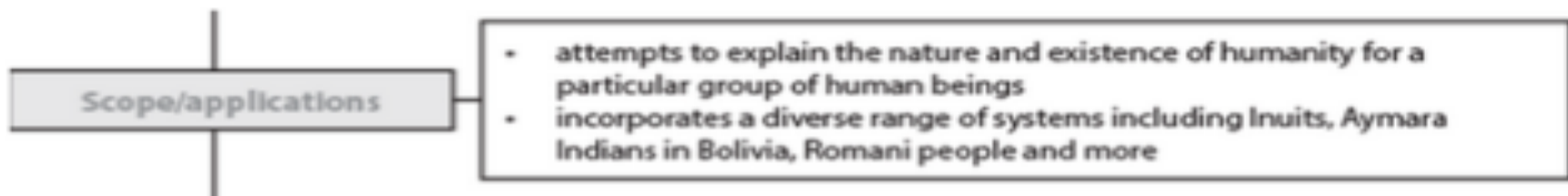


What practical problems can be Solved through applying this knowledge



Indigenous Knowledge

traditional Knowledge

Traditional Wisdom

local Knowledge

folk Knowledge

people Knowledge

Adopted in 2007 - The non-binding Declaration on the Rights of Indigenous Peoples sets out the individual and collective rights of the world's 370 million native peoples, calls for the maintenance and strengthening of their cultural identities, and emphasises their right to pursue development in keeping with their own needs and aspirations. Native peoples have the right to protect their lands and resources, and to maintain their unique cultures and traditions.

143 countries voted in favour

4 against – Australia, Canada, NZ, USA (11 countries abstained).

<http://www.unesco.org/>

What is indigenous knowledge

- The response from a group of Inuit

Our knowledge...

- Practical common sense, based on experience and teaching passed on from generation to generation
- Is 'knowing the country'; it covers knowledge of the environment and the relationship between things
- Is holistic – it cannot be compartmentalised and cannot be separated from the people who hold it. It is rooted in the spiritual health, culture and language of the people. It is a way of life.
- Is an authority system. It sets out the rules governing the use of resources – respect; an obligation to share. It is dynamic, cumulative and stable. It is truth
- Is a way of life – wisdom is using knowledge in good ways. It's using the heart and the head together. It comes from the spirit in order to survive.
- Gives credibility to people

Populating the Pacific Islands

Territorial expanders presumed indigenous cultures arrived due to *passive drift* as they saw no evidence of sophisticated equipment that would enable travel.

This was discredited in the 1970's – simulations showed early people were capable to purposeful navigate with their own sophisticated system



Pearson – IB Theory of Knowledge

Scope and Application

Practical problems that can be solved

Micronesians used –

- clouds (shape, colour, character, position,...)
- stars (tone, twinkle, familiarity with 220...)
- moon (colour, shape, halo,...)
- behaviour of birds and animals
- mist (locations, density, relation to horizon ...)
- ocean currents, water temperature, pulses
- nearness of land based on tide change on boat

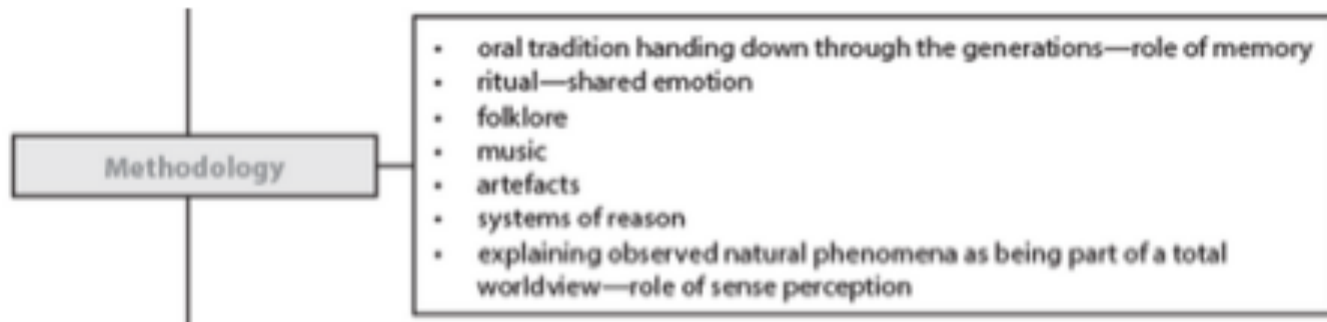
To purposefully navigate

What does this tell us about this type of knowledge....

- It is particular to this part of the world – the Pacific Ocean
- It is integrated and cannot be categorised
- It is developed over a long period of time

Lately efforts have been made to revive this knowledge – it was lost as colonial rulers typically suppressed any local knowledge

Polynesians and Micronesians had no written system – how did this knowledge survive?



In groups of 2/3 research some of these methodologies for a chosen indigenous group.

What is it about these methods that generates knowledge?

Share your findings at the beginning of the next class.

Can you find any personal examples, discuss the methodologies at home and share next class.

Final Lesson - Indigenous Knowledge Systems

Share your thoughts from the last class.

What is it about these methods that generate knowledge?

In your group - continue to explore your Indigenous Peoples

Historical development

- impact of colonialization and globalization

Research, discuss and decide - what are the top five impacts?

Combine with another group and agree on or alter impacts to produce one top 5 list.

Eventually combine all groups to produce one set of top five impacts

Share list of 5 with other ToK classes

In your ToK presentation groups

Choose one of the following knowledge claims, establish and discuss links with other AoKs or WoKs and present your ideas.

In your presentation groups Develop Knowledge Claims

