universal Constructs (Opt.):

Other Disciplinary Standards (Opt.):

Other Essential Information (Opt.):

Other Resources (Opt.):