

STANDING ROCK PART 1—SACRED WATER



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STANDING ROCK PART 1—SACRED WATER

Directed by Michelle Latimer

2016 | Canada | 44 min

TEACHER'S GUIDE

This guide has been designed to help teachers and students enrich their experience of *Standing Rock Part 1—Sacred Water* by providing support in the form of questions and activities. There are a range of questions that will help teachers frame discussions with their class, activities for before, and after viewing the film, and some weblinks that provide starting points for further research or discussion.

The Film

Standing Rock Part 1—Sacred Water follows residents of the Standing Rock Sioux Reservation in North and South Dakota as they try to stop the Dakota Access Pipeline (DAPL) from being built on their ancestral homeland. The 2016 protest against DAPL evolved into the biggest gathering of Indigenous peoples in living memory, becoming a flashpoint for environmental activists and highlighting issues of Indigenous sovereignty, treaties and the effects of resource extraction on human communities and the natural world. The film follows Bobbi Jean Three Legs, a young mother who is helping youth at Standing Rock heal from intergenerational trauma caused by colonization, and LaDonna Brave Bull Allard, a tribal historian who allows protesters to camp on her land. The film ends when police use dogs, rubber bullets and water cannons on protesters.

The Filmmaker

Michelle Latimer is an Algonquin actor, producer and director originally from Thunder Bay, Ontario. She starred on the internationally syndicated series *Paradise Falls* for three seasons, in the comedy series *Moose TV* alongside Adam Beach, and also played a recurring role on the APTN series *Blackstone*. In 2009, Latimer produced the documentary *Jackpot*, which premiered at the Hot Docs Film Festival and received two Golden Sheaf Awards for Best POV Documentary and Outstanding Emerging Filmmaker. *Jackpot* was also nominated for the 2011 Donald Britton Gemini Award for Best Social Political Documentary. Latimer recently partnered with Vice Canada to make *Rise*, an eight-part series that showcases Indigenous communities across the Americas. *Rise* was nominated for a Canadian Screen Award for Best Documentary Series in 2018. Latimer is currently working on her next film, based on Thomas King's book *The Inconvenient Indian*.

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VIEWING THE FILM WITH STUDENTS

The following three sub-sections are intended to provide you with a range of Pre-Viewing, Viewing and Post-Viewing activities. They are followed by a set of questions based upon the film's larger thematic domains, some follow-up questions and quotations, sample curricular outcomes and a page of weblinks for further investigation.

Pre-Viewing Activities

Show students the first few minutes of the film. Have students work in small groups to answer the following questions: What kind of media text is this? Who is the target audience for this media text? How can you tell? How and why does this media text appeal to its target audience? What is the subject of this film? What emotions will this film elicit in viewers? Have students keep their list of predictions so they can use it in a Post-Viewing Activity.

Print several of the quotations from the Quotations to Explore onto individual sheets of paper. Have students work in small groups or in pairs to discuss the following: What values are being promoted in this film? How do you know this? Whose point of view do the values represent? Are your values represented? Why or why not? Can you determine the filmmakers' perspective on this subject? What evidence can you find in the film to support your view?

Reproduce some of the quotations from the Quotations from the Film to Explore section of this guide on large pieces of paper. Distribute them to students. Using these quotations, ask students to predict what they think the film is about.

Have students watch the eight-minute "Dakota Access Pipeline Company Attacks Native American Protesters with Dogs and Pepper Spray" video posted by Democracy Now! on YouTube (<https://www.youtube.com/> Type the title of the video into the search function of the website). Have students compile a jot list of images from the video that they find interesting or shocking, or that raise questions. Have students keep their jot list to use during a Post-Viewing Activity.

As a class, have students brainstorm what they already know about Indigenous land rights and Indigenous resistance/protest movements in Canada. After the brainstorming session, engage students in a large-group discussion guided by the following prompts: Has there ever been a protest like the 2016 protest at Standing Rock? (Depending on students' prior

knowledge, you may have to remind them about the 2015 protests against the Keystone XL pipeline and the Resistance at Kanehsatake/Oka in 1990.) Why do you think Indigenous peoples have had to protest the same issues over time? What does this mean for the process of reconciliation in Canada?

Viewing Activities

Complete the PBS viewing guide on documentaries (<http://www.pbs.org/pov/docs/Copies%20of%20Viewing%20Guide.pdf>). Students will revisit their completed documents as a Post-Viewing Activity.

Ask students to jot down any images in the film that they feel are especially interesting or surprising, or that raise questions. After the film, have students share one of the images they documented and why this image stood out for them. Use the following prompt to generate discussion on any of the images: Why do you think the filmmaker used this image?

As they watch, have students create a conceptual map showing the web of ideas, topics and associated sub-topics in the film. After the film, students can use the material in the conceptual map to inform the Post-Viewing discussion.

Have students jot down three to five ideas for discussion, or questions that the film raises in their minds. As an Extension and/or Post-Viewing Activity, students can enter their questions into an online response or polling system and can vote on the questions or issues they would like to explore in further detail. Encourage students to use multiple levels of Bloom's Taxonomy.

As they watch, have students paraphrase one quotation from the film that they feel is especially interesting or inspiring. After the film, have students share the quotation they documented and why this quotation stood out for them.

Post-Viewing Activities

Ask students if they were correct in the predictions they made when they viewed the first few minutes of the film (in the Pre-Viewing Activities). Have them give specific evidence from the film—images, ideas or dialogue—that supports or disproves their prediction.

Have students split into small groups to discuss the following prompts: How do the people in this film identify with their community? What challenges do they face in expressing their identity? What film techniques does the filmmaker use to convey the identity of the people in this film? What are the common bonds among the people in this film?

The film talks about the police response to the resistance at Standing Rock. Ask students to draw a page for a graphic novel that engages with the following prompts: How does the crackdown on the protestors at Standing Rock connect to colonization? How does this film show the ways that Indigenous peoples have resisted colonization?

Have students revisit the images they took note of in the Democracy Now! YouTube video (in the Pre-Viewing Activities). Ask them to write a paragraph using the following prompt: How do the images in this video help you understand issues of freedom, equality, human dignity, and individual and collective rights and responsibilities?

Ask students to create a Reflection Report on the film. The Reflection Report should contain art and writing, and should document their first-person, critical reflection on the film and the subject of the film.

Have students participate in a Socratic discussion on the film. Guidelines for Socratic discussions can be found here: <http://www.authenticeducation.org/documents/WhatSeminar04.pdf>

Have a large-group discussion guided by student questions written during the Viewing Activity.

Using the conceptual map they created during the Viewing Activities, ask students to write a response to the film that considers the following questions: How is power distributed within this society? What are the implications of that distribution of power on people's well-being and freedom? What system of government control do we see in this documentary?

Ask students to revisit the PBS viewing guide on documentaries that they completed during the Viewing Activity. Do they think the storytelling techniques used in

the film are effective? Do they think the information sources contained in the film are reliable and trustworthy? Why do the filmmakers choose certain images?

Have students complete an exit note. The exit note should contain one idea that demonstrates what they learned from the film, as well as one question that they still have about the topic.

WEBSITES AND ONLINE RESOURCES

About the Film

Website: <http://www.michellelatimer.ca>

About the Filmmaker

Twitter: <https://twitter.com/northerngrrl>

Additional Resources

Broadly: This December 2016 article, "Miracles Are Happening: Photos of the Tireless Women of Standing Rock," profiles women at the Standing Rock protests.

<https://broadly.vice.com/> Type the name of the article into the search function of the website.

CNN: The 24-hour news channel has a feature on rediscovered historical photos of the Standing Rock Sioux Nation.

<https://www.cnn.com/interactive/2018/09/us/standing-rock-portraits-cnnphotos/>

NPR: This five-minute November 2018 radio segment, "Two Years After Standing Rock Protests, Tensions Remain but Oil Business Booms" from the news show *Morning Edition*, outlines the continuing effects of DAPL on the Standing Rock Sioux Reservation and other local residents.

<https://www.npr.org/> Type the title of the article into the search function of the website.

Standing Rock Sioux Tribe: The Standing Rock website offers information on the history of the Sioux Nation, as well as U.S. government resources for further information on Indigenous nations in the U.S.

<https://www.standingrock.org>

Ted-Ed: The July 2017 video "How Does Fracking Work?" provides a basic understanding of hydraulic fracturing and why the practice is controversial.

<https://www.youtube.com/> Type the name of the video into the search function of the website.

Tedx Talks: Filmmaker Michelle Latimer's 2017 Ted Talk "Lessons from the Land: Peace Through Relationship" gives a brief overview of colonization and insight on her experience living and working in Standing Rock.

<https://www.youtube.com/> Type the name of the video into the search function of the website.

The Conversation: The May 2018 article "The Complicated History of Building Pipelines in Canada" provides an overview of the ongoing controversies of the petroleum industry, including the effects on Indigenous communities.

<https://theconversation.com/> Type the name of the article into the website search engine.

The Smithsonian Institution: The Smithsonian's "Native Knowledge 360" educator website includes an education package relating to Standing Rock and the Dakota Access Pipeline.

<https://americanindian.si.edu/nk360/plains-treaties/dapl.cshtml>

TIFF Talks: The 55-minute video "Standing with Standing Rock: Conversations About VICELAND's RISE" with filmmaker Michelle Latimer focuses on her experience filming the series and the importance of activism in Indigenous resistance.

<https://www.youtube.com/watch?v=DCxspLnGozs>

Vox: This November 2016 article examines the way in which social media was used to heighten awareness of the DAPL protests at Standing Rock, and also deals with the fact that social media is used as a tool by law enforcement to surveil Indigenous peoples.

<https://www.vox.com/identities/2016/11/1/13486242/facebook-standing-rock>

EXTENSION ACTIVITIES

Questions for Pre-Viewing or Post-Viewing Activities

What are the issues and themes explored in this film?

What environmental issues exist in your community? Are these issues related to development?

Are values of "development" and "progress" the same for everyone? What factors could make people disagree? Where do these values come from?

What are your feelings about one or more of the people you met in the film?

Is racism and discrimination a factor in how the DAPL project was planned and carried out? How are racism and discrimination shown in this film?

Would you be willing to set up a roadblock or take part in a protest in order to stop resource extraction activities in your community? What would happen if you could no longer drink the water in your community?

What are the issues faced by Indigenous peoples and communities shown in the film? Are these issues the same or different from the issues faced by yourself, your family or your community?

In the film, protestors are shown using gas-powered mowers, gas-powered vehicles, spray paint, plastic tarps, water bottles, plastic buckets and other materials created from or powered by petroleum. Do you think this weakens their arguments against the Dakota Access Pipeline? What role do governments and corporations play in offering citizens a range of options for surviving and thriving in daily life?

The DAPL protest, and more recent pipeline protests in Canada, have been women-led movements. Why do you think that women are taking the lead on this issue within Indigenous communities?

The Fort Berthold Reservation in North Dakota has seen a 168 per cent increase in violent assaults against women since the fracking industry came to the area. What connections are there between violence against women and violence against the land?

How does this film encourage you to see the world differently?

Is the DAPL project, or the development of any gas pipeline, just about Indigenous peoples and their communities? How does this issue affect non-Indigenous peoples and communities?

Before viewing this film, did the struggles of Indigenous peoples in Canada play a large part in your life? If yes, why? If no, why not? Will this change now that you have seen this film? In what way?

What did the film reveal to you that you did not know before? What did it show you that you had not seen or heard before?

Do you think this film will inspire people to learn more about Indigenous land rights and protest/resistance movements? Why or why not?

QUOTATIONS FROM THE FILM TO EXPLORE

1. *"A long time ago they told us this story about a big snake. When the snake comes, the world will end. One hundred years ago, when they said that, they said we have to stand up. We have to stop the black snake."*
LaDonna Brave Bull Allard
2. *"This largely female-led movement is bringing together people from all walks of life."* Sarain Fox
3. *"Once that water is gone, it's gone for everybody along that path."* LaDonna Brave Bull Allard
4. *"It doesn't take extraordinary people to do extraordinary things. It takes a good mind and a good heart."* Bobbi Jean Three Legs
5. *"Originally the Dakota Access Pipeline was supposed to be built near [the cities of] Bismarck-Mandan, but then they said the people of Bismarck-Mandan were concerned that it would affect their water supply. So they decided to put it not even a half a mile away from our reservation."* Bobbi Jean Three Legs
6. *"They got them 'man camps' over there, and I'm sure they'd all like to pop an Indian or two."* Bill, camp security
7. *"The roots go right out of my feet and down to the ground. I can give you the history of this whole river and this whole land, and everybody I see is my relative. Why would I want to be any place else? Why would the concept of money be more important than my relatives?"*
LaDonna Brave Bull Allard
8. *"Oceti Sakowin is our seven council fires, which is how we establish our nation. And today, we are separated into 14 reservations and nine Canadian reserves. So we are trying to bring all that back together again, so we can work as a nation again."* LaDonna Brave Bull Allard
9. *"We don't feel safe in our own communities anymore because of all the men that the oil brought in."*
Unidentified resident of Sacred Stone Camp
10. *"I think they're so rich, the oil companies, they're going to get what they want. It's always the ones that are rich, that have money, that get their way. They don't think about the grassroots at all."* Bobbi Jean Three Legs's dad
11. *"We never had any say or any input on the pipeline from the beginning, even though it threatens our future."* David Archambault II, Standing Rock Sioux Tribal Chairman
12. *"It's not just about protecting our land and water. It's about healing."* Bobbi Jean Three Legs
13. *"I know on different reservations that they go through the same things we do. It feels so good that all of us are here in one spot. It feels really good to know that you belong to them and they belong to you."* Bobbi Jean Three Legs
14. *"All my people on Standing Rock, I need you to wake up and open your eyes and ears. I need you to get out there and stand with the people. Stand up for your land, stand up for your family, your daughters, your sons. Put the bottle down for a day, put the drugs away for a day. I know those struggles. But this is a much bigger struggle."* Bobbi Jean Three Legs

CULMINATING ACTIVITY: SOCIAL MEDIA CAMPAIGN

Standing Rock Part 1—Sacred Water shows how Indigenous peoples used social media to bring public attention to an issue that most media outlets were not covering in 2016. Social media was also used to spread the word about the protest and draw supporters from around the country to the Standing Rock camp.

Create a social media campaign that draws attention to a local environmental or resource extraction issue that you feel is not covered enough by the media. Your campaign should include the following: a specific goal, a target audience, audience research/data, content written for a specific social media platform and a way to track results.

Start by choosing your issue and your social media platform. Then research the issue. Then identify the steps involved in creating a social media campaign (<https://www.youtube.com/> Type "How do I create a social media campaign" into the search engine). Then create your campaign and your content. As a final step, write a two-page report or create a slide show presentation that summarizes your campaign and evaluates (a) the effectiveness of the content and (b) the results of your campaign.

ACTIVITY RUBRIC: SOCIAL MEDIA CAMPAIGN

Knowledge and Understanding

	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5.0	
Knowledge of content (e.g., facts, terms, definitions)	Demonstrates a limited understanding of content	Demonstrates a moderate understanding of content	Demonstrates a considerable understanding of content	Demonstrates a high level of understanding of content	/5

Thinking and Inquiry

	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5.0	
Use of planning skills (e.g., organizing an inquiry; formulating questions; gathering and organizing data, evidence and information; setting goals; focusing research)	Uses planning skills with limited effectiveness	Uses planning skills with moderate effectiveness	Uses planning skills with considerable effectiveness	Uses planning skills with a high degree of effectiveness	/5
Use of processing skills (e.g., interpreting, analyzing, synthesizing, and evaluating data, evidence, and information; formulating conclusions)	Uses processing skills with limited effectiveness	Uses processing skills with moderate effectiveness	Uses processing skills with considerable effectiveness	Uses processing skills with a high degree of effectiveness	/5

Application

	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5.0	
Application of knowledge and skills (e.g., concepts, procedures, processes, technologies) in familiar contexts	Applies knowledge and skills in familiar contexts with limited effectiveness	Applies knowledge and skills in familiar contexts with some effectiveness	Applies knowledge and skills in familiar contexts with considerable effectiveness	Applies knowledge and skills in familiar contexts with a high degree of effectiveness	/5

Communication

	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5.0	
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual and written forms	Expresses and organizes ideas and information with limited effectiveness	Expresses and organizes ideas and information with some effectiveness	Expresses and organizes ideas and information with considerable effectiveness	Expresses and organizes ideas and information with a high degree of effectiveness	/5

Comments:

Total ____ /25 = ____ /100

EXAMPLES OF CURRICULUM EXPECTATIONS

COURSE	OVERALL EXPECTATIONS
Grade 7 & 8 Language	<ul style="list-style-type: none"> gather information to support ideas for writing, using a variety of strategies and a wide range of print and electronic resources. make revisions to improve the content, clarity and interest of their written work, using a variety of strategies. establish a distinctive voice in their writing appropriate to the subject and audience.
Grade 7 & 8 Geography	<ul style="list-style-type: none"> describe ways in which people use the natural environment, including specific elements within it, to meet their needs and wants. identify significant short- and long-term effects of natural resource extraction/harvesting and use on people and the environment. describe some responses to social and/or environmental challenges arising from the use of natural resources.
Grade 9 & 10 English	<ul style="list-style-type: none"> communicate in a clear, coherent manner appropriate to the purpose, subject matter and intended audience. locate and select information to support ideas for writing, using several different strategies and print, electronic and other resources, as appropriate. revise drafts to improve the content, organization, clarity and style of their written work, using a variety of teacher-modelled strategies.
Grade 11 & 12 English	<ul style="list-style-type: none"> communicate in a clear, coherent manner, using a structure and style effective for the purpose, subject matter and intended audience. <p>locate and select information to effectively support ideas for writing, using a variety of strategies and print, electronic and other resources, as appropriate.</p> <ul style="list-style-type: none"> establish a distinctive voice in their writing, modifying language and tone skilfully and effectively to suit the form, audience and purpose for writing.
Grade 9 & 10 Canadian and World Studies	<ul style="list-style-type: none"> analyze the roles and responsibilities of individuals in promoting the sustainable use of resources. analyze, from a geographic perspective, issues relating to the development, extraction and management of various natural resources found in Canada. assess the renewability and non-renewability of various natural resources in Canada. formulate different types of questions to guide investigations into issues in Canadian geography (e.g., factual questions, comparative questions, causal questions). assess the credibility of sources and information relevant to their investigations. analyze their personal use of natural resources. describe the characteristics (e.g., distribution, accessibility, abundance, sustainability, cost of developing) of various renewable, non-renewable and flow resources that are found in Canada. describe ways in which communities can improve their environmental sustainability. identify actions that individuals can take to live more sustainably, and explain the benefits for their local community. explain how various actions can contribute to the common good at the local, national and/ or global level. analyze a civic issue of personal interest, including how it is viewed by different groups. propose different courses of action that could be used to address a specific civic issue (e.g., a public awareness campaign, a plan for local action, a campaign to pressure for political action) and assess their merits.

Grade 11 & 12 Canadian and World Studies	<ul style="list-style-type: none"> • explain how various factors can influence consumers' decisions, including their own decisions. • identify key responsibilities of consumers (e.g., the responsibility to make informed decisions). • identify some government regulations that affect producers (e.g., regulations related to the environment) and assess the impact of regulations on different stakeholders. • explain the impact, both positive and negative, that businesses can have on a community, with reference, where possible, to their local community. • formulate different types of questions to guide investigations into geographic issues in the selected region. • communicate their ideas, arguments and conclusions using various formats and styles, as appropriate for the audience and purpose. • explain how imperialism/colonialism has affected the region, with reference to its people and their relationship with the natural resources in the region. • analyze how development projects, particularly, where applicable, megaprojects, affect the sustainability of human and natural systems in the region. • describe some alternatives to large-scale developments/megaprojects in the region, and explain their advantages and disadvantages. • assess the effectiveness of various processes used by resource-based industries to protect or rehabilitate the physical environment. • analyze issues related to the use and management of shared resources. • compare the economic, cultural and social costs and benefits of selected resource development projects for various individuals or groups (e.g., Indigenous peoples, businesses, farmers, tourists). • analyze the potential environmental impacts of a selected resource-related project or activity (e.g., dam construction, farming, groundwater extraction, water diversion, landfills, expansion of a conservation area, an oil sands project, a diamond mine) and assess the implications of these impacts for developing the project or managing the activity sustainably. • analyze a local, national or global environmental issue and a range of possible solutions, and create an action plan to address the issue. • analyze the impact of selected land uses within and near communities on humans and the natural environment.
Grade 9 & 10 Native Studies	<ul style="list-style-type: none"> • identify examples of the growing activism of Aboriginal groups in the 20th and 21st centuries. • identify issues currently affecting Aboriginal peoples and the responses of local and national leadership to these issues. • describe various ways of exercising autonomy used by Aboriginal peoples. • identify contemporary challenges that Aboriginal women face within Aboriginal and Canadian society.
Grade 11 & 12 Native Studies	<ul style="list-style-type: none"> • explain how Aboriginal peoples' relationship with the land affects their perspectives on environmental issues (e.g., resource management) and compare the perspectives of non-Aboriginal society on these issues. • describe sustainable land-use plans appropriate to local environments and resource megaprojects. • explain how Aboriginal values might conflict with economic forces. • explain ways in which women define and promote Aboriginal peoples' aspirations.

The Overall Expectations listed above are from the *Ontario Curriculum*. Complete course descriptions, including all Overall and Specific Expectations can be found at: <http://www.edu.gov.on.ca/eng/teachers/curriculum.html>