

# Understanding Indigenous Methodologies

## Teaching Guide

This teaching guide provides instructions for instructors on how to navigate this digital lesson plan and how to administer the activities. This document should be read before the activities are used for teaching. Though this project is meant for non-Indigenous, upper divisional undergraduate students who are beginning to learn about research methodology, it is uncommon for most students at this level to have experienced instruction on Indigenous methodologies. This guide will help instructors understand the content of the website and modules. Instructors should review this and the website before implementing this lesson plan.

### ORGANIZATION

This lesson plan can be covered in one classroom session or broken up over several. It can be implemented in-person or through online platforms. And it can be either an individual, small group, or large group exercise for classes. The activities as currently written on the site are intended for students to engage with others in the classroom for reflection purposes.

The lesson plan consists of several pages of studying content, two activity modules, and supplemental information. The website menu is compartmentalized with standalone information meant to be as reference for the module content and Meta content for the project. The Module content and activities follows a linear progression. To use this lesson plan, instructors should go in this pattern:

1. Introduction
2. Module Introduction
3. Thinking like a Historian
  - a. Indigenous Ethics Material (students should review this before starting the Module A Activities)
4. Module A Activities
5. Overview of Indigenous Methodologies
6. Module B Activities
  - a. A Response to Contradictions Among Indigenous Sources (this is supplemental, but can be reviewed by those who complete all module activities)

### THE WEBSITE

**Introduction.** Instructors should read the introduction page carefully. This page explains:

- The purpose of the project and its function as a teaching module
- Various portions of the website
- The focus on the activities

- The learning outcomes for students

As this page contains the learning outcomes, instructors should be prepared to keep track of these and use them to evaluate student work after completion of the activities.

**Module Introduction:** There are two modules for this lesson plan. This page provides an introduction to the structure and nature of the module content and activities.

- **Thinking like a historian.** This page provides an introduction to historical thinking and its key elements. As the purpose of this teaching module is ultimately to encourage historical thinking, students will need to be equipped to practice these elements during the activities. This section should be covered adequately and with additional instruction should the instructor find it necessary.
  - **Module A:** This page provides the primary source material and associated activities for students to practice historical thinking and following ethical research procedures.
- **Overview of Indigenous methodologies.** This page contains a lot of information, but synthesizes the definition of “methodology” and provides a practical outline of an Indigenous methodological framework that students can use for the purposes of the activities. The information can appear dense at first glance and it could prove challenging for students unaccustomed to research methodology. This section should be covered thoroughly. Students should also be encouraged to read and refer to this page on their own, but the initial exploration would best be administered with the instructor assisting with a close reading of the content and review of the video(s).

This section will be vital as it lays the foundation for students to understand the process they will use to complete the activities and connect their research to the ethics that should govern their approach and responses.

- **Module B:** This page provides the instruction and activities for students to begin implementing an Indigenous methodological approach to their historical analysis of the primary sources.
- **A response to contradictions among Indigenous sources:** This page contains a mini essay authored by the creator of this website that explains how to account for contradictions among oral sources. This was included because it can be a reflective example of how students should come to view these primary sources and the contradictions between them.

**Definitions and core concepts.** This page lists the definitions of the core concepts related to the content as they were not included where they are referenced in the content material.

**Teaching resources.** This page is primarily for the instructor, but does contain information that students will need to properly execute the activities, as well as resources they may find useful to inform their study of the material.

**About the project.** This page contains more information about the project, its creation, and its creator.