

An aerial photograph of a lush green forested area. A winding river flows through the landscape, and a road is visible. The scene is captured from a high angle, showing the intricate patterns of the forest and the natural features.

7th GRADE  
INQUIRY BASED  
LESSON PLAN  
*I AM ROOTS*

1 - 2 DAYS

Google

# I AM ROOTS

## 7th Grade: 1 - 2 Day Inquiry Based Lesson Plan

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### GOOGLE EARTH USAGE OVERVIEW:

In this inquiry based lesson, teachers will use the Voyager Story [I am Roots](#) as one source of information for students to consider in this **inquiry investigation**. Teachers can also use the map feature of Google Earth to show students where the Amazon Rainforest is located and the nine countries that it reaches.

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### LESSON SUMMARY:

- Teachers will present students with the inquiry, *does contact with the outside world help or hurt previously uncontacted people?*
- Teachers will introduce 2 or more sources of information on the topic of uncontacted people living in the Amazon Rainforest.
- Students will work to **identify and classify evidence** from each source in one of two categories: “help” or “hurt.”
- After reviewing the evidence, students will **form a hypothesis** that they will share with the class.
- With each new source of information, students will add to their evidence chart and make adjustments to their hypothesis.
- Finally, students will **write an argument essay** using their final hypothesis as the claim and referring to specific evidence from the sources used.

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### INQUIRY:

- *Does contact with the outside world help or hurt previously uncontacted people?*
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# I AM ROOTS (continued)

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## LEARNING OBJECTIVE:

- Students will **identify the point of view** being expressed in each source and **the key details** that support it.
- Students will determine which side of the argument evidence supports.
- Students will **form their own hypothesis based on evidence** found in each source.
- Students will **participate in a discussion using accountable talk**.
- Students will **revise their hypothesis** based evidence from new sources and class discussions.
- Students will **write an argument essay** using specific evidence from all three sources to support their thinking.

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## CULMINATING TASK:

- Students will use evidence from the Voyager Story [I am Roots](#) and the Survival International website, <https://www.survivalinternational.org/tribes/uncontacted-brazil> to **write an argument essay in which they apply the inquiry investigation to a new scenario**.

# SUGGESTED STANDARDS

## Lesson Outline

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SUGGESTED STANDARDS:  
GRADE RANGE - 7th GRADE

[CCSS.ELA-LITERACY.RI.7.1](#)- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-LITERACY.RI.7.2](#)- Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

[CCSS.ELA-LITERACY.RI.7.6](#)- Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

[CCSS.ELA-LITERACY.W.7.1](#)- Write arguments to support claims with clear reasons and relevant evidence.

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LESSON OUTLINE WITH  
ESTIMATED TIME ALLOTMENT:

Total time: 1-2 days of Instruction

Day 1:

Introduction- 5 minutes

Source 1

Explore - 25 minutes

Engage - 20 minutes

Extend- 10 minutes

Source 2

Explore - 25 minutes

Engage - 20 minutes

Extend- 10 minutes

Day 2:

Culminating Task - 60 minutes

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# Lesson Outline (continued)

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## MATERIALS NEEDED:

- Access to the Voyager Story, [I am Roots](#).
  - Access to the Youtube videos embedded in the Voyager Story, [I am Roots](#).
  - Access to the website: <https://www.survivalinternational.org/tribes/uncontacted-brazil>
  - Student copies of the text, evidence chart and argument essay writing template (below) **OR** teachers can share documents with students using [Google Classroom](#).
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## VOCABULARY:

uncontacted people (noun) ([reference here](#))

1. uncontacted people, also referred to as isolated people or lost tribes, are communities who live, or have lived, either by choice (people living in voluntary isolation) or by circumstance, without significant contact with global civilization.
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# LESSON PLAN

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## INTRODUCE (5 minutes)

In this lesson, we are going deep into the Amazon Rainforest to learn about the people who live there and the challenges they face in these modern times. The Amazon Rainforest is the world's largest tropical rainforest spanning nine countries and home to a thousands of plant, insect and animal species. The Amazon Rainforest is also special because it is home to some of the few remaining groups of "uncontacted people" on the planet. "Uncontacted People" are defined as "communities who live, or have lived, either by choice or by circumstance, without significant contact with global civilization" ([source](#)).

