

STANDING ROCK PART 2—RED POWER



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STANDING ROCK PART 2—RED POWER

Directed by Michelle Latimer

2017 | Canada | 44 min

TEACHER'S GUIDE

This guide has been designed to help teachers and students enrich their experience of *Standing Rock Part 2—Red Power*, 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 2—Red Power places interviews with Indigenous historians alongside archival protest footage to provide historical context to the 2016 protest against the Dakota Access Pipeline (DAPL) at Standing Rock Sioux Reservation in North and South Dakota. The film considers the political dynamics surrounding DAPL by revisiting the 1803 Louisiana Purchase—which facilitated westward expansion by allowing the United States to purchase from France the land between the Mississippi and the Rocky Mountains—and the Winters Doctrine, a Supreme Court case that clarifies water rights on Native American reservations. It also discusses the occupation of Alcatraz Penitentiary near San Francisco between 1969 and 1970, and the occupation at Wounded Knee by the American Indian Movement in 1973 to shed light on Indigenous activism and the structural issues that continue to support colonialism, through the eyes of those who are affected.

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

Have the students form small groups. Ask each group to visit the Indian Country Today website to view a series of photographs from the 1973 occupation of Wounded Knee by the American Indian Movement (<https://newsmaven.io/indiancountrytoday/archive/13-images-remembering-the-occupation-of-wounded-knee-6CjkuIcOTUuvo2t0yD4Zzw/>). Ask each group to pick one or two photographs, and brainstorm an answer to each of the following prompts: What do you think this photo is about? Who do you think is involved? What do you think happened after this photo was taken? Tell students to write down their answers and keep them on hand so they can use it in a Post-Viewing Activity.

Show students the first few minutes of the film. As they watch, ask students to make a jot list of all the themes or issues they predict may emerge in the film. Use the following prompts to get students started: What is the subject of this film? Whose stories are told in 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.

Reproduce some the Quotations to Explore 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 engine 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 North America. After the brainstorming session, engage students in a large-group

discussion guided by the following prompts: How is a culture of resistance beneficial to Indigenous peoples living in a colonial society? How is it a negative force in Indigenous communities? 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

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

Have students revisit the Indian Country Today photographs that they examined in the Pre-Viewing Activities. Ask them if they were correct in the predictions they made about subject matter, who exactly was involved and events that happened after the photos were taken. Have students write a one-page reflection on the film that links their predictions to the issues shown in the film. Use this prompt to guide their writing: What do you find most surprising about the history of Indigenous resistance/protest in North America?

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.

Large-group discussion: What systems (economic, social, political) are at work in this film? What are some of the causes and effects of the decisions made by the people in the film? Does money play a part in the decisions being made in the film? What does this tell you about the differences between settler and Indigenous cultures in North America?

The film talks about the government policy that underpins the DAPL project. Ask students to draw a page for a graphic novel that engages with the following prompts: How does the situation 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.

Ask students to research one of the issues they included on the conceptual map they created during the Viewing Activities. Have them create a slide-show presentation or podcast focusing on this issue. Their slide presentation or podcast should consider 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 film?

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, for example, shots of the pines, shots of the roadblocks and media footage?

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/northerngrl>

Additional Resources

APTN: Archive of Standing Rock coverage from the Aboriginal People's Television Network.
<https://aptnnews.ca/tag/standing-rock>

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/>

Fusion: The June 2017 video "What Is the Red Power Movement?" provides a brief historical overview of Native American activism directed at systemic oppression. Note that the video only deals with activism in the U.S., and that references to "discovery" by Christopher Columbus relate only to American history.
<https://www.youtube.com/> Type the title of the video into the search function of the website.

Idle No More: A movement founded by Indigenous and non-Indigenous women that focuses on Indigenous rights, including environmental concerns.
<http://www.idlenomore.ca>

Minnesota Public Radio: This 2017 "From the Archives" piece on the news program *Midday* contains a 29-minute sound file of the firefight between federal agents and protesters at Wounded Knee in 1973, alongside commentary from MPR journalists providing factual information and context to the events.
<https://www.mprnews.org/story/2017/03/07/history-wounded-knee>

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>

The Atlantic: This 2012 article, written just after the death of AIM activist Russell Means, summarizes the 1973 Wounded Knee occupation and considers its cultural and historical impact.
<https://www.theatlantic.com/national/archive/2012/10/occupy-wounded-knee-a-71-day-siege-and-a-forgotten-civil-rights-movement/263998/>

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>

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 title of the video into the search function of the website.

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? How are these issues related to government policy?

Why do you think the filmmaker chose to prioritize historical treaties, legislation and government policy in this film? How would the film change if it did not include these aspects and only included the personal experiences and reflections of the people involved?

In the film, connections are made between the protest at Standing Rock and the colonial government's longstanding efforts to acquire and use the Sioux Nation's land without consultation with the Sioux. In what ways does the 2016 Standing Rock protest illustrate the importance of respecting Indigenous nationhood? What does the DAPL project say about settler-colonialism in North America?

In the film, LaDonna Brave Bull Allard says that the Sioux Nation was self-sufficient until hydroelectric dams were constructed and pre-colonial Indigenous economic systems were destroyed. How are economic systems used to empower or disempower certain groups of people in North American society?

Is racism and discrimination a factor for Indigenous peoples living in Canada today? 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 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?

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? Were women present as leaders in earlier protests such as Alcatraz and Wounded Knee? Why or why not?

