

ADVOCACY & WATER PROTECTION IN NATIVE CALIFORNIA CURRICULUM

ALIGNED TO CALIFORNIA STATE EDUCATION STANDARDS 9TH to 12TH GRADES



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Developed from the 2020 Summer Speaker Series & Certification Program in collaboration with Save California Salmon, Humboldt State University Department of Native American Studies, Klamath/Trinity Unified School District Indian Education Program, Pathmakers Program at Humboldt County Office of Education/Blue Lake Rancheria, Yurok Tribe's Visitor Center

www.californiasalmon.org

"We have a story about salmon and about how we are related. The salmon have always been there for us. They gave us their voice. The salmon population is diminishing and we recognize that whatever happens to the salmon will happen to us, not just Winnemem, but all people."

Chief Caleen Sisk

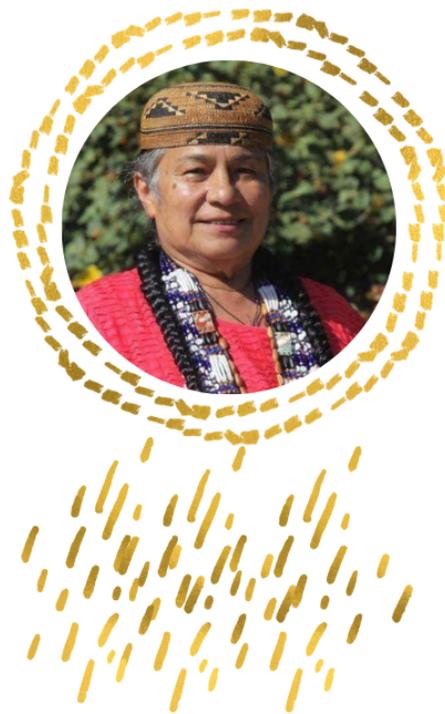


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LETTER TO EDUCATORS

Dear Educator,

Enclosed is a high school curriculum aligned to CA Common Core Standards suitable for Grades 9-12 and early college that emerged from the 2020 Advocacy and Water Protection in Native California Speaker Series and Certificate Program. Developed in collaboration with Humboldt State University's Department of Native American Studies, the Speaker Series focuses on topics important to understanding water policy, environmental (in)justice, Indigenous rights, science, and activism in California. Threats to salmon in California's rivers, community and environmental history, food sovereignty, connections between health and the environment, and ongoing community and youth activism are addressed in this curriculum.

The Series centers the voices and experiences of Indigenous scholars, leaders, and activists from across Native California, and also features presentations by community leaders, professors, scientists, and youth. The webinars were attended by thousands of participants from across California and throughout the United States and over 300 people enrolled in the accompanying certificate program, demonstrating a need and desire for Indigenous-led, community-focused, and culturally-appropriate learning opportunities. It is our hope that the Speaker Series and this associated curriculum will provide an important resource within the landscape of online and in-person learning.

We worked with educational consultants, county employees, Indian Education programs, Tribes, and students to turn the Series into an educational curriculum with associated activities. This curriculum contains sessions that can be used in isolation, or together as a series; they can be utilized as a distance learning experience or in face-to-face classrooms. The curriculum is designed to recognize the Native science, technology, engineering, art, and math (STEAM) inherent in traditional ecological knowledge (TEK) and utilized today. Students interested in the STEAM fields as well as social sciences, government/law, media, communications, journalism, history, and environmental sciences will find this an exciting opportunity to participate in the contemporary partnership developing between Native STEAM, Western science, and environmental advocacy.

Through this program, students will have the important opportunity to learn about the histories and issues that directly affect them, develop writing and critical thinking skills, and learn about how to engage in and become involved with public policy advocacy. By providing educational opportunities to high school and early college students, as well as opportunities for intergenerational learning experiences, we hope that students and families throughout the educational spectrum will be inspired to learn more and advocate for California's water and aquatic life.

We extend our gratitude to the educators, students, families, communities and organizations who joins us by using this curriculum to teach and support the next generation of leaders.

EDUCATION AND ENVIRONMENTAL IMPACTS

CREATING COMMUNITY IN AND OUT OF THE CLASSROOM

Our aim is to support educators in creating community in and out of the classroom by providing a diverse collection of speakers discussing topics concerning water issues throughout California, with a particular focus on Northern California and the Klamath River Basin. You will learn from Indigenous scholars, leaders, artists, cultural leaders, and activists from across Native California, as well as from community leaders, professors, scientists, and other youth.

ADVOCACY AND SPEAKING

This curriculum provides opportunities for advocacy and speaking. Teachers and students will have the opportunity to learn to advocate and speak about threats to salmon in California’s rivers and community. Students will learn how foundational knowledge from environmental history and sciences play a significant role in advocacy to also understanding how art, culture, food sovereignty, and connections between health and the environment are important for engaging in ongoing community and youth activism.

STUDENTS WILL:

Develop knowledge of local histories, state and federal policies, and environmental issues.

Develop skills in areas important to non-profits, government, academic, science, law, resource, management, and community advocacy.

KEY IMPLICATIONS:

Culturally-Relevant Curriculum
Environmental Justice
Water Protection

LOOKING AHEAD

It is our hope that the knowledge shared and skills practiced through this curriculum program will be of use in both students and teachers personal and future professional lives. By engaging in this critically important topic, we see a world free of toxins in our water, protected salmon, and environmental knowledge shared by all future generations.

A CURRICULUM GUIDE

Modules and Sessions

The series is divided into three modules, each with four or five video sessions of 30-60 minutes each. Each session includes an introductory video and a presentation video featuring 1-3 presenters.

- **MODULE 1: THE STATE OF CALIFORNIA SALMON**
- **MODULE 2: CULTURE, ADVOCACY, ENVIRONMENTAL JUSTICE FOR TRIBAL COMMUNITIES**
- **MODULE 3: ADVOCACY AND ALYSHIP WITH INDIGENOUS MOVEMENTS**

Modules can be used in isolation as a complement to pre-planned lessons, or together as a series. Sessions do not necessarily have to be utilized in a particular order. Educators can review session descriptions, state standards, and activities to discern which sessions might fit best with their classrooms. Subject area suggestions are included at the beginning of each Module. Since the curriculum is interdisciplinary, we encourage educators to consider cross-curricula co-teaching with their colleagues- this would help to broaden the depth of Indigenous knowledge-holders and local/regional ecologies and histories that students are exposed to.

YouTube videos contain time-stamps that mark a change in speaker or when a Video Reflection question is being answered. Be sure to turn on closed captioning if showing the video in a class.



Advocacy-Oriented Activities

If students are interested, activities in this curriculum can be directly utilized for community projects and to influence policy-making. As part of the curriculum students have the opportunity to:

- **MAKE POSTERS, FACT SHEETS, AND FLYERS ABOUT WATER ISSUES IN THEIR WATERSHEDS**
- **INTERVIEW FRIENDS OR FAMILY MEMBERS**
- **WRITE A LETTER TO THE EDITOR/ OP-ED STYLE NEWS ARTICLE (IN SOME CASES THIS COULD BE SUBMITTED FOR PUBLICATION)**
- **ANALYZE A POLICY OR HISTORICAL EVENT, INCLUDING OPPORTUNITIES TO SUGGEST CHANGES TO POLICIES**
- **PRACTICE GRAPHIC DESIGN AND CREATE SOCIAL MEDIA CONTENT**
- **CREATE A POWERPOINTS AND PRESENTATIONS AND PRACTICE PUBLIC SPEAKING WITH COMMUNITY MEMBERS, OR AS PART OF A CAMPAIGN OR PUBLIC POLICY MEETING**

Activities associated with many sessions also correspond with an emphasis on developing a larger project. If teaching several sections of the curriculum, students will have the option to develop a Project Portfolio about a topic of their choice, using interdisciplinary methods of research and communication.

These assignments are designed to give students practice in analyzing an issue or event from multiple angles, integrating artistic, written, and verbal communication skills. These skills are key for college applications and/or post-high school employment in non-profit, governmental, academic, or community advocacy careers.

Topics in this curriculum can also be integrated into existing Grades 9-12 requirements. Corresponding Common Core and CA State Standards for Language Arts, Social Sciences, and Next Generation Science Standards are included with each session. It is our hope that these presentations and associated activities will be well suited for social studies, language arts, history, civics, legal studies, and science classrooms.

Essential Questions

Essential questions are designed to tie common themes of a unit together and to provide a sense of purpose to their work. Introduced at the beginning of a unit, and asked/answered throughout, they will help keep students and teachers focused on the important life changing lessons that can be learned from the unit. They are generally complex questions that can only be answered using critical thinking skills to connect ideas.

Options for Participation

There are various options for students to demonstrate what they are learning. We have crafted assignments that incorporate artwork, digital design, social media, mapping, personal reflections, and group learning, in addition to more traditional writing and question-and-answer assignments. This is intended to provide options for both educators and students.

Many of these activities, including the video reflections, could be answered several ways. We have provided suggestions, but we encourage educators to adapt assignments to the needs of their classrooms.

Options for participation could include:

- Writing responses
- Drawing diagrams
- Video submissions
- Infomercials
- Posters and Flyers
- Classroom discussions
- Digital graphics
- PowerPoints and presentations
- Writing letters to officials or media
- Artwork
- Pair-shares or small group discussions
- Talking to or interviewing a friend or family member
- Class debates embodying different perspectives

Adapting the Living Curriculum

The life journey of salmon is the inspiration for our living curriculum. We recognize that things change and that no learning document should remain unchanged- especially ones focused on community education. We are living and working together through all the changes in life. Water policy, federal laws, and ecological conditions are all subject to flux. We will amend and add to this document over time. We welcome suggestions from Indigenous peoples, educators, and community members across California. If you want to contribute an activity or resource, please email info@californiasalmon.org.

This curriculum is designed to be adaptable to specific classrooms, subjects, grade levels, and regions. It is our hope it will serve as a model for future curriculum development projects centered on Indigenous knowledge and local/regional ecosystems. It can be edited to incorporate Indigenous knowledge, local environments, traditional practices, and histories from across the West Coast. We encourage educators, school districts, and nonprofits to work with local Tribes and leaders in your area to adapt this curriculum to better represent Tribal histories, current Indigenous-led advocacy campaigns, issues, and environments specific to your region. We also encourage hands-on and in-field applications of lessons.



INTRODUCTORY CLASS DISCUSSION

BUILDING COMMUNITY

Before using activities and presentations in the curriculum, we suggest that educators hold an introductory class discussion to provide a space for students to build community within the classroom. High school students are themselves knowledge-holders. Students bring diverse life experiences to the classroom. Ask students what they already know about water and environmental advocacy in California- perhaps some of them have already participated in public meetings, rallies, or online events. Through this curriculum, we hope to empower youth to recognize that what they already know and experience is important and relevant to political and environmental advocacy.

REFLECTION: FOSTERING PERSONAL CONNECTIONS

Reflect on how our backgrounds and where we live influences the types of water, environmental, and social issues we are exposed to- for example, students in Northern California will have different experiences to those in Central California; students on the coast will have different experiences to those inland. Discuss how California water policy and management has impacted our daily lives- do you have access to clean water? Have you experienced droughts or flooding? Are there any canals or dams near where you live?

CLASS AGREEMENT

We also suggest creating a communal, community class standards agreement- this outlines best practices that students will adhere to in the classroom (for example, we will not interrupt when one of our classmates is speaking; we will show respect for our classmates' ideas). Ask students what they would like to include in the community standards and remind students of the agreement at the beginning of discussion periods throughout the curriculum. It is our hope that this emphasis on community-building will follow students out of the classroom and help to generate a considerate and inclusive space for learning.

MODULE 1: THE STATE OF CALIFORNIA SALMON



ESSENTIAL QUESTIONS

What are some specific ways in which water policy affects the health of rivers and salmon fisheries in California?

Are the main interests competing for water in California? How is it determined whose interests are more valuable in disputes over water rights?

How might understanding treaties and water policies better equip those fighting to restore and protect salmon populations?

Subject Areas: US Government; US History; Economics; Political Science; Public Policy; California Politics; Geography; History; Ecology; and Earth Sciences

The first module of the program examines the fundamentals of water policy and law at state and federal levels with a focus on Tribal nations. This installment also provides critical updates on key policy initiatives in the three watersheds of the Klamath River, the Eel River, and the Sacramento River.

1.1

1.1 CORE COURSE: UNDERSTANDING WATER POLICY, LAW, AND TRIBAL SOVEREIGNTY

This CORE Course focuses on the basics of water policy and law in California. It discusses environmental laws like the National Environmental Protection Act (NEPA) and California Environmental Quality Act (CEQA), California state water law and procedure, and current litigations. We also discuss how to advocate through public policy on national and state levels and how policies apply to Tribes. The course will include best practices for working with Tribes and an introduction to case studies like Klamath dams Federal Energy Regulatory Commission (FERC) process.

