

7-2 Final Project Milestone Five

Southern New Hampshire University

IDT 650 Learning Design III

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Module Blueprint: Global Indigenous Cultures and Healing Plants

Module One: Eastern and Western Polynesia - Culture and Healing Traditions

This module will introduce students to the concept of the traditional healing methods and plants used by indigenous societies. It will explore the healing traditions, the plants that are used, the preparation of the plants and the application methods of Hawaii, Tahiti, and New Zealand Maori, in Eastern Polynesia, and Samoa and Tonga in Western Polynesia.

Learning Objectives

Module One Learning Objectives	Map to CO
LO 1.1: Identify location of indigenous societies. LO 1.2: Describe those responsible for performing healing procedures and/or ceremonies. LO1.3: Discuss the illnesses that indigenous societies treat with plants.	CO1: Describe traditional healing practices of indigenous societies around the world.
LO2.1: Describe how plants are prepared to use for healing. LO2.2: Describe how plant medicines are administered.	CO2: Demonstrate knowledge about how plants are used in traditional healing practices.
LO3.1: Identify plant common name and scientific name. LO3.2: Discuss plants' chemical properties that facilitate the healing process.	CO3: Demonstrate knowledge about plant medicines by identifying and describing plant and it's properties.
LO4.1: Evaluate healing practices of two or more indigenous societies and contrast and compare their traditional healing practices. LO4.2: Analyze healing practices of two or more indigenous societies and contrast and compare the plants used in healing practices	CO4: Apply knowledge about plant use in global indigenous healing practices by effectively contrasting and comparing cross-

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Module One Learning Objectives	Map to CO
	cultural authentic healing practices.

Overview

This first module of the eight module *Global Indigenous Cultures and Healing Plants* course explores the traditional healing practices of indigenous societies of Polynesia. This includes the islands of Hawaii, Tahiti, Samoa and Tonga, and the New Zealand Maori. This investigation includes the location of the cultures, their practices, plant use, plant preparation and the application of the plant medicine. The information in this module aligns to the learning goals of:

- Identifying the location of indigenous societies, describing those responsible for performing healing procedures and/or ceremonies.
- Discussing the illnesses that indigenous societies treat with plants.
- Describing how plants are prepared to use for healing.
- Describing how plant medicines are administered.
- Evaluating healing practices of two or more indigenous societies and contrasting and comparing their traditional healing practices.

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- Analyzing healing practices of two or more indigenous societies and contrasting and comparing the plants used in healing practices.
- Identify plant common name and scientific name.
- Discuss plants' chemical properties that facilitate the healing process.

This module will introduce the concepts and terminology of Ethnobotany and traditional plant medicine and the names of healing practitioners within each of the areas of focus. It is important to start reading the assignments and watching the videos in this course in the order they are listed and save them with an online bookmarking tool for future reference. The first video resource is an important asset in introducing basic Ethnobotanical concepts. The first one, *Illness & Medicine in a Cultural Setting* is an important initial resource because it demonstrates the significance of a cultural point of view about illness, health, and medicine and the surprising differences between cultures. Most of the videos contain interviews and demonstrations by traditional healing practitioners that are engaging and informative. The material within the web links to articles and videos are important to this course because they provide a diverse picture of the healing practices of indigenous peoples within the Polynesian area of the world. The relevance of the articles and videos is enhanced because they are from localized resources. This material and learning is relevant to the course, the individual, and society as a whole because knowledge about traditional indigenous healing practices is a precious historical, societal and medical

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resource that must be preserved for the future of humankind. Additionally, the plants that are used in traditional healing are a rare resource for future study but they are in danger of disappearing.

Instead of textbooks, this course uses internet resources for the module readings and videos. In this module, it is important to read the material and watch the videos in the order they are listed. You will enter reflections about your learning from the reading, videos, field trips and discussion into your online Blackboard journal which has been prepared for your use. After completing these tasks, you will choose at least *one* healing tradition from at least *two* of the cultures from your reading and video assignments. You may choose more than one healing tradition and more than one culture from your reading and video assignments if you choose to do so. Then you will compare and contrast the following elements from each culture:

- Those responsible for performing healing procedures and/or ceremonies
- Illnesses treated
- Plants used
- Plant preparation for use in healing practices
- Administration of plant medicine
- Identify plant common name and scientific name.
- Discuss plants' chemical properties that facilitate the healing process.