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

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. *"We offered them food, we gave them a place to stay, we offered them shelter, and they rebuffed that. They rebuffed the kinship we tried to make with them. The United States rebuffed that kinship. And that began that failed settler kinship with this river."* Nick Estes, historian
2. *"We're still existing when we're not supposed to be."* Bobbi Jean Three Legs
3. *"This law, this English law, that's foreign to us as Native peoples. We always had law. We knew how to govern and teach and learn."* Cuny Dog, head of security, Oceti Sakowin Camp
4. *"The multinationals in collusion with the Bureau of Indian Affairs—in other words, the federal government—are after our water. That's the primary resource right now in the name of energy and resource development."* Russell Means, American Indian Movement
5. *"When I was a child, we were almost to the point of being self-sufficient. We owned our own cattle, our own horses, our own homes. We lived in the river bottoms, where we could plant, gather medicines, and we hauled our water from the river. We had a train depot, a train, a grain store, a bakery, a restaurant. We had a community. And then all of a sudden, it was gone."* LaDonna Brave Bull Allard
6. *"Policy doesn't work unless there's force behind it."* Nick Estes, historian
7. *"I don't think people really understand or really appreciate the calculation that was involved. You have three federal agencies working in tandem to eliminate Native people. They weren't going out there like they had in the 19th century, mowing people down with Gatling guns. They were mowing people down with paper bills and laws and dams. It was a different kind of elimination."* Nick Estes, historian
8. *"We're people of the river. We embody the river. Anything you do to that river, you do to us, to our bodies. People want to know why Native people are unhealthy. That's part of the reason. They polluted and destroyed our life source, our veins, our blood."* Nick Estes, historian
9. *"Part of the way that they were able to [accomplish] the dispossession of Indigenous homelands was by attacking and breaking Indigenous communities by going after women."* Jaskiran Dhillon
10. *"That connection between the violence against women and the violence against our earth is very real."* Kandi Mossett, water protector
11. *"I do think it's the result of a justice system, a policing system, built on colonial ideals and beliefs that is ultimately meant to serve and protect one segment of society and not the other."* Jesse Wenthe, broadcaster
12. *"What is happening out here is wrong, and it has been wrong for a long time. But nobody noticed until now."* Winona LaDuke, environmental activist

CULMINATING ACTIVITY: PIPELINE PROTEST MUSIC

Standing Rock Part 2—Red Power talks about the effect of colonial control on Indigenous peoples and nations, and how Indigenous peoples have resisted this control. Indigenous performers have also dealt with these issues in their music, creating songs and videos about Indigenous resistance to DAPL and other pipeline projects.

View the following music videos: "Black Snakes (Updated)" by Prolific the Rapper and A Tribe Called Red and "Get Up!" by Drezus (<https://www.youtube.com/> Type the song titles and band names into the search function of the website). Then create a written report or oral presentation that responds to these songs and the issues they discuss. Your response must contain the following: as much basic information on the issues as you can find (who, what, when, where, why, how), the responses of the people involved (Indigenous peoples, corporations, governments) and an analysis of the visual and other aesthetic elements of the videos as works of art. Note that the Drezus video does not explicitly state which pipeline/protest the song focuses on. How can you make an informed guess as to the who, what and where of the issue? What visual clues are there for you to make these guesses?

Your analysis of the visual and other aesthetic elements of the videos must be guided by the following steps and questions:

- Watch the music videos without turning on the sound, and record your impressions based solely on visual presentation. Consider the following elements: camera angles, lighting, imagery, characterization, tone.
- Listen to the lyrics of the song without the visuals and record your impressions. Consider the following elements: style of music, lyric content, themes and imagery, rhythm and repetition.

Finally, your response must answer the following question: What is the dominant message of these videos?

ACTIVITY RUBRIC: PIPELINE PROTEST MUSIC

Knowledge and Understanding

	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5.0	
Understanding of content (e.g., concepts, ideas, theories, interrelationships, procedures, processes, methodologies)	Demonstrates a limited understanding of content	Demonstrates a moderate understanding of content	Demonstrates a considerable understanding of content	Demonstrates thorough 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

Application

	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5.0	
Making connections within and between various contexts (e.g., between topics/issues being studied and everyday life; between disciplines; between past, present, and future contexts; in different spatial, cultural or environmental contexts; in proposing and/or taking action to address related issues; in making predictions)	Makes connections within and between various contexts with limited effectiveness	Makes connections within and between various contexts with some effectiveness	Makes connections within and between various contexts with considerable effectiveness	Makes connections within and between various 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 ____ /20 = ____ /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. communicate orally in a clear, coherent manner, using a structure and style appropriate to both the topic and the intended audience. identify a variety of non-verbal cues, including facial expression, gestures and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning.
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 Integrated Arts	<ul style="list-style-type: none"> demonstrate an understanding of some of the ways in which art works can be presented to reach a variety of audiences.
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. 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. 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.
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. identify a variety of non-verbal cues, including facial expressions, gestures and eye contact, and use them effectively to help convey their meaning and with sensitivity to audience needs and cultural differences. locate and select information to effectively support ideas for writing, using a variety of strategies, and print, electronic and other resources, as appropriate. determine whether the ideas and information gathered are accurate and complete, interesting and effectively meet the requirements of the writing task. establish a distinctive voice in their writing, modifying language and tone skilfully and effectively to suit the form, audience and purpose for writing.

Grade 11 & 12 Canadian and World Studies	<ul style="list-style-type: none"> • 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. • 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. • 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 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.
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.

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>