

## DP Unit Planner

Teacher(s)	TOK PLC	Subject group and course	IB CORE THEORY OF KNOWLEDGE		
Course part and topic	UNIT 4: KNOWLEDGE AND INDIGENOUS KNOWLEDGE SYSTEMS	SL or HL/Year 1 or 2	Year 1	Dates	March-April 3 Weeks
Unit description and texts		DP assessment(s) for unit			
Students will explore knowledge that is principally bound to a particular group, culture or society. Students will reflect on the history and context of the emergence of the word “indigenous” and its contested meanings. The unit will focus on power relations that influence hierarchies of how knowledge is classified and validated and how indigenous knowledge can be incorporated to solve global challenges such as sustainability and development.		Practice TOK Exhibition Commentary using KQs based on Knowledge and Indigenous Societies			

### ***INQUIRY: establishing the purpose of the unit***

<p><b>Transfer goals</b></p> <p><i>List here one to three big, overarching, long-term goals for this unit. Transfer goals are the major goals that ask students to “transfer” or apply their knowledge, skills, and concepts at the end of the unit under new/different circumstances, and on their own without scaffolding from the teacher.</i></p>
<p>Students will be able to use the information and reflection within the unit to determine what types of knowledge systems can be classified as indigenous knowledge systems.</p>

DP UNIT PLANNER	1
-----------------	---

Students will reflect critically on the category “indigenous societies” itself given the history and context of the emergence of the word “indigenous” and its contested meanings.

Students will be able to evaluate the ethical issues that arise with cultural appropriation and institutionalized cultural assimilation.

### ***ACTION: teaching and learning through inquiry***

Content/skills/concepts—essential understandings	Learning process <i>Highlight any pedagogical approaches used during the unit. Aim for a variety of approaches to help facilitate learning.</i>
<p><b><u>Students will know the following content:</u></b></p> <p>The difference between indigenous knowledge systems and more dominant knowledge systems. The role of history of colonialism and external forces such as globalism have changed indigenous knowledge systems. The ways in which indigenous ways of knowing have and can be used to solve current global social and environmental issues. The common ethical constructs that can be used to protect the custodians of indigenous knowledge.</p> <p><b><u>Students will develop the following skills:</u></b></p> <p>Students will be able to evaluate the need for protection of indigenous societies</p> <p>Students will be able to explore knowledge questions of whether one’s culture determines what they know</p> <p><b><u>Students will grasp the following concepts:</u></b></p>	<p><b>Learning experiences and strategies/planning for self-supporting learning:</b></p> <p>Lecture Socratic seminar Small group/pair work PowerPoint lecture/notes Individual presentations Group presentations Student lecture/leading Interdisciplinary learning</p> <p>Details:</p> <ul style="list-style-type: none"> <li>• Introductory Slideshow + Activity on the definition of indigenous</li> <li>• An exploration of indigenous societies in various continents around the world + On-line Search Activities</li> <li>• Methods and Tools used to preserve Indigenous knowledge + activity comparing indigenous science and western science</li> <li>• Ethical Theories and using them to evaluate controversial exploitation of indigenous societies and artifacts</li> </ul>

<p>The historic and ongoing challenges that many groups of indigenous peoples have faced.</p> <p>The “United Nations Declaration on the Rights of Indigenous Peoples”, which includes the statement that “Indigenous peoples have the right to maintain, control, protect and develop their cultural heritage, traditional knowledge and traditional cultural expressions, as well as the manifestations of their sciences, technologies and cultures”.</p> <p>The value of indigenous ways of knowing in the preservation of the earth and its resources</p> <p>Different indigenous ways of knowing such as oral tradition, other community practices, rituals, and relationships.</p>	<p>Other/s:</p> <p><b>Formative assessment:</b></p> <p>Chart For Exploring Indigenous Societies The Case To Recognize Indigenous Knowledge as Science On-line Search Evaluation Activities Are Oral Histories Reliable? Presentation on The Role of Artifacts in the Construction and Sharing of Indigenous Knowledge</p> <p><b>Summative assessment:</b></p> <p><b>Practice TOK Exhibition Commentary using KQs based on Knowledge and Indigenous Knowledge Systems (Criterion A &amp; Criterion D)</b></p> <p><b>Differentiation:</b></p> <p>Affirm identity—build self-esteem Value prior knowledge Scaffold learning Extend learning</p> <p>Details:</p> <p>Each aspect of the unit reflects a different part of the Knowledge Framework, which creates a predictable methodology for evaluating the topic based on previous experience in the course.</p>
--	--

DP UNIT PLANNER	3

	Students will be applying discussions and concepts to the real world consistently throughout the unit, extending the basic concepts to things they encounter every day.
--	---

<b>Approaches to learning (ATL)</b> <i>Highlight any explicit approaches to learning connections made during the unit. For more information on ATL, please see the guide.</i>	
<p>Thinking</p> <p>Social</p> <p>Communication</p> <p>Self-management</p> <p>Research</p> <p>Details:</p> <p>Students will be reflecting on their own current experience throughout this unit, examining the differences in indigenous ways of knowing and contemporary or dominant ways of knowing.</p> <p>Students will be collaborating and sharing throughout this unit as they consider their own social and global awareness. They will consider the broader question of whether dominant cultures should incorporate indigenous ways in educational systems as well as decisions on how to solve global environment and social problems.</p>	

DP UNIT PLANNER	4

<b>Language and learning</b> <i>Highlight any explicit language and learning connections made during the unit. For more information on the IB's approach to language and learning, please see the guide.</i>	<b>TOK connections</b> <i>Highlight any explicit TOK connections made during the unit.</i>	<b>CAS connections</b> <i>Highlight any explicit CAS connections. Provide a brief note in the "details" section explaining how students engaged in CAS for this unit, if applicable.</i>
<p>Activating background knowledge Scaffolding for new learning Acquisition of new learning through practice <b>Demonstrating proficiency</b></p> <p>Details:</p> <p>Students will be demonstrating proficiency by applying their understanding to a summative assessment that directly reflects the work they will need to do for their TOK IA. Students will be expected to use the language of TOK to show mastery of the content they have learned in the unit.</p>	<p>Personal and shared knowledge Ways of knowing Areas of knowledge The knowledge framework</p> <p>Details:</p> <p><b>N/A</b></p>	<p><b>Creativity</b> <b>Activity</b> Service</p> <p>Details:</p> <p>This unit provides a possible prompt for students who are interested in exploring their own ability to volunteer with local organizations that promote and preserve indigenous knowledge systems and societies.</p>
<b>Resources</b> <i>List and link (if applicable) any resources used in this unit.</i>		
<ul style="list-style-type: none"> <li>• <a href="https://docs.google.com/presentation/d/1vVqUTGbCoK-Bi1FjnsMm0j1IRbFmeJPmwOLAkdcyGBI/edit?usp=sharing">https://docs.google.com/presentation/d/1vVqUTGbCoK-Bi1FjnsMm0j1IRbFmeJPmwOLAkdcyGBI/edit?usp=sharing</a></li> <li>• <a href="https://docs.google.com/document/d/1WhOwSRzjUqE47JWIA45zJa3-gO11Y7BLxKk9XDIJMKM/edit?usp=sharing">https://docs.google.com/document/d/1WhOwSRzjUqE47JWIA45zJa3-gO11Y7BLxKk9XDIJMKM/edit?usp=sharing</a></li> <li>• <a href="https://www.iwgia.org/en/">https://www.iwgia.org/en/</a></li> <li>• <a href="#">UN Declaration on the Rights of Indigenous Peoples (2007)</a></li> </ul>		

- <https://youtu.be/k3WLTYP4IPi>
- <https://youtu.be/Z4Uly49qQ6U>
- [https://docs.google.com/presentation/d/1eUu3a94BrHRhvLlrkCEA2fsfgmoz6LG7w\\_UkEYqhuSo/edit?usp=sharing](https://docs.google.com/presentation/d/1eUu3a94BrHRhvLlrkCEA2fsfgmoz6LG7w_UkEYqhuSo/edit?usp=sharing)
- <https://youtu.be/X5QON5l6zy8>
- [https://docs.google.com/document/d/1GgdcBGLiqunMm\\_lxCgBKqQJO8wXs6Dn81TZ-CsJooOo/edit?usp=sharing](https://docs.google.com/document/d/1GgdcBGLiqunMm_lxCgBKqQJO8wXs6Dn81TZ-CsJooOo/edit?usp=sharing)
- <https://docs.google.com/document/d/1YRRKcUcCgf7fQ-nRw-7Wkem1iVHIPsNcEU0LD5xBGKA/edit?usp=sharing>

**REFLECTION: considering the planning, process and impact of the inquiry**

What worked well <i>List the portions of the unit (content, assessment, planning) that were successful</i>	What didn't work well <i>List the portions of the unit (content, assessment, planning) that were not as successful as hoped</i>	Notes/changes/suggestions: <i>List any notes, suggestions, or considerations for the future teaching of this unit</i>