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Respond to your classmates posts by using these same criteria to compare and contrast. Answer this question, are there any similarities in the location of practice, ceremony, and/or plant use? Finally, you will enter reflections about your learning from the reading, videos and discussion into your online Blackboard journal which has been prepared for your use.

Looking ahead at the final end of course research paper: The final assessment assignment for this course will be due at the end of module eight. It is a research paper in which your learning from this course will serve as a basis from which to contrast and compare the customs and traditional healing practices of two different indigenous societies. This module you will start thinking about which societies and plant use will be the topics of your paper.

Module One Instructional Resources:

Item Name/Hyperlink	Description
Textbook	<p><i>Required:</i> <i>Mabberley's Plant-book: A Portable Dictionary of Plants, their Classification and Uses</i>, 3rd Edition by David J. Mabberley This is a source to be used in researching the plants referenced in the reading and videos.</p>
Video: Video Title	<p>Depending on the internet connection speed, the videos will require varying amounts of time to load.</p> <p>Required: <i>Illness & Medicine in a Cultural Setting:</i> https://www.youtube.com/watch?v=2GVPRbxgPQc (This video is 40 minutes in length.) This video is an introduction to the concept of Ethnobotany. It explores the significance of cultural perspective on illness, health, and medicine. This resource will assist learning by fulling the course goals of</p>

describing traditional healing practices of indigenous societies around the world.

La`au Lapa`au: Traditional Hawaiian Herbal Healthcare

https://www.youtube.com/watch?v=DTLCHAVdM_Q

(This video is 52 minutes and 20 seconds in length.)

This video presents a some of the native plants and beliefs of the Hawaiian health care practitioner and host, Levon Ohai. It provides valuable knowledge about native plants, and their habitat, use, preparation and administration. This resource will assist learning by matching the course goals of describing traditional healing practices of indigenous societies, and demonstrating knowledge about how plants are used in traditional healing practices.

Hinano on the Practice of Tahitian Medicine: <https://www.youtube.com/watch?v=FE6dwY8w9EM>

(This video is 3 minutes and 30 seconds in length.)

In this video, information about a traditional Tahitian treatment is explained when Hinano explains a traditional Tahitian cure, and plants used in the treatment for broken bones. This resource will assist learning by fulling the course goals of describing traditional healing practices of indigenous societies around the world, and demonstrating knowledge about how plants are used in traditional healing practices.

Te Rongoā Māori: <http://my.christchurchcitylibraries.com/te-rongoa-maori>

The article and video provide valuable information about Maori medicine. In the video, children are shown how to make traditional medicines with plants gathered from the forest. (Read article and watch video. This video is 10 minutes and 19 seconds in length.)

Healing with Tutu: Rongoā Māori: <https://www.youtube.com/watch?v=UTkDFFMigIc>

(This video is 5 minutes and 18 seconds in length.) Rongoā Māori is the name of the traditional Māori healing practise. This video discusses the preparation and use of a medicine commonly used in Maori

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	<p>society and is made from the Tutu plant. This resource will assist learning by fulling the course goals of describing traditional healing practices of indigenous societies around the world, and demonstrating knowledge about how plants are used in traditional healing practices.</p> <p><i>Kau Faito'o: Traditional Healers of Tonga:</i> http://snhu.kanopystreaming.com/video/kau-faitoo-traditional-healers-tonga (Must be signed in to Blackboard to access. This video is 27 minutes and 43 seconds in length.) This video features traditional healers of Tonga who discuss how they learned the practice, plant use, preparation, and application of plant medicines. This resource will assist learning by fulling the course goals of describing traditional healing practices of indigenous societies around the world, and demonstrating knowledge about how plants are used in traditional healing practices.</p>
Website	<p>Required:</p> <p><i>Medicinal Plants in the South Pacific:</i> http://www.centerfortraditionalmedicine.org/uploads/2/3/7/5/23750643/medicinal_plants_in_the_south_pacific.pdf Use as a reference to use in researching the plants referenced in the reading and videos. This resource will assist learning by fulling the course goals of demonstrating knowledge about how plants are used in traditional healing practices.</p> <p><i>La'au Lapa'au: Healing with Spirituality and Herbs:</i> http://heyokamedicine.com/laau-lapaau (Read entire article.) This web page is important because it serves as a source of information about the concept of <i>La'au Lapa'au (Hawaiian Healing)</i>. This resource will assist learning by fulling the course goals of describing traditional healing practices of indigenous societies around the world, and demonstrating knowledge about how plants are used in traditional healing practices.</p>

Traditional Medicine and History in Tahiti:

[https://books.google.com/books?hl=en&lr=&id=soqy__Vue6kC&oi=fnd&pg=PA77&dq=traditional+Tahitian+healing&ots=uxDsKoQ-1t&sig=Hf_-](https://books.google.com/books?hl=en&lr=&id=soqy__Vue6kC&oi=fnd&pg=PA77&dq=traditional+Tahitian+healing&ots=uxDsKoQ-1t&sig=Hf_-IBJAOJFLqBf4p7rNS5n1bfM#v=onepage&q=traditional%20Tahitian%20healing&f=false)

[IBJAOJFLqBf4p7rNS5n1bfM#v=onepage&q=traditional%20Tahitian%20healing&f=false](https://books.google.com/books?hl=en&lr=&id=soqy__Vue6kC&oi=fnd&pg=PA77&dq=traditional+Tahitian+healing&ots=uxDsKoQ-1t&sig=Hf_-IBJAOJFLqBf4p7rNS5n1bfM#v=onepage&q=traditional%20Tahitian%20healing&f=false)

(Read pages 78-84) These pages in the online book are an account of diseases that Tahitian's suffered from after the white man arrived in the islands, how the diseases were treated, the plants used, the preparation and application. This resource will assist learning by fulfilling the course goals of describing traditional healing practices of indigenous societies around the world, and demonstrating knowledge about how plants are used in traditional healing practices.

Story: Rongoā – medicinal use of plants: Page 1. Understanding rongoā:

<http://www.teara.govt.nz/en/rongoa-medicinal-use-of-plants/page-1>

(Read pages 1 through 4.)

These web pages explain the significance of the *Rongoā*, (traditional Māori medicine) and its traditional plant remedies, massage, and spiritual healing. This resource will assist learning by fulfilling the course goals of describing traditional healing practices of indigenous societies around the world, and demonstrating knowledge about how plants are used in traditional healing practices.

Demystifying Rongoā Māori: Traditional Māori healing:

<http://www.bpac.org.nz/BPJ/2008/May/rongoa.aspx>

(Read entire article) This website article discusses the history of Rongoā Māori and its modern day application in Maori society. This resource will assist learning by fulfilling the course goals of describing traditional healing practices of indigenous societies around the world, and demonstrating knowledge about how plants are used in traditional healing practices.

Supplemental Reading:

	<p><i>The geographic origin of the plants most commonly used for medicine by Hawaiians</i> by Isabella A. Abbott and Colleen Shimazu: http://www.sciencedirect.com/science/article/pii/0378874185900893 This resource will assist learning by fulling the course goals of demonstrating knowledge about how plants are used in traditional healing practices.</p> <p><i>Samoan Medicinal Plants and Their Usage</i>: http://www.ctahr.hawaii.edu/adap/Publications/ADAP_pubs/1993-1.pdf This is an online database to be used for research about Samoan medicinal plants. It can be useful to discover more information about the plants used in traditional Samoan healing practices.</p>
<p>Article</p>	<p><i>Hawaiian Native Plant Genera: Traditional Hawaiian Healing and Western Influence</i>: 34-39-hilgenkamp.pdf (Read entire article.) This article explores how western culture influenced traditional practices of Hawaiian society. This resource will assist learning by fulling the course goals of describing traditional healing practices of indigenous societies around the world, and demonstrating knowledge about how plants are used in traditional healing practices.</p> <p><i>Fakatafe: A forgotten art of traditional wound-healing using nonu leaves in the Friendly Islands of Tonga</i>.pdf (Read entire article) In the islands of Tonga, Nonu leaves have many medicinal uses. This journal paper describes the traditional Tongan wound healing practice called <i>fakatafe</i>. This resource will assist learning by fulling the course goals of describing traditional healing practices of indigenous societies around the world, and demonstrating knowledge about how plants are used in traditional healing practices.</p>

Getting Started

In the online discussion board, introduce yourself and provide a brief background and explanation of your interest in this course.

