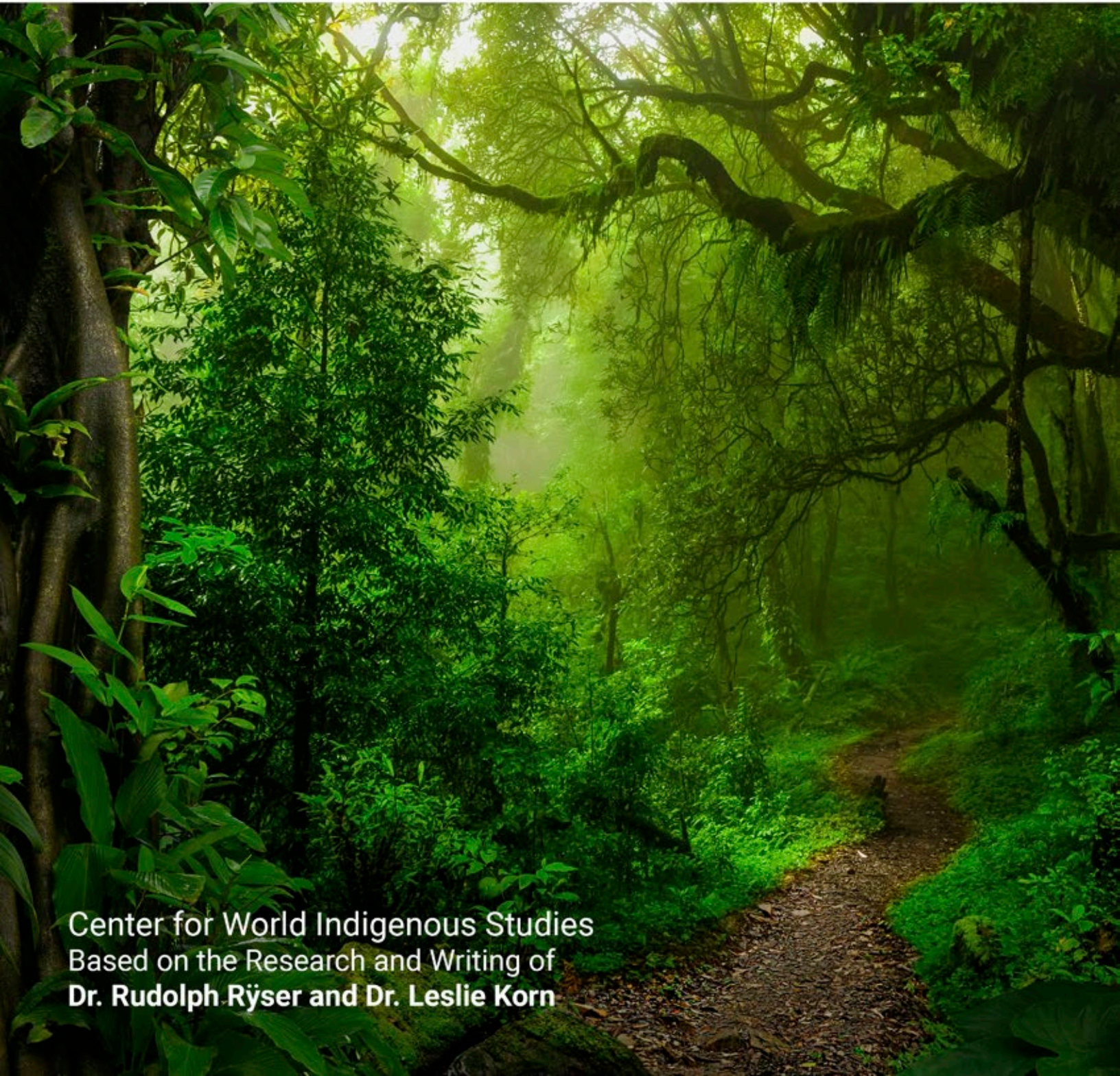


NATIVE ROOTS

Greener Futures | Walking the Kálhaculture Way

Teacher's Guide

A photograph of a dense, lush green forest. A dirt path winds through the trees, leading into the distance. Sunlight filters through the canopy, creating a bright, hazy atmosphere. The trees are tall and have thick, gnarled trunks. The foliage is vibrant green, with various shades of leaves and branches visible.

Center for World Indigenous Studies
Based on the Research and Writing of
Dr. Rudolph Rýser and Dr. Leslie Korn

NATIVE ROOTS

Greener Futures | Walking the Kálhaculture Way

Teachers Guide

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Native Roots, Greener Futures: Walking the Kálhaculture Way

Teacher's Guide

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Dedication

*In our every deliberation, we must consider the effects of our decisions
on the next seven generations.*

(Dekanawidah, Great Law of Peace)

“We now do crown you with the sacred emblem of the deer’s antlers, the emblem of your Lordship. You shall now become a mentor of the people of the Five Nations. The thickness of your skin shall be seven spans” which is to say that you shall be proofed against anger, offensive actions and criticism. Your heart shall be filled with peace and good will and your mind filled with a yearning for the welfare of the people of the Confederacy. With endless patience you shall carry out your duty and your firmness shall be tempered with tenderness for your people. Neither anger nor fury shall find lodgment in your mind and all your words and actions shall be marked with calm deliberation. In all of your deliberations in the Confederate Council, in your efforts at law making, in all your official acts, self-interest shall be cast into oblivion. Cast not over your shoulder behind you the warnings of the nephews and nieces should they chide you for any error or wrong you may do, but return to the way of the Great Law which is just and right. Look and listen for the welfare of the whole people and have always in view not only the present but also the coming generations, even those whose faces are yet beneath the surface of the ground “the unborn of the future Nation.”

(Article 28 of the Great Law of Peace - Five Nations Confederation)

Purpose of this Guide

This guide is designed to support the teacher, parent or older student through the online video course Native Roots, Greener Futures: Walking the Kálhaculture Way.

This course is rooted in experiential learning and application. The teacher's guide provides numerous activities and resources that can be adapted as you wish. Our goal is to engage the learner in new didactic learning alongside personal exploration and experience, as the learner more deeply defines their goals and mission as a scholar and an activist who will work to help the earth and its riches.

STEM, Sciences and Culture

In addition to specific course objectives identified below, the course has been designed to

- Fulfill STEM objectives in science, especially plant and earth sciences
- Introduce and deepen understanding of indigenous sciences and ways of knowing (epistemologies)
- Provide objectives that help the participant achieve age-appropriate learning goals
- Extend beyond conventional narratives of history, economics, politics, and help the participant learn about cultural awareness and humility

Personal Growth and Development

Native Roots, Greener Future: Walking the Kálhaculture Way leads the participants to better understand who they are.

Participants

- Identify their cultural stories
- Explore the stories of their families and ancestors
- Define their mission for climate change

How to Use this Guide

Experiential Activities

Activities reflect and extend learning objectives. They are presented within the course modules and additional activities are provided in this guide. Students may always begin with activities and return to the didactic videos for learning. Some students will be engaged more directly by doing, before listening and watching. The course allows for this self designed flow.

Video Interviews with Activist Scholars

Of special note are the video interviews with current activists scholars of all ages and backgrounds, who provide role models and opportunities that await the younger learner who may want to study further or develop a career in this field.

Brief videos are in the course and posted in their entirety on Youtube

<https://www.youtube.com/playlist?list=PLKYZFnQ0tm2pQoi9UQ99D6x2wGeOX0uQp>

One of the highlights of the course is the opportunity for the participant to submit his/her/their mission statement on module 4, and video about their work in module 7.

Activist Scholars Interviewed

Eileen Calub | Nayeli Chavez | Rebeca Pérez Daniel | Alejandra Garcia Franco
Israel Llamas González | Verónica Guzmán | Rudolph Rýser | Leslie Korn | Ana Salazar
Raquel Soto | Dina Gilio-Whitaker | Ashley-Devon Williamston | Gillian Joseph

Course Description

Global levels of carbon dioxide (CO₂) are the highest ever reached in human history, with devastating effects on the planet and all the living beings. Specifically, elevated CO₂ decreases protein concentration in plants which diminishes nutritional quality of food, placing many Indigenous Peoples at risk for malnutrition, loss of natural resources and their foodways. This is due to their reliance on wild plants for food and medicine, native wisdom has for centuries tested and safeguarded these foods and medicinal gifts from nature.

This course explores indigenous knowledge systems, the benefits of wild plants for health and medicine, and the negative effects of climate change on wild plants. It also provides specific steps about how to become an activist scholar and a community changemaker, in order to apply and share the principles of Indigenous ways of knowing with the purpose of protecting and nourishing the environment.

This course is designed to inform and enable a new generation of activist scholars, Indigenous allies, students, teachers, and everyday consumers who will benefit from Indigenous knowledge, and learning the benefits of eating wild or agricultural plants, and why they are important to our health and nourishment, coupled with options for action.





General Objectives

- ☞ Define climate change
- ☞ Identify how climate change is altering plant nutrition
- ☞ Name why this is important to Indigenous Peoples and their allies
- ☞ Identify the value and application of plants as foods and medicines
- ☞ List ways to counteract the effects of climate change specifically on plants
- ☞ Explore plant and foods heritage protection projects
- ☞ Define Indigenous Ways of Knowing
- ☞ Define Indigenous intelligence
- ☞ Define Scholarly Activism
- ☞ Present & apply tools to become/being a climate change activist
- ☞ Apply activist scholar principles to specific case studies/stories

MODULE 1

INDIGENOUS WAYS OF KNOWING/INDIGENOUS SCIENCES**Objectives**

- 🌿 Deepen understanding of what we mean by culture and kálhaculture
- 🌿 Discuss the basic ideas of the Fourth World Theory
- 🌿 Define Indigenous knowledge systems

Contents

1. Kálhaculture
 - a. Culture
 - b. Kálhaculture
 - c. Etymology
 - d. Meaning

2. Colonialism
 - a. Indigenous Peoples
 - b. Colonialism
 - c. Settler Colonialism
 - d. Environmental Injustice from Settler Colonialism
 - e. Nations and States

3. Fourth World Theory
 - a. Fourth World = Indigenous Nations
 - b. Fourth World Theory
 - c. Decolonization and FWT
 - d. Foundations of Fourth World Theory
 - e. Fourth World Geopolitical Engagement

4. Indigenous Knowledge Systems
 - a. Indigenous Knowledge Systems
 - b. Types of Knowledge
 - c. Indigenous Methods of Learning
 - d. Instruments for Learning and Integrating Knowledge
 - e. Indigenous Intelligence
 - f. Values and the Sense of Wholeness

5. Environmental justice

ACTIVITIES

Activity 1.1. Indigenous People Around the World

This activity is in slide 22

Learning objective

Discuss the basic ideas of the Fourth World Theory.

How this activity helps achieve the objective

By acknowledging the native nations of the place you live.

Today we know the peoples who live and are nourished from the land as indigenous peoples. Indigenous peoples also live in urban areas. They experience food insecurity due to displacement from their original territories and other factors that reduce land and food access. Indigenous peoples live in small and large communities in all the populated continents. You may know about some of these communities, such as the Igbo, the Maya, the Kiowa, and the Tibetan. All of them, along with hundreds of other peoples, are the descendants of ancient tribes. They have lived a way of life for thousands of years, helping to sustain evergreen and tropical forests, rivers, oceans, deserts, and mountainsides.



Instructions

1. Look at the map and tell us where you live?
2. Who are the people who live on the land now?
3. What's the name of the country, town, region or city?
4. Based on this map, who are the original people of this land? Have you heard about them? Were you taught about them in your school? What do you know about them?
5. Do research about the original people of the place where you live.
6. What have you discovered about your land, its history and the indigenous peoples who first inhabited your current home?

Notes for Teacher

If students cannot easily find the indigenous people of the place they live, they can visit this site

<https://native-land.ca/>

Activity 1.2. Defining Your Idea of Intelligence

This activity is in slide 30

Learning objective

Define Indigenous knowledge systems.

How this activity helps achieve objective

By making their own definition of intelligence and considering the values and elements considered by indigenous intelligence definitions.

As you have now learned, intelligence can have many different meanings.

What's your meaning? How do you define intelligence? If you have classmates, discuss with them your answers.

Instructions

1. Answer the following questions
 - a. What constitutes intelligence in your specific culture?
 - b. What words are used to mean intelligence?
 - c. Do your classmates know different ones?
 - d. Is there another word that means intelligence in your community? Or perhaps a concept that is expressed in other ways, if so, how?

Activity 1.3. Who am I?

You may do this activity at the end of module 1

Learning objective

Deepen understanding of what we mean by culture and kálhaculture.

How this activity helps achieve the objective

We are the outcome of our roots. Our culture lives within us, even if we change our location, or residence.

1.3.1. Where Are My Roots?

Roots can mean many things. We use the word “roots” is to identify the place where you were born. It can also tell where your family, over many years, used to live and while still maintaining a link with their cultural roots. Roots can be as deep and wide as those of a tree. Your “roots” contain information about your ancestors and can help you understand your present self.

Find your roots, and you will find a better understanding of yourself, your family and this world.

Instructions

Your roots will always be planted in two gardens, your mother and your father.

1. Answer the following questions
 - a. What are YOUR roots?
 - b. What are your father's roots?
 - c. What are your mother's roots?
2. Ask your parents about a family habit that has passed for generations in your family
 - a. Does it belong to the place where you live? Is it something that comes from your ancestors and possibly from another land?
3. If you are adopted or do not know your biological family, research your adopted family.
 - a. In what ways have your adopted family's roots become your own?
 - b. In what ways do you feel you have roots linked only to your biological family?
 - c. At some time in your life you may explore your "bio-roots" (your body type) as well.

Reflection

The more we dig in, the more we realize that the roots go deeper and wider than we can see. Modern science provides DNA tests to find out about our origins.

Explore more on this site <https://www.ancestry.com>

1.3.2. Finding Your Roots

Instructions

1. On a piece of writing paper, make three columns
 - a. In the left column enter what you know about your mother's origins and your father's origins
 - b. In the center column enter what you don't know
 - c. In the right column enter what you want to know
2. Check with your parents about the first question and ask them about your second and third columns

What you know

What you don't know

What you want to know

1.3.3. Interactive Map

Now that you have started to find out who you are, you will explore where you and your family come from. Note that the division of boundaries in countries and cities can change over time. Frontiers are commonly defined by natural resources. Many countries and states finish and start where a river or a mountain range is located.

Natural resources are often the main argument for taking control of other territories. For example, wars and/or colonialism, where the entry by one country into another's territory is and was all about extracting natural resources or moving populations of people around. This can make it challenging to identify where people are from.

It is also difficult to identify exact locations if, for example, your people were brought to the United States or other territories as slaves. Or if you are an indigenous community member who experienced forced relocation from your traditional land to a reservation or urban area. This is the exciting part of your investigations. Follow your roots ever more deeply to the "taproot" of their source.

This exercise will help identify if your ancestors experienced boundary changes where they lived.

Instructions

To find your origins you have to look back to your grandparents and great grandparents

1. Ask yourself (or your parents)
 - a. Where is your family from?
 - b. Where does your last name come from?
2. Once you have identified the country, look for old maps to compare their boundaries
 - a. Has it always been the same country?
 - b. Has the name changed?
 - c. What are the differences you could find?
 - d. Did you know about your roots before?
3. Look at the map on Activity 1.1 and answer
 - a. Who are the native peoples of the original country of your family?
 - b. Have you heard of them before? Perhaps there are more than 1 group?
 - c. Have your parents talked to you about them?

Reflection

What really defines a Nation is a sense of belonging to their community--the food they share, the traditions and the way of understanding life itself. That's why Indigenous Nations can not be defined by someone else's borders.

Note for Teacher

Show students these gifs (or some you can find on the internet) so they can appreciate how the frontiers of Europe and the western Hemisphere have changed with the passing of the years.

https://upload.wikimedia.org/wikipedia/commons/7/74/Balkans_Animation_1800-2008.gif

<https://imgur.com/gallery/VPqdK>

<https://native-land.ca/>



MODULE 2

THE PROBLEM: THE CHANGING CLIMATE IS CHANGING PLANTS**Objectives**

- 🌿 Define climate change
- 🌿 Understand the effects of climate change on plants
- 🌿 Compare those effects in different Nations
- 🌿 Relate to the effects of climate change on the student's community

Contents

1. Climate Change
 - a. What is Carbon Dioxide (CO₂)?
 - b. The Problem: Elevated levels of Greenhouse Gases in the Atmosphere
2. How is Climate Change Affecting Plants?
 - a. Effect of Rising CO₂ Levels on Plants
 - b. Effects of Rise in Atmospheric CO₂ Levels Since the Industrial Revolution
 - c. Effects on Climate Change on Industrialized Nations
 - d. Effects on Climate Change on Indigenous Peoples and Majority World Rural Poor
 - e. Indigenous Communities and Activism
 - f. Menominee Tribe Forest Principles of Forest Management.
3. Climate Change Action
 - a. Climate Change Action is Universal and Local
 - b. Indigenous Ways of Knowing vs Capitalist Ways
 - c. Lessons from Indigenous Peoples
 - d. Indigenous Knowledge Applied to Climate Change
 - f. Kálhaculture Applied to Climate Change



ACTIVITIES

Activity 2.1. What is the Greenhouse Gas Emission Level in Your Country?

You may do this activity after slide 40

Learning objective

Compare climate change effects in different Nations.

How this activity helps achieve the objective

By learning about CO2 emission levels in different countries and identifying the level in your country.

Climate change is caused by greenhouse gases emissions, especially carbon dioxide. Each country emits different amounts of gases that contribute to the problem.

Instructions

Explore this resource that lists the twenty highest emitters of annual carbon dioxide. Find out your country and identify its level of emissions. If it's not listed, do some research.

Each Country's Share of CO2 Emissions

<https://www.ucsusa.org/resources/each-countrys-share-co2-emissions>

Activity 2.2. Climate Change Effects in Your Community

This activity is in slide 54

Learning objective

Relate to the effects of climate change on the student's community.

How this activity helps achieve the objective

By identifying how the environment in the place they live has changed.

Increasing CO2 levels cause global warming, which alters the weather all over the world. Sometimes it's easier to notice these changes along the generations.

Instructions

1. Ask your grandparents, and then your parents
 - a. What are the climate change issues affecting your communities?
 - b. Which changes in climate have you noticed?
 - c. Is it hotter now?
 - d. Do seasonal changes start and finish at the same time that before, when you were a kid?
 - e. Are there less trees than before? Are there more? What has changed in the plants that grow around?
 - f. Do you eat the same things that you ate growing up?
 - g. Do you remember a fruit or vegetable you used to eat but you don't see anymore?
2. Write down your conclusions based on their responses.



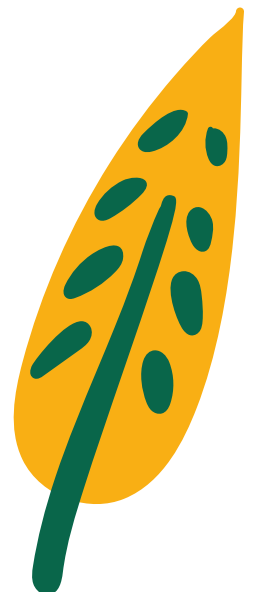
MODULE 3

PLANTS AS FOOD, PLANTS AS MEDICINE**Objectives**

- 🌿 Discuss the difference between natural foods and medicines and those that are introduced or produced by agribusiness
- 🌿 Understand the basics of plant medicine and nutrition
- 🌿 Discuss sustainable agricultural practices as alternatives to present-day mechanized practices

Contents

1. Indigenous Philosophy for Cultivating
2. Traditional Ecological Knowledge
 - a. Permaculture
 - b. Permaculture in Practice
 - c. Indigenous People's Plants
3. Current Agricultural System
4. Indigenous Food Sovereignty
5. Whole Foods vs. Processed Foods
6. Indigenous Peoples' Sustenance
7. Plants, Nutrition and Health
 - a. Plants as Food and Medicine
 - b. Red Food
 - c. Blue and Purple Foods
 - d. Orange Food
 - e. Yellow Food
 - f. Green Food
 - g. White and Black Food
8. Plant Medicines, Gifts from Mother Earth
 - a. Medicines from Nature
 - b. Natural Antibiotics
 - c. Anti-inflammatory Spices/Plants
 - d. Adaptogens
 - e. Sedative/Hypnotic Plants
 - f. Traditional Medicines in Danger
9. Proposed Solutions
10. Indigenous Stewards
11. Action Projects
 - a. Salish Country Cookbook
 - b. Medicines of the Jungle, Western Mexico



ACTIVITIES

Activity 3.1. Who am I? Part 2

Learning objective

Discuss the difference between natural foods and medicines and those that are introduced or produced by agribusiness.

How this activity helps achieve the objective

By identifying the foods of the ancestors and differentiating them from processed foods.

Instructions

Remember activity 2, in module 1, where you found out where are your roots? Now that you have identified where your ancestors are from

1. Identify an important plant food (vegetable or fruit) that they relied on to eat
 - a. Did it come from nature directly?
 2. Can you identify a plant, like an herb that they used as medicine too?
 3. Find a recipe for this!
-

3.1.1. Trip For Edible Plants

Instructions

1. Take a field trip with your grandparents/aunt/uncle to collect edible plants
 - a. Based on their color, what do you think they are good for?
2. When you return home, prepare them together
 - a. What can you make?
 - b. How do you make it?
 - c. How does it taste?

Activity 3.2. Learn How to Make a Delicious Seaweed Salad

You may do this activity after slide 71

Learning objective

Understand the basics of plant medicine and nutrition.

How this activity helps achieve the objective

By identifying the nutritional properties of the main ingredient of this recipe.

Gather your friends and family and plan this as a source of nutrient-rich sea vegetables. Together, get the ingredients you will need and get ready to cook!

Instructions | You will need

Ingredients

- 🌿 1 cup dry arame seaweed
- 🌿 3 scallions, diced
- 🌿 1 cup carrots, diced
- 🌿 ½ cup peapods, diced
- 🌿 ½ red bell pepper, diced
- 🌿 ½ English cucumber, diced
- 🌿 Handful of broccoli florets, cut into bite-size pieces
- 🌿 ¼ cup chopped walnuts or pine nuts
- 🌿 Clover sprouts
- 🌿 ¼ cup chopped cilantro

Dressing

- 🌿 ¼ cup toasted sesame oil
- 🌿 ¼ cup rice wine vinegar
- 🌿 1 tablespoon wheat-free tamari
- 🌿 1 clove garlic, finely chopped
- 🌿 1 thumb fresh ginger, finely chopped
- 🌿 Dash of hot red pepper flakes (optional)

Directions

Soak the seaweed in warm water for 15 minutes until soft. Then, combine the scallions, carrots, peapods, red pepper, cucumber, broccoli, nuts, and sprouts in a bowl. In a separate bowl, add all of the dressing ingredients together and whisk until well combined. Now stir the vegetable mixture with the softened seaweed and pour the dressing over it. Mix well and allow to marinate for a few hours and top with cilantro before serving.

After you have enjoyed this delicious salad, it's time to learn.

1. Read about Arame and where it grows.
2. Look up the nutrients in Arame seaweed.
 - a. What benefits does it provide?

Watch a video where Dr. Korn goes into the kitchen and shows you how to prepare this delicious salad and why its so good for us!

<https://www.youtube.com/watch?v=mu-0o5mgILA>

Activity 3.3. Your Food Colors

This activity is in slide 73

Learning objective

Understand the basics of plant medicine and nutrition.

How this activity helps achieve the objective

By reinforcing the meaning and benefits of the color of the foods.

Instructions

Now that you know each color of your food has a purpose, check what are the benefits hidden in your fridge.

1. Go to your fridge and kitchen; look for fresh fruits and vegetables
 - a. What colors are they?
 - b. What are their benefits according to their color?

Reflection

Sometimes we are craving a specific fruit or vegetable. That is our body's way of telling us what we may need. For example, if you're craving a banana, that might mean you're short on potassium or if you want an orange, you may need vitamin C. Of course sometimes a craving reflects an addiction to unnatural foods, like refined sugar. What foods do you crave?

Activity 3.4. Where Do Pharmaceuticals Come From?

You may do this activity after slide 74

Learning objective

Understand the basics of plant medicine and nutrition.

How this activity helps achieve the objective

By researching plants with medicinal properties that are now used in allopathic medicine.

Many modern medications wouldn't even exist if our ancestors didn't have knowledge of medicinal plants.

Instructions

Conduct your own research and find 3 plants that have led to the development of a pharmaceutical.

Activity 3.5. Exploring Salish Country Cookbook

You may do this activity after slide 84

Learning objective

Discuss the difference between natural foods and medicines and those that are introduced or produced by agribusiness.

How this activity helps achieve the objective

By getting to know new plants and indigenous peoples' basic diet.

Instructions

1. If you haven't already, download the Salish Country Cookbook on this link: nativeroots.cwis.org
2. Look at the table of contents:
 - a. What chapter titles draw your attention?
 - b. What foods or medicines would you like to learn about?
3. In the book, is there a plant that you know nothing about? Which one is it?
 - a. How can you learn more about this plant?
 - b. Does it grow where you live?
 - c. What purpose does this plant serve? Food, medicine, or both?
 - d. Do you have a plant similar in action or effects where you live?
4. How about picking a plant or vegetable and reading a recipe with it in the book?
5. Do you have these ingredients? Where would you find them?
6. What ingredients do you have that might have similar nutritional or medicinal value?
7. Ask an adult in your family or community which plants are used where you live.
8. Optionally, you can prepare one of the recipes in the book with the help of an adult.

Activity 3.6. Compare and Contrast

You may do this activity after slide 84

Learning objective

Discuss the difference between natural foods and medicines and those that are introduced or produced by agribusiness.

How this activity helps achieve the objective

Reinforcing the knowledge acquired through the books provided.

Instructions

1. Download and peruse the books Salish Country Cookbook and Medicines of the Jungle nativeroots.cwis.org
2. These books are focused on two very different cultures and locations yet they have many similar qualities. Can you name 3 qualities that are the same?
3. Because these books were written about different ecological zones and among different indigenous peoples who live 3000 miles apart, they also have many differences. Name 3 of them.

Activity 3.7. Plant Hunt

Learning objective

Understand the basics of plant medicine and nutrition.

How this activity helps achieve the objective

By getting to know the plants and their benefits in their neighborhood.

Instructions

1. If you have a mobile device, install a plant ID software
 - a. <https://theplantguide.net/2017/08/23/best-plant-identification-apps/>
2. Take photos to identify the plants growing close to your house and answer
 - a. Are they endemic? Introduced? Consider that endemic means it originally grows in a place, and introduced is when it did not originate in that locale, but someone planted it.
 - b. Do they have a medicinal and or nutritional value?

Activity 3.8. Use of Plants

Learning objective

Understand the basics of plant medicine.

How this activity helps achieve the objective

Explores the application of knowledge by working together in a group to explore plant medicine.

Instructions

1. Organize a group of people to work together focusing on the use of plants as food and medicine.
2. Each participant chooses a plant to discuss with the others in the group.
3. Share where it grows, how to use it, and whether it is used for medicine or nutrition, or both.

Activity 3.9. Plant Medicine Book

You may do this activity after finishing module 3

Learning objective

Understand the basics of plant medicine.

How this activity helps achieve the objective

By conducting research about specific plants and sharing this knowledge with people around them.

Instructions

1. Work with teachers to design a plant medicine book.
2. Choose ten to fifteen of your most important plants to include in the book.
3. This book will represent the knowledge and the art of everyone in the community.
Everyone can contribute
 - a. School children can draw pictures of plants
 - b. High schoolers can design the book on the computer
 - c. Children, high schoolers, or adults can interview the elders who are likely to have a lot of knowledge they are willing to share
4. Print the book or make a digital version. Share a copy with every family and friend.
5. Create a webpage.

Activity 3.10. Modern Medicine/Traditional Medicine

You may do this activity after finishing module 3

Learning objective

Understand the basics of plant medicine.

How this activity helps achieve the objective

By discovering new approaches to self care using plant medicines.

Instructions

1. Make a list of your current medications.
2. Research how they work and what nature provides that may be similar in action.
For example, what plants decrease pain, act as anti-inflammatories, or are soothing to the skin when applied topically and which ones help to treat infection or to sleep.
3. Talk to your parents or your health provider and discuss your findings. Do not make any changes to medications on your own.

Activity 3.11. Plants as Food and Medicine - Favorite Plants

This activity is in slide 87

Learning objective

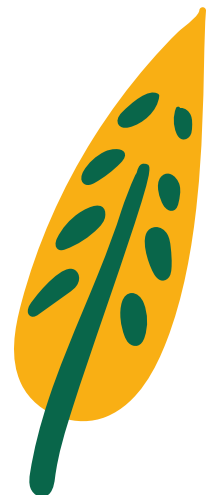
Understand the basics of plant medicine and nutrition.

How this activity helps achieve the objective

By identifying edible and medicinal plants and asking family members about how they use plants.

Instructions

1. Interview your grandmother/grandfather, aunt/uncle, mother/father about
 - a. Their favorite plants
 - b. How they use them; for food or medicine
2. Make a recording of your conversation or make notes as you listen
3. If you wish, take a photo of the plant and make a drawing of it as well
4. Share this information with your peers



MODULE 4

BECOMING AN ACTIVIST SCHOLAR: THE SOLUTION**Objectives**

- 🌿 Define Scholarly Activism
- 🌿 List the skills and assets needed to become an activist scholar
- 🌿 Develop a mission for Scholarly Activism
- 🌿 Present & apply tools to become/being a climate change activist

Content

1. What is an activist scholar?
 - a. Skills needed
 - b. Identifying the problem(s)
 - c. Overcoming helplessness
2. Mindfulness as a tool for overcoming helplessness
3. Mindfulness exercises



ACTIVITIES

Activity 4.1. Becoming an Activist Scholar

This activity is in slide 92

Learning objective

Define Scholarly Activism.
Develop a mission for scholarly activism.

How this activity helps achieve the objective

By creating a personal definition of an activist and creating a mission.

4.1.1. Define Scholarly Activism in your Own Words

To become an activist scholar first you have to define what it means to you. Do not feel limited. There are many different ways for creating, sharing, and acting on knowledge. Indeed that is one of the main purposes of an activist scholar.

Instructions

Ask yourself the following questions and write down your answers.

1. What does being an activist scholar mean to you?
2. What kind of activist scholar would you like to be?

Activity 4.1.2. Create Your Mission

Instructions

To become an activist scholar you must be focused in pursuing a goal, that's going to be your mission.

1. Think of one problem you feel is essential to solve. It doesn't have to affect you directly but you have to be able to see it with clarity and feel it passionately.
2. Once you have identified it, think about what you can do about it. It doesn't have to be a big solution. Remember that small changes over time can really add up.
3. Write down a 100-word statement about your intent and this will be your mission.

Reflection

A mission is important because it drives your activities. It helps you focus. Take little steps each day to achieve your mission.

Activity 4.2. Applying Mindfulness to Your Activist Practice

These activities are in slide 99 & 100

Learning objective

Present and apply tools to become a climate change activist.

How this activity helps achieve the objective

By applying mindfulness and mindful thoughts to your activist practice.

Activity 4.2.1. Find Inner Balance First

It is important to take responsibility and accountability for your actions. That means being responsible (and mindful) of what you do - your job, your habits, your food, your energy use, your contribution to systems of destruction and more. Individual change is the foundation of systemic change. However, it can be easy to get overwhelmed with yourself and take on too much at once. In order for us to help others and the planet, we must have inner balance and be calm within ourselves. Mindfulness comes into play again here.

Instructions

Take a moment and ask yourself if what you are doing is sustainable- yes, for the planet, but also for yourself.

- a. Are you doing so much that you are miserable and your quality of life has deteriorated?
- b. Is there a way to live with the same principles of environmentalism but which you can maintain for years to come?
- c. Are you finding inner joy in your life?

Reflection

You cannot help others without helping yourself. Practice mindfulness and meditation. Take breaks, pace yourself, give yourself grace, and be proud of what you have already done.

Activity 4.2.2. Mindfulness and Climate Change

Thinking about climate change is upsetting. Often it puts our thoughts and feelings into the future and can lead to a cascade of worry. There are reasons to think about the future however you want to do this with awareness as well. In the present moment your intuition is strong and from this mindful space you can more fully brainstorm solutions with others and find a sense of hopefulness.

The present moment allows you to live more fully and find a sense of calm, instead of the raging river of thoughts and fear that block the wonder of the moment. This is not always easy and that is why it takes practice.

Instructions

1. Take at least 10 minutes a day in a formal mindful practice. Don't think of mindfulness as a luxury, but as an essential practice for all of us who are caring for the Earth.
 2. Download this audio and start doing this exercise daily.
<https://soundcloud.com/drlesliekorn/activist-mindfulness-daily-practice/s-2lhfRCmjhn>
-

Activity 4.3. Mindfulness Exercise

This activity is in slide 101

Learning objective

Present and apply tools to become a climate change activist.

How this activity helps achieve the objective

By engaging in an exercise called the relaxation response.

Your body has a natural response to stress. Your blood pressure and heart rate go up, you breathe faster or you may hold your breath. You may also notice you can't think clearly. This is normal, however the opposite is called the Relaxation Response. It is helpful to know how to activate this response.

Instructions

1. Go to <https://www.youtube.com/watch?v=wJQeq4yqlbQ>
 2. Watch the video and follow the instructions
-

Activity 4.4. Connecting to Nature in a Mindful Way

You may do this activity after finishing module 4

Learning objective

Present & apply tools to become/being a climate change activist.

How this activity helps achieve the objective

By presenting a mindfulness exercise to connect with nature.

Humans depend on oxygen to live. Trees depend on carbon dioxide to live. Try this mindful exchange exercise.

Instructions

1. Sit comfortably in front of a tree
2. Become aware of the rise and fall of your breath
3. As you breathe out, send the carbon dioxide from your body to the tree
4. As you breathe in, become aware of the gratitude you feel as the tree provides you oxygen
5. Do this for 5-8 minutes

Reflection

Practice gratitude daily with a plant, tree, companion animal or some other form of nature.

Activity 4.5. Mountain Meditation Exercise

You may do this activity after exercise 4.4

Learning objective

Present & apply tools to become/being a climate change activist.

How this activity helps achieve the objective

By undertaking a mindfulness exercise to connect with nature.

Mountains are symbols of strength and many are held sacred. This meditation can bring you a sense of strength in moments when you may be feeling despair in regards to climate change.

Instructions

1. Sit with your legs crossed on the floor or chair; or any position that provides a strong sense of foundation
2. Allow your arms to gently relax and your hands to sit on your thighs
3. Imagine your head is the lofty peak, your shoulders and arms the slopes
4. Stay in this position watching the rise and fall of your breath and embody the strength of the mountain for 10-15 minutes

Reflection

Mountains change with the seasons, your thoughts, feelings and emotions also change. Remember that as a climate activist you are courageous and strong like the mountain.

Activity 4.6. Planting the Seed of Change

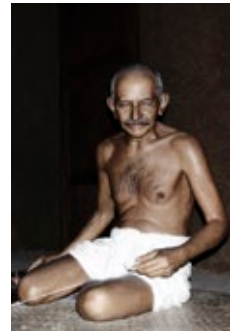
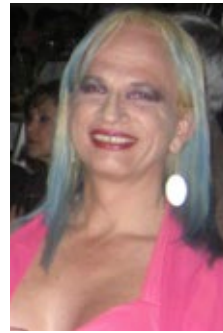
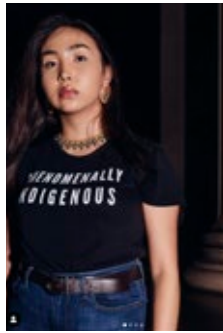
This activity is in slide 102

Learning objective

List the skills and assets needed to become an activist scholar.

How this activity helps achieve the objective

By researching the work of other activists' work, in order to inform your own work.



Instructions

1. Do you recognize the individuals in the pictures above?
2. Can you name someone who has been a powerful force for positive change in the world?
3. Look up what they have accomplished.
4. Can you define 3 skills these activist scholars have in common?
5. Can you define 3 different skills these activist scholars do not share?



MODULE 5

STORIES OF ACTIVIST SCHOLARS**Objectives**

- List some Scholarly Activism examples
- Present the diversity of practices of Scholarly Activism
- Relate the student's mission with the experience of activist scholars

Contents

This module offers a deeper insight into the mission of each activist scholar from the previous section. Watch and listen to them while they explain their passion, their projects, their achievements and the strategies they have used to accomplish their work.



ACTIVITIES

Activity 5.1. Looking for inspiration

This activity is in slide 107

Learning objective

Relate the student's mission with the experience of activist scholars.

How this activity helps achieve the objective

By learning about one of the activist scholars in the course.

Activity 5.1.1. Activist Scholars Interviews

Did you see the different ways one can contribute as an activist scholar? Let's do an exercise based on what you just watched.

Activist Scholar Interviews

Rebeca Pérez Daniel

Psychologist

Colima, Mexico

Educational resource creation,

Indigenous women students' support

Dina Whitaker

Author & Scholar

Colville, Washington.

Indigenous environmental
justice policy, education

Raquel Soto

Lawyer

Japan

Marine environmental preservation

Eileen Calub

Linguistics Student

Florida, USA

Intern at CWIS

Ashley-Devon Williamston

Anthropologist

USA

Intern at CWIS

Gillian Joseph

Student

Berlin, Germany

Work on indigenous peoples
studies, food & resources

Alejandra García Franco

Chemical Engineer & Scholar

Cuajimalpa, México

Intercultural education

Nayeli Chavez

Psychologist

Manzanillo, México

Immigrant women psychological
support (affective relationships)

Verónica Guzmán

Psychologist

Colima, México

Indigenous immigrant girls
psychological support

Israel Llamas González

Marine Biologist

Cabo Corrientes, México

Founder of Turtle Camp of Mayto

Ana Salazar

Anthropology Student

Massachusetts

CWIS Intern

Dr. Leslie Korn

Traumatology

Puerto Vallarta, México

Founder of Center for Traditional Medicine

Dr. Rudolph Rýser

International Relations

Puerto Vallarta, México

Chairman of the Board of Directors,
Center for World Indigenous Studies

Instructions

1. Pick one of the scholars interviewed. That person may be the one you feel more related to or the one who inspired you the most. Now answer the following:
 - a. What did you think of this activist?
 - b. Do you relate to their mission?
 - c. Do you share the passion of this activist?
 - d. Would you find it easy to join up with this person?
-

Activity 5.1.2. Connecting

You may do this activity after exercise 5.1.1

Instructions

Once you have chosen one of the interviews, we encourage you to connect with her/him/them. We have an email available for you to write to them and we will send them your letter. This is an opportunity for you to ask what you were thinking while watching his/her video.

1. Go to **RESOURCES** to watch the complete interview of the activist scholar you chose
2. Write him a letter asking
 - a. Your questions
 - b. Your concerns as an activist or future activist
 - c. If you're doing something similar
 - d. Some advices you need as you start this path

Note to teacher

This letter may be written for someone else in the student's community.



MODULE 6

THE OČHÉTHI ŠAKÓWIŃ: A CASE STORY**Objectives**

- 🌱 Explore a case of collective activism
- 🌱 Present the activism strategies of The Očhéthi ŠakówiŃ
- 🌱 Understand tribal sovereignty and its implications

Contents

1. The Meaning of Očhéthi ŠakówiŃ
2. Origins of the Term Sioux Očhéthi ŠakówiŃ vs Sioux?
3. Who are the Očhéthi ŠakówiŃ?
4. Očhéthi ŠakówiŃ Tribes Today
Očhéthi ŠakówiŃ Territories
5. The Očhéthi ŠakówiŃ & the Land
 - a. Očhéthi ŠakówiŃ Land Stewardship
6. Tribal Sovereignty
7. Standing Rock Tribe/Reservation
 - a. Standing Rock Tribe & #NoDAPL
 - b. Water Protector Camps
 - c. Significance of Water Protector Camps
 - d. Indigenous Youth & #NoDAPL
 - e. Indigenous Sovereignty at NoDAPL Protests
8. Cheyenne River Tribe/Reservation
 - a. La Plant, Cheyenne River
 - b. La Plant Community Teaching Garden
 - c. Why Does La Plant Grow its Own Food?
 - d. Food Deserts in South Dakota
 - e. Consequences of Food Deserts
 - f. Creating Food Security
 - g. Food Sovereignty
9. Yankton Tribe/Reservation
 - a. Yankton Gardening Initiative
 - b. Mutual Care and Mutual Aid
 - c. Why Mutual Aid?
 - d. Mutual Aid and Sovereignty
Nutritional Trauma
 - e. Nutritional Trauma in Indigenous
Communities
 - f. Historical Trauma
10. Indigenous Community Healing



ACTIVITIES

Activity 6.1. Food Sovereignty Activity (Grades 6 - 8)

Learning objective

Understand tribal sovereignty and its implications.

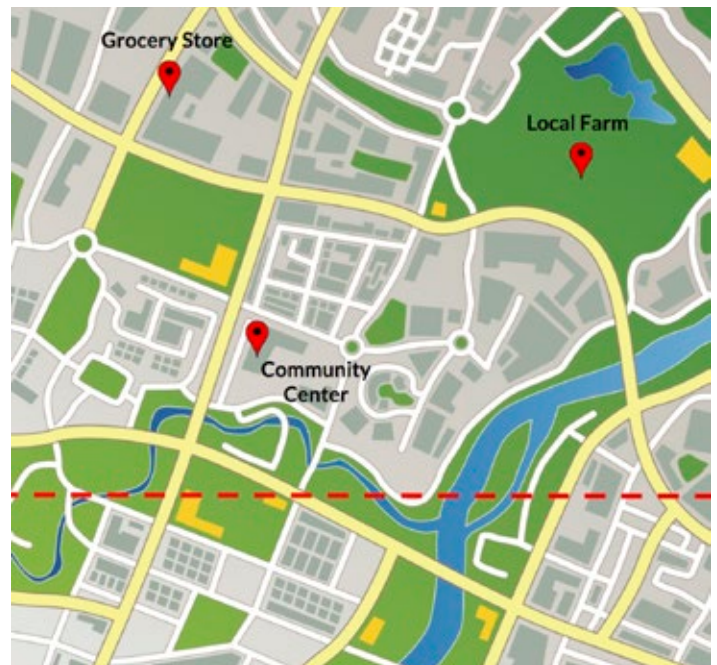
How this activity helps achieve the objective

By applying creative solutions to a food desert problem.

The map below is of the fictional town Wakpa. Imagine that it is located in the same state that you live in right now. There is an area of this town (the part below the dashed red line) considered a “food desert.” In this area, not many people have cars, and the nearest grocery store is too far away to walk to. Plus, since there isn’t any public transportation, it’s difficult for people to know when they will be able to get food from the grocery store. And, because Wakpa is a small town, some foods tend to be more expensive than they usually are, mostly certain fruits and vegetables. This makes healthy foods inaccessible. Use what you have learned in the Oceti Sakowin case story lesson about food sovereignty and community sovereignty to develop creative solutions.

Questions to Consider

- 🌱 Where would you put a community garden?
Would you have more than one?
- 🌱 Why did you choose a specific location (or locations) for a community garden?
- 🌱 What would you grow in a community garden, based on the climate of the region in which you live? Hint what foods are local to the region in which you live?
- 🌱 What are some ways that you could make sure people without a car can get the food that they need?
- 🌱 Would it be helpful to teach people about certain things? If so, what would you teach them? Why?
- 🌱 What are some ways to care for each other in this community?



Map of Wakpa

Welcome to Wakpa Town | Population: 1,000

Activity 6.2. Local Mutual Aid Activity (Grades 9 - 10)

Learning objective

Present the activism strategies of The Očéthi Šakówiŋ.

How this activity helps achieve the objective

By inquiring about projects in one's local community.

Take some time to research projects and initiatives that are happening in your local community. These projects might be considered mutual aid (even if they aren't necessarily advertised with the words 'mutual aid'). Some helpful things to look up might be community gardens, community food services (kitchens and cooking classes, for example). Also, possibly lookup community skill-sharing (language classes, for example), child care cooperatives, and healthcare resource drives. Mutual aid can take many forms, so don't be limited to just these things! Look for projects/initiatives that benefit everyone involved because this is the foundation of mutual aid.

Once you've found a local project/initiative that is an example of mutual aid, put together something that advertises the project/initiative with important information. This could be a poster/flyer, a short presentation, or any other creative medium.

Questions to Consider

- 🌱 Who does the project/initiative benefit?
- 🌱 Who started the project/initiative, and who runs it now?
- 🌱 Why was this project/initiative started?
- 🌱 What resources does this project/initiative offer?
- 🌱 What makes this project/initiative mutual aid?
- 🌱 How can people from the community become involved?
- 🌱 How can people from the community access resources and share resources with others?
- 🌱 How does the project/initiative encourage mutual care in the community?
- 🌱 Could you become involved in this project/initiative?

Activity 6.3. Create a Mutual Aid Network Activity (Grades 11 - 12)

Learning objective

Present the activism strategies of The Očhéthi Šakówiŋ.

How this activity helps achieve the objective

By cooperating with peers to exchange ideas and define existing resources.

Think about a problem in your community that you feel passionate about addressing and believe can be improved by mutual aid. Preferably, choose an issue that does not already have a dedicated mutual aid project/initiative in your community. Research some of the necessary things to help those affected by this issue -- brainstorm how these essential services or goods could be shared. Start small and be creative! Looking up examples of small-scale mutual aid initiatives might be helpful as you brainstorm. Work on your own or with classmates to create a mutual aid network that could address the issue you identified (it can be as simple or elaborate as time allows). Diagram how this mutual aid network would work. Be sure to include what resources are being shared, how redistribution needs are being identified, and the outcome of this resource retribution.

Questions to consider

- What sorts of resources would be helpful for combating the problem you've decided to address with mutual aid?
- Who might have these helpful resources?
- How would you collect and re-distribute resources?
(Hint: Social media, group texting, google docs, postering in your community, emailing, radio/tv ads?)
- What are some potential outcomes of resource redistribution for your community?
- Who would be in charge of the mutual aid network?
- Can you think of some reasons why mutual aid might be more effective and sustainable than charity at addressing the problem at hand?

Create a Mutual Aid Network Activity: Example



(Slides from Yankton gardening initiatives)

MODULE 7

YOUR STORY GOES HERE!**Objectives**

- 🌱 Promote activism among the students
- 🌱 Share student's missions and activism
- 🌱 Connect with other students who work on climate change

Contents

To inspire you in the creation of your own path, in this module we will listen to what the student [Ana Salazar](#) has shared about her development as an activist scholar. After her, it will be your turn to share your activism story!



FINAL ACTIVITY (ALL MODULES)

Learning objective

Reinforce concepts learned throughout the course.

How this activity helps achieve the objective

By recalling definitions in an interactive way of testing your knowledge.

This final activity will help to reinforce your learning of the general contents of this course.

Instructions

Match the concepts on the left with the correct definitions on the right

- | | |
|------------------------------------|--|
| 1. Antioxidants | _____ Foods that are not processed/refined |
| 2. Activist scholar | _____ These are based on relational reasoning (relying on induction) and are multidimensional (events, locations, objects, movement etc) |
| 3. Whole Foods | _____ Form of sustainable agricultural practice based on traditional ecological knowledge |
| 4. Environmental injustice | _____ Knowledge gathered by natives and passed through generations |
| 5. Introduced Foods | _____ Refers to ways of life that respect the natural environment and only exploit it to the extent that it can be replenished |
| 6. Indigenous/Natives | _____ It refers to native wisdom and indigenous approaches to natural resources use |
| 7. Purple foods | _____ A form of imperialism |
| 8. Traditional knowledge | _____ Plants that help to cope and adapt to stressors |
| 9. Climate change | _____ Centralized political system, internationally recognized legal boundaries, and central authority |
| 10. Chronic disease | _____ Last-longing affects illnesses |
| 11. Sedative/hypnotic plants | _____ Invasion of the territories of pre-existing nations |
| 12. Carbon dioxide | _____ Its etymological meaning is worship of the earth |
| 13. Indigenous methods of learning | _____ Substances used to treat infections |
| 14. Medicinal plants | |
| 15. Culture | |

- | | |
|--|--|
| 16. Phytochemical | ___ These foods are full of anthocyanin |
| 17. Lycopene | ___ Cultural territories integrated by communities who see themselves as one people |
| 18. Mindfulness | ___ Process of eliminating natives physically, culturally, and politically, and replacing them |
| 19. Sustainability | ___ Automatic mental processing |
| 20. Industrialized agricultural system | ___ Antioxidant that tomatoes contain |
| 21. State | ___ A gas that is released when animals exhale |
| 22. Adaptogens | ___ Process of restorative justice that leads to autonomy and freedom for the peoples who were colonized |
| 23. Kálhaculture | ___ It is a practice that has origins in ancient Vipassana |
| 24. Fourth World Nation | ___ Balanced relationship with life, nature and resources |
| 25. Colonialism | ___ Natural chemical compounds present in plants |
| 26. Settler colonialism | ___ It refers to the global change of temperature |
| 27. Natural antibiotics | ___ Plants that calm the nervous system and aid sleep |
| 28. Traditional Ecological Knowledge | ___ Methods of cultivation that use a small number of crops and produce on a large scale |
| 29. Mindlessness | ___ They work to make changes in matters of social justice |
| 30. Fourth World | ___ Foods that have an industrial process |
| 31. Permaculture | ___ Plants that are used to treat illness and disease |
| 32. Imperialism | ___ They are considered the anti-rust nutrients |
| 33. Decolonization | ___ Nations that exist with a distinct culture, history and way of life |
| | ___ Members of an ancestral community with ancestral ties to land and territory |
| | ___ Exploitation and destruction of natural resources from indigenous territories |

Additional Activities

There are many other organizations and institutions that provide a variety of activities that serve as great tools to strengthen and deepen the knowledge taught in this course. In this section you will find a list of a selection of exercises that you may use with your students.

Module 2

The Problem: The Changing Climate is Changing Plants

Clouds, A Teaching Box

This activity was developed at the [UCAR Center for Science Education](https://scied.ucar.edu/teaching-box/clouds). Through observation and using a guide, students can learn how to identify different types of clouds, then they experiment to understand how clouds form and finally, how they change.

<https://scied.ucar.edu/teaching-box/clouds>

The Very Simple Climate Model

This activity is ideal for students of 15+ and it was developed at the [UCAR Center for Science Education](https://scied.ucar.edu/interactive/simple-climate-model). Through a simple online model, students learn about the relationship between average global temperature and carbon dioxide emissions while predicting temperature change over the 21st Century.

<https://scied.ucar.edu/interactive/simple-climate-model>

“Go Goals!,” an SDG Board Game about Sustainable Development

Suitable for all ages, this game created by the United Nations aims to help teach children around the world about the Sustainable Development Goals in a simple and child-friendly way.

<https://go-goals.org>



Module 3

Plants as Food, Plants as Medicine

Gardening Worksheets & Activities

This resource offers activities and worksheets to teach students of all ages about gardening, flora, soil and plant growth.

<https://www.teachervision.com/gardening>

Garden Literature: Discover Community Gardens with Seedfolks

Literature is a way of driving the students' interest towards certain subjects. Seedfolks by Paul Fleischmann, is a book which main topic is community gardens and their benefits. Read the book with your students and do these activities developed by Kids Gardening.

<https://kidsgardening.org/lesson-plan-garden-literature-lesson-seedfolks/>

Connecting the Garden to the Classroom

Planting and taking care of a garden can become a multidisciplinary teaching tool to learn about the environment, science, social matters and more. A permanent garden -instead of just a special project- remains even if the students change each year and therefore, so does the support from students and teachers. People of all ages can participate in this project. Kids Gardening has developed a plan that you can apply to do this activity with your students

<https://kidsgardening.org/create-sustain-a-program-connecting-the-garden-to-the-classroom-2/>



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Resources

Module 1. Indigenous Ways of Knowing

Exploring Intelligence from an Indigenous Perspective

<https://school.cwis.org/p/indigenous-people-and-intelligence>

International Covenant on the Rights of Indigenous Nations

<https://www.cwis.org/document/international-covenant-on-the-rights-of-indigenous-nations-2/>

United Nations Declaration on the Rights of Indigenous Peoples for indigenous adolescents

http://files.unicef.org/policyanalysis/rights/files/HRBAP_UN_Rights_Indig_Peoples.pdf

Native Land Map

<https://native-land.ca>

Module 2. The Problem: The Changing Climate is Changing Plants

Global Climate Change

<https://climate.nasa.gov/>

Each Country's Share of CO2 Emissions

<https://www.ucsus.org/resources/each-countrys-share-co2-emissions>

CO₂ and Greenhouse Gas Emissions

<https://ourworldindata.org/co2-and-other-greenhouse-gas-emissions>

Oolichan Oil: The Elixir of The Sea - Course

<https://school.cwis.org/p/oolichan-the-elixir-of-the-sea>

More than the loss of a resource

<https://www.theglobeandmail.com/news/national/more-than-the-loss-of-a-resource/article688209/>

Module 3. Plants as Food, Plants as Medicine

Gather - Documentary

<https://gather.film/>

Introduction to Herbal Medicine

<https://school.cwis.org/p/introduction-to-herbal-medicine>

The Salish Country Cookbook, by Dr. Rudolph C. Rýser

<https://www.cwis.org/books/salish-country-cookbook/>

Medicines of the Jungle Western Mexico, by Dr. Leslie Korn

<https://www.cwis.org/books/plantas-medicinales-de-la-selva/>

STEM Teachers

<http://h.fanapp.mobi/stemteachers>

Introduction to Herbal Medicine. The fundamentals of Western Herbalism

<https://school.cwis.org/p/introduction-to-herbal-medicine>

Module 4. Becoming an Activist Scholar**Activists full interviews**

<https://www.youtube.com/playlist?list=PLKYZFnQ0tm2pQoi9UQ99D6x2wGeOX0uQp>

Native Women's Activism - Course

<https://school.cwis.org/p/native-women-s-activism>

National Environmental Education Foundation (NEEF)

<https://www.neefusa.org/education>

100 ways to make a difference in your community

<https://static1.squarespace.com/static/54c685b3e4b0f8fbaf030c60/t/562e9846e4b05ee7f-d98b010/1445894214785/100+Ways+to+Make+Difference.pdf>

Inward Bound Mindfulness Education

<https://ibme.com/>

Mindfulness for Teens - Resources

<http://mindfulnessforteens.com/resources/>

Davit Treleaven - Mindfulness in a trauma-sensitive way

<https://davidtreleaven.com/>

Joanna Macy - Video: Befriending our despair

<https://vimeo.com/74502395>

Free guided meditations - Audios

<https://student.korumindfulness.org/free-guided-meditations.html>

Observing your thoughts - Mindfulness meditation for Teens and Adults

<https://youtu.be/wJQeq4yqlbQ>

Activist Mindfulness Daily Practice

<https://soundcloud.com/drlesliekorn/activist-mindfulness-daily-practice>

Module 5. Stories of Activist Scholars: The Solution**Activists full interviews**

<https://www.youtube.com/playlist?list=PLKYZFnQ0tm2pQoi9UQ99D6x2wGeOX0uQp>

Epilogue

In our every deliberation, we must consider the effects of our decisions on the next seven generations. The Great Law of Peace, Five Nation Confederacy

The popular usage of the Seventh Generation principle springs forth on wampum belts (Hiawatha belt) from the Five Nation Confederacy Great Law of Peace issued by Dekanawidah setting out the laws to establish peace between the Onondaga, Seneca, Mohawk, Oneida and Cayuga (This was before the Tuscarora were absorbed making “six nations” in 1722). Though generally ignored by American and English Historians, the Great Law of Peace laid heavy emphasis on the importance of making decisions in Council for the generations to come.

The condensed expression of the Seventh Generation principle is stated: ***In our every deliberation, we must consider the effects of our decisions on the next seven generations.***

This condensed version arises from the Great Law of Peace English translated script in paragraph 28 where Sachems who are given authority as a member of the Council as a new member recites:

“We now do crown you with the sacred emblem of the deer’s antlers, the emblem of your Lordship. You shall now become a mentor of the people of the Five Nations. The thickness of your skin shall be seven spans” which is to say that you shall be proofed against anger, offensive actions and criticism. Your heart shall be filled with peace and good will and your mind filled with a yearning for the welfare of the people of the Confederacy. With endless patience you shall carry out your duty and your firmness shall be tempered with tenderness for your people. Neither anger nor fury shall find lodgment in your mind and all your words and actions shall be marked with calm deliberation. In all of your deliberations in the Confederate Council, in your efforts at law making, in all your official acts, self-interest shall be cast into oblivion. Cast not over your shoulder behind you the warnings of the nephews and nieces should they chide you for any error or wrong you may do, but return to the way of the Great Law which is just and right. Look and listen for the welfare of the whole people and have always in view not only the present but also the coming generations, even those whose faces are yet beneath the surface of the ground “the unborn of the future Nation.”

Rendered in another English translation as follows:

“The thickness of your skin shall be seven spans — which is to say that you shall be proofed against anger, offensive actions and criticism. Your heart shall be filled with peace and good will and your mind filled with a yearning for the welfare of the people of the Confederacy. With endless patience

you shall carry out your duty and your firmness shall be tempered with tenderness for your people. Neither anger nor fury shall find lodgment [sic] in your mind and all your words and actions shall be marked with calm deliberation. In all of your deliberations in the Confederate Council, in your efforts at law making, in all your official acts, self-interest shall be cast into oblivion. Cast not over your shoulder behind you the warnings of the nephews and nieces should they chide you for any error or wrong you may do but [sic] return to the way of the Great Law which is just and right. Look and listen for the welfare of the whole people and have always in view not only the present but also the coming generations, even those whose faces are yet beneath the surface of the ground—the unborn of the future Nation.”



NATIVE ROOTS

Greener Futures | Walking the Kálhaculture Way