We will seek to answer the question:

*Does contact with the outside world help or hurt previously uncontacted people?*

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## EXPLORE (25 minutes)

1. Begin with the Voyager Story [I am Roots](#).
  2. Take time to explore using the zoom feature on the map to show students the location of the Amazon Rainforest in relation to where they live.
  3. Read the text and watch the video on Slides 1-4 of [I am Roots](#). Prompt students to record evidence that they find and chart it under "help" or "hurt" for Source 1 following each slide, being sure to make note of specific examples. \*Provide students with their own copy of the text from each slide (below).
  4. After gathering information from Slides 1-4 of [I am Roots](#), have students work independently to form their first hypothesis in response to the inquiry, does contact with the outside world help or hurt uncontacted people? Encourage students to site specific examples to support their answer.
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## ENGAGE (20 minutes)

1. Organize students into small groups or partners to share their hypothesis and discuss similarities or differences.
  2. Ask students to move to either sides of the classroom designated as "help" or "hurt." Call on volunteers to share their evidence in support of their hypothesis. Encourage students to use accountable talk by agreeing or disagreeing with the ideas that a classmate shared and providing new evidence as to why.
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## EXTEND (10 minutes)

1. Prompt students to make any final adjustments to their hypothesis following the discussion.
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# LESSON PLAN (continued)

**Next, repeat the process with a second source of information.**

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- EXPLORE (20 - 30 minutes)
1. Introduce the website for the Tribal People's Rights Movement, Survival: <https://www.survivalinternational.org/tribes/uncontacted-brazil>
  2. Read the following sections: Introduction, Not Undiscovered, Threats. Prompt students to repeat the same process as above by recording evidence that they find and charting it under "help" or "hurt" for Source 2.
  3. After gathering information from the Survival Website, have students work independently to consider the new evidence and generate a second hypothesis to the inquiry, *does contact with the outside world help or hurt uncontacted people?* Encourage students to site specific examples to support their answer.
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- ENGAGE (20 minutes)
1. Place students back into the same small groups or partners to share their updated hypothesis and discuss similarities or differences.
  2. Ask students to move to either sides of the classroom designated as "help" or "hurt." Ask students who are now on a different side of the room than in round 1 to raise their hands. Call on volunteers to share their evidence in support of their hypothesis. If a student changed their mind, ask them what specific evidence caused the change. Encourage students to use accountable talk by agreeing or disagreeing with the ideas that a classmate shared and providing new evidence as to why.
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- EXTEND (10 minutes)
1. Prompt students to make any final adjustments to their hypothesis following the discussion.
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- CULINATING TASK (80 minutes)
1. Students will now use the sources, their hypothesis and evidence chart to write an argument essay in response to the prompt:  
  
You are a doctor working in Manaus, Brazil. One day, you get word that deep in the Amazon Rainforest, a woman is very sick. The trouble is, the woman is part of the Awá Tribe, an group of uncontacted people. You have the resources to travel to the sick woman and provide her treatment, but that would mean you would have to make contact with the tribe.  
  
Would you decide to travel to the sick woman and make contact with the tribe or not?  
  
Refer to specific evidence gained from Sources 1 & 2 to support your claim.
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# ARGUMENT WRITING RUBRIC

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## EXCEEDING:

- Clearly stated claim.
  - 3 to 5 pieces of evidence from Voyager Story and/or text.
  - Evidence is relevant and demonstrates student understanding.
  - Clear explanation for every piece of evidence.
  - Use of a variety of transitional strategies.
  - Use of domain specific vocabulary.
  - Strong command of conventions.
  - Introduction/conclusion acknowledges the counterclaim and refutes it.
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## MEETING:

- Clearly stated claim.
  - 3 pieces of evidence from Voyager Story and/or text.
  - Evidence is relevant and demonstrates student understanding.
  - Explanation of evidence is unclear.
  - Adequate use of transitional strategies.
  - Use of domain specific vocabulary.
  - Adequate command of conventions.
  - Introduction/conclusion acknowledges the counterclaim.
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## APPROACHING:

- Clearly stated claim.
  - 1 to 2 pieces of evidence from Voyager Story and/or text.
  - Evidence is irrelevant and/or does not demonstrate student understanding.
  - Explanation of evidence is unclear.
  - Inconsistent use of transitional strategies.
  - Unclear use of domain specific vocabulary.
  - Partial command of conventions.
  - Does not acknowledge the counterclaim.
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## BEGINNING:

- Clearly stated claim.
  - 1 piece of evidence from Voyager Story and/or text.
  - Evidence is irrelevant and/or does not demonstrate student understanding.
  - Explanation of evidence is unclear.
  - No use of transitional strategies.
  - No use of domain specific vocabulary.
  - Lack of command of conventions.
  - Does not acknowledge the counterclaim.
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# RESOURCES

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## ADDITIONAL RESOURCES:

- Newsela Article- <https://newsela.com/read/amazon-tribe-forest/id/21568/>
  - Youtube Video- "Tribal Attack", National Geographic <https://www.youtube.com/watch?v=G3v28unsj0s>
  - Youtube Video- "Stranger in the Forest" \*contains nudity- [https://www.youtube.com/watch?v=bfrDACu7g\\_c](https://www.youtube.com/watch?v=bfrDACu7g_c)
  - Documentary- "[First Contact: Lost Tribes of the Amazon](#)" \*contains nudity
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## OPTIONS FOR DIFFERENTIATION:

- Provide a structured graphic organizer to walk students through each element of an argument essay (below).
  - Provide an argument essay writing checklist.
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## CREDITS:

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\*Note - this template is designed for teachers to modify for use with their grade level and standards.

## Student Copy of the Text from [I am Roots](#)

### **Slide 1- I am Roots, The story of the Yawanawá people.**

The Yawanawá, the people of Queixada, inhabit the headwaters of the Gregorio River, state of Acre, since time immemorial.

One hundred years ago, when the white man arrived, the Yawanawá culture was annihilated and they almost forgot that they were a people.

Today, the Yawanawá establish partnerships for sale of annatto, receive visitors at their annual festival and use the new technologies. But they will never forget their roots.

### **Slide 2- Urucum Yawanawá, The tradition that touches the world**

The Gregory River has always been the home of the Yawanawá, who had lived in the forest since the beginning of time. Everything changed with the arrival of the white man a hundred years ago. First, the Peruvian caucheiros, then the rubber workers, and finally the Jesuit priests. The Yawanawá were enslaved, lost their lands and the tribe spread. A whole culture was undone by not being considered a thing of God. Only alcohol and depression remained.

In the 1980s, this story began to change. It was a long and difficult struggle, but the demarcation of indigenous lands was a matter of survival. With the conquering of the territory came the rebirth of the Yawanawá's traditions and the establishment of a partnership for the sale of urucum to an American cosmetic company. The seed that has always painted bodies and faces of the indigenous people started spreading its beauty all around the world.

### **Slide 3- Women's Power, Female empowerment in the Amazon**

During hundreds of years, the indigenous peoples kept women on a secondary role in their societies. Segregated from the rituals and leadership positions, the female role in the villages reflected that of the outside world. Even discouraged, the Yawanawá women faced the challenges imposed by them and gained the importance they deserved so much. Hushahu, the first female Yawanawá shaman and Mariazinha, leader of the Mutum village, are now examples of women empowerment and confidence to be followed inside and outside the indigenous territory.

### **Slide 4- Certified Products from the Amazon, What can you do?**

The Yawanawá are examples of gender equality and restoration of culture for all peoples both within and outside of the Amazon. In addition, the model of sustainable economic development established in the community is proof that it is possible to keep the forest and traditions of indigenous peoples protected and producing at the same time.

Students can use the following chart to record evidence found to answer the question: *Does contact with the outside world help or hurt previously uncontacted people?*

### EVIDENCE CHART

Source	Help	Hurt
<a href="#">I am Roots</a>		
Hypothesis:		
<a href="#">"Survive" Website</a>		
Hypothesis		

## Argument Essay Writing Template

Introduction:

Claim:

Evidence:

How does this evidence support your claim? Explanation:

Evidence:

How does this evidence support your claim? Explanation:

Evidence:

How does this evidence support your claim? Explanation:

Conclusion: