

Native Origins Match Game

Program Type: Classroom, afterschool or community center program	Audience Type: Grades 6–8, ages 11–14 (emphasis on Native youth)
Program Length: 30 Minutes	Class Size: 1–5 Participants

Description: Participants are challenged to match images of items traditionally used by Indigenous people with images of modern day counterpart items in use today. The activity can be facilitated by an educator or group leader, or self-facilitated by the user. After completing the matching challenge, participants can discuss other examples of Indigenous knowledge.

This activity is ideal for a classroom, after-school program or museum. If done in conjunction with the exhibition, the activity can be set up near and complement the *Native Origins* exhibit component within the *Roots of Wisdom* exhibition.

Marketing Description: Did you know many of the foods we eat, medications we take, and products we use were first recognized and used by Indigenous people? Join _____ (*museum name, afterschool program, etc.*) for a hands-on activity that will broaden your perspective on how Native peoples have contributed to the way we live.

Topics: Traditional knowledge, history, environmental science, generational learning, botany, horticulture

Process Skills Focus: Critical thinking, reading, inquiry, observing, predicting

LEARNING OBJECTIVES

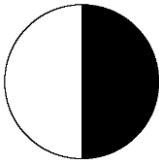
For Next Generation Science Standards, see end of outline.

- Many of the common foods we eat, medications we take, and products we use were first recognized and used effectively by Indigenous people.
- Traditional knowledge and Western science are different ways of knowing but have many commonalities.

- Indigenous peoples have been here for thousands of years and are still here today, engaging in both traditional and modern practices.

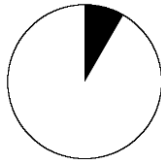
TIME REQUIRED

Advance Prep



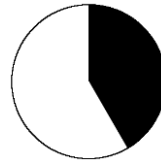
30 minutes

Set Up



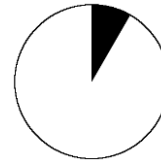
5 minutes

Activity



15-20 minutes

Wrap-Up



5 minutes

PROGRAM FORMAT

Segment

Native Origins Match Game

Wrap-Up

Format

Instructor-led Activity or Individual Activity

Individual Activity

Time

5–20 min

2–5 min

SITE REQUIREMENTS

- Space for a table
- A quiet area that will allow for group conversations
- Optional: the activity is ideal to facilitate adjacent to the *Native Origins* exhibit component in the *Roots of Wisdom* exhibition.

SUPPLIES

Permanent Supplies	Amount
Set of printed matching cards: 18 green cards and 18 blue cards	1 set
4–6 ft. table for displaying cards	1
Self-facilitated direction sheet (optional)	1
8.5" × 11" sign holder (optional)	1

ADVANCE PREPARATION

- Print the downloadable file of the cards double sided so that the green cards end up blank on the back and the blue cards end up with text on the back.
- If activity will be self-facilitated, print self-facilitated direction sheet and place it in the sign holder.
- Facilitator should be familiar with the content on the cards and the correct matches before facilitating the activity.
- This program can be enriched by making connections with local Native communities and creating additional cards highlighting objects from the local area and their historical uses among Native communities. A Microsoft Word template document is available for download to create additional match cards.
- It is helpful to review any state or local resources that may be available to assist in delivering culturally competent programs for Native youth (see the Resources section).

SET UP

- Select just some (e.g., 5–10) of the blue and corresponding green cards to display at a time. Choose which cards to display according to the age group participating in the activity (see “Tips for facilitation” below).
- Spread the blue cards out evenly across the table picture-side up.
- Stack the green cards picture-side up into one pile adjacent to the blue cards.
- If self-facilitated, display the one-page, self-facilitated direction sheet upright on the table.

**NATIVE ORIGINS
MATCH GAME**

5 – 20 minutes

Let participants speculate before offering answers to any questions. The answers given in this outline are provided primarily for the instructor's benefit.

Suggested script is shaded. Important points or questions are in **bold**.

Introduction

Hello, my name is _____. Thanks for being here today. Would you like to play a quick game?

Facilitation

Here on this table we have a stack of green cards highlighting images of items that were first put into use by Indigenous people of the Americas. Adjacent to the green cards are several blue cards highlighting images of items that have in some way evolved from the items shown on the green cards. Your challenge is to match the items on the green cards with their counterparts on the blue cards. As an example, we can do the first one together. Let's look at the item on this green card and read the text below the picture (*choose whichever card is on top*).

For example: Here we have a picture of a willow bush. It reads *Native American and other Indigenous cultures used parts of the willow plant for pain relief*. Looking over the blue cards, what do you think could be a match to this description? Think about pain relief as a big clue.

Participant selects the card highlighting the aspirin pills.

That seems like a logical choice. Turn the card over and see what it says. The first sentence reads *Aspirin contains acetylsalicylic acid, extracted from willow and other salicylate-rich plants*.

You're correct! By reading the back of each card, you'll know if you select the correct match. You can also know if you are correct by looking for a corresponding number on the back of each card. Now that you have the hang of it, try matching the rest of the cards on your own or with a partner.

