

LESSON:

Word Up: Empowering Your Vocabulary

Summary: Students read a brief news article and use 19 words from the article to complete a crossword puzzle. Lesson type: Warm Up (this lesson takes 20 minutes or less to implement).

EHP Article: "Empowering Indigenous Peoples"
EHP Student Edition, December 2005, p. A588
<http://ehp.niehs.nih.gov/docs/2005/113-9/forum.html>

Objectives: By the end of this lesson students should be able to:

1. define 19 terms related to indigenous peoples used in the article; and
2. identify challenges facing indigenous peoples around the world in their efforts to maintain traditional lifestyles.

Class Time: 20 minutes

Grade Level: 9–12

Subjects Addressed: Environmental Health, International Studies, Social Studies

►Prepping the Lesson (5 minutes)

INSTRUCTIONS:

1. Make copies of the article "Empowering Indigenous Peoples" from *EHP Student Edition*, December 2005, p. A588, or download at <http://ehp.niehs.nih.gov/docs/2005/113-9/forum.html>. Copies of the article should be used for this lesson so students can highlight the vocabulary words as they read along.
2. Make copies of Student Instructions including the preformatted puzzle. If students have a high reading level or want additional challenge, cover the Word Bank below the puzzle prior to handing out copies.
3. Review the article "Empowering Indigenous Peoples," the Student Instructions, and the Word Bank below the puzzle (which is the same as the Vocabulary).

MATERIALS (per student):

- 1 copy of *EHP Student Edition*, December 2005, or 1 copy of the article "Empowering Indigenous Peoples"
- 1 copy of the preformatted puzzle
- 1 highlighter

VOCABULARY:

- advocates
- autonomy
- Belize
- biodiversity
- Costa Rica
- deforestation



- El Salvador
- encroachment
- erosion
- fallow
- footprint
- indigenous
- Kuna
- monoculture
- negligible
- poverty
- sustainable
- tenuous
- World Bank

BACKGROUND INFORMATION:

No additional background information is necessary for the completion of this lesson.

RESOURCES:

InterAmerican Development Bank, “Central American Indigenous Communities To Strengthen Ecosystem Management With US\$9 Million Grant,” http://www.iadb.org/NEWS/Display/PRView.cfm?PR_Num=288_04&Language=English

United Nations, Office of the High Commissioner of Human Rights, “Fact Sheet No. 9 (Rev. 1), The Rights of Indigenous Peoples,” <http://www.unhcr.ch/html/menu6/2/fs9.htm#intro>

World Bank, “Questions and Answers: Integrated Ecosystem Management in Indigenous Communities Regional Project,” <http://lnweb18.worldbank.org/LAC/LAC.nsf/0/606BFD9A3054F75785256F6C0067992D?Opendocument>

► Implementing the Lesson

INSTRUCTIONS

1. *(Skip this step if students have a high reading level or you want more challenge—students will have to identify the words on their own as they do the puzzle.)* Write the words for the crossword puzzle on the blackboard in the order they appear in the body of the article (not including titles or captions). See below for the list of the words in order of appearance.

- deforestation
- erosion
- biodiversity
- indigenous
- poverty
- sustainable
- Belize
- Costa Rica
- El Salvador
- World Bank
- tenuous
- advocates
- encroachment
- fallow
- monoculture



- negligible
 - Kuna
 - footprint
 - autonomy
2. Hand out the article and instruct students to highlight the vocabulary words listed on the board as they read the article.
 3. Hand out the crossword puzzle for them to complete. Note that there are three two-word combinations (e.g. Costa Rica) that should have a space between the words (see Assessing the Lesson).
 4. Share responses as a class and, as time allows, discuss the issues raised in the article about indigenous peoples.

NOTES & HELPFUL HINTS:

- Another way of doing this quick exercise is to have students do the exercise on an overhead transparency as a class.
- There are several good software programs available for making crossword puzzles for use in the classroom. This particular lesson was generated using the Crossword Weaver™ program (www.crosswordweaver.com). Many websites offer free demo use while others charge a small fee or require a subscription for expanded applications.
- For classes with a lower reading level, have students discuss the meaning of the words based on the context of the surrounding sentence or article.

▶Aligning with Standards

SKILLS USED OR DEVELOPED:

- Communication (note taking, oral, written—including summarization)
- Comprehension (listening, reading)
- Critical thinking and response

SPECIFIC CONTENT ADDRESSED:**Science and Technology Standard**

- Understanding about science and technology

Science in Personal and Social Perspectives Standard

- Personal and community health
- Population growth
- Natural resources
- Environmental quality
- Natural and human-induced hazards
- Science and technology in local, national, and global challenges

▶Assessing the Lesson

The completed crossword appears on the next page

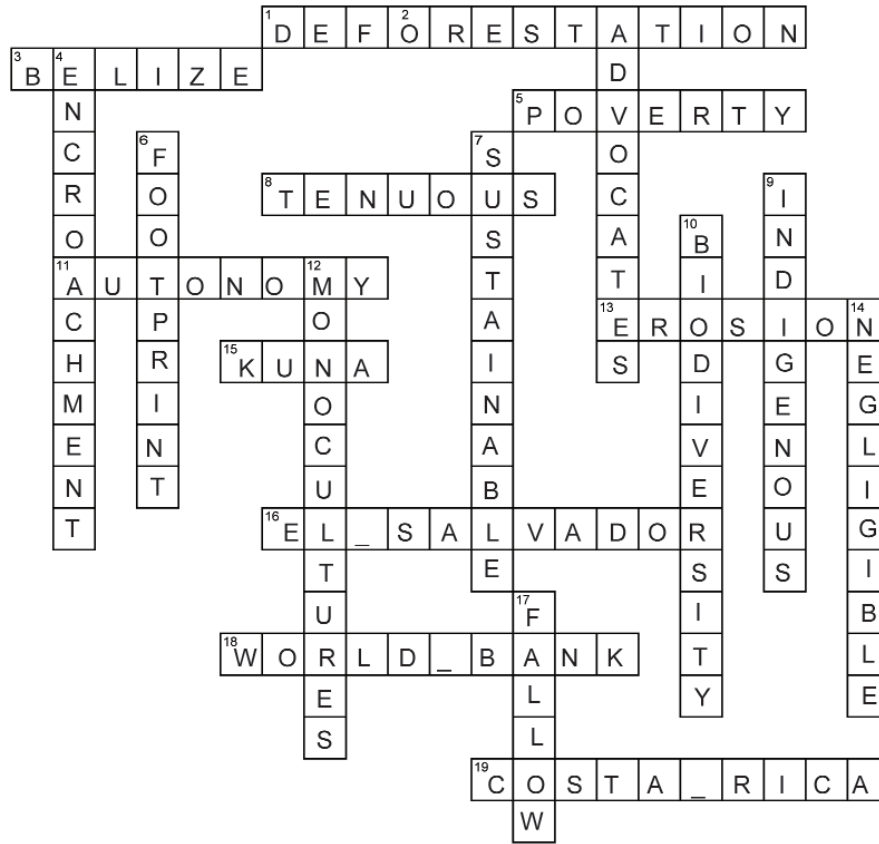
▶Authors and Reviewers

Authors: Wendy Stephan and Lisa Pitman, University of Miami Rosenstiel School of Marine and Atmospheric Science, NIEHS Marine and Freshwater Biomedical Sciences Center

Reviewers: Susan Booker, Laura Hemminger, Stefani Hines, Liam O’Fallon, Barry Schlegel, Kimberly Thigpen Tart, Tanya Tillett, Heather Valli



Empowering Indigenous Peoples



www.CrosswordWeaver.com

ACROSS

- 1 A factor threatening indigenous people's health, way of life
- 3 A Latin American country with a large indigenous population
- 5 A major underlying economic problem affecting indigenous peoples
- 8 Having little substance, flimsy
- 11 Self-government
- 13 Worsened by deforestation
- 15 Hector Huertas' tribe
- 16 Country bordering Honduras and Guatemala
- 18 International development lender
- 19 Democratic Latin American country

DOWN

- 2 People who aim to speak for others
- 4 Taking another's rights or possessions gradually
- 6 The impact, impression something makes
- 7 The best type of development
- 9 Original to the area
- 10 A hallmark of a healthy ecosystem
- 12 Farming only one crop (plural)
- 14 Insignificant
- 17 Unplanted, resting

WORD BANK: advocates, autonomy, Belize, biodiversity, Costa_Rica, deforestation, El_Salvador, encroachment, erosion, fallow, footprint, indigenous, Kuna, monocultures, negligible, poverty, sustainable, tenuous, World_Bank.

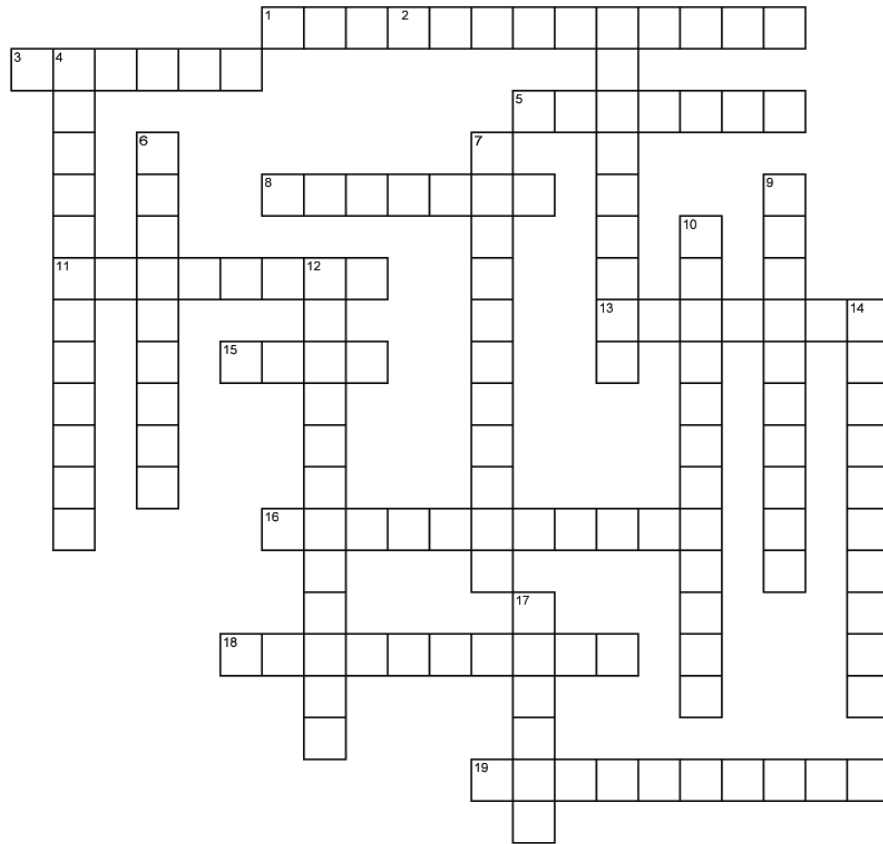


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- Step 1:** Read the article "Empowering Indigenous Peoples," *EHP Student Edition*, December 2005, p. A588, <http://ehp.niehs.nih.gov/docs/2005/113-9/forum.html>. As you are reading, highlight or underline the vocabulary words the FIRST time they appear in the body of the article (do not include titles or captions).
- Step 2:** Complete the crossword puzzle using the vocabulary words in the article. When an answer has two words, leave a space between the words (for example, Costa_Rica).



Empowering Indigenous Peoples



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