

Culture Project

The Purpose

The purpose of this project is for you to gain a better understanding of culture and the struggles and strengths of Indigenous peoples around the world. Through peer and self assessment of the projects, it is also expected that you will recognize the similarities between people, specifically Indigenous people, around the world. In addition, you will develop your communication skills through research, presentation and assessment of your work and others.

The Project

Create a digital presentation about an Indigenous peoples and their culture. You must include pictures and video and/or audio in your presentation.

Step 1

Pick an Indigenous peoples from anywhere in the world that you would like to research and learn more about.

Step 2

Have your choice approved by the teacher. (Mainly to ensure you are keeping on schedule.)

Step 3

Research specific areas of the peoples' culture and experiences.

Step 4

Present your findings and interpretations in a digital format, such as Google Slides, Powerpoint or Prezi.

Step 5

Participate in peer and self assessments to find areas for improvement in future presentations, provide constructive criticism and learn about more peoples and their similarities to one another.

The Timeline

The project will be created in sections. Each section will have a due date and will be assessed by the teacher for marks. Once all stages have been completed, all students will present their projects to the class and all students will participate in the peer and self assessment.

Culture Project

PART 1

Language

As you know from class discussions, language is the number one defining characteristic of a culture. Do some research about the people you chose and learn about their language and the role it has played in their lives. Some questions to answer or information to include in your research are listed below, but this is not an exhaustive list. You are encouraged to add to this list. (Tip - This is a good section to have audio or video so the viewers can hear the language.)

- What is the language called?
- What are the written characters of the language called and what do they look like?
- Is the language shared with any other Indigenous peoples?
- Is it rooted in, or the root of, another language?
- Are the characters of the language shared with any other Indigenous language?
- Are the characters of the language based on, or the basis of, another language?
- What is the history and origin of the language?
- How important is/was language to these people?
- How did they show that value/importance?
- Is the language endangered or extinct?
- How many people speak the language? (there are various ways to answer this)
- Are there attempts to maintain or restore the language? How? If not, why not?

Stories

Creation and origin stories are an important component of indigenous cultures. In fact, stories in general are significant in all cultures. Research the role and purpose that stories play in the culture of the indigenous people you are learning about. If possible, focus specifically on creation and origin stories. If not creation and origin, perhaps there is another type of story that is used within the culture to teach and guide people in life. (Tip - This is a great section to add a video.)

Due date for Part 1 is Monday February 24, 2020.

Culture Project

PART 2

Cultural Expression

Cultural expression includes the various ways that a people demonstrate their culture and beliefs inter actions, behaviours, and ways of life. Here on the west coast of British Columbia and common expression of culture is the potlatch. The potlatch itself is a form of cultural expression, but so are the many things that occur within the potlatch. Singing, dancing, feasting, the clothing that is worn, the actions of the host and the attendees, etc. These are all expressions of culture. Research the people you chose and learn about their songs, music, dances, clothing or costumes and the role these things played/play in their lives. Some questions to answer or information to include in your research are listed below, but this is not an exhaustive list. You are encouraged to add to this list. (Tip - This is a good section to have audio or video so the viewers can hear the music and see the dances. Or pictures of clothing, musical instruments, food, etc.)

- What events or milestones do they celebrate or honour?
- How do they celebrate or honour these events?
- What are the various roles of individuals at these events?
- Describe their traditional music - the sound, instruments and role of music in life
- How are the instruments made? How are they played? Who plays them? When are they played? Why are they played? Is there a connection between the music and nature, or the instrument and nature?
- The same questions can be asked about singing, dancing and clothing as was asked about the music and instruments.
- What role does food play in the celebrations?
- What is some of the traditional food and how is it made?
- Describe their traditional artwork.
- What products are used to make the art?
- What traditions are incorporated into the art piece or the process of creating the art?
- Who are some well known artists, musicians, dancers, etc. within their people?

Worldviews and Beliefs

The traditional values, beliefs and worldviews of a culture play a significant role in a peoples life. This is particularly true of indigenous peoples. You will research the values, beliefs and worldviews of the peoples and explain the foundations behind them, any stories that have been used to help share those views, values and beliefs, and how they are tied into everyday life, such as roles within the family or community, delivery of education, systems of government, and/or religious connections.

Due date for Part 2 is Friday May 1, 2020.

Culture Project

PART 3

Colonialism and Government Actions

Colonialism impacted the lives of indigenous peoples around the world and continues to have lasting effects on the generations that followed. The pursuit of colonizers was to gain power by conquering peoples and lands. This was the way of the past. However, the actions of the most powerful people and countries hundreds of years ago are still evident in today's societies. The power of the colonizers transferred to the government of the subsequent established political state and while many think colonialism no longer exists, the effects of it certainly do in many places. Those actions and long term effects are very similar for indigenous peoples around the world. There are some places and people that were not colonized and have not been impacted by those historic practices. This section of the project allows you to research your chosen group of people and find out what happened to them and their land. We will then be able to compare with others in the class to see just how similar, or different, their experiences have been. And in the next parts of your research project you will research the strength of the peoples and how they have fought back against the oppressors and how people from all sides are working together for reconciliation and equality in the future.

- Were these people colonized?
- If so, when and by whom?
- What actions have been taken by the government to remove or restrict the cultural of the indigenous peoples?
 - Some possible actions you may identify and expand upon:
 - Were they forcibly relocated? (where, when, for how long, how did it impact the people, etc.)
 - Did the government operate something similar to residential schools? (what happened there, who went, how did it impact the people, etc.)
 - Were there any laws that made it illegal to practice certain elements of their culture, such as the potlatch ban in western Canada? And did the people accept those laws or fight back? If they fought the laws, what happened? Do the laws still exist? If not, when were they repealed and under what circumstances?
 - Did the government restrict the movement or actions of the indigenous peoples by limiting where they could travel, schools they could attend, jobs they could work at, etc.? If so, how were these things enforced? For example, in South Africa people had pass books that were used like a passport to control where they went in the country.

Due date for Part 3 is Friday May 29, 2020.

Culture Project

PART 4

Activism and Reconciliation

Many indigenous peoples are taking back control of their land, their rights and their peoples. What have the people you are researching done in recent years to regain and support their people and their rights? Perhaps they have achieved some agreement with the state/federal government to have some level of self-governance. Or maybe they are still fighting for that autonomy.

- Who are the people involved/fighting?
- What are they fighting for? What have they fought for?
- What have they achieved?
- How did they achieve it?
- What obstacles did they face?
- Do they have any forms of self-governance?
- How are they educating their people of the process of reconciliation?
- How are they educating the non-indigenous people of the process of reconciliation?
- What are their plans for reconciliation moving forward?
- What are other people or governments doing in the area regarding reconciliation?

Due date for Part 4 is Friday June 19, 2020.

Culture Project

Referencing

You do not need to provide full citations but you do need to provide a list of the references you used to complete your project. As you find information, copy the full web page link into a slide or document. Be sure to copy the full page link and not just that of the home page for a site. Your reference page (or slide) should be separated by sections. For example, one section for resources about language, one for stories, etc.

Here is an example,

References

Language

<https://www.scotland.org/about-scotland/culture/language>

<https://www.gov.scot/policies/languages/gaelic/>

<https://www.britannica.com/topic/Scots-Gaelic-language>

Stories

<https://www.scotland.org/features/scottish-myths-folklore-and-legends>

<https://www.sacred-texts.com/neu/celt/sfft/index.htm>