LINK(S) TO VIDEO(S) AND SLIDE PRESENTATIONS: CORE COURSE PRESENTATION: UNDERSTANDING WATER POLICY, LAW AND TRIBAL SOVEREIGNTY

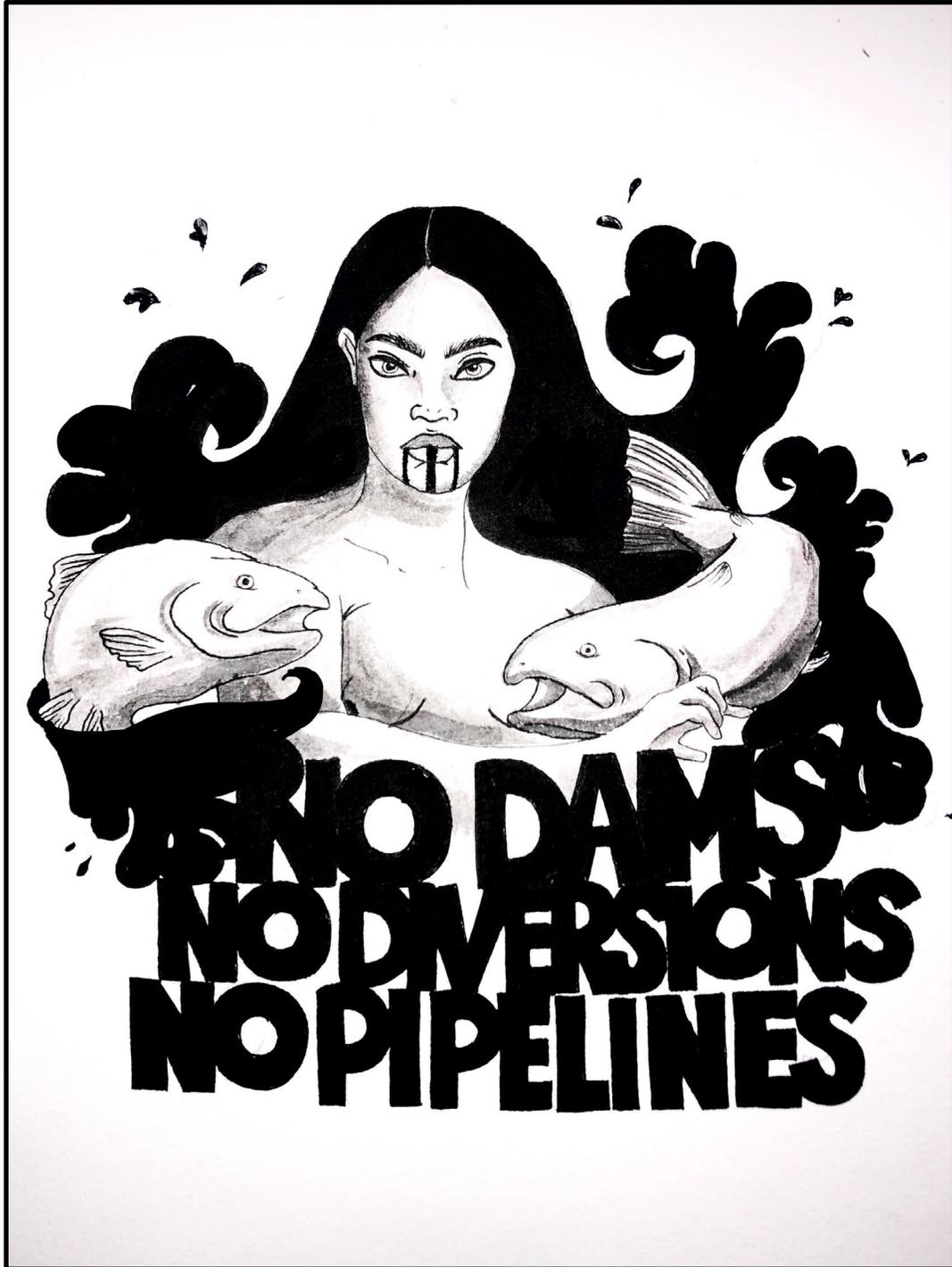
Presenters	Slides
Dr. Cutchá Risling Baldy (Hupa, HSU Native American Studies)	Understanding Tribal Sovereignty
Regina Chichizola (Save California Salmon)	Understanding California Water Law and Policy

1.1 Grades 9-12 Content Standards

SOCIAL STUDIES STANDARDS	LANGUAGE ARTS STANDARDS	SCIENCE STANDARDS
CCSS.ELA-LITERACY.RH.9-10.4 HSS10.1.3 HSS10.2.2 HSS.11.1 HSS.11.6.4 HSS.11.11.5 HSS.12.1	CCSS.ELA-LITERACY.W.9-10.1 (all) CCSS.ELA-LITERACY.W.11-12 (all) CCSS.ELA-LITERACY.W.9-10.4-10-10	HS-ESS.3-4 HS-LS.2-7

1.1

1.1 ACTIVITY: CONNECTING CALIFORNIA





GOALS

- Students will develop their knowledge of Indigenous peoples in California and across North America as well as learn about California history and geography from tribal perspectives.
- Students will learn the foundations of Tribal sovereignty, treaties, and how water is managed in California.
- Students will choose an important environmental law or Tribal law covered in the session to analyze.

KEY CONCEPTS AND VOCABULARY

- **Tribal Sovereignty:** Recognizes Tribal nations as distinct governments who have the same powers as federal and state governments to regulate internal affairs; Native peoples have always governed themselves and do not need permission from the federal government to do so.
- **Treaties:** Treaties have a long history in Indigenous nations that pre-dates colonization, many of which took the form of ceremonies, dances, songs, and regalia. In a Euro-American context, treaties are formal written and ratified agreements between two distinct governments that create institutions or mechanisms to enforce law. Treaties not only established formal relations between Indigenous nations and the United States but affirmed the rights of each party as sovereign nations. Historical treaties with the United States and Indigenous nations continue to affirm the inherent sovereignty of Indigenous nations today as tribal governments maintain nation-to-nation relationships with the federal government.
- **Unratified Treaties of CA:** In California, treaties were not made between the Mexican government and Native Californian tribes. After the Mexican Cession to the United States, during 1851-1892 the federal government forced tribes to sign 18 treaties in exchange for 7.2 million acres of “reservation” land and their sovereign rights. Those 18 treaties were never ratified in congress even after the removal of Native Californians.
- **Adjudication:** establishes who has priority water rights for specific volumes of water.

1.1

EXERCISE 1: VIDEO REFLECTIONS

See Appendix: 1.1 Listening Guides for students to complete while watching the video **Marshall Trilogy Matching Activity- can be completed during or after video**

- Using Dr. Risling Baldy’s presentation, explain how the Marshall Trilogy helped to shape what Tribal sovereignty is in the US. What did each of the Marshall Trilogy decisions state? How do these decisions continue to influence how Tribal sovereignty is imagined and practiced today?
- Dr. Risling Baldy states that “we as Tribal peoples don’t just think about water as a right or a resource.” What does she mean by this? What are some varying ways that different people relate to or understand water?
- Dr. Risling Baldy makes the connection between river systems and bodies. Why does she make this connection? In what ways are rivers and watersheds like bodies?
- Using Regina Chichizola’s presentation, describe how California’s water laws are administered. Which entities are responsible for regulating which kinds of pollution? Describe differences between federal, state, and regional levels of regulation.

For more information on treaties, see: [Nation to Nation](#), a 5 minute video by the Smithsonian Museum of the American Indian.

EXERCISE 2: A SALMON’S PERSPECTIVE

What do students already know about salmon, the environmental hazards they face, and their rights within legal systems? It might be interesting to complete this activity before introducing sessions in this curriculum, and again afterwards when students have explicitly learned about some of the different issues affecting salmon in California.

Imagine you are a salmon who needs to migrate from a river to the ocean and back again.

- When you are a new, small, juvenile salmon, what issues might you face as you head downstream? How are river conditions? Do you have enough cold water? Are waters polluted? Do you have to swim through urban areas? Are there dams or diversions?
- What issues might you face as you begin life in the ocean? How are ocean temperatures? Predators? Pollution?
- Now you are an adult who needs to find your way back upstream. What issues do you have to face again? Are there new issues? (For example, now you are an adult you might also have to navigate through fishing boats.) What time of year do you migrate? How are river conditions at this time of year?
- What kinds of rights or protections to salmon and rivers have in legal systems or in Tribal law? Do they have any rights similar to humans?

For more inspiration, see: [From the Spawning Ground, Poem and Songs by Brian D. Tripp](#)

EXERCISE 3: WHOSE LAND IS THIS?

Native Land Mapping Exercise

- See Appendix: Native Land Mapping Exercise
- [Mapping your Location on Tribal Territories:](#) See this document for more on the complexities of mapping tribal territories and for extra discussion question suggestions from the Teaching Juristac Curriculum.

EXERCISE 4: POLICY ANALYSIS

This session introduces a number of state, federal, and Tribal laws, such as the Marshall Trilogy, the Winters Doctrine, the Treaty of Canandaigua, the Commerce Clause, the California Environmental Quality Act, the National Environmental Policy Act, the Endangered Species Act, and the Clean Water Act.

Choose a law or policy presented in the session and choose a method of answering at least 3 of the following questions:

Questions- Choose 3:

- When and why was this law/policy written? Were there any specific events that led to this law/policy being written? Was it readily accepted or was it controversial when it was first written?
- Who or what does this law/policy attempt to regulate or achieve?
- What are some positive repercussions of this law/policy (if any)? What are some negative repercussions of this law/policy (if any)?
- In your opinion, has this law/policy been effective in achieving what it was intended to do? How could this law/policy be amended?

Methods of Responding:

- Write a 1-2 page analysis
- Create a slideshow or brochure
- Record or act out a public service announcement in the style of a news broadcast
- Create a piece of art and/or social media content (See Module 3 for more information on creating social media content).

1.2

1.2 STATE OF THE SALMON AND WATER WARS ON THE KLAMATH RIVER

The Klamath River watershed is home to California’s three largest Tribes by population and the Klamath Tribes of Oregon, each of whom still depend on the rivers for food and ceremonies. The Klamath River is also the center of one of the most contentious water wars in United States history due to diversions that are part of the Klamath Irrigation Project. The Klamath River’s largest tributary, the Trinity River, is threatened by ongoing issues with the Central Valley Water Project. As the once plentiful Klamath salmon quickly decline and drought grips California, Tribes are fighting to protect the Klamath and Trinity River salmon from multiple new dams, pipelines, and diversions, and to restore the Klamath River through what will be the world’s largest dam removal project.

LINK(S) TO VIDEO(S) AND SLIDE PRESENTATIONS: INTRODUCTION: BY REGINA CHICHIZOLA YOUTUBE PRESENTATIONS: STATE OF THE SALMON AND WATER WARS ON THE KLAMATH RIVER

Presenters	Slides
Regina Chichizola (Save California Salmon)	The Klamath Basin is a Complicated Watershed
Michael Belchik (Yurok Tribal Fisheries Program)	Klamath River Basin Restoration, State of the Salmon
Tom Stokely (Save California Salmon, Pacific Coast Federation of Fishermen’s Association)	Threats to the Trinity River

1.2 Grades 9-12 Content Standards

SOCIAL STUDIES STANDARDS	LANGUAGE ARTS STANDARDS	SCIENCE STANDARDS
HSS10.3.2 HSS.11.6.4 HSS.11.8.6	CCSS.ELA-LITERACY.W.9-10.1 WHST.9-12.2. a-e CCSS.ELA-LITERACY.W.9-10.3 CCSS.ELA-LITERACY.W.9-10.4-10-10 CCSS.ELA-LITERACY.W.11-12.3-9	HS-ESS3-4 HS-LS2-6 HS-LS2-7 HS-ESS2-2

1.2

1.2 ACTIVITY: UNDERSTANDING THE KLAMATH AND TRINITY RIVERS



“One of the questions I deal with in my work is how much water does a river need to live? Indian people know and I know the answer is simple. You don’t need a flow study to understand that in order for the river to truly be itself it needs all the water, all of it.”

Michael Belchik

GOALS

- Students will develop a better geographical, historical, and sociopolitical understanding of the Klamath River watershed.
- Students will learn about salmon migrations and ecological problems specific to the Klamath and Trinity Rivers.
- Students will understand the importance of time sensitivity and situational awareness with ongoing environmental issues.

KEY CONCEPTS AND VOCABULARY

- See Appendix 1 : Species of the Klamath River Crossword Puzzle

1.2

EXERCISE 1: VIDEO REFLECTIONS

- Using Regina Chichizola's presentation, describe social, ecological, and political contexts and issues that make the Klamath Basin a complicated watershed. See Answer Guide for examples of what social, ecological, and political contexts might include.
- How does changing the dam removal timeline make dam removal even more urgent and time sensitive?
- Can you think of another current environmental threat or dilemma that is urgent or time sensitive, or becomes increasingly more urgent over time?

EXERCISE 2: SPECIES OF THE KLAMATH BASIN

- See Appendix 1: Species of the Klamath Basin List

EXERCISE 3: HISTORY AND FUTURE OF THE TRINITY RIVER

See Appendix 1: 1.2 Listening Guide for students to complete while listening to Tom Stokely's presentation. This will help students to complete this exercise.

Using the information provided in Tom Stokely's presentation and powerpoint, write a 1 page/3 paragraph history of the Trinity that includes the following:

- Paragraph 1: Why the Trinity River is important, and what happened to the Trinity River in the 20th century
- Paragraph 2: Current threats to the Trinity River
- Paragraph 3: What you think should be done to protect the Trinity River

1.3

1.3 FROM THE TRUMP WATER PLAN TO THE SHASTA DAM RAISE: THE FIGHT FOR SACRAMENTO RIVER/BAY DELTA SALMON

“Fish versus Farmers” is often featured in media headlines, but what about the Tribes who have depended on the fisheries of the Bay Delta and Sacramento River system since time immemorial? Many of these Tribes now live above the many dams on Bay Delta watersheds and are fighting to restore their salmon. This panel discusses the movement to bring salmon home to the Winnemem Wintu and Pit River Tribes above the Shasta Dam, along with threats to the fisheries in California’s most over appropriated watershed: the Shasta Dam Raise, Trump Water Plan, Delta Tunnel, and Sites Reservoir.

LINK(S) TO VIDEO(S) AND SLIDE PRESENTATIONS: INTRODUCTION BY REGINA CHICHIZOLA YOUTUBE PRESENTATIONS: TRUMP WATER PLAN TO THE SHASTA DAM RAISE

Presenters	Slides
Regina Chichizola (Save California Salmon)	Introduction to the Bay Delta
Morning Star Gali (Pit River Tribe, Save California Salmon)	None Provided
Chief Caleen Sisk (Spiritual Leader and Tribal Chief of the Winnemem Wintu Tribe)	None Provided

1.3 Grades 9-12 Content Standards

SOCIAL STUDIES STANDARDS

CCSS.ELA-LITERACY.RH.9-10.4

HSS.11.6.4

HSS.11.8.6

1.3

1.3 ACTIVITY: SALMON AND INDIGENOUS PEOPLES



"Salmon are much more than just food or a food source. We have a spiritual connection and relationship with them and so when we are fighting for the health and survival of the salmon population we are fighting for the continuation of our own generation and our children. Our activism is grounded within our spirituality."

Morning Star Gali

GOALS

- Students will understand how rivers and waterways in California are connected and will understand how human-made interventions can change the longevity and health of ecological systems
- Students will be able to identify major water projects in California, why they're harmful, and what could be done differently to promote healthy river ecosystems.
- Students will reflect on the importance of salmon to Indigenous peoples in Northern California and consider if their families or cultures also have important relationships with the natural world.

KEY CONCEPTS AND VOCABULARY

- **Bay Delta-** An expansive river delta formed by the confluence of the Sacramento and San Joaquin rivers. The Delta is at the heart of California's statewide water system. Water from the Delta is used for agriculture in the Central Valley and is transported across the state via canals and aqueducts. It is also critical to California's water supply- providing freshwater to two-thirds of the state's population.
- **Shasta Dam-** The 8th largest dam in the US, the Shasta Dam creates the states' largest storage facility for the Central Valley Project. Built to divert water from Northern California to the Central Valley for irrigation, it floods Winnemem Wintu lands and prevents salmon from reaching the Upper Sacramento Basin.
- **Shasta Dam Raise-** Current proposals intend to raise the dam 18.5ft in order to increase water storage capacity by 13%. This would drown cultural and sacred sites used by the Winnemem Wintu peoples to this day and would further degrade salmon rearing habitat.

EXERCISE 1: VIDEO REFLECTIONS

See Appendix 1: 1.3 Matching Activity for a worksheet to complete while students watch presentations by Regina Chichizola and Morning Star Gali

- In this session, Morning Star Gali and Chief Caleen Sisk both speak of the differing problems that are faced by non-federally recognized, unacknowledged, terminated, disenrolled, and disenfranchised Tribes and Tribal peoples. What are some of these problems?
- How is federal recognition tied to the ability for Tribes to access resources and support?
- Summarize what Chief Caleen Sisk says about 1) the importance of salmon to ecosystems and 2) the importance of salmon to Winnemem Wintu peoples.
- How has the Shasta Dam impacted the ability for Winnemem Wintu peoples to participate in traditional practices or care for their ancestral homelands?
-

See this 5 minute video [Chief Sisk and the Magical Fish](#) for more words from Chief Caleen Sisk about the importance of salmon.

For more on the history of federal recognition see [The Forgotten Tribes: Truth about Federally Unrecognized Tribes in the United States](#) and [Beyond Recognition](#) a movie exploring how Indigenous peoples in the Bay Area are mobilizing to protect their sacred sites in the face of federal unrecognition.

EXERCISE 2: PERSONAL REFLECTION

Do salmon have importance to you, your family, or your culture? Are there any other animals, plants, or places that are important to you, your family, or culture? Express your relationship to these animals, plants, or places artistically; through writing, by drawing, or making a short video, etc. Be creative!

EXERCISE 3: ADVOCATING AGAINST THE SHASTA DAM RAISE

The Shasta Dam Raise would drown cultural and sacred sites used by the Winnemem Wintu peoples to this day and would further degrade salmon rearing habitat.

- Option 1: Write to the Department of Interior telling them why the Shasta Dam should not be raised. (See Module 3 for information on how to write letters to public officials.)
- Option 2: Create social media graphics or videos informing a broad public about the Shasta Dam Raise and why it would be detrimental for salmon and Winnemem Wintu peoples. (See Module 3 for more resources on how to create social media content.)

[How You Can Help](#) from the Winnemem Wintu Tribe on contacting Senators and Congresspeople

See [Lesson 3: The Shasta Dam](#) in the Winnemem Wintu's Run4Salmon Curriculum

EXERCISE 4: SALMON ANATOMY

Watch this [Salmon Anatomy and Dissection Video](#) and complete the [Salmon Anatomy Paper Salmon Dissection](#) from the Pacific Salmon Foundation. Label the parts of your salmon using this [Salmon Anatomy Vocabulary List](#).



1.4

1.4 BRINGING SALMON HOME: EEL RIVER DAM REMOVAL

The Eel River is the third largest watershed in California. It is home to the Round Valley and Wiyot Tribes and Sherwood Valley and Bear River Rancherias. It is also a river where Tribes and fishers have not been able to fish for salmon for decades due to dwindling salmon populations and due to dams and diversions to wine grape vineyards on the Russian River. This has led to food insecurity and poor water quality in one of California’s most remote watersheds. This panel will discuss efforts to take down the Eel River dams and to reduce the diversions to the Potter Valley Irrigation project on the Russian River, and efforts to return land to Tribes in Northern California.

LINK(S) TO VIDEO(S) AND SLIDE PRESENTATIONS:

INTRODUCTION BY DR. CUTCHA RISLING BALDY

YOUTUBE PRESENTATIONS: BRINGING SALMON HOME: EEL RIVER DAM REMOVAL

PRESENTERS	SLIDES
Dr. Cutcha Risling Baldy (Hupa, HSU Native American Studies)	None provided
Hilanea Wiilkinson (<i>Wiyot Tribe Natural Resources Department</i>)	Bringing the Salmon Home
Scott Greacen (<i>Friends of the Eel River</i>)	Eel River Dam Removal

1.4 Grades 9-12 Content Standards

SOCIAL STUDIES STANDARDS	LANGUAGE ARTS STANDARDS	SCIENCE STANDARDS
HSS10.3.2 HSS.11.6.4 HSS.11.8.6	CCSS.ELA-LITERACY.W.9-10.1 CCSS.ELA-LITERACY.W.11-12	HS-ESS2-2 HS-LS2-7

1.4

1.4 ACTIVITY: THINKING ACROSS STATE AND LOCAL LEVELS

“I just want to start by saying how much I appreciate the chance to raise my kids in a place where Indigenous cultures persist. It’s really important. It is very clear that the Scott Dam will be removed one way or another. Our position at Friends of Eel River is very clear that Round Valley Indian Tribes rights must be secured in any of these resolutions.”

Scott Greacen

GOALS

- Students will think about water issues on state-wide and local levels.
- Students will practice communicating these issues in visually appealing and succinct ways.

KEY CONCEPTS AND VOCABULARY

- **Ecosystem Services:** are the benefits people and other animals receive from healthy ecosystems. Ecosystem services can include food, water, and fuel, regulations in local climate, and soil formation and nutrient cycling.
In what ways do ecosystem services appear in Hilanea Wilkinson’s presentation?
- **Eel River:** Flowing from Mendocino National Forest to Eureka, the river and its tributaries form the 3rd largest watershed in California and was once home to the longest salmon run in the state.

1.4

EXERCISE 1: VIDEO REFLECTIONS

- Using Hilanea Wilkinson's presentation, describe some benefits to the Carmel River that have been seen since the San Clemente Dam removal. Then describe why dam removal is important on the Eel River, and particularly for Tribes on the Eel River.
- In what ways do ecosystem services appear in Hilanea Wilkinson's presentation?

EXERCISE 2: WATER ISSUES IN CALIFORNIA

This module has presented a variety of issues facing California's water, from dams on the Klamath, Shasta, and Eel Rivers, to diversion projects that move water across the state, to pollution and a lack of regulatory oversight.

- Create a flyer or poster that represents some of the issues that face California's water across the state. Include at least 2 water issues in Northern California, Central California, and Southern California. Use maps, pictures, and graphics, and keep sentences short.

*See graphic on next page as an example of what a flyer or poster representing water issues in California could look like.

EXERCISE 3: WATER ISSUES IN YOUR WATERSHED

Create a similar flyer or poster that represents issues specific to your watershed. Include things that threaten your local watershed, species that are threatened or endangered, and at least 1 policy that affects your local watershed.

These posters/flyers/art pieces can form a piece of the final Project Portfolio.

See example below or click [here](#) to see other examples of flyers and posters.

See <https://mywaterway.epa.gov/state> for information about your watershed

ALTERNATE EXERCISES

Consider these alternatives Instead of or in addition to creating posters and flyers. Use what you have learned to:

- Write a letter to an official about water issues in the state and/or in your watershed (see Module 3 for more resources on letter writing)
- Create an infomercial about water issues in the state and/or in your watershed
- Make labelled diagrams representing water issues across the state and/or in your watershed
- Choose 1-3 water issues in the state and/or in your watershed. Create a powerpoint and teach others in your class about this issue.

WATER ISSUES IN CALIFORNIA



The Shasta Dam- the 8th largest dam in the US- creates the states' largest storage facility for the Central Valley Project. Built to divert water from Northern California to the Central valley for irrigation, it floods Winnemem Wintu lands and prevents salmon from reaching the Upper Sacramento Basin.



Dams on the Klamath River create toxic algae, making the river undrinkable and making it so that upriver Tribes no longer have access to salmon. There are around 1400 dams in CA, impacting 90% of the state's rivers.



The Central Valley is the largest agricultural region in CA, yet it is also one of the driest regions. Unfortunately, this means that huge amounts of water must be diverted from other areas to provide agricultural irrigation, which can drain aquifers and create harmful chemical runoff.

In total, about 40% of California's water supply is used for agriculture.

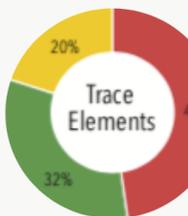
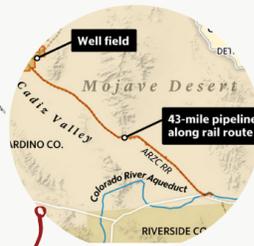
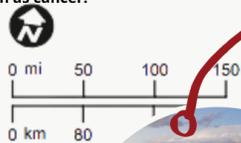


Image description: Almost 50% of groundwater in the San Joaquin Basin contains trace elements such as iron, manganese, and arsenic above regulatory levels (2020 California Water Resilience Portfolio).

In CA, over 1 million people do not have access to clean water. A majority of those people are Black, Indigenous, and People of Color. Almost 50% of people who do not have access to clean water live in the Central and Salinas Valleys. Here, water is polluted with arsenic, fertilizers, nitrates, and bacteria and contaminated water is associated with negative health effects such as cancer.

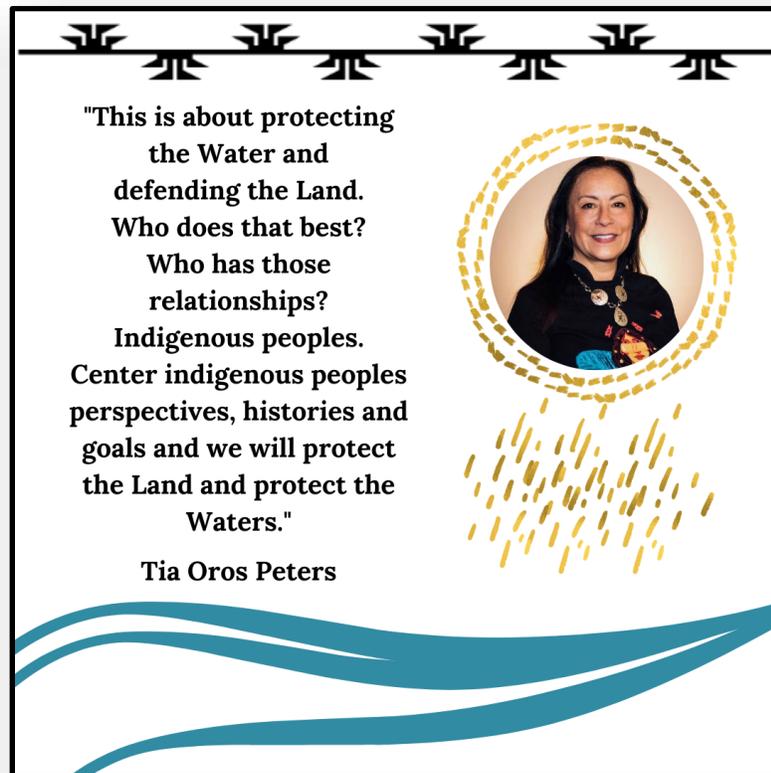


Water in the Cadiz Valley is threatened by privatization and development schemes. Projects propose draining water from underneath the Mojave Desert to send to Southern California cities- this would consolidate power within a handful of companies and water districts as well as destroy this fragile and unique ecosystem.



Large urban centers in Southern California are facing a water shortage. Built in dry and arid areas and compounded by drought and climate change, cities like LA and San Diego must increasingly pump-in more and more water through infrastructure like the LA and California Aqueducts to meet population demands- this further exacerbates water shortages throughout the state.

MODULE 2: CULTURE, ADVOCACY AND ENVIRONMENTAL JUSTICE FOR TRIBAL COMMUNITIES



ESSENTIAL QUESTIONS:

How does practicing place-based cultures, food traditions, and TEK bring about positive change for a community? What are cultural practices in your community that could create a healthier and stronger community? How do art, cultural revitalization, and activism bring issues of water and salmon health to the attention of the general public? What are some of the basic needs of humans that bring to light the interconnectedness of people and their environments?

Subject Areas: History; Food Studies; Art; Social Studies; Ecology

This module focuses on water rights and cultural advocacy as they relate to environmental justice and community health. The concept “Water is Life” is fundamental tenant of water rights advocacy and traditional ecological knowledge; this theme carries throughout the module. The panels in this series will explore grassroots movements, Indigenous environmental justice, art, food sovereignty, culture, and community resilience as they relate to water justice in different watersheds.

2.1

2.1 GRASSROOTS ADVOCACY & INDIGENOUS ENVIRONMENTAL JUSTICE

This CORE Course explores the history of Indigenous environmental justice in California and beyond. Indigenous peoples are the most impacted by environmental degradation through a legacy of genocide, violence, and removal. Despite this, Indigenous peoples are the leaders of grassroots campaigns and have contributed to major water victories to protect their homelands. Panelists in this course discuss the effects of environmental destruction on Tribal lands and cultures, the rise of the Indigenous environmental justice movement, and ongoing struggles to protect Indigenous environments through grassroots advocacy.

LINK(S) TO VIDEO(S) AND SLIDE PRESENTATIONS: YOUTUBE PRESENTATIONS: GRASSROOTS ADVOCACY AND INDIGENOUS ENVIRONMENTAL JUSTICE

Presenters	Slides
Tia Oros Peters Morning (Zuni, Seventh Generation Fund)	None provided
Brittani Orona (Hupa, UC Davis Native American Studies)	Environmental Injustice, Art, and Activism on the Klamath River
Morning Star Gali (Pit River, Save California Salmon)	Advocacy and Indigenous Environmental Justice

2.1 Grades 9-12 Content Standards

SOCIAL STUDIES STANDARDS

CCSS.ELA-LITERACY.RH.9-10.4
HSS.10.3.6
HSS.11.8.6
CCSS.ELA-LITERACY.RH.11-12.4

2.1

2.1 ACTIVITY: UNDERSTANDING INDIGENOUS ENVIRONMENTAL JUSTICE



GOALS

- Students will reflect on the concept of environmental justice, and think about why it is especially important or applicable to Indigenous communities.
- Students will be introduced to the concept of environmental stewardship from Tribal perspectives
- Students will consider differences and overlaps in Indigenous and non-Indigenous ways of relating to and understanding land and water.
- Students will understand why art is especially important in Indigenous communities and why it is an important tool for social and environmental justice.

KEY CONCEPTS AND 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. It also refers to the equal or unequal distribution of environmental risks and benefits, the ability for communities to participate in environmental decision-making, and the recognition of local knowledge and cultural difference in environmental decision-making.
- **Vocab Activity Suggestion:** Introduce the concept of environmental justice at the beginning of the lesson. Divide students into groups and have them reflect on instances where environmental in/justice might be demonstrated.

2.1

EXERCISE 1: VIDEO REFLECTIONS

- Tia Oros Peters introduces the concept of aquacide. What is this? Are there any ways in which you see aquacide in your daily life?
- Tia Oros Peters discusses how many Indigenous peoples have distinct and culturally-unique ways of relating to water. What are some of these distinctions? How are they expressed by Indigenous peoples? (e.g. in language, stories, songs)
- What is visual sovereignty as described by Brittani Orona? Why do you think visual sovereignty is important?

EXERCISE 2: LAND RETURN

Watch [this](#) docuseries episode of *Tending Nature* that discusses the TerraGen Wind Farm Project and the return of Tuluwat Island to the Wiyot Tribe.

- Write 1 page or create an art piece or graphic that exemplifies the ways that land return to Tribes benefits the environment.



2.2

2.2 ART AS ACTIVISM: PROTECTION LAND, WATER & LIFE

Art has always played a significant role in grassroots movements to protect land, water, and life. This panel focuses on Indigenous artists and activists who are currently working to highlight issues surrounding health and well-being in the Klamath River Basin. The featured artists/activists use different artistic mediums to promote visual sovereignty, advocacy, and water justice on the Klamath River. Panelists discuss their art in relation to culture and water, as well as ways for artists to effectively engage in environmental justice discourse.

LINK(S) TO VIDEO(S) AND SLIDE PRESENTATIONS: INTRODUCTION BY BRITTANI ORONA YOUTUBE PRESENTATIONS: [ART AS ACTIVISM: PROTECTING LAND, WATER AND LIFE](#)

Presenters	Slides
Brittani Orona (Hupa, UC Davis Native American Studies)	None provided
Julian Lang (Karuk/Shasta/Wiyot)	Art Examples
Lyn Risling (Hupa/Yurok/Karuk)	Art as Activism

2.2 Grades 9-12 Content Standards

ARTS EDUCATION- VISUAL ARTS STANDARDS

- Prof.VA: Cr1.1
- Prof.VA: Cr1.2
- Acc.VA: Cr1.2
- Adv.VA: Cr1.1
- Acc.VA: Pr6
- Prof.VA: Re7.2
- Acc.VA: Re7.1
- Adv.VA: Cn10
- Prof.VA: Cn11

2.2

2.2 ACTIVITY: CREATING ART



“Swim up the river, don't go with the flow. We'll find our way home again, it's not far to go. This poem is about salmon going up to their spawning grounds, but it is also about human beings and that sometimes we have to swim against the river, against the current, in order to do the right thing and stand up for our environment and the earth.”

Lyn Risling

2.2

GOALS

- Students will learn about the importance of art to Indigenous traditions and advocacy.
- Students will reflect on the intersections between art and culture, and identify why art is an important cultural practice.
- Students will use what they have learned to create their own art project.

KEY CONCEPTS AND VOCABULARY

These are some Karuk words used in the presentation by Julian Lang:

- **Ka'tim'iin**- Karuk center of the world
- **pikvah/pikvaha**- Karuk word for story/creation story
- **áama / amva**- Salmon (particularly king/spring salmon)
- **Ánav**- Medicine
- **wiki** • Wiyot word for Humboldt Bay
-

For more on Indigenous language revitalization in Northern California, see: [Language Keepers: The Struggle for Indigenous Language Survival in California](#). This resource includes professional videos, photos, and maps and features some of the work done by Julian and his students.

This [interactive digital graphic](#) contains examples of Yurok, Karuk, Hupa, and Wiyot words with their meanings embedded in an art piece made by Lyn Risling

2.2

EXERCISE 1: VIDEO REFLECTIONS

Webinar Reflections

Julian Lang describes his painting (below). What is he trying to convey in this painting? What do different parts of the painting represent?

Using examples from the presentations, in what ways are art and culture intertwined?

Why is art a useful tool for activism?



EXERCISE 2: CREATING ART

Draw inspiration from the art examples provided in the powerpoints create your own art project that represents something important to you. Experiment with different mediums and materials - you can make a poster or drawing, incorporate things like newspaper/magazine clippings or textiles, you can use materials gathered from around your house or yard, or create a digital image on your computer. Incorporate designs, graphics, or pictures of things that evoke emotion or feeling. You could try to represent a place, an event, your personal history, or an issue or topic that you feel strongly about. Give your artwork a title, and write a 1 paragraph description of your project. What did you make? Why? What are you trying to convey to the viewer?

For more examples and inspiration see artwork made by [Carl Avery](#) and [Brian D. Tripp](#), Melita Jackson and Annalia Hillman

2.3

2.3 CULTURAL REVITALIZATION ON THE WATER: CANOE TRADITIONS IN THE PACIFIC NORTHWEST

From the San Francisco Bay to Northern Idaho, Tribes are working to restore their canoe/boating traditions by teaching the next generation of canoe makers. This panel discusses the work Tribes are doing to bring back canoe-based cultures and how this informs their water advocacy and plans for economic independence. Speakers discuss the origins of the projects, as well as their challenges and successes. We will also discuss the importance of revitalizing cultural traditions in relationship to water, culture, and identity.

LINK(S) TO VIDEO(S) AND SLIDE PRESENTATIONS: INTRODUCTION BY DR. KAITLIN REED YOUTUBE PRESENTATIONS: CULTURAL REVITALIZATION ON THE WATER: CANOE TRADITIONS IN THE PACIFIC NORTHWEST

PRESENTERS	SLIDES
Dr. Kaitlin Reed (Yurok, HSU Native American Studies)	None provided
Chris Peters (Yurok, Seventh Generation Fund for Indigenous Peoples)	None provided
Josh Norris (Yurok, Yurok Economic Development Corporation)	Ohl-we'-yoch

2.3 Grades 9-12 Content Standards

SOCIAL STUDIES STANDARDS	LANGUAGE ARTS STANDARDS
CCSS.ELA-LITERACY.RH.11-12.7 HSS.12.7.1	CCSS.ELA-LITERACY.WHST.9-10.7 CCSS.ELA-LITERACY.WHST.11-12.7

2.3

2.3 ACTIVITY: OHL-WE'-YOCH CULTURAL REVITALIZATION

Historically we would say we are earth healing and earth renewing people and that is a fantastic tradition to have, but that's a human tradition, it's not just an Indian tradition, every human has the responsibility to take care of the earth and protect it."

Chris Peters

GOALS

- Students will reflect on the webinars to analyze how communities heal from loss by participating in sacred practices.
- Students will apply the concepts discussed to develop a plan for how they would protect or restore a thing, place, or tradition they care about.

KEY CONCEPTS AND VOCABULARY

- **Keehl:** Yurok word for redwood tree
- **Ohl-we'-yoch:** Yurok dugout canoe
- **Cultural Revitalization:** A process through which particular cultures regain a sense of identity, such as through promoting heritage, languages, or reviving traditions and customs, particularly after a period of trauma or cultural loss in which people of the culture were not permitted or able to practice their cultural traditions.
- **Traditional Ecological Knowledge:** A collective body of knowledge that Native peoples have acquired over millenia through observation, experimentation, and long-term relationships in particular places; TEK refers to hundreds of culturally diverse and geographically diverse bodies of knowledge that are rooted in particular places.

EXERCISE 1: VIDEO REFLECTIONS

- Based on the talk by Chris Peters, explain why the Yurok Dugout Canoe is a sacred, spiritual item. Why is the Redwood (*Keehl*) sacred to the Yurok and other tribes in the region? What are three ways that Yurok people honor the spirit of the Keehl? Why are body parts carved into every Yurok Dugout Canoe (*Ohl-we'-yoch*)?
- In the talk by Josh Norris, he describes cultural revitalization as a way to heal from the legacy of racism and environmental degradation that has nearly destroyed Yurok People's former way of life. What are three ways in which the revitalization of cultural practices can lead to healing the trauma inflicted by colonization and settlement?

EXERCISE 2: TRADITIONAL PRACTICES IN YOUR AREA

- What types of traditional travelling vessels do the Native people of your area use, and how have changes in landscape management impacted the ability for Native people to use or gather these items?
 - For example, Tribes in the Bay Delta make Tule boats, and the Karuk Tribe uses other types of trees for canoes; however, poor water quality and draining of the wetlands in the Delta negatively impact the Tule from which boats are made, and now the river is too low for most of the year in much of Karuk territory to be able to use canoes.
- Draw a diagram of the traditional travelling vessels that are made in your area. Label which materials different parts might be made from, and write a sentence on if such materials are currently affected by environmental changes.

EXERCISE 3: CULTURAL REVITALIZATION IN PRACTICE

- See Appendix 1: Cultural Revitalization in Practice

2.4

2.4 THE RIVER FEEDS US: FOOD SOVERIEGNTY & COMMUNITY RESILIENCE

This panel examines the centrality of Indigenous relationships to food systems and the importance of food sovereignty for tribal nations. Additionally, this panel reflects on ways in which Native peoples are working towards food sovereignty in their respective areas and how these goals are critically interconnected with water policy in California.

LINK(S) TO VIDEO(S) AND SLIDE PRESENTATIONS: INTRODUCTION BY DR. KAITLIN REED YOUTUBE PRESENTATIONS: THE RIVER FEEDS US: FOOD SOVEREIGNTY AND COMMUNITY RESILIENCE

Presenters	Slides
Dr. Kaitlin Reed (Yurok, HSU Native American Studies)	Settler Colonialism and Indigenous Foods
Hillary Renick (Sherwood Valley Band of Pomo Indians, Pomo/Paiute, First Nations Development Institute): Food Sovereignty and Community Resilience	

2.4 Grades 9-12 Content Standards

SOCIAL STUDIES STANDARDS	LANGUAGE ARTS STANDARDS
HSS10.3.2 HSS.11.8.6	CCSS.ELA-LITERACY.W.9-10.1 CCSS.ELA-LITERACY.W.9-10.4-10 CCSS.ELA-LITERACY.W.11-12.3-9

2.4

2.4 ACTIVITY: CONNECTING TO FOOD

GOALS

- Students will understand Indigenous food sovereignty, and the relationships between foods, colonialism, and Indigenous survival and cultural practice.
- Students will understand the unique relationships that many Indigenous peoples share with their foods, both historically and in contemporary times.
- Students will consider the foods and meals that have special importance to them, and reflect on why they are important and where they come from.

KEY CONCEPTS AND VOCABULARY

- **Indigenous Food Sovereignty:** Food sovereignty is the right to healthy and culturally appropriate food produced through ecologically sound and sustainable methods, and the right for people to define their own food and agriculture systems. Indigenous food sovereignty refers to a re-connection to land-based food and political systems and seeks to uphold sacred responsibilities to nurture relationships with land, culture, spirituality, and future generations. Indigenous food sovereignty is not only focused on rights to land, but also responsibilities to and relationships with elements of food production systems and connects health of food with the health of the land.
- **Traditional Foods:** are foods that have sustained people in a specific area for millenia. They vary by region, climate, and season, and may involve an extensive trade network. Many traditional foods are connected to culture and religion, health and wellness, and for many Indigenous peoples, are an expression of traditional ecological knowledge, reciprocity, and respect for the natural world.
- **Settler-Colonialism--** a distinct form of colonialism in which non-Indigenous settlers seek to remove and then replace Indigenous inhabitants on the land, occupying the land in perpetuity. This is not just an event of the past, but is an ongoing structure that is foundational to the contemporary existence of nation-states like the US, Canada, New Zealand, and Australia. See the Teacher's Guide for more.

See this [Roundtable on Teaching Settler-Colonialism](#) and [What is Settler-Colonialism?](#) By Learning for Justice, contains class discussion ideas

2.4

EXERCISE 1: VIDEO REFLECTIONS

- What are some differences between traditional food systems and modern food systems? For example, are there differences in the methods used to grow food?
- In what ways is the destruction of traditional food sources an important component of colonialism as described by Dr. Kaitlin Reed?
- What is Indigenous food sovereignty as described by Dr. Kaitlin Reed?
- Do you have any traditional foods that are important to your family, culture, or region? Where do these foods come from? Do you still have access to them? Why or why not?

[Information on the Indigenous Food Sovereignty Lab at HSU](#)

EXERCISE 2: A FAVORITE FOOD, MEAL OR RECIPE

We often have certain meals or foods that we associate with particular events, memories, places, or people. Birthday cake or pumpkin pie might remind us of special events or family gatherings; chicken noodle soup might bring back memories of being ill; and watermelon might remind us of hot summer days.

- Choose a food, meal, or recipe that you associate with a particular person, event, or place. Or, if you can think of a family member or friend that has a favorite food, meal, or recipe, you can choose that instead.
- Write a 1 paragraph description of that food, meal, or recipe, and what you associate with it and why it is important to you or your family member/friend.
- Now in 1-2 paragraphs explore the history of that food, meal, or recipe- Did it come from a particular geographic location? Did this meal or recipe originate in a particular point in time? Does your family have any special modifications for it? Does your family cook it in a particular way? Ask a family member if this meal or food is also special to them, and where they learned to cook it.

“Native people had very important relationships with our food sources. This idea of nomadic hunter gatherer is very simplistic and depicts native peoples as primitive and helps justify land dispossession. In reality native peoples had complex knowledge systems about how to work with food systems.”

Kaitlin Reed

2.5

2.5 SALMON AND ACORNS FEED OUR PEOPLE: CONNECTIONS BETWEEN HEALTH AND ENVIRONMENTAL JUSTICE

This panel features a discussion with the author of *Salmon & Acorns Feed Our People*, Dr. Kari Norgaard, and her student/collaborator Ryan Reed (Karuk). The book examines Karuk experiences on the Klamath River in order to illustrate how the ecological dynamics of settler colonialism are essential for understanding the relationships between health and environmental justice.

LINK(S) TO VIDEO(S) AND SLIDE PRESENTATIONS: INTRODUCTION BY DR. CUTCHA RISLING BALDY YOUTUBE PRESENTATIONS: [SALMON AND ACORNS FEED OUR PEOPLE: CONNECTIONS BETWEEN HEALTH AND ENVIRONMENTAL JUSTICE](#)

Presenters	Slides
Dr. Cutcha Risling Baldy (Hupa, HSU Native American Studies)	
Dr. Kari Norgaard (University of Oregon)	Salmon and Acorns Feed Our People
Ryan Reed (Karuk, University of Oregon)	

2.5 Grades 9-12 Content Standards

SOCIAL STUDIES STANDARDS	LANGUAGE ARTS STANDARDS	SCIENCE STANDARDS
HSS10.3.2 HSS.11.8.6	CCSS.ELA-LITERACY.W.9-10.1 CCSS.ELA-LITERACY.W.11-12	HS-LS4-5 HS-LS2-6 HS-ESS3-5

2.5

2.5 ACTIVITY: CONNECTING FOOD, ENVIRONMENT, AND HEALTH

“When I was 1-2 years old I would watch 150+ fish a day coming out from the river that we could distribute throughout the community. That relationship is immense to cultural longevity. But now, if you skip to the past 5 to 6 years it’s single digits. One year my dad caught just 5-6 fish.”

Ryan Reed



GOALS

- Students will think critically about the foods that they eat and where they come from.
- Students will consider how their environment influences the types of foods that can be found in that region as well as the types of foods they have access to.
- Students will learn to connect their environment with particular foods and seasonal cycles, and understand how these foods and cycles might be changing over time.

KEY CONCEPTS AND VOCABULARY

- See Appendix 1:
Connecting Food, Health, and Environment.

2.5

EXERCISE 1: VIDEO REFLECTIONS

- In what ways are the Klamath dams and ecosystem management (and environmental degradation more broadly) connected to human health, culture, and wellbeing?
- In what ways is the Karuk Tribe combining Western science and traditional ecological knowledge to advocate for dam removal?
- Throughout this webinar, Ryan Reed reflects on changes he has seen in his local environment throughout his life (e.g. changes in water quality, salmon returns, algae blooms).
- Have you seen changes in your local environment throughout your life? For example, are there things you had access to or experienced as a child that you no longer have? Are there certain plants that are harder to find? How have the foods you eat changed throughout your life? What do you think is causing these changes?
- If you are struggling to think of changes you have experienced in your environment, ask a friend or family member about changes they might have seen.

EXERCISE 2: WHAT DO YOU EAT? FROM WHERE?

- List a food or meal that you ate today. Where did it come from? Was it imported or grown in a particular region? Is this ingredient or meal associated with a particular geographic location or a particular season? Where did you get it? (For example, pizza originates in Italy; oranges often come from Florida; pumpkins are often eaten in the Fall.)
- If the food does not grow naturally in your area, what impact does this food have on the environment? (For example, is extra irrigation needed, was it imported, or did it have to travel a long way via truck?)

EXERCISE 3: YOUR LOCAL ENVIRONMENT

- Write down a few features of the climate in which you live (hot, dry summers, humid, foggy, snow in winter).
- Research and make a list of what types of foods are well suited to grow in this type of environment.
- Think about the town or area where you live. What foods can you find, or are able to grow here? For example, are there fruit trees, berry bushes, mushrooms, salmon, or deer? Write what foods you can find in your local environment and where and when you might find them.

2.5

EXERCISE 4: PLANTING AND HARVESTING

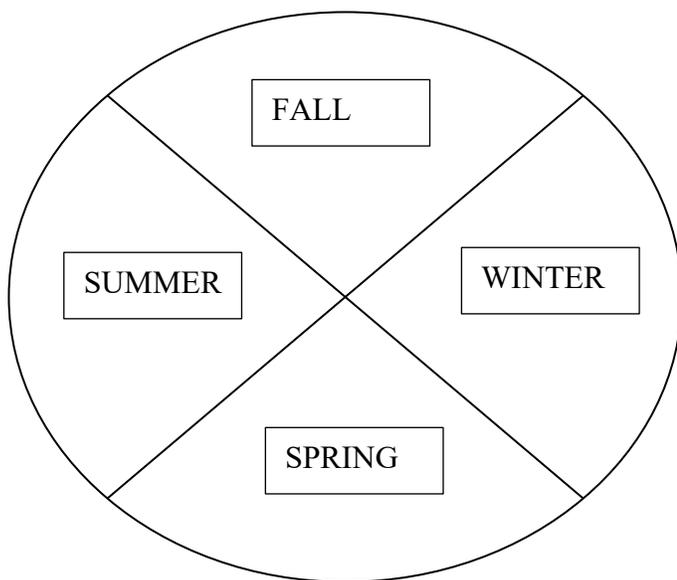
- Draw two charts similar to the ones below. Use 1 full page per chart. Fill in the chart with foods that are well-suited to or can be found in your local environment. You can use books or websites to research this, and you can also ask family members or friends for input. In the harvesting chart, include foods like acorns, berries, and salmon that are not planted but only harvested.

EXERCISE 5: FOOD AND ENVIRONMENTAL CHANGE

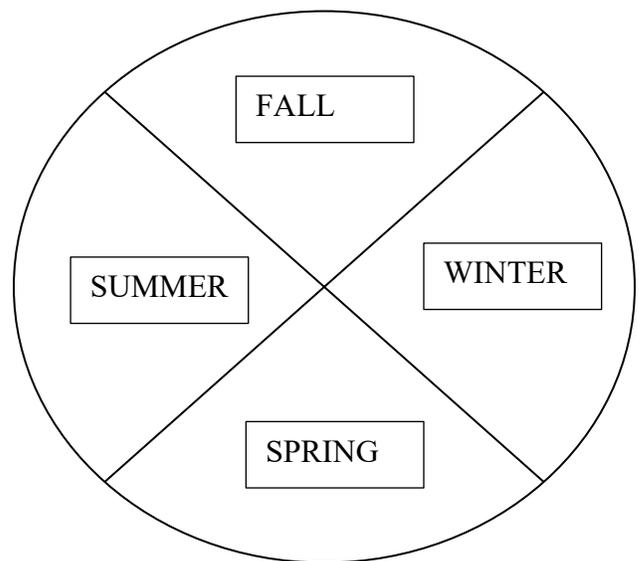
- Show your charts to a family member. Ask them if they have seen any changes to the seasonal cycles of these foods. You can focus on 1 food in particular, or several. Ask them if they have seen any changes to the timing or abundance of this food and ask them why they think these changes might be occurring. Write a 1 page summary of your findings.
- With the food you discussed, or using a different food from your chart, research how environmental changes such as changing climate, drought, fire, or urbanization are predicted to influence this food in the future. Will its seasonal cycles change? Or the places where it is available? Will it be easier or harder to find or grow? Write a 1 page summary of your findings.

See these slides on [Agriculture and Climate Change](#)

PLANTING:



HARVESTING:



END OF MODULE 2

If students have already completed several assignments in the curriculum or are completing several assignments in the next module, invite them to choose a topic that could be developed for a Project Portfolio.

A topic could be an issue or event covered in this program (e.g. Klamath/Eel dam removal, threats to the Trinity/Bay Delta, food sovereignty, salmon declines) or one of their choosing. Suggestions include:

- Klamath Dam Removal
- Eel River Dam Removal
- Shasta Dam Raise
- Diversions from the Trinity River
- Delta Tunnel and Sites Reservoir
- Agricultural Pollutants and Irrigation in the Central Valley
- Water Privatization
- Causes and Predictions for Salmon Population Declines
- Climate Change and Drought
- Indigenous Food Sovereignty
- Connections between Human Health and Environmental Change
- Traditional Ecological Knowledge and Tribal Landscape Management
- Integrating TEK and Western Science
- Environmental Racism
- Environmental (In)Justice
- Indigenous Activism across California

Students will have the opportunity to complete several assignments in the next module on this topic, so encourage them to choose something they are interested in!

Assignments include:

- Interviewing a Friend or Family Member
- Creating a Fact Sheet
- Building a Campaign
- Writing a Letter to the Editor/Op-Ed Article/News Article
- Creating Social Media Content
- Filming a Public Service Announcement
- Proposing Potential Solutions

MODULE 3: ADVOCACY AND ALLYSHIP WITH INDIGENOUS MOVEMENTS



ESSENTIAL QUESTIONS

How does environmental justice overlap with social and economic justice in rural/fishing/Native communities?

What are similarities between the Civil Rights movement or modern movements like BLM and struggles to protect precious natural resources like salmon habitat?

What tactics that have been used in the past to bring about social change could be used today to fight to protect our precious natural resources?

Subject Areas: History; Political Science; Civil Rights; Communications; Language Arts; Journalism; Graphic Design

The final installment of the curriculum examines Indigenous resistance via strategies and tactics employed by water protectors. Beginning with an examination of historic resistance along the Klamath River, this installment will focus on campaign creation, media outreach, and youth advocacy. Many of the tactics, skills, and tools discussed overlap with civil rights, social justice, and climate movements.

3.1

3.1 FROM FISH WARS TO FISH KILL

This session will examine Indigenous activism along the Klamath River from the Fish Wars of the 1970s to the largest fish kill in American history that occurred on the Klamath River in 2002. This legacy of survival illustrates the connections between settler colonial orientations to land and violence against Indigenous and more-than-human bodies.

LINK(S) TO VIDEO(S) AND SLIDE PRESENTATIONS: YOUTUBE PRESENTATIONS: [FROM FISH WARS TO FISH KILL](#)

Presenters	Slides
Dr. Kaitlin Reed (Yurok, HSU Native American Studies)	None provided
Susan Masten (Yurok, Former Yurok Tribal Chairperson, Former President of the National Congress of American Indians)	From Fish Wars to Fish Kill

3.1 Grades 9-12 Content Standards

SOCIAL STUDIES STANDARDS	LANGUAGE ARTS STANDARDS
CCSS.ELA-LITERACY.RH.9-10.3 HSS10.3.2 HSS.11.8.6 HSS.11.10.2 HSS.11.11.5	CCSS.ELA-LITERACY.W.9-10.1 CCSS.ELA-LITERACY.W.9-10.3 CCSS.ELA-LITERACY.W.9-10.4-10 CCSS.ELA-LITERACY.W.11-12.3-9

3.1

3.1 ACTIVITY: UNDERSTANDING THE FISH WARS



GOALS

- Students will explore cultural, political, and economic contexts that influenced events on the Klamath River in the late 20th century.
- Students will reflect on why conflicts emerged, explore their connections to other civil rights and social justice movements, and consider their lasting impacts today.

KEY CONCEPTS AND VOCABULARY

- **Mattz vs. Arnett:** The US Supreme Court case which reaffirmed the Yurok Tribe's fishing rights on the Klamath River and identified the Yurok reservation as 'Indian country.' Following the decision, Tribal members were able to fish openly on the lower river.
- **Gillnet:** A fishing method that uses vertical panels of netting that hang from a line with regularly spaced floaters that hold the line on the surface of the water.

3.1

EXERCISE 1: VIDEO REFLECTIONS

See **Appendix 1: Listening Guides for 3.1 From Fish Wars to Fish Kill** for students to complete while watching the video

Susan Masten provides an in-depth oral history of the Fish Wars that caused upheaval on the Klamath River in the 1970s. Discuss or write responses to the following questions:

- What were the underlying causes or factors contributing to the social tensions on the Klamath River at this time?
- What happened during the time known as the ‘Fish Wars’?
- How did Native peoples of the Klamath Basin organize to end the Fish Wars?
- What are the lasting repercussions of the Fish Wars?
- How were the movements for fishing and land rights similar and different to the movements for civil rights? Do you know of other places where Native people were fighting for their rights during this time?

EXERCISE 2: TIMELINE OF THE KLAMATH

- **Option 1:** Starting with the 1973 Supreme Court decision that permitted Tribal members to engage in commercial fishing as described by Susan Masten, draw, paint, or use [Adobe Spark Timeline Creator](#), Word, PowerPoint, or any other software to create a timeline of major legal decisions, events, and historical moments that are important for understanding the history of the Klamath River throughout the late 20th century and early 21st century.
 - Include at least 20 points. Write 1 sentence per point and use images if possible. You can use books or websites to research this, and you can also ask friends and family members about the particular events they remember.
- **Option 2:** Research and write, create a video, or interview a family member about their experiences with the Fish Wars or another social or environmental movement. What was their experience? Why did they choose to participate? How did they participate? What was the result?

EXERCISE 3: INDIGENOUS AND CIVIL RIGHTS

Write a paper, create a video, or draw a Venn diagram explaining how the Fish Wars or another social/environmental movement of your choosing relates to broader civil rights and human rights movements. What other movements were happening across the country at this time? Did they use similar or different strategies (e.g. protests, sit-ins, advocating for policy change)? How did this movement change the legal rights for a group of people?

A quick description of [civil rights and Indigenous rights](#)

[UNICEF’s Adolescent-Friendly Version of the UN Declaration of the Rights of Indigenous Peoples](#)

See this online lesson series [The Fish Wars: What Kinds of Actions Can Lead to Justice?](#) Featuring 6 lesson plans to teach about similar fish wars in Washington State, developed by the Smithsonian Museum of the American Indian and Native Knowledge 360.

3.2

3.2 COMMUNITY ORGANIZING AND CREATING A CAMPAIGN

From the Dakota Access Pipeline, to the summer of 2020’s Black Lives Matter demonstrations, to youth climate strikes, community action and organizing is changing the way people think about racial justice and the environment in the United States. Community action is also changing the way that Californians are approaching water and climate change issues, and how they think about environmental justice and food security. This panel discusses how to create, plan, and implement a successful movement to protect water.

LINK(S) TO VIDEO(S) AND SLIDE PRESENTATIONS: INTRODUCTION BY REGINA CHICHIZOLA YOUTUBE PRESENTATIONS: COMMUNITY ORGANIZING AND CREATING A CAMPAIGN

Presenters	Slides
Regina Chichizola (Save California Salmon)	Community Organizing and Creating a Campaign
Mahlifa Florendo (Indigenous Women Art and Design)	Community Organizing through the Arc

3.2 Grades 9-12 Content Standards

SOCIAL STUDIES STANDARDS	LANGUAGE ARTS STANDARDS
CCSS.ELA-LITERACY.RH.9-10.7 HSS.12.8	CCSS.ELA-LITERACY.W.9-10.1 WHST.9-12.2.a-e CCSS.ELA-LITERACY.W.9-10.2

3.2

3.2 ACTIVITY: INTERVIEWING

“Celebrate your wins because that is going to be the beginning of the next stages in your movement. It never ends, we wish it could, but really it’s good to see people coming together and making change happen.”

Mahlija Florendo



GOALS

Students will develop their knowledge of community organizing and advocacy work through campaign planning

Students will practice interviewing a friend or family member

Students will create a fact sheet including text, pictures, graphs, and data about the topic of their choice and practice conveying this information in succinct and visually-compelling formats

KEY CONCEPTS AND VOCABULARY

- **Power-Mapping:** Involves identifying people, organizations, or institutions that are well suited to mobilizing change or who are in positions of power to affect change. This might mean identifying potential allies, oppositions, and/or community leaders.
- **Campaign:** to work in an organized and active way toward a particular goal or objective, typically a political or social one.

3.2

EXERCISE 1: VIDEO REFLECTIONS

- What are some aspects of creating a successful campaign as described by Regina Chichizola? What are some barriers that can prevent a campaign's success? What do you think are the most important factors to consider when developing a campaign?
- Have you or your family ever participated in one of the local campaigns described by Regina or others? What was your experience? What do you think was successful, or what do you think could have been done better? If you or your family have not participated in a local campaign, why not?

EXERCISE 2: BUILDING A CAMPAIGN

- See **Appendix 1: Building A Campaign**

EXERCISE 3: INTERVIEW

- Interview a friend or family member about the topic you have chosen for your Project Portfolio.
- Write down questions you would like to ask beforehand. What does your friend/family member think about this issue? Why? How has this issue impacted them? Take notes while they talk, and try to take note of key quotes. If appropriate, ask if you can voice record or video record your interview.

See these [Interview Protocol Tips](#) and these [Interview Techniques and Preparation Worksheets](#)

EXERCISE 4: FACT

- Create a 1-2 page fact sheet or flyer for the topic you chose for your Project Portfolio. Make it visually striking and attention grabbing. Include: Background of the problem, why it's important, and what can be done about it. Use bullet points or short sentences/paragraphs. Include the most important information- be informative, but be succinct. You can use pictures, artwork, quotes, and facts.

3.3

3.3 TELLING YOUR STORY: OUTREACH AND MEDIA

Fish versus farmers, Tribes versus fishermen, environmentalists destroying jobs- the media sometimes creates false conflicts and overly simplifies stories about water issues in California. However, we know that healthy rivers, food security, and jobs can all go together. This panel discusses how to use existing media and social media to benefit your work, how to be a media spokesperson, and how to create your own written and visual media.

LINK(S) TO VIDEO(S) AND SLIDE PRESENTATIONS: INTRODUCTION BY REGINA CHICHIZOLA YOUTUBE PRESENTATIONS: TELLING YOUR STORY: OUTREACH & MEDIA

Presenters	Slides
Regina Chichizola (Save California Salmon)	Introduction to Outreach and Media
Allie Hostler (Hupa, Two Rivers Tribune)	
Terria Smith (Torres Martinez Desert Cahuilla Indians, News from Native California)	“Telling your story” through News from Native California

3.3 Grades 9-12 Content Standards

SOCIAL STUDIES STANDARDS	LANGUAGE ARTS STANDARDS	SCIENCE STANDARDS
HSS.11.1 HSS.12.8 CCSS.ELA-LITERACY.RH.11-12.9	CCSS.ELA-LITERACY.W.9-10.1 CCSS.ELA-LITERACY.W.9-10.2 CCSS.ELA-LITERACY.W.9-10.4-10 CCSS.ELA-LITERACY.W.11-12.3-9 CCSS.ELA-LITERACY.W.11-12	HS-LS2-7

3.3

3.3 ACTIVITY: WRITING FOR MEDIA

“A lot of this organizing and activism that groups are doing is to get the media attention. That’s what helps change public perception.”

Allie Hostler

GOALS

- Students will practice different styles of writing needed for different forms of media.
- Students will practice how to summarize an issue and write persuasively about it.
- Students will practice synthesizing complex issues and debates into materials that are succinct, visually engaging, and easy to understand.

KEY CONCEPTS AND VOCABULARY

- **Press Release:** A form of writing often used as a 1 page announcement, often written in the third person, which includes quotes, short sentences, and covers; who, what, where, why, and when.
- **Opinion Piece:** an article that reflects a person’s opinion sometimes called an “op-ed,” can be a way of providing a specific perspective or in-depth analysis of a certain issue. It can also be a way of providing space for marginalized or underrepresented voices, issues, and perspectives.
- **Vocab Activity Suggestion:** Look at examples of [press releases](#) and [op-eds](#). Compare and contrast the writing styles. What is included? What is the main goal? How is this reflected in the content and structure of the piece?

3.3

EXERCISE 1: VIDEO REFLECTIONS

- What are some examples of advocacy and some components of a successful campaign as described by Regina Chichizola? Have you ever participated in any of these activities? (E.g. public outreach, education, rallies, public speaking). How did it make you feel? What do you think makes for effective campaign strategies?
- How can media be a useful tool for advocacy? What other types of media might be useful? (Eg. social media, YouTube, blogs, magazines/zines, community newsletters, resource groups, story maps). Which types of media reach which audiences? How do their stories and styles differ?
- What kinds of things influence which stories are covered by the media? Has your perspective ever changed after hearing about an issue through a media source? What is a topic that you wish was covered more in the media? How can media be made more equitable in the types of stories they cover?
- Look up some examples of press releases and op-eds. What are key aspects of writing a story or press release? How do they address the who, what, where, when, and why? Who is a good spokesperson or center for a story? How does explaining how you are impacted personally fit in with the sharing of facts and information?

[See this guide on “Persuasive Writing through Letters to the Editor”](#)

EXERCISE 2: LETTERS TO THE EDITOR

Think of a topic or issue related to environmental change in your region. It can be one covered in this curriculum, or the one you have chosen for your Project Portfolio.

- Write a Letter to the Editor to one of your local news-sources about your topic, why you care about it, and what should be done about it. Letters to the Editor are SHORT- do this in less than 300 words. Look up Letters to the Editors in some of your favorite publications for inspiration.

Look at this [Guide for Writing Letters to the Editor](#), this [Letter to the Editor Template](#), or these examples of [Letters to the Editor](#)

EXERCISE 3: NEWS WRITING

- Imagine you are a journalist working for a newspaper reporting about your topic. Write a newspaper article exploring the topic. Similar to your poster/flyer, include background on the topic, arguments for/against it, why it is important, and potential pathways forward. Include quotes from your interview and facts from your flyer.

3.4

3.4 YOUTH WATER ADVOCACY AND EDUCATION

Youth are questioning what the future might look like without clean water and a livable environment. Youth are leading the charge to create change in the United States. This panel, led by Native youth, discusses how we can better support youth-led movements for clean water and protected fisheries in California. It focuses on how youth have led the movements to fight dams, diversions and pipelines, and to restore Tribal rights and fisheries in Northern California. It also discusses how the youth-led movements on the Klamath and Trinity Rivers can be a model for other communities, and how Indian education programs can provide models to change school curriculum across California.

LINK(S) TO VIDEO(S) AND SLIDE PRESENTATIONS: INTRODUCTION BY REGINA CHICHIZOLA YOUTUBE PRESENTATIONS: YOUTH WATER ADVOCACY & EDUCATION

Presenters	Slides
K'nek'nek' Lowry (Yurok)	
Sammy Gensaw (Yurok, Ancestral Guard)	
Danielle Frank (Hupa, Hoopa Valley High School Water Protectors Club)	
Ashia Wilson (Klamath Tribes, Klamath Tribes Youth Council, Rogue Climate)	Youth and Water

3.4 Grades 9-12 Content Standards

SOCIAL STUDIES STANDARDS	LANGUAGE ARTS STANDARDS	SCIENCE STANDARDS
HSS.11.1 HSS.12.8	CCSS.ELA-LITERACY.W.9-10 CCSS.ELA-LITERACY.SL.9-10.5	HS-LS2-7

3.4

3.4 ACTIVITIES: SOCIAL MEDIA CREATIVITY

“We're starting a program working with kids so they can have a strong foundation. They have the answers. They have the solutions. We just have to be able to work together, listen and to offer that guidance for this next generation to be able to solve the problems that they are going to be facing for much longer than we will.”

Sammy Gensaw

GOALS

- Students will reflect on the unique role of youth and why it is important and what can be done better to include youth in environmental advocacy and policy-making.
- Students will practice graphic design and visual communications skills by creating educational materials suitable for a broad public.

KEY CONCEPTS AND VOCABULARY

- **Klamath Salmon Relay Run:** An 18+ year annual tradition started by students at Hoopa High School in which youth and families run from the mouth of the Klamath River to the Klamath Falls, Oregon to raise awareness for Klamath salmon and the destruction caused by the Klamath dams.
- **Climate Justice:** Highlights that climate change is an ethical and political issue, and that the risks of climate change are not evenly distributed. In particular, people of color, low-income, and Indigenous communities worldwide will face uneven burdens of health disparities, food insecurity, and displacement due to climate change. Climate justice emphasizes that we cannot address climate change without addressing these social problems.

3.4

EXERCISE 1: VIDEO REFLECTIONS

- Why do you think it's important to include youth in community organizing and in decision-making? What can be done to better engage youth and help them feel included? What do youth bring to justice movements that others do not? How do they impact decision-makers?
- How have youth impacted some of the major movements you have read about, such as the movement for clean water, the climate movement, anti-war movement, or the civil rights movements? Who are youth leaders or organizations you admire?

EXERCISE 2: CREATING SOCIAL MEDIA CONTENT

Now you are an expert on the topic you have chosen for your project and it's time to get other people engaged and informed too!

- Create a series of 5-10 graphics or a short video that explains your topic to a broad audience. Use language that is easy to understand, and short, succinct phrases. Creating content for social media is often all about graphic design. Think of photos, images, graphs, diagrams, or drawings to use, catchy slogans, memes, hashtags, color contrasts, logos. Create something that could be reposted or shared with ease. Be bold and clear with your message.
- It's okay to re-use sentences you wrote for your flyer or news article. Make the graphics attention-grabbing and visually appealing. See examples in the "[Storytelling and Social Media](#)" PowerPoint.

See these [Design Tips and Best Practices for Social Media Graphics](#) and these [Tips for Social Media Graphic Design](#)

EXERCISE 3: CREATING A PUBLIC SERVICE ANNOUNCEMENT

- Working alone or in a group record or present a public service announcement to inform the public of your topic. Think of a news report or broadcast you see on TV. Write a script that includes a background to your topic, why it is a problem, and what can be done about it.
- If possible, include images in your announcement, or include a quick interview (less than 5 mins) with someone who is knowledgeable about this topic, or with a friend or family member asking them what they think.

EXERCISE 4: PROPOSING SOLUTIONS

Think of the water-problem you have been researching. Design a potential solution to this problem. Does it require a policy change or new regulations? Does it require that infrastructure like dams be removed? Does it require that a source of pollution be prevented from getting into waterways?

- Write a letter to an official or create an infomercial describing your proposed solution. Explain how it would work and why it is important. Think about using diagrams and images. You could create before and after images or scientific literature to predict what this solution might do to the water system.

FINAL PROJECT PORTFOLIO

If students have completed several sessions throughout the curriculum, they will likely have completed several assignments that could be compiled into a project portfolio. We believe that compiling assignments in this way is useful because it gives students a centralized place to showcase their work and helps to generate a sense of consistency between activities, instead of viewing them as a series of separate assignments. Developing a portfolio also gives students a tangible, physical document or folder that they can keep into the future and share with friends and family. The portfolio could also be a digital file such as a PDF. Such a portfolio could also be useful to include in job or college applications. The portfolio could be catered to the sessions students have completed. If students are compiling a physical portfolio, we suggest using binders, plastic sleeves, and including a table of contents and cover sheet.

A PROJECT PORTFOLIO COULD INCLUDE:

- Water Issues in California Flyer/Poster
- Water Issues in Your Watershed Flyer/Poster
- Policy Analysis Exercise
- Creating Art Exercise
- Planting and Harvesting Cycles
- Building a Campaign Worksheet
- Issue Fact Sheet
- Letter to the Editor
- News Media Article
- Social Media Content



VOCABULARY INDEX

Activism - Expressing strong opinions and voices, many times community-built collaboration designed to make (often) political or social change.

Advocate/Advocacy: Someone who supports a certain project, narrative, cause, or policy.

Ally ship: The practice of emphasizing social justice, inclusion, and human rights by someone who does not necessarily belong to the group they're advocating for, in order to advance the interests of an oppressed or marginalized group. Ally ship is part of the anti-oppression or anti-racist conversation, which uses social justice theories and ideals.

Anadromous: Refers to fish that swim upstream from the ocean in order to spawn.

Assimilation: Cultural assimilation is often a forced process in which a majority group tries to make a [minority group](#) or [culture](#) assume their values, behaviors, and beliefs.

Colonialism: Taking control of another country, occupying the country, and exploiting its natural resources for financial gain.

Degradation: Loss of quality; wearing down.

Disenfranchised: To deprive someone of a right or privilege: e.g. to vote.

Diversions: Turning something off its course.

Ecosystem: A biological community of interacting organisms and their physical environment.

Food Insecurity: Being without reliable and safe access to healthy, affordable, nutritious food.

Indigenous: Originating or occurring naturally in a specific place. It refers to the notion of a place-based human ethnic culture that has not migrated from its homeland, and is not a settler or colonial population.

Irrigation: A supply of water to crops or other vegetation to help them grow.

More-than-human: The parts of the world that surround us which are not human; all other plants and animals which have significance and contribute to this world.

Policy: A course of action adopted or proposed by a government, party, business, or individual.



Settler-colonialism: Taking control of another country, occupying the country with the goal to replace the Indigenous population, and exploiting its natural resources for financial gain.

Terminated: Native American termination was the policy of the United States from the mid-1940s to the mid-1960s. It was shaped by a series of laws and policies with the intent of assimilating Native Americans into settler colonial American society.

Watershed: An area of land that drains all the streams and rainfall to a common outlet such as the mouth of a bay, or any point along a stream channel.



**APPENDIX 1:
LISTENING GUIDES AND WORKSHEETS**

WORKSHEETS

Language



Hupa Language
Worksheet (blank).p



Hupa Language
(answer key).pdf



Karuk Language
Worksheet (blank).p



Karuk Language
(answer key).pdf



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Language Workshet



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Wiyot Language
Worksheet (blank).p



Wiyot Language
(answer key).pdf



Yurok Language
Worksheet (blank).p



Yurok Language
(answer key).pdf

Module 1



Session 1.1
Marshall Trilogy (an:



Session 1.1 Cutcha
(blank).pdf



Session 1.1 Cutcha
(answer key).pdf



Session 1.3 Regina
_ Morning Star (blar_



Session 1.3 Regina
Morning Star (ans



Session 1.2
Listening Guide for



Session 1.2
Listening Guide for



Session 1.1 Regina
(blank).pdf



Session 1.1 Regina
(answer key).pdf



Session 1.1
Marshall Trilogy (bla

Module 2



Session 2.5 -
Planting_Harvesting



Session 2.5 -
Planting_Harvesting



Session 2.1 CORE
Course (blank).pdf



Session 2.1 CORE
Course (answer key)

Module 3



3.1 Fish Wars to
Fish Kill Worksheet



3.1 Fish War to Fish
Kill (answer key).pdf

Session 1.1: Understanding Water Policy, Law, and Tribal Sovereignty

Take Action!

Native Land Mapping Exercise

This exercise can be completed after viewing Professor Cutcha Risling Baldy's presentation "Understanding Tribal Sovereignty" in Session 1.1: Understanding Water Policy, Law, and Tribal Sovereignty. It can also be used without viewing the video or as a complement to pre-planned lessons on geography and history in North America.

Using the native-lands.ca interactive map tool, have students research where they live, and places they have traveled to across North America. Consider the following:

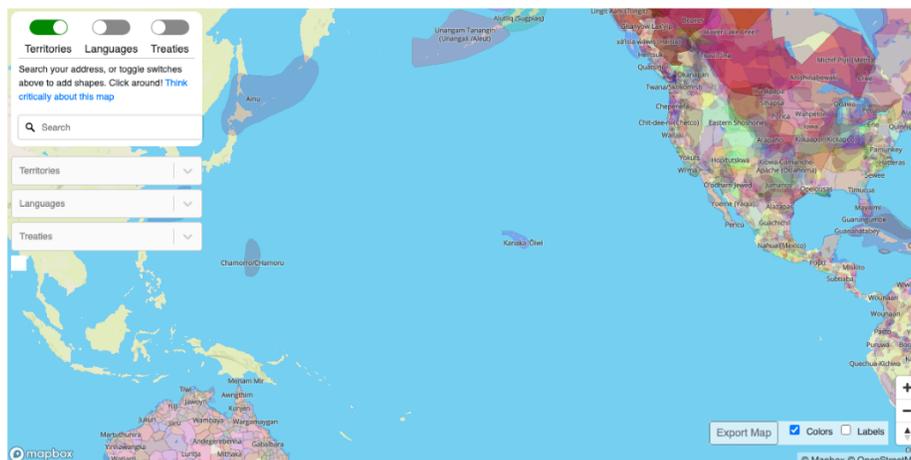
1. What tribes or information is missing from this map?
2. What do the students know about the territory they live on or have traveled to?
3. What do the students know about the culture of the tribe whose land they're on?

Native-land.ca is a crowdsourced tool, and will add information that is recommended by its users. Have the students write a letter to Native Land to update their map in some way. Let them get creative!

See the following page for a student hand-out.

For extra support, see the Native Lands Teaching Guide: https://native-land.ca/wp/wp-content/uploads/2019/03/teacher_guide_2019_final.pdf

<https://native-land.ca/staging-site/how-to-contribute/adding-maps/>



Session 1.1: Understanding Water Policy, Law and Tribal Name: _____

Sovereignty Date: _____

Period: _____

Go to native-land.ca and answer the following questions.

Find where you live.

Whose territories do you live on? _____

What language group(s) are these nations part of? _____

Search for 5 other places that have special meaning to you. These can be places where you have previously lived, places where your family lives, or places where you have been on vacation like Disneyland, the Grand Canyon, or National Parks.

Place	Whose land is this?
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Zoom out a little.

How does this map compare to other maps, like a map of the 50 states or a map of California?

Are there any areas of North America not included as part of an Indigenous territory? _____

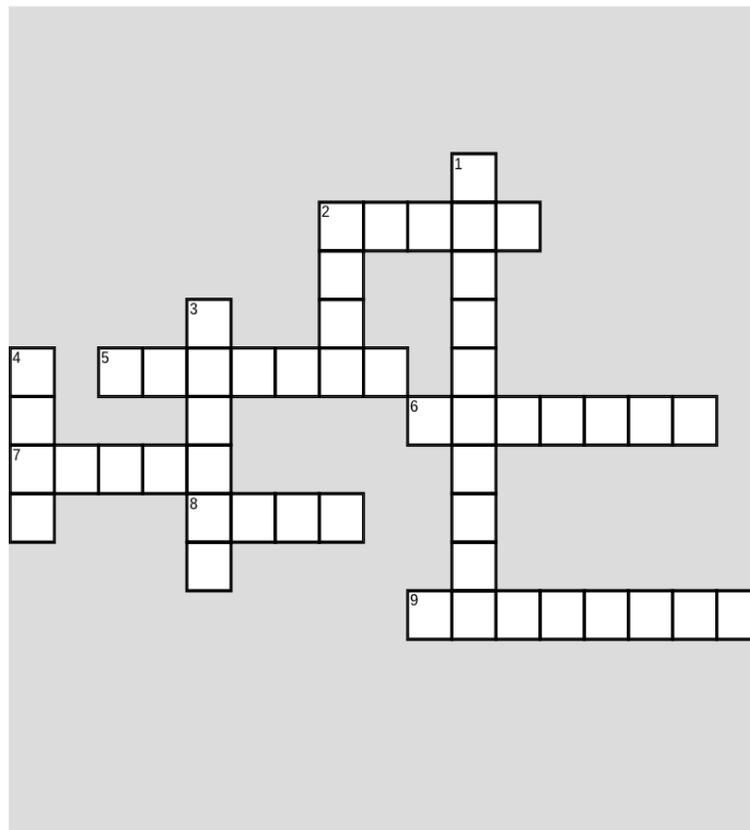
This map is crowd-sourced, meaning that people from all over the world can contribute to it and make suggestions.

Why do you think that is important? _____

Are there any Indigenous groups or nations that you know of that are not included on this map?

If you or your class has been able to identify any Indigenous groups or nations that are not on this map, go to How to Contribute ---->Fixes and Adding Maps, and ask them to include your suggestion!

Species of the Klamath River



Across

- 2 Word for Lost River sucker in Klamath language
- 5 The largest species of Pacific salmon
- 6 Yurok term meaning "river mouth"
- 7 Yurok word for salmon
- 8 Karuk word for Chinook salmon
- 9 Karuk word for smolt sized Chinook salmon that migrates in spring

Down

- 1 Sometimes called "eulachon"
- 2 Species of Pacific salmon known as "silver salmon"
- 3 Karuk term meaning "fix it"
- 4 The smallest and most abundant species of Pacific salmon

Species of the Klamath Basin

List other species, aquatic or terrestrial (e.g. plants, trees, mammals, birds), that can be found in the Klamath Basin.

There are examples in the PowerPoint provided by Michael Belchik. Note which species are threatened or endangered. If the species are migratory or only bloom or sprout at certain times of year, note which times of year you might find them. You can use information from the webinar, internet research, or ask a friend or family member.

SPECIES	POPULATIONS: HEALTHY, THREATENED, ENDANGERED?	SEASONALITY	HABITAT



Cultural Revitalization in Practice

Think of a tradition in your community that brings people together in a good way, where there is a special or sacred item, symbol, or practice at the center that gives people a shared sense of responsibility and mutual respect. Think of the origins of that tradition and why it is meaningful and special.

Imagine there is a company or industry that comes into your town or community and tries to destroy or hoard the resources that make that tradition possible. Maybe this has actually happened in your community. If you can't think of anything, make something up. An example might be you are part of a church or religious group that holds baptisms along a certain stretch of river that will be developed into a large resort.

Develop a plan for how to restore or protect the resource that is in danger of being lost in your community. The following is inspired by a step-by-step process that was followed in order to develop agreements with the State and National Parks and National Forest in order to extract fallen redwoods for cultural uses.

Goal/Resource or Tradition to Protect: _____

ALLIES

Who else is affected? What other cultural practices might be lost? Who might be sympathetic to your cause?

TARGETS

Who controls the resource you are trying to protect? Who has the power to make decisions about this resource? This might be specific people, companies, or government agencies.

IDENTIFY SOLUTIONS, BUILD SOLIDARITY

How can the resource be protected? Why should people care about this resource? Are there compromises that can be made?

BUILDING A CAMPAIGN

Topic/Issue: _____

Step 1: Why should people care?
Why is this issue important? Why does this matter to you?

Step 2: Identify Allies:
Who might be sympathetic to your cause? Who else cares about this topic? Who can help you? Who will you reach out to? This might be specific people, community groups, or organizations

Step 3: Identify Targets:
Who or what is this campaign targeting? Who has the power to make decisions about this topic? This might be specific people, companies, government agencies, or organizations

Step 4: Roles and Responsibilities:
What is needed to make your campaign successful? For example, do you need to build a website? Research a policy? Create public awareness?

Step 5: Goals and Strategies: What are your specific goals? How will you achieve them?

GOALS
For example:
Raise public awareness, change a law or policy, get media coverage, demonstrate widespread public support

Get community ideas, input, and feedback



STRATEGIES
For example:
Hold a public meeting, hold a rally, meet with lawmakers, make social media videos

Hold a community meeting/town hall



**APPENDIX 2:
STATE STANDARDS**



**California State Standards and
Next Generation Science Standards Index**

MODULE 1

1.1

Social Studies

CCSS.ELA-LITERACY.RH.9-10.4:

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

HSS.10.1.3:

Consider the influence of the U.S. Constitution on political systems in the contemporary world.

HSS.10.2.2:

List the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791).

HSS.11.1:

Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

HSS.11.6.4:

Analyze the effects of and the controversies arising from New Deal economic policies and the expanded role of the federal government in society and the economy since the 1930s (e.g., Works Progress Administration, Social Security, National Labor Relations Board, farm programs, regional development policies, and energy development projects such as the Tennessee Valley Authority, California Central Valley Project, and Bonneville Dam).

HSS.11.11.5:

Trace the impact of, need for, and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection advocates and property rights advocates.

HSS.12.1:

Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.

Language Arts

CCSS.ELA-LITERACY.W.9-10.1 (all):

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.11-12 (all)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-LITERACY.W.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-LITERACY.W.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.9-10.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.W.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.



Science

HS-ESS.3-4 Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.

HS-LS.2-7

Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity

1.2

Social Studies

HSS10.3.2

Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).

HSS.11.6.4

Analyze the effects of and the controversies arising from New Deal economic policies and the expanded role of the federal government in society and the economy since the 1930s (e.g., Works Progress Administration, Social Security, National Labor Relations Board, farm programs, regional development policies, and energy development projects such as the Tennessee Valley Authority, California Central Valley Project, and Bonneville Dam).

HSS.11.8.6

Discuss the diverse environmental regions of North America, their relationship to local economies, and the origins and prospects of environmental problems in those regions.

Language Arts

CCSS.ELA-LITERACY.W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.WHST.9-10.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CCSS.ELA-LITERACY.W.9-10.3/ CCSS.ELA-LITERACY.W.11-12.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.9-10.4/CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.9-10.5/CCSS.ELA-LITERACY.W.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)

CCSS.ELA-LITERACY.W.9-10.6/CCSS.ELA-LITERACY.W.11-12.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-LITERACY.W.9-10.7/CCSS.ELA-LITERACY.W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.9-10.8/CCSS.ELA-LITERACY.W.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.W.9-10.9/CCSS.ELA-LITERACY.W.11-12.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Science

HS-ESS3-4

Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.* [Clarification Statement: Examples of data on the impacts of human activities could include the quantities and types of pollutants released, changes to biomass and species diversity, or areal changes in land surface use (such as for urban development, agriculture and livestock, or surface mining). Examples for limiting future impacts could range from local efforts (such as reducing, reusing, and recycling resources) to large-scale geoengineering design solutions (such as altering global temperatures by making large changes to the atmosphere or ocean)

HS-LS2-6

Evaluate claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem. [Clarification Statement: Examples of changes in ecosystem conditions could include modest biological or physical changes, such as moderate hunting or a seasonal flood; and extreme changes, such as volcanic eruption or sea level rise.]

HS-LS2-7

Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.* [Clarification Statement: Examples of human activities can include urbanization, building dams, and dissemination of invasive species.]

HS-ESS2-2

Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems. [Clarification Statement: Examples should include climate feedbacks, such as how an increase in greenhouse gases causes a rise in global temperatures that melts glacial ice, which reduces the amount of sunlight reflected from Earth's surface, increasing surface temperatures and further reducing the amount of ice. Examples could also be taken from other system interactions, such as how the loss of ground vegetation causes an increase in water runoff and soil erosion; how dammed rivers increase groundwater recharge, decrease sediment transport, and increase coastal erosion; or how the loss of wetlands causes a decrease in local humidity that further reduces the wetland extent.]

1.3

Social Studies

CCSS.ELA-LITERACY.RH.9-10.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

HSS.11.6.4

Analyze the effects of and the controversies arising from New Deal economic policies and the expanded role of the federal government in society and the economy since the 1930s (e.g., Works Progress Administration, Social Security, National Labor Relations Board, farm programs, regional development policies, and energy development projects such as the Tennessee Valley Authority, California Central Valley Project, and Bonneville Dam).

HSS.11.8.6

Discuss the diverse environmental regions of North America, their relationship to local economies, and the origins and prospects of environmental problems in those regions.

1.4

Social Studies

HSS10.3.2

Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).

HSS.11.6.4

Analyze the effects of and the controversies arising from New Deal economic policies and the expanded role of the federal government in society and the economy since the 1930s (e.g., Works Progress Administration, Social Security, National Labor Relations Board, farm programs, regional development policies, and energy development projects such as the Tennessee Valley Authority, California Central Valley Project, and Bonneville Dam).

HSS.11.8.6

Discuss the diverse environmental regions of North America, their relationship to local economies, and the origins and prospects of environmental problems in those regions.

Language Arts

CCSS.ELA-LITERACY.W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.11-12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.11-12.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W.11-12.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 [here](#).)

CCSS.ELA-LITERACY.W.11-12.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCSS.ELA-LITERACY.W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-LITERACY.W.11-12.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Science

HS-ESS2-2

Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems. [Clarification Statement: Examples should include climate feedbacks, such as how an increase in greenhouse gases causes a rise in global temperatures that melts glacial ice, which reduces the amount of sunlight reflected from Earth's surface, increasing surface temperatures and further reducing the amount of ice. Examples could also be taken from other system interactions, such as how the loss of ground vegetation causes an increase in water runoff and soil erosion; how dammed rivers increase groundwater recharge, decrease sediment transport, and increase coastal erosion; or how the loss of wetlands causes a decrease in local humidity that further reduces the wetland extent.]

HS-LS2-7

Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.* [Clarification Statement: Examples of human activities can include urbanization, building dams, and dissemination of invasive species.]

MODULE 2

2.1

Social Studies

CCSS.ELA-LITERACY.RH.9-10.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

HSS.10.3.6

Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.

HSS.11.8.6

Discuss the diverse environmental regions of North America, their relationship to local economies, and the origins and prospects of environmental problems in those regions.

CCSS.ELA-LITERACY.RH.11-12.4

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist No. 10*).

2.2

Arts Education- Visual Arts

Prof.VA:Cr1.1

Use multiple approaches to begin creative endeavors.

Prof.VA:Cr1.2

Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.

Acc.VA:Cr1.2

Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

Adv.VA:Cr1.1

Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.

Acc.VA:Pr6

Make, explain, and justify connections between artists or artwork and social, cultural, and political history.

Prof.VA:Re7.2

Analyze how one's understanding of the world is affected by experiencing visual imagery.

Acc.VA:Re7.1

Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.

Adv.VA:Cn10

Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.

Prof.VA:Cn11

Describe how knowledge of culture, traditions, and history may influence personal responses to art.

2.3

Social Studies

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.

HSS.12.7.1

Explain how conflicts between levels of government and branches of government are resolved.

Language Arts

CCSS.ELA-LITERACY.WHST.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.WHST.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

2.4

Social Studies

HSS.10.3.2

Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).

HSS.11.8.6

Discuss the diverse environmental regions of North America, their relationship to local economies, and the origins and prospects of environmental problems in those regions.

Language Arts

CCSS.ELA-LITERACY.W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.9-10.1.A

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.W.9-10.1.B

Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

CCSS.ELA-LITERACY.W.9-10.1.C

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-LITERACY.W.9-10.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.W.9-10.1.E

Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-LITERACY.W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 [here](#).)

CCSS.ELA-LITERACY.W.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-LITERACY.W.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.9-10.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.W.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.W.9-10.9.A

Apply *grades 9-10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").

CCSS.ELA-LITERACY.W.9-10.9.B

Apply *grades 9-10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

CCSS.ELA-LITERACY.W.9-10.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS.ELA-LITERACY.W.11-12.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.11-12.3.A

Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

CCSS.ELA-LITERACY.W.11-12.3.B

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

CCSS.ELA-LITERACY.W.11-12.3.C

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

CCSS.ELA-LITERACY.W.11-12.3.D

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

CCSS.ELA-LITERACY.W.11-12.3.E

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 [here](#).)

CCSS.ELA-LITERACY.W.11-12.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCSS.ELA-LITERACY.W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-LITERACY.W.11-12.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.W.11-12.9.A

Apply *grades 11-12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").

CCSS.ELA-LITERACY.W.11-12.9.B

Apply *grades 11-12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").

2.5

Social Studies

HSS.10.3.2

Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).

HSS.11.8.6

Discuss the diverse environmental regions of North America, their relationship to local economies, and the origins and prospects of environmental problems in those regions.

Language Arts

CCSS.ELA-LITERACY.W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.9-10.1.A

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.W.9-10.1.B

Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

CCSS.ELA-LITERACY.W.9-10.1.C

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-LITERACY.W.9-10.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.W.9-10.1.E

Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-LITERACY.W.11-12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.11-12.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W.11-12.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Science

HS-LS4-5

Evaluate the evidence supporting claims that changes in environmental conditions may result in (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species. [Clarification Statement: Emphasis is on determining cause and effect relationships for how changes to the environment such as deforestation, fishing, application of fertilizers, drought, flood, and the rate of change of the environment affect distribution or disappearance of traits in species.]

HS-LS2-6

Evaluate claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem. [Clarification Statement: Examples of changes in ecosystem conditions could include modest biological or physical changes, such as moderate hunting or a seasonal flood; and extreme changes, such as volcanic eruption or sea level rise.]

HS-ESS3-5

Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth's systems. [Clarification Statement: Examples of evidence, for both data and climate model outputs, are for climate changes (such as precipitation and temperature) and their associated impacts (such as on sea level, glacial ice volumes, or atmosphere and ocean composition).] [*Assessment Boundary: Assessment is limited to one example of a climate change and its associated impacts.*]

MODULE 3

3.1

Social Studies

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.

HSS10.3.2

Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).

HSS.11.8.6

Discuss the diverse environmental regions of North America, their relationship to local economies, and the origins and prospects of environmental problems in those regions.

HSS.11.10.2

Examine and analyze the key events, policies, and court cases in the evolution of civil rights, including *Dred Scott v. Sandford*, *Plessy v. Ferguson*, *Brown v. Board of Education*, *Regents of the University of California v. Bakke*, and California Proposition 209.

HSS.11.11.5

Trace the impact of, need for, and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection advocates and property rights advocates.

Language Arts

CCSS.ELA-LITERACY.W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.9-10.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 [here](#).)

CCSS.ELA-LITERACY.W.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-LITERACY.W.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.9-10.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.W.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.W.11-12.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 [here](#).)

CCSS.ELA-LITERACY.W.11-12.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCSS.ELA-LITERACY.W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-LITERACY.W.11-12.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

3.2

Social Studies

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.

HSS.12.8

Students evaluate and take and defend positions on the influence of the media on American political life.

Language Arts

CCSS.ELA-LITERACY.W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

WHST.9-12.2.a-e

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CCSS.ELA-LITERACY.WHST.9-10.2.A

Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.WHST.9-10.2.B

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.WHST.9-10.2.C

Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

CCSS.ELA-LITERACY.WHST.9-10.2.D

Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

CCSS.ELA-LITERACY.WHST.9-10.2.E

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.W.9-10.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

3.3

Social Studies

HSS.11.1

Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

HSS.12.8

Principles of American Democracy: Students evaluate and take and defend positions on the influence of the media on American political life.

CCSS.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.

Language Arts

CCSS.ELA-LITERACY.W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.9-10.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 [here](#).)

CCSS.ELA-LITERACY.W.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-LITERACY.W.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.9-10.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.W.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.W.11-12.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 [here](#).)

CCSS.ELA-LITERACY.W.11-12.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-LITERACY.W.11-12.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Science

HS-LS2-7

Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.* [Clarification Statement: Examples of human activities can include urbanization, building dams, and dissemination of invasive species.]

3.4

Social Studies

HSS.11.1

Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

HSS.12.8

Students evaluate and take and defend positions on the influence of the media on American political life.

Language Arts

CCSS.ELA-LITERACY.W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.9-10.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W.9-10.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 [here](#).)

CCSS.ELA-LITERACY.W.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-LITERACY.W.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.9-10.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.W.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CCSS.ELA-LITERACY.SL.9-10.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.



CCSS.ELA-LITERACY.SL.9-10.4

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CCSS.ELA-LITERACY.SL.9-10.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Science

HS-LS2-7

Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.* [Clarification Statement: Examples of human activities can include urbanization, building dams, and dissemination of invasive species.]



THANK YOU's AND ACKNOWLEDGEMENTS

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Terria Smith (Torres Martinez Desert Cahuilla Indians) - News from Native California
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