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Task List and Associated Resources

Task Number and Title	Task Description & Associated Resources (Title, Link, Description)
1-1 Reading and watching videos	Read listed website links and videos. Field trip: The class will visit a traditional healer who will explain and demonstrate healing traditions.
1-2 Class Field Trip	Field trip: The class will visit a traditional indigenous healer who will explain and demonstrate healing traditions.
1-3 Discussion:	<p>Choose at least one healing tradition from at least two of the cultures from your reading and video assignments. Compare and contrast the following elements from each culture:</p> <ul style="list-style-type: none"> • Those responsible for performing healing procedures and/or ceremonies • Illnesses treated • Plants used • Plant preparation for use in healing practices • Administration of plant medicine <p>Respond to your classmates posts by using these same criteria to compare and contrast. Are there any similarities in the location of practice, ceremony, and/or plant use?</p> <p>For additional details, please refer to the Module 1 discussion document in the Assignment Guidelines and Rubrics section of the course.</p>
1-4 Journal Reflection	Enter reflections about your learning from the reading, videos and discussion into your online Blackboard journal.
1-5 Final end of course Research Paper	Looking Ahead: Final End of Course Research Paper

	<p>The final assessment assignment for this course will be due at the end of Module 8. It is a research paper in which your learning from this course will serve as a basis from which to contrast and compare the customs and traditional healing practices of two different indigenous societies. Begin thinking about which two societies will be the topic of your paper.</p> <p>See the Final Research Paper Rubric for details.</p>
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Facilitation Guide Notes:

Before field trip, prompt students to experience learning with all of their five senses. After field trip, prompt students to take some time on the trip home to reflect on this experience and to record them in a field notes notebook. Feedback to discussion posts and journal reflections is crucial to the learning process as well as responding to questions for clarification about the final research paper.

Module Eight: Australian Aboriginals, Micronesia and Fiji, and Papua New Guinea - Culture and Healing Traditions

This module will introduce students to the concept of the traditional healing methods and plants used by indigenous societies of Australian Aboriginals, Micronesia and Fiji, and Papua New Guinea. It will explore the healing traditions, the plants that are used, the preparation of the plants and the application methods of indigenous societies in these areas.

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Learning Objectives

Module Eight Learning Objectives	Map to CO
LO 1.1: Identify location of indigenous societies. LO 1.2: Describe those responsible for performing healing procedures and/or ceremonies. LO1.3: Discuss the illnesses that indigenous societies treat with plants.	CO1: Describe traditional healing practices of indigenous societies around the world.
LO2.1: Describe how plants are prepared to use for healing. LO2.2: Describe how plant medicines are administered.	CO2: Demonstrate knowledge about how plants are used in traditional healing practices.
LO3.1: Identify plant common name and scientific name. LO3.2: Discuss plants' chemical properties that facilitate the healing process.	CO3: Demonstrate knowledge about plant medicines by identifying and describing plant and it's properties.
LO4.1: Evaluate healing practices of two or more indigenous societies and contrast and compare their traditional healing practices. LO4.2: Analyze healing practices of two or more indigenous societies and contrast and compare the plants used in healing practices.	CO4: Apply knowledge about plant use in global indigenous healing practices by effectively contrasting and comparing cross-cultural authentic healing practices.
LO5.1: Evaluate healing practices of an indigenous society and compare practices to that of mainstream western medicine. LO5.2: Analyze healing practices of an indigenous society and compare them to that of alternative western medicine practices.	CO5: Apply knowledge about the ways that western society has adopted and integrated healing practices of indigenous societies.

Overview

This first module of the eight module *Global Indigenous Cultures and Healing Plants* course explores the traditional healing practices of indigenous societies of Polynesia. This includes the islands of Hawaii, Tahiti, Samoa and Tonga, and the New Zealand Maori. This last part of the investigation includes the location of the cultures, their practices, plant use, plant preparation and the application of the plant medicine. The information in this module aligns to the learning goals of:

- Identifying the location of indigenous societies, describing those responsible for performing healing procedures and/or ceremonies.
- Discussing the illnesses that indigenous societies treat with plants.
- Describing how plants are prepared to use for healing.
- Describing how plant medicines are administered.
- Evaluating healing practices of two or more indigenous societies and contrasting and comparing their traditional healing practices.
- Analyzing healing practices of two or more indigenous societies and contrasting and comparing the plants used in healing practices.

