

## NORTH AMERICAN NATIVE MUSEUM ZURICH

The North American Native Museum offers an extensive collection of artefacts from various Indigenous Peoples of North America. Both younger children's and adults' curiosity will be piqued by the displays, the stuffed bison (which was once at the Zurich Zoo), and the multimedia exhibits.

● Laura Loder Buechel

### Level

A2 and up

### Grades

Upper primary, lower secondary

### Languages

German and English

### Adaptations

These ideas can well be used in French, when studying about Canada and the First Nations or in the local language of instruction.

### Curricular connections

- Social studies
- Religion and Culture
- German Language Arts
- Visual Literacy

### General content

- An awareness of cultural appropriation and what it means;
- Learning about totem poles, artefacts of indigenous cultures, and current and historical information about specific tribes;
- Learning to create a brochure.

### References


Arnet- Clark, I., Schmid, S., & Ritter, G. (2019). Young World 2 Pupil's Book. Zug: Klett und Balmer.

Genossenschaft Restaurant Brasserie Lorraine. (2022, July 25). <https://www.facebook.com/brassbern>

Museum website: [https://www.stadt-zuerich.ch/kultur/de/index/institutionen/nonam\\_indianer\\_inuit\\_kulturen.html](https://www.stadt-zuerich.ch/kultur/de/index/institutionen/nonam_indianer_inuit_kulturen.html)

## Before the visit

- 1) Hold a lesson in the local language on “cultural appropriation”. For example, in German, learners can read the Facebook Post and guess what happened and why. Then, half the class can search for “Kulturelle Aneignung” (cultural appropriation) and the other half can search for the specific incident mentioned in the text. This can be linked to the question “what would be cultural appropriate in this class”. One anecdote from this lesson was a group of 11-year-old children giving the example of one child who does not wear a headscarf, wearing one (like another child in the class does). The same day in the art lesson, the child who wears a headscarf put a red dot on their forehead to be “Indian” which then led to another discussion on cultural appropriation in class (P. Buechel, personal communication, March 31, 2023 ).



**Genossenschaft Restaurant Brasserie Lorraine**  
July 25, 2022 at 2:26 PM · 🌐

🔔 Follow ⋮

Liebe Brassis. Am Montag, 18. Juli, gabs bei uns ein Montagskonzert. Die Band @lauwarm\_music sprang dafür relativ kurzfristig ein, da die geplante Band absagen musste. Während dem Konzert kamen mehrere Menschen unabhängig voneinander auf uns zu und äusserten Unwohlsein mit der Situation. Es ging dabei um die Thematik "Kulturelle Aneignung". Nach einem Gespräch mit der Band haben wir uns zusammen dafür entschieden das Konzert abbrechen. Uns ist bewusst das die Verantwortung bei uns ligt. Wir haben die Band schliesslich eingeladen. Daher möchten wir uns bei allen Menschen entschuldigen bei denen das Konzert schlechte Gefühle ausgelöst hat. Wir haben es verpasst uns im Vorherein genug damit auseinanderzusetzen und euch zu schützen. Unsere Sensibilisierungslücken und die Reaktion von vielen Gästen auf das Abbrechen des Konzertes haben uns wieder einmal gezeigt, dass das Thema emotional geladen ist und wir zusammen reden und einander zuhören müssen. Um dies zu ermöglichen möchten wir alle die mögen am 19. August um 19:00 zu einer Diskussionsrunde zum Thema kulturelle Aneignung einladen. Wir erwarten ein respektvollen Umgang. Rassismus und andere Diskriminierungen haben kein Millimeter platz.

- 2) Lesson in English:

- Learners copy 4 columns into their notebooks:

What I think I know	What I learned	What I still want to know	What I now know
---------------------	----------------	---------------------------	-----------------

- Show a picture of a totem pole (in the Young World textbooks this can be find in Arnet- Clark, Schmid, & Ritter (2019) used in the canton of Zurich). Ask the learners what it is and what they know about it. Have them note this into the table in the first column (What I think I know).
- Pre-teach the words such as *clan*, *memorial*, *community*, *carving* or words that are appropriate to the video you have chosen. Watch a video on the topic (e.g. from CBC Kids - See Babylonia website for links) and answer various general questions in English, such as:
  - o Who is the speaker?
  - o Why is he making totem poles?
  - o What are the categories of totem poles?
  - o Who do totem poles belong to?
  - o Do you think anyone should be allowed to make a totem pole?
- Since some of these questions are difficult, let the learners write a short 3-minute summary of what they can deduce from the video in the local language or in English (free choice) – in the “What I learned” column.

- As a class, come up with questions that might still be interesting to find out. The kids ask the questions as well as they can in EN, the teacher writes the correct question in EN in the “What I still want to know” field for the kids to copy.
- Perhaps show another video (see the Babylonia site for suggestions or search for “Totems: the Stories they Tell” from the Canadian government). Add a few points in EN to the “What I now know” column and cross out any questions that have been answered so you know which questions still remain to be answered (this can be done for homework or at another time).
- Show textbook or other materials that have learners creating their own totems and ask the children if they are allowed to do this. Their task at the museum is to find out what the curator thinks (and there is one exhibit with this). At the museum, they should also just learn as much as they can!

## During the visit

This museum offers many tours and workshops for learners, here the «Leben alle «Indianer» in Tipis?» is in German and would be appropriate. However, just visiting the museum and working with the museum-prepared materials in German will be enough for this field trip and lead to many revelations.

## After the visit

### A: Writing a thank you letter to the tour guide (1 lesson)

#### 5-10 minutes

What do you remember about the tour? Write a few words on the board (in EN or DE). Ask the class what the DE words mean in EN and write them there, too.

#### 5 minutes

What makes a good “thank you letter”? How does it start? How does it end? What is in the middle? As children give you answers, write something like this on the board:

Dear \_\_\_\_\_ ,

On \_\_\_\_\_ (date) \_\_\_\_\_ I was at your museum for the tour  
 \_\_\_\_\_ (title of tour) \_\_\_\_\_. Thank you very much! I really enjoyed the tour.

Here are some things that I learned:

- Point 1
- Point 2

*I was very lucky to go on this tour and I thank you again!*

Sincerely,  
 XXX

## 15 minutes

Learners individually write their letters in pencil. Then peer / teacher-correct and learners write a final version in pen. They can decorate their letter if they finish early.

Collect the letters and send them to the museum!

## **B: Creating a brochure about an indigenous culture (up to 6 lessons)**

Materials: a few examples of brochures, blank paper, pens/pencils, computers for research

The product involved in this is a brochure that can be sent to the museum (you can ask them in advance or during the visit) to hand out or to copy and hand out at school. Brochures force the learners to research and consolidate important facts into little space. While websites or texts can provide more information, brochures make the learners prioritize what is important, present it in a relatively simple way and are also attractive to hand out for others to read. An outline of the lessons could be the following:

### Lesson 1

Ask “who are the indigenous people of Switzerland?” Why do some countries have “indigenous people”? Who are some of the cultures we learned about at the museum? How do they live today?” Introduce the brochure handout and fill it in. By the end of this lesson, each learner or pair should have chosen a group of indigenous people to study.

### Lesson 2

Bring in examples of brochures and have learners look at them. Learners can list topics found on brochure pages and then decide which categories might be interesting for the 6 sides of their brochure (geography, traditions still alive, words in the language, art, special current events, famous living people, schools, .....). By the end of this lesson, learners have the 6 categories and know where to start in the next lesson.

### Lesson 3

Drafts – research and fill in draft (no pictures yet). At the end of this lesson leave 10 minutes for:

- 1) Cross sharing – who has done what so far;
- 2) Planning: What will be done in the next lesson (put this on a post it)?

### Lesson 4

Completing drafts (end as in lesson 3). By the end of this lesson, each draft should be complete. The teacher can correct them. For younger learners, it is often better to have them draft by hand even if the final versions are done on the computer, with Canva or other tools.