Conclusion

Great job! Now that all (or most) of the cards have been matched, can you think of anything not shown on the table that you use or eat that could have originated from Indigenous communities? Examples can be from all around the world, not just the Americas.

Even more specifically, can you think of anything that would have originated from tribal communities in our local area?

Facilitators are encouraged to reach out to their local Native community and learn examples to share with participants.

If this activity is done in a museum with the *Roots of Wisdom* exhibit, present the activity near the *Native Origins* exhibit component and direct visitors there to learn more about this topic after the activity.

Tips for facilitation:

- Create an engaging experience by inviting participants to work together to match the cards. Suggest participants take turns reading the definitions.
- Only display a selection of cards. Having all the cards on display at the same time can be overwhelming.
- Use a select number of cards with a difficulty level appropriate for each specific audience (see table below). For example, only use the lower numbered cards when working with younger audiences.

EasierCard Difficulty.....Harder																	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18

**SELF-FACILITATED
ACTIVITY**

5 – 20 minutes

Participant(s) approach a table displaying the match game and read the directional sign sitting upright in a sign holder on the table.

Content on Sign (available at: www.oms.edu/exhibits/row):

Many of the common foods we eat, medications we take, and products we use were first recognized and used by Indigenous people.

Match the images of items traditionally used by Indigenous people with images of items in use today.

Directions:

1. Spread the blue cards out picture-side up.
2. Stack the green cards into one pile picture-side up.
3. Pick up and read the first green card.
4. Look over the blue cards and place the green card next to the card that you think is the correct match.
5. Repeat these steps until all of the green cards have been matched with a blue card.

6. For each match, turn over the blue card and read the description on the back to reveal if the match is correct. Each match will have a corresponding number to confirm the correct answer.
7. Discuss your findings with a neighbor.

WRAP-UP

2 – 5 minutes

Can you think of other important contributions discovered by Indigenous communities?

OPTIONAL EXTENSIONS

- For longer afterschool or classroom extension, a Microsoft Word template document is available for download for students to create additional match cards on Native origins – ideally from the local region. The file is available for download on the *Roots of Wisdom* website at: www.omsf.edu/exhibits/row.

RESOURCES

For learning more about Native origins of the Americas:

“Do All Indians Live in Tipis?: Questions and Answers from the National Museum of the American Indian” (book)

Links and resources for cultural guides:

[Alaska Native Knowledge Network](http://ankn.uaf.edu/Publications/Knowledge.html)¹

[Guide to Implementing the Alaska Cultural Standards for Educators](https://education.alaska.gov/standards/pdf/cultural_standards.pdf)²

[Indian Education for All - Montana Office of Public Instruction](http://opi.mt.gov/programs/indianed/IEFA.html)³

[Navajo Culture](http://serc.carleton.edu/research_education/nativelands/navajo/culture.html)⁴

GLOSSARY

Vocabulary	Definition
Elder	A person who has gathered knowledge and wisdom about his or her culture; not all elderly people are elders
Indigenous/Native	An individual who has an ancestral claim to a particular environment or region
Traditional knowledge	Wisdom held by elders that is passed down to younger generations
Ways of knowing	Information gained by patient observations, life wisdom, and accumulated knowledge
Western science	A system of knowledge which relies on certain laws that have been established through the application of the scientific method to phenomena in the world around us

¹ <http://ankn.uaf.edu/Publications/Knowledge.html>

² https://education.alaska.gov/standards/pdf/cultural_standards.pdf

³ <http://opi.mt.gov/programs/indianed/IEFA.html>

⁴ http://serc.carleton.edu/research_education/nativelands/navajo/culture.html

NEXT GENERATION SCIENCE STANDARDS

Practices

- Asking questions and defining problems
- Analyzing and interpreting data
- Constructing explanations and designing solutions
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

Crosscutting Concepts

- Patterns
- Cause and effect

	Disciplinary Core Idea	K	1	2	3	4	5	MS	HS
Physical Science									
PS1	Matter and Its Interaction	n/a	n/a		n/a	n/a			
PS2	Motion and Stability: Forces and Interactions		n/a	n/a		n/a			
PS3	Energy		n/a	n/a	n/a				
PS4	Waves and Their Applications in Technologies for Information Transfer	n/a		n/a	n/a		n/a		
Life Science									
LS1	From molecules to organisms: Structures and processes			n/a					
LS2	Ecosystems: Interactions, Energy, and Dynamics	n/a	n/a			n/a			
LS3	Heredity: Inheritance and Variation of Traits	n/a		n/a		n/a	n/a		
LS4	Biological Evolution: Unity and Diversity	n/a	n/a			n/a	n/a		
Earth & Space Science									
ESS1	Earth's Place in the Universe	n/a			n/a				
ESS2	Earth's Systems		n/a						
ESS3	Earth and Human Activity	✓	n/a	n/a	✓	✓	✓	✓	✓
Engineering, Technology, and Applications of Science									
ETS1	Engineering Design								