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- Administration of plant medicine
- Identify plant common name and scientific name.
- Discuss plants' chemical properties that facilitate the healing process.

This module will introduce the names of healing practitioners within each of the cultures of focus and their healing traditions and plant use. It is important to start reading the assignments and watching the videos in this course in the order they are listed and to save them with an online bookmarking tool for future reference. The first video resource is an important initial resource because it demonstrates the significance of a cultural point of view about illness, health, and medicine and the surprising differences between cultures. Most of the videos contain interviews and demonstrations by traditional healing practitioners that are engaging and informative. The material within the web links to articles and videos are important to this course because they provide a diverse picture of the healing practices of indigenous peoples within the Polynesian area of the world. The relevance of the articles and videos is enhanced because they are from localized resources. This material and learning is relevant to the course, the individual, and society as a whole because knowledge about traditional indigenous healing practices is a precious historical, societal and medical resource that must be preserved for the future of humankind. Additionally, the plants that are used in traditional healing are a rare resource for future study but they are in danger of disappearing.

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Instead of textbooks, this course uses internet resources for the module readings and videos. In this module, it is important to read the material and watch the videos in the order they are listed. While you are viewing, use your field notes notebook to make notes about healing traditions, plants used and their preparation. You will enter reflections about your learning from the reading, videos and discussion into your online Blackboard journal which has been prepared for your use. After completing these tasks, you will choose at least *one* healing tradition from at least *two* of the cultures from your reading and video assignments. You may choose more than one healing tradition and more than one culture from your reading and video assignments if you choose to do so. Then you will compare and contrast the following elements from each culture:

- Those responsible for performing healing procedures and/or ceremonies
- Illnesses treated
- Plants used
- Plant preparation for use in healing practices
- Administration of plant medicine
- Identify plant common name and scientific name.
- Discuss plants' chemical properties that facilitate the healing process.

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Respond to your classmates posts by using these same criteria to compare and contrast. Answer this question, are there any similarities in the location of practice, ceremony, and/or plant use?

Your active participation in the discussions is crucial to your success in this course. These discussions help you to process the learning and make connections to the course goals. Requirements: You are required to post one (1) original post and then follow up with a minimum of two (2) response posts for each discussion assignment. Compose a post of one to two paragraphs. Complete the initial post by Wednesday at 11:59 p.m. Eastern Time. Reference module resources (using proper citation methods for your discipline).

Reply to a minimum of two different classmates.

After completing the discussion activity, you will have a quiz that will test you on the learning you gained from module eight. This is an open book “scavenger hunt” quiz where you will use this module’s reading and video assignments to hunt for specified healing traditions and plants, identify their common and scientific name(s) and chemical properties that facilitate the healing process.

Your final task in this module and in the course is a research paper in which your learning from this course will serve as a basis from which to contrast and compare the customs and traditional healing practices of two different indigenous societies. Topics to be explored are:

- The specific geographical location and proximity of your two groups.
- Any common genetic origins.
- Social conventions and customs, healing traditions and ceremonies.

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- Plants used, along with plant harvesting and preparation.

See the Final Research Paper Rubric for instructions.

Module One Instructional Resources:

Item Name/Hyperlink	Description
Textbook	<p><i>Required:</i> <i>Mabberley's Plant-book: A Portable Dictionary of Plants, their Classification and Uses</i>, 3rd Edition by David J. Mabberley This is a source to be used in researching the plants referenced in the reading and videos.</p>
Video: Video Title	<p>Depending on the internet connection speed, the videos will require varying amounts of time to load.</p> <p>Required:</p> <p><i>Ngangkari from Ronin Films:</i> http://snhu.kanopystreaming.com/video/ngangkari <i>Ancient Mysteries: Dreamtime of the Aboriginals:</i> https://www.youtube.com/watch?v=C1h9NKrn17w (This video is 49 minutes and 29 seconds in length.) This video explains the history and beliefs of the Australian Aborigines.</p> <p><i>Plants uses and medicines near Woorabinda with Steve Kemp:</i> https://www.youtube.com/watch?v=pQ8QiqZ3k8E (This video is 7 minutes and 9 seconds in length.) This video discusses the plants used in Aboriginal healing near the Woorabinda area.</p> <p>Bush Medicine by Brendan Yunupingu: https://www.youtube.com/watch?v=udFaXh4j9Uc</p>

	<p>(This video is 2 minutes and 37 seconds in length.) This is another informative video with information about bush medicine plants and useage.</p> <p>Puntarnta (Bush Medicine): https://www.youtube.com/watch?v=erGE2n3ATv8 (This video is 12 minutes and 57 seconds in length.) This video demonstrates how bush medicine is used for infants.</p>
Website	<p>Required:</p> <p><i>Aboriginal healing practices and Australian bush medicine:</i> http://www.friendsofglenthorne.org.au/wp-content/uploads/Clarke-Vol-33-2008.pdf This article is an ethnobotanical study of the connections between Aboriginal healing practices and colonial medicine in the early days of English colonialization of Australia.</p> <p><i>Healing Secrets of Aboriginal Bush Medicine:</i> http://www.bri.net.au/medicine.html This is a valuable informational resource about Australian Aboriginal healers, practice and plants.</p> <p><i>Top 10 Aboriginal bush medicines:</i> http://www.australiangeographic.com.au/topics/history-culture/2011/02/top-10-aboriginal-bush-medicines This online article is a fascinating exploration of the ten most common aboriginal bush medicines and their uses.</p> <p><i>Antibacterial activity of traditional Australian medicinal plants</i> by Enzo A Palombo and Susan J Semple. http://www.sciencedirect.com/science/article/pii/S0378874101002902 This is an article from the <i>Journal of Ethnopharmacology</i> at It describes research on the antibacterial qualities of some plants used in traditional Australian Aboriginal medicine.</p> <p>Figian Medicinal Plants -</p>

	<p>https://books.google.com/books?hl=en&lr=&id=jxvMfprugfAC&oi=fnd&pg=PP2&dq=polynesian+healing+plants&ots=KEhLDz_vmx&sig=AMcHmZ2-XRnZv7JLxtPHkYUkVf8#v=onepage&q=polynesian%20healing%20plants&f=false A resource for plants used in Figian healing.</p> <p>Glass Men and Spirit Women in Papua New Guinea: https://www.culturalsurvival.org/publications/cultural-survival-quarterly/papua-new-guinea/glass-menand-spirit-women-papua-new-guinea The article describes te indigenous healers in Papua New Guinea.</p> <p>An ethnobotanical survey of medicinal plants used in the East Sepik province of Papua New Guinea: (Instructor will provide the pdf) read page 19</p>
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Task List and Associated Resources

Task Number and Title	Task Description & Associated Resources (Title, Link, Description)
1-1 Reading and watching videos	Read listed website links and videos.
1-2 Discussion:	<p>Choose at least one healing tradition from at least two of the cultures from your reading and video assignments. Compare and contrast the following elements from each culture:</p> <ul style="list-style-type: none"> • Those responsible for performing healing procedures and/or ceremonies • Illnesses treated • Plants used • Plant preparation for use in healing practices

	<ul style="list-style-type: none"> • Administration of plant medicine <p>Respond to your classmates posts by using these same criteria to compare and contrast. Are there any similarities in the location of practice, ceremony, and/or plant use?</p> <p>For additional details, please refer to the Module 1 discussion document in the Assignment Guidelines and Rubrics section of the course.</p>
1-3 Journal Reflection	Enter reflections about your learning from the reading, videos and discussion into your online Blackboard journal.
1-4 Quiz	This is an open book “scavenger hunt” quiz where you will use this module’s reading and video assignments to hunt for specified healing traditions and plants, identify their common and scientific name(s) and chemical properties that facilitate the healing process.
1-5 Final end of course Research Paper	<p>Looking Ahead: Final End of Course Research Paper</p> <p>The final assessment assignment for this course will be due at the end of Module 8. It is a research paper in which your learning from this course will serve as a basis from which to contrast and compare the customs and traditional healing practices of two different indigenous societies. Begin thinking about which two societies will be the topic of your paper.</p> <p>See the Final Research Paper Rubric for details.</p>

Ethnobotany Research Paper Rubric

Critical Elements	Exemplary 100%	Proficient 90%	Needs Improvement 70%	Not Evident 0%	Value
Topic Statement & Conclusion	<p>Meets “Proficient” criteria, states the paper’s purpose in a single concise, engaging sentence.</p> <p>Concluding remarks show analysis and synthesis of new perspectives or ideas.</p>	<p>States the paper’s purpose in a single concise, engaging sentence.</p> <p>Concluding remarks show analysis and synthesis but do not examine new perspectives or ideas.</p>	<p>States the paper’s purpose in a single sentence.</p> <p>Re-states the topic sentence without reframing it and/or introduces new material rather than new perspectives.</p>	<p>Incomplete and/or unfocused.</p> <p>Concluding remarks are missing or inadequate.</p>	20%
Clarity, Organization & Structural Development	<p>Clear and lucid wording and sentence structure throughout paper</p>	<p>Mostly clear and lucid wording and sentence structure throughout paper.</p>	<p>At least half of the paper has imprecise or ambiguous wording and sentence structure.</p>	<p>Imprecise or ambiguous wording and sentence structure throughout majority of paper.</p> <p>No evidence of structure or organization.</p>	20%

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Critical Elements	Exemplary 100%	Proficient 90%	Needs Improvement 70%	Not Evident 0%	Value
	Demonstrated logical and subtle sequencing of ideas through well-developed paragraphs, transitions are used to enhance organization.	Logical and subtle sequencing of ideas through paragraph development present but not perfected.	Logical organization; organization of ideas not fully developed.		

Critical Elements	Exemplary 100%	Proficient 90%	Needs Improvement 70%	Not Evident 0%	Value
Integration of Knowledge	<p>Paper demonstrates application of concepts learned in the course.</p> <p>Concepts are assimilated and applied into the writer's original insights in comparing cultural traditions.</p>	<p>Paper demonstrates application of concepts learned in the course.</p> <p>Some concepts and conclusions are not supported and applied in comparing cultural traditions.</p>	<p>Paper demonstrates application of concepts learned in the course.</p> <p>No evidence of support for concepts and conclusions in comparing cultural traditions.</p>	<p>Paper does not demonstrate the application of concepts learned in the course.</p> <p>No clear comparison of cultural traditions in support of topic.</p>	20%
Sources	<p>Evidence is used from extensive scholarly sources, including lectures, course readings, scholarly journal articles, websites,</p>	<p>Some evidence is used from scholarly sources used in course, but outside</p>	<p>Use of only a few scholarly sources used in course. No additional outside sources are used.</p>	<p>No use of scholarly sources from course. Only non-scholarly outside sources are used.</p>	20%

Critical Elements	Exemplary 100%	Proficient 90%	Needs Improvement 70%	Not Evident 0%	Value
	and additional sources not used in course.	sources are mostly non-scholarly.			
Mechanics & Citations	<p>Paper is correctly formatted, all material is properly quoted and cited in APA style.</p> <p>Correct APA Works Cited format.</p> <p>No incomplete or run-on sentences. Correct use of spelling, grammar, punctuation, capitalization,</p>	<p>Paper is formatted correctly. All material is properly quoted and cited in APA style with some minor errors with format.</p> <p>Correct APA Works Cited format with minor errors.</p> <p>Few incomplete or run-on sentences.</p> <p>Minor spelling or grammatical</p>	<p>Paper format has errors. Some material is unreferenced or inaccurately quoted and referenced.</p> <p>Errors in format or incorrect Works Cited style.</p> <p>A number of spelling and grammatical errors exist.</p>	<p>Incorrect paper formatting.</p> <p>No attempt is made to quote or cite material.</p> <p>Many spelling and grammatical errors.</p>	20%

Critical Elements	Exemplary 100%	Proficient 90%	Needs Improvement 70%	Not Evident 0%	Value
	word choice, and sentence structure. There are virtually no spelling or grammatical errors.	errors.			

Facilitation Guide Notes:

Feedback to discussion posts and journal reflections is crucial to the learning process as well as responding to questions for clarification about the final research paper.

References

Aboriginal Bush Medicine - Native Secrets Researching and Sharing Traditional Remedies NativeSecrets NativeSecrets. (2015.

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