

# ANTHROPOLOGY WITH DR DARREN RANCO

## TALKING POINTS

### KNOWLEDGE

1. Who are Indigenous peoples? Can you give examples?
2. Why do we use 'peoples' instead of 'people'?

### COMPREHENSION

1. Define Traditional Ecological Knowledge (TEK).
2. Can you explain why Indigenous students might avoid STEM-related subjects?

### APPLICATION

3. Mentors and role models can guide students in their life decisions, as well as provide inspiration and support. Who do you consider to be a role model and why?

### ANALYSIS

4. Do you think it is important to teach Indigenous knowledge at school/college? Why or why not?

### EVALUATION

5. Dr Deborah McGregor defines TEK as, "a system of classification, a set of empirical observations about the local environment, and a system of self-management that governs resource use." From that definition, what does TEK have in common with Western science? What are the differences?

### CREATIVITY

6. TEK has the potential to play a central role in climate change initiatives. What examples can you think of where TEK could be helpful to finding environmental solutions?

## ACTIVITIES YOU CAN DO AT HOME OR IN THE CLASSROOM

### QUINATUCQUET

Design a factsheet describing the Indigenous peoples who live, or used to live, in your region. Use multiple sources for your research. The library and internet are good places to start. You may be lucky enough to be able to talk to or interview Community Elders and Knowledge Keepers, who will have information you cannot find in books. There are Indigenous peoples everywhere in the world, for example, Native Americans, Aborigines in Australia, Inuits in Canada or the Sengwer Indigenous Peoples in Africa, to name just a few.

Include the following information in your factsheet:

- What do the Indigenous peoples in your region call themselves?
- What influence do they have in your region? For example, the name Connecticut comes from the word quinatucquet, which means 'upon the long river' in the Algonquian language.
- What examples of TEK can you find that is relevant to your region?

## MORE RESOURCES

The University of Maine has a whole site dedicated to the Wabanaki Youth in Science (WaYS) Program, which includes news, events and internships:

<https://umaine.edu/nativeamericanprograms/wabanaki-youth-science-program/>

- This website contains educational resources that celebrate the lives, culture and history of Indigenous peoples around the world, including Native Americans and First Nations & Inuit:

<https://indigenouspeoplesresources.com/>

- This resource investigates Indigenous peoples' rights:

<https://www.culturalsurvival.org/>

- LifeMosaic has developed a toolkit of resources on Indigenous Education.

This toolkit is for Indigenous educators, Indigenous school initiators, or for anyone who is interested in an education that helps sustain diverse expressions of humanity:

<https://www.lifemosaic.net/eng/projects/indigenous-education/>

- *Smithsonian Magazine* takes a fascinating look at discoveries made by Western scientists that were known by Indigenous peoples for centuries: <https://www.smithsonianmag.com/science-nature/why-science-takes-so-long-catch-up-traditional-knowledge-180968216/>

- The US National Park Service has an active programme documenting uses of Traditional Ecological Knowledge:

<https://www.nps.gov/subjects/tek/tek-vs-western-science.htm>