



# NATURE'S FIRST DEFENDERS

## Teacher's Guide

This teacher's guide gives an overview of the four lessons associated with the Natures First Defenders materials. Background information, essential questions, standards, objectives, vocabulary, materials, and additional resources can be found in this guide. Instructions for each activity and answer keys are included in the lesson plans for Part 1, 2, 3, and 4 found here:

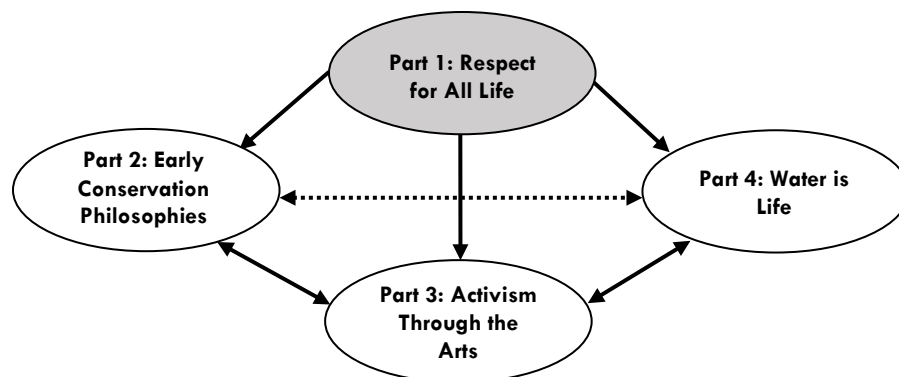
<https://www.natureworkseverywhere.org/resources/natures-first-defenders/>

**Subject Areas:** Human Geography, Social Studies, World History, US History, Global Studies

**Grade Levels:** 9-12

### **Purpose and Overview:**

The following lessons can be taught in sequence or stand alone. It is recommended that you teach Part 1 first. Other sequences are suggested in the diagram below.



### **Part 1: Respect for All Life**

Introduces the concept of indigenous knowledge and its important role in sustainability and conservation. The activity uses a short video, classroom discussions, and a jigsaw activity that supports students in deriving an understanding of the role of including and empowering indigenous people in conservation efforts through multiple primary sources.

### **Part 2: Early Conservation Philosophies and Indigenous Peoples**

Engages students in a Socratic Seminar about the history of conservation in the Yosemite Valley and exposes students to a model of conservation that was detrimental to indigenous populations. Through the seminar, students will discover evidence of the stewardship role that Native Americans played in the valley prior to John Muir's conservation efforts. Students will also discuss the implications that this research has regarding future conservation efforts.

### **Part 3: Activism Through the Arts**

Explores the role of art and music in activism. Using a music video by Tsimka Martin, of the Tla-o-qui-aht First Nation, as inspiration, students will undertake a creative project to address a social or environmental justice issue of their choice.

#### **Part 4: Water is Life**

Presents students with the opportunity to explore current events related to indigenous rights and land development via the stand-off at Standing Rock. Students will examine various media sources including a short video and engage in a rigorous discussion that addresses media literacy, the rights of indigenous peoples, environmental justice, policy considerations, and much more.

#### **Time:**

- Part 1: Two 45-minute periods plus homework
- Part 2: 45-minutes (with homework) or 90 with in-class reading time and further discussion
- Part 3: 45-minutes with homework; another 45-minutes to share final projects
- Part 4: One to two 45-minute periods

#### **Essential Questions:**

- How do attitudes toward land and nature differ across cultures and how might these differences affect conservation efforts?
- How are different worldviews more or less conducive to sustainability?
- What is the role of indigenous people in conservation and sustainability?
- What is land stewardship?
- What is environmental justice?
- Why have conservation efforts changed from the late 20<sup>th</sup> century to the early 21<sup>st</sup> to become inclusive of people, particularly indigenous people, and their relationship to nature?
- How can conservation serve as a pathway for respecting the rights of indigenous people?
- How can the arts be used in the service of activism?
- What is the legacy of treaties in the United States and Canada with regard to land ownership and rights to land?

#### **Objectives:**

The student will...

##### Part 1

- Describe different human relationships to nature.
- Compare and contrast world views regarding land ownership.
- Learn about the role of indigenous peoples in caring for their lands and waters.
- Examine different viewpoints that support empowering indigenous communities in conservation efforts and describe the social and cultural benefits of this empowerment.
- Describe the benefits to nature and the global impact of engaging and empowering indigenous peoples in conservation efforts.
- Evaluate how conservation strategies that include people are more successful.

##### Part 2

- Engage in a Socratic Seminar and use evidence from a text to draw conclusions.
- Explore the history of conservation and indigenous communities in the Yosemite Valley.
- Cite examples from research regarding how indigenous authority over land leads to greater conservation.
- Examine how conservation can serve as a pathway to respecting indigenous rights.

##### Part 3

- Examine an artist's statement and original piece to determine how the artist used music to communicate a message.

- Discuss how cultures converge through different art forms.
- Examine how the sharing of art can amplify a message.
- Research and create an original piece about a current environmental or social justice issue.

#### Part 4

- Critically examine current events related to indigenous land rights and development.

### **Materials:**

#### Part 1

- Teacher access to computer, Internet, speakers, projector
- 1 set of **Photo Grouping Cards** for each group of students (6-7 sets depending on group size) found here <https://natureworkseverywhere.org/resources/natures-first-defenders/>
- Nature Works Everywhere video “**Since Time Immemorial**”: **How Indigenous People Are Reviving Traditional Stewardship** <https://vimeo.com/200720195>
- Student copies of the “**Since Time Immemorial**”, **Tsimka Martin Quote**, **Expert Notes**, and **Jigsaw Notes** handouts found here <https://natureworkseverywhere.org/resources/natures-first-defenders/>
- Student copies of the following articles (used for jigsaw, so only need 5-6 copies of each article depending on class size)
  - “The case for putting people before nature,” by Nathanael Johnson, *Grist* <https://grist.org/business-technology/the-case-for-putting-people-before-nature/>
  - Combine these two short articles for one group:
    - “Indigenous group wants guardian program expanded across Canada,” by Curtis Rumbolt, *CBC News* <http://www.cbc.ca/news/canada/newfoundland-labrador/indigenous-leadership-initiative-1.3853334>
    - “‘Excellent results’ from N.W.T. Indigenous guardians programs,” by Jimmy Thomson, *CBC News* <http://www.cbc.ca/news/canada/north/indigenous-guardians-report-1.3837312>
  - “Conservation projects need to include more indigenous voices,” interview with Maurizio Ferrari by Louise Osborne, *DW* <http://www.dw.com/en/conservation-projects-need-to-include-more-indigenous-voices/a-17948024>
  - “Why land rights for indigenous peoples could be the answer to climate change,” by Bruce Parry, *The Guardian* <https://www.theguardian.com/commentisfree/2016/nov/29/land-rights-indigenous-peoples-climate-change-deforestation-amazon>
  - “Old Treaties and New Alliances Empower Native Americans,” by Kirk Johnson, *The New York Times* <https://www.nytimes.com/2016/11/16/us/old-treaties-and-new-alliances-empower-native-americans.html>
  - “Indigenous Knowledge for Biodiversity Conservation,” by Madhav Gadgil, Fikret Berkes, and Carl Folke, *Ambio* [http://condesan.org/mtnforum/sites/default/files/forum\\_topic/files/indigenous\\_knowledge\\_for\\_biodiversity\\_conservation\\_0.pdf](http://condesan.org/mtnforum/sites/default/files/forum_topic/files/indigenous_knowledge_for_biodiversity_conservation_0.pdf)

#### Part 2

- Student copies of the *Scientific American* article “How John Muir’s Brand of Conservation Led to the Decline of Yosemite” by Eric Michael Johnson: <https://blogs.scientificamerican.com/primate-diaries/how-john-muir-s-brand-of-conservation-led-to-the-decline-of-yosemite/>

#### Part 3

- Teacher access to computer, Internet, speakers, projector
- Tsimka Martin’s music video “Grabbing Spree” <https://www.youtube.com/watch?v=JQ9bhiyABCs>
- Copies of Tsimka Martin’s Artist Statement <https://natureworkseverywhere.org/resources/natures-first-defenders/>
- Other materials will vary based on student projects and may include computer access, instruments, paper, art supplies, etc.

## Part 4

- Computer, projector, Internet
- Access to the video *Mni Wiconi: The Stand at Standing Rock* (8:26 min)  
<https://www.youtube.com/watch?v=4FDuqYld8C8&feature=youtu.be>
- Student copies of the following articles or online access to them
  - “North Dakota Oil Pipeline Battle: Who’s Fighting and Why,” *The New York Times*  
<https://www.nytimes.com/2016/11/02/us/north-dakota-oil-pipeline-battle-whos-fighting-and-why.html>
  - “The Real Story: The Dakota Access Pipeline,” *Voice of America News*  
<http://www.voanews.com/a/dakota-access-pipeline/3563592.html>
  - *Dakota Access Pipeline Facts* website (sponsored by Energy Transfer partners, the company behind the pipeline)  
<https://dapipelinefacts.com/>
  - “Taking a Stand at Standing Rock,” Op-Ed by David Archambault II, Chairman of Standing Rock Sioux Tribe, *The New York Times*  
<https://www.nytimes.com/2016/08/25/opinion/taking-a-stand-at-standing-rock.html>

### **Standards:**

#### **AP Human Geography**

#### III. Cultural Patterns and Processes

##### B. Culture varies by place and region

Objective: Explain cultural patterns and landscapes as they vary by place and region.

Students will know that...

- Regional patterns of language, religion, and ethnicity contribute to a sense of place, enhance place-making, and shape the global cultural landscape.
- Language, religion, ethnicity, and gender are essential to understanding landscapes symbolic of cultural identity (e.g., signs, architecture, sacred sites)

Objective: Explain the diffusion of culture and cultural traits through time and space.

Students will know that...

- Colonialism, imperialism, and trade helped to shape patterns and practices of culture (e.g., language, religion).
- Acculturation, assimilation, and multiculturalism are shaped by the diffusion of culture.

Objective: Explain how culture is expressed in landscapes and how land and resource use represents cultural identity.

Students will know that...

- Cultural landscapes are amalgamations of physical features, agricultural and industrial practices, religious and linguistic characteristics, and other expressions of culture (e.g., architecture).

#### VI. Industrialization and Economic Development

##### D. Sustainable development is a strategy to address resource depletion and environmental degradation.

Objective: Analyze sustainability issues related to industrialization and development.

Students will know that...

- Sustainable development addresses issues of natural resource depletion, mass consumption, the costs and effects of pollution, and the impact of climate change, as well as issues of human health, well-being, and social and economic equality.

## **Common Core Standards – English Language Arts – History/Social Studies**

### Grades 9-10

- CCSS.ELA-LITERACY.RH.9-10.1  
Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- CCSS.ELA-LITERACY.RH.9-10.2  
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- CCSS.ELA-LITERACY.RH.9-10.3  
Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- CCSS.ELA-LITERACY.RH.9-10.6  
Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- CCSS.ELA-LITERACY.RH.9-10.7  
Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- CCSS.ELA-LITERACY.RH.9-10.9  
Compare and contrast treatments of the same topic in several primary and secondary sources.

### Grades 11-12

- CCSS.ELA-LITERACY.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- CCSS.ELA-LITERACY.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- CCSS.ELA-LITERACY.RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- CSS.ELA-LITERACY.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

## **Vocabulary:**

- **Environmental justice:** the fair treatment and meaningful involvement of all people regardless of race, color, national origin, or income with respect to the development, implementation, and enforcement of environmental laws, regulations, and policies.
- **First Nation:** a self-referential phrase adopted in the 1970's by some indigenous peoples of Canada; a First Nation is recognized as an administrative unit by the federal government. There are currently over 600 recognized First Nations governments throughout Canada.
- **First Nations People:** descendants of the original inhabitants of Canada who lived there for thousands of years prior to the arrival of European explorers. In Canada, the Métis and Inuit preferred not to be called First Nations, so the phrase “aboriginal peoples” is used to collectively refer to the Inuit, Métis, and First Nations people.
- **Indigenous:** a descriptor that generically refers to the original or native inhabitants of an area.
- **Indigenous knowledge:** used to describe knowledge systems developed by a community; local knowledge that is unique to a culture or society.

## Part 1 Extension Activities and Additional Resources

### Photo Grouping Card Activity - Captions for Photos

Captions were purposely omitted from the photos used for the grouping activity so as not to influence student decisions about the grouping. However, if you are interested, the caption key below corresponds to the images on each page.

| Page 1   |   |
|--|---|
| Black bears in Clayoquot Sound, British Columbia, Canada.  | Young Haida boys kayak in Cordova Bay near Hydaburg on Prince of Wales Island in Southeast Alaska.  |
| The Koeye River, which flows through the Great Bear Rainforest on the remote mainland central coast of British Columbia about 30 nautical miles south of Bella Bella, Canada. The river, which flows through Heiltsuk traditional territory, empties into the outer-coastal waters of Fitz Hugh Sound. | The Koeye River, which flows through the Great Bear Rainforest on the remote mainland central coast of British Columbia about 30 nautical miles south of Bella Bella, Canada.   |
| Totem pole-raising ceremony in Hydaburg on Prince of Wales Island in Southeast Alaska. The ceremony and following feast marked the end of Culture Camp, a week of celebrating Haida culture.   | Sockeye Salmon, still grey in color having just transitioned from sea to freshwater, wait to enter Kurilskoye Lake at a research fish counting gate in the southern tip of the Russian peninsula. The salmon are threatened because poachers are paid large sums in the depressed Russian economy for their caviar. |
| Salmon filets are prepared and hung in a smokehouse in Hydaburg on Prince of Wales Island in Southeast Alaska.   | Old growth forest near Staney creek near Klowak, Alaska. The Tongass National Forest of SE Alaska is home to part of the largest intact temperate rainforest remaining on Earth.  |
| Page 2   |   |
| Mayor Anthony "Tony" Christianson seine fishes for salmon in Eek Inlet near Hydaburg on Prince of Wales Island in Southeast Alaska.  | Canoe families representing Native American tribes from around the Pacific Northwest (including British Columbia, Alaska and Washington) travel from La Push to the Hoh River on Washington's Olympic Peninsula for the annual Canoe Journey.   |
| Totem pole-raising ceremony in Hydaburg on Prince of Wales Island in Southeast Alaska. The ceremony and following feast marked the end of Culture Camp, a week celebrating Haida culture.  | Clear-cutting in Tongass National Forest on Prince of Wales Island, Alaska.   |
| Spirit Bear, Gribbell Island, British Columbia, Canada.  | An aerial view of Clayoquot Sound, on the west coast of Vancouver Island in the Canadian province of British Columbia.  |
| Machine stacking trees at Good Faith Lumber Mill in Craig, Alaska.   | Joe Martin of the Tla-o-qui-aht First Nation creates canoes out of old-growth cedar using skills passed down from his ancestors.  |
| Page 3   |   |
| Clear-cutting in Tongass National Forest on Prince of Wales Island, Alaska.  | An aerial view of Clayoquot Sound, on the west coast of Vancouver Island in the Canadian province of British Columbia.  |
| Members of the Haida tribe perform fish surveys on streams at Keat's Inlet on Prince of Wales Island. Streams that provide proof of good salmon habitat can be protected at the highest level by the state of Alaska.  | Humpback Whale in British Columbia off the coast of the Great Bear Rainforest in Canada. The 21-million-acre Great Bear Rainforest is the largest coastal temperate rainforest on Earth.  |
| An aerial view of Clayoquot Sound, on the west coast of Vancouver Island in the Canadian province of British Columbia.   | Fresh halibut caught for subsistence fishing near Hydaburg on Prince of Wales Island in Southeast Alaska.   |
| Totem poles in Hydaburg on Prince of Wales Island in Southeast Alaska.   | A bald eagle ( <i>Haliaeetus leucocephalus</i> ) at Middle Creek Wildlife Management Area in Kleinfeltersville, Pennsylvania  |



### **Extension #1: Nature's First Defenders – The Nature Conservancy**

Read the article “Nature’s First Defenders” and watch the accompanying video featuring Jess Housty of the Heiltsuk First Nation. Article and video found here:

<https://global.nature.org/content/natures-first-defenders>

### **Extension #2: This Changes Everything**

Show the documentary *This Changes Everything* (89 minutes). The movie can be checked out at your local library, purchased online, or rented and streamed from Amazon

(<https://www.amazon.com/This-Changes-Everything-n/dp/B015NLDE94>). You can show the

documentary in full or use short clips provided for free in the lesson plans listed below. **Teacher note: if you show the entire documentary, please note that there are some scenes of violence and death at 62 minutes and there is minor swearing at 30:26, 37:29, and 37:51.**

This documentary explores communities around the world including Canada, the US, Greece, and India and documents some of their struggles as encroaching resource extraction and development threatens the environments in which they live. The film explores the social movements behind the fight for change set against the backdrop of climate change and the economic systems that are seen as drivers in the climate crisis. Rather than leaving the viewer disillusioned, the film seeks to empower and inspire viewers to think about a different way of existence and how we can use the power of social movements to inspire positive change.

- Lesson plans, video and book excerpts can be found here <https://thischangeseverything.org/studyguide/>
- The full official book and film study guide can be downloaded here: <https://thischangeseverything.org/wp-content/uploads/2015/12/TCE-Study-Guide.pdf>

## **Part 2 Extension Activities and Additional Resources**

### **Extension #1: Explore Voices of Indigenous Leaders from Around the World**

Explore The Nature Conservancy’s website “Local Leaders, Global Champions” (<https://global.nature.org/content/local-leaders-global-champions>) and show students each of the videos. The videos feature the local leaders listed below talking about topics ranging from indigenous conservation and indigenous-led sustainable development, to a human-rights based conservation approach and environmental challenges faced by indigenous communities. Have students discuss how the videos relate to the ideas they presented in the Socratic Seminar.

- Marcos Aguilar, co-founder and executive director of Semillas del Pueblo Community Schools, Mexico (1:39 min)
- Agnes Leina, executive director and founder of Il’laramatak Community Concerns, Northern Kenya (1:34 min)
- Tuwe Huni Kuin, indigenous youth leader, Brazilian Amazon (1:32 min)
- Victoria Tauli-Corpu, UN Special Rapporteur on the Rights of Indigenous Peoples (1:28 min)
- Catherine Davis, Maori executive member of Te Runanga o Te Rarawa, New Zealand (1:50 min)
- Andrea Carmen, Yaqui Nation, Executive Director - International Indian Treaty Council (1:47 min)



## Extension #2: Climate Change Role Play

Indigenous Peoples' Climate Change Role Play, Zinn Education Project – this teaching activity encourages students to recognize the urgency of climate change for people around the world; in particular, the indigenous people of less-developed countries. Students confront the injustice surrounding the reality that the wealthiest 20% of the global population contributes more than 60% of the world's greenhouse gas emissions. <https://zinnedproject.org/materials/dont-take-our-voices-away/>

## Part 3 Additional Resources

- Universal Declaration of Human Rights, United Nations  
<http://www.un.org/en/universal-declaration-human-rights/index.html>
- Graphic History Collective – examples of social justice comics and graphic novels  
<http://graphichistorycollective.com/comics-3>
- Social Justice League – an article about graphics novels in social justice education  
<http://www.tolerance.org/magazine/number-49-spring-2015/feature/social-justice-league>
- Toolkit for the Social Justice League – procedure for student creation of graphic novels  
<http://www.tolerance.org/social-justice-league>
- Lesson – Social Justice Poetry (Middle School)  
<http://www.adl.org/education-outreach/lesson-plans/c/social-justice-poetry>
- Article – “Talking Walls”: Presenting a Case for Social Justice Poetry in Literacy Education” by A. Vincent Ciardiello  
<http://teacherweb.com/TN/BowmanHillsSchool/MrsRoseKorp/RT-2010-Social-Justice-and-Literacy-Bible-Ref.pdf>

## Part 4 Additional Resources

- Book excerpt – “The Great Sioux Nation and the Resistance to Colonial Land Grabbing,” by Roxanne Dunbar-Ortiz, excerpted from her book *An Indigenous Peoples' History of the United States*  
<http://www.beaconbroadside.com/broadside/2016/09/the-great-sioux-nation-and-the-resistance-to-colonial-land-grabbing.html>
- Teaching Materials – Battle Over an Oil Pipeline: Teaching About the Standing Rock Sioux Protests, The New York Times <http://www.nytimes.com/2016/11/30/learning/lesson-plans/battle-over-an-oil-pipeline-teaching-about-the-standing-rock-sioux-protests.html>
- Teaching Materials – Helping Students Connect with Standing Rock, Teaching Tolerance  
<http://www.tolerance.org/blog/helping-students-connect-standing-rock>
- Teaching Materials – Standing with Standing Rock: A Role Play on the Dakota Access Pipeline, Zinn Education Project <https://zinnedproject.org/materials/standing-with-standing-rock-nodapl/>
- Standing Rock Syllabus – this syllabus was created by indigenous scholars and activists and their supporters. It aggregates a wide variety of online sources, including articles and book chapters, that could be used in researching Standing Rock and the Sioux Nation and more broadly for providing context around the historical, social, economic, and political events that help to explain the issues surrounding indigenous peoples today.  
<https://nycstandswithstandingrock.wordpress.com/standingrocksyllabus/>
- A #NoDAPL Map, Huffington Post – these maps provide detail about the pipeline route and Sioux Lands where the pipeline is being constructed.  
[http://www.huffingtonpost.com/entry/a-nodapl-map\\_us\\_581a0623e4b014443087af35](http://www.huffingtonpost.com/entry/a-nodapl-map_us_581a0623e4b014443087af35)

### ***Related Native American Issues in the News***

- Article – “Bears Ears Monument is a Win for Tribal Food Sovereignty. Will Trump Undo it?” NPR, January 9, 2017  
<http://www.npr.org/sections/thesalt/2017/01/09/508586040/bears-ears-monument-is-a-win-for-tribal-food-sovereignty-will-trump-undo-it>
- Article – “Native Americans Fight Texas Pipeline Using ‘Same Model as Standing Rock,’” The Guardian, January 9, 2017  
<https://www.theguardian.com/us-news/2017/jan/09/trans-pecos-pipeline-texas-protest-two-rivers-standing-rock>

### **Additional Reading:**

Dunbar-Ortiz, Roxanne. *An Indigenous Peoples' History of the United States*. Boston: Beacon, 2014. Print.

Zinn, Howard. *A People's History of the United States*. New York: Harper & Row, 1980. Print.