### Lesson 5

Finish final versions, make them look nice. Copy and fold them. It is nice to listen to current musicians from a particular culture (e.g. Sharon Burch) as you do this. When finished, put them in an envelope to send to the museum (if you agreed upon this) or set up a table in front of the classroom to create a display for people to take!

### Lesson 6

Present brochures to the others in the class and take notes. A worksheet is provided here with some presentation tips and a note-taking sheet.

A basic feedback form is also included in case you are using this product for formal assessment and would like to inform the parents of a learner's work.

## Creating a Brochure about an indigenous culture

### Aim

We will learn more about indigenous cultures, lives and beliefs and compare these to our own. We will learn how to search for information and present it in the form of a brochure.

Our work will be sent to the museum or handed out at school!

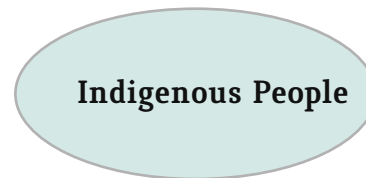
- 1) What is a brochure?
- 2) Why are brochures created? Who reads them?
- 3) What does a good brochure look like?

There are Indigenous People all over the world. Can you list a few you remember from the museum or otherwise know?

What could you put in a brochure about a certain group of Indigenous People (such as the Navajo)?

What would your public be interested in knowing about their lives TODAY? Make a mind map!

- Navajo (Diné)
- 
- 
- 
- 
- 



### Example Brochure

<b>Front</b>	<b>Interesting facts</b> PICTURE What is interesting about this culture?	<b>References</b> Do you want to find out more information? Useful websites: ... Books:	<b>Title</b> PICTURE Key words
<b>Back</b>	<b>Famous People</b> PICTURE Who are they and why are they famous?	<b>Traditions</b> PICTURE What traditions are still an important part of their lives?	<b>What do we share?</b> PICTURE How are our lives similar?

**Draft your brochure on a separate sheet of paper!**

## Bewertung

- \_\_\_\_\_ Du hast einen Entwurf und eine fertige Broschüre.
- \_\_\_\_\_ Du hast gearbeitet.
- \_\_\_\_\_ Du hast am Ende jeder Lektion geplant, was du in der kommende Lektion machst.

Folgende Komponenten sind in deiner Broschüre sichtbar und korrekt (inhaltlich und sprachlich):

- \_\_\_\_\_ Titel
- \_\_\_\_\_ ...
- \_\_\_\_\_ ...
- \_\_\_\_\_ ...
- \_\_\_\_\_ ...
- \_\_\_\_\_ Bibliografie/Referenzen
- \_\_\_\_\_ Deine Broschüre sieht attraktiv aus – Bilder und Text sind schön organisiert.
- \_\_\_\_\_ Deine Bilder ergänzen den Inhalt.

Feedback Lehrperson:

Elternunterschrift: \_\_\_\_\_

---

## Assessment

- \_\_\_\_\_ You created a draft and a final version.
- \_\_\_\_\_ You worked in a focused manner during the lessons.
- \_\_\_\_\_ At the end of the lessons, you made a plan for the next lesson.

The following pages in your brochure are correct (language and content):

- \_\_\_\_\_ Title page
- \_\_\_\_\_ ...
- \_\_\_\_\_ ...
- \_\_\_\_\_ ...
- \_\_\_\_\_ ...
- \_\_\_\_\_ Bibliography / References
- \_\_\_\_\_ Your brochure is attractive – your text and pictures are well organized.
- \_\_\_\_\_ Your pictures support your content.

Feedback:

Parent signature: \_\_\_\_\_

# Presentation language

- We learned about.....
- Here is our brochure!
- In this picture, you can see.....
- We learned many things.  
First \_\_\_\_\_ Then \_\_\_\_\_ Then \_\_\_\_\_
- Thank you for listening. Do you have any questions?

# Notes

For each presentation you hear, write down 3 interesting facts!

<p><b>Navajo (Diné)</b></p> